Eastern Washington University

World Class Academic Advising Program

Academic Advising Task Force

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Our Mission:
EWU expands opportunities for personal transformation through excellence in learning.
Executive Summary

EWU’s new World Class Academic Advising Program is designed to enhance the quality of academic advising in order to improve student persistence, retention, and graduation. The following table, while not comprehensive, details the significant differences between the current academic advising practices and the improvements this new program will bring:

<table>
<thead>
<tr>
<th>Current student experience</th>
<th>Student experience under proposed AAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are shuffled between advisors during their academic experience and often do not know who their advisors are.</td>
<td>Students work with the same professional academic advisor from admission through graduation. Faculty advisors and specific-population advisors partner with the professional advisor to provide consistent student support.</td>
</tr>
<tr>
<td>Students receive incorrect and inconsistent advice from multiple advisors.</td>
<td>Students receive assistance from two well-trained advisors. All academic advisors perform to consistent standards and are coordinated through a central authority.</td>
</tr>
<tr>
<td>Undecided, sophomore, and transfer students feel as if they receive no academic advising support.</td>
<td>Specific academic advising outcomes for undecided, sophomore, and transfer students are woven into the new program.</td>
</tr>
<tr>
<td>Students find it difficult to schedule timely appointments to meet with their academic advisors.</td>
<td>Students have a professional and a faculty advisor who work as a team to provide timely academic advising. Each advisor will back up the other, and professional academic advisors are centrally located to provide easy access.</td>
</tr>
<tr>
<td>Students do not know what is expected of them, or what they can expect from their advisors.</td>
<td>Students will receive an advising syllabus that clearly explains each stakeholder’s role in the advising relationship. Advising outcomes will be designed as part of an advising curriculum and receive periodic performance assessments.</td>
</tr>
<tr>
<td>Transfer students do not receive timely, accurate, and relevant information about their transfer credits and course equivalencies.</td>
<td>Transfer students’ transcripts will be evaluated within two weeks of receipt, ensuring timely and accurate records.</td>
</tr>
<tr>
<td>The information and tools students need to create academic plans and track their progress towards graduation are missing.</td>
<td>Students and advisors use an e-portfolio to create academic plans, enhance communication, and track academic progress.</td>
</tr>
</tbody>
</table>

Table 1

The Academic Advising Task Force (AATF) recommends implementing this new academic advising program. Through implementation, students will receive support and guidance from a consistent and dependable advising team, trained for and dedicated to student success, and EWU will be seen as an innovative leader in academic advising. The AATF views this program as a way to achieve the university’s mission of transformation through excellence in learning.
EWU World Class Advising

EWU’s Vision for Academic Advising
A complete redesign of the EWU Academic Advising experience will begin in 2015 with a change from a transactional academic advising approach to a student success centered academic advising approach grounded in student learning theory and demonstrated best practices. The new university-wide Academic Advising Program (AAP) will have a clearly defined mission, philosophy, goals (Appendix A) and desired outcomes (Appendix B).

In creating this vision, members of the Academic Advising Task Force researched academic advising programs at numerous colleges and universities (see Appendix C for a comprehensive list). The scope of the research included the institutions’ program delivery models, policies and processes, student demographics, acceptance rates, and the desired outcomes of the various academic advising programs. It was important to the Task Force to design an academic advising program that met the needs of EWU students. The Task Force chose to focus on the national best practices that, when combined into a unique, EWU student-centered program, would create a world class academic advising experience for EWU students.

Through this critical examination, Georgia State University’s (GSU) academic advising program stood out from the rest of the institutions reviewed. Even though GSU has a lower acceptance rate than EWU, GSU’s program was particularly noteworthy because over 50% of GSU’s diverse student body is Pell-grant eligible and first-generation. GSU has experienced impressive outcomes since redesigning their academic advising program in 2011. GSU’s program has demonstrated increases in retention and student advising satisfaction, decreases in the number of students changing majors with excessive credits, and reducing time and credits to degree. These are the performance expectations that we desire from our new program.

In addition to best practices adopted from GSU, components of the redesigned EWU academic advising program include best practices demonstrated through successful student programs at EWU, specifically the TRiO/Student Success Services and the Athletics’ RED program. Currently, these notable EWU programs only reach a small portion of the EWU student population. By combining the best features of GSU’s and EWU’s programs, we are completing the President’s charge by proposing an academic advising program that, “empowers students, respecting autonomy and individual situations while challenging students with high academic expectations.”

Charting the Student Academic Advising Experience

Admission and Confirmation
As students are admitted to EWU, each student will be assigned a single professional academic advisor that will remain with the student throughout their entire EWU undergraduate experience. In the students’ welcome package from Admissions, the students will learn the name of their academic advisor and the advisor’s contact information. Once a student confirms, the advisor will personally contact the student.
As students transition into the university, any college-level work they have completed must be evaluated in a timely manner. Admissions will evaluate all incoming transcripts within two weeks of receipt and notify the student and the academic advisor when the evaluations are complete. For more information about a student’s pre-advising experience, refer to Appendix D.

**Confirmation through firstSTEP**
Prior to attending firstSTEP, students will complete an online academic advising questionnaire, listing their academic goals, interests, strengths, and weaknesses. Academic advisors will use that information to create a customized schedule for the fall quarter. When the students arrive for firstSTEP, they will meet their academic advisors, receive more information about the relationship between students and academic advisors, receive their fall schedule, and schedule a “3 week checkup” information session after the beginning of the fall quarter. For more information about a student’s firstSTEP advising experience, refer to Appendix D.

**Continuum of Influence**
One significant improvement with this AAP is the introduction of a *continuum of influence*. The continuum provides students with consistent and reliable academic advising throughout their entire collegiate experience. Each student will receive help from a paired team: one professional academic advisor and one faculty advisor. Over time, the influence that each advisor has with the student will gradually shift from the professional academic advisor to the faculty advisor as the student moves through four specific phases: Exploration, Decision-Making, Program Admission, and Graduation.

![Diagram](image)

*Figure 1*

To support this continuum of influence, EWU will adopt a new hybrid-team model that includes academic advising support from College Academic Coordinators, academic advisors serving specific student populations, and a robust set of technological tools. By working alongside professional academic advisors and faculty advisors, this hybrid team will guide the students through each phase of their academic and personal development. Each phase has specific outcomes that students are expected to
meet. Technological tools will allow academic advisors to track program benchmarks and advising outcomes. *Figure 2* lists the specific experiences and outcomes for each phase.

As professional academic advisors guide students through the Exploration and Decision-Making phases, they assist students in making intentional and rational decisions about their futures. Additionally, professional academic advisors will monitor students’ progress and provide interventions through an early warning system. During these early phases of a student’s experience, faculty advisors will help students by providing information about major options and creating connections through the FYE.

During the Program Admission and Graduation phases, the faculty advisor’s influence increases while the professional advisor’s influence is reduced. To support the faculty-student advising relationship, the student’s professional academic advisor will monitor their progress towards degree, completion of general education requirements, and intervene at critical points as part of a proactive team advising approach. Breaks in continuity will be eliminated through this continuum of influence. It is designed to be a simple, seamless, and effective way to move students through their personal transformations.

*Figure 2*

**Learning and Advising in Each Phase**

The AAP is grounded in multiple distinct student learning and developmental theories including Schlossberg’s (1984) Transitional Theory, and the developmental theories of Blanchard, Zigarmi, and Nelson (1993) and Perry (1970). The new model organizes students’ experiences into four phases. Though the phases are designed intentionally to move students into EWU and through graduation, as educators we understand that each student’s experience is more dynamic than linear. The four phases are fluid, recognizing that learning is a process, and that we respond to students at all phases. However, as students proceed through each phase, they become independent thinkers and gain greater influence over the world around them. At each phase, students will receive specific information and support.

### Student Advising Experiences and Outcomes

<table>
<thead>
<tr>
<th>Exploration</th>
<th>Decision-Making</th>
<th>Program Admission</th>
<th>Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sign up for check-in sessions for individual student progress reviews</td>
<td>• Identify majors areas of interest and declare a major</td>
<td>• Utilize information about program course offerings</td>
<td>• Apply for graduate school if applicable</td>
</tr>
<tr>
<td>• Discuss and explore capabilities and areas of interest</td>
<td>• Develop co-curricular goals</td>
<td>• Finalize the remaining course sequence to graduation</td>
<td>• Explore career opportunities post-graduation</td>
</tr>
<tr>
<td>• Develop an academic plan, and determine courses needed to graduate</td>
<td>• SOAR degree audit and other tools to monitor academic progress</td>
<td>• Develop their career resume, exploring both career opportunities and/or graduate school</td>
<td>• Submit a graduation application</td>
</tr>
<tr>
<td>• Ask questions about their concerns and utilize academic/support resources</td>
<td>• Pursue career information through multiple sources (advising, assessments, etc.)</td>
<td>• Research graduate schools, applications, and processes</td>
<td>• Identify and remove obstacles that inhibit a timely graduation</td>
</tr>
<tr>
<td>• Develop decision-making skills</td>
<td>• Identify decision-making issues if undecided about major</td>
<td>• Research career opportunities</td>
<td>• Update contact information</td>
</tr>
<tr>
<td></td>
<td>• Utilize resources for academic/financial/CAPS issues</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Breaks in Continuity

Breaks in continuity will be eliminated through this continuum of influence. It is designed to be a simple, seamless, and effective way to move students through their personal transformations.
Advising for Exploration

In this phase, students seek a perfect solution to challenges. They will dwell on informational aspects and expect others to provide the answers. They are also eager to learn and will take direction from those they trust. The majority of students come to college as enthusiastic, excited, and optimistic learners. However, their confidence is based on hopes and transferable skills, but not always in reality. In short, “they don’t know what they don’t know,” so they may not make the best academic or personal decisions. Figure 3 charts the student experience through this phase and the transition into the next.

**Advising for Exploration**

**TECHNOLOGY:**
- Students will receive information about events and workshops via the first-year experience channel in the myEWU portal. Information includes:
  - How to get involved on campus
  - Study Strategies
  - Campus Resources
- Students will receive reminders about registration dates and advising appointment automatically.

**PROFESSIONAL ACADEMIC ADVISORS WILL TEACH/ENCourage STUDENTS TO:**
- Sign up for check-in sessions and individual student progress reviews
- Discuss and explore their capabilities and areas of interest
- Develop an academic plan and determine courses needed to graduate
- Ask questions about their concerns and to utilize academic/support resources
- Develop a decision-making process
- Sign up for information sessions and individual appointments

**FYE – FACULTY ADVISORS AND STUDENT SUCCESS STAFF WILL TEACH WORKSHOPS ON:**
- How to create an educational plan, time management, and study skills
- Information about departmental programs
- Financial literacy and Financial Aid/Scholarship deadlines
- Career exploration, decision-making and major declaration

*Figure 3*
Advising for Decision-Making
Students in this phase realize that a number of choices might be appropriate, but a particularly right one exists and the advisor will assist in determining which one is the best. In general, students have some knowledge and skills about making good academic decisions, but may not yet feel competent in making major decisions. This can lead to feeling frustrated, discouraged, and overwhelmed—all of which may prompt the student to quit. To counter this, students must continue developing and learning with reassurance that mistakes are part of the learning process. Figure 4 charts the student experience through this phase and the transition into the next.

Figure 4

PROFESSIONAL ACADEMIC ADVISORS WILL TEACH/ENCOURAGE STUDENTS TO:
• Identify major areas of interest and declare a major
• Develop an academic plan with the advisor for courses required for major completion
• Develop co-curricular goals (undergraduate research, internships, study abroad, etc.)
• Understand SOAR degree audit and other tools to monitor academic progress
• Identify alternative interests if they change majors
• Connect to faculty early once the major has been identified
• Pursue career information through multiple sources (advising, assessments, etc.)
• Identify decision-making issues if undecided
• Utilize resources for academic/financial/CAPS issues

FACULTY WILL TEACH/ENCOURAGE STUDENTS TO:
• Attend workshops about college majors
• Seek opportunities for researching career information related to major (What can I do with a major in...?)
• Attend the Majors Fair
• Connect with faculty in and out of classes
• Identify high impact practices

TECHNOLOGY:
• Students will obtain information about events and workshops via the sophomore experience channel in the myEWU portal. Information includes:
  o Links to Occupational Handbook and self-assessments
  o Links to Career Services
  o Information on “What Can I do with a Major in...?”
  o Links to Major Declaration Workflow form
• Students will receive reminders about registration dates and advising appointments automatically.
Advising for Program Admission

Students recognize that their skills, abilities, and other attributes help them make their own decisions about major, lifestyle, career aspirations, and relationships. They are generally self-directed, but need opportunities to test ideas with others. They can sometimes be hesitant, not always confident, and tentative about the decisions they have made. They can be overly self-critical and may need help in looking at their skills objectively. They have the capability of making productive contributions, but may become bored with certain goals or tasks. Figure 5 charts the student experience through this phase and the transition into the next.

**Technology:**
- Students will obtain information about events and workshops via the junior experience channel in the myEWU portal. Information includes:
  - Links to high impact programs like Internships, Study Abroad, Symposium, Community Engagement
  - Links to Career Services – Writing a Resume
  - Graduate School search
  - Planning for GRE, MCAT, MAT, LSAT
- Students will receive reminders about registration dates and advising appointments automatically.

**Faculty Advisors Will Teach/Encourage Students To:**
(Faculty serves as Primary Advisor at program admission.)
- Utilize information about program course offerings
- Finalize the remaining course sequence to graduation
- Identify a minor if needed
- Develop their career resume, exploring both career opportunities and/or graduate school (Completed by faculty teaching the Cornerstone courses)
- Research and review information about graduate school
- Complete Graduate School applications
- Obtain information about GRE, GMAT, LSAT or MCAT
- Research career opportunities and attend the Career Fair
- Get involved in undergrad research, creative works, internships, community engagement

**Professional Academic Advisors Will Teach/Encourage Students To:**
- Review the SOAR report
- Connect with an advisor or with Career Services (for students who do not meet program admission requirements)
- Utilize the SOAR Audit to determine graduation requirements
- Identify Career Services workshop information
- Identify any potential roadblocks to graduation
- Connect with faculty advisors

*Figure 5*
Advising for Graduation

In this final phase, students internalize their values, abilities and other attributes to make their own decisions. Many of them are recognized by their peers as experts in their programs and inspire others. They consistently demonstrate competency and are justifiably confident. They trust their own ability to work independently and are self-assured. Figure 6 charts the student experience through this phase.

**Critical Foundations Faculty Will Teach/Encourage Students To:**
- Reflect on their academic experience as it relates to a career (Capstone Faculty)
- Attend a Career Services presentation on “It’s Not Fair.” This presentation will discuss ways students can establish or improve their professional images.

**Technology:**
- Students will obtain information about events and workshops via the senior experience channel in myEWU portal. Information includes:
  - Resume writing and job searches
  - Applying for graduation
  - Ordering caps & gowns, invitations, and senior mentor rings
- Three quarters before graduation students will receive an e-mail from their Academic Advisor identifying whether they are on-track or have issues with their progress towards graduation. This process is completed through technology.

**Faculty Advisors in Departments Will Teach/Encourage Students To:**
- Review their final SOAR reports during a 1-on-1 meeting.
- Identify internships, study-abroad, research, community or other type of high impact experiences throughout the 3rd and 4th year
- Obtain information about GRE, GMAT, LSAT or MCAT
- Apply for Graduate School or explore post-graduation career opportunities
- Correct academic alert issues (for students who are not on track for graduation)
- Request letters of recommendation from key faculty members
- Identify professional recruiting opportunities offered by Career Services, such as the Spokane Career Fair

**Professional Academic Advisors Will Teach Students To:**
- Submit a graduation application. This application will pre-populate with information from Banner. The advisor updates the student’s final contact information after graduation.
- Utilize Career Services for programs and workshops offered through the senior year
- Provide feedback via the EWU graduation survey

*Figure 6*
Advising for Transfer Students
The transfer student’s experience will be as unique as the individual student. Together, students and advisors will develop academic plans that meet transfer students’ individual needs based on their progress towards degree. On admission, transfer students will know how their credits will transfer into the EWU curriculum, what remaining requirements are needed to complete their Bachelor’s degree (via SOAR), and how much it will cost. EWU will provide the students and their advisors with the degree-related information necessary to meet these objectives. The critical information transfer students will receive includes transfer course equivalencies, EWU course availability, and a clear understanding of institutional policies and procedures leading to degree completion.

Transfer Students

Advisors will Encourage/Teach Students to:
- Apply their Direct Transfer Agreement to their chosen degree
- Review how their previous courses apply to EWU programs
- Leverage Reverse Transfer Agreement to reduce time to degree (when appropriate)
- Utilize technology to develop an academic plan for any degree program
- Determine course availability and declare a major
- Navigate EWU’s policies, procedures, and steps to graduation
- Complete the graduation application process
- Identify who their faculty advisors are and how to contact them
- Access campus resources and services
- Become involved in campus clubs and organizations
- Access undergraduate research, community engagement, or other high impact practices

Figure 7

Advising for Specific Populations

The advising services offered by programs for specific populations at EWU (TRiO and Eastern Advantage, Athletics’ RED program, CAMP) already reflect the successful practices that the World Class Academic Advising Program will provide for all students on campus. The hallmark of these programs is the opportunity for these students to build a strong relationship with their advisor through a multimodal approach, including individual appointments, workshops, and frequent check-ins. The continuum of influence for these students aligns with the overall advising program.

Dual Experience with Specific Populations and Faculty

Advisors will Encourage/Teach Students to:
- Participate in programmatic and co-curricular activities related to their population
- Connect with like peers
- Identify specific academic resources that support their success
- Connect with faculty early in their college experience
- Navigate the laws, policies, and eligibility requirements specific to their populations

Figure 8

To provide support for this world-class academic advising concept, several EWU professionals will work together as a hybrid team consisting of faculty members and professional academic advisors. The following section explains each person’s role in the academic advising program.
**EWU's Hybrid Team Model (HTM): Roles of Advisors and College Advising Coordinators**

The new HTM combines total-intake and dual shared model features. World class advising at EWU is designed to provide students with consistent, accurate, timely and relevant information, increased accessibility to advisors, connections with faculty, and in essence, create dynamic student/faculty/staff advising partnerships. The new HTM is unique in that each student will have an advising team that is committed to their individual success.

**Professional Advisors**

Professional advisors will guide newly admitted students through their transitions to EWU, and serve as key resources while students explore their skills, abilities, and interests. Students will receive academic guidance and support as they transition through the decision-making process for selecting a major. Students will always have a professional academic advisor tracking their success through the early alert system and monitoring their progress as they near graduation. Even when the majority of advising influence shifts to the faculty advisor (on program acceptance), the professional advisor will continue to monitor student progress and provide guidance to both the student and their faculty advisor for any issues that may arise.

In the total-intake portion of the HTM, all students entering EWU will be advised by a professional advisor who reports to the Director of Academic Advising. EWU has multiple locations where centralized advising will take place (Spokane, Extended-Campuses), but the Director will retain supervisory responsibility for advising in all locations.

Students will be assigned a professional academic advisor upon admission, regardless of area of interest. The areas of interest listed in Banner will be broadened so students can explore multiple programs without having to change their area of interest in the system. Students will also be free to change their area of interest without changing advisors. This is important in that many EWU first- and second-year students fine tune their interests frequently. Students will retain the same professional academic advisor from admission through graduation, providing them with more stability and consistency in the advising received, and eliminating the inconsistent transitions students typically experience when changing advisors.

**Faculty Advisors**

Faculty advisors play a significant role in this program, and they work with professional academic advisors as students move through each phase. In the Exploration phase, faculty advisors serve as mentors by sharing ideas and examples of others’ work in order to help students develop a passion for a particular field. They also offer an extra level of reassurance to students who may be doubting their own abilities and competence. Through these interactions, the faculty advisors’ influence builds as students move into the Decision-Making phase and are eventually admitted into an academic program.

Once students are admitted into their programs, their faculty advisors will assume a larger academic advising role as they assist students in navigating program requirements; explore research, internship, and career opportunities, and make connections to high-impact practices. Concurrently, the professional advisor will continue to monitor the student’s progress towards degree, monitor completion of general education requirements, and proactively intervene if the student fails to reach a program benchmark. The partnership between the faculty advisor and the professional academic advisor is an integral part of
the new HTM, which will provide students with consistency in advising while simultaneously eliminating advising bottlenecks students currently face when their faculty advisor is not available.

Because of the ongoing partnership between professional academic advisors and faculty advisors, there will no longer be a messy and abrupt “hand-off” between professional academic advisors and faculty advisors. Instead, the professional academic advisor will facilitate a smooth connection to a faculty advisor and communicate the changing roles to the student.

**Advisors for Specific Populations**
During the first year, advisors of the specific populations programs will serve as the primary advisor for their students. An advisor with the Academic Advising Center (AAC) will serve as the secondary advisor. During the second year, these roles will switch, and the program advisor will serve as the student’s secondary advisor until graduation. At the time of admission into a major, these students will be assigned to a faculty advisor, who will be their primary advisor until graduation. This allows for the program advisor to continue their support of the student from admission through graduation, which is necessary for these students who often face the challenge of connecting and engaging with the university.

**College Advising Coordinators (CAC)**
Each CAC is part of the centralized advising team. CACs will be located in their respective colleges. Their caseloads will consist of special-case students, such as probationary or returning students. The CACs will be responsible for reviewing students’ transfer work and coordinating and communicating curriculum and policy changes to faculty, programs, deans, AAC advisors, the Transfer Center, and the Academic Planning office. CACs will also organize Major Academic Plans, monitor student course demand and seat availability for their colleges, and facilitate course equivalency requests from the Transfer Center. See Appendix E for more information about academic advising staffing.

**Leadership**
EWU hired a Director of Academic Advising in 2014 specifically to coordinate campus-wide academic advising, training, and assessment. In order to provide consistency in policies, procedures, practices, and information related to academic advising campus-wide, the Director of Academic Advising will serve as the central authority for academic advising and chair the Academic Advising Council, which will provide oversight for the Academic Advising Program (AAP) (Appendix F).

**Facilities**
The location of a centralized advising center will demonstrate EWU’s commitment to academic advising as a learning experience and will protect students’ rights to privacy and accessibility. Ideally, the AAC’s location should be an extension of the academic space. In this space, advisors will teach the advising curriculum to individuals in one-on-one appointments, as well as to groups of students. Both of these functions necessitate a working environment very similar to faculty working environments. Specifically, classrooms and offices that facilitate learning and help students achieve the outcomes listed in the advising syllabus. To foster this vision of world class advising, the new location for the centralized AAC should not occupy space typically associated with retail activities or institutional transactions.
Technology

Early Alert and Degree Planning Tools
Through the intentional and effective use of technology, EWU can increase student engagement and overall satisfaction with advising services. To proactively advise their large caseloads, EWU advisors need predictive analytics technologies that allow them to identify at-risk students early in order to intervene before problems arise. Advisors need a robust degree planning and student progress monitoring tool that allows both students and advisors to create an educational plan that tracks a student’s progress to plan completion. Automated technology will evaluate program benchmarks and notify advisors when students fail to meet pre-defined objectives outlined in the student’s educational plan. These analytics will also be used to identify institutional barriers to degree completion, to forecast course loads, and target areas for growth.

Electronic Portfolio
Technologies supporting academic advising will include an advising electronic portfolio that displays a given student’s information in one easy to access location, a tool for posting electronic notes visible to both the advisor and the student, and an online appointment scheduling tool. Before purchasing new technologies, the AATF recommends that OIT conduct an internal review of all technologies currently owned by EWU to determine whether those technologies can adequately support the student/advisor relationship described in the new AAP.

Technology as part of success
The Georgia State University model utilizes EAB technology to maintain a 300:1 advisor/student ratio. California State University-Fullerton is currently implementing the same technology in hopes of seeing similar performance. Advisors at both universities use a Banner-integrated tool to provide advisors with an early warning system, course forecasting, appointment scheduling, session documentation tools and student enrollment tracking.

Advisor Training
The new HTM requires all advisors to uphold the same standards and practices, regardless of the academic discipline(s) they represent. Advising training for EWU faculty and staff is critical to providing a consistent student advising experience. Successful advisor training programs include the following key components: conceptual, informational, relational, and technological (McClellan, 2007).

The advisor training program will include information on role clarity and the student/advisor relationship, university curriculum, policies and procedures, theories and practices, and instruction on utilizing available technological tools. Work to complete the Canvas advising training course began in summer 2014, and a one-day advising training event will occur in late summer 2015.

Referrals
The new advisor training curriculum will ensure that all advisors can focus on students’ academic degree progress/plans by facilitating a streamlined referral process to expert resources when students’ needs fall beyond the scope of academic advising. Appendix G provides additional information.
Assessment and Evaluation

Establishing opportunities for advisors to learn valuable information from student feedback and assessment is critical to a continued improvement approach. The program will be assessed at the AAC, college, and faculty advisor levels, and include two distinct types of assessments. Students and advisors will complete assessments that are linked to measurable outcomes. These outcomes and assessments will provide valuable feedback about how the people and processes are moving students toward success.

In addition to outcome-based assessment, students will complete advising satisfaction surveys. The National Survey of Student Engagement (NSSE) offers supplemental questions to determine how students view advising at their school as compared to students at other institutions. The supplemental questions can be added to EWU’s next NSSE survey in 2017.

Both assessments will be conducted on a routine basis. The results of these assessments will be used to strengthen the advising program.
**Timeline**

To view a timeline of past events related to academic advising, refer to Appendix H.

During the President’s Academic Planning Retreat, multiple projects were identified as short-term goals:

<table>
<thead>
<tr>
<th>Activity</th>
<th>State Date</th>
<th>Deadline</th>
<th>Responsible Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-populated Schedules for firstSTEP</td>
<td>Started</td>
<td>June 2015</td>
<td>Director of Academic Advising and Advisors</td>
</tr>
<tr>
<td>Begin Baseline Training for all Advisors</td>
<td>May 2015</td>
<td>October 2015</td>
<td>Director of Academic Advising</td>
</tr>
<tr>
<td>Pre-Advising Homework for firstSTEP</td>
<td>May 2015</td>
<td>June 2015</td>
<td>Director of Academic Advising</td>
</tr>
<tr>
<td>3 Week Check-up (Information session)</td>
<td>June 2015</td>
<td>October 2015</td>
<td>Director of Academic Advising and Advisors</td>
</tr>
<tr>
<td>Implement Sophomore Advising</td>
<td>October 2015</td>
<td>April 2016</td>
<td>Advisors</td>
</tr>
<tr>
<td>Contact Undeclared Students and have them meet with an advisor</td>
<td>October 2015</td>
<td>April 2016</td>
<td>Advisors</td>
</tr>
<tr>
<td>Establish Learning Outcomes</td>
<td>October 2015</td>
<td>December 2015</td>
<td>Advising Council</td>
</tr>
<tr>
<td>Procedures for Advisors to Change students’ majors</td>
<td>October 2015</td>
<td>December 2015</td>
<td>Advising Council and Registrar</td>
</tr>
<tr>
<td>Advertise 4-year Plans with the Use of Technology</td>
<td>November 2015</td>
<td>April 2016</td>
<td>Director of Academic Advising and OIT</td>
</tr>
</tbody>
</table>

*Table 2*

Additional long-term goals to be considered:

<table>
<thead>
<tr>
<th>Activity</th>
<th>State Date</th>
<th>Deadline</th>
<th>Responsible Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Alert Pilot Review</td>
<td>Spring 2015</td>
<td>Spring 2015</td>
<td>Early Alert Task Force</td>
</tr>
<tr>
<td>Director of Academic Advising begins supervision of all advisors</td>
<td>June 2015</td>
<td>December 2015</td>
<td>Provost and Vice Provost</td>
</tr>
<tr>
<td>Establish Advising Council</td>
<td>June 2015</td>
<td>October 2015</td>
<td>Vice Provost – Charge Director AA – Chair</td>
</tr>
<tr>
<td>Open new Advising Center</td>
<td>June 2015</td>
<td>December 2015</td>
<td>Physical Plant and Vice Provost</td>
</tr>
<tr>
<td>Rewrite advisor job descriptions</td>
<td>July 2015</td>
<td>August 2015</td>
<td>Director</td>
</tr>
<tr>
<td>Evaluate technology options</td>
<td>July 2015</td>
<td>Ongoing</td>
<td>Director, Vice Provost, OIT and PEC</td>
</tr>
<tr>
<td>Create/update Major Academic Plans</td>
<td>Summer 2015</td>
<td>Fall 2015</td>
<td>Deans and Academic Advisors</td>
</tr>
<tr>
<td>Determine how many additional advisors to hire based on need and budget</td>
<td>Summer 2015</td>
<td>Summer 2016</td>
<td>Provost and President</td>
</tr>
<tr>
<td>Work with Deans to restructure college advising positions</td>
<td>Fall 2015</td>
<td>Spring 2016</td>
<td>Provost and Vice Provost</td>
</tr>
<tr>
<td>Finalize Advising Mission and Goals</td>
<td>October 2015</td>
<td>February 2016</td>
<td>Advising Council</td>
</tr>
<tr>
<td>Establish evaluation model for advisors</td>
<td>November 2015</td>
<td>December 2015</td>
<td>Director and Human Resources</td>
</tr>
<tr>
<td>Close GUAA</td>
<td>December 2015</td>
<td>December 2015</td>
<td>Director</td>
</tr>
<tr>
<td>Establish awards system for faculty and advisors</td>
<td>January 2016</td>
<td>TBD</td>
<td>Director, Council, ACADA and Faculty Org.</td>
</tr>
<tr>
<td>Develop advising assessment methods</td>
<td>Winter 2016</td>
<td>Fall 2016</td>
<td>Director and Council</td>
</tr>
</tbody>
</table>

*Table 3*
**Conclusion**

Per the President’s charge to the task force, EWU’s new Academic Advising Program, “takes an integrated approach to advising that includes all aspects of the student experience and assists students in meeting their personal and academic goals.” It combines a new Hybrid Team Model, robust technological tools, a continuum of influence, an outcomes-based academic advising curriculum that supports students’ decision-making process, central oversight, and an advisor training program to create a world class academic advising experience for EWU students.

- The **Hybrid-Team Model**, paired with an academic advising continuum, serves students in each phase of their development. It forms a fluid and influential partnership between professional academic advisors and faculty advisors.
- A well-designed **academic advising curriculum** that includes measurable and achievable outcomes provides a more intentional and focused advising experience for students. Acquiring decision-making skills becomes an expectation for students as they follow the curriculum.
- Students and academic advisors will use robust **technological tools** that help create academic plans, monitor students’ progress, and strengthen communication between academic advisors and students.
- **Central oversight** of the academic advising program and a dynamic advising training program will create consistent practices, policies, and procedures related to academic advising.

This integrated team approach to academic advising is hallmark of a world-class academic advising program. EWU’s new academic advising program will significantly improve our students’ academic success, retention, and time to degree. By implementing this program, EWU is taking bold and positive steps towards improving the EWU student experience.
Appendix A

Mission, Philosophy, Program Objectives, and Strategies

Mission (Draft)
One example of a university mission statement for advising could be:

University Advising promotes the academic and personal transformation of all EWU students by (1) Fostering excellence in learning through quality academic advising, (2) Providing leadership and expertise as scholar practitioners to engage the campus and community in best practices and current research on academic advising, and (3) Creating responsive, relevant and reciprocal partnerships with our community.

University Academic Advising Philosophy
The following philosophy was written by the Academic Advising Workgroup and reviewed by the Student Success and Retention Committee:

Advisors, faculty, and staff are partners with students in planning their academic, personal, and career goals. In an atmosphere of mutual respect, educational plans are developed to foster intellectual growth and personal transformation that leads to academic success and self-directed life-long learning.

Program Objectives and Student Learning Outcomes
The following are examples of goals and objectives found in best practices:

1. Guide the student in developing and achieving their academic and personal goals through strategically-planned advisor interactions.
2. Provide accurate and timely information about academic expectations and university policies.
3. Assist students in planning their major choices and academic courses needed to meet their academic and personal goals.
4. Educate students at key transitional times in their college careers by evaluating their progress, making them aware of campus resources, and strategies that will help them reach their goals, resolve academic deficiencies, and personal issues; and aid them through their transitions to graduation.
5. Encourage a passion for their career discipline and lifelong personal growth by guiding students to become involved in learning communities, internships, campus clubs, international exchange programs, undergraduate research, community engagement, and other high impact practices.
6. Aid students in developing a sense of responsibility, resiliency, persistence, and self-advocacy.
7. Connect the relevancy of the Critical Foundations curriculum to their career goals.
Strategies for Achieving Learning Outcomes

Proactive Advising
Formerly known as intrusive advising, proactive advising involves the advisor providing information to the student before the student needs it. This intervention occurs at the first sign of academic difficulty or student distress and also focuses on building a strong relationship between the advisor and student to better connect the student to the institution. Early alert systems and mandatory advising are two examples of proactive approaches. This approach is particularly helpful for at-risk students before their situations lead them to academic failure.

Four-Year Advising Curriculum
Academic advising, based in the teaching and learning mission of higher education, is a series of intentional interactions with a curriculum, pedagogy, and a set of student learning outcomes (NACADA, 2006). During the Business Process Analysis (BPA) for Advising (February, 2015), the group of practitioners and administrators developed a four-year curriculum plan. Refer to the BPA report for more information.

Early Alert System
The Vice Provost for Undergraduate Studies and Student Success has formed an Early Alert Task Force comprised of practitioners. The Early Alert Task Force will identify measures to determine if our current Faculty Feedback feature in Banner is an acceptable solution for meeting both student and faculty needs.

Workshops for Providing Information to Students
Proposal for student workshops. The AAC will partner with Career Services, Financial Aid, the Academic Success Center, Housing and Residential Life, colleges, and faculty to provide informational workshops. The AAC will conduct these workshops at multiple locations that are frequented by a high number of students.
Appendix B

**Sample Learning Outcomes Using Transitional Theory as a Framework**

1. **After meeting with an academic advisor the student will understand their academic support system.**
   
   To assess this outcome, the student will verbally:
   - Name their advisors at every academic level. (Cognitive)
   - Name three campus support resources. (Cognitive)
   - Develop a working relationship with a faculty advisor. (Affective)

2. **After meeting with an academic advisor, the student will demonstrate strategies they can implement to support their transition.**
   
   To assess this outcome, the student will:
   - Seek assistance for academic skills development and planning. (Behavioral)
   - Take an average of 15 credits per term or 45 credits per year. (Behavioral)
   - Attend faculty office hours. (Behavioral)
   - Identify a faculty or other mentor and actively engage in regular sessions. (Behavioral)
   - Respond and rebound positively to obstacles—develop resiliency. (Behavioral)
   - Participate in a high impact practice such as community engagement, internships, undergraduate research, study abroad, etc. (Behavioral)

3. **After meeting with an academic advisor the student will understand their situation. (You might list this as the 3rd outcome—see #3 and 4 for comments.)**
   
   To assess this outcome, the student will:
   - Understand how coursework integrates across the curriculum. (Affective)
   - Know what courses are required for the major. (Cognitive)
   - Conduct regular SOAR audit checks. (Behavioral)
   - Create a complete academic course schedule plan. (Behavioral)
   - Know when and how to conduct degree audits, declare a major, and apply for graduation. (Cognitive)

4. **After meeting with an academic advisor the student will demonstrate and understanding of self:**
   
   To assess this outcome, the student will:
   - Recognize their own preferred learning style (Cognitive)
   - Synthesize what they learn in the classroom with other life activities. (Affective)
   - Declare a major by determining their skills, abilities, and interests. (Cognitive/Behavioral)
   - Recognize how their life experiences or current life situation impact their academic success. (Cognitive)
   - Develop a strong sense of personal responsibility. (Affective)
   - Develop an academic identity. (Affective)
Appendix C

Colleges and Universities Researched

In creating this proposal, members of the AATF researched academic advising programs at the following institutions:

- Ball State University
- California State University - Stanislaus
- California State University – Fullerton
- Colorado State University - Pueblo
- Georgia State University
- Indiana University Northwest
- Northwest Missouri State University
- Queens College (CUNY)
- Sam Houston State University
- South Dakota State University
- Stephen F. Austin State University
- University of New Mexico
- University of Northern Iowa
- University of Southern California
- University of Tennessee - Chattanooga
- University of Texas at San Antonio
- University of Wisconsin Stevens Point
- Washington State University
- Western Illinois University
- Western Washington University
Appendix D

Pre-Advising Information and Experience

**Enrollment Management Messaging**

In student’s welcome package from Admissions, include:
- Message of congratulations on admission from the academic advisor
- Academic advisor’s name and contact information

Within two weeks of transcript receipt:
- Evaluate the transcript
- Inform student and advisor that college-level work has been evaluated

After confirmation, but before enrollment, send message from academic advisor to include:
- We are here to help you graduate and maximize your academic experience
- Encouragement to sign up for firstSTEP

After registration for firstSTEP, send message from academic advisor to include:
- What to expect during the firstSTEP advising session
- The roles and expectations of students and academic advisors

**firstSTEP Messaging**

During firstSTEP, students will:
- Meet their academic advisor
- Discuss student and advisor expectations
- Receive pre-populated schedules
- Review general education/undergraduate degree requirements
- Sign up for “3-week checkup” academic advising appointment

After firstSTEP, students will receive a message from their academic advisor explaining how to:
- Order books
- Look up class schedule the Friday before classes start
- Check email regularly
- Review the Academic Integrity Policy
Appendix E

Human Resources

Advisor Training
The conceptual components of academic advising include the theories, approaches, and strategies needed to meet students’ differing needs. The informational component of advising training is really the “nuts and bolts” of academic advising at EWU. This component of advising training will provide the information advisors need to know in order to guide students through their academic programs. The relational component of advising training focuses on helping advisors develop the interpersonal skills needed to establish and maintain the student/advisor relationship. The technological component of advising training teaches advisors how to use the technological tools that they need to use to successfully meet students’ needs (McClellan, 2007).

EWU faculty and staff would prefer several different modalities for training. First, they would like an electronic handbook, possibly created in CANVAS. Additionally, they would like an in-person advising “boot camp” that provides them with a baseline of knowledge.

Advisors
NACADA provides national data on average advisor loads. It is important to review NACADA’s data and consider the university’s mission and goals for academic advising. Workloads may vary based on population, type of practice and responsibilities associated with academic advising. Adequate time should be allocated for non-direct service activities which include: student referrals, maintenance of student records in Banner, case management, consultation, professional development, and supervision meetings. To serve as a guideline for determining human resources needed, administrators can use a NACADA benchmark of 300:1 student-advisor caseloads.

Clearly defining roles and expectations of academic advisors campus-wide is important to creating a world class academic advising program. Recognizing the commitment of dedicated academic advisors through promotion is another important step to encouraging advisors to give students their very best. Adopting a three-tiered career ladder would be the beginning in recognizing quality work performed by professional academic advisors.

Professional Academic Advisors
In cooperation with EWU Human Resources and the PSE Collective Bargaining Unit, EWU’s current professional academic advising positions should be separated into three classification levels based on experience, education and additional duties. Internally, and for hiring purposes, these positions should be titled Advisor I, Advisor II, Advisor III. However, from a student’s perspective all of these positions would simply be academic advisors.

College Academic Coordinators
The college academic coordinator will serve as the link between central academic advising, college administration, and faculty. Each college will have an assigned coordinator who will report to the Director of Academic Advising, but will be housed in an assigned college.
In support of academic advising, the college academic coordinators will:

- Manage the probation and reinstatement activities for the students accepted into academic programs in the coordinator’s assigned college.
- Serve as consultants for college faculty and staff.
- Assume responsibility for coordinating the communication between college staff and academic advisors.
- Create and maintain Major Academic Plans for all majors within the respective colleges.
- Actively participate in the planning and implementation of advisor development for faculty and staff advisors.
- Serve transfer students by coordinating with the Planning Office, the Transfer Center, and college deans.

**Faculty Advisor Roles**

Students report varied levels of satisfaction with faculty advising (Allard, 2013, Motterella, 2004), with the most dissatisfaction occurring when faculty advising focuses on “advising resources and general education requirements that could set back their graduation clock,” (Allard, 2013). Students report the highest level of satisfaction with faculty advising when faculty take the time to build a relationship with them (Allard, 2013).

Advising must receive a greater emphasis when considering someone for promotion or retention. Management, under the faculty CBA, should require that satisfactory performance of academic advising duties be included in each faculty member’s FAP. Additionally, the University should strictly adhere to the faculty CBA and compensate faculty advisors accordingly:

Student advising is considered a part of a faculty member’s normal teaching load. Faculty members with advising responsibilities greater than those associated with a normal teaching load may be assigned additional workload credit for advising as determined by agreement between the faculty member, department chair and dean [Sec. 7.7.5(b)(2)].
Appendix F

*University Advising Leadership*

Per the President’s Advising Planning Retreat, the following leadership recommendations were made. Additional recommendations will be made by the President’s Executive Committee.

**Central Authority for University Advising**

In addition to the recommendations made at the President’s Advising Planning Retreat, the NACADA consultants made the following recommendation:

Identify an individual and office with responsibility for actively overseeing the entire university’s academic advising program. The person identified must have coordinating advising campus-wide as his or her primary role. Specifically, this position’s job duties would include overseeing advisor training and professional development campus-wide, developing advising resources, and chairing the Advising Council as described in the next recommendation.

**Advising Council Oversight**

In addition to the recommendations made at the President’s Advising Planning Retreat, the NACADA consultants made the following recommendation:

Create an institution-wide Advising Council. This Council should include a representative from all constituencies of the campus with a stake in academic advising and should model the need for campus-wide collaboration in order to bring about the necessary changes in the advising program at EWU. The Advising Council should be chaired by the campus leader for advising….The Council, in conjunction with campus and college leadership, should work to establish academic advising approaches, policies, and procedures that support student success. Changes in advising policies and recommendations for new policies would first be reviewed by this Council….The Council should be permanent with members serving rotating terms.
Appendix G

Referrals to Campus Resources

In the new AAP, we ensure that academic advisors are able to focus in on students’ academic degree progress/plan by facilitating a smooth and streamlined referral process to expert resources when students’ needs fall beyond the scope of academic advising. As examples, advisors will know how and when to contact the following departments to make such referrals:

- Counseling and Psychological Services (CAPS)
- Dean of Students Office
- Disabilities Support Services
- Financial Aid
- Health, Wellness, and Prevention Services (for educational programs/resources regarding good sleep, hygiene, diet, nutrition, etc.)
- Housing and Residential Life (for such matters as roommate conflicts, problems with the residential environment, etc.)
- Math Tutoring Lab
- PLUS Tutoring Program
- PRIDE Center
- Veterans Resource Center
- Writing Center
### Appendix H

**Historical Timeline: Changing the Culture of Academic Advising**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>The SSRC determined that a Vice Provost for Student Success needed to be hired and made recommendations to the Provost</td>
</tr>
<tr>
<td>August 2013</td>
<td>After a national search EWU hired the Vice Provost for Undergraduate Studies and Student Success</td>
</tr>
<tr>
<td>August 2013</td>
<td>SSRC identified opportunities to improve advising on campus</td>
</tr>
<tr>
<td>September 2013</td>
<td>The Vice Provost held quarterly meetings with GUAA advisors and campus partners to discuss and address advising staff concerns</td>
</tr>
<tr>
<td>October 2013</td>
<td>To better understand national best practices a five-member team attended the National NACADA Conference in SLC</td>
</tr>
<tr>
<td>November 2013</td>
<td>GUAA Director, Dr. Terry Ashby-Scott resigned. The GUAA director’s job description was rewritten with a campus-wide scope and the position was re-titled</td>
</tr>
<tr>
<td>November 2013</td>
<td>Changed Academic Reinstatement process to include an advisor intervention</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>Filled two GUAA advisor positons</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>Sent advisors to regional NACADA conference in Vancouver, BC to expose advisors to national and regional best practices</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>Finalized changes to the Academic Integrity policy, moving this function from GUAA to VP-USSS office</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>Under direction of the VP-USSS, colleges completed ~100 Major Academic Plans (MAPs) to be used in u.direct®</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>Completed the GUAA Assessment Report reviewing satisfaction, workload and learning outcomes</td>
</tr>
<tr>
<td>May 2014</td>
<td>Finalized national search for the new Director of Academic Advising</td>
</tr>
<tr>
<td>June 2014</td>
<td>New Director of Academic Advising began</td>
</tr>
<tr>
<td>August 2014</td>
<td>GUAA advisors wrote goals and student learning outcomes for their students</td>
</tr>
<tr>
<td>September 2014</td>
<td>Assistant Director of GUAA was hired</td>
</tr>
<tr>
<td>September 2014</td>
<td>CBA was implemented for the academic advisors</td>
</tr>
<tr>
<td>October 2014</td>
<td>Consultant performed BPA from recruitment to 10th class day, including academic advising</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Began Strategic Plan Initiative on Academic Advising</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Initiated proactive advising for students participating in Pathways program</td>
</tr>
</tbody>
</table>
Fall 2014  Director of Undergraduate Academic Advising formed Academic Advising Work Group (AAWG), composed of advising practitioners across campus

November 2014  AAWG created a philosophy statement for EWU’s Academic Advising program

December 2014  Academic Advising Task Force established to address the President’s advising initiative

December 2014  Modified GUAA advisors’ job descriptions to allow more highly-qualified candidates to replace 2.83 positions

Fall 2014  Began planning delivery of pre-populated schedules for students attending firstSTEP as a further effort to support first-year academic success

Fall/Winter 2015  Dr. Charles Lopez, Heather Page, and Roy Caligan completed the Academic Advising Internal Audit

Winter 2015  AATF began meeting regularly to identify strengths and weakness of the advising program

Winter 2015  AAWG began discussing Student Learning Outcomes for Advising across campus

February 2015  Completed BPA for Advising and drafted learning objectives for key transitional points

March 2015  Seven advisors were selected through a competitive process to present on EWU’s student success and retention efforts at the Regional NACADA meeting in Coeur d’Alene, ID

March 2015  NACADA Consultants reviewed the EWU advising program

March 2015  AATF completed strengths and weakness white paper on Academic Advising
Bibliography and References


