Students Today

- Hyper-connected
- Diverse
- View of Failure
- Increased Mental Health Issues
- Increased debt and time to graduation
- News 24/7 and constant information
- Emerging Adulthood
Success = Graduation
Risk vs. Promise

Every promising student is at-risk until they graduate!
Campus Environment

\[ B = f(P \times E) \]

Lewin, 1937

Challenge & Support

Sanford, 1967
High-Impact Educational Practices

- First-year seminars and experiences
- Common intellectual experiences
- Learning communities
- Writing-intensive courses
- Collaborative assignments and projects
- Undergraduate research
- Diversity/global learning
- Experience Learning, Service Learning, Community-based Learning
- Internships
- Capstone courses and projects

George Kuh (2008)
Faculty Role in Student Success

Students

High Expectations
Engaged Teaching
Mentoring
Early & Constructive feedback
Referrals

Faculty

Living Learning Communities
Engagement in the co-curricular
Health & Wellness
Career Development

Student Life

Early Alert
Academic Coaching
Tutoring
Interventions for students at risk

Academic Success & Transitions
Faculty are Key Partners in Student Academic Success

Faculty invite students in to be a part of a community of scholars.

• Set high expectations
• Frequent low stakes assessments in the first few weeks of the term/feedback
• Refer to tutoring, academic coaching (time management, study skills)
Students are...

- Novice university learners
- Often unrealistic about the amount of time/effort needed to be successful academically
- Not always good at self-assessment
- Sometimes overconfident
- Often used to being the smartest person
- Reluctant to take advantage of services- “I can do it on my own”
Our Students

2017-2018

• Enrolled 4895 Freshmen, 1368 Transfers
• 27.2 average ACT
• 3.94 average HS gpa
• 79% of the Freshmen class were Tennessee residents/Hope Scholarship
• Overall 25% are First-Generation
• 30% are Pell Grant eligible
10 Year Trend of Retention and Graduation Rates
First-time Full-time Freshman
Fall Cohorts 2007-2016

![Graph showing 10-year trend of retention and graduation rates]

<table>
<thead>
<tr>
<th>Year</th>
<th>Entering Cohort</th>
<th>1st Year Retention</th>
<th>2nd Year Retention</th>
<th>3rd Year Retention</th>
<th>4th Year Retention</th>
<th>4 Year Graduation Rate</th>
<th>5 Year Graduation Rate</th>
<th>6 Year Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>4,331</td>
<td>83.8</td>
<td>76.4</td>
<td>72.7</td>
<td>34.1</td>
<td>36.8</td>
<td>62.1</td>
<td>67.5</td>
</tr>
<tr>
<td>2008</td>
<td>4,199</td>
<td>83.8</td>
<td>78.4</td>
<td>74.0</td>
<td>33.5</td>
<td>38.9</td>
<td>64.7</td>
<td>69.3</td>
</tr>
<tr>
<td>2009</td>
<td>3,698</td>
<td>86.2</td>
<td>80.6</td>
<td>75.6</td>
<td>30.9</td>
<td>42.8</td>
<td>66.0</td>
<td>70.3</td>
</tr>
<tr>
<td>2010</td>
<td>4,199</td>
<td>84.8</td>
<td>77.9</td>
<td>73.3</td>
<td>29.0</td>
<td>42.8</td>
<td>65.1</td>
<td>68.8</td>
</tr>
<tr>
<td>2011</td>
<td>4,175</td>
<td>84.8</td>
<td>78.7</td>
<td>73.8</td>
<td>27.8</td>
<td>45.5</td>
<td>66.6</td>
<td>70.2</td>
</tr>
<tr>
<td>2012</td>
<td>4,196</td>
<td>85.6</td>
<td>79.5</td>
<td>75.8</td>
<td>25.5</td>
<td>48.7</td>
<td>68.9</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>4,261</td>
<td>86.6</td>
<td>79.5</td>
<td>75.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>4,689</td>
<td>84.6</td>
<td>79.5</td>
<td>73.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>4,700</td>
<td>86.3</td>
<td>79.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>4,840</td>
<td>85.5</td>
<td>79.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reasons Students Leave

• Do not connect (homesickness, not fitting in at UT)
• Struggle to adjust to the academic demands
• Financial issues
• Major not at UT
ADVISING: The Volunteer Experience

A new academic advising model that integrates self exploration, career development, experience learning and engagement into an academic plan.

SELF EXPLORATION
Students reflect to develop an understanding of self to include strengths, interests, and values

ACADEMIC PLAN
Students co-create an engaged academic plan that focuses on selecting a major and exploring careers, aligning with strengths, aspirations, and abilities

CAREER EXPLORATION
Students begin with career exploration and continue into career preparation

EXPERIENCE LEARNING
Students integrate co-curricular, experience learning, and leadership opportunities to support development (professional and academic) and engagement in the discipline
Division of Academic Success and Transitions

- Educational Advancement Program (TRiO/SSS)
- First-Year Studies
- Office of National Scholarships and Fellowships
- Student Success Center
Educational Advancement Program

ELIGIBILITY CRITERIA

- **First Generation** – Neither parent has graduated from a four year college or university
- **Low Income** – As defined by the U.S. Department of Commerce’s Low Income Index
- **Disability** – Documentation required

SERVICES & SUPPORT

- Academic Coaching
- Instructional Component
- Tutoring
- Grant-in-Aid (Pell Grant Supplement)
FIRST-YEAR STUDIES

- Seminars: FYS100, FYS101, FYS129
- Early Alert: Watch emails for alerts
- Peer Mentors: A Student Perspective
FIRST-YEAR STUDIES

http://fys.utk.edu
fys@utk.edu
(865) 974-3523
@utkfirstyearstudies
@utkfys

REMIND YOUR STUDENT

Register for First-Year Studies Courses
Answer questions in modules of FYS100
It’s okay to ask for help!
That’s why we’re here.
Tutoring offered in 250+ courses

Come early, come often. Group meetings & assistance.

One-on-one. Personalized.
What is ONSF? Think Fulbright, Rhodes, but many more, including for first-year students

ONSF supports UT students pursuing nationally competitive awards

What can students do now?

- Build relationships with faculty and staff
- Pursue research, service, leadership
- Explore opportunities on ONSF site
- Meet with ONSF staff

Andrew Seidler, Director

http://onsf.utk.edu  onsf@utk.edu  @onsf.utk.edu  @UTK_ONSF
Proud to be First Generation
UTK First Scholars

• Launching in autumn 2019
• 2018-2019 year norming “first-generation” status on campus
• Invites to coffee talks for faculty and staff
• Opportunities to mentor
In closing…

There are no insignificant conversations.

Larry Roper (2002)