



# Building Momentum with a Blended Advising Model

Centralizing, Training, and Facing Challenges

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# Quick Facts



## CSU Fall 2019

- ❖ Total students: **7,877**
- ❖ Entering Freshmen: **1,676**
- ❖ Undergraduate: **6,501**
- ❖ Graduate: **1,376**
- ❖ Freshman Retention Rate: **71.5%**
- ❖ 6-Year Graduation Rate: **39.5%**
- ❖ 2 Campuses in Columbus



## UNG Fall 2019

- ❖ Total students: **19,748**
- ❖ Entering Freshmen: **5,061**
- ❖ Undergraduate: **19,036**
- ❖ Graduate: **712**
- ❖ Freshman Retention Rate: **79%**
- ❖ 6-Year Graduation Rate: **58%**
- ❖ 5 Campuses

# Blended, Centralized Models and Momentum



- Freshmen, Sophomore students develop relationships with Professional Advisors trained in Momentum Approach and Advising as Teaching
- Professional advisors assigned specifically to focus areas for undecided students
- Most or all Professional Advisors are physically located together, allowing students easy access to information relating to several major programs
  - Advisors from different majors collaborate on workshops/events
- Faculty workload is lessened, allowing faculty advisors to assume greater roles as mentors
  - Learning opportunities outside of classroom
  - Major-related events
  - Graduate schools



# CSU Original Model



- ❖ Blended model with departmental advising
  - COEHP, COB, and COLS advising centers with directors & few professional advisors
  - Mandatory advising
  - Faculty could be assigned to first & second year students
- ❖ Advising centers performed departmental functions outside of advising
  - Recruitment
  - Reporting for professional accreditation of programs
  - Selection of class for competitive programs
  - University projects & Grants



# CSU Centralized Advising Model



- ❖ Adopted Fall 2018, along with Momentum Year
- ❖ Professional Advisors for most majors up to 60 earned hours (mandatory advising)
- ❖ Advise through senior year for some majors in the College of Education & Health Professions
- ❖ Advisors centralized in 3 campus Advising Centers
  - Executive Director
  - Assistant Director & Dual Enrollment Coordinator
  - 19 Professional Advisors (17 FT and 2 PT)
- ❖ Advisors assigned by major program(s)
- ❖ Faculty advisors assigned for students beyond 60 hrs in most majors



# The Challenges



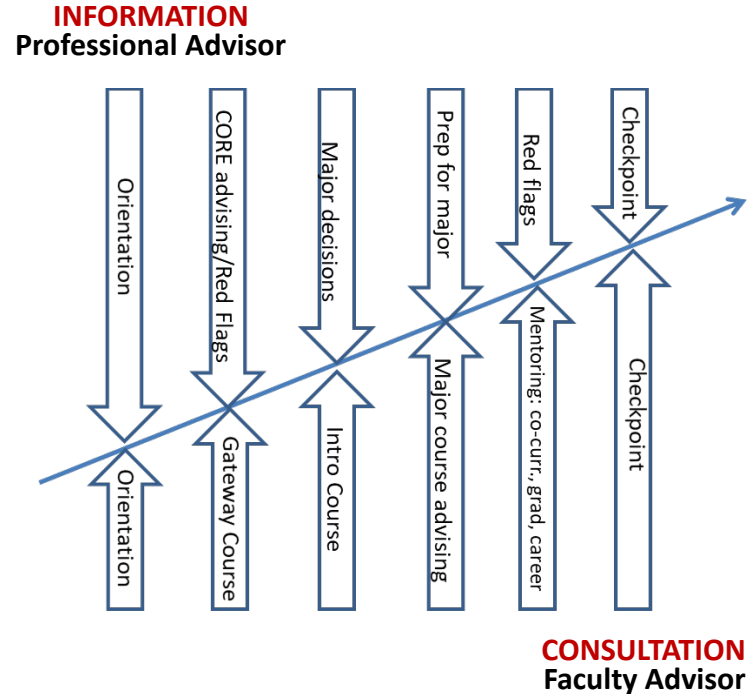
- ❖ Transitioning from departmental advising
  - Untangling advising responsibilities from departmental responsibilities
  - Setting a “standard of care” and training to standard (advising syllabus)
  - Determining staffing needs and allocation of resources
- ❖ Centralized administratively not physically
- ❖ Overcoming transition pains
  - Attachment to former role/department/supervisors
  - Rebranding for a sense of unity (PACE, SSC, and ACE-became CSU ADVISE)
- ❖ Next steps/Goal
  - PA assigned to every student
  - Formalized training program



# UNG Advising Model (fall 2016 – still scaling up)



- ❖ Professional Advisors for most majors up to 45 earned hours (mandatory advising)
- ❖ Advisors centralized in four campus Advising Centers
  - Executive Director, Associate Director, Assistant Director, two Campus Coordinators, Coordinator of Dual Enrollment, Training Coordinator
  - 28 Professional Advisors
- ❖ Advisors assigned by major program(s)
- ❖ Faculty advisors serve as major coursework specialists and mentors (non-mandatory advising)
- ❖ Master Faculty Advisor Program



# Master Faculty Advisor Program



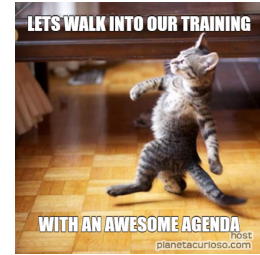
- ❖ **One MFA per major program for most majors (all majors advised by PA's)**
  - Stipend
- ❖ **Trained through D2L program developed by Executive Director, Advising**
  - Advising theory, strategies, communication skills, ethics
  - Reading/Webinar resources and practice assignments
  - Topic Guides for 60 and 90 hours
- ❖ **Communicate and Collaborate with Professional Advisors**
  - Attend all orientations and present Maximize Your Major sessions
  - Advising Tools: POS, Course Planning Guide, Departmental Advising Syllabus
  - Career workshops and other events for specific majors
  - Invite advisors to faculty meetings/retreats for faculty advisor trainings
- ❖ **Additional Responsibilities Moving Forward**
  - Assist in mapping careers to majors in Burning Glass software
  - Map co-curricular experiences students can use to enhance educational experience



# Professional Advisor Training Program



- ❖ Coordinator of Training manages program
  - Supervisors/Co-Advisor/Mentor contribute
- ❖ Built around Habley's three major components of effective advising program:  
Conceptual, Informational, Relational (Habley, 1987)
  - 30/60/90-day learning outcomes developed first
  - 30-day program of intense training (mapped to learning outcomes) before putting advisor in driver's seat
  - Continued growth through advising, asking questions, observations with feedback
  - Assessments and possible additional training at 30/60/90-days



# Program Content



- ❖ Readings/Webinars on Advising Theory/Strategies
- ❖ Advising Handbook – Office policies, procedures, document examples
- ❖ Communication Skills
  - Active Listening
  - Turning negative statements into positives exercise
  - Collaborative behavior
- ❖ Ethics/Legal training with scenarios practice
- ❖ Core curriculum and major training/Advising Tools
  - Introduction to Master Faculty Advisor
  - Topic guides
  - Information re other majors from mentor/advisors
- ❖ Academic policies/Academic Resources and Support Services
  - Academic Success Plan Program
- ❖ Technology: Banner, DegreeWorks, App't. System, Tranguid, Inspire for Advisors



# Resources and Staff Development



## ❖ Advisor Handbook

- Department policies, procedures
- Important forms
- Advising Strategies
- Complete College Georgia information
- Momentum Approach information

## ❖ Advising Flip Book

- Condensed, tabbed UNG academic policies
- Given to all professional and faculty advisors

## ❖ Staff Development

- Annual Refresher Trainings: Advance Scheduling, Transfer Credit Evaluation
- Annual Staff Development Day: Nudges, Productive Mindset, Academic Coaching

# Discussion



- What can your institution do to transition to an advising model that supports Momentum?
- Are Master Faculty Advisors a possibility at your institution?
- How can you develop and adopt a formalized advisor training program?
- What challenges does your institution face in supporting Momentum through advising?

