



Education
Advisory
Board

Student Success Collaborative

Members' Perspectives on Evolving Advising Models

A Masters' Series Webinar
November 19, 2013



1 | Introduction and Logistics

2 | Overview of Advising Model Changes

3 | Panel Discussion

Managing Your Screen



To Minimize the Control Panel

*Click the orange button with
the white arrow*



Minimizes the control panel to
the right side of your screen



Re-opens the control panel

To Make the Presentation Full-Screen

*Click the blue button with
the white square*



Maximizes the presentation
to fill your screen



Questions and Feedback Are Encouraged!

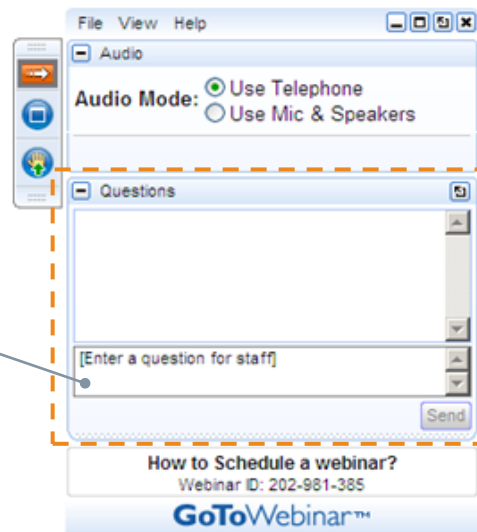
Enter Questions in the Box on Your Navigation Panel

Questions Panel

Simply type your question and click "Send." This will let the presenter know you have typed a question. The presenter may choose to answer your question in the questions panel or by responding through audio.

Can you repeat your comment on...

Teleconference Navigation Panel



Meet the Panelists



5



Tamara Workman

*Director of Transfer Student
Services*

**Southern Illinois University
Carbondale**



Dhanfu Elston

*Director of Student
Success and Transition*

Purdue University Calumet



Carol Cohen

*Director, University
Advisement Center*

Georgia State University



Brad Blitz

*Assistant Director, University
Advisement Center*

Georgia State University

1 | Introduction and Logistics

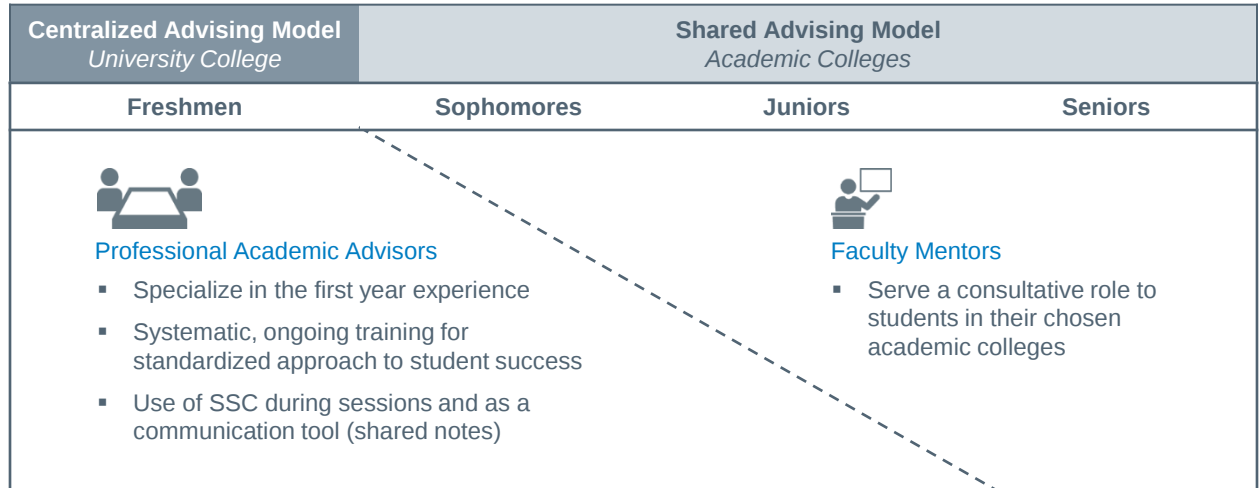
2 | Overview of Advising Model Changes

3 | Panel Discussion



Southern Illinois University Carbondale

Transitioned to a “Total Intake” Model in 2013



Career services integrated with advising throughout the process





Purdue University Calumet

Modest Rollout of Initiatives to Make Advising More Coordinated



Opened Center for Learning & Academic Success

- Academic support and advising targeted to “transitional students”



Adopted SSC as a Centralized System of Shared Notes

- Better communication through advisor utilization of SSC



Comprehensive Advisor Training and Development

- Monthly Advisor Academies and an Advisor Council



Goal: Mandatory Advisement for First-Year Students

- Intentional and directed advisement for campus composed of primarily commuters and first-generation (66%)

2012 to 2013



Georgia State University

Moved to Centralized Advising Structure for All Students with <90 Credits



University Advisement Center

Professional advisors assigned by...

Class

- Freshman (0-29 credits)
- Sophomores (30-59 credits)
- Juniors (60-89 credits)
- *Seniors with >90 credits advised within their major*

Meta-Major

- Arts & Sciences clusters
- Business
- Education
- Policy Studies
- Health Sciences

Target Populations

- Students in the process of declaring a major or transitioning into a new major
- First time, full time cohort students

42 new advisors; central training and hiring process

Mandatory use of SSC to track assigned students





Panel Discussion

Panelists Will Share Perspectives Across Six Aspects of Change

- 1 Catalysts for Change
- 2 Desired Outcomes
- 3 Leadership Structure
- 4 Securing Resources and Buy In
- 5 Implementation
- 6 Accountability

Road Map



1 | Introduction and Logistics

2 | Overview of Advising Model Changes

3 | Panel Discussion



Catalysts for Change

What Institutional Problems Led You to Restructure Your Advising Model?

Large proportion of students “in transition”

- Undeclared freshmen
- Transfer students
- Students not meeting requirements for desired major
- *Student-to-advisor ratios too high to adequately support these students*

Reported dissatisfaction with advising

- Students: Information is inconsistent or unclear
- Advisors: Communication is lacking, voices are not being heard

External pressure to improve completion rates

- High rates of attrition between freshman/sophomore and junior/senior years



1200:1

Previous ratio of
students to advisors

300:1

Desired ratio of
students to advisors



Participant Question

What catalysts for changing advising have you experienced on your campus?



Desired Outcomes

What Were the Specific Targets and Anticipated Results?



Improved communication and information sharing

- ✓ Better tracking of students from major to major
- ✓ Utilization of a shared notes system and common intervention procedures



Better guidance based on insight

- ✓ More interventions with students identified as off path
- ✓ Greater number of students making informed major choices
- ✓ Greater number of students lowering risk after advising interventions (better outcomes for “transitional” students)



Higher reported satisfaction with the advising process

- ✓ Improved results on student and advisor surveys



End goal is to improve current institutional grad rates

44%

SIU

29%

PUC

53%

GSU



Participant Poll #1



Leadership Structure

Who Created the Plan for this Change and Led Its Implementation?

Top-Down Initiative



President created Strategic Plan, which featured advisement



Provost and Vice Provost led the planning and implementation process



Advisement Center Director and Assistant Directors assisted in implementation and training of new advisors

Committee-Led Process

NACADA consultant recommended transition to centralized model for freshmen



Advisory Council on Academic Advisement created plan for new advising model



Working group was responsible for implementation



Participant Poll #2



Securing Resources and Buy In

How Did You Secure the Necessary Resources and Achieve Buy In?



Resource Strategies

- Grant funding
- Reallocation of resources
- Commitment of resources from chancellor and academic affairs
- Funds from University System (specifically to reduce student to advisor ratio)



Buy In Strategies

- Communication from leadership established that the change in structure was in the best interest of students on campus
- Implementation plan offered opportunities for all campus constituents to “get their hands dirty” in program development
- The SSC platform builds buy in by allowing advisors to manage their time effectively, be more proactive, and see positive results



Participant Question

What additional buy in strategies have you utilized on your campus?



Implementation

What Were the Major Steps in Implementing This Plan?

1

Staffing, Training, and Policies

- Redefined professional roles and responsibilities for academic advisors and faculty mentors
- Hired additional staff with assigned caseloads to meet targeted student to advisor ratios
- Created advisement manuals and/or incorporated the use of an advisement syllabus
- Assistant directors implemented a full training program for cohorts of 10-15 advisors at a time
- Periodic Advisor Academies (three times per semester) provide ongoing training



GSU Training Modules

- Training modules include performance requirements for using technology
- Advisors complete small group training sessions on all technologies (BANNER, SIS and registration portal, SSC, GradesFirst, etc.)
- New advisors complete extensive shadowing where they see technologies in live settings, and model behavior in role playing activities



Implementation

What Were the Major Steps in Implementing This Plan?

GSU New Advisor Training Agenda

Outlines 15-day training program

**University Advisement Center
Georgia State University
New Advisor Training**

*Monday, January 7, 2013
8:30 A.M. - 5:15 P.M.*

<u>Time</u>	<u>Item</u>
8:30 – 10:30	New Advisor Welcome and Meet & Greet
10:00 – 11:00	HR Paperwork and Public Safety Key Control group 1
11:00 – 12:00	2. Office Policies and Procedures: I. Business Hours II. Attendance, Leave Requests, Breaks & Lunches - Review Training Agenda
12:00 -1:00	Lunch
1:00 – 3:00	5. What is Academic Advising I. NACADA – Concept of Academic Advising II. NACADA – The Statement of Core Values of Academic Advising III. CAS – Advising Standards and Values IV. Advising Definitions V. Personal Philosophy of Academic Advising
3:00 – 3:30	Break (Public Safety Key Control group 2)
3:30 – 5:15	3. Advising Procedures and Policies

SIU Academic Advisement Syllabus

Unique to individual advisors

PLAN	PREPARE	PROCEED	PURSUE
Pre-Major Advisement Center Academic Advisement Syllabus 2012-2013 Southern Illinois University			
I. <u>ACADEMIC ADVISOR DATA</u> Name: [REDACTED] Office Location: Woody Hall, Room C-117 Office Telephone: 618-244- [REDACTED] (direct line) 618-453-4351 (main office) Office Hours: MTWRF: 11:00 AM – 12:00 PM; and TRF: 3:30 – 4:15 PM E-mail Address: kjittle@siu.edu			
II. <u>REQUIRED MATERIALS AND RESOURCES</u> A. 2012 – 2013 Southern Illinois University Undergraduate Catalog (http://registrar.siu.edu/catalog/undergraduatedcatalog.html) B. Pre-Major Advisement Center Advising Recommended Online Resources (see pgs.3-4) C. University Core Curriculum guide D. Curriculum guides for majors you would like to explore E. SIU e-mail account that you check on a weekly basis			
III. <u>ADVISING PHILOSOPHY</u>			



Implementation

What Were the Major Steps in Implementing This Plan?

2

Technology Integration

- Extensive training on the use of technology; setting expectation that technology is an essential part of the process
- During sessions, advisors consult SSC success markers and Major Matcher
- SSC shared notes act as communication thread that advisors, faculty, mentors, and career services can all access
- Advising directors use student lists and logs generated by SSC to create and manage proactive outreach campaigns targeting the high-risk students prior to registration

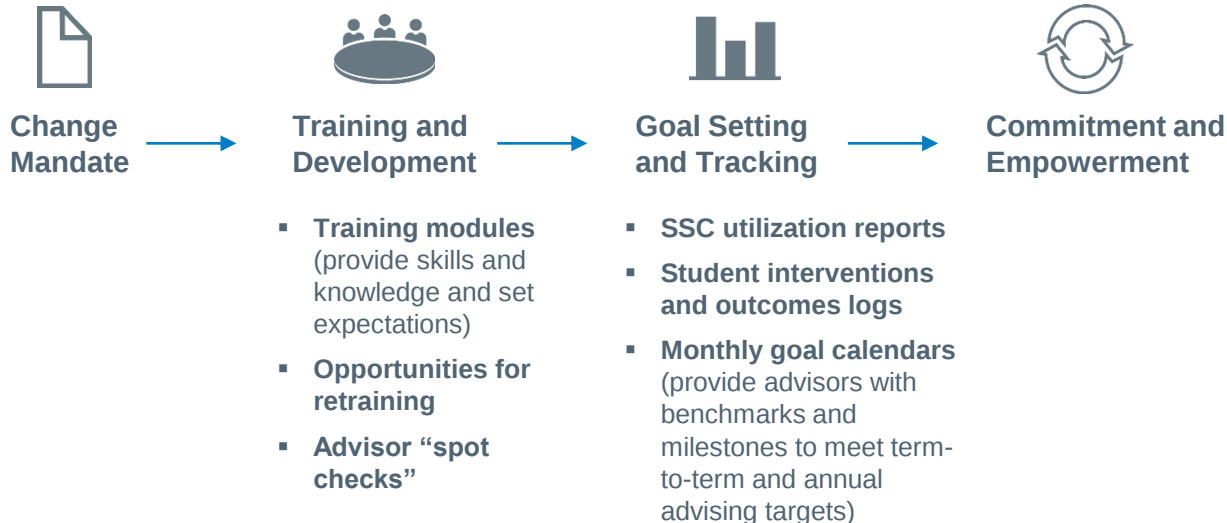
Advising Scorecard



Participant Poll #3

Accountability

How Do You Build and Ensure Advisor Accountability?



Participant Question

How have you built advisor accountability at your institution?

2014 Webinars Coming Soon

Help Us Set the Agenda



Suggest topics in the survey response page or through the discussion board now

Contact Us

Your Dedicated Consultant is Always Available for Support



Erin McDougal

Consultant

202-568-7431

EMcDougal@eab.com



Education
Advisory
Board

eab.com

2445 M Street NW | Washington DC 20037
P 202.266.6400 | F 202.266.5700