

Reimagining Academic Advising

...a challenge to the institution

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“Reimagine Academic Advising”

But that’s what we already do regularly...right?

We.....

- Review
- Revise
- Reconfigure
- Reexamine
- Reinvent





Advising is one of the most responsive and agile entities on a college campus that must adapt constantly to change.

Strong advising pinpoints issues and holds a mirror to the institution.

Reimagining may mean challenging long-standing philosophies and practices well beyond the auspices of the advisor/advisee relationship.

Reimagining Academic Advising



At Queens College, the focus on what was meant by the “reimagining/revising/recalibrating”(and so on)... of academic advising shifted significantly.

The biggest shift?

The realization that Advising should be a participant in high levels of institutional self-study and input, resulting in our participation in and influence on the architecture and authorship of curriculum, policy, and process.

We do not just ‘use’ information, we are partners in creating it!



- ✓ We ATTENDED all Senate meetings.
- ✓ We COLLECTED data and examples.
- ✓ We were INVITED to departmental curriculum committee meetings.
- ✓ We REVIEWED and provided INPUT for drafts of articulation agreements.
- ✓ We KEPT logs of issues and retained them until they were put to rest.
- ✓ We constantly STUDIED and TAUGHT the curriculum.
- ✓ We became content EXPERTS.
- ✓ We were a resource to all by OFFERING advising services to departments and faculty. (Not just students!)



Example after example, we connected how the curricular pieces fit together (or should).



“Language” 305 + 306 (two new courses)

- To be proposed through UCC and then Senate as new courses (with prerequisites), but no other action requested.
- College Option at QC includes a language requirement, for which departments do placement.
- What if student placed into either of these courses, he/she would not fulfill College Option Language.

This was certainly a curricular disconnect; a credit momentum issue; a potential TAP issue; and, most importantly a frustrated student! And aside from Gen Ed, what about “Language” 305 + 306 in relation to majors and/or minors?

Shouldn't there have been consideration about the position/s of these courses in the degree versus a singular action of proposing them as new courses?

Our membership on UCC enabled us to connect the dots. Crisis averted!

Another example (my favorite one!):



13. Committee Resolutions

- a. The following time table was approved to clarify how changes to general education, majors, minors and courses will appear in the bulletin, DegreeWorks and CUNYFirst and be official requirements for students.

Implementation Policies and Timetable

For any academic year Fall 20XX- Spring 20YY (YY = XX+1)

Changes to	Bulletin/DegreeWorks FA 20XX – SP 20YY Academic Year	Effective for Students entering	Activated in CUNYFirst
General Education	Changes approved by <u>BoT</u> up to June 20XX	Fall 20XX	
New Majors/Minors	Changes approved by <u>BoT</u> up to June 20XX	Fall 20XX	Fall 20XX
Changes to Majors/Minors*	Changes approved by <u>BoT</u> up to June 20XX	Fall 20XX	
New courses	All new courses approved by <u>BoT</u> up to June 20XX	Whenever they can be scheduled.	Changes approved by <u>BoT</u> up to Sept 20XX; may be scheduled for Spring 20YY
Changes to Courses	Changes approved by <u>BoT</u> up to June 20XX	Fall 20XX	Fall 20XX

* Students always have the option to follow newer requirements in their entirety when a major is changed. It is incumbent on the department to explain that academic requirements as stated in DegreeWorks and CUNYFirst will

vary

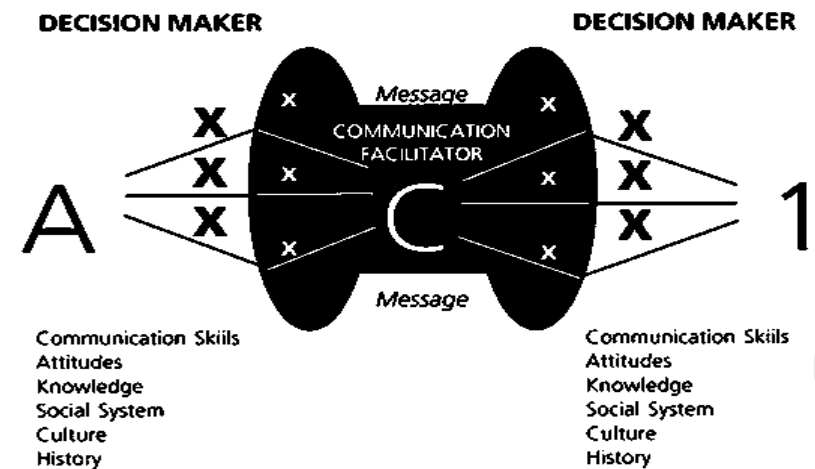
Institutional organization is not as important as institutional influence!

CRUCIAL & KEY:

Regardless of the institutional reporting or organizational structures, we routinely exerted our influence and our deep understanding of the curriculum.

We were now recognized as contributing on a different level.

It wasn't long before faculty and administrators realized the need for Advising to be a part of various decision-making entities at the College – even if it was ex-officio membership.



SOME EXAMPLES OF OUR CURRENT INVOLVEMENT:



President's Council

General Education Advisory Committee

Writing Across the Curriculum Committee

Middle States Steering and Task Force Committees

Strategic Plan Steering & Implementation Committee

Provost's Enrollment Management & Retention Committee

Committee on Undergraduate Admissions and Re-Entry Standards

Undergraduate Curriculum Committee of the Academic Senate



Reimagining Academic Advising & the CUNY Academic Momentum Campaign



All of this work has set the stage for our involvement in the CUNY Academic Momentum Campaign, which aligns with QC's first goal in its 2020 Strategic Plan, entitled "**Facilitate Student Success.**"

- gateway course completion
- credit accumulation campaigns
- degree maps

We are directly involved in each initiative and anticipate our efforts will continue to have a positive impact on credit attainment, retention, and graduation outcomes.

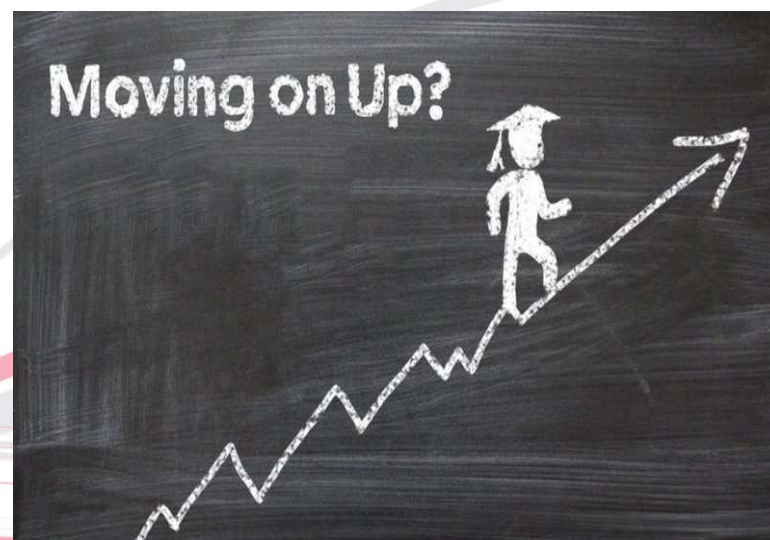
In fall 2017, 71% of our first-time freshmen were enrolled for at least 15 credits, an increase from 66% for the fall 2016 entering freshmen and from prior cohorts for which the rate ranged from 55-60%.

I - Gateway Course Completion



Our work on Gateway Course Completion includes:

- 1) Reviewing and tweaking existing degree maps to ensure that they are designed to guide freshmen into EC1 in the first semester; EC2 in the second; and MQR within the first year.
- 2) We work collaboratively with the Math Department to determine specific MQR course placement based on students' preparedness and academic interests. Placements are ready by orientation.
- 3) We are involved in co-requisite course identification and design. Currently, we are helping the English Department pilot co-requisite EC1 courses for ESL students.
- 4) We are part of planning groups examining revised gateway course placement processes and the further development of course scaffolding.



II - Credit Accumulation Campaigns



We have a comprehensive credit accumulation strategy entitled, “*Take 15*” whereby holistic advising and marketing campaigns bring together the academic and non-academic components that are interrelated:

- ❖ Financial Aid (Excelsior; TAP; Summer Pell).
- ❖ The cost-effectiveness of the ‘pay-one-price’ tuition rate for NYS.
- ❖ No-fee accelerated credit.
- ❖ Messaging that QC graduates a high percentage of students debt-free.
- ❖ Take 15 ‘pop up’ message on CUNYfirst at the point of registration.
- ❖ Management of the “*Need a Class*” request process for
- ❖ *QC in 4* participants.
- ❖ Targeted campaign to parents about the cost-effectiveness of *Take 15* and *QC in 4*.



III. Degree Maps



- Advising designed degree maps for all majors. Academic departments reviewed.
- Maps designed with 15+ credits/semester
- Reflect major/Gen Ed course overlay to eliminate requirement repetition.
- Maps are posted and easily accessible on multiple pages of the QC website.
- New student communications highlight the *QC in 4* program and the maps.
- Parents introduced to *QC in 4* and maps in parent orientation sessions.
- Transfer 2+2 degree mapping underway for AA and AS degrees.
- “Library” of maps based on our matriculation timetable.
- “Iteration” maps underway.
- New articulation agreements require maps.

QUEENS COLLEGE

PIE BAKING BA

Pathways Four-Year Academic Plan

FRESHMAN	FALL		SPRING	
	PIE 101 (Major) General Introduction to Pie	4 CR	PIE 107 (Major) Statistical Methods for Slicing Pie Math & Quantitative Reasoning	4 CR
	ENG 110 Composition I	3 CR	*1 Lower-level PIE Elective (Major)	3 CR
	General Elective**	3 CR	Composition II	3 CR
	U.S Experience in its Diversity	3 CR	General Elective**	3 CR
	Creative Expression	3 CR	Individual and Society	3 CR

16 Fall credits + 16 Spring credits = 32 credits

Reimagining Academic Advising & the CUNY Academic Momentum Campaign



Additional Initiatives and Efforts

- Advising vets all General Education appeals.
- Course repeaters receive intrusive advising.
- Electronic process with Registrar to manage Pathways Requirement Designation (RD) changes and Degree Works & TAP Audit issues.
- Advising and Director of Gen Ed regularly examine Gen Ed courses at non-CUNY institutions and identify those that meet Pathways Learning Goals. This work has culminated in a 'crosswalk' of courses across a number of non-CUNY institutions that are tagged in CUNYfirst to automatically benefit all students who enter from these institutions—not just those who seek re-evaluation.
- We are working with departments to re-evaluate transfer credit currently categorized as "elective" into equivalent course credit where possible.
- Advising helped to change a policy which capped the number of college preparatory, transfer, and AP credits for incoming freshmen, thereby providing them with the opportunity for a true accelerated start toward their degrees.
- We are working with the deans and Provost to develop meta majors.

In sum, I think we're on the right track!



According to Dr. Charlie Nutt, executive director of NACADA, in a Presentation at Texas A&M University, Corpus Christi,

"reimagining academic advising calls for institutional change."



I couldn't agree more! Thank you for your time!

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