Report on Advising Systems and Wrap-around Services

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Executive Summary

In the 2023 Legislative Session, the Legislature charged the Maryland Higher Education Commission (MHEC) with surveying Maryland's colleges and universities on practices related to academic advising and student services. In the 2023 Joint Chairmen's Report, it states:

> The committees are interested in the types of intrusive advising systems used by higher education institutions and the wrap-around services provided to students to help ensure they succeed and earn a degree. The committees request that the Maryland Higher Education Commission (MHEC) survey each community college, public four-year institution, and independent nonprofit institutions and catalog the types of intrusive advising systems that each campus utilizes and the wrap-around support services available to students. Following completion of the survey, the committees request that MHEC submit a report on the result of the survey. In addition, the report should include data, by institution, on the number of students who identify as parents or a person acting as a parent or legal guardian.

A survey was created and prepared by MHEC staff. The survey was sent to 52 institutions of higher education across the state. Of the institutions contacted, 38 responded to the survey.

Survey responses reveal that most institutions currently use an intrusive/proactive advising model. Most institutions employ student-centered practices like holistic advising, proactively communicating with students, and other practices focused on relationship-building and addressing students' diverse needs. The majority of institutions surveyed reported that they implement the same elements of intrusive advising to all undergraduate students, but many also target special populations of students, most notably those who are academically at-risk and freshman/first-year students. Additionally, the majority of respondents indicated that they require students to meet with an academic advisor before registering for classes, and some require students to get an advisor's approval before declaring or changing a major.

In addition, the survey asked a series of questions about wrap-around services, which refers to holistic support that addresses a student's full range of needs to ensure academic success. This can include (but is not limited to) health, socioemotional, familial, financial, and logistical support. Institutions shared that they offer myriad wrap around services. The majority of respondents statewide reported providing mental health counseling by referral, on-site cafeterias, emergency funds, food pantries and access to public transportation.

Lastly, when asked to provide counts of student parents on their campuses, the vast majority of institutions reported they have no information on the parental status of their students. Several institutions provided estimates of parent student counts by using data from the registrar or financial aid offices, noting that this may undercount these data.

The report concludes with information and recommendations on steps institutions and the state could take on the areas of academic advising, wrap around services and student parents.

The agency is currently working with several non-profit organizations to assist in addressing a variety of statewide issues within postsecondary education. This includes the potential collaboration with Achieving the Dream[1], an organization that supports community colleges in ensuring that students have access to variety of opportunities and supports that can make them successful, including best practices in advising. The agency is also currently considering collaborations with MDRC[2] on initiatives specific to coaching and advising. The agency looks forward to exploring these relationships and utilizing their expertise to implement and expand statewide opportunities that support students.

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[1] https://achievingthedream.org/
[2] https://www.mdrc.org/

Background

In the 2023 Legislative Session, the Legislature charged the Maryland Higher Education Commission (MHEC) with surveying Maryland's colleges and universities on practices related to academic advising and student services. In the 2023 Joint Chairmen's Report[1], it states:

> The committees are interested in the types of intrusive advising systems used by higher education institutions and the wrap-around services provided to students to help ensure they succeed and earn a degree. The committees request that the Maryland Higher Education Commission (MHEC) survey each community college, public four-year institution, and independent nonprofit institutions and catalog the types of intrusive advising systems that each campus utilizes and the wrap-around support services available to students. Following completion of the survey, the committees request that MHEC submit a report on the result of the survey. In addition, the report should include data, by institution, on the number of students who identify as parents or a person acting as a parent or legal guardian.

What follows is a summary of the findings from a statewide survey conducted in June 2023.
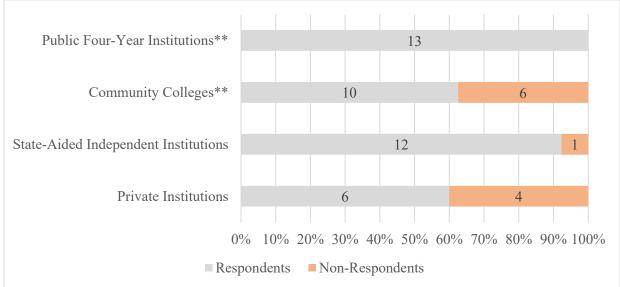
The Survey

A survey was developed by MHEC staff. Survey questions were designed through several different means. Staff reviewed scholarly work and the work of professional organizations (e.g., the National Academic Advising Association) to obtain content for the survey sections on instructive advising and wrap around student services. In addition, legislation such as the 2013 College and Career Readiness and College Completion Act, was reviewed in order to develop several questions around advising and student benchmarks.

The survey was sent to 52 institutions of higher education across the state using a Google Form. Of the institutions contacted, 41 responded to the survey (Figure 1).[2] Overall, this is a 78% response rate, but response rates differ by institutional segment. Ten of the 16 community colleges responded, but the vast majority of public four-year institutions (13), state-aided independent institutions (12 of 13) and private institutions (six of 10) provided responses to the survey. Given this, data from community colleges should be interpreted with caution. See a list of respondents and non-respondents in Appendix A.

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[1] Joint Chairmen's Report – Operating Budget April 2023. Report on Advising Systems and Wrap-around Services: Page 196 https://dls.maryland.gov/pubs/prod/OperBgt/Joint-Chairmens-Report-2023-Session.pdf .

[2] Of the 41 respondents, 38 institutions submitted responses by the deadline. These 38 institutions are included in the analysis and report. The remaining three institutions were not included in the analysis.

Figure 1: Response Rates by Segment[3]

** Three institutions (Montgomery College, Frederick Community College and Salisbury University) submitted responses after the data analysis was completed and report was written; they are considered compliant but are not included in the analysis of this survey.

The Commission's survey had 22 questions, and institutions could provide numeric and text responses for survey questions. The survey was divided into several topical sections, which included questions about advising, wrap-around services, degree pathways, and student parents. MHEC requested that responses be limited to undergraduate students. In addition, there were some questions solely for the public institutions to respond to.[4] These requirements limited some institutions' ability to respond to all of the questions in the survey. See Appendix B for a copy of the survey form.

This report summarizes the findings from the survey and provides information on data for student parents. The report concludes with some recommendations.

Intrusive Advising

In the survey, intrusive advising (also known as proactive advising) was defined as a college academic advising model that is structured as a deliberate student intervention for students with a purpose to encourage them to ask for help and thus overcome the problems with students' reluctance to initiate advising support and self-refer (Earl, 1988; NACADA, 2012).[5]

This advising model involves:

- deliberate intervention to enhance student motivation,
- using strategies to show interest and involvement with students,
- intensive advising designed to increase the probability of student success,
- working to educate students on all options, and

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[3] Private institutions receive no state funding and many are religiously focused. These are different than the 13 state-aided independent colleges and universities, which receive funding from the state.

[4] Several questions were tied specifically to CCR-CCA, which requires institutions to uphold specific academic and graduation benchmarks as well as advising requirements.

[5] Earl, W.R. (1988). Intrusive advising of freshmen in academic difficulty. *NACADA Journal*, 8, 27-33 and Varney, J. (2012, September). Proactive (Intrusive) Advising! *Academic Advising Today, 35*(3). https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Proactive-Intrusive-Advising.aspx

- approaching students before situations develop.

Other terminology for the concepts of intrusive advising are proactive advising and student-centered advising. It was important for the survey materials to delineate this method of advising from the more traditional advising models wherein the relationships between advisor and advisees is mostly based on course selection and other academic topics.[6]

Analysis: Advising Models and Characteristics

When asked, "Does your institution use an intrusive/proactive advising model?" the majority of institutions indicated that they did.

Table 1: Responses to "Does your institution use an intrusive/proactive advising model?"

Does your institution use an intrusive/proactive advising model?"	Overall	Community Colleges	Public Four-Year Institutions	State-Aided Independent Institutions	Private Institutions
Yes	31	7	12	9	3
No	5	0	0	2	3
Other	2	1	0	1	0

The "other" responses revealed that one institution has been implementing intrusive advising for select populations and is expanding it to all undergraduate students in academic year 2023-2024; the other institution shared that they provide intrusive advising solely for sub-populations of students, including early middle college students, disabled students, and athletes.

Of the five institutions that indicated they did not currently have an intrusive model in place, three noted they are moving to that model in the future. The remainder used "no" to signal that they exclusively serve graduate students, and that therefore, the model described in the survey did not apply to them.
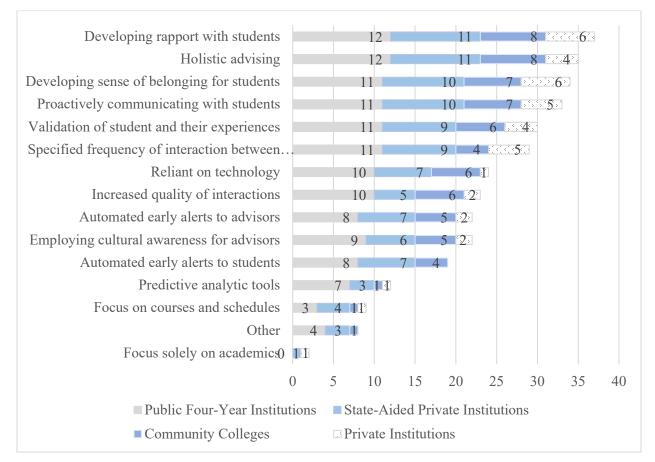
As a complement to this survey question, an additional survey item required institutions to identify all of the characteristics of their general advising model with a series of preset options. The selections for this question were taken from characteristics of holistic/proactive/intrusive advising models as well as more "traditional' models that focus more specifically on academic support only.

When given options to choose from, institutions provided more nuanced details of their undergraduate advising (Figure 2). The most widely selected characteristics include:

- developing rapport with students (37 institutions),
- holistic advising (i.e., not solely academic advising) (35),
- developing a sense of belonging for students (34),
- proactively communicating with students (33),
- validating students and their experiences (30), and
- a specified frequency of interaction between an advisor and student (29).

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[6] There are many different terms for this form of expanded advising, including developmental, enhanced, proactive, and student-centered, and in research literature and in practice these descriptors are sometimes used interchangeably.

Figure 2: Characteristics of Advising Statewide

Slightly more than half of the institutions noted that their models rely on technology, which includes early alert systems and automated features that push messages to students. In addition, the institutions' models emphasize the quality of the advisor/student interaction and the practice of cultural awareness when helping students.

Eight respondents indicated that their institutions' advising models employ "other" strategies in addition to those specified in the survey. These include:

- manual early alert systems,
- the use of academic benchmarks to track student progress,
- collaboration across various units (including faculty) to monitor students' academic progress,
- early-term alerts to students with indications of academic challenges,
- academic coaching by peer mentors,
- dual advising (from a faculty member and a university advisor),
- progress reports, and
- mandatory advising at certain milestones, such as prior to first- and second-term registration.

Few institutions noted that their advising model focuses primarily on courses and schedules, and almost none selected "focus solely on academic guidance." This is consistent with the majority of institutions reporting that they use a more holistic, student-centered approach to advising (i.e., advising topics and interventions attend to more of the students' life experiences than just courses and academic progress).

Most of these trends bear out when analyzing by institutional segment. However, the use of predictive analytic tools was an outlier: public four-year institutions were more likely to note this as a feature of their advising model than the remaining segments.

Taken together, these two survey questions reveal that the majority of survey respondents employ intrusive or proactive advising for their undergraduate students and utilize many of the tenets of that model for their advising and student support work.

Last, some institutions described, in detail, the myriad tools and methods used in support of their advising model, including:

- policies and products meant to clearly communicate expectations (e.g., degree plans, student success policies, publicly available rubrics/benchmarks for students and advisors to use),
- partnerships with faculty, staff and offices throughout the campus (e.g., registrar, provost, advising, academic departments), and
- institutional practices such as implementing course registration "holds" to enforce required meetings between students and advisors to review benchmarks, discuss barriers and review opportunities and resources.

Analysis: Targeted Populations

Institutions were also asked to describe how students are identified for intrusive advising. Figure 3 reflects the responses of the public institutions and the state-aided independent institutions.[7]

The majority of institutions explained that they implement the same elements of intrusive advising to all undergraduate students. However, institutions also identified two primary subpopulations that receive specialized advising: students who are academically at-risk (23) and freshman/first year students (21). This trend is driven largely by responses from public four-year institutions and state-aided independent institutions, more than half of whom reported serving these student groups. Most community college respondents (six of eight) also indicated that students who are academically at-risk receive additional, specialized advising.

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[7] Private institutions were excluded from Figure 3. Their most common answers were all undergraduates (four institutions). The remaining two institutions provided no responses, as they exclusively support graduate students.
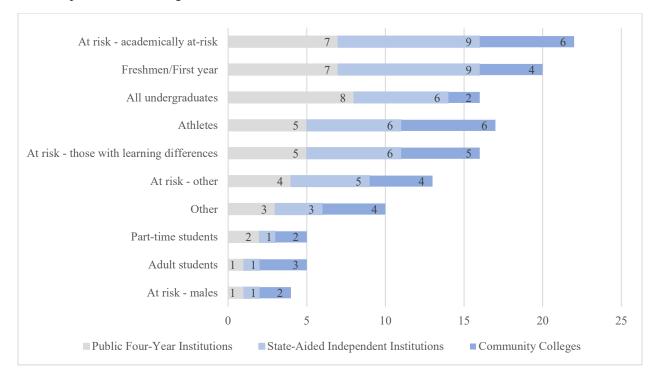
Figure 3: Responses to the prompt "For the student populations listed below, please select those that receive specialized advising."

Responses from community colleges differ from statewide trends in a few notable ways. First, only three out of eight respondents reported offering services to all undergraduates, compared with the majority of four-year institutions (public and state-aided). Community colleges also identified athletes as one of the target populations they support in advising, with six out of the eight respondents selecting this answer choice. The majority of community college respondents (five out of eight) also reported serving those who are at-risk due to learning differences.

Ten out of 38 respondents statewide listed "other" student groups who receive services in addition to those specified in the survey. Analysis of the text responses provided for the "other" selection shows disparate results; no substantial 'other' population was consistently identified by respondents. Responses included first-generation college students (four), dually enrolled high school students (two), and participants of specific tuition assistance programs (i.e., the BCCC Mayor's Scholars Program) (two) as target populations. Additional student groups identified were international students, veterans, transfer students, Pell-eligible students, incoming first-years (for summer advising), students with disabilities, returning students, students who are on behavioral contracts or who are returning from medical leave, some graduate and law students and students associated with TRIO Student Support Services[8]..

Analysis: Timing of Intrusive Advising Model Adoption

It is important to note that proactive/ intrusive advising models have been around nationally for almost 50 years. The adoption of this model among survey respondents mirrors the popularity of this model

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[8] TRIO programs are federally-funded grant programs that support institutions in administering student support services such as tutoring.

nationally.[9] Of the 31 institutions using this model, the majority implemented the model in the last twelve years, but some institutions adopted the model over 25 years ago.

Table 2: Initial Year of Intrusive Advising Model Implementation

If your institution has intrusive advising, what year was it implemented?	1991-2000	2001-2010	2011-2020	2021-present
Count (by decade)	6	3	18	4

Analysis: Role of Advisor

The survey asked questions regarding the role academic advisors might play in helping students with registering for classes, selecting a major and other significant processes such as changing majors or preparing for graduation/completion.

When asked, "Are students required to meet with an academic advisor before registering for classes?" most respondents indicated that they require students to meet with an academic advisor before registering for courses (Table 3).

Table 3: Responses to the survey question "Are students required to meet with an academic advisor before registering for classes?"
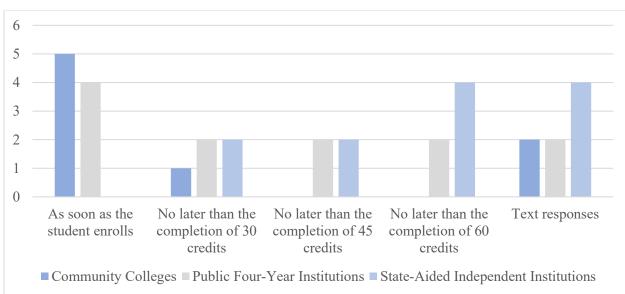
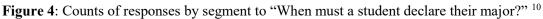| Are students required to meet with an academic advisor before registering for classes?	Overall	Community Colleges	Public Four-Year Institutions	State-Aided Independent Institutions	Private Institutions
Yes	30	5	11	10	4
No	8	3	1	2	2

Those institutions that indicated "no" provided additional details and context. Some institutions noted that the nature of their undergraduate program (e.g., small intimate cohorts of students, institutions with only one major for all undergraduates) does not necessitate this requirement, as the students receive the guidance they need through other mechanisms.

Others indicated that additional levers are in place to ensure students select the correct classes, therefore not requiring a meeting with an advisor to register. Some institutions shared that the admissions period is when more significant action and engagement takes place between the student and the advisor, and others noted that tools like degree pathways and plans are in place to guide students to course selection and registration.

Another survey question gathered information on the timing of students' major selection. Institutions were given key benchmarks to select from and were provided an option of giving text responses should they not fit within the categories.

[9] Intrusive advising first appeared in practice at American colleges and universities in the 1970s, was further established (e.g., common practices, scholarly research) in the 1980s, and grew in popularity and practice over the past four decades as scholarship and professional development provided institutions the tools to implement it successfully. Per Varney, J. Chapter 9 (pp137 – 154) from Drake, J. K., Jordan, P., & Miller, M. A. (Eds.). (2013). *Academic advising approaches: Strategies that teach students to make the most of college*. John Wiley & Sons.

Figure 4: Counts of responses by segment to "When must a student declare their major?" [10]

The most common response among public institutions was that undergraduate students must declare a major at the time of enrollment, but responses overall differed among institutions and among segments.

Some public four-year institutions as well as the state-aided independent institutions provided responses that align more with the "traditional" student model of declaring a major within the student's second year or at the start of their third year of enrollment. Text responses added details and distinctions such as explanations that different majors require different practices (e.g., engineering majors declare at the time of entry, but other majors can be declared at another credit benchmark), or that students are to complete their general education courses before declaring a major.[11]

These responses bear out when analyzing the text responses institutions provided to the question "Does a student need approval from an academic advisor to declare their major?" Those institutions that selected "as soon as the student enrolls" to the earlier survey question provided details on the mechanics of that process. Of those institutions, most make clear that for a student to subsequently *change* their major, the student must go through some kind of formalized process (e.g., meet with the advisor, get a department to sign off, get approval recorded in student portal such as Blackboard).

Other text responses to this question reflect the diversity of the policies employed by institutions serving undergraduates in Maryland. Some indicate that they only have one major, thereby making this requirement unnecessary. Others' responses reflect a more traditional model, wherein the selection or change of the major requires approval and subsequent assignment or reassignment of an advisor to reflect this change.

In sum, survey responses reveal that most institutions currently use an intrusive/proactive advising model. Most institutions employ student-centered practices like holistic advising, proactively communicating with students, and other practices focused on relationship-building and addressing students' diverse needs. The majority of institutions surveyed reported that they implement the same elements of intrusive advising to all undergraduate students, but many also target special populations of students, most notably

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[10] One survey option, "No later than the completion of 75 credits," was not selected by any institution, and only one private institution selected "No later than the completion of 90 credits"; these were both eliminated from Figure 4.
[11] Private institutions were excluded from this figure; five of the six respondents indicated "at the time of enrollment," and one selected "no later than the completion of 90 credits."

those who are academically at-risk and freshman/first-year students. Additionally, the majority of respondents indicated that they require students to meet with an academic advisor before registering for classes, and some require students to get an advisor's approval before declaring or changing a major.

The next section of the report provides a brief synopsis of the wrap-around services institutions offer their undergraduate students.
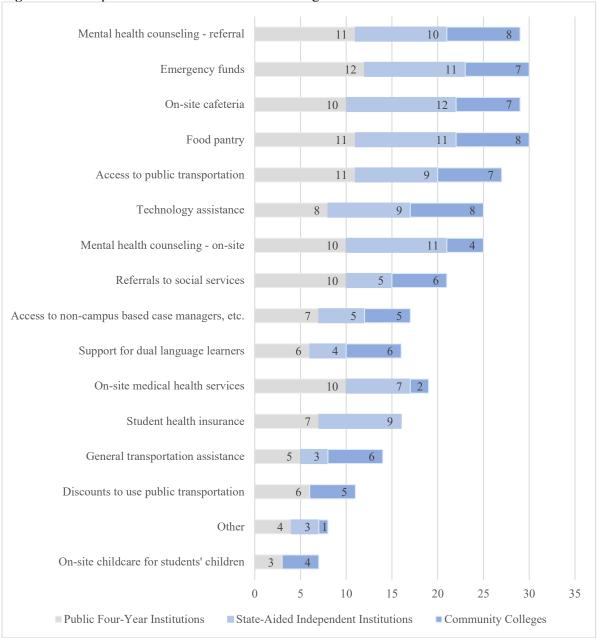
Wrap-around Services

For the purposes of this survey and report, wrap-around services in higher education refers to holistic support that addresses a student's full range of needs to ensure academic success. This can include (but is not limited to) health, socioemotional, familial, financial, and logistical support.

A growing body of research[12] shows that non-academic interventions and services can help address the pressing issues students may be facing and can support them in staying enrolled in and completing college.

Institutions answered several questions tied to non-academic student services and were given an opportunity to share what services they offered.

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[12] Karp, M. M. (2011). Toward a new understanding of non-academic student support: Four mechanisms for encouraging positive student outcomes in the community college. CCRC Working Paper No. 28. Assessment of Evidence Series. *Community College Research Center, Columbia University*.

Figure 5[13] : Wrap-around Services Offered to Undergraduate Students

The majority of respondents statewide reported providing mental health counseling by referral (33 of 38), on-site cafeterias (32 of 38), emergency funds (32 of 38), food pantries (30 of 38), and access to public transportation (28 of 30). This trend is mirrored, for the most part, at the segment level (excluding private institutions).

[13] Figure 5 does not include counts for the private institutions. Among the six private institutions that responded to the survey, the vast majority offer few, if any, of these services. Four offered mental health counseling by referral and three provided on-site cafeterias. Otherwise, only one or two institutions provided other services listed (e.g., emergency funds, support for dual language learners).

Most respondents from public four-year institutions and community colleges reported that their institutions provide discounts on public transportation; conversely, no respondents from state-aided institutions indicated that they provide this service. Additionally, a few public four-year institutions (three) and community colleges (four) reported providing on-site childcare to students, though this was not a commonly provided service among respondents statewide.

Institutions that selected "Other" used text responses to provide more details and shared information on myriad other services they offer. These include: professional clothing distribution, peer tutoring and/or counseling, academic support services, access to fitness and/or wellness centers, and campus ministry. Additional services mentioned were medical health services by referral, affinity clubs, financial aid counseling, virtual supports for remote learners, a basic needs virtual center, student assistance programs, church services, a residential option, public safety services, financial aid, substance-free housing, textbook assistance, assistance with applications for public benefits like SNAP and a community garden.

The next section of the report provides a summary of public institutions' policies and practices associated with requirements under Maryland's College and Career Readiness Act and College Completion Act (CCR-CCA).

Elements of the Survey Tied to Maryland's College and Career Readiness and College Completion Act (CCR-CCA)

The Commission sought to obtain information from the institutions on their policies and practices regarding implementation of requirements as established in the 2013 legislation the College and Career Readiness and College Completion Act.[14] To that end, the public institutions were given an additional set of questions tied to degree pathways and specified benchmarks.

Per the law, institutions are to develop pathway systems that establish graduation progress benchmarks for each academic major and for the general education program for degree-seeking students who have not declared a major. These systems must include benchmarks specifying credit and course criteria that indicate satisfactory progress toward a degree. In addition, institutions' pathways are to include a credit-bearing math and English course within the first 24 credit hours of courses.

Institutions answered questions tied to credit-bearing math and English course-taking benchmarks.

Table 4: Responses to survey question "As a specific academic benchmark, are students required to take a **credit–bearing mathematics course** within the first 24 credits?"

As a specific academic benchmark, are students required to take a credit–bearing mathematics course within the first 24 credits?	Overall	Community Colleges	Public Four-Year Institutions
Yes	11	6	5
No	2	0	2
Text responses	7	2	5

[14] SB 740. Per §15–114 and §15–115 of the Education Article, each public institution of higher education was required to: Develop a pathway system whereby public institutions of higher education establish graduation progress benchmarks for each academic major and for the general education program for students who have not declared a major. It also requires the pathway for each first–time degree–seeking student to include credit–bearing mathematics and English courses in the first 24 credit hours of courses. In addition, academic units had to establish schedules for regular periodic reviews of student progress. Lastly, institutions were to put policies in place to ensure that students who are in danger of falling behind the program benchmarks are required to consult with an academic advisor before registration.https://mgaleg.maryland.gov/2023RS/Statute_Web/ged/ged.pdf pages 1326 and 1327.

Those institutions that did not select "yes" provided additional information via text responses that provide clarification. Some institutions share that they *advise* students to follow this policy but allow the student, depending on their major (e.g., dance, art), to postpone their first math course past the 24-credit benchmark. Others indicated that, due to a student's timing of their developmental/co-requisite math course, the gateway math course the student enrolls in and completes could be past the 24-credit benchmark. Still others make clear that the policy is in place and required for all degree-seeking students but not required for those who have not established a degree pathway. One institution noted that math is required before entering their specialized undergraduate programs, which eliminates the need for the student to complete it after enrollment.

Table 5: Responses to survey question "As a specific academic benchmark, are students required to take a **credit–bearing English course** within the first 24 credits?"

As a specific academic benchmark, are students required to take a credit–bearing English course within the first 24 credits?	Overall	Community Colleges	Public Four-Year Institutions
Yes	13	6	7
No	2	0	2
Text responses	5	2	3

Results for the English course benchmark mirror the data presented in Table 5 (credit-bearing math). Overall, more institutions selected "yes." Those that did not respond "yes" shared that they *advise* students to follow this policy but do not require it, or note that that the policy is in place for degree-seeking students only. One institution noted that credit-bearing English is required before entering their specialized undergraduate programs, which eliminates the need for the student to complete it after enrollment.

All public institutions were asked, "If a student is in danger of falling behind established benchmarks, are they required to consult with an academic advisor before registration?" (see Table 6). Respondents were subsequently asked, "How are students made aware that they may be or are in danger of falling behind established benchmarks?"

Table 6: Responses to "If a student is in danger of falling behind established benchmarks, are they required to consult with an academic advisor before registration?"

If a student is in danger of falling behind established benchmarks, are they required to consult with an academic advisor before registration?	Overall	Community Colleges	Public Four-Year Institutions
Yes	11	4	7
No	2	2	0
Text responses	7	2	5

Text responses reiterate information obtained from other survey items. First and foremost, institutions emphasized that polices requiring ALL students to meet with an advisor at key times (e.g., registration, the beginning of each term, when declaring or changing their major) allow the advisor and student to discuss missed benchmarks and other academic indicators. These meetings also provide advisor and

student a chance to discuss challenges the student might be facing, and the advisor can provide resources and information about services available to the student.

Institutions also noted in their responses that they rely on systems (e.g., degree audit software, integrated customer support systems), policies and practices (e.g., advisor requirements, student benchmarks) and staff (e.g., faculty and advisors, provosts and deans) to help uphold standards, communicate expectations and assist students with their advising and other needs.

In sum, the majority of public institutions surveyed require students to take a credit-bearing mathematics course and a credit-bearing English course within the first 24 credits, as prescribed by CCR-CCA. Most also require students who are in danger of falling behind established benchmarks to meet with an academic advisor before registering for classes. Institutions also reported relying on faculty and staff, various policies and practices like student benchmarks, and systems like degree audit software to support students through advising.

The next section summarizes and explains the data MHEC received from respondents regarding student parents.

Students who Identify as Parents or Act as Parents or Legal Guardians

In addition to surveying institutions regarding intrusive advising and wrap-around services, MHEC was asked to ensure that the statewide report "… include data, by institution, on the number of students who identify as parents or a person acting as a parent or legal guardian."

MHEC does not have the means of identifying parents or legal guardians within its data collections. MHEC assessed the feasibility of using data from the Free Application for Student Aid (FAFSA) collected from institutions for the Financial Aid Information System[15], in particular the variable that notes dependency status. The definition is too broad, in that an "independent student" is one or more of the following:

- born before Jan. 1, 2000
- married
- a graduate or professional student
- a veteran
- a member of the armed forces
- an orphan
- a ward of the court
- someone with legal dependents other than a spouse
- an emancipated minor
- someone who is homeless or at risk of becoming homeless

Second, and most importantly, indicators in the agency's financial aid collection would provide limited representation of undergraduate students, in that approximately 55-60 percent of undergraduate students are represented in the financial aid file. In other words, a little more than half of undergraduate students are applying for and being awarded financial aid in a given year; therefore this undercounts, and risks misrepresenting, undergraduate students' financial and family circumstances.

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[15] FAIS is an annual, administrative, student-award level collection reflecting financial aid disbursed to students enrolled in Maryland colleges and universities.

Due to these data limitations, MHEC requested that institutions provide data (counts of students) or a written response regarding the collection and/or reporting of these data.[16]

For these survey questions, the vast majority of institutions (n=30) reported they have no information on the parental status of their students. Several institutions shared that a possible, but somewhat flawed, indicator of students' parental status could come through the information provided in the Free Application for Federal Student Aid (FAFSA). There are various questions in the FAFSA including 43B[17], 44C[18], and 50[19] that ask the responder whether they pay or receive child support.[20] The responses given to these questions are generally the only documented information institutions have on the parental statuses of their students. It is important to note that the FAFSA is not a mandatory document, so it is more than likely that there are student parents who go unnoticed because they do not complete the FAFSA.

Institutions that said they could not report shared reasons for this. Some institutions claimed to refrain from collecting the data at all, while others cited the imperfect nature of the FAFSA as cause not to share. There were also institutions that said they currently did not collect official records of this data point but were planning internal discussions on the best mechanism to identify the most accurate number. One institution indicated they had conducted a survey this past year in an effort to get baseline numbers of student parents but that the response rate was too low for those counts to be reliable.

One institution took time to follow up via email after the survey to share some observations and concerns of misperceptions by institutions' selection of "do not collect" or "cannot report." First and foremost, this institutional representative wanted to emphasize that those survey responses could be misinterpreted as disinterest or lack of commitment to this population, and that institutions work hard to identify unique populations in myriad ways to get them services and support. This person noted that the biggest challenge that institutions might face is in correctly and easily identifying student parents within the data collection systems. Often institutions rely on student parents to self-identify. Institutions also distribute information to all students (e.g., notices about child care or a food pantry) that might benefit these individuals with the hopes that students will seek out the services should they need them.

Despite these reporting limitations, several institutions shared data for the survey. While not all institutions provided details on their methods, some noted that their counts came from estimates using FAFSA data or another means that risked undercounting/miscounting student parents.

Table 7 provides counts shared by institutions[21].

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[16] The survey requested that institutions provide counts for three academic years: AY2020-2021, AY2021-2022 and AY2022-2023. While the survey did not specify undergraduate student counts only, there is evidence that undergraduate counts are all that were provided by those institutions that gave counts.

[17] "Child support paid because of divorce or separation or as a result of a legal requirement. Don't include support for children in your household, as reported in question 93."

[18] "Child Support received for any of your children. Don't include foster care or adoption payments."

[19] "Do you have or will you have children who will receive more than half of their support from you between July 2, 2022 and June 30, 2023?"

[20] United States Department of Education. (2022). Free Application for Federal Student Aid: July 1, 2022 – June 30, 2023 https://studentaid.gov/sites/default/files/2022-23-fafsa.pdf

[21] One private institution reported zeros for all three years, and Johns Hopkins University provided a count less than ten for one year, so that data were not included per MHEC's suppression policy. The remaining 30 reported, "cannot report or do not collect."

Table 7: Estimated counts of Student Parents/Guardians

Institutions	AY 2020-2021	AY 2021-2022	AY 2022-2023
University of Baltimore	388	373	352
Howard Community College	1890	2050	1879
Towson University	541	505	447
Wor-Wic Community College	748	670	693
McDaniel College	19	23	15
Goucher College	20	26	22

Conclusion

The results from the survey reveal that the majority of responding institutions employ an intrusive advising model for their undergraduate students. This advising approach can allow the advisor and student to form a relationship and connect regularly. Advisors are deliberate in their actions and activities, demonstrate an interest and commitment to the student and their needs, help students navigate their entire college experience (classes, services, housing, etc.), and provide students information about options and opportunities. Advisors take a holistic approach to helping students and try to mitigate and assist *before* issues become problems. The majority of responding institutions indicated they employ these practices to all undergraduates and some emphasize services to unique populations (e.g., first generation, academically at risk).

Use of intrusive advising is not new. Many of the responding institutions have been employing intrusive advising practices for a number of years. The institutions utilize technology and tools to ensure this form of advising works well and efficiently. They rely on systems to collect data and employ methods to analyze the data and empower advisors to reach out and connect with students regularly.

Relatedly, institutions are adhering to legislatively mandated advising practices. The public institutions' responses reflect that the majority of them are employing some or all of the practices tied to benchmarks and degree pathways, as outlined in CCR-CCA. Polices are in place to try to ensure the student's first (gateway) math and English courses are taken within the first 24 credits of enrollment and that advisors play a key role in students' declaration of an academic major or change of a major.

Wrap-around services are offed at Maryland institutions and complement intrusive advising practices. Responding institutions offer myriad wrap-around services to support students' needs. The services most institutions selected reflect the national movement in place showing evidence that supporting the "whole student" and creating "student-ready" campuses can play a role in helping students stay on track toward completion of their education goals. These services also recognize that today's college student is grappling with complex issues such as childcare, housing, access to health and mental health services, employment and other life stressors that can take students' attention away from academics.

Lastly, identifying student parents can be challenging for institutions to do. The institutions inability to report these data accurately for the survey is not a signal that this population of students is not of importance to institutions but is evidence that capturing this information from students can be challenging.

Recommendations

What follows is a set of recommendations to be considered around academic advising, wrap-around services and student parents. These recommendations are taken from research and scholarship tied to these areas.

Academic Advising

Academic advising is an important function of higher education institutions and students' access to advising can assist them with navigating the complexity of their college pathway with greater ease. When done well, "advising is a collaborative process between a student and an advisor designed to help the student realize their educational potential."[22]

The federal Institute of Education Sciences (IES) oversee The What Works Clearinghouse[23] (WWC), a repository of evidence-based best practices. According to their website, they "review the research, determine which studies meet rigorous standards, and summarize the findings…[with a] focus on high quality research that answer the question "what works in education?"

In 2021 WWC released a practice guide on effective advising for postsecondary students.[24] Their expert panel of scholars and practitioners assessed scholarly research to identify advising practices that had strong evidence of having a positive effect on student success.

Four key actions showed a moderate to strong level of evidence of effectiveness and were recommended by the panel. They are[25]:

1. Transform advising to focus on the development of sustained, personalized relationships with individual students throughout their college career.
2. Use mentoring and coaching to enhance comprehensive, integrated advising in ways that support students' achievement and progression.
3. Embed positive incentives in intentionally designed advising structures to encourage student participation and continued engagement.
4. Intentionally design and deliver comprehensive, integrated advising that incorporates academic and non-academic supports to empower students to reach their educational goals.

The guide emphasizes that enacting one or more of these recommendations can take tremendous efforts and resources to achieve. For example, ensuring more personalized relationships and leveraging mentors and coaches may require hiring additional advisors and mentors or redistributing the work of advisors and other institutional staff to carry this off successfully. Once in place, advisors and coaches need training and professional development support to stay abreast of new tools, practices and policy changes that affect their work with students.

Monetary incentives such as parking permits, food vouchers, and gift cards are small actions that can have a big impact but administration and distribution of these services takes coordination and may require additional funds. In addition, ensuring students are engaged in advising may take marketing and outreach strategies to ensure students know about the services and requires those services (e.g., mentoring,

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[22] Karp, M., Ackerson, S., Cheng, I., Cocatre-Zilgien, E., Costelloe, S., Freeman, B., Lemire, S., Linderman, D., McFarlane, B., Moulton, S., O'Shea, J., Porowski, A., & Richburg-Hayes, L. (2021). Effective advising for postsecondary students: A practice guide for educators (WWC 2022003). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. https://whatworks.ed.gov.

[23] IES What Works Clearinghouse https://ies.ed.gov/ncee/wwc/FWW

[24] Effective Advising for Postsecondary Students, Practice Guide https://ies.ed.gov/ncee/wwc/PracticeGuide/28

[25] Items 1, 2 and 3 of the list showed strong evidence of effectiveness; item 4 showed moderate effectiveness. See full report https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC-practice-guide-advising-full-text-revised2.pdf for guidance on the indicators (strong versus moderate) (see Report's Appendix A).

coaching, incentives) be in place and successfully managed to help ensure the student has a positive experience and is likely to continue to seek services.

Despite these challenges, there is evidence that institutions are successfully implementing these recommended action items. IES cites such programs as Maryland's own UMBC's Meyerhoff Program, CUNY's ASAP program and other resource-intensive efforts that provide holistic support for students as evidence that these programs can make a difference.

Here are some additional recommendations[26] that have emerged from evidence-based research. Institutions should:

- Lower the student to advisor ratio to ensure advisors can connect with each student within their portfolio
- Employ guided pathways and other tools to ensure students understand the courses, and their sequence, tied to their academic program of study
- Employ intrusive advising, wherein the advisors proactively engage and help students
- Ensure advisors and students meet frequently (1 or more times per term)
- Require mandatory advising appointments for all students, at least annually, as a requirement for course registration, declaring and major and other key milestones.

Many of these recommendations are being implemented by Maryland institutions (as discussed in the survey results). High-quality, intentional advising, when integrated within a holistic student support model and larger strategic vision for the institution, can play a central role in helping students navigate the complex systems and experiences of college.

Wrap-around Services

Non-academic services show evidence of helping students better navigate their college pathways and can serve to reduce barriers to completion. Research indicates (Gupta, 2017;[27] Miller, et al, 2022;[28] Dawson, et. Al, 2020[29]) that comprehensive services that include mental health counseling, non-tuition financial assistance, and transportation assistance can make a significant impact on student retention and completion. Rigorous studies have shown that the services and the means of the CUNY ASAP delivery have had a positive impact on short- and long-term student outcomes specifically at community colleges. Replications at other community colleges have shown positive and significant results.

There is often an associated cost to implementing wrap-around services. Reports estimate that the cost of implementing the ASAP program ranges from $1,800 to $4,700 per student[30]; with cost variation associated with cost of living and other expenses that can differ geographically. As Miller and Weiss state (2022), "nationwide, colleges' ability to implement and sustain ASAP will depend on funding support

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[26] Surr, W. (2019). Student Advising: An Evidence-Based Practice. Midwest Comprehensive Center https://files.eric.ed.gov/fulltext/ED599037.pdf; Driving Toward a Degree 2023: Tyton Partners (2023). Closing Outcome Gaps Through Student Supports.

[27] Gupta, H. (2017). The Power of Fully Supporting Community College Students: The Effects of The City University of New York's Accelerated Study in Associate Programs after Six Years. *MDRC*.

[28] Miller, C., & Weiss, M. J. (2022). Increasing Community College Graduation Rates: A Synthesis of Findings on the ASAP Model From Six Colleges Across Two States. *Educational Evaluation and Policy Analysis*, *44*(2), 210-233.

[29] Dawson, R. F., Kearney, M. S., & Sullivan, J. X. (2020). *Comprehensive approaches to increasing student completion in higher education: A survey of the landscape* (No. w28046). National Bureau of Economic Research.

[30] Miller, C., & Weiss, M. J. (2022). Increasing community college graduation rates: A synthesis of findings on the ASAP model from six colleges across two states. *Educational Evaluation and Policy Analysis*, *44*(2), 210-233. https://files.eric.ed.gov/fulltext/ED611732.pdf

from the states or other sources." In short, at that cost, colleges cannot afford to implement and sustain without external support.

Research continues to evaluate the generalizability and scaling of the ASAP model, and ones like it, to assess the effects of dropping or modifying components of this ASAP model, in the hopes of identifying the key items that *must be* in place to ensure effectiveness. This work is underway and it will be important as ASAP and models like them try to scale up.

Despite efforts to offer various wrap-around services, not all students may be aware of these services. Recent research shows that approximately 60 percent of students are not aware of the full array of services offered to them (advising, mentoring, tutoring, coaching, child care, etc.)[31], which can be detrimental to their educational pathways.

Here are some recommendations emerging from evidence-based research on wrap-around services. Institutions should:

- Develop systematic approaches to evaluating institutional wrap-around service strategies and interventions; identifying success and measuring effectiveness should be integral and required for implementation.
- Seek targeted funding resources from state policymakers and foundations for high-touch, high-cost (and highly effective) wrap-around services.
- Be intentional and creative in ensuring students know about the services offered.
- Practice care when selecting and implementing wrap-around services; the strength of the ASAP model and ones like it come from the holistic and myriad supports in place for students; therefore, institutions may not see intended effects if they just select a small number of services with the expectation they, alone, will make a difference.

In addition to the recommendations above, institutions are encouraged to leverage the networks of resources and partnerships that exist regionally and nationally. Below are some national and regional external organizations that can help them advance their work.

- **National organizations** and **foundations** dedicated to assisting with college completion:
    - Achieving the Dream
    - Strada Education Network
    - Lumina Foundation
    - Abell Foundation
    - DuPont Foundation
- **National professional organizations**
    - American Association of State Colleges and Universities (AASCU)
    - NACADA
    - the American Association of Colleges and Universities (AAC&U)
    - the Association of College and University Educators (ACUE)
    - the National Science Foundation NSF)
    - Council for the Advancement of Teaching and Learning
    - National Association of Student Financial Aid Administration
    - US Department of Education
        - TRIO program.
- **Regional or state organizations**
    - Maryland Association of Community Colleges (MACC)

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[31] Driving Toward a Degree 2023: Awareness, Belonging, and Coordination. Tyton Partners. https://tytonpartners.com/driving-toward-a-degree-2023/

- o   Maryland Independent Colleges and Universities Association (MICUA)
- o   MHEC
- o   Maryland Food Bank
- o   City and county public school systems
- o   County- or regional-based industry councils.
- **For-profit companies with a commitment to student completion** that assist institutions with advising systems, push technology, and data analysis
  - o   Education Advisory Board
  - o   HelioCampus.

Outside organizations sometimes have dedicated researchers and analysts who can assist in conducting evaluation, assessment and strategic planning for institutions to implement many of the strategies identified in this report. The structures of many of these partnerships have accountability frameworks built-in such that institutions must implement change, measure outcomes, and regularly report on progress in order to participate in the collaborations. The combined resources that organizations like these can provide may help institutions better utilize their limited resources for maximum effectiveness.

Supporting Student Parents

The National Center of Education Statistics and the Institute of Women's Policy Research estimate that, nationally, around 20% of undergraduate students are student parents.[32] About one-third of Black or African American students have children, as do 30 percent of Native Hawaiian or Pacific Islander students. And more than two-thirds of student-parents across the largest racial and ethnic groups are women.

Entities such as the Lumina Foundation and the Aspen Institute have dedicated resources to advancing the voices and issues of student parents. Similarly, the Institute of Women's Policy Research makes student parents one of their central policy and research priorities. Through their work and support of institution and state level research, they have determined a number of state and institutional policy levers that can make a difference for student parents.[33] Recommendations include altering state policies to remove barriers student parents can face in accessing child care, such as work requirements to receive state child care assistance. Other recommendations include improving campus-based supports for student parents (e.g., connecting student parents to resources on child care assistance, housing assistance, TANF and SNAP).

Within Maryland, there is work afoot to better understand and meet the needs of student parents. Through its research branch, the Maryland Longitudinal Data System Center (MLDS) is implementing research on college students who have children. A research project is underway to understand the demographics of student parents and their rates of transfer, persistence and completion. [34] In addition, Bowie State University, Wor-Wic Community College, Hagerstown Community College and Frederick Community College received federal grants from the Child Care Access Means Parents in School Program, which supports the participation of low-income parents in postsecondary education through the provision of campus-based child care service. Lastly, Generation Hope[35], an organization focused on supporting

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[32] https://iwpr.org/wp-content/uploads/2020/08/C481_Parents-in-College-By-the-Numbers-Aspen-Ascend-and-IWPR.pdf

[33] Supporting Student Parent Recovery Through State Policy: Lessons from Georgia, Texas and Washington state. https://iwpr.org/wp-content/uploads/2021/11/Supporting-Student-Parent-Recovery-through-State-Policy_FINAL.pdf and Fro Student Parents the Biggest Hurdle to a Higher Education Are Cost and Finding Childcare at https://edtrust.org/wp-content/uploads/2014/09/For-Student-Parents-The-Biggest-Hurdles-to-a-Higher-Education-Are-Cost-and-Finding-Child-Care-August-2022.pdf

[34] Proposal presented and approved at MLDS Research and Policy Board meeting in August 2023.

[35] Generation Hope's mission is "to ensure all student parents have the opportunities to succeed and experience economic mobility, Generation Hope engages education and policy partners to drive systemic change and provides direct support to teen

parenting students, is based in the Washington DC area and is involved institutionally and regionally with student parents at Maryland colleges and universities.

What follows are some of their recommendations. Institutions should:

- seek certification from Generation Hope[36]; they are awarding certificates to universities and nonprofits actively supporting students with children. This certification puts institutions on a pathway to establishing the practices and structures to support student parents and can signal to institutions that the campus is parent/family friendly.
- see methods to identify student parents through their data collections; this could be upon enrollment or other key points in time (e.g., course registration) to obtain updated information on children and family needs
- establish day care and early childhood education centers and other resources for student parents to obtain affordable child care [37]
- Seek funding from entities such as Aspen Institute's Postsecondary Success for Parents Initiative to support parent-friendly initiatives [38]
- Provide resources to connect parents to federally funded benefits such as SNAP, WIC and TRIO for which they might be eligible.

State leaders can work with institutions and other state agencies to establish comprehensive policies and reforms that can improve child care access for student parents, establish student parent-focused child care policy reform and increase child care in education and training programs.

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parents in college as well as their children through holistic, two-generation programming." See https://www.generationhope.org/ for more.

[36] The three-year certification, called the FamilyU Seal, is open to two-year and four-year nonprofit higher ed institutions and organizations that demonstrate a dedication to serving student parents.

[37] Research (cite) shows that one of student parents' largest barriers to college success and completion is access to affordable child care.

[38] Aspen Institute Announces Policy Acceleration Partnerships https://ascend.aspeninstitute.org/aspen-institute-announces-policy-acceleration-partnership-grant-awardees/

Segment	Institution	Compliant
Community Colleges	Allegany College of Maryland (ALL)	N
Community Colleges	Anne Arundel Community College (ANN)	N
Community Colleges	Baltimore City Community College (BCCC)	Y
Community Colleges	Carroll Community College (CAR)	Y
Community Colleges	Cecil College (CEC)	Y
Community Colleges	Chesapeake College (CHE)	N
Community Colleges	College of Southern Maryland (CSM)	N
Community Colleges	Community College of Baltimore County (CCBC)	Y
Community Colleges	Frederick Community College (FRE)	Y**
Community Colleges	Garrett College (GAR)	Y
Community Colleges	Hagerstown Community College (HAG)	Y
Community Colleges	Harford Community College (HAR)	N
Community Colleges	Howard Community College (HOW)	Y
Community Colleges	Montgomery College (MONT)	Y**
Community Colleges	Prince George's Community College (PRI)	N
Community Colleges	Wor-Wic Community College (WOR)	Y

** Institution submitted response after due date; not included in
analysis and report.

Segment	Institution	Compliant
Public Four-Year Institutions	Bowie State University (BOW)	Y
Public Four-Year Institutions	Coppin State University (COP)	Y
Public Four-Year Institutions	Frostburg State University (FRO)	Y
Public Four-Year Institutions	Morgan State University (MOR)	Y
Public Four-Year Institutions	Salisbury University (SAL)	Y**
Public Four-Year Institutions	St. Mary's College of Maryland (STM)	Y
Public Four-Year Institutions	Towson University (TOW)	Y
Public Four-Year Institutions	University of Baltimore (UB)	Y
Public Four-Year Institutions	University of Maryland Eastern Shore (UMES)	Y
Public Four-Year Institutions	University of Maryland Global Campus (UMGC)	Y
Public Four-Year Institutions	University of Maryland, Baltimore (UMB)	Y
Public Four-Year Institutions	University of Maryland, Baltimore County (UMBC)	Y
Public Four-Year Institutions	University of Maryland, College Park (UMCP)	Y

** Institution submitted response after due date; not included in analysis and report.

Segment	Institution	Compliant
State-Aided Independent Institutions	Capitol Technology University (CTU)	N
State-Aided Independent Institutions	Goucher College (GCOL)	Y
State-Aided Independent Institutions	Hood College (HOOD)	Y
State-Aided Independent Institutions	Johns Hopkins University (JHU)	Y
State-Aided Independent Institutions	Loyola University Maryland (LOY)	Y
State-Aided Independent Institutions	Maryland Institute College of Art (MICA)	Y
State-Aided Independent Institutions	McDaniel College (MCD)	Y
State-Aided Independent Institutions	Mount St. Mary's University (MSTM)	Y
State-Aided Independent Institutions	Notre Dame of Maryland University (NDU)	Y
State-Aided Independent Institutions	St. John's College (STJN)	Y
State-Aided Independent Institutions	Stevenson University (STE)	Y
State-Aided Independent Institutions	Washington Adventist University (WAU)	Y
State-Aided Independent Institutions	Washington College (WAS)	Y

Segment	Institution	Compliant
Private Institutions	Bais HaMedrash and Mesivta of Baltimore	Y
Private Institutions	Collegium sanctorum angelorum	N
Private Institutions	Lincoln College of Technology	N
Private Institutions	Maryland University of Integrative Health	N
Private Institutions	Ner Israel Rabbinical College	Y
Private Institutions	Reid Temple Bible College	N
Private Institutions	SANS Technology Institute	Y
Private Institutions	St. Mary's Seminary and University	Y
Private Institutions	Women's Institute of Torah Seminary	Y
Private Institutions	Yeshiva College of the Nation's Capital	Y

Appendix B: Copy of Survey Form

2023 Joint Chairmen's Report requirement - Report on Advising Systems and Wrap-around Services

Introduction:

In the 2023 Legislative Session, The Maryland Higher Education Commission (MHEC) was charged with surveying institutions regarding the types of intrusive advising systems used by higher education institutions and the wrap-around services provided to students to help ensure they succeed and earn a degree. Specifically, MHEC is to "**survey each community college, public four-year institution, and independent nonprofit institutions and catalog the types of intrusive advising systems that each campus utilizes and the wrap-around support services available to students.**"

As part of this charge, MHEC is to also collect "**data, by institution, on the number of students who identify as parents or a person acting as a parent or legal guardian.**"

This survey is **mandatory** for **all institutions**. Institutions must respond regardless of their current advising model. Those who do not respond will be reported to the legislature, by name, as non-compliant. **The survey will close by end of business on Tuesday June 27, 2023.**

Scope and Definitions:

Scope: All Maryland post-secondary institutions are expected to complete this survey. Answers should be **limited to undergraduate students.**

Definitions:
Intrusive Advising/Proactive Advising: For the purposes of this survey and report, intrusive advising (also known as proactive advising) is defined as a college academic advising model that is structured on deliberate student intervention for students with a purpose to encourage them to ask for help and thus overcome the problems with students' reluctance to initiate advising support and self-refer (Earle, 1988; NACADA 2012).

This advising model involves:

- deliberate intervention to enhance student motivation,
- using strategies to show interest and involvement with students,
- intensive advising designed to increase the probability of student success,
- working to educate students on all options, and

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- approaching students before situations develop.

Wrap-around Services: For the purposes of this survey and report, wrap-around services in higher education refers to holistic support to ensure a student's full range of needs are addressed to ensure academic success. This can include (but not limited to) health, socioemotional, familial, financial, and logistical support.

Students who identify as parents or a person acting as a parent or legal guardian: In this survey, institutions may provide data (counts of students) or a written response regarding the collection and/or reporting of these data.

* Indicates required question

1. Email *

2.   Name of person completing survey *

3. Title of person completing survey. *

4.   Please select your institution. *

Mark only one oval.

◯ Allegany College of Maryland (ALL)

◯ Anne Arundel Community College (ANN)

◯ Baltimore City Community College (BCCC)

◯ Carroll Community College (CAR)

◯ Cecil College (CEC)

◯ Chesapeake College (CHE)

◯ College of Southern Maryland (CSM)

◯ Community College of Baltimore County (CCBC)

◯ Frederick Community College (FRE)

◯ Garrett College (GAR)

◯ Hagerstown Community College (HAG)

◯ Harford Community College (HAR)

◯ Howard Community College (HOW)

◯ Montgomery College (MONT)

◯ Prince George's Community College (PRI)

◯ Wor-Wic Community College (WOR)

◯ Capitol Technology University (CTU)

◯ Goucher College (GCOL)

◯ Hood College (HOOD)

◯ Johns Hopkins University (JHU)

◯ Loyola University Maryland (LOY)

◯ Maryland Institute College of Art (MICA)

◯ McDaniel College (MCD)

◯ Mount St. Mary's University (MSTM)

◯ Notre Dame of Maryland University (NDU)

◯ St. John's College (STJN)

◯ Stevenson University (STE)

◯ Washington Adventist University (WAU)

- ⬭ Washington College (WAS)

- ⬭ Bais HaMedrash and Mesivta of Baltimore

- ⬭ Collegium sanctorum angelorum

- ⬭ Maryland University of Integrative Health

- ⬭ Ner Israel Rabbinical College

- ⬭ Reid Temple Bible College

- ⬭ SANS Technology Institute

- ⬭ St. Mary's Seminary and University

- ⬭ Women's Institute of Torah Seminary

- ⬭ Yeshiva College of the Nation's Capital

- ⬭ Bowie State University (BOW)

- ⬭ Coppin State University (COP)

- ⬭ Frostburg State University (FRO)

- ⬭ Morgan State University (MOR)

- ⬭ Salisbury University (SAL)

- ⬭ St. Mary's College of Maryland (STM)

- ⬭ Towson University (TOW)

- ⬭ University of Baltimore (UB)

- ⬭ University of Maryland Eastern Shore (UMES)

- ⬭ University of Maryland Global Campus (UMGC)

- ⬭ University of Maryland, Baltimore (UMB)

- ⬭ University of Maryland, Baltimore County (UMBC)

- ⬭ University of Maryland, College Park (UMCP)

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Intrusive Advising (also known as Proactive Advising)

The legislature is interested in intrusive advising services your institution offers its students, **specifically for undergraduate students**. As a review:

Intrusive Advising/Proactive Advising: For the purposes of this survey and report, intrusive advising (also known as proactive advising) is defined as a college academic advising model that is structured on deliberate student intervention for students with a purpose to encourage them to ask for help and thus overcome the problems with students' reluctance to initiate advising support and self-refer (Earle, 1988; NACADA 2012).

This advising model involves:

- deliberate intervention to enhance student motivation,
- using strategies to show interest and involvement with students,
- intensive advising designed to increase the probability of student success,
- working to educate students on all options, and
- approaching students before situations develop.

The following questions are tied to the advising services you offer:

5. Does your institution use an intrusive/proactive advising model, as defined above?   *
   If "other", please clarify response.

   Mark only one oval.

   ◯ Yes

   ◯ No

   ◯ Other: _____

6. If you answered **yes** to the previous question, what year did your institution   *
   implement intrusive/proactive advising? If you answered **no** or **other**, please write
   "**NA**" as your response.

   _____

7. If your institution does not have an intrusive or proactive advising model, is your   *
    institution planning on implementing one in the near future?

    Mark only one oval.

    ◯ Already offering it

    ◯ Yes

    ◯ No

    ◯ Other: _____

8. What are the characteristics of your institution's general advising model? *
    Please select all that apply.

    Check all that apply.

    ☐ A specified frequency of interaction between an advisor and student

    ☐ Increased quality of interaction through specific outcomes

    ☐ Developing rapport with the student

    ☐ Employing cultural awareness for advisors

    ☐ Developing sense of belonging for students

    ☐ Validation of student and their experience(s)

    ☐ Focuses solely on academic guidance

    ☐ Focuses primarily on courses and schedules

    ☐ Holistic advising (i.e., not solely academic advising)

    ☐ Reliant on technology (texting, chats, email reminders; both automated and not
    automated)

    ☐ Proactively communicating with students

    ☐ Automated early alert system to students

    ☐ Automated early alert system to advisors

    ☐ Predictive analytic tools

    ☐ Other: _____

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9. If your institution has an intrusive/proactive advising model, please describe how students are identified for this specific advising model.   *

    If your institution offers intrusive advising to all undergraduates, please note that with a statement such as "we implement the same elements of intrusive advising to all students."

    If your institution does not offer intrusive/proactive advising, please insert "NA".

    _____

    _____

    _____

    _____

    _____

10. For the student populations listed below, please select those that receive   *
    specialized advising which may or may not include elements of intrusive advising.

    Check all that apply.

    ☐ Freshman/First year

    ☐ At risk - males

    ☐ At risk - academically at risk

    ☐ At risk - those with learning difference

    ☐ At risk - other

    ☐ Adult students (i.e., students over 25 years old)

    ☐ Part-time students

    ☐ Athletes

    ☐ All undergraduate students

    ☐ Other: _____

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11.   Are students required to meet with an academic advisor before registering for   *
       classes?

       Mark only one oval.

       ◯ Yes

       ◯ No

12.   When must a student declare their major? *

       Mark only one oval.

       ◯ As soon as they enroll

       ◯ No later than the completion of 30 credits

       ◯ No later than the completion of 45 credits

       ◯ No later than the completion of 60 credits

       ◯ No later than the completion of 75 credits

       ◯ No later than the completion of 90 credits

       ◯ Other: _____

13.   Does a student need approval from an academic advisor to declare their major?   *
       Please provide as much detail as possible regarding how students declare their
       major.

       _____

       _____

       _____

       _____

       _____

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Public Institutions: Academic Benchmarks

Maryland law requires public institutions to implement academic and graduation benchmarks with specific advising requirements. Please answer the following questions regarding academic benchmarks.

ONLY PUBLIC INSTITUTIONS MUST COMPLETE THIS SECTION For all others, select Next to continue to survey.

14.   Does your institution have academic or "graduation benchmarks" for students to meet as they progress through an academic program? Please provide as much detail as possible regarding benchmarks.

15.   As a specific academic benchmark, are students required to take a credit–bearing mathematics course within the first 24 credits?

Mark only one oval.

○ Yes

○ No

○ Other: _____

16.   As a specific academic benchmark, are students required to take a credit–bearing English course within the first 24 credits?

Mark only one oval.

◯ Yes

◯ No

◯ Other: _____

17.   How are students made aware that they may be or are in danger of falling behind established benchmarks?

_____

18.   If a student is in danger for falling behind established benchmarks, are they required to consult with an academic advisor before registration?

Mark only one oval.

◯ Yes

◯ No

◯ Other: _____

Wrap-around Services

The legislature is interested in the wrap-around services your institution offers its students. Again, this survey focuses on undergraduate students. As a review:

Wrap-around Services refers to holistic support to ensure a student's full range of needs are addressed to ensure academic success. This can include (but not limited to) health, socioemotional, familial, financial, and logistical support.

The following questions are tied to the wrap-around services you offer:

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19. Select from the list of wrap-around services your institution offers to all or some
undergraduate students.   *

Please select all that apply.

Check all that apply.

☐ Student health insurance

☐ On-site medical health services

☐ Mental health counseling - on-site

☐ Mental health counseling - referral

☐ Access to non-campus based case managers, counselors, or coaches

☐ Food pantry

☐ Access to public transportation

☐ Discounts to use public transportation

☐ General transportation assistance

☐ On-site cafeteria

☐ On-site childcare for students' children

☐ Emergency funds

☐ Technology assistance (calculator, loaner computer, hot spots, etc.)

☐ Support for dual language learners

☐ Referrals to social services

☐ Other: _____

Student Parent/Person Acting as Parent or Legal Guardian

MHEC is to also collect **"data, by institution, on the number of students who identify as
parents or a person acting as a parent or legal guardian."**
The following questions request data for three academic years.

20. Please provide the number of students who identified as parents or a person   *
acting as a parent or legal guardian for the 2020-2021 academic year. **If your
institution does not report or cannot report on these data, please write
"institution does not collect" or "institution cannot report" and provide further
explanation, as necessary.**

_____

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21.   Please provide the number of students who identified as parents or a person   *
       acting as a parent or legal guardian for the 2021-2022 academic year.   **If your
       institution does not report or cannot report on these data, please write
       "institution does not collect" or "institution cannot report" and provide further
       explanation, as necessary.**

       _____

22.   Please provide the number of students who identified as parents or a person   *
       acting as a parent or legal guardian for the 2022-2023 academic year.   **If your
       institution does not report or cannot report on these data, please write
       "institution does not collect" or "institution cannot report" and provide further
       explanation, as necessary.**

       _____

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