Faculty members’ role in student success

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Vol Vision 2020
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**

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

**STUDENT SUCCESS OFFICES**

Tutoring
Academic coaching
Interventions with at-risk students
Intrusive advising

**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