

Undergraduate Academic Advising Coordination “Big 5” Interventions Executive Summary Two: **Proactive Outreach for Continuing Student Enrollment**

As part of the [Office of the Provost’s Undergraduate Academic Advising Coordination Project](#), five working groups are being assembled to collaboratively craft standard interventions (the “Big 5” Interventions) for university-wide and college/school-level processes, using already established best practices. The outputs of this effort will be (1) determination of a standard level of service to be delivered to students and (2) resources for advisors across the institution to reference for delivery of the intervention. The “Big 5” interventions are:

1. Encouraging and acting upon early progress reporting (EPRs) and making referrals to campus resources
2. Proactive outreach and support for continuing student registration in upcoming terms
3. Degree audit reviews
4. First-year intake and enrollment outreach
5. Academic standing and satisfactory academic progress (SAP)

The Office of the Provost convened members of the University’s academic advising community that volunteered to participate in these working groups. In March 2025, we began to work with the second group for the next intervention, *proactive outreach and support for continuing student registration in upcoming terms*.

Thank you to the group participants: Shannon DeMateo (CGS), Susan Clements (SOE), Kaitlyn Washko (SSOE), Kirsten Donohoo (DSAS BIO), Mark Matthews (OUR), Jen Gregg (SHRS), Kristine Pugliese (SCI), Lindsay McCord (DSAS), and Deborah Golden (FHC).

As a result of the Continuing Student Enrollment working group, we have established guidelines for a minimum expectation of actions and interventions when students have not registered by their enrollment window. It is important to start with the process of registration and advising appointments in general to establish appropriate intervention steps if a student does not register.

Below is a summary of the output of the working group, which includes expectations between the Office of the Provost and academic units (professional staff academic advisors), which will be guidelines used to build the comprehensive resources within Canvas (LMS).

Registration Period Planning and Outreach

Pre-Planning

Professional Staff Academic Advisors should reserve time in their schedule and consider differentiated support needs when building advising campaigns. The recommended meeting length for a pre-registration advising meeting is 30 minutes. To leave time for notes, consider blocking time which allows for three consecutive appointments followed by a 30-minute break to complete notes for the three appointments. Also consider inviting students in your high need differentiated support tier to a 45 minute or 1 hour appointment to allow time for a broader conversation, potentially including referrals to other offices (e.g., financial aid, academic coaching, tutoring).

Initial Outreach After Add/Drop Period

Professional Staff Academic Advisors will work with their departments to notify students about time to schedule appointments. This will start scheduling conversations for the next semester.

- Within one week after add/drop period ends, send a message to students for the upcoming semester:
 - Clearly explain the importance of timely appointments and the potential consequences of delays (e.g., limited class availability, graduation delays).
 - Remind students to check PeopleSoft/HighpointCX for any incomplete To-Do items or preventative Holds.

Regular Reminders Throughout the Semester

Professional Staff Academic Advisors will regularly review the status of students who have not yet scheduled an appointment.

- Send email reminders after the first outreach, which serves as a gentle nudge and emphasizes the urgency of scheduling an appointment.
- Text message students who have not responded, which is a good strategy to increase response rates.
- Document the outreach and any follow-up actions in the student success system (e.g., Pathways) for future reference. These should be documented using the *Continuing Enrollment Outreach* note reason.

Identification of Non-Registered Students

- The Office of the Provost is hopeful to establish a dashboard that will more easily identify students that have not registered for the semester but have had their “Academic Advisement Required” holds lifted, or for students that still have holds that need to be resolved and/or prevent enrollment.
- Specific steps and interventions utilizing Pathways will be outlined in the Canvas resources to outline best practices for student identification.

Ongoing Support for Students

- Throughout the registration period, and the semester, Professional Staff Academic Advisors should remain available to answer questions, provide resources, and assist with any registration-related challenges.
- Professional Staff Academic Advisors should periodically check in with students who may require additional support—such as those in high-need support tiers, returning or reinstated students, or students on probation—to help ensure they stay on track with their academic goals.
- Any additional follow-up actions or outreach beyond the scheduled campaign nudges should be documented using the *Continuing Enrollment Outreach* note reason.

General Suggestions from the Working Group

The following will also likely be integrated in the Canvas resources to support continuing student registration.

1. Student Registration Training Tools – Using PeopleSoft. It will be helpful to provide some resources for Professional Staff Academic Advisors to share with their students that need support using PeopleSoft/HighPointCX (e.g., Canvas class resources, PDF overviews, videos).
2. Enrollment dates by credit breakdown from the University Registrar’s Office
3. Considerations for low-support tier students:
 - Group advising sessions (capped at five students for 30-minute intervals) for those students towards registration that missed their advising appointment
 - Peer Advisor open office hours to support scheduling questions
4. Communication and resources for identifying and resolving holds.