Advising Review and Recommendation Report

Prepared by: Philip Rouse, ITS Project Coordinator – ITS Project Office

January 23, 2017

Table of Contents:

Project Background: "Consolidation and Coordination of ACAC Services."

In Spring of 2016, the Academic and Career Advising Center (ACAC) submitted an ITS Project request which emphasized the following:

- HSU is moving to a professional advising model for students' first two years, after which they will transition to faculty advisors. For effective implementation, this model requires a consolidated case management system that tracks, assesses, and communicates students' progress among their many constituencies. The current use of four or five different programs detracts from the provision of coordinated services, leading to less time being spent with students and the potential for lost data as advisors navigate between systems. This project will evaluate current procedures and processes in the Academic and Career Advising Center (ACAC) as well as existing and new solutions for applicability; implementation will be addressed in a future project proposal
- The project request also noted that the advising units lacked a comprehensive case management system that would:
    - Track student progress to degree
    - Serve as an effective communication tool between students and campus providers
    - Provide student access to scheduling and tracking advising appointments
    - Provide a repository of notes or the ability to upload completed forms such as Academic Action Plans.
    - Serve as an early alert system for students.
    - Provides a mechanism for assessment of services
    - Allows advisors to create dynamic reports using variable criteria

- In addition, the project request included 11 functional requirements that should be incorporated into a successful "one-stop-shop" solution, detailed later in this document in the "Available Solutions" section.

The approved project scope was limited to process review and business improvement only. That outcome will then be used to determine what, if any, significant changes to existing systems (or the introduction of new systems) are needed in support of a subsequent project proposal. The project was assigned to Phillip Rouse from the ITS Project Office who conducted interviews and process research during the months of September and October, 2016.

The following units or stakeholders were consulted during the HSU Advising review:

ACAC Academic Advisors	EOP Advisors	NACA/ITEPP Staff	Steve Ladwig(Admissions)
ACAC Career Advisors	EOP Office Staff	Tracy Smith (RAMP)	Chris Hopper
ACAC Leadership	EOP Leadership	Mapworks Technical Staff	Rick Zechman
INRSEP Staff	Learning Center Staff	HSU ITS Technical Staff	RAMP Student Focus Group

Project Approach: How Current Advising Processes Were Reviewed

A total of 29 HSU Staff members were interviewed, as well as a small student focus group involved with either academic and/or career advising responsibilities from the areas noted in the table above.

Each academic and career advisor was provided a questionnaire regarding advising and this questionnaire was the focus of each interview. The interviews and the discussions regarding the questionnaires identified the following basic sequential steps that each advisor had in common:

1	**Determine Student Advisee List:**	How the advisors identified advisees or advisee lists and with what system
2	**Initial Contact to Students:**	How the advisor makes contact and with what tools.
3	**Student Scheduling:**	How advisors and/or advising units schedule appointments and activities with student advisees.
4	**Advisement Preparation:**	What information do advisors access about the student prior to advising, if time permits?
5	**Advising Appointment Check-In Process:**	Is there a "check in" process used before appointments, and why?
6	**Conduct Advisement:**	How Advisors conduct their sessions and for how long. What are the topics they cover and what are the difficulties, if any.
7	**Referrals:**	What HSU services are most often used to refer the student to?
8	**POS Survey to Assess Services**	ACAC Advisors share a survey link. (EOP and other units complete a separate evaluation process.)
9	**Entry and Documentation of Information:**	What content or information is noted after the advisement and needs to be documented, and where. Is information entered by the advisor, central office staff, or student assistants?
10	**Follow-up of Referrals and Tasks:**	How do advisors track their referrals or suggestions to the student to seek services?
11	**Importance of Academic Referrals and Updates:**	Faculty have been asked to provide these updates of any "students of concern" during the 4th or 5th week of each semester. Usually freshman and freshman sub-categories of students are the focus. All advisors were asked how important this input is to their work.
12	**Monitoring Advisees:**	How do advisors keep track of their advisees and what would help them keep tabs on students who have follow up tasks or referrals.

Student input was gathered through a student focus meeting of current RAMP mentors who, as first-year students, had been served by various advising units across campus such as EOP, ACAC, and RAMP. Students were asked to report what they felt was working well and not so well in their experience and

why, and what improvements they would want to make to the process. The results will be shared later in this report.

Technical discussions and conference calls with Mapworks technical support were arranged with Tracy Smith and Mike Bradley who manage Mapworks as functional and technical leads at HSU. These meetings contributed to understanding the history of Mapworks at HSU, the current functional capability, and what was being planned for future functional offerings by RAMP and Mapworks.

Meetings with leadership from ACAC, EOP, INRSEP, NACA/ITEPP, and the Associate Deans from the colleges centered on gathering feedback about advising and the impact of advising. This group felt that advising had effects on retention, academic progress (including dropping courses), and graduation rates. This group felt there was a need for consistent communication related to functional updates and information related to Mapworks, as well as, any best practices in procedural changes needed to better help the students in the advising process.

IMPORTANT TO NOTE: Also referenced during this review was "Assessing MAP-Works at Humboldt State University," a report prepared by the Office of Institutional Research and Planning in August 2015, compiled with input from representatives across the campus, including ACAC and RAMP. Unfortunately, the schedule for formal presentation of these recommendations coincided with an unsuccessful vendor-led upgrade of the Mapworks system for the 2015-16 Academic Year. Since much of 2015-16 was spent digging out from that failed vendor upgrade, in order to reaffirm our continued use of Mapworks and begin to rebuild trust in the system, that report has not yet been distributed for review. It is important to note that many of our findings coincide with those of the assessment report and will be highlighted as such in the Current State and Recommendations sections of this report.

Validating the Current State:

The results gathered from interviews and feedback sessions identified specific concerns with the current process. The results fall into four specific key areas or themes, detailed below, and for the most part, align with the seven original problems cited in the project proposal. A table comparing the reported problem areas with these four themes can be found here.

1. Current processes create inaccessible, disconnected, and duplicated information silos between professional advisors, academic support staff, and faculty advisors.
2. There exists a central system that could be more fully utilized by advisors, support staff, faculty, and students.
3. Functional use, development, and growth of available central system is not being expanded to meet functional needs of students, professional advisors, faculty advisors, and student support staff.
4. Students lack a single, comprehensive site for seeking out and scheduling academic resources to meet their educational goals.

The over-arching theme in addition to the four listed above is: Everyone cares about and serves the student. Unfortunately, they have been unable to share the student informationally, which prevents faculty, advisors, and support staff from using a standard system and method to optimize the use of the early alert system, support advisement best practices, and appointment scheduling. There is support by the Deans, Associate Deans, and faculty who were interviewed to utilize Mapworks to its fullest capabilities.

Services are offered by a group of professional and career units and their advisors who are committed to serving our students. However, current process does not facilitate central usage, storage, and sharing of information. Advising and referral information is almost completely stored in silos and most advisors all store information in paper files, excel sheets, emails, and other preferred ways, which limits direct access to only themselves and sometimes within their advising unit. But as a result, only minimal information is made available to other stakeholders that also serve the student, or who will serve the student in the future.

Advisors have developed highly customized and individualized ways to gather specific information about students to help serve them but those tools and information do not have a central location to be accessed by all who serve our students. This applies to Advising units and faculty academic advisors in their respective departments. Also, student support staff often refer their students to other services, including other advising units and the Learning Center, but there is no central information system being used to connect the dots that involve advising services and academic support associated with a student in a single interface. Most advisors noted that they do not know if their advisees follow-up and actually go to the referrals they make.

The challenge moving forward will be to improve the current informational system to be the central tool for all advising support, early alert, and academic support at HSU so there is more effective transfer between advising services (program faculty and other advising units) and students. Next, agreement should be reached on what early alert inputs/notations and information about our students are most useful, and then place them in the central system to assist in the early alert capability that will help our students. This will ensure we adapt/change our business processes and documentation practices to achieve this. Since we cannot predict who our students turn to for help when they are experiencing

academic and/or other difficulties, this will certainly be a benefit to all the service staff that relate and work with the student.

1. Current processes create inaccessible, disconnected, and duplicated information silos between professional advisors, academic support staff, and faculty advisors.

Looking at the current processes gathered across all advising units, there are disconnected tools being used in the advising interviews to document services provided to and information from the students but only a small portion is then made available to other service providers in a central system. The rest is placed in files only accessible to the advisor, such as hand-written notes, custom spreadsheets (used for tracking), and paper forms either shared with the student (such as class and budget planners), or which the student fills in (academic action plans and intake forms). The number of tools storing different pieces of information further complicates the future preparation of advising appointments for advisors because they have to look in each information silo in order to prepare. For all advisors, this is inefficient during the preparation phase, and again during the documentation of services because there is limited time to access the information before advising, then after advising there is limited time for documentation and updates to systems. Some advisors reported back to back advising appointments that prevented them from catching up on documentation until the end of the day, after the last advising appointment with a student.

On the preparation side, advisors must learn how to navigate and access multiple information and filing systems to obtain information about their advisees prior to the advising appointment. This is very challenging considering the different skill sets, training history of each advisor, and their personal preferences. The analysis counted 10 to 15 different information sources, systems, and/or processes advisors used, depending on the time available before the advising appointment. All advisors used DARS routinely, but most advisors felt they usually had limited time to access several systems to prepare for advising.

On the documentation side, advisors noted using and having to access different silos to record information, which slowly eats up valuable time. This calls out the challenges with face-to-face advising interactions and referencing and updating information systems, all while the advising is taking place.

A majority of the tools used were developed by and are intended for use by a single advisor and the advisor maintains the tools in a way that nobody else has access to the information. Whether it is an excel tracking form or pivot table, email summaries to the student, paper notes, or specific forms the student has completed, only one advisor or unit usually has access to the information. A very small part of the advising information is placed in Mapworks as a contact entry. This becomes very problematic when the advising role transitions to faculty in the future, and faculty have very little access to the history and advising/support information about the student.

The current review of advising confirmed that all advising units are doing similar duplicate entry into both PeopleSoft and Mapworks to capture and enter the advising codes in the student record. This is so that advising services can be documented in PeopleSoft. Each advising unit also has separate student intake forms, applications, and internal forms to gather information about the student data that can already be found in a centralized system.

Also, the variety of tools used to schedule students is various, meaning some students use different pathways to schedule the same advising services (sometimes within the same advising unit), depending

on who they receive advising from. If they change majors or are referred to another service, they may not know how to access advising services with the new advisor. Students do not have a single resource to reference for information and scheduling of services.

2. There exists a central system that could be more fully utilized by advisors, support staff, faculty, and students.

Almost every advisor said that "if" there was more functionality available and information being put into or linked into Mapworks in the form of Contacts, Referrals, Academic Updates and Surveys, they would utilize Mapworks more regularly. One advisor from EOP remarked, "I haven't used Mapworks for two years." This statement was representative of the mistrust that faculty and staff developed with Mapworks as the result of an unsuccessful vendor-led upgrade during the 2015-16 academic year. Since then, the HSU Mapworks administrator has used much smaller-scale communication and training to gradually regain trust and grow support to improve and expand functionality. As a result of periodic training, some advisors are improving and advancing their own skills with Mapworks to aid in their advising work. Many advisors use Mapworks and are engaged with its useful functions like Static Lists, viewing the student Course Schedule, and making bulk contact entries. But, to optimize the early alert capability of Mapworks, all advisors must use the system regularly and training resources must be expanded to keep up with a growing number of users and training support for new functionality.

Other advisors and units mentioned that the students they serve are not part of the survey group, so they rarely have information in Mapworks unless they are working with freshman (who complete the bulk of the surveys). Advisors reported that if all HSU students were surveyed, all advisors would benefit from the early alert information, and more students would likely feel more supported as advisors and support staff use survey feedback

All faculty have permission to access Mapworks now and are encouraged to provide input in the form of academic updates and referrals. The goal is to contribute to a shared process of communicating student progress and/or attendance concerns with the network of student support staff that use Mapworks. The focus has mostly been with faculty teaching "gateway" courses that historically are challenging for our students. The previously-mentioned Mapworks Assessment report identified the importance of faculty buy-in and collaboration with planning initiatives and providing early alert information about students, so the use should be expanded campus wide with full training support to achieve that aim.

Mapworks is being used primarily by ACAC and EOP advisors to enter contacts, but other HSU advising units and student support centers are not utilizing Mapworks at all. The ACAC and EOP use and entry of contact logs is only using a small portion of Mapworks capability and needs to expand use of Mapworks as outlined in this recommendation. Each advising and student support unit has an internal system where information is stored and is not accessible to other HSU service providers. The current process is missing potential interactions and contacts (positive and negative) by providing additional staff access in critical areas such as Housing, Clubs, staff who assist transfer students, and departments that supervise student assistant workers. We cannot expect that all students will go to their academic advisor when they are in crisis, so additional Mapworks early alert inputs are needed in the areas where students are most likely to go for needed help. To do this, we need to expand use of Mapworks to other support staff.

All advisors are manually doing bulk emails by copying emails out of excel lists and into Gmail for emailing their various advising groups. Activating the Mapworks email component would help eliminate

the need to store information in Excel, and reduce this manual process while saving time. Improving functionality in the Mapworks system will also regularly bring users back to the same source to use a standard method of communicating with advisees that can be used by advisors, faculty, and other student support staff.

3. Functional use, development, and growth of available central system is not being expanded to meet functional needs of students, professional advisors, faculty advisors, and student support staff.

Despite making incremental progress and increasing stability and use in the Mapworks platform, the current Mapworks functional administrator has limited capacity and time to support any growth, coordinate training support, test & activate available functionality, and develop future functional needs with the growing network of users. Basically, our functional support resources cannot keep up with the pace of our functional needs. A majority of the functionality that is being sought by the Advising Groups is available in Mapworks now or being developed. Limited resources limits the ability to operationalize the use and expansion of Mapworks.

A large cross-campus Mapworks implementation team helped get the platform started in 2013 and worked to promote the first surveys during the Fall 2013 semester. In 2014 the expansive implementation team, their work finished, were replaced with a three-member advisory team; one from Institutional Research and Planning, one ITS programmer lead, and a Student Services lead (Robin Jones). The small advisory team continued to be in place until Fall 2015 when the unsuccessful vendor-led upgrade and service disruption required narrow and focused attention by just the one Mapworks administrator and the assigned ITS programmer. Users and advising unit leads retreated behind the scenes to wait for the platform to be fixed.

Currently there is one staff member trying to organize information and a communication structure/body to support the development of Mapworks functionality and training. This is not adequate to keep pace with the functional needs of the campus for growth, expansion, and development of the Mapworks system. Despite the difficulties and challenges, the campus now has three consecutive years of student survey data, which is now showing positive trends and connections with our programs and services. We must continue building on this work.

The previously mentioned Mapworks Assessment report named some priorities that we have yet to fully realize, but are still relevant to the current state of the process. It will be important to revisit the report and re-engage with those recommendations, as well as to consider and prioritize the recommendations outlined in this report.

4. Students lack a single, comprehensive site for seeking out and scheduling academic resources to meet their educational goals.

All advisors across the spectrum, faculty, and students reported a fundamental lack of information literacy, specific to the student's ability to find HSU information and resources that support them academically. Advisors have to show students how to connect with information that relates to them, such as DARS, specific MAPs to programs and majors, the Student Center, the myHumboldt Portal, and various HSU websites which students are often referred to as a resource. Advisors often take up a

significant amount of advising time to develop the information literacy of the student (especially freshman and transfer students) during the advising appointment.

In order to gain a comprehensive view of available services, students currently have to navigate a plethora of websites and informational links on their own or that advisors show or email the student. Students who access HSU advising and support websites experience a highly variable array of links and information, much of which is customized and differs from site to site. The advisors routinely direct students to various HSU websites (ACAC, Learning Center, Major Department pages), as well as non-HSU websites.

Students also face different variations of processes to access and schedule advising or academic support appointments, even within the same advising unit. Some advising units are using the free "You Can Book Me" service, while others schedule appointments with a completely different process or variety of options, including calling the main office to schedule an appointment. Office staff reported that students were frustrated during peak times because they could not always be scheduled for advising services (for example, before registration day deadlines).

Students interviewed in the RAMP focus group mentioned feeling stressed and felt everything was chaotic during their first semester. They felt like the registration and advising appointment was stressful because they didn't know what to expect or how to prepare. Students said that the student orientation process should focus more on information literacy needed to help avoid this stress and build competency. The students provided examples of successful ways this is being done de-centrally, such as an LMS (Moodle) course developed by the Communications department that teaches how to navigate in and use Moodle; course-specific materials designed by a Sociology faculty member; and an exploration of campus resources provided to all students in contact with the same Sociology faculty member.

Providing a single academic advising and support system for the student to access information, schedule services, and communicate with HSU staff that have worked with them will help provide a consistent service to the students.

Key Recommendations Identified by Analyzing Results:

The project submission stated a need for "consolidated technological options that help manage our workflow and create better efficiency in dealing with our students." Solutions to the themes found in this analysis exists today. Some can occur through a change in business process, others by making moderate changes in central information systems. Some can be quickly resolved and others may require longer-term investments of time and staff. Mapworks can perform the majority of the functional requirements and be an effective, shared case management system, reducing duplicate systems that have proliferated over the past years.

Most importantly, the Mapworks system can effectively support the critical transition from professional advisors to faculty advisors.

The recommendation calls for all the advising units, academic support services, and other stakeholders to form a new user group network that meets monthly. Each campus advising unit will be represented at the table and must come together to proceed with the technical and human resource investment in the Mapworks system. The user group and advising unit leadership will meet to review and prioritize the solutions in the three tables below:

Current State Advising Themes as Compared with ACAC-reported Problem Areas:

Current State Advising Themes	Advising Units want a system that:	Solution Availability
Current processes create inaccessible, disconnected, and duplicate informational silos between professional advisors, academic support staff, and faculty advisors.	• Provides a repository for notes or the ability to upload completed forms such as Academic Action Plans***(1)** • Allows advisors to create dynamic reports using variable criteria.	AVAILABLE NOW
There exists a central system that could be more fully utilized by advisors, support staff, faculty, and students.	• Serves as an early alert system for students ***(2)**	AVAILABLE NOW
Functional use, development, and growth of the available system is limited.	• Tracks students' progress to degree ***(3)** • Serves as an effective communication tool to students or others connected to a caseload of students • Provides student access to online scheduling and tracking of appointments with advisors • Provides a mechanism for assessment of services	MOST ARE AVAILABLE NOW OR WILL BE IN SPRING 2017
Students lack a single, comprehensive site for seeking out and scheduling academic resources to meet their educational goals.	**NOTE: This was one of the functional gaps discovered in the analysis of focus group sessions with students and faculty.**	ACCESS TO STUDENTS CAN BE PROVIDED, BUT SOME PREP WORK IS NEEEDED

1. **There is a strong case to change Business Processes (BPs) by eliminating paper contact notes and putting all contact log notes in a central system. Also, student forms, if placed in NOLIJ can be linked to the central system with an ISP (Institutional Specific Profile) process. Some universities have gone paperless in their advising units to promote use of a central system.**
2. **Surveys are the main source and focus for freshman Alert information, but if use was expanded to other support service staff, we would have more contacts and potential updates when students are experiencing a crisis or difficulties.**
3. **DARS is the main tool for monitoring student progress to degree, but Mapworks could possibly integrate DARS or future u.achieve and u.direct functions using the ISP process (noted above) as long as the Student Data owner was consulted and approved the integration.**

Available Solutions Sorted by ACAC Solution Requirements:

ACAC's 11 requirements for a one-stop-shop caseload management system	Solutions Identified in the Analysis of Currently Available Tools	Solution Time Investment	Aligning with these themes:
1. Academic Updates / Early alert capability	Expanding Mapworks use to other support staff such as the Learning Center, Housing, and Clubs & Activities staff will provide more academic updates/Early Alert capability. Incentivize/expand/hold accountable the faculty Academic Update process so all HSU faculty are trained and provide updates regularly. Not all students are invited to take the Mapworks survey, which means we are not using "early alert" capability for all students. This would provide more academic updates/Early Alert capability. Expand the use of referrals in Mapworks so the tool can capture all support services and follow-up tasks given to advisees. This would provide more academic updates/Early Alert capability and promote/increase collaboration between staff that are concurrently serving the student. Identify and expand the number of student support staff that have access to provide inputs to Mapworks to assist in the early alert process and share concerns with other support staff that are connected to the student.	Requires training of all advisors and expanded services groups. Requires training of all faculty and reporting design for use by Chairs/Deans. Open survey to all students Requires training of all advisors and expanded services groups. This can be worked in to the new user group network sessions to determine and prioritize.	Current processes create inaccessible, disconnected, and duplicate informational silos between professional advisors, academic support staff, and faculty advisors. There exists a central system that could be more fully utilized by advisors, support staff, faculty, and students. . ***The HSU Strategic Plan*** centers on the "Student" with initiatives for retention and graduation, which are directly impacted by the advising services on campus.
2. Ability to create dynamic reports based on live data	Operationalize the use of "Static Lists" and reporting tools in Mapworks, allowing staff to be able to create dynamic reports based on live data.	Training, Business Process Change and Leadership guidance. Investment in staff time to gain competency.	There exists a central system that could be more fully utilized by advisors, support staff, faculty, and students.

ACAC's 11 requirements for a one-stop-shop caseload management system	Solutions Identified in the Analysis of Currently Available Tools	Solution Time Investment	Aligning with these themes:
3. Electronic filing and scanning capability	Consider moving away from stored paper forms to storing records electronically in a NOLIJ electronic filing cabinet and providing secure and centralized access. Then use Mapworks ISP process to link to NOLIJ to easily access student forms. This would make use of the existing campus document imaging system, linked to the Mapworks student record.	Business Process Change and Leadership guidance. May need some ITS programming time to update NOLIJ "Indexes" and review existing student electronic file cabinets. Moderate development time in Mapworks to integrate/connect to information sources.	There exists a central system that could be more fully utilized by advisors, support staff, faculty, and students.
4. Note-taking ability similar to Map Works	Stop writing Contact Log notes on paper and enter these directly into Mapworks. This is functionally available now in Mapworks, but just needs to be used more widely used and accessed by all advisors, faculty and support staff.	Business Process Change and Leadership guidance. Recognize the potential cultural shift of data entry during face-to-face meetings, a hurdle that has already been met in other service settings, such as medical office visits.	Current processes create inaccessible, disconnected, and duplicate informational silos between professional advisors, academic support staff, and faculty advisors.
5. Ability to upload forms for students to complete, generate a "To Do" list	In addition to linking to the NOLIJ document repository through the ISP process mentioned above, Mapworks referrals can be used as a way to assign tasks to the student. The Mapworks technical staff recommended that advisors make a referral to themselves and list out the to-do items. This connects the task, the advisor, and the student to the referral and provides a way to track until completion.	Moderate development time in Mapworks to integrate/connect to information sources.	There exists a central system that could be more fully utilized by advisors, support staff, faculty, and students.
6. Ability to sort students into targeted groups such as those on probation, with GPA's lower than 2.0, etc.	Operationalize the use of "Static Lists" and reporting tools in Mapworks that provides a solution for the ability to sort students into targeted groups such as those on probation or with GPAs lower than 2.0.	Training, Business Process Change and Leadership guidance.	There exists a central system that could be more fully utilized by advisors, support staff, faculty, and students.

ACAC's 11 requirements for a one-stop-shop caseload management system	Solutions Identified in the Analysis of Currently Available Tools	Solution Time Investment	Aligning with these themes:
7. Ability to email students, either in select groups for targeted campaigns, or to all students within our caseloads.	Operationalize email communication in the Mapworks platform to enhance communication between advisors and students. This would provide a solution for the ability to email students either in select groups for specific campaigns, or to all students within an advisor's caseload.	Functionality currently available; may require additional resources to develop and test before activation.	Functional use, development, and growth of available central system is not being expanded to meet functional needs of students, professional advisors, faculty advisors, and student support staff.
8. Capability to communicate to other staff, faculty, peer advisors who are directly connected to a particular student about interactions with that student – similar to Contact Log in Mapworks.	Use of Mapworks Referrals would enhance the ability to communicate with other service staff that interact with a student. Bring together a workgroup to design the content in the student resource tabs in Mapworks. This is the best way to assemble all student support services information and provide it to students in one place. This will empower the student with the ability to communicate with other service staff that interact with the student.	Requires training of all advisors and expanded services groups. May require additional resources to develop and test.	Current processes create inaccessible, disconnected, and duplicate informational silos between professional advisors, academic support staff, and faculty advisors. Students lack a single, comprehensive site for seeking out and scheduling academic resources to meet their educational goals.
9. Ability to create "Direct Connect" group of advisors, RA's, Ramp mentors, etc. – similar to Map Works	In the Mapworks Assessment report it was stated that "The goal was to provide all end users with a software interface that allowed for a multi-dimensional team approach to communicate with other student team members, keep track of student activity on campus with other team members or resource departments, and to intervene if the student's risk indicator score was red (active intervention) or yellow (passive intervention)." Mapworks provides this interface now, but is only possible if used by all support staff, advisors, and faculty connected to the student. This will also empower the student with the ability to easily communicate with the same service staff that interact with and support them.	May require additional resources for training of all advisors and expanded services groups.	Students lack a single, comprehensive site for seeking out and scheduling academic resources to meet their educational goals.

ACAC's 11 requirements for a one-stop-shop caseload management system	Solutions Identified in the Analysis of Currently Available Tools	Solution Time Investment	Aligning with these themes:
10. Strengths Assessment similar to Kuder/Holland codes to help students identify possible majors.	None. Although, there are one-time grant funds to help secure this service for impacted groups. Kuder has its own platform and costs. Kathy Thornhill is currently researching availability of ongoing budget that might enable a Kuder project to be evaluated.	Unknown.	
11. Online appointment calendaring system like You Can Book Me.	Identify a cross-section of advisors to participate in the Mapworks Pilot for Google Calendar integration this Spring (2017), to help develop a single scheduling solution for all advising units.	Ensure Advisors have time and support to help the pilot be successful.	Functional use, development, and growth of available central system is not being expanded to meet functional needs of students, professional advisors, faculty advisors, and student support staff.

Other Recommendations and Solution Options:

Additional Opportunities	Solution Time Investment	Aligning with these themes:
Use Mapworks to see "My Advisee" lists, the survey completion status (or results, if taken), and the current courses the student is registered for. Explore Group Advising Strategies for advisors who have large caseloads. Students cannot all be seen on a one-to-one basis, especially during peak times. Advising Units could invest in coordinating their own study halls and effectively use mentors to manage sessions, as Athletics does for their advisees. Investigate two-way integration between PeopleSoft and Mapworks. There is already a shared FTP site that moves PeopleSoft information to Mapworks. According to ITS technical staff, if Mapworks were to provide a functional web service or API to export data to PeopleSoft, this could be expanded to include other data transfers. This could potentially help reduce the manual entry of Advising Codes in the student record if Mapworks can capture the advising code in the scheduling tool or other mechanism. Currently, the data transfer only goes one direction from PeopleSoft to Mapworks.	Business Process Change and Leadership guidance. Set-up of Room/Resources needed Model after Athletics and see if Advising Units can collaborate and serve all students. Once calendar is synced with Google and students are provided access to Mapworks in the Portal, this might be possible to develop in the user group network/meetings.	Current processes create inaccessible, disconnected, and duplicate informational silos between professional advisors, academic support staff, and faculty advisors.
Create a campus Mapworks user group network to start monthly Mapworks meetings to communicate, train, and update the functional users with advancements, best practices, and informational updates.	Requires organization and planning of meetings.	There exists a central system that could be more fully utilized by advisors, support staff, faculty, and students.
Lead an initiative to operationalize the use of Mapworks. Trust in Mapworks is being rebuilt but needs champions and partners in order to be successful. The best stewards of this charge are the Advising Leadership, investing in solutions that already exist. Leverage campus training resources. HSU Training and Professional Development Staff have not been approached and fully utilized to support the Mapworks initiative. Giving the APS-HR training staff a student-focused initiative would align with the Strategic Plan and help allocate resources effectively. This could help reduce the Mapworks resource gap.	Support the Mapworks System by requiring all advisors use/actively participate in functional development, and stop putting information in silos.	Functional use, development, and growth of available central system is not being expanded to meet functional needs of students, professional advisors, faculty advisors, and student support staff.

Additional Opportunities	Solution Time Investment	Aligning with these themes:
Student-centered development in Mapworks to standardize how to schedule advising, find resource links/information, and contact support staff associated with their academic support experience. ISP functionality and/or basic resource link development in the resource tab can be used to bring the list of courses for upcoming semesters into Mapworks to provide easy access to the students.	Once calendar is synced with Google, scheduling will enhance all HSU academic support services. A student user focus group can assist with the development of Mapworks to improve the support of students with technology available in this platform.	Students lack a single, comprehensive site for seeking out and scheduling academic resources to meet their educational goals.