

Fall 2022 Academic Advisement Initiatives



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Advising Structure

- Decentralized/Mixed Model
- Undergraduate Student Advisement
 - Executive Director of Academic Advisement
 - Assistant Director of Advisement Training
 - Information Research Tech
- 8 “College Leads”
 - 4 Assistant Deans
 - 3 Directors
 - 1 Advisor
- 8 Advisement Centers
 1. College of Arts and Sciences
 2. College of Business and Technology
 3. Clemmer College (Education)
 4. College of Clinical and Rehabilitative Health Sciences
 5. College of Graduate and Continuing Studies
 6. College of Nursing
 7. College of Public Health
 8. University Advisement Center
- Professional Academic Advisors & Faculty Advisors
 - ~ 35 Professional Academic Advisors
 - ~ 100 Faculty Advisors

Year 1 Enhancements

Identity and Structure:

Ex: Developed a mission, vision, values, and diversity statements for academic advisement; Formed an Academic Advisement Leadership Team; Developed a career ladder proposal to provide advancement opportunities for professional academic advisors; Revamped the Academic Advisement Council as a platform for providing more professional development to advisors

Professional Development and Training:

Ex: Provided more professional development and training opportunities for professional academic advisors past the initial onboarding preparation; Fully utilized EAB Navigate by professional academic advisors for student scheduling; data collection; and systematic, proactive support for identified student populations; Developed a career ladder proposal to provide advancement opportunities for professional academic advisors

University Retention and Student Success:

Ex: Identified best practices in academic advising for improving student success, retention, and graduation and led the adoption of these practices by professional academic advisors; Submitted a hiring proposal to provide professional academic advisement through to graduation

Upcoming Advisement Initiatives

- **Initiative 1: Conducting early outreach and creating success plans for at-risk student populations through differentiated care**
- Rationale: To provide early support and guidance to students with lower incoming high school GPAs and academic setbacks in their first college term because these students are at an increased risk of leaving college before earning degrees.

Success Plan Sample

Academic Success Plan (Current Student)

Date _____ Semester _____
Name _____ Major _____

Semester GPA goal:

My goal this semester is to achieve a semester GPA of at least _____

I understand that I must take the following actions this semester, which are essential for all students seeking academic success

- Attend all classes except in cases of emergency or illness. In these cases, I will notify my instructors immediately and develop a plan with them as soon as possible to make up any missed assignments.
- Keep track of my grade progress in all my classes.
- Meet with my Instructor during office hours for assistance if a grade on any assignment or test is below C (2.0).
- Schedule an appointment with my Academic Advisor if anything occurs that may affect my academic success.
- Utilize ETSU resources to assist me.
- Frequently check my ETSU email for communication from my Instructors, Academic Advisors, and others across campus.

My Strengths and Motivators

What I have done well and commit to continue doing:

1. _____
2. _____
3. _____

My "why's" for succeeding in college:

1. _____
2. _____
3. _____

Academic challenges and action plan to deal with them:

The top 3 factors contributing to my academic difficulty in the past were:

1. _____
2. _____
3. _____

At least 3 specific actions I will take this semester to address these factors are:

1. _____
2. _____
3. _____

How do you plan to balance your academic and personal life during college?

Other Commitments: _____

ETSU resources that can help me be successful:

Center for Academic Achievement

Dean of Students

Financial Aid/Scholarships

ITS Help Desk

Office of Equity and Inclusion

TRIO Student Support Services

Undergraduate Student Success Specialist

University Health Clinic

Other _____

Counseling Center

Disability Services

Housing

Multicultural Resource Center

Pride Center

Women and Gender Resource Center

University Career Services

Veterans Affairs

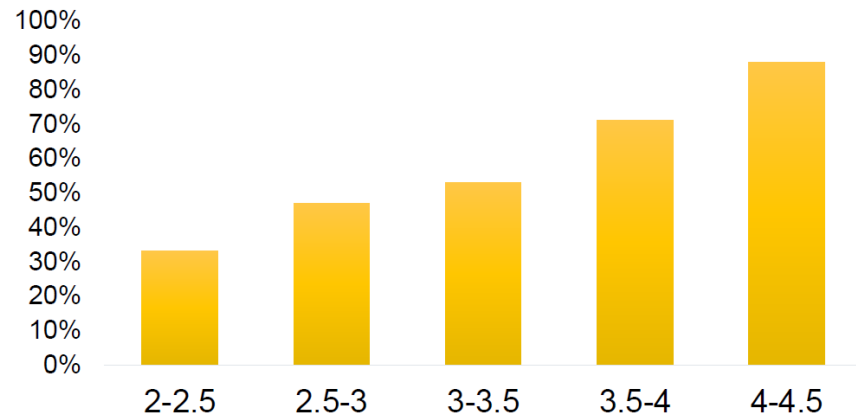
At-Risk Populations

- In the fall 2022 semester, advisors will reach out to incoming first-time freshmen (FTF) with high school (HS) grade point averages (GPAs) under 3.0.
- In spring 2023, advisors will contact students with academic setbacks in the first college term (e.g., GPAs under 2.8 with one or multiple DFW grades).

At-Risk Populations Continued

Signs of risk: HS GPA

Retention of Fall 20 FTF to Fall 21 by HS GPA



Students without HS GPAs or with HS GPAs <2 or ≥4.5 excluded from analysis. Source: EL files fall 2020, fall 2021

Signs of risk: HS GPA

HS GPA	Enr F20	Enr F21
2-2.5	58	33%
2.5-3	185	47%
3-3.5	358	53%
3.5-4	605	71%
4-4.5	424	88%

Students without HS GPAs or with HS GPAs <2 or ≥4.5 excluded from analysis. Source: EL files fall 2020, 2021

At-Risk Populations Continued

Signs of risk: 1st-term GPA

Graduation of Fall 15 FTF by 1st-Term GPA

1 st -Term GPA	Students	6-Year Graduation
2.4-2.6	62	27%
2.6-2.8	87	41%
3.2-3.4	136	63%

Data do not include students who entered in summer 2015 or whose admission code changed from FR in fall 2015 to UD in a subsequent term. Source: Navigate historical population analytics

Signs of risk: 1st-term DFWs

Graduation of Fall 15 FTF by DFWs Earned in the 1st Term

1 st -Term DFWs	Students	6-Year Graduation
0	844	69%
1	237	44%

Data do not include students who entered in summer 2015 or whose admission code changed from FR in fall 2015 to UD in a subsequent term. Source: Navigate historical population analytics

Differentiated Care

Advising Expectations and Early Wins



Student-Level Touchpoints

- **Low Support:**
2 advising meetings per term
- **Moderate Support:**
4 advising meetings per term
- **High Support:**
6 advising meetings per term



Low Support (e.g., Above 3.5 GPA; little to no sign of attrition risk):

1. Pre-Registration Before Orientation (Incoming, only)
2. Registration
3. Re-Enrollment Efforts

Moderate Support (e.g., 2.5 - 3.5 GPA; moderate attrition risk):

1. Pre-Registration Before Orientation (Incoming, only)
2. Academic Alerts
3. ESPR/Midterms
4. Registration
5. Re-Enrollment Efforts

High Support (e.g., Below 2.5 GPA; high attrition risk):

1. Pre-Registration Before Orientation (Incoming, only)
2. Early Outreach (Targeted "At-Risk" Student Populations)
3. Referrals to Academic Coaching
4. Academic Alerts
5. ESPR/Midterms
6. Registration
7. Academic Standing
8. Re-Enrollment Efforts

Advisement Initiatives Continued

- **Initiative 2: Building graduation plans on Degree Works (DWs)**
 - Rationale: A degree plan provides students with a clear idea of which courses to choose and the time it will take to graduate, thus increasing their likelihood of graduating on time. Degree planning could also have other benefits, such as improved credit hour production, semesterly re-enrollment, and year-to-year retention rates.

Advisement Initiatives Continued

- **Initiative 3: Expanding the coordinated care network on EAB Navigate**
 - Rationale: To address the issue of students feeling like they are being “shuffled” around campus, whether it is for financial aid, paying bills, and more. Coordinating care will allow students to receive help not just from the person they happen to meet with (e.g., usually their advisor) but from all of the people and offices suited to help them (e.g., career services, coaches, tutoring, financial aid/payment, etc.). Additionally, coordinated care will provide a centralized referral system where advisors and other student support personnel can issue referrals and see the resources students are using through the case management documentation.

Coordinated Care Scenario with Tutoring

ISSUING A REFERRAL

Actions

I want to...

- [Issue a Notification or Referral](#)
- [Create a New Student](#)
- [Upload Profile Picture](#)

REFERRAL DETAILS

ISSUE A NOTIFICATION OR REFERRAL

Student: Bucky Buc ✕

Please select a reason:

Is this associated with a specific class?

Additional Comments

This student expressed needing tutoring for BIOL 1110/11.

Coordinated Care Scenario with Tutoring Continued

REPORTS/NOTES SCREEN

Notification Or Referrals For Kirsten		CASE INFO	
ISSUE DATE	NOTIFICATION OR REFERRAL REASONS	Notification Or Referral For Tullock, Kirsten Issued on 02/09/2022 @ 11:00am ET	
03/08/2022	Refer to CFAA for Tutoring		
02/09/2022	Refer to CFAA for Tutoring		
		NOTIFICATION OR REFERRAL REASONS	STATUS
		Refer to CFAA for Tutoring	Closed on 02/21/2022
			CASE OUTCOME
			Student received or participated in support

Other case outcomes include: (1) Appointment made; student did not attend, (2) Contacted student, but no reply, or (3) Student reports issue is already resolved

Coordinated Care Scenario with Tutoring Continued

Student	Notification or Referral Reason	Closed Reason	Comments
Student A	Refer to CFAA for Tutoring	Appointment made; student did not attend	<p>02/09/2022 11:00 AM low exam and overall course grade ~</p> <p>02/09/2022 1:16 PM Emailed student about tutoring, SI, and academic coaching ~</p> <p>02/15/2022 6:44 PM CFAA Learning: Called student and set up tutoring appointment for BIOL 1110 on 2/21 ~</p> <p>02/21/2022 9:47 AM CFAA Learning: Student cancelled made appointment ~</p> <p>02/21/2022 9:48 AM CFAA Learning: Sent final email with our services, contact us to reschedule if need further help</p>

Coordinated Care Initial Units

- Bursar
- Career Services
- CBAT Career Services
- Center for Academic Achievement
- Dean of Students
- Disability Services
- Financial Aid
- Fraternity and Sorority Life
- Honors College/Study Abroad
- Housing and Residence Life
- TRIO Program
- Veterans Affairs

Thank you

Questions?