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FROSTBURG STATE UNIVERSITY EXCELLENCE IN ACADEMIC ADVISING SELF-STUDY COMPREHENSIVE REPORT

2018-2019

EXECUTIVE SUMMARY

The Excellence in Academic Advising (EAA) taskforce concluded an in-depth, year-long self-study about the state of academic advising at Frostburg State University. Comprised of nine Conditions Committees, the taskforce examined existing documents and data, compiled and explored 10-years' worth of student-level data, and administered and analyzed student and faculty/staff surveys about academic advising. Each Committee completed an extensive report about their findings and offered recommendations for improving academic advising. The nine Committees made 73 recommendations for improvement based on their findings. The Steering Committee consolidated these recommendations based on overlap into 14 final recommendations.

Points of Excellence

1. The initial institutional commitment to improving advising at FSU is encouraging.

The institutional strategic plan has goals, action priorities, and action items supporting improved academic advising and professional development for students. The strategic plan also supports inclusivity, cultural competence, and respect for diversity of ideas and backgrounds, which are critical to advising FSU's diverse student population. The EAA project is a strategic priority for FSU, and strategic planning funds were committed to the project. The support and engagement of faculty, students, staff, and senior leadership at FSU demonstrates commitment to implementing recommendations.

2. Faculty, staff, and students express confidence in and appreciation for campus units that provide advising services.

These units include the Center for Academic Advising and Retention, the Career and Professional Development Center, TRIO Student Support Services, and the advising centers in the Colleges of Business and Education. These units work with faculty advisors to provide collaborative advising experiences for student populations at FSU.

3. The first year advising program, including Preview FSU, ORIE 101, and the FSU Connections provides an exemplar for a shared model of integrated advising services with support from the divisions of Academic Affairs, Enrollment Management, and Student Affairs.

These programs have established budgets and the advising components are centrally coordinated by CAAR. Faculty and staff advisors are partnered with peer mentors to deliver an advising experience with articulated learning outcomes and common expectations. ORIE 101 instructors also serve as advisors for first year students and are active members of students' success networks. FSU Connections provide collaboration with instructional faculty in the students' programs by coupling a high impact first-year seminar with content courses in students' majors. CAAR provides training, professional development, best practices, and regular communication relevant to these experiences. Preview and ORIE advisors, as well as student mentors, are rewarded for their efforts through stipends. Both Preview FSU and ORIE 101 are evaluated and assessed through student surveys. This integrated partnership model is a national best practice that continues to be newly adopted by other institutions.

Areas of Deficiency

Beyond the student's first year, advising is decentralized, with each department and college having its own procedures and practices. This advising structure leads to a lack of consistency in advising across the institution, a key conclusion from the 2018 advising town halls reinforced by the self-study findings. FSU lacks five critical components that would promote consistency and quality improvement:

1. FSU lacks an institutional advising framework, including a shared definition for advising, an institutional mission statement for advising, advising goals to inform practice and improvement efforts, and advising learning outcomes.
2. FSU lacks an assessment plan for advising to drive quality improvement.

3. FSU lacks recognized institutional leadership for advising to management and coordinate assessment, training, communication, and quality improvement.
4. FSU lacks regular training and professional development for all advisors.
5. FSU lacks a communication plan to share advising information with students, advisors, and other stakeholders.

Opportunities

The greatest opportunities for improvement expand existing practices to benefit all students and advisors. To this end:

1. FSU needs to implement a shared model for academic advising that extends the advising approach used in ORIE 101. This model will feature shared responsibility between students and advisors for academic, personal, and professional development and be built on a partnership between faculty and staff for integrated advising services. This model needs to support students throughout their full lifecycle at FSU, not just during the first year.
2. FSU needs to integrate the data and processes contained in existing technology for advising to provide comprehensive support for advising and retention efforts. FSU should also promote widespread use of effective alternative advising delivery practices (e.g. advising and professional development courses, virtual advising, and group advising) that occur in some units, but not others. Advising is a teaching and learning activity that supports the rest of a student's education. It is more than those few transactions that occur in order to register for classes.

Appreciations

The EAA steering committee greatly appreciates the support and engagement of FSU's senior leadership in this project, especially:

- Ronald Nowaczyk, President
- Elizabeth Throop, Provost & Vice President for Academic Affairs
- Arlene Cash, Vice President for Enrollment Management
- Thomas Bowling, Vice President Emeritus for Student Affairs
- Jeff Graham, Interim Vice President for Student Affairs
- Sudhir Singh, Dean of the College of Business
- Boyce Williams, Interim Dean of the College of Education
- Kim Hixson, Dean of the College of Liberal Arts and Sciences

This project would not have been possible without the endorsement of the faculty and staff senates; the support of the Student Government Association; the active participation of a task force of 90 students, faculty, and staff; and financial support from the FSU strategic plan funds.

The liaisons are especially appreciative of the hard work done by our EAA Fellow, Dr. Susan Poch, guiding us through the process and helping us understand our data and evidence. We also thank the EAA Core Team from NACADA and the John N. Gardner Institute for Excellence in Undergraduate Education for support and encouragement and the opportunity to be a part of this exciting project.

Next Steps

The EAA Task Force will reconfigure into an action team that will implement the recommendations. The Steering Committee will be reconstituted with current members and additional faculty and staff that can contribute to the achievement of the actions. The first charge will be to craft a comprehensive implementation plan that will include specific actions, responsible parties, timelines, and assessments.

SUMMARY OF RECOMMENDATIONS

- I. *Institutional Commitment and Resources*
FSU must visibly demonstrate institutional commitment for advising by providing appropriate and ongoing allocation of resources (fiscal, human, and physical) to support institution-wide advising practices and continuous improvement of advising based on assessment.
- II. *Consistency*
FSU must ensure consistency of the student advising experience by providing common expectations and guidelines for all advising interactions.
- III. *Foundations for Advising*
FSU must adopt a foundational framework for academic advising to provide the following common elements across all advising activities in all divisions, colleges, and units.
- IV. *Leadership*
FSU must identify a position or office to provide leadership for advising at the senior administrator level.
- V. *Advising Model*
FSU must implement a shared, learner-centered advising model supportive of the advising mission, goals, and learning outcomes.
- VI. *Student Lifecycle*
FSU must incorporate a lifecycle model into the design of academic advising that promotes connecting, engaging, developing, supporting, and guiding students through their careers at FSU.
- VII. *Advisor Training*
FSU must provide a mandatory academic advising training program and plan for regular opportunities for development that integrates diversity, equity, and inclusion into its foundation.
- VIII. *Knowledge Base*
FSU must improve access to advising services and information by creating an academic advising service portal available through the University's website and a Canvas advisor course.
- IX. *Technology*
FSU must evaluate new technologies that could enhance the effectiveness of advising at a University level.
- X. *Assessment*
FSU must assess the effectiveness of academic advising.
- XI. *Communication Plan*
FSU must develop and implement an institution-wide advising communication plan that provides for the regular and timely dissemination of advising information customized by stakeholder group.
- XII. *Recognition and Incentives*
FSU must provide recognition and rewards to incentivize high-quality advising based on proven best practices.
- XIII. *Delivery*
FSU must promote delivery of academic advising beyond the traditional once-a-semester appointments for scheduling and registration.
- XIV. *Professionalization*
FSU must promote advising as a professional field through the selection of advisors, demonstration of core competencies, dissemination of evidence-based practices in advising, and scholarship and service.

BACKGROUND

Why do we want to transform academic advising?

To paraphrase FSU President, Dr. Nowaczyk, this is our once-in-a-generation chance to transform academic advising at FSU. If done right, we will enrich the advising experience for all students and increase the quality of student-advisor interactions. If successful, we will see an increase in student graduation rates and an enhancement of our reputation because of increased student success.

Quality and consistent academic advising are critical components of student success. However, students, faculty, and staff routinely shared that FSU cannot consistently deliver quality academic advising to its students.

- As many as 44% of students are dissatisfied with the way advisors help them set goals (Noel-Levitz Student Success Inventory, 2013)
- About 44% of FSU faculty and 50% of FSU staff feel that advising is not valued at FSU (Middle States self-study, 2015)
- Only about 38% of FSU faculty and 42% of FSU staff feel that they receive adequate advising training (Middle States self-study, 2015)
- As many as 41% of students would prefer a different advisor than the one assigned (SGA Advising Survey, 2015)
- Less than 50% of seniors discuss career plans with their advisors (National Survey of Student Engagement, 2016)
- Only 45% of FSU faculty feel they have adequate resources to advise students (FSU Faculty Morale Survey, 2017, 2018)

These data, in part, lead to Middle States Self-Study recommendation that FSU should improve and assess academic advising. In turn, FSU's Strategic Plan for 2018–2023 includes improvement of academic advising as a priority. Improvement of academic advising supports the following FSU strategic goal, particularly parts A and B:

II. Provide engaging experiences that challenge our students to excel.

- Implement an advising/support structure that meets student needs from applicant through alumna/us.
- Integrate effective career and professional development into the student experience.
- Create a campus climate that enhances the well-being of our students and is welcoming, inclusive, and contributes to the cultural competence of each of our graduates.

Specifically, improvement of academic advising is represented in FSU's third action item:

Frostburg State University supports student success through comprehensive academic and career services that are focused on the needs of students from admission through their years as alumni.

Who is leading this initiative at FSU?

A. Liaisons

Name	Title
Jay Hegeman	Assistant VP and Registrar
Benjamin Norris	Associate Professor & Chair of the Faculty

B. EAA Fellow

Name	Title
Susan Poch	Assistant Vice Provost Emerita, Washington State University

C. Steering Committee

Name	Title
Sara Beth Bittinger	Interim Assistant Vice President for Analytics
Matthew Crawford	Associate Professor, Chemistry
Keith Davidson	Academic Counselor, Center for Academic Advising and Retention
Jennifer Earles	Assistant Professor, Sociology
Michael Flinn	Associate Professor, Computer Science and Information Technologies
Heather Gable	Associate Professor and Chair, Nursing
Emma Gerhold	Assistant Athletic Director for Student Development and Success
Kenneth Levitt	Assistant Professor, Management
Joseph Littley	Data Warehouse Architect
Tamara Lowry	Director, TRIO Student Support Services
Janet Mattern	Assistant Professor, Education Professions
Michael Monahan	Associate Professor and Chair, Management
Jill Morris	Associate Professor, English and Foreign Languages
Timothy Pelesky	Director, Enterprise Applications
Jenna Puffinburger	President, SGA
Amy Shimko	Director, Student Development
Selina Smith	Assistant Director, Institutional Research
Beth Stallings	Director, Freshmen Advising and Retention
Linda Steele	Program Coordinator, College of Liberal Arts and Sciences
Robin Wynder	Director, Center for Student Diversity, Equity, and Inclusion

What was the timeline for the self-study?

- Provost established advising task force – December 2017
- Advising town halls – January and February 2018
- FSU applied to participate in EAA project – March 2018
- Findings from town hall shared with campus – April 2018
- FSU accepted into EAA charter cohort – July 2018
- EAA Steering committee and conditions committees established – October 2018
- Self-study launch – First full meeting of the task force – November 2018
- EAA surveys administered to students – March 2019
- Complete dataset of anonymized student outcomes submitted for review – April 2019
- EAA Fellow visited campus for Mission and Goals Advance Workshop with full task force – April 2019
- EAA surveys administered to faculty and staff – May 2019
- EAA task force retreat to integrate findings and develop recommendations – August 2019
- Final condition committee reports submitted – September 2019
- Steering Committee consolidated and prioritized recommendations – October 2019

What did we learn from the advising town halls?

In the fall of 2017, Dr. Throop, FSU Provost, assembled an Advising Task Force to address the FSU action priority related to advising. In January and February of 2018, the task force held advising town halls attended by nearly 200 students, faculty, and staff. The primary concern identified was

the lack of consistency in all aspects of FSU’s advising program, including the student experience, advisor training and expectations, and use of technology. Other themes emerged from the feedback gathered at those town halls:

1. There should be an articulated unifying mission for academic advising. The mission statement would include the purpose and intended outcomes of academic advising.
2. There should be a plan to assess academic advising systematically which should lead to improvements and innovation. Direct and indirect measures should be used including multiple feedback pathways.
3. Academic advising requires an agreed upon “owner” and a standard university-wide set of policies and procedures.
4. Good academic advising requires thorough and periodic training. The training should include the philosophy (framework, underlying values), goals, policy, processes, and technology.
5. Academic advisors need to know available resources for students and be skilled at making referrals.
6. Academic advisors and students need technology-based tools to help plan degree paths, connect students on resources based on monitored progress, and predict course and pathway outcomes to support interventions.
7. Expectations of students and academic advisors must be clearly understood and conveyed.
8. Student success is predicated on excellent academic advising, which in turn, relies on university-wide collaboration and communication.

The Task Force noted the similarity of these conclusions to the EAA Nine Conditions of Excellence, which led to FSU’s successful application to participate in the EAA charter cohort.

What are the Nine Conditions of Excellence?

NACADA and the Gardner institute identified Nine Conditions of Excellence in Academic Advising through research into effective advising practices. These Conditions are standards-based and are intended to aid in improving student learning, success, and completion.



What were the guiding principles of the self-study?

The self-study followed a model developed by the EAA core team at NACADA and the Gardner Institute and facilitated by FSU’s EAA Fellow, Dr. Susan Poch, and the Task Force Co-Chairs and Liaisons, Dr. Jay Hegeman and Dr. Benjamin Norris. The self-study adhered to these key principles:

- The self-study will be an honest, realistic, and evidence-based assessment of the current state of academic advising at FSU. Achievable steps for improvement must be based on an accurate understanding of our true strengths and challenges and not a wishful overestimate of our progress.
- Frostburg State University is the primary audience for this self-study. While lessons learned from the self-study will be shared with other institutions through the EAA project, the driving force remains an internal desire to improve advising.
- The self-study will seek open and inclusive participation of students, faculty, and staff in a comprehensive conversation about academic advising. The progress of the self-study will be transparently communicated through regular reports to the campus community.
- The self-study will prioritize student success, the student advising experience, and the joint responsibility of all members of the FSU community for improving the quality of academic advising.
- Recommendations for improvement will be grounded in self-study results, based on evidence of effective practice, and be designed to be phased in over several years.

SUMMARY OF FINDINGS BY CONDITION

Institutional Commitment

Aspirational Standard: Institutions demonstrate commitment to academic advising through an institutional advising mission that 1) is grounded in the institutions mission and values, 2) informs advising practice and delivery, 3) is communicated to all stakeholders, 4) is supported by appropriate financial and human resources, and 5) is assessed to drive continuous improvement (Nine Conditions of Excellence).

Frostburg State University does not have a common institutional framework for academic advising, and so we could not demonstrate commitment in these ways. Institutional evidence in the form of FSU's mission and strategic plan demonstrate the value FSU placed in advising as a means to achieve institutional goals. FSU's second strategic goal refers to academic advising, and one of the twelve strategic plan action priorities encompasses improvement to academic advising. FSU's commitment to the EAA project directly supports FSU's strategic plan, and the support of FSU leadership for this project is encouraging.

The value of academic advising is also conveyed through FSU's vision statement, and the role of advising in support of teaching and learning is clearly connected to FSU's mission to be a student-centered institution. The importance of advising resonates with FSU faculty and staff, with 88% of survey respondents agreeing somewhat or strongly that advising is a priority at FSU.

The value of advising is not demonstrated by FSU's organizational structure or allocation of resources. Advising at FSU follows a decentralized faculty advising model, with no hierarchy or leadership for accountability. Likewise, FSU's budget model is decentralized. The only resources clearly devoted to advising are the one-time strategic planning funds for the EAA project, funds allocated to Preview FSU and ORIE 101, and the budgets for offices and centers in Enrollment Management, Student Affairs, the College of Business, and the College of Education that provide advising services.

The value FSU places on advising is not incorporated widely into the practices of the academic departments and other campus units. Only six departments or units reported committing resources to advising, and only thirteen reported assessing advising.

The value of advising is not demonstrated equitably across the student population. First year students receive an intensive advising experience through ORIE 101. Instructors of ORIE 101 serve as students' advisors for the first year and provide an integrated program of advising, teaching, and support services to first year students. ORIE 101 instructors are the only advisors to receive systematic advising training. The only students who continue to receive such integrated advising services beyond the first year are the students served by TRIO Student Support Services.

Even though FSU is devoting these resources to improve its first-to-second year retention rate, the attrition in subsequent years is also troubling. FSU continues to lose approximately 10% of its first-year cohort each year, leading to a six-year graduation rate of around 50%. FSU must

demonstrate institutional commitment to academic advising with mission and goals that inform resource allocation and organizational structure to support integrated advising services across the entire student lifecycle.

FSU can also demonstrate commitment through the identification of a lead advising administrator who can coordinate training, assessment, and communication campus wide.

Recommendations Supported:

- I. *Institutional Commitment and Resources*
FSU must visibly demonstrate institutional commitment for advising by providing appropriate and ongoing allocation of resources (fiscal, human, and physical) to support institution-wide advising practices and continuous improvement of advising based on assessment.
- III. *Foundations for Advising*
FSU must adopt a foundational framework for academic advising to provide the following common elements across all advising activities in all divisions, colleges, and units.
- IV. *Leadership*
FSU must identify a position or office to provide leadership for advising at the senior administrator level.
- VI. *Student Lifecycle*
FSU must incorporate a lifecycle model into the design of academic advising that promotes connecting, engaging, developing, supporting, and guiding students through their careers at FSU.

Learning

Aspirational Standard: Institutions with excellent advising programs will have an advising curriculum with associated learning outcomes that are aligned with the institution's curriculum and are regularly assessed and articulated roles for faculty and professional advisors, as appropriate (Nine Conditions of Excellence).

Both NACADA and the University System of Maryland (USM policy II-1.25 Faculty Workload and Responsibilities) consider advising as a teaching and learning activity.

Learning outcomes related to academic advising are found embedded within specific courses, but FSU does not have institutional learning goals for academic advising. The learning outcomes for ORIE 101 Introduction to Higher Education, which is required of all first-year students (but not transfer students) come the closest to representing institutional learning outcomes. The ORIE 101 outcomes include cognitive, behavioral, and affective outcomes, but many are only appropriate for first-year students.

The learning outcomes from ORIE 101 are not currently assessed beyond a student survey to determine coverage of topics.

Only handful of academic programs embed advising outcomes in the curriculum, usually in a professional development course:

- EDUC 100 Introduction to Teacher Education (All Educational Professions Programs)
- ENGL 197 Career Paths in English (English)
- MGMT 110 Career and Professional Development I (Accounting, Business Administration, and Business Economics)
- PSYC 197 Introduction to the Profession of Psychology (Psychology)

Additionally, a few departments include professional development outcomes in program assessment at the capstone level.

Faculty, staff, and students report on intended learning outcomes for advising through the EAA surveys administered in Spring 2019. Four outcomes rise to the top, and four of the top five mirror the stated outcomes for ORIE 101.

What should students learn from academic advising? (Top ten outcomes presented in order of total responses)

Learning Outcome	Number of responses (Percent of respondents) / Rank		
	Overall	Students	Faculty/Staff
Degree planning	210 (36%) / 1	119 (33%) / 1	91 (41%) / 1
Professional mentoring	131 (22%) / 2	62 (17%) / 4	69 (31%) / 2
Academic Skills / Student Success	109 (19%) / 3	77 (21%) / 3	32 (14%) / 3
About courses and the major – understanding options	90 (15%) / 4	88 (24%) / 2	2 (1%) / 12
Seeking help and referrals to services	40 (7%) / 5	8 (2%) / 14	32 (14%) / 3
Registration and scheduling	37 (6%) / 6	27 (7%) / 5	10 (5%) / 9
Emotional intelligence and relationships	32 (5%) / 7	14 (4%) / 7	18 (8%) / 6
Shared Responsibility	31 (5%) / 8	11 (3%) / 8	20 (6%) / 5
Soft skills	24 (4%) / 9	10 (3%) / 10	14 (6%) / 7
Self-efficacy	21 (4%) / 10	9 (2%) / 13	12 (5%) / 8

FSU faculty and staff recognize the importance of sharing responsibility for academic advising in supporting a student's education. In the survey free responses, 71 faculty or staff support implementation of a shared advising model with some level of split responsibilities, and 73 recognize that students have a shared responsibility. A majority of students (435, 72%) very much agree that their advisors encourage the student take responsibility for learning. Twenty-six student free responses specifically mentioned support for a shared advising model.

FSU's organizational structure does not currently support shared advising responsible beyond a student's first year. Primary role advisors only exist in the Academic Success Network and the College of Business. Shared advising resources include the Beacon early alert, the first-year progress survey, mid-term warnings, maintenance of eight-semester plans on the FSU website, and communication support from offices in Enrollment Management and Academic Affairs.

The Center for Academic Advising and Retention (CAAR) coordinates much of the shared advising for first-year students including instruction for ORIE 101. CAAR currently trains ORIE 101 instructors (faculty and staff) and has in the past offered training for all advisors on campus. Training related to advising as a teaching and learning endeavor is needed for all advisors.

Recommendations Supported:

- III. *Foundations for Advising*
FSU must adopt a foundational framework for academic advising to provide the following common elements across all advising activities in all divisions, colleges, and units.
- V. *Advising Model*
FSU must implement a shared, learner-centered advising model supportive of the advising mission, goals, and learning outcomes.
- VI. *Student Lifecycle*
FSU must incorporate a lifecycle model into the design of academic advising that promotes connecting, engaging, developing, supporting, and guiding students through their careers at FSU.
- VII. *Advisor Training*
FSU must provide a mandatory academic advising training program and plan for regular opportunities for development that integrates diversity, equity, and inclusion into its foundation.
- X. *Assessment*
FSU must assess the effectiveness of academic advising.

Advisor Selection and Development

Aspirational Standard: Institutions should employ effective hiring practices for advisors and provide professional development and recognition for advisors (Nine Conditions of Excellence).

While FSU has hiring practices and selection criteria for its primary role advisors, these positions are few. Even though faculty members perform most advising, faculty hiring and selection often focuses on instruction and scholarship. Some departments use selection criteria (e.g. matching subfield or professional interests) when assigning advisors, but most do not. Staff members who take on advising duties often do so without going through any formal selection related to advising qualifications or practices. Survey data from advisors agree, with “Never” and “Don’t Know” being the most common responses to questions about hiring practices.

The only training and professional development that regularly occurs for advisors is tied to first-year advising: Preview FSU and ORIE 101. Faculty and staff who serve as advisors for these programs receive onboarding and training through daylong workshops prior to the start of those programs. ORIE instructors/advisors may attend continuing professional development sponsored by CAAR throughout the fall semester.

These opportunities and practices do not continue for the departmental advising that occurs in a student’s second or subsequent years. The Assistant Provost once provided periodic advisor professional development, including half-day workshops prior to the start of the semester. These workshops were last offered in 2017 after the Assistant Provost left the University.

Advising is not considered as part of career advancement for faculty. Advising is considered an afterthought in the annual faculty evaluation. The application for tenure/permanent status and/or promotion focuses on teaching (job performance for library faculty), scholarship/professional activity in the discipline, and service. Except for the few primary role advisors, staff members are not evaluated on advising, nor is advising considered in the career advancement or salary structure for most staff positions.

Outside of the first year advising program, there are no rewards or recognition for quality advising. Faculty who serve as either Preview or ORIE 101 advisors receive a stipend. ORIE 101 advisors can also receive a small stipend to continue advising those students through the second semester.

Even though the USM Policy on Faculty Workload and Responsibilities includes advising as a measure of instructional productivity and contributions to student success (USM Policy II-1.25), there are few rewards for most faculty advisors. Faculty and staff colleagues otherwise recognize the best advisors at FSU, and students gravitate to these advisors, informally or through formal assignment. Thus, the most common reward for excellent faculty advisors is a heavier advising load.

Recommendations Supported:

- II. *Consistency*
FSU must ensure consistency of the student advising experience by providing common expectations and guidelines for all advising interactions.
- VII. *Advisor Training*
FSU must provide a mandatory academic advising training program and plan for regular opportunities for development that integrates diversity, equity, and inclusion into its foundation.
- XII. *Recognition and Incentives*
FSU must provide recognition and rewards to incentivize high-quality advising based on proven best practices.
- XIV. *Professionalization*
FSU must promote advising as a professional field through the selection of advisors, demonstration of core competencies, dissemination of evidence-based practices in advising, and scholarship and service.

Improvement and Scholarship of Advising

Aspirational Standard: Institutions should be committed to ongoing, systematic, and evidence-based assessment of academic advising and recognize advisors as contributors to the scholarly literature on best practices and the impacts of advising on students (Nine Conditions of Excellence).

Assessment of advising at FSU is hampered by a lack of institutional goals and learning outcomes for advising. Thus, practices are sporadic, and use of assessment for quality improvement and resource allocation is rare. Advisor survey data supports this conclusion, with “Never” and “Don’t Know” the most common answers relating to assessment practices. Once FSU adopts advising goals and learning outcomes, these goals and outcomes can be assessed for improvement.

To what extent does FSU develop ongoing, evidence-based assessment plans that:	Never	Occasionally	Often	Don’t Know
encompass a multi-method approach that includes both direct (academic skills) and indirect (perceptions) measures?	45%	13%	7%	35%
includes feedback from a wide variety of stakeholders, especially students?	41%	19%	9%	32%
are driven by clearly stated intended learning outcomes?	36%	19%	14%	32%
address elements specific to the academic advising relationship?	38%	19%	8%	34%
are used for improvement of academic advising for students?	38%	17%	9%	35%
inform budgetary decisions?	40%	12%	3%	45%

Data collection related to advising assessment occurs in some departments and units in the form of program- or course-level advising outcomes, exit surveys, and a variety of student data. Advisors have access to much of these data through PAWS, with 72% of advisors admitting to having sufficient data “Often”. Some data are less accessible, and advisors may not even know that advising data may exist outside of PAWS. Some data are housed in disparate software platforms (e.g. tutoring data), or advisors may not have the correct permissions to access needed data (e.g. financial aid data). Advising data must be centralized in an integrated system accessible to advisors to promote and facilitate better advising and quality improvement efforts.

Advising is not systematically evaluated as part of annual faculty evaluations or staff performance evaluations. For faculty, evaluation of advising is often little more than a footnote indicating the number of advisees. Faculty are concerned that an evaluation of advising would be based on enrollment and retention data that, while related to advising, are not reflective of the quality of advising interactions with students. Advising goals and learning outcomes would also provide a basis for such an evaluation beyond retention data, and leadership at the college and institution level could further alleviate such concerns.

While FSU has a predominantly faculty advising model, faculty are not likely to value advising as a professional field or a discipline for scholarly endeavors. Primary role advisors are more likely to be engaged in such professional and scholarly efforts, but FSU only employs a few such advisors. Faculty perceive that staff, and particularly administrators, may have more opportunities to attend professional conferences for professional development, *i.e.* to obtain knowledge and skills that lead to improved job performance. Because faculty feel pressure to maintain scholarly and professional activity in their primary discipline, they are less likely to want to use the existing, limited faculty travel resources for advising. Lack of support for advising scholarship is evident the survey data, where “Never” is the most common response to scholarship questions.

To what extent does FSU:	Never	Occasionally	Often	Don’t Know
support and reward academic advisors who wish to contribute to the scholarship of advising?	49%	14%	5%	32%
facilitate professional development of advising-related research skills?	42%	21%	5%	33%
encourage collaboration in research between faculty and primary role advisors?	47%	10%	5%	37%

To what extent do you feel you:	Never	Occasionally	Often	Don't Know
contribute to the scholarship of advising within the institutional context?	55%	21%	11%	14%
contribute to the collective continuous improvement of advising culture and practice at Frostburg State University?	32%	36%	19%	13%

The advancement of advising as a scholarly profession requires a culture change that can be incentivized with professional development opportunities for faculty and funding for faculty to advising workshops and conferences. NACADA and other organizations publish research journals and books related to foundations for advising, best practices, and strategies for improvement. Subscribing to or purchasing these publications would also promote advising as a scholarly pursuit.

Recommendations Supported:

- IV. *Foundations for Advising*
FSU must adopt a foundational framework for academic advising to provide the following common elements across all advising activities in all divisions, colleges, and units.
- IX. *Technology*
FSU must evaluate new technologies that could enhance the effectiveness of advising at a University level.
- X. *Assessment*
FSU must assess the effectiveness of academic advising.
- XIV. *Professionalization*
FSU must promote advising as a professional field through the selection of advisors, demonstration of core competencies, dissemination of evidence-based practices in advising, and scholarship and service.

Collaboration and Communication

Aspirational Standard: Effective advising requires coordination and collaboration among campus units to promote communication and resource sharing (Nine Conditions of Excellence).

FSU lacks an overarching advising communication plan to facilitate collaboration. The faculty/staff survey results indicate that fewer than half of respondents (41%) felt that FSU has a communication plan that is intentional, timely, and relevant to them and that there is a clear system for sharing communications (45%). Some academic programs and campus units do have plans for advising that enable some degree of collaboration. The first year advising program represents an exception to this finding, and ORIE 101 is an exemplar of how coordination, collaboration, and communication could lead to integrated advising partnerships.

ORIE 101 and the FSU Connections are a collaboration between the divisions of Academic Affairs, Enrollment Management, and Student Affairs to integrate the high-impact educational practices of learning communities and first-year seminars with best practices in academic advising and student success. The program features trained advisors (faculty and staff) teaching ORIE 101 assisted by student success (peer) mentors and supported by faculty members teaching connected courses through the FSU Connections. Many FSU Connections are organized around a theme related to one or more majors leading to the development of relationships between students and faculty in their programs. Other connections focus on themes of service, exploration, or student success.

The ORIE 101 advising program promotes coordination and communication beyond the collaboration found within FSU Connections. All ORIE 101 instructors use a common syllabus framework with stated learning outcomes related to advising. ORIE 101 instructors are part of a student's network on the Beacon early alert system, which enables instructors, advisors, coaches, and others to share successes and concerns about a student. ORIE 101 instructors receive training at a daylong workshop prior to the start of the semester and have professional development opportunities throughout the semester. ORIE 101 features an opportunity for representatives of campus offices and services to come into the classroom and engage directly with the first-year students.

The CAAR office provides leadership for ORIE 101 by coordinating training and professional development for instructors/advisors, selecting and training student success mentors, and ensuring the offering of the right number and “mix” of ORIE 101 sections for FSU’s diverse student population. This model is a national best practice in first-year student advising, and institutions that implement it often report increases in first-year student retention.

The establishment of the CAAR office in 2014 represents the first step in an institutional trajectory to increase collaboration and coordination in support of student success. In addition to supporting ORIE 101, CAAR communicates advising resources and information regularly to advisors on campus and assists with advising transfer students, undecided students, and students on academic probation. Other organizational actions include the establishment of the Academic Success Network to coordinate success efforts and the creation of the division of Enrollment Management. Other collaborations include Preview FSU for incoming first-year students, transfer advising events, and the partnership between the College of Business and the Career and Professional Development Center in Student Affairs.

The decentralized nature of advising for students in their second and subsequent years inhibits widespread collaboration and integration akin to ORIE 101. The transition from ORIE 101 advisor to a departmental or program advisor occurs differently for each program. Only a few academic programs offer courses to acquaint new majors with educational, advising, and professional outcomes and opportunities (see the findings from the Learning condition committee, *vide supra*). The advising centers in the Colleges of Business and Education support collaboration between programs in those colleges to provide coordinated and integrated advising services. The College of Liberal Arts and Sciences, by far the largest college, lacks such a center, so most students are unable to benefit from such an experience.

Student organization advising presents another opportunity to provide collaborative advising. All recognized student organizations, including Greek Life organizations, have a faculty or staff advisor (sometimes more than one advisor). Many of these organizations are professionally oriented groups or disciplinary honor societies with strong connections to academic departments and programs. These organizations provide another opportunity for advising communication and delivery.

The Collaboration and Communication Condition Committee identified other practices that if communicated more purposefully would promote collaboration and improved advising practices campus-wide:

- Curricular changes approved through institutional shared governance
- Advising syllabus and learning outcomes
- Collaboration with employers for professional development
- The use of Bobcat Connect for student organization communication and collaboration
- Existing evaluation and assessment data sources related to advising, like the SGA advising survey and exit surveys administered by CAAR
- Advising resources provided to ORIE 101 students through Canvas that are less accessible after the end of the course.

Recommendations Supported:

- II. *Consistency*
FSU must ensure consistency of the student advising experience by providing common expectations and guidelines for all advising interactions.
- IV. *Leadership*
FSU must identify a position or office to provide leadership for advising at the senior administrator level.
- VII. *Knowledge Base*
FSU must improve access to advising services and information by creating an academic advising service portal available through the University’s website and a Canvas advisor course.
- XI. *Communication Plan*
FSU must develop and implement an institution-wide advising communication plan that provides for the regular and timely dissemination of advising information customized by stakeholder group.

XIII. *Delivery*

FSU must promote delivery of academic advising beyond the traditional once-a-semester appointments for scheduling and registration.

Organization

Aspirational Standard: Institutions need to provide appropriate organizational structure for academic advising in support of advising mission, goals, and outcomes (Nine Conditions of Excellence).

FSU has a decentralized advising structure with faculty performing most advising. The only coordinated advising occurs during a student's first year, organized by the CAAR office. In subsequent years, each department and college use their own procedures for assigning advisees and ensuring quality. Individual advisors and departments have some successes. Based on the EAA student survey, some students rave about how their advisors go above and beyond while others complain about subpar advising.

FSU has primary role advisors and offices that provide advising services. These offices are well respected by the faculty and have high satisfaction among students. However, these individuals and units usually do not share a common organizational hierarchy with faculty advisors. The exceptions to this situation are the advising centers in the Colleges of Business and Education.

There is no office or governance body responsible for reviewing and recommending advising policies and practices and no office or position to ensure accountability and consistency. Identified advising leadership could coordinate and ensure appropriate resource allocation, advising training, communication, integration of faculty and staff advising, and assessment for quality improvement.

Recommendations Supported:**I. *Institutional Commitment and Resources***

FSU must visibly demonstrate institutional commitment for advising by providing appropriate and ongoing allocation of resources (fiscal, human, and physical) to support institution-wide advising practices and continuous improvement of advising based on assessment.

II. *Consistency*

FSU must ensure consistency of the student advising experience by providing common expectations and guidelines for all advising interactions.

IV. *Leadership*

FSU must identify a position or office to provide leadership for advising at the senior administrator level.

V. *Advising Model*

FSU must implement a shared, learner-centered advising model supportive of the advising mission, goals, and learning outcomes.

VI. *Student Lifecycle*

FSU must incorporate a lifecycle model into the design of academic advising that promotes connecting, engaging, developing, supporting, and guiding students through their careers at FSU.

Student Purpose and Pathways

Aspirational Standard: Effective advising enables students to define their own purpose, goals, and curricular pathways to achieve academic, personal, and professional outcomes (Nine Conditions of Excellence).

The FSU policy on academic advising in the Faculty Handbook focuses on the student's responsibility plan his/her academic program and understand all regulations, policies, and requirements. Very little is stated about the advisor's role in this responsibility beyond providing advice. The undergraduate catalog also describes the student's responsibility for academic planning, but further describes the role of the advisor. Students are encouraged to discuss coursework and plans with their advisor in addition to meeting for registration. Advisors are also described as connecting students to other students and resources.

Advising is required of all FSU students, though only ORIE 101 provides structure to this requirement. After ORIE 101, this advising requirement is enforced only by students needing their advisors to activate their registration. This approach leads to advising in the second and subsequent years being very transactional – students and advisors are both focused on registration and scheduling. Depending on the advisor, minimal contact is required. Students view this approach as insufficient and perceive that no effort is being made to ensure quality advising.

FSU focuses much of its advising attention and resources on the transition from high school student to college student. Preview FSU (a two-day workshop) and ORIE 101 (a semester-long course) both address parts of this transition. The transition to departmental advising and other transitions in the second and subsequent years receive less attention. For example, transfer students attend a half-day transfer orientation and are then assigned a departmental advisor.

Access to academic advising is offered primarily through faculty members, although advising is also available through the advising centers in the Colleges of Business and Education and the Center for Academic Advising and Retention (CAAR). Advising sessions are usually scheduled during normal business days and hours for the week. The majority of advising sessions take place face-to-face in faculty/staff offices, but some advising does occur online. From a student perspective, faculty office hours are not convenient, often conflicting with the semester course schedule.

Specialized advising is available to certain subpopulations. Students on academic probation are required to develop an academic recovery plan and meet more frequently with their advisor. Additionally, the CAAR and PASS offices provide workshops and support for these students. First generation students are eligible to participate in TRIO SSS, a federally funded program that integrates advising with other student support. However, while almost half of FSU's first-time full-time students are first generation, SSS can only support 275 students, recruiting about 75 new first year students each year.

The student survey data indicates that the advisor-student interaction and relationship is critical and that the students perceive that their advisor cares about them, challenges them to explore career goals, to think about their future and options, helps identify options for majors, and career goals (although these perceptions vary by race, see the section on Equity, Inclusion, and Diversity). Student free responses highlight cases where this relationship works well and when it does not. The student survey data also indicate that students do not understand the degree audit feature of PAWS. This creates a situation where the advisor's role in advising and planning becomes critical in the students' progress to graduation.

The survey data identify gaps in the student-advisor relationship related to career exploration, review of degree plan, choosing a field of study, student success, co-curricular involvement, and financial planning. Students note that these topics are important to them but report that they are not discussed frequently at advising meetings. Advisors were more likely to report these topics being discussed with higher frequency.

Advising topic	Discussed "pretty often" or at every meeting	
	Students	Advisors
Career options related to interests	44%	56%
Career options related to major	49%	62%
Linking career choice with major	50%	60%
Financial planning	22%	17%
Choosing a field of study	39%	52%
Review of the degree audit / plan	45%	68%
Concerns about being able to be successful in school	38%	51%
Strategies for being successful in school	42%	60%
Celebrations of student success	39%	50%
Ways to get involved on campus related to academic major	31%	47%

Advisors and students agree on the importance and frequency of discussion scheduling and registration, academic policies, how classes related to each other, and personal goal setting. Advisors also reported more frequent discussions of tutoring and referrals to other services than students did, but students did not rate these topics as important. Both advisors and students report discussing changing majors and transfer credits infrequently.

While students report numerous factors interfering with progress and success, the challenge of navigating curriculum deserves special attention. The eight semester plans are helpful to students and advisors, but these suggested plans do not always reflect reality. Students express concern that some courses are not offered with the frequency stated in the catalog, and when they are, they often conflict in time with other required courses. Students also report examples of being advised to take courses that were not part of their degree or program requirements, further complicating their pathway through the curriculum. Students who transfer to FSU or change major are often “out of sequence,” especially in majors with rigid prerequisites.

Some collaboration does occur in course scheduling, especially for courses typically taken by first year students. The CAAR office schedules ORIE 101 sections in ways to minimally conflict with other course offerings. Academic departments that share students also often collaborate to set mutually beneficial course schedules, but this practice is not widespread.

Recommendations Supported:

- V. *Advising Model*
FSU must implement a shared, learner-centered advising model supportive of the advising mission, goals, and learning outcomes.
- VI. *Student Lifecycle*
FSU must incorporate a lifecycle model into the design of academic advising that promotes connecting, engaging, developing, supporting, and guiding students through their careers at FSU.
- VII. *Advisor Training*
FSU must provide a mandatory academic advising training program and plan for regular opportunities for development that integrates diversity, equity, and inclusion into its foundation.
- XI. *Communication Plan*
FSU must develop and implement an institution-wide advising communication plan that provides for the regular and timely dissemination of advising information customized by stakeholder group.
- XIII. *Delivery*
FSU must promote delivery of academic advising beyond the traditional once-a-semester appointments for scheduling and registration.

Equity, Inclusion, and Diversity

Aspirational Standard: Excellent academic advising demonstrates a commitment to a culture of inclusivity, promotes understanding and respect, and honors diverse perspectives and identities (Nine Conditions of Excellence).

Frostburg State University has strived to broaden its diversity and strengthen its inclusiveness, though those efforts have not always achieved success. It is our imperfect history coupled with our strong tradition of student involvement that has led us to a more concerted effort to create a diverse, equitable, and inclusive environment for our entire campus community.

FSU’s commitment to equity, inclusion, and diversity is encoded in the institution’s core values, which refer to “fostering a sense of inclusion” and “developing cultural competence and cultivating understanding of and respect for a diversity of experiences and worldviews.” Cultural competence and inclusion are also components of FSU’s strategic plan. The University Council on Diversity, Equity, and Inclusion has also reconvened to improve these conditions for the student body.

FSU advisors agree that issues of diversity, equity, and inclusion are better addressed at the department as compared to the institutional level. While advisors feel that they are involved in curricular discussions, advisors do not feel involved in campus-wide discussions about diversity, equity, and inclusion and do not feel rewarded in this area. FSU advisors feel unprepared to meet the needs of the diverse student body in ways that attend to issues of equity and inclusion, particularly in the areas of race, class, and mental health.

FSU advisors overwhelmingly indicated a need for comprehensive training, particularly in the areas of diversity, equity, and inclusion. This includes information about the overall student population; ongoing professional development; training on culturally sensitive practices and pedagogy related to advising; and mandatory professional development related to issues of diversity, equity, and inclusion.

To what extent does FSU ...	Not at all	Somewhat	Very Much	Don't Know
provide ongoing professional development about serving unique needs of different populations?	39%	41%	3%	16%
provide information to advisors about the demographics of our undergraduate student population?	23%	49%	3%	16%
provide advisors with ongoing professional development that intentionally addresses issues of equity and inclusion?	40%	36%	9%	15%
ensure that professional development for equity, inclusion, and diversity is reflected in advising practice?	46%	28%	8%	18%

Students who participated in focus groups would like their advisors to be more knowledgeable about financial aid and to understand that classes equal money. Participants also said that they would like advisors to be more sympathetic to students' work and family obligations and to help students get paid internships. Similarly, many FSU advisors do not feel connected to other campus entities that also focused on equity, inclusion and diversity (such as disability support and Title IX). Data from focus groups also reflected students' desire for advisors to become more knowledgeable about other services like those for mental health.

Based on the data derived from this study, FSU needs to do more to recruit and retain diverse faculty and staff to serve as advisors. Many advisors report informal or "unofficial" advisees. Students will seek other advisors besides the one to whom they are assigned if they can identify more strongly with that advisor.

	Do not agree at all	Agree somewhat	Agree very much	Don't know
FSU strives to have academic advisors that are demographically-representative of the student body.	16%	29%	16%	39%
Many students who are not my advisees seek me out for advice on academic issues.	7%	37%	29%	26%
Many students who are not my advisees seek me out for advice on personal issues.	30%	40%	22%	8%
	Never	Once in a While	Often	NA
My unofficial advisees seek me out because they can identify with me more than with their assigned advisor.	8%	22%	28%	43%

Students of color, especially black and multiracial students, are most affected by the lack of a comprehensive advising plan and a demographically unrepresentative faculty/staff. Students of different races report different experiences with advisors through focus groups and the EAA survey. Responses do not differ to a significant degree by gender, first generation status, or Pell eligibility.

Question	% of students who very much agree					
	All students	White	Black/ African	Hispanic/ Latinx	Asian	Multiracial
My academic advisor cares about me	66%	71%	56%	69%	78%	64%
My academic advisor listens to me	73%	77%	65%	77%	83%	68%
My academic advisor gives me accurate information	71%	74%	63%	81%	89%	72%
My academic advisor does not treat me with respect	17%	15%	19%	23%	22%	8%
I am a better student because of my interactions with my academic advisor	46%	51%	34%	52%	56%	44%
If my advisor does not know the answer to one of my questions, I am referred to someone else who knows the answer	66%	73%	55%	61%	56%	56%
I feel confident after talking to my academic advisor	63%	66%	56%	68%	56%	60%
My advisor reaches out to me	49%	54%	40%	58%	39%	40%
I feel comfortable telling my advisor of my concerns, no matter what they are	55%	59%	46%	58%	56%	44%

The differences in advising experience by race likely influence the difference in retention and graduation rates by race. Retention and graduation rates also vary by gender (females graduate at rates up to 15% higher than males), first generation status (first generation students graduate at slightly higher rates) and financial aid status (Pell eligible students have higher retention rates but lower graduation rates).

Demographic (2012 Cohort)	2nd year retention rate	4-Year graduation rate	6-year graduation rate
All first-time full-time students	77%	31%	51%
White	77%	37%	54%
Black	80%	22%	45%
Asian	67%	27%	53%
Hispanic/Latinx	69%	21%	55%
Multiracial	73%	22%	45%
Females	81%	40%	60%
Males	74%	24%	44%
First generation	79%	33%	54%
Not first generation	75%	30%	48%
Pell eligible	79%	29%	49%
Not eligible for need-based aid	74%	33%	51%

Recommendations Supported:

- II. *Consistency*
FSU must ensure consistency of the student advising experience by providing common expectations and guidelines for all advising interactions.
- VI. *Student Lifecycle*
FSU must incorporate a lifecycle model into the design of academic advising that promotes connecting, engaging, developing, supporting, and guiding students through their careers at FSU.
- VII. *Advisor Training*
FSU must provide a mandatory academic advising training program and plan for regular opportunities for development that integrates diversity, equity, and inclusion into its foundation.

- XIII. *Delivery*
FSU must promote delivery of academic advising beyond the traditional once-a-semester appointments for scheduling and registration.
- XIV. *Professionalization*
FSU must promote advising as a professional field through the selection of advisors, demonstration of core competencies, dissemination of evidence-based practices in advising, and scholarship and service.

Technology Enabled Advising

Aspirational Standard: Excellent academic advising incorporates appropriate technology to complement, support, and enhance advising practice (Nine Conditions of Excellence).

FSU has technology available to support academic advising, especially PeopleSoft (PAWS), Canvas, and Beacon. These platforms provide the data and tools to enable students and advisors to perform most advising tasks. However, these systems (and others, like TutorTrac) are not well integrated. A comprehensive student information management system would enable data integration and facilitate assessment for advising and other student success activities. This product might replace existing platforms.

Improved communication and training on existing technology is needed. Comments at the 2018 advising town halls revealed lack of knowledge about existing technology. Advisor survey data corroborate this finding.

	Do not agree at all	Agree somewhat	Agree very much	Don't know
FSU has appropriate technology to efficiently support advising.	7%	37%	29%	26%
I understand all aspects of the technology available for my role in academic advising.	30%	40%	22%	8%
I receive relevant training on the advising systems I'm expected to use.	39%	39%	12%	10%
I receive regular updates related to relevant advising systems I am expected to use.	47%	29%	12%	12%

Students also need training on advising technology, especially PAWS. Students are likely or very likely to use such tools as the planner (87%) and scheduling assistant (79%) in PAWS. However, fewer than 50% of students know how to access and interpret their degree audit (academic requirements) in PAWS.

Technology can also be used to improve advising by identifying paper-based business processes for conversion to electronic forms. This conversion should be based on stakeholder (student and advisor) feedback. These electronic forms can be published along with an advising knowledge base as part of an advising services portal, either on the FSU website or in Canvas.

Recommendations Supported:

- VII. *Advisor Training*
FSU must provide a mandatory academic advising training program and plan for regular opportunities for development that integrates diversity, equity, and inclusion into its foundation.
- VIII. *Knowledge Base*
FSU must improve access to advising services and information by creating an academic advising service portal available through the University's website and a Canvas advisor course.
- IX. *Technology*
FSU must evaluate new technologies that could enhance the effectiveness of advising at a University level.

XII. Communication Plan

FSU must develop and implement an institution-wide advising communication plan that provides for the regular and timely dissemination of advising information customized by stakeholder group.

RECOMMENDATIONS FOR ACTION

The nine Condition Committees made 73 recommendations for improvement based on their findings. The Steering Committee consolidated these recommendations based on overlap into 14 final recommendations. These recommendations are prioritized into four categories:

1. Meta Recommendations – These recommendations have no anticipated actions, but instead provide guiding principles for the implementation of the other recommendations.
2. Immediate Recommendations – Recommendations that FSU should act on immediately, implementing most related actions in 2020.
3. Short-Term Recommendations – Recommendations with actions that may begin in 2020, but are dependent on the immediate recommendations and thus will be fully implemented in 2021
4. Long-Term Recommendations – Recommendations that depend on the short-term recommendations or take longer to implement, with completion in 2022 or later.

Each recommendation includes

- The temperature-taking done at the retreat on projected impact and resistance,
- Prioritization votes from the steering committee, and

Meta Recommendations

Institutional Commitment and Resources

FSU must visibly demonstrate institutional commitment for advising by providing appropriate and ongoing allocation of resources (fiscal, human, and physical) to support institution-wide advising practices and continuous improvement of advising based on assessment. Demonstrable commitments may include, but are not limited to, positions dedicated to academic advising, formal leadership for academic advising, office space dedicated to advising, library resources that contribute to the professionalization of advising, technology enhancements that support a 360 degree view of students, and a common time free from scheduled courses to facilitate advising meetings.

Prioritization and Temperature Taking

Retreat			Steering Committee		
High Impact	Moderate Impact	Resistance	Immediate	Short Term	Long Term
0	0	1	4	8	4

Consistency

FSU must ensure consistency of the student advising experience by providing common expectations and guidelines for all advising interactions. Advising expectations must be equitable and inclusive to meet the needs of FSU’s diverse student population. These expectations and guidelines must be clearly communicated to both advisors and students.

Prioritization and Temperature Taking

Retreat			Steering Committee		
High Impact	Moderate Impact	Resistance	Immediate	Short Term	Long Term
1	9	6	5	9	2

Immediate Recommendations

Foundation for Advising

FSU must adopt a foundational framework for academic advising to provide the following common elements across all advising activities in all divisions, colleges, and units:

- A. Definition of advising
- B. Mission statement for advising
- C. Institutional advising goals
- D. Advising learning outcomes for each stage of the student lifecycle that contribute to the University’s learning outcomes, including those that promote diversity, equity, and inclusion

These elements will form the basis of academic advising assessment that will inform policies and practices.

Prioritization and Temperature Taking

Retreat			Steering Committee		
High Impact	Moderate Impact	Resistance	Immediate	Short Term	Long Term
8	14	0	17	0	0

Advising Model

FSU must implement a shared, learner-centered advising model supportive of the advising mission, goals, and learning outcomes. This model must articulate the shared roles and responsibilities for students, faculty, and staff. To ensure consistency, this model should take advantage of collaboration between faculty and staff to distribute advising services between faculty and staff so that each student has a team of advisors available to support them throughout their time at FSU. This model will help ensure consistency in advising but must be flexible enough to meet the individual needs of FSU’s diverse student population.

Prioritization and Temperature Taking

Retreat			Steering Committee		
High Impact	Moderate Impact	Resistance	Immediate	Short Term	Long Term
10	50	31	14	3	0

Leadership

FSU must identify a position or office to provide leadership for advising at the senior administrator level. Collaborating with faculty and staff from the divisions of Academic Affairs, Enrollment Management, and Student Affairs, this advising leader will ensure accountability for FSU providing consistent, high-quality advising to its students by:

- Maintaining an advising plan that supports the advising mission and goals as well as the institutional strategic plan and strategic enrollment management plan;
- Coordinating and facilitating assessment of advising;

- Coordinating and facilitating training for advisors;
- Developing and implementing advising policies and procedures based on best practices and assessment results; and
- Managing institutional communication about advising consistent with the advising communication plan.

FSU should provide shared governance input and support for this advising leader through an Academic Advising Council of faculty and staff advisors with student representation.

Prioritization and Temperature Taking

Retreat			Steering Committee		
High Impact	Moderate Impact	Resistance	Immediate	Short Term	Long Term
12	18	22	11	5	1

Short Term Recommendations

Student Lifecycle

FSU must incorporate a lifecycle model into the design of academic advising that promotes connecting, engaging, developing, supporting, and guiding students through their careers at FSU. The model will employ a longitudinal approach based on the changing needs of students as they progress through their education and accommodate different student populations, e.g. online, non-traditional, first-generation, transfer, adult, and part-time. Important in this model will be dedicated advising efforts at transition spots throughout the cycle, e.g. first year, sophomore year, transfer, readmission, senior year, post-graduation and aligning institutional resources to support the student through their lifecycle at FSU.

Prioritization and Temperature Taking

Retreat			Steering Committee		
High Impact	Moderate Impact	Resistance	Immediate	Short Term	Long Term
2	34	0	2	10	5

Advisor Training

FSU must provide a mandatory academic advising training program and plan for regular opportunities for development that integrates diversity, equity, and inclusion into its foundation. Training should be customized for varied level of advising expertise. Topics that may be included in the training:

- Academic advising foundational documents
- NACADA Pillars of Academic Advising
- Practices for inclusion and equity
- Serving FSU’s diverse student population
- Tools available to advisors to improve their efforts and track/monitor tool effectiveness over time
- Detailed policies for academic advising
- Strategies for advisors to use in order to help build a good relationship with each student.
- Current academic requirements
- Resources updates
- University academic advising business processes
- Common expectations for advising interactions

Prioritization and Temperature Taking

Retreat			Steering Committee		
High Impact	Moderate Impact	Resistance	Immediate	Short Term	Long Term
9	11	0	7	10	0

Knowledge Base

FSU must improve access to advising services and information by creating an academic advising service portal available through the University’s website and a Canvas advisor course.

- A. The portal will provide links to advising services and an advising knowledge base as a single destination for advising information. Examples of items in the portal include links to class scheduling, degree planning resources, Beacon, financial aid information, Athletic academic requirements, academic probation information, academic success plans, and academic assistance services.
- B. The Canvas course will allow all of a given advisor's advisees to be enrolled in a common section of the course and communication platform. The course will be linked to the portal.

Prioritization and Temperature Taking

Retreat			Steering Committee		
High Impact	Moderate Impact	Resistance	Immediate	Short Term	Long Term
0	0	1	4	8	4

Technology

FSU must evaluate new technologies that could enhance the effectiveness of advising at a University level. There is a pressing need for two technologies. One would provide an integrated tool for advisors to use to improve and enhance advising and student success. The other technology would provide a workflow to enable a smooth flow of documents and processes across the university in an electronic form.

Prioritization and Temperature Taking

Retreat			Steering Committee		
High Impact	Moderate Impact	Resistance	Immediate	Short Term	Long Term
0	12	30	8	6	3

Assessment

FSU must assess the effectiveness of academic advising in relation to:

- A. Learning outcomes for academic advising
- B. Other student outcomes throughout the student lifecycle related to advising
- C. Progress toward degree
- D. Retention/graduation
- E. Professional outcomes
- F. Feedback from students, faculty, and staff about advising interactions and outcomes at various stages of the student lifecycle

The assessment of advising must inform quality improvement efforts and resource allocation.

Each department/unit with advising functions should likewise assess advising activities and services within the unit as part of the annual assessment cycle.

Prioritization and Temperature Taking

Retreat			Steering Committee		
High Impact	Moderate Impact	Resistance	Immediate	Short Term	Long Term
0	1	36	4	13	0

Communication Plan

FSU must develop and implement an institution-wide advising communication plan that provides for the regular and timely dissemination of advising information customized by stakeholder group. The communication plan must provide a means to share guidelines and expectations for consistency in advising with students and advisors. This plan should provide a mechanism for academic departments, colleges, and other units to provide tailored advising information to targeted audiences (for example, career placement information to students in a specific program). Communication methods may include a common advising syllabus or student guides. Communications should use Canvas and other technologies.

Prioritization and Temperature Taking

Retreat			Steering Committee		
High Impact	Moderate Impact	Resistance	Immediate	Short Term	Long Term
0	1	4	2	13	2

Long-Term Recommendations

Recognition and Incentives

FSU must provide recognition and rewards to incentivize high-quality advising based on proven best practices. Such recognition and rewards should include (but not be limited to):

- Providing an annual institutional award for excellence in advising on par with other major institutional awards (Faculty Achievement Awards, Staff Awards for Excellence, etc.);
- Recognition of advising caseload as a component of employee (especially faculty) workload and providing advisors with appropriate worktime to perform advising duties;
- Inclusion of advising on annual performance reviews and faculty evaluations; and
- Providing training and professional development resources to advisors.

Prioritization and Temperature Taking

Retreat*			Steering Committee		
High Impact	Moderate Impact	Resistance	Immediate	Short Term	Long Term
0	0	0	3	8	5

* This recommendation was not presented at the retreat.

Delivery

FSU must promote delivery of academic advising beyond the traditional once-a-semester appointments for scheduling and registration. These modes of delivery should consider equity and inclusion and address key student transitions and provide support through the full student lifecycle. Additional and alternative delivery methods may include:

- Group advising;
- Allowing for common advising times;
- Offering advising workshops;
- Offering an ORIE-type program for transfer students;
- Creating a Sophomore-experience program;
- Developing specific a third- and fourth-year program administered from the college and/or department; and
- Offering professional development courses in additional academic programs.

These delivery methods should include communication of advising expectations, learning outcomes, rights, and responsibilities for students.

Prioritization and Temperature Taking

Retreat			Steering Committee		
High Impact	Moderate Impact	Resistance	Immediate	Short Term	Long Term
1	17	21	2	6	11

Professionalization

FSU must promote advising as a professional field through the selection of advisors, demonstration of core competencies, dissemination of evidence-based practices in advising, and scholarship and service. Professionalizing academic advising may be accomplished by such things as:

- A. Creating an advising job description and guidelines that are incorporated into the faculty and staff handbooks
- B. Developing a career ladder for professional advisors
- C. Requiring professional development
- D. Providing resources, such as Library materials and travel awards
- E. Recognizing effective advisors
- F. Evaluating advising in annual performance reviews and faculty evaluations
- G. Encouraging and supporting research on advising theory and practice

Prioritization and Temperature Taking

Retreat			Steering Committee		
High Impact	Moderate Impact	Resistance	Immediate	Short Term	Long Term
0	1	8	2	1	12

NEXT STEPS

The EAA Task Force will reconfigure into an action team that will implement the recommendations. The Steering Committee will be reconstituted with current members and additional faculty and staff that can contribute to the achievement of the actions. The first charge will be to craft a comprehensive implementation plan that will include specific actions, responsible parties, timelines, and assessments.

APPENDIX 1: TASK FORCE MEMBERSHIP

Advisor Selection and Development Condition Committee

Co-Chairs:

- Heather Gable: Associate Professor and Chair, Department of Nursing
- Beth Stallings: Director, Freshman Advising and Retention

Members:

- Phyllis Casey: Associate Registrar
- Abreeya Darda: Student
- Jodi Eirich: Associate Professor, Department of Educational Professions
- Beth Hoffman: Director, ADA/EEO & Immigration Compliance (Retired)
- Frank Hughes: Assistant Professor, Department of Biology
- Jon Lombardi: Professor, Department of Communication
- Heather Killeen: Human Resources Specialist
- Rita Thomas: Manager, Instructional Design & Technology

Collaboration and Communication Condition Committee

Co-Chairs:

- Kenneth Levitt: Assistant Professor, Department of Management
- Linda Steele: Program Coordinator, College of Liberal Arts and Sciences

Members:

- Thomas Bowling: Vice President Emeritus, Student Affairs
- Michelle House: Academic Counselor, Center for Academic Advising and Retention
- Missy Martz: Graphic Designer/Social Media Coordinator, Student and Community Involvement
- Tiffany Pirolozzi: Assistant Director, Admissions
- Terry Russell: Professor and Chair, Department of Social Work
- Daysha Sanders: Student
- William Seddon: Professor, Department of Biology

Equity, Inclusion, and Diversity Condition Committee

Co-chairs:

- Jennifer Earles: Assistant Professor, Department of Sociology and Women's Studies Program
- Robin Wynder: Director, Center for Student Diversity, Equity, and Inclusion

Members:

- Nicole Bosley: Assistant Professor, Department of Kinesiology and Recreation
- Benjamin Brauer: Title IX Coordinator
- Andrea Constant: Student
- Angela Tupone-Reed: Student

- Holly Veith: Director, Disability Support Services
- Jaylan Watson: Student
- Shantell Wilson: Student

Improvement and Scholarship of Advising Condition Committee

Co-Chairs:

- Sara Beth Bittinger: Interim Assistant Vice President for Analytics
- Jill Morris: Associate Professor, Department of English and Foreign Languages

Members:

- Amy Branam-Armiento: Associate Professor, Department of English and Foreign Languages
- Sally Boniece: Professor and Chair, Department of History
- Emma Duncan: Student, SGA Student Affairs Chair
- Victoria Gearhart: Director, Center for International Education
- Theresa Mastrodonato: Librarian III, Coordinator of Library Instruction for First-Year Students
- Mark Smith: Director, Tutoring Center
- Beth Stallings: Director, Freshmen Advising and Retention
- Sally Stephenson: Professor and Chair: Department of Educational Professions

Institutional Commitment Condition Committee

Co-Chair:

- Jay Hegeman: Assistant Vice President for Enrollment Management and Registrar
- Benjamin Norris: Associate Professor, Department of Chemistry, and Chair of the Faculty

Members:

- Benjamin Forrest: Student, SGA Vice President
- Scott Fritz: Associate Dean, College of Liberal Arts and Sciences
- Carol Gaumer: Professor and Chair, Department of Marketing and Finance
- Denise Murphy: Assistant Vice President, Finance and Budget
- David Puthoff: Associate Professor and Chair, Department of Biology
- Kim Rotruck: Associate Dean, College of Education
- Sherri Sheetz: Associate Budget Director
- Tom Sigerstad: Associate Dean, College of Business
- Brent Weber: Associate Professor and Chair, Department of Music
- Jodi Welsch: Associate Professor, Department of Educational Professions

Learning Condition Committee

Co-Chairs:

- Keith Davidson: Academic Counselor, Center for Academic Advising and Retention
- Janet Mattern: Assistant Professor, Department of Educational Professions

Members:

- Kiersten Bradley: Lecturer, Department of Accounting

- Holly Clark: Student Development Specialist, TRIO Student Support Services
- Robbie Cordle: Director, Career Services
- Molly Hartzog: Assistant Professor, Department of English and Foreign Languages
- Jeff McClellan: Associate Professor, Department of Management
- Lisa Morshead: Associate Professor, Department of Psychology
- Madison Rhoads: Graduate Student
- Sarah Sprouse: Student

Organization Condition Committee

Co-Chairs:

- Tam Lowry: Director, TRIO Student Support Services
- Michael Monahan: Associate Professor and Chair, Department of Management

Members:

- Lois Bennett: Program Management Specialist, PASS
- Arlene Cash, Vice President for Enrollment Management
- Jennifer Delaney: Program Specialist, College of Education
- Ashlee Gojeski: Student
- Angela Hovatter: Director, Financial Aid and Student Employment
- Kimberly James: Assistant Professor, Department of Psychology
- Kyla Nauman: Student
- Tamera Shockey: Academic Program Specialist, College of Business
- Cory Sturm: Student
- Rebekah Taylor: Associate Professor, Department of Biology
- Jodi Terner: Business Analyst, Student Records, Registrar's Office
- Sara Wilhelm: Director, Sponsored Programs

Student Purpose and Pathways Condition Committee

Co-Chairs:

- Matthew Crawford: Associate Professor, Department of Chemistry
- Amy Shimko: Director, Student Development

Members:

- Diane Blankenship: Professor, Department of Kinesiology and Recreation
- Danielle Dabrowski: Director, Veterans Services
- Judith Insilo: Student
- Shawn Jones: Student Development Specialist, TRIO Student Support Services
- Kimberly Kurek: Director, Developmental Mathematics
- Nathan Perren: Student
- Jenna Puffinburger: Student, President of SGA

Technology Enabled Advising Condition Committee

Co-Chairs:

- Michael Flinn: Associate Professor, Department of Computer Science and Information Technologies
- Timothy Pelesky: Director, Enterprise Applications

Members:

- Keith Davidson: Academic Counselor, Center for Academic Advising and Retention
- Trisha Gregory: Director, Admissions (Retired)
- Stefanie Hay: Associate Professor, Nursing
- Rita Hegeman: Director, Regional Math/Science Center
- Spencer Korb: Student
- Christopher Masciocchi: Associate Professor, Department of Psychology
- Hannah Ripperger: Student
- Jodi Ternent: Business Analyst, Student Records, Registrar's Office

SUMMARY OF EVIDENCE GATHERED

Advising Town Halls (2017)

- 2018 Advising Town Hall Athletics and Admissions
- 2018 Advising Town Hall – CLAS and staff from Academic Affairs and Student Affairs
- 2018 COB Advising Town Hall
- 2018 COE Advising Town Hall
- 2018 SGA Advising Town Hall
- 2018 Advising Town Hall Found Domains
- 2018 Advising Town Hall Themes
- 2018 Advising Town Hall Final Report

Surveys

- 2009 NSSE (National Survey of Student Engagement)
- 2012 NSSE (National Survey of Student Engagement)
- 2016 NSSE (National Survey of Student Engagement)
- 2019 NSSE (National Survey of Student Engagement)
- 2017 Faculty Morale Survey
- 2018 Faculty Morale Survey
- 2018 Faculty/Staff GEP Survey
- 2018 Student GEP Survey
- 2019 Faculty/Staff Advising Survey
- 2019 Student Advising Survey

Evaluation Data/Instruments

- Fall 2014 ORIE 101 Instructor Survey
- Fall 2014 ORIE 101 Student Evaluations
- Fall 2015 ORIE 101 Student Evaluations
- Fall 2016 ORIE 101 Student Evaluations
- Fall 2016 ORIE 101 Student Success Mentor Evaluations
- Fall 2017 ORIE 101 Student Evaluations
- Fall 2018 ORIE 101 Student Evaluations
- Fall 2018 ORIE 101 Student Success Mentor Evaluations
- Preview 2013 Student Evaluations
- Preview 2013 Parent Evaluations
- Preview 2014 Student Evaluations
- Preview 2014 Parent Evaluations
- Preview 2015 Student Evaluations
- Preview 2015 Parent Evaluations
- Preview 2016 Student Evaluations
- Preview 2016 Parent Evaluations
- Preview 2017 Student Evaluations
- Preview 2017 Parent Evaluations
- Preview 2018 Student Evaluations
- Preview 2018 Parent Evaluations
- Recreation & Parks Advising Survey (RECR 491)

Institutional Planning Documents

- 2002 Academic Advising Mission Statement
- FSU Full Mission Statement (2013)
- FSU Vision Statement and Core Values (2018-2023)
- FSU Strategic Goals (2018-2023)
- FSU Action Priorities (2018-2023)

Handbooks and Publications

- Faculty Handbook
- Undergraduate Catalog
- College of Business Student Success Guide
- College of Business Process Manual
- Theatre and Dance Student Handbook
- Career Development Handbook
- Honors Program Handbook
- RN-BSN Student Handbook
- Athletic Training student Handbook
- Living our values student guide (2017)

Internal Resources for Advising

- Eight Semester Plans
- CAAR Website for Students
- CAAR Website for Advisors
- Library resources / Libguide for Advising
- ORIE 101 Common Syllabus
- ORIE 101 Advising Syllabus
- LBST Advising Syllabus

External Resources for Advising

- NACADA Webinars
- EAA Webinars
- CAS Standards for Academic Advising

Advising Training Documents

- 2018 ORIE Instructor Workshop
- 2019 ORIE Instructor Workshop
- 2019 Preview Advisor Workshop

Advising as a Profession at FSU

- TRIO SSS Student Development Specialist Job Description
- TRIO SSS Quality of Personnel Statement
- TRIO SSS Hiring Criteria
- CAAR Academic Counselor Job Description
- CAAR Hiring Criteria
- ORIE 101 Instructor-Advisor Requirements
- Academic Monitoring Coach (2nd Semester) Duties

Condition Reports

- Institutional Commitment
- Learning
- Advisor Selection & Development
- Collaboration & Communication
- Organization
- Improvement and Scholarship of Advising
- Equity, Inclusion, and Diversity
- Student Purpose & Pathways
- Technology-Enabled Advising

Focus Groups, Interviews, and Questionnaires

- Spectrum (Student Organization)
- Lady Bugs (Student Organization)
- Women's Studies Students
- Academic Department Chairs
- College of Business
- College of Education
- Educational Professions Department
- Kinesiology & Recreation Department
- College of Liberal Arts & Sciences
- Biology Department
- Chemistry Department
- Communication Department
- Computer Science & Information Technologies Department
- English and Foreign Languages

Focus Groups, Interviews, and Questionnaires, Continued

- Geography Department
- History Department
- Law and Society Program
- Mathematics Department
- Music Department
- Nursing Department
- Philosophy Department
- Physics & Engineering Department
- Political Science Department
- Psychology Department
- Social Work Department
- Sociology Department
- Theatre & Dance Department
- Visual Arts
- Division of Academic Affairs
- Assessment & Institutional Research
- Center for Teaching Excellence
- Center for International Education
- Special Academic Services
- Division of Enrollment Management
- Academic Success Network
- Admissions
- Center for Academic Advising & Retention
- Developmental Math
- Disability Support Services
- Financial Aid
- Programs Advancing Student Success
- Registrar's Office
- TRIO SSS
- Tutoring Center
- Division of Student Affairs
- Career and Professional Development Center
- Center for Student Diversity, Equity, and Inclusion
- Leadership & Experiential Learning
- Residence Life
- SAFE Office
- Student Conduct and Community Standards
- Veterans Services
- Athletics
- Office of Gender Equity