ADVISORS ACTION PLAN | Fall Semester

Action Plan Statement:
Develop an advising curriculum and learning outcomes for full-time faculty that will facilitate the implementation of the A.D.I.S.A. Model and NACADA Core Competencies in academic advising.

Resources Needed: Alignment of Title III FDTAC budget dollars to support annual training program, faculty course release, stipends, advising activities and FDTAC staffing.

Campus Characters:
• **Protagonists (Supporters):** Faculty Cohort Groups (PF/Participating Faculty n=20)
• **Antagonists (Detractors):** Faculty who communicate orally and/or in writing their unwillingness to participate and/or fail to attend academic advisor training (NCF/Non-Compliant Faculty).
• **Skeptics:** Faculty who question and/or articulate orally and/or in writing the necessity of academic advisor training (QF/Questioning Faculty).

Strategies: Incentives and Funding (*Release Time, Stipends, Training, Mini-Grants*)
  a.) Evaluative Measures: Cohort Orientation & Training; NACADA Institute, StarFish
  b.) Assessment Measures: <60% of full-time faculty members will be trained (*approx. 20 annually*) to engage students with developmental advising by September 30, 2022.

Annual Timeline: **December:** Divisional Liaison Selection | **April:** Cohort Connections Report | **May:** Cohort Selection & Orientation | **June/July:** NACADA Summer Institute | **August:** A.D.I.S.A. 3-Day Cohort Institute; Faculty Poster Presentations | **November:** Cohort Connections Report.

(Monthly A.D.I.S.A. Workshops; Quarterly Title III Reporting)
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**Action Plan Statement**
To integrate students into the new academic advising process.

**Resources Needed**

- Administration support from department to obtain and manage current advisee list.
- Administration support from department to obtain and manage current advisee email list.
- Current and up to date information on courses, pre-reqs as well as forms.
- Use of conference room for group advising
- Advising syllabus; Technology

**Campus Characters:** Colleagues in department, across campus, and other institutions, administration, department chair and directors, staff, students and professional advisors.

**Strategies:**
- Engage students through communication through out the semester. Pre-advising, mid-term check in and post advising.
- Spend time with students on the process so there is an awareness and level of commitment from both sides.
- Work on colleagues on advising syllabus.
- Use Starfish as a part of the process.

**Measurements** of effectiveness of Action Plan

1. **Evaluative Measures:** Have a quick survey to ask student if experience was effective
2. **Assessment Measures:** Have advising syllabus created with colleagues. Number of touch points during the semester. Number of students who come to advising and number who come during the semester to touch base.
ADVISING ACTION PLAN | Fall Semester

**Action Plan Statement:** Improve student advising at the divisional level by identifying, creating, and formalizing expectations

**Resources Needed:** Technology Training and IT Support (Starfish, Banner, Blackboard etc.), Research, Marketing, Faculty and Administrative Buy-in, Evaluation Assistance, Campus Visitations, Website, Administrative Support, Training for Advisors

**Campus Characters:** Protagonists include Academic & Student Affairs, Academic Divisions and Departments, ADISA Faculty Cohort #1, Academic Support Staff and Office Administrators, and Students

**Strategies:** Spread awareness, Conduct Needs Assessment, Provide data from multiple sources regarding the need (IR, NACADA, similar colleges etc.), SACSCOC alignment, Student generated appeals, Recognition and Rewards for Successful Advising

**Measurements:** Student Learning Outcomes, Advisor Learning Outcomes, and Process/Delivery Outcomes: Student Generated Academic Plans, Decrease in Non-Goal Oriented Major Changing, Reduction in Course Withdrawals

**Timeline** (August – February 2019)

*All lists have been truncated to fit poster*
ADVISING ACTION PLAN | Fall Semester

Action Plan Statement: I intend to consistently engage my advisees, to begin to develop cohorts of students that can support each other through the academic school year, and to create a professional development series for STEM students.

Resources Needed: Engaged students, time and space to meet periodically with the cohorts. Ultimately, release time to coordinate the seminar series.

Campus Characters: Our students are, in general, bright and motivated to succeed. Care must be taken not to overwhelm them with too many activities and to make sure any request for their time and attention will contribute to their long term interests.

Strategies:
1. Utilize the Starfish app for attendance and to record advising sessions.
2. Analyze classroom performance and make referrals before midterms and three weeks before the end of the semester.
3. Follow the advising timelines for reaching out to individual advisees throughout the semester (4 times).
4. Arrange for the advisees to meet as a group at least twice during the semester.
5. Invite at least one speaker for a nontraditional careers seminar.

Measurements of Effectiveness: Documented advisor sessions on starfish, increased interaction with students from previous year. Long term measures – increased successful matriculation through Morehouse College.

Timeline: August – December 2018
Action Plan Statement: To create and implement policies and procedures for faculty advisors in Communication Studies that promote student development and retention.

Resources Needed: Faculty Advisors, Administrative support, Training in General Education and in Starfish, Access to technology, Time for training, Funding for training and stipends.

Campus Characters: Faculty Advisement Coordinator, A.D.I.S.A. project divisional liaisons, Communication Studies faculty, Office of Student Success, Office of Student Affairs.

Strategies: Creating incentives to participate in training, Training on A.D.I.S.A. and NACADA core values and principles, Promoting the vision of Communication Studies program, Presenting evidence of success of other advising programs.

Measurements: Existence of policies and procedures for Communication Studies advisors, Number of engagements and notes captured between advisors and students, Development of 4-year-plan, Assessment instrument of faculty advisor knowledge after training, Assessment instrument of student knowledge after advising process.

Timeline (August – December 2018)
**ADVISING ACTION PLAN | Fall Semester**

**Action Plan Statement:** Day-to-day responsibilities sometimes challenge students to be future-focused while also being presently-engaged. This semester, my aim is to develop one activity for advisees which facilitates gaining a more comprehensive understanding of how courses in their major Emphasis Area(s) relate to future goals and aspirations.

**Resources Needed:** At minimum, a time frame and location will need to be identified to ensure that a maximum number of advisees are available to participate. Ideally, however, it may be necessary to explore further options and resources that will incentivize student participation in this activity.

**Campus Characters:** Advisees, department chair and faculty, associate provost, Faculty Development Center staff

**Strategies** for reaching your goal: These include: (1) reviewing and discussing learning objectives for various courses with faculty; (2) review institutional and departmental mission statements; and (3) gleaning information regarding students’ current post-graduation plans

**Measurements** of effectiveness of Action Plan: These include assessments in the following areas.
- Student participation rate (attendance, contributions to discussion) in this activity
- Level of student engagement in at least one discussed course

**Timeline:** Fall Semester 2018
ADVISORY ACTION PLAN | Fall Semester

Action Plan Statement: To advise philosophy students so they make the most of their many college opportunities, in light of clear academic and vocational goals, while developing themselves as philosophical thinkers and persons.

Resources Needed:
- Reliable email contact with students; other methods to contact students (phone, texts); perhaps email listserv to send our important information of interest.
- Reliable information and contacts to pass on to students (e.g., an “Advisor Information Sheet,” with contacts of important campus advisors and support staff);
- Meeting place: my office, coffee shop, library;
- (Polaroid) camera: to take pictures of advisees and majors/minors, to better put faces to names and encourage community among students and the department.
- Good system for keeping records.

Campus Characters: The main concern is getting all or most students to “buy in” to getting guidance, from me and others, that will contribute to their own success. Another concern is ensuring that other advisors and support staff are available and responsive to students’ needs: “customer service” is a concern. The critical mass of reflective advisors and supporters will ensure that this new culture of reflection and advisement is a success.

Strategies:
1. Proactive approach: Email advisees to set up first appointment (STARFISH)
2. Give advisement syllabus to students (what will they learn?)
3. Meet with students 3-4 times each semester: early semester, mid-term reflection, near end.
4. Student brainstorms what he wants out of advisement, then he writes SMART goals (reviewed with advisor)
5. Students set goals and create a road map of strategies to accomplish goals, review it with him, check in on progress regularly

Measurements of effectiveness of Action Plan:
1. Evaluative Measures: Ask if student got what he wanted from advisement, if not, why?
2. Assessment Measures: count # meetings, determine if there are notes from each meeting; brainstorm list and SMART goal worksheet; ask if he accomplished goals in email or meeting.

Timeline: August – December 2018; January – May 2019
ADVISOR SUCCESS PEDAGOGY

As an advisor, I will be available to my students to help them achieve their goals, whether academic, personal, or professional. Sometimes a student needs guidance and information to formulate or revise those goals. Other times, he needs experience to formulate or revise those goals. Many times, a student doesn’t know that he should set goals, and that he just wants to be a doctor or to cure cancer or to make a lot of money patenting some invention. My purpose as an advisor is to listen to my students’ aspirations and interests through conversation and questioning. Resulting from these discussions, I will help him articulate what his goals are, formulate what it takes to reach his target, and find the resources he needs to do so. Sometimes a student’s goal may seem out of reach, or at least out of reach by the time he graduates from the college. I will help a student with setting realistic short- and long-term goals, which may involve postgraduate plans to attain a particular goal, a position, or some experience that will help him realize a post-graduate career path. I will demonstrate to students that your ultimate career may not be what you envisioned at first, but that experiences that follow your interests and skills can lead you to a rewarding profession. I do this by my own and my colleagues’ examples.

Action Plan Statement: I will take a proactive approach in developmental advising of Biology students to create a learning environment that fosters agency and confidence in achieving academic, professional, and personal goals.

Resources Needed: meeting space; electronic system for portfolio; invested students, faculty, administration, staff campus-wide; some funding to support gatherings of student cohorts with advisors.

Campus Characters: There will be some faculty and students who buy into the process immediately, there will be those who can be convinced to participate by demonstrating the effectiveness of this form of advisement, and there will be those who will not want to change how they carry out advisement (for many reasons: fear, lack of training, lack of engagement).

Strategies:
1. Proactive approach: Email advisees to set up first appointment (STARFISH)
2. Give advisement syllabus to students (what will they learn?)
3. Meet with students 2-4 times each semester, depending on need
4. Student brainstorms what he wants out of advisement, then he writes SMART goals (reviewed with advisor)
5. Students set goals and create a road map of strategies to accomplish goals, review it with him, check in on progress regularly

Measurements of effectiveness of Action Plan:
a) Evaluative Measures: Ask if student got what he wanted from advisement, if not, why?
b) Assessment Measures: count # meetings, determine if there are notes from each meeting; brainstorm list and SMART goal worksheet; ask if he accomplished goals in email or meeting

Timeline: August – December 2018; January – May 2019
My Philosophy
To facilitate student potential, autonomy of thought and accountability of action by building a relationship of trust within a safe and informative space. I serve as a guide to access resources, while encouraging each Morehouse advisee to carve their own paradigm for success and self-growth in their effort to lead a life of leadership and service.

ADVISING ACTION PLAN | Fall Semester

Action Plan Statement Create an advising syllabus with an informative framework of learning outcomes that reflects the mission of Morehouse College and that can be adapted to each department.

Resources Needed Sample syllabi to model ideas. A small stipend for 1-2 working lunches with colleagues to proofread suggested text and to offer critique.

Campus Characters: Divisional Advisors, ADISA cohort members, and department chairs (P), Current Advisors and/or general faculty (A/S)

Strategies Establish deadlines for rough draft and proofreading. Recruit and touch base with interested faculty.

Measurements of effectiveness of Action Plan
a) Evaluative Measures: Provide a feedback form for lunch workshop participants.
b) Assessment Measures: Develop a completion timeline.

Timeline (August – December 2018)
**ADVISING ACTION PLAN | Fall Semester**

**Action Plan Statement** Often students fall behind the pace necessary for graduation in the minimal time frame possible for them. My goal is to assist 75% of my advisees in developing success plans to remain on track for graduation.

**Resources Needed** A small stipend to engage students through individual and group lunch advising sessions.

**Campus Characters:** Division Advisors and fellow cohort members

**Strategies** I will be meeting with advisees 4 times during the year. I hope for one of those meetings to happen over a meal either one on one or in a group setting. I will offer strategies and advice for successfully completing the current semester.

**Measurements**

a) Determine at the start of the semester the earliest completion date.

b) Develop a completion plan timeline.

**Timeline** (August – December 2018)
My approach to academic advising is a combination of developmental model (guiding the student in the decision-making and problem-solving process), and an occasional prescriptive model (which is telling the student what he should do). Being intentional in speaking with them more than just during academic advising week, but several times during the year. I will encourage my students to be active learners in advising sessions as well as in the classroom and for them to take an active interest in the process.

**Action Plan Statement:** My main goal as an academic advisor is to support students as they navigate the challenges that exist in the educational and professional process.

**Resources Needed:** Additional time will be required to meet with each student; Identify key faculty in each department, who are committed to enhancing and improving the advising process. Space for the meetings (a change from the office scene).

**Campus Characters:** Change is not always accepted. There will be individuals who are excited to update the advising paradigm and others who will need to see results prior to their adoption of the change. Ultimately, the change will benefit the student’s timeline at Morehouse and is necessary to improve retention.

**Strategies:** To reach out to the student several times during the semester; To document each visit; To use technology to setup and document the meetings (STARFISH); To ensure my calendar is accurate for office hours in Starfish; To focus on being student-centered; Be intentional within advising sessions.

**Measurements:**

a) **Evaluative Measures**- Ask the student questions that are not merely Yes/No answers.

b) **Assessment Measures**- Communicate with the student on tasks intended versus tasks accomplished. The student’s four-year plan is assessed throughout each year to ensure a four-year graduation target.

**Timeline:** August 2018 – May 2019