



A High-Touch, Retention-Based
Approach to Advising:

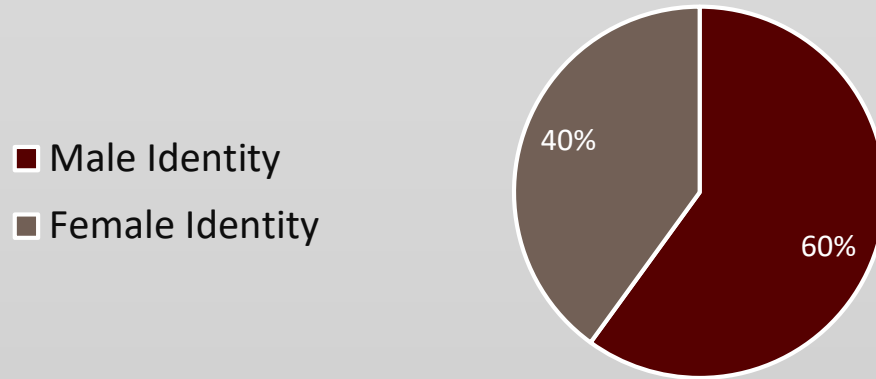
Measuring the Impact of Intrusive
Entry and Academic Advising on
Student Success in Learning Cohorts

Division of Student Services
Renton Technical College

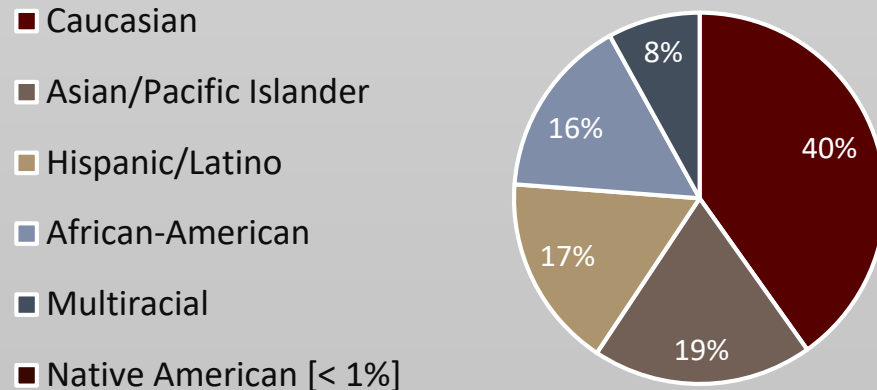
Scott Latiolais
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- Welcome & introductions
- Institutional profile
- Purpose: a reason for change
 - *SENSE* survey
 - Title III grant
- High-touch advising defined
- Entry advising model
- Academic advising model
 - Week-by-week approach
 - Emphasis on faculty/advisor/student interaction
- Results: the data
- Conclusions & next steps

Enrollment by Gender



Enrollment by Race/Ethnicity



Fast Facts

Location: Renton, Washington (IPEDS)
Type: 2 Year · Public · Technical

Median Age: 31
Annual Headcount: 10,160
Annual FTE: 4,141

Retention Rate: 67% (IPEDS)
Completion Rate: 63% (IPEDS)

Student/Faculty: 17:1
Student/Advisor: 235:1

Student Intent

Career Training: 43%
Basic Skills: 33% (ABE/GED/ESL)
Academic Transfer: 12%
Apprenticeships: 12%

1 Early Connections

2 High Expectations and Aspirations

3 Clear Academic Plan and Pathway

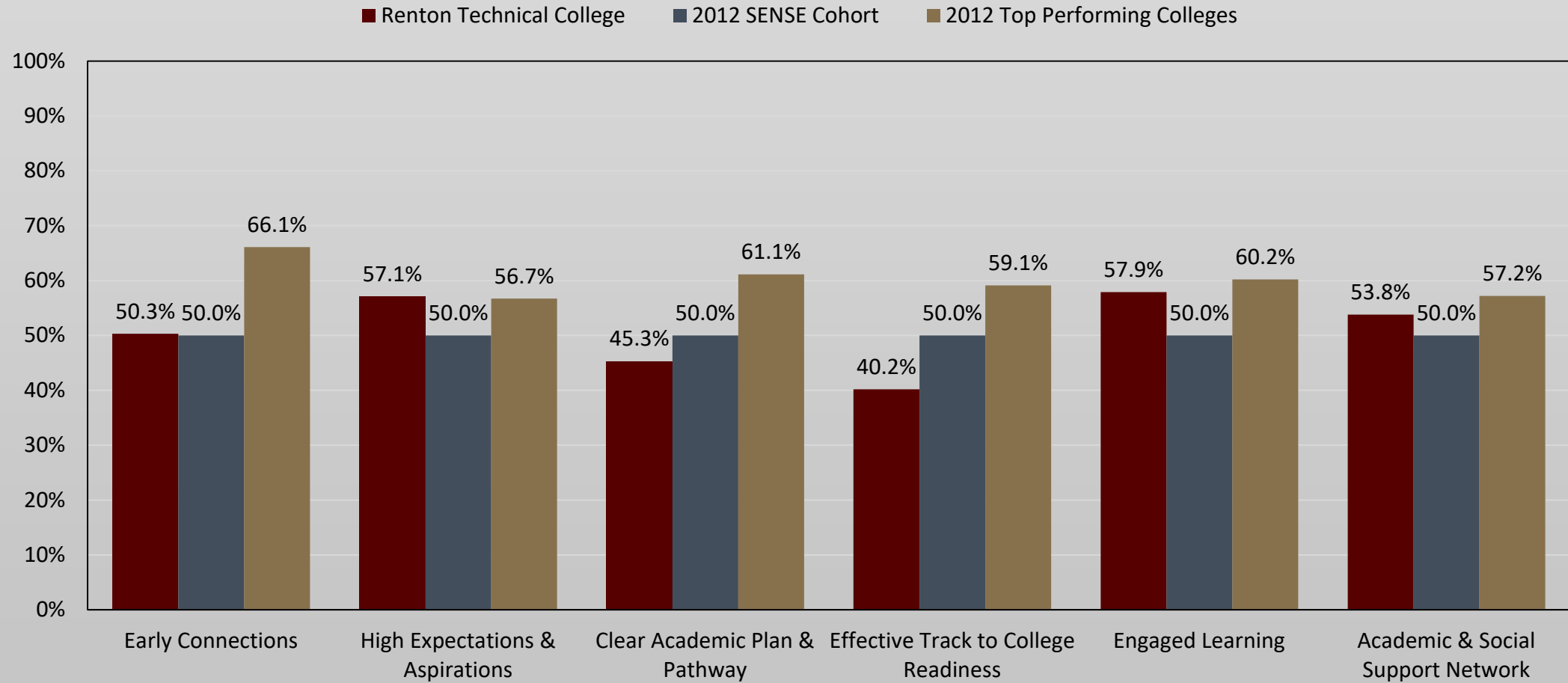
4 Effective Track to College Readiness

5 Engaged Learning

6 Academic and Social Support Network

SENSE 2012 Findings | Benchmark Scores

2012 Findings | Key Benchmarks



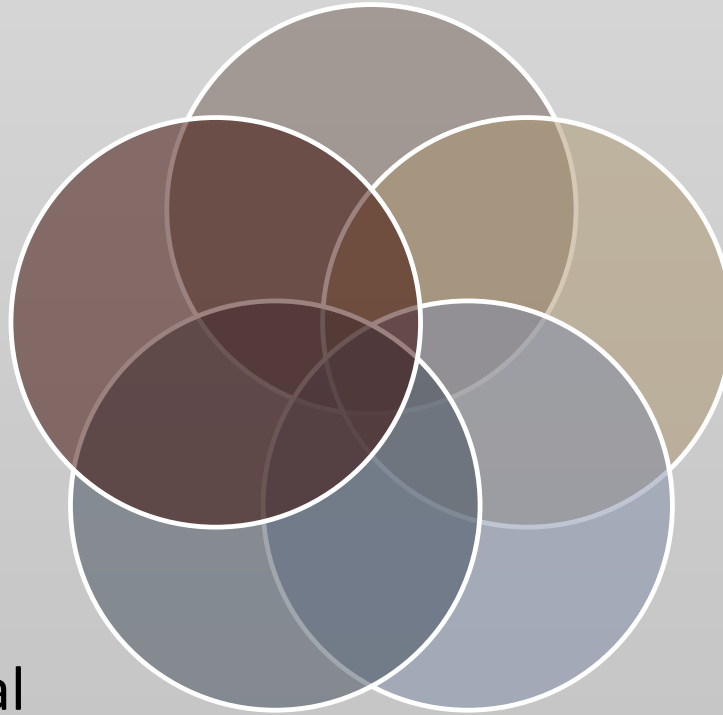
Develop consistent
assessment and
placement protocols

Implement an
academic early
alert system

Provide entry
career/academic
planning

Create a
developmental
advising system

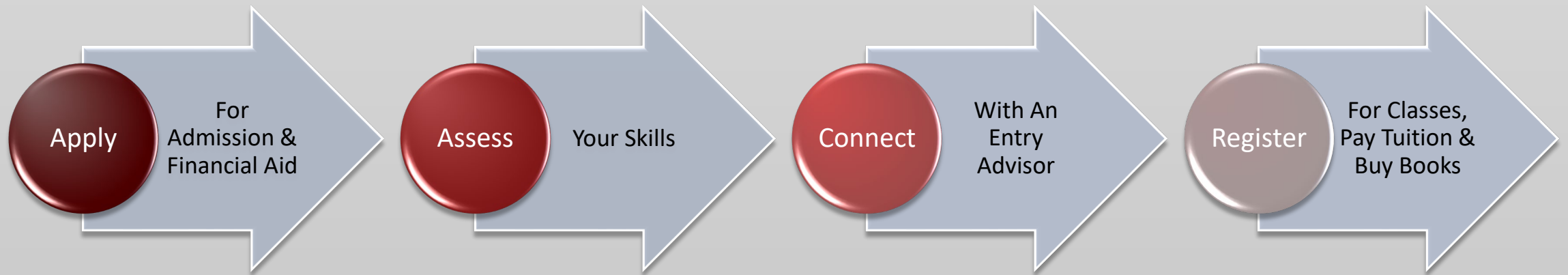
Simplify the
enrollment
process



High-touch advising is an approach which is defined by active concern and willingness to assist students to explore programs and services to improve their skills and motivate them to persist toward their academic, career, and personal goals. High-touch advising does not mean “hand holding” or “in loco parentis advising”, rather it is characterized by deliberate interventions throughout the term. In this model, the adviser acts as a catalyst to the student’s development. The high-touch approach is a proactive/deliberate approach and not a reactive/passive approach.

- Latiolais, 2012

Entry Advising Model | 4 Easy Steps



Entry Advising Model | A High-Touch Approach

NEW STUDENT INFORMATION FORM

Please note: Renton Technical College does not discriminate on the basis of race, color, national origin, sex, sexual orientation, disability, or age in its programs and activities.

RENTON
TECHNICAL
COLLEGE

The information you provide below will be used to help us to provide initial advising to you as you explore career opportunities available to you at Renton Technical College, and to identify and refer you to resources that may be available to support your education at RTC. We consider this information confidential, and we adhere to the Family Educational Rights and Privacy Act (FERPA), which sets out guidelines regarding the privacy of student information. Please let us know if you have questions or concerns about any information we request.

STUDENT INFORMATION

Name: _____ Date of Birth: ____/____/____
Last First MI Month Day Year

Student ID: _____ - _____ - _____ Email Address: _____
(if known) Number & Street City State Zip

Address: _____
Number & Street City State Zip

Phone: _____ / _____
Alternate

Quarter start date: Fall Winter Spring Summer Year _____
Alternate

Have you lived in Washington State for the last 12 months? Yes No

Are you a US citizen? Yes No IF NO, what is your status? Permanent Asylum/Refugee Other _____

EDUCATION INFORMATION

Check all that apply:

<input type="checkbox"/> Some High School	<input type="checkbox"/> High School Diploma	<input type="checkbox"/> GED
<input type="checkbox"/> Some College, No Certificate	<input type="checkbox"/> College Certificate	<input type="checkbox"/> Associate's Degree
<input type="checkbox"/> Bachelor's Degree	<input type="checkbox"/> Post-Bachelor's	

Have you ever attended RTC? Yes No Have you attended any other colleges/universities? Yes No

Do you have transfer credits? Yes No Are you inquiring about the Running Start program? Yes No

What have your previous experiences in school been like – challenging, rewarding, difficult, frustrating, easy?
Please explain: _____

CAREER/TRAINING GOALS

What is your Program of Interest at Renton Technical College? _____

What types of jobs do you hope to obtain after completing your training? _____

What is your previous occupation or work experience? _____

What interests you about this career path? _____

NOTES:

Revised 2/25/2015



We ask you for the following information in order to identify sources of educational funding and support for which you may qualify, beyond Federal Financial Aid. If you complete this section it will be reviewed and you will be contacted and assisted to apply for these funds. Your signature at the bottom of this form will authorize the college to release information to the state and local agencies we work with, in order to establish your eligibility for funding.

STUDENT STATUS

Current Numbers of Dependents:

Self 1 + Spouse/Partner + Children Under 18 Yrs + Other =
OG

Opportunity Grant Approved Programs	Size of Family	Gross Annual Limit	Gross Monthly Limit
<input type="checkbox"/> Accounting – Clerk/Paraprofessional/Specialist	1	\$22,980	\$1,915
<input type="checkbox"/> Allied Health – CNA, LPN, RN, Central Service Tech, Phlebotomy, Surgical Tech	2	\$31,020	\$2,585
<input type="checkbox"/> Automotive – Auto Body Repair, Automotive Tech, Asset, ITEC	3	\$39,060	\$3,255
<input type="checkbox"/> Computer Network Technology	4	\$47,100	\$3,925
<input type="checkbox"/> Construction – Commercial Building Engineer, Construction Management, Property Maintenance	5	\$55,140	\$4,595
<input type="checkbox"/> Early Childhood Careers	6	\$63,180	\$5,265
	7	\$71,220	\$5,935
	8	\$79,260	\$6,605

<input type="checkbox"/> I was born before January 1, 1990. <small style="text-align: right;">OG</small>	<input type="checkbox"/> I am married. <small style="text-align: right;">OG</small>	<input type="checkbox"/> I have children & I provide more than half of their support. <small style="text-align: right;">OG</small>	<input type="checkbox"/> Both my parents are deceased. <small style="text-align: right;">OG</small>
<input type="checkbox"/> I attend(ed) the Secondary Learning Center (Formerly Sartori School). <small style="text-align: right;">18 LIFE</small>	<input type="checkbox"/> I am interested in receiving information about services to students with disabilities. <small style="text-align: right;">ADA</small>	<input type="checkbox"/> I am currently receiving Federal (SNAP) Food Stamps. <small style="text-align: right;">BFET</small>	<input type="checkbox"/> I am a state employee. <small style="text-align: right;">ETP</small>
<input type="checkbox"/> I am a registered Junior or Senior at a Washington public high school between the ages of 16-20. <small style="text-align: right;">HSP</small>	<input type="checkbox"/> I am eligible for and/or collecting Washington state unemployment benefits. <small style="text-align: right;">WR</small>	<input type="checkbox"/> I have exhausted my unemployment benefits within the last 24 months. <small style="text-align: right;">WR</small>	<input type="checkbox"/> I am now working but have received written notice of layoff. <small style="text-align: right;">WR</small>
<input type="checkbox"/> I was self-employed but closed my business due to economic factors within last 24 months. <small style="text-align: right;">WR</small>	<input type="checkbox"/> I am a displaced homemaker due to death, separation, divorce, or job loss of spouse or partner within last 24 months. <small style="text-align: right;">WR</small>	<input type="checkbox"/> I am an honorably discharged veteran within the last 24 months. <small style="text-align: right;">WR/VET</small>	<input type="checkbox"/> I am serving on active duty in the U.S. Armed Forces. <small style="text-align: right;">VET</small>
<input type="checkbox"/> I am currently receiving Veteran's Benefits. <small style="text-align: right;">VET/FA</small>	<input type="checkbox"/> I am currently receiving TANF. <small style="text-align: right;">WF</small>	<input type="checkbox"/> I am currently receiving L&I benefits. <small style="text-align: right;">FA/ADA</small>	<input type="checkbox"/> I am currently working in an Early Achiever's site. <small style="text-align: right;">EAOG</small>

I certify that the above information is true and correct to the best of my knowledge, and authorize disclosure of this information as described above to state and local agencies in order to establish eligibility for funding.

Student Signature _____ Date _____

For Office Use Only:

SID: _____ - _____ - _____ LAST NAME: _____ FIRST NAME: _____

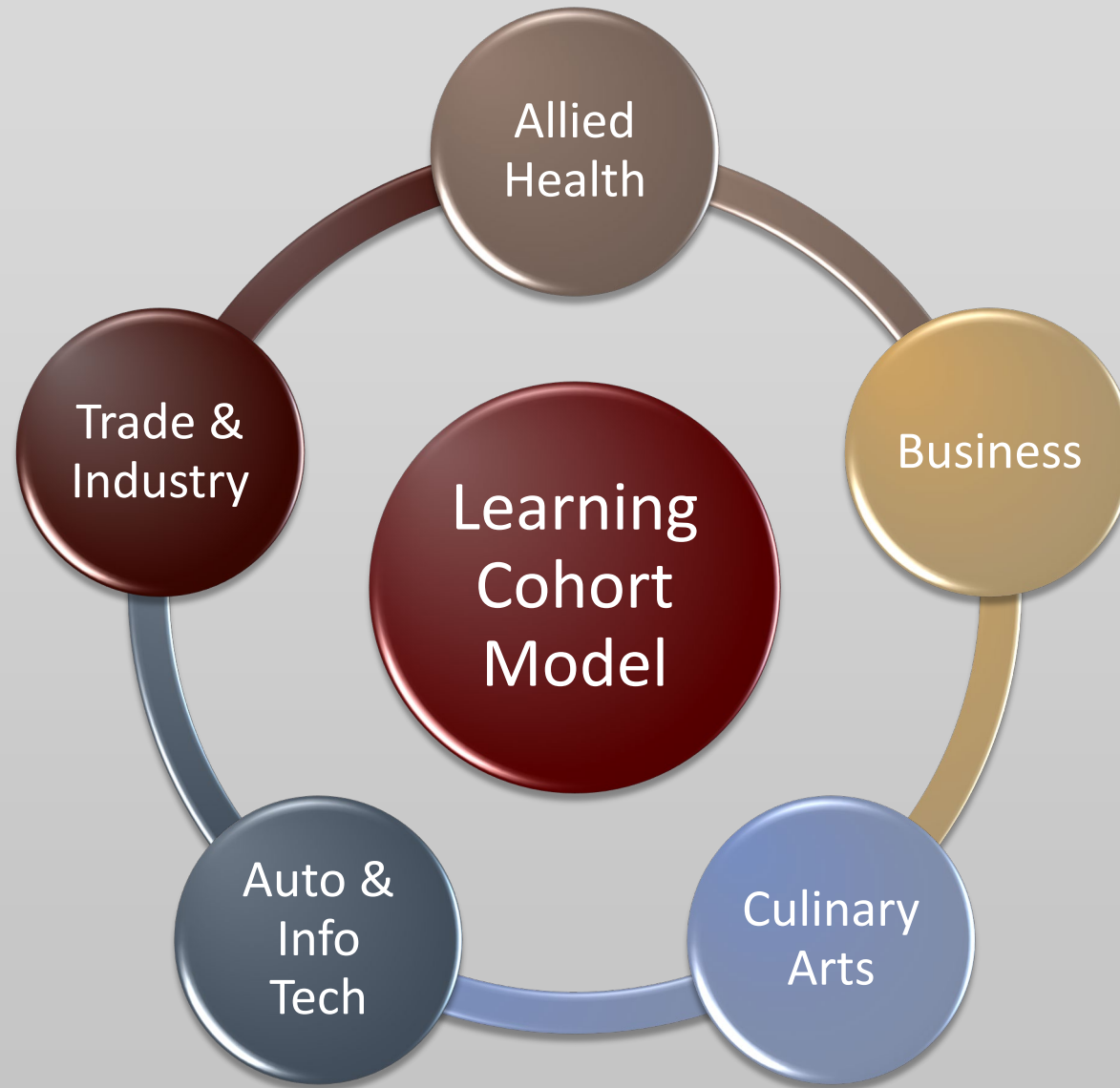
REVIEWED BY (initials): 1st visit: _____ 2nd visit: _____ 3rd visit: _____ 4th visit: _____

PROGRAM ELIGIBILITY (circle): BFET EAOG OG WR WF 18 LIFE AW ETP HSP ADA IS VET

COMPASS: READ _____ PRE-ALGEBRA _____ ALGEBRA _____ REFERRAL _____ DATE TAKEN: ____/____/____ WAIVED _____

Application COMPASS Holds Applied Holds Lifted On Waiting List Adviser Assigned: _____ Registered _____

Routed To: APER CBOO BTHOM/GBOJ DGRA DRUN ESHE HNGU KFOR KMCC LBRA VWAN



Reactive Measures

- ✓ Required satisfactory academic progress meetings
- ✓ Required advising in financial aid appeals
- ✓ Required advising in the add/drop process
- ✓ Required exit advising
- ✓ Referrals
 - Internal (tutoring, mental health counseling, etc...)
 - External (DSHS, housing, child care, etc...)
- ✓ Outreach to no shows
- ✓ Outreach to unregistered continuing students

Proactive Measures

- ✓ Required entry advising
 - Funding your education and prequalification for workforce funding
 - Career exploration and establishing best fit for a program of study
 - Referral of special populations to on campus resources
- ✓ Required assessment and placement tools and advising
- ✓ Required orientation programs
- ✓ Required college success course embedded in first quarter
- ✓ Required early alert meetings and early, early alert
- ✓ Required midterm advising/grade reports
- ✓ Required classroom visits throughout the quarter
- ✓ Required interventions for special populations (running start, international students, workforce education, veterans, students w/disabilities)
- ✓ Required participation in group registration

Academic Advising Model | Career Training Programs

Week 1

- New Student Orientation
- Satisfactory Academic Progress
- Add/Drop Period
- Instructor Initiated Drops | No Shows
- College Success

Week 2

- Program Visits
- Add/Drop Period
- Census Day | 10th Day
- College Success

Week 3

- Program Visits
- Academic Early Warning
- College Success

Week 4

- Academic Early Warning
- College Success

Week 5

- Academic Early Warning
- College Success

Week 6

- Mid-Term Advising Week
- Academic Early Warning
- Satisfactory Academic Progress Follow-Up
- College Success

Week 7

- New Student Registration (Monday)
- Continuing Student Group Registration (Wednesday)
- College Success

Week 8

- Program Visits
- Unregistered Continuing Students
- College Success

Week 9

- Program Visits
- Unregistered Continuing Students
- College Success

Week 10

- Pre-Finals Check-Ins
- Student Follow Up
- Unregistered Continuing Students
- College Success

Week 11

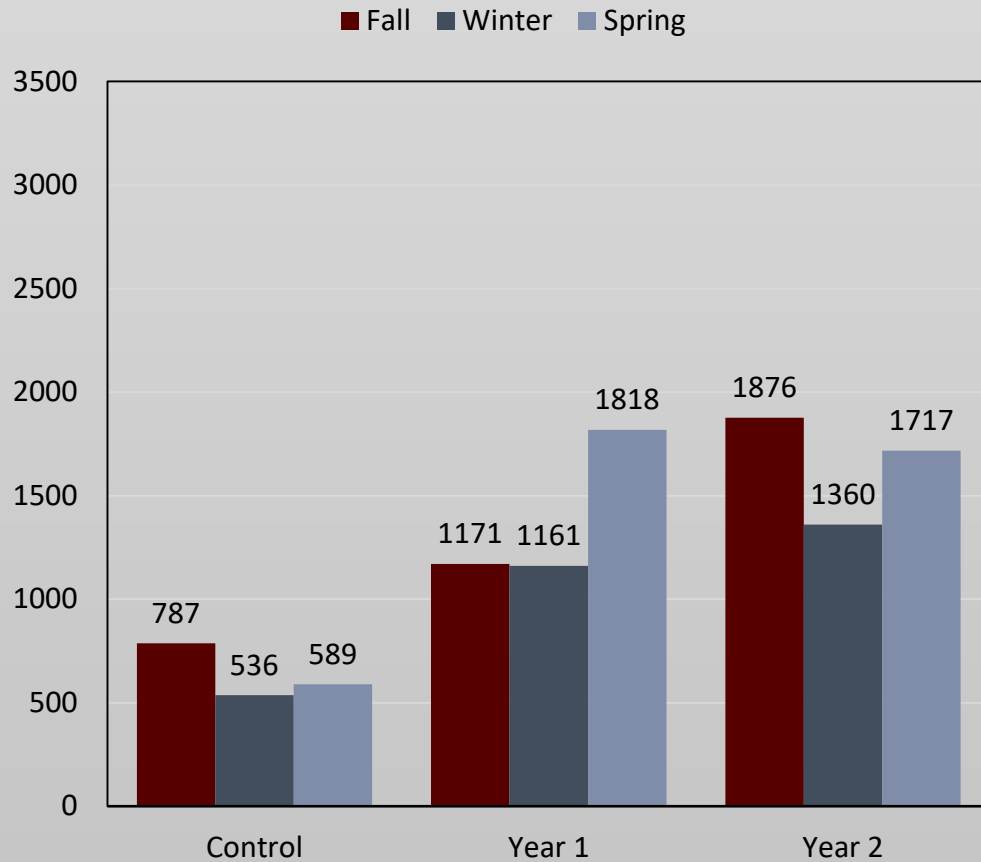
- Final Exams
- Unregistered Continuing Students
- College Success

Break Week

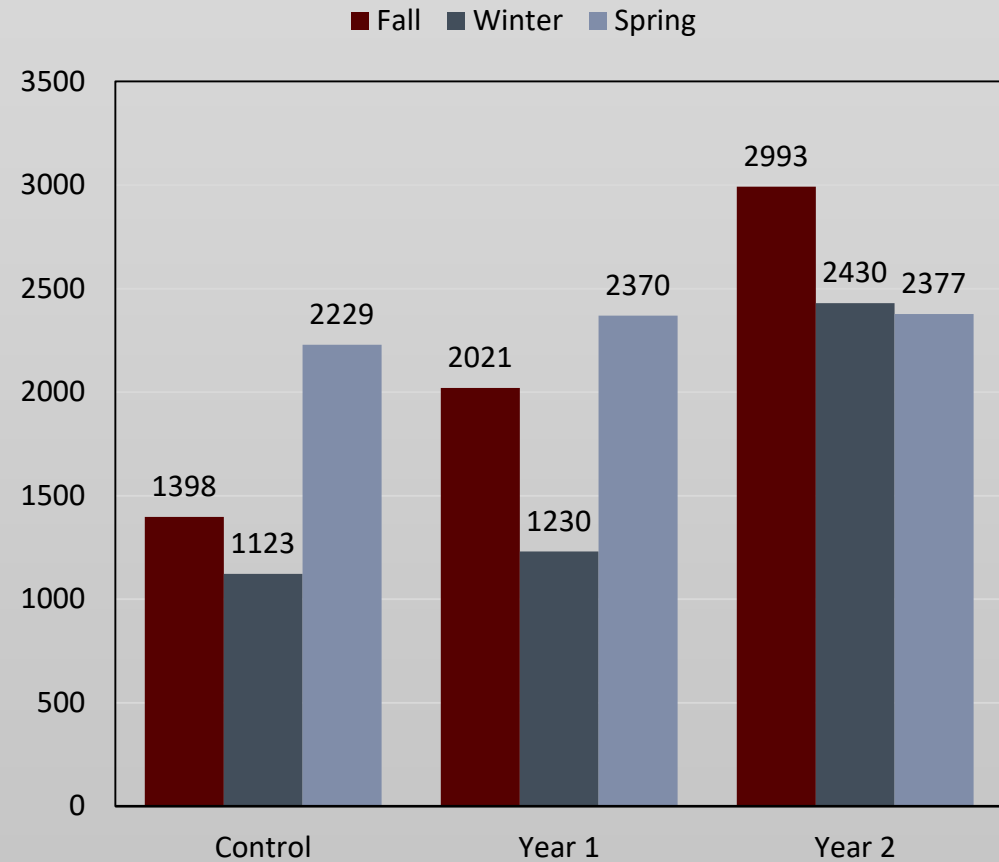
- New Student Program Orientation
- Satisfactory Academic Progress
- Drop for Non-Payment
- Unregistered Continuing Students

Entry & Academic Advising Appointments

Prospective Student Advising Appointments

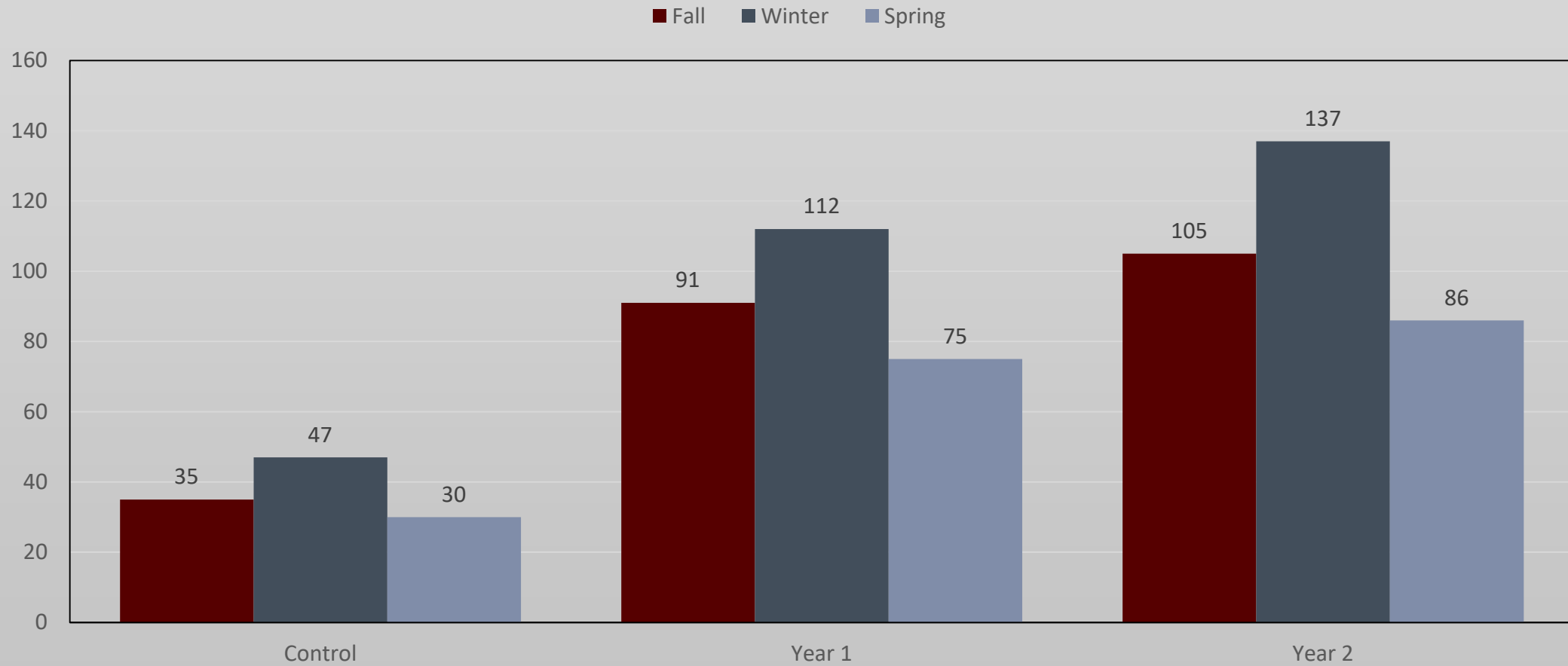


Continuing Student Advising Appointments



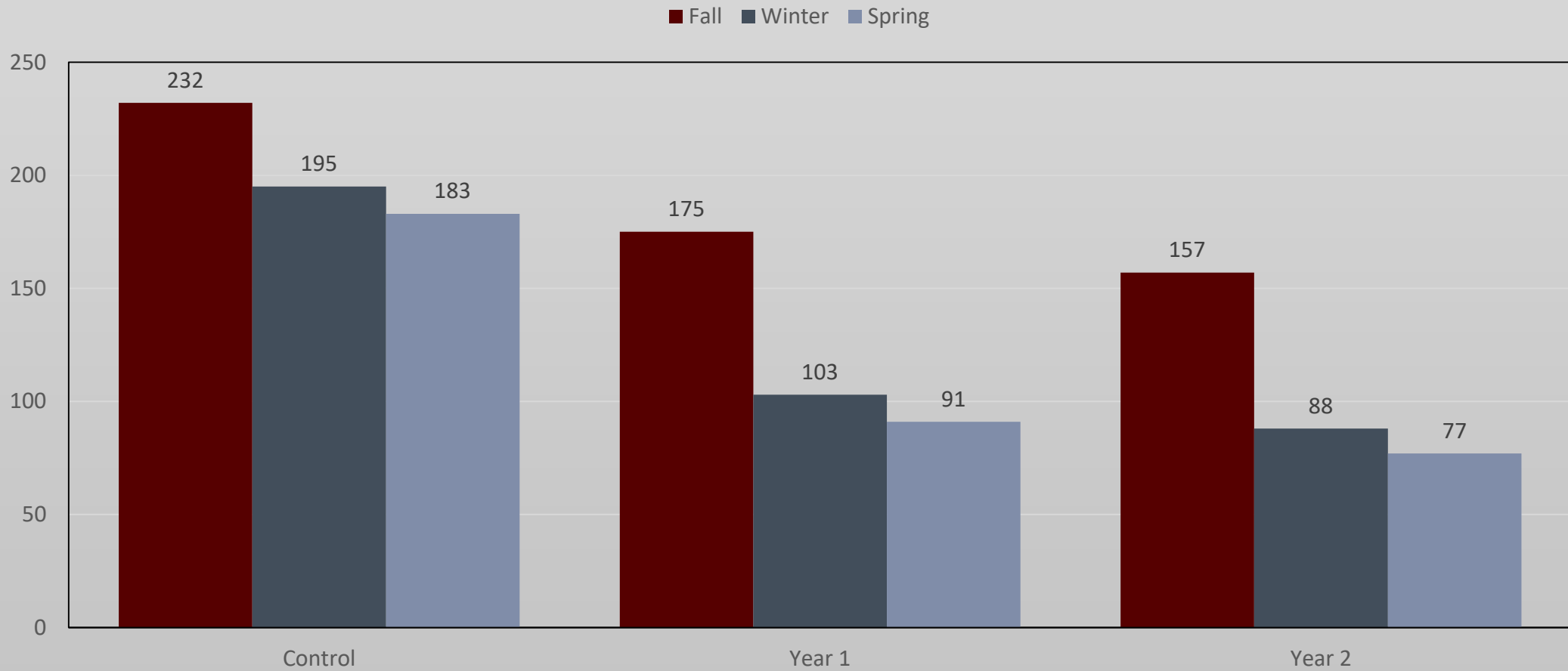
Early Alert/Mid-Term Advising Appointments

Early Alert/Mid-Term Advising



Satisfactory Academic Progress (SAP)

Satisfactory Academic Progress



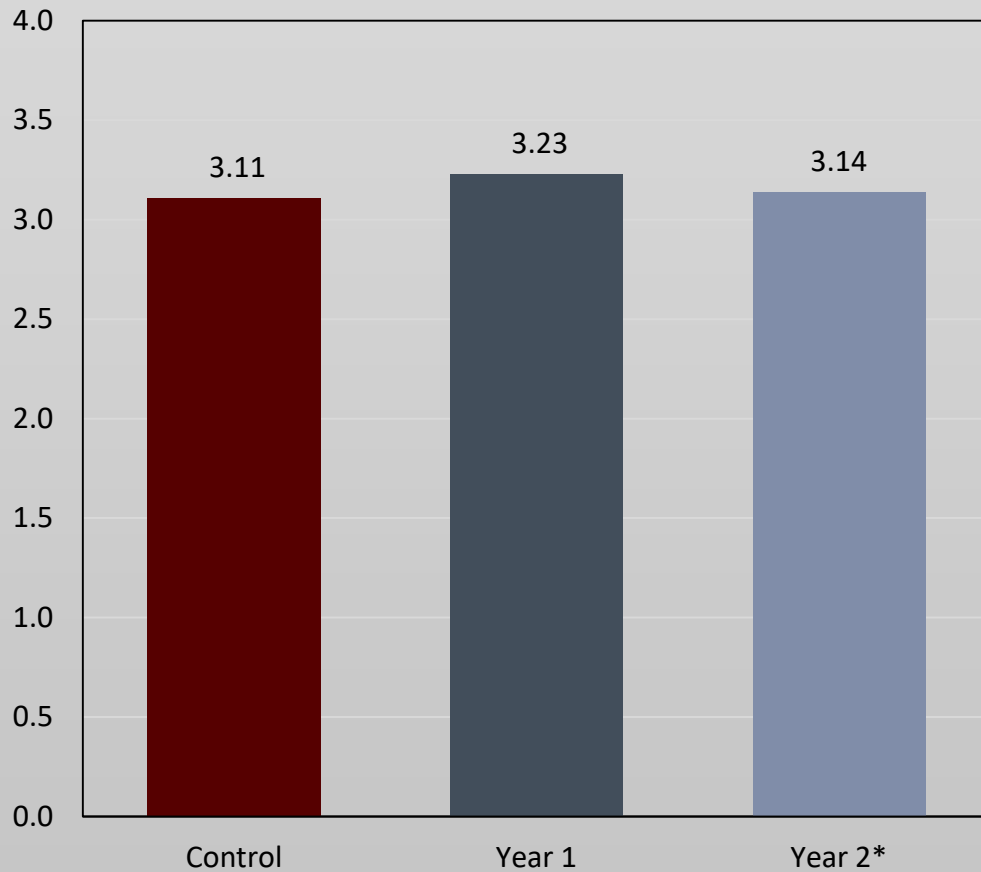
Student Success Data

- Tracked student success data
 - Control (2010-2012), Year 1 (2013), and Year 2 (2014)
 - First-time, degree-seeking cohorts, starting in the Fall quarter
 - First-Time = First enrollment in state system
 - Degree-Seeking = Career Training intent
 - GPA (w/in first 3 qtrs.)
 - Earned vs. Attempted Credits
 - Fall to Winter Retention
 - Fall to Spring Retention

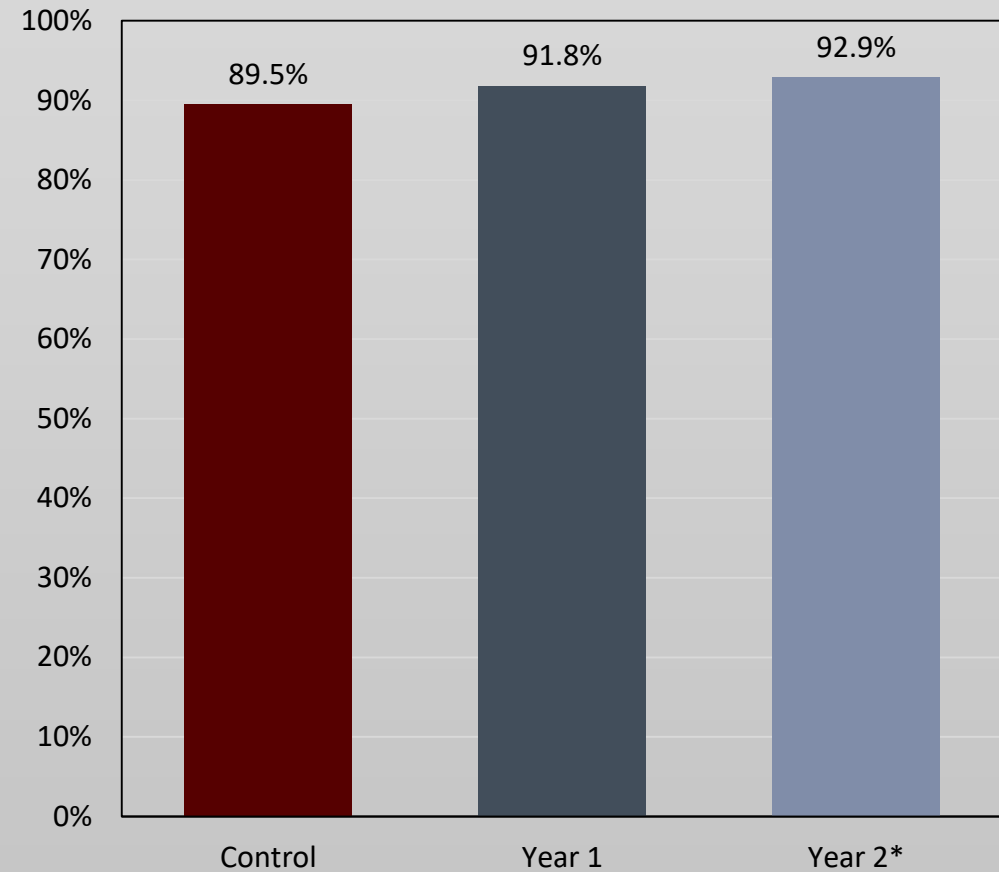
Year	First-Time Fall Cohort	All Degree-Seeking	% of All Degree-Seeking	IPEDS First-Time Fall Cohort
2010	429	1,457	29.4%	158
2011	389	1,247	31.2%	150
2012	390	1,298	30.0%	164
2013	334	1,214	27.5%	134
2014	311	1,254	24.8%	139

Student Success | GPA and Earned Credits

GPA (First 3 Quarters)



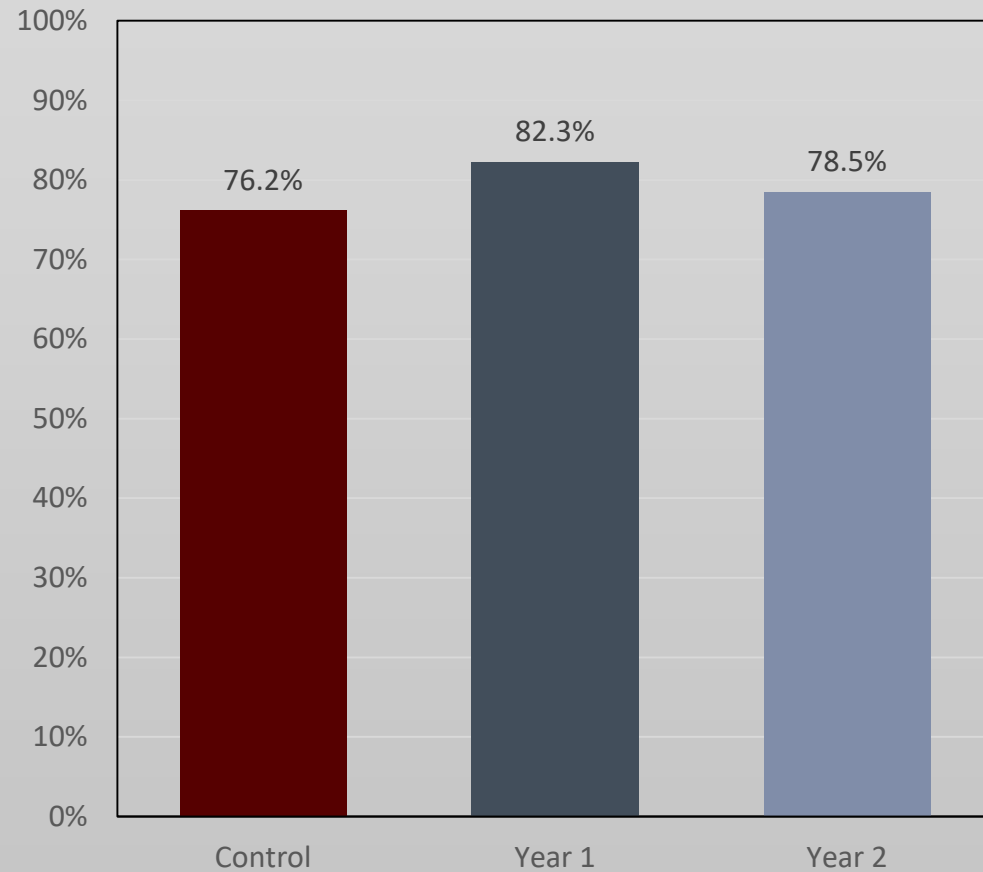
Ratio of Earned vs. Attempted Credits



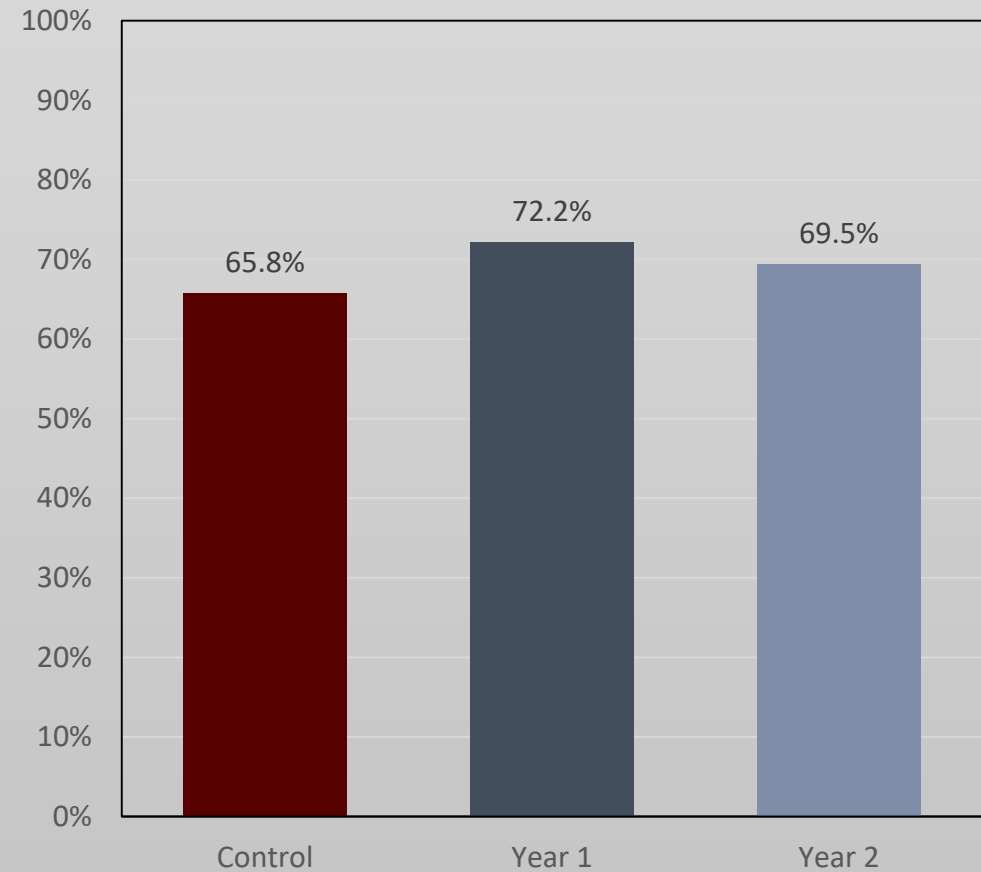
***2014-2015 transcript data is preliminary**

Student Success | Retention Rates

Fall to Winter



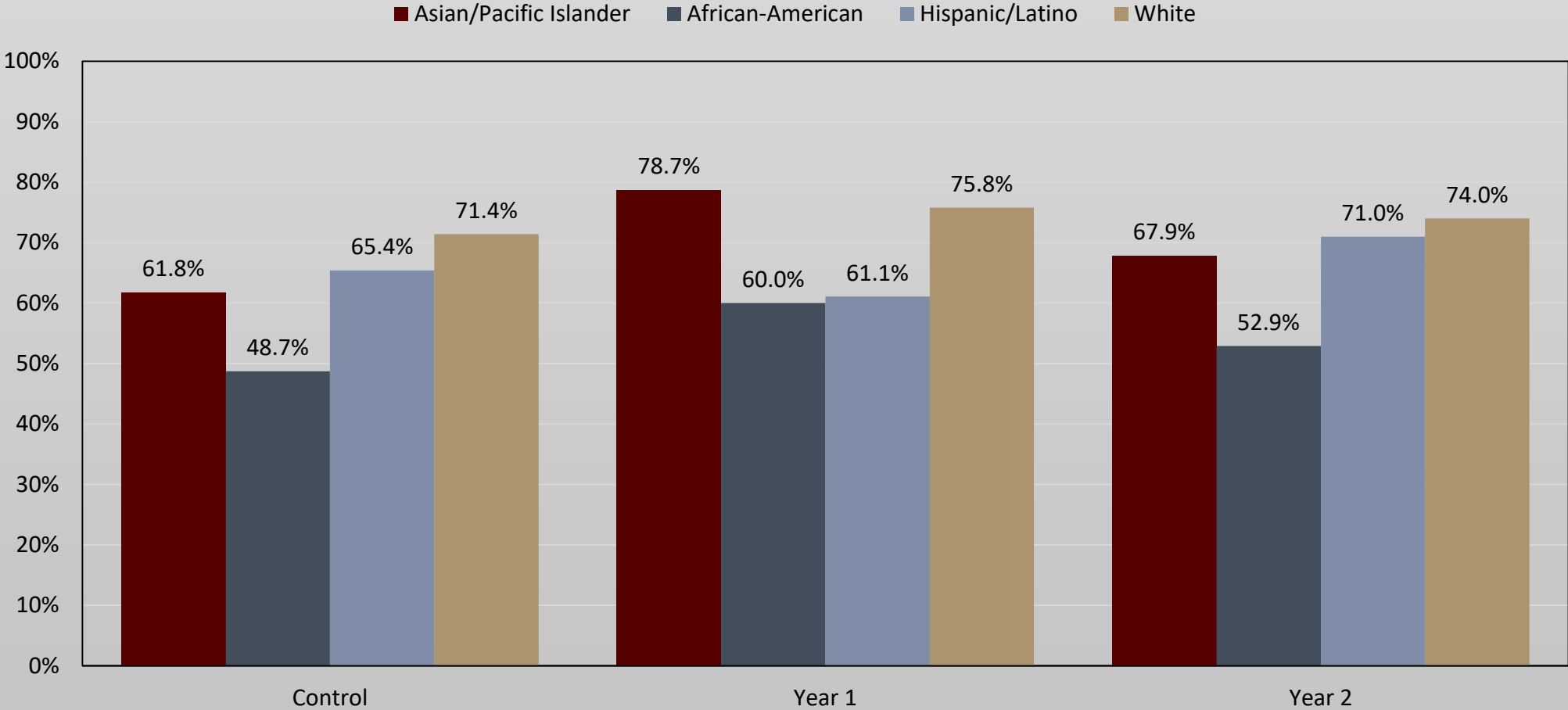
Fall to Spring



*New State Start Cohort

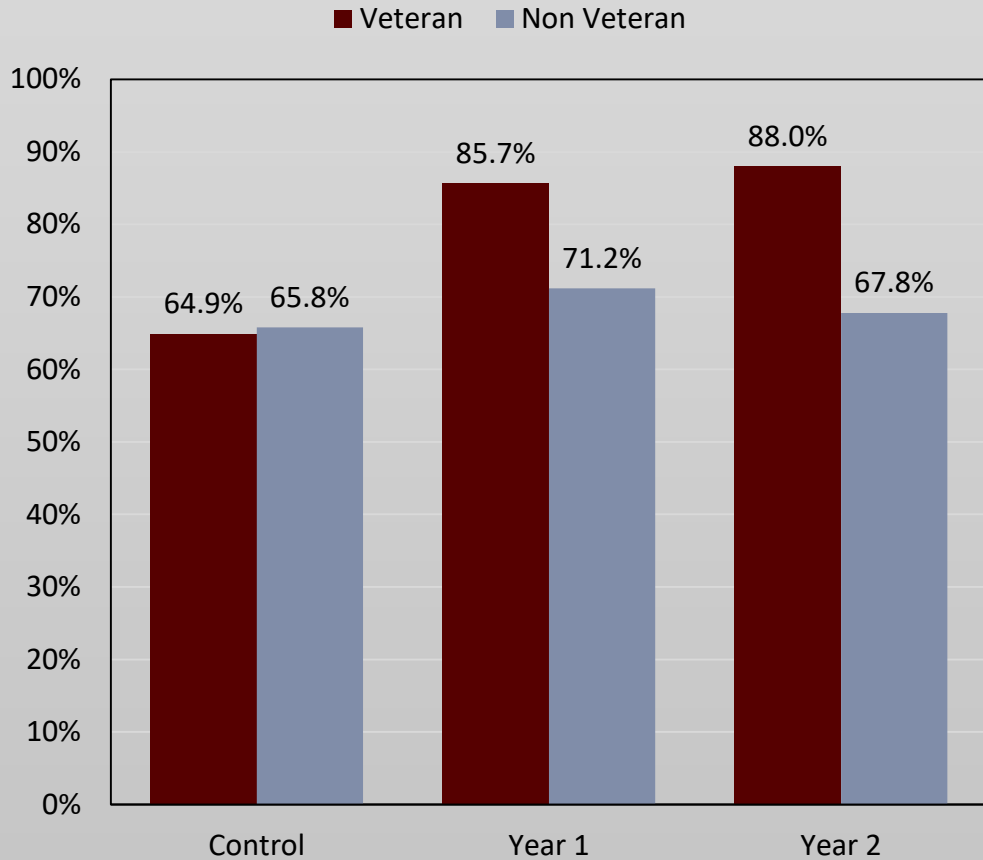
Student Success | Disaggregated Retention Rates

Fall to Spring | Race/Ethnicity

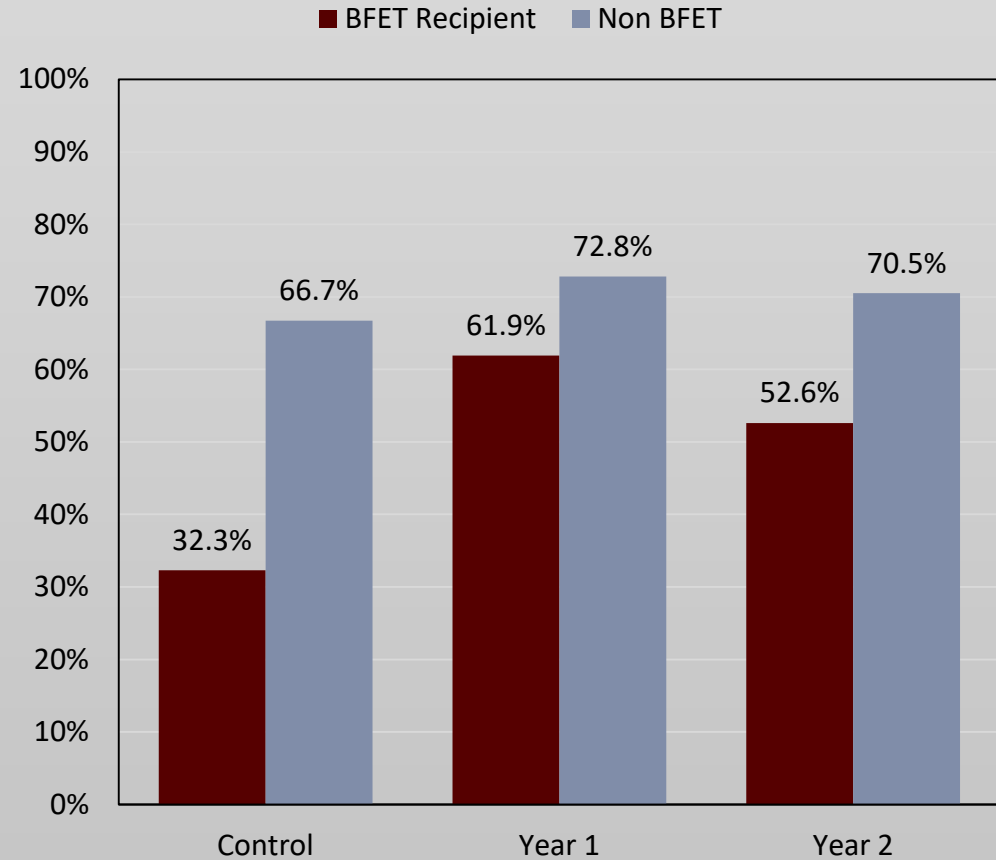


Student Success | Disaggregated Retention Rates

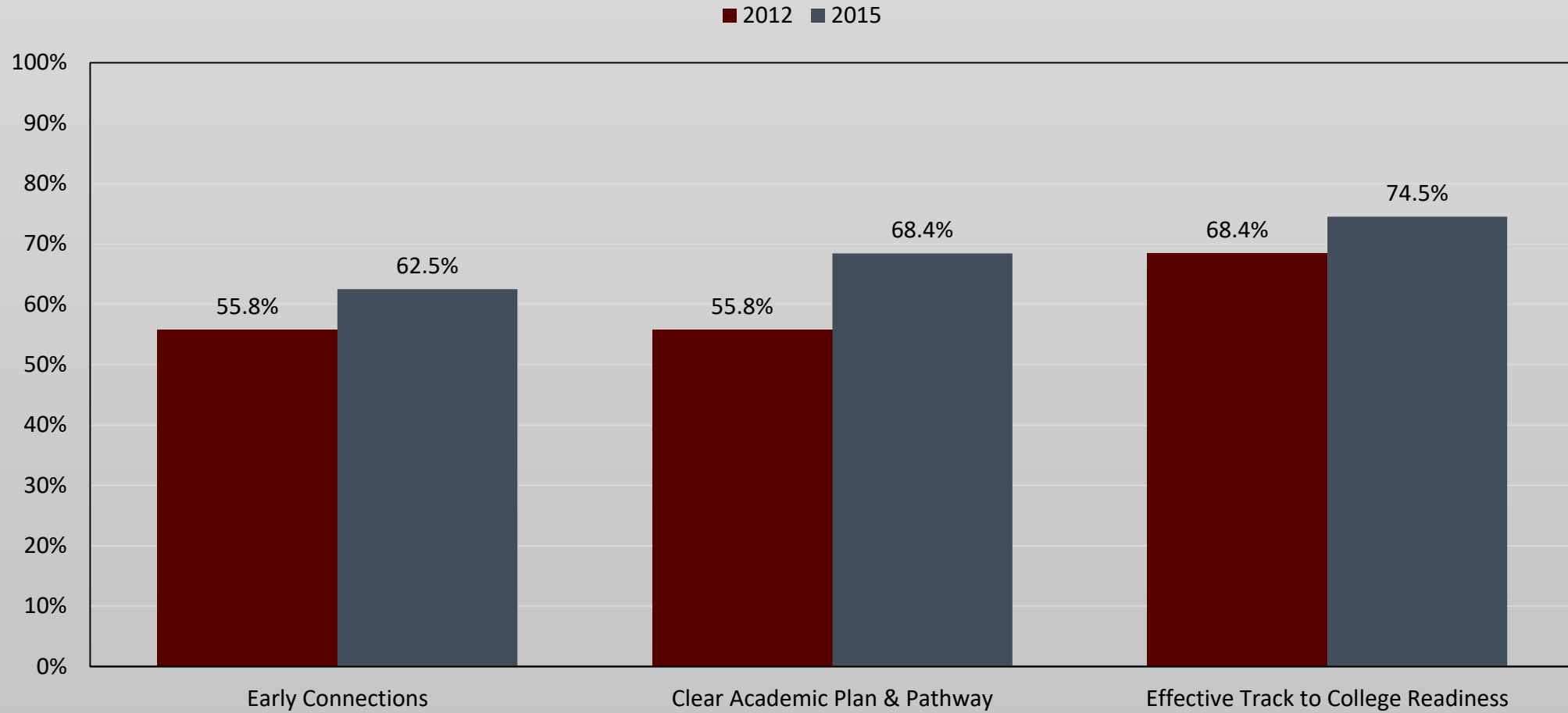
Fall to Spring | Veteran Status



Fall to Spring | BFET Status



2012 vs 2015 | Underperforming Benchmarks



- Despite our high retention rates, we don't currently track why students are leaving
 - Launching an Exit Survey soon to address this concern
- Continued efforts to increase retention and other student success data back up to Year 1 levels
- Continued efforts to increase student success in other groups
- Introduction of new variables to increase retention
 - Unmet need
 - Faculty one-on-ones
 - Early-early alert (new student orientation)

Review of Literature

Center for
Community
College
Engagement

Completion by
Design

National
Academic
Advising
Association

Shugart &
Romano

Tinto

Baxter-Magolda

Kiker

Pizzolato

American College
Testing (ACT)



A High-Touch, Retention-Based
Approach to Advising:

Measuring the Impact of Intrusive
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Student Success in Learning Cohorts

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Renton Technical College

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Apply - For Admission & Financial Aid

- Apply for admission (\$30.00 non-refundable fee may be deferred) in person or on-line.
- Complete your FAFSA on-line at fafsa.gov.
- Check your new student email at RTC.edu/email.

Assess - Your Skills

- Pay for the COMPASS assessment (\$10.00 non-refundable) at the Cashier's Office (Building I -230).
- Take the COMPASS and DSP assessments in the Testing Center (Building J-218).

Connect - With an Entry Adviser

- Review your COMPASS and DSP scores with an Entry Adviser, explore career pathways, and select a program of study (Building I-218).
- Students interested in pursuing career training and direct transfer programs must meet with an Entry Adviser prior to registration.
- Visit the Financial Aid Department and submit necessary documents (Building I-205).

Register - For Classes, Pay Tuition & Buy Books

- Register for classes in person or on-line at RTC.edu/getstarted.
- Pay tuition and fees, purchase your books, and ... **Get Started!**

Academic Transition Model | Basic Studies Programs

Week 1

- New Student Orientation
- *English Language Acquisition (ELA)*
- *High School Equivalency (HSE)*
- *College & Career Readiness (CCR)*

Week 2

- Class Visits | HSE Evening
- *Program & Funding Overview*
- *Career Assessment*
- Brown Bag Thursdays

Week 3

- Class Visits | HSE Off-Site
- *Program & Funding Overview*
- *Career Assessment*
- Brown Bag Thursdays

Week 4

- Class Visits | HSE Morning/Afternoon
- *Program & Funding Overview*
- *Career Assessment*
- Brown Bag Thursdays

Week 5

- Class Visits | ELA Morning/Afternoon
- *Program & Funding Overview*
- Brown Bag Thursdays

Week 6

- Transitions Week Event
- *Transitions Workshops*
- *I-Best, Outreach & Workforce Education*

Week 7

- Class Visits | ELA Afternoon/Evening
- *Program & Funding Overview*
- New Student Registration (Monday)
- Brown Bag Thursdays

Week 8

- Class Visits | HSE Off-Site
- *Career Plan Presentation*
- *Individual Career Plan Meetings*
- Brown Bag Thursdays

Week 9

- Class Visits | HSE Off-Site
- *Career Plan Presentation*
- *Individual Career Plan Meetings*
- Brown Bag Thursdays

Week 10

- Class Visits | HSE Evening
- *Career Plan Presentation*
- *Individual Career Plan Meetings*
- Brown Bag Thursdays

Week 11

- New Student Orientation
- *English Language Acquisition (ELA)*
- *High School Equivalency (HSE)*
- *College & Career Readiness (CCR)*
- Brown Bag Thursdays

Break Week

- Open Office Hours & Appointments
- *English Language Acquisition (ELA)*
- *High School Equivalency (HSE)*
- *College & Career Readiness (CCR)*

Academic Advising Model | Career Training Programs

Week 1

- New Student Orientation | NSO
- Satisfactory Academic Progress | SAP
- Add/Drop Period
- Instructor Initiated Drops | No Shows
- College Success | COLL 101

Week 2

- Program Visits
- Add/Drop Period
- Census Day | 10th Day
- College Success | COLL 101

Week 3

- Program Visits
- Academic Early Warning | AEW
- College Success | COLL 101

Week 4

- Academic Early Warning | AEW
- College Success | COLL 101

Week 5

- Academic Early Warning | AEW
- College Success | COLL 101

Week 6

- Mid-Term Advising Week
- Academic Early Warning | AEW
- Satisfactory Academic Progress Follow-Up | SAP
- College Success | COLL 101

Week 7

- New Student Registration (Monday)
- Continuing Student Group Registration (Wednesday)
- College Success | COLL 101

Week 8

- Program Visits
- Unregistered Continuing Students
- College Success | COLL 101

Week 9

- Program Visits
- Unregistered Continuing Students
- College Success | COLL 101

Week 10

- Pre-Finals Check-Ins
- Student Follow Up | AEW & SAP
- Unregistered Continuing Students
- College Success | COLL 101

Week 11

- Final Exams
- Unregistered Continuing Students
- College Success | COLL 101

Break Week

- New Student Program Orientation
- Satisfactory Academic Progress | SAP
- Drop for Non-Payment
- Unregistered Continuing Students

Student
Success

Workforce
Education

Basic Skills
Education

Institutional
Stability

Renton Technical College prepares a diverse student population for work, fulfilling the employment needs of individuals, business and industry.