

**Strategic Initiative Task Force**  
**Communicating Clear Curricular Pathways Subcommittee**

**1. Name of the project and/or proposed action?**

*Name*

- Redefining Structure and Delivery of Academic Advising

*Proposed Actions*

- Supplement major advising with professional academic advisors based in the College/School/subject area
- Designate the Academic Advising Center as the one-stop-shop for submission and review of petitions (add/drop, term withdrawals, GE substitutions in consultation with GE committee, unit authorizations, etc.)
- Shift oversight of academic advising (Advising Center, faculty advising, College/School/subject area-based advising) more directly under the Provost or the AVP for Academic Programs and Planning

**2. Who (person, unit, etc.) will be responsible for implementing, tracking, and evaluating this project?**

- Task force to be determined by Strategic Task Force Steering Committee will track and evaluate the project
- Director of Academic Advising will be responsible for implementation

**3. What population or populations of students does it serve to impact?**

- All undergraduate students (excluding Extended University students)

**4. Implementation timeline?**

*Short-Term (November 2017-May 2018)*

- Assign an advisor 50% time as a nursing/health science/pre-health career advisor
  - November 2017-February 2018 – Work with Nursing and Health Sciences to assign specific advising duties and responsibilities
  - March 2018 – Begin student appointments
- Hire two advisors in the School of Education
  - November 2017-February 2018– Work with the School of Education to align our efforts with the two SSP II advisors they are in the process of hiring and assign specific advising duties and responsibilities
  - February 2018-March 2018 – Train with Academic Advising and School of Education
  - April 2018 – Begin student appointments
- Designate the Academic Advising Center as the one-stop-shop for submission and review of petitions (add/drop, term withdrawals, GE substitutions in consultation with GE committee, unit authorizations, etc.)
  - November 2017-May 2018 – Work with the Records Office to transition responsibility and evaluation of petitions to Advising

- June 2018 – Update both Records and Advising’s websites to reflect the new practice
- July 2018-August 2018 – Inform all returning students of changes in petitions processing through an information campaign (email, social media, flyers, etc.)
- Fall Semester 2018 – Advising begins receiving and processing student petitions

*Medium-Term (May 2018-August 2019)*

Phase 1

- Hire four advisors in Arts and Sciences – make full-time and permanent the advisor for nursing/health sciences/pre-health career, one for STEM majors (minus nursing/health sciences), one for humanities/social sciences/arts (minus psychology), one for psychology
  - May-June 2018 – Post positions and hire
  - July 2018 – Train with Academic Advising and the programs
  - August 2018 – Begin student appointments
- Hire one advisor in the School of Business
  - Same timeline as above
- Shift oversight of all aspects of academic advising (Advising Center, faculty advising, College/School/subject area-based advising) more directly under the Provost office
  - Beginning of fiscal year 2018-2019

Phase 2

- Hire three additional advisors in Arts and Sciences – one for STEM majors (minus nursing/health sciences), one for humanities/social sciences/arts (minus psychology), one for psychology
  - May-June 2019 – Post position and hire
  - July 2019 – Train with Academic Advising and the STEM programs
  - August 2019 – Begin student appointments
- Hire one additional advisor in the School of Business
  - Same timeline as above

*Long-Term (May 2020-August 2020)*

- Hire three additional advisors in Arts and Sciences – one for STEM majors (minus nursing/health sciences), one for humanities/social sciences/arts (minus psychology), one additional nursing/health science/pre-health career advisor
  - May-June 2020 – Post position and hire
  - July 2020 – Train with Academic Advising and the STEM programs
  - August 2020 – Begin student appointments

**5. What is the data and/or evidence we will examine to gauge the effectiveness of the project or action?**

- By February 2018 we will have identified both quantitative and qualitative baseline data points which we can review after initial implementation of the project which we can use to gauge effectiveness. These data points are:
  - i. Year-to-year retention
  - ii. Time to degree
  - iii. Number of units taken per semester/year
  - iv. Percentage of students on probation
  - v. Change in number of units at beginning of semester and census
  - vi. Percentage of students who have at least one advising appointment per year and the average number of appointments per student, per year
  - vii. Student satisfaction with academic advising which would measure
    1. Awareness of advising resources such the CI Academic Requirements Report, Degree Planner, and Catalog
    2. Understanding of degree requirements (GE, major, graduation, etc.)

With College-based advising we will be able to gauge the effectiveness of specific interventions by major or by groups of majors. Additionally, by having staff major advisors under the supervision of the Advising Office we can standardize and effectively measure other interventions such as targeted advising, workshops, outreach, availability of advising over the summer, etc. We can then take action to affect College and major-specific retention and time to degree rates, not just overall campus rates.

**6. Is the project and/or proposal scalable if it is successful?**

- Yes. Imbedded in the timeline is a gradual scaling up of the addition of advisors with the goal of eventually reaching a roughly 400-500/1 student/advisor ratio

**7. What groups and/or individuals provided input during the development of these proposals?**

- We sought input from various stakeholders which included faculty (faculty advisors, chairs, and other instructional faculty), Academic Affairs and Student Affairs administrators, student service professionals, and students.

**8. How should the project and/or proposal be communicated to the university as a whole?**

- The proposed rollout is intentionally gradual, with short, medium, and long-range targets that will allow for communication to relevant parties as it is being implemented. In the short-term we propose to add only three advisors in areas that already have a documented need. Starting slowly in areas that are already

looking for an improved model of advising will facilitate communication as it gives the campus time to get used to this new model as it is evaluated and improved before scaling up. Finally, communicating changes to the petition review and submission process is imbedded in the timeline above.

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