



UNIVERSITY
OF MINNESOTA

**Task Force on
Undergraduate
Academic Advising**

December 2015

TASK FORCE ON UNDERGRADUATE ACADEMIC ADVISING: REPORT AND RECOMMENDATIONS

Executive Summary

The Academic Advising Task Force offers the following recommendations to support and enhance undergraduate academic advising on the Twin Cities campus. These recommendations seek to provide an excellent and consistent advising experience for students across campus.

Recommendation #1 | **Ensure undergraduate students have equitable and accessible advising across collegiate advising units.**

Recommendation 1.A Adopt the advising framework outlined in this report which includes principles of excellent advising, a common advising team structure and common service standards. Key to this framework is a consistent advising model built upon relationship-based and equity-minded practices that support the holistic development and success of all students. The Advising Framework being proposed includes:

- **PRINCIPLES OF EXCELLENT ADVISING**
EXCELLENT ADVISING IS RELATIONAL, ACCESSIBLE, HOLISTIC, INCLUSIVE, INTENTIONAL, AND PROACTIVE.
- **ADVISING TEAM STRUCTURE**
AS PART OF THE ADVISING TEAM, STUDENTS SHOULD BE ASSIGNED A COLLEGIATE ADVISOR FOR THE SPAN OF THEIR STUDENT EXPERIENCE AND HAVE ACCESS TO MAJOR ADVISING/MENTORING ONCE DECLARED IN A MAJOR.
- **ADVISING SERVICE STANDARDS**
THERE SHOULD BE COMMON SERVICE STANDARDS ACROSS ALL ADVISING MODELS AND AS STUDENTS PROGRESS THROUGH THEIR UNDERGRADUATE CAREER.

Recommendation 1.B Implement a standard range of student-to-collegiate advisor ratio of 250-300 students per advisor across all colleges in order to implement and sustain the advising framework and service standards.

Recommendation 1.C Address the needs of cross-college and transitioning students by convening a committee to further investigate ways to provide an integrated, accessible, and consistent level of advising services.

Recommendation #2 | **Prioritize the on-going support, development, and retention of a professional community of academic advisors that are satisfied in their roles and reflect the identities of our undergraduate student body.**

Recommendation 2.A Invest in centrally coordinated advisor training and professional development by creating a central position to coordinate these activities in conjunction with undergraduate colleges and other campus advising units. The central role will:

- collaborate and support unit-specific training and development
- provide training that enhances the capacity of advisors to work effectively with students from historically underrepresented and marginalized backgrounds
- ensure that training and resources also support the development of departmental advisors, faculty advisor/mentors, supervisors of advising, and peer advisors.

Recommendation 2.B Develop and implement a bold and intentional recruitment and retention plan to advance the diversity of our professional advising staff and advising leaders across all collegiate units.

Recommendation 2.C Create an equitable campus advising salary structure and professional pathways to support the retention and career progression of employees in the academic advising classification.

Recommendation #3

Continue to support the development of the essential infrastructure of advising. This includes investment in staff, key technology tools, data and reporting systems, simplified and transparent curriculum, as well as key campus service units.

Recommendation 3.A Elevate APLUS to an enterprise tool that is centrally supported, enhanced, and maintained, with common training and functionality across collegiate units. Expect all assigned advisors of record to log advising-related student interactions in APLUS in a timely manner.

Recommendation 3.B Provide curricular transparency for students and advisors by ensuring that all degree requirements are visible through PCAS and related systems, and arrange advising-related resources and information to be easily accessible.

Recommendation 3.C Establish common student progress and success indicators within advising tools and retention reports across colleges that includes a cycle of data collection and dissemination, and expected outreach.

Recommendation 3.D Establish clear relationships among campus committees and workgroups that support the continued improvement of campus advising practices.

Recommendation 3.E Establish a campus Advising Leadership Working Group that will serve as an advisory group for campus-wide undergraduate student advising including the implementation and assessment of task force recommendations and continuous improvement of advising across campus.

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Introduction and Charge

The University of Minnesota has made great strides in increasing student success relating to retention, timely graduation, and overall student satisfaction. Although significant progress has been made, there is still work to be done. The recent Progress Card approved by the Board of Regents articulates clear and ambitious goals for undergraduate education including increased 4- and 6-year graduation rates and an increased sense of belonging for students of color. The guidance and support provided to undergraduate students through academic advising is an important component of student success and is key to attaining these goals.

In the summer of 2015, Provost Hanson charged an Academic Advising Task Force to make recommendations to enhance and support the advising experience for undergraduate students at the University of Minnesota, Twin Cities. Specifically, the committee was asked to:

- *REVIEW CURRENT ADVISING STRATEGIES, DELIVERY METHODS, AND OUTCOMES*
- *REVIEW BEST PRACTICES WITHIN THE ACADEMIC ADVISING PROFESSION, INCLUDING STRUCTURES, SERVICE DELIVERY INNOVATIONS, TARGETED INITIATIVES FOR SPECIFIC POPULATIONS, SUPPORT FOR ADVISING INCLUDING TRAINING, AND PROFESSIONAL DEVELOPMENT*
- *DEVELOP A FRAMEWORK THAT CAPTURES THE PURPOSE, ROLE, AND GUIDING PRINCIPLES OF ADVISING*
- *RECOMMEND COMMON SERVICE PRACTICES AND EXPECTATIONS THAT SUPPORT STUDENT RETENTION, WELL-BEING AND DEGREE PROGRESSION, INCLUDING STRATEGIES FOR TARGETED POPULATIONS*
- *IDENTIFY NECESSARY RESOURCES TO SUPPORT AND ENHANCE ADVISING DELIVERY, INCLUDING THE TRAINING AND DEVELOPMENT OF ADVISORS, REPORTING NEEDS, AND PRACTICES OF CONTINUOUS IMPROVEMENT*

(See Appendix A)

The Academic Advising Task Force met over the summer and developed an initial set of recommendations to support and enhance undergraduate academic advising. These initial recommendations emerged from the expertise and perspective of the Task Force members, general input and data from students, advisors, and administrators, and a review of current advising on campus as well as a general understanding of national advising models, best practices, and research. The Task Force then vetted these initial recommendations by conducting over 30 listening sessions across campus (see Appendix B). Revisions were made based on campus feedback.

The final recommendations presented in this report identify the most critical issues needing attention in order to further enhance and support the advising experience at the University of Minnesota, Twin Cities campus. The Task Force envisions these recommendations to serve as a model of excellent advising that will guide policies, practices, resource allocation, and infrastructure. The work of achieving this model is an ongoing process and will require shared responsibility between all stakeholders.

Task Force Members

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Guiding Principles

The Task Force grounded its work in the following guiding principles:

Students First. The student experience of advising remained at the forefront of the Task Force’s work and therefore framed the proposed recommendations. By defining excellent advising as the keystone, the remaining recommendations emerged in support of the common framework.

Advisor Satisfaction Matters. Often referred to by the Task Force as “happy advisor/happy student”, the Task Force recognized the significance of advisor satisfaction in providing an excellent student advising experience.

Allow people to do what they do best. The proposed advising structure recognizes that various positions have distinct professional expertise. Aligning advising roles to these areas of expertise creates a complementary advising team approach and clearer expectations for students.

Current State of Academic Advising

Advising and the Undergraduate Experience

The University of Minnesota has made great strides in increasing student success relating to retention, timely graduation, and overall student satisfaction. Critical to this continued progress are the ways in which students are supported as they learn and develop, face unexpected challenges, and transition and progress through their undergraduate experience. Kuh (2005) points out that the undergraduate experience is a shared responsibility in creating conditions for student success. It is essential for students to put in the time and effort toward their academics and campus experience, but the institution also has a responsibility to provide effective policies, practices, and resources that promote student engagement and success.

Academic advising is foundational to providing the necessary support Kuh speaks of; it is an opportunity for the institution to integrate a shared responsibility approach. In addition to assisting students in their academic planning and progress, academic advisors serve as “cultural navigators” for students, accompanying them as they transition in and through the college experience (Strayhorn, 2014). This type of role is especially significant for under-resourced student populations such as low-income, first-generation and students of color. As the University strives to meet its student success goals, the role of academic advising is fertile ground in which to enhance and implement effective student success strategies.

Advising at the University of Minnesota

Overall, student satisfaction with advising at the University of Minnesota is positive. The 2013 UMN Student Experiences in Research Universities Survey (SERU) found that 74.9% of students indicated a positive response to the overall quality of their advising experience (See Appendix C). In comparison to peer institutions, the U of M’s student satisfaction falls in the middle of other SERU-participating institutions (See Appendix D). However, when comparing these questions by college, grouped responses (very poor/poor/fair vs. good/very good/excellent) differed by up to 25%. For example, the question, “Quality of your advising relationship” ranged

from 58.2% positive to 83.6% positive between colleges. This variance demonstrates one of the primary challenges for providing consistent quality advising overall on the Twin Cities campus and lies at the heart of the recommendations offered in this report.

“There is no reason why enrollment in one program instead of another should mean receiving more thorough, thoughtful and personalized academic guidance than a student in a different part of the University.”

-MN Daily Editorial, November 10, 2015 in response to the Advising Task Force initial recommendations

In addition, as part of the task force's consultation process, a survey was sent to students with open-ended questions to describe their feedback about the role of advising, as well as positive experiences and concerns. Students noted a desire to have

strong relationships with their advisors, more frequent meetings with their advisors to help them plan their academic, career and collegiate experiences, and access to more online resources. In particular, students noted that transitions, whether between new advisors or to

new academic units, were often challenging and they were frequently unsure who could support them (See Appendix E and F).

On the Twin Cities campus, advising is a primary responsibility of the undergraduate colleges, with the Office of Undergraduate Education providing central advising support and coordination. The current collegiate advising structures have roots in a faculty advising model and have evolved over time with the cultures of each college. Most colleges rely almost exclusively on professional advising staff, while other colleges have faculty providing various levels of guidance and support for students. In addition, select student populations receive differential collegiate advising and benefit from small advisor student ratios and additional programming. These intensive models have demonstrated success with higher than expected retention rates for underrepresented populations. Students also may be advised through central units (University Honors and MAC), while other central units (CAPE, PES, One Stop, ISSS, and LAC) provide complementary advising support to students across all colleges.

There are strong commonalities with the types of services and programs provided among the colleges, but there are also differences in the delivery and kinds of service students receive. The strength of collegiate-based advising lies in the close proximity to the academic curriculum and faculty, and the ability for advising to meet the needs of students based on their academic discipline. Students benefit from the expertise of these specialized roles. The challenge of this model is that the variation in advising services over time has resulted in inconsistent and mixed advising experiences for students based on their program or college. This differentiation has resulted in a disparity of advising services and the lack of a common model of advising in which to provide standard levels of service.

Recommendation 1: Common Advising Framework

Recommendation #1:

Ensure undergraduate students have equitable and accessible advising across collegiate advising units

Recommendation 1.A

Adopt the advising framework outlined in this report which includes principles of excellent advising, a common advising team structure, and common service standards. Key to this framework is a consistent advising model built upon relationship-based and equity-minded practices that support the holistic development and success of all students. (see Advising Framework on following page)

Academic advising at the University of Minnesota, Twin Cities is considered to be uneven across the campus, with varied services for students. Different advising frameworks and delivery systems are used, and students often cite frustration when comparing their experience to that of their peers and when moving between collegiate units. The Task Force believes that student access to quality advising and the levels of service provided should not be significantly different based on college of enrollment. Adopting a common framework will create a more equitable advising experience across campus and provide an opportunity for streamlining advising messages and experiences to support advising for all students and advisors.

Recommendation 1.B

Implement a standard maximum range of student-to-collegiate advisor ratio of 250-300 students per advisor across all colleges in order to implement and sustain the advising framework and service standards.

Advising loads for collegiate advisors vary across the University, and in many cases the number of advisees may be too high to build relationships with students, engage in the proactive advising desired, and effectively support students with greater needs. Higher student loads tend to result in advising interactions that are focused on immediate student needs and transactional services. Access to advisors can also be challenging for students when advisors have high student loads. Advisors and students expressed the need and desire for greater levels of face-to-face advising to better support students throughout their undergraduate experience. It is essential to address advising ratios in order to improve the advising experience and achieve excellent advising.

Recommendation 1.C

Address the needs of cross-college and transitioning students by convening a committee to further investigate ways to provide an integrated and consistent level of advising services.

The advising needs for specific academic paths transcend collegiate-based advising. This includes students whose interests lie at the intersections of multiple colleges, are planning

academically for professional pathways, or are not admitted to their first choice college and intend to transfer. It is not always clear to such students where they should seek out academic advising assistance or how to gain access to these services. In addition, advisors are expected to be experts in areas beyond their collegiate focus in ways that may be taxing on them as individuals, as well as being inefficient for the institution. A committee should be convened to further investigate ways to provide an integrated and consistent level of advising services for these students.

Advising Framework

■ *Principles of Excellent Advising*

Academic advising at the University of Minnesota is an educational partnership that encourages and supports students to be active and accountable in the creation and achievement of their academic, career, and personal development goals.

Excellent advising is defined as:

- **Relational** - the advising relationship is at the center of excellent advising and is built upon mutual trust and respect that is developed over the span of each student's undergraduate experience.
- **Accessible** - Students are able to connect with an academic advisor in a timely manner for required developmental appointments, regular curricular planning, and urgent or crisis situations.
- **Holistic** - Advising is student-centered, developmental, and learning-focused, incorporating a concern for the growth and needs of the whole student, beyond curricular planning.
- **Inclusive** - Advising recognizes and supports the diverse backgrounds, interests, and needs of the University of Minnesota student body by establishing practices and relationships that are culturally relevant and effective at addressing barriers for students and communities facing social, cultural, economic, physical, and attitudinal barriers.
- **Intentional** - Advising includes an educational and purposeful approach to help students plan, reflect, learn, and take action in ways that are appropriate to their individual and developmental needs.
- **Proactive** - Utilizing technology and data analytics, advising incorporates timely outreach and targeted interventions to anticipate student challenges and support students in the pursuit of their educational goals.

These components of excellent advising are embedded in the advising structure and advising service standards outlined below.

■ ***Advising Team Structure***

The advising structure recognizes the need for an advising team to support the needs of students from matriculation through graduation. The advising team is comprised of staff and faculty who work with students in areas where they are the most knowledgeable, and assumes a network of support that expands beyond the formal advising role. (See Appendix G for the vision, mission, and core values of advising from the perspective of the professional advising community.)

Collegiate Advisors

Students are assigned a collegiate academic advisor through the span of their undergraduate career, from matriculation to graduation. The collegiate advisor seeks to establish an effective relationship with students, providing advocacy and holistic development to support each student's degree progress and retention. Collegiate advisors work closely with students in regard to their degree progress, including liberal education and major requirements. As students transfer between colleges, they are assigned a new collegiate advisor upon enrollment to the new college. Collegiate advisors are professional advisors and are part of the student service offices in the undergraduate colleges or University Honors.

Major Advising

Once students declare a major, they are provided access to a major/departmental-specific advisor or faculty advisor/mentor who supports students in their course planning for their major plan of study and progression toward their chosen profession. The purpose of this function is to provide mentoring related to the student's specific discipline, as well as expertise in their academic major requirements. In colleges where there are no departmental or faculty advisors/mentors, the mentoring related to the discipline and academic major requirements must be provided in other ways.

Faculty as Mentors/Advisors

Faculty members play a key role in opening up their academic discipline to students. Once students declare a major they are provided access to faculty advisors/mentors who can support them in their major planning and progression toward their career. As they consider research and internship opportunities, future careers, as well as graduate and professional schools, students often seek the expertise and insight only faculty can provide. Faculty who serve as formal advisors are expected to have a knowledge of University policies, work closely with collegiate or departmental advisors, and document student contacts as a member of the student advising team.

Department Advisors

Students may be assigned a department advisor once they are accepted into a major program. The department advisor has a deep understanding of the major curriculum and can assist students in meeting their upper division degree requirements. Like collegiate advisors, they advocate holistic development and support each student's degree progress and retention. Department advisors work closely with the advising office in their college to assure students graduate in a timely manner and to document student contact as a member of the student advising team.

Differentiated Advising

Students in particular populations will receive differentiated advising and/or appropriate curricular and co-curricular programming based on their unique needs. This may be embedded in the primary advisor role or be in addition to the primary advisor. Example populations include students who are first-generation, low-income, honors, international students, or student athletes. The scope of differentiated advising is generally the same as a collegiate advisor, described above.

Complementary Advising Support

Additional advising support complements the formal advising role by offering coaching for students in matters that relate to their academic goals and success. University staff members in these roles do not advise students on the curriculum, but may support students in conjunction with a collegiate advisor. Complementary advising support is found in campus resources that provide counseling, advocacy, learning support, support for undecided students, multicultural students, international students, students with disabilities, adult-learners, and those with other specific needs.

Advising Support

Students' advising experience extends beyond advisor interactions to include the process of setting up an appointment, email inquiries, front desk reception, caseload management, and behind-the-scenes support. These roles and/or functions lay the foundation and set the tone for a positive advising experience, allowing advisors to focus on working with students. Advising support done well ensures an effective and efficient advising experience.

Advising Leadership

Effective advising services require effective leadership and supervision. The role of advising supervisors and leaders is to create an equitable and effective advising organization that supports excellent advising and maintains a healthy work environment.

Peer Advisors

Students may receive assistance by peer advisors who assist collegiate and departmental advisors by answering basic questions about requirements, curriculums, schedules, and campus resources. Effective peer advising services require that students be properly trained and supervised, and that they have a very clear understanding of the appropriate scope of issues with which they can assist students.

Career Services

Academic advising and career development often overlap as students explore and develop their major and career path. Career services and services for undecided students should be integrated and accessible to students early in their academic career. Specific recommendations relating to career services were outside the scope of this report but should be considered as a next step in developing a comprehensive approach to student success.

■ **Advising Service Standards**

Students should expect and experience common service standards, across all advising models. These interactions should be intentional, and learning outcome-based, in order to provide a focused and cohesive advising experience. The following service standards are based on best practices and serve as a guide to service delivery minimum expectations.

IN THE FIRST YEAR

Academic advising focus: Transitioning to the University of Minnesota and the academic unit; getting off to a good start, and developing relationships.

- *STUDENTS ARE INTRODUCED TO THEIR ASSIGNED ADVISOR AND UNDERSTAND HOW TO CONTACT THEIR PROFESSIONAL ADVISING TEAM.*
- *ROLES AND RESPONSIBILITIES IN THE ADVISING RELATIONSHIP ARE CLEARLY OUTLINED. (SEE APPENDIX G)*
- *STUDENTS MEET WITH THEIR COLLEGIATE ADVISOR ONCE PER SEMESTER.*
- *ADDITIONAL FIRST-YEAR EXPERIENCE PROGRAMS AND SERVICES ARE EMBEDDED IN THE COLLEGE EXPERIENCE, AND ADVISING AND ACADEMIC PLANNING ARE INTEGRATED.*
- *PROACTIVE OUTREACH TO STUDENTS WHO ARE OFF-TRACK, OR EXPERIENCING BARRIERS TO SUCCESS BASED ON KEY INDICATORS.*

IN THE SECOND YEAR

Academic advising focus: Deciding on a major path and staying on course to apply, be accepted, and declare; determining parallel plans to implement if needed; engaging in curricular and high impact activities; staying on track for graduation in four years.

- *STUDENTS CONTACT THEIR COLLEGIATE ADVISOR AND AT LEAST ONE OTHER MEMBER OF THE ADVISING TEAM AT LEAST ONCE DURING THIS YEAR. STUDENTS MAY BE WORKING WITH THEIR PROFESSIONAL ADVISING TEAM, DEPARTMENT/MAJOR ADVISOR, CAREER STAFF, OR CAPE, FOR INTENSIVE EXPLORATORY COACHING.*
- *PROACTIVE OUTREACH TO STUDENTS WHO ARE OFF-TRACK, OR EXPERIENCING BARRIERS TO SUCCESS BASED ON KEY INDICATORS.*

IN THE THIRD YEAR

Academic advising focus: Working with curriculum experts and preparing for careers; optimizing both undergraduate experiences and progress in the major; engaging in curricular and high impact activities.

- *STUDENTS CONNECT WITH THEIR MAJOR/DEPARTMENT ADVISORS AT LEAST ONCE DURING THIS YEAR. IN ADDITION, STUDENTS SHOULD CONNECT WITH THEIR COLLEGIATE CAREER STAFF AT LEAST ONCE DURING THIS TIME.*
- *ADDITIONAL PROGRAMS AND SERVICES ARE INTEGRATED IN THE COLLEGE EXPERIENCE FOR CAREER EXPLORATION, PLANNING, PREPARATION, AND ENGAGEMENT.*
- *PROACTIVE OUTREACH TO STUDENTS WHO ARE OFF-TRACK, OR EXPERIENCING BARRIERS TO SUCCESS BASED ON KEY INDICATORS.*

IN THE FOURTH YEAR

Academic advising focus: Confirming graduation and transitioning to career or graduate/professional education.

- *STUDENTS MEET WITH THEIR COLLEGIATE ADVISOR EARLY IN THEIR FINAL YEAR (OR IN THE PRIOR YEAR FOR SOME ACADEMIC PROGRAMS) FOR A "GRADUATION CHECK" AND DISCUSSION OF FUTURE PLANS. IN ADDITION, STUDENTS CONTINUE TO WORK WITH THEIR COLLEGIATE CAREER STAFF AS THEY PREPARE FOR THE TRANSITION BEYOND COLLEGE.*
- *PROACTIVE OUTREACH TO STUDENTS WHO ARE OFF-TRACK, OR EXPERIENCING BARRIERS TO SUCCESS BASED ON KEY INDICATORS.*

TRANSFER STUDENTS

Academic advising focus: Assist with a smooth transition to chosen degree path, promoting opportunities to fully engage in academic major; encouraging early connection with career services.

- *STUDENTS MEET WITH THEIR PROFESSIONAL ADVISOR AT LEAST ONCE DURING THEIR FIRST TERM OF ENROLLMENT.*
- *ADVISING TEAM AND/OR OUE UNITS WORK WITH STUDENTS TO SECURE APPROPRIATE TRANSCRIPTS, AS WELL AS REQUESTED SYLLABI, IN A TIMELY MANNER.*
- *WITH THE COOPERATION OF EACH STUDENT'S UMTC COLLEGE, MAJOR DEPARTMENT, AND THE OFFICE OF ADMISSIONS, TRANSFER CREDITS ARE EVALUATED IN A PROPER AND TIMELY MANNER AND CLEARLY APPLIED TO THE RELEVANT DEGREE PROGRAM.*
- *ALL WORK HAS BEEN FULLY EVALUATED, AND ENTERED INTO STUDENT DEGREE PROGRAMS BY THE START OF REGISTRATION FOR EACH STUDENT'S SECOND TERM OF ENROLLMENT (ASSUMING STUDENT HAS SUBMITTED ALL PREVIOUS COURSEWORK IN A TIMELY MANNER).*
- *STUDENTS CONSIDERING AN INTER-COLLEGE TRANSFER SHOULD HAVE ACCESS TO ADVISING SUPPORT.*

ADDITIONAL SERVICE STANDARDS

Common service standards should continue to be developed for key academic flags. The Task Force suggests the following areas to be addressed in the near future:

- *EARLY ALERT INDICATORS*
- *STUDENTS ON PROBATION*
- *STUDENTS SUSPENDED FROM THE UNIVERSITY*
- *ADVISOR OF RECORD TRANSITIONS*

Best Practices for Advising Delivery

The Task Force recognizes the importance of implementing best practices in the area of advising delivery and endorses the following:

- A standard expectation for email and phone response time for collegiate and departmental advisors and students within two business days, with the exception of peak registration times.
- Advising units will provide a mixed delivery method of in-person and technology-enhanced advising to address various needs.
 - In-person advising:
 - *STANDARD APPOINTMENTS*
 - *EXTENDED APPOINTMENTS*
 - *DROP-IN ADVISING*
 - *PROSPECTIVE TRANSFER ADVISING SERVICES (OPEN TO STUDENTS OUTSIDE OF THE COLLEGE IN QUESTION)*
 - Technology-enhanced advising:
 - *ONLINE ADVISING APPOINTMENTS (VIA GOOGLE HANGOUT, SKYPE, ETC.)*
 - *EMAIL ADVISING TO ADDRESS QUICK QUESTIONS OR TIMELY CORRESPONDENCE*
 - *ONLINE ACCESS TO ADVISING INFORMATION RELATING TO DEGREE PROGRESS*

Recommendation 2: The Academic Advisor Role

Recommendation #2:

Prioritize the ongoing support, development, and retention of a professional community of academic advisors who are satisfied in their roles and reflect the identities of the undergraduate student body

Recommendation 2.A

Invest in centrally coordinated advisor training and professional development by creating a central position to coordinate these activities in conjunction with undergraduate colleges and other campus advising units. The central role will:

- collaborate and support unit-specific training and development*
- provide training that enhances the capacity of advisors to work effectively with students from historically underrepresented and marginalized backgrounds*
- ensure that training and resources also support the development of departmental advisors, faculty advisor/mentors, supervisors of advising, and peer advisors.*

The current model of advisor training requires each advising unit to create their own training for onboarding new staff. Departmental advisors have expressed a need for more centralized training support as they are often without formal training opportunities. The majority of advising competencies and the knowledge of campus tools, policies, and resources required are common across all advising. In addition, as the demographics of enrolled undergraduate students change, there is a need to increase advisor development efforts to enhance advising effectiveness in supporting all student identities. A stronger central commitment to coordinated advising, training, and professional development would result in more efficient and effective training to support the advising team structure and would ensure the sustainment of the advising model and services standards.

Recommendation 2.B

Develop and implement a bold and intentional recruitment and retention plan to advance the diversity of our professional advising staff and advising leaders across all collegiate units.

Students from culturally diverse backgrounds often speak to the value of working with staff or faculty from diverse backgrounds and the positive effect this has on their sense of belonging. The Task Force believes that a comprehensive strategy for excellent advising includes not only well-trained advisors effective in serving students with diverse identities but also ensures diversity within the team of professional advisors and advising leaders. A commitment to advancing the diversity of advising staff needs to be a priority as the University invests in new advising positions and fills existing and future positions. The Task Force recommends a working group be established to develop this recruitment plan.

Recommendation 2.C

Create an equitable campus advising salary structure and professional pathways to support the retention and career progression of employees in the academic advising classification.

Similar to the uneven services provided to students, the advisor role is uneven across colleges and varies in terms of workload, pay, and opportunity. This difference is noted by advisors, and, in many cases, has led to advisors moving between colleges, which results in unnecessary advisor turnover for students. The recent Student Services Job Family Study that included advisors has had yet-unknown, longer-term impacts on the work group. Advisors who once had a path for promotion are now finding that such a path is less clear or no longer exists. Advising leadership is struggling to respond to the concerns of their advisors, and without clear guidance on how to proceed, or a shared approach by all colleges, the discrepancies between college advisor roles may become even larger. The Task Force began the process of developing equitable salary structure and professional pathways but was restricted by time to complete this work. Therefore, the Task Force recommends the College Student Affairs Administrators Group (CSAA) work with advising supervisors to develop common guidelines across colleges.

Best Practices for Advisor Support

The Task Force recognizes the importance of implementing best practices in the area of advisor support and endorses the following:

- *CREATE AND MAINTAIN MANAGEABLE STUDENT CASELOADS THAT ALLOW ADVISORS TO IMPLEMENT THE MODEL OF EXCELLENT ADVISING OUTLINED IN THIS REPORT.*
- *MAINTAIN REASONABLE EXPECTATIONS FOR CONTACT HOURS TO SUPPORT ADVISOR EFFECTIVENESS. IN ORDER TO PROVIDE THE HIGHEST QUALITY ADVISING FOR STUDENTS, COLLEGIATE ADVISORS SHOULD SEE NO MORE THAN EIGHT INDIVIDUAL STUDENT APPOINTMENTS PER DAY.*
- *FORMALIZE THE CAMPUS ADVISOR TRAINING WORKGROUP, MAKING IT AN ONGOING COMMITTEE THAT OUTLINES THE TRAINING NEEDS OF ADVISORS ACROSS CAMPUS, AND INFORMS THE PLANNING OF THE CENTRAL TRAINING COORDINATOR.*
- *CREATE A CORE COMMON TRAINING CURRICULUM FOR THE CAMPUS TO ENSURE NEW AND CONTINUING ADVISORS ARE EXPOSED TO CONSISTENT MATERIALS, RESOURCES, AND EXPECTATIONS. CREATING A COMPREHENSIVE LIST OF TOPICS AND RESOURCES FOR ALL ADVISING UNITS WILL PROVIDE A CAMPUS-WIDE BENEFIT.*
- *LEVERAGE TECHNOLOGY TO CREATE ONLINE, ON-DEMAND TRAINING TOOLS WHICH OFFER FLEXIBILITY TO ACCESS TRAINING INFORMATION WHENEVER NEEDED.*
- *CREATE OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT AND GROWTH, WHICH ARE ESSENTIAL FOR ATTRACTING AND RETAINING QUALITY STAFF. ADVISING UNITS MUST PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR ADVISORS IN ORDER TO SUPPORT THEIR CONTINUED GROWTH AND EFFECTIVELY MEET THE CHANGING NEEDS OF THE STUDENT BODY.*

Recommendation 3: Advising Infrastructure and Support

Recommendation #3

Continue to support the development of the essential infrastructure of advising. This includes investment in staff, key technology tools, data and reporting systems, simplified and transparent curriculum, as well as key campus service units.

Recommendation 3.A

Elevate APLUS to an enterprise tool that is centrally supported, enhanced, and maintained, with common training and functionality across collegiate units. Expect all assigned advisors of record to log advising-related student interactions in APLUS in a timely manner.

APLUS is an invaluable tool to providing seamless advising support. Active use of APLUS by all assigned advisors ensures documentation and clear communication of advising-related interactions across the Advising Team Structure. Common training and expectations for APLUS should be developed and made easily accessible to advisors and faculty. Continued investment and shared governance of APLUS ensures the tool continually improves to meet the needs of student success and the advising process, in general.

Recommendation 3.B

Provide curricular transparency for students and advisors by ensuring that all degree requirements are visible through PCAS and related systems, and arrange advising-related resources and information to be easily accessible.

Degree requirements are housed in the University's course approval system known as PCAS which serves as the source of curricular information for various campus tools and websites. Students, faculty and staff should be able to easily find accurate and complete information online relating to the curricular requirements for degree completion. In addition, students and advisors identified a need for advising-related resources and information to be more easily accessible and organized on the web.

Recommendation 3.C

Establish common student progress and success indicators within advising tools and retention reports across colleges that includes a cycle of data collection and dissemination and expected outreach.

The role of advising has changed dramatically as technology has evolved and the availability of relevant data has risen. This data is essential to creating a proactive advising model and retention strategy. Currently, different student progress and success indicators are used to varying degrees by colleges. The University should identify common indicators that are shared through advising tools and retention reports based on best practices developed both on

campus and nationally. In addition, creating a common cycle of data collection and dissemination will ensure a well-planned and thoughtfully coordinated approach to student outreach and interventions.

Recommendation 3.D

Establish clear relationships among campus committees and workgroups that support the continued improvement of campus advising practices.

There are multiple committees that support various aspects of academic advising, student degree progress, and retention at the University of Minnesota including the Academic Advising Network (AAN), Collegiate Student Affairs Administrators (CSAA), Advising Coordinators Group (ACG), Student Degree Progress group (SDP), Registrar’s Advisory Council (RAC), APLUS Governance, Policy group, and the advisor Training Working Group. The work of these committees would benefit from more coordinated, timely, and streamlined practices for policy development and implementation of additional initiatives that have an impact on academic advising.

Recommendation 3.E

Establish a campus Advising Leadership Working Group that will serve as an advisory group for campus-wide undergraduate student advising including the implementation and assessment of task force recommendations and continuous improvement of advising across campus.

Academic advising remains the primary responsibility of the colleges while being supported by many units and functions across campus. Advising delivery, advisor equity, and infrastructure support can benefit by more campus-wide coordination to ensure the integration of best practices and continuous improvement. An advisory group to guide the continued development, implementation, and assessment of these recommendations while identifying new priorities will ensure the continued progress and improvement of advising services on campus.

Future Considerations

What is Missing?

It should be noted that there are topics that were not addressed in this report due to limited Task Force meeting time and the need to focus on priority recommendations. Examples of such topics include:

- *ASSESSMENT OF ADVISING: THIS TOPIC IS TOUCHED ON THROUGHOUT THIS REPORT, BUT HAS NOT BEEN FULLY DISCUSSED WITH REGARD TO METHODS AND PRACTICES WITH WHICH TO ASSESS EXCELLENT ADVISING AND ENSURE DELIVERY OF SERVICE STANDARDS.*
- *STRUCTURE AND EFFECTIVENESS OF CURRENT ADVISING UNITS: THE TASK FORCE SPENT LITTLE TIME EVALUATING THE EFFECTIVENESS OF SPECIFIC ADVISING UNITS BUT INSTEAD FOCUSED ON THE GENERAL ADVISING EXPERIENCE FROM THE STUDENT EXPERIENCE.*
- *VARIOUS ADVISING ROLES: THE TASK FORCE DID NOT DEVELOP STANDARDS AND RESPONSIBILITIES THAT SPEAK MORE SPECIFICALLY TO ADVISING ROLES SUCH AS ADVISING LEADERSHIP, DEPARTMENTAL ADVISORS, AND FACULTY ADVISORS.*

Continuous Improvement

Striving for excellent advising is essential and ongoing. We expect successful advising efforts to incorporate appropriate assessment and evaluation tools. Ongoing assessment, evaluation of assessment results, and action based on evaluations will result in excellent advising and continuing progress in enhancing the advising process.

Date: May 21, 2015
To: Task Force Members
From: Karen Hanson, Senior Vice President for Academic Affairs and Provost
Subject: Academic Advising Task Force

The University of Minnesota continues to work towards the goal of student success and improving the undergraduate experience. An important component of students' experience is the guidance and support provided through academic advising. With this in mind, I am asking LeeAnn Melin, Assistant Dean in OUE and Nikki Letawsky Shultz, Assistant Dean in CBS to assemble a task force to examine, strengthen and enhance academic advising for undergraduate students on the Twin Cities campus.

You have been identified as someone who would bring particular knowledge, skills, and background that would contribute to this effort. I am asking you to serve on the Academic Advising Task Force which will convene in early July. The goal of this task force is to enhance the advising experience for undergraduate students at the University of Minnesota.

Specifically, the committee is being asked to:

- Review current advising strategies, delivery methods and outcomes relating to undergraduate student academic advising
- Review best practices within the academic advising profession, including structures, service delivery innovations, targeted initiatives for specific populations, support for advising including training and professional development
- Develop a framework that captures the purpose, role and guiding principles of advising
- Recommend common service practices and expectations that support student retention, well-being and degree progression, including strategies for targeted populations
- Identify necessary tools to support and enhance advising delivery, including the training and development of advisors, reporting needs, and practices of continuous improvement

Thank you for your participation in this important project.

The Academic Advising Task Force sought out a variety of sources to inform the final recommendations presented in this report.

- U of M undergraduate college advising summaries (Feb. 2014; Updated Sept. 2015)
- Benchmarking Big Ten & peer institution advising models
- Articles and resources from The National Academic Advising Association (NACADA)
- CAS Standards: Academic Advising Program
- Survey data from SERU, Office of Institutional Research, UMN
- Advisor Survey from U of M Academic Advising Network
- Student survey on academic advising
- Listening sessions (conducted Oct/Nov.)
 - Academic Advising Network
 - Advising Coordinators Group (ACG)
 - Associate Deans Meeting
 - Carlson School of Management (Advising staff; Leadership)
 - Center for Academic Planning & Exploration
 - College of Biological Sciences
 - College of Design
 - College of Education and Human Development & TRIO
 - College of Food, Agricultural, and Natural Resource Sciences
 - College of Liberal Arts (Advising Support staff, CLASS staff meetings (3); MLK/PES)
 - College of Science and Engineering
 - College Student Affairs Administrators (CSAA)
 - Council of Undergraduate Education (CUE)
 - Enrollment Management Executive Committee
 - Health Career Center
 - International Student & Scholar Services
 - Learning Abroad Center
 - McNamara Academic Center for Student-Athletes
 - Minnesota Student Association (MSA)
 - One Stop Services (2)
 - Open Campus Listening Session (Mpls; St. Paul; online form)
 - Registrar's Advisory Council (RAC)
 - School of Nursing
 - Senate Committee on Education Policy (SCEP)
 - OUE Curricular Working Group
 - OUE Executive Team
 - OUE Student Advisory Committee
 - University Honors Program

Note: Many good ideas emerged from this process and were not included in the final report. A complete list is available in Task Force documents and should be considered for future implementation.

Campus Summary

Item	Question Text	Responses	Very poor, Poor, or Fair	Good, Very Good and Excellent
1	The overall quality of the advising provided to you	2,221	19.40	74.90
2	Advisors help with your academic decisions	2,213	23.20	70.30
3	Advisors availability	2,215	23.10	70.90
4	Advisors attitude toward you	2,216	11.40	82.40
5	Quality of your advising relationship	2,212	22.80	70.50

1. The overall quality of the advising provided to you

	Responses	Very poor, Poor, or Fair	Good, Very Good and Excellent
Campus Average	2,221	19.40	74.90
CSOM	153	14.40	83.70
CEHD	174	19.50	77.00
CFANS	152	19.10	80.30
CCE	42	19.00	76.20
CBS	196	27.10	65.30
CDES	116	18.90	75.00
CLA	964	19.40	75.50
CSE	381	17.60	72.90

2. Advisors help with your academic decisions

	Responses	Very poor, Poor or Fair	Good, Very Good and Excellent
Campus Average	2,213	23.20	70.30
CSOM	153	18.30	79.10
CEHD	174	20.60	75.30
CFANS	152	20.40	79.00
CCE	42	21.40	73.70
CBS	195	33.80	57.90
CDES	115	21.60	70.50
CLA	962	24.30	69.70
CSE	377	20.40	69.50

3. Advisor availability

	Responses	Very poor, Poor or Fair	Good, Very Good and Excellent
Campus Average	2,215	23.10	70.90
CSOM	152	23.70	73.70
CEHD	175	23.40	73.70
CFANS	153	22.90	76.50
CCE	42	9.50	85.80
CBS	195	25.70	66.10
CDES	115	23.50	69.50
CLA	960	23.30	71.10
CSE	380	22.20	67.80

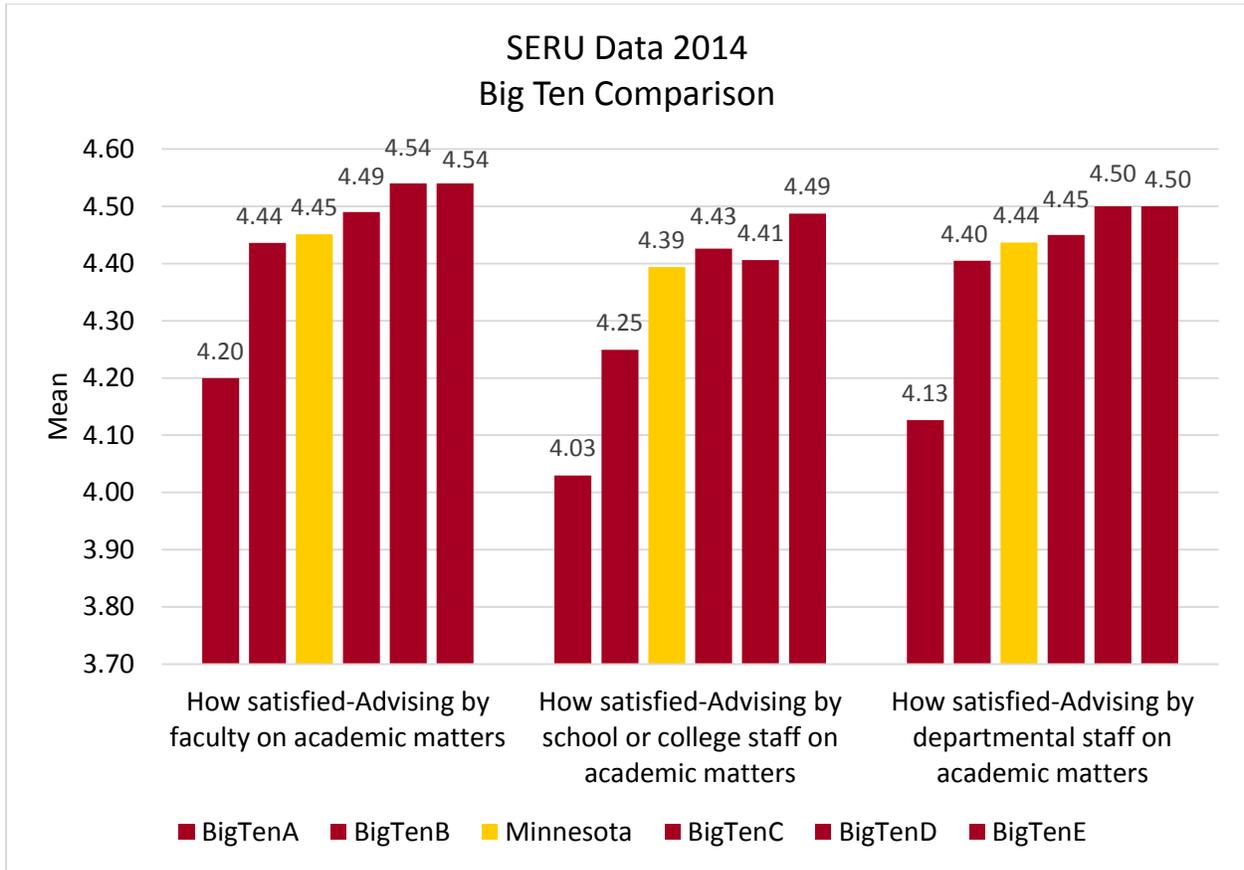
4. Advisor attitude toward you

	Responses	Very poor, Poor or Fair	Good, Very Good and Excellent
Campus Average	2,216	11.40	82.40
CSOM	153	8.50	88.80
CEHD	175	12.00	85.10
CFANS	153	13.70	85.60
CCE	41	12.20	83.00
CBS	194	10.80	80.90
CDES	116	10.40	81.00
CLA	960	12.40	81.70
CSE	381	8.90	81.10

5. Quality of your advising relationship

	Responses	Very poor, Poor or Fair	Good, Very Good and Excellent
Campus Average	2,212	22.80	70.50
CSOM	153	13.70	83.60
CEHD	175	20.50	76.00
CFANS	152	23.70	75.60
CCE	41	19.50	75.70
CBS	194	32.90	58.20
CDES	116	21.60	70.70
CLA	959	23.80	69.40
CSE	379	20.80	69.60

Note: These questions were added as the U of M wildcard module and were randomly assigned to 30% of students. The responses are generally representative of the population with a slight over-representation of White students and females



Response Rates for first question with slight variations for other questions:

- Big Ten A: n=6350
- Big Ten B: n=4292
- Big Ten C: n=4332
- Big Ten D: n=2725
- Big Ten E: n=2599

The Advising Task Force created a brief survey for students to ask about their advising experience and expectations with 342 complete responses to the survey. The survey questions were:

- What is currently working well in regards to your academic advising experience?
- What is currently missing from your academic advising experience?
- What would it take to improve your academic advising experience?
- What role would you like your academic advisor to play in regards to your undergraduate experience?

The following themes emerged from these questions and reflected students' perception of excellent advising.

Strong Relationship with Advisors

Advisors who are helpful, reassuring and supportive; serve as mentors; make a personal connection

Access to Advisors

Timely and easy access to advisors through appointments, drop-in and email inquiries. Clarity on who to meet with and how to reach advisors. Access to advisors in different colleges. Transparent process to change advisors.

Time with Advisors

More frequent/required meetings. More advisor initiated outreach. More guidance throughout college.

Help with Planning Their Academic, Career and College Experience

Advisors should be well trained and have a depth and breadth of knowledge and campus resources. Assistance with extra-curricular activities, study abroad, and post-graduation preparation.

Consistent Advisors

Advisors as the one person to go to for questions. Frustration when advisors change.

Clarity on the Process, Role and Expectations of Advising

Help in understanding the role of advisors, who they are and the processes associated with advising

Online Resources/Tools

Useful to have information online and easily accessible. Online scheduling of appointments is great. Good tools exist but more and better.

The Advising Task Force created a brief survey for advisors to solicit their input and experiences as advisors on the Twin Cities campus. The survey questions were:

1. What do you want this committee to consider and understand about advising at the University of Minnesota?
2. What ideas do you have for improving advising at the University of Minnesota to promote student learning, development and timely graduation?
3. Are there particular populations of students at the University of Minnesota that you feel are underserved through advising?
4. What tools, training, and resources would be helpful for you in your role that would enhance your effectiveness in serving students, both individually and as a cohort?

The following themes emerged.

Stronger Advisor/Student Relationships

- *Personalize advisors and make students feel they are accessible early on.*
- *Longer appointments to allow enough time to address student development.*
- *Utilize peers as resources, especially helpful in normalizing change and struggles with adjusting.*
- *Assign collegiate-independent advisors to each student to support over all 4 years for academic and personal growth.*
- *Think beyond the traditional student profile for individualized advising.*
- *More required student contact and monitoring, both by increasing advisor resources and reducing barriers to students making appointments.*

Collaboration Across Campus

- *Educate campus, especially faculty, about the role of advisors.*
- *Create campus-wide standards and best practice models to create an overall campus advising identity.*
- *More effective communication and collaboration between college and department advising.*
- *Continue communications and work with NAS transfer partners to ensure students are on track to degree.*
- *Create a comprehensive list of key advisors across campus to increase access to the experts of each area and make better referrals.*
- *Hold town halls/meetings for all units to attend and voice opinions about campus-wide policies, procedures, and issues.*
- *Consistent policies and procedures across units and colleges.*

Advisor Training & Development

- *More training for new and continuing advisors on topics such as: support for academically struggling students, how to make probation students utilize resources, working with students in crisis, better promotion of mental health resources and awareness, working effectively with students from marginalized or underrepresented backgrounds, financial literacy and understanding financial consequences, motivational interviewing, and training of technical tools.*
- *More interaction and training with other offices.*
- *More channels for career growth and development.*
- *Common advisor recognition and alternatively, a common performance improvement plan.*

Central Support and Structure

- *Across units, there is a disparity in expectations, compensation, and workload. This lowers advisor retention in certain units because it tells some advisors their work isn't valued as much.*
- *Make clear path to promotion - possibility for advancement would decrease advisor turnover.*
- *Create policies and systems that translate better across units: advisors who work in multiple units need to learn completely different sets of rules and policies.*
- *Decisions should include advisor input.*
- *Unequal access to resources and decentralization is a big issue, students shouldn't have different experiences than their peers with their advisors, still need to support special populations to level the playing field, but not have units feel like they are in competition with each other.*
- *All colleges need centralized, professional advising. Professional advisor with student all 4 years, not replaced with faculty advisor, and streamline processes so that students don't have to go back and forth between advisors for certain things- serve students more globally.*
- *Advising leadership working group to advise OUE, with a rep from each college, and rep from units that support underrepresented and marginalized populations.*

Technology & Resources

- *Continue to develop and utilize APLUS more consistently and effectively.*
- *Update Graduation Planner and APAS.*
- *Better and more frequently used early academic alert system and mid-term reporting system.*

A sub-group of the Academic Advising Task Force updated relevant sections from the Academic Advising and Career Counseling Services Handbook (2010) to reflect the vision, mission, and core values of advising from the perspective of the advising community.

Vision of Advising

We envision the University of Minnesota, Twin Cities, as a recognized global leader in delivering collaborative, development, and holistic undergraduate academic advising. We will be a model for services that encourage students to be engaged with a diversity of ideas, people, and disciplines that support students through exploration, reflection, and engaged citizenship.

Mission of Advising

Through a campus model of collaboration and shared responsibility, we partner with students in their pursuit of academic, career, and life success.

Core Values of Advising

Collaboration: We create mutual partnerships within the University community—including student, faculty, and administrators—to help students become successful and the University reach its goals.

Shared Responsibility: We believe that all members of the University community share responsibility for creating a culture of excellence and student success.

Student Learning: We hold that respecting, supporting, and nurturing the unique developmental needs and academic aspirations of each student are critical to the educational mission of the University.

Student Development: We believe that services need to be holistic and targeted in ways that challenge and support students' development throughout their undergraduate experience.

Diversity: We welcome and respect differences in people, ideas, and disciplines; strive to be more inclusive in all our practices; and provide access and support for traditionally underrepresented student populations.

Engagement: We encourage engagement in campus, local, and global communities.

Integrity: We are committed to honest and empathetic interactions with our students and colleagues while providing the most accurate information available.

Professional Development: We believe that our professional growth is critical to providing exemplary service and contributing to the fields of academic advising and career counseling.

Roles and Responsibility of Professional Academic Advisors

Professional undergraduate academic advising is an educational partnership that encourages and supports students to be active and accountable in the creation and achievement of their academic, career, and personal development goals. Academic advisors significantly contribute to the academic mission of the University through transformative practices that include but are not limited to the following:

Student Progress and Retention

- Influence student retention and degree progress through relationship development and establishment of trust through numerous and varying contact strategies across the academic lifespan.
- Identify, understand, and apply organization and student development theory to guide students to reflect on important decisions that challenge and support their progress.
- Understand liberal education and program curriculum and determine its possibilities within the context of the strengths, interests, and needs of the individual student.
- Coach students on making registration choices that promote timely and realistic degree progress while also fitting within the structure of the degree requirements.
- Interpret, uphold, and communicate academic and curricular policies established by the University of Minnesota to students, faculty, departments, etc.

Student Support, Advocacy and Development

- Promote and champion the value of engagement, education, and curricular requirements to help students be successful and to help the university meet retention and graduation goals.
- Engage students in developmental processes to define their diverse values, beliefs, and sense of self in relation to their educational, career and life goals.
- Support and challenge students in their exploration, reflection, decision making, and goal setting.
- Possess a deep knowledge of campus resources and connect students to appropriate services based on their needs.
- Identify and advocate for system changes, including policy and practices that may negatively affect student progress.
- Identify and advocate for degree progress issues as they arise in terms of course access, availability, and impact on the student experience.

Program Development and Management (when applicable)

- Lead planning and implementation of select student services initiatives and programs, such as orientation, scholarships, study abroad, workshops, and other special events, by identifying needs, outcomes, and resources, and evaluating effectiveness.
- Offer new, creative approaches and practices to accomplish academic advising goals, to improve procedures and systems, and to impact policy and take the initiative to develop, support, and implement them when appropriate.

Professional Development and Service

- Stay abreast of current trends and philosophies in academic advising, engage in research or creative activities in the areas of advising, academic progress, curricular materials development, and service delivery.
- Active participation in professional development and service activities in the unit, college, University, and/or broader community that reflect a genuine concern for students and the academic advising professional.

The Shared Responsibility of Advising

UNDERGRADUATE ACADEMIC ADVISORS

Common responsibilities shared by all advisors include but are not limited to the following:

- Utilizing developmental advising techniques while guiding students to progress toward their degrees
- Being available to meet individually with students to help them explore their academic plans through exploration of their unique interests, values, abilities, and personalities
- Providing timely and accurate information
- Understanding and communicating to students' academic requirements and how they contribute to the students' education
- Understanding the roles of and referring to campus resources that support academic, career, and personal development goals such as financial aid, counseling services, career services, disability resources, etc.
- Staying abreast of and upholding the policies, procedures, and values of the institution in which they work (i.e., uphold the integrity of the degree)
- Encouraging self-reliance by helping students make informed and responsible decisions
- Guiding students to set realistic goals and assisting them in the process toward achieving those goals
- Being knowledgeable about and sensitive to federal, state, and institutional policies and procedures (e.g., privacy laws, equal access, equal opportunities, etc.)
- Understanding the university's mission, vision, and goals, including Learning and Development Outcomes and advise with these in mind
- Respecting the opinions and professional roles of their colleagues
- Respecting the student as an individual
- Participating in training and professional development opportunities as appropriate to stay abreast of current trends in academic advising and career counseling
- Monitoring progress of assigned advisees and intervening when necessary
- Developing and fostering relationships within the university community to use in supporting students to stay abreast of curriculum, policy and student services.
 - Leveraging technical tools necessary to advise students, including APLUS, APAS, MyU and Graduation Planner

UNIT AND COLLEGIATE ADMINISTRATORS

Responsibilities unique to unit and collegiate administrators including but are not limited to the following:

- Ensuring support services and resources are accessible to students and utilizing technology to ensure student access to information
- Understanding the levels of and trends in student use of programs and services to make evidence-based programmatic decisions
- Developing systems and policies necessary to communicate academic progress information to students in a timely manner (early warning systems etc.)
- Providing staffing and funding levels for academic advising and career services offices to ensure quality and timely service to students
- Aligning programs and services with collegiate and institutional goals
- Promoting accountability to the institution and other stakeholders
- Monitoring the performance of the office and staff members; identifying ways for continuous improvement
- Leveraging technology and other data resources to better serve students and meet University goals
- Identifying success in program implementation/continuation and impact on student learning and development
- Staying abreast of current trends and philosophies in academic advising, engage in research or creative activities in the areas of advising, academic progress, curricular materials development, and service delivery
- Providing professional development and training for staff members to ensure high quality staff performance and engagement
- Serving as a liaison between departments, directors of undergraduate programs, advisors/counselors, and students to ensure accurate curriculum information is available to the public
 - Developing processes and procedures outlining how to respond to at risk students or students in crisis
- Establishing and adhering to policies and procedures for ensuring student privacy and confidentiality
- Telling the academic advising story

UNDERGRADUATE STUDENTS

Responsibilities unique to students include but are not limited to the following:

- Committing to their undergraduate education and career development as well as taking responsibility for progressing in a timely fashion and graduating within University-defined timeframes. As such, students are expected to
 - take primary and increasingly active responsibility for their education and career planning;
 - be accountable for their decisions, actions, and inactions;
 - familiarize themselves with University resources and opportunities;
 - make decisions about their academic life and career plans based on their unique skills, values and life experiences, using their academic advisor for guidance;
 - commit to a primary academic plan for degree completion, including an alternate plan. Students should articulate their academic goals and reflect frequently on their progress toward them;
 - read and understand their APAS and follow their four-year sample plans;
 - make satisfactory academic progress;
 - stay current on collegiate and University policies and deadlines;
 - create a career development plan so that they have the experiences and skills necessary to implement their post-graduation goals.
- Knowing and understanding the University's Student Learning and Development Outcomes
- Seeking and participating in engagement opportunities to further their academic, career, and personal growth
- Maintaining regular contact with their academic advisor. As such, students are expected to
 - seek clarification whenever they do not understand University messages and expectations;
 - seek guidance when creating their academic and career plans;
 - treat their academic advisor in a professional, respectful, and responsible manner;
 - schedule appointments in a timely manner, arrive on time for them, and be prepared for the conversation.

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