LEVERAGING TECHNOLOGY TO IMPROVE ACADEMIC ADVISING

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Holistic Advising Model, Utilizing Student Development Theory

• Provide individually tailored advising
• Normalize and promote the use of resources and interdependence
• Communicate high expectations for academic achievement
• Frame conversations within the context of discovering and utilizing strengths, interests and passions
• Facilitate connections with faculty and mentors
• Help students identify and acknowledge road blocks towards graduation and provide guidance in resolving challenges
DARTMOUTH COLLEGE – ROLE OF THE UNDERGRADUATE DEANS

• Academic/Personal advising

• Advising Topics include
  Course planning, D-planning (term planning), major and minor discussions and decisions, monitor academic performance, student crisis management, clarify policies and procedures, personal advising, conduct advising, connecting students to campus resources

• Class year specific programming

• Participation in campus-wide committees

• Orientation and Commencement
OBJECTIVES

• Educate you on the ways in which we have utilized technology in our advising.

• Help you ponder processes that may be outdated at your home institutions and consider ways in which you may adopt new initiatives.

• At the end of each tool, we will have time for discussion and questions.
ONLINE ADVISING CHATS

How/why we came to need this tool

• There was a gap in information for incoming students
• Our new student orientation program was shortened
• A shift in office philosophy changed the way we worked with pre-matriculated students
• We had an increase in diversity of our incoming classes
• “College Knowledge” gap for some students
• Wanted to place correct information in front of students before peers misinformed them
ONLINE ADVISING CHATS

Finding the right tool and gaining institutional support

• Looked at Skype and Google Hang Outs
  • Realized needed a better tool
  • Reached out to IT and gained permission to access MOOC software
• First year used WebEx
• Then the college decided on BlueJeans Video Conferencing Tool
• Just informed that the college is moving to the Zoom platform
ONLINE ADVISING CHATS

Administration of program

• Create goals for the chats
  • Introduce students to key academic resources and normalize accessing these resources
  • Prepare students for the adjustment from high-school to college
  • Answer key questions about academic transition, orientation, the curriculum etc.

• Invite key colleagues – paying attention to specific themes

• Invite students (using google docs, managing RSVPs, and sending reminders)

• Manage the meeting

• This sounds easy, but takes a bit of work to set up ahead of time

• Set agenda
ONLINE ADVISING CHATS

Agenda

• 2 Minutes – Allow time for people to get connected
• 1 - 2 Minutes – Introductions
• 1 Minute – Discuss agenda and plan for the time together
• 5 Minutes – Introduction to the curriculum
• 5 Minutes – How is College different from High School
• 5 Minutes – Resource Introduction
• 20-25 Minutes – Question and Answer Time
• 2 Minutes – Closing
• REMINDERS: We are on camera! And on microphone! Speak clearly and slowly. Look at the camera and NOT at yourself in the little box! Let’s have FUN!
ADVISING VIDEO CHATS

**Pros**
- Ease of technology
- Trends emerge
- Pulse on class before they arrive
- Alleviate anxiety
- No cost to us

**Cons**
- Students want specific information
- This takes 30,000 foot view
- Administrative work
- Accessibility

**Discussion**
What systems are you currently using at your institution? Could or should these be updated? Can you think of systems that could be replaced with online tools? What are these? What barriers might you encounter when trying to implement an online tool? Who are the constituents? What would they need to know?
APPOINTMENT SCHEDULING TOOL

How/why we came to need this tool

• We had an old and inefficient process (email and phone calls)
• There was a lot of time on task being spent by Deans and their assistants
• Did not have a way to send reminders
• The office was seeing an increase in demand for appointments
• Did not want students to have direct access to our work calendars
• Knew there were many tools available
Finding the right tool and gaining institutional support

- Researched through advising list serves – others shared different tools they were using (remind.com and youcanbookme.com)
- Decided to use Calendly
- Was important it was able to be a seamless interface with Outlook
- Took time to work with IT at Dartmouth and Calendly to set up and gain permissions to our Outlook calendars
APPOINTMENT SCHEDULING TOOL

Administration of program

• Decided to purchase the full service and have since upgraded further
• Took time to roll out to office, now being used by Admins to make appointments at front desk
• With this tool we are able to pull data
  • Number of appointments scheduled
  • Number of appointments cancelled
  • Trends: what times of day students are using tool to schedule appointments
  • Advisor appointment information
  • Track reason for meetings
  • Who is scheduling meetings with us
Monday
July 23, 2018

Times are in Eastern Time - US & Canada

Select a Time

01:00pm
01:30pm
02:00pm
03:00pm
03:30pm
**APPOINTMENT SCHEDULING TOOL**

**Pros**

• Students can schedule anytime
• Time saver for staff
• Built in reminders
• Ability to gather information ahead of appointments

**Cons**

• Accessibility
• Time zone
• Pay for program
• Glitches

**Discussion**

What systems are you currently using at your institution? Could or should these be updated?

Can you think of systems that could be replaced with online tools? What are these?

What barriers might you encounter when trying to implement an online tool?

Who are the constituents? What would they need to know?
EARLY ALERT TRACKING SYSTEM

Dartmouth Student Academic Support Application (DSASA)

How/why we came to need this tool

• Outdated system for midterm reporting, using a paper based system through campus mail
• Duplication of efforts in communicating with faculty (campus mail, emails, phone calls)
• No formal tracking system, deans all tracked grade reports manually
• Difficult to “cover” for someone when they were out of office
• Needed to enter the 21st century
  • Looked at software for purchase (Starfish, AdviseStream, GradesFirst) and found them to be too expensive
EARLY ALERT TRACKING SYSTEM

Inventing the right tool and gaining institutional support

• Top down approach, project sponsored by Provost and Dean of the College
• Interacted with IT to build program, over a year
  • During design, hosted focus groups (faculty, deans, admins)
  • Hundreds of people hours put in to meetings, design, coding, working and re-working the system
• Roll out - pilot then full launch
EARLY ALERT TRACKING SYSTEM

Administration of program

• Still a work in progress
• Point person in office, who liaises with IT
• We still experience bugs that need to be ironed out (term by term)
• Send out reminders to faculty from Associate Dean
  • Memo at start of term with directions on how to enter alerts
  • Reminder 1 (End of add/drop period)
  • Reminder 2 (Week before course-drop deadline)
  • Reminder 3 (Week of last day of classes)
<table>
<thead>
<tr>
<th>Reason</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrealistic grade</td>
<td>B</td>
<td>Grades are average on first two quizzes</td>
</tr>
<tr>
<td>Attendance</td>
<td>Poor</td>
<td>Seems to come to class each day</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attendance not required</td>
<td></td>
</tr>
<tr>
<td></td>
<td>taken</td>
<td></td>
</tr>
<tr>
<td>Submission of assignments</td>
<td>Poor</td>
<td>Homework #1 and #5 are missing</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td></td>
</tr>
<tr>
<td>Other Concerns</td>
<td></td>
<td>Susie could really use a tutor in this class to fully understand the material</td>
</tr>
<tr>
<td>Resource utilization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What resources do you suggest the student utilize to improve the situation?</td>
<td>Office Hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Study Groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching Assistant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other (Please identify in comment box)</td>
<td></td>
</tr>
</tbody>
</table>
# Winter Term 2018

## Students List

### Students from Banner Report

<table>
<thead>
<tr>
<th>Name</th>
<th>Current Standing</th>
<th>Alerts waiting to review</th>
<th>Total Submitted Alerts</th>
<th>Last Submitted Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alot, Timmy Talks</td>
<td>RG - Returned to Good Standing</td>
<td>3</td>
<td>02/09/2018 06:16 AM</td>
<td></td>
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<tr>
<td>Braniac, Bobby</td>
<td>RR - Risk</td>
<td>3</td>
<td>02/19/2018 01:58 PM</td>
<td></td>
</tr>
<tr>
<td>Brady, Tom</td>
<td></td>
<td>3</td>
<td>02/07/2018 07:00 PM</td>
<td></td>
</tr>
<tr>
<td>Doeswell, Zach</td>
<td></td>
<td>3</td>
<td>02/07/2018 10:31 AM</td>
<td></td>
</tr>
<tr>
<td>Elwood, John</td>
<td></td>
<td>3</td>
<td>02/09/2018 07:00 PM</td>
<td></td>
</tr>
<tr>
<td>Issmart, Cathy</td>
<td></td>
<td>3</td>
<td>02/05/2018 08:33 AM</td>
<td></td>
</tr>
<tr>
<td>Rask, Tukka</td>
<td>PP - Probation</td>
<td>2</td>
<td>02/05/2018 08:33 AM</td>
<td></td>
</tr>
<tr>
<td>Smith, Jen</td>
<td>PP - Probation</td>
<td>3</td>
<td>02/07/2018 07:00 PM</td>
<td></td>
</tr>
<tr>
<td>Smith, Joey</td>
<td>RR - Risk</td>
<td>3</td>
<td>02/07/2018 10:31 AM</td>
<td></td>
</tr>
<tr>
<td>Willgrad, Will</td>
<td>RR - Risk</td>
<td>3</td>
<td>02/07/2018 10:31 AM</td>
<td></td>
</tr>
<tr>
<td>Zzzzz, Imadozer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Students Added Manually by Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Current Standing</th>
<th>Alerts waiting to review</th>
<th>Total Submitted Alerts</th>
<th>Last Submitted Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alot, Timmy Talks</td>
<td></td>
<td>1</td>
<td>1</td>
<td>02/27/2018 07:50 AM</td>
</tr>
<tr>
<td>Braniac, Bobby</td>
<td></td>
<td>1</td>
<td>1</td>
<td>02/13/2018 04:18 PM</td>
</tr>
<tr>
<td>Brady, Tom</td>
<td></td>
<td>1</td>
<td>1</td>
<td>02/21/2018 09:18 AM</td>
</tr>
<tr>
<td>Doeswell, Zoch</td>
<td></td>
<td>1</td>
<td>1</td>
<td>02/26/2018 09:09 AM</td>
</tr>
<tr>
<td>Elwood, John</td>
<td></td>
<td>1</td>
<td>1</td>
<td>02/08/2018 09:07 AM</td>
</tr>
<tr>
<td>Issmart, Cathy</td>
<td></td>
<td>1</td>
<td>1</td>
<td>02/19/2018 04:02 PM</td>
</tr>
<tr>
<td>Rask, Tukka</td>
<td></td>
<td>2</td>
<td>2</td>
<td>02/10/2018 03:12 PM</td>
</tr>
<tr>
<td>Readsalot, Rick</td>
<td></td>
<td>2</td>
<td>2</td>
<td>02/11/2018 03:12 PM</td>
</tr>
<tr>
<td>Repeats, Anne</td>
<td></td>
<td>1</td>
<td>1</td>
<td>02/16/2018 07:00 PM</td>
</tr>
<tr>
<td>Repeats, Anne</td>
<td></td>
<td>1</td>
<td>1</td>
<td>02/21/2018 08:23 AM</td>
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<tr>
<td>Smith, Jen</td>
<td></td>
<td>2</td>
<td>2</td>
<td>02/21/2018 08:14 AM</td>
</tr>
<tr>
<td>Smith, Joey</td>
<td>RR - Risk</td>
<td>1</td>
<td>1</td>
<td>02/22/2018 08:48 AM</td>
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<tr>
<td>Willgrad, Will</td>
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<td>1</td>
<td>02/22/2018 07:00 PM</td>
</tr>
<tr>
<td>Zzzzz, Imadozer</td>
<td></td>
<td>1</td>
<td>1</td>
<td>02/13/2018 04:26 PM</td>
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</tbody>
</table>

Showing 1 to 14 of 14 entries

**Students Added Manually by Dean**
<table>
<thead>
<tr>
<th>reason</th>
<th>rating</th>
<th>comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unofficial grade</td>
<td>C</td>
<td>She got a C- on the first test. There's another test tomorrow; since she's missed a lot of classes lately, I don't expect her to do well, though she may surprise me.</td>
</tr>
<tr>
<td>Attendance</td>
<td>Poor</td>
<td>She attended regularly the first half of the term, but has been coming only sporadically the last couple of weeks.</td>
</tr>
<tr>
<td>Submission of assignments</td>
<td>Average</td>
<td>She missed a quiz in class yesterday and has not responded to an e-mail I sent her offering her a chance to take it late.</td>
</tr>
<tr>
<td>Other Concerns</td>
<td></td>
<td>Since she has not replied to my e-mail, I don't know whether she's planning on coming to take tomorrow's test or not.</td>
</tr>
</tbody>
</table>

**History**

<table>
<thead>
<tr>
<th>User</th>
<th>Action</th>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anne B. Hudak</td>
<td>Sent Call-In Email to Student</td>
<td>02/07/2018 10:31 AM</td>
</tr>
<tr>
<td>Reallysmart, lma</td>
<td>Submitted Alert</td>
<td>02/06/2018 11:07 AM</td>
</tr>
</tbody>
</table>
EARLY ALERT TRACKING SYSTEM

**Pros**
- Real-time information from faculty
- Easy tracking
- Built for our needs
- Reduces administrative time

**Cons**
- Can take time to fix
- Need for batch reporting
- Not sleek and as user friendly
- Work in progress

**Discussion**
What systems are you currently using at your institution? Could or should these be updated?
Can you think of systems that could be replaced with online tools? What are these?
What barriers might you encounter when trying to implement an online tool?
Who are the constituents? What would they need to know?
WRAP UP

How implementing these programs has impacted the work of our office

• Reduce staff
• Improved efficiency
• Increased and enhanced communication

What could this mean for you?