COMPREHENSIVE ADVISING

Purpose

To streamline resources to implement comprehensive advising process for all STC students from onboarding to graduation/transfer to establish mandatory advisement and interventions at specific milestones during the career pathway. This would include the transition from FTIC advising (academic advisors) to continuing student advisement (student success specialists, faculty and academic coaches) and the implementation of Banner advisor assignments to reflect advisor for student by student type (dual staff, academic advisors, student success specialists, academic coaches, faculty advisors, and Program advisors).

Rationale

STC has designated advisement resources for different student populations (Dual, FTIC, continuing, Programs) and this process will ensure advising resources are being used effectively throughout the student's educational journey. Addresses two of the four essential guided pathways: choose and enter a path & help students stay on the path.

- Professional Academic Advisors (FTIC Case Management; currently advise ALL students except Bachelor's)
- Student Success/Coaches (academic program based; advise continuing students)
- Faculty Advisors (390; mostly advise continuing students)
- Dual – Dual2Degree Specialists and Early College High Schools staff

Baseline Data

- Available for advising provided by Advising Department (Professional Academic Advisors) and Faculty Advisors
- No data available regarding continuing and/or students whom success specialists have advised
- Some data available for faculty advising
- Process mapping has been completed for dual students and FTIC students

Retention Fall 2018 to Spring 2019 FTIC That Attended Advisement		
	Frequency	*Percent*
Not Retained	1,071	34.3
Retained 201920	2,049	65.7
Total	**3,120**	**100**

Additionally, RAND Corporation completed an analysis of STC's Intrusive Advising – Academic Advising Department
- Examined the relationship between participation in intensive advising and persistence
- Found that students who fully participate in intrusive advising persist at rates that are 7.9 percentage points higher than those who do not participate

Faculty Advising

	Total Students	Exclude Duplicated Count	Exclude Advised in Fall 2018 (201910)	Total Students in AY17-18 Unduplicated Count	Enrolled in Fall 2018	Not Enrolled in Fall 2018 who Graduated before Fall 2018 (201810-201840)	AY 2017-2018 to Fall 2018 Persistence Rate
Advised Students	151	5	5	141	106	14	83.5%
Non-Advised Students	29,919	12,665	-	17,254	9,202	2,785	63.6%

Source: South Texas College Banner System
**Note: Advised and Non-Advised Students lists are provided by the client.*

Potential Impact

- Increased engagement with students
- Increased retention
- Increased completion
- Consistent and improved service delivery to students

Description of Proposed Intervention

- Continue with FTIC Mandatory Advisement
- All staff develop educational plan for advisees
- Utilize FTIC Case Management Flowcharts and Process Mapping to develop service delivery model (including consistent communication for students throughout the pathway) for transitioning students to Student Success Specialists/Faculty Advisors
- Conduct review of all advising human resources (i.e. inventory of all the position types providing advising) and services they provide
- Implement milestone (i.e. at 45 hrs.) mandatory advising for students
- All staff utilize JagAdvise to record advising visit
- Establish advising documentation guidelines for monitoring advising sessions
- Required training for all advising (SSS, advisors, etc.) staff positions

Proposed Goals/Outcomes

- Remove manual processes
- Identify gaps
- Reduce duplication of services
- Onboarding into the intended pathway early preventing excessive courses
- Avoid student runaround
- Increased student persistence
- Increased completion of a pathway in a timely manner

Logic Model

Design	Current	Proposed	Outcomes
Professional Academic Advisors (FTIC Case Management; currently advise ALL students except Bachelor's)	• FTIC Mandatory Advisement • Utilizing CRM to communicate to FTIC students during the 10th week when they are ready to register • All staff utilize JagAdvise to record advising visit • Case Management is tracked manually	• Automate advising assignments • Continue with FTIC Mandatory Advisement • CRM communication during the three scheduled intervals per semester and before the semester ends • Technology Specialist focusing on researching and implementing the most technologically innovative advising tools	• Increase attendance in class • Increase awareness of utilization of student support services • Increase persistence to second term • Increase in courses successfully completed towards degree • Higher GPA • Remove manual processes ensure FTIC students receive messages on time through CRM throughout first term • Coordinate Comprehensive Advising Processes (CAP) to identify gaps and reduce redundancies • All students will select meta-major by end of session • All students will build educational plan aligned to their meta major

			- Reduction of off-track credit hours by end of first year - Student satisfaction with advising services - Increased completion of a pathway in a timely manner – graduation rate (3-year)
Student Success Specialists (academic program based; advise continuing students)	- Nursing and Allied Health – two Student Success Specialists provide degree advising using DegreeWorks (only for NAH programs that do not already have their own program-specific Advisor). It is up to students to arrange an appointment with a Student Success Specialist. - Liberal Arts and Social Sciences – LASS Student Success Specialist provides general assistance for LASS students, and focuses on recruiting and advising for the ASCENDER program - Starr County Student Success Specialist – provide advising for students, advising/registration for Math co-requisites, advising/registration for Tech programs (Welding, Automotive, Electrician Assistant, Office Specialist, etc.). Students are tracked through Starfish. - Mid-Valley one for MSB and one for LASS.	- Integrated job specifications among all Student Success Specialists - All staff develop educational plan for advisees - Utilize FTIC Case Management Flowcharts and Process Mapping to develop service delivery model (including consistent communication for students throughout the pathway) for transitioning students to Student Success Specialists - Required training for all advising (SSS, advisors, etc.) staff positions - Conduct review of all advising human resources (i.e. inventory of all the position types providing advising) and services they provide - Implement milestone (i.e. at 45 hrs.) mandatory advising for students - All Academic coaches utilize JagAdvise to record advising visit - Establish advising documentation guidelines for monitoring advising sessions - Enhance Starfish to allow for referrals, documentation of interventions, follow-ups, and evaluations of a student's progress - Increase the number of Student Success Specialists to better manage case loads	- Remove manual processes (e.g. educational plan available to edit, revise, follow) - Coordinate CAP - Onboarding into the intended pathway early preventing excessive courses - Student Satisfaction with CAP - Increased student persistence - Increased completion of a pathway in a timely manner

		• Hire a NAH Case Manager who is licensed in a health-related field to track students' progress from entry to job-placement • More consistent ERP updates from Admissions and Advising • Relocate Student Success Specialists on Pecan Campus to be closer to enrollment services and general advisors (building G) • Relocate Starr County Specialist to building G • Hire additional Academic Coaches for Bachelor programs to meet demand	
Faculty Advisors (390; mostly advise continuing students)	• All faculty advisors are required to complete Faculty Advising Certification • Document advising sessions in Degree Works • Some programs participate in advisement to assigned students	• Utilize FTIC Case Management Flowcharts and Process Mapping to develop service delivery model (including consistent communication for students throughout the pathway) for transitioning students to Faculty Advisors • Document all advising sessions in Degree Works • Implement milestone (e.g. at 75% of degree) mandatory advising for students • Establish advising documentation guidelines for monitoring advising sessions	• Remove manual processes • Coordinate CAP • Onboarding into the intended pathway early preventing excessive courses • Student Satisfaction with CAP • Increased student persistence • Increased completion of a pathway in a timely manner

Proposed Implementation Team

- Dr. Nancy Garcia
- Willie Johnson
- Edgar Rivera
- Advisor
- Student Success Specialist
- Faculty Advisor