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
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
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

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

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

Advisement and Retention: What Really Matters?

- 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
Advise and Retention: What Really Matters?

- 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
Advisement and Retention: What Really Matters?

- 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."
Advisement and Retention: What Really Matters?

- 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
Advisement and Retention: What Really Matters?

- 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

  - Accreditation often drives advising programs
Advisement and Retention: What Really Matters?

  - 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 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

Welcome to MPA eQuad

Your one-stop for Many of Your Advising Needs!

As a graduate Advising Organization, your one-stop shop for everything you may need. Here, you will find your lists/schedule/sequence guidance, course registration links, upcoming MPA "live" webinar events and contact information. There are many useful web links connecting you to professional opportunities, MPA and eCampus forms, and your advisor's contact information and email address. To have a chat with your Faculty Advisor online, you need only download the Bb Instant Message (IM) program that allows 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 Chatting
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
   Speaker Series Forum (web seminars)
Advisor Hold “Live” Office Hours

See Advisor in realtime!

Email, call or meet in “live” online office hours!

“LIVE” CHAT With Students on Bb IM
Other Opportunities

MPA Speaker Series “LIVE” Event

Click Below on “Winbox” to View “Live” Speaker

MPA Speaker Series
T4-T2 2012

Term 4 2012 – April 24, 2012
Time: 12:30 p.m. Eastern Daylight Time Topic – Professional Ethics For Public Administrators: Searching for Ethical Competency
Presenter: Dr. Manfred Memme

Term 5 2012 – June 12, 2012
Time: To be announced Topic – Preparing for the Capstone Course
Presenters: Dr. Robert Abbey, Dr. Terry Anderson, and Dr. David R. Chelst
Brief Overview: The MPA Capstone course is the final class of the core courses to help prepare for work in the Capstone.

Term 1 2012, August 29, 2012
Time: To be announced Topic – Doctoral Program
Presenters: Dr. Lorea Walden & Dr. Kim Lottz
Brief Overview: This seminar will share strategies to help admission.
Advisor Contact Information

Who is my Student Services Counselor?

For Students assignments, you can click to see the list of Academic Advisors. (Your Faculty Advisor helps with which classes to take and questions of an academic nature)

Advisees can view Faculty Advisor contact and bio info

Faculty Advisors can click to see group of advisees
Welcome

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

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

MPA Courses, Registration, Schedules, & Catalogs

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

MPA and eCampus Forms

Required Steps to KNOW for MPA Program Information and forms) CLICK HERE.

MPA Major Program

Admission to Candidacy

Intent to Graduate

Frequently Asked Questions

Online and In Class Courses

MPA Course Lists & Concentrations

Recommended Course Sequence: In what order do I take courses?

Course Sequence

Register for Classes Click HERE to enter Trojan Express

Register?

Trojan Express Click Here!

Academic Calendar

Graduate Catalogs by Year (Remember to access your year of admission for your catalog)

FAQs on Drop/Add, Order Textbooks, Adaptive Needs, Disability Services (CLICK HERE)
**Recommended Course Sequence #1:**
For students starting with one class in first term

<table>
<thead>
<tr>
<th>Class #</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PA 6610, Foundations</td>
</tr>
<tr>
<td>2 &amp; 3</td>
<td>PA 6601, Research</td>
</tr>
<tr>
<td>4 &amp; 5</td>
<td>PA 6631, Program Evaluation, or PA 6662, Quant Methods, or PA 6603, Economics</td>
</tr>
<tr>
<td>6 &amp; 7</td>
<td>PA 6650, Governmental Budgeting</td>
</tr>
<tr>
<td>8 &amp; 9</td>
<td>PA 6622, Public Policy</td>
</tr>
<tr>
<td>10 &amp; 11</td>
<td>PA 6699, Capstone</td>
</tr>
<tr>
<td>12 &amp; 13</td>
<td>PA 6694, Internship (if required)</td>
</tr>
</tbody>
</table>

**Recommended Course Sequence #2:**
For students taking two classes per term

<table>
<thead>
<tr>
<th>Class #</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>PA 6610, Foundations</td>
</tr>
<tr>
<td>3 &amp; 4</td>
<td>PA 6601, Research</td>
</tr>
<tr>
<td>5 &amp; 6</td>
<td>PA 6647, Organizational Leadership in Government</td>
</tr>
<tr>
<td>7 &amp; 8</td>
<td>PA 6671, Research</td>
</tr>
<tr>
<td>9 &amp; 10</td>
<td>PA 6665, Economics of Health Care Management</td>
</tr>
<tr>
<td>11 &amp; 12</td>
<td>PA 6621, Public Policy</td>
</tr>
<tr>
<td>13</td>
<td>PA 6631, Program Evaluation, or PA 6603, Economics</td>
</tr>
</tbody>
</table>

**NOTE:** This recommended sequence is for MPA students taking classes online. If you are taking on-site courses or have transfer credits, consult your faculty advisor.
Linking to Program Website

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

- Classroom and Out of Class Courses
  - MPA Courses (a list of courses and concentrations courses) CLICK HERE
  - MPA Course Lists & Concentrations
- Recommended Course Sequence: In what order do I take courses?
- Register for Classes: CLICK HERE to enter Trojan Express
- Trojan Express: CLICK HERE
- Academic Calendar: Gives you important dates for each term and all other important dates to keep in mind
- Graduate Catalogs by Year (Remember to access year of admission for your catalog)
- Frequently Asked Questions

Master of Public Administration Program

The MPA degree curriculum consists of 12 courses including nine core courses and three elective courses from one concentration.

Required Core Courses (24 SH)
- PA 6011 Research Methods in Public Administration
- PA 6021 Foundations of Public Administration
- PA 6031 Theory of Organizations OR PA 5045 Organizational Behavior
- PA 6041 Public Policy Analysis
- PA 6051 Public Human Resource Management
- PA 6061 Governmental Budgeting and Financial Management
- PA 6071 Ethics in Public Administration
- PA 6081 Capstone in Public Administration

Students must select one of the following courses*: (3 SH)
- PA 6091 Quantitative Methods in Public Management
- PA 6101 Economics for Public Management
- PA 6111 Program Evaluation

Concentrations (9 hours)

Students must select one of the following concentrations and take three courses from one of the following concentrations:

1. Education
2. Environmental Management
3. Government Contracting
4. Healthcare Administration
5. Justice Administration
6. National Security Affairs
7. Nonprofit Management
9. Public Management
10. Public Administration

Education

The Education Concentration is designed for public administrators who have a background in education, are seeking the MPA degree and wish to build additional competencies in their current field. Select nine credit hours from any of the courses listed below:
- EDU 6693 Current and Emerging Instructional Technologies
- CI 6693 Curriculum Integration of Technology
- Studios and Issues in Adult Education
- PSY 5671 Psychological Foundations of the Adult Learner
- PSY 6602 Curriculum Development for Adult Education
- Environmental Management
Where are the Courses?

Take a two Weekend TROY MPA CLASS "In Class"!
VISIT Your favorite Cities, Network, and Enjoy an "in class course".
Location, location, location!

eTROY
Connect to Registration

Register for class
Vital Program Steps

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

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

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

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

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

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

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

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

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

Need links to review MPA schedules, class sequence and register for your class? ALL HERE in ONE PLACE -- CLICK HERE!
Display Important Details

Click

TROY UNIVERSITY
MPA INTERNSHIP GUIDELINES

Developed by the MPA Internship Committee:
Kristie Roberts, Ph.D., Chair and Dayna McDaniel, Ph.D.

Download video file: internship.wmv
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
  - [http://www.troy.edu/graduateschool/mpa/admissions.html#tips](http://www.troy.edu/graduateschool/mpa/admissions.html#tips)
  - Info re program, admissions, new student orientation, forms, schedule of classes
  - “Face to the world” vs. eQuad
More:

- Challenges
  - Maintenance of participants
  - Advisor groups
  - Usage?
  - Incorporating alumni (can be Coursesite vs. CMS)

- For questions/handout:
  - tanderson@troy.edu (Dr. Terry Anderson),
  - lwaldner@troy.edu (Dr. Leora Waldner),
  - tlesteves@troy.edu (Dr. Tammy Esteves),
  - dmcdaniel@troy.edu (Dr. Dayna McDaniel)