SACRAMENTO STATE
Faculty Senate

ACADEMIC POLICIES COMMITTEE
2017-18

November 17, 2017
2:00-3:30pm, Sacramento Hall 161

MEMBERS

Jesse Catlin (Marketing & Supply Chain Management, CBA)
Shannon Datwyler (Biological Sciences, NSM)
Sue Escobar, Chair (Criminal Justice, HHS)
James Fox (Library, LIB)
Amber Gonzalez (Child Development, EDU)
Megan Heinicke (Psychology, SSIS)

Jan Johnston (Theater & Dance, A&L)
VACANT
Tara Sharpp (Nursing, HHS)
Joseph Van Vo (Management, CBA)
Ayanna Yonemura (Ethnic Studies, SSIS)

NON-VOTING/EX-OFFICIO MEMBERS

Danielle Ambrose (Office of the University Registrar)
Julian Heather (Faculty Senate)
Gabriel Hernandez (University Staff Assembly)
Elizabeth Cortez (Associated Students, Inc.)

Don Hunt (Division of Student Affairs)
Jazzie Murphy (Division of Student Affairs)
Don Taylor (Office of Academic Affairs)
Marcellene Watson-Derbigny (Division of Student
Affairs)

AGENDA

1. **Call to Order**

2. **Open Forum**
   (Brief period for members to raise issues related to the committee charge that are not on the meeting's agenda.)

3. **Approval of the Agenda**

4. **Approval of the Minutes from the November 3rd meeting (Appendix A).**

5. **Discussion Items:**

   AS-3295-17/FGA/AA Campus Accommodation of Military Students Service Obligations Referral – Faculty Policies Committee & FPCs Response (Appendix B). This item was originally referred by Exec to FPC. However, since most of the policies mentioned in FPCs memo to Exec (the response) are within APCs purview, Senate Chair Julian Heather suggested that APC briefly review the items and respond with recommendations, if any, and/or affirming FPCs conclusions. Here is the link provided in the referral memo:
   http://www.csus.edu/acse/standing-committee/executive2017-2018/061217agenda-minutes/17-18ex-02b.pdf

   Committee updates on conversations with the President's Advising Task Force Report & Referral (Appendix C). Documents include the task force report, list of stakeholders, list of APC contacts for stakeholders, and the proposed revisions to the Undergraduate Academic Advising Policy (based on

recommendations from the Task Force, as a starting point). Link to the policy in the University Policy Manual (UPM): http://csus.edu/umanual/acad/uma00050.htm

6. Meeting Schedule for Fall 2017

~~September 1~~	~~October 20~~	December 1
~~September 15~~	November 3	
~~October 6~~	November 17	

7. Adjournment

ACADEMIC POLICIES COMMITTEE
MINUTES OF THE MEETING OF NOVEMBER 3, 2017
Approved:

CALL TO ORDER: The Chair called the meeting to order at 2:04pm.

ROLL CALL:

Chair Escobar passed around a roll sheet for folks to indicate their attendance.

Voting Members: Catlin, Datwyler, Escobar, Fox (absent), Gonzalez (absent), Heinicke, Johnston, Sharpp, Van Vo, Yonemura

Non-Voting/Ex-Officio Members: Ambrose, Cortez (absent), Heather (absent), Hernandez, Hunt (absent), Murphy, Taylor, Watson-Derbigny (absent)

GUESTS: FYE (first year experience)/Academic Advising: Bridget Parsh
        Liberal Studies Program: Kristen Anderegg, Advisor/Manager
        Office of the Registrar: Vivian Llamas-Green, Associate Registrar

APPROVAL OF THE AGENDA: Voting members approved the agenda.

APPROVAL OF THE MINUTES: The minutes of the October 6th meeting were approved.

OPEN FORUM:

SENATE UPDATES: <u>Chair Escobar provided updates on the Faculty Senate's approval of the Timely Declaration of Major (TDMP) (October 12th) and the Priority Registration Policy/CA Promise (October 19th).</u> With the TDMP, a change that was made on the Senate floor was the request and need for the word "concentrations" to be added to the policy, since concentrations often have different unit requirements and should a student wish to change concentrations within a major, there may be unit limit implications (i.e., potentially surpassing the 150 unit limit). With the Priority Registration Policy, an amendment was made on the Senate floor, requesting Student Affairs to collect data on non-priority students to see if, in fact, they are impacted by not being given priority registration. It was also requested that this information be reported back to the Senate. Chair Escobar also informed the Committee that the Academic Honesty Policy revisions would be presented to the Executive Committee at the beginning of the Spring 2018 semester. Chair Escobar made that request and Faculty Senate Chair, Julian Heather, kindly agreed that the timing of this item in Spring '18 would be fine (to which Chair Escobar expressed great relief and appreciation ☺).

DISCUSSION ITEM: ADVISING POLICY & TASK FORCE: Chair Escobar began the discussion by stating that the main objective and focus of the meeting would be on reports and updates from folks regarding their conversations with academic advising stakeholders listed in Appendix B of the Task Force Report. A summary of the main points and issues that were raised are listed below:

* **There is a need on campus for various advising centers to communicate what they are doing.** There also should be more communication among and between these centers as well. The new College of Health & Human Services' Student Success Center was discussed with respect to the lack of clarity regarding exactly what it is that they do. At the moment, this isn't very clear in terms of how the HHS Success Center relates to departments within the College and the advising that takes place in the Center and within the departments.

* **There is a very strong need for additional advisors in order to reach more students.** The need for advisors is definitely linked to the **need for additional resources**. If there is a push on campus for graduation at a faster rate, then the campus needs to spend more money on advising and to hire more advisors as well as provide resources to colleges/departments (units) for faculty advisors (e.g., B. Parsh discussed the FYE program and while the program is very successful and a high number of students seek out the services of peer mentors in this program, it is limited in its reach due to the small number of mentors/advisors.)

* **There is also a need for career advising.** This is something that students want from their faculty, who are often unavailable because they are involved in other activities (e.g., teaching (high numbers of students), doing research, committee work, etc.). In addition, students often cannot meet with professors within a department until they are a declared major. B. Parsh discussed the example of the high number of students who want to be Nursing majors. They really just want to talk with someone about the career aspects of this major. What is it like to be a nurse, etc.? The peer mentors are tremendous help to these groups of "pre-Nursing" students; however, it would be great if they could also talk with faculty.

* **More advising training is needed for faculty!** A suggestion was made regarding "tiered advising," where faculty can seek the training they need for the level and type of advising they want to engage in with students. For example, faculty who really want to mentor students and work closely with them in terms of academic planning, they can sign up for and complete the SmartPlanner training.

* **Different advising models exist across the campus colleges and departments.** In the College of Business, there are 3 professional advisors (SSPs) who advise students in the Business Advising Center. There are also peer advisors available to students; faculty can advise students on different careers, concentrations within the College as well as selecting appropriate classes to take based on the student's interests.

* **Access to available data is very important with respect to advising and the assessment process.** B. Parsh mentioned that a contact in AIRC is very helpful with accessing data and running specific reports.

* T**here is a very strong need to change the culture on our campus with respect to advising and the role of the faculty in the advising process.** Chair Escobar shared that while there is a lot of talk about how advising is important for students in terms of their degree progress and goal of a timely graduation (i.e., Finish in Four/Finish in Two (AKA "California Promise"), there are very few resources allocated to departments/units for faculty advisors. Over the last decade or more, there has been a cultural shift at Sacramento State, and perhaps other CSU campuses as well, towards scholarly research and creative

activities in terms of the retention/tenure/promotion process. While research is obviously important and plays a critical role in faculty currency as it relates to their teaching, this strong emphasis on the requirement of research runs contrary and seems almost incongruent with many of the University's campaigns within the Graduation Initiative. More recognition across campus of the role that faculty play in the advising process needs to happen.

ADJOURNMENT: The meeting adjourned at 3:30pm.

California State University, Sacramento
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July 25, 2017

To: Hellen Lee, Chair
           Faculty Policies Committee

From: Julian Heather, Chair   *Julian Heather*
           Faculty Senate

Subj: **AS-3295-17/FGA/AA Campus Accommodation of Military Students Service Obligations**
           Referral – Faculty Policies Committee

The Executive Committee, at their meeting of June 12, referred AS-3295-17/FGA/AA Campus Accommodations of Military Students Service Obligations to the Faculty Policies Committee for comments and recommendations.

   AS-3295-17/FGA/AA Campus Accommodations of Military Students Service Obligations

Please forward your comments to me by Friday, December 1 to senate-chair@csus.edu and copy Kathy Garcia at kathy.garia@csus.edu. If you have questions or concerns related to this request, please don't hesitate to contact me.

JH/kg

California State University, Sacramento
Hellen Lee, Ph.D.
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TO: Julian Heather
        Chair, Faculty Senate

        Sue Escobar
        Chair, Academic Policies Committee

DATE: November 3, 2017

RE: AS-3295-17/FGA/AA Campus Accommodations of Military Students Service
        Obligations

I am writing to inform you that Faculty Policies Committee reviewed the policy, AS-3295-17/FGA/AA Campus Accommodations of Military Students Service Obligations. From our perspective, FPC considers the current policy—in tandem with other extant policies—to be adequate to accommodate students with military-service obligations with short-term absences of fewer than 30 days.

The review process included searching the University Policy Manual and the University Catalog for policies of which we were immediately aware, searching the UPM and Catalog with various keyword searches for policies that may have been related to active-duty, National Guard, and National Reserve students, and consulting with the Veterans Success Center for their perspective. The policies reviews included:

- Grading Policy, UPM UMG05150.htm;
- Student Excused Absence Policy, FS 14/15-111;
- Leave of Absence Policy (http://catalog.csus.edu/academic-policies/); and
- Incomplete Grade Policy (http://catalog.csus.edu/academic-policies/).

In our review, FPC also consulted with Jess Weston and Mario Garza (Veterans Success Center) on Friday, October 13, 2017. They also found no issues of concern. In fact, they praised the willingness of most faculty to accommodate students with military-service obligations.

cc: Jeff Weston, Veterans Success Center
        Mario Garza, Veterans Success Center

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<u>Discussions & Questions – Advising Stakeholders</u>

<u>Questions:</u>

1. Are you familiar with Integrated Advising? [If no, explain what it is.]

2. Describe your advising program/model whether it is an Integrated Advising model or not.

3. Do your advisors receive training? If yes, please describe.

4. Have you or are you currently collaborating with other advising centers/programs on campus?

      * If yes, please describe.

      * If no, would you be willing to collaborate? How might you envision this collaboration unfolding and benefitting the population of students you currently serve?

5. Does your program/center conduct assessment on advising?

6. Are you or anyone from your program/center a part of the Advising Council?

7. To improve student success with respect to advising, what are some things your program/center might need? (examples: resources, additional advisor training, student training on advising tools, collaboration to offset redundancy in advising practices, etc.)

<u>Task Force Recommendations</u> [[Can be discussion starting points with stakeholders]]

1. Collaborative, cross-divisional efforts to develop and formalize integrated advising approaches for Sacramento State.

What is Integrated Advising? Integrated advising is inclusive and will help students make connections across general education, major, and University requirements towards their career goals.

What approaches should integrated advising include? Such approaches should address the <u>immediate need to increase progress to degree as well as lay a foundation for long term, sustainable, and institutionalized strategies to achieve continued student success and efficient graduation.</u>

2. **Advisor Training is a must.** <u>Articulation of our campus approach should include minimum and desired criteria for advisor training and ongoing professional development. The consensus of the Task Force was that training, re-training (refresher), and ongoing professional development for professional, faculty, staff, and peer advisors is essential.</u>

3. **Steps toward Integrative Advising should include the following:**

* a collaborative plan that promotes a team approach to advising at all levels, including but not limited to within the academic colleges.

* ***What are some possible approaches to fulfilling this plan?***

-- increasing collaboration among professional staff advisors (SSPs) in Student Affairs and those who are located in colleges/academic departments;

-- placing existing professional staff advisors from Student Affairs in colleges/academic departments that might not have existing professional advisors; and

-- involving faculty through reassignment and/or compensation to work directly with professional advisors to achieve student success objectives through departmental and college efforts.

departments, and systematizing a partnership and ongoing communication between Student

Affairs and Academic Affairs, allows the University to build in strategic overlap and mitigate

the weaknesses of the current decentralized system.

Appendix B (Task Force Report): Additional Academic Advising
Programs

Department	Program	Type of Advising
	General Education (S)	Undergraduate General Education/Graduation Advising
	First Year Advising (S)	Undergraduate General Education Advising
	First Year Experience (S)	Undergraduate General Education Advising through Peer Mentoring
	Second Year Success (S)	Undergraduate Advising focused second year students faced with some academic challenges
	Undeclared/Express Interest (S)	Undergraduate General Advising focused on Undeclared and Expressed Interest students
	College Assistance Migrant Program (F, P/S)	Undergraduate program that helps freshman students from migrant and seasonal farm worker background
	DEGREES (P/S)	Undergraduate program that provides peer advising for underrepresented students
		SSIS – College-based mentorship program funded by FSMP
		Education – College-based mentorship program funded by FSMP
		NSM - Commit to Study- College-based initiative funded by FSMP providing advising to underserved first generation students
		ECS - MEP – College-based program funded by FSMP providing advising to underserved first generation students
		Business – College-based peer advising for first generation Pell-eligible, expressed interest business majors funded by FSMP
	Full Circle Project (S)	Undergraduate program that provides advising for Asian/Pacific Islander students
	Peer and Academic Resource Center (S, P/S)	Offers peer advising program
	PERSIST (S)	Undergraduate Program that provides advising and assistance for second year students
		Summer Bridge - Advising for students that are incoming first time EOP-freshmen
		Sophomore Bridge - Peer Advising for students that are rising sophomores to prepare them for sophomore level courses
		Transfer Bridge - Group Peer advising for new transfer students
		Sophomore Success - Advising for students who are in their second year
		Senior Success - Advising for students who are in their senior year
Athletics	Student Athlete Resource Center (S)	Undergraduate Advising for student athletes
	College of Arts and Letters (S, F, P/S)	Supplemental Instruction Program (SI)
	College of Business (S, F, P/S)	Business Educational Equity Program (BEEP)
	College of Education (S, F, P/S)	Education Equity Program (COE)
	College of Engineering and Computer Science (S, F, P/S)	MESA/Engineering Program (MEP)
	College of Health and Human Services (S, F, P/S)	Health and Human Services Educational Equity Program
	College of Natural Sciences and Mathematics (S, F, P/S)	Science Educational Equity Program (SEE)

	College of Social Science & Interdisciplinary Studies (S, F, P/S)	Cooper-Woodson College Enhancement
College of NSM	Centers for Science and Math Success (F, S)	Learning Assistant Program PASS Advising Program

Note: 1) (S) indicates Staff; 2) (F) indicates Faculty; (P/S) indicates Peer/Student

Appendix B (Task Force Report): APC Contacts for Task Force
Advising Stakeholders

Department	Program	APC Contacts
Academic Advising Center	General Education (S)	Jazzie Murphy
	First Year Advising (S)	Jazzie Murphy
	First Year Experience (S)	Tara Sharpp
	Second Year Success (S)	Jazzie Murphy
	Undeclared/Express Interest (S)	Jazzie Murphy
SASEEP	College Assistance Migrant Program (F, P/S)	Amber Gonzalez
	DEGREES (P/S)	Amber Gonzalez (with joyful assistance from Jesse Catlin ☺)
	FSMP (F, P/S)	
	Full Circle Project (S)	Ayanna Yonemura
	Peer and Academic Resource Center (S, P/S)	Amber Gonzalez
	PERSIST (S)	Amber Gonzalez
	Student Academic Success/ EOP (S, P/S)	Jazzie Murphy (Sue Escobar)
		Jazzie Murphy (Sue Escobar)
		Jazzie Murphy (Sue Escobar)
		Jazzie Murphy (Sue Escobar)
		Jazzie Murphy (Sue Escobar)
Athletics	Student Athlete Resource Center (S)	
College Based Educational Equity Programs	College of Arts and Letters (S, F, P/S)	Jan Johnston
	College of Business (S, F, P/S)	Jesse Catlin
	College of Education (S, F, P/S)	Amber Gonzalez
	College of Engineering and Computer Science (S, F, P/S)	Sue Escobar
	College of Health and Human Services (S, F, P/S)	Tara Sharpp (Sue Escobar)
	College of Natural Sciences and Mathematics (S, F, P/S)	Shannon Datwyler

	College of Social Science & Interdisciplinary Studies (S, F, P/S)	Ayanna Yonemura
College of NSM	Centers for Science and Math Success (F, S)	Jan Johnston

Note: 1) (S) indicates Staff; 2) (F) indicates Faculty; (P/S) indicates Peer/Student

FS 17/18-xx/APC/FPC Undergraduate Academic Advising Policy, Amendment of

The Faculty Senate recommends amendments to the Undergraduate Academic Advising Policy (FS07-72/APC) in order to ==establish a framework within which all parties may provide high quality advising, provide accurate information and establish consistency of reporting on advising activities. Referencing nationally-recognized standards for student advising (NACADA), this policy provides general guidelines and evaluative criteria/recommendations for programs to use in providing advising services and reporting on them. Since the last policy updates in 2007, there have been many administrative changes, general education policy changes, technology changes, and the development of new programs necessitating a policy review and update.== The policy, as amended, becomes effective upon approval by the President.

~~UNDERGRADUATE ACADEMIC ADVISING POLICY~~ **ADVISING FOR STUDENT SUCCESS**

==I. STATEMENT OF PHILOSOPHY== [[Keep? Delete? Modify?]]

Two critical factors which contribute to student success are 1) the student's successful transition to the University and 2) the student's ability to make positive connections with college personnel during their first term of enrollment and throughout their academic career. In both cases, student success can be facilitated by initial and extended orientation and advisement programs. Members of the University community that come face-to-face with students on a regular basis provide the positive growth experiences that enable students to identify their goals and talents and to achieve their goals and utilize their talents. The caring attitude of college personnel is viewed as the most potent retention force on a campus.

Academic advising is not just one of the various isolated services provided for students. Academic advisors, as indicated above, provide students with the needed connection to the various campus services and supply the essential academic connection between these services and the students. In addition, academic advisors offer students the personal connection to the institution that the research indicates is vital to student retention and student success. However, academic advising programs cannot be solely responsible for student retention. The University must provide students with an integrated network of advising resources and support so that any student that seeks advice from faculty, administrators or staff will receive advice directly or be directed to those that can provide the advice needed. Advising in all its forms should appear to be seamless and easily accessible to all students.

In this context, an effective academic advising system is essential to the realization of the University's instructional mission.[1] Effective advising should be viewed as a systematic and on-going process based on a relationship between the student and advisor intended to assist the student in achieving educational, career, and personal goals through the utilization of the full range of University resources. All students are entitled to accurate, reliable, and consistent

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[1] California State University, Sacramento Mission Statement (Approved on March 29, 2004)
http://www.csus.edu/portfolio/mission.htm

1 advising by faculty advisors and Student Affairs staff complemented by advising publications.
2 Students are encouraged and in some cases required to utilize advising services. Ultimately,
3 responsibility for effective advising is shared by students, faculty, staff and administration.

4

5 II. GOALS. The goals of the University's advising program include, but are not limited to the
6 following: [[Should we keep these goals? Delete? Modify? If modify, how so?]]

7 To assist students in understanding the broader purposes of a university education.

8 To assist students in planning their academic programs.

9 To assist students in identifying a major that aligns with their interests, strengths, and career
10 goals.

11 To assist students in making appropriate course selections to successfully complete their degree.

12 To assist students in understanding the value of the University's General Education program and
13 the relationship of this program to their interests and career objectives.

14 To assist students that are not in "good standing" to return to "good standing" and to progress to
15 their degree.

16 To assist students in interpreting and applying University policies.

17 To acquaint students with the University's student services and resources.

18

19 III. RESPONSIBILITIES OF STUDENTS [[Task Force recommendation: move to Student
20 Rights & Responsibilities Policy]]

21 A.   The responsibility for academic success rests with the student and includes but is not limited
22 to the following:
23 -

24 • Reading the catalog in order to be aware of University, College, and department/area
25   academic policies, regulations, and deadlines.
26 • Complying with University, College, and department/area academic policies, regulations,
27   and deadlines.
28 • Meeting regularly with an advisor in their academic department/area and with a General
29   Education advisor.
30 • Declaring a major officially before 60 units or, in the case of Junior and Senior transfer
31   students, by the end of their first semester.
32 • Understanding academic performance standards for the University and their major.
33 • Understanding requirements to maintain good standing and the consequences for failure
34   to do so.
35 • Retaining copies of advising materials and bringing relevant materials to their advising
36   sessions.

1

2 ~~B.   All students on academic probation are required to meet with an academic advisor in their~~
3 ~~major program or, in the case of undeclared students, with an advisor in the Academic Advising~~
4 ~~Center to develop a plan to return to academic good standing.~~
5
6 ~~C.   Entering freshmen are required to meet with an advisor during orientation to plan and enroll~~
7 ~~in appropriate courses for their first semester.~~
8
9 ~~D.   Freshmen must meet with an advisor during their first and second semester to plan and~~
10 ~~enroll in appropriate courses for following semester.~~
11
12 ~~E.   After their freshmen year, all students must meet with an advisor at least once a year.~~
13
14 ~~F.   All students must comply with the advising policies of their major program or, in the case~~
15 ~~of undeclared students, of the Academic Advising Center.~~
16

17 III.   DEFINITIONS

18 A. Professional Advisors are found in Academic Advising and the Colleges/departments. They
19 generally hold advanced degrees and have extensive training or coursework in student
20 development, University policies and procedures, and academic programs. They are equipped to
21 advise students on general education and graduation requirements and in the departments, they
22 advise on major requirements.

23 B. Major Advisors are faculty or professional staff with extensive training in department and
24 University general education requirements and policies.

25 C. Faculty Advisors are faculty with extensive training in department program requirements.
26 Some may serve in the Academic Advising Center to support general education advising
27 programs.

28 D. Peer Advisors are students who provide general advising to fellow students and are trained to
29 refer complex questions and student issues to professional staff.

30 E. Peer Mentors are students who act as role models for fellow students and are trained to
31 provide information about University policies and programs. They may or may not provide
32 advising about General Education.

33 F. Other

34

35

1   IV. RESPONSIBILITIES OF FACULTY ADVISORS

2   PROPOSED NEW LANGUAGE FOR SECTION ON FACULTY RESPONSIBILITIES:

3   Faculty are responsible for:

4   1.   Providing advising to students in the major as assigned.

5   2.   Providing advising to students in general education (GE) as assigned.

6   3.   Participating in activities (e.g., mentoring) consistent with student success initiatives and
7   educational, career, and personal goals.

8   4.   Reviewing and approving student graduation petitions.

9   A.   General objectives of department/area advisors include but are not limited to the following:

10   1. To create a welcoming environment for advisees.

11   2. To assist students in planning their academic programs.

12   3. To assist students in resolving problems affecting their progress toward a degree.

13   4. To assist students in achieving their educational, career, and personal goals.

14   B.   Specific responsibilities of department/area advisors include but are not limited to the
15   following:

16   1. To make use of adviser training opportunities provided by the College and/or the
17   University.

18   2. To be sufficiently knowledgeable to effectively assist students in making progress
19   toward their degree/program/credential.

20   3. To maintain a working knowledge of current University academic policies and
21   requirements, and the ability to connect advisees to the variety of resources and services
22   available to students.

23   4. To assist students in developing their course schedules for upcoming semesters.

24   5. To assist students in monitoring progress toward completion of:

25   Major or program requirements.

26   General Education and Graduation requirements.

27   Other degree requirements

28   6. To review and approve student graduation petitions (advising students of the
29   University requirement to get approval at least one year in advance of their expected
30   graduation date).

31

1   V. RESPONSIBILITIES OF THE ACADEMIC ADVISING CENTER

2   The Academic Advising Center, under the direction of the Associate Vice President and Dean of
3   Students, is responsible for:

4   A. The responsibilities of the Academic Advising Center include, but are not limited to the
5   following:

6   1. Establishing advising goals which will guide the Center's advising efforts.

7   2. Providing annual training for advisors—professional and faculty.

8   2. Developing an academic advising plan which specifies and informs students of their
9   responsibilities as well as the University resources available for their use. The plan should
10   include, but not be limited to the following:

11   ———   1. Required advising meetings with program advisors.

12   2. Additional requirements for special student populations such as probationary students
13   or pre-professional students (Note: Advising is mandatory for students on probation.
14   Departments/areas are required to provide advising to these students by the end of the
15   second week of their first semester on probationary status).

16   3. Consequences of failure to comply with mandatory advising requirements (e.g., setting
17   advising holds for students who have not met with advisors).

18   4. Provisions that are in place for advising evening students and students studying at off-
19   campus sites, if applicable.

20   3. Providing accurate information about services and resources.

21   4. Providing academic advising on General Education and the University's graduation
22   requirements for all students.

23   5. Providing advising for all undeclared students on probation.

24   3. Coordinating orientation and general advising with academic departments/areas and
25   specialized student support programs.

26   4. Developing and managing the University's academic-based orientation program (including
27   mandatory freshman orientation) for new students and parents, including academic program
28   advising.

29   6. Providing advising each fall and spring for all first-time freshmen not being advised by
30   academic departments/areas. The current three-phase academic and career-advising model is
31   designed to complement and enhance existing advising in academic departments/areas, not to
32   replace it.

33   7. The Academic Advising Center shall Periodically assessing the effectiveness of its academic
34   advising plan, as it relates to its advising goals, and make improvements as needed.

1

VI. RESPONSIBILITIES OF THE NEW STUDENT ORIENTATION ~~New Student Orientation is responsible for:~~

1.   Managing the University's academic-based orientation program for new students and parents.

2.   Coordinating orientation and general advising with academic departments and specialized student populations (e.g., Student Athlete Resource Center (SARC), EOP, etc.).

3.   Providing on-going program evaluation in order to adapt the program to meet the needs of entering new students.

~~VI~~ VII. RESPONSIBILITIES OF ACADEMIC DEPARTMENTS ~~PROGRAMS~~

<mark>NEW PROPOSED LANGUAGE BY TASK FORCE:</mark>

<mark>Academic departments are responsible for:</mark>

<mark>1.   Developing an academic advising plan and periodically assessing its effectiveness.</mark>
<mark>2.   Providing accurate information regarding admission to the program and degree planning.</mark>
<mark>3.   Setting and removing advising holds for students consistent with program guidelines.</mark>
<mark>4.   Recognizing and rewarding advising as part of faculty and staff workload.</mark>
<mark>5.   Understanding that students may seek advice in the Academic Advising Center; all programs should coordinate their advising policies and procedures with the Academic Advising Center, including updates to their advising requirements and/or list of advisors, as well as communicating any requirements for the courses selected by students.</mark>

A.   All programs are responsible for the following:

- Establishing advising goals which will guide the program's advising efforts.
- Developing an academic advising plan which, at a minimum, informs students of the following:

  - Required advising meetings with program advisors at least once a year.
  - Additional requirements for special student populations such as probationary students, pre-professional students, or graduate students (Note: Advising is mandatory for students on probation. Departments/areas are required to provide advising to these students by the end of the second week of their first semester on probationary status).
  - Consequences of failure to comply with mandatory advising requirements (e.g., setting advising holds for students who have not met with advisors).

- o Provisions that are in place for advising evening students, graduate students, and students studying at off-campus sites, if applicable.

- Devising a means of implementing and coordinating the program's advising policy and procedures, including, but not limited to:

  - o Identifying faculty and staff who will be responsible for advising students in their major/program.
  - o Organizing training activities for program advisors.
  - o Providing advisors with advising materials.
  - o Keeping advisors apprised of changes in requirements and availability of campus resources.
  - o Setting and removing advising holds for students who have not met with advisors, in programs with such a policy.

- Recognizing and rewarding advising as part of faculty and staff workload.

B.   Each academic program shall periodically assess the effectiveness of their academic advising plan, as it relates to its advising goals, and make improvements, as needed. In those cases where College advising programs are in place, the College shall periodically assess the effectiveness their academic advising plan and make improvements, as it relates to the its advising goals, and make improvements, as needed.

C.   Understanding that students may seek advice in the Academic Advising Center; all programs should coordinate their advising policies and procedures with the Academic Advising Center, including updates to their advising requirements and/or list of advisors, as well as communicating any requirements for the courses selected by students.

VII. RESPONSIBILITIES OF THE OFFICE OF OUTREACH, ADMISSIONS, AND RECORDS

A. The goals of the Office of Outreach, Admissions, and Records include but are not limited to the following:

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1. To provide the mechanisms, such as registration holds, for enforcing required advising as defined by department/area advising policies.

2. To collaborate and consult with faculty and staff advisors in developing systems for accessing student records that ensure timely and effective advising.

3. To assist faculty and staff advisers with the processes for accessing student records.

4. To generate reports needed to support department/area and college advising efforts.

5. To complete General Education evaluations before the end of transfer students' first
    semester.

6. To complete graduation evaluations before students' registration for their final semester.

-

B. To ensure that each student's undergraduate degree requirements have been met, Degree
Evaluators and Admissions' Counselors shall consult with students and, if necessary, with their
academic major adviser.

-

C. The Office of Outreach, Admissions, and Records shall periodically assess the effectiveness
of its advising services, as it relates to the goals specified above, and make improvements as
necessary.

VIII. ADMINISTRATIVE RESPONSIBILITIES

A. The Provost and the Vice President for Student Affairs are responsible for:

1. Providing annual training to enable faculty and staff to effectively advise students.

2. Developing and maintaining an accurate inventory of campus advising programs and
resources.

3. Assessing and reporting on the effectiveness of the University's advising policy on an annual
basis (reports should be provided to the Senate's Academic Policy Committee).

4. Recognizing and rewarding exceptional advising.

1. Providing sufficient resources needed to support advising at the University and college
    level (for example, monitoring and counseling of at risk students, expanded advising for
    freshmen and transfer orientations, collection and distribution of assessment data,
    increased offerings of Freshmen Seminar courses and Learning Communities, etc.).

2. Providing resources to ensure annual training to enable faculty and staff to effectively
    advise students.

3. Administering the University academic advising policy.

4. Assigning an appropriate administrator to coordinate University efforts to improve
    academic advising and to monitor and enhance policies and practices relating to academic
    advising.

5. Delegating responsibility for ensuring IT support to facilitate academic advising.

6. Communicating the University advising policy, including any changes, to colleges and
    department/areas.

1   ~~7. Providing advisers at all levels with descriptions of the variety of services and resources~~
2   ~~available to students and contacts for student referrals.~~

3   B. College Deans are responsible for:

4   1. Allocating sufficient resources needed to support advising at the College and/or program level.

5   2. Providing annual training to enable College faculty and staff to effectively advise students.

6   ~~1. Monitoring the development and effectiveness of advising policies and practices within~~
7   ~~their colleges.~~

8   ~~2. Coordinating the College's efforts and providing direction and assistance to improve~~
9   ~~advising.~~

10   ~~3.~~ 3. Assessing and reporting on the effectiveness of advising on an annual basis (reports
11   should be provided to the College, Academic Affairs and the Senate's Academic
12   Policies Committee).

13   ~~4.~~ 4. Recognizing and rewarding advising as part of faculty and staff workload.

14

15   IX. MONITORING ADVISING EFFECTIVENESS. ~~The advising goals specified by each unit~~
16   ~~are to be assessed by the unit. As for student success goals, these are much broader in scope and,~~
17   ~~as indicated below, are not appropriately assessed by looking only at the unit goals.~~

18   1. Each program providing advising will develop measurable goals, outcomes and benchmarks
19   linked to the NACADA standards (website) or a similar nationally recognized academic advising
20   organization;

21   2. The Vice President for Academic Affairs (Provost) and Vice President for Student Affairs will
22   conduct an annual advising review—year end—and make public its metrics for addressing those
23   standards (website, annual report, etc.);

24   3. The advising policy will be reviewed as needed or required by Executive Order, for example,
25   but at a minimum every 5 years by the Academic Policies Committee to maintain currency.

26

27   X. ADVISING COUNCIL

28   The campus Advising Council operates under the auspices of the President or Provost with
29   representatives from relevant divisions and other campus stakeholders who will provide
30   consultation on advising policies and provide oversight for assessment of advising programs
31   according to the established standards and processes. [[Examples of represented areas might
32   include Undergraduate Studies, Academic Advising, College SSPs, and students. ** This
33   Council may already exist?? If so, how should the language here be modified??]]

1   A. ~~Advising plans and services should be periodically assessed, as related to their respective~~
2   ~~goals, and improvements made as necessary. Each of the appropriate units should develop their~~
3   ~~own formative assessment2 plan and the implementation of an ongoing process aimed at~~
4   ~~understanding and improving the quality and results of advising their students.~~

5

6   B. ~~The effectiveness of advising programs as it relates to student success is difficult to assess~~
7   ~~directly in that advising is only one of a number of factors influencing student success. It is~~
8   ~~necessary, however, that academic programs be attentive to signs that may suggest students are~~
9   ~~not making satisfactory progress toward achieving the goals identified above, and consider~~
10 ~~whether changes to advising programs may be necessary to address these issues.~~

11

12 ~~In particular, academic units at all levels — department/area, college, and university — should~~
13 ~~identify a set of indicators that may warn of emerging problems or may alert the unit to a need~~
14 ~~for a modification to their advising policy. In addition, academic units should be alert to other~~
15 ~~indicators that, while not indicative an emerging problem, may suggest that a review of the~~
16 ~~existing advising practices is warranted. When indicators suggest, academic programs should~~
17 ~~also consider whether changes to their advising policy and practices are necessary to achieve~~
18 ~~their identified goals.~~

19

20 ~~X. NECESSARY CONDITIONS FOR IMPROVING THE QUALITY AND~~
21 ~~EFFECTIVENESS OF ACADEMIC ADVISEMENT. As suggested throughout this policy, a~~
22 ~~set of conditions must be put in place for increasing effectiveness of the University's academic~~
23 ~~advisement system in improving retention rates to be realized. These conditions include but are~~
24 ~~not limited to the following:~~

25 ~~A. Providing the resources necessary to encourage and maintain high quality and effective~~
26 ~~advising at all levels of the university.~~

27 ~~B. Providing strong incentives and rewards for advisors to engage in high-quality and effective~~
28 ~~advising.~~

29 ~~C. Strengthening advisor orientation, training, and development, and delivering these as~~
30 ~~essential components of the institution's faculty/staff development programs.~~

31 ~~D. Assessing and evaluating the quality and effectiveness of academic advisement at all levels~~
32 ~~of the university.~~

33 ~~E. Maintaining advisee-to-advisor ratios that are small enough to enable delivery of personalized~~
34 ~~advising.~~

35 ~~F. Providing strong incentives for students to meet regularly with their advisors.~~

1 ~~G. Providing strong and effective campus-wide administrative support for collaboration,~~
2 ~~especially between Academic Affairs and Student Affairs.~~

3

4 _____

5 California State University, Sacramento Mission Statement (Approved on March 29, 2004)
6 http://www.csus.edu/portfolio/mission.htm

7 ~~2 An effective continual improvement process requires the use of formative assessment, as~~
8 ~~opposed to a summative assessment process. A formative assessment process analyzes results to~~
9 ~~determine if improvement is necessary, and if so, initiates efforts to improve. Those efforts in~~
10 ~~turn are assessed to determine if the desired results were achieved. If not, modifications or new~~
11 ~~initiatives are implemented and this process continues.~~

12