

Vision 2020 Strategic Plan Alignment – Center for Academic Advising and Student Support

Planning Framework

Unit Goals, Metrics, and Timeline

Current Strategies

Major Accomplishments

Aspirations

Mission

The Center for Academic Advising and Student Support (CAASS) teaches undergraduate students how to define and achieve their academic, personal, and career goals for college. CAASS collaborates with partners across the NMSU system and beyond to proactively connect with students at strategic points throughout their college careers to support student retention and persistence.

Vision

The Center for Academic Advising and Student Support (CAASS) will be an integrated part of a student persistence infrastructure at NMSU organized around the student journey rather than any specific unit or process. CAASS will provide leadership in creating a system-wide culture that views advising as teaching and values the role of advising in student persistence and engagement. CAASS will be recognized as an exemplary academic advising unit at the local, state, regional, national, and global levels.

Values

- Every Student
- Diversity and Inclusion
- Accountability and Transparency
- Collaboration and Partnerships

Goals

Although CAASS supports all 5 of the Vision 2020 Goals, the unit is primarily focused on Goal 1 Academics and Graduation.

Goal 1 Implement a centralized advising model at NMSU

- Garcia Center will meet the functional needs of CAASS and be easy for students to find
- CAASS will be adequately staffed with a structure that meets the needs of undergraduate students
- Develop a mission, vision, goals, and learning outcomes for both academic advising within CAASS and faculty mentoring within the colleges
- Build the technology infrastructure needed to facilitate advising and student persistence
- Evaluate policies, procedures, and processes and modify as needed to utilize new advising model

Vision 2020 Goal Alignment: Academics and Graduation, Diversity and Internationalization, Research and Creative Activity, Resource Stewardship

Goal 2 Implement proactive indicator-based outreach to support student persistence

- Develop proactive outreach based on Student Characteristics such as: first-year freshmen, new internal and external transfer students, and rising seniors within two semesters of graduating
- Develop proactive outreach based on Student Academic Behaviors/Indicators such as: canvas activity, quick connect alerts, early performance grades, successful completion of critical courses, schedule changes, GPA, and timely registration
- Collaborate with Financial Aid and Student Accounts to identify students who are at risk of not making progress toward their degrees based on financial indicators
- Collaborate with system-wide partners to identify and implement a technology tool that will facilitate indicator-based outreach

Vision 2020 Goal Alignment: Academics and Graduation

Goal 3 Build the infrastructure for student success

- Partner with ADAC and Faculty Senate to review academic policies to facilitate student success
- Partner with the Colleges and Registrar's Office to analyze and improve Academic Planning Tools
- Provide input to Colleges and Upper Administration on course availability to facilitate student progress
- Collaborate with Financial Aid and Student Accounts to address financial aspects of student persistence
- Seek out grant funding to support student success initiatives
- Explore opportunities to collaborate with student affairs and system colleagues

Vision 2020 Goal Alignment: Academics and Graduation, Research and Creative Activity, Resource Stewardship

- Working with facilities to improve the functionality of the Garcia Center interior and address the wayfinding issues of the Garcia Center exterior
- Working with the Provost's Office, Human Resources, and Budget to fill vacant positions
- Created a meta-major based team structure for the organization and training of advising staff
- Utilize both technology-enhanced and face-to-face training methods to build staff excellence
- Facilitate NACADA participation for advisor training and professional development
- Collaborate with Department Heads and Departmental Faculty Advising Liaisons
- Organize NACADA facilitated discussions of faculty mentoring
- Continue to modify procedures and processes in collaboration with ADAC
- In collaboration with SIM and ICT, explore and create technology tools as needed

- Assign every first-degree seeking undergraduate student a specific CAASS advisor to facilitate a case management approach to outreach
- Invite all freshmen to meet with their advisor to discuss College Student Inventory (CSI) results
- Review transfer work and other forms of credit to increase accuracy of student records and decrease the likelihood of students taking courses that they don't need
- Collaborate with Quick Connect coordinator to assign most QCs to a student's assigned advisor
- Contact students who have not logged into their Canvas sites for each of their courses
- Contact students whose Early Performance Grades indicate that a student is struggling
- Contact students who are at risk of losing scholarships and/or other forms of financial aid
- Collaborate with the colleges to identify students who are not succeeding in critical courses
- Require advising for targeted student populations
- Partner with the Student Success Center on outreach to students on Academic Warning

- Collaborate with the Colleges and Housing to build a campus-wide Learning Communities program, including Living Learning Communities
- Partner with the Deans and Departments to develop mini-semester "recovery courses"
- Provide enrollment data to the colleges prior to each orientation program requesting additional courses in key general education areas
- Request specific mini-semester courses based on student need and demand
- Collaborate with Financial Aid and Student Accounts to develop integrated messaging about the impact of GPA and progress toward degree on financial options
- Work with departments to improve clarity and comprehensiveness of degree maps, STAR degree audits, and catalog program listings

- CAASS provided academic advising to 2104 incoming freshmen during summer 2017
- All CAASS staff moved into Garcia Center
- Faculty Advising Liaisons (FAL) identified in every academic department
- Department heads and FALs provided training sessions prior to summer orientations
- Created and filled an Academic Advisor, International position to serve the unique needs of international students
- As of March 2018, only two full-time positions are vacant (should be filled in April)
- Data Analyst built technology tools to facilitate: orientation advising, walk-in traffic, outreach effort tracking, and records requests
- 2018 catalog will include updates that reflect changes to processes and procedures
- Faculty mentoring discussions scheduled for late March 2018

- In Fall 2017, Advisors contacted 1362 students to discuss the CSI and met with 804 students
- During the Spring 2018 Canvas outreach, the number of students who had not logged into their courses dropped from 1647 to 521
- CAASS advisors responded to 400 Quick Connects during the fall 2017 semester
- Since June 2017, CAASS has processed over 500 degree audit exceptions and over 4000 updates to students' academic programs (i.e. major changes, catalog updates, adding minors, etc.)
- In Spring 2018, CAASS identified 1200 students for outreach based on Early Performance Grades and interacted with 913
- The Associate Director facilitated Aggie Graduation Scholarship microgrants for 20 students during the Spring 2018 semester
- In Fall 2017, CAASS conducted 3553 walk-in visits and 8460 appointments
- In collaboration with Engineering, outreach to 311 students at risk of not continuing in Engineering due to multiple repeated courses was conducted

- Involvement of CAASS, Provost's Office, Housing, Student Affairs, and Diversity Programs with the Foundations for Student Success grant
- Partnered with the Math Department to pilot a MATH 121 (College Algebra) mini-semester "recovery course" during Spring 2018
- Enrolled 373 students in course sections reserved for Living Learning Community participants
- Financial Aid staff now have rotating office hours in Garcia Center for convenient consultation with students and advisors

- Hire enough full-time advisors to reach a 300:1 student to advisor ratio
- Develop and implement a student learning outcomes assessment plan for the 2018-2019 academic year
- Further develop the Faculty Advising Liaison role
- Develop student learning outcomes associated with Faculty Mentoring
- Create an electronic file for each student that is accessible to appropriate partners (rather than multiple files per student associated with different processes or units)
- Create "how-to" videos to be viewed in the CAASS welcome center and on the CAASS website
- Develop a system-wide work flow for degree audit exceptions

- Identify and utilize a technology tool that would facilitate and track both student initiated interactions (i.e., appointments or walk-in visits) as well as advisor initiated interactions (i.e. proactive outreach)
- When a graduation application is submitted, no exceptions would need to be processed because the record had been updated throughout the student's academic career rather than at the end
- Multiple communication methods (such as text, email, social media, and phone calls) are accessible to advisors and are effective in reaching students

- For every degree program, the academic planning tools (i.e., degree map, degree audit, and catalog) can be used to plot a path to graduation without the need for interpretation
- Transfer students have a smooth transition to NMSU including pre-planning tools and efficient transfer credit evaluation
- All students have access to a first-year seminar
- "Critical courses" are identified within each curriculum
- Courses necessary for degree progress are scheduled in a way that is accessible to students