

November 11, 2005

To: Tracey Schwarze, President, Faculty Senate

From: Jay Paul, Chair, Advisory Committee on Academic Advising

Recommendations on Improving Academic Advising at CNU

(NOTE: annotated changes were made by the Faculty Senate at its 12/2/05 meeting.)

In order to create a coordinated, campus-wide approach to academic advising, the Advisory Committee on Academic Advising recommends the following

1. Realign advising responsibilities

- Divide advising during Setting Sail among well-prepared faculty advisors and professional advisors
 - Well-prepared faculty advisors representing all majors for each Setting Sail program to will be assigned to the students who are ready to declare the major.
 - Well-prepared professional advisors will be assigned all incoming undecided majors. Undecided majors will be channeled toward declaring a major as soon as possible.
- Use first year seminars to disseminate advising and registration information prior to academic advising
- Take freshman advising assignment into account when allotting departmental advising responsibilities [Suggest a maximum of 40/50 students (combined freshmen and major advisees) assigned to each faculty member]
- Adjust departmental advising assignments by reducing the frequency of “required” appointments in majors without complex prerequisite structure. [Suggest a maximum of 40/50 students assigned to each faculty member.]

[continued]

2. Improve faculty commitment to academic advising

- Provost should promote the importance of quality freshman advising—e.g. by inviting well-regarded advisors to participate ~~and giving this work more significance in merit ratings~~
- Provide ongoing training opportunities
- Increase accountability for advising ~~in EVAL-4s, EVAL-6s, and faculty dossiers~~
- ~~Quantity and quality of advising will play a more significant role in annual evaluations of faculty~~
- Reward freshman advisors with larger stipends

3. Articulate / clarify role of Academic Advising Center

- Add staff as appropriate to support an advising hotline for faculty
- Increase staff to work with at-risk students and major changers

4. Create network to sustain major advising

- Establish ACAA / AAC as source of direction and information
- Designate qualified faculty Chief Departmental Advisors and substitute advising for other assignments (e. g. course reduction, adjustment in professional expectations)
- Use group meetings to expedite dissemination of information and schedule planning

5. Regularly assess academic advising

- Create in-house an assessment device that records “what students learn” in advising encounters (assessment of learning)
- Goals: (a) Students learn where to find reliable information; (b) Faculty provide credible, accessible advising in 2006-07
- Annual assessment—at least until satisfactory levels achieved

