

# Academic Support Center



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# Showing that we C.A.R.E.



(COUNSELING AND ADVISING IN OUR RETENTION  
EFFORTS)

# “Intrusive Advising”



The importance of intrusive advising at-risk college and university students (i.e., students who: are ethnic minorities, are academically disadvantaged, have disabilities, are of low socioeconomic status, and are probationary students) has been repeatedly emphasized in the professional literature.

# S.T.A.R.S.

Student Transition and Retention Support for First Generation Students





First-generation university students are those students whose parent(s) have not attained a college degree. These students, who have little or no family collegiate history, may enter a college or university with limited knowledge about the jargon, traditions, and patterns of expected behavior.

# Components of Program



## The HOLISTIC approach

\*\*Social /Cultural Wellness\*\*

\*\*Intellectual Wellness

\*\*Spiritual/Emotional/ Physical Wellness\*\*

\*\*Financial Wellness\*\*

\*\*Occupational Wellness\*\*

# Showing I C.A.R.E.



# FABI – First-Year Attendance-Based Initiative



- The FABI program was launched in the Fall of 2001. This program targets freshman attendance in lower division courses. Using our FABI web-based reporting tool through myOleMiss, instructors report freshman who have been absent three times or more. The Academic Support Center downloads this information weekly and notifies each student's Residence Hall Director of the absences. No specific information is given to the RHD, simply the name of the student and the fact that one or more of their instructors is concerned about their attendance.



## FABI, cont.



FABI relies on the cooperation of many individuals throughout the semester: the cooperation of the faculty to report absences; the residence hall staff and academic advisors to contact students; and, the Dean of Students office and Greek Life who are an additional contact for the students involved in those programs.

# Communication Model



FABI has an extensive communication model that goes into effect every Monday when absences are downloaded. For Fall 2009 this will occur from September 4 through November 9.

**Third Absence** – RA speaks to student, letter to student, email to student, email faculty confirmation for reporting

**Fourth Absence** – RA speaks to student, letter to student, email to student, email student's advisor, email Greek Life (if applicable), email faculty confirmation for reporting

**Fifth Absence** – RA speaks to student, letter to student, email to student, facebook student if available, email student's advisor, phone student for meeting, email Greek Life (if applicable), email faculty confirmation for reporting

**Six or more Absences** – RA speaks to student, letter to student, email to student, email student's advisor, phone student – if no contact made seek out student in person, letter to campus address and home address, email Dean of Students Office, email Greek Life (if applicable), email faculty confirmation for reporting

# Spring 2008 Data



<b>Semester Statistics</b>	<b>Academic Standing</b>
Average Semester GPA* 1.95	Academic Dismissal 2.1%
Average Attempted Hours* 13.33	Academic Suspension 18.4%
Average Earned Hours* 10.19	Good Standing 62.8%
Average Resident GPA** 1.93	Probation 1.6 9.8%
	Probation 1.8 5.8%
Students who withdrew Spr. 2008 1.9%	Probation from susp/dism 1.8 1.0%
Students who made 0.0 gpa 10.6%	
Students who made 4.0 gpa 2.3%	Students returning for Fall '08 70.4%
	Students returning for Spr '09 64.7%

Data is based on 479 students unless otherwise noted.

\*Based on 470 students (removing those that withdrew).

\*\*Based on 476 students with GPAs at the University.

## Spring 2008 Data (cont.)



- Total number of instructors reporting: 74
- Total number of students reported (in one or more courses): 479
- Total number of contacts made by FABI: 2,493
- Total number of courses reporting (unique sections): 118

# Fall 2008 Data



<b>Semester Statistics</b>	<b>Academic Standing</b>
Average Semester GPA* 1.86	Academic Dismissal 0.8%
Average Attempted Hours* 13.34	Academic Suspension 3.9%
Average Earned Hours* 10.21	Good Standing 66.4%
Average Resident GPA** 1.93	Probation 1.6 21.0%
	Probation 1.8 5.8%
Students who withdrew Fall 2008 3.4%	Probation 2.0 0.1%
Students who made 0.0 gpa 7.3%	Probation from susp/dism 1.8 1.6%
Students who made 4.0 gpa 1.2%	Probation from susp/dism 2.0 0.3%
	Students returning for Spr '09 80.9%

Data is based on 862 students unless otherwise noted.

\*Based on 833 students (removing those that withdrew).

\*\*Based on 844 students with GPAs at the University.

## Fall 2008 Data (cont.)



- Total number of instructors reporting: 125
- Total number of students reported (in one or more courses): 862
- Total number of contacts made by FABI: 8,178
- Total number of courses reporting (unique sections): 241

# Spring 2009 Data



<b>Semester Statistics</b>	<b>Academic Standing</b>
Average Semester GPA* 2.07	Academic Dismissal 3.4%
Average Attempted Hours* 13.27	Academic Suspension 10.0%
Average Earned Hours* 10.80	Good Standing 70.1%
Average Resident GPA** 2.09	Probation 1.6 8.6%
	Probation 1.8 5.4%
Students who withdrew Spr. 2009 1.8%	Probation from susp/dism 1.8 2.4%
Students who made 0.0 gpa 5.5%	Probation from susp/dism 2.0 0.1%
Students who made 4.0 gpa 1.9%	

Data is based on 742 students unless otherwise noted.

\*Based on 729 students (removing those that withdrew).

\*\*Based on 741 students with GPAs at the University.

## Spring 2009 Data (cont.)



- Total number of instructors reporting: 105
- Total number of students reported (in one or more courses): 742
- Total number of contacts made by FABI: 7,770
- Total number of courses reporting (unique sections): 175



# Fall 2009 Changes



- Name change to First-Year Attendance-Based Initiative from Freshmen Absence-Based Intervention
- 13 trained Resident Assistants to handle FABI
- Continued development for RAs through the semester

## Additional Plans...



- Follow-up with faculty, advisors, and residence hall staff for feedback that can be used to encourage more faculty/staff to be aware of absenteeism problems.
- Create a more narrative report.

# Questions?

