

**SUNY Potsdam  
Administrative Unit  
Assessment Plan**

Administrative Unit: Academic Advising

Unit Contact Name: Alan Hersker

Date: October 17<sup>th</sup>, 2022

Phone: 315-267-2891

Email Address: [herskeal@potsdam.edu](mailto:herskeal@potsdam.edu)

Assessment Cycle: 2022-2026

**PURPOSE**

Administrative Assessment is an ongoing process that allows a unit to evaluate and – where necessary – improve its programs, services and operations. Assessment is a systematic approach to demonstrate continuous improvement in programs, services and operations. This template is to be used when creating your assessment plan. Assessment plans should be measurable, meaningful and manageable.

**UNIT MISSION STATEMENT**

Academic advising at SUNY Potsdam is a vitally important responsibility, which directly affects our student's academic success. Advising, our most important responsibility after teaching, is more than assistance in selecting courses for the upcoming semester. It involves a relationship between the student and advisor, built through a series of face-to-face meetings, focused on utilizing our campus resources to help students formulate sound educational, career, and life goals. The relationship provides students with a direct link to a faculty or professional staff member, enabling them to actively participate in the process of degree attainment and increase their overall connection to the College and its mission and goals. A comprehensive advising process helps students pursue their educational goals as developing adults enabling them to become successful members of the Potsdam College community. This success increases student retention providing a more stable educational and social environment for everyone.

**GOAL #1**

*Reminder: Generally speaking, goals should be grounded in the mission of the unit, be broad, and linked to the overall institutional priorities and goals. They should focus on strengthening and improving critical functions, services and processes and reflect the most important/urgent priorities of the unit.*

Faculty and professional staff advisors will guide students toward successful completion of their degree program through appropriate academic advising.

<p><b>GOAL #1 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO?</b> (Select all that apply)</p> <p><input checked="" type="checkbox"/> Retention and Enrollment  <input type="checkbox"/> Financial Stability and Analysis  <input type="checkbox"/> Academic Programs and Planning  <input type="checkbox"/> Strengthening Community Connections  <input type="checkbox"/> Diversity, Equity, Inclusion, &amp; Belonging</p>	<p><b>Briefly describe the link between goal #1 and the institutional priority area(s) selected.</b></p> <p>This goal supports Retention and Enrollment. Appropriate academic advisement that guides students' completion of their degree programs will increase retention in their declared major and on the SUNY Potsdam campus.</p>
<p><b>GOAL #1 – DESIRED OUTCOMES AND OBJECTIVES</b>  Tip: Outcomes and objectives should be SMART... <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, <u>T</u>ime-bound</p> <ol style="list-style-type: none"> <li>1. Arts &amp; Sciences <ol style="list-style-type: none"> <li>a. Students meet with their assigned faculty or professional staff advisor at least once per semester, during the semester's advising period, to discuss their progress toward degree completion and plan for future courses.</li> <li>b. Students are properly advised about appropriate course selection towards degree completion.</li> <li>c. Advising resources and training programs will be assessed and updated/revised as necessary, so faculty and staff advisors have access to appropriate advising resources.</li> </ol> </li> <li>2. SOEPS <ol style="list-style-type: none"> <li>a. Students meet with their assigned faculty or professional staff advisor at least once per semester, during the semester's advising period, to discuss their progress toward degree completion and plan for future courses.</li> <li>b. Students are properly advised about appropriate course selection towards degree completion.</li> <li>c. Advising resources and training programs will be assessed and updated/revised as necessary, so faculty and staff advisors have access to appropriate advising resources.</li> </ol> </li> <li>3. Crane <ol style="list-style-type: none"> <li>a. Students <ol style="list-style-type: none"> <li>i. will meet with a faculty advisor at least once per semester to discuss their progress toward degree completion and plan for future courses, and</li> <li>ii. these meetings will occur during each semester's advising period.</li> </ol> </li> <li>b. Students will be properly advised about appropriate course selection towards degree completion.</li> <li>c. Resources and training: <ol style="list-style-type: none"> <li>i. Faculty advisors will have access to appropriate advising resources and training.</li> <li>ii. Students will have access to appropriate advising resources and information.</li> </ol> </li> </ol> </li> <li>4. The Advising Office <ol style="list-style-type: none"> <li>a. Students meet with their assigned faculty or professional staff advisor at least once per semester, during the semester's advising period, to discuss their progress toward degree completion and plan for future courses.</li> <li>b. Students will be properly advised about appropriate course selection towards degree completion.</li> </ol> </li> </ol>	

- c. Advising resources and training programs will be assessed, and updated/revised as necessary, so faculty and staff advisors have access to appropriate advising resources.

### **GOAL #1 – ASSESSMENT METHODS, MEASURES, AND TARGETS**

Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.

#### **1. Arts & Sciences**

- a. Students meet with their assigned faculty or professional staff advisor at least once per semester, during the semester's advising period, to discuss their progress toward degree completion and plan for future courses.
  - i. A student advisement survey will be administered every other Fall semester. 80% will indicate they met with their Major 1 advisor at least once per semester.
  - ii. A review of advising hold data at the end of each registration period will indicate a decrease in the percentage of students with an advising hold when compared year to year.
  - iii. A review of Starfish data will indicate that 50% of faculty and professional staff using Starfish report an advising appointment during the semester's advising period.
- b. Students are properly advised about appropriate course selection towards degree completion.
  - i. A student advisement survey will be administered every other Fall semester. 80% will indicate they were advised on appropriate courses.
  - ii. A degree audit process will be developed to identify students who are not on track to graduate in a timely manner.
- c. Advising resources and training programs will be assessed and updated/revised as necessary, so faculty and staff advisors have access to appropriate advising resources.
  - i. A gap analysis of existing resources and resources needed will be conducted annually and necessary revisions made.
  - ii. A faculty advisor survey will be administered every other Fall semester. 80% will indicate that they have access to appropriate advising resources and information.
  - iii. A student advisement survey will be administered every other Fall semester. 80% will indicate that they have access to appropriate advising resources and information.

#### **2. SOEPS**

- a. Students meet with their assigned faculty or professional staff advisor at least once per semester, during the semester's advising period, to discuss their progress toward degree completion and plan for future courses.
  - i. A student advisement survey will be administered every other Fall semester. 80% will indicate they met with their Major 1 advisor at least once per semester.

- ii. A review of advising hold data at the end of each registration period will indicate a decrease in the percentage of students with an advising hold when compared year to year.
  - iii. A review of Starfish data will indicate that 50% of faculty and professional staff using Starfish report an advising appointment during the semester's advising period.
- b. Students are properly advised about appropriate course selection towards degree completion.
  - i. A student advisement survey will be administered every other Fall semester. 80% will indicate they were advised on appropriate courses.
- c. Advising resources and training programs will be assessed and updated/revised as necessary, so faculty and staff advisors have access to appropriate advising resources.
  - i. A gap analysis of existing resources and resources needed will be conducted annually and necessary revisions made.
  - ii. A faculty advisor survey will be administered every other Fall semester. 80% will indicate that they have access to appropriate advising resources and information.
  - iii. A student advisement survey will be administered every other Fall semester. 80% will indicate that they have access to appropriate advising resources and information.

### 3. Crane

- a. Students will meet with a faculty advisor at least once per semester to discuss their progress toward degree completion and plan for future courses, with a preference that students meet with their assigned faculty advisor during each semester's advising period.
  - i. A student advisement survey will be administered every other Fall semester. 80% will indicate that they met with their Major 1 advisor at least once in that semester.
  - ii. A review of advising holds at the end of each fall and spring registration period. 90% of the students who are continuing at SUNY Potsdam in the next term will have their advising hold lifted.
  - iii. A review of Starfish data will indicate that 50% of faculty and professional staff using Starfish report an advising appointment during the semester's advising period.
- b. Students will be properly advised about appropriate course selection towards degree completion.
  - i. A student advisement survey will be administered every other Fall semester. 80% will indicate they were advised on appropriate courses for their degree programs.
  - ii. A review of single-major music students (excluding transfer students) who graduate each May will show that at least 85% graduate in four years.
- c. Resources and training: Faculty advisors will have access to appropriate advising resources and training. Students will have access to appropriate advising resources and information.
  - i. A faculty advisor survey will be administered every other Fall semester. 80% will indicate they have access to appropriate advising resources and information.
  - ii. A student advisement survey will be administered every other Fall semester. 80% will indicate they have access to appropriate advising resources and information.

### 4. The Advising Office

- a. Students meet with their assigned faculty or professional staff advisor at least once per semester, during the semester's advising period, to discuss their progress toward degree completion and plan for future courses.
  - i. A student advisement survey will be administered every other Fall semester. 80% will indicate they met with their Major 1 advisor at least once per semester.

- ii. A review of advising hold data at the end of each registration period will indicate a decrease in the percentage of students with an advising hold when compared year to year.
  - iii. A review of Starfish data will indicate that 50% of faculty and professional staff using Starfish report an advising appointment during the semester's advising period.
- b. Students are properly advised about appropriate course selection towards degree completion.
  - i. A student advisement survey will be administered every other Fall semester. 80% will indicate they were advised on appropriate courses.
- c. Advising resources and training programs will be assessed and updated/revised as necessary, so faculty and staff advisors have access to appropriate advising resources.
  - i. A gap analysis of existing resources and resources needed will be conducted annually and necessary revisions made.
  - ii. A faculty advisor survey will be administered every other Fall semester. 80% will indicate that they have access to appropriate advising resources and information.
  - iii. A student advisement survey will be administered every other Fall semester. 80% will indicate that they have access to appropriate advising resources and information.

## GOAL #2

Faculty and professional staff advisors will assist students in major selection and career planning based on their academic and personal interests, skills, and abilities.

### GOAL #2 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO?

(Select all that apply)

- ☒ Retention and Enrollment
- ☐ Financial Stability and Analysis
- ☐ Academic Program Excellence
- ☐ Strengthening Community Connections
- ☐ Diversity, Equity, Inclusion, and Belonging

### Briefly describe the link between goal #2 and institutional priority area(s) selected.

This goal supports Retention and Enrollment. Appropriate academic advisement that assists students' major selection(s) and career preparation supports increased retention in their declared major and at SUNY Potsdam.

## **GOAL #2 – DESIRED OUTCOMES AND OBJECTIVES**

Tip: Outcomes and objectives should be SMART... Specific, Measurable, Achievable, Relevant, Time-bound

### **1. Arts & Sciences**

- a. Students discuss academic program selection (e.g., major, minor, etc.) with the faculty or professional advisor with whom they meet once per semester, or other appropriate personnel.
- b. Students discuss career planning and experiential learning opportunities with the faculty or professional advisor with whom they meet once per semester.
- c. Faculty and professional advisors are knowledgeable about and, when appropriate, refer students to campus resources for career planning and experiential learning.

### **2. SOEPS**

- a. Students discuss academic program selection (e.g., major, minor, etc.) with the faculty or professional advisor with whom they meet once per semester, or other appropriate personnel.
- b. Students discuss career planning and experiential learning opportunities with the faculty or professional advisor with whom they meet once per semester.
- c. Faculty and professional advisors are knowledgeable about and, when appropriate, refer students to campus resources for career planning and experiential learning.

### **3. Crane**

- a. When appropriate, students will discuss academic program selection (e.g., major, minor, etc.) with their faculty or professional advisor, or other appropriate personnel (such as their studio teacher, a Department Chair, the Crane School Associate Dean, etc.).
- b. Students will discuss career planning and experiential learning opportunities with the faculty or professional advisor, or other appropriate personnel (such as their studio teacher, a Department Chair, the Crane School Associate Dean, etc.).
- c. Faculty, professional advisors, and other appropriate personnel will be knowledgeable about and, when appropriate, will refer students to campus resources for career planning and experiential learning.

### **4. The Advising Office**

- a. Students discuss academic program selection (e.g., major, minor, etc.) with the faculty or professional advisor with whom they meet once per semester, or other appropriate personnel.
- b. Students discuss career planning and experiential learning opportunities with the faculty or professional advisor with whom they meet once per semester.
- c. Faculty and professional advisors are knowledgeable about and, when appropriate, refer students to campus resources for career planning and experiential learning.

## **GOAL #2 – ASSESSMENT METHODS, MEASURES, AND TARGETS**

Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.

### **1. Arts & Sciences**

- a. Students discuss academic program selection (e.g., major, minor, etc.) with the faculty or professional advisor with whom they meet once per semester, or other appropriate personnel.
  - i. A student advisement survey will be administered every other Fall semester. 80% of first-year students, 60% of sophomores, 40% of juniors, and 20% of seniors will indicate that they discussed academic program selection with the faculty or professional advisor with whom they will meet at least once per semester, or other appropriate personnel.
  - ii. A review of Starfish data will indicate that 50% of faculty and professional staff using Starfish report that they discussed academic program selection.
- b. Students discuss career planning and experiential learning opportunities with the faculty or professional advisor with whom they meet once per semester.
  - i. A student advisement survey will be administered every other Fall semester. 20% of first-year students, 40% of sophomores, 60% of juniors, and 80% of seniors will indicate that they discussed career planning and experiential learning opportunities with the faculty or professional advisor with whom they will meet with at least once per semester.
  - ii. A review of Starfish data will indicate that 50% of faculty and professional staff using Starfish report that they discussed career and experiential learning.
- c. Faculty and professional advisors are knowledgeable about and, when appropriate, refer students to campus resources for career planning and experiential learning.
  - i. A faculty advisor survey will be administered every other Fall semester. 80% of faculty respondents will indicate that they have access to appropriate advising resources and information.
  - ii. A student advisement survey will be administered every other Fall semester. 80% of student respondents will indicate that they have been referred to campus resources for career planning or experiential learning.
  - iii. A gap analysis of existing resources and resources needed will be conducted annually and necessary revisions made.

### **2. SOEPS**

- a. Students discuss academic program selection (e.g., major, minor, etc.) with the faculty or professional advisor with whom they meet once per semester, or other appropriate personnel.
  - i. A student advisement survey will be administered every other Fall semester. 80% of first-year students, 60% of sophomores, 40% of juniors, and 20% of seniors will indicate that they discussed academic program selection with the faculty or professional advisor with whom they will meet at least once per semester, or other appropriate personnel.
  - ii. A review of Starfish data will indicate that 50% of faculty and professional staff using Starfish report that they discussed academic program selection.
- b. Students discuss career planning and experiential learning opportunities with the faculty or professional advisor with whom they meet once per semester.

- i. A student advisement survey will be administered every other Fall semester. 20% of first-year students, 40% of sophomores, 60% of juniors, and 80% of seniors will indicate that they discussed career planning and experiential learning opportunities with the faculty or professional advisor with whom they will meet with at least once per semester.
  - ii. A review of Starfish data will indicate that 50% of faculty and professional staff using Starfish report that they discussed career and experiential learning.
- c. Faculty and professional advisors are knowledgeable about and, when appropriate, refer students to campus resources for career planning and experiential learning.
  - i. A faculty advisor survey will be administered every other Fall semester. 80% of faculty respondents will indicate that they have access to appropriate advising resources and information.
  - ii. A student advisement survey will be administered every other Fall semester. 80% of student respondents will indicate that they have been referred to campus resources for career planning or experiential learning.
  - iii. A gap analysis of existing resources and resources needed will be conducted annually and necessary revisions made.

### 3. Crane

- a. Students will discuss academic program selection (e.g., major, minor, etc.) with the faculty or professional advisor, or other appropriate personnel.
  - i. A student advisement survey will be administered every other Fall semester. 50% will indicate that they discussed academic program selection with the faculty or professional advisor with whom they will meet once per semester, or other appropriate personnel.
- b. Students will discuss career planning and experiential learning opportunities with the faculty or professional advisor, or other appropriate personnel.
  - i. A student advisement survey will be administered every other Fall semester. 30% will indicate that they discussed career planning and experiential learning opportunities with the faculty or professional advisor with whom they will meet once per semester, or other appropriate personnel.
- c. Faculty and professional advisors will be knowledgeable and, when appropriate, will refer students to campus resources for career planning and experiential learning.
  - i. A faculty advisor survey will be administered every other Fall semester. 50% will indicate that they are knowledgeable of campus resources for career planning and experiential learning.
  - ii. A student advisement survey will be administered every other Fall semester. 25% of student respondents will indicate that they have been referred to campus resources for career planning and/or experiential learning.

### 4. The Advising Office

- a. Students discuss academic program selection (e.g., major, minor, etc.) with the faculty or professional advisor with whom they meet once per semester, or other appropriate personnel.
  - i. A student advisement survey will be administered every other Fall semester. 80% of first-year students, 60% of sophomores, 40% of juniors, and 20% of seniors will indicate that they discussed academic program selection with the faculty or professional advisor with whom they will meet at least once per semester, or other appropriate personnel.
  - ii. A review of Starfish data will indicate that 50% of faculty and professional staff using Starfish report that they discussed academic program selection.
- b. Students discuss career planning and experiential learning opportunities with the faculty or professional advisor with whom they meet once per semester.

- i. A student advisement survey will be administered every other Fall semester. 20% of first-year students, 40% of sophomores, 60% of juniors, and 80% of seniors will indicate that they discussed career planning and experiential learning opportunities with the faculty or professional advisor with whom they will meet with at least once per semester.
- ii. A review of Starfish data will indicate that 50% of faculty and professional staff using Starfish report that they discussed career and experiential learning.
- c. Faculty and professional advisors are knowledgeable about and, when appropriate, refer students to campus resources for career planning and experiential learning.
  - i. A faculty advisor survey will be administered every other Fall semester. 80% of faculty respondents will indicate that they have access to appropriate advising resources and information.
  - ii. A student advisement survey will be administered every other Fall semester. 80% of student respondents will indicate that they have been referred to campus resources for career planning or experiential learning.
  - iii. A gap analysis of existing resources and resources needed will be conducted annually and necessary revisions made.

### GOAL #3

Faculty and professional staff advisors will help foster a connection and sense of belonging to SUNY Potsdam for students during their academic journey.

#### GOAL #3 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO?

(Select all that apply)

- ☒ Retention and Enrollment
- ☐ Financial Stability and Analysis
- ☐ Academic Program Excellence
- ☐ Strengthening Community Connections
- ☒ Diversity, Equity, Inclusion, & Belonging

#### Briefly describe the link between goal #3 and institutional priority area(s) selected.

This goal supports Retention and Enrollment. Providing a welcoming and respectful advising environment and process supports increased student retention.

This goal supports Diversity, Equity, Inclusion, & Belonging. Prioritizing diversity, equity, inclusion, & belonging in academic advising settings and processes at SUNY Potsdam will foster students' sense of belonging.

### **GOAL #3 – DESIRED OUTCOMES AND OBJECTIVES**

Tip: Outcomes and objectives should be SMART... Specific, Measurable, Achievable, Relevant, Time-bound

#### **1. Arts & Sciences**

- a. Faculty and professional staff advisors provide a welcoming environment where students feel that they can go for assistance dealing with personal and academic challenges.
- b. Faculty and professional advisors are knowledgeable and, when appropriate, will refer students to college resources related to social, emotional, and personal needs.
- c. Student services, policies and practices in advising will be reviewed through the lens of inclusion and social justice and make revisions where appropriate.

#### **2. SOEPS**

- a. Faculty and professional staff advisors provide a welcoming environment where students feel that they can go for assistance dealing with personal and academic challenges.
- b. Faculty and professional advisors are knowledgeable and, when appropriate, will refer students to college resources related to social, emotional, and personal needs.
- c. Student services, policies and practices in advising will be reviewed through the lens of inclusion and social justice and make revisions where appropriate.

#### **3. Crane: Many faculty at the Crane School are positioned to provide a welcoming environment where students feel that they can go for assistance dealing with personal and academic challenges, including their faculty advisor, but most notably students' studio professors (who are specifically not assigned as advisors for the students in their studio).**

- a. Faculty, as described above, provide a welcoming environment where students feel that they can go for assistance dealing with personal and academic challenges.
- b. Faculty, as described above, are knowledgeable and, when appropriate, will refer students to college resources related to social, emotional, and personal needs.
- c. Student services, policies and practices in advising will be reviewed through the lens of inclusion and social justice and make revisions where appropriate.

#### **4. The Advising Office**

- a. Faculty and professional staff advisors provide a welcoming environment where students feel that they can go for assistance dealing with personal and academic challenges.
- b. Faculty and professional advisors are knowledgeable and, when appropriate, will refer students to college resources related to social, emotional, and personal needs.
- c. Student services, policies and practices in advising will be reviewed through the lens of inclusion and social justice and make revisions where appropriate.

### **GOAL #3 – ASSESSMENT METHODS, MEASURES, AND TARGETS**

Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.

#### **1. Arts & Sciences**

- a. Faculty and professional staff advisors provide a welcoming environment where students feel that they can go for assistance dealing with personal and academic challenges.
  - i. A student advisement survey will be administered every other Fall semester. 80% of student respondents will indicate that they feel comfortable going to their academic advisor with questions or concerns.
  - ii. A student advisement survey will be administered every other Fall semester. 80% of student respondents will indicate that their faculty advisor was respectful of socio-cultural, racial, and individual identity differences.
  - iii. The committee, in coordination with the Chief Diversity Officer, will analyze current professional development opportunities around diversity, equity and inclusion in advising on an annual basis and make recommendations for appropriate training.
- b. Faculty and professional advisors are knowledgeable and, when appropriate, will refer students to college resources related to social, emotional, and personal needs.
  - i. A student advisement survey will be administered every other Fall semester. 80% of student respondents will indicate that they have been referred to college resources related to social, emotional, and personal needs, as appropriate.
- c. Student policies and practices in advising will be reviewed through the lens of inclusion and social justice and revisions made where appropriate.
  - i. An annual review will be conducted by the Chief Diversity Officer and appropriate stakeholders to ensure that academic advising policies and practices incorporate fundamental principles of diversity, equity, and inclusion and revisions will be made as necessary.
  - ii. Advising resources and training programs will be assessed, and updated/revised as necessary, so faculty and staff advisors have access to appropriate advising resources.
    - 1. A gap analysis of existing resources and resources needed will be conducted and revisions made as necessary in coordination with the Chief Diversity Officer.

#### **2. SOEPS**

- a. Faculty and professional staff advisors provide a welcoming environment where students feel that they can go for assistance dealing with personal and academic challenges.
  - i. A student advisement survey will be administered every other Fall semester. 80% of student respondents will indicate that they feel comfortable going to their academic advisor with questions or concerns.
  - ii. A student advisement survey will be administered every other Fall semester. 80% of student respondents will indicate that their faculty advisor was respectful of socio-cultural, racial, and individual identity differences.
  - iii. The committee, in coordination with the Chief Diversity Officer, will analyze current professional development opportunities around diversity, equity and inclusion in advising on an annual basis and make recommendations for appropriate training.
- b. Faculty and professional advisors are knowledgeable and, when appropriate, will refer students to college resources related to social, emotional, and personal needs.
  - i. A student advisement survey will be administered every other Fall semester. 80% of student respondents will indicate that they have been referred to college resources related to social, emotional, and personal needs, as appropriate.

- c. Student policies and practices in advising will be reviewed through the lens of inclusion and social justice and revisions made where appropriate.
  - i. An annual review will be conducted by the Chief Diversity Officer and appropriate stakeholders to ensure that academic advising policies and practices incorporate fundamental principles of diversity, equity, and inclusion and revisions will be made as necessary.
  - ii. Advising resources and training programs will be assessed, and updated/revised as necessary, so faculty and staff advisors have access to appropriate advising resources.
    - 1. A gap analysis of existing resources and resources needed will be conducted and revisions made as necessary in coordination with the Chief Diversity Officer.

### 3. Crane:

- a. Faculty, as described above, will provide a welcoming environment where students feel that they can go for assistance dealing with personal and academic challenges.
  - i. A student advisement survey will be administered every other Fall semester. 90% of student respondents will indicate that they feel comfortable going to their academic advisor, studio teacher, or other appropriate faculty with questions or concerns.
  - ii. A student advisement survey will be administered every other Fall semester. 75% of student respondents will indicate that their faculty advisor and/or studio teacher was respectful of cultural differences.
  - iii. The committee, in coordination with the Chief Diversity Officer, will analyze current professional development opportunities around diversity, equity and inclusion in advising and make recommendations for appropriate training.
- b. Faculty, as described above, staff and administrators will be knowledgeable and, when appropriate, will refer students to college resources related to social, emotional, and personal needs.
  - i. A student advisement survey will be administered every other Fall semester. 80% of student respondents will indicate that they have been referred to college resources related to social, emotional, and personal needs, as appropriate.
- c. Student services, policies and practices in advising will be reviewed through the lens of inclusion and social justice and make revisions where appropriate.
  - i. An annual review will be conducted by the Chief of Diversity and appropriate stakeholders to ensure that academic advising services, policies, and practices are based on fundamental principles of diversity, equity, and inclusion and revisions will be made as necessary.
  - ii. Advising resources and training programs will be assessed, and updated/revised as necessary, so faculty and staff advisors have access to appropriate advising resources.
    - 1. A gap analysis of existing resources and resources needed will be conducted and revisions made as necessary in coordination with the Chief Diversity Officer.

### 4. The Advising Office

- a. Faculty and professional staff advisors provide a welcoming environment where students feel that they can go for assistance dealing with personal and academic challenges.
  - i. A student advisement survey will be administered every other Fall semester. 80% of student respondents will indicate that they feel comfortable going to their academic advisor with questions or concerns.
  - ii. A student advisement survey will be administered every other Fall semester. 80% of student respondents will indicate that their faculty advisor was respectful of socio-cultural, racial, and individual identity differences.
  - iii. The committee, in coordination with the Chief Diversity Officer, will analyze current professional development opportunities around diversity, equity and inclusion in advising on an annual basis and make recommendations for appropriate training.

- b. Faculty and professional advisors are knowledgeable and, when appropriate, will refer students to college resources related to social, emotional, and personal needs.
  - i. A student advisement survey will be administered every other Fall semester. 80% of student respondents will indicate that they have been referred to college resources related to social, emotional, and personal needs, as appropriate.
- c. Student policies and practices in advising will be reviewed through the lens of inclusion and social justice and revisions made where appropriate.
  - i. An annual review will be conducted by the Chief Diversity Officer and appropriate stakeholders to ensure that academic advising policies and practices incorporate fundamental principles of diversity, equity, and inclusion and revisions will be made as necessary.
  - ii. Advising resources and training programs will be assessed, and updated/revised as necessary, so faculty and staff advisors have access to appropriate advising resources.
    - 1. A gap analysis of existing resources and resources needed will be conducted and revisions made as necessary in coordination with the Chief Diversity Officer.