

# Advising 2020: Transactional to Transformational!

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THE UNIVERSITY OF  
TENNESSEE  
KNOXVILLE

# Academic Advising: The Volunteer Experience

## Session Goals:

- To examine the advising strategic planning process
- To share how a new university model of advising was created
- To review the strategy developed to address consistent student-to-student ratios across colleges, dramatically increasing the number of professional advisors

## Session Outcomes:

- The participants will leave the session with an understanding of how one university strategically focused on academic advising and students success
- The participants will leave the session with an understanding of how the university empowered the advising community to develop and implement a plan for transformation

# The University of Tennessee, Knoxville

## UT Knoxville is:

- Tennessee's flagship land grant university
- Classified by the Carnegie Foundation as a Doctoral University (highest research activity)
- A Carnegie Engaged University

## Our Students (Fall 2017):

28,321 Students

22,317 undergraduate

6,004 graduate & professional

4,896 – First time freshmen

- Average high school GPA - above 3.9
- Average ACT – 27
- 20% Out-of-State
- 21% Underrepresented minority

# The University of Tennessee, Knoxville

## Our Academics

- **11** Colleges
- **900+** programs of study
- **360+** undergraduate programs of study
- **530+** Graduate programs of study

## Our Undergraduate Colleges

- Agricultural Sciences and Natural Resources
- Architecture and Design
- Arts and Sciences
- Haslam College of Business
- Communication and Information
- Education, Health, and Human Sciences
- Tickle College of Engineering
- Nursing
- Social Work

# OBJECTIVES

- Address the student feedback voiced in the Vol Vision process
- Develop a common vision for future of advising that more closely aligns academic and career advising
- Improve student retention, graduation, and learning outcomes

**The advising community and career development have worked collaboratively on Advising: The Volunteer Experience since February 2016.**

# VOL VISION 2020 – 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

# WHAT WE LEARNED

- All students are exploratory to some degree; changes of major occur frequently
- Four different advising models in place; each with different faculty roles and student/advisor ratios
- Advising is required of all students, but current practices concentrate on registration and curriculum
- Major selection, student financial aid, and academic preparedness have a dramatic impact student retention – and all require extensive partnerships across units to better serve students

# WHAT WE LEARNED

- Informal coordination of academic advising, career exploration, and experience learning
- Challenges for “involuntary transitions” (students who are not able to be in their major of choice)
- Improvement in technology tools and reporting, but challenges still exist
- Limited consistency in training and assessment



# ADVISING 2020 – KEY POINTS

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<b>Integrated Advising Model</b>	<ul style="list-style-type: none"><li>• Adopt a new advising model that integrates academic and career advising with self-exploration and experience learning; design a common base experience for all students</li></ul>
<b>Professional Advisor/Engagement in the Discipline</b>	<ul style="list-style-type: none"><li>• Move to professional advisor/engagement in the discipline approach for all students</li></ul>
<b>Consistent Student-to- Advisor Ratios</b>	<ul style="list-style-type: none"><li>• Increase the numbers of professional advisors to achieve consistent student-to-advisor ratios across colleges</li></ul>
<b>Transition Advising</b>	<ul style="list-style-type: none"><li>• Add a new advising unit to support students in transition between colleges and new transfer students</li></ul>
<b>Focused Retention Strategies</b>	<ul style="list-style-type: none"><li>• Use advisors as “front line” on focused retention strategies (examples - maintaining financial aid, high fail courses)</li></ul>
<b>Advisor Effectiveness</b>	<ul style="list-style-type: none"><li>• Increase advisor effectiveness through improved technology tools, reporting, processes, advisor development and assessment</li></ul>

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# Conceptual/Theoretical Framework

- NACADA Concept of Academic Advising, NACADA Core Values, NACADA Core Competencies for Professional Advisors, CAS Standards for Career Development
- UT Advising Mission, Values, Goals and Outcomes
- Advising: The Volunteer Experience (Self-Exploration, Career Exploration, Experience Learning, Engaged Academic Plan)
- Theoretical Frameworks:
  - Strength-Based Advising (Schreiner)
  - Self-Authorship Theory - LPM (Schulenberg, Baxter-Magolda)
  - Career Advising – 3-I (Gordon, Damminger)
  - Social Justice Theory – Academic Advising and Social Justice: Privilege, Diversity, and Student Success (NACADA Webinar)



**ADVISING**  
The Volunteer Experience

# ADVISING: The Volunteer Experience

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

## SELF EXPLORATION

Students reflect to develop an understanding of self to include strengths, interests, and values

## CAREER EXPLORATION

Students begin with career exploration and continue into career preparation

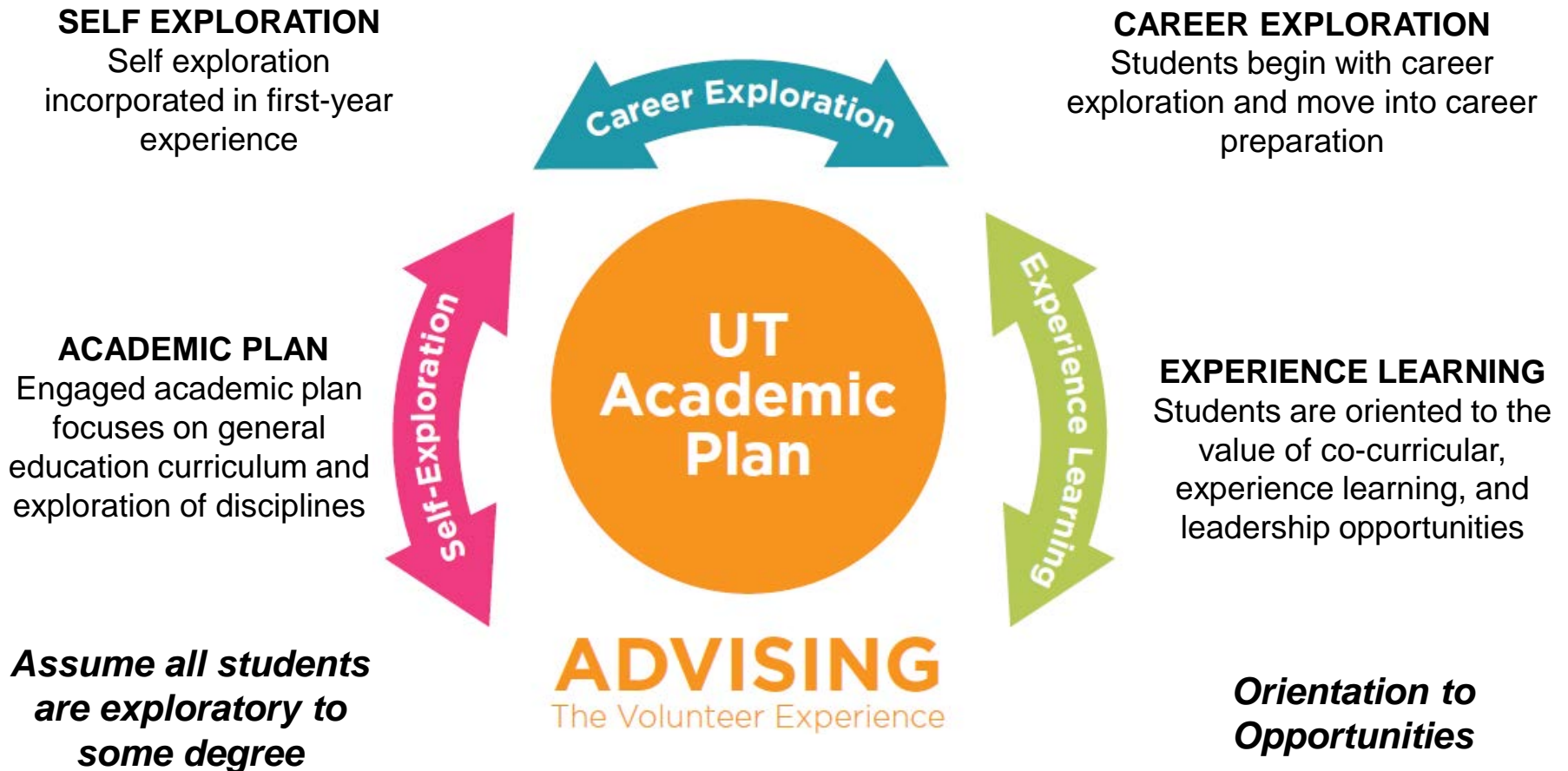
**ACADEMIC PLAN**  
Students select a major and develop an engaged academic plan that aligns with strengths, aspirations, and abilities

**EXPERIENCE LEARNING**  
Students integrate co-curricular, experience learning, and leadership opportunities to support development (professional and academic) and engagement in the discipline



# Lower Division Experience: Exploration

*Begin with self and career/professional exploration for all students*



# Upper Division Experience: Engagement

*Focus on advanced academic plans, career/professional guidance and growth through experience*

## **SELF EXPLORATION CONTINUES**

- \* Continue reference to self-exploration in advanced plans

## **FOCUSED ACADEMIC PLAN AND ENGAGEMENT IN THE DISCIPLINE**

- \* Focused upper division academic plans
- \* Faculty provide students with discipline-related expertise and experience



## **CAREER/PROFESSIONAL READINESS AND GUIDANCE**

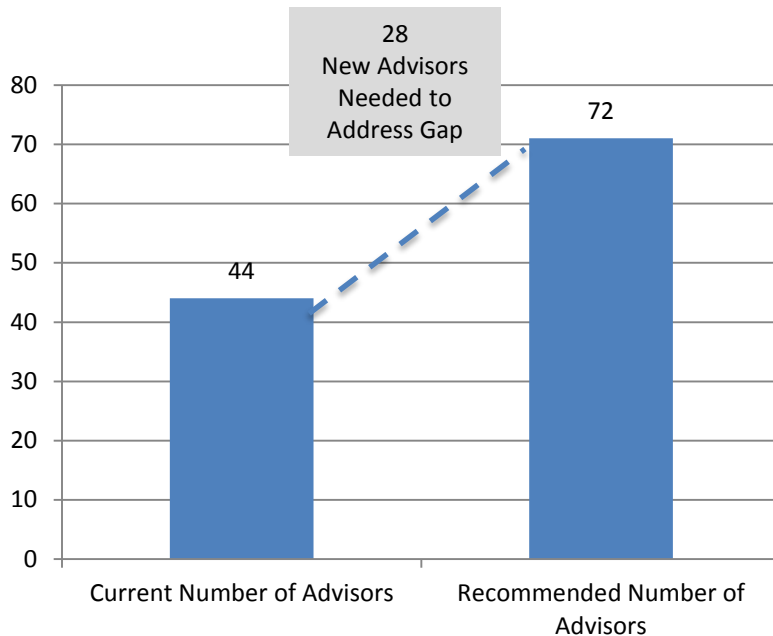
- \* Preparation for job search or graduate school
- \* Support from career development, advisors, faculty and career guides

## **CHALLENGE AND DEVELOP THROUGH EXPERIENCE**

- \* Incorporate experience learning into plan – undergraduate research, internships, study abroad, leadership

# PROFESSIONAL ADVISOR/ENGAGEMENT IN THE DISCIPLINE

**Add advisors to fully adopt a professional advisor model by 2020**



## Description

- Implement a professional practice or professional advisor model for all colleges by 2020
- Assign all students to a professional advisor throughout their undergraduate experience
- Develop a formalized engagement in the discipline approach that focuses on faculty and experience learning; eliminate advisor/administrative roles for faculty
- Add advisors to achieve consistent ratios

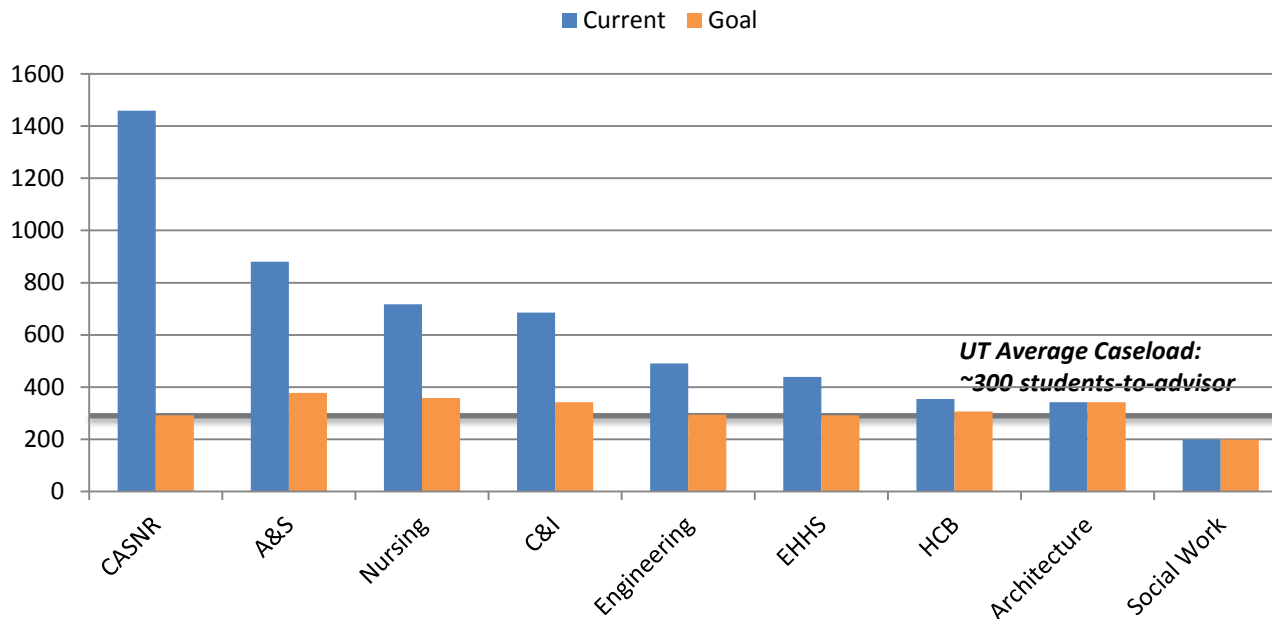
## Assumptions

- Based on advising hours needed to deliver required appointments
- Driven by enrollment and PDQ workload
- Consistent student-to-advisor case load goals

# CONSISTENT STUDENT-TO-ADVISOR RATIOS

Allocate new advisors to achieve consistent advising loads across colleges

Current vs. Recommend Student-to-Advisor Ratios



## Recommended Advising

- Assumes addition of 28 new advisors to achieve common student-to-advisor ratios across colleges
- Recommended average university caseload: 300 students to advisor



# TRANSITION ADVISING

Advising: The Volunteer Experience – New advising unit for students in transition

Exploratory  
Advising



Lower division  
exploratory students,  
including incoming  
freshmen – CAS

College Advising



Declared majors advised  
in colleges

Transition  
Advising (NEW)



- **Involuntary Transitions** – Students who no longer meet major requirements; required to change majors/ colleges
- **Incoming Transfer Students** – Pre-advising for incoming transfer students not admitted to college of choice
- **Voluntary Transitions** – Students who are switching majors and request support developing academic plans to keep them on track (optional)

## What is Transition Advising?

- Advising for existing students who are transitioning majors
- Develop new academic plans to keep students on track to graduation
- Re-visit self and career exploration in partnership with career development
- Facilitate additional academic assistance (as needed)

# FOCUSED RETENTION STRATEGIES

**Focused retention strategies that fully leverage the the benefit of the “advising front line” (advising requirement/data analytics)**

Retention Issues – Examples	Advising Strategies in Partnership with...	Solutions That Benefit from the “Advising Front Line”...
<b>Retention of Student Financial Aid/ Hope Scholarship</b>	<ul style="list-style-type: none"> <li>• Departments, Faculty</li> <li>• One-Stop, Financial Aid</li> </ul>	<b>Retain Aid/Hope</b> - Identify and work in partnership to help students who are in jeopardy of losing Hope/ financial aid due to academic progress
<b>Career/ Professional Exploration and Selection of Majors</b>	<ul style="list-style-type: none"> <li>• Departments, Faculty</li> <li>• Career Development</li> </ul>	<b>Major Selection</b> – Identify and work in partnership to benefit students struggling in selected majors to proactively explore and switch majors
<b>High Fail Courses/ Success in Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Departments, Faculty</li> <li>• Student Success</li> </ul>	<b>Early Alert</b> – Proactive academic interventions to help identify and support students in jeopardy of course failure (also relates to retention of financial aid), use of predictive analytics

# ADVISOR EFFECTIVENESS

**Advising: The Volunteer Experience – Improved technology tools, reporting, processes, training/professional development, and common assessment**

Advisor Effectiveness	
<b>Training and Development</b>	<ul style="list-style-type: none"><li>▪ Common new hire/training requirement and professional development program for all advisors (Career Path)</li></ul>
<b>Technology Tools</b>	<ul style="list-style-type: none"><li>▪ Essential technology upgrades for key systems:<ul style="list-style-type: none"><li>- <b>uTrack:</b> File review, tracking terms for students</li><li>- <b>UAchieve:</b> Add minors and double majors, support upgrade</li><li>- <b>Banner:</b> Change programs, advisor overrides</li></ul></li><li>▪ Require use of Grades First to coordinate student interactions and manage early alerts</li></ul>
<b>Process</b>	<ul style="list-style-type: none"><li>▪ Streamline/automate inefficient, paper-based processes<ul style="list-style-type: none"><li>- Examples: Gen ed petitions</li></ul></li></ul>
<b>Reporting</b>	<ul style="list-style-type: none"><li>▪ Formalize and distribute critical reports (predictive analytics) for advisors and partners:<ul style="list-style-type: none"><li>- Examples: Retention by major, high non-complete courses, migration patterns by major, financial aid/satisfactory academic progress</li></ul></li><li>▪ Improve access to student data to support retention strategies</li></ul>
<b>Assessment</b>	<ul style="list-style-type: none"><li>▪ Establish common learning and process outcomes</li><li>▪ Develop common assessment approach for all advising units</li></ul>

# ADVISING: The Volunteer Experience - BENEFITS

## Improved Persistence, Graduation, and Learning Outcomes Through...

- **Student experience**
  - Advising system based on the “big picture” vs. course selection/ registration
  - Greater access to advisors and improved consistency of advising
  - Improved student satisfaction with major decisions, academic plans
  - Higher participation in high-impact retention practices (experience learning)
- **Coordination, consistency, and new capabilities**
  - More effective “advising front line” to students
  - Stronger partnerships to implement more complex, targeted retention strategies
  - Common training and professional development to improve consistency
- **Effectiveness**
  - More efficient use of faculty time and disciplinary expertise
  - Fewer administrative/ process problems
  - Better use of data, predictive analytics and reporting to improve target interventions

# Implementation Benchmarks

- ☑ Deans/Associate Deans and Student Life Feedback - completed
  
- ☑ Final Provost/Vice Chancellor Approval and Adoption - completed
  
- ☑ Resource Plan (Long-Term) – completed. First-year of model funded.
  
- ☑ Implementation (Led by AALG and Career Development Center- in progress)
  - Full development of model components
  - Core Curriculum for advisor development
  - Hire new advisors funded in first-year model (16 new positions – SP 2017)
  - Professional development for new and current advisors
  - Communication plan/messaging (students, faculty, staff, parents)
  - Roll-out scheduled for new first-time freshmen during New Student Orientation – Summer 2017
  - Fully develop predictive analytics - delivered to advisors in a dashboard
  - Complete baseline model assessment

# Assessment Plan

- Spring 2017: University of TN's Undergraduate Advising Perceptions Report (Evaluation, Statistics, and Measurement Program Research Group – College of EHHS)
  - Baseline assessment for new model - survey
  - Surveyed all undergraduates – general and college specific questions
  - Learning outcomes, process outcomes, experience, suggestions for improvement (included Career Development Center questions)
- University-wide assessment each spring term
- College specific assessment (annual) - TBD
- Orientation Advising Assessment 2017 (survey/): First step in implementation – FTF
  - Learning outcomes
  - Experience
  - General and college specific
- Orientation Advising Assessment each summer
- GradesFirst Appointment, Notes and Usage data
- NSSE Academic Advising/Career Development Questions
- TBD: Focus Groups, Advisor Perceptions/Experience Survey

# Professional Development

- ☑ January 2017  
**Professional Development Workgroup (PDWG)** was formed. The 12-person workgroup includes advisors and advising administrators for multiple colleges as well campus partners from Career Development and Experiential Learning.
- ☑ March 29, 2017  
**Academic Advising 2020 Retreat**
- ☑ June 7, 2017  
**Professional Development Retreat**  
Part I - Strengths Quest interpretation and activities  
Part II - Introduction to Advising 2020 for new advisors
- ☑ July 23-28, 2017  
PDWG team attends **NACADA Summer Institute** to develop the core curriculum for advisors focusing on the NACADA core competencies
- ☑ September 7, 2017  
**1<sup>st</sup> UT Annual Academic Advising Conference**
- ☑ Year-Long Schedule of Academic Advising Events:  
**NACADA webinars, TennACADA-sponsored events, Spring 2018 Academic Advising Retreat**

## NACADA Advisor Core Competencies – Conceptual, Informational, Relational

TIME	ROOM	DETAILS	PRESENTER(S)
8:00	Atrium & 404	Check-In and Breakfast	
8:30	400A	Welcome and Opening Remarks	<b>RJ Hinde</b> , Vice Provost for Academic Affairs <b>Ruth Darling</b> , Academic Advisor Professional Practice, Consultant
8:40	400A	<u>The Scholarly Advisor</u> (C, I)	<b>Charlie Nutt</b> , Executive Director NACADA
9:40	413A	<u>High-Tech Career Exploration Resources</u> (I) <b>Purpose:</b> To equip participants to become more active partners in the career exploration process <b>Learning Outcomes:</b> Participants will apply the inquire/inform/integrate model to the practice of career exploration across various student contexts. Participants will be able to direct students to online resources available for major and career exploration	<b>Jenny Ward</b> , Associate Director Center for Career Development <b>Rochelle Nelson</b> , Academic Advisor College of Communication & Information
9:40	413C	<u>Experience Learning in the Volunteer Experience Advising Model: Faculty Perspectives and Website Resources</u> (I,R) <b>Purpose:</b> To further develop participants' understanding of the Experience Learning element of the Volunteer Experience Advising Model by sharing faculty perspectives on Experience Learning initiatives/courses they have created and by demonstrating the tools available for participants on the Experience Learning website <b>Learning Outcomes:</b> Participants will be better able to articulate the parameters and benefits of Experience Learning courses.	<b>Chris Lavan</b> , Director Experience Learning <b>Lisa Byrd</b> , Assistant Director Engineering Advising <b>Margaret Keneman</b> , Lecturer Modern Foreign Languages & Literature <b>Matthew Pamental</b> , Lecturer Philosophy <b>Lisa Parker</b> , Lecturer Modern Foreign Languages & Literature <b>Cindy Welch</b> , Clinical Associate Professor



## UT ACADEMIC ADVISING EVENTS



Date/Type	Time	Event Title	Location
9/12/17 NACADA webinar	2:00-3:30	Building Advisor Competency: Facing Fear and Creating Our Best Professional Selves	FBCC 102-104
9/20/17 TennACADA event	3:00-5:00	Navigating the Career Path: How to Prepare a Successful Portfolio	HBB 440
10/2/17-11/30/17	Multiple Days	Accepting nominations for Chancellor's Honors Advisor Award	
10/4/17 TennACADA event	3:00-5:00	How to Conference: Preparing for NACADA and Other Scholarly Conferences	HBB 440
10/11/17-10/14/17 NACADA event	Multiple Days	NACADA National Conference - Meet Me in St. Louis: The Gateway to Student Success	St. Louis, MO

# Lessons Learned

- Early and extensive vetting of a proposed new model is needed starting with university leadership and including all university partners – across divisions and units. Openness to constructive criticism must be a part of the process.
- A resource plan to fund a new model must be a part of the proposal. The plan should be built on specific goals, recent data, and a reasonable time frame for implementation. An assessment plan must be a part of the new model to show ROI.
- For a new university-wide model to be successfully implemented and meet the desired goals, there must be central coordination and authority at the Provost level. However, a critical success factor is engaging the academic advising community in the design and implementation of the model as well as empowering the community to make decisions based on their expertise and professional knowledge.
- Focus on creating a positive culture for change.

# QUESTIONS?

