



University Academic Advising Structure

“Centrally Coordinated, De-Centrally Delivered”

VISION *“Empower students to navigate their educational pathway and cultivate their abilities, innovative spirit, and potential for greatness”*

VALUES/OBJECTIVES

- **Advising as Teaching and Learning:** Encourage students to pursue excellence by promoting and supporting a talent-development philosophy of teaching, learning, and advising
- **Collaboration:** Provide a “coordinated-care” approach to advising students, incorporating a wide spectrum of people and expertise in the process
- **Early Engagement:** Create opportunities early and often that provide meaningful interaction with students
- **Experiential Learning:** Connect students with educationally purposeful activities
- **Promoting Student Success:** Creating a growth-oriented campus culture that supports student achievement, focusing on where they are, what they are doing, and where they want to go
- **Professional Development:** Foster a commitment to the profession of advising, encourage continuous learning among advisors and share/develop high-impact best practices

GOALS

With managed caseloads, advisors oversee students’ progress toward degree through:

- **uniformity** of student experience by active participation in **centralized training**,
- efficiency through ongoing process review and use of **integrated technological systems**,
- clear, consistent and effective **communication, coordination and collaboration** among colleges and service units, and
- **accountability** and **assessment** of outcomes.

BACKGROUND

Research from the EAB (“A Student-Center Approach to Advising: Redeploying Academic Advisors to Create Accountability and Scale Personalized Intervention,” 2014) on high-impact practices in academic advising approaches recommend the following:

1. Assign student caseloads to advisors that ensure **continuity and accountability**.
2. Align advisor program assignments with student **major migration patterns**.
3. Model and monitor student risk based on both academic and non-academic factors; incorporate analysis of multiple variables via **integrated technology** (i.e., SSC Campus/RAPS).
4. Prioritized the frequency and focus of advising based on **predictive risk modeling**; adjusting risk stratification based on degree progress and engagement throughout student lifecycle.
5. Professional advisors should manage high-risk student support **over time and across silos**; leverage faculty as mentors for low-risk students.

Additionally, Section 3333.16(C) of the Ohio Revised Code was signed into law in June of 2015. This law requires the Chancellor of the Ohio Department of Higher Education to develop a process, by December 1, 2018, to establish **statewide guaranteed transfer pathways** from two-year to four-year degree programs in an equivalent field. As a result, **Guaranteed Transfer Pathways** were developed in **clusters (meta-majors)** with associated specific majors within each cluster. Approximately 50 major specific

pathways fall under the clusters, but more may be added as the process moves along. The current clusters from ODHE include:

- Arts, Humanities, Communication, History, and Design
- Business
- Education
- Science, Technology, Engineering, and Mathematics
- Industry/Manufacturing and Construction
- Public Safety
- Health Sciences
- Social and Behavioral Sciences and Human Services

Additionally, Complete College America has reviewed high-impact best practices from post-secondary institutions across the country and recommend a number of strategies that help increase student completion. Those include:

- 1) math pathways,
- 2) corequisite remediation,
- 3) “15 to finish” (Wright State had “Take 5”),
- 4) structured schedules, and
- 5) guided pathways to success.

The state of Ohio and Wright State University have been leaders in **math pathways** and **corequisite remediation**. Although a major marketing campaign encouraged students to “**Take 5**” in our then new semester systems, still students often take the minimum 12 credits to meet full-time requirements for financial aid due to a high number of students working while attending college. **Structured schedules** and block scheduling around cohort, and, therefore, meta-majors (or **guided pathways**), have been found to help students stay on-time rather than just full-time. Advisors play a major role in achieving this goal. This review considers these cluster (meta-majors) due to the advising opportunities around 1) common career outlook, 2) migration of students to majors, and 3) the potential for block scheduling.

Finally, Faculty Senate put forth recommendations for budget priorities in February 2017 calling for reforming services to students. Namely, to “[r]eform duplicative student services to increase efficiency and effectiveness and identify opportunities to consolidate/reorganize units strategically.” Their report went on to say that “the central administration should employ a thoughtfully designed best practice-informed model for these services, whether fully centralized, fully decentralized or centrally administered hub and The Faculty recommend that the administration identify duplicative student services, develop a plan to identify best practices and quantitative measures to assess impact, and implement those practices. Reduction in overall costs may require reorganization of administrative, service, and college-level administration. Reorganization should focus on improving the ability of the university to perform its mission. The Faculty recommend that the administration continue to identify and reorganize units to increase administrative efficiency.”

CENTRALIZED OVERSIGHT

University Undergraduate Academic Advising Council (shared governance body; currently FOSS Advising Task Force): allows for continued communication, coordination, and collaboration through regular review and oversight of processes and policies related to the provision of academic advising services university-wide.

- Executive Director of Student Success (Chair)
- Director, University Academic Advising

- Assistant Directors
- Assistant Deans/Directors – Student Services
- Career Liaison/Workforce Development Liaisons
- Faculty Senate Representative; *representing Faculty Advisors for graduate students*
- Administrator (e.g., Dean, Dept Chair)

University Undergraduate Academic Advising Association (“Triple A”): Meets monthly to facilitate information flow and professional development for advisors university-wide.

- Director, University Academic Advising (chair)
- Assistant Directors
- Advisors
- *Faculty Advisors invited to attend*

Subcommittees of UAAAA (“Triple A”): Subcommittees provide not only an organized structure for ongoing communication, collaboration, and information share among university-wide advising staff, but also provides for leadership develop and professional growth among the advising staff that facilitates potential pathways for career advancement.

- New Advisor Training
- Professional Development
- Transfer & Evaluation
- Consumer Services Best Practices
- Second Start/Fresh Start
- Low Awareness of University Information
- others as appropriate

Additionally, regular staff meetings will be held at site locations.

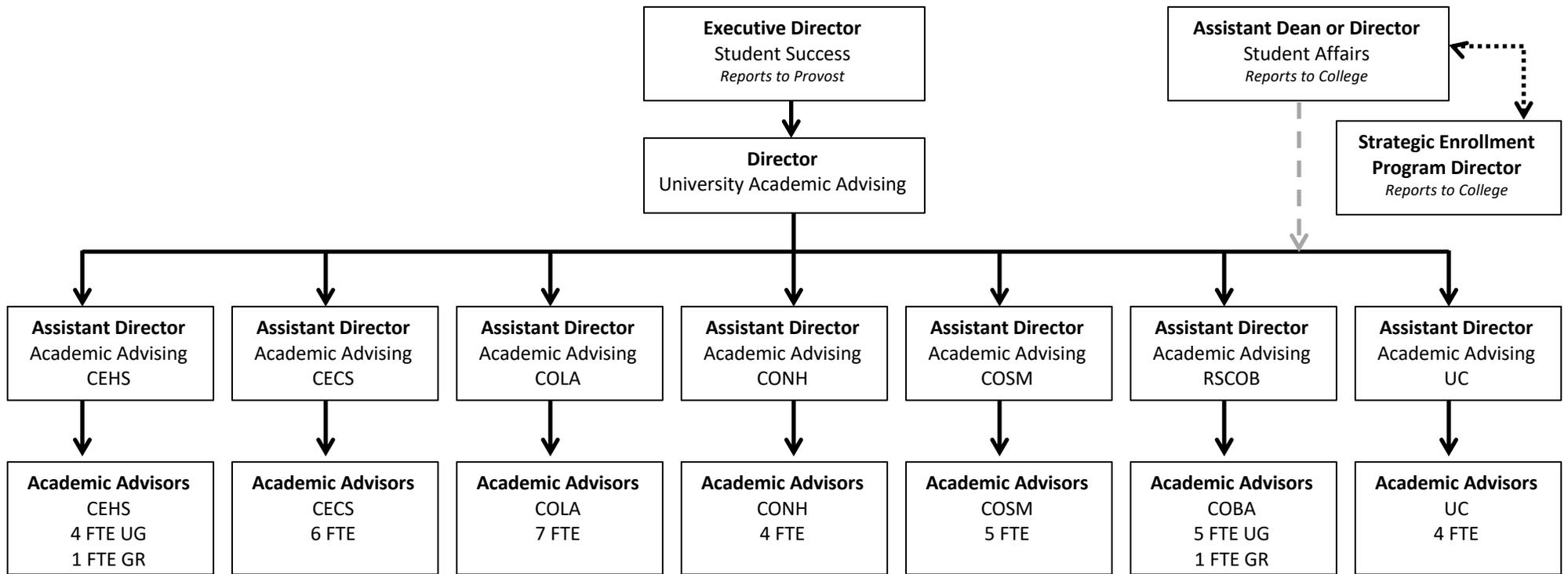
PROPOSED MODEL BY COLLEGE

Based on current enrollment patterns and number of staff currently involved in academic advising campus-wide, a centrally coordinated system will have 6-7 sites providing direct academic advising services to students.

Active Student Enrollment, 14th day Fall 2016, by colleges

Source: Institutional Research

COLLEGE	UNDERGRADUATE			GRADUATE			TOTALS
	<i>enrolled</i>	<i>not enrolled</i>	TOTAL	<i>enrolled</i>	<i>not enrolled</i>	TOTAL	
1. COSM	1,878	495	2,373	385	77	462	2,835
2. CEHS	1,651	450	2,101	714	178	892	2,993
3. CONH	1,287	389	1,676	247	43	290	1,966
4. CECS	2,537	468	3,005	1,034	115	1,149	4,154
5. COLA	2,655	715	3,370	442	101	543	3,913
6. RSCOB	1,928	444	2,372	546	76	622	2,994
7. UC Exploratory	1,190	506	1,696	0	0	0	1,696
Non-degree seeking	160	260	420	0	0	0	420
TOTAL	13,386	3,752	17,138	3,368	591	3,959	21,097



Assumptions

- 1 FTE Caseload = 450 students (dependent upon number of advisors budgeted)
- The Assistant Director, Academic Advising will carry a 0.5 FTE advising caseload.
- Each advising office will be staffed with one (1) Administrative Specialist, who will report to the Assistant Director, Academic Advising.
- All declared students will be admitted to the academic college. Undecided/CCP/Other will be admitted to University College.
- The role of the Assistant Dean is to provide up-to-date curriculum/policy/procedure information to the advising unit

Total personnel in centralized University Academic Advising budget:

- 1 University Director – S06
- 6-7 Assistant Directors – S04
- 6-7 Administrative Assistants – CS 12/13
- 35 Academic Advisors, undergraduate – S03
- 2 Academic Advisors, graduate – S03

**Director, University Academic Advising
job description (S06)**

<p>Job Purposes:</p>	<p>Oversees a campus-wide comprehensive proactive academic advising program that facilitates student academic success, retention, and timely academic progress.</p>
<p>Essential Functions and percent of time:</p>	<p>Serves as the senior academic advising administrator on policy issues, concerns and practices related to academic advising services and programs consistent with the mission and strategic plan of the University. Develops goals and strategic plans to ensure continuance of quality and student-centered academic advising services for a diverse group of students. Manages, plans, organizes, and assesses the university-wide academic advising program to ensure uniformity of student experience in various locations within the colleges and facilitates collaboration with the colleges' academic programs. Manages a significant sized budget and administers programs having a university-wide fiscal impact. Chairs the University Undergraduate Academic Advising Council (UUAAC).</p> <p>Provides direct supervision of Assistant Director, Academic Advising positions; develops and implements training and professional development for academic advisors; develops and implements academic advisor review process; sets performance standards and accountabilities; provides university assessment of academic advising; coordinates academic advisor staffing levels/caseloads; monitors integrated technology use and provides reports across all advising units.</p>
<p>Required Qualifications:</p>	<p>Master's degree. Minimum 5 years of progressive leadership and supervisory experience administering an academic advising program or center and/or a comprehensive academic support program.</p> <p>Experience with university computer systems or similar computer technologies, i.e. BANNER Admin, DARS, EAB-SSC Campus</p>
<p>Preferred Qualifications:</p>	<p>Strong interpersonal and collaboration skills; strong oral communication skills; excellent organization skills and attention to detail; must work collaboratively with a team on issues of student success and have an understanding of student retention. Teaching experience.</p>

**Assistant Director, Academic Advising
job description (x positions) (S04)**

<p>Job Purposes:</p>	<p>Oversees day-to-day operations of advising site location of a comprehensive proactive academic advising program that facilitates student academic success, retention, and timely academic progress.</p>
<p>Essential Functions and percent of time:</p>	<p>Responsible for day-to-day operation of assigned advising location; supervises team of academic advisors and administrative clerical position; provides case management and monitors early alerts; monitors integrated technology and student progress; resolves student complaints and trouble shoots for students who need assistance solving problems; facilitates admission decisions for prospective transfer students and WSU change of major/minor requests; participates in college meetings to ensure program/degree updates are articulated; reports directly to University Director; holds regular meetings with location advisors; works closely with college student service staff. (50%)</p> <p>Provides proactive academic advising that facilitates student academic success, retention, and timely academic progress. Advises students individually and in groups about program curricula and requirements, academic placement test results, selection of major, major entrance requirements, and graduation requirements that facilitates course registration. Clarifies academic and administrative policies and procedures; assists students with understanding options and potential academic consequences; guides students through decision-making processes; assists student with understanding the academic grievance process; apprises students of academic standing and academic requirements; approves continuing students to register. (50%)</p>
<p>Required Qualifications:</p>	<p>Master’s degree and 3 years of experience in collegiate advising, academic counseling, or student affairs.</p>
<p>Preferred Qualifications:</p>	<p>Leadership and supervisory experience administering an academic advising program or center and/or a comprehensive academic support program.</p> <p>Experience working with diverse student populations; experience working collaboratively with large groups; experience with university computer systems or similar computer technologies, i.e. BANNER Admin, DARS, EAB-SSC Campus; excellent written and oral communication skills.</p>

TENATIVE TIME LINE FOR CENTRALIZED ADVISING

TIMELINE

Phase 1: Summer 2017

- Assemble University Undergraduate Academic Advising Council to finalize model and oversee smooth transition
- Verify job titles and language with HR (consult compensation study)
- Verify university-wide personnel and current job classifications
- Verify current academic advising functions and budgets
- Verify space availability for each site
- Centralize and build budgets for full centralization
- Hire Director of University Academic Advising

Phase 2: Fall 2017 – COSM, CECS, COLA

- **Verify academic advising model** (career clusters or colleges) and caseloads
 - University may need broader review on Ohio Guaranteed Transfer Pathways and meta-majors
- Hire Assistant Director positions

Phase 3: Spring 2018 – CEHS, RSCOB, CONH

- Complete full centralization

Late Spring 2018 (prior to start of Summer Semester)

- Re-deploy advisors to assigned sites based case load under new centralized advising model

July 2017

- Advisors provided timeline
- Identify new space for college Academic Advising as needed

August 2017

- Determine any issues with space and create appropriate budget (for paint as needed, signage, etc.)
- Create marketing campaign to publicize move
- Assistant Director position posted and filled (appointments?, promotions?, posted?)
- Determine caseloads and assignments
- Initiate renovations of space as appropriate
- Begin marketing campaign to publicize move

August - October 2017

- Move COSM and CECS advisors to new space, move identified UC advisors to COLA.

January - March 2017

- Move CEHS and CONH advisors to new space, move identified UC advisors to CEHS, CONH, RSCOB.

Note: In moving advisors, attempts will be made to provide existing advisors a process for indicating preference for location; Director and Assistant Directors will make determination with effort to meet advisors primary preference. In some instances, interviews will be necessary to determine suitability for that advising team.