



RETENTION EFFORTS: OFFICE OF STUDENT SUCCESS

Enrollment Management

(Admissions, Financial Aid & Scholarships, Registration & Records, UMKC Central)

Academic Support and Mentoring

Career Services

PRO Roos

NEW STUDENT OUTREACH EFFORTS

COVID-19 FAQs

Collaborative effort to develop a comprehensive list of FAQs

Student Newsletter

Warm, encouraging, growth mindset, resource-filled messages, includes content on what's happening, wellness, academic success, connections, Roo Pride, as well as content from students

Caring for Roos Calling Campaign

Volunteer campaign for staff and faculty to reach out to current students with a check-in call and follow-up email if not reached

The UMKC Alumni Association will be calling spring graduates May 6-14

ADMISSIONS

Confirmation Fee Deferment

First-Time College and Transfer Students can defer their fee due to COVID-19 (new options: *My family is facing hardship due to COVID-19/Coronavirus*)

Summer Orientation

Being moved to an online format, leveraging new and existing technology tools to make orientation as engaging as possible for students and their families

FINANCIAL AID AND SCHOLARSHIPS

Emergency Funds for Students

In partnership with UMKC's Foundation and with a significant gift of \$25,000 from UMKC's Student Government Association there are new funds available for students to apply for, detailed in a new website

CARES Act Funds for Students

An application for 3.5 Million for COVID-19 related expenses has been submitted, messaging to students is planned, and the student application goes live this week

REGISTRATION AND RECORDS

Online Process for Grade Changes

Collaborative work with UM System technical resources to deploy an online tool for students to request grade changes as related to the COVID-19 Credit/No-Credit policy change

Grading Deadlines Moved Back

Spring 20 grading deadlines moved to Friday, May 22

Early Graduation

For Academic Units who need to graduate students early to help support COVID-19 relief efforts (e.g. Nurse Anesthesia graduates)

UMKC CENTRAL

ONE-STOP SHOP FOR STUDENT SERVICES

Enrollment Hold Threshold Raised

The Cashiers Office recently raised the minimum outstanding balance amount from \$250 to \$1000, outreach to FS19 and SP20 students to encourage enrollment for SS20 and/or FS20

Exit Survey Modified

The Exit Survey now includes COVID-19 reasons for leaving and will be used to triage students who are impacted and need more assistance

Student Surveys and Follow-Up

Used to check-in on the transition to online classes, responding to questions and requests from students in need of assistance

ACADEMIC SUPPORT & MENTORING

Transition to Online Delivery of Services

Supplemental Instruction: 7.8% persistence lift for students attending 3+ sessions/semester compared to "like" students who attended <3, even greater for incoming freshmen (12.68%), African American students (10.82%), part-time students (12.97%), and low-performing students (24.25%)

Writing Studio: 3.7% persistence lift for students attending 3+ sessions/semester compared to "like" students who attended <3, even greater for incoming freshmen/students in their early semesters (7.6%), African American students (11.7%), part-time students (12.97%), and low-performing students (13.7%)

ASM Advisory Council

Launched in FS19, comprised of representatives from all Academic Units

CAREER SERVICES

All-Virtual Career Services

Peer Career Coaches and staff Career Coaches offering all services virtually, and virtual events (Bloch Grad Student Week, Elevator Pitch Competition, Mock Interviews, Via Zoom and BigInterview), planning targeted virtual career fairs for FS20 for specific industries (Sciences, Education, Advertising, Non-Profits)

UMKC YouTube Career Channel

Collaborative effort of UMKC Career Services and Bloch Career Center, features videos, narrated PowerPoint presentations, and podcast recordings, including Roo Career Radio (launched 4/15/20)

CAREER SERVICES

Plan B Guide: What to do when your original internship/career plans fall through

Newly created guide, contains suggestions for alternatives for students whose internship and job search plans may have changed due to COVID-19

100% Contact Campaign

Email campaign contacting every student individually to make them aware of career planning resources, collected internship and employment data, offered assistance with internship/job search and resume reviews

PRO ROOS

Student Training

Trained over 360 students on customer service, professionalism, stewardship, leadership, and peer-to-peer mentorship

Peer-Led Zoom Meetings to Guide Remote Work

Offered tips on staying organized/focused, shared professional development opportunities

Built Working from Home Module in Canvas for Student Employees

Includes content on remote work, professional development, staying active and healthy, and discussion boards, forum to celebrate student employees who have completed PRO Roos program requirements, and those who have gone above and beyond in professional development and mentoring of other students

OFFICE OF STUDENT SUCCESS

- Communication with Students
- New Student Newsletter: Roo Connection
- Increasing Enrollment Numbers
 - What are you hearing from students?
 - What could we be doing to help increase enrollment?
 - Created new specific action items in response
 - For Faculty: course scheduling, marketing efforts, virtual classes for HS students to visit, engage students (virtual tours, pod casts, alumni mentorship programs), connect with students (virtual office hours, expectations for timely communication)



CENTRALIZING ADVISING AT UMKC

Improving Student Success
and the Student Experience at UMKC



ADOPTING A PROFESSIONAL CENTRALIZED ADVISING SYSTEM

- Advising is an integral part of students' university experience
- Centralized advising has been shown to have a significant impact on student success--higher retention, lower time-to-graduation
- Allows students to get a full picture of their degree and avoid conflicting information
- An opportunity to better serve our students, to examine and adopt innovative practices, and to infuse our culture of care into advising in new ways

ASSOCIATION OF AMERICAN COLLEGES & UNIVERSITIES

([HTTPS://WWW.AACU.ORG/PUBLICATIONS-RESEARCH/PERIODICALS/CENTRALIZING-ADVISING-IMPROVE-STUDENT-OUTCOMES](https://www.aacu.org/publications-research/periodicals/centralizing-advising-improve-student-outcomes))

"Enhancing the quality of academic advising is essential to meet the challenges presented by the changing demographics...The student body is growing ever more diverse with regard to ethnicity, cultural background, economic status, and academic preparedness. An increasing number of students come from groups that have been underrepresented and underserved by higher education in the past, including groups who have previously entered higher education in low proportions and those who have traditionally experienced high attrition rates. If it is the intention of institutions of higher education to assist all students in succeeding, then some fundamental changes are needed—especially in the area of academic advising."

CENTRALIZED ADVISING DEFINED

- An advising center staffed by a director and professional advisors who provide all academic advising
- Standardized training and consistency in practices, workload, and salaries
- Highly visible and accessible services
- Adept at serving students who experience change in their academic path
- Maintain unit level leadership and structure due to the the wide variety of degree programs offered (and associated policies)

INTEGRATING CAREER SERVICES AND ACADEMIC ADVISING

- Increased focus on career outcomes of graduates
- Involving students in career development at the *beginning* of their college career
- Explore personal and vocational goals
- Align goals with strengths, skills, and interests
- Gives meaning to academic decisions and co-curricular activities
- Result is greater persistence and success

PROFESSIONAL ACADEMIC ADVISORS IN NEW CENTRALIZED MODEL

- Available during time-sensitive enrollment periods
- Assist students in establishing clear and personalized objectives
- Tailoring their educational experience to their long-term and short-term goals
- Uniformly trained as student service professionals
- Up-to-date on evolving complex policies and procedures and in discipline-specific nuances

QUALITIES OF PROFESSIONAL ACADEMIC ADVISORS

- Provide social, emotional, and academic support
- Help students develop key skills for academic, personal, and career success
- Well-adept at listening and being responsive to the needs of individual students
- Help students see their potential, enhance their motivation, and develop self-direction
- Interaction should be nurturing, student-centered, personalized, and intensive

TASKS OF PROFESSIONAL ACADEMIC ADVISORS IN NEW CENTRALIZED MODEL

- Provide advising on major and general education requirements in a variety of settings (individual, group, online)
- Assist with goal setting and career development
- Work with prospective students in coordination with Admissions
- Many additional specific tasks: supporting orientation, monitoring academic performance, processing degree exceptions and petitions, preparing student athlete reports, ensuring successful graduation, and participation in the planning and execution of commencement ceremonies
- Collaboration between professional advisors and faculty mentors

EXISTING SIMILARITIES ACROSS ACADEMIC UNITS (STRENGTHS TO BUILD ON)

- Well-developed communication plans with students and departments/ programs
- The adoption of advisor competencies and professional development (UM System)
- Website resources for using and completing tasks in Pathway and Connect (including Early Alert Flags)
- Policies and procedures related to academic probation
- A unified process for Pre-Final Term Checks (PFTCs)
- A campus wide petition process
- Advising Forums, Advising Leadership Team, Academic Advisors email list for training and communication

EXISTING DIFFERENCES TO ADDRESS ACROSS ACADEMIC UNITS

- Requirements for advising appointments (related to the capacity of advisors in each unit)
- The use of the academic degree planner (related to choices within majors and dual advising systems which add another layer of review and approval)
- The specific practices related to academic probation
- The use of advising holds
- The use of UMKC Connect to document advising contacts, then using those reports for data analysis and workload decisions
- The advising of graduate students (done at the department or at the academic unit level)

PRACTICES FOR CONSIDERATION

(SOME ACADEMIC UNITS HAVE ALREADY IMPLEMENTED A NUMBER OF THE PRACTICES MENTIONED

BELOW, THE GOAL WOULD BE TO CREATE COMMON STANDARDS IN ADVISING ACROSS ALL UNITS)

- Nudges to reduce summer melt
- First year advising linked to First Semester Experience course
- Proactive advising policies
- Advising for special student populations (new transfer, international, study abroad, honors, athletes, veterans, disabilities)
- Communication on curricular revisions and course scheduling to align with advising students receive
- System integration for easier enrollment (planning tool, class schedule builder and Pathway)
- Standardize load calculations to determine advisor allocation
- Improve accessibility with hours and online options
- Expand training and advancement opportunities

THE NEW ROLE OF FACULTY MENTORS

- An ideal advising structure takes advantage of the expertise of faculty
- Develop and expand faculty role to include:
 - mentoring
 - career and graduate/professional school advising
 - internship coordination
 - involvement in student clubs and activities
 - promotion of participation in professional student organization
 - developing research opportunities for students
 - serving as program liaison to academic advisors including transfer credit review
 - curricular decisions and course schedules
 - and pursuing community engagement opportunities to benefit students
 - tracking and retaining relationships with graduates/alumni (recruitment, mentoring, job networking)

ORGANIZATIONAL STRUCTURE

Interim Senior Vice Provost for Student Success

- Undergraduate Academic Advising Director
 - Maintain leadership in Academic Units
(CAS, CONS, MED, Bloch, SBC, SCE, SOE, SoNHS, PHARM, DENT, U College, Honors)
 - Representation from Other Units
(ALI, ASM, Athletics, Admissions, ISAO, PAL, Registration & Records, Transfer—Curriculum and Articulation)

Unit involvement reflects current ALT participation

OTHER CONSIDERATIONS

Location: should be located in prime campus real estate, near other student services with ample private office space, until this ideal is achieved, centralized advising can be implemented online, building on our recent, expanded capacity to offer students services in a virtual environment

Workload: The ratio of 300:1 is an ideal recommendation to work toward

Salary: Advisor salaries range from \$35,194 to \$49,9953 (with an average of \$39,366), Senior advisor and Student Service Coordinators range from \$42,116 to \$52,012 for senior academic advisors and student service coordinators (with an average of \$44,247)

Opportunity for Advancement: Expanded training, professional development (Master advisor certificate program)

CHANGE MANAGEMENT

- Articulate the high-level vision (making meaning of life experiences, strengths, interests, values; promote social mobility)
- Keep the student experience at the forefront of every conversation
- Build from our strong foundation and thoughtfully bring all units up to existing unit-level best practices
- Meet staff where they are and provide training as needed
- Develop the many, small steps needed to achieve the vision

NEXT STEPS

- Develop an Advisory Council
- Communicate Plan via presentations to Academic Council, Faculty Senate, Provost's Chairs and Directors Meeting, and the Advising Leadership Team
- Internal hire for a Director of Undergraduate Academic Advising
- Develop and implement plan (name, budget, timeline, and action items)
- Develop and implement efforts to measure success, both qualitative and quantitative, that are tied to clear objectives (track number of advising meetings academic success, retention, levels of engagement such as collaboration with other students, participation in SI, etc.)

TIMELINE

April 20, 1:30 pm: Academic Council (presentation)

April 21, 3 pm: Faculty Senate (presentation)

Late April: Email communication of plan to centralize advising to improve student experience and success

May 6, 3 pm: Advising Leadership Team (ALT) (presentation)

May 11, 1:30 pm: Academic Council, Chairs and Directors (presentation)

FS 20 Partial Implementation, FS 21 Full Implementation

REFERENCES

ACT. (2010). What works in student retention: Fourth National survey (Public Four-Year Colleges and Universities Report). Iowa City, Iowa.

Gordon, V. N. (2006). *Career advising: An academic advisor's guide*. Jossey-Bass.

Kirp, D.L. (2019) *The college dropout scandal*. Oxford University Press.

Noel-Levitz. (2009). 2009 National research report: Academic advising highly important to students. Retrieved from https://www.noellevitz.com/documents/shared/Papers_and_Research/2009/AcademicAdvisingHighlyImportant09.pdf

Noel-Levitz. (2014). ACT National Collegiate Retention and Persistence to Degree Rates. Retrieved from <https://www.noellevitz.com/papers-research-higher-education/student-retention-whitepapers-and-trend-reports/act-collegiate-retention-persistence-rates>

Swecker, H., Fifolt, M., & Searby, L. (2013). Academic advising and first-generation college students: A quantitative study on student retention. *NACADA Journal*, 33(1), 46-53.

Tinto, V. (2012). *Completing college: Rethinking institutional action*. University of Chicago Press.

Varney, J. (2013). Proactive advising. In Drake, J. K., Jordan, P., & Miller, M. A. (Eds.), *Academic advising approaches: Strategies that teach students to make the most of college* (pp. 137-152). San Francisco, CA: Jossey-Bass.