SACRAMENTO STATE
Faculty Senate

ACADEMIC POLICIES COMMITTEE
2017-18

February 2, 2018
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 December 1st meeting (Appendix A).**

5. **Update: Exec Referral regarding Use of Electronic Devices in the Classroom forthcoming.**

6. **Discussion Item: Advising Issue (Appendix B)**
   * Committee updates on any additional conversations with the President's Advising Task Force Report & Referral
   * Summary of issues raised in conversations within APC and with stakeholders (see attachment)
   * Memo from Chair Escobar to FPC Chair, Hellen Lee (see attached)
   * Moving forward: policy revision and development based on Task Force Report Recommendations; APC stakeholder conversations; etc.

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

8. **Adjournment**

ACADEMIC POLICIES COMMITTEE
MINUTES OF THE MEETING OF DECEMBER 1, 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, Gonzalez (absent), Heinicke, Johnston, Sharpp, Van Vo (absent), Yonemura

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

GUESTS: Office of the Registrar: Vivian Llamas-Green, Associate Registrar
          Student Affairs: Noelle McCurley, Student Services & Special Projects Coordinator
          Academic Advising Center: My Sayamnath, Assistant Director, Student Services & Training

APPROVAL OF THE AGENDA: Voting members approved the agenda.

APPROVAL OF THE MINUTES: The minutes of the November 3rd meeting were approved.

OPEN FORUM:

   SENATE UPDATES: Chair Escobar informed the Committee that the Academic Honesty Policy revisions were presented to the Executive Committee at its November 28th meeting. There were 3 changes that were recommended. Chair Escobar informed the Committee that she would make those changes and bring the policy draft back to Exec in the Spring 2018 semester.

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:

* **Adding Names/Offices to the Stakeholders' List:** V. Llamas-Green requested that the Registrar's Office be added to the list of advising stakeholders since that office engages in advising with students during the degree evaluation process and at other times when students call or visit that office with concerns regarding their academic records. Chair Escobar stated that she would reach out to both Vivian and Noelle (McCurley) to schedule a meeting during finals week or over the winter break.

* **EAB Roll-Out & Reducing Advising Redundancy on Campus:** M. Sayamnath stated that EAB is slowly rolling out. She said that, with EAB, advisors can look up a student's record once they check into

EAB and see if students belong to other groups, such as EOP. If they do, then the Academic Advising Center will refer the student to that office because the student already has a designated advisor. Having EAB will eliminate or at least greatly reduce the problem of redundancy of advising services on campus. That said, students still visit a number of offices/programs within SASEEP, and, as a result, they may end up getting different information regarding advising. N. McCurley stated that, if folks were interested, they could visit www.eab.com and get on the forum there in order to review some best practice models for advising.

* **Implementing the Advising Policy:** The responsibility for implementing the Academic Advising Policy rests with the Provost (in Academic Affairs) and the Vice President for Student Affairs. Some folks raised the point that perhaps the main issue is not necessarily with the content of the policy but the fact that it isn't being implemented.

* **MOVING FORWARD/OTHER IDEAS:** As the meeting came to a close, Chair Escobar stated that she would send a memo to the Chair of the Faculty Policies Committee, Hellen Lee, summarizing the main points that were raised by APC. Chair Escobar offered an idea of creating and distributing an electronic survey to students, faculty, administrators, and particularly, advising stakeholders, regarding advising at Sacramento State. The Committee seemed open to the idea and will continue these discussions in the Spring 2018 semester. Best wishes for a wonderful holiday season and winter break were shared around the table – along with sugar cookies ☺

ADJOURNMENT: The meeting adjourned at 3:10pm.

California State University, Sacramento
Division of Criminal Justice
6000 J Street • Sacramento, CA 95819-6085
T (916) 278-6487 • F (916) 278-7692 • www.hhs.csus.edu/cj

January 12, 2018

To: Hellen Lee, Chair, Faculty Policies Committee (FPC)

From: Sue C. Escobar, Chair, Academic Policies Committee (APC)

Re: Summary of Fall 2017 APC Discussions re: Advising Issues Consultation

Per the Executive Committee memorandum dated September 11, 2017 requesting APC to consult with FPC regarding workload issues, I am writing this memorandum to provide you with a summary of APCs discussions this past Fall 2017 semester with various advising stakeholders listed in Appendix B of the President's Advising Task Force Report as it pertains specifically to the faculty workload issue. Although the Academic Policies Committee will likely continue to reach out to the various advising stakeholders in the Spring 2018 semester, since not all of them have been contacted, as APC Chair, I wanted to provide you with a summary update regarding APCs discussions thus far.

ADVISING. WHAT IS IT? There is a real lack of clarity on campus as to what "advising" really means. Is it solely 'academic' advising or does it also include career advising? Mental health counseling/advising? Mentoring? How broad should the role of 'academic advisor' be—limited to only GE advising or should it also include major advising as well? The campus needs a solid understanding of what is meant by 'advising,' as this understanding will help inform folks in terms of policymaking and implementation.

SAC STATE NEEDS MORE ADVISORS (translation = more $$$$$). There is a 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. The different centers on campus are doing great things but their reach is limited because there is no money to hire additional advisors to reach the demand of the students.

CAREER ADVISING. There is a great need for career advising on this campus. 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.

ADVISING TRAINING. More advising training is needed for faculty and for students as well (peer advisors). 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.

DUPLICATION/REDUNDANCY OF ADVISING ON CAMPUS. Although the EAB Student Case Management system will help to eliminate a lot of advising redundancy among various offices and units around campus, there will likely remain a lot of duplicative advising efforts at Sac State, which can lead to problems for students where they are told one thing by one advisor and told another by someone in a different center. Often times, students who receive advising from one center, or organization, on campus, they are also getting advised somewhere else. Sometimes students will visit with three or more advisors in different locations (e.g., EOP; SASEEP; major advisor). From a student's perspective, it is best to stay with one or maybe two people (advisors/offices) rather than go to multiple places for advising where one runs the risk of receiving different information or answers to the same questions.

CHANGING CAMPUS RTP CULTURE to BEGIN VALUING ADVISING AMONG FACULTY. There 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**. While there is a lot of talk around campus 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. More specifically, there is a real need to change the culture on campus regarding the value that is placed on faculty advising by RTP Committees (their colleagues), Department/Division Chairs; College Deans; the Provost; and the President. For many faculty, advising is not valued in the RTP process at all or very little recognition is given to it.

A related issue centers on the **evaluative feedback faculty receive, or can receive, regarding the quality of their advising**. In many ways, documenting advising efforts in one's WPAF (for RTP purposes) is challenging for a number of reasons, the primary one being confidentiality concerns under FERPA. An example of how faculty may receive feedback on the quality of their advising comes from the College of Education's Student Success Center. When students come in to the Center for advising, they are logged into a software program. Following the visit, the student is emailed a link to a survey so that they can provide feedback about their experience with their advisor.

One FPC-APC collaborative idea involves the creation and administration of an electronic survey that can be sent out to students, faculty, administrators and those staff who are involved in some capacity with "advising" activities and processes. Although a lot of time and effort have been expended with respect to the President's Advising Task Force, perhaps it would beneficial to gather feedback from the folks who are responsible for implementing the Academic Advising Policy, whether revised or not (Provost and Vice President for Student Affairs) and those who "do" advising (faculty, staff, students) and receive advising services (students). On behalf of the Academic Policies Committee, I am looking forward to hearing from you and your Committee regarding these issues and ideas. I am also more than happy and willing to attend an FPC meeting in the Spring 2018 should you request my presence. Thank you for your time and attention. I greatly appreciate it.

Cc:	Julian Heather, Chair, Faculty Senate
	Kathy Garcia, Faculty Senate Analyst

Los Rios Community College District
ARC   SCC   CRC   FLC
STUDENT REVIEW OF COUNSELORS   APPENDIX B

Following your session with the counselor please complete this questionnaire and return to the drop box located in the counseling office marked "Return Counselor Surveys Here."

1. USE A NO. 2 PENCIL FOR MARKING RESPONSES. DO NOT USE INK. 2. READ EACH STATEMENT CAREFULLY AND MARK THE BUBBLE THAT REPRESENTS YOUR OPINION.	COUNSELOR'S NAME: _Anderegg_ DATE: _____

Your review should be as impartial and objective as you can make it. Fill in one bubble for each item. Again, you do not need to sign your name.

PLEASE USE NO. 2 PENCIL.
RIGHT   WRONG

1. I have seen this counselor: ● Once   ○ 2-4 times   ○ more than 4 times

2. I last saw this counselor: ● in his/her office   ○ at the counter   ○ at registration   ○ other _____

3. I talked to the counselor about the following (Mark all that apply):
- ○ How my test results (assessment) related to choosing classes
- ● college degrees and programs (2 and 4 year)
- ● transfer requirements
- ● college rules and regulations; i.e., academic status, repeat policy, etc.
- ○ career information
- ○ student services on campus
- ○ off campus resources
- ○ personal counseling
- ● educational plan
- ● other _e5 Priority registration_

	Strongly Agree	Mildly Agree	No Opinion	Mildly Disagree	Strongly Disagree	Not Applicable
4. I felt the counselor listened to me	●	○	○	○	○	○
5. The counselor helped me understand my choices	●	○	○	○	○	○
6. The counselor treated me fairly	●	○	○	○	○	○
7. I felt comfortable sharing academic concerns with this counselor	●	○	○	○	○	○
8. I felt comfortable discussing my issues with this counselor	●	○	○	○	○	○
9. I felt free to ask questions, disagree, or express my own ideas	●	○	○	○	○	○
10. After my counseling appointment, I know what I need to do next	●	○	○	○	○	○
11. I would return to see this counselor	●	○	○	○	○	○
12. I would recommend this counselor to other students	●	○	○	○	○	○

Additional Comments: Kristen was extremely helpful. I had multiple issues/questions, and she even initiated graduation filing for me.

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 <mark>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.</mark> The policy, as amended, becomes effective upon approval by the President.

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

<mark>I. STATEMENT OF PHILOSOPHY</mark> [[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   <mark>PROPOSED NEW LANGUAGE FOR SECTION ON FACULTY RESPONSIBILITIES:</mark>

3   <mark>Faculty are responsible for:</mark>

4   <mark>1.   Providing advising to students in the major as assigned.</mark>

5   <mark>2.   Providing advising to students in general education (GE) as assigned.</mark>

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

8   <mark>4.   Reviewing and approving student graduation petitions.</mark>

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~~

==NEW PROPOSED LANGUAGE BY TASK FORCE:==

==Academic 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).

- - 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:

  - Identifying faculty and staff who will be responsible for advising students in their major/program.
  - Organizing training activities for program advisors.
  - Providing advisors with advising materials.
  - Keeping advisors apprised of changes in requirements and availability of campus resources.
  - 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:

-

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.~~

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

B. College Deans are responsible for:

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

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

1. ~~Monitoring the development and effectiveness of advising policies and practices within 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. 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 (website) or a similar nationally recognized academic advising organization;

2. The Vice President for Academic Affairs (Provost) and Vice President for Student Affairs will conduct an annual advising review—year end—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.

X. 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. [[Examples of represented areas might include Undergraduate Studies, Academic Advising, College SSPs, and students. ** This 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