



46th Annual Meeting
November 2-5, 2011
Fairmont The Queen Elizabeth
Montréal, Quebec, Canada

9:00 am – 10:15 am » Joliet

**Session P: Breaking Down the Silos: Associate Deans, Student affairs,
and Academic Advising**

Presiding: Rennie B. Schoepflin, *California State University, Los Angeles*

Panelists: Mary C. Schutten, *Grand Valley State University*

Perry L. Patterson, *Wake Forest University*

Nancy Wada-McKee, *California State University, Los Angeles*



BREAKING DOWN THE SILOS: Academic Affairs and Student Affairs Collaboration to Improve Advising

Nancy Wada-McKee

**Assistant Vice President, Student Affairs
California State University, Los Angeles**



CAL STATE LA Students

UNDERGRADUATE

- Full-time: 83%
- Part-time: 17%
- **Total: 15,952**

GRADUATE/POSTBACCALAUREATE

- Full-time: 47%
- Part-time: 53%
- **Total: 4,190**

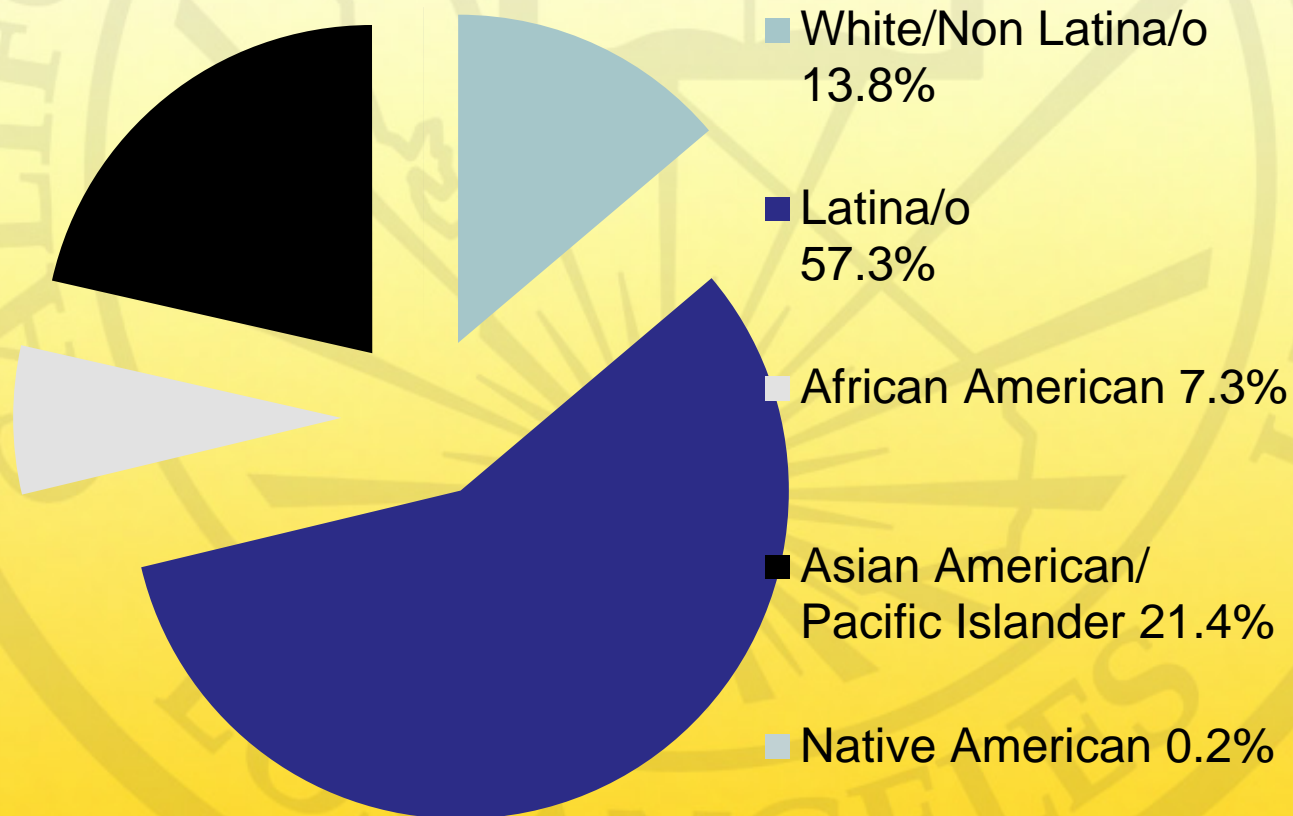
AGE

- **UNDERGRADUATE 24**
- **GRADUATE 32**

- **52% are first generation college students; 78% receive financial aid**



Race and Ethnicity





Retention and Graduation

Freshmen - College Ready in Math:

- Fall 2010: 657/2094 31%
- Fall 2011: 1,108/2354 47%

Freshmen and Transfers

- 20% do not return after the first year

Six Year Graduation Rate

- 37%



History of Advising

1995-2006

- **COLLEGE BASED ADVISING CENTERS**
- **PARTIALLY SUPPORTED BY TITLE V GRANT**
 - SSP Advisors
 - Augmented Faculty Advising

2006-2011

- **TITLE V GRANT FUNDING - Ended in 2006**
- **COLLEGE BASED ADVISING CENTERS - Consolidated**
- **UNIVERSITY ACADEMIC ADVISING CENTER**
 - 1 Director, 3 Academic Advisors, 1 Administrative Assistant



College Based Advising Centers

- Funded by Title V Grant
- Size of centers varied by College
- Minimally staffed by SSPs (Student Services Professionals)
- Highly praised for effectiveness and problem solving



Factors Leading to Institutional Review of Advisement

WASC – Capacity and Preparatory Review 2008

- Develop a “more centralized and focused delivery of advisement”
- Delineate advisement system and establish benchmarks to refine roles of all advisors, including faculty
- Coordinate process w/all academic units for increased consistency in advising and timely service to students
- Use technology to improve delivery and determine effectiveness, satisfaction
- Simplify advising tools and conduct training to improve student services in general



Additional Factors Leading to Improvement of Advising

- SEMESTER CONVERSION PLAN – 2009/10
Academic Advisement Subcommittee
 - AA/SA participation
 - Considered advising needs upon conversion
 - Recommended holistic, integrated advising
- IMMEDIATE SOLUTIONS COMMITTEE – 2009/10
AA/SA participation
 - Considered need for better advising to address multiple enrollment issues



WASC Educational Effectiveness Review Spring 2010

“The Team commends CSULA for its comprehensive study and in-depth review of academic advising. The proposed model has the potential for transforming the culture of advisement on the campus and yield significant improvements to student success and student satisfaction for all students.”



Natural and Social Sciences/ Student Affairs Pilot Advising Program 2011

TARGETED PROGRAMS

- Psychology, Sociology and Biology

JOINT GOVERNANCE STRUCTURE

- Associate Dean, NSS; AVP Student Affairs, Faculty, Staff, Students
- FACULTY – capitalize on expertise in curricular matters,
 - connect overall goals to major;
 - assist with academic barriers
- STUDENT AFFAIRS – help students navigate CSULA
 - facilitate co-curricular experiences
 - assist with personal challenges
- HIRE TWO SSP Advisors; 1 Administrative Assistant
- REASSIGN TWO SA Counselors to NSS
- COORDINATE TRAINING OF FACULTY AND PROFESSIONAL ADVISORS



University Academic Advisement Plan 2011-12

- Endorsed by President
- Restores College based advising
- Hire 10 SSPs;
 - Proposed Student to Staff Advisor Ratio – 576:1
 - Goal: Staff/Student Advising Ratio – 450:1
 - Faculty/Student Advising Ratio – 38:1
- \$585K one-time budget allocation
- Integrates Student Affairs Counselors/Advisors
- Joint Training and Assessment



Student Success Fee Goals

Strengthen supplemental support services that:

- 1) Dramatically improve academic advisement and increase retention and graduation rates (provides sustained funding for academic advising)
- 2) Promote personal development services
- 3) Expand access to teaching and learning technologies and tools
- 4) Improve career and graduate school opportunities.



Relative Costs to Attend College

- With this fee increase, CSULA's annual costs will still remain among the lowest in the United States.
- As of 2011/2012 fiscal year, CSULA had the second lowest total of mandatory fees out of 23 CSU campuses.
- Proposed Fee: \$80/quarter; \$30 allocated for advising



Academic Advising Implementation Plan

- All students must declare and be accepted into a degree program by 45 units
- Degree completion program on file within 1 quarter of acceptance into degree program
- Mandatory advisement at 90 units to review degree progress
- Each college, the University Academic Advisement Center, Division of Student Affairs must have advisement plans and evaluation framework
- Advisement plan will include Career Center
- Establishment of University Academic Advisement Council



University Academic Advisement Council

- Appointed by the Provost
- Chaired by the AVP, Academic Affairs
- Membership includes:
 - Dean of Undergraduate Studies
 - AVP, Student Affairs
 - Director, Univ. Academic Advisement Ctr.
 - Registrar
 - Two Associate Deans
 - Director, Educational Opportunity Program



CSULA Collaborative, Integrated Advising Plan

- Demonstrated Institutional Need
- Endorsed by Multiple Constituencies
- Reinforced by WASC
- Facilitated by Collaborative Relationships
- Resources Committed from the Institution

Breaking Down Silos between Academic and Student Life:

Observations from the
Wake Forest University
Office of Academic Advising (OAA)
Perry L. Patterson, Associate Dean



History and Institutional Context



- Wake Forest University founded in 1834 by Baptist missionaries
- Independent since 1985, but very focused on values, service, mentored research, education of whole person
- Roughly 4500 undergraduates
- Among new students, 83% in top 10% of high school class
- Long-standing “teacher scholar ideal”
- Committee on Orientation shares duties between faculty, academic and student life administration (faculty majority)

Pre-existing structures and conditions

- Academic Associate Deans and faculty sit on Student Life Committee, Judicial Council, etc.
- Core faculty role in student advising at BOTH major and lower division levels, with small advising groups
- Well-established personal trust among key personnel and long-term credibility of members of Committee on Orientation and Lower Division Advising



Clearly stated values for a “collegiate university”

- Bringing in the right students and faculty and helping them forge close connections
- Providing an education that goes beyond the classroom in rich and meaningful ways
- Sustaining a vibrant, rigorous community that actually cares

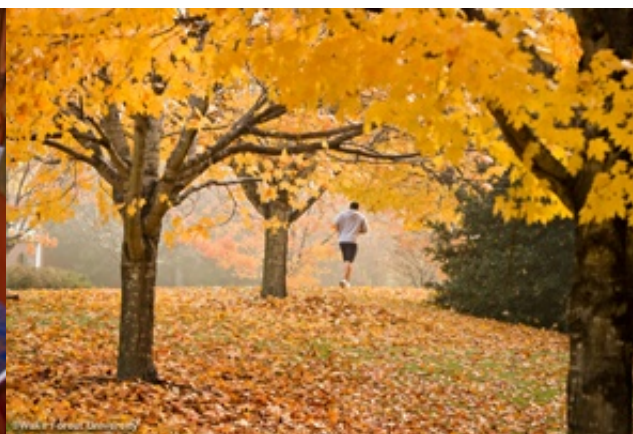


- VP for student life moved under Provost
- SAT testing made optional in admissions
- Renewed attention to student diversity
- Creation of LGBTQ Center, First-Generation program
- “Ground-up” strategic planning, 2006-2008, leads to:
 - Creation of Office of Academic Advising (in Dean of College)
 - Major expansion of Office of Personal and Career Development (OPCD)
 - Sustained attention to student “soft skills” growth



Day-to-day Shared Business

- Across administrative units
 - Student (peer) adviser training
 - *The Journey* (timely information for each class of students at critical moments—drop/add, major declaration, etc.)
 - *Wake World* (student and faculty-led diversity program in Orientation)
 - Major/minors fair, with student government and OPCD
 - Reach out from Academic Advising to student groups
- Involving students...
 - Recent graduates partially staff OAA
 - Recent graduates are “fellows” in Dean’s, Provost’s, President’s offices



Three VERY recent experiments in advisement of new students

- **Moving new student registration to summer, BEFORE on-campus orientation**
- **Shortening Orientation by a day**
- **Shifting the faculty advising role toward developmental priorities**



- Historic problems
 - Too much text, complexity, duplication of materials
 - Fall registration on-campus, two days before classes start
 - Complex wait-list/POI system created registration grid-lock
 - Substantial numbers of new students started classes with less-than-fulltime status
- Summer 2011 changes
 - Much less text, much more video, with simpler messages (especially for pre-health)
 - Self-registration for half of schedule, followed by “course preference survey” and placement for second half
 - Second half “provisional” registration conducted jointly by advisers, OAA, Registrar’s Office, Student-Athlete Services



- Historic problems
 - Information overload
 - Too much student free time, and off-campus trouble
 - Too much upper-class influence on first days
 - With registration “completed” in summer, even more time available
- Summer 2011 changes
 - Move-in on Friday, with classes beginning Wednesday
 - Existing programs compacted, but very few academic eliminations
 - Most placement/exemption testing moved to summer online
 - New first meeting with Office of Personal and Career Development



- Historic problems
 - Information overload
 - Wasted effort helping to construct “perfect” schedules
 - “Perfect” schedules couldn’t be implemented in registration
 - Wasted effort policing student completion of core/divisional courses
 - Need to reinforce student responsibility for own planning
- Summer 2011 changes
 - New advising guidelines focus on setting better expectations and structuring better conversations (joint faculty, OAA, OPCD project)
 - Fall advising begins from full provisional schedules
 - Faculty advisers invited to minor league professional baseball game along with new students
 - Extended fall semester programming around summer academic project, design to provide more options for extended relationship-building



BB&T FIELD

CONSIDER

What is the Adviser's Role?:
Advising Expectations, Topics, and Questions
for Advisers and Advisees to Consider

- Short new advising brochure, with focus on asking the right questions (with OPCD)
- Online “student responsibility” video
- Statements for parents at orientation and at online parent’s page



- Parental “very good” ratings for our summer communications online rose from 65.4% last year to 72.9% this year. Parental “very good” ratings for move-in day have risen from 71.5% to 84.9%, and for convocation day have risen from 68.2% to 73.3%. (In all cases, the ratio of positive ratings— “good and very good” combined – to negative ratings – “poor and very poor” combined – is at least 89 to one.)
- New student ratings of their academic advisers have also been exceptionally strong. In new student surveys, 94% to 97% of new students either “strongly agree” or “agree” with statements about good faculty adviser availability, knowledge, and assistance with academic planning.



Possible lessons?

- Strategic moves well-grounded in community values are most likely to work out
- Long-term development and training of key faculty members is crucial
- Some faculty committees should not be a quick “revolving door.” Self-selection onto Orientation Committee has played a big role in developing long-term perspectives and understandings across traditional silos.



Remaining debates:

- Access to “whole student” info vs. student FERPA rights?
- Have we taken away some student “freedom” in registration?
- Do away with waitlists?
- Return to dinner in faculty homes?
- How do we promote broader and sustained faculty engagement beyond the classroom? (What happens on campus after 5 pm?)



References:

<http://www.wfu.edu/strategicplan>

<http://advising.wfu.edu>

<http://newstudents.wfu.edu>

<http://parents.wfu.edu>

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Breaking Down Silos: Associate Deans, Student Affairs, and Academic Advising

Mary C. Schutten, Associate Dean
College of Liberal Arts and Sciences- CLAS

Educating students to shape their lives, their
professions, and their societies.



Historical Perspective

- 50th Anniversary: 2010-2011
- *College in the Cornfields*
 - Allendale, MI
 - Campus growth: Grand Rapids, MI
 - PEW: 1986
 - Cook DeVos Center for Health Sciences: 2003
- Then: 200 students
- Today: 24,662 students
- Today: Master's Degree University aka Comprehensive University
 - CLAS: 12,000 students- 90% UG



Breaking Down Silos



Historical Perspective

- Then:
 - Few Faculty and Staff
 - Limited number of buildings
 - Paper, pen, phones, and handshakes
- Now:
 - 800+ Faculty and Staff
 - Buildings spread across 1304 acres, 3 campuses, plus extensions in 3 MI Locations (Holland, Muskegon, Traverse City)
 - Technology dependent



Breaking Down Silos



Historical Perspective- Academic Advising

- 1961: Only faculty advised students
- Developed two support structures in the 1980's
 - Academic Resource Center
 - Seidman School of Business – [accreditation]
- 2002: **Then:** All Academic Divisions created advising centers
 - SMART Center [science and math]
 - Arts and Humanities
 - Psychology
- 2004: **Now:** Reorganization from Divisions to Colleges
 - Advising centers for each college overseen by Provost
 - Task Force solution to reduce overlap and redundancy – [CLAS Academic Advising Center](#) (CAAC)
 - Director of CAAC appointed in 2007



Breaking Down Silos



Historical Perspective- Records, Student Affairs

- Then: Records, student affairs, and admissions
 - Single office with a few staff
 - Lots of file cabinets
- Now: Grown and developed along with University growth
 - Associate Vice Provost of Student Life
 - Vice President for Information Services
 - Director of Admissions
 - Registrar
 - Director of Information Technology
 - Director of Financial Aid
 - Offices with many staff
 - Main offices in Allendale
 - Offices on each campus [GR (2), Traverse City]



Breaking Down Silos



CLAS Associate Deans (3)

- Each associate dean has roles that overlap
 - Communication among the Dean's Office high priority
- Each associate dean is a liaison across colleges and/or administrative functions
 - Communication and stakeholder involvement high
- Task forces, faculty council outside the box events, advisory boards



Actions to Break Down Silos

- “Outside In” Thinking
 - Have “divisions” share data so each is aware of other’s needs
 - Share ideas or problem solve as a group
- Focus on opportunities, not on crises
- Coalitions to break down barriers
- Communicate, communicate, communicate

Breaking Down Silos



Advising Center and Associate Dean

CLAS Advising Task Force outcomes:

- Merged professional advisors into one center with a director
- Constructed an Advising Center for CLAS students
- Budget reflects the College's commitment
 - 9 advisors, 4 GAs, 2 clerical and 6 student workers

Breaking Down Silos



CLAS Academic Advising Center (CAAC)

- Decentralized model: Each College has its own Center
 - Provost's Office - center directors meet twice monthly
 - Dean's advisory council created to enhance consistency and communication
- Shared Model: Advising is shared with faculty
 - Faculty advising is part of teaching expectations
 - Well-established collaboration of advisors and faculty
- CAAC Strategic plan aligned with the College's

Advising Center and Associate Dean

- “Outside In” Thinking, Opportunities, Coalitions, and Communicate
 - CAAC director reports directly to Associate Dean
 - Weekly meetings with director
 - Associate Dean attends weekly CAAC staff meetings
 - Invite in groups to share what they are doing and how CAAC can support
 - Liaisons developed with each academic unit for communication and outside in thinking
 - New and second year faculty orientation training by Director
 - Director participates in CLAS unit head meetings

Advising Center and Associate Dean

- “Outside In” Thinking, Opportunities, Coalitions, and Communicate
 - Problem solving and creativity well established
 - Result is most programming in CLAS is a model for other Colleges
- Example
 - Transfer orientation changes
 - Dean’s advisory council support
 - Faculty involvement in new process
 - Evaluations were overwhelming positive

Admissions, Advising, Associate Dean

- CAAC and Faculty from each unit participate in recruitment of students
 - Visitation days on and off campus
 - Awards of Distinction interviews
- Advisors and faculty collaborate for all FTIAC and Transfer Orientation- same training
 - Part of advisor's duties
 - Faculty stipend
- CAAC participates in international student events and registration- virtual and in person

Admissions, Advising, Associate Dean

- Faculty participate in FTIAC start up activities
 - Help with move in
 - Transitions- “What faculty expect of students”
 - Convocation
- CLAS Associate Dean serves on
 - University orientation committee
 - Transfer research task force as does the CAAC director
- MapWorks- first year students
 - Student life+ advising centers+ faculty

Records, Governance and Associate Dean

- Faculty “own” the curriculum, students “control” their course schedules
- “Outside In” Thinking, Opportunities, Coalitions, and Communicate
 - Prerequisites- working on automated system for university (outside in thinking) for students who lack the prerequisite coursework
 - Incomplete grades- working on automated system
 - [CLAS website](#) supports initiatives, gives information, links CAAC, faculty, staff, and university

Records, Governance and Associate Dean

- “Outside In” Thinking, Opportunities, Coalitions, and Communication
 - Consistency and efficiency of processes
 - Degree Cognate Substitutions
 - Fast track form for study abroad course designations
 - Fast track form for prerequisite deletion or changes to create more choices
 - Ex officio- College Curriculum Committee
- Takes bringing stakeholders together and sharing ideas to create success

Continuing Challenges

- Faculty advising
 - Professional colleges rely on professional advisors
 - Range of faculty advising effectiveness
 - Faculty concern about MapWorks and their role
- Orientation and Registration
 - Advising students not in discipline
 - Messages about policy
 - Concerned parents
- Records
 - “Big small college”
 - Lot of work falls to unit heads
 - Still working on best ways to implement policy and procedure
- Admissions- targets, standards, seats, transfers, etc.



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- Communicate, communicate, communicate..

Breaking Down Silos



References

- [CLAS Website](#)
- [CLAS ACTS Newsletter](#)
- [CLAS Academic Advising Center](#)
- [CLAS strategic plan](#)
- <http://www.forbes.com/sites/johnkotter/2011/05/03/breaking-down-silos/>
- [Making Achievement Possible](#) MAP Works



Breaking Down Silos



<http://blogs-images.forbes.com/johnkotter/files/2011/05/Too-Many-Silos.jpg>