Report to the University Senate

Western Connecticut State University

from the

Ad Hoc Committee on Academic Advisement and Registration

September 2015

Submitted by
Deanna Cibery-Schaab, Director of Access Control and One Card Services,
WestConnect Card Office
Walter Cramer, Dean of Students
Kiely Hultgren, Student Government Association Representative
Marcy May, Professor of History, Chair of Ad Hoc Committee
Mary Nielson, Assistant Professor of Nursing
Lisa Peck, Associate Director of the Academic Advisement Center
Forest Robertson, Assistant Professor of Chemistry
Jeffery Shpunt, Webmaster, Information Technology and Innovations
Rebecca Wade-Rancourt, Assistant Professor of Social Work, Representative
of the Provost.
Summary of the Ad Hoc Committee Report:

The Ad Hoc Committee on Academic Advisement and Registration met from May 19 to September 21, 2015. Through our discussions, the Committee has identified changes to improve our system of shared advisement.

The most significant issues which have contributed to problems in advisement include:

a. a protracted transition from older models of prescriptive advisement focused on course registration to a developmental approach emphasizing student success.
b. the absence of a clear and well-articulated structure for advisement in all academic departments.
c. a need for clarification of the roles of Academic Advisement Center advisors.
d. unclear communication among University partners in advisement.

We offer recommendations which address these issues, with these major recommendations:

a. the establishment of a standing committee on Academic Advisement and Registration.
b. the requirement for academic departments file a Statement of Academic Advising annually with their Dean.
c. the replacement of PIN with an electronic Advisor Hold.
d. the establishment of an Academic Advisor Certificate Program to provide training and information on advisement.

The Ad Hoc Committee approved this report by a vote of 6 yes, 1 no, 1 abstention.

Respectfully submitted,

Marcy May, Chairperson, Ad Hoc Committee on Academic Advisement and Registration
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University Senate Ad Hoc Committee on Academic Advisement and Registration Report

I. Introduction:

Successful student advisement provides many benefits to a university or college. Since the 1970s, scholars have demonstrated that effective advisement improves student performance, retention and students' sense of connection to their institution. Numerous analysts point to the work of investigators such as Joe Cuseo, Charlie L. Nutt, and B.S. Metzner in establishing the importance of advisement for improving graduation rates and student satisfaction with their academic career.

At the heart of any advisement system is the relationship between student and advisor. Historically many elements of advisement in higher education have changed. What was once a strictly faculty-based arrangement in which a faculty member recommended courses within a curriculum has given way to a more comprehensive approach, with an array of student services, professional advisors and faculty contributing to the development of a student and successful progress from matriculation to graduation.

At Western, the importance placed on advisement has been reflected in its growing visibility at the university. Since 2003, an Academic Advising Center (AAC) has evolved to serve exploratory students, those who have yet to declare a major, and transfer students. Faculty commitment to effective advisement of majors is reflected in the Faculty Handbook,

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which asserts that "Advising provides the student with assistance for optimum progression through the University experience with opportunities for continued personal and professional growth and fulfillment." The University’s previous Mission Statement also reinforced the value of advisement, committing the Western community to

“Empowering students to attain the highest standards of academic achievement, public and professional services, personal development, and ethical conduct ... [as a] fundamental responsibility. Preparing students for enlightened and productive participation in a global society ... [as an] obligation ... best fulfilled by developing the best possible academic programs and learning experiences.”

Those values remain key elements in the Mission Statement recently adopted by the University, which asserts the importance of "achievement realized through ... self-reflection" in "accessible educational environments."

Although the Western community recognizes the importance of student advising, the process for advisement has developed in the past two decades without systematic review. Absent clear oversight into a multi-partnered process, the resulting arrangement has created unnecessary tensions. In addition, our current procedures have made it more difficult to achieve effective collaborative relationships among faculty, administrators and students.

During the Spring 2015 semester, the University Senate began an examination of the use of PIN (Personal Identification Numbers) for registration at Western. This led to the establishment of an Ad Hoc Committee on Academic Advisement and Registration in April 2015 charged to:

Examine the current advisement system and registration and assess the extent to which they meet the needs of our students, faculty, and other constituencies. Topics to be addressed may include, but are not limited to, the use of PINs, the need for pre-registration advisement, potentially streamlining advisement and registration, and providing education/orientation about advising to students, faculty, and staff. Recommendations will be based on sound academic principles and available research.

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3 Faculty Handbook, 100, 3.
This report is the result of the Ad Hoc Committee’s investigation of student advisement and registration. We outline the development of advisement at Western, and place its evolution within the changing nature of university advisement nationally. The Ad Hoc Committee surveyed Department chairpersons and faculty, and consulted with administrators, faculty and students. We do not consider some elements of advisement within the university, such as the faculty advisor role in clubs and student organizations, instead emphasizing the connections between academic advisement and key areas of concern at Western. The Ad Hoc Committee’s recommendations focus on efficiency and collegiality in the mutual endeavor of assisting students to achieve academic and personal success. In this task, we hope to emphasize the deep commitment of our professional advisors, administrators, and faculty to provide the best possible services for students and the Western academic community.

A. The Problematic History of Advisement:

Notwithstanding the significance attached to advisement, many universities and colleges have experienced difficulties in establishing unambiguous relationships among faculty, administrators, and professional advisors. This stems largely from the historic development of advisement, and the tendency of universities to adapt advising into existing structures or practices. As a result, numerous colleges and universities have over the past fifteen years chosen to re-evaluate the advising roles and organization within their institutions. Western’s current examination of advisement should be viewed as part of that historic trend.

Advisement as discreet activity separable from the routine duties of faculty members developed in the 1970s, although the role of faculty members in guiding students through an established curriculum dates to the very beginnings of an American college system. Kenyon College established a system of faculty mentoring of specific students in 1841, and through the century universities increasingly acted *in loco parentis* to supervise students academically and socially. By 1900, many colleges and universities had adopted the use of elective courses and expanded faculty advising to assist students with appropriate choices.6

The use of employees specifically hired to provide advising dates to the 1940s and the rapid growth of student populations following the passage of the G.I. Bill. Another expansion of colleges and universities in the 1960s, the result of a baby boom, the availability of federally-funded college loans, and increased state support for public

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education, put new pressures on existing systems of faculty advisement. During the following decade, academic advising developed as a discreet function within universities, with personnel employed to assist students with planning their academic progress. This reflected the changing nature of public universities and the growth of community colleges, which increasingly attracted first generation students and those with less-developed academic skills. At the same time, educators began to focus less on the progress of a college student through a particular major and more on the complex growth of the student as an individual. This has been described by scholars as a distinction between “prescriptive” advising, emphasizing the authority of the advisor in prescribing an appropriate path to graduation, and “developmental” advising, which considers the student as a whole person.

Efforts by advisors to establish standards of conduct and what has come to be termed “best practices” led to the establishment of a professional organization for advisors, the National Academic Advising Association (NACADA) in 1979. Today, with a membership of over 12,000, NACADA views its mission as the “premier global association” for establishing and promoting the importance of student advisement and the advancement of advisement professionals within higher education. Based at Kansas State University, NACADA maintains a Clearinghouse of member-written resources on advisement, the peer-reviewed NACADA Journal, a quarterly online magazine, Academic Advising Today, and consultant services. Perhaps most important to universities and colleges reconsidering the structures of advisement, NACADA also promotes what it terms “Pillars of Academic Advising” which include “Concept of Academic Advising,” adopted in 2006, “Core Values of Academic Advising,” approved in 2005 by the association, and “Council for the Advancement of Standards (CAS) in Higher Education Standards for Academic Advising.”

Academic advising understood as a unique element in student development has slowly become an integral part of university life. This has not happened without friction on many campuses, however. Advisors whose chief obligation is working with students on a full

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8 See Crookston, *ibid*.
11 A list of the member organizations which form the Council for Advancement of Standards in Higher Education can be found at http://www.cas.edu/members. For a description of CAS standards, see http://www.cas.edu/standards. Accessed August 4, 2015.
time basis, typically through a space dedicated to that endeavor, occupy a far different relationship to students than do faculty, whose duties include teaching, curriculum design, student mentoring, and research. Similarly, while faculty work within disciplines and schools defined through long practice, professional advisors may still find themselves in an uncertain relationship to faculty or administration due to their placement in a university structure.

Faculty face a different set of challenges in terms of advisement. As numerous studies note, few universities rank student advising as a high priority among faculty obligations, and most faculty members do not receive substantial training or guidance on practices or developmental approaches to student mentoring. Although this work has long been understood to be integral to the teaching role, faculty members often note that they receive few rewards and little encouragement for advisement.

**B. Models of Advisement:**

Different models of advisement have developed throughout American higher education. **Centralized advisement** utilizes an Advisement Center, staffed by those hired to provide advising services, to handle all students throughout their academic careers. The College of the University of Chicago, as one example, maintains this type of system.

**Decentralized models** have developed from the tradition of faculty-based advising. These models are often divided into subcategories. These include a faculty-only system, in which advising is handled entirely within departments, an approach used for undergraduates at the University of Virginia. Another option is a “satellite” model, which allows divisions (typically Schools) within an institution to manage advising practices independently, utilized to a large degree at the University of Connecticut and its satellite campuses. Western employs what is often termed the “split model” of shared advisement, in which majors are assigned advisors within their departments, and other students receive services in an advisement center. In addition, the “supplementary model” uses an advisement center to provide information for students, but faculty perform student advising. In the “dual model,” which is used by Eastern Connecticut State University, students are assigned both faculty advisors and an advisor in the Advising Center prior to declaring a major.

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Majors receive advising within their departments. In the “total intake model,” incoming undergraduates are assigned a professional advisor, but transfer to a faculty advisor after completing some coursework.\textsuperscript{14}

In 2003, research indicated that the split model, defined as advisement shared between faculty and an advising staff, had become the most common format in public universities and colleges.\textsuperscript{15}

\textbf{II. Summary of Recommendations:}

The Ad Hoc Committee makes thirty-four recommendations to the University Senate. We as a Committee believe that implementation of these procedures and best practices will contribute to an improvement of advisement at Western.

Four recommendations are substantial. We urge the Senate to establish a \textit{standing Committee on Academic Advisement and Registration}. This committee will ensure oversight of the shared system of advising and serve as a forum for the consideration of new practices. We have also recommended that this standing committee be charged with a regular review of advisement, so that we may continue to develop the most effective methods of advising throughout our community.

Because a significant role in student advisement is played by the academic departments, we have also examined how departments can retain significant autonomy while ensuring clear and coherent procedures. Our recommendation is the implementation of a new requirement: that departments file a \textit{Statement of Academic Advising} annually with their Dean. This Statement (detailed in the report below) will allow Deans more effective oversight while allowing departments to meet specific needs in their disciplines.

The Ad Hoc Committee reviewed the use of PIN for registration. We have recommended \textit{eliminating the use of PIN}, and replacing that practice with a more effective means of reinforcing student appointments with advisors. We recommend \textit{an Advisor Electronic...}

\textsuperscript{14} University of Washington, Preliminary Report, 9.

Hold, a use of Banner that blocks student registration until an advisor (or Department Chair) releases that hold to allow the individual to register. This system, which is specific to individuals and not easily portable (as the PIN may be), should serve as a valuable tool to reinforce advisement. This use of the Advisor Hold would apply to registration for semester coursework and not to student changes in enrollment during Add/Drop.

Recognizing that faculty have few means to demonstrate their commitment to advisement as part of the promotion and tenure process, the Ad Hoc Committee also recommends the establishment of an Academic Advisor Certificate Program. This program, run by the standing committee on Advisement and Registration, would allow faculty to complete four hours of training on advisement practices. After the successful completion of this training, faculty would receive an Academic Advisor Certificate, which may be presented in the promotion and tenure process as positive proof of university service in student advisement.

A complete list of the Committee’s recommendations follows in Section V. Some of these may be seen as “minor fixes,” but we believe that these less severe adjustments will improve the advising system overall.

III. Current Practices:

The Ad Hoc Committee reviewed procedures for advisement and registration practiced in the Academic Advisement Center, the Registrar's Office, and in academic departments at Western. This investigation was complemented by surveys of Department Chairpersons and the faculty.16

Throughout this process of review, the Ad Hoc Committee has viewed retention and improvement of Western’s model of shared advisement as a primary goal. Shared advisement programs present distinct challenges in articulating lines of responsibility and authority, but remain a cost-effective method of providing students the resources they need for attaining their higher education goals.17

16 These surveys are Appendix 1 and Appendix 2.
17 A comparison of the models of advisement suggests that although centralized systems which funnel all advisement to professional advisors may be the most efficient form, the development of a professional staff may be expensive and lengthy. Faculty-only advisement, by contrast, remains the least expensive form of providing advisement, but places a large burden on faculty.
A: Academic Advisement Center:

The Academic Advisement Center serves students who have not yet decided on an academic major, as well as students who wish to explore a change of academic majors. The AAC provides information on all academic programs, policies and procedures, and assistance to students who are uncertain about a major. The Center, with offices on the Midtown and Westside campuses, operates with a Director, an Associate Director, four Assistant Directors, and a secretary. The AAC reports over four thousand individual appointments per year, an average of 853 appointments per advisor, focusing on undeclared students and transfer students.

The Center began in 2003, in response to a NEASC recommendation.\(^{18}\) Initially placed under the supervision of the Dean of Arts and Sciences, the Center in 2005 was transferred to direct oversight by the Provost’s Office. According to Western's Fifth Year Report to NEASC in 2008, a Director of Faculty Advising was appointed in 2007 to “find and distribute best practices in advising and expand advising opportunities.” The Director, Professor William Petkanas, worked with Department Chairs on the creation of advising sheets and the retention of advising information, and served as a weekly “Advisor to Go” in the Student Center.\(^ {19}\) In 2010, Professor Petkanas was succeeded by Associate Professor Daniel Barrett. In spring 2011, all of the reassigned time for this position was eliminated as part of a wider reduction in reassigned time; consequently Professor Barrett resigned. This position has not been filled subsequently. In 2013, the Academic Advisement Center was placed under the direction of the newly-created office of the Associate Vice President for Enrollment Services, headed by Charles Spiridon.

Unlike other Connecticut State University system universities, Western's Academic Advisement Center is not directly in an academic stream within the university organization, although the Associate Vice President for Enrollment Services reports to the Provost. At Southern Connecticut State University, advising is part of the office of the Associate Vice President for Academic Student Services, which also oversees admission and registration. At Central Connecticut State University, the Director of the Center for Advising and Career Exploration reports directly to the Provost. At Eastern Connecticut State University, academic advisory services are located in the Academic Student Center, which also includes the University’s Mathematics Achievement Center, the Writing Center, and other tutoring facilities. These offices report to a Director of the Academic Student Services, who in turn is responsible to the Provost.

\(^{18}\) Western Connecticut State University, Self-Study Report for NEASC, 2003, p.57.
\(^{19}\) Western Connecticut State University. Fifth Year Report to NEASC, 2008, p.28-29.
The primarily role of the AAC advisors is to assist students with all aspects of advisement prior to the declaration of a major. In addition, AAC advisors may work with students who wish to change their major. The differences between AAC advisors and teaching faculty advisors include:

- **AAC advisors** assist students in *declaring* a major; **teaching faculty** advise students *in* a particular major.
- **AAC advisors** are full-time administrative faculty, specifically hired to advise, who are available to work with students Monday through Friday, 8 a.m. to 4:30 p.m., year-round; **teaching faculty advisors**, have other responsibilities in addition to advising and traditionally work on a ten-month contract.

As the field of academic advising becomes increasingly professionalized, more universities are requiring professional advisors to hold a Master’s degree, often in Higher Education Administration, and previous experience in counseling or advising. For example, a recent position for an advisor within the University of Connecticut system specified minimum credentials of a Bachelor’s degree in psychology, counseling or education and one to two years’ experience in advising students, with a Master’s degree as a preferred credential. Western’s AAC includes four staff members with Master's degrees; all of the advisors received their degrees within the Connecticut State University system.

Advisors in the Academic Advisement Center are members of State University Organization of Administrative Faculty- American Federation of State, County and Municipal Employees (SUOAF-AFSCME), and promotion, evaluation, and continuing appointment, as well as rights of academic freedom, are covered by the SUOAF-AFSCME contract.²⁰

AAC advisors provide many services to students prior to the declaration of a major. Advisors counsel Exploratory/Undeclared students who have been placed on probation or who have been suspended and lost matriculation status. Advisors also work with students who have not “made pace” (accumulated enough credits) or those who have not met Grade Point Average requirements for financial aid purposes. Students must meet federal mandates for “Satisfactory Academic Progress” (SAP), and those who do not work are assigned to work with an advisor to develop an action plan if that student wishes to continue receiving federal aid.

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Academic Advisement Center advisors aid athletes prior to enrollment who have been identified by athletic coaches as potentially “at risk.” These students meet with an AAC advisor every two weeks to discuss progress and academic issues; the advisor schedules a discussion with the student and coach to be sure the class schedule is appropriate. In addition, AAC advisors provide guidance and support for AccessAbility students.

The Academic Advisement Center keeps files on all students, regardless of major or matriculation status. These include summaries of advisor/advisee meetings in which discussions may contain information on course preference, sports schedules, work schedules, challenges, least favorite/favorite subjects, academic difficulty, status (matric, non-matric, major, suspension, probation, SAP), student’s phone number and an assigned advisor. Additional information may include updated program sheet(s) and unofficial transcript(s), transfer evaluation(s), relevant emails, and a Satisfactory Academic Progress (SAP) action plan. These records are maintained in accordance with FERPA guidelines.

AAC advisors may also refer students to tutoring labs, the Counseling Center, Career Development Center, the libraries, Financial Aid and other student services. They provide assistance for students learning to navigate WestConnduit/Banner and academic procedures and policies. The AAC offers students the opportunity to take the Myers-Briggs Type Indicator and Strong Interest Inventory online, and interprets the assessments with students as one way of identifying possible major/career preferences/paths. The AAC also presents programs to students in residence halls to prepare them for advising and registration, participates in Great Resources on Weekdays (G.R.O.W.), which introduces freshmen to “many of the people, services and resources on campus,” and holds “Gear Up for Registration” prior to each term. An “Advisor on the Run” program prepares students for registration.

AAC advisors continue professional development through participation in NACADA conferences, and staff members have published, presented at conferences, chaired a NACADA commission, served on NACADA committees and have been elected or appointed to NACADA leadership positions.

Clarification of the distinct roles of AAC advisors and faculty advisors within departments remains an important goal for the university. A particular point of tension in advising students has developed over whether AAC advisors can or should advise student with a declared major who report a difficulty in finding or locating their assigned faculty advisor. Advisement of majors remains a faculty obligation under the shared advisement model used at Western. To insure that students can have their advisement questions answered promptly, the Provost has requested that the Academic Advisement Center serve declared majors upon a student request when a faculty advisor cannot be located. This obviously
complicates the relationships among faculty, students, Departmental Chairs, and the AAC advisors, and is an issue which the Ad Hoc Committee addresses below in discussions of faculty and student roles, and in its recommendations.

**B. The Registrar’s Office:**

The Registrar’s Office is, in the words of the Western website, “responsible for the maintenance and security of all student records.”21 This key responsibility within the university is critical to many goals of the University, verifying that students meet requirements for graduation and receive officially recognized degrees.

The development of a registrar’s role dates to the growing complexity of American colleges and universities after the Civil War. Administrative positions in universities expanded beyond the roles of president, treasurer, and librarian to include academic deans, business offices, and a registrar to keep accurate records. By 1910, college and university registrars had created the first professional organization, the American Association of Collegiate Registrars and Admissions Officers (AACRAO). A second professional association, Registrars of the Association of American Universities (AAU Registrars) was established in 1986. The rapid growth of universities in the twentieth century has led to more complex operations within any registrar’s domain, and the development of new technologies has both eased and complicated the many tasks performed to manage and secure university records.22

The Registrar’s Office at Western facilitates students registering for courses required for completion of degrees, and publishes the university course schedule. Currently, the Office is headed by a Registrar, with an Associate Registrar of Student Academic Records, an Associate Registrar for Degree Auditing and Graduation, an Associate Registrar for Scheduling and Registration, and two Assistant Degree Auditors. The office also employs three office assistants and one secretary. The Registrar, two Associate Registrars and three Assistant Registrars are represented by SUOAF-AFSCME. The office assistants and secretary are represented by the Administrative Clerical (NP-3) Bargaining Unit of the American Federation of State, County and Municipal Employees, AFL-CIO Local 562 of Council 4.

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21 Western Connecticut State University, Registrar’s Office at [http://www.wcsu.edu/registrar/](http://www.wcsu.edu/registrar/).
The Registrar’s Office is responsible for maintaining the academic records within the university. This requires a thorough understanding of the degree program requirements and overall university policies in order to appropriately track a student’s academic record toward degree completion. Clear communication with academic departments and the Deans’ Offices remains essential for the smooth functioning of the University programs.

The Registrar’s Office is responsible for a variety of administrative processes, which include:

- Developing and publishing the master schedule of courses derived from the schedules submitted by each academic department and approved by each Dean.
- Maintaining all approved curriculum changes, including updating the Banner catalog information (course name changes, pre-requisites, testing score requirements, credit hours, etc.) and program sheets.
- Programming of the Banner system to process prerequisite checking for registration.
- Programming of Banner to require registration restrictions (approvals required) for courses and assist with adding electronic permissions to students’ records (academic departments also have this ability).
- Programming of all student independent studies, faculty developed studies and contract majors. These all must be tracked as exceptions in order to be applied toward a degree program.
- Programming of the Banner system to assign priority registration dates based on earned credit hours and GPA calculations. Priority dates also given to approved Honors students and approved AccessAbility Services students.
- Administering the assignment of registration PINs for Fall and Spring semesters.
- Opening and maintaining registration for each semester. Registration for a course generates the fiscal processing of a student, impacts financial aid records, determines athletic eligibility, creates the ability for a student to obtain a computer account, creates the ability for a student to obtain a university identification card, and other access.
- Pre-registering incoming first-time freshman students for Fall semester Orientation only. Registration is based on courses suggested by the academic departments.
- Reviewing transfer credits for students as they apply to the academic records. This includes incoming transfer students and current students who wish to transfer to Western courses towards their degree requirements.
- Maintaining academic advisor assignments for incoming students. After the initial assignments, academic departments may change the advisor assignments.
• Processing changes of major requests including updating curriculum records in Banner.
• Tracking minors and adding to curriculum records in Banner to apply towards graduation with a minor.
• Processing and confirming enrollment as reported by faculty.
• Processing all changes during a semester including withdrawals from courses as well as overall withdrawals and leave of absences from the university. Also, tracking full and part-time status changes associated with course changes which directly inform student financial obligations and financial aid records.
• Maintaining all grades recorded by faculty, including the processing of Incomplete grades.
• Processing all students on probation and suspension.
• Tracking of substituted courses as applied to the student’s degree program.
• Performing the degree audits for students to ensure progress towards graduation and identification of required courses not yet met. Also, overall review of all university requirements for graduation, verifying, for example, at least half of the major courses have been taken at WCSU.
• Conferring of degrees.

Many of the issues of registration which have created some problems for students may be resolved by the use of new technologies. (These are addressed below.) The Ad Hoc Committee has also identified areas in which enhanced collaboration among faculty and the Registrar’s Office may be beneficial.

C. Faculty Roles:

The shared advisement model used at Western places guidance of all majors with the university faculty. The responsibilities and obligations of faculty for academic advisement are delineated by the Faculty Handbook and the Collective Bargaining Agreement between the Connecticut State University American Association of University Professors and the Board of Regents of the Connecticut State University system. Within that framework, departments have exercised considerable freedom over how each arranges and executes advisement. As a result of differences among departments, however, this process may seem opaque and haphazard to students at different stages of their academic career. Our goal in reviewing departmental and faculty practices has been to reduce this uncertainty and to enhance communication among students, faculty, the Registrar’s office, and other participants in advisement of majors.
Current Procedures

Organization:
Advisement of students within their majors is now organized through departmental policies and informal practices, the responsibility of each departmental Chair for oversight and administration, and the work of each full-time faculty member with individual students. Every semester, the Department Chair receives a list of declared majors from the Registrar and assigns students to a faculty advisor. There is no uniform procedure for assignment. In some departments, that process is determined by departmental policy. In other cases, the Chair alone decides upon an appropriate assignment or relies upon informal departmental traditions. Departments also exercise discretion in the length of time that a student is assigned to a specific advisor. Some departments rotate students to new advisors periodically, although the majority of departments place a student with the same advisor for the student's academic career. Departments typically allow a student to be assigned to a specific faculty advisor upon request.

Faculty are provided with a list of advisees, individual student PIN (personal identification numbers) which allow students to register, and registration cards to be used that semester. Students are notified by the Registrar's office of the name of their advisor and the date on which they may register for courses. Faculty members offer available appointment blocks by posting appropriate times on their office doors or electronically through programs such as SignUpGenius and Doodle. Individual students must make an appointment or utilize regular faculty office hours to meet with an advisor.

Guidelines for Advisement:
Guidelines for effective advisement are provided to students and to faculty through a variety of locations on Western's website, such as the Academic Advisement Center webpages. In addition, an "Academic Advising Central" site, which is not part of the Academic Advisement Center site, provides information for declared majors and faculty advisors. Departmental sites, such as those posted by Marketing and Nursing, includes information directed to their majors. The Ancell School provides a webpage on advisement and a more detailed "Student Success Manual." The Academic Advisement Center also promotes advisement through flyers and handouts available on both campuses. AAC posts guidelines for faculty on advisement and links to important information, such as departmental program sheets and links to NACADA, the National Academic Advising Association, which offers extensive information on beneficial advising practices.

23 Faculty may not receive these assignments until mid-semester, often leaving new majors without a designated faculty advisor. In such cases, the student would receive advisement from the Department Chair.
Content of Departmental Advisement Meetings with Students:
Advisement meetings of majors and their faculty advisors vary in length, with few departments specifying a recommended timeframe for the duration of a meeting. The content of individual sessions is shaped in part by an advisor’s responsibilities, detailed in the Faculty Handbook as:

1. To know the program requirements and University regulations with which the student must comply.
2. To assist each student in planning his/her sequence of courses to meet graduation requirements.
3. To approve, semester by semester, the specific program of courses which the student takes.
4. To refer students to appropriate University staff in matters which are outside the area of the faculty member’s competence (e.g., Health Services, Counseling, Academic Deans, Graduate Dean, etc.)
5. To recommend to the Department Chair and to the appropriate dean any waivers or exceptions to the program requirements which he/she judges to be essential for the student’s best academic interests.
6. To advise the department on the status of each advisee as he/she reaches various stages in his/her program (e.g., admission to standing as upper class major, approval of application for independent Study or Student Developed Study, etc.).

Faculty may also consult other campus resources for information on advisement. For example, the webpages of Academic Advisement Central features a list of what “good advisors” should do, which include the following:

Know advisees; Know course/major/program/degree requirements; Encourage self-reliance in students; Be interested in and listen to students; Offer sound advice and guidance; Monitor academic progress; Help students access university resources; Know answers or how to get them; Keep office hours and appointments; Returns calls/emails; Follow through; Be able to use WestConnduit/Banner for degree audits.24

This is accompanied by "Recommended Practices," which are:

Proactively contact students before each registration period to encourage them to obtain advisement. Ask students to come to each advising appointment with a proposed schedule. Keep a separate file for each student.

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24 Committee members noted that this language was now dated.
Keep a copy of schedule agreed to by faculty and student. Conduct and keep on file a degree evaluation each semester for each student. Keep a log of students who get/don't get advisement.

Over fifty percent of faculty responding to the Ad Hoc Committee Faculty Survey stated that they routinely use advising sessions to discuss graduate school opportunities or career plans with their advisees.25 (Appendix 2: Faculty Survey)

*Training for Advisement:*
In the Ad Hoc Faculty Survey, a majority of respondents cite some prior familiarity with advisement at another university or college, although slightly more than a third of all faculty have no previous experience. Many note that they receive little or no training on Western’s policies and practices, and fewer than twenty percent believe that the training provided is adequate. Sixty percent of respondents said that advisement was infrequently or rarely discussed in departmental meetings. (Appendix 2)

*CELT:*
The Center for Learning and Teaching provides many resources for the faculty to encourage innovative teaching. CELT does not currently sponsor workshops on advisement nor provide any information on advisement practices on its website.

*Number of Advisees per Advisor:*
The number of students seen by an advisor varies greatly by department. Those departments serving a large number of majors, such as Management, Communications, and Justice and Law Administration, face significant challenges, with full-time faculty often having between 45 to more than 60 advisees per semester. In other departments, faculty may see significantly fewer majors for advisement. Approximately fifteen percent of faculty survey respondents believed that the number of assigned advisees was "excessive," and thirty-two percent found their student numbers "demanding." An additional thirty percent noted that the number of advisees they saw each semester was "reasonable."

*Record Keeping of Student Advisement in Departments:*
Western currently has no enforced policy requiring departments to create or retain records on advisement of individual students. In the Faculty Handbook, Procedures for advisement include this statement: “Adviser's responsibilities are included in the Recommendations of the Committee on Academic Advisement accepted by the Senate, November 1985, and approved by the University President.” That document includes this direction: “Each department should keep a folder on each major. This folder shall include (a) program

25 One hundred faculty members responded to the Faculty Survey.
sheet; (b) most recent dumpsheet; (c) most recent transcript; (d) record of academic advisement.” The record sheet allows for the name of advisor and advisee, the date of their meeting, and “comments, recommendations.” The Ad Hoc Committee could not determine when or why this mandate was discontinued by many departments.26

Approximately forty-one percent of department Chairs responding to an Ad Hoc Committee Survey of Department Chairs state that no systematic records are kept of advising sessions, although faculty members may maintain records or notes for their own use.27 Those departments which do retain some form of record typically place those files in the main departmental office or store them electronically on the K Drive. The Ad Hoc committee did not determine what type of information was retained or what privacy protections may be used. (Appendix 1: Chair Survey)

Faculty Accountability:
Faculty acknowledge that within departments, members view the advisement process differently. Some faculty place a high value on mentoring their advisees, while others see advisement as an obligation which exists largely to ensure that students successfully register for courses. In the absence of specific training on advisement, there is little evidence that faculty have a full understanding of the developmental possibilities of advising, or that they are familiar with an extensive literature on the role of advisement in higher education. (See Faculty Perceptions of Advising, below.)

Although the majority of Western faculty responding to the Ad Hoc Faculty Survey expressed support for the university’s system of shared advising, many believe that faculty are neither rewarded nor penalized for their advising work.28 The Ad Hoc Chairs Survey found that three out of four departments have no means to evaluate faculty advising. Eleven percent of faculty respondents to the Ad Hoc Faculty Survey note that their departments assess advising with faculty peer evaluations. No department surveys students on advising success. One Chair noted, “Faculty up for evaluation submit a list of students they have advised to the DEC who review their notes on the advising sheets to assess the advising quality.”

Faculty do not believe that advising plays a role in tenure or promotion.29 Advisement is not specifically included in the criteria provided by the Faculty Handbook for promotion

26 Faculty Handbook, “IV. Faculty And Department Responsibility For Student Advisement, Section E,” 100.
27 Thirteen of 26 Departmental Chairs responded to the Ad Hoc Chair Survey.
28 These findings mirror the results of a number of studies. See Allen and Smith (2008).
29 In contrast, Central Connecticut State University’s Faculty Handbook lists academic advising as an area for evaluation as “Direct Service” under “Productive Service to the Department and University.” See Central
and tenure, nor is it specified in the CSU-AAUP Collective Bargaining Agreement. One respondent to the Ad Hoc Faculty Survey said plainly, “There needs to be a reasonable model for assessing advising that neither formulates a context to injure or burden faculty with malicious anonymous surveys or over-the-top assessment duties.” As a possible comparison, advisement may be considered as part of university service at Central Connecticut State University and at Southern Connecticut State University. At Western, faculty are provided the freedom to provide a variety of measurements of their performance for promotion and tenure, and may present information about advisement as part of the review process. The Ad Hoc Committee, after consultation with campus representatives of CSU-AAUP, recommends the creation of an Academic Advisor Certificate program, which will allow faculty to offer evidence of a commitment to, and training in, the best practices of developmental student advisement as a component of their university service.

While a number of studies link faculty innovation and mentoring of students to improved student retention rates, few colleges or universities connect those faculty roles with promotion or tenure. Rarely do faculty receive notice or reward for exemplary advisement.30 The Ad Hoc Committee has included recommendations for university-wide recognition of the importance of advisement in our future growth as an institution.

*Student accountability in advisement and use of PIN:*
The majority of faculty responding to the Ad Hoc Faculty Survey (52%) supported the use of PIN, and only a small number (9%) agreed that this practice should be discontinued. Faculty agree that PIN use plays some role in ensuring that students meet with an advisor each semester.

Faculty also note that the majority of students keep their scheduled appointments for advisement. Faculty contribute to this high rate by emailing reminders to students of upcoming appointments and by contacting students who have missed an appointment to reschedule.

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A question remains as to how frequently students find ways to register without meeting with their faculty advisor or securing a PIN. A number of faculty respondents to the Ad Hoc Survey raised the possibility of students “advisor shopping” or finding other means to secure a PIN. Another concern voiced by faculty is whether students see an appointment for advising as a means to secure a PIN rather than as a necessary step for graduation. A respondent to the Ad Hoc Chair Survey shared concern over “the number of students who are able to register without seeing their advisors.” Another Chair said, “a large portion (70% or so) our students were able to get their PINs and register each semester without seeing any of the faculty members in our dept. I always wondered how did they get the PINs.” Faculty members have also observed that there is no means to ensure that a student will register for the courses recommended by an advisor once a student receives the PIN.

Summer advising:
The availability of departmental advisors during the summer or in Intersession has been a problem within the Western community for some time. Staff in the Academic Advisement Center report registering majors who could not locate a faculty advisor or those who were referred to them by a department Chair in the summer months, although the AAC reports that students are subsequently referred to their departments for additional consultation. For several years, the University provided a stipend for selected faculty as summer advisors, but this policy has been discontinued.

Faculty favor retaining their role in providing guidance for their majors. Ninety percent of faculty respondents to the Ad Hoc Faculty Survey indicated that they were available for summer advisement, either regularly or on a case by case basis. Despite this strong measure of faculty involvement, however, because faculty duties officially begin with the fall semester and end when the spring semester is completed, a portion of the faculty may be unavailable for some part of summer advisement. When a faculty advisor or department Chair has been unreachable, students frequently consult the Academic Advisement Center, and advisors assist them. The Provost has directed the Academic Advisement Center to provide services for majors who are unable to contact a member of their department. This lack of clarity on differing advisement roles for Academic Advisement Center advisors and faculty advisors has meant that the summer work of the Academic Advisement Center may, at worst, seem to exceed their authority, and may, at best, contribute to student confusion on advisement. This issue is examined from the student perspective below.

In contrast, the responsibilities of departmental Chairs continue during the summer months. Faculty indicated a clear preference on the Ad Hoc Survey to have Chairs be consistently responsible for the summer advisement of majors. Only nine percent of
faculty indicated a preference for the Academic Advisement Center to assume that responsibility.

**Faculty perceptions of Advisement:**
A number of indicators suggest that the faculty at Western are divided in their views of advisement. Some perceive advisement as one facet of mentoring individual students, and as an opportunity to periodically review progress, problems and goals with each advisee. One respondent noted such a "holistic" approach on the Ad Hoc Faculty Survey, writing, “I check in with my students to make sure that everything is ok at home, I discuss their career goals and what they are doing to achieve those goals. I help them redirect when their career goals change.” Such a perspective fits well within the model of developmental advising, in which an advisor is engaged with a student as a whole person.31 The majority of faculty responding to the Ad Hoc Survey also state that they routinely advocate for their advisees with other faculty or with university officials when necessary.

Many faculty understand advisement as a key element in ensuring student success and timely completion of the undergraduate degree, but have a more focused view of responsibilities. In this perspective, the major goal of advisement for both student and advisor remains a review of progress through the major to graduation. Less or no emphasis is placed on other elements of student life, which may be seen as more appropriately the province of support services such as the Counseling Center or Career Development. To a small extent, there are also faculty members who understand student advisement as a burdensome and unrewarded obligation, and who perceive few penalties for treating advisement as a low priority in their faculty duties.

The divergence in these perspectives within the system of shared advisement at Western results in some difficulty in defining and clarifying appropriate roles. Nationally, universities and colleges have increasingly adopted more developmental and proactive models of advisement to improve student retention. The clear implementation of developmental practices at Western would seem complementary to the faculty desire to retain a significant role in advisement. At the same time, however, all faculty remain aware of increasing workloads in teaching, research, and university service. A more traditional model of faculty advisement focused on student navigation through a major, without larger obligations for student development, may thus seem more feasible and practical. A central problem with Western’s current shared model of advisement stems from this divergence of

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faculty viewpoints as other trends incline the University as a whole toward the developmental model of proactive or “intrusive” advisement.\textsuperscript{32}

\textit{Faculty Perceptions of Academic Advisement:}

The current system of shared advisement and registration at Western has notable strengths and weaknesses. Students benefit from the availability of the Academic Advisement Center services prior to declaring a major, and AAC plays an important role in promoting developmental advisement throughout Western. Despite these contributions, however, faculty express concern that the boundaries defining the roles of the Academic Advisement Center and those of the faculty in advising majors are more porous than may be desirable.

The availability of Academic Advisement Center staff advisors, who maintain regular office hours throughout the calendar year, may encourage some majors to utilize those services rather than those of an academic advisor, some faculty contend. One respondent to the Ad Hoc Faculty Survey stated, “I hear of some declared students who cannot access their advisors, and resort to the Advisement Center in the end.” Another wrote, “I believe the Advisement Center role needs clarification. For example, once a student declares a major they should not receive advising from the AC. There is much confusion about the AC’s role.” Given the pressures to register students in order to improve enrollment and retention, the AAC may be reluctant to refer a major to a departmental advisor more difficult to locate in a timely manner. A survey respondent said, “The problem I have is that too many of our declared students are going to the Academic Advisement center and I think that they should be sent to their academic advisor.” There is no official policy requiring the Academic Advisement advisors to notify a faculty advisor or a departmental Chair when a major is counseled. Such comments also reveal the possible problem of faculty availability for consultations with their majors.\textsuperscript{33}

The faculty also question the ability of Academic Advisement Center advisors to provide guidance relevant to specific disciplines. A faculty respondent stated, “Academic Advisement seems to do a good job, but it requires quite a few exchanges between them and the department for it to be successful. I think the professors, particularly the Chairs, have a much deeper knowledge of their course requirements and can do it quicker.”


\textsuperscript{33} The AAC reports that it does attempt to locate a Departmental Chair. Following advisement sessions during the summer, student majors are referred to their Departments.
Another suggested, “There are many parties that are part of the process but it seems that we are all not on the same page.” A departmental Chair worried “that our majors are sometimes advised--incorrectly and poorly--by the Advisement Center.”

Despite these reservations, faculty also viewed the Academic Advisement Center as an important resource for assistance. One respondent commented, “My experience with the Advisement Center this summer has been extremely positive. They have worked with students while I couldn’t make it to campus plus, when I did have questions after meeting with a student this summer, the advisement center was there to help.”

*Additional Faculty Concerns:*
Some concerns voiced informally by individual faculty members were not shared throughout the faculty. For example, the majority of faculty would support the publication of course listings for the academic year, and few noted a problem with student overrides into courses.

Faculty also often cite the need to reinforce a campus culture which takes students seriously in their educational development. It is worth considering how university practices for advisement and registration may discourage students from full engagement in planning a successful academic path to graduation. As one faculty member commented on the Ad Hoc Faculty Survey, “It would not occur to a student in a selective school to not see a prof[essor] regularly, and they grad(uate) in 4 yrs.” Western faculty have an important role in establishing a new attitude about advisement, one focused on the intellectual and personal growth of students rather than next semester’s courses. One Chair wrote on the Ad Hoc Chairs Survey, “…the best advising occurs when faculty take the time to really review and suggest paths of degree completion.” Another Chair put it plainly: “We believe advisement is the sine qua non of student success.”

**D. The Role of the Student in Academic Advisement:**

University advisement is designed to guide students through their academic careers. The role of students in that process has generated debate at Western, and these discussions have raised important questions. Do students need advisement, or should they be able to “self-advice”? Is Western’s advisement process directed *at* students, and if so, in what manner? Are they viewed as consumers to be satisfied, learners to be educated, or capable participants in this part of their educational journey?34

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34 For example, the Noel-Levitz Student Satisfaction Inventory is based on research on consumer satisfaction. See Julie L. Bryant, “Assessing Expectations and Perceptions of the Campus Experience: The Noel-Levitz Student Satisfaction Survey,” *New Directions for Community Colleges*, 134(2006): 27.
Answering these questions requires some reflection on the nature of the university as it has changed in the twenty-first century. Increasingly public colleges and universities face financial pressures even as administrators and faculty understand a need for improving student services, providing amenities, and expanding non-academic opportunities.\textsuperscript{35} Many factors complicate what appears to some as a move to a student-centered university, from students’ lack of pre-college preparation to the imposition of business-centered models on university structures. In terms of advisement, this has meant recurrent conflicts concerning a perceived need to provide guidance for students less familiar with the procedures and challenges of a university, the University’s effort to increase enrollments, and the desire to satisfy student demands for independence and autonomy. These tensions complicate a divergence over student self-sufficiency and institutional control as old as the American university system, visible in faculty-student confrontations in the nineteenth century and student protests in the twentieth.\textsuperscript{36}

The Ad Hoc Committee recognizes the necessity of balancing student autonomy and successful guidance. Through our examination of current advisement at Western, we have viewed our shared system of advising as a multi-partnered system in which collaboration and cooperation are essential. Much like the establishment of a well-organized curriculum, however, not all partners are equivalent or interchangeable in their roles at particular points within the advisement process.

Students may arrive at Western unfamiliar or unaware of how universities differ from high schools or community colleges. Some, as the first person in their family to attend a university, must depend solely on members of the university community, from professors to peers, to negotiate their way through policies, expectations and regulations that may seem perplexing. Too often, members of Western’s community assume that all students are well-informed about and adequately prepared for college life.\textsuperscript{37}

At the same time, although some students might navigate their course requirements without guidance, for example, a failure to work with professional advisors and faculty during an academic career presents significant disadvantages. Students who “self-advice”


assume that they have no need for the comprehensive services of the Academic Advisement Center or the professional guidance through a discipline by faculty. As a consequence, they may miss important information on recent changes to the curriculum or on internships and professional associations and opportunities. They preclude the possibility of developing relationships which will enhance their skills and result in strong recommendations for graduate work or employment. Their integration into the University community may be inadequate or unsatisfying. For these reasons, the Ad Hoc Committee views active student participation in our shared system of advisement as crucial to timely graduation and personal advancement.\(^\text{38}\)

The Current Process of Registration for Students:  
Students beginning their academic career at Western, either as freshmen or transfers, register initially through the Registrar’s Office, which assigns them courses based on recommendations from departments. Exploratory students then meet with advisors in the Academic Advisement Center prior to the declaration of a major. Transfer students frequently receive their first advisement in the Academic Advisement Center, and if they have declared a major, then meet with a faculty advisor.

Students receive information on the registration process through the Academic Advisement website, the Registrar’s website, printed materials distributed by the Academic Advisement Center, and those available in the Student Handbook. The Academic Advisement Center website provides a “Frequently Asked Questions” page which explains how to find an advisor, what to do if a faculty advisor seems unavailable, and how to prepare for an advisement meeting. Students are urged to arrive at these sessions with “your program sheet, a recent copy of your transcript and a list of any questions you may have.” The Academic Advisement Center website also lists expectations for students and advisors. In addition, the Student Handbook offers a clear description of advisement and how to contact an advisor. This material is supplemented in Orientation for incoming students.

Student Problems with Advisement and Registration:  
Despite what appears to be an abundance of print and online material, students often remark that Western’s advisement process is difficult to navigate. The Ad Hoc Committee offers a number of recommendations to improve the dissemination of advisement

\(^{38}\) Numerous studies examine elements of the student role in academic advisement. A useful review of this literature can be found in Brett McFarlane, “Academic Advising Structures that Support First-Year Student Success and Retention,” (PhD diss., Portland State University, 2013): 56-156, at http://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=2043&context=open_access_etds.
materials to students, including improvement of the University’s website to incorporate cleaner graphics and text and increasing use of popular technologies such as Twitter, Tumblr and Instagram. Beginning in the fall semester of 2016, Western will implement new core competencies in General Education, which include a mandated First Year Competency. This should improve the University’s ability to ensure that all students learn the process of academic advising. The First Year Competency can also introduce students to what is termed an “advising syllabus,” a format that allows students to manage and understand their responsibilities in advisement.39

Students cite the complicated construction of the shared advising system at Western as an obstacle. One element of this distress stems from a general failure within the University to explain clearly why Western maintains the shared model of advisement and what advantages it conveys to students. Ad Hoc Committee recommendations for the promotion of a more positive culture around advising offer a partial solution. Another factor which makes our advisement more complex for students, however, may be more difficult to remedy quickly. The inherent differences in professional advising through the Academic Advisement Center, where advisors are available daily, and faculty advising, in which students must meet with a faculty advisor during office hours, results in difficulties for students who may want an immediate resolution to any advising issue. Student frustrations are heightened by what one student termed “trailing paper permission slip transactions” from office to office to secure the appropriate signatures, with mounting exasperation when the one person who can sign a form is unavailable. Students are no longer likely to view their time as less valuable than that of administrators and faculty, or to find their journeys across a campus, or between two distant campuses, as a productive use of their energies.

Particular problems for students have existed with course overrides, which in most departments must have the signature of the Department Chair. These forms are now available electronically, so that a student may request an override from the faculty member, who in turn can forward the request, and her or his permission to override, to the Chair. The Chair may now record the override online. As more faculty and students become familiar with this change, difficulties with overrides for students should decrease. In addition, Departments should also provide their override policies clearly on their University webpages, so that overrides do not seem arbitrary in some cases.

Summer advisement and what has been termed “one-stop shopping” for admission, registration, advisement, and other university services has raised similar problems of faculty availability. Students seeking a rapid resolution to a question with advisement may

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39 See Appendix V for examples.
find it difficult to work around faculty schedules, especially during the summer months when many faculty do not have office hours. Although, as noted above, most faculty report their willingness to meet with students who make an appointment, and some departments ensure that the Chair or a representative is available, there remains a problem with some Chairs being largely absent during the summer. The Provost’s Office has asked the Academic Advisement Center to see student majors when a faculty advisor or a Department Chair is not available. While this allows students more immediate access to advising services, it further complicates the relationships among faculty, Chairs, and the Academic Advisement Center and potentially confuses students, who learn that as majors, they can still be advised within the Academic Advisement Center.

Students also report that in the regular academic year some faculty advisors are unavailable at convenient times, that faculty advisors may provide incorrect guidance, and that some faculty members seem disengaged from the advisement process. The current system places the burden on the student to seek out an advisor and to make an appointment, often by visiting a faculty member’s office prior to an appointment. Students may be further discouraged by short appointments, perfunctory review of courses taken and courses needed for graduation, and disinterest on the part of the faculty advisor. Students may seek out other faculty members for better guidance after meeting with an assigned advisor; some simply accept inadequate advising, unaware that they can ask a Department Chair for a different advisor, or remain disheartened by their advisor’s lack of enthusiasm. At present, few departments evaluate or assess faculty performance of advisement, and as a result there have been few incentives for individual faculty members to invest time in learning about effective advisement. Students also have no voice in evaluating whether their advisors have been helpful during their academic career.

It is important to note that published studies on student responses to advising reveal distinctly different results in student responses to faculty or professional advising. Students often rate faculty advising as either very successful or notably deficient; assessments of professional advising rarely echo such highs and lows. These studies suggest that when performed well, faculty advising can be very effective in providing student guidance, and that professional advisors offer consistency that faculty advisors may not.40

Students express other concerns about the process of registration. They face difficulty planning a sequence of courses when the University’s published course schedule is limited

to the coming semester. Some students report problems in schedule conflicts among required courses and suggest a need for expanding offerings to more days and times. Program sheets continue to confuse some majors, and course pre-requisites, requirements and sequences often seem obscure or ambiguous. Some students also believe that departments change graduation requirements without adequate notice to undergraduates. Others report problems in transferring credit to Western, noting that credit received at other colleges and universities may not be counted toward their degrees.

**Student Participation and PIN:**
The use of PIN for registration at Western has emerged as a lightning rod for disagreements over advisement. The PIN has been used to reinforce students meeting with an advisor, and is technically necessary for every student to complete registration. As students acknowledge and the Ad Hoc Faculty Survey confirms, students may circumvent the PIN in a variety of ways. What remains most important in this discussion, however, is not the use of the PIN but its purpose, to ensure that every student meets with an advisor twice during the academic year.

The Ad Hoc Committee recommendations include replacing PIN with an Advisor Hold on a student’s access to registration. This would ensure that the student meets with an assigned advisor prior to registration, and places an emphasis in the advisement/registration process on that meeting rather than the acquisition of the PIN. Adoption of this technology should be initiated with parallel efforts to encourage advisement “best practices” throughout the University. When students are required to meet with an advisor, in the Academic Advisement Center or in an academic department, this constitutes an obligation throughout the University to provide them with capable guidance. It is equally important to recognize that the debate over the use of PIN or advisor holds reflects a far larger concern, whether or not students should be required to see an advisor, and if so, how often and for what purpose.

Research on the frequency of student advisement suggests that students who receive advising, either from faculty, a professional advisor, or both, are more likely to graduate and become more involved in the campus community. “Self-advising,” as noted above, remains problematic. Some universities, such as the University of Memphis and SUNY-Geneseo, place limits on which students can opt out of advisement, requiring a minimum

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41 Advisor holds have replaced PIN at a number of universities, including North Carolina State University, Georgia College, Keane State University, and Midwestern State University. Others, such as McNeese State University, have dropped advisor holds and adopted PIN.

Grade Point Average and a declared major. The University of Illinois at Champaign-Urbana allows undergraduate liberal arts majors to register without advising, but notes that “all students are encouraged to consult with their advisors and the college staff.” The Department of Mass Communication at Towson University allows students to self-advise if they complete an advisement form which is reviewed by faculty. Many universities state that self-advising is not an option for students, reflecting the widespread findings of scholars that advisement has a correlation with retention and student success.43

Student Involvement in Best Practices;
A number of studies indicate that students value advising when advisors are approachable, knowledgeable, accessible, and willing to become mentors.44 NACADA past-president Eric White suggested

What we must ultimately “teach” students (and, I would add, others and other offices on campus) is that academic advising is an on-going relationship; that while scheduling courses is part of the total endeavor, it is not the entire picture. The richness of academic advising lies in helping students grow intellectually and personally, assisting students as they make positive decisions that help them move forward in their lives, challenging students to stretch their strengths and experience new things, and use their time in the college as a learning experience.45


**IV. Discussion of Key Issues**

The Ad Hoc Committee has identified four key areas for change in Western's advisement and registration practices. These areas are in many ways interconnected, and constitute the larger frameworks within which our specific recommendations are formed.

1. **A Need for Clear Roles and Improved Communication Among Partners**

The shared system of advisement at Western has evolved over time without a thorough examination of potential inconsistencies or conflicts among partners. As a result, tensions have arisen when lines of responsibility are blurred and when the responsibilities for effective advisement are carried out inadequately. In reviewing the operation of advisement at Western, however, the Ad Hoc Committee determined that no partner in this shared system can or should be criticized for poor performance, ill will, or intransigence. Rather, the most troublesome aspect of our advisement practices stems from the difficulties in communication. The Academic Advisement Center and faculty do not share information effectively, and collaborate infrequently on establishing advisement policies. Academic departments follow different procedures for advisement, and have not been required to periodically review their practices. University mandates, such as the requirement of record keeping on individual advising sessions, are not uniformly enforced. Short term solutions to problems such as summer advisement also suggest a failure of consultation among partners. As important, students are often viewed as either consumers or recipients of advising rather than as members of the community who benefit from thoughtful and respectful guidance and engagement. This in turn may foster student complacency, passivity, or disinterest.

The Ad Hoc Committee offers thirty-four recommendations which address issues of communication and improved collaboration. These include the need for clear and uniform statements of the roles in the advisement process. Eastern Connecticut State University, for example, provides a chart of the division of responsibilities for their dual advising system, which might easily be adapted. (See Appendix 6) The Committee also notes the importance of improving website information on advising, particularly in terms of navigability. The initial web page for the Academic Advisement Center has a left-side menu bar which allows students to access further information, for instance, which could be presented in a more visually effective manner. When one accesses Academic Advising through the Registrar’s website, it links connect to Academic Advising Central. It is confusing as to the relationship between the Academic Advising Center and Academic...
Advising Central, and the latter site has not been updated recently. Redesigning these webpages would make them more attractive and useful.46

The Ad Hoc Committee supports recommendations from the Provost’s Committee on Student Success and Retention of August 2015 for the redesign of the University’s website.

The Ad Hoc Committee also recommends the establishment of a University Senate standing committee on Academic Advisement and Registration. This committee should facilitate communication among the partners in advisement by allowing for regular discussion of key issues. The Committee could ensure periodic review of advisement practices, which will reduce conflicts and promote more effective advisement strategies. This will also promote the dissemination of information on new procedures and practices, such as the implementation of Core Competencies in the curriculum. The Committee should also, in collaboration with CELT and the Academic Advisement Center, organize and administer a certificate program for faculty and staff on advisement, a credential which may be used in consideration for promotion, tenure, and review. These innovations should provide the least intrusive means of enhancing the culture of advisement at Western and achieving more effective student advisement.

2. Resolution of Differing Work Roles Within Our Shared Advising System

The different work roles of professional advisors and teaching faculty within our shared advisement system has contributed to anxieties and complaints over responsibilities, expertise, and accountability. As we have noted above, professional advisors who work a 9 to 5 schedule remain routinely available to students. Faculty, in contrast, face different time pressures in their schedules, which are divided between courses, lecture preparation, committee responsibilities, office hours and research obligations. These differences are further complicated by the contractual obligations of professional advisors, who work on a twelve-month contract, and faculty, who typically work on a ten month contract. Department Chairs, as we also note, have responsibilities throughout the calendar year.

These differing schedules and work requirements may create the impression among students and some administrators that faculty are uniquely disconnected from advisement, making it difficult for a student to locate a faculty advisor or to schedule a convenient appointment. All teaching faculty must hold five hours of office time on three separate days

46 See, for examples, United Nations, “Better Websites for Everyone,” at http://www.un.org/webaccessibility/index.shtml#, which provides excellent guidelines on how to create a visually distinctive and clear website. It also allows viewers to manipulate the site to illustrate how key components (image, text, and menus) function to make a site appealing and accessible. Accessed August 15, 2015.
to meet with students, however, and the majority of faculty clearly state that they are also available by appointment.

It does appear that one dimension of the problem with faculty availability stems not from the fact that faculty are unreachable, but that not all faculty are free throughout the day. This raises a question of whether students and administrators can reasonably expect teaching faculty to be accessible for student appointments every day throughout a work week. Such an assumption would contradict the University's Mission Statement, however, which asserts that Western seeks to “attract student-centered faculty who are passionate teachers and accomplished scholars.”

Put simply, it is impossible to fulfill this Mission Statement and its inclusion of faculty research by imposing additional mandates on faculty work schedules.

An addition part of this issue may also lie in the growing expectation that faculty members should be available to students on a continual basis. It may be important to resolve this issue at Western, as it remains a source of frustration for students, faculty and administrators.

3. Enhancement of Advisement Throughout the University

In its recommendations, the Ad Hoc Committee hopes to elevate the importance of advisement as one element in university practices which shape student life. Too frequently advisement continues to be viewed as prescriptive for course registration rather than as a process in which students are engaged through designing their academic courses and planning their futures. Yet it is clear that WCSU will not be able to retain students, or to guide students to rewarding careers, if we fail to understand the changes now shaping universities. Increasingly American colleges and universities are replacing the assumptions of the mid-twentieth century that a student moved through a curriculum in

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49 The University of Maryland, for example, provides students with a list of “Reasonable Expectations of Faculty,” which includes faculty availability during posted office hours. See University of Maryland, “Reasonable Expectations of Faculty,” at https://www.faculty.umd.edu/teach/reasonable.html. Accessed August 16, 2015.
four years with a broader conception of the student as an individual with broader needs, interests, and concerns. As we become better able to meet those demands, we will remain capable of attracting and retaining students and providing them with the services they deserve.

4. **Roles within the Modern University in the Twenty-First Century**

Western has faced numerous challenges in the past ten years, from state budget cuts to declining enrollments. As many in our university community remark, we have to do more with less while maintaining standards of academic quality. A key element to our success will be our willingness to adapt to, and be competitive with, the changes in university life and culture in the twenty-first century.50

Western’s ability to sustain a strong system of academic advisement and efficient methods for registration remains central to the university's future viability. To our detriment, some advisement practices at Western have become outdated. Most critically, improving the advisement system at Western encourages the development of a more cohesive and collaborative community. Successful advisement requires the cooperation of students, faculty, and administrative faculty. Enhancing our shared system of advisement will have long term benefits throughout the University.

**V. Committee Recommendations to the University Senate**
(Recommendations have been numbered for clarity.)

1. **Improving the Advising Process: Perceptions and Communication**

   **A. Web Communications:**
   
   **Recommendation #1:** The Ad Hoc Committee shares the recommendation of the Student Success and Retention Task Force (Final Report, August 26, 2015) that the Western website be redesigned to be user friendly.

   A revised website should include complete and clear links on all aspects of advisement, with complete information for both advisor and advisee on all issues regarding registration, advisement and special circumstances. The differences of the Academic

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Advisement Center and “Academic Advisement Central” should be clarified. A *Frequently Asked Questions* page with links to appropriate sites should be provided so that students may find and access it easily. Each department should provide easily understood guidance on advisement for student majors on the departmental webpage.

### B. Changing the Perception and Culture of Advisement:

**Recommendation #2:** Adoption of modern ideas and practices of developmental advisement has been uneven at Western. In order to inform University partners of these models and to encourage their use, the Ad Hoc Committee recommends the adoption by the University Senate of the following statement, to appear in the Faculty Handbook under University Policy and Procedures, Instructional Departments, IV. Faculty and Department Responsibility for Student Advisement (page 100)

“Academic advisement is an essential element in student academic success. The responsibilities for academic advisement at Western are shared between the Academic Advisement Center, which provides guidance for all students prior to the declaration of a major, and the Academic Departments, which advise students within their majors.”

The establishment of a University Senate standing Committee on Academic Advisement and Registration (detailed below) will promote education on developmental advisement and improve communication on best practices of advisement throughout the University. This Committee will also foster collaboration between advisement partners at Western, and emphasize effective and quick resolution of any conflicts between partners.

### 2. Departmental Procedures:

Academic Departments retain considerable control over the organization and implementation of advisement. To ensure the continuation of each department’s ability to best meet the needs of student majors and to provide for consistency in University advisement, the Ad Hoc Committee recommends the following procedures:

#### A. Statement of Advisement:

**Recommendation #3:** We recommend that the University Senate adopt a requirement for all academic Departments to file a *Statement of Advisement* with their Dean by November 1st of each academic year. This Statement should include the following information: how new advisees are distributed among departmental advisors; which members of the department provide advising, and the reasons any faculty members may not do advising; departmental policies on the length of time of advising sessions; the department’s methods for notifying students of advisement appointments; the procedures for record keeping of each advisement session; the method used to provide FERPA protections for student
records; advisor checklists; and advising syllabi or guidelines provided to student majors and to faculty advisors.

Recommendation #4: Each Department will also indicate within the Statement of Advisement of how advising within the department will be provided for students during Intersession and each Summer Session, and which members of the Department are responsible for this coverage. In the absence of any written description for Summer and Intersession advisement in a departmental Statement and the approval of the Dean, the Chairperson will retain that responsibility.

Recommendation #5: Each Department is required to keep a record of each student advisement session with an advisor. This record should indicate the date and time of the advisement session and a brief summary of advising recommendations. These records should be maintained in a manner consistent with students’ rights of privacy. Departments may request secure transfer of student records in cases in which a student changes a major.

Recommendation #6: The Statement of Advisement will also be posted on each Departmental Website.

B. Scheduling of Advisement:
Recommendation #7: Faculty and students should receive individual email notifications from the Registrar’s office of the period of advisement for fall and spring semesters two weeks prior to the day advisement begins.

Recommendation #8: Departmental secretaries shall be responsible for gathering all advising hours for faculty, and providing email notification to majors of these hours.

Recommendation #9: Departments may move to electronic scheduling of advisement using Target X software.

C. Designation of Advisors:
Recommendation #10: All students with a declared major may only be advised by a faculty member in that discipline, or by the Dean of that School. Students on probation may be advised by the Academic Advisement Center, in addition to a faculty advisor, during the period of probation.

---

51 This requirement is currently in the Faculty Handbook, but has not routinely been enforced throughout the Departments.
**Recommendation #11:** Students are to retain the same advisor in their major, but may request the Chair to assign them to a different advisor.

**D. Override Procedures:**

**Recommendation #12:** The Ad Hoc Committee recommends that the University Senate specify the inclusion of electronic procedures for course overrides in the Faculty Handbook. The current statement in the Faculty Handbook (at II. Examination And Grading Procedures and Policies, F. Policy on Course Overrides, p. 136) reads:

“Any student may fill out a course override request form which will be available from the Registrar’s Office during the registration period. Requests will be brought to the appropriate department chairperson. The chair will review the requests and, within 8 days, will forward those that they recommend for approval back to the Registrar’s Office. Only approved requests will be processed and only these students will be notified.”

The Ad Hoc Committee recommends this as a replacement:

“Students may request a course override from the instructor and Department Chair.”

**Recommendation #13:** The Committee also recommends that the University Senate require Departments to provide information for students on departmental override policies on their websites.

**E. Program Sheets and Catalog Information:**

**Recommendation #14:** Catalog and program sheet information must be reviewed and updated by academic departments and programs annually.

**Recommendation #15:** In courses which require pre- and co-requisites, program sheets must state clearly whether a course may be a pre-requisite or may be a co-requisite with approval from the department Chair.

**3. University Procedures:**

**A. Standing Committee on Academic Advisement and Registration:**

**Recommendation #16:** We recommend that the University Senate create a standing Committee on Academic Advisement and Registration. (See Appendix 5.) This Committee will be composed of 14 members, and will have responsibilities in five key areas:

1. To facilitate communication and coordination among teaching faculty, departmental chairs, Deans, the Academic Advisement Center, and students in the development and operation of Western’s shared system of academic advisement.
2. To promote the implementation of best practices of developmental advisement.
3. To create and administer an Academic Advisement Certificate program to provide continuing education on advisement practices and procedures.
4. To conduct triennial reviews of advisement effectiveness and practices in the University and to report these findings to the University Senate and the Provost.
5. To recommend policy or procedural changes to the University Senate and Provost to enhance the effectiveness of academic advisement.

In addition, the Committee on Advisement and Registration will provide those departments which wish to implement student evaluations of advisement with samples and relevant research on such evaluations. The Committee will create and maintain a webpage for faculty which provides material on “best practices” in advisement.

B. Senior Exit Surveys:
Recommendation #17: The Ad Hoc Committee recommends that the University Senate implement the use of exit surveys of all graduating students to be administered through the Registrar's Office as a part of the application for graduation. This survey, which can be a requirement for graduation, can provide the University with valuable information on student satisfaction and perceptions of advisement and other student services.

C. Consideration of Advisement as University Service in Promotion and Tenure Decisions:
Recommendation #18: Categories for the evaluation of faculty for promotion and tenure are specified in the CSU-AAUP contract. Within those categories, an applicant may provide positive evidence of achievement. The Ad Hoc Committee recommends the specific inclusion of evidence of academic advisement success, as measured by a Department or through an Academic Advisor Certificate, be included as an element of University Service.

D. Elimination of PIN and Institution of Advisor Hold:
Recommendation #19: The Ad Hoc Committee recommends that the use of PIN to ensure that students meet with advisors prior to fall and spring registration be replaced with an Advisor Hold. The Advisor Hold allows an advisor (or a Department Chair, in a faculty member’s absence) to remove an electronic block for registration.

E. One Year Schedule of Course Offerings:
Recommendation #20: The Ad Hoc Committee recommends that a one-year schedule of projected courses (Fall, Winter, Spring, Summer) shall be issued each spring prior to registration.

F. Electronic Availability of Student Files:
Recommendation #21: The Ad Hoc Committee recommends that student records files shall be made electronically available to all participants in that student's academic career, while ensuring FERPA compliance.
5. Registrar’s Office:

A. Clear Communication between the Registrar’s Office and Departments:
Improved communication between the Registrar’s Office and Departments on policies and
dates will reduce misunderstandings on courses and scheduling. The Ad Hoc Committee
recommends:
Recommendation #22: 1. Registrar’s Office will hold meetings each semester with academic
departments to review the master schedule across the university.
Recommendation #23: 2. The Registrar's Office shall promote an understanding of the
timeline for curricular changes.
Recommendation #24: 3. The Registrar shall offer information and training to current
faculty each semester to review important changes in registration procedures.
Recommendation #25: 4. The Registrar’s Office will be responsible for the announcement
and publicity of each semester’s advising period, with notification to individual faculty and
students by email.

B. Additional Issues of Registration:
Recommendation #26: In addition, the Ad Hoc Committee recommends the utilization of
DegreeWorks® to allow students to routinely check their progress toward graduation.

Recommendation #27: The Ad Hoc Committee recommends that priority registration dates
shall be continued.

7. Deans:

A. Use of Discretionary Overload Credit for Advising Overloads:
Recommendation #28: The Ad Hoc Committee has documented the demanding workload of
faculty advisors in some departments. We recommend that Deans utilize discretionary
overload credit to provide faculty having an advisement overload of 30 or more advisees
with one overload credit for every additional 30 students.

B. Deans’ Responsibility for Summer Advisement Coverage:
Recommendation #29: Under current University procedures, Department Chairs hold the
responsibility for ensuring that students can receive advising in their departments during
Summer Session and Intersession. If adopted, the Departmental Statement of Advisement
will allow departments to designate summer advisors with the Dean’s permission. In order
for the shared model of advisement at Western to function effectively, it is important for
Deans to ensure that each department has assigned advisement coverage. Therefore, the
Ad Hoc Committee recommends that Deans review the Statement of Advisement (if
adopted) from each department, and work with the departments to provide adequate advising services during Summer and Intersession.

8. First Year Program and Orientation for New Students/ Transfers:

A. Advisement in Orientation:
Recommendation #30: The Ad Hoc Committee recommends that Orientation of new students include an introduction to advisement services and practices, and an explanation of the shared model of advisement at Western.

B. First Year Program:
Recommendation #31: The Ad Hoc Committee recommends that the First Year Competency courses include an introduction for students to the use of advisement syllabi.

9. Changes to existing material:

A. Faculty Handbook Revision:
Recommendation #32: On page 8 of the Faculty Handbook the language shall be changed to read, "All students are welcome at the Center (AAC). Students who have declared a major receive advisement in their departments."

B. Faculty Handbook Revision:
Recommendation #33: As the Ad Hoc Committee notes above, the Faculty Handbook, Procedures for Advisement include this statement: “Adviser’s responsibilities are included in the Recommendations of the Committee on Academic Advisement accepted by the Senate, November 1985, and approved by the University President.”

The Ad Hoc Committee recommends that the language in the Faculty Handbook be changed to read: “Each department is required to keep a folder on each student advised in that major. This folder, which may be maintained electronically, should include the names of advisor and student advisee, the date of each advisement meeting, any specific recommendations made at that meeting, referrals to other offices or divisions of the University, and a program sheet updated at each advising meeting.”

10. Recommendations for “Best Practices”:

Recommendation #34: The Ad Hoc Committee has identified “Best Practices” which, while not actionable by the University Senate, should inform our University deliberations on any changes to our advisement procedures. These serve as general recommendations to the University Senate:
The primary focus of the advisement process at Western must be the development of the “whole student.” This requires a transformation in Western’s practices of advisement from the view that it is important in enrolling students for the next semester to one which values advisement as an essential element in student success. Improvement in communications between advisement partners at Western, emphasis on effective and quick resolution of any conflicts between collaborators, and enhanced education on “best practices” of advisement throughout the University will allow us to achieve an effective system of shared advisement to the benefit of both students and our University community.

**VI. Appendixes**

Appendix 1: Ad Hoc Committee on Advisement and Registration Survey of Department Chairs.
Appendix 2: Ad Hoc Committee on Advisement and Registration Survey of Faculty.
Appendix 3: Proposal for University Senate Standing Committee on Advisement and Registration.
Appendix 4: Samples of Advisor Checklists.
Appendix 5: Samples of Student “Advising Syllabi.”
Appendix 3:

Ad Hoc Committee on Academic Advisement and Registration
Proposal for the Establishment of a University Senate Standing Committee on Academic Advisement and Registration.

Committee to be called (University Senate) Committee on Academic Advisement and Registration

I. Objective: To ensure that academic advisement practices and procedures are consistent with the mission of Western Connecticut State University.

II. Responsibilities of Committee
A. To facilitate communication and coordination among teaching faculty, departmental chairs, Deans, the Academic Advisement Center, and students in the development and operation of Western’s shared system of academic advisement.
B. To promote the implementation of best practices of developmental advisement.
C. To create and administer an Academic Advisement Certificate program to provide continuing education on advisement practices and procedures.
D. To conduct triennial reviews of advisement effectiveness and practices in the University and to report these findings to the University Senate and the Provost.
E. To recommend policy or procedural changes to the University Senate and Provost to enhance the effectiveness of academic advisement.

III. Membership of Committee (14 members; 13 voting members)
Representative of the Provost (voting)
Representative of the Academic Advisement Center (voting)
Representative of the Student Government Association (voting)
Representative of the Registrar’s Office (voting)
Representative of the Office of Student Affairs (non-voting)
Five (5) teaching faculty members, one elected by and from the teaching faculty of each of the four schools and one elected by and from the Librarians/Counselors/coaches group, for overlapping 2-year terms
Student member elected or appointed by Student Government Association (voting)
Two faculty members at large (voting)
One non-teaching faculty member elected by and from those represented by SUOAF-AFSCME (voting)
IV. Conduct of Business

A. Meetings
1. Meetings are to be convened by the Chairperson. In the absence of the Chairperson, his or her designate shall convene meetings, except as follows: If no new Chairperson is elected at the last meeting of the academic year, then the President of the University Senate will designate a committee member to convene the committee.
2. A quorum shall consist of a majority of voting members.
3. Meetings are to be held not less than three times per semester during the academic year and at the request of the Chairperson.
4. The call to meeting, accompanied by the agenda, shall be delivered to committee members at least three school days prior to each meeting.
5. Ordinarily, no decision shall be made on policy or procedural proposals at a meeting the first time such items are discussed unless said material was received by the members at least three school days prior to the meeting.
6. Decisions of the committee require a majority vote of the members present.
7. Concerned parties may attend meetings to discuss, or be invited to discuss, particular items on the agenda.
8. The committee operates under a modified form of parliamentary procedure.

B. Officers
1. The chairperson shall be elected by a majority vote of elected members in the spring semester, following new member elections and preceding commencement.
2. The position of secretary shall be filled by each member in turn on an alphabetically rotating basis, unless otherwise agreed to by the Committee.

C. Reports
1. To whom reports are given:
   a. The committee, through its chair, shall report all policy recommendations to the University Senate.
   b. The committee shall submit an annual report to the University Senate.
   c. The committee shall report to the appropriate departments and school deans and the Director of Academic Advisement concerning recommendations regarding academic advisement procedures and recommendations.
   d. The committee shall report to the Provost/Vice President for Academic Affairs (as the University President's designee) for appropriate administrative review of the committee's recommendations.

D. Minutes
Minutes of all meetings shall be distributed to:
1. All members of the committee.
2. University Senate President.
3. University Senate Archivist (2 copies).
4. Provost/Vice President for Academic Affairs.
5. The Director of the Academic Advisement Center.
6. The Registrar.
7. SGA President.

**E. Amendments**

These Bylaws may be amended by two-thirds vote of members present at any regularly scheduled meeting at which there is a quorum, and the approval of the University Senate and the President of the University.
University Senate Ad Hoc Committee on Advisement and Registration

Survey of Department Chairpersons

June 10, 2015- June 18, 2015
<table>
<thead>
<tr>
<th>#</th>
<th>Responses</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Professors are assigned advisees by the department chair, and they make appointments with students.</td>
<td>6/18/2015 5:28 PM</td>
</tr>
<tr>
<td>2</td>
<td>Every faculty member is assigned an advisees. They meet with them for registration and set up appts.</td>
<td>6/18/2015 3:12 PM</td>
</tr>
<tr>
<td>3</td>
<td>Each student is assigned an advisor. Each student then receives an email inviting the student to meet with that advisor to get to know each other and for registration for the next semester. The department uses signup genius for students to make appointments. Each student meets with his/her advisor every semester. For students who do not show up, reminder emails/phone calls are sent. Additionally, when a student receives poor, or for any other academic problem the advisor reaches out to the student.</td>
<td>6/18/2015 12:19 PM</td>
</tr>
<tr>
<td>4</td>
<td>Each faculty member is assigned a group of advisees. The faculty member remains a particular student's advisor for the student's whole career at WCSU.</td>
<td>6/18/2015 11:59 AM</td>
</tr>
<tr>
<td>5</td>
<td>Advisors are assigned based first on student requests, second on matching student and faculty interests; and third by certain specializations (education/history are handled by only certain advisors) if neither is clear, they are assigned alphabetically. Students are required to see their advisor every semester, though in extraordinary circumstances they can see the chairperson or other faculty. Faculty are asked to review their current status, give advice on courses, ask about post-graduation plans and current courses.</td>
<td>6/17/2015 6:23 PM</td>
</tr>
<tr>
<td>6</td>
<td>Students are assigned to advisers by the chairs according to major and how many are already assigned to each FT faculty member. The lists are mysteriously mixed up every year, with students being reassigned for some reason and we have never been able to determine how this happens or why, despite several discussions with the Registrar's Office, it remains a pesky problem which is hard on the students and there is no reason for it.</td>
<td>6/17/2015 4:01 PM</td>
</tr>
<tr>
<td>7</td>
<td>When a student changes their major the chair (or other full-time faculty member) meets with them, completes the paperwork, starts an advising sheet and makes sure the student understands the ins and outs of our 4 options. The chair assigns advisors—trying to keep the numbers equal—we have about 45 students per full-time faculty member. Students may ask to change advisors. We keep our own electronic advising sheets (not the university pdf's) on our network drive which can be updated online, accessed by all full-time faculty, emailed to students, and printed. Students may see any full-time faculty member. The chair keeps a record of each student, their major and who their advisor is. Faculty up for evaluation submit a list of students they have advised to the DEC who review their notes on the advising sheets to assess the advising quality.</td>
<td>6/17/2015 12:17 PM</td>
</tr>
<tr>
<td>8</td>
<td>Students are assigned advisors in the department, though students may change advisors if they so choose. PINs are not to be distributed until in office advising occurs. Advisors are to review program sheets to ensure students are progressing toward their degree.</td>
<td>6/17/2015 11:09 AM</td>
</tr>
<tr>
<td>9</td>
<td>We share the PINs and advise each other's advisees. We put all faculty names, phone number, offices and their advisement hours on a poster and post them on our offices and our designated classrooms around advisement time.</td>
<td>6/11/2015 4:30 PM</td>
</tr>
<tr>
<td>10</td>
<td>By Faculty. Students either sign up for an advising slot with their faculty advisor at designated times or contact their faculty advisors via email to schedule an appointment.</td>
<td>6/11/2015 4:08 PM</td>
</tr>
<tr>
<td>11</td>
<td>By Faculty - as individuals with their advisees</td>
<td>6/11/2015 8:44 AM</td>
</tr>
<tr>
<td>12</td>
<td>Each FT faculty has approx. equal # of advisees. Depending on faculty, most advisees email for appointment.</td>
<td>6/10/2015 4:01 PM</td>
</tr>
<tr>
<td>13</td>
<td>By the individual faculty advisor. We do have all program sheets in a data base on the K-Drive so should any advisor not be available they can come to the chair for advisement.</td>
<td>6/10/2015 1:41 PM</td>
</tr>
</tbody>
</table>

**Q1 How is advisement handled in your department? Briefly describe this process.**

Answered: 13  Skipped: 0
Q2 Who oversees advisement in your department?

Answered: 13  Skipped: 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Chair</td>
<td>84.62%</td>
</tr>
<tr>
<td>b. Associate or Assistant Chair</td>
<td>0.00%</td>
</tr>
<tr>
<td>c. Department Secretary</td>
<td>0.00%</td>
</tr>
<tr>
<td>d. Other (please specify)</td>
<td>15.38%</td>
</tr>
</tbody>
</table>

Total 13
Question 2 responses:

Each faculty member is responsible for his/her advisement.
6/18/2015 5:28 PM View respondent's answers

I would say that it is "overseen" by the faculty as a whole.
6/17/2015 6:23 PM View respondent's answers

All FT music faculty are academic advisors to students in music degree programs. It is the responsibility of the chair to designate advisors and provide overall guidance to faculty.
6/11/2015 4:10 PM View respondent's answers
Q3 How does your department assign majors to specific advisors?

Answered: 11  Skipped: 2

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Rotation of majors to different faculty members annually</td>
<td>9.09% 1</td>
</tr>
<tr>
<td>b. Random distribution of majors</td>
<td>0.00% 0</td>
</tr>
<tr>
<td>c. Student retains one advisor during the student's academic career</td>
<td>72.73% 8</td>
</tr>
<tr>
<td>d. Other (please specify)</td>
<td>18.18% 2</td>
</tr>
</tbody>
</table>

Total 11
Question 3 responses:

Through a more elaborate process described in question 1.
6/17/2015 6:24 PM View respondent's answers
Hopefully unless they are switched, not by us, or they request a change.
6/17/2015 4:02 PM View respondent's answers
The chair assigns advisors and tries to ensure that each faculty member has an equal number of advisees.
6/17/2015 11:10 AM View respondent's answers
We try to keep same advisee to same advisor. In order to even out the advisee per faculty, some advisees are
changed to a new advisor each semester.
6/11/2015 4:33 PM View respondent's answers
Music uses a mix of A & B
6/11/2015 4:11 PM View respondent's answers
Assignment typically based on student's option and faculty expertise.
6/10/2015 4:02 PM View respondent's answers
When possible.
6/10/2015 1:42 PM View respondent's answers
Q4 What level of interaction do faculty in your department have with advisees? (Please indicate all that apply.)

Answered: 12  Skipped: 1

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The majority of faculty meet with advisees for advisement and for problems with the major.</td>
<td>100.00% 12</td>
</tr>
<tr>
<td>b. The majority of faculty meet with advisees routinely to check academic progress.</td>
<td>41.67% 5</td>
</tr>
<tr>
<td>c. The majority of faculty meet with advisees to distribute PINs.</td>
<td>75.00% 9</td>
</tr>
<tr>
<td>d. The majority of faculty meet routinely with students to provide career guidance and advice for graduate school or employment.</td>
<td>58.33% 7</td>
</tr>
</tbody>
</table>

Total Respondents: 12
Q5 If there is a substantial difference in the amount of time spent in advisement among department members, please describe that difference briefly.

Answered: 13  Skipped: 0

<table>
<thead>
<tr>
<th>#</th>
<th>Responses</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes - some are very attentive and others not at all. Because of this, some faculty members are assigned few advisees.</td>
<td>6/18/2015 5:29 PM</td>
</tr>
<tr>
<td>2</td>
<td>Some advisors are more responsive and proactive and meet with advisees often. Others are not as responsive and it is difficult for students to connect with the advisor.</td>
<td>6/18/2015 3:13 PM</td>
</tr>
<tr>
<td>3</td>
<td>We each schedule 15-20 minutes/student during pre-registration periods. We all use the same forms (program sheets, student identification form, 4 year course plan, etc.).</td>
<td>6/18/2015 12:21 PM</td>
</tr>
<tr>
<td>4</td>
<td>No difference.</td>
<td>6/18/2015 12:00 PM</td>
</tr>
<tr>
<td>5</td>
<td>Certain of our faculty have specialized experience (pre-law, American Studies, education) that cause them to advise students with those particular majors or minors or trajectories. Junior faculty are eased into advising loads. However, we try to keep the number of advisees relatively constant throughout the faculty.</td>
<td>6/17/2015 6:25 PM</td>
</tr>
<tr>
<td>6</td>
<td>The last question indicates &quot;the majority of faculty&quot; which is unknown, and which makes the question erroneous and poorly constructed. 5. There is no way to know the answer to this.</td>
<td>6/17/2015 4:04 PM</td>
</tr>
<tr>
<td>7</td>
<td>Some people are better at advising than others. Some enjoy it more. Some faculty schedule additional office hours, some do not. Some go out of their way to accommodate student schedules. Students tend to go to the people who are better at it or more committed to it.</td>
<td>6/17/2015 12:18 PM</td>
</tr>
<tr>
<td>8</td>
<td>some advisors are bad at advising, period. Others are much more diligent and take a lot of time to ensure students are progressing. Since students can change advisors, some faculty wind up with more advisees than others. This has led to some faculty complaining that they have too few advisees--one such faculty is now an Ass. Dean in A&amp;S--but students vote with their feet. Some faculty should not be advisors.</td>
<td>6/17/2015 11:13 AM</td>
</tr>
<tr>
<td>9</td>
<td>More responsible faculty tend to have more students coming to see them given that we advise each other's students. Irresponsible faculty members did not return calls or emails from advisees, forcing them to see other faculty. There seems to have no mechanism to monitor the no return call and no return email problems. Even high school staff have a 24 hours time limit to respond but we don't as a university.</td>
<td>6/11/2015 4:38 PM</td>
</tr>
<tr>
<td>10</td>
<td>Some faculty advisors are more detail oriented than others.</td>
<td>6/11/2015 4:12 PM</td>
</tr>
<tr>
<td>11</td>
<td>I'm not sure to tell you the truth</td>
<td>6/11/2015 8:45 AM</td>
</tr>
<tr>
<td>12</td>
<td>We are deeply committed to advisement and we spend lots of quality time with advisees.</td>
<td>6/10/2015 4:04 PM</td>
</tr>
<tr>
<td>13</td>
<td>The department chair and musical theatre coordinator regularly review progress of all students checking for any dropped classes and/or advancement toward the degree. The rest of the faculty meet at least once a semester with their advisees.</td>
<td>6/10/2015 1:45 PM</td>
</tr>
</tbody>
</table>
Q6 What guidance or training do faculty members in your department receive on advisement?

Answered: 13  Skipped: 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. An adequate amount of training from senior department members and/or Academic Advisement.</td>
<td>38.46%</td>
</tr>
<tr>
<td>b. Some training from the department and/or Academic Advisement.</td>
<td>7.69%</td>
</tr>
<tr>
<td>c. Little training beyond a summary review of departmental practices and requirements.</td>
<td>7.69%</td>
</tr>
<tr>
<td>d. No training but assistance from senior faculty.</td>
<td>46.15%</td>
</tr>
<tr>
<td>e. No training or significant guidance.</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Total: 13
Q7 Does your department discuss the educational or developmental goals of advisement, and if so, how often?

Answered: 13  Skipped: 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Regularly (twice a year or more)</td>
<td>38.46%</td>
</tr>
<tr>
<td>b. Occasionally (once a year)</td>
<td>30.77%</td>
</tr>
<tr>
<td>c. Only when it pertains to a particular problem for students or faculty</td>
<td>15.38%</td>
</tr>
<tr>
<td>d. Rarely, if ever.</td>
<td>15.38%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>
Q8 How do your faculty members view the purpose of advisement for your majors? Please explain briefly.

Answered: 13  Skipped: 0

<table>
<thead>
<tr>
<th>#</th>
<th>Responses</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assist with course selection.</td>
<td>6/18/2015 5:30 PM</td>
</tr>
<tr>
<td>2</td>
<td>Most take it seriously and work hard to be sure the student is on the right path and doing well.</td>
<td>6/18/2015 3:15 PM</td>
</tr>
<tr>
<td>3</td>
<td>Very important for SWK majors to take prerequisites, and required courses in proper sequence, and to work closely with each student</td>
<td>6/18/2015 12:23 PM</td>
</tr>
<tr>
<td>4</td>
<td>We take advisement extremely seriously and are diligent in carrying it out.</td>
<td>6/18/2015 12:01 PM</td>
</tr>
<tr>
<td>5</td>
<td>To familiarize faculty with students in the department; to help identify areas of curricular need/improvement; to ensure that students are making satisfactory progress; to get student feedback on the department; to help students pick appropriate courses/minors/career paths.</td>
<td>6/17/2015 6:27 PM</td>
</tr>
<tr>
<td>6</td>
<td>Helping students achieve success, professionally and personally, during and after their time at WCSU.</td>
<td>6/17/2015 4:05 PM</td>
</tr>
<tr>
<td>7</td>
<td>to be a contact for navigating the university for planning courses for help in internships and career choices</td>
<td>6/17/2015 12:21 PM</td>
</tr>
<tr>
<td>8</td>
<td>Again, some faculty view it as very important; others view it as a nuisance. Advising should be done only by faculty who believe it is serious and who do it well. Some faculty simply dictate, others just give out PINs, but the best advising occurs when faculty take the time to really review and suggest paths of degree completion.</td>
<td>6/17/2015 11:15 AM</td>
</tr>
<tr>
<td>9</td>
<td>Some take it seriously and know the consequences if the job is not done right, and then students won't be able to graduate on time or even drop out. Others take it as part of their job and cannot care less. They don't even know that there is a purpose for advisement or the consequences.</td>
<td>6/11/2015 4:43 PM</td>
</tr>
<tr>
<td>10</td>
<td>Advisement is generally considered crucial to the academic success of the students. Faculty sometimes disagree on where the line is regarding student responsibility in tracking one's progress; there is evidence to suggest those faculty that allow substantial latitude have a higher incidence of problems when degree audits are performed nearing a student's expected graduation.</td>
<td>6/11/2015 4:18 PM</td>
</tr>
<tr>
<td>11</td>
<td>We seem to agree that advisement is crucial for helping them navigate the major and deal with gen ed.</td>
<td>6/11/2015 8:45 AM</td>
</tr>
<tr>
<td>12</td>
<td>We believe advisement is the sine qua non of student success.</td>
<td>6/10/2015 4:06 PM</td>
</tr>
<tr>
<td>13</td>
<td>Our department has developed a culture whereby the faculty take pride in advisement and are often protective of their advisees.</td>
<td>6/10/2015 1:47 PM</td>
</tr>
</tbody>
</table>
Q9 Do your faculty members currently perceive advisement as primarily a means to:

Answered: 13  Skipped: 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Increase the number of majors in your discipline</td>
<td>0.00%</td>
</tr>
<tr>
<td>b. Improve the performance of majors in your discipline</td>
<td>46.15%</td>
</tr>
<tr>
<td>c. Improve retention of students within your discipline</td>
<td>7.69%</td>
</tr>
<tr>
<td>d. Assist students with registration</td>
<td>46.15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>
Q10 To what extent do faculty advisors in your department provide counseling or guidance for careers or graduate work?

Answered: 13  Skipped: 0

- a. Routinely at every...
- b. Occasionally...
- c. Rarely, and only if...
- d. Students are referred...

Answer Choices

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Routinely at every advising session</td>
<td>38.46%</td>
</tr>
<tr>
<td>b. Occasionally if the topic comes up in the advising session</td>
<td>53.85%</td>
</tr>
<tr>
<td>c. Rarely, and only if the student asks for advice.</td>
<td>7.69%</td>
</tr>
<tr>
<td>d. Students are referred to Career Development for these concerns.</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Total: 13
Q11 How many advisees do members of your department advise by semester, on average?

Answered: 13  Skipped: 0

<table>
<thead>
<tr>
<th>#</th>
<th>Responses</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5-10 each</td>
<td>6/18/2015 5:31 PM</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
<td>6/18/2015 3:15 PM</td>
</tr>
<tr>
<td>3</td>
<td>30-40</td>
<td>6/18/2015 12:24 PM</td>
</tr>
<tr>
<td>4</td>
<td>each faculty member has 4-15 advisees.</td>
<td>6/18/2015 12:02 PM</td>
</tr>
<tr>
<td>5</td>
<td>About fifteen.</td>
<td>6/17/2015 6:27 PM</td>
</tr>
<tr>
<td>6</td>
<td>10. Another question that assumes I have knowledge of what my colleagues are doing which I do not have. 11, unknown.</td>
<td>6/17/2015 4:07 PM</td>
</tr>
<tr>
<td>7</td>
<td>45</td>
<td>6/17/2015 12:21 PM</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>6/17/2015 11:16 AM</td>
</tr>
<tr>
<td>9</td>
<td>six</td>
<td>6/11/2015 4:44 PM</td>
</tr>
<tr>
<td>10</td>
<td>20 - 25</td>
<td>6/11/2015 4:19 PM</td>
</tr>
<tr>
<td>11</td>
<td>don’t know</td>
<td>6/11/2015 8:46 AM</td>
</tr>
<tr>
<td>12</td>
<td>We are largest academic dept. @ WCSU (approx. 475-500 students). Each faculty has 45-50 advisees, of whom approx. 50-60% seek advisement.</td>
<td>6/10/2015 4:09 PM</td>
</tr>
<tr>
<td>13</td>
<td>20 to 25 students.</td>
<td>6/10/2015 1:48 PM</td>
</tr>
</tbody>
</table>
Q12 Does your department have an expectation about the length of time each advisor meets with a student? If so, how long is it?

Answered: 13  Skipped: 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. No expectations</td>
<td>84.62%</td>
</tr>
<tr>
<td>b. Fifteen minutes</td>
<td>7.69%</td>
</tr>
<tr>
<td>c. Thirty minutes</td>
<td>7.69%</td>
</tr>
<tr>
<td>d. Over thirty minutes</td>
<td>0.00%</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
</tr>
</tbody>
</table>
Q13 How does your department handle course overrides?

Answered: 13  Skipped: 0

a. Only the Chair/Associate...

b. A student's...

c. All full-time...

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Only the Chair/Associate Chair can sign.</td>
<td>84.62%</td>
</tr>
<tr>
<td>b. A student's advisor can sign, in addition to the Chair/Associate Chair.</td>
<td>7.69%</td>
</tr>
<tr>
<td>c. All full-time faculty can sign.</td>
<td>7.69%</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
</tr>
</tbody>
</table>
Q14 Does your department discuss advising practices (other than schedule) at department meetings?

Answered: 13  Skipped: 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Yes</td>
<td>69.23%</td>
</tr>
<tr>
<td>b. No</td>
<td>30.77%</td>
</tr>
<tr>
<td>c. Not sure</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Total 13
Q15 How important is advisement in your department in the consideration of faculty for promotion or tenure?

Answered: 13  Skipped: 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Very important</td>
<td>7.69%</td>
</tr>
<tr>
<td>b. Somewhat important</td>
<td>46.15%</td>
</tr>
<tr>
<td>c. Not very important</td>
<td>30.77%</td>
</tr>
<tr>
<td>d. Not relevant or not considered</td>
<td>15.38%</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
</tr>
</tbody>
</table>
Q16 Does your department have a mechanism for evaluating the success of advising?

Answered: 13  Skipped: 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Yes</td>
<td>15.38%</td>
</tr>
<tr>
<td>b. No</td>
<td>84.62%</td>
</tr>
<tr>
<td>c. Not sure</td>
<td>0.00%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>
Q17 If yes, what forms?

Answered: 2  Skipped: 11

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Survey of advisor's students</td>
<td>50.00%</td>
</tr>
<tr>
<td>b. Faculty peer evaluations</td>
<td>50.00%</td>
</tr>
<tr>
<td>c. Other (please specify)</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Total Respondents: 2
Question 17 responses:
Only one faculty member uses it
6/18/2015 12:25 PM View respondent's answers
we review the files of the student that faculty indicate they have advised.
6/17/2015 12:23 PM View respondent's answers
Q18 Does your department keep records of advisement meetings with individual students?

Answered: 12  Skipped: 1

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Yes</td>
<td>50.00%</td>
</tr>
<tr>
<td>b. No</td>
<td>41.67%</td>
</tr>
<tr>
<td>c. Not sure</td>
<td>8.33%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>
Q19 If records on advising are kept by your department, please describe who keeps these records, and where they are usually placed.

Answered: 8  Skipped: 5

<table>
<thead>
<tr>
<th>#</th>
<th>Responses</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kept in dept. office, in files for each student.</td>
<td>6/18/2015 5:32 PM</td>
</tr>
<tr>
<td>2</td>
<td>They are locked in the student files in the office</td>
<td>6/18/2015 3:17 PM</td>
</tr>
<tr>
<td>3</td>
<td>Records are in each student's file</td>
<td>6/18/2015 12:26 PM</td>
</tr>
<tr>
<td>4</td>
<td>Individual faculty keep records.</td>
<td>6/18/2015 12:03 PM</td>
</tr>
<tr>
<td>5</td>
<td>This is an area that is in flux. Historical data and records for advisees are kept in physical form. However, with the new fillable program sheets, over recent years advisers are responsible for keeping data themselves. When a chair or other faculty member advises someone assigned to someone else, there is an expectation that the adviser will get a report by email.</td>
<td>6/17/2015 6:30 PM</td>
</tr>
<tr>
<td>6</td>
<td>18. Depends on the individual faculty member.</td>
<td>6/17/2015 4:08 PM</td>
</tr>
<tr>
<td>7</td>
<td>They are on our K drive. Each advisor edits an individual student's file. Chair and secretary work on keeping advising directories up to date</td>
<td>6/17/2015 12:24 PM</td>
</tr>
<tr>
<td>8</td>
<td>In a folder on the K-Drive</td>
<td>6/10/2015 1:49 PM</td>
</tr>
</tbody>
</table>
Q20 How do faculty post hours for advisement in your department? (Check all that apply.)

Answered: 12  Skipped: 1

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. On their office doors.</td>
<td>91.67%</td>
</tr>
<tr>
<td>b. Appointments are scheduled electronically</td>
<td>58.33%</td>
</tr>
<tr>
<td>c. Some other means (please specify)</td>
<td>25.00%</td>
</tr>
</tbody>
</table>

Total Respondents: 12
Question 20 responses:

on line
6/18/2015 12:26 PM View respondent's answers
Some faculty use regular office hours; some use a doodle poll to schedule.
6/17/2015 6:31 PM View respondent's answers

email
6/17/2015 12:25 PM View respondent's answers
We put all hours and faculty contact info on one page and post them on faculty doors and classrooms that we teach in.
6/11/2015 4:49 PM View respondent's answers
Q21 What percentage of advisees honor their scheduled appointments?

Answered: 12  Skipped: 1

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Greater than 90%</td>
<td>16.67%</td>
</tr>
<tr>
<td>b. Between 75% and 90%</td>
<td>50.00%</td>
</tr>
<tr>
<td>c. Between 50% and 75%</td>
<td>25.00%</td>
</tr>
<tr>
<td>d. Approximately 50%</td>
<td>0.00%</td>
</tr>
<tr>
<td>e. Less than 50%</td>
<td>8.33%</td>
</tr>
</tbody>
</table>

Total 12
Q22 Do faculty in your department email or contact students to remind them of advisement appointments?

Answered: 11  Skipped: 2

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Most do.</td>
<td>54.55%</td>
</tr>
<tr>
<td>b. Most do not, although a small number do.</td>
<td>27.27%</td>
</tr>
<tr>
<td>c. Rarely</td>
<td>18.18%</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
</tr>
</tbody>
</table>
Q23 What percentage of advisees honor their scheduled appointments?

Answered: 11  Skipped: 2

Answer Choices | Responses
---|---
a. Greater than 90% | 18.18% 2
b. Between 75% and 90% | 72.73% 8
c. Between 50% and 75% | 9.09% 1
d. Approximately 50% | 0.00% 0
e. Less than 50% | 0.00% 0

Total | 11
Q24 Is the department Chairperson, or someone acting on the Chair's behalf, available to handle advisement issues in the summer?

Answered: 11  Skipped: 2

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Yes</td>
<td>100.00%</td>
</tr>
<tr>
<td>b. No</td>
<td>0.00%</td>
</tr>
<tr>
<td>c. Not sure</td>
<td>0.00%</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
</tr>
</tbody>
</table>
Q25 Is a faculty member regularly available in person during the summer months to provide advising for majors by appointment?

Answered: 12  Skipped: 1

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Yes</td>
<td>75.00%</td>
</tr>
<tr>
<td>b. No</td>
<td>16.67%</td>
</tr>
<tr>
<td>c. Not sure</td>
<td>8.33%</td>
</tr>
</tbody>
</table>

Total 12
Q26 Does your department allow first year faculty to advise students?

Answered: 12  Skipped: 1

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Yes</td>
<td>66.67%</td>
</tr>
<tr>
<td>b. No</td>
<td>25.00%</td>
</tr>
<tr>
<td>c. Not sure</td>
<td>8.33%</td>
</tr>
</tbody>
</table>

Total 12
Q27 Do the faculty in your department prefer to keep registration PINs?

Answered: 11  Skipped: 2

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Yes</td>
<td>81.82%</td>
</tr>
<tr>
<td>b. No</td>
<td>0.00%</td>
</tr>
<tr>
<td>c. Not sure</td>
<td>18.18%</td>
</tr>
</tbody>
</table>

Total: 11
Question 27 responses:

I don't know what this means. We think that issuing a PIN upon advisement is a good plan.
6/17/2015 1:56 PM View respondent's answers

Not keeping the PINs may allow students to take courses in the wrong sequences when they do not get proper advisement before getting the PINs.
6/11/2015 4:52 PM View respondent's answers
Q28 Would your department support or disagree with publicizing course schedules for the coming year rather than by semester?

Answered: 12  Skipped: 1

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Support</td>
<td>8.33%</td>
</tr>
<tr>
<td>b. Oppose</td>
<td>25.00%</td>
</tr>
<tr>
<td>c. Would consider the...</td>
<td>33.33%</td>
</tr>
<tr>
<td>d. Unsure</td>
<td>33.33%</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
</tr>
</tbody>
</table>
Q29 What is the most significant concern for your department with the current registration process? Please elaborate briefly.

Answered: 10  Skipped: 3

<table>
<thead>
<tr>
<th>#</th>
<th>Responses</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The number of students who are able to register without seeing their advisors.</td>
<td>6/18/2015 6:34 PM</td>
</tr>
<tr>
<td>2</td>
<td>We have been successful and have very few issues</td>
<td>6/18/2015 3:19 PM</td>
</tr>
<tr>
<td>3</td>
<td>We have a complicated curriculum- it is hard for faculty to advise properly. We also have a hard time getting all faculty to consistently use the same forms. Lastly there are philosophical differences about leaving the initiative up to the students to seek help, or reaching out to them to give help.</td>
<td>6/18/2015 12:37 PM</td>
</tr>
<tr>
<td>4</td>
<td>I don't know that we have a substantial concern with the current process other than student dissatisfaction with it. I think the change of registration time from midnight to 8am makes no sense at all.</td>
<td>6/17/2015 6:33 PM</td>
</tr>
<tr>
<td>5</td>
<td>Funding and staffing are too uncertain to post schedules in advance. We need more data to build our schedules on--how many students need what required classes. Students wait too long to come see their advisor. We are lucky is they come during the registration period. Some come the week classes start. I'd like to see a system where faculty in large department with high advising loads earn load credit for advising--this would obviously be given to the best advisors. Too many of our students who start as undeclared continue with those advisors. The advisement center does not know what our classes and options are all about. They often give students poor advise about their next steps--which option to choose, which classes to take, etc..</td>
<td>6/17/2015 2:02 PM</td>
</tr>
<tr>
<td>6</td>
<td>That our majors are sometimes advised--incorrectly and poorly--by the Advisement Center. The AC does a good job with first semester assignments, but after that not so much.</td>
<td>6/17/2015 11:20 AM</td>
</tr>
<tr>
<td>7</td>
<td>Some students were put into courses (God knows who did it) without official override approvals or any prior knowledge from the department chair. When problems arise, it is too late to remove those students. Some students missed out on prerequisites and refused to take them after passing the course. Some staff just sent students to dept. chairs before trying to help them when, if fact, they could have. Some students were sent to me for override requests by staff (don't know who) when they shouldn't have because students simply need to follow the course sequences in order to learn. Advisement of transfer students seemed to cause most problems when it was done properly at the first meeting. Finally, a large portion (70% or so) our students were able to get their PINs and register each semester without seeing any of the faculty members in our dept. I always wondered how did they get the PINs.</td>
<td>6/11/2015 5:12 PM</td>
</tr>
<tr>
<td>8</td>
<td>Availability of general education courses</td>
<td>6/11/2015 4:23 PM</td>
</tr>
<tr>
<td>9</td>
<td>Students do not come see us and don't seem to listen to our instructions about the major.</td>
<td>6/11/2015 8:48 AM</td>
</tr>
<tr>
<td>10</td>
<td>Some students opt to select their advisor and this should be accommodated.</td>
<td>6/10/2015 1:53 PM</td>
</tr>
</tbody>
</table>
Q29 What is the most significant concern for your department with the current registration process? Please elaborate briefly.

Answered: 10 Skipped: 3

<table>
<thead>
<tr>
<th>#</th>
<th>Responses</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The number of students who are able to register without seeing their advisors.</td>
<td>6/18/2015 5:34 PM</td>
</tr>
<tr>
<td>2</td>
<td>We have been successful and have very few issues</td>
<td>6/18/2015 3:19 PM</td>
</tr>
<tr>
<td>3</td>
<td>We have a complicated curriculum— it is hard for faculty to advise properly. We also have a hard time getting all faculty to consistently use the same forms. Lastly there are philosophical differences about leaving the initiative up to the students to seek help, or reaching out to them to give help.</td>
<td>6/18/2015 12:37 PM</td>
</tr>
<tr>
<td>4</td>
<td>I don’t know that we have a substantial concern with the current process other than student dissatisfaction with it. I think the change of registration time from midnight to 8am makes no sense at all.</td>
<td>6/17/2015 6:33 PM</td>
</tr>
<tr>
<td>5</td>
<td>Funding and staffing are too uncertain to post schedules in advance. We need more data to build our schedules on—how many students need what required classes. Students wait too long to come see their advisor. We are lucky is they come during the registration period. Some come the week classes start. I’d like to see a system where faculty in large department with high advising loads earn load credit for advising—this would obviously be given to the best advisors. Too many of our students who start as undeclared continue with those advisors. The advisement center does not know what our classes and options are all about. They often give students poor advise about their next steps—which option to choose, which classes to take, etc.</td>
<td>6/17/2015 2:02 PM</td>
</tr>
<tr>
<td>6</td>
<td>That our majors are sometimes advised—incorrectly and poorly—by the Advisement Center. The AC does a good job with first semester assignments, but after that not so much.</td>
<td>6/17/2015 11:20 AM</td>
</tr>
<tr>
<td>7</td>
<td>Some students were put into courses (God knows who did it) without official override approvals or any prior knowledge from the department chair. When problems arise, it is too late to remove those students. Some students missed out on prerequisites and refused to take them after passing the course. Some staff just sent students to dept. chairs before trying to help them when, if fact, they could have. Some students were sent to me for override requests by staff (don’t know who) when they shouldn’t have because students simply need to follow the course sequences in order to learn. Advisement of transfer students seemed to cause most problems when it was done properly at the first meeting. Finally, a large portion (70% or so) our students were able to get their PINs and register each semester without seeing any of the faculty members in our dept. I always wondered how did they get the PINs.</td>
<td>6/11/2015 5:12 PM</td>
</tr>
<tr>
<td>8</td>
<td>Availability of general education courses</td>
<td>6/11/2015 4:23 PM</td>
</tr>
<tr>
<td>9</td>
<td>Students do not come see us and don’t seem to listen to our instructions about the major,</td>
<td>6/11/2015 8:48 AM</td>
</tr>
<tr>
<td>10</td>
<td>Some students opt to select their advisor and this should be accommodated.</td>
<td>6/10/2015 1:53 PM</td>
</tr>
</tbody>
</table>
Chair Survey – Academic Advisement and Registration

Q1. – How is advisement handled in your department? Briefly describe this process.

Themes were identified as follows:

61% stated that advisees were assigned
30% advisee assignment was undetermined
8% Share the responsibilities of advising advisees.

Contact of advisees is through email, sign up genius, posted hours on office and classroom.

Students sign up for hours

3 respondents stated they use program sheets.

1 respondent stated students choose their advisor, followed by assignment with student faculty interest, followed by specialization and major, then alphabetical.

Q2. - Who oversees advisement in your department?

85% of respondents stated that advisement is overseen by the chair.

15% of respondents stated that advisement is driven and overseen by the faculty.

Q3 - How does your department assign majors to specific advisors?

73% of respondents stated that their majors are assigned a single advisor which they retain over the course of their undergraduate tenure.

27% of respondents stated that their majors switch advisors based on personal or professional preference.

Q4 - What level of interaction do faculty in your department have with advisees? (Please indicate all that apply.)

Respondents prioritized their interaction with advisees in the following order.

1. All respondents stated that the interaction between faculty and advisees is to handle problems.
2. At 75% advisors are to interact with their advisees to distribute the PIN.
3. At 58% advisors are to interact with their advisees to provide career, graduate school, and employment guidance.
4. At 42% advisors are to interact with their advisees to check academic progress.

Q5. - If there is a substantial difference in the amount of time spent in advisement among department members, please describe that difference briefly.

Themes were identified as follows:

Good advisors are proactive, are available, and are responsive; while bad advisors are non-responsive, non-communicative, and force advisees to seek out other advisors. Approximately 50% of the respondents provided this feedback.

Other themes that emerged were standardization of advisement process and ensuring that advisee is matched appropriately for major.

Q6. - What guidance or training do faculty members in your department receive on advisement?

Themes were identified as follows:

Almost one-half of respondents (46%) stated that faculty members in their department receive no training but do receive some assistance from senior faculty members.

Approximately 38% of respondents stated that faculty members in their department receive an adequate amount of training from senior faculty members and/or Academic Advisement.

Approximately 8% of respondents stated that faculty members in their department receive some training on advisement from senior faculty members and/or Academic Advisement.

Approximately 8% of respondents stated that faculty members in their department receive minimal training beyond a review of departmental practices and requirements.

Q7. - Does your department discuss the educational or developmental goals of advisement, and if so, how often?

Themes were identified as follows:

Approximately 39% of respondents stated that their department regularly (twice a year or more) discusses the educational or developmental goals of advisement.
Approximately 31% of respondents stated that their department *occasionally (once a year)* discusses the educational or developmental goals of advisement.

Approximately 15% of respondents stated that their department discusses the educational or developmental goals of advisement *only when it pertains to a particular problem for students and faculty.*

Approximately 15% of respondents stated that their department *rarely/never* discusses the educational or developmental goals of advisement.

Q8. - How do your faculty members view the purpose of advisement for your majors? Please explain briefly.

Themes were identified as follows:

A significant majority of respondents identified that the purpose of advisement was to provide guidance of the advisee through the undergraduate experience.

Course selection and degree completion was also identified as part of advisement.

Mentorship was also mentioned as a responsibility of the advisor to promote the success of the “whole-student.”

Q9. - Do your faculty members currently perceive advisement as primarily a means to:

Themes were identified as follows:

Approximately 46% of respondents perceive that the primary purpose of advisement is to *improve the performance of majors in their discipline.*

Approximately 46% of respondents perceive that the primary purpose of advisement is to *assist students with registration.*

Approximately 8% of respondents perceive that the primary purpose of advisement is to *improve the retention of students within their discipline.*

Q10. - To what extent do faculty advisors in your department provide counseling or guidance for careers or graduate work?

Themes were identified as follows:

Greater than one-half of respondents (54%) stated that faculty advisors in their department *occasionally (if the topic arises)* provide counseling or guidance on careers and graduate work.
Approximately 38% of respondents stated that faculty advisors in their department *routinely* provide counseling or guidance on careers and graduate work *at every advising session*.

Approximately 8% of respondents stated that faculty advisors in their department *rarely* provide counseling or guidance on careers and graduate work and do so *only when the student asks for advice*.

**Q11.** - How many advisees do members of your department advise by semester, on average?

1. 10 or less: ~31%
2. 11-20: ~15%
3. 21-30: ~15%
4. 31-50: ~23%
5. >50: none
6. Unknown: ~15%

**Q12.** - Does your department have an expectation about the length of time each advisor meets with a student? If so, how long is it?

Themes were identified as follows:

A significant majority of respondents (84%) stated that their department has *no expectations* about the length of time each advisor meets with an advisee.

Approximately 8% of respondents stated that the faculty within their department are expected to schedule *fifteen minute* advisement meetings with their advisees.

Approximately 8% of respondents stated that the faculty within their department are expected to schedule *thirty minute* advisement meetings with their advisees.

**Q13.** - How does your department handle course overrides?

Themes were identified as follows:

A significant majority of respondents (84%) stated that their departments *only allow the Chair/Associate Chair* to sign overrides.

Approximately 8% of respondents stated that their departments *allow a student’s advisor, in addition to the Chair/Associate Chair* to sign overrides.

Approximately 8% of respondents stated that their departments *allow all full-time faculty* to sign overrides.
Q14. - Does your department discuss advising practices (other than schedule) at department meetings?

Themes were identified as follows:

More than two-thirds of respondents (69%) stated that their departments \textit{do discuss advising practices (other than scheduling)} at department meetings.  

Approximately 31% of respondents stated that their departments \textit{do not discuss advising practices (other than scheduling)} at department meetings.

Q15. - How important is advisement in your department in the consideration of faculty for promotion or tenure?

Themes were identified as follows:

Almost one-half of respondents (46%) stated that advisement in their department is \textit{somewhat important} in the consideration of faculty for P&T.

Approximately 31% of respondents stated that advisement in their department is \textit{not very important} in the consideration of faculty for P&T.

Approximately 15% of respondents stated that advisement in their department is \textit{not relevant or not considered} in the consideration of faculty for P&T.

Approximately 8% of respondents stated that advisement in their department is \textit{very important} in the consideration of faculty for P&T.

Q16. - Does your department have a mechanism for evaluating the success of advising?

Themes were identified as follows:

A significant majority of respondents (85%) stated that their departments \textit{do not have a mechanism} for evaluating the success of advising.

Approximately 15% of respondents stated that their departments \textit{do have a mechanism} for evaluating the success of advising.

Q17. - If yes, what forms? (comments)

Only two respondents answered this question. 50% of the respondents stated that a \textit{survey of the advisor's students} is used to evaluate the success of advising. 50% of the respondents stated that \textit{faculty peer evaluations} are used to evaluate the success of advising.
Q18. - Does your department keep records of advisement meetings with individual students?

Themes were identified as follows:

One-half of the respondents stated that their departments do keep records of advisement meetings with individual students.

Approximately 42% of respondents stated that their departments do not keep records of advisement meetings with individual students.

Approximately 8% of respondents stated that they were unsure whether their departments kept records of advisement meetings with individual students.

Q19. - If records on advising are kept by your department, please describe who keeps these records, and where they are usually placed.

Themes that were identified for record-keeping are as follows:

Approximately 38% of respondents stated that their department offices house the student’s records.

Approximately 38% of respondents stated that individual faculty members keep student records.

Approximately 25% of respondents stated that student records are kept on the K drive.

Q20. - How do faculty post hours for advisement in your department? (Check all that apply.)

Themes were identified as follows:

Almost all of the respondents (92%) stated that faculty in their department post hours for advisement on their office door.

Approximately 58% of respondents stated that faculty in their department schedule appointments electronically.

One-fourth of the respondents stated that they use some other means. Four comments were given for this question; which discuss how advisees are made aware of advisement times through the use of email, regular office hours, Doodle poll, and compiling all advisement times with faculty contact information on one page that is then posted on all faculty doors and classrooms that their faculty teach in.
Q21. - What percentage of advisees honor their scheduled appointments?

1. Greater than 90%: ~17%
2. Between 75% and 90%: 50%
3. Between 50% and 75%: 25%
4. Approximately 50%: none
5. Less than 50%: ~8%

Q22. - Do faculty in your department email or contact students to remind them of advisement appointments?

Themes were identified as follows:

Over one-half of respondents (55%) stated that *most of their faculty members* email or contact advisees to remind them of advisement appointments.

Approximately 27% of respondents stated that *most of their faculty members do not* email or contact advisees to remind them of advisement appointments.

Approximately 18% of respondents stated that their faculty *rarely* email or contact advisees to remind them of advisement appointments.

Q23. - What percentage of advisees honor their scheduled appointments?

1. Greater than 90%: ~18%
2. Between 75% and 90%: 73%
3. Between 50% and 75%: 9%

Q24. - Is the department Chairperson or someone acting on the Chair’s behalf, available to handle advisement issues in the summer?

From the data obtained 100% responded that the Chairperson or someone acting on the Chair’s behalf is available during the summer.

Q25. - Is a faculty member regularly available in person during the summer months to provide advising for majors by appointment?

From the data obtained 75% responded that faculty was available in the summer, 16.7% stated that faculty was not available in the summer and 8.3% stated they were unsure if faculty was available.

Q26. - Does your department allow first year faculty to advise student?

From the data obtained 66.67% stated first year faculty was allowed to advise, 25% stated that first year faculty was not allowed to advise and 8.33% were unsure.
Q27. - Do the faculty in your department prefer to keep registration PIN’s?

From the data obtained 81.82% stated yes they prefer to keep the PIN’s, 0.0% stated no they did not prefer to keep the PIN’s, 18.18% were unsure.

1 responded had concerns regarding the use of the PIN’s. If PIN’s were not used then students could register for wrong course sequences.

Q28. - Would your department support or disagree with publicizing course schedules for the coming year rather than by semester?

From the data obtained 8.33% were in support of publicizing course schedules for the upcoming year, 25% opposed, 33.33% would consider the possibility and 33.33% where unsure.

Q29. - What is the most significant concern for your department with the current registration process? Please elaborate briefly.

Themes were identified as follows:

40% of respondents expressed frustration that related to the Advisement Center incorrectly advising/registering their advisees for courses that they should not take and/or that many of their advisees are able to, as one respondent put it, “a large portion (70% or so) [sic] our students were able to get their PINs and register each semester without seeing any of the faculty members in our department.”

20% of respondents were frustrated that many of their students do not seek early advisement so that they can register on time. Many of these students are registering for courses during the first week of classes.

20% of respondents stated that they thought the current system was fine. However, one of these respondents stated that they prefer the midnight registration time.

10% of respondents complained about the availability of general education courses.

The remaining 10% of respondents complained of issues that ranged from a lack of reward system for advising/assisting with course registration to a complicated curriculum and faculty that do not consistently use the same forms.

Q30. - Overall, would you rate the current model of shared advisement (use of the advisement Center for undeclared and transfer students and faculty for declared majors) and registration as successful or not?
From the data obtained 41.67% of the respondents felt the current model is successful, 41.67% felt the model is somewhat successful, 16.67% felt the model was largely unsuccessful.

**Q31. - What changes in the system would benefit your department?**

Themes were identified as follows:

- 25% of respondents suggested the use of electronic PINs and allowing access to PINs for change of majors.
- 25% of respondents stated that they would like to have greater communication with the Advisement Center and highlighted the need for training workshops on the advisement process for new faculty.
- 25% of respondents stated that they want their majors advised by faculty in their department only and not by the Advisement Center.
- 12.5% of respondents suggested that load credit be given to advisors with larger advising loads.
- 12.5% of respondents suggested that access be given to Chairs of departments to register students into courses that they oversee.
University Senate Ad Hoc Committee on Advisement and Registration

Faculty Survey

June 9 – July 8, 2015
Q1 How do you view the purpose of advisement, and your role in this process? Please explain briefly.

Answered: 90  Skipped: 10

<table>
<thead>
<tr>
<th>#</th>
<th>Responses</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It's my job to assure students know how to navigate our system and learn to independently plan their course progression AND have a plan for their careers post-WCSU</td>
<td>7/8/2015 3:16 PM</td>
</tr>
<tr>
<td>2</td>
<td>Advisement serves multiple purposes from the straight-forward (classes needed for gen ed, for major, information on changing majors, etc.) to more holistic (issues of student success and retention). As an advisor I guide students with regard to all of that.</td>
<td>7/7/2015 10:48 AM</td>
</tr>
<tr>
<td>3</td>
<td>Advisement is to help the student arrange a schedule that best fits with what they hope to achieve, it also guides them to take the correct courses in the correct sequence to assist them to graduate.</td>
<td>7/6/2015 6:46 PM</td>
</tr>
<tr>
<td>4</td>
<td>Build a sense of comfort and inclusion and trust between student and system. Student should be instructed to have some ideas and direction and be prepared to engage in conversation with faculty advisor.</td>
<td>7/6/2015 5:38 PM</td>
</tr>
<tr>
<td>5</td>
<td>Assist students with planning successful completion of their desired degree paths; my role is to be as knowledgeable as possible concerning careers in my field and the best degree choices for each student.</td>
<td>7/6/2015 2:21 PM</td>
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<tr>
<td>6</td>
<td>To guide a student's academic path; an advisor, not a boss. To provide context for the student and encourage the student to pursue non-classroom experiences (e.g., internships, volunteer involvement). My role is to meet with the student as often as they would like; minimally, once a semester.</td>
<td>7/6/2015 2:02 PM</td>
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<tr>
<td>7</td>
<td>The purpose of academic advisement is to connect with the student, to make sure they are making progress toward graduation, and address any concerns they might have. As a member of an academic department I have, or should have, a better understanding of our program than the students and its overall structure, thus my role is to lend that expertise to the student.</td>
<td>7/8/2015 1:16 PM</td>
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<tr>
<td>8</td>
<td>Very important, especially since many of our students are not familiar with how to navigate this process on their own.</td>
<td>7/6/2015 11:08 AM</td>
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<tr>
<td>9</td>
<td>Faculty advisement prevents costly and time consuming scheduling problems for students.</td>
<td>7/8/2015 10:49 AM</td>
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<tr>
<td>10</td>
<td>I find the time I spend with students is important. This way I get to know my students better by talking with them and see how they are doing in their classes.</td>
<td>7/6/2015 10:36 AM</td>
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<tr>
<td>11</td>
<td>The faculty should spend more time on preparing exciting lectures. Staff should advise students.</td>
<td>7/8/2015 10:35 AM</td>
</tr>
<tr>
<td>12</td>
<td>The purpose is to keep students in your program on track to graduate in four years. My role is to meet with students, go over course requirements and scheduling, give them personal advise and attention in regard to earning their degree within a reasonable amount of time.</td>
<td>7/6/2015 10:12 AM</td>
</tr>
<tr>
<td>13</td>
<td>A key process in the mentoring of students and career guidance.</td>
<td>7/8/2015 10:02 AM</td>
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<tr>
<td>14</td>
<td>As an adjunct, important. Regardless whether full or part time.</td>
<td>7/6/2015 9:56 AM</td>
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<tr>
<td>15</td>
<td>I believe the faculty's role in advisement is to help students make optimal decisions that will help them with their career goals. Primarily my role is to keep them on track with the program and help them plan ahead (e.g., if a course as a prerequisite) so that they are not behind. In addition I advise them on workload and warn them if they are trying to do too much in one semester. Also, the advisor should inform students of any type of opportunities in the department to help them become involved. Also, I ensure that they are psychologically doing well and if not I inform them of available resources. I also help students if they feel overwhelmed and talk to them about organizational skills and how to manage their time. If students express an interest in my profession I talk to them about it and tell them what steps they should take to get into graduate school.</td>
<td>7/6/2015 9:50 AM</td>
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<tr>
<td>16</td>
<td>The purpose of advisement is twofold. The first is for the student to get feedback on the suitability of the courses they have chosen and to ensure that the student has chosen courses that will enable him or her to complete their chosen program in an the time frame they hope for. The second purpose is more holistic. I check in with my students to make sure that everything is ok at home, I discuss their career goals and what they are doing to achieve those goals. I help them redirect when their career goals change.</td>
<td>7/6/2015 9:50 AM</td>
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</table>
To keep the student on track in his/her course of study. To meet with the student at least once a semester to assess how they are doing. To meet with a student more often if the need arises. To be a mentor and at times a sounding board for the student. To be the go-to person and confident that many students need. To be familiar with the student and his/her needs both academically and personally.

My role as advisor is to give the student advice on how to navigate the academic program, the university, and the career, and to listen to concerns and confusions.

To be a guide and mentor to the student for academic success.

Extremely important in the success of our students, I coordinate the advisement for the department.

I am here to provide advice for students and to make sure they are taking the correct sequence of classes that will allow them to graduate with a degree in the program in which I teach. Also, provide students with advice and encouragement when needed.

Advisement is critical to student success. As an advisor, I take my responsibilities very seriously.

To counsel students accurately on the courses needed for timely completion of their degree, to suggest additional enrichment opportunities to complement academic courses, to help students learn to advocate for themselves, to help students see connections between school and career choices, to help students identify the help or support they need from other departments of the university. As an adjunct, I have no formal advisement role but fulfill some of these tasks as a classroom instructor.

I advise my advisees about the requirements of their programs, and about other issues related to academics as needed. I will not give a registration PIN to a student without discussing which courses he/she intends to take. I think that this SHOULD ensure that students who are uninform about their degree requirements cannot register. Despite this, some of my assigned advisees have managed to register without meeting with me.

To assist students in following a clear academic path. The path should be clear, easily understandable, readily and accessible to all students through various means (in person, web, mobile). Program sheets, dept. and degree information. Program sheets should be consistent. Our goal should include facilitating student understanding and responsibility in their own education.

To be clarified on which classes I need to take in order to get my degree as smoothly as possible.

Students need a faculty member who can guide them through the registration and planning process. I am here to help the students. They need help with: navigating banner, understanding how majors and gen eds work, planning and strategizing course enrollment, learning how universities work, being prepared for each semester. I often build a relationship with my advisees which I like.

To help guide you with your decisions on majors, how to get the resources you need to excel in classes, help you to graduate on time on what classes are needed.

I view the purpose of advisement as strategic. I give much more than my required office hours to my students, often meeting with them around their school and work life. Without advisement, we would lose an important connection with our students that enable them to view us as important resources for guidance and information (school and career). As advisors play a strategic role in our students' success and retention.

Advisement is an instructional activity and a necessary dimension of curriculum. When faculty develop and teach courses in the context of an academic program, advising is the process by which the full measure of those activities are brought to fruition in the form of educating students.

Advisement is simple, signing up for a time isn't complicated.

A 2-way conversation between a student and a professional designed to help the student reach his/her career and/or educational goals. My role is to be a resource for any students that may ask.

Academic advisement is absolutely required to help students navigate the best path to their preferred academic destination. I strongly encourage students to fully engage with their faculty advisors, but I do not have any advisees.

Chance to meet students face to face. Give support and recommendations for course study to efficiently navigate schedules to increase student satisfaction. Represent the department, give students advice and dispel misinformation.

The purpose of advisement is to help the student complete his/her program in an efficient and timely manner in accordance with his or her academic and/or professional goals.
The purpose is provide a clear path to a 4-year degree. This I do. For those students who are so motivated, I am able to suggestions for success outside of the school. I meet regularly with my advisees and keep the updated on any info related to their progress or interests.

I am not involved in the advisement of students.

Advisement is critical and faculty are the ones who are best equipped to do it

Advisement for our students is very important so that they stay on track, especially our new incoming freshman, and our sophomores. Juniors and Seniors only need it if they request it. My current position does not involve Academic Advising, but I do advise students on the process to get registered for classes or how to complete their Admissions file.

Academic advisers should be knowledgeable on department degree requirements, both within a student's major, as well as general education, GPA, and credit total requirements. It is in the best interest of the student that they work with someone who can assist them in understanding what they must do to graduate. I see my role as integral to this process.

guide students to transition smoothly with selection of appropriate courses during their studies at wcsu

provide guidance: course choice- keep students on track for timely graduation- explore areas of interest/strength that can be pursued on and off campus- connect to resources- act as liaison to dept chair for student

guide students in making decisions about course sequencing, selection of special concentrations and long term educational or vocational planning

Purpose of advisement: Ensure that students are, first, aware of a clear path toward achieving academic success at Western, second, encouraged in this regard, and, third, supported, or offered support, in areas that may be revealed by the advising process. My role is to ensure that faculty and staff carry out this purpose.

to ensure students are taking the classes to graduate in a subject they want. Also, advise them if they want to switch majors

I am a member of the administrative staff, I feel like we could have a larger role in advisement. As well, as a past student and current graduate student, I believe faculty members should play a larger role in advisement.

To inform

My role as an adviser is to help the students navigate successful degree completion. I use advisement as a time to check in with students, talk about academic progress and career aspirations, ensure they are completing required coursework and not falling behind, and help them choose electives that will complement their degree and interests. It's an important role as a faculty member.

Help students negotiate a complex system. I think I'm responsible for finding out all the nuances of the system and facilitating the process for students.

Making sure that students take the right courses so that they can finish their degree in a reasonable amount of time, while at the same time making sure that the students do not take too many credits based on their other obligations (e.g. work) and grades so far.

Availability is crucial and total involvement is essential!

Purpose: provide meaningful information to students so they can make better decisions regarding course selection. Role: all teaching and administrative faculty should be skilled at providing advisement

Advisement, from someone who knows what they are talking about is critical to our students graduating in a timely manner. I facilitate waivers, permissions, etc. in Banner for the HPX students, and other WestConn students interested in taking HPX classes.

I am an adjunct, so I am technically not supposed to advise. However, sometimes the students are in such a state and cannot find assistance that I do help them. I was full-time for two years, and I had advisement responsibilities which I actually continued long after my special appointment was over, without pay, of course.

Faculty should lead the way in advisement because we know what students need to do. Our role is as adviser and mentor to students.

3 / 5
<table>
<thead>
<tr>
<th>ID</th>
<th>Text</th>
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<tbody>
<tr>
<td>57</td>
<td>Purpose of advisement: to help students develop long-term goals for their education and (often) post-college; to guide them in the processes they must follow to attain these goals; to advise them on the processes they must follow toward graduation; to choosing courses that will support their major, their core requirements, and their exploration of elective topics; to point them to university resources for further support; and to encourage them toward self-advocacy by serving as a guide and requiring them to take an active role in all of these processes. My role in this includes understanding the requirements (procedures and courses); being aware of campus resources; being available to students during regular office hours; being responsive via email; working with my department and university colleagues to continue to support students; understanding my field and the potential directions it may take students. This is the ideal scenario, but this is not always possible because time and energy required to completely serve this role along with teaching four courses, being available for university service, and balancing the demands of creative work.</td>
</tr>
<tr>
<td>58</td>
<td>1. Make sure the student is taking the appropriate courses to graduate on time. 2. Help student discover opportunities beyond their major requirements. 3. Offer guidance on potential careers.</td>
</tr>
<tr>
<td>59</td>
<td>I am a long time (since 1976) adjunct professor now teaching half time, I do not have regular advisees but do plenty of advising in classes. Students do not know the protocols of college, especially the differences between high school and college special services. I try to explain what help they can get and where they can get it. I am also a student getting a degree in history. As a student I seek help when I need it and am able to make adjustments to my program through negotiation. The flexibility in program has been wonderful, I have no trouble with access. For a student like me having to get a signature on the course registration card is a waste of time. I have had a professor other than my main advisor sign my card to save me time as I am a unique older student.</td>
</tr>
<tr>
<td>60</td>
<td>One of the most important process that the university can do for students. I am an assessment system administrator. I am involved by providing technology for those that do advisement in the Education Department</td>
</tr>
<tr>
<td>61</td>
<td>Proper advisement is central to the function of the department. I have a responsibility to the student and the department to do this task well.</td>
</tr>
<tr>
<td>62</td>
<td>Referral for undergrads; I have assisted at the grad level</td>
</tr>
<tr>
<td>63</td>
<td>To make sure students are academically prepared and on track for graduation. Help them with any difficulties they are having and find resources for them</td>
</tr>
<tr>
<td>64</td>
<td>My role is to guide students, offering them the appropriate information, to make the right decisions on course selection. I am also available to support &amp; listen to students issues.</td>
</tr>
<tr>
<td>65</td>
<td>To make sure students take the necessary courses, in the right order, to complete their degree.</td>
</tr>
<tr>
<td>66</td>
<td>Advisement is the most crucial step in helping students both succeed in their current classes and develop both short- and long-term plans for their time in college. Next to teaching, it is the single most important connection made with individual students. It is the best way to make sure students graduate on time.</td>
</tr>
<tr>
<td>67</td>
<td>Purpose of advisement is to retain students and to help them graduate in 4 years.</td>
</tr>
<tr>
<td>68</td>
<td>Advisement purpose is a guidance tool of used correctly helps a student accomplish two things..graduate in 4 years and graduate with a background of courses that actually prepare them for the work environment. My job as advisor is imperative. I, as faculty, am aware of the current trends in the industry so my voice is needed to guide the student.</td>
</tr>
<tr>
<td>69</td>
<td>Advisement can engage the student with the academic life of the academy - provide important interaction between the institution and the student - provide important interaction between a faculty member and a student.</td>
</tr>
<tr>
<td>70</td>
<td>To assist students in achieving success in college and graduating in a timely manner,</td>
</tr>
<tr>
<td>71</td>
<td>To guide and support students while they are at WCSU. Review course schedules and academic requirements with them and help them choose the appropriate courses.</td>
</tr>
<tr>
<td>72</td>
<td>It's my role to advise my students (my students are those who are studying in the program that I teach, not other programs) on the courses they need to take to graduate, and reach other educational and vocational goals.</td>
</tr>
<tr>
<td>73</td>
<td>The purpose is to help students navigate the sometimes tricky process of choosing majors, classes, activities, and so forth.</td>
</tr>
<tr>
<td>74</td>
<td>To guide and assist students to better understand the field(s) they have chosen to study and pursue. To assess each students strengths and passions and to assist them with choices they may have moving forward in their studies and careers.</td>
</tr>
<tr>
<td>No.</td>
<td>Text</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>75</td>
<td>To help students understand what they need to learn, courses to take and experiences to have to be successful in their field.</td>
</tr>
<tr>
<td>76</td>
<td>The purpose of advisement is to connect on a one-to-one level to direct students to the proper courses and to establish a relationship with the student.</td>
</tr>
<tr>
<td>77</td>
<td>I see my role as helping students choose courses that fulfill their degree requirements and meet their career goals. I do not see my role as picking courses for them.</td>
</tr>
<tr>
<td>78</td>
<td>My approach is holistic, and I seek to establish a mentoring relationship with each student. This often continues beyond graduation.</td>
</tr>
<tr>
<td>79</td>
<td>Purpose: To assist students in developing meaningful educational plans that are compatible with their goals. My role as a faculty advisor: Instrumental.</td>
</tr>
<tr>
<td>80</td>
<td>Give students a chance to find out more about their major and what academic/career goals they may have; provide inspiration, suggest strategies for success.</td>
</tr>
<tr>
<td>81</td>
<td>Faculty should be the key academic and career advisor to students in their majors. Academic advising is helping students plan their curriculum and schedule. Career advising is helping students identify their post-BA life and employment.</td>
</tr>
<tr>
<td>82</td>
<td>To provide students with guidance through the major and into graduate school or successful careers. I also believe I am an advocate for them.</td>
</tr>
<tr>
<td>83</td>
<td>To advise students on selection of classes, address problems with the registration process and/or courses, help students prepare for graduation.</td>
</tr>
<tr>
<td>84</td>
<td>Advisement has three aspects: Career preparation, strategically developing and modifying a path towards graduation, and tactically focusing on academic issues as they arise. All are the responsibility of faculty, but first and the last are core responsibilities. Non-faculty advisors may develop schedules and help with ancillary academic issues such as study habits.</td>
</tr>
<tr>
<td>85</td>
<td>To help students make the right decisions regarding course selection. Also, to make them aware of other possibilities (honors program, international study, etc.), and generally to motivate them to succeed.</td>
</tr>
<tr>
<td>86</td>
<td>Advisement by faculty in the major is imperative if students are to complete their programs in a timely fashion.</td>
</tr>
<tr>
<td>87</td>
<td>Needs improvement. Faculty need to mentor students through the process, year-long, not just hand out PINs at registration time.</td>
</tr>
<tr>
<td>88</td>
<td>To help students clarify their educational goals and to ensure that they are making steady progress toward meeting them. My role is informational.</td>
</tr>
<tr>
<td>89</td>
<td>There are multiple purposes and I try to adapt to the needs of the student. Roles: preparation for next semester, development of the students &quot;owning&quot; their program and studies, recommendations for other activities (study abroad, internships, clubs, etc.), a sounding board for problems which are varied in nature, career discussions...</td>
</tr>
<tr>
<td>90</td>
<td>Very important part of the academic life cycle.</td>
</tr>
</tbody>
</table>
Q2 What experience did you have on advisement prior to your advising experience at Western?

Answered: 92  Skipped: 8

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I had advised students at another college or university</td>
<td>48.91%</td>
</tr>
<tr>
<td>I had advised students informally as a graduate student or in a similar role.</td>
<td>14.13%</td>
</tr>
<tr>
<td>I had no significant experience in advisement.</td>
<td>36.96%</td>
</tr>
<tr>
<td>Total</td>
<td>92</td>
</tr>
</tbody>
</table>
Q3 Does your department discuss the educational or developmental goals of advisement, and if so, how often?

Answered: 87  Skipped: 13

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regularly (twice a year or more)</td>
<td>39.08%</td>
</tr>
<tr>
<td>Occasionally (once a year)</td>
<td>13.79%</td>
</tr>
<tr>
<td>Only when it pertains to [a particular problem for students or faculty]</td>
<td>34.48%</td>
</tr>
<tr>
<td>Rarely, if ever.</td>
<td>12.64%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>87</strong></td>
</tr>
</tbody>
</table>
Q4 What guidance or training do faculty members in your department receive on advisement?

Answered: 83  Skipped: 17

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>An adequate amount of training from senior department members and/or Academic Advisement.</td>
<td>18.07%</td>
</tr>
<tr>
<td>Some training from the department and/or Academic Advisement.</td>
<td>21.69%</td>
</tr>
<tr>
<td>Little training beyond a summary review of departmental practices and requirements.</td>
<td>12.05%</td>
</tr>
<tr>
<td>No training but assistance from senior faculty.</td>
<td>25.30%</td>
</tr>
<tr>
<td>No training or significant guidance.</td>
<td>22.89%</td>
</tr>
<tr>
<td>Total</td>
<td>83</td>
</tr>
</tbody>
</table>
Q5 Please select the statement below that more closely aligns with how you feel about receiving more training on advisement. Would you

Answered: 85  Skipped: 15

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>welcome more training on effective advisement</td>
<td>51.76%</td>
</tr>
<tr>
<td>feel neutral about increased opportunities for advisement training</td>
<td>24.71%</td>
</tr>
<tr>
<td>object to more emphasis on advisement training</td>
<td>3.53%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>20.00%</td>
</tr>
<tr>
<td>Total</td>
<td>85</td>
</tr>
</tbody>
</table>
Question 5 responses:

Showing 17 responses

Is this in my job description? Am I now to become a professional advisor?
7/6/2015 5:40 PM View respondent's answers
I don't feel our department needs more of that. We have a very close advisement service to our majors.
7/6/2015 11:10 AM View respondent's answers
Again, as an adjunct, don't know how accepted this would be for both individual and institution.
7/6/2015 9:58 AM View respondent's answers
I am good on advisement. Have done it successfully for many years both at Western and other colleges/universities.
7/6/2015 9:43 AM View respondent's answers
Training for advising needs to be faculty led and be developed in the context of establishing faculty buyin. Merely designing an awesome trainin will do ZERO good.
6/29/2015 1:08 PM View respondent's answers
Learn from colleagues on committees
6/28/2015 9:33 AM View respondent's answers
It depends upon who is doing the training and how it is conducted
6/28/2015 9:05 AM View respondent's answers
Advisement does not come from our office
6/25/2015 8:40 AM View respondent's answers
As an adjunct, I should not advise.
6/25/2015 7:17 AM View respondent's answers
Having been an adjunct professor since 1976 I only need the updates. I receive instant help when I need it. Great support!
6/25/2015 12:07 AM View respondent's answers
Feel I have enough training
6/24/2015 10:32 PM View respondent's answers
After objecting over the years, my department selected specific faculty to do advisement. Thus, all students in teacher education now see a few specific faculty. Prior to that, there was a lot of misadvisement.
6/24/2015 7:49 PM View respondent's answers
Give to those who need it
6/24/2015 6:43 PM View respondent's answers
I would have benefitted a great deal from training in my early Assistant Professor years.
6/24/2015 5:42 PM View respondent's answers
I would like some training specific to my school, but only if it is provided at a time and place (West Side) convenient for me.
6/24/2015 5:13 PM View respondent's answers
I don't need it. so I don't want it.
6/24/2015 4:54 PM View respondent's answers
open to learning about processes. I'd like a Up-to-date website and or online offerings. lists of "did you know"
6/24/2015 4:46 PM View respondent's answers
Q6 Do you currently perceive advisement as primarily a means to:

Answered: 83  Skipped: 17

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of majors in your discipline</td>
<td>1.20%</td>
</tr>
<tr>
<td>Improve the performance of majors in your discipline</td>
<td>20.48%</td>
</tr>
<tr>
<td>Improve retention of students within your discipline</td>
<td>22.89%</td>
</tr>
<tr>
<td>Assist students with registration</td>
<td>15.66%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>39.76%</td>
</tr>
<tr>
<td>Total</td>
<td>83</td>
</tr>
</tbody>
</table>
Question 6 responses:

For me it is about helping students succeed and map out their futures
7/8/2015 3:17 PM View respondent's answers
it's too difficult to choose one. It's all of the above, and I'd argue it has to be.
7/7/2015 11:01 AM View respondent's answers
all of the above
7/6/2015 11:11 AM View respondent's answers
All of the above
7/6/2015 10:03 AM View respondent's answers
I can't pick just one as I use if for registration, to help students in their major (improve performance) and subsequently for retention.
7/6/2015 9:44 AM View respondent's answers
Assist students with a meaningful and successful career.
7/6/2015 9:40 AM View respondent's answers
Both improve performance and, therefore, retention.
7/2/2015 2:44 PM View respondent's answers
Fulfill a pastoral obligation to students as part of the university's educational mission.
7/1/2015 4:39 PM View respondent's answers
all of the above except for increasing the number of majors in my discipline (here I am taking the word "primarily" to heart.
7/1/2015 11:53 AM View respondent's answers
All of the above.
7/1/2015 9:56 AM View respondent's answers
All of the above in equal measure.
6/29/2015 1:09 PM View respondent's answers
I see that "all of the above" would benefit from quality and timely advisement. The prize, on which the eyes should be focused is the individual student, in support of their success.
6/29/2015 9:35 AM View respondent's answers
a combination of assisting with registration that increases student satisfaction as well as success that will increase retention.
6/29/2015 9:29 AM View respondent's answers
#s 2, 3 and 4
6/28/2015 2:35 PM View respondent's answers
Assist students with graduation
6/28/2015 8:20 AM View respondent's answers
both to assist with registration and improve performance by improving course selection
6/25/2015 6:26 PM View respondent's answers
All of the above
6/25/2015 10:18 AM View respondent's answers
Performance and retention are so closely linked that I would have deleted both
6/25/2015 9:39 AM View respondent's answers
All of the above, but also to enable students to meet their graduation date goal.
6/25/2015 8:16 AM View respondent's answers
Guide students, help them navigate the complex system, and help them graduate on time.
6/25/2015 7:18 AM View respondent's answers
All of the above
6/25/2015 6:24 AM View respondent's answers
I advise students informally on many aspects of the college experience: special services, where library or lab help is available, sequences of courses to take, etc.
6/25/2015 12:09 AM View respondent's answers
All of the above except the first response
6/24/2015 10:49 PM View respondent's answers
i believe it's a combination of all
6/24/2015 10:15 PM View respondent's answers
All of the above equally
6/24/2015 8:59 PM View respondent's answers
You should allow more than one choice.
6/24/2015 8:48 PM View respondent's answers
All of the above
6/24/2015 6:43 PM View respondent's answers
Improve student success for all students. I often advise minors in my discipline and other students who come to me because they have heard that I care about advising.
6/24/2015 5:43 PM View respondent's answers
Improve the performance and retention of students in my discipline, and assist students with registration
6/24/2015 5:36 PM View respondent's answers
all of the above
6/24/2015 5:34 PM View respondent's answers
Survey monkey allows for multiple answers which this question clearly requires.
6/24/2015 5:18 PM View respondent's answers
All of the above.
6/24/2015 5:14 PM View respondent's answers
all of the above except increasing the majors -- that falls well below the others
6/24/2015 4:47 PM View respondent's answers
Q7 To what extent do you provide counseling or guidance for careers or graduate work during an advisement meeting with a student?

Answered: 81  Skipped: 19

Answer Choices

<table>
<thead>
<tr>
<th>Choice</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routinely at every advising session</td>
<td>55.56%</td>
</tr>
<tr>
<td>Occasionally if the topic comes up in the advising session</td>
<td>23.46%</td>
</tr>
<tr>
<td>Rarely, and only if the student asks for advice.</td>
<td>2.47%</td>
</tr>
<tr>
<td>Students are referred to Career Development for these concerns.</td>
<td>2.47%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>16.05%</td>
</tr>
<tr>
<td>Total</td>
<td>81</td>
</tr>
</tbody>
</table>
Question 7 responses:

During the last two years we do cover transitioning into their career.
7/2/2015 2:44 PM View respondent's answers

Within my role as classroom instructor
7/1/2015 4:40 PM View respondent's answers

Routinely with students who are in there 3rd and 4th years.
6/29/2015 1:10 PM View respondent's answers

As I have not assigned advisees, I counsel informally, and often refer students to their advisors, department chairs, and when relevant, to the Career Development Center.
6/29/2015 9:39 AM View respondent's answers

I work in financial aid. Advisement is not an area of responsibility for me.
6/26/2015 6:37 PM View respondent's answers

I do not have advisement sessions.
6/26/2015 9:33 AM View respondent's answers

Routinely, as students advance toward graduation. (Last three semesters)
6/25/2015 10:19 AM View respondent's answers

I'm not a professor, but I know the HPX faculty discusses guidance for careers or grad work with the students.
6/25/2015 8:17 AM View respondent's answers

I am an adjunct, but I constantly provide counsel and guidance. I work closely with Maureen G. and I hook students up with internships when I have my own connections.
6/25/2015 7:19 AM View respondent's answers

During the senior year, I actively provide the counseling to graduating seniors but during regular advisement sessions each semester, it's important to question students on what might be their future dreams and help guide them whether by suggesting different courses to take or changing their majors.
6/24/2015 9:01 PM View respondent's answers

Routinely at every advising session and throughout the semesters
6/24/2015 7:54 PM View respondent's answers

I no longer do formal advisement for undergraduate students. When I did, I often gave them feedback on careers.
6/24/2015 7:50 PM View respondent's answers

I do so whenever the student responds favorably to my probes about these matters.
6/24/2015 5:35 PM View respondent's answers
### Q8 How many advisees do you currently see each semester?

Answered: 75  Skipped: 25

<table>
<thead>
<tr>
<th>#</th>
<th>Responses</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25 or so</td>
<td>7/8/2015 3:21 PM</td>
</tr>
<tr>
<td>2</td>
<td>Approx. 15</td>
<td>7/7/2015 11:02 AM</td>
</tr>
<tr>
<td>3</td>
<td>25-35</td>
<td>7/8/2015 6:48 PM</td>
</tr>
<tr>
<td>4</td>
<td>Ten or more</td>
<td>7/8/2015 5:41 PM</td>
</tr>
<tr>
<td>5</td>
<td>About 10</td>
<td>7/8/2015 2:23 PM</td>
</tr>
<tr>
<td>6</td>
<td>Between 10-15, although as many as 20-25 are listed as my advisees.</td>
<td>7/6/2015 2:05 PM</td>
</tr>
<tr>
<td>7</td>
<td>Probably only 3 or 4 come in for advisement.</td>
<td>7/6/2015 1:25 PM</td>
</tr>
<tr>
<td>8</td>
<td>35</td>
<td>7/8/2015 1:18 PM</td>
</tr>
<tr>
<td>9</td>
<td>Around 12 or so</td>
<td>7/8/2015 11:12 AM</td>
</tr>
<tr>
<td>10</td>
<td>My current (2015) advisement list is in excess of 50 students.</td>
<td>7/8/2015 10:51 AM</td>
</tr>
<tr>
<td>11</td>
<td>30+</td>
<td>7/6/2015 10:38 AM</td>
</tr>
<tr>
<td>12</td>
<td>30</td>
<td>7/6/2015 10:37 AM</td>
</tr>
<tr>
<td>13</td>
<td>20</td>
<td>7/6/2015 10:14 AM</td>
</tr>
<tr>
<td>14</td>
<td>15 or so</td>
<td>7/8/2015 10:04 AM</td>
</tr>
<tr>
<td>15</td>
<td>Zero on paper. But a handful each semester who approach me.</td>
<td>7/8/2015 10:00 AM</td>
</tr>
<tr>
<td>16</td>
<td>Between 35-40</td>
<td>7/6/2015 9:55 AM</td>
</tr>
<tr>
<td>17</td>
<td>15</td>
<td>7/8/2015 9:50 AM</td>
</tr>
<tr>
<td>18</td>
<td>20+</td>
<td>7/6/2015 9:44 AM</td>
</tr>
<tr>
<td>19</td>
<td>25-35</td>
<td>7/6/2015 9:40 AM</td>
</tr>
<tr>
<td>20</td>
<td>One</td>
<td>7/6/2015 9:40 AM</td>
</tr>
<tr>
<td>21</td>
<td>25 to 30</td>
<td>7/2/2015 2:45 PM</td>
</tr>
<tr>
<td>22</td>
<td>25</td>
<td>7/2/2015 1:39 PM</td>
</tr>
<tr>
<td>23</td>
<td>About 5-6</td>
<td>7/2/2015 10:51 AM</td>
</tr>
<tr>
<td>24</td>
<td>N/a</td>
<td>7/1/2015 4:41 PM</td>
</tr>
<tr>
<td>25</td>
<td>It varies too much for me to answer this.</td>
<td>7/1/2015 11:59 AM</td>
</tr>
<tr>
<td>26</td>
<td>~40</td>
<td>7/1/2015 9:57 AM</td>
</tr>
<tr>
<td>27</td>
<td>I have 15-20 assigned to me. Perhaps half come to see me.</td>
<td>6/30/2015 2:51 PM</td>
</tr>
<tr>
<td>28</td>
<td>25 Undergraduate students (not counting MBA students)</td>
<td>6/29/2015 1:20 PM</td>
</tr>
<tr>
<td>29</td>
<td>30-40</td>
<td>6/29/2015 1:10 PM</td>
</tr>
<tr>
<td>30</td>
<td>0</td>
<td>6/29/2015 9:40 AM</td>
</tr>
<tr>
<td>32</td>
<td>N/A</td>
<td>6/26/2015 6:37 PM</td>
</tr>
<tr>
<td>Question</td>
<td>Response</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>As many as I'm assigned and also any one who would prefer to see me. I accept anyone who comes for advisement, except Sec ED, which has a designated adviser.</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>55 or more</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>approx. 35</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>60+</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>I have about 50 advisees each semester.</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>30-40</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>varies</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>I believe the HPX dept. has about 250 students and all were seen by 5 faculty members except about 30.</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>Technically, zero.</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>four</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>25-30</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>I do not have formal advisees because I am an adjunct professor.</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>More than 20</td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>15 to 20</td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>33 this past semester</td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>56</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>57</td>
<td>35-45</td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>I am the graduate coordinator and see all advisees. Currently there are about 55 students in the program.</td>
<td></td>
</tr>
<tr>
<td>59</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>18-20</td>
<td></td>
</tr>
<tr>
<td>61</td>
<td>Now, I see 12...but they are only my students. I no longer see students outside of my program.</td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>60+</td>
<td></td>
</tr>
<tr>
<td>63</td>
<td>245.</td>
<td></td>
</tr>
<tr>
<td>64</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>66</td>
<td>10-15 official advisees</td>
<td></td>
</tr>
<tr>
<td>67</td>
<td>Approximately 25</td>
<td></td>
</tr>
<tr>
<td>68</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>over 50</td>
<td></td>
</tr>
<tr>
<td>ID</td>
<td>Response</td>
<td>Date</td>
</tr>
<tr>
<td>----</td>
<td>----------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>70</td>
<td>10 to 15</td>
<td>6/24/2015 5:29 PM</td>
</tr>
<tr>
<td>71</td>
<td>20</td>
<td>6/24/2015 5:21 PM</td>
</tr>
<tr>
<td>72</td>
<td>30</td>
<td>6/24/2015 5:20 PM</td>
</tr>
<tr>
<td>73</td>
<td>About 10-12</td>
<td>6/24/2015 4:59 PM</td>
</tr>
<tr>
<td>74</td>
<td>~20</td>
<td>6/24/2015 4:54 PM</td>
</tr>
<tr>
<td>75</td>
<td>45-55 assigned each semester -- I see most.</td>
<td>6/24/2015 4:48 PM</td>
</tr>
</tbody>
</table>
Q9 From your experience, this number of advisees is

Answered: 79  Skipped: 21

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excessive. It is difficult to accommodate the students who need advisement.</td>
<td>13.92% 11</td>
</tr>
<tr>
<td>Demanding but not excessive. I can meet with all of my advisees, although I often wish there was more time to do so.</td>
<td>32.91% 26</td>
</tr>
<tr>
<td>Reasonable. I can meet with each student for the amount of time we need.</td>
<td>27.85% 22</td>
</tr>
<tr>
<td>Not demanding. I have relatively few advisees and can meet with each as frequently as we need.</td>
<td>15.19% 12</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>10.13% 8</td>
</tr>
<tr>
<td>Total</td>
<td>100% 79</td>
</tr>
</tbody>
</table>
Question 9 responses:

N/a
7/1/2015 4:41 PM View respondent's answers
It is reasonable only because enough students who are listed as my advisees do not come to see me. Sitting down with each of them to really talk for, say, 30 minutes each would be quite demanding and possibly excessive during the advisement period.
7/1/2015 11:59 AM View respondent's answers
intentionally blank
6/29/2015 9:40 AM View respondent's answers
N/A
6/26/2015 6:37 PM View respondent's answers
not applicable
6/26/2015 9:32 AM View respondent's answers
Many faculty members see advisement as something to avoid. This hurts our students.
6/25/2015 7:20 AM View respondent's answers
not applicable
6/25/2015 12:10 AM View respondent's answers
no responsibility
6/24/2015 11:04 PM View respondent's answers
Q10 Does your department have an expectation about the length of time each advisor meets with a student? If so, how long is it?

Answered: 78  Skipped: 22

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>No expectations</td>
<td>87.18%</td>
</tr>
<tr>
<td>Fifteen minutes</td>
<td>7.69%</td>
</tr>
<tr>
<td>Thirty minutes</td>
<td>5.13%</td>
</tr>
<tr>
<td>Over thirty minutes</td>
<td>0.00%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>
Q11 Do you perceive your advising role as one which includes advocacy for your advisee (particularly with other faculty or with other divisions of the university)?

Answered: 78  Skipped: 22

Answer Choices | Responses
--- | ---
Yes | 66.67% 52
Only on matters of registration, course access and graduation | 17.95% 14
No | 3.85% 3
Other (please specify) | 11.54% 9
Total | 78
Question 11 responses:

To some extend but this is largely the student's responsiblity
7/6/2015 10:05 AM View respondent's answers
Yes, but only as warranted (as I see it on a case-by-case basis)
7/1/2015 12:05 PM View respondent's answers
I believe a balance should be sought between advocacy to further the needs of the department or school, with the needs of the advisee to achieve their personal goals.
6/29/2015 9:45 AM View respondent's answers
not applicable
6/26/2015 9:32 AM View respondent's answers
I get asked a very wide range of questions. Sometimes students do not understand the simplest of things. I try to answer and help.
6/25/2015 12:13 AM View respondent's answers
none
6/24/2015 11:04 PM View respondent's answers
I would help a student help solve a problem but not interfere with other faculty
6/24/2015 10:35 PM View respondent's answers
That situation has never arisen, as best I can recall
6/24/2015 5:15 PM View respondent's answers
sometimes
6/24/2015 4:49 PM View respondent's answers
Q12 Do you feel as if you fully understand your role in the advisement process at Western?

Answered: 77  Skipped: 23

- Definitely.
- Somewhat. Policies and...
- Not enough. Policies and...
- Other (please specify)

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely.</td>
<td>40.26%</td>
</tr>
<tr>
<td>Somewhat. Policies and practices could be clarified more effectively.</td>
<td>37.66%</td>
</tr>
<tr>
<td>Not enough. Policies and practices are unclear and expectations of advisors are not articulated well.</td>
<td>14.29%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>7.79%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>
Question 12 responses:

I personally "somewhat" understand my role. But I have seen ZERO oversight on whether advisors are doing their jobs, and expectations of advisors are not well articulated. This apparent lack of oversight motivates my answer to Question #13.
7/1/2015 12:05 PM View respondent's answers
I do. After several years, I feel it has been convoluted and inconsistent across the university. I see some improvement but more is needed.
7/1/2015 9:59 AM View respondent's answers
I understand my role, but I do not have access to all of the tools I need to instruct students in matters pertinent to advising. There are too many instances where I have to send students to the registrar's office or call to learn things like the nature of an account hold, registration PIN, etc.
6/29/2015 1:12 PM View respondent's answers
not applicable
6/26/2015 9:32 AM View respondent's answers
I understand my role in advisement as an adjunct because I have been around so many years.
6/25/2015 12:13 AM View respondent's answers
The role of advisement in workload is certainly not clear. If a faculty member is teaching 12/12 credits, what role does advising play in workload credit?
6/24/2015 5:45 PM View respondent's answers
Q13 I believe that my performance as an advisor will

Answered: 75  Skipped: 25

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>not have an impact on promotion or tenure.</td>
<td>61.33%</td>
</tr>
<tr>
<td>contribute somewhat to an evaluation for promotion or tenure.</td>
<td>30.67%</td>
</tr>
<tr>
<td>play a significant role in evaluation for promotion or tenure.</td>
<td>8.00%</td>
</tr>
</tbody>
</table>

Total 75
Q14 Does your department have a mechanism for evaluating the success of advising?

Answered: 77  Skipped: 23

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3.90%</td>
</tr>
<tr>
<td>No</td>
<td>76.62%</td>
</tr>
<tr>
<td>Not sure</td>
<td>19.48%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>
Q15 If yes, what forms?
Answered: 11  Skipped: 89

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey of advisor's students</td>
<td>0.00%</td>
</tr>
<tr>
<td>Faculty peer evaluations</td>
<td>9.09%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>90.91%</td>
</tr>
</tbody>
</table>

Total Respondents: 11
Question 15 responses:

Advising, as the committee should know, is not part of formal, contractually recognized evaluation...not should it be.
7/6/2015 10:06 AM View respondent's answers
Not sure
7/6/2015 9:41 AM View respondent's answers
Submission of a list of advisees seen during advising times. Chair follow-up of advising records that are stored on the K: Drive.
6/29/2015 1:13 PM View respondent's answers
N/A. Financial Aid does not academically advise.
6/26/2015 6:38 PM View respondent's answers
Currently, the faculty member who has the most to say about advisement is the one who does and has done the least advisement.
6/28/2015 2:38 PM View respondent's answers
not applicable
6/26/2015 9:31 AM View respondent's answers
If problems that can be traced to the quality of advising surface, these are traced to the root cause.
6/25/2015 1:37 PM View respondent's answers
following graduation rates, job/graduate school attainment post graduation
6/25/2015 10:23 AM View respondent's answers
The Dept. has tried once, but it was not practical.
6/25/2015 10:20 AM View respondent's answers
Forms do not help students. We do not need more bureaucracy. If I do not know the answer to a student's question I can ask a peer, the department chair, or even the dean. All have helped me in the past. It just takes the right attitude and caring about each student.
6/25/2015 12:16 AM View respondent's answers
Complaints by students to the chair
6/24/2015 9:04 PM View respondent's answers
Q16 Does your department keep records of advisement meetings with individual students?

Answered: 78  Skipped: 22

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>41.63%</td>
</tr>
<tr>
<td>No</td>
<td>43.59%</td>
</tr>
<tr>
<td>Not sure</td>
<td>15.38%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>78</strong></td>
</tr>
<tr>
<td>#</td>
<td>Responses</td>
</tr>
<tr>
<td>----</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>In the students folder in the nursing office</td>
</tr>
<tr>
<td>2</td>
<td>There was a time when we were asked to keep files for our advisees and we would keep notes of these meetings when they were official meetings. Not sure where we are on this now, and good relationships between faculty and student result in many unannounced meetings that I think are positive, but I wouldn’t record those.</td>
</tr>
<tr>
<td>3</td>
<td>In student folders kept in the department office</td>
</tr>
<tr>
<td>4</td>
<td>Notes are supposed to be taken by the adviser and then stored in a students folder which is in a central location and is maintained by the department secretary.</td>
</tr>
<tr>
<td>5</td>
<td>Notes are placed in a student’s folder</td>
</tr>
<tr>
<td>6</td>
<td>I would say yes in the sense that individual faculty member keeps his or her own records.</td>
</tr>
<tr>
<td>7</td>
<td>I assume the Chair in our department has knowledge of the advisement records.</td>
</tr>
<tr>
<td>8</td>
<td>Department secretary.</td>
</tr>
<tr>
<td>9</td>
<td>The chair keeps a record of students who have not yet registered and then sends it out to the advisors to contact those students again.</td>
</tr>
<tr>
<td>10</td>
<td>I keep records on a form used by the department for advising to show what advisement has taken place. I usually like to do a 4 semester plan for the student. beginning to end... I always sign and date the form and give the student a copy so that he/she knows the action plan. The forms are kept in the students’ folders.</td>
</tr>
<tr>
<td>11</td>
<td>Program sheets are shared on the K-drive and we can see how students were advised.</td>
</tr>
<tr>
<td>12</td>
<td>student files</td>
</tr>
<tr>
<td>13</td>
<td>My dept has a file for each student which includes summative records of advisement meetings, to be maintained by the students’ advisors.</td>
</tr>
<tr>
<td>14</td>
<td>They are placed on our dept. folder in the K-drive. I also keep records or who I see, for what, and when. These records are updated and correspond to what is written on my advisee’s program sheets for any dept. faculty to see.</td>
</tr>
<tr>
<td>15</td>
<td>Some faculty members do keep records. I am grateful that it is not required. We are already have enough paperwork to do.</td>
</tr>
<tr>
<td>16</td>
<td>I personally keep records on advisement. I know my chair does also. From this question, I believe it would be very advantageous for departments to keep a central file on advisement of students.</td>
</tr>
<tr>
<td>17</td>
<td>All of the records are collected in a departmental K: Drive folder. Digital copies of program sheets for each student are maintained from semester to semester as part of the advising process. Notes are added at the bottom to remind and document notices of outstanding program requirements (foreign language, math, etc.).</td>
</tr>
<tr>
<td>18</td>
<td>Student files in department office kept by department secretary</td>
</tr>
<tr>
<td>19</td>
<td>na</td>
</tr>
<tr>
<td>20</td>
<td>in student files</td>
</tr>
<tr>
<td>21</td>
<td>Each student has a file in the department suite, copies of program sheets, emails, notes from advisement meetings as well as copy of registration card are included. All faculty have access and can assist a student as needed.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>22</strong></td>
<td>The department keeps student files in a closed file cabinet in our office. All advisement notes are in the student files.</td>
</tr>
<tr>
<td><strong>23</strong></td>
<td>On shared drive.</td>
</tr>
<tr>
<td><strong>24</strong></td>
<td>There is a folder kept for each student. An &quot;intake&quot; form is put in a new student's folder along with a change of major form, their transcript, the appropriate program sheet and pertinent emails. The intake form is dated, and initialed by the faculty member meeting with the student. Course recommendations are listed and any pertinent information that is related during the advisement meeting. The program sheet is updated with grades to determine what courses need to be registered for the upcoming semester.</td>
</tr>
<tr>
<td><strong>25</strong></td>
<td>Records are kept and placed in storage where department faculty members can access them.</td>
</tr>
<tr>
<td><strong>26</strong></td>
<td>We keep individual records, but not department.</td>
</tr>
<tr>
<td><strong>27</strong></td>
<td>these records can be kept in our assessment system</td>
</tr>
<tr>
<td><strong>28</strong></td>
<td>In the nursing office in a locked cabinet</td>
</tr>
<tr>
<td><strong>29</strong></td>
<td>they are centrally filed in the department office</td>
</tr>
<tr>
<td><strong>30</strong></td>
<td>Copies of updated program sheets and/or degree plans are copied to the department chair's office.</td>
</tr>
<tr>
<td><strong>31</strong></td>
<td>They are in the office and the administrative assistant keeps the files.</td>
</tr>
<tr>
<td><strong>32</strong></td>
<td>Kept in student file. Notations made by advisor. Program plans are updated each semester.</td>
</tr>
<tr>
<td><strong>33</strong></td>
<td>Each student has a folder in the department office and we record our meetings with students there.</td>
</tr>
<tr>
<td><strong>34</strong></td>
<td>For teacher education, it’s computer based.</td>
</tr>
<tr>
<td><strong>35</strong></td>
<td>Records of advisement with comments are documented and kept in the main office.</td>
</tr>
<tr>
<td><strong>36</strong></td>
<td>Records are kept with that students advisor.</td>
</tr>
<tr>
<td><strong>37</strong></td>
<td>Individual faculty members keep records electronically and/or in print files.</td>
</tr>
<tr>
<td><strong>38</strong></td>
<td>I maintain records but my department does not.</td>
</tr>
<tr>
<td><strong>39</strong></td>
<td>I keep my own records on advising meetings.</td>
</tr>
<tr>
<td><strong>40</strong></td>
<td>Student files in dept. office.</td>
</tr>
</tbody>
</table>
Q18 How do you post or publicize hours for advisement? (Check all that apply.)

Answered: 64  Skipped: 36

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>On my office door.</td>
<td>59.38%</td>
</tr>
<tr>
<td>Appointments are scheduled electronically</td>
<td>53.13%</td>
</tr>
<tr>
<td>Some other means (please specify)</td>
<td>31.25%</td>
</tr>
</tbody>
</table>

Total Respondents: 64
Question 18 responses:

Email or phone
7/6/2015 6:50 PM View respondent's answers
I respond to e-mail inquiries by the students.
7/6/2015 2:08 PM View respondent's answers
Typically via email
7/6/2015 1:28 PM View respondent's answers
All of the above postings are utilized.
7/6/2015 10:53 AM View respondent's answers
All of the above, including dropping in.
7/2/2015 2:47 PM View respondent's answers
sign up sheet
7/2/2015 1:40 PM View respondent's answers
I email my advisees prior to the start of the registration period about my office hours and availability.
7/2/2015 10:53 AM View respondent's answers
Email to me advisees every semester
7/1/2015 10:02 AM View respondent's answers
office door; e-mails; syllabi; electronic scheduling
6/29/2015 1:26 PM View respondent's answers
I send an email every semester to my advisees and correspond with them via email to schedule appointments, as well as seeing students on a drop-in basis. University supported scheduling software would be a HUGE help in this area.
6/29/2015 1:16 PM View respondent's answers
posted on door, emails and schedule in department office
6/28/2015 9:36 AM View respondent's answers
; I announce advisement in my classes, encourage all to seek their adviser, but announce that I will see anyone if, for any reason, they wish to see me.
6/26/2015 2:41 PM View respondent's answers
my office is always open to students for advisement
6/26/2015 9:08 AM View respondent's answers
send email to advisees on the list with office hrs/location
6/26/2015 4:53 AM View respondent's answers
email to advisees and office door posting
6/25/2015 6:30 PM View respondent's answers
Email notification and then sign-ups are posted on the bulletin board outside our main office suite
6/25/2015 10:24 AM View respondent's answers
In classes.
6/25/2015 10:21 AM View respondent's answers
Combo of electronic and other means
6/25/2015 8:50 AM View respondent's answers
On the bulletin board outside the office.
6/25/2015 8:25 AM View respondent's answers
Via email
6/25/2015 6:27 AM View respondent's answers
I do not have an office but my schedule and available times are posted on a door where the mailboxes are in Higgins
and on line. I also include them in my syllabi.
6/25/2015 12:19 AM View respondent's answers
Every advisee is emailed at least twice to remind them to schedule
6/24/2015 9:39 PM View respondent's answers
both email and on office door.
6/24/2015 9:06 PM View respondent's answers
Emails are sent out to all advisees
6/24/2015 6:41 PM View respondent's answers
Students e-mail for appointment
6/24/2015 6:30 PM View respondent's answers
Many majors are in my classes. I take a few minutes each semester to pass around a sign-up sheet for appointments.
6/24/2015 5:47 PM View respondent's answers
On my website
6/24/2015 5:42 PM View respondent's answers
Office door, e-mail messages to advisees, electronic appointment scheduling
6/24/2015 5:38 PM View respondent's answers
e-mail out to all advisees at the beginning of the process - there are NO scheduled appointments - first come, first served
6/24/2015 5:36 PM View respondent's answers
I contact my advisees via email weeks before registration and ask them to sign up for an appointment
6/24/2015 5:23 PM View respondent's answers
In my syllabi. Also, they are posted on bulletin boards
6/24/2015 5:17 PM View respondent's answers
door, email sent to all advisees, and reminders
6/24/2015 4:50 PM View respondent's answers
Q19 What percentage of advisees honor their scheduled appointments?

Answered: 71  Skipped: 29

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greater than 90%</td>
<td>36.62%</td>
</tr>
<tr>
<td>Between 75% and 90%</td>
<td>46.48%</td>
</tr>
<tr>
<td>Between 50% and 75%</td>
<td>12.68%</td>
</tr>
<tr>
<td>Approximately 50%</td>
<td>4.23%</td>
</tr>
<tr>
<td>Less than 50%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Total: 71
Q20 Do you email or contact students to remind them of advisement appointments?

Answered: 73  Skipped: 27

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>38.36%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>26.03%</td>
</tr>
<tr>
<td>Rarely</td>
<td>15.07%</td>
</tr>
<tr>
<td>Never</td>
<td>20.55%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
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</tbody>
</table>
Q21 If you have to cancel an appointment, or a student has to cancel an appointment, do you:

Answered: 72   Skipped: 28

<table>
<thead>
<tr>
<th>Answer Choice</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>do nothing, as it is a student’s responsibility to reschedule an appointment.</td>
<td>23.61%</td>
</tr>
<tr>
<td>email a reminder about the need for a new appointment</td>
<td>54.17%</td>
</tr>
<tr>
<td>have the departmental secretary contact the student for a new appointment</td>
<td>6.94%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>15.28%</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
</tr>
</tbody>
</table>
If I cancel the appointment I definitely contact the student to reschedule. If the student cancels an appointment and alerts me about it via emails I definitely reply and reschedule. If the student simply is a no show at the scheduled appointment time and does not give an explanation I do not track him or her down as I do feel it is their responsibility to honor their commitments.
7/6/2015 11:22 AM View respondent's answers
One (and only one) e-mail reminder is sent.
7/6/2015 11:04 AM View respondent's answers
I email the student about the cancelation and ask them to schedule an appointment. Beyond that it is their responsibility.
7/6/2015 10:00 AM View respondent's answers
we reschedule at the time of cancellation.
7/1/2015 12:10 PM View respondent's answers
call and email the student to reschedule, cc secretary in case she receives call
6/25/2015 8:43 PM View respondent's answers
I'm not certain how each of the faculty members handle this.
6/25/2015 8:27 AM View respondent's answers
This seldom happens. I use email regularly to answer questions or see the students personally.
6/25/2015 12:22 AM View respondent's answers
if I cancel, I reschedule. If they cancel i remind them to reschedule
6/24/2015 10:21 PM View respondent's answers
call or vidyo with student or meet in chat room to discuss needs.
6/24/2015 8:44 PM View respondent's answers
I use click book and therefore have students cell numbers, which I can use in addition to email.
6/24/2015 5:23 PM View respondent's answers
I have open hours.
6/24/2015 4:51 PM View respondent's answers
Q22 Do you advise students during the summer or Intersession if a student asks to meet with you?

Answered: 74  Skipped: 26

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Yes</td>
<td>56.76%</td>
</tr>
<tr>
<td></td>
<td>42</td>
</tr>
<tr>
<td>b. On a case by case basis.</td>
<td>36.49%</td>
</tr>
<tr>
<td></td>
<td>27</td>
</tr>
<tr>
<td>c. No.</td>
<td>6.76%</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>74</td>
</tr>
</tbody>
</table>
Q23 Who should be primarily responsible for advising departmental majors during the summer or Intersession?

Answered: 74  Skipped: 26

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>the Department Chairperson or a designee, if the advisor is not available</td>
<td>70.27% 52</td>
</tr>
<tr>
<td>the faculty advisor for that student</td>
<td>18.92% 14</td>
</tr>
<tr>
<td>the Academic Advisement Center</td>
<td>8.11% 6</td>
</tr>
<tr>
<td>the Registrar's Office</td>
<td>1.35% 1</td>
</tr>
<tr>
<td>the appropriate Dean</td>
<td>1.35% 1</td>
</tr>
<tr>
<td>Total</td>
<td>74</td>
</tr>
</tbody>
</table>
Q24 Do the faculty in your department prefer to keep registration PINs?

Answered: 74  Skipped: 26

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Yes</td>
<td>56.76%</td>
</tr>
<tr>
<td>b. No</td>
<td>8.11%</td>
</tr>
<tr>
<td>c. Not sure</td>
<td>35.14%</td>
</tr>
<tr>
<td>Total</td>
<td>74</td>
</tr>
</tbody>
</table>
Q25 Do you believe that the use of PINs

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>ensures that advisees meet with their advisors</td>
<td>36.00%</td>
</tr>
<tr>
<td>play some role in encouraging students to meet with advisors, but is not the only factor</td>
<td>49.33%</td>
</tr>
<tr>
<td>has no effect on whether advisees meet with their advisors</td>
<td>14.67%</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
</tr>
</tbody>
</table>
Q26 Would you support or oppose the publication of course schedules for an entire year rather than by semester, if the spring listings were described as prospective or anticipated offerings?

Answered: 78  Skipped: 22

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Support</td>
<td>53.85%</td>
</tr>
<tr>
<td>b. Oppose</td>
<td>14.10%</td>
</tr>
<tr>
<td>c. Would consider the...</td>
<td>25.64%</td>
</tr>
<tr>
<td>d. Unsure</td>
<td>6.41%</td>
</tr>
</tbody>
</table>

Total 78
Q27 Would you support or oppose transferring most of the functions of advising to Academic Advisement?

Answered: 78   Skipped: 22

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly support</td>
<td>12.82%</td>
</tr>
<tr>
<td>Support</td>
<td>6.41%</td>
</tr>
<tr>
<td>No opinion or neutral</td>
<td>8.37%</td>
</tr>
<tr>
<td>Oppose</td>
<td>26.92%</td>
</tr>
<tr>
<td>Strongly oppose</td>
<td>44.87%</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
</tr>
</tbody>
</table>
Q28 Overall, how would you rate the current model of shared advisement (use of the Advisement Center by Exploratory/Unclassified students, summer transfer students and students who wish to explore a change of major, and faculty for declared majors) and registration?

Answered: 77  Skipped: 23

Answer Choices

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Successful</td>
<td>16.88%</td>
</tr>
<tr>
<td>b. Somewhat successful</td>
<td>57.14%</td>
</tr>
<tr>
<td>c. Largely unsuccessful</td>
<td>14.29%</td>
</tr>
<tr>
<td>d. Significantly flawed.</td>
<td>11.69%</td>
</tr>
</tbody>
</table>

Total 77
<table>
<thead>
<tr>
<th>#</th>
<th>Responses</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I volunteered for advisement day. There was misinformation, confusion on</td>
<td>7/8/2015 6:34 PM</td>
</tr>
<tr>
<td></td>
<td>part of students and faculty. Too many things are constantly revised and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>changed frequently. I am not opposed to transitions but aren't we supposed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to be making things more clear for students?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Communication between the Advisement Center and faculty is not what it</td>
<td>7/7/2015 11:08 AM</td>
</tr>
<tr>
<td></td>
<td>should be, and we are hobbled by the lack of a more efficient and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>accessible electronic management system.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sometimes they get it right but many times they don't know our courses</td>
<td>7/8/2015 5:46 PM</td>
</tr>
<tr>
<td></td>
<td>or the culture of the department and the match can be flawed.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Students need to have an advisor in their major once it is declared</td>
<td>7/8/2015 2:27 PM</td>
</tr>
<tr>
<td></td>
<td>because of the variety of course requirements for each degree.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I'm amazed at how many students come into biology (after having met</td>
<td>7/6/2015 2:12 PM</td>
</tr>
<tr>
<td></td>
<td>with Advisement Center personnel, and are taking the wrong courses.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Students interested in a particular major should be advised by faculty</td>
<td>7/6/2015 1:33 PM</td>
</tr>
<tr>
<td></td>
<td>within that major in order to make sure they take the correct classes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some majors need to have very prescribed prerequisite structures;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>advisement from individuals who do not completely understand this can</td>
<td></td>
</tr>
<tr>
<td></td>
<td>greatly hamper student success and progress.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I have an advisee who registered as a social work major for several</td>
<td>7/8/2015 1:28 PM</td>
</tr>
<tr>
<td></td>
<td>semesters, he is taking business courses and has indicated that he is</td>
<td></td>
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<tr>
<td></td>
<td>thinking about changing his major. He has showed up once to meet</td>
<td></td>
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<td></td>
<td>with me, despite several efforts on my part to meet with him. He seems</td>
<td></td>
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<td></td>
<td>to have worked out some other source for his pin # - he is not</td>
<td></td>
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<tr>
<td></td>
<td>registered with the advisement center - he is clearly operating under</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the radar - who is going to follow up with him?</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The issue is availability of service. Students should have a reliable,</td>
<td>7/8/2015 11:07 AM</td>
</tr>
<tr>
<td></td>
<td>available source of registration counseling.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I think our current model is working. I sometimes advise students that</td>
<td>7/8/2015 10:48 AM</td>
</tr>
<tr>
<td></td>
<td>belongs to another graphic design teacher and when they are not</td>
<td></td>
</tr>
<tr>
<td></td>
<td>available I try to help out.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>There is an atmosphere of arrogance and uncaring. One alumni was talked</td>
<td>7/8/2015 10:43 AM</td>
</tr>
<tr>
<td></td>
<td>by the scholarship office to get lost,</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Does not work for our unique programs.</td>
<td>7/8/2015 10:17 AM</td>
</tr>
<tr>
<td>12</td>
<td>Things seem to work well although if a student want to change a major I</td>
<td>7/8/2015 10:04 AM</td>
</tr>
<tr>
<td></td>
<td>usually advise them and suggest they meet with the chair of the new</td>
<td></td>
</tr>
<tr>
<td></td>
<td>major's department, I never refer to the advising office as I assumed it</td>
<td></td>
</tr>
<tr>
<td></td>
<td>was my job to advise.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Students often arrive in our department having received poor advising</td>
<td>7/8/2015 9:53 AM</td>
</tr>
<tr>
<td></td>
<td>from the advising center, resulting in significant delays in graduation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>time</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I think that undeclared students need advisement but the advisement</td>
<td>7/8/2015 9:45 AM</td>
</tr>
<tr>
<td></td>
<td>center doesn't understand departmental programs and requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>adequately.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Our department prefers to advise all of our students, there are select</td>
<td>7/2/2015 2:49 PM</td>
</tr>
<tr>
<td></td>
<td>individuals in the advisement center that know the particular needs of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>our students schedules.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>We work in partnership with advisement center</td>
<td>7/2/2015 1:41 PM</td>
</tr>
<tr>
<td>17</td>
<td>The current model would be fine, if all students and advisors did what's</td>
<td>7/1/2015 12:14 PM</td>
</tr>
<tr>
<td></td>
<td>expected of them. But not all of them do, and some advisors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>systematically give incorrect advise.</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Hard to say how well or successful it is working without data, but I can</td>
<td>7/1/2015 10:06 AM</td>
</tr>
<tr>
<td></td>
<td>see it's working on some level.</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Often our business students are placed in courses too early, given their</td>
<td>6/29/2015 4:10 PM</td>
</tr>
<tr>
<td></td>
<td>background, and they do not perform well.</td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>Text</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td><strong>In the status quo, there is a prevailing attitude that advising is irrelevant to the professional advancement of faculty. We receive next to no credit for doing well, and only the vitriolic complaint or outsized blame when things go wrong. People largely unfamiliar with or hostile to teaching faculty seem to be in charge of the process. There needs to be collaboration. Faculty who want to advise should receive load credit for these activities. There needs to be a clearer sense of who is responsible for what parts of the process and who.</strong></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td><strong>Advisement is a shared experience that needs to be practiced in order for both parties to become proficient. This requires both the student and the faculty realizing that there are benefits for each. A culture of engagement needs to be promoted to achieve preferred outcomes.</strong></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>academic advisement has a global perspective of the University to advise undecided or undeclared majors. once a student has made a decision should be advised by faculty in that major. I often use academic advisement for advice if I have a question.</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>There seems to be a lack of consistency in who advises the student throughout the course of his/her academic career. I hear of some declared students who cannot access their advisors, and resort to the Advisement Center in the end.</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>too many students spend too much time in AA; by the time they get to depts. they're behind on 4 yrs.</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>positive working relationship - mutual respect</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>The advisement center is great at helping particularly freshmen get into general education courses. The student needs to meet with a department faculty member to get appropriate advisement within a major, and being advised within a major (by the major department) will increase a feeling of &quot;belonging&quot; within that major, getting to know faculty, and ultimately the sense of belonging at WCSU. Being a part of a major increases retention in these ways.</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>The purpose of the Advisement center should be to help students choose majors and go.</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>There is not widespread knowledge of the advisement &quot;process&quot; at WCSU</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Academic Advisement seems to do a good job, but it requires quite a few exchanges between them and the department for it to be successful. I think the professors, particularly the chairs, have a much deeper knowledge of their course requirements and can do it quicker.</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Academic advisement provided by faculty members is generally terrible and is something students constantly bring up.</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Faculty has the expertise, so it should lead the way and do the advisement, especially for a small school like this. Also, the existence of advisement center and the existing policy don't seem to matter when it comes to student retention and progress towards graduation, so something has to be done.</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>I have no idea if a student has received their advice; some of the advice has been wrong or inappropriate for both the major and the individual student. Currently, we have no sharing of advisement.</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>We need a multiplicity of ways that students can get information, repeatedly. They often do not understand the system and are sometimes afraid to ask. I try to answer email quickly and establish an atmosphere in classes that conveys me interest in helping all succeed. I encourage questions about protocols of the university system. Again, some students just do not understand the differences and expectations of college verses high school.</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Good advising depends on a knowledgeable and patient advisor. Not all advisors are created equal.</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Once a student has declared a major they should be required to go to an advisor in that major.</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>Advisement within our department is extremely effective.</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>My experience with the advisement center this summer has been extremely positive. They have worked with students while I couldn't make it to campus plus, when I did have questions after meeting with a student this summer, the advisement center was there to help.</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>rarely are students asked to identify their ultimate goals prior to developing majors/minors/or program plans. Student add/drop with way too much frequency. 2+ add/drop shows inefficiency to do work of course!</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>I have no idea what advisement center does. I do my own advisement and have never had an issue.</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>When faculty who are teaching in programs unrelated to the field of study are advising a student, it's largely unsuccessful.</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Errors can be made which can be detrimental to students' success.</td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>Comment</td>
<td></td>
</tr>
<tr>
<td>--------</td>
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<td></td>
</tr>
<tr>
<td>42</td>
<td>Advising should be the responsibility of faculty. If advising can be negotiated as part of the 12 credit workload in a new bargaining contract, I think there would be a significant difference in how some less interested faculty view the process. The reality is that some faculty are poor advisors, either because there is no training or because they think it doesn’t matter. However, shifting responsibility to the Advisement Center is obviously not a solution given our current problem that led to the establishment of this committee.</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>I believe the Advisement Center role needs clarification. For example, once a student declares a major they should not receive advising from the AC. There is much confusion about the AC’s role.</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>Advisement personnel have been VERY helpful &amp; courteous</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>Students remain confused about responsibilities, as do faculty.</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>Academic advisors should report to the academic deans so that they can properly specialize. Under this very common system advisors become true specialists in academic areas and spare able to train new faculty hires. Since both faculty and advisors report to the same dean, issues with the occasional under performing faculty member can be expeditiously addressed.</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>There are many parties that are part of the process but it seems that we are all not on the same page.</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>Many students don’t see advising, so any model including the current one is problematical.</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>Though quite capable, members of the Advisement Center cannot know both the details of a given major AND future plans for the major.</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>One component of faculty contracts is responsibility for advisement. This makes good sense, as faculty members are better able to provide it than anyone else.</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>While I typically hear what went wrong because students don’t often comment on what went right. The problem I have is that too many of our declared students are going to the Academic Advisement center and I think that they should be sent to their academic advisor.</td>
<td></td>
</tr>
</tbody>
</table>

SurveyMonkey

6/24/2015 5:55 PM
6/24/2015 5:41 PM
6/24/2015 5:38 PM
6/24/2015 5:30 PM
6/24/2015 5:27 PM
6/24/2015 5:25 PM
6/24/2015 5:19 PM
6/24/2015 4:57 PM
6/24/2015 4:57 PM
6/24/2015 4:54 PM
### Q30 What is your most significant concern with the current registration process? Please elaborate briefly.

**Answered:** 62  **Skipped:** 38

<table>
<thead>
<tr>
<th>#</th>
<th>Responses</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am most concerned that we are not treating our students as holistically as they should be treated. An advisor should, I think, also be a mentor, with an eye toward student success and retention.</td>
<td>7/7/2015 11:10 AM</td>
</tr>
<tr>
<td>2</td>
<td>If it is obstructive to students then it should be changed but unfortunately I have meet with students that have planned to take the wrong courses for electives into the nursing majors and if they were allowed to register for whatever classes they wanted without advisement and PINs they would be taking more classes then were needed because some classes would be wrong. The advisement process should be simple. This may be accomplished by having a block on courses not required for specific majors that they are enrolled in that would prevent them for registering for classes they don’t need or which are not included in their pre-reqs.</td>
<td>7/6/2015 6:56 PM</td>
</tr>
<tr>
<td>3</td>
<td>Registration cannot be predictive because it is not complete in a timely fashion, but this may have more to do with finances that the process. Honestly, I think this has more to do with the administration then department.</td>
<td>7/6/2015 5:50 PM</td>
</tr>
<tr>
<td>4</td>
<td>Requires PINs for all students (regardless of academic level) discourages upper classperson students to take responsibility of their own academic program. Also, there are no guidelines for academic advisement. 'Good' advisement is whatever one says it is.</td>
<td>7/6/2015 2:14 PM</td>
</tr>
<tr>
<td>5</td>
<td>For good or bad, students cannot be compelled to take classes they need to take in a timely fashion. As a consequence if a student major has a deep prerequisite structure and they take the bad advise to &quot;just focus on getting gen ed out of the way early&quot; or they just flat out ignore their adviser, they can end up spending extra time in college when they could have finished on time.</td>
<td>7/6/2015 1:37 PM</td>
</tr>
<tr>
<td>6</td>
<td>Students fall through the cracks because staff and faculty who are not academic advisers will give the student their pin#.</td>
<td>7/6/2015 1:30 PM</td>
</tr>
<tr>
<td>7</td>
<td>I think for certain courses that require permission slips, the faculty member who teaches the course ought to be given access electronically to issue these permissions, instead or at least in addition to the chairperson or secretary of the course. I understand this could be a problem if the course is taught by an adjunct and students cannot reach them sometime. But I think for those faculty who are willing to take on this responsibility the electronic access should be given to them. This will make the process more efficient.</td>
<td>7/6/2015 11:27 AM</td>
</tr>
<tr>
<td>8</td>
<td>The emphasis on making the system &quot;flexible&quot; often creates problems for students that, left unattended, can become serious and costly.</td>
<td>7/6/2015 11:12 AM</td>
</tr>
<tr>
<td>9</td>
<td>Unfortunately some students wait to the last minute to register and ask for their PIN. In fact I was asked over the summer break, and I'm not on campus, by a student for his PIN but can't since my advisement lists are in my office...I then tell them to contact the Registrar office.</td>
<td>7/5/2015 10:52 AM</td>
</tr>
<tr>
<td>10</td>
<td>There is an atmosphere of &quot;not caring&quot; at WCSU. It is always sent to someone else. No one answers the phones for registration. There is always an answering machine which blows you off. Most employees at WCSU resent each other; therefore, it spills into the relationship with the students. There is a cancer at WCSU if I have been wronged at WCSU so I shall get even with the students since I cannot take it out on anyone else. Not my job is the slogan at WCSU. There is a sense of no fairness or equity amongst the employees which spills into dealing with faculty and students.</td>
<td>7/6/2015 10:48 AM</td>
</tr>
<tr>
<td>11</td>
<td>This appears to be a phony issue that deflects from some of the real problems of the university.</td>
<td>7/6/2015 10:09 AM</td>
</tr>
<tr>
<td>12</td>
<td>I am concerned about the pins being eliminated as the pins ensure that those students who need advising the most come to their appointments.</td>
<td>7/6/2015 10:05 AM</td>
</tr>
<tr>
<td>13</td>
<td>Students don't seem to be able to figure out what they need to do to graduate on time. Maybe program sheets are too confusing. Also - it is difficult to identify courses which meet certain program requirements (e.g. which courses satisfy the humanities requirement) in a particular semester. They should be able to search open close to find all classes that meet a particular criterion to find the ones that fit in their schedule.</td>
<td>7/6/2015 9:55 AM</td>
</tr>
<tr>
<td>No.</td>
<td>Text</td>
<td>Date/Time</td>
</tr>
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<td>-----</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>14</td>
<td>I am satisfied with my role in this process. I think that there have been too many changes in advisement that are not publicly known either my students or faculty. I... signatures, no signatures. &quot;We have always done it that way&quot; yet fairly new faculty don't know that... We need to find one model and stick with it. I am in a small department where faculty know students. I was on a committee which discussed PINs last semester and what a fiasco. PINs are not the issue. The whole advisement/registration process at Western is. Whatever is decided, by whomever, I will still meet with my advisees at least once a semester if not more depending on the need. I do not what students to register on line and then I have to review and get back to them....and then they change...and I review...really? A waste of my time!!! A one time face-to-face usually is all it takes for me to advise a student properly. Please don't make my life any more complicated than it already is.</td>
<td>7/6/2015 9:53 AM</td>
</tr>
<tr>
<td>15</td>
<td>I think that students need to be able to register for classes regardless of financial ability. My students who struggle financially end up with horrible schedules and significantly worse programs and careers. It's a very vicious cycle of struggle.</td>
<td>7/6/2015 9:47 AM</td>
</tr>
<tr>
<td>16</td>
<td>The lack of communication about placement of gen ed classes prior to publication of the schedule.</td>
<td>7/2/2015 2:50 PM</td>
</tr>
<tr>
<td>17</td>
<td>Student's need to have a discussion with adviser about correct sequence of classes if they don't register for correct sequence they will not get into major and parents + students will be upset.</td>
<td>7/2/2015 1:42 PM</td>
</tr>
<tr>
<td>18</td>
<td>Students don't always see their advisors for help with registration. Often times, they receive inadequate advising as a result and have to stay at WCSU longer to complete their degree requirements.</td>
<td>7/2/2015 10:56 AM</td>
</tr>
<tr>
<td>19</td>
<td>It seems to me that some students circumvent advisement. This should not be possible. Also, many of my advisees over the years who are in secondary ed BS programs have been misadvising (or so they claim) about my department's requirements by their &quot;primary&quot; advisors in the education dept. Until such students are in their professional year, they should be advised primarily by faculty in the department of their chosen field.</td>
<td>7/1/2015 12:19 PM</td>
</tr>
<tr>
<td>20</td>
<td>Students should have a better understanding of their degree path and what courses they should be taking. They should obtain assistance from their faculty advisors to discuss and check over their choices. Our process does not encourage this. If we are preparing students to think critically and act responsibly, advisement and registration should be part of that.</td>
<td>7/1/2015 10:10 AM</td>
</tr>
<tr>
<td>21</td>
<td>Wish we saw and advised our students from the first point of entry into the University, through graduation.</td>
<td>6/29/2015 4:13 PM</td>
</tr>
<tr>
<td>22</td>
<td>There are a number of small changes that stand to make a potential impact in terms of aiding students register: 1.) Create a standing date during each semester at which time the schedule will be available. 2.) More faculty-specific notices for advising. Many of my advisees schedule and meet with me upon my solicitation. If I know when the registration schedule will be posted, I can begin the advising process, rather than starting after I find out second-hand that the schedule is up. 3.) Decisions about advising (and enrollment in general) are being made based on flawed decision-making models, namely impressionistic straw-polls collected from students. Advising needs to be faculty led, just like every other area of instruction. 4.) There needs to be a reasonable model for assessing advising that neither formulates a context to injure or burden faculty with malicious anonymous surveys or over-the-top assessment duties.</td>
<td>6/29/2015 1:28 PM</td>
</tr>
<tr>
<td>23</td>
<td>Students don't recognize the benefits, and find way to avoid or bypass their advisors.</td>
<td>6/29/2015 9:58 AM</td>
</tr>
<tr>
<td>24</td>
<td>Conflicting information given students by registration. The process of over rides. Students changing schedules after advisement. Poor communication and misinformation from registration as indicated by students.</td>
<td>6/28/2015 9:55 AM</td>
</tr>
<tr>
<td>25</td>
<td>Advisement should be easily accessible and consistent for all students throughout their entire time at WCSU.</td>
<td>6/26/2015 6:44 PM</td>
</tr>
<tr>
<td>26</td>
<td>Students think that it is arbitrary. It would not occur to a student in a selective school to not see a prof regularly, and they grad in 4 yrs.</td>
<td>6/26/2015 2:48 PM</td>
</tr>
<tr>
<td>27</td>
<td>Once students have a Pin # they can register for any courses they want</td>
<td>6/26/2015 9:11 AM</td>
</tr>
<tr>
<td>28</td>
<td>New students not familiar with the process and expect lot of assistance from faculty to advise them and repeat same content several time</td>
<td>6/26/2015 4:57 AM</td>
</tr>
<tr>
<td>29</td>
<td>None</td>
<td>6/25/2015 8:45 PM</td>
</tr>
<tr>
<td>30</td>
<td>Too many advisees, students looking to &quot;get their PIN&quot; rather than understanding need to be advised.</td>
<td>6/25/2015 6:33 PM</td>
</tr>
<tr>
<td>31</td>
<td>It's not always obvious, to the faculty or the student, what classes have what pre-reqs, are open or closed to certain students, or which classes count for which gen eds. More transparency about general education courses and required pre-reqs for specific classes would greatly aid both registration and the student being able to track their own course progression.</td>
<td>6/25/2015 10:29 AM</td>
</tr>
<tr>
<td>32</td>
<td>Mostly, it works, but it does rely on students taking action.</td>
<td>6/25/2015 10:24 AM</td>
</tr>
</tbody>
</table>
33. None

34. Students report that people are not engaged as much as they should be.

35. There is not widespread knowledge of the advisement "process" at WCSU; there is a need to "train the trainer" when it comes to advisement; students must also take responsibility.

36. People tell things to students that are not correct, which is confusing to the student and wastes their time. Students needing help from the HPX department don't necessarily have to come to the office. They can email or call and be helped with a situation. With new students I think it should be a one-stop shop, where students can pay, get their ID number, parking tag and whatever else they need. I've heard complaints from students that they have to walk all over campus to get all the things they need. The least we could do would be to have all these offices in the same building to make things go quicker for the students. I also think that the Registrar's Office should train all department secretaries to provide waivers and permissions in Banner. I have helped a LOT of students since March and have told them we are trying to streamline the system to make it easier on them. They have overwhelmingly been VERY thankful, even when I had to go into Banner more than once to get it right. Students are our customers and we need to do everything in our power to make their stay at Western a pleasant experience. I would love to be more involved with the process.

37. Too complicated, some required courses are offered very infrequently, HPX is a needless expense of time and money, and many students are misguided by their advisors or their advisors are unavailable or uninterested.

38. Students don't seem to have the urgency to register every semester during scheduled times. This could be because of financial issues, but even with that, the university and the faculty advisor need to underscore the importance of meeting frequently with the advisor for any issues related to progress towards graduation. Something needs to be done because the current process doesn't seem to work.

39. The scheduling of courses does not meet the needs of our students, including limited offerings, conflicting times, or little variety of times.

40. As an adjunct professor I find students that register late and miss a couple of classes start out behind. I do not like late registrations. As an older student working toward another degree I do not like not knowing the courses that will be offered for the entire year. I can't plan as well as I would like. You don't have to give the total number of sections or the times up front. Just tell me what courses will be offered.

41. I feel the authorization I have to actually override students into courses within my own department electronically is a tremendous step in the right direction.

42. I have no concerns.

43. 1) Students do not take registration serious 2) There are no specific guidelines for faculty on advisement.

44. Lots of gaps. Students take courses they don't need, take them out of order, their GPA is too low for the major. Test scores are not entered in a timely manner by admissions.

45. Scheduling conflicts between departments for required courses.

46. Many universities have now hired part time advisors to replace faculty so that students always have someone to help them.

47. That most faculty don't really care about advisement because it either cuts into their free time or they just don't like to do it...it makes no sense to them. Those folks are the ones that really ruin chances for maintaining students. They just don't care.

48. No one looks at students previous success in courses to predict whether they have chosen a correct major/path or asks them what their goals are on graduation. too few program plans developed for a 4-5 year graduation plan.

49. As advisors we should see the date that students can register for classes. All I get are the pins.

50. For me and my colleagues, 45 advisees are far too many.

51. That the registration numbers will be eliminated. I strongly feel they benefit the student in many aspects beyond that of registration.

52. Advisors meeting with students should immediately be able to help the student register for courses during the advising appointment rather than sending the student with a PIN to a different computer. 1) The student may not register for the recommended courses, and there would be no record of that change. 2) The course may fill if it only has 1-2 spaces and the student waits too long to register.

53. My most significant concern is that the registration process will be changed to something worse.
<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>54</td>
<td>Students who &quot;advisor shop&quot; looking for someone who will provide their PIN without any advising.</td>
<td>6/24/2015 5:41 PM</td>
</tr>
<tr>
<td>55</td>
<td>unclear roles, poor communication about new or revised course offerings, confusion about how to interpret transfer student transcripts (data is not available or is WRONG!)</td>
<td>6/24/2015 5:39 PM</td>
</tr>
<tr>
<td>56</td>
<td>WCSU would benefit from using more BANNER features, particularly allowing for online recording of advisement sessions. Any student taking courses that do not count towards graduation should be flagged and the reasons identified. We lack communication after advisement. I ask students to get in touch if problems arise, but we need a formal structure that allows identification of students with inappropriate schedules. Following up can not be a faculty responsibility.</td>
<td>6/24/2015 5:34 PM</td>
</tr>
<tr>
<td>57</td>
<td>clearer articulation of lines of responsibility, and better training for faculty</td>
<td>6/24/2015 5:30 PM</td>
</tr>
<tr>
<td>58</td>
<td>The whole process is very inconsistent and varies based on students, faculty and administration.</td>
<td>6/24/2015 5:28 PM</td>
</tr>
<tr>
<td>59</td>
<td>Students constantly complain about the registrar’s office, and where there’s smoke, etc.</td>
<td>6/24/2015 5:21 PM</td>
</tr>
<tr>
<td>60</td>
<td>Students being advised by folks outside their dept., who don’t know the rotation of courses and so students end up needing courses not being offered. This is especially bad in the first year - students need to take certain courses early on that are pre-reqs for subsequent ones.</td>
<td>6/24/2015 5:08 PM</td>
</tr>
<tr>
<td>61</td>
<td>Students often engage in registration late in the registration period.</td>
<td>6/24/2015 4:58 PM</td>
</tr>
<tr>
<td>62</td>
<td>I’d like to see it a little more spread out over time. Students too often wait until the last minute.</td>
<td>6/24/2015 4:55 PM</td>
</tr>
</tbody>
</table>
Faculty Survey – Academic Advisement and Registration

Q1. - How do you view the purpose of advisement, and your role in this process? Please explain briefly.

Themes were identified as follows:

45% of respondents stated that advisement is necessary for the “whole student” by addressing course selection, major selection, change of major, student success/retention, guidance, mentorship, internship/career advice, and graduate school advice.

29% of respondents stated that the purpose of advisement and their role in the process is to assist in course selection and ensure degree completion.

17% of respondents stated that their role in the advisement process is critical to student success. One respondent stated “faculty are the ones who are best equipped to do it.”

1% of respondents stated “faculty should spend more time on preparing exciting lectures. Staff should advise students.”

One of the best statements given for this question is the following: “Advisement is an instructional activity and a necessary dimension of curriculum. When faculty develop and teach courses in the context of an academic program, advising is the process by which the full measure of those activities are brought to fruition in the form of educating students.”

To cross-reference with a similar question in the Chair Survey use Q8.

Q2. - What experience did you have on advisement prior to your advising experience at Western?

From the data obtained for this question,

49% of respondents stated that they had advised students at another college or university.

37% of respondents stated that they had no advisement experience.

14% of respondents stated that they had advised students informally in a similar role.

To cross-reference with a similar question in the Chair Survey use Q26.
Q3. - Does your department discuss the educational or developmental goals of advisement, and if so how often?

From the data obtained for this question, discussion of educational or developmental goal occur within the department in this ranking order:

1. Regularly (twice or more a year) 39%
2. Only when there is a student or faculty problem (34%)
3. Occasionally (once a year) (14%)
4. Rarely (13%)

**Breakdown of chair (Q7) and faculty (Q3)**

<table>
<thead>
<tr>
<th>Response</th>
<th>Chair</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regularly</td>
<td>39%</td>
<td>39%</td>
</tr>
<tr>
<td>Occasionally</td>
<td>31%</td>
<td>14%</td>
</tr>
<tr>
<td>Only when it pertains to a problem</td>
<td>15%</td>
<td>34%</td>
</tr>
<tr>
<td>Rarely/Never</td>
<td>15%</td>
<td>13%</td>
</tr>
</tbody>
</table>

**Recommendation – None**

To cross-reference with a similar question in the Chair Survey use Q7,14.

Q4. - What guidance or training do faculty members in your department receive on advisement?

From the data obtained for this question,

A majority of the faculty respondents (25%) stated that they **had no training but assistance from senior faculty**.

23% of the faculty respondents stated they **had no significant guidance or training at all**.

18% of the faculty respondents stated they **had adequate amount of training from senior department members and academic advisement**.

20% of the faculty respondents stated that they **had some training on advisement**.
12% of the faculty respondents stated that they had no training provided for advisement beyond a summary review of practices and requirements.

**Breakdown of chair (Q6) and faculty (Q4)**

<table>
<thead>
<tr>
<th>Response</th>
<th>Chair</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>No training but assistance from senior faculty</td>
<td>46%</td>
<td>25%</td>
</tr>
<tr>
<td>No significant guidance or training</td>
<td></td>
<td>23%</td>
</tr>
<tr>
<td>Adequate amount of training from senior debarment members</td>
<td>38%</td>
<td>18%</td>
</tr>
<tr>
<td>Some training on advisement</td>
<td>8%</td>
<td>20%</td>
</tr>
<tr>
<td>No training beyond a summary of practices and requirements</td>
<td>8%</td>
<td>12%</td>
</tr>
</tbody>
</table>

**Recommendation 1** – Provide education and training to faculty members regarding best practice on advisement and updated policies and procedures. Can use online and portal as delivery methods. Offer master advisor training courses.

**Q5.** Please select the statement below that more closely aligns with how you feel about receiving more training on advisement. Would you?

From the data obtained for this question, 52% of the faculty would welcome more training on advisement, 24% had a neutral feeling regarding receiving more training, 4% objected to receiving more training on advisement. 20% offered other comments and suggestions in themes as follows.

35% stated if the education was provided often and at a convenient time by faculty and colleagues it would be welcomed.

35% felt it would not be of benefit.

23% stated they do not advise students or advisement is done by faculty who want to advise.

**Q6.** Do you currently perceive advisement as primarily a means to?
From the data obtained for this question 44% felt that advisement provided multiple purposes in the following ranking order (Other was chosen most often at 39%)

- Improve the performance of students in majors
- Improve the retention of students in your discipline
- Assist with registration
- Increase the number of majors in your discipline
- Provide guidance and mentorship

Retention ranked as the next highest on the list with 23%, followed by improve performance of majors with 21%, with assisting students with registration at 15% and finally increase the number of majors in your discipline with 1%.

**Breakdown of chair (Q9) and faculty (Q6)**

<table>
<thead>
<tr>
<th>Response</th>
<th>Chair (%)</th>
<th>Faculty (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve performance of majors</td>
<td>46%</td>
<td>21%</td>
</tr>
<tr>
<td>Assist students with registration</td>
<td>46%</td>
<td>15%</td>
</tr>
<tr>
<td>Improve the retention of students in discipline</td>
<td>8%</td>
<td>23%</td>
</tr>
</tbody>
</table>

**Recommendation 2** – Provide a clear definition of advisement including role, responsibilities – including actionable items for the advisee/advisor interaction.

**Q7. - To what extent do you provide counseling or guidance for careers or graduate work during an advisement meeting with a student?**

From the data obtained for this question, 55% routinely provide counseling or guidance for careers or graduate work, 24% stated they occasionally provide career or graduate work guidance, 16% stated they provide formal or informal guidance regarding career transition for students regardless if there is an advisee/advisor relationship. while 2% rarely provide guidance and 2% refer students to the Career Development Center for these concerns.
Breakdown of chair (Q10) and faculty (Q7)

<table>
<thead>
<tr>
<th>Response</th>
<th>Chair</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routinely provide counseling or guidance</td>
<td>38%</td>
<td>55%</td>
</tr>
<tr>
<td>Occasionally provide guidance</td>
<td>54%</td>
<td>24%</td>
</tr>
<tr>
<td>Provide formal or informal guidance</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>Rarely provide guidance</td>
<td>8%</td>
<td>2%</td>
</tr>
<tr>
<td>Refer student to Career Development Center</td>
<td></td>
<td>2%</td>
</tr>
</tbody>
</table>

**Recommendation 3** – Provide education and open clear communication on best practices of advisement along with best practices and collaboration with assistive offices within the university. Primary focus needs to be the whole student.

**Q8.** How many advisees do you currently see each semester?

1. 10 or less: 5%
2. 11-20: 23%
3. 21-30: 24%
4. 31-50: 18%
5. >50: 13%
6. Unknown: 4%
7. N/A given as an answer: 3%
8. None: 9%

Breakdown of chair (Q11) and faculty (Q8)

<table>
<thead>
<tr>
<th>Response</th>
<th>Chair</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 or less:</td>
<td>31%</td>
<td>5%</td>
</tr>
<tr>
<td>11-20</td>
<td>15%</td>
<td>23%</td>
</tr>
<tr>
<td>21-30</td>
<td>15%</td>
<td>24%</td>
</tr>
<tr>
<td>31-50</td>
<td>23%</td>
<td>18%</td>
</tr>
<tr>
<td>Greater than 50</td>
<td>0%</td>
<td>13%</td>
</tr>
</tbody>
</table>
**Recommendation 4** – *Include as a procedure of advisement that departments as a whole discuss the number of advisees to be advised per semester and equally divide students.*

Q9. - *From your experience, this number of advisees is:*

From the data obtained for this question, 33% of the faculty thought this number was demanding but not excessive. 28% felt this was a reasonable amount, 15% felt it was not demanding and 14% said it was excessive.

Q10. - *Does your department have an expectation about the length of time each advisor meets with a student? If so, how long is it?*

From the data obtained for this question, 87% stated that there was not an expectation about the length of time to meet with advisees, while 8% felt 15 minutes were expected and 5% felt that 30 minutes were expected.

**Breakdown of chair (Q12) and faculty (Q10)**

<table>
<thead>
<tr>
<th>Response</th>
<th>Chair</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>No expectations</td>
<td>84%</td>
<td>87%</td>
</tr>
<tr>
<td>15 min</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>30 min</td>
<td>8%</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Recommendation** – *None*

To cross-reference with a similar question in the Chair Survey use Q5,12.

Q11. - *Do you perceive your advising role as one which includes advocacy for your advisee (particularly with other faculty or with other divisions of the university)?*

From the data obtained for this question, 66% felt that advocacy is part of the advising role, 18% stated only for matters of registration, course access and graduation, and 4% stated that advocacy was not part of the advisor role. A common comment theme was that advocacy would be provided if sought out by the student.
Q12. - Do you feel as if you fully understand your role in the advisement process at Western?

From the data obtained for this question, 39% of the faculty felt they fully understood the role of advisement, 38% stated that they somewhat understood the role, but policies and practices could be clarified, 14% felt they did not understand the role, policies and practices and expectations. A common theme was a lack of role oversight, and advisement tool access as well as inconsistency throughout the university (8%).

Q13. - I believe that my performance as an advisor will

Almost two-thirds of respondents (61%) stated that their performance as an advisor will not have an impact on P&T.

31% of respondents stated that their performance as an advisor will contribute somewhat to an evaluation for P&T.

8% of respondents stated that their performance as an advisor will play a significant role in evaluation for P&T.

**Breakdown of chair (Q15) and faculty (Q13)**

<table>
<thead>
<tr>
<th>Response</th>
<th>Chair</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somewhat important</td>
<td>46%</td>
<td>31%</td>
</tr>
<tr>
<td>Not important/no impact</td>
<td>46%</td>
<td>61%</td>
</tr>
<tr>
<td>Very important/significant</td>
<td>8%</td>
<td>8%</td>
</tr>
</tbody>
</table>

**Recommendation 5** – Impress upon faculty the importance of excellent/meaningful advisement through training workshops and master advisor training courses. However, advisement should not be tied to an “official” evaluation during the P&T process. Provide focused training on how to be an effective advisor, and teach advisors to approach advisement from the perspective of learning (i.e. – “What should the students learn through advising, and how might the learning take place?” Hemwall, NACADA-05-74).

Q14. - Does your department have a mechanism for evaluating the success of advising?
More than three-quarters of respondents (77%) stated that their department *does not have a mechanism* for evaluating the success of advising.

19% of respondents stated that they *are unsure whether their department has a mechanism* for evaluating the success of advising.

4% of respondents stated that their department *does have a mechanism* for evaluating the success of advising.

**Breakdown of chair (Q16) and faculty (Q14)**

<table>
<thead>
<tr>
<th>Response</th>
<th>Chair</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>15%</td>
<td>4%</td>
</tr>
<tr>
<td>No</td>
<td>85%</td>
<td>77%</td>
</tr>
<tr>
<td>Unsure</td>
<td>8%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Departments should oversee the evaluation of their faculty since it is the department that will suffer if their faculty do not effectively/successfully advise. Good advisement should be a given for any academic since this is the means by which we are able to address the “whole student” (i.e. – life issues, career goals, post-baccalaureate endeavors, internships, development of higher/lower-order thinking skills, etc.).

**Recommendation 6** – *Use best practices in how to develop a mechanism for evaluating the success of advisement. The development and enforcement of the evaluation process should remain within the department, and not come from Administration. Fillable .pdf program sheets could be uploaded to the K: drive after each advisement meeting with notes from the advisor. The Chair of the department could then review these program sheets.*

**Q15. – If yes, what form(s)?**

Themes were identified as follows:

91% of respondents chose *other*. 11 comments were provided and of those comments, only 6 were applicable. The comments included the following: respondent was unsure whether there were forms, department
followed graduation rates and the attainment of positions in graduate schools or jobs, that the department has tried to develop an evaluation process but that it was not practical, and two respondents thought that there should be no formal evaluation/increased bureaucracy in the advisement process and that advisors should advise well because they care about their students.

9% of respondents stated that *faculty peer evaluations* are utilized as a means of evaluating the success of advising.

**Recommendation** – See recommendation above for Q14.

**Q16. - Does your department keep records of advisement meetings with individual students?**

Themes that were identified for record-keeping are as follows:

41% of respondents stated that their departments *do keep records* of advisement meetings with individual students.

44% of respondents stated that their departments *do not keep records* of advisement meetings with individual students.

15% of respondents *were unsure* whether their departments kept records of advisement meetings.

**Breakdown of chair (18) and faculty (Q16)**

<table>
<thead>
<tr>
<th>Response</th>
<th>Chair</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>50%</td>
<td>41%</td>
</tr>
<tr>
<td>No</td>
<td>42%</td>
<td>44%</td>
</tr>
<tr>
<td>Unsure</td>
<td>8%</td>
<td>15%</td>
</tr>
</tbody>
</table>

There is alignment among Chairs/faculty regarding “record-keeping,” but the number of advisors that keep records must dramatically improve. These records are a great way for advisors to protect themselves from critique by faculty, staff, and students who say that ill-advice was given. Records of advisement are also a great means of evaluating the success of advisement.
Recommendation 7 – Use best practices in record-keeping and make it university wide procedure. Records must be kept on advisement. Fillable .pdf program sheets make advisement incredibly easy and efficient. Electronic records can be kept on the K: drive and/or printed off and stored by advisor in his/her office or the departmental office.

Q17. - If records on advising are kept by your departments please describe who keeps these records, and where they are usually placed.

Themes that were identified for record-keeping are as follows:

60% of respondents stated that the department offices house the student’s records.

20% of respondents stated that individual faculty members keep student records.

15% of respondents stated that student records are kept on the K drive.

5% N/A

**Breakdown of chair (Q19) and faculty (Q17)**

<table>
<thead>
<tr>
<th>Response</th>
<th>Chair</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>38%</td>
<td>60%</td>
</tr>
<tr>
<td>Faculty members</td>
<td>38%</td>
<td>20%</td>
</tr>
<tr>
<td>K drive</td>
<td>25%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Recommendation 8 – Develop a universal system for record keeping of student advisement that abides by FERPA standards and is best practice.

Q18. - How do you post or publicize hours for advisement? (Check all that apply.)

From the data obtained for this question, 59% post hours on their office door, 53% schedule them electronically while 31% do other methods as listed below.

- Email (56%)
- Bulletin board (12%)
- Syllabus (9%)
- Signup sheets (5%)
- Class (5%)
- Website (3%)
- Phone (3%)

Electronic scheduling was suggested repeatedly.

**Breakdown of chair (Q20) and faculty (Q18)**

<table>
<thead>
<tr>
<th>Response</th>
<th>Chair</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post on door</td>
<td>92%</td>
<td>59%</td>
</tr>
<tr>
<td>Electronically</td>
<td>58%</td>
<td>53%</td>
</tr>
<tr>
<td>Other means</td>
<td>25%</td>
<td>31%</td>
</tr>
</tbody>
</table>

**Recommendation 9** – Use best practices in scheduling appointments and make it university wide procedure – Probably some form or electronic scheduling program (e.g. Doodle)

**Q19. - What percentage of advisees honor their scheduled appointments?**

Themes found identified as follows:

1. Greater than 90%: ~37%
2. Between 75% and 90%: ~46%
3. Between 50% and 75%: ~13%
4. Approximately 50%: ~4%

**Breakdown of chair (Q21) and faculty (Q19)**

<table>
<thead>
<tr>
<th>Response</th>
<th>Chair</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 90%</td>
<td>~17%</td>
<td>37%</td>
</tr>
<tr>
<td>75% - 90%</td>
<td>50%</td>
<td>46%</td>
</tr>
<tr>
<td>50% - 75%</td>
<td>25%</td>
<td>13%</td>
</tr>
<tr>
<td>~50%</td>
<td>none</td>
<td>~4%</td>
</tr>
<tr>
<td>&lt; 50%</td>
<td>8%</td>
<td>none</td>
</tr>
</tbody>
</table>
The Chairs and faculty are mostly in agreement that a majority of their students honor their scheduled appointments. Unfortunately, there are students that do not honor their appointments. If these are the same students who register for courses without ever seeing their advisors then strategies can/should be employed to prevent their registration.

**Recommendation 10** – Use best practices in scheduling appointments and make it university wide procedure. Maybe implement the use of “advisement holds” that only the advisor can remove. This will ensure that students honor their appointments, and will also prevent them from registering without meeting with their advisor because another staff/faculty member has given them their PIN or equivalent.

**Q20. - Do you email or contact students to remind them of advisement appointments?**

1. Yes: ~38%
2. Sometimes: ~26%
3. Rarely: 15%
4. Never: ~21%

**Breakdown of chair (Q22) and faculty (Q20)**

<table>
<thead>
<tr>
<th>Response</th>
<th>Chair</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>55%</td>
<td>38%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>none</td>
<td>26%</td>
</tr>
<tr>
<td>Rarely</td>
<td>18%</td>
<td>15%</td>
</tr>
<tr>
<td>Never</td>
<td>27%</td>
<td>21%</td>
</tr>
</tbody>
</table>

Most faculty do contact their advisees to remind them of their advisement meeting.

**Recommendation 11** – Use best practices in scheduling appointments and make it university wide procedure. A standard form email should be drafted and utilized by faculty to remind their advisees that they must meet with them before they can register for their courses. The departmental administrative assistant could also assist in this process.
Q21. - If you have to cancel an appointment, or a student has to cancel an appointment, do you:

From the data obtained for this question, 54% e-mail a reminder to the student, 23% do nothing as it is a student’s responsibility, 15% use various methods, of email, phone call or scheduling assistant, 7% use the departmental secretary.

**Breakdown of chair (Q21, 22) and faculty (Q21)**

There were several comparative questions in the chair survey Q 21. and Q 23. The overall themes identified were that a majority of students honor their appointment schedule – e-mail is the most used form of communication for canceling or rescheduling.

**Recommendation 12** – Use best practice in scheduling appointment with communication regarding cancelling and changing of appointment that is university wide procedure.

Q22. - Do you advise students during the summer or Intersession if a student asks to meet with you?

From the data obtained for this question, 56% stated yes, 36% stated on a case by case basis and 7% stated no.

**Breakdown of chair (Q24) and faculty (Q22)**

<table>
<thead>
<tr>
<th>Response</th>
<th>Chair</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>100%</td>
<td>56%</td>
</tr>
<tr>
<td>No</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Case by Case</td>
<td>36%</td>
<td></td>
</tr>
</tbody>
</table>

There is a disconnect within departments regarding advisement during “off hours.”

**Recommendation 13**- Determine best practice and work practice of off hours advisement and ensure work practices are followed.

Q23. - Who should be primarily responsible for advising departmental majors during the summer or Intersession?
From the data obtained for this question, 70% stated the department chair person or designee, 19% stated the faculty advisor for that student, 8% stated the Academic Advisement Center, 1% stated the registrar's offices and the appropriate Dean equally.

**Breakdown of chair (Q25) and faculty (Q23)**

*Using data from Q.25 (is a faculty member regularly available during summer months?)*

<table>
<thead>
<tr>
<th>Response</th>
<th>Chair</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair or designee</td>
<td>16.7% no faculty available in the summer</td>
<td>70%</td>
</tr>
<tr>
<td>Faculty advisors</td>
<td>75% available in the summer</td>
<td>19%</td>
</tr>
<tr>
<td>Academic advisement</td>
<td>8.3% unsure</td>
<td>8%</td>
</tr>
<tr>
<td>Registrar and Dean</td>
<td></td>
<td>1% &amp;1%</td>
</tr>
</tbody>
</table>

**Recommendation** - *Same as recommendation in Q22.*

**Q24. - Do the faculty in your department prefer to keep registration PINs?**

1. Yes: ~57%
2. No: ~8%
3. Not sure: 35%

14 comments were provided for this question and 8 of those comments were relevant to the question. Themes were identified as follows:

75% of respondents would like to keep the PINs because they prevent students from registering for courses that do not align with their major, which reduces/prevents student debt. It was also stated that PINs are preferred even though some students do not follow advice that is given.

12.5% of respondents stated that PINs are vital for Freshman and Sophomore students, but “less so (or not at all) for upper class persons.”

12.5% of respondents believe that PINs “slow down the process.”
Breakdown of chair (Q27) and faculty (Q24)

<table>
<thead>
<tr>
<th>Response</th>
<th>Chair</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>82%</td>
<td>57%</td>
</tr>
<tr>
<td>No</td>
<td>none</td>
<td>8%</td>
</tr>
<tr>
<td>Unsure</td>
<td>18%</td>
<td>35%</td>
</tr>
</tbody>
</table>

A majority of Chairs and faculty recognize the need for a “gate-keeper.” Due to increased administrative duties and interactions with students, the Chairs might have a little more insight into the efficacy of PINs and have a greater appreciation for their role within the process.

Recommendation - Same as recommendation in Q25.

Q25. - Do you believe that the use of PINs

From the data obtained for this question, 49% stated that is PIN’s play some role in encouraging students to meet with advisors, but is not the only factor, 36% stated that it ensures that students meet with their advisors and 15% states it has no effect of whether advisees meet with advisors.

Breakdown of chair (Q27) and faculty (Q25)

Using data from Q 27, which is very similar. Do faculty prefer to keep pin?

<table>
<thead>
<tr>
<th>Response</th>
<th>Chair</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plays a role for advisement</td>
<td>82% states yes</td>
<td>49%</td>
</tr>
<tr>
<td>Ensures students meet</td>
<td></td>
<td>36%</td>
</tr>
<tr>
<td>No effect.</td>
<td>0.0% states no</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>18% unsure</td>
<td></td>
</tr>
</tbody>
</table>

Recommendation 14 - The use of a PIN remains a tenuous and tortuous topic. It needs to be communicated that the PIN is not a means to an end. The PIN is one method to command advisement. Using best practices a procedure needs to be developed on advisement and student registration
to ensure that students are appropriately advised, and in turn register appropriately, as discussed. A change in registration by the student after advisement should be followed up with further advisement.

Q26. - Would you support or oppose the publication of course schedules for an entire year rather than by semester, if the spring listings were described as prospective or anticipated offerings?

From the data obtained for this question, 54% support the idea, 26% would consider the possibility, 14% oppose the concept and 6% were unsure.

**Breakdown of chair (Q28) and faculty (Q26)**

<table>
<thead>
<tr>
<th>Response</th>
<th>Chair</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support</td>
<td>8%</td>
<td>54%</td>
</tr>
<tr>
<td>Would consider</td>
<td>33%</td>
<td>26%</td>
</tr>
<tr>
<td>Oppose</td>
<td>25%</td>
<td>14%</td>
</tr>
<tr>
<td>unsure</td>
<td>33%</td>
<td>6%</td>
</tr>
</tbody>
</table>

**Recommendation 15** - The majority of faculty and staff support this concept. If it is considered best practices then it should be considered.

Q27. - Would you support or oppose transferring most of the functions of advising to Academic Advisement?

From the data obtained for this question, 45% strongly oppose, 27% oppose, 19% strongly support, 8% have no opinion and 6% support the concept.

**Breakdown of chair and faculty**- There was no corresponding chair question. But my suggestion would be to keep the model we have, and improve it with our suggestions.

Q28. - Overall, how would you rate the current model of shared advisement (use of the Advisement Center by Exploratory/Undeclared students, summer transfer students and students who wish to explore a change of major, and faculty for declared majors) and registration?
From the data obtained for this question, 57% stated the current model was somewhat successful, 17% stated successful, 14% stated largely unsuccessful and 12% stated significantly flawed.

**Q29. - Please provide a short explanation.**

Themes that were identified for the current advisement model were:

27% felt there was a lack of communication or miscommunication that causes issues between faculty advisement and Academic center advisement.

21% felt that once a major is declared students need to see faculty advisors

13% felt that providing education to promote good advisement would help in the overall advisement process.

(for data purposes 40% of the comments were either positive or negative responses about the current process without valued input.)

**Breakdown of chair (Q30) and faculty (Q28, 29)**

This represents questions 28 and 29 (however 27 could also be included).

<table>
<thead>
<tr>
<th>Response</th>
<th>Chair</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful</td>
<td>41.67%</td>
<td>17%</td>
</tr>
<tr>
<td>Somewhat successful</td>
<td>41.6%</td>
<td>57%</td>
</tr>
<tr>
<td>Largely unsuccessful</td>
<td>16.67%</td>
<td>14%</td>
</tr>
<tr>
<td>Flawed</td>
<td></td>
<td>12%</td>
</tr>
</tbody>
</table>

**Recommendation 16 - The current model seems to be accepted by most, continuing with the current model with suggested recommendations and improvements that are best practices would probably be the best and most comfortable route for faculty and chairs.**

**Q30. - What is your most significant concern with the current registration process? Please elaborate briefly.**
The responses for this question greatly varied and ranged in significance from the unhelpful to the thoughtful. However, there were some themes that emerged and are listed below in ranking order.

- Students sign-up for courses that are not aligned with/required for major. This respondent suggested that a student be “blocked” from signing up for courses that will not further their progress in the major (or are outside of major), or that courses be “flagged” when incorrectly selected by students during registration. This would also prevent students from ignoring the advice of their advisors (This might be addressed by Degree Works™).
- Students wait until last minute to register for courses.
- There is an atmosphere of “not-caring” at WCSU, and students are sent all over campus by faculty and staff instead of helping them solve their problems. Misinformation about registration is also given to students.
- PINs are given out by faculty/staff and students register for courses without ever meeting with their advisor.
- Roles of participants in the advisement process are undefined and there is inconsistency throughout the advisement/registration process. Administration/registrar and lack of finances slows down the timely process for registration.
- Not enough general education courses are offered. Scheduling conflicts between departments and how courses are scheduled do not meet the needs of WCSU students.
- No concern.
- Give faculty electronic access to courses they teach so that they can approve overrides.
- Too many advisees.
- Increase awareness of registration period.

**Breakdown of chair and faculty**

<table>
<thead>
<tr>
<th>Response</th>
<th>Chair</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAC/Misinformation on advisement and registration</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>Students do not seek early advisement/register early</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>No concern. Current system is fine.</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Availability of general education courses</td>
<td></td>
<td>10%</td>
</tr>
</tbody>
</table>
No reward system for advisement; incongruity within department in how advisement is handled 10%

Recommendation 17 - To be discussed.
Appendix 3:

Ad Hoc Committee on Academic Advisement and Registration
Proposal for the Establishment of a University Senate Standing Committee on Academic Advisement and Registration.

Committee to be called (University Senate) Committee on Academic Advisement and Registration

I. Objective: To ensure that academic advisement practices and procedures are consistent with the mission of Western Connecticut State University.

II. Responsibilities of Committee
A. To facilitate communication and coordination among teaching faculty, departmental chairs, Deans, the Academic Advisement Center, and students in the development and operation of Western’s shared system of academic advisement.
B. To promote the implementation of best practices of developmental advisement.
C. To create and administer an Academic Advisement Certificate program to provide continuing education on advisement practices and procedures.
D. To conduct triennial reviews of advisement effectiveness and practices in the University and to report these findings to the University Senate and the Provost.
E. To recommend policy or procedural changes to the University Senate and Provost to enhance the effectiveness of academic advisement.

III. Membership of Committee (14 members; 13 voting members)
Representative of the Provost (voting)
Representative of the Academic Advisement Center (voting)
Representative of the Student Government Association (voting)
Representative of the Registrar’s Office (voting)
Representative of the Office of Student Affairs (non-voting)
Five (5) teaching faculty members, one elected by and from the teaching faculty of each of the four schools and one elected by and from the Librarians/Counselors/coaches group, for overlapping 2-year terms
Student member elected or appointed by Student Government Association (voting)
Two faculty members at large (voting)
One non-teaching faculty member elected by and from those represented by SUOAF-AFSCME (voting)
IV. Conduct of Business

A. Meetings
1. Meetings are to be convened by the Chairperson. In the absence of the Chairperson, his or her designate shall convene meetings, except as follows: If no new Chairperson is elected at the last meeting of the academic year, then the President of the University Senate will designate a committee member to convene the committee.
2. A quorum shall consist of a majority of voting members.
3. Meetings are to be held not less than three times per semester during the academic year and at the request of the Chairperson.
4. The call to meeting, accompanied by the agenda, shall be delivered to committee members at least three school days prior to each meeting.
5. Ordinarily, no decision shall be made on policy or procedural proposals at a meeting the first time such items are discussed unless said material was received by the members at least three school days prior to the meeting.
6. Decisions of the committee require a majority vote of the members present.
7. Concerned parties may attend meetings to discuss, or be invited to discuss, particular items on the agenda.
8. The committee operates under a modified form of parliamentary procedure.

B. Officers
1. The chairperson shall be elected by a majority vote of elected members in the spring semester, following new member elections and preceding commencement.
2. The position of secretary shall be filled by each member in turn on an alphabetically rotating basis, unless otherwise agreed to by the Committee.

C. Reports
1. To whom reports are given:
   a. The committee, through its chair, shall report all policy recommendations to the University Senate.
   b. The committee shall submit an annual report to the University Senate.
   c. The committee shall report to the appropriate departments and school deans and the Director of Academic Advisement concerning recommendations regarding academic advisement procedures and recommendations.
   d. The committee shall report to the Provost/Vice President for Academic Affairs (as the University President’s designee) for appropriate administrative review of the committee’s recommendations.

D. Minutes
Minutes of all meetings shall be distributed to:
1. All members of the committee.
2. University Senate President.
3. University Senate Archivist (2 copies).
4. Provost/Vice President for Academic Affairs.
5. The Director of the Academic Advisement Center.
6. The Registrar.
7. SGA President.

E. Amendments
These Bylaws may be amended by two-thirds vote of members present at any regularly scheduled meeting at which there is a quorum, and the approval of the University Senate and the President of the University.
Appendix # 4: Samples of Advisor Checklists:

1. Arizona State University, Tempe, Arizona.


4. Oregon State University, Corvallis, Oregon.

5. Missouri Western State University, St. Joseph, Missouri.
You will learn to

1. know your academic advisor.  
   after initial advising interaction

2. access your academic advisor when needed.  
   after initial advising interaction

3. utilize your academic advisor in a supportive and caring environment.  
   each semester

4. acquire and demonstrate awareness of College of Letters and Sciences resources.  
   upon completion of first semester

5. register for classes by the end of the enrollment period.  
   after each academic advising interaction

6. participate in regular, individualized academic interactions with your academic advisor.  
   each semester

7. acquire and demonstrate awareness of university support services.  
   upon completion of first semester

8. demonstrate knowledge of university policies.  
   each semester

9. make progress toward career goals.  
   each semester

10. make progress toward graduation.  
    after second advising appointment

11. understand critical tracking.  
    after initial advising interaction

12. understand your degree audit (DARS).  
    after first semester

Your education with the College of Letters and Sciences consists of these four competencies:

- Critical thinking
- Communication – written and verbal
- Crossing disciplines
- Global citizenship

Academic Advising Mission Statement
College of Letters and Sciences Academic Services advocates for student success, retention, and graduation through purposeful academic relationships and community building.
## Recommended Calendar of Activities

### Fall Semester

#### August • anticipate
- Activate your ASU email account.
- Verify the start date, end date, and add/drop deadline for each class.
- Identify books, websites, study aides, and classroom location for each class.
- Familiarize yourself with Blackboard.
- Check your class schedule prior to school starting.
- Visit your academic advisor, if needed, during first week of school.
- Understand how your courses fit into a major map.
- Expect an email from your academic advisor.

#### October • explore
- Meet with a peer advisor (optional).
- Predict your GPA for the fall semester.
- Identify your registration date for spring on your My ASU page.
- Check My ASU for academic status reports.
- Use the tutoring and student success services.
- Visit a student success center to learn how to prepare for finals.
- Prepare for finals.
- Meet with faculty to explore career and educational options available for your major.

#### September • plan
- Make an appointment with your academic advisor to discuss academic and career goals and to plan for spring semester.
- Connect with tutoring services and student success.
- Learn about community resources and workshops.
- Decide on an academic goal you would like to accomplish this semester.
- What steps do you need to take now to achieve it?
- What obstacles may be preventing you from reaching that goal?
- What resources can help you to reach your goal?
- Expect an email from your academic advisor reminding you about registration.
- Expect to hear from your academic advisor if you have received an academic status report.

#### November • evaluate
- Register for spring after meeting with your academic advisor.
- Evaluate the classes you are currently taking and plan to take in the spring.

#### December • prepare
- Determine where and when your final exams will take place.
- Final exams don’t always occur in the same place, time and day as the class.
- Make an appointment with your academic advisor if needed.
- Ensure your schedule for spring is aligned with your critical tracking requirements.

#### Winter Break • double-check
- Whew! You made it through your first semester of college.
- Check your grades on My ASU. Grades will not be mailed to you.
- Verify the start date, end date, and add/drop deadline for each class.
- Make an appointment with your academic advisor if needed.
- Expect an email from your advisor.

### Legend
- **Important action.**
- **Recommended action.**
- **Think critically.**
- **Advisor action.**

### Student Responsibilities
- Attend regular appointments and make regular email and phone contact with your advisor each semester.
- Come prepared to each appointment with questions or material for discussion.
- Be an active learner by participating fully in the advising experience.
- Ask questions if you do not understand an issue or have a specific concern.
- Complete all “to dos” or recommendations from your advisor.
- Gather all relevant decision-making information.
- Become knowledgeable about college programs, policies and procedures through the use of eAdvisor.
- Accept responsibility for your decisions.
**Advisor Responsibilities**

- Provide academic support to ensure successful progression to graduation.
- Explain academic policies and procedures.
- Assist in understanding the benefits of higher education.
- Encourage and support development of the skills necessary to attain educational plans.
- Guide decision-making and responsible development of educational plans for achievement.
- Assist in identifying university resources for finding opportunities for work, community service, and volunteer experiences.
- Teach the value of classroom knowledge as it relates to future work tasks, habits and attitudes.
- Teach how to develop the skills needed to successfully enter and thrive in a variety of work environments.
- Provide information and strategies for using university resources and services.
- Monitor and accurately document progress.
- Collaborate to ensure academic success.
- Collaborate to facilitate comprehensive student support.
- Be accessible during office hours, by telephone, or e-mail for advising.
- Maintain confidentiality pursuant to FERPA.

This list is not exhaustive and we recognize that no single academic advising interaction is sufficient to review all the above topics. The primary purpose of an academic advising program is to assist students in the development of meaningful education plans that are compatible with their life goals (CAS, 2005).

---

**Recommended Calendar of Activities**

<table>
<thead>
<tr>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First week of classes January • construct</strong></td>
</tr>
<tr>
<td>☐ Make notes on how you could better spend your time.</td>
</tr>
<tr>
<td>☐ Meet with your academic advisor to confirm class schedule, make changes during add/drop week if needed.</td>
</tr>
<tr>
<td>☐ How do you hope to improve upon last semester?</td>
</tr>
<tr>
<td><strong>January • discuss</strong></td>
</tr>
<tr>
<td>☐ Contact your academic advisor about academic goals for fall.</td>
</tr>
<tr>
<td>☐ Meet with a peer advisor (optional).</td>
</tr>
<tr>
<td><strong>February • explore</strong></td>
</tr>
<tr>
<td>☐ Make an appointment with your academic advisor to discuss academic and career goals and to plan for fall semester.</td>
</tr>
<tr>
<td>☐ Familiarize yourself with ASU Career Services.</td>
</tr>
<tr>
<td>☐ Explore careers of interests.</td>
</tr>
<tr>
<td>☐ Identify your registration date on My ASU.</td>
</tr>
<tr>
<td>☐ Check My ASU for academic status reports.</td>
</tr>
<tr>
<td>☐ Meet with your professors during office hours.</td>
</tr>
</tbody>
</table>

**May and beyond • shift**

- ☐ Check your grades on My ASU. Grades will **not** be mailed to you.
- ☐ Double-check your fall schedule for accuracy.
- ☐ Think about joining an organization next year or setting up an internship through Career Services that focuses on a career of interest.
Resources

Academic Calendar  students.asu.edu/academic-calendar
Academic Programs and Major Maps  students.asu.edu/programs
Blackboard  myasucourses.asu.edu
Career Counseling  cls.asu.edu/majorexploration
ASU Career Services  eoss.asu.edu/cs
ASU Email Sign Up  asu.edu/emails signup
First Year Success  students.asu.edu/fys
Financial Aid  students.asu.edu/financialaid
GPA Calculator  students.asu.edu/gpa-calculator
Helpful Career Links  students.asu.edu/career/helpfullinks
Residential Housing  housing.asu.edu
ASU Student Organizations  eoss.asu.edu/clubs
Student Success Center  studentsuccess.asu.edu

Academic Advising

meet our advisors at cls.asu.edu/advising

<table>
<thead>
<tr>
<th>Downtown Phoenix</th>
<th>Tempe</th>
<th>Polytechnic</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>602-496-4000</td>
<td>480-965-4464</td>
<td>480-727-1526</td>
<td>480-727-1526</td>
</tr>
<tr>
<td>University Center (UCENT), Suite 300</td>
<td>Undergraduate Academic Services (UASB), Suite 129</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Exploratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exploratory</td>
<td>Interdisciplinary Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Applied Biological Sciences
Communication
English
Exploratory
History
Interdisciplinary Studies
Science, Technology and Society
Technical Communication

Leadership

Duane Roen  Dean  duane.roen@asu.edu  480-965-1970
Casey Self  Executive Director, Academic Advising  casey.self@asu.edu  602-496-0593
Therese Aguayo  Director, Academic Advising  taguayo@asu.edu  480-965-9259
Robert Monahan  Assistant Director, First Year Programs  robert.monahan@asu.edu  480-727-9761
Ashley White  Residential Communities Coordinator  ashleyr.white@asu.edu  480-965-9503
Mary Dawes  Director, Major and Career Exploration  medawes@asu.edu  majorexploration@asu.edu  602-496-0589

Our residential community focus
- Community building
- Support resources
- Academic success
- Collaborating with other ASU colleges

major ≠ career
major + internship + experience = career

cls.asu.edu/advising | cls.asu.edu/residential | cls.asu.edu/majorexploration

updated 03/26/2015
Advising Syllabus

This Syllabus is designed to ease your transition to college and outline what is expected of you during your academic advising appointments throughout your time at Hamilton. In addition we have outlined what information you can expect to get from the Advising Office throughout your educational journey here at Miami University Hamilton. Please keep this document and refer to it before each advising appointment.

Additional academic information can be found in The Miami Bulletin and online via your MyMiami webpage.

MIAMI UNIVERSITY HAMILTON MISSION STATEMENT

“The mission of Miami University Hamilton is to provide general and technical education at the associate degree level and courses leading to many bachelor’s and master’s degrees. We believe learning is a lifelong process. We are dedicated to sharing knowledge through high-quality instruction, scholarly activity and service to the community. Miami University Hamilton is an integral part of Miami University in both academic programs and shared governance.”
You may need to do some

1. Your role as Advisee:

1. Thinking Critically
2. Understanding Contexts
3. Engaging with Other Learners
4. Reflecting and Acting

2. My Role as Adviser:

As your initial academic adviser, I will serve as your guide. As we learn about each other, we will build a mutual support and trust. I will help you Investigate your strengths, skills, and abilities to help you make the most of your Miami education. I can help you identify your interests, major, and career. If you already know your major, I will help you find someone who can help you match your personal interests, values, and abilities. I will encourage you to Dream about your hopes for the future (e.g., college, major, career). I will support you as you look for your major and/or career. I will help you confirm your choice—to make it a decision that is best for you and lead you to a Design (e.g., course load, extracurricular activities) that makes your dreams come true. I will support you as you look for the major or career that is best for you. Finally, I will encourage you to celebrate your successes while challenging you not to be satisfied until you achieve your academic and personal goals.

<table>
<thead>
<tr>
<th>Your responsibilities for each appointment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st meeting with an adviser</td>
</tr>
<tr>
<td>(new student, before classes begin)</td>
</tr>
<tr>
<td>STUDENT</td>
</tr>
<tr>
<td>• Bring an outline of courses you are interested in taking, check your advisor.</td>
</tr>
<tr>
<td>• Bring a list of questions to ask your advisor.</td>
</tr>
<tr>
<td>• Make sure your computer password has been changed and you have logged into the Miami Web system, <a href="http://www.miami.edu/my.miami">www.miami.edu/my.miami</a>.</td>
</tr>
<tr>
<td>• Know your Banner ID (if necessary).</td>
</tr>
<tr>
<td>• Bring your COMPASS (placement test scores) with you.</td>
</tr>
<tr>
<td>ADVISOR</td>
</tr>
<tr>
<td>• Provide an explanation of the Miami Bulletin and Guidebook (students will receive a copy of these materials).</td>
</tr>
<tr>
<td>• Discuss major options, application procedures, and restrictions.</td>
</tr>
<tr>
<td>• Answer questions about majors.</td>
</tr>
<tr>
<td>• Discuss long-term and short-term goals.</td>
</tr>
<tr>
<td>MP skills you are using: 1, 2, 3, 4*</td>
</tr>
</tbody>
</table>

| 2nd meeting with an adviser                  |
| (typically the first semester of your first year) |
| STUDENT                                    |
| • Bring your DAR (Degree Audit Report) with you. |
| • Check your advisor for major and minor information and restrictions. |
| • Discuss major options, application procedures, and restrictions. |
| • Discuss your career plans and goals. |
| • Bring any questions concerning your major. |
| ADVISOR                                    |
| • Provide an explanation of the Miami Bulletin and Guidebook (students will receive a copy of these materials). |
| • Discuss major options, application procedures, and restrictions. |
| • Discuss short-term vs. long-term goals. |
| • Provide a copy of your Banner ID (if necessary). |
| • Discuss long-term and short-term goals. |
| MP skills you are using: 1, 2, 3, 4*        |

| 3rd meeting with an adviser                  |
| (typically second semester of your first year) |
| STUDENT                                    |
| • Bring your DAR. |
| • Have your upcoming semester course schedule completed online to review with an adviser. |
| • Check your advisor for major and minor information and restrictions. |
| • Bring any questions concerning your major. |
| ADVISOR                                    |
| • Provide an explanation of the Miami Bulletin and Guidebook (students will receive a copy of these materials). |
| • Discuss major options, application procedures, and restrictions. |
| • Discuss long-term and short-term goals. |
| • Provide a copy of your Banner ID (if necessary). |
| • Discuss long-term and short-term goals. |
| MP skills you are using: 1, 2, 3, 4*        |

| 4th meeting with an adviser                  |
| (typically your second year, and all future meetings) |
| STUDENT                                    |
| • Bring your DAR. |
| • Be prepared to declare your major and possibly minor. |
| • Be prepared to declare your career plans and goals. |
| • Bring any questions you may have about career or student advising. |
| • If this meeting is during the registration period. |
| • If this meeting is during the registration period, you may need to register for your courses online. |
| • Be prepared to register for your courses online. |
| • Make referrals. |
| ADVISOR                                    |
| • Check schedule. |
| • Discuss career plans and goals. |
| • Discuss long-term and short-term goals. |
| • Make referrals. |
| MP skills you are using: 1, 2, 3, 4*        |

Objectives of Academic Advising

• To facilitate your ability to meet Miami Plan requirements and make informed decisions about your academic future.
• To support your efforts in reaching your academic and career goals.
• To provide you with information and support that will enable you to realize success academically and professionally.
• To encourage your involvement in on-campus, curricular experiences that will increase the value of your college experience and develop your interpersonal skills and leadership abilities.
• To promote your involvement in on-campus, experiential learning (e.g., volunteer services and internships) to help you understand your career options.
• To help you connect your college experience with your plans and goals for life after college.
• To be a mentor to you by providing you with support and advocacy.
• To assist you in finding the campus professionals in support services who can best help you succeed academically and professionally.

1. Your role as Advisee:

In order for the advising relationship to be successful, you must do your part and assume responsibility for your decisions. Your time spent preparing before the advising appointment can help your adviser be more effective in helping you focus on the important issues and answering your questions. In particular, you can help by doing the following:

• Keep the advising appointments you have scheduled.
• Be prepared for your appointments. You may need to do some groundwork. Your advisor cannot do everything for you.
• Keep the advising appointments you have scheduled.
• Be honest and open. If you are unhappy about something in your particular, you can help by doing the following:

2. My Role as Adviser:

As your initial academic adviser, I will serve as your guide. As we learn about each other, we will build a mutual support and trust. I will help you Investigate your strengths, skills, and abilities to make the most use of your college experience. If you are undecided about a major or career, I can help you identify your interests, major, and career. I will help you confirm your choice—to make it a decision that is best for you and lead you to a Design (e.g., course load, extracurricular activities) that makes your dreams come true. I will support you as you work to realize your plan. Finally, I will encourage you to celebrate your successes while challenging you not to be satisfied until you achieve your full potential.

We will be a good listener. If you have an issue I cannot help with, I will connect you with someone who is more qualified to help.

By remaining honest and open with each other, and by working as a team, we should have a close relationship that will help you succeed and allow me to be an effective adviser for you.

The Miami Plan for Liberal Education

1. Thinking Critically
2. Understanding Contexts
3. Engaging with Other Learners
4. Reflecting and Acting

The Miami Plan for Liberal Education

1. Thinking Critically
2. Understanding Contexts
3. Engaging with Other Learners
4. Reflecting and Acting
Advising Syllabus

Mission: Advisors and students working together to develop an individualized academic plan for accomplishing student goals

Definition of Advising. Academic Advising is a relationship and a process that results in benefits for student, advisor, and university as a whole. The advisor and student collaborate to develop, follow, and complete an academic plan. A productive advising relationship will help students envision, foster, and realize their goals here at Michigan Tech and for a lifetime.

Student Learning Outcomes
- Knowledge of university student learning goals and degree requirements
- A thorough understanding of your academic plan
- Ability to find and use advising resources
- Increased and improved self-awareness and decision-making skills

Student Responsibilities (What you should do)
- Take responsibility for academic planning
- Understand learning goals and degree requirements
- Follow academic procedures and policies
- Communicate with your advisor: read all advising correspondence
- Attend advising meetings prepared
- Apply advising recommendations in order to achieve your academic plan
- Seek assistance from instructors, learning centers, and other university services
- Contact your advisor promptly when you have questions or concerns
- Problem-solve to revise and achieve your academic plan

Activities (How advisors and students realize outcomes and goals)
- Identify a degree program that aligns with your academic interests and abilities
- Create an educational plan that fulfills the academic plan
- Select appropriate classes to satisfy your evolving goals
- Learn the benefits of internships, co-ops, and study abroad
- Explore academic options: Enterprise program, undergraduate research, Pavlis Honors College, dual majors, secondary degrees, certificate programs, minors, and graduate study
- Locate and use resources and services
- Interpret university requirements, policies, regulations, and procedures
- Develop decision-making skills, self-awareness, and self-direction
- Clarify and evaluate progress toward academic and life goals

Advisors advocate for students, protect and ensure their privacy and their rights as advisees in compliance with University policies.

http://www.mtu.edu/deanofstudents/students/disability/policy/
http://www.mtu.edu/registrar/faculty-staff/ferpa/
http://www.mtu.edu/registrar/students/advising/

April 2015
<table>
<thead>
<tr>
<th><strong>Orientation Week</strong></th>
<th><strong>preparing for your first semester</strong></th>
</tr>
</thead>
</table>
| □ Login to Banweb and review your transcript  
  • Are AP credit and transfer credits correct?  
□ Meet academic advisor  
□ Complete class registration and print class schedule  
□ Explore Campus Resources and visit these websites  
  • Your department and advisor  
  • Undergraduate Catalog – [http://www.mtu.edu/catalog/](http://www.mtu.edu/catalog/)  
  • Dean of Students - [http://www.mtu.edu/deanofstudents/](http://www.mtu.edu/deanofstudents/)  
  • Registrar – [http://www.mtu.edu/registrar/](http://www.mtu.edu/registrar/)  
  • Advising – [http://www.mtu.edu/registrar/students/advising/](http://www.mtu.edu/registrar/students/advising/)  
  • Library - [http://www.mtu.edu/library/](http://www.mtu.edu/library/) - take a library tour  
  • Learning Centers – [www.mtu.edu/success/academic/support/](http://www.mtu.edu/success/academic/support/)  
  • Career Services – [http://www.mtu.edu/career/](http://www.mtu.edu/career/) - complete Myplan  
  ▪ Wellness and Counseling – [http://www.mtu.edu/counseling/](http://www.mtu.edu/counseling/)  

<table>
<thead>
<tr>
<th><strong>Year 1</strong></th>
<th><strong>transitioning and adjusting to college life</strong></th>
</tr>
</thead>
</table>
| □ Attend first year advising meeting with your major advisor*  
  * What to do if you are unsure about your major – meet with General sciences/arts undeclared advisor: [http://www.mtu.edu/sciences-arts/undergraduate/gsa/](http://www.mtu.edu/sciences-arts/undergraduate/gsa/) or General/undecided engineering advisor: [http://www.mtu.edu/ef/degree/advising/](http://www.mtu.edu/ef/degree/advising/)  
□ Review major requirements: Banweb – run a degree audit (DARS)  
□ Review Academic Policies and Academic Integrity [http://www.mtu.edu/deanofstudents/](http://www.mtu.edu/deanofstudents/)  
□ Review University Student Learning Goals and your major’s learning goals  
  • [www.mtu.edu/learning-goals](http://www.mtu.edu/learning-goals)  
□ Create a resume and attend career fairs  
□ Begin to explore honors college, internship, co-op, research, study abroad, minors  
□ Learn about campus activities and student organizations  
  ▪ [http://www.involvement.mtu.edu/organizations](http://www.involvement.mtu.edu/organizations)  

<table>
<thead>
<tr>
<th><strong>Year 2</strong></th>
<th><strong>academic and career exploration and personal development</strong></th>
</tr>
</thead>
</table>
| □ Meet with advisor, bring your academic plan  
□ Explore interests, strengths and careers  
  • Revisit Career Services – [http://www.mtu.edu/career](http://www.mtu.edu/career)  
□ Update your resume and attend career fairs  
□ Explore honors college, internship, co-op, research, study abroad, minors  
□ Consider joining an Enterprise – [http://www.mtu.edu/enterprise/teams/all/](http://www.mtu.edu/enterprise/teams/all/)  

<table>
<thead>
<tr>
<th><strong>Year 3</strong></th>
<th><strong>academic enhancement and career goal setting</strong></th>
</tr>
</thead>
</table>
| □ Meet with advisor to prepare for graduation  
□ Network with faculty in your major  
□ Attend Career Services and Graduate School workshops for career planning  
□ Develop career goals  
□ Participate in co-op, internship, research, study abroad, minors  
□ Update resume and attend career fairs  

<table>
<thead>
<tr>
<th><strong>Year 4+</strong></th>
<th><strong>transitioning out of college into career or graduate school</strong></th>
</tr>
</thead>
</table>
| □ Meet with advisor for final degree audit one semester before graduation  
□ Finalize career/graduate school plans  
□ Apply for graduation – [http://www.mtu.edu/registrar/students/graduation/degree/](http://www.mtu.edu/registrar/students/graduation/degree/)  

***When faced with a difficult question or challenging situation, your academic advisor is always a good place to begin***
The mission of the University Exploratory Studies Program (UESP) is to provide academic advising and career assistance to undergraduate students, both new and transitional, who wish to investigate the educational opportunities available at Oregon State University. UESP is part of the Academic Success Center, a unit designed expressly for the purpose of supporting the academic endeavors of all of OSU’s students. In accordance with Oregon State University's mission, we strive to create and facilitate a compelling learning experience for our students.

UESP advisors aim to assist students in making well-informed decisions regarding degree programs and course selection, obtaining accurate information regarding academic programs of study, making connections with academic college head advising offices, assessing career goals in relation to interests, skills and values and accessing other sources of assistance and student support provided by OSU.

Welcome to UESP & the Academic Success Center

UESP is designed specifically for students exploring majors, and your primary responsibility as a UESP student is to be an active explorer. Students in our program have a broad diversity of abilities, experiences, and interests. Advisors are available to assist you in selecting course work and exploring areas of interest. You are encouraged to check in regularly to evaluate your educational progress and to set goals for the future.

Your first year on campus is an excellent time to explore academic options. The OSU baccalaureate core offers a wide variety of courses that fulfill general university requirements while allowing you to experience a broad range of disciplines.

While there is no time limit as to how long you can stay with UESP, students are encouraged to transfer to another academic college as soon as they have decided on a major. This will ensure that you are meeting the proper requirements to complete a major.

We encourage you to talk with faculty from many different areas and to visit with students currently enrolled in various majors to help you get the information you need to make an informed decision.

UESP Advisors

Kerry Kincanon
Head Advisor, UESP
Kerry.Kincanon@oregonstate.edu

Jeff Malone
Assistant Head Advisor, UESP
Jeff.Malone@oregonstate.edu

Tiffany Fritz
Academic Advisor, UESP
Tiffany.Fritz@oregonstate.edu

Noreen Siddiqui
Academic Advisor, UESP
Noreen.Siddiqui@oregonstate.edu

University Exploratory Studies Program
Academic Success Center
Waldo 102,
PHONE: (541) 737-8144
http://oregonstate.edu/uesp
Advisee Expectations and Responsibilities | Advisor Expectations and Responsibilities
--- | ---
Understand and accept that you are ultimately responsible for your education and your own decisions. | Develop a purposeful relationship with and be an advocate for their advisees.
Be prepared when you come to advising sessions; be active in your advising session, and ask questions when you have them. | Inform students of the nature of the advisor/advisee relationship.
Understand and communicate personal values, abilities, and goals. | Assist students in defining and developing expressed educational, career, and life plans.
Provide accurate and truthful information when being advised. | Provide timely and accurate educational information.
Initiate a purposeful relationship with your advisor and make appointments when necessary or when in need of assistance. | Promote learning opportunities that will help students define or meet personal goals and plans.
Keep your local address and phone up to date in Student Online Services and utilize and regularly check your ONID account. | Assist students in preparing a program that is consistent with their abilities and interests.
Call to cancel appointments that cannot be kept. | Monitor progress toward educational/career goals.
Learn and understand OSU’s policies, procedures, and requirements as they relate to your academic success and/or degree completion. | Interpret and provide rationale for institutional policies, procedures and requirements.
Follow through on plans-of-action identified during advising sessions. | Inform inquiring students of campus resources and special services available to them.

Learning Outcomes

UESP advisors aim to assist students in the process of fulfilling the following learning outcomes:

- Proactively monitor and evaluate your educational goals and engage in regular communication with advisors who care about your individual needs.
- Know where and how to access accurate information about educational opportunities, requirements, academic regulations, policies and procedures.
- Explore and identify interests, abilities and life goals, as they relate to relevant programs of study.
- Possess a better understanding of how personal values relate to educational and life goals.
- Be empowered to utilize support services to accommodate your individual needs.
- Understand the value of the Baccalaureate Core combined with your major field of study as you progress through your OSU education.
- Pursue a balanced and thought-provoking educational program both in and out of the classroom.
- Understand the university expectation to be an active and self-directed learner who challenges oneself.

A comprehensive listing of student learning outcomes can be found on the UESP website: [http://www.oregonstate.edu/uesp/advising.htm](http://www.oregonstate.edu/uesp/advising.htm)
How to Get the Most out of Advising

Students in UESP are required to meet with an advisor each term, but you should feel free to come in at other times as well if you want to talk about majors or the exploratory process.

Students are encouraged to start a folder in which they keep all material related to advising, including their UESP handbook and updates we give them during the course of their time with UESP. Of course, students should always bring a prepared list of courses they are interested in and any questions to discuss with the advisor. Students should also get in the habit of visiting the online schedule of classes at http://catalog.oregonstate.edu/SOCSearcher.aspx

Don’t be afraid to ask questions! There is no such thing as a “dumb” question. Your academic advisor is here to help you figure out the intricacies of being a college student. Understanding your degree requirements is an integral part of your learning process and asking questions is an excellent way to learn.

Take an active role in your advising sessions. Your academic advisor is there to assist you. Get involved by getting prepared for your appointment.

Get to know your academic advisor. This is a person who is willing and able to assist you beyond just planning a schedule. Your advisor can help out with academic problems, give you information on campus resources and extracurricular activities and just be someone to talk to - whether you have a question about school, want to celebrate a success or need help with a problem.

Zero to Success in 77 Days, Make use of this week-by-week to-do list for the term: http://success.oregonstate.edu/study/Zero%20to%20Success%2077%20Days.pdf

Who Are You? Types of Exploring Students & the Decisiveness Continuum:

Can you locate yourself within the list below?
Virginia Gordon, a noted scholar working within the field of academic advising, has identified several different types of “exploring” students*.

- Information seeking – they need to learn more about themselves, majors, and/or careers.
- Dependent decision makers – those still learning how to make their own decisions
- Vocationally/Academically immature – have little or no context for understanding careers and/or majors
- Vocationally fixated – focused on the relationship between college and career
- Indecisive – fearful of making the wrong choice
- Apathetic – those who don’t care to make a decision
- High achieving – students who are good in several areas often have trouble narrowing their focus
- “Forced” explorers – students for whom academic performance or some other factor or revelation has negated their initial choice

Where do you currently fall on this continuum?**
Just as there are numerous reasons for deciding to explore, there are many different points along the continuum from Indecisive to Very Decided.

VERY DECIDED  TENTATIVELY DECIDED  UNDECIDED  SERIOUSLY UNDECIDED  INDECISIVE


Major Exploration during the First Year of College:

**Register for classes that you find interesting.** At OSU, students typically register for classes at least three times each year. This is a great time to think about majors you’d like to explore. Select courses that relate to your academic interests. When you are choosing courses that satisfy baccalaureate core requirements, select those that you may consider pursuing for a major or minor.

**Get involved.** There are over 300 co-curricular organizations at OSU. They provide great opportunities for meeting people who share your interests and are terrific resources for exploring careers in different fields.

**Reflect and react.** You should be thinking critically about your experiences. Step back and reflect on how you are responding to your experiences inside and outside of the classroom. What classes or activities are really meaningful for you? Which one’s aren’t? Think about why you like the things you like. How can you actively bring more meaningful experiences into your life? Don’t be afraid to write these ideas down and discuss them with others including friends, family, and the professionals on the OSU campus (see the next two bullet points!)

**Talk to your academic advisors.** You should schedule an appointment with your advisor no during the midpoint of the term. Use your advising appointment to gain valuable information about classes and majors that you’re considering. Also, remember that you can schedule appointments with advisors in any academic department on OSU’s campus, even if you aren’t ready to declare a major in that department.

**Talk to your professors.** Professors are experts in their fields. Talk to them about your interests – they can give you inside information on career opportunities in that field. They’ll also appreciate your interest in their profession.

**Use your Resources.** Take advantage of local resources to help you get a better sense of your likes and dislikes. Use the OSU online catalog and the department web sites you’ll find on the OSU web page to learn more about the majors we offers. Consider meeting with Career Services in the basement of Kerr to get a better sense of how possible majors you’re considering relate to the world of work.

**Maintain good study habits.** Studying for college classes is very different from studying for high school. Make sure you attend classes and continually review your notes. Don’t wait until the last minute to prepare for your tests!

**Required Text:** You…. Your interests, skills, values, and experiences are what form the basis for the exploratory process you are about to begin or continue. You will need to be honest with yourself and your advisor about these things in order to help ensure a productive experience while you are with UESP.

**Attendance:** Your performance in classes will suffer if you are not attending and participating in the process and the same idea holds true here as well. When you have an advising appointment, uphold your end of the bargain. Be there and be prepared. Your primary role while you are in UESP is to show up and be an “active” explorer!

**Final Exam:** The culminating UESP experience (passing the “course”) comes when you make an informed decision to step away from UESP and begin the next phase of your journey. There is no set timeline for this event, for some it will occur after just one term, for others it will take a year or more. Regardless of your personal timeline, when you base your major decision on practical experience and informed, intentional research, you’re likely to find success and enjoyment waiting for you in your new department and major.

**Affirmation of Diversity**

The University Exploratory Studies Program is strongly committed to the affirmation of diversity in a broad sense and to opposing discrimination, prejudice and oppression. We promote an environment of inclusiveness where we value and celebrate each other's differences and extend this spirit to the populations we serve, treating all with dignity and respect. Our belief is that diversity enhances the environments we work in, the University and our larger communities; it enriches us all. We are committed to continued growth in our understanding of diversity issues and strive to integrate diversity awareness into all aspects of our work. We believe that this enables us to provide services within a climate of openness, trust and safety. This diversity statement represents our ongoing commitment to ourselves, to the people we serve, and to the university community.

As advisors, we are dedicated to establishing a learning environment that promotes diversity of the students’ race, culture, gender, sexual orientation, and physical disability. If you feel discriminated against, or notice discriminatory behaviors, please bring it to our attention.
Advisor Checklist/Self-Assessment

This checklist/self-assessment tool can be used as you work with your advisees to examine your strengths in areas of availability, accountability, resourcefulness, and responsiveness.

Registration

☐ I have checked my advisees’ midterm grades and discussed their academic progress with them during advising sessions.

☐ I discussed with my advisees the GPA requirements for the major(s) they plan to pursue and possible scholarship GPA requirements.

☐ I discussed with my advisees the courses they need to take to stay on track with their major(s).

General

☐ I worked out educational plans with my advisees, encouraging them to think beyond current semester planning to accommodate course sequencing, graduation expectations, and relevant work experience, while continuing to track their progress toward their plans.

☐ I try to help my advisees understand and work within the university policies.

Availability

☐ I have regularly scheduled office hours for advisees to meet with me throughout the term and publicize these hours.

☐ When I schedule office hours for advising, I stay in my office in case students drop by.

☐ I spend sufficient time with my advisees to answer their questions and address their concerns.

☐ I take the initiative to have my advisees meet with me.

☐ I seek out my advisees in informal settings.

Accountability

☐ I am knowledgeable about resources and services on campus that can fill the gap for adequate student support. I keep current information about these resources and services in my office.

☐ I make an effort to help my advisees feel comfortable during our meetings by calling them by name, referring to notes from previous meetings, and inquiring about life beyond the classroom.

☐ I explain to my advisees what my responsibilities are to them, as well as what their responsibilities are to me.

☐ When I tell an advisee to seek advice or help from another source, I provide exact information about where the office is located, whom to ask for, etc.

☐ I keep a record of my appointment dates with each advisee.
When I find new information that might be helpful to an advisee, I take the initiative to pass it along to the student.

Resourcefulness

If I know of a resource that could potentially be helpful to an advisee, I offer to help contact that source (personally, by letter, over the phone, by email, etc.)

When working with advisees, I can demonstrate the use of the online course catalog, online schedule, and academic calendar.

When one of my advisees has, in my judgment, set an unrealistic or impossible goal, I explore this with him or her.

I help my advisees with problems involving low academic performance, challenging them to higher academic standards.

I do not make decisions for my advisees but place most of my emphasis on helping them make decisions for themselves.

I use my GoldLink account to find pertinent information to assist advisees.

I adhere to FERPA guidelines and do not betray confidential information.

Responsiveness

I am able to be honest in communicating my opinions to my advisees even if those opinions differ from my advisees’ opinions.

When advisees consider changing institutions, I am helpful in exploring alternatives.

I am helpful in trying to sort out some of the frustrations and uncertainties my advisees experience in coping with college.

I am able to communicate realistic perceptions of my advisees’ strengths and potential challenges in relation to their majors and post-college plans.

With respect to abilities, I focus on my advisees’ potential rather than their limitations.

I follow up on commitments that I make to my advisees.

(Adopted from the Master Advisor Handbook produced by the Academic Advisement Center at Missouri State University in Springfield, Missouri; Adopted from 2010 Noel-Levitz, Inc. CSI Resource Guide.)
Appendix #5: Samples of Student Advising Checklists and Syllabi:

2. McGill University, Montreal, Canada.
4. Texas A and M, College Station, Texas.
5. Grinnell College, Grinnell, Iowa.
What is Advising:
Advising is a dynamic relationship between a student and advisor. At the center is a shared responsibility for a coherent education plan that incorporates personal, social, academic and career considerations. Advising focuses on helping students identify life goals, acquire skills and attitudes that promote intellectual growth, and become academically successful. Advising supports the principles and goals of a liberal education as the foundation of a bachelor’s degree. We do this by teaching you how your educational experience equips you with broad knowledge, transferable skills and a strong sense of values, ethics, and civic engagement.

My advisor will assist me in the:
- Exploration of life goals, values, abilities, interests, limitations
- Exploration of vocational/career goals
- Selection and design of academic major or program of study
- Selection of courses
- Scheduling of classes

How to get the most out of Advising: (Preparation/Required Materials)
I am strongly encouraged to meet with an advisor each term, but should feel free to come in at other times to talk about strategies for academic success, majors, resources, or the exploratory process.

1. I WILL print a “NEW” STAR (Student Academic Report) from Titan Web, review it thoroughly and bring it to my advising appointment along with my planning sheets.
2. I WILL start a folder in which I keep all materials related to advising, including a prepared list of courses I am interested in and any questions I wish to discuss with my advisor.
3. I WILL ask questions! My academic advisor is here to help me figure out the intricacies of being a college student. Understanding my degree requirements is an integral part of my learning process and asking questions is the best way to learn.
4. I WILL take an active role in my advising sessions. My academic advisor is here to assist me. I will be involved by preparing for my appointment and sharing information about my interests, concerns, goals, etc.
5. I WILL get to know my academic advisor. This is a person who is willing and able to assist me beyond just planning a schedule. My advisor can help me with academic problems, give me information about campus resources and extracurricular activities and just be someone to talk to - whether I have a question about school, want to celebrate a success, or need help with a problem.

Meeting with a UARC/SSS Advisor:
Do I need an appointment or a drop-in? To schedule an appointment, call 424-1268 or for drop-in hours, check the UARC website. (SSS students call 424-1310, drop-ins taken when available.)

Appointment: Question that requires discussion and planning
- Major/Career Exploration
- Planning for Upcoming Semester/4-year plan/graduation plan
- Academic Difficulty

Drop-in: Question that can be answered quickly (5 min.)
- Signature for Add/Drop
- Specific STAR question
- Follow-up from previous appointment
- Final Semester Graduation Check
ROLES AND RESPONSIBILITIES

As a committed UW Oshkosh Student I will:

- Clarify my interests, skills, values, and goals with my advisor
- Explore majors/careers as they relate to my goals
- Seek relevant information about career options and how they are related to my educational program
- Learn and understand University, College, and Department policies, procedures, and requirements for graduation
- Learn to read my STAR
- Schedule, be on time, and prepare for all advising appointments
- Seek assistance with my study habits and academic progress
- Keep records of all advising interactions
- Take responsibility for and follow through on decisions made during each advising session
- Be honest and respectful in interactions with my advisor
- Make note if my major has mandatory group advising and/or uses advising holds
- Check UWO e-mail account daily and respond in a timely manner
- Constantly learn; by attending college I welcome learning

Academic & Faculty Advisors Will Support Me By:

<table>
<thead>
<tr>
<th>Academic Advisor</th>
<th>Faculty Advisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help define and develop realistic personal, social, academic, and career goals</td>
<td>Help to define and develop realistic personal, social, academic, and career goals</td>
</tr>
<tr>
<td>Make appropriate suggestions and referrals to meet needs, interests, and concerns</td>
<td>Identify needs and make appropriate referrals to campus resources</td>
</tr>
<tr>
<td>Being knowledgeable about University, College, Department, and major/minor policies, procedures, and requirements</td>
<td>Maintain current knowledge about academic policies (University, College, and Department)</td>
</tr>
<tr>
<td>Assist undeclared and deciding students in exploration of major and career options</td>
<td>Maintain current knowledge about the curricula of the program of study and general education requirements related to the major and degree</td>
</tr>
<tr>
<td>Help plan a course of study, offering advice about courses, course loads, and prerequisites</td>
<td>Assist in progress assessment by interpreting the STAR</td>
</tr>
<tr>
<td>Be on time for all appointments; return emails and phone calls in a timely manner</td>
<td>Understand connection between academic preparation and careers</td>
</tr>
<tr>
<td>Monitor progress toward educational and career goals; maintain accurate complete written records and follow up when necessary</td>
<td>Be available on a regular basis</td>
</tr>
<tr>
<td>Be honest and respectful in interactions</td>
<td>Be honest and respectful in interactions</td>
</tr>
</tbody>
</table>

To Schedule a meeting with my faculty advisor I will:
*Check my STAR to see if I have a faculty advisor. *Learn his/her office hours. *Contact my faculty advisor directly.

Assessment/Achievement:
In order to accurately measure and document that I have achieved the learning outcomes of advising, my advisor and I will develop an on-going file of my advising work. My advisor and I are expected to keep dated notes reflecting outcomes of the advising process, such as action plans, agreements, and progress toward academic and career goals. By adhering to this syllabus, I will be an organized, informed, responsible student.
S.A.F.E. ZONE: UARC advisors actively create an open, respectful, and supportive environment for all people. We serve students of all abilities, sexual orientations, genders, races, cultures, and socio-economic statuses.

**IMPORTANT DATES AND CHECKLIST**

### Fall 2014

**September**
- 1 – Attend Odyssey 2 – new first year students only
- 2 – Attend Taste of Oshkosh to explore and join student organizations
- 3 – Classes begin and drop-in advising available
- Third week of semester – find my spring registration date on my STAR; look up spring courses on Titan Web
- 10 – Attend Study Abroad Fair
- 21-29 – Take MAP-Works Survey online – freshmen only
- 24 – Attend Career Fair on the Fox to explore, clarify and assess major and career opportunities

**October**
- Review the Undergraduate Bulletin. Become familiar with university, college and department policies, procedures and requirements for graduation
- 10 – Early Alert e-mails sent; discuss grades and strategies for improvement with my instructors
- Set up an appointment with my advisor at least three weeks prior to my registration date
- Prepare a list of courses and questions to discuss with my advisor during my appointment
- Check for holds on my Titan Web account, and follow necessary procedures to remove them
- 17 - Last day to drop a 14 wk class/withdraw. Meet with my advisor if dropping below 12 credits
- 19-27: MAP-Works appointments for freshman only
- Explore various University support services like counseling, tutoring and study skills workshops to enhance academic performance
- 22 – second 7 week classes begin

**November**
- Appointment with my advisor and course registration for Spring semester should be complete by the end of this month

**December**
- 1 – Make note of final project and test due dates listed on my course syllabi
- Finalize changes to my spring schedule
- Discuss with my advisor strategies for addressing any academic difficulties encountered during the first semester
- 12 – End of 14 week term – Happy Holidays 🎄

**Spring 2015**

**February**
- 2 – Classes begin and drop-in advising available
- Complete FAFSA for Financial Aid
- Third week of semester – find my fall registration date on my STAR; look up fall courses on Titan Web
- Begin exploring summer school options, and check Titan Web for my summer registration date by the end of this month

**March**
- 4 – Attend Career Fair on the Fox. Build relationships with members of the campus and community. Network, network, network!!
- 11 – Early Alert e-mails sent; discuss grades and strategies for improvement with my instructors
- Set up an appointment with my advisor at least three weeks prior to my registration date
- Prepare a list of courses and questions to discuss with my advisor during my appointment
- Check for holds on my Titan Web account, and follow necessary procedures to remove them
- 18 – Last day to drop a 14wk class/withdraw. Meet with my advisor if dropping below 12 credits
- 16 – second 7 week classes begin

**April**
- Appointment with my advisor and course registration for fall semester should be complete by the end of this month

**May/Spring Interim**
- 1 – Make note of final project and test due dates listed on my course syllabi
- Finalize changes to my fall schedule
- 16 – End of 14 week term
- Take an interim course, study abroad, job-shadow, conduct informational interviews or volunteer to expand my knowledge of majors/careers of interest
- 19 – Interim classes begin
- June 2 – Last day to drop interim
- June 6 – End interim

**Summer 2015**

**June**
- Research, job-shadow, conduct informational interviews, get an internship, part-time job or volunteer to further clarify my goals, interests, and values toward choosing a major
- 16 – classes begin

**July**
- 14 – second 4 week classes begin

**August**
- 8 – End of term
- Continue making decisions - it’s a lifelong skill

S.A.F.E. ZONE: UARC advisors actively create an open, respectful, and supportive environment for all people. We serve students of all abilities, sexual orientations, genders, races, cultures, and socio-economic statuses.
**ADDITIONAL RESOURCES:**

**Career Services**  
Student Success Center Suite 125, 920-424-2181, [www.uwosh.edu/career/](http://www.uwosh.edu/career/)
- Assistance with obtaining internships or employment; career fair information and company/employee resource
- Resume, cover letter and interview assistance
- Career exploration resources such as; What Can I Do with this Major? and TitanJobs

**Center for Academic Resource (CAR)**  
Student Success Center Suite 102, 920-424-3419, [www.uwosh.edu/car/](http://www.uwosh.edu/car/)
- Free tutoring by UW Oshkosh students for most courses whether you want an A or just want to pass
- Students schedule their own tutoring appointments and can work with a tutor any time CAR is open

**Center for Academic Support and Diversity**  
- Mentoring and tutoring for multicultural students
- Cultural events and multicultural student organizations

**Counseling Center**  
Student Success Center Suite 240, 920-424-2061, [www.uwosh.edu/coun_center/](http://www.uwosh.edu/coun_center/)
- Personal Counseling; individual or group
- Help remove barriers to success
- Career Counseling

**Dean of Students**  
Dempsey 125, 920-424-3100, [www.uwosh.edu/dean](http://www.uwosh.edu/dean)
- Provide specialized services for students with disabilities
- Handle disciplinary issues
- Late/Medical Withdrawals

**Math Labs**  
Swart 113 and 301, 920-424-1333, [http://www.uwosh.edu/mathematics/](http://www.uwosh.edu/mathematics/)
- Free math tutoring by UW Oshkosh students
- Swart 301 for MATH 100 & MATH 103, Swart 113 for most other math courses

**Peer Advising Liaisons (PAL)**  
Student Success Center, 920-424-1268; Scott Hall 113, 920-424-3299, [http://www.uwosh.edu/advising/advising/pals/](http://www.uwosh.edu/advising/advising/pals/)
- Learn how to read STAR, figure out which courses meet general education requirements, learn about holds/stops, etc.
- Give information on how and when to register for classes, adding/dropping courses, and more
- General information about majors/minors, degrees, general education requirements, tutoring, career exploration tools, etc.

**Reading Study Center**  
Nursing Education 201, 920-424-1031, [www.uwosh.edu/programs/readingstudycenter](http://www.uwosh.edu/programs/readingstudycenter)
- Assistance with study skills (i.e. test-taking and note-taking skills)
- One and two credit courses on study skills and reading strategies

**Student Leadership and Involvement Center (SLIC)**  
- Offer ways to get involved on campus
- Provide helpful resources and services to maximize student leadership potential

**Student Support Services (SSS)**  
Campus Center for Equity and Diversity, 920-424-1310, [http://www.uwosh.edu/sss](http://www.uwosh.edu/sss)
- Federally funded to serve 300 students who are first-generation, low-income or disabled
- Services include: academic advising, learning communities, peer mentoring, cultural opportunities, financial aid assistance…

**University Studies Program (USP)**  
Pollock House, 920-424-1257, [http://www.uwosh.edu/usp, usp@uwosh.edu](http://www.uwosh.edu/usp)
- Find information about the new general education program

**Writing Center**  
Student Success Center Suite 102, 920-424-1152, [http://www.english.uwosh.edu/wcenter/](http://www.english.uwosh.edu/wcenter/)
- Free tutoring and assistance in writing by UW Oshkosh students

**S.A.F.E. ZONE: UARC advisors actively create an open, respectful, and supportive environment for all people. We serve students of all abilities, sexual orientations, genders, races, cultures, and socio-economic statuses.**
STAR and other group advising sessions are essential for educational planning. In-person, phone, and Web-based advising are also available. Walk-in Wednesday begins at 12:30 pm with selected counselors on duty. Walk-in advising is limited to 10 minutes and there may be a significant wait during peak periods. If your question requires more time, please schedule an appointment.

For appointments call: (808) 984-3306  
Please have your UH student ID number and your counselor’s name handy when making this call.

UH Maui College Counseling Department Mission Statement  
The Counseling Department provides services that assist students to realize their educational goals.

<table>
<thead>
<tr>
<th>EXPECTATIONS OF STUDENTS</th>
<th>EXPECTATIONS OF COUNSELORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Recognize that advising is a shared responsibility</td>
<td>✓ Foster a respectful, supportive atmosphere for advising</td>
</tr>
<tr>
<td>✓ Come to appointments prepared with questions and/or topics to discuss</td>
<td>✓ Maintain confidentiality according to established standards (FERPA)</td>
</tr>
<tr>
<td>✓ Learn and understand degree requirements, resources, policies, and procedures as appropriate</td>
<td>✓ Empower students to be independent, resourceful thinkers who will accept responsibility for their decisions</td>
</tr>
<tr>
<td>✓ Monitor your academic progress and take appropriate action in relation to non-academic responsibilities</td>
<td>✓ Help students clarify their educational and/or career goals</td>
</tr>
<tr>
<td>✓ Use advising tools, such as STAR Academic Journey (degree audit), college websites, schedule of classes, and the college catalog to gather information and track your academic progress</td>
<td>✓ Provide information about UHMC policies and procedures, degree requirements, majors, careers, and resources</td>
</tr>
<tr>
<td>✓ Check your MyUH Portal account regularly as this is a primary means of communication (e.g. email, announcements, calendar)</td>
<td>✓ Assist students in course scheduling, transfer, and understanding their STAR Academic Journey (degree audit)</td>
</tr>
<tr>
<td>✓ Accept final responsibility for all decisions and actions</td>
<td>✓ Refer students to other campus, system, and/or community resources as needed</td>
</tr>
<tr>
<td></td>
<td>✓ Actively participate in professional development to improve skills and knowledge</td>
</tr>
</tbody>
</table>

**EXPECTED STUDENT LEARNING OUTCOMES**

Through the academic advising experience at the UHMC Counseling Center, students will be able to:

✓ Identify and articulate UHMC academic and/or career goals that incorporate interests, values, and skills
✓ Develop and implement an educational plan
✓ Identify and utilize campus and/or community resources to assist in the achievement of academic goals
✓ Demonstrate an understanding of how to use the STAR Academic Journey (degree audit) and/or program worksheets, if applicable
**Do I need an appointment or a walk-in?** To schedule an appointment, call (808) 984-3306.

**Appointment vs. Walk-in**

<table>
<thead>
<tr>
<th>Group Session or Individual Appointment</th>
<th>Walk-in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appointments can be scheduled for 30 or 45 minutes.</td>
<td>First-come, first-served basis; maximum 10 minutes.</td>
</tr>
<tr>
<td>Counselors are available according to major.</td>
<td>Varies according to the counselor on duty.</td>
</tr>
<tr>
<td>Can discuss concerns/questions in detail such as graduation, transfer and major requirements, career exploration, academic difficulty, etc.</td>
<td>Quick questions only.</td>
</tr>
<tr>
<td>You will have more time to ask questions.</td>
<td>Limited time.</td>
</tr>
<tr>
<td>Counselor will help you with the decision making process to clarify your goals, and create an educational plan that reflects these goals.</td>
<td>Counselor will be able to provide limited services.</td>
</tr>
</tbody>
</table>

**Advising Tools & Resources:**
- **UHMC Counseling Department Website:** [http://www.maui.hawaii.edu/student/counsel.php](http://www.maui.hawaii.edu/student/counsel.php)
- **UHMC Academic Calendar:** [http://maui.hawaii.edu/student/academic_calendar.php](http://maui.hawaii.edu/student/academic_calendar.php)
- **UHMC Catalog:** [http://www.maui.hawaii.edu/programs/catalog.php](http://www.maui.hawaii.edu/programs/catalog.php)
- **UHMC Schedule of Classes:** [http://maui.hawaii.edu/student/schedule.php](http://maui.hawaii.edu/student/schedule.php)
- **UHMC Services for Students with Disabilities:** [http://www.maui.hawaii.edu/student/ad.php](http://www.maui.hawaii.edu/student/ad.php)
- **UHMC Financial Aid Office:** [http://maui.hawaii.edu/financial](http://maui.hawaii.edu/financial)
- **UHMC Financial Literacy:** [http://maui.hawaii.edu/financial](http://maui.hawaii.edu/financial) click on <Financial Literacy>
- **UHMC Scholarship Listing:** [http://www.maui.hawaii.edu/services/eoc/](http://www.maui.hawaii.edu/services/eoc/)
- **UHMC Student Support Services: Program (Pai Ka Mana):** [http://www.maui.hawaii.edu/services/studentsupport](http://www.maui.hawaii.edu/services/studentsupport)
- **UHMC Academic Probation Policy:** [http://www.maui.hawaii.edu/academicpolicy/](http://www.maui.hawaii.edu/academicpolicy/)
- **UHCC Career Connections:** [http://careeraccess.hawaii.edu/career_connections/gallery.php](http://careeraccess.hawaii.edu/career_connections/gallery.php)
- **UH System STAR for Students:** [https://www.star.hawaii.edu/student](https://www.star.hawaii.edu/student)
- **UH System Transfer:** [http://www.hawaii.edu/admissions/transfers.html](http://www.hawaii.edu/admissions/transfers.html)

**Helpful Tips for Your Academic Success:**
- Check your MyUH Portal email daily as this is the mechanism the UHMC community uses to communicate with you.
- Schedule your advising appointment early and develop your semester-to-semester Education Plan to reach your goal (if applicable).
- Get involved in campus activities and/or programs (e.g. Student Government, campus clubs, service learning).

**Assessment:** Periodically, you will receive an email notice requesting that you complete an advising assessment. This assessment will help the Counseling Department determine if your advising experience has helped you meet your academic advising learning outcomes and improve its services. Please complete the assessment during the same week you receive the email. Mahalo!

**Disability Services:** Disability Services is a voluntary program for students with documented disabilities designed to ensure equal access in all areas of campus life. If you need accommodations, please contact the Disability Services Coordinator at 984-3227.

**Experiencing Technical Difficulties?** Call the IT Help Desk at 1-800-558-2669.
The goal of Academic Advising at the University of Kentucky is that students will recognize their personal skills, strengths, weaknesses, and interests and relate them to their academic goals. Students will learn to accept overall responsibility for their education. With assistance from the advisor, the student will:

- Satisfy key requirements according to published deadlines within the University academic calendar
- Formulate and clarify goals related to academic and career choices
- Develop an academic plan based on those goals
- Recognize the link between co-curricular activities and academic experiences
- Use campus resources as needed including but not limited to:  
  - APEX
  - The Stuckert Career Center
  - UK Counseling Center
  - The Study
- Identify and schedule appropriate internships/shadowing/work experiences which complement formal class work to achieve overall academic and career goals.

Academic Advising is a collaborative effort between student and advisor, both having responsibilities.

**Students are responsible for:**
- Knowing the requirements of their particular academic program; selecting courses that meet those requirements in an appropriate time frame; and monitoring their progress toward graduation;
- Consulting with appropriate advisors designated to handle the kind of questions or concerns they have;
- Scheduling and keeping academic advising appointments in a timely manner throughout their academic career, so as to avoid seeking advising only during busy registration periods; and
- Being prepared for advising sessions.

**Advisors are responsible for:**
- Helping students clarify their options, goals and potential, and understand themselves better;
- Helping students understand the nature and purpose of a college education;
- Maintaining confidentiality per University and Federal guidelines;
- Providing accurate information about educational options, requirements, policies and procedures, and
- Helping students plan their educational program and monitor and evaluate their educational progress.
Undergraduate Studies
109 Miller Hall
859.257.3383
http://www.uky.edu/US/

Associate Director: Susan Herrick slherr1@uky.edu 257-4764

Academic Advisors:

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suanne Early</td>
<td><a href="mailto:suanne.early@uky.edu">suanne.early@uky.edu</a></td>
<td>257-4755</td>
</tr>
<tr>
<td>Jesse Farley</td>
<td><a href="mailto:jesse.farley@uky.edu">jesse.farley@uky.edu</a></td>
<td>257-1525</td>
</tr>
<tr>
<td>Christy Freadreacea</td>
<td><a href="mailto:elfrea2@uky.edu">elfrea2@uky.edu</a></td>
<td>257-4792</td>
</tr>
<tr>
<td>Zach Fuqua</td>
<td><a href="mailto:zachary.fuqua@uky.edu">zachary.fuqua@uky.edu</a></td>
<td>257-4037</td>
</tr>
<tr>
<td>Lesli Hall</td>
<td><a href="mailto:lesli.hall2@uky.edu">lesli.hall2@uky.edu</a></td>
<td>257-7137</td>
</tr>
<tr>
<td>Robert Hayes</td>
<td><a href="mailto:robert.hayes@uky.edu">robert.hayes@uky.edu</a></td>
<td>257-1829</td>
</tr>
<tr>
<td>John Hurak</td>
<td><a href="mailto:jahura2@uky.edu">jahura2@uky.edu</a></td>
<td>257-4036</td>
</tr>
<tr>
<td>Lauren Joseph</td>
<td><a href="mailto:lauren.joseph@uky.edu">lauren.joseph@uky.edu</a></td>
<td>257-8707</td>
</tr>
<tr>
<td>Amy Martin</td>
<td><a href="mailto:amy.martin@uky.edu">amy.martin@uky.edu</a></td>
<td>257-4053</td>
</tr>
<tr>
<td>Sara Price</td>
<td><a href="mailto:sara.abdmishani@uky.edu">sara.abdmishani@uky.edu</a></td>
<td>257-4428</td>
</tr>
<tr>
<td>Ryan Sallee</td>
<td><a href="mailto:ryan.sallee@uky.edu">ryan.sallee@uky.edu</a></td>
<td>257-1735</td>
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<tr>
<td>Tourgeé D. Simpson, Jr</td>
<td><a href="mailto:tourgee.simpson@uky.edu">tourgee.simpson@uky.edu</a></td>
<td>257-3044</td>
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Office Hours: Monday through Friday 8 a.m. to 5 p.m.
Advisor on Call (walk-in hours): Monday through Friday 8 a.m. to 5 p.m.
Schedule an advising appointment: http://www.uky.edu/US/appointments.html

Undergraduate Studies students will:

1. **Meet with their academic advisor regularly**: Undergraduate Studies recommends a minimum of 3 advising appointments for new and probation students per semester. All students are required to have at least one advising appointment to discuss courses for the following semester. UK uses registration holds to ensure students have a minimum of one advising appointment per semester. *This hold will not be removed until the student has met with their academic advisor prior to registration for the next semester.*
   - Information on how to schedule an appointment is available on the Undergraduate Studies website.
   - Once an appointment is made, arrive on time and come prepared.
   - Notify your advisor as soon as possible if you need to reschedule.
   - Your advisor is a resource and you are encouraged to inform him/her about any circumstances that could influence your academic performance such as work schedules, illness, family, or other personal situations.
   - Discuss with your advisor any grades of concern (D or E), or if you are considering dropping a course or withdrawing from the University.
   - In the event your academic advisor is unavailable or you have a quick question, there is an Advisor on Call (AOC) on weekdays from 8 a.m.-5 p.m.

2. **Read official UK communication**: UK acknowledges that email has become the primary means of communication on our campus. However, some official correspondence will be sent by mail. Maintain and check your UK email account daily and keep your mailing address information current on myUK. Read all official university documents and communication. Read the University of Kentucky Bulletin...
for information related to degree programs, your academic progress, as well as the policies of the University.

3. **Actively explore majors**: Selecting a major is not a passive process and should begin as soon as you arrive in Undergraduate Studies and continue until a major is chosen. Students should start the process by completing the following steps:

- Identify 2-3 majors of interest to explore, and print out respective major sheets.
- Monitor your progress toward each major of interest by running an APEX degree audit.
- Assess your interests by taking a career test offered by the UK Counseling Center or the Stuckert Career Center. **Meet with a counselor to review the results.**
- Go to the Stuckert Career Center to discuss careers, internships, and shadowing opportunities.
- Attend campus events to explore majors and talk with departmental advisors and faculty, student organizations, and students in majors of interest.
- Utilize web resources such as the online UK Bulletin, college, and major websites to investigate majors, program requirements, and admissions deadlines.

The UK Counseling Center is an excellent resource to use if you are experiencing anxiety or fears about the decision-making process.

4. **Remain in good academic standing**: All students at the University of Kentucky are expected to maintain a minimum grade point average (GPA) of a 2.0 on a 4.0 scale. Failure to maintain a 2.0 GPA can result in academic probation or suspension. A student who earns a 3.6 or higher on 12 graded hours in any particular semester will be named to the Dean’s List for that term. Students who earn a 0.6 or lower in their first semester will be eligible for suspension. Please refer to the academic requirements section of the online Bulletin. Some selective-admissions colleges/majors have higher GPA and admissions requirements. Mid-term and final grade information is available on myUK; see academic calendar for specific dates.

5. **Declare a major in a timely manner**: The University of Kentucky requires that students with 60 or more earned hours declare a major before they can register for the next semester. Students having difficulty selecting a major or gaining admittance in to a selective admissions major after earning 45 hours should work closely with their academic advisor.

**Important Resources**

- Undergraduate Studies [www.uky.edu/US/](http://www.uky.edu/US/)
- University Registrar [www.uky.edu/Registrar](http://www.uky.edu/Registrar)
- University Bulletin [www.uky.edu/Registrar/Bulletin](http://www.uky.edu/Registrar/Bulletin)
- Degree Planner (APEX) [www.uky.edu/DegreeAudit](http://www.uky.edu/DegreeAudit)
- MyUK Help Desk [www.uky.edu/UKIT/](http://www.uky.edu/UKIT/) 257-1300 helpdesk@uky.edu
- Academic Calendar [www.uky.edu/Registrar/AcademicCalendar](http://www.uky.edu/Registrar/AcademicCalendar)
- GPA Calculator [www.uky.edu/Registrar/GPAcalc.htm](http://www.uky.edu/Registrar/GPAcalc.htm)
- Student Rights and Responsibilities [www.uky.edu/StudentAffairs/Code](http://www.uky.edu/StudentAffairs/Code)
- Student Information Pages [www.uky.edu/ukymain/subpages/current.html](http://www.uky.edu/ukymain/subpages/current.html)
- Office of Student Involvement [www.uky.edu/GetInvolved](http://www.uky.edu/GetInvolved)

**Available Support Services**

- James W. Stuckert Career Center [www.uky.edu/CareerCenter](http://www.uky.edu/CareerCenter)
- University of Kentucky Counseling Center [www.uky.edu/StudentAffairs/Counseling](http://www.uky.edu/StudentAffairs/Counseling)
- The Study [www.uky.edu/AE/](http://www.uky.edu/AE/)
- Academic Ombud [www.uky.edu/Ombud](http://www.uky.edu/Ombud)
- Disability Resource Center [http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/](http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/)
Spring 2015 Semester Calendar

Add/Drop Windows
Open December 3 for registered students (See myUK for all opening and closing registration dates and times)

January
- Changes to your schedule can be made during Add and Drop windows. See Spring Registration Windows or myUK for specific dates and times.
- Contact your Undergraduate Studies academic advisor if you need assistance changing your schedule before the last day to add.
- Read all of your syllabi carefully. These documents are your ‘contract’ with your instructor.
- Use a planner to keep up with assignments, exams, and important dates.
- Study 2-3 hours outside of class for every hour spent in class. Class schedules should add up to 40-50 hour weeks. College is a fulltime job.

Prepare for classes
- Use a planner to keep up with assignments, exams, and important dates.
- Read all of your syllabi carefully. These documents are your ‘contract’ with your instructor.
- Contact your Undergraduate Studies academic advisor if you need assistance changing your schedule before the last day to add.

January
- January 13: Last day to drop a course or cancel registration for a full refund of fees
- January 14: First Day of Class
- January 19: Martin Luther King Jr. Birthday-Academic Holiday
- January 21: Last day to add a class

February
- February 4: Last day to drop a course without it appearing on student’s transcript
- February 27: Last day in this window to declare major

Important Reminders
- Schedule an appointment with your academic advisor during the first two weeks of semester.
- Use the Study, Mathskeller, and instructors for assistance in preparing for exams, tutoring, and other study skills.
- Take advantage of career resources in the Stuckert Career Center and UK Counseling Center. Attend workshops for career testing, internships, experiential learning, resume writing, and interviewing. Consult your Undergraduate Studies academic advisor for additional information about these resources.
- Visit the Undergraduate Studies website for information on how to declare a major.

March
- March 2-13: Midterm Grading Window
- March 16-21: Spring Break-Academic Holiday
- March 30-April 21: Priority Registration for Fall/Summer 2015 begins

Midterms and Advising Appointments
- Schedule your Priority Registration Appointment on myUK before your registration window opens. Schedule early, there are over 2,000 students in Undergraduate Studies.
- Stops and Holds prevent a student from registering for classes. The advisor hold is removed after a student has completed the priority registration worksheet and meets with their academic advisor.
- Use APEX Degree Planner and major sheets to select courses for Fall 2014.

April
- April 10: Last day to withdraw from the University or reduce course load on myUK
  A total withdrawal from classes (not just one or two) must be done with the Registrar’s Office by the deadline; a student cannot withdraw for the last class on myUK. Non-academic withdrawals past the deadline must be documented and petitioned to the Post Mid-Term Withdrawal committee by the deadline; see academic advisor for details and http://www.uky.edu/Registrar/Withdraw.htm.

May
- May 1: Last Day of Class

Plan for finals
- Begin Preparation for finals-Finals week begins May 4
  Confirm when and where your finals are for each class. Make sure you do not have a conflict. STUDY!
- May 4-8: Final exams
- May 8: Begin to check your final grades on myUK
Transition Academic Programs
Advising Syllabus

Location: Hotard Hall, 3rd Floor
Phone: 979-845-5916
E-mail: gap-gest@tamu.edu

Advising Hours may vary: Please call prior to coming to the office as a walk-in.
Walk-ins: 8:15 - 11:30 a.m. Monday - Friday.
Appointments: 1:15 - 4:30 p.m. Monday - Friday.
Phone lines are open from 8am-5pm, Monday through Friday, except holidays.

Advising Staff:
Amy Connolly
Adrian Garza*
Andy Gibson*
Neva Hughes*
Allison Madera
Latoya Sutton

Executive Director:
Dr. Kriss Boyd

Director, Programs:
Dr. Russ Graves

Director, Academic Advising:
Dr. Karl Mooney

Director, Aggie Access:
Dr. Laura Wimberley

Associate Director, Gateway
Shemice King

Front Office:
Mary Carper

Student Rules: http://student-rules.tamu.edu/
Personal Calendar/Date book/Planner
Syllabi from all courses
University Identification Number (UIN) and Texas A&M University Student ID card

Please note: To ensure proper and accurate academic advising, it is critical that you have all transfer work sent via official transcripts to the Texas A&M University Registrar’s Office as soon as grades are posted. This includes any coursework taken for “dual credit” or “co-enrollment” while in high school, International Baccalaureate credits, and credit by exam (i.e., CLEP, Advanced Placement, etc.).

Statement on Academic Advising: The primary purpose of academic advising at Texas A&M University is to assist students in their development of meaningful educational plans that are compatible with their personal abilities and goals. The ultimate responsibility for making decisions about personal goals and educational plans rests with the individual student.

Transition Academic Programs Vision Statement: Our vision is that all students will find that our advocacy contributes to a supportive environment at Texas A&M University. Most students experience the uncertainties of the transition into a complex university. Our students will identify new goals and objectives for their academic experience, make progress toward personal, academic, intellectual, and professional aspirations, and become capable of moving into society as responsible citizens who understand the importance of lifelong learning in the development of character and ethical leadership. (TAP website)

What Students Can Expect from Academic Advisors - Advisors are:
Knowledgeable about degree programs at Texas A&M University;
Required Materials and Resources:
Texas A&M University Catalog: http://catalog.tamu.edu
TAP website: http://tap.tamu.edu
Texas A&M University homepage: http://www.tamu.edu
Academic Calendar: http://registrar.tamu.edu/general/calendar.aspx
Final Exam Schedule: http://registrar.tamu.edu/general/finalschedule.aspx
Student Rules: http://student-rules.tamu.edu/

Career Advisor: Michael Shehane
*Students in the FOCUS Learning Communities are encouraged to meet with one of these four Advisors.
Familiar with rules and regulations;  
Experienced with designing balanced course loads;  
Here to listen to students' concerns and respect individual student values and choices;  
Experts in helping students create educational and professional objectives that suit the students' demonstrated abilities and interests.

Advisors will:  
Encourage and guide students as they define and develop realistic goals;  
Assist students in understanding the purposes and goals of higher education, General Studies, Core Curriculum, and the Common Body of Knowledge requirements, and the effects on the students' lives and personal goals;  
Monitor and accurately document students' progress toward meeting their goals;  
Assist students in gaining decision-making skills;  
Maintain confidentiality;  
Provide accurate information about General Studies requirements and change of major requirements;  
Refer students to specialized campus services and resources;  
Only send notices to and only respond to correspondence from a student's NEO/TAMU e-mail address;  
Assist with course selection and registration;  
Process Q-drops and Withdrawals.

What Academic Advisors Expect From Students - Students are expected to:  
Plan ahead and schedule an advising appointment each semester;  
Come in early - when first experiencing difficulty;  
Access and read one's NEO/TAMU e-mail daily;  
Be open and willing to consider advice from faculty, academic advisors, and other mentors;  
Be respectful of the advisor's time and call ahead to cancel or reschedule an appointment;  
Silence any electronic devices while waiting to see an advisor and during the advising appointment;  
Take notes during the advising meetings and keep written record of the sessions (bring pen and paper!);  
Be prepared with questions and ideas for possible future coursework, internships, study abroad, etc.;  
Research possible majors and degree requirements and understand the process of declaring a major;  
Accept responsibility for one's decisions and actions;  
Live according to the Aggie Honor Code: “An Aggie does not lie, cheat, or steal, or tolerate those who do.”

What Students Can Learn From Academic Advising:  
- How one's interests can connect to academic majors  
- How to interact with faculty and administrators  
- The art of setting one's priorities  
- That the University provides numerous opportunities to become involved  
- That doing things on time and ahead of schedule makes life easier

Americans with Disabilities Act (ADA) Policy -  
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Aggie Code of Honor - An Aggie does not lie, cheat, or steal or tolerate those who do.

Family Educational Rights and Privacy Act (FERPA)  
FERPA stands for Family Educational Rights and Privacy Act of 1974, as Amended. It is commonly known as FERPA, the Privacy Act or the Buckley Amendment. It is a federal law designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. For further and current information about FERPA, please click on the following hyperlink http://registrar.tamu.edu/General/FERPA.aspx.
Advising Philosophy

Grinnell’s approach to advising relies on strong mentoring relationships between faculty members and students initiated during the tutorial, developed further when students declare a major and begin working with their major advisors, and deepened in upper-level research and coursework, where students often find new mentors among their professors. Because the College articulates a set of *ideals* rather than *requirements* that characterize liberal arts education, the advising relationship is crucial in shaping the academic plans and aspirations of Grinnell students.

You and I will collaborate to develop a program of study recognizably liberal in both breadth and depth and adapted to your particular interests and long-term goals. I expect that you’ll use as a starting point for our conversations about curricular planning the assertions developed in “The Elements of a Liberal Education” of the *Grinnell College Academic Catalog*. That, along with your ideas of who you are and who you are becoming will shape the academic plan we develop for you.

**My responsibilities as your adviser are:**
1. to help you plan your program of study;
2. to provide a sympathetic hearing and, as needed, advice or referral on academic and career concerns;
3. to be readily available to you, giving you an opportunity to know a faculty member well and a sense that someone is personally interested in your welfare; and
4. to help you develop in the areas of making informed decisions, negotiating difficulties, and taking responsibility for and learning from the consequences of your actions and choices.

**Your responsibilities as the student/advisee are:**
1. to be an active participant in your educational planning, goal setting and execution;
2. to develop an program plan with characteristic liberal arts breadth and depth, that changes over your four years as you build new skills and discover new interests and passions, and that allows you to graduate in four years;
3. to seek out advice or referral on academic and career concerns, both from me and from other sources on and off campus;
4. to develop resourcefulness – that is the ability to identify and appropriately use college resources, beyond your adviser, for guidance;
5. to enhance your ability to make fully-informed choices and take responsibility for your decisions.

Schedule (Times We Must Meet)

- Sunday, August 22 – First Meeting with Tutorial, 1 pm
- Mon/Tues, Aug 23-24 – Individual Advising appointment (to be scheduled)
- Mon, Nov 1 – Thurs, Nov 11 – Pre-registration for Spring 2010 semester
- Mon, Apr 18 – Thurs, Apr 28 – Pre-registration for Fall 2010 semester

Important! Check “Dates to Remember” 2010-2011” for deadlines -
http://www.grinnell.edu/offices/registrar/courseinfo/2010-2011/datestoremember

Appointments and Office Hours

Our communication need not – in fact, should not – be limited to the times listed above. I hope that you will consult with me at other moments of academic concern.

- Office Hours – Please meet with me during office hours, or by making an appointment. I have both posted on my office door – both “open” times and times when you can schedule a set appointment. While there are other times I may be in my office, I am likely to be preparing for classes, doing my research or fulfilling committee expectations. So if you just drop by and I say I am not able talk with you, it’s not personal. I’m just getting other things done. I will respect your time, and I expect you will mine also. That said, sometimes I can talk when you drop by, and I know that ‘easy’ questions are often best resolved quickly.

- Email – Grinnell expects that you will use your grinnell.edu email account on a regular basis for all official communication. I expect this too. While I check my email a few times a day during the week, and sometimes on the weekend, I expect that you will check your email and respond in a reasonable time frame, at least once daily. Other faculty and offices on campus will expect you to do this also.

Preparing for Appointments

Anytime we meet, come prepared. This is, after all, your education, and being in college is not a spectator sport. I may be a ‘coach’ of sorts, but you’re in the game. When you come to my office come with an agenda – such as a set of courses that interest you and you want to discuss, or a specific question – bring a notebook to take notes. I expect that you will write things down when we have substantive conversations, just like I’ll take notes in your advising file. Also, anytime you seek advice it’s also good to have thought through possible solutions before you bring it to your adviser, mentor (or work supervisor). So bring those, too – be prepared to articulate your concern and defend your position, but be open to me providing other possible options.
As we approach pre-registration, there are specifics to consider. Once registration materials are available in your mailboxes and/or online, read them carefully and schedule an appointment for us to meet. When you come to talk, I expect you to have four top choices, and at least two alternatives, and to have reconsidered your 4-year plan in light of the choices you plan to make in future semesters. Do not write your courses on your registration card. Instead, prior to our first conversation, I want you to write one paragraph about what you hope to accomplish next semester. Then, next to each of the 6 courses you are considering, write 1-2 sentences explaining how that course will fit into that short-term plan, and your long-term plan for pursuing a well-rounded education and preparing for your future (or at least the future as much as you can envision at this point in time). Also, please write down questions you have so we can make sure you find out what you need to know.

Resources – Print/Electronic and Human

1. Academic Planning for First-Year Students -
   http://www.grinnell.edu/offices/studentaffairs/acadadvising/publications/acadplan

2. Grinnell College Academic Catalog - http://www.grinnell.edu/academic/catalog/
   especially the section called “Courses of Study”
   http://www.grinnell.edu/academic/catalog/courses/

3. Online Schedule of Courses – pioneerweb.grinnell.edu and click on the ‘Services’ tab

4. Grinnell College Mission Statement & Core Values
   http://www.grinnell.edu/offices/president/missionstatement/
   http://www.grinnell.edu/offices/president/missionstatement/core/

5. “Elements of a Liberal Education”
   www.grinnell.edu/academic/catalog/education/elem/

6. “Academic Policies” section of the Student Handbook – (not yet updated for ’10-’11)
   http://www.grinnell.edu/offices/studentaffairs/shb/

- Academic Advising Office, x3702,
  www.grinnell.edu/offices/studentaffairs/acadadvising/
- Registrar’s Office, x3450, www.grinnell.edu/offices/registrar
- Career Development Office (CDO), x4940, www.grinnell.edu/offices/cdo
- Off-Campus Study (OCS), x4850, www.grinnell.edu/offices/ocs/
Milestones in the First Year

By the first registration in August ...
☐ Know how to read and use the Academic Catalog and the online Schedule of Courses
☐ Register for a good liberal arts program
☐ Register for courses in a manner that keeps open several different possible majors
☐ Know the drop/add dates and how to drop or add a course
☐ Know the basic requirements for graduation
☐ Identify one or two places to engage on campus outside the classroom

By pre-registration in November for Spring semester ...
☐ Be a more sophisticated user of the Catalog and the online Schedule of Courses.
☐ Be familiar with the location and layout of your Academic Evaluation, accessible through Pioneerweb
☐ Consider courses that will constitute a good liberal arts program that keeps open several different possible majors
☐ Consider what skills you want to further develop while at Grinnell and work those into your next set of courses
☐ Write a (very tentative!) four-year plan, so you are aware of how a choice of major impacts other course choices and how a Grinnell major maps out over eight semesters.
☐ Consider a semester of off-campus study as part of your plan and determine how you might fit that into your four-year plan
☐ Be able to articulate what your next summer could look like. What experiences do you want to have? Do you want to do an internship? If you can’t afford an unpaid internship, what can you do to gain experience that builds on your interests?
☐ Know how to look up your grades online, accessible through Pioneerweb.

By pre-registration in April for Fall of second year ...
☐ Each semester get to know at least one faculty or staff member well. You should cultivate these relationships. You’ll learn a lot from them, and they may eventually serve as references for you.
☐ Consider areas to explore that will help you continue to solidify a choice of major.
☐ Consider what skills you want to further develop while at Grinnell and work those into your next set of classes.
☐ Re-write your four-year plan using the “Elements of a Liberal Arts Education.”
☐ Consider a semester of off-campus study as part of your plan and determine how you might fit that into your four-year plan.
☐ Realize that things will change during your sophomore year; academics, social life, extracurricular involvements can be very different. Students often don’t realize how fast and profoundly things will change. For example, academic rigor will ramp up, so get a firm grasp now of good study habits. Significant decisions will soon be upon you, too: choosing a major, forming an academic plan, study abroad, internships; all of these take a significant amount of time.
☐ Begin earnest conversations about choosing a major (and other “big” questions). Students frequently make the leap from a particular major choice to "What will I do for..."
the rest of my life?”, but may not share that fear openly. Any choice of major allows plenty of opportunities upon graduation, but you should explore those by talking with me, with other faculty, and getting assistance at the CDO, which can include talking with alumni also.

- Visit the CDO a few times. This can include learning about shadowing opportunities, volunteer experiences, jobs and/or internships next summer. Write or update your resume, and learn how to research opportunities. Then apply!

### Milestones in the Second Year

- Attend the Second-Year Retreat.
- Consider areas of study to explore that will help you to solidify a choice of major.
- Consider what skills you want to further develop while at Grinnell and work those into your next set of classes.
- Plan for off-campus study, if this interests you. Attend an informational meeting and research specific programs; apply by the mid-year deadline. The application process is involved and requires that you plan for a major in advance, so allow enough time.
- Discuss how to find a new adviser in your major.
- Re-write your four-year plan while consulting with both me and your major department; this is a required element of the major declaration form.
- Think about the particular elements that you might want to include in a four-year plan, such as increasingly advanced work in an area that may lead to a MAP.
- Work with the staff at the CDO and/or faculty in your potential major department to plan for an internship or research experience this summer.

### Milestones in the Third Year

- Examine the coherence of your studies (both with and without your major courses) and make adjustments that will both challenge you and help you meet your goals.
- Create a partnership with a staff member at the CDO. Revise your resume, learn to network.
- Pursue next steps in your career exploration such as an internship or focused work experience.
- Determine when you will take the GRE, LSAT or MCAT if you think you may be headed to graduate school.

### Milestones in the Fourth Year

- (Re)imagine your life after Grinnell. Explore who you can talk with, besides your adviser, to help you to plan concretely for this transition.
- Enhance your partnership with the staff at the CDO to specifically revise your resume, network, and pursue next steps.
- Schedule to take the GRE, LSAT or MCAT if you are headed to graduate/prof school.
Requesting Letters of Recommendation

You may eventually ask me to support you with a letter of recommendation for a job, internship, or off-campus study. I will gladly do this for you, when appropriate, and when you follow the guidelines below. Please know that I may not always be the best person to recommend you, and I will be truthful with you when you ask about this.

I need several things in order to write a good recommendation letter:

1. **Time before the deadline** – While I recognize that sometimes opportunities present themselves and you have little time to respond, it's best to give me several weeks' lead time. A month is a common courtesy. And I need the deadline by which the letter needs to be mailed or the online form submitted.
2. **Description of the internship or other opportunity you are applying for** – either send by email or come to my office with printed information about the opportunity and explain it to me face to face.
3. **A copy of all relevant documents you are sending with your application such as a resume and a statement.** Provide me a copy of anything specific you will be including in your application that I could make reference to in my letter. I like to shape my letters to reinforce what you say on your application.
4. **A copy of the directions for the recommendation letter.** Do they ask for a generic "letter of support" or do they direct the letter writer to focus on anything in particular?
5. **The name of the person I should be writing the letter to and an address, and, in many cases, an addressed (does not have to be stamped) envelope.** Any time the person who will be deciding on you is named, I should personalize the letters.

Supporting Personal Challenges

Whether you are a student with a disability, a health condition, a difficult family situation, or someone who must work a lot of hours in order to support yourself, you may have particular challenges you need to negotiate at Grinnell in addition to your classes. I will work with you to determine which offices on campus can best support you. You should become familiar with the Academic Advising Office, Student Health and Counseling Services, disability resources, your RLC, and the Chaplains at the Center for Religion, Spirituality, and Social Justice. Please talk with me if you want to better understand the advantages of using these resources and services.

**Sources** – Ideas for this syllabus, developed by Joyce Stern, Dean for Student Academic Support and Advising, are drawn heavily from the following sources:


Advising Resources for Faculty – A Toolbox:
www.grinnell.edu/offices/studentaffairs/acadadvising/facultyresources/

Discussion at the Summer Workshop for Faculty on Advising and Mentoring, Grinnell College, May 19-22, 2009 – with specific input from Dan Reynolds, Vance Byrd, Charles Cunningham, Karla Erickson, Brad Graham, Chris Hunter, Joan Mohan, Tammy Nyden, Damani Phillips, Laura Sinnett, Elizabeth Trimmer, Jerod Weinman.
Appendix #6: Eastern Connecticut State University Model of Dual-Advisement.
This is a stage-based, comprehensive Advising Program for all students at Eastern, to be administered by the Advising Center, housed within the Student Success Center. Advising will be conducted by both Professional Advisors and Program (Faculty) Advisors, at four experiential stages: (1) Pre-enrolled Stage, (2) First-Year Stage, (3) Exploratory Stage, and (4) The Academic Major Stage

**Proposed Advising Program**

- **Stage 1 - Pre-enrolled Stage**
  - Primary comprehensive advising done by Professional Advisors; Departmental First-Year Advisors assigned if a major is known; focus is on orientation to Eastern

- **Stage 2 - First-Year Stage**
  - Primary comprehensive advising done by Professional Advisors; Departmental First-Year Advisor assigned if student is declared; focus is on successful integration into the Eastern community

- **Stage 3 - Exploratory Stage**
  - Primary advising done by Professional Advisors; focus is placed on selection of an academic major

- **Stage 4 - Academic Major Stage**
  - Primary advising done by Program (Faculty) Advisors; focus is on successful completion of the major & career preparation

- **Probationary Student**
  - Primary comprehensive advising done by Professional Advisor; Departmental First-Year Advisor or Program (Faculty) Advisors assigned if a major is known; focus is on helping the student get off probation

- **Professional Advisors will:**
  - Establish a relationship with all First-year students
  - Help students complete orientation and placement requirements
  - Assist students to fill out a 4-year academic plan
  - Refer students to individualized services as needed
  - Encourage students to engage in the Eastern community.
Under the Dual Advising Program, students have a faculty advisor, as well as a professional advisor. Although Professional Advisors for most students will be Student Development Specialists employed by the Advising Center, some student cohorts (including, but not limited to those in Continuing Education, AccessAbility Services, Student Athletes, STEPCAP, and the Honors Program), will have Professional Advisors that are employed in complimentary programs outside the Advising Center. If a student has declared a major, the faculty advisor will be a full-time member of that major’s academic department.

Responsibilities of Professional and Faculty Advisors

Professional Advisor
- Placement testing
- Orientation (Advising Portion)
- Specialized services (as needed)
- Creation of 4-Year Academic Plan
- Adjustment to college life
- Engagement in Eastern
- Selecting a major
- Probationary students
- Course selection for undeclared students
- Career coaching

Faculty Advisor
- Departmental orientation
- Major course selection
- Career mentoring
- Academic Plan for majors
- Monitor progress of probationary students within their majors
- Individualized academic needs

- Dual-advising services are used to help first-year students:
  - Develop positive relationships with both a faculty and professional advisor
  - Receive a working knowledge of academic policies and procedures
  - Select and/or confirm their major
  - Become actively engaged in college life at Eastern
- First-year students’ faculty and professional advisor (SDS) information can be found in their E-Web accounts at the beginning of their first semester of attendance
Minority Reports

Minority Report #1: Deanna Cibery-Schaab, Director of Access Control and One Card Services, WestConnect Card Office.

Minority Report #2: Marcy May, Professor of History, Chair of Ad Hoc Committee on Academic Advisement and Registration.

Minority Report #3: Kiely Hultgren, SGA Representative.
Minority Report #1

Ad Hoc Committee on Advisement and Registration
Dissenting Opinion

Submitted by:
Deanna Gibery-Schaab

While the members of the Ad Hoc Committee on Advisement and Registration all agreed that the matters of advisement and registration have issues that need to be addressed, it is my belief that the final report submitted does not address the significant issues of registration efficiency and, in fact, further burdens the student during the registration process. I am specifically dissenting on the main recommendation to use advisor holds related to registration processing, as documented in the report and am therefore submitting my dissenting opinion.

The teaching faculty, as a majority vote on the committee, declined to survey the students related to their experiences with advisement and registration. Advisement fundamentally involves two parties: the advisor and the student. The majority of the committee determined that the only opinion worthy of review was that of the teaching faculty, thus leaving the other half of the relationship without a voice for representation. The argument presented to counter this statement, as mentioned in the report, is that they consulted students, but did not provide how many or the process by which they consulted them. However, I counter that the teaching faculty had five members on the committee and yet a survey for their constituents was deemed appropriate and necessary. The response I received when pointing this out and as stated on page 26 of the report was that “not all partners are equivalent or interchangeable in their roles.” This statement was used in conversations regarding many facets of registration and advisement. To dismiss the voice of the student body who uses these processes is faulty logic at best and damaging and contradictory to the mission of this committee at worst.

It is important to note that registration, defined as obtaining a course schedule, is not academic advisement, a definition endorsed by the larger committee report. So why recommend an obstacle to a student obtaining a schedule? One of the committee’s charges was to seek efficiencies; in this I believe the committee failed, so much so that this particular charge was left out of the larger report.

The committee recommends only allowing advisement for students by a faculty member in the major while eliminating the option for a student to seek registration assistance at the Academic Advisement Center. There are no alternative processes, new ideas, or fresh ways for a student to maneuver the registration process proposed in the report. In fact, the report, while acknowledging that academic faculty advisors are not always going to be available, provides no new alternative to this issue. I concur that no individual faculty member can be available all the time.
The issue is that in light of this understanding, alternative methods such as the use of the Academic Advisement Center should not be eliminated, but expanded. To increase obstacles for students during their registration process by allowing an advisor hold, as what is being recommended to replace the PIN and force students to comply with an advisor meeting creates more problems rather than solving them. The report suggests that students are able to circumvent the PIN, which is nonsense. Students obtain a PIN or authorized registration card in order to register, although they may obtain these from authorized individuals other than their assigned advisor. Why would students feel the need to seek other alternatives in obtaining the PIN if the current process actually worked?

This past spring our students let us know that the PIN does not work. The larger committee even went so far as to acknowledge this was the lightning rod that sparked the entire conversation (see page 30 of the larger report). Despite that acknowledgment, the recommendations went in the opposite direction. I however, propose instead of using a “stick,” whether called a PIN or an advisor hold, to beat students into submission with the reward of being able to register, that we lift this restriction for students with the exception of freshman and academically “at risk” students. Let students register for courses, and then advisors can review course schedules as their work schedules permit with no negative impact to either the student or faculty member. Formal advisement meetings can then be scheduled at the convenience of the faculty and student without the constant burden of time limits. This meets the larger committee’s recommendation for students and faculty advisors to meet at least twice a year. During registration, students are frantically trying to claim that one last elusive seat in a course; let them have it without having to ask permission.

When we look for new ways to educate our students on both the registration and advisement processes, we can look to the freshman experience as a great example. Freshmen are receiving information during their freshman experience courses related to navigating the university system including advisement and registration. This is one of those new avenues that should be expanded and used to the students’ advantage without any negative impact to the student-advisor relationship.

Other discrepancies in the report were noted in draft format back to the larger committee. Those items are not contained in my dissenting opinion, as the focus needs to remain on our students. They should have a voice in the processes that impact their education, and not just when they are graduating from the university, as the larger report recommends. Since our graduation rate is less than a quarter of the students admitted, I would suggest that we need to get our students engaged in the process well before we hit that benchmark.

The university cannot afford to fail our students any longer. We cannot keep doing the same thing over and over and expect a different result. Nothing in the larger committee report’s main recommendations suggests a change in the registration process that is impactful enough as to create positive change for our students.
Minority Report #2 (Response to Minority Report #1)  
Submitted by Marcy May

The Minority Report submitted by Deanna Cibery-Schaab raises concerns about the Ad Hoc Committee’s Final Report that merit response. Most fundamental, the Minority Report suggests a significant disparity between Ms. Cibery-Schaab’s view of advisement and that which informed the Committee’s discussions.

During its four months of collaboration, the Ad Hoc Committee worked diligently to assess the current system of advisement at Western, and to better understand the development of advisement both in comparable institutions and nationally. We understood that task to be bounded by the need to make recommendations in keeping with the contractual obligations and rights of teaching faculty and administrative faculty and within the context of Western’s financial challenges. The Committee also embraced notions of developmental advisement, rather than the older prescriptive models, as those which would best serve our community. We quickly determined that the majority of problems within our shared model of advisement resulted from inconsistencies, lapses in past practices, and poorly articulated roles within that process, as the Committee’s Report states, rather than ill will or bad intentions.

Members of the Committee read extensively in literature on academic advisement, and the majority of us shared a view articulated by NACADA, that

> Academic advising, based in the teaching and learning mission of higher education, is a series of intentional interactions with a **curriculum, a pedagogy, and a set of student learning outcomes**. Academic advising synthesizes and contextualizes students’ educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes.¹

In this perspective, academic advisement entails more than assisting students with enrollment in courses. Development advisement instead focuses on trained advisors (either professional advisors or faculty) working with students to achieve a university education, a broader obligation than registration.

Assertions that the Ad Hoc Committee discussions privileged faculty reflect a similar misunderstanding of developmental advisement. In its structure, academic advisement mirrors counseling, in which a therapist works with a client, or law, in which an attorney assists a client through our complex legal system. Similarly, university education presumes that curriculum is designed by those with appropriate training and credentials. The therapist, lawyer, or professor is not interchangeable with her clients or students in these relationships, a reality that does not imply disrespect or disregard. All participants in these relationships retain dignity and value. Statements that members of the University community choose to “dismiss the voice of the student body” in the establishment of curriculum or through the organization of academic advisement fail to understand the true scope of advisement in the twenty-first century.

As troublesome, the argument for removing incentives for advisement, whether a PIN or an Advisor Hold, ignores scholarship which links advising with student success and retention. As the Committee Report indicates, some universities have chosen to require advisement selectively, or to allow qualified students to “self-advise.” Yet few universities have abandoned academic advisement, and no highly selective colleges or universities fail to have robust advisement services. If students “claim that one last elusive seat” in a course, for example, we need to ensure that it is the right course for that student. Without proper advisement, students take unnecessary courses or attempt to take courses out of sequence, thus extending their time at the University. This is particularly consequential in majors in the sciences and in professional programs such as Nursing. In its Final Report, the Ad Hoc Committee also notes other negative outcomes for students who do not see advisors, such as missed opportunities and fewer potential recommendations for graduate work and employment. In short, our desire to continue the student-advisor relationship reflects our conclusion, based on scholarship and experience, that advising advantages students. A university-wide requirement for advisement ensures that appropriate services are fairly distributed among all students and continue to be available throughout a student’s academic career. Our goal remains a system of advisement which allows for students, administrative staff and faculty to collaborate in achieving educational success.

The Ad Hoc Committee chose not to survey students during the summer due to the small number of students who might be likely to respond. After a discussion about whether to attempt such a survey when students returned to campus, the Ad Hoc Committee members concluded that such a survey would delay the work of the Committee. We believe that such a survey should be completed by a permanent Committee on Academic Advisement and Registration when that committee is constituted.

Finally, the Ad Hoc Committee has viewed the issues of advisement and registration at Western as ongoing challenges and concerns, ones which will be best resolved by careful
and thoughtful review over time rather than as a series of quick fixes. Many of us have concluded that the establishment of a permanent University Senate Committee on Academic Advisement and Registration is an essential element for better communication among advising partners, allowing students, teaching faculty and administrative faculty a forum to share ideas and concerns and to influence University policies. It is our belief that this, along with other changes recommended by the Committee to the Senate, will increase the appreciation of academic advisement as an essential element in university education. We have conducted this work respectful of the needs of all constituencies within our Western community.
For the sake of context, I have provided the entire paragraph which contains the sentence under scrutiny. The dissention here pertains to the assertion that “not all partners are equivalent or interchangeable in their roles at particular points within the advisement process.”

“The Ad Hoc Committee recognizes the necessity of balancing student autonomy and successful guidance. Through our examination of current advisement at Western, we have viewed our shared system of advising as a multi-partnered system in which collaboration and cooperation are essential. Much like the establishment of a well-organized curriculum, however, not all partners are equivalent or interchangeable in their roles at particular points within the advisement process (26).”

Ultimately, there is truth to this statement in that involved parties are not interchangeable. Each party in the process of advisement does contribute a unique knowledge-base and perspective that is valued and indispensable. Looking at the idea of interchangeability and equivalency through this lens does validate the original assertion. However, because there is more than one lens through which the assertion can be examined, I believe the language should be altered to avoid misconstrued intent. A more visceral interpretation of the assertion might conjure disconcerting reminders of the Three-Fifths Compromise and an impression that the student component to the advisement process is of less value than the faculty or administrative component. Under this light, language that speaks of lack of equivalencies is distressing. If we were to examine any university system in which human resource components are part of a decision making process, we would find that the student resource certainly offers less in terms of experience and clout. It should not be for this reason that the student component is ever determined to be less capable or deserving of equal involvement in decision making processes that affect them. Ultimately, I’m concerned about repetitive usage and abused application of the word ‘equivalency’ in future procedure-delineating documents because of its existence in this one. If influence, here, can be delegated according to merit instead of representation, then there is nothing preventing this dynamic elsewhere. For these reasons, I think it would be wise to err on the cautious side of language and simply strike “equivalent” from the document all together. It is the best solution for enduring concord between university partners.

To best support the committee’s intention, we should emphasize that gains can be made from the amalgamation of individual perspectives. Therefore, despite the heterogeneous composition of students, faculty, and staff, a collective decision to be receptive to the possibility of an unfruitful exchange must be made for the possibility of a life-altering one to exist. A student may or may not walk away from an advisement session with more knowledge than before. A faculty member may or may not adjourn an advisement session with a better connection to the current generation of higher education. In both instances, the opportunity to foster better communication, growth, and understanding is present because of the willingness to let it be so. As the paragraph rightfully states, “The Ad Hoc Committee recognizes the necessity
of balancing student autonomy and successful guidance…… we have viewed our shared system of advising as a multi-partnered system in which collaboration and cooperation are essential.” As this philosophy is ours like an anthem, let us be mindful of the way words such as ‘equivalent’ might deteriorate the integrity of our values.

Further on the subject of collaboration is my belief that the recommendation to create a permanent advisement committee is one of our greatest and most necessary goals. It will be this committee that serves as a vehicle for future communication and as such, the execution and continuing operation of it must be planned with long term success in mind. Currently, the ad hoc committee for advisement recommendation dictates that there should be 14 representatives (13 of whom are voting) including one Student Government Association representative and one student elected or appointed by the Student Government Association. It is my firm recommendation that the number of student representatives be increased to three.

If the composition of the committee is evaluated in terms of balance of power, an obvious disproportion exists amongst students, faculty, and administration.

- Students to administration are 2:4 (although one administration member is non-voting)
- Students to faculty are 2:8
- Administration to faculty 4:8

The third student contributor compensates for the imbalance of student representation

If the fairness of the permanent committee composition is evaluated in terms of duration at WCSU (where duration results in an accumulation of influence), then fairness is affected adversely by the traditional matriculation trajectory. The student voice and momentum behind it is recycled every four to six years whereas the influence of faculty and staff remains steadfast with employment. I validate this assertion with the following argument:

- The voice of a tenured faculty member or dedicated staff member is seasoned to the culture, politics, and procedure of the University. Conversely, a student entering the university system must not only acclimate, analyze, and determine what critical actions must be taken for university system improvement, but this student must also then be able to execute those ambitions despite the potential opposition of long-standing institution and perspective within a limited duration. What prior experience has enabled the student to effectively do so? The student is hardly empowered to instigate successful and timely change.

The third student contributor allows for a continuity of presence in the permanent advisement committee and this adjusts for the imbalance in long-term availability.

It is my concern that some would oppose this motion without pause for study. I would ask for dissenting individuals to examine the derivation of their trepidation.

- Why are we afraid to make the proportion of parties more equal?
• What critical impact will the voice of an additional student have, that the third, fourth, fifth, sixth, seventh, or eight faculty member did not have?
• If we are fearful that that an additional member to the committee will disrupt the committees ability to function successfully as a group, then I propose that with the addition of a third student, the removal a faculty member is implemented.

A reoccurring trend is apparent when struggle arises amongst parties that must work collaboratively. Each is naturally apprehensive that change will undermine what is rightful and deserved. This does seem to be the origin from which student concerns have historically materialized. The face of this concern, however, appears to us in many legitimate forms such as, more currently, advisement and registration. A gesture of goodwill is often enough to crumble an atmosphere of seeming distrust, however. This minority report seeks not to steal from any partner, but to make a collaborative vision of advisement truly reflected in both language and practice. This minority report respectfully requests specific gestures of goodwill that will not go unremembered amongst students who have sought an equal presence in decision making of an advisory or regulatory nature.

- Kiely Hultgren