

IMPLEMENTING PROACTIVE ADVISING IN ADVISING REDESIGN:

**LeeFredrick Bowen - Director for Academic Advising Systems for the
Office of Undergraduate Education**

**Lisa Walker - Associate Provost for Undergraduate Education and Dean of
University College**

AGENDA

- Presenter/School Profile
- Early Alert Implementation Process
- University Campaigns Generated
- Outcomes
- Lessons Learned/Next Steps



Presenter Profile

- LeeFredrick Bowen
- Director of Academic Advising Systems (~7 years)
- ~20 years in higher education
- Application Administrator for Advising Platform
- First generation URM UNC System Graduate (ECU)
- Implement Early Alert Process
- Implement Advising Campaigns
- Data Analysis to Present to Stakeholders
- Coordinates Student Success Initiatives



Presenter Profile

- Lisa Walker
- Associate Provost of Undergraduate Education (Current)
- Dean of University College (Current)
- Professor of Sociology and Organizational Science
- 25+ years in higher education
- President of the Faculty (2016-2017)
- Associate Dean of Advising and Graduation (2017-2022)
- Coordinated the Provost's Student Success Working Group



UNC Charlotte Profile

- ~30,000 Students
- ~24,000 Undergraduates
- Decentralized Advising Model
- Mix of Professional/Faculty Advisors
- 50-70 Professional Advisors
- Caseloads vary by depart (80-1300)
- Tier Advising System (Career Ladder)

Early Alert Summary Process

- 1 Early Alert Process Per Term (Fall/Spring)
- ~800 faculty
- 90+% Reporting Rate for ~5 years
- 8-10% Reported as At-Risk/Concerned
- IR Analysis of 2+ EA is predictive of end of term lower performance outcomes
- Centralized outreach of EA outcomes
- Tracking student responsiveness to outreach

Collaboration: SSWG Formed

<https://provost.uncc.edu/sites/provost.uncc.edu/files/media/Student-Success-Introduction.pdf>



Academic Affairs
UNC CHARLOTTE

Student Success at UNC Charlotte

A Series of Working Papers

November 2012

The Student Success Working Group

Tamara M. Johnson, Ph.D.
Office of Academic Affairs

SUB-WORKING GROUPS

Academic Advising Steering Committee

In response to ongoing concerns resulting from a decentralized advising system, the Academic Advising Steering Committee (formerly known as the Advising Redesign Team) was formed in the Spring of 2007. Charged by the Provost, this team has examined systemic problem areas and prioritized process improvements. The team is composed of associate deans, faculty, staff

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Advisor Manual: Undergraduate Academic Advising

advisors, and administrators representing all colleges and some support units. In collaboration with Student Government, the Advising Redesign Team wrote a Strategic Plan for Undergraduate Academic Advising (2008-2013) which identified specific goals for improving the undergraduate academic advising experience. Throughout the years, the Strategic Plan for Undergraduate Academic Advising has been updated. The current plan (2015-2020) has the following specific goals:

1. To provide clear, consistent and up-to-date information for students and faculty/staff advisors, to make it easier for them to navigate the system while allowing for departmental flexibility.
2. To establish the culture and capacity for enhancing and increasing the use of advising tools and resources for students and faculty/staff advisors.
3. To provide training, and clear communication channels, for faculty/staff advisors.
4. To advocate for the continuous improvement of academic advising, including career development of staff advisors.





DATA ANALYSIS/ASSESSMENT:

Retention and Graduation

In Fall 2012, 3,541 students were admitted as first-time, full-time freshmen, and 2,568 students were enrolled as transfer students. This entering class had an average weighted high school GPA of 3.71 and an average math and verbal combined SAT score of 1074. Of students transferring from a two-year institution and entering in 2012, over half (53%) had a degree when they enrolled at UNC Charlotte. Only (15.7%) of students transferring from a four-year institution had earned a degree before enrolling. While these measurements may help us understand our student population and identify potential resources, they are not the sole predictors of success. Members of the SSWG work collaboratively to streamline existing programs, processes, and resources to improve student achievement while developing, implementing, and assessing new ones.

Of first year students entering as a cohort in 2008, 25.0% graduated from the University in four years. Again, the four-year graduation rate has fluctuated between 25% and 27% since the 2003 cohort. UNC Charlotte four-year graduation rate of 26.3% for the 2006 cohort ranked third among peer institutions, well above the 19.9% peer average. UNC Charlotte's target four-year graduation rates for Fall 2009, 2010, and 2011 cohorts are 25.25%, 25.50%, and 25.75% respectively.

The University's six-year graduation rates of the 2004 cohort average of 55.1% are also well above the peer institution average of 45.4%. Of first-year students entering in 2005, 58.8% graduated from the University in six years, up from 50.5% for the 2001 cohort. UNC Charlotte's target six-year graduation rates for Fall 2007, 2008, and 2009 cohorts are 53.3%, 53.6%, and 54.0% respectively.



EA Deployment Message to Faculty

- Email Subject: Early Alert Progress Report (Due on Friday, February 3rd)
- As you know, we are utilizing CONNECT to report Early Alerts by the 4th week of classes. The Provost has mandated EA reporting for all **1000/2000** level courses.
- Through the Early Alert Progress Report, you will have a quick way to inform and refer your students of concern to seek out additional academic support. Advisors will outreach to targeted students with Early Alerts, since without intervention, multiple alerts are statistically significant at predicting lower GPA outcomes at the end of the term.
- **Note:** Students will receive two auto-generated messages. One is a system message with a list of resources. The other will come from your email and it informs them that you have raised an early alert and the purpose of an early alert. There is a link below to the text of that message. Students will be allowed to view any comments you make on CONNECT. At-Risk language has been changed on the system to Concerned.
- How to Submit:
- 10 Step Instructions at [EA Instructions](#)
- Screenshots found at [EA screenshots](#)
- Webinar at [EA Reporting](#) Suggest starting at 2:10 minutes to go directly to the instructions. (Student can see comments now as a minor correction from the webinar)
- Screenshot of auto-generated instructor message found at [EA Instructor Message](#)
- Effectiveness of Early Alert data found at [EA Impact Data](#)
- Your responses will help advisors know which students to reach out to and offer help. Deadline to report (including not having any concerned students) is noon on **Friday, February 3rd**.



90%+ EA Response Rate for all first and second year courses

PROGRESS REPORT DETAILS



At Risk in Your Class?

Yes

No

Yes

Missing Class, Poor Performance

[View Report](#)
[09/12/2019](#)

Alert Reasons (You must choose at-least one if the student is at risk)

Missing Assignments

How Many Absences?

Current Grade

F

Comments for Advisor

Missing several assignments and quizzes.



EA Message to Students

- **MISSING ASSIGNMENTS EXAMPLE**

- Missing Assignments may be a sign that you need support for time management. Another possible reason might be that you are not checking or overlooking something on your Canvas page on a daily basis.

- Below are suggestions to assist you:

- Review the general Information about Early Alerts at <https://advising.charlotte.edu/early-alert>

- You may meet with a Personal Academic Consultant by making an appointment on CONNECT under Academic Support (tutoring/mentoring)

- An upcoming **Time Management** workshop is being held **virtually on Tuesday, March 28th**. This and any other helpful workshops can be found at [UCAE Workshops](#)

- How to Guides for Canvas can be located at [Canvas Guides](#)

- Schedule an appointment with your Academic Advisor to discuss strategies or resources that will help you be successful

- Meet with the faculty member to discuss ways to succeed in this course. Office hours and contact information will be listed in the course syllabus. You may find additional campus resources on the resources tab in CONNECT/Navigate Student app.

- UCAE Tips on Early Alerts can be located at <https://ucae.charlotte.edu/about-us/early-alerts>

- **Note:** All early alerts should be viewed as important signals. Data from UNC Charlotte show that early alerts are associated with student performance. Students who receive 2 or more alerts in distinct courses should assess their approach in all courses to avoid lower grades. Utilize the various resources listed above for a successful semester.

Top Contributing Factors

- Mandated/Required by Administrator (Provost Mandated)
- Centralized role to implement EA Process (Director for Advising Systems)
- Pilot Program
- Early Adopters/Faculty Champions
- Start Small/Target Groups (Top 40 courses first)
- Tracking/Monitoring Reporting
- Provide Data to Faculty for Efficacy/Buy-In
- Data conveys 2+ EA is predictive followed by outreach

CCRC COMMUNITY COLLEGE RESEARCH CENTER

Hard work worth doing: how advising redesign reveals opportunities for institutional learning and growth

Fred Bowen - University of North Carolina at Charlotte

Lauren Pellegrino - Community College Research Center, Teachers College, Columbia University

NACADA, October 2019

Research Context

- University of North Carolina at Charlotte participated in a randomized control trial for advising redesign beginning in 2016 – 3 semesters, 2 cohorts, 3,803 students
- The intervention consisted of:
 - Frequent, sustained communication to students that were informational (resources, upcoming deadlines, etc.)
 - Faculty-triggered early alert emails to notify students and advisors of academic concerns during week 4 of the semester
 - Targeted communications to students by advisors in response to early alert warnings
 - The use of a “toolbox” with treatment students to operationalize advising as teaching. The toolbox is a document containing a series of guiding questions, discussion topics, and learning outcomes to facilitate a pedagogical approach to advising.
 - The use of technology tools by advisors to utilize data to personalize advising for students and record and share notes from advising sessions

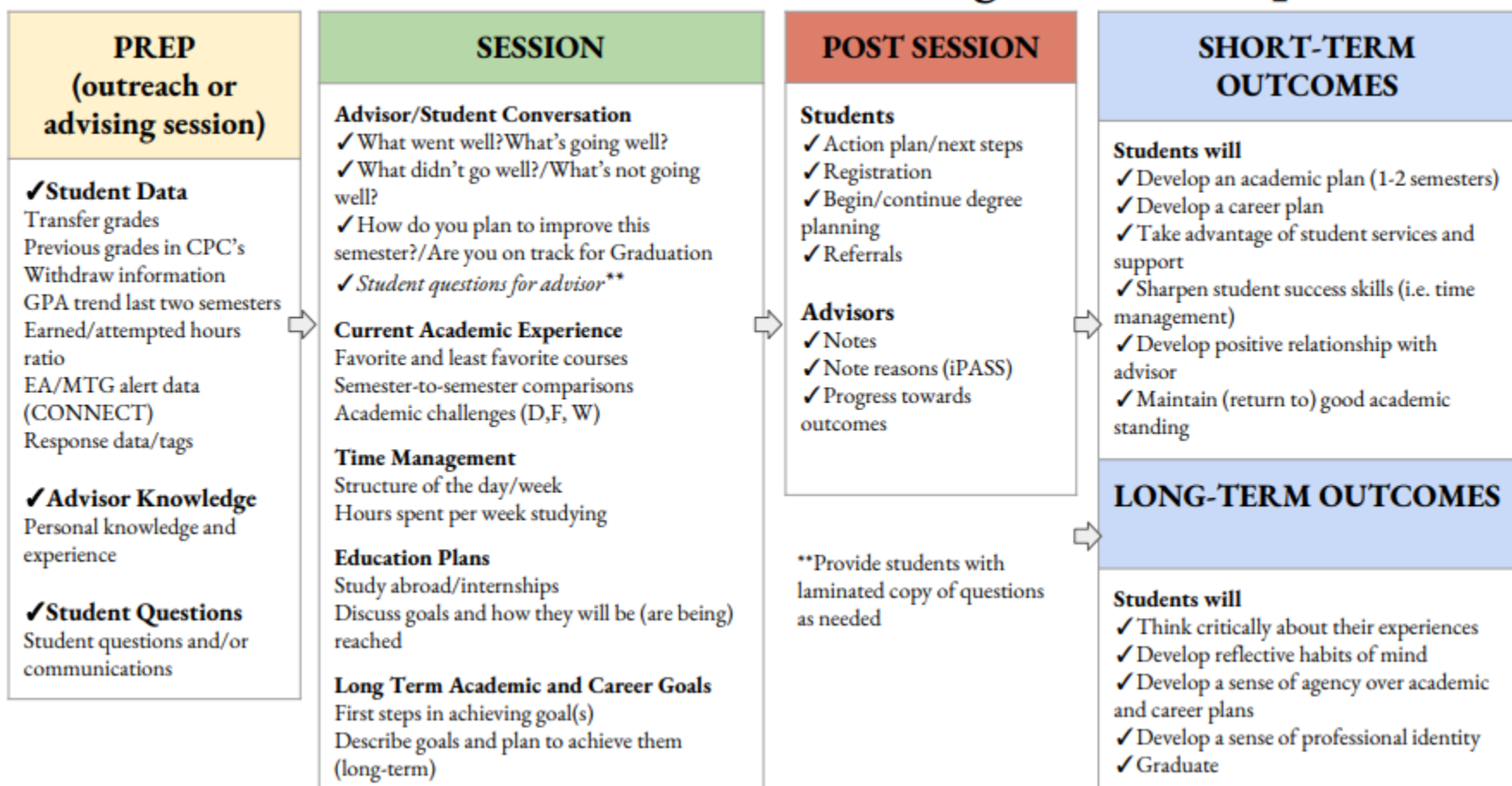
Advising Component	Benefits	Lessons Learned
Toolbox	<ul style="list-style-type: none"> • Guiding questions advisors may not have thought to ask • In-depth conversations with students • Uncovering issues that may not have been apparent 	<ul style="list-style-type: none"> • Remembering to use the toolbox • Use in the context of an experiment (spillover to non-treatment students) • Belief among some advisors that the toolbox was unnecessary
Technology Tools	<ul style="list-style-type: none"> • Case management tools enabled advisors to capture and refer to detailed notes • Advisors could access important data about students to inform the session 	<ul style="list-style-type: none"> • New technology posed a learning curve for advisors • Technology limitations made it difficult to access the toolbox and other information
Outreach - Informational	<ul style="list-style-type: none"> • Students received frequent, ongoing communication from their advisor and could begin developing trust • Advisors could proactively reach out to students with valuable resources and information that may normally be difficult to find 	<ul style="list-style-type: none"> • Gauging student engagement was difficult • Students reported that they tend not to open emails they perceive as “mass” emails
Outreach – Intervention	<ul style="list-style-type: none"> • Advisors could respond quickly and early in the semester when faculty express concern about a students’ academic performance • Students could be made aware of any challenges early on 	<ul style="list-style-type: none"> • Faculty usage of the early alert system was uneven • Unless faculty specified the student issue, advisors did not know what the issue was • Students were often unsure what the early alert was and from whom it sent

Campaign Type	Term	Deployment Date Range	Reminder Date Range (Up to about 3-6 Reminders to Non-Responders with 2-3 different contact strategies)	End Goal Date 60% or higher Response Rate Goal for all Campaigns
Returning At-Risk/Positive Reinforcement	Fall 2019	Aug. 19 - Aug. 21	Aug. 22 - Sept. 13	Sept. 13 (Early Alerts Due on final day)
Early Alert Risk	Fall 2019	Sept. 16 - Sept. 18	Sept. 19 - Oct. 4	Oct. 4 (MT Grades Due on final day)
Mid-Term Risk	Fall 2019	Oct. 7 - Oct. 9	Oct. 10 - Oct. 21	Oct. 21 (Last Day to W on final day)
Non-Registered	Fall 2019	Nov. 25 - Nov. 27	Nov. 28 - Dec. 13	Dec. 13 (Commencement on final day)

What is counted as student responded?

- CONNECT Appointment with advisor or advising unit during the Deployment and Reminder Date Range (excluded Cancellation/No Shows)
- CONNECT Campaign Note Reason indicating a developmental discussion related to the campaign was done by phone/email.

UNC-Charlotte iPASS Advising Process Map



Prepared by CCRC and MDRC

Helpful Questions

Current Academic Experience

- Why do you think you weren't successful in this course last semester?
- What type of academic support did you get last semester?
- How will you approach this semester differently?
- What strategies will you use to be successful?
- What is your most challenging course? What is most challenging about that course?

Education Plans

- What activities such as study abroad and internships are you interested in?
- You mentioned you wanted to do _____ this semester. How will you do this?
- What new things are you learning this semester? How do they affect your goals?
- What part of this plan might be challenging? Can we think of strategies to address those challenges in advance, so you have a game plan?"

Time Management

- How are you managing your current course load?
- What is the best time of day for you to get classwork done?
- What do you do with large breaks during the day?
- How many days per week do you spend doing schoolwork?
- "Tell me about a tough deadline that you were able to meet. How did you do it?"

Long-Term Academic and Career Goals

- What are your long-term academic goals?
- What are your plans after you graduate from UNCC? What steps are you taking to reach those goals?
- What type of career are you interested in? How do you plan to achieve your career goals?
- What internships have you considered?
- What other activities, like study abroad or research with a professor, are you interested in exploring?"
- What impact do you think your current semester will have on your college degree? Your life after college?
- Can you tell me in your words what we have discussed and what you're willing to do?

Student Response Rates

End of Semester Outcomes: Students Tagged as R@R			
Semester GPA	Met Advisor		
	Did NOT Meet		
Earned / Attempted	Met Advisor		
	Did NOT Meet		
Success Index*	Met Advisor		
	Did NOT Meet		
			33% Response Rate
* Semester GPA x Completion Ratio			

OUTCOMES AND NEXT STEPS

UNC Charlotte Institutional Research Internal Data
 Fall 2017 End of Semester Outcomes on Student Responsiveness: Tagged as Returning At-Risk

Semester GPA	Met Advisor	2.58	+.29**
Semester GPA	Did NOT Meet	2.29	
Earned/Attempted	Met Advisor	84%	+6%*
Earned/Attempted	Did NOT Meet	78%	
Success Index	Met Advisor	2.28	+.28**
Success Index	Did NOT Meet	2.00	

Semester GPA x Completion Ratio

SYSTEMATIC TRACKING (6,899 Tagged At-Risk)

Fall 2018

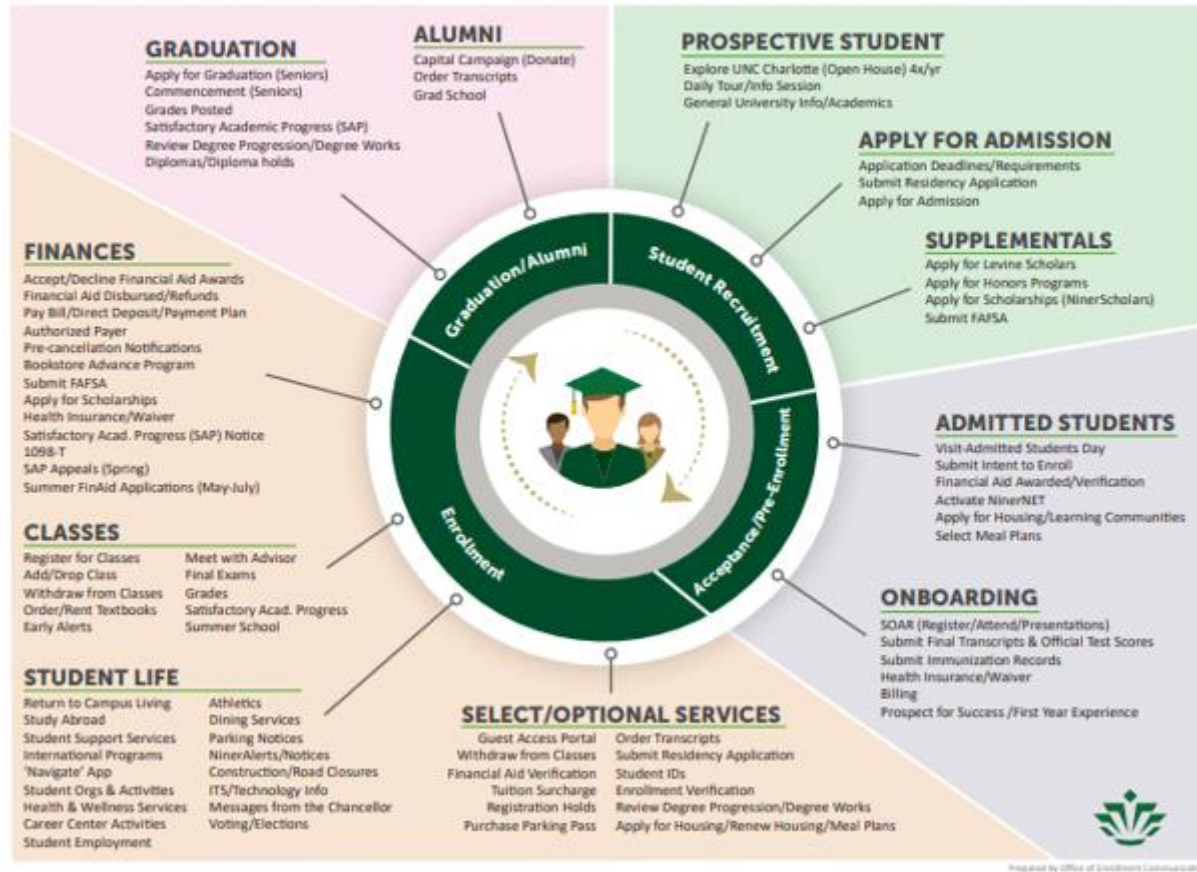
- R@R.....32%
- EA.....12%
- MT.....20%
- NR.....64%
- At-Risk Long-Term Goal.....60%+
- NR Fall 2018.....70%

Spring 2019

- R@R.....31%
- EA.....40%
- MT.....22%
- NR.....63%

Campaigns	Fall 2021	Spring 2022
R@R	43% (510/1161)	32% (710/2191)
EA	38% (619/1622)	30% (401/1299)
MT Grades	44% (1190/2703)	17% (490/2787)
NR (60-70% Goal)	67% (2429/3586)	67% (1434/2140)

STUDENT COMMUNICATION CYCLE



EARLY ALERTS

FOR STUDENTS

Welcome, Students!

Academic Policies

• My Advisor

• Majors and Minors

Advising in Major or College

Academic Enrichment

• Academic Support

Advising Systems

Early Alerts

Improving My Grades

Career Counseling

Evaluating Progress

Forms and Resources

<https://www.uncc.edu/students/welcome-students>

What are Early Alerts?

Faculty teaching 1000-level and 2000-level courses are asked to fill out progress reports for students in their classes during the third and fourth weeks of the Fall and Spring semesters. These Early Alerts allow instructors to indicate concerns related to missing class, missing assignments, or low performance on tests/assignments/class participation. Students receive an email notification if their instructor has indicated any of the above concerns for them.

If I get an Early Alert, what should I do?

First, don't panic! The primary purpose of an Early Alert is to provide you the opportunity to self-correct and seek help while there is time to prevent a low grade in the course.

Be sure to read carefully the suggestions provided to you within the Early Alert messages and then follow up with

WHAT FIRST YEAR STUDENTS HAVE SAID ABOUT EARLY ALERTS IN SURVEYS

- *The Early Alert made me feel more connected with instructor*
- *Helped me know progress at that instant*
- *The Early Alert showed me I need to try harder in my classes*
- *I started studying more after I received it*
- *After I received the Early Alert I did go by and talk to my professor*
- *I appreciate the Early Alert message*
- *The early alert pushed me to care more about that class*
- *The early alert helped me to stay focus*
- *It was a wake up call and allowed me to buckle down*
- *The Early Alert motivated me to work harder in the course and improve my grade*

MORE TIPS:

- Make an Advising or Tutoring appointment on CONNECT at my.uncc.edu
- Sign up for 1 or more UCAE Workshops at <https://ucaee.uncc.edu/learning-strategies/workshops>
- Make an appointment with a Personal Academic Advisor/Peer Advisor on CONNECT under my.uncc.edu
- Request to get assigned SOS Peer Mentor at <https://ucaee.uncc.edu/student-success/sos-peer-mentoring>
- Check Out the 4th Week Forecast video at <https://www.youtube.com/watch?v=TzAdCJ8fGdw>

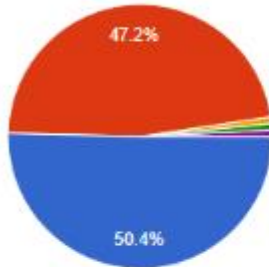
Data Collecting to Improve Outcomes

Prepared by UNC Charlotte
Advising Systems Administrator –
Office of Undergraduate
Education

Only increase in "Yes" at 10%

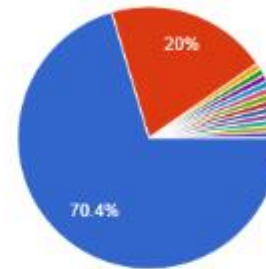
Did you know about Early Alerts before the concerned email?

125 responses



Did you take any additional steps to improve your academic performance in your course(s) due to receiving this Early Alert (concerned) email from your instructor(s)?

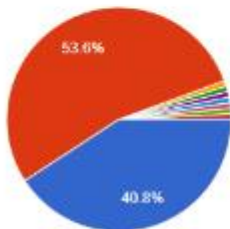
125 responses



- Yes
 - No
 - Medical withdrawal
 - I left school
 - There wasn't really anything
 - She was not ever helpful.
 - There was no issue.
 - I didnt get an email but to
- ▲ 1/2 ▼

Did the Early Alert (concerned) email prompt you to contact your instructor(s)?

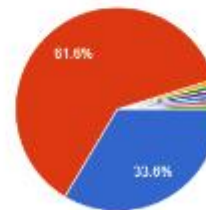
125 responses



- Yes
- No
- Yes but the false a why.
- I had a 100% in the
- Because I had an .
- Never received on
- It was not necessa
- Idk if I even got on
- I contacted the ins

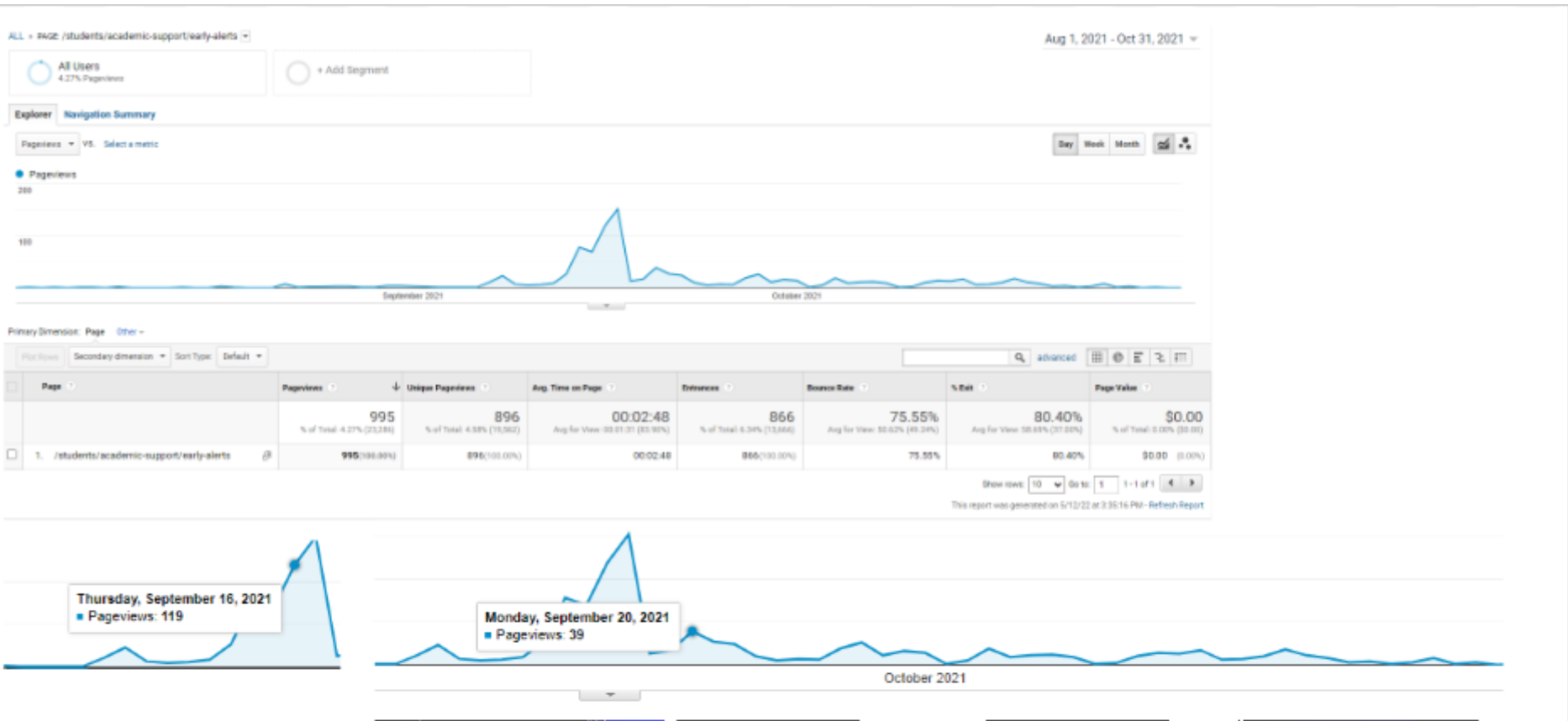
Did you ever discuss the Early Alert (concerned) message with your advisor whether through email/phone or during an advising appointment?

125 responses



- Yes
- No
- I don't remember
- Yes because of the false advisor believed that I was
- I thanked the academic s for their offer and exampl
- With professor
- Never received one
- I discussed it with a scho

Student Engagement Data



EA Redesign Timeline – 3 years to cultural shift

UNC Charlotte Timeline for Advising Redesign since IPASS RCT began: (Tends to take 3 years for major redesign elements to become part of the culture and coordinate alignments to include other offices)

- Redesign discussions, research, strategies/ideas, and formation of working groups are part of the agenda for the monthly meeting of the Provost's Student Success Working Group.
- New roles or assignments created that focuses on leveraging technology for student success.
- Incorporation and phased implementation of new technological platforms for Appointments, Notes, Early Alerts, and Degree Auditing/Planning (Campus-Wide for all undergraduates).
- Coordinate with Upper Level Administration for a top down Communication Plan in promoting and mandating compliance to report and outreach to at-risk students.
- Internal review of outcomes by Data Team (Reps from Undergraduate Education, Advising Systems, and Institutional Research).
- Share IR outcomes to educate faculty/staff and develop expansion of campaign initiatives at Annual Advising Summit.
- College/Departments determine thresholds for their students per campaign based on IR data and advising capacity.
- Deploy campaigns/outreach (Returning At-Risk, Early Alerts, Mid-Term Grades, Non-Registered).
- Monitor/measure outcomes to report and assess for further improvements/alignment.

Lesson Learned

- Start simple (1-3 transformative initiatives at a time)
- Have first projects impact/benefit multiple stakeholders to gain traction
- Document the scope of goals, assignments, metrics, and outcomes.
- Include frontline staff in decisions/feedback
- Start in small teams with early adopters/super users

Next Steps

- Review and redefine goals/expectations
- Review current systems and capabilities
- Data collecting/coordination
- Alignment of multiple unit student success initiatives
- Provide current and relevant data to stakeholders
- Deploy new initiatives
- Track outcomes of initiatives

Questions?

You may contact LeeFredrick Bowen at lbowen11@charlotte.edu or the Dean of University College at universitycollege@charlotte.edu for data requests or follow up questions.

Competing Interests Statement

There is currently no competing interest attached to this submission.