
THE VCU NAVIGATE EXPERIENCE: 2014 - TODAY

WEDNESDAY, FEB. 19, 1 – 2 P.M.

Virginia Commonwealth University implemented the Navigate staff platform in 2014, moved to a professional advising/faculty mentoring model over the past four years, added the Navigate student app in 2019, and saw improvements in graduation rates and reducing equity gaps over time. Two leaders will share their institution's evolving use of Navigate and how VCU expanded efforts to other care units. They will talk about how they encouraged advisors to use more advanced functions and how they engaged faculty to use alerts and progress reports to enhance student success. The presenters will share successes, challenges and lessons learned along the way and will answer questions from participants.



VCU Student Success

THE VCU NAVIGATE EXPERIENCE: 2014 - TODAY

Dr. Inta “Maggie” Tolan

Senior Associate Vice Provost

Student Success



Katherine Drumm

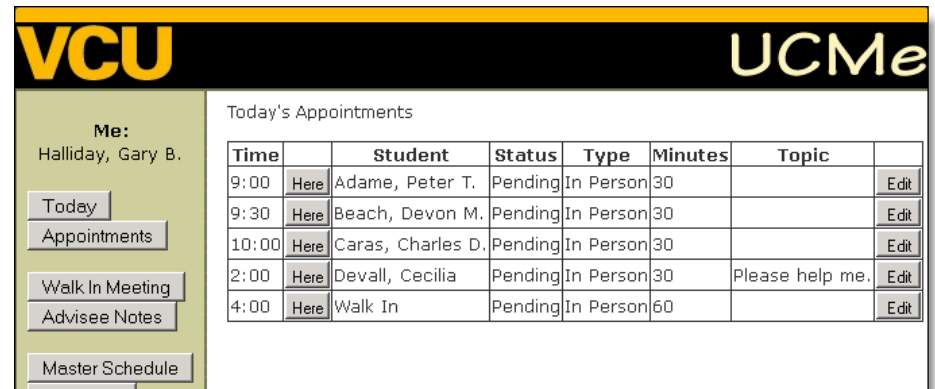
Director of Strategic Initiatives

Student Success



2014 - PURCHASED “STUDENT SUCCESS COLLABORATIVE (SSC)”

- Purchased by the Division of Strategic Enrollment Management (SEM)
- VCU did not have a campus-wide advising software product – UCMe, Excel Spreadsheets, paper files, Facebook 😞
- SSC was attractive originally for their predictive analytic capabilities
- Challenges:
 - How do we get everyone to use it across campus?
 - Who is going to be in charge of implementation and training?
 - How do we assess if the investment is worth it?



The screenshot shows the UCMe software interface. On the left, there is a sidebar with the user's name 'Me: Halliday, Gary B.' and several buttons: 'Today', 'Appointments', 'Walk In Meeting', 'Advisee Notes', and 'Master Schedule'. The main area displays 'Today's Appointments' with a table containing columns for Time, Student, Status, Type, Minutes, and Topic. Each row has an 'Edit' button.

Time	Student	Status	Type	Minutes	Topic	
9:00	Adame, Peter T.	Pending	In Person	30		Edit
9:30	Beach, Devon M.	Pending	In Person	30		Edit
10:00	Caras, Charles D.	Pending	In Person	30		Edit
2:00	Devall, Cecilia	Pending	In Person	30	Please help me.	Edit
4:00	Walk In	Pending	In Person	60		Edit



“My students schedule appointments via email, phone calls, Facebook, or most frequently just drop in.”

-real quote from a faculty advisor in 2015

HOW STUDENTS WERE ADVISED AT VCU IN 2014

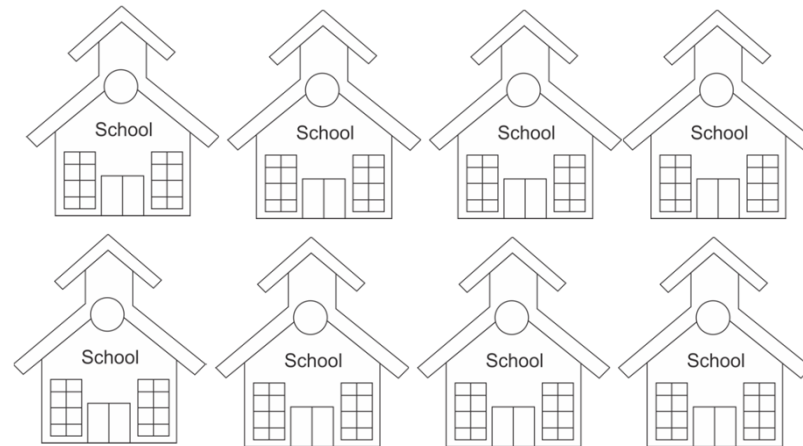
Freshmen
&
Pre-Professional Majors



x 27 advisors

University Academic
Advising
(SEM)

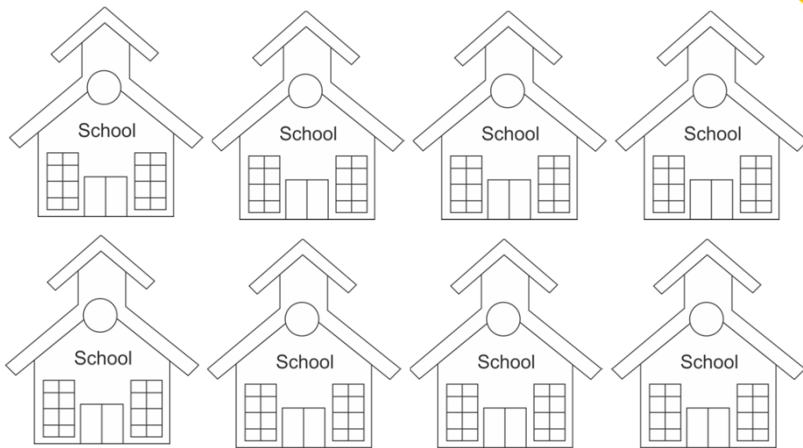
Sophomores - Seniors



100% professional, full-time advisors
University College

50% used faculty advisors vs.
50% used professional advisors

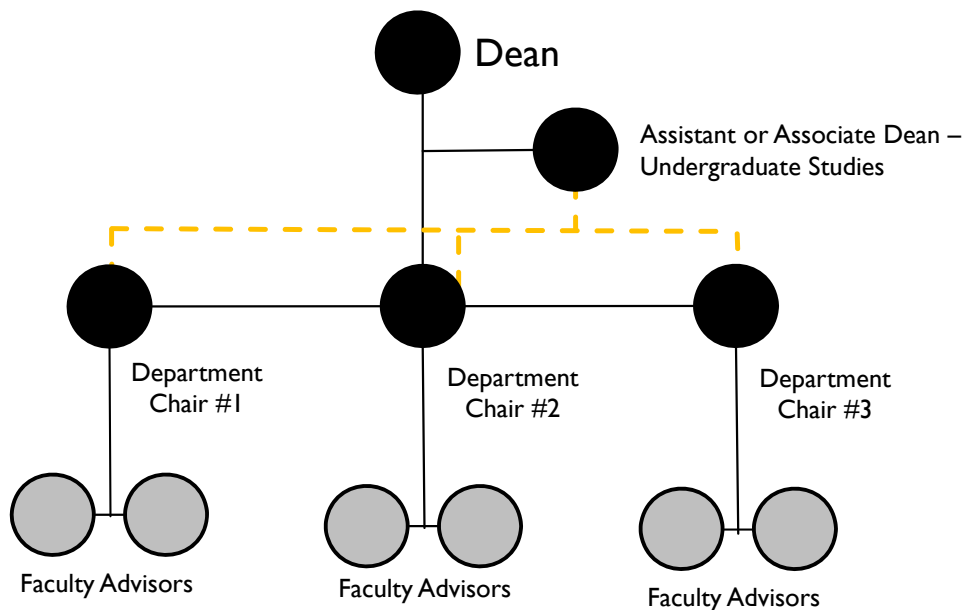
2 ADVISING MODELS WERE IN USE AT VCU IN 2015



- Decentralized Advising
- Centralized Advising

SCHOOLS USING DECENTRALIZED MODEL IN 2014

Decentralized Advising:

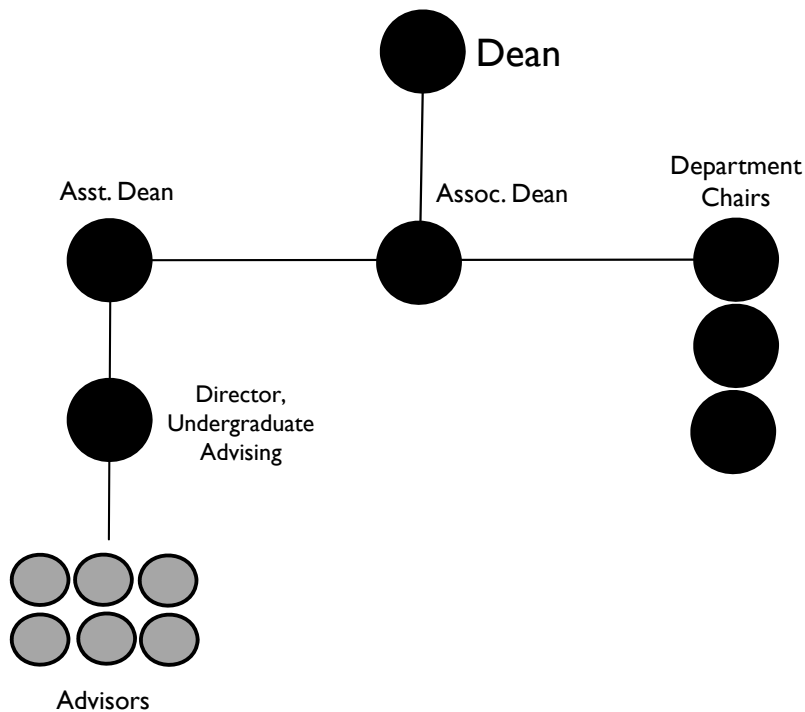


- Advisors were supervised and trained by Department Chairs
- Predominately faculty advisors (stipends or reduced teaching) - 9 or 12 month contracts
- Used an Asst./Assoc. Dean who had no direct supervision over advisors but who centrally handled administrative paperwork (change of majors, graduation audits, petitions, etc.)

VCU Schools Using Decentralized Advising

- Humanities & Sciences
- Arts
- Engineering (partially)
- Allied Health
- Life Sciences
- Dentistry

SCHOOLS USING **CENTRALIZED MODEL** IN 2014



Centralized School Advising:

- All academic advising is delivered by professional full-time advisors in a centralized advising office managed by a Director of Advising.
- Director of Advising is supervised by Assoc./Asst. Dean

VCU Schools Using Centralized School Advising:

- Business
- Engineering (partially)
- Social Work
- Nursing
- University College
- Wilder School of Government & Public Affairs

PROS/CONS TO CENTRALIZED ADVISING MODEL

Pros:

- There is a Director managing and consistently training all academic advisors within a school.
- Professional advisors are 12 month personnel and provide year-round availability to students.
- Professional advisor lines managed centrally allows advisor time to remain focused on the student caseload and all other job functions tied to advising only.
- Allows a Director to train staff as a unit to ensure consistency, accuracy, and effectiveness.
- Ensures all advisors are using advising technologies and implementing systematic retention campaigns.
- Structure supports professional development training from NACADA and other student support conferences.
- Improves the accuracy of information provided to students and minimizes errors when processing graduation checks, change of major forms, etc.
- Makes it easier for outside offices (financial aid, career services, international student office, etc.) to reach out to schools and provide training or updates centrally.
- Professional advisors traditionally have degrees or backgrounds in counseling/higher education/ student affairs – which improves advisor ability to guide students and their complex personal identities that create barriers to academic success
- Allows faculty to focus on mentoring students instead (course selection, research development, career planning, networking outlets, etc.)

Cons:

- Departments feel like they are losing a line and control
- There are no “forced” advising meetings between faculty and students - no guarantee that mentoring will happen

“SCIENCE” VS “ART” OF ADVISING



Professional
Advisor

- Degree progression monitoring
- Use Navigate to conduct graduation & retention campaigns
- Manage Degree Audit
- Graduation Process
- ARAC & SAP Appeals
- Veteran's Affairs Approvals
- Change of Major approvals
- Holds & overrides
- Registration & financial aid questions
- New Student Orientation in Summer



Faculty Mentor

- Discuss course content and electives within the major
- Research projects
- Career & skills development
- Graduate school opportunities
- Programming – brown bag discussions or seminars
- Networking
- Undergraduate research assistants

OUR ADVISING RATIOS IN **FALL 2014**

Biology 1,709 : 1

Pre-Professional Health 1,563 : 1

Mass Communications 707 : 1

Psychology 588 : 1

Business 526 : 1

HPEX & Science 497 : 1

Wilder 480 : 1

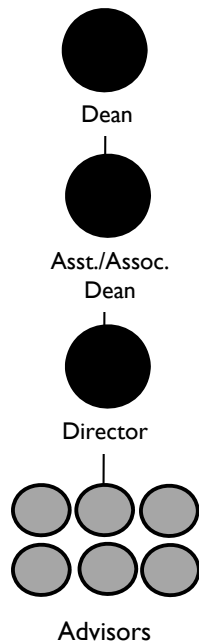
Political Science 471 : 1

PHASE I – ADVISING RESTRUCTURING

We need the right people using the tool
(who have the time to effectively use it)

2016-2018

CHANGE #1 - CENTRALIZED ADVISING IN EACH SCHOOL / COLLEGE



Centralized School Advising:

- All full-time/year-round professional advisors
- Advisors supervised by Director of Advising in the college/school
- Director reports to senior administration in college/school

CHANGE #2 – HIRED MORE FULL-TIME PROFESSIONAL ADVISORS, ENHANCED FACULTY MENTORING, LOWERED ADVISOR/STUDENT RATIOS

Advising ratios now 200:1 in University Academic Advising



Advising ratios now 350:1 in Academic Units

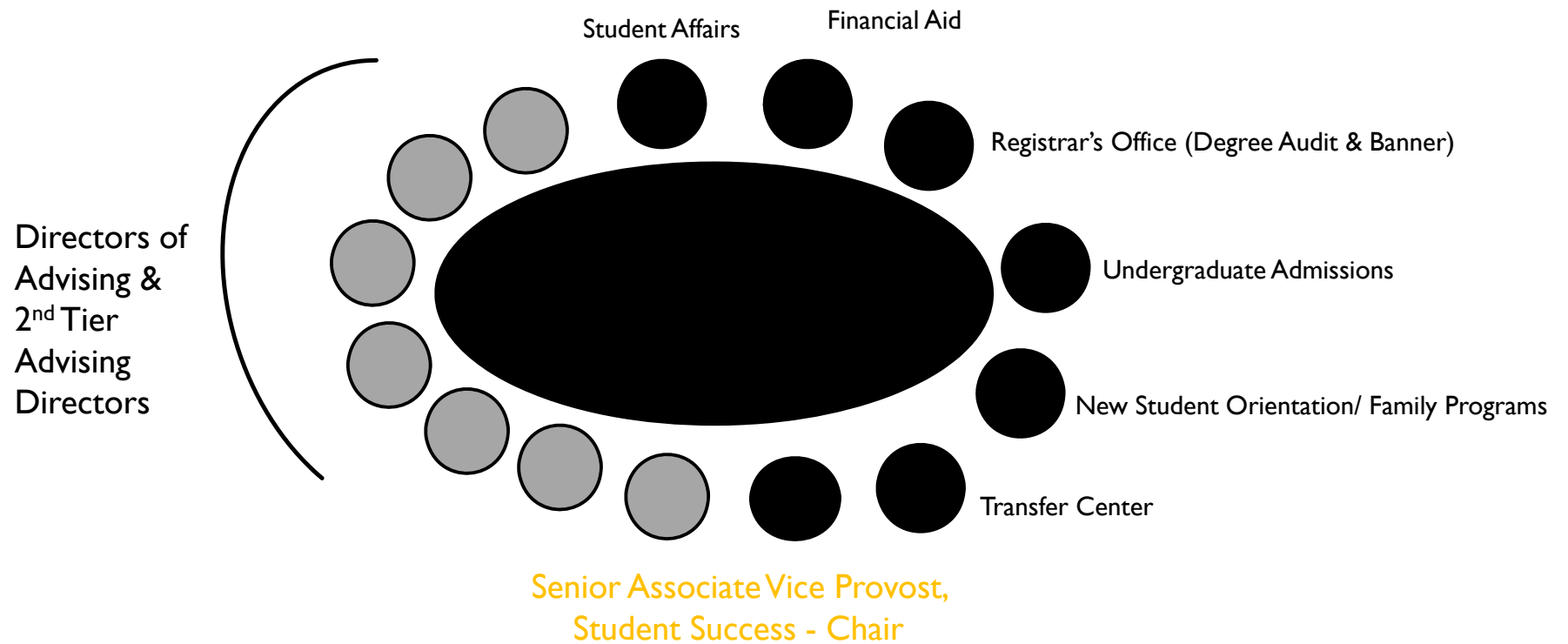


Professional Advisor

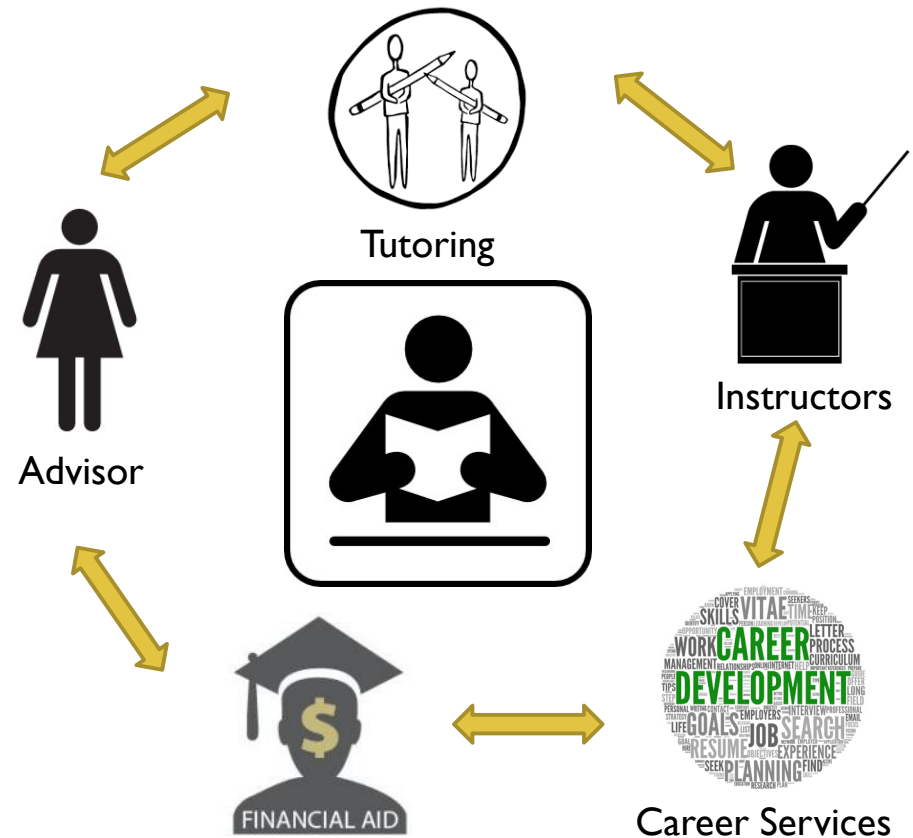


Faculty Mentor

CHANGE #3 - CREATED NEW STANDING COMMITTEE FOR ADVISING



CHANGE #4 EXPANDED “SSC CAMPUS” BEYOND PILOT SCHOOLS – BEGINNINGS OF THE CAMPUS CARE NETWORK



CHANGE #5 – ESTABLISHED UNIVERSITY ACADEMIC ADVISING BOARD

- Voluntary membership for all academic advisors
 - Professional undergraduate
 - Faculty advisors & mentors
 - Graduate advisors (faculty)
- Weekly email with important news & updates
- Hosts one “State of the Union” meeting each semester
- Hosts Annual Advising conference open to other institutions
- Formalized Advisor Mentoring program
- Coffee Chats (primarily for new advisors to meet other advisors)
- Learn over Lunch (professional development)
- Co-sponsoring the Advising Career Ladder Proposal



VCU University Academic Advising Board

Table of Contents

- **UAAB Information**

- [SAEO Student Panel Event](#)
- [UAAB Annual Advising Conference](#)
- [UAAB Awards and Grants Meeting](#)
- [NACADA Region 2 Conference Networking](#)
- [NACADA Region 2 Awards & Scholarships](#)
- [Who's Who in Advising & Kudos](#)

- **Professional Development Information**

- [NEW - Student Success Office Hours](#)
- [U.S. Student Affairs Professionals Working Abroad](#)
- [Grants Available for Advisors through REAL](#)
- [Academic Advisor for Chemistry Open for Applications](#)

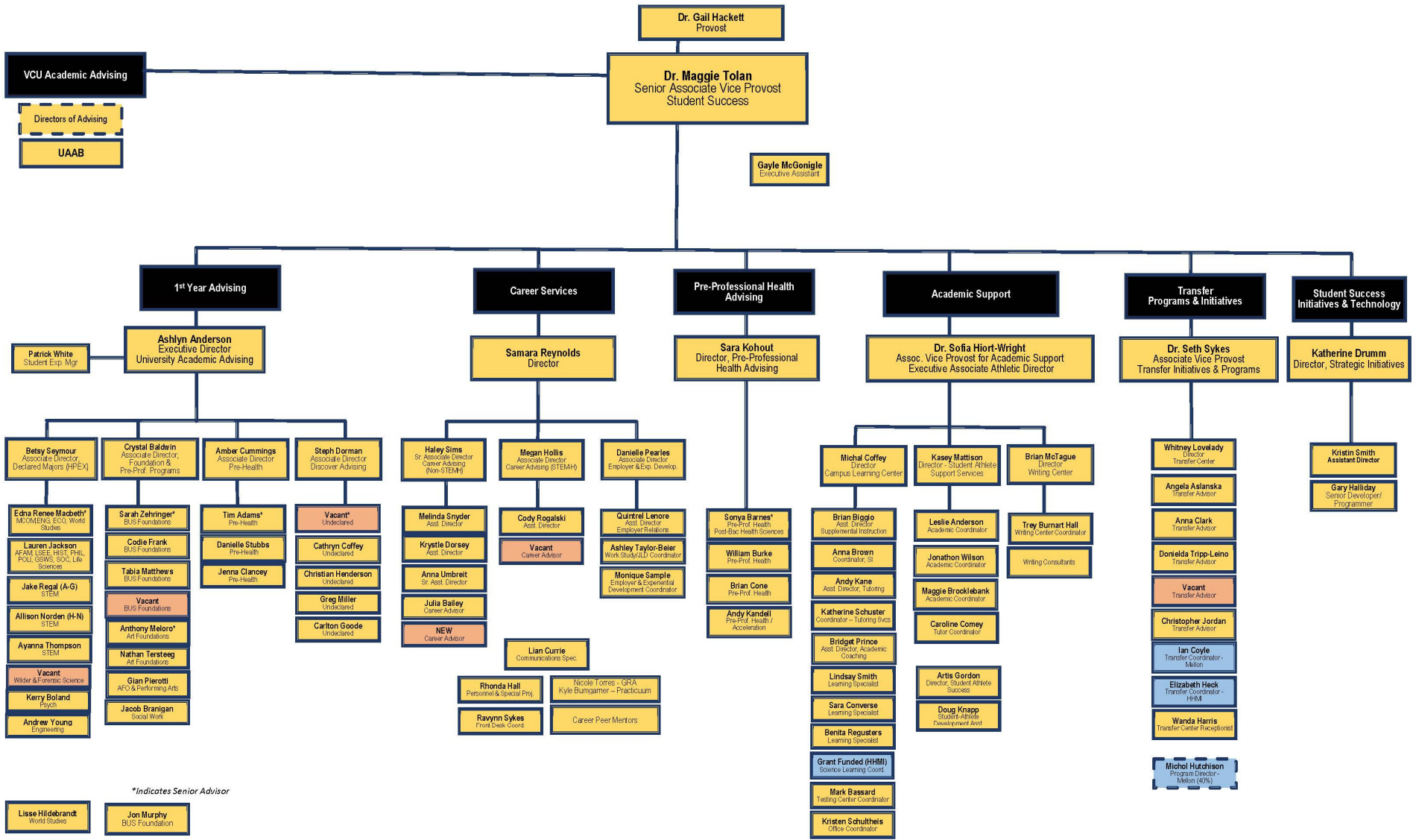
CHANGE TAKES TIME AND \$\$: 4-YEAR FUNDING PLAN TO CENTRALIZE ADVISING WITHIN EACH COLLEGE

- Fall 2015 - funding proposal submitted to Provost – requested 37 new advising lines over the course of 3 years
- Fall 2016 – all schools hired Advising Directors and implemented centralized advising models
- Fall 2016 – all schools/advisors started using Navigate for advising and student support
- Fall 2016 & Fall 2017 – hired 18 front-line professional advisors
- Fall 2018 – hired remaining front line advisors and secured Executive Director for 1st Year Advising
- Summer 2019 - hired an Assistant Director of Strategic Initiatives to train/develop campus advisors



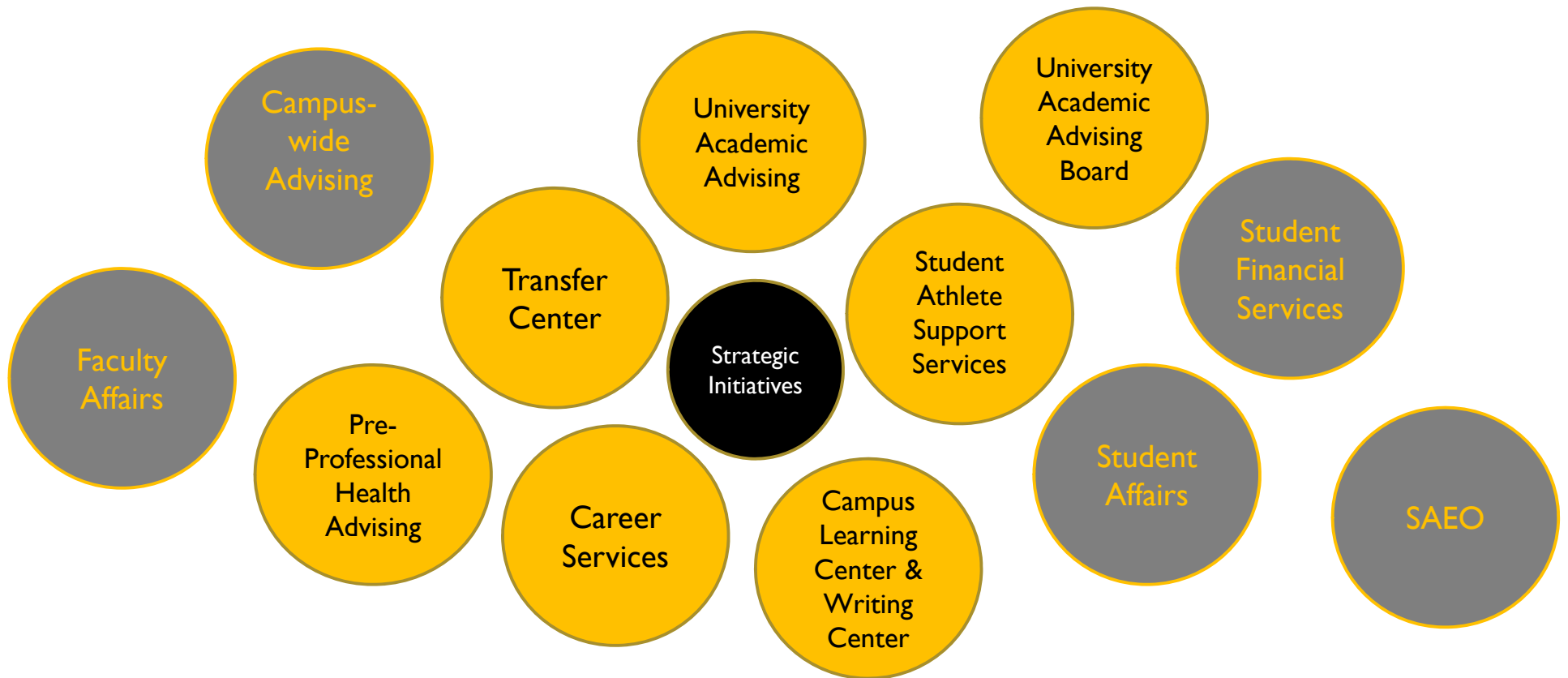
PHASE II – STUDENT SUCCESS

2018 - Today



*Indicates Senior Advisor

PHASE II – STUDENT SUCCESS



STRATEGIC INITIATIVES – TRAIN ADVISORS TO CAPITALIZE ON THE POWER OF THE ADVANCED SEARCH IN NAVIGATE TO RUN CAMPAIGNS

FRIDAY, JUNE 8 - 10:00-11:30 AM --- SNEAD HALL, B2127

CAMPAIGNS THAT WORK

SHARE WHAT WORKS FOR YOU AND YOUR STUDENTS IN THIS COLLABORATIVE WORKSHOP

LEARN NEW TRICKS AND TIPS FROM YOUR PEERS AS WE BUILD A CAMPAIGN LIBRARY OF STUDENT SUCCESS

RSVP AND CONTRIBUTE YOUR CAMPAIGN SUCCESS STORIES BY MAY 30TH



Advisor Expectations: 1) Will run at least one Advising Campaign tailored for their unit each semester

All

E-mail(s)

Category (In Any of these)?

- 2 or more current Midterm Grades of D/F (2DF)
- Academic Standing: Academic Suspension (ASTD_S1)
- Academic Standing: Continued Probation (ASTD_CP)
- Academic Standing: Dean's List (ASTD_DL)**
- Academic Standing: Disciplinary Dismissal (ASTD_DD)
- Academic Standing: Disciplinary Expulsion (ASTD_DE)
- Academic Standing: Good Standing (ASTD_GS)

Term Data Classification, Section Tag, Term GPA


STRATEGIC INITIATIVES – ADVISOR TRAINING & DEVELOPMENT

Active Appt. Campaigns 0

Student is not involved in any active campaigns

Links

- [VCU Navigate Help Library](#)
- [VCU Course Equivalency](#)
- [Military RFC](#)



Search

Home Learning Performance Career Development Reports ILT Admin Help and Guides

Katherine Drumm My Profile Transcript Actions Snapshot Feedback

Home > Katherine Drumm > Transcript: Katherine Drumm

Transcript: Katherine Drumm

View Team

From this page, you can view all current and completed training. In addition, you can archive your completed training. After 2 years completed training is automatically moved to the archive tab.

Click the tabs below to change the status:

Active **Completed** **Archived** **Add External Training**


2.5 HRS
AGGREGATE TRAINING COMPLETED

FISCAL YEAR ENDING **6/30/2020** COST **\$0.00**

Completed By Due Date All Types

Search for training

Search Results (12)

 **How to Manage Conflicts and Avoid the Prohibited Ones (for positions of trust)**
Completed: 11/23/2019 Status: Completed **View Completio...**

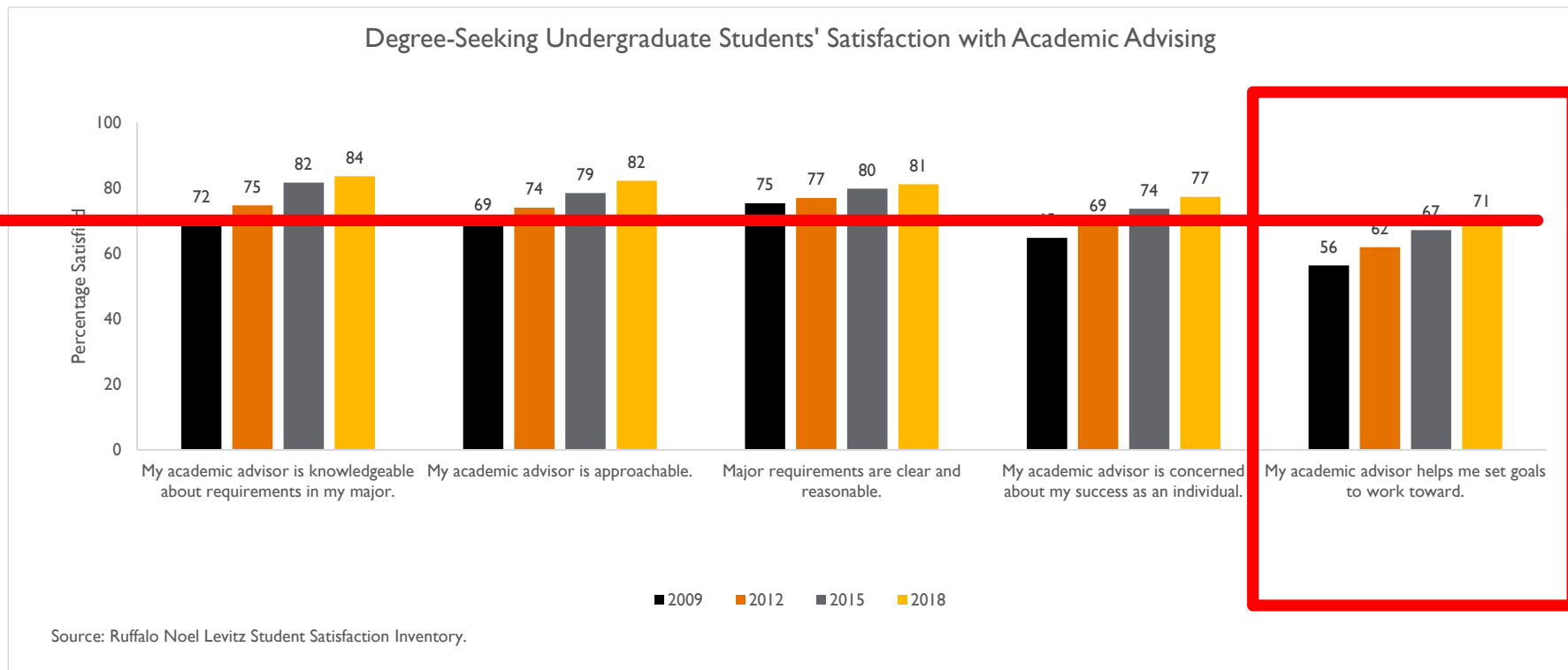
STRATEGIC INITIATIVES – ADVISOR TRAINING & DEVELOPMENT



Career Ladder Committee formed in Fall 2019

The Academic Advisor Career Ladder is meant to guide Academic Advisors and their managers to understand the job functions, core values, and training requirements and performance expectations through which Academic Advisors will be eligible and evaluated for career growth and development.

NOEL LEVITZ SHOWED US THAT WE NEED TO IMPROVE HOW WE TALK TO STUDENTS ABOUT THEIR GOALS



THE COLLEGE STUDENT INVENTORY ALSO SHOWED US THAT STUDENTS WANT MORE INFORMATION ABOUT THEIR FUTURE CAREERS

- Summer 2019 – administered Noel Levitz *College Student Inventory*

- **5 of top 10** requests are about help with major/ career clarity

	By Percent of Students Requesting Assistance	Mean Priority Scores	% of Students Requesting Assistance
✓	Get help in selecting an academic program	6.89	76%
✓	Discuss the qualifications for careers	6.86	75%
	Get help in meeting new friends	6.66	72%
	Get information about clubs and social organizations	6.61	70%
✓	Discuss job market for college graduates	6.62	69%
✓	Get help in selecting a career	6.50	66%
✓	Discuss advantages/disadvantages of careers	6.47	65%
	Get advice from an experienced student	6.31	62%
	Get help with study habits	6.27	61%
	Get help with exam skills	6.32	61%

NAVIGATE ADVISING APPOINTMENT REPORT

FOCUS IS ON COURSE SCHEDULING!

- Career & Personal Development advising are some of our lowest declared reasons for meeting with students
- How do we change our culture and student expectations?

Attendances by Reason


Report Name: Attendances by Reason

Report Description: Spring 2019

Reason/Student Service Name	Total Attendances	Distinct Students	Scheduled Hours
Course Scheduling	16,783	11,133	12,980.84
Pre-Prof. Health Advising	1,143	646	4,022.98
Academic Performance	4,076	2,718	3,761.00
Degree Planning	4,825	3,739	3,302.45
Change/Declare Major/Minor	3,025	2,176	2,716.80
Graduation	2,095	1,381	1,059.10
Personal	743	611	1,011.53
Athletic Advising	1,629	152	810.41
Career Planning	884	714	459.06
Withdrawal	614	571	338.65
Summer School	530	443	258.96
Transfer Advising	546	452	253.11
Major Map Review	382	354	183.75
ARAC Appeal	318	208	163.24
Internship/Practicum	298	246	159.07
Financial Aid / Appeal (SAP)	313	242	149.03
Study Abroad	274	215	146.07
Graduate School	292	234	135.28
Undergraduate Research	153	132	118.78

STRATEGIC INITIATIVES – MAJOR MAPS FOR GOAL SETTING & CAREER EXPLORATION

- Published online at majormaps.vcu.edu
- Facilitates conversations between academic advisors, career advisors, student affairs, and faculty to create a guiding document to help students meet their academic and career goals.
- Includes possible job outcomes, key gateway courses, experiential activities, and high-impact practices for each major
- Provides departments and faculty ways to highlight their strengths and features

2018-2019
 **Chemistry** College of Humanities and Sciences
 Concentration(s): Professional chemist with honors | Biochemistry | Chemical Modeling | Chemical Science

Visit majormaps.vcu.edu for the online version with links.
Sponsored by the Office of the Provost

	MAXIMIZE COURSE AND DEGREE PLANNING	GET CONNECTED WITH YOUR COMMUNITY	BUILD CULTURAL COMPETENCE	GET REAL EXPERIENCE	PREPARING FOR LIFE AFTER COLLEGE
SENIOR YEAR 1	<ul style="list-style-type: none"> Schedule an appointment with your academic advisor each semester to discuss tutoring, course electives, and degree progression. Complete introductory courses in biology, chemistry and math. Attend all supplemental instruction sessions. Attend Ready, Set, Go – Sophomore Transition Experience. 	<ul style="list-style-type: none"> Register to vote in Virginia and explore alternatives, including its resume, peers, networks, and cultural events Apply to live in the ASPIRE, Globis, INNOVATE, or LEAD Living & Learning Programs Get involved with VCU Student Government or one of over 400 clubs and organizations on campus. Join groups on LinkedIn reflecting specific careers or topics of interest in Chemistry. 	<ul style="list-style-type: none"> Learn about your study abroad options by visiting a study abroad fair and attending a First Advising Session in the Global Education Office. Review the Office of Multicultural Student Affairs (OMSA) website for programs, events, and resources. Join a living-learning program such as VCU Globis 	<ul style="list-style-type: none"> Explore "What Can I Do With This Major?" to learn about employer/ job titles in your field of study. Complete your Handshake profile and opt-in to industry email lists to learn about opportunities. Complete a "Gap Analysis" Strategic Plan with your academic or career advisor. 	<ul style="list-style-type: none"> Attend a Pre-Professional Health Interest Workshop, if you are considering a professional health program (medicine, pharmacy, etc.). Explore Career Pathways on VCU Career Services' website. Practice independent living skills (such as money management, self-care, time management, and personal responsibility).
SENIOR YEAR 2	<ul style="list-style-type: none"> Schedule an appointment with your advisor and explore minors, certificates, and skills-based value added courses and your plan to complete the Chemistry core and collateral coursework. Talk to your professors about research interests, plotting future classes in your major, and strategies for success in your degree program. 	<ul style="list-style-type: none"> Take service-learning classes or volunteer to address a social issue (ConnectVA & HandCo-ORVA). Join related professional organizations such as the American Chemical Society or the American Society for Biochemistry and Molecular Biology. Apply to science-specific scholarships and awards. Explore peer leadership opportunities or apply for a LEAD Connect, Alternative Spring Break. 	<ul style="list-style-type: none"> Attend Diversity Scholars in Research Week Get to know other VCU students from all over the world at a monthly Global Cafe Join a cultural organization. Consider short-term, semester and year-long Study Abroad opportunities. Attend OMSA Social Justice Conference. 	<ul style="list-style-type: none"> Create a draft of your resume and go to drop-ins at VCU Career Services to have it reviewed. Attend Career & Internship Fairs and career events throughout the year. Join groups on LinkedIn reflecting specific careers or topics of interest in Chemistry. 	<ul style="list-style-type: none"> Conduct numerous informational interviews or shadow someone in a field of career interest. Using LinkedIn, connect to at least 10 people. Check out the VCU alumni page in My Network. Consider who you would like to have serve as professional and academic references for future letters of recommendation.
SENIOR YEAR 3	<ul style="list-style-type: none"> See your advisor each semester to discuss degree progression and plans for elective coursework. Register for CHEM 368 – Professional Practices and Perspectives Seminar. Complete foreign language requirement. Conduct independent undergraduate research. Consider attending a scientific meeting and presenting a poster with your research advisor. 	<ul style="list-style-type: none"> Create and complete a science related community-engaged research project. Attend civic meetings, such as school board, neighborhood associations, city council, or state legislative sessions. Attend at least two or three public talks or other events advertised by the department. Attend a program through the Wellness Resource Center. 	<ul style="list-style-type: none"> Develop occupational communication and interpersonal skills for future work on multidisciplinary teams. Consider becoming a diversity ambassador with the Office of Multicultural Student Affairs. Apply for a Fulbright or other post-graduate international fellowship program through VCU's National Scholarship Office. 	<ul style="list-style-type: none"> Complete internships, shadowing experiences and informational interviews. Develop attention to detail and strong problem solving skills. Pursue advanced instrumentation and computer skills along with knowledge of statistics. 	<ul style="list-style-type: none"> Based on career goals, talk to a career/academic advisor or a faculty member about whether graduate school or a job fits your career goals. Complete necessary exams, applications, or self-marketing activities for next steps beyond graduation.
SENIOR YEAR 4	<ul style="list-style-type: none"> Schedule an appointment with your academic advisor a semester before your anticipated graduation to ensure all graduation requirements will be met. Seek extensive laboratory and research experience along with courses in quantitative, qualitative and instrumental analysis. Pursue experimental design, data interpretation and problem solving competence through coursework and research with professors. 	<ul style="list-style-type: none"> Serve in a leadership role or as a board member of a local community organization Consider applying for a year-long service opportunity after graduation through programs like VCU AmeriCorps, Library Lab, Peace Corps, Fulbright Student Scholars, Teach for America and City Year Attend professional conferences that offer student rates or scholarships. Enhance your networking skills and practice your "elevator speech" when presenting yourself. 	<ul style="list-style-type: none"> Read scholarly articles about diversity in STEM. Reflect on your own cultural competency, and be prepared to answer interview questions that outline how you have worked with diverse populations. Schedule a mock interview with VCU Career Services Attend Office of Multicultural Student Affairs Love Diversity Week. 	<ul style="list-style-type: none"> Gain practical experience related to your career goal through internships, externships and skill building. Conduct at least one informational interview a month + strategically explore employment sectors (government, private, nonprofit) and jobs within each sector. 	<ul style="list-style-type: none"> Complete necessary exams, applications, or self-marketing activities for next steps beyond graduation. Research prospective employers and create a job or graduate school search strategy at least 6 months before graduation. Have your personal statement or cover letter reviewed, and do a mock interview at VCU Career Services.

STRATEGIC INITIATIVES – MAJOR MAPS FOR GOAL SETTING & CAREER EXPLORATION

- Published online at majormaps.vcu.edu
- Facilitates conversations between academic advisors, career advisors, student affairs, and faculty to create a guiding document to help students meet their academic and career goals.
- Includes possible job outcomes, key gateway courses, experiential activities, and high-impact practices for each major
- Provides departments and faculty ways to highlight their strengths and features

Advisor Expectations: Actively develop and use Major Maps as the cornerstone of our student success conversations

APPOINTMENT REPORT FOR MARIIA

Appointment Details

Care Unit: Academic Advising

Location: Select Location

Service: Select Service

Course: Start typing to search all courses

Meeting Type: Select Meeting Type

Date of visit: 02/13/2020

Meeting Start Time: 5:03pm to Meeting End Time: []

Attendees

Inta Tolan
Administration, Advisor, Professor, Super User

Summary Details For Mariia

Topics discussed on Major Map

Risk factors potentially affecting retention

Goals for next session

Planned Graduation Date - ex. May 2019, Aug, 2020, Dec. 2021

Student has a clear financial plan for paying for their education. Yes No N/A

Student's DegreeWorks (SEP) is up to date. Yes No N/A

Student was provided with academic resources to support learning. Yes No N/A

Discussed the importance of earning 30 credits per academic year (for UG) and time to degree. Yes No N/A

Discussed the importance of faculty engagement (office hours, clubs, research, study skills, etc.). Yes No N/A

Is the student at risk of not returning next semester? Yes No N/A

Notes from our meeting

B *I* [List Bullets] [List Numbers] [Link] Paragraph [Undo] [Redo]

STRATEGIC INITIATIVES –STUDENT EDUCATIONAL PLANNER TO MINIMIZE NEED TO DISCUSS COURSES & HELP WITH COURSE FORECASTING



Advisor Expectations: 1) Plan 15+ credits each semester, unless prohibitive. 2) Locked Active Plan for course seat predictions & an Unlocked Plan for students to update 3) Upload PDF of SEP to Navigate

Freshman year		
Fall semester		Hours
ANTH 103 or INTL 103 or ANTH 105 or INTL 104	Introduction to Anthropology or Introduction to Anthropology or Introduction to Archaeology or Introduction to Archaeology	3
MATH 151	Precalculus Mathematics (fulfills approved quantitative literacy)	4
UNIV 101	Introduction to the University	1
UNIV 111	Focused Inquiry I	3
Foreign language (101-level)		4
Term Hours:		15
Spring semester		
ANTH 105 or INTL 104 or ANTH 103 or INTL 103	Introduction to Archaeology or Introduction to Archaeology or Introduction to Anthropology or Introduction to Anthropology	3
HUMS 202	Choices in a Consumer Society	1
STAT 210	Basic Practice of Statistics	3
UNIV 112	Focused Inquiry II	3
Approved H&S diverse and global communities course		3
Foreign language (102-level)		4
Term Hours:		17

STRATEGIC INITIATIVES – 30/60/90

MEET WITH EVERY STUDENT – EVERY SEMESTER

- Created new dashboard to help advisors and directors meet **30/60/90** “met with” goals for each advisor, each semester
- Since advising ratios are lowered to 350:1 – advisors only need to meet with 23 students a week – which is only 12 hours out of 40 – to meet this goal.
- Advising units develop priorities for their population.
- Innovate on how nuts/bolts are delivered – so more time is left for developmental conversations



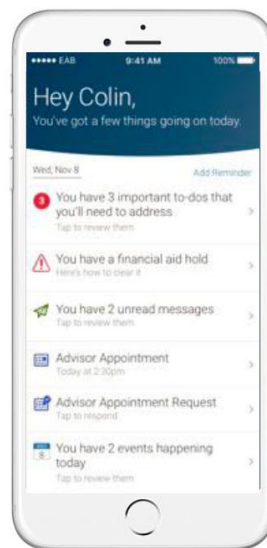
Advisor Expectations: 1) Meet with each student on caseload every semester 2) Promptly enter detailed advising notes that are helpful to advising community

STRATEGIC INITIATIVES – NAVIGATE MOBILE – NUDGE STUDENTS INTO COMPLETING SMALL ISSUES AND FINDING RESOURCES ON THEIR OWN

- Navigate Mobile acts as the “Nudge,” uncovers “hidden” tasks and prompts the student to take action
- 94% adoption by incoming freshmen at New Student Orientation
- Content written by cross-unit team made up of Student Affairs, Admissions, Financial Aid, Academic Advising, Career Services, Campus Learning & Writing Centers
- Meet monthly to review and revise content
- Hold resolution time has significantly decreased
- # of holds at start of spring significantly decreased

Milestone Guidance: Your New Student Success App

An intuitive tool for students



...that provides **timely reminders and seamless connections** to essential staff, resources, and opportunities on campus.



Student Self-Service Tools

Students find information quickly, freeing up valuable faculty and staff time.

- **Student Path**
Comprehensive snapshot of upcoming to-dos, events, and relevant advice; students sync events to native calendar and write their own to-dos
- **Course Schedule**
Students can easily sync their schedules to their phone and find their class locations
- **Resources**
Directory of campus services and tools for students to be proactive
- **Major Explorer**
Uses student interests and skills to recommend best fit majors and related careers



Access to Additional Support

Students contact staff instantly and send data accessible via EAB Campus.

- **Appointment Scheduling**
Students can schedule advising appointments and receive appointment campaigns from advisors
- **Connect Network**
Students can find and contact advisors, professors, and support staff
- **Intake Survey and Quick Polls**
Preliminary questions students fill out to opt into specific content and electronically raise their hand for extra help



Nudges and Alerts to Stay on Track

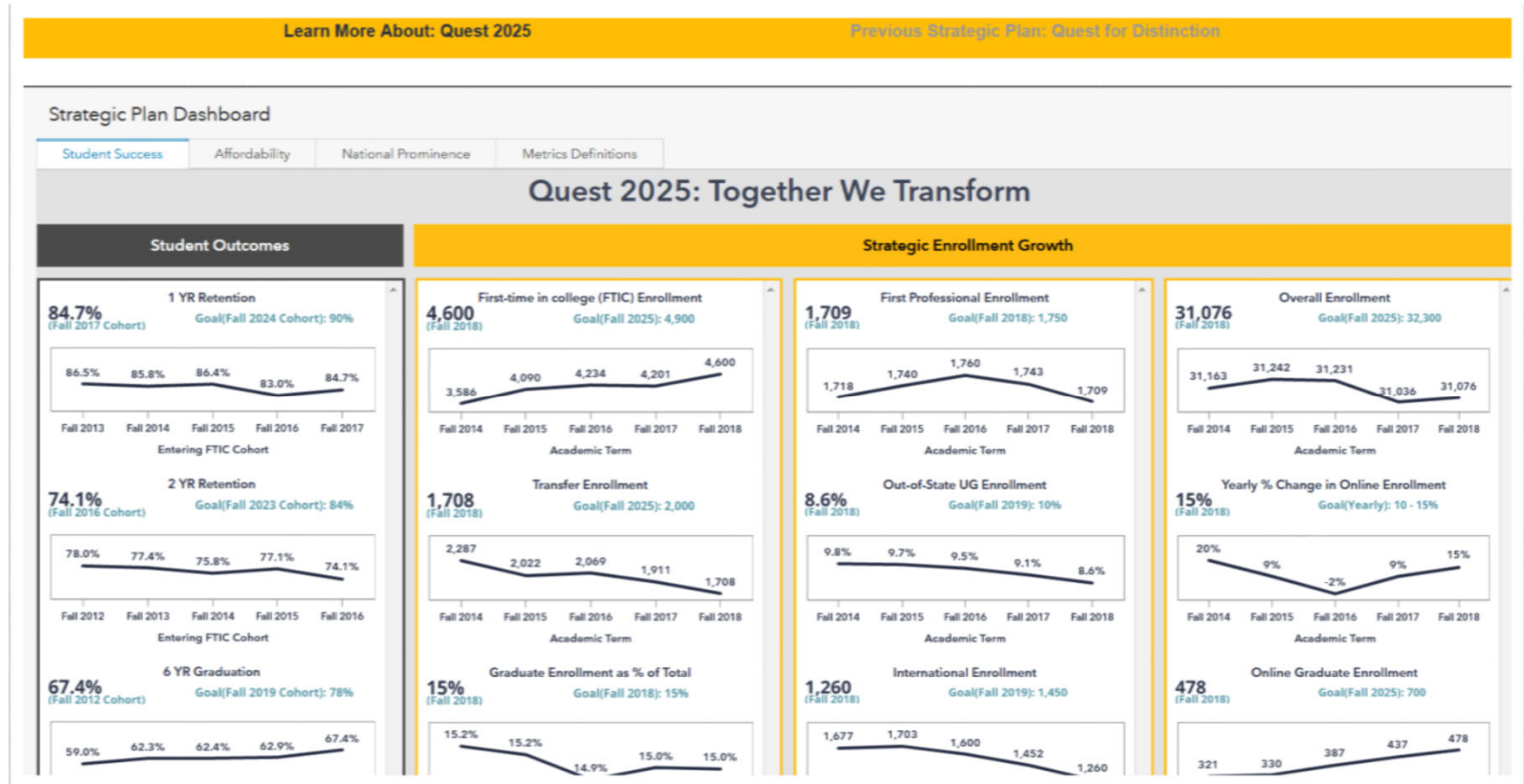
Students proactively receive reminders and nudges to meet deadlines.

- **Notifications**
Students receive push notifications, emails, or text messages in advance of key dates and deadlines
- **Hold Center**
Alerts students to any holds on their account and provides resolution instructions



NEXT STEPS: PERFORMANCE METRICS FOR OUR ADVISING TEAMS

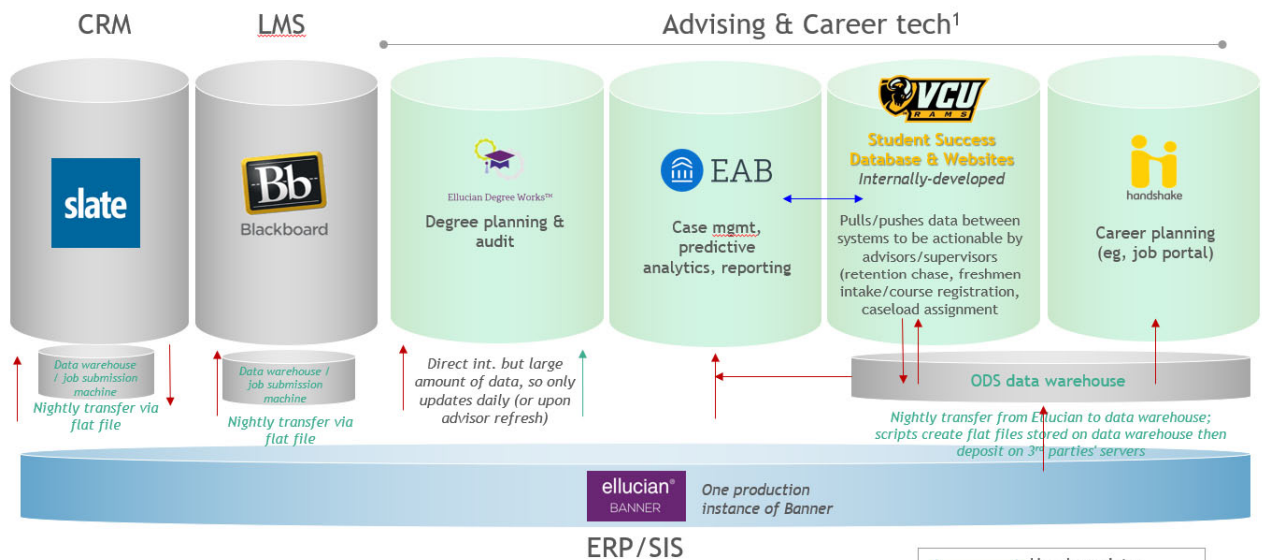
- We are now in the era of having to communicate how we are meeting our benchmarks and goals



STRATEGIC INITIATIVES – AUTOMATE, AUTOMATE, AUTOMATE!

- Goal: Streamline administrative processes so advisors can focus on the art of advising.
- Categories, auto-emailers, advisor auto-assign, links to other systems

Virginia Commonwealth University: Advising-Related Tech Stack



1. Visual excludes tangential software products (eg, surveys)

STRATEGIC INITIATIVES – FACULTY PARTICIPATION IN STUDENT SUCCESS INITIATIVES

- Use the Section Tags feature in Navigate to create workflows that generate automatic attendance emails
- Work with your SIS implementation team to automate the generation of Section Tags
- Train faculty champions on how to self-administer their automatic attendance email workflows



This is an automated email generated by the Department of Focused Inquiry. Your Focused Inquiry instructor has notified us that you missed class on **02/07/2020 10:00 AM**.

We hope everything is okay with you and that you make it to class next time.

Sincerely,

The Department of Focused Inquiry

Why am I receiving this email?

VCU uses Navigate to help you successfully meet your academic and career goals. This email was sent as a courtesy to you.

Questions?

Your Academic Advisor can help! [Use Navigate to make an appointment](#) today.



STRATEGIC INITIATIVES – FACULTY PARTICIPATION IN STUDENT SUCCESS INITIATIVES

■ GOALS

- Leadership from the top –VCU Provost declares goal is to reach 100% reporting
- Foster a better understanding of our students' needs and goals through presentations at New Faculty Orientation and department/school meetings
- Promote participation in two Early Notification Programs – **Progress Reports** in Navigate and **Midterm Grades**
- Encourage faculty to take attendance
- Help connect faculty to resources across campus that can help their students be more successful in their classes
- Created website with presentation that Chairs and Associate Deans can easily use to help promote efforts

Student Success

RAM ATTEND PILOT

HOME / EARLY NOTIFICATION PROGRAMS

Early notification programs

The Early Notification Timeline				
Weeks 1-2	Weeks 3-5	Weeks 6-10	Week 11	Weeks 12-15
Getting settled	Progress Report Submission	Midterm Grade Submission	Withdraw deadline	Wrapping up the semester
Faculty set expectations for success in course and provide support resources.	Advisors, Tutors, Supplemental Instruction, and Academic Coaches help students change academic behaviors	Advisors help students assess performance, evaluate remaining assignments and plan for successful completion or withdraw from course		Academic support in preparation for finals

VCU provides two methods to help faculty set and reinforce high academic expectations in their undergraduate classes by providing timely feedback to students regarding their academic performance: progress reports and midterm grades.

Participation in both of these critical programs is vital to our students' success. If you have any questions, please contact navigate@vcu.edu.

Progress reports

STRATEGIC INITIATIVES – FACULTY PARTICIPATION IN STUDENT SUCCESS INITIATIVES



Submitting Progress Reports in Navigate

Spring 2020 -- Submit between January 27 and February 16, 2020

Summer 2020 -- Submit between 3rd and 5th course meeting

Fall 2020 - Submit between September 1 and September 22, 2020

Progress Reports allow undergraduate instructors to alert Student Success early in the semester (between weeks three and five during the fall and spring semesters, and around the third to fifth class meeting in the summer) about students who may be showing signs of struggle in class.

Students are also notified of the instructor's concerns via email. Reasons to submit a Progress Report include:

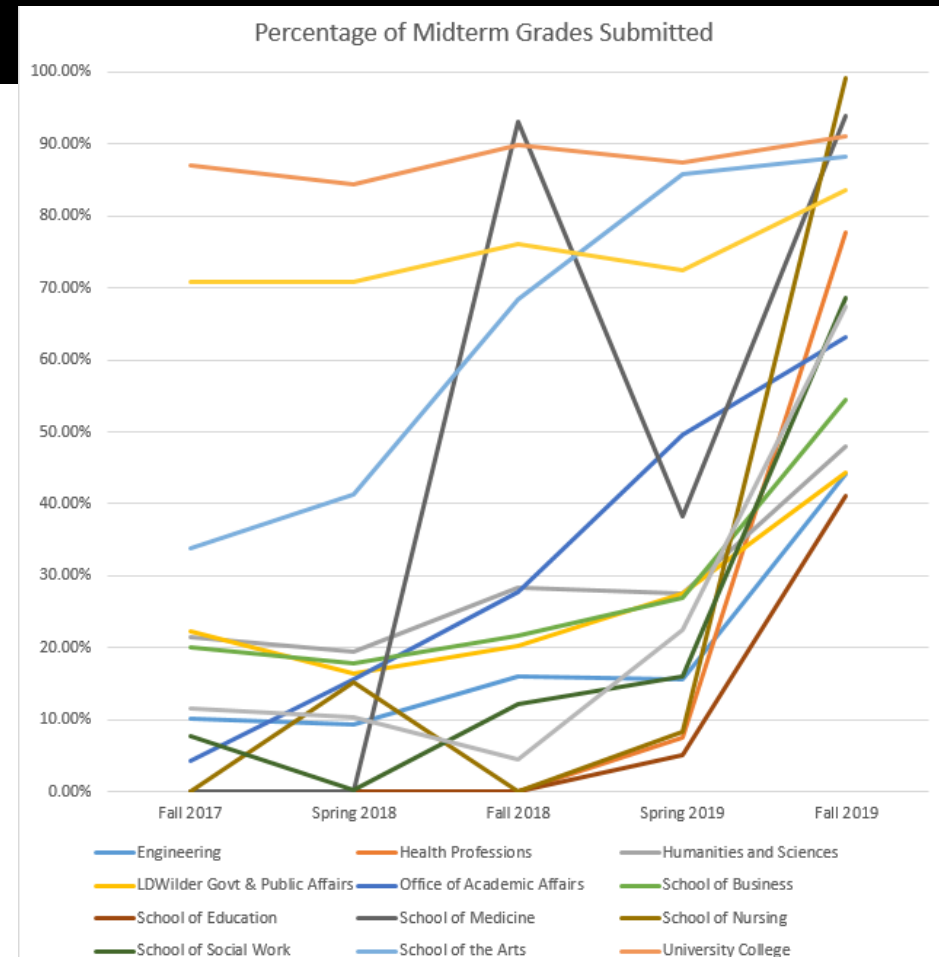
- Has NEVER attended this class
- Other attendance and/or participation concerns
- Has not logged into Blackboard

- TIPS: Create lots of documentation for faculty and get ready for phone calls
- Use catchy email headings & images to get clickthroughs – just as if you were emailing students!
- Follow up messaging with Thank You's to those who participate
- Consider creating a group of faculty champions to advise on messaging and language

IMPACT – FACULTY PARTICIPATION IN MID-TERM GRADING

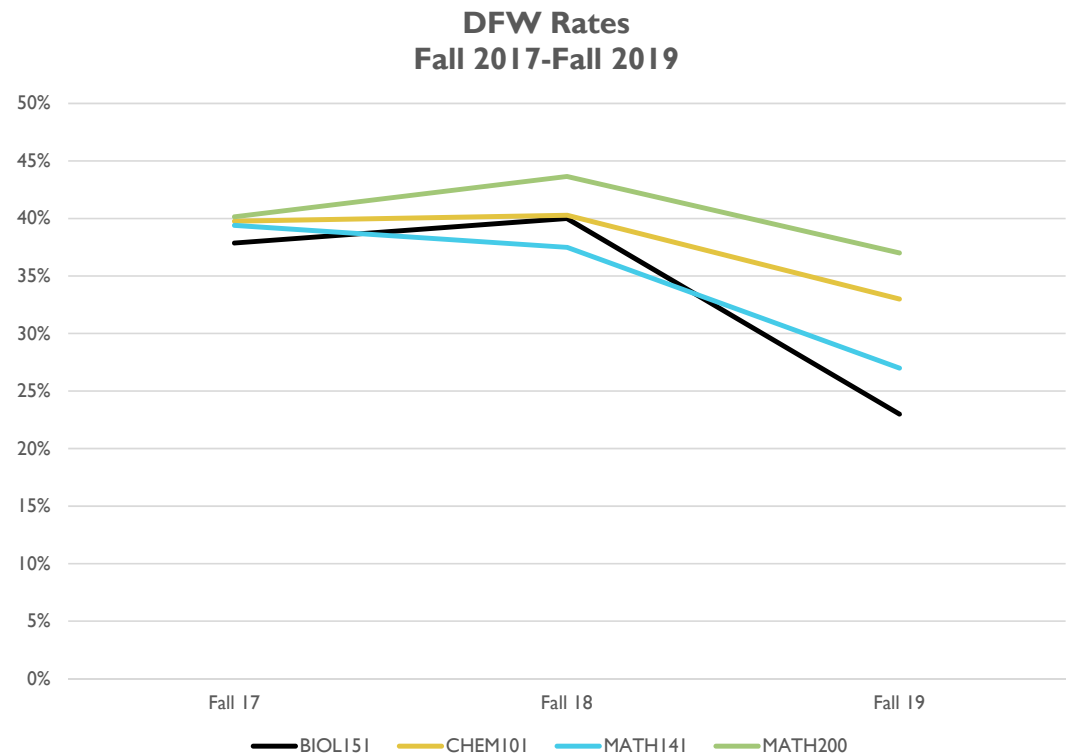
Fall 2019 Provost's declaration:
100% mid-term reporting for all
undergraduate classes

- Significant **increase** in Midterm Grade submission in all schools



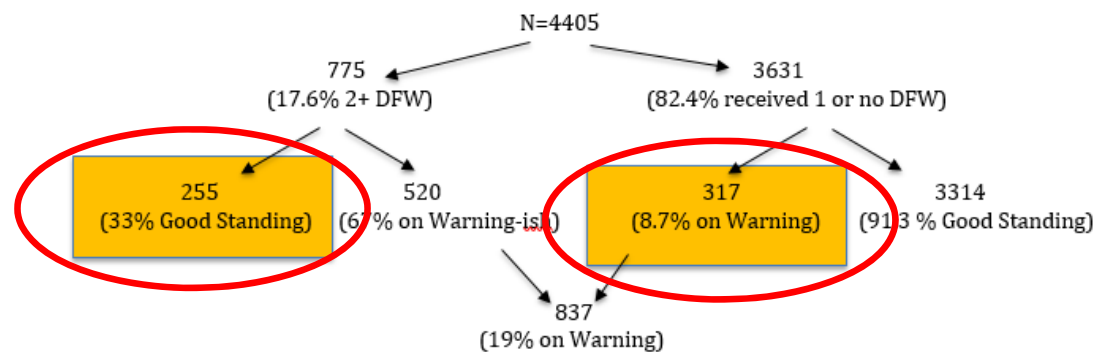
IMPACT OF PROGRESS REPORTS / EARLY ALERT – FALL 2019

- Fall 2019 saw significant drops in DFW rates – as much as 17 pts!



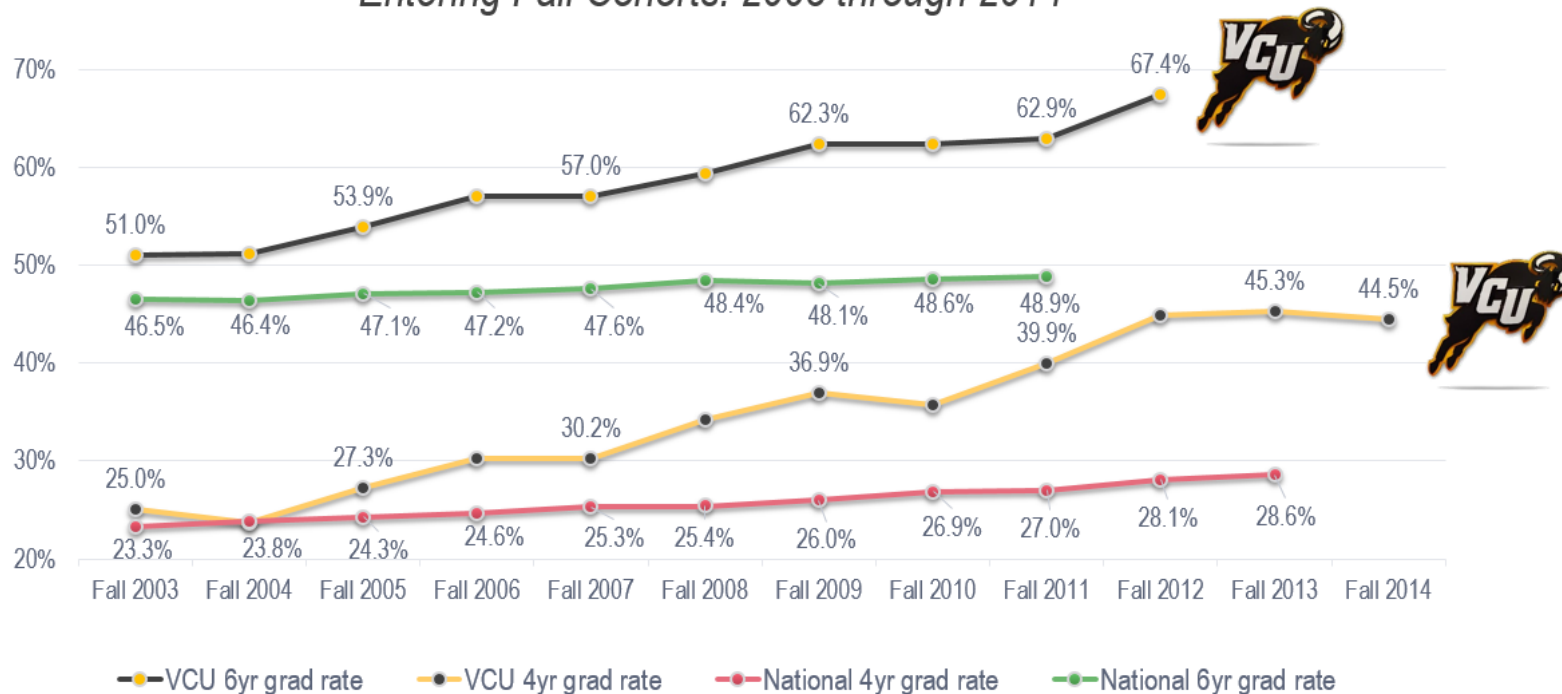
IMPACT – DECREASE IN FRESHMEN ON ACADEMIC WARNING

- Fall 2019 - 66% reporting rate
- **1/3** of the freshmen who received **2+ DF** midterm grades remained in good standing
- **More to Save:** 317 freshmen, who received **0-1 DF** alerts, landed on academic warning



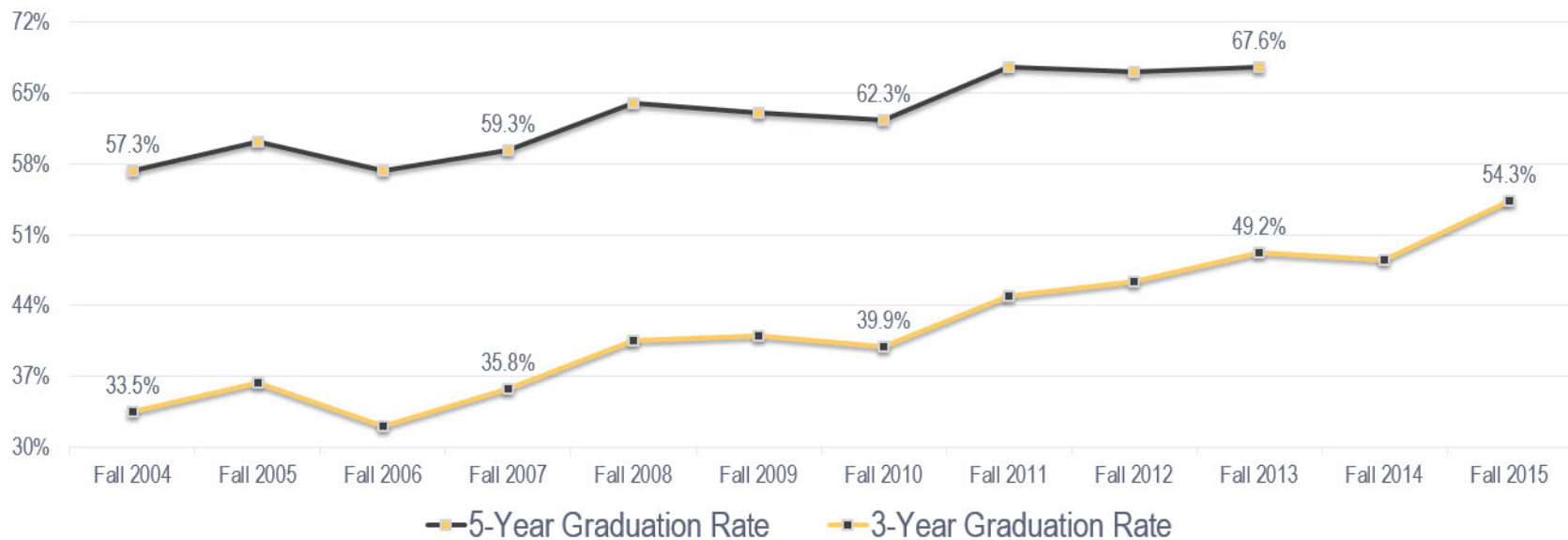
IMPACT - 4 & 6 YEAR GRADUATION RATES

4- and 6-Year Graduation Rates*
First-time, Full-time, Degree-Seeking Students
Entering Fall Cohorts: 2003 through 2014



IMPACT - 3 & 5 YEAR GRADUATION RATES (TRANSFER)

3- and 5-Year Graduation Rates*
Transfer, Full-time, Degree-Seeking Students
Entering Fall Cohorts: 2004 through 2015





VCU Student Success

THANK YOU!

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