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Spring April 6, 2019

# A Comprehensive Model for Advising OTA Online Students

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# A Comprehensive Model for Advising OTA Online Students

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St. Catherine University OTA Program – Campus and Online

## Background

Academic success is facilitated by connecting students to resources, and helping students understand and navigate the cultural system of higher education<sup>4</sup>. Effective advising programs rely on advisors who proactively engage, connect, translate expectations, coach, guide, and share knowledge and reframe expectations with students<sup>3, 4</sup>. Using a specific advising process, clearly known to students, increases the student use of advising and other resources, improves student satisfaction, facilitates a positive relationships with advisors, and enhances interactions/engagement socially and academically<sup>1</sup>. St. Catherine uses a comprehensive advising model, based on the PACE framework (prepared, accountable, connected, engaged) to work with OTA Online students. The flow of activities and resources utilized across the educational experience illustrate the various strategies our program uses to engage students, identify their needs, and proactively provide resources to enhance the student experience and improve satisfaction and retention.

Objectives: The participant will be able to:

1. Describe a comprehensive model for advising students, including advising strategies such as Strong Start, Thinking Storm, and Smarter Measure.
2. Apply aspects of the PACE advising framework and associated advising strategies to their own education setting.

## The Model at a Glance

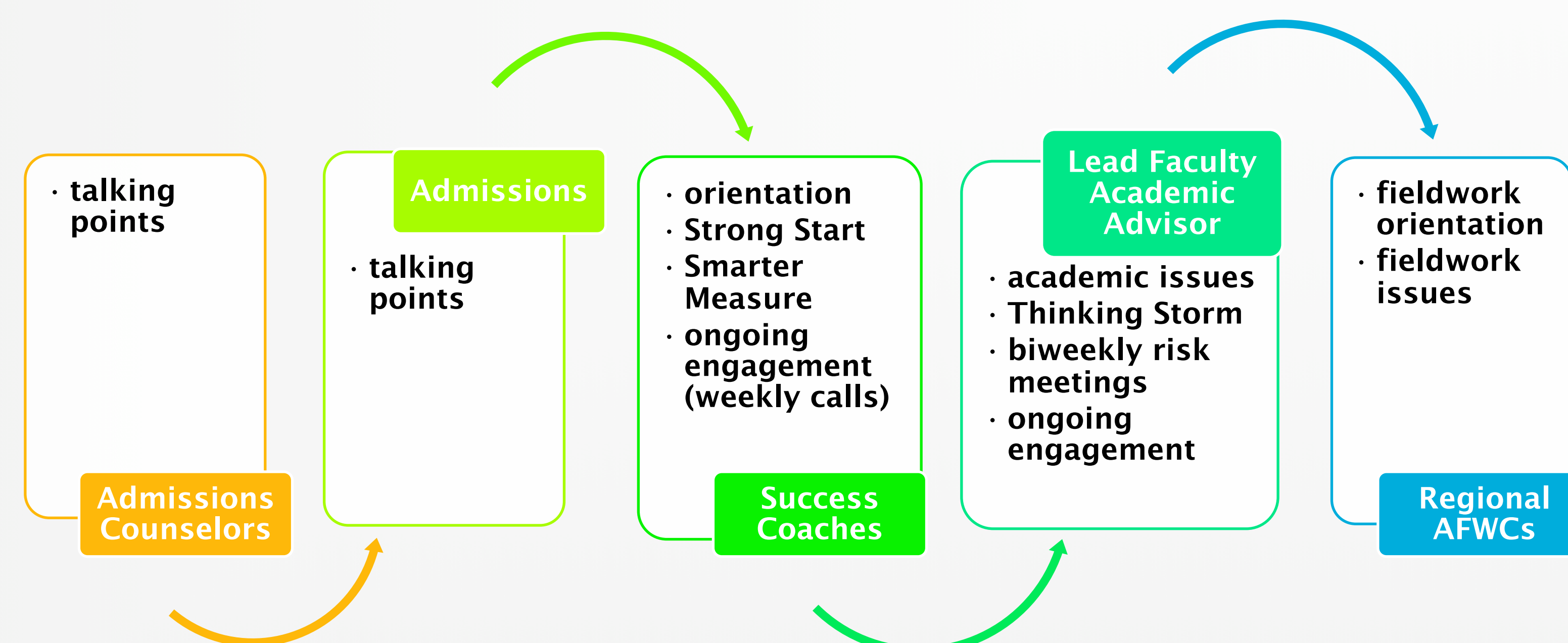
Prepared

Accountable

Connected

Engaged

PACE advising is intrusive, prescriptive, and developmental<sup>2</sup>.



## Success Coaches

- initiate a relationship with the student on admission and continue until employment post-graduation is achieved
- communicate with students via phone and email
- work with students on a variety of topic areas including time management, organization skills, and success coaching.

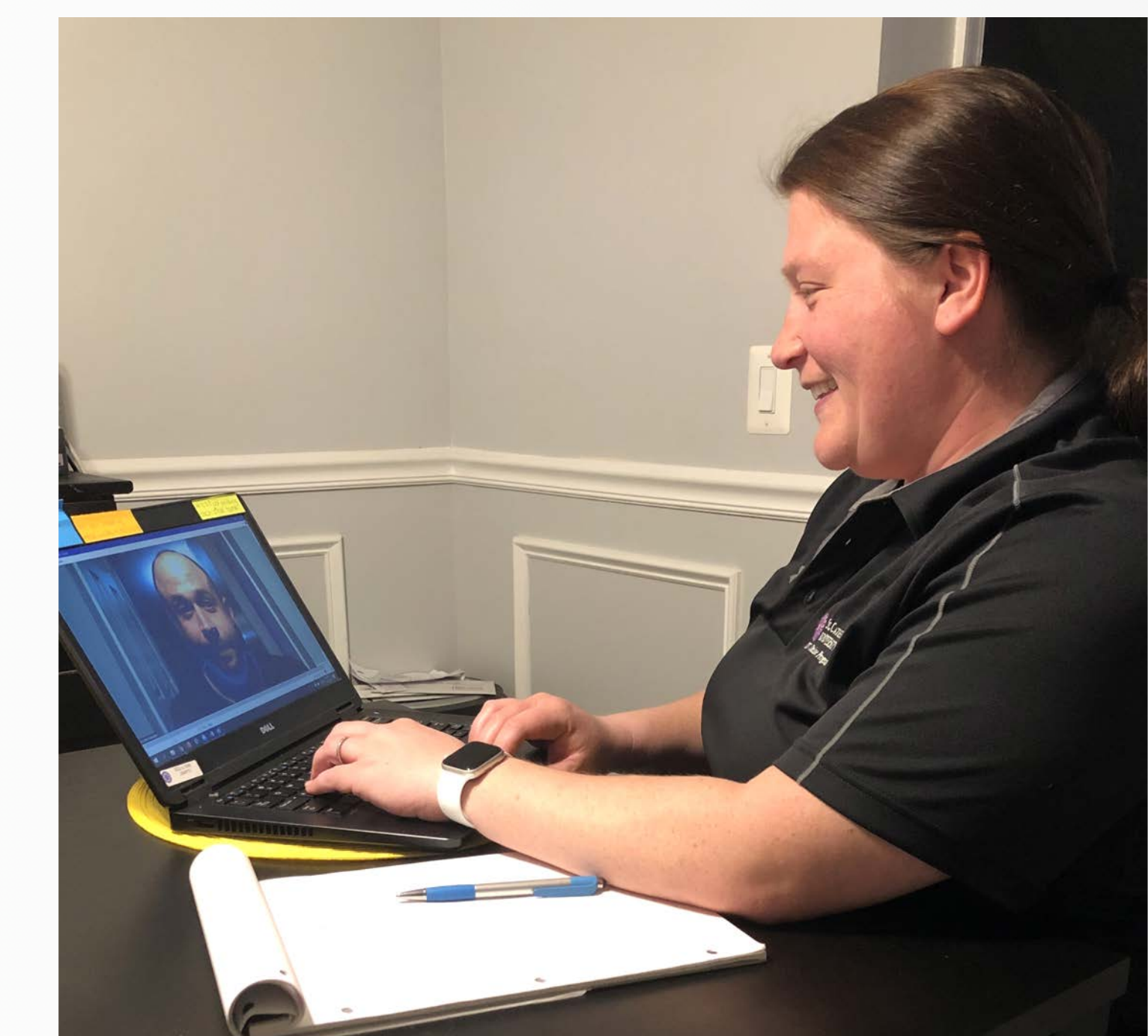
## Lead Faculty Academic Advisors

Responsible for administrative responsibilities in assigned region:

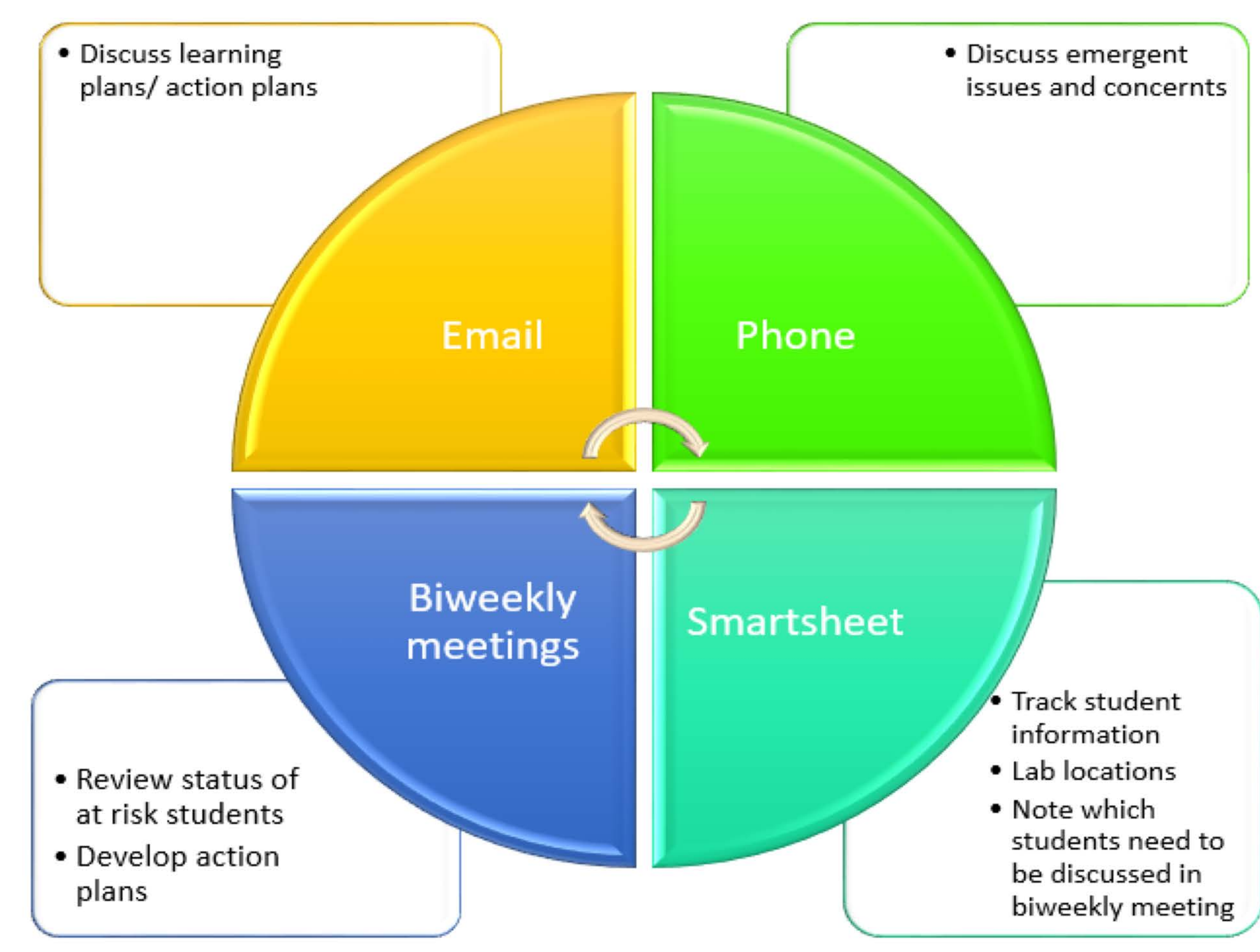
- Facilitating an exceptional student experience
- Tracking and facilitating student progress and conduct in collaboration with program director, advising staff, instructors, and university personnel
- “Advising related to coursework in the occupational therapy assistant program, professional behaviors, and fieldwork education must be the responsibility of the occupational therapy assistant faculty.” (ACOTE standard A.3.7)
- Lab instructor oversight including hiring, onboarding, training, and review
- Managing personnel and material resources within region and the OTA program Faculty (adjunct, preceptors, full, and AFWC) engagement
- Collaboration with Adjunct Coordinator including mentoring and review lab instructors
- Managing reports and flow of information within the regional team, OTA program, and university departments
- Facilitating and/or participating in planning and operational meetings

## Outcomes

Admissions (Ceiling 120/semester)	Fall 2018-106, Winter 2019 -111
Retention (benchmark 80%)	88-93% most recent cohorts
Graduation (benchmark 80%)	73% on-time (4 semesters)
	83% rolling (within 6 semesters)
Student satisfaction with program	4.14/5.0 scale
Graduate job placement	2017 grads-100%, 2018 grads 88%



## Communication strategies



## References

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3. Donaldson, P., McKinney, L., Lee, M., and Pino, D. (2016). First-year community college students' perceptions of and attitudes toward intrusive academic advising. *NACADA Journal*, 36:1, pp. 30-42. <https://doi.org/10.12930/NACADA-15-012>
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