

A NEW UCF ADVISING AND COACHING MODEL

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Divisions of Student Success and Well-Being

North Star Statement

The Division of Student Success and Well-Being fosters a holistic and engaged educational experience that empowers every student to thrive. We prepare individuals to graduate on time and make meaningful contributions to their communities. Through personalized care, guided pathways, and data-informed decisions, we are dedicated to transforming aspirations into achievements.

Proposal: New UCF Advising and Coaching Model

Summary: With consulting services provided via a two-year \$1M grant to implement a playbook drafted by the National Institute for Student Success, the Division of Student Success and Well-Being will create a new UCF academic advising and coaching model that will deliver more proactive, prescriptive, and holistic practices designed to promote timely degree completion, academic success, and career readiness. In this model, the entire academic advising community, including current professional academic advisors and their colleagues serving as student success coaches, academic advocates, and peer tutors, will be consolidated and work within a coordinated care management system, supported by proven technologies that produce analytical insights, student-friendly degree maps, standardized training, accountability, and localized knowledge. In this new advising model, the traditional roles of academic advisors and the newer role of coach will combine to provide a powerful, efficient, and innovative network of academic support personnel.

Current State Observations

An effective college advising corps is a critical factor in advancing student success, a fact demonstrated by successful student success efforts at peer institutions around the country. While some students may navigate their path to graduation through self-service tools or advice from family and friends, many more students will require help understanding university processes and degree requirements. This is especially true of students from low-income backgrounds and first-generation college students. These students may be unfamiliar with the college experience and have limited informal support networks to draw upon for guidance. They will depend on professional staff, faculty members, and other knowledgeable university personnel to help direct them toward their graduation goal.

Universities that have achieved national recognition for their student success efforts have generally enhanced academic advising by utilizing technology and analytical tools to shift advising from its traditionally reactive role to a more proactive and prescriptive role. This approach generates earlier and often more effective interventions, helping students select an appropriate major, remain enrolled in degree relevant courses, eliminate excess hours, and graduate on time. By keeping students on track toward timely graduation, these institutions have benefited from increased revenue, larger state appropriations, stronger reputations, and higher rankings.

Academic advising and success coaching—at UCF and other institutions—typically exist in separate spheres hosted by different people external or internal to the organization. At UCF, they operate with different training, accountability lines, approaches, and even technology. Coaches in UCF Connect and UCF Online utilize Salesforce as their primary customer relationship management (CRM) platform, while academic advisors use the Education Advisory Board (EAB) Navigate platform, branded myKnightSTAR at UCF. While coaches help students navigate their way to success by establishing relationships with them and connecting them to campus resources, they are generally not involved in degree planning

and course selections, duties normally assigned to an academic advisor. Coaching services are generally seen as complementary to academic advising services, but they also help students identify and plan a pathway to timely degree completion.

Recognizing the value added by coaches, many universities have implemented coaching programs. Some, like Florida State, administer coaching services as part of the same unit offering advising to first- and second-year students. Only a handful of universities, however, have attempted to fuse advising and coaching services into a single administrative unit. Miami Dade College is developing such a similarly fused model, utilizing the consulting services of the UCF Higher Education Coaching academy.

While UCF has earned national and even international recognition for its innovative coaching programs, UCF operates in a traditional decentralized academic advising model, with each advising unit allowed to practice its own advising approach. Proactive, prescriptive, and holistic advising—to the extent that it occurs—exists in pockets. The large caseloads borne by most academic advisors render it nearly impossible to do much more than review and approve a course schedule. UCF’s current advising and coaching structure is poorly coordinated and administered in multiple silos, allowing for the proliferation or duplication of approaches, models, technologies, and practices.

While an Advising Leadership Council (ALC) attempts to coordinate advising practices across the university, this self-governing team of directors of college advisors is not accountable to any person and has no authority to standardize practices, much less design a strategic approach to advising. Coaches operate in either UCF Connect or UCF Online, and they have no connection to the ALC. No single authority manages the advisors or the coaches, hence the proliferation of approaches, practices, and technology.

In the current *laissez-faire* approach to academic advising, we should not be surprised to find that our FTIC and transfer student graduation rates lag our peers, many of whom have invested significantly in academic advising systems and technologies. The absence of a well-articulated, university-wide strategic approach to the delivery of academic support services, weakens the university’s efforts to improve its performance on state preeminence and performance-based funding metrics.

Student Dissatisfaction with Advising: Student government, survey data, focus group findings, and national experts all point to a need to improve academic advising at UCF.

Student Government: Student Body President Brandon Greenway and Vice President Colby Smith articulated the need for improved advising as part of their main platform goals. Their platform states: “Many students have negative experiences with advising, whether that means not being able to get an appointment or receiving inaccurate information from an advisor. One negative experience could prevent a student from using advising services again, which could therefore, delay their graduation.”

Survey Data: In 2021, the Division of Student Learning and Academic Success partnered with Hanover research to conduct a student climate survey that included questions related to academic advising. Only 61% (n=993) of respondents rated academic advising as good or excellent, the lowest satisfaction rate among surveyed areas and services. Academic advising also received the survey's lowest rating for quality of relationships with 59% (n=861) of students rating the quality of their relationships with advisors to be good or excellent, lowest among relationships surveyed. Hanover recommendations include advising changes.

Focus Group Findings: In 2022, results of focus groups conducted by Research for Action indicated that students viewed their academic advisors as barriers to academic success. Respondents reported growing accustomed to navigating education spaces without their academic advisors, citing limited accessibility and minimal guidance as common deterrents and contributors to limited engagement. Students reported having to schedule meetings months ahead when they needed or wanted immediate support. Respondents indicated receiving little support or encouragement from their academic advisors, especially when enrolled in STEM related programs. For example, one student indicated that their advisor was "very unsupportive of their professional goals" and another indicated that they were encouraged to "just do something easier" by their advisor.

National Experts: During an extensive study of the student success environment at UCF, the National Institute for Student Success (NISS) at Georgia State University identified under-coordinated academic advising as a key challenge for UCF. Their diagnostic states:

Though all advisors receive standardized, systematic training as new-hires and through on-going professional development, advising is delivered inconsistently among various colleges and units at UCF. The nature and, in some cases, quality of the advising support that students receive can be largely dependent on their program of study, with advising processes, protocols, and system utilization varying by college/unit. The decentralized advising structure at UCF, the large student to advisor ratios, and the lack of financial risk data visible to advisors [such as satisfactory academic progress] each add to the institutional challenge of ensuring all students receive a strong and consistent standard of advising care.

As part of their study, NISS also identified disjointed student-facing communications as a key challenge for delivering clear and consistent advising communication.

Students frequently receive emails, calls, texts, and/or other push notifications from multiple university units and offices that are not centrally coordinated in their student-facing communication content or timing. The disjointed and unvetted nature of student-facing communication at UCF makes it difficult for students to pinpoint why it is they are receiving communications and, crucially, what actions they should prioritize and how

to complete them. UCF has launched a central chatbot, but it is unclear how many other bots are in use and in which offices. This lack of chatbot coordination undermines the effectiveness of the texting modality and creates problems that will only get worse if not addressed at the institutional level.

Student to Advisor Ratio: While the student to advisor ratio can differ drastically by college or advising unit, the University-wide student-to-advisor ratio is approximately 1,000:1. This ratio does not include student success coaches, department advisors, academic advocates, or peer coaches, all of whom work independently of academic advisors. While estimates vary, information from the National Academic Advising Association (NACADA) indicates that the average ratio of students to advisors nationally is between about 300-400:1

Advisor and Coach Compensation and Morale: Advisor and coach compensation is low, and there are concerns about morale in the advising and coaching community. The UCF Advisor I salary minimum of \$32,703 is substantially lower than offered at nearby postsecondary institutions, including Seminole State and Valencia, who provide a minimum advisor salary of \$40,000. Comparative data from SUS peer institutions also confirm that our advisor compensation is well below market rates, making it difficult for UCF to recruit and retain academic advisors.

Advising and Coaching Technology: UCF academic advisors use the EAB platform while Success Coaches use Salesforce (and to a lesser extent EAB). EAB utilization varies by college, and we do not make full use of the tool's capabilities to deliver coordinated care and utilize predictive analytics. Pegasus Path, our degree planning tool, is no longer being supported by the vendor, is not used by all students or colleges, and does not integrate well with other advising technology solutions.

Preparing for the Future

In absence of the implementation of new student success and well-being strategies, current internal projections for future UCF cohorts forecast a slight decline in four-year graduation rate from our 2022 high of 54.8%. About 54.1% of students in the 2019 FTIC cohort are projected to graduate within four years, and we anticipate that about 54.5% of students in the 2020 FTIC cohort will graduate within four years. The benchmark for preeminence is a 60% four-year graduation rate, and our target in *Unleashing Potential* is 65% by 2027.

The national context is also concerning. Average ACT and SAT scores are down significantly from pre-pandemic highs. In 2022, the national ACT average of 19.8 was the lowest average score in more than three decades. 2022 SAT scores were also down to five-year lows. In the fall of 2023, the average SAT of incoming FTICs at UCF dropped from 1335 to 1325.

Post-pandemic, American schoolchildren have lost decades of educational progress. Key early indicators of postsecondary success have seen declines for the first time in decades.

Results from the Nation's Report Card, the National Assessment of Educational Progress, show steep declines in math and reading performance among fourth and eighth graders. A [report from Education Week](#) states:

Results for students who took the test in spring 2022—the first main National Assessment of Educational Progress administration for these grades since the pandemic began—show the biggest drop in math performance in 4th and 8th grades since the testing program began in 1990. In reading, 4th and 8th graders likewise are performing on par with students in the 1990s, and about a third of students in both grades can't read at even the "basic" achievement level—the lowest level on the test.

Academic declines on NAEP were sweeping, spanning low-income and wealthier students, boys and girls, and most racial or ethnic groups in both subjects and grades.

Without reimagined strategies and tactics to promote student success and well-being, we will not be prepared for the UCF students of the future.

Goals for a New Advising and Coaching Model

Advisors and coaches should work collaboratively and in coordination with other support personnel to accelerate student and institutional progress. An advising and coaching model should seek to:

- 1) **Improve Retention, Persistence, and Completion:** Achieve and exceed the undergraduate student success goals articulated in the UCF *Unleashing Potential* Strategic Plan as rapidly as possible, including a 93% FTIC retention rate, 65% FTIC 4-year graduation rate, 78% FTIC 6-year graduation rate, 76% Pell recipient 6-year graduation rate, and 70% AA FCS 3-year Graduation rate. Timely graduation, rather than student satisfaction, should be the North Star for every advising interaction.
- 2) **Ensure that all students receive standard, high-quality academic care.** Every undergraduate student should have easy access to professional trained academic success coaches who can triage the students' case and provide the appropriate high-quality academic guidance. Every UCF student, regardless of the college or program in which they are enrolled, should receive timely, accurate, and caring support services from all UCF professional staff.
- 3) **Reduce Swirl:** Reduce the number of FTIC and Transfer major changers by helping students navigate their way toward an appropriate major earlier in their academic journey. Far too many undergraduate students, both FTICs and transfers, attempt to pursue majors for which they either lack the readiness or interest. We need to develop mechanisms to identify these students (pending majors, or undecided or uncertain majors), and guide them into degree programs where they are most likely to earn a degree in four years that aligns with their personal ambitions and abilities.
- 4) **Provide Every Undergraduate Student with an Academic Plan:** Each incoming undergraduate student will develop a 4-year (for FTICs) or 3-year (for AA Transfers)

degree plan; professional staff will use this “degree map” to keep students on a timely pathway to graduation. Degree maps also serve as a reference point to guide advising or coaching conversations, with students and advisors both clear on the student’s desired destination.

- 5) **Standardize Academic Advising and Coaching Systems, Protocols, and Business Practices:** Deliver more consistent academic advise, with all academic advisors and coaches utilizing analytical insights, degree planning tools, and a single CRM platform to deliver consistently high-quality services across all advising units.
- 6) **Ensure Robust Use of Advising Technology and Consistent Business Practices:** More comprehensive utilization of advising technologies, dashboards, and CRM by advisors and coaches to schedule appointments, establish cases, post notes, provide referrals, and gather and act on analytical insights for the students assigned to them.
- 7) **Provide Appropriate Training and on-going professional development to maintain consistent standards of coordinated care.** All professional advisors and coaches will receive appropriate training and ongoing professional development to ensure that their practices align with and advance the university’s strategic student success objectives, customized as necessary to meet the needs and interests of particular colleges and departments.
- 8) **Strengthen Advising and Coaching Recruitment, Retention, and Morale:** Improve our ability to recruit and retain highly skilled advisors and coaches who consistently demonstrate excellent practice. Expectations, accountability practices, and compensation should support the creation of a leading advising and coaching environment. Compensation increases should coincide with elevated advising practice, clear expectations, and accountability.

Recommended Actions

We recommend the following actions to achieve the goals identified above, improve university advising and coaching to better meet student needs, and develop an advising-coaching environment that accelerates our drive to state and national preeminence.

- **Implement a New Advising and Coaching Model:** With funding and expertise provided by the NISS, we will design, articulate, and implement a new advising and coaching model that merges the functions and services of academic advisors and success coaches into a single role. Current advisors will be trained in coaching techniques, and coaches will be trained in advising practices. Through cross-training, we will deploy a network of new professionals, tentatively named **“Academic Success Coaches,”** with clearly defined expectations, roles, and accountability measures to ensure that all students receive a best-in-class academic support experience that promotes their academic success and timely degree completion.

The development of this new model, inspired by the coordinated care management approach and reflecting emerging innovations at a few other institutions, requires

thoughtful and deliberate collaborations between people currently working as academic advisors, student success coaches, academic advocates, and other support staff across the university.

- **Elevate Compensation to Increase Morale and Reduce Attrition.** Increasing compensation for all former advisors and coaches now operating in the combined Academic Success Coach role will allow UCF to be locally and nationally competitive by recruiting and retaining high quality professionals into the Academic Success Coach position. Further, with equitable compensation leveled across the university at or near market standards, we anticipate that attrition, both to outside competitors and across or between university teams or units, will be diminished.
- **Engage the UCF Higher Education Coaching Academy to train and develop the Academic Success Coaches.** Training sessions for current academic advisors and coaches will be conducted in early 2024, led by Dr. Jenny Sumner, who has attracted national and international attention for success coaching. To build and improve the model, we will offer continuous training and professional development to ensure that we deliver consistent, high-quality care to our students.
- **Provide students with greater access to high-quality academic support services:**
 - Hiring additional Academic Success Coaches to reduce student-to-staff ratios and reduce student appointment wait times.
 - Providing robust training, professional development, and accountability to ensure consistent delivery of high-quality, holistic student support.
 - Establishing and assigning specific metrics to ensure Academic Success Coaches are held accountable for their performance. These metrics might include proactive outreach based on analytics and risk indicators, contact hours, appointment referrals, and other indices.
- **Coordinated Communication:** Hire a new Director of Communications and Marketing to manage messaging to students. Academic Success Coaches will be involved in and comply with the university's efforts to simplify and minimize communication with students.
- **Technology:** Utilize a single CRM to deliver and record coordinated care across the university. Deploy self-service technologies, such as a degree planner and chatbots, to empower students to serve themselves.

New Organizational Structure for the New Model

To effectively implement the new, combined Academic Success Coach role, we also must establish a new undergraduate Academic Success Coaching organizational structure (p.12). The proposed Academic Success Coaching structure is designed to maintain critical college-level expertise, relationships, and coordination, while aligning reporting structures to ensure accountability for

implementing the new Academic Success Coaching model. This new organizational structure will help accelerate progress toward key undergraduate student success metrics and improve the undergraduate student experience.

Key components of the new organizational structure include:

- The division of Student Success and Well-Being will assume the responsibility for developing, implementing, supervising, and assessing the performance of the new Academic Success Coaching model. The Senior Vice President for Student Success will articulate the mission and vision for coordinated care management, develop overall student success strategies, set performance targets, and develop accountability protocols.
- The Academic Success Coaching team will be integrated into a reorganized unit led by Dr. DeLaine Priest, who will assume the new title of Associate Vice President for Student Success Initiatives. Dr. Priest will supervise and coordinate an expanded and stronger team that provides critical academic support services ranging from academic advocacy, academic success coaching, peer coaching, and tutoring services.
- A new Assistant Vice President of Academic Success Coaching will directly supervise the work of the college and unit directors of Academic Success Coaching (formally college directors of advising and unit directors of coaching. This AVP will implement new business practices, set service level expectations and standards, provide training and professional development, and hold people accountable for the implementation of the Academic Success Coaching model.
- A new Senior Director of Academic Advocacy will also report to the Associate Vice President for Student Success Initiatives. This Senior Director will supervise a team of Academic Advocates who will work proactively to deliver timely interventions to students showing signs of academic distress. They will function as the proactive arm of the Academic Success Coaching model, providing timely and high-touch interventions to students showing signs of academic distress, thereby alleviating the case load borne by Academic Success Coaches.

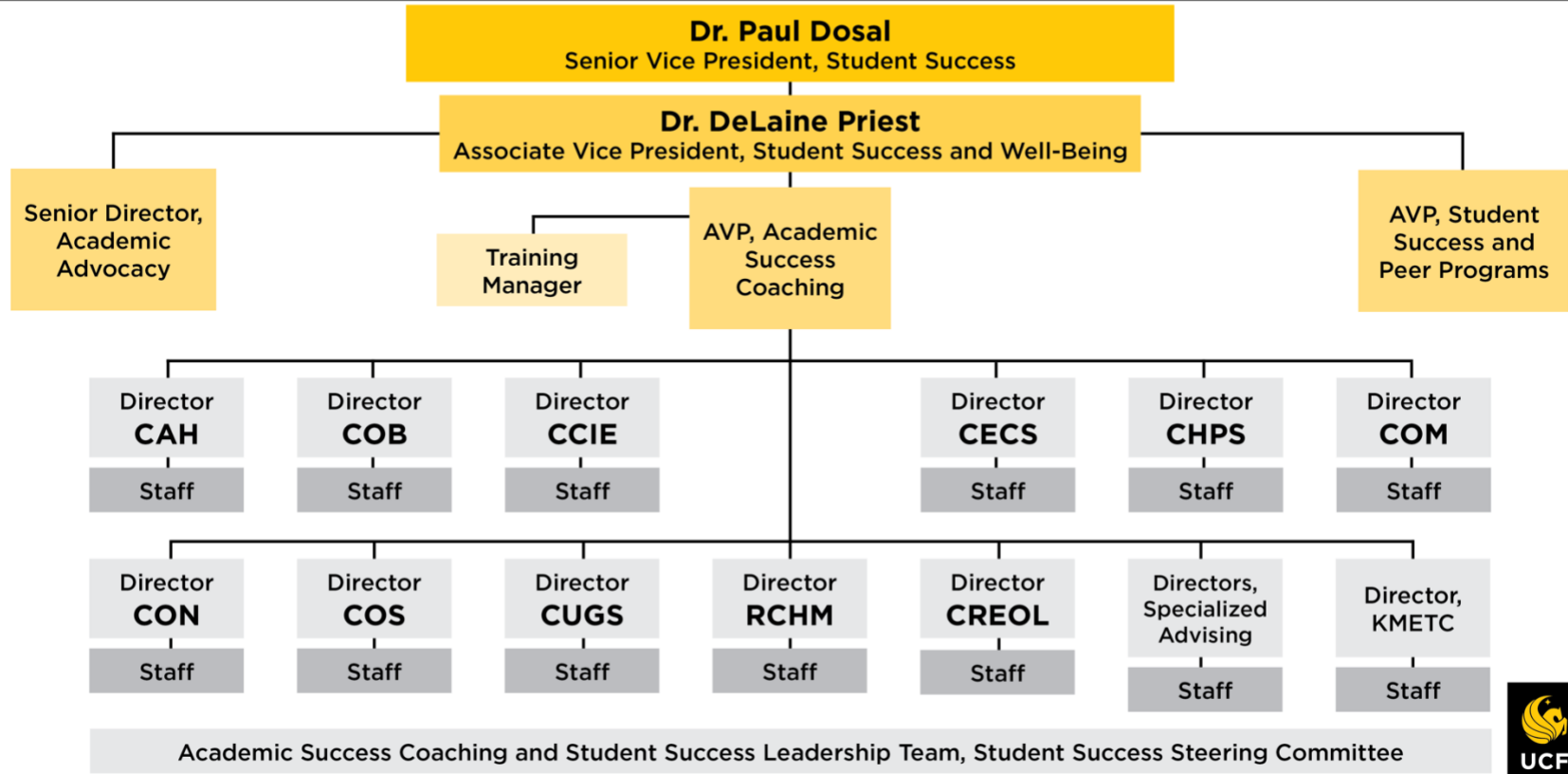
Although the college directors of Academic Success Coaching (formerly college directors of academic advising) will be integrated into the division of Student Success and Well-Being and report to Assistant Vice President of Academic Success Coaching, they will continue to serve and reside in their current colleges. They will continue to work in their colleges, utilizing their knowledge and expertise in degree programs and requirements to deliver customized academic support to the students to whom they are assigned. Unlike centralized structures at other institutions, where advisors are physically located in one building, advising and coaching staff will remain physically located within the colleges to meet students where they are and deliver the college- and department-specific knowledge and expertise required to place and maintain students on a timely path to graduation.

The new Academic Success Coaching model cannot function well, nor improve our performance, if it is not sensitive to and service the academic needs and interests of the colleges. A dotted line reporting relationship between the Director of Academic Success Coaching and the Associate or Assistant Dean in the college is designed to maintain a line of communication through which colleges and departments can provide guidance. The new AVP of Academic Success Coaching will maintain collaborative relationships with college representatives, including Assistant Deans, Associate Deans, and other key stakeholders. Most importantly, the AVP of Academic Success Coaching will regularly solicit input from the appropriate college representative to assess the performance of college directors.

To institutionalize the collaboration required to maintain the appropriate balance between university-wide strategy and college-specific practices, we will establish college-level **Academic Success Coaching Leadership Teams** (p. 13). This team will be comprised of an Assistant or Associate Dean, the AVP of Academic Success Coaching, the Senior Director of Academic Advocacy, college-related Academic Success Coaching directors (formally directors of advising), and other personnel. This team will assist with the coordination and completion of college-specific duties, interpretation and implementation of policies and processes, and exchange of college-specific information. Further, we will add the new AVP for Academic Success Coaching to the existing Student Success Steering Committee, which consists of associate deans and other key stakeholders, to provide additional space for advising and coaching discussion.

Student Success and Well-Being

Organizational Chart



Our New Approach

Strategic direction will be provided by Student Success and Well-Being as part of a unified student success team.



Roles and Responsibilities

Academic Success Coaches: Staff currently serving as academic advisors and success coaches will be re-trained to work as Academic Success Coaches, fusing the best practices and approaches of advisors and coaches to promote the academic success of our students, reducing the duplication of costs and effort while improving the quality of services to students. We will continue to assign FTIC and transfer students to an Academic Success Coach with college and major specific training. They will function as a **unified student success team**, with strategic direction provided by the division of Student Success and Well-Being to promote more prescriptive, proactive, and holistic student support services.

The Academic Success Coaches utilize analytical insights, degree planning tools, and a single CRM platform to deliver consistently high-quality services across all units. They will build relationships with and listen to undergraduate students as they develop and monitor degree plans and progressions. They will use advising technologies, dashboards, and CRM to schedule appointments, establish cases, post notes, provide referrals, and establish cases. They will serve as a consistent resource for their assigned students throughout the duration of their enrollment. The Academic Success Coaches will work with students to build accountability, self-efficacy, and empowerment, helping students to develop success strategies and connect with resources to stay on track.

Academic Advocates: Academic Advocates will implement time-sensitive interventions identified and developed by the Persistence Committee. Academic Advocates will monitor specific cohorts of FTIC and transfer students for signs of academic distress. They will reach out proactively to students and offer their services to help students identify and remove barriers to timely degree completion. They will be trained to anticipate problems and intervene before students slow down on their path to graduation, reaching out to individual students as necessary to deliver appropriate and timely support for students. They will be tasked with developing enrollment, retention, and completion campaigns for their cohorts, reaching out to specific students at specific times for a specific purpose, e.g. ITG or enrollment campaigns. They will focus on high-risk populations.

Peer Coaches: Peer Coaches are undergraduate and graduate students who will help undergraduate students navigate UCF and facilitate outreach activities and strategies that support retention, persistence, and timely graduation. They will share their experiences and answer questions. Peer coaches: (1) help connect students with campus resources, (2) recommend learning experiences to add to a resume, (3) provide guidance in major exploration and graduate school preparation, (4) help students get involved, and (5) build academic skills connect with campus resources.

Job Family Classifications. This new model allows us to streamline and simplify the advising and coaching classification structure by fusing the roles of academic advisor and coaches into a single position, Academic Success Coach (ASC).

Academic Success Coach Staff Model	
Current Advising and Coaching Staff Model	Recommended Model for Current Advisors and Coaches
Director	Director, ASC
Associate Director	Associate Director
Assistant Director	Assistant Director
Advising/Coaching Manager	
	Academic Advocate
Academic Advisor /Coach IV	Senior Academic Success Coach
Academic Advisor/ Coach III	
Academic Advisor/Coach II	Academic Success Coach
Academic Advisor/Coach I	

To accelerate progress towards our goals and respond to challenges identified by the National Institute for Student Success, we will allocate new financial resources to hire additional Academic Success Coaches (formerly advisors) (14), and establish a new role, Academic Advocate (14). This will result in the addition of 28 new student-facing, advising focused professional staff members, a 13.6% increase from the current state. We will also hire a team of Peer Coaches (12), Peer Knights, who will work as an extension of the Persistence Committee to promote persistence and completion efforts.

Advising Sub Family July 2023		Academic Success Coaches Sub Family Proposal	
Role	Count	Count	% Change
Advisors	171 (145 staffed, 26 vacant)	185	+8%
Coach – UCF Connect	25 (including 3 vacancies)	25	0%
Resource	10	10	0%
Academic Advocates	0	14	-
Total Professional	206	234	+13.6%

*All figures are estimates

In addition to increasing the number of advisors and student-facing advising-focused professionals, we will increase academic success coach compensation. The new minimum advisor salary will increase from the current Advisor I level of \$32,703 to \$48,000.

Proposed Roles, Responsibilities, and Expectations	
Advising Roles	
Position	Responsibilities and Expectations
Academic Success Coach	<p>The primary responsibility of the Academic Success Coach is to utilize analytical insights, degree academic planning tools, and the CRM platform to deliver consistently high-quality services to UCF students. The Academic Success Coach builds relationships and listens to undergraduate students as they develop/monitor degree plans and assist with registration and enrolment campaigns.</p> <ul style="list-style-type: none"> • Explain academic policies, procedures, and guidelines and help students navigate the college and university-level administrative processes. • Use the degree audit, academic planner, Peoplesoft, advising dashboards, and myKnight STAR to create pathways for persistence, progression, and timely graduation. • Assists the Senior Academic Success Coach with developing and coordinating recruiting, outreach, and engagement programming. This may include open houses, welcome expos, major fairs, community and state college events for prospective students, or workshops for current students. • Implement strategies to increase registration and enrollment, timely graduation, and track outcomes. • Support student retention and graduation initiatives. Identifies and helps to resolve barriers that impede academic success. • Serve as the primary contact for assigned cohort(s) and assist with schedule planning, registration, four and three-year plans, and career and graduate/professional school planning. • Responsible for providing students with essential information related to University, College, and program policies, procedures, and resources. • Analyze students' academic and personal issues and refer students to the appropriate campus resource office. • Complete initial and ongoing training and participate in professional development programs. • Achieve established metrics, which may include contact hours, appointments, and associated summary reports, assigned students continuing to the next term. • Adhere to the standards developed to enhance the student experience. • Perform other duties as assigned.

Senior Academic Success Coach	<p>The primary responsibilities of this position are to assist in developing and implementing college/department goals and strategies as a senior professional in academic advising, coaching, transition programming and orientation, enrollment, retention, persistence, progression, and graduation.</p> <ul style="list-style-type: none"> • Provides advising and coaching services to support student retention, persistence, progression, and timely graduation.. • Applies basic advising and coaching methodology to inquiries through various modalities. • Discusses and reinforces the value of coaching with prospective students and prepares the student for ongoing coaching relationships. • Responsible for providing students with basic level information related to University, College, and Program policies and procedures and general information related to community resources. • May serve as the primary contact for assigned cohort(s) and assist with schedule planning, registration, four-year plans, career and graduate school planning. Works with university and college offices to develop, monitor, and update degree plans, audits and academic records. • Maintains a case roster of students in the customer relationship management system(s); follows a detailed inquiry management and communication plan; tracks student engagements; assists with developing and presenting reports and data. Meets established unit benchmarks, customer service standards, key performance indicators, and daily productivity metrics. • Use tools, analytical dashboards, and technology fully to manage advising and student communication, Maintain accurate student records, and document student interactions in (myKnight STAR) or other systems. • Provide registration overrides, registration permissions, course substitutions, course equivalency reviews, prerequisite checks, transient requests, and other records maintenance as required. • Assists with developing and coordinating recruiting, outreach, and engagement programming. This may include open houses, welcome expos, major fairs, community and state college events for prospective students, or workshops for current students. • Builds relationships with students to develop a required academic plan to meet timely graduation requirements. • Explains academic policies, procedures, and guidelines and helps students navigate the college and university-level administrative processes. • Achieve established metrics, which may include contact hours, appointments, and associated summary reports, assigned students continuing to the next term. • Analyze data, generate and disseminate retention, persistence, and progression information. • Participate in ongoing training and professional development programs.

	<ul style="list-style-type: none"> • Achieve established metrics, which may include contact hours, appointments, and associated summary reports, assigned students continuing to the next term. • Adhere to the standards developed to enhance the student experience. • Perform other duties as assigned.
Academic Advocates	<p>The Academic Advocate is responsible for monitoring specific cohorts of FTIC and transfer students for academic distress signals and taking prompt action. They will reach out proactively to students to deliver appropriate support and help students identify and remove barriers impacting timely degree completion.</p> <ul style="list-style-type: none"> • Monitors progression and completion of specific cohorts of FTIC and transfer student cohorts • Serves as the case manager for undergraduate students showing signs of academic distress that might impede their progress toward timely degree completion. • Develops and implements effective intervention programs and early outreach plans to enhance the persistence and completion of students. • Responds to student referrals, investigates student cases referred by campus colleagues and collaborates with and coordinates among academic and non-academic departments to provide information on and targeted intervention strategies for students identified as "at-risk" of not persisting or completing. • Resolves individual student issues involving coordination between multiple university offices. Assists students with understanding institutional policy and processes, reviewing available options, and resolving issues. • Maintains student files, facilitates updates to student academic records, and monitors students' progress to ensure ongoing satisfaction, successful persistence, and completion. • Uses analytical and evidence-based decision-making skills to develop and interpret reports, analyze and understand trends, and create actionable information drawn from multiple sources, to inform outreach plans, enhance persistence and completion programs, and focus efforts on student populations where greatest needs exist. • Monitors and recommends changes in academic policy, procedures, and processes related to enhancing undergraduate student persistence, retention, and completion across UCF departments and colleges. • Leads ad-hoc teams or groups to coordinate efforts across colleges and units. Assess and recommend improvements to enhance the effectiveness of persistence and completion programs across the university. • Serves as a liaison and resource for the university on all retention-related academic information and communicates academic requirements to students, faculty, and staff. • Presents at meetings, workshops, and other venues for internal and external audiences to disseminate and enhance UCF's retention strategies. • Conducts professional development sessions, workshops, and training staff, advisors, and students addressing areas where misinformation or new information causes issues with persistence.

	<ul style="list-style-type: none"> • Other duties as assigned, including the potential to supervise undergraduate and/or graduate students as they pertain to specific cohort responsibilities. • Participate in ongoing training and professional development programs designed for the advising community. • Achieve established metrics, including contact hours, closed cases, appointments, and associated summary reports, assigned students continuing to the next term. • Adhere to the advising standards developed for the advising community. • Perform other duties as assigned.
Assistant Director	<p>The Assistant Director Academic Success Coach is responsible for supporting the Academic Success Coach Associate Director in managing the Academic Success Coaches and overall office operations. Working with the Associate Director, the Assistant Director will make data-informed decisions, deliver high-quality programs and services, and address barriers that may prevent success.</p> <ul style="list-style-type: none"> • Facilitate college-specific programs, activities, and functions that enhance retention, persistence, and timely graduation. • Assigned to specific student cohorts. • Assist the Associate Director with creating strategies for enrollment and registration campaigns and tracking outcomes. • Use the degree audit, academic planner, Peoplesoft, advising dashboards, and myKnight STAR to create pathways for persistence, progression, and timely graduation. • Monitor university policies and procedures and keep the Associate Director informed of policies and procedures that are impeding persistence, progression, and timely graduation. • Assist the Associate Director with assessing staff use of technologies, tools, and dashboards. • Analyze data to ensure data-informed decisions support retention, persistence, and graduation metrics. • Assist the Associate Director with compiling various reports that support Academic Success Coaching. • Support FTIC and Transfer Orientation programs and assist the Associate Director with providing direction and execution of orientation programming activities. • May serve as a liaison on colleges and other university committees. • Complete ongoing training and participate in professional development programs. • Work with the team to achieve established metrics, including contact hours, appointments, and associated summary reports, and assigned students continuing to the next term. • Adhere to the standards developed to enhance the student experience. • Perform other duties as assigned.

Associate Director	<p>The main duties of this role involve assisting the Academic Success Coach director with overseeing and managing the advising team's office operations. This includes developing staff objectives and strategies that improve enrollment, retention, persistence, progression, and graduation.</p> <ul style="list-style-type: none"> • Assist the director with management and/or leadership for academic success coaches within the college and department. • Assist the Academic Success Coach director with implementing college/or department operational policies and procedures and provide management of daily operations. • Perform college-specific advising programs, activities, and functions that enhance retention, persistence, and timely graduation. • Collaborate with the advising director to develop plans to implement university policies and procedures for developing intentional, quality student advising and services. • Assess staff use of technologies, tools, and dashboards. Compile reports and analyze data to ensure data-informed decisions to support retention, persistence, and graduation metrics. • Support FTIC and Transfer Orientation programs and provide direction and execution of activities within the orientation programming. • May serve as a liaison on colleges and other university committees. • Participate in ongoing training and professional development programs. • Work with the advising team to achieve established metrics, including contact hours, appointments, and associated summary reports, and assigned students continuing to the next term. • Adhere to the standards developed to enhance the student experience. • Perform other duties as assigned.
Academic Success Coach Director	<ul style="list-style-type: none"> • Provide oversight and leadership for ASC staff assigned to the college and/or department. • Collaborate and coordinate with the associate dean regarding specific college programs, activities, and functions. • Establish and implement college/or department operational policies and procedures and provide management of daily operations. • Develop plans to implement university policies and procedures for developing intentional, quality student advising and coaching services. • Assess staff use of advising technologies, tools, and dashboards. Compile reports and analyze data to ensure data-informed decisions to support retention, persistence, and graduation metrics. • Serve on the University Academic Advising and College Council. • Support FTIC and Transfer Orientation programs and provide direction and execution of academic advising activities within the orientation programming.

	<ul style="list-style-type: none">• Serve as a liaison on colleges and other University committees tasked with disseminating academic advising information.• Participate in ongoing training and professional development programs designed for the advising community.• Manages and oversees the Academic Success Coaches, focusing on achieving established metrics, including contact hours, appointments, and associated summary reports, assigned students continuing to the next term.• Adhere to the standards developed to enhance the student experience.• Perform other duties as assigned.
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