

Lindenwood University

Digital Commons@Lindenwood University

Dissertations

Theses & Dissertations

3-2023

Student Success Navigators: The Keys to Intrusive Advising, Student Supportive Services, and Academic Success

Kathryn Joyce Stanley-Dietzman

Follow this and additional works at: <https://digitalcommons.lindenwood.edu/dissertations>



Part of the Education Commons

Student Success Navigators: The Keys to Intrusive Advising,
Student Supportive Services, and Academic Success

by

Kathryn Joyce Stanley-Dietzman

March 20, 2023

A Dissertation submitted to the Education Faculty of Lindenwood University

In partial fulfillment of the requirements for the

Degree of

Doctor of Education

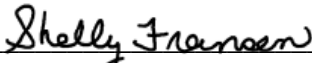
School of Education

Student Success Navigators: The Keys to Intrusive Advising,
Student Supportive Services, and Academic Success

by

Kathryn Joyce Stanley-Dietzman


This Dissertation has been approved as partial fulfillment
of the requirements for the degree of
Doctor of Education
Lindenwood University, School of Education



Dr. Shelly Fransen, Dissertation Chair

03/20/2023

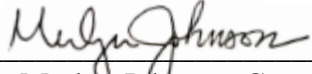
Date



Dr. Shawn Poyser, Committee Member

03/20/2023

Date



Dr. Merlyn Johnson, Committee Member

03/20/2023

Date

Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work at Lindenwood University and that I have not submitted it for any other college or university course or degree.

Full Legal Name: Kathryn Joyce Stanley-Dietzman

Signature:  _____ Date: 03/20/2023

Acknowledgments

I would like to thank Dr. Shelly Fransen for her continuous support and encouragement throughout the dissertation process. Her guidance and support were absolutely critical to my success. Your unwavering encouragement and support demonstrated true educational leadership. I would also like to thank Dr. Merlyn Johnson and Dr. Shawn Poyser for serving on my dissertation committee.

I want to thank my family and friends. Your support through this journey has been amazing and I'm lucky to have each and every one of you. I want to give the biggest thank you to my wife Jessica. Your love and support have guided me through this entire process. You encouraged me when I wanted to quit, listened to me spout off facts about things you have no idea about, and more importantly, you never let me give up. You will forever be my always! To my children, Colby and Kamryn, always follow your dreams and blaze your own trail. Nothing is impossible if you work hard for it. Mama K loves you both very much and I want you to know, everything I do, I do for you.

Abstract

This study investigated the connections between intrusive academic advising, student success and retention, and growth within an institution. The study was conducted to demonstrate that intrusive advising is beneficial to students, especially to students who are considered to be at-risk. Student Success Navigators, and the Director of Student Success and Retention were interviewed and data were collected from the institution's internal research department. These interviews and data demonstrated that intrusive advising was critical to student success. The presented data also demonstrated that the institution was able to generate additional funding to create new employment opportunities and increase student success and retention.

Key Terms

Developmental Education

Elucian Degree Works

Executive Leadership Teams

Higher Learning Commission

Intrusive advising

Starfish

Student Services

Student Success Navigator

Table of Contents

Acknowledgments.....	ii
Abstract.....	iii
Key Terms.....	iv
Table of Contents.....	v
List of Figures.....	x
Chapter One: Introduction.....	1
Background of the Study.....	2
Conceptual Framework.....	8
Statement of the Problem.....	9
Purpose of the Study.....	11
Research Questions and Hypotheses.....	12
Significance of the Study.....	12
Definition of Key Terms.....	14
Developmental Education.....	14
Ellucian Degree Works.....	14
Executive Leadership Team (ELT).....	14
Higher Learning Commission.....	15
Student Services Executive Team.....	15
Starfish.....	15
Student Success Navigator.....	16
Delimitations, Limitations, and Assumptions.....	16
Time Frame.....	16

Location of the Study	16
Sample.....	16
Criteria	17
Sample Demographics	17
Instrument	17
Summary	18
Chapter Two Review of the Literature	19
Conceptual Framework.....	19
High Impact Practices.....	23
Degree Planning and Completion.....	28
Working with At-risk Students	33
Early Alert Systems	37
COVID-19 Response	40
Summary.....	47
Chapter Three: Methodology.....	48
Problem and Purpose Overview.....	48
Research Questions and Hypotheses	48
Research Design.....	49
Population and Sample	50
Instrumentation	51
Reliability and Validity.....	54
Data Collection	55
Data Analysis	56

Ethical Considerations	57
Summary	59
Chapter Four: Analysis of Data	60
Demographics	60
Quantitative Data	61
Qualitative Data	67
Student Success Navigator Interview Data.....	68
Question 1	68
Question 2	69
Question 3	69
Question 4	70
Question 5	71
Question 6	72
Question 7	72
Question 8	74
Question 9	74
Question 10	75
Director of Student Success and Retention Data	76
Question 1	76
Question 2	77
Question 3	77
Question 4	78
Question 5	78

Question 6	79
Question 7	79
Question 8	80
Summary	80
Chapter Five: Conclusions and Implications	83
Findings.....	83
Research Question 1.	83
Research Question 2.	85
Research Question 3.	87
Research Question 4,	88
Conclusions.....	89
Theme 1: Advising to the specific individual.....	90
Theme 2: The importance of building relationships between students, campus, and community resources.	90
Theme 3: Importance of providing a consistent campus.	92
Implications for Practice	92
Personalized Advising Builds Relationships	93
Early Alert Systems Provide Another Level of Interventions	97
Campus Transparency Promotes Successful College Experiences	99
Better Communication When Courses Are Canceled.....	100
Higher Education Institutions Need to Invest in the Intrusive Advising Model.....	101
Recommendations for Future Research	102
References.....	106

Appendix A.....	139
Appendix B.....	140
Appendix C.....	141
Appendix D.....	142
Appendix E.....	143
Appendix F.....	147
Appendix G.....	148
Vita.....	149

List of Figures

Figure 1. <i>Within-Group Comparisons for First-Generation and Transfer Students: Average Boost in Deep Learning Experiences and Self-Reported Gains with Multiple High-Impact Practices (HIPs) vs. No Participation</i>	25
Figure 2. <i>Central Missouri Community College Retention and Completion Rates</i>	61
Figure 3. <i>Central Missouri Community College Degree Awards 2015–2016</i>	62
Figure 4. <i>Central Missouri Community College Degree Awards 2016–2017</i>	63
Figure 5. <i>Central Missouri Community College Degree Awards 2017–2018</i>	64
Figure 6. <i>Central Missouri Community College Degree Awards 2018–2019</i>	65
Figure 7. <i>Central Missouri Community College Degree Awards 2019–2020</i>	66
Figure 8. <i>Full-time Employment Opportunities</i>	67
Figure 9. <i>Student Success Navigators Years of Experience</i>	68
Figure 10. <i>Student Success Navigator Number of Assigned Students</i>	70

Chapter One: Introduction

For many first-time college students, being an academic trailblazer is a dream come true (Moody, 2019). Some of those students are the first in their families to graduate high school or attend post-secondary education (Moody, 2019). Many move away from home for the first time to attend college, and some try to manage a family while working full-time and attending college (Moody, 2019). No matter the circumstance, finding help and additional support from campus faculty and staff could be the key to retaining and graduating students (McFarlane, 2013).

Student success and retention are essential to all institutions (Reader, 2018). Many factors play a role in a student's success (Rowh, 2018). This research will identify the importance of high-impact practices, degree planning and completion, frequency of advising, working with at-risk students, early alert systems, and the response institutions took to ensure safety during the COVID-19 pandemic.

The retention of first-year college students has become a national concern in higher education (Hanover Research, 2020). Colleges consistently have sought ways to provide students with the whole college experience (Earl, 1988). However, making sure the student continues at the institution remains a top priority for college administration and is essential for the university's financial security (Earl, 1988). Recruitment, retention, completion, and financial stability have been initiatives identified that define an institution's success (Earl, 1988). Departmental culture is also crucial to student graduation (Smith, 2007). Departmental success is apparent, even at institutions with lower graduation rates (Strikwerda, 2019).

Student Success and Retention Services at Central Missouri Community College have taken a closer look at the institution to identify opportunities to serve the student body better. This investigation provided the Student Success Department with the opportunity to understand the importance of strong student support services. Through the use of consistent relationship development by school leaders, intrusive advising by student advisors, and the utilization of student tracking technology by university systems, the retention and success rates of many college students could be significantly impacted (Simmons, 2011).

Chapter One includes the background of the study. Also included in Chapter One are the framework and the statement of the problem. The purpose of the study and the research questions are presented. The significance of the study and the key definitions are detailed. Finally, the delimitations, limitations, and assumptions are provided.

Background of the Study

Gillispie (2012) suggested, “The concept of advising students has been present in some shape or form since the inception of higher education in America” (para. 2). In the late 18th century, “Harvard, William and Mary, Yale, New Jersey, King's, Philadelphia, Rhode Island Queen's, and Dartmouth” were the first colleges in America (Rudolph, 1990; as cited in Gillispie, 2012, para. 2). Based on the educational design of Cambridge and Oxford, these institutions were designed to educate young men (Gillispie, 2012). The college president, clergymen, and faculty consisted of all male educators. These educators were focused on the development of the whole student, both morally and intellectually (Gallagher & Demos, 1983).

As most students trained to become clergymen, the development of vocational education began to take shape (Simmons, 2011). During this time, students and faculty often shared residence, providing the faculty with a close disciplinary relationship with the students, both in and out of the classroom (Brubacher & Rudy, 1997). Referred to as the collegiate way (Gallagher & Demos, 1983), strict guidance and control of the students laid in the hands of the faculty.

The proliferation of colleges throughout the 19th century created the opportunity for academic advising to make its appearance (Gillispie, 2012). Faculty specializing in program-specific curriculum began advising students on which courses they would need to take (Steele, 2001). Frank Parsons stressed three imperatives for professional development regarding vocational guidance (Gillispie, 2012; Steele, 2001). Frank Parsons stressed three imperatives for professional development regarding vocational guidance (Gillispie 2012; Steele, 2001). These included,

first, a clear understanding of yourself, aptitudes, abilities, interests, resources, limitations, and other qualities; second, a knowledge of the requirements and conditions of different professions; and third, the opportunities and advantages of each field. It was the third imperative, comparison of the first two needs or a comparison of the self and the vocational interest, that led to the idea of counseling and advising in the collegiate environment. (Zunker, 2001, p. 11 see also Gillispie 2012, para. 4)

Intrusive Advising is intentional contact with a student with the priority of developing a relationship that is beneficial to the student. This leads to an increase in motivation and persistence (Varney, 2007). Glennen et al. (1996) began to define

intrusive advising as he tracked student retention and completion rates at Emporia State University. Glennen et al. (1996) took a developmental approach when advising students, by reaching out to the students he advised. Thomas (1990) took further action to reach out to students by reviewing external interference that could affect a student's academic success. The advisor should be intrusive within reason, which means that he or she has to find a comfortable relationship with the advisee (Zelazek, 2011).

College administrators realized that students require more than traditional academic advising (Rowh, 2018). Numerous students left high school unprepared for college (Thomas, 1990). The U.S. Department of Education determined that 43% of the students who enrolled in two-year institutions during 2000 needed at least one developmental course (Boylan & Fowler, 2010, p. 4; Lewis & Parsad, 2003).

Traditional academic advising generally focuses on policies, majors, program requirements, and course selection (Glennen et al., 1996). The introduction of intrusive advising consisted of guidance through roommate conflicts to guidance in mental health counseling (Rowh, 2018). Institutions that have utilized intrusive advising structured their programs to incorporate intervention strategies, mandating advising for those students who otherwise might not meet regularly with an advisor (Glennen et al., 1996).

The history of academic advising centers in American higher education has never been adequately recorded (Gordon, 2004).

References are made to academic advising beginning in the colonial colleges when the presidents, and later the faculty assisted students with academic and personal concerns. Rudolph traced the first recognition of advising to Johns

Hopkins University in 1877, where faculty advisors were established. (Rudolph, 1962, p. 17)

Glennen et al. (1996) presented the idea that intrusive advising and the creation of student advising centers contributed to the increase in retention and graduation rates at Emporia State University. Through the study of student retention and completion, Glennen et al. (1996) determined that the primary ingredient to a successful institution was the creation of a student advising center. Inside an advising center, the primary emphasis was placed on treating students as individuals and through academic advising (Glennen et al., 1996).

Emporia State University housed the first university-wide career counseling office. This center was the Occupational Opportunities Service Center (Glennen et al., 1996, p. 40). “In 1960, when the need became apparent for a more general counseling service, the University Counseling Center replaced the Occupational Opportunities Service Center” (Glennen et al., 1996, p. 39). By 1963, the Counseling Center was to be a service provided to the student body to assist in aptitude testing, improving reading and study skills, career planning, and helping students with personal and environmental issues (Gordon, 2004; Silverman, 2015, p. 10). Facilitating conversations between students and the advising team provided guidance to the student and provided the student with a proactive resolution (Rowh, 2018).

It was found that treating students as individuals encouraged the development of academic advisor and student relationships Glennen et al. (1996). The Texas Higher Education Coordinating Board (2000) found, “The State of Texas placed emphasis on college degree completion through the establishment of the Closing the Gaps initiative”

(p. 30). Following Glennen's research, Donaldson (2017) interviewed "12 students who participated in an intrusive advising program at a community college in Texas" (Texas Higher Education Coordinating Board, 2000, p. 33).

Through these interviews, advising was required because "students did not need to overcome motivational barriers in seeking out support" (Texas Higher Education Coordinating Board, 2000, p. 34). "In addition to unanimous support for mandated advising, each student also reported that the academic advisor provided a personalized experience, allowing them to build a consistent relationship with a single person at the college" (Donaldson, 2017, p. 34).

Jorg (2016) suggested, "Academic advisors should act as agents of student relationship management by strengthening the connection between students and their institutions" (p. 19). Advising provides effective structure, support, and guidance that encompasses everything from academic planning to navigating life challenges (Love, 2020). Jorg (2016) established the connection of retention and student success based on Glennen's research findings. The data indicated "that the utilization of intrusive advising and the establishment of a student advising center contributes to improved retention and graduation rates" (Glennen et al., 1996, p. 40).

Intrusive advising at Middle Tennessee State University was reviewed by Rowh (2018). Through the time spent evaluating the program, Rowh (2018) found five essential elements that made intrusive-advising programs powerful. These elements include robust technology, early intervention, more than academics, careful communication, and campus buy-in (Rowh, 2018). Academic advising continues to support student retention and the overall student experience, because of the work advisors are doing to enhance their

advising practices (Higgins, 2017). The Global Community for Academic Advising: Concept of Academic Advising (2006) places academic advising directly into the learning and teaching missions of higher education. The Global Community for Academic Advising has identified the relational element of academic advising as one of the main competencies of the profession, along with the conceptual and informational elements (as cited in NACADA, 2017). Campbell and Nutt (2008) suggested that academic advising creates a connection between students and the campus community.

Building on Jorg (2016) and Glennen et al. (1996), Rowh (2018) added robust technology to the major requirements of successful advising. Robust technology allows for analytic data to be collected on students (Waiwaiole, 2018; Rowh, 2018). The technology monitors student progress and triggers alerts when students miss class (Rowh, 2018; Strikwerda, 2019). Discovering and communicating services with at-risk students created an environment for those students to seek services and other supports before it was too late for intervention to be effective (Miars, 2019; Rowh, 2018).

In efforts to demonstrate the impacts of intrusive advising, it was also identified in a program at Georgia State University. Georgia State University utilized the term, proactive advising (Ohrablo, 2017; Rowh, 2018). The University tracked all undergraduates for more than 800 analytics-based risk factors every day for six years (Miars, 2019; Rowh, 2018). Once an alert was initiated, the academic advisor assigned to the student received a notification and was expected to make contact within 48 hours (Rowh, 2018). Georgia State University reported 250,000 one-on-one meetings between academic advisors and students prompted by system alerts (Rowh, 2018).

Conceptual Framework

The Intrusive Advising Model introduced by Glennen (1975) is the conceptual framework that will guide this study. Glennen's concept sought to combine counseling and academic advising into one discipline, and with the assistance of voluntary faculty, the development of proactive advising began (Glennen, 1975). Looking at Glennen's intrusive advising model from the mid-1970s sparked interest in further exploration at other institutions (Cannon, 2013; Earl, 1988).

Giroir and Schwehm (2014) agreed that "there are four basic strategies to inclusive advising: care, proactivity, knowledge, and holistic" ("Incorporating Intrusive Advising" section). When regarding care, students who felt the institution cared about them gained an attachment to the institution and were more likely to continue and become academically successful (Capps, 2012; Heisserer & Parette, 2002). Proactivity is another key component of the intrusive model; the academic advisor needs to make the initial contact with the student in regard to their academic plan and continue to make contact on a regular basis (Glennen & Baxley, 1985).

The advisor also needs to be knowledgeable about the institution and the resources available (Yarbrough, 2002). By having this knowledge, the advisor can provide or direct the student to the resources necessary for student success (Upcraft & Kramer, 1995, p. 21). The holistic factor is a trademark for intrusive advising. Today's adult student has many external factors impacting their success at the institution. They may have worked prior to going to college, have prior life experiences, and exposure to different cultures and people, making them independent individuals (Giancola et al., 2008). In order to effectively advise a student, the advisor needs to be aware of the

outside influences that may impact the student's ability to balance life along with the academic demands required to earn a degree (Giancola et al., 2008; Heisserer et al., 2002).

As intrusive advising continues to evolve, the framework set forth by Earl (1988) raised questions on how advising has evolved to accommodate the needs of a student in today's society. Intrusive advising can identify patterns affecting the student experience, bring a broad perspective on campus technology, and facilitate connections (Aljets, 2018). Previous research on advising outreach, including intrusive or proactive advising, suggests that required advising improves contact frequency, student retention, and academic achievement, especially for students on academic probation (Schwebel et al., 2012, p. 37).

Previous work offers some indication that less intensive advising found a minimal change in academic performance among students randomly assigned to advising outreach from Purdue University (Schwebel et al., 2012, p. 41; Jeschke et al., 2001). In addition to Jeschke et al. (2001), previous work also indicated intensive counseling might help at-risk students. However, the increase of contact and outreach may not be enough to entice students to earn better grades or retain those students from the general student body (Kirk-Kuwaye et al., 2001).

Statement of the Problem

The goal of many higher education institutions has been focused on the enrollment and retention of students (Glennen et al., 1996). The literature presents the idea that in higher education institutions of today, a consistent theme amongst universities is the need to become more businesslike and more efficient in their approach

(Glennen et al., 1996). Academic advising is crucial to increasing student retention, especially for first-year, minority, or nontraditional students (Reyes, 1997). Students who use an academic advising program are more likely to stay enrolled from their first to their second academic year (Thomas, 1990), and academic advising can decrease a student's intent to leave college (Metzner, 1989). Specifically, the use of an intrusive advising approach has been shown to be an effective way to address the factors that influence student retention and attrition rates (Earl, 1988; McGrath & Braunstein, 1997; Tinto, 1996)

Academic advising in higher education has been affected by many factors since its development at Harvard College in 1636 (Brubacher & Rudy, 1997). Currently, in higher education, 33% of first-year students do not return for their second year of academic work (U.S. News and World Report, 2019, p. 1); only 60% of students graduate college within a six-year period (U.S. News and World Report, 2019, p. 1; Porter, 2020). As institutions place emphasis on graduation and retention rates, what was formally known as academic advising has developed into intrusive advising (Ohrablo, 2017; Porter, 2020).

Intrusive advising plays a critical role in connecting students with tools and opportunities needed to support their success, engagement, and achievement of critical learning outcomes (Campbell & Nutt, 2008). Academic advising is an important variable in student success, especially when it is used as a process that is based on teaching students to learn and study in an effective manner (Steele, 2019). Research has suggested that intrusive advising specifically is a key factor in meeting institutional goals of increased graduation and retention rates (Campbell & Nutt, 2008).

While there are numerous research findings that show intrusive advising is effective for students academically at-risk (Austin et al., 1997; Butler, 1999; Glennen & Baxley, 1985; Molina & Abelman, 2000; Rodgers et al., 2014; Smith, 2007; Thomas & Minton, 2004), however, there is limited research on specific factors of intrusive advising and the impact on student outcomes at community colleges. Therefore, there is a significant need for research on the design of intrusive advising, specifically in the areas of one-on-one advising, high-impact practices, frequency of advising, degree planning and completing, working with at-risk students, early alert systems, and the COVID-19 response (Porter, 2020).

Purpose of the Study

The purpose of this study is to demonstrate that intrusive advising is key to demonstrating the importance of high-impact practices, degree planning and completion, frequency of advising, working with at-risk students, early alert systems, and the response institutions took to ensure safety during the COVID-19 pandemic at the community college level. Intrusive advising is intentional contact with a student with the priority of developing a relationship that is beneficial to the student. This leads to an increased motivation and persistence (Varney, 2012). By taking a closer look at the community college system, this study may provide the opportunity to understand the importance of a strong student supportive services department.

This study also demonstrates how Central Missouri Community College practices intrusive advising and the impact intrusive advising has in regard to fiscal accountability. Intrusive advising may be able to change the way student success and retention offices approach the student body going forward. The Navigator program may help students

manage not only classroom issues but outside issues that may affect their retention at the institution and the completion of their degree.

Research Questions and Hypotheses

To examine the effectiveness of Central Missouri Community College's intrusive advising program, the following questions were addressed:

1. How can the Navigator program set students up for success beyond the classroom?
2. Has the structure of the Navigator program improved the retention and completion rates at Central Missouri Community College?
3. Is this model recommended for other institutions? If not, what changes are recommended?
4. How has the structure of the Navigator program affected the educational institution as a whole?
 - Has it created more positions?
 - Effects on fiscal year budgets?
 - Student success?
 - Outside resource communications?

Significance of the Study

The term proactive advising has existed in the field of academic advising for years but is not necessarily at the center of the design element when it comes to supporting students (Kardash, 2020). According to Kardash (2020),

Lately, different organizations, such as Achieving the Dream (ATD) and the Community College Research Center (CCRC), have started to describe it as an

approach or mindset to the advising process. When the word *holistic* is applied to advising, it suggests that advisors cannot look at students through a purely academic lens, but rather must regard them as a whole person. (para. 1)

Events happening in the student's personal life can often hinder the student's academic success (Kardash, 2020). This study is significant because it may provide further insight on the impact a whole-person advising program, such as The Navigator Program, has on a student's success beyond the classroom.

Through the learning theory of humanism, the focus of an educator is to help a learner become more self-aware, mature, and develop as a whole person (Merriam et al., 2007). "The importance is understanding the whole person: understanding where an individual is in their development cognitively, what they are currently experiencing in their life, and their goals and aspirations" (Kardash, 2020, p. 1). Understanding and exploring the whole person, academic advisors can assist students with the comprehension of how their studies can help them gain a strategic approach to problem-solve, make good decisions, and overcome difficulties throughout their lives (Higgins, 2017). This study is important because it may provide valuable insight, which will allow faculty advisors to better understand and advise the whole person (Higgins, 2017).

As implied by the name, the holistic advising approach cannot be confined to a list of steps that advisors simply check off while meeting with a student. The holistic advising approach should be an individualized appointment tailored to assist that specific individual (Giancola et al., 2008; Kardash, 2020; Higgins, 2017; Steele et al., 2001). The Community College Research Center (2013) began working on a personalized model for advising, which Achieving the Dream has included as part of the holistic approach. This

personalized model for advising focuses on ensuring the steps are strategic, integrated, proactive, and sustainable. By keeping these design principles in mind, this study will add to current research in the field of academic advising by investigating the impact the Navigator program has on student support (Porter, 2020).

Definition of Key Terms

For the purposes of this study, the following terms are defined:

Developmental Education

Developmental education is a comprehensive research-based framework that empowers underprepared learners to achieve intellectual, social, and emotional growth. Developmental education includes, but is not limited to, instruction, coursework, tutoring, personal counseling, career counseling, and academic advisement (Mesa Community College, 2020, p. 1).

Ellucian Degree Works

Ellucian Degree Works is a comprehensive academic advising, transfer articulation, and degree audit solution that helps students and their advisors successfully navigate an institution's curriculum requirements. With Degree Works, students are less likely to take courses they don't need and more likely to stay on a direct path to graduation (Ellucian, 2022, p. 1).

Executive Leadership Team (ELT)

Central Missouri Community College is organized around the main administrative functions of the college. The President and Vice Presidents of these divisions make up the college's administration. The Executive Leadership Team (ELT) also includes deans

and other key leaders (Administration, 2019; Executive Leadership Team - Central Missouri Community College, 2019, p. 2).

Higher Learning Commission

The Higher Learning Commission is an independent corporation that was founded in 1895 as one of six regional institutional accreditors in the United States (HLC, 2020, p. 1). The Higher Learning Commission accredits degree-granting post-secondary educational institutions in the North Central region, which includes the following 19 states: Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming (HLC, 2020, p. 1).

Student Services Executive Team

Central Missouri Community College is organized around the main administrative functions of the college. The Dean of Academic and Student Supportive Services, along with the Student Success Directors, make up the Student Services Executive Team (Administration, 2019; Executive Leadership Team - Central Missouri Community College 2019, p. 1).

Starfish

Starfish is a learning management system that raises awareness based on grades, attendance, financial information, and the student's current enrollment status (Hobson, 2020). The learning management system has the option for instructors, advisors, and administrators to advise and provide proper case management for students. It is designed to be an early alert system that allows communication with all support systems across campus.

Student Success Navigator

The Student Success Navigator is an individual hired by Central Missouri Community College to create and maintain an educational plan, enroll in classes, and deal with life issues that could interfere with a student's ability to complete their education. The Navigator is assigned to the student based on academic major (Navigator Advising – Central Missouri Community College, 2015).

Delimitations, Limitations, and Assumptions

The scope of the study was bounded by the following delimitations:

Time Frame

Data were collected in the fall of 2019, spring of 2020, summer of 2020, and all 2020 semesters. Comparison data were also reviewed from the fiscal years of 2015, 2016, 2017, and 2018.

Location of the Study

The study was completed at Central Missouri Community College, located in central Missouri. Central Missouri Community College services Benton, Camden, Carroll, Cole, Cooper, Henry, Hickory, Johnson, Miller, Moniteau, Morgan, Pettis, Saline, and St. Clair counties. The data collected were inclusive of all locations, with a non-duplicated head count.

Sample

The individuals participating in this research were Navigators at Central Missouri Community College and the Director of Student Success and Retention. The participants interviewed were ages 20 to 65 and identified as male or female. The Navigator team consisted of Caucasian, African American, and Hispanic individuals. The educational

requirements for this position required the individual to have a four-year degree from an accredited institution and preferred experience in the area of advisement. Each of the departments on the campus was represented by the appropriate Navigator through this research process.

Criteria

Only participants who served on the Student Services and Academic Services team were considered when selecting the sample. Those individuals must fall into the employment category of Navigator or Director of Student Success and Retention.

The following limitations were identified in this study:

Sample Demographics

The sample demographics for this research are limited to only Central Missouri Community College Student Services and Academic Services employees. Individuals outside of academic services were not considered, due to position and job duties.

Instrument

The instruments utilized in this research were interview questions and data collected previously through the student success and retention department at Central Missouri Community College. The retention and completion reports were gathered from the Director of Student Success and Retention. These reports demonstrated trends from 2015 to 2020.

The interview questions were developed to demonstrate the number of students served, the type of services needed, the effects of enrollment and retention rates based on services, and how the Navigator Program impacted the success of the students and the institution as a whole. The following assumptions were accepted:

1. The responses of the participants were offered honestly and willingly.
2. The sample was representative of the Navigators and Academic and Student Supportive Services team at Central Missouri Community College, with the assumption that the program would demonstrate the need for intrusive advising.

Summary

Reviewing the history of intrusive advising shines a light on the importance of this type of advising style. Students often struggle with outside barriers that can easily be resolved if given the right tools. Intrusive advising not only connects the students to an advisor but the students to an advisor that can provide additional resources as needed to overcome external, non-educational related issues that may become a barrier to the completion of a degree.

The study of Central Missouri Community College's Student Success Navigator program was designed to demonstrate the importance of proper advising and the effects of advising on the institution's enrollment, retention, completion, financial benefits, and overall institutional success. Looking at intrusive advising and early alert systems has provided an in-depth view of student retention and completion rates at Central Missouri Community College.

Chapter Two Review of the Literature

In Chapter One, background information and key terminology were provided to establish an understanding of intrusive advising. The impact the strategic plan has on a student's educational success was reviewed. Lastly, the institution's retention and completion success rates were evaluated.

Chapter Two will review the role of intrusive advising at two- and four-year college institutions. The literature provided will demonstrate the support provided by individuals who are educated and trained to be intrusive advisors. Chapter Two will provide strategies utilized by intrusive advisors at a two-year institution. The chapter will explore high-impact practices, degree planning, and completion, working with high-risk students, early alert systems, and COVID-19 planning and implementation.

Conceptual Framework

Intrusive advising is a conceptual model and retention strategy that was based on three principles supported by advising literature (Levinstein & Merrill, 2018, NACADA, 2017). Levinstein and Merrill (2018) stated the first principle is that academic and social integration is the key to freshman persistence in college. The second principle is that deficiencies in this necessary integration are treatable; students can be taught orientation skills (Burke, 2019; Levinstein & Merrill, 2018; NACADA, 2017). The third principle is that student motivation to seek assistance does not need to be an operational variable in this treatment (Levinstein & Merrill, 2018; Lockhart et al., 2018; NACADA, 2017). Intrusive orientation does not depend on volunteerism, but is a response to identified curricular needs (Earl, 1988; NACADA, 2017).

The intrusive advising model improved retention, and the advising process motivated intrusive advisors to become more developmental in their approach (Earl, 1988; Lockhart et al., 2018; Reyes, 1997). The approach drastically changed advising, and advisors began to identify and respond to student difficulties (Kuh, 2020; Miller, 2010). Last, the concept increased the demand for structured orientation, workshops, academic classes, and study seminars (Earl, 1988; Miller, 2010).

Earl (1988) continued to research intrusive advising based on Glennen's prior experience. Earl (1988) explored intrusive advising with second-semester freshmen on academic probation. To enhance student motivation, the concept of deliberate intervention was created (Earl, 1988; Wang et al., 2021; Waterhouse, 2016). The model was consistent with the current research on retention. Earl utilized a four-point conceptual model of intrusive advising and created a successful framework that was later utilized at Old Dominion University (Vander-Schee, 2007). The four points presented were early alert systems, action-oriented responses, campus-wide retention efforts, and professional staffing that encourages the idea of student retention.

Earl (1988) provided a conceptual model of intrusive advising. The model followed during the research was based on three advising principles found in the literature (Earl, 1988; Wang et al., 2021). It was noted by Tinto (1982) that academic and social integration was the most important piece to freshman persistence in college. Tinto (1982) also noted this model of advising originated the terms "intrusive advising" and "informal interaction among students and faculty members outside the classroom" (Tinto, 1982, p. 53).

Through intrusive advising, orientation skills could be taught to help individuals overcome deficiencies necessary to be successful (Glennen & Baxley, 1985). When making the decision to attend a two-year or four-year institution, students search for a college that not only provides academic enrichment, but also meets a personalized experience during their freshman year (Austin, 1971; Berdie, 1967; Feldman & Newcomb, 1970).

A college freshman who experiences academic challenges, grade point averages below the minimum university standards, or difficulty adjusting to the college pace demonstrates the need for intrusive advising (Mahler et al., 2018). Intrusive advising is designed to assist the student academically and provide guidance in adapting to college expectations in order for the student to have the full college experience (Feldman & Newcom, 1970). The result of intrusive advising created motivation among students (Alhadabi & Karpinski, 2020). Intrusive motivation is a response to the cognitive need of a student (Alhadabi & Karpinski, 2020). In 1980, Andrew Sappington conducted an experiment on 19 students. Sappington (1980) stated that eight of the 19 students in the experimental group significantly increased their study time, while the others in the control group, who did not receive intrusive help, did not significantly improve (p. 618).

Earl et al. (1983) discovered that students receiving intrusive advising during the probationary period in their freshman year did significantly better than a control group. In this study, a questionnaire was distributed, and the frequent responses demonstrated the reason for probation as "1) conflict between school and work, 2) lack of financial aid, and 3) inadequate student-faculty interaction" (Earl et al., 1983., p. 31). Once these areas were identified by the questionnaire, the academic advisors moved forward to address the

common student issues in an intrusive format (Mahler et al., 2018). The students placed into an intrusive format developed self-evaluation skills, study skills, and how to become involved in campus life (Earl et al., 1983; Skoglund et al., 2018).

The concept of intrusive advising is to provide deliberate intervention to motivate students to seek help and identify problems before academic success is impacted (Skoglund et al., 2018). Intrusive advising was implemented in the first semester students were placed on academic probation (Pier, 2021). In Earl's presentation at Old Dominion University, the identification of students took place, a letter was sent to each individual, and the students were asked to respond via a hotline or schedule an appointment immediately with their advisor (Earl, 1988; Skoglund et al., 2018). After three semesters of evaluation, student grades and retention rates showed significant positive change for the students that received intrusive advising (Cannon, 2013; Earl, 1988).

Heisserer (2002) found,

Data from the Noel-Levitz (2009) National Student Satisfaction and Priorities Report indicated that college students consistently rated academic advising as one of the most important aspects of their college experience. Students at four-year public colleges and universities rated academic advising as first in importance (p. 217; Habley, 2005).

Students in four-year private higher education institutions ranked advising second.

Students in community colleges ranked advising third and students in private schools ranked advising as fourth in importance (Habley, 2005; Heisserer, 2002).

Moreover, "In the 2005 National Survey of Student Engagement, students ranked academic advising as the most important factor in determining student satisfaction, which

further emphasizes the importance of interpersonal skills, the role of the academic advisor, and the mission of post-secondary institutions” (Jeschke et al., 2001, p. 46).

Habley (2005) made the connection between college retention and nonacademic-related factors that involve relationships. Emphasizing that college retention is higher when a connection is made with another person on the college campus. In addition, according to Lotkowski et al. (2004), the nonacademic factors of institutional commitment, academic goals, social support, academic self-confidence, and social involvement have a strong correlation to retention (Hughey, 2011; McGill, 2016, p. 52; Strayhorn, 2015).

High Impact Practices

College and university leaders have been concentrating on high-impact practices and the use of graduation data to determine the effectiveness of retention and success initiatives at the institution (Darling, 2015). Academic advising was one high-impact practices noted as being critical to a successful initiative (Darling, 2015; Kinzie, 2012; Rowh, 2018). The institutions provided community services outside of academic services to ensure the whole student's needs were met. (Reine & Cripe, 2015).

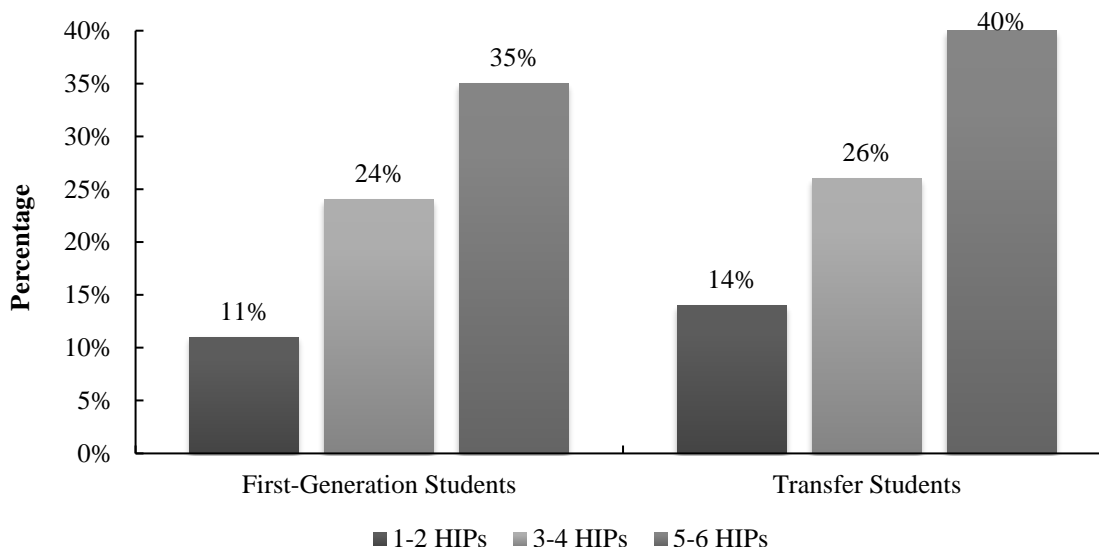
Donaldson et al. (2016) “analyzed the relationship between intrusive advising and community college student success” p. (30). Despite institutional endeavors to increase the rates of degree completion, finding solutions to longstanding barriers to student persistence remains elusive (Donaldson et al., 2016, p. 30). The most current research has been completed on retention and success at four-year institutional environments (McIntosh & Rouse, 2009). Only “8% of published research articles focused on community college students” (Donaldson et al., 2016, p. 31).

In recent years, the nationwide post-secondary completion rate has largely stagnated (Finley & McNair, 2012, p. 1; Giroir et al., 2014). Additionally, “Between 1998 and 2008, the average six-year college completion rate in the United States increased by only three percentage points to 55.9%” (National Center for Higher Education Management Systems Information Center, 2011, p. 2). “Within-group comparisons of the relationship between participation in multiple high-impact practices and perceptions of learning suggest that students within specific underserved categories benefit significantly from engaging in these activities” (Finley, 2020, p. 11).

Figure 1 shows the average boost across all four perceived learning measures when first-generation and transfer students participated in multiple high-impact practices, as compared with students in these same groups who did not participate in these practices (Finley, 2012, p. 12).

Figure 1

Within-Group Comparisons for First-Generation and Transfer Students: Average Boost in Deep Learning Experiences and Self-Reported Gains with Multiple High-Impact Practices (HIPs) vs. No Participation



Note. Recreated from Finley & McNair (2012). *Assessing Underserved Students' Engagement in High-Impact Practices*, p. 12. Association of American Colleges & Universities. <https://www.aacu.org/publication/assessing-underserved-students-engagement-in-high-impact-practices>

Research has shown that there are relationships between high-impact practices, student learning, and academic outcomes (Johnson & Stage, 2018; Montag et al., 2012). Multiple studies have documented positive links between first-year seminars, learning communities, service learning, and writing requirements to academic achievement and student completion (Benson, 2019; Berry & Chisolm, 1999; Buch & Spaulding, 2008; Cisero, 2006; Porter & Swing, 2006; Potts & Schultz, 2008). Years of research on student completion and persistence have indicated that social and academic engagement are key

to a successful college student (Bean, 1980; Hu & McCormick, 2012; Tinto, 1993). High-impact practices have been recognized as beneficial to both traditional and non-traditional students when student engagement was increased (Kuh, 2008; Wengert, 2018). Student engagement connected these students to the college campus, giving them a feeling of belonging (Barnum, 2021; Jacoby, 2015; Sandeen, 2012).

Since the 1990s policy makers, scholars, and foundations have increased their attention on students who attend community colleges, placing community colleges and their students at the forefront of the reform of higher education (Harbour, 2015). The American Association of Community Colleges (2012) recommended that community colleges develop “coherent, structured pathways to certificate and degree completion” that incorporate “high impact, evidence-based educational practices” (p. 26). As the search for a solution that would substantively increase student outcomes, community colleges continue to experiment with their practices and programs (Levin et al., 2010; Sandeen, 2010).

Challenges in identifying programs and practices that are not only effective but more widely applicable to other campuses and populations have been extensive (Haberler & Levin, 2014). Existing evidence identified several noteworthy limitations obstructing experts’ ability to develop scalable and effective practices (Crisp & Taggart, 2013). It should be noted that several of these limitations come from research that was largely based on understanding program outcomes at single institutions, rather than attempts to draw generalizations from a much broader scale of work (Bers & Younger, 2014).

Researchers have largely focused efforts on a small set of programs that include orientation, first-year experiences, success courses, learning communities, and

accelerated developmental education (Lockhart et al., 2018, p. 14). The review of preexisting data advocates that first-year experiences may be effective in the promotion of retention and completion among students attending a community college (Crisp & Taggart, 2013). Correspondingly, newer findings suggest that participation in learning communities may positively be related to a variety of community college outcomes that include integration, course completion, retention, grades, and graduation rates (Scrivener & Coghlan, 2011).

Previous research was consistent with existing literature, demonstrating the effectiveness of high-impact practices (Sweat et al., 2013). In addition, research indicated that the higher impact practices have an effect on group assignments, learning communities, service-learning projects, sequence of courses, and creating opportunities for students to establish close relationships with their advising mentors (Valentine et al., 2021). Targeted approaches aim to increase retention and graduation rates (Valentine et al., 2021; Waters, 2016). The resources presented in this chapter demonstrate that high-impact practices were effective in increasing retention and graduation rates.

Weiss et al. (2015) conducted one of the largest, independent, randomized trials in the area of high-impact practices. Though modest, the average effects of learning communities of students who enrolled in developmental educational courses across six different institutions were positive (Weiss et al., 2015). Similarly, little evidence was presented to suggest a positive relationship between student success, course enrollment, short-term outcomes, or the completion of credits (Cho & Karp, 2013).

There is increasing evidence demonstrating the value of group studies and learning experiences. In previous research on community college students' experiences

and outcomes, evaluations have not always demonstrated a positive relationship between these efforts (Richburg-Hayes et al., 2008). At times evaluations revealed that these programs and practices presented to be a negative experience for some students (Talbert & Boyles, 2005). A considerable amount of research is to be done in order to guide institutions on the implementation of these programs and practices. The research sets out to demonstrate that high-impact practices can be improved and are meaningful when attempting to improve the retention and completion efforts at community colleges (Scrivener & Coghlan, 2011).

In order to better understand the programmatic structures that relate most to student outcomes, additional research is required (Hatch, 2012; Pier, 2021; Schnee, 2014). Various practices demonstrate evidence-based hypotheses regarding student support systems and pathways to completion at community colleges, rather than proven solutions (Bailey et al., 2015). Evidence is limited that the incorporation of principles of active and collaborating learning creates effective practices (Price & Tovar, 2014). However, what is known, was gathered from surveys that did not allow for students to fully voice their experiences, state their overall goals, or expand on their educational pathways when evaluating their experience (Finley & McNair, 2012).

Degree Planning and Completion

Creating academic goals for students based on career interest and transfer plans were one of the most successful paths for students (Waiwaiole, 2018). The intrusive academic advisor could be there to assist with these students through their entire educational career (Waiwaiole, 2018). Providing developmental education could provide students with additional resources needed to become successful students (Hoachlander et

al., 2003). Strong, intrusive academic advising was designed to help students see the big picture and complete the academic task required to achieve that success (Hoachlander et al., 2003). In order to get to these big-picture tasks, advisors should assist students by helping students help themselves, raising their ambitions, setting goals, registering for courses, developing academic plans, and relating all of these steps to the big picture (Levesque, E., 2018; Waiwaiole, 2018).

Nevertheless, many students who enroll in a community college do not complete a certificate or a post-secondary degree (Levesque, E.,2018). Bailey et al. (2015) suggested, "Most students who enter these colleges never finish: fewer than four of every ten complete any type of degree or certificate within six years" (p. 1). One analysis found that, of the students who enroll in community college, only 26% earned an associate's or bachelor's degree after six years (Jacob, 2018, Levesque, 2018, Section 1: The Problem of Low Completion Rates).

Levesque (2018) claimed, the Community College Research Center at Columbia University Teachers College found, "81 percent of entering community college students indicate they want to earn at least a bachelor's degree, but only 33 percent transfer to a four-year institution within six years (Section1: The Problem of Low Completion Rates section; see also Horn & Skomsvold, 2011; Jenkins & Fink, 2016, p. 2). Of those who transfer, the Community College Research Center reported: "42 percent complete a bachelor's degree within six years" (Jenkins & Fink, 2016, p. 4). The stunning implication is that only "14 percent of the entire cohort of entering community college students earns a bachelor's degree within six years" (Jenkins & Fink, 2016, p. 4).

The problem is not necessarily a lack of ambition among community college students; the structure of programs inside the community college makes it difficult for students to obtain their goals (Aelenei et al., 2017).

In 2019, the Institute for Higher Education Policy's Degrees introduced the When Due program in Missouri. Furthermore, "In Missouri, more than 75,000 people have two years' worth of college credits, but do not have a degree" (Lewis-Thompson, 2019, p. 1). Officials with the Missouri Department of Higher Education and Workforce Development hope the initiative will change the statistic (Lewis-Thompson, 2019). Colleges and universities will have access to an interactive online tool and live coaching to train staff working in the registrar's office or any other student services office (Lewis-Thompson, 2019). The initiative focuses on identifying and reaching out to students who are near the completion of their degree (Lewis-Thompson, 2019).

Aisen (2021) suggested, "To ensure the benefits of an academic plan are available to all students, institutions need to give students a plan-building platform that meets four key student needs" (The Future of Academic Planning Is Virtual section). Ariel Aisen, 2021 stated,

- Accessible anywhere at any time, on phone or computer, because campuses may have to pivot back and forth between remote and in-person operations at a moment's notice.
- Adaptable over time as students' goals, needs, availability, and circumstances shift. In a time of pandemic and recession, flexibility is a boon to students facing life-altering changes on multiple fronts.

- Guiding as students work to understand and account for program requirements and personal interests. With automated guiderails, common planning errors and scheduling inefficiencies are flagged and avoided before time, and tuition money go to waste.
- Collaborative between students and their advisors, fostering meaningful feedback and support even when in-person interactions are impossible. Keep the planning conversation going outside the bounds of semester advising appointments. (Aisen, 2021, The Future of Academic Planning Is Virtual section)

Tinto (1997, as cited in Weiss et al., 2019) suggested, “Community college students, most of whom commute, have also been identified as less likely to identify with the college community than traditional undergraduates at four-year institutions” (p. 256). On multiple occasions, colleges have tried ways to integrate new students, including student success courses, learning communities, and success courses that foster connections between students in the classroom (Engstrom & Tinto, 2008; Mayer et al., 2015; Rutschow et al., 2012; Visher et al., 2015; Weiss et al., 2019). Other interventions included helping community college students to enroll in continuous semesters; this includes summer semesters as well (Attewell & Douglas, 2014; Attewell & Jang, 2013).

Low success rates at community colleges were contributed to by the number of barriers students faced (Weiss et al., 2019). Evidence within the literature presented the idea that short-term intervention was not vigorous enough to substantially improve a large proportion of students' long-term academic goals (Weiss et al., 2019). Through the few reforms, an evaluation completed using a random assignment design found an

increase in graduation rates (Goldrick-Rab et al., 2012; Mayer et al., 2015; Weiss et al., 2015). Though the increase was quite modest, by fewer than four percentage points, many were statistically vague from zero at the end of the evaluation (Goldrick-Rab et al., 2012; Mayer et al., 2015; Weiss et al., 2015, p. 6).

Bailey (2017) discovered, “Whether a college chooses to develop guided pathways or other comprehensive models of reform, it will face a variety of barriers to successful implementation” (p. 41). Additionally, “If reforms are to comprise a cohesive package to support students throughout their college careers, then faculty must be willing to work collectively within and across programs and departments” (Bailey, 2017, p. 41; see also Flees & O’Shea, 2021). In all of these cases, the districts and colleges were focused on student completion, and the theories of change are based on the combining of program practices that support and guide the student through their entire college career. The institutions are tracking individual student progress and utilizing that evidence to demonstrate program effectiveness and increase graduation rates (Bailey, 2017; Juskiewicz, 2020).

Juskiewicz (2020) found, “College enrollments and the state of the economy have historically been countercyclical; as the latter goes down, the former goes up” (p. 17; see also Ginder et al., 2018). This economic downturn was different from previous ones, because it was induced for public health reasons (Ginder et al., 2018; Juskiewicz, 2020, p. 17). Predictions of who and how many students will pursue a college degree to improve their employment possibilities difficult (Flees & O’Shea, 2021; Juskiewicz, 2020, p. 17). According to Juskiewicz (2020), “Some occupations may never experience

a rebound, and some previously secure jobs are more tenuous now” (p. 17; see also Flees & O’Shea, 2021).

Working with At-risk Students

The student success and retention efforts began at Central Missouri Community College in the fall of 2015. Prior to the implementation of the Navigator program, the institution showed a major decline in student success and retention (Reine & Cripe, 2013). The Department of Institutional Research at Central Missouri Community College and the Department of Student and Academic Supportive Services, began utilizing the intrusive advising approach to help better serve students (Institutional Data, 2015).

Intrusive advising goes far beyond the rebranding of traditional methods (Gordon & Stelle, 2005; Rowh, 2018). In most cases, intrusive advising could be described as proactive or engaged advising (Rowh, 2018). This includes providing the student with an advisor who is trained to assist with academic and external factors that could hinder a student’s success (Rowh, 2018; Schwebel et al., 2012). The intrusive advising model made gains in four-year institutional settings, while very little was known about the model being implemented in a two-year institutional setting (Aljets, 2018; Kirk-Kuwave et al., 2001).

Beaudoin (2012) found, “Administrators experience the most success with retention strategies when they create a small taskforce of senior administrators from offices that use retention data. Four to five senior administrators serve on these taskforces” (Beaudoin, 2012, p. 11). Training should be provided to staff on how to effectively document all actions taken when notifying and assisting at-risk students (Beaudoin, 2021, p. 11; Grinder et al., 2018; Hale, 2018). Beaudoin (2012), stated that

the faculty should “notify pertinent offices of an at-risk student at much higher rates, if faculty can observe subsequent action from student support staff (e.g., academic advising or student services staff)” (p. 11). Furthermore, “Administrators cannot effectively track which interventions increase retention without proper documentation of how staff intervenes to help students” (Beaudoing, 2012, p. 11; see also Saltiel, 2011; Webber, 2021).

Students whose admissions data indicated “a low predicted GPA received emails from counselors in the academic success center and their academic advisors that encouraged them to visit the academic success center” (Beaudoin et al., 2012, p. 12). In the end, at-risk first-generation students often failed “to identify and apply for all the financial aid available to them” (Beaudoin et al., 2012, p. 12; see also Folsom et al., 2015; Webber, 2021). Beaudoing et al. (2012) suggested, “These students withdrew at higher levels, because they did not fully recognize the value of a degree and did not obtain all available financial aid” (p. 13; see also Tasso et al., 2021). Advisors “should contact these students and set up an appointment to ensure they have applied for all available financial aid” (Beaudoin et al., 2012, p. 13; see also Tasso et al., 2021).

Addressing academic and nonacademic factors related to student success and retention is another way to address student barriers (Visher et al., 2012). Student success and retention could be obtained if nonacademic and personal factors related to student success were addressed by developmental educators (Varney, 2007). Upon their arrival at a community college, almost all students are asked to take a skills assessment in reading, writing, and math (Bailey, 2017).

The outcome of these assessments determines if the students are categorized as college-ready and can enroll in college-level coursework, or if remedial and developmental courses will be required to raise their skill levels up to college standards (Varney, 2012). Numerous students are referred to remedial coursework, up to five levels in some instances (Varney, 2012). This indicates that a student would need to successfully complete five courses of pre-college instruction prior to enrollment into their first college-level course (Varney, 2012; Visher et al., 2012; Waiwaiole, 2018).

Samarokova et al. (2020) defined developmental education as, “a comprehensive research-based framework that empowers underprepared learners to achieve intellectual, social, and emotional growth” (p. 2; see also Mesa Community College, 2020; Vianden, 2016). Furthermore, “Developmental education includes, but is not limited to, instruction, coursework, tutoring, personal counseling, career counseling, and academic advising” (Samarokova et al., 2020, p. 2; see also Mesa Community College, 2020). Issues, such as housing, medical care, food, and employment were addressed by creating clear student guidelines, integrating first-year transition coursework, intrusive academic advising to treat the nonacademic and personal factors, and traditional developmental education coursework and tutoring to address academic factors (Fowler, 2016, p. 3).

Vivian (2005) suggested, “Mentoring is a generally recognized contributor to a positive college experience for students” (p. 336; see also Chen & Upah, 2018). Vivian (2005) added, “Mentoring also is acknowledged to be of particular benefit to college students at-risk for failure or withdrawal. However, these are the students that are most difficult to reach” (p. 336; see also Colwell, 1998). Vivian (2005) also suggested, “Mentoring relationships with at-risk students are less likely to occur than with high-

performing students, who are more likely to seek out professors for advice” (p. 336; see also Le et al., 2021). The literature on mentoring in college focuses on the definition of mentoring, identifying the qualities and components of mentoring, and discussing the strengths and weaknesses of the approach to mentoring (Colwell, 1998; Healy, 1997).

In 2021, Le et al. (2021) followed Vivian's research on at-risk students and mentorship and suggested the existence of mentors may be one factor that lessens the risk for mental health problems in college first-year students. The success of community colleges as a bridge to post-secondary education is made possible in large part by a policy of open-access admissions, also known as open enrollment (Action, 2021). Open access has been described as the realization of the most democratic of educational ideals, as almost anyone with a GED certificate or high school diploma is granted automatic admission to 95% of community colleges (National Center for Education Statistics, 2019, p. 1).

Many students who could not have otherwise attended have access to post-secondary education, because public community colleges are low-cost, widely dispersed throughout the country, and provide flexible study options, developmental education, and additional services to aid high-risk students (Kane & Rouse, 1999; Pascarella & Terenzini, 2005). Beyond their credit programs, community colleges also offer continuing education and workforce development programs (Action, 2021). Overall, Grubb and Lazerson (2004) suggested the principal social benefit of open access has been to allow "a second chance for students who did poorly in high school, who made mistakes in their earlier plans, or who have immigrated to this country and need to start anew" (p. 72).

One result of open-admission procedures at community colleges has been to attract general education diploma students, students with poor high school academic records, and high school graduates who have delayed entry into post-secondary education, because less rigorous high school curricula left them ill-prepared for college-level study (Adelman, 2004; Gardiner, 1994; Grimes & David, 1999). Noel et al. (1985) and Cohen and Brawer (2003) found that these students were more likely to require developmental education and have lower rates of persistence to graduation or transfer than traditional students. In 2002, 84% of community colleges offered developmental education, compared to only 6% of four-year institutions (U.S. Department of Education, 2021; Weiss et al., 2021, pp. 253-297).

Early Alert Systems

The implementation of early student alert systems to identify student success or failure in courses has become critical in the intrusive advising model (Erwin, 1997). Eastern Michigan University created an intrusive, technology-supported advising system (Erwin, 1997). The system was designed to focus on academic, developmental, and career advising for all students (Erwin, 1995; Simons, 2011; Villano et al., 2021).

Aisen (2020) stated, “Early alerts allow faculty members to identify at-risk students and share that information with advisors and other student support staff” (p. 1). In an ideal environment, a college's early-alert program prevents students from “slipping through the cracks by allowing for timely intervention” (Aisen, 2020, p. 1; see also Erwin, 1997; Vivian, 2005). Additionally, “many university leaders recognize that their early-alert programs are uncoordinated and inefficient” (Aisen, 2020, p. 1; see also EAB, 2020; Simpson, 2014).

The purpose of an early alert system is to engage with students individually and assist them in creating a student success plan that assists with overcoming barriers to their college success (Acosta, 2021; Farnum, 2015; Tammes, 2021). The early alert system allows instructors to be supportive, proactive, and involved with the academic components of retention through early intervention, when students begin experiencing issues (Acosta, 2021). It also allows the student to self-identify and request to work with the success team (Academy Administration, 2014; Acosta, 2021).

According to the National Center for Education Statistics (2012), between 2000 and 2011, undergraduate enrollment at two-year public institutions increased by 26% (de Brey et al., 2021; National Center for Education Statistics, 2012, p. 1). Community colleges' non-selective admission policies attracted an array of students with different levels of academic preparation, personal goals, and professional aspirations (Cele, 2021). Among the students enrolled in community colleges in the United States, more than half were academically underprepared for college-level work and needed to enroll in at least one developmental-level reading, writing, or math course (U.S. Department of Education, Office of Vocational & Adult Education, 2012; de Brey et al., 2021).

To address the issue of retention, community colleges must improve the success of the number of academically underprepared students entering the institution (Cele, 2021). Research on student retention recommended that early on, institutions should identify students who were not integrated academically and socially into the institution's environment (de Brey et al., 2021). One strategy to promote integration and retain students is an early alert initiative (de Brey et al., 2021).

The early alert is critical to students' academic and social integration by providing feedback and offering assistance to students at the immediate time of academic or social need (Tinto, 2007). This study was driven by research indicating the need for community colleges to view retention from a perspective focused on early engagement to integrate students enrolled in developmental courses. Early alert fosters students' sense of academic competence and provides feedback for students to build critical skill sets for academic success, persistence, and retention (Reason et al., 2006; Tagg, 2003).

There are numerous reasons an individual might be flagged with an early alert. Instructors work with students who have a variety of academic and personal barriers that may hinder them from achieving success (Acosta, 2021; Leahy, 2021). Some of the most common reasons for submitting a student to an early alert include the following:

- Attendance issues;
- The need for academic tutoring;
- Inadequate test and quiz scores;
- Incomplete or missing assignments;
- Personal or family difficulties (i.e., financial, death in the family, etc.);
- Change in character or appearance. (Acosta, 2021; Leahy, 2021)

At four-year institutions, early alert systems have become a fairly common practice (Academy Administration Practice, 2014). A 2009 survey of higher education administrators stated, "an effective early alert system is among the very highest priorities of those charged with improving student retention at virtually all types of colleges" (Acosta, 2021, p. 9). Recent data indicated that over 90% of public and private four-year institutions use an early alert system (Acosta, 2021, p. 10). When identifying students

who should be targeted for early alert monitoring, institutions use specified criteria (Johnson, 2014). Indiana University reviewed academic risk through both pre-enrollment and post-enrollment factors. These factors included SAT/ACT scores, the quality of high school courses, and post-enrollment data, such as attendance, performance, and the annual student survey (Johnson, 2014).

Early alert systems comprise both using “alert mechanisms and a systematic approach to following up with assistance for individual students” (Hanover, 2014, p. 18; Karp, 2014). According to Hanover (2014), “The concept of early alert may be most closely associated with alert mechanisms and particularly technological systems that provide sophisticated analytics and communications capabilities” (p. 18; see also Karp, 2014). Additionally, “The most pressing issue in the implementation of early alert systems is their use on the front end by advisers, faculty, and students” (Hanover, 2014, p. 19; Karp, 2014). As one commentator suggested, “sending up a red light in an early alert system isn't likely to influence retention” (Karp et al., 2014, p. 5). However, if an advisor or tutor reaches out to a student and provides targeted support, bigger impacts on student success may be seen (Barefoot, 2004; Karp, 2014). These interventions may come in the form of phone calls, emails, postcards, or involve face-to-face meetings with academic advisors, support staff, tutors, or peer mentors (Barefoot, 2004; Lynch-Holmes, 2012).

Hanover Research (2014) suggested that, successful early alert programs share common elements of larger institutional retention strategies. Fusch (2012) indicated that, for institutions of high learning to manage a program effectively, they must rely on campus partners. Furthermore, Lynch-Holmes et al. (2012) specified,

By creating an efficient and effective Early Alert & Intervention process, an institution is able to systematically increase the network of referrers (faculty, instructors, and community members raising a flag of concern for a student), as well as responders (student support service members performing interventions to help with a student in need). (p. 5)

Finally, early alert systems are most effective when they serve a specific, target population of students, yet allow for each intervention to be designed to meet the needs of each individual student. (Dorigan, 2021; Varney, 2012).

COVID-19 Response

COVID-19 struck the United States in a way that changed the look of education as it was known (Smalley, 2020; Viner et al., 2021). The Missouri Department of Elementary and Secondary Education, along with higher education facilities, were forced to close in late March 2020 (Illanes et al., 2021). The outbreak of the coronavirus became a major interruption to institutions across the country, with the cancelation of face-to-face courses and the sudden shift to online-only instruction (Law, 2021; Smalley, 2020). The pandemic endangered every aspect of the college experience, from admissions, enrollment, and campus activities, to collegiate athletics (Illanes et al., 2021). The financial future of higher education institutions became an area of concern, both in the form of unexpected costs and reductions in revenue (Mendy, 2021; Smalley, 2020).

On March 6, the University of Washington became the first major university to cancel in-person classes and exams (Smalley, 2021, p. 1). By the middle of March, colleges across the country had followed suit, and more than 1,100 colleges and universities in all 50 states had canceled in-person classes or shifted to online-only

instruction; many spring graduation ceremonies were also canceled or postponed (Gonzalez, 2020, p. 3). Driven by the administration, the decision was made to follow all local and state protocols to help contain the nearly impossible spread of COVID-19 in the classrooms, dorms, and cafeterias (Zerbino, 2021). Institutions attempted to finalize plans for the spring semester. However, the fear of budgets for dining and housing could be highly impacted by the campus closure (Gonzalez, 2020; Zerbino, 2021). Absent student housing and dining money, budgets could be highly impacted (Kreidler, 2020).

In 2021, 21.7% fewer high-school graduates went straight to college compared with 2019, according to the National Student Clearinghouse Research Center (Hoover, 2020, p. 4). Though Covid-19 had little impact on high-school graduation rates, the steep drop in graduates who enrolled immediately in college was nearly eight times as great as the one-year drop of 2.8% in 2019 (Hoover, 2020, p. 3). The "immediate college enrollment rate" fell to 27.7% from 35.3% in the fall of 2019. The sharpest decline was at community colleges, 30.3%, compared with 28.6% at private colleges and 13.8% at public institutions (Hoover, 2020, p. 3).

For smaller institutions, the collection of part of the semester's housing and dining fees were a necessity. (Smalley, 2021). As enrollment began to decline, public institutions had to navigate the potential decline of state funding, as well (Kreidler, 2020; Smalley, 2021). The pandemic had an immediate impact on the economy, forcing several states to reduce higher education funding in the 2021 fiscal year. The cut in funding forced educational institutions to rely on federal CARES Act funding to avoid even larger cuts (Smalley, 2021).

According to research by the College Board, room and board costs rose faster than tuition and fees at public two- and four-year institutions, over the past five years (Kreidler, 2020, p. 1). In 2017, the Urban Institute found that room and board costs had more than doubled since 1980, in inflation-adjusted dollars (Kreidler, 2020, p. 2). Campus tours, admissions events, and large gatherings were all canceled, due to bans put in place by the local health and state departments (Smalley, 2020). A survey of enrollment officials from the Education Advisory Board found that 36% of campuses experienced a decline in admissions visit requests (Smalley, 2020, p. 1).

Individuals who cannot access online learning due to a lack of resources, individuals who are housing and food insecure, students with disabilities, or families in need of child care, found it particularly difficult during the school closures (Hoover, 2020; Scott, 2021). With the rise of COVID-19, the demand for childcare increased, with the closures of schools leaving families searching for alternative childcare options (Newton, 2020; Scott, 2021). Students attending post-secondary institutions that closed faced disruption in their ability to meet their basic needs, work, and even their financial aid (Newton, 2020). Many students reported the pandemic impeded their learning and academic progress (Dickler, 2021). However, the experience likely taught them some lessons about higher education and themselves (Ezarika, 2021).

Revenues generated by increased retention included monies derived from increased occupancy in the residence halls, meal plans, bookstore purchases, and campus activity sales (Dickler, 2021, p. 39; Glennen et al., 1996; Noeth, 2004). Many state-funded institutions received appropriations based on some form of enrollment-driven formula (Dickler, 2021, p. 39; Glennen et al., 1996; Newton, 2020). The importance of

retention not only sets the tone for student success but financial success for the institution (Glennen et al., 1996; Morris, 2021).

Financial stability is important to an institution's success (Spitzer et al., 2021). The pandemic created financial concerns for institutions across the country (Spitzer et al., 2021). As colleges decreased in-person services and courses, challenges were created for students (Smalley, 2020). Numerous students depend on dining halls, work-study employment programs, and dormitories for their income, food, and housing (Glennen, 1996; Smalley, 2020; Spitzer et al., 2021). Students struggled as access to these resources became limited (Smalley, 2020).

Since the beginning of the pandemic, concerns for post-secondary enrollment became a major focus (Smalley, 2020). In late spring 2020, restrictions set by the local and state health departments, significantly disrupted admissions testing and campus visit days (Davis et al., 2021). In hopes of enrolling more students, institutions extended admissions deadlines, and several made the decision to waive the SAT or ACT admissions requirements (Olneck-Brown, 2021). As campuses were forced to close abruptly, detrimental financial burdens were placed on students who were made to leave campus on extremely short notice (Davis et al., 2021). A number of institutions offered to give students a pro-rated refund for the room and board that semester (Smalley, 2020).

Smalley (2020) discovered, "Despite these adjustments, freshman enrollment in fall 2020 declined by an unprecedented 13.1%" (p. 1; see also Davis et al., 2021). This led to an overall post-secondary enrollment dip of 2.5%, according to the National Student Clearinghouse (Olneck-Brown, 2021; Smalley, 2020, p. 1). Enrollment declines varied by institution. Public two-year institutions have seen the largest declines in first-

time student enrollment, -21.0%, followed by public colleges and universities (-8.1%) (Smalley, 2021, p. 2). New international student enrollment dropped by 43% (Smalley, 2021, p. 2).

More than 16 million college students in the United States were expected to be enrolled in about 4,000 degree-granting institutions in the fall of 2020 (Cheng et al., 2020, pp. 639-640). While prioritizing the health of faculty, staff, and students still remained the main objective, the reopening of institutions began to take place (Cheng et al., 2020; Wrighton, 2021). Accordingly, institutions implemented best practices by symptom screening, COVID-19 testing, contact tracing, the use of masks, modified living arrangements, modified classrooms, modified events, and the use of quarantine as needed. The priority was to limit transmission on campus and to quickly identify and contain the sources (Wrighton, 2020)

Identifying how to safely reopen colleges after months of lockdown was the largest concern in the middle of the deadliest pandemic since 1918 (Bradley et al., 2020). First, the strategy could not be approached as a one-size-fits-all. It had to be a multi-layered approach that included public health strategies that recognized the institution's resources, location, and culture (Bradley et al., 2020). Containing the coronavirus disease required testing; social distancing, masking, contact tracing, and limiting the opportunities for new infections to come from outside the campus (Bradley et al., 2020).

There was no completely risk-free way to reopen institutions (Bradley et al., 2020; Wrighton, 2020). Outbreaks on campus were identified as a threat to older individuals (Wrighton, 2020). De-densification exacerbated “financial problems and compromised aspects of what constituted a rewarding on-campus experience, but de-

densification and enforced rules regarding masks and physical distancing were key strategies to mitigate the risk of reopening” (Wrighton, 2020, p. 664; see also Murakami, 2020).

Wrighton (2020) stated, “Mass testing to identify asymptomatic cases was proposed as a mitigation tool” (p. 664; see also Murakami, 2020). Although this intervention seemed promising, it also posed challenges logistically, “and its value was limited by false positives in low-prevalence settings” (Wrighton, 2020, p. 665; see also Lyu et al., 2020). False negatives eluded detection, and the potential for a negative test result was sometimes considered a ticket to party, thereby undermining efforts to maximize adherence to proven mitigation measures (Lyu et al., 2020; Wrighton, 2020, p. 665). Wrighton (2020) suggested, “Efforts to have the lowest-risk reopening depended on such adherence by all members of an academic community, a community that typically pushes back against authority and rules” (p. 665; see also Lyu et al., 2020).

Saul (2016) stated, "The coronavirus pandemic has been hard on America's working class, causing higher unemployment among people without college degrees and eliminating low-wage jobs by the millions" (Saul, 2021, p. 1). Now, the education system created to help those very workers also is in jeopardy (Saul, 2021, p. 1; see also Rijs & Fenter, 2020). Saul (2021) added,

Colleges of all types are struggling under the shadow of the coronavirus, but the nation's community college system has been disproportionately hurt, with tens of thousands of students being forced to delay school or drop out because of the pandemic and the economic crisis it has created. (p. 1)

Additionally, Saul (2021) stated, “Community colleges, a vast majority of which are state-run schools, have historically provided a low-cost alternative for students who lack financial backing from their parents or academic preparation for four-year colleges” (p. 1; see also El-Said, 2021). Community colleges “also are a critical training ground for students seeking jobs in local businesses, from auto mechanics and welders to dental hygienists” (Nguyen & Tran, 2022, p. 23). Nguyen and Tran (2022) found, “about 27 percent of the nation's more than 17 million college students are enrolled in two-year programs” (p. 23; see also Klein et al., 2022).

Summary

Chapter Two included a further investigation of the Intrusive Advising Model. The chapter also included a review of the current literature. The topics included high-impact practices, degree planning and completion, working with at-risk students, early alert systems, and COVID-19. Chapter Three will include the methodology used to conduct this study. The problem and purpose overview, the research question, and the research design will be provided. The population and sample, and instrumentation will be detailed. Finally, Chapter Three will include the data collection, data analysis, and ethical considerations for the study.

Chapter Three: Methodology

Chapter Three presents the methodology used to collect and analyze data from Central Missouri Community College. The problem and purpose overview and the research questions are presented. The research design, population, sample, and instrumentation are provided. Chapter Three also explores the data collection, data analysis, and ethical considerations for the study.

Problem and Purpose Overview

The purpose of the mixed method study was to compare the methods of general academic advising and intrusive advising at the community college level. How the method of intrusive advising affects student success and retention rates at the institution will be investigated. The study aimed to identify the differences in outcomes between students who received academic advising versus students who received intrusive advising. Data were presented from pre-navigator years and compared with the most recent data along with retention rates from fall-to-fall ranging from 2015 through spring of 2021. Student Success Navigators were interviewed to compare their approaches to intrusive advising, each of the department's retention rates based on those approaches, and the number of students assigned to each Navigator. This study also explored the methods of student tracking, early alerts, and intervention. Through the research, the identification of strengths and weaknesses of the current Student Success Navigator Program were identified, and recommendations for future Navigators and Student Success Team members will be presented.

Research Questions and Hypotheses

The following research questions and hypotheses guided the study:

1. How can the Navigator program set students up for success beyond the classroom?
2. Has the structure of the Navigator program improved the retention and completion rates at Central Missouri Community College?
3. Is this model recommended for other institutions? If not, what changes are recommended?
4. How has the structure of the Navigator program affected the educational institution as a whole?
 - Has it created more positions?
 - Effects on fiscal year budgets?
 - Student success?
 - Outside resource communications?

Research Design

For this research, a mixed methods design was utilized. Mixed-methods research combines elements of quantitative research and qualitative research in order to answer research questions (George, 2021). Mixed methods research was utilized to strengthen the study of the Navigator program. Utilizing the mixed methods approach gave the research generalizability, due to the smaller sample size found in qualitative research; contextualization allows for qualitative data to illustrate quantitative findings and credibility by using two methods to collect data on the same subject (George, 2021).

To provide the strongest research, a mixed-method approach was utilized (George, 2021). Mixed methods research is defined as “research in which the investigator collects and analyses data, integrates the findings and draws inferences using both

qualitative and quantitative approaches or methods in a single study” (Tashakkori & Creswell, 2007, p. 4). Data collection provided numerical statistics. The interviews collected will explore the importance of relationships and early intervention with at-risk students and the process that each individual Navigator implemented to meet the needs of each student.

Population and Sample

For this study, each of the Student Success team members at Central Missouri Community College were given the opportunity to participate in the research. The student success and retention program has approximately 20 full-time staff members. A purposive sample was utilized in this research. As defined by Alchemer (2021), “A purposive sample, also referred to as a judgmental or expert sample, is a type of nonprobability sample” (p. 1). The main objective of a purposive sample is to produce a sample that can be logically assumed to be representative of the population (Alchemer, 2021; Lavrakas, 2008). This is often accomplished by applying expert knowledge of the population to select, in a non-random manner, a sample of elements that represent a cross-section of the population (Lavrakas, 2008). A sample size of 16 individuals was taken. To participate in the study, the 15 participants had to work directly with students and hold the title of Student Success Navigator or Director of Student Services and Retention.

The secondary data utilized was a census sample. A census is an attempt to list all elements in a group and to measure one or more characteristics of those elements (Cantwell, 2011). The data were retrieved from the Office of Institutional Effectiveness at Central Missouri Community College. The enrollment, retention, and completion rates

were collected at the end of each enrollment period. The department of Institutional Effectiveness compiles the information to evaluate the institution's strategic planning.

Instrumentation

Utilizing the conceptual framework and the review of literature, two sets of interview questions were created. The first set of questions (see Appendix A) were created with the intent of finding out the Student Success Navigator's processes and procedures. The second set of questions (see Appendix B) were created to discuss the Student Success Navigator program with the Director of Student Success and Retention at Central Missouri Community College. The questions were developed with the purpose of evaluating the level of intrusivity utilized in advising appointments at Central Missouri Community College. During the design process, it was important to include all college programs. The questions were designed to fit the academic program navigators and the technical program navigators.

The interview questions were designed to assess the level of intrusive advising across all programs, keeping in mind that each program may have students with different needs and different levels of required academic advisement. When creating the interview questions, the Dean of Student Success reviewed the initial set of questions and identified areas in need of strengthening to better include all programs and capture the frequency of required Navigator appointments.

After creating the initial set of questions, it was determined that it was necessary to revise the original questions to include the frequency of appointments. When reviewing other research results, it was found that the frequency of appointments was important to gauge the student's overall success. By making this change, the reliability

and validity of the questions asked during the interview were strengthened. The interview questions were established to address program structure, retention and completion, and the impact the program had on the institution as a whole.

The Student Success Navigator questions 1, 2, and 3 were asked to provide general information about the Navigator and their current advising caseload. The questions addressed years of experience and each Navigator's specific program of expertise. Each Navigator was asked to address the general information questions and provided information pertinent to their specific field.

Student Success Navigator question 4 was designed to explore the format of a typical Student Success Navigator appointment (Lockhart et al., 2018). Student Success Navigator question 5 focused on the process of student risk assessment (Rowh, 2018). After establishing the format of a typical Student Success Navigator appointment, questions 6 and 7 of the interview began a discussion of early alert system utilization at the institution and early intervention protocols (Acosta, 2021; Tammes, 2021).

Student Success Navigator Interview question 7 explored Early Alert System protocols (EAB, 2020). Student Success Navigator interview question 8 and 9 addressed student barriers and resources provided (Hoachlander et al., 2003; Levesque, 2018; Waiwaiole, 2018). Student Success Navigator interview question 10 addressed the outcomes of intrusive advising and how it impacted the retention and completion rates at Central Missouri Community College (Waiwaiole, 2018). Student Success Navigator interview question 10 addressed the model of the Navigator program and the impacts the program has had on the institution as a whole. These questions were designed to gather

data about the structure of the Navigator program and whether it has improved the retention and completion rates at Central Missouri Community College.

Student Success Navigator question 4 continued to address the model of the Navigator program, and suggestions from the interviews were noted to strengthen the model for future reference. When looking at previous research, community colleges regularly work with at-risk students (Aljets, 2018; Kirk-Kuwave et al., 2001). Working with at-risk students ties together the need for intrusive advising and success and completion (Varney, 2012; Visher et al., 2012; Waiwaiole, 2018). Reflecting on Chapter Two, high-impact practices were discussed. Student Success Navigator interview questions 4, 5, 6, 7, 8, and 9 explored the processes of high-impact practices (Reine & Cripe, 2015; Rowh, 2018).

Director of Student Success and Retention interview question 1 was designed to provide general information about the position and experience in the area of expertise. Director of Student Success and Retention interview question numbers 2, 3, 4, and 5 addressed the overall goals of Central Missouri Community College (Campbell & Nutt, 2008) and the mission of the Student Success Navigator program (Jeschke et al., 2001). Director of Student Success and Retention interview questions 2, 3, and 4 explored the effect high-impact practices had on Central Missouri Community College (Reine & Cripe, 2016; Rowh, 2018). The Director of Student Success and Retention interview questions 6 and 7 addressed the impact of relationships with outside resources and the community (Simmons, 2011).

Reliability and Validity

Reliability refers to research that can be reproduced under the same conditions (Mertens, 2020; Middleton, 2022), such as whether, the same result can be consistently achieved by using the same methods at a different time and under the same conditions. However, the results may not always be valid (Middleton, 2022). Validity refers to how accurately results measure what they were originally designed to measure (Mertens, 2020; Middleton, 2022). If research has high validity, that means it produces results that correspond to previously established theories. If a test is produced correctly, accurate results are produced and should be reproducible (Mertens, 2020; Middleton, 2022). The reliability and validity of the instruments used in this study were legitimized by using valid research processes beyond academic reflection.

Creswell (2014) suggested that authenticity, credibility, and trustworthiness were areas which addressed validity in qualitative research. Content validity was established prior to the research, via pilot testing. Interview questions were subject to pilot testing prior to research approval to establish content validity (Johnson & Christensen, 2020; Mertens, 2020). Additional approaches to address reliability and validity in the study included clarifying bias and triangulation (Creswell, 2014). To clarify bias, the researcher provided background information relating to her position at Central Missouri Community College. This information was given to the participants when reviewing the informed consent (Creswell, 2014). The reflection provided by the researcher created an open and honest narrative, which resonated with the readers to include how the researcher would avoid personal bias (Yin, 2016).

Triangulation of data was utilized to increase the validity of the interview and enrollment report findings. The utilization of triangulation with data can provide multiple research methods by decreasing the weakness of one research method to strengthen the outcome of the study (Bekhet & Zauszniewski, 2012). Triangulating different data sources of information by examining evidence allows information to be compiled and justification for themes (Creswell, 2014). The quantitative and qualitative data and the review of literature were triangulated for this study, and major themes were identified.

Data Collection

A request was made to the Dean of Student and Academic Support and Services to allow the Student Success Navigators and the Director of Student Success and Retention to be interviewed on an individual basis and for the offices of Institutional Effectiveness and Institutional Research to provide student retention and completion data (see Appendix C). Once permission was granted from the institution and approval from the Lindenwood University Institutional Review Board was obtained, the data collection process began (Fraenkel et al., 2016).

Invitations to participate in the research study (see Appendix D) were sent to 15 Student Success Navigators, the Director of Student Success and Retention, and the TRIO program Student Success Navigators. TRIO program Student Success Navigators are assigned a smaller caseload and work with high-risk students. These students receive other supportive services that are not available to students assigned to non-TRIO program Student Success Navigators. Electronic mail was sent to the specific groups introducing the study and requesting their participation. The Student Success Navigators, Director of Student Success and Retention, and TRIO Student Success Navigators were asked to

contact the researcher to schedule a time to be interviewed. The times, dates, locations, and researcher's contact information were also given. Each interview took place on the Central Missouri Community College campus or by phone.

On the scheduled day of the interview, the purpose of the research was reviewed. The informed consent form (see Appendix E) was reviewed verbally and reiterated to the participant that their cooperation was voluntary and they could discontinue the interview at any time (Yin, 2016). Once the official paperwork was complete, the interviews took place. Each individual was asked the same questions, allowing each subject the opportunity to elaborate on their answers to provide clarification and to ensure consistency (Creswell, 2014). A separate electronic email (see Appendix F) was sent to the Department of Institutional Effectiveness requesting access to reports regarding retention and completion. Reports regarding the fiscal years 2015 to 2021 were retrieved and provided for analysis.

Data Analysis

For this research, quantitative and qualitative data were reviewed. Quantitative data refers to any “information that can be quantified, counted, or measured and given a numerical value” (Fullstory, 2021, Key Takeaways section; see also Johnson & Christensen, 2020; Mertens, 2020). Qualitative data is descriptive in nature and “expressed in terms of language rather than numerical values” (Fullstory, 2021, Key Takeaways section; see also Johnson & Christensen, 2020; Mertens, 2020).

The quantitative data were received from Central Missouri Community College. The data provided the number of students in attendance at Central Missouri Community College from 2015 through 2021. These reports showed how many students attended

Central Missouri Community College, the degree they were seeking, and how many students each Student Success Navigator was assigned to serve. By examining the data, numerical values of how many students were served were identified.

The qualitative data were analyzed using several different methods. After the interviews of Student Success Navigators and the Director of Student Success and Retention were completed and transcribed, open, axial, and selective coding were used to analyze the data.

Johnson and Christensen (2020) determined, “Open coding is the first stage in grounded theory data analysis” (p. 436; see also LaiYee, 2022). Open coding “involves labeling important words and phrases in the transcribed data” (Johnson & Christensen, 2020, p. 80; LaiYee, 2022). Open coding was utilized to designate common themes throughout the Student Success Navigator Interviews and the Director of Student Success and Retention. After the open coding process was completed, axial coding was used to further identify common themes.

Axial coding consists of identifying connections between the codes (Johnson & Christensen, 2020; LaiYee, 2022). According to Johnson and Christensen (2020), “During axial coding, the researcher develops the concepts into categories (i.e., slightly more abstract concepts) and organizes the categories” (p.436). Axial coding is the method used by qualitative researchers to identify the main themes from the study (Allen, 2018; Johnson & Christensen, 2020). Emergent themes were identified and will be discussed in Chapter Five.

Ethical Considerations

To ensure the confidentiality of the research, the following safeguards were put into place. All electronic data, responses, and emails were placed in a password-protected file and password-protected computer. All stored information was supervised and secured under a two-lock system at all times to guarantee that unauthorized access was not obtained. All documents and files will be destroyed by the researcher no later than two years after research completion.

Anonymity was a priority for both quantitative and qualitative data. The quantitative secondary data were collected, and all identifiable information was removed by the Institutional Research Department at Central Missouri Community College. All student data were erased to ensure the names, student identification number, and other personal identification was removed from all spreadsheets received from the Institutional Research Office.

For the qualitative data, verbal acknowledgment of consent to participate in the study was completed. The individual was required to acknowledge the informed consent; interviews were edited to remove any identifiable information. To ensure the identification of the Student Success Navigators remained anonymous, names were removed from the interview transcripts, along with the program they advised. A pseudonym was put into place to ensure the privacy of the institution remained anonymous, as well.

The researcher is currently an employee at the institution where the study took place. To ensure there was no conflict of interest between the researcher and the participants, all interviews took place outside of the researcher's department. The

researcher gave each individual the opportunity to participate or opt out and gave those who chose to participate the option to stop the interview at any time. The researcher was not a supervisor to any participant who participated in the study.

Summary

The methodology for this research was fully described in Chapter Three. The purpose of this qualitative study was to focus on the retention and completion rates generated by the Student Success Navigator and reveal the success or failure of intrusive advising at Central Missouri Community College. The Student Success Navigators' perceptions were gathered to explore the advising strategies being utilized and barriers faced by academic advisors when meeting with students to create plans for academic success. The research on the program also evaluated the overall impact Student Success Navigators have on the institution as a whole.

The data collected for this study will be presented in Chapter Four. Summaries of the Student Success Navigator interviews, the interview with the Director of Student Success and Retention, intrusive advising strategies at Central Missouri Community College, and the secondary data collected from the institution are provided. Tables and figures will be used to present the data.

Chapter Four: Analysis of Data

This study was conducted to explore intrusive advising as a key high-impact practice, as well as to evaluate practices related to degree planning and completion, frequency of advising, working with at-risk students, early alert systems, and the response institutions took to ensure safety during the COVID-19 pandemic at the community college level. Varney (2012) suggested, “Intrusive advising involves intentional contact with students with the goal of developing a caring and beneficial relationship that leads to increased academic motivation and persistence” (Why Intrusive Advising section). By taking a closer look at the community college system, this study may provide the opportunity to understand the benefit of strong student support services.

This study also examines how Central Missouri Community College practices intrusive advising and the impact intrusive advising had in regard to fiscal accountability. Intrusive advising may have the potential to change the way student success and retention offices approach future student needs. The Navigator program may help students manage not only classroom issues but outside issues that could affect their college persistence.

Demographics

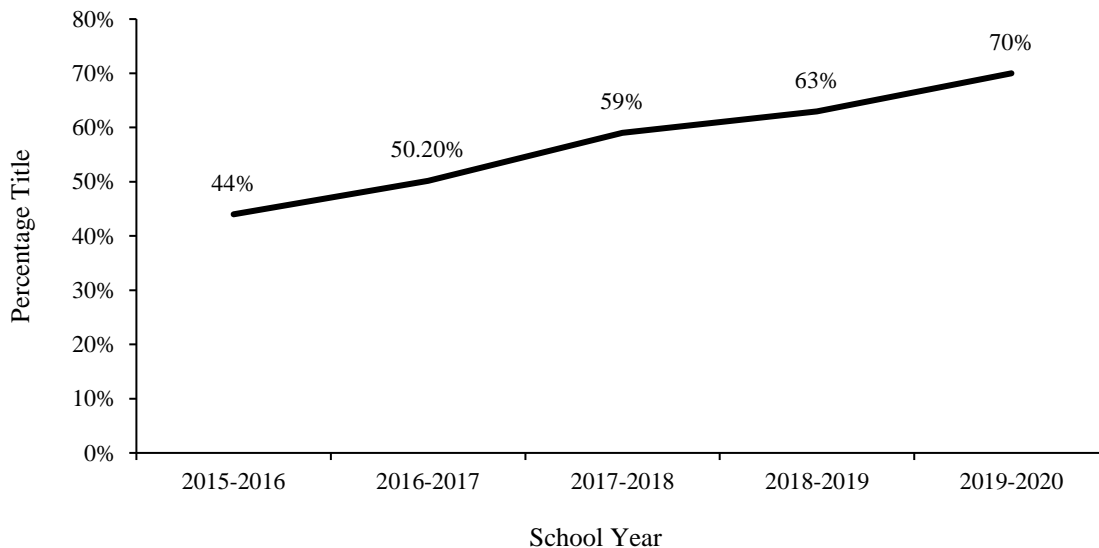
Participants in this study included Student Success Navigators and the Director of Student Success and Retention at Central Missouri Community College. The participants ranged from ages 20 to 65 and identified as male or female. The Navigator team consisted of Caucasian, African American, and Hispanic individuals. The educational requirements for this position required a four-year degree from an accredited institution and preferred experience in the area of advisement.

Quantitative Data

For additional information regarding the Student Success Navigator program, a secondary data source was utilized. At Central Missouri Community College, the department of Institutional Effectiveness provided student enrollment and retention reports for 2015 through 2020. The secondary data from 2015–2020 is presented in Figure 2 to verify the retention and completion rates for the fall of each academic year.

Figure 2

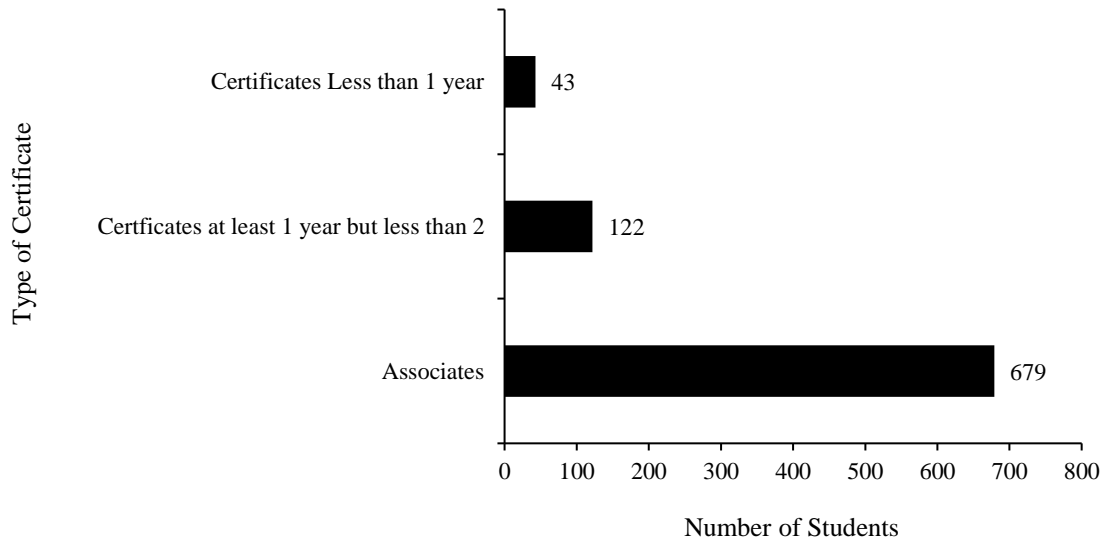
Central Missouri Community College Retention and Completion Rates



The number of students during the 2015–2016 school year who received an associate's degree; a certificate in at least one year, but less than two years; or a skills certificate earned in less than one year, is shown in Figure 3. The certificate programs at Central Missouri Community College aim for completion in one semester, depending on the student's availability. The data presented in Figure 3 were gathered from the 2015–2016 academic year. It is also noted to be the first year of the Student Success Navigator Program.

Figure 3

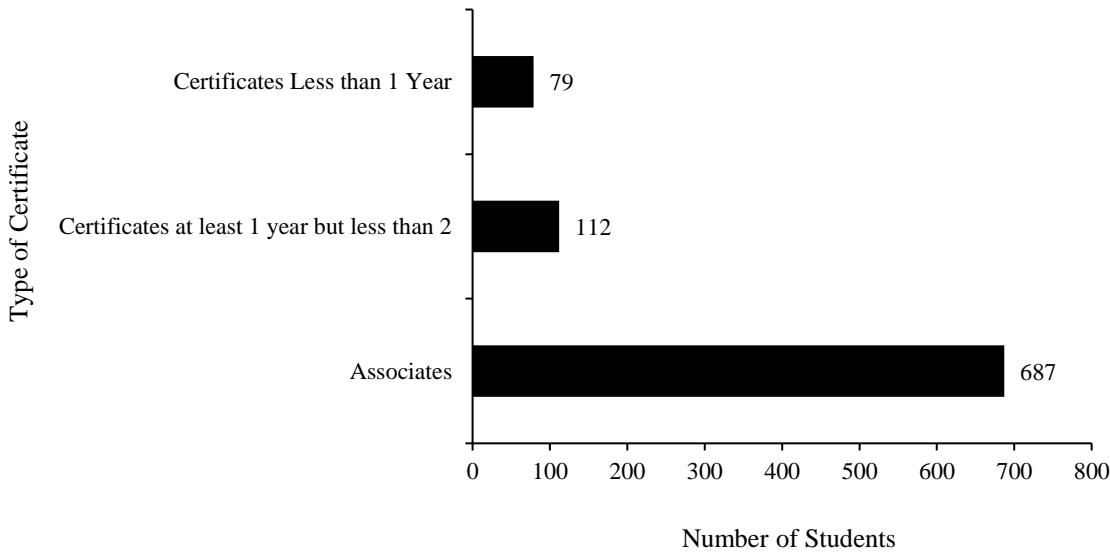
Central Missouri Community College Degree Awards 2015–2016



The number of students completing a degree or certificate in the 2016–2017 school year are shown in Figure 4. Sixty-seven students completed certificates requiring less than one year of training. One hundred twenty-three students completed certificates requiring at least one year of training, but less than two years, and 766 students completed their Associated degree during the 2016–2017 school year.

Figure 4

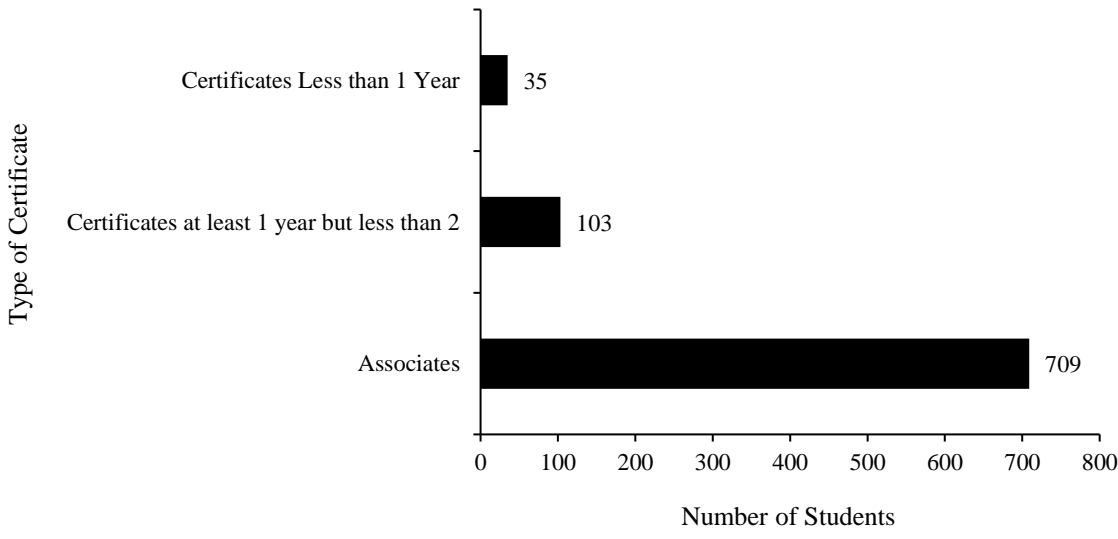
Central Missouri Community College Degree Awards 2016–2017



The number of students completing a degree or certificate in the 2017–2018 academic school year is illustrated in Figure 5. The data demonstrates an increase in degrees and certificates awarded at the institution from the 2015–2016 school year. These data were retrieved at the end of the 2017–2018 school and the second year of the Student Success Navigator Program.

Figure 5

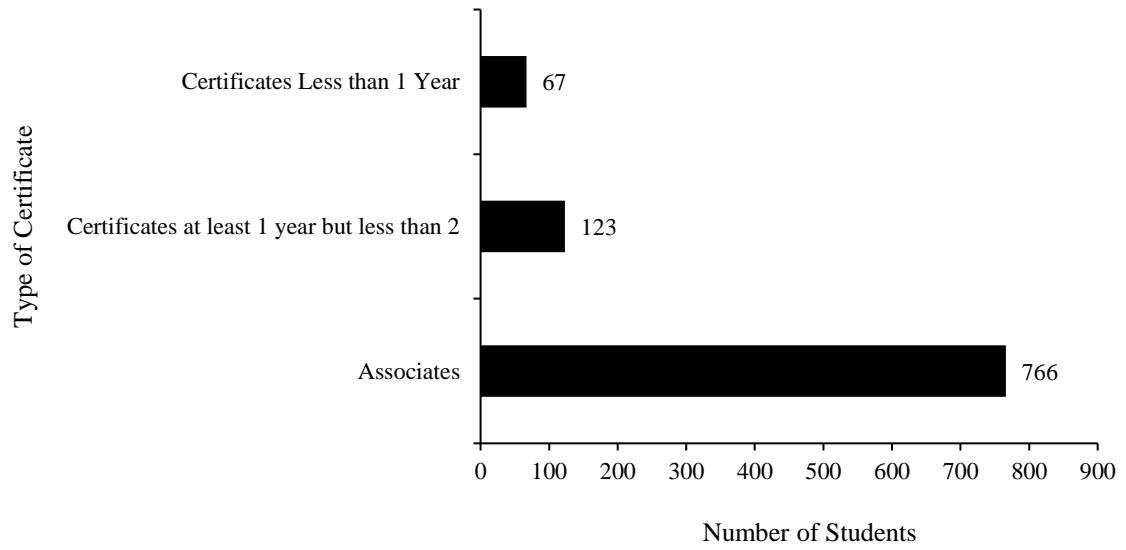
Central Missouri Community College Degree Awards 2017–2018



The data from the 2018–2019 school year at Central Missouri Community College is presented in Figure 6. The less than one-year certificate programs nearly doubled from 2017–2018. The number of one year or more certificates and associate’s degrees awarded during the 2018–2019 school year only increased slightly by 22.

Figure 6

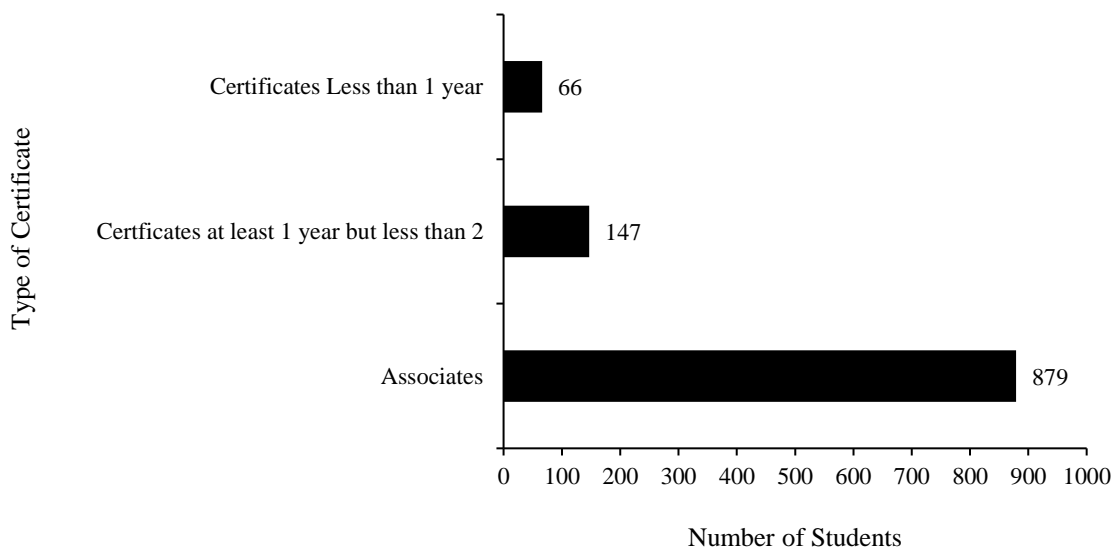
Central Missouri Community College Degree Awards 2018–2019



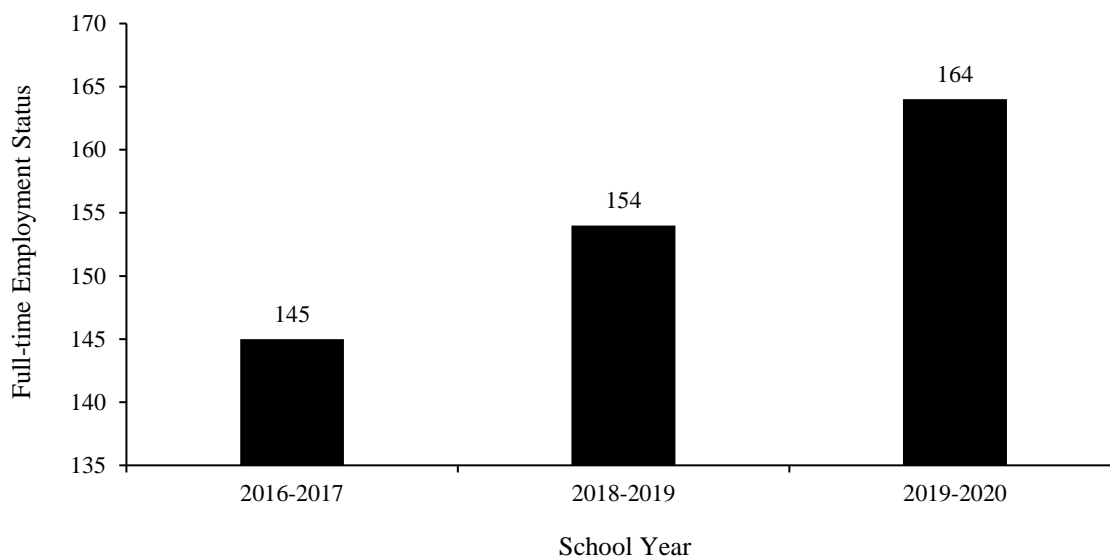
Presented in Figure 7 is the number of certificates and degrees awarded during the 2019–2020 academic year at Central Missouri Community College. These data were the last data collected prior to campus closing due to the COVID-19 pandemic. There was an increase in the number of students completing the associate's degree programs.

Figure 7

Central Missouri Community College Degree Awards 2019–2020



While reviewing the institutional data and comparing it to the interview questions, the question of increased job opportunities surfaced. Along with the increased retention and completion, Central Missouri Community College experienced a growth in full-time employment. In Figure 8, the increase in full-time employees is demonstrated as aligning with the increase in student retention and completion. The increase in employees was anticipated with the increase in retention and completion.

Figure 8*Full-time Employment Opportunities***Qualitative Data**

In the following section, data collected from qualitative research methods are presented. The qualitative research questions were analyzed using individual interviews. After the interviews were conducted and transcribed, the reported answers of the participants were separated into notable responses for research consideration. Following the separation of responses, the study's results were reported in the findings of the study to highlight the consistency of the participants' responses, indicating validity. The primary responses directly addressed the research questions. The shared responses, directly and indirectly, addressed the research questions and were present in most of the sets of participants' answers.

Student Success Navigator Interview Data

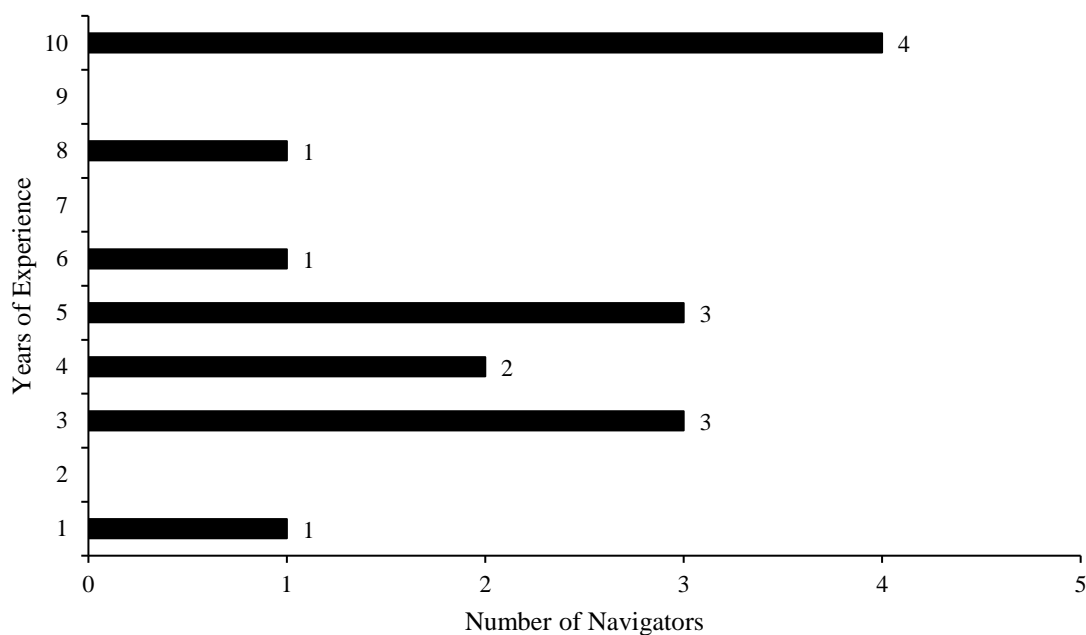
Question 1

How long have you been a Student Success Navigator at Central Missouri Community College?

As shown in Figure 9, four Student Success Navigators had 10 years of experience. One Student Success Navigator had eight years of experience, three Student Success Navigators had five years of experience, and three had three years of experience, one had six years of experience, two Student Success Navigators had four years of experience. And one had one year of experience.

Figure 9

Student Success Navigators Years of Experience



Question 2

Which programs are you currently a Student Success Navigator for?

Question 2 identified each of the programs assigned to the Student Success Navigators. Central Missouri Community College offered Skill Certificates, Professional Certificates, Associate of Applied Science (AAS), Associate of Arts (AA), Associate of Arts in Teaching (AAT), Associate of Fine Arts (AFA), and Associate of Science in Engineering (ASE). The Student Success Navigators were assigned to students enrolled in these programs.

Question 3

How many students are on your student caseload?

The number of students each Student Success Navigator was responsible for advising is shown in Figure 10. Student Success Navigator number 3 was noted to have a large caseload, due to advising students who were seeking an AA, AAS, visiting students, or students taking classes as personal interest.

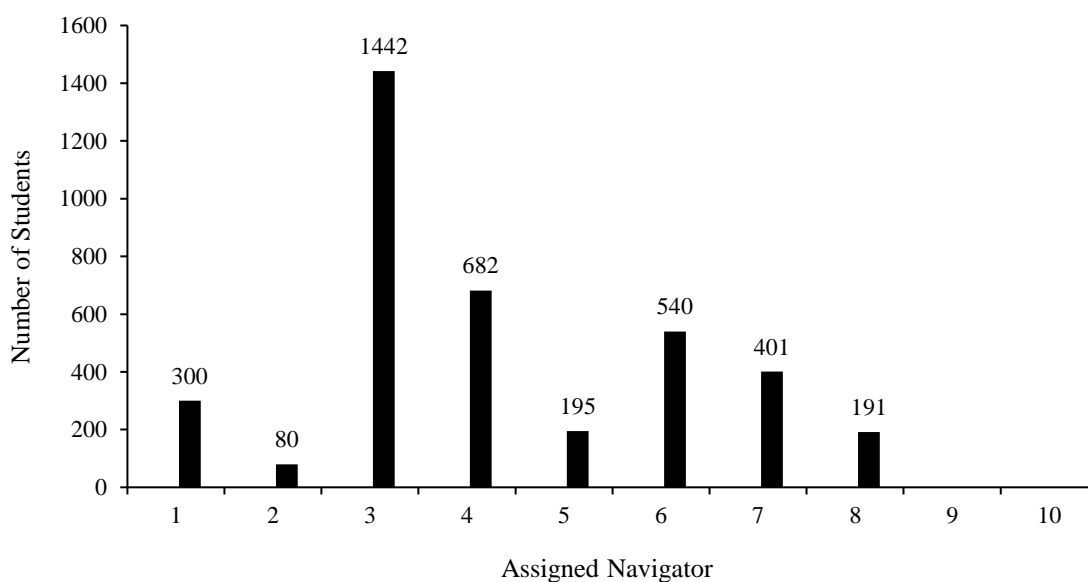
All areas of Student Success Navigators on the Central Community College Campus were interviewed. During the interviews, it was determined that each Student Success Navigator was assigned roughly 300 students. The Director of Student Success and Retention stated,

Each Navigator has between 300-350 students in total. Keeping this number low allows for the Student Success Navigator to successfully meet and work with each individual student on a regular basis. The Navigator for the AA, visiting students, and AAS students have quite a few more students. They have more students because the AA students they advise are open majors, meaning they have not

selected a specific track. We also have several visiting students who are just here to take one or two classes for the semester. Those students typically do not stay at SFCC and transfer those classes back to the institution they are planning to continue attending. They do not actually advise that many students; they just appear on the caseload.

Figure 10

Student Success Navigator Number of Assigned Students



Question 4

Can you please tell me how a typical Student Success Navigator and student appointment goes?

Question number 4 requested participants to describe the format of a typical appointment between the Student Success Navigator and the student. Consistency across the institution was evident. Issues were resolved in the form of a list. Each Navigator appointment began with confirming the student was enrolled into the correct degree program, identifying and creating a degree plan, enrolling in courses, discussing how the

student planned to pay for the courses, setting up financial aid appointments, identifying course materials needed, housing, and any other identified needs. Navigator 6 stated, "Our appointments last about an hour with first-time freshmen. We cover enrollment, financial aid, set a degree plan, and get them into their email accounts." Navigator 3 added, "My freshman appointments run a little over an hour; those returning students, it typically takes about 15 to 20 minutes. We pull up the degree plan, check for holds and get them added to classes."

Question 5

As a Navigator, do you perform any type of risk assessment on students? If so, what is asked?

Question number 5 addressed the structure of the Navigator program.

During the Student Success Navigator interviews, it was determined that each Student Success Navigator completed a student risk assessment with each student during the initial meeting. The risk assessment identified resources the student may need from the institution and community in order to be successful at the institution. These risk assessments allowed the Student Success Navigator to submit referrals for tutoring, financial aid services, on-campus disability services, mental health counseling, housing, financial support, child care opportunities, and career center services.

Student Success Navigator 2 stated,

We conduct a questionnaire called College Student Inventory which requires the student to complete the 150-question survey. This survey asks questions about study habits, personal life situations, commitment to college, and more. We use

this information to determine the best-fit services for our students and to address any early red flags.

It was also determined that all Student Success Navigators are working with the student as a whole and not just on academic needs. The consensus of the group stated that the Student Success Navigator program is designed to be a one-stop shop for students. The Student Success Navigator is set to be the initial point of contact for all student concerns. The Student Success Navigator is then responsible for identifying the specific need of the student and making a referral before the student leaves the office.

Question 6

What type of early alert system is utilized with students?

Starfish is the early alert system utilized by Central Missouri Community College. Through Starfish, students had access to their entire student support team. This team consisted of the Student Success Navigator and faculty from currently enrolled courses. Through the early alert system, faculty could raise an alert for student assistance. These referrals are sent to the student and to the Student Success Navigator. These concerns were raised when the student had missed multiple assignments, multiple days of class, or if the student's grade had fallen below passing. Navigator 4 stated,

The system is fairly simple. Each student has a success team. The team includes the Navigator, all instructors for the semester, and contact information for other departments the student may need. When one of the success team members sees a problem or potential problem, the Navigator gets a notification.

Question 7

When you receive an early alert for a student, what is your protocol?

Once a referral was received, the interviews demonstrated that all Student Success Navigators followed the same protocol. Navigator 3 stated, "Once a red flag is sent to the Navigator, the Navigator has 24 hours to contact the student. All of us are expected to stay consistent with that." The Student Success Navigator will attempt to contact the student via phone and email. If the Student Success Navigator does not receive a response within 24 hours, the Navigator will attempt to locate the student on campus in one of their other courses. Once contact has been made, and the student has scheduled a meeting with their Student Success Navigator, the early alert will be addressed. Navigator 7 added,

The Navigator is required to call the student within a 24-hour window. If we do not get through on the phone, we are required to follow up with another form of communication, such as an email. All of our attempts are documented for everyone to see inside the student's Success Team.

Central Missouri Community College had a total enrollment of 5,073 students during the 2020 school year. This breaks down to each Student Success Navigator seeing 338 each year. During the Student Success Navigator interviews, the consensus of the group stated that this number is manageable, and they are able to respond quickly to concerns raised by instructors through the early alert system. Navigator 6 stated,

Working with Starfish has helped our advising process out a lot. We have smaller caseloads to manage, making it a little easier to get in touch with a student much quicker. If a student begins missing classes or not turning in assignments, the instructors can log into Starfish and send us a message letting us know. The

student can also raise a flag on themselves. By doing so, the Navigator can quickly set up a meeting and find out what they can do to help.

Question 8

What is the most frequent barrier you find with your students?

While interviewing the Student Success Navigators, it was noted that 100% of the Navigating team identified financial barriers to be the number one issue. Student Success Navigator 2 stated,

Financial aid is a constant battle in my office. I work with several students who live on campus and making sure they have enough financial aid to cover not only their courses but their housing plans as well. Most of those students are freshmen, and it's the first time they have lived away from home. Setting them up with the financial aid office is a top priority during my advising appointment.

Question 9

How do you address those barriers, and what resources do you provide?

Question number 9 identified the approach taken to help address identified barriers. The Student Success Navigator team noted a resource guide that is provided to each student. Student Success Navigator 6 stated, "Each Navigator has a resource guide in their office. A copy of this guide is also provided to the student. We have resource guides from each county we serve, and we utilize those often."

Resources and financial assistance were major barriers to Central Missouri Community College students. Navigator 1 stated,

Most of my students come in worried about how they are going to pay for classes, gas to travel to campus, and making sure they have a schedule that allows them to

work enough to support themselves. Being a Technical Navigator can be challenging at times because most of my students work full-time; they are here to get certificates. I often refer these individuals to the local career center. The career center identifies technical careers as a priority and often have resources to help.

Student Success Navigator 6 also stated,

Communication with the student is the most important piece of intrusive advising. Communicating their needs and partnering them up with the proper community resource is critical to their success. If the student is willing to communicate openly, finding resources typically isn't an issue. It's also important for the community partners to realize that we can help them as well. If they communicate what they need educationally for a client, we can typically find the proper educational resources they might need.

Question 10

Have you seen retention and completion rates increase inside your specific area?

Based on the data presented previously in Figure 2, the retention and completion rates continued to rise from 844 in 2015 to 1,092 in 2020. The Student Success Navigator related the increase to the intrusive advising model and relationships they built with their students. A theme arrived and was best stated by Navigator number 3,

Previous students noted they feel more stability and have continuing relationships with their Student Success Navigator. They even come back and update them after graduating from Central Missouri Community College. They work closely with faculty and program coordinators, and it is a 'team' approach. It brought the college campus community together.

Also addressed was Central Missouri Community College's response to the COVID-19 pandemic and the impact it had on enrollment and retention. Student Success Navigator 2 stated, "Specific retention rates have always been high because intrusive advising was written into our grant as a guaranteed service, thus resulting in successful numbers." Student Success Navigator 7 suggested,

COVID-19 affected my program because all of my programs are lab-based. COVID-19 forced all of the hands-on courses to be canceled. This prevented students in technical programming from obtaining their certain certifications. Several of them decided to just begin their careers, and when the fall semester started back up, they chose not to return because they were employed. That actually dropped my retention rate from my previous two years.

Director of Student Success and Retention Data

Question 1

How long have you been a director/dean at Central Missouri Community College?

Question 1 was generated to identify general information regarding the experience of the Director of Student Success and Retention. The current Director has been on staff at Central Missouri Community College for 12 years and the Director of Student Success and Retention for five years. Prior to being the Director of Student Success and Retention, the individual served as the Director of TRIO at Central Missouri Community College. The TRIO program is designed to work with at-risk students who need additional assistance.

Question 2

In what way has the Navigator program affected student retention and completion rates?

The Director of Student Success and Retention was asked how the program effected student retention and completion rates. During the interview, the Director identified the mission of the Student Success Navigator program and the impact the program is expected to have at the institution. The Director stated,

The program provides students with a consistent and knowledgeable advisor who has specialty knowledge about their assigned programs. Although we have not met the college's goal of a 2% increase in fall-to-fall retention per year since inception (2015), we have kept the retention rate steady, which is a tribute to these dedicated individuals. Graduation and completion rates have increased, and we are working toward increasing our transfer rates.

Question 3

What is the mission or goal set in place for the Student Success Navigator program to achieve?

Question number 3 requested the director to share the overall goal of the Student Success Navigator Program. When discussing the full goal of the program, the director shared,

The mission or goal set in place for the Student Success Navigator program to achieve? [A] 2% increase in fall-to-spring retention and a 2% increase in fall-to-fall retention each year. Also, a 2% increase per year in the graduation rate.

Central Missouri Community College Student Success and Retention's mission

statement is: Central Missouri Community College Student Success and Retention Center is to help current and prospective students identify and achieve academic, personal, and professional goals. Guidance and support are offered by building relationships and connecting students to resources for success.

Question 4

How has the Navigator program effected the institutional budgets?

When interviewing the Director of Student Success and Retention, it was discovered that the number of positions the program had created for the institution had doubled. With the implementation of the program, Central Missouri Community College gained the positions of Associate Dean of Student Services, Director of Student Success and Retention, Administrative Assistant to the department of Student Success and Retention, and the addition of 15 Student Success Navigators. Through further conversation with the Director of Student Success and Retention, the history of the advising process at Central Missouri Community College came up. The director stated,

Prior to 2015, Central Missouri Community College operated a Student Advising Center with only six academic advisors for the entire institution. Creating the Navigator program added additional positions to our institution. However, it also allowed for us to provide more attention to our students.

Question 5

Has this program created more positions?

With the increase of positions within the Student Success and Retention Department, financial backing was required to keep the program functioning at full capacity. During the interview with the Director of Student Success and Retention stated,

The program increased the college advising budget as we adopted case management advising as a retention strategy, discontinued part-time advisors without specialty knowledge, and hired 15 full-time navigators that are assigned to specific programs/students.

This information aligned with the expectation that a 2% increase was expected from the Student Success Navigator program each year.

Question 6

How has the Navigator program effected the relationships with the community?

The Director of Student Success and Retention was also asked to address the relationships the Student Success Navigator program has made in the community. The Director shared,

It is the Navigator's job to enroll students on campus. However, it is all of our jobs to recruit students to come to campus. We try our best to attend community events, reach out to local partnerships, and make connections with the area schools. We have recruiters, but sometimes a student just needs to meet the Navigator to lay out a plan and get comfortable.

Question 7

How has the Navigator program affected the relationships with outside resources?

Through the interview process, it was noted that addressing the need for additional resources was important to the Student Success Navigator team. One way to address those needs was to connect with resources outside of the Central Missouri Community College campus. The Director of Student Success and Retention identified

community partners during the interview, "The local county partnership provided resource guides, the local Workforce Development Board provides multiple job fairs on the campus each semester, and the local factories have donated funds to build the new Workforce Center." The Director of Student Success and Retention noted,

Being a community college means serving your community. It is critical for our staff to work with outside resources. If we can provide the student with resources to make them successful in the classroom, we can provide our local community with people who can contribute to community success.

Question 8

What plans are in place to keep this model moving forward at the community college level?

The Director of Student Success and Retention discussed the future of the program and possible changes to be made, stating,

At this time, the college has budgeted to keep the program through 2025, and with continued success, it will remain as a budgeted item. Every college has some form of advising taking place. Central Missouri Community College has seen a lot of benefits of intrusive advising, and the investment is paying off for our institution; but, more importantly, our students.

Summary

Student Success Navigators and the Director of Student Success and Retention were receptive to the academic advising interviews and were observed as engaging in the process of data collection. Student Success Navigators expressed interest in the study after the description of the research was provided by the researcher; Student Success

Navigators discussed how they would be more aware of the promotion of services around the college campus and the community they served following the submissions of their interviews. The Director of Student Success and Retention, who was interviewed, seemed generally interested in the research study's design and expressed support towards the researcher in the process of generating data. The following primary responses were identified as being repetitious among most of the Student Success Navigators and Director of Student Success and Retention participants.

Addressing the student success rates at Central Missouri Community College was made possible in the secondary data collection that will be presented shortly in this chapter. The student success rates at the institution were clearly made as the program has continued to bring in the financial requirements needed to continuously fund the program. As the retention rates stayed steady and the 2% increase was being made by each Student Success Navigator team, the completion rates continued to match those findings.

In this chapter, it was revealed that the Student Success Navigator team addresses the student's needs as a whole. The relationships between academic advising and completion rates across the years have improved. Student Success Navigators all agreed that in order for the program to be a success, the Student Success Navigator Program must advise the student on an individual basis, build trusting relationships, provide the student with the tools to make transitional changes on their own, and work with the institution to create better transparency in communication to the students regarding available courses, cancelation of courses, and the transferring of courses from a two-year institution to a four-year institution.

In Chapter Five, the findings and conclusions of the study are provided. Implications for practice will also be presented. Finally, Chapter Five will include recommendations for future research.

Chapter Five: Conclusions and Implications

The purpose of this study was to explore the effectiveness of intrusive advising, specifically with the Student Success Navigator Program at Central Missouri Community College. Intrusive advising can be described as proactive or engaged advising (Rowh, 2018). This study evaluated the effectiveness of the program by looking at the Student Success Navigator appointment processes, the retention and completion rates at the institution, and how the Student Success Navigator program has affected the institution as a whole. Chapter Five will disclose the findings of the research and provide guidance for future research.

Findings

The student success and retention efforts began at Central Missouri Community College in the fall of 2015 semester. Prior to the Navigator program, the institution showed a major decline in student success and retention. Central Missouri Community College began utilizing the intrusive advising approach to help better serve students. Intrusive advising goes beyond the rebranding of traditional methods (Rowh, 2018). The intrusive advising model has made a gain in four-year institutional settings, while very little is known about the model being implemented at two-year institutional settings. As stated previously, high-impact practices, such as academic advising, are critical to these initiatives. This project contributes to the research on two-year institutions and the success of early student intervention in the form of intrusive advising.

Research Question 1.

How can the Navigator program set students up for success beyond the classroom? This research question was answered by the responses obtained in the

Student Success Navigator interviews conducted. The Student Success Navigator's perceptions of effective advising included personalized techniques of advising, supportive relationships, and interactive advising meetings. The interviews revealed different styles of advisement to include accommodations for students in the classroom, resources for basic life needs, and career resources. Student Success Navigators expressed that advising relationships included the advisor learning about the student and adapting strategies to meet their needs. Student Success Navigators attributed a positive academic and social environment and provided meaningful relationships to the student lives personally and academically.

Dialogue during advisement sessions was described by Student Success Navigators as intended to encourage relationship growth between the student and advisor when exploring areas of experiences, challenges, and relationships. Student Success Navigators emphasized how the academic advising process encouraged students to take ownership of their education by taking charge of their decisions and actions toward success in their individualized program. Student Success Navigators expressed conversations with students had a positive effect on the students. Because of the relationships with the advisors, students were encouraged to persist in their specific area of study.

The Student Success Navigators who participated in the study discussed the importance of delivering program information specific toward successful entry into the student's specific area of study. The majority of participants emphasized the need for location, availability, and visibility of campus resources. These resources were specific to the availability of tutors, counselors, testing-taking information, bookstore information,

study group sessions, and further instructions for navigation of the college website. Areas where the Student Success Navigators expressed the most satisfaction included the availability to assist students as needed. The availability of meeting times with the student was considered social involvement. The flexibility of advisement sessions was seen as a positive approach by Student Success Navigators.

In addition, participants expressed how students were able to discuss issues outside of academia. Student Success Navigators shared how personal situations were discussed with the students during their appointments. Furthermore, the Student Success Navigator offered students resources for counseling or other areas of need outside of the branch campus. Student Success Navigator participants concluded successful encounters with students resulted in topics described as support, communication, and college affiliation.

Research Question 2.

Has the structure of the Navigator program improved the retention and completion rates at Central Missouri Community College? This research question was answered through the interviews conducted with the Student Success Navigator Team and the Director of Student Success and Retention. During the interview process, several methods were identified in support of increasing retention and completion rates at Central Missouri Community College. Addressing the structure of the Student Success Navigator gave the opportunity to explore each step of the Student Success Navigator process.

One of the first steps that each Student Success Navigator completed in each appointment was an at-risk student evaluation form. The at-risk form allowed the Student Success Navigator to evaluate the academic and personal challenges a student may be

facing at the initial enrollment appointment. Through this evaluation, the Student Success Navigator was able to give the student a list of resources at the college or in the community.

During this initial appointment, the Student Success Navigator also reviews the Accuplacer test results with each student. Accuplacer is a placement test utilized at Central Missouri Community College for placement guidance. These placement test results help identify if the student will be required to take remedial courses prior to enrollment in for-credit courses. The Student Success Navigator looks at the placement scores along with the risk assessment to identify needs, such as individual education plans, additional tutoring, or placement in other college programs that provide additional student support, such as TRIO. The consensus across the Student Success Navigators revealed that it was important to advise the individual student to ensure they had a higher chance of returning the following semester. Based on the Student Success Navigator and Director of Student Success and Retention interviews, these appointments built trusting relationships, and students tended to reach out for help before they were unable to complete their coursework. Along with these appointments, the introduction of the Starfish early alert system added additional support for the student and the Student Success Navigator.

The early alert system provided additional support to the student, the Student Success Navigator, and faculty. Faculty were able to submit an alert for students who were falling behind, and the Student Success Navigator would initiate contact with the student within 24 hours of receiving the notification. This system created a stronger communication system between the faculty and Student Success Navigator, the student

and the faculty, and the Student Success Navigator and the student. The early alert system housed the support system and provided resources for the student to access 24 hours a day. The Student Success Navigators agreed that the implementation of the early alert system helped them stay in close contact with the students and faculty, allowing for them to intervene long before final decisions were to be made.

Research Question 3.

Is this model recommended for other institutions? If not, what changes are recommended? Research question 3 was addressed by interviewing the Director of Student Success and Retention. The model utilized by Central Missouri Community College was designed as a wholistic approach to student academic advising. During the interviews, the consensus was the Student Success Navigators' nature of effective advisement included the ability of the advisor to assist students in professional and personal goals. The Director of Student Success and Retention indicated that the Student Success Navigators who are most successful developed a relationship with students and were able to help the student work through the social and academic rules of college.

Students were advised on traditional topics, such as an educational plan, registration, and grades. In addition, Student Success Navigators' perceptions of effective advisement included discussions regarding career and family life planning. The ability to refer students to counseling on the campus was also viewed as an advisement strategy. Establishing relationships with students enabled academic advisors to construct an advisement plan based on the best interest of the student. The Director of Student Success and Retention recognized the different learning styles of students and explained the

importance of advising to meet the personal and professional preferences of enrollment, such as seated versus online courses or time of day.

Discussions included the Student Success Navigators encouraging the student to have an active role in their education, be accountable, and accept responsibility as facilitating a simple and transparent relationship to develop between the student and academic advisor. The Director of Student Success and Retention expressed that these advisement strategies allowed the student to experience personal fulfillment and ownership in their educational plan.

Research Question 4.

The fourth research question guiding this study was *How has the structure of the Navigator program affected the educational institution as a whole?*

- *Has it created more positions?*
- *Effects on fiscal year budgets?*
- *Student success?*
- *Outside resource communications?*

This research question addressed the Student Success Navigator program as a whole. The fourth and final question of the research widened the scope on the program to better evaluate the institutional outcomes. Looking at the educational institution from a business perspective, the Student Success Navigator program was expected to have an impact on the day-to-day business. The introduction of this program created new positions at the institution, impacted the fiscal budget, created more student success and retention, and strengthened communication between the institution and the communities the institution served.

Conclusions

During the final stage of data analysis, themes emerged. These themes included topic areas of advising to the specific individual, the importance of building relationships between the Student Success Navigator and student, and a consistent campus creates relationships between students, campuses, and community resources.

It was at this stage in the research that topics began to connect the emerging themes, which allowed conclusions to be drawn throughout the course of the qualitative study (Fraenkel et al., 2016; Johnson & Christensen, 2020). Conclusions obtained in this study were based on the themes developed from the data collected in the study. This section compared interview results and secondary data with literature provided in Chapter Two. Recurring themes and patterns were identified and extracted from the data. Each theme was linked back to the research questions. Interview answers described how Student Success Navigators shaped the formulation of conclusions. Conclusions from the study will be aligned with research regarding effective advisement strategies and relationships in college, which can promote success and retention (Tinto, 2012).

A personalized relationship between a student and an academic advisor is a constant learning endeavor (McGill, 2016). Effective Student Success Navigators recognize higher education as a culture and understand student relationships are needed on the journey of college (Strayhorn, 2015). Academic advisors should hold high but achievable expectations for all students, who often rise to the expectations set for them (Soden, 2017; Strayhorn, 2015).

Theme 1: Advising to the specific individual.

Through participant data analysis, the emerging theme of individualized advising appeared. Student Success Navigators prepare students for the future by encouraging them to synthesize new information with experiences to create knowledge (Himes, 2014). The Student Success Navigator provides an opportunity for all students to engage in prescriptive practices, such as guiding students through registration procedures and providing information about their individualized programs (Montag et al., 2012). In addition, personalized advisement should include professional development for Student Success Navigators, including workshops and trainings to accommodate the way different generations acquire knowledge (Gordon & Stelle, 2005). Additional training can provide advisors with more strategies to address difficult situations with students in a professional and productive way in their educational plan or needed change of plan (Gordon & Stelle, 2005). Advisement can be personalized to make students more aware of their own priorities, talents, values, and educational purpose (Himes, 2014). Student Success Navigators explained there is no one-way of student advisement in college.

Theme 2: The importance of building relationships between students, campus, and community resources.

Student Success Navigators developed relationships with students by integrating and sharing responsibility for learning. The more students engage academically and socially with people on a college campus, the more likely they will stay and graduate from college (Tinto, 2012). Tinto (2012) explained college students pass through three stages from youth to adulthood. These stages are separations from past associations, transition, and incorporation (Tinto, 1987). Student Success Navigators expressed how

personal experiences at other institutions were not as helpful and nonjudgmental as the Student Success Navigators at Central Missouri Community College. Information provided by the participant interviews included the importance of a student and advisor forming a partnership. Student Success Navigators discussed how a partnership would include personalized advisement. Student Success Navigators preferred different styles of advisement, such as developmental or prescriptive, to accommodate the student's needs. Student Success Navigator 3 stated,

One thing I have seen that would cause a student to leave college is the student's lack of responsibility. I think, at times, things are the student's own fault due to a lack of communication and responsibility with the Student Success Navigator, but I also feel like I can do my part to connect with those students and teach them how to overcome errors in communication to become successful students and future employees.

Student Success Navigators discussed the importance of communication with the student and holding the student accountable for the information given to the student. A relationship process with a student is critical for the Student Success Navigator to understand what advising style is needed to accommodate the student in their needs of completing their program of choice.

During the initial phase of academic advisement, the Student Success Navigator established a supportive and caring environment to make the student feel mutual respect and trust (Darling, 2015). Therefore, trust is created, and the student could identify a problem and feel confident the advisement process will be a positive and productive experience (Gordon & Steele, 2015).

As Darling (2015) explained, academic advisors can help students strategize and navigate their way toward successful educational goals by establishing these relationships. Student Success Navigator 4 discussed the importance of relationships between the students and professors. Student Success Navigator 8 noted the professors are always around and willing to stay after class to help students. Student Success Navigator 7 stated, "If you have a professor that cares and knows you personally, it encourages a student to stay in the program." The personalized relationship between a student and Student Success Navigator is a constant learning process (McGill, 2016).

Theme 3: Importance of providing a consistent campus.

According to the Student Success Navigator results, students need an advisor who can give quick, accurate, straightforward advice about their specific area of study, course requirements, and course offerings. Student responses aligned with the literature by Montag et al. (2012), emphasizing Student Success Navigators could meet the needs for information, while also guiding students toward other general resources on the campus. Participants discussed how Student Success Navigators could improve student satisfaction by providing consistent information regarding the location of resources on the college website to include courses, enrollment procedures, bookstore information, and financial aid information.

Implications for Practice

Four implications for practice were identified during this study. Those four implications included personalized advising builds relationships, early alert systems provide another level of intervention, campus consistency promotes successful college

experiences, and higher education institutions need to invest in the intrusive advising model. Each of the implications will be further developed in this section.

Personalized Advising Builds Relationships

Student Success Navigators are only accessible to students who are enrolled at Central Missouri Community College. Personalized advising by program is highly suggested. The Student Success Navigators were trained in specific areas of expertise, making the opportunity for one-on-one advising easier. During the interviews, it was apparent that each Student Success Navigator was well-versed in their program materials.

Having the opportunity to observe a new student appointment and a returning student appointment brought several positive things to light. A new student appointment lasted roughly one hour. During this hour, the Student Success Navigator and the student reviewed their Accuplacer exam scores, took the at-risk student assessment, discussed the type of schedule the student would like to maintain, enrolled in courses, reviewed their financial aid status, bookstore materials that would be needed, and the expectations of the course they would be enrolling in, and toured the areas of interest to introduce the student to the faculty.

Once the new student was enrolled in courses, the Student Success Navigator helped the student log into their MySTAR account. The Student Success Navigator showed the student their support team, how to email their support team, where to find their class schedule, access CANVAS to do their assignments, schedule a Student Success Navigator appointment any time needed, and the link to campus and community resources. The Student Success Navigator appeared to lay the foundation of dependability and trust with the student.

Relationships between the Student Success Navigator and the students were reported as positive interactions, even when receiving not-so-positive news. During the observation of a returning student appointment, it was noted that the student did not pass one of their courses. The Student Success Navigator was able to review previous appointment conversations from their notes. The Student Success Navigator was able to review the coursework with the individual and look at options for the student to either retake the course or find another course that would replace the failed course. The Student Success Navigator was able to relay the information to the student in a way that was reassuring and encouraging so the student would reenroll for the next semester.

Relationships between the Student Success Navigator and returning students appeared to be strong. The Student Success Navigator knew each of the students by name, the program they were in, the status of their degree, and could identify sources for the students much quicker, because of the lengthy relationship they had with the students. It was noted by Student Success Navigator 7,

Students feel confident in their Navigator to see them through difficult situations. The students come to them for support in the classroom, careers, family matters, and financial matters. They realize that I can help them find resources they can't really find on their own because they don't know where to begin looking. It's my job to build them up and show them how to find resources to help themselves.

Personalized advising was a top priority for Student Success. The Student Success Navigators overwhelmingly agreed that being well-versed in their area of expertise allowed their students to feel confident when enrolling for the following semester. Closely related to Maslow's (1982) hierarchy of needs theory is the concept of mattering,

an individual's perceived significance to others (Wengert, 2018; Jacoby, 2015). Mattering is similar to a student's sense of belonging or how connected a student feels to the institution (Wengert, 2018; Jacoby, 2015). Chen (2018) explained when individuals have a sense of belonging, share common interests, demonstrate a willingness to sustain friendships, and are mutually dependent on one another, a sense of community can be formed.

The personalized academic plan set in place in the new student appointment is fluid. However, the students are aware that all of the courses listed on that initial academic plan must be completed in order to earn their degree. Each plan is individualized to the student based on Accuplacer test results, prior learning, remedial coursework needed, and if the student is seeking a two-year degree or a certificate.

Student Success Navigators discussed positive relationships needed to achieve a successful educational plan for students in their specific fields of interest. Student Success Navigator 6 mentioned Student Success Navigators must take the initiative to build bonds and create strong relationships with their students. The bond created between the Student Success Navigator and the student allows for the lines of communication to strengthen and the opportunity for college and community resources to be presented.

Student Success Navigator 3 shared,

Each advising meeting is critical. The meetings strengthen our relationships between us and the student. The Student Success Navigators, as a team, agreed that positive interactions with our students promotes a positive environment that makes students want to come back. It is also important we have a list of what the student needs to get done and that each meeting has a point. My students have

things to do, and making sure each appointment covers important material and in a timely manner is really important.

The Student Success Navigators recognized the importance of making each advisement session specific to a student's needs and preferred learning style. These advising sessions were described as making the students feel welcomed in their offices anytime, a feeling of inclusion across the entire campus, and reiterating the expectations of the coursework in which they are currently enrolled.

An example between students and Student Success Navigators stated by Student Success Navigator 4 included,

A student requires answers for educational needs, and it is the student's responsibility to find out the information from available resources and use the provided information toward a plan for educational success. I personally think my job as a Navigator is to help students become prepared. In the beginning, we do a lot of guiding, directing, and doing things for the student. I think that's a great approach in the beginning, but I feel that part of my job is teaching them how to identify and make connections to those resources as well. The first semester I'm extremely involved, but by the end of their first full year, I begin to pass along those resources and expect the student to begin taking some initiative themselves.

These interactions are important to create a positive relationship between students and the Student Success Navigator, to which the student turns for help with transitions into college (Soden, 2017; Workman, 2015). The Director of Student Supportive Services stated,

One major role of the Student Success Navigator is to help prepare students for transition. The transition from semester to semester, two-year college to four-year college, and from college to career. Transitions look different for each student, and giving them the tools to go through those transitions alone at some point in life is an important thing for the Student Success Navigators to teach. Being at a community college, we often see students here to obtain certificates. Our Student Success Navigators meet with those students at the end of each semester and begin asking those hard questions. What's next? Do you want to transfer from a certificate to a degree? Are you ready to set up a time for career assistance? My expectations of the Navigator program is helping students not only think about what's next but actually taking those steps forward to what's next.

One way to ensure the student is prepared is by teaching them to utilize resources. One resource that Central Missouri Community College utilizes is an early alert system. The system gives the students access to their success team and the success team access to their students.

Early Alert Systems Provide Another Level of Interventions

At Central Missouri Community College, STARFISH is utilized as an early alert system. STARFISH is used to track and capture information regarding retention, completion, and student interventions (Dorigan, 2021; Karp, 2014). The program is used to streamline the tracking progress. Outside of student intervention, the institution has begun to utilize the software to track student extracurricular involvement.

Both the Student Success Navigators and the Director of Student Success and Retention reported the early alert systems put in place at Central Missouri Community

College have increased the number of available student resources across the board. STARFISH connects the student's entire learning community. Access to Student Success Navigator's appointment calendars are available 24 hours a day and provide all contact information for the Student Success Navigator; instructors, and Dean of the department are listed as well. The student's individualized academic plan is also placed in STARFISH. The students can review the plan at any time, and the system guides them through future course enrollment needs.

STARFISH also gave the students additional resources to explore. The system connected students to the local workforce development board, free counseling services on campus, food and energy assistance, and a directory of other county resources available at no cost to the student. The Student Success Navigator team all agreed that the early alert system made their jobs a little easier, because the information was easily accessible. It takes them less time to identify resources and connect the students to the help needed.

Last, the early alert system's main function is for early intervention (Lynch-Holmes, 2012). The faculty submitted concerns about students who had missed multiple days of class, could use additional tutoring, and were in danger of failing the course. The concerns raised by the instructors were followed up on by the Student Success Navigator within a 24-hour window. The Student Success Navigator contacted the student via email, text, or a personal phone call. The early alert system was noted to be one of the more important tools that the students, Student Success Navigators, and faculty members utilized on a regular basis. The system keeps track of those communications and allows for the individuals to keep notes from those meetings.

Campus Transparency Promotes Successful College Experiences

The Student Success Navigators showed frustration with the transparency of communication, the lack of remedial courses on the course schedule, and the difficulty of having those courses added to the schedule that would meet the need of students. The Student Success Navigators interviewed also identified a lack of consistent communication and student offerings between campuses. Student Success Navigators 3 and 5 mentioned a lack of student support groups, tutoring sessions, and limited hours in the cafeteria for evening students on campus. Another example provided by Student Success Navigator 5 addressed a lack of communication regarding course transfers to institutions outside of Central Missouri Community College. Most of the Student Success Navigators agreed the lack of transparency in course changes or requirements could have a negative impact on the student population as well (Donaldson et al., 2016; Dorigan, 2021).

Though communication between the Student Success Navigator, faculty, and students appeared to be relatively strong, it was noted that not all communication across campus was as reliable. For instance, Student Success Navigator 2 stated,

We work really hard to keep in contact with our students and faculty. However, the campus struggles at times to relay pertinent information out to students in a realistic timeline. During the busy times of the year, we often see reminders to pay your bill, return your books, or complete your FAFSA come out extremely late. Navigators also make sure to note drop dates on their own calendars because those dates are often published but not easy to find. If we have a student not doing well in a class, we may recommend that they drop in order to avoid getting an F

on their official transcript. If we are not aware of when those drop dates are, the student could end up missing the deadline and putting their future financial aid in jeopardy due to failed coursework. I have worked at Central Missouri Community College for almost 12 years, and this has always been an issue. It has improved, but I think we still have a long way to go.

Comments such as these throughout the Student Success Navigator interviews appeared more often than expected. Another piece of communication that seemed to be an issue was the lack of available courses and short notice of course cancellations due to low enrollment (Ezarika, 2021). It was noted by multiple Student Success Navigators that course offerings in general education areas often had few seats and not many sections available. At Central Missouri Community College, students with less than 12 credit hours have a hold placed on their account and are unable to enroll in courses without meeting their Student Success Navigator. When enrollment opens, students quickly fill the general education classes, leaving very few seats open, if any at all. The process to have another section of the course added to the schedule appeared to be an extreme challenge. The Director of Student Success and Retention shared that students who attend Central Missouri Community College often travel to campus, making scheduling a priority to commuting students.

Better Communication When Courses Are Canceled

The lack of communication regarding the cancellation of courses became an emerging theme. At Central Missouri Community College, in order for a class to remain on the schedule, there must be at least seven students enrolled. The Dean of each

department makes the final decision regarding which courses will move forward and which courses will be canceled for low enrollment. Student Success Navigator 6 stated,

It is the Student Success Navigator's job to watch the schedule changes each day the last couple of weeks before the semester. However, there are times when classes are canceled two or three days before the semester starts. It doesn't give the Navigators the time to get ahold of all of the students and find another course to enroll them in. This lack of communication can be frustrating. Especially when not all of our students attend classes on campus on a regular basis.

Consistent campus communication was highly sought, and the Student Success Navigators all agreed that this is something that could be modified and strengthened. The Student Success Navigators are located across different locations in central Missouri. The need for higher quality communication is a necessity for the Student Success Navigator program to be effective.

Higher Education Institutions Need to Invest in the Intrusive Advising Model

Through the collection of secondary data and the interviews with the Student Success Navigators and the Director of Student Success and Retention, the creation of positions, results of completion, and retention from 2015 to 2021, were evident (Cripe, 2021). The institution increased enrollment, retention, and completion each year after the 2015 school year. The Student Success Navigator program went from being housed on the main campus at Central Missouri Community College to all satellite campuses. The increased revenue provided by enrollment and retention allowed for the new positions to be created and for more individualized students to be served inside each program (Cripe, 2016; 2021).

Recommendations for Future Research

For future research, a couple of emerging themes frequently appeared that the researcher found of interest. One of the first suggestions that would benefit this field of research would be to include student interviews along with the professional interviews that were collected. This could be accomplished by creating a student focus group along with the Student Success Navigator interviews. The data clarified that the Student Success Navigator program created relationships and increased the probability that the students would return each semester, based on those connections and resources. However, it would have been beneficial to find out from the student what resources they identified as being important in regard to them returning the following semester.

The next area of study that would be interesting to investigate would be to look at communication between the campus, Student Success Navigators, and the student body. Though the campus has a very strong system of communication, it was discovered that the timeliness of the communication was often lacking. There seemed to be frustration on the professional side of communication, which effected how the information was distributed to the students. A study conducted on the communication processes, academic deadlines, such as withdrawal dates, and the overall dates set for classes to be completely removed from the schedule should be addressed. Based on the responses and the lack of time given to make student schedule changes seemed to be an issue. Additional research in those areas of the institution could help the institution grow and correct errors in communication across the entire population.

As COVID-19 interrupted the world, changing the way educational material was delivered became new to higher education. Central Missouri Community College was no

exception to the new virtual format. The importance of adding additional ways for campus tours and enrollment to take place became a new task for the college. Learning how to reach those students became a problem for the department of Student Academic and Academic Supportive Services; a change driven by a major pandemic that required pristine communication and collaboration to be done.

Learning, teaching, meetings, and campus housing were rocked. The institution required all students to move out of the dorms, all classes had to be moved to an online format, and all offices were closed and forced to work remotely. Student appointments with advisors became Zoom meetings, chat rooms were left open for students to contact the Student Services Office, and everything known in education changed.

Finally, research on the retention and completion rates by program could potentially be beneficial to the institution. By looking at each program individually, the institution could potentially find areas of weakness. For example, if the technical fields have a higher completion rate than the general education majors, what could be done to help the general education majors identify a career field earlier on in the process and begin specific coursework? The rationale behind this study is to potentially continue to increase retention and completion rates. Students who have a major in place will have more opportunities to transfer to a four-year institution with more credit hours in the specific field of study.

Summary

The goal of this study was to answer the four questions focused on the Student Success Navigator program at Central Missouri Community College. This study adds to the collection of research on intrusive advising and the effects it has on enrollment,

retention, completion, and the institution as a whole. From the findings and conclusions of this study, educators and executive leadership in higher education are provided with information to better inform their decision-making regarding intrusive advising.

The basis of this study was that intrusive advising is beneficial to institutions in order to increase their enrollment, retention, completion, and to benefit the institution as a whole. Through the process of this research, it was revealed that the Student Success Navigator program is highly valued at the institution by the employees, faculty, and student body. The institution is focused on what is vital for institutional and student success. The Student Success Navigator program is held accountable for what matters most to the students and to the mission of the institution.

Studying the data, listening to the Student Success Navigators, and placing high-quality resources in place for students, is a major responsibility for educators. These things are important for the student to succeed in a college setting but also for the students to continue their growth and become educated citizens in the community. The light is typically shined on to the educators. However, the Student Success Navigators are challenging students, changing students, and helping those students through a complex and challenging world of higher education.

In Chapter Five, the findings, conclusions, implications for practice, and recommendations for future research were provided. The findings included presenting the answers to each of the research questions in detail.

The emergent themes developed during the analysis of the data gathered were presented in the section entitled conclusions. The following three themes were identified advising to the specific individual, the importance of building relationships between the

Student Success Navigator and students matter, and a consistent campus creates relationships between students, campus, and community resources. Each theme was detailed.

Next, four implications for practice were introduced. The implications for practice included personalized advising builds relationships, and early alert systems provide another level of intervention. Also identified as implications for practice were, campus consistency promotes successful college experiences and higher education institutions need to invest in the intrusive advising model.

Finally, Chapter Five included recommendations for future research. The first recommendation was for the inclusion of student interviews. The second recommendation was for future research to include an investigation of the communication process of between the three stakeholders (campus, Student Success Navigators, and the student body). The third recommendation was to analyze the retention and completion rates by program.

References

- Alchemer. (2021, August 26). Purposive sampling 101: Alchemer blog.
<https://www.alchemer.com/resources/blog/purposive-sampling-101/#:~:text=What%20is%20Purposive%20Sampling%3F,to%20participate%20in%20their%20surveys.>
- Alhadabi, A. & Karpinski, A. C. (2020). Grit, self-efficacy, achievement orientation goals, and academic performance in university students. *International Journal of Adolescence and Youth*. 25(1), 519-535. DOI: 10.1080/02673843.2019.1679202
- Academy Administration Practice. (2014, November). *Early alert systems in higher education*. Hanover Research. <https://www.hanoverresearch.com/wp-content/uploads/2017/08/Early-Alert-Systems-in-Higher-Education.pdf>.
- Acosta, D. (2021, March). *Early alert (care reporting)*. GateWay Community College. <https://www.gatewaycc.edu/earlyalert>.
- Aelenei, C., Lewis, N. A., Jr., & Oyserman, D. (2017). No pain no gain? Social demographic correlates and identity consequences of interpreting experienced difficulty as importance. *Contemporary Educational Psychology*, 48, 43–55. <https://doi.org/10.1016/j.cedpsych.2016.08.004>
- Aisen, A. (2021, April 12). *Why academic plans can keep students on track*. EAB. <https://eab.com/insights/blogs/student-success/help-students-build-academic-plan/>
- Aljets, A. (2018, December 27). *Three reasons academic advisors should be a go-to resource for student success efforts*. EdSurge. <https://www.edsurge.com/news/2018-03-26-three-reasons-academic-advisors-should-be-a-go-to-resource-for-student-success-efforts>

- Allen, M. (2018). *The Sage encyclopedia of communication research methods* (Vols. 1-4). SAGE Publications. doi: 10.4135/9781483381411
- American Association of Community Colleges. (2012). *Reclaiming the American dream community colleges and the nation's future: A report from the 21st-century commission on the future of community colleges*.
<https://files.eric.ed.gov/fulltext/ED535906.pdf>
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>
- Austin, M., Cherney, E., Crouner, J., & Hill, A. (1997). The forum: Intrusive group advising for the probationary student. *NACADA Journal*, 17(2), 45–47.
<https://doi.org/10.12930/0271-9517-17.2.45>
- Bailey, T. (2017). Community colleges and student success: Models for comprehensive reform. *Educause Review*, 52(3), 33-42.
<https://er.educause.edu/articles/2017/5/community-colleges-and-student-success-models-for-comprehensive-reform>.
- Bailey, T. R., Smith, J. S., & Jenkins, D. (2015). *Redesigning America's community colleges: A clearer path to student success*. Harvard University Press.
<https://doi.org/10.4159/9780674425934>
- Barefoot, B. (2004) Higher education's revolving door: Confronting the problem of student drop out in U.S. colleges and universities. *Open Learning: The Journal of Open, Distance and e-Learning*, 19:1, 9-8, DOI: 10.1080/0268051042000177818
- Barnum, M. (2021, April 14). *As Biden eyes infrastructure, recent research suggests students' environments affect academic success*. Chalkbeat.

<https://www.chalkbeat.org/2021/4/14/22384257/biden-schools-infrastructure-research-environment>

Battaglia, M. (Ed.) (2008). (Vols. 1-0). Sage Publications, Inc.,

<https://dx.doi.org/10.4135/9781412963947>

Bean, J. P. (1980). Dropouts and turnover: The synthesis and test of a causal model of student attrition. *Research in Higher Education*, 12, 155–187.

doi:10.1007/BF00976194

Beaudoin, B., & Kumar, P. (2012, June). *Using data to identify at-risk students and develop retention strategies*. University Leadership Council.

<https://www.csueastbay.edu/oaa/files/docs/acinfo/idatriskstud.pdf>.

Bekhet, A. K., & Zauszniewski, J. A. (2012). Methodological triangulation: An approach to understanding data. *Nurse Researcher*, 20(2), 40-43.

<https://doi.org/10.7748/nr2012.11.20.2.40.c9442>

Benson, T. E. (2019). First-generation community college transfer students' perceptions of building a sense of belonging and its subsequent impact on university retention, (publication No. 13898438) [Doctoral dissertation, Lindenwood University].

<https://www.proquest.com/dissertations-theses/first-generation-community-college-transfer/docview/2242558374/se-2>

Berdie, R. F. (1967). The university is a many-faceted thing. *Personnel and Guidance Journal*, 45, 269-277. <https://doi.org/10.1002/j.2164-4918.1967.tb04784.x>

Berry, H. A., & Chisholm, L. A. (1998, November 30). *Service-learning in higher education around the world: An initial look*. The International Partnership for Service-Learning. <https://eric.ed.gov/?id=ED439654>

- Bers, T., & Younger, D. (2014). The first-year experience in community colleges. *New Directions for Institutional Research*, 2013(160), 77-93. doi:10.1002/ir.20062
- Bradley, E. H., An, M., & Fox, E. (2020). Reopening colleges during the coronavirus disease 2019 (COVID-19) pandemic—one size does not fit all. *JAMA Network Open*, 3(7). <https://doi.org/10.1001/jamanetworkopen.2020.17838>
- Brubacher, J. S., & Rudy, W. (2017). *Higher education in transition: A history of American colleges and universities*. Routledge.
- Buch, K., & Spaulding, S. (2008). A longitudinal assessment of an initial cohort in a psychology learning community. *Teaching of Psychology*, 35, 189–193. doi:10.1177/009862830803500306
- Burke, A. (2019). Student retention models in higher education: A literature review. *College and University of Washington*, 94(2), 12–21. <https://doi.org/https://www.proquest.com/openview/3801c2272f50c82853ddee876e93347d/1?pq-origsite=gscholar&cbl=1059>
- Butler, W. L. (1999). Intrusive advisement, counseling, and tutoring: An interactive model for retaining academically under-prepared students. *Negro Educational Review*, 50(3), 109-122. <https://www.proquest.com/openview/8f536756cbf08328582df66f57ed0e2e/1?pq-origsite=gscholar&cbl=1819053>
- Campbell, S. M., & Nutt, C. L. (2008). Academic advising in the new global century: Supporting student engagement and learning outcomes achievement. *Peer Review*, 10(1), 4-7. <https://www.proquest.com/scholarly-journals/academic->

advising-new-global-century-supporting/docview/216591933/se-2?accountid=12104

- Cannon, J. (2013, February 19). *Intrusive advising 101: How to be intrusive without intruding*. NACADA. <https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Intrusive-Advising-101-How-to-be-Intrusive-Without-Intruding.aspx>
- Cantwell, P. (2011). Census. SAGE Research Methods. <https://methods.sagepub.com/reference/encyclopedia-of-survey-research-methods/n61.xml>
- Capps, R. (2012). Supporting adult-student persistence in community colleges. *Change: The Magazine of Higher Learning*, 44(2), 38-44. <https://doi.org/10.1080/00091383.2012.655218>
- Cele, N. (2021). Big data-driven early alert systems as means of enhancing university student retention and success. *South African Journal of Higher Education*, 35(2), 56–72. <https://doi.org/10.20853/35-2-3899>
- Chen, Y., & Upah, S. (2018). Data analytics and STEM student success: The impact of predictive analytics-informed academic advising among first year engineering students. *SAGE Journals*, 22(3). <https://doi.org/https://doi.org/10.1177/152102511877230>
- Cheng, S. , Wang, C. J., Shen, A. , & Chang, S. (2020). How to safely reopen colleges and universities during COVID-19: experiences from Taiwan. *Annals of Internal Medicine*, 173(8), 638-641. doi:10.7326/M20-2927

- Cho, S., & Karp, M. M. (2013). Student success courses in the community college: Early enrollment and educational outcomes. *Community College Review, 41*(1), 86–103.
doi: 10.1177/0091552112472227
- Cisero, C. A. (2006). Does reflective journal writing improve course performance?
College Teaching, 54, 231–236. doi:10.3200/CTCH.54.2.231-236
- Colwell, S. (1998). Mentoring, socialization, and the mentor/protégé relationship.
Teaching in Higher Education 3(3), 313–324.
<https://doi.org/10.1080/1356215980030303>
- Community College Research Center. (2013, September). *Designing a system for strategic advising*. <https://ccrc.tc.columbia.edu/media/k2/attachments/designing-a-system-for-strategic-advising.pdf>
- Community College Research Center. (2021, July). *Community College Faqs*.
<https://ccrc.tc.columbia.edu/Community-College-FAQs.html>.
- Corbin, J., & Strauss, A. (1990, March). Grounded theory research: Procedures, canons, and evaluative criteria. *Qualitative Sociology, 13*, 3–21.
<https://link.springer.com/article/10.1007/BF00988593>
- Cripe, S. (2016). *2015 completion rates*. State Fair Community College.
https://www.sfccmo.edu/files/offices-and-services/institutional-effectiveness/report_cards/Report-Card-2016.pdf.
- Cripe, S. (2021). *2020 completion rates*. State Fair Community College.
https://www.sfccmo.edu/files/offices-and-services/institutional-effectiveness/report_cards/Report-Card-2020.pdf.

- Crisp, G., & Taggart, A. (2013). Community college student success programs: A synthesis, critique, and research agenda. *Community College Journal of Research and Practice*, 37(2), 114–130. <https://doi.org/10.1080/10668920903381847>
- Creswell, J. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. (4th ed). Thousand Oaks, CA: Sage Publications, Inc
- Darling, R. A. (2015). Creating an institutional academic advising culture that supports commuter student success. *New Directions for Student Services*, 2015(150), 87–96. <https://doi.org/10.1002/ss.20130>
- Davis, C. R., Hartman, H., Turner, M., Norton, T., Sexton, J., Mendez, D., & Mendez, J. (2021, December 16). “Listen to the feedback of students”: First-generation college students voice inequalities in schooling brought on by the COVID-19 Pandemic. *Journal of College Student Retention: Research, Theory & Practice*. <https://journals.sagepub.com/doi/full/10.1177/15210251211066302>
- de Brey, C., Snyder, T. D., Zhang, A., & Dillow, S. A. (2021, February). *Digest of education statistics 2019*. 55th ed. NCES 2021-009. National Center for Education Statistics. <https://eric.ed.gov/?q=seven&pg=24&id=ED611019>
- Dickler, J. (2021, October 26). College enrollment notched the largest two-year decline in 50 years, due to Covid. *CNBC*. <https://www.cnbc.com/2021/10/26/due-to-covid-college-enrollment-saw-largest-two-year-drop-in-50-years.html>
- Donaldson, P. (2017). A case study analysis of academic advisors’ perceptions and attitudes towards intrusive advising for community college students [Doctoral Dissertation]. University of Houston. <https://www.proquest.com/dissertations->

theses/case-study-analysis-academic-advisors- perceptions/docview/2188713711/se-2?accountid=12104

Donaldson, P., Mckinney, L., Lee, M., & Pino, D. (2016). First-year community college students' perceptions of and attitudes toward intrusive academic advising. *NACADA Journal*, 36(1), 30-42. doi:10.12930/nacada-15-012

Dorigan, C. (2021, June 22). *What measuring the student experience means to institutional research-and why it's so hard* [blog]. EAB (Education Advisory Board).

<https://eab.com/insights/blogs/operations/measure-student-experience-ir/>

Earl, W. R. (1988). Intrusive advising of freshmen in academic difficulty. *NACADA Journal*, 8(2), 27–33. doi: 10.12930/0271-9517-8.2.27

Earl, W. R., Murray, C., & Jacobson, S. (1983). *Statistical summary of pilot project: Intrusive advising model*. Norfolk, VA: Old Dominion University.

Ellucian (n.d.). *Ellucian degree works*.

<https://www.ellucian.com/solutions/ellucian-degree-works>

Erwin, J. M. (1997). An intrusive, comprehensive advising and career planning system: Eastern Michigan University. *New Directions for Institutional Research*, 1997(94), 89. <https://doi.org/10.1002/ir.9410>

El Said, G. R. (2021, February 10). How did the COVID-19 pandemic affect higher education learning experience? An empirical investigation of learners' academic performance at a university in a developing country. *Advances in Human-Computer Interaction*. <https://www.hindawi.com/journals/ahci/2021/6649524/>

- Ezarika, M. (2021, June 21). What worked and what didn't for college students learning through COVID-19. *Inside Higher Ed*.
[https://www.insidehighered.com/news/2021/06/21/ what-worked-and-what-didn%E2%80%99t-college-students-learning-through-covid-19](https://www.insidehighered.com/news/2021/06/21/what-worked-and-what-didn%E2%80%99t-college-students-learning-through-covid-19).
- Farnum, J. O. (2015, June). *Best practices in early alert programs*. Elizabeth City University (ECSU). <http://www.ecsu.edu/documents/faculty-staff-conference/bestPractices-CaseExamplesinEarlyAlert.pdf>
- Feldman, K. A. & Newcomb, T. M. (1970). *The impact of college on students*. San Francisco, CA: Jossey-Bass.
- Finley, A. (2020, December 25). Assessment of high-impact practices: Using findings to drive change in the compass project. *Peer Review*, 13(2).
<https://www.aacu.org/publications-research/periodicals/assessment-high-impact-practices-using-findings-drive-change>
- Finley, A., & McNair, T. (2012). *Assessing underserved students' engagement in high-impact practices*. Association of American Colleges & Universities.
<https://www.aacu.org/assessinghips/report>
- Flees, J., & O'Shea, J. (2021). Crossing the finish line. *Journal of Postsecondary Student Success*, 1(1), 136–147. https://doi.org/10.33009/fsop_jpss129109
- Folsom, P., Yoder, F. L., & Joslin, J. (2015). *The new advisor guidebook: Mastering the art of academic advising*. John Wiley & Sons.
- Fowler, P. R., & Boylan, H. R. (2010). Increasing student success and retention: A multidimensional approach. *Journal of Developmental Education*, 34(2), 1–8.
https://doi.org/https://library.carrollcc.edu/ld.php?content_id=3432681

- Fraenkel, J., Wallen, J., & Hyun, H. (2016). *How to design and evaluate research in education* (9th ed.). New York, NY: McGraw-Hill.
- Fullstory. (2021, October 5). Qualitative vs. quantitative data: What's the difference?
<https://www.fullstory.com/blog/qualitative-vs-quantitative-data/>
- Gallagher, P. J. & Demos, G. D. (1983). *Handbook of counseling in higher education*. New York, NY: Praeger.
- Giancola, J., Munz, D., & Trares, S. (2008). First versus continuing-generation adult student on college perceptions: Are differences actually because of demographic variance. *Adult Education Quarterly*, 58(3), 214-228.
<https://doi.org/10.1177/0741713608314088>
- Gillispie, B. (2003). *History of academic advising*. NACADA
<https://nacada.ksu.edu/Resources/Clearinghouse/View-Articles/History-of-academic-advising.aspx>
- Ginder, S. A., Kelly-Reid, J. E., & Mann, F. B. (2018). *Enrollment and employees in postsecondary institutions fall 2017; and financial statistics and academic libraries, fiscal year 2017: First look (Provisional Data)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.
<https://nces.ed.gov/pubs2019/2019021REV.pdf>
- Giroir, B., & Schwehm, J. (2014, April 24). *Implementing intrusive advising principles for adult learners in online programs*. NACADA Clearinghouse.
<https://nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Implementing-Intrusive-Advising-Principles-for-Adult-Learners-in-Online-Programs.aspx>

Glennen, R. E. (1975). Intrusive college counseling. *College Student Journal*, 9(1).

<http://www.jstor.org/stable/23896881>

Glennen, R. E., & Baxley, D. M. (1985). Reduction of attrition through intrusive advising. *NASPA Journal*, 22(3), 10-14.

<https://doi.org/10.1080/00220973.1985.11071921>

Glennen, R. E., Farren, P. J., & Vowell, F. N. (1996). How advising and retention of students improves fiscal stability. *NACADA Journal*, 16(1), 38–41.

doi: 10.12930/0271-9517-16.1.38

Gordon, V. N. (1992). *Handbook of academic advising*. Westport, CT: Greenwood Press.

Gordon, V. N. (2004). The evolution of academic advising: One institution's historical path. *NACADA Journal*, 24(1-2), 17–23. [https://doi.org/10.12930/0271-9517-](https://doi.org/10.12930/0271-9517-24.1-2.17)

24.1-2.17

Gordon, V. N., & Steele, M. J. (2005). The advising workplace: Generational differences and challenges. *NACADA Journal*, 25(1), 26–30. [https://doi.org/10.12930/0271-](https://doi.org/10.12930/0271-9517-25.1.26)

9517-25.1.26

Gordon, V. N., & Steele, G. E. (2015). *The undecided college student: An academic and career advising challenge*. (4th ed.). Springfield, IL: Charles C Thomas Publisher.

Habley, W. R. (2005). Academic advising conference: Outline and notes. The ACT

National Center for the Advancement of Educational Practices. (pp. 33-34). Iowa

City, IA: ACT.

www.nacada.ksu.edu/Portals/0/Clearinghouse/advisingissues/documents/AcademicAdvisingConferenceOutlineandNotes.pdf.

- Haberler, Z., & Levin, J. S. (2014). The four Cs of promising practices in community colleges. *Community College Journal of Research and Practice*, 38(5), 403–416. doi:10.1080/10668926.2012.748381
- Hanover Research. (2014, November). *Early alert systems in higher education*. <https://www.hanoverresearch.com/wp-content/uploads/2017/08/Early-Alert-Systems-in-Higher-Education.pdf>
- Harbour, C. P. (2015). *John Dewey and the future of community college education*. London: Bloomsbury Academic.
- Hatch, D. K. (2012). Unpacking the black box of student engagement: The need for programmatic investigation of high-impact practices. *Community College Journal of Research and Practice*. 36(11), 903–915. doi:10.1080/10668926.2012.690319
- Healy, C. C. (1997). An operational definition of mentoring. *Diversity in Higher Education*, 1, 9-22. Greenwich, CT: JAI Press. <https://doi.org/10.3102/0013189X019009017>
- Heisserer, D. L., & Parette, P. (2002). Advising at-risk students in college and university settings. *College Student Journal*, 36(1), 69. <http://0-search.ebscohost.com.avalon.searchmobius.org/login.aspx?direct=true&db=aph&AN=6539430&site=ehost-live>
- Higgins, E. M. (2017, May 25). *The advising relationship is at the core of academic advising*. NACADA. <https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/The-Advising-Relationship-is-at-the-Core-of-Academic-Advising.aspx>.

- Higher Learning Commission. (2020). *About higher learning commissions*.
<https://www.hlcommission.org/About-HLC/about-hlc.html>
- Himes, H. (2014). Strengthening academic advising by developing a normative theory. *NACADA Journal*, 34(1), 5-15. <https://doi.org/10.12930/NACADA-13-020>
- Hoachlander, G., Sikora, A. C., & Horn, L. (2003). Community college students: Goals, academic preparation, and outcomes. *PsycEXTRA Dataset*, 3–89.
<https://doi.org/10.1037/e492162006-016>
- Hobson. (2020, July 27). Starfish. <https://www.hobsons.com/solution/starfish/>
- Hoover, E. (2020). The real Covid-19 Enrollment crisis: Fewer low-income students went straight to college. *The Chronicle of Higher Education*, 1–8.
https://doi.org/https://www.uwsp.edu/acadaff/Pages/The%20Real%20Covid-19%20Enrollment%20Crisis_%20Fewer%20Low-Income%20Students%20Went%20Straight%20to%20College.pdf
- Horn, L, Skomsvold, P 2011, *Community college student outcomes: 1994-2009*, NCES, no. 2012–253, National Center for Education Statistics, [Washington],
<http://nces.ed.gov/pubs2012/2012253.pdf>
- Hu, S., & McCormick, A. C. (2012). An engagement-based student typology and its relationship to college outcomes. *Research in Higher Education*, 53, 738–754.
 doi:10.1007/s11162-012-9254-7
- Illanes, P., Law, J., Mendy, A., Sanghvi, S., & Sarakatsannis, J. (2021, June 23). *Coronavirus and the campus: How can US higher education organize to respond?* McKinsey & Company.

<https://www.mckinsey.com/industries/public-and-social-sector/our-insights/coronavirus-and-the-campus-how-can-us-higher-education-organize-to-respond>.

Institute of Education Sciences. (2019, May). *Number of educational institutions, by level and control of institution: Selected years, 1980-81 through 2017-18* National Center for Education Statistics (NCES)

https://nces.ed.gov/programs/digest/d19/tables/dt19_105.50.asp

Jacob, B. A. (2018). *Building knowledge to improve degree completion in community colleges*. Brookings. <https://www.brookings.edu/research/building-knowledge-to-improve-degree-completion-in-community-colleges/>

Jacoby, B. (2015). Enhancing commuter student success: What's theory got to do with it? *New Directions for Student Services*, 2015(150), 3-12. doi:10.1002/ss.20122

Jenkins, D. (2016). *Tracking transfer: New measures of institutional and state effectiveness in helping community college students attain bachelor's degrees*. Community College Research Center.

<https://ccrc.tc.columbia.edu/publications/tracking-transfer-institutional-state-effectiveness.html>

Jeschke, M.P., Johnson, K.e., & Williams, J.R. (2001). A comparison of psychology majors at an urban comprehensive university. *NACADA Journal*, 21(1&2), 46-58.

<https://doi.org/10.12930/0271-9517-21.1-2.46>

Johnson, K. (2014, January 13). *Essay looks at how early warning systems can better boost retention*. Inside Higher Ed.

<https://www.insidehighered.com/views/2014/01/13/essay-looks-how-early-warning-systems-can-better-boost-retention>.

- Johnson, R. B., & Christensen, L. (2020). *Educational research: Quantitative, qualitative, and mixed approaches* (7th ed.). Sage publications.
- Johnson, S. R., & Stage, F. K. (2018). Academic engagement and student success: Do high-impact practices mean higher graduation rates? *Journal of Higher Education*, 89(5), 753–781. <https://doi.org/10.1080/00221546.2018.1441107>
- Juszkiewicz, J. (2020). *Trends in community college enrollment and completion data*, 2020(6). American Association of Community Colleges.
- Kardash, S. (2020). *Holistic advising. Voices of the global community*.
<https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Holistic-Advising.aspx>
- Kinzie, J. (2012, February 24). *Fostering student learning and success*. Purdue University. <https://www.pfw.edu/dotAsset/8e6a9343-4a30-4c6a-990e-75c7e44d65ca.pdf>
- Kirk-Kuwaye, M., & Nishida, D (2001). Effect of low and high advisor involvement on the academic performance of probation students. *NACADA Journal*, 21(1-2), 40-45. <https://doi.org/10.12930/0271-9517-21.1-2.40>
- Klein, B., Generous, N., Chinazzi, M., Bhadracha, Z., Gunashekar, R., Kori, P., Li, B., McCabe, S., Green, J., Lazer, D., Marsicano, C. R., Scarpino, S. V., & Vespignani, A. (2022, June 23). Higher education responses to covid-19 in the United States: Evidence for the impacts of university policy. *PLOS Digital Health*.

<https://journals.plos.org/digitalhealth/article?id=10.1371%2Fjournal.pdig.0000065>

Kreidler, M. (2020, December 04). Fear and loathing as colleges face another season of red ink. *U.S. News and World Report*. <https://www.usnews.com/news/health-news/articles/2020-12-04/fear-and-loathing-as-colleges-face-another-season-of-covid-and-red-ink>

Kuh, G. D. (2008). Excerpt from high-impact educational practices: What they are, who has access to them, and why they matter. *Association of American Colleges and Universities, 14*(3), 28-29.

Kuh, G. D. (2020, May 01). *High-impact educational practices*. AAC&U <https://www.aacu.org/node/4084>

LaiYee, H. (2022, February 8). *How to do open, axial, & selective coding in grounded theory*. Delve. <https://delvetool.com/blog/openaxialselective>

Lavrakas, P. J. (2008). Purposive sample. *Sage Research Methods*. <https://methods.sagepub.com/reference/encyclopedia-of-survey-research-methods/n419.xml>

Le, T. P., Hsu, T., & Raposa, E. B. (2021, April 6). Effects of natural mentoring relationships on college students' mental health: The role of emotion regulation. *American Journal of Community Psychology, 68*,1-2. <https://onlinelibrary.wiley.com/doi/full/10.1002/ajcp.12504>

Leahy, E. N. (2021). Early predictors of student completion at a two-year institution <https://www.proquest.com/dissertations-theses/early-predictors-student-completion-at-two-year/docview/2561053416/se-2>

- Levesque, E. M. (2018, October 22). *Improving community college completion rates by addressing structural and motivational barriers*. Brookings.
<https://www.brookings.edu/research/community-college-completion-rates-structural-and-motivational-barriers/>.
- Levin, J. S., Cox, E. M., Cerven, C., & Haberler, Z. (2010). The recipe for promising practices in community colleges. *Community College Review*, 38(1), 31–58.
<https://doi.org/10.1177/0091552110374505>
- Levinstein, & Merrill. (2018). *A case study of an intrusive advising approach for at-risk, under-prepared and traditionally underrepresented college students* [dissertation]. Michael P. Levinstein, Kent, OH.
- Lewis-Thompson, M. (2019, December 4). *Program aims to help Missourians go back to college, finish uncompleted degrees*. St. Louis Public Radio.
<https://news.stlpublicradio.org/education/2019-12-03/program-aims-to-help-missourians-go-back-to-college-finish-uncompleted-degrees>.
- Lockhart, W., Wuetherick, B., & Joorisity, N. (2018). Exploring the foundations for Student Success: A SoTL journey. *Gateways in Higher Education: Cultures, Transitions, and Transformations*, 11. <https://doi.org/10.22329/celt.v11i0.4981>
- Lotkowski, V., Robbins, S. B., & Noeth, R. J. (2004). *The role of academic and non-academic factors in improving college retention*. Iowa City, IA: ACT
- Love, C. (2020, July 16). *Benefits of a student-advisor relationship*. Tilton School.
<https://www.tiltonschool.org/the-hill/post/~board/the-hill/post/benefits-of-a-student-advisor-relationship>.

- Lynch-Holmes, K., Troy & Ramos. (2012) *Early alert and intervention: Top practices for retention*. ConnectEDU.
http://info.connectedu.com/Portals/119484/docs/early_alert_white_paper_final.pdf
- Lyu, W., & Wehby, G. L. (2020). Community use of face masks and COVID-19: Evidence from a natural experiment of state mandates in the US: Study examines impact on COVID-19 growth rates associated with state government mandates requiring face mask use in public. *Health affairs*, 39(8).
<https://www.healthaffairs.org/doi/10.1377/hlthaff.2020.00818>
- Mahler, D., Grobschedl, J., & Harms, U. (2018). Does motivation matter? The relationship between teachers' self-efficacy and enthusiasm and students' performance. *PloS one*, 13(11)
<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0207252>
- Mayer, A., Patel, R., & Gutierrez, M. (2015). *Four-year effects on degree receipt and employment outcomes from a performance-based scholarship program in Ohio*. MDRC. <https://files.eric.ed.gov/fulltext/ED558500.pdf>
- McFarlane, B. L. (2013). Academic advising structures that support first-year student success and retention [Doctoral dissertation] Portland State University.
<https://pqdtopen.proquest.com/doc/1449199728.html?FMT=ABS> (UMI No.3594951)
- McGill C. M. (2016). Cultivating ways of thinking: The developmental teaching perspective in academic advising. *New Horizons*, 28(1), 50–54.

- McGrath, M., & Braunstein, A. (1997). The prediction of freshmen attrition: An examination of the importance of certain demographic, academic, financial, and social factors. *College Student Journal*, 31(1), 396-408.
<https://psycnet.apa.org/record/1997-42938-010>
- McIntosh, M. F., & Rouse, C. E. (2009, February 10). *Retention and completion rates among two-year college students*. Center for American Progress.
<https://www.americanprogress.org/issues/education-postsecondary/reports/2009/02/10/5617/the-other-college/>.
- Merriam, S., Caffarella, R., & Baumgartner, L. (2007). *Learning in adulthood: A comprehensive guide*. Jossey-Bass.
- Mertens, D. M. (2020). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods*. Sage publications.
- Mesa Community College. (2020). *What is developmental education?*
<https://www.mesacc.edu/employees/developmental-education/what-developmental-education>
- Metzner, B. (1989). Perceived quality of academic advising: The effect on freshman attrition. *American Educational Research Journal*, 26, 422–442.
<http://www.jstor.org/stable/1162981?origin=JSTOR-pdf>
- Miars, L. (2019, December 18). *What is proactive caseload management and what does it mean for students?* EAB. <https://eab.com/insights/blogs/student-success/proactive-caseload-academic-advising/>
- Middleton, F. (2022, February 17). *Reliability vs. validity: What's the difference?* Scribbr.

<https://www.scribbr.com/methodology/reliability-vs-validity/>

- Miller, L. (2010). The impact of intrusive advising on academic self efficacy beliefs in first-year students in higher education [Dissertation]. Chicago, IL: Loyola University. https://ecommons.luc.edu/luc_diss/151
- Molina, A., & Abelman, R. (2000). Style over substance in intervention for at-risk students: The impact of intrusiveness. *NACADA Journal*, 20(2), 5-15. <https://doi.org/10.12930/0271-9517-20.2.5>
- Montag, T. T., Campo, J., Weissman, J., Walmsley, A., & Snell, A. (2012). In their own words: Best practices for advising millennial students about majors. *NACADA Journal*, 32(2), 26-35. <https://doi.org/10.12930/0271-9517-32.2.26>
- Moody, J. (2019, May 14). What to know as a first-generation college student. *U.S. News & World Report*. <https://www.usnews.com/education/best-colleges/articles/2019-05-14/what-you-should-know-as-a-first-generation-college-student>.
- Morris, C. (2021, August 13). Why school graduation and retention rates are important. Earnest. <https://www.earnest.com/blog/graduation-and-retention-rates/>
- Murakami, K. (2020, June 22). Whom to test and how to pay for it. *Inside Higher Ed*. <http://www.insidehighered.com/news/2020/06/22/differing-views-states-consider-whether-colleges-should-test-all-students-covid-19>.
- NACADA. (2006). *NACADA concept of academic advising*. <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Concept-of-Academic-Advising-a598.aspx>
- NACADA. (2017). *Academic advising core competencies model*. <http://www.nacada.ksu.edu/About-Us/NACADA-Leadership/Administrative->

Division/Professional-Development-Committee/PDC-Advisor-Competencies.
aspx

National Center for Higher Education Management Information Center. (2011, January 19). *Graduation: Graduation rates*. NCHEMS Information Center for Higher Education Policymaking and Analysis.

<http://www.higheredinfo.org/dbrowser/?level=nation&mode=graph&state=0&submeasure=27>

Navigator Advising (n.d.). State Fair Community College.

<https://www.sfccmo.edu/offices-services/navigator-advising/>

Newton, D. (2020, September 29). *The myth of the COVID-19 enrollment crisis*. Forbes.

<https://www.forbes.com/sites/dereknewton/2020/09/28/the-myth-of-the-covid-19-enrollment-crisis/>

Nguyen, N. T., & Tran, H. T. T. (2022, January). *Factors affecting students' desire to take upcoming online courses after e-learning experience during COVID 19*.

International Journal of Interactive Mobile Technologies (iJIM). <https://online-journals.org/index.php/i-jim/article/view/26777>

Noel-Levitz (2009). *National student satisfaction and priorities report*.

<https://www.jcsdcb.com/index.php/JCSDCB/article/view/85>

Ohrablo, S. (2017, February 3). *The role of proactive advising in Student Success and*

Retention. The EvoLLLution. [https://evollution.com/attracting-](https://evollution.com/attracting-students/retention/the-role-of-proactive-advising-in-student-success-and-retention/)

[students/retention/the-role-of-proactive-advising-in-student-success-and-retention/](https://evollution.com/attracting-students/retention/the-role-of-proactive-advising-in-student-success-and-retention/)

- Parsad, B., & Lewis, L. (2003, November). *Remedial education at degree-granting postsecondary institutions in fall 2000*. The Noss
<https://thenoss.org/resources/Pictures/ADVOCACY/2004010.pdf>.
- Pier, H. (2021). *Perceptions of intrusive advising among academic and faculty advisors* [Doctoral Dissertation]. Northcentral University.
<https://www.proquest.com/openview/ad7cdef0706d90ea70380bc0485f04e1/1?cb1=18750&diss=y&pq-origsite=gscholar&parentSessionId=jMgrWEtJt20fk%2FPUBIS9LWgX82SHL7Spw%2FkAk2C2lkw%3D>
- Porter, A. (2020, June 23). Admissions funnel report [Unpublished raw data].
- Porter, S. R., & Swing, R. L. (2006). Understanding how first-year seminars affect persistence. *Research in Higher Education, 47*, 89–109. doi:10.1007/s11162-005-8153-6
- Potts, G., & Schultz, B. (2008). The freshman seminar and academic success of at-risk students. *College Student Journal, 42*, 647–658.
<https://web.s.ebscohost.com/ehost/detail/detail?vid=3&sid=aa1b1bb0-a7fa-4813-b5b0-d368cf0c1d8d%40redis&bdata=JnNpdGU9ZWWhvc3QtbGl2ZQ%3d%3d#AN=32544901&db=afh>
- Price, D. V., & Tovar, E. (2014). Student engagement and institutional graduation rates: Identifying high-impact educational practices for community colleges. *Community College Journal of Research and Practice, 38*(9), 766–782.
 doi:10.1080/10668926.2012.719481

- Reader, C. M. (2018). *The effectiveness of intrusive advising programs on academic achievement and retention in higher education* [Doctoral Dissertation]. Indiana State University.
- <https://www.proquest.com/openview/c6332b653d33fb0d79b36434ff310280/1?pq-origsite=gscholar&cbl=18750>
- Reine, J., & Cripe, S. (2013, August). Reports - State Fair Community College.
- <https://www.sfccmo.edu/offices-services/sfcc-institutional-effectiveness/institutional-research/reports/>
- Reine, J., & Cripe, S. (2014, August). Reports - State Fair Community College.
- <https://www.sfccmo.edu/offices-services/sfcc-institutional-effectiveness/institutional-research/reports/>
- Reine, J., & Cripe, S. (2015, August). Reports - State Fair Community College.
- <https://www.sfccmo.edu/offices-services/sfcc-institutional-effectiveness/institutional-research/reports/>
- Reine, J., & Cripe, S. (2016, August). Reports - State Fair Community College.
- <https://www.sfccmo.edu/offices-services/sfcc-institutional-effectiveness/institutional-research/reports/>
- Reine, J., & Cripe, S. (2017, August). Reports - State Fair Community College.
- <https://www.sfccmo.edu/offices-services/sfcc-institutional-effectiveness/institutional-research/reports/>
- Reine, J., & Cripe, S. (2018, August). Reports - State Fair Community College.
- <https://www.sfccmo.edu/offices-services/sfcc-institutional-effectiveness/institutional-research/reports/>

- Reyes, N. (1997). Holding on to what they've got: A look at programs designed to keep college students in college. *Diverse Issues in Higher Education*, 13(26), 36–41.
<https://eric.ed.gov/?id=EJ539617>
- Richburg-Hayes, L., Visher, M. G., & Bloom, D. (2008). Do learning communities affect academic outcomes? Evidence from an experiment in a community college. *Journal of Research on Educational Effectiveness*, 1(1), 33–65.
- Rijs, C., & Fenter, F. (2020). The academic response to COVID-19. *Frontiers in Public Health*, 8. <https://doi.org/10.3389/fpubh.2020.621563>
- Rodgers, K., Blunt, S., & Tribble, L. (2014). A real PLUS: An intrusive advising program for underprepared STEM students. *NACADA Journal*, 34(1), 35-42.
<https://doi.org/10.12930/NACADA-13-002>
- Rowh, M. (2018). Intrusive advising: 5 traits of successful proactive advising programs. *University Business*, 21(9), 31–34. <http://0-search.ebscohost.com.avalon.searchmobius.org/login.aspx?direct=true&db=aph&AN=131515821&site=ehost-live>
- Rowh, M. (2018, August 22). *Intrusive advising for college students*. University Business. <https://universitybusiness.com/intrusive-advising-for-college-students/>
- Rudolph, F. (1962). *The American college and university*. New York, NY: Vintage Books
- Rudolph, F. (1990). *The American college and university: A history*. Athens, GA: University of Georgia Press.
- Saltiel, H. (2011). Community college student retention: Determining the effects of a comprehensive support and access intervention program targeting low-income

and working poor at a large urban minority-serving institution [Doctoral Dissertation]. University of Pennsylvania.

<https://www.proquest.com/dissertations-theses/community-college-student-retention-determining/docview/868146471/se-2?accountid=12104>

Samarokova, I. V., Solovyeva, N. S., Kozhushkova, N. V., Korobeynikov, Y. V., Golubeva, O. A., & Chernykh, O. P. (2020). Developmental education for university students: Ways and methods of its organization., 8(SPE2), 1–12.
<https://doi.org/10.20511/pyr2020.v8nspe2.600>

Sandeen, C. (2012, June). High-impact educational practices: What we can learn from the traditional undergraduate setting. *Continuing Higher Education Review*, 76.
<https://files.eric.ed.gov/fulltext/EJ1000654.pdf>

Sandeen, C. (2010). Putting creativity and innovation to work: Continuing higher education's role in shifting the educational paradigm. *University Professional & Continuing Education Association*, 74, 1–12.
<https://doi.org/https://files.eric.ed.gov/fulltext/EJ907252.pdf>

Sappington, A. A. (1980). Self-directed study skills programs for students on probation. *Journal of Counseling Psychology*. 27, 616-619.

<https://psycnet.apa.org/doi/10.1037/0022-0167.27.6.616>

Saul, S. (2021, June 2). The pandemic hit the working class hard. The colleges that serve them are hurting, too. *The New York Times*.

<https://www.nytimes.com/2021/04/02/us/politics/covid-19-colleges.html>.

- Schnee, E. (2014). A foundation for something bigger: Community college students' experience of remediation in the context of a learning community. *Community College Review*, 42(3), 242–261. <https://doi.org/10.1177/0091552114527604>
- Schwebel, D. C., Walburn, N. C., Klyce, K., & Jerrolds, K. L. (2012). Efficacy of advising outreach on student retention, academic progress and achievement, and frequency of advising contacts: A longitudinal randomized trial. *NACADA Journal*, 32(2), 36–41. https://doi.org/https://library.carrollcc.edu/ld.php?content_id=3432740
- Scrivener, S., & Coghlan, E. (2011). *Opening doors to student success: A synthesis of findings from an evaluation at six community colleges*. New York, NY: MDRC.
- Silverman, R. J. (2015). The student personnel administrator as leading-edge leader. *NASPA Journal*, 18(2), 10–15. <https://doi.org/https://doi.org/10.1080/00220973.1980.11071774>
- Simons, J. M. (2011, December). A national study of student early alert models at four-year institutions of higher education [Doctoral Dissertation]. Arkansas State University. <https://eric.ed.gov/?id=ED535792>
- Simpson, C. (2014). *Early alert in community college: Student success, persistence, and retention in developmental courses* [Doctoral Dissertation]. Fordham University. <https://www.proquest.com/dissertations-theses/early-alert-community-college-student-success/docview/1538018771/se-2?accountid=12104>
- Skoglund, K., Wall, T. J., & Kiene, D. (2018). Impact of supplemental instruction participation on college freshman retention. *Learning Assistance Review*, 23(1), 115-135. <https://eric.ed.gov/?id=EJ1170114>

- Smalley, A. (2020, July 27). *Higher education response to corona virus*. National Conference of State Legislatures. <https://www.ncsl.org/research/education/higher-education-responses-to-coronavirus-covid-19.aspx>
- Smith, J. S. (2007). Using data to inform decisions: Intrusive faculty advising at a community college. *Community College Journal of Research and Practice*, 31(10), 813–831. doi:10.1080/10668920701375918
- Soden, S. R. (2017). *Perceptions of academic advising and student retention* [Doctoral Dissertation]. Lindenwood University. <https://www.proquest.com/dissertations-theses/perceptions-academic-advising-student-retention/docview/1965444887/se-2>
- Spitzer, M. W., Gutsfeld, R., Wirzberger, M., & Moeller, K. (2021). Evaluating students' engagement with an online learning environment during and after COVID-19 related school closures: A survival analysis approach. *Trends in Neuroscience and Education*, 25, 100168. <https://doi.org/10.1016/j.tine.2021.100168>
- Steele, G. E. (2019). Putting theory into practice: Virginia Gordon at Ohio State. *NACADA Journal*, 39(2), 19–29. <https://doi.org/10.12930/nacada-19-012>
- Steele, M. J., & Gordon, V. N. (2001). Advising by E-mail: Some advisors' perceptions. *NACADA Journal*, 21(1 & 2), 88–91. <https://doi.org/10.12930/0271-9517-21.1-2.88>
- Strayhorn T. L. (2015). Reframing academic advising for student success: From advisor to cultural navigator. *The Journal of the National Academic Advising Association*, 35(1), 56–63. doi:10.12930/NACADA-14-199

- Strikwerda, C. J. (2019, September 4). *Faculty must play a bigger role in student retention and success*. Inside Higher Ed.
<https://www.insidehighered.com/views/2019/09/04/faculty-must-play-bigger-role-student-retention-and-success-opinion>
- Sweat, J., Jones, G., Han, S., & Wolfgram, S. (2013). How does high impact practice predict student engagement? A comparison of white and minority students. *International Journal for the Scholarship of Teaching and Learning*, 7(2).
<https://doi.org/10.20429/ijstol.2013.070217>
- Talburt, S., & Boyles, D. (2005). Reconsidering learning communities: Expanding the discourse by challenging the discourse. *Journal of General Education*, 54(3), 209–236.
https://scholarworks.gsu.edu/cgi/viewcontent.cgi?article=1022&context=eps_facpub
- Tasso, A. F., Hisli Sahin, N., & San Roman, G. J. (2021). Covid-19 disruption on college students: Academic and socioemotional implications. *Psychological Trauma: Theory, Research, Practice, and Policy*, 13(1), 9–15.
<https://doi.org/10.1037/tra0000996>
- Tammes, E. (2021). *That push helps: A qualitative case study exploring students' responses to receiving an early alert*. [Doctoral Dissertation]. Northern Illinois University. <https://www.proquest.com/dissertations-theses/that-push-helps-qualitative-case-study-exploring/docview/2623437104/se-2>
- National Center for Education Statistics. (n.d.) *Fast Facts*
<https://nces.ed.gov/fastfacts/display.asp?id=98>

- Thomas, R. O. (1990). *Programs and activities for improved retention: In the strategic management of college enrollments*. San Francisco, CA: Jossey-Bass.
- Thomas, C., & Minton, J. (2004). Intrusive advisement: A model for success at John A. Logan College. *Office of Community College Research and Leadership*, 15(2), 1–16. <https://krex.k-state.edu/dspace/bitstream/handle/2097/15291/AbigailTennant2013.pdf?sequence=1&isAllowed=y>
- Texas Higher Education Coordinating Board. (2015). *Closing the gaps: The Texas higher education plan*. <https://eric.ed.gov/?q=source%3A%22Texas+Higher+Education+Coordinating+Board%22&id=ED559361>
- Tinto, V. (1982). Limits of Theory and Practice in Student Attrition. *The Journal of Higher Education*, 53(6), 687–700. <https://doi.org/10.2307/1981525>
- Upcraft, M.L. & Kramer, G. (1995). Intrusive advising as discussed in the first-year academic advising: Patterns in the present, pathways to the future. *Academic Advising and Barton College*, 1-2. <https://eric.ed.gov/?id=ED388142>
- Hale, M. (2018, June 11). Using academic milestones and remediation indicators to increase retention. *Hanover Research*. https://www.hanoverresearch.com/insights-blog/increase-college-student-retention/?utm_term=&utm_campaign=he-enrollment-management&utm_source=adwords&utm_medium=paid-search&hsa_acc=3558395466&hsa_cam=10021684923&hsa_grp=107335967497&hsa_ad=466200374086&hsa_src=g&hsa_tgt=dsa-955862312386&hsa_kw=&hsa_mt=b&hsa_net=adwords&hsa_ver=3&gclid=CjwKCAjwlrqHBhByEiwAnLmYUDuNjOuluyRaTN5jlBEsIaBHiljb0cPT-Ua6Xm_tNcc7RdnDdANN

1BoCavwQAvD_BwE

U.S. Department of Education. (2021, May). *Undergraduate enrollment*. National Center for Education Statistics. https://nces.ed.gov/programs/coe/indicator_cha.asp

U.S. News & World Report. (2019). Freshman retention rate.

<http://colleges.usnews.rankingsandreviews.com/bestcolleges/rankings/nationaluniversities/freshmen-least-most-likely-return>

Valentine, J., Price, D., & Yang, H. (2021, January 31). *High-impact practices and gains in student learning: Evidence from Georgia, Montana, and Wisconsin*. Lumina Issue Paper. Lumina Foundation.

<https://eric.ed.gov/?q=%22%22&ff1=subService%2BLearning&id=ED611259>

Vander Schee, B. A. (2007). Adding insight to intrusive advising and its effectiveness with students on probation. *NACADA Journal*. 27(2), 50–59.

<https://doi.org/10.12930/0271-9517-27.2.50>

Varney, J. (2007, September 01). *Intrusive advising*. NACADA.

<https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Intrusive-Advising.aspx>

Varney, J. (2012, September 1). *Proactive advising*. NACADA.

<https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Proactive-Intrusive-Advising.aspx>

Vianden, J. (2016). Ties that bind: Academic advisors as agents of Student Relationship Management. *NACADA Journal*, 36(1), 19–29. [https://doi.org/10.12930/nacada-](https://doi.org/10.12930/nacada-15-026a)

15-026a

- Villano, R., Harrison, S., Lynch, G., & Chen, G. (2018). Linking early alert systems and student retention: A survival analysis approach. *Higher Education, 76*(5), 903–920. <https://doi.org/10.1007/s10734-018-0249-y>
- Viner, R. M., Bonell, C., Drake, L., Jourdan, D., Davies, N., Baltag, V., Jerrim, J., Proimos, J., & Darzi, A. (2021, February). Reopening schools during the COVID-19 pandemic: Governments must balance the uncertainty and risks of reopening schools against the clear harms associated with prolonged closure. *Archives of disease in childhood, 106*(2): 111–113.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7401577/>
- Visher, M. G., Weiss, M. J., Weissman, E., Rudd, T., & Wathington, H. D. (2012). *The effects of learning communities for students in developmental education: A synthesis of findings from six community colleges*. National Center for Postsecondary Research. <https://files.eric.ed.gov/fulltext/ED533825.pdf>
- Vivian, C. (2005). Advising the at-risk college student. *The Educational Forum, 69*(4), 336–351. <https://doi.org/10.1080/00131720508984707>
- Waiwaiole, E. N. (2018). *Show me the way: The power of advising community colleges 2018 national report*. Center for Community College Student Engagement.
http://www.ccsse.org/nr2018/Show_Me_The_Way.pdf
- Wang, X., Lee, S. Y., Nachman, B. R., & Zhu, X. (2021). It matters long before: How early exposure to faculty and advisors at baccalaureate institutions relates to upward transfer. *Educational Researcher, 50*(2), 105-114. <https://doi.org/10.3102/0013189X20956659>

- Waters, M. H. (2016). *High-Impact practices and community college completion rates* [Doctoral Dissertation]. East Tennessee State University. <https://dc.etsu.edu/etd/3152/>
- Waterhouse, D. (2016). *The importance of high touch intrusive academic success coaching: Making it work*. The Evollution. <https://evollution.com/attracting-students/retention/the-importance-of-high-touch-intrusive-academic-success-coaching-making-it-work/>.
- Weiss, M. J., Ratledge, A., Sommo, C., & Gupta, H. (2019). Supporting community college students from start to degree completion: Long-term evidence from a randomized trial of CUNY's ASAP. *American Economic Journal: Applied Economics*, *11*(3), 253–297. <https://doi.org/10.1257/app.20170430>
- Weiss, M. J., Scrivener, S., Slaughter, A., & Cohen, B. (2021, May 3). An on-ramp to student success: A randomized controlled trial evaluation of a developmental education reform at the City University of New York. *Educational Evaluation and Policy Analysis*, *43*(4). <https://journals.sagepub.com/doi/full/10.3102/01623737211008901>
- Webber, D. A. (2021). A growing divide: The promise and pitfalls of higher education for the working class. *The ANNALS of the American Academy of Political and Social Science*, *695*(1), 94–106. <https://doi.org/10.1177/00027162211026199>
- Wengert, J. A. (2018). *Perceptions of commuter students and faculty: A mixed methods study on commuter student retention*. [Doctoral Dissertation]. Lindenwood University. <https://www.proquest.com/dissertations-theses/perceptions-commuter-students-faculty-mixed/docview/2179113486/se-2>

- Wrighton, M. S., & Lawrence, S. J. (2020). Reopening colleges and universities during the COVID-19 pandemic. *Annals of Internal Medicine*, *173*(8), 664–665.
<https://doi.org/10.7326/M20-4752>
- Yarbrough, D. (2002). The Engagement model for effective academic advising with undergraduate college students and student organizations. *Journal of Humanistic Counseling, Education and Development*, *41*(1). https://www.washington.edu/uaa/advising/downloads/yarborough_engagement.pdf
- Yin, R. (2016). *Qualitative research from start to finish* (2nd ed.). New York, NY: The Guilford Press.
- Zelazek, J.R., (2011). *A summary of graduate advisor data for the Department of Educational Foundations and Literacy* [unpublished manuscript]. Department of Educational Foundations and Literacy, University of Central Missouri, Warrensburg, Missouri.
- Zerbino, N. (2021, March 19). *How the COVID-19 pandemic has impacted higher education*. Brookings. <https://www.brookings.edu/events/how-higher-education-has-been-impacted-by-the-covid-19-pandemic/>.
- Zunker, V. G. (2001). *Career counseling: Applied concepts of life planning*. (6th ed.). Pacific Grove, CA: Brooks/Cole.

Appendix A

Student Success Navigator Interview Questions

1. How long have you been a Student Success Navigator at Central Missouri Community College?
2. Which programs are you currently a Student Success Navigator for?
3. How many students are on your student case load?
4. Can you please tell me how a typical Student Success Navigator and student appointment goes?
5. As a Navigator do you perform any type of risk assessment on students? If so what is asked?
6. What type of early alert system is utilized with students?
7. When you receive an early alert for a student what is your protocol?
8. What is the most frequent barrier you find with your students?
9. How do you address those barriers, and what resources do you provide?
10. Have you seen retention and completion rates increase inside your specific area?

Appendix B

Student Success Director Interview Questions

1. How long have you been a director at Central Missouri Community College?
2. In what way has the Navigator program effected the student retention and completion rates?
3. What is the mission or goal, set in place for the Student Success Navigator program to achieve?
4. How has the Navigator program effected the institutional budgets?
5. Has this program created more positions?
6. How has the Navigator program effected the relationships with the community?
7. How has the Navigator program effected the relationships with outside resources?
8. What plans are in place to keep this model moving forward at the community college level?

Appendix C**Site Permission Letter**

Date: 11/25/2019

RE: Permission to Conduct Research

To: Dean of Student and Academic Supportive Services

I am writing to request permission to conduct research in the Strafford School District. I am currently pursuing my doctorate through Lindenwood University and am in the process of conducting research for my dissertation. The study is entitled Student Success Navigators: The Keys to Intrusive Advising, Student Supportive Services, and Academic Success. I am asking permission to conduct interviews with student success Navigators and the Director of Student Success and Retention. The purpose of the study is to examine and compare the methods of general academic advising and intrusive advising at the community college level.

If you agree, please sign below, scan this page, and email to me at ks743@lindenwood.edu. Your approval to conduct this study will be greatly appreciated. I would be happy to answer any questions or concerns you may have regarding this study.

Sincerely,

Katie Stanley-Dietzman
Doctoral Student at Lindenwood University

Approved by:

Print name and title here

Signature

Date

Appendix D

Participation Email

Dear Student and Academic Supportive Services Team,

I am Kathryn Stanley-Dietzman, a current student enrolled in the Educational Doctoral Program at Lindenwood University. I am currently working on my dissertation to complete my degree. For my dissertation I have chosen to look at how Student Success Navigators and Intrusive Advising impact the success of the student and the institution as a whole.

I have been given permission by the Dean to reach out to each one of you to set up a time to observe a student appointment, and ask questions about your role as a Student Success Navigator at XXXX Community College. If you would be willing to participate in my research project it would be greatly appreciated. The information provided will be strictly confidential and no identifying information will be published. If you are willing to participate please send me an email and a time that is convenient for me to observe. Your participation is greatly appreciated and I look forward to hearing from you in the near future.

Sincerely,
Kathryn Stanley-Dietzman
Lindenwood Doctoral Student
ks743@lindenwood.edu
660-553-0176

Appendix E**LINDENWOOD****Research Study Consent Form**

Student Success Navigators: The Keys to Intrusive Advising, Student Supportive Services, and Academic Success.

Before reading this consent form, please know:

- Your decision to participate is your choice
- You will have time to think about the study
- You will be able to withdraw from this study at any time
- You are free to ask questions about the study at any time

After reading this consent form, we hope that you will know:

- Why we are conducting this study
- What you will be required to do
- What are the possible risks and benefits of the study
- What alternatives are available, if the study involves treatment or therapy
- What to do if you have questions or concerns during the study

Basic information about this study:

- We are interested in learning about We are doing this study to compare the methods of general academic advising and intrusive advising at the community college level. The researcher would like to gain an understanding of how the method of intrusive advising affects the student success and retention rates at the institution. The study aims to identify the differences in outcomes between students receiving academic advising verse the students who are receiving intrusive advising
- You will be required to participated in an interview lasting about 10-15 minutes.
- There are no potential risk in participation.

LINDENWOOD

Research Study Consent Form

Student Success Navigators: The Keys to Intrusive Advising, Student Supportive Services, and Academic Success.

You are asked to participate in a research study being conducted by Kathryn J. Stanley-Dietzman, under the guidance of Neunuebel at Lindenwood University. Being in a research study is voluntary, and you are free to stop at any time. Before you choose to participate, you are free to discuss this research study with family, friends, or a physician. Do not feel like you must join this study until all of your questions or concerns are answered. If you decide to participate, you will be asked to sign this form.

Why is this research being conducted?

We are doing this study to compare the methods of general academic advising and intrusive advising at the community college level. The researcher would like to gain an understanding of how the method of intrusive advising affects the student success and retention rates at the institution. The study aims to identify the differences in outcomes between students receiving academic advising verse the students who are receiving intrusive advising.

What am I being asked to do?

You will be asked a series of questions regarding the student academic advising process at your institution. You will be asked about the amount of time an appointment takes, content covered, and the follow up procedures in place.

How long will I be in this study?

This interview will last approximately 10-15 minutes.

What are the risks of this study?

- Privacy and Confidentiality. We will not be collecting any information that will identify you.

We will be collecting data that could identify you, but each survey response will receive a code so that we will not know who answered each survey. The code connecting you and your data will be destroyed as soon as possible.

What are the benefits of this study?

You will receive no direct benefits for completing this survey. We hope what we learn may benefit other people in the future.

What if I do not choose to participate in this research?

It is always your choice to participate in this study. You may withdraw at any time. You may choose not to answer any questions or perform tasks that make you uncomfortable. If you decide to withdraw, you will not receive any penalty or loss of benefits. If you would like to withdraw from a study, please use the contact information found at the end of this form.

What if new information becomes available about the study?

During the course of this study, we may find information that could be important to you and your decision to participate in this research. We will notify you as soon as possible if such information becomes available.

How will you keep my information private?

We will do everything we can to protect your privacy. We do not intend to include information that could identify you in any publication or presentation. Any information we collect will be stored by the researcher in a secure location. The only people who will be able to see your data are: members of the research team, qualified staff of Lindenwood University, representatives of state or federal agencies.

How can I withdraw from this study?

Notify the research team immediately if you would like to withdraw from this research study.

Who can I contact with questions or concerns?

If you have any questions about your rights as a participant in this research or concerns about the study, or if you feel under any pressure to enroll or to continue to participate in this study, you may contact the Lindenwood University Institutional Review Board Director, Michael Leary, at (636) 949-4730 or mleary@lindenwood.edu. You can contact the researcher, Kathryn J. Stanley-Dietzman directly at (660) 596-7389 or ks743@lindenwood.edu.

I have read this consent form and have been given the opportunity to ask questions. I will also be given a copy of this consent form for my records. I consent to my participation in the research described above.

Participant's Signature	Date

Participant's Printed Name	

Signature of Principle Investigator or Designee	Date

Investigator or Designee Printed Name	

Appendix F

Institutional Data Request Email

To whom it may concern:

My name is Kathryn Stanley-Dietzman and I am currently working on completing my dissertation and needing to gather some data. I have received approval from the Dean of Academic and Student Supportive Services to speak with Navigators and to collect data about that program. I'm needing data to demonstrate the following:

Fall to fall retention for each program from 2014-Present Day
Fall to spring retention for each program from 2014-Present Day
Number of graduates each year from 2014-Present Day
Number of students who have transferred from 2014-Present Day
Number of student who did not return from 2014-Present Day
Number of students assigned to each Navigator

Thank you for your time and I look forward to your response.

Sincerely,

Sincerely,
Kathryn Stanley-Dietzman
Lindenwood Doctoral Student
ks743@lindenwood.edu
660-553-0176

Appendix G

Examples of Safeguards

Confidentiality

1. Secure all data and documents in a locked cabinet or file under the supervision of the researcher.
2. Save all electronic files by using a protected password and a personal computer on a secured site.
3. All documents and files will be destroyed three years from the completion of the research project.

Anonymity

1. Use data codes or pseudonyms to lessen the possibility of identifying participants.
2. Regarding interviews: Once the transcription is complete, the researcher may present the transcript to each participant for review and provide an opportunity for the participant to ask questions or comment before the transcription is finalized (member checking).

Overall

1. Each participant receives a consent form, which describes in detail the purpose of the research, any possible risks, and the opportunity to opt out of the study any time without negative effects.

Vita

Kathryn J. Stanley-Dietzman was born in Missouri, on January 28, 1986. She attended and graduated from Knob Noster, Missouri in 2004. In 2011 she graduated with a bachelor's degree from the University of Central Missouri and a Master's degree in Education from Central Methodist University in 2017.

Kathryn lives in Missouri with her wife and two children. She enjoys traveling, hunting, fishing and spending time with her family. She continues working in post-secondary education with the desire to continue her research and development in the area of student success and retention.