Excellence in Academic Advising Self-Study Recommendations

SUNY New Paltz

July 20th, 2020

Section 1: Summary

In the late summer of 2018, SUNY New Paltz was selected as one of 12 institutions nationally to participate in the Excellence in Academic Advising (EAA) inaugural cohort. The two-year EAA project is offered jointly by NACADA: The Global Community for Academic Advising and the John N. Gardner Institute for Excellence in Undergraduate Education. The goal of EAA is to advance student learning, success, persistence, retention, and degree completion through a comprehensive, standards-based strategic planning process to promote excellence in academic advising.

The EAA project should be understood as an extension of New Paltz's commitment to improve its advising program, as communicated by senior leadership and as outlined in the Strategic Plan. In the first year of the project at New Paltz, over 60 campus stakeholders serving as the EAA Self Study Task Force engaged in a comprehensive evidence- and standards-based review of the College's academic advising program. This strategic self-study included the evaluation of nine years of data provided by the Office of Institutional Research, student and faculty survey findings, and extensive evidence-based dialogue within the nine self-study working groups. In examining the current state of advising across campus, the task force has developed recommendations that will improve academic advising at New Paltz and enhance the overall student experience. *These recommendations align with New Paltz's mission, values, and institutional priorities.*

Academic advising is grounded in the teaching and learning mission of higher education and is designed to help students synthesize their educational experiences in light of their goals and abilities.[1] The Conditions for Excellence in Academic Advising establish aspirational standards that acknowledge the role of advising in promoting student learning, success, and

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[1] 1 NACADA: The Global Community for Academic Advising. (2006). NACADA concept of academic advising. Retrieved from https://nacada.ksu.edu/Resources/Pillars/Concept.aspx

completion.[2] Excellence in advising is demonstrated by evidence of advising mission, vision, and learning outcome statements in alignment with the institution's mission, vision and learning outcome statements; a comprehensive, collaborative advising delivery system that is responsive to student needs; personal and professional ethics throughout the advising process; and evidence-based decision making and assessment to guide advising initiatives and technology use. The New Paltz Task Force engaged in a reflective, data-driven self-study process to evaluate the current state of advising in light of the EAA aspirational standards.

Section 2: Task Force

Dante Cantú, Executive Director, and Lucy Walker, Assistant Vice President, served as the primary institutional liaisons for the project.

A. Liaison

Name	Title
Dante Cantú	Executive Director, Academic Advising & Student Success
Jessica Delaney	Coordinator, Center for Student Success
Vanessa Netzley	Academic Advisor/Technical Analyst
Laurie Orr	Assistant Director, Academic Advising & Student Success
Tara Salvatore	Academic Advisor & Coordinator
Lucy Walker	AVP, Institutional Research

B. Steering Committee

Name	Title
Thomas Albrecht	Assistant Dean, Fine & Performing Arts
Jessica Delaney	Coordinator, Center for Student Success
Rob Moysey	Success Advisor
Stacie Nunes	Chair, Physics & Astronomy
Laurie Orr	Assistant Director, Academic Advising & Student Success
Valeria Perez	Student (EOP)

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[2] NACADA: The Global Community for Academic Advising (2018). Excellence in Academic Advising. Retrieved from https://nacada.ksu.edu/Programs/Excellence-in-Academic-Advising.aspx

Maria Richards	Student Success Coordinator
Rachel Rigolino	Instructor
Tara Salvatore	Academic Advisor & Coordinator
Joanna Schroer	Academic Advisor, Education Programs
Andrea Varga	Associate Professor, Theatre Arts
Jean Vizvary	Director, Disability Resource Center
Lucy Walker	AVP, Institutional Research

C. Condition Committees

Name	Title	Committee Role	Course
Thomas Albrecht	Assistant Dean, Fine & Performing Arts	Committee Chair	Advisor Selection and Development
Brianna Hernandez	Student	Committee Member	Advisor Selection and Development
Brooke Musmacker	Student	Committee Member	Advisor Selection and Development
Vanessa Netzley	Advisor, Data & Technical Analyst	Committee Chair	Advisor Selection and Development
Stuart Robinson	Athletic Director	Committee Member	Advisor Selection and Development
Jean Vizvary	Director, Disability Resource Center	Committee Member	Advisor Selection and Development
Sarah Wyman	Associate Professor of English and Director of the Faculty Development Center	Committee Member	Advisor Selection and Development
Corinna Caracci	Director, Residence Life	Committee Member	Collaboration and Communication
Michelle Combs	Director, Student Development	Committee Member	Collaboration and Communication
Jessica Delaney	Academic Support Programs Coordinator	Committee Chair	Collaboration and Communication

Rief Kanan	Lecturer, School of Business	Committee Member	Collaboration and Communication
Maureen Lohan-Bremer	Director of Financial Aid	Committee Member	Collaboration and Communication
Emely Pena	Student	Committee Member	Collaboration and Communication
Erica Ruggiero	Student	Committee Member	Collaboration and Communication
Pat Sullivan	Professor, Digital Media & Journalism; Director, Honors Program.	Committee Member	Collaboration and Communication
Andrea Varga	Associate Professor, Theatre Arts	Committee Member	Collaboration and Communication
William Ballner	Student	Committee Member	Equity, Inclusion, and Diversity
Jessica Delaney	Academic Support Programs Coordinator	Committee Chair	Equity, Inclusion, and Diversity
Glenn Geher	Professor, Evolutionary Psychology; Social Psychology; Evolutionary Studies; Teaching	Committee Member	Equity, Inclusion, and Diversity
Gweneth Lloyd	Director, Student Counseling	Committee Member	Equity, Inclusion, and Diversity
Maisie Miller	Student	Committee Member	Equity, Inclusion, and Diversity
Valeria Perez	Student	Committee Member	Equity, Inclusion, and Diversity
Austin Carpentieri	Student	Committee Member	Improvement and the Scholarship of Advising
Lisa Jones	Dean of Admission	Committee Member	Improvement and the Scholarship of Advising

Laurie Orr	Assistant Director, Academic Advising & Student Success	Committee Chair	Improvement and the Scholarship of Advising
Vicki Tromanhauser	Associate Professor, Deputy Chair	Committee Member	Improvement and the Scholarship of Advising
David Basch	Brand Marketing Consultant	Committee Member	Institutional Commitment
Helen Brocker	Academic Advisor	Committee Member	Institutional Commitment
David Cavallaro	Associate Chair/Assistant to the Dean, F&PA	Committee Member	Institutional Commitment
Catherine Hoselton	Assistant Vice President for Sponsored Programs	Committee Member	Institutional Commitment
Rob Moysey	Success Advisor	Committee Chair	Institutional Commitment
David Richardson	Associate Professor	Committee Member	Institutional Commitment
Maria Santana	Student	Committee Member	Institutional Commitment
Stella Turk	Registrar	Committee Member	Institutional Commitment
Maxine Yurowitz	Student	Committee Member	Institutional Commitment
Madison Albright	Student	Committee Member	Learning
Sunny Duerr	Assistant Dean of Assessment and Accreditation	Committee Member	Learning
Matthew McGaley	Student	Committee Member	Learning
Shannon Moysey	Coordinator of Living/Learning Communities	Committee Member	Learning
Rachel Rigolino	Instructor	Committee Member	Learning

Joanna Schroer	Academic Advisor, Education Programs	Committee Chair	Learning
Jason Serrano	ESL Student Advisor	Committee Member	Learning
Amy Van Pelt	Lecturer, Mathematics	Committee Member	Learning
Bobby Bui	Lecturer/Assistant Chair	Committee Member	Organization
Devon Duhaney	Associate Professor	Committee Member	Organization
Kaitlyn Hunt	Student	Committee Member	Organization
Arya Martinez	Student	Committee Member	Organization
F. Mark McFadden	Director, Career Resource Center	Committee Member	Organization
Lucien Mott	Academic Advisor	Committee Chair	Organization
Michael Patterson	Director, Student Activities & Union Services	Committee Member	Organization
Rendesia Scott	Director / Center for Business Advising	Committee Member	Organization
Nancy Campos	Director, AC^2	Committee Member	Student Purpose and Pathways
Emi DiSciullo	Learning Support Specialist, Disability Resource Center	Committee Member	Student Purpose and Pathways
Reshma Gheevarghese	Student	Committee Member	Student Purpose and Pathways
Nancy Heiz	Department Advisor/Internship Coordinator	Committee Member	Student Purpose and Pathways
Demi Herasme	Student	Committee Member	Student Purpose and Pathways
Beth King	Internship Coordinator, Career Resource Center	Committee Member	Student Purpose and Pathways
Matthew Maresca	Student	Committee Member	Student Purpose and Pathways

Stacie Nunes	Chair, Physics & Astronomy	Committee Member	Student Purpose and Pathways
Tara Salvatore	Academic Advisor & Peer Advisor Coordinator	Committee Chair	Student Purpose and Pathways
Jenn Slader	Associate Director, Residence Life	Committee Member	Student Purpose and Pathways
Mustafa Cinar	Lead Progrmr/Analyst, IT/Computer Services	Committee Member	Technology Enabled Advising
James Hennessy	Student	Committee Member	Technology Enabled Advising
Harriet Lettis	Director, Administrative Computing	Committee Member	Technology Enabled Advising
Vanessa Netzley	Advisor, Data & Technical Analyst	Committee Chair	Technology Enabled Advising
Maria Richards	Student Success Coordinator	Committee Member	Technology Enabled Advising
Cole Sporcic	Student	Committee Member	Technology Enabled Advising
Jessica Welsh	Instructor	Committee Member	Technology Enabled Advising

D. Institution Members

Name	Title
Kristin Backhaus	Dean, School of Business
Anne Balant	Associate Professor, Communication Disorders
Laura Barrett	Dean, College of Liberal Arts & Sciences
Lorin Basden Arnold	Provost and Vice President for Academic Affairs
Sue Books	Professor
Anne Deutsch	Instruct Prog. Coord / Sr. Asst. Librarian

L. David Eaton	Vice President, Enrollment Management
Linda Eaton	Associate Vice President, Student Affairs
Dan Freedman	Dean, SS&E
Laurel Garrick Duhaney	Associate Provost for Assessment & Strategic Planning
Deborah Gould	Assistant Provost
Andrew Higgins	Chair/Associate Professor
Aaron Isabelle	Associate Dean, School of Education
Isidoro Janeiro	Associate Professor
Nancy Johnson	Associate Dean, College of Liberal Arts & Sciences
Anna Kramer	Success Advisor
Shuguang Liu	Associate Dean, School of Business
Julie Majak	AVP Administration
Alicia Mejias	EOP Advisor
Lisa Mitten	Sustainability Coordinator
Jeni Mokren	Dean, Fine & Performing Arts
Heather Morrison	Associate Professor & Chair, History Department
Joel Mumper	Sr. Programmer/Analyst, IT Computer Services
Matt Newcomb	Associate Professor
Thomas Nolen	Associate Dean, SS&E
Michael Rosenberg	Dean, School of Education
John Sharp	Associate Dean, College of Liberal Arts & Sciences
Julie Shine	Secretary
Bruce Sillner	Dean, Center for International Programs
Chih-Yang Tsai	Professor, School of Business
Beth Vargas	Associate Dean, Center for International Programs

Section 3: Narrative on General Situation

Academic advising plays a central role in students' development and has three major components: curriculum, pedagogy, and student learning outcomes. Through academic advising, students learn how to participate in higher education and become lifelong learners while preparing to be educated citizens in society. Advising is rooted in social sciences, humanities, and education and contextualizes students' educational experiences. Academic advisors serve as an academic navigator for students as they learn to become members of the higher education community. To support student development, academic advising must be recognized by New Paltz as integral to students' educational experience and should be intentionally organized across the institution to align with its academic mission.[3] Academic advisors must be provided with training and rewarded appropriately, provided ongoing professional development and supported in their pursuit of scholarly engagement. Advising technology that complements, supports, and enhances advising practice must also be incorporated to best meet student needs.

On balance, and despite recent improvements, the general situation for academic advising at New Paltz continues to aspire toward the goals outlined above. That said, **the EAA project should be understood as an extension of ongoing institutional efforts to improve academic advising.**

The College's strategic plan outlines the goals for advising as follows: *Markedly improve the effectiveness of advising by creating plans to value student advising as "teaching," supporting faculty in advising efforts, and improving clarity of program and advising materials.*

An abundance of quantitative and qualitative data has long suggested the need for improvement to the College's academic advising program. For instance, NSSE data consistently reflects a program that performs below its peers. SUNY System data similarly ranks New Paltz's advising program among the lowest of all SUNY comprehensive colleges.

As a result, college leadership has made improving academic advising an institutional priority. In the 2017 State of the College Address, President Donald P. Christian said, "The essential initiatives of our current strategic plan capture the most pressing work we must do to thrive, and to position the College for a sound future. These include initiatives that advance our foremost purpose: student learning and student success. Our focus this year will include improving academic advising and predictive analytics, and further building academic and student affairs collaborations" (August 25th, 2017).

The College signaled a renewed commitment toward improving academic advising in May 2017, when the Office of Academic Advising was paired with the Center for Student Success, the revamped academic support services area. In addition to presenting the opportunity for improved efficiencies and effectiveness, the model is consistent with the emerging practice

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[3] NACADA: The Global Community for Academic Advising. (2006). NACADA concept of academic advising. Retrieved from https://www.nacada.ksu.edu/Resources/Pillars/Concept.aspx

for integrated student supports. This structural mission alignment between the areas further supports the College's mission, values, and the attainment of strategic institutional priorities.

Background: Pre- EAA

In fall 2017, the director, with the full support of the provost, met with key stakeholders, performed an internal assessment, and developed faculty and student surveys to assess perceptions of advising and to identify priorities for improvement. The results of this mixed-methods approach suggests an academic advising program with the following characteristics:

- Student advising, as offered in the Office of Academic Advising, had been, until recently, offered on a drop-in basis (i.e., students had no assigned advisors); advising in general (campus-wide) was focused on peak periods and prioritized course scheduling.

- Academic advising understood as predominately transactional in nature (i.e., understood as the delivery of information toward course scheduling). Advising appointments are focused on selecting courses for the upcoming semester and generally emphasize course selection over long-term academic planning.

- Advisors were viewed as registration clerks and advising was seen as a discrete function rather than a college-wide effort. (As opposed to an integrative process, grounded in the liberal arts and science core, that synthesizes learning and sense-making with respect to educational planning.)

It was heartening to see that over sixty percent of the survey respondents (n=114; overwhelmingly faculty advisors) find satisfaction in advising. Challenges are of the standard variety: a limited, transactional view of advising; system and technology issues (i.e. workflows, a desire for better online tools – much of which has been addressed in recent years), uneven faculty advisor training at best, a sense among faculty that advising is a clerical activity overwhelmingly driven by course selection, and a lack of clarity regarding the mission and purpose for academic advising on campus. The lack of formal recognition within the RTP reflect these characteristics and continues to influence the culture of advising at New Paltz.

These findings informed the development of a three-part rationale for advancing academic advising at SUNY New Paltz, which includes:

- Evidence of the need for improvement (per an abundance of qualitative data, i.e., low NSSE scores, student opinion surveys, ranking at the bottom among SUNY comprehensive colleges, etc.);

- National evidence that effective academic advising is central to student learning and student success; and

- The College's vision for academic advising (as outlined in the Strategic Plan), embracing advising as an activity that facilitates learning.

First stage developments included a revised mission statement, goals, objectives, and intended learning outcomes for the general advising unit. The implementation of a case management model for advising within the OAA and the SoE, which is consistent with New Paltz's institutional values for a personalized student experience, supports the goals outlined in the Strategic Plan, as well as the goals for SUNY's Completion Agenda. Subsequent developments included the revitalization of the summer FY advising program that introduced a developmental model, including intended student learning outcomes, the recruitment of faculty who have demonstrated the ability to engage first-year students, and pre-orientation overviews/trainings for all faculty advisors. This resulted in the highest FY orientation student survey results (advising & registration component) in recent years. We continue to focus on improving the transfer advising process, which, based on best practice, calls for clear partnership with the academic departments.

Simultaneously New Paltz received a PIF grant to assist in the implementation of the Starfish Student Success Platform, to foster a campus-wide culture of student success in support of institutional priorities and goals consistent with the Completion Agenda.

A combination of first-year progress, institutional support, and the College's strong academic core bolstered New Paltz's EAA application. As a result, New Paltz was selected in late summer 2018 as one of 12 institutions nationally to participate in the Excellence in Academic Advising (EAA) initiative, offered jointly by two leading organizations in the field (NACADA, John Gardner Institute for Excellence in Undergraduate Education).

Prelim recommendations from the self-study affirm the need for a more coherent and effective college-wide advisement model, the prioritization of faculty advisor resources and professional development opportunities, structures to foster improved communication among advising units, an institutional mission statement for advising along with SLOs, and explicit and formalized rewards structures related to faculty promotion. The goal is to design a student-centered advising program that is congruent with New Paltz's institutional mission, its values, and its high-quality learning environment.

Context: New Paltz's Advising Program

SUNY New Paltz, a comprehensive four-year public university, has an undergraduate enrollment of ~6700 (primarily residential) students. Students are enrolled in the College's five schools. The College employs a split/shared model for advising, with declared students advised by faculty advisors within the School of Fine & Performing Arts, the College of Liberal Arts & Sciences, and the School of Science & Engineering. The Schools of Business and Education have embedded advisors (2 FTE, 1 FTE, respectively).

The College's general advising unit, the Office of Academic Advising (OAA), is naturally positioned to serve as a hub for academic advising at New Paltz. The office partners with the academic departments in support of sound educational planning and timely degree completion for all undergraduates, from matriculation to graduation. The OAA's general advisors are primarily responsible for advising undeclared students while faculty advisors are responsible for advising declared students in their respective major. The OAA collaborates

with the academic departments in clarifying College policies, procedures and curricular requirements for all students. This partnership extends to supporting student learning and persistence via the Starfish student success platform. In this way, the College assures that each undergraduate is connected to a primary role advisor from entry to graduation.

The OAA is also responsible for supporting faculty in advising efforts. To that end, an OAA liaison is assigned to each academic department to facilitate communication and effective collaboration between the general advising office and the academic areas/faculty advisors.

The driving theme of the EAA Task Force recommendations is the enhancement of the student learning environment and overall student experience through improved academic advising.

The New Paltz EAA progress timeline:

Fall 2018	EAA overviews and information sessions (in the FDC)
	Invitations to participate in the self-study process
Spring 2019	Working groups commence self-study ("Nine EAA Conditions of Excellence")
	EAA Working Group Summit May, 9th
Summer 2019	Ad hoc sub-group, draft advising institutional mission statement and SLOs
Early Fall 2019	EAA Campus Retreat, September 18th
Late Fall 2019	Completion of Condition Reports
January 2020	NACADA Consultant, Dr. Melinda Anderson, facilitates two on-campus sessions: "Advising as Teaching" and "Supporting Our Next Generation of Scholars"
Early Spring 2020	Gathering of EAA Self Study Task Force members to review top recommendations and align with institutional priorities; suggest next steps
Spring 2020	Complete EAA Self Study Final Report
Summer 2020	Final EAA Community of Practice, inaugural cohort, July 16th, 2020

Section 4: Recommendations for Action

Initial, summary recommendations were provided by EAA Fellow, Dr. Kimberly Smith, based on her presentation and involvement at the EAA Campus Retreat on September 18th, 2019. After reviewing the nine (9) years of institutional data, the faculty and student surveys, and the progress to date of the nine (9) Working Groups, Dr. Smith recognized the strong institutional metrics in the areas of retention and graduation, higher than the national

average, with narrow achievement gaps between student cohorts. That said, Dr. Smith looked to the data, which suggested that New Paltz is far and away a top choice for all students as they entered the institution. She then posed the following questions for the group to consider:

- Knowing that New Paltz is far and away the first choice for all incoming students, why then does there remain an achievement gap between White and underrepresented students at the institution?

(Based on the data examined, White students averaged a 4-year graduation rate of 62%, with a 5-year graduation rate of 73.6%. Hispanic/Latinx students averaged 45% (4-year) and 65.32% (5-year), while Black/African American students averaged 49% and 66.6%, respectively.)

- Do gaps exist for other sub-populations?

- What best practices have been identified nationally to address these gaps in achievement?

- Why is there a gap in retention/persistence rates between underrepresented students at New Paltz?

- What are the major contributors to lower retention/persistence rates?

- What best practices have been identified nationally to address these retention/persistence rates for impacted populations?

Dr. Smith's recommendations included:

- Establishing a senior leadership position with institution-wide responsibility for advising (i.e., accountability, coherence, effectiveness)

- Professional Development and Training, with a focus on the 3 components of advising (per NACADA's Core Competencies for Advising)

Core competencies in the **Conceptual component** (concepts academic advisors must understand) include understanding of:

1. Theory relevant to academic advising.

2. Academic advising approaches and strategies.

3. Expected outcomes of academic advising.

4. How equitable and inclusive environments are created and maintained.

Core competencies in the **Informational component** (knowledge academic advisors must master) include knowledge of:

1. Institution specific history, mission, vision, values, and culture.

2. Curriculum, degree programs, and other academic requirements and options.

3. Institution specific policies, procedures, rules, and regulations.

4. Legal guidelines of advising practice, including privacy regulations and confidentiality.

5. The characteristics, needs, and experiences of major and emerging student populations.

6. Campus and community resources that support student success.

7. Information technology applicable to relevant advising roles.

Core Competencies in the **Relational component** (skills academic advisors must demonstrate) include the ability to:

1. Articulate a personal philosophy of academic advising.

2. Create rapport and build academic advising relationships.

3. Communicate in an inclusive and respectful manner.

4. Plan and conduct successful advising interactions.

5. Promote student understanding of the logic and purpose of the curriculum.

6. Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.

7. Engage in ongoing assessment and development of self and the advising practice. [4]

Dr. Smith suggested that New Paltz's current strengths for academic advising exist within the Informational component. Further, she emphasized the importance of connecting everything we do to the mission and vision for advising, and suggested we determine the effectiveness of the existing advising model.

There were significant overlap in the recommendations for improvement that came out of the self-study. Principle recommendations from the self-study include:

1. **Campus-wide Advising Council**

Establish a campus-wide advising council to bring to light and address common concerns, share best practices, recommend advising policies, etc. The council would include both faculty and primary-role advisors and would include representatives from all of the offices that support the advising process as well as the schools and colleges that make up the institution. The purpose of the Advising Council would be to promote the coordinated exchange of information and resources to facilitate effective academic advising in support of the College's strategic planning goals.

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[4] NACADA: The Global Community for Academic Advising (2017). NACADA Academic Advising Core Competencies Model. Retrieved from https://nacada.ksu.edu/About-Us/NACADA-Leadership/Administrative-Division/Professional-Development-Committee/PDC-Advisor-Competencies.aspx

2. Campus & Administration Support for Advising

Support from administration in terms of not only resources to support its advising mission, but also consistent language supporting the role of advising regarding its strategic plan and its commitment to student success (i.e., articulating the goal for a clear academic advising plan that centers diversity, equity, and inclusion). Address faculty workload issues by explicitly situating academic advising within frameworks for reappointment, tenure and promotion; exploring ways to expand DSI & DSA criteria to include academic advising; align advisor awards with NACADA's guidelines for recognizing outstanding advising.

3. Institutional Mission Statement for Advising & Student Learning Objectives

Create a clear and concise definition of academic advising that describes specific goals (Learning Outcomes) for the advising process. Develop an advising mission statement for the college situates advising as an integrative process that facilitates learning by involving faculty, professional advisors, and students. In conjunction with the creation of a campus wide mission for advising, we also believe that advisors (faculty and professional) and students would benefit from clear goals for the process (i.e., advising syllabus). These goals together with rights and responsibilities, would be published and communicated so that it is made clear as to what the mutual expectations are for both the student and advisor role. These goals would be discussed and made clear to students as early as new student orientation (transfer and first-year).

4. Recognition and Reward System for Faculty Advising

Participating faculty have expressed that institutional support for advising remains unclear. Therefore, it is recommended that advising be explicitly situated within frameworks for reappointment, tenure and promotion (RTP). The College may wish to explore ways to expand DSI & DSA criteria to include academic advising. Recognition of advising excellence should be institutionalized, perhaps through alignment with NACADA's guidelines for recognizing outstanding advising.

5. Institutionalize Advisor Professional Development and Training

Cultivate a culture of learning and support around advising practices based in ongoing professional development. Professional development should connect with the mission and vision for advising and draw NACADA's three components for advising: the Conceptual, the Informational, and the Relational components. Programming could be developed and offered by the Advising Council in the Faculty Development Center.

Follows is a complete list of recommendations from the 9 Condition Committees as part of the self-study process:

1.   Institutional Mission Statement - High Priority
Create a clear and concise definition of academic advising that describes specific goals (Learning Outcomes) for the advising process.

2.   Faculty Support for Advising Service - High Priority

Creation of a formalized system in which faculty advisors are shown how they are acknowledged for the advising they provide to students. The advising mission statement needs to be supported at the highest levels to show how the institution values advising. The support can be demonstrated via compensation, recognition, training, etc.

3.   Unit Level Support of Academic Advising - Medium Priority

All Departments, schools and units should have a statement on the importance of academic advising in their respective areas. Departments should clearly define the roles and responsibilities of major advisors in the advising process to provide clear and consistent advising.

How does a department's advising mission relate to the institutional mission statement?

4.   Professional Development and Training - Medium Priority

The institution can explicitly offer opportunities for continued development for professional and faculty advisors.

5.   Institutional Mission Statement for Academic Advising - High Priority

Develop an advising mission statement for the college that will situate advising as a learning activity involving faculty, professional advisors, and students.

6.   Institutional Support for Faculty Advising - High Priority

Address faculty workload issues by explicitly situating academic advising within frameworks for reappointment, tenure and promotion. Expand DSI & DSA criteria to include academic advising.

7.   Student Learning Objectives - High Priority

Develop consistent SLOs in all units and departments that utilize faculty and/or primary-role advisors.

8.   Advising Syllabi - Medium Priority

Support campus-wide adoption of academic advising syllabi that have both common and department-specific elements. Use templates to create interactive pages for advisors and their students.

9.   Culture of Support for Academic Advising - High Priority

Nurture a culture of support for academic advising that includes professional development. Build a reward structure for excellence, and recognize advisors (for example, advisor of the month) on webpages, and at faculty meetings.

10.   Advising Council - High Priority

Establish a campus-wide advising council to bring to light and address common concerns, share best practices, recommend advising policies, etc. The council would include both faculty and primary-role advisors.

11.   Communication channels - Medium Priority

Reinforce institutional commitment to advising through communication that flows through the channel of provost-deans-faculty as well as through the Office of Academic Advising.

12.   Create a Career Ladder - Medium Priority
Have a ladder that shows how one can move up in their advising role. What is needed, what needs to be demonstrated (this ties back into reward)
One for faculty, one for "primary" role advisors?

13.   Faculty advisor development - High Priority
When faculty are on boarded as advisors, training needs to be provided to the new advisor. ie. Progress report, registration release, GE.
a.   OAA and major departments should collaborate and discuss what is important for the institution to facilitate new advisor trainings.
b.   Provide a list of the different types of advisors and definitions to new advisors and campus in general. (Major advisor/primary advisor/transfer advisor/faculty advisor, GEN, ACAD, etc).
c.   New faculty hires should not have advisees during their first year and advisee loads should be capped at 20 for second year.—Implement rules/procedure for the entire campus to follow in regards to caseloads and when/who should be advising students.
d.   The major advisor should be a professor in the student's major and of a class they are taking during the time of assignment. Can help to create a more natural and comfortable relationship.

14.   Recognition and Reward system - Medium Priority
Excellence in advising award for a faculty member and a "primary" role advisor at the end of each year (May). Awards could go to those that went above and beyond in advising their students. This award could operate similar to that of the presidential awards that are given out to CSEA staff. Perhaps the nomination system could be mostly student based.

-Have an advisor Kudos box where an advisor is selected each month we have a faculty gov meeting and that person is highlighted through the reports that are sent out via email.

Having some sort of reward structure could improve morale around advising students and give more meaning to advising students when their own students are recognizing them.

15.   Campus/Administration support for campus wide advising mission - High Priority
Support from administration in terms of not only resources to support its advising mission, but also consistent language supporting the role of advising regarding its strategic plan and its commitment to student success.

16.   Create a position to oversee the entire advising process - High Priority
There should be person designated to this initiative.

17.   Promotion and Tenure responsibilities revised - High Priority
Faculty will need to have advising explicitly stated as part of service with a percentage of responsibility in one of the requirements for PT.

18.   Uniform Advising Mission Statement - High Priority
Have the advising mission statement submitted to faculty governance. Once the draft is developed by faculty affairs committee then the entire body can vote on it and accept it.

19.   Uniform Advising Training Program - High Priority

Need to have uniform training once a year for new faculty and professional advisors. Need to have refreshers once a year for updates to any academic information that effects advising information and approach.

20.   Data Collection - Low Priority

After reviewing the surveys it was noted that the word "advisor" does not differentiate between a faculty advisor and a professional advisor. This would be helpful in the data collection. It was also suggested to categorize by school as well.

21.   Faculty Recognition - High Priority

The institution does not formally recognize faculty's participation in advising.

22.   Central location for Data Collection - Low Priority

There are many surveys that the Institution conducts. It would be helpful if the date collected from these surveys be in one central location for everyone to access.

23.   Use of Data - Medium Priority

Understanding how data can inform advising would be useful when developing the advising training program for the institution.

24.   Transfer Mobility Advisor - Medium Priority

Send an Academic Advisor from SUNY New Paltz to have regular advisor meetings with students at our primary sending community colleges (Orange, Ulster, and Dutchess). Nearly half of the New Paltz transfer students come from these community colleges. We also know that many of our transfer students always intended to attend SUNY New Paltz. A transfer mobility advisor could help to ease the transfer and application process, better prepare incoming students for their academic experiences at New Paltz, and help transfer students to feel more supported in their transition to the institution.

The transfer advisor would discuss an overview of SUNY New Paltz, major and career exploration, How to apply to SUNY New Paltz and requirements for the application and majors on campus, Course recommendations for upcoming semesters to prepare for transfer, Evaluation of transfer credits, as well as AP/IB/CLEP evaluations, Transfer policies at SUNY New Paltz, Academic concerns, Connection to campus resources and other areas of interest at SUNY New Paltz.

25.   Clear Outline of Resources - High Priority

Student surveys referenced not knowing who to go to, being sent to the wrong offices, no one being able to help them, etc. To address this, we recommend a website that allows students to ask the question "Where do I go for _____?" that provides clear answers for who to talk about transfer credits, holds, study abroad, leave of absence, clearance for registration, etc.

Follow-through with Office of Academic Advising and Center for Student Success Comprehensive Marketing Vision to create better resources for professional and faculty advisors across campus. These website upgrades would also provide information to students about Starfish, advisor roles, first-year and transfer resources, etc.

Training for advisors across units to ensure that students are properly referred to the correct resources

26.   Communicate the Value of Advising - High Priority
Annual Reports should have a dedicated space after the numbers "chart" in which faculty could be encouraged to report advising best practices such as: average time spent with each advisee, training or workshops attended that relate to advising, innovations or ideas the faculty has used to improve their advising.

Create some kind of "Excellence in Advising" award for faculty and also staff (student affairs, Advising center staff, coaches) that could be awarded at the final faculty meeting. Just another public way to say that it matters, and for those faculty and staff to include their efforts in applications for salary increase, promotion, etc. This should be a nomination process led by students and student affairs, NOT other faculty members.

In DSI applications, there should be a dedicated section of the guidelines that addresses advising best practices and asks the faculty to address what they are doing in terms of advising.

The RTP dossiers should include a section for advising.

27.   First-Year Experience Course - High Priority
A first-year experience course would help to connect students with resources on campus and a clearer understanding of the role those resources play in their experiences.

This would also create opportunities for collaboration across offices and divisions.

The course could include a clear plan for helping students understand advising and registration.

If the courses were tied to the major, it would give students a better sense of academic planning for their intended major.

For undeclared students, it would give students a broader sense of their opportunities and major/course exploration on campus.

It could also create opportunities for upperclassmen to serve as teaching assistants or peer mentors and provide valuable leadership opportunities for students.

This course could also address research shared at the Assessment workshop on first-generation students who consider leaving New Paltz early in their first semester because they do not know where to go, and do not feel connected to campus.

28.   Campus Wide Advising Council - High Priority
The Campus Wide Advising Council is referenced in several evidence library documents. We

recommend and support the development of this council to provide ongoing feedback, collaboration, and communication with advisors from across campus.

29.   Tools for Advisors - High Priority
We recommend the development of tools to help all advisors (faculty and professional) in their roles as academic advisors on campus.
These tools include an outreach calendar, checklists, and an advising syllabus.

Develop a checklist and calendar that can be used for faculty advisors across campus to share information with advisees as a pre-advising outline. It would allow students to better prepare for their meetings on registration.

Include recommendations for resources to connect students with.

Include other outreach recommendations throughout the semester: introduce yourself to your advisor, use academic support services, start planning for the future, etc.

Mirror the information in the OAA outreach and communication plan to share timely academic deadlines and information with students.

Develop a customizable advising syllabus that professional and faculty advisors could use to establish expectations and boundaries with advisees. It could include the mission, SLOs, contact information and scheduling expectations. Information about academic policies and where to find accurate information, academic support resources. It should include information about how to prepare for advising meetings.

We also support the addition of new advisor training materials in progress from Financial Aid. With the implementation of Student Outcome Tracking (SOT), they are developing a training resource for advisors to understand the financial implications of academic decisions. It also will show students when they are making academic decisions that may impact their financial aid. This is in progress already and we support the inclusion of this in the creation of advising materials for all advisors.

30.   Advisor Recognition - High Priority
This is simply put...an Award for Advisors, Advising offices OR even both.
This needs to be done with the understanding that recognition and appreciation serve as a a great motivator!

This can be data driven (graduation/retention rates), anecdotal or both. There needs to be recognition given to offices/individual advisors for a "Job Well Done." This is extremely important as time as surpassed and the budget grew to be tighter and tighter every year. With this, the job of three, easily became the job of 1 and in a number of instances, without financial compensation. An award not only serves as encouragement and motivation while working under those conditions, but reinforces the premise to the advisor that the institution sees what they do and appreciates the role that they play in the success of their students...especially in times of questionable moral within the campus community. Advising

has a huge effect on graduation and retention rates and institutions are just coming to that realization.

I would recommend the following offices and people to be considered in this recognition:

Professional Advisors
Faculty Advisors
Professional Advising Offices

31.   Communication is Key - High Priority
For decision making purposes, consideration to be inclusive of Professional Advisors (all or representatives from each office) when implementing advising policies or implementing changes that directly affect advisors and advising practices must be considered.   Too many times, policy or advising practices have been implemented without the sincere consideration or input of the "grass roots" Advisors only to discover that new practice can cause either more problems or a different set of problems than the original practice.

32.   Advising included as a component of evaluation for Faculty Advisors - High Priority
At this point, Advising is included as a practice for all Faculty Advisors, but it is not a tool that is used in the full performance evaluation as a tenure track faculty member. There are numerous obligations required of Faculty members and Advising is implemented as one of them, however, it is easily eluded as it is not included for tenure or the annual evaluations. This is problematic in two ways:
When inundated with work obligations, this will be one of the first to be delayed or even not done properly.
2. Those who do this performance and do it well, are rewarded with having even MORE advisees requesting to see them...it definitely upsets the balance of Faculty Advisors and their caseload of advisees.

33.   College-Wide Advising Mission Statement, Goals, and Student Learning Outcomes - High Priority
Creation of College Wide Mission Statement for Advising and supporting the various units in formulating SLO's, advising guidelines, and resources that are specific to their needs and department goals.

Articulate SLOs that are relevant for advising at every level (first-year, sophomore, etc.)

Support for academic departments in the development of SLOs relative to advising for their students.

In conjunction with the creation of a campus wide mission for advising, we also believe that advisors (faculty and professional) and students would benefit from established goals for the process. These goals together with rights and responsibilities, would be posted in departments, advisor offices, and other high traffic areas on campus so that it is made clear as to what the mutual expectations are for both the student and advisor role. These goals

would be discussed and made clear to students as early as new student orientation (transfer and first-year).

34.   Academic Advising Advisory Board - High Priority
The advisory board would have representatives from all of the offices that support the advising process as well as the schools and colleges that make up the institution. The board would work with stakeholders across campus to draft a campus mission statement, formulate student learning outcomes (SLO) for academic advising, and prepare a strategic plan for implementation of the support necessary to insure greater consistency in advising.

35.   Required Meetings for At-Risk Students with Primary Role Advisors - High Priority
College Withdrawal and Leave of Absence Exit Interview: Students who are thinking of or who have decided to transfer out of New Paltz should meet with an Academic Advisor in the Office of Academic Advising for an exit interview. There could be certain questions developed that advisors can ask so that we have a better understanding as to why students want to leave (temporarily or permanently) and hopefully assist them in a way that can support their continued success at New Paltz. The college will also have data that will support campus wide retention initiatives.

Readmission Advising Meeting: All students who have been readmitted to New Paltz should be identified and referred to the Office of Academic Advising for a meeting before the official start of the semester. This meeting should take place after advisement by their department so that the advisor and the student can discuss their upcoming semester, possible challenges, and available campus resources. Since all students are assigned to an OAA advisor anyways, this is a great opportunity for students to meet with their advisor and begin building their relationship early on.

Students Dismissed From Majors: Students who have been dismissed from their major because they have not met the minimum requirements should have to meet with an advisor in the Office of Academic Advising before officially declaring a new major or returning to an undeclared status. This meeting will not only assist them in reviewing their options by identifying interests, strengths and career goals, but it will also include a discussion about what success means to them. There may be more issues that the student is facing (organization, time management, motivation, personal struggles, etc.) that an OAA advisor can help identify and support them to make positive changes for success.

36.   Develop an Advising Syllabus - High Priority
This advising syllabus is a resource that will be established to support timely advising needs for all students, no matter where they are in their educational journey. The main goal for the resource is for it to be a collaborative document that identifies requirements, topics and recommendations for both the faculty and the student to refer to as they progress into a major and/or through a major. Each department would have the ability to customize their syllabus to meet the needs of their curriculum and student population. Some examples of items to be included in the syllabus include: study abroad options, when and why to utilize the Career Resource Center, internship and/or research opportunities, and discussions around graduate school requirements. The creation of a department syllabus could be

supported by working with OAA liaisons during department meetings, collaborative working groups in the Faculty Development Center or members of the soon-to-be created Academic Advising Counsel.

This could also include recommendations for tailoring the syllabus to meet the needs of students at different years in college. It should also include best practices for faculty and professional advising for students.

37.   Advisor Training for New Faculty and Ongoing Development Opportunities for Advisors - High Priority
The goals of this training would be to introduce faculty to the nuts and bolts and the process of advising at New Paltz. The topics discussed in this orientation could include the following: an overview of the advising mission and the goals of advising (role of the advisor and role of the student), suggestions on how to discuss the goals of a liberal arts education, an overview of the GE curriculum(s), and methods for providing individualized/holistic support. Delivery of this information could happen in person, at department meetings (by OAA liaison), in sessions offered at the FDC or online (to be completed by faculty at their own pace).

There should also be opportunities for ongoing professional development around advising practices for all advisors.

38.   Administrative Improvements to Advising - High Priority
Mandatory advising for double majors

Clear Communication with Admissions Regarding Pre-Majors and Seamless Transitions into Intended Majors: There needs to be clear communication with admissions in regards to when students are accepted to the college as pre-majors and if students are made aware of this. Does the department decide and dictate if students are admitted as pre-majors?

Advisor Approval for Graduation Application: Students no longer have to have an advisor sign off on their application to graduate. We believe and see the importance of students meeting with their faculty advisor to discuss the possibility of graduating before the submit their application to Records and Registration. This is an important step because it will help ensure that students have met their degree requirements and give the advisors the opportunity to discuss career plans and goals with their students.

Entry Requirement Communication: Most first-year students are accepted to the college as undeclared or pre-major status even if they indicate an intended major on their application. We believe that students should be made aware of this fact and provided with the entry requirements to their "intended" major once they have been accepted to the school.

Universal Advisor Assignment Procedure for Transfer Students: One of the biggest transition issues that transfers face is getting "lost in the shuffle" and not being assigned an advisor. One solution could be a universal system or procedure for all departments to follow that will insure that all students are assigned to an advisor in their major before the start of the

semester. This is something that the future advising counsel could work on and develop so that it works with the various needs of all departments.

39.   Equity, Inclusion, and Diversity Training for Advisors - High Priority
Training for advisors on Diversity, Equity, and Inclusion including:

Information for how to have conversations with students that create a comfortable and safe environment

Information on being sensitive and proactive around diversity, equity, and inclusion

Identities to consider: disability; age (non-traditional/adult learners); race; cultural identity; ethnicity; nationality; family educational history (e.g., first generation to attend college); political affiliation; religious affiliation; sex; sexual orientation; gender identity and expression; marital, social, economic, veteran status, language (English Language Learners/ESL students)

Growth mindset education- research shows that faculty who approach students with a growth mindset see more academic success in their students, particularly in students of color

Training faculty on campus resources to support students to address the campus run-around and support students in their diverse experiences. This should include when to see specific offices, but also information about the Educational Opportunity Program, Office of Veteran & Military Services, Disability Resource Center, AMP & CSTEP, Scholar's Mentorship Program, LGBTQ Coordinator, Office of Compliance and Campus Climate)

Provide faculty with a course release every few semesters where they would be required to complete trainings on advising (along with other required trainings like the web security, domestic violence and campus violence, etc.).

Trainings and Information on Assistive Technology for Students and Advisors Share information with students about assistive technology available to them as students and how those may apply to their role as a student Assistive technology for all students (universal design concepts) not just students with disabilities. By training advisors in this area, they will be better able to support students in learning about their options and creating more accessible classrooms and academic settings. Website and programs on Assistive Tech for people to peruse

We support recommendations for trainings included in the Diversity and Inclusion Council report from 2017

These recommendations align with the CAS standard that Academic Advising Programs must: provide personnel with diversity, equity, and access training and hold personnel accountable for applying the training to their work.

40.   Recruit and Retain Diverse Advisors - High Priority
We should recruit and retain a diverse group of academic advisors (both professional and faculty) who are representative of the diverse student population that New Paltz attracts. We support recommendations in the Diversity and Inclusion council report from 2017.

Consider also hiring a bilingual Academic Advisor in the Office of Academic Advising.

41.   Addressing Cultural Capital and the "Campus Runaround" - High Priority
We believe that cultural capital plays a role in student's ability to access and utilize campus resources related to academic advising. The Council for the Advancement of Standards says: Academic advising programs must ensure physical, program, and resource access for all constituents. As the student survey showed concerns about the "campus runaround" and not know who to ask for help, this may be magnified in groups with unique barriers to success. By developing clearer web resources and clearer training for faculty, all students may find it easier to know who to talk to and when throughout their academic careers.

Develop a page that is accessible to students, faculty, and staff that helps to clearly define the roles of the different advisors on campus. Explore changing the terminology to make it clearer- fewer people with the title "Advisor." Oftentimes, they are used interchangeably, and this can lead to confusion. Examples: Major Advisor, Minor Advisor, EOP Advisor, General Advisor, Academic Advisor, Peer Advisor

A page that allows students to ask "Who do I go to for_____?"

These recommendations are consistent with the CAS standards recommendation that Academic Advising Programs must: modify or remove policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities .

42.   Recognition for Advisors Related to Equity, Inclusion, and Diversity - Medium Priority
Communicate the value of academic advising in the student experience. Develop an award for Excellence in Academic Advising awarded to advisors who are excellent at advising with a special emphasis on advisors who are sensitive to diversity, equity, and inclusion. Increasing recognition for this in a public space could draw attention to this topic and encourage advisors to think about the ways in which diversity, equity, and inclusion influence their advising practice. It also further showcases commitment from top administration.

43.   Integration of Technology to Make Information Accessible - Medium Priority
Integrate systems so that it is easy for students to find information such as office hours, contact information, scheduling, etc.

The information listed will also benefit faculty in communicating with their students (for instance, the office hours in Starfish could be automatically populated with the information listed in my.newpaltz)

When making appointments: Include a way for students to include information about accommodations they may require in meeting with their advisor. Some students may not be

able to access offices or have other ability concerns.

Communicate preferred names and pronouns to advisors prior to first meeting with students. Include pronouns and preferred name on progress report or advising caseload information/starfish. The campus has several accommodations and system capabilities to use preferred names over legal names, apply in academic advising settings with faculty and professional advisors.

44.   Develop a Clear Academic Advising Plan - High Priority
A clear academic advising plan would help to define the roles and responsibilities of the many people on campus with the title of "advisor." It should also show a clear commitment to diversity, equity, and inclusion in support of students with unique barriers to success and/or those from underrepresented backgrounds.

It should also include clear connections to other offices on campus doing diversity work including: EOP, SMP, AC2, Disability Resource Center, Office of Veteran and Military Services, Title IX, Human Resources Diversity and Inclusion, Stepping Into Diversity, Library, LGBTQ Coordinator

These recommendations are consistent with the CAS standards recommendation that Academic Advising Programs must: establish goals for diversity, equity, and access; foster communication and practices that enhance understanding of identity, culture, self-expression, and heritage

promote respect for commonalities and differences among people within their historical and cultural contexts

address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices; foster communication and practices that enhance understanding of identity, culture, self-expression, and heritage

promote respect for commonalities and differences among people within their historical and cultural contexts

address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices; foster communication and practices that enhance understanding of identity, culture, self-expression, and heritage

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promote respect for commonalities and differences among people within their historical and cultural contexts

address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices; foster communication and practices that enhance understanding of identity, culture, self-expression, and heritage; promote respect for commonalities and differences among people within their cultural and historical context; address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices

45.   Creation of realistic 8-semester plans - Medium Priority
Enhance already existing 8-semester plans to make them more realistic to the students we serve using degree works in conjunction with Starfish.

46.   End user input of technology - Medium Priority
Include end users (students, faculty and staff) during the selection and discussion of adding new advising technologies or enhancing existing advising technologies.

47.   Improve and Provide training to students/faculty/staff - High Priority

Improve training for advising technology to faculty and staff. Offer/provide training to students about technology that can help them complete their degree and assist with advising appointments.

Section 5: Discuss Strategies for Implementing the Recommendations

The proposed recommendations will require thoughtful development and implementation. Given the COVID-19 situation and the transition in senior leadership, as well as the need to consult with the many campus constituencies, it is recommended that a 1-year task force be developed to support the project's effective transition from the planning phase to its implementation phase.

Excellence in Academic Advising (EAA)/Student Success Task Force (1-year)

The EAA/Student Success Task Force would provide the essential leadership and overall support necessary to effectively transition from the EAA's planning phase (e.g., EAA Self-Study/task force based assessment) to the implementation of the EAA Action Plan for Improvement. The task force would develop and monitor the early implementation of the EAA Plan in a manner that is consistent with the College's strategic initiatives and priorities, and communicate and disseminate progress reports to the community and identified stakeholders.

Proposed charged for the EAA Task Force:

- work with the task force co-chairs to review the EAA Self-Study as reflected in the Comprehensive Report to inform the implementation of the EAA Action Plan for improving the College's academic advising program;

- ensure that EAA efforts are aligned with the College's: 1) current reaffirmation of accreditation efforts, including quality improvement projects; 2) institutional strategic planning processes, and 3) other related strategic student learning and success efforts at the institution;

- prioritize the improvement of student retention and degree completion, particularly for student cohorts from historically underrepresented backgrounds, through an institution-wide academic advising delivery system;

- communicate progress to key stakeholders, including faculty, staff, and students on a regular basis; and

- develop recommendations for the oversight and ongoing assessment of the College's academic advising program in a manner that is consistent with the goals of the

Excellence in Academic Advising initiative, the college mission, values, and strategic initiatives.

Sample task force composition:

- o Chief undergraduate education officer

- o Persons with supervisory experience in academic affairs administration

- o Academic leaders (associate deans) from the schools, department chairs, student affairs officer/staff and learning center support staff, as appropriate

- o Persons responsible for academic advising, instructional development, and/or teaching effectiveness

- o Academic governance leaders

- o Director of the teaching and learning center

- o Institutional research staff

- o Primary role academic advisor and representatives from student success and student affairs staffs

- o Faculty and/or staff who advise students and/or assist with academic interventions

The Task Force can reference individual Condition Committee reports (available on the EAA online platform through December 31st, 2020), as each report contains significant detail and guidance to inform implementation.

Section 6: Sources of Evidence

Doc #	Title	Condition	Author	URL

1	CAS standards for Academic Advising.pdf	Institutional Commitment; Learning; Advisor Selection and Development; Improvement and the Scholarship of Advising; Collaboration and Communication; Organization; Student Purpose and Pathways; Equity, Inclusion, and Diversity; Technology Enabled Advising		https://eaa.jngi.org/d/49f62-9260/cas-standards-for-academic-advising.pdf
2	Middle States Standard 4	Institutional Commitment; Learning; Advisor Selection and Development; Improvement and the Scholarship of Advising; Organization; Equity, Inclusion, and Diversity; Technology Enabled Advising		https://www.msche.org/standards/#standard_4

| 3 | NSSE14 Topical Module - Academic Advising (New Paltz).pdf | Institutional Commitment; Learning; Advisor Selection and Development; Collaboration and Communication; Organization; Student Purpose and Pathways; Technology Enabled Advising | | https://eaa.jngi. org/d/c4c7b- 9262/nsse14- topical-module-- academic- advising-new- paltz.pdf |
| 4 | Student Opinion Survey - Comparison 1997_2015 Report.xlsx | Institutional Commitment; Learning; Advisor Selection and Development; Improvement and the Scholarship of Advising; Collaboration and Communication; Organization; Student Purpose and Pathways; Technology Enabled Advising | | https://eaa.jngi. org/d/6c71c- 9263/student- opinion-survey-- comparison- 19972015- report.xlsx |

5	creating-conditions-advising-redesign.pdf	Institutional Commitment; Advisor Selection and Development; Improvement and the Scholarship of Advising; Organization; Student Purpose and Pathways; Technology Enabled Advising		https://eaa.jngi.org/d/a6f6a-9264/creatingconditionsadvisingredesign.pdf
6	advising-redesign-foundation-transformative-change.pdf	Institutional Commitment; Learning; Advisor Selection and Development; Improvement and the Scholarship of Advising; Organization; Student Purpose and Pathways; Technology Enabled Advising		https://eaa.jngi.org/d/7d37c-9265/advisingredesignfoundationtransformativechange.pdf
7	what-we-know-technology-mediated-advising-reform.pdf	Institutional Commitment; Advisor Selection and Development; Improvement and the Scholarship of Advising; Organization; Technology Enabled Advising		https://eaa.jngi.org/d/51a00-9266/whatweknowtechnologymediatedadvisingreform.pdf

8	Driving Toward a Degree: The Evolution of Planning & Advising in Higher Education	Institutional Commitment; Advisor Selection and Development; Improvement and the Scholarship of Advising; Organization; Technology Enabled Advising		http://tytonpartners.com/tyton-wp/wp-content/uploads/2015/08/Tyton_PlanningAdvising1.pdf
9	Millers 16 Factors for restructuring academic advising programs.pdf	Learning; Advisor Selection and Development; Improvement and the Scholarship of Advising; Organization; Technology Enabled Advising		https://eaa.jngi.org/d/cf3df-9268/millers-16-factors-for-restructuring-academic-advising-programs.pdf
10	OAA_17_18_Assessment_Plan_dc.final_12.03.17.pdf	Institutional Commitment; Organization; Student Purpose and Pathways		https://eaa.jngi.org/d/9c77f-9269/oaa1718assessmentplandcfinal120317.pdf
11	NSSE_Advising_Webinar.pdf	Institutional Commitment; Learning; Advisor Selection and Development; Organization	Amy Ribera, NSSE	https://eaa.jngi.org/d/d10b1-9270/nsseadvisingwebinar.pdf

12	Student Survey Sp 18 Qualitative Results (n=301).pdf	Institutional Commitment; Learning; Advisor Selection and Development; Improvement and the Scholarship of Advising; Collaboration and Communication; Organization; Student Purpose and Pathways; Equity, Inclusion, and Diversity; Technology Enabled Advising		https://eaa.jngi.org/d/80ee2-9271/student-survey-sp-18-qualitative-results-n301.pdf
13	Student Success Plan 17_18 final dc.pdf	Institutional Commitment; Collaboration and Communication; Organization; Student Purpose and Pathways; Technology Enabled Advising		https://eaa.jngi.org/d/7d837-9272/student-success-plan-1718-final-dc.pdf
14	Student Opinion Survey - Comparison 1997-2018 preliminary.xlsx	Institutional Commitment; Advisor Selection and Development; Improvement and the Scholarship of Advising; Organization; Student Purpose and Pathways		https://eaa.jngi.org/d/429fe-9273/student-opinion-survey--comparison-19972018-preliminary.xlsx

15	Campus Strategic Plan	Institutional Commitment; Learning; Advisor Selection and Development; Improvement and the Scholarship of Advising; Collaboration and Communication; Organization; Student Purpose and Pathways; Equity, Inclusion, and Diversity; Technology Enabled Advising		https://www.newpaltz.edu/media/institutional-effectiveness/strategic_plan_2013_final.pdf
16	Senior Survey 2013 through 2018	Institutional Commitment; Learning; Advisor Selection and Development; Improvement and the Scholarship of Advising; Collaboration and Communication; Organization; Student Purpose and Pathways; Equity, Inclusion, and Diversity; Technology Enabled Advising		https://eaa.jngi.org/d/f9560-9393/trend-report-senior-survey-20132018.xlsx

17	Campus EAA announcement 11.14.18 Provost & Dante.pdf	Institutional Commitment; Organization		https://eaa.jngi.org/d/18d72-9461/campus-eaa-announcement-111418-provost--dante.pdf
18	Provost's Report Dec 2018.pdf	Institutional Commitment; Organization		https://eaa.jngi.org/d/feec6-9462/provosts-report-dec-2018.pdf
19	SUNY NP EAA Press Release Oct 2018.pdf	Institutional Commitment; Organization		https://eaa.jngi.org/d/3aeff-9463/suny-np-eaa-press-release-oct-2018.pdf
20	1.15.19 Academic Advising and Student Success_staff roles, areas of responsibility.pdf	Institutional Commitment; Collaboration and Communication; Organization; Student Purpose and Pathways; Equity, Inclusion, and Diversity; Technology Enabled Advising		https://eaa.jngi.org/d/db339-9592/11519-academic-advising-and-student-successstaff-roles-areas-of-responsibility.pdf
21	2018_2019 Advisory Council Members Academic Advising & Student Success.docx	Collaboration and Communication; Organization		https://eaa.jngi.org/d/50e0f-9593/20182019-advisory-council-members-academic-advising--student-success.docx

22	Nov 2018 Academic Advising & Student Success Org Structure by Area 11.13.18.docx	Institutional Commitment; Organization; Student Purpose and Pathways		https://eaa.jngi. org/d/107f7-9594/nov-2018-academic-advising--student-success-org-structure-by-area-111318.docx
23	Academic Success Referral Spring 2018 EAA (homegrown system).pdf	Institutional Commitment; Organization; Student Purpose and Pathways; Technology Enabled Advising		https://eaa.jngi. org/d/791ca-9595/academic-success-referral-spring-2018-eaa-homegrown-system.pdf
24	area goals 17_18AY.pdf	Institutional Commitment; Organization		https://eaa.jngi. org/d/86826-9596/area-goals-1718ay.pdf
25	Area update SPEI 17_18 Academic Advising_Student Success 5.14.18 (dac).pdf	Learning; Collaboration and Communication; Organization; Student Purpose and Pathways; Technology Enabled Advising		https://eaa.jngi. org/d/b40b4-9597/area-update-spei-1718-academic-advisingstudent-success-51418-dac.pdf

26	Copy of quantitative transfer ori s1 survey Jan 2019.xlsx	Institutional Commitment; Advisor Selection and Development; Improvement and the Scholarship of Advising; Organization; Student Purpose and Pathways; Technology Enabled Advising		https://eaa.jngi. org/d/95f4c-9598/copy-of-quantitative-transfer-ori-s1-survey-jan-2019.xlsx
27	Copy of Supplemental DFW Course Trend (2013-2017) with +45 Enl and DFW between 14 and 17 percent EAA Jan 19.xlsx	Institutional Commitment; Organization; Technology Enabled Advising		https://eaa.jngi. org/d/1ca13-9599/copy-of-supplemental-dfw-course-trend-20132017-with-45-enl-and-dfw-between-14-and-17-percent-eaa-jan-19.xlsx
28	CSS PASC Flyer (2).pdf	Institutional Commitment; Collaboration and Communication; Organization; Student Purpose and Pathways		https://eaa.jngi. org/d/71537-9600/css-pasc-flyer-2.pdf

29	CT-27 Killer Courses-Roadblocks to First-Year Academic Success and Retention EAA Jan 19.pdf	Institutional Commitment; Advisor Selection and Development; Organization; Technology Enabled Advising	Betsy Barefoot	https://eaa.jngi.org/d/6c799-9601/ct27-killer-courses-roadblocks-to-firstyear-academic-success-and-retention-eaa-jan-19.pdf
30	Data about Transfer Students_July.2016.pdf	Institutional Commitment; Learning; Advisor Selection and Development; Collaboration and Communication; Organization; Student Purpose and Pathways; Equity, Inclusion, and Diversity; Technology Enabled Advising		https://eaa.jngi.org/d/9fb4e-9602/data-about-transfer-studentsjuly2016.pdf
31	Faculty-Staff Adoption Worksheet New Paltz 11.30.18 EAA.pdf	Institutional Commitment; Collaboration and Communication; Organization; Equity, Inclusion, and Diversity; Technology Enabled Advising		https://eaa.jngi.org/d/60c6d-9603/facultystaff-adoption-worksheet-new-paltz-113018-eaa.pdf
32	Fall 2018 Drop in Hours dc 8.17.18.pdf	Institutional Commitment; Organization; Student Purpose and Pathways		https://eaa.jngi.org/d/1736b-9604/fall-2018-drop-in-hours-dc-81718.pdf

33	JD Academic Advisor revised July 6 2018.pdf	Institutional Commitment; Learning; Advisor Selection and Development; Improvement and the Scholarship of Advising; Organization; Student Purpose and Pathways; Equity, Inclusion, and Diversity; Technology Enabled Advising		https://eaa.jngi.org/d/6b346-9605/jd-academic-advisor-revised-july-6-2018.pdf
34	KPIs 2018_2019 OAA & CSS.docx	Institutional Commitment; Advisor Selection and Development; Organization; Technology Enabled Advising		https://eaa.jngi.org/d/99cdf-9606/kpis-20182019-oaa--css.docx
35	OAA & CSS Orientation Advisement & Registration Intended Student Learning Outcomes 5.10.18.pdf	Institutional Commitment; Learning; Advisor Selection and Development; Organization; Student Purpose and Pathways; Equity, Inclusion, and Diversity; Technology Enabled Advising		https://eaa.jngi.org/d/67a77-9607/oaa--css-orientation-advisement--registration-intended-student-learning-outcomes-51018.pdf

36	PeerAcademic Advisor flyer EAA Jan 19.pdf	Institutional Commitment; Collaboration and Communication; Organization; Student Purpose and Pathways		https://eaa.jngi.org/d/29c57-9608/peeracademic-advisor-flyer-eaa-jan-19.pdf
37	Proposed Staff Development Week Jan 15th 2019.pdf	Institutional Commitment; Advisor Selection and Development; Organization; Technology Enabled Advising		https://eaa.jngi.org/d/522ba-9609/proposed-staff-development-week-jan-15th-2019.pdf
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| 39 | Sample OAA advisor Performance Program.fill (4).2018_2019 EAA.pdf | Institutional Commitment; Learning; Advisor Selection and Development; Collaboration and Communication; Organization; Student Purpose and Pathways; Equity, Inclusion, and Diversity; Technology Enabled Advising | | https://eaa.jngi. org/d/6c698-9611/sample-oaa-advisor--performance-programfill-420182019-eaa.pdf |
| 40 | Spring 2018 Academic Advising Survey STUDENT RESPONSES 8.29.18 dc.docx | Institutional Commitment; Learning; Advisor Selection and Development; Improvement and the Scholarship of Advising; Collaboration and Communication; Organization; Student Purpose and Pathways; Equity, Inclusion, and Diversity | | https://eaa.jngi. org/d/ffe65-9612/spring-2018-academic-advising-survey-student-responses-82918-dc.docx |

41	Starfish fall 2018 snapshot analysis Maria Richards 11.29.18 EAA Jan 19.pdf	Institutional Commitment; Advisor Selection and Development; Collaboration and Communication; Organization; Student Purpose and Pathways; Technology Enabled Advising		https://eaa.jngi.org/d/a8b83-9613/starfish-fall-2018-snapshot-analysis-maria-richards-112918-eaa-jan-19.pdf
42	Student Success Plan_2018-2019 August 2018.pdf	Institutional Commitment; Learning; Collaboration and Communication; Organization; Technology Enabled Advising		https://eaa.jngi.org/d/ce37e-9614/student-success-plan20182019-august-2018.pdf
43	Success Advisor 1 Search Rubric 3.22.18 EAA sample Jan 19.xlsx	Institutional Commitment; Advisor Selection and Development; Equity, Inclusion, and Diversity		https://eaa.jngi.org/d/35bc7-9615/success-advisor-1-search-rubric-32218-eaa-sample-jan-19.xlsx
44	Success Advisor Staff Interview Rubric May 2018 EAA sample Jan 19.pdf	Institutional Commitment; Advisor Selection and Development; Organization		https://eaa.jngi.org/d/a278e-9616/success-advisor-staff-interview-rubric-may-2018-eaa-sample-jan-19.pdf

45	SWOT analysis 4.9.18.pdf	Institutional Commitment; Organization		https://eaa.jngi.org/d/5fb6b-9617/swot-analysis-4918.pdf
46	Table 3.1 Graduation and Retention Rates Report of First-Year Students 12.12.18 EAA.xlsx	Institutional Commitment; Advisor Selection and Development; Improvement and the Scholarship of Advising; Collaboration and Communication; Organization; Student Purpose and Pathways; Equity, Inclusion, and Diversity; Technology Enabled Advising		https://eaa.jngi.org/d/84abf-9618/table-31-graduation-and-retention-rates-report-of-firstyear-students-121218-eaa.xlsx
47	Transfer Orientation Jan 2018 Summary for CSC 2.2.18.pdf	Institutional Commitment; Learning; Advisor Selection and Development; Collaboration and Communication; Organization; Technology Enabled Advising		https://eaa.jngi.org/d/13474-9619/transfer-orientation-jan-2018-summary-for-csc-2218.pdf

48	Advisor Survey (final).pdf	Institutional Commitment; Advisor Selection and Development; Improvement and the Scholarship of Advising; Organization; Equity, Inclusion, and Diversity; Technology Enabled Advising		https://eaa.jngi.org/d/34773-9629/advisor-survey-final.pdf
49	EAA Student Survey_FINAL_12_3_2018.pdf	Institutional Commitment; Advisor Selection and Development; Improvement and the Scholarship of Advising; Organization; Student Purpose and Pathways; Equity, Inclusion, and Diversity		https://eaa.jngi.org/d/dae89-9630/eaa-student-surveyfinal1232018.pdf

50	raw data student survey spring 18 _vn 4.17.18.docx	Institutional Commitment; Learning; Advisor Selection and Development; Improvement and the Scholarship of Advising; Collaboration and Communication; Organization; Equity, Inclusion, and Diversity; Technology Enabled Advising		https://eaa.jngi.org/d/ea389-9631/raw-data-student-survey-spring-18-vn-41718.docx
53	Transfer_Registration_Orientation_Spring.19.pdf	Institutional Commitment; Learning; Student Purpose and Pathways		https://eaa.jngi.org/d/2f6e5-9650/transferregistrationorientationspring19.pdf
54	Students registered for 16 or more credits in first semester 8_18.docx	Collaboration and Communication; Organization		https://eaa.jngi.org/d/db07c-9652/students-registered-for-16-or-more-credits-in-first-semester-818.docx
55	OAA.CSS Calendar SP19.pdf	Advisor Selection and Development; Collaboration and Communication; Organization; Student Purpose and Pathways	Brocker, Helen	https://eaa.jngi.org/d/c71e9-9856/oaacss-calendar-sp19.pdf

56	sample OAA advisors proactive communication plan SP19.pdf	Learning; Advisor Selection and Development; Collaboration and Communication; Organization; Student Purpose and Pathways	Salvatore, Tara	https://eaa.jngi.org/d/e59c9-9857/sample-oaa-advisors-proactive-communication-plan-sp19.pdf
57	Advising Mission Statement	Institutional Commitment; Learning; Advisor Selection and Development; Improvement and the Scholarship of Advising; Organization; Student Purpose and Pathways; Equity, Inclusion, and Diversity; Technology Enabled Advising		https://www.newpaltz.edu/advising/
59	Early Childhood & Childhood Education Advising	Institutional Commitment; Learning		https://www.newpaltz.edu/edadvisement/
60	Guide For Undergraduate Communication Disorders Majors	Learning		https://www.newpaltz.edu/media/communication-disorders/pdf/COMMUNICATION%20DISORDERS%20Undergrad%20Program%20Guide%204Apr2018.pdf

61	English Dept. Website > How often do I need to meet with my advisor?	Institutional Commitment; Learning		https://www.newpaltz.edu/english/faq.html#Gen3
62	Undergraduate Catalog Â» Science & Engineering Â» Geology	Learning		https://www.newpaltz.edu/ugc/science/geological/
63	History Dept. Website Â» Undergraduate Degree Programs	Learning		https://www.newpaltz.edu/history/undergraduate-degree-programs/
64	Psychology Dept. Website Â» Undergraduate Program Â» Advising Information	Institutional Commitment; Learning		https://www.newpaltz.edu/psychology/undergrad/#advising
65	Sociology Dept. Website Â» Advising Information	Institutional Commitment; Learning		https://www.newpaltz.edu/sociology/advising.html
66	Communication Dept. Website Â» Academic Advising	Institutional Commitment		https://www.newpaltz.edu/communication/advising.html
67	Faculty Handbook 2016-2017	Institutional Commitment; Improvement and the Scholarship of Advising		https://www.newpaltz.edu/media/academic-affairs/FACULTY%20HANDBOOK%202016-17.pdf

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69	President's November 2018 Faculty Report.pdf	Institutional Commitment; Learning; Advisor Selection and Development; Improvement and the Scholarship of Advising; Collaboration and Communication; Organization; Student Purpose and Pathways; Equity, Inclusion, and Diversity; Technology Enabled Advising	President Christian	https://eaa.jngi.org/d/9a98a-10327/presidents-november-2018-faculty-report.pdf
70	Provost's Report - December 2018.pdf	Institutional Commitment; Collaboration and Communication; Technology Enabled Advising	Provost Lorin Basden Arnold	https://eaa.jngi.org/d/24135-10328/provosts-report--december-2018.pdf
71	DFW Data for 2013-2018 (Updated 3.7.2019)	Institutional Commitment; Organization; Technology Enabled Advising		https://eaa.jngi.org/d/aa00c-10329/dfw-course-trend--20132018-version-3.xlsx

72	About New Paltz Â» Mission Statement	Institutional Commitment		https://www.newpaltz.edu/about/mission.html
73	Eight-Semester Plans	Institutional Commitment		https://www.newpaltz.edu/ugc/8-semester-plans/
74	Federal Title IV SAP Policy	Collaboration and Communication; Organization; Student Purpose and Pathways	Financial Aid	https://www.newpaltz.edu/media/financial-aid/SAP%20Policy_Web_1819.pdf
75	Planning for Graduation: Financial Aid Eligibility	Collaboration and Communication; Organization; Student Purpose and Pathways	Financial Aid	https://www.newpaltz.edu/media/financial-aid/plangrad-1.pdf
76	Provost's Report to Faculty April 2019.pdf	Institutional Commitment; Advisor Selection and Development; Collaboration and Communication; Organization	Provost Lorin Basden Arnold	https://eaa.jngi.org/d/e3a6c-10377/provosts-report-to-faculty-april-2019.pdf
77	Provost's Report to Faculty March 2019.pdf	Institutional Commitment; Collaboration and Communication; Organization	Provost Lorin Basden Arnold	https://eaa.jngi.org/d/5f2dd-10378/provosts-report-to-faculty-march-2019.pdf
78	DRC Accommodations.pdf	Collaboration and Communication; Student Purpose and Pathways; Equity, Inclusion, and Diversity	Jessica Delaney	https://eaa.jngi.org/d/feb51-10396/drc-accommodations.pdf

79	AC^2 Assessment Plan.docx	Student Purpose and Pathways	Nancy Campos	https://eaa.jngi.org/d/a3e5a-10401/ac2-assessment-plan.docx
80	AC2 Student Contract - Continuing Students.pdf	Student Purpose and Pathways		https://eaa.jngi.org/d/b2e53-10402/student-contract--continuing-students.pdf
81	Student Contract - College Math - Algebra.pdf	Student Purpose and Pathways		https://eaa.jngi.org/d/5dae7-10403/student-contract--college-math--algebra.pdf
82	Mock Interview Workshop Spring 2019_Page_1.jpg	Student Purpose and Pathways		https://eaa.jngi.org/d/8f33a-10404/mock-interview-workshop-spring-2019page1.jpg
83	AC^2 Research/Internship Blog	Student Purpose and Pathways		https://ac2program.wordpress.com/
84	Transfer Advising Checklist_from DMJ and CMM Depts.pdf	Student Purpose and Pathways	Nancy M Heiz	https://eaa.jngi.org/d/81ea7-10406/transfer-advising-checklistfrom-dmj-and-cmm-depts.pdf
85	Advising Syllabus Spring 2015.docx	Student Purpose and Pathways	Jason Wrench	https://eaa.jngi.org/d/197d9-10407/advising-syllabus-spring-2015.docx

86	Academic Advising Syllabus_NMHeiz.pdf	Student Purpose and Pathways	Nancy M Heiz	https://eaa.jngi.org/d/b7372-10408/academic-advising-syllabus.pdf
87	CMMNewsletter_Oct 2018 FINAL.pdf	Student Purpose and Pathways	Nancy M Heiz	https://eaa.jngi.org/d/108bf-10409/cmmnewsletteroct-2018-final.pdf
88	DMJ Newsletter_Oct 2018 FINAL .pdf	Student Purpose and Pathways		https://eaa.jngi.org/d/a8d3e-10410/dmj-newsletteroct-2018-final.pdf
89	Geology Advising Guidelines v2.pdf	Advisor Selection and Development; Student Purpose and Pathways	Geology Department	https://eaa.jngi.org/d/f53f5-10411/geology-advising-guidelines-v2.pdf
90	SSE Advising Best Practices	Advisor Selection and Development; Student Purpose and Pathways		https://www.newpaltz.edu/media/school-of-science-and-engineering/SSE%20Advising%20Best%20Practices.pdf
91	AC^2 Program Website	Student Purpose and Pathways; Equity, Inclusion, and Diversity		https://www.newpaltz.edu/ac2/
92	PHY193 syllabus(F18).pdf	Student Purpose and Pathways	Amy Bartholomew	https://eaa.jngi.org/d/de7b0-10450/phy193-syllabusf18.pdf

93	Advising Sheet_engg.pdf	Student Purpose and Pathways		https://eaa.jngi.org/d/aef95-10451/advising-sheetengg.pdf
94	Spring 2012 Advising Sheet_bio.docx	Student Purpose and Pathways		https://eaa.jngi.org/d/af224-10452/spring-2012-advising-sheet-bio.docx
95	Fall 2019 registration tips.docx	Student Purpose and Pathways		https://eaa.jngi.org/d/07dd7-10474/fall-2019-registration-tips.docx
96	welcomehonors18.pptx	Student Purpose and Pathways		https://eaa.jngi.org/d/ce0bb-10475/welcomehonors18.pptx
97	Honors Report 16-17.xlsx	Student Purpose and Pathways		https://eaa.jngi.org/d/a277b-10476/honors-report-1617.xlsx
98	Achieving Academic Success.pptx	Student Purpose and Pathways		https://eaa.jngi.org/d/6f799-10482/achieving-academic-success.pptx
99	UND Advising and Registration Presentation.pptx	Student Purpose and Pathways		https://eaa.jngi.org/d/e0992-10483/und-advising-and-registration-presentation.pptx

100	Academic Success Program Contract Spring 2019.pdf	Student Purpose and Pathways		https://eaa.jngi.org/d/c1b1f-10484/academic-success-program-contract-spring-2019.pdf
101	Academic Standing Proactive Outreach Plan.docx	Student Purpose and Pathways		https://eaa.jngi.org/d/e2b3a-10485/academic-standing-proactive-outreach-plan.docx
102	Proactive Advising Email Templates.docx	Student Purpose and Pathways		https://eaa.jngi.org/d/0803c-10486/proactive-advising-email-templates.docx
103	Welcome Freshman	Student Purpose and Pathways		https://www.newpaltz.edu/advising/firstyear.html
104	Advisement Overview Presentation.ppt	Student Purpose and Pathways		https://eaa.jngi.org/d/b5fd6-10488/advisement-overview-presentation.ppt
105	GE Curriculum Form and Notes.pptx	Student Purpose and Pathways		https://eaa.jngi.org/d/d7ee6-10489/ge-curriculum-form-and-notes.pptx
106	https://www.beautiful.ai/-LYDNUt8SjWtA2NT-ovm/1	Student Purpose and Pathways		https://www.beautiful.ai/-LYDNUt8SjWtA2NT-ovm/1

107	https://www.newpaltz.edu/admissions/freshmen.html	Student Purpose and Pathways		https://www.newpaltz.edu/admissions/freshmen.html
108	Peer Academic Advising Handbook.pdf	Student Purpose and Pathways		https://eaa.jngi.org/d/b50a4-10494/paa-handbook.pdf
109	Peer Academic Advisor Schedule Spring 2019.pdf	Student Purpose and Pathways		https://eaa.jngi.org/d/107b1-10495/paa-schedule-spring-2019.pdf
110	https://www.newpaltz.edu/careers-in/	Student Purpose and Pathways		https://www.newpaltz.edu/careers-in/
111	Free Responses .pdf	Student Purpose and Pathways		https://eaa.jngi.org/d/15e9c-10511/free-responses.pdf
112	Organizational Chart	Institutional Commitment		https://www.newpaltz.edu/media/president/Campus%20ORG%20Chart%20-%20Feb.2019.pdf
113	Computer Science Department Advising Sheet.pdf	Student Purpose and Pathways		https://eaa.jngi.org/d/abbd6-10602/computer-science-department-advising-sheet.pdf

116	SUNY New Paltz Diversity and Inclusion Plan, Spring 2017	Institutional Commitment; Advisor Selection and Development; Improvement and the Scholarship of Advising; Collaboration and Communication; Organization; Student Purpose and Pathways; Equity, Inclusion, and Diversity; Technology Enabled Advising	Diversity and Inclusion Task Force	https://www.newpaltz.edu/media/New%20Paltz%20Diversity%20Plan%20April%202017%20FINAL.pdf
117	Employee Demographic Information.xlsx	Equity, Inclusion, and Diversity	HRDI	https://eaa.jngi.org/d/1b034-10651/employee-demographic-information.xlsx
118	adv_reg_email_MF_chem.docx	Student Purpose and Pathways	Megan Ferguson	https://eaa.jngi.org/d/7ede9-10676/advregemailmfchem.docx
119	Sample WISE programming.docx	Student Purpose and Pathways	WISE (Women in Science and Engineering) Officers	https://eaa.jngi.org/d/c923d-10677/sample-wise-programming.docx
120	ATHLETICSAcademic Support - Initial Survey.docx	Student Purpose and Pathways	Danielle Strauchler	https://eaa.jngi.org/d/66656-10682/athleticsacademic-support--initial-survey.docx

121	ATHLETICSAcademic Support - Survey AFTER FALL.docx	Student Purpose and Pathways	Danielle Strauchler	https://eaa.jngi.org/d/59d65-10683/athleticsacademic-support-survey-after-fall.docx
122	ATHLETICSAcademic Support - TRANSFER Survey.docx	Student Purpose and Pathways	Danielle Strauchler	https://eaa.jngi.org/d/66903-10684/athleticsacademic-support-transfer-survey.docx
123	https://www.newpaltz.edu/media/institutional-effectiveness/Str.Plan%20Accomplishments%2017-18%20%20Goals%2018-19%20rev.pdf	Institutional Commitment; Student Purpose and Pathways; Technology Enabled Advising	Strategic Planning & Assessment	https://www.newpaltz.edu/media/institutional-effectiveness/Str.Plan%20Accomplishments%2017-18%20%20Goals%2018-19%20rev.pdf
124	https://www.newpaltz.edu/media/middle-states/Periodic%20Review%20Report%20%202016.pdf	Institutional Commitment; Learning; Advisor Selection and Development; Organization; Student Purpose and Pathways; Technology Enabled Advising		https://www.newpaltz.edu/media/middle-states/Periodic%20Review%20Report%20%202016.pdf
125	JD Asst Prof of Humanistic_Multicultural Education.pdf	Advisor Selection and Development		https://eaa.jngi.org/d/645fc-10850/jd-asst-prof-of-humanisticmulticultural-education.pdf

126	OVMS registration email.docx	Student Purpose and Pathways	Jsaon Gilliland	https://eaa.jngi.org/d/5cb58-11058/ovms-email.docx
127	Communication and DMJ Internship Policy for NEW MAJORS_Rev 3.1.18.pdf	Student Purpose and Pathways	Nancy M. Heiz	https://eaa.jngi.org/d/09c2a-11112/communication-and-dmj-internships-new-majorsrev-3118.pdf
128	SYLLABUS Internship Seminar Summer 2019.pdf	Student Purpose and Pathways	Nancy M Heiz	https://eaa.jngi.org/d/cedb5-11113/syllabus-internship-seminar-summer-2019.pdf
130	President Christian's 2019 State of the College Address	Institutional Commitment; Collaboration and Communication; Equity, Inclusion, and Diversity	Donald P. Christian	https://eaa.jngi.org/d/9151e-11631/president-christians-2019-state-of-the-college-address.pdf
131	CSS impact on retention of first-year students (7.31.19)	Institutional Commitment; Organization; Student Purpose and Pathways; Equity, Inclusion, and Diversity; Technology Enabled Advising	Lucy Walker	https://eaa.jngi.org/d/fed4f-11632/css-impact-on-retention-of-firstyear-students-73119.pdf
132	Admissions: Information for Freshman - Requirements	Student Purpose and Pathways		https://www.newpaltz.edu/admissions/freshmen.html

133	Admissions: Information for Transfers - Requirements	Student Purpose and Pathways		https://www.newpaltz.edu/admissions/transfer.html
134	Admissions: Information for Prospective Students - Readmission	Student Purpose and Pathways		https://www.newpaltz.edu/admissions/readmission.html
135	Undergraduate Catalog - Majors & Minors	Collaboration and Communication; Student Purpose and Pathways		https://www.newpaltz.edu/ugc/programs.html
136	Becoming a Business Major - Stages & Requirements	Student Purpose and Pathways		https://www.newpaltz.edu/schoolofbusiness/adminacad_howto.html
137	Academic Advising - Progress Report	Student Purpose and Pathways		https://www.newpaltz.edu/advising/advising-toolbox/progress_report/
138	Graduation Check-Up Email Screen Shot .pdf	Student Purpose and Pathways		https://eaa.jngi.org/d/c13c1-11665/graduation-checkup-email-screen-shot.pdf
139	Graduation Deficiency Notification Email Screen Shot.pdf	Student Purpose and Pathways		https://eaa.jngi.org/d/0d075-11666/graduation-deficiency-notification-email-screen-shot.pdf

140	Undergraduate Admissions Requirements for Undeclared Students and Pre-Majors	Student Purpose and Pathways		https://www.newpaltz.edu/commdis/undergrad_admissions.html
141	Stepped Curriculum Memo.docx	Student Purpose and Pathways	Provost	https://eaa.jngi.org/d/406ff-11674/stepped-curriculum-memo.docx
142	Student Survey Free Responses	Institutional Commitment; Advisor Selection and Development; Collaboration and Communication; Organization; Student Purpose and Pathways; Equity, Inclusion, and Diversity; Technology Enabled Advising		https://eaa.jngi.org/d/80634-11693/eaa-student-outcomes-of-academic-advising-survey--student-free-responses-91619.docx
143	Academic Affairs Website	Collaboration and Communication	Provost's Office	https://www.newpaltz.edu/acadaff/
144	OAA Website	Collaboration and Communication	Office of Academic Advising	https://www.newpaltz.edu/advising/
145	My Schedule Planner	Collaboration and Communication	Records and Registration	https://www.newpaltz.edu/registrar/course-registration/current-new-paltz-student-registration-information/

146	Transfer Equivalencies	Collaboration and Communication		https://www3.newpaltz.edu/transferequivalencies/
147	Transfer Credit Policy	Collaboration and Communication	Admissions	https://www.newpaltz.edu/admissions/transfer_credit.html
148	Admission Information for Guidance Counselors	Collaboration and Communication	Admissions	https://www.newpaltz.edu/admissions/infoforcounselors.html
149	Starfish for Advisors Webpage	Collaboration and Communication; Technology Enabled Advising	Center for Student Success	https://www.newpaltz.edu/studentsuccess/starfish-for-advisors/
150	Starfish for Students Webpage	Collaboration and Communication	Center for Student Success	https://www.newpaltz.edu/studentsuccess/starfish/
151	New Peer Advisor Webpage	Collaboration and Communication	Center for Student Success	https://www.newpaltz.edu/studentsuccess/peeradvising/
152	Student Development Orientation Website	Collaboration and Communication	Center for Student Development	https://www.newpaltz.edu/studentdevelopment/newstudentprograms.html
153	Faculty Development Center Website	Equity, Inclusion, and Diversity	Faculty Development Center	https://hawksites.newpaltz.edu/fdc/
154	Allies Program	Equity, Inclusion, and Diversity	Emma Morcone	https://www.newpaltz.edu/lgbtq/allies.html
155	Curriculum Committee	Equity, Inclusion, and Diversity	Curriculum Committee	https://www.newpaltz.edu/curriculum/

156	New Paltz Diversity Website	Equity, Inclusion, and Diversity	Diversity and Inclusion Task Force	https://www.newpaltz.edu/diversity/
157	Student Demographic Information	Equity, Inclusion, and Diversity		https://www.newpaltz.edu/about/glance.html
158	Conversation One	Equity, Inclusion, and Diversity	Library	https://library.newpaltz.edu/events/conversation-one.html
160	EAA Campus Retreat post-it responses.pdf	Institutional Commitment; Learning; Advisor Selection and Development; Improvement and the Scholarship of Advising; Collaboration and Communication; Organization; Student Purpose and Pathways; Equity, Inclusion, and Diversity; Technology Enabled Advising	participants	https://eaa.jngi.org/d/779a5-11762/eaa-campus-retreat-postit-responses.pdf

161	RETREAT NOTES.docx	Institutional Commitment; Advisor Selection and Development; Improvement and the Scholarship of Advising; Collaboration and Communication; Organization; Student Purpose and Pathways; Equity, Inclusion, and Diversity; Technology Enabled Advising		https://eaa.jngi.org/d/fb53f-11883/retreat-notes.docx
162	Draft Institutional Mission Statement for Advising.docx	Institutional Commitment; Learning; Advisor Selection and Development; Improvement and the Scholarship of Advising; Collaboration and Communication; Organization; Student Purpose and Pathways; Equity, Inclusion, and Diversity; Technology Enabled Advising		https://eaa.jngi.org/d/1359e-11954/draft-institutional-mission-statement-for-advising.docx

163	President Christian's 2017 State of the College Address.pdf	Institutional Commitment; Collaboration and Communication; Equity, Inclusion, and Diversity	Donald P. Christian	https://eaa.jngi. org/d/57d13-11955/state-of-the-college-address-fall-2017.pdf
164	President Christian's 2018 State of the College Address.pdf	Institutional Commitment; Collaboration and Communication; Equity, Inclusion, and Diversity	Donald P. Christian	https://eaa.jngi. org/d/9e905-11956/state-of-the-college-address-fall-2018.pdf
165	Physics Advising Guidelines v1019.docx	Student Purpose and Pathways	Stacie Nunes	https://eaa.jngi. org/d/9e341-11966/physics-advising-guidelines-v1019.docx
166	SUNY New Paltz - Condition Report for Institutional Commitment (draft 11.21.19).rtf	Institutional Commitment		https://eaa.jngi. org/d/6443f-11974/suny-new-paltz--condition-report-for-institutional-commitment-draft-112119.rtf
167	SUNY New Paltz - Condition Report for Learning (draft 11.21.19).pdf	Learning		https://eaa.jngi. org/d/5593e-11975/suny-new-paltz--condition-report-for-learning-draft-112119.pdf

168	SUNY New Paltz - Condition Report for Advisor Selection and Development (draft 11.21.19).docx	Advisor Selection and Development		https://eaa.jngi.org/d/eba82-11976/suny-new-paltz--condition-report-for-advisor-selection-and-development-draft-112119.docx
169	SUNY New Paltz - Condition Report for Improvement and the Scholarship of Advising (draft 11.21.19).rtf	Improvement and the Scholarship of Advising		https://eaa.jngi.org/d/cca21-11977/suny-new-paltz--condition-report-for-improvement-and-the-scholarship-of-advising-draft-112119.rtf
170	SUNY New Paltz - Condition Report for Collaboration and Communication (Nov 21 2019).rtf	Collaboration and Communication		https://eaa.jngi.org/d/399cd-11978/suny-new-paltz--condition-report-for-collaboration-and-communication-nov-21-2019.rtf
171	SUNY New Paltz - Condition Report for Organization (draft 11.21.19).rtf	Organization		https://eaa.jngi.org/d/52c17-11979/suny-new-paltz--condition-report-for-organization-draft-112119.rtf

172	SUNY New Paltz - Condition Report for Equity, Inclusion, and Diversity (Nov 21 2019).rtf	Equity, Inclusion, and Diversity		https://eaa.jngi.org/d/ef341-11980/suny-new-paltz--condition-report-for-equity-inclusion-and-diversity-nov-21-2019.rtf
173	SUNY New Paltz - Condition Report for Technology Enabled Advising (draft 11.21.2019).docx	Technology Enabled Advising		https://eaa.jngi.org/d/65484-11981/suny-new-paltz--condition-report-for-technology-enabled-advising-draft-11212019.docx
174	SUNY New Paltz - Condition Report for Institutional Commitment-kss (2).rtf	Institutional Commitment		https://eaa.jngi.org/d/1ddd8-12289/suny-new-paltz--condition-report-for-institutional-commitmentkss-2.rtf
175	SUNY New Paltz - Condition Report for Equity, Inclusion, and Diversity-kss (1).rtf	Equity, Inclusion, and Diversity		https://eaa.jngi.org/d/ecfc5-12290/suny-new-paltz--condition-report-for-equity-inclusion-and-diversitykss-1.rtf

176	SUNY New Paltz - Condition Report for Improvement and the Scholarship of Advising-kss (1).rtf	Improvement and the Scholarship of Advising		https://eaa.jngi. org/d/5858a- 12291/suny- new-paltz-- condition- report-for- improvement- and-the- scholarship-of- advisingkss-1.rtf
177	SUNY New Paltz - Condition Report for collaboration and Communication- kss (1).rtf	Collaboration and Communication		https://eaa.jngi. org/d/01fef- 12292/suny- new-paltz-- condition- report-for- collaboration- and- communicationk ss-1.rtf
178	SUNY New Paltz - Condition Report for Advisor Selection and Development- kss (1).docx	Advisor Selection and Development		https://eaa.jngi. org/d/0fa96- 12293/suny- new-paltz-- condition- report-for- advisor- selection-and- developmentkss- 1.docx
179	SUNY New Paltz - Condition Report for Student Purpose and Pathways (ts).rtf	Student Purpose and Pathways		https://eaa.jngi. org/d/e52e5- 12294/suny- new-paltz-- condition- report-for- student- purpose-and- pathways-ts.rtf

180	SUNY New Paltz - Condition Report for Technology Enabled Advising-kss (1).docx	Technology Enabled Advising		https://eaa.jngi.org/d/c52e9-12295/suny-new-paltz--condition-report-for-technology-enabled-advisingkss-1.docx
181	SUNY New Paltz - Condition Report for Organization-kss (1).rtf	Organization		https://eaa.jngi.org/d/526e8-12296/suny-new-paltz--condition-report-for-organizationkss-1.rtf
182	SUNY New Paltz - Condition Report for Learning (kss feedback included).rtf	Learning		https://eaa.jngi.org/d/3721f-12297/suny-new-paltz--condition-report-for-learning-kss-feedback-included.rtf