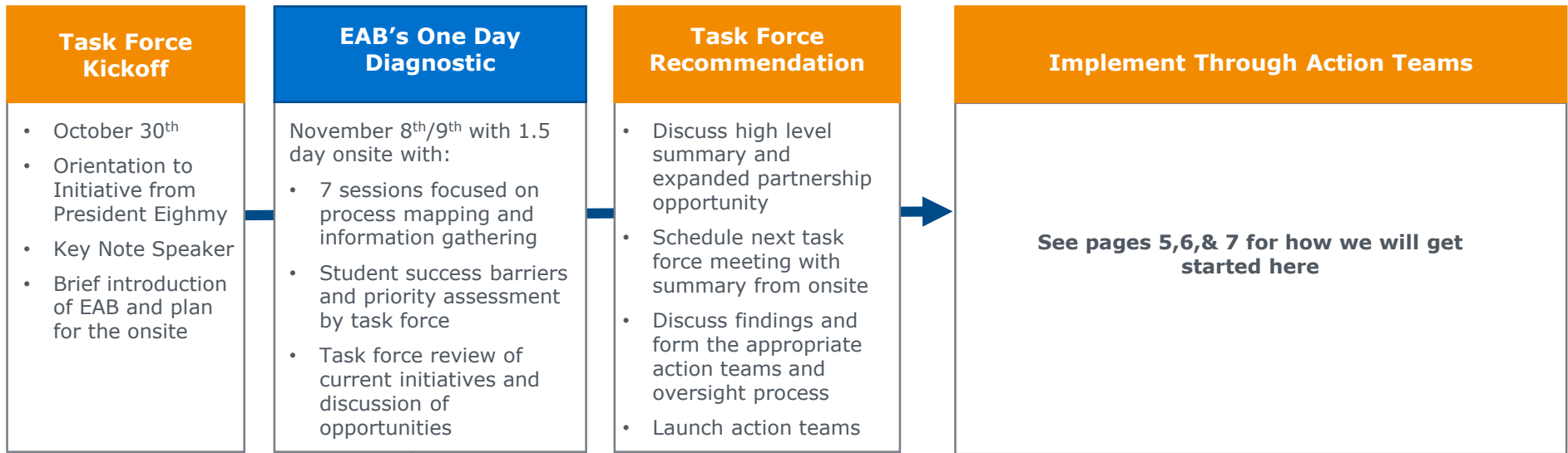EAB | Student Success Collaborative™

# Student Success Diagnostic Report

University of Texas at San Antonio

November 20, 2017

# Where Are We Today At The Conclusion Of EAB's One Day Diagnostic?

## Thinking Through Your Presidential Task Force Process

| Task Force Kickoff | EAB's One Day Diagnostic | Task Force Recommendation | Implement Through Action Teams |
|---|---|---|---|
| • October 30th<br><br>• Orientation to Initiative from President Eighmy<br><br>• Key Note Speaker<br><br>• Brief introduction of EAB and plan for the onsite | November 8th/9th with 1.5 day onsite with:<br><br>• 7 sessions focused on process mapping and information gathering<br><br>• Student success barriers and priority assessment by task force<br><br>• Task force review of current initiatives and discussion of opportunities | • Discuss high level summary and expanded partnership opportunity<br><br>• Schedule next task force meeting with summary from onsite<br><br>• Discuss findings and form the appropriate action teams and oversight process<br><br>• Launch action teams | **See pages 5,6,& 7 for how we will get started here** |

### Looking at Student Success Through the Students Eyes

| Onboarding | Program and Course Selection | Resources | Advising | Financial Support | Graduation | SS Mgmt. |
|---|---|---|---|---|---|---|
| How does orientation work?<br><br>How does a student register?<br><br>What are the challenges in getting students to attend? | When do students select a program?<br><br>How do students pick courses?<br><br>How does a student know they are successfully registered? | What resources are available to students?<br><br>How are resource offerings communicated ? | Is advising centralized or decentralized by college?<br><br>Do you have advisors that support special populations? | Do you notify students of fin aid milestones?<br><br>What is the current process of students with unpaid balances? | How are students notified about graduation application process?<br><br>Are there fees involved with applying for graduation? | How do we track and monitor Student Success?<br><br>How are we incentivizing and managing against Student Success? |

# Task Force Perspective on Barriers

## Financial 14
- Socio-economic status
- Parking prices
- Affordable housing (on campus)
- Low socioeconomic students/high needs
- Money
- Family obligations
- Lack of scholarships
- Work outside of school

## Faculty / Staff 12
## Culture of Ownership
- Student success, no ownership, should be all
- Lack of faculty engagement
- Faculty research focused, not student focused
- Budgeting – funded by students not research
- Need to see students as people
- Lack of compensation so focus off campus
- Lack of collaboration between academic affairs and student affairs
- We don't know reasons for transfer out
- Deficient orientation/faculty attitudes

## Belonging 8
- Sense of belonging
- Largely commuter campus – impacts culture
- Inability of administration to address issues
- Limited availability of on campus housing
- Lack of culture/connectedness
- Housing (culture)

## Awareness 1
- Siloed orientation/student life is vertical – should be horizontal
- Lack of awareness of resources
- Orientation needs a revamp

## Communication 7
- Communication mechanisms methods not relevant
- Conflicting messages
- Unclear messages/ communication jargon
- Lack of coordinated communication
- Lack of context

## Transfer In 5
- Lack of awareness about student population
- Transfer students need help too, not student centric
- Lack of onboarding/orientation

## Academic Preparedness 5
- Underprepared
- Academic preparedness
- Study skills

## Admin Workaround 2
- Holds
- Policies & procedures built in silos not student centric
- Get rerouted b/c staff lack of knowledge
- UTSA run around
- Long lines, phone wait times and drop offs

## Inclusive Excellence 4
- Diverse staff/faculty recruitment
- Perception by families
- Need to ease intimidation factors
- Language barriers
- Communication with family
- Family communication styles/methods
- Inclusion of different cultures
- Head and heart – individualized care needed
- Lack of cultural competence (students in classroom)
- Family inclusion

## Incentives 0
- Sub-optimal investment of faculty resources
- Staff resources need consistency
- Competitive staff salaries
- Lack of more granular student success metrics
- Misaligned incentives (ex. Grades)

## Competition 0
- Do not have the program
- Competition – other schools, outside work, other commitments

## Pedagogy 7
- DFWs
- Integrate & support for adjuncts needed
- Ineffective teaching
- 60% adjuncts
- Ineffective teaching

## Pathways 2
- Too much flexibility, in rigid environment
- Need paths/sometimes too many
- Loss time to degree → transfer credit
- Tight degree plans

## Student/Personal 2
- Psycho-social factors
- Mental health
- Behavioral issues
- 1st gen = lack of home support
- Lack of cognitive skills
- Bad choices (given freedoms)

## Program Selection 2
- Need more robust internship structure
- Need safety not for major switching
- Delay grad because do not have plan/goal setting needed for post-graduation
- Goal oriented choices
- Understand benefits of experiential learning, ex. Study abroad, internships, etc.
- Career choice/major selection – unrealistic expectations

## Advising Direction 2
- Inconsistent advising quality
- Inefficient processes & policies
- Advising routing
- Advisor student ratio

## Resources 1
- Technology need to automate when possible
- Ability to access services real time
- Misaligned resources
- Support wait times
- Disconnected from resources (downtown campus)
- Class needs/ availability
- Parking (main campus)
- Infrastructure – technology not configured properly
- Commuter students – resources not flexible to their unique schedules
- Class sizes to big
- Co-location of spaces/services
- Study spaces
- Functional student work/study space

# = Number of Votes by Task Force Team Member (3 per person allowed)

# Building Upon Your Foundation of Success and Your Initiatives

## UTSA is Not Lacking For Good Ideas and Strategies

**Summary of Some Key Student Success Initiative "Categories" In Progress Now**

- Academic Readiness/Support
- Advising
- Bridge
- Career/Professional Development
- Co-Curricular
- Course Availability

- Course Transformation
- Culture / Belonging
- DACA
- Financial Aid/Funding/Scholarships
- Financial Literacy
- First Generation Students
- High Impact / Experiential Learning

- Infrastructure
- K-12
- Mentoring
- Share
- Student Success Center
- Technology
- Transfer Students

**Your CLASS (Coordinated and Linked Approaches to Student Success) Objectives**

| Onboarding | First Year Experience | Academic Support | Leadership & Professional Preparation | Financial Aid | Advising |
|---|---|---|---|---|---|
| • Summer LEAD Academy<br>• Aligning onboarding and advising to support Lead | • Academic Pathway Groups<br>• Pre-set schedules of 9-15 hours of coursework<br>• Revise AIS course | • Expand Math Emporium<br>• Align student support with high DFW<br>• Implement composition peer coaches<br>• Peer Academic/Tutoring Ladder | • Continuous Career options<br>• Identify and build recent graduate networks<br>• Identify marketable skills in curriculum | • Micro retention grants<br>• Comprehensive emergency funding resources<br>• Align awards with strategic enrollment objectives<br>• Analyze residual need | • Continue technology roll out<br>• Implement Advisor On Call Schedule<br>• Consolidate Advising into central location |

**Executive Summary of a Few <u>Additional</u> EAB Identified Areas of Opportunity:**

- Move to more proactive/holistic advising with further professional development and optimization of technology

- Foster the Student Success Culture on campus through data availability and context as well as faculty engagement

- Simplify business processes specifically around standardization of forms and university wide review of policies/processes

- Refine graduation management through proactive outreach, revising application and review process

- Audit and determine strategic alignment with subpopulation needs to minimize duplication and ensure strong tracking and assessment

- Orient to student communication mindset through naming of offices, clear functional clarity, internal communication calendar, simplicity of language, etc.

- Determine a method to identify and monitor financial risk and then distribute information broadly across team

- Provide improved safety nets for students when dropping or withdrawing from courses

# Focus Less on the What And More on The How

Final action teams and their respective blueprints will be developed during the first part of our partnership together. Below is more detail on the types of deliverables and processes you can expect.

90 Days | 1 Year

## Task Force Accelerator

### Key Outcomes/Milestones

- Deep dive reviews of each current initiative underway
- Review findings from onsite/current initiative assessment and organize around key opportunities
- Confirm scope of each team
- Prioritize Teams and determine participants
- Connect progress/scope to that of the other two Task Forces.

### Example Deliverables:

- Current Initiative Assessments
- Action Team Recommendation
- Action Team Leader Training
- Action Team Blueprints
- Action Team Metrics for Success
- EAB research assessment to support your other task forces

### On-Site Commitment:

- During the first 90 days we will provide cumulatively 8 days a month to complete the initial analysis and structure alongside your team

## Phase I Action Teams

### Key Outcomes/Milestones

- Action Team meetings on recurring weekly/bi-weekly basis
- Regimented milestone management to ensure that critical path timelines are being met including weekly goals and targets
- Launch pilot efforts for each action team
- Gather initial results for certain work streams/teams
- Partner with each action team leader on progress against their action items
- Provide change management leadership training to key staff members and directors
- Hands-on expert facilitation and coaching on the success imperative
- Customize and develop templates, tools and documents to support rapid implementation

### Example Deliverables:

- Monthly Leadership Progress Update
- Revised Action Team Blueprints
- Implementation Materials/Documents
- Benchmarks/Goals for individual efforts
- Student Success Scorecard

### On-Site Commitment:

- A project lead will be onsite for 2 days per month to interact with your team to help complete analysis and support implementation efforts. This will be supplemented by ongoing email and conference call communication to guide the team

## Phase II and Monitoring

*During this stage team will launch new teams as identified by the task force but will also focus on action team optimizers including:*

- Gaps in desired performance metrics
- Plan to fill gaps
- ROI study
- Lessons learned

# Your Student Success Task Force Role and Involvement

Role of the Task Force With EAB

**Analyze Student Retention & Graduation Data**

- Regularly review student retention and graduation data & themes that emerge

- Determine student cohorts to focus additional analysis

- Align resources (student success teams & funding requests) to alleviate barriers identified by outreach to at-risk student groups

**Track and Communicate Outcomes**

- Monitor Action Team progress

- Stay informed about and track outcomes of additional student success initiatives

- Share updates with leadership and campus community to ensure awareness and buy-in

- Celebrate wins!

**Student Success Task Force**
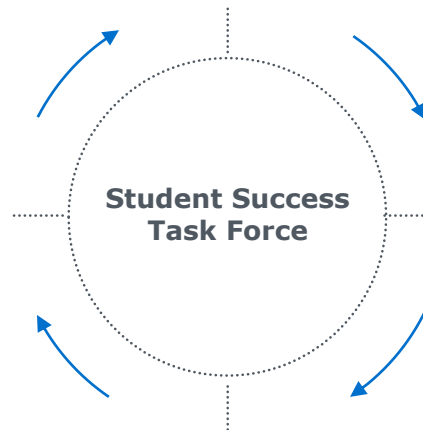
**Launch Action Teams**

- Implement team's recommendations

- Can be short or long term teams based on needs

**Filter Additional Student Success Initiatives**

- Keep pulse on campus wide student success initiatives

- Assess, evaluate, and prioritize to ensure collaboration and no duplication of efforts/resources

# Hitting the Ground Running

## A View of the Onsites for the Next 90 Days

**Pre-Onsite Activities**

- Identify individual owner of each current initiative
- Develop assessment form for current progress of each initiative including effort to date, team, progress, barriers, next steps, etc.
- Catalog and document all these efforts to ensure the Task Force can be armed with complete picture of progress
- Develop the Task Force charter and blueprint
- Complete phone calls (as applicable) with individual owners of current initiatives
- Connect with Task Force leaders to understand scope of work, collaboration opportunities and EAB research to guide the effort

### January Onsite(s)

**Example Onsite Agenda Items**

- Continue 1:1 meetings with leaders of initiatives to complete assessment
- Compile summary of those initiatives and assessment forms
- Process map and/or focus groups for identified areas of EAB opportunity that need further attention
- Orient the Task Force to the findings from diagnostic as well as the initiative review
- Complete Task Force Student Success professional development boot camp
- Develop final recommendation of best practices to implement
- Complete prioritization and discussion with Task Force of best practices
- Develop the Action Team structure and scope of work with those practices
- Identify team leaders (including sponsors from Task Force) and participants

### February Onsite(s)

**Example Onsite Agenda Items**

- Confirm roles and responsibilities across Action Teams and Task Force
- Review and audit the current student success dashboards and determine gaps
- Develop project plan and timeline for Scorecard
- Develop communication/elevator pitch for initiative
- Complete stakeholder audit
- Develop communication materials for the broader student success effort to campus
- Work with Institution Research to develop the ideal student success set of scorecards and reports for the Task Force
- Develop and vet the Blueprint documents with the Task Force
- Build metrics of success for each team
- Complete Action Team leader orientation training
- Develop recurring Action Team report outs

### March Onsite (s)

**Example Onsite Agenda Items**

- Launch Action Teams
    - Action Team 1
    - Action Team 2
    - Action Team 3
    - Action Team 4
    - Action Team 5
- Complete bi-weekly Action Team meetings
- Create Action Team progress report
- View sample student success scorecard with Task Force
- Communicate to broader campus on the Action Team initiatives
- Faculty presentation on their involvement in Student Success

# High Level Diagnostic Onsite Recap

# Assessing the Areas of Opportunity

**Purpose: Reflecting on Your Student Success Strategy**

EAB used the following criteria to evaluate the robustness of UTSA's student success policies and programs. The four pillars allow rigorous assessment of how well UTSA operationalizes best practices to support student success. Completion of this diagnostic enabled program evaluation attribute-by-attribute, empowering you to identify areas of strength, areas for discussion, and areas for renewed focus toward improvement.

| Category | Definition | Legend |
|---|---|---|
| **Data** | Using Data to Drive Decision-Making | |
| **Technology** | Leveraging Technology for Impact | |
| **Training** | Maximizing Human Capital and Effectiveness | |
| **Process Improvements** | Implementing Best Practices; Promoting Consistent Program Strategy | |

Each icon represents a recommendation area. Reference these icons used throughout the report.

# Getting Off to the Best Start from Registration Event to Orientation

## Summary and Opportunity Breakdown

### Key Takeaways

### Overview

- Student onboarding begins with email and packet of information. Non accepted students continue to be invited to recruiter yield events directly

- Onboarding process has already undertaken several modifications specifically with a focus on the Rowdy Ready email nudges. These are based on specific data points and have specific individualized checklist of activities needed (albeit manually pulled) like general admin, testing, health and international requirements. However college specific admit emails/communication, housing and financial are still separate.

- Standard emails set throughout the summer about signing up for orientation and then series of emails leading up to orientation on what to expect and build excitement

- Multiple orientation sessions are offered across the summer (9) and they are 2.5 days long with program days and advising days. The focus here is really on building culture and excitement for the campus as well as providing opportunity for advising and building plan. Orientation appears to be very successful as 95%+ yield to census.

- Based on conversations it appears that the yield from accepted to orientation is about 44% and the total yield to census is about 41%.

| Recommendations | |
|---|---|
| | Financial and scholarship communications are separate from other communications (if at all). Review opportunities to combine communications (or ensure they fully exist). |
| | Review open question about use of preferred email for communications versus the institutional email. |
| | Determine opportunities to further share progress of all students to key stakeholders to set them up for success. |

## Representative Example of Pacing Content



Timeline markers: Admission — May 18th — June — July — August — First Day

Content bars:
- Welcome!
- New Student!
- Orientation
- Paying for College
- Campus Resources
- Get Involved
- Work and Career
- Academic Success
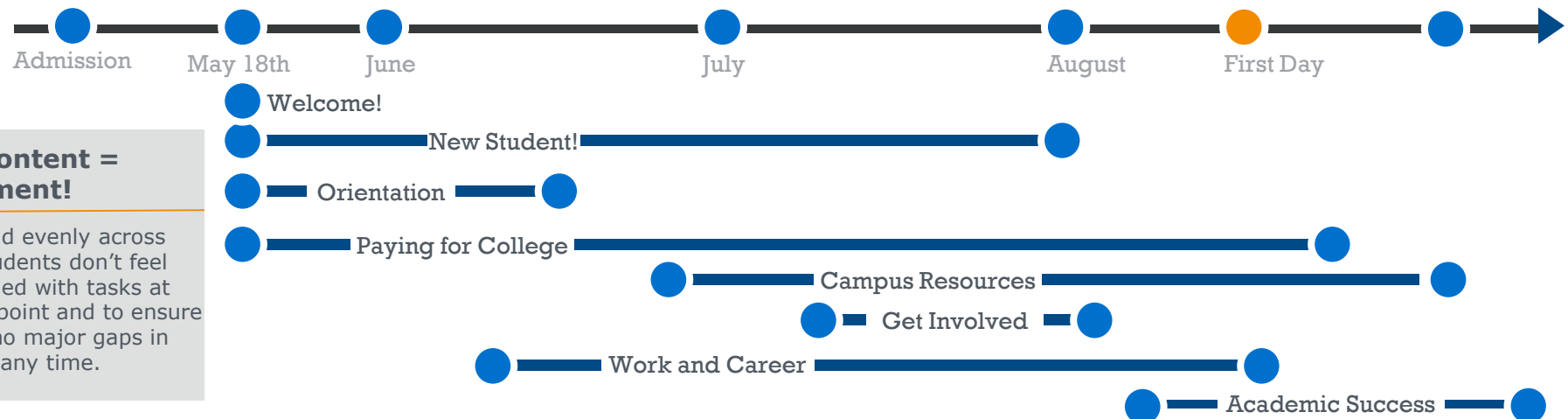
**Paced Content = Engagement!**

Must spread evenly across time so students don't feel overwhelmed with tasks at any given point and to ensure there are no major gaps in content at any time.

# Program Selection and Major Switching

## Summary and Opportunity Breakdown

**Key Takeaways**

**Overview**

**Choosing initial major:**

- Students apply to UTSA with a major although can be undeclared. Students, for now, are always in the University College by name and can then either be in a pre status, in the major or be undeclared

- The process for moving out of pre major to in the major is very dependent on the program and whether a limited or selective admission program. As a result some students can end up churning for too long and be without a home.

  - Some programs such as engineering may require GPA, credits, portfolio review to be admitted while others like business, ARC, etc. are limited admission. This acceptance process is managed at the college level and is variable based on college.

**Switching majors:**

- For the most part the process for switching majors after 75 credits is pretty universal as must petition to change with the college AD of the receiving college but this is not always consistent.

- For switching with less than 75 credits it is entirely dependent on the process within the program. This could mean approval needed from receiving, sending units, chairs, associate deans, etc. Advisors do have the ability to make the change directly in the system although can sometimes make poor erroneous data entry. This process can be quite burdensome for staff.

- All programs have a recommended ordered of courses and DegreeWorks is heavily used which does allow for easier "what if" analyses to be performed

## Recommendations

| | |
|---|---|
| | Mandate a conversation about credit accumulation and degree planning as part of the advising step. Ensure advisors provide a checklist for students, and plan if they will be delaying time to degree. |
| | The major switching process is not student friendly as is heavily reliant on knowing the individual department's process. Determine universal process for major switching under 75 credits (and confirm beyond 75 credits). |
| | Students can be left without a home if they aren't admitted to their program. Need to ensure strong recovery and transition of these students. |
| | Review most common major switches and discuss whether there are any programmatic changes needed to help ensure smoother transitions (i.e prevent loss of productive credits). |



Percentage of Students Who Re-evaluate or Change Majors
*National Estimate*

66%
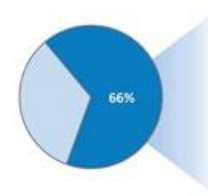
Impact of Major Change *on Credits Toward Gen Ed or Major Requirements*

*Progress to degree impacted less by earlier-stage major changes*

Major change after 45 credits often causes progress setback

Sophomore Year

Freshman Year

Credits Toward Degree

© The Advisory Board Company
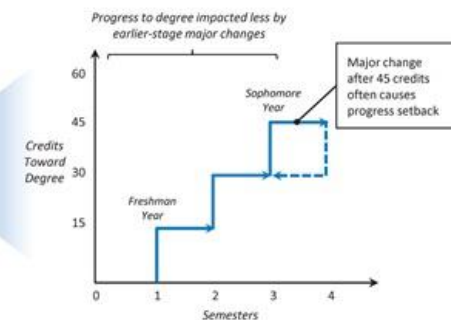
# Course Selection

## Summary and Opportunity Breakdown

### Key Takeaways
### Overview

- Students are notified for registration via Registrar office and advisors although variable. Ideally advisors following up on their holds and plan but not consistent.

- Students initiate registration and can see holds right away although fairly generic codes and thus may not always know how to resolve so seek out advising

  - Students enter CRN based on DegreeWorks, advisor comments, catalog, etc.

  - In future implementing college scheduler to help with the scheduling process too

- It is common for students to receive specific course holds because of pre-req, new requirements, different catalog year, etc. (~25% anecdotally). This is a huge time burden for staff although advisors, chairs and associate deans can override.

- Waitlist process is in place which is working well as most courses have it and it does the automate waitlisting where you receive email and have 24 hours to do it.

- Students can add or drop classes through 7$^{th}$ day with no consequence. In fact students can then drop all courses without consequence unless specific dev course or international/athletes. This means a student can drop out entirely with no intervention.

- Students can withdraw from courses on their own at any time and it does not appear they have to complete any type of conversation about the time to degree or financial implications of doing so.

## Recommendations

| | |
|---|---|
| | Create proactive (and consistent) pre-registration communications around holds and your academic plan. Further opportunity to share the registration holds through Guide. |
| | Build a culture of mindful curriculum changes that will impact student course selection and course holds to eliminate frustration and increased administrative work during registration. |
| | Prevent students from withdrawing from a course without an intervention. One option is to mandate a training materials/videos for students to understand implications of withdrawing from course. |
| | Either prevent a student from dropping all courses without an intervention or build a clear report for all students who drop all courses and perform immediate intervention. |

# Student Support Services and Resources

## Summary Breakdown

**Key Takeaways**
**Overview**

### Services

- Career Services – integrated into admissions tour, orientation, Guide App journey, and AIS course. AIS course students complete career assessment and establishment of 4 year college career plan. Partner with classes and student organizations to provide career workshops.

- Co-curricular Transcripts – extracurricular resume that highlights experiential learning and high impact activities. Uploaded in Handshake for employers to view and students to highlight in career conversations and interviews.

- Education Abroad – Integrated into orientation, 4 sessions per semester, abroad fair. International students aware and engaged with office through mandatory orientation session.

- Road Runner Transition – 37% transfer student population. Grant funded program supports , offerings which include transfer tours once a month, transfer days at community colleges, YouTube channel. Cohort tracking done for this population including GPA, % of re-enrollment, compare persistence to rest of population.

### Communication

- Most utilized student modes of communication:
    - Word of mouth from friends and faculty
    - GroupMe App
- Architecture Students: Major specific email, class visits, posters
- Additional modes of communication:
    - RowdyLink, ASAP, Blackboard, DegreeWorks, Slack

### Data and Metrics

- Lack of knowledge and awareness about the student population demographics.

- No tracking of students at events – still use paper sign in sheets, if at all. Missed opportunity because there is no pre or post assessment and no way to follow up and communicate with students who have shown up and therefore likely want to learn about similar events/services.

- Desire for holistic student view – need to be able to pull down data about student engagement.

- Need to count and determine success/benefit of services/events; "wash, rinse, repeat" culture; students are driving change, not staff.

### Awareness and Collaboration

- As we grow not bringing the right people to the table to have coordinate conversations about what is going on; need to internally partner more effectively. "It feels like we are decentralized"

- Student Resources – alphabet soup; as growing unclear what each office does; need to educate faculty, staff, stakeholders about which office does what and remove any duplicate efforts - "pruning"

> **Reflecting back on what has improved over the past 5 years we are proud to have 52% first generation students, a more diverse campus, and that we have have a brand now / UTSA pride.**

# Student Support Services and Resources – Opportunity Breakdown

| | Recommendations |
|---|---|
| | Develop communication channel to share relevant first destination/post graduate outcomes data with campus stakeholders; infuse student success into these reports as a way to engage campus community and gain buy-in for student success initiatives. |
| | Analyze study abroad data to determine if students using third party experience credit loss when return to campus because their course work or activities do not apply to their degree. |
| | Develop a communication plan that maps out key milestones in the student lifecycle that aligns to the resources students can take advantage of in order to complete the milestone successfully. |
| | Ensure a "student voice" style guide is applied to all communications. |
| | Create an intervention calendar for advisors (and other key stakeholders) that indicates when to proactively communicate with customized student populations, including the appropriate communication mode. |
| | Analyze student cohort data to determine which sub-populations are not re-enrolling and not graduating in 4 – 5 years. Analysis should include review of major barriers that impact students to determine if there are equity issues. Use data to create relevant narratives that impact various areas of campus and share broadly with stakeholders to increase awareness about student success efforts. |
| | Tailor service and resource communications to target populations that are at-risk for the university, such as first-generation students and transfer students. |
| | Share relevant student information (challenges faced, resources shared, action steps assigned) with key stakeholders on a regular basis to ensure holistic student experience. |
| | Utilize mentors and organic student cohorts to capitalize on social belonging and connections. |
| | Define success for each student service function and identify outcome data to measure effectiveness of service offerings. |
| | Utilize card reader functionality to track unique attendance at events, programs, workshops. Engrain assessment practices or rubrics into every student visit, service, or event to evaluate their feedback on an ongoing basis. |
| | Share student success stories key stakeholders to be used for recruiting and create recognition program to motivate staff. |

# Connecting with Resources Through Technology

Student Technologies Post Admission

| Technology | Purpose from Student's Eyes |
|---|---|
| *ASAP (Banner) | Login to complete necessary transactions and register |
| *Blackboard | Access class information from my professor |
| *DegreeWorks | Perform degree audit and see what courses I need (CollegeScheduler available in future) |
| Blue Book | See evaluations and other information on faculty |
| Rez Life (Star rez) | Apply for housing |
| Rowdy Link (Campus Labs) | See and interact with clubs and orgs on campus |
| Handshake | See and apply for job opportunities |
| Iclicker | Survey tool used in class which is both hardware and software |
| Guide | View key information needed during onboarding and beyond |
| UTSA Mobile (homegrown) | Mobile access to |
| The UTSA Runner App | Manage shuttle times |
| My Parking Link | Access parking information |
| Website | Find information I need |
| Miscellaneous like ALEKS, Printspot, Office365 suite, Google email, Career Fair, UTSA Visit for tours, self service reset, etc.) | |

*Most heavily used systems

**~13+**

Different Technologies Student Might Interact With

**Note:**

Comparatively, UTSA has about the same amount of student facing technologies as the majority of EAB partner institutions and there appears to be very little duplication between systems.

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**We have learned that blunt approaches to digital communications miss the mark with students**

**Generic e-mails** are easy to ignore and often use an cold, administrative tone

**Online portals** are passive and organized around budget lines, not student needs
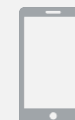
**University apps** are often just mobile versions of the passive university portal

# Providing Student Financial Support

## Summary and Opportunity Breakdown

**Most Common Financial Barriers According to Staff**

- Lack of money to cover expenses even if tuition is covered
- Other family costs/opportunity cost
- International students are more subject to government, currency fluctuation, family challenges
- Won't take out student loans
- Forget to/choose not to complete activities needed to apply or reapply for financial aid
- Not seeking out help

### Key Takeaways
**Overview**

**Summary of Awareness Initiatives:**

- CLASS initiative
- Orientation with parents education
- Find timeslots and opportunities with students to help (via Eventbrite)
- Rowdy Orange and Blueprint for new students
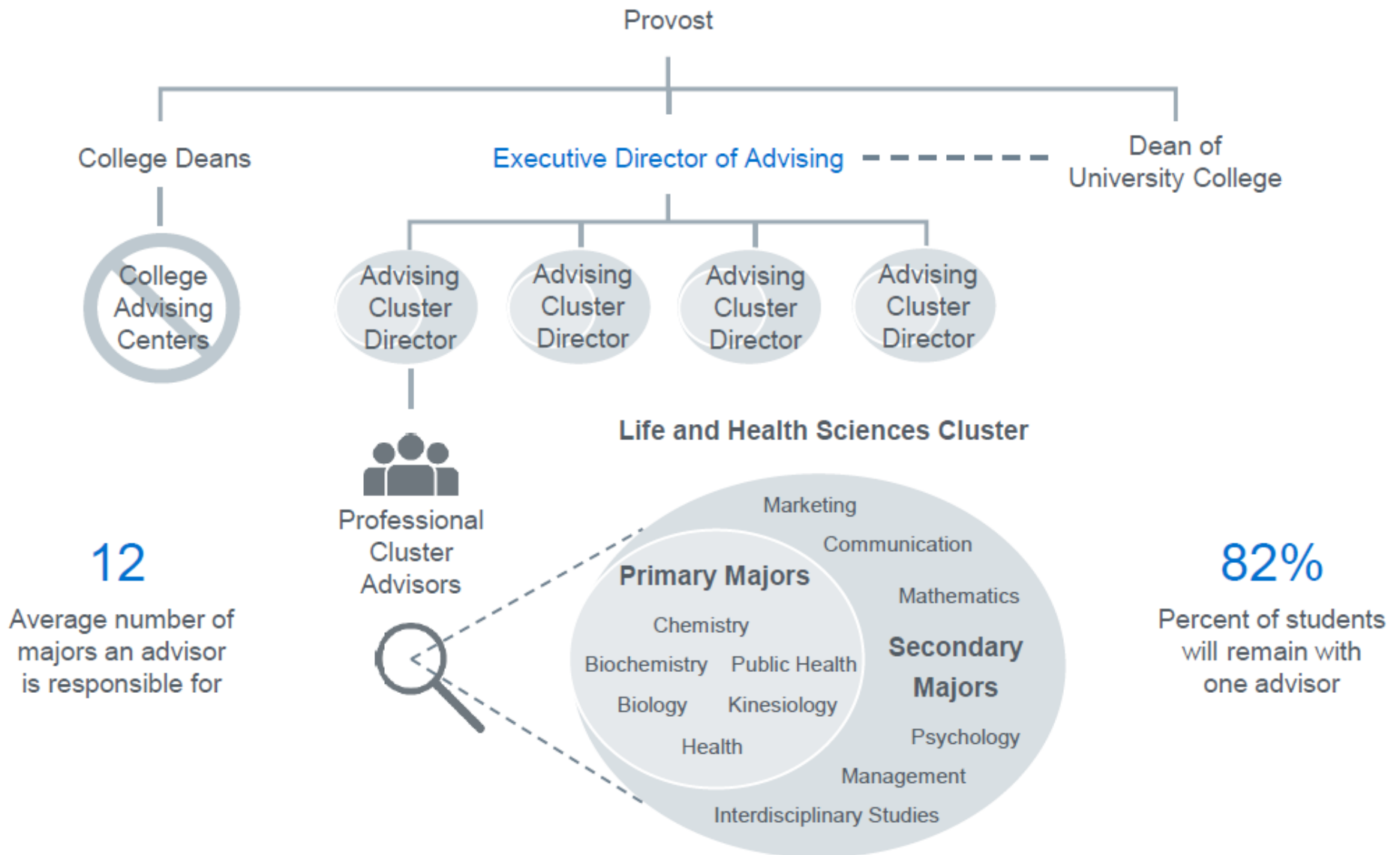- Dedicated person to social media

**Other Offerings of Assistance**

- Emergency funding
- Payment plan (1/3s)
- 5% loan for 90 days to bridge
- Scholarships through central ASAP portal (but not for colleges)
- Alumni Kickstarter type campaigns (UTSA launch)
- Hold only at >$500 and considering switching to higher amount

**Recommendations**

| | |
|---|---|
| | Data exists for the various financial needs/risks but is not looked at collectively and advisors do not see the information. Create scorecard of key student financial aids and determine interventions to address each portion (including engaging support of advising) |
| | Continue to boost funding and expand the use of emergency loans/micro loans. Keep expanding this program through focus on alumni donations and annual crowd funding, as this has been shown to positively inflect graduation. |
| | Centralize scholarships into single portal (as college scholarships are not included there) to improve experience for students and then review the timeline for how they are delivered. |
| | Continue with further financial literacy training which could be leveraging student mentors on campus to help educate first year students on financial options |
| | Share financial risks and tasks more broadly across campus so that advisors and others support staff can help remind students. Specifically as part of this explore how to have Rowdy Ready type communications on financial needs. |

# Academic Advising Model – Transition from Decentralized to Centralized



Provost

College Deans

Executive Director of Advising --- Dean of University College

College Advising Centers

Advising Cluster Director | Advising Cluster Director | Advising Cluster Director | Advising Cluster Director

Professional Cluster Advisors

**Life and Health Sciences Cluster**

**Primary Majors**
- Chemistry
- Biochemistry
- Public Health
- Biology
- Kinesiology
- Health

Marketing
Communication
Mathematics

**Secondary Majors**
- Psychology
- Management
- Interdisciplinary Studies

**12**
Average number of majors an advisor is responsible for

**82%**
Percent of students will remain with one advisor

Source: "Academic Advising Restructuring Proposal," Prepared by John H. Frederick, Provost and Vice-President for Academic Affairs, University of Texas at San Antonio, Aug. 6, 2013.

# Academic Advising – Assessment Summary

Summary and Evaluation

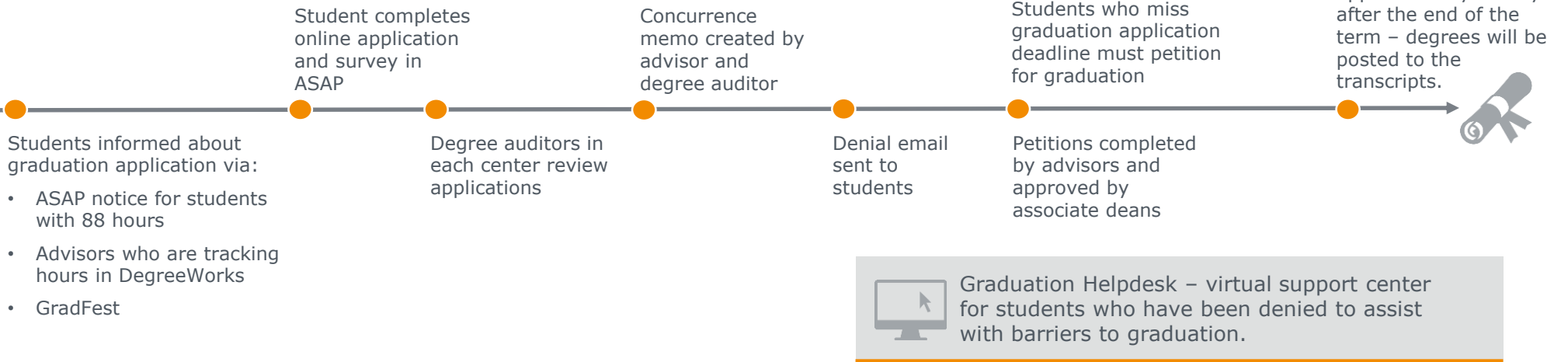| Six Areas of Evaluation | | Assessment |
|---|---|---|
| **1** **Mission & Definitions** | *Does our advising program clearly articulate and communicate its mission and roles?* | ◑ |
| **2** Organizational Structure | *Are we organized appropriately to support our students and achieve our goals?* | ◔ |
| **3** Advising Technology | *Are we maximizing our use of technology to improve the way we support students?* | ◔ |
| **4** Training & Development | *Does our program enable faculty and staff to provide the best student service possible?* | ◔ |
| **5** Policies & Processes | *Do we have practices, policies, and processes that promote the highest quality advising?* | ◑ |
| **6** Accountability | *Do we have structures in place to instill accountability and drive the program toward better outcomes?* | ◔ |
| **OVERALL PROGRAM** | | ◔ |

● 100%　　○ 0%

# Academic Advising – Summary of Findings and Recommendations

| Six Areas of Evaluation | Summary of Findings & Recommendations |
|---|---|
| **1** **Mission & Definitions** | • Have a current mission defined; working on adjusting the mission and vision based on the new direction from leadership.<br>• Need to educate campus about who we are. Thought of as form pushers who help with registration; but want to be known for teaching students. Historically there has been scope creep in roles due to advisors sitting in academic units. |
| **2** **Organizational Structure** | • Transition from decentralized to centralized model still underway. Still reviewing tasks some advisors are doing for academic departments that do not align with new advising mission.<br>• Caseload management model allows for relationship building with students.<br>• Transfer students are the toughest group to get into the office. |
| **3** **Advising Technology** | • Banner<br>• SSC Campus – texting works well; wish email was better and allowed for links and pictures.<br>• DegreeWorks – not reliable, bad configuration. Like "what if" scenario and color coding; wish had wizard by semester projections that would automate what ifs.<br>• Tracker – caseload management excel sheet<br>• Course Catalogue<br>• Technology Infrastructure - not configured correctly early on, so causes business process issues and is not as efficient as it should be (example over rides).<br>• Don't have a designated communication university plan to communicate. Need unified tool/mechanism. |
| **4** **Training & Development** | • Culture/Training and Development - advisors feel not valued and appreciated; there has been a lot of change in a short time starting in 2014. Acknowledgement out loud from administration would go a long way. Just want a thank you on a big stage like commencement from the top.<br>• Advanced training on data analytics/technologies would be viewed positively and as a reward for those that have embraced it and want to use it. Welcome an office hours or open training that advisors can indicate what they want to be trained on.<br>• Caseload Management – need to define what caseload management is for advisors; some view it as micromanagement vs. a way to build stronger relationships and improve the student experience. |
| **5** **Policies & Processes** | • Assess and standardize various forms used in the advising process that are owned by academic units and then educate and get buy-in on their use.<br>• Monitor course availability and add sections when needed – There are classes on the 4 year plan that are not available (because they fill up) on a regular basis. |
| **6** **Accountability** | • New model allows for centralized assessment of customer satisfaction, utilization, and performance. |

# Tracking to Graduation

**Typical Graduation Application Process**

Student completes online application and survey in ASAP

Concurrence memo created by advisor and degree auditor

Students who miss graduation application deadline must petition for graduation

Once all final audits are completed – approximately 30 days after the end of the term – degrees will be posted to the transcripts.

Students informed about graduation application via:

- ASAP notice for students with 88 hours
- Advisors who are tracking hours in DegreeWorks
- GradFest

Degree auditors in each center review applications

Denial email sent to students

Petitions completed by advisors and approved by associate deans

Graduation Helpdesk – virtual support center for students who have been denied to assist with barriers to graduation.

## Recommendations

| | |
|---|---|
| | Determine a standardized proactive way to target communication to those students who are eligible to graduate. (Examples include: SSC Campus Campaigns; DegreeWorks auto generated message at 90 credit hour threshold) |
| | Create communication channel and materials to help students navigate the graduation experience. |
| | Identify way to track "likely graduation term" to help with monitoring. |
| | Better tracking and analysis of student risk and pacing toward degree. |
| | Establish formal student follow up mechanism (in the form of surveys and calling campaigns) and data analysis to determine the barriers that lead to stopping out, not re-enrolling, or increasing time to degree. |
| | Revise application to make it shorter and easier to complete. Improve communication related to participating in commencement (walking across the stage) and actually graduating/completing degree requirements. |
| | Review and update the denial of application communication. Very generic and does not detail why and how to reapply. |