Shared Advisement Model

Philosophy

In order to support student success, all students will receive accurate, timely, and consistent advisement across the College, based upon the Pathways concept as embedded within the Schools at MCC. The model is flexible enough to support multiple ways for students to be advised, depending on their circumstances, needs, and preferences. Services should be sustainable and include provisions for clear communication, training, and regular assessment.

This document outlines the agreed upon advising model for Monroe Community College as the College implements an institution-wide restructuring under the Schools Model.

Commitments:

- Any faculty or staff member who encounters a student for advising purposes will assist that student to the extent of one's job responsibilities each and every time.*
- Advising and communication always follows the student's pathway; every student should be placed in an appropriate pathway upon entering the college and should be supported regularly to stay on their pathway.
- Every student should be given a full program course plan (based on pathway) within their first semester at MCC.

* If faculty or staff member working with a student is not an expert in some facet of the advisement/registration process (TRS, ESOL, FACE, course requirements, etc.), that faculty or staff member will still provide a "soft" schedule or course list at point of service. If further expertise is needed, initial encounter will end with appropriate follow-up

Student Advising

Guiding Principles based upon the Pathways Model

1. The primary goal of academic advising for new students is to verify/confirm each student's pathway (after identifying the student's educational and career goals) and create a course plan (semester course list) in-line with that pathway.
2. The primary goal of academic advising for continuing student is to re-confirm each student's pathway, confirm that each student is progressing along their designated pathway satisfactorily, and to create (or continue) a course plan (semester course list) in-line with that pathway.
3. All students should have information on financial aid and scholarships, and should be directed to appropriate resources to assist the students on their pathway.
4. When feasible, advising should be available to students in individual or group face-to-face sessions, and through synchronous or asynchronous mechanisms.
5. Resources will be available to support students who self-advise.
6. Whenever possible, students will be assigned to a specific advisor.
7. Pathway advising includes clear communication about the possibility of getting into high demand programs, programs with rigorous academic standards, and 2+2 programs as well as assisting the student in considering alternative programs that would be a good fit for the student's career and academic goals.
8. All advisement-related training for both students and faculty and staff will be available online, with identified competencies. Training and support will continue to be a priority as we work to provide the most comprehensive and accurate developmental advising practices.
9. Faculty and advisors should be coded according to pathway expertise.
10. Teaching faculty will be aligned with at least one School and participate in related advising training to support the students in that School.
11. Timely information on the proper location for advisement services, whether the Advising Center, or an Academic Department will be available to students.
12. First-term LA01 and first-term ES01 are the only matriculated students without a pathway. They will receive intensive supports and must identify a pathway before completion of 15 credits. Students with 24 credits will be required to have a declared program/major and pathway.
13. Non-matriculated students will be serviced/advised by the registration and advising centers at both campuses.
14. Students will be encouraged to use Degree Works to track and plan degree progress.
15. Early alert (Starfish) is an important tool for intrusive advising.
16. Advisement encounters should be documented in a way that is accessible by students, advising staff, and advising faculty.
17. If initial point of service advising encounter ends with creation of a "soft schedule", follow-up may include an appointment for the student to meet with an

area expert, or the initial adviser sending the soft schedule for review by an expert.

Important Terms

Program – matches officially approved curriculum and is used for graduation requirements

Major – additional informational about path and embedded in program. This includes:

- 2+2 – student is on track to transfer to a specific 4-year institution and is following the path pre-approved by that college.
- TS01 –student is placed into and should be taking TRS 100. Special attention is required to plan all non-credit courses with pathway.
- ES01 – student is placed into ESL 120 or 130. Student is studying English as a foreign language and special attention should be paid to readiness for language and text intensive courses.

Pathway – is the key to good advising.

- Tells us more about the interests of a Liberal Arts student
- Tells us if the student plans for a degree but does not yet have the required prerequisites
- Tells us if the student did not get accepted into a competitive admissions program but plans to reapply
- Tells us if a student plans to transfer to another college but didn't get accepted into a 2+2 but may plan to reapply to transfer without the guarantee

LAS Pathways –.

- Tells us more about the interests of a Liberal Arts student.
- All students with non-specific majors or programs need to select a pathway

LAS code	School Name	Abbreviation	School code
LAS1	Business, Hospitality & Entrepreneurism	BHE	BH
LAS2	Community Engagement $ Development	CED	CE
LAS3	Science, Technology, Engineering & Math	STEM	ST
LAS4	Health Sciences & Physical Wellness	HSPW	HR
LAS5	Social Sciences & Global Studies	SSGS	SS
LAS6	Arts & Humanities	AH	AH

Codes that are not pathways -

ES01, IS01, LA01, LA04, LA14, LAA4, LAL1, LAL1, TS01, and unspecified 2+2s (LA - 30, 32, 40, 41, 42, 43, 45, 46,47,55, 57, 60, 69, 74)

Health codes that are not pathways – LA05 and HS05. The desired degree should be retained until changed by student.

Responsibilities/expertise

This model is led by shared responsibility between Academic Services and Student Services. Every faculty and staff member plays an important role in student success from inquiry to graduation. At the heart of our pathways model, students will receive comprehensive and developmental academic advisement and connection to all available services to support them on their pathway, in order to reach their goal.

Appendix A is a listing of area specific responsibilities.

Appendix B is a listing of logistical considerations for the Shared Advising Model

Appendix A

Area-Specific Responsibilities/Expertise

- Associate Vice President for Enrollment Management
    - Strategic Enrollment Management Plan
    - Student enrollment management communication plans
    - Leads all divisions on campus in developing recruitment and/or retention goals, and assisting both Academic and Student Service departments in developing strategies and action plans to meet goals.
- Admissions
    - New student communication plans
    - Recruitment
    - Admissions application processing
    - Orientation/FYE
    - Eligible to register/intent to enroll
- Placement Testing
    - Notification of School, Major, Pathway (similar to Admissions communications)
    - Review placement scores with each student and make appropriate referrals for additional information and/or explanation
    - Prompt student to take scheduling survey, if available
- Advisement Services at both campuses
    - Current student communication plans
    - Developmental advising
    - Undeclared students
    - College wide advising training
    - Walk-in service
    - FACE (shared responsibility)
    - Advising/Registration event logistics
    - Program and Pathway change process
    - Degree Works training
- Career and Transfer
    - 2+2 pathways
    - Guaranteed transfer logistics
    - Collaborate with Specialists on school-based career programming
- Other Advising Professionals
    - Pathway advising
    - Recruitment/on boarding
    - Faculty/advisor training as appropriate
    - FACE
- Faculty Advisors
    - Faculty Advisors will be coded and tracked by area of expertise.

- o Pathway advising
- o One-on-one and event advising
- Academic Departments
    - o Academic departments will maintain lists of faculty advisors and program expertise and communicate changes with SIL of Schools Coordinator
    - o Academic departments will provide professional development to keep coded faculty advisors up to date on advising procedures and considerations (as needed)
    - o Academic departments will formalize, communicate, and maintain a department advising plan. Department advising plan will include:
        - Plan for maintenance of program-coded faculty advisors
        - Plan for matching students with faculty advisors (caseload, centrally scheduled ad hoc appointments, etc.)
        - Plan for department and/or pathway-specific advisement and registration activities for new and continuing students
        - Plan to accommodate the needs of students taking one or more developmental courses
    - o Pathway advisement training
- School Leadership (including: AVP of Academic Services, Schools Implementation Lead, Academic Deans)
    - o Compose, communicate, and maintain list of "programs by School" for advisement and communications purposes
    - o Record and maintain:
        - Faculty advisor lists by program, pathway, and School
        - Department advising plans
        - Department professional development (for advising) plans and activities
        - Student Success Network
        - Pathway and advising materials for Schools Blackboard space
    - o Provide support and pathway experts for advisement and registration activities and events
    - o Comparing available advisor expertise list to student needs and making recommendations for adjustment
- School Specialists
    - o Coordination of Student Success Network
    - o Monitoring student pathway progress at a School level
    - o Monitoring advising resources at a School level – identify training needs
    - o Coordination of school-wide events for registered students related to career and pathway
    - o LAS advising plan
    - o Monitor School-wide early alert
    - o Review faculty advising plans by School
    - o Advise pathway students

- Faculty Liaisons
  - Coordination contextualized electives by School
  - Represent School in General Education discussions
  - Represent School in curricular pathway discussions
  - Coordinate a School-based faculty communication forum
  - Faculty advising plans and advising resources
  - Program admissions requirements, prerequisites, and curriculum
- Registration and Records
  - Master schedule including pre-requisites and student scheduling concerns
  - System access issues
  - Student self-service training and support
  - Faculty and staff registration training and support
- Financial Aid
  - FACE (shared responsibility)
  - Student aid application support
  - Clear communication about financial aid status to new and continuing students
  - Student financial aid: long-term planning
  - Partner with MCC Foundation on awarding scholarships to students to meet gap in financial need to support enrollment and completion.
- Student Accounts
  - Tuition refund schedule
  - Clear communication about tuition payment deadlines
  - MCC Pay Plan communication and support

Whenever feasible, the primary responsibility for managing matriculated student advisement groups lies with:

- Undecided Students- Advising centers at both campuses
- Program students- per program department's advising plan (forthcoming)
- Program pathway students- per program department's advising plan and coded advising expertise (forthcoming)
- 2+2 program and pathway students –Career and Transfer Center with outreach according to the departmental advising plan
- Liberal Arts pathway students – per school advising plan and coded with expertise (forthcoming). Specialists, Faculty Liaisons, School based-faculty advisors, and professional advisors will collaborate on plan.

  Note:
  - All plans must include consideration of the needs of ES01 and TS01 students

- Plan to accommodate the needs of students taking one or more developmental courses
- If primary advisor is not available, advise according to * (under philosophy)
- Transfer paths to programs we do not have will be considered.

Appendix B

Logistical Considerations

Pre-application

- Commitment to communicate pathways to all prospective students
- Support student pathway choice on application

New Student Communications Plan

Admissions is responsible for communicating:

- School (at acceptance if testing waived)
- Major (at acceptance if testing waived)
- Pathway (at acceptance if testing waived)
- Explanation of pre-program status (when appropriate)
- Instructions for setting up electronic accounts
- Prompt to take placement testing (if necessary)
- Course list for first semester (not a schedule; at acceptance if testing waived)
- Prompt to scheduling survey (if placement testing not necessary)
- Prompts to complete financial aid process

Considerations for communications: Simplify language, define necessary terms

Scheduling Survey

Should Include:

- Questions for days of the week and times of day student is available to take classes
- Questions for back-up choices
- Questions for online learning preferences

Considerations: proximity to start of classes (not as many choices when very close to start of classes)

Course List Generation

- Semester course sequence generated
- Options for class schedule based on class availability and scheduling survey results
- Prompt to select between
  - "Shall we register you for one of these schedules?"

- o "Will you be scheduling classes on your own?" (self-service)
  - ▪ Follow-up plan to be communicated
- o "Would you like to come in for further advising?"
- Orientation registration prompt should be included with this process
  - o Online
  - o Live

Considerations: proximity to start of classes (not as many choices when very close to start of classes)

Activities/Events

All activities and events should have documented:

Goal and administrative sponsor

Purpose

Target (population and number)

Implementation lead

Expertise needed

Secondary goals if appropriate

Invitations and attendance by student