The eQuad:

A Next-Generation eAdvising Tool to Build Community and Retain Students

Dr. Terry Anderson, Dr. Tammy Esteves, Dr. Dayna McDaniel, Dr. Leora Waldner

Troy University HeTL 2013 January 15, 2012



The TROY Quad





The Problem

- Retention = Institutional accountability
- Student success = Institutional success
- 40% of students who start never finish
- 75% drop out in the first 2 years
- Few who drop out ever finish
- Attrition among on-line students is 10-20% higher than for traditional students



The Response

 As of 2004, fewer than half of universities had goals for improved first-year retention and only 33% had goals for degree completion



Why Retain? Benefits of Higher Education

- Public economic benefits
 - Increased tax revenues
 - Greater productivity
 - Increased consumption
 - Increased workforce flexibility
 - Decreased reliance on public support

- Individual economic benefits
 - Higher salaries and benefits
 - Employment
 - Higher savings levels
 - Improved working conditions
 - Personal/professional mobility

Institute for Higher Education Policy, 1988.



Why Retain? Benefits of Higher Education

- Public social benefits
 - Reduced crime rates
 - Increased charitable giving/community service
 - Increased quality of civic life
 - Social cohesion/ appreciation of diversity
 - Improved ability to adapt to and use technology

- Individual social benefits
 - Improved health/life expectancy
 - Improved quality of life for offspring
 - Better consumer decision making
 - Increased personal status
 - More hobbies
 - Leisure activities

Institute for Higher Education Policy, 1988.



Why Do Students Leave?

- Delayed entry
- Part-time enrollment
- Full-time work
- Financial independence
- Dependents
- Single parenthood
- Lack of undergraduate preparation
- Academic failure
- Social isolation
- Family responsibilities

Coley (2000)



Digging Ourselves Out

- Look within confines of existing institutional resources
- Emphasize continuing commitment to student education
- Accept necessity for institutional change
 - Restructure collegiate learning environment
 - Find new ways to involve students and faculty in their intellectual life
 - Develop a deeper understanding of educational community and goals of higher education

Astin, 1993.



Correlates to Retention

• Cuseo (2003)

- Identified five advisement-related correlates to retention
 - Student satisfaction with the college experience
 - Effective educational and career planning and decision making
 - Student utilization of campus support services
 - Student-faculty interaction outside the classroom
 - Student mentoring



What Makes An Effective Retention Program?

- Commitment to students being served
- Total commitment to education of all, not just some of the students
- Commitment to development of supportive communities in which all students are integrated as competent members

Tinto, 1975, in Braxton & Mundy, 2001-2002.



- Crockett (1978)
 - Academic advising referred to as cornerstone of student retention
- Winston, Miller, Ender, & Grites (1984); Pace (2001)
 - Greater faculty-student interaction increases student satisfaction
- Metzner (1989)
 - Advising increased retention indirectly through increasing student satisfaction, producing higher grades, and creating fewer intentions to leave



- American College Testing Program (in King, 1993)
 - Inadequate academic advising was strongest negative factor in retention; caring attitude of faculty and staff was strongest positive factor
- Tinto (1993)
 - Graduate student retention affected by personal and intellectual interaction between students and faculty as well as university-based learning communities



- Baird (1995)
 - Doctoral advisor is most important relationship for doctoral students; diversity in what their role should be
- Cain (1999)

 "The teaching faculty is the key to the community college's work. Other factors in the system, such as support staff, administrators, politicians, and students, might draw up the route for the trip, but it is the faculty members who drive the bus."



- McArthur (2005)
 - Studied developmental academic advising
 - Advisors must be facilitators of communication, coordinators of students' educational experience, frontline interpreters of the values and benefits of higher education, caring and concerned individual, and referral agent
- Haag (2007)
 - Student dissatisfaction with advising stemmed from inaccurate information being provided and failure to share information about special programs, financial help, and career opportunities
- Woolston (2002)
 - Students cited gap between what they wanted to discuss with advisors and what was actually discussed



- Sutton & Sankar (2011):
 - Engineering students satisfied with course-specific information, career opportunities, and tutorial services
 - Engineering students less satisfied with personal info re instructors, mentoring programs, and suggestions about other majors
 - Numerous complaints about faculty being unapproachable when asking for assistance
- McCuen, Gulash, Gifford, & Srikantaiah (2009)
 - Students felt advisors were too overwhelmed to provide adequate care
- Lowe & Toney (2000–2001)
 - Accreditation often drives advising programs



- Clay, Rowland, & Packard (2008–2009)
 - Recommended targeted advisement and orientation for online students specifically that covered
 - Nature of the online course, interaction, instructor role
 - Where to get books online
 - Need to log on almost every day
 - Emphasis on a great deal of reading
 - Information about proctored tests
 - How to get help
 - Importance of checking university email account
 - How to log onto course
 - Warnings about procrastination
 - Flexible nature of online learning



Top Ten Benefits of the eQuad

- 1. Common gathering place
- 2. 24-hour clearinghouse
- 3. Immediate contacts
- 4. One click access to all
- 5. Ease for advisers
- 6. Consistent information
- 7. Web seminars
- 8. Educational links
- 9. Professional organizations & opportunities
- 10. Forum for connections





MPA eQ (MPA_Q

Adviser Speaker S Program (

eQuad Ori My Faculty Announce Professior Library an Important Bb IM & te

> My Grou Dr. Dayn McDanie

> > O R G A M A N

Control My Cont

Organiza

Evaluation

Users ar Customi

Utilities Help

Packages and

MPA eQuad (MPA_General_A		
MPA eQuad (MPA_General_ Advisement)		
Announcements		
eSpeaker Series		
Program Info/forms		
eQuad Orientation		
Connect to Advisors		
Professional Opps		
Library and Writing		
Important Links		
Bb IM Setup & tech		
Discussion Board		
MPA Newsletter		
Course Tools		







Your one-stop for Many of Your Advising Needs!

1 Advising Organization, your one-stop shop for everything you may need. Here, you will find se lists/schedule/sequence guidance, course registration links, upcoming MPA "live" webinar events contact information. There are many useful web links connecting you to professional opportunities, PA and eCampus forms, and your advisor's contact information and email address. To have a at with your Faculty Advisor online, you need only download the Bb Instant Message (IM)

program that anows you to "chat" directly with your advisor during office hours or whenever you see them online with a green light indicator. Remember to click the "Start Here" button (left) and freely navigate through the many useful links that will serve you throughout your time in the Troy MPA program. Through email, phone or "live" chat on Bb IM, your faculty advisor is always ready to assist you.

Let's get started!

Course Link/eQuad Orientation

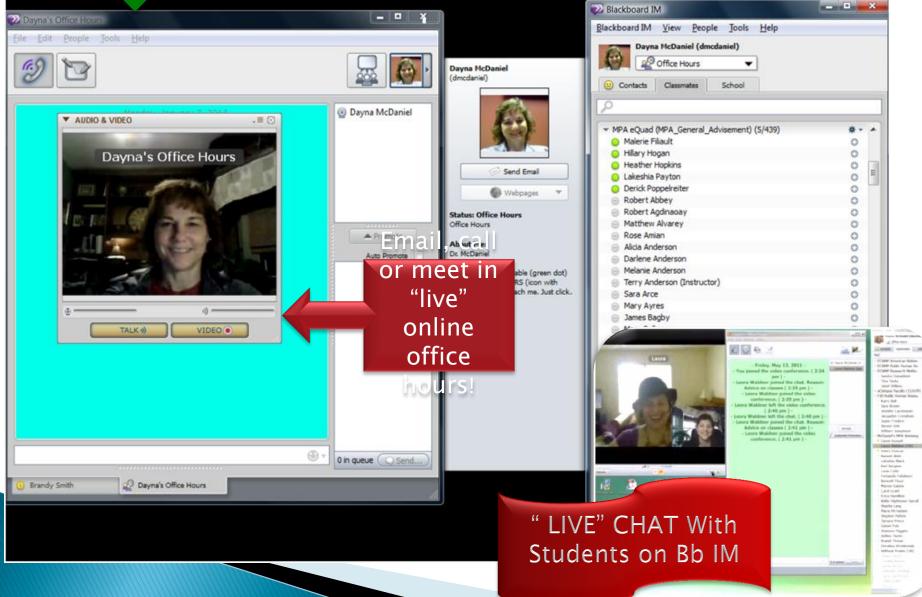
Top Reasons for MPA Meeting the Needs of Advisees

- 1. Common One-stop-shop for all MPA Advisee Needs (24/7)
- 2. Orientations warehouse to: eQuad, Graduate Bb, Bb IM Chat/Bb, Collaborate, Technical help
- 3. Course enrollment information/registration links, requirements, academic forms
- 4. Warehouse links to academic forms (eCampus and MPA)
- 5. Immediate Contact Information w/advisor (and all MPA instructors)
- 6. "Live" Bb IM chat access with Faculty Advisor
- 7. Internship information- archive video
- 8. Link with MPA website
- 9. Professional Opportunities –organizations– fellowships– internships– jobs
 - Speaker Series Forum (web seminars)



See Advisor in realtime!

Advisor Hold "Live" Office Hours



Other Opportunities

💽 Jayna McDaniel 🕋 My Places 🌇 Home 👔 Help 🇊 Logout **TROY UNIVERSITY** eTROY RSVP Here for Next Speaker Series Event April 24th at 12:30 PM EST (Click HERE) aker Series Event 0 Program Guidance Quad Orientation MPA Speaker Ser<u>les "LIVE"</u> My Faculty Advisor nnouncements ARCHIVES and Discussion Boards from previous eSPEAKER SERIES EVENTS (CLICK HERE) Professional Opps Library and Writing Click Below on "Wimi Important Links Archive Bb IM & tech Info to View "live" Speake 0 Archive 13 Navigation Navigation Duration: 40:00 Duration: 14:44 My Groups E **Professional Ethics For Public** Archeor Start 00:00 14 Anthone Shart P 00:00 <u>C</u> Dr. Dayna a Time Harker -0 2:00 # @ the challenge Administrators: 02:00 01:26 PREPARING FOR THE McDaniel al C Tree Marker 122:00 03:36 Searching for Ethical Competency D Ine Marker -0 4:00 04:00 In M Conceptual Macous 01:27 a fil (na title a <u>Tina Markar -0</u> <u>6:00</u> CAPSTONE COURSE 05:31 05:00 at 🖬 (ray 669) 07:32 ORGANIZATION Chans - Organization Theory A (ID LOW) 05:35 09:10 a- D (no title) 07-17 Using Conceptual Mapping to Organize B M Tma Harker +07:00 11:10 (at ins hite) 02:40 Dr. Manfred F. Mein Thinking About Content of Core Courses it in the title) 11:10 Control Panel D (my title) 10:40 divisi theory 17:40 Wimba Classroom refessor of Public Administratio or B Time Marker -0 My Content 12-40 Anthree End 64:44 Dr. David R. Shetterly Organization Tools al (no hhis) 12:54 D (no tily) 13:40 Evaluation -- # ins the 14:15 - # (en trie) 11:53 TRON Users and Groups MPA Speaker Series a- D (no title) 15:00 Customization E- II (no this) 1/:23 . Guest and Observer • • • 0-00-00 0-40-00 📷 40++ Access necting to server... have connected successfully: nedary to server... have connected successfully **T4-T2 20** Properties have entroned To. Means Althen has Di have entered 'Applying for Doctors a feasier farless - 54(24)2012 c have entered for sheaterly capatory exertion Speaker Series 05/25/2002 Style reda format a mimbaliacia Tool Availability made for rest in Weight Weight x 4 110 Packages and 11 -Utilities

Social Media: Making it Work for You

Be social, don't do social

in a starting

0 0 05:02 / 50:07

✓ Why social media?

✓ Key social media.

✓ Tips & Precautions

H . 54502-54507 DE 165

have corrected successfully

have entered 'WIA Spainizer Serseember 7 Presentation 11/07/2015

✓ Contemporary uses of second sec

. IDI X Archive 3 Basic #3: Letter of Navigation Duration: 1:00:38 Recommendation Archeve Gtart 00100 02:00 · Source Matters! u u line Marka -9 01:00 OF WARENESS 15:08 - Thumbs up: Il al Speaker #1 05:15 a a Pet I: The Specifi 05:4 · Faculty letters criticall) a a Back *1) rest sc 05:03 · Ask graduate counselor about letter mix W Basic TH Test Sc 07-05 (faculty vs. professional) 14 0 Davis 12: C.P.A. · Ask letter writers to highlight qualities 00:24 such as writing skills, critical analysis abilities research abilities etc. Image: 10.04 / 01:00:0 <1 × 1 × 1

Term 4 2012 - April 24, 2012 Time: 12:30 p.m. Eastern Daylight Time Topic - Profession Presenter: Dr Manfred Meine

Term 5 2012-June 12, 2012

Help

Time: To be announced Topic - Preparing for the Cap Presenters: Dr. Robert Abbey, Dr. Terry Anderson, and I Brief Overview: The MPA Capstone course is the final c the core courses to help preparation for work in the Capst

Term 1 2012, August 29, 2012

Time: To be announced Topic: Doctoral Progra Presenters: Dr. Leora Waldner & Dr. Kim Loutzenhiser Brief Overview: This seminar will share strategies to help admission

ou design a successful PhD admission application, including tools and tips for test preparation, essay development

Archive

Navigation

Duration: 50:07

Archive Start

Time Marker 10

coal Media: Melo

Det Vitima 9

Cinked)

TITH N

3

00:00

62:55

14.77 mid Mether Mek

00014

05:22

00.22

07:15

to Successfully Apply for Doctoral Programs: Secrets of the Trade Topic: Doctoral Programs:

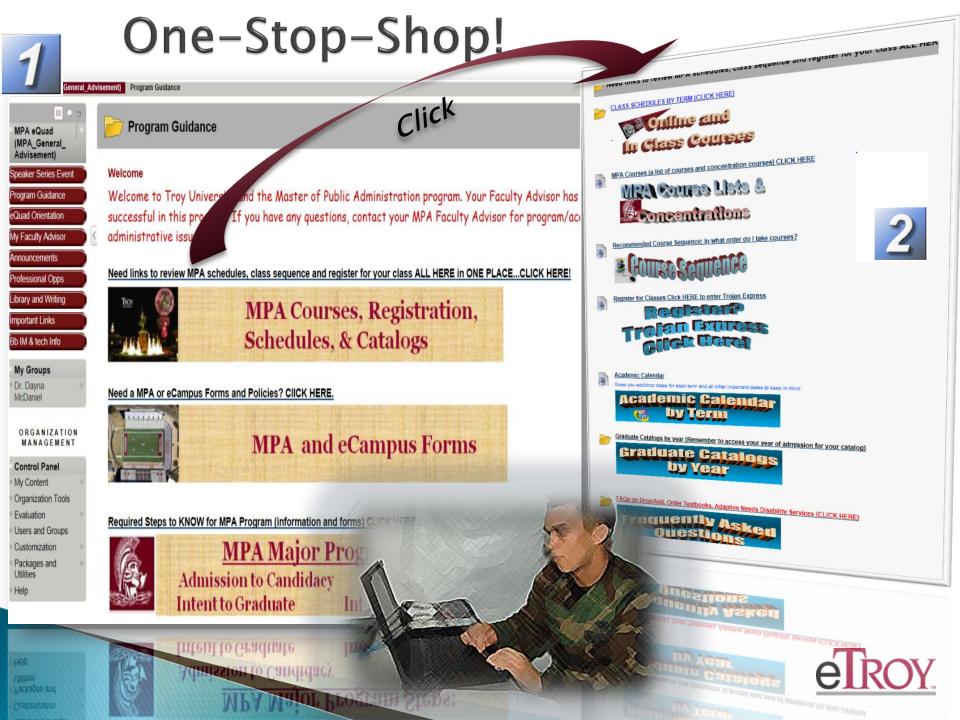
Advisor Contact Information



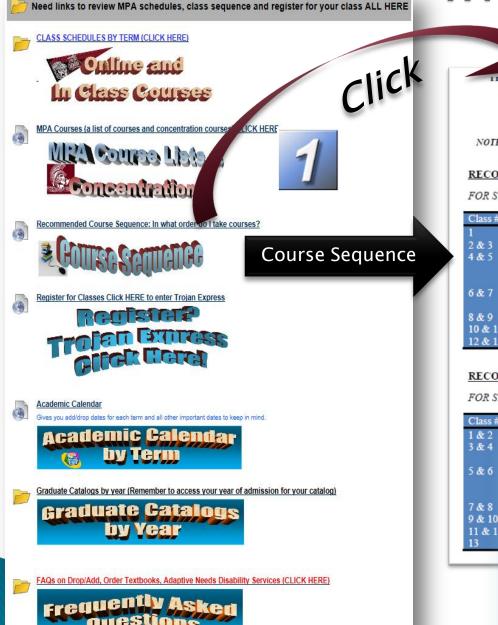
Orientation for Advisees











TROT UNIVERSITY MASTER OF PUBLIC ADMINISTRATION PROGRAM

SUGGESTED COURSE SEQUENCE

September 22, 2011

NOTE: This recommended sequence is for MPA students <u>taking classes online</u>. If you are taking onsite courses or have transfer credits, consult your faculty advisor.

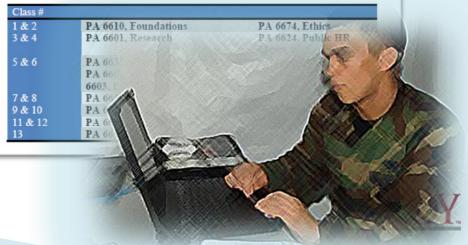
RECOMMENDED COURSE SEQUENCE #1:

FOR STUDENTS STARTING WITH ONE CLASS IN FIRST TERM

Class #		
1	PA 6610, Foundations	
2 & 3	PA 6601, Research	PA 6674, Ethics
4&5	PA 6631, Program Evaluation, or PA 6602, Quant Methods, or PA 6603, Economics	PA 6624, Public HR Mgmt
6&7	PA 6650, Governmental Budgeting	PA 6620, Org Theory, or PA 6646, Org Behavior
8 & 9	PA 6622, Public Policy	Concentration Elective
10 & 11	PA 6699, Capstone	Concentration Elective
12 & 13	PA 6694, Internship (if required)	Concentration Elective

RECOMMENDED COURSE SEQUENCE #2:

FOR STUDENTS TAKING TWO CLASSES PER TERM



Linking to Program Website



Recourses

Carper

Student FAQ's

Writing Center

MARTTHINKING

TROY MPA Advisory Board

Advisory Board Bylaws (PDF)

Frequently Asked Questions

> PSE 0870 Psychological Foundations of the Adult Learner PSE 0880 Curriculum Development for Adult Education

The Education Concentration is designed for public administrators who have a background in education, are seeing the MPA degree and wish to build additional

> Current and Emerging Instructional Technologies Curriculum Integration of Technology

Trends and Issues in Adult Education

competencies in their current field. Select nine credit hours from any of the courses

Environmental Management

listed below.



(Qa)





Connect to Registration



Vital Program Steps

Required Steps to KNOW for MPA Progra

Admission to Candidacy Form (Submit after 9 cr hrs...before



PA 6694 Internship Information (CLICK HERE)



Government Contracting Certificate Information (CLICK HER



PA 6699 Capstone Information CLICK HERE

Capstone Course Info





te to Troy Gaversity and the Master of Public Administration program. Your Faculty Advisor has successful in this program. If you have any questions, contact your MPA Faculty Advisor for program/ac administrative issues.

MPA Courses, Registration,

Schedules, & Catalogs

HERE!

ick

Capstone Course

Capstone Course

Internship Requirement

Need links to review MPA schedules, class sequence and register for your class ALL HERE in ONE PLACE

nnouncements rofessional Opps

Quad Orientatio

ly Faculty Advisor

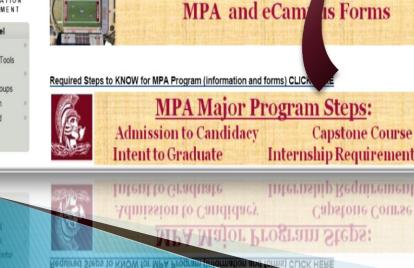
ibrary and Writing nportant Links Bb IM & tech Info

My Groups Dr. Dayna McDaniel

ORGANIZATION MANAGEMENT

Control Panel My Content Organization Tools Evaluation Users and Groups Customization Packages and Utilities

Help

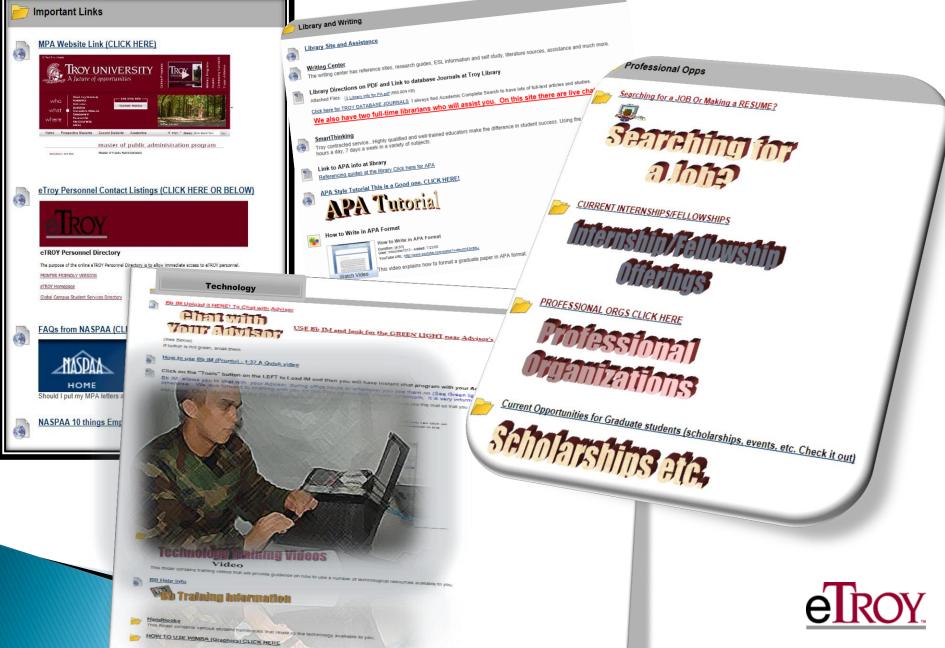


Need a MPA or eCampus Forms and Policies? CIICK HERE.

Display Important Details



Important Program Links



Building Block: Departmental website

- eQuad works best in concert w/ a departmental website
 - Catches new students sooner
 - Serves as repository for basic info (less updating link to website)
- E.g. MPA website
 - <u>http://www.troy.edu/graduateschool/mpa/admissi</u> <u>ons.html#tips</u>
 - Info re program, admissions, new student orientation, forms, schedule of classes
 - "Face to the world" vs. eQuad



More:

Challenges

- Maintenance of participants
- Advisor groups
- Useage?
- Incorporating alumni (can be Coursesite vs. CMS)
- For questions/handout:
- <u>tanderson@troy.edu</u> (Dr. Terry Anderson), <u>lwaldner@troy.edu</u> (Dr. Leora Waldner), <u>tlesteves@troy.edu</u> (Dr. Tammy Esteves), <u>dmcdaniel@troy.edu</u> (Dr. Dayna McDaniel)

