

Next Practices Episode 11

Katy Oliveira ([00:07](#)):

Welcome to Next Practices Data Informed Strategies to Shape the Future of Higher Ed. In each episode, you'll hear from transformational higher ed leaders on how they're tackling today's most pressing challenges to make a difference for their students and institutions. I'm your host, Katy Oliveira.

Julia Carlo ([00:28](#)):

And so as we dug into some of the data, we've looked at students who are in the bottom quartile didn't impact study on advising, and found that advising had the greatest impact on students in the bottom quarter. Even just those students that we see once are persisting at 14% higher rate than the students who, who aren't, they're recognizing that someone is reaching out to them and that someone cares, whereas before, they were getting no personal communication at all. And I think that's a huge testament to advising across the country that we have this impact. We have the capability of having an impact just by noticing that a student exists.

Katy Oliveira ([01:11](#)):

We have a special treat. I'm joined by a panel of guests, Landon Peterson, Director of Advising at Snow College. Julia Carlo, Executive Director of Advising at Northeastern State University, and Rob Friedhoff, VP of Customer Development at Civitas Learning joins us again. You can catch his first interview. In episode number seven, together we discuss how to use student success analytics to deliver the right support instead of the same support to students. We share ways to diversify student outreach and intervention to better serve students and maximize limited resources. And we talk about how to navigate the challenges and opportunities that come with change management. But before we dive in, take a moment to subscribe to the show to stay up to date on the latest creative data-informed approaches to student success.

([02:07](#)):

Welcome to Next Practices. Everyone. Thank you for taking time out of your busy schedule to share your experience and your wisdom on the show today. So today we're gonna center our conversation on how to tailor and personalize support that we're providing to our students, given their growing needs and our shrinking resources. So one emerging strategy that we hear a lot and have a lot of conversations around is how can we tailor support at scale? And, and one way of doing this that kind of keeps coming up is delivering the right support rather than the same support. So I wanna, before we dig into that topic, I wanna take a moment to give each of you a chance, since we have our first panel on the next Practices podcast, um, give everyone a chance to introduce yourself and also your role helping students succeed. I guess, Julia, if you wanna go first, that would be great.

Julia Carlo ([03:04](#)):

Sure. Well, thank you for having me. I'm the Executive Director of Advising testing and Transfer student services at Northeastern State University in Taliqua, Oklahoma. I oversee academic advising for undergraduate students on all three of our campuses. All of our campuses are, are within a one hour radius from each other. Uh, we have about 7,000 students. And our goal and our purpose in the last several years is adjusting the way that our advisors work to, like you said, deliver the right support instead of the same support.

Katy Oliveira ([03:39](#)):

Landon, if you wanna introduce yourself next, that would be great.

Landon Peterson ([03:42](#)):

You bet. So my name is Landon Peterson. I'm the director of advising at Snow College in Efram, Utah. We have two campuses, one in Ephram and one in Richfield, Utah. They're about an hour away from each other. And our goal, like Julia's, has been to try and get the right support to students when we have the

awesome opportunity to use the Civitas tools to tell us, you know, which students may be more at risk than others and things like that.

Katy Oliveira ([04:11](#)):

Fabulous. And Rob, if you'll give us a little bit of your background, Rob's been on the show before, if you haven't heard his episode on, on, it's in the first season, so check that out. I think it's episodes number six. And Rob, if you'll take a quick moment to reintroduce yourself to our audience or for those who hadn't had chance to listen to that episode yet. Sure.

Rob Friedhoff ([04:30](#)):

Katy, thanks for the opportunity to come on back to another podcast episode. Excited to be here. I serve as Vice President for Community Development here at Civitas Learning. And I like to say I've got the best job. I get to work with our folks around, uh, adoption usage and users on the campus and talk about strategies. I've got 20 years of higher education experience, most of it coming through the academic advising space and advising leadership. And then my previous role before joining Civitas was an AVP of Student Success.

Katy Oliveira ([05:00](#)):

Great. Thanks so much everyone for coming on and for telling us a little bit about yourself. Now let's begin to how we're actually, um, delivering that right support instead of the same support. I know that that can be really tricky, especially to do at scale, given the diversity of our student populations and all of the different demands on our time and also on our students time. I'd love for you, I think let's start with you Julia, just to keep, keep the ball rolling and then course Landon and Rob, feel free to interject as you see fit, but if you'll share with us how your team is at NSU is shifting from delivering same support to right support on your campus.

Julia Carlo ([05:40](#)):

We implemented the Civitas analytics tool several years ago, and we were using it probably not in the best way that we could. We were sending nudge campaigns and that was about it. And so as we dug into some of the data, we looked at students who were in the bottom quartile, didn't impact study on advising and found that advising had the greatest impact on students in the bottom quartile. And so we started looking at the students that we were actually seeing, and they were not in the bottom quartile. We have 21 ad academic advisors. And when we first did our initial analysis, we realized that eight of those advisors didn't see a single student in the bottom quartile. And that was really eye-opening to me as a, as an advising leader. But once we shared that with our team, it was eye-opening to them as well. So that's really where we started, is deciding not to be open door advisors where we just have our door open and say, Hey, come see me. We wanted to shift that message and spend a little bit more time reaching out to the students that we knew we could impact the most.

Katy Oliveira ([06:49](#)):

And that's so common. Anyone who's listening to the show you, you're probably getting sick of me saying this, but I used to run an advising office myself. I ran a first year advising office for several years. I had a team of eight advisors and that was our situation. You could make appointments, but we were open door advisors and, and I would often work with our advisors saying, Hey, we need to get these particular students in. But they felt really busy because their chairs were full and their students were coming in. And same thing, we found that the students who were coming in were those students who had skills to advocate for themselves to raise their hands, were sometimes our highest performing students. So it was least likely to leave the institution or to stop out of the college experience. And so that is so eye-opening when you can really see who you're actually seeing and help to tailor that outreach. I think we've got some data from our analysis of our customers, and Rob, correct me if I'm off the mark on this, but 30% or so of the bottom quartile, like 30% of students who really need the help, most aren't seen

that that's not who we're we're, we're usually not seeing them or they're not getting the support that they really need. And they're often the ones who really need the support most.

Rob Friedhoff ([07:57](#)):

And I wanna add just one point into this too, because I just think it's so interesting and Julie, I think it's great that you guys looked at that from, uh, even a total number of how many of your staff were not seeing that. What that tells me too is that that voice was completely void in that space. And so oftentimes people are coming to advisors and saying, Hey, what are you seeing? What are you hearing? How do we help some students? And if we are, we have eight in your case advisors that saw nobody in that bottom quartile, that entire voice of our student who is most at risk isn't even being surfaced
Katy Oliveira ([08:32](#)):

Despite the best, very best intentions. I wanna have an open door policy, I wanna be there to help the students who need help. And that's what I think it motivates all of us to go into advising. Right. Landon, what does, what does that shift look like at your institution?

Landon Peterson ([08:45](#)):

So we took a very similar approach in looking at the amount of impact we had on each group of students, each bucket. And when we looked at the high performers, our advisors were only lifting the students like about 1%. But those lower tier buckets, the very low, low and moderate, we were having an 11 to 12%. I'm not exactly sure what the number was, but it was in between there. And so we really wanted to try and focus on getting those students in and making sure that we could do the best that we could for our student body. And in fact, you know, I asked one of my advisors to just watch, she was a little reticent to uh, take this approach and she said, I, you know, I watched her a week and I really do only see high performers and you're telling me I'm a bad advisor, <laugh>. And I'm like, no, you're not a bad advisor, but we are not focusing the magic like advisors really have a huge impact on the students that need it the most.

Julia Carlo ([09:50](#)):

Yeah, and I like the way that you say the word magic, right? Because we all get into this for a reason. We have advisors who get into this a reason. We have advisors who've been here 18 years, we have advisors who've been here four days, but they all have the same purpose in that they want to work in a helping profession. And advising is a really good way to do that, to give someone the promise of education. And I know that Landon, you and I implemented it differently and you had those aha moments with some of your advisors and it took us a little bit longer, but ours have started to recognize the magic that they create as well.

Katy Oliveira ([10:29](#)):

Landon, in an earlier conversation, we talked about that finding, and I remember from our earlier conversation, 3% lift for your high performing students in up to a 20% lift for those lowest that bottom quartile student. I know sometimes going back I going back to the numbers, you're like, what were those numbers? But that helps your institution think about ways to diversify how you delivered advising to those students. So it wasn't that you were going to not serve those students, but that you're gonna look at how can we serve these different students with different needs differently. And, and one of the things that we had talked about was a move to group advising. Do you mind sharing a little bit about what that diversification of service looks like at Snow?

Landon Peterson ([11:18](#)):

Yeah, it wasn't an easy transition, but it has been really, really fruitful. We have had the opportunity to see more of those students that really need us because we've implemented group advising. And in fact this week one of my advisors was working with the department that she services and got the faculty there, got the students there, and they all worked together. And it was a really great event and opportunity for the students. And in fact, it's created such a synergy for between the department and us.

So they're able to advocate for that, help us that help the students. And it's, it's been really great. And then, you know, also the obvious, like if you can see 30 students in an hour, instead of saying two, you're creating more space for helping students that need you.

Katy Oliveira ([12:08](#)):

And has that been the case? Have your advisors found that they have more capacity to spend a little bit more time with the students who may need more intensive support by seeing 30 high performing students in an hour that opens up some space for other folks who might need a little more TLC?

Landon Peterson ([12:22](#)):

Oh yeah, for sure. You don't really think about it in the right way. At first you're like, well, why do I wanna send all these students that are hungry to see me out <laugh>? You know, like, why do we not wanna see them? But those are the students that respond to those events, right? So they're really interested in coming in and getting that event. When those students that are in our bottom quartile, they don't come to those events. So one-on-one seems to work much better for them.

Katy Oliveira ([12:52](#)):

Yeah, student engagement is tricky, right? I think oftentimes those students that we need to see the most can be the hardest to engage.

Rob Friedhoff ([12:59](#)):

One of the things that I wanted to draw attention to is a word that you use between advising teams and faculty, which is, and I think when there's that strong synergy between the advising team and the faculty side, the ultimate winner is the student. And, and so I would imagine in that, uh, experience, you were talking about this week related to the advising teams and the faculty working alongside one hazard that there were some wins for your advising teams from the perspective of faculty getting to understand a little bit more what you do, and then also even from, uh, your advising teams appreciating the support from the faculty. Can you talk more about that or if, if you saw any of that?

Landon Peterson ([13:36](#)):

Yeah, so I've, I will actually draw on a different example though. So we have an advisor that's dedicated solely to our student athletes and working with the athletic department, she said, we really need support for our student athletes, particularly one population. And so that discussion kind of percolated over six months. And then our ad finally said, okay, let's get somebody a part-time position to help you provide that right support to our student athletes. And over the course of a year, my advisor Kelly and her specialist is what we call 'em, Maya, have increased that population's GPA by 0.5%. It's like almost half a point. You can't underestimate your stakeholders. Like if you just go and you talk to your stakeholders and say, Hey, this is so important and these are the data points that can help you understand why, then you can really get some movement that way.

Katy Oliveira ([14:38](#)):

So I know that moving to this approach to student success and advising is change management and that change management can be really tricky and it can, its wins and it can have its bumps in the road. Julia, how did you approach making this change on your campus and how has that evolved over time?

Julia Carlo ([15:01](#)):

Well, it's definitely been a journey. I know that Landon and I approached it very differently where we kind of implemented it gradually. And I'm saying gradually because we started the implementation in spring of 2021 and full implementation didn't happen until fall of 22. And we had some growing pains. You know, we started with people who really wanted to try and we sent them periodic Excel spreadsheets of their students that were in the bottom quartile and said, have at it, go find a way to get these students in your office. That summer after spring of 2021, we found out from those advisors that it was a disaster. It was really hard for them to keep up with. They needed something that was more

periodic, more regular. And so that's really when we sat down with all of the advisors, we showed them the, the data, we tried to generate some more excitement over the possibility of outreach.

[\(15:57\)](#):

Um, and then that was also when we set the expectation that we were gonna move to the type of right support to the students in our bottom quartile by fall of 2022. So if they weren't on board in summer of 21, that was fine, but they needed to get there by fall of 22, fall of 21, we streamlined the, the list. So they had an updated list every single week. We created a dashboard, they, so they could see where they were hitting their mark. We set an expectation of trying to get 60% of their bottom quartile students to have at least one appointment a semester with them and said, go try and do your own thing. Several of them were very, very successful. They got creative, they invited students to their office and would give them a prize, whether it was a NSU scarf or an NSU tie.

[\(16:47\)](#):

And then we partnered with career services so they could get a professional headshot for LinkedIn. So some advisors were much more successful and more creative than others. Some would give away swag if their college had anything in the closet to share with students. But then in spring of 2021, we ended up with about 70, 80% adoption. But we set aside a time, about two hours, and we said to our staff, create an outreach plan a week by week outreach plan. We're gonna give you an hour to do it on your own, and then we're gonna put you in small groups by college. So our advisors are divided by college. And so share with your, your colleagues and develop a plan that works both for you individually and that works for your college. And so some advisors, they send out a, a meme that's pretty humorous, I'm related to the college experience and others are like, that's not who I am.

[\(17:47\)](#):

I do not send memes. My students are gonna think I'm weird. And so we told 'em they didn't have to do that. They could make a phone call, they could text a student, whatever fit their, their advising style, but we asked 'em to get creative. Some of 'em figured out that blocking the same time for phone calls every week doesn't work because that student works at the same time every week. And so they're not going to answer the phone. And so there were some growing pains with that, but by fall 22, everybody was on board. We have a hundred percent participation. Um, we had a couple vacant positions, so I would say we had about 80% actual adoption because we had some vacant positions. But we had an advisor, we just celebrated her success for fall of 22. She saw 88% of her students in the bottom quartile at least once and 59% of her students twice. And so that's huge, um, across the board. And so it's taken time, but I think it was really important to celebrate those successes along the way.

Katy Oliveira [\(18:52\)](#):

It's interesting how we're creatures of habit and I think advisors, especially, you get into a rhythm. We have different styles and we have different approaches and we so desperately are helpers and we wanna make sure we're helping every single student that every student has access to us. And so I think you mentioned this earlier, and I know Rob, you and I have talked about this loads of times, but diversifying our approach can feel like we're letting down a certain portion of our caseloads. Or if you're not in a caseload set up, then you know, portion of the students that you're serving and are available there to serve. But it's interesting how when we can do it gradually, we can kind of see how it pays off and we can expand upon those things. We can start simply and and grow from there. Rob, did you have anything to add? You looked like you might, you might wanna share something there.

Rob Friedhoff [\(19:38\)](#):

Well, I, I think the thing I was thinking about there is that it's not that we're ignoring the student need. We're prioritizing how much of a need we're able to meet. And so for the students that are at the very high or high likelihood, it's a lighter lift. So we're still gonna have conversation, we're still going to

engage, but we're going to prioritize those students that actually need the assistance. And without that assistance, they're at a very high risk of not coming back to the campus. And Katy, it reminds me of the article with our friends out at Utah State and the advisor there that maybe you can share a little bit of that story, but not only do we get to the students, sometimes when we're doing the prioritization, we can get to those students earlier, which then creates more bandwidth throughout the course of the semester. And so I know used to teams, we don't have these peaks and valleys where we're crazy busy and then we're doing another peak up and another peak down. And if we can have that prioritization on who needs it early, we can really kinda have a more comfortable semester as an advisor while being very effective with our overall caseload.

Katy Oliveira ([20:47](#)):

Yeah, feast or famine was the way I used to talk to my, my team about it. And it would be really hard to motivate students to come in and not registration time, right? Those early parts of the semester and, and later parts of the semester where we really had talk about more academic support type work, this particular story advisor out of Utah State University reported that having visibility in the needs of her students and, and being able to do some of this more tailored outreach to those students who are in more vulnerable position needed a little bit more support throughout the semester, she was able to sort of offset and get those students in earlier and start conversations earlier so that when we came to those peak registration periods, you had to, you still can maintain a normal eight to five and know that there was nothing on fire and leave at a regular time and not be in that like fight or flight like feast or famine, like one after the other students just getting that transactional advising that it's with space to be able to provide the guidance around registration that the students are coming for, but to also provide those deeper touch points about how are you doing, how are you connected, what resources can we get you connected with, how are your classes going?

([22:00](#)):

Those kinds of things to help the students to succeed and to connect to the institution as well. I think that makes a big difference when you can kind of redistribute almost your, your workflow for the semester.

Rob Friedhoff ([22:13](#)):

Yeah. And that's actually, I'm curious Julia and Landon, I'm watching your responses to the conversation and I'm seeing a lot of head nods. So I'm curious if you've maybe got into some conversations with your advisors about the approach that we're talking about today and how maybe that's changed their workflow or how that's maybe allowed them to be more efficient or to create a little bit more bandwidth than what they had previously.

Julia Carlo ([22:37](#)):

I think from our perspective, our advisors now see something as a goal, whereas before we didn't really have a set standard of you have to see this percentage of your advisees every semester. It was just open your door and let the students come in. And who you see is who you see. And we were busy all the time, you know, we've talked about that as being open to our advisors and well, for some of our advisors, I don't think that they would say it's lessened their load or lessened their, the amount of work that they have to do, except for the fact that they don't have to do this outreach to all of their students, right? They can send a one-off email to all their students and, and they'll get some responses from those, but it's allowed them a sense of purpose where they really feel like I'm making an impact on students who really needed me. And because they've been able to see the results, it keeps them motivated for future semesters

Landon Peterson ([23:38](#)):

For sure. We, we also talk weekly about have we seen our low and moderate students, like in our staff and we get more intrusive as like we get past census and then move toward midterm. Um, so it starts

like with an email and then it's a text and then it's uh, hey, you may go find this student someplace. Um, and so it's, it's been really helpful. And I think ju Julia hit on something that's really important is those times where it is like a famine and you don't have a purpose, it can get kind of discouraging, right? And so having the opportunity to kind of spread things out over the semester and seeing some students and even leverage the powerful predictors in Illume like we've been focusing on the days before terms start, the students enroll because that seems to be consistently a flag for us. So when we get started after census, those are the two things that we're focusing on. It's because those are the students that are most at risk.

Katy Oliveira ([24:41](#)):

And for context, for those of you who might not be familiar with the capabilities of the Civitas Learning platform, it does have the functionality of being able to surface the most powerful predictors of persistence by student group. And that's unique to your particular institution. It's institution specific, unique to different student groups to allow you to know what are the factors that lead to success. And it gives you an opportunity to see opportunities to intervene earlier. And so in this case, I know if, if you'll talk a little bit more about the intervention that that inspired being able to see how when students register impacts their success allowed your team to take actions tailored to that particular population of students.

Landon Peterson ([25:26](#)):

Yeah, so we did a lot of messaging to those students. So like our cutoff was like 52 days. So if a student registered less than 52 days before the terms start, we automatically knew that they were less likely to persist with us. And so we were giving them resources, we were giving them payment plan information because we noticed that these students also tended to end up on our drop list because they hadn't paid yet. And so, yeah, there's a lot of opportunities and it's kind of simple things that you can bring together just by looking at a couple of those things and saying, oh yeah, these guys didn't do X because maybe they didn't know.

Katy Oliveira ([26:07](#)):

Yeah, that's huge. This podcast is brought to you by Civitas Learning. Civitas Learning empowers colleges and universities to achieve transformative levels of student success to reshape higher education for decades to come. Civitas Learning's student impact platform brings institutional data together for a clearer picture of each student and situation, equipping institutions to take data-informed action and lead with a new purpose to impact student success, ready to help students succeed every day. Visit civitaslearning.com to get started.

([26:48](#)):

I wanna transition a little bit about what have been the impacts that you've seen and I think, and and the differences that you've seen since shifting to this approach. And I think that these differences can absolutely be impacts on student success and especially, you know, the big, the big metrics for assistance, retention, graduation, but they can also be things like student engagement. I know Julia, in a, in a previous conversation we talked about how moving to this increased student engagement amongst some of these populations that you hadn't always had opportunities to engage with. And, and, and I know too, another outcome of of, of shifting can be opening up capacity and, and you've hinted at already the impacts on your advising teams as well and feeling like they have purpose, feeling like they're making a difference for the students who need the most support. So I'm curious, Landon, if you wanna start us off this time, what have been impacts on the differences that you've seen since making this transition?

Landon Peterson ([27:47](#)):

Yeah. Well we've seen a lot. Like we've been able to see students that we've never seen before. We've had students say, Hey, like, I didn't even know where to go. Thank you so much for finding us. It's been a

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really big change for those students. We've also seen a good retention increase from fall to fall just by making these simple changes. Our fall to fall retention increase was 12%. That's a big deal.

Rob Friedhoff (28:12):

Massive. Congratulations on that, Landon. I had not heard that number. So, uh, well done. Good work. Landon Peterson (28:16):

Yeah, it was the, it was the magic I some sneak in here. <laugh>.

Rob Friedhoff (28:19):

Okay. You're holding it, you're just, just pausing for the perfect time to drop that big news, Katy Oliveira (28:25):

<laugh>. Well, I know in advising we always have a goal of hitting retention and getting 1% lift was a cause for celebration, so that's huge.

Landon Peterson (28:33):

For sure. Yeah, we're really excited about it and we're excited to see what else we can do because we really have only scratched the surface of reaching these students and making a difference for them. We can become way more sophisticated about how we reach out when we reach out, all sorts of things like we're just getting started.

Katy Oliveira (28:54):

Julia, what has the impact been at NSU?

Julia Carlo (28:57):

Well, it's pretty exciting. We don't have a 12% overall increase, but, you know, sorry. It's okay. <laugh>

Rob Friedhoff (29:03):

<laugh>.

Julia Carlo (29:04):

The friendly competition is on <laugh>.

Rob Friedhoff (29:07):

Yeah. All right. I like it.

Julia Carlo (29:09):

But we've seen some really good successes with our bottom quartile students as a whole. So when we first started this outreach back in spring of 21, the students that were in the bottom quartile were persisting from semester to semester, less than 50%. And we've seen, uh, just this past fall, our overall persistence for the students in that bottom quartile has jumped to 64%. But those that have seen an advisor have persisted at a 78%. And so even just those students that we see once that we saw once in the fall semester are persisting at 14% higher rate than the students who, who aren't. And it's just fantastic to see that even the students who aren't seeing, they're recognizing that someone is reaching out to them and that someone cares. Whereas before they were getting no personal communication at all. And I think that's a huge testament to advising across the country. You know, that, that we have this impact, we have the capability of having an impact just by noticing that a student exists.

Rob Friedhoff (30:15):

That's actually exactly where my brain went. I'm sitting here thinking, man, talk about a shot in the arm for academic advisors on your campus when you can say, Hey, listen, one interaction in your office, Made 14% of a difference for our students who are most vulnerable. And, and then you're taking this time in this effort to say, Hey, let's spend more time with this group. And, and you've said it a couple of times and I couldn't agree more. Advisors are some of the most fantastic people in the whole wide world, and they wanna have impact and they wanna make a difference. And so you've got this data now that actually supports these efforts that you're doing, which has to be so helpful for you as an advising leader.

And I would also imagine maybe it helps you a little bit when you're advocating for your advisors to other folks on your campus so that you're able to take that data out and say, Hey, this is what we're doing with our bottom quartile one advising interactions doing this. Imagine if we can make this more of a kinda culture change, full, full stop, kinda at the institution, uh, what we can do.

Julia Carlo (31:18):

Yeah. And it's a great opportunity to be able to share across campus and with our institutional leadership. And I know Landon, you've had some really good success with that as well, but I think it's really important that we continue to share. I mean, one of the things that we've done is starting to engage faculty. We've involved faculty in the outreach and we don't have a full fledged, you know, faculty outreach plan, but our advisors have developed relationships with faculty through this work because they'll, they'll utilize them to leverage those appointments and say, Hey, I haven't seen this student, I need to meet with them. Have they been attending your class? And that in and of itself is a simple introduction from an advisor to a faculty member that shows that the advisor cares about a student in their class. And that creates the relationship between faculty and advisor too. And those are, those are integral for success as well.

Katy Oliveira (32:12):

That was a perfect segue, Julia, to my final question is what are the key recommendations you'd give others who are looking to implement this kind of shift in approach on at their institutions? Do you have some recommendations or, or first steps or lessons learned that, that you'd like to share out with others?

Julia Carlo (32:33):

Landon, you wanna jump in on this one first? <laugh>? Sure.

Landon Peterson (32:38):

I think the best thing that you can do is get some data and start to tell that story, right? Because without a story you can say, Hey, here's the number, but that story, especially if you can say, this is the student that came and this is what happened, is so much more powerful than just saying, Hey, here's a number. And that's what we found. Especially like working with faculty with different departments, with leadership to try and advocate for more positions or more resources to try a program out like we we did with peer mentoring or with these support specialists. It's just been awesome to have the advisors, I like my team, I can't thank them enough. They're amazing. They are just go-getters and they're willing to go and have those conversations and build those bridges that allow us to do more for students than we could before.

Rob Friedhoff (33:33):

May I just wanna make one quick comment about that. 14% and you talk about story. How awesome would it be to even get a couple of those folks that were in that bottom quartile, Julia, who had that very meaningful interaction with an advisor to actually be able to share what was that allowed them to be successful? Because that's where advisors excel, right? They excel in asking these very humanistic, relational kinds of questions where you go, okay, we may have seen something in LMS change, or we may have seen some kind of behavior that the system picked up, but the reality was is you all have trained advisors and created a philosophy around advising to get to the heart of the story that then allows you to wrap some services that allows that 14% or that 12% to happen. And that's what's fun, I think, in the advising world, is knowing that you had an opportunity to, to help somebody get connected to a resource that already existed on the campus, but like you said, landed so many times they didn't know it even existed.

Julia Carlo (34:32):

And I would say also one of the lessons we learned is really just leverage and celebrate those that are doing the work. To your point, Rob, we actually had an opportunity last fall in new faculty orientation to talk about our work and the importance of developing relationships with students. And we brought an

advisor who'd had some really good success to speak to faculty about the work that she, she does that puts advising in a place where we are integral to the institution, not because we're building schedules, but because we're building relationships and continuing to celebrate those, even among our own team, anyone who's resistant, there's, there's data and there are student stories and human stories that no one can argue with.

Katy Oliveira ([35:19](#)):

I just got goosebumps when you said we're not just building schedules, we're building relationships. It's like the new NACADA slogan, <laugh>. I think one thing too, just as a person who gets an eagle eye and gets to see how these things play out across a lot of institutions in my position, talking to folks who are doing this work day in and day out, I think there's a bit of a formula that you guys have implemented that maybe you can't see. And the, and the ingredients and the the inputs that you're putting into that formula are, are different, different institutions and, and that should be the case. But I'm seeing, uh, flow and Rob and I are always kind of talking about like, what is, what are people doing that's helping them to succeed? And, and what I am, what I'm observing is that there's, in a strategic approach, you're using student success analytics and data to, to understand what's happening on your campus for your specific institution.

([36:11](#)):

And you're considering that in your strategic planning and decision making, and then you're settling on one really small simple intervention that you can do to get started to make an impact. And you're, you're testing that and you're implementing that and you're building collaborative relationships. You're organizing your campus, your teams around that particular, that particular initiative. And then you're seeing, well, how did it go? You know, you're using data to assess and measure that, to see how it went, what the impacts were, and then you're fine-tuning that and, and adjusting and then expanding based on the lessons learned to the next thing. And, and like you were saying, Landon, you've just scratched the surface and now that you've got this piece down, you can expand to the next step. And I think that is emerging more and more in folks who are doing this work and doing this work well as the secret sauce, if you will, of what's really making a difference. Do you think that's a, a fair assessment of sort of the, the process that you're, you're moving through day in, day out to, to figure this thing out?

Landon Peterson ([37:16](#)):

You may be making me sound smarter than I actually am. <laugh>, but Yeah. <laugh>, but yeah, I mean, for sure we're trying to just find the things that work for students and help them get what they need, right? And like, you do have to understand the campus, the ecosystem, the culture and where students run into those snags, right? And the data is part of telling that story about here is where the students experiencing a problem.

Julia Carlo ([37:46](#)):

And I'll piggyback on that because I do wanna say that the data's vitally important, right? It helps to us determine what we do, but it's the people that do the work, and I think I will echo Landon, is that you have to have an awesome advising team in order to have these successes that we've had. Um, our, our team's great. And Landon's has to be as well for all of the work and the change that's happening on our campuses.

Katy Oliveira ([38:12](#)):

Yeah, the, the analytics signals, the tools and the patterns, but the advising team, they're the, the humans having the conversation and digging deep and caring about the students and showing that we see you, the power of being seen alone is so powerful. And, and that's the important work that really great advising teams are doing. Rob, did you wanna contribute anything to that piece?

Rob Friedhoff ([38:34](#)):

I would just say, and I'm saying this to Landon and Julia, but I'm also saying this to other advising leaders across the country that are doing similar work is that we've never, I shouldn't say never, but in the last 10 years we've had plenty of data. And the difference is, is that there's actionable data that gets to your advising teams, but your leadership is helping them to understand too how to actually take action on the actionable data, right? So you're creating environments where you are learning from the data, but I would imagine you're also training and saying, Hey, when we see a student who has very low, lower, moderate, and we get 'em into the office, here's how we can also look at all this data that's in the system available to you to deepen a conversation, right? So you're not just giving 'em, I'm guessing you're not just giving them the data and said, Hey, good luck.

[\(39:28\)](#):

You're actually talking about, all right, we have access to this. Now that we have access to it, how do we actually deepen that advising conversation? And I know from conversations that I have with leaders across the country, that's what they're doing. And I'm confident I, I know you well enough now after a couple interactions that likely you're also creating an environment giving more than just here's what it is and going to the next step, which is, and here's how we use it in a day out, day in, day out way to impact the depth of the advising conversation.

Katy Oliveira [\(39:58\)](#):

We've covered a lot of ground. Thank you all so much for coming on the show and sharing your experience and your wisdom. I really appreciate your time.

[\(40:05\)](#):

Thanks Katy.

[\(40:07\)](#):

Thank you.

Rob Friedhoff [\(40:08\)](#):

Happy to be here.

Katy Oliveira [\(40:12\)](#):

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