

April 16, 2009

Dear Faculty Senate President Barrington:

The Ad Hoc committee for the Center for Student Success has prepared the attached report with its recommendations for the implementation of new Center for Advising and Career Exploration (CACE). The report was sent to the Provost for his review and the committee met with the Provost on April 15<sup>th</sup> to discuss some of the Provost's concerns about the committee's recommendations. I am pleased to announce that the Provost and committee are in full agreement on many of the points as outlined in the recommendations; however, there is still disagreement on three items. In addition, there was one point (recommendation #9) that the committee reworded based upon the Provost's recommendation. The points where there is disagreement are as follows:

- 1.g Role of the advisory council.
2. 2009-10 serving as a transition/pilot year.
- 3.b Departments determining when and how students exit from the center.

The committee fully appreciates and supports the President's and Provost's desire to improve student success on campus and the need for a consistent and effective model of advising across campus. We acknowledge that while some students are receiving high quality academic and career advising on campus, this is not the case for all students. We further concur that action needs to be taken to enhance student satisfaction and success. We are also cognizant of the need to address the NEASC report which cites inconsistent advising as one of the major concerns that must be addressed in our two-year progress report. The committee remains willing and committed to working with Provost Lovitt and President Miller to refine the proposed model to ensure that effective and successful academic and career advising is implemented on campus.

The majority of the committee's concerns and the areas of disagreement surround the implementation of the new CACE. The current plan is to have CACE fully implemented for the Fall 2009 semester with *all incoming students* going through the center for advising. The committee remains *greatly* concerned that this timeline is too short to implement a center without sacrificing quality advising. In addition, the committee is concerned that this plan results in a huge caseload for each of the advisors in the center. The committee recognizes that the estimated caseload is consistent with current NACADA standards and with caseloads of similar centers at other institutions; however, those are based on existing, fully functioning centers with trained professionals. Our center consists of four individuals who are professional advisors and seven individuals who are Professional career advisors. These eleven individuals are currently in the process of cross-training each other to take on the mammoth task of academic and career advising for all incoming students. In addition, many necessary informational resources are currently not on hand at the center. This will require that the new director (only just appointed) work with departments to ensure all of the necessary information, including up to date

curriculum and program sheets, are on hand, as well as work with the FYE coordinator and faculty to articulate with the FYE courses. The committee *strongly* encourages the administration to consider its recommendation of having the 2009-10 academic year serve as a pilot year, beginning with all undeclared students and students who do not meet criteria for a particular program entering the center and obtaining advising and career planning in the center.

We believe this recommendation is important to the success of CCSU students for several reasons:

1. Provides a first-time manageable caseload for the “newly cross trained” staff of CACE.
2. Provides the necessary time for the new director to work with departments to gather all essential information and to set up liaisons with departments.
3. Provides the necessary time for full training of the CACE staff on the intricacies of academic programs.
4. Provides the necessary time for departments to work with the center to determine what role the center can best play in the creation of the departmental plans for advising and career development.
5. Provides the necessary time for the advisory council to form and to begin working with the center and other units on campus to generate an effective model of advising.
6. Provides a sizeable population for assessment of the advising model, allowing for “kinks” to be worked out before the model is implemented fully, while at the same time providing a documented action to be reported to NEASC.

The committee is also *greatly* concerned about the advising of incoming transfer students as this represents a diverse population of students that enter with varying credits and needs. The committee recommends maintaining current practices of connecting transfer student with Departmental advisors while the issues surrounding the advising of transfer students are more fully explored.

The committee feels strongly that an advisory council that works closely with the center and that serves in an advisory capacity to the center to make recommendations about advising practices, and facilitate articulation with admissions, transfer student articulation, the FYE program, departments and other appropriate units be created *before* full implementation of the center. The committee sees the role of the council to ensure best practices of advising, and not as a means to assess and evaluate the individuals within CACE; therefore it should play an active role in the establishment of the university advising model.

The major issue where there is disagreement between the committee and the President and Provost stems from Model 1, in terms of the ability of departments to determine when and how a student exits the center. The current plan proposed by the President has all students remaining in the center for advising for a minimum of 1 semester. Model 1 details a plan where departments could opt out of this model, provided they have a model that consists of a sound academic and career advising plan. This is the one point where the committee and Provost are at an impasse. The Provost and President want a model where *all* incoming students obtain advising at the Center for at least their first semester; that is, students would go to the Center for help selecting courses for both their first and second semesters.

If the recommendation of using 2009-10 as a pilot year were to be considered and implemented as described above then perhaps in addition to the six advantages described, a seventh advantage might be to create “buy in” from the departments. If, in fact, assessment of the piloted model demonstrates that this is a workable plan that will provide quality academic and career advising, departmental

objections to the proposed model would be minimal. In addition department's work with the center during the pilot year to establish their plans for advising and career planning may facilitate curricular and program review and changes that further enhance advising and student success on campus, ultimately resulting in the creation of best practices across campus!

Finally, the committee would like to emphasize that our intentions are not to maintain the status quo, but to work towards change that enhances student success here at CCSU. The proposed recommendations of the committee are consistent with the intentions of President Miller's original proposal, and represent a significant step toward improving academic advising, addressing NEASC's concerns regarding advising and improving student success. Our recommendations include:

1. All departments creating plans for academic and career advising.
2. Recommendations for career planning to extend throughout a student's tenure at CCSU.
3. A mechanism for students that do not meet admission criteria for their chosen majors to receive support in exploring alternatives.
4. A mechanism (advisory council) for effective communication between CACE, faculty and other appropriate units on campus.
5. Recommendations that will ensure increased retention and timely graduation rate.
6. Reduced "run around", by having well articulated plans, and by having all undeclared in one location being provided with consistent advising.

In closing, the committee would like to reiterate its intention to work together with the administration towards an effective, high quality model of advising that serves the best interest of the students and that ultimately leads to increased student satisfaction and success.

Submitted by the Senate Ad Hoc committee

James Mulrooney, Committee Chair, Biomolecular Sciences, School of Engineering and Technology  
Stephen Adair, Sociology, School of Arts and Sciences  
Sharon Braverman, Assistant Dean, School of Business  
Chris Doyle, English, School of Arts and Sciences  
Justine Gamache, Advising Assistant, Advising Center  
Ramon Hernandez, Assistant Dean, Student Affairs  
Nancy Hoffman, Teacher Education, School of Education and Professional Studies  
Joseph Paige, Assoc VP Academic Affairs  
Janice Reska, Assistant Director, Advising Center  
Christopher Pudlinski, Communication, School of Arts and Sciences  
Linda Sershen, Assistant to the Director, Career Services

## **Report from the Faculty Senate Ad Hoc Committee on the Center for Student Success**

### **BACKGROUND:**

In January of 2009, President Miller issued a memorandum outlining a plan for the creation and implementation of a Center for Student Success (Appendix 1). The plan was in response to an ongoing need to increase student success with an emphasis on improving Academic and Career advising – an issue that has been raised repeatedly by NEASC and student surveys. In response to the president's memo, Faculty Senate President Barrington formed an Ad Hoc committee with a series of charges to be addressed (Appendix 2). The Ad Hoc committee met for three consecutive Thursday evenings to address the charges, using the President's memo as a framework for discussion. Prior to the committee's first meeting, two information gathering surveys were sent to the chair of every department to assist the committee in its deliberations (Appendix 3). Since the original memorandum from President Miller, follow-up emails from the Provost and open forums on campus have suggested that the primary focus for now is the reorganization of the Advising Center and Career Services into a single center, tentatively named the Advising and Career Education Center (Appendix 1). The committee focused its work specifically on those aspects of the original proposal.

The proposal/recommendations outlined in this document are the outcomes of the Ad Hoc meeting. The proposal addresses many of the concerns surrounding campus advising, and offers alternative means to accomplish the same goals and assurances as outlined in the president's memo. Our proposal also takes into account the concerns about impact on student success in particular programs and careers expressed by various departments and faculty as they considered the proposed redesign of advising. Specifically it addresses faculty concerns about not being a part of the advising process early in a student's career, advising and career center staff concerns regarding number of students to advise (with existing resources and the affect on the quality of advising), and NEASC's and the administration's concerns about advising problems by requiring all departments to articulate an advising plan.

### **SUMMARY RECOMMENDATIONS:**

1. Merge the Advising Center and Career Services into one unit with a detailed organizational plan.
2. The 2009-10 Academic year will serve as a transition/pilot year.
3. All departments will develop a detailed plan articulating their model for both academic and career advising and planning. Plan will include how and when a student exits the center. This plan will vary depending on the criteria established by the program.
4. All incoming students make direct contact with the Advising and Career Education Center.
5. The Center will serve as the home for all undeclared students.
6. Advising Days/Orientation days should be reworked to facilitate student sessions (small groups) with professionals from the Advising and Career Education Center.
7. All students must receive some form of academic and career planning.
8. Career planning should be incorporated throughout a student's 4-year plan.
9. Eliminate the notion of requiring all students to transition to a School Based Center.
10. Continue work toward a consolidation of student support services.

### **1. MERGE THE ADVISING CENTER AND CAREER SERVICES INTO ONE UNIT WITH A DETAILED ORGANIZATIONAL PLAN.**

- a. Career Services and the Advising Center will be brought together under a single director of the Advising and Career Education Center ACEC (or the Advising and Career Education Services (ACES).
- b. The ACEC's primary mission will be to provide academic and career advising to facilitate timely graduation with established career goals. The Center will be especially valuable for students in transition, which includes undeclared students, students who seek advice regarding a change of majors, students exiting the university who seek advice regarding job and career placements, and students interested in co-operative education and internships.
- c. The Director will report to the Associate Vice President for Academic Affairs.
- d. The Director will regularly attend the Associate Dean's Committee meetings and will have all the rights and responsibilities of other members.
- e. Subject to the approval of the Faculty Senate and the Curriculum Committee, the Director or the Director's designated representative will serve as a non-voting member of the General Education Subcommittee.
- f. The Director will ensure that the advising needs of all students are met and that students experience a seamless transition from the ACEC into the advising structure of the designated major program. The Director in 2009-2010 will solicit advising plans from each and every Department for every academic program so as to structure the advising services that are particular to the variety of academic programs.
- g. An advisory council for the ACEC will be established. It shall consist of one representative from each school identified by the Dean, the faculty director of the FYE program, the Director of Institutional Research and Assessment, four faculty members (one from each school) elected by the Faculty Senate, the Director of Admissions, a representative from the Academic Center for Student Athletes, and the ACEC Director. The council will constitute itself. The Council would be a collective forum for the review of the Center's mission and the generation of new ideas. It will serve as a specific institutional site for building partnerships between faculty and administrative offices. And it will be charged with monitoring, evaluating, and assessing the success of the Center in addressing its mission.
- h. The Director will assign work responsibilities in a way that is both equitable and efficient, but the committee recommends that within the center, individuals get assigned particular responsibilities including assignments as liaisons with Admissions, each academic school, and other units as are deemed appropriate.

## **2. THE 2009-10 ACADEMIC YEAR WILL SERVE AS A TRANSITION/PILOT YEAR.**

The Committee recommends that the 2009-10 academic year serve as transitional/pilot year. This would provide a full year for the new center and the departments to work out the model and minimize any negative impact on student advising. It would also allow for the proper flow of advising and program information from the department level to the center and from the center to the departments, facilitating the formation of the center with all of the degree and program information and allowing for the most accurate and highest quality advising of our students.

## **3. ALL DEPARTMENTS WILL DEVELOP A DETAILED PLAN ARTICULATING THEIR MODEL FOR BOTH ACADEMIC AND CAREER ADVISING AND PLANNING. PLAN WILL INCLUDE HOW AND WHEN A STUDENT EXITS THE CENTER.**

Each department will create a detailed academic/career plan to be followed by students within the chosen major or program, a copy of which will be housed in the center. The incoming Director of ACEC

will devise specific criteria for the formulation of the plan, but the Committee recommends that the plan should identify and describe how the program would articulate with the advising/career center, and include the following:

- a. Time of transition from the center to the department/ school level.
- b. Criteria for transition/exit from the center to the department/school.
- c. In the case of programs with strict criteria (ex., professional programs), the ACEC would offer a path for students to follow in the event they fail to meet criteria (see Model 3).

*A mechanism for monitoring, evaluating, and assessing academic advising within the departments needs to be addressed, perhaps as an additional component of the current departmental assessment process and reporting.*

#### **4. ALL INCOMING STUDENTS MAKE DIRECT CONTACT WITH THE ADVISING AND CAREER EDUCATION CENTER.**

The Committee recommends that all students make physical contact with the new center so that students identify with a person and a location where they can obtain career information, additional advising, and resources for exploring different majors and careers. Regardless of the advising model of the department, each student would make initial contact with the new center.

- a. The Committee recommends that schedule building (for the time being) continue to be handled by the Associate Deans in each of the schools as is currently done, although students might actually receive their schedule through their initial contact with the Center.
- b. Students would come into contact with center during advising days (see below)

#### **5. THE CENTER WILL SERVE AS THE HOME FOR ALL UNDECLARED STUDENTS.**

The Committee recommends that CCSU drop its practice of having students listed as undeclared by schools. All students without a chosen major would be listed as UNDECLARED and assigned to the Advising and Career Education Center (approx 600-800 each Semester-Data from OIRA). First-time full-time students would be limited to 3 semesters (~45 credits) as Undeclared, at which point they must declare a major. From there students would follow the advising plan as articulated by the department/program (see below). Students with more than 60 credits who change their major to Undeclared would be assigned to the center and permitted to remain in the center for only 1 semester.

- a. Undeclared students represent the population of students that require the most comprehensive academic and career exploration/planning; therefore the center would be the best suited place for these students to obtain the advising necessary to lead towards a sound academic/career plan.
- b. The University's admission application would need to be revised to remove options that allow students to choose "undeclared" at the school level.

#### **6. ADVISING DAYS/ORIENTATION DAYS SHOULD BE REWORKED TO FACILITATE STUDENT SESSIONS (SMALL GROUPS) WITH PROFESSIONALS FROM THE ADVISING AND CAREER EDUCATION CENTER.**

CCSU would continue to do summer advising days (seeing approximately 250 incoming students on each day). The procedure would be revised to facilitate the breakup of the group into smaller groups (~20-25) for group sessions with Professionals from the Advising/Career Center. These sessions would introduce the students (physically) to the center and provide the opportunity for the student to identify with the location of the center as well as a member of the Center. It is suggested that during these

sessions the students should complete some meaningful activity related to services available at the center.

The Committee recommends that advising days allow for:

- a. inclusion of faculty during advising days
- b. students to meet and identify with a professional from the center.
- c. students to identify with their "home" department on their very first time on campus. For some it will be the center, for others it will be a department/school based member, depending on advising plan of the student's chosen program (see models).

#### **7. ALL STUDENTS MUST RECEIVE SOME FORM OF ACADEMIC AND CAREER PLANNING.**

All students must have a plan that includes both academic and career planning. For some students this may be obtained through the Advising and Career Education Center, whereas other students would be obtaining this through their home departments. Regardless of where this planning originates, the committee recommends that there be some consistency in the plan, with students obtaining similar experiences whether at the department level or in the center; however the committee noted that depending on the student's program, very different approaches to career advising are appropriate. The nature of the academic and career planning would be clearly articulated in the departmental plan (see item 3). The Committee recommends that the advising plan include a set of criteria and expectations for career planning.

#### **8. CAREER PLANNING SHOULD BE INCORPORATED THROUGHOUT A STUDENT'S 4-YEAR PLAN.**

The Committee recommends that as part of the advising model, Career Services needs to be more integrated into the plan. The majority of departments reported (survey sent to each department) that career planning was done for the most part on demand. Very few departments reported using the services provided by the Career Services Professionals, holding career fairs, career seminars etc. The committee proposes that career planning should be included as part of each department's advising plan. Suggestions included:

- a. A task to be included in the first semester that must be done prior to registration period. At the very least, this activity would serve to "advertise" career resources here on campus. Since students enter with varying career goals and varying clarity on what careers entail, this activity might be drawn from a menu of activities that includes but is not limited to skill or interest inventories, investigations of career opportunities, or other tasks. Some of this might be able to be incorporated into FYE courses.
- b. Additional activities should continue throughout the student's academic plan, which might include components of experiential learning, co-operative education, internships, research, or additional community engagement opportunities.

Departments should include such potential activities as would be appropriate for the particular program/degree.

#### **9. ALLOW DEPARTMENTS TO DECIDE WHAT IF ANY ROLE THE SCHOOL BASED CENTER WILL PLAY IN THEIR ADVISING MODEL.**

To date the plan for including a school based center has not been clearly defined. The general consensus of the committee is that requiring all students to transition to a school based center adds an unnecessary extra layer to the advising process, which would result in some students having as many as

5 or more advisors during their time at CCSU. Currently there are programs that articulate with a school based center, most notably the programs in the School of Business. At present this system appears to work for the school. The creation of a School Based Center and how it operates and articulates with departments and programs should be at the discretion of the school and individual departments. Additional and adequate funding from the Central Administration will need to be provided to fully implement school-based centers.

#### **10. CONTINUE WORK TOWARD A CONSOLIDATION OF STUDENT SUPPORT SERVICES.**

In the *long term*, when space availability and resources permit, the committee encourages the continued consolidation of student academic support services by linking additional units into a cohesive multi-functional organization to address the other elements of student success/support. A more detailed model needs to be articulated as a goal for the ultimate structure of the center. These components could be added in a stepwise approach.

#### **PROPOSED MODELS:**

The committee constructed three models, from the perspective of the student, outlining how and when a student would transition from the center to the chosen department. Below are some general notes on each of the models followed by graphical representation of the model.

##### **Model 1 – Student A – the Declared Student**

Student enters CCSU with a chosen major and transitions to the department/school based on the criteria described in the proposed departmental plans.

- Transition could range from immediately to a defined number of semesters.
  - May address concern of advising/career center staff regarding the total number of students to be served by the center. Faster transition of some students would allow more time for the center to work with, for example, undeclared students.
  - Would allow for departments with large credits in the majors or GE encumbered programs to have access to the students at the earliest time point, facilitating wise course selection and increasing timely graduation rates.
- Allows for the preservation of “best advising” practices currently in operation on campus.

##### **Model 2 – Student B – the Undeclared Student**

Student enters CCSU without a chosen major. (See notes above).

- Model provides a consistent path for all students classified as undeclared.
- Puts students in direct contact with the best resources for major exploration, academic and career planning.
- Sets limits on the duration a student can remain undeclared.
  - May promote retention – current data suggests that 30% of students who entered as undeclared are no longer enrolled by their 4<sup>th</sup> semester at CCSU.

##### **Model 3 – Student C – the Bounce back Student**



Model 3 was designed to describe how the center might be involved for a student who “elects” to change his or her major. For some students this may be a direct transition to a new department. For other students, this would include a return to the center prior to transitioning to the new department. In the case of students who fail to meet the criteria in programs with set criteria for entering/remaining in the program, the bounce back portion of the model would allow for exploration of similar programs or assessments that could assist the student in choosing a different program.

**MODEL 1 – Student A (DECLARED)**  
**Student Enters CCSU with a chosen major.**

Students meet Advising/Career Center Professionals during the Summer Advising Days



**Advising/Career Center**

**Remain in center  
for specified  
amount of time**

Depending on departmental plan, students remain in the center for academic advising for a set period of time, not to exceed three semesters or 45 credits. Student must meet exit criteria.

Student moves from Center directly to:

**DEPARTMENT/SCHOOL  
Advising**

**DEPARTMENT/SCHOOL  
Advising**

CRITERIA WOULD BE CLEARLY ARTICULATED IN DEPARTMENTAL ACADEMIC PLAN, REGARDLESS OF PATH OF TRANSITION FROM CENTER .

**MODEL 2 – Student B (UNDECLARED)**  
Student Enters CCSU with NO chosen major

Students meet Advising/Career  
Center Professionals during the  
Summer Advising Days



Advising/Career Center

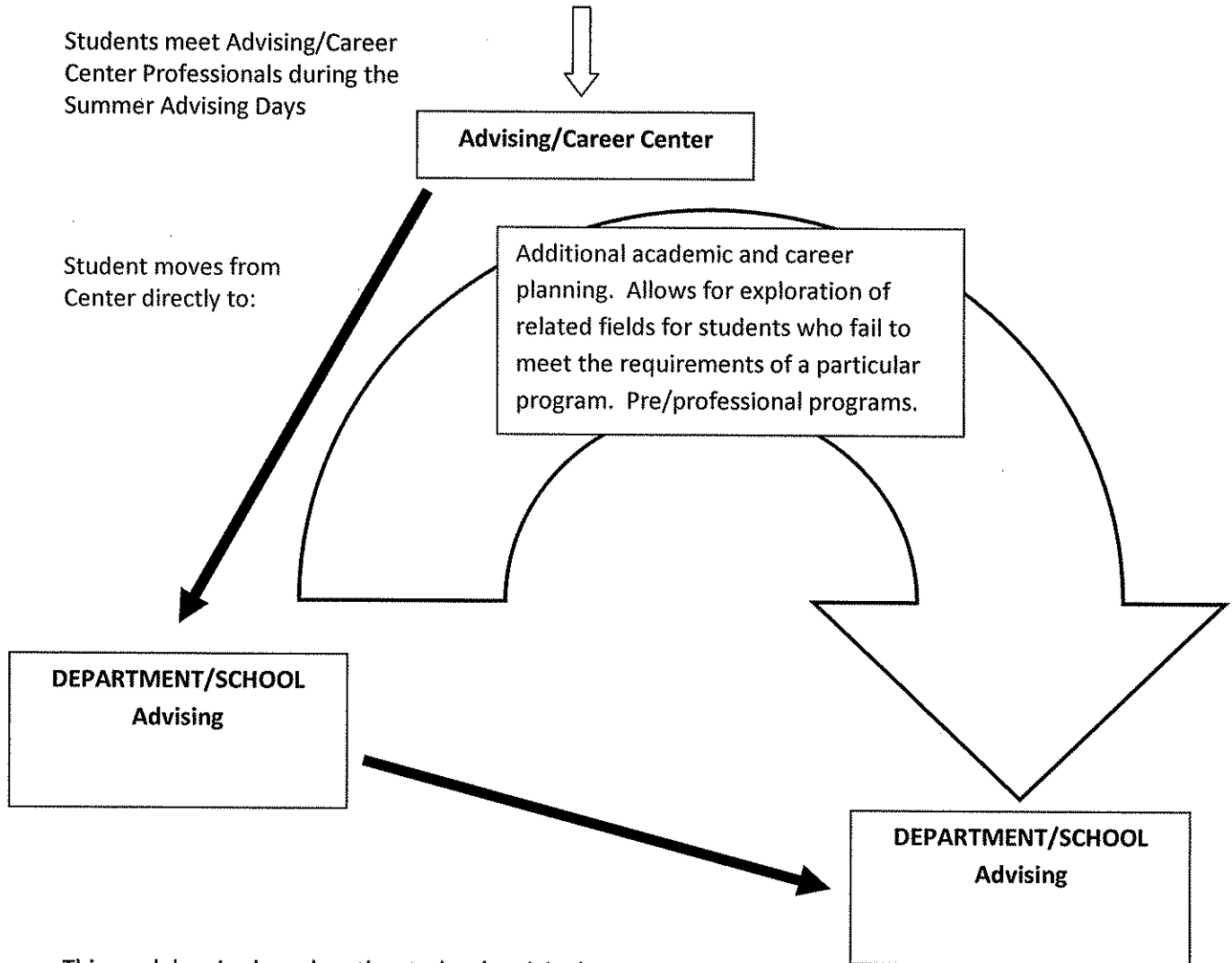


All undeclared students remain in the center.  
Center is their "home department". **NO  
MORE THAN 3 SEMESTERS** (~45 credits).  
Students must then declare a major and  
satisfy the exit criteria/ move to dept/school  
level advising.



DEPARTMENT/SCHOOL  
Advising

**MODEL 3 – Student C (BOUNCE BACK)**  
Student Enters CCSU with a chosen major.



This model varies based on the student's original chosen major.  
Timing may vary based on when criteria for a particular program are not met.

## **APPENDIX 1: President Miller's Memorandum outlining a plan for a Center for Student Success**

### **Enhancing Student Success at CCSU**

Numerous efforts are underway to improve student success at Central Connecticut State University. Among these efforts are Learning Communities, First Year Experience Courses, and an Early Warning Program. Many of our vital efforts have centered on getting an appropriate start for students at Central, which is clearly important and has produced good results. Now we need to expand upon those early year successes. A critical centerpiece of future efforts is the organization and coordination of student advisement and career exploration to be delivered in a comprehensive and coordinated way. The urgency of this initiative is underscored by the report of the NEASC evaluation team, which identifies "the quality of academic advising" as one of four "Concerns" and recommends "a comprehensive strategy to insure that an effective system of academic advising meets students' needs for information and advice."

A Center for Student Success to coordinate efforts for promoting students' academic success is needed. Establishing the center will also enable CCSU to make significant headway in addressing persistent student concerns such as improving the quality of academic advising, avoiding students getting the "runaround," missed advising appointments, faculty advisor overload, lack of proper communication on general education requirements, and adequate retention from first to second year but weaker additional years of retention and graduation.

The following are some of the parameters that will be met in the formation of this center.

- This center will be fully functioning by fall 2009 Semester.
- All new students (first time and transfers) will receive initial advisement through the center.
- Students will continue being advised in the center until they have developed a plan for completing an academic major and have explored career options.
- While students are being advised in the center, master advisors from the schools will give presentations on potential majors and paths to success in the various programs.
- When students exit the advisement center, they will enter a transition phase with a master advisor from their chosen major/school.
- When students are well into the courses in their major, they will be transferred from the master advisor to a professorial advisor familiar with academic programs and career planning in that chosen major.
- Personnel from areas such as Academic Advising, Academic Articulations and Partnerships, Career Services, Disability Services and the Learning Center will staff the center. Current budget restrictions will prohibit the addition of new staff, although that may occur in the future.
- All personnel in the center will have an assigned set of advisees although their advising load will vary based on other responsibilities.

Although this Center will not solve all of our student success problems, it will help dramatically. Over the next several months, Academic Affairs and HR will be working with the SUOAF members who will be affected by the change and their union representatives to discuss how to implement the necessary changes to job descriptions, job titles, and roles. The new approach will provide the following assurances.

- Ensure that all students are oriented to the core values and priorities of the university, such as academic integrity, undergraduate research, community engagement, interdisciplinary study, and international education.
- Ensure that all incoming students receive guidance in developing an academic plan, including an understanding of the requirements and sequence of courses necessary to complete a chosen major, and an understanding of the kind of work they seek to pursue.
- Ensure that different populations of students and students at different academic stages receive the support and guidance necessary for academic progress and timely graduation.
- Ensure that students with disabilities are accurately identified and appropriately accommodated.
- Ensure that students who have not selected a major or who decide to change majors receive appropriate guidance.
- Ensure that students who do not meet the admission criteria for their chosen majors receive support in exploring alternatives.
- Ensure that students who are struggling academically are promptly identified and receive the support they need.
- Ensure that transfer students receive the orientation, guidance, and support that they need to make a successful transition to CCSU.
- Ensure that students planning to transfer to CCSU from the community colleges are advised concerning prerequisites and requirements for their intended majors.
- Ensure that all students are oriented to appropriate units on campus for support or guidance.
- Ensure that students have access to updated curriculum sheets for all majors and information about academic policies and requirements, as well as to online materials to support their academic success and career exploration.

January 2009

Dear Colleagues,

In response to recent questions that the President and I have received concerning plans and progress in establishing a Center for Student Success, I am pleased to offer the following clarification about the vision for the Center and the status of this initiative:

- The cornerstone of this initiative will involve restructuring the Advising Center and Career Services into a single unit—to be tentatively called the Advising and Career Education Center—whose mission will be to ensure that all incoming CCSU students—whether first-year or transfer—are oriented to CCSU and receive guidance in developing an academic plan and exploring career options.
- Monthly meetings have been scheduled to work closely with the Advising Center and Career Services to plan and carry out this reorganization.
- The vision for this Center does not anticipate changing the reporting lines for other units that contribute to student success, but we do envision much closer consultation, coordination, and collaboration among units dedicated to promoting students' academic success. The vision of a Center for Student Success reflects this increased coordination of academic support services.
- The plan for this initiative calls for appointing an existing staff or faculty member to lead the Advising and Career Education Center, to oversee the integration of advising services for all students, and to foster collaboration among academic support services.
- The Faculty Senate has appointed an ad hoc committee that will make recommendations concerning the administration, organization, and implementation of a comprehensive plan to promote student success through improved student advisement and career education; the ad hoc committee will also assist in reviewing and evaluating expressions of interest in providing leadership for the new Center.
- To gain input, discussions have been held with the Student Government Association, Faculty Senate, and Union leadership, in addition to holding an open forum.
- Open forums have been scheduled for March and April to provide an opportunity for updates on the process, to invite input from members of the university community, and to answer any questions.

We look forward to your ongoing support and guidance as we move forward with this plan to help our students complete their CCSU education with purpose and success.

With good wishes,

Carl

## **APPENDIX 2: Faculty Senate President Barrington's Charge for the Ad Hoc Committee**

1. Provide feedback on a potential director for the CSS
2. Be involved developing plans for CSS.
3. Identify best practices from departments and schools with successful advising models.
4. Identify current pitfalls that need to be rectified and avoided.
5. Ensure best practices are incorporated and supported by the campus-wide model.
6. Ensure current pitfalls are avoided and fully addressed.
7. Identify the different avenues through which departments and schools can opt to use the CSS.
8. Help develop the organizational chart for CSS.
9. Develop a transition timeline from current model to new model.



### **APPENDIX 3**

#### **SUMMARY OF RESULTS FROM THE SURVEYS SENT TO THE CHAIRS OF EACH DEPARTMENT**

Two surveys were sent to the chairs of 39 Academic Departments. 32 chairs responded (82% response rate). Of the seven that did not respond, four departments offer either only post baccalaureate programs, or do not deal with students at the freshman or sophomore level, and therefore would not be affected by this proposal. Taking this into consideration, the response rate for academic departments becomes 91%. On the following pages is a copy of the questionnaire with a summary of the data. For each question the responses are depicted (*italics*) as the number of responses out of the total, followed by the percentage.

### Senate Ad Hoc Committee on the Center for Student Success- SURVEY 1

The purpose of this first survey is to get a sense of the current climate of advising on campus. Please consult with the faculty in your department, and then fill out the survey and return to me at [mulrooneyj@ccsu.edu](mailto:mulrooneyj@ccsu.edu) or fax to 832-3562

Department Name: SURVEY RESULTS Person completing survey James Mulrooney

☒ The proposed plan for the Center for Student Success does not affect our program and is not a cause for concern for my department. (4/32; 13%)

Checking this box, in no way limits your right to weigh in on the conversation or to provide any feedback now or in the future. This statement is designed to determine how many departments can work within the guidelines of the proposed model.

#### Part I (check all those that apply)

My department has a current and up to date curriculum sheet ☒ yes ☐ no (31/32; 97%)

If yes is it available in ☒ hardcopy, ☒ electronically (22/31; 71% both)  
(8/31; 26% hardcopy only) (1/31; 3% electronic only)

My department has a current and up to date academic plan to guide students through the program which includes recommended general education courses and a timeline for completion ☒ yes ☐ no (20/31; 65%)

Criteria/standards for entry/admission into the program (☐ NA) are clearly stated and can be found in the ☒ University catalog, ☒ and as a hard copy readily available to students within the department. (17/31; 55% have criteria, 11/17; 65% both catalog and hardcopy, 4/17 Catalog only, 2/17 hard copy only)

#### Part II ( Fill in the requested information/ check the appropriate box)

Total number of faculty in the department, Full time Part-time

All full time faculty serve as academic advisors ☐ yes ☒ no (3/31; 10%)

If no, number of faculty that serve as academic advisors

Part-time faculty serve as academic advisors ☒ yes ☐ no (1/31; 3%)

If yes, number of part-time faculty that serves as academic advisors

#### Part III (Fill in or check)

Thinking only about first-time freshman entering your program answer the following questions.

☒ NA-Students do not typically enter our program as freshman (Skip to Part IV) (7/31; 23%)

All entering freshman are required to take:

a particular Introductory course (ex BMS 102) ☒ yes ☐ no (17/24; 71%)

a set of particular gen ed courses their first semester ☒ yes ☐ no (6/24; 25%)

a set of particular related courses their first semester ☒ yes ☐ no (12/24; 50%)

Total number of credits freshman should register for in their first semester (Avg = 15 credits)

The ideal first semester would include the following required courses (designator and number only of required courses)

#### Part IV –Fitting it together with the proposed model

Considering your responses to the questions above, and assuming this information would be on-hand at the Center for Student Success:

Having all incoming freshman, enter through the new center for initial advising does not present a problem ☐ agree ☐ disagree (8/29; 28% agree, 21/29; 72% disagree)

If you checked disagree, please briefly explain if not obvious from your above responses

### Senate Ad Hoc Committee on the Center for Student Success- SURVEY 2

The purpose of this second survey is to get a sense of the current advising model(s) within your department/program. Please consult with the faculty in your department, and then fill out the survey and return to me at [mulrooneyj@ccsu.edu](mailto:mulrooneyj@ccsu.edu) or fax to 832-3562

Department Name: SURVEY RESULTS Person completing survey JAMES MULROONEY

Please provide answers to this survey by considering **ONLY students that enter your program as First-time Full time students**. We realize that there are other categories of students, such as transfers, returning students etc, which present unique challenges for advising. We plan to address these different categories at a later time.

☒ Check this box if your department typically does not deal with freshman, then skip to PART III (8/32; 25%)

#### Part I (check all those that apply) About your program.

How many undergraduate degree programs (BA, BFA, BS) does your department offer 1-7

Do these programs have more than one track/specialization? ☒ yes ☐ no (14/24; 58%)

If yes how many different specializations/tracks in total does your department offer? 2-12

Which statement best describes the curricular structure of these specializations

☒ Students enter the specialization immediately as freshman (10/24; 42%)

☒ Students enter the specialization *after* completing a common introductory course (5/24; 21%)

☒ Students enter the specialization *after* completing a common core of courses. (8/24; 33%)

How are students introduced to your program(s) and/or specializations? (check all that apply)

☒ Individual meetings or group sessions prior to the student's first registration/orientation to CCSU (13/24; 54%)

☒ During registration/orientation (20/24; 83%)

☒ Through the availability of detailed program sheets (21/24; 88%)

☒ A one-time workshop/session offered during the students first semester (1/24; 4%)

☒ A multi-session seminar course for majors that runs during the students first semester (10/24; 42%)

Course designator and number

☒ On demand, through students making appointments to meet with a faculty advisor (21/24; 88%)

☒ Other Please explain (1/24; 4%)

Does your department offer any type of information session for undeclared/exploratory students to learn about your programs ☒ yes ☐ no. If yes please briefly describe (3/24; 13%)

Would your department be willing to prepare a workshop/session for exploratory students to be offered at the Center for Student Success? ☒ yes ☐ no. (22/24; 92%)

#### Part II Departmental Advising Model

For these questions please base your responses again on traditional first-time freshman. For the purposes of answering these questions, it might be best to consider a student in their first semester preparing for their second semester.

Which statement best describes your current advising model.

☒ traditional model of one-on-one advising done during the pre-registration period where students make appointments to meet with their academic advisors. (21/24; 88%)

- ☒ group advising done during a special session/meeting of faculty with students during the pre-registration period. (0)
- ☒ Advising is embedded in the curriculum, where class time is devoted to advising, with time allotted for student to meet with one or more faculty members. (4/24; 17%)
- ☒ A mixed model where a special session/seminar/workshop is followed by students making appointments to meet with their academic advisor. (4/24; 17%)
- ☒ Other Please briefly explain (2/24; 8%)

During advising sessions which statement is most accurate?

- ☒ Primary focus is on the courses within the major (0)
- ☒ Focus is on the major with some discussion of general education requirements (4/24; 17%)
- ☒ Comprehensive session focusing on major courses, related courses, general education requirements, based on a four year plan. (20/24; 83%)

What tools do you use when advising?

- ☒ Departmental Curriculum/program sheet (25/25; 100%)
- ☒ University catalog (23/25; 92%)
- ☒ CAPP evaluation (18/25; 72%)
- ☒ Transcripts (23/25; 92%)
- ☒ Narratives produced by students (1/25; 4%)
- ☒ Resumes produced by students (1/25; 4%)
- ☒ other Please briefly explain (2/25; 8%)

### **PART III Departmental Career Planning/ Advising**

Does your department do any form of career advising? ☒ yes ☐ no (31/32; 97%)

If yes, please check all those that apply

- ☒ on demand, when students seek out career advice from academic advisor (30/32; 94%)
- ☒ one-on-one career planning with all majors (5/32; 16%)
- ☒ indirect through seminars/workshops given by persons in the field (13/32; 41%)
- ☒ hosting career fairs (8/32; 25%)
- ☒ sending students to the Career Services office in Willard Hall (13/32; 41%)
- ☒ student complete a co-op or internship (17/32; 53%)
- ☒ other Please explain briefly (9/32; 28%)

**PART IV Comments** Please feel free to add any additional comments that pertain to your program structure, advising model, or career planning/advising.