



# Academic Advising Handbook

SOUTHWEST MINNESOTA STATE UNIVERSITY

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## I: Background and Context of Academic Advising

### Introduction

In 2016-2017, Southwest Minnesota State University (SMSU) embarked on a process designed to provide:

- A guide for students from admissions to graduation in order to assure timely degree completion;
- An interactive opportunity for students and advisors to be intentional about degree completion; and
- An opportunity to provide clarity pertaining to degree completion and to offset disconnects that may be detrimental to persistence.

To achieve these goals, SMSU faculty, instructional technology staff, the Deans, the Provost, the Vice President of Enrollment Management and Student Success, and the Registrar's Office developed an interactive Academic Advising Plan consisting of two parts:

1. The Mustang Academic Plan (MAP) captures the four year schedule of a particular major and outlines the sequence of courses needed in order to graduate in a timely manner.
2. The Academic Program Individualized Plan (*yet to be implemented*) co-crafted by the student and the advisor, and outlines the courses, benchmarks, and experiential learning opportunities the student must complete in order to finish their academic degree.

The intent underlying this project was to create a process that:

- Is interactive, manageable, and accessible to students and advisors;
- Is aligned with the Degree Audit Reports (DARS);
- Allows students and advisors to have electronic access to the both the Mustang Academic Plan and the Academic Program Individualized Plan in order to enter, revise, and monitor information throughout the students' academic career until degree completion; and
- Assists with recruitment and enrollment efforts.

Additionally, this endeavor provided a valuable opportunity for the stakeholders mentioned above to reflect upon and document the comprehensive advising process at SMSU. Participants examined the nature, extent, and structure of advising. Their efforts culminated in this handbook.

### Advising Models

At SMSU, both the teaching faculty and the administrative & service faculty participate in academic advising. All faculty advisors use a comprehensive approach, keeping in mind the student's level in their college careers and the unique needs of each individual student. The most widely-used, popular, and inclusive models of academic advising in higher education today include prescriptive advising, developmental advising, and intrusive/proactive advising. Most faculty use a combination of these models, which allows them to incorporate various strategies from different advising models to tailor their advising to the needs of each student (see Appendix for resources about different advising models).

Students are required to meet with their academic advisor at least once each semester to select classes for the upcoming semester and obtain a unique advising code that enables them to register online. During this advising session, faculty:

- help advisees select appropriate classes for the next semester (prescriptive advising);
- work with their advisees in a comprehensive process to help develop the students' academic, career, and personal goals (developmental advising); and
- review academic and personal progress of advisees, allowing faculty to be proactive in addressing students' needs by referring students who may be struggling and in need of additional help to SMSU's support services (intrusive/proactive advising).

### **The Cycle and Process of Advising**

The relationship between students and their faculty advisors begins when students first enter SMSU. Faculty meet with their new on-campus advisees each fall at the "Meet Your Advisor" session held during Gold Rush Days activities prior to the start of classes. For new students in the off-campus, online, and graduate programs—as well as those on-campus students entering mid-year—faculty advisors will reach out through emails or phone calls to begin building a positive relationship. Throughout the academic year, faculty members communicate with their advisees through emails, phone calls, texts, and personal contacts.

As mentioned above, students are required to meet with their advisors at least once each semester to prepare for class registration. Depending on the number of advisees that faculty members have, these advising sessions may take place over a number of days or weeks, or may primarily take place during Advising Day.

SMSU first set aside time dedicated solely for advising in the 1996-1997 academic year when the University switched from a quarter system to a semester system. Over the years, the configuration of Advising Day has varied (1 vs. 2 days per year, half-days vs. full-days, specific times set aside for advising first-year students, etc.). The current process involves one day each semester with no daytime classes, so that faculty and students can focus on advising.

During advising sessions each semester, most faculty meet with their advisees individually in the faculty member's office. Some programs offer individual advising following or alongside a group session that covers important and relevant information that all students in their majors need to know.

The group setting also benefits students with interdisciplinary majors that require students to take classes from several different programs. Meeting in a group allows faculty and students to ask questions of each other about classes in the different disciplines. For those programs, this is critical in ensuring that students get accurate and essential information to progress in their college careers.

SMSU supports the importance of meaningful and caring relationships between faculty advisors and their advisees. For this reason, advising at SMSU is not limited to the once-per-semester

required meeting, but rather is an ongoing and continuous process that continues throughout the year.

### **Advising for Specific Student Populations**

Advising students who are not traditional residential undergraduate students requires some additional processes and strategies. For off-campus, online, and graduate programs (for example, Extended Learning & Academic Outreach Program, RN to BSN Nursing Program, PARA To SPED Program, Graduate Programs, etc.), contact between advisors and students occurs on either an individual or group basis, usually via emails, phone, texting, or in-person appointments. For off-campus programs, the faculty advisor sometimes assists students with registering at the partnering institutions.

Advising procedures for these programs are tailored to meet the needs of the specific population of students. For some programs, students take a prescribed set of courses, but with the guidance of their advisor, each student makes the decision on the number of courses they select each semester. For other programs, particularly the graduate cohort programs, there is a set of prescribed courses that students need to take each semester in order to graduate in the intended timeframe. For all programs, the advisor is the contact and support person, working closely with students throughout each semester to offer a quality experience and ensure that students are progressing toward the completion of their degrees.

### **Advising for Students with Specific Needs**

SMSU takes a proactive approach in advising specific student populations who may have unique needs. For example, the Access Opportunity Success (AOS) program was established to work with students who are first-generation college students, are from low-income households, or are students of color. AOS provides opportunities for acclimating to college life and for enrichment and advancement, such as the Summer Bridge academic program, career and cultural programming, tutors, and academic progress monitoring. SMSU provides similar types of support for student athletes, international students, provisionally admitted students, students reported through early alert procedures, and students who are not meeting the benchmarks of Satisfactory Academic Progress (SAP).

## II: Overview of Academic Advising

### Advising Mission Statement

The goal of effective advising at Southwest Minnesota State University is to provide all students with the necessary academic information that allows them to make informed decisions about their academic careers. This can only be done by creating a working relationship with a faculty member who assists students in developing an academic advising plan that leads to a degree.

### What is Academic Advising?

Academic advising is an educational process that, by intention and design, facilitates students' understanding of the meaning and purpose of higher education and fosters their intellectual and personal development toward academic success and lifelong learning (National Academic Advising Association, 2004).

Through a developmental process, academic advising assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. It is a decision-making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multifaceted, and the responsibility of both student and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and academic progress review, and an agent of referral to other campus agencies as necessary (Winston et al, 1982).

### Undergraduate Degree Seeking Students

#### Process for Assigning Academic Advisors

Students' advisor assignments are coordinated through the Student Success and Advising Center using the following schedule:

- Fall semester – before the term begins
- Spring semester - within the first 2 weeks of the semester
- Summer – as needed
- Queries will be run throughout each semester to search for new students who have not been assigned advisors

New, entering first-year students and transfer students will be assigned advisors based on the following criteria (*NOTE – Provisional students are listed in ISRS with a probation enrollment condition. Other advisor assignments are dependent on notification two weeks before fall term begins from the Honors and Access Opportunity Success (AOS) programs*):

- Regular declared - Major department and Honors Program (if on Honors Program list)
- Regular undeclared who are not Honors or AOS students - Advising Center and other faculty volunteers

- AOS students - Access Opportunity Success Program
- Provisional declared – Academic Success Program and Major department faculty
- Provisional undeclared who are not AOS students – Academic Success Program

The following assignment standards and best practices will be implemented during the initial assignment procedures:

- The first listed major will take precedence in advisor assignment
- Departments chairs will assign new students with declared majors from their departments in a timely manner and equitably across all department faculty
- Regular admitted undeclared majors will be assigned to faculty who work with undeclared students
- Subsequent advising is done by specific faculty within their academic department or program
- Off-campus (2+2/Extended Learning) students initially get advised by staff of the Office of Extended Learning and Academic Outreach

The following procedures will be maintained to help ensure that the SMSU advising mission is met through our advisor assignment process.

Advising queries have been developed to gather information from the Minnesota State Integrated Student Records System (ISRS) about:

- Students who do not have advisors in ISRS
- Students who have declared majors that do not match faculty advisors from that department

Advisors will be end-dated for the following situations:

- Advisors who are no longer employed by SMSU
- By student request
- By advisor request

## **Change of Academic Advisors**

I. Administrative changes of advisors are completed by the Student Success & Advising Center for the following:

- Advisors no longer employed by the University
- Advisors on sabbaticals or leaves
- Students with declared majors will be assigned to faculty from that department by the department's Administrative Assistant if a change in permanent record form is not processed in a timely manner. The initial advisor will be listed until he/she or the student requests a change.

II. Student Process:

- Students who change majors should ask a faculty member from their new major to become their faculty advisor. If they do not know a faculty member in that department,

they will be referred to the department chair and/or the department's Administrative Assistant.

- Academic advisor changes are processed by completing the Change in Permanent Record form, found at the Student Success & Advising Center (IL 224), the Registration Office (IL 148), online at <http://www.smsu.edu/CampusLife/RegistrationRecords/form85.cfm>, or by contacting the department's Administrative Assistant.

## **Advisor/Advisee Relationship**

I. Documented advisors have the rights to the following:

- E-Services, Degree Audit Reporting System (DARS), transcripts, contact information and registration access codes
- SouthwestNet - Email processing tool for advisees
- Any new technologies developed to assist advisors

What students can expect from their advisor:

- Initiate and maintain regular contact with advisees throughout the academic year.
- Provide advisees with accurate and up-to-date information about course and major requirements, as well as policies and procedures.
- Assist advisees with course selection and provide their registration access code for the upcoming semester (excluding graduate students).
- Provide a safe and confidential environment for thoughts, questions, concerns, and ideas.
- Encourage and support students as they gain the skills and knowledge necessary for success.
- Support advisees in defining academic, career, and personal goals.
- Assist in creating an educational plan that is consistent with advisee's goals.
- Assist in securing another academic advisor if/when an advisee changes major.
- Discuss co-curricular activities and how they fit student goals.
- Refer advisees to campus services, organizations, and faculty and staff members as needed.
- Be accessible during office hours, by appointment, and via telephone and email.
- Assist in reviewing the Degree Audit Reporting System (DARS) report and provide information regarding the petition process.

What is expected of advisees:

- Become knowledgeable on how to access the DARS report and review it each semester.



- Review the DARS report to find advisor's name in the student data section.
- Contact and meet with advisor throughout the semester to form a relationship. Schedule appointments in advance.
- Become knowledgeable of degree requirements, policies, procedures, and campus resources.
- Come prepared to advising appointments with questions and/or topics to discuss.
- Reflect upon career goals and educational plans and be prepared to discuss them.
- Create educational plans based on interests, values, and short and long term goals.
- Explore extracurricular activities in order to facilitate personal and academic goals.
- Be open and willing to consider other perspectives.
- Check their SMSU email account regularly and respond to messages from their advisor.
- Change advisor if their advisor is no longer suitable.
- Accept responsibility for decisions and actions that affect educational progress and goals.
- Discuss issues on the DARS and graduation plan with advisor.
- Be a self-advocate in course petitions. Students have the right to move forward a course petition even if the advisor does not support the petition request.
- Seek help before a situation becomes a crisis.

#### Four-Year Advising Plan for Undergraduate Students

- I. **First Year** – *Inquire and Choose*
  - Attend all classes
  - Get to know your professors
  - Investigate student organizations and get involved
  - Develop a personal resume
  - Attend career fairs
  - Explore/investigate a major plan of study – some majors have special criteria, such as internships and course prerequisites, that need to be met beginning with the first year.
- II. **Second Year** – *Assess and Explore*
  - Complete introductory courses in your major and evaluate your commitment
  - Identify your immediate and long term goals
  - Attend career and related workshops and clinics
- III. **Third Year** – *Investigate*
  - Plan your remaining courses through graduation
  - Seek out leadership roles in activities or employment

- Update your resume
- Seek assistance in Career Services
- Work, volunteer, intern or job shadow in your field
- Attend career fairs
- Investigate graduate school opportunities if you are contemplating a master's degree
- Complete a Degree Check found at:  
[www.smsu.edu/campuslife/registrationrecords/?id=4350](http://www.smsu.edu/campuslife/registrationrecords/?id=4350)

IV. **Fourth Year** – *Evaluate and Plan*

- Complete all degree requirements
- Utilize career resources
- Develop a job search plan
- Research prospective employers
- Keep in touch with your academic advisor
- Review degree check at:  
[www.smsu.edu/campuslife/registrationrecords/?id=4530](http://www.smsu.edu/campuslife/registrationrecords/?id=4530)  
(Academic Advising Guide, SMSU Registration Office 10/2013)

### Department's Role in Advising

- Review new student lists for students with declared majors in their departments and assign department faculty to these students within two weeks of notification from the Student Success & Advising Center
- Review new transfer student courses sent from the Transfer Specialist for course equivalency
- Notify the Student Success & Advising Center of sabbaticals and/or leaves for faculty in their department
- Advise all students with advising questions in the summer
- Answer questions from prospective and newly admitted students about their department's majors

### Early Alert Warning System and Last Date of Attendance (LDA) Grades

To ensure our students are successful at SMSU, additional resources are utilized to provide academic advisors with pertinent information about their advisees through the following procedures:

- **Early Alert Warning System** – Every fall and spring semester, all teaching faculty have the opportunity to provide feedback on a student's progress within their classes through SMSU's Early Alert Warning System which is overseen by the Student Success and Advising Center. Faculty can report a student for one or more of the following alert types, along with comments to explain the alert and his/her concern: *Academic, Attendance, Personal, and Financial.*

Once the survey expires, the Student Success and Advising Center and Early Alert Intervention Team begin student outreach and intervention meetings. Alert information is also shared with academic advisors to keep them informed of any advisees whose success may be at risk.

- **Last Date of Attendance (LDA)** – The Student Success and Advising Center periodically receives LDA reports from the Registration Office of students who have received never attended (NA), failed quit (FQ), or multiple withdrawal (W) grades. Not only are these students contacted by the Student Success & Advising Center to educate them about what the LDA grade means, but most importantly, to inquire about why the student has either never attended class, stopped attending, or withdrawn from multiple classes. Academic advisors are copied (cc'd) on email outreach to keep them informed of any advisees whose success may be at risk.

### **Graduate Degree Seeking Students**

Process for assigning Academic Advisors

- Graduate students are assigned advisors by the School of Graduate Studies when they are accepted into a program
- Master of Business Administration students are assigned to the MBA faculty for teaching in the MBA program
- Education students are assigned to the On-Campus Education Graduate Director
- Learning Community students are assigned to Learning Community faculty at a particular site
- Director of Graduate Studies provides advising to the Taiwan MBA students to ensure consistency within the cohort

### **Advising Plan for Graduate Students**

- Plan varies dependent on cohorts and individual student needs. Students must work with their program advisor and/or School of Graduate Studies.

### **III: Introduction to the Academic Advising Process**

#### **Academic Calendars**

Academic calendars are published on the SMSU website and highlight important dates for each academic term.

#### **Academic Catalog**

The academic catalog is an important resource for SMSU students. The catalog contains descriptions for all courses offered through the University, graduation requirements, core curriculum requirements, academic policies, procedures, rules, and regulations. The academic catalog is published each year on August 1<sup>st</sup> in an online, interactive format. Catalogs from previous years are archived in a pdf format and are accessible on the SMSU website.

- Mustang Academic Plan (MAP) – Four-year sample plans are linked to each appropriate major to assist students with the planning of a four year schedule. These plans will appear for the first time in the 2017-18 catalog.
- Course Detail Information – Information about pre-requisites, goal designation and what term courses are offered are found by clicking on individual course links.

#### **Degree Audit Reporting System (DARS)**

DARS is a self-directed, automated electronic tool for tracking a student's progress toward completing an academic program (degree, diploma or certificate). DARS includes a degree audit system and an automated transfer evaluation system that produces screen, print, and web degree audits and transfer evaluation reports. DARS is currently implemented at all Minnesota State institutions. Students and their Advisors can access DARS reports in E-Services.

#### **Grade Point Average (GPA) Calculator**

The GPA calculator is used in conjunction with the DARS report and allows students to calculate “what if scenarios” to calculate impact of future grades on cumulative and/or major GPA. Instructions on using the GPA Calculator are found at <https://www.smsu.edu/campuslife/registrationrecords/gpa-calculator.html>.

#### **Term Course Schedules**

Term course schedules are typically published two weeks before the opening registration date each term. Registration opens at the end of October for spring term and the end of March for

fall term. This allows students and their advisors time to meet and create term course schedules.

### **Student Handbook**

The student handbook is published on the SMSU website as an online document. The academic section of the handbook is a good resource for explaining many academic policies and procedures. It is available online: <http://www.smsu.edu/administration/studenthandbook>

### **Student Transcripts**

Students can access their complete academic record in E-Services. These records can be sorted in chronological or subject order. If sorted by subject order, test scores stored in the student record system are shown.

*Test scores may include:*

- ACT and SAT: standardized tests widely used for college admissions in the United States
- MCA: Minnesota Comprehensive Assessments—Series II
- TOEFL: Test of English as a Foreign Language
- AccuPlacer: Placement tests in reading, writing, or mathematics

#### IV: Academic Advising Strategies, Outcomes and Responsibilities

<b>Strategy I:</b> Create Mustang Academic Plans (MAPs) and utilized academic advising plans.				
<b>Detailed Description:</b> The MAP is a 4-year program plan that outlines the major. The sample plan becomes an individualized plan when it is co-created by the student with his or her advisor.				
<b>Background:</b> The MAP focuses on the requirements to complete the major within 4 years. The individualized plan is tailored to the needs of the student based on the student's personal goal attainment. A student's particular situation may vary according to whether the student is transferring, non-traditional, first-year traditional, or first-year with college credit.				
<b>Desired Outcome:</b> Sample/individualized Academic Plans will be available Fall 2017. The orientation to the use of these newly created sample plans will take place the Fall 2017. The desire is that this will become electronic.				
Additional Steps	Responsibility	Completion Date	Actions	Outcomes
1. Create MAPs, including the sample plan and the individualized plan.	Academic Advising Work Group with consultation from faculty and department chairs.	Fall 2017	Work Flow created between Registrar, Data Management & Webmaster	Maps posted to the catalogs for 2017-18, 2018-19 and will be posted to the 2019-20 catalog, Fall 2019 semester
2. Provide faculty and staff development pertaining to academic advising with an emphasis on the newly developed MAPs and individualized plans.	The Deans and key faculty members.	Fall 2017	Communications to Department Administrative Assistants, Department Chairs, Program Directors and other faculty to review and communicate updates	Ongoing Quality Control accomplished to insure catalog copy and MAPS in compliance to curriculum changes
3. Faculty implement the individualized plans with their advisees by using	Faculty and staff advisors	Fall 2017	Faculty use their resources to advise for	Ongoing

the catalog, DARS, and MAPs as resources.			degree completion	
4. Monitor the review process of the MAPs and individualized process and adjust accordingly.	Academic Advising Work Group, Registration Office.	Fall 2018	Work Queues developed in Image Now to document communication for maintaining changes to MAPS	Ongoing
5. Continue onboarding professional development pertaining to advising for new faculty and staff.	Deans, Department Chairs, New Faculty Mentors, and the Director of the Advising Center.	Fall 2017	Information on MAPS inserted into the Academic Advising Handbook and SMSU website	Ongoing

<b>Strategy 2:</b> Generate procedures for early interventions for at-risk students.				
<b>Detailed Description:</b> An early alert is an automated at-risk identification tool designed to help identify and react to retention challenges quickly and consistently.				
<b>Background:</b> SMSU wants our students to achieve academic success, as well as social professional growth; therefore, we have implemented a program to help identify students that may be at-risk due to the following alert types: Academic, Attendance, Financial, and Personal.				
<b>Desired Outcome:</b> The Office of Student Success or a member of the Early Intervention Team will notify each student identified with an early alert by a faculty or staff member to discuss a plan of action and discuss the help they need in order to succeed.				
<b>Additional Steps</b>	<b>Responsibility</b>	<b>Completion Date</b>	<b>Action</b>	<b>Outcome</b>
1. Maintain and document procedures for early interventions.	Student Success & Advising Center, Early Intervention Team	Ongoing	Maintain procedure information on the Student Success & Advising Center website for both SMSU faculty and students.  Correspond with Early Alert Intervention Team with pertinent information about intervention outreach strategies, deadline dates, data collection, etc.  Work with Data Management and Institutional Research to assess our efforts and develop an early alert report.	Due to a potential new CRM/Early Alert System, maintaining and documenting procedures will likely change in the future.
2. Provide training to the Early Intervention Team and faculty on procedures for early interventions.	Student Success & Advising Center	Ongoing	Presentation during Professional Development Day  Individual Meetings / Training Sessions <i>(as needed)</i>	Due to a potential new CRM/Early Alert System, training will likely



			Email Correspondence/ Instructions (each semester)	change for both groups in the future.
3. Create a follow-up communications plan for students identified by an early alert.	Student Success & Advising Center	Ongoing	<p>Early alert email to SMSU email account requesting a meeting</p> <p>Phone Call <i>(if applicable)</i></p> <p>Resend Email <i>(if applicable)</i></p> <p>Mail Post Card <i>(if applicable)</i></p> <p>*Each Early Alert Intervention Team member has a different strategy to contact students within their respective areas and may not follow the above actions.</p>	Due to a potential new CRM/Early Alert System, follow up communications and intervention strategies will likely change for students in the future.
4. Create a follow up communications plan for faculty and staff who initiated alert	Student Success & Advising Center	Ongoing	<p>We do not have a current communications plan for faculty and staff who initiated alert, due to limited staff/resources.</p> <p>As a side note, early alert information is shared with academic advisors to inform them of which advisees have been reported <i>(even though intervention is</i></p>	In order to create a follow up communications plan for faculty and staff who initiated the alert, a new CRM/Early Alert System would be needed. Because of our current system's limitations, this would have to be done manually, and

			<i>already taking place by the Student Success &amp; Advising Center or Early Alert Intervention Team Members).</i>	due to the high volume of early alerts reported during week 3 and week 7, we do not currently have enough staff or resources to make it happen.
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**Strategy 3:** Align efforts of the Master Academic Plan (MAP) with that of the Student Success Plan.

**Detailed Description:** The Academic Advising Plan was created to assist all students in their persistence to graduation. The purpose of the Student Success Plan is to provide support for targeted group that are not being retained or not persisting. The alignment of these two plans will help support the intended outcomes of each.

**Background:** Two *Charting the Future* initiatives were the creation of an Academic Advising Plan and a Student Success Plan. Both plans have been created and it is imperative that the efforts of each plan are aligned.

**Desired Outcome:** The students targeted in the Student Success Plan will be retained and persist due to the efforts outlined in the Academic Advising Plan.

Additional Steps	Responsibility	Completion Date	Action	Outcome
1. Provide intrusive advising for the targeted students identified in the Student Success Plan.	Student Success & Advising Center and faculty advisors	Ongoing	Early Alerts  Satisfactory Academic Progress through Student Success & Advising Center  IDST 110 – The University Experience  AOS programs (i.e. summer bridge)	
2. Identify the majors in which a critical mass of targeted students are declared such as Business Management and Computer Science for international students and determine group advising and supports for these affinity groups.	Student Success & Advising Center and faculty Advisors	Ongoing	IDST 110 - The University Experience for international students  Math & Computer Science provide both individual and group advising	
3. Conduct advising workshops for targeted students	Student Success & Advising	Ongoing	Working on technology in order to	

to walk them through the use of the MAP and how to create an individualized plan.	Center and faculty advisors		construct students individualized advising plans.	
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**Strategy 4:** Anticipate course demands for international and transfer students, late registrants, and graduating seniors.

**Detailed Description:** Identify and implement a course enrollment management system to accurately predict course demands for key groups of students (i.e. international, transfer, late registrants, and graduating seniors)

**Background:** Course availability is an imperative component of student success. Although it can be difficult to predict what courses are needed for key groups because schedules are determined 6-8 months prior to the start of the semester. If departments are willing to establish courses based on the history of what course were offered to past key groups when they registered.

**Desired Outcome:** Utilize predictive analysis of course demand based on previous enrollment and retention rates of key group student population.

Additional Steps	Responsibility	Completion Date	Action	Outcome
1. Identify courses that are considered a high need among key groups of students.	Access Opportunity Success (AOS) office, Registrar, and Office of Diversity & Inclusion.	Fall 2020	Meeting and discussing key courses for student populations.	
2. Determine patterns of course demand for international students.	International Student Office and Registrar	Fall 2020	Meeting and discussing key courses for student populations.	
3. Use course demand information generated by students' individualized/four year plan(s) to inform the scheduling of future course offerings.	Department Chairs, Academic Advisors and Registrar.	Fall 2020	On-going with each individual departments	
4. Determine if providing complete or partial cohort scheduling would be beneficial for late registrants.	AOS office, Registrar, and Office of Diversity & Inclusion.	Fall 2020	Pilot programs utilizing data from AOS Scholars and Blue to Brown to reference the need and success of cohort programs.	

**Strategy 5:** Provide ongoing professional development for faculty advisors.

**Detailed Description:** Faculty and staff advisors need professional development in order to maintain the knowledge and skills to adroitly support their advisees. Periodic professional development will provide them the updated information, introduce new advising techniques, and assist them in maintaining and enhancing their advising abilities.

**Background:** Faculty and staff advisors were assumed to know how to advise because they knew the programs. The intent of this strategy is not to increase advisors’ knowledge of programs, but to move to consultative advising in which the student has ownership of his or her individualized plans and advisors guide students through the creation of a plan that fits their needs.

**Desired Outcome:** All faculty are participatory in ongoing professional development in order to increase their advising knowledge base and skills sets.

Additional Steps	Responsibility	Completion Date	Action	Outcome
1. Assure that there is an academic advising concurrent session at every Professional Development Day.	Professional Development Committee	First session to take place Fall 2017	Academic Advising session are offered at least once a year at Professional Development Day.	The sessions did take place and ongoing professional development will continue.
2. Provide academic advising orientation at all onboarding sessions with new faculty members.	Deans and department chairs.	Fall 2017	This will take place each year with new faculty.	The support for new faculty has extended from orientation to onboarding.
3. Create a series of ongoing professional development sessions for advisors to showcase new advising tools, provide updated information, and to problem-solve advising issues.	Academic Advising Committee	Fall 2020		

<b>Strategy 6:</b> Monitor and support advising for graduate students.				
<b>Detailed Description:</b> In order to provide sufficient academic advising to graduate students, we must assess current practices, determine gaps areas, and provide solutions.				
<b>Background:</b> Academic advising for graduate students is housed in the Graduate Director’s Office. The director is responsible for recruitment, admissions, advising, registration, and marketing of graduate students. This is an inordinate amount of work for one person. SMSU need to find ways to elevate the excessive work in this office so that processes can be completed more effectively and efficiently.				
<b>Desired Outcome:</b> Additional support for advising is provided so graduate students may receive effective and efficient services.				
<b>Additional Steps</b>	<b>Responsibility</b>	<b>Completion Date</b>	<b>Action</b>	<b>Outcome</b>
1. Provide an analysis of current advising practices in the Graduate Office and determine need.	Provost and Dean of Graduate Programs	Spring 2020	Reviewed all aspects of the Graduate Office. Moved the Graduate Office proximal to the Deans’ Office in order to align office supports such as the Office of Extended Learning.	
2. Review job description of the Director of Graduate Programs and of other parallel positions to determine if adjustment can be made.	Provost and Dean of Graduate Programs	Summer 2020	Reviewed the job descriptions and eliminated some of the responsibilities by sharing the recruitment work of the Education Learning Communities with the Director of Extended Learning.	
3. Determine the adjustments that can be made and begin implementation.	Provost and Dean of Graduate Programs	Fall 2020	TBD	

4. Re-evaluate the positions to determine if the adjustments made a difference in workload of the Director of Graduate Programs.	Provost and Dean of Graduate Programs	Spring 2017	TBD	
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## Appendix

### *Models of Academic Advising*

#### *Prescriptive Advising*

<https://www.cpp.edu/~advising/advisors/advisor-guide/developmental-prescriptive.shtml#q-1Articles>

#### *Developmental Advising*

<http://advising.colostate.edu/advisors/foundations/developmentalAdvising/index.cfm>  
<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Developmental-Academic-Advising.aspx>

Winston, Jr. R. B., Enders, S. C., & Miller, T. K. (Eds.) (March 1982). Developmental approaches to academic advising. *New Directions for Student Services*, 17.

#### *Proactive/Intrusive Advising*

Varney, J. (2012, September). Proactive (Intrusive) Advising! *Academic Advising Today*, 35(3). Retrieved from <https://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Proactive-Intrusive-Advising.aspx>  
<http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Intrusive-Advising.aspx>  
<http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Intrusive-Advising-101-How-to-be-Intrusive-Without-Intruding.aspx>

### *Additional articles about advising*

Advising Underprepared Students <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Academically-underprepared-students.aspx>

Advising Collaborations: the Key to Student Success

<http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Advising-Collaborations-The-Key-to-Student-Success.aspx>

Meet Me Halfway – advising as Part of the Whole Student Experience

<http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Meet-Me-Halfway-Advising-as-a-Part-of-the-Whole-Student-Experience.aspx>

Academic Advising and Institutional Success <http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Academic-Advising-and-Institutional-Success.aspx>

Academic Success Coaching: the Critical First Semester to Retain At-Risk Students

<http://www.nacada.ksu.edu/Portals/0/Resources/Publications/documents/265.%20Academic%20Success%20Coaching%20-%20YES.pdf>

History of NACADA: The Global Community for Academic Advising

<http://www.nacada.ksu.edu/About-Us/History.aspx>

Encouraging First Generation College Student Success

<http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Encouraging-First-Generation-College-Student-Success.aspx>

Academic Advising Resources/Research Index:

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Research-index.aspx>