

ACADEMIC POLICIES COMMITTEE
2017-18

May 4, 2018
2:00-3:30pm, Sacramento Hall 275

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 April 6th meeting (Appendix A).**
- 5. Discussion Items:**
 - a. Use of Electronic Devices in the Classroom (Appendix B):**
* APC Draft Response to Exec Referral and Guidelines Suggestions
 - b. Advising Issue (Appendix C):**
* Draft of policy amendments/revision (version 5)
- 6. Meeting Schedule for Spring 2018**

February 2	March 16	May 4
February 16	April 6	
March 2	April 20	
- 7. Adjournment**

APPENDIX A

ACADEMIC POLICIES COMMITTEE MINUTES OF THE MEETING OF APRIL 20, 2018

Approved:

CALL TO ORDER: The Chair called the meeting to order at 2:09pm.

ROLL CALL:

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

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

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

GUESTS: Liberal Studies Program: Kristen Anderegg, Advisor/Manager
Office of the University Registrar: W. Nick Lindsey, Graduation Advisor

APPROVAL OF THE AGENDA: Voting members approved the agenda.

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

OPEN FORUM:

ADVISING CENTER UPDATES: S. Escobar (on behalf of J. Murphy) reminded everyone that Student-Faculty-Staff Field Day was happening that afternoon from 2:00-5:00pm!!

AGENDA UPDATE/INFORMATION: S. Escobar informed the Committee that one of the documents included in the meeting agenda, at the very end of the agenda, was the memorandum that Chair Escobar wrote as the Committee's response to the Executive Committee's referral regarding the President's Advising Task Force and the consultation with advising stakeholders. Chair Escobar also informed the Committee that this memorandum/item had been placed on the Executive Committee meeting's agenda for April 24th, and that she would provide an update to the Committee on May 4th regarding Exec's response and feedback.

APPENDIX A

DISCUSSION ITEMS:

USE OF ELECTRONIC DEVICES IN THE CLASSROOM:

The Committee continued its discussion of this item and focused on providing ideas and suggestions for guidelines regarding the use of electronic devices in the classroom. Having determined that current campus policies, as well as California state law regarding consent to make recordings (audio, etc.), the Committee came up with the following:

- With SSWD students making recordings in a classroom for lecture material, the Committee recommendation is to have the instructor inform the class know that the lecture is being recorded.
- The Committee recommends that instructors include a notification about rules and regulations regarding lecture recording in the syllabus, whether it is allowed or not, and if it is allowed, under which conditions or circumstances lectures can be recorded (e.g., SSWD students in the previous bullet)
- Faculty, as well as students and perhaps all Sacramento State employees and constituents, need to be informed of the various campus, state, and federal policies that cover the use of electronic devices the classroom.
- Applicable Sacramento State policies already in existence in the University Policy Manual include but the “Disruptive Students in the Classroom Environment” policy; ‘Student Rights and Responsibilities,’ ‘Faculty Responsibilities to Students in the Instructional Environment,’ and the new campus policy/interim policy regarding video/audio recordings on campus. There are also applicable California State laws dealing with unauthorized recordings, photography, videography, etc. that faculty with which faculty should become familiar and utilize in situations of unpermitted use of electronic devices in the classroom.
- Faculty must be informed that they cannot confiscate students’ cell phones and/or electronic devices. This action is a crime of theft, and the faculty member is in violation of the law should they do this.
- The Committee recommends that faculty do not single out electronic devices and the unpermitted use thereof as a special case or violation of classroom behavior. Treat it like any other kind of disruptive behavior in a classroom environment and follow the procedures provided in the Disruptive Student in the Classroom Environment Policy that is currently in effect on campus. This policy provides clear guidelines as to what a faculty member can do to address disruptive classroom behaviors. Unpermitted use of an electronic device in the classroom environment is disruptive behavior, and it should be treated as such.

ADVISING POLICY & TASK FORCE:

The Committee did not have a lot of time to discuss this item, but comments and a few suggested revisions to the Academic Advising Policy and Procedures were made. Chair Escobar stated that she would bring back a revised version of the policy (#5) for the meeting on May 4th.

ADJOURNMENT: The meeting adjourned at 3:30pm.

DRAFT MEMORANDUM

May 4, 2018

To: Julian Heather, Chair, Faculty Senate

From: Sue C. Escobar, Chair, Academic Policies Committee

Re: APC Response to Exec Referral – Use of Electronic Devices in the Classroom

At its meeting on February 6, 2018, the Executive Committee discussed questions 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 questions listed below. The Executive Committee also asks APC to consult with the Faculty Policies Committee (FPC) regarding any faculty issues related to students' use of electronic devices in the classroom.

In response to this referral, APC has consulted with FPC via electronic communication. Both Committees determined that no new campus policy needs to be developed to address this issue of the use of electronic devices in the classroom. Existing campus policies are sufficient to address this issue. The specific responses to the Executive Committee's questions are provided below along with a suggested set of guidelines which should be used as a starting point, and not a final statement on this issue, for further discussions among interested campus constituencies. Should you have any further questions or concerns with this response, please let me know.

1. What existing campus policies are relevant to this matter?

Dealing with Disruptive Student Behavior in the Classroom:

<http://csus.edu/umannual/student/stu-0112.htm>

Student Conduct Code: <http://csus.edu/umannual/student/ums16150.htm>

Student Conduct Procedures:

http://www.csus.edu/student/procedures_student_conduct.html

Student Rights and Responsibilities: <http://csus.edu/umannual/student/stu-0119.htm>

Faculty Responsibilities to Students in the Instructional Environment:

<http://www.csus.edu/acad/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/umannual/advance/adv-0151.htm>

2. What are the implications of the presence of electronic devices in the classroom for faculty and student privacy?

California Penal Code §632 requires the consent of all parties to a conversation. Consequently, if someone in the classroom is recording a lecture, for example, without anyone's knowledge, or even if only the instructor is aware of the recording and has authorized it (e.g., a student granted permission from the SSWD office), the individual has violated the law. The campus also has a new policy entitled Visual and Sound Productions on Property Owned, Leased, and/or Controlled by the University, the authorization of which is provided by the California Educational Code.

3. a. What are faculty and student rights regarding electronic devices? For example, what is inappropriate use of devices by students?

*** Faculty and students have a right to privacy with respect to having their voices recorded in a classroom environment.** Inappropriate use of devices by students include the following examples:

* Recording classroom lectures, conversations/discussions, etc. when all parties (i.e., instructor(s) and all students) have not consented to the recording.

* In the introductory language of the **Faculty Rights and Responsibilities to Students in the Classroom Environment Policy** taken from the **AAUP's position in its *Statement on Freedom and Responsibility***, "[s]tudents are entitled to an atmosphere conducive to learning and to even-handed treatment in all aspects of the teacher-student relationship."¹ Furthermore, the Faculty Rights

¹ Faculty Rights and Responsibilities to Students in the Classroom Environment Policy, <http://www.csus.edu/acad/academic%20resources/policies%20and%20procedures/faculty%20responsibilities%20to%20students%20in%20the%20instructional%20environment.html>.

and Responsibilities to Students in the Classroom Environment Policy maintains that faculty “shall endeavor to foster an instructional environment free of denigration.” To these ends, **students have the legal right to maintain possession of their electronic devices, which are considered personal property.** The taking of students’ personal property, including electronic devices, without their consent, which they cannot reasonably give due to the power differential between the faculty and the student, is a crime under California Penal Code §§484 or 487, depending on the value of the property taken.

* Per California Educational Code Sections 66450 through 66452, **faculty have a legal right to their intellectual property, including ‘academic presentations,’** which include “any lecture, speech performance, exhibition, or other form of academic or aesthetic presentation, made by an instructor of record as part of an authorized course of instruction that is not fixed in a tangible medium of expression.”² This law also prohibits the unauthorized recording, dissemination, and publication of academic presentations for commercial purposes. Prohibitions apply to a recording made in any medium, including but not limited to handwritten or typewritten notes. Provisions of this state law are included in the campus Student Conduct Code.³

b. What are appropriate responses by faculty to students’ inappropriate use of devices?

* **With rights come responsibilities.** Per the **Student Rights and Responsibilities Policy**, students are responsible for meeting “appropriate standards of performance and conduct stated by the instructor.”⁴ Consequently, if a student is not meeting an instructor’s expectations of appropriate conduct in the classroom, the faculty member has the right to address the issue accordingly. **Procedures for dealing with inappropriate, or unpermitted, use of electronic devices in the classroom are provided in the Dealing with Disruptive Student Behavior in the Classroom Policy⁵ as well as the Student Conduct Procedures.⁶**

² Spence, David.S., *CSU Coded Memorandum AA-2004-06, Education Code Section 66450: Protection of Intellectual Property*, February 23, 2004.

³ Student Conduct Code, <http://csus.edu/umanual/student/ums16150.htm>.

⁴ Student Rights and Responsibilities Policy, <http://csus.edu/umanual/student/stu-0119.htm>.

⁵ Dealing with Disruptive Student Behavior in the Classroom Policy, <http://csus.edu/umanual/student/stu-0112.htm>.

⁶ Student Conduct Procedures, http://www.csus.edu/student/procedures_student_conduct.html.

4. Does the campus need a policy on this matter, or simply guidelines for faculty and/or students?

APC has determined, based on its review and analysis of current campus policies as well as California and Federal laws and the APC Chair's consultation with the Faculty Policies Committee (FPC) Chair, Hellen Lee, that there is no need for the development of a new policy to address this issue. Rather, a more useful and beneficial strategy would be to draft and distribute guidelines regarding the use of electronic devices in the classroom for both faculty and students.

*** DRAFT ***

Suggested Guidelines for Faculty and Students on
the Use of Electronic Use of Devices in the Classroom

Consent must be given by all parties to being recorded.⁷ With SSWD students making recordings in a classroom for lecture material, the instructor must inform the class know that the lecture is being recorded. If students record faculty lectures, videotape, and/or photograph classroom lectures, discussions, activities, etc., they are in violation of

Instructors are encouraged to include a notification about rules and regulations regarding lecture recording in the syllabus, whether it is allowed or not, and if it is allowed, under which conditions or circumstances lectures can be recorded (e.g., SSWD students in the previous bullet)

Faculty, as well as students and perhaps all Sacramento State employees and constituents, need to be informed of the various campus, state, and federal policies that cover the use of electronic devices the classroom. To that end, efforts need to be made to disseminate these policies widely. These applicable Sacramento State policies already in existence in the University Policy Manual include but the Dealing with Disruptive Student Behavior in the Classroom policy; Student Rights and Responsibilities, Faculty Responsibilities to Students in the Instructional Environment, the Student Conduct Code, and the new campus policy/interim policy regarding video/audio recordings on campus, the authority with which to implement lies with Cal. Education Code section 89005.5.⁸

There are also applicable California State laws dealing with unauthorized recordings, photography, videography, etc. that faculty with which faculty should become familiar and utilize in situations of unpermitted use of electronic devices in the classroom. Title V, California Code of Regulations §41301 - Student Discipline and Intellectual Property adds Section 66450 through 66452 to the California Education Code, which has been incorporated in the campus Student Conduct Code. This state law, and therefore, the Student Conduct Code, prohibits the following:

⁷ California Penal Code §632, consent of all parties to recording.

⁸ Dealing with Disruptive Student Behavior in the Classroom: <http://csus.edu/umannual/student/stu-0112.htm>; Student Conduct Code: <http://csus.edu/umannual/student/ums16150.htm>; Student Conduct Procedures: http://www.csus.edu/student/procedures_student_conduct.html; Student Rights and Responsibilities: <http://csus.edu/umannual/student/stu-0119.htm>; Faculty Responsibilities to Students in the Instructional Environment: <http://www.csus.edu/afac/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/umannual/advance/adv-0151.htm>

unauthorized recording, dissemination, and publication of academic presentations for commercial purposes. This prohibition applies to a recording made in any medium, including, but not limited to, handwritten or typewritten notes. Penalties for violations of this law include probation, suspension, and expulsion ... '[A]cademic presentation' means any lecture, speech performance, exhibition, or other form of academic or aesthetic presentation, made by an instructor of record as part of an authorized course of instruction that is not fixed in a tangible medium of expression.⁹

Faculty cannot confiscate students' cell phones and/or electronic devices without the students' consent. Given the power differential between faculty and students in an instructional environment, it is reasonable to conclude that students would not be in a position to give consent of their own free will, particularly if the unpermitted use of electronic devices in a classroom environment were linked to students' final grade. The taking of another's property without consent violates California Penal Code §484 (petty theft), if the property taken is valued at \$950 or less, or §487, if the property taken is valued at more than \$950.¹⁰ Faculty should to utilize established campus policies and state laws that support the lawful curtailment of such behavior in the classroom environment.

Faculty are encouraged to treat the unpermitted use of electronic devices as disruptive behavior in a classroom environment and follow the procedures provided in the Dealing with Disruptive Student Behavior in the Classroom Policy that is currently in effect on campus.¹¹ This policy provides a definition of a "disruptive student:"

A disruptive student is a student who engages in classroom behavior that interferes with the process of teaching and learning.

The policy also provides procedural guidance to faculty in order to address disruptive classroom behaviors. Unpermitted use of an electronic device in the classroom environment is disruptive behavior, and it should be treated as such.

Cc: Kathy Garcia, Faculty Senate Analyst
Hellen Lee, Chair, Faculty Policies Committee

⁹ Spence, *CSU Coded Memorandum AA-2004-06*.

¹⁰ California Penal Code §484 – Larceny (petty theft) and §487 – Grand Theft.

¹¹ Dealing with Disruptive Student Behavior in the Classroom, <http://csus.edu/umanual/student/stu-0112.htm>.

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

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.

APPENDIX C

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, including
29 professional advisors and peer mentors [inclusion will depend on final determination of wether
30 or not "peers" are to be considered in the scope of responsibilities of individuals on campus who
31 perform 'advising' tasks.] complemented by advising publications. Students are encouraged and
32 in some cases required to utilize advising services. Ultimately, responsibility for effective
33 advising is shared by students, faculty, staff and administration.

34

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

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

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

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

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~~ who are not in “good standing” to return to “good standing” and to
 10 progress ~~to~~ toward 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.~~

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

32 A. A degree planner is an online 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. The data generated via the degree
 36 planner and degree, working in together, improves course availability and helps students
 37 graduate on time.

38

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,⁴ 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 advisor 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.

⁴ 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 VI. RESPONSIBILITIES OF ACADEMIC DIVISIONS, DEPARTMENTS, SCHOOLS &
28 PROGRAMS PROGRAMS

29
30 Academic divisions/departments are responsible for:

- 31
32 1. Developing an academic advising plan and periodically assessing its effectiveness.
33

APPENDIX C

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

2
3 3. Setting and removing advising holds for students consistent with program guidelines.

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

6
7 5. Understanding that students may seek advice in the Academic Advising Center; all programs
8 should coordinate their advising policies and procedures with the Academic Advising Center,
9 including updates to their advising requirements and/or list of advisors, as well as
10 communicating any requirements for the courses selected by students.

11
12 A. All programs are responsible for the following:—

- 13 • ~~Establishing advising goals which will guide the program's advising efforts.~~
- 14 • ~~Developing an academic advising plan which, at a minimum, informs students of the~~
15 ~~following:—~~
 - 16 ○ ~~Required advising meetings with program advisors at least once a year.~~
 - 17 ○ ~~Additional requirements for special student populations such as probationary~~
18 ~~students, pre-professional students, or graduate students (Note: Advising is~~
19 ~~mandatory for students on probation. Departments/areas are required to provide~~
20 ~~advising to these students by the end of the second week of their first semester on~~
21 ~~probationary status).~~
 - 22 ○ ~~Consequences of failure to comply with mandatory advising requirements (e.g.,~~
23 ~~setting advising holds for students who have not met with advisors).~~
 - 24 ○ ~~Provisions that are in place for advising evening students, graduate students, and~~
25 ~~students studying at off-campus sites, if applicable.—~~
- 26 • ~~Devising a means of implementing and coordinating the program's advising policy and~~
27 ~~procedures, including, but not limited to:—~~
 - 28 ○ ~~Identifying faculty and staff who will be responsible for advising students in their~~
29 ~~major/program.~~
 - 30 ○ ~~Organizing training activities for program advisors.~~
 - 31 ○ ~~Providing advisors with advising materials.~~
 - 32 ○ ~~Keeping advisors apprised of changes in requirements and availability of campus~~
33 ~~resources.~~
 - 34 ○ ~~Setting and removing advising holds for students who have not met with advisors,~~
35 ~~in programs with such a policy.—~~
- 36 • ~~Recognizing and rewarding advising as part of faculty and staff workload.~~

37 -
38 B.— ~~Each academic program shall periodically assess the effectiveness of their academic~~
39 ~~advising plan, as it relates to its advising goals, and make improvements, as needed. In those~~
40 ~~cases where College advising programs are in place, the College shall periodically assess the~~

1 effectiveness their academic advising plan and make improvements, as it relates to the its
2 advising goals, and make improvements, as needed.

3 -
4 C. ~~Understanding that students may seek advice in the Academic Advising Center; all~~
5 ~~programs should coordinate their advising policies and procedures with the Academic Advising~~
6 ~~Center, including updates to their advising requirements and/or list of advisors, as well as~~
7 ~~communicating any requirements for the courses selected by students.~~

9 VII. RESPONSIBILITIES OF COLLEGE STUDENT SUCCESS CENTERS

10 A. The Student Success Centers that are housed within the Colleges provide a holistic,
11 integrative approach to advising. Flexibility and utility in the context of academic advising form
12 the primary objectives of integrative advising.⁵ Drawing on a number of advising approaches,
13 integrative advising includes “a core grounded in the NACADA Core Values and the ethical
14 traits of beneficence, non-maleficence, autonomy, and fidelity; an element of prescriptive
15 advising to convey curricular essentials; a focus on a well-rounded education; reductive advising;
16 and student approval.⁶

17 B. Both Professional Advisors and Faculty Advisors provide guidance to students in these
18 Student Success Centers. Professional Advisors primarily assist students with timely filing of
19 graduation applications. While each Student Success Center may focus on the departmental
20 disciplines and fields of study within the College in which the Center is located, in general, these
21 Student Success Centers provide the following services to students:

- 22 1. academic planning;
- 23 2. basic career exploration;
- 24 3. faculty mentoring;
- 25 4. major program exploration; and
- 26 5. referrals to campus resources.

27

28 VIII. 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:

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

⁵ Matthew Church. “Integrative approach to academic advising.” *Academic Advising Today*, 29, no. 2 (June 2006). Accessed March 11, 2018. <https://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Integrative-Approach-to-Academic-Advising.aspx>

⁶ Ibid.

APPENDIX C

- 1 1. Establishing advising goals which will guide the Center’s advising efforts.
- 2 2. Providing annual training for advisors—professional and faculty.
- 3 ~~2. Developing an academic advising plan which specifies and informs students of their~~
- 4 ~~responsibilities as well as the University resources available for their use. The plan should~~
- 5 ~~include, but not be limited to the following:~~
- 6 ~~——— 1. Required advising meetings with program advisors.~~
- 7 ~~2. Additional requirements for special student populations such as probationary students~~
- 8 ~~or pre-professional students (Note: Advising is mandatory for students on probation.~~
- 9 ~~Departments/areas are required to provide advising to these students by the end of the~~
- 10 ~~second week of their first semester on probationary status).~~
- 11 ~~3. Consequences of failure to comply with mandatory advising requirements (e.g., setting~~
- 12 ~~advising holds for students who have not met with advisors).~~
- 13 ~~4. Provisions that are in place for advising evening students and students studying at off-~~
- 14 ~~campus sites, if applicable.~~
- 15 3. Providing accurate information about services and resources.
- 16 4. Providing academic advising on General Education and the University’s graduation
- 17 requirements for all students.
- 18 5. Providing advising for all undeclared students on probation.
- 19 ~~3. Coordinating orientation and general advising with academic departments/areas and~~
- 20 ~~specialized student support programs.~~
- 21 ~~4. Developing and managing the University's academic-based orientation program (including~~
- 22 ~~mandatory freshman orientation) for new students and parents, including academic program~~
- 23 ~~advising.~~
- 24 6. Providing advising each fall and spring for all first-time freshmen not being advised by
- 25 academic departments/areas. ~~The current three-phase academic and career advising model is~~
- 26 ~~designed to complement and enhance existing advising in academic departments/areas, not to~~
- 27 ~~replace it.~~
- 28 ~~7. The Academic Advising Center shall~~ Periodically assessing the effectiveness of its academic
- 29 advising plan, as it relates to its advising goals, and make improvements as needed.
- 30
- 31 IX. RESPONSIBILITIES OF THE NEW STUDENT ORIENTATION ~~New Student Orientation~~
- 32 ~~is responsible for:~~
- 33 1. Managing the University’s academic-based orientation program for new students and parents.

- 1 2. Coordinating orientation and general advising with academic departments and specialized
- 2 student populations (e.g., Student Athlete Resource Center (SARC), EOP, etc.).
- 3 3. Providing on-going program evaluation in order to adapt the program to meet the needs of
- 4 entering new students.

5 ~~VI. RESPONSIBILITIES OF ACADEMIC PROGRAMS~~

6

7 ~~A. All programs are responsible for the following:—~~

- 8 • ~~Establishing advising goals which will guide the program’s advising efforts.~~
- 9 • ~~Developing an academic advising plan which, at a minimum, informs students of the~~
- 10 ~~following:—~~
 - 11 ○ ~~Required advising meetings with program advisors at least once a year.~~
 - 12 ○ ~~Additional requirements for special student populations such as probationary~~
 - 13 ~~students, pre-professional students, or graduate students (Note: Advising is~~
 - 14 ~~mandatory for students on probation. Departments/areas are required to provide~~
 - 15 ~~advising to these students by the end of the second week of their first semester on~~
 - 16 ~~probationary status).~~
 - 17 ○ ~~Consequences of failure to comply with mandatory advising requirements (e.g.,~~
 - 18 ~~setting advising holds for students who have not met with advisors).~~
 - 19 ○ ~~Provisions that are in place for advising evening students, graduate students, and~~
 - 20 ~~students studying at off-campus sites, if applicable.—~~
- 21 • ~~Devising a means of implementing and coordinating the program’s advising policy and~~
- 22 ~~procedures, including, but not limited to:—~~
 - 23 ○ ~~Identifying faculty and staff who will be responsible for advising students in their~~
 - 24 ~~major/program.~~
 - 25 ○ ~~Organizing training activities for program advisors.~~
 - 26 ○ ~~Providing advisors with advising materials.~~
 - 27 ○ ~~Keeping advisors apprised of changes in requirements and availability of campus~~
 - 28 ~~resources.~~
 - 29 ○ ~~Setting and removing advising holds for students who have not met with advisors,~~
 - 30 ~~in programs with such a policy.—~~
- 31 • ~~Recognizing and rewarding advising as part of faculty and staff workload.~~

32 -

33 ~~B.— Each academic program shall periodically assess the effectiveness of their academic~~

34 ~~advising plan, as it relates to its advising goals, and make improvements, as needed. In those~~

35 ~~cases where College advising programs are in place, the College shall periodically assess the~~

36 ~~effectiveness their academic advising plan and make improvements, as it relates to the its~~

37 ~~advising goals, and make improvements, as needed.~~

38 -

APPENDIX C

~~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~~ X. 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.

APPENDIX C

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

3 4. Recognizing and rewarding exceptional advising.

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

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

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

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

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

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

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

19 B. College Deans are responsible for:

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

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

22 1. ~~Monitoring the development and effectiveness of advising policies and practices within~~
23 ~~their colleges.~~

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

26 3. 3. Assessing and reporting on the effectiveness of advising on an annual basis (reports
27 should be provided to the College, Academic Affairs and the Senate's Academic
28 Policies Committee).

29 4. 4. Recognizing and rewarding advising as part of faculty and staff workload.

30

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

- 1 1. Each program providing advising will develop measurable goals, outcomes and benchmarks
 2 linked to the NACADA standards⁷ or a similar nationally recognized academic advising
 3 organization;
- 4 2. At the end of each academic year, the Vice President for Academic Affairs (Provost) and Vice
 5 President for Student Affairs will conduct an annual advising review and make public its metrics
 6 for addressing those standards (website, annual report, etc.);
- 7 3. The advising policy will be reviewed as needed or required by Executive Order, for example,
 8 but at a minimum every 5 years by the Academic Policies Committee to maintain currency.

9

10 XII. ADVISING COUNCIL

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

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

19

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

25

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

33 ~~X. NECESSARY CONDITIONS FOR IMPROVING THE QUALITY AND~~
 34 ~~EFFECTIVENESS OF ACADEMIC ADVISEMENT. As suggested throughout this policy, a~~
 35 ~~set of conditions must be put in place for increasing effectiveness of the University's academic~~

⁷ NACADA, <https://www.nacada.ksu.edu/>

APPENDIX C

- 1 ~~advisement system in improving retention rates to be realized. These conditions include but are~~
2 ~~not limited to the following:~~
- 3 ~~A. Providing the resources necessary to encourage and maintain high quality and effective~~
4 ~~advising at all levels of the university.~~
- 5 ~~B. Providing strong incentives and rewards for advisors to engage in high quality and effective~~
6 ~~advising.~~
- 7 ~~C. Strengthening advisor orientation, training, and development, and delivering these as~~
8 ~~essential components of the institution's faculty/staff development programs.~~
- 9 ~~D. Assessing and evaluating the quality and effectiveness of academic advisement at all levels~~
10 ~~of the university.~~
- 11 ~~E. Maintaining advisee to advisor ratios that are small enough to enable delivery of personalized~~
12 ~~advising.~~
- 13 ~~F. Providing strong incentives for students to meet regularly with their advisors.~~
- 14 ~~G. Providing strong and effective campus-wide administrative support for collaboration,~~
15 ~~especially between Academic Affairs and Student Affairs.~~

16

17 _____
18 California State University, Sacramento Mission Statement (Approved on March 29, 2004)
19 <http://www.esus.edu/portfolio/mission.htm>

19 ~~2 An effective continual improvement process requires the use of formative assessment, as~~
20 ~~opposed to a summative assessment process. A formative assessment process analyzes results to~~
21 ~~determine if improvement is necessary, and if so, initiates efforts to improve. Those efforts in~~
22 ~~turn are assessed to determine if the desired results were achieved. If not, modifications or new~~
23 ~~initiatives are implemented and this process continues.~~