

SONOMA STATE UNIVERSITY

ADVISING REDESIGN OVERVIEW

DEFINITION OF ACADEMIC ADVISING AT SONOMA STATE: Kuhn (2008) stated that academic advising takes place in "situations in which an institutional representative gives insight or direction to a college student about an academic, social, or personal matter. The nature of this direction might be to inform, suggest, counsel, discipline, coach, mentor, or even teach" (p. 3).

ADVISING MATRIX MODEL: An Advising Matrix Model is a shared model wherein Faculty Advisors and Professional Academic Advisors work together to ensure each student under 60 units completed gets the advising and assistance needed to be successful. All lower-division students (except undeclared majors) and all incoming upper-division transfer students will have an advising team that consists of two advisors, one Faculty Advisor and one Professional Academic Advisor.

In this model, faculty provide guidance on the academic program and career mentoring, while Professional Academic Advisors provide intensive advising regarding barriers to academic success, general education requirements, registration procedures, academic policy, life issues, etc. The Advising Matrix Model allows for flexibility to meet the individual needs of each academic department. Faculty in each department can decide if they want to serve as primary or secondary advisors for their major students with fewer than 60 units.

ROLES: Within the Advising Matrix Model, three specific roles were identified:

Faculty Advisors	Professional Academic Advisors	Referrals
Faculty members provide academic advising and support to advisees from their discipline. They will primarily work with upper-division students (60+ units) by providing guidance and support to students in the work they do in their chosen major, discussing graduate school options, internships, etc. Faculty Advisors in departments that want to do more with lower-division advising will be able to work in tandem with the student's Professional Academic Advisor.	Professional Academic Advisors provide intensive and holistic advising to all lower-division students (fewer than 60 units completed); prospective, incoming, and continuing transfer students; and to any student who is unsure about his or her decision to major in a particular discipline. Professional Academic Advisors can be broken into three sub-categories: 1) The Advising Center Professional Academic Advisors, 2) School-Based Academic Advisors, and 3) Target-Population Academic Advisors (Ex: EOP, DSS, Military & Veteran's Program (MVP Advisor), etc.	Individuals and departments that refer students to Professional and Faculty Advisors. (Ex: Records, Admissions, Administrative Support Personnel, Career Center, Peer Mentors, United 4 Success, Multilingual Achievers Program (MAP), LARC, etc.)

BENEFITS OF ADVISING MATRIX MODEL:

This plan takes a strengths-based approach, allowing Faculty Advisors and Professional Academic Advisors to use their role-specific skills in a coordinated effort to serve students better.

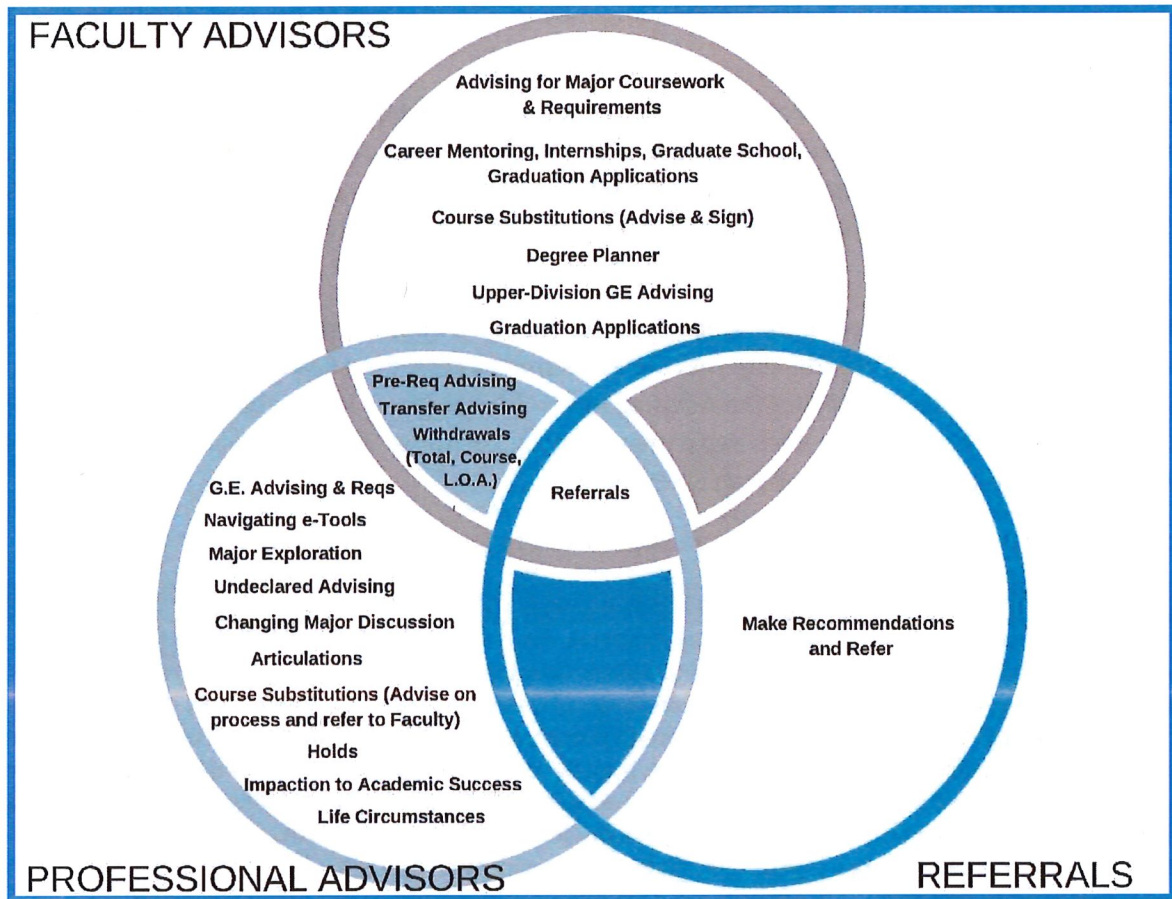
The expanded advising team approach allows for Faculty Advisor and Professional Academic Advisor caseloads to decrease, granting advisors more time to work meaningfully with students.

Faculty Advisors and Professional Academic Advisors will collaborate and support each other to assist each student towards timely graduation.

Faculty will be empowered to engage students in meaningful, discipline-specific ways. Professional Academic Advisors will engage students holistically and intensively that complement high impact academic advising practices as outlined by NACADA and EAB.

SONOMA STATE UNIVERSITY

ADVISING REDESIGN OVERVIEW





ADVISING TASK FORCE REPORT

The Current State of Advising at Sonoma State University

At Sonoma State University, advising has been primarily the responsibility of the faculty. Currently, all declared students work with a Faculty Advisor, while undeclared students work with a Professional Undeclared Academic Advisor in the Undeclared Advising Office. When a student declares a major, he or she no longer meets with an Undeclared Advisor, but switches and begins working with a Faculty Advisor. For upper-division transfer students, in addition to their assigned Faculty Advisor, Professional Transfer Advisors are made available to students to provide extra support as transfer students' transition into the university. Lastly, targeted student populations work with Professional Advisors in Target Population Academic Advisor roles. These include, but are not limited to, Educational Opportunity Program (EOP) Advisors, Center for Academic Access & Student Enrichment (CAASE) Advisors, Athletics' Academic Advisor, Veteran Services Advisor, and Disability Services for Students (DSS) Advisors.

The current situation makes it difficult for students to understand where to go for the most reliable advising. In many cases, students do not know who their advisors are or which one to go to for which service. Faculty have a similar problem in securing an accurate list of their advisees. Despite attempts to improve academic advising on campus, some students continue to fall through the cracks. Making contact with advisors can be difficult and time-consuming. Faculty are pressured to do more to both recruit and retain students, even as their responsibilities rise in teaching, scholarship, and service. With that, advising has become a burden for some faculty. Professional Academic Advisors are uncertain of their roles and are caught between faculty and students.

Advising Survey Results

An Advising Survey was sent out to Faculty Advisors, Professional Academic Advisors, and students on behalf of the Academic Advising Subcommittee on Monday, April 23, 2018. Reminders were sent on the mornings of Monday, April 30, and Monday, May 7. The goal of the survey sent to students was to understand the student experience of academic advising, while the goal of the survey sent to Faculty and Professional Advisors was to understand how they perceive the current state of academic advising at Sonoma State University. The survey was analyzed and fed into the decision-making process of the Advising Task Force.

Advising Task Force

The Advising Task Force was formed in March 2018 under the request of Dr. Lisa Vollendorf, Executive Vice President and Provost, and Dr. Karen Moranski, Associate Vice President of Academic Programs, in collaboration with the Executive Committee (ExCom). The



charge of the Advising Task Force was to review the current state of academic advising and recommend a new advising model to assist Sonoma State University in reaching its Graduation Initiative 2025 graduation goals.

The Advising Task Force was co-chaired by Dr. Karen Moranski, Associate Vice President of Academic Programs, and Jamie Zamjahn, Senior Director of Student Academic Services. Three faculty members were appointed through Academic Senate. They were Dr. Karin Jaffe, Dr. Emily Acosta Lewis, and Dr. Suzanne Toczyski. Two Professional Advisors were chosen to serve on the Advising Task Force. They were Vanessa Bascherini and Tracy Navas. Finally, two students were selected by Associated Students to serve on the Task Force. They were Patricia Ayala Macias and Jonathan Coil.

The Advising Task Force held its Kick-Off meeting on March 27, 2018 and met each week from April 13 through May 18, with two additional three-hour meetings the week of May 14, 2018. This initial report summarizes the recommendations that the Advising Task Force puts forward.

Task Force Goal and Charges

Goal: To ensure all students get the academic advising they need to be successful at Sonoma State University.

Charges:

- Review the current state of advising at Sonoma State, identifying strengths and challenges
- Develop a new advising model for the campus that addresses the following issues:
 - The need for more coherent and targeted advising for first-year students that provides holistic support and guidance for success during the first year of college;
 - Access for students to lower-division advising during business hours throughout the academic year;
 - Knowledgeable general education advising that reduces confusion about pattern requirements and ensures that students move efficiently through the requirements with the fewest number of courses;
 - An effective and seamless transition from high school or previous higher education institution to Sonoma State;
 - An effective and seamless transition from Professional advising in the Advising Center to faculty advising in the major;
 - An effective and seamless transition from the undergraduate career at Sonoma State to jobs or graduate school, in collaboration with career services on campus;



- Effective development of students' ability to use e-advising tools, including LoboConnect Seawolf Scheduler, the ARR, and the Degree Planner;
- Clarify the roles of Professional Academic Advisors, Faculty Advisors, Peer Advisors, and advising referral units
- Review and update advising policies and procedures (hard holds vs. soft holds, identification and change of advisor, etc.), ensuring that communication strategies are developed to inform students of these policies and procedures

Advising Matrix Model

The Advising Task Force recommends that Sonoma State University move to an Advising Matrix Model. An Advising Matrix Model is a shared model wherein Faculty Advisors and Professional Academic Advisors work together to ensure each student gets the advising and assistance needed to be successful. The Advising Task Force strongly believes that it is inappropriate for us to undermine the importance of faculty advising to student success. It would also be inappropriate to move to a model in which only Professional advisors have all of the advising responsibility. A shared model makes sense given our many student populations and their complex advising needs. Sonoma State University's new Strategic Plan calls on us to be student-centered, and that means that faculty and Professional Academic Advisors should both play a central role in ensuring students' persistence to degree and graduation.

The Advising Task Force examined the various problems students face transitioning—into the institution, from undeclared to the major, from lower-division to upper-division, and from the major to graduation—while acknowledging the confusion that may result from multiple advisors during the undergraduate experience. The Advising Task Force recommends the “advising team” approach in the Advising Matrix Model, in which both faculty and Professional Academic Advisors play an important role. The advising team approach ensures that faculty remain a central part of the advising process while guaranteeing lower-division students and upper-division transfer students (particularly incoming transfer students transitioning into the university) receive regular intensive and holistic advising services from Professional Academic Advisors. The team approach also encourages better communication across advisors and departments regarding the progress of individual students.

All lower-division students (except undeclared majors) and all incoming upper-division transfer students will have an advising team that consists of two advisors, one Faculty Advisor and one Professional Academic Advisor. In this model, faculty provide guidance on the academic program and career mentoring, while Professional Academic Advisors provide intensive advising regarding barriers to academic success, general education requirements, registration procedures, academic policy, life issues, etc. Faculty will have the option to be the primary advisor role if they are well-versed in developmental advising. The advising team members are expected to develop collaborative and highly communicative relationships. This



Advising Matrix Model builds on the strengths of both types of advisors and takes advantage of the current advising model. Roles need to be clearly defined, so that Faculty Advisors, Professional Academic Advisors, and students understand each of their roles. When students have multiple majors and/or minors, advising teams will increase in size.

Definition of Roles

Beginning with a definition of academic advising is vital to building the foundation of the advising model. As our national organization, NACADA has an agreed upon definition of academic advising. Kuhn (2008) stated that academic advising takes place in "situations in which an institutional representative gives insight or direction to a college student about an academic, social, or personal matter. The nature of this direction might be to inform, suggest, counsel, discipline, coach, mentor, or even teach" (p. 3).¹

Within the Advising Matrix Model, three specific roles were identified. They were:

1. **Faculty Advisors:** Faculty members who provide academic advising and support to advisees from their discipline. Faculty Advisors will primarily work with upper-division students (60+ units) by providing guidance and support to students in the work they do in their chosen major, discussing graduate school options, internships, etc. Faculty Advisors in departments that want to do more with lower-division advising will be able to work in tandem with the student’s Professional Academic Advisor.
2. **Professional Academic Advisors:** Professional Academic Advisors provide intensive and holistic advising to the following: all lower-division students (fewer than 60 units); prospective, incoming, and continuing transfer students; and to any student who is unsure about his or her decision to major in a particular discipline. Professional Academic Advisors can be broken into three sub-categories: 1) The Advising Center Professional Academic Advisors, 2) School-Based Academic Advisors, and 3) Target-Population Academic Advisors.

<u>The Advising Center</u>	<u>School-Based Advisors</u>	<u>Target Population Advisors</u>
Undeclared Professional Academic Advisors	School of Arts & Humanities / Hutchins Academic Advisor	Educational Opportunity Program (EOP) Advisor
Major-Clustered Professional Academic Advisors	Pre-Business Academic Advisor / School of Business & Economics	Disability Services for Students (DSS) Advisors
Center for Transfer & Transition Programs Advisors	School of Science & Technology Academic Advisor	

¹ Kuhn, T. (2008). Historical Foundations of Academic Advising. In Gordon, Habley and Grites. Academic Advising: A Comprehensive Campus Process. San Francisco: Jossey-Bass.



Retention Specialist		Athletics' Academic Advisor & Eligibility Coordinator Veteran Services Advisor International Student Coordinators Center for Academic Access and Student Enrichment (CAASE) Advisors The DREAM Center Coordinator
----------------------	--	---

3. **Referrals:** Individuals and departments that refer students to Professional and Faculty Advisors. While referrals may offer students recommendations, they should always be sure to send students to their primary and/or secondary advisor for academic advising.

LIST OF REFERRALS AT SONOMA STATE UNIVERTSITY	
United for Success Records Department Admissions Department CAPS Study Abroad Administrative Support Personnel Residential Life Outreach / Pre-Admission Orientation Leaders Multilingual Achievers Program (MAP) Learning and Academic Resource Center (LARC)	Club / Greek Sponsors & Volunteers Financial Aid Student Involvement / HUB Career Center / School-Based Career Centers Peer Advisors Peer Mentors / CSA's SOURCE Military & Veteran Programs Athletic Coaches Instructors' TA's Lecturers (unless receiving WTU for Advising)

Table 2. List of Referrals at Sonoma State University.

Moving forward, Faculty Advisors and Professional Academic Advisors are the only employees on campus who should be in direct academic advising roles.



Responsibilities of Faculty Advisors, Professional Academic Advisors, & Referrals

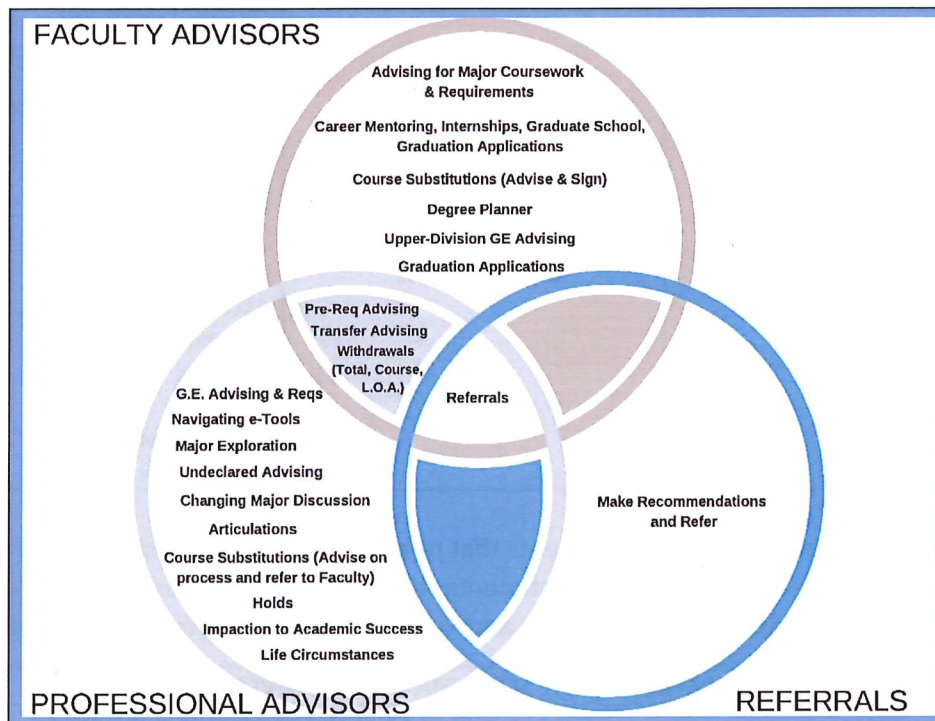


Figure 1. Responsibilities of Faculty Advisors, Professional Academic Advisors, and Referrals.

The Advising Matrix Model allows for flexibility to meet the individual needs of each academic department. Faculty in each department can decide if they want to serve as primary or secondary advisors for their major students with fewer than 60 units.

The Undeclared Advising Office will be redesigned as The Advising Center and should have responsibility for selected major students, undeclared students, and academically at-risk students. The Advising Center will also administer the EAB Student Success Collaborative (LoboConnect) and the Centralized Advising Website. Ten to twelve Professional Academic Advisors (including Transfer & Transition Programs (CTTP) Advisors), as well as peer advisors, will staff The Advising Center. In addition to students' assigned Faculty Advisor, the CTTP Academic Advisors will provide advising to prospective, incoming, and current transfer students. Particular focus will be made toward supporting prospective transfer students through the admissions process, incoming transfer students with the transfer credit process, and current transfer students' understanding of GE requirements, registration procedures, and navigation of e-tools, articulations, and academic policies. The CTTP Professional Advisors will



not provide major advising and, instead, can serve as a referral resource for faculty seeking to provide an additional layer of support for transfer students transitioning into the university.

School-Based Academic Advisors will continue to work with lower-division students in their schools. The Advising Task Force, however, recommends that School-Based Advisors with large caseloads move one or more majors to a Professional Academic Advisor in The Advising Center.

Students participating in specific programs such as the Educational Opportunity Program (EOP), or who are part of an athletic team, will be provided a Target-Population Academic Advisors as their Professional advisor. In addition to the general advising responsibilities, these Professional Academic Advisors provide additional support for their targeted student population.

Training will be necessary for Faculty Advisors, Professional Academic Advisors, and referrals to ensure an atmosphere of mutual support and collaboration. This training will be facilitated through The Advising Center in collaboration with the Faculty Center. The Advising Task Force recommends that the relationship between faculty and Professional advisors be assessed regularly. The Advising Matrix Model will work best if students do not have to switch advising teams often; however, the Advising Task Force understands that students will switch majors and that early declaration of a major can be an important factor in the retention of students. Policies will be implemented to ensure that students meet with and discuss the major with an advising team before registering for classes in the major. Students are required to obtain approval prior to changing majors.

Finally, the Advising Task Force recommends that student advisees are expected to be prepared and actively involved in the advising process. This means that each student must: have a basic understanding of the catalog requirements for graduation and the policies and procedures related to graduation; learn and use the e-advising tools; utilize LoboConnect to understand progress towards degree, milestone courses, and advising appointments; register for the courses agreed to in the advising appointment; and understand and be able to articulate the curricular, co-curricular, and career decisions they make.

Benefits of the New Model

This plan takes a strengths-based approach, allowing Faculty Advisors and Professional Academic Advisors to use their role-specific skills in a coordinated effort to serve students better. The plan will improve the accuracy of academic advising and also preserve and build on best practices for academic advising.

Faculty will be empowered to engage students in meaningful, discipline-specific ways. Faculty members can choose whether or not they want to continue to focus on lower-division



General Education patterns. Faculty advisors and students can engage in-depth career advising and post-graduation planning in the junior and senior years. Faculty that need assistance with upper-division General Education questions can confer with the Professional Academic Advisor assigned to their department.

Professional Academic Advisors will engage students holistically and intensively that complement high impact academic advising practices as outlined by NACADA and EAB (Figure 2 and Figure 3). This will help create closer student relationships and where Professional Academic Advisors are able to more fully assist students at each step of their enrollment. They will be collaborative partners with Faculty Advisors.

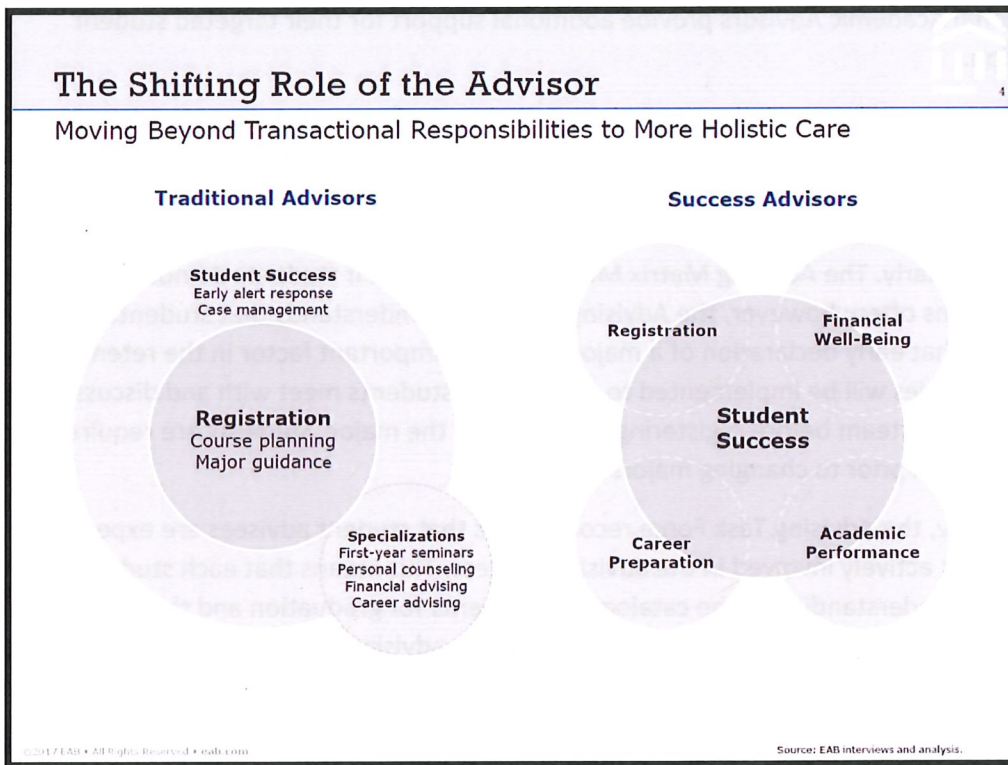


Figure 2. The changing role of Professional Academic Advisors.

Students will gain long-term advising relationships with Professional Academic Advisors assigned to their major. Students will know who their advisors are, where to get advising, and how to set up advising appointments.

The Graduation Initiative 2025 provided each California State University (CSU) campus with funds to reach campus-specific graduation rate goals and to eliminate the achievement gap for underrepresented minority students (URM) and Pell-Eligible students. As of Fall 2018,



Sonoma State University is still 20% points away from meeting our first-time-freshmen graduation rate goal of 54%, 15% points away from meeting our first-time-freshmen graduation rate goal of 75%, and we still have a 9.3% achievement gap for Pell Eligible students. Sonoma State University decided to use a portion of the 2017-2018 funds to hire 13 Academic Advisors. The expanded advising team approach allows for Faculty Advisor and Professional advisor caseloads to decrease, granting advisors more time to work meaningfully with students.

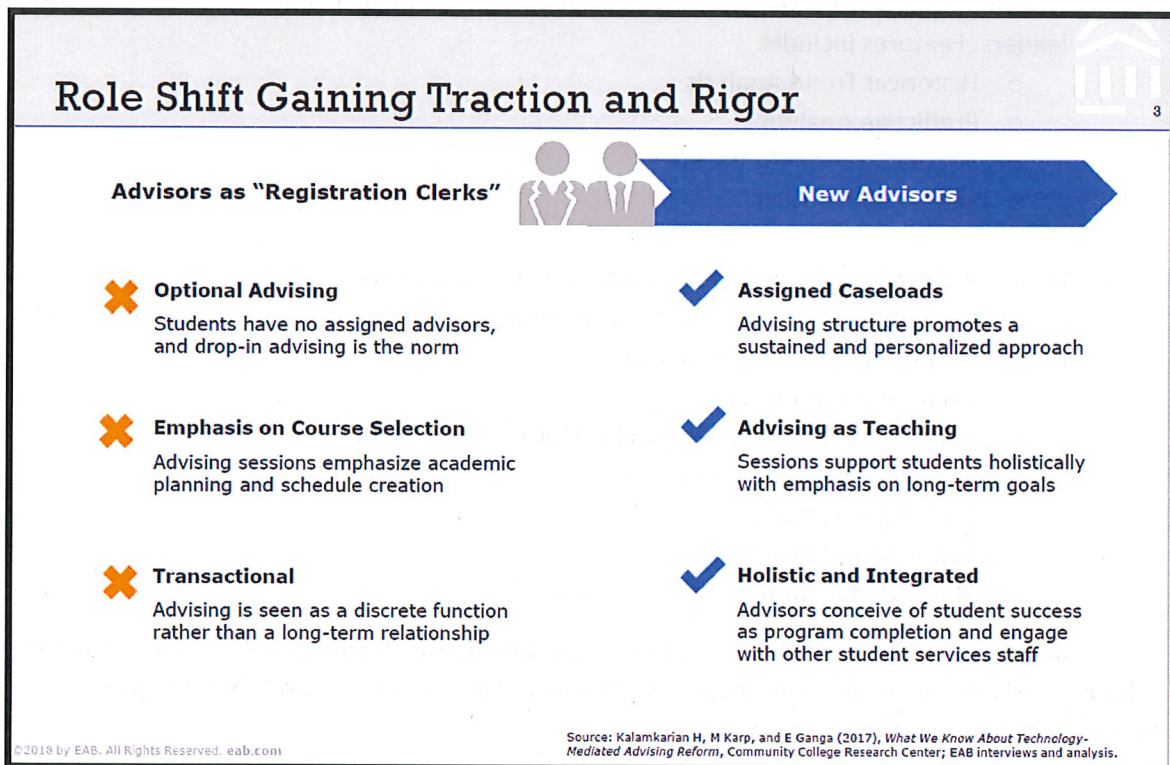


Figure 3. Role Shift of Academic Advisors.

Expanded Academic Advising Tools

On February 9, 2018, Sonoma State University hosted the EAB Student Success Collaborative (LoboConnect) Kick-Off Event. LoboConnect combines technology, consulting, and best practice research to help Sonoma State University use data to improve retention and graduation rates. LoboConnect utilizes a proprietary predictive model that identifies at-risk students, as well as an analytics engine that isolates systemic barriers to degree completion. To complement the predictive model, LoboConnect provides Faculty Advisors and Professional Academic Advisors with powerful communication and workflow tools to transform insight into action and offers administrators customized change management guidance to support



institutional transformation. The Advising Matrix allows for Faculty Advisors and Professional academic advisors to track the progress of their specific advising loads and create interventions, campaigns, and referral cases for their students.

LoboConnect will allow:

- **Academic Leaders and Administrators:** Unlock the power of data analytics, bringing real-time insights and student success management intelligence to administrators and leaders. Features include:
 - Historical Trend Analysis
 - Predictive Analytics
 - Population Health Analytics
 - SSMS Activity Analytics

- **Faculty Advisors and Professional Academic Advisors:** Create a connected and coordinated network of support for every student, enabling targeted intervention and proactive, strategic care. Features include:
 - Smart Student Profiles.
 - Appointment Reports (Replacing Notes in PeopleSoft)
 - Coordinated Care Network
 - Campaign Management
 - Appointment Scheduling
 - Multi-Modal Student Communications

In addition, Faculty Advisors and Professional Academic Advisors will continue to use e-advising tools that include the Academic Requirements Report (ARR), the What If Report, the Seawolf Scheduler, and the Degree Planner.

Finally, in 2018-2019 academic year, The Advising Center will create and implement a centralized advising website. This website will have current and continuously updated information for students, Faculty Advisors, Professional Academic Advisors, and referral units. The website will allow ease of access to advising information and video tutorials for everyone.

General Timeline

Recommendations and Timeline for Immediate Action (Fall 2018 / Spring 2019 / Summer 2019)

Fall 2018

- August 2018: *The Advising Task Force Report* from the Advising Task Force vetted by Academic Deans.



- September 2018: *The Advising Task Force Report* will be submitted to the Provost and Vice President of Student Affairs (VPSA).
- September 2018: Advising ReDesign Implementation Team will meet for first time and continue to meet on a biweekly basis.
- September 2018 / October 2018: After review by the Advising ReDesign Implementation Team, *The Advising Task Force Report* will be presented to the Academic Advising Sub-Committee.
- October 2018: Once approved, the Academic Advising Sub-Committee, will write a letter of recommendation for *The Advising Task Force Report* and send it to the Student Affairs Committee (SAC).
- October 2018: Dr. Karen Moranski and Jamie Zamjahn will present *The Advising Task Force Report* to the Professional Academic Advisor Committee (PAAC).
- October / November: Dr. Karen Moranski and Jamie Zamjahn will present the Advising ReDesign to Department Chairs at each of the school's Department Chair Meetings.
- October – December 2018: The Advising Center will work through the ReDesign and create implementation plan for internal processes and procedures.
- November: Dr. Karen Moranski and Jamie Zamjahn will present the Advising ReDesign to Associated Students.

Spring 2019

- January 2019: Advising ReDesign Implementation Team will continue meetings on a biweekly basis.
- January 2019: The Advising Center will begin its ReDesign with the goal of selected major students by the start of Orientation.
- January – March 2019: Members of the Implementation team will meet with individual departments to discuss how Advising ReDesign will be implemented in each department using the approved checklist.
- March – May 2019: Members of the Advising ReDesign Implementation Team will work with each department to implement and update advising model
- May 2019: Advising ReDesign Party!

Summer 2019

- August 2019: Launch Advising ReDesign for first time freshmen at Summer Orientation.

Fall 2019

- August 2019: Official Launch Advising ReDesign campus-wide.

