**Advising Working Group Draft Recommendations – 4/8/14**

The Advising Working Group used reports from the Educational Advisory Board (*Hardwiring Student Success, Next Generation Advising, and Meeting Student Demand for High Touch Advising*), and *Guided Pathways to Success* from *Complete College.org* as source material for our recommendations. In addition to the source materials, the working group was able to draw on significant experience and expertise in all aspects of advising from its members which included department chairs, faculty advisors, the directors of Advising/Careers and the Centers for Academic Excellence, the Associate Vice President for Enrollment, the AVP for Retention and Inclusive Student Success, the Director of RAMP and the Associate Director of the Advising Center. The recommendations below represent our best effort to meet the following charge, satisfy the guiding principles and align with nationally acknowledged best practices in advising.

Below is our charge from Provost Snyder and Guiding Principles that were given to us and used as primary considerations in our process and recommendations.

**Charge:**

* Develop a comprehensive proposal that identifies and coordinates advising, coaching and mentoring activities in ways that efficiently and effectively facilitate inclusive student success. Recommend areas for policy discussion by appropriate governance groups that support this plan. The general principles and guidelines for this proposal are found in the following documents:
* *Guided Pathways to Success*, <http://www.completecollege.org/resources.html>.
* *Hardwiring Student Success*, Educational Advisory Board
* *Next Generation Advising*, Educational Advisory Board
* *Meeting Student Demand for High Touch Advising*, Educational Advisory Board

**Guiding Principles for developing the proposal include the following:**

* Students develop a semester-by-semester program of study that takes them from entrance to the university through graduation.
* Students minimize the number of units that do not count toward graduation. The expectation is that freshmen will graduate in four years and transfer students will graduate in two years.
* Early detection and intrusive intervention for students who do not follow their program of study. If students need to change their program of study in order to be successful this happens early in their college experience and in a way that minimizes additional units above those required for graduation.
* Once a program of study is chosen students will have restricted choices in developing course schedules.
* Milestones and benchmarks will be developed for every program that correlate with success in that program. These milestones and benchmarks will be used to track satisfactory progress and guide intervention when necessary.
* Career advising will be integrated into each program of study.
* Appropriate roles for student, faculty and professional advisors will be identified and coordinated.
* Advising resources will be focused where they are most effective. Advising needs to be timely and targeted.

**Recommendations:**

1. The Associate Vice President for Retention and Inclusive Student Success (RISS) should work with the Directors of Advising/Career and Centers for Academic Excellence to develop a cross unit and campus comprehensive implementation plan to fundamentally transform and reorganize the way advising is done at HSU. This plan, implemented beginning AY 2014-15, will include timelines, individual and group assignment of responsibility for specific tasks, an analysis of policy changes needed to facilitate the change, and an analysis of human and other resources that will need to be re-allocated to fully implement the plan. . In addition, definitions of the roles and expectations of advisors – Faculty, Professional, and Student Mentors, including time expectations, methodology and checklists/standard procedures to follow and a provision for evaluation must be part of the plan. While the Advising Working Group and Enrollment Management Working Group can provide guidance, serve as a liaison to stakeholders, provide some oversight and encouragement, we feel that the appropriate professionals are in place to generate and execute a specifically detailed implementation plan to meet the overarching goals as established in our recommendations. It is imperative that this group be given the authority to develop and implement the plan, subject to stakeholder consultation. Further, advising should be a university wide focus as a priority at Convocation and in colleges and departments.

1. Inclusive Student Success is directed at increasing student retention, closing the achievement gap and ensuring timely progress to degree. As an institution, our expectation must be that incoming freshmen will graduate in four years and transfer students in two years. As much as possible, any impediments to this goal must be removed and any plan that is developed must focus on graduation rates as being of paramount importance as outlined in the guiding principles in our charge (see above). In that context the following statements should be adopted as comprehensive definitions of developmental advising and mentoring and serve as the operational mission and vision of every unit and individual responsible for developmental academic advising at HSU:

***Developmental Academic Advising. Developmental Academic Advising is an intentional process that facilitates students’ academic, professional, and personal development.  Using student development theory to establish learning outcomes, advisors help students get the most out of their college experience.  They connect students to campus and community resources, provide information about opportunities to enhance their education (e.g. study abroad, internships), support timely progress to degree, and discuss how students can integrate their education into their personal and professional goals.***

***Mentoring***. *Though closely related to Developmental Academic Advising, the expectations of the two differ slightly.* Developmental academic advising may encompass mentoring, but mentoring does not encompass academic advising. *Mentoring is expected to be less driven by a finite end point (such as developing a four year academic plan), and more by intentional conversations which ask the mentee to articulate the problem/issue/situation that s/he is working through. Identifying goals and concrete action steps help the mentee reflect on key learning moments, develop strategies for attaining success, and build self-reliance.*

RISS should continue to assess and modify as needed, the organization, operation and existence of programs under its direction to maximize effectiveness in advising, making changes as the data indicate. In addition, they should work with Academic Affairs and Student Affairs to identify and agree upon which offices should be under their umbrella with a view toward centralizing advising efforts. While there are a number of metrics that Advising/Career and Centers for Academic Excellence will use to measure success, the bottom line measure must be increased retention and graduation rates for our students. The standard by which we will begin to gauge success will be to meet CSU averages in freshman retention (84%) two year retention (75%) and six year graduation rates (51.4%) by spring 2019.

1. Professional advising personnel should be identified and focused in such a way as to provide professional advising for all freshmen, sophomores and first semester transfer students by fall semester 2015. By our estimate, that would take 12-14 advisors at a ratio of 300:1. This ratio of students to advisor is consistent with national averages for professional advisors. The advantage of professional advisors is their ability to understand the spectrum of student advising needs via their training and their complete focus on advising. The distinction between developmental academic advising and mentoring is made because faculty and student-mentors will serve more of a mentoring role for the students’ first two years of college and the first semester for transfer students. Further, the advisors should be organized by major program so that all academic departments have one or more advisors who work with their students. Professional advisors will also serve as liaisons with the departments to provide support and help departments develop advising and mentoring activities that help their students become oriented to, and part of each department’s culture. There must also be a provision for a smooth transition from professional advising at the lower division to more faculty and department based advising at the upper division level. This approach will enable faculty to offer mentoring as defined in #2 and free faculty to have conversations around more global issues and interests with freshmen and sophomores (rather than class scheduling financial aid concerns, etc.), which should enhance the students' sense of belonging. In addition, by the time a student is a junior or senior, the relationship with the faculty member may be such that if the student presents a more personal issue in need of resolution, the faculty member is likely to feel more comfortable trouble-shooting with that student in determining what resources s/he needs.
2. Professional Developmental Advising should be available year round. Currently Advising Center staff members are on 11 month appointments.
3. As part of this centralized structure, we recommend student mentors be assigned as interns to specific professional advisors.
4. Freshman Advising and registration should be the first priority for the new plan and organized and implemented in the following manner through the Advising/Career Center:
5. Incoming Freshmen, as part of HOP, should take a skills/career/interests assessment prior to registration and declaration of a major.
6. Incoming Freshmen should have limited choices of courses, based on department recommendations in consultation with professional advisors, in their first year with mandatory registration in English Composition, Math (including remediation), Communication 100, one institutions course, and at least one course each semester designated by their major course of study. The latter can be a major course or a GE class identified by the major as most beneficial to future major study. This will be represented by a single document for each student based on major or interest assessment in the case of undeclared students.
7. Once students have registered for these courses, they will not be able to change until after on-campus HOP in the fall semester, and after consulting with an advisor for the spring semester. Professional Advisors will check registration to ensure students have signed up for the appropriate courses.
8. The ability to lift holds will rest with the designated professional advisor.
9. As modeled in the new Interactive DARS, create technological processes that help students progress through their programs of study. This could include block scheduling – particularly for freshmen, use of technology to present students with a list of acceptable courses based upon their self-selected degree program that would require them to take courses that lead to graduation, elimination of major contracts in lieu of the information in the course catalog, a timely and simple method of entering and incorporating course substitutions into individual student’s DARS reports. Other technological resources available to help with this would include Map Works, Course Scheduler and the Student Success Collaborative from the Educational Advisory Board curriculum mapping software currently in the pilot stage. Faculty should be encouraged to contribute information when requested, but the bulk of follow-up and intervention should be the responsibility of assigned advisors (freshmen/sophomores with professional advisors, juniors/seniors with faculty advisors) and early and appropriate intervention should be the central focus of these efforts.
10. Create a single online resource (i.e., website, Student or Faculty Center) that categorizes student support services across campus and provides up to date resource and contact information for faculty and staff use. This should include a Frequently Asked Questions sections and both student and advisor guidebooks. Together, these will serve as a universal resource and script for everyone involved in advising, minimize misinformation, and get everyone on the same page regarding advice.
11. The guiding principles as stated in our charge constitute concrete items to be included in the comprehensive implementation plan and are a fundamental part of the fabric of our recommendations. We recommend that the specifics of these and the implementation be delegated to RISS as with recommendation #1.