SACRAMENTO STATE
Faculty Senate

ACADEMIC POLICIES COMMITTEE
2017-18

February 16, 2018
2:00-3:30pm, Sacramento Hall 161

MEMBERS

Jesse Catlin (Marketing & Supply Chain Management, CBA)   Jan Johnston (Theater & Dance, A&L)
Shannon Datwyler (Biological Sciences, NSM)   VACANT
Sue Escobar, Chair (Criminal Justice, HHS)   Tara Sharpp (Nursing, HHS)
James Fox (Library, LIB)   Joseph Van Vo (Management, CBA)
Amber Gonzalez (Child Development, EDU)   Ayanna Yonemura (Ethnic Studies, SSIS)
Megan Heinicke (Psychology, SSIS)

NON-VOTING/EX-OFFICIO MEMBERS

Danielle Ambrose (Office of the University Registrar)   Don Hunt (Division of Student Affairs)
Julian Heather (Faculty Senate)   Jazzie Murphy (Division of Student Affairs)
Gabriel Hernandez (University Staff Assembly)   Don Taylor (Office of Academic Affairs)
Elizabeth Cortez (Associated Students, Inc.)   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 February 2nd meeting (Appendix A).**

5. **Discussion Items: [See document (PDF): List of Websites for APC Meeting Agenda (Feb 16th)**

   a. Advising Issue (Appendix B):
    * Call for Faculty Representative – Smart Planner Adoption Committee
    * Draft of policy amendments/revision

   b. Use of Electronic Devices in the Classroom (Appendix C):
   * referral from Exec
   * [SACSEND] President's Update Thursday February 8th

6. **Meeting Schedule for Spring 2018**
~~February 2~~	March 16	May 4
February 16	April 6	
March 2	April 20	

7. **Adjournment**

ACADEMIC POLICIES COMMITTEE
MINUTES OF THE MEETING OF FEBRUARY 2, 2018
Approved:

CALL TO ORDER: The Chair called the meeting to order at 2:07pm.

ROLL CALL:

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

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

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

GUESTS: Office of the Registrar: Vivian Llamas-Green, Associate Registrar
         Academic Affairs: Chevelle Newsome, Dean of Undergraduate (Interim) and Graduate Studies

APPROVAL OF THE AGENDA: Voting members approved the agenda.

APPROVAL OF THE MINUTES: The minutes of the December 1st meeting were approved.

OPEN FORUM:

ACADEMIC ADVISING: J. Murphy announced that she and Todd Migliaccio are looking to identify faculty who are familiar with and use SmartPlanner and who are willing to visit departments around campus to assist other faculty with the program by giving demos, working one-on-one with faculty, etc. If anyone is interested, please contact either J. Murphy or T. Migliaccio.

OFFICE OF THE REGISTRAR: V. Llamas-Green informed the Committee that her office is identifying student employees and training them on SmartPlanner. They will be available to assist Jazzie and Todd S in their efforts to get more faculty to become familiar with and utilize martPlanner.

SENATE UPDATES: Chair Escobar informed the Committee that she had heard that the Chair's policy centering on voting rights for part-time faculty had passed at the Senate meeting on Feb. 1st; however, A. Gonzalez, who is a Senator and was present at the meeting, stated that only one part of the policy on which there were amendments had passed, not the entire policy. (So, the take-away? Continue to stay tuned ☺)

UPDATE: EXEC REFERRAL REGARDING USE OF ELECTRONIC DEVICES IN THE CLASSROOM FORTHCOMING. Chair Escobar informed the Committee that a referral from Exec would be coming and that the item would be on next meeting's agenda, February 16th. Chair Escobar stated that she would bring to the meeting, or place on the agenda, the referral, particular campus policies that may address the issue of use of electronic devices in the classroom, and example of other college and university policies on this issue.

DISCUSSION ITEM: ADVISING POLICY & TASK FORCE: Chair Escobar began the discussion by stating that the main objective and focus of the meeting would be hearing from folks who had any updates on their visits with advising stakeholders listed in Appendix B of the Task Force Report as well as any member of the campus community who engaged in advising practices.

Chair Escobar reported that at the very end of the Fall 2017 semester and in January 2018 (Winter Break), she spoke with Raquel Quirarte, HHS Student Success Center; Melissa Muganzo, Advisor in the Division of Social Work; and Vivian Llamas-Green, Office of the Registrar. Chair Escobar also reported that she sent Hellen Lee, Chair of the Faculty Policies Committee a memorandum that summarized APCs discussions during Fall 2017. She stated that APC needed to consult with FPC on the faculty workload issue and to respond to Exec with a recommendation by March 29th (end of March).

The Committee discussed the Advisor/Evaluator Feedback Form that was included in the agenda. **J. Murphy** stated that advising assessment was very important, and it definitely needs to be done. However, she raised concerns with questions about an advisor's likeability, giving a good example of a student who was told by an advisor that a certain major may not be a good fit for them based on the student's academic performance (grades, etc.) and that they should consider a different but related path that may be more suitable and doable. This is great advice, but the student may walk away from the appointment irritated and upset with the advisor; if the student filled out a feedback form, the student may state that they didn't think the advisor did a good job or listened to the student, when, in fact, the advisor did. In sum, use care and caution when proceeding with feedback forms like the one in the agenda. **A. Gonzalez** shared what the College of Education's Student Success Center is doing with Intake and now Exit Surveys. A. Gonzalez indicated that they had a lot of data from the Intake forms but just beginning with the exit surveys.

Chair Escobar asked the Committee to consider next steps with respect to modifying, or perhaps keeping, the current Academic Advising Policy and Procedures. Chair Escobar shared the 4 suggestions from Ed Mills, Vice President of Student Affairs, who was not able to attend the meeting. Based on those items, as well as all of the feedback given to APC by the stakeholders and discussions that APC has had over the Fall 2017, the following recommendations and suggestions were made:

* **Incorporate the recommendations from the Advising Task Force, many of whom comprise the current Advising Council, since a lot of time and effort had been spent on the report and the policy revision proposal.**

* **Include a "definitions" section where ADVISING is clearly defined. J. Murphy** recommended that APC look at the NACADA website for a definition since NACADA is a national organization that is also well-known and well-respected in the field.

* **Keep the ADVISING TOOLS very general**. E. Mills had inquired whether or not the policy should name the particular tools that students, and faculty, can use in the advising policy. While the general recommendation is to leave the names of certain things such as buildings, websites, and, in this case,

"advising tools," general, including a specific name may be helpful in the long run and making the edits to the policy in the future if an advising tool name changes is very easy (it's editorial).

* **Definite the TYPES OF ADVISORS on campus, ADVISORS' ROLES, and who can hold a particular title (i.e., students, staff, faculty, etc.) in order to be crystal clear.**

* Need for More Training (for faculty, peer advisors, staff, etc.).

* Need for a broader discussion about the various advising tools and how they are used (i.e., campus-wide). In other words, how ae the 4 year plans laid out? Students may be following a plan that they set up in SmartPlanner; however, they may not realize that the plan is fluid, meaning that certain courses can be taken in either the Fall or Spring semester. (For example, **S. Datwyler** reported that, as Chair of Biological Sciences, she has run across some interesting situations with respect to different BIO courses. She has found that courses that always fill have not filled this semester and the opposite has happened with other course(s)).

> *So, how does the campus get the word out about SmartPlanner and get students to use it?* <u>Macro-level</u>: Chairs and Directors' meetings; <u>Micro-level</u>: faculty level. Some faculty have incorporated the use of SmartPlanner into their courses (i.e., the faculty member requires the student to go into their SmartPlanner, put in some courses and then print out what they have planned).

ADJOURNMENT: The meeting adjourned at 3:30pm.

From: Chair, Faculty Senate
To: Escobar, Sue C.
Subject: Fwd: Call for Faculty Representative - Smart Planner Adoption Committee - Nominations due by 12 noon, Feb 19
Date: Thursday, February 8, 2018 1:41:44 PM
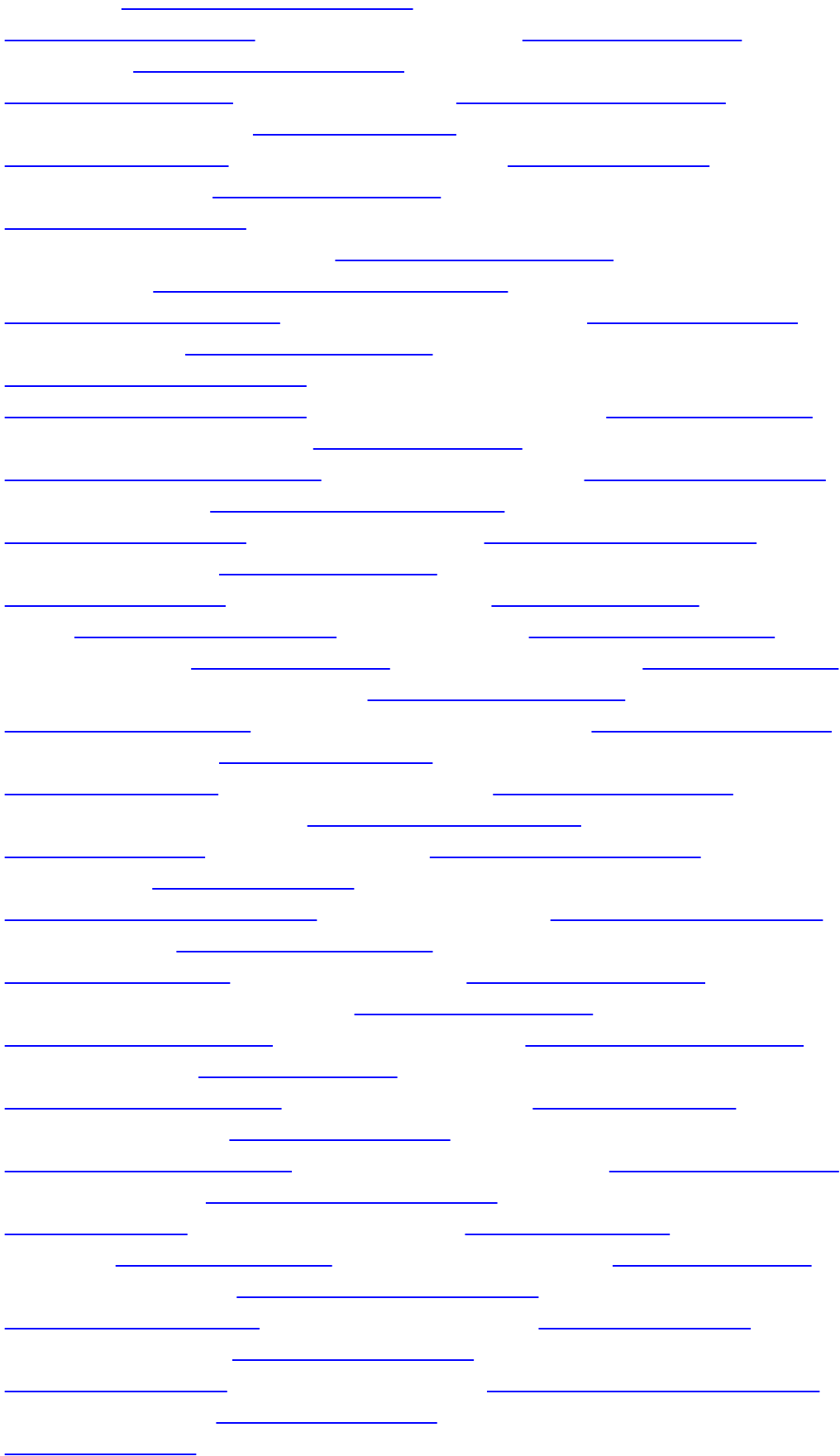
Dear Deans, Department Chairs, and Senators,

Please share the information below with your colleagues. Nominations are due by 12 noon on Mon, Feb 19 to kathy.garcia@csus.edu.

Thank you,
Kathy
****

SACRAMENTO STATE
Faculty Senate

Dear Colleagues,

The Smart Planner Adoption Committee has requested a faculty representative to serve on the Committee.

The Smart Planner Steering Committee provides direction and guidance to a separate working group responsible for implementing the tasks associated with managing the program, including communications, training, maintenance, orientation, and campus-wide integration.

The Committee
- *Helps determine success criteria, and provides guidance to the Smart Planner working group*
- *Champions the importance of Smart Planner across the university to support adoption*
- *Facilitates engagement and regular communication with departments/faculty/students*
- *Provides access to resources and proactively helps remove roadblocks*

Meeting schedule
- *Once a month – typically the last Thursday of the month – with ad hoc meetings as needed.*

Nominations: Nominees are asked to submit a statement of up to 100 words addressing their interest and qualifications. If you are nominating another colleague, please consult with them before putting their name forward and advise them of the deadline for submitting their statement.

Deadline: Nominations and statement of interest are due **by 12 noon on Monday, February 19 via email to Kathy Garcia at kathy.garcia@csus.edu.**

The Senate Executive Committee will review nominations at their meeting on February 27 for placement on the March 1 Senate agenda.

Sincerely,

Julian Heather, Chair
Faculty Senate

Kathy Garcia, Analyst | **Faculty Senate**
Sacramento Hall 254 | kathy.garcia@csus.edu
Direct (916) 278-6847 | Fax (916) 278-5358

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

3 The Faculty Senate recommends amendments to the Undergraduate Academic Advising Policy
4 (FS07-72/APC) in order to establish a framework within which all parties may provide high
5 quality advising, provide accurate information and establish consistency of reporting on advising
6 activities. Referencing nationally-recognized standards for student advising (NACADA) and
7 including recommendations from the President's Advising Task Force, campus advising
8 stakeholders, APC and FPC, this policy provides general guidelines and evaluative
9 criteria/recommendations for programs to use in providing advising services and reporting on
10 them. Since the last policy updates in 2007, there have been many administrative changes,
11 general education policy changes, technology changes, and the development of new programs
12 necessitating a policy review and update. The policy, as amended, becomes effective upon
13 approval by the President.
14

15 **[[TITLE CHANGE:]] ~~UNDERGRADUATE ACADEMIC ADVISING POLICY~~**
16 **ADVISING FOR STUDENT SUCCESS**

17 I. STATEMENT OF PHILOSOPHY

18 What is meant by the term *advising*? While a variety of definitions exist, the National Academic
19 Advising Association provides the following definitions of advising which guide and affirm the
20 important role of academic advising in higher education:

21   "Advising is a process in which advisor and advisee enter a dynamic relationship
22   respectful of the student's concerns. Ideally, the advisor serves as teacher and guide in an
23   interactive partnership aimed at enhancing the student's self-awareness and fulfillment."[1]

24   "... Developmental counseling or advising is concerned not only with a specific personal
25   or vocational decision but also with facilitating the student's rational processes,
26   environmental and interpersonal interactions, behavior awareness, and problem-solving,
27   decision-making, and evaluation skills."[2]

28 From these two definitions, it is clear that academic advising, or *advising*, is not simply a process
29 whereby a student meets with an advisor to check off various boxes of requirements on a list.
30 Rather, it is a relationally dynamic, interactive, developmental process that centers on student
31 success at both the micro level—the nuts and bolts of a particular degree program, including
32 General Education and Graduation Requirements, as well as the specific needs of the student—
33 and a more macro-level—the student's decision-making processes, problem-solving and

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[1] NACADA, Definitions of Advising. https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Definitions-of-academic-advising.aspx Quote citation: O'Banion, T. (1972). An academic advising model. Junior College Journal, 42, 62-69;
[2] NACADA, Definitions of Advising. https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Definitions-of-academic-advising.aspx Quote citation: Quoting B.B. Crookston (1972), Burton, John and Wellington, Kathy, (1998). The O'Banion model of academic advising: An integrative approach. NACADA Journal, 18(2),13-20.

1 decision-making skills, career interests, and larger life goals. A comprehensive, multi-
2 dimensional advising program and practice aims to foster within the student a stronger sense of
3 self-awareness and personal agency in the trajectory of their academic journey.

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

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

23 In this context, an effective academic advising system is essential to the realization of the
24 University's ~~instructional~~ mission, vision, values and its strategic plan.[3] Effective advising
25 should be viewed as a systematic and on-going process based on a relationship between the
26 student and advisor intended to assist the student in achieving educational, career, and personal
27 goals through the utilization of the full range of University resources. All students are entitled to
28 accurate, reliable, and consistent advising by faculty advisors and Student Affairs staff
29 complemented by advising publications. Students are encouraged and in some cases required to
30 utilize advising services. Ultimately, responsibility for effective advising is shared by students,
31 faculty, staff and administration.

32

33 II. GOALS. The goals of the University's advising program include, but are not limited to the
34 following:

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

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[3] California State University, Sacramento, Office of the President, http://csus.edu/president/mission.html

1 To assist students <u>the utilization of e-advising tools so that they can more effectively</u> plan~~ning~~
2 their academic programs <u>and</u> <u>make appropriate course selections to successfully complete their</u>
3 <u>degree in a timely manner.</u>

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

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

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

9 To assist students ~~that~~ <u>who</u> are not in "good standing" to return to "good standing" and to
10 progress to their degree.

11 To assist students in interpreting and applying University policies.

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

13

14 ~~III. RESPONSIBILITIES OF STUDENTS~~ [[Task Force recommendation: move to Student
15 Rights & Responsibilities Policy]]

16 ~~A.   The responsibility for academic success rests with the student and includes but is not limited~~
17 ~~to the following:~~
18 -

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

32 ~~B.   All students on academic probation are required to meet with an academic advisor in their~~
33 ~~major program or, in the case of undeclared students, with an advisor in the Academic Advising~~
34 ~~Center to develop a plan to return to academic good standing.~~
35 -
36 ~~C.   Entering freshmen are required to meet with an advisor during orientation to plan and enroll~~
37 ~~in appropriate courses for their first semester.~~
38 -

1   D.   Freshmen must meet with an advisor during their first and second semester to plan and
2   enroll in appropriate courses for following semester.
3
4   E.   After their freshmen year, all students must meet with an advisor at least once a year.
5
6   F.   All students must comply with the advising policies of their major program or, in the case
7   of undeclared students, of the Academic Advising Center.
8

9   III.   DEFINITIONS

10   A. Professional Advisors are found in Academic Advising, the Colleges/Divisions/Departments,
11   and the Registrar's Office. They generally hold advanced degrees and have extensive training or
12   coursework in student development, University policies and procedures, and academic programs.
13   They are equipped to advise students on general education and graduation requirements and in
14   the departments, they advise on major requirements.

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

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

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

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

25

26   IV. E-ADVISING TOOLS: SMART PLANNER

27   A. Smart Planner[4] is a required planning tool that enables students to select either their course
28   choices or a message for future terms. These plans provide valuable course demand data to
29   Sacramento State, and Colleges, Divisions, and Departments use the information to determine
30   their future course offerings. Smart Planner data improves course availability and helps students
31   graduate on time.

32   B. Compliance Guidelines

33   1. There are two required components each term:

34   a. Login requirement—Students are required to log in at least once each semester. The
35   login window is between the end of Add/Drop for the current semester and the end of

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[4] Smart Planner, http://www.csus.edu/smartplanner/

1   Add/Drop for the next semester (excluding summer). The Add/Drop deadline falls on ==the==
2   ==8th business day== of each semester. Check important dates on the Office of the Registrar's
3   Calendars and Deadlines page.

4   b. Planning requirement—Students must always have the current and future two
5   semesters planned. Students are required to update Smart Planner any time their current
6   and/or future plans change. This alerts campus about students' new course preferences,
7   which helps during the course registration process.

8   2. Failure to comply with these requirements will impact ==a students' registration priority,==[5] as
9   Smart Planner compliance standards are strictly enforced. However, non-compliant students can
10   request an exception. Non-compliant students must demonstrate that their non-compliant status is
11   due to circumstances beyond their control. ==The Smart Planner Non-Compliant Exception==
12   ==Request Form== is submitted online.

13

14   V. RESPONSIBILITIES OF FACULTY ADVISORS

15   Faculty are responsible for:

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

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

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

20   4. Reviewing and approving student graduation petitions.

21   5. ~~To~~ Make use of adviser training opportunities provided by the College and/or the University
22   so as to be sufficiently knowledgeable to effectively assist students in making progress toward
23   their degree/program/credential.

24   6. ~~To~~ Maintain a working knowledge of current University academic policies and requirements,
25   and the ability to connect advisees to the variety of resources and services available to students.

26   7. ~~To~~ Assist students in monitoring their degree progress and developing their course schedules
27   for upcoming semesters via e-advising tools.

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

29   ~~Major or program requirements.~~

30   ~~General Education and Graduation requirements.~~

31   ~~Other degree requirements~~

[5] Priority Registration Policy, Amendment of, FS 16/17-44/APC/FPC, http://www.csus.edu/senate/senate-info/17-18agendas-minutes/101917agenda-minutes/17-18fs-44ap.pdf

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

2 ~~1. To create a welcoming environment for advisees.~~

3 ~~2. To assist students in planning their academic programs.~~

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

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

6 ~~B.   Specific responsibilities of department/area advisors include but are not limited to the~~
7 ~~following:~~

8 ~~1. To make use of adviser training opportunities provided by the College and/or the~~
9 ~~University.~~

10 ~~2. To be sufficiently knowledgeable to effectively assist students in making progress~~
11 ~~toward their degree/program/credential.~~

12 ~~3. To maintain a working knowledge of current University academic policies and~~
13 ~~requirements, and the ability to connect advisees to the variety of resources and services~~
14 ~~available to students.~~

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

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

17 ~~Major or program requirements.~~

18 ~~General Education and Graduation requirements.~~

19 ~~Other degree requirements~~

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

23

24 <u>VI.</u> RESPONSIBILITIES OF THE ACADEMIC ADVISING CENTER

25 <u>The Academic Advising Center, under the direction of the Associate Vice President and Dean of</u>
26 <u>Students, is responsible for:</u>

27 ~~A. The responsibilities of the Academic Advising Center include, but are not limited to the~~
28 ~~following:~~

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

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

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

4   ~~1. Required advising meetings with program advisors.~~

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

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

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

13   3. <u>Providing accurate information about services and resources.</u>

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

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

17   ~~3. Coordinating orientation and general advising with academic departments/areas and~~
18   ~~specialized student support programs.~~

19   ~~4. Developing and managing the University's academic-based orientation program (including~~
20   ~~mandatory freshman orientation) for new students and parents, including academic program~~
21   ~~advising.~~

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

26   7. ~~The Academic Advising Center shall~~ <u>Periodically assessing</u> the effectiveness of its academic
27   advising plan, as it relates to its advising goals, and make improvements as needed.

28

29   <u>VII. RESPONSIBILITIES OF THE NEW STUDENT ORIENTATION</u> ~~New Student Orientation~~
30   ~~is responsible for:~~

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

32   2. Coordinating orientation and general advising with academic departments and specialized
33   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 VIII. RESPONSIBILITIES OF ACADEMIC DIVISIONS/DEPARTMENTS PROGRAMS

Academic divisions/departments are responsible for:

1. Developing an academic advising plan and periodically assessing its effectiveness.

2. Providing accurate information regarding admission to the program and degree planning.

3. Setting and removing advising holds for students consistent with program guidelines.

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

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.

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:

    o Required advising meetings with program advisors at least once a year.
    o 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).
    o 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.

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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:

-

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.

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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.

1   -

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

5

6   ~~VIII~~ IX. ADMINISTRATIVE RESPONSIBILITIES

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

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

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

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

13 4. Recognizing and rewarding exceptional advising.

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

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

20 ~~3.   Administering the University academic advising policy.~~

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

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

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

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

29 B. College Deans are responsible for:

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

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

32 ~~1.   Monitoring the development and effectiveness of advising policies and practices within~~
33 ~~their colleges.~~

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

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

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

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

1. Each program providing advising will develop measurable goals, outcomes and benchmarks linked to the NACADA standards[6] or a similar nationally recognized academic advising organization;

2. At the end of each academic year, the Vice President for Academic Affairs (Provost) and Vice President for Student Affairs will conduct an annual advising review and make public its metrics for addressing those standards (website, annual report, etc.);

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

XI. ADVISING COUNCIL

The campus Advising Council operates under the auspices of the President or Provost with representatives from relevant divisions and other campus stakeholders who will provide consultation on advising policies and provide oversight for assessment of advising programs according to the established standards and processes.

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

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

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[6] NACADA, https://www.nacada.ksu.edu/

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

9

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

15 A. Providing the resources necessary to encourage and maintain high quality and effective
16 advising at all levels of the university.

17 B. Providing strong incentives and rewards for advisors to engage in high quality and effective
18 advising.

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

21 D. Assessing and evaluating the quality and effectiveness of academic advisement at all levels
22 of the university.

23 E. Maintaining advisee-to-advisor ratios that are small enough to enable delivery of personalized
24 advising.

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

26 G. Providing strong and effective campus-wide administrative support for collaboration,
27 especially between Academic Affairs and Student Affairs.

28 _____

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

31 2 An effective continual improvement process requires the use of formative assessment, as
32 opposed to a summative assessment process. A formative assessment process analyzes results to
33 determine if improvement is necessary, and if so, initiates efforts to improve. Those efforts in
34 turn are assessed to determine if the desired results were achieved. If not, modifications or new
35 initiatives are implemented and this process continues.

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February 9, 2018

To: Sue Escobar, Chair
        Academic Policies Committee

From: Julian Heather, Chair
        Faculty Senate

Subj: Use of Electronic Devices in the Classroom Referral.

At its meeting on February 6, 2018, the Executive Committee discussed <u>questions</u> raised by John Williams regarding students' use of electronic devices in class. The Executive Committee has referred this matter to the Academic Policies Committee (APC) and asks it to address several questions including, but not limited to, the following:

- What existing campus policies are relevant to this matter?
- What are the implications of the presence of electronic devices in the classroom for faculty and student privacy?
- What are faculty and student rights regarding electronic devices? For example, what is inappropriate use of devices by students? What are appropriate responses by faculty to students' inappropriate use of devices?
- Does the campus need a policy on this matter, or simply guidelines for faculty and/or students?

The Executive Committee also asks APC to consult with the Faculty Policies Committee regarding any faculty issues related to students' use of electronic devices in the classroom.

APC's recommendations are due by **October 15, 2018**, to the Faculty Senate Chair at senate-chair@csus.edu. Please also copy the Senate Analyst at kathy.garcia@csus.edu.

Please feel free to contact me if you have any questions.

Cc: Hellen Lee

JH/kg

President's Update

Thursday, February 8, 2018

To All Members of the Campus Community:

As activity on our campus increases, we are always working to avoid disruption to campus life and safety. In December, the University implemented a new policy on Visual and Sound Productions on Property Owned, Leased, and/or Controlled by the University to govern visual and sound productions on campus. This policy applies to anyone who will be filming or recording on property that is owned, leased, or controlled by Sacramento State.

Please read the policy and procedures carefully as the guidelines may impact student projects, faculty assignments, and commercial productions. For additional information, please contact University Communications at (916) 278-6156.

Sincerely,

Robert S. Nelsen

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OFFICE OF THE PRESIDENT

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