

## Student Services Proposal Beyond Advising: The College of Social Science HUB

### Introduction:

The goals of academic advising are to enhance the undergraduate experience by making students aware of the diverse options for courses and other educational experiences available to them at UHM and to facilitate graduation in a timely manner. For undergraduate education to be successful, student advising must be made a central part of the process. Advising must transcend the instrumental and instead can be used to provide each student with a narrative framework that helps them understand the meaning, integrity, and importance of their degree. A “one-size-fits-all” model of student advising means that highly motivated students may find mandatory advising to be a waste of time, while those who need additional help may have difficulty securing the time they need or identifying appropriate sources for assistance. Thus, advising needs to be multifaceted, and designed to ensure that all students receive the advising they need.

The college has the opportunity to rethink the delivery of advising to ensure student success and retention, as well as graduation within a four-year period. As VCAA Reed Dasenbrook mentioned in his meeting with the committee, the current advising model, focusing on registration and graduation, should be abandoned as outmoded. The goal of this report is to establish a framework for advising and other student services, within the new context of the Institutional Learning Objectives (ILOs), which can help provide students with a sense of how the entire degree fits together. As the Arts and Sciences advising is decentralized, the new advising system will focus on the qualitative experience of the student. The goal will be to create a HUB of services where students will be able to find information about their degrees, pursue internships, overseas studies, and service learning. These options will be brought together under the common understanding of the Institutional Learning Objectives of the University. The HUB will be designed to reach out to students from the moment they are identified as part of the College of Social Sciences through their graduation and then onwards to connect students as alumni.

### Background Work:

Upon notification that the current CASSAS advising process would be reorganized and located in individual colleges, this committee was tasked with developing a plan of action for how to integrate advising into the College infrastructure. The committee includes the following members:

Debora Halbert, Chair of the Political Science Department  
Barbara Joyce, Undergraduate Advisor in Sociology.  
Louise Kubo, Student Services, CSS  
Sang-Hyop Lee, Undergraduate Chair and Advisor, Economics  
Kai Noa Lilly, Engaged Student Learning, CSS  
Anne Marie Smoke, Conflict Resolution  
Ross Sutherland, Associate Dean in the College of Social Sciences  
Lorey Takahashi, Undergraduate Chair, Psychology

At the end of Spring semester we were joined by the members of the advising team from CASSAS, Harry Partika, IT for the College of Social Sciences, and Ken Tokuno, Undergraduate advisor in Psychology.

The committee has been meeting since October of 2012 and our recommendations and discussions were detailed in the interim report submitted at the end of Fall semester. The committee decided that additional information and investigation were required to write a thorough report and thus, although some of our recommendations remain the same and are reproduced here, much of our thinking on the subject has evolved.

During the academic year the committee continued to meet with interested parties. Our informational quest included:

- Met with the CASSAS advising office.
- Designed and implemented a student survey [see attached summary].
- Met with Reed Dasenbrock regarding advising.
- Met with a representative from STAR
- Met with Ron Cambra regarding advising and discussing the Manoa Advising Center as well as advising in general.
- Attended the seminar with Professor Lawrence Abele regarding advising and best practices.
- Met with representatives from the School of Education regarding their advising process and seeing a demonstration of the software they developed for student advising.
- Met with Tom Bingham who is directing the transition of the current advising process.
- Met with Vice Chancellor for Student Affairs Hernandez regarding student services and advising issues.
- Attended a Council of Advisors meeting to solicit their opinions on our project.
- Met with members of the Shidler advising team regarding their advising approach.

Based on our meetings, we outlined several major issues with the advising system that need to be addressed.

- Advising is fragmented between three systems of advising and can be difficult for students to access.
- Students are sometimes given conflicting advice and it can be difficult to schedule meetings with advisers.
- The quality of faculty advising is inconsistent between departments.
- The core requirements are difficult to understand, and their relationship to learning objectives is not made clear to students.

- Students do not know about or have access to other related student services such as study abroad programs and service learning opportunities.
- Time to degree and retention rates must be addressed.
- There is a need for clear metrics within the College to determine what will make the process of advising and student services better.

We thus offer the following proposal as a way to move forward in terms of advising and student services.

## Proposal

The committee believes we should contextualize advising and the academic journey within the common framework of what students ought to know, learn, and value by the end of their four years at UHM. We recommend the establishment of a HUB – a central location for student services related to the College that includes academic advisers, internship coordinators, engaged learning specialists, and service learning focused on planning and development for students and their degree paths and futures. This new advising HUB will connect students from the recruitment phase through graduation and beyond. The following steps highlight the level changes that will need to be implemented.

### 1. Orientation

Orientation will be required to integrate each student into University life. The CSS will host an orientation each Fall for incoming students, that is either part of or in addition to the New Student Orientation. While it is difficult to make such an orientation mandatory, we can certainly *call* it mandatory in order to ensure most students will attend. This orientation will combine all Social Science departments as well as educate students on college-wide degree options (such as study abroad). The orientation will use the ILOs to provide students with better understanding of what the next four years should be about. The college will then engage in ongoing information sessions to continue to recruit students and expose them to the majors in the College. [CSS Change.]

### 2. Declaration of Areas of Interest/Major

Students who are then interested in the College of Social Sciences will be integrated into the College advising system. While some students know their major upon entering, most do not. Thus, incoming students will need to indicate a general area of interest (social sciences), and we strongly recommend that this general categorization occur in the freshman year. We would then encourage all students to have formally declared a major by the end of their sophomore year. However, instead of entering as undeclared, students should declare a general interest in the social sciences.

### 3. General Overview

The UHM CSS Manoa experience includes each of the following aspects designed to provide each student with a holistic degree that is grounded in the Institutional Learning Objectives:

- General Education Courses – designed to provide students with basic skills and competencies as well as expose students to a diverse set of learning opportunities. The CSS will chart a preferred pathway for students through the general education courses that will best maximize their time and interest.
- Service Learning and Civic Engagement – students will be encouraged through advising to participate in on and off-campus service activities, which will be linked to courses but also help student learn the benefits of community engagement. It may be worthwhile to investigate the possibility of requiring a student service/community engagement option for students.
- Study abroad/Global studies – our students should not only be grounded in the values of the Hawaii community but also have a global perspective and understanding. While the College of Arts & Sciences has eliminated the breadth and depth requirements as a whole, the College should continue to investigate how to encourage study abroad for all students. Study abroad may be a preferred option for fulfilling the depth and breadth requirements of the College and encouraged as part of each student’s path of study
- Major course of study – specialization in one or more of the social sciences provides each student with insights into crucial aspects of our cultural, political, and social lives.

#### 4. General Responsibilities for the Various Branches of the Student Affairs and Academic Services HUB

Advising will become the key to ensuring students understand the Institutional Learning Objectives, why they matter, and how they relate to the individualized degree path. We recognize that each student comes prepared with different skills and with different levels of risk and resiliency. To that end, advising needs to be tailored to individual student needs. On the whole, student advising will be designed to provide systematic and strong oversight during the first year, with each year after the first shifting responsibility to the students.

The overall design of the advising system puts the student in the center of dedicated branches of advising that serve specific needs of a student as they progress through the system. The following provides a general overview of the different branches of the new HUB and specific tasks that will be taken on by each branch. Each branch will be accountable for their specific duties; however, branches will work cooperatively and in some cases will have overlapping responsibilities to reduce gaps in the student experience. The branches are: General Academic Advising, Student Engagement Advising, Departmental Advising, Recruitment Advising, and Career Advising.

#### **General Academic Advisors:**

The general advising branch of the HUB is the main point of contact for students in all areas related to their matriculation from application through to graduation. General Academic

Advisors and staff are committed to helping students plan their academic journey, monitoring their progress, and educating students on University policies and processes they will need to follow to ensure their success in the system. The CSS has initiated a search for a director of advising to oversee general advising.

- Assist students in developing educational plans (academic with extracurricular)
- Develop advising materials and programs
- Monitor student progress
- Assist students with registration
- Audit student records
- Enforce UHM and A&S curriculum and policies
- Process administrative paperwork
- Oversee academic actions and mandatory advising for at-risk students
- Intake and process exceptions to policy (petitions)
- Process and certify students for graduation
- Assist students with admittance/transfer/declaration
- Certification for Financial Aid, VA, ROTC

General advising will have the following support:

**APT Clerical Supervisor:**

- Records management and retention
- Prep and track files for graduation and academic actions
- Prep and track files for academic actions
- Process forms (such as major declaration, change of registration, complete withdrawal, leave of absence, credit overload, grade change, etc.)
- Process applications for readmissions (dismissed, suspended and second degree)
- Track and prepare student records for graduation actions
- Prepare and process student records for academic actions
- Prepare and track student petitions

**APT IT Specialist:**

- Provide and maintain security on computers and servers
- Install and maintain hardware and software
- Develop, maintain, update student services databases (Graduation Action, Academic Actions, Advisor Statistics, tracking databases, etc.)
- Develop and maintain department website and program specific websites
- Support and troubleshoot network related issues
- Upgrade and research hardware and software

**Student Assistants—Service Counter and clerical:**

- Greet and Screen phone and walk-in inquiries
- Track appointments and student paperwork
- Input and maintenance of databases
- Provide referrals to other campus office/services

- Assist advisors and support staff

### **Student Engagement Advisors**

The mission of Engaged Student Learning is to engage students with enrichment opportunities outside the classroom that will inspire them to integrate theoretical and class teaching with real world experiences. The Vision - Serve all students to achieve academic and personal goals through a support network of peer and professional interaction to develop into lifelong learners.

#### **Director:**

- Develop MOA with Colleges and outside agencies to advance opportunities for engaged student learning.
- Gather, develop, prepare and present reports and recommendations related to engaged student learning programs for the university, host organizations or institutions, legislature, community.
- Evaluate, develop and maintain procedures in support of engaged student learning Programs.

#### **Student Services Coordinator:**

- Coordinate with the College's Engaged Student Learning Council (ESLC), and the Dean's Executive Team.
- Advise individuals interested in engaged student learning opportunities.
- Coordinate the screening and selection process for scholarship / internship applicants; oversees and participates in selection decisions including reviewing applications, and interviewing applicants.
- Work in cooperation with the College's Public Information Officer, develops, implements and coordinates a promotional or public relations program.
- Monitor engaged student learning programs from onset to completion; coordinates and initiates expediting actions

#### **International Engagement Coordinator:**

- Provide professional staff support in the area of international programs for the College of Social Sciences.
- Plan, organize & coordinate international activities of the College, including but not limited to international visitors, short term credit & non credit courses, summer institutes & conferences with other UHM units including VCAA, Outreach College, OIEP, Study Abroad.
- Coordinate logistics including visa processing, welcome and orientation, housing, tuition and scholarship support, reimbursements, events planning, academic planning, liaison to available UHM student and visitor support services.
- Serve as point of contact for international partner institutions including universities,

foundations, and governments.

### **Civic Engagement Coordinator:**

- Create and coordinate a number of other service-learning projects as well as organizing faculty development for the Hawai'i Pacific Islands.
- Civic engagement and service-learning opportunities are administered in cooperation with other institutions of higher education and community partners. These programs (including the Mālama I Nā Ahupua'a, the Pālolo Pipeline, and the No Mo' Haus' Programs) are open to students and faculty from multiple institutions.

### **Faculty Department Advising**

Currently, there is wide discrepancy in the quality of advising offered to students within their majors. Some majors have full-time departmental advising support and others have fewer resources dedicated to advising. Faculty advising will work in cooperation with the HUB and provide students with information about research, career opportunities, and networking within the field of study. *It may be that the advisers assigned to the College from Arts and Sciences will become dedicated department advisers and/or may be assigned to several of the smaller departments. The specific assignment of duties between professional advisers and departments needs to be worked out. However, all advisers should be prepared to deal with both major and general education advising.*

Based upon the position description for the recently hired advisor in psychology, the following is a general outline of duties associated with departmental advisors:

- \* Provides guidance in course selection in keeping with the student's interests, values and abilities. Describes courses and any prerequisites. Explains general education and major requirements. Identifies options for student to satisfy degree requirements.
- \* Evaluates transfer transcripts from other academic institutions for equivalencies and application to degree program.
- \* Interprets and explains college and university policies and procedures.
- \* Maintains accurate records (including electronic records) of interactions with each student.
- \* Conducts degree audits to insure students are on-track to meet all major, college and university degree requirements for graduation.
- \* Identifies the educational and career options appropriate for each student and assists with the analysis of each option, including possible outcomes and their implications.
- \* Coordinates entrance and exit surveys for declared psychology majors. Enters and analyzes these data, and maintain a database.
- \* Collects and uses data from multiple sources to examine and present solutions to departmental undergraduate issues relating to recruitment, retention, completion and time to degree.
- \* Leads the development, implementation, review, presentation, and revision of orientations for majors.
- \* Maintains student files and records; documents all pertinent student information; updates computerized information system regarding changes to student status.

- \* Coordinates communications to the students regarding registration and academic probation; this could include the development and maintenance of a student listserv.
- \* Acts as a liaison with the community colleges to assist in recruiting and assisting transfer students into the major.
- \* Serves as a liaison and fosters relationships with other advisors, offices, colleges, and departments at Mānoa.
- \* Serves as resource for faculty/staff for undergraduate issues and problem solving.
- \* Works with the Department and Undergraduate Chair to discuss new initiatives that will enhance the Undergraduate Program.

### **Recruitment Advising**

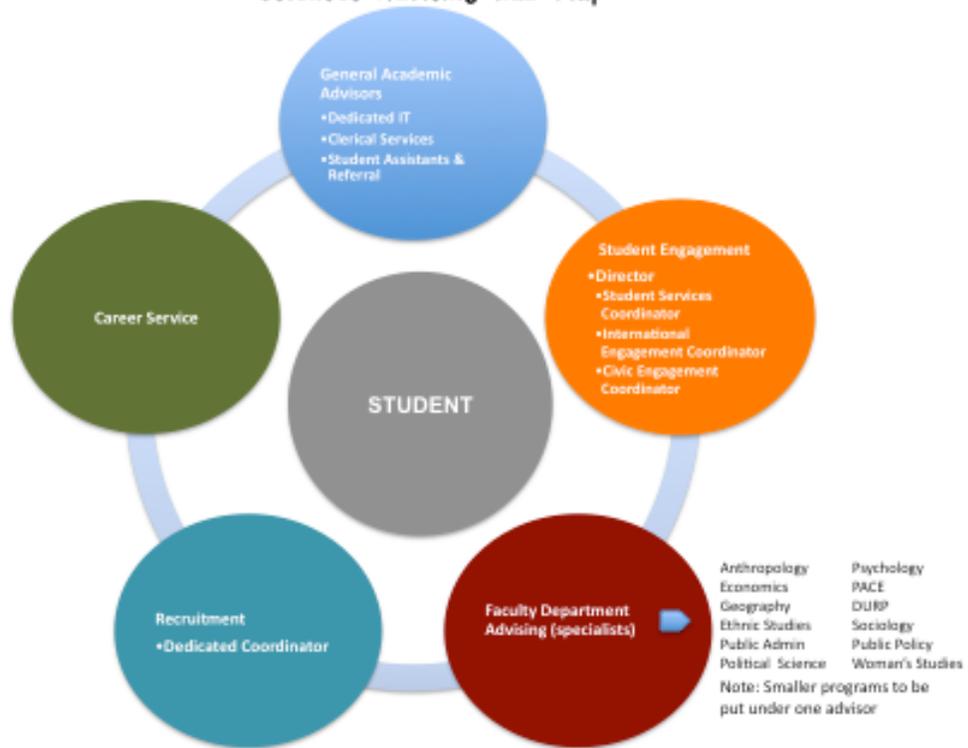
The recruitment advising branch oversees marketing and outreach efforts and will assist general advisors with assisting students through their first year at the university. The recruitment advising staff is committed to ensuring a positive first year experience, and managing a Senior/Freshman mentorship program. Specific job responsibilities will need to be developed as this position is requested.

### **Career Services Advising**

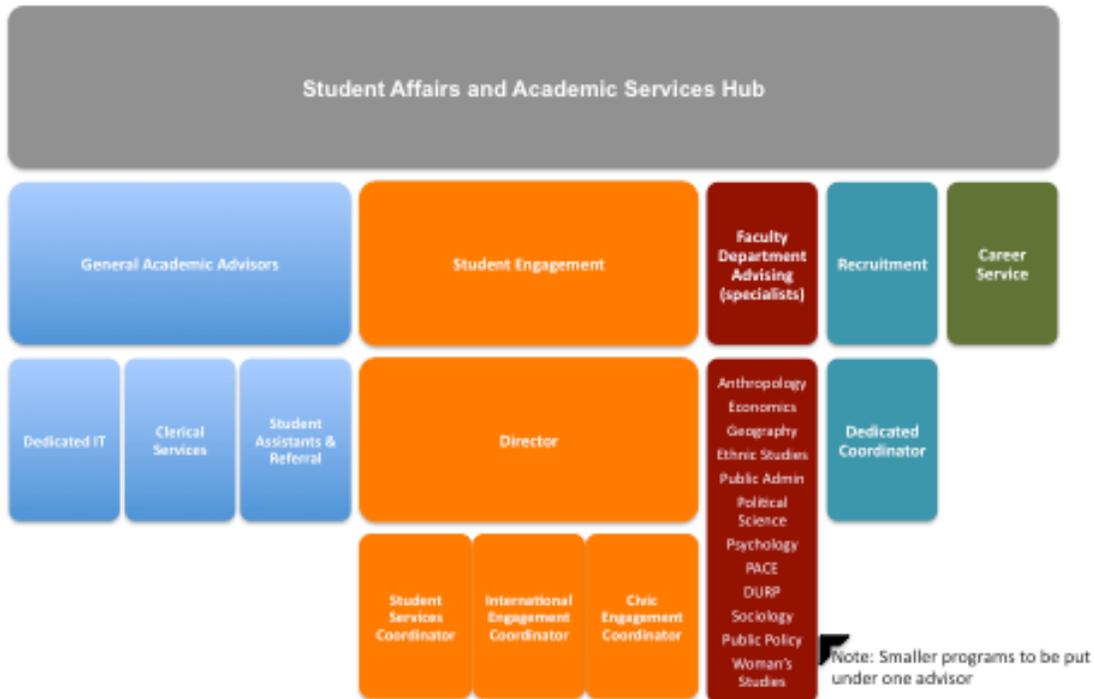
The Career Services Advising branch is dedicated to aligning students to career opportunities after graduation. While there is overlap with the career center offered through student services, the goal will be to make the connections between campus resources more clear. The staff is responsible for networking with all sectors related to the Social Sciences, nurturing partnerships and creating opportunities for students to be exposed to leaders of organizations and industry related to the various fields of study within the college, and making referrals to link students to jobs.

The following graph seeks to clarify the organizational structure:

## College of Social Sciences Advising Hub Map



## College of Social Sciences Advising Hub Map



The HUB will emphasize the following criteria in meeting its goals:

- It will be a paperless environment, utilizing STAR as an advising tool for students.
- It will provide advising for students via phone, text message, chat, and email in addition to face-to-face meetings. The appointment scheduling process will be expanded to allow students to schedule appointments online.
- It will be integrated into major advising with clear links between the two.
- It will include mentoring in terms of orienting students to college life, integrating students into activities and service-learning opportunities, and course schedules.

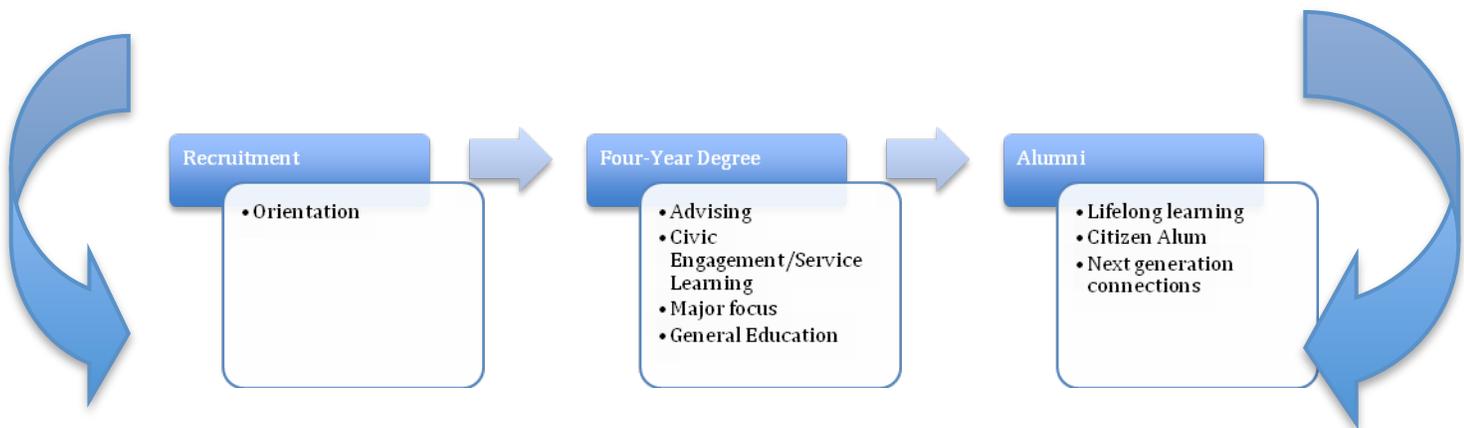
5. The UH Manoa CSS experience doesn't end with graduation but continues by connecting alumni with current students and creating the possibility for life long learning and integration of UH into the larger community. One such project is the Citizen Alum initiative.

The Citizen Alum initiative was launched as part of the White House Democracy's Future event in January 2013. As opposed to viewing alumni as donors, Citizen Alum sees them as doers and "crucial partners in building multigenerational communities of active citizenship and active learning." Engaged Student Learning sees three major goals/outcomes through this initiative:

- Recognition of CSS alumni.
- Building database as foundation for evidence of post-baccalaureate engagement
- Integration of alumni into academic experience through internship/practica opportunities.

The overall process will use the Institutional Learning Objectives as the common theme that ties the entire system together.

### Institutional Learning Objectives



6. Institutional space is a controversial and difficult matter. However, to make the HUB work effectively it will need to be located in a visible and central manner. Furthermore, it will need to be inviting to students and create a sense of community and collaboration. We propose three options:

- a. CSS advisers remain in QLC and additional CSS HUB faculty join. Given that QLC is officially the student services building, it should remain focused on what we provide for students. Additionally, the QLC space is visible and easily accessible to students.
- b. The second recommendation is that the CSS HUB be placed in the glass-windowed first floor of Saunders, integrate a coffee shop into the HUB, include access to computers for advising purposes, but also offer students work stations so that they can see the HUB as a place to come to study, talk, and converse.

Obviously, a reconfiguration of current space will be necessary to best integrate the new HUB into Saunders.

c. The third option, which should only be considered temporary is the basement of Dean hall. This option is not optimal because it is remote, not visible, and will not provide the sense of welcome that we believe the HUB needs to be highly effective.

Conclusion:

The committee feels we have an important opportunity to rethink advising and the role of undergraduate education more generally at UH Manoa. While we certainly cannot overcome some of the larger barriers – such as an incomprehensible general education system designed with faculty interests and not student interests in mind – we can at least create degree pathways for students in the College of Social Sciences that will increase accessibility to quality advising and hopefully ensure that all students, especially those prone to becoming lost in the system, are able to succeed to the best of their abilities.

## Appendix A: Student Survey Summary

### CSS – SAS Task Force Survey Results

#### Background

In January 2013, a 14-question survey was sent to students who were majoring in the disciplines included in the College of Social Sciences, asking them about their experiences with advising. A second request was sent to majors in Political Science and Sociology in early March. Questions were asked about all sources of advising and about other methods of information acquisition.

#### Respondents

The maximum number of responses received for any of the questions was 157. Not all students answered all of the questions.

Excluding the second major of double majors where the second major was not a CSS major, the distribution of responses by majors is as follows:

<b>Major</b>	<b>Number Responding</b>
Anthropology	6
Communications	14
Economics	7
Ethnic Studies	2
Geography	2
Political Science	33
Psychology	31
Sociology	30
Women's Studies	5
Independent Studies	9
Other	10
Pre-psychology - 6	
Business - 1	
Social Work - 1	
Undecided -2	

Total = 144, including 5 double majors in CSS

Of those students, 19% were freshmen and sophomores, and 81% were juniors and seniors.

#### Satisfaction with Advising

In general, students were satisfied with the advising process and with the advising they received. Students were asked (Question #3) to rate their experiences with advising at UH on a scale of 0-100, with 100 being the best. Major advising received the highest rating, with an average score of 70, CASSAS advising was a close second with an average score of 69, followed by the Manoa Advising Center, with an average rating of 59. STAR was included, and STAR outranked all of the in-person advising sources with a rating of 76. (A bit of caution is in order when interpreting the above results, however. In their explanations of their rankings [Question #4], two students mentioned that they had used “0” when they did not have any experience with the advising that was asked about.)

In an effort to understand which types of face-to-face advising were working well, students were asked about departmental advising, CASSAS advising, and MAC advising. In response to the prompt *I receive excellent advising from my major department*, 60% of 156 students agreed or strongly agreed, while 19% disagreed or strongly disagreed. The remaining 21% of the responses were in the “neither agree nor disagree” category.

In response to the prompt *I receive excellent advising from the Arts and Sciences Advisors (in QLC 113)*, 55% of 157 students agreed or strongly agreed, while 17% disagreed or strongly disagreed. The remaining 27% of the responses were in the “neither agree nor disagree” category.

In response to the prompt, “*As an undeclared student, I received excellent advising from the Manoa Advising Center (MAC)*,” 27% of 150 students agreed or strongly agreed, while 20% either disagreed or strongly disagreed. The remaining 53% were in the “neither agree nor disagree” category.

Based on anecdotal evidence suggesting that it was difficult to actually get to see an advisor, a prompt directly related to that was included: *Based on my experience, getting to see an advisor is difficult*. 42% of the 157 respondents agreed or strongly agreed that it was difficult to see an advisor, while 38% disagreed or strongly disagreed, with the remaining 20% selecting the category “neither agree nor disagree.” Students were given the opportunity to explain their selection. Sixteen students did so, with 3 of those students observing that the same day appointments system was problematic, while one said there were many appointments to choose from.

The only problem that was mentioned consistently was students not being pleased with same-day appointments. In response to Question #4 when students explained the rankings they gave to the advising sources, 9 of the 116 explanations referred to same-day appointments as a reason for their lower ratings. In response to Question #14, an open-ended question asking students to *Please list three things that DO NOT work well with the UH advising process*, out of the 103 student responses, 16 students mentioned that same-day appointments did not work well for them. However, in response to Question #13, *Please list three things that work well with the UH advising process*, in 7 of the 116 responses, students mentioned the same-day appointment process favorably.

The majority of the other responses to the open-ended items were either very general or very specific, referring to a particular student’s situation and/or to a particular advising meeting,

with few of the particular comments having any communality. As a result, patterns other than the same-day appointment comments were not seen in the data.

### Students' Sources of Information

A majority (58%) of the students agreed or strongly agreed that they did not need to see an advisor because they understood what courses they needed to take (Question #8), while 22% of the students disagreed or strongly disagreed, with 19% neither agreeing nor disagreeing. (This question must have been somewhat confusing because students whose responses fell into all of the categories except "strongly agree" commented that it was important to see an advisor even if they thought they knew what courses they needed to take.)

Question #11 asked students to *rank from 1 to 7 where you go for information on course requirements with 1 being where you go first for advising*. 48 of the 156 respondents said they go to STAR first for information/advising on course requirements. 24 go to their major departments first, 22 listed "other" as the first place they go, and CASSAS came in 4th as the first place they go, with 20 going to CASSAS first. 8 students who selected "other" said they got the information "online," while 4 more said they got the information from their department website. 5 students said they got the information from the catalog, and 5 said they got information from their parents. (A total of 31 students included comments in the "other" category.)

Students were asked which features of STAR they used (Question #10). 92% of the 153 respondents said they used "Academic Journey," 63% said they used "Reports," 58% said they used "Academic Journey Continued," but only 40% said they used the "Academic Planner."

### Information Students Desire

Question #12 was *During advising, I would like more information about (check all that apply)*. In addition to 72% of the 155 students who said they wanted more information about graduation requirements, 77% of the students said they wanted more information about career opportunities in their major field, 68% said they wanted more information about opportunities for internships, and 41% said they wanted more information about opportunities for service learning. In the "other" category, 3 students said they wanted more information related to graduate school, and 3 students said they wanted information about scholarships or grants.

### Summary and Recommendations

Overall, students are satisfied with the advising they receive. In fact, with respect to major advising and CASSAS advising, the majority of the students who responded to the survey agree that the advising they receive is excellent. The only "issue" students had with CASSAS advising was the same-day only procedure for scheduling appointments. Since some of the students liked the same-day appointment procedure, adding an online "schedule your own appointment in advance" option may be welcomed by students. The Writing Center allows students to schedule their own appointments with specific writing tutors, and that may be a

good model to emulate. In addition to scheduling appointments in advance, it might be wise to have appointment times of various lengths available, since a few students mentioned that the one-half hour appointment felt rushed and another said “It’s pretty simple [to see an advisor] as long as I give myself some extra time for an appointment if they are busy.”

Students make good use of STAR. They find it very helpful, based on their responses to the open-ended queries, although several transfer students identified problems with STAR. Our survey was conducted before the new version of STAR was released. Since only 58% of the students said they used “Academic Journey Continued,” which covered the requirements for their majors, it is very good that the new version combines both the Academic Journey and the Academic Journey Continued into a single page called the Academic Pathway. By consulting that single page, students can be up to date with their progress toward the completion of their majors as well as the other requirements for graduation. Students should be introduced to the Academic Planner, since only 40% of the students use it and since it can be so helpful when it comes to students planning their academic futures and the completion of all of their requirements.

The establishment of a HUB for Student Academic Services within the College of Social Sciences should be well received by students, since so many of the students who responded said they wanted more information about internships (68%) and service learning (41%). In addition, many students wanted more information about career opportunities (77%), and a few indicated they would like more information about graduate school and scholarships. It may be best to supply information about those last categories at the level of departmental advising, although it might be wise to also have scholarships handled at the level of the college along with internships. Department level advisors can refer students to the Pre-Health/Pre-Law Advising Center, if appropriate, and to the Manoa Career Center for additional information on career opportunities and graduate school.