



FIGURE 1: [IMAGE CREDIT](#)

Increasing Retention through Proactive Advising: A Guide for Faculty Advisors

A Project Proposal submitted to the Dean of Math and Science at Chattanooga State Community College by

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EXECUTIVE SUMMARY

This instructional design project is for a unit on proactive outreach to advisees for faculty advisors at Chattanooga State Community College. It is being proposed for consideration to the dean of Math and Sciences by Libby Farrelly, instructional designer, for implementation during the spring semester, 2020.

PROJECT BACKGROUND AND NEEDS

Faculty at many two-year colleges in Tennessee are asked to advise students yet receive little or no training in how to proactively advise them. In addition to lack of faculty training, student populations at two-year colleges present unique challenges in advising. A clear, formal process provided via several modes of communication, with guidelines on the frequency and nature of advisor actions would motivate faculty to contact students on a regular basis, and would be more likely to yield improved advisor/advisee interactions and positive student outcomes. The proposed instructional unit will provide a formalized process for faculty to initiate contact with advisees with the goal of meeting face-to-face or in an online meeting for an advising appointment.

LEARNER ANALYSIS

The learners for this instructional unit approximately 50 full-time faculty members in the division of Math and Science at Chattanooga State Community College.

CONTEXT ANALYSES

This proactive outreach with embedded technology tools will occur during the traditional workday from an on-campus location, most likely the faculty advisor's office, during a traditional workday. Since the instructional unit will be asynchronous and online training learning will take place in the learner's office or outside of normal work hours at any location where a web connection is available. The learning context is closely aligned with the performance context such that the learner could easily pause the instructional unit to immediately complete a performance task in the same physical location.

INSTRUCTIONAL GOAL

An asynchronous, online instructional unit will train faculty in the formalized process of contacting advisees using varied communication methods with embedded technology to efficiently schedule advising appointments.

INSTRUCTIONAL TREATMENT

The training for faculty advisors was created to assist faculty in scheduling advising appointments with their advisees and prompting advisees to be well prepared. The instructional treatment is based on the needs of the learners, the demands of the content (determined through content analysis), and the instructional goal. The department head for Life Science, Dr. Karen Eastman, provided an overview of the types of tasks that she would like faculty advisors to complete. This document contains a detailed analysis and classification of the learning outcomes along with the aligned strategies. The instructional design was based primarily on an instructivist pedagogy, with an emphasis on Cognitive Load Theory. However, some aspects of a constructivist pedagogical approach are implemented as well.

MEDIA/TECHNOLOGY PLAN

The technologies chosen for development and delivery are included in the appendices.

IMPLEMENTATION AND EVALUATION PLANS

A detailed plan for implementing and evaluating the instructional unit is included.

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I. INTRODUCTION

This instructional design project is for a unit on proactive outreach to advisees for faculty advisors at Chattanooga State Community College. It is being proposed for consideration to the dean of Math and Sciences by Libby Farrelly, instructional designer, for implementation during the spring semester, 2020.

PROJECT BACKGROUND AND NEEDS

Faculty at many two-year colleges in Tennessee are asked to advise students yet receive little or no training in how to proactively advise them. This results in a wide variety of faculty actions that range from no contact with advisees to establishing ideal advisor/advisee relationships that promote retention from semester to semester. This current state of advising does not include measurable outcomes for what is “successful” advising nor does it promote accountability of faculty advisors.

Historically, expectations for faculty advisors have been nonspecific and change frequently as a result of administrative changes. Over the last fifteen years at Chattanooga State Community College there have been a number of strategies for advising that have ranged from having full-time faculty advise students in the faculty member’s office to a centralized advising center staffed with professional, non-faculty advisors.

Other challenges faced by faculty advisors include a lack of frequency in advising. Faculty are directed to advise student twice per year, approximately one month prior to registration for the following semester. Therefore, faculty typically advise students on average twice per year, which is not frequent enough for faculty to develop a consistent advising protocol. Additionally, there is no formal process in place to educate faculty advisors on new programs (majors). Typically, faculty are assigned advisees who have declared a major in the discipline in which the faculty member teaches, however, students change majors frequently. Therefore, faculty are either advising students with interests outside the faculty member’s discipline or students are assigned a new advisor. Finally, changes to existing programs, updates to financial aid or information about transferring to four-year colleges is difficult to find and isn’t available in a form that is readily usable by faculty. Lack of preparedness on the part of the faculty may play a role in students’ perceived value of advising (McArthur, 2005) and impact their willingness to participate in the advising process.

In addition to lack of faculty training, student populations at two-year colleges present unique challenges in advising. Many students are reluctant to respond to advisor emails and advisors must persist in their efforts to contact students and set up appointments. Ultimately, this leads to a disordered and inconsistent advising process that may not support retention and graduation efforts.

JUSTIFICATION

Retaining entering freshmen students from one semester to the next is a challenge faced by many colleges around the nation. According to the Tennessee Board of Regents [TBR] (2018) in the fall of 2017 at Chattanooga State Community College the retention of students from the previous fall was only 53%. Three-year graduation rates were even lower with only 20% of students from the fall 2015 earning a diploma or certificate (TBR, 2018). It is particularly concerning since the data applies to only full-time students who are entering their first college experience and excludes those who are not degree-seeking students. While there are many reasons that contribute to a student’s success, advising can play a major role. A national report from the Center for Community College Student Engagement (2018)

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indicates that implementing new advising strategies can increase semester to semester retention as well as improve graduation rates.

NEEDS

Currently, faculty advisors are tasked with “advising students” yet do not receive training in how to contact and conduct advising appointments. Faculty lack easily accessible advising tools, knowledge of how to use technology in reaching out to students to set up appointments and a consistent process of documentation. Additionally, supervisor expectations of faculty advising outcomes is inconsistent and unclear. Many faculty lack motivation to learn new skills or develop a consistent advising protocol since the process may change from year to year.

A clear, formal process provided via several modes of communication, with guidelines on the frequency and nature of advisor actions would motivate faculty to contact students on a regular basis, and would be more likely to yield improved advisor/advisee interactions and positive student outcomes. In addition, faculty should be provided with training on the technologies used to efficiently schedule an advising session with advisees. Faculty will document their efforts to contact advisees in a transparent, centralized database to be shared with other advisors and supervisors. Faculty will be proficient in preparing audio files to share with advisees that direct them to prepare for the advising appointment.

MEETING THE NEED

The proposed instructional unit will provide a formalized process for faculty to initiate contact with advisees with the goal of meeting face-to-face or in an online meeting for an advising appointment. The instructional unit will detail the steps for the process of scheduling advising appointments and provide training on the uses of technology throughout this process, such as using QR codes, calendar scheduling links, and sharing audio files with students that will elicit a greater response rate from advisees. Additionally, supervisors will be able to monitor faculty actions in an effort to maintain consistent expectations and accountability within the division. By examining collated data from faculty outreach in a comprehensive way, supervisors will be able to streamline efforts with other campus entities.

LEARNER ANALYSIS

The learners for this instructional unit are full-time faculty members in the division of Math and Science at Chattanooga State Community College. Advising students is a part of the job description for all learners. Learner data was collected, analyzed and is presented in Table 1. The information obtained about the learners included gender, age range, level of education and length of employment at the current institution. Nearly half of the learners are over the age of 50 and 43% of them have spent more than fifteen years at Chattanooga State Community College. One trend that emerged from the analysis was that while faculty are relatively homogenous in their level of education, there is a wide-range of skill and comfort using varied technologies in communicating with advisees. These factors will have important implications for design that include offering choices to learners to skip content for which they have prior knowledge as well as choosing which communication mode they feel most comfortable.

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TABLE 1: LEARNER CHARACTERISTICS AND IMPLICATIONS FOR DESIGN

CHARACTERISTICS	IMPLICATIONS FOR DESIGN
DEMOGRAPHIC AND GROUP DATA	
<ul style="list-style-type: none"> • Approximately 47 faculty members in the Math & Science Division • All learners are current full-time faculty members teaching in the Math & Sciences • Wide range of ages from 25 to 65 years old; 45% are over the age of 50 • Approximately 35% male and 65% female • English speaking • All learners are located in Chattanooga, TN on EST • Highly educated with Masters and PhD degrees • Wide range of years of employment at current institution; 43% of faculty advisors have over 15 years of experience 	<ul style="list-style-type: none"> • Homogenous nature of learners suggests that delivery be well-organized and supported by data • Level of interaction with student can indicate whether or not to include detailed training on appropriate faculty-student interactions. • Diversity in age impacts the mode of delivery and willingness to engage students with diverse strategies such as texting and social media. • While all faculty are currently in the same location and on the same campus, schedules are highly variable and will impact synchronous instruction. • Length of employment may impact the learner’s prior knowledge of content and organizational culture.
PHYSIOLOGICAL CHARACTERISTICS	
<ul style="list-style-type: none"> • Some learners may have sensory impairments such as partial blindness and hearing loss • Two learners have physical disabilities 	<ul style="list-style-type: none"> • Regardless of any disability, all instruction must be accessible. • Additional assisted devices may be required for the audio training portion of the instructional unit.
COGNITIVE ABILITIES	
<ul style="list-style-type: none"> • Highly educated with Masters and PhD degrees • Most learners have considered meta-cognition • Learners are self-directed and can thrive in an autonomous environment 	<ul style="list-style-type: none"> • Level of education will impact instruction in choice of language, complexity of tasks and accountability.
PRIOR KNOWLEDGE	
<ul style="list-style-type: none"> • Wide variation in experience with topic (advising) • Wide variation in technology skills • Nearly 100% of learners have at least one semester of advising experience 	<ul style="list-style-type: none"> • Prior technology experience will determine if the instructional unit contains optional tutorials or all required modules • Degree of advising experience will determine if the instructional unit contains optional tutorials or all required modules

CHARACTERISTICS	IMPLICATIONS FOR DESIGN
MOTIVATIONS AND OTHER AFFECTIVE CHARACTERISTICS	
<ul style="list-style-type: none"> • Highly varied levels of motivation regarding advising duties • Wide variation among learners regarding opinion about who should be advisors • Wide variation among learners in their confidence in advising • Attitudes toward organization sponsoring instruction* • Attitudes toward topic and proposed delivery system* • Learners are emotionally mature to have a professional advisee/advisor relationship. • Learners may have differing opinions on what an appropriate “advisor/advisee” relationship. 	<ul style="list-style-type: none"> • Learners will benefit from supporting data to increase motivation. • Learners may benefit from a “faculty-lead” instructional unit, rather than an administrative mandate in an effort to reduce anxiety and have greater “buy-in”. • Some learners may need formative assessment to build confidence. • Learners’ desires considering format can support the design of the instructional unit. • Learners will be given some autonomy in choosing which tasks to accomplish first to increase motivation. High-achieving learners will be given additional challenges. • Learners may benefit from including intrinsic motivational prompts during the instructional unit. • Learners may be uncomfortable with strategies that help them “build relationships” with advisees, such as texting and social media.

*More information is needed to better understand the attitudes of faculty towards advising directives and training from administrators. Additional information on how age and duration of employment affects attitudes toward advising would also be useful.

CONSTRAINTS AND RESOURCES

Faculty advisees should be prepared to demonstrate their new skills in the performance context during the spring semester of 2020. Personnel and time constraints are a concern for the learning context. Many faculty members are teaching additional hours due to staffing issues during this academic year (2019/2020). Additionally, advising loads are unusually heavy when faculty positions are left unfilled.

CONTEXT ANALYSES

The performance context, learning context and cultural context are discussed below. The performance context describes where and how faculty advisors will demonstrate their new skills. The learning context describes where and how they will learn the skills throughout the course of the instruction.

PERFORMANCE CONTEXT

Faculty advisors will implement their new skills and display their knowledge by proactively contacting advisees at specific time intervals during the course of a traditional semester. Learners will apply what they have learned by embedding technology tools in their communication attempts to better engage students in scheduling their advising appointments. This proactive outreach will occur during the traditional workday from an on-campus location, most likely the faculty advisor’s office, at reasonable “business” hours. Recording audio files will occur in the advisor’s office with consideration to the recording environment to reduce ambient noise. Advisee appointments will be conducted on campus in the faculty advisor’s office, whether in person or online via video chat. The learner will be evaluated by their attempts to contact advisees and their outcomes in advising by documenting their efforts in a shared document online. While faculty will be required to act independently, ideally, their peers and

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supervisors will provide help and encouragement as needed. In their attempts to communicate directly with students proactively, faculty must consider the ethical implications in contacting students at their personal phone numbers and emails. Additionally, faculty advisors should carefully consider the parameters of a professional interaction while simultaneously seeking to build supportive and meaningful relationship with advisees.

CULTURAL CONTEXT

All faculty advisors are familiar with, and have been a participant in, an advisor/advisee interaction at some point in their educational experience as part of the organizational culture of the collegiate environment. Historically in the United States, it is culturally acceptable in a collegiate setting for a student advisee to meet one-on-one with a faculty advisor. Given this expectation, however, it is important that the instructional unit addresses potential challenges in fostering positive relationships when a differential power dynamic is at play. Since the instructional unit will encourage faculty to be proactive in reaching out to students via a diversity of communication modes, it must be sensitive to cultural, gender or age sensitivities in these communications. For example, older faculty may feel that texting students at their personal phone number is too informal and inappropriate whereas younger faculty may see this as a professional way to engage the current generation of students. The instructional unit will also encourage faculty to consider the time of day that contact is made and be cognizant of cultural differences in issuing an invitation to meet in a private office by a member of the opposite sex. This may be offensive to some advisees and faculty outreach should consider language, tone of voice, and include workable alternatives to what has been considered a traditional advising experience. These considerations will be addressed in the instructional unit as faculty provide an audio file to assist advisees in preparing for their advising appointment.

LEARNING CONTEXT

The instructional unit will be an asynchronous, online training module that outlines the process for contacting advisees and teaches new skills in embedding technology in the communication tool. Asynchronous instruction is ideal for this training since faculty are limited in time and will need to access the training based on their unique schedule. Learning will take place in the learner's office or outside of normal work hours at any location where a web connection is available. Learners are allowed, and encouraged, to pause the instruction at any time to complete a performance task or to reduce overwhelm. However, they will be encouraged to finish the entire training module in a designated time frame prior to the height of advising weeks in the course of a regular semester. Learners may interact with other learners, collaborate, ask questions and seek input from peers, completion coaches and supervisors. Learners will also be encouraged to reflect on their perspective on what constitutes professional relationships with advisees and appropriate outreach methods.

ALIGNMENT OF CONTEXT

The learning context is closely aligned with the performance context such that the learner could easily pause the instructional unit to immediately complete a performance task in the same physical location. The alignment between the two contexts is ideal in reducing overwhelm and improving efficiency since learners will have a minimal time gap between learning a new skill and implementing it in the performance context.

INSTRUCTIONAL GOAL

An asynchronous, online instructional unit will train faculty in the formalized process of contacting advisees using varied communication methods with embedded technology to efficiently schedule advising appointments.

II. INSTRUCTIONAL TREATMENT

CONTENT ANALYSIS

The training for faculty advisors was created to assist faculty in scheduling advising appointments with their advisees and prompting advisees to be well prepared. In general, there has been little training for faculty, a lack of consistent advising protocols, and no oversight or accountability. The job of a faculty advisor and the ideal of a well-informed student at Chattanooga State was analyzed to identify the learning outcomes that would be desirable to best prepare faculty for advising excellence. The department head for Life Science, Dr. Karen Eastman, provided an overview of the types of tasks that she would like faculty advisors to complete and suggested a generic timeline for training and tasks to be customized for each semester. In consultation with her, the scope of the project was identified and decisions to train or not train are indicated in Table 2. Following this analysis, associated learning activities, self-checks, and supporting technologies were identified that would best prepare faculty to achieve the desired outcomes.

TASK TRAINING DECISIONS

Train

The skills to train are specifically related to actions the faculty advisors will take in being proactive in contacting students and scheduling advising appointments. This include skills related to frequent and varied outreach attempts to make scheduling as easy as possible for both advisor and student.

No Train

Prerequisite skills that are outside the scope of this training include obtaining advisee names and contact information. Communication of this information to faculty advisors changes from semester to semester given the administrative alterations of protocols and staffing. Additionally, the importance and value of proactive advising will be presented from the department head and/or dean and will not be included in this training.

Continually Train

At this point there has been no decision on which tasks should be continually trained. This instructional unit is designed to be updated semester to semester as protocols change. Since faculty advisors will have access to the instruction on-demand, they may choose to review the material but no mandate for continual training is currently in place.

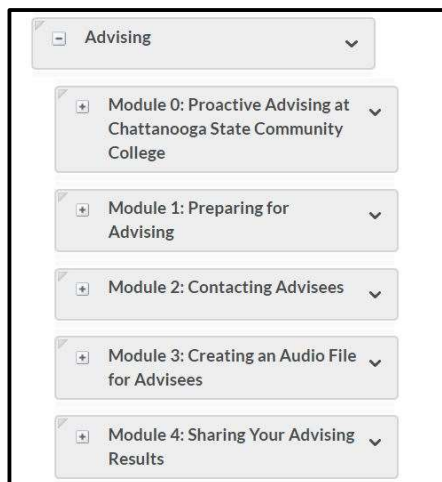
TABLE 1: TASK/SKILL TRAINING DECISIONS

Task/Skill	Train	No Train
<i>Obtain advising list from division completion coaches</i>		*
<i>Obtain advisees' contact information</i>		*
<i>Make an educational plan</i>		*
<i>Display understanding of the importance of proactive faculty advising</i>		*
<i>Create an advising calendar</i>	*	
<i>Generate a QR code</i>	*	
<i>Personalize a template script for email, phone call and text</i>	*	
<i>Record audio file</i>	*	
<i>Edit audio file</i>	*	
<i>Send audio file</i>	*	
<i>Post advising results to shared document</i>	*	
<i>Post advising results to faculty portfolio</i>	*	

PROGRESSION OF THE INSTRUCTION

Faculty advisors will be oriented to the training during department and division meetings when specific deadlines will be indicated. Access to the training will be through the learning management system already in use at the college. The instructional unit is expected to take approximately five hours; however, this time is highly variable based on the prior knowledge and attitude toward using technology in reaching out to advisees. Once a faculty member completes the training, knowledge should transfer to subsequent semesters and reduce the time for completing the objectives.

Training will be totally online and asynchronous in an eLearning format with distinct content modules for each segment of instructional material. While each content module is a stand-alone component of the training, the order of the modules reflects the progression of how the instruction should be consumed (Figure 2). This affords faculty the opportunity to skip content with which they are familiar or review content as needed. Additionally, since advising tasks generally occur infrequently, faculty will



likely need to review the content each semester. Detailed components of each module (Appendix B) and the procedural steps to be completed (Appendix C) are included.

FIGURE 2: CONTENT MODULES IN LMS INDICATING PROCEDURE FOR FACULTY ADVISORS.

RESULTING CONTENT ANALYSIS COMPONENTS

A number of components were analyzed to determine the domain of learning and develop appropriate learning outcomes. An analysis of a pilot study from a previous semester in which various modes of outreach were investigated revealed that students often required repeated outreach before responding. Additionally, students were most responsive to scheduling an appointment when they were contacted via text however, many faculty advisors are reluctant to use this mode of outreach since they do not want to use their own phone number and/or felt that it was inappropriate to contact students in this way. Therefore, in the instructional unit, faculty retain the option to choose which outreach mode they deem most appropriate.

Brainstorming discussions among faculty advisors, completion coaches and administrators led to a number of suggestions for improvement for the advising process and are included in the instructional unit. Finally, one-on-one discussions with the division dean were used to determine the scope of the instruction and general time frame clarified expectations for faculty advisors. From this review of existing content and input from stakeholders, terminal and enabling outcomes were developed.

LEARNING OUTCOMES, ASSESSMENTS AND STRATEGIES

After clarification on the scope of the faculty expectations, identification of the KSAs and completion of learner analysis, learning outcomes emerged. A number of enabling outcomes were identified that would support the terminal outcome as indicated in the hierarchical chart in Figure 3. The domain of learning for most objectives is cognitive, with specific emphases on intellectual skills related to rule application. Furthermore, each learning objective was categorized according to Bloom's revised taxonomy (Anderson, Krathwohl, & Bloom, 2001). Learning objectives include both lower-order and higher-order thinking skills. For any learning objective that correlated to Bloom's "understand" level, further categorization was assigned according to Wiggins & McTighe (2005). Specific learning objectives are classified and listed Appendix A.

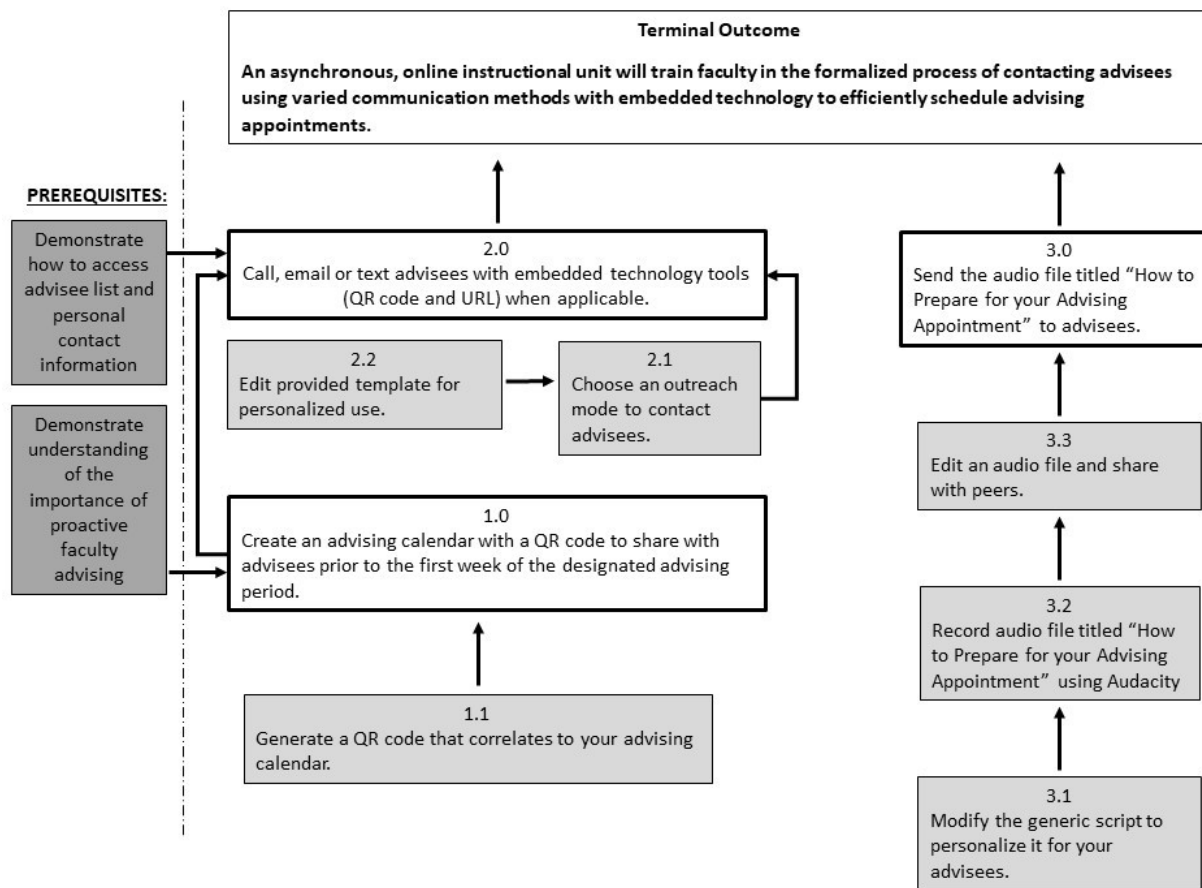


FIGURE 3: ENABLING AND TERMINAL OUTCOMES FOR THE FACULTY ADVISING PROCESS

Non-traditional assessments were deemed to best support the learning objectives. Formative assessments, such as peer review exercises and documentation of outreach strategies, are completed throughout the instruction. Summative assessments, completed at the conclusion of the instructional unit and advising period, include a presentation of an audio file to other faculty at a department meeting or as an artifact in the faculty portfolio.

Categorization of learning outcomes according to Bloom’s taxonomy provided a framework by which to develop strategies, both teaching and learning. Strategies include primarily learner-to-content interaction with some learner-to-learner interaction with peer review activities. A number of scaffolds in the form of templates are provided to learners to reduce extraneous load and focus the learning objectives onto need-to-know content as the learner progresses through the content. Additionally, a job aid in the form of a checklist will provide ongoing support to learners. Gagne’s Nine Events of Instruction (1985) was also consulted to determine when and how to provide feedback to learners and to conduct assessments.

PEDAGOGICAL AND THEORETICAL ANALYSIS

The instructional unit “Increasing Retention through Proactive Advising: A Guide for Faculty Advisors” was developed due to a needs analysis of faculty advisors concerning the advising process. The guide provides a structured protocol for scheduling advising sessions with students and provides a framework for continuous training each semester.

Faculty outreach to advisees involves many tasks and subtasks, some of which have more complexity than others. Since the process could become overwhelming, the instructional design is based on an instructivist pedagogy, drawing on Cognitive Load Theory (Sweller, 1988). The intrinsic load of the content is managed by “chunking”, or segmenting the information in clear, sequential steps with video instruction. The learner completes practice exercises and tasks in real time, which lends itself to natural segments and also benefits from evaluating peers. Extraneous cognitive load is reduced by focusing on the must-know content and providing scaffolding in the form of template scripts for emails, texts, phone calls and audio files. Finally, germane load is increased by developing a checklist of steps for faculty to follow as they progress through the instruction. Additionally, some aspects of a constructivist pedagogical approach were implemented by prompting the learner to create in a real-world authentic capacity and to be evaluated by peers in a public discussion board (Larson & Lockee, 2014)

FACTORS IMPACTING CONTENT TREATMENT

Needs of the learners, demands of the content and the instructional goal all are factors influencing the treatment of the content.

Needs of the Learners

To provide a streamlined process with consistent expectations across the division, faculty advisors are trained with an instructional unit regarding tasks and subtasks. Based on the needs of the learners, the instruction must be:

- web-based using an LMS that is accessible to all faculty advisors
- asynchronous since faculty will complete this on their own schedule
- available to learners at all times throughout the academic year

Since there is a wide range of knowledge and capabilities regarding advising, the instructional unit is constructed so that learners may be able to skip portions for which they are already competent but may always backtrack and review content when necessary. Faculty advisors need to be able to start and stop instruction due to welcome interruptions by students so the content is chunked so that it may be consumed in small segments of time along with a completion of a sub-task. Therefore, faculty advisors will be able to optimize their productivity and be efficient even with small periods of time.

Demands of the Content

Advising students is a required job duty of full-time faculty and should be completed efficiently and consistently across all faculty in a given division.

Much of the content is procedural knowledge in the cognitive domain with some tasks being relatively simple and others being more complex. The method used to teach the complex tasks and subtasks include modules that provide sequential, ordered steps with opportunities to practice. The learner will need to be able to do the following (as indicated in the table in Appendix A):

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- recall the knowledge with the use of a job aid
- understand and apply the procedural steps of how to generate a QR code or set up a calendar
- analyze and evaluate existing script templates for email, phone, text and audio files and
- customize existing script templates to their own advising area of expertise
- create links and audio files that demonstrate their learning in an outreach mode to advisees

The presentation and flow of the instructional unit will be designed and developed from the pedagogical approach chosen. The design principles are based on decreasing cognitive load, increasing germane load and managing intrinsic load. Table 3 lists the form factors and media attributes to address these three types of cognitive load.

TABLE 3: DESIGN PRINCIPLES, FORM FACTORS AND MEDIA ATTRIBUTES

Design Principles	Form Factors	Media Attributes
To manage intrinsic load: Chunking material into discrete learning modules	Learner can consume the content at their own pace Learner can review content as necessary before moving forward in the instruction	All modules will be available to the learner at all times through an LMS system
To manage intrinsic load: Provide feedback	Learner will complete practice exercises Learners will give and receive feedback from peers	Discussion board in the LMS to share files and offer feedback asynchronously
To reduce extraneous cognitive load: Easy navigation	Navigation will allow learner to easily move forward or backward in the instruction	“Back” and “Next” buttons to allow the user to move easily from module to module
To reduce extraneous cognitive load: Focusing on the must-know content	Additional “nice-to-know” content will be made available	Modules will contain the need-to-know content but will have a “more info” option for nice-to-know information
To reduce extraneous cognitive load: Providing scaffolding	Scaffolds will be introduced at specific locations in the training in the form of template scripts for emails, texts, phone calls and audio files	Template scripts will be provided in the modules as Word documents for download to edit
To increase germane load:	Learners will be prompted to complete performance tasks in real-time	Prompts to save files they are creating in real time.

Design Principles	Form Factors	Media Attributes
Provide list of procedural steps in logical organization	Learners will know where they are in the instructional unit	Progress bar
To increase germane load: Easier processing of content	Learner will engage with a minimalist design layout	Videos will highlight what areas to click on and gray out portions of the screen that are extraneous

TECHNOLOGY PLAN

Technologies and media were chosen to provide low-cost, easy access for faculty advisors. Since faculty already have access to a learning management system (LMS), this was deemed the most appropriate delivery system for the instructional unit. Additionally, the developer will require access to a screen-capturing tool (Camtasia) with editing features to create video instruction. Throughout the instructional unit learners will be required to use the Microsoft Word, Microsoft SharePoint, Audacity and two websites (free). A detailed technology plan is in Appendix A.

Project instructional goal

The goal supports the client's requests and stakeholders' expectations in achieving high-quality, proactive advising in an effort to retain students from semester to semester and ultimately, improve graduation rates. Since the instruction is asynchronous, the content will be treated in a way that facilitates self-paced, chunked consumption of the materials.

III. IMPLEMENTATION AND EVALUATION PLAN

This section includes a detailed plan for implementing and evaluating the instructional unit. The project implementation consists of three phases: development, pilot testing, and deployment with evaluation occurring throughout each phase.

IMPLEMENTATION PLAN

The first phase, development, will occur from December, 2019 through mid-February, 2020. The second phase will pilot test the instructional unit with a small group of approximately eight to ten faculty members in the Math and Science division in February of the spring semester of 2020. The goal of the pilot test is to gain feedback from faculty and evaluate the detailed components of the instruction for usability and scalability. Corrections and changes will be made during the summer of 2020. The third phase, deployment, will include all faculty in the division and will occur during the fall semester of 2020. Estimated resources and a schedule are in Tables 4 and 5.

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TABLE 4: PROACTIVE ADVISING RESOURCE ESTIMATES

Proactive Faculty Advising Resource Estimates	
Project Tasks	Person Hour Estimates
Project Planning; Meetings with Client	20 hours
Scripts for Videos and Templates	10 hours
Content Development	40 hours
Recording and Editing 8 Videos	40 hours
LMS Template Creation	20 hours
Images, Checklists, Badges and Job Aids Creation	30 hours
Evaluation and Revisions	20 hours
Total Hours:	180 hours

TABLE 5: PROACTIVE ADVISING TRAINING SCHEDULE

Proactive Faculty Advising Training Schedule			
Milestone/Deliverable	Responsible Party	Proposed Due Date	Completed
Design Plan (Draft)	Instructional Designer	12-10-19	
Design Plan Reviewed	Instructional Designer/Client	12-20-19	
Video: Advising Calendar for review	Instructional Designer	1-7-20	
Video: QR code for review	Instructional Designer	1-7-20	
Peer Review #1 discussion board in LMS completed and ready for review and testing	Instructional Designer	1-7-20	
Video: Advising Calendar reviewed	Client	1-14-20	
Video: QR code reviewed	Client	1-14-20	
Peer Review #1 discussion board reviewed	Instructional Designer/Client	1-14-20	
LMS components completed for Module 1	Instructional Designer	1-14-20	
Template scripts for phone, email and text for review	Instructional Designer	1-14-20	
Checklists and badges created for review	Instructional Designer	1-14-20	
Video: Documentation of Outreach Attempts for review	Instructional Designer	1-14-20	
Video: Editing templates for review	Instructional Designer	1-14-20	
Template scripts for phone, email and text reviewed	Instructional Designer/Client	1-21-20	
Checklists and badges created reviewed	Instructional Designer/Client	1-21-20	
Video: Documentation of Outreach Attempts reviewed	Instructional Designer/Client	1-21-20	
Video: Editing templates reviewed	Instructional Designer/Client	1-21-20	
LMS components completed for Module 2	Instructional Designer	1-21-20	
Video: Setting up your recording environment for review	Instructional Designer	1-31-20	
Video: Recording your audio file for review	Instructional Designer	1-31-20	
Video: Editing your audio file for review	Instructional Designer	1-31-20	
Practice exercises for recording for review	Instructional Designer	1-31-20	
Practice exercises for editing for review	Instructional Designer	1-31-20	

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Proactive Faculty Advising Training Schedule			
Milestone/Deliverable	Responsible Party	Proposed Due Date	Completed
Peer Review #2 discussion board in LMS completed and ready for review and testing	Instructional Designer	1-31-20	
Video: Setting up your recording environment reviewed	Instructional Designer/Client	1-31-20	
Video: Recording your audio file reviewed	Instructional Designer/Client	2-7-20	
Video: Editing your audio file for reviewed	Instructional Designer/Client	2-7-20	
Practice exercises for recording for reviewed	Instructional Designer/Client	2-7-20	
Practice exercises for editing for reviewed	Instructional Designer/Client	2-7-20	
Peer Review #2 discussion board in LMS reviewed	Instructional Designer/Client	2-7-20	
LMS components completed for Module 3 and 4	Instructional Designer	2-12-20	
Video: Including Audio file in faculty portfolio for review	Instructional Designer	2-12-14	
Video: Including Audio file in faculty portfolio reviewed	Instructional Designer/Client	2-14-20	
Finalized Instructional Unit to client for review	Instructional Designer	2-17-20	
Evaluation from client	Client	2-19-20	
Revisions completed	Instructional Designer	2-21-20	
Deployed to faculty – Pilot test	Instructional Designer/Client	2-24-20	
Feedback from faculty	Faculty advisors	4-15-20	
Revisions completed	Instructional Designer	7-1-20	
Updated Instructional Unit to client for review	Instructional Designer	8-1-20	
Deployed to faculty	Instructional Designer/Client	8/15/20	

PRESENTATION AND ONGOING COMMUNICATION WITH FACULTY ADVISORS

Phase one will be presented to a small group of faculty in a meeting with the client (department head) and instructional designer. Phase two will be presented by the dean at a division meeting to all faculty in that division, however, it is likely that a faculty member from phase one will share their experience to earn greater buy-in from faculty. Ongoing communication with faculty advisors will occur via news items in the learning management system course, department and division meetings, email, phone and informal, in-person meetings.

IMPLEMENTATION GUIDELINES

The instructional designer will work with the office of Academic Resources to create an “Advising Course” in the learning management system. The instructional designer and the client will have full access at the “designer” level, which allows for the creation of all course components. Faculty advisors will have access to the course at the “student” level with their existing credentials to the LMS. Any administrator can request access to the LMS course through Academic Resources. Beyond the use of the LMS, any additional software required by faculty advisors will be explained in the instruction and

easily available for download. Ongoing instructional and technical support to faculty advisors will be provided by the instructional designer and the department head. Faculty can contact the instructional designer directly via phone or email. Additional technical support will be provided by Academic Resources.

ONGOING MAINTENANCE OF INSTRUCTIONAL UNIT

The instructional unit is designed to be used in future semesters. Prior to the designated advising time frame each semester, the instructional designer will collect feedback from faculty and meet with the client to determine what updates need to be made. These changes will be implemented prior to the start of the advising season. After phase one and two have been completed, updates will occur once in the fall semester and again in the spring semester of an academic year. Additionally, updates to the instruction will be done by the instructional designer at the request of the client and based on faculty feedback.

EVALUATION PLAN

The client, the instructional designer, and a small group of faculty will be responsible for conducting formative assessment during phase one. As the client reviews the instructional materials, she will offer feedback directly to the instructional designer regarding content and the flow of instruction. This will occur during project meetings. Formative feedback from faculty during phase one includes the peer review activities in the instructional unit, a discussion board specifically for feedback, a questionnaire and a project meeting. Faculty will be asked to share their perspectives on usability, quality of instructional materials, flow and satisfaction.

The project evaluation will answer the following key questions for phase two (pilot test):

- Is the instructional content of the appropriate scope to accomplish the learning objective?
- Can the flow of instruction be started and stopped frequently to best match the unique schedule of a faculty advisor?
- Is the instructional unit scalable to include a greater number of faculty from semester to semester?
- Is the instructional content appropriate for both a new faculty member as well as a tenured one?
- Based on faculty opinion, does this instructional unit streamline the advising process?

The project evaluation will answer the following key questions for phase three:

- Does the instructional unit hold all faculty in the division accountable for completing advising tasks?
- Are all advisees assigned to faculty advisors being advised during the semester?
- Does the instructional unit improve semester-to-semester retention?

Both summative and formative measures were identified using Kirkpatrick's evaluation model and are outlined in Table 6. Feedback from both the instructor and peers is included in this proposal in Appendix D.

TABLE 6: PROACTIVE ADVISING EVALUATION (KIRKPATRICK LEVEL)

Kirkpatrick Level	Description	Specific Measurements
Level 1: Reaction	At this level learner satisfaction and reaction to instructional unit is ascertained.	<ul style="list-style-type: none"> Formative: Ongoing feedback from faculty is received through a discussion board embedded in the instructional unit Formative: Questionnaire completed by faculty at the end of phase one and two Summative: By client at the end of each phase via in-person discussion
Level 2: Learning	At this level the extent of learning as a result of the instruction will be determined.	<ul style="list-style-type: none"> Formative: peer assessment of testing QR code and audio file Formative: practice activities Formative: badges earned Formative: ongoing documentation in shared online file Summative: Finalized documentation of advising appointments and shared audio file
Level 3: Transfer/Behavior	At this level the transfer of knowledge from one semester to the next will be measured. Specifically, it will be determined if faculty are following the advising protocol with little additional instruction.	<ul style="list-style-type: none"> Client and faculty will provide feedback in the form of a questionnaire on a semester-to-semester basis.
Level 4: Impact/Results	Not measured	<ul style="list-style-type: none"> Not measured

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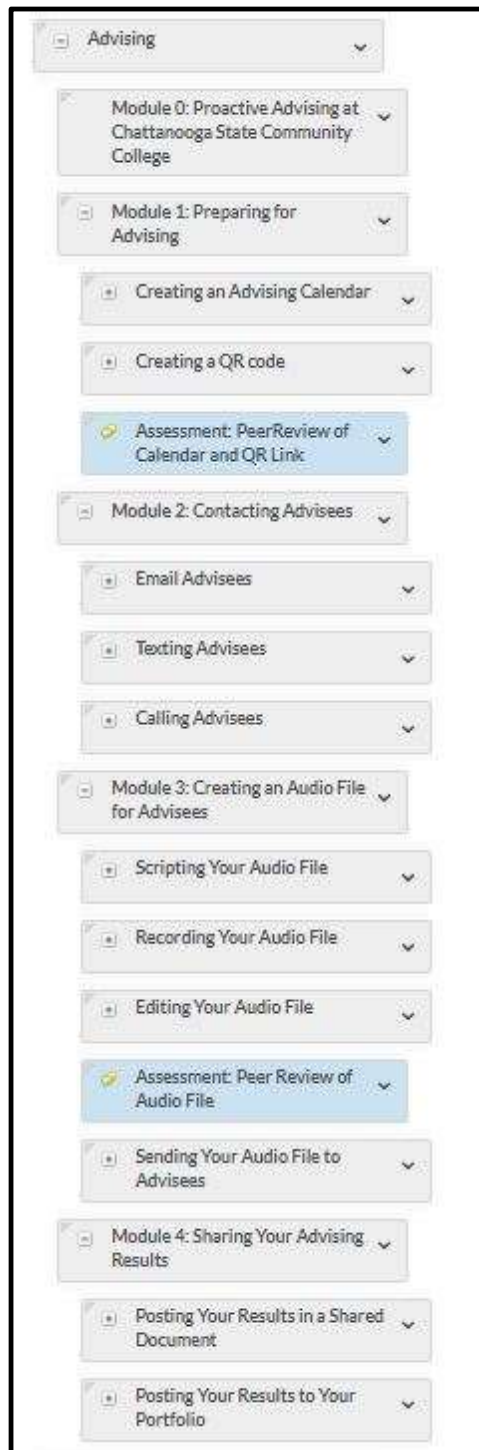
APPENDIX A: ALIGNED LEARNING OUTCOMES, ASSESSMENTS, STRATEGIES AND TECHNOLOGIES

<p style="text-align: center;">Learning Outcomes</p> <p style="text-align: center;"><i>Following the instruction, what should the learners know and be able to do, and what type of attitudes should they possess?</i></p>	<p style="text-align: center;">Assessments</p> <p style="text-align: center;"><i>How will the learners be assessed to determine that they have achieved the intended learning outcomes?</i></p>	<p style="text-align: center;">Teaching/Learning Strategies</p> <p style="text-align: center;"><i>What teaching and learning strategies will be employed to support the learner in acquiring the stated objective or to implement the assessment?</i></p>	<p style="text-align: center;">Technologies</p> <p style="text-align: center;"><i>Begin to brainstorm the technologies you will need for both the teaching/learning strategies and the assessments you've identified.</i></p>
<p>1.0 Create an advising calendar with a QR code to share with advisees prior to the first week of the designated advising period. <i>Domain: Cognitive</i> <i>Bloom: Understand & Create</i> <i>Wiggins & McTighe: Apply</i> <i>Gagne's Learning Outcome: Rule Application</i></p> <p>1.1 Generate a QR code that correlates to your advising calendar. <i>Domain: Cognitive</i> <i>Bloom: Understand & Create</i> <i>Wiggins & McTighe: Apply</i></p>	<p>1.0 and 1.1 Using the attached checklist/quality rubric, test a peer's QR code link to their calendar and provide them with feedback. Learners will be awarded a badge when completed.</p>	<p>1.0 and 1.1 Teaching Strategies: Video screen capture with audio to present the content as a tutorial in appropriately sized segments. Acknowledgement of progress will be included.</p> <p>1.0 and 1.1 Learning Strategies: The learner will work at her own pace to complete the tutorial while being prompted to complete the task in real time along with the instruction. Learners will participate in an asynchronous peer critique of the calendars to provide feedback and test the functionality of the QR codes."</p>	<p>Development: Screencast with audio using Camtasia. Interaction with the content will allow for testing of the calendar link. Website: Calendly Microsoft Outlook access Website: www.qr-code-generator.com/ Hardware: Microphone Software: Camtasia, Word</p> <p>Delivery: Published for LMS delivery (Desire2Learn)</p>
<p>2.0 Call, email or text advisees with embedded technology tools (QR code and URL) when applicable. <i>Domain: Cognitive</i> <i>Bloom: Create</i> <i>Gagne's Learning Outcome: Rule Application</i></p> <p>2.1 Choose an outreach mode to contact advisees. <i>Domain: Cognitive</i> <i>Bloom: Evaluate</i></p>	<p>2.1 Now that you are familiar with the many ways to reach out to your advisees, you will select one and create an outreach plan. Choose one of outreach modes and customize the template provided for your advising audience. Learners will be awarded a badge when completed.</p> <p>2.1 Multiple choice to rate examples and non-examples of appropriate emails and texts with feedback. 3 questions to earn a badge.</p>	<p>2.0 Checklist provided indicating sequential steps. Video screen capture with audio to demonstrate the process for documenting outreach attempts.</p> <p>2.1 Teaching Strategies: The instruction will issue a challenge to learners.</p> <p>2.1 Learning Strategies: The learner can choose which outreach method they would like to do first.</p>	<p>Development: Screencast with audio using Camtasia. Interaction with the content will allow for testing of the QR code. Website: www.pinger.com (for texting from computer) Cell phone Software: Camtasia, Word</p>

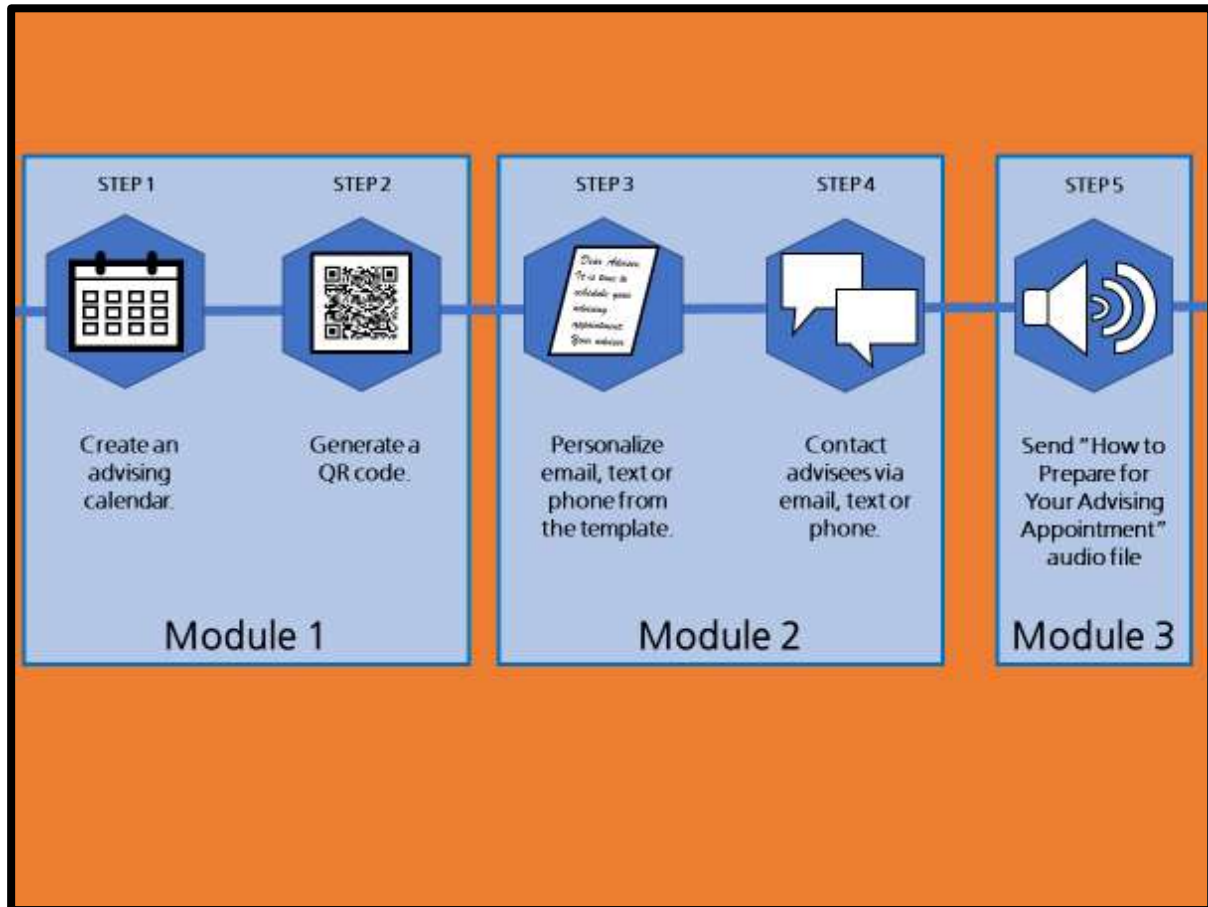
<p>Learning Outcomes</p> <p><i>Following the instruction, what should the learners know and be able to do, and what type of attitudes should they possess?</i></p>	<p>Assessments</p> <p><i>How will the learners be assessed to determine that they have achieved the intended learning outcomes?</i></p>	<p>Teaching/Learning Strategies</p> <p><i>What teaching and learning strategies will be employed to support the learner in acquiring the stated objective or to implement the assessment?</i></p>	<p>Technologies</p> <p><i>Begin to brainstorm the technologies you will need for both the teaching/learning strategies and the assessments you've identified.</i></p>
<p><i>Gagne's Learning Outcome: Affective; Attitudes</i></p> <p>2.2 Edit provided template for personalized use. <i>Domain: Cognitive</i> <i>Bloom: Evaluate & Create</i> <i>Gagne's Learning Outcome: Higher-order Rules</i></p>	<p>2.1 Production of personalized email and text message document for which a badge will be awarded.</p> <p>2.2 Complete a checklist prior to sending the first outreach to advisees.</p> <p>2.2 Submit Documentation to a shared online document of outreach attempts.</p>	<p>2.1 A scaffold is provided by offering an email and text template. Video screen capture with audio on instructions for editing template.</p>	<p>Delivery: Published for LMS delivery (Desire2Learn)</p>
<p>3.0 Send the audio file to advisees. <i>Domain: Cognitive</i> <i>Bloom: Understand & Create</i> <i>Wiggins & McTighe: Apply</i> <i>Gagne's Learning Outcome: Rule Application</i></p> <p>3.1 Modify the generic script to personalize it for their advisees. <i>Domain: Cognitive</i> <i>Bloom: Evaluate & Create</i> <i>Gagne's Learning Outcome: Higher-order Rules</i></p> <p>3.2 Record audio file titled "How to Prepare for your Advising Appointment" using Audacity <i>Domain: Cognitive</i> <i>Bloom: Understand & Create</i> <i>Wiggins & McTighe: Apply</i> <i>Gagne's Learning Outcome: Higher-order Rules</i></p>	<p>3.0 Submit Documentation to a shared online document to confirm task has been completed.</p> <p>3.1 Create a personalized script by modifying the template script provided. A badge will be awarded.</p> <p>3.2 Complete the practice exercises on recording an audio file for which a badge will be awarded.</p> <p>3.3 Complete the practice exercises on editing an audio file for which a badge will be awarded.</p>	<p>3.1, 3.2, 3.3 and 3.0 Teaching Strategies: Video screen capture with audio to present the content as a tutorial in appropriately sized segments. This will include preparing the recording environment and speaking strategies.</p> <p>3.1 A scaffold is provided by giving learners a template script for the audio file.</p> <p>3.1, 3.2, 3.3 and 3.0 Provide links to "job aid" that outlines the steps for current and future use.</p> <p>3.1, 3.2 and 3.3 Learning Strategies: The learner will work at her own pace to complete the tutorial that includes practice exercises.</p>	<p>Development: Screencast with audio using Camtasia. Hardware: Microphone Software: Camtasia, Word</p> <p>Delivery: Published for LMS delivery (Desire2Learn)</p>

<p>Learning Outcomes</p> <p><i>Following the instruction, what should the learners know and be able to do, and what type of attitudes should they possess?</i></p>	<p>Assessments</p> <p><i>How will the learners be assessed to determine that they have achieved the intended learning outcomes?</i></p>	<p>Teaching/Learning Strategies</p> <p><i>What teaching and learning strategies will be employed to support the learner in acquiring the stated objective or to implement the assessment?</i></p>	<p>Technologies</p> <p><i>Begin to brainstorm the technologies you will need for both the teaching/learning strategies and the assessments you've identified.</i></p>
<p>3.3 Edit an audio file and share with peers. Domain: Cognitive <i>Bloom: Understand & Create</i> <i>Wiggins & McTighe: Apply</i> <i>Gagne's Learning Outcome: Higher-order Rules</i></p>	<p>3.3 Assess a peer's audio file based on quality, content and functionality of audio link on two devices. A badge will be awarded.</p>		
<p>4.0 Present audio file and outreach results with peers and supervisors at a division meeting or in the yearly faculty portfolio. <i>Domain: Cognitive</i> <i>Bloom: Understand & Create</i> <i>Wiggins & McTighe: Apply</i> <i>Gagne's Learning Outcome: Higher-order Rules</i></p>	<p>4.0 Present to peer group or in portfolio. Explanation and presentation of an audio file to other faculty at a division meeting or in the online faculty portfolio.</p>	<p>4.0 Teaching Strategies: Video screen capture with audio to demonstrate the process for including product in faculty portfolio.</p> <p>4.0 Learning Strategies: The learner will complete a questionnaire to assess their intention to include the project in the faculty portfolio.</p>	<p>Development: Job aid will be developed using graphic design software. Screencast with audio using Camtasia. Hardware: Microphone Software: Camtasia, Word Microsoft Sharepoint Access</p> <p>Delivery: Published for LMS delivery (Desire2Learn)</p>

APPENDIX B: DETAIL OF CONTENT MODULES IN LMS



APPENDIX C: PROCEDURAL PROGRESSION IN PROACTIVE ADVISING



APPENDIX D: FEEDBACK

Date of feedback & Reviewer	Applicable location or section of the Design Plan	Comment or Issue raised by Reviewer	How was this comment/issue addressed?	Justification for how feedback was addressed	Given the time available, would you have chosen to address the feedback differently? If so, how?
9/22/2019 Instructor	Cover page	Include a hyperlink at the bottom of the image attached to the words "Image credit" (in 10 point font) and link that to the citation that you've provided in the references.	Implemented the suggestion	I like this idea of a short, hyperlinked attribution	No
9/22/2019 Instructor	Cover page	You might also consider including – right before your name – something like: A project proposal submitted to [your stakeholder] by... [your name], Instructional Designer.	Implemented the suggestion	I think it is important to put this information on the front page	No
9/22/2019 Instructor	Introduction (Project Background and Needs)	In reference to the first sentence claim - Can you provide any data or policies to support this claim? Or possibly make a few quick phone calls to confirm that other 2-year TN colleges are not providing any training and/or guidelines?	Not addressed	Time constraint	I would like to do this if there was more time. It would be helpful for me to find out how advising is done at all of the community colleges in the TBR system and to see if it is standardized or college specific.
9/22/2019 Instructor	Introduction (Project Background and Needs)	Is the challenge the lack of frequency, or the lack of guidelines on frequency? And then, is it that "faculty only advise students approximately twice per year" OR that "faculty typically advise students on average twice per year"? And can you provide statistics on that to support the claim?	Implemented the suggestion Re-worded and added information about frequency of advising. There aren't statistics, per se, in student advising although	Re-worded and added information about frequency of advising. There aren't statistics, per se, in student advising	In the future, it would be nice to have the data showing exactly how often, and when, students are advised.

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Date of feedback & Reviewer	Applicable location or section of the Design Plan	Comment or Issue raised by Reviewer	How was this comment/issue addressed?	Justification for how feedback was addressed	Given the time available, would you have chosen to address the feedback differently? If so, how?
			that data is starting to be collected.	although that data is starting to be collected. Greater clarification was needed to explain how advising is currently done.	
9/22/2019 Instructor	Introduction (Project Background and Needs)	Is part of the problem also in the way that faculty advisors are assigned to students? I.e., maybe that advisors are assigned randomly to students as opposed to being assigned to students who have expressed an interest in a discipline in which they teach and are therefore more familiar?	Implemented the suggestion.	Added information about how faculty members are assigned advisees and challenges with changing majors.	It would be nice to find out if it is better for students to stay with one advisor for the duration of their college experience or change to suit their major.
9/22/2019 Instructor	Introduction (Project Background and Needs)	Stated a bit awkwardly. How about: "and advisors must persist in their efforts to contact students and set up appointments."	Implemented the suggestion	Reworded.	N/A
9/22/2019 Instructor	Introduction (Project Background and Needs)	Recommended the following article McArthur, R. C. (2005). Faculty-based advising: An important factor in community college retention. Community College Review, 32, 1-18. doi: 10.1177/009155210503200402	Implemented the suggestion	Read the article and included it as a reference in the paper.	It would be nice to get more data on students' perceived value of advising on our campus.
9/22/2019 Instructor	Introduction (Project Background and Needs)	I would state this slightly differently to make it clear that this is the "what should be." As written now, it sounds like it belongs under "Meeting the Need," describing how you will fill the gap. For example: "A clear, formal process provided via several modes of communication, with guidelines on the frequency and nature of advisor actions would motivate faculty to contact students on a regular basis, and would be more likely to yield improved advisor/advisee interactions and	Implemented the suggestion	Re-wording makes this clearer and more appropriate for this section.	N/A

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Date of feedback & Reviewer	Applicable location or section of the Design Plan	Comment or Issue raised by Reviewer	How was this comment/issue addressed?	Justification for how feedback was addressed	Given the time available, would you have chosen to address the feedback differently? If so, how?
		positive student outcomes. In addition, faculty should be provided with training on the technologies used to ...”			
9/22/2019 Instructor	Introduction (Meeting the Need)	You may also want to provide just a bit more detail about the audio aspect, since you mention it specifically in the previous paragraph.	Implemented the suggestion	Added a phrase to clarify that the audio will elicit a response from advisees.	N/A
9/22/2019 Instructor	Introduction	Mention at the beginning of your document that you are targeting the faculty in Math and Science rather than the entire college – it is not clear there. What you COULD do is include two or three sentences right after the “Introduction” header but before the “Project Background” header that says that “This instructional design project is for a unit on ... for[identify the learners] at Chatt State... It is being proposed for consideration to [your stakeholders] by [your name, instructional designer] for implementation during the ___ semester, 2020.”	Implemented the suggestion	Added the statement to clarify the learners.	N/A
9/22/2019 Instructor	Learner Analysis	Good summary, although you may want to include just a bit more detail in case the learner ignores the table or you eventually decide to move the table to the appendices.	Implemented the suggestion	Added a few more relevant details about learners.	With more time, I would like to get detailed data on age and length of employment in other divisions on our campus. I would also like to try to understand the relationship between age of faculty and attitudes toward advising to include a better discussion of this in the proposal.
9/22/2019 Instructor	Learner Analysis	Re-word suggestion : “to skip content”	Implemented the suggestion		N/A

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Date of feedback & Reviewer	Applicable location or section of the Design Plan	Comment or Issue raised by Reviewer	How was this comment/issue addressed?	Justification for how feedback was addressed	Given the time available, would you have chosen to address the feedback differently? If so, how?
9/22/2019 Instructor	Learner Analysis	You may want to comment on whether you intend to gather that now or would do so in the future if the opportunity presents itself – possibly with an asterisk and a note just below the table in 10 point font.	Implemented the suggestion	This is relevant information that needs to be addressed.	With more time, I would like to explore this data and it could have a significant impact on the future updates to the instruction.
9/22/2019 Instructor	Learner Analysis	Because of the nature of the constraints you've identified, you may want to move the Constraints section up before Context Analyses so that you can refer to why you have decided to make the learning context asynchronous – i.e., partially because of the personnel and time constraints.	Implemented the suggestion	Added a sentence about why asynchronous instruction is ideal for faculty with varied teaching schedules.	N/A
9/22/2019 Instructor	Learner Analysis	You may want to address the alignment after you have described the performance and learning contexts, though. In this location you could, instead, provide two sentences on the contexts that will be discussed: performance (where learners will use their new skills), learning (where they learn the skills), and cultural.	Implemented the suggestion	Moved the discussion of the alignment to after the context discussions. Added introductory comments.	N/A
9/22/2019 Instructor	Learner Analysis	One other thing to comment on would be that, if they are recording during the regular workday, they can anticipate noise levels that will vary depending on the location and insulation of their offices. Therefore, one aspect of the instruction that will be important to address will be proper preparation of the recording environment to reduce ambient noise.	Implemented the suggestion	Added a sentence about recording environment to the performance context.	In the future, I would like to find out if there could be a centralized location with audio equipment set up for all faculty to use. This could be more efficient than each person

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Date of feedback & Reviewer	Applicable location or section of the Design Plan	Comment or Issue raised by Reviewer	How was this comment/issue addressed?	Justification for how feedback was addressed	Given the time available, would you have chosen to address the feedback differently? If so, how?
					setting up their own recording environment.
9/22/2019 Instructor	Leaner Analysis	In this case, cultural context is a facet of the performance context, so you may want to move this up to before the learning context so that you can address both what you've described under performance context and cultural context when discussing the learning context.	Implemented the suggestion	Moved cultural context and added a sentence in the learning context in reference to it.	N/A
9/22/2019 Instructor	Leaner Analysis	Note that this header and the text of the goal appear to be bolded – that may have been intended, though. Another option for “setting it off” would be to leave the header as is (although you may want to unbold it) and then set the left and right margins of the text of the goal at .5 inches. Still a third option is to actual insert a text box and give the box a border.	Implemented the suggestion	I decided to leave the header as is and change the right and left margins.	N/A
11/14/2019 Instructor	Instructional Treatment	Think about merging the first two paragraphs, starting with the first sentence from your following paragraph. Then you could say something like: “The job of a faculty advisor and the ideal of a well-informed student at Chattanooga State was analyzed to identify the learning outcomes that would be desirable to best prepare faculty for advising excellence. The department head for Life Science... Following this analysis, associated learning activities, self-checks, and supporting technologies were identified that would best prepare faculty to achieve the desired outcomes.”	Implemented the suggestion	I merged the paragraphs and re-worded some of the sentences.	N/A
11/14/2019 Instructor	Instructional Treatment	Would some of this be a repeat of something that you stated earlier in your Introduction, though? If so, you could just include an initial sentence that refers to the goal of the instruction that was just previously stated in the plan, and then get right into the content analysis.	Implemented the suggestion	Re-worded a sentence.	N/A
11/14/2019 Instructor	Instructional Treatment	Just heard some of my colleagues talking about setting up a Google voice number for students to text to or send voicemail to. Here's a link – might be a better one - there seem to be many: https://alicekeeler.com/2015/05/03/5-things-you-can-do-with-google-voice/			Yes, great recommendation. Will explore this tool.
11/14/2019 Instructor	Instructional Treatment	“lead” or “led”? past tense?	Made the correction		N/A
11/14/2019 Instructor	Instructional Treatment	Excellent outcomes chart and this really makes your prerequisites and dependencies very clear! Read the statements out loud, though, because a few of them have some additional words or awkward phrasing. For example,	Made the corrections	Updated the chart	N/A

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Date of feedback & Reviewer	Applicable location or section of the Design Plan	Comment or Issue raised by Reviewer	How was this comment/issue addressed?	Justification for how feedback was addressed	Given the time available, would you have chosen to address the feedback differently? If so, how?
		1.1 might be better stated as "Generate a QR code that correlates to YOUR advising calendar." And 1.0 has two instances of "with a".			
11/14/2019 Instructor	Instructional Treatment	I think I would place your technology plan at the end of the Instructional Treatment, though.	Implemented the suggestion	Moved the technology plan to the end of Instructional Treatment	N/A
11/14/2019 Instructor	Instructional Treatment	This is more accurately stated as your theory base. The pedagogical approach would be either instructivist, constructivist, or connectivist. I actually think you are probably using both instructivist and constructivist (or maybe connectivist) approaches because you use Cognitive Load theory and cognitivist strategies (chunking, sequencing, etc.) – so that's definitely Instructivist - but you also have a lot of peer interaction and are linking the participants to outside resources. What do you think? Is your use of the latter more constructivist or connectivist?	Implemented the suggestion	Included additional sentences referencing both the instructivist and constructivists approaches.	N/A
Instructor	Instructional Treatment	Feedback from Quiz D: You may also want to consider some of the questions from the first row of Table 6.6, since those focus in on how learning occurs and may indicate whether the stakeholder or SME believes that learners need to primarily just engage with the content or need to engage primarily with others (instructivist vs constructivist), and whether they think that the content is static and objective (instructivist), or is dynamic and subjective (constructivist or connectivist). Although I think the way that you have worded some of these actually does a very good job of getting to some of those distinctions!	Implemented the suggestion	Same as above	N/A
11/14/2019 Instructor	Instructional Treatment	The track changes comments from your 3-column table are still visible in the paper. You can check this by going to the Review tab in Word and checking the settings for Track Changes. If it is set to "All Markup" you should be able to see all the markings. To get rid of them, you can turn on the reviewing pane to see them all and then right click to accept or reject a change or to delete a comment.	Implemented the suggestion	Removed the track changes in the final document	N/A
11/14/2019 Instructor	Instructional Treatment	Consider whether you can use bulleted points to shorten some of the verbiage and make the information more easily consumed. For example, under Needs of the Learners (under Content Treatment – which you did a great job on!), first paragraph, second sentence you could start out with	Implemented the suggestion	Created a bulleted list; reworded	N/A

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		"Requires for the instruction based on the needs of the learners include:" and then bullet all the other statements in that paragraph.			
11/14/2019 Instructor	Instructional Treatment – Demands of the Content	Consider how you might bullet the information in this section to make it more easily consumed. OR, think about what can be referred to that is detailed in the table (which is great!) and merely summarized in the paragraph.	Implemented the suggestion	Created a bulleted list; reworted	N/A
11/14/2019 Instructor	Instructional Treatment – Demands of the Content	I would reword to indicate that this is not just a repeat of your instructional goal but an elaboration of how the project goal is impacting the treatment. You might be able to just move the sentence that follows the goal to above the goal (I think it IS a good idea to repeat the goal here), but it might also be good to restate how it is specifically impacting content treatment.	Implemented the suggestion	Reworted	N/A
11/14/2019 Instructor	References	Correct references: listed using a hanging indent of .5" and within a title, the first word after a colon is capitalized.	Implemented the changes	Reviewed and updated APA style	N/A
11/14/2019 Instructor	Content Analysis –	a lot of this information might be more effectively communicated in some sort of chart. Consider how you might do that. I know some of it is conveyed in the verbiage and some is in your three/four column chart but it could be more effectively and concisely conveyed separately. (There are some sample charts at this site – you would probably NOT use their categorization but it gives you an idea of how you can chart several of these categories in one table: https://www.atsc.army.mil/tadlp/trainingdevs/guides/analysis.asp)	Not fully addressed	Need more time to explore this	With additional time, I would make the chart and give more consideration on how to present this
11/14/2019 Instructor	4-column chart	– note that what you've identified as Gagne's outcomes in your chart are actually Bloom's domains (Cognitive, Psychomotor, and Affective). Gagne's 5 types of outcomes would be Verbal Information, Intellectual Skills (either discriminations, concepts, rules, higher order rules/problem solving), Cognitive strategies, Motor skills, and Attitudes.	Implemented the changes	Updated the classification of content	N/A
11/18/2019 Instructor	Implementation plan	Consider whether you could refer to this as a "pilot test"	Implemented the suggestion	Changed the phases and included the phrase "pilot test"	N/A
11/18/2019 Instructor	Implementation plan	Also, is this truly the first phase or is the first phase the completion of the development of the instruction?	Implemented the suggestion	Clarified and reworted parts of this section	N/A

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11/18/2019 Instructor	Implementation plan	I think I would say "in February of the spring semester of 2020" to reflect your schedule	Implemented the suggestion	Clarified and reworded parts of this section	N/A
11/18/2019 Instructor	Implementation plan	Separate Table 1 into two tables	Implemented the suggestion	Separated the tables	N/A
11/18/2019 Instructor	Implementation plan	Consider adding a statement about the provision of instructional and technical support (who will supply it, to whom, and how?).	Implemented the suggestion	Added the statement	
11/18/2019 Instructor	Implementation plan	Word correction – "subsequent"	Implemented the suggestion	Changed to "future"	N/A
11/18/2019 Instructor	Implementation plan	Word correction – "collate"	Implemented the suggestion	Changed to "collect"	N/A
11/18/2019 Instructor	Implementation plan	Clarification of summative measurement	Implemented the suggestion	Added "in-person discussion"	N/A
11/18/2019 Instructor	Implementation plan	Think about these measurements for a minute. Do you think they could be definitely tied to the influence of the instruction? There may be many other variables that impact these measurements. Consider instead looking at what is currently being measured with regards to advising – maybe number of advisor/advisee visits/meetings? Or maybe take a survey now of advisors and advisees to get their satisfaction ratings (advisees) and confidence ratings (advisors). Or just skip this level.	Took the suggestion to skip this level for the scope of this project.	Difficult to consider the scope how it is ultimately affecting graduation rates.	With more time, it would be ideal to collect data from both advisees and advisors to gain insight into satisfaction and confidence.
9/21/2019 Instructor	Performance Context	Per the section on support and rewards, do students complete satisfaction surveys for their advisers that could potentially serve as a motivator?	Not addressed	May be outside of the scope of this project but should be considered.	Would like to explore implementing this but have to think through the logistics if this would come from the advisors or student services.
11/11/19 Classmate	Instructional Treatment	Put the four-column table in an appendix and reference it	Implemented the suggestion	Moved the table to the appendix	N/A

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11/11/19 Classmate	Table of Contents	Update the table of contents so that it doesn't have the title of the paper in it.	Implemented the suggestion	Made the correction	N/A
11/14 Instructor	Four-column table	Many comments regarding wording, classification and aligning of learning outcomes	Implemented the suggestion	Made updates to the table in wording and some changes in classification of learning objectives	N/A
11/14 Instructor	Figure: Progression in Appendix	Question: do your shapes have a particular meaning? Note that there are some flowchart conventions that your readers may be familiar with that could cause some confusion. You may want to consult those to ensure you are not confusing your reader. (E.g., decision points are generally represented with a diamond shape.) You may also want to somehow indicate which of these activities are in which module so that the relationship between Appendix A and B is clear.	Implemented the suggestion	Remade the chart to match what is in my prototype. Included less detail since much of this detail is already shown in the Modules in the LMS	
11/14/19and 11/18/19 Instructor and classmates	All tables	Make header row of all tables duplicate on the next page	Implemented the suggestion	Fixed all tables	N/A
11/18/19 Classmates	Page 7	Clarify advisor vs advisee	Implemented the suggestion	reworded	N/A