Recommendation:
Develop Comprehensive University-wide Program of Academic Advisor Training
Onboard training of new professional academic advisors, Advanced training for experienced advisors, Faculty advisor training. Schools/colleges train advisors on major or school-specific practices; No current university-wide training that enables and encourages consistency of practice, norms, expectation and enables continuing advisors to maintain currency in practice and information; The creation of the curriculum would serve as a prompt to develop common practice and standards.

Recommendation:
Develop University-wide Policies Regarding Appropriate Use of Campus Technology Tools
Disjointed nature in which campus units have adopted/not adopted tools in a decentralized environment has created a complicated, multi-layered structure that confounds communication and services to the student and can be confusing for personnel to navigate; Clear policies detailing how to effectively use what tool when for what population will provide clarity of purpose for each tool and eliminate distracting technology clutter for personnel; Tools to be studied/documented include (but are not limited to): PAWS, MapWorks, Student Success Collaborative, CatTrack

Recommendation:
Codify advising assessments and student feedback and create student learning outcomes for advising with a university assessment cycle
Each school/college advising office currently assess advising at some level but there is no university-wide assessment of advising with consistent measures or agreed upon base outcomes. Developing outcomes and assessments would reinforce consistency of practice, inform training needs, and enable greater communication across offices. Implementing an assessment cycle will incorporate a continuous quality improvement process to inform and exchange good practice data and information. School/college advising practices would be reviewed on a cyclical basis, a la accreditation, based on CAS standards/NACADA standards/UWM derived standards.

Recommendation:
Address the various needs of students without a declared major by type of student
“Exploring” students may or may not be academically at risk and vice versa. This variation requires the university to consider different paths for different kinds of students. Changing the label "Undecided" to "Exploring", developing pre-professional intended major designations for students who have an intended major but are not admitted into their school of choice, guiding students with meta-majors or to a set of "funnels" built around particular career or academic major themes, directing course registrations as a way to encourage major selection, and creating a summer program for incoming "undecided" or "exploring" freshmen are all ways to encourage earlier major declaration and engagement.
Recommendation:
Create a Student Help Desk/Concierge Service
A help desk would act as a referral agency in an identified central location—electronic and in-person. Personnel would also be charged with follow-up and tracking of issues, using the SSC Campus tool, to identify areas of improvement. Effective referrals would eliminate the “run-around” to different offices that cut through bureaucracy and would allow maximization of staff expertise.

Recommendation:
Designate Staff Responsible for Activities Needed to Coordinate Undergraduate Advising.
Using current resources, either one or more current staff could be charged with coordinating undergraduate advising. Either option would likely require that the current workload of the person/people be assessed and at least some elements be reassigned/reallocated, e.g. supervisory authority might be retained but other staff might be designated a more lead role thereby freeing up some time to dedicated advising work. If we are able to secure new resources, UWM could hire a coordinator of undergraduate advising (title tbd) charged with leading the work of coordinating as their primary work objective. Leveraging the advice and assistance of the Advising Advisor Board, the coordinator would be charged with encouraging and facilitating campus-wide coordination between academic advisors and other campus services, developing networks across campus, codifying advising practices for undecided populations, working with schools/colleges to create major fairs/events, developing touch points and training regarding the cycle of pursuing a meta major to a final major, working with faculty/staff to develop meta-majors and refine curricular options or develop freshmen interest groups with packaged courses, developing training protocols and resources for advisors campus-wide, developing/coordinating assessment protocols across campus, coordinating use of campus advising tools, e.g. SSC, running the help desk/concierge service.