Proactive and Intrusive Advising

Dr. John H. Frederick - UTSA
Provost and VP for Academic Affairs, UTSA

Dr. Joel L. Hartman - UCF
Vice Provost and CIO

Dr. Kurt J. Keppler - LSU
VP for Student Life & Enrollment Services

Dr. Roy Mathew - UTEP
Associate VP and Director of Center for Institutional Evaluation, Research and Planning

Presentation Overview

- Working Definition
- Infrastructure Needed
  - Knowledge Infrastructure
  - Technology Infrastructure
  - Administrative Infrastructure
- Case Studies
- Implementation Challenges
- Recommendations

Advising & Student Affairs: *Partners in Retention*

Kurt J. Keppler

Vice President, Student Life & Enrollment

Working definition
Advising

- Provides **direction** and **insight** on potential challenges and concerns and how to handle

- By content:
  - ***Academic*** -- course scheduling, degree requirements, career planning, major selection

  - ***Developmental*** -- addresses all aspects of student development

By level

- **Proactive** - prescribe action before problem results
  - ***Academic*** -- Course prerequisites, requirements for majors, faculty interventions and referrals (i.e., tutoring, supplemental instruction)
  - ***Developmental*** -- Financial aid assistance for unmet needs, encouragement to engage in high impact practices (study abroad, leadership development, internships, student engagement)

- **Intrusive** - go beyond prescribing action to ensure students respond
  - Pre-advisement course templates
  - Mandated course selection
  - Mandatory engagement practices (living on campus, tutor or supplemental instruction sessions, pre-registration modules, attendance)

LSU

Emergent models

- Components derived from *Complete College America* utilize choice-reduction, intrusive advising
  - Required freshmen interest groups or residential colleges
  - Structured advising templates for the majority of courses
  - Meta-majors
  - Strategic scheduling

Fostering success

- Non-cognitive factors impacting student success
  - Financial limitations
  - Physical or mental health
  - Institutional fit/ lack of engagement
  - Family or personal issues
- Referral mechanisms for advisors to get students to correct campus resources
  - Mentoring programs - FYE, Campus Life, Minority Affairs, Colleges
  - Campus involvement - Campus Life/Activities, Residential Life, University Recreation, Athletics
  - Readiness to learn - Learning Center, Career Services, TRIO Programs, Student Health
  - Campus part-time employment - Career Services, individual departments

Moving the needle
on student success

- Analytics alone may not be sufficient for success
  - Degree path mapping (the tryptik)
  - Degree path tracking (GPS)
  - Success coaching/mentoring (LSU IMPACT)
  - Advent of adaptive (personalized) learning and mastery-based (competency) learning
  - Alert systems to proactively inform advisors about student issues
    - *Campus based*
      - Longitudinal studies of student success through probability of success algorithm
    - *Vendor- based*

LSU

What infrastructure is needed for proactive advising?

Knowledge Infrastructure

Roy Mathew

Associate Vice President and Director of Center for Institutional Evaluation, Research and Planning
The University of Texas at El Paso

Determine the key outcome that measures student success

Develop a hierarchical understanding of data

- Degree Awarded
- Graduation rate
- Retention

Build Systems Understanding

- Develop broad understanding of factors that explain key outcome at the institution
- Identify intermediate outcomes (i.e., retention) and institutional units (e.g., First Year Program) that have a role in advancing these outcomes
- Identify diagnostic metrics that allow for proactive intervention

Generate actionable insights

- Provide data that identify areas for improvement
- Provide "tools" that allows for efficient intervention in the short-term
- Create conditions to share information about effective interventions

Technology Infrastructure

Dr. Joel L. Hartman
Vice Provost and CIO
University of Central Florida

The Advent of Academic Analytics

- We have had mountains of student data for many years
- We are learning how to use it to increase student success
- We are gaining new sources of actionable data from the learning environment

A Change in Perspective

- We have tended to view students by cohorts and look backward at historical data
- We now have real-time data sources, and can observe individual students' status and in-course behavior

A Change in Perspective

- This gives us the ability to look ahead predictively and intervene <u>before</u> a student encounters academic difficulties
- We should view students holistically, requiring multiple sources of data and insight

Definitions

- **Analytics:** the discovery of meaningful patterns in data
- **Academic Analytics:** the discovery of <u>actionable</u> patterns in academic data
- **Big Data:** a collection of data sets so large or complex that special analytical techniques must be used

Leveraging Data

- What data?
- With what analyses?
- Yielding what indicators?
- That are observed by whom?
- Who take what actions?

Leveraging Data

- With which students?
- With what results?

Refine and Repeat

Building Analytics Capacity

- Data sources
  - Student Information System
  - Learning Management System
  - CRM
  - Advising data
- What data sources have the greatest predictive power?

Building Analytics Capacity

- Analytics
  - In-house (IR or special unit)
  - Outsource
  - Dashboards / Reports

Analytics Dashboard

SAVED FILTERS

ALL UGRD

UGRD - CRS MODALITY

FILTERS Clear All

Academic Level

Campus

Degree

Cohort

Student Type

Full-time vs. Part-time

Completed Terms

Institution GPA

Financial Aid

Transfer Credit

Previous Institutions

Academic Standing

STEM Major

Age

Gender

Ethnicity

OVERVIEW

Active Filters

59,295 of 59,295 Active Students

No filters selected

Save

PERSISTENCE PREDICTION

ALL STUDENTS - 59,295

92%

ACTIVE FILTER - 59,295

92%

SPRING 2015 - FALL 2015

STUDENT PREDICTION TREND

ALL STUDENTS ACTIVE FILTER PREDICTION

100

50

FALL 2014 SPRING 2015 FALL 2015

POWERFUL PREDICTORS

MORE DETAILS

1 On-ground GPA (Cumulative)

6 Term GPA Standard Deviation (Prior Year)

Data Security

- Protecting data at rest and data in motion
- FERPA compliance
- Contractual terms

Some Questions Analytics Can Help Answer

- For advisors
  - Which students should I contact <u>today</u>?
  - Which students are on or off track?

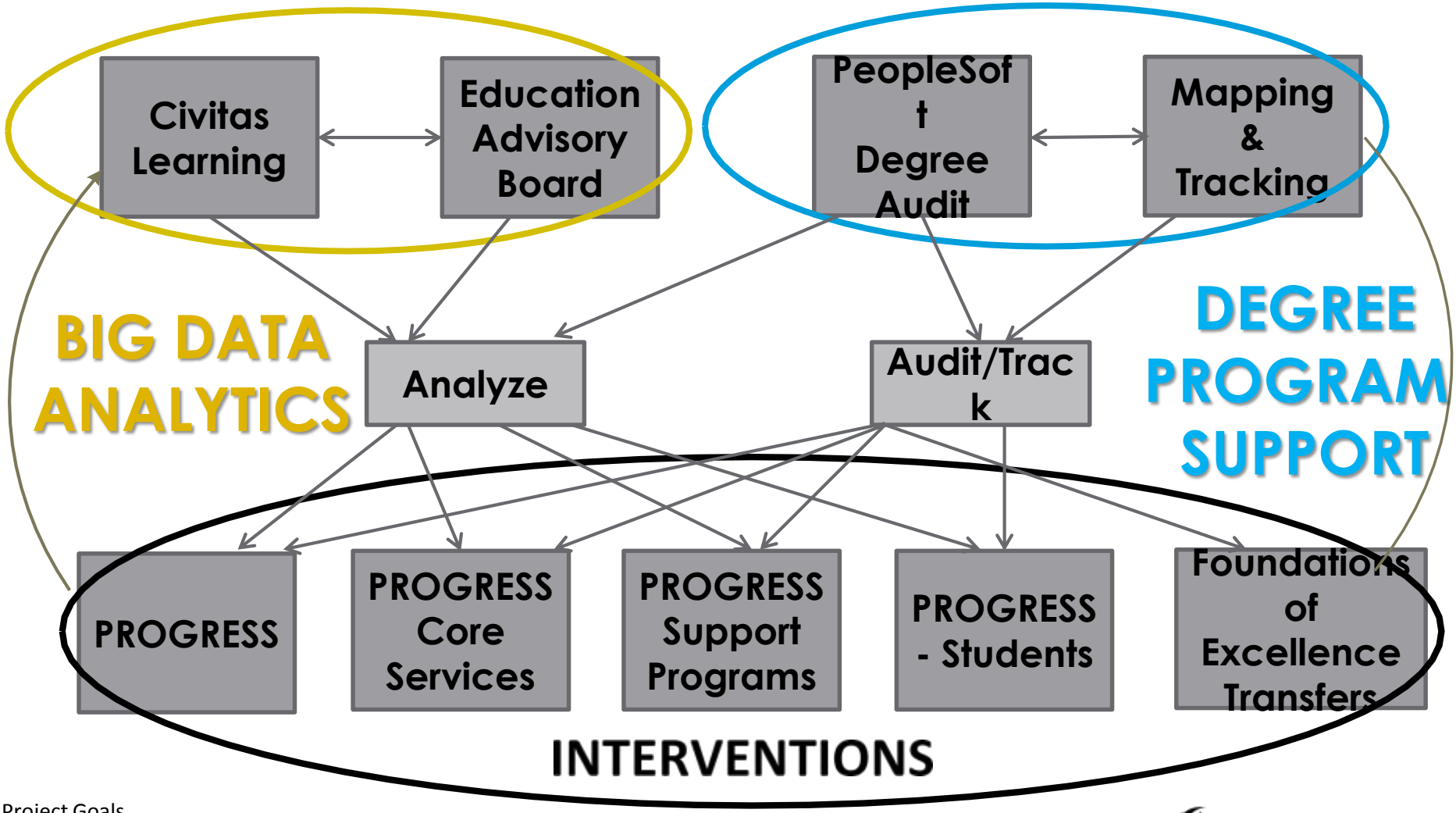
Some Questions Analytics Can Help Answer

- For faculty members
  - Which of my students is at greatest risk and why?
  - Are elements of my course poorly designed?

Some Questions Analytics Can Help Answer

- For students
  - Which courses should I enroll in next term?
  - Could I engage my courses in a more successful manner? If so, how?
  - I want to change majors. Which would take greatest advantage of the courses I've already taken?

UCF
FOSTERING STUDENT SUCCESS

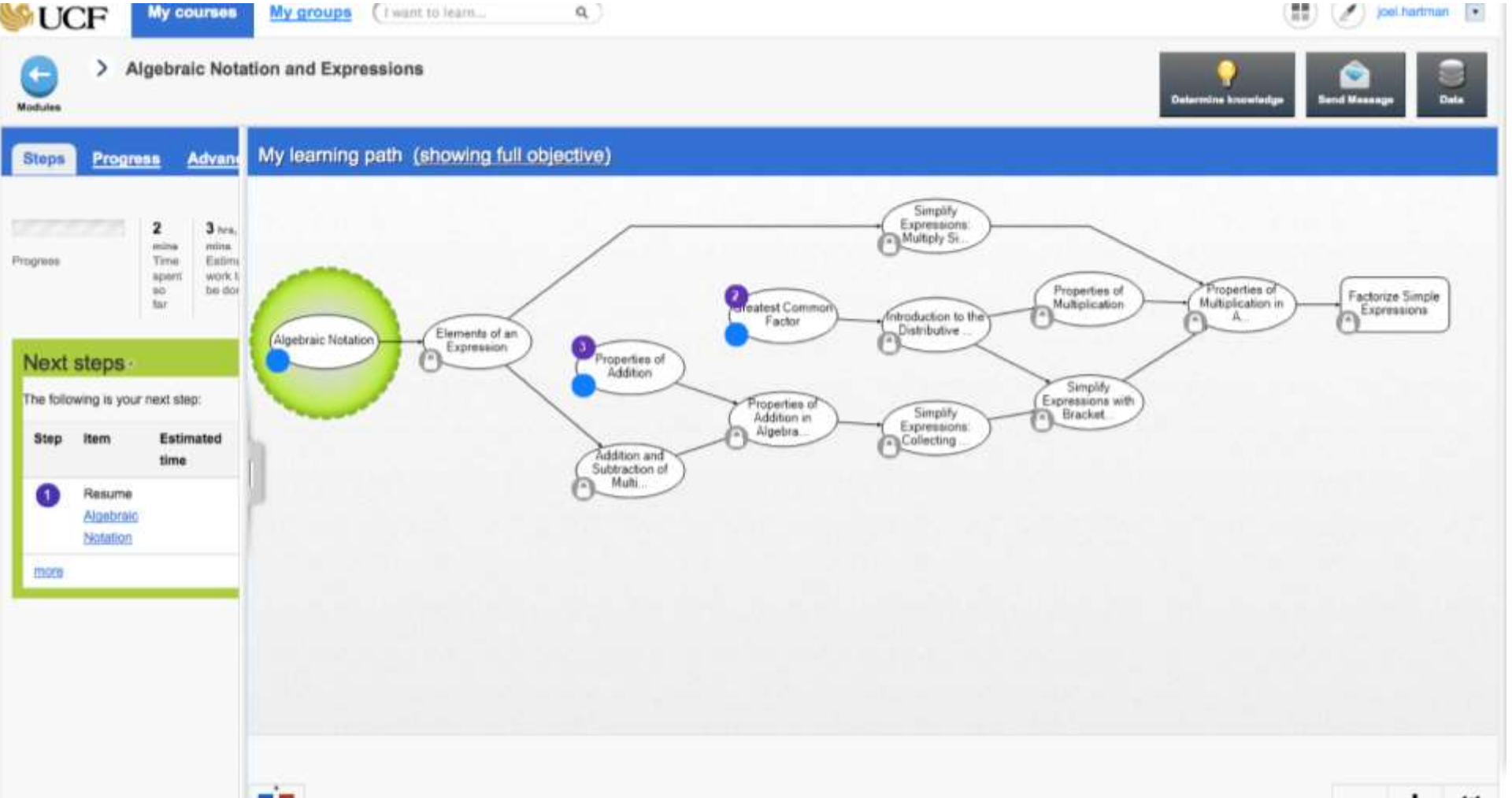


Project Goals
-Increase number of students attaining a degree or certificate
-Reduce time to degree
-Minimize number of student credit hours per student

UCF

Updated 7/2/15

Adaptive Learning



Vendor-based solutions

- Cost by enrollment size, campus, contract length, product usage

- Some web-based alert systems now available *(no preferences given!)*
  - Campus Labs - Beacon
  - EBI / Mapworks
  - Education Advisory Board Enrollment Management Forum
  - Grades First
  - Hobson's
  - Noel-Levitz
  - Starfish Retention Solutions

Administrative Infrastructure

Dr. John H. Frederick

Provost and VP for Academic Affairs
The University of Texas at San Antonio

Important Questions

- Who is responsible for student success?
  - Student Recruitment/Admissions
  - Academics
    - Academic advising
    - Faculty
    - Library and academic support services
  - Campus environment: housing, dining, recreation and student activities
  - Career services and planning
  - Family support

- Which offices support the work of proactive academic advising?
  - Orientation programs
  - Student Financial Aid
  - Institutional Research
  - Office of Information Technology
  - Faculty, departments, colleges
  - Academic support centers (e.g. tutoring)
  - Counseling
  - University administration

- How can one build an effective campus team?
  - Engage a broad constituency charged with improving student outcomes
  - Establish well-defined roles
  - Build robust communication mechanisms
  - Focus on student outcomes rather than bureaucratic conveniences–empower innovation
  - Create cross-department task forces/"Tiger teams"
  - Report data and analysis early and often
  - Recognize and celebrate success

Other Considerations

- Who is in charge?
- Where are resources derived to support proactive advising?
- Who monitors progress and assesses effectiveness?
- How are complimentary initiatives organized and carried out?

How might proactive and intrusive advising look?

two case studies, and a cautionary tale

Case Study 1: LSU

Kurt J. Keppler
Vice President, Student Life & Enrollment
Louisiana State University

LSU case study

- Demographic specifics
  - 5,700 freshmen, average course load 14+ credits
  - 32,000 total students on the Baton Rouge campus
  - 28.5% Non-Caucasian
  - 51.6% female, 48.4% male
  - 84.7% retention rate
- Longitudinal study of over 40,000 freshmen
  - 8 years
  - Over 40 variables studied
  - Probability of success algorithm developed

The initiative

- Algorithm gives probability of success score - showed to be more accurate than self-reported SSI
  - SSI = Student Strengths Inventory score for retention probability and academic success
- Students with probability of success scores of <90 personally phoned by college advisors, FYE staff, and other staff from Campus Life, Center for Academic Success, Career Services, and Admissions
- 300 students given Mentors (murky middle issues)
- Top 10 freshmen DFW courses studied
  - SI enhanced as a result
- Students with <2.2 GPA required to complete 90-minute IMPACT workshop in January

Significant variables
on the LSU retention algorithm

High Effect
- GPA differential
- GPA general
- Attendance

Medium Effect
- Public/Private high school
- Tutoring
- Supplemental Instruction

Low Effect
- First Generation
- Gender (male)

‘Ideal’ retained student at LSU

- Keeps consistent GPA over time (whether high or low)
- Has medium to high GPA
- Takes fewer DFW classes in one semester
- Attends classes
- Attends tutoring or supplemental instruction
- Has low grade instability (i.e., low spread between individual class grades -- all Bs or Cs is better than combination of As and Fs)
- Lives on campus
- Has a family or home address close to LSU
- Not first generation student

Case Study 2: UTEP

Roy Mathew

Associate Vice President and Director of Center for Institutional Evaluation, Research and Planning
The University of Texas at El Paso

Applying Knowledge to Action
The University of Texas at El Paso

Case Study Outline

- UTEP Context
- Measure of Success
- Actionable insights based on Lumina-Funded Research Insights
- Examples of Data Tracking Tools and initiatives
- Newest Initiative

UTEP Student Demographics

- 23,079 Students
- 80% Hispanic
- 84% from El Paso County (6th Poorest Metropolitan Area in the Nation)
- 53% of Undergraduate Students are First-Generation
- 50% of Undergraduate Students are from the lowest income quartile

Context for Building the Analytics Infrastructure

By 2004, UTEP was nationally recognized for fostering student success.

- Dr. George Kuh and the American Association for Higher Education identified UTEP as one of 20 colleges and universities that was "unusually effective in promoting student success." (1)
- UTEP is recognized as one of six NSF Model Institutions for Excellence for its success in creating educational opportunities for non-traditional students.

In 2004, President Natalicio asked what more could we do?

- "Moneyball" Approach
- UTEP secured two grants from Lumina Foundation for Education to study first-time (2005-2008) and transfer student success (2009-2012).
- Focused on identifying actionable insights

By 2006, UTEP began to implement insights from Lumina studies.

(1) NSSE Institute for Effective Educational Practice, Project DEEP Final Report, p. 4

Measure of Success

- Growth in Degrees Awarded (2004 to 2014)
  - **Total Degrees awarded increased by 78%** (from 2,438 to 4,350), while enrollment only grew by 24% during the same period.
  - Comparative Growth (2003 to 2013)
    - **97th percentile** in terms of growth in undergraduate degrees awarded, among 2,500+ institutions awarding baccalaureate degrees
    - **99th percentile** in undergraduate degrees to Hispanics, among 2,200+ institutions awarding baccalaureate degrees

Insights Based on Lumina-Funded Research

- Focus on Seniors to ensure progress and completion
- Focus on retention (term-to-term and year-to-year)
- Track success in the first term, first year, and second year
- Track success in first year courses / The (Professor) Ambler Initiative

Examples of Tools and Initiatives with Deans and Administrative Units

Please note that data in examples of tracking tools have been modified

Focus on Stalled Seniors

Potential Graduates by SCH - All UG Students

Current College All

Current total SCH (>=) 90

Most Recent Term Completed (>=) Spring 2013

Report Student

Search | Excel Download

Total Count: 393 (Max Allowed Excel Rows: 65000)

Note: This tool lists students who completed a set of amount SCH (ex, greater than 120) but have not been awarded a degree. Students whose status is Degree-Pending were considered as Degree-Awarded

FirstName	MiddleInitial	FirstTermCompleted	MostRecentTermCompleted	CollegeCode	MajorDescription	MinorDescription	OverallLevelHoursEarned	InstLevelHoursEarned	TransferLevelHoursEarned	OverallLevelGPA	PermanentAreaCode	PermanentPhoneNumber	MailAreaCode	MailPhoneNumber	EmailAddress
Jesus	E	199110	201320	BU	Pre-Business/UG		180	38	142	2.97368	915	857xxxx	915	858xxxx	student@miners.utep.edu
Jorge	A	199710	201320	LA	Political Science	Intel Natl Security Studies	111	90	21	3.33333	915	276xxxx	915	747xxxx	student@miners.utep.edu
Arlene		199220	201320	SN	Pre-Nursing, Generic		121	18	103	2.5	915	540xxxx	915	543xxxx	student@miners.utep.edu

Primary Use: Identifying status and contact information for seniors
Users: Deans, College Staff

Focus on Term-to-Term Retention

Preliminary Retention Rates

Student Level All

College College of Business Administration

Terms Previously Enrolled Fall 2011

Term to Check for Registration Spring 2012

Search | Excel Download

Historical Status

Registration Term	Total Enrolled in Previous Terms (A)	Total Registered by Census Day (B)	% Registered by Census Day (B/A)	Total Graduated (C)	% Graduated (C/A)	Currently NOT Registered (D)	% Not Registered (D/A)	B/(A-C)	D/(A-C)
200220	2,876	2,279	79.2%	170	5.9%	454	15.8%	84.2%	16.8%
200320	2,925	2,285	78.1%	169	5.8%	493	16.9%	82.9%	17.9%
200420	3,004	2,414	80.4%	162	5.4%	443	14.7%	84.9%	15.6%
200520	2,893	2,236	77.3%	215	7.4%	463	16.0%	83.5%	17.3%
200620	2,815	2,185	77.6%	205	7.3%	445	15.8%	83.7%	17.0%
200720	2,842	2,291	80.6%	181	6.4%	398	14.0%	86.1%	15.0%
200820	2,863	2,321	81.1%	214	7.5%	352	12.3%	87.6%	13.3%
200920	2,931	2,358	80.5%	259	8.8%	336	11.5%	88.2%	12.6%
201020	2,852	2,276	79.8%	264	9.3%	334	11.7%	87.9%	12.9%
201120	2,894	2,315	80.0%	291	10.1%	323	11.2%	88.9%	12.4%

Primary Use: Tracking Term to Term Retention
Users: Deans, College Staff, Enrollment Management

Focus on At-Risk Students by Major

Tracking undergraduate students' GPA (GPA ≤ 2.2)

Cohort	Fall
First-time/Transfer	First-time
Full/Part Time	All
Classification	All
GPA	First term GPA

Search | Excel Download

Number of students with 2.2 or less GPA. Click the number in each cell to see the detail.

College	Major	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
00	ABIT	0	0	1	0	0	0	2	2	0	0
00	DIST	0	0	0	10	0	0	0	0	0	0
00	NDEG	0	0	1	1	0	0	0	0	0	0
00	UTAU	0	0	3	5	3	0	2	3	1	0
BU	ECON	0	0	0	0	0	0	0	1	0	0
BU	FIN	0	1	0	0	0	0	0	0	0	0
BU	PBUS	56	58	72	46	30	48	49	62	83	0
ED	ED87	24	28	23	31	29	20	30	29	21	0
EN	CS	0	0	0	0	0	0	0	2	0	0
EN	EE	0	1	0	0	0	0	0	0	0	0
EN	LDCE	0	1	0	0	0	0	0	1	2	0
EN	LDCS	0	1	0	0	0	0	0	0	0	0
EN	LDEE	0	0	0	0	0	0	0	1	1	0
EN	LDME	0	1	0	0	0	0	0	1	3	0

Primary Use: Identifying at-risk students and trends at program level
Users: Office of Undergraduate Studies, Deans

Ensuring Cohort Progress

Cohort: Fall 2007
SCH: 0 ~ 29 as of Summer 2012

Show | Excel Download

Cohort Size

Type	HeadCount
First-time/Full-time/UG/ Degree-seeking Cohort	2017
#Graduates at the end of 201230	603
#Non-graduates at the end of 201230	1414
#Pending graduates at the end of 201230	0
#Students did not graduate but earned 0~29 SCH at the end of 201230	507
#Students did not graduate but earned 30~59 SCH at the end of 201230	259
#Students did not graduate but earned 60~89 SCH at the end of 201230	213
#Students did not graduate but earned 90+ SCH at the end of 201230	434
#Students did not graduate but earned 120+ SCH at the end of 201230	236

Students who did not graduate from 200810 cohort and have earned 0 ~ 29 sch by the end of 201230

College	Department	MajorCode	Major	Entry Term	PIDM	800 Number	Overall SCH Earned	Overall SCH Attempted	Latest Term Enrolled	Latest Term Classification	Graduated
Business Administration	Business Administration (Dean's Office)	GENB	General Business	200810	533821	80383773	15.000	15.000	200810	1 : Freshmen	
		PBUS	Pre-Business/UG	200810	530186	80380719	0.000	13.000	200810	1 : Freshmen	
				200810	515679	80367061	0.000	16.000	200810	1 : Freshmen	
				200810	519649	80370904	0.000	12.000	200810	1 : Freshmen	
				200810	536867	80387735	0.000	15.000	200810	1 : Freshmen	
				200810	533755	80383718	0.000	21.000	200910	1 : Freshmen	
				200810	540222	80391562	3.000	27.000	200820	1 : Freshmen	

Primary Use: Tracking progress of cohorts
Users: CIERP, Deans, Chairs

Newest Effort - Working with Chairs On Pending and Potential Degrees

Assess Status of Degrees Awarded

CIERP Center for Institutional Evaluation, Research and Planning

Home | Terms Of Use | Privacy Statement | Required Links |

Degrees Awarded by College, Department and Major (Including Uncertified Data)

Term AY 2012-13 Uncertified Data Status Pending Search Excel Download

Note:
1. Uncertified data are from BANNER and in red color.
2. When choosing "pending" data, the user can click [Details] in the first column to see the details by college.

College	Department	Major	AY 2012-13					AY 2011-12					AY 2010-11					AY 2009-10					AY 2008-09					AY 2007-08					AY 2006-07					AY 20	
			UG	GR	DR	SP	Total	UG	GR	DR	SP	Total	UG	GR	DR	SP	Total	UG	GR	DR	SP	Total	UG	GR	DR	SP	Total	UG	GR	DR	SP	Total	UG	GR	DR	SP	Total	UG	GR
Business Administration [BUS]	Accounting [0010]	Accounting [ACCT]	20	1	0	0	21	79	5	0	0	84	92	16	0	0	108	98	15	0	0	113	106	16	0	0	122	77	15	0	0	92	71	4	0	0	75	61	12
		Accounting Combined BBA/MACC [BAMA]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	4	0	1	0	0	1	0	1	0	0	1	0	3
		Busn Admin Combined BBA/MBA [BMBA]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	3	0	0	3	0	3	0	0	3	0	1
		Department Total	20	1	0	0	21	79	5	0	0	84	92	16	0	0	108	98	15	0	0	113	106	21	0	0	127	77	19	0	0	96	71	8	0	0	79	61	16
	Business Administration (Dean's Office) [0500]	Accelerated MBA Program [AMBA]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	51	0	0	51	0	6	0	0	6	0	10	0	0	10	0	2	0	0	2	0	8
		Business Administration/GR [BSAD]	0	48	0	0	48	0	143	0	0	143	0	137	0	0	137	0	58	0	0	58	0	62	0	0	62	0	47	0	0	47	0	43	0	0	43	0	67
		Combined MBA/MPA [MBMP]	0	0	0	0	0	0	1	0	0	1	0	3	0	0	3	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	3	0	0	3	0	0
		General Business [GENB]	9	0	0	0	9	38	0	0	0	38	49	0	0	0	49	54	0	0	0	54	67	0	0	0	67	57	0	0	0	57	41	0	0	0	41	55	0
		International Business [IBUS]	0	0	2	0	2	0	0	5	0	5	0	0	2	0	2	0	0	0	0	0	0	0	3	0	3	0	0	3	0	3	0	0	0	0	0	0	0
		On-line MBA/UTEP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2	0	1	0	0	1	0	8	0	0	8	0	12	0	0	12	0	7

Evaluate Pending Degrees

Candidates - Fully Met					
80[redacted]	Camacho	[redacted]	BS-ESCI	200630	201320
80[redacted]	Luna	[redacted]	BS-ESCI	201220	201330
80[redacted]	Ramirez	[redacted]	BS-GEOL	200910	201330

Candidates - Pending					
80[redacted]	De La Cruz SC-Designated Core	[redacted] CHEM 1306	BS-ESCI	200920	201310
80[redacted]	Esparza SC-Secondary Education Minor	[redacted] SCED 4691	BS-ESCI	200920	201320
80[redacted]	Monreal SC-Designated Core	[redacted] CHEM 1306	BS-GEOL	200910	201320
80[redacted]	Nauer SC-Geophysics Major	[redacted] GEOLOGY	BS-GEOP	201020	201320

Identify Potential Graduates

Potential Graduates (90+ SCH)

Term Summer 2015

College College of Business Administration

Department Department of Accounting and Information Systems

Search

Total number of potential graduates (90+ SCH) is 313. Details Excel Download

Students with 30 SCH or less to complete degree Details Excel Download

Department	Program	Rem 0 SCH	Rem 1-12 SCH	Rem 13-15 SCH	Rem 16-30 SCH	Total
Department of Accounting and Information Systems	BBA-ACCT	22	62	15	55	154
	BBA-CIS	0	13	5	17	35
	BBA-DBL	1	7	2	13	23
	BBA-FIN	0	1	0	1	2
	BBA-GENB	0	0	0	1	1
	BBA-IS	6	4	1	6	17
	BBA-MGMT	0	0	1	2	3
	BBA-OSCM	0	0	0	1	1
	BMS-MULTIDIS	0	0	0	1	1
	MACC-ACCT	0	0	0	1	1
	PBBA	0	2	1	4	7
	Total	29	89	25	102	245

Fully Met Excel Download

Student ID	Last Name	First Name	Program	Admit Type	Catalog Term	Applied to Graduation Term	Remaining Hours	College Code	College	Department Code	Department	Major Code	Major	Major2 Code	M
		Andres	BBA-ACCT	TR	201510	201530	0	BU	Business Administration	0050	Department of Accounting and Information Systems	ACCT	Accounting		

Determine When Students will Graduate

					Expected Graduation Term			
			Student Contacted	Student Advised	Summer 2013	Fall 2013	Spring 2014	Reason for Delay
Candidates - Fully Met								
80[redacted]	Camacho	[redacted]						
80[redacted]	Luna	[redacted]						
80[redacted]	Ramirez	[redacted]						
Candidates - Pending								
80[redacted]	De La Cruz	[redacted]						
80[redacted]	Esparza	[redacted]						
80[redacted]	Monreal	[redacted]						
80[redacted]	Nauer	[redacted]						

Key Implementation Insights

- Focus on limited number of metrics
- Develop expertise to create and manage tools
- Pilot initiatives and create conditions for social learning
- Utilize effective communication strategy

Implementation Challenges

John H. Frederick

Provost
The University of Texas at San Antonio

ACADEMIC ADVISING @ UTSA

A cautionary tale about a work in progress!

John H. Frederick, Provost
The University of Texas at San Antonio

UTSA

The Context– Students

- 25,000 undergraduates
- Regional draw: SA, Houston, RG Valley
- Majority minority student body
- 50% first-generation
- > 40% Pell eligible
- Evolving admission standards
- 35% 6-yr Graduation Rate

UTSA

The Context– Advising in 2012

- Supported by Advising Fee ($130/sem.)
- Organized into college centers
- Standard model- no special tools used
- De-centralized authority
- Student dissatisfaction:
  - Appointments difficult
  - Walk-in lines long
  - Conflicting input from different advisors
- 1/3 of students left after first year

UTSA

CHANGE!– A New Structure 2014

- Advising organized into thematic clusters
- Students assigned to specific advisors
- Centralized authority under Exec. Director
- New software tools
  - Global Advising System (CRM)
  - DegreeWorks (degree audit, self-advising)
  - Starfish (early alert)
  - EAB-SSC (initiating this fall)
- Emphasis on advising at orientation

UTSA

What can go wrong?

- Advisors unhappy about structural change
- Advisors recruited away by CCs, causing caseloads to expand for remaining advisors
- Communication protocols slow to adapt
- Problems with software:
  - Global Advising- just now working as designed
  - DegreeWorks- glitches caused changes to be lost and system turned off for students
  - Starfish- clunky interface with Blackboard (LMS)
  - Difficulties inhibit advisors' use of the tools

UTSA

Some Preliminary Lessons

1. Structural change needs lots of care and attention, and guidance from the top
2. Software: Test, test, test before adopting and provide adequate resources for IT
3. Over-communicate at all times
4. Emphasize desired end result for students and roles of advisors, faculty, staff
5. Celebrate and reward success

UTSA

Recommendations

Recommendations

- Identify actionable insights and not just statistical insights
- Pilot projects to entire population
- Limit resources assigned to projects
- Allow for experimentation and customization