ADVISING ACADEMY 3.0

MARCH 7-8, 2019
NELSON ANDREWS LEADERSHIP LODGE
Welcome & Remarks

Dr. Russ Deaton, Executive Vice Chancellor for Policy & Strategy, TBR

Dr. Heidi Leming, Vice Chancellor for Student Success, TBR
Advising & First Year Initiatives

Dr. Sean Chism, Director of Advising and First Year Initiatives, TBR
Staffing

<table>
<thead>
<tr>
<th>Staff</th>
<th>Pre-Grant</th>
<th>Grant Funded</th>
<th>Total</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Advisor Student Success Coach</td>
<td>96</td>
<td>14</td>
<td>102</td>
<td>6%</td>
</tr>
<tr>
<td>Peer Mentors</td>
<td>49</td>
<td>94</td>
<td>143</td>
<td>94%</td>
</tr>
</tbody>
</table>

Data Collection

- Relational Advising & Peer Mentoring Assessment (RAPM)
- Campus Visits & Consultation

Knowledge Sharing

- D2L RAPM Learning Community
- Peer Mentoring Training Guide
- Monthly Systemwide Community College Academic Advising Call

Professional Development

- High Impact Practice Drive-In (HIP)
- January Statewide HIP Conference
- Annual Advising Academy
- Tennessee Academic Advising Network
  - NACADA Affiliate: Community College & Technical College Professional Organization
Peer Mentoring Taxonomy: Next Steps

Review Process

Relational Advising
Grant Point of Contacts
TBR - Policy & Strategy
TBR - Office of Student Success

Sub-council
Deadline: Feb 15th

Present during Advising Academy
March 7th & 8th

Sean Chism, Ed.D.
Director of Relational Advising & First Year Initiatives
Email: Sean.Chism@tbr.edu | Phone: 615.366.2209
A mutually beneficial relationship between a specified student group (i.e. mentee) and a more experienced student (i.e. mentor) who engages with the mentee in a structured helping capacity to cultivate strong relationships and provide peer-to-peer support. In many cases, the peer influence is stronger than that of the expert. (e.g. student services practitioner/faculty member) (Trip, 2000). Through role modeling and sharing authentic stories of success and failure, the mentee gains the skills and support needed to navigate the college campus. In addition, through systematic training, the mentor gains transferable leadership skills and meaningful professional experiences that can be used to complement and positively affect the retention, academic success and educational experience of the mentee. (Newton& Ender 2010; Terrion, & Leonard 2007).
Purpose: The Tennessee Academic Advising Network was created as a professional forum for faculty and professional advising staff at Community Colleges and Applied Technical Colleges powering Tennessee to discuss research-based practices and exchange innovative ideas related to academic advising.

TAAN will promote and enhance the academic advising profession in Tennessee by:

• Encouraging the professional development of academic advisors;
• Moving beyond a transactional model for advising, through professional development, to an interactive advising model that promotes the establishment of genuine interpersonal student-advisor relationships;
• Providing networking opportunities for academic advisors;
• Recognizing faculty and professional staff for their excellence in the field of academic advising;
• Supporting the goals and core values of NACADA: The Global Community for Academic Advising.
Next Up:

Creating the Advising Relationship
Dr. Elizabeth M. Higgins
1:00pm
Creating the Advising Relationship

Elizabeth M. Higgins, Ed.D.
University of Southern Maine
bhiggins@maine.edu
March 2019
Practitioner Expertise = TN Leaders
What is Academic Advising?

Academic advising is a guided learning process of sense-making, meaning-making, and decision-making regarding educational, career, and life goals.

Dr. Susan Campbell
NACADA Leader
ACADEMIC ADVISING
CORE COMPETENCIES

Understanding • Knowledge • Skills
Supporting Continuous Learning
The Relational Aspect of Advising

“The role of academic advising depends on the ability of advisors to communicate and build relationships that provide a foundation for meaningful conversations and interactions.”

Hughey, 2011
Just Saying: Relationship Matters

Injustice

No Action
Advancing the Equity Agenda
Student Empowerment

Voice
Belonging
Relationship
Community
Support
Think Back
Students Priorities in Advising Relationship

**Most Important**
- Supportive
- Warm/Welcomed
- Knowledgeable
- Available

**Also Important**
- Communication
- Honesty
- Empathy
- Patience

Mottarella, Fritzsche, & Cerabino, 2004
Initial Interaction

Can I Depend on this Person?

Can I Trust this Person?

Student Assessing

Reliability

Authenticity

Integrity
Students can depend on us to

- Deliver Challenging Info
- Give Advice
- Provide Accurate Info
- Assist with Goal Identification & Attainment
- Explain the Institutional Landscape
- Assist with meaning-making
- Listen and Converse
- Respond
- Accept them for who they are at that very moment
Our Personal Marinade
Relational Elements

Understanding without Judgement

Attitude

Positivity

Unconditional Regard

Authenticity - Genuine

Creates: Value – Worthiness – Openness

Rogers, 1962
Creating Value

Student Feels
- Respected
- Heard
- Recognized
- Appreciated
- Known
- Supported
- Encouraged
- Accepted

Creates
- Sense of Belonging
- Part of Everyday Fabric
- Institutional Contributors
- Worth
- Valuable Addition
- Understanding of Students
- Community of Conversation
Authenticity = Launchpad
Building the Relationship

Higgins, 2017

- Trust
- Comfort
- Authenticity
- Conversations
  - Meaning-Making
  - Increased Knowledge
  - Confidence
    - Independence
Creating Connectedness
What is Connectedness?

The energy individuals feel when they are supported and gain strength from a relationship where they are seen, heard, and valued in a non-judgmental way.

Brene Brown, 2010
Barriers to Connectedness

Uncertainty  Difference
Barrier Strategies

Uncertainty

- Info Sharing
  -- Non-verbal
  -- Google
  -- Questioning
  -- Consistency

Difference

- Listening + Conversing
  -- Story
  -- Universal Themes
  -- Strengths
Creating Value

Student Feels
- Respected
- Heard
- Recognized
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- Encouraged
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Creates
- Sense of Belonging
- Part of Everyday Fabric
- Institutional Contributors
- Worth
- Valuable Addition
- Understanding of Students
- Community of Conversation
Sanford’s Challenge and Support

- **Stagnation**
  - Tedious
  - Unproductive Stress-Free
  - Taking it easy

- **Disengagement**
  - Low Optimism
  - Low Determination
  - Lack of Progress

- **Maximum Growth**
  - Continuum of Learning
  - Innovation
  - Renewal
  - Development and Growth

- **Retreat**
  - Apprehension
  - Unproductive Stress
Supportive & Comfortable Environment

- Sharing Information
- Asking Questions
- Sharing Stories
- Experiencing Self-Exploration
- Reflection
- Creating Conversation
The Relational Interaction

Availability
Physical Space
Verbal - Nonverbal
The Conversation
Availability
In-Person
Phone
E-mail
Social Media
Electronic Meetings

Physical Space
Equal Access
Barriers
Space for Students
Privacy
Supplies
Personality
Nonverbal Communication

- Expression
- Posture
- Eyes
- Space
- Gesture

Knowledge Services, 2013
The Conversation

Active Listening - Student Focused
Open-ended - Closed Questions
Observation
Tact
Honesty
Encouragement
Paraphrase and Summarize

Barnett et al., 2006
Thornhill & Yoder, 2010
**Students:**
- Blind to Environment
- Can Feel Isolated
- E-mail Primary

**Advisors:**
- Response = F2F Mtg
- 24 Hour Response
- Avoid Auto Response
- No Answer? – Respond
- Welcoming Atmosphere
- Short
- End with Questions
Engage, Guide, Connect and Support Students in Goal Achievement

**Learning**
- What do you want students to learn as you advise them?
- What will students be able to **DO – KNOW – VALUE** because of their advising experience

**Strengths**
- Understanding of Self
- Genuine Interest
- Acceptance
- Acknowledgement and Recognition
- Connect to Academics & Institution
- Share Appreciation
- Valuing
Making Advising Intentional

- Advising Relationship
- Equity
- Student Learning
- Mission Goals
- Support
“I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”
References

Two-Year Advising:
What’s in the data toolbox?

Advising Academy 3.0
March 7, 2019
Over 142,000 students enrolled at TN community & technical colleges in 2017-18.

- Over 38,500 adult students (age 25+).
- Over 43,600 Pell grant recipients.
- Over 24,000 dual enrolled high school students.
- Over 14,000 new Promise students and 14,000+ Reconnect students at community colleges in fall 2018.
Trends at Community Colleges

Fall Enrollment
3% decrease in enrollment from 2009 to 2018

Awards
82% increase in awards from 2009 to 2018

Note: Enrollment is end-of-term data for the fall semester of each year. Awards include degrees & certificates for the academic year (preceding summer, fall, and spring).
## Changes at Community Colleges

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2015</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Students</td>
<td>38%</td>
<td>27%</td>
<td>28%</td>
</tr>
<tr>
<td>Dual Enrolled</td>
<td>8%</td>
<td>15%</td>
<td>17%</td>
</tr>
<tr>
<td>First-Time, Full-Time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshmen with ACT</td>
<td>39%</td>
<td>43%</td>
<td>40%</td>
</tr>
<tr>
<td>Scores Below 19</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Based on degree-seeking students in the fall term of each year.*
What’s in the data toolbox?

- Student Success Metrics
- First-Year Momentum
- Student Needs
- Career Success
- Student Voices
1. Student Success Metrics
Three-Year Graduation Rate Trend

Note: Graduation rates reflect the number of students in first-time, full-time freshman cohort who earned a certificate or degree within 3 years of entering college.
Equity Gaps in Student Success

Three-Year Graduation Rates
- White: 20%, 24%, 25%, 27%
- Hispanic: 15%, 20%, 22%, 22%
- Black/African American: 6%, 7%, 9%, 11%

First-Year Retention Rates
- White: 59%, 58%, 56%, 58%
- Hispanic: 58%, 59%, 56%, 60%
- Black/African American: 44%, 44%, 42%, 47%

2. First-Year Momentum
First-Year Momentum at Community Colleges

- Earned 12+ Hours in First Term
- Earned 24+ Hours in First Year

2013-14: 26%
2014-15: 27%
2015-16: 32%
2016-17: 35%
2017-18: 34%

Note: Includes first-time-ever-in-college students who started in the fall term of each year.
### First-Year Momentum in 2017-18

**Earned 12+ Credits in 1st Term**

<table>
<thead>
<tr>
<th>Category</th>
<th>All Students</th>
<th>Low-Income</th>
<th>ACT Score &lt; 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>47%</td>
<td>45%</td>
<td>43%</td>
</tr>
</tbody>
</table>

**Earned 24+ Credits in 1st Year**

<table>
<thead>
<tr>
<th>Category</th>
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<th>Low-Income</th>
<th>ACT Score &lt; 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>34%</td>
<td>31%</td>
<td>27%</td>
</tr>
</tbody>
</table>

*Note: Includes first-time-ever-in-college students who started in the fall term of each year.*
Gateway Course Success at Community Colleges

In English

<table>
<thead>
<tr>
<th>Year</th>
<th>Attempted</th>
<th>Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>65%</td>
<td>49%</td>
</tr>
<tr>
<td>2014-15</td>
<td>69%</td>
<td>51%</td>
</tr>
<tr>
<td>2015-16</td>
<td>87%</td>
<td>60%</td>
</tr>
<tr>
<td>2016-17</td>
<td>88%</td>
<td>62%</td>
</tr>
<tr>
<td>2017-18</td>
<td>88%</td>
<td>61%</td>
</tr>
</tbody>
</table>

In Math

<table>
<thead>
<tr>
<th>Year</th>
<th>Attempted</th>
<th>Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
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<td>27%</td>
</tr>
<tr>
<td>2015-16</td>
<td>70%</td>
<td>41%</td>
</tr>
<tr>
<td>2016-17</td>
<td>71%</td>
<td>44%</td>
</tr>
<tr>
<td>2017-18</td>
<td>69%</td>
<td>41%</td>
</tr>
</tbody>
</table>

Note: Includes first-time-ever-in-college students who started in the fall term of each year.
Gateway Course Success in 2017-18

Completed Gateway English

- All Students: 61%
- Low-Income: 58%
- ACT Score < 19: 55%

Completed Gateway Math

- All Students: 41%
- Low-Income: 37%
- ACT Score < 19: 31%

Note: Includes first-time-ever-in-college students who started in the fall term of each year.
3. Student Needs
34% of community college students were Pell grant recipients.

25% of TCAT students identified as economically disadvantaged.

30% of TN Promise students at community colleges in fall 2017 had an EFC of $0.

Of 2015 Promise students with an EFC of $0, only 13% graduated by fall 2017, compared to 21.5% of all Promise students.
4. Career Success
Of students who graduated in 2016-17...

- TCAT Job Placement Rate: 88%
- All Community Colleges had a Job Placement Rate of 95% or Higher

2016-17 graduates from TBR colleges are projected to earn **$940.7 million** each year during their working careers.

That’s **$224 million** more each year than they would have earned without a credential.
5. Student Voices
Survey of Student Engagement

58% of students used academic advising services two or more times during the academic year.

27% of students said the college did quite a bit/very much to help with non-academic responsibilities like work & family.

19% of students used transfer advising during the academic year, but 70% plan to transfer to a university.

75% of students talked about career plans with an instructor or advisor.

22% said that someone at the college contacted them when they struggled with their studies.

Note: 2017 CCSSE results for all TBR community colleges.
An advisor helped me to select a course of study. 66%

An advisor helped me to set academic goals and create a plan for achieving them. 48%

An advisor helped me to identify the courses I needed to take during my first semester. 76%

A college staff member talked with me about my commitments outside of school. 37%

At least one college staff member (other than an instructor) learned my name. 53%

Note: 2017 SENSE results for all TBR community colleges.
Other Data Resources
What Data is Available at Your College?

Data about First-Year Experience?
Data about Peer Mentoring?
Learning Outcomes for Advising?
Predictive Analytics?
Other ways to hear student voices?

Talk with your college’s IR/IE division!
Data Resources

- **TBR Data Dashboard**
  - Enrollment Trends & Student Success Metrics
  - [https://www.tbr.edu/policy-strategy/data-and-research](https://www.tbr.edu/policy-strategy/data-and-research)

- **TBR College Profiles**
  - Student Success and Equity
  - [https://www.tbr.edu/2018-college-profiles](https://www.tbr.edu/2018-college-profiles)

- **Career and Employment**
  - TENN Work Learn Earn: [tn.worklearnearn.org](http://tn.worklearnearn.org)
  - [Collegefortn.org](http://collegefortn.org)
  - 2018 LEAP Report: [tnecd.com](http://tnecd.com)

- **Other Information**
  - Economic Impact of TBR Colleges
  - Job Outlook Data ([TN Education & Workforce Maps](https://www.tnecd.com))
  - Tennessee Promise Outcomes
Next Up:

THEORETICALLY SPEAKING: APPLYING STUDENT DEVELOPMENT THEORY TO ACADEMIC ADVISING PRACTICE

Dr. Ashlee K. Roberts, University of Missouri – St. Louis
2:50pm
Theoretically Speaking: Applying Student Development to Academic Advising Practice

Ashlee K. Roberts, PhD
Why theory?

• “Enables student affairs professionals to proactively identify and address student needs, design programs, develop policies, and create healthy college environments that encourage positive growth in students” (Evans, Forney, and Guido-DiBrito, 1998, p.5)
Why theory?

- Theory answers:
  - Interpersonal and intrapersonal changes students experience in college
  - Factors leading to this development
  - Parts of college environment that facilitate or hinder growth
  - Development goals that should occur in college
Appreciative Advising
The 6 Ds

1) Disarm
2) Dream
3) Discover
4) Design
5) Deliver
6) Don’t Settle
Appreciative Advising Applications

Peer Mentor Programs
• Matching mentors and mentees
• Group settings and activities

Individual Advising
• Relationship-building
• Major discovery
• Connecting w/opportunities and services
Schlossberg’s Theory of Students in Transition
Transition exists as defined by individual experiencing it (Evans, Forney, Guido-DiBrito, 1998)

The 4S’s
1) Situation
2) Self
3) Support
4) Strategies
Schlossberg in Practice

- Academic Interventions
- Personal Crisis Management
- Student Leadership Training
- New Student Orientation
Group Chat

How would you apply one or both of these theories into the work you do?

Who do you need to know on campus who do not already know (or know well enough) to better support students?

When will you meet them?
THANK YOU

Ashlee K. Roberts, PhD
(314)516-4833
robertsak@umsl.edu
@doctahroberts
References

Appreciative Advising. (nd). http://www.appreciativeadvising.net/

Next Up:

FROM THE PAST TO THE PRESENT: ENSURING SUCCESS FOR TODAY’S COMMUNITY COLLEGE STUDENTS

Dr. Jonelle Knox, College of Staten Island (CUNY)

3:30 pm
From the Past
To the Present:
Ensuring Success for
Today’s Community College Students

Presented by: Jonelle Knox, Ed.D.
Student X Profile:

- Black Male
- 17 years old
- Graduated from Morgan Park High School
- 2.3 cumulative GPA
- ACT Score - 21
- Wants to major in Business Management

Opening Activity

Student X has entered your college as a freshman. He has been assigned to you for advisement, placement into a First Year Experience class/program, or for assignment to a peer mentor.

How do you help Student X to be successful at your college?
What you did not know that might have helped me be successful during my first year in college:

- **Born to teenage parents**
  
  *(Mom completed college, Dad did not)*

- **Raised by grandparents**
  
  *(neither whom went to college)*

- **Worked 20-25 hours**

  *(High school and freshman year in college)*

- **Accepted to every college I applied**

  *(could not afford my top 3 choices)*

- **Did not understand financial aid**

  *(enrolled in last choice)*
How did bad advisement affect me?

- Late Enrollment
- Classes were already filled
- 1.4 GPA First Semester
- 1.6 GPA Second Semester
- Academic Dismissal!
What do these people have in common with me?

Arnold Schwarzenegger

Cardi B

Steve Jobs

Tom Hanks

Sarah Palin

Halle Berry
Characteristics

- Traditional / Non – Traditional Students
- Full-Time Employed / Part-Time Student
- Single Parents / Family Obligations
- Over 17
- Not college ready
Characteristics

- Traditional / Non-Traditional Students
- Full / Part-time
- Single Parents / Family Obligations
- Over 17
- Not Academically ready for College

MILLENIALS
GENERATION

Social Media
APP Fluent
Tech Comfort
Net Aware
What Has Changed?
A Look at Tennessee
A Look at Tennessee Board of Regents
A Look at Tennessee Board of Regents

Graduation & Retention

Graduation

Three-Year Graduation Rate – 2015 Cohort

Retention

First-Year Retention Rate – 2016 Cohort
Tennessee’s **Drive to 55 Alliance** is an active and rapidly growing alliance of private sector partners and community and nonprofit leaders working **together** in support of the state’s Drive to 55 initiative to **equip 55 percent of Tennesseans with a college degree or certificate by 2025**.
Examining Our Roles
“It takes a connected Community College to Graduate a Student”

Jonelle Knox, Ed.D.
Who are **WE as Servicers** to Today’s Community College Students?

- **Family Members**
  (Parents, Siblings, Cousins, etc.)
- **Human Service Workers**
  (Where Do I?... How Can I?)
- **Career Planners**
- **Problem Fixers / Life Coaches**
  - “My Blackboard does not work….”
  - “I bought my 3 year old a $400.00 coat”
Steps to **Ensure Success** for Each Student

- Change our Mindset
  - Work in collaboration to achieve “Student Success”
  - Organize/Reorganize Operations
  - Get in-tuned with today’s community college student
“We need to stop **PREScribing** the path to student success. Instead, we need to **LEARN** about our students’ **complex lives**, varied unique challenges, and seek to understand their **individual lived experiences**. **THAT** is the path to **student success**!”

Jared Tippets, PhD & Eric Kirby, JD / PhD
Holistic Student Support

Sustained
- Support is on-going

Strategic
- Services are differentiated to maximize capacity

Integrated
- Services are not viewed as stand-alone interventions

Proactive
- Services are an integral part of all students’ experiences

Personalized
- Student receive the support they need, when they need it, from an individual who knows them well.
Holistic support Components

Degree Planning

Coaching & Advising

Early Alerts & Risk Targeting
Old Models of Advisement, Peer Mentors, FYE

① Simply helping Student to pick classes
   Advisors

② Paring Students (one-on-one)
   Peer Mentors

③ Creating a “Introduction to College Course”
   First Year Experience
New Model For Advisement

① Ask the right questions and gather complete information in the beginning
  - In-Take forms to profile students
New Student In-Take Form

All responses are confidential and anonymous, no names are required

Student ID # → → →

Name (Optional)

Have you ever experienced any of the following:

☐ Did not have enough food/food insecurities
☐ Homelessness
☐ Unemployment
☐ Received continued medical assistance
☐ Received additional resources in high school (extra time on tests, allowed to take test in separate classrooms, etc.)
☐ Needed help locating and paying for childcare for your children
☐ Did not having enough money to travel back and forth to school

If you have experienced any of the above, we may have resources to assist you while enrolled at XXX School.
New Model For Advisement

② Make the Referral and the Connections
- Support Services
- Student Life Activities

③ Take time to Remember/Continued Communication
- Sending Scripted Emails / Text through ERPs – Birthday note
- Check-in / check-up / Reminders – How are things going? Registration Dates, etc.
New Model For Advisement

4. Become a Consistent Coach/Family Member to Students
   - Show up to a class, go to a game
   - Schedule time to be visible

5. Use Technology
   - E-Advisor
   - Doodle
New Model For Advisement

6. Outside Organizations & Resources

- AACC – Guided Pathways Models
- CUNY – ASAP/Percy SEEK
- League of Innovation
- Achieving the Dream
- NACADA
New Model for Peer Mentors

① Use DATA to assist students locate like peer(s)
   ▪ Not always easy or one similarity (race, sex, etc.)

② Making the Connection and Giving Students the Space
   ▪ Men Of Color Initiative & SEEK

③ Not just a peer, but a willing mentor or SPONSOR
   ▪ Faculty
   ▪ Staff
   ▪ Mentor
   ▪ Organizations
New Model for First-Year Experience

① Standardize Program and Classes
   ▪ Numerous themes, subjects, objectives

② Co-Curricular
   ▪ Have Fun, Build Academic Skills
   ▪ Scavenger Hunt – “Take a Selfie with ME”

③ Involve Everyone
   ▪ Faculty, Staff, and Administration

④ Build Relationships & Maximize Resources
“It is the people on campus – teachers, advisers, staff members – those who come face-to-face with students each day, who provide the positive growth experiences for students that enable them to identify their goals and talents and learn how to put them to use. The caring attitude of college personnel is viewed as the most potent retention force on a campus.”

Noel, Levitz, & Saluri
ADVISING ACADEMY 3.0

MARCH 7-8, 2019
NELSON ANDREWS LEADERSHIP LODGE
ADVISING ACADEMY 3.0

MARCH 7-8, 2019
NELSON ANDREWS LEADERSHIP LODGE

Wi-Fi: YMCA Guest
Password: ymcaguest
OPEN and CLOSE the survey as many times as you like.

DON’T FORGOT!
Do not push the submit button until you have completed the ENTIRE survey!
Next Up:

AUTHENTIC, INTENTIONAL ADVISING: WHY & HOW WE NEED TO WORK TOGETHER

Dr. Ken Baron, University of Maryland, Baltimore County

9:00 am
Why & How We Need to Work Together

Ken Baron, PhD
Assistant Vice Provost for Academic Advising & Student Success
University of Maryland, Baltimore County
Thank You
Thank You
PhD Thesis:
The Nature of American Academic Advising in the 21st Century
Research Question:

How will the practice of American academic advising be influenced by Globalization & Information Technology?
I define globalization as the inexorable integration of markets, transportation systems, and communication systems to a degree never witnessed before – in a way that is enabling corporations, countries, and individuals to reach around the world farther, faster, deeper, and cheaper than ever before, and in a way that is enabling the world to reach into corporations, countries, and individuals farther, faster, deeper, and cheaper than ever before.

Thomas Friedman, 2002
Findings:

In many ways the practice academic advising could improve through globalization and information technology (welcomed & anticipated by my participants).
Findings:

All participant groups expressed concerns about the possible loss of the “humanistic” aspect of academic advising. One-on-one interactions between advisors and students should not be replaced by automation.

In many ways the humanistic element within academic advising should be considered “sacred” and very much worth preserving.
20 Years Later…
So Here We Are...20 Years Later...Gains Made

- Modern Practice of Academic Advising - No Longer Clerical In Nature
- Moved from Advising As: “Service” to “Teaching & Learning”
- Opportunities to Offer More Autonomy to Students and Foster More “Shared Partnerships”
- Global Campuses Have Opened Up Incredible Opportunities
- On-Line Education Has Become Mainstream
- More Acknowledgement that Academic Advising Makes a Difference
  - Retention Rates
  - Graduation Rates
  - Time to Degree
  - Student Satisfaction
2019 ...Challenges & Opportunities Ahead

• Completion Agendas (State, Regional Accrediting Agencies, National)
• Performance Based Funding Models
• Proliferation of Data Analytics
• Higher Expectations for Smooth, Efficient Management of Students from HS, through Higher Education into Industry

...More Work To Do...
Collective Goal:
To Foster Careers & Economies

Advising Academy 3.0
Occupations that require a postsecondary credential are projected to grow faster than occupations that do not require postsecondary education for entry. Occupations that typically require a master’s degree, the smallest group in terms of base-year employment in 2016, are projected to grow at a rate of 16.7 percent through 2026. That’s more than twice the rate of growth projected for all occupations, 7.4 percent. The second-fastest growing group of occupations is those that typically require a doctoral or professional degree for entry.
Education Level of Individuals Age 25 to 34, 1940 to 2015

SOURCE: The College Board, Education Pays 2016, Figure 1.5A

For detailed data, visit: trends.collegeboard.org.
Median Earnings and Tax Payments of Full-Time Year-Round Workers Age 25 and Older, by Education Level, 2015

SOURCE: The College Board, Education Pays 2016, Figure 2.1
Collective Goal:
Addressing Ethnic and Racial Disparities

Advising Academy 3.0
Percentage of 25- to 29-Year-Olds Who Have Completed High School or a Bachelor’s Degree, 1975 to 2015

SOURCE: The College Board, Education Pays 2016, Figure 1.6
Best Practice from UMBC: Meyerhoff Scholars Program
First... A Profile on UMBC

• Midsize public university
• Founded in 1966
• Fall 2018 Enrollment
  ■ 11,260 (U)
  ■ 2,507 (G)
  ■ 1,797 Freshman Enrollment

• 48.6% Minority... including:
  19.6% Asian
  17.2% African American
  7% Hispanic
  4.7 Other

● US Department of Ed Minority Serving Institution
BEFORE MEYERHOFF (1993)

• UMBC graduated fewer than 18 African-American S&E majors per year

• Typically, fewer than five of these students graduated UMBC with a grade point average above 3.0

• Consistent with achievement levels observed at other institutions.
PROGRAM MISSION

1. Prepare students for **terminal degrees** in STEM

1. Provide the necessary **academic advising, social and moral support**, encouragement, and **enrichment experiences** that enable a diverse group of undergraduate students to succeed in STEM

1. Prepare them to **address and combat** underrepresentation in the STEM
What’s Underrepresented?

What does ‘underrepresented minority' mean?

Some groups have disproportionately low representation in science and engineering (S&E) compared to the U.S. population. Groups like Asians and whites have higher representation.

Underrepresented at all levels

Blacks, Hispanics and Native Americans or Alaska Natives account for roughly 31% of U.S. residents. How does that number compare to their representation in science and engineering?

- 21% S&E bachelor’s recipients
- 13% S&E doctorate recipients
- 11% Employment in S&E occupations

Source: National Center for Science and Engineering Statistics, National Science Foundation
Women, Minorities, and Persons with Disabilities in Science and Engineering: 2017
https://ncses.gov/digest/
PROGRAM GOAL

Factors that impede URM student persistence and are influential in the design of Meyerhoff:

- **low expectations**
- academic and cultural isolation
- motivation and performance vulnerability in the face of negative stereotypes
- **inadequate preparation for attitudinal/behavioral demands of the academy**
- peers not supportive of academic success
- **inadequate advising**
- lack of exposure to practical applications
- **inadequate performance in critical science courses**
- unsupportive environment (real/perceived)
- **financial aid**
MEYERHOFF COMPONENTS/WHY

- **High Expectations**
- Recruitment
- Financial Aid
- **Summer Bridge Program**
- Sense of Community
- **Advising & Counseling** ( intrusive)
- Learning Strategies
- Peer Study Groups
- Tutoring
- Mentoring
- **Summer/Academic Year Research Experiences**
- Faculty Involvement and Commitment
- Program Values
**Fall 2018 Meyerhoff Freshmen Demographics**

<table>
<thead>
<tr>
<th>Application Process</th>
<th>Applicants</th>
<th>Candidates</th>
<th>Offers</th>
<th>Yield</th>
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<tbody>
<tr>
<td></td>
<td>535</td>
<td>254</td>
<td>110</td>
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<table>
<thead>
<tr>
<th>Gender</th>
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<tr>
<td>Female</td>
<td>29</td>
<td></td>
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<tr>
<td>Male</td>
<td>37</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Distribution of Majors</th>
<th></th>
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<tbody>
<tr>
<td>Biological Sciences</td>
<td>18</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>7</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>6</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Chemical Engineering</td>
<td>5</td>
</tr>
<tr>
<td>Math/Statistics/Physics</td>
<td>11</td>
</tr>
<tr>
<td>Computer Engineering/Science</td>
<td>14</td>
</tr>
<tr>
<td>Bioinformatics</td>
<td>2</td>
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</table>

<table>
<thead>
<tr>
<th>Ethnic Distribution</th>
<th></th>
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<tbody>
<tr>
<td>African American</td>
<td>53</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>4</td>
</tr>
<tr>
<td>Caucasian</td>
<td>5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3</td>
</tr>
<tr>
<td>Native American</td>
<td>1</td>
</tr>
</tbody>
</table>
Summer Bridge Program

- Methods to the madness
  - Demystify academia
  - Formation of a close-knit cohort
  - Transmission of Meyerhoff values
  - Vision Statement

- Program built on High Expectations from the beginning
  - Academics
  - Research
  - Service
Building Relationships

Peer Relationships

- Connection to Counselor
  - Mentee/Mentor Relationship
  - Represent the Essence of the Meyerhoff Way
    - set of values and practices
  - Summer course Teaching Assistants and SI Leaders

- Connection to Current Students/Alumni
  - Academic Mentoring
  - Tutoring
  - Exposure to Research
Building Relationships

- Connection within Cohort
  - Team Building
    - Group Identification
    - Limited Personal Technology
  - Diversity Training
    - Building Trust
    - Deeper Connection
    - Impact on Goals
  - Group Responsibility
    - Group Grading
    - Leadership Development
    - Meyerhoff Identity Achieved
    - Evolution into a Cohort
Building Relationships

Program Relationships

- **Connection to Program Staff**
  - Daily Interaction
  - Early Advising
  - Collaboration on Programming

- **Connection to Campus Community**
  - Vested Instructors
  - Demystifying “Professor”
  - Field Experiences
  - Administrative Introductions
Providing Early Exposure

**Academics**

- Classes (2) **SUMMER**
- Non-credit Electives
- Enrichment Workshops
- Structured Study Hours
- **Supplemental Instruction**
- **Academic Advising**
  - Program and University Introduction
  - Study Skills Evaluation and Modification
  - **Academic Plans**
Providing Early Exposure

Research
- Intro to Research Seminar
  - Faculty, Invited Guests and Alumni Scholars
- Site Visits and Professional Talks
- Laboratory Tours
- Research Journals

Professional Development
- Grad/Prof School Preparation
  - Timeline
  - Requirements
  - Successful Practices
- Public Speaking
- Business Etiquette
The Meyerhoff Scholar

- Exhibits Intellectual Curiosity
- Possesses High Standards and Expectations
- Committed to Science and Research (sustained)
- Comfortable Discussing Issues of Diversity
- Believes that Excellence Demands Sacrifice
- Has No Fear of Failure nor Success
- Encourages Others Consistently
- Able and Desires to Work Well With Others
- Values Service
- Desires to “Hold Fast to Dreams”
Retention and Academic Performance

- 99% of Meyerhoff Freshmen retained in STEM

- 95% of Meyerhoff Bridge participants receive an undergraduate degree in STEM

- 3.53 average Spring 2018 CUM GPA (270 scholars)

- Goldwater Scholars (3), NSF GRFP Awards (4), UMBC Valedictorians, Phi Beta Kappa and Tau Beta Pi members

- Meyerhoffs 5.3 times more likely to enroll in graduate study than those who declined the offer
Graduate Placement

2017 Graduate Placements

**MD/Ph.D. Programs**
- Albert Einstein Medical College
- Case Western Reserve University
- Duke University
- Mayo Clinic School of Medicine*
- University of Maryland, Baltimore
- Emory University

**Ph.D. Programs**
- Brown University
- Carnegie Mellon University
- Duke University
- Georgia Institute of Technology
- The Johns Hopkins University
- Massachusetts Institute of Technology
- The Ohio State University
- Pennsylvania State University
- Rensselaer Polytechnic Institute
- University of California, Berkeley
- University of California, San Francisco
- University of Florida
- University of Illinois, Urbana Champaign
- University of Maryland, College Park
- University of Michigan
- University of North Carolina, Chapel Hill
- University of Pennsylvania

**Masters Programs**
- Brown University
- The Johns Hopkins University
- Temple University

**Post-Bac Programs**
- National Institutes of Health
- University of Maryland, Baltimore
National Recognition

- #1 PWI baccalaureate-origin institution of black science and engineering doctorate recipients 2007–2016 (NSF); #2 overall baccalaureate-origin institution of black science and engineering doctorate recipients 2007–2016 (NSF)

**TABLE 1a.** Top 50 U.S. baccalaureate-origin institutions of 2007–16 black science and engineering
doctorate recipients, by institutional control, 2010 Carnegie classification, and HBCU status

<table>
<thead>
<tr>
<th>Rank</th>
<th>Baccalaureate institution</th>
<th>Institutional control</th>
<th>2010 Carnegie classification</th>
<th>HBCU status</th>
<th>2007–16 black S&amp;E doctorate recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Howard U.</td>
<td>Private</td>
<td>Research-high</td>
<td>Yes</td>
<td>130</td>
</tr>
<tr>
<td>2</td>
<td>U. Maryland, Baltimore County</td>
<td>Public</td>
<td>Research-high</td>
<td>No</td>
<td>119</td>
</tr>
<tr>
<td>3</td>
<td>Florida A&amp;M U.</td>
<td>Public</td>
<td>Doctoral/research</td>
<td>Yes</td>
<td>112</td>
</tr>
<tr>
<td>4</td>
<td>North Carolina Agricultural and Technical State U.</td>
<td>Public</td>
<td>Doctoral/research</td>
<td>Yes</td>
<td>108</td>
</tr>
<tr>
<td>5</td>
<td>Xavier U. Louisiana</td>
<td>Private</td>
<td>Baccalaureate</td>
<td>Yes</td>
<td>103</td>
</tr>
<tr>
<td>6</td>
<td>Spelman C.</td>
<td>Private</td>
<td>Baccalaureate</td>
<td>Yes</td>
<td>102</td>
</tr>
<tr>
<td>7</td>
<td>Morgan State U.</td>
<td>Public</td>
<td>Doctoral/research</td>
<td>Yes</td>
<td>85</td>
</tr>
<tr>
<td>8</td>
<td>Southern U. and A&amp;M C., Baton Rouge</td>
<td>Public</td>
<td>Masters granting</td>
<td>Yes</td>
<td>78</td>
</tr>
<tr>
<td>9</td>
<td>Hampton U.</td>
<td>Private</td>
<td>Masters granting</td>
<td>Yes</td>
<td>75</td>
</tr>
<tr>
<td>10</td>
<td>U. Florida</td>
<td>Public</td>
<td>Research-very high</td>
<td>No</td>
<td>75</td>
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<tr>
<td>11</td>
<td>Morehouse C.</td>
<td>Private</td>
<td>Baccalaureate</td>
<td>Yes</td>
<td>69</td>
</tr>
<tr>
<td>12</td>
<td>U. Maryland, College Park</td>
<td>Public</td>
<td>Research-very high</td>
<td>No</td>
<td>63</td>
</tr>
<tr>
<td>13</td>
<td>Jackson State U.</td>
<td>Public</td>
<td>Research-high</td>
<td>Yes</td>
<td>62</td>
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<tr>
<td>14</td>
<td>Tuskegee U.</td>
<td>Private</td>
<td>Baccalaureate</td>
<td>Yes</td>
<td>62</td>
</tr>
<tr>
<td>15</td>
<td>Massachusetts Institute of Technology</td>
<td>Private</td>
<td>Research-very high</td>
<td>No</td>
<td>61</td>
</tr>
<tr>
<td>16</td>
<td>U. Michigan, Ann Arbor</td>
<td>Public</td>
<td>Research-very high</td>
<td>No</td>
<td>60</td>
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<tr>
<td>17</td>
<td>Tennessee State U.</td>
<td>Public</td>
<td>Doctoral/research</td>
<td>Yes</td>
<td>54</td>
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<tr>
<td>18</td>
<td>U. Illinois, Urbana-Champaign</td>
<td>Public</td>
<td>Research-very high</td>
<td>No</td>
<td>52</td>
</tr>
<tr>
<td>19</td>
<td>Georgia Institute of Technology</td>
<td>Public</td>
<td>Research-very high</td>
<td>No</td>
<td>49</td>
</tr>
<tr>
<td>20</td>
<td>U. North Carolina, Chapel Hill</td>
<td>Public</td>
<td>Research-very high</td>
<td>No</td>
<td>46</td>
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<tr>
<td>21</td>
<td>North Carolina State U.</td>
<td>Public</td>
<td>Research-very high</td>
<td>No</td>
<td>44</td>
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</tbody>
</table>
# AAMC Special Report

**Undergraduate Institutions with 3 or More Black or African American MD-PhD Graduates, Alone or Alone and In Combination**

*Aggregate MD-PhD Graduates from Academic Years 2000-2001 through 2016-2017*

<table>
<thead>
<tr>
<th>Undergraduate Institution</th>
<th>Black or African American MD-PhD Graduates (Alone)</th>
<th>Black or African American MD-PhD Graduates (Alone or In Combination)</th>
<th>Total MD-PhD Graduates from the Undergraduate Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Maryland-Baltimore County</td>
<td>42</td>
<td>44</td>
<td>67</td>
</tr>
<tr>
<td>Harvard University</td>
<td>17</td>
<td>18</td>
<td>385</td>
</tr>
<tr>
<td>Morehouse College</td>
<td>12</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Xavier University of Louisiana</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Johns Hopkins University</td>
<td>9</td>
<td>10</td>
<td>198</td>
</tr>
<tr>
<td>Hampton University</td>
<td>8</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>8</td>
<td>8</td>
<td>90</td>
</tr>
<tr>
<td>Yale University</td>
<td>7</td>
<td>10</td>
<td>260</td>
</tr>
<tr>
<td>University of Illinois at Urbana-Champaign</td>
<td>7</td>
<td>8</td>
<td>114</td>
</tr>
<tr>
<td>Duke University</td>
<td>7</td>
<td>7</td>
<td>163</td>
</tr>
<tr>
<td>Princeton University</td>
<td>7</td>
<td>7</td>
<td>167</td>
</tr>
<tr>
<td>Massachusetts Institute of Technology</td>
<td>6</td>
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<td>203</td>
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<tr>
<td>City University of New York The City College</td>
<td>6</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Stanford University</td>
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<tr>
<td>City University of New York Hunter College</td>
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<td>11</td>
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<tr>
<td>Oakwood University</td>
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<td>7</td>
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<td>Howard University</td>
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<td>Cornell University</td>
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<tr>
<td>New York University</td>
<td>5</td>
<td>5</td>
<td>56</td>
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<tr>
<td>Washington University in St. Louis</td>
<td>5</td>
<td>5</td>
<td>152</td>
</tr>
<tr>
<td>Rutgers University New Brunswick Campus</td>
<td>5</td>
<td>5</td>
<td>59</td>
</tr>
<tr>
<td>Spelman College</td>
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<td>7</td>
<td>7</td>
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<tr>
<td>Brown University</td>
<td>4</td>
<td>4</td>
<td>137</td>
</tr>
<tr>
<td>University of Florida</td>
<td>4</td>
<td>4</td>
<td>43</td>
</tr>
</tbody>
</table>
What Have We Learned?

• Students affiliated with learning communities are more likely to be successful and take ownership of their academic experience and success.

• Bridge programs should be more than just academic classes, workshops, and lectures. A bridge program also should help “demystify” the Academy, Research, and Professoriate (we fear that which we do not know).

• Every aspect of the program should be an integral part of the fabric of your institution. Meyerhoff MD/PhD results not possible without the focus on undergraduate research at UMBC.

• All components of the program should lend themselves to the mission and purpose of the university – academic success and personal growth.

• Parental involvement should not stop at K-12. Encourage and help families understand how to support STEM undergrads and graduates, and advancing trainees.
STEM Transfer Student Success Initiative

AACC • CCBC • HCC
MC • UMBC

This Initiative is funded by the Bill & Melinda Gates Foundation.
“A total of 48 percent of bachelor’s degree students and 69 percent of associate’s degree students who entered STEM fields between 2003 and 2009 had left these fields by spring 2009. Roughly one-half of these leavers switched their major to a non-STEM field, and the rest of them left STEM fields by exiting college before earning a degree or certificate.”

National Center for Education Statistics, 2014

Five Institutions

Anne Arundel Community College, Community College of Baltimore County, Howard Community College, Montgomery College, & University of Maryland, Baltimore County

Presidential Support

Over 100 Faculty & Staff

4 Consortiums, Leadership Team, Management Team

Curricular Allignment
• Framing the Central Question:

• How can 2-year and 4-year institutions partner to facilitate early and sustained success for transfer students, to foster their academic and social engagement across institutions, and to help launch them into meaningful STEM careers?
Integrated Student Academic Support Model

- Pre-Transfer Advisors
- Advising Consortium
- Career Engagement
- Parallel Pathways
- Online Content

SERVICES
- Pre-Transfer Advising
  - Meet with a pre-transfer advisor
- Peer Mentors
  - Connect with experienced transfer students

RESOURCES
- Pre-Transfer: Planning Success
  - Prepare for transfer
- Post-Transfer: Building Success
  - Make the transition
- Career Engagement
  - Develop academic and career plans
- Featured Resources
  - Link to STEM and transfer resources
- STEM Competencies
  - Review STEM concepts
UMBC Peer Alumni From Community Colleges

The UMBC Peer Alumni From Community Colleges (PACC) Program invites all current and potential UMBC STEM transfer students to join UMBC students and staff for an informal dinner.

They will provide information about STEM focused clubs and organizations, and answer any questions that YOU might have about getting involved at UMBC!

**STEM-ORGS: GETTING INVOLVED EARLY AT UMBC**

6:00pm - 7:30pm
Monday, Nov. 25th
UMBC University Center 312
Pizza will be provided.
For more information:
my.umbc.edu/groups/PACC

Download event flyer (PDF)

We will assist with coordinating transportation when possible.

Limited van transportation may be available pending vehicle availability.

You must register by Friday, November 18, if you need to car pool or need van transportation
Pre-Transfer STEM Advisors

7 Pre-Transfer Advisors
• 2-year Institutions
• 4-year Institution

Regular monthly trainings
Institutional Differences:
2-year vs. 4-year

Examples of Contributions:
• Advising Philosophy
• Implementing model of Early Career Engagement
• Constant Collaboration
Early Career Engagement

What does it mean?
• Early Career Engagement encourages students to actively explore career options and participate in experiential learning opportunities.

Why is it important?
• Early Career Engagement enables students to make informed and “evidence-based” decisions so that they can develop strategic and meaningful academic and career plans.

Examples of Model:
• Pre-Meeting Form for Pre-Transfer Advising Appointments
• Parallel Pathway Conversations
• Experiential Learning
Academic Advising Consortium

• Regular Meetings Throughout the Year
• Mini-Retreats
• Hosted by various institutions

Groups of Advisors (as large as 30) in attendance from 2-year and 4-year institutions

Examples of Discussion Topics:
• SB 740 (College Completion Act)
• Philosophical Framework
• Emergent Nature of the Pre-Transfer Advisor Position
WRAPPING UP –
WHAT DO THESE PROGRAMS HAVE IN COMMON?
WHAT DO THESE PROGRAMS HAVE IN COMMON?

• Early Engagement – (Academic Content & Career Exploration)
• Relationship Building
• Strong Peer to Peer Contact
• Mentoring
• Experiential Learning Opportunities
• Financial Aid Planning & Assistance
• Foster Academic Resilience
FINALLY SOME “SHOUT OUTS”
On Similar Programs, Plans & Objectives
TBR High Impact Practices

Characteristics of high-impact activities include: setting appropriately high expectations of students; interaction with faculty and peers about substantive matters; experiences with diversity; frequent feedback; reflection and integrative learning; real-world applications; and demonstrated competence.

TBR RELATIONAL ADVISING GRANT

Relational Advising Models

Each institution may apply for relational advising money from TBR under the three models proposed below. Institutional requests may not exceed $70,000 per institution. Demonstration of institutional commitment to the intervention model selected must be demonstrated in the application.

As part of the Relational Advising Grants to be awarded, institutions must incorporate peer-to-peer mentoring in their program model with the plan to connect peer mentors with professional advisors or success coaches. There are three peer-to-peer mentoring models to consider:

A Peer Coaching Model

- Peer mentors are integrated into advising centers or other campus offices, to assist professional advisors or student success coaches.

- Mentors might handle referrals to campus resources, study skills coaching, or pre-registration education, which frees up professional coaches and advisors to focus on complex advising cases.

- Peer mentors may be “on call” for a set number of hours each week, to handle referred and walk-in students. Or, programs may require peer mentors to hold several meetings each term with students, either one-on-one or in groups.
Eight TN community colleges selected for national Achieving the Dream Network, focused on success of all students

Achieving the Dream is a national reform movement for student success, created in 2004 to help community colleges close academic achievement gaps for low-income and minority students and assist all students achieve their goals of academic success and economic opportunity.

Its founders include the Lumina Foundation, the American Association of Community Colleges, the Community College Research Center at Columbia University, and the Community College Leadership Program at the University of Texas at Austin. It has grown into a national network of more than 220 community colleges.

HIP Taxonomy: Work Based Learning

Work-based Learning represents credit-bearing experience that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships, practicums, clinicals, co-ops and similar experiences, integrated with a class or related to a major field of study, give students the opportunity to gain valuable applied learning and make connections in professional fields students are considering for career paths, while giving employers the opportunity to guide and evaluate talent (NACE, 2011).

https://www.tbr.edu/academics/studentaffairs/hip-taxonomy-work-based-learning
This year TBR will partner with the National Academic Advising Association (NACADA) to continue our focus on development and dissemination of innovative theory, research, and practice of academic advising in higher education. With the main audience being higher education practitioners and faculty members, this two-day conference will create a collaborative space where attendees will be equipped with the tools and information needed to effectively preserve academic advising at the core of student success.

http://www.cvent.com/events/advising-academy-3-0/event-summary-a65cc60e57b4549a78d00c451f45fe3.aspx?dvce=1
Thank You for Taking The 20 Year Journey of Reflection Along With Me!

Thank You for Helping Me Become Who I Am Today!

Have A Great Day Two!

QUESTIONS?
ADDITIONAL SOURCES:

https://meyerhoff.umbc.edu/

https://www.youtube.com/watch?v=KgTo4tslgwM

http://stemtransfer.org/
Next Up:

PANEL DISCUSSION: THE HANDOFF FROM K-12
10:00 am
The Handoff From K-12

Leigh Bagwell, Tennessee Department of Education

Troy Grant, Tennessee Higher Education Commission

Shayla Kolheim, GEAR UP TN

Sherica Nelms, Tennessee Higher Education Commission

Susan Rhodes, The Ayers Foundation
LUNCH & REGIONAL NETWORKING OPPORTUNITY

MARCH 7-8, 2019
NELSON ANDREWS LEADERSHIP LODGE
Next Up:

TENNESSEE TRANSFER PATHWAYS

Dr. Randy Schulte, Vice Chancellor for Academic Affairs, TBR

Dr. Nancy Dietrich, Project Director of Statewide Initiatives, The University of Tennessee System

12:00 pm
Transfer Pathways – There and Back Again

A Presentation to the 2019 TBR Advising Academy
Dr. Nancy Dietrich, UT System
Dr. Randy Schulte, TBR
GOALS
Stop having conversations ABOUT us without US.

-a student
Tennessee Transfer Initiatives

How can we help?
TTP Origins

TTP WERE ESTABLISHED BY THE COMPLETE COLLEGE TENNESSEE ACT OF 2010

SECTION 4. Tennessee Code Annotated, Section 49-7-202 (e)(1) The commission shall develop a university tract program within the University of Tennessee and the Tennessee board of regents systems consisting of sixty (60) hours of instruction that can be transferred and applied toward the requirements for a bachelor's degree at the public universities.
TTP Origins

TTP WERE ESTABLISHED BY THE COMPLETE COLLEGE TENNESSEE ACT OF 2010

AND THEN REVISED in 2014 by PC 794, which required that the UT and TBR systems, “to collaborate and develop a transfer pathway for at least 50 undergraduate majors for which demand is highest…”
FOCUS ACT OF 2016

SECTION 29 (r): Tennessee Code Annotated, Section 49-7-202

* (1) The commission shall require all state institutions of higher education to collaborate and develop a transfer pathway for at least the fifty (50) undergraduate majors.
(2) (A) A transfer pathway shall consist of sixty hours of instruction... Courses in a transfer pathway shall transfer and apply toward the requirements for graduation with a bachelor's degree at all public universities.
TTP Scope & Scale

58 transfer pathways by Major

* STEM & Agriculture
* Health Sciences
* Business
* Social & Behavior Sciences & Education
* Humanities & Fine Arts
71 transfer pathways by Degree

* Associate of Science
* Associate of Arts
* Associate of Science in Teaching
* Associate of Fine Arts
43% Increase in Student Enrollment in TTP since Fall 2013
TTP Enrollment Trend

Associate Degree Enrollment by Program Type
Fall 2018

- Terminal: 22,647; 34%
- Univ. Parallel TTP: 19,128; 28%
- Univ. Parallel Non-TTP: 25,819; 38%
- Undeclared: 8; 0%

Advising Academy 2019
TTP Awards Trend

University Parallel Awards by TTP Status

<table>
<thead>
<tr>
<th>Year</th>
<th>Non-TTP Award</th>
<th>TTP Award</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>5,064</td>
<td>8.5%</td>
<td>5,949</td>
</tr>
<tr>
<td>2013-14</td>
<td>5,255</td>
<td>17.4%</td>
<td>6,145</td>
</tr>
<tr>
<td>2014-15</td>
<td>5,454</td>
<td>21.3%</td>
<td>6,664</td>
</tr>
<tr>
<td>2015-16</td>
<td>6,338</td>
<td>23.0%</td>
<td>8,147</td>
</tr>
<tr>
<td>2016-17</td>
<td>6,690</td>
<td>25.8%</td>
<td>9,129</td>
</tr>
<tr>
<td>2017-18</td>
<td>7,587</td>
<td>27.7%</td>
<td>9,836</td>
</tr>
</tbody>
</table>

Advising Academy 2019
2017-18
1. Business Administration
2. Criminal Justice
3. Accounting
4. History
5. Mass Communication
6. Exercise Science
7. Biology
8. Pre-health Professions
9. Information Systems
10. Music
FIVE YEAR CYCLE OF FORMAL REVIEW OF EVERY TTP

* 2015 – 16: Business-related TTP
* 2016 – 17: STEM & Agriculture
* 2017 – 18: Social Sciences & Education
* 2018 – 19: Arts & Humanities
* 2019 – 20: Health-related TTP
Articulation & Transfer Council

* THEC Authorized Overview Body
* Representatives from
  * TBR System and Community Colleges
  * UT System and Universities
  * LGI Universities
  * TICUA
http://www.tntransferpathway.org/
Tennessee Transfer Pathways

BUT WHAT ABOUT
COMMUNITY COLLEGE
STUDENTS WHO TRANSFER
BEFORE THEY EARN THE
ASSOCIATES DEGREE?
Tennessee Reverse Transfer

Dr. Nancy Dietrich
TN RT is a semi-automated process that allows early transfer students to combine four-year college credits with community college credits to receive an associate degree.

**Eligible students:**
- transfer student currently enrolled in a participating 4-year institution
- minimum of 15 TN community college credits;
- minimum of 60 combined college credits;
The Process

- Institutions Load Data
- Students Opt-In
- Degree Audits Performed
What are the benefits of earning an associate degree after transferring to a four-year school?

You may have plans to complete a bachelor’s degree, and we certainly hope you do! By earning an associate degree, you become more marketable to potential employers, and can earn more money as a result of earning the degree as you work toward completing a bachelor’s degree.

Unfortunately, challenges arise that can disrupt your progress toward completing a bachelor’s degree. By completing an associate degree, you ensure that those credits don’t go to waste!
Why is this important to my institution?
• An associate degree can enhance a student’s resume and may promote employment and advancement opportunities for them while they are completing their bachelor’s degree—and it’s completely free to the student!

• Early instances of reverse transfer suggest there may be a higher rate of completion of the bachelor’s degree as a result of a student completing an associate degree.

• Investment in Reverse Transfer shows a commitment to student success.

• Formula funding split between 2 & 4 year schools
How are we doing?

Eligible Students: 6063

Opt-In: 1677 (28%)

Degrees Awarded: 531 (34%)

Opt-Out by No Response: 4360 (72%)
TOTAL ASSOCIATE DEGREES AWARDED 3, 153
Reverse Transfer Opt In

Opt In to Reverse Transfer Program

If you are transferring to a Tennessee community college before receiving an associate degree, you may be able to earn your associate degree while also working toward a bachelor's degree at The University of Tennessee through the Tennessee Reverse Transfer Program. There is no cost to opt in to this program. For this program, your community college will need to periodically review your academic progress at The University of Tennessee. By selecting Yes below, you agree to the following:

The University of Tennessee, Knoxville may share your courses, grades, and transcripts with my previous community college for the purpose of evaluating my combined credits and eligibility for an associate degree.

Select one option:

- Yes, I agree to the above permission
- No thanks, I already have an associate degree
- No thanks, I do not wish to participate in the Tennessee Reverse Transfer Program.

Email Address

First Name

Middle Name

Last Name

You will be contacted in a future semester if you qualify for this program. The confidentiality of your academic history is protected by federal law and your information will not be used for any other purpose than this screening and degree requirement confirmation. There are no fees charged to you for the exchange of transcripts or the Reverse Transfer degree award.

Submit

Dear John:

Thank you for transferring to The University of Tennessee, Knoxville.

Our academic records indicate you could now be eligible to receive your associate degree through Tennessee’s Reverse Transfer program. Through this program, your credits from Pellissippi State Community College will be combined with credits earned here to determine if your coursework completes the degree.

The associate degree you started at Pellissippi State Community College could be awarded to you at no cost while you continue working toward your bachelor’s degree here!

To determine if you meet the requirements for an associate degree and to facilitate the recording of any degree awarded, we need your electronic consent to: 1) share your The University of Tennessee, Knoxville courses, grades, and transcript with the registrar’s office at Pellissippi State Community College for a preliminary evaluation of your combined credits; 2) allow your former 2-year institution to send a copy of your transcript to us, if it is requested; and 3) allow your former 2-year school to request a transcript from any other institution you may have attended, including high school. Please click here to opt-in by 7/31/2021. You can change your mind at any time prior to the degree award, by contacting Pellissippi State Community College.

The confidentiality of your academic history is protected by federal law and your information will not be used for any other purpose than this screening and degree requirement confirmation. If you have not completed all of the requirements for the associate degree, you will be reconsidered next semester as you continue to complete your bachelor’s degree.

You do not have to participate. Click here if you do not grant access to your courses and grades. You can change your mind and decide to opt-in by 7/30/2016. However, if you have already earned a degree, why not receive it?

Questions? Please visit the Tennessee Reverse Transfer website: http://reverse.transfer.org or contact AskTDReverseTransfer.org.

Sincerely,
The Office of the Registrar
The University of Tennessee, Knoxville
https://tnreversetransfer.org

 Earn your associate degree while you work on your bachelor’s degree
Questions?

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Your Plans for the Future

Your Selections
The college major (program of study) you plan to enter:

Undecided
How sure are you about this choice of college major?

- I am very sure
- I am fairly sure
- I am not sure

Your choice of occupation (vocation):

Undecided
How sure are you about this occupational choice?

- I am very sure
- I am fairly sure
- I am not sure
PUTTING IT ALL TOGETHER- A GROUP EXERCISE
Every day we have the opportunity to make a positive impact.

No matter how great or how small,

YOU CAN MAKE A DIFFERENCE.

Jack Canfield

THANK YOU!
Next Up:

DEVELOPING MASTER ADVISORY PROGRAMS

Dr. Richard Sluder, Vice Provost for Student Success, Middle Tennessee State University

1:00 pm
Creating an Advisor Mastery Program (AMP)

Amber Bollinger
Advisor, Jones College of Business

Rick Sluder
Vice Provost for Student Success &
Dean of University College

March 8, 2019
MTSU: The Place

➢ The campus … is amazing and beautiful
  o Nearly $1 bil in construction in past 10 years
  o Campus culture of support

➢ “Culture eats strategy for breakfast … and technology for lunch!”
Undercurrent for our work …

- Data informed
- Strategic
- Alignment, coherence, focus
- A “one university” learner-centered model

*Student Success Vision Statement*
MTSU seeks to become a national thought, practice and results leader in student success. This endeavor will require joint efforts of the student, faculty and broader campus community and the integration of our student-centered support services and data-informed best practices. The goal is to facilitate degree completion, cultivating students who are committed to critical inquiry and life-long learning in a changing global society.
The reason for our work ...
Primary Strategic Initiatives

1. Advising enhancements
2. Course redesign
3. Learner support
4. Communication plans and performance metrics
Advising enhancements ... sounds so simple!

- 47 additional advisors
  - 260/1
- EAB Navigate platform
- “Old school” (reactive) advising
- “New school” (proactive) advising

It’s not the number of advisors, it’s the transformation of advising.
Freshman Retention

FT/PT Freshmen Retention Rate

- Fall 2011 retained to fall 2012: 69.9%
- Fall 2012 retained to fall 2013: 68.2%
- Fall 2013 retained to fall 2014: 70.2%
- Fall 2014 retained to fall 2015: 73.2%
- Fall 2015 retained to fall 2016: 75.7%
- Fall 2016 retained to fall 2017: 76.4%
Retention: All Undergrads

FTPT All Undergrads Retention Rate

- Fall 2011: 79.0% retained or graduated by Fall 2012
- Fall 2012: 81.1% retained or graduated by Fall 2013
- Fall 2013: 81.1% retained or graduated by Fall 2014
- Fall 2014: 79.7% retained or graduated by Fall 2015
- Fall 2015: 82.1% retained or graduated by Fall 2016
- Fall 2016: 82.6% retained or graduated by Fall 2017
Why are we engaged in this work?

MTSU 4-Year Graduation Rates

- 2009 Cohort: 19.2%
- 2010 Cohort: 18.1%
- 2011 Cohort: 20.3%
- 2012 Cohort: 21.4%
- 2013 Cohort: 25.3%
- 2014 Cohort: 30.2%

+57.3% Increase
Determining a Need

- Training and Development Committee
  - Underutilized Funding
  - Only focused on on-boarding and new software platforms

- NACADA
  - Wow!!
It Doesn’t Happen Overnight

➢ Nov 2016 – Submitted Proposal to create new program
➢ Nov 2017 – Jan 2017 – Research, research, research…
➢ Jan 2017 – Presented Details to Advising Managers
➢ Feb 2017 – Solicited volunteers from Advisor community
➢ Mar 2017 – First committee meeting
➢ Mar 2017 – August 2017 – Development of program
➢ August 2017 – Program Launch

Get AMP’d with the Advisor Mastery Program

Earn 15 points each year by completing a combination of approved activities to become AMP certified

Recharge professionally and earn priority for travel funds!

- On Campus Speakers
- Webinars
- College Courses
- Professional Conferences
- Professional Certifications
- iShare Lunches
Program Structure

➢ Align with NACADA Core Competencies

➢ Utilize existing expertise
  • iShare
  • NACADA Webinars
  • Learning, Teaching and Innovative Technology Center

➢ Encourage Individual Development Opportunities

➢ Bring experts to campus
  • NACADA

➢ Rotating committee
Not all Rainbows and Sunshine

- Buy In
- Confusion
- Record Keeping
- Bureaucracy of State Institution
- Assessment
Activity
It’s Working
2018/2019 Status

- Brought in more experts
- Improved iShares
- Continued to develop guidelines for consistency

- 11.5% certified
- 14.5% at 80%
Future Success Depends On…

➢ Continued financial support
➢ Realignment of Training and Professional Development committees
➢ Designated position to administer program
Activity
Key Takeaways

➢ Use available resources
➢ Professional Development doesn’t have to be expensive
➢ Nothing is ever perfect
  • Try, evaluate, adjust and try again
➢ There will always be naysayers
Next Up:

WORKFORCE DEVELOPMENT PANEL DISCUSSION

2:30 pm
Workforce Development Panel Discussion

Kenyatta Lovett, Complete Tennessee

Deanna Morris-Stacey, TBR – The College System of Tennessee

Brynn Plummer, Nashville Entrepreneur Center

Ellen Zinkiewicz, Nashville Career Advancement Center
THANKS FOR JOINING US!

Presentation materials can be found at the address below:

https://www.tbr.edu/student-success/advising-academy-0

MARCH 7-8, 2019
NELSON ANDREWS LEADERSHIP LODGE
OPEN and CLOSE the survey as many times as you like.

DON’T FORGOT!
Do not push the submit button until you have completed the ENTIRE survey!