**How could you use the PAR scores in advising to improve retention?**

- Advisors' access to data
  - Exploring application of data to student advises
- Realign curriculum: look at class times / days; sequence
- Communication between stakeholders and knowing our demographics to best advise students
- Resources: negotiating for money, human resources, data for grants

**Specifically, at the program / course level?**

- **Identifying Target Areas**
  - Help ID outlier courses and set up possible sources of support (eg. tutoring, sl mentoring)
    - Target support for specific courses based on data (realign tutorial; support) supplemental instruction strategy
  - ID at-risk students ideally prior to first year using HS data and as early as possible systematically across different programs
  - Use program/course level data to discern which ones trigger the need for interventions of advisements to those programs/courses
  - Identify high fail courses in programs to make curricular changes and create (additional) support services
    - Not have most difficult courses first
  - Identify high success courses for freshmen to encourage enrollment and / or development of more courses
  - ID gateway / bottleneck courses
  - Use data to support students / programs needing extra support with money and resources (not just high performing program / course)
    - Beneficial for grant applications
  - Struggles with classes based on sport play (look at that data)

- **Score Variables**
  - Instructors may also impact course, so not just advising interventions - How to rule out other possible variables not included in score?
  - Reorganize stuff based on PAR scores and other variables that help predict risk
  - Need to integrate PAR data with affective / non-cognitive factors not measured in PAR score

- **Providing Information**
  - Program orientation to tell students of the “challenging” courses to prepare for, and the resources available to help them
  - Include in STAR Narrative and reflected in STAR Pathway
  - Course prep / sequencing
  - Discuss with instructors
The more advisor knows about content, the better they can communicate / advise

- Other Applications
  - Students
    - Advocate students with program directors / deans
    - Student success groups and peer mentoring programs
  - Courses
    - Supplemental Instruction (SI) for identified courses
    - Incorporate cultural pedagogy and PD opportunities
    - Mandatory SD (student development) courses to improve retention
    - Content specific to course/program (math and eng. for programs)
  - CC to 4 yr. comparison
  - Realign curriculum
  - Advisors
    - Advisors available during times when instructor might not be
    - Sure about career choice and ed goal were seen by peers and students, not sure seen by advisor
    - Collaborative advising between advisor, instructors, and students

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Specifically, at the student level?

- Advising Techniques
  - Consider / explore other “better / if (it)” major / professions
  - Prescriptive advising
  - Case management (Starfish)
  - Connect students with resources
  - Personalized interventions
  - Specific referrals

- Identifying Target Areas
  - Use PAR scores to ID groups of students who need interventions without stigmatizing them
    - At-risk students
      - Identify risk factors for different demographics (i.e. gender, class standing, race, age, etc.)
  - Limit the caseload to those with highest risk factors
  - Individual risk factors rather than overall score
  - Need scholarships and financial support
  - Online students performing at lower rate (more online advising via skype / scopia)
    - Demographics on who does well in different programs

- Use in advising:
  - Determine length of appt.
- Proper class selection
  - Class time offerings
- Determine need for support and supplemental services (eg. tutoring)
- Career and major exploration
- Course sequencing
- Encourage students to blend challenging and high success courses
- Use demographics to determine course success and program success