

HOW TO GUIDE TO

# Student Interventions

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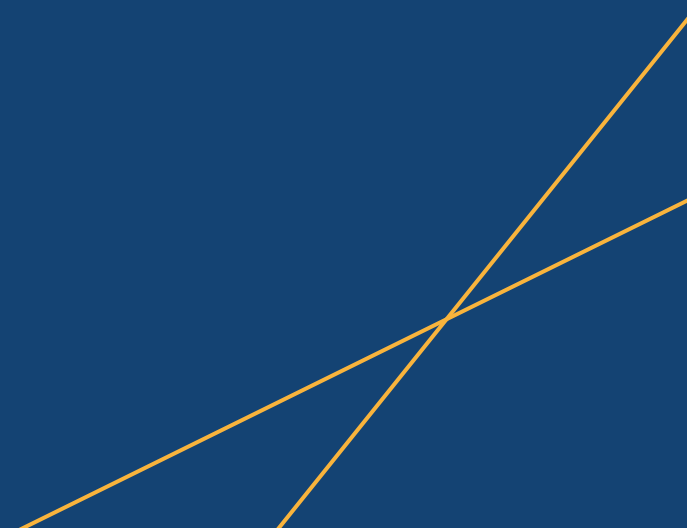


**GRADSNAPP**  
KNOW YOUR STUDENTS. EACH ONE.



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# What is an Intervention?

## And how can it help me provide more effective support?

For programs providing college persistence support, an advisor's approach looks different from one student to another and one situation to the next. It can be helpful to think of this advising taking place along a continuum.

At one end of the spectrum, advisors are offering **episodic advising around a specific issue** that can be resolved in one or two conversations. Tracking down a particular document for financial aid verification or managing an emergency funds request could fall in this category.

At the other end of the spectrum is an intervention. When a student needs **ongoing support over time to reach a specific goal**, an intervention can provide a helpful structure to manage the process. For example, when a student has dropped out of college, an advisor can intervene to help them develop an action plan to get re-enrolled and back on track with a timeline toward graduation.

By creating an intervention, the advisor can effectively manage action items, keep track of associated activities, and monitor progress over time. The challenges students are facing can be complicated, but our approach to student advising doesn't have to be!



### SHORT, EPISODIC ADVISING

Usually resolved in one or two conversations, such as managing an emergency funds request.



### LONGER-TERM INTERVENTIONS

Requires ongoing support to reach a specific goal, such as helping a student who has dropped out of college re-enroll and work toward graduation.



## Advising Stages that Lead to an Intervention



### Stage 1: Data Collection | Know Your Students!

Effective advising starts with knowing what your students are going through. Surveys are the primary tool for this information gathering. Advisors may also gain new insights through one-on-one conversations with a student.



### Stage 2: Data Analysis | Make Data Actionable

When reviewing survey results or taking action on an individual student update, escalate students who are in need of support to identify the best course of action.



### Stage 3: Advising | Helping Students Stay on Track

If there is an ongoing issue requiring more intensive support, advisors may open an intervention at this stage.

## Watch List vs. Intervention

When should you be using a Watch List versus an intervention?

Both features are designed to help advisors keep track of students needing some extra support, but they have a few differences.

**The Watch List is best when you want to keep a student "on your radar" and follow up with them later.** They may not be facing a challenge currently, but you want to ensure that continues to be the case. For example, a student may have recently mentioned to their advisor that they are moving out of the dorm to live off campus with roommates. The advisor may have concerns about the move and wants to check in after a few weeks to see how it's going.

**An intervention is a good fit for advisors supporting students toward a particular goal that will take more than a few conversations.** A helpful feature of interventions is the ability to link Contact Notes, Tasks, Emails and Texts to a particular intervention. This makes it easy to keep track of all the activities that are part of the process.

To put it another way, the Watch List may be more casual ("follow up in a couple weeks about the move"), whereas interventions are a little more formal (create a plan with clear steps and progress checks).

**Ultimately, there is no right or wrong answer. Do what works best for you and your team!**



**To put it another way, the Watch List may be more casual, whereas interventions are a little more formal.**



# The Anatomy of an Intervention

Ready to set up an intervention together? Let's get started!

## OUR SCENARIO



**JEFFREY  
DALLAS**

University of Arkansas  
Classification: Sophomore

Due to verification issues, Jeff didn't get the financial aid he needed to cover tuition at his four-year college. He has decided to enroll in community college and live at home for the coming semester then transfer back to a four-year college. Jeff's advisor is setting up an intervention to monitor this process over time and help ensure Jeff stays on track toward his goal for fall enrollment.

Interventions		Filter:	GradSnapp User (3)	Dashboard	
SRI	Student	Title	Notes	Tasks	Due Date
	Michael Williams	Restore financial aid by spring 2022	1	0 1	9/30
	Melissa Fernandez	Fulfill internship requirement for graduation by spring 2022	0	0 1	11/1
	Jeffrey Dallas	Get Jeff re-enrolled full-time in 4-year college by spring 2022	7	0 2	9/15
<a href="#">Show all</a>					

## Desired Goal/Outcome

Opening an intervention begins with setting a SMART goal – one that is **s**pecific and narrow in scope, **m**easurable, **a**ttainable within your timeframe, **r**elevant to your long-term goal of degree attainment, and **t**ime-based to help you prioritize.

In this case, our goal is to get Jeff re-enrolled full-time in a four-year college by spring 2022.

As an advisor, it isn't your job to come up with the plan to achieve this goal, but to support the student in doing so. There isn't a rigid structure to interventions, but the "Desired Outcome" field can be a helpful place to track the student's action items, milestones, and timeline.



As an advisor, it isn't your job to come up with the plan to achieve this goal, but to support the student in doing so.

### Edit Intervention

#### Title

Get Jeff re-enrolled full-time in 4-year college by spring 2022

#### Desired Outcome

Coordinate with 4-year college advisor to ensure community college credits will transfer and complete registration by August 22

#### Intervention Type

Long Term ▾

# Intervention Type

It can be helpful to reference at a glance whether the intervention is **short-term**, which means it will be resolved in one academic term or less, or **long-term**, taking more than one academic term to resolve. Here are a couple examples:



## Short-Term Intervention

Eliana has decided to transfer schools because the college she is attending is a poor fit for her academic goals. She plans to finish out the spring semester and by fall, her goal is be enrolled full-time at the new college. Her advisor will help her navigate the transfer process, her acceptance into the new college, and registration for the fall semester.

Resolved in one academic term or less



## Long-Term Intervention

Laura is pregnant and will be welcoming her first child in November. Given the impact on her timeline to a degree, her advisor has opened an intervention to help ensure her academic plans stay on track long-term. The plan is to work with her professors to make arrangements for finals, then move back home. She will take off the spring to be with her new baby and get childcare arrangements in order. Ultimately, her goal is to enroll part-time in the summer and to resume full-time enrollment by fall 2022.

Will take more than one academic term to resolve





# Activities

By associating activities with an intervention, advisors can see everything in one place – text messages, emails, tasks and more. **That way, they can easily track progress and other advisors can step in as needed, too.**

Sometimes, advising activities will already be in progress before the situation escalates to an intervention. At that time, it's simple for advisors to go back to earlier activities and "link to" a new intervention to help keep things organized and on track.

### Send Text Message to Jeffrey Dallas

<b>Link to</b>	<b>Intervention</b>
Intervention ▾	Get Jeff re-enrolled full-time in 4-year college by spring 2022 ▾
<b>To:</b> (512) 890-5347	
<b>From:</b> <a href="#">Where do replies to this text go?</a>	
GradSnapp User's Texting Number ▾	
<b>Text</b>	
<a href="#">Insert the student's first name into message</a>	
<a href="#">Insert link to Connect into message</a>	
997 characters remaining	
<input type="text" value="Hi"/>	
<input type="button" value="Cancel"/>	<input type="button" value="Send"/>

## Activities

Under “Latest Happenings,” advisors can see all the different activities associated with a particular intervention.

☰	7/21/2021	<b>Get Jeff re-enrolled full-time in 4-year college by spring 2022</b>
<b>Goal:</b> Coordinate with 4-year college advisor to ensure community college credits will transfer and complete registration by August 22. <a href="#">Details</a>		
7/21	Text Sent: Hello Jeff – How’s it going with reenrollment? To: (512) 890-5347 From: (512) 274-9165 <a href="#">View</a>	
6/15	<b>Home/Life:</b> Jeff updated me on family issues <a href="#">View</a>	
5/30	<b>Academic:</b> Reviewed Jeffrey’s transfer plan and updated dates after hearing back from 4-year <a href="#">View</a>	
5/9	<b>Academic:</b> Jeff shared an update on his situation and plans to attend community college and then transfer back to a 4-year <a href="#">View</a>	

# Closing an Intervention

When it's time to close the intervention, the advisor has an opportunity to reflect back on the outcomes achieved. **This includes a rating system from one to five stars.** This can be used according to the needs and priorities of each organization; perhaps if 100% of goals were met on time, the intervention would receive five stars, but if only 75% of goals were met on time, it would receive four stars, and so on.

## THE OUTCOME RATING SYSTEM



**No matter how you define success at each level, this rating system will be most valuable if it's used consistently across interventions and advisors.**



### Edit Intervention

#### Title

Get Jeff re-enrolled full-time in 4-year college by spring 2022

#### Desired Outcome

Coordinate with 4-year college advisor to ensure community college credits will transfer and complete registration by August 22

#### Status

Ended ▾

#### Student Level of Engagement

Low ▾

#### Close Date

MM/DD/YYYY

#### Outcome



## Closing an Intervention

The advisor can also indicate the student's level of engagement (low, medium, or high). **Ultimately, an advisor can only be so effective if a student isn't engaged in the process.** If student participation is low and the intervention has stalled, the advisor may decide to close the intervention. However, if student engagement was high and the intervention still achieved low outcomes, it's important to consider why that's the case and how to improve for the future.

**By looking back at closed interventions, advisors can begin to identify trends and opportunities.** How many interventions did we have this year? What was our average rating on those closed? If many interventions had low engagement, why was that the case and what can advisors do differently moving forward? Programs should consider reflecting back on interventions a few times throughout the year to capture any learnings.



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## Conclusion

As a college success advisor, you know that the journey to graduation isn't always a straight line. When challenges come up, advisors can provide expertise and a critical support system to help students stay on track and achieve their goals.

Through interventions, advisors and students serve as collaborators to implement an action plan and turn these goals into reality – that is, into a college degree.

# GRADSNAPP

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GradSnapp is the leading cloud-based student management platform created for advisors, by advisors.

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