SACRAMENTO STATE
Faculty Senate

ACADEMIC POLICIES COMMITTEE
2017-18

March 2, 2018
2:00-3:30pm, Sacramento Hall 275

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 February 16th meeting (Appendix A).**

5. **Discussion Items: [See document (PDF): List of Websites for APC Meeting Agenda (March 2nd)**

   a. Advising Issue (Appendix B):
   * FPC response to APC memo
   * 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 16, 2018
Approved:

CALL TO ORDER: The Chair called the meeting to order at 2:08pm.

ROLL CALL:

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

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

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

GUESTS: Liberal Studies Program: Kristen Anderegg, Advisor/Manager

APPROVAL OF THE AGENDA: Voting members approved the agenda.

APPROVAL OF THE MINUTES: The minutes of the February 2nd meeting were approved.

OPEN FORUM:

SENATE UPDATES: Chair Escobar informed the Committee that the Academic Honesty Policy and Procedures (amended) will be on the Faculty Senate agenda as a First Reading item on March 1st.

DISCUSSION ITEMS:

CALL FOR FACULTY REPRESENTATIVE – SMART PLANNER ADOPTION COMMITTEE: Chair Escobar asked Committee members to consider volunteering to serve on the Smart Planner Adoption Committee. Senate Chair, Julian Heather, had suggested to Chair Escobar that it might be beneficial to have a faculty representative from APC serve on this Committee. **J. Van Vo** stated that he was interested in serving and stated that he would submit his name and nomination statement to Senate Analyst, Kathy Garcia; deadline is Monday February 19th by 12:00pm.

ADVISING POLICY & TASK FORCE: Chair Escobar began the discussion by stating that the main objective and focus of the meeting would be to review the draft of the revised Academic Advising Policy and Procedures (AAPP).

Some of the **questions that arose centered on the 'Definitions' section of the revised AAPP** (i.e., does this campus use the terms 'peer advisor,' 'peer mentor,' 'student ambassador?'). There was confusion around the names and the roles of advisors, what their responsibilities are, etc. Chair Escobar stated that the Committee would continue to work on this section, seeking clarification. **Additional questions and comments focused on the newly created section on 'E-Advising Tools:'** do we include the specific names of these e-advising tools or remain general/broad? (consensus was to keep the language general/broad); **D. Ambrose** stated that the narrative in this section should mention the 'degree audit' tool which is used in conjunction with Smart Planner. Another concern centered on what is meant by 'completion' with respect to degree planning on Smart Planner. (Current definition is '2 or 4 years of planning, depending on if a student is a transfer student or native Sac State student). D. Ambrose volunteered to bring this issue of including Smart Planner and the degree audit language—making it required by all students; definition of 'completion' as it pertains to degree planning.

USE OF ELECTRONIC DEVICES IN THE CLASSROOM: The Committee began the initial discussion of this item by reviewing the referral from the Executive Committee and reviewing the list of current Sacramento State policies and procedures that address the following: student and faculty rights and responsibilities, dealing with disruptive students in the classroom setting, student conduct, use of video and recording on campus and campus-owned property. **Chair Escobar** stated that the Committee would continue discussing this item at the next meeting and suggested that folks review these policies in preparation of the March 2nd meeting.

ADJOURNMENT: The meeting adjourned at 3:30pm.

List of Websites for APC Meeting Agenda (March 2ⁿᵈ)

ADVISING POLICY ITEM:

Sac State Smart Planner http://www.csus.edu/smartplanner/

CalPoly Poly Planner https://registrar.calpoly.edu/PolyPlanner

PolyPlanner Non-Compliant Exception Request Form
https://registrar.calpoly.edu/polyplanner-exception-request

CalPoly Faculty Advisor Training https://success.calpoly.edu/advisor-training

NACADA https://www.nacada.ksu.edu/

Inside Higher Education, "Advising Equals Engaged Students"

https://www.insidehighered.com/news/2018/02/13/proactive-advising-leads-retention-and-graduation-gains-colleges?utm_source=Inside+Higher+Ed&utm_campaign=a540da7a6a-DNU20180111&utm_medium=email&utm_term=0_1fcbc04421-a540da7a6a-226666169&mc_cid=a540da7a6a&mc_eid=615e7000d2

USE OF ELECTRONIC DEVICES IN THE CLASSROOM ITEM:

Existing University Policies:

Dealing with Disruptive Student Behavior in the Classroom:
http://csus.edu/umanual/student/stu-0112.htm

Student Conduct Code: http://csus.edu/umanual/student/ums16150.htm

Student Conduct Procedures:
http://www.csus.edu/student/procedures_student_conduct.html

Student Rights and Responsibilities: http://csus.edu/umanual/student/stu-0119.htm

Faculty Responsibilities to Students in the Instructional Environment:
http://www.csus.edu/acaf/academic%20resources/policies%20and%20procedures/faculty%20responsibilities%20to%20students%20in%20the%20instructional%20environment.html

 Visual and Sound Productions on Property Owned, Leased, and/or Controlled by the University, http://www.csus.edu/umanual/advance/adv-0151.htm

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TO: Julian Heather, Chair
          Faculty Senate

          Sue Escobar, Chair
          Academic Policies Committee

DATE: Feburary 21, 2018

RE: President's Advising Task Force Report, May 2017

Faculty Policies Committee has reviewed the President's Advising Task Force Report, dated May 2017. We have also reviewed Sue Escobar's report from Academic Policies Committee. Our findings correlate strongly with the APC report and we have some questions and comments that directly impact faculty roles, responsibilities, and workload.

GOALS

Faculty need to be consulted and informed regarding the best use of their time and expertise to minimize redundancy and conflicting information for the student. In the lengthy report, it is quite clear that what advising means varies drastically by the person engaged in it, whether it be a student, staff, faculty, or administrator. As the report states, "the campus has no shared definition of what constitutes advising, nor have the distinct scope and roles of faculty, staff, and students who conduct advising and advising-related activities been established" (6). The most important goal for FPC is a clear articulation and coordination of advising tasks and responsibilities in relation to faculty participation. In particular, there appears to be a lack of clarity in identifying the role of faculty participation in advising: is it major advising, career advising, course advising, general education advising, signing forms? Currently, faculty participate in some, all, or none of these activities.

While students in a major may have trouble accessing beneficial advising (for all the reasons outlined in the Report), of particular concern is who is advising students of impacted programs if they do not successfully gain admittance? How are those students, then, being advised to select new majors?

FPC COMMENTS AND QUESTIONS

Centralization: *While much advising can be centralized, FPC recommends that major advising and career paths be left to faculty members who are experts in their field and participants in the shaping of the curriculum.*

Can an academic unit dedicate part of 1 or 2 faculty members' time (through reassigned time) to be central advisors in their programs?

Training and Resources: *With the regular change of curriculum as well as platforms/technology, faculty need professional development in advising*. It is not enough to simply provide the technology; training resources need to be made easily available as well. Could visits be made to individual academic units with presentations tailored specifically to their needs at times that are convenient for faculty members, such as a department meeting?

For faculty who take on more than major advising, additional time and resources need to be made to allow for the extra information that needs to be learned, technology adopted, and time to advise students.

Expectations:

Changing the culture of advising — its value and importance — must be reinforced through material as well as symbolic means. We must, however, identify what the expectations around advising are. For example, how many hours of advising is considered adequate, excessive, or insufficient? Once that is established, either by each academic unit or campus-wide, how do we institutionalize a culture of advising on campus? How can we place value on it? Can advising become a core component of the RTP review process?

In sum, Faculty Policies Committee regards advising as one of the crucial tasks that faculty engage in on our campus. Faculty can advise students in a way that is directly related and relevant to students' academic and career interests, but more resources (funding, time, and training) are required to allow that faculty to be the best advisors for our students.

Best regards,

s/Hellen Lee

THE CALIFORNIA STATE UNIVERSITY: Bakersfield • Channel Islands • Chico • Dominguez Hills • East Bay • Fresno • Fullerton • Humboldt • Long Beach • Los Angeles • Maritime Academy • Monterey Bay • Northridge • Pomona • Sacramento • San Bernardino • San Diego • San Francisco • San Jose • San Luis Obispo • San Marcos • Sonoma • Stanislaus

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 with <u>the utilization of e-advising tools so that they can more effectively</u>
2 plan~~ning~~ their academic programs <u>and</u> <u>make appropriate course selections to successfully</u>
3 <u>complete their 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~~ <u>toward</u> 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 <mark>~~III. RESPONSIBILITIES OF STUDENTS~~ [[Task Force recommendation: move to Student</mark>
15 <mark>Rights & Responsibilities Policy]]</mark>

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. [Comment from FPC: who is considered "faculty in this context?" (full-time? Part-
20 time? What does "extensive" mean in this context?)]

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

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

26 Student Ambassadors?

27 **IV. E-ADVISING TOOLS [[this section is simply a placeholder (much of the language**
28 **taken directly from CalPoly's Polyplanner website), given recent discussions in a variety of**
29 **places, which suggest that, at some point in the future, Smart Planner will mandatory for**
30 **all students. As we learn more from folks on the various Smart Planner committees and**
31 **working groups, this section will be modified.]]**

32 A. Smart Planner[4] is a required planning tool that, when used with the degree audit, enables
33 students to select either their course choices or a message for future terms. These plans provide
34 valuable course demand data to Sacramento State, and Colleges, Divisions, and Departments use
35 the information to determine their future course offerings. Smart Planner data improves course
36 availability and helps students graduate on time.

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

1   B. Compliance Guidelines

2   1. There are two required components each term:

3   a. Login requirement—Students are required to log in at least once each semester. The
4   login window is between the end of Add/Drop for the current semester and the end of
5   Add/Drop for the next semester (excluding summer). The Add/Drop deadline falls on the
6   8th business day of each semester. Check important dates on the Office of the Registrar's
7   Calendars and Deadlines page.

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

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

17

18   V. RESPONSIBILITIES OF FACULTY ADVISORS

19   Faculty are responsible for:

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

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

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

24   4. Reviewing and approving student graduation petitions.

25   5. To make Making use of adviser training opportunities provided by the College and/or the
26   University so as to be sufficiently knowledgeable to effectively assist students in making
27   progress toward their degree/program/credential.

28   6. To maintain Maintaining a working knowledge of current University academic policies and
29   requirements, and the ability to connect advisees to the variety of resources and services
30   available to students.

31   7. To assist Assisting students in monitoring their degree progress and developing their course
32   schedules for upcoming semesters via e-advising tools.

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

2   Major or program requirements.

3   General Education and Graduation requirements.

4   Other degree requirements

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

6   1. To create a welcoming environment for advisees.

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

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

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

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

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

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

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

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

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

21   Major or program requirements.

22   General Education and Graduation requirements.

23   Other degree requirements

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

27

28   VI. RESPONSIBILITIES OF THE ACADEMIC ADVISING CENTER

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

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

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

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

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

8 ⸻ 1. Required advising meetings with program advisors.

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

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

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

17 3. Providing accurate information about services and resources.

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

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

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

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

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

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

32

33 VII. RESPONSIBILITIES OF THE NEW STUDENT ORIENTATION New Student Orientation
34 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~~ 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:~~

  - ~~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).~~
  - ~~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.

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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:

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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.

APPENDIX B

1 -

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

5 -

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

9

10 VIII IX. ADMINISTRATIVE RESPONSIBILITIES

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

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

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

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

17 4. Recognizing and rewarding exceptional advising.

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

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

24   3.   Administering the University academic advising policy.

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

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

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

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

33 B. College Deans are responsible for:

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

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

3 ~~1. Monitoring the development and effectiveness of advising policies and practices within~~
4   ~~their colleges.~~

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

7 ~~3.~~ 3. Assessing and reporting on the effectiveness of advising on an annual basis (reports
8   should be provided to the College, Academic Affairs and the Senate's Academic
9   Policies Committee).

10 ~~4.~~ 4. Recognizing and rewarding advising as part of faculty and staff workload.

11

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

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

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

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

23

24 XI. ADVISING COUNCIL

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

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

33

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

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

6

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

14

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

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

22 B. Providing strong incentives and rewards for advisors to engage in high-quality and effective
23 advising.

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

26 D. Assessing and evaluating the quality and effectiveness of academic advisement at all levels
27 of the university.

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

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

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

33 _____

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

1   2. An effective continual improvement process requires the use of formative assessment, as

2   opposed to a summative assessment process. A formative assessment process analyzes results to

3   determine if improvement is necessary, and if so, initiates efforts to improve. Those efforts in

4   turn are assessed to determine if the desired results were achieved. If not, modifications or new

5   initiatives are implemented and this process continues.

California State University, Sacramento
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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

SACRAMENTO STATE
OFFICE OF THE PRESIDENT

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