Goal

The TBR System goal is to increase first year retention rates from 58% to 68% and graduation rates from 26% to 31%. These improvements would translate to approximately 900 additional community college graduates annually, significantly contributing to the Drive to 55 credential award goals.

In 2018, the Governor’s Office will provide re-occurring funds for the scaling of relational advising across the 13 community colleges in Tennessee. The funds will be allocated to the individual campuses through a block grant process. New staff hires made with the relational advising block grant will be expected to participate in a cohort learning community under the direction of the Director of Advising and First Year Initiatives at the TBR System Office. All institutions will be expected to provide annual reports on advising activities to the Director of Advising and First Year Initiatives. Re-occurring funds will be provided to the institutions on a three year-review cycle.

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. The following link will give 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.
A Friendly Contact Model
Peer mentorship is integrated into new student orientation or intrusive advising systems. Peer mentors contact students with reminders about upcoming deadlines or requirements, through text messages, email, social media, or in-person. Programs may match peer mentors with students from a similar background or to students from a specific population.

A Curricular Model
• Peer mentorship is integrated into high-impact practices, like First-Year Experience courses or Learning Communities. Peer mentors might be paired with a faculty member and assigned to a specific course or activity.
• Peer mentors attend courses with mentored students or assist students outside of class. Mentors may also facilitate discussion or plan activities in First-Year Experience course