



Higher Education
Quality Council
of Ontario

An agency of the Government of Ontario

Academic Advising: Measuring the Effects of “Proactive” Interventions on Student Outcomes Appendix

Ross Finnie, Tim Fricker, Eda Bozkurt,
Wayne Poirier, Dejan Pavlic, Megan Pratt



Published by

The Higher Education Quality Council of Ontario

1 Yonge Street, Suite 2402
Toronto, ON Canada, M5E 1E5

Phone: (416) 212-3893
Fax: (416) 212-3899
Web: www.heqco.ca
E-mail: info@heqco.ca

Cite this publication in the following format:

Finnie, R., Fricker, T., Bozkurt, E., Poirier, W., Pavlic, D., Pratt, M. (2017) *Academic Advising: Measuring the Effects of “Proactive” Interventions on Student Outcomes Appendix*. Toronto: Higher Education Quality Council of Ontario.



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Appendix A

Table A.1: Comparison of Distributions Between Control and Treatment Groups¹

Variable	Control (%)	Difference in means compared to the control group			
		Group Advising		One-to-one Advising	
		Diff.	s.e.	Diff.	s.e.
School					
Building and Construction Sciences	5.9	0.1	0.8	0.3	0.9
Chemical and Environmental	4.4	1.5*	0.8	0.4	0.8
Comp. Science and Information Tech.	6.3	-0.4	0.9	0.2	0.9
Electrotechnology	2.8	0.1	0.6	-0.1	0.6
Engineering Technology Preparatory	1.2	-0.6**	0.3	-0.4	0.3
Graduate Studies (Business)	2.3	0.3	0.5	-0.3	0.5
Human Services	12.4	1.1	1.2	1.9	1.2
Interdisciplinary Studies	9.3	-0.4	1.0	0.8	1.1
Justice and Wellness Studies	17.2	0.8	1.3	-0.9	1.4
Management Studies	15.2	-1.0	1.3	-0.1	1.3
Mechanical and Industrial Technology	5.5	-1.1	0.8	-0.5	0.8
Media and Entertainment	11.0	-0.8	1.1	-2.4**	1.1
Office Administration Studies	4.1	0.6	0.7	0.8	0.7
Skilled Trades	2.2	-0.1	0.5	0.3	0.5
Credential					
Diploma	53.6	1.3	1.8	-1.9	1.8
Advanced Diploma	27.0	0.2	1.6	1.1	1.6
Certificate	13.3	-1.5	1.2	1.3	1.2
Graduate Certificate	6.1	-0.1	0.8	-0.6	0.8
Gender					
Male	52.6	-3.1*	1.8	-2.4	1.8
Female	47.4	3.1*	1.8	2.4	1.8
Regional Status					
Rural	10.0	1.0	1.1	1.5	1.1
Urban	89.5	-1.2	1.1	-1.9	1.1
International	0.4	0.2	0.3	0.3	0.3
At Risk: Career Clarity					
No	76.4	-1.9	1.5	-2.1	1.6
Yes	5.8	1.0	0.9	0.3	0.9
Missing	17.8	0.8	1.4	1.9	1.4

Table A.1 (continued)						
Variable		Control (%)	Difference in means compared to the control group			
			Group Advising		One-to-one Advising	
			Diff.	s.e.	Diff.	s.e.
At Risk: Transition						
	No	69.2	-1.9	1.7	-2.9*	1.7
	Yes	12.9	0.9	1.2	0.6	1.2
	Missing	17.9	1.0	1.4	2.3	1.4
At Risk: Work over 15 hours						
	No	33.6	2.3	1.7	0.2	1.7
	Yes	35.5	-1.1	1.7	-1.4	1.7
	Missing	30.9	-1.1	1.6	1.2	1.7
At Risk: Confidence						
	No	54.7	-3.2*	1.8	-0.8	1.8
	Yes	28.4	2.3	1.6	-1.4	1.6
	Missing	16.9	0.9	1.4	2.2	1.4
At Risk: Educational Commitment						
	No	78.1	-1.3	1.5	-3.1**	1.5
	Yes	2.4	0.1	0.6	0.7	0.6
	Missing	19.5	1.2	1.4	2.5*	1.5
Age						
	Below 18	6.1	-0.6	0.8	-0.2	0.8
	18	23.7	-0.9	1.5	1.6	1.5
	19	21.5	0.5	1.4	-2.1	1.5
	20-22	27.6	1.5	1.6	0.4	1.6
	23-26	12.3	0.4	1.2	0.6	1.2
	27 and above	8.8	-0.8	1.0	-0.2	1.0
Reading Assessment Score						
	1	11.4	-2.3**	1.1	-1.3	1.1
	2	10.9	-0.9	1.1	-0.6	1.1
	3	8.9	0.8	1.0	-0.4	1.0
	4	10.8	-0.7	1.1	-0.9	1.1
	5	8.5	1.4	1.0	1.1	1.0
	6	9.3	-0.4	1.0	0.5	1.0
	7	9.1	1.2	1.1	1.1	1.1
	8	9.6	-0.8	1.0	-0.5	1.0
	Missing	21.4	1.7	1.5	1.1	1.5

Table A.1 (continued)

Variable	Control (%)	Difference in means compared to the control group				
		Group Advising		One-to-one Advising		
		Diff.	s.e.	Diff.	s.e.	
Writing Assessment Score						
Below median	55.5	-0.8	1.8	0.2	1.8	
Above median	22.6	-1.0	1.5	-1.7	1.5	
Missing	21.8	1.7	1.5	1.5	1.5	
Math Assessment Score						
1	5.3	0.4	0.8	0.5	0.8	
2	6.0	0.5	0.9	-0.2	0.9	
3	5.9	-1.1	0.8	-0.8	0.8	
4	6.0	-0.4	0.8	0.0	0.8	
5	5.1	-0.6	0.8	0.1	0.8	
6	4.8	0.9	0.8	0.0	0.8	
7	5.5	-0.2	0.8	-0.2	0.8	
8	4.5	-0.5	0.7	0.0	0.7	
Missing	56.9	1.1	1.8	0.6	1.8	
High School Average						
F	0.2	-0.1	0.1	-0.2	0.1	
D	0.6	-0.1	0.2	-0.1	0.3	
D plus	2.3	0.3	0.5	-0.1	0.5	
C	7.9	-0.6	1.0	0.3	1.0	
C plus	16.6	0.4	1.3	-0.5	1.3	
B	20.3	1.3	1.4	1.3	1.5	
B plus	18.8	0.7	1.4	0.9	1.4	
A minus	12.1	-1.3	1.1	-1.6	1.1	
A	4.1	0.7	0.7	0.3	0.7	
A plus	1.3	-0.2	0.4	-0.4	0.4	
Missing	15.9	-1.2	1.3	0.2	1.3	

¹ Superscripts ** and * denote statistical significance at 5% and 10% levels.

Table A.2: Intention-to-treat Effects on One-term and One-year Leaving Rates¹						
	Full sample		Males		Females	
	No controls	All controls ²	No controls	All controls	No controls	All controls
One-term leaving rates						
Control Group Mean	0.160		0.188		0.128	
Group Advising Difference	-0.025** (0.013)	-0.025** (0.012)	-0.040** (0.019)	-0.039** (0.018)	-0.007 (0.017)	-0.007 (0.017)
One-to-one Advising Difference	-0.014 (0.013)	-0.013 (0.013)	-0.044** (0.019)	-0.040** (0.018)	0.019 (0.018)	0.014 (0.018)
Test for Equality of Group and One-to-one Effects (p-value)	0.368	0.343	0.812	0.917	0.126	0.222
Observations	4687	4687	2382	2382	2305	2305
One-year leaving rates						
Control Group Mean	0.312		0.357		0.261	
Group Advising Difference	-0.024 (0.016)	-0.024 (0.016)	-0.049** (0.023)	-0.049** (0.023)	0.006 (0.022)	-0.000 (0.021)
One-to-one Advising Difference	-0.006 (0.017)	-0.007 (0.016)	-0.043* (0.024)	-0.040* (0.023)	0.036 (0.023)	0.021 (0.023)
Test for Equality of Group and One-to-one Effects (p-value)	0.278	0.279	0.816	0.662	0.195	0.342
Observations	4686	4686	2381	2381	2305	2305

¹ Standard errors are given in parentheses. Superscripts ***, ** and * denote statistical significance at 1%, 5% and 10% levels.

² Control variables include school, credential, gender, regional status, student survey variables (career clarity, transition, confidence, educational commitment, work over 15 hours, age, assessment scores (reading, math, writing), and high school average).

Table A.3: Intention-to-treat Effects on One-term and One-year Leaving Rates by Student Readiness Classifications¹

	Full sample			Males			Females		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
One-term leaving rates									
Control Group Mean	0.101	0.154	0.224	0.096	0.199	0.251	0.106	0.1	0.187
Group Advising Difference	-0.020 (0.018)	-0.004 (0.022)	-0.048* (0.025)	-0.024 (0.026)	-0.028 (0.033)	-0.045 (0.035)	-0.016 (0.024)	0.034 (0.028)	-0.035 (0.037)
One-to-one Advising Difference	-0.012 (0.018)	-0.017 (0.022)	-0.001 (0.026)	-0.035 (0.026)	-0.044 (0.033)	-0.017 (0.035)	0.014 (0.027)	0.019 (0.029)	0.011 (0.039)
Test for Equality of Group and One-to-one Effects (p-value)	0.640	0.520	0.061	0.650	0.629	0.418	0.233	0.622	0.227
Observations	1563	1562	1562	713	786	883	850	776	679
One-year leaving rates									
Control Group Mean	0.206	0.293	0.44	0.264	0.335	0.482	0.154	0.251	0.378
Group Advising Difference	-0.049* (0.026)	0.010 (0.030)	-0.008 (0.033)	-0.098** (0.041)	0.007 (0.048)	-0.039 (0.045)	-0.016 (0.033)	0.013 (0.040)	0.027 (0.053)
One-to-one Advising Difference	-0.028 (0.026)	-0.007 (0.031)	0.009 (0.034)	-0.066 (0.042)	-0.045 (0.046)	-0.021 (0.047)	-0.011 (0.035)	0.035 (0.045)	0.036 (0.054)
Test for Equality of Group and One-to-one Effects (p-value)	0.402	0.611	0.629	0.408	0.297	0.699	0.885	0.631	0.862
Observations	1292	1291	1293	620	613	748	672	678	545

¹ Standard errors are given in parentheses. Superscripts ***, ** and * denote statistical significance at 1%, 5% and 10% levels.

² Control variables include school, credential, gender, regional status, student survey variables (career clarity, transition, confidence, educational commitment, work over 15 hours, age, assessment scores (reading, math, writing), and high school average.

Table A.4: Intention-to-treat Effects on One-term and One-Year Advising Participation Rates¹

	Full Sample		Males		Females	
	No controls	All controls ²	No controls	All controls	No controls	All controls
One-term advising participation						
Control Group Mean	0.117		0.101		0.134	
Group Advising Difference	0.014 (0.012)	0.011 (0.011)	-0.011 (0.015)	-0.013 (0.015)	0.037** (0.018)	0.034* (0.018)
One-to-one Advising Difference	0.008 (0.012)	0.007 (0.012)	0.002 (0.015)	0.002 (0.015)	0.013 (0.018)	0.010 (0.018)
Test for Equality of Group and One-to-one Effects (p-value)	0.611	0.732	0.384	0.323	0.190	0.184
Observations	4715	4715	2392	2392	2323	2323
One-year advising participation						
Control Group Mean	0.258		0.236		0.282	
Group Advising Difference	0.026* (0.016)	0.024 (0.015)	0.017 (0.021)	0.020 (0.021)	0.033 (0.023)	0.026 (0.023)
One-to-one Advising Difference	0.013 (0.016)	0.013 (0.016)	0.004 (0.021)	0.009 (0.021)	0.020 (0.023)	0.015 (0.023)
Test for Equality of Group and One-to-one Effects (p-value)	0.403	0.499	0.563	0.626	0.570	0.649
Observations	4715	4715	2392	2392	2323	2323

¹ Standard errors are given in parentheses. Superscripts ***, ** and * denote statistical significance at 1%, 5% and 10% levels.

² Control variables include school, credential, gender, regional status, student survey variables (career clarity, transition, confidence, educational commitment, work over 15 hours, age, assessment scores (reading, math, writing), and high school average.

Table A.5: Intention-to-treat Effects on One-term and One-year Advising Participation Rates by Student Readiness Classifications¹

	Full sample			Males			Females		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
One-term advising participation									
Control Group Mean	0.105	0.106	0.136	0.100	0.082	0.116	0.109	0.134	0.164
Group Advising Difference	-0.024 (0.018)	0.033* (0.020)	0.018 (0.022)	-0.048* (0.025)	0.011 (0.023)	-0.001 (0.026)	-0.012 (0.026)	0.049 (0.033)	0.067* (0.038)
One-to-one Advising Difference	-0.015 (0.018)	0.016 (0.021)	0.018 (0.022)	-0.015 (0.028)	0.003 (0.024)	0.023 (0.027)	-0.020 (0.026)	0.036 (0.034)	0.015 (0.037)
Test for Equality of Group and One-to-one Effects (p-value)	0.625	0.403	0.992	0.206	0.746	0.386	0.755	0.698	0.183
Observations	1563	1562	1562	713	786	883	850	776	679
One-year advising participation									
Control Group Mean	0.194	0.242	0.284	0.199	0.174	0.267	0.189	0.311	0.308
Group Advising Difference	-0.017 (0.027)	0.059* (0.030)	0.061* (0.032)	-0.065* (0.039)	0.096** (0.042)	0.037 (0.041)	0.008 (0.039)	0.032 (0.045)	0.091* (0.053)
One-to-one Advising Difference	-0.012 (0.027)	0.037 (0.030)	0.053* (0.032)	-0.033 (0.039)	0.056 (0.040)	0.053 (0.042)	-0.014 (0.038)	0.026 (0.047)	0.051 (0.054)
Test for Equality of Group and One-to-one Effects (p-value)	0.858	0.486	0.804	0.398	0.374	0.712	0.574	0.901	0.437
Observations	1292	1291	1293	620	613	748	672	678	545

¹Standard errors are given in parentheses. Superscripts ***, ** and * denote statistical significance at 1%, 5% and 10% levels.

²Control variables include school, credential, gender, regional status, student survey variables (career clarity, transition, confidence, educational commitment, work over 15 hours, age, assessment scores (reading, math, writing), and high school average.

Table A.6: Early Group and One-to-one Advising Take-up Rates (%) by Gender

	Full	Males	Females
	Sample		
Control Group	0	0	0
Group Advising	16.0	15.3	16.7
One-to-one Advising	21.7	20.9	22.4

Table A.7: Two-Stage Least Squares Estimates of Effects on One-term and One-year Leaving Rates¹

	Full Sample		Males		Females	
	No controls	All controls ²	No controls	All controls	No controls	All controls
One-term leaving rates						
Group Advising Difference	-0.157** (0.079)	-0.152** (0.077)	-0.261** (0.123)	-0.257** (0.119)	-0.042 (0.101)	-0.039 (0.097)
One-to-one Advising Difference	-0.064 (0.060)	-0.059 (0.058)	-0.210** (0.089)	-0.194** (0.087)	0.086 (0.080)	0.064 (0.077)
Test for Equality of Group and One-to-one Effects (p-value)	0.183	0.169	0.634	0.543	0.163	0.251
Observations	4687	4687	2382	2382	2305	2305
One-year leaving rates						
Group Advising Difference	-0.149 (0.102)	-0.150 (0.096)	-0.319** (0.155)	-0.328** (0.149)	0.039 (0.135)	-0.002 (0.125)
One-to-one Advising Difference	-0.028 (0.077)	-0.032 (0.074)	-0.207* (0.114)	-0.190* (0.111)	0.160 (0.104)	0.091 (0.097)
Test for Equality of Group and One-to-one Effects (p-value)	0.187	0.175	0.420	0.301	0.321	0.422
Observations	4686	4686	2381	2381	2305	2305

¹Standard errors are given in parentheses. Superscripts ***, ** and * denote statistical significance at 1%, 5% and 10% levels.

²Control variables include school, credential, gender, regional status, student survey variables (career clarity, transition, confidence, educational commitment, work over 15 hours, age, assessment scores (reading, math, writing), and high school average).

Table A.8: Leaving and Advising Participation Rates for Group and One-to-one Advising Participants

	Full Sample	Males	Females	Full Sample	Males	Females
	One-term Leaving Rates (%)			One-year Leaving Rates (%)		
Group Advising	13.3	12.4	14.1	27.0	26.4	27.4
Number of observations	256	121	135	256	121	135
One-to-one Advising	10.0	8.8	11.2	26.2	27.7	24.9
Number of observations	329	160	169	328	159	169
	One-term Advising Participation Rates (%)			One-year Advising Participation Rates (%)		
Group Advising	22.9	19.7	25.7	36.8	35.2	38.2
Number of observations	258	122	136	258	122	136
One-to-one Advising	16.7	13.8	19.4	31.8	27.5	35.9
Number of observations	330	160	170	330	160	170

Table A.9: Two-Stage Least Squares Estimates of Effects on One-term and One-year Advising Participation Rates¹

	Full Sample		Males		Females	
	No controls	All controls ²	No controls	All controls	No controls	All controls
One-term advising participation						
Group Advising Difference	0.088 (0.073)	0.067 (0.070)	-0.073 (0.096)	-0.082 (0.096)	0.220** (0.109)	0.203* (0.105)
One-to-one Advising Difference	0.037 (0.054)	0.031 (0.053)	0.009 (0.073)	0.011 (0.072)	0.056 (0.080)	0.043 (0.077)
Test for Equality of Group and One-to-one Effects (p-value)	0.443	0.577	0.350	0.282	0.099	0.096
Observations	4715	4715	2392	2392	2323	2323
One-year advising participation						
Group Advising Difference	0.165* (0.098)	0.148 (0.095)	0.109 (0.139)	0.129 (0.138)	0.197 (0.139)	0.152 (0.133)
One-to-one Advising Difference	0.060 (0.073)	0.061 (0.071)	0.020 (0.102)	0.043 (0.100)	0.088 (0.104)	0.065 (0.101)
Test for Equality of Group and One-to-one Effects (p-value)	0.241	0.313	0.481	0.495	0.382	0.474
Observations	4715	4715	2392	2392	2323	2323

¹ Standard errors are given in parentheses. Superscripts ***, ** and * denote statistical significance at 1%, 5% and 10% levels.

² Control variables include school, credential, gender, regional status, student survey variables (career clarity, transition, confidence, educational commitment, work over 15 hours, age, assessment scores (reading, math, writing), and high school average).

Appendix B

Table B.1: Intention-to-treat Effects on One-term and One-year Number of All Advising Contacts¹

	Full Sample		Males		Females	
	No controls	All controls ²	No controls	All controls	No controls	All controls
One-term number of all advising contacts						
Control Group Mean	0.216		0.206		0.226	
Group Advising Difference	0.019 (0.029)	0.013 (0.029)	-0.056 (0.039)	-0.059 (0.040)	0.090** (0.043)	0.088** (0.042)
One-to-one Advising Difference	0.021 (0.033)	0.016 (0.033)	0.024 (0.052)	0.025 (0.051)	0.016 (0.039)	0.009 (0.038)
Test for Equality of Group and One-to-one Effects (p-value)	0.947	0.938	0.078	0.057	0.070	0.050
Observations	4715	4715	2392	2392	2323	2323
One-year number of all advising contacts						
Control Group Mean	0.516		0.473		0.563	
Group Advising Difference	0.063 (0.052)	0.061 (0.051)	-0.012 (0.069)	0.008 (0.067)	0.130* (0.076)	0.115 (0.075)
One-to-one Advising Difference	0.079 (0.065)	0.078 (0.065)	0.117 (0.106)	0.140 (0.105)	0.037 (0.075)	0.023 (0.073)
Test for Equality of Group and One-to-one Effects (p-value)	0.781	0.758	0.181	0.165	0.173	0.166
Observations	4715	4715	2392	2392	2323	2323

¹ Standard errors are given in parentheses. Superscripts ***, ** and * denote statistical significance at 1%, 5% and 10% levels.

² Control variables include school, credential, gender, regional status, student survey variables (career clarity, transition, confidence, educational commitment, work over 15 hours, age, assessment scores (reading, math, writing), and high school average.

Table B.2: Intention-to-treat Effects on One-term and One-year Number of In-person Advising Visits¹

	Full Sample		Males		Females	
	No controls	All controls ²	No controls	All controls	No controls	All controls
One-term number of in-person advising visits						
Control Group Mean	0.17		0.157		0.184	
Group Advising Difference	0.005 (0.021)	0.002 (0.021)	-0.034 (0.029)	-0.031 (0.029)	0.041 (0.031)	0.039 (0.031)
One-to-one Advising Difference	0.031 (0.027)	0.030 (0.027)	0.041 (0.043)	0.046 (0.042)	0.020 (0.032)	0.015 (0.031)
Test for Equality of Group and One-to-one Effects (p-value)	0.288	0.242	0.057	0.044	0.467	0.408
Observations	4715	4715	2392	2392	2323	2323
One-year number of in-person advising visits						
Control Group Mean	0.443		0.403		0.487	
Group Advising Difference	0.015 (0.044)	0.016 (0.043)	-0.011 (0.061)	0.012 (0.058)	0.034 (0.062)	0.022 (0.061)
One-to-one Advising Difference	0.069 (0.058)	0.075 (0.058)	0.116 (0.097)	0.146 (0.095)	0.017 (0.063)	0.006 (0.062)
Test for Equality of Group and One-to-one Effects (p-value)	0.279	0.224	0.140	0.115	0.725	0.749
Observations	4715	4715	2392	2392	2323	2323

¹ Standard errors are given in parentheses. Superscripts ***, ** and * denote statistical significance at 1%, 5% and 10% levels.

² Control variables include school, credential, gender, regional status, student survey variables (career clarity, transition, confidence, educational commitment, work over 15 hours, age, assessment scores (reading, math, writing), and high school average).

Table B.3: Two-Stage Least Squares Estimates of Effects on One-term and One-year Leaving Rates by Student Readiness Classifications¹

	Full sample			Males			Females		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
	One-term leaving rates								
Group Advising Difference	-0.116 (0.103)	-0.021 (0.118)	-0.355* (0.187)	-0.184 (0.195)	-0.158 (0.172)	-0.316 (0.240)	-0.084 (0.121)	0.210 (0.164)	-0.265 (0.288)
One-to-one Advising Difference	-0.050 (0.077)	-0.087 (0.105)	-0.002 (0.120)	-0.143 (0.104)	-0.221 (0.161)	-0.086 (0.178)	0.058 (0.116)	0.091 (0.143)	0.039 (0.155)
Test for Equality of Group and One-to-one Effects (p-value)	0.455	0.554	0.031	0.792	0.685	0.289	0.212	0.470	0.203
Observations	1563	1562	1562	713	786	883	850	776	679
	One-year leaving rates								
Group Advising Difference	-0.283* (0.148)	0.058 (0.182)	-0.054 (0.226)	-0.683** (0.300)	0.041 (0.288)	-0.264 (0.294)	-0.087 (0.172)	0.071 (0.227)	0.204 (0.363)
One-to-one Advising Difference	-0.124 (0.114)	-0.030 (0.130)	0.046 (0.180)	-0.312 (0.190)	-0.202 (0.199)	-0.117 (0.250)	-0.048 (0.141)	0.139 (0.173)	0.182 (0.257)
Test for Equality of Group and One-to-one Effects (p-value)	0.226	0.603	0.629	0.131	0.354	0.593	0.814	0.763	0.943
Observations	1292	1291	1293	620	613	748	672	678	545

¹ Standard errors are given in parentheses. Superscripts ***, ** and * denote statistical significance at 1%, 5% and 10% levels.

² Control variables include school, credential, gender, regional status, student survey variables (career clarity, transition, confidence, educational commitment, work over 15 hours, age, assessment scores (reading, math, writing), and high school average.

Table B.4: Two-Stage Least Squares Estimates of Effects on One-term and One-year Advising Participation Rates by Student Readiness Classifications¹

	Full sample			Males			Females		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
	One-term advising participation								
Group Advising Difference	-0.142 (0.106)	0.184* (0.107)	0.137 (0.161)	-0.368* (0.201)	0.060 (0.120)	-0.011 (0.178)	-0.061 (0.129)	0.298 (0.194)	0.523* (0.294)
One-to-one Advising Difference	-0.066 (0.078)	0.077 (0.100)	0.085 (0.103)	-0.064 (0.110)	0.018 (0.117)	0.121 (0.139)	-0.090 (0.112)	0.171 (0.162)	0.071 (0.144)
Test for Equality of Group and One-to-one Effects (p-value)	0.419	0.311	0.721	0.084	0.715	0.445	0.810	0.484	0.075
Observations	1563	1562	1562	713	786	883	850	776	679
	One-year advising participation								
Group Advising Difference	-0.096 (0.150)	0.362** (0.182)	0.426* (0.218)	-0.450* (0.270)	0.612** (0.262)	0.254 (0.269)	0.046 (0.200)	0.184 (0.252)	0.663* (0.377)
One-to-one Advising Difference	-0.053 (0.114)	0.157 (0.129)	0.287* (0.170)	-0.162 (0.171)	0.262 (0.178)	0.298 (0.228)	-0.061 (0.154)	0.102 (0.179)	0.269 (0.254)
Test for Equality of Group and One-to-one Effects (p-value)	0.749	0.225	0.491	0.195	0.164	0.869	0.577	0.725	0.205
Observations	1292	1291	1293	620	613	748	672	678	545

¹ Standard errors are given in parentheses. Superscripts ***, ** and * denote statistical significance at 1%, 5% and 10% levels.

² Control variables include school, credential, gender, regional status, student survey variables (career clarity, transition, confidence, educational commitment, work over 15 hours, age, assessment scores (reading, math, writing), and high school average.

Appendix C

Figure C.1: Email Recruitment to Control Group

Hello [Student Name],

We are excited for you to join us at Mohawk College!

An important part of your success as a student will be the relationships you build with your faculty and your [Student Success Advisor](#) (SSA). They can help you in many ways during your time at the College. We believe the earlier you start that process, the better!

We would like to encourage you to meet with an advisor in your first semester. We can help you navigate our systems, ensure you are ready before the first day of class, and answer any questions you may have.

Prior to that you should attend the ‘Start Smart’ and ‘Day One’ programs. Full details are available here: orientation.mohawkcollege.ca

For more important dates view the [Academic Year Calendars](#).

We wish you all the best, and look forward to seeing you soon.

Sincerely,

Your Student Success Team

Student Success Initiatives | Mohawk College
student.success@mohawkcollege.ca | 905-575-2176

MCACES Resource Centre | F 114 | Fennell Campus
135 Fennell Avenue West | Hamilton, ON | L8N 3T2
mohawkcollege.ca | [@MohawkCollege](#)



Visit mohawkcollege.ca/CASLconsent if you would no longer like to receive emails from Mohawk College.

Figure C.2: Email Recruitment to Treatment Group (Group Advising)

Hello [Student Name],

We are excited for you to join us at Mohawk College!

An important part of your success as a student will be the relationships you build with your faculty and your [Student Success Advisor](#) (SSA). They can help you in many ways during your time at the College. We believe the earlier you start that process, the better!

We would like to strongly encourage you to book a group advising session before classes start. We can help you navigate our systems, ensure you are ready before the first day of class, and answer any questions you may have.

To book a meeting simply call us at 905-575-2176 or email student.success@mohawkcollege.ca

Providing you with the opportunity to meet with a Student Success Advisor prior to starting classes is a new service that is part of a funded research project approved by the College’s Research Ethics Board. We hope you consider participating. Full details are available in the attached informed consent document. A member of our team will explain the details to you in person before you meet with your advisor.

‘Day One’ for the Fall semester is Tuesday September 8th. For more important dates, view the [Academic Year Calendars](#). We also have many wonderful orientation events and activities planned. Full details are available here: orientation.mohawkcollege.ca

We wish you all the best, and look forward to seeing you soon.

Sincerely,

Your Student Success Team

Student Success Initiatives | Mohawk College
student.success@mohawkcollege.ca | 905-575-2176

MCACES Resource Centre | F 114 | Fennell Campus
135 Fennell Avenue West | Hamilton, ON | L8N 3T2
mohawkcollege.ca | [@MohawkCollege](#)



Visit mohawkcollege.ca/CASLconsent if you would no longer like to receive emails from Mohawk College.

Figure C.3: Email Recruitment to Treatment Group (One-to-One Advising)

Hello [Student Name],

We are excited for you to join us at Mohawk College!

An important part of your success as a student will be the relationships you build with your faculty and your [Student Success Advisor](#) (SSA). They can help you in many ways during your time at the College. We believe the earlier you start that process, the better!

We would like to strongly encourage you to book a one-to-one advising session before classes start. We can help you navigate our systems, ensure you are ready before the first day of class, and answer any questions you may have.

To book a meeting simply call us at 905-575-2176 or e-mail student.success@mohawkcollege.ca

Providing you with the opportunity to meet with a Student Success Advisor prior to starting classes is a new service that is part of a funded research project approved by the College’s Research Ethics Board. We hope you consider participating. Full details are available in the attached informed consent document. A member of our team will explain the details to you in person before you meet with your advisor.

‘Day One’ for the Fall semester is Tuesday September 8th. For more important dates, view the [Academic Year Calendars](#). We also have many wonderful orientation events and activities planned. Full details are available here: orientation.mohawkcollege.ca

We wish you all the best, and look forward to seeing you soon.

Sincerely,

Your Student Success Team

Student Success Initiatives | Mohawk College
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MCACES Resource Centre | F 114 | Fennell Campus
135 Fennell Avenue West | Hamilton, ON | L8N 3T2
mohawkcollege.ca | [@MohawkCollege](#)



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Figure C.4: Follow-Up Call Campaign Script for Treatment Groups

PHONE CALL RECRUITMENT SCRIPT – VOICEMAIL

Hello! My name is _____ and I am a Student Leader working at Mohawk College. This message is for _____.

Congratulations on your acceptance to Mohawk! You’ve made a great choice.

I am calling you to follow-up on a recent e-mail you received from the College encouraging you to book a [one-to-one OR group] advising session before you start your classes.

Our records show that you have not yet booked a meeting with a Student Success Advisor.

I strongly encourage you meet with a Student Success Advisor before classes start. To book a meeting, simply call us at 905-575-2176 or e-mail student.success@mohawkcollege.ca

As a fellow student, I know you are going to really enjoy your first year at Mohawk College.

Looking forward to hearing from you!

PHONE CALL RECRUITMENT

Hello! My name is _____ and I am a Student Leader working at Mohawk College. Could I please speak with _____?

Congratulations on your acceptance to Mohawk! You’ve made a great choice – this is an awesome place to go to school.

I am calling you to follow-up on a recent e-mail you received from the College encouraging you to book a [one-to-one OR group] advising session before you start your classes.

Our records show that you have not yet booked a meeting with a Student Success Advisor. Booking a meeting with a Student Success Advisor is an excellent opportunity for you to ask questions and get prepared and confident before your classes start in September.

Would you like me to help you book a meeting at a time that works best for you?

Hopefully find a meeting time that works well for the new student. Answer questions using information provided in the original e-mail, the informed consent letter, and the College’s registration guide.

You will be receiving a confirmation email with the appointment details in it by the end of today. This will include a campus map and directions to our office as well. Please note that we are encouraging students to arrive 15 minutes prior to their appointment in order to sign in and receive their resource package.

Is there anything else I could help you with?

As a fellow student, I know you are going to really enjoy your first year at Mohawk College.

Thanks for your time today. We are always ready to answer your questions, and we hope you have a successful first year at Mohawk!

See you soon!

Figure C.5: Facilitator Agenda for Group Advising Session



Pre-Registration Group Advising Session
HEQCO Advising Research Project 2015

Draft Agenda
Duration: 30-45 minutes

Possible Facilitators:	Preparation + Materials:
SSAs and SSCs	Powerpoint & Copies of Session Handouts Informed Consent Letters + Envelopes/Folders The Student Guides (Registration Guide) Chart Paper + Markers OR Whiteboard Markers Projector Key + Remote

Agenda Breakdown + Prompts:

Pre-Session Administration (at front desk)

The staff will introduce the research study and go through the Informed Consent letter. One copy will be signed and kept at the desk. A copy will be provided to the student.

Facilitator/Advisor introduction & Session Goals (5 mins)

- Hometown, advising portfolio, something interesting about themselves.
- SSA Postcard and Webpage review
- Session goals
 - o Intro Advising Services (partially done already)
 - o Ensure you are prepared to start your program (the Student Guide, FNAP, Start Smart, AFS, Day One, MoCo, Blended Learning). Advisor to walk everyone in the group through these basic steps and answer questions.
 - o Meet another student (or many).

Participant/Student introductions (5mins)

- Student to share name, program, hometown, and one question they hope to have answered today.
- SSA to write down the important questions (on own paper, on flipchart/whiteboard)
- SSA to ensure they are informed about who their full-time SSA is, and to ensure the student gets their question answered.

Review the Student Guide and Associated Resources (15mins)

- Walk through each section and ensure students are aware of process and what they need to do: AFS, FNAP, OneCard, BookStore, Start Smart, Day One. Use computer/projector to demonstrate.
- Introduce Blended Learning materials and MoCoMotion.

Conclusion (5mins)

- Reminder: Importance of Goal Setting and Participation
- Referral to Start Smart to participate in ‘Building your FutureReady Plan’ session (provide info)
- Referral to full-time SSA and the LSC in September (provide info)
- Referral to Program Coordinator on DayOne and in September (provide info)
- Review questions and ensure each student has their primary question answered.
- Encourage students (if they are comfortable, to share contact info)

Post-Session (15mins)

- *Agenda allows 15mins buffer before next session.*
- *Also allows informal discussion time if there are additional questions needing individual attention.*
- *Allows for some session notes to be completed, if no questions arise.*

Figure C.6: Facilitator Agenda for One-to-One Advising Session



Pre-Registration Individual Advising Session
HEQCO Advising Research Project 2015

Draft Agenda
Duration: 30-45 minutes

<p>Possible Facilitators: SSAs and SSCs</p>	<p>Preparation + Materials: Powerpoint & Copies of Session Handouts Informed Consent Letters + Envelopes/Folders The Student Guides (Registration Guide) Chart Paper + Markers OR Whiteboard Markers Projector Key + Remote</p>
<p>Agenda Breakdown + Prompts:</p>	

Pre-Session Administration (at front desk)
The staff will introduce the research study and go through the Informed Consent letter. One copy will be signed and kept at the desk. A copy will be provided to the student.

- Facilitator/Advisor introduction & Session Goals (5 mins)**
- Hometown, advising portfolio, something interesting about themselves.
 - SSA Postcard and Webpage review
 - Session goals
 - o Intro Advising Services (partially done already)
 - o Ensure you are prepared to start your program (the Student Guide, FNAP, Start Smart, AFS, Day One, MoCo, Blended Learning). Advisor to walk everyone in the group through these basic steps and answer questions.

- Participant/Student introduction (5mins)**
- Student to share name, program, hometown, and one question they hope to have answered today.
 - SSA to write down the important questions (on own paper)
 - SSA to ensure they are informed about who their full-time SSA is, and to ensure the student gets their question answered.

- Review the Student Guide and Associated Resources (15mins)**
- Walk through each section and ensure students are aware of process and what they need to do: AFS, FNAP, OneCard, BookStore, Start Smart, Day One. Use computer/projector to demonstrate.
 - Introduce Blended Learning and MoCoMotion.

- Conclusion (5mins)**
- Reminder: Importance of Goal Setting and Participation
 - Referral to Start Smart to participate in ‘Building your FutureReady Plan’ session (provide info)
 - Referral to full-time SSA and the LSC in September (provide info)
 - Referral to Program Coordinator on DayOne and in September (provide info)
 - Review questions and ensure student has their primary question answered.

- Post-Session (15mins)**
- Agenda allows 15mins buffer before next session.
 - Also allows informal discussion time if there are additional questions needing individual attention.
 - Allows for some session notes to be completed, if no questions arise.



Higher Education
Quality Council
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