Academic Advising Council

CAS Self-Assessment of Academic Advising

2017-2018 Final Report

Introduction

Academic support, such as advising, connect students to indispensable services, help them develop essential skills, and act as a major retention and graduation lever necessary for the achievement of CWU's mission. As such, in the winter of 2017, a Baccalaureate Task Force Team was assembled and charged with examining our institutional academic advising practices. The outcome of the group's work resulted in 10 recommendations for the campus community to consider (See Appendix A), with the primary recommendation being to conduct a CAS Self-Assessment of Academic Advising. As noted in the Academic Advising Work Group's 2017 Preliminary Report:

> The Council for the Advancement of Standards in Higher Education (CAS) offers a powerful tool (i.e., Self-Assessment Guide) CWU can use to ensure a sound framework for developing robust advising practices. According to CAS, an exemplary advising model will be "intentionally designed," built upon theory and research, woven into the fabric of the institution, "responsive" to unique needs of students offered through a variety of modalities, and "reflective of developmental and demographic profiles of the student population" (p.39). The CWU hybrid model of advising should be examined through the lens of these powerful standards. (p.2)

With this charge in mind, the Academic Advising Council/CAS Self-Study Review Team (See Appendix B) initially gathered on **November 20, 2017** to review CAS, determine the outcomes of the CAS self-study, map out the process for conducting the review, and identify a projected timeline and next steps (See Appendix C). The group's primary focus was to: 1) determine where CWU academic advising meets the established professional standards of quality espoused by CAS and, 2) determine where there are discrepancies between CAS and CWU's academic advising practices.

At the initial meeting, the CAS Self-Study Review Team dispersed into four sub-committees to review the following 12 Parts of CAS:

> A. *Mission, Program, and Organizational Leadership*
>
> B. *Human Resources, Ethics, Law, Policy, and Governance*
>
> C. *Diversity, Equity, and Access, Internal and External Relations, and Financial Resources*
>
> D. *Technology, Facilities and Equipment, and Assessment*

During the review, we determined that CWU lacks an over-arching, cohesive Academic Advising Program (AAP). Rather, we have a number of smaller AAPs that, despite the collaboration that exists between them, have no clear and consistent unifying body. The more traditional CAS review focused criterion measurements and ratings on a single AAP; however, at CWU individual AAPs have different reporting structures, objectives, and resources, making a single ranking approach unfeasible. Additionally, the entirety of faculty advising cannot be easily categorized within a single AAP, as each individual faculty and/or department can conduct advising in the manner they determine best meets their students' needs.

As a team, we determined rating criterion measurements for all areas of academic advising (which would include faculty advising) was not the optimal approach considering current time and resource constraints. Instead, through the process of examining CWU advising practices against the standards and guidelines of CAS, the review revealed several strengths and several gaps in structure and process became more apparent.

The following report begins with a broad overview of the findings for each of the 12 CAS Parts (See Table 1) proceeded by a more detailed outline of the strengths of academic advising at CWU and areas for improvement. The next section provides a summative table with recommended action steps (See Table 2). The report concludes with four supporting documents in Appendices A-D.

Strengths and Areas for Improvement

[1]Table 1: Summary of Strengths and Areas for Improvement

CAS Part	Strengths	Areas for Improvement
1. Mission	• Some areas have developed mission statements. • Some areas have developed a starting point for a strategic plan that includes mission, vision, and values, as well as goals and objectives and staff development plans. • All advising units have the student experience at their core. • With so much advising happening across such a wide variety of units (CAMP, Athletics, International Students, Vets, etc.) coupled with the professional and exploratory advising programs, students have multiple points in time when they can receive advising.	• Overarching, campus-wide mission and vision for advising. • Improved communication across discrete advising units to better meet student needs. • Strategic plan for all advising mapped to the CWU strategic plan.
2. Program	• Collaboration between existing smaller AAPs. • Undergraduate Academic Advising Collaborative (UAAC). • Technology to support AAP services. • UNIV 101 is taught by advisors and offers additional contact with advisees.	• Fair and appropriate caseloads for all advisors. • Transfer student on-boarding.
3. Organization and Leadership	• Some areas of advising are organized around mission and strategic planning and include proactive and developmental advising approaches. • For most professional and staff advisors, management practices include training that incorporates NACADA core competencies. • Student Success academic advising areas submit annual reports and conduct needs assessments of program constituents.	• At times, the current approach to advising has been unclear to many constituents. • Consistency of basic advising goals/objectives across areas. • Consistent voice of over-arching advising objectives. • Administrator whose lone responsibility is for and to all advising at the institution.

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[1] Adapted from CAS Work Form B

4. Human Resources	• Standardized hiring practice of all staff through the office of Human Resources ensures a diverse and qualified workforce, with established procedures for personnel recruitment, selection, training, performance planning, and evaluation. • Training available to all CWU employees through CLA.	• Ensure that advising in each AAP is equitably and adequately staffed "by individuals qualified to accomplish mission and goals". • Development of consistent, coordinated, and regularly evaluated training specific to academic advising, facilitated by qualified advising "trainers," and available to all advisors across units. • Improved access to continuing and advanced education and professional development opportunities for advisors.
5. Ethics	• Human Resources requires annual training in FERPA and offers periodic training in Ethics for all university staff.	• Development of guiding ethical standards specific to academic advising, included in training for all advisors across units.
6. Law, Policy, and Governance	• Some faculty and staff advisors have adequate access to emergency procedures, operating policies and procedures, institutional codes of conduct, and contracts, through HR, Registrar, and CWU website.	• Employees are made aware of location of all University law, policy, and governance documents.
7. Diversity, Equity, and Access	• Existing institutional training for equity and inclusivity for interactions with CWU staff. • Some advising units provide student-focused population training. • UAAC for advising, professional development, and training includes related topics.	• Continued development of training for staff/faculty advisors to be inclusive and sensitive to student needs. • Creation of overall CWU Advising diversity, equity, and inclusivity statement. • Fair and equitable workload distribution, training, and advisee assignments for faculty.
8. Internal and External Relations	• UAAC is a unified professional development group for advisors across campus focusing on connections and communication. • Career Services, Learning Commons, and academic advisors have ongoing partnerships.	• Alternative and accessible communication pathways for advisors to communicate with the institution about advising issues and to advocate for institutional change for the improvement of advising across campus. • Development of a coordinated institutional Academic Advising Council with representatives

		from all advising across campus, including faculty. • Provision of coordinated advising training to advisors located at the Centers (offsite CWU campuses).
9. Financial Resources	• Professional/staff academic advising positions should remain 12-month positions.	• Appointment of an executive administrator to analyze relevant expenditures, external and internal resources, unmet advising needs across campus, and the impact of those needs on students and the institution.
10. Technology	• MyCWU Advising Center tools, including Advisor Notes is accessible to all advisors.	• Consistency and standards for utilizing note system. • Training and other resources related to using technology. • Improve web resources for academic advisors, including the creation of a faculty advising resource webpage.
11. Facilities and Equipment	• Nearly all advisors have private offices for confidential meetings, security of personal information, and free from audio and visual distractions.	• Consider advising when making decisions on space/capital projects. • Ensure all advisors have access to confidential spaces.
12. Assessment	• NSSE, Mapworks, Advisor Survey, UNIV 101 SEIOs, annual reports	• Comprehensive assessment strategy for all areas of advising.

Part 1: Mission. CAS states that the mission of an AAP should focus on assisting students to articulate, plan, and achieve their educational goals.

- Currently at CWU there is no single, unifying, and overarching mission statement for academic advising which mirrors the CAS recommended mission of assisting "…students as they define, plan, and achieve their educational goals."
- While many of the sub-areas which conduct advising have their own, unique mission statements (First Year & Exploratory, Professional Advising, Student Support Services, and possibly others), not all advising programs have a mission statement (ie: faculty advising).
- To our knowledge, the mission statements of various advising units have not been directly mapped to the greater mission statement of CWU.
- As of 2/27/2018 the Mission/Vision statements of CWU can be found here:
- We recommend the development of one unified mission, vision, and strategic plan that speaks to and guides all facets of academic advising at CWU.

- ❧ Stakeholders from all units on campus who take part in academic advising should be brought together to assist in the creation of the academic advising mission, vision, and strategic plan (mapped to those of the institution).
- ❧ Dissemination of the academic advising mission at CWU is critical for its success and visibility. A solid marketing plan for advising should be developed, and all units on campus should be made aware of the process, importance of, and value added of advising.

Part 2: Program. To achieve the mission, Academic Advising must contribute to: (1) students' formal education, which includes both curriculum and co-curriculum; (2) student progression and timely completion of educational goals; (3) preparation of students for their careers, citizenship, and lives; (4) student learning and development. This section summarizes our findings of CWU's various AAPs' design and delivery of these contributions.

Student Learning and Development

- Through the learner outcomes outlined in UNIV 101, all advising areas contribute to a student's formal education, learning and development, and progression toward a timely completion of their degree. Additionally, through UNIV 101, advising areas help clarify institutional policies and procedures for students.
- Some smaller AAPs provide student workshops, orientation programs, events and other resources to introduce and/or reinforce UNIV 101 concepts beyond the first quarter.
- Some smaller AAPs have written goals and objectives directly related to stated missions.

Collaboration and Staff Development

- Most AAPs collaborate with other departments across the institution in ways that benefit students (e.g. First Year and Exploratory with Career Services; College of Business with Exploratory Advising; College of Business with Professional Advising).
- The Undergraduate Academic Advising Collaborative offers monthly professional development opportunities for all advisors. Additionally, some units have sent staff to conferences to support learning and professional development.

Program Design and Allocation of Resources

- There continues to be confusion about who a student's advisor is and what their role with the student is. The vast majority of students are assigned an advisor from at least one advising unit and often students are working with advisors from multiple areas including having multiple faculty advisors (e.g., major and minor advisors).
- With no unified AAP, there is nothing to determine if advising caseloads are consistent across campus. We could find no individual AAPs mission statement or stated goals that indicated what an advisor's caseload should look like.
- We are not aware of any unified processes that exist across all academic departments that dictate how individual programs approach advising to assure compliance with CAS (or any other) Standards.

Accessibility to Advising and Connecting Students to Resources

- All students have access to their MyCWU account, which allows them to view their degree progress, plan for future quarters, and register for classes. Many UNIV 101 class sections utilize Canvas to provide students with important advising materials.
- The process for advocating for students varies from one area to another. We could not find any specific instances in any mission statements or stated goals for any AAP that specifically mentions the process for advisors to advocate for students when institutional processes or policies interfere with student's learning or development.
- All advisors can identify academically at-risk students by querying academic standing and/or academic early alert notifications. Students can be directed to appropriate resources to facilitate student success (e.g. PALs, tutoring, Math Center, Writing Center, Office Hours)

Part 3: Organization & Leadership. CAS states academic advising programs must be structured for effectiveness, managed strategically by program directors, have clearly stated and measurable goals and outcomes, and operate with well-defined advisor roles.

Organization Documents

- Within some AAPs, clear lines of organization and leadership are identifiable, but at the greater institution level, the lines of reporting and organization are less defined. For example, in COTS, professional advisors have different reporting lines, and grant-funded program advisors report to the grant's PI.
- First Year and Exploratory Advising, Professional Advising, and some specialized advising areas have stated goals and objectives, but at the institutional level, clear goals, objectives, and outcomes for all AAPs are lacking.

Strategic Planning

- Leaders within some AAPs participate in strategic planning, program advancement, and management of advising within their areas, but the institution lacks cohesive alignment and structure.
- Currently, there is no identified administrator within ASL with the lone responsibility for ensuring overall alignment of campus academic advising with institutional goals and objectives.

Program Accessibility to Campus Community

- While individual staff advisors have clear roles defined in their position descriptions, the university community lacks a clear understanding of the variations in advisor roles and responsibilities.
- The role of faculty advisors varies a great deal depending on department or program and is not formally codified at the program or university level.

Recognizing and Articulating Evolving Needs

- Individual AAPs recognize and advocate for the needs of advising, but there is no one, unified body that represents advising as a whole to the upper administration. We currently have an Associate Dean within Student Success who oversees and advocates for many areas of advising, but not all areas report to Student Success.
- Faculty also lack a unified body that represents the needs of faculty advisors.
- Professional Advising hosts bi-monthly meetings where all staff advisors are invited for information sharing.
- UAAC serves as a general access, professional development, and information sharing entity for the entire university advising community.

Part 4: Human Resources. CAS states that academic advising must be adequately staffed by individuals qualified to accomplish mission and goals and have access to technical and support personnel adequate to accomplish their mission.

Recruitment and Hiring Practices

- CWU follows a standardized hiring practice of all staff through the office of Human Resources to ensure a diverse and qualified workforce, with established procedures for personnel recruitment and selection, training, performance planning, and evaluation.
- While the distinct academic advising units have a way to more easily determine if advising is equitably and adequately staffed by individuals qualified to accomplish mission and goals, it is difficult to make the same assertion across all areas of advising.

Training and Development

- Human Resources provides accessible, diverse, and consistent training for all employees at the institutional level. Professional and Exploratory advising offices provide training that features procedural guidelines for and expectations of academic advisors; however, it is important to note that such training is provided only to the staff directly hired in these areas. Thus, departmental advisors, specialized advisors, and faculty advisors are potentially lacking in adequate professional academic advising training.
- All staff are required to complete performance development plans (PDP's) with supervisors.
- Some AAP administrators ensure that all staff have updated and current position descriptions.
- There is tremendous variation among AAPs with regard to personnel access to continuing and advanced education and professional development opportunities to improve their competence, skills, and leadership capacity, depending on supervisors' discretion and funding availability
- With the purpose of promoting recruitment and retention of personnel, currently there are no "work/life options," such as compressed work schedules, flextime, job sharing, remote work, or telework consistently available to academic advising personnel at CWU.
- We recommend that the institution develop a consistent practice of recognizing personnel performance, addressing performance issues, implementing individual and/or collective

personnel development and training programs, and informing the assessment of programs and services.

- We recommend that the institution develop a specific AAP funding pool for the provision of consistent and cohesive advisor training, professional development, and promotional opportunities.

Part 5: Ethics. CAS recommends that academic advising areas adopt, develop, and implement appropriate standards of ethical practice and ensure that all advisors uphold policies, procedures, and priorities of their departments and institutions.

- All university employees are bound by the Family Education Rights and Privacy Act, to which employees receive annual required training.
- It is strongly recommended that each area of advising develop a statement of ethical standards, including core standards relating to the practice of advising, such as confidentiality, avoiding conflicts of interest, demonstrating competence, fairness, impartiality, and student self-determination.
- Ethics statements should be included in advisor training manuals.

Part 6: Law, Policy, and Governance. CAS states that all AAPs must be incompliance with laws, regulations, and policies that relate to their responsibilities and that all advisors must be knowledgeable about and sensitive to laws, regulations, policies and procedures relating to their professional responsibilities.

- Through CWU's Human Resources, faculty and staff advisors have adequate access to emergency procedures, operating policies and procedures, institutional codes of conduct, and contracts.
- Human Resources currently provides a basic training on "Emergency Management," "Emergency Preparedness Training," "FERPA for Higher Education," "Treating People with Dignity and Respect," "Ethics," and "What to do in an Active Shooter Situation."
- We recommend that all supervisors ensure that their employees are made aware of where all University law, policy, and governance documents reside and be able to direct their staff to said resources and provide training, where necessary, beyond required University training.

Part 7: Diversity. Based on CAS standards it is expected that Academic Advising Programs create and maintain educational and work environments that are welcoming and inclusive.

Inclusive Environment/Advisors' Role

- Although the institution strives to create and maintain a welcoming, accessible, inclusive, and equitable place for work and education, there are minimal trainings specifically targeting the duty and function of an advisor about inclusivity.
- Human Resources currently provides basic training on "Treating People with Dignity and Respect." This training targets internal relations between fellow workers/staff, but does not address interactions between staff and students.

- Therefore, we recommend the development of additional training for all advisors, including faculty, on how to address critical issues with students while being sensitive to each unique student's beliefs, ideals, personal identity, etc.
  - ❀ It is important to note that various departmental trainings occur throughout campus. First Year and Exploratory Advising has provided its staff with informational readings and trainings addressing the ever-changing student population at CWU (i.e. student athletes, first generation, LGBTQIA, etc.).
- We also believe that all AAPs should clearly articulate their role in supporting the university's commitment to diversity and inclusivity.

Part 8: Internal and External Relations. Academic advising is responsible for reaching out and maintaining communication and relations with its stakeholders, including individuals, groups, communities, and organizations internal and external to the institution.

Communication

- Advisors have access to critical technology to assist with internal and external relations including a shared drive, academic Early Alert, advising communication plan for Professional Advising and First Year and Exploratory, access to advising notes, and advising list serv. Further, advisors have access to their advisee caseload including contact information.
- Many advisors do recruitment and work with external constituents.
- Most staff advisors and several faculty advisors are actively involved in new student and transfer orientations, welcome weekends, major and career fairs, internships, and other events where they communicate with internal and external stakeholders.
- Across all advising areas, there is no strategic plan for communication. Further, no formal pathway exists to communicate advising issues to the administration.
- To insure that advising across CWU is collaborative and intentional, we strongly recommend the formation of an Advising Council. This council would include representatives from each advising group on campus, (Exploratory, Professional, Athletics, Resource and Support Advisors, Faculty Advisors, etc.).
  - ❀ The role of the Advising Council would be to identify advising concerns, develop solutions, and make recommendations.
- Continue to include CWU Centers' advising staff and faculty in advising-related training, discussions, policies, mission, vision, and goals.

Part 9: Financial Resources. CAS recommends that AAPs be adequately funded in order to accomplish its mission and goals. However, as stated earlier in this report, Central Washington University does not have a unified advising mission, vision and goals.

Funding Resources

- Academic advising across campus is funded through multiple budgets with different visions and goals. Therefore, it is difficult to determine if current financial resources and advising budgets are adequate and equitably distributed. However, when looking at the

growing caseloads for staff advisors and need to conduct more proactive advising, more resources to support academic advising should be considered.

Unmet Needs

- To ensure financial planning and implementation, we recommend that an administrative executive be appointed to serve in the role of analyzing unmet advising needs across campus, relevant expenditures, external and internal resources, and the impact of current funding levels on students and the institution.
- As CWU's student population continues to grow, all student services, including advising needs to grow alongside enrollment growth to continue meeting the needs of all CWU students.

Part 10: Technology. Academic advising must have current and adequate access to technology to support students through a variety of modalities. Use of such technology must comply with governing policies.

- In reviewing technology, we found that through CWU's replacement policy, faculty and staff advisors have adequate access to computers and other important tools to perform the functions of their positions.
- CWU uses many platforms to support student success and communicate securely with students, staff, and faculty. All advisors have access to:
    - Desktop Computer/Printer/Copier
    - CWU email and Shared Drive
    - MyCWU Advising Center Tools
    - Advising Notes via MyCWU
    - Student Records
    - Transfer Equivalency Information
    - FERPA Release Information
    - Academic Early Alert System
    - Qualtrics and Canvas
- All students have access to a Student Center in MyCWU, CWU email, and Canvas to support the delivery of programs and services. All data is backed up every 24 hours.
- While CWU meets standards for ensuring advisors have access to these systems that support student success, we were not able to verify all advisors receive adequate training for using any of the systems. While University policy dictates that all employees who deal with student information have FERPA training to protect confidentiality, and CWU provides training in how to use Canvas, there is no evidence that MyCWU training is provided to all advisors, severely limiting the impact that these resources could have for a multi-faceted, well-communicated support structure across advising areas.
- In addition, we have no evidence to show advisors are required to review institutional policies regarding technology use. We do not have evidence that all advisors are made aware of the misuse of technology, and while students are provided access to the university student code of conduct, we have no evidence to show advising areas inform students of implications of misuse of technology.

Part 11: Facilities and Equipment. Although advisors across campus have done a good job making their physical spaces work for their needs, we find that intentionality, design, access, and sustainability do not meet CAS criteria. We highly recommend that future capital funding requests include support for bringing advising facilities and equipment up to standards.

- There is no evidence to show that advising spaces were intentionally designed for access, safety, or universal design.
- In several areas across campus and centers, the design of the advising space limits a student's rights to privacy and confidentiality.
- Current spaces demonstrate lack of commitment to universal design, and many do not support the security, privacy, or safety of advisors or students.
- We recommend all advising offices that have solid doors be replaced with doors that have windows and no advisors be stationed in office cubicles.

Part 12: Assessment. All aspects of academic advising must develop an ongoing cycle of assessment plans, processes, and activities. Programmatic goals and intended outcomes must be identified, tracked, and communicated to key stakeholders regularly.

Assessment Plan and Practice

- At CWU, some advising programs have developed strategic plans with goals and outcomes for the 2017-2018 academic year. However, there is no evidence that there is a campus-wide approach to a standardized assessment strategy.
- Without a standardized assessment strategy, at least for those elements that can be assessed across all areas of advising, we cannot create a meaningful feedback loop for all advisors and students.
- Currently, there are two areas where elements of campus advising are assessed. Mapworks and the National Survey of Student Engagement (NSSE) are two such examples and have demonstrated positive indicators. For instance, according to the 2016 NSSE report, "Quality of Interaction with Advisors" for first year students was significantly higher than national peers ($p<.01$ for 8 Peer group; $p<.001$ for Far West Public).
- We recommend that a comprehensive assessment strategy for CWU academic advising be implemented. Standards should be grounded in CAS and NACADA recommendations. The assessment strategy must contain measurable goals, student learning outcomes, and student satisfaction. The assessment strategy must contain elements that are consistent across all areas of advising in order to collect baseline data across campus.

Reporting and Implementing Results

- Results of assessment must be communicated to key stakeholders annually, and a feedback loop should be implemented in order to provide feedback and inform improvement. Currently, this is done only in some areas of academic advising.

Action Steps to Consider

[2]Table 2. Recommendations for Action

Parts Addressed	Item Requiring Attention
Mission	- Representative stakeholders from all advising areas on campus must be brought to the table to assist in the creation of the mission statement, as well as vision, goals, and objectives. - The creation of one unified strategic plan (mapped to the university strategic plan) should be developed that speaks to all facets of the student's advising experience. - Strategic plan should articulate a clear direction related to the model of advising employed by CWU.
Program; Diversity, Equity, and Access; Technology; Ethics	- Provide ongoing standardized training for all faculty and staff involved in academic advising. Examples include the following: - Diversity - Ethics - System/Technology - Institutional policy/procedures
Organization and Leadership; Internal and External Relations	- Create/identify one facilitator/steward to coordinate unified campus-wide academic advising rooted in NACADA and CAS standards. - Encourage the construction of a Faculty Senate advising committee to address/represent faculty academic advising. - Formally charge an academic advising council which collaborates with the faculty senate advising committee via the facilitator position.
Human Resources; Financial Resources	- Ensure Financial and Human Resources equity across divisions: 12-month contracts for staff advisors should remain; - Standardized salary distribution for staff advisors; - Caseloads that are in alignment with the mission and goals of the institution and unit; and - Ensure equity in workload distribution across colleges and departments for faculty advisors.
Facilities and Equipment	Current advising spaces and future capital budget requests must include adequate, private, and safe workspaces for advising (this includes faculty and staff advisors).
Assessment	- Implement a comprehensive assessment strategy. Standards should be grounded in CAS and NACADA recommendations. The assessment strategy must contain measurable goals, student learning outcomes, and student satisfaction. - A comprehensive assessment strategy will assess key priorities, communicate results to the campus community, and inform future and ongoing advising practices.

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[2] Adapted from CAS Work Form C

Appendix A

2017 Academic Advising Work Group

Report Recommendations and Status

Recommendation	Status
1. *Conduct CAS Self-Assessment.*	Conducted. This document is the final report submitted to Provost and Faculty Senate.
2. *Improve transfer student academic advising support through the creation of a transfer center.*	Transfer Work Group is currently meeting and will have a report submitted to Provost this Spring.
3. *Fund staff advisors at 12-months instead of 11-months.*	Academic advisors within Student Success are now funded at 12-months.
4. *Address faculty issues related to academic advising by assuring clear policies and faculty input and voice.*	Still needs to be addressed.
5. *Create mission, vision, and values for advising at CWU.*	Still needs to be addressed.
6. *Improve training, development, communication, and connectedness.*	Undergraduate Academic Advising Collaborative launched in September.
7. *Create a task force to examine the advisor assignment process and academic advising holds.*	Still needs to be addressed.
8. *Roles and responsibilities for both the student and academic advisor.*	In-progress; community is building an academic advising syllabus to be implemented during summer 2018 new student orientation.
9. *Create an academic advising component in new University Strategic Plan.*	Still needs to be addressed.
10. *Increase online advising presence and add advising support for Pierce Campus.*	Increased number of online advisors from 1.5 to 2.5.

Appendix B

Academic Advising Council/CAS Self-Study Review Team

- Audrey Huerta (Faculty; COTS)

- Melody Madlem (Faculty; CEPS)

- Kirsten Boldt-Neurohr (Faculty; CAH)

- Amber Darting (Advising Assistant Director; COB)

- Scott Carlton (Advising Director)

- Jason White (Advising Director)

- Pat Coffey (Professional Advisor)

- Edith Rojas (Student)

- Caitlin Hutchison (STAR/WTP Advisor)

- Leslie Woodris (TRIO Advisor)

- Mal Stewman (Athletic Advising)

- Carolyn Thurston (Director of Academic Success Initiatives)

- Katie Boswell (Director of Learning Commons)

- Aaron Brown (Associate Dean, Student Development and Achievement)

Appendix C

Desired Goals and Strategies for Self-Assessment

The following is an outline of the goals and strategies used to conduct the CAS self-assessment:

Goal	Strategy	Timeline	Status
1. Plan the Process	*Map out steps for process, develop timeline, build buy-in with all stakeholders, and explicitly identify desired outcomes of the self-study*	Fall 2017	Complete
2. Assemble and Educate the Self-Assessment Team	*Determine who should be on the team and how to educate the team about the self-study process*	Fall 2017	Complete
3. Identify, Collect, and Review Evidence	*Define what constitutes evidence; then gather, collect, manage, and review evidence*	January, 2018	Complete
4. Develop an Action Plan	*Identify discrepancies, corrective action, and recommended steps*	March-April, 2018	Complete
5. Prepare a Report	*Describe the self-study process, evidence gathering, rating process, and evaluations; summarize strengths and weaknesses; describe the action plan; and draft an executive summary*	April-May, 2018	Complete
6. Close the Loop	*Put action plans into practice; secure resources; identify barriers to overcome; and build buy-in to the program review results*	April-August, 2018	In-progress

Note: Table Adapted from CAS SAG, 2015

Appendix D

Summary of Advising Areas at Central Washington University, 2017-2018

<u>Academic Advising in the Colleges</u>
- Faculty advising by academic department or by college
- Staff advisors within academic departments or by college
    - College of Business
    - School of Education
    - Computer Science
    - ITAM (Information Technology & Administrative Management)
    - Music
    - STEM Education
    - Physics

<u>Academic Advising Offices</u>
- First Year & Exploratory Advising
    - Entering First Year students
    - Exploratory "undecided" and "undeclared" students
    - Wildcat Transition Program
    - STAR (Student Transitions and Academic Resources)
- Professional Advising
    - Entering Transfer students
    - Centers advising
    - Online advising
    - Major Level Professional advising

<u>Academic Advising provided within Special Programs</u>
- TRiO/SSS (Student Support Services)
- CAMP (College Assistance Migrant Program)
- Student Athletes
- International Students
- Douglas Honors College
- Running Start

<u>Other Advising-related offices:</u>
- Admissions
- McNair Program
- Veterans
- Disability Services
- Study Abroad

Academic Advising Pathways at CWU

Some academic advising occurs before students apply to the university. For purposes of this summary, we will be looking at the advising that occurs once a student has applied and been admitted to the university. Once students are admitted, they are invited and asked to attend an Orientation. Students are assigned to advisors from Orientation to Graduation, typically by the following pathways. Students passed to another advisor is noted by the arrow.
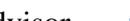
First Year Students

Orientation
Graduation

- FY & Exploratory Advisor ⟶ Faculty/College staff/Professional Advisor ⟶

- Faculty *and/or* College staff Advisor ⟶

- Faculty Advisor *and* Professional Advisor ⟶

Transfer Students

Orientation
Graduation

- Transfer Advisor ⟶ Faculty/College staff/Professional Advisor ⟶

- FY & Exploratory Advisor ⟶ Faculty/College staff/Professional Advisor ⟶

- Faculty *and/or* College staff Advisor ⟶

- Faculty Advisor/Professional Advisor ⟶

First Year Students (Ellensburg campus)
The majority of first year students entering CWU are advised by academic advisors in the First Year and Exploratory Advising office. The FY/Exploratory advisors often refer students to academic departments, college staff advisors, professional advisors, and/or faculty during the exploration process to further discuss programs. When a student is admitted into an academic major program, the advisor assignment is automatically dropped from a First Year and Exploratory advisor's caseload.

Some first year students are in special programs and are assigned to an advisor from that area for the entire duration the student is a part of the program. These students will not be assigned to an advisor in the First Year and Exploratory Advising office. Examples of these programs are:

- TRiO/SSS (Student Support Services)
- CAMP (College Assistance Migrant Program)

- Wildcat Transition Program
- STAR (Student Transitions and Academic Resources)
- Student Athletes
- International Students
- Douglas Honors College

For First Year students who have been admitted into an academic major program at entry to CWU, they are also assigned to one of the following; an academic advisor in the Professional Advising office (for certain designated majors), a college staff advisor, or a faculty advisor.

Transfer Students (Ellensburg campus)
Ideally students enter at orientation or via working with the transfer advisor/departmental/professional advisors. Some transfer students may also begin by working directly with exploratory advising. Once these students declare or indicate a strong area of preference, they are assigned to an advisor in accordance with that areas assignment process.

Transfer Students (Des Moines, Lynnwood, Pierce Centers)
These locations have professional center advisors who provide general advising support with an emphasis on basic entry, general education, and policy advising. They provide additional advising for College of Business (the largest programs at Lynnwood/Des Moines), with roles that are equivalent to professional advisors in Ellensburg. The remaining programs at these centers are advised directly by faculty members or departmental personal. Administrative support is provided by center staff.

Transfer Students (Eastside Centers)
General Services are provided as needed by the Director of Professional Advising and the Transfer Advising area.

Online Degree Students
Students begin with a designated online Professional advisor. These advisors contact new students prior to classes beginning. All online degree students are declared in specific programs and assigned to a faculty advisor for that area and an advisor in online advising that serves as their general advising support.

Faculty Advising
Faculty advising is program specific rather than radically varying according to year or location. Faculty advising focuses on guiding students academically and mentoring their future careers. It can occur in a formalized faculty advisor-student advisee relationship, less formally via teaching and conversations related to specific class, mentoring for research, advising for internships, and other forms.

Most professional advising positions work in a dual manner with faculty advising counterparts. The intent of the professional advisor position is to lift some of the advising burden from faculty to allow for the faculty to focus more on mentoring the students and to provide more consistency in advising across the student experience.

Academic Advising Approaches & Practices

Professional Advisors

- Provide assistance to faculty
- Attend all new student orientations
- Teach UNIV 101
- Graduation Planning
- Remove Advising Holds (except faculty hold)
- General Education Advising
- Collaboration with department faculty
- Keep current with curriculum and major/minor requirements for supported departments
- General Education Course petition
- Referrals to faculty or other CWU professionals
- Meet with prospective students
- Contacting students on Academic warning or probation
- Suspension appeals
- Follow up on Academic Alerts
- Calling non-registered students
- SAP forms for financial aid

Faculty Advisors

- Course choices and course sequencing within the major
- Mentorship
- Career planning
- Internships
- Course content
- Possible electives for a desired profession
- Meet with prospective students
- Credit deficiency process for transfer courses used in the major
- Course substitutions within the major
- Graduate and Professional programs
- Competitions
- Conferences
- Undergrad research
- Professional organizations to join and campus clubs
- Networking opportunities