Provost Report to FA
March 4, 2019

Student Success Efforts
Building on Past Success
Initiatives and Improvements

Student Success

- Advising Center
- First Year Signature Courses
- ACUE Faculty Development
- Just in Time Communication
- EXCEL
Student Communication

• Excelsior
• Priority Registration
• Course scheduling software
EXCEL (Experiential Courses and Engaged Learning)

- Hired First Year Experience Coordinator
- Created new process to vet internship sites/positions and streamline application processes
- Met w/acad depts and faculty to get feedback and discuss partnerships
- Piloted new site evaluations: Career Readiness SkillSurvey based on NACE (National Association of Colleges and Employers) Competencies
- Hosted Experiential Meet and Greet
  - Feedback and connections with Site Supervisors and Faculty for Human Services/Health Promotions Internships.
  - Planning SCMA Meet and Greet for later in the Spring.
ACUE Faculty Development

- Importance of what happens in the classroom
- Faculty-student relations
- Over 30 participants; facilitated by CELT
- Program started on Feb 22 (through December)
- Sample modules:
  - Developing Self-Directed Learners
  - Connecting with your Students
  - Embracing Diversity in the Classroom
First Year Signature Courses

• Piloted 9 classes in the fall
• Comparison of FYS students vs. non-FYS showed similar backgrounds
• Early results:
  • 96% of signature student returned in Spring; compared to 94% of other students
  • All underrepresented students that took a FYS course returned
  • More assessment is occurring now
Advising Center

- Advising Report
- O-Team Pilot
- Advising data (student and faculty)
- Timing is right
  - O-Team pilot coming to end
  - FITW Grant ending

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<tr>
<th></th>
<th>University Colleges</th>
<th>SUNY 4-Year Institutions</th>
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<tbody>
<tr>
<td></td>
<td>Oswego Avg.</td>
<td>Other 11 Avg.</td>
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<tr>
<td>General academic advising</td>
<td>3.48</td>
<td>3.62</td>
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<tr>
<td>Advising in your major</td>
<td>3.64</td>
<td>3.75</td>
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Over a quarter of faculty respondents rate student interactions with Academic Advisors below “average” (4) and only 3% rate them as Excellent (N=117)
Timing is Right

- Data, reports, and discussions support the idea of an advising center PARTICULARLY for new students
- O-Team pilot and initial assessments are positive
- First in the World Grant ends.
  - Integrate best practices into our general advising model
Advising Center Model

- Advising Center
  - Advising Staff (by program cluster)

First Year Student ➔ Advising Center ➔ Major Selection ➔ Academic Program Faculty

- Education C&I Advisors
- CLAS
- SCMA
- Business BASAC
- EOP
An advising center provides:

• Physical place (available for drop in)
• Advisors developed to specifically support new student issues
• Advising culture shares best practices and supports retention
• Advising Center can work more closely with other campus support offices
• Faculty can focus their advising/mentoring efforts on those issues where they have expertise
Academic Success Advisors and Transition to Programs

• Academic Success Advisor responsible for cluster of programs
• Advisors learn/know programs and maintain strong links with the department (e.g., periodic meetings, communication, etc.)
• Faculty – Student relationships are key to success
• Faculty focus on specialized advising and mentoring
• Transition from the Center to Programs is critical
  • Advisors will work with programs on how best to do this
  • Transition will likely be different for transfer students
Current Advising Resources

- Continue to need department advising coordinators/liaisons
  - Work with professional advisors on the “hand-off”
  - Continue efforts to promote quality advising for student majors
- Academic Success Advisors take on the role of First Year Advisors
Questions/Discussion