

Proactive Advising Protocol Checklist

An essential component of an effective Guided Pathway to Success system is an advising protocol, based on institutional policies, that standardizes how advisors will communicate with students and guide them into and through their chosen program of study. Ideally institutions will create processes for how advisors should utilize meta-majors, academic maps and default schedules to support students as they select and progress through a program of study. In many cases, these practices will require new or revised institutional policies. Before finalizing a protocol, review institutional policies. If policies prevent adoption of certain elements of the protocol, begin a policy change process. As institutional policies are being reviewed, implement protocols that do not require a change in institutional policies.

The following checklist is comprehensive set of components for a proactive advising protocol.

Student Intake System Protocol

During Orientation or the application process

- Clearly communicate the process for selecting and entering a program of study.
 - Describe how meta-majors, academic maps and default schedules will be used to assist in the program of study selection process and course registration process.
 - Describe how placement exams, past academic record, student interest survey tools and workforce development resources will be utilized during the major selection process.
- Communicate essential steps students must complete before choosing a major/meta-major and register for courses.

Major Selection Protocol

- For students who have decided on a major:
 - New entering students, even those who are committed to a major, should proactively select their meta-major.
 - Review all programs within the meta-major to ensure student is aware that there are many programs within a student's interest area that are available.
 - Review programs requirements and entrance standards for major.
 - Review placement scores, student academic record and level of preparation needed to access gateway math and English courses.
 - If assessed below college ready, describe academic support strategy to include use of corequisite courses and other academic support strategies to ensure student success in gateway math and/or English course.
 - Review academic map, critical gateway/milestone courses and academic expectations to succeed in the major.
 - Present first year default schedule and describe the importance of following schedule to stay on track to graduation. Note the consequences of not following the default schedule

- Discuss workforce opportunities and workforce demand for chosen major. Encourage students to consult websites or other resources to assist with selecting a major/meta-major. Resources to consider include:
 - O-net(<http://www.onetonline.org/>)
 - Bureau of Labor Statistics (<http://www.bls.gov/ooh/>)
 - My Next Move (<http://www.mynextmove.org/>).
- For Exploratory Study students
 - Conduct simple interview with students to understand academic goals and career interests. Questions to consider include:
 - What academic areas are most interesting to you?
 - Do you want a job where you will use math every day?
 - Conduct student interest and career interest surveys – share results.
 - Present meta-majors and review academic programs consistent with student interests within appropriate meta-majors.
 - Discuss workforce opportunities and workforce demand within meta-major. Encourage students to consult websites or other resources to assist with selecting a major/meta-major. Resources to consider include:
 - O-net (<http://www.onetonline.org/>)
 - Bureau of Labor Statistics (<http://www.bls.gov/ooh/>)
 - My Next Move (<http://www.mynextmove.org/>).
 - Ask students to select a meta-major. Students who are not ready to declare a meta-major should be defaulted into a liberal arts or exploratory meta-major. Students must choose a meta-major before second term registration.
 - Present first year default schedule for meta-major and describe the importance of following schedule to stay on track to graduation. Note the consequences of not following their default schedule.
 - Review student placement scores, academic record and level of preparation needed to access gateway math and English courses.
 - Review milestone courses in meta-major default schedule and explain how performance in courses will provide critical guidance on possible programs of study, based on program entrance standards. Review student academic record and level of preparation needed to access gateway math and English courses.
 - If assessed below college ready, describe academic support strategy to include use of corequisite courses and other academic support strategies to ensure student success in gateway math and/or English course.
 - Require students to participate in a major selection workshop during the first semester. The workshop should be developed in collaboration with faculty from academic departments within a given meta-major.
 - Describe timeline for selection of program of study.

Student Registration Protocol

- Facilitate student registration in default schedule

- Create either a technology-based solution or other strategy to facilitate student registration in default schedule.
- Require students to receive approval from advisor to opt out of default schedule.
- Inform students of block scheduling opportunities (morning, afternoon, evening or weekend blocks)
- Place hold on schedule and require advisor visit if student attempts to drop/add out of default schedule.

Student Progress Protocol

- Conduct academic review process for students in each milestone course by monitoring attendance and performance in milestone courses throughout the semester.
- Require academic support for students who fall below an established performance standard in milestone courses.
- Require advisor visit for all Exploratory Study students before second semester registration.
- Require selection of major or meta-major before registration for second semester for community college students, before third semester for four-year institution students.
- Require advisor visit for students who withdrawal, earn a grade lower than a “C” or expected grade for major in milestone courses.

Alternative Pathway Protocol

- Create a clear and early process to determine whether a student has the ability to succeed in his or her major. The process should take place at a point when data analytics reveal whether a student could succeed in the major. Typically data will reveal a gateway course taken in the first year that predicts success in the major.
- Communicate the standards and process for requiring students to change their major, if they are not likely to meet entrance standards for the major.
- Establish policies and an intervention strategy for students who are not achieving identified benchmarks within the semester. Examples might include requiring advisor meetings for students after they miss 2 consecutive class sessions or if the course grade in a milestone course drops below a C, or below the grade needed to be accepted to their chosen program of study. The benchmarks and interventions should take place early in the semester – no later than week 8.
- Require a transition advisor to visit with all students who are recommended to or otherwise seek to change their major.
- Audit current academic transcript and advise students on alternative programs aligned to their academic goals and would maximize college credits earned.

Proactive Advising Protocol

Institution Name _____

Proactive Advising Protocol

Institution Name _____

Student Intake System Protocol	Narrative
Please describe how and when you will communicate the process for selecting and entering a program of study to students	

Major Selection Protocol for students who know their major	
Please describe how you will advise students who enter with a clear sense of their intended major.	

Major Selection Protocol for Exploratory Students	
<p>Please describe the protocol for students who are still exploring possible majors.</p>	

Student Registration Protocol	
Please describe the protocol for registering students into default schedules.	

Student Progress Protocol	
<p>Please describe the protocol for tracking students once they enroll and register for classes.</p>	

Alternative Pathway Protocol	
<p>Please describe the protocol for students who, because of academic performance or by choice, will be changing their major.</p>	