ADVISING TASK FORCE
SPRING 2023 REPORT TO FACULTY SENATE
April 17, 2023

MEMBERS

Mark Jackson, Co-Chair (Biology)
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INTRODUCTION, BACKGROUND, & CHARGE

From the Provost & President of the Faculty Senate:

CCSU recognizes the importance of quality advising for the success of our student's journey through their academic programs towards their ultimate degree and career goals. It is understood that advising is a comprehensive process designed to assist students in timely and successful completion of their degrees while also preparing them for their career or future endeavors. It is also acknowledged that this comprehensive process involves and requires Faculty Advisors, Professional Advisors, Staff, and Administrators. In short, students seek and receive advising through many different facets on campus.

Advising has consistently been identified, through student surveys and faculty and staff feedback as an area requiring improvement. Over the past several years, CCSU has continued to make modifications in our advising model and practices. The 2030 Strategic plan also identifies advising as an essential component in Goal 1.3, *Promote Student-Centered Environment to Ensure Success.* Specifically, "Improve advising such that all undergraduate students are regularly and consistently advised according to their academic and career aspirations." Goal 2.2 *Facilitate Student Success in the College Environment* also relates to advising; specifically, "Prepare our students for successful careers", "Ensure the opportunity for timely degree completion", and "Expand and enhance advising and mentorship".

To ensure that CCSU is meeting the advising needs of its students to support their success, a task force is being created in partnership with the Faculty Senate to review our current advising model and policies and to make recommendations that would lead to an improved advising experience for all students.

In order to achieve this goal, an Advising Task Force was established on December 15, 2022.

The Task Force is charged with the following objectives:
- Review current models and practices of advising on campus and identify best practices.
- Review current implementation of the dual advising model and make recommendations for expanding the model to more students. As part of this task, identify if there are certain populations of students that require a different model to better meet their needs or the needs of programs.
- Review the current mechanics of the advising process, such as the use of pins, priority registration; identifying potential roadblocks for students, and make recommendations for potential changes.
- Make recommendations to the Faculty Senate about the role and charge of the Committee on Academic Advising (Standing Committee of the CCSU Faculty).
- Make recommendations for a more comprehensive advising model that moves CCSU from transactional (course selection/program requirements) to a more developmental model that supports our student's entire journey through CCSU.

TASK FORCE WORK PROCESS AND ACTIVITIES

The task force first met on January 30 and received our charge from the Provost and Faculty Senate President. Subsequent meetings of the full task force were held on February 13, March 6, March 20, March 27, April 3 and April 10. Following the full meeting on February 13, five subgroups were formed to focus in more detail on each area of the charge. Subgroups met throughout February, March & early April. A MS Teams site was used to collaborate, share resources, and interact.

The Provost's Office provided a current organization chart for advising. The Director of Advising and each Dean Liaison noted on the organization chart was asked to provide a summary of the current advising model(s), including dual advising, in place over their area of oversight or responsibility.

A survey was distributed on February 24 via e-mail to all faculty and staff to collect input about current advising practices at CCSU. 183 responses were received. 138 (75%) responses were from teaching faculty. 45 (25%) responses were from administrative faculty.

A supplemental survey was distributed on March 10 to academic department chairs to gather additional information about the implementation of dual advising in their departments. 12 responses (4 SEST, 3 SEPS, 5 CLASS) were received.

Subgroups engaged with additional campus departments to request data and information on their role and contributions to advising activities.

The task force reached out to the SGA for their engagement and collaboration. The SGA had hoped to put out a more comprehensive survey to the student body regarding advising. The task force provided feedback to the SGA on the proposed survey questions and development of this survey. While this

survey has not yet been administered, the SGA was encouraged to continue providing feedback to the Faculty Senate and the Committee on Academic Advising after the submission of this report.

Task force members collaborated with the Provost's Office to conduct 5 focus group World Café sessions with students on March 21, 22, and 30. These hour-long sessions gathered feedback from students on a variety of advising and advising related topics including: advising models and experiences with school based advising centers, faculty advising, advising tools and resources, registration processes, academic challenges experienced and university-wide student support resources. Seventy-six students participated in these sessions. The qualitative findings summary report was provided by the Provost's Office and reviewed as part of this report. Relevant summary and theme findings sections are included in the appendix.

The Provost's Office invited members of the task force to participate in the American Association of State Colleges and Universities' (AASCU) Advising Success Network. The task force invited the Committee on Academic Advising and others to participate in a kickoff call on March 17 with the Advising Success Network to learn more about this opportunity. Eleven CCSU representatives participated. The activities and technical assistance available from the Advising Success Network will continue beyond the work of the task force, several of the initial CCSU participants expressed interest in participating in sessions focused on understanding racial and socioeconomic equity in advising, aligning core components of holistic advising with roles and responsibilities, data-oriented mindset and systems, key components of advising program evaluation, and assessment and advising program evaluation.

The Office of Institutional Research and Assessment (OIRA) provided survey results for several prior years of the National Survey of Student Engagement (NSSE) advising survey results and drafts of advising content from our NECHE 5th year report.

The mission, functions, and responsibilities of the Committee on Academic Advising overlap with many aspects of this task force's charge. Consideration was taken to engage with the CAA and ensure an open dialogue between the two groups. The current chairperson of the CAA served on this task force.

CURRENT MODELS AND PRACTICES OF ADVISING & DUAL ADVISING MODEL IMPLEMENTATION

Summary of Current Advising Structure

During the Fall 2020 semester, the Department of Undergraduate Advising was created, and a Director of Undergraduate Advising was hired. Professional Advisors from the four School Based Advising Centers along with the Professional Advisors in the Explore Central Advising Office were merged to form a new unit called the Department of Undergraduate Advising. The reporting lines for the Professional Advisors changed from reporting to the Deans of the schools, to the Director of Undergraduate Advising. Professional Advisors continued to be in different Advising Centers located across campus within the schools. The Explore Central Advising Center is located with the Director and Associate Director of Undergraduate Advising.

In Fall 2022, CCSU implemented the Dual Advising model for all undergraduate majors. Under the Dual Advising model, each student is assigned both a Primary and Secondary advisor.

Under the current Advising model, the Director of Undergraduate Advising supervises the Associate Director, the Professional Advisors in each of the five Advising Centers on campus, as well as the Professional Advisor at the University's satellite location at Middlesex Community College. Each Advising Center has a liaison to each of the Deans Offices.

All incoming first year and transfer students are advised by the Professional Advisors. Incoming first year students are advised to meet with Professional Advisors at summer Orientation. At Orientation students meet with advisors to learn about degree requirements, university policies and procedures, how to register for classes, and learn how to review and interpret Degree Works.

Incoming freshmen are assigned both a Primary and Secondary Advisor. The Professional Advisor is assigned the Primary Advisor for the student's first year and a Faculty Advisor is assigned as the Secondary Advisor during the first year. After the first year, the Primary and Secondary Advisor are switched. The Faculty Advisor is assigned as the Primary Advisor and the Professional Advisor is assigned as the Secondary Advisor. Pre-Majors in the School of Business, and Pre-Nursing and Pre-Social Work majors in SEPS remain with the Professional Advisors as the Primary Advisor until the student has been accepted to the major. Once the student has been accepted to the major, the Faculty Advisor is assigned as the Primary Advisor and the Professional Advisor is assigned as the Secondary Advisor. Students in the Explore Advising Center are assigned a Professional Advisor as the Primary Advisor until the student declares a major.

During the fall semester, Professional Advisors begin outreach to current student advisees early October to schedule their Academic Advising appointment. In the spring semester, professional advisors begin outreach to advisees in early March to schedule their academic advising appointment. Professional Advisors use Microsoft Bookings to schedule appointments, and students have the option to book their advising appointments in person or online. During the Academic Advising appointment, the Professional Advisor and advisee discuss the student's academic progress, general education and degree requirements, program admission requirements, review the student's degree evaluation, discuss course registration, discuss possible summer course enrollment at CCSU and/or alternate institutions, and discuss any personal concerns or challenges that the student may disclose during the meeting.

Professional Advisors onboard all incoming transfer students. Outreach to new transfer students from the Professional Advisors usually begins in early October for Spring admits and early March for Fall admits. Incoming transfer students are advised individually or in group settings depending on the school they are entering. SEPS, Business, and Explore Central Professional Advisors meet with transfer students individually. CLASS and SEST Professional Advisors often meet with transfer students in small group settings, as well as individually. During the Transfer Advising meeting, Professional Advisors review transfer credits, discuss academic planning for the upcoming semester, explain program and degree requirements, general education requirements, discuss university policies and procedures, available campus resources and support, and teach students how to register for classes and how to use Degree Works. Transfer students are then assigned a Faculty Advisor as the Primary Advisor and a Professional Advisor as the Secondary Advisor. Pre-Business transfer students, along with Explore, Pre-Social Work and Pre-Nursing transfer students are assigned the Professional Advisor as their Primary Advisor until acceptance into the major.

Students who have not yet applied to CCSU but are considering transferring to CCSU can meet with a Professional Advisor designated for Pre-Transfer Advising. The University now has a Professional Advisor

located on the Middlesex Community College campus that works with transfer students from all institutions. The Pre-Transfer Advisor assists potential students with the transfer application process and transfer credit questions. With the launch of CT State Community College this fall, curriculum and catalog changes have resulted in significant updates to transfer articulations and added complexity to pre-transfer advising activities.

Dual Advising Implementation

Each Dean Liaison provided the task force with a summary of the advising model currently implemented in their schools. These details were matched against a Fall 2022 enrollment report by major found on the OIRA website to account for all undergraduate programs offered at CCSU. Advising information for students served by the Bachelor of General Studies (BGS) program, Educational Opportunity Program (EOP), Federal TRiO programs, Veterans Affairs, Honors Program, Traveler's Edge, Student Disability Services, Center for International Education, and Academic Center for Student Athletes was provided by the persons in charge of these units.

Table 1 in the appendix shows a summary of the advising model implemented for each major. According to this information Dual Advising seems to be the only model used across schools.

The following challenges and concerns regarding the implementation and current status of the dual advising model were identified during our review:

- There has been difficulty communicating to students that the primary advisor relationship is changing, and they are being transferred from a professional advisor to a faculty advisor.
- Students often must build a new advisor relationship from scratch after the transfer of their primary advisor from a professional advisor to a faculty advisor occurs.
- By first working with a professional advisor as their primary advisor, students are missing the relationship building with faculty early on in their academic journey. While a faculty member may be assigned as a secondary advisor during this time, clear role expectations or opportunities for collaboration between the primary professional advisor and secondary faculty advisor to support the student are often not in place.
- Since the removal of the PIN requirement for registration, many upper-class students are not seeing either their primary or secondary advisor.
- While the dual advising model, in theory, can work, there seems to be a breakdown of communication across the campus and uncertainty as to how it works or should be working. For example, many faculty and staff are uncertain as to when students make the transition to their faculty advisor as the primary advisor. Is it by credit? Is it by classification (i.e., sophomore year) Is it by status in their major?
- The dual advising model seems to be disjointed in its implementation leaving the task force with an unclear picture of the overall process or its effectiveness.

To better understand the challenges of implementing the Dual Advising model within each academic department, a supplemental survey was sent out to each Department Chairperson. Only 12 Chairpersons responded to the survey. Below are excerpts from survey responses when asked about the main challenges facing the implementation of the dual advising model:

- ✓ *"I did not think that there was a "dual advising" model. I thought it was, in practice, a sequential advising model with very little communication between the two teams."*
- ✓ *"I didn't realize we were using the Dual advising model until we received the request to assign advisors last semester. The challenges we face are the usual ones - students don't know who their advisors are, how to find that out, how to contact their advisors, or when they should contact them (they also don't realize how easy it is to change faculty advisors if they prefer to meet with someone else)."*
- ✓ *"There have not been challenges as the advisor for our students was the same person from the start of our involvement in this model and she worked very well with us"*
- ✓ *"As long as the professional advisors are good, there isn't a challenge. Without PINs, it doesn't really matter how good our advising model is."*
- ✓ *"I did not think that there was a "dual advising" model. I thought it was, in practice, a sequential advising model with very little communication between the two teams."*
- ✓ *"I'm not sure why a dual advising model is necessary. I think students are confused about who is their real advisor. A better system would focus on a smooth transition from the CLASS advisers to the department advisers. I think it's important to get the student into the department for advising as soon as possible. That helps the student to feel that she is fully a part of a department, rather than caught in limbo between an administrative office and an academic department."*
- ✓ *I am not aware of any added benefits of the dual advising model. There is NO communication between the second advisor and the faculty advisor, and it seems to be duplication of effort and an idea that has been very poorly implemented."*

Student feedback from the World Café sessions highlighted many positive experiences working with advisors who were helpful, took the time to get to know the student, and provided helpful "game plans" of the student's path toward graduation. However, transitioning from school-based advisors to faculty advisors has been a difficult process for many of the students. Some students noted that they were not aware the process had even taken place. It was also clear from the responses that there was a range of experiences with advisors. Students commented on their want for more proactive advising, advisors who are knowledgeable about all areas of the student's program, including general education and majors, and having a clear sequential academic plan or journey map that carries a student through to graduation. Students noted that sometimes it felt as if some advisors have too many students and that they wanted to have an easier process for contacting advisors. Students want advisors to be patient and respond empathetically to students and to get to know them.

A major theme kept coming up across all subgroups, survey responses, and conversations with faculty and staff is that there is a lack of common understanding or agreement of what our dual advising model currently is or how the university intends for it to work. The task force reviewed the Dual Advising Workgroup Memo dated October 30, 2019, that was sent to the President and outlined recommendations for the implementation of a dual advising model. This memo is included as an appendix to this report. Many of the core recommendations made by this workgroup have not been implemented or have not been fully implemented, which may have contributed to the current confusion, poor communication, and lack of understanding of our current dual advising model.

At the time of the 2019 memo, there were 12 professional advisors. Today there are 15 professional advisors plus an Assocaite Director and a Director. While a major investment has been made in

professional advisors there has been insufficient investments made in the training and development for faculty advisors or the formal roll out of a comprehensive dual advising model.

Also, the 2019 memo proposed a hybrid-style reporting structure for professional advisors, having both an undergraduate Director of Advising and a lead advisor in each school based advising center that works closely, via a dotted line reporting structure, with each Dean Liaison and the school's chairpersons, and faculty advisors. This model was recommended so that it allowed for expanded collaboration between the faculty advisors and the professional advisors as they work together to meet student needs and implement an integrated and structured dual advising model. This model has the potential to help address training, collaboration, and communication concerns that have been identified.

Faculty & Staff Survey Themes

The Advising Task Force created a brief survey for Faculty and Staff to ask their opinions of the current advising practice at CCSU. A total of 138 teaching faculty and 45 administrative faculty responded to the survey. One of the questions on the survey was:

Please provide any suggestions for the improvement of our current advising model.

The following themes repeatedly emerged from this question and reflected the Administrative and Teaching Facultys' perception of enhancing our current advising model.

- **Director of Advising vs. Dean's Office/Academic Schools**

Several responses were in favor of Professional Advisors reporting to the Dean's Office/ Academic Schools. It was cited that there is better communication/connection/sense of belonging/connection/pride with the schools/ positive employee morale when the professional Advisors report to the Dean's Office. Referenced a lack of communication between the Dean's Office/ Academic Schools and Department of Undergraduate Advising (Director). There was a collaboration and partnership benefits to Dual Advising when Professional Advisors were reporting to Dean's Office/Academic Schools ***"The current model, The School Based Centers struggles with a disconnect in communication, direction, training, and leadership."***

- **Communication**

Confusion regarding precise details on Dual Advising. Program/degree changes, updates, sequences, requirements, etc. are not properly distributed and also not consistently communicated. Include Professional Advisors in academic department meetings. **"There needs to be more communication between faculty and the Advising Office". "Make it mandatory that each academic department has update curriculum sheets and academic maps"**

- **Faculty Advisors**

New Faulty Advisors should be required to be trained. Learning opportunities should be provided for faculty on best practices in advising at their level. Offer incentives or compensation to strong Faculty Advisors. Routine training on General Education curriculum, Appreciative Advising, Mental Health training, and team-building exercises. Remove advising assignments from less interested Faculty

Advisors. *"Recognize that not all faculty members should be advising students." "There is a huge imbalance among faculty in advising loads and therefore in student access to advising."*

- **Scheduling/Availability**

All faculty and staff advisors should use the Bookings tool to schedule meetings. Virtual, phone, and in-person options should be offered. Flexible times should be extended. Availability of faculty advisors during school vacation periods. Timely and easy access to advisors through appointments, drop-in and email inquiries. Clarity on who to meet with and how to reach advisors. Access to advisors in different colleges. Transparent process to change advisors. *"Make clear that the Department Chair does advising in the summer, not individual faculty members"*

- **Centralized Model**

Recommendations to improve a centralized model. Across School Based Centers, there is a disparity in expectations, compensation, and workload. Consistency is an issue with separate centers. *"I am a counseling faculty and there are some amazing advisors on campus, but they seem isolated in various buildings, and I believe they should be centralized and not divided."*

- *Student Populations*

The survey that was distributed to all faculty and staff asked respondents to identify if there are certain populations of students that might require a different model better to meet their needs or the needs of programs. Many different student subgroups were identified in survey responses including: first year students, transfer students, commuter students, honors students, student athletes, students experiencing academic difficulties. In most cases, corresponding departments or university personnel provide supplemental or developmental advising or support services that are specific to the unique needs of each population.

MECHANICS OF THE CURRENT ADVISING PROCESS

Undergraduate Registration PIN Advising Requirement

The task force reviewed feedback about registration PINs from recent Faculty Senate meeting minutes, campus wide faculty and staff survey, survey data from SGA survey presented at the 10/17/22 Faculty Senate meeting, student feedback from five world café sessions coordinated by the Provost's Office in March 2023.

The faculty and staff survey generated 138 responses from faculty and 45 from staff (183 total) to the questions: *What are your thoughts on the use of pins for registration. Should they only be used for priority registration?* A review and coding of responses indicated that 62% of respondents felt that all students should have pins all the time, and an additional 15% responded that certain students (e.g. priority registration, freshmen, freshman and sophomores, probation) should have pins, and a further 12% responded that pins are useful to get students to come to registration but that other incentives should also be used to encourage meeting with an adviser. In sum, 83% of respondents felt that pins were beneficial for getting students to meet regularly with their advisers. In contrast, only 9% of faculty and staff respondents felt that pins were not useful or were an impediment to registration, and the

remaining % expressed no opinion. A breakdown of responses by faculty and staff are shown in the table below, and both groups shared similar opinions. Detailed comments from the survey can be found in Appendix V.

There was a strong negative response to the removal of PINs last summer while fall 2022 registration was in progress. Several responses indicated they should be immediately reinstated and cited examples of students enrolling in incorrect or unneeded courses last fall or this spring. *"Removing PINS last semester had caused many of my advisees not making appointments to meet with me. They waited till last minute (some just before the start of the spring semester) to contact me with help to register for classes."*

*S*tudent feedback from the World Café sessions did not generate substantial feedback about the PIN requirement. However, some students noted that they preferred not having a PIN and suggested that PINs be used for certain groups of students, such as new first-time or new transfer students.

The task force co-chair presented faculty and staff survey responses that overwhelmingly called for a restoration of the advising PIN requirement to the CAA at their 3/30 meeting. CAA members were asked to consider a recommendation that PINs be restored for all undergraduate students. The CAA voted to not endorse a return to using PINs for all students at this time. As part of the discussion with the CAA, there was discussion that PINs might be useful during certain timeframes of advising and registration periods or useful for certain student groups, such as new first time and new transfer students.

Additional feedback from the CAA meeting:

- PINs do no good if the advising is not good
  - Emphasis needs to be placed on better training for advisers
  - PINs (and forced advising) do not guarantee that the student signs up for the correct courses. Students can register for anything that Banner allows to them to register for, it does not matter what the advisers advise

- From the student perspective, PINs do create a barrier even when the advising is good.
  - Having to wait for an advising appointment can result in a student miss their priority registration time. Not having PINs would allow the student to register and reserve spots and they can always meet with the adviser and change schedule later if needed.
  - This is a particular issue during intersession when it can be difficult to get ahold of an adviser.
  - Students need to take responsibility for their own knowledge of their program. For students who do take this responsibility, the PIN is insulting. For students who do not take responsibility, forcing them with a PIN is not helping them take responsibility.

- Better communication can be made to encourage the benefits of advising
  - PINs create an atmosphere where the main purpose of advising becomes scheduling of courses. With the rush in the pre-registration period, scheduling is the priority and other types of advising are not addressed
  - Better communication of the advising process would be more useful. Regularly inform students of who their (dual) advisers are and that they are available as needed, not only for questions regarding scheduling but other.
  - Advisers need to reach out frequently to advisees, not solely at pre-registration time.

- - o Rather than PINs, more emphasis needs to be placed on improved resources to make it clearer what classes a student needs. Academic maps must be kept up to date, and must be readily available to the student

- The survey responses indicate that many faculty had concerns about students making incorrect choices in classes, however there are other options that may be more helpful than simply requiring pins.
  - o The primary source for information about which courses are required for the major/minor should already be clearly laid out in the academic map, in the catalog program description, and in Degree Works.
  - o Additional aids could be produced by departments when there is a common misunderstanding of courses, or sequence of courses, and in the long term this would be more useful than using a PIN to generate a few minutes of discussion with an adviser.
  - o Some programs have certain course sequences, but this should already be clearly stated in an academic map. Ensuring that these resources are current and readily available would be more useful than pins.
  - o There were some faculty comments in the survey about students taking courses without the proper prerequisites. However, Banner should not allow that to happen without an override, so if it is happening it is not a problem that would be resolved with PINs. Without further information or examples the taskforce cannot make a determination on this issue
  - o The problem of correct sequencing of courses can in most cases be resolved by establishing and communicating prerequisites for the course. If these problems are occurring, a review of curriculum would be more useful than PINs.

The mission of the CAA is to monitor and examine undergraduate advising at the University and provide recommendations for changes and improvements. Without the endorsement of the CAA, the advising task force chooses to not make a recommendation to restore the undergraduate advising PIN requirement. The CAA should review the merits and use of PINs for advising and recommend any future changes to the administration through their formal role in the shared governance process.

Undergraduate Priority Registration

Approximately 13% of undergraduate students received priority registration access during the fall 2023 and spring 2023 registration cycles. Eight student groups received priority registration: student athletes, student veterans, resident assistants from Residence Life, Honors program students, students recommended from Student Disability Services, cheerleaders, admissions tour guides, and Success Central mentors. Priority registration for undergraduates permits students to begin registering on the first day of registration, on the same day as graduate level students.

Access to priority registration for the designated student groups has typically been granted at the discretion of the Provost, although priority registration for student veterans was added through a Faculty Senate bill that was subsequently approved by the University President. While there are not any formal standards or guidelines in place for the granting of priority registration to student groups, most groups have significant scheduling commitments outside of their class meeting schedule. Access to priority registration permits these groups to register when course availability and scheduling flexibility is greater than that during standard undergraduate registration.

The Provost shared with the task force that there are additional student groups who have requested priority registration. Without evaluating the merits of the requests from these additional groups, it is noted that 13% of students who already receive priority registration is a substantial population of undergraduate student body. Additionally, implementation of the new Civitas student registration and schedule planning tool provides new ways for students to create potential schedule scenarios and register for classes while working around out of classroom commitments. This tool may negate or reduce the need for some student groups to have priority registration. The task force recommends a one-year pause on new approvals for priority registration to allow students time to use the new Civitas tool. Going forward, the task force recommends that the Provost consult with the Committee on Academic Advising to evaluate any additional student group requests for priority registration. The task force also recommends that the Provost reevaluate a group's approval for priority registration on a reoccurring basis, such as every 4 years, and solicit the recommendations of the Committee on Academic Advising in this process.

ROLE AND CHARGE OF THE COMMITTEE ON ACADEMIC ADVISING

The Committee on Academic Advising is a Standing Committee of the CCSU Faculty, and according to the CCSU Faculty Senate Bylaws *"Standing Committees of the Faculty are committees established by the Faculty Senate, with membership and responsibilities that extends beyond a single department or school, whose membership is open to some or all faculty members (including those who are not members of the Faculty Senate)."*

The mission statement of the Committee on Academic Advising states the following*:*

> *The Committee on Academic Advising serves as a collective forum for the review of the University's undergraduate advising systems and the generation of new ideas. The committee serves to build partnerships between faculty and administrative offices as it relates to advising. The committee monitors and examines undergraduate advising at the University and provides recommendations for changes and improvements.*

The Committee bylaws further state the following functions and responsibilities:

> ***Functions and Responsibilities***
>
> 1. *Define academic advising and establish outcomes for advising*
> 2. *Articulate the roles and expectations of the various advising systems on campus*
>   i. *Department of Undergraduate Advising*
>   ii. *Academic departments (including faculty advisors)*
>   iii. *Supplemental systems*
> 3. *Build partnerships to facilitate effective advising collaborations, both internal and external to the University*
> 4. *Consult with other constituencies on campus when appropriate*
> 5. *Monitor and examine undergraduate academic advising*
> 6. *Make recommendations regarding academic advising*

Therefore, the task force believes that, in the spirit of shared governance, the Committee on Academic Advising must be the forum where faculty and administration form a strong partnership to ensure that the University community utilizes the most effective academic advising practices, with the goal of maximizing student success. To gain a more expansive understanding of how the Committee on Academic Advising has operated over the last few years, the task force reviewed Committee minutes from previous years, consulted with the current Chair, and met with the full Committee twice to gain feedback. In that review, the following concerns were noted that have impacted the effectiveness of the Committee:

- Members of the Committee on Academic Advising expressed frustration with the reactive, rather than proactive nature, of the Committee's focus for several years. The cause of this sentiment is a result of exclusion from initial discussions about the Dual Advising Model that were initiated during a workshop in the summer of 2019. While this workshop included faculty and staff from across the University, the Committee on Academic Advising was not specifically consulted in the planning. Following this 2019 workshop, a task force was convened in the fall 2019 semester, which created the major blueprint for the Dual Advising Model, again without significant coordination with the Committee on Academic Advising. When the task force report was released to the Committee on Academic Advising in December of 2019, they were immediately placed under pressure to react to the Dual Advising Model because the desire was to implement the new model as soon as possible, rather than proactively participating in the initial discussions on the model.
- During the 2021-2022 academic year, much of the work during committee meetings was in response to a request from the Faculty Senate's Bylaws Committee to make significant changes to the Committee on Academic Advising's membership. Specifically, much discussion was dedicated to elected membership of the Committee and the role of ex officio members. This process expanded to an extensive debate in the Faculty Senate concerning decision making authority versus an advisory role for the Faculty Senate. This debate occurred over several Faculty Senate meetings, and together with the bylaw revisions to membership absorbed much of the Committee's time.
- During the current 2022-2023 academic year, the Committee was significantly delayed because the bylaw changes to the membership from spring 2022 resulted in many delays electing the members. The final membership of the Committee was not established by Faculty Senate until November 2022, so the first meeting could not be held until December 2022.
- In January 2023, the Committee on Academic Advising was again put into reaction mode because of the formation of the current Advising Task force, which in many aspects duplicated the functions and responsibilities of Committee on Academic Advising. As a consequence, the Committee meetings for February and March 2023 were primarily devoted to discussions with the Advising Task force.
- Finally, the Committee on Academic Advising feels hindered not only because they have only an advisory role and not a decision-making role, but they also feel there is a lack of timely communication with the administration on issues concerning academic advising.

In recognition of the difficulties related to being reactive instead of proactive, lack of timely communication with administration, and lack of decision-making authority, the task force makes the following specific recommendation.

The Committee on Academic Advising's bylaws should outline specific actions that are to be completed by the Committee annually, and, if applicable, to whom in the administration the results should be forwarded. This is especially beneficial to the new chairs of the committee, as they will have a template to follow for each year. Examples may include the following:

a. The Committee should devise an assessment tool based on desired outcomes of advising and annually consult all relevant parties.
b. Academic Affairs establishes a list of student groups that are given priority registration. We recommend that the Committee meet annually with Academic Affairs to review and revise priority registration.
c. The Committee should complete an Annual Review of the Dual Advising Model and report the findings to the Faculty Senate.
d. The task force encourages the Committee to regularly liaison with deans regarding advising.
e. The Committee should advocate for and oversee faculty training on academic advising.

Additionally, in collaboration with the Provost, we encourage the Committee on Academic Advising members to attend the American Association of State Colleges and Universities' (AASCU) Advising Success Network technical assistance and workshops. Many of these sessions will likely occur during the Fall 2023 semester.

ADVISING BEST PRACTICES & MOVING TOWARDS A COMPREHENSIVE ADVISING MODEL

Advising Best Practices

The National Academic Advising Association (NACADA) is an association of professional advisors, counselors, faculty, administrators, and students working to enhance the educational development of students. NACADA promotes and supports quality academic advising in institutions of higher education to enhance the educational development of students. NACADA provides a forum for discussion, debate, and the exchange of ideas pertaining to academic advising through numerous activities and publications. NACADA also serves as an advocate for effective academic advising by providing a Consulting and Speaker Service and funding for Research related to academic advising.

NACADA developed their Academic Advising Core Competency Model in 2017 for primary and faculty advisors, advising supervisors and managers, and learning professional, trainers and researchers. This framework serves as the foundation for effective advisor training programs and advising practice. The three components are conceptual, informational, and relational.

- Conceptual component provides the context for delivery of academic advising
- Informational component provides the substance of academic advising
- Relational component provides the skills that enable academic advising to convey the concepts and information from the other two components to their advisees

To provide the most beneficial advising support, anyone who is 'advising' students should be able to understand all three components and apply them as needed when working with students. See appendix for additional details from NACADA for each competency.

In February 2022, a group of advisors gathered to discuss best practices for advising at-risk first year students. We believe this could be a great starting point in advising all students at CCSU. Moving from a prescriptive advising style to more developmental advising. They identified three themes: advisor-initiated interactions, basic needs, and success skills. These themes will challenge advisors to gain a better understanding of how to support our students beyond course selection.

Below is a summary of these three themes from the NACADA Website.

Advisor-Initiated Interactions

Since Crookston first differentiated between prescriptive advising and developmental advising in 1972 (Crookston, 1994), there have been many proposed advising approaches based on perceived student needs. More recent approaches, such as strengths-based and appreciative advising, recommend that advisors take a proactive role in communicating with students and highlighting student strengths in advising sessions. Many of the needs identified at the Advising First-Year Students (AFYS) community gathering related to utilizing such intentional advising approaches. Several members suggested that at-risk first-year students benefit from proactive advising via regular check-in meetings. Other named needs aligned more with an appreciative advising or academic coaching model, such as advisors facilitating discussions related to realistic goal setting, motivation, and accountability. Through utilizing an intentional advising approach, advisors can gain a better sense of students' individualized needs and make referrals to other student services on and off campus as necessary.

When considering ways to meet this need, advisors at the AFYS community gathering highlighted the importance of developing rapport with students. It can be challenging to connect with students once they are facing academic challenges, as the students may feel embarrassed, disappointed, anxious, and/or fearful, which can impact their willingness to reach out for support. Advisors can address this challenge by normalizing help-seeking behavior and educating students about advising practices through an advising syllabus that delineates expectations, expresses personal advising philosophies, and explains the benefits of developing an advising relationship. In addition, advisors can proactively schedule group or individual advising appointments. Advising meetings provide an opportunity for advisors to create a judgment-free space for students by using active listening, asking open-ended questions, checking their own personal biases, and allowing students an opportunity to share their perspectives and experiences. Creating such an environment can help students feel heard, safe, and supported, which can enable them to begin working through the emotions they experience as a result of facing academic challenges.

It is important to recognize that, while face-to-face advising is ideal, it is not always plausible for students. In order to provide more access and connection to this population of students, advisors should consider making resources available that are easily accessible and regularly updated, as well as considering other communications platforms if students prefer texting to calls or emails. Advisors can maximize the effectiveness of communications by following an intentional schedule that coincides with semester events or by sending follow-up messages after meetings to ensure the desired outcome of the one-on-one advising sessions.

Basic Needs

Regardless of the theory informing an advising approach, advisors at the AFYS gathering indicated that at-risk first-year students must first have their basic needs met in order to improve their academic performance. A sense of belonging in the campus community has been well-established in higher education research as positively related to student academic performance and retention (Gopalan & Brady, 2020; Strayhorn, 2018). Furthermore, Maslow (1943) suggested that basic needs, such as food, shelter, and clothing, are foundational to feelings of belongingness and self-esteem. In accordance with Maslow's theory, advisors at the AFYS gathering noted that students cannot focus on their academic performance until their basic needs are addressed. In a 2021 study, the Hope Center for College, Community, and Justice found that 52 percent of students at two-year colleges and 43 percent of students at four-year colleges experienced housing insecurity. Additionally, Feeding America (n.d.) reportedly operates 316 food pantries on American college campuses thus confirming the reality that many students face food and housing insecurities during their academic studies.

To help students meet their basic needs, advisors can develop partnerships with local service providers and food pantries in order to seamlessly provide referrals and promote awareness of accessible resources. Further, advisors can take time to become aware of institutional programs that are available to assist students who encounter food, housing, or financial insecurities. As institutional ambassadors, advisors are in a unique position to share their knowledge of campus resources, such as housing or textbook grants. To address the basic need of belonging, advisors can organize major-specific study groups and connect students with upperclassmen—peer mentors—who faced academic challenges during their first year. By communicating regularly, following up on referrals, and creating an environment in which students feel comfortable asking for help, advisors can potentially connect students to necessary resources that will help address their basic needs and support their academic progress.

Success Skills

A third theme that emerged in the AFYS community discussion of academically at-risk students was the need for students to develop metacognitive skills. Livingston (2003) defines metacognitive knowledge as "general knowledge about how human beings learn and process information, as well as individual knowledge of one's own learning processes" (p. 3). For students who did not learn these skills in high school or did not need to exert much effort to achieve their desired results academically, advising can entail teaching them study skills, time management, note-taking skills, and how to prioritize conflicting obligations. In addition, at-risk first-year students may also need support in promoting their resiliency and self-efficacy and in learning how to ask for help.

This need can be met by providing academic coaching or connecting the student with an academic support center on campus. Furthermore, advisors can consider hosting academic workshops each semester to assist students in developing the necessary skills needed to navigate their academic path. For at-risk first-year students, these workshops could serve as training opportunities and guided discussions on topics relevant to developing metacognitive skills: time-management discussions, academic planning exercises, and group discussions on developing study habits that work best for each student, to name a few. These practices would hopefully

facilitate unified campus-wide conversations on how students end up on academic probation and recommended steps for academic recovery.

Student feedback from the World Café sessions aligns with the conceptual, informational, and relational competency areas for advising. Data collected during these sessions indicate that students at CCSU strongly desire a sense of community. They want to feel seen and supported and have certainty in their journey towards graduation. Additionally, they require the implementation of systems and tools that will guide their success and connect them with others. It was also clear from the responses that there was a range of experiences with advisors, some finding them helpful and supportive, and others really struggling with trust and connection with their advisor.

Moving CCSU Towards a Comprehensive Advising Model

For CCSU to implement a comprehensive advising model that aligns with NACADA's core competency areas and best practices, the task force recommends formation of a cross-functional workgroup to create a timeline and plan for shifting to a developmental model. This group must have significant participation from faculty, professional advisors, Dean's Liaisons from each school or college, and the Committee on Academic Advising. Participants from this workgroup could also participate in the technical assistance sessions that will be offered to CCSU through the AASCU's Advising Success Network.

We anticipate that this workgroup would need to commit to a year timeline and review and recommend on items including, but not limited to:

- How CCSU assigns faculty advisors and work within contract to assign advising loads only to faculty who want to advise and commit to required training
- Develop a model for what this new selective faculty advising model looks like and how it will function within the evolving dual advising structure.
- Use NACADA Core Competencies and other advising best practice resources to design in-service faculty training sessions that are offered every semester.

SUMMARY OF RECCOMENDATIONS

Shared governance in university advising requires a collaborative approach to decision-making and policy development, where multiple stakeholders, including faculty, staff, administrators, and students, working together to ensure that advising programs meet the needs of the university community. This approach emphasizes communication, transparency, and shared responsibility in creating an effective advising system that supports student success. To achieve these goals, we provided the following summary of the recommendations of the Advising Taskforce.

1. The Committee on Academic on Advising needs to be consulted proactively, rather than reactively. This committee is a Standing Committee of the CCSU Faculty, and it has members who have volunteered because of their interest in advising. It includes members who have been elected by the entire university to represent them, members who have been appointed by the administration, and a student representative. This committee is designed specifically to provide the collaborative approach needed in shared governance and should be the first place that

questions about advising policy are addressed. If a task force on advising is deemed necessary in the future, we recommend that it be created in full collaboration with the Committee on Academic on Advising.

2. We recommend that the Committee on Academic on Advising define detailed annual activities in their bylaws, including devising an assessment tool based on desired outcomes of advising, conducting annual surveys of relevant parties, consulting annually with academic affairs about priority registration, and completing an annual review of Dual Advising. We also recommend that the committee regularly liaison with deans regarding advising.

3. The question of PINs is complicated. The majority of faculty and staff who responded to our survey felt that PINs are needed for at least some students, but unfortunately the number who responded are a minority of the faculty, so we do not have a clear idea of the entire faculty. Students have been consistently against requiring pins, but again we have only heard from a small percentage of the total student population. Instead, the Advising Taskforce firmly believes that the question on pins should be referred to the Committee on Academic Advising.

4. We find that one of the largest obstacles to implementation of the Dual Advising Model has been lack of communication between the stakeholders, particularly among faculty and students. We recommend a concerted effort to advertise the purpose of the dual advising model to both faculty and students.

5. A key finding from both students and faculty is that some faculty are not well trained in the process of advising. We recommend a concerted effort to provide regular training opportunities for faculty.

6. In order to move towards a more comprehensive advising model, we recommend the formation of a cross-functional workgroup to create a timeline and plan for shifting to a developmental model.

APPENDICIES

I) **Table - Advising Models by Undergraduate Program**
II) **NACADA Academic Advising Core Competencies Model**
III) **2019 Dual Advising Workgroup Memo**
IV) **World Café student focus group summary & themes report sections**
V) **Results of Faculty/Staff Survey on Advising**

I) Table - Advising Models by Undergraduate Program

Program Name	Credential	Fall 2022	Model	Primary advisor 1st Year	2nd Year	3rd Year	4th Year
General Studies	BGS	17	Associate Director, BGS	AA			
International Studies	BA	16		Vary by major			
Special Studies	BA	1		Associate Dean			
Undecided (Arts & Sciences)	BA	31		Professional			
Anthropology	BA	22	Dual advising	Professional	Faculty	Faculty	Faculty
Art	BA	50	Dual advising	Professional	Faculty	Faculty	Faculty
Art Education	BS-Teach	50	Dual advising	Professional	Faculty	Faculty	Faculty
Graphic/Information Design	BA	156	Dual advising	Professional	Faculty	Faculty	Faculty
Communication	BA		Dual advising	Professional	Faculty	Faculty	Faculty
Media Studies	BA	103	Dual advising	Professional	Faculty	Faculty	Faculty
Strategic Communication	BA	143	Dual advising	Professional	Faculty	Faculty	Faculty
Criminology	BA	444	Dual advising	Professional	Faculty	Faculty	Faculty
Economics	BA	81	Dual advising	Professional	Faculty	Faculty	Faculty
English	BA	96	Dual advising	Professional	Faculty	Faculty	Faculty
English	BS-Teach	40	Dual advising	Professional	Faculty	Faculty	Faculty
Geography	BA	21	Dual advising	Professional	Faculty	Faculty	Faculty
Tourism & Hospitality Studies	BS	31	Dual advising	Professional	Faculty	Faculty	Faculty
History	BA	81	Dual advising	Professional	Faculty	Faculty	Faculty
History	BS-Teach	86	Dual advising	Professional	Faculty	Faculty	Faculty
Social Sciences	BS-Teach		Dual advising	Professional	Faculty	Faculty	Faculty
Journalism	BA	49	Dual advising	Professional	Faculty	Faculty	Faculty
Music	BA	14	Dual advising	Professional	Faculty	Faculty	Faculty
Music Education	BS-Teach	24	Dual advising	Professional	Faculty	Faculty	Faculty
Philosophy	BA	8	Dual advising	Professional	Faculty	Faculty	Faculty
Political Science	BA	90	Dual advising	Professional	Faculty	Faculty	Faculty
Psychological Science	BA	546	Dual advising	Professional	Faculty	Faculty	Faculty
Sociology	BA	76	Dual advising	Professional	Faculty	Faculty	Faculty

Theatre	BA	22	Dual advising	Professional	Faculty	Faculty	Faculty
Theatre	BFA	16	Dual advising	Professional	Faculty	Faculty	Faculty
French	BA	1	Dual advising	Professional	Faculty	Faculty	Faculty
French	BS-Teach	1	Dual advising	Professional	Faculty	Faculty	Faculty
German	BA		Dual advising	Professional	Faculty	Faculty	Faculty
Italian	BA	1	Dual advising	Professional	Faculty	Faculty	Faculty
Italian	BS-Teach	1	Dual advising	Professional	Faculty	Faculty	Faculty
Spanish	BA	8	Dual advising	Professional	Faculty	Faculty	Faculty
Spanish	BS-Teach	17	Dual advising	Professional	Faculty	Faculty	Faculty
General Studies	BGS	6	Associate Director, BGS				
Undecided (Business)	BS	121					
Accounting	BS	301	Dual advising	Professional	Professional	Faculty	Faculty
Finance	BS	267	Dual advising	Professional	Professional	Faculty	Faculty
Management	BS	315	Dual advising	Professional	Professional	Faculty	Faculty
Management Information Systems	BS	100	Dual advising	Professional	Professional	Faculty	Faculty
Marketing	BS	268	Dual advising	Professional	Professional	Faculty	Faculty
General Studies	BGS	1	Associate Director, BGS				
Early Childhood and Infant/Toddler Mental Health	BS	70	Dual advising	Professional	Faculty	Faculty	Faculty
Elementary Education	BS-Teach	277	Dual advising	Professional	Faculty	Faculty	Faculty
Nursing	BSN	335	Dual advising	Professional	Faculty	Faculty	Faculty
Nursing (RN to BSN)	BSN	22	Dual advising	Faculty	Faculty	Faculty	Faculty
Athletic Training	BS	1	Dual advising	Professional	Faculty	Faculty	Faculty
Dance Education	BS	7	Dual advising	Professional	Faculty	Faculty	Faculty
Dance Education	BS-Teach	19	Dual advising	Professional	Faculty	Faculty	Faculty
Exercise Science	BS	242	Dual advising	Professional	Faculty	Faculty	Faculty
Physical Education	BS-Teach	74	Dual advising	Professional	Faculty	Faculty	Faculty
Social Work	BA	184	Dual advising	Professional	Professional	Faculty	Faculty
General Studies	BGS	2	Associate Director, BGS				
Special Studies	BS						

Undecided (Engineering & Technology)	BS	32					
Biochemistry	BS	26	Dual advising	Professional	Faculty	Faculty	Faculty
Biology	BS	272	Dual advising	Professional	Faculty	Faculty	Faculty
Biology	BS-Teach	5	Dual advising	Professional	Faculty	Faculty	Faculty
Biomolecular Sciences	BS	63	Dual advising	Professional	Faculty	Faculty	Faculty
Chemistry	BS	25	Dual advising	Professional	Faculty	Faculty	Faculty
Chemistry	BS-Teach	9	Dual advising	Professional	Faculty	Faculty	Faculty
Computer Engineering Technology	BS	85	Dual advising	Professional	Faculty	Faculty	Faculty
Electrical Engineering	BS	27	Dual advising	Professional	Faculty	Faculty	Faculty
Electronics Technology	BS	24	Dual advising	Professional	Faculty	Faculty	Faculty
Graphics Technology	BS	17	Dual advising	Professional	Faculty	Faculty	Faculty
Networking Information Technology	BS	70	Dual advising	Professional	Faculty	Faculty	Faculty
Computer Science	BS	402	Dual advising	Professional	Faculty	Faculty	Faculty
Cybersecurity	BS	130	Dual advising	Professional	Faculty	Faculty	Faculty
Civil Engineering	BS	103	Dual advising	Professional	Faculty	Faculty	Faculty
Manufacturing Engineering Technology	BS	62	Dual advising	Professional	Faculty	Faculty	Faculty
Mechanical Engineering	BS	267	Dual advising	Professional	Faculty	Faculty	Faculty
Mechanical Engineering Technology	BS	160	Dual advising	Professional	Faculty	Faculty	Faculty
Earth Sciences	BS	36	Dual advising	Professional	Faculty	Faculty	Faculty
Earth Sciences	BS-Teach	2	Dual advising	Professional	Faculty	Faculty	Faculty
Construction Management	BS	215	Dual advising	Professional	Faculty	Faculty	Faculty
Manufacturing Management	BS	58	Dual advising	Professional	Faculty	Faculty	Faculty
Robotics/Mechatronics Engineering Technology	BS	49	Dual advising	Professional	Faculty	Faculty	Faculty
Technology Management	BS	24	Dual advising	Professional	Faculty	Faculty	Faculty
Mathematics	BA	55	Dual advising	Professional	Faculty	Faculty	Faculty
Mathematics	BS-Teach	23	Dual advising	Professional	Faculty	Faculty	Faculty
Physics	BS	28	Dual advising	Professional	Faculty	Faculty	Faculty
Physics	BS-Teach	2	Dual advising	Professional	Faculty	Faculty	Faculty
Technology and Engineering Ed K-12	BS-Teach	22	Dual advising	Professional	Faculty	Faculty	Faculty

Exchange Student-UG		4					
General Studies	BGS	8	Associate Director, BGS				
Non-Matriculated Student-UG		161	Dual advising	Professional	Vary by major		
Undecided		243	Dual advising	Professional	Vary by major		
Honors Program			Honors Director for guidance.	Vary by major			
EOP and Trio			Developmental Advising	Vary by major			
Veterans Affairs			Developmental Advising	Vary by major			
Traveler's Edge			Developmental Advising	Vary by major			
Student Disability Services			Developmental Advising	Vary by major			
Center for International Education			Developmental Advising	Vary by major			
Academic Center for Student Athletes	-	416	Developmental Advising	Vary by major			

II) NACADA Academic Advising Core Competencies Model

At the request of the association's leadership, the **NACADA Academic Advising Core Competencies Model** (2017) was developed by the association's Professional Development Committee. The purpose of the model is to identify the broad range of understanding, knowledge, and skills that support academic advising, to guide professional development, and to promote the contributions of advising to student development, progress, and success. It is intended that the model may be used by:

- **Primary Role Advisors** for self-assessment and evaluation, and to guide learning, career development, and advancement.
- **Faculty Advisors and Advising Administrators** to clarify academic advising roles and responsibilities, and to highlight the contributions of academic advising to teaching and learning.
- **Advising Supervisors, Managers, and Mentors** to identify strengths and areas for staff development, and to guide hiring, training, and evaluation.
- **Learning Professionals, Trainers, and Researchers** to support curriculum development, establish learning priorities, and advance scholarship in the field.

FRAMEWORK FOR ACADEMIC ADVISING CORE COMPETENCIES

Underpinning the core competencies for academic advising and serving as the foundational elements for effective advisor training programs and advising practice are three content components – the **conceptual**, **informational**, and **relational**. An understanding of these content areas provides advisors the knowledge and skills to be effective guides for their students.

- The **Conceptual** component provides the context for the delivery of academic advising. It covers the ideas and theories that advisors must understand to effectively advise their students.
- The **Informational** component provides the substance of academic advising. It covers the knowledge advisors must gain to be able to guide the students at their institution.
- The **Relational** component provides the skills that enable academic advisors to convey the concepts and information from the other two components to their advisees.

To achieve excellence in their work, regardless of the specifics of their individual campus' advising mission, all academic advisors must understand all three components and be able to synthesize and apply them as needed in academic advising interactions.

CORE COMPETENCY AREAS FOR ACADEMIC ADVISING

CONCEPTUAL

Core competencies in the Conceptual component (concepts academic advisors must understand) include understanding of:

1. The history and role of academic advising in higher education.
2. NACADA's Core Values of Academic Advising.
3. Theory relevant to academic advising.
4. Academic advising approaches and strategies.
5. Expected outcomes of academic advising.
6. How equitable and inclusive environments are created and maintained.

INFORMATIONAL

Core competencies in the Informational component (knowledge academic advisors must master) include knowledge of:

1. Institution specific history, mission, vision, values, and culture.
2. Curriculum, degree programs, and other academic requirements and options.
3. Institution specific policies, procedures, rules, and regulations.
4. Legal guidelines of advising practice, including privacy regulations and confidentiality.
5. The characteristics, needs, and experiences of major and emerging student populations.
6. Campus and community resources that support student success.
7. Information technology applicable to relevant advising roles.

RELATIONAL

Core Competencies in the Relational component (skills academic advisors must demonstrate) include the ability to:

1. Articulate a personal philosophy of academic advising.
2. Create rapport and build academic advising relationships.
3. Communicate in an inclusive and respectful manner.
4. Plan and conduct successful advising interactions.
5. Promote student understanding of the logic and purpose of the curriculum.
6. Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.
7. Engage in ongoing assessment and development of self and the advising practice.

For more information about the NACADA Academic Advising Core Competencies Model, please visit

nacada.ksu.edu/resources/pillars/corecompetencies.aspx

III) 2019 Dual Advising Workgroup Memo

Memorandum

To: Dr. Zulma Toro, President
From: **Dual Advising Workgroup**

Karissa Peckham	*John Tully*	*Cristina Higham*
Kimberly Kostelis	*Maria Santilli*	*Donna DeCarlo*
James Mulrooney	*Patrick Tucker*	*Adonica Robertson*

Date: October 30, 2019
Topic: Implementation of Dual Advising Model at CCSU

Dear Dr. Toro,

The Dual Advising Workgroup met several times throughout the months of September and October to review CCSU's current advising model in response to the recommendations that came out of the Retention Summit in August 2019. We were tasked with developing the framework for a Dual Advising Model to pilot in the Spring of 2020, and roll-out widely in the Fall of 2020, that would allow CCSU to better meet the needs of our students.

Prior to developing a model, the Workgroup felt it was important to interview institutions that were already successfully using a dual advising model. So, we interviewed Valdosta State University (selected because it has been identified as a peer institution), Eastern Connecticut State University (selected because it is part of the CT State University System), and the University of Rhode Island (selected because it is large state institution with a successful dual advising model) (See Appendix A: Interview Summaries). We also reached out to the University of Maine, but their dual advising model was limited to a small group of students, so did not pursue further conversation with them.

During our conversations, we sought answers to the following questions:

1. What does the Dual Advising reporting structure look like? To whom do the professional advisors report? To whom do the faculty advisors report?
2. How are advisors selected and assigned? What is the recommended load for a faculty advisor? For a professional advisor? What is the timing of these assignments?
3. How is the Dual Advising Model's performance tracked? What are the expectations and goals? What tools are used?
4. What are the responsibilities of each advisor? How often and when are advisors expected to reach out to and meet with students? What general topics should be covered in these exchanges and conversations?
5. What additional resources will we need to implement a successful and sustainable Dual Advising Model?
6. What role do other offices, groups and activities on campus play in the Dual Advising Model?

Recommendations:

I.   Roles and Responsibilities

The Workgroup looked at the current roles of the professional and faculty advisors and noted that there is a lack of consistency from school to school. In some schools, the professional advisors only meet with students during their first semester or first year, and in others for two years or more before a faculty member becomes the sole advisor. In addition, there is a tremendous amount of overlap between faculty and professional advisor responsibilities. For example, both distribute the PIN to allow for registration, provide degree mapping and planning guidance, participate in academic intervention, and offer career counseling.

In order to better serve our students and define the roles of the advisors, and to ensure that the advisors are assigned manageable caseloads, we propose that each student be assigned **two advisors** for their entire undergraduate educational experience. However, one advisor will be assigned as the **primary** and one assigned as the **secondary** at any given time.

Furthermore, we recommend that both professional and faculty advisors participate in professional development activities that will build their advising skills. Beyond this, at the start of each academic year, new advisors should be required to participate in a training program run by the professional advising staff and faculty volunteers that have successfully advised students in the past.

A. Professional Advisors

a.   Primary and Secondary Roles

The professional advisor will be the "primary advisor" during years one and two for new first year students and the "secondary advisor" beyond that. (For transfer students, professional advisors will be assigned as the primary advisor for those students transferring in with less than 60 credits. Professional advisors will be assigned as the secondary advisor for those with 60 credits or more.) We feel that this will also align with the students' needs as they progress through their journey. As a new student, they will be learning how to register and will need guidance with regard to core courses, administrative responsibilities, etc. So, professional advisors will meet regularly with advisees during their first two years to assist them with these important tasks.

As the secondary advisor after years one and two, the professional advisor will be responsible for running bi-annual (end of each semester) reports to determine which of their secondary advisees is not making satisfactory academic progress or is showing warning signs of having a bad semester/year. They will communicate these findings to the (primary) faculty advisor.

There should be a common job description for professional advisors that defines the roles in a way that creates consistency between teams. (See Appendix D: Advising and Student Success Specialist Job Description)

b. Individualized Academic Plan

During a new student's first two years, or potentially less if a transfer student, the professional advisor will work with the student to plan their course schedule for each semester utilizing the general academic map for the student's chosen major.

At the close of the first two years, or 60 credits, we recommend the development of an **Individualized Academic Plan (IAP)** for each student with the professional advisor. The IAP will map out a student's final two years at CCSU with the goal of ensuring all students can complete their degree in four years. We understand that once a student transitions to a more regular meeting schedule with their faculty advisor some adjustments to the IAP may take place. Nevertheless, we believe it is an important step in ensuring that the student can see a map to graduating in two additional years to encourage stronger four-year graduation rates.

Once a student has completed their Individualized Academic Plan, their professional advisor will assign the faculty advisor as the primary advisor in Banner. We understand that another workgroup has been assigned the task of looking at Degree Works for degree mapping. At this time, we do not see the creation of the IAP as being reliant on the Degree Works software.

c. Caseload

During the development of the recommended structure, we looked at the size of the incoming freshmen and transfer classes for the Fall of 2019 as well as the sizes of the current school based advising teams. We also looked at NACADA's recommendations for realistic advisor caseloads. We determined that a caseload of 300 students per professional advisor was a realistic target.

Our 2019 incoming class and current number of professional advisors is:

College	Total First-Year Freshmen 2019FA	Total First Year Transfers 2019FA	Current # of Full-Time Professional Advisors	Current # of FYF and FYT Advisees per Advisor
Exploratory	175	47	2	111
CLASS	346	276	3	207
BUSN	249	182	2	216
SEPS	232	123	2	178
SEST	359	320	3	226
Grand Total	1361	948	12	192

Based on estimated retention rates, and a four-year advising model, at our current professional advisor levels we cannot adequately support our students in all of the schools. We understand that this pilot aims at serving incoming freshmen, however, our advising centers will need to serve the transfer population if we are going to meet our enrollment targets, so it is important to include them in the model.

We estimate that each professional advisor can serve approximately 200, 130 new freshmen and 70 new transfer, students each year (though the mix will vary by school). At this level, assuming an increase in retention from first to second year of 4.5% in the upcoming year (76.5%), and similar retention rates in the following years, by year 4 each professional advisor should have approximately 300 primary advisees. (See Appendix B: NACADA Advisor Load Recommendations)

Prof Advisor Year 1	(Primary)	200	(Secondary)	0	Total	200
Prof Advisor Year 2	(Primary)	300	(Secondary)	56	Total	356
Prof Advisor Year 3	(Primary)	300	(Secondary)	172	Total	472
Prof Advisor Year 4*	(Primary)	300	(Secondary)	258	Total	558

This will necessitate the short-term hiring of roughly 4 additional advisors to meet student needs. The addition of the new advisors, one each in CLASS, BUSN, SEPS, and SEST, will allow the teams to stay within the recommended advisee loads while allowing some room for projected growth.

College	Goal Total First-Year Freshmen 2020FA	Goal Total First Year Transfers 2020FA	Recommended # of Full-Time Professional Advisors	Resulting # of FYF and FYT Advisees per Advisor
Exploratory	192	45	2	119
CLASS	379	275	4	164
BUSN	273	190	3	154
SEPS	254	125	3	126
SEST	392	320	4	178
Grand Total	1490	955	16	152

Though the advisors in SEPS do not appear to be beyond the 200 mark with first year students, they are close and actually advise a number of additional students not officially in their school. This is because Secondary Education students are advised in the school of their major. Nevertheless, these students also need to meet with advisors in SEPS to go over the Education requirements for their program. In addition, SEPS advisors work with students interested in reapplying to the Nursing program after having been referred to another major for failing to meet the admissions criteria. These student groups require in depth advising sessions, thus the recommendation for an additional advisor in SEPS.

Depending on future growth, the total number of professional advisors may need to be expanded over time to include an additional 4 advisors (See Appendix C: Advisor Load Analysis).

B. Faculty Advisors

a. Primary and Secondary Roles

The faculty advisor will be the "secondary advisor" during years one and two for new first year students, and the "primary advisor" beyond that. (For transfer students, faculty advisors will be assigned as the secondary advisor for those students transferring in with less than 60 credits. Faculty advisors will be assigned as the primary advisor for those with 60 credits or more.) As the secondary advisor, the faculty advisor will invite students to meet periodically throughout the first two years to offer academic and career guidance. They will also begin each semester with a faculty led "luncheon" where students may learn more about the advising model and their advisors.

As a seasoned student, juniors and seniors will be seeking career advice, information about major specific course content and concentration requirements, and guidance on graduate school possibilities. These conversations are better suited to a faculty advisor. In order to ensure students are more likely to seek out the proper advice from the proper advisor, assigning these primary and secondary roles will help guide them in the right direction at the right time.

b. New Faculty Advisor Roles

In addition to advising students who have selected a major, faculty will need to be assigned to those students still deciding on a major.

i. School-Based Undeclared

Each school will be tasked with assigning faculty members to the Exploratory students in their school. These faculty will serve primarily as secondary advisors (as most Exploratory students will have chosen a major by their third year). However, they may provide important guidance to students sure about the areas in which they are interested, but unsure what path to take.

ii. Exploratory (No School Assigned)

As with the school-based undecided groups, these are undecided students that could benefit from faculty guidance. However, the challenge with these students is that they may be trying to decide between two or more unrelated fields. Faculty assigned to this group should be willing to help students explore their options and connect with a variety of different interests.

c. Caseload

We recommend that each participating faculty member be assigned as primary advisor to approximately 25 students, for larger program perhaps slightly more. This, of course, will necessitate high participation from the faculty. To reach this number, each faculty advisor should expect to take on 8-10 new "secondary" advisees each year. These are the students that will become their primary advisees in a couple years.

Faculty Advisor Year 1	(Primary)	0	(Secondary)	20	Total	20
Faculty Advisor Year 2	(Primary)	4	(Secondary)	31	Total	35
Faculty Advisor Year 3	(Primary)	16	(Secondary)	31	Total	48
Faculty Advisor Year 4*	(Primary)	25	(Secondary)	31	Total	57

d. Recognizing Service

As part of this model, it will be important to better define at the individual school level how student advising will be recognized as a part of the service requirement for professors. At this time the criterion for evaluating and recommending full-time teaching faculty are:

1. Load credit activity including, but not limited to, teaching, serving as department chairperson or division director, research, or student supervision.
2. Creative activity, including but not limited to, research, study and publication.
3. Productive service to the department or university.
4. Professional activity, such as attendance at or participation in conferences, workshops and other professional activities.

Service is listed as the third most valued, and weighted, category for evaluation. Given that other factors weigh more heavily, and service is broadly defined, the committee recommends that advising be included in the service category and be formally recognized and valued as part of the evaluation process.

II. Structure

In order to ensure that we provide a mechanism for accountability in implementing and following through on the proposed new advising model, we recommend some adjustments to the reporting structure.

A. Faculty Advisors

The reporting structure for faculty advisors will remain substantially the same. Faculty advisors will continue to report through their departments to the Dean of the school or college.

Nevertheless, the department chairs and ultimately the Deans will have a stronger sense of what each advisor is responsible for and should therefore be able to hold faculty advisors more accountable for student success. Faculty advisors will be expected to reach out to and meeting with students at various points thought out the year. (See Part III: Timeline)

In addition, it will be important for faculty advisors to update both the student record as well as the professional advisor when a student needs additional guidance or assistance. Faculty advisors will be given access to and training on BlueTrack for this purpose. (See Part IV: Communication)

Example of a faculty advisor reporting structure:
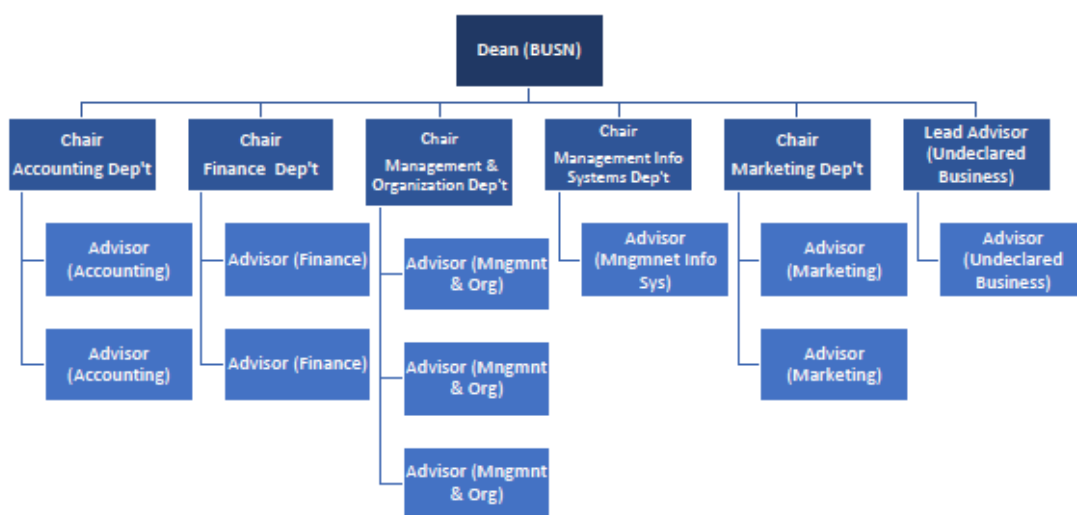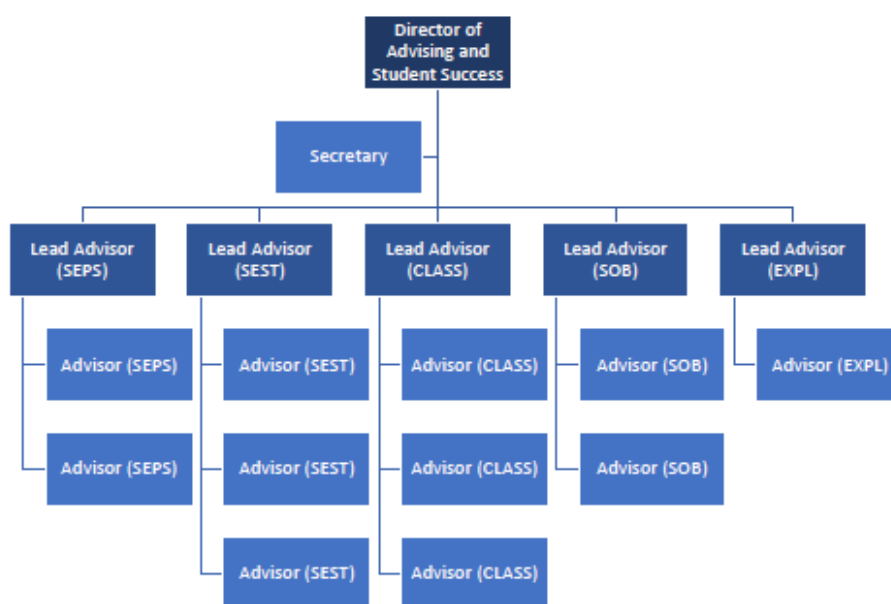

B. Professional Advisors

The Dual Advising Workgroup recommends that the reporting structure for professional advisors be altered to create more consistency between the different school-based offices, and to allow for more collaboration between the schools. Instead of each school-based advising office reporting to the Dean of the associated school, we recommend a new position titled Associate Vice President of Advising and Student Success be created to oversee all of the professional advisors in the various schools, including those serving Exploratory students in Explore Central (See Appendix E: Director of Advising and Student Success Job Description).

We further recommend that each school-based advising center be led by a **Lead Advisor** tasked with coordinating the day-to-day activities of the advising office. The Lead Advisor position may be a rotating position or may be assigned permanently to an individual trusted with the responsibility. Nevertheless, we think it is important to allow the professional advisors to remain housed within the schools that offer

the programs for which they advise. This will allow for continued, and expanded collaboration between the faculty advisors and the professional advisors as they work together to meet student needs.

The following is the *recommended* structure for the professional advising staff (this includes the recommended expansion of the teams):

```
                         ┌──────────────────┐
                         │  Director of     │
                         │  Advising and    │
                         │  Student Success │
                         └──────────────────┘
              ┌──────────────┐
              │  Secretary   │
              └──────────────┘
```

Lead Advisor (SEPS)	Lead Advisor (SEST)	Lead Advisor (CLASS)	Lead Advisor (SOB)	Lead Advisor (EXPL)
Advisor (SEPS)	Advisor (SEST)	Advisor (CLASS)	Advisor (SOB)	Advisor (EXPL)
Advisor (SEPS)	Advisor (SEST)	Advisor (CLASS)	Advisor (SOB)	
	Advisor (SEST)	Advisor (CLASS)		

III.   Timeline (First-Year Students: Freshmen and Transfer)

Professional and faculty advisors will need to reach out to and connect with students regularly throughout the year to ensure student success. The following provides a general framework for that outreach but is by no means a comprehensive guide to student communication. We believe a truly successful model will grow and develop over time, and we encourage participating professional and faculty advisors in the various schools to meet annually with the AVP for Advising and Student Success to communicate successes and challenges.

A. March

1. Beginning in March, email invitations to summer orientation sessions will begin to be distributed to accepted/deposited students. These students will complete a brief registration pre-enrollment form in which they can choose an orientation date. This invitation will go out through the Office of New Student Programs working with the Office of Recruitment and Admissions.
2. The Office of Enrollment Management is working on developing a strategy utilizing the CRM to ensure the most updated lists of Orientation registrants are shared with the professional advising staff on a weekly basis.

B. April - Following Priority Registration for Continuing Students

1. Assignments of Professional Advisors Begin - advisees are assigned a professional advisor based on selected major and entered into Banner by their professional advisor. (As primary advisor – years 1+2. Secondary – years 2++)
2. Assignments of Faculty Advisors Begin -
    a. For students who have selected a major – professional advisors will assign faculty advisors by major. For those majors with more than one advisor, the professional advisor will monitor the volume of students assigned to each and ensure even distribution. Professional advisors enter faculty advisor assignments into Banner. (As secondary advisor – Years 1+2. Primary – Years 2++)
    b. For students who are Exploratory but chose a school – professional advisors will assign faculty advisors based on a list provided by the Dean of that school. These will be faculty interested in advising school based exploratory students.
    c. For students who are truly Exploratory, each school will be asked to provide the names of faculty members that would be interested in providing guidance to this group. Professional Advisors will assign these faculty advisees and monitor volume to ensure even distribution.
3. Professional advisors begin creating schedules for new students registered for Orientation.
    a. All schedules will have 15 credits, unless there is a course assigned that prevents 15 credits from being possible; ie: a 2-credit course that results in a 14-credit schedule.

C. June and July

A. Orientation sessions run
B. Day 1 of Orientation -
    a. During the afternoon, students will meet with their professional advisors in groups to talk about their major(s), view their schedules for the first time and ask questions. Students may also revise their schedules during this time.

C. Day 2 of Orientation -
   a. Students attend a luncheon with their Dean, faculty advisors (those that can be present) and professional advisors. An introductory speech is provided by the Dean and a faculty advisor.
   b. Students learn how the Dual Advising model is meant to work and receive information about the responsibilities of each advisor.

D. **August - Academic Semester Begins**

   1. Each academic department or school, should host an introductory luncheon that is coordinated with the Vice President of Student Affairs and the Convocation Ceremony (either before or after the Ceremony when students are already out-and-about.) This will give students and faculty a chance to break the ice and put a name with a face.
   2. Faculty advisor's initial outreach to advisees by email. Letter should offer guidance, provide office hours, and encourage students to stop in to meet.
   3. Professional advisor's "start of semester" email outreach with reminders: office location, services offered, and spring semester registration dates.

E. **October**

   1. Faculty advisor check-in outreach to all advisees, start scheduling individual academic advising appointments and communicating registration (PIN) reminder to primary advisees.
      a. Communicate potential issues and/or successes to professional advisor.
   2. Professional Advisor outreach – start scheduling individual academic advising appointments and communicating registration (PIN) reminder to primary advisees.
      a. Communicate potential issues and/or successes to faculty advisor.

F. **January***

   1. Each academic department or school should host a welcome back luncheon for continuing students. (New students should also be invited.) This will give students and faculty a chance to chat about fall semester success and challenges and talk about strategies for success moving forward.
   2. Faculty advisor new semester email outreach to advisees. Offer continued guidance, provide office hours, etc.
   3. Professional advisors run report to see how their advisees performed during the fall semester.
   4. Professional advisor new semester outreach to advisees, offer support and guidance to students facing challenges, provide information on upcoming Career, Financial Aid, and Financial Literacy workshops and fairs, share reminders for registration requirements and dates.

G. March

1. Faculty advisor check-in outreach to all advisees, start scheduling individual academic advising appointments and communicating registration (PIN) reminder to primary advisees.
   a. Communicate potential issues and/or successes to professional advisor.
2. Professional advisor outreach – start scheduling individual academic advising appointments and communicating registration (PIN) reminder to primary advisees. For students completing their second year (or 60 credits), professional advisors begin creating Individualized Academic Plans to share with students during the registration meeting. These plans will be further modified and developed during the meeting.
   a. Communicate potential issues and/or successes to faculty advisor.
   b. Assign those completing their second year to a faculty advisor in the primary role.

H. April

1. Faculty advisors will reach out to second year students transitioning to them as primary advisees and set up an end of semester meeting to review the Individualized Academic Plan and ensure the student is on the right path to graduation.

I. May

1. Professional advisors run two reports, and take the following actions:
   a. Analysis of students, both primary and secondary advisees to check on academic progress. Reach out to primary advisees that are struggling. Share with faculty advisors those secondary advisees that are struggling.
   b. Identify students that have not graduated but are not registered and reach out to offer guidance and assistance. Connect students to financial aid resources, or other resources necessary for getting the student registered.

J. June-July

1. Professional advisors continue outreach to unregistered students that have not graduated.

*For students beginning their studies at CCSU in the Spring (mainly transfers), Advisors will be assigned when they submit their confirmation deposit. Students will then be invited to the January department-based luncheon and will enter the above timeline.

IV.   Communication

A. Software and Technology

Professional and faculty advisors should utilize BlueTrack to keep records of student interactions. Professional advisors currently have access, but faculty will need to be given access and training so they may use the tool effectively. This training would be coordinated by the Professional advisors for the faculty in their respective schools. This training should occur once per year at the start of the semester and be required for all new faculty advisors when they are assigned advisees.

Professional and faculty advisors should also be sure to communicate at least twice a semester (mid-semester and at the end of the semester as outlined in the timeline) to inform each other of potential issues with students.

B. Change of Major

When a student requests a major change, they will be instructed to see their professional advisor, no matter how many credits they have completed. The professional advisor will coordinate a meeting with the professional advisor associated with the new degree program. The new professional advisor will determine the student's eligibility for the major change and will approve the change to the Registrar's Office. The Registrar's Office will not process any change of majors without this approval.

The professional advisor of the student's new major will then update the students' primary and secondary advisors in Banner and will inform the appropriate faculty member of the student's addition to their caseload.

V.   Additional Recommendations (Outside Scope of Workgroup)

As the Workgroup talked through the type(s) of support our students need, departments related to advising entered the discussion. Two of those departments are so closely linked to the work of the advisors, that we thought it was appropriate to include recommendations for inclusion in the new model: the Learning Center and Career Services.

A. The Learning Center, Tutoring and Academic Probation

We recommend that the professional advisors oversee students on academic probation. Under the current model those students work directly with the Learning Center and enroll in an academic intervention program.

Under the new model, though students would still participate in the intervention with the Learning Center, the student's participation would be carefully monitored by the professional advisor. We recommend that the Learning Center coaches report to the Director of the Learning Center but be

embedded in the School Based Advising Centers to allow for closer coordination between the two support services.

At the end of intersession, professional advisors would be expected to update faculty advisors on at-risk students' progress through the intervention program.

B. Career Services

Expansion of the role of the Associate Vice President for Advising and Student Success might also include the Office of Career Services. The Office of Career Services is currently a part of Explore Central which houses the professional advisors for the undeclared or Exploratory students. We recommend dividing these two separate functions, but continuing to include Career Services in the overall advising model.

Career Services staff members would work closely with both faculty and professional advisors to provide experiential learning opportunities and career advice and preparation to all students. The AVP for Advising and Student Success can assist the Director of Career Services in coordinating and streamlining career and job fair activities. As it stands now, several offices including Career Services and several of the schools host these types of fairs. Better coordination and collaboration might better serve the students and improve turn-out at the events, both on the employer side as well as the student side.

The following would be our recommended final structure:
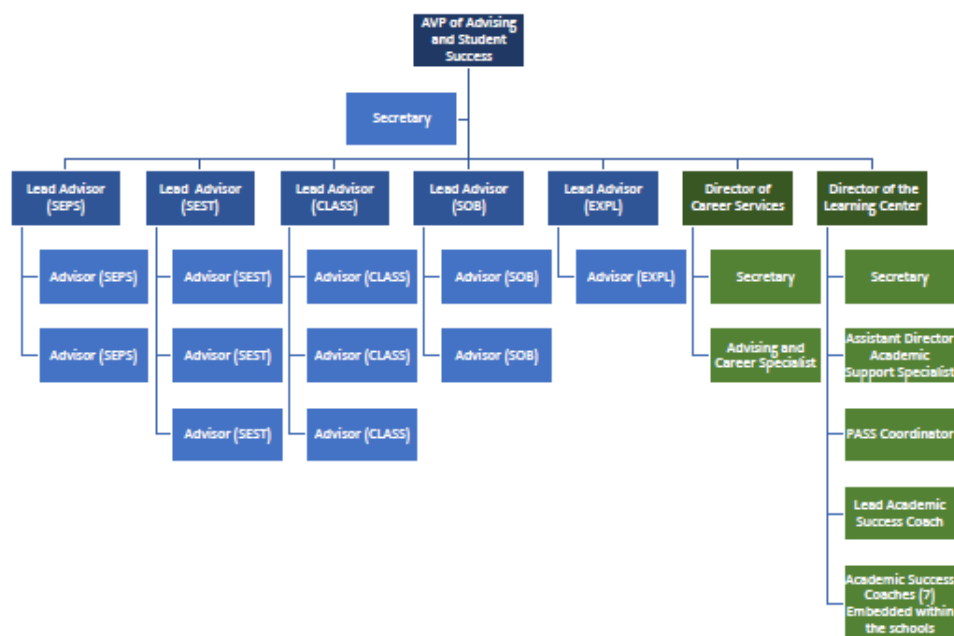
C. Student Recognition

Providing recognition to those that are exceling should be an important part of the new model. Annual "Dean's List" award ceremonies should be coordinated through the new Director of Advising and Student Success to provide an opportunity for professional and faculty advisors to come together in honor of those that are excelling.

A small award, such as a book scholarship, may be provided to recipients.

D. Removal of the PIN Requirement

Though we are in agreement that the removal of the PIN requirement at this time may not be a good idea, we think it is something to consider for the future.

The PIN requirement prevents students from registering for classes without speaking with an advisor first. This ensures that students do not register for the wrong classes and possibly delay graduation. Nevertheless, it is our hope that over time the development of the Individualized Academic Plans for students at the end of their second year will be successful enough that we can consider removing the PIN requirement for students once they have reached this milestone.

While the PIN would no longer be required to register, the faculty advisors would still be expected to reach out to students according to the timeline set forth above.

E. Professional Advisors: Opportunities for Advancement

We have recommended that the professional advising teams are led by a Lead Advisor in each school. However, should enrollment growth necessitate the expansion of the school based advising teams, we recommend considering developing the Lead Advisor roles into Assistant/Associate Director roles. At this level, advising caseloads would be reduced and/or eliminated to allow the Asst./Assoc. Director to better supervise the advising team and coordinate the activities of the advisors within the school. This is the model working successfully at Valdosta State University, and we see the benefit in considering its implementation here at CCSU.

F. Connection to the First Year Experience Courses

We understand that the First Year Experience courses are under review and development by the Faculty Senate. However, we recommend that these courses be developed with the inclusion of this advising model in mind. Allowing our faculty advisors to teach these courses and/or participate in them will allow them to better connect with the students in their advising groups.

It is often difficult to get students to engage with their advisor, whether it is professional or faculty, outside of the request for the PIN to register. Allowing faculty advisors to participate in the delivery of the First Year Experience courses allows them to build these relationships beyond the removal of the PIN.

G. Assessment

The best measures of the new model's performance are student satisfaction and retention and graduation rates. We understand that there are other committees tasked with looking at software solutions that might assist us in tracking student performance, registration, and/or retention, so we did not dig into this area too deeply. We also understand that the NSSE survey is a tool we already use to determine a student's satisfaction with CCSU's support services, including advising. It is our hope that these initiatives will assist us in assessing the effectiveness of the new advising model going forward.

IV) World Café student focus group Summary & Themes report sections

III.   Summary of Findings

Data from all 5 sessions' written responses and observed conversations was collected and organized. Appendix 2 includes the raw data from the written responses in each session, broken out by question, and prioritized based on frequency and emphasis during the events. There were 16 different CCSU facilitators involved in the event series. It is worth noting that it was observed that students and facilitators were actively engaged and energized by the discussions that were occurring in each round. You could feel a sense of community building. The environment allowed students to share their stories, and receive immediate support and direction from facilitators in some cases, in addition to the collection of feedback around the questions. One student even commented that the World Café model made them feel like they "belonged", and were grateful for the opportunity to provide their thoughts. In review of the data gathered from hundreds of suggestions during these World Café sessions with CCSU students, general themes emerged in response to each of the questions. In the following pages the data has been organized around each of the questions.

Overall Theme

The data collected indicates that students at CCSU strongly desire a sense of community. They want to feel seen and supported, and have certainty in their journey towards graduation. Additionally they require the implementation of systems and tools that will guide their success, and connect them with others. Finally, students need adequate training and visibility to these supportive systems and technologies to ensure they can take advantage of them effectively.

Highlighted threads throughout all of the group questions reflect student needs for:

1. Visibility and ease of use for tools available
2. Clear paths to graduation
3. Feeling respected and supported by advisors and faculty
4. Feeling a sense of community with peers, faculty and administration
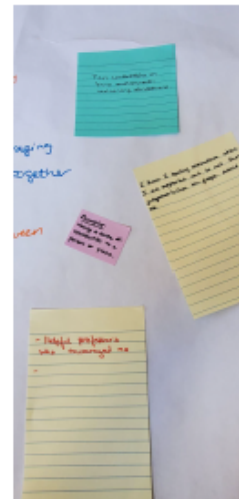
IV.   Themes by Question

When it's time for registration, how do you know what courses you need to take to fulfill your graduation requirements? What are the tools you need or resources you use to select individual courses to ensure you graduate?

There are many tools available to CCSU students to assist them in determining which courses they need to take each term, however students are looking for more simplified paths and streamlined access to this information and support. Students also expressed they would like the information to be provided to them more proactively, through email or text, rather than having to seek it out.

The top tools used are as follows:
   ★ Degree Evaluation
   ★ Advisors
   ★ Degree Works
   ★ Degree Roadmaps
   ★ Curriculum Sheets
   ★ CIVITAS

Some key issues with the current tools and processes were identified as follows:
   ★ Classes being offered more frequently then once per semester, or offered online
   ★ Registration dates need to be clearer
   ★ Course substitution process
   ★ Fix credits on Degree Eval tool
   ★ Pre-Reqs on Degree Eval is unclear
   ★ Easier ways to see what is offered next semester
   ★ Need academic maps for all majors

As you progress in your academic program, you are moved from your school-based advisor to a faculty advisor in your major. Reflect on your own experience of this transition: What worked well? What could be improved? Besides your primary advisor, whom have you sought out for help/advice?

Transitioning from school based advisors to faculty advisors has been a difficult process for many of the students. Some students noted that they were not aware the process had even taken place. It was also clear from the responses that there was a range of experiences with advisors, some finding them helpful and supportive, and others really struggling with trust and connection with their advisor. Students also responded that they seek and find support in their peers, from family and co-workers, and from department heads and CCSU alumni.

Some key comments are as follows:
- ★ Lack of clarity in the different types of advisors
- ★ Feeling some advisors have too many students
- ★ Wanting to have an easier process for contacting advisors
- ★ Would like more proactive advisors with more accessibility
- ★ Want advisors to be patient and respond empathetically to students - get to know them

The university offers a number of support systems. If you need help, where do you go? What kind of things do you most often need help with? Do you have a "go-to" person or office whenever you need help? What can we do to help you overcome any academic challenges?

The students readily identified a number of places they feel they can go for help including advisors, peers, professors and tutors. The Writing Center was mentioned in several question responses as a helpful resource. The primary areas students expressed they need help with are time management, registration, major requirements and scholarship information. The responses to the question of what CCSU can do to help students overcome their challenges seem to focus on flexibility of classes and resources, and events for connection and stress relief.

Some examples of help requested:
- ★ More courses in winter/summer breaks
- ★ Flexibility in class times and class options
- ★ Virtual tutoring
    - ○ Include headshots of tutors
    - ○ Have tutors connect with professors more
- ★ More office hours
- ★ Stress relief events (especially during midterms and finals)
- ★ Socialization on Campus - better advertising
- ★ Considerate and understanding teachers who treat students as adults

CCSU has invested in several online tools (i.e., Bookings, Degree Evaluation, Civitas) to make it easier to meet with academic advisors, select and register for courses, and access other student support services. What tools or features are currently mostly helpful? We hope to release additional tools throughout the next two years: do you have any suggestions for extra functions or resources that would help future students?

CCSU clearly has a wide breadth of tools available to assist students. For some of the tools, like Degree Evaluation, the students seem to be successfully using the technology. For other tools, like Civitas, students are looking for more training. Many student responses also suggest a need for more streamlining and integration of different technologies. Students emphasized that they would like to personalize their feeds and information, particularly around events. Some students requested ways that technology could better support their interactions with advisors as well.
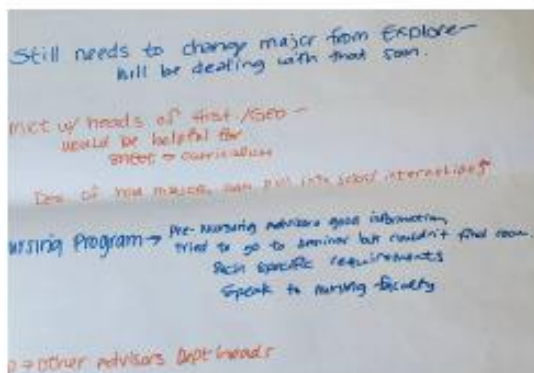
Some key feedback from the online tools:

Website
- ★ Difficult to find things
- ★ Broken links

WebCentral
- ★ Interface could be improved
- ★ Not mobile friendly

Degree Evaluation
- ★ What If is very helpful
- ★ Too many clicks
- ★ Difficult for double majors
- ★ Use AI to suggest classes
- ★ Link to Degree Works
- ★ Need better visibility to 4 year plans

Civitas
- ★ Need training on how to use
- ★ Those that are using it find it easier

Blackboard
- ★ Easy and helpful
- ★ Not mobile friendly

Pipeline
- ★ Too many links
- ★ Difficulty logging in past 10pm

Handshake
- ★ Very helpful

Other suggestions:
- ★ Dedicated platform for scheduling meetings
- ★ Management tool for new students
- ★ Information about how to use mobile printing system
- ★ Weekly texts about what is happening on campus, personalized by interests
- ★ Would like to merge schedules with student's calendar
- ★ Promote events on campus through emails, texts and website
- ★ Provide technology to support student communication and connection

Research indicates that having a sense of "belonging" in the classroom and on campus is crucial to student success. What does "belonging" mean to you? (Where) have you experienced this during your time at CCSU?

Students define belonging as being a part of a welcoming community where they are valued and represented. Many students are looking for that "at home" feeling and a sense of security and safety. They also want to feel a sense of purpose and connect with others with similar goals. CCSU offers a range of opportunities to promote this sense of belonging. Students made several suggestions for enhancing some of these opportunities and also identified some gaps.

Representation of what "belonging" means based on student data:

Some suggestions and comments on ways to improve a sense of belonging on campus:
- ★ Classrooms could be more interactive and improved with group communication
    - ○ More class discussions
    - ○ Smaller classes

- ★ Clubs
  - ○ Clubs were strongly identified as a source of community for students
  - ○ Some students would like these to be available at different times, particularly to accommodate commuter students
- ★ Ethnic Groups - Multicultural Center
  - ○ Faculty from diverse backgrounds
- ★ Great feedback about Student Center
- ★ Opportunities for adult learners to blend with traditional aged students
- ★ Wellness Center - easy to cross through office threshold - very welcoming
- ★ Communication tools for students by students
- ★ More events
- ★ Processes for providing feedback and being heard, like we were doing with the World Café, was very much appreciated - shortening the distance between faculty, staff and students

V) Results of Faculty/Staff Survey on Advising

Question 2
What are your thoughts on the use of pins for registration. Should they only be used for priority registration?

1. Pins are essential for all students. That is the only way we can guarantee that students come to their advisor.
2. Pins should be required to encourage students to meet with an advisor
3. Easier way for students to access their pins would be helpful
4. Pins are needed. Without pins students don't seek advising. Please reinstate pins if you truly care about student advising.
5. Pins were great. It made students see the advising faculty to ensure propwr registration in correct courses.
6. I feel like the pins are a good tool for what it is used for presently
7. PINS should be used for the initial round of registration. After that, it can be opened up. It incentivizes going to the advisor.
8. Bring PINS back!! It was the only way to get students to come speak to you. They don't show up anymore and nothing good can come of that.
9. PIN are necessary to get more students to seek advising. At stop calling them "alternate PINs" - an alternate to what?
10. I think PINS should be used every semester for all students. We owe it to them to help ensure that they do not take courses that are not able to be counted in their degree requirements.
11. They should be used so students need to discuss their progress with advisors.
12. Indifferent, however, may we consider requiring them for first year students? This could help establish the connection of the student with their advisor right off the bat.
13. They absolutely should be used. The absence of PINs gives students incentives to not sit with their advisor, and can create problems in progression based programs.
14. Pins are necessary to avoid problems in programs that are very complicated like the BSEDs, Engineering, etc. It's also good to have personal contact with students.
15. Pins are critically important for ensuring that students select the right courses at the right times. It also provides an opportunity to engage with the students on issues unrelated to course selection. Some times, students know exactly what courses they need, but there are other issues that they need to discuss and they would h ave been too reluctant to come forward but for an advising appointment.
16. They are important for all students--IF advising is required in order to receive a PIN and IF true advising happens.
17. In our department, the pins are used when a student does not have a planned program of study included in their file, so it serves as an accountability mechanism for that PPS to get completed. However, this usually puts a lot of extra work on our Department Administrative Assistant, who must help all the students to acquire the pins to register for courses.
18. For certain populations of students (incoming first year transfers and freshmen) having to obtain a PIN by seeing an advisor is essential.
19. Indifferent. Not exactly sure why the PINS are required.

20. No
21. Pins should be required for all students except junior and senior level continuing students, in good academic standing.
22. We need some kind of hook to bring students in for advising. I think they really need it. PINs could be one.
23. Our graduate programs must have PIN #s for students
24. I think they are helpful for encouraging students to meet with their advisors. It is important that students check in even if they think they know what they are doing. Just this semester I had a good student think he was graduating early because he was done with his requirements! Then he thought maybe he should meet with me anyway and he is glad that he did!
25. Yes
26. I think pins help everyone but because they can be hard to obtain when we are registering student who chronically register late they should only be required for pre registration advising and then lifted after the priority day
27. For all
28. I preferred the use of pins because they served as a formal mechanism to connect students with faculty. This past semester, I encouraged all our majors to still reach out to faculty for general advising, but faculty reported that fewer than usual students consulted with them. I am concerned that two to three semesters from now, some of our majors will find themselves in situations that could have been avoided had they met with their advisors. I am also concerned that losing this mechanism for creating connections between students and faculty will erode the likelihood of students and faculty developing relationships. Those formal mechanisms are particularly important for some of our students who are not used to engaging with faculty outside of the classroom. I understand that not all faculty are great advisors, but many if not most of us are effective advisors, and providing opportunities for developing those faculty/student connections outside of the classroom in a way that is not overbearing for faculty is important.
29. yes
30. I teach exclusively at the graduate level and PINs are entirely irrelevant for my students. However, I can see the utility of them for priority registration for undergraduate students.
31. I don't think of pin as a "road block". Registration pins provide a way to guarantee proper advising and guidance prior to students registering for courses.
32. "Students need to check with Faculty Advisors/ Advisors to ensure they are taking courses towards their degree program.
33. Too many times have seen upset students 'losing' credit towards degree program, with having pins. Imagine longitudinal outcome without guidance!"
34. Pins are a good way to get students to talk to advisers. If you can find a different way to make students come to faculty, then abandoning the pins is fine.
35. "Everyone should have a PIN by default. Continuing students could choose to have their PIN removed by signing a contract indicating they take full responsibility if they register without first seeing an advisor.
36. All NEW students and probationary students should be REQUIRED to get their PIN from their advisor.

37. It is my understanding that the priority students have to use a PIN because currently it is the only way to flag them as PRIORITY. If we could find a work around, they wouldn't necessarily need one. May not be possible, though."
38. The recent experiment demonstrates that there's no need for them.
39. "I do not care either way. I hate advising because we have to advise students in other majors beyond our own.
40. Keeping or getting rid of PINs do not block or encourage students to register, thus maintaining retention. "
41. PINs secure students enrolling in suitable courses at the right time. Requiring a PIN also forces a dialogue between faculty and students about course load, study habits, and academic guidance. PINs SECURE STUDENT RETENTION.
42. Yes. I think it is silly to think someone stopped going to college because they did not have their pin. Many students have very tight schedules and pre-reqs they need to stick to, and we do more than just advise on the classes that they need to graduate. We talk about future careers in the discipline, ways to get involved in the department, any issues they have beyond these things. This helps keep them connected.
43. Pins provide a powerful incentive for students to go to advising. There is too much risk for accidental error on their part if they do not. Students, however, should always have a professional adviser that they can go to for their pin if they have trouble finding their faculty adviser.
44. PINs are essential for getting students to meet one-on-one with their academic advisors and get appropriate guidance
45. PINs are needed at CCSU for all students. They are a benefit to a majority of students, not an obstacle to registration.
46. Pins are absolutely necessary otherwise students can register without proper advising take wrong classes etc. when students start screwing up their Degrees this is on whoever chose to remove pins
47. Horrible implantation. It's shameful that Faculty were not consulted. Not surprising but shameful None the less
48. For programs that departments indicate they are needed they should be required for all students within that major/program. I realize the impact this could have on potentially decreasing last minute enrollments. A suggestion would be for the programs that indicate PINs are needed all students with that major require a PIN to register until 2 weeks before the next Fall/Spring semester begins.
49. I think many of our program's majors would benefit from mandatory advising through their junior year.
50. Would like to go back to required pins - have seen an increase of students refusing to meet with faculty advisors even though they have questions about what courses to take. Perhaps a more relaxed policy where it is easy for any faculty in the students' major to get their pin - so students have to speak to any faculty in their department even if. It is not their assigned advisor.
51. PINs should be required for ALL registration. Removing PINs just empowers students to make choices that do not serve them well and makes it easy for them to opt out of one of the best tools we have to retain and support our students: advising. Requiring PINs for priority registration but not later registration may be a boon to the university's enrollment bottom line,

but at the cost of empowering bad decisions by the students who are most likely to make them: students making hasty last-minute enrollment decisions.

52. I think the PIN system is very good four my program and my students. I think the PIN system is a good reminder for the students to see their advisor(s) regularly, and the focus on course choices for an upcoming semester is one of the most important facets of regular advising.

53. We need to meet with our advisees. The people at the advising center, simply put, are not providing guidance in careeer development.

54. I don't think our registration status and/or retention has anything to do with pins. It has to do with the conversations or lack of conversations that occur when obtaining the pin. For example, if a student has a meeting and only gets a pin, but no true advising, what difference does having a pin make? If there is no substantiate conversation, then having pins is irrelevant. Also, many students obtain pins from department administrative assistants.

55. PINS should be required for all students

56. PINs or some other measure should be required to assure that students have met with advisors and are registering for the correct courses. I have one advisee that would not even respond to my emails and never met with me. There were 2 courses in her major that she should have taken this semester in order to prepare for next semester, but she didn't sign up for either of them. I think the department head was able to track her down for a brief conversation, but situations like these are why PINs are invaluable.

57. Yes. They create an incentive for students to set up an appointment for advisors

58. "Absolutely need it. From my expereince last semester without it (and the years when there were not PINS): the students who did not show up, are on Academic Probation and I had to Early Alert them this semester. The students who are doing fine all showed up to advisng.

59. I ask my students every semester how do they want me to treat them as a class: as adults or students, If adults -- I do not follow up or chase them for missing assignments, etc. There are lots of tears at the end of the semester. If they state students: I am following up and chasing them to alleviate crying at the end of the semester. More and more classes are saying students.

60. Therefore,, how as a university do we want to treat students? As adults, like last semester? Then if they don't graduate on time because they don't come to advising and take the wrong classes - it is entirely on them or the powers to be that eliminated PINS. It shouldn't be on the Chairs or faculty. where it always falls and we are instructed to ""make them happy."" You can't have it both ways. Additionally, we are preparing students for the Workforce. How does this fit in to our mandate to prepare students for the workforce? It doesn't only happen in the classroom. Students must learn how to be accountable and sometimes there are consequences that result. "

61. I believe pins should be used only if necessary.

62. I don't know what 'pins' are...I'm adjunct

63. I feel pins should be required for all incoming students and first year students

64. Pins are an internal control of ensuring students meet with their advisors and are on track with taking the suitable courses to graduate on time.

65. PINs are important for students to select the right courses and stay on track for graduation. Removing PINs may give short term enrollment stability but this is not responsible for the long term student success or university success.

66. PINS encourage students to meet with their faculty advisors so that they can have priority registration throughout the pre-registration period. I think after the pre-registration period is over PINS could be removed to facilitate easy registration.

67. The programs offered by my department are highly structured. Without guidance, students are likely to make numerous missteps, delaying their graduation and wasting their money. They also need to hear about graduate school options, important job skills etc. In my opinion, the removal of pins has been a disaster for my students.

68. It is critical to have advisors provide students with the pins. I had low performing students last semester that didn't come to advising appointments and it creates extra work on the advisor's part. It puts the students at risk for success and lack of progression.

69. PINS are necessary in my department, to ensure that students take the correct courses at the correct time. It is crucial that they meet with academic advisors, and the PIN ensures that this happens.

70. While it is more convenient for the student's to not have a PIN, I believe it is a great way to require students to connect with their advisor prior to registering, which results in student's taking the correct courses for the Degree Programs.

71. The pins were effective in getting students to meet with advisors. While not ideal, it was effective. Removing the need for pins have resulted in students not scheduling appointments and have instead caused significant disruptions/deviations from the academic map. Unless there is another way to get students to meet with their advisor, getting rid of the pin was not a good idea.

72. I am new to the community and thus not sure my opinion is very informed. That being said, the Fall of 2022 was my first semester of advising, and I believe the first semester where pins were not employed. Despite my repeated efforts to encourage advisees to meet with me, less than one-quarter took the opportunity. I'm not sure if pins are the best and/or only solution, but it seems apparent that some effort needs to be made to more strongly encourage students to meet with their advisors.

73. At a minimum, I think PINs should be used for Freshmen, incoming transfer students and students on academic probation. My concern is that we are going to see students delaying graduation because they didn't take the appropriate courses. If we continue with this system, we MUST make sure the academic maps that are posted online are up to date.

74. PINs seems to be needed for new students, transfer students, students on probation, graduate students in the beginning of their graduate studies, and student who are close for graduation and may need to take classes that are not offered every semester.

75. Yes

76. All students should be required to use PINS.

77. PINs should be used to give students the necessary prompt to meet with their faculty advisor.

78. I believe students should meet with advisors. The PIN manufactures that need. It keeps the university accountable for keeping students on track for graduation.

79. Yes

80. Pins are a vital tool to encourage students to interact with Advising faculty in a way that ensures we can use our expertise to benefit their academic experience and ensure they are receiving the best training to achieve their long term goals.

81. I feel that PINs are important, especially for first-year students and those early in their program, as they are a way to ensure a student meets with an advisor to discuss their courses before registering. This helps keep the student on track and prevents them from selecting courses they may not need.

82. Prior to PINs, we had a lot of students taking random classes. As a department chair during this time I had to deal with a lot of problems. Since we started using PINs, the number of students taking random classes has gone way down. Since the Fall semester, I have already dealt with students enrolling in the wrong classes because of it. PINs should be used for all registration.

83. I think undergraduate students need to be advised before registering for courses. There needs to be some mechanism to make sure they are advised, pins or not.

84. I believe that PINS should be used for all students. On one hand, we say that students do not receive a quality advising experience or register for incorrect coursework, but, then on the other hand, we remove PINS which allows students to bypass advisors all together . I don't think the removal of PINS is the answer for all. There are students that do meet with advisors in an early time frame, yet, for various reasons, do not register "on time" I think there are multiple issues both on the student side and on the faculty side. Some students just don't have a sense of urgency, some may be waiting to see if they pass a pre-req before registering, while some students may not be able to move forward in their major due to not being able to pass particular pre-req's, which, prevents early registration. Some faculty are very unresponsive and some are very "transactional" which takes away from a quality advising experience

85. yes

86. Not sure why they stopped using pins. When we had pins, students would at least come to advising so they could get the pins. Without pins, students just bypass advising.

87. Removing the PINs was a positive change for me and students.

88. PINs are very important for advising. General advising is useful, but specialized advising by the faculty in the specific program that the student selected is essential for the success of the student, on time and on budget.

89. No, they should be used for everyone. Students don't know what they don't know. There is plenty of information about courses that is not listed in the catalogue.

90. No thoughts

91. I think that PIN numbers are key for more successful advising. There are other snags with advising but PINS are not one of them (I think that just a diversion for some group of students to blame for what are other problems). The biggest advising issues that I have encountered as chair were students trying to avoid PINS.

92. I think CCSU should use PINS

93. Pins should be required at all times. Without pins, many students take courses out of order. This problem can quickly compound and may cause students not to graduate.

94. I think PINs should only be used for priority registration. If a student is motivated to register early and has the right classes picked, they shouldn't have to wait to register.

95. Pins are needed to ensure the student has met with their advisor and registered for the correct courses. Otherwise their time to graduation may be lengthened.

96. Yes. PIN provides a control system where students have to see their advisors on their course of study.

97. "Needed for all students every time

98. "

99. Pins should be used for all undergraduate students. When only handed out by the student's advisor, they work well to ensure that the student is well informed for course selection and career advice. I don't feel that the graduate students in my department need pins.

100.   YES

101.   I see no need for pins

102.   NO. They need to be required. We can't ensure timely retention and graduation without it.

103.   Without a PIN students have no reason to visit with their faculty advisor. I think all students should be required to use one.

104.   The thoughts on using pins is helpful to have accountablity for students who need help with selecting courses. Students that don't have pins, gives them the flexibility to choose whatever course they want but sometimes there is no direction for students on how to select the correct courses that fulfill for their gen eds (as an example).

105.   "Pins should always be used.

106.   Students need one-on-one planning each semester to be sure they use their time and financial aid most effectively and to talk out their ideas. In addition, I see many students who are completing a very specific set of requirements for not only their major and degree, but also for state requirements. They often do not understand all these criteria. They deserve the expertise of experienced faculty, it benefits them financially and academically."

107.   What data do we have to support the use of nonuse of PINS. Perhaps data can be collected that helps us to better understand the problem. In the absence of that data, I prefer the use of PINS for all students. It is a vehicle for interacting with students, even if only by email.

108.   Pins are not necessary (please see my message below about an online advising scheduling system)

109.   If PINs are meant to ensure students are getting advising to select the right classes and keep them on track toward meeting graduation requirements, then they should be used regardless of when students choose to register. Often the students registering later are in the most need of guidance.

110.   I think PINS can be a hurdle for students. I think communication with our students by the Advising Center and faculty advisors is more important than whether we mandate PINs

111.   I think the use of pins should be used for every registration

112.   no, they should be used as a reason to get the students to meet with their advisors and to get the advisors to have at least one meeting per semester with their advisees.

113.   Whatever is easier for the students

114.   For most students pins are unnecessary. I think if a student is registering for the first or second time, or if they withdrew, or failed a class that they should be requried to meet with an advisor prior to registering.

115.   I am not a fan of the PIN and have always wondered if we could explore an advising hold rather than issuing a 6 digit code as there is too much room for human error. With that said, I do think there needs to be some kind of mechanism (the carrot, if you will) in place to have students connect with an advisor each semester. Primarily this needs to be required of INCOMING FIRST TIME students, whether freshmen or transfers, in addition to students who are

on academic probation, OR students who are not yet flagged for probation but had a semester prior that was below a 2.0

116.   No, PINs should be used for all students. It is a simple way to nudge students toward a meeting with their advisor.

117.   No - they should be used for all registration

118.   Requiring PINs is a way to make sure that students consult with an advisor. Some students really need this guidance, while others don't. I think PINS or meeting with an advisor should be required for new, transfer, or academic probation students. Some departments have waived the PIN process or making students meet with an advisor for students with at least 86 credits in the past. Perhaps a credit threshold could be used to determine PINS.

119.   I think that pins are a good tool to use to make sure students and advisors meet to discuss the classes that students want to register for.

120.   PIN numbers would insure that students speak with a program advisor.

121.   Yes, I think they should only be used for priority registration. I also do not think students should have to meet with their advisor more than once (if at all) to get a pin. I know faculty to withhold pins from students who could not meet with them, therefore causing them to miss registration deadlines and classes that they want/need to take. Even an email confirming the class schedule and answering any questions/getting approval should suffice.

122.   I strongly recommend that a formula be developed to determine, based on GPA and progress toward graduation, whether students need PINs or not.

123.   Think they should be used by all students to ensure they meet with advisors and enroll in appropriate courses.

124.   I am a strong supporter of PIN's. I fully understand that most students may not like them, however, those are the only way to ensure students meet with their advisor for the most direct path.

125.   Undecided.

126.   Advising pins are useful to ensure students meet with their advisor, ensuring they take the appropriate classes to graduate on time. Removing registration pins is a mistake.

127.   PINs are an excellent tool for getting students to actually speak with their advisors.

128.   No - the PINS were the only reason many of my advisees came to see me. I was able to give them help they didn't know they needed because of that. I think our four-year graduation rate will drop precipitously if we eliminate them.

129.   If there was a flawless system in place that avoids registering for wrong courses or taking courses without prerequisites, then there should no need for the pin. Basically the studewnt is an adult and needs to make wise decision for their life. But with the current situation far from ideal, pin forces the students to meet their advisors and prevents mistakes.

130.   No. They should be used absolutely for first year and transfer students. Only departments who have faith in their more advanced students should be able to disallow pins.

131.   When students were required to see their advisors to get their PIN, I had a few advisees who managed to get their PINs without see me. The conclusion: why bother using PINs.

132.   Works fine

133.   Pins are vital to get students to come and see their academic advisors. Most of my advisees didn't come to see me last semester because they didn't have pins. This is how mistakes are made when students choose courses and make their schedules on their own

without the help of the academic advisor. In addition it is during advising sessions when students inquire about internships, research opportunities and ask for help with future plans, especially graduate school.

134.	PINS are instrumental to students' planning course schedules that lead to degree attainment. They should be used for all students. When coupled with degree planning sessions with an advisor/faculty advisor, they become essential conversations that likely lead to increasing retention and graduation rates. The "hands off" policy may be convenient for some students, yet I worry about it's effectiveness. Students barely read instructions, let alone understand and follow complicated pathways to degree attainment. This is especially true of first-generation students who often lack a trusted adult to ask.

135.	" They are only useful for those students that are not prepared and need more assistance to register.

136.	If the students with priority registration are prepared then, they may not need them."

137.	As much as the students would like to access registration without advising, I think pins should be required, still. I know of too many students who end up with too many of the wrong classes and not enough of the correct ones to graduate within a reasonable amount of time.

138.	Pins should ensure that the student is registering.

139.	New incoming students, transfers and probation students should need pins.

140.	I do believe that pins are a necessary part of the registration process, more specifically during priority registration. While not all the schools have the same requirements I believe that many of us share the same sentiment that sequencing can trip up many of the students as well as the pre-requisites not being met by the time students should be meeting with faculty advisors for major requirements. It is a dis-service to our students as we talk about retaining students and understanding the financial hardships that a lot of our students face. This is even more true for freshmen, transfers and first time first generation students and probationary students.

141.	Should be used for all.

142.	Not familiar enough to comment with specifics. I would ask: do the use of pins streamline the process? or add waste to the process? If they create waste, can you remove part of the process to make it a useful tool? Streamline, customer friendly, then use where appropriate. If wasteful and frustrating, don't use.

143.	PINs are needed for most students: This helps reduce the number of problems with students registering for classes out of order or not knowing what to register for and having "emergency" problems at their registration time that could have been avoided if they just met with their advisor beforehand. Even in departments with 400-500 majors, we can fairly easily manage all advisees by each faculty member meeting with their share of students. Advising can also be done fairly easily by e-mail, especially for juniors and seniors. There have been just way too many issues this semester after not having PINs last semester.

144.	Pins should be require, specially for freshmen and students on probation.

145.	I think pins are a necessary evil. If we don't have them, then students don't talk to an advisor before signing up for classes. While it might make it easier for them to sign up for classes, it is problematic if they sign up for the wrong thing and/or don't have a conversation about the possibilities for their career trajectory.

146.	No, at the very least, students who are first year or sophomores should be required to get a PIN from their advisor. There are several reasons for this, but one of them is that there is a

heavy burden on department chairs that comes from having to check if students are taking the right course. Our registration system does not seem to be good at catching students who don't have the prerequisite, and having students take the wrong course early on is a sure way to delay graduation.

147. N/A

148. Yes, it is helpful early on but closer to the start of the semester students should have no barriers to registering for courses.

149. No. PINs should be required for students new to CCSU and students in academic distress.

150. students need to meet with their advisers - at least in our major, there is a lot they need to know. If students do not need to see us to get PINS mistakes will be made

151. I like using them, otherwise students do not attend and we as faculty are forced to accommodate using Independent Study or allowing in students who didn't have proper pre-req's. We are all for students graduating on time and it forces us to make the accommodation instead of the student following the proper guidance.

152. Without them, 70% of students do not come to advising.

153. Pins can help faculty advise students so they do not go off track with their courses/majors.

154. I feel as though I can not answer this question, as I have been employed at CCSU for a little less than two months, so I do not have the experience of use of pins for registration. But if you were to ask me for an opinion, I say that if the use of that mode for registration facilitates matters, then yes, I am for it.

155. It must be used for every student so that the student gets a chance to meet a professor in person.

156. The pin number is an important tool in the progression and retention of students through their academic programs.

157. I strongly favor requiring pins so students must meet with their advisor before registering. This will help them avoid costly mistakes that might delay their graduation.

158. No, they should be used each semester.

159. I think pins are a good idea and encourage students to seek advising. Without pins last semester, many students decided they didn't need advising prior to registering for classes. While not all students have trouble understanding which classes to enroll in, some majors do make mistakes and end up with messes that are a headache to clean up at the beginning of the next semester. It is also good to be able to check-in with students, even those who don't think they need advising.

160. We should have pins for all students in all cases, not just priority registration.

161. I found them to be of use allowing me to know if my advisees had registered. It also alerted me to the students that had not responded to my emails about making an appt for advising for follow-up. I have close to 50 advisees this semester. Each semester, our dept chair (who retired) would prepare lists for all the incoming students before passing cohorts to faculty for advising. This worked extremely well and we are requesting a Program Coordinator to take over this task for the future.

162. Yes, priority only

163.	I think that pins are important for all students because they ensure that they meet with their advisors. With the current process and mindset, a considerable number of students (I would say most) don't meet with their advisors unless they have to.

164.	It is a needless hoop for the students to jump through. Particularly when the quality of advice given by most faculty and advisors is of poor quality and typically ignored by students.

165.	No thoughts either way.

166.	What is the data from the semester of No PINS?

167.	Don't have specific preferences because the use of pins has pros and cons.

168.	Use of pins for registration will provide better communication and opportunities for student and faculty interaction.

169.	PIN numbers should be mandatory for all registrations.

170.	I am neutral on this question. While I feel they may increase the likelihood of students seeing an advisor, I reached out to and met with all my advisees this semester without the "pull" of the PIN requirement.

171.	We need to use the pins for all students to offer advising properly.

172.	I think we should use the pins for all students. Some will sign up for classes without being advised. This leads to challenges when students are getting closer to graduating. Have not met the requirements and some will not take accountabilty that the chose not to be advised.

173.	I don't feel qualified to answer this. The pin process seems quite cumbersome, and mistakes creep in. However, I don't know what the security issues are where registration is concerned.

174.	No

175.	It helps to have interaction with students which ultimately help them to avoid mistakes, and make progress towards graduation

176.	I understand why the PINs can sometimes become a frustrating obstacle for students that prevent them from registering. On balance, I think the use of the PINs solves for registration solves more problems than it causes. Without guidance, many students will take courses that they do not need.

177.	Yes

178.	not sure

179.	For programs with a multitude of prerequisite requirements the pins are crucial for registration. No pins => no advising => limited progress towards graduation.

180.	I think it is generally a good process for all students to insure that they are meeting with department advisors.

181.	I believe that the pins are a helpful tool and should be utilized for all students.

182.	I don't think pins are necessary at all. I believe pins can lead to frustration for students if they are unable to get their pins because they are unable to meet with their advisor and are unable to register. I think safe guards can be built into the system that would not allow students to register for certain level classes. (i.e., freshman taking a 300 level class 1st year)

183.	Alt PIN should be mandatory for any registration of continuous students because it forces them to meet faculty for advising, stay the course of their academic progression, not make mistakes taking wrong courses and taking them out of sequence.

184.	PINs are important. They ensure that students actually meet with their advisor and get accurate advising for their program. If they stopped being required at the end of each semester,

that will make it easier for students who have delayed registering to do so if they can't reach a faculty member over the break.

185. Registration PIN should be optional. Sincere students can follow the instruction, while other students may need help every semester. A PIN is not necessary.
186. Yes
187. The pins should be given out by advisors.
188. Priority registration only
189. Don't have enough knowledge of the issue for an opinion.
190. indifferent
191. Providing a PIN number for registration is not advising. There are many challenges students face when trying to schedule 'advising appointments' so they can have access to register for classes.
192. I am agnostic about PINs. I have taught at two elite universities and one second-tier university in the 1990's and PINs were not required. I do not recall any issues that are different from our issues (i.e., students make poor judgement choices, mistakes, feel frustrated by choices, etc.). I also taught, in the early 2000's at a small public university where we used PINs for 1st and 2nd year students; they had to meet with faculty advisors to receive PINs. 3rd and 4th year students were on their own (or rather advising was voluntary). I observed fewer issues of students being off-schedule, making poor choices, etc. I think it also made significant improvements in our retention and graduation rates. So, I think if we use PINs it might be better if they are limited to 1st and 2nd year students and that they meet with faculty.

Question 3
Are there populations of students who could be better served by a different advising model to better meet their needs or the needs of a specific program?

1. If anything, I would not require students with more than 100 credits to have a pin
2. Freshmen and sophomores need to meet with their advisors and learn how to read their degree audits
3. n/a
4. Not that I know of, but at risk students who don't meet with their advisers are set up for failure even more so. PINS ARE NEEDED.
5. YEs. There are students who have straneferred, and whose transcripts are confusing. Some of this students need closer monitoring and advising to ensure they are registsred in the correct courses.
6. I never heard any complaints or concerns to change. It appears to meet the need
7. Some majors need to get to faculty advising sooner than others. If you can not complete a major in 3 years, those majors need faculty advisors early.
8. Freshman should be advised by their assigned department unless they are undeclared.
9. Would need more details to answer this.
10. Transfer students may benefit from having a single advisor that can advise on all majors.
11. I think if advisors are open to online and face to face, they should be able to find a time.

12. Transfer students
13. I'm not sure how to answer this. I am new to advising, and generally feel like the current model is relevant.
14. It's not so much a population of students as the fact that the many students--especially commuters--have complicated schedules. Trying to find a time to meet with advisees can be complicated when faculty teach 4/4 and students are only on campus when they have classes and schedule themselves back-to-back so that they have no free time to meet. On days that commuter students have no classes, they do not come to campus and frequently find paid employment elsewhere that they cannot skip to come in for advising. It is a vicious circle.
15. I am sure that some programs that are very sequential need pins. But even other programs without that rigidity need an opportunity to meet with students. Faculty know if a course will not be offered subsequently because of a pending retirement or sabbatical. Students do not have this information and need to be advised appropriately in order to finish in a timely manner. Moreover, we have a great many first generation students. All of the research shows that, for those students, sustained connection through advising is critical.
16. ALL students would be better served by receiving thoughtful, knowledgeable, and accurate advising. I think the money being spent on non-faculty advisors with limited understanding of the multiple academic programs would be better spent giving *select* faculty reassigned time to provide the sort of advising our students need.
17. Not sure how to answer this question, from my perspective.
18. It depends on how "advising model" is being defined. Is it referring to dual advising? Is it referring to professional advising being centralized again? There are programs where seeing both a professional advisor and a faculty advisor would benefit students. The Engineering programs immediately come to mind. Even with the use of PINs there seems to be no way to make that mandatory. The centralized advising model did not work effectively on our campus. Why we went back to it given what we learned the last time is beyond me. The undergraduate schools on our campus are too different to try to make advising, amongst other things, uniform.
19. The advising model should be essentially the same across programs, but obviously there may be slight differences.   Keeping it consistent will allow students who talk among themselves to not be confused.
20. Yes. Several students have expressed concerns that they have to figure everything out on their own
21. honors. EOP, & athletes may benefit from a different model
22. I like the model where faculty advise students. I think that's a good idea. However, some faculty are bad at this sort of thing, so there is a dilemma. Perhaps we can incentivize this kind of service? Some extra load credit?
23. We are grad only programs- as faculty, we do all our own advising.   We average approximately 30- 50 advisees each
24. I don't really know. I think many students could benefit with more frequent meetings with their faculty advisors to make sure they are on track and develop a rapport. I value the relationships I make with my advisees.
25. NA
26. I don't know
27. Not in our programs

28. Not sure what us being asked here is fully relevant to our program—we only offer one program that is not guided by accreditation as are many other programs.
29. Students from underserved populations and students who have learning disabilities.
30. Graduate students are best served by proactive advising within the program.
31. "-Incoming students (freshmen and transfer) should arrive and are served by a central advising office. Then moved to the School Based Centers, and then transitioned to faculty advisors.
32. -Students who are experiencing academic difficulties."
33. "A more hands-on model needs to be adopted by the various academic programs.
34. In my viewpoint and experience, advising does not stop at signing up students for courses.
35. Student Athlete Center is one example of increased support providing great average gpa's.
36. Terrific potential outcomes: increased retention and student satisfaction. "
37. Perhaps departments could have dedicated virtual advising hours for advisees who have trouble meeting with their advisors
38. "There are many groups that might be better served in alternate ways. But, until we have a good communication/tracking tool that EVERYONE uses, there are too many opportunities for mistakes.
39. We also need robust (structured) advisor training. "
40. That should be determined by each school. Nevertheless, the sooner you get students to an advisor within their department/major, the likelihood of retention increases.
41. No. Often it is about following which courses to take, which can be confusing for all.
42. Students with lower GPAs and who run the risk of being on academic probation would benefit from frequent mentor check-ins to secure passing courses and graduation.
43. No, I would say the opposite. A dual advising model better meets the needs of all students.
44. Programs with very complex requirements, like a lot of encumbered Gen Eds, should allocate department service to those willing to do more of the advising. It would reduce the load on those who do not do it well.
45. The professional advisor model has not been helpful with the more complex academic programs
46. Yes - Freshman and Sophomores need more advising support - more than their faculty adviser can provide.
47. "I'm
48. Not sure "
49. Yes
50. I see huge value in having first year students and transfer students meet with a professional advisor that is both very familiar with the common challenges of those two entry points and has expertise on the start of the programs they are advising. I think after that first semester of transition the primary advising contact should be faculty within the department. At that point I think the primary role of the professional advisor is as an alternate contact the student may have built a connection to or with questions regarding changing majors. I can only speak for the programs within my department, but beyond the first semester advising class selection should rarely just be looking at the classes for the upcoming semester, it requires detailed knowledge of the field to help students plan a path that meets their overall end goals of their education through a combination of all courses fitting together and recommended extra curricular experiences to meet the skills they need for their particular path for the major after graduation.

To provide that type of advising you need to be intimately familiar with the paths of that program and the options after graduation such as a department faculty member.

51. Transfer students need more help navigating the requirements to graduate on time.

52. There are definitely some programs where students need to plan far ahead to meet graduation goals - ones that specific sequences of classes across multiple semesters, or departments where required courses are only offered every other year

53. Different from what? The current no-PINs model? The old PIN-based model? The "dual-advisor" system that no one seems to understand?

54. I know of no program or student group for which the PIN system is inappropriate or unhelpful. One rumor back in the pre-PIN days was that students had great difficulty arranging meetings with their faculty advisors, so much so that it interfered with the students' registering for classes. That was never my experience back then.

55. Yes. I think faculty and staff could create meeting space that is synchronous and offered at different times to address different concerns. I think career advice past the 2nd year of college must be offered solely by the professor. Advising centers are not career experts in our area.

56. I think students who are registered with disability services should have a model that is similar to that which is in the academic center for student athletes, also for EOP (which I believe they already have some extra oversight). At some schools, students must have "stamps" which allow them to register for certain classes. And permission must be given to drop a class.

57. Unsure. There doesn't seem to be one advising model that fits all students.

58. Often, the general advising for freshman can miss specific requirements for courses in a given major/department. It would be useful if freshman were assigned an advisor within their major to doublecheck their planned courses before they register. 2 sets of eyes better than one.

59. It seemed fine with the pins

60. I had more sucess when I advised them electronically. I typed up a document stating what I would be doing, etc. I state how I will look at their degree evaluation and will emailed them the courses to register for, then followed up with another document with links. At any time students can email me with questions and I will address them. I found it sucessfual because it was well documented. When they have to sit in a room with me (per our Dean's instruction) students are preoccupied with getting through with the current semester and if they fail, etc. They don't hear everything that is stated and they ignore or lose the advising contract and I get blamed. I also write everything in a NOTE including PIN number. So they always have access.

61. Yes students have to play the run around game because most of the time advisors send them to the wrong departments for help.

62. do they have departmental orientation and meet the faculty/students before signing up with a major? are they well informed?

63. I don't think there should be a one size fits all advising model for all departments and schools. Every department/school has different needs. In some departments it is imperative that the student connects to the faculty after the first semester. Some departments do not feel they need to connect with the students until the student has been officially accepted into the major/program.

64. I am not aware of any population of students who could be better served with a different advising model.

65. N/A

66. It really depends on the complexity of the program.
67. Older students are often better prepared to navigate bureaucracy and follow regulations. They also have work experience and need less guidance on that topic. I would be OK removing PINs for students over 30 years old, say.
68. Not in my department
69. Students who are unsure of what major they want - either exploratory or with a special button upon admissions for "not sure". They should be able to fill out a survey to determine their academic strengths/interests, as well as their career interests. These can then be reviewed by school-level advisors and/or program coordinators, who can better identify potential academic programs.
70. Newly Admitted Students. The transition between Admissions to Advising seems to be almost non-existent until the New Student Orientation session. Students can be accepted months prior to Orientation, and in that interim they often call into the university asking who their advisor is, when they will be able to select classes, etc.
71. A peer-mentoring program involving senior student mentors in good standing progressing well in a program can provide guidance to freshmen or sophomores.
72. Students appreciate the opportunity to meet over the phone or by Teams.
73. I think there is room for improvement in working with our transfer students. Also, I'd like to see more faculty engagement with students in the pre-professional programs.
74. A combination of professional advisor (in the beginning) and a faculty advisor ?
75. Yes
76. Entering students should be advised by faculty in the department of their chosen major. The general advisors need to be more up to date on course changes. It is almost impossible for them to know every offering in each department.
77. Yes.
78. I have heard the term "hand holding" used as negative. I think we should turn that attitude inward and perhaps realize that we as a people are exhausted. These students deserve our time but these last couple of years have been an absolute drain. I always appreciated the CACE model where students can visit one location and ideally evade runaround, i.e. if their assigned advisor is absent, someone can at least meet with the student to help with their immediate need.
79. Yes, Freshman and transfer student need more guidance and should be given more tools to make there transition and experience at Central a more successful one.
80. Non traditional students with outside work schedules might be better accommodated by specific evening events to provide advising outside of normal business hours.
81. First-year students, first generation students, undecided students, pre-majors, students on probation.
82. My experience has been that one on one advising with faculty members is the best form of advising. Unfortunately, not all faculty see the value of proper advising.
83. Maybe so. I don't know that much about the advising needs for different disciplines. It seems something like the way graduate students are advised might work in general for undergraduates; once a student make a plan with his/her advisor, he/she can register for courses on that plan (adhering to prerequisites of course) without having to meet with an advisor. Any deviations require meeting with an advisor and revising the plan.
84. N/A

85. no
86. Not sure what you are getting at here. When I see a student for advising, we go over any concerns and discuss plans for certain courses for them to take, along with plans for graduation and beyond. There is no better model than that.
87. Freshman should all go through the advisement centers.
88. Specific program advising by all the faculty within the program is critical for the students success since the program's faculty are the most knowledgeable in the curriculum and can clearly guide the students. Some departments, probably most, specifically at SEST, have significantly varying programs.
89. I don't know; I only know the students I've worked with.
90. No thoughts
91. The key thing is that the students having PIN snags have other problems. The PIN issue is just a diversions. Key things is ways to more students to have more connections for successful advising.
92. Not that I am aware of
93. No such 'populations' exist. Advising is an individual matter. A good undergraduate education helps students deal with an array of life challenges. A diploma is nothing. Many make a living from transferable skills. Acquiring these skills take time and rushing through the process is the opposite of what many students need.
94. When I was first given the role as advisor (as a new faculty member), I had barely any guidance and made many mistakes in what I told students. It was also very daunting trying to fit advising in with all the other roles and requirements of teaching new classes, being in new committee roles, etc. I think students should have advisors that are specific to their roles (say one for an entire department), but should also have clear and defined course maps and course registration restrictions so that students who know what to take in the later years do not need to see an advisor and can register when it opens and new students can meet with the advisor or follow a course map and not be able to register for a class that should not be allowed. Transfer students should ALWAYS meet with an advisor for the first year to guide the class registration process
95. Students should be advised by the department/program they are in. Anyone that meets with the first year or transfer student before that needs to be in close contact with advisors from the student's chosen program.
96. While some students are more prepared in terms of looking at their degree program, not everyone is prepared to the same degree. Freshmen and Sophomores probably need more guidance. I also suggest that they see their major advisors.
97. Majors in Phyiscs, Engineering, etc need to be assigned to advisors in their department from the day they enter CCSU.
98. It may be helpful for high-risk students to have an additional advisor/mentor who can assist the student with specific needs.
99. Not sure
100. I believe we should have a consistent advising regardless of the program.
101. This is a really confusing question.
102. Those with lower GPA's should be required to meet with faculty advisor/department chairs.

103.   Absolutely. The first generation students truly need an in-depth, intrusive model of advising to help with what they need to know on registering for classes and having a sense of belonging when they meet with their priority advisor.

104.   Students in programs that require a strict set of major, state, and testing requirements need a stable experienced faculty immersed in the specific field to provide guidance. First get students need a sense of stable support and close faculty and staff to provide consistency. Although the quick easy flash of "fast" registration has a surface appeal, studies show it does not serve retention and completion. Repeated studies show that full-time and present faculty as instructors, mentors, and advisors is the most regular indicator of success.

105.   I'm sure that is almost certainly true. Dual advising seems like a decent idea, but it's been implemented so haphazardly that it's been rendered useless. It would be great if thought and care (beyond butts in seats and headcount enrollment) went into decisions.

106.   Students who want to become nurses who have not yet been accepted to the nursing program (and may not every be accepted) don't seem to know who to talk to (please know that I am not talking about the doctorate in nurse anesthesia).

107.   Yes, there are different needs for freshman and seniors, and transfer vs. first-time full-time students. We came up with a model that offered more flexible options to students who had been here at least two semesters and had met with an advisor.

108.   I think some students are confused about the primary and secondary advisors. They want to meet with their faculty advisor as soon as possible.

109.   I am not aware of any population of students except those with disabilities that would need a different advising model.

110.   "graduate students do not need PIN numbers after they submit a plan of study to the graduate school.

111.   post-baccalaureate students do need PIN numbers because their advising is more complicated than the traditional grad students' advising.

112.   "

113.   Give students the option for how much advising support they need

114.   lower level students are helped with gen ed requirements better upper-level students are well served from faculty advisors who can also provide career advice.

115.   I think it is better to simply be consistent. Therefore, while I think requiring advising for ALL students populations may not be necessary, for the sake of consistency and to provide less confusion, it may just be best to require it for all. That said, perhaps there are different folks who can be considered as advising a student than just the primary/secondary advisor listed. For example, with student athletes, perhaps people like Inez, Cathy and Alicia can advise and provide the PIN for their students, while confirming with professional advisors/faculty advisors that the advising provided was correct.

116.   Lower GPA and/or students struggling with academic/personal issues.

117.   Not if it puts more work on the departments with no additional resources or support

118.   The dual advising model is great when implemented as planned. However, when there is a lot of turnover among both the professional advisors and student's faculty advisors are switched (such as for sabbatical or faculty role changes) if defeats the purpose. With out continuity students feel lost in the process.

119.   I think that First generation students could use a different method of advisement.

120.   Not ay this time.
121.   Yes, students should have access to clear program curriculum maps so they do not need to wait for their advisor to tell them what to take next. They also should easily be able to switch to a different advisor or advising model if their needs are not being met by their current advisor.
122.   I don't know. I will use this space to comment that Justine Gamache is doing a great job with first-year students in SEST.
123.   All students can benefit from meeting with advisors before being able to register.
124.   Students that are first generation students probably are the best served from PIN's and the most vulnerable to select inappropriate classes.
125.   Students entering the teacher education program would sometimes benefit from clearer guidance in the pre-professional program stage regarding admission requirements, course requirements and assessments. Students interested in the education professional program might benefit from an education advisor in their freshman year.
126.   .
127.   Incoming freshmen need to be assigned and meet their program advisors as early as possible. Generic, central advising is a detriment to student success.
128.   Possibly.
129.   Yes. Advising must be done only by faculty offering the program since they have the knowledge of the offered courses. Programs are different in nature and one model does not fit all. Some programs have significant prerequisites requirements and some don't. Professional advisors do not have the expertise of every single program and end up referring the students to the corresponding faculty. Hence, full time faculty end up doing the job while they are getting paid for it. In addition, faculty has not to advise the advisors in addition to the students, fixing past advising problems, catching up on lack of advising and transfer problems.
130.   Yes. Students who share "residency" in two different schools before program admittance (e.g. education students) need a better model, and they need advisors who know the ins and outs of their programs or who are willing to find out, not send students away with no direction. Also, exploratory advising should be better connected to departments on campus so departments can be part of advising interested students. Adult learners should also have access to faculty mentors as early as possible if they know their intention. This population is not necessarily "trying things out" but making a concerted decision to return to school, often for a particular career goal. Above all, students should be encouraged to make faculty contact from Day 1.
131.   At some point, in addition to "traditional" advising, it might be possible to use artificial intelligence to provide students with a tentative schedule each and every semester based on the program and courses previously taken.
132.   N/A
133.   I believe all first year students should need pins and be advised by their academic advisors. We know from research that the sooner students can make a connection with a faculty advisor and then see them consistently they are more likely to be involved and this helps with retention. I want to see my advisees as soon as possible in their first year so I can inform them about opportunities (research, internships, psychology club, PSY CHI the national honor society for psychology students, etc.) so they can start thinking about these opportunities for the future and immediately get involved with the Psychology club so they can make connections with other

psychological science students. Also the connection with a faculty advisor as soon as possible is vital to a student to feel connected to the university.

134.   I am certain there are models of advising that lead to better outcomes, including Appreciative Advising. If adopted by the university, and supported with training sessions, students will get the sense we CARE about their progress.

135.   I think the pins are a way that the students contact the advisor, however most of my prepared students do not need much information from teh advisor as they are already prepared. The pins are more useful for student that are not that prepared and they have to meet with the advisor.

136.   Yes, I believe that there are populations of students who are suffering from learning disabilities, and who are refusing to identify with Student Disability Services. These students would need a different advising model than the ones that we have offered. The students who are first-generation college students also need a different advising model.

137.   The student would be most effectively served in meeting with their academic advisor who would keep a file on each student, until a new advisor or major is selected by the student.

138.   New incoming students, transfers and probation students should need pins.

139.   I think that the advising model that exists overall is the best suited for the population of students that we serve.

140.   Yes

141.   I am sure there are students that need a different model for a variety of reasons. People are different and the different majors require differing levels of guidance. Communication is key - with students and between departments. Starts with caring about and caring for each and every student.

142.   My department gives seniors and juniors the option to do advising by e-mail with their advisor: Students choose their classes and e-mail the list with rationale for taking these courses to their advisor, and then we e-mail the student back with confirmation or suggesting changes to their schedule and the PIN. It's also easy to check that they've applied for graduation, etc.

143.   Transfer student need person on contact. The onboarding of transfer students is time-consuming and tasking. Transfer students deserve and need a better experience.

144.   I am very concerned about sophomores and above not having an advisor in the major. For example, in psychological science we now have accelerate. If students aren't on the right track for that, they may not be able to take advantage of it. If the first time they are seeing an advisor in psychology is in their junior year, then it is too late.

145.   I think the decision of which advising model is best for students in a given program should involve the faculty in that program. Not every program has the same needs.

146.   N/A

147.   n/a

148.   Yes. Advising by non-faculty should only be done for majors and programs that have high levels of flexibility and only with the consultation of faculty in those departments.

149.   such as? I believe every student should meet with their adviser; at my prior Research I school, we had one person in the department do all of the advising. Release time could be given to a couple of faculty who specialize in advising

150.   Not sure.

151.   Unsure

152. Need an advisor who can advise students overall requirements. Faculty should only advise on the sequence or courses in their major.
153. I also believe in one-on-one communications via personal meetings. It not only demonstrates a sense of attention & care to each student, but personalizes it as well.
154. "Freshman & Sophomore to the professional advisor
155. Junior & Senior to the faculty"
156. Seniors
157. First-generation students, working adults, parents, students of color, transfer students.
158. No
159. A better way to deal with advising for minors would be good, as the faculty aren't always equipped to give advice on programs not in their own departments.
160. yes,
161. In my program we are hyper-alert to our incoming and existing advisees, checking in with them year-round since many are transfer students. For the program, it is imperative that incoming students are advised correctly and are referred to our faculty right away to help them navigate the pathway requirements.
162. Yes, student's with disabilities need a higher level of advising from their university disability specialist in collaboration with academic advisor
163. Yes. Advising must be made into a continuous process that forms a relationship between a student and an advisor; rather than it being intermittent with hyper times where everyone that participates from the faculty is trying to help whomever needs help from the students. We have an intermittent process of advising. We need something more continuous in nature.
164. The incoming students (underclass, and transfers) need to be encouraged to make contact with their advisors. The advisors then need to give advice. What a novel concept for an advisor!
165. Not sure.
166. Better-informed advising
167. Both staffs from the advising office and faculty members can advise students well, but having peer mentors would be also great way to serve students better.
168. yes.
169. I do not think so.
170. Yes, the Honors Program, given its specific curriculum that most advisors are not familiar with.
171. None
172. No. The only thing that would be better from a time perspective would be if we had a full time advisor for each department or combine the smaller departments. Would free up time for faculty to work on other aspects of their job like research.
173. Absolutely. The students are all disadvantaged by an outmoded advising model. During the busiest time of the semester, students have to chase exhausted professors around to get PIN numbers. This traces back to the malignancy at the heart of our institution: the 4/4 course-load. For those of us with active research agendas -- mine is extremely robust -- the advising process becomes nightmarish. After writing several hours at night, teaching four classes, and taking care of my own students, a second population of needy students appears. If a corporate

consulting firm was brought in to look at this system they would say that it wastes time and resources, inconveniencing the "client." Until this course-load issue can be squarely faced, the firm would say, one person from each department should be responsible for all advising and should receive course-relief for doing the entire thing. Indeed, in each department there is usually one or two faculty members who really like advising and know the system well. Let them have it, and compensate them for it! This has the additional advantage of not draining chairs' time with constant questions from faculty. Think about the faculty, and you will benefit the students!

174.   In person advising is best model
175.   I think all students need to meet with their advisers.
176.   Probably, but I do not know what that advising model would look like. Based on my current knowledge and imagination, I think the PIN model is the better choice than the obvious alternative
177.   Of corse.
178.   Yes, students are really struggling with the existing model.
179.   Yes, our students should be advised by department faculty and pins should never be removed.
180.   If there is I currently can't think of one.
181.   N/A
182.   I think some programs should have preliminary meetings with students to develop a preliminary schedule as they know these students best. Once these programs and student have developed a preliminary schedule the student should be referred to their advisor so this preliminary schedule can be reviewed, discussed, and modified, if needed. This would foster a three way partnership among with the student, program and the advisor. This may have a positive impact on student persistence.
183.   "In programs having a significant network of prerequisites and (e.g. hard sciences) dual advising model just does not work. Professional advisors still largely do not understand what needs to be done, and as a result, full time faculty end up doing double-plus advising - i.e. advising students, advising advisors, fixing past advising problems, catching up on lack of advising and transfer problems.
184.   All too often professional advisors contact faculty with advising and transfer questions in cases other than straightforward following of a program flow chart.
185.   The present advising model is from full time faculty perspective very time inefficient, error prone and most likely financially inefficient as in many advising cases we have two+ people doing the same job.
186.   CCSU is not alone in that situation, other institutions who went that route have the same problem. I wrote this based on opinions of faculty and students in other institutions I am familiar with. Although in R1 universities many faculty are happy to offload student advising to professional advisors, CCSU is not such an institution, we seldom recruit R1-type high achieving students.
187.   Students feel separated from faculty, from having access to expertise of professionals in the discipline of their choice. Proliferation of professional advisors resulted in providing only the mechanics of what courses to take to reach graduation. Not having a possibility or necessity of developing student-faculty relationships early in the course of study does not make students

feel invited to the field, prepared for decision making about their future, and excited about future opportunities.

188. "
189. This model seems to be working fine for the students I engage with. I think it is very important to develop the faculty-student advising relationship through in-person meetings. If students don't need the PINs, some will not show up and will never benefits from this relationship.
190. At CCSU, we must develop a culture where faculty meet with students conveniently. Students should meet their advisors comfortably.
191. No
192. Yes. Have dual advising. Due to teaching load, it would be better if student have a secondary advisor outside of the department wh is reachable.
193. Freshmen and 1st semester sophomores should be assigned an advisor
194. Students who need additional help for readiness.
195. Yes, let students choose who they want their advisor to be or let them do it indepndently
196. If we care about retention, we should be providing appropriate advising to ALL students, no matter their discipline.
197. I think the earlier students see faculty in their chosen major the better for retention and graduation rates.

Question 4
In the current advising process, what have you found to be the biggest roadblocks for students?

1. The complexity of our general education requirements
2. Advisors unwilling to meet with students. Through phone calls and emails, the common result is either no answer or "we are not available". Its frustrating as a staff member, it must be infuriating for students.
3. "Faculty not available, especially during the summer
4. Faculty not keeping up on the many changes in program requirements"
5. Removal of pins was a huge setback
6. No having pins gives freedom to sstudents to just register, buyt lots of them end up making mistakes and taking courses out of order or regustering in the incorrect ones.
7. I hear a lot of cry out for counseling advising in course work. Needing a genuine interest from instructors
8. Students don't want to meet with advisors.
9. The "good" courses and times are always taken by priority students.
10. The students' unwillingness to take the time to make a stab at figuring of the "first draft"
11. Not having enough academic advisors in some of the schools.
12. understanding what they should take and when
13. Inconsistencies among schools, and length of time to be able to get an appointment.
14. None.

15. Students do not register at "registration" because they are afraid they will get the bill right away, so they wait until the summer when the faculty are not on contract. Alternatively, their schedule and that of the advisor do not overlap much.
16. The Math requirement is a roadblock for students getting into Stats and, if students do not get into math early, they are held up in their degree. Advising needs to move students into math and foreign language early on.
17. Bad advising when then arrive. And inattentive advising subsequently.
18. For our students, advising is rather simple for most students, since our programs are fairly prescribed. However, for students whose degree path is unique, it is frequently that only the program coordinators can answer their specific questions to meet their needs.
19. Students needing advising, especially juniors and seniors, who cannot get in contact with their faculty advisor or the Chair of their department during breaks. Those students are best served by the "experts" in their departments but have to rely on the professional advisors because they're the only ones who are reachable during these times. There should be some system in place for students to have easy, timely contact with their departments over breaks.
20. Availability of classes.
21. They don't understand what they need to do. Finding students need almost a check of list to get from one step to another at times.
22. Students don't read email communication about advising. We should find better ways to reach them. Students cannot reach faculty advisors after finals week and through the summer.
23. At present, it seems like students can register for classes without meeting with anyone. If true that is a bad idea for those in their first two years, and/or transfers. They need the guidance. I think it can wreak havoc for general education and for students' progress to degree.
24. none
25. I think one of the biggest roadblocks is that some faculty advisors do not respond to email and are not available to their students. We should have a model where only faculty who are committed to advising are assigned advisees. In departments with large majors, it isn't fair that some faculty don't really do advising so it would be nice if those who do could be compensated and/or recognized in a meaningful way.
26. NA
27. I find the disconnect between what we talk about during advising and the classes students ultimately complete successfully the next semester
28. Dual Advising beyond the first term
29. Sometimes connecting to faculty is difficult. Nonetheless, students seem to be able to access their pins. Perhaps we could formalize that process. Students should be encouraged to visit their faculty advisor first, but told they can visit each school's advising centers as a secondary option to obtain their pins. Advisors in each school's advising center should still encourage students to visit with their faculty advisors for more detailed info about their respective programs. Additionally, schools should regularly provide advising support and professional development for faculty on effective advising. Each school's advising center could/should visit department meetings and conduct workshops for faculty. Some of that is happening already, but more could be offered. This also means we need to provide a sufficient number of professional advisors.
30. A joint effort between academic departments and academic advising

31. Students not using their CCSU email or not reading advising emails, then wanting special treatment when they register at the last minute.
32. "-Advertising an Advisement period (March 20 - 31). Advising technically occurs all way through to add/drop week.
33. -Untrained, unmotivated faculty advisors who are not devoted to advising and prefer to solely teach.
34. -Identifying an appropriate method of communication, we use email at the time when students prefer to text."
35. "Complicated Advisor assignments, particularly as Freshmen.
36. Disjointed entry advising with respect to planned major.
37. Disconnect between Administrative Advising and Faculty Advising.
38. Ability to make appointments with advisor. Not tagging who/ what type advisor, just that it is reported over and over as a difficulty for some students in some programs.
39. Confusing Curriculum Sheets, new Degree Evaluation report needs some refinement to improve clarity and departmental curriculum differences or tweaks. "
40. Faculty advisers who don't care about advising and/or give students bad advice because they don't understand the requirements
41. Advisor availability. The professional advisor's schedules are booked, so students can't always get an appointment in a timely manner. Some faculty advisors make very limited time available to meet with students.
42. Advising mistakes that need to be fixed by the time students go to their faculty advisor.
43. I hate advising because we have to advise students in other majors beyond our own. Having to answer questions about requirements that are beyond our program.
44. Students only meet with their advisors if they finish paying their current-semester tuition. This means that some students are MIA until the week before the start of the semester.
45. What do you mean by current? This semester or before that? I think the dual advising system is the best for removing roadblocks.
46. They get confused about who their adviser is and who they should do to when.
47. The professional advisors have not understood our curriculum flow charts, and have put students in courses that will not advance them in their degree, sometimes adding semesters onto their time at CCSU
48. Too many advisees per faculty adviser. I advise between 35-50 students. I cannot do this well for all of these students
49. Math.. figuring out what they need it ahould not be this hard as advisors often times dont even understand
50. The fact that shared governance isn't adhered to. For example, the Senate HAS an advising committee yet in order to control the narrative this "ad hoc" committee was formed. Therefore the biggest roadblock is the perpetual model for advising is implanted top-down. Hey! How about another CASE? Lol
51. Two things, 1) students are given generic advice for making progress within the school/Gen Eds without considering what is critical path for classes within the major. This needs to be considered and students need to know how to prioritize which classes are most important if not all options fit in their schedule. 2) Not all faculty are motivated to provide quality advising as described in part 3. Help with either motivating all faculty to do quality advising or guidance for

an equitable way for the faculty that do quality advising to be given more advisees without just taking on that service load because another is unmotivated.

52. Taking the initiative/remembering to schedule advising appointments. We each have so many advisees that "dropping in" is not realistic--we are booked advising other students.

53. Degree evaluations are confusing, and often the math for sub sections doesn't seem to add up (e.g. an evaluation that says a student needs 4 credits to complete the electives in their major but only 2 credits to complete the major). The course catalog doesn't always have accurate cycling info so students can plan ahead because it is difficult to change (or the student is sent to an older version with out of date info). Confusion about university requirements (students who don't realize they need 120 course credits, or who receive confusing advice on gen Ed requirements and are missing courses when they apply to graduate)

54. Students meeting with "professional" advisors who do not understand the majors they purportedly serve. Students then end up taking the wrong courses for their major--or no course in the major in their first year--and therefore end up behind in or disconnected from their major.

55. The major roadblocks are summed up by the phrase "the rest of their lives apart from school." For some students, they (choose to) devote three-fourths of their energy and attention goes elsewhere. In most cases, I think those choices are sensible. For our part, the university should try to make the advising system simple but competitive, and enforced regular advising meetings to get the PIN will help us get them for the uncommitted fourth.

56. They feel the advising received in centers is useless. For faculty, the problem is tha the advising group does not do any work. They don't share information well enough with faculty and they have not historically challenged administration because many are administraiton. It's wrong.

57. Students who do not understand that they may have already taken certain courses and then are registered again for the same course - is there not a way in which banner or the program can tell a kid "warning - you already completed this course, are you sure you want to add?". Inability to take courses concurrently. Some departments are only offering one section at the same time every single semester. This can preclude students from taking other necessary courses, and/or forcing them to take a summer course, etc.

58. Unsure

59. Some have come in with a list of courses they plan to take, only to discover that some of those courses aren't being offered in the coming semester (or at all). If there were an easier way for students and advisors to see which courses are "live" for the coming semester, this would be extremely helpful and save quite a bit of frustration.

60. They do not respond to emails for appointments, bad freshman advising

61. Wait and want to be told. They are not active participants.

62. The biggest roadblock for students is advisors not knowing what classes the students need to take or how to set a academic plan that actually works for the student. The advisor don't really advise the students they read off pieces of paper how many credits they have and what they need to take. There's a lack of organization as well because advisors are also professors. I believe there should advisors for what classes to take and how the student should prepare for their academic years here. Then professor can advise on more career goals for the students.

63. don't know

64. Professional advisors have caseloads of 200+ students. Often times students have to wait 2-3 weeks to get an appointment with their professional advisor due to the extremely large caseloads especially during peak advising times.
65. None
66. Biggest roadblock is the lack of full-time faculty who can advise. When a faculty has to advise 60~80 students, how much time can each student get for quality advising?
67. Occasionally holds, but more often than not motivation to complete the task of registration. Every year the number of students who contract me after advising period is over increases.
68. Understanding the requirements of the program, knowing when they can count classes towards multiple requirements, knowing when they can register, understanding how to get a course substitution. Basically, more than half my students are getting zero guidance from me. I don't really know how they are doing, and I fully expect many of them to fail.
69. Transferring credits in.
70. Not getting the information for advising, due to missing emails and announcements.
71. Newly Admitted Students. The transition between Admissions to Advising seems to be almost non-existent until the New Student Orientation session. Students can be accepted months prior to Orientation, and in that interim they often call into the university asking who their advisor is, when they will be able to select classes, etc.
72. No clear understanding of the academic map. What was most effective for our department was assigning department-specific faculty advisors to freshmen upon entry into CCSU.
73. Showing up!
74. Placement testing is challenging for our incoming students. Specifically, the math placement test process still has a remedial class, which I would like to see eliminated. If students need help at that level, they should take a combo class so that credits taken at the university are applied to their degree.
75. not sure
76. Too much information thrown, which confuses the students.
77. Advisors that give bad advice and/or are not responsive to students.
78. Interpreting the Degree Evaluation.
79. Our current structure doesn't facilitate the university's retention goals. As mentioned before, the CACE model of one advising office worked best for students. If I tell a student today, particularly a new student, that they have to meet with their advisor, you are met with a blank stare. That isn't because the advisor hasn't reached out. I'm certain an email or a phone call went out. But if I could point them to a specific location where they can have their needs immediately met, I see that as the ultimate positive.
80. No communication, advisor's not being available to the student's, not returning calls.
81. na
82. Finding a time to meet with their faculty advisor.
83. Our current process is terrible. The constant turnover in the advising center (or whatever we call it now) has created chaos for transfer students and incoming freshmen. Advising staff have been poorly trained and often give bad advice or have so many students they only spend 2-3 minutes with them during advising.
84. Registering for courses they do not need to take, or don't count towards their degree, and registering for courses they have to drop because they are not ready for the course..

85. The overall current structure. One suggestion might be to host workshops for faculty to help provide information on degree works, GEN ED requirements, encumbered GEN EDS, transfer credits, etc. professional advisors and faculty advisors also need to develop a mutual trust to cultivate a meaningful working relationship, which, ultimately effects the advising experience of the student. All students are not receiving the same advising experience. Whether we keep our current model or move back to decentralized advising, we need to clearly define the roles of professional and faculty advisors. Professional advisors and faculty advisors without a doubt have different priorities when meeting with students (rightfully so and to be expected). we need to break down the process of assigning advisors (who is doing it....chairs? secretaries? professional advisors?) at what point do students transition to a faculty advisor? Is it by credit standing? is it by classification? I don't think its a one size fits all model. each school has different needs and program nuances. This is another reason as to why I feel advisors should report directly to the dean's office.

86. none

87. A lot of students work while being full-time students so finding time in their schedules to meet with their advisors on campus is sometimes difficult. Also, those students who are unsure whether they will be able to continue their studies for the next semester due to financial concerns generally wait to get advisement.

88. N/A

89. None. The current system of PIN's that are provided to the students by the faculty at the conclusion of advising is successful. This is actually one of our strong marketing tools that we present to prospective parents and students, the knowledge that there is expert guidance along the way.

90. I don't see roadblocks in the advising process from my perspective. My advisees contact me, we meet, I give them their PIN, and they register. There are only ever a few who forget or who are waiting for other reasons.

91. No thoughts

92. The biggest snags we have seen is not meeting with discipline advisors from the beginning (even during orientations [which we used to do and numerous things were resolved and discipline faculty connections were strengthened before the semester even started. Additionally one of the biggest snags blocks dues to $. By the time they are resolved, classes are full, etc. These are students already faces changes and they now are taking Gen Ed "left over" and ones they are likely to not be as interested in. One of the problems with advising and student success are also the Gen Ed. Not the areas but the number of them. Almost Study and Skill area should be trimmed and those credits then turned into "total free gen ads" (not totally free credits). E.G. - students in the Arts have arts major courses required in Study Area I even though they would benefit by studying classes in the other arts. Given students more flexibility and more choice, and more control would be a win, win, win situation.

93. Financial Issues, Lack of Clarity about Financial Issues

94. One problem is wrongly advising students to take courses for which they do not meet the prerequisites. Another problem is the existence of loopholes in the registrar system that allow students to register for such courses without even notifying the advisor. These loopholes should be eliminated.

95. Current - faculty advise students. New students or transfer students may not know who their advisor is because they first start with the school advisor and may not know to look for an email to schedule an appointment and so miss their chance to meet and get advising at the right time.
96. procrastination
97. Students not being alerted when to register. Many register late.
98. Students don't need pins so don't get advising and then take the wrong courses. Also, students don't get to advisor in their major department until it is too late and then they took schedules that don't move them forward. Also, they miss out on major specific supports and resources in their first year.
99. Some faculty have too many advisees making it difficult to provide personalized assistance and accomplish other faculty duties. Some advisors don't meet with students or spend very little time doing so. Advisors don't always receive training - ex. new professor and no mentoring from within the department.
100. Students simply don't believe that academic advising is important--until their nonchalance costs them a semester. In part, advances like Degree Works give students a sense of security that is fine for most but not all.
101. Lack of understanding of our process, programs that have rigid requirements and offer required courses inconsistently.
102. "When they are poorly advised. Too many rely on DegreeWorks and it does not work by itself. It does not double count things that it should, it often places classes under the wrong category.
103. "
104. Not actually knowing their faculty advisor very well (having a trusted relationship with them)
105. In my experience with my students, they do not seem confidence on knowing the proper gen eds they should take. It seems as there might be a lack of transparency and relationship connection with the students that meet with their advisor.
106. "1. DegreeWorks makes frequent mistakes with placing courses in categories. Luckily, the Registrar is so responsive and helpful. 2. Students getting multiple and often conflicting guidance and instructions from all the different advising outlets.
107. "
108. The students' lack of preparation before advising appointments and their general lack of motivation. Too many students say they don't care what they take as long as they graduate and as long as they don't have to do math or be challenged in any real way.
109. I don't think student read the email I send them about advising. I ask them to prepare, and some don't prepare. I don't mind helping each student, but if the student is required to go into Degree Works prior to his/her advising meeting, that would be great, but I don't know how we could possibly require students to go into DegreeWorks
110. I'm not clear if you mean roadblocks to advising or roadblocks to registration. If we provide flexible options for students to obtain advising on their course selection and their PIN, then it doesn't need to be a roadblock. There more likely are personal or financial reasons why students wait to register than because they run into challenges getting their PIN.

111.   Students (and faculty) are confused by all the requirements, Gen Ed, EJI, International, Diversity, TAP, Minors, Certificates, etc. Plus some Majors have the 5 year program where they need to understand the number of classes needed each semester.

112.   Getting access to an advisor in a timely manner within 24 to 48 hours.

113.   too many places that can offer support and advising can become a roadblock because it is confusing for students to navigate the complexity of such process. Undergraduates left high school where they had one guidance counselor who would reach out to them for important advising. At CCSU, we have too many places the student must approach for advising and too many rules to follow in order for advising to be effective and lead to graduation within 4 years.

114.   Holds

115.   Students who don't register on time sometimes have a hard time finding required courses that fit their schedule.

116.   In the current process, students are confused by what the meaning of primary and secondary is. They sometimes seek out their secondary advisor when it should be their primary and then either need to wait a great deal of time to get an appointment with their primary advisor (this may be school of business specific given the advisee to advisor ratio in the school based center) OR they get some advising from their secondary advisor (faculty) who may not be an expert in the lower division/general education

117.   Understanding the progression of their major pathway.

118.   Students need to be helped to understand the value of advising and faculty who do not want to or do a poor job need to be identified and motivated to do a decent job - training modules? remediation meetings?

119.   The biggest roadblocks for students are that many don't know who to go to for advising. The names listed as their advisor may be people that no longer work here. Or are their faculty advisor. Students get sent in circles just trying to locate the appropriate advisor.

120.   Poor faculty advising. some faculty members do not to a good job at advising students in their areas which leads to frustrated students.

121.   Self advising by students that does not all program requirements.

122.   The need to physically meet with their advisor is a big roadblock. Also needing a pin. Many students have missed deadlines or classes that they wanted because an advisor was unable to meet with them, is hard to get in touch with, or refuses to give them their pin.

123.   Lack of familiarity with the process; confusion as to who their advisor is; lack of understanding the implications of late registration; our seemingly unnecessarily complex general education program

124.   Getting access to appointments from advisors in a timely manner.

125.   The desire to meet with their advisor (me) but once we met were glad they spent the time.

126.   The number of advisors confuses me. It seems more complicated than need be.

127.   .

128.   Not getting into their programs quickly enough. This is combined with the lack of program specific knowledge displayed by school or university based advisors, leading to prerequisite errors and unnecessary courses.

129.   Knowing what the expectations are and knowing how many classes(credits) they need to take a semester in order to graduate on time.

130. Dual advising.

131. Advisor turnover in the professional offices, advisors not aware of programs in other schools, and faculty advisors who have checked out. Faculty who wish to advise, truly, should be given credit load for taking on more students.

132. It might be difficult for students to schedule a time with advisors that are mutually convenient.

133. N/A

134. No pins, and mistakes have been made with the academic advisors.

135. Understanding the curriculum and how to put together a plan to degree completion. Everything has become transactional.

136. Being a aware of the timing their bachelors and knowing the prerequisites of courses. Perhaps if the Degree Evaluation would provide prompts/pop-ups that alert them that they need to register for something in particular that would be very useful in case they miss meeting with their advisor.

137. Faculty advisors in the larger academic programs seem to be allowing students to fall through the cracks. The Registrar's Office does not seem to have a point person/unit for handling questions about missing credits or credit load issues. Allowing students to run their own degree evaluation without any advising may be great for those students who understand the system, but many of our students are completely lost when it comes to using technology to access such platforms.

138. Freshmen do not necessarily meet with their academic advisor, are not provided with an academic map for their initial major. If that habit is required/developed, then a 4 year degree and retention are improved.

139. There are not enough times and sections offered for students

140. They aren't coming in to meet with advisors since pins have been bi-passed and they are not building relationships or getting all of the information they need to make informed decisions about class selection and prolonging entering into their major requirements further along into their academic careers which is not ideal for graduation rates, financial aid and the likes.

141. Need more qualified advisors - perhaps employ adjuncts to take on some of the load.

142. From what I hear, they are not advised well on a full 4-year plan to graduate. I've heard that seniors show up in language classes in their last year so they can fulfill the second part of their language requirement for graduation. But they can't succeed in class because they took the first part in their freshman year and can no longer speak the language. End up with a dip in their GPA. Why not set them up for success - take both language requirements as a first-year student? Other students end up with many credits but no degree. Communication and caring can reduce most roadblocks.

143. The biggest issues is not knowing how to put together a schedule -- comparing their degree eval to the course listings and finding options that work. They should be taught this as freshmen: It's a lot of work to first start training them in how to do this as sophomores, if they're just handed a schedule or have little input in their first year. Some also don't know how to resolve their holds.

144. Placement. Lack of understanding (mainly from faculty) regarding the dual advising.

145. The biggest roadblocks are particular faculty who don't respond in a timely manner. Most of the faculty in my department are excellent advisors.... but there are some who are not pulling their weight.

146. Students will often get incorrect advice (from professional advisors or teaching faculty advisors) about which classes they should take and end up taking courses they don't need.

147. N/A

148. Information on courses - it would be ideal is the registration site could provide course posters and larger course summaries for students to see beyond just the name of the course.

149. Math. The placement exam MUST be required for all students before they register and ALL students should have the same exam regardless of major. Students must also have a path through math courses if they take 102 but change their major to a program that requires courses that have 103 as the prerequisite. Bluntly the 102/ 103 division was a mistake and we should return to a single 101.

150. listening to what they are told ...

151. They find it cumbersome to schedule an appointment and meet with us whether it virtual or in person. They don't like to be inconvenienced. Following through on expectations is the biggest roadblock for them but it's necessary!

152. Understanding transfer credits

153. Not sure

154. I've known many administrators who delay answering their e.mails or other modes of communications, which is frustrating for the students. We are on a time-line, but so are they!

155. Students are not given proper academic advising/orientation of the coursework.

156. Understanding their degree evaluation.

157. Lack of knowledge of what courses they need to graduate and how to keep making progress toward graduation (despite our best efforts).

158. No PIN, no appointment.

159. Students aren't required to come in for advising during the advising period and put it off, even when pins are required, leading to issues such as not being able to get into classes or trying to cram in advising before the beginning of the semester, during a break, when a professor might not be available. Some students just aren't good at following through on making appointments, but some students do this because of things like financial holds. They don't realize that they can still get advising even if they are currently unable to register, despite sending emails to the contrary. I think this needs to be made clear to them through the registrar's office, etc., not just by the advising faculty. Another problem is the first year students, before they are assigned to us, sometimes get advice that isn't quite right for our major. Also, students don't always follow their advisor's advice, but not sure what can be done about that.

160. Classes not readily available to students

161. Our Program has a gateway class that must be taken and passed with a B in order to move forward from pre-major student to a BA major. There have been students that were not made aware of this when they were accepted with the intent to be a BA major and their pathway required frustrating work-arounds.

162. Students aren't always aware of the value of advising

163.   The process is disjointed, and information is not accurately disseminated. For example, class number may change without formally informing advisors, which sometimes causes an advisor to allow to take the same class twice.

164.   Faculty/advisors that do not treat the students as individuals and do not take the time to deal with their unique backgrounds/entry into the programs. Poor quality advice leads to students not seeking future advise and then lack of retention

165.   Not sure.

166.   Sessions happen too soon

167.   Over the last several years, I have more advisees who have difficulty in finding the courses (mandatory courses) that fits their schedule because of the scheduling conflict with their work.

168.   understand the programs and courses required for finishing the degree.

169.   Students do not make right decision and register for the courses of their choice and delay the graduation.

170.   students not realizing the importance of early registration, or of the likelihood of filled classes.

171.   Without pins, they did everything on their own thought and caused a lot of issues toward their graduation.

172.   Not much. If they meet with me during the advising period, things go smoothly. Some students choose to get advised later in the semester which makes it more difficult to get into classes.

173.   The impossible teaching load combined with the necessity of research for promotion. I'm the only person I know in my field who teaches at a research institution that has a 4/4 load. Some places used to, but when publication became a requirement for the job, that changed. The students are adversely affected by this with advising, which is an unwelcome add-on to the professor's schedule. I would write and publish whether it was required of me or not. It's not something I would ever give up. However, many of my colleagues no longer have a choice.

174.   N/A

175.   Making academic decisions without knowing the consequences

176.   By current, I assume you mean in the absence of PINs. I think there are two common consequences of students not seeing an advisor: 1. Students take classes they do not need. 2. Students fail to make use of faculty expertise, experience, and advocacy that might find curricular alternatives, course substitutions, or fix transfer problems that might ease the path to graduation.

177.   Signing up for the right courses .DNA

178.   Getting the right advice from advisors, access to advisors, and building a good rapport with their advisors, some students connect very well and self-advocate while others fall by the wayside.

179.   Poor advising. For higher math skill programs, it is my understanding that the math placement test is unable to place students into the lowest math required by these programs, thereby adding time to graduation.

180.   Just making the time to talk with advisors.

181.   In the nursing program there are certain science courses that have a grade requirement and there is not an automatic notification to the advisor if the student receives a grade that is

below the requirement. These students can register for the next semester if this is not noted by the advisors - but are not in compliance with our requirements. Some type of flag system would be very helpful.

182.   I believe one of the biggest roadblocks for students with the current advising process is that students are not able view their program with in a 4 year view by semesters. I believe that if students are able to see that dropping to 12 credits my freshmen year has changed their graduation date from Spring to Winter they would be more mindful before they withdraw from classes. I also think the lack of options for online courses serves as a roadblock to students and the lack of an option for a student not to have to pay upfront for consortium courses.

183.   "Repeating some points already made in pt.3.
1) In programs having a significant network of prerequisites and (e.g. hard sciences) dual advising model just does not work. Professional advisors still largely do not understand what needs to be done, and as a result, full time faculty end up doing double-plus advising - i.e. advising students, advising advisors, fixing past advising problems, catching up on lack of advising and transfer problems.
2) Students feel separated from faculty, from having access to expertise of professionals in the discipline of their choice.
3) Proliferation of professional advisors resulted in providing only the mechanics of what courses to take to reach graduation.
4) Not having a possibility or necessity of developing student-faculty relationships early in the course of study does not make students feel invited to the field, prepared for decision making about their future, and excited about future opportunities.

184.   "

185.   I have too many advisees. I would like to spend more time with each, but I manage to advise all that respond in a timely manner before their registration date. However, I am sure that there are other faculty on campus that are not as responsive and this can be a challenge for students.

186.   Nothing is a roadblock in the current advising process. It can be flexible.

187.   There is none.

188.   Not being able to take courses necessary to graduate on time. Taking summer or winter courses, which can cut down course loads during semester, however there is no financial aid.

189.   The students are unsure of what they want to accomplish.

190.   I think students are not always screened adequately for the classes for which they are registered.

191.   Their own selves. They don't listen to our advice and make wrong choices

192.   Having a HOLD on their record; the lack of class offerings; advisors only focusing on 'major related' requirements and not providing overall advising; Math placement.

193.   Understanding gen ed and major requirements, course sequencing and availability (particularly when required courses are only offered one semester per year).

Question 5
Please provide suggestions for improving our current advising model not covered in the previous questions.

1. I think the advising task force need to look past advising, and there should be a review of our curriculum, especially general education.
2. Availability, willingness to help students. Someone for them to actual speak with, rather than leaving a voicemail or unanswered email.
3. Hire more professional advisors
4. Not applicable... I think it's clear I like the old Pin model.
5. Just bring back the pins, or any other format that focres students to meet with their advisors. Especially once they are in their major.
6. In whatever need the student has a need instructors need to give their undivided concern interest and attention to the need of the student's request..., mostly in their academic
7. Need to incentivize meeting with advisors and make it as easy as possible. Make sure online advising is available.
8. Bring back PINS
9. Within departments, allocate advisees to those faculty best suited and most knowledgeable in advising - give those faculty release time for this increase role. Some faculty do more harm than good as advisors.
10. Stop tinkering with the advising model every year. Pick a model and stick with it so that we have data that can be evaluated year to year. Advising gets blamed for low enrollment a lot. I doubt that's a fair assessment and there is no data to back up that assertion.
11. Don't assign advising to faculty who suck at it. Offer incentives for good advising.
12. Need a more positive overall team dynamic with regards to advising across campus. Our students can see negative exchanges among university staff/faculty.
13. Bringing back PINs would alleviate my sole concern with our current model.
    1) Make clear that registering "on time" will not provoke an immediate bill; 2) Assign advising within academic departments by day and time rather than by person: i.e., faculty who are available for advising in the morning; those available in the afternoon; those available in the evening. 3) Make clear that the Department Chair does advising in the summer, not individual faculty members. 4) Reward faculty members who do a good job with advising; remove the assignment from those who consistently make mistakes. Reassigned time could be used for this.
14. I think we under-utilized a critical resource that we have - namely, our retirees. Many universities are now looking at bringing retirees back to campus to mentor small groups of students. They meet once a month, have pizza, or talk. The retirees have a wealth of knowledge about the university, the students have the opportunity to develop a connection with someone, and the increased interactive load is not placed on faculty, nor staff. These mentoring groups could be based on housing, majors, interests, etc. But we will not achieve the intensive, consistent, repeated interactive advising that we want unless we look for additional resources. Retirees could be that resource.
15. I'm really weary of seeing students who have been pushed through the current advising system. They don't feel listened to, and they frequently use the phrase, "I was put into [x]" to sum up why they took particularly courses. They don't understand the General Education program. They don't understand the notion of 120 credits. They don't understand the relationship between GenEd, their major, and their minor. I don't doubt that they've been told this information at

some point, but these matters need to be reviewed every semester. We keep touting that we're a first-generation institution, but we don't act like one.

16. n/a
17. Although many departments are a joy for professional advisors to work with, some seem to be at odds with them. I'd go so far as to say some departments have so little trust (unwarranted) in the professional advisors as to sabotage the work they're trying to do. More mutual respect from those few outliers would go a long way.
18. "The advising process should be one of the strongest departments on campus. From what I understand, this is not the case.   Not blaming any one person as in the 16 years I have been here, there process has changed 3-4 times.   Create the best process and stick with it.
19. "
20. Reevaluating process is greatly needed
21. All faculty and staff advisors should use the bookings tool to schedule meetings. The link should be clearly posted so students can find it easily (perhaps in the directory). Virtual, phone, and in-person options should be offered.
22. n/a and good luck. :) James
23. None because our students do not access other advisors
24. Nothing that I can think of. Thanks for your work on this important issue!
25. Removing PINS last semester had caused many of my advisees not making appointments to meet with me. They waited till last minute (some just before the start of the spring semester) to contact me with help to register for classes.
26. I think the advising centers should be for backup advising of all students but primary advisors for students should come from an academic department   i also strongly feel there should not be exploratory students who are not assigned to one of the academic dept linked advising centers
27. No to the professional advisors
28. This is a complicated issue to tackle and we appreciate your time.
29. N/A
30. Professional learning opportunities for faculty on best practices in advising at their level, and common expectations for faculty engagement with advising across and within schools (with consideration of the needs of the program and student needs). Faculty should fully engaged with this for graduate students and undergrads working in their major, but this should be done in a manner appropriate to the program. This would build capacity for faculty and provide more opportunities for mentoring, which there should also be professional learning on.
31. The current model, The School Based Centers struggles with a disconnect in communication, direction, training, and leadership. They should return to the Dean's Office model or become centralized.
32. "Freshmen Advising - true dual advising versus Administrative Advising being primary and Faculty Advising as secondary.
33. True disconnects there."
34. Think of a way to have students only come in contact with good advisors
35. "(1) Hire more professional advisors. Lowering the caseloads will allow for more contact/meetings with students.
36. (2) Require faculty & professional advisors to indicate when they've met with a student. A platform that is quick and user-friendly. Dual advising does not work if there is no information

shared between primary & secondary advisors. It would also be helpful if other student support offices (TLC, ACSA, EOP/TRIO, Honors, etc.) logged meetings on said platform. Information sharing is key if we really want to provide a blanket of support!"

37. "1. Let advising take place at the department level.

38. 2. Recognize that not all faculty members should be advising students.

39. 3. Reward those faculty members that are actually good advisors with course load reduction. If we do it for research, we should also do it for advising because unlike UConn, we are teaching institution."

40. We keep hearing about dual advising but never know what it is and how it helps students. It would be best to just have advisors advise and not faculty.

41. PINs should be required again. It secures student success, and (ultimately) the success of the university.

42. I advised a student in another major this year who was applying to graduate schools with no mentorship. He applied at the last minute, asking for rec letters just before Christmas. He had not really researched the schools. He had no idea that he had likely applied too late for funding. Had he needed to get his pin, this could have been prevented. I walked him through the process and he will likely take a year off which was not what he wanted.

43. Students should want to go to advising for more than just their pin. We need to cultivate a culture that provides more benefits and positive interactions between advisers and their students.

44. The professional advisor model is a waste of time and money and needs to be abandoned in the more complex academic programs. Faculty who serve many students as academic advisors should receive load credit or some monetary compensation.

45. In my discipline - Engineering - new and transfer students need strong advising for the first 1 to 2 years. Many (maybe majority) of new & transfer students are unaware of the rigors of engineering curriculum. The Undergraduate advising center should more/stronger advising as directed/guided by the academic department. This will improve success of these students

46. Advisors don't seem to know the programs / degrees well enough. I have seen many students in weong sequences or departments because the advisor doesnt understand what the program does

47. Let the Senate committee do the lifting. Having yet another presidential task force is yet another example of " What toppings do you want in the pizza"- style of shared governance... as opposed to giving faculty options or letting faculty actually inform the admin of what they would like to have for dinner for a change. So IOW, you on the ad hoc committee should resign. Your service is part of the problem. You should have all simply said that the Senate committee could have been charged. At least those people were voted in by faculty.

48. I think what would provide the biggest win for improving advising is acknowledging a faculty member in the student's major is in the best position to provide quality long term course, extra curricular, career advice, BUT not all faculty are willing to put in the effort to do this. If a solution could be identified that helped all students connect with faculty in their major that are good/willing to do this it would be the best solution for student success. In conjunction with this there needs to be some way to either balance overall load for these advising faculty or compensate for the excessive load appropriately. We have the faculty across the university for incredible student success, but we need a mechanism to make it work equitably.

49. There is a huge imbalance among faculty in advising loads and therefore in student access to advising. Faculty in programs that exclusively serve majors have laege numbers of advisees competing for their time (ex. Construction Management @ 60 advisees/faculty member, Computer Science @ 75) while those that also serve Gen Ed requirements may only have 2 advisees (ex. Chemistry). Professional advisors should supplement faculty advising where needed so all faculty advise about the same number of students and all students have equal access to advising.
50. Consistency in availability and format of program curriculum sheets might be helpful… assistance or templares for degree "flow charts". Matching transfer students with faculty advisors early so they don't miss critical courses.
51. Gather some actual data from students. Not speculation or anecdote, but actual numbers to support our understanding of what students need and what they're not getting. How many students don't register because they don't get a PIN? How many students register for classes they don't need because they weren't advised--or got bad advising? How many students feel well-served by their professional advisor? By their major-based advisor? And why? Etc.
52. None
53. Have a more active Faculty Senate Advising group that advocates for the value of faculty in helping students progress in their careers.
54. Suggestions include: Required meetings with students, students given stamps for the courses they must take (keeps them from adding/dropping during add/drop and picking up something they don't need); more department advisors and less faculty advisors (one issue I have seen is some departments only advise to their major and forget about the electives to reach 120 to graduate. Also - the importance in some majors to double place the required international/EJI classes into study area or skill areas so that kids don't have to take more than the 120 to graduate. Nursing does a really really great job in this area. Also in many instances, PE/EXS as well.
55. It seems that UG professional advisors should report to the Deans of their school. This will allow for better communication & connection.
56. I don't have anything to add.
57. They should have a GenEd advisor and a major advisor. And, in Spring of Junior year, a career bootcamp where they learn how to write a resume, find an internship/learn about grad school, earn how to interview.
58. How about each department write up and state how their faculty will complete the advising process. (No more than 2 paragraphs). If there are faculty members who do not want to participate they should be held accountable. I heard that was a reason to eliminate PINS - faculty were not around to advise. That is a union issue and must be addressed by the union. One consequence -- change their teaching schedule in some way shape or form. If they are not doing their fair share, there is a consequence. Or dare I say: why are you at CCSU? Go somewhere else. Elimate the dead wood.
59. I suggested things in question 4.
60. if you can't follow attendance or work submission, ask faculty for a simple status review of their students' 'interaction'...if students don't show up for 4/6 class meetings...that alone begs a question: are they in or out?

61. I feel the advising system was better when professional advisors reported to the Dean's Office and they were part of the Schools. Now professional advisors report to the Director of Undergraduate Advising rather than the Deans. Advisors sometimes now do not feel part of the school because they are now a separate department and this creates silos. When advisors are part of the school and report to the Dean's Office there is better communication along with a sense of belonging/connection/pride with the schools. This improves employee moral which ultimately impacts the advisors interactions with students and job performance. There is also not great communication between the schools/deans and the department of undergraduate advising.
62. None
63. Faculty, academic programs, and departments are becoming more uncertain, less interested, and less confident in accomplishing their work due to the interferences, lack of transparency and non-shared governance on campus. It seems many initiatives were done without enough consultation and people do not know what the problems are, as a result, less interest and supports are received.
64. Regular communication between staff and faculty advisors to be aware of program changes.
65. Please bring PINs back. It's a lot of work for me (I advise more than 50 students), but it's critical to their success. I can understand that perhaps other programs do not need required advising, but mine certainly does.
66. Currently, I have 33 students that I advise. I have to write letters of recommendations, be a reference, meet with them outside of advising times to help with academic and personal issues, and help them prepare for certification exams. The workload with advising is overwhelming in certain departments. Additionally, the pressure to increase our numbers in the program and the number of emergency hires that don't take a full advising load is a burden.
67. More emphasis on meeting with academic advisor (including sending them contact information directly) whether or not PINs are to be used.
68. I believe that the Dual Advising model is beneficial, especially for the first 2 years of a student's attendance. I am a firm believer in the value professional advising for gen ed courses, as the professional advisors are well versed about policy and Degree Works. Later, when a student is more focused on completing their major requirements, it makes sense for the advising to be taken over by a faculty advisor.
69. See previous responses.
70. n/a
71. Availability of faculty advisors during school vacation periods. The break between semesters and over the summer are very busy times for transfer students and it is sometimes challenging to find faculty. I'd like to see more cross training among the professional advisors.
72. I think that advising may be not only about the choice of classes but also about making next career steps (internships, job hunt, ..)
73. Knowledgeable person should be running it.
74. Faculty who are good advisors should be compensated so that they are willing to take on the advisees that have been assigned to faculty that do not respond to students' questions.
75. None at this time.
76. I will harp until I can't harp no more. One location. Improve the previous CACE model.

77. Pin numbers ensures that the student meet with their advisor's prior to registration, it might be something that we require just for Transfer student, Freshman and Sophomores. Juniors and Seniors are already on the right track and know their requirements and how to put a schedule together pretty well.
78. na
79. Lower level students need more guidance and advising each semester. As students progress to junior and senior status, as long as they have a planned program and understand the courses they need to take to graduate advising could be as needed.
80. Get rid of the advising center altogether and provide departments with the resources necessary to properly advise their students. For programs with only a few majors, have them advise exploratory students. I have seen several iterations of the advising center since I have been at CCSU and every single one has been a disaster (which is why the model is always being changed). All CCSU does is rename and relabel the advising center with the same staff, hence, the same problems never go away.
81. None.
82. I feel as though things were a bit more streamlined when professional advisors reported directly to the dean's office. Advisors had a sense of belonging as opposed to reporting to a director that is housed in a completely different building. it becomes hard to know your staff and develop a relationship. Many time, questions that come up are ones that revolve around program/curricular requirements which are best answered or resolved by the dean's office or at times, faculty in the respective department. When advisors feel connected and a sense of belonging it can help with morale which can result in a positive, quality advising experience for both the advisor and student. the lines of communication between dean's offices and the director of UG advisor are not transparent and dialogue is weak and at many times, non-existent
83. none
84. In the past, our department had one night where we met with our students, providing advisement and pizza.
85. All transfers should continue being met through the advisement center
86. The current system is working well for our students and for the faculty. I worry that without that guidance, students might not follow the the curriculum correctly, missing prereqs and causing delays, which in turn could impact retention.
87. I don't know, since from my end it seemed to be working fine as is.
88. Please have the prerequisites checked by Registrar right before the semester starts and inform the students if necessary. It would be waste of time and money if students enroll for courses which they do not meet prerequisites. Checking students' prerequisites is not the responsibility of individual instructors.
89. As noted, discipline specific advising at all steps (and then close connection with central advising areas to help with Gen Ed [and remember that some disciplines have significant discipline specific course work requirements (and some of the most courses they will take as an undergraduate).
90. N/A
91. "Advising should strictly observe the natural order of learning patterns and nothing else. Unfortunately, the trend seems towards an educational bankruptcy that will happen gradually and then suddenly.

92. Here is the 'elephant in the room'. Stanford 'proudly' rejects 70% of the students who took the optional SAT and who got an almost maximum score!! Instead, they bring a lot of students that were not competitive through K-12 and almost instantly and arbitrarily declare them college students. These students go into these classes and faculty face the dilemma of either to change radically the curriculum or to radically change the grading system. A few faculty who feel that are going to die on the altar of standards are facing the commissar system installed by 15,000 administrative staff for a college with 16,000 students.

93. In this environment, CCSU has a real opportunity to become attractive by promoting meritocracy! A few students should be advised to pursue educational opportunities other than college. Placing them in classes in which they cannot understand a word (real cases) grips the system. To improve a few cases from 10% to 50% is a waste of time. Some students should be advised to slow down. For them, a 'lower level' course is actually a higher level course. By passing these courses, students are given a real chance to graduate instead of stressing out in failure. "

94. Faculty if made to still advise, should not have to advise more than 20-25 students a semester. Currently I personally have 40 and am not even sure how I'm going to meet with them all and get my grading done, my committee work done and my family time in.

95. Even though it may be a bit less convenient, the students really should have pin numbers that are provided after they have met for advising.

96. Bring back PIN. Another way is to have a hold on students who did not see advisors. Remove late registration.

97. n/a

98. When students in education majors have transfer credits, the GPA from transfer credits somehow operates in the background in terms of the student qualifying for the professional program. The advisor does not have access to this so bases advising on the CCSU degree works and transcript.

99. Students should NOT be told to get their gen ed requirements "out of the way" in years one and two. This is a horrible approach, but unfortunately the norm (I've found) among the professional advisers. Most big intro courses do a poor job of building community or otherwise linking students to the university, and students aren't far enough along to see what might complement a major or minor.

100.   One suggestion would be to make one faculty member in the department the designated advisor for the major/minor. Give release time based on number of students (45 students = 1 credit something like that). We have some faculty that enjoy/excel at advising, others do not. Maybe provide a way they can barter? More advising for fewer committees.

101.   "1) There needs to be more communication between faculty and the Advising office. Students get advised out of majors without understanding the options for majors.

102.   2) Advising is as important as actual coursework. Students should not be knocking out all their Gen Eds at once-- there are better ways to choose classes that might complement the programs they choose for the major -- then are then left with only their major and that tends to be a burdensome load. It also wastes time and money.

103.   3) many faculty are not good advisors. Certain faculty in each major should be tasked with advising IN RETURN FOR LOAD CREDIT/ course releases."

104.   n/a

105.   "Build the rapport with students and not make the office feel like a 1 stop shop.

106.   Building the communication and trust with students.

107.   Helping students become safe and confident when they leave the advisor's office."

1. Use of pins for all students. 2. A way for students and their core major advisor to track all the advising the students are getting.

108.   The administration and the university should rely on real data when making decisions. We flail about with attempts to change advising, orientation, admitted students days, etc. We jump into these decisions without the support of data and we fail to identify key performance indicators when we execute the ideas. So, whatever change you decide upon, please identify the data (beyond people's feelings or thoughts) to support the decision and identify KPIs and benchmarks so we can make rational decisions about whether the new idea is having the intended impact.

109.   Please provide for teaching faculty an online system allowing students to pick a date/time to see an advisor. The faculty member logs in to indicate which days and times are available. The student picks a date and time. The system shows (to the student) which building and room number s/he needs to visit. When a student picks a date and time, that block of time immediately becomes unavailable to the eyes of other students, but that student's name shows to the faculty member for that date and time. The student can log back in to cancel. If the student does not select a date and time, the system automatically re-sends the advising email that informs students of the dates during which s/he is expected to see her/his advisor. Faculty can be required to make available multiple days each week at a variety of times

110.   The elimination of the PIN requirement had a significant impact on the number of students seeking advising. And it was the ones who need the most guidance (lower-level undergraduates, transfer students) who were least likely to seek advising. For more structured programs with lots of prerequisites, this likely will results in graduation delays. In the past, I have suggested the use of embedded advisors -- professional advisors who spend a portion of their time each week physically located in their assigned departments, holding office hours to meet with students and faculty members who have questions. This would facilitate a more collaborative and coordinated approach to advising and more efficiently address challenging course selection and registration issues when they arise.

111.   Advising Centers with lots of training help students with class registration. Faculty help with career advice, internships, networking, recommendation letters, etc.

112.   Do not have any suggestions.

113.   modules can be created for students to complete before they start their freshman year or before they meet with an advisor in summer. These modules will provide background knowledge to help students gain more from their first meeting with an advisor. Examples of background knowledge include information about general education, credits required per Study or Skill Area, and terminology such as general education, subject area major Vs. major (in the case of education majors), primary and secondary advisor, advising centers. Look for inspiration in other universities that do that already.

114.   Make it mandatory that each academic department has update curriculum sheets and academic maps

115.   "We need a mechanism for getting students to take the Math Placement test. This should include in the advising centers on demand.

116.   Advising is inconsistent across the university, having advising training as a part of new faculty orientation would be great. Has anyone asked students similar questions about how advising could be improved?

117.   Also having non-faculty advisors check in with the departments they serve regularly to build a relationship could help faculty learn to rely on them more (ask for an invite to a department meeting for example). "

118.   Faculty and Staff need to continue to improve their communication process and work together to deliver advising that is reflective of actual dual advising. There should be cross training so that both the primary and secondary can provide the same accurate information.

119.   Incoming students must learn to think about and create their own schedule according and then seek input from their advisor. They should not be looking to an advisor to build their schedule from scratch.

120.   depending on their major - some students and departments may benefit from an embedded advisor/success coaching model

121.   Stability and continuity among the professional advisors. Investment and willingness to participate among faculty advisors.

122.   I think that there should be a bridge with advising. The bridge should be between the office of undergraduate advising, departmental advising and the registrar's office from the start of the students academic career to the end. There are many students that fall through the cracks when the switches are made and are given improper information.

123.   J.A. DeLaura

124.   I think advisors need more training. Some advisors seem to not know the programs they are advising well enough, so they can't accurately answer student questions, or they make a student sign up for something they didn't need/repeat classes they didn't need to, and in some cases, make them take winter/summer classes or graduate late because they did not advise them correctly. Advisors also need to keep their personal opinions/personal gain out of advising. I've known advisors to push students towards their classes/tell students it is required (even when it is not) so that their classes can fill up/run as well as override prerequisites so they can have more students in their class. For departments that are small/only have one advisor/full time faculty, but a decent enrollment size of students, I would suggest senior part-time faculty be allowed/appointed to be an advisor. I am not an advisor, but many students come to me every semester with questions and needing advising help which I can not provide, but would like to, especially when the other advisor is too overloaded with students to appropriately help them all.

125.   Perhaps interested departments could be permitted to develop their own advising models.

126.   Encourage students to meet earlier with advisors and also to offer more virtual meetings to better work with student and faculty schedules.

127.   The double advising model is confusing for most of my advisees since they get emails from more than one person. It is also confusing for me as a departmental advisor since I do not know which of my advisees are in the dual advising program - I have found in a couple instances I might have conflicted with something the other advisor said (mostly given my advise is specific to the students career goals and the other was general advise). If the dual advising model continues, then there should be a very clear protocol to keep the other "in the loop". However,

I find this added step to be just one more thing that is added to faculty's long to-do-list that we just do not have time. If I am able to coordinate with my advisees directly then that is the most efficient from my faculty perspective. The dual advisee model seems to be useful for faculty that do not fulfill their adviser responsibility and therefore the second advisor is the back-up plan. Maybe only implement that for students that are advised by those faculty advisors and leave the rest of us to do what we are doing well alone.

128.   "Streamline the process of changing advisors. Make it less confusing for students so they know who their advisor is pre-professional program and upon entry to the professional program.

129.   A separate questions, who now visits the community colleges? Is the School based advisors or someone else?"

130.   .

131.   Either devote non-teaching advisors to individual departments or get rid of them and spend the money on faculty resources.

132.   I don't have any suggestions.

133.   Faculty in programs with large student population who end up having a high load of advising should be compensated.

134.   Fostering relationships among professional advisors and faculty (or reps of certain departments) is key. What if departments had a rep to their school's advising center? What if chairs were more involved? What if that work were actually compensated in some way?

135.   Do not require PINs, but strongly encourage students to see their advisors during the registration period for courses to be taken the next semester. Warn students if they fail to do this, there is not guarantee they would be able to get through their planned program of study in a timely fashion; i.e. 4-4 1/2 years.

136.   N/a

137.   No other suggestions.

138.   "School based advising, with more resources to provide meaningful conversations with students about their goals, fears, and experiences in the classroom, advising will transform. Additionally, research states that each time an advisor meets with a student the chances of being retained increase by 13%. If advisors engaged in conversations about optimal number of courses, combinations of courses, and skills necessary to do well in courses and at transition points (high school to college, first year to sophomore year, upper division, and graduating to a career), we add value to advising. Many students lack sufficient knowledge of curriculum requirements and are lost as a result. They take on too many courses and do not have a good sense of college-level learning.

139.   If CCSU adopted the Appreciative Advising Model, trained ALL staff and faculty in how to effectively use it, and held more meetings students each semester (by adding substantially more advisors), and those meetings were of high value, the students will form relationships with caring adults. I believe advising moves from a transactional meeting to a transformative conversation over time and across phases of study."

140.   Same as above. I think that the degree evaluation tool should add more information for them, alerting them of prerequisites, and the need for registration for minors or any required courses for their bachelors. If this tool alerts them more, it may be good for student that may miss meeting with advisor.

141.   I have many suggestions, including assigning advisors to students with similar teaching/learning/advising styles. For example, if a faculty member identifies that s/he has an interest in first-gen college students, then assign them to those students. Require all faculty members to participate in advising training on a regular basis. This might include some mental health training (for those students who are at risk of failing due to mental illness), and team-building exercises. I also found this resource online that pretty much states that online tools can be very helpful but shouldn't replace human interaction: https://evolllution.com/attracting-students/retention/effective-academic-advising-four-strategies-to-anticipate-and-address-student-needs/.

142.   Far too many hands in the pot with many online. A student, particularly an incoming student, needs an in person registration process. CCSU is weak with retention and 4 year graduation rates. CCSU needs to take responsibility for proper registration and guidance, not pushing it onto the student.

143.   n/a

144.   None at this time.

145.   Train and hire interested adjuncts on an hourly basis. (Community colleges has been doing this for years!)

146.   I heard through the grapevine that we give a survey every year at orientation and that it generates an advising report on the same day. I also heard that we don't use them on our campus. Why would a decision be made not to use these reports? The students are giving valuable information about themselves that would be important as we help them transition to college. Many other universities are using these reports for the benefit of their students. Why not CCSU? I wonder why this would not be a requirement of advisors. Seems like good customer service. It could also prove be helpful with retention.

147.   FYE courses should include a section on how to design a schedule and register for their classes the next semester. Even without knowledge of the student's specific program, the professor can show students how to navigate this system. Then their advisor can work with them on which specific classes to take, getting placement testing done, etc. I have done this in my FYE sections for three years, and students have told me no one else actually tells them how to register and figure out what classes to take.

148.   More professional advisor at each center. The quality and accuracy of advising is greatly impacted by the great number of students each advisor needs to see in a short period of time.

1.   Either have pins or some format where after meeting with an advisor a student can register (but not before). 2. Have advising as part of the contract - something that all faculty are evaluated on. At the end of the day, I personally believe that advising/mentoring of students is a big part of what we do to ensure student success. Taking it out of the hands of the faculty is not the answer.

149.   Better communication between professional advisors and teaching faculty advisors (especially department chairs) would be a big plus. Faculty are often aware of intricacies of individual programs that professional advisors are unaware of, and I have heard many stories of professional advisors giving false information to students - a lot of this can be avoided with regular meetings with department chairs.

150.   N/A

151.   n/a

152. The Academic Advising Committee should be given status equivalent to other Senate Committees (i.e., not just "advisory.") Furthermore, as advising is specifically mentioned in the AAUP contract, the majority of that committee should be faculty, and any directors (advising center, admissions, registrar, etc...) should be non-voting members, if they are members at all.

153. some faculty are better than others at advising; would be ideal to have a couple faculty members get release time and do all the advising

154. Reward and praise professors who go above and beyond in advising. All we hear is how it's expected and so important however, how much weight do good advising evals have on our P&T? When is that even considered for those of us who do more than what is expected because the students deserve a good advisor?

155. NA

156. Do not have further suggestions. Maybe next time.

157. Service with a smile, please. Service does not have to be so "clinical". A little humanity in all things goes a long way!

158. "Freshman & Sophomore to the professional advisor

159. Junior & Senior to the faculty"

160. Add the pin numbers back!

161. Please require the pins.

162. None

163. Unsure. An interesting idea might be to have a day that is dedicated to advising where there are no other things that have to be scheduled around and students know that they need to get in for advising and faculty are completely available, maybe like a required advising open house.

164. Administrators need to enhance their leadership delivery, capacity, and aptitudes

165. I recently tested the new enhancements in the Degree Evaluation app and so far I am not impressed. But I do look forward to its training to see how it may be better than our program's student-focused pathway worksheets and our individual in-person or virtual meetings with our advisees.

166. Seems students are not as connected with their advisors as they once were... when advising was centrally located

167. "I have witnessed several iterations to improve advising; however, in my humble opinion, they have been ineffective in solving the fundamental problems because there is no ""big picture"" that makes initiatives cohesive.

168. In addition, I believe that a more comprehensive plan that tackles multiple student-related challenges would be much more effective than independent ones for each problem: advising, student engagement, enrollment, retention, etc. "

169. Improve the tenure process to remove the faculty that are incapable of using their brains when advising

170. Not sure.

171. very broad. Which model?

172. n/a

173. Need more students and faculty advising opportunities.

174. PIN number should be back. Students are expected to meet with the academic advisors of the department before registering.

175.   none.
176.   None
177.   Don't have additional suggestions.
178.   Establish a committee to work on the course-load issue. If it cannot be changed directly, find ways of amending it to tailor the needs of individual faculty rather than imposing a one-model-fits-all system that treats the contract as Torah m'Sinai (Bible from the Hand of God). CCNY has a 4-4 requirement in its contract. No one teaches that load. Anything less than this approach will be the equivalent of putting a band aid on a malignant tumor.
179.   N/A
180.   Students should be advised to meet their academic advisors. This can be achieved with use of PIN
181.   I am open to alternatives, but I do not know what they are.
182.   DNA
183.   We need to revise the model that we have - I worry that advisors are not getting the supports they need and in turn are not able to offer the student the supports they need, look at other schools and best practice advising models in higher education with similar universities - ask the students and faculty what would work best and what is not working. I am a counseling faculty and there are some amazing advisors on campus, but they seem isolated in various buildings and I believe they should be centralized and not divided. Faculty advisors, new ones, may need more supports, some may suit this role while others may not be as interested. Advising is a passion, it should not be a chore. Students rely on us and we need to work on this area, Everyone is working hard but the system is not working well.
184.   Limit professional advising to entering and transfer students. Require math department to administer a placement test that is not necessarily remedial.
185.   Hire in department advisors who are full-time paid staff. I have seen this at other institutions, State University of Illinois for example, and it works very well.
186.   I think that faculty and staff should have basic guidelines for advising, and more specific guidelines for programs of study.
187.   Perhaps if classes that are offered in a fall only or spring only format is listed the curriculum sheets this could help students pace. Convert the curriculum sheets to a form so that they are more user friendly and if possible, link the degree evaluation to the curriculum sheet.
188.   "1) Limit the number of professional advisors and use them predominantly for early contacts with transfer students and freshmen.
189.   2) Allocate more resources to direct faculty advising instead of professional advisors.
190.   Use another part of the present resources spent on professional advisors to build up:
191.   3) marketing and future student recruitment at the high school level,
192.   4) career services connecting students directly with potential employers and building up sustainable and continuous internship and co-op programs (i.e. marketing of our product, the CCSU graduates).
193.   "
194.   I have too many advisees, typically 30-35 each semester. So having more faculty and support is needed. The dual-advising model is unclear to faculty (and maybe students, too?).

More information on the structure and responsibilities of the professional and faculty advisors should be provided.

195.   The CCSU's web central site can have an "option to click" whether students meet with an advisor. An advisor will check upon meeting with the students. Otherwise, the student will receive an 'automatic reminder to meet with the professor.

196.   Pls. put the pin requirement back.

197.   none

198.   2nd semester sophomores and older students should research all of their classes on their on before meeting with an advisor.

199.   Use pre-test/scrutinizing and assessing transcripts in addition to interviewing student. Suggest/enroll student in tutorial help if deemed necessary/helpful. Recommend the program "Success.Central".

200.   Get student feedback, not faculty feedback.

201.   Training on best practices for appreciative advising and not prescriptive advising.

202.   Have students develop their own program of study with a 4-6 year, semester-by-semester plan approved by a faculty member of their currently declared major, no later than the end of their first semester at CCSU.