## Discussion Notes:

Information was shared from the Education Advisory Board about the role of advising and the importance of advising in retention efforts.

Difference of how the administration of the institution and the advisors talk about advising and retention, when both groups have the same goal. NACADA has identified core values for advising. The Enhancing Advising Committee held an Unconference in fall 2014 and began identifying these core values. The final report that came from the Unconference is pushing administration to make changes. It is a document that all invested parties should look at to create our vision for the future.

Research has indicated that advising is the most impactful high impact practice- because we know this, we need to take our conversation to the next level.

Our institution spends a lot of money on recruitment, but not enough effort on retaining them. Advising is one way to do it and we need to focus on it more.

All it takes is one person to ask 'why' to change the conversation... are we at the right place, right time, to make the change that's needed.

### Discussion with groups:

1. **What are our best practices in academic advising?**

   **Lubar School:** Collaborating with faculty, first year seminar and using MAP-Works to work on retention for first year students. Faculty teach the first year seminar, work with TA and work with advisors to follow up on concerns about students in the classes. TAs are graduate students in Business. Faculty and Advisor work together to develop curriculum in first year topics like academic preparedness, registration, mandatory advising- faculty understand the importance of creating a relationship with students early on. One HIP is an LLC and the faculty is involved with students and advisors are assisting with curriculum development.

   **L&S:** Transfer students work with 3 advisors so the group who works with those students have expertise in understanding the needs of those students. First appointment is one hour to ensure all the key information needed to a successful transfer to UWM. Also, offer different formats of appointments to meet the needs of the students- skype or phone are options. Working with SSC to create lists for improved outreach to students, for example, those students who are close to graduation so that students can be advised and on track. Advisor will create a schedule of common lists.
Working with specific populations, namely at-risk students benefit from intrusive advising. All-inclusive advising and intensive appointments take 45-60 minutes is successful, but difficult to manage on a daily basis. Taking areas of expertise, like cultural competence are being shared in a workshop environment for all advisors to improve their approach with. Will also put holds on student accounts and email them so they know they have to come in for an appointment, not for walk-in to ensure there is more intensive conversation.

CHS: Reaching students early in the first year and group advising. Mandatory advising through freshmen hold and run lists about the students at the end of the semester that are indicators of risk, then reach out to the students and get them in the office.

Putting students first.

Something to think about- why are the holds only placed on first year students? Could we work on expanding the hold to see if this is possible. --SOIS has a Academic Progress Hold for all students with low term GPAs (<2.0) and those who have hit 60 cr. and haven't yet completed Math, Eng, Fl (we've done this for the last year, so we'll now look to pull data and see if there's any progress)

**Best Practices and Examples from our S/C:**

*appointment times - 30 minutes (SOE/SOIS 60 minutes) not just getting them thru semester by semester we're spending time to build relationships, reaffirming that you're here for a reason, we're invested in this and you should be too*

*connect with faculty - start doing internships, research, connections on campus*

*setting expectations - this is a partnership! empowering students to use tools/resources, give the path to completion and be there as a support*

*shared areas - walk ins available every week, maybe only 1 day a week, or set hours a few times a week- provide the service still, not just a drive thru though, we do more to help than you register and review your transcripts*

*SOIS - making ourselves available - being there, helping to set expectations - investing in the process*

*Nursing - mandatory advising - NF only, but looking to do for other groups; 1:1 required to lift the hold @Parkside - all students are required to meet every semester (some are by group, some are 1:1, some online)*
SW - attach to first year class/seminar, again only freshmen - utilizing peer advisors (if advisor is booked, no walk-ins available, working during express advising) know the curriculum, but can't release holds for example

PSOA - faculty involvement in some dept, but in others faculty includes mostly adjunct staff. Welcome first week of every semester - good traffic, lots of appointments scheduled, building community, get involved together, meeting them on a different plane. Early intervention is successful.

L&S- have great institutional knowledge because of the number of advisors who have been advising for many years. A best practice is group advising with faculty and academic advisors together. The shared knowledge increased and the students benefited greatly.

Biological Sciences- host open advising days and both faculty and professional advisors work together to provide information for students.

Other discussion:
Advising is separated between academic advisors and faculty advisors and the communication on campus is not consistent. The perspective of advising is varied depending on the faculty person or department.

Faculty advisors have a lack of knowledge in academic advising, but there are many who would like to implement best practices. There seems to be a lack of training for faculty and academic advisors, so consistency of knowledge across campus.

Faculty do not always know the policies or student status in a program and there are some faculty on campus who misinform students or tell them not to see their advisor- it should not be a competition- we should have a collaborative approach to connecting with students.

In the current model, each school and college has the autonomy to decide how advising happens or does not happen, so until there is an administrative directive coming down to schools/colleges, we cannot implement best practices across campus consistency.

Other institutions have mandatory advising and students cannot enroll until they meet with an advisor. Could UWM think about that? If so, we would need to carefully navigate that transition from non-enforcement to enforcement of this type of hold/requirement.

An observation from a faculty member is that a student who has an intended major seems to be more prepared, even when declaring a major late in the academics. Is there something to explore about getting students to make a decision about a major earlier.
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<th>Recommendations for Retention Plan:</th>
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<td>Discuss the possibility of putting a hold on all students who are on academic probation, so that a student will go in to see their advisor. Use the SSC list to gather information about those students who have a low GPA in Remote advising- find other means of meeting with students who struggle to get to campus, for example, video conferencing (SOIS has a model that is working).</td>
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<td>More conversations between faculty and advisors to increase understanding about advising and how changes in curriculum will impact students. How to create a mutual respect for how both faculty and advising are working toward the same goal. More instances of faculty collaborating with advising across campus, as the schools/college who do have collaborative relationships between advisors and faculty are fruitful and mutually beneficial.</td>
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<td>Work with the Registrar’s office to streamline communication.</td>
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<td>Set some areas of consistency - individual S/C need some flexibility of course, but we must find some common ground to get started (walk-ins, prerequisites, etc.)</td>
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<td>Create a policy for the ratio of advisors to students to be set and when a school/college advising staff goes over the threshold, there would be a budget to allow for a new hire. When advisors can maintain an appropriate caseload, advising is at its best.</td>
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<td>S/C specific Faculty/Adjunct/Instructional staff meet &amp; greet with Academic Advisors - who we are and what we do</td>
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<td>Create a campus-wide orientation/training for both academic advisors and faculty advisors. There may be areas of specialized trainings needed (i.e. faculty who have no background in advising vs. new academic advisors who need to learn about UWM, but have an advising background), but overall, if there was a consistent training experience, the gaps in communication can be bridged.</td>
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<td>Create a position to coordinate/direct/guide advising across campus.</td>
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<td>Develop a strategic approach to work with students who are undecided to provide guidance early in their academic career.</td>
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<td>Consistent advisement reports for majors/programs- possibly using more milestones.</td>
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| Create a paperless system for student files and centralize advising notes, include checkboxes, to create data points so we can improve our assessment/evaluation of effectiveness. Set a deadline for campus to go paperless.
| Create a forum to allow for conversations/updates between faculty and academic advisors. |
| Develop an online calendaring system or app for students to be able to make appointments online, do not restrict them to only calling in for appointments. |