

Transforming Academic Advising:
Building a Case for Change



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE
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TODAY

- Introductions
- Case Studies: University of Tennessee, University of Cincinnati, University of South Florida
- Panel Discussion
- Open Q&A

INTRODUCTIONS

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UNIVERSITY OF TENNESSEE – PROFILE

- Tennessee State Flagship and Land Grant
- Carnegie Classification: Doctoral University; Very High Research
- 9 Undergraduate Colleges; 360+ Programs of Study
- Undergraduate Enrollment: 22,317
- First-time Freshmen: 4,896
 - Ave. GPA: 3.9
 - Ave. ACT: 27
 - Out-of-State: 20%
 - Underrepresented Minority: 21%
- Retention Rate: 86%
- Graduation Rate: 70%

UNIVERSITY OF TENNESSEE - ADVISING ISSUES

Vol Vision 2020 Strategic Planning Process – Student Feedback

- **Inconsistency** – Some students report excellent advising experiences, while others claim misinformation or ineffective appointments
- **Access/ Scheduling** – Difficulty scheduling appointments in some cases
- **Career/ Professional Exploration** – Students recommend more and earlier focus on career/ graduate school options
- **Engagement in the Discipline/Faculty Mentors** – Faculty are desired as mentors, but charge of academic planning, interventions, and administrative tasks can be problematic
- **Transition/ Coordination** – Issues arise with double majors/dual degrees, students in transition (working with two colleges), and transfer students not accepted into major of choice

ADVISING: THE VOLUNTEER EXPERIENCE


A new academic advising model that integrates self exploration, career development, experience learning and engagement into an academic plan.




University of Cincinnati Profile

- A Top 35 Public Research University; Founder of Co-op in 1906
- Carnegie Classification: Doctoral University; Very High Research Activity
- 11 Undergraduate Colleges
9 on Main Campus + 2 Regionals
- 379 Programs of Study + 236 Minors/Certificates
- Total Enrollment: 44,783;
Undergraduate Enrollment: 34,187
- First-time Freshmen: 5,400
 - Ave. GPA: 3.6
 - Ave. ACT: 25.7
 - Out-of-State: 25%
 - Minority & International: 31%

- Retention Rate: 86%
- Graduation Rate: 68%




Cartoon credit: <https://blog.vanillaforums.com/community/dots-donts-making-changes-community/>




University of Cincinnati Advising Strategies

- Advising Practice & Student Needs
 - Continuity of advising across program, intrusive advising model, career advising
- Quality
 - Advising ratios, reinforce specialized advising (esp. exploratory, transfer, international), diversity & inclusion, advisor training & professional development, advisor career path
- Coordination
 - Partnerships among advisors, integrated orientation, shared SIS documentation
- Modeling
 - Assigned full-time advisor + faculty mentor (relationship development model)
- Technology
 - Student Success Networks, Early Alert, advisor dashboard, academic planner tool, web-based advising portal
- Assessment
 - Data tracking, assessment of advising, advisor effectiveness



University of Cincinnati First Year Outcomes

- \$825K permanent funding allocated + \$50K one-time
- Hiring of 10 additional academic advisors to meet advisor-student ratio targets
- Alignment of advising positions within career ladder structure
- Shift to a fully assigned advisor, relationship development model
- Increasing diversity of advising staff
- Creation of a new Center for Pathways Advising & Student Success
- Development of an online Advising Portal for students and advisors
- Implementation of an Early Alert system
- Systematized, shared advising documentation university-wide
- Creation of an online advisor training program
- University-wide advisor training and development on career advising
- Advising administrator training on diversity leadership (grant awarded)
- Professional development support for a four-person team (annually) to attend NACADA Assessment Institute
- Development of a university-wide advising assessment plan is underway



University of South Florida (Tampa) - Profile

- Ranked #1 in student success and the nation's top performer in "overall student success" among 1,100 public research and doctoral universities (2016 *Eduventures* Student Success ratings)
- Recognized by The Education Trust as #1 in the state of Florida and #6 in the nation for eliminating the completion gap between black and white students (2017)
- Recognized as #1 by *The Chronicle of Higher Education* for Greatest Improvements in 6-year Graduation Rates among 4-year public colleges and universities
- Carnegie Classifications
 - Doctoral Universities: Highest Research Activity
 - Community Engagement (Curricular Engagement and Outreach & Partnerships)
- 9 Undergraduate Colleges; 89 Undergraduate Degree Programs
- Enrollment: 30,984 UG (71.2% of 43,542 total students as of drop/add Fall 2017)
- 2016-2017 key undergraduate strategic performance measures*
 - 90% FTIC Retention rate (2016 cohort)
 - 59.6% 4-Year Graduation rate (2013 cohort)
 - 70% 6-Year Graduation rate (2011 cohort)
- First-Time In College (FTIC) measures for 2017 cohort (as of Fall 2017 add/drop)
 - Headcount: 2,552 Avg HS GPA: 4.12 Avg SAT: 1280
 - Out-of-State: 12.6% Under-represented minority: 37%



*Data source IPEDS. Data reported follows IPEDS methodology but are based on internal preliminary data.

USF (Tampa) - Student Support Service Challenges

- Student data spread across multiple units and disparate systems
 - No integrated picture of whole student, leading to "spreadsheet shuffle"
 - No shared communication process or supporting system, training
- Passive support model, waiting for students to seek help
- Engaging students as responsible for their path to success at USF
- Coordination across services when students experience a confluence of issues ("USF shuffle")
- Systematically closing the loop on student referrals and follow-ups
- Balancing individual student needs *and* the rapidly changing performance funding environment
- "Advising" too often meant (only) "academic advising"



Objectives for Case Management model: Right SUPPORT, Right STUDENT, Right TIME

- Create a dynamic network of service providers coordinating support for students
- Identify at-risk students before problems occur
- Refer students to the appropriate expert
- Transform passive support services into active outreach
- Share information and reports to create 360 view of students
- Expand capacity through shared communication and collaboration in Case Management process/system



PANEL DISCUSSION

- What was the impetus for change in advising at your institution?
- How did your process promote buy-in with advisors, key partners, and faculty?
- What was your approach to addressing funding issues?
- How did you incorporate use of data and technology in advising efforts?
- What are your main lessons learned for your peers?

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REFERENCES

University of Tennessee
<https://advising.utk.edu/>

University of Cincinnati
<http://www.uc.edu/advising>

University of South Florida (Tampa)
<http://www.usf.edu/undergrad/advisors/>

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OPEN Q&A

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