Part One: Executive Summary

Overview: Improving Advising in the Context of Our Strategic Goals
The Updating Advising project initiated by President Cruzado provides an ideal opportunity to build on MSU's considerable assets in advising and student support. Leveraging our campus's many efforts to increase our academic stature while improving the student experience will position us to move from a loose confederation of strengths toward an adaptive and more integrated student support system. Such a system must be strategically proactive, and therefore needs to align and coordinate the efforts of faculty academic advisors, professional advisors, career, success, and financial advisors, student club advisors, and, ideally, alumni mentors, peer mentors, and more.

When considering our progress toward meeting MSU's strategic goals, the Updating committee noted that our campus's four-year graduation rate, at the time of our deliberations, was 23.9%, and the six-year graduation rate was 49.6% (the six-year graduation rate has since increased to 52.4%). Both are well short of our Strategic Plan target of 65%. *Given our six-year graduation target, we will need to increase that value by an average of roughly 5% per year for each of the next three years.*

To achieve this goal, we need to move comprehensively, decisively, and quickly, across several interrelated fronts. This work gains additional urgency when we recognize from the perspective of our historic land-grant mission that graduation outcomes represent much more than a strategic target: they constitute an educational and social priority to broaden and strengthen participation in our democracy and in our increasingly knowledge-driven economy by offering access to meaningful educational opportunities.

As we consider how best to "update advising" it is important to recall our many tangible advances in advising and student outcomes over the past two decades at MSU. Through the efforts of several committees, tasks forces, and strategic investment opportunities MSU has developed a wide range of approaches to optimize the student advising experience.

Our campus has benefitted, for example, from major reports generated through efforts such as the 2007 Centralized Advising Task Force. Among its recommendations, this report championed the promotion of quality faculty advising in the major, and it also advocated strategies for effective use of the Academic Advising Center. Similarly, we have profited from the recommendations of the 2011 Task Force and the 2012 Statewide Advising Summit held at MSU. Which, among other advances, called for establishment of the Faculty Advising Award, advising development at Faculty Orientation and ongoing workshops, and the establishment of financial literacy advising.

In addition to these efforts, we have also seen the development of the following partial list of improvements:

- Advisor Dashboard –an early generation on-line portal to access testing scores, advisor notes, student information, etc.
- Class Rolls –an interactive web page providing email lists for advisors and a method for faculty to refer students to the Early Alert program and view student engagement activity through ChampChange.
- DegreeWorks – degree audit mechanism to improve student/advisor awareness of necessary courses required for degree completion.
- CatCourse Scheduler – on-line course registration system that generally moves the emphasis of the academic advising appointment from scheduling to advising.
- Creation of the Academic Advising Center and the Academic Advising Council
- Creation of the AYCSS (integration of career development, financial literacy, learning strategies/support and success advising).

This work, along with the grassroots innovations driven by several MSU colleges, departments, and offices has set an important stage upon which to consider how to take the next set of steps in improving the student advising experience. Meeting our student retention and graduation goals requires a dramatic intervention, and in light of the history briefly sketched above, we are confident we can meet these expectations and that the recommendations made through the Updating Advising initiative can play a partial but important role in this work.

We believe improving advising requires a coordinated approach to helping students envision, map, pursue, and complete their individual pathways to graduation. Optimizing student success rates is predicated on continuous efforts to understand their individual strengths, values, and life/career goals, and on a willingness to work with them as they prepare to achieve their goals through appropriate curricular and co-curricular learning opportunities. We think of this learning-developmental trajectory in terms of **a *signature student experience.*** Both the professional literature and our own research[1] indicate that engaging students in a meaningful learning partnership through proactive advising and mentorship represents a pivotal strategy for improving such educational outcomes.

Five Recommendations:
The key steps involved in developing MSU's next generation of advising and student support entail defining and enriching our various advising roles, communicating success metrics, and developing the training and infrastructure needed by faculty, professional advisors, career advisors, financial literacy advisors, and where appropriate, student mentors, etc. to position our learners on a pathway to graduation as early as possible.

In order to better support students in their pursuit of a signature learning experience, we make the following five recommendations for the improvement of advising for student success (a more detailed explanation of the recommendations follows this executive summary):

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[1] [1] Beck, C. N., Lauriski- Karriker, T., McCormick, E, Oakley, L. Jenks, J. (2012). Academic Performance, Engagement and Extrinsic Rewards: The Sequel. Presented during the Proceedings of the 10th Annual Symposium on Student Retention. Louisville,

1. **Clarify the Roles of Advisors Within a "Unit" Framework.**
   We suggest clarifying four advising roles: *Advisor as Facilitator, Advisor as Educator, Advisor as Disciplinary Mentor,* and *Advisor as Student Peer*. The various units will detail the responsibilities associated with each role, the manner in which performance in these roles will be assessed, and the use of these assessments in formative and summative reviews.

   Building upon information gleaned from the advising survey (see part 5 and addendum), the units will develop an advising plan in which these functions will be clarified, and individuals will be identified to: 1) support a plan; and 2) develop assessment efforts (to include formative and summative reviews).

   Through the creation of this plan, units will also intentionally determine the advising role structure – whether for instance - one person executes all of the roles above or if they are shared between some combination of faculty and staff within the unit. In consultation with units who have demonstrated best practices, templates will be offered by the CAAT group described below (see recommendation 5) to help guide this effort.

   The Updating Advising Committee recommends units make these determinations no later than May 30, 2016 in preparation for summer orientation and to provide ample time to review appropriate best practices and schedule planning and training opportunities in advance of the 2016-2017 academic year. Ultimately, this means each unit should develop an advising plan to enhance the summer orientation program and be fully implemented in time for the start of the 2016-2017 academic year.

2. **Improve Advising Support Infrastructure, Processes and Expectations Associated with First Year Major Choice**
   Given that two-thirds of our students who persist to graduation have changed majors[2] it is important to develop a major plan as early as possible to ensure the student understands the vitality and opportunity of the college experience in relationship to their academic major.[3] Designing supportive choice architecture will facilitate timely development of such plans. First year major choice advising plans should include robust and well-marketed options from pre-orientation forward and be attuned to support both on-and-off-path students. This form of planning will help shape a cultural change at MSU – and it will drive the next iteration of advising support. Our recommendations are intended to encourage the development of an even more holistic approach to undergraduates by their departments. Such a view will stress the importance of designing departmental support in order to get students in the *right* major as early and as successfully as possible. For purposes of this report, the *right* major is defined as the academic concentration the individual student desires to complete when carefully considering the fit between that concentration and their strengths, values, and life goals.

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[2] From MSU institutional report: *Major Changes at Montana State University.* Fastnow, C., Singel, D. Donnelly, D. 2013. First-year student cohorts- Fall 2005, 2006, 2007, 2008.

[3] Dean Ilse-Mari Lee cites an internal report survey of Honors College students where 54% changed their majors while at MSU.

In addition to the unit's advising plan, we urge the coordination of career advising, with academic advising beginning at Orientation; we should support students with the necessary self-discovery, information, guidance, and technology-enhanced tools, and peer mentoring to enable them to find the right academic major and departmental home near the outset of first year of study.

3. **Employ Greater and More Consistent Use of Information Technology and Assessment**
We will continue the enculturation of technology tools, like Banner, Degree Works, and CatCourse Scheduler, and meet the urgent need to develop retention management and engagement systems that merge existing data streams on entering students' cognitive and socio-demographic data with new assessments of non-cognitive attributes.   With the merged data, we will implement analytic tools that provide actionable information to advisors consisting of alerts and targeted interventions for their advisees. The analytic tools will also be used to establish retention and completion performance basal expectations and goals for the units – and are not intended to promote competition between units.

4. **Foster Student Self-Direction and Progression for Both *On-Path* and *Off-Path* Students**
We will advance a new advising and counseling emphasis for *off-path* students at both the unit and institutional levels. The goal is to support student self-direction and progression, ultimately leading to the development of a personally meaningful and viable plan for degree completion. We propose leveraging emergent degree audit and advising technology for determining and communicating with off-path students and to calibrate a standardized plan to ensure minimum time to degree.

5. **Establish a Campus Advising Action Team or *CAAT* - Comprised of Faculty, Staff, and Administrators.**

While much advising transformation has occurred over the past two decades through the work of committees and taskforces, we recommend a persistent and durable team focused on improving the student/faculty/staff advising experience at MSU and providing appropriate assessment and oversight of the unit advising plans.

The team will launch a comprehensive communication plan that promotes the full use of tools and best practices at each unit level, through continual monitoring, analysis and reporting on institutional and unit performance to better enculturate the recommendations of the Updating Advising report. Through the use of good analytics and templates unit/faculty/staff best-practices will be highlighted and shared with the campus community prompting the opportunity to nudge all units to support better advising practices and outcomes. The committee will not compare units but will leverage "basal" measures of student profiles within each unit to better understand advising outcomes and promote best practices. The committee will help foster advising forums, trainings and roundtable discussions.

We recommend the offices of the Provost and the Vice President for Student Success collaborate to finalize the leadership, membership, and charge of the campus team that will undertake and/or guide this work.

Part Two: Expanded Description of Five Key Recommendations

1. Clarify the Role of Advisor Within a "Unit" Framework.
With this recommendation, we suggest organizing the next phase of advising work by focusing on four advising opportunities designed to build a framework and associate working templates with each role from which to enhance the signature student experience at MSU:

o *Advisor as Facilitator* – Transactional in Nature – Provides context and support for the student while they develop the capacity to understand their new university community, navigating procedures, filing paperwork, and adhering to timelines for timely completion.

o *Advisor as Educator* – Developmental in Nature – Provides context and support for the student while they develop their self-knowledge relative to major, career, personal finance, campus engagement, etc.

o *Advisor as Disciplinary Mentor* – Discipline-Focused – Provides the student with understanding in the depth and breadth of their discipline, inviting students to think and act in ways consistent with disciplinary norms and methods. Disciplinary mentorship may extend from casual conversations about career or graduate school to engaging in research.

o *Advisor as Student Peer* – Docent in Nature – When properly supported, trained, and utilized, student peer advisors provide an important intermediary to help guide the socialization process and emphasize the importance of preparing for and participating in regular advising. In such cases the student peer should/will not perform the direct advising, but rather help new students take more effective advantage of advising resources by assisting them in mapping, navigating, and understanding the "hidden curriculum" of tacit knowledge most successful students possess. These student peers can also provide important "intelligence" to promote a service excellence feedback loop, helping us to better refine our advising strategy. In some cases, peer advisors work within the context of faculty-led student success courses to help achieve advising-related engagement goals or learning objectives.

Templates, tools, support processes, and success metrics should be developed to assist advisors in each of these four roles. Furthermore the collaborative possibilities between these four roles need to be identified and pursued in the context of student-outcomes projects such as the *Growth Mind Set* [4] initiative currently being organized by Academic Affairs and the Jake Jabs College of Business and Entrepreneurship (with more partners expected).

By using the *advisor role framework* advanced above, "units" to include colleges, departments, and centers will be tasked with discharging key parts of the full array of functions comprising the student's advising experience. The framework should reinvigorate the advising experience with opportunities for individual units to develop "local solutions" for "local problems" within the larger framework and will require leveraging resources and expertise currently in existence at MSU.

Units will detail the manner in which the discharge of responsibilities within the new framework will occur and be assessed. Examples of assessment that should be employed include, but are not limited to:

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[4] Dweck, C. S. (2006). Mindset. New York, NY: Random House.

- *Part of Annual and University (PRT) Reviews* – The review indicators and standards for advising excellence will be incorporated into the Role and Scope or analogous documents of the units.
- Academic Affairs will champion and develop the appropriate language for supporting the role and importance of advising as teaching – this is a legitimate activity that counts for P&T (with the expectation that not every faculty member will participate in advising, but for those who do this commitment should "count").
- *Student Point-of-Service Surveys* – Feedback from the student perspective relative to scheduling, usefulness of on-line advising materials, and the actual advising experience will help inform continuous improvement.
- *Advisor Semester Survey* – Feedback from the advisor perspective relative to scheduling, usefulness of on-line advising materials, and the actual advising experience will help inform continuous improvement.
- *Student Progression* – Key performance indicators relative to student progression and graduation/career outcomes will be assessed and findings will be returned to the responsible unit.

It is important to note that with the exception of student peers, one individual or several individuals (faculty and staff) could provide advising functions within each unit. As each unit develops their advising plan, we propose faculty and staff advising acumen is considered before assigning responsibilities ensuring a good fit between unit expectations and advisor interest/ capability. Appropriate training will be provided to support these functions within the units.

2. Improve Advising Support Infrastructure, Processes and Expectations Associated with First Year Major Choice

Research at both the national level[5] and here at MSU[6] indicates the _right_ major can accelerate time to degree. By providing intentional and coordinated academic and career advising, we will support students with the necessary self-discovery, information, guidance, and technology- enhanced tools to successfully select their academic major in their first year of study. Successful major choice architecture is a key to addressing the inefficiencies and increased attrition and/or time to degree associated with "trial and error" approaches to major selection, as well as approaches based on faulty self-knowledge, familial influences, or inadequate information about the potential major choice. While we believe an accelerate major choice is important we also see the value of advising approaches that consider on-path versus off-path major choices, "macro-disciplines" – for students who need to additional insight before selecting their major.

To this end, we propose MSU units work, at minimum, to intentionally establish a means to:
- prioritize early discussion and information-rich deliberation with each student on that student's major selection and after-college pursuits.
- establish a robust system to strengthen the relationship between academic and career exploration through technology and partnership.

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[5] *A Student-Centered Approach to Advising.* Educational Advisory Board Report, 2014.
[6] We know over 50% of students at MSU change their major at least once at MSU. From MSU institutional report: *Major Changes at Montana State University.* Fastnow, C., Singel, D. Donnelly, D. 2013.

o employ guiding templates to create individualized four-year plans establishing momentum and a clear path for progress to degree and after-college pursuits.
o promote and support a growth mindset in students through curricular, co-curricular, research, and internship expectations.

3. Employ Greater and More Consistent Use of Information Technology and Assessment
Information technology and improved assessment efforts have revolutionized the student success conversation in American higher education and will continue to advance both outcomes and expectations in the near- and long-term. "High-touch" efforts must be accompanied and informed by "high-tech" solutions. While MSU has done much to leverage Banner, Degree Works, and CatCourse Scheduler, and also to develop in-house retention management and engagement systems, more can and must be done to advance and sync these efforts.

We recommend investigating the possibility of employing a robust "e-advisor"-type system, perhaps beginning with a review of Arizona State University's (https://eadvisor.asu.edu) nationally renowned model.[7] If developed, we believe such a system might be integrated into our current portal. The initial goal of such an e-advising system should be to support major selection within the first year at MSU. It should include and organize information relative to major selection, degree mapping, career development, interest/values inventories, appointment scheduling, etc. Additionally, this system should support "on-demand" student self-directive behaviors while at the same time providing a key data point to determine degree of student interest and initiative. Ultimately, we see the opportunity to develop an app for students to be able to reference information and research options based upon a "smart bread-crumb trail" created by their personal situation and influenced by our own capabilities and resources.

As part of the infrastructure supporting advising, we hold that all members of the student's "advising team" must able to record and share their notes and view communications from other advisors. Greater interdependence, transparency, and intentionality in a virtual environment between faculty/staff occupying the various advising roles will likely best support the student when they change majors, withdraw from a class, request career guidance, become developmentally aware of the resources and possibilities at research institution, etc. This virtual environment also creates a generative learning opportunity for both the advisor and student at all points of the student life-cycle (from enrollee to graduate). Advisors should have access to an "intervention dashboard" providing key analytics for students who are either already *off-path* or are emerging as based upon key cognitive, non- cognitive, and environmental factors.

The collection of data through a more deliberate advising IT infrastructure will promote opportunities for assessment. As we seek to improve student outcomes, this assessment will be conducted not only to inform current processes but also to act as a heuristic to advance better advising methods, information technology, and student outcomes.

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[7] An overview of the "eAdvising" system in the context of other programmatic, technological and policy innovations at ASU can be found in Crow and Dabars, *Designing the New American University* (Johns Hopkins UP, 2015). See especially pp. 274 ff. See also Elizabeth D. Phillips' "Improving Advising Using Technology and Data Analytics," *Change,* (Jan. – Feb. 2013).

4. Foster Student Self-Direction and Progression for Both *On-Path* and *Off-Path* Students

While all students are required to participate in advising, a special emphasis on counseling *off-path* students needs to be advanced at both the unit and institutional levels. This is not an insignificant group: for instance, data showed that only 34% of students who graduated from MSU graduated in their initial declared major.[8] The goal of such advising is to support student self-direction and progression, ultimately leading to the development of a personally meaningful and viable plan for degree completion.

The distinction between *on-path* and *off-path* students should be informed through the use of:
o Analytic measures – E.g., cognitive and non-cognitive factors, year in school, academic major choice, career plan considerations, engagement patterns, BCSSE results, student loan borrowing, etc.
o Predictive analytics – Measures from above inform the study of patterns and inferences that can lead to important efficiencies for identifying *off-path* students.
o Faculty/advisor experience – Leveraging the experience and interaction of faculty and advisors to identify students whom they wish to engage with extra effort or support (i.e. a continued evolution of the Early Alert Program).
o Formalize partnerships and new efforts to support a case-management model for holistic advising and support between Academic Affairs/Student Success.

When curated and coordinated, this information will provide appropriate and well-timed alerts for advisors to provide personalized and supportive interventions for students identified as being *off-path*. Advisors will leverage current and new tools/technology to support this effort to include but not limited to: CatCourse Scheduler, DegreeWorks and GPS technology (i.e. Portland State Universities work on GPS modeling for advising), Beginning College Survey, of Student Engagement (BCSSE), career aptitude instruments, another cognitive and non-cognitive measure. Use of this information will support incremental steps forward to advance the advising experience. Ultimately ensuring less time is spent on rote activities leading to better coordinated technology and technique so students who change majors will have more seamless experience.

However, in order for such an individually focused strategy to be both economically feasible and outcomes-focused, all student advising, and particularly *off-path* student advising, needs to take advantage of the tools of "mass customization." Consequently, we urge that distinct student cohorts critical to advancing the achievement of our retention and graduation goals be identified (through both high-touch and high-tech means). Pursuing mass customization to connect with defined cohorts will ensure appropriately tailored outreach, communication, and intervention strategies to support retention and degree completion.

5. Establish a Campus Advising Action Team or *CAAT* - Comprised of Faculty, Staff, and Administrators.
The goal of this team will be to expedite the full use of tools and best practices at the unit level, through monitoring, reflecting, and reporting on unit performance and to envision and promote continuous improvement in the tools and practices that MSU provides to support the units.

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[8] From MSU institutional report: *Major Changes at Montana State University.* Fastnow, C., Singel, D. Donnelly, D. 2013.

Part Three: Key Operational Recommendations:

In addition to the five strategic recommendations outlined in the Executive Summary and explored in more detail in section two, our group offers the following operational recommendations.

3.1 Elevate and Energize the Advising Experience At MSU
- o Sponsor several campus design charrette events (with faculty, staff and students) to accept and incorporate feedback for how MSU can best redeploy advising by placing students at the center of the experience.
- o Develop appropriate online informational templates (e.g., What can I do with a major in…?; How do I find an internship in…?; Volunteer/engagement opportunities that will support my major/career aspirations).
  - o These templates will support advisors and students with "on-demand information" in a common and predictable online portal.
  - o The templates will create an important self-service environment to allow for student self-direction and progression.
- o Through the use of technology, create virtual "advising teams" to support students through transactional, developmental, and discipline-focused mentoring.
  - o This means the student could potentially be assigned more than one advisor and then select whom s/he wants to leverage based on the experience set of the advisor.
  - o All advisors assigned to the student will be able to write and share notes, breaking down inefficient and sometimes challenging communication environments.

3.2 Provide Extensive Advisor Training
- o Create a master advisor program to include extensive training on academic, career, and co-curricular advising best practices and opportunities at MSU (and beyond).
  - o Associated with P&T for faculty.
  - o Associated with employee evaluations for staff.
  - o Where appropriate, provide "first-level" career and financial advisor training to advisors.
  - o Require attendance at continued advisor training/retreats through the academic year.
    - Provide a core base of advisor training to include video and online resources
    - Faculty/Staff Advising Resource Center for advisor related questions to fast track answers to advising questions/concerns/techniques/issues.
  - o Support and provide recognition for advising development and outcomes.
  - o Create a feedback loop for advisors to influence training topics (including but not limited to advisor semester surveys).
  - o Use student point-of-service survey responses to influence training topics.

3.3 Broaden Use of Information Technology to Allow for Scale, Support, and Assessment
- o Develop a CRM/portal/app system to support a robust, enterprise-wide advising program, with the ability to:
  - o Provide just-in-time advising based upon key metrics (year in school, change in major, upcoming campus events, transcript triggers (i.e. internship or research experience).
  - o Support and measure student interaction with the advising portal

- o Push advising messages to students electronically (via text/log-in/app).
  - o Schedule appointments online (and send reminders).
  - o Allow advisors to write and share notes with others on the "advising team."
  - o Collect and respond to advisor and student feedback.
  - o Assess the advising experiences, throughput (student progression), and output (post-graduation)
  - o Track *on-and off-path* students.
  - o Alert advisors to *off-path* students.
  - o Provide "triggered" and "individual" messages to *off-path* students.

3.4 Appeal to the Student (i.e., Market/Communicate the Merits of Advising)
- o Develop an execute a robust communication strategy to make the advising experience a common and expected practice for which students must prepare and make part of their experience at MSU.
- o Plan is synced to their year in school and academic standing, and non-cognitive/ engagement profile
- o Send appropriate and targeted messages to students who are both *on-and off-path*.
- o Provide timely and accurate information regarding key campus events/services that are advising-related or support student development.

3.5 Place the Student at the Center of the Advising Experience
- o Ensure every student has an opportunity to secure academic, research, career, internship, engagement, and financial advising by building the equivalent of a curriculum supporting this goal (unit advising plans).
- o Where possible, sync this curriculum with a year-long (first-year) course.
- o Where possible, sync this curriculum with volunteer alumni mentors or organizations having legitimate experience in the field.
- o Where possible sync this experience to student mentors.
- o Develop mechanisms and measures for syncing student need (demonstrated with BCSSE and other instruments) and advising/communication/evaluation.

CONCLUDING NOTE: Establishing Benchmarks for Success
In order to advance MSU's new advising model, we must establish clear *Benchmarks for Success*. Such benchmarks should drive the implementation of a holistic advising model that is nimble, coordinated, and responsive. The model should be student-centered, discipline-influenced, engagement-driven, retention- and graduation-focused, leading to clear post-graduation prospects/goals.

Part Four: Mapping the Challenge Before Us

Introduction: An Emergent Definition of Student Success:
Although excellence in research, discovery, and teaching remain core values and key drivers of institutional achievement, conversations about *university success* are also increasingly being situated in the context of *student success*—usually by being linked to measures associated with degree completion. As Secretary of Education Arne Duncan recently noted, "we must shift incentives at every level to focus on student success, not just on access. When students win, everyone wins. But when they lose, every part of the system should share responsibility."[9]

Closer to home, the Office of the Commissioner of Higher Education (OCHE), through the Montana University System (MUS) webpage, explains how performance-based funding is designed to achieve similar aims: "Performance funding or outcomes-based funding is a connection between the allocation of resources and the achievement of certain desired outcomes. The purpose behind linking funding to performance goals is to provide colleges with stronger incentives to improve educational outputs, build collaborative higher education policy environments, and ultimately become more accountable."[10]

Montana State University has done well under the performance-based funding model. Through our efforts, we received $2.3M in FY15, and that number grew to over $4.5M in FY16. In both FY15 and 16, MSU Bozeman received the largest share for an individual institution.[11] Our success notwithstanding, however, performance-based funding is a moving target. Consequently, we must continue to adapt in ways that improve measurable outcomes if we hope to sustain our competitive advantage.

For purposes of our Updating work, we **define *student success* as timely graduation in a desired degree program.** Although student success can and should be understood in many additional ways, this framing has the advantage of providing a clear focus on measurable outcomes.

Again for purposes of our Updating efforts, we draw on the work of the National Academic Advising Association (NACADA) to **define *student advising* as both a student-centered process and an institutional relationship that promotes student success.** Student advising typically assists students in crafting, clarifying, planning, and pursuing their learning, career, and life goals through their educational and co-curricular choices. As an institutional relationship, student advising is directed toward improving retention, degree progress, academic performance, and timely graduation in a desired degree program. As a student-centered process, such outcomes are sought in the context of the student's understanding of their strengths, values, and

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[9] Secretary Duncan (07/27/2015) - University of Maryland Baltimore County
http://www.ed.gov/news/speeches/toward-new-focus-outcomes-higher-education
[10] http://mus.edu/CCM/performancefunding/FAQ.asp
[11] However, when funding totals are combined with associated two-year colleges, MSU was out-performed by the University of Montana (UM). Looking forward, UM seems well-positioned to advance two-year and prior learning efforts because of the size of its two-year college. If they combine such efforts with stellar advising, they could also advance their transfer student cohort. Although these are not performance-based funding targets at present, they are important success metrics and could be included in PBF calculations in the future.

life/career goals. Thus understood, student advising is a distinct subset of the broader category of student support.

Framing student success as timely graduation in a desired degree program nicely situates us to consider how best to address the emerging emphasis on developing post-graduation metrics associated with employment outcomes in order to incorporate them into our institutional measures of student achievement. Secretary Duncan noted in his speech that "we need to build a system in which student learning, graduation and going on to get good jobs count most. That's what it means to focus on outcomes."[12]

Although Secretary Duncan articulates a starting point for establishing such metrics, much more needs to be said about how best to define and measure post-graduation outcomes. For example, considerable work is required to articulate the value added to the careers of those students who, in order to make themselves more competitive in career fields that might at first seem distant from their specific undergraduate degree, rely on portable skills like communicating across differences, thinking creatively and analytically, and learning to learn. Such communicative and meta-cognitive abilities are highly valued by employers and students alike, but they are currently difficult to quantify and evaluate.

The Challenge Before Us – Key Data

Achieving Montana State University's 2019 strategic goal to improve first-time, full-time student retention from 76.8% to 82% and the six-year graduation rate from 52.4% to 65% requires an unflinching analysis of where we, as an institution, can improve our support of student success outcomes. We have seen some gains, particularly in retention, but our work is far from complete (Table 4.1). In fact, we observe that by year four of the 2010 cohort, the retention (33.6%) plus graduation rate (23.9 %) was 57.5%. This means we are 7.5% behind our 65% graduation goal for that cohort year—making it nearly impossible to achieve this goal without redefining how we support students.

These statistics present an important indicator of where we must address the problem – too few students are progressing through the *progression pipeline* – to include those who would be expected to succeed. The implication for MSU is that based upon our current retention trajectory, we cannot achieve a 65% graduation goal by 2019, and without significant changes in performance, that goal cannot be brought within reach in the foreseeable future. These statistics also provide important impetus to consider how we might support those who have left and have not completed a degree at another institution, or those who might not be included in the first-time, full-time cohort, and therefore are not considered in our reported retention and graduation rates (part-time, transfer students, etc.).

Additionally, in Table 4.3, which is based upon the EduVentures data model for expected versus actual retention rates, our campus is defined as a *moderate underperformer.* Given our strong performance in so many other areas of educational excellence, this designation is especially concerning when we compare our designation to that assigned to some of the other institutions

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[12] Secretary Duncan (07/27/2015) - University of Maryland Baltimore County
http://www.ed.gov/news/speeches/toward-new-focus-outcomes-higher-education

included in the analysis. Further, when we examine MSU's strategic plan in Table 4.2, we observe that in many instances we are not, as an institution, making sufficient progress in key measures that will either help advance improved retention/graduation rates or a more diverse student profile.

All told, and read in this context, Table 4.1 illustrates the challenge our current retention rate poses to achieving our goal of a 65% graduation rate. It demonstrates that **significant changes in outcomes across all points constituting the student progression pipeline from pre-entrance through departure or graduation are necessary in order to reach the 65% graduation rate goal.** We believe one of the best opportunities to improve student outcomes is through better, more deliberate student advising support across all phases of student socialization for those populations the university has decided to target.

Table 4.1 – Retention and Graduation Profile First-Time, Full-Time Degree Seeking Students

Continuation Rates and Cumlative Graduation Rates - Montana State University First Time Degree Seeking Freshman - All Students												
First Fall	Class Size	Graduation Year 1	Continuing to Year 2	Graduation Year 2	Continuing to Year 3	Graduation Year 3	Continuing to Year 4	Graduation Year 4	Continuting to Year 5	Graduation Year 5	Continuing to Year 6	Graduation Year 6
2007	1852	0.0	71.5	0.0	62.4	0.4	57.7	20.1	34.7	41.5	13.7	49.5
2008	1807	0.1	72.2	0.1	63.5	0.7	58.3	19.6	35	41.6	13.6	49.6
2009	1795	0.0	74.4	0.0	64.2	0.8	61.2	21.7	36.2	45.1	11.5	
2010	2092	0.0	74.0	0.0	63.7	0.4	60.8	23.9	33.6			
2011	2101	0.0	74.3	0.0	64.3	0.8	58.1					
2012	2160	0.0	76.4	0.0	65.9							
2013	2311	0.0	76.1									
2014	2362	0.0	76.8									
Data Source: MSU Office of Planning and Analysis												

Table 4.2 - Current Status of Key Strategic Plan Goals Measuring or Leading to On-Track Retention/Graduation Goals

Strategic Plan Goal	Our Current Status 11/17/2015	Momentum
Strategic Plan Goals Related to Retention and Graduation Outcomes:		
FTFT Retention Goal – will increase from 74 to 82%	76.8%	↗
6-year Graduation Goal – will increase from 51 to 65%	52.4%	↗
Upon graduation students working in their field of study or a job of their choosing – 62 to 70%	68%	↑
Number of graduates pursuing advanced degree will increase from 21 to 25 %	16%	↓
Strategic Plan Goals Demonstrating Commitment to Access:		
By 2019, the number of Montana undergraduate students enrolled will surpass 9,900 (a 15 percent increase) –	8653	↗
By 2019, the percentage of need met through scholarships and grants for students who were awarded any need-base will increase from 74 to 80 percent	74%	←→
By 2019, the number of Native American students will increase to 800	560	↗
By 2019, the number of other under-represented minority students enrolled will increase to 1300 (a 40 percent increase).	1191	↗
By 2019, the number of nontraditional students enrolled in undergraduate and Gallatin College programs will increase to 3,200 (a 20 percent increase) –	2518	↙
Data Source: MSU Office of Planning and Analysis - August 20 & November 17, 2015		

Table 4.3 – EduVentures Predicted Versus Actual Retention Rate

INSTITUTION	PREDICTED	ACTUAL	RETENTION RATING
Montana State University	80	76	Moderate under performer
The University of Montana	76	73	Moderate under performer
University of North Dakota	79	75	Moderate under performer
North Dakota State University-Main Campus	78	78	Performing as expected
Arizona State University-Tempe	83	84	Performing as expected
University of California-Santa Cruz	80	89	Moderate over performer
California State University-Chico	77	87	Over performer
California State University- San Bernardino	66	89	Over performer
California State University-Fresno	71	83	Over performer
University of California-Irvine	81	92	Over performer
Utah State University	80	66	Under performer
University of Utah	81	88	Moderate over performer
Western Washington	85	83	Moderate under performer
University of Washington - Seattle	88	93	Moderate over performer
Washington State	79	80	Moderate over performer
University of Wyoming	82	74	Moderate under performer

In order to achieve our ambitious retention and graduation targets, we must undertake broad-based efforts guided by an entity like the proposed CAAT team. Such efforts should be undertaken with the charge of improving student advising in the context of maintaining academic standards and sustaining our commitment to educational access. Fortunately, we can build on projects such as our investments in teaching excellence, undergraduate research, and personalized student success interventions.

Part Five: Synopsis of Advising as Currently Practiced at MSU - Bozeman

Generally, MSU advising responsibilities are segmented and organized by reporting area and advising function. Examples of reporting areas might include the Division of Academic Affairs, Division of Student Success, or Athletics. Examples of advising functions might include curricular advising (subdivided into faculty academic advising and professional general advising), co-curricular advising, or career counseling. In some instances reporting areas specialize in specific advising functions, while other reporting areas operate as generalists across multiple advising functions. Although the approach to distributing advising responsibilities works well in many instances, we can at present discern no single overarching logic governing this organizational scheme.

On the contrary, our review of campus documents and oral history suggests MSU's current advising model is likely to have emerged organically in response to local student needs, individual unit priorities, and broader campus priorities such as the emphasis on efficient resource management. Strong and effective cooperation exists within and between many units. But this cooperation does not generally extend to the coordinated pursuit of measurable student outcomes across multiple units. In short, **MSU has a decentralized advising and student support structure.** And as a recent Education Advisory Board (EAB) report notes, such a structure can result in "unintended roadblocks to completion."[13]

One approach to refining our advising model might begin with our points of pride. According to the Carnegie Classification of Institutions of Higher Education, Montana State University is a Very High Undergraduate, Very High Research Activity institution and has received a Community Engagement elective classification.[14] These classifications align well with the Strategic Plan's promotion of learning, stewardship, and engagement. We believe these designations can provide useful starting points for how we think of the role our current advising practices can and should play in the future of MSU advising. Following is a brief description of the current MSU advising practices our Updating group has examined:

- **Academic Advising** – Typically performed by professional staff, faculty, or administrative assistants (who provide advising support in departments). Table 5.3, *Number of Advisees Assigned in Banner per Advisor by Department, 2014-15*, provides a general sense of academic advising effort by department. Even with assistance of this table, the Office of Planning and Analysis notes "we do not have a good grasp on the scope or burden of advising duties and need to better understand the resources committed to advising through high quality and thorough data collection."
- **The Academic Advising Center** – "Ask US Desk" for Academic Advising - Provides general advising for: Majors, Minors, Certificates; Core Course Info. Also provides specialized advising for: Students-in-Transition; Pre-Med Intake Major; Pre-Law; COE-X: College of Engineering Exploration; Summer Start & Non-Degree; National Student Exchange. Also provides training and support for all advisors. More detail on the number of student visits by college is included in Table 5.1.

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[13] The Educational Advisory Group. Guiding Student Choice to Promote Persistence: Tools, Technologies and Policies That Support Retention and Timely Completion (2015).

[14] http://carnegieclassifications.iu.edu/lookup_listings/view_institution.php

- **Undergraduate Research Advising –** As a high undergraduate, very high research institution, an important and distinctive hallmark for advising at MSU requires every undergraduate student to complete a research experience, typically accomplished through a course, as a requirement of CORE 2.0. This requirement fosters a unique opportunity to provide a critical form of advising to students to both engage them in their studies but to also apply the important lessons of applied research in pursuit of their life goals. Clearly, the mandatory undergraduate research experience provides an important and unique opportunity for students to be advised by a faculty member who should be a member of the advising team.
- **Career, Success, and Financial Advising –** The Allen Yarnell Center for Student Success provides a broad array of transitional, financial, and career development advising. Currently there are six part-time career coaches (3 FTE), three financial coaches (2 FTE), and six part-time success advisors (3 FTE). Combined, 4,879 advising appointments were conducted for these three areas during FY14-15 (2,448 success advising appointments serving 1,045 unique students; 1,536 career coaching appointments serving 1,105 unique students; and 895 financial education appointments serving 586 unique students).[15]
- **Additional Co-Curricular Advising –** These resources are primarily coordinated through the Office of Activities and Engagement. Advisor support of student clubs and experiences is a critical component of learning, stewardship, and engagement. Last year 10,258 student interactions (non-distinct) represented involvement in 247 clubs/organizations with 247 faculty/staff serving in the role of advisor for those clubs.[16]
- **Peer Advising –** Several instances of student academic (i.e., tutoring) and transition advising (e.g., orientation leaders, success mentors, resident assistants, peer leaders, etc.). The "tenured student role" is important for facilitating new student socialization and for advancing the engagement of the student advisors and mentors providing such support. At this time, the number of student advisor/mentor-related appointments/interventions is difficult to quantify. Our Updating group notes that peer mentoring and peer advising, when aligned with faculty involvement and support, can represent a high-impact, cost-effective means of increasing student engagement and thus of driving key institutional outcomes. We urge our colleagues to consider the strategic expansion of this resource.
- **Special Program Advising –** Student advising in other forms also exists at MSU. Examples include but are not limited to: American Indian Council; ASMSU; Bobcat Athletics; Caring for Our Own; EMPower; fraternity and sorority life; Jake Jabs College of Business and Entrepreneurship Coaching Clinic; Office of Diversity Awareness; Allen Yarnell Center for Student Success; TRIO McNair Program; TRIO SSS Program; Society of Women in Engineering; Women's Center; Residence Hall Association; etc. These programs are often guided by a professional or para-professional staff member and create a rich opportunity to develop learning, stewardship and engagement opportunities for our students. The number of distinct students and advisors involved with these special programs is difficult to estimate.

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[15] Data Source: Allen Yarnell Center for Student Success
[16] Data Source: Office of Activities & Engagement

- **Alumni/Mentoring Advising** – Several colleges, departments, and offices[17] host alumni mentoring programs to better support student development. These connections can provide a unique opportunity for students to receive "real-world" advising and networking opportunities from alumni who now want to give back to their institution.
- **Administrative Advising (Including Withdrawal, Suspension Appeal, Student of Concern etc.)** – Assistant/Associate Deans, departmental/college student success coordinators/administrative associates, Dean of Students Office, Financial Aid, Registrar, and other key administrative offices and departments provide critical student liaison support, providing counsel for how to depart, re-register, or solve problems, as well as on real barriers to persistence during times of personal and academic crisis. While at present there is not a uniform system to collect these statistics, the Dean of Students Office provided 627 non-conduct advising appointments in FY 14-15.

Table 5.1 Academic Advising Center Visits by College

AAC Visits by College July 2014 - June 2015	Total
College of Agriculture (including Econ)	157
College of Arts & Architecture	154
Jake Jabs College of Business and Entrepreneurship	194
College of Education, HHD	136
College of Engineering	520
College of Letters & Science	1312
College of Nursing	145
Gallatin College	17
University Studies & Prospective Students (2921/164)	3085
Pre-US	24
Pre-Vet	11
Pre-Med	441
COEX	91
Non-degree Undergrad	23
Non-degree Graduate	3
Total	**6313**
Data Source: MSU Academic Advising Center	

A Review of Advising at MSU from Student and Advisor Perspectives

Where possible, our Updating Advising Committee attempted to provide a 360-degree review of advising at MSU by surveying departments and reviewing both the NSSE Advising Survey data (student perspective) and the BCSSE (incoming student need perspective). Results and insights follow and are valuable for shaping the recommendations section.

Departmental Advising Survey
For the purposes of the Updating Advising Effort, the committee focused primarily on academic units across the university that advise students. To this end, the task force developed a survey

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[17] Examples include, but are not limited to, the JJCOB Career Coaching Clinic, MSU-Alumni Foundation/Allen Yarnell Center for Student Success Bobcat Mentoring Program, American Indian Council, Ask-An-Elder program.

and disseminated it to 49 department chairs or unit heads. 49 survey responses were recorded for a 100% rate. Raw survey data are available in the appendix.

It is important to recognize not all units are involved with all types of advising. For example, the Office of International Programs serves in some but not all advising capacities. Thus, the overall percentage of units performing some types of advising does not always total 100%.

New Student Orientation and Advising – Key Findings
As new students begin their career at MSU with orientation, the first survey questions inquired about advising first-year students. All units reported having an advisor available to meet face-to-face with new students in preparation for the Fall and Spring semester starts. 98% of reporting units indicated having an advisor on hand to meet with new students during summer orientation.

Table 5.2 - New and Transfer Student Advising by Responsible Faculty/Staff Member

Responsible Faculty/Staff Member	New Student Advising	Transfer Student Transcript Review /Course Selection
Department Head	57%	36% / 38%
Department Advisor	49%	53% / 58%
Faculty Advisor	45%	42% / 51%
Assistant/Associate Dean	16%	13% / 11%
Other	31%	44% / 38%
Data Source: UPDating Advising Committee: Departmental Academic Advising Survey, Distributed, Spring 2015 - 49 Respondents		
Note: columns do not total 100% since multiple responses were accepted in the survey		

Ongoing Advising
Once students enroll and begin their course of study, advising them to stay on track is the focus of ongoing advising. We are encouraged to find that 100% of respondents indicated that their department offers one-on-one advising. Moreover, these individual advising appointments appear to be of a duration in which substantive developmental advising may occur, with 47% of units reporting advising appointments of more than 20 minutes, 45% indicating advising appointments between 11-20 minutes, and fewer than 10% reporting advising appointments that are 10 minutes or less.

Students can see an advisor by means of a scheduled appointment (96%) as well as on an informal walk-in basis (67%). Respondents also indicated virtual advising through Skype and teleconferencing.

Table 5.3 Proportion of respondents indicating nature of advising by role

Staff/Faculty Member Responsible for Advisee Questions by Department	Academic Advisor	Admin. Assistant	Department Head	Faculty Advisor	Graduation Certifying Officer	Assistant or Associate Dean
General questions re: academic university procedures	0.24	0.22	0.16	0.18	0.07	0.07
Course registration	0.29	0.18	0.14	0.22	0.08	0.04
Progress toward degree	0.26	0.12	0.15	0.25	0.14	0.05
Academic probation/suspension	0.24	0.09	0.23	0.18	0.04	0.19
Internships	0.21	0.09	0.21	0.31	0.04	0.04
Research opportunities	0.16	0.07	0.27	0.33	0.04	0.05
Career/Graduate school	0.19	0.06	0.24	0.33	0.05	0.06
Data Source: UPDating Advising Committee: Departmental Academic Advising Survey, Distributed, Spring 2015 - 49 Respondents						
Note: columns do not total 100% since multiple responses were accepted in the survey						

Examining the Advising Process - Opportunities Revealed by Survey Results:

1. Considering new student readiness for college-level coursework, 42% of responding units indicated they provide new students with a list of first semester courses suitable with respect to the students' math and writing placement scores. The majority of units do not provide this level of course planning assistance. This may be an area for further development.

2. In question 21 we asked, "Does a department staff member check student course selections after registration and follow-up if incorrect courses are found?" We found that 38% of units use staff time to conduct this monitoring. An opportunity exists to automate this effort to increase time available for other advising-related functions.

3. Question 22 measured the specific resources used by the unit to supplement advising. Most common were DegreeWorks (83%), followed by curriculum worksheets and handouts (74%), flowcharts (49%), and online resources (47%). We did not collect examples of this material, nor has there been an evaluation of the content of the supporting documentation across advising units. An opportunity exists to conduct this evaluation in an effort to enhance the portability of documents and advising templates across the university to better facilitate student movements in and out of specific programs.

4. Students currently obtain registration PIN codes most commonly as part of a scheduled meeting with an assigned advisor (83% according to question 23) or a walk-in meeting with an advisor (48%). Other forms of PIN distribution are less common but include meeting with office staff in the advising unit, email, phone, or group advising sessions. The expectation is that PIN codes be distributed during face-to-face meetings between advisors and students. We recommend this model, one that is already commonly used across campus, to create a common advising experience across units and because it opens the door to move beyond transactional advising to discussions centered on career and professional goals.

5. The majority of advising units meet to discuss advising procedures (72% according to responses to question 24). The item does not capture information that might be disseminated through emails or memos to advisors outside of meetings. An opportunity exists to provide university-wide advising information electronically to advising units for dissemination to advisors. Advising units can also be encouraged to implement a system of more localized and specialized information distribution if such systems do not presently exist.

6. DegreeWorks was specifically addressed in three questions in the survey. First, advising units were asked if staff members receive training on how to use DegreeWorks when advising students. The results indicate that 85% of advising units provide training or encourage attendance at university-sponsored trainings. Only 40% of advising units provide DegreeWorks training to their students, with the open-ended responses indicating that any guidance provided is fairly limited. An opportunity exists here to determine whether or not students need or desire enhanced training on the use of the system. The exception here could be the need for guidance in developing graduation plans in DegreeWorks, where we already have university-wide instructional videos available.

7. Finally, in question 30, we asked if the unit advisors use the "notes" feature in DegreeWorks. According to the results, 76% of the units encourage this use. An opportunity exists here to increase the use of the notes feature to improve the transportability of records across units. Increased documentation is particularly useful when students are transitioning in and out of specific majors.

Academic Advising By the Numbers

According to the Office of Planning & Analysis, it is difficult to know the exact number of advisees assigned to a department, and it is just as difficult to calculate the ratio of advisees to advisors since **a uniform advising relational database/data warehouse does not currently exist at MSU.** Further, a role to input and monitor the number of students to advisors in DegreeWorks or Banner does not currently exist, which makes this form of data collection, measurement and analysis difficult. To that end, the table below details in the broadest terms the number of majors associated with the number of advisors by department. While this table does provide some insights, the data reveal there is more work to be done to account for how we assess advising outcomes at MSU.

Table 5.4 - *Number of Advisees Assigned in Banner per Advisor by Department, 2014-15*

Number of Advisees Assigned in Banner per Advisor by Department, 2014-15
Includes Faculty and Staff Advisors

Department	Fall 2014				Spring 2015			
	Number of Advisors with Student Assignments	Number of Students Assigned to Each Advisor			Number of Advisors with Student Assignments	Number of Students Assigned to Each Advisor		
		Minimum	Average	Maximum		Minimum	Average	Maximum
Agricultural Econ & Econ	18	1	12.3	27	17	1	12.9	27
Agricultural Education	3	14	18.0	20	3	14	17.0	21
Agriculture	1	10	10.0	10	1	2	2.0	2
Animal & Range Sciences	13	2	27.0	46	13	1	27.1	44
Architecture	4	1	79.3	276	2	28	137.5	247
Art	15	9	21.5	146	15	8	21.1	159
Business	27	1	49.0	91	31	2	40.4	87
Cell Biology & Neuroscience	4	1	78.8	310	4	1	72.5	285
Chemical & Biological Engr	4	1	122.8	484	5	1	94.6	456
Chemistry & Biochemistry	25	1	7.1	72	25	1	6.9	73
Civil Engineering	25	1	25.0	52	24	1	24.5	68
Computer Science	9	7	39.7	57	9	7	42.0	62
Earth Sciences	19	1	16.2	39	20	1	13.7	36
Ecology	19	5	21.9	32	19	1	21.2	34
Education	27	1	27.6	263	28	1	25.4	221
Electrical & Computer Engr	12	2	24.3	32	13	1	23.7	37
Engineering	1	69	69.0	69	1	105	105.0	105
English	17	1	15.1	27	15	1	15.9	25
Entomology	1	2	2.0	2	1	2	2.0	2
Extended Studies	3	1	1.3	2	1	2	2.0	2
Gallatin Coll Workforce Progrm	5	1	58.4	188	6	1	38.0	138
Graduate Studies	7	1	18.6	98	8	1	17.1	115
Health & Human Development	24	1	41.9	358	21	1	45.2	337
History & Philosophy	19	1	11.1	25	20	1	9.1	22
Land Resources & Enviro Sci	23	1	8.1	20	23	1	8.6	26
Letters & Science	1	128	128.0	128	1	106	106.0	106
Liberal Studies	5	2	32.6	114	5	2	27.6	86
Mathematical Sciences	18	1	11.3	38	17	2	12.5	41
Mechanical & Industrial Engr	25	1	52.9	90	28	1	42.9	74
Microbiology	11	1	13.1	47	8	2	11.3	40
Microbiology and Immunology	9	1	15.4	43	16	1	12.4	39
Immunology&Infectious Diseases	6	1	4.7	16	2	6	6.0	6
Modern Languages & Literatures	4	1	2.3	4	5	1	1.6	2
Music	5	5	14.6	26	6	1	10.7	21
Native American Studies	4	1	3.5	8	3	3	6.0	12
Nursing	57	1	14.1	113	56	2	14.6	134
Physics	20	1	7.1	21	21	1	6.3	19
Plant Sciences/Plant Pathology	12	1	10.8	26	16	1	8.1	21
Political Science	10	1	17.8	29	10	1	16.7	29
Psychology	9	33	40.9	47	11	1	32.1	46
School of Film & Photography	16	1	21.8	140	15	2	20.3	109
Sociology & Anthropology	13	1	20.7	104	13	9	20.3	80
University Studies	4	75	255.0	763	6	2	138.7	675
WWAMI/Medical Science	4	1	9.0	29	3	1	9.3	26

Source: Office of Planning and Analysis, Banner Student Data

NB: Students who change majors or advisors but whose advisor assignment is not updated in Banner will be associated with the outdated advisor and counted in the old department.

Other "Non-Academic Advising" At MSU: The Co-Curricular Advising Experience

All advising at MSU should promote the possibilities and opportunities that exist at a *very high research* and *very high undergraduate* institution. Because academic advising is considered mandatory for continued registration while other co-curricular advising is not mandatory, the advising experience is probably not as intentionally balanced as would be required for optimal outcomes.

Co-curricular advising provides important transition, developmental, and career information/counsel—all of which are essential components for developing the whole student within the rich set of learning and developmental opportunities that exists at a university campus. Since this type of advising is optional, students often miss opportunities for growth, including success advising, study-abroad, career development, learning strategies, financial education, university withdrawal/Return-to-Learn, and other forms of transactional and developmental advising. Since there is considerable variability in the administration of these programs (and, by extension, the data collected), we recognize the information presented in tables 5.5 and 5.6 below is limited in its ability to accurately determine the total amount of co-curricular advising at MSU. However, it does provide a quantitative starting point from which to begin thinking about the current state of co-curricular advising support.

Table 5.5 - Co-Curricular Professional and Peer (Tutoring) Advising Offered Through the Allen Yarnell Center for Student Success

Co-Curricular Advising At MSU - By Responsible Area and/or Function				
Allen Yarnell Center for Student Success Advising Appointments	FY14	FY15	⇧/⇩	% Change
Success Advising Appointments	1,937	2,448	⇧	26.40%
Tutoring Hours	17,091	11,049	⇩	-32.70%
University Withdrawals	751	737	⇩	-1.90%
Early Alert Attended Appointments	370	602	⇧	62.70%
Career Coaching Appointments	878.5	1,536	⇧	74.80%
Financial Coaching Appointments	353	895	⇧	153.50%
Data Source: Allen Yarnell Center for Student Success - Advisor/Tutoring Appointments Recorded in CatTracks - FY 2014 & FY 2015				

Part Six: The Student Experience at MSU: Expectations and Outcomes

In this section we feature tools employed by MSU developed at the Center for Post Secondary Research and Indiana University. When considered together, the BSCCE (Beginning College Survey of Student Engagement) and the NSSE (National Survey on Student Engagement) provide an important data set to learn more about student experiences and expectations prior to enrollment. The NSSE provides important data to understand the student experience while at MSU. The BCSSE provides important insights into the non-cognitive composition of our incoming class, to include their high school experiences and their expectations as a new student at MSU. For the purposes of this report, we selected survey results that should help shape ongoing conversations regarding student cohorts that ought to be a focus of our advising improvement efforts. We believe these efforts should be undertaken in the context of the feedback the cohorts themselves are providing regarding our performance.

6.1 MSU Student Feedback: NSSE Survey Results

In 2014, Montana State University added the *advising module* option for the National Survey of Student Engagement (NSSE) data collection period. The module examines students' experiences with academic advising, including frequency, accessibility, and types of information provided. Students are also queried to identify their primary source of advice. The module complements a question on the core survey about the quality of students' interactions with academic advisors.[18] Total survey participants included 281 freshman (7% response rate) and 729 seniors (22% response rate).

Using Carnegie Classification data, MSU also selected 11-peer comparator institutions sharing a similar profile: 1) RU/VH: Research University; 2) VHU/VH Undergraduate. Examples of peers include but are not limited to: Michigan State University, North Carolina State University, North Dakota State University, and Virginia Commonwealth University. Based upon survey data analysis, in almost all instances, the peer group outperformed MSU as an institution for academic advising related activity.

From NSSE results, we also observe the following:
- **The advising experience on campus is variable**—few departments/colleges receive high student satisfaction for both the first and senior year.
- Generally, **first-year students have lower advising satisfaction than seniors**—an important consideration as MSU attempts to improve first-year retention rates.
- First-year students indicated they **were not well informed of academic support option*s*** during the academic advising experience—with the exception of three colleges—when compared to our selected peer institutions.
- First-year students indicated they **were not well informed of special opportunities (study abroad, internships, research projects, etc.)** during the academic advising experience—with the exception of three colleges—when compared to our selected peer institutions.

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[18] http://nsse.indiana.edu/html/about.cfm

- First-year students indicated they **did not discuss career interests and post-graduation plans** during the academic advising experience—with the exception of three colleges—when compared to our selected peer institutions.

Table 6.1 – National Survey of Student Engagement Results, Advising Satisfaction by Major Department – 2014 NSSE.

MSU 2014 National Survey of Student Engagement Results, Advising Satisfaction by Major Department
Highlights indicate more than 1/2 standard deviation above or below the university mean

"Indicate the quality of your interactions with academic advisors at your institution." **(1 = Poor, 7 = Excellent)**

Department	First Year			Senior			All Respondents		
	Mean	N	Std. Deviation	Mean	N	Std. Deviation	Mean	N	Std. Deviation
Agricultural Econ & Econ							5.22	9	1.86
Agricultural Education	5.25	4	1.71	5.18	11	1.66	5.20	15	1.61
Animal & Range Sciences	4.50	8	1.69	5.19	16	1.33	4.96	24	1.46
Architecture	4.29	7	1.70	5.63	16	1.71	5.22	23	1.78
Art	4.75	4	2.22	4.20	10	2.10	4.36	14	2.06
Business	5.00	12	1.54	5.10	61	1.87	5.08	73	1.81
Cell Biology & Neuroscience							4.34	29	2.04
Chemical & Biological Engr	5.08	12	1.73	5.69	49	1.23	5.57	61	1.35
Chemistry & Biochemistry	5.25	4	2.87	5.78	9	1.64	5.62	13	1.98
Civil Engineering	3.29	7	1.80	5.32	37	1.76	5.00	44	1.90
Computer Science	4.71	7	1.38	4.75	20	1.83	4.74	27	1.70
Earth Sciences							5.38	13	1.45
Ecology	5.63	8	1.51	4.85	13	2.23	5.14	21	1.98
Education	4.67	3	1.15	5.40	25	1.50	5.32	28	1.47
Electrical & Computer Engr	5.38	8	1.41	5.91	23	1.47	5.77	31	1.45
Engineering	5.75	8	1.28				5.75	8	1.28
English	5.33	6	1.63	4.89	18	1.75	5.00	24	1.69
Gallatin Coll Workforce Progrm	6.00	4	0.82				6.00	4	0.82
Health & Human Development	5.00	16	2.07	4.77	43	2.23	4.83	59	2.17
History & Philosophy							5.06	17	1.92
Immunology&Infectious Diseases	5.80	5	0.84	6.50	4	0.58	6.11	9	0.78
Land Resources & Enviro Sci	6.00	3	1.73	5.75	8	1.39	5.82	11	1.40
Letters & Science	5.00	7	1.00				5.00	7	1.00
Liberal Studies							4.92	12	1.83
Mathematical Sciences							4.83	6	1.60
Mechanical & Industrial Engr	5.18	22	1.68	4.97	76	1.83	5.02	98	1.79
Microbiology							4.92	12	2.15
Modern Languages & Literatures				6.67	6	0.52	6.67	6	0.52
Music	5.67	3	1.53	5.71	14	1.68	5.71	17	1.61
Nursing	3.43	7	1.72	4.74	27	2.14	4.47	34	2.11
Physics							4.50	8	1.60
Plant Sciences/Plant Pathology				5.86	7	1.21	5.86	7	1.21
Political Science	6.33	6	0.82	3.56	9	1.88	4.67	15	2.06
Psychology	4.33	6	2.80	4.76	17	1.89	4.65	23	2.10
School of Film & Photography	5.30	10	1.95	4.38	13	2.10	4.78	23	2.04
Sociology & Anthropology	5.25	4	0.96	5.25	24	1.78	5.25	28	1.67
University Studies	5.05	43	1.63				5.05	43	1.63
Grand Total	**5.05**	**245**	**1.68**	**5.10**	**651**	**1.82**	**5.09**	**896**	**1.79**

Data are suppressed for groups fewer than three (3). If one class response group had fewer than 3, both classes are suppressed.
Sources: Office of Planning and Analysis, 2014 NSSE

6.2 The Critical Space Between Habit and Hope: Using BCSSE to Guide Advising as Teaching and Student Intervention Support Options

First-time students attending summer/fall orientation (2014 cohort) were asked to complete the Beginning College Survey of Student Engagement (BCSSE), n = 2819. The purpose of BCSSE is to measure entering first-time students' pre-college academic and co-curricular experiences, as

well as their expectations and attitudes for participating in educationally purposeful activities during the first college year.[19]

From this survey we can begin to see self-report distinctions between first-time student preparation during high school and corresponding expectations for their individual experiences at MSU. At the AYCSS we term the difference as being *a gap between habit and hope.* As demonstrated in Table 6.2, we found noteworthy "gaps" between what students reported they were going to do (hope), versus what they've done in the past (habit).

For example, with *preparing for class (studying, reading, doing homework)*, we observe 2,003 out of 2,766 incoming students indicated a gap of at least two interval "steps." In this instance, a student might have reported preparing for class 1-5 hours per week while in high school (habit) but plan to prepare 16-20 hours per week at MSU (hope). This gap between experience and expectation **presents an important intervention opportunity** *for advising as teaching***,** which has largely been missed until now. When dealing with a divergence between student expectations and student habits, the goal of *advising as teaching* is to provide students with the information, analytic tools, and reflective opportunity to **move from inflated hopes to pragmatic action plans.**[20]

Table 6.2 - MSU First Time Cohort - 2014 - Habit and Hope Gap
Two-Step Interval Gap Between Self-Report High School Behavior and Expected Behavior at MSU

MSU First Time Cohort - 2014 - Habit and Hope Gap Two-Step Interval Gap Between Self-Report High School Behavior and Expected Behavior at MSU		
BCSSE Category	Total students reporting GAP behavior -expectations/ total respondents	% of students reporting GAP behavior - expectations
Preparing for Class	2,003/2,766	72.40%
Working for Pay	730/2,745	26.60%
Participating in Co-curricular Activities	322/2,744	11.70%
Participating in Social Activities	220/2,758	7.90%
Data Source: BCSSE 2014 Output interpreted by the AYCSS		

This "gap" information is particularly useful for identifying students who might be at risk for departure and who are thus important candidates for appropriate and timely interventions supported by select advising resources. Using an *advising as teaching model* enables us to operationalize gap analyses to help students in a number of skill areas critical for advancing our

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[19] Center for Post Secondary Research - http://bcsse.indiana.edu/about.cfm

[20] See "Advising as Teaching: Establishing Outcomes, Developing Tools, and Assessing Student Learning," Robert L. Hurt, *NACADA Journal*, vol. 27.2, (fall 2007), pp. 36- 40. Hurt uses Bloom's taxonomy of educational outcomes to demonstrate the process of establishing and measuring learning outcomes for every advising context.
    See also "If Advising is Teaching, What Do Advisors Teach?", Marc Lowenstein & Richard Stockton, *NACADA Journal*, vol. 25.2 (Fall 2005), pp. 65 -73. Lowenstein and Stockton propose a learning-centered advising paradigm that they contrast with the dominant developmental advising paradigm. They argue the core role of the advisor-as-teacher is to help students map the coherence or logic organizing their entire undergraduate curriculum. This model nicely supports the development of what we are calling the student's *Signature Learning Experience*.

outcomes goals, such as class preparation, time management, and curricular and co-curricular engagement.

The BCSSE results provide important information regarding the assumption sets and frames of reference students bring to the beginning of their undergraduate career. Critical among these is data relating to: 1) previous experiences (Table 6.3); 2) institutional expectations (Table 6.4); and 3) expected ability to deal with challenges (Table 6.5). Similar to the gap analysis described above, BCSSE information sketches student experiences and perceived needs—both of which are critical considerations for optimizing MSU's advising model.

Table 6.3 – 2014 BCSSE Respondent "Heat Map"– Self-Report Co-Curricular Involvement During High School.

Question: During your high school year, how involved were you in the following activities at your school or elsewhere?	Not at all	Very little	Some	Quite a bit	Very much	No Answer
Performing or visual arts (band, chorus, theater, art, etc.)	961	331	412	439	640	36
Athletic teams (varsity, JV, club sport, etc.)	511	507	372	197	1196	36
Student government	1751	175	276	362	211	44
Publications (student newspaper, yearbook, etc.)	1932	124	230	351	137	45
Academic clubs or honor societies	1160	404	466	328	419	42
Vocational clubs (business, health, technology, etc.)	1659	198	333	349	224	56
Religious youth groups	1629	232	363	252	289	54
Community service or volunteer work	359	710	787	341	573	49
Data Source - BCSSE/Allen Yarnell Center for Student Success - Total n= 2,819 (First Time Freshman - Fall 2014)						

In Table 6.3, we observe an important dispersion between level of involvement and type of involvement where, at best, the distribution is bi-modal and, at worst, it is skewed toward limited involvement. Generally, we observe a bimodal distribution for students interacting with the *performing or visual arts,* where the majority of students suggest they have *"some"* to *"not at all"* experience. We also observe a bi-modal distribution for students interacting with *athletic teams*, with a larger skew towards more involvement. Outside of these categories, involvement is either skewed to *"not-at-all"* or *"very little"* (student government, publications, academic clubs/honor societies, vocational clubs, and religious youth groups). In the instance of *Community Service or Volunteer Work,* we observe a more even distribution.

This table provides evidence that most of our students come to us with limited "well-rounded" experiences. We cannot reasonably expect most of them to begin from such modest experiential backgrounds to take effective advantage of the many engagement opportunities offered by MSU. Consequently, an intentional, individually tailored engagement curriculum supported by advising (ideally supported by analytics and technology) is suggested.

Support of student engagement on this scale is important insofar as research both nationally and at MSU demonstrates involvement/engagement is a key driver of student success outcomes. Students who engage persist; students who do not engage depart in disproportionally higher numbers. As we consider the effect "habit" plays in shaping the scope, frequency, and effectiveness of future student interactions with their learning environments, the above table serves as an important reminder that many of the students from this cohort were not involved in

organized engagement activities and therefore would in all likelihood benefit from being "taught" how to engage more fully and effectively with their learning and experiential opportunities.

Table 6.4. – 2014 BCSSE Respondent "Heat Map"- Institutional Expectations for the Upcoming Academic Year

Question: How important is it to you that your institution provide each of the following?	Not important 1	2	3	4	5	Very important 6	No Answer
A challenging academic experience	54	283	900	916	14	603	49
Support to help student succeed academically	10	98	403	809	3	1439	57
Opportunities to interact with students from different backgrounds (social, racial/ethnic, religious, etc.)	98	317	665	775	58	854	52
Help managing your non-academic responsibilities (work, family, etc.)	198	450	738	701	95	584	53
Opportunities to be involved socially	65	238	643	931	26	855	61
Opportunities to attend campus activities and events	64	194	579	977	22	922	61
Learning support services (tutoring services, writing center, etc.)	40	208	524	824	10	1141	72
Data Source - BCSSE/Allen Yarnell Center for Student Success - Total n= 2,819 (First Time Freshman - Fall 2014)							

In Table 6.4 we observe a skewed response set, where students generally indicate institutional support is "very important." Most students expect the institution to not only provide a *challenging academic experience* but they also expect *support for students to succeed academically*, to have *interactions with students from different backgrounds*, to enjoy *access to learning support services* and to be provided with the *ability to attend campus events and activities* (with a high number or respondents believing this support is "very important"). Clearly, incoming students anticipate and value a robust student support environment.

Table 6.5 – 2014 BCSSE Respondent "Heat Map" - Expectations for Dealing with Challenges During the Upcoming Academic Year.

Question: During the coming school year, how difficult do you expect the following to be?	Not at all Difficult 1	2	3	4	5	Very Difficult 6	No Answer
Learning course material	192	494	1156	704	36	176	61
Managing your time	164	379	693	850	44	625	64
Paying for college expenses	309	415	534	604	293	602	62
Getting help with school work	856	818	473	163	408	41	60
Making new friends	802	575	401	185	698	103	55
Interacting with faculty	796	768	432	175	517	58	73
Data Source - BCSSE/Allen Yarnell Center for Student Success - Total n= 2,819 (First Time Freshman - Fall 2014)							

In table 6.5 we note an interesting dispersion of responses, demonstrating the complexity of "meeting students were they are at" with advising, student support, and personalized interventions. Here, we observe a bi-modal distribution – with a significant number of students indicating they do not anticipate challenges *managing ti me, getting help with schoolwork, making new friends* or *interacting with faculty.* At the same time, however, a large cluster of students (those who select #5-6 respectively) do anticipate challenges seeking experiences in these areas. The challenge presented by this dispersion becomes more acute when students who

don't perceive difficulty with interacting with faculty, making new friends or getting help with schoolwork actually encounter difficulties in those areas.

We also note a relatively even distribution of students indicating they expect challenges paying for school. Given the self-report data from Table 6.5 and our own data mining through the "*Know Your Debt Letter*" and TRIO-SSS grant submission effort, we know personal finances present an important challenge for a good percentage of our students. We also know, given feedback after one-on-one student financial education appointments, that advice and guidance regarding the complexity of applying for financial aid/scholarships, budgeting, and loan repayment is best delivered by professionals who can not only provide individualized support but who also facilitate an *advising as teaching model* leading to long-term financial literacy

BCSSE Observation Summary
By comparing responses from the three tables featured in this section we can begin to understand the complexity embedded in the profile of the first-time freshman class entering in 2014. Many have habits—particularly those associated with preparing for class—and limited experiences that call for advisement support in order to develop the full potential of the student.

We believe some version of the data in these tables, offered both in the aggregate and in a personalized student advising report [21] (that can and should be shared by an advisor with the student) is pivotal for understanding how we can best shape the signature student experience for the benefit of all MSU students. Individualizing our approach to student advising by using this sort of mass-customized data is critical for formulating both operational tactics and long-term strategies to improve the advising experience and better student outcomes.

Great Advising Matters: Responding to the Challenges of Scalability, Choice Architecture, and the New Student Profile

In *Making the Most of College*[22], Richard Light concludes good advising may be one of the most underestimated characteristics of a successful college experience. Light interviewed more than 1,600 students over a 10-year span and concluded advising—particularly *productive* advising—was critical to advancing student learning outcomes and student success. Light's conclusions, and his resulting call to action, are in keeping with other national associations[23] which have researched, advocated and fostered environments for better advising designed to advance improved student outcomes. Drawing on the considerable body of research and professional literature associated with the connection between improved advising and optimized student outcomes, the ideas presented below are not new. However, they have never been more relevant to our institution's strategic goals. To that end, perhaps Kuh, Kinzie, Schuh, Whitt, and Associates[24] summarize the possibilities of good advising best when they write in *Student*

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[21] See abstract section for example copy of advising report.
[22] Light, R. J. (2001). Making the Most Out of College: Students Speak their Minds. Harvard University Press. Cambridge, MA.
[23] NACADA (National Academic Advising Association), NACE (National Association of Colleges & Employers), NASPA (National Association of Student Affairs Professionals) and AAC&U (American Association of Colleges & Universities).
[24] Kuh, G., J. Kinzie, J. H. Schuh, E. J. Whitt, and Associates. 2005. *Student success in college: Creating conditions that matter*. San Francisco: Jossey-Bass Publishers.

Success in College, "an excellent adviser does the same for the student's entire curriculum that the excellent teacher does for one course".[25]

Progressive institutions are now leveraging this call to action by creating their own major innovations in student advising. For instance, ASU's e-advisor[26] combines "high touch" with "high tech" strategies to ensure "off-track" students meet with an advisor to troubleshoot problems and provide inspiration for continuance. Virginia Commonwealth University (one of our NSSE peer comparators) pairs instructors and advisors of the two-semester Focused Inquiry class with advisors, working in tandem to support better student outcomes. VCU also requires advisors to spend two hours peer week in training and has developed a "Master Advisor" certificate program. The Undergraduate Advising Center (UAC) staff at the University of Kansas use a "balanced scorecard" to ascertain the effectiveness of academic advising services delivered throughout the course of an academic year. The purpose of the balanced scorecard method is to track progress towards department goals based on specific metrics and benchmarks. Employing such metrics allows adjustments to be made at various intervals by the department toward refining processes and expectations important to the results measured.[27]

We believe MSU can draw on these and related lessons from the professional literature and our peers to leverage our past and current efforts toward the creation of an even better advising system for our undergraduate students.

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[25] Lowenstein and Stockton make a similar point in their advising model. See footnote 14.

[26] https://eadvisor.asu.edu

[27] https://www.naspa.org/constituent-groups/posts/honorary-mention-balanced-scorecard-for-academic-advising-university-of-kan

Addendum: Updating Advising

Section I: Charge to the Group

Section II: Committee Membership & Summary of Deliberative Process

Section III: MSU 2015 Advising Survey Key Details and Findings

Section I: Charge to the Group

The charge to the Updating Advising Committee was to consider templates or resources and guidelines to:
1. offer suggestions to improve faculty and professional advising;
2. identify/share MSU best practices in our existing distributed advising system; and
3. identify the related student support services (admissions, financial aid, academic, extra-curricular, etc.) to find areas of strengths and weakness.

Section II: Committee Membership & Summary of Deliberative Process

Committee Members:

Chris Kearns – Co-Chair & Vice President for Student Success

David Singel – Co-Chair & Associate Provost

Diane Donnelly - Director, Academic Advising Center/University Studies

Jordan Garceau – ASMSU Student Representative

Ilse Mari Lee - Dean, Honors College

Rob Maher - Department Head, Electrical and Computer Engineering

Tricia Seifert – Faculty, Department of Education

Steve Swinford – Faculty, Department of Sociology

Carina Beck – Director, Allen Yarnell Center for Student Success

Summary of Deliberative Process:

Beginning November 6, 2014 and extending through December 9, 2015, the Updating Advising Committee met on 14 separate occasions.   Topics discussed during committee meetings included but were not limited to:
- o Review of the committee charge
- o Creation and review of MSU advising survey
- o Review of key data, including but not limited to: NSSE, BCSSE, MSU major changers report, etc.
- o Consideration of literature – journal articles, plus featured best practices from EAB, NACADA, AAC&U, etc.
- o Impact by software programs on Advising including CatCourse Scheduler, DegreeWorks, ChampChange/CatTracks, appointment scheduling software, point-of service surveys, etc.
- o Review of Promotion and Tenure with respect to advising.

Section III: MSU 2015 Advising Survey Key Details and Findings:
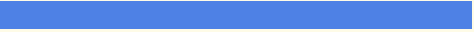
1. Name of your Department or Unit:

Text Response
College of Nursing
PSPP
McNair Scholars Program
Honors College
Chemical and Biological Engineering
Department of Modern Languages & Literatures
civil engineering
DAEE
Computer Science
mathematical sciences
Political Science
History, Philosophy, and Religious Studies
Music
Animal and Range Sciences
Chemistry and Biochemistry
Disability, Re-entry & Veteran Services
Native American Studies
Mechanical & Industrial Engineering
School of Art
Electrical & Computer Engineering
Gallatin College
Health and Human Development
Land Resources and Environmental Sciences
University Studies
College of Agriculture
University Studies/Academic Advising Center
EARTH SCIENCES
Jake Jabs College of Business & Entrepreneurship
Sociology & Anthropology
Office of International Programs
Allen Yarnell Center for Student Success
Cell Biology and Neuroscience
University Studies
Agriculture Education
College of Engineering
School of Film and Photography
Department of Aerospace Studies
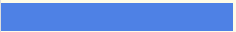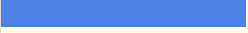
Statistic	Value
Total Responses	37

4. Which (if any) of the following orientations does an advisor from your department meet face-to-face with new students? (Select all that apply)

#	Answer		Response	%
1	Summer (June and July for Fall start)		35	97%
2	Fall (August for Fall start)		36	100%
3	Spring (January for Spring start)		36	100%
4	Our department does not meet face-to-face with new students at any of these orientation periods		0	0%

Statistic	Value
Min Value	1
Max Value	3
Total Responses	36

5. If your department has an advisor meet with students during Freshman Orientations, what is their title(s)? Select all that apply. If no, please select N/A.

#	Answer		Response	%
1	Departmental Advisor		18	49%
2	Faculty Advisor		16	43%
3	Department Head		19	51%
4	Other-please specify		11	30%
5	N/A		3	8%
6	Assistant or Associate Dean		7	19%

Other-please specify
Undergraduate Student Services Coordinator
Dean
professor
veteran advising
Director
Academic Programs Coordinator
Pre-Med Intake Advisor
Student Services Coordinators
It is whoever is available at the time.
Director & Assistant Director of Student Services
We provide presentations to all students - mandatory for OSS. Optional for Career & Internship Services -- although typically 250+ students/parents will attend

Statistic	Value
Min Value	1
Max Value	6
Total Responses	37

6. During Freshmen Orientation, do students have time to talk individually with your Department`s Advising representative(s)?

#	Answer		Response	%
1	Yes		30	83%
2	No		6	17%
	Total		36	100%
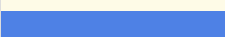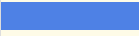
Statistic	Value
Min Value	1
Max Value	2
Mean	1.17
Variance	0.14
Standard Deviation	0.38
Total Responses	36

7. Is there someone in your Department office during Freshman Orientation to help students needing assistance enrolling in courses offered by your department?

#	Answer		Response	%
1	Yes		31	84%
2	No		0	0%
3	N/A		6	16%
	Total		37	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.32
Variance	0.56
Standard Deviation	0.75
Total Responses	37
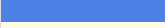
8. Which staff members meet with students to evaluate their transfer credits toward their Major requirements (not Core 2.0)? Select all that apply.

#	Answer		Response	%
1	Departmental Advisor		16	47%
2	Faculty Advisor		14	41%
3	Department Head		10	29%
4	Other-please specify		17	50%
5	Assistant or Associate Dean		6	18%

Other-please specify
UG Student Services Coordinator & ABSN Coordinator
Dean
Faculty transfer advisor (Hunter Lloyd)
Admin
Student records mgr
none...they are sent to departmental advisiors
NAS support staff
Curriculum Certifying Officer
Director
Academic Programs Coordinator
admissions evaluates credits before entry in US
Student Service Coordinators
We have someone if available.
Director of Student Services
The AYCSS is not responsible for evaluating transfer credits
Student advisor
University Advisors

Statistic	Value
Min Value	1
Max Value	5
Total Responses	34

9. Which staff members meet with transfer students to help them select courses for their first semester at MSU? Select all that apply.

#	Answer		Response	%
1	Departmental Advisor		18	53%
2	Faculty Advisor		18	53%
3	Department Head		12	35%
4	Other-please specify		15	44%
5	Assistant or Associate Dean		5	15%

Other-please specify
UG Student Support Service Coordinator and ABSN Coordinator
Dean
Admin
veteran advising
NAS support staff
Program Coordinator
Director
Programs Coordinator
Pre-Med Intake Advisor
Student Service Coordinators
A volunteer from the faculty
Director of Student Services
Staff from the AYCSS does not assist with course selection, but does enjoy providing career coaching and success advising appointments to transfer students.
varies between depts
Student Advisor

Statistic	Value
Min Value	1
Max Value	5
Total Responses	34

10. Are group advising sessions offered by your Department during the fall and spring general advising periods?

#	Answer		Response	%
1	Yes		14	40%
2	No		21	60%
	Total		35	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.60
Variance	0.25
Standard Deviation	0.50
Total Responses	35

11. If group advising sessions are offered by your Department, are the group sessions required or are optional?

#	Answer		Response	%
1	Required		2	14%
2	Optional		12	86%
	Total		14	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.86
Variance	0.13
Standard Deviation	0.36
Total Responses	14

12. If group advising sessions are offered by your Department, for what student population?

#	Answer		Response	%
1	Freshman		12	86%
2	Sophomore		8	57%
3	Junior		7	50%
4	Senior		7	50%
5	Transfer		5	36%
6	Other-please specify		2	14%

Other-please specify
Usually freshmen & transfer students
all of the above (pre-vet)
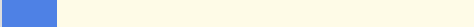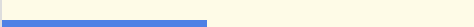
Statistic	Value
Min Value	1
Max Value	6
Total Responses	14

13. Is individual, one-on-one advising offered by your Department?

#	Answer		Response	%
1	Yes		36	100%
2	No		0	0%
	Total		36	100%
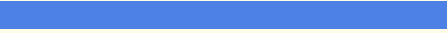
Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	36

14. On average, how much time do faculty and department advisors spend with a student during a typical one-on-one advising session during general advising periods?

#	Answer		Response	%
1	10 minutes or less		4	11%
2	11-20 minutes		16	46%
3	More than 20 minutes		15	43%
	Total		35	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	2.31
Variance	0.46
Standard Deviation	0.68
Total Responses	35

15. How is individual one-on-one advising is offered by your Department?

#	Answer		Response	%
1	By appointment with an advisor		34	94%
2	Walk-in		25	69%
5	Other-please specify		6	17%

Other-please specify
referrals from other departments such as University Studies
They can drop in if advisor is available
Open Hour Advising during Preregistration
phone appointments
email/Skype if necessary
varies by dept, both models used
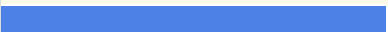
Statistic	Value
Min Value	1
Max Value	5
Total Responses	36

16. Does your department utilize Student Peer Advisors?

#	Answer		Response	%
1	Yes (please specify the scope of responsibilities of the student peer advisors)		7	19%
2	No		29	81%
	Total		36	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.81
Variance	0.16
Standard Deviation	0.40
Total Responses	36

17. Please select all that apply:

#	Question	Academic Advisor	Administrative Assistant	Department Head	Faculty Advisor	Graduation Certifying Officer	Assistant or Associate Dean
1	General questions re: academic university procedures?	23	24	16	19	7	8
2	Course registration?	23	15	11	19	6	4
3	Progress toward degree?	21	11	13	23	13	5
4	Academic probation/suspension?	16	5	15	13	3	16
5	Internships?	13	5	15	21	3	3
6	Research opportunities?	8	4	18	23	4	4
7	Career/Graduate school?	11	3	17	26	4	5

Statistic	General questions re: academic university procedures?	Course registration?	Progress toward degree?	Academic probation/suspension?	Internships?	Research opportunit
Min Value	1	1	1	1	1	1
Max Value	7	7	7	7	7	7
Total Responses	35	34	33	34	35	31

18. How are Faculty Advisors assigned to students?

#	Answer		Response	%
1	Alphabetically by Administrative Assistant, Department Head, Academic Advisor		5	14%
2	Random by Administrative Assistant, Department Head, Academic Advisor		12	33%
3	Student selects advisor		3	8%
4	Other - please specify		16	44%
	Total		36	100%

Other - please specify
Department Head & UG Student Services Coordinator
We all advise students as needed
Random, but students are also free to select their adviser or change advisers.
One faculty per year
by option i.e.: subfield of Political Science
Cohorts (Freshmen, Sophomores, Junior Biochemistry majors, Senior Biochemistry majors, Junior chemistry majors, Senior chemistry majors, teaching option majors are assigned to advisors as a group
not assigned
Major
disciplinary focus
All pre-med intake students are assigned one advisor
Assigned by admin assistants, typically by option/major
Students may request specific advisor, but an advisor is available 8-5 every day MSU is open
by discipline match.
dedicated advisor for students interested in attending law school
mix by department
Depending on year group - one of the department faculty.

Statistic	Value
Min Value	1
Max Value	4
Mean	2.83
Variance	1.34
Standard Deviation	1.16
Total Responses	36
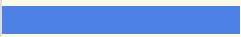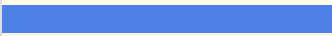
19. Within your Department, are students permitted or encouraged to see someone other than their assigned advisor for advising questions? If yes, please explain.

#	Answer		Response	%
1	Yes		32	91%
2	No		3	9%
	Total		35	100%

Yes
If the student wants to, that is fine
they are allowed to if they wish
If an assigned adviser is not available, the students often talk with another faculty member or the department head.
students are permitted to see the the department's academic advisor
admin assistant is also available
Students can see any faculty member during office hours or can request an advisor
lots of students come to see me or our admin; also the pre law advisor
they can meet wit the faculty member of their choice
they are permitted to ask front office staff, peers, or anyone else
If their advisor is not available
Most students have a research advisor in addition to their academic advisor.
academic/departmental advisors
If they have declared a major we highly suggest they meet with their department advisor
Open Hour advising; If their faculty advisor is unavailable they can meet with the Departmental Advisor
We encourage students to talk to other faculty who are working in their particular area of interest.
Programs Coordinator or Assistant Dean
They can meet the pre-med intake advisor or anyone else in the department if they prefer
by the time students find me, I'm the second opinion....
If the advisor is not available, they are encouraged to ask someone else.
Student Services staff is also available
All are permitted to see the Department Academic Advisor even if she is not their official assigned Advisor.
encouraged to seek help when needed
permitted
permitted, and may ask for change of advisor
They ahve access until they have found a satisfacory answer or help.
Department Head has an open door policy for questions/support.

Statistic	Value
Min Value	1
Max Value	2
Mean	1.09
Variance	0.08
Standard Deviation	0.28
Total Responses	35

20. Within your Department, who meets with prospective students? Please select all that apply.
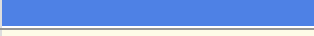
#	Answer		Response	%
1	Academic Advisor		18	50%
2	Faculty Advisor		23	64%
3	Department Head		25	69%
4	Administrative Associate		12	33%
5	Other-specify		9	25%
6	College Ambassadors		8	22%

Other-specify
UG Student Service Coordinator, ABSN Coordinator, and UG Assoc Dean
vet staff
Peer advisors
Assistant Dean
Assistant Dean meets with prospective visitors on behalf of a few COA departments
Other faculty asked if DH unavailable.
Director & Assistant Director of Student Services
Career Coaches, Success Advisors, Financial Coaches, and appropriate program managers/other key staff
Associate Dean
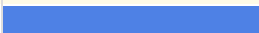
| Statistic	Value
Min Value	1
Max Value	6
Total Responses	36

21. Does a department staff member check student course selections after registration and follow-up if incorrect courses are found?

#	Answer		Response	%
1	Yes		12	34%
2	No		23	66%
	Total		35	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.66
Variance	0.23
Standard Deviation	0.48
Total Responses	35

22. Do you have specific resources that supplement your Department's Advising? Select all that apply. If no, please select N/A.

#	Answer		Response	%
1	On-line resources		17	49%
2	Blu Ray/DVD/Video		1	3%
3	Course-lists/Curriculum worksheets/Handouts		26	74%
4	Flowcharts		19	54%
5	N/A		2	6%
6	DegreeWorks utilization		28	80%
7	Other-please specify		4	11%

Other-please specify
Power point
Strong Interest Inventory, BCSSE, NSLDS, etc.
handouts, workshops,presentations by attorneys, Intro to Law exploratory course in fall
Form 48 - Academic Degree Plan

Statistic	Value
Min Value	1
Max Value	7
Total Responses	35

23. How do students get their ALT PIN for registration? Select all that apply.

#	Answer		Response	%
1	Scheduled meeting with assigned advisor		28	82%
2	Department Head		3	9%
3	Administrative Assistant		7	21%
4	Walk-In meeting with an advisor		17	50%
5	Email		4	12%
6	Phone		4	12%
7	Other-specify		11	32%
8	Group advising session		6	18%

Other-specify
We do not have majors in the Honors College
on their ROARS
Open hour advising
The student meets with his/her assigned advisor, then brings a signed advising survey form to the department office. The department admin gives the student the PIN in exchange for the completed advising survey form.
If a student chooses not to be advised, they must indicate that option in our office before recieving their registration PIN.
pick up PIN when turn in advisor evaluations
Email or phone only if unable to be on campus, ie: study abroad.
group advising
We use DegreeWorks notes to record the students pin # in-case they lose it when we meet face-to-face. Additionally, special circumstances require us to utilize email +/or phone to give students their reg pin #`s.
Students don't receive a PIN from the AYCSS
varies by department

Statistic	Value
Min Value	1
Max Value	8
Total Responses	34

24. Do faculty and staff in your department officially meet to discuss advising procedures? If yes, please describe the information covered.

#	Answer		Response	%
1	Yes		23	66%
2	No		12	34%
	Total		35	100%

Yes
Usually do updates each semester or at least once a year for new courses and/or procedures such as using different features in DW
program requirements; criteria for independent study; study abroad; degree works; etc.
new faculty work directly with department advisor, existing faculty are alerted to new things and reminded of old things at annual department retreat in August, with email updates prior to advising period
orient new faculty to advising
It changes from semester to semester: e.g. how to use DegreeWorks, new graduation procedures, etc.
In curriculum committee meeting
I keep them updated with all new policies and procedures
We have regular training on advising to discuss what courses students should take.
time efficiency; problem prerequisites and corequisites
all
Each semester the faculty advisors meet to go over procedures, suggestions, and new/special course offerings.
If new information is introduced - i.e. graduation applications, Degree Works, etc.
updates and new information
courses offered, procedures, etc
Within the Dean's Office: yes. At the departmental level: not so much.
Continual info share
Coaches/advisors meet once per week to
when needed if procedures have changed and one on one with new faculty
Student Services group meets once a month
Procedures and advising suggestions.

Statistic	Value
Min Value	1
Max Value	2
Mean	1.34
Variance	0.23
Standard Deviation	0.48
Total Responses	35

25. How do you communicate your Department's advising procedures with your students? Select all that apply.

#	Answer		Response	%
1	Email		34	94%
2	Phone		9	25%
3	Posted notices		20	56%
4	Hard-copy handouts		18	50%
5	Web page		19	53%
6	Other-please specify		9	25%
7	We do not communicate advising procedures with our students		0	0%

Other-please specify
During orientations
verbally during orientation
freshman orientation
During orientation
Information is distributed during their seminar classes.
put assigned advisor in Banner so it can be uploaded into DegreeWorks
Send post cards prior to Pre-reg advising; provide advising materials to all students in US101 before Pre-reg advising
Facebook
Information Sessions

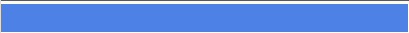| Statistic	Value
Min Value	1
Max Value	6
Total Responses	36

26. Does your Department provide a different list of first semester courses for majors based on the students' Math or Writing placement scores? Please specify.

#	Answer		Response	%
1	Yes		17	52%
2	No		16	48%
	Total		33	100%

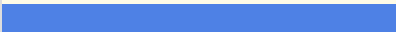| Yes	No
Especially for students whose math scores are too low to start with CHMY 121	Advorosrs adjust course needs
list of courses based on Math placement	We meet with them and tell them what they should be taking
we require M161 and advise students accordingly	We don't provide it generally, but we work out an alternative list when we need to.
based on math	we use the math and english flow charts but it's discussed at individual advising meetings if needed
We use University Studies worksheets and handouts	
If math level lower than 5 they are advised to take more core classes, as M171 is coreq for one of the first semester engineering classes	
We provide separate advising recommendations based on math placement: algebra, pre-calc, and calc levels	
First year students receive a first year plan sheet that includes the different math placement levels and appropriate math classes.	
we have created handouts that show math courses by major	
detailed by Level and by Option	
We always start with Math level; pre-req discussions	
we alter recommended courses for 1st year students by math placement level and we have worksheets outline those recommendations	
A students Math +/or Writing achievements are contingent on what classes they can/need to take in any given semester-so yes, we communicate this to our students accordingly (hardcopy hand-outs & verbal/written assessments).	
different paths based on math readiness	
Part of curriculuar advising	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.48
Variance	0.26
Standard Deviation	0.51
Total Responses	33

27. Does your department provide information to your advisors about resources available to students to facilitate referrals? Examples include offices/services like Counseling & Psychological Services, Health Services, Legal Counsel Services, Veterans Services, Student Employment, National Student Exchange, Community Engagement, Career Counseling, and Career, Internship, & Student Employment.

#	Answer		Response	%
1	Yes		29	85%
2	No		5	15%

Statistic	Value
Min Value	1
Max Value	2
Total Responses	34

28. Within your Department, do staff members receive training on how to use DegreeWorks when advising students?

#	Answer		Response	%
1	Yes (please explain the training provided)		29	83%
2	No		6	17%
	Total		35	100%

Yes (please explain the training provided)
They are encouraged to attend the University training opportunities
official MSU training sessions
training provided by the Registrar's office
The registrar's office visited a department meeting. Individuals are encouraged to go for additional training as needed.
MSU training from Registrar
Advisors are given not very good videos to watch and we should know by looking at them
Some of them have attended MSU workshops.
workshops or by others
Staff are trained by co-workers to help students navigate DW, such as finding advisor, which classes the student is enrolled in, the what-if option, how to add a note if necessary
training session
Quick orientation/demonstration, then it is up to them to try it out and see the details.
We attend trainings offered by the Registrar's Office when applicable.
from the Registrar's office
staff training
Not sure about the departmental training
Trained by other staff, also use video
We have attended Registrar's Office sponsor DW training when it was brand new
Official DW training sessions when offered & on-going communication within our Department via Department Head & Academic Advisor/Faculty Advisors (emails, hard-copy correspondence, etc.).
beginning of the semester review
one-on-one
attended initial training, new employees shown by current employees
From administrative assistant

Statistic	Value
Min Value	1
Max Value	2
Mean	1.17
Variance	0.15
Standard Deviation	0.38
Total Responses	35

29. Does your Department provide training in DegreeWorks to students?

#	Answer		Response	%
1	Yes (please explain the training provided)		15	43%
2	No		20	57%
	Total		35	100%

Yes (please explain the training provided)
minimal
review very basic information at freshman orientation, peer advisors are able to help students with DegreeWorks
We provide optional training sessions for both semester registration and graduation
In Music Major Seminar
showing them how to use
during advising, the student is walked through Degree Works by the Academic Programs Coordinator
during advising
one-on-one basics, and steady encouragement to become facile!
Demonstrate DW to students at first individual advising appt AFTER Orientation,
Only for graduation applications
The Academic Advisor is always available to go over DW with students via provided tutorials & verbal/hands-on explanation/we make it a habit to explain DW to new/transfer students during Advising sessions. Additionally, we offer hand-outs & email links/correspondence regarding DW tutorials/info.
Success advisors/Career Coaches/Financial Coaches where appropriate will have students log into degree works to review time to degree, financial/debt planning, etc.
Student advisoer

Statistic	Value
Min Value	1
Max Value	2
Mean	1.57
Variance	0.25
Standard Deviation	0.50
Total Responses	35

30. Within your Department, do you encourage faculty and department advisors to use the "Notes" feature in DegreeWorks (put notes in DegreeWorks)?

#	Answer		Response	%
1	Yes		25	74%
2	No		9	26%
	Total		34	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.26
Variance	0.20
Standard Deviation	0.45
Total Responses	34

31. What challenges does your department encounter while Advising? Please specify.

Text Response

Many students do not follow through with making appointments with advisors even though they have all been assigned to an advisor when they first come into this major as freshmen or transfer students.

scheduling; keeping on top of ever-changing technologies

Numbers of students

evaluating "what-if" scenarios for students concerned about poor performance and potential for status changing to probation, suspend warning, suspended; evaluating transfer credit in engineering programs and ensuring compliance with accredited curriculum; students occasionally not following advisor advice in engineering curriculums full of pre-/co-requistie strings of classes and and very specific required courses;

Although this is being addressed, we have had difficulty having DegreeWorks accurately reflect our requirements. This requires lots of exceptions to be entered and sometimes results in students thinking they have met our requirements when they have not.

It takes a lot of time

Faculty are overloaded, and some do not want to do advising.

No compensation for all the extra work for the program coordinators who do the advising. Should be a course release or summer pay.

Trying to get students to do University new programs like Degree Works. Registrar said best thing ever and students will love it. They don't. I'm sure like some other departments, it's the time contraint. We require a student meet with an advisor and hope we always will but the faculty also teach and are doing ongoing research so scheduling and meeting with them does take a considerable amount of time. I believe most of our students are aware of this and appreciate the personal attention they get. It has been very frustrating dealing with the change of graduation application deadlines. I personally don't think it's a good change to have a deadline for students mid term when we aren't seeing them in our offices like we do during advising.

Our biggest challenges are students from other departments who want to have pre-requisites waived. Some guidance from MSU on how to seemingly conflicting aims of making sure that students progress towards their degrees and also have the pre-requisites for their classes would be helpful.

well, we really do not "advise" but work closely with students and academic advisors

n/a at this time

In the ME & MET program the number of assigned advisees is high and finding a time efficient way to advise during preregistration is important. Currently DW is slower than using just flowsheets, especially when having to open plans. Most are advised in 5 minutes during open hour and group advising sessions.

N/A

Getting students to make preregistration advising appointments in a timely manner. Many students seem to put off coming in for advising, and this makes the faculty disgruntled and makes it hard to judge enrollment trends in various courses. We would like to hear about any successful strategies being used on campus to get students into preregistration advising more quickly and easily.

So many students, so little time to meet with them all individually during peak advising times. Advising during Fall Orientation in August is complete chaos and is an overwhelming experience for new students.

The Department of HHD has a centralized advising office for most of its majors; only 4

options are still advised by faculty. Because of the large number of students that we have in our majors, we have to open pre-registration very early compared to other departments so that we can meet with the majority of our students before they register for classes. One of the main challenges that I see is that classes for the upcoming semester are not completely set and final until well into the registration period. This can be an even larger issue for students who have filed their graduation applications and planned to take classes that are no longer offered the following semester. I know that funding is the deciding factor in whether or not certain classes will be offered but it is difficult to finalize a schedule when we do not know if classes/labs/recitations will be offered.

The mechanics of Degree works (DW) are not intuitive; faculty and students are not correctly using DW or using it at all. A good example is the 'plans' feature, so the Program Coordinator spends a lot of time chasing down students and faculty advisors to go back into DW and click the correct buttons and then complete the follow-up paper signatures - all seems rather redundant and time consuming, taking away time from actual advising! Student apathy; takes many nudges to get students to show up and be pro-active Student expectations for an immediate response to questions - faculty travel quite a bit and can't respond immediately, but students are encouraged and reminded to use the Program Coordinator as a back-up when faculty advisors are unavailable Class availability due to limited classroom space and not enough sections being offered; students get frustrated and scared that they won't get in their required classes in a timely manner because it could hinder their track to timely graduation

For pre-med specifically, students will often schedule appointments with pre-med intake advisor even though they are declared in a major. The use of the online scheduler has helped the advisor redirect these students to the appropriate department.

Tremendous discrepancy amongst all our COA departments/division. Department heads have very little interest or buy in, and the advising coordination falls to the departmental student services coordinators. Utter variance in the advising workload amongst our faculty advisors, and zero accountability. We have some antagonism and conflict across departments here, too, in terms of advising cultures and some very difficult personalities in advising positions, whether professional or classified.

We have nearly 250 majors and currently only 12 active faculty members. So, the biggest challenge is the large number of students per faculty member.

It can be difficult to get students to schedule meetings with their advisors.

Specifically, we need space to allow our Advisor an office to meet with students privately (as many circumstances arise where privacy would allow for more effective Advising). Additionally, we need funding to allow for a permanent/full-time Academic Advisor. Currently, we have one Advisor who works non-permanent/part-time, grant funded = duties are performed majority by her but split unified through-out the Department accordingly. Offering students a permanent/full-time Advisor within the Sociology & Anthropology Department would be beneficial to the Department itself and MSU`s Academic structure as a whole.

Much of the advising in AYCSS advising is not mandatory -- better folding these efforts into the university would assist students with developing better career plans, financial plans, learning strategies, etc

Making sure students know about the pre-law advising available and encouraging students to utilize the services

getting students to sign up for an advising appointment within the specified time-frame

Too many students and not enough faculty or academic advisors. We are working to centralize best practices among our five departments and share more information.

Orientation has been a challenge because we meet with students, get them a schedule

and then they cannot register. The new system will be a huge benefit, especially if students can sign up using their mobile devices.

Variety fo studnet needs and multi-disciplinary department.

Sometimes difficult to discern required remaining courses if a student is in Degree Works and was originally planned under a catalog that no longer exists.

Statistic	Value
Total Responses	29

32. What additional Advising resources +/or support would you like for your Department? Please specify.

Text Response

We have a lot of transfer students so lots of reviews of transcripts and having students provide syllabi for review for equivalency of courses to MSU. Many of them are post-bac students and we have to do all of those evaluations and review of syllabi for them. It is very time-consuming.

An additional Honors advisor

I have been creating a departmental handbook, but I suspect that there is general university level information that I may be leaving out. If the Office of Student Success has a sense of the general information that all academic advisers should have, it might be a good idea to distribute that to departments. In my handbook, for example, I didn't have any information on veteran services or other things mentioned in this survey.

we are looking at trying to uncouple some academic advising functions from techncial course/career advising, with faculty focusing on the technical course/career advising functions; any help with models/what works, what doesn't, etc. would be useful

This year we received performance funding to hire a 0.2 FTE departmental advisor. This person has given us the extra capacity to offer workshops for students, reach out to struggling students, etc. I hope this position will receive funding in the future.

Administrative assistant

I would like to share an academic advisor, part time, with Sociology.

compensation for all the extra work for the program coordinators who do the advising - course release or summer pay.

See above.

N/A

n/a

Please contact the M&IE department head, Dan Miller, on this.

N/A

Resources to hire a professional advisor for the day-to-day process and registration questions.

Peer Advisors, Additional people to assist with advising during peak advising times during the year (especially August), required training for faculty advisors, technology to Skype advise, marketing plan to reach out to students about advising.

I always like to see what is working in other departments to strengthen advising that we might be able to incorporate into HHD Advising.

We always can reach out to ask questions from various sources and they are helpful (i.e. Registrar), but we find that there are so many others also asking questions, that the system bogs down and we do not always receive a timely response - resources have not kept up with student growth for meaningful advising. Also, with all the new electronic 'resources', everything is taking longer to accomplish and it's not just because there's a learning curve, but also because there are so many demands on each individual's time - we are having trouble keeping up. Everyone is very committed, but time is the resource we need the most.

More advisors!

I'd like some accountability. I'd love to see a crappy advisor denied tenure. We have to get beyond the lip service that "advising is teaching" and that it somehow matters. Very few faculty would engage with students at this level unless forced to, as it has absolutely no real "effect" on their promotion and/or tenuring, which has allowed our classified staff to build empires through the control of info and student contact. Some of our

departments will refuse to meet with prospective students, as faculty are "too busy" for such menial advising tasks. I'd love to have some direct supervision of the women in the College (classified staff) who are actually doing the advising on behalf of faculty, if only to clarify our essential standards and messaging.

More training on DegreeWorks, advising recources, etc. for faculty advisors

Office space (privacy) & additional funding for Advisor hours & student availability.

more advising help with my pre-med students during busy times - the application timeline in fall and spring overlaps with busy pre-med advising times

within degreeworks...information on the student's registration dates, testing scores, and course waiver information

The opportunity to schedule MPlex through the testing center, math placement is a big issue for our students. In some depts the ratio of students to faculty is higher than it should be (e.g. Mechnical Engineering it is 50:1), which makes it impossible to spend quality time advising students. We have worked out various solutions, but I think we are not able to do as good of a job advising as we could for our students.

More web-based training and funds for handouts and guidelines.

The current tools work great.... University advisors have proven responsive and helpful working with my department.

Statistic	Value
Total Responses	26

33. Is there anything you would like to add regarding Advising within your Department? Please specify.

Text Response

Doing individual orientation sessions with transfer students in the summer is extremely time-consuming.

We do this very well with very limited personnel

Just a note regarding this survey. Many of the questions seem to assume that the department head and faculty adviser are different. In MLL, the department head is also a faculty adviser. I would also call myself and other faculty members "academic advisers." So I wasn't exactly sure what boxes to check and which ones to leave blank. I assume that maybe "academic adviser" refers to the student advising office, but I'm not sure about that. So it might be helpful to define these terms in the survey

DegreeWorks has been a real plus for advising - students have taken more interest/control over their programs, faculty advisors are more current and reliably informed on student performance and progress, and we pretty much have eliminated paper files for all tracking/advising activities. The plans function in DegreeWorks can be cumbersome to use, particularly with transfer students, but we and then the students are starting to get better at it.

Anything that can help faculty spend more time doing career advising (as opposed to meeting requirements advising) would improve the advising experience for students.

I think our department does an outstanding job of advising and get students graduated in a timely manner. We know students by name and many times students just drop in to say hi. We are very approachable and personable. The faculty also have a very open door policy which students take advantage of.

Native American Studies does not offer a major. We help all NAS students regardless of their declared or un-declared status. We are more of a student support situation and help students from choosing classes to making appointments with other offices on campus to counseling and everything inbetween.

We are brainstorming ways to use DW but still be able to be efficient with time. I have inquired how other departments in the COE have accomplished this and have started talking to the department head about these options. The IMSE and EFIN programs are using DW for advising.

Our faculty and Program Coordinator are so very committed to holistic advising, not just for inserting classes, but also for developing the student and their career goals (i.e. summer jobs, internships, prep for grad school, research opportunities, etc.). Our model works extremely well and we have high advisor evaluations.

Advisors in University Studies do an excellent job getting to know students. As a result, we are able to find courses for students that are a good fit for their academic needs and interests. Our department is also knowledgeable about a wide range of resources on campus and can help connect students.

I've been involved on campus as an advisor/educator since the late 1980s, and I wish I could say that I've seen some cultural shifts in terms of the relevance of and the respect accorded to academic advising at MSU. As an assistant dean starting my fifth year, I don't know that I've had ANY positive impacts on advising practices (let alone the cultures) here in the COA. Like I said, we've got to get beyond the lip service, and find a way to convince department heads and faculty that a) it's a really important facet of service in education and b) it's incredibly rewarding, rich, and enlightening work.

We could not provide services we do with a cadre of "temporary advisors" -- individuals who are trained for general advising and can work flexible hours for Orientation sessions

and "busy times" - first week of classes each semester and Pre-registration advising. I highly encourage other departments/colleges to try this model!

Utilizing DegreeWorks, specifically the Notes section is incredibly beneficial to honoring Student/Advisor/Faculty awareness, especially when it involves student record keeping aspects. When this function is not used, oftentimes key administration are left in the dark concerning specific student needs.

The University Advising center is fantastic, they have a wealth of information, which they are happy to share. I would like to see them offer a training session for all new faculty as well as anyone else that is interested in attending. For those who are current faculty/staff a summer session would be really helpful.

We take advising very seriously.

The Registrar has provided really great training on commencement and graduation processes that has helped us understand requirements and tools available.

Statistic	Value
Total Responses	16