

ACADEMIC ADVISING PLAN

-a report to the faculty of the recommendations of the Academic Advising DTF.

The DTF reviewed TESC's advisement process and felt that the current system was not adequately serving students' needs, and may be contributing to the college's retention problem.

As charged, the DTF carefully considered the plan originally proposed by Kirk Thompson, and produced the following proposal (based on the Thompson version) for a new system of academic advisement and the implementation thereof.

The fully implemented plan will resemble this model (the phasing in process may result in some necessary modifications): faculty and a few selected staff members would carry a "caseload" of approximately 20 advisees each. Incoming students would be assigned a faculty advisor and receive materials describing the advisement program. Each student would be expected to meet with her/his advisor at least once during fall quarter to begin the development of a "Personal Planning Statement." Returning students would also meet with their advisors to modify or further develop their previous Personal Planning Statements. Advisors would have the option of meeting with their advisees individually or in groups. Further meetings would be negotiated as necessary.

The advisor's role in this process is primarily that of resource person (a "friend in court"), and might expect to fulfill some or all of the following functions:

- 1) discuss academic interests, goals, etc. with student and assist in the continuing development of a Personal Planning Statement. Initially this would be relatively general, even vague, but would move toward greater specificity and concreteness as the student's academic career progressed.
- 2) interpret the Pattern of General Expectations, to insure that a student's choices are thoughtful and considered ones, with appreciation of the implications (e.g. for graduate school, employment) of those choices.
- 3) provide referrals to students needing the services of campus agencies (e.g. Counseling, Career Planning and Placement).
- 4) maintain a record of advisement meetings so that there could be continuity. (Brief notes would suffice).
- 5) provide the Academic Advisement office with a copy of each personal planning statement to be used as data in curriculum planning.

The DTF gave serious consideration to the issue of minimizing demands on faculty time. Several aspects of this proposal were designed specifically with this in mind. These include:

- 1) the assignment to a particular advisor (with the exception discussed below) would be for the entire length of a student's Evergreen career. Advisement of new students will be most time consuming. During any given year, no advisor should have more than 6-8 new advisees, the remainder being those with whom the advisor has worked in the previous 1-3 years.
- 2) the DTF recommends that the existing Information Center be strengthened, preferably under the direction of a full-time staff member, and moved to the Library. Many questions which might otherwise be brought to advisors could be handled effectively by this agency.

- 3) the DTF recommends development and implementation of an Orientation process to complement the new Check-In procedure, providing a means for incoming students to "learn the Evergreen ropes " early in their Evergreen experience, and further reducing demands on the advisors.
- 4) the DTF decided limited matching student's interests to faculty members' disciplines, since the former are subject to frequent change, thus necessitating concomitant changes in advisor. When a student requires specific information about a discipline other than the advisor's own, the student should be referred to a faculty member trained in that discipline (to function as resource only).

The Academic Advisement office would coordinate the advisement program. Among its functions would be:

- 1) assigning an advisor to each incoming student.
- 2) maintaining a list of the assignments.
- 3) providing students with necessary information about the program.
- 4) providing advisors with a folder for each new advisee to include: a) the student's general application (copy), b) the student's supplemental application (copy), c) results of skills assessments.
- 5) handling reassignment of students to new advisors in the event of unresolvable personality conflicts, advisor's illness, on leave or resignation.
- 6) mediating in the event of difficulties between advisor and student.
- 7) collection and compilation of data for evaluation of the advisement program.
- 8) maintaining a file of the Personal Planning Statements for use in curriculum planning.
- 9) providing training for advisors.
- 10) provide workshops for students to aid in the development of the Personal Planning Statement.
- 11) provide a means for students with similar interests to be in touch with one another, thus facilitating student involvement in curriculum planning.

The DTF felt that such a program would best be implemented in several steps, over approximately 4 years. This process would permit thorough evaluation of each phase to give direction to the redesign and implementation of the following phase.

Proposal for Phase I

I. Academic Advising

Goal - To provide students with information on programs, procedures for enrollment into programs, assistance in the clarification of academic and personal goals, render

support to students through resource referrals, portfolio evaluations, etc. Since most students would work with the same advisor throughout their Evergreen career, considerable opportunity for the development of good rapport will exist.

Objective - The above cited goals can be achieved by instituting the following:

- A. An academic advising system which philosophically is student-oriented. The design of the advising system should take into account the needs and academic goals of the students, recognizing that student understanding of the curricular structure and design, both its flexibility and its limitations, is essential to the advising process.
- B. The academic advising system should be based on mutual responsibility of students and advisors. Both share the responsibility of studying the bulletin, program offerings, supplements, and other documents reflecting curriculum and learning options at TESC. Students are primarily responsible for the overall design of their own educational endeavors, therefore students should be responsible for developing some schematic way in which they pursue their educational goals while at Evergreen. The advisor, thus, becomes a resource person to the student, assisting in the clarification of the student goals, researching availability or lack of availability of opportunities for the enhancement of such goals (consequences of which the student may not be aware), and assisting in the further development of the student's goals. The prime responsibility of an advisor is one of assisting willingly as a resource person and not that of dictating to students.
- C. Staffing of the academic advising system is crucial. Faculty will be the primary group for staffing; appropriate staff personnel may be included. The key issue is the advisor's sensitivity to the student's needs and educational aspirations. This should be a criterion for selecting advisors for students.
- D. The academic advising system should be responsive and sensitive to cultural differences and integrity. An interface system should be recognized and supported, with the intent of facilitating Third World students' use of the advisement program.

II. A Pattern of Expectations

Goal - To provide students and faculty with a clearly formulated statement of general expectations as to what can and should be undertaken to maximize the students' educational experience while enrolled at Evergreen. The expectation for advisors is to recognize that quality advisement is as essential as quality teaching. For the student, the pattern of expectations would be advisory rather than obligatory, in that the student might depart from their original expressed educational goals for any reason with consultation with their advisor.

Objective -

- A. Faculty - To scrutinize closely the faculty handbook with specific emphasis on provisions for academic advising and the delivery of quality education.
Deans - Evaluate faculty on provisions outlined in faculty handbook relating to academic advising and the delivery of quality education.
Vice-President and Provost - Monitor the evaluation of faculty in reference to academic advising and the delivery of quality education, while developing necessary support programs, along with Deans, to attain such ends.

B. Students -

1. As part of admission to the college each student should participate in assessment of his or her basic reading and writing skills through the Check-In processes. The college has an obligation to provide basic skill courses to admitted students who have need of them.
2. We recommend that new students begin in an interdisciplinary coordinated studies program in order to become familiar with the fundamental approach to learning which characterizes the college. For some transfer students and older students, this may best be accomplished in an advanced coordinated studies program.
3. We recommend that every student should undertake in-depth exploration of an intellectually or aesthetically difficult problem. This should involve the acquisition and practice of high-level skills, but neither the problem nor the skills need be those of a conventional academic discipline. In-depth exploration might occur through any learning mode: advanced coordinated studies, group contract, or individual contract.
4. We recommend that every student should undertake "hands-on" experiential learning in an internship or practicum. Study of theory and method should be related to practical work, and internships will normally be undertaken only in fields where the student has gained an academic background.
5. It is recommended that during the third or fourth year, students should undertake studies which demonstrate the cumulative effect of their educational experience. The two recommended routes to follow are (1) an integration of skills and disciplines in an advanced coordinated studies program and/or (2) a project, in which the student executes a piece of work that measures up to the qualitative standards of the world at large, beyond the college community.

III. Responsive Curriculum

Goal - To provide a flexible curriculum which allows the pattern of expectations to be met and individual plans of students and faculty to unfold, within the limits of what's possible.

Objective - Construct effective methods to anticipate curriculum needs and areas of student interest and establish a system to provide the data for formulating responsive curriculum.

- A. Advisors will document and furnish the data on advisee responses.
- B. The Academic Advising office will tabulate responses and concerns of advisors and advisees.
- C. Faculty will initiate and design programs keeping in mind identified areas of students' interests, their own personal and professional pursuits and determined institutional direction. (See Long Range DTF Report.)
- D. Students will be encouraged to be active participants in creating, and implementing curriculum needs that they see as important.

Implementation

- 1) Presentation at faculty retreat.
- 2) DTF members present begin recruiting and obtain list of volunteers by end of retreat.
- 3) Select DTF members work with deans to select faculty volunteers. Determine number of students (6:1 or 8:1 ratio) that can be included in Phase I.
- 4) Prepare summer mailing defining new advising program for transfer and returning students, enclose a return card for those who wish to participate.
- 5) Do same for new students (no previous college) but indicate that they have been (or will be) assigned an advisor and identify process for contacting advisor.
- 6) Match students and advisors in AA office, based on guidelines developed by select DTF members. Offer all students opportunity to express preference for Third World or woman advisor, otherwise random assignment, with new students distributed across all advisors. Notify students who their advisor is and how to contact him/her.
- 7) AA office maintain master list for follow-up, additions and revisions. Change of advisor will be handled by AA, mechanism should be spelled out in materials for faculty and students. AA office maintains a running journal of comments on advisement program.
- 8) In future years, include advising assignments for new students as part of Check-In process.
- 9) Develop materials packet and training program for advisors including:
 - a) AARG
 - b) Catalog
 - c) Supplement
 - d) Updates
 - e) Pattern of expectations for students
 - f) Pattern of expectations for faculty
 - g) Explanation of advisement program and its purpose
 - h) Personal planning statement: 3 copies: student, Academic Advising Office, advisor
Guidelines for years 3 and 4 would be more specific and extensive than those for years 1 and 2.
Suggestion: Advisor might ask the questions and record the responses on the form, particularly with 1st year students.
Form to include a place for advisor's signature. NOTE: the signature means only that adequate contact has occurred, and does NOT imply the advisor's approval of the plan.
 - i) Comments and suggestions "tickets" for ongoing feedback--to be returned to AA office.

Copy of each of above should be provided each student, either during the Check-In process or by advisor at first contact.

- j) Sample of student portfolio (to be shown to each student) Note: Advisor should ask to see the portfolio of all returning students.
 - k) Manual for advisors.
- 10) Conduct a training session for all selected faculty/advisors: prior to beginning of fall quarter:
- Kirk Thompson
 - Stone Thomas
 - Select faculty
 - Member of AA DTF

using resource people to present:

- a) Career Planning and Placement
- b) Admissions
- c) Registrar's Office
- d) Counseling
- e) Co-op Ed
- f) Housing
- g) C-DRAW
- h) Check-In Process
- i) Third World Coalition - working with Third World students
- j) Financial Aid
- k) Other

Note: The training is intended only to familiarize advisors with the functioning of these campus agencies, so that referrals can be made appropriately.

Training should also include exposure to "the living catalog" or some similar means of assisting advisors in becoming thoroughly familiar with the academic offerings for the year.

Suggestion: Admissions staff members be invited to take this training program.

- 11) Have open sign-up for advisement program during academic faire at AA table (if limit is not reached through summer mailing).
- 12) Advise all students to contact advisor during fall quarter.
- 13) Faculty to receive a folder for each advisee, including copies of the general application, supplemental sheet, and skills assessment results.
- 14) At end of winter quarter, meet with all advisors, deans, and those involved with curriculum planning process, to evaluate Phase I and plan Phase II.
- 15) Set up "Personal Planning Statement" development workshops during year, possibly to be coordinated with Basic Programs.

A sample of the proposed Personal Planning Statement form follows. Faculty willing to participate in Phase I of this program, please sign last sheet and return to

Larry Stenberg, Library 1217, by July 14th.