

Advisement Steering Committee
Report to the
Program Enrollment Management Committee

January 30, 2006

Advisement Steering Committee Members

Katy Killian, Co-Chair, Enrollment Management and Academic Services

Danielle Lindsey, Co-Chair, Office of the Provost

David Barone, Psychology

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Julie Paska, University College Academic Advisement Center

Maureen Smith, Curriculum and Instruction

Sharon Walsh, University College Academic Advisement Center

Committee's Charge

- Review recommendations in the Academic Advisement Task Force Report.
- Prioritize recommendations identified as "essential" in the Task Force Report.
- Recommend to the Program Enrollment Management Committee elements of a plan to accomplish prioritized recommendations.

Prioritized Task Force Recommendations

Immediate Recommendations

1. Committee Representation

Recommend that at least one advisor (Departmental/School & University College) be placed on each of these committees.

- iCampus portal committee
- Department/school curriculum committees
- General Education Curriculum Committee – recommend that advisor be one that works primarily first-year students (Janeen Mollenhauer may be/have served in this capacity)
- Probation/Reinstatement Committee (Sharon Walsh is currently on this committee)
- Academic Senate

2. Create a mainframe code to identify departmental/school advisors

Organization

Designate an existing top-level administrator for continued enhancement, planning, and assessment of the current advising system at Illinois State University.

1. Establish a committee of advisors, faculty, administrators, and students to work with the senior level administrator to review, formulate, and maintain the organization and policies needed to support an effective, cohesive campus-wide advising system.

2. Develop a chart that explains the “work-flow” of campus-wide advising responsibilities (professional advisors, faculty, students)

Note: this “idea” seems to be taking on a larger identity of an “advisor handbook” for new and existing advisors and the staff who work with them.

- a. Students with multiple identities and students in transition from one major to another – demonstrate on the “chart/advisor handbook” where these students are advised
- b. Training
 - i. Orientation for all new advisors (mainframe/technology)
 - ii. Specific training for new advisors that advise first-year students

- iii. Specific training for new department and school advisors
 - iv. Specific training for new advisors that advise students with multiple roles (honors, athletes, probation/reinstatement, SSS, etc.)
 - v. Professional development (on-going professional development – advisor development series – change to 3-4 times per year – must be supported and offered by the top-level administrator’s office.)
- c. Clear protocols for communication
- i. Continue to review and revise new and existing documents which explain advising policies and procedures (Catalog, brochures, Web sites, etc.)
 - ii. Formalize the advisor listserv as an official communication tool – determine who should have access (all involved in advisor support and responsibilities) and develop process for adding new advisors upon hire.
 - iii. Support iCampus portal Advisement “Tab” – for students and advisors (electronic files, updates, announcements, best-practices, current listing and contact info for each area – LDAP code for advisors). Include a channel for the names/contact information of advisors that serve on university committees – especially those mentioned in “Immediate Recommendations.”
- d. Establish clear expectations for all students about their responsibility of managing their own education.
- i. Clearly communicate the University’s expectations of students – student responsibilities
- e. Establish clear expectations for all advisors about their responsibility of managing a student’s education.
- i. Clearly communicate the University’s expectations of advisors – advisor responsibilities
3. Encourage accountability at all levels to maintain and support an effective and cohesive campus-wide advising system.

Technology for Advisors & Students

Create an advising channel within iCampus (the logical place to send students for all matters regarding advisement is iCampus)

- Advisor’s tab (electronic files – public and internal view of advisement discussion notes, list of advisor contact information for each unit, professional development/training opportunities, policy/procedure updates, etc.)
- Student’s tab (electronic files – view of advisement discussion notes)

Major Change Process

The current major change process impacts most significantly these groups of students:

- General Students (Exploratory/Deciding Students)
- General Students (Those who don’t meet major requirements – “fail to qualify” and those who have been dismissed from major)

- General Students (Those who are preparing to be admitted into a major – nursing, or any student taking pre-requisite courses)
- A student in a declared major who wants to change to another major – barring obstacles (GPA, pre-reqs, hours). These are students who are not changed back to General Student prior to admission into a new major.
 1. Who takes responsibility for all classifications of General Student?
 2. Who provides support for career exploration as it relates to “General Students” (Several units on campus currently provide career exploration support; outline types of services, to assist with making appropriate student referrals, and explore opportunities for collaboration among units)
 3. Consider an “hour cap” for General Students in regard to declaring a major; possibly a different requirement for native students vs. transfer students.
 4. Streamline the process of the “major change”
 - Determine who advises these “students in transition” - all classifications of General Student.
 - Process of changing a major (when, how, where, etc.)
 - Internal transfer requirements –
 - What are they? Advisors need to be able to find up-to-date internal transfer requirements easily.
 - Who maintains “internal transfer” requirements and coordinates the communication to students, advisors, and administrators?
 - How are they established? Needs to be an approval process for modification – timely, realistic (enrollment issues), etc.
 - How are requirements and changes to requirements communicated to students, advisors, and administrators? General Students (especially those who are exploring and/or those who have identified an anticipated major) should have this information readily available to them or ‘pushed’ to them via the iCampus portal.

Steering Committee Implementation Ideas for Task Force Recommendations

1) Establish University-Wide Coordination of Academic Advising

Currently at Illinois State University we have a distributed academic advising system consisting of advising offices in academic units and a centralized advising office that coordinates advising services for undecided and first-year students.

Two special concerns are related to this type of distributed or satellite organizational model of advising; coordination of advising and consistency in the quality of advising services. The Advisement Task Force Report clearly articulates that our campus is experiencing challenges related to these concerns. The Task Force identifies specific recommendations for addressing these concerns from a university-wide approach. The Advisement Steering Committee supports these recommendations and offers the following suggestions for implementation.

The Provost should designate a senior-level administrator (from either the Provost's Office or Enrollment Management and Academic Services) to work with (serve as chair of) an advisory group to oversee/coordinate academic advisement at Illinois State University. The Provost's designee should have the authority to enforce changes (the Steering Committee noted that this authority was more important than the person's background with academic advising).

The advisory group membership should include the following:

- Provost's Designee (Chair)
- *Academic Advisors
 - 2 Department/School advisors
 - 1 Advisor from the University College Academic Advisement Center
 - 1 Special Populations Advisor (Honors, Athletes, TRIO/SSS, ROTC)
- Student
- University Registrar
- Director of University College
- Chair or Associate Dean - Associate Dean must be immediate supervisor to academic advisor(s)

*The Steering Committee recommends that the advisory group and the senior-level administrator be cognizant of the different advising models that exist on our campus (i.e. advisor(s) who advise all students in one academic department/school and several advisors housed in an advising center that serves all students in that college) and be intentional about seeking input from each model regarding proposed policy and procedure changes. The advisors should be elected by their peers and serve a 2-year term.

Existing reporting lines for advisors will remain; however, the Provost's designee, in consultation with the advisory group, will be responsible for university-wide coordination of academic advising. Specifically their charge will be to:

1. Communicate expectations for campus-wide advising responsibilities.
2. Communicate the University's expectation for students to share responsibilities with their advisor and manage their education in collaboration with their advisor.

3. Communicate the University's expectations for advisors regarding their role in assisting students with managing their education.
4. Encourage 'best practices' and consistency.
5. Encourage and support collaboration and communication among all advisors.
6. Encourage accountability at all levels to **maintain, assess, and support** an effective and cohesive campus-wide advising system. Recommend review of the following:
 - a. *A Learning Centered Model of Academic Advising*, submitted by Anjie Almeda, Academic Advisor, Department of Health Sciences, Illinois State University
 - b. *Assessing Student Learning in Academic Advising*, Charlie Nutt, NACADA Associate Director
7. Continually assess, revise, formulate and maintain the organization and policies needed to support an effective and cohesive campus-wide advising system.
 - Develop an Academic Advisement Handbook (electronic) for new and current advisors and those with advising responsibilities. Examples of Advisement Handbooks at other institutions include: www.wpi.edu/Admin/OAA/Handbook/, <http://www.bradley.edu/advising/>, www.gmu.edu/departments/advising/advisingbook/index.html, www.fhsu.edu/aace/handbook/

This Handbook should be on the same maintenance cycle as the Catalog.
8. Continually review and update as needed university documents that explain advising policies and procedures (catalog, iCampus Portal, brochures, web sites).
9. Coordinate comprehensive orientation for all new academic advisors that supports an effective and cohesive campus-wide advising system.
 - The Provost's designee (and the advisory group) should be notified by Human Resources, of new academic advisor hires including, if possible, faculty with advisement responsibilities.
 - The orientation should be presented to academic advisors as required. It may also be beneficial for new department chairs/directors to go through specific sections of the orientation so they are familiar with the structure, philosophy of advising and University expectations for students and advisors.
 - Understanding that advisors begin employment at various times throughout the year, having one orientation program prior to the start of the fall semester, as is the case with new faculty orientation, may not be the most effective approach. It may be advantageous for the advisory group to investigate other methods such as an online orientation/training module.
10. Coordinate ongoing training/communication for current advisors related to technology (mainframe, iCampus Portal, etc..).
11. In addition, as necessary and funds allow, coordinate professional development opportunities related to the academic advisement profession.

2) Technology Enhancements for Advisors and Students

Academic advising is a developmental process that is multifaceted and takes place over numerous contacts between the advisor and student, where both the student and the advisor share responsibilities. In order to promote a University culture where students assume responsibility for managing their own education in collaboration with their Advisor(s), the University needs to provide the tools so they can do so responsibly and effectively.

The following recommendations for technology enhancements will:

- Enable advisors to handle routine matters more efficiently and promote and support students with self-advising on routine matters
- Allow advisors to spend more time working closely with students on matters where the Advisors' professional expertise can most make a difference in the student's education.
- Enhance communication between advisor and advisees and among advisors, particularly those who share advising responsibilities for an advisee.

Create an advising channel within iCampus (the logical place to send students for all matters regarding advisement is iCampus)

- Advisor's tab (electronic files – public and internal view of advisement discussion notes, list of advisor contact information for each unit, professional development/training opportunities, policy/procedure updates, etc.)

Advisor's Tab

My Advisor

General reminders for my advisees:

- Advisement walk-in hours are MWF 8- 10 a.m.; T 9-11 a.m.; R 10-11 a.m., 3-4 p.m.
 - Now is the time to schedule your planning appointment for the spring 2006 term.
 - Advance Registration for Spring 2006 is October 10 – November 9.
 - *The COB is planning an information night for students interested in business programs on January 22 in the Caterpillar Auditorium, COB.*
 - *Attend the Major Fair in the Bone Student Center on February 1.*
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Announcements for Advisors

- Participate in [professional development opportunities](#) for academic advisors, sponsored by the Office of the Provost.
 - The Office of Admissions will host a university Open House on November 11. An advisor from your department/school is essential to the success of the Academic Fair to be held from 10 a.m. until 12 p.m., in the Brown Ballroom, Bone Student Center. Contact [Dana Tuttle](#) for more information.
 - Visit the [Office of the University Registrar](#) Web site for important dates and deadlines.
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My Voice

As an advisor, you have representation on a variety of campus committees. At this time, the following advisors serve as “your voice:”

- A/P Council
 - Academic Senate
 - Advisory Council (2-year elected term) – [Maureen Smith](#), C&I; [Julie Paska](#), University College/Athletics
 - General Education Curriculum Committee – [Janeen Mollenhauer](#), Mennonite College of Nursing
 - iCampus Portal Committee
 - Reinstatement Committee – [Sharon Walsh](#), University College (*this is supposed to be anonymous*)
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Advisement Notes

Keep a to-date record of “student” and “advisor” notes after each advisement appointment. Use this tool to communicate with your advisees and with other advisors that may be currently advising your students. In addition, these notes will be available to those who may advise your advisees in the future. Advisement Notes will be stored in a secure database and available until a student graduates from the University.

[List of advisees](#) links to a table, which can be sorted by category. The table should include the following:

Student Name, Multiple Roles Code*, Major/Plan, Email, Notes (links to “student notes” and “advisor notes”

*A code which allows for the identification of students who have multiple roles, or other important characteristics – Athletes, honor students, probation students, ROTC, etc.

Examples of various scenarios would be available to advisors to provide an example of what students will see as part their "degree progress" display within the portal.

Progress Toward My Degree

The "[Progress Toward My Degree](#)" channel provides a summary of the progress a student has made toward meeting degree requirements at this point in time.

Students are encouraged to discuss their summary with their academic advisor as soon as possible.

Academic Standing

- [My students/advises on Academic Probation for the Spring 2006 term](#)
- [My students/advises who have been academically dismissed for the Spring 2006 term](#)
- [Examples of probation/dismissal letters](#)

Project Success

- [What is Project Success](#) (link to EMAS)
- [My student's/adviser's Project Success Status](#)
- [Project Success Assessment Form](#) (pdf)

Student's Tab

My Advisor

My advisor is: [Katy Killian](#), 438-7999, Hovey 308

I am also advised by: (Honors, Athletics, ROTC, advisor name)

My major is: [Psychology](#)

Or

My major is: [General Student](#) **My intended major is:** [Marketing](#)

For General Students -- "intended major" will display, if available, and will link to the department/school of interest. "Reminders" could be directed toward major & career exploration.

Reminders from my advisor:

- Advisement walk-in hours: MWF 8- 10 a.m.; T 9-11 a.m.; R 10-11 a.m., 3-4 p.m.
- Schedule your planning appointment for the spring 2006 term now.
- Advance Registration for Spring 2006 is October 10 – November 9.
- *The COB is planning an "Information Night" for students interested in business programs on January 22 in the Caterpillar Auditorium, COB.*
- *Attend the Major Fair in the Bone Student Center on February 1.*

Advisement Notes (See "Advisement Notes" under Advisor's Tab for explanation.)

Notes from: [Katy Killian](#)

- You must take all prerequisite courses prior to being considered for Nursing.
- You will not graduate in the spring 2006 term unless you complete ___ course.

Progress Toward My Degree

The "[Progress Toward My Degree](#)" channel provides a summary of the progress you have made toward meeting all requirements for your degree at this point in time.

[Plan of Study](#) (2-year or 4-year, depending on admit type, intended or declared major, & catalog year; pdf format to allow for printing)

Questions should be discussed with your academic advisor as soon as possible. (Refer them to the 'My Advisor' channel for their advisor's name and contact information)

My Academic Standing

- You have been academically dismissed – [View your official dismissal letter](#)
- You have been academically dismissed, but reinstated to the University for the Spring 2006 term – [View your official reinstatement letter](#)
- You are on academic probation for the Spring 2006 term. View my [probation history](#).
- Learn more about university [academic probation/reinstatement/dismissal policies](#)

As a student on Academic Probation, you are required to participate in Project Success.

- What is [Project Success](#)
- My [Project Success Status](#)
- [Register for a Project Success Workshop](#)

From either advising channel students/advisors will be directed to other channels within iCampus or to pertinent Web sites for specific information when necessary.

Continue to make enhancements to iCampus Portal's new feature "*Progress Toward My Degree*" (online degree audit/Academic Progress Summary). Including the following:

- Ability to view hypothetical plans
- Performance Based Assessment
- Include plans that are currently hand-audits (i.e. Second Bachelors)