

Faculty members' role in student success

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STRATEGIC PRIORITIES



UNDERGRADUATE
EDUCATION



GRADUATE
EDUCATION



RESEARCH,
SCHOLARSHIP,
CREATIVE ACTIVITY
& ENGAGEMENT



FACULTY &
STAFF



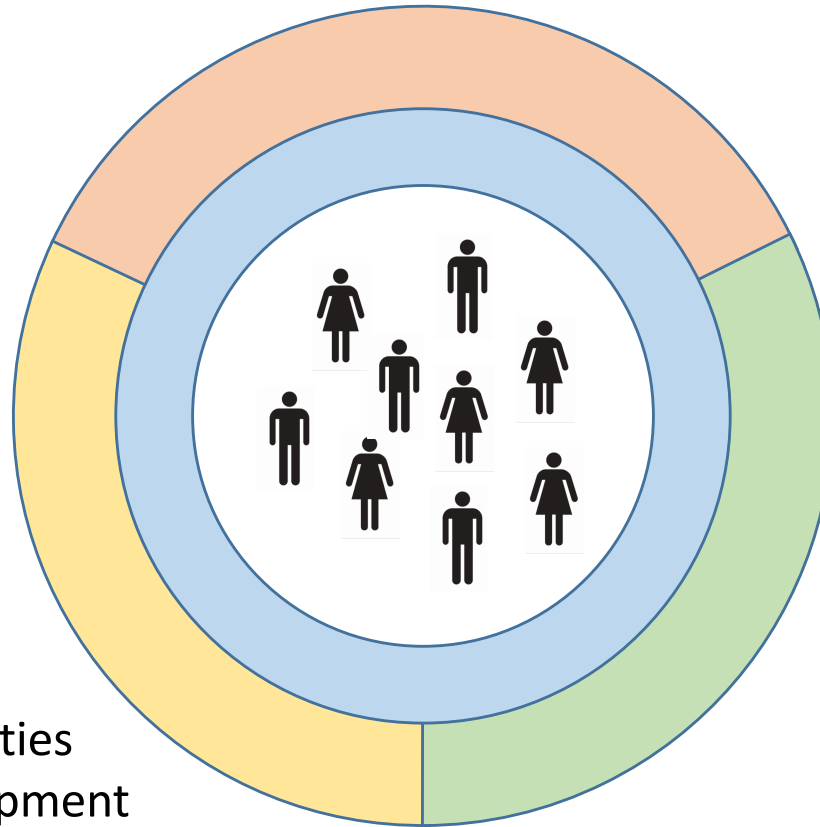
RESOURCES &
INFRASTRUCTURE



DIVERSITY &
INCLUSION

High expectations / Engaged teaching / Mentoring
Early and constructive feedback / Referrals

FACULTY



STUDENT SUCCESS OFFICES

Tutoring
Academic coaching
Interventions with
at-risk students
Intrusive advising

Residence hall staff
Center for Health
Education & Wellness
Student organizations
Living-Learning communities
Center for Career Development

STUDENT LIFE PROGRAMMING

Key insight after 20+ years at UTK: Students are novice learners

Not always good at self-assessment

Sometimes over-confident

**Sometimes reluctant to take advantage of help
when it could make a difference (and sometimes
desperate for help when it's almost too late)**

Often extrapolate from high school to college

Fall 2014 first-year class:

Average high school GPA = 3.79 / 4.0

71% have high school GPA > 3.5

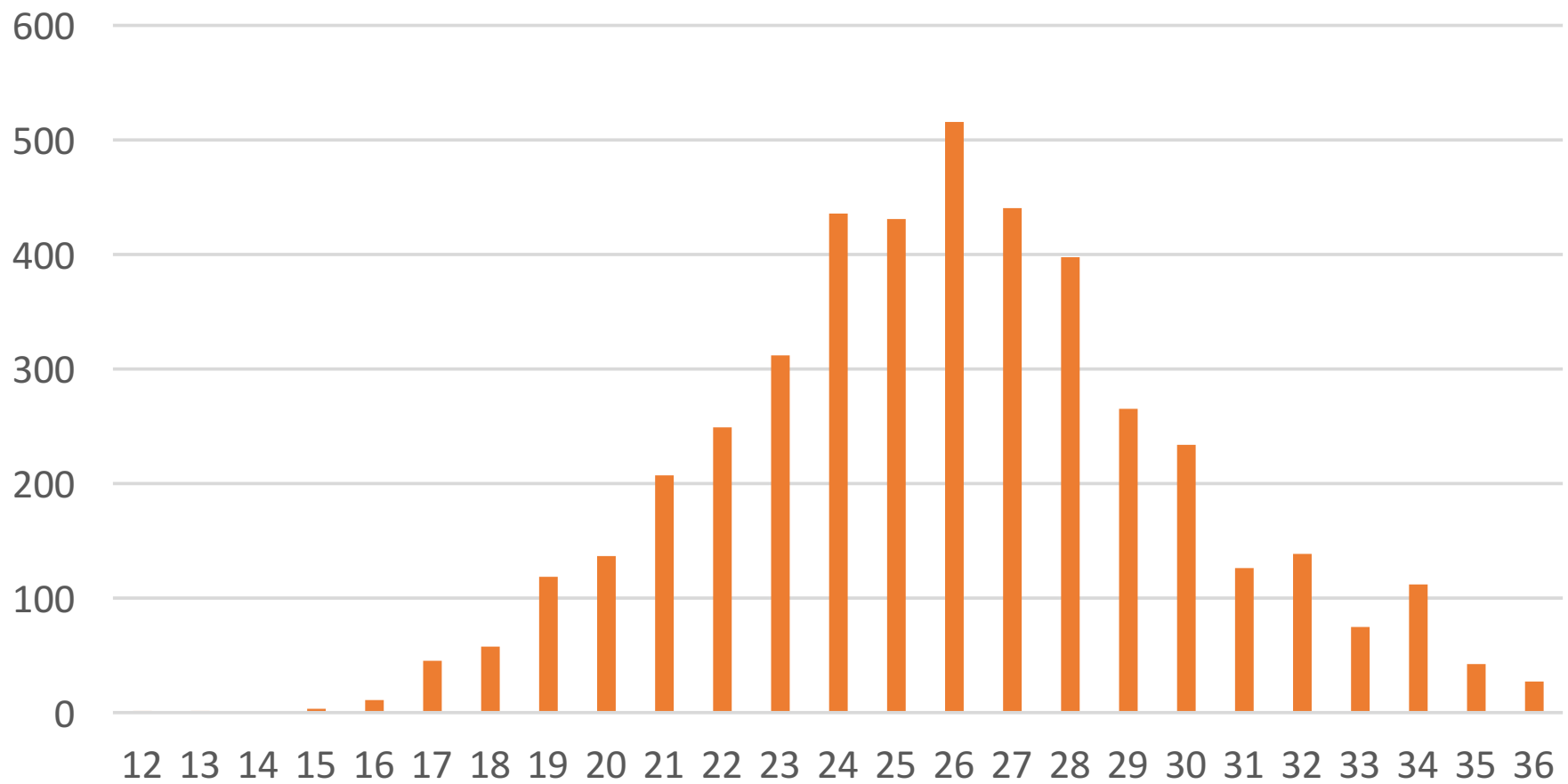
19% have high school GPA between 3.0 and 3.5

Average fall semester GPA at UTK = 2.93 / 4.0

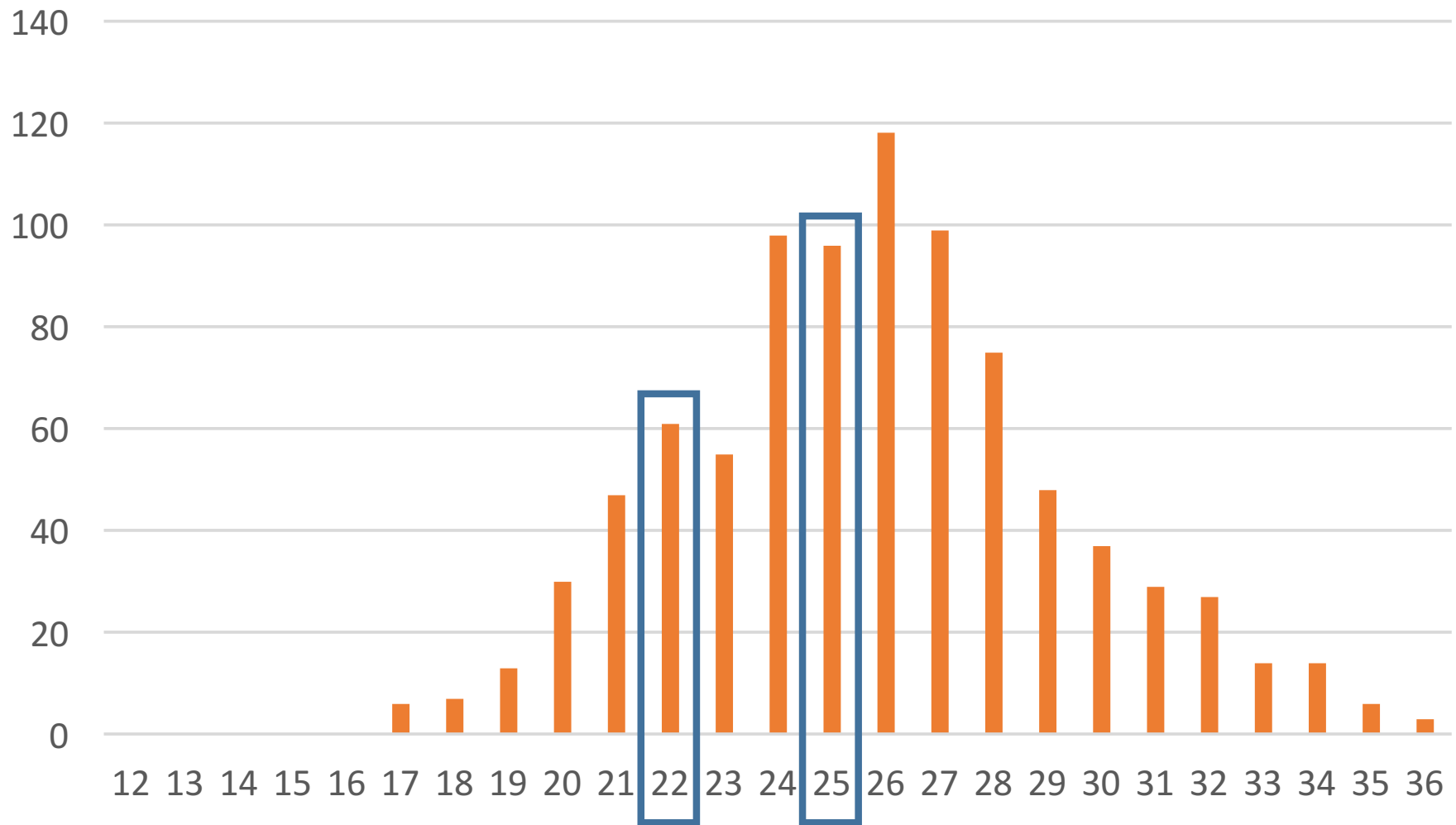
31% have fall semester GPA > 3.5

25% have fall semester GPA between 3.0 and 3.5

Fall 2015 first-year class Math ACT scores



Fall 2015 first-year class Math ACT scores, for students in math-intensive majors



What does this all mean for faculty members?

Course design:

High expectations

Frequent low-stakes assessment in the first few weeks

Referrals:

Tutorial services

Academic coaching

(time management, study skills, etc.)

Early Alert program