



Advising Assessment Report
Academic Year 2018-2019



The mission of the Office of Advising Strategies (OAS) is to educate, lead, and advocate for advisement.

Background

The OAS assessment plan focused on each having a goal for students, colleges, advising, professional development, and an OAS function. The plan was shared with advising managers in a Provost's Committee for Advising (PCA) meeting, and were notified of their role in reporting results for Goal B. Similarly, college advising centers were informed of Goal A during Advising in New Student Orientation (NSO) meetings, so that LoboWeb and LoboAchieve tasks could be incorporated in their advising sessions. The NSO Advising evaluation questions were reviewed, revised, and approved by the college advising centers. The Training and Education Committee was made aware of Goal C, and planned programming to meet this objective. The Director of Advising Strategies was responsible for actualizing Goal D. This report includes the four major goals with assessment standards along with a background, results, analysis, recommendations, and evidence for each goal.

Goal A

Students gain knowledge about course registration and accessing their advisor from college advising units at New Student Orientation (NSO).

Assessment Standards:

CAS Domain-Knowledge Acquisition, Integration, Construction, and Application (KAICA), Practical Competence (PC), and Humanitarian and Civic Engagement (HCE), NACADA Informational Core Competency, UNM 2020 Goal 2, OAS Mission: Educate.

Goal B

Colleges will update, when necessary, information on their posted degree program/major(s).

Assessment Standards:

CAS Domain-Knowledge Acquisition, Integration, Construction, and Application (KAICA), Practical Competence (PC), and Humanitarian and Civic Engagement (HCE), NACADA Informational Core Competency, UNM 2020 Goal 2 and 3, OAS Mission: Lead and Advocate.

Goal C

Advisors will gain knowledge about current advising practices during OAS-provided professional development.

Assessment Standards:

CAS Domain-Knowledge Acquisition, Integration, Construction, and Application (KAICA), Practical Competence (PC), and Humanitarian and Civic Engagement (HCE), NACADA Conceptual, Informational, and Relational Core Competencies, UNM 2020 Goal 2 and 3, OAS Mission: Educate and Lead

Goal D

The Office of Advising Strategies will continuously improve advising practices.

Assessment Standards:

CAS Domain-Knowledge Acquisition, Integration, Construction, and Application (KAICA), Practical Competence (PC), and Humanitarian and Civic Engagement (HCE), NACADA Informational Core Competency, UNM 2020 Goal 2 and 3, OAS Mission: Advocate and Lead

Unit Goal A:

Students gain knowledge about course registration and accessing their advisor from college advising units at New Student Orientation (NSO).

Advising during NSO exposes first-year students to online advising tools used to register for courses and schedule appointments with their academic advisors. About 4-6 hours during the NSO freshmen orientation program is devoted to academic advisement. Within that time, students search and register for courses using LoboWeb. Students also schedule a follow-up appointment with their advisor using the LoboAchieve scheduling platform. Students were asked to complete a six-question online evaluation at the end of their NSO advising session. 2,653 new beginning freshmen enrolled in the Fall of 2018, of which, 2,049 completed the survey. Some questions asked students to self-report on a few advising learning outcomes.

AUO A1 Benchmark:

Students will gain knowledge to navigate LoboWeb and LoboAchieve from their NSO advising sessions.

Background

Of the online advising tools provided, students spend the most time on LoboWeb during NSO advising sessions. Advisors show students how to navigate the system efficiently and teach them how to interpret the system's language, such as abbreviations. As students select courses of interest, advisors provide feedback, check their schedule, and ensure their enrollment consists of workable class arrangements that fulfill the students' needs and requirements. Furthermore, advisors use this time to guide and equip students with resources that will help them in and beyond NSO.

Results

With time and effort, advisors were able to teach students how to use two important online advising tools: LoboWeb and LoboAchieve. Students must register themselves using UNM's registration self-service system, LoboWeb, which also provides students the ability to search and register for courses, thus resulting in a developed schedule of registered courses.

In the six-question online NSO evaluation, students were asked to evaluate their level of agreement on the following statement: "Based on advising during New Student Orientation, I am confident in using LoboWeb to search for classes on my own."

Results showed that a total of 44.68% of students strongly agreed and 45.02% agreed with the statement (Appendix AUO A1 Chart A).

Students were also asked, "Based on advising during New Student Orientation, I am confident using LoboWeb to view my schedule." Students strongly agreed at a 53.07% rate, while 40.2% agreed with the statement (Appendix AUO A1 Chart B).

Analysis

NSO is a critical time where a variety of resources are presented and utilized to help students enroll, thus requiring teaching students the usage of online advising tools. Since students must self-enroll through LoboWeb, it is important to familiarize them with registration functions in order to be self-

sufficient in subsequent semesters. Although we rely on students to self-report their learning, it mirrors what is observed during NSO.

We did not ask students if they gained knowledge while navigating LoboAchieve because it closely resembled the question asked to measure benchmark AUO A2.

Recommendation for Improvement/Changes

In 2019, the NSO program requested folding advising questions into their assessment instrument. The program will continuously seek ways to condense the evaluation and only ask the most necessary questions. Advising can consider using enrollment data as evidence of these goals as students must self-enroll using LoboWeb, thus eliminating the need to ask the NSO Evaluation questions previously discussed for benchmark AUO A1.

Actions and/or improvements that were implemented during the 2018-19 Academic year

The assessment question was improved to gain better insight into the students' level of learning. The 2017 NSO survey asked students the following: "I am comfortable further exploring LoboWeb and LoboAchieve." This question assessed a low level of learning. For this assessment cycle, students' were assessed by being asked to analyze their level of confidence in using the online advising tools presented to them, providing an in-depth exploration of their learning levels toward using the online resources provided individually.

Verification or evidence used

The NSO Evaluation was the sole source of evidence. Although we know that students must use LoboWeb to enroll in the University, enrollment data was not used.

AUO A2 Benchmark:

Students will gain knowledge on how to access their academic advisor from their NSO advising session.

Background

During NSO, students are highly guided to their advisement session with NSO staff walking them to their advising location. Minimal effort, on the students' part, is needed to find their advisor for their first advising session. Students need to know how to access their advisor outside of the NSO structure. Advisors email their assigned students before and after orientation, allowing students to access their advisor through email messages; however, for this benchmark we rely on teaching students how to use LoboAchieve, an online self-service appointment application.

LoboAchieve is the best way for students to schedule appointments with their advisor. During NSO, advisors set aside time to have students schedule their first advisement appointment. This requires students to log into loboachieve.unm.edu to view their advisor's schedule and contact information.

Results

Students were asked to evaluate their level of agreement on the following statement: “Based on advising during New Student Orientation, I am confident in finding my advisor’s calendar in LoboAchieve.”

Composite responses indicate that 41.27% strongly agreed and 42.05% agreed with this statement (Appendix AUO A2). Individual college advising centers show similar results to the combined outcomes.

Analysis

Students will access their advisors using various methods, including LoboAchieve, email, online information, and walk-in hours. Asking about LoboAchieve on the NSO Evaluation is one method of measuring success for this benchmark. Assessing knowledge gained via contacting advisors through UNM email is challenging. A small portion, about 16.64%, (Appendix AUO A2) were either neutral or disagreed with the statement on gaining knowledge of LoboAchieve. It is unknown as to why almost one-fifth of students lack confidence in using this online application.

Recommendations for Improvement/Changes

Before 2014, students did not have a self-service appointment application. Therefore, advising wanted to teach students how to use technology during early assessment planning. Now, self-service appointment scheduling is common, thus advising can move away from this benchmark toward a more complex task. Scheduling follow-up appointments can remain a task during NSO as a practical assignment, but does not need to be assessed further. Additionally, if LoboAchieve reporting comes to fruition, an analysis of creating appointment activity during NSO dates could provide evidence, thus eliminating the need to ask a question on an evaluation.

Actions and/or improvements that were implemented during the 2018-19 Academic year

In 2017, the NSO survey combined questions about LoboWeb and LoboAchieve; therefore, it was difficult to discern whether students learned how to navigate both applications in the same manner.

Verification or evidence used

The NSO Evaluation was the sole source of evidence.

Unit Goal B:

Colleges will update, when necessary, information on their posted degree program/major(s).

As UNM pursued initiatives to increase student enrollment, retention, and graduation, the necessity of providing timely updates to degree requirements became apparent. Furthermore, UNM noted a need to improve the communication of information that would engage students and provide them with motivational interactions with the university and their departments.

Because this goal measures colleges, academic advising plays an essential role in the dissemination of educational information to students; thus, leading to the development of Goal B.

AUO B1 Benchmark:

Colleges will update degree requirements on their website(s) on a semester basis.

Background

This benchmark was created to ensure that students had access to the most current version of their degree plan in order to help them plan their academic schedule and overall degree path. Each of the 12 colleges with undergraduate degrees submitted individual reports on their AUO B1 benchmark results, which were merged for composite results for this report.

Results

All 12 colleges demonstrated efforts through which students could more easily obtain up-to-date information in regards to their degree program. These updates took shape through a variety of methods: creating and updating internal websites, the UNM degrees site (degrees.unm.edu), the UNM catalog, and employee training.

Of the 12 units, 11 made updates to the degree program requirements listed on their websites. These updates included reviewing degrees for any potential changes to courses or deadlines (Appendix B1A, B1D), updating websites per catalog changes (Appendix AUO B1C), reviewing website traffic for efficacy (Appendix AUO B1B), the addition of new programs (Appendix AOU B1E), and creating college-wide websites to centralize where information about degree programs are located (Appendix AUO B1F). However, Honors College (HC), a young unit with a new advisor, focused on their advisor's familiarity with their program, the current information available, and on creating new content to be deployed based on that review (Appendix AOU B1G). Colleges also reviewed UNM Degrees (Appendix AUO B1H) for their accuracy as well.

Analysis

The efforts made by colleges to update degree information has led to a continued general improvement in the facilitation of student access. All colleges demonstrated a commitment to providing students with timely information needed to make appropriate academic decisions.

However, many colleges continue to house student degree information in multiple venues and different formats (Appendix AUO B1I). This bifurcation is of continued concern, as it can lead to confusion for new students, and those changing majors.

Recommendation for Improvement/Changes

The original wording of this goal failed to meet the culture in which departments create and share degree information. However, the overall need to have a centralized location on which all departments maintain and update their degree plans remains. OAS has a close partnership with The Institute of Design & Innovation (IDI) on the UNM degrees site in support of the university-wide goal to create a standardized and easily accessible version of all bachelor's degree requirements. Departments could then link their specific degrees on the UNM degrees site to their website if desired. Thus, updates to UNM degrees must be the primary focus for any future analysis of degree updates. This goal also fails to recognize updates provided on social media platforms, email, and updates to websites in general to facilitate a smoother student experience.

Furthermore, updates to degrees seldom happen on a semester-by-semester basis, as colleges primarily update based on the approval of curriculum changes that are typically finalized in May of each year. Additionally, degrees may go through extended periods without changes. For this benchmark to provide meaningful future analysis, it must measure 1) what changes colleges make (departments giving specific dates, class, or grade requirements that were changed), 2) where colleges specifically make these changes, 3) the way colleges communicate these changes to students and the university, and 4) measuring students' perspectives and engagement with these updates.

Describe the actions and/or improvements that were implemented during the 2018-19 Academic year

As was noted in the 2017-2018 OUA Assessment Report, this goal fails to measure whether student learning occurs with degree requirements. The goal appears to be compliance based as was the case in the 2016-17 cycle. Moving forward, an integrated approach that considers student impact and engagement will need to provide further measurable student learning outcomes.

Verification or evidence used

While all 12 colleges submitted evidence in their individual reports, seven examples of evidence were used in this report.

AUO B2 Benchmark:

Colleges will communicate student academic opportunities and resources via email, website, and/or social media on an annual basis.

Background

Colleges engaging student involvement with their advising centers are vital for retention and graduation. In 2014, the University moved pre-major advising to each of its respective academic colleges, so that students could develop an affinity with their degree program from the first semester to graduation. Colleges then became responsible for communicating with all students pursuing their major and/or degree program. Each of the 12 colleges with undergraduate degrees submitted individual reports on their AUO B2 benchmark results, which were merged for composite results for this report.

Results

All 12 colleges demonstrated efforts through which they shared information about their academic and professional opportunities and resources. They did this through email, social media, college websites, and message boards.

While all colleges utilize email in some capacity, seven have created dedicated listservs that are used to reach specific student populations (Appendix AUO B2A). Seven units also use social media (Facebook, Twitter, Instagram, and LinkedIn) to share information with students (Appendix AUO B2B). While the College of Fine Arts (CFA) utilizes social media, they have also gone one step further in running and maintaining a dedicated internal message board for their students (Appendix AUO B2C). Other unique outreach methods include digital newsletters from the College of Arts & Sciences (A&S) and HC (Appendix AUO B2D), and the College of Education's

(COE) digital streaming (<https://vimeo.com/299285192/4f2a209dab>) of pertinent information in student areas in their buildings.

Analysis

The outreach efforts made by colleges to provide students with relevant information continued to advance successfully. Eleven colleges used at least two methods for student outreach, and showed consideration in how they did so.

However, each of these outreach modalities bestows unique challenges. Students receive a high frequency of email from UNM in general, and the problem of not overloading students with superfluous messages continues. Colleges are using dedicated listservs and newsletters to counter the trend of students not reading or merely deleting emails due to this influx. Social media requires colleges to be familiar with posting trends and the ability to provide content that appeals to students deciding to follow them actively. Newsletters are time-consuming to produce and require a high continuation of new content, which requires software and staff to write the content. The more methods colleges use, the more time they have to give learning to be proficient in it, and carefully watching multiple platforms for student responses. Each platform comes with differing Family Educational Rights and Privacy Act (FERPA) concerns. Moreover, there is an overall array of locations for this student information, with no standardization in its presentation or volume. Assessing the outreach done by colleges is essential to creating a broader framework to measure its efficacy, and overall outreach plans in the future.

Recommendations for Improvement/Changes

This goal recognizes the need for colleges to engage with their students. However, it fails to account for what meaningful engagement is, what it should look like, or ask that colleges reflect on their efforts. Emphasis is on an action occurring, not the impact of those actions. This lack of standardization makes cross-comparison difficult. All colleges serve different students, and require different approaches to serve them best. The visual focus of Instagram helps CFA promoting the art of their students while a weekly student newsletter matches in the interpersonal community that the HC desires. As was the concern with benchmark B1, this lack of standardization leaves too many venues for students to contend with, especially when changing majors. As more colleges turn to University Communication & Marketing (UCAM) for assistance in polishing their outreach methods, it might behoove the advisement community to work with UCAM in a broader capacity. While every effort should be made to allow colleges to reach their students in the fashion that best suits their academic culture, attention can still be paid as to how that culture can be broadened to fit into a wider university framework. This will allow its efficacy to be measured, enabling colleges to ensure that the time investiture for platforms matches their output.

Describe the actions and/or improvements that were implemented during the 2018-19 Academic year

During the 2018-2019 academic year, HC and the College of Population Health (COPH) became active in the advisement community, and submitted their first assessment reports. HC's report focused on training staff so that these goals could be met at a future date, and on their weekly student newsletter. The COPH found itself with the unique challenge of having little website

control due to the UNM Health Sciences Center running all program websites. Social media provided COPH the ability to provide students with more timely information.

Verification or evidence used

College advising centers submitted examples of listserv and social media messages, newsletters, message boards, and videos. This provided a broad-brush insight into communication efforts to students.

Unit Goal C:

Advisors will gain knowledge about current advising practices during OAS-provided professional development.

Advisors must be able to assist students through their educational path. OAS works to educate advisors by providing comprehensive training for new hires and continued professional development opportunities for all advisors. Such opportunities allow advisors to stay up-to-date and informed on advising practices and essential changes.

AUO C1 Benchmark:

New advisors will gain knowledge of UNM academic advising programs, policies, and practices during New Advisor Training.

Background

In 2017, advisor training moved from a week-long, face-to-face, training to a year-long, hybrid approach to give new advisors the flexibility of a self-paced online training model. The face-to-face training content was transferred to Blackboard Learn as an online course with the addition of 12 monthly face-to-face meetings, 10 hours of required outside shadowing, and a final portfolio (which is required to be completed within six months of being hired). The portfolio includes an advising philosophy, advising goals, Learn module assignments and quizzes, a reflective essay, shadowing observation summaries, and a supervisor signature form. An onboarding document informing new hires of training requirements is given to new advisors at the start of their employment. Supervisors also receive an onboarding document to guide them through the training requirements (Appendix C1A and C1B).

Results

Portfolios demonstrate advisors meeting desired training outcomes and reaching proficiency for advising students, thus are excellent sources at assessing the AUO C1 benchmark (Appendix C1AC). During the 2018-2019 assessment cycle, 25 of 29 new advisors completed their final training portfolio. Online modules include readings, videos, quizzes, and individually graded reflective essays. All online materials cover programs, policies, and practices as follows:

- Module 1: Introduction to the Training Modules (learn how to navigate Blackboard courses)
- Module 2: Introduction to UNM (UNM History and Demographic information)
- Module 3: Ethics & Legal Policy for advisors

- Module 4: UNM Policies and Procedures
- Module 5: The Advising Profession (NACADA)
- Module 6: Theories & Approaches
- Module 7: Intersectionality - Encompassing all Identities
- Module 8: Using the Catalog
- Module 9: Freshmen Advisement & Placement
- Module 10: Majors at UNM
- Module 11: Advising Notes
- Module 12: Student with Individualized Support (all integrative and supporting departments)
- Module 13: Students Not Making Progress (probation, suspension, unsatisfactory academic progress)
- Module 14: Graduation
- Module 15: LoboTrax/TES

Analysis

Completion of the advising portfolio provides a diversified way to document advising expertise and readiness for seeing students. A total of 25 new advisors completed the mandatory training requirements and demonstrated a strong foundation to be successful advisors. Advisors had a maximum of six months to complete their portfolio; however, advisors from academic units needed a shorter timeline since their primary role was advising. Advisors from integrated advising units needed more than six months if their advising duties were minimal. Supervisors were contacted weekly to ensure advisors were promptly completing their training to hasten the training requirement. It is vital to have supervisor support in the training requirement so that new employees may be given work time to fully engaged in learning the material.

Recommendation for Improvement/Changes

Outside of having a six-month maximum expectation for completing training, OAS has not received feedback as to how that timeline fits with supervisor expectations. The onboarding document will be updated to require a supervisor to include a timeline for portfolio completion. This will help the OAS trainer accurately pace the new advisor's progress in the modules to ensure they are meeting timeline requirements, and will communicate progress weekly.

Actions and/or improvements that were implemented during the 2018-19 Academic year

Previously, only the OAS trainer reviewed the portfolio. Thus, supervisors were unaware of the training process. A supervisor signature form was added to the portfolio to ensure the supervisors could see the work that their new advisor had submitted during training and verify they were satisfied with the new advisor's efforts. Supervisors could then give positive feedback or require additional work before submitting the portfolio to the OAS trainer. Additionally, learning outcomes were added to the shadowing document to help advisors and supervisors understand the value and importance of shadowing outside of their department. (Appendix AUO C1D).

Verification or evidence used

The portfolio of 25 new advisors was the primary evidence for assessing the fulfillment of this benchmark.

AUO C2: Benchmark:

Academic and Integrated Advisors will gain knowledge about best practices during Advising Matters and/or Advisor Institute(s).

Background

In 2017, a committee called “Advise-L” held periodic, informal, advisor meetings that included informational presentations by advising-related departments. The meetings were poorly attended and did not offer professional development opportunities. OAS repurposed the committee as the newly titled ‘Training and Education Committee’. This committee now plans, organizes, and coordinates Advising Matters and Advisor Institutes meetings throughout the year. Advising Matters meetings provide professional development opportunities that are knowledge and skill building based so that advisors can have up-to-date information and increase their repertoire for helping students. Advisor Institutes, which are held bi-annually, provide a one-day, conference-style approach, with a variety of topics relevant to advising. OAS held eight Advising Matters meetings, and two Advisor Institutes during this assessment cycle.

Some of the content included in last years’ meetings included: Health Sciences graduate & undergraduate programs, Innovation Academy, General Education changes, Common Course Numbering initiative, and individual college presentations. Other content included information on working with specific populations of students from departments such as El Centro de la Raza, American Indian Student Services, African American Student Services, and the College Enrichment Program. Most of the meetings highlighted an advising center who were given the opportunity to present and share information on their processes and degree programs.

The Fall 2018 Advisor Institute included a variety of breakout sessions by the UNM community as well as a keynote speaker who presented on identifying students’ assets and helping build upon them (Appendix AUO C2B). The Spring 2019 Institute focused on the changes with General Education by having multiple members of the General Education Fellows Program present to the advisors (Appendix AUO C2C).

Results

Overall results show that 83% of advisors agree that Advising Matters meetings provided updates, approaches, and strategies for use in their daily advising practices (Appendix AUO C2A Chart 1). The majority of advisors, about 87% agreed that the content provided during the Advising Matters meetings included information and/or updates that were important to their work with students (Appendix AUO C2A Chart 2). Evaluation results also show that the majority of advisors agreed that the meetings provided content that helped them develop their advising practice. However, 27% were neutral or did not think they were receiving content that helped them develop as advisors (Appendix AUO C2A Chart 3). About 94% of advisors strongly agreed and agreed that Advising

Matters meetings helped them stay current with changes that are occurring at UNM (Appendix AUO C2A Chart 4).

Evaluation results for the Fall 2018 Advisor Institute indicate that 78.6% of advisors agreed that they gained knowledge that can guide their advising practices (Appendix AUO C2A Chart 5). The evaluation results for the Spring 2019 Advisor Institute indicated a total of 69.2% of advisors strongly agree and agree that the information they gained during the Advisor Institute will help guide their advising practice (Appendix AUO C2A Chart 6).

Analysis

Advisors were given the opportunity to participate in eight Advising Matters and two Advisor Institute professional development meetings. The content provided at the Advising Matters and Advisor Institute meetings included important curriculum updates, approach techniques, strategies to use in their advising practices, and information to share with their students. Professional development for advisors helps set expectations for possessing a high level of knowledge and skills, while providing advisors the tools and practice to advise students. The evaluation questions did not precisely measure whether best practices were shared.

Recommendations for Improvement/Changes

Questions on the Advising Matters evaluation will be improved to ensure benchmark measurements are more accurate. Additionally, we will cease requesting an evaluation after each Advising Matters meeting and only request an evaluation after four meetings to increase the number of responses. The Advisor Institute evaluation was improved in the Spring of 2019 from the Fall 2018 version, but could measure another outcome besides gaining knowledge.

Actions and/or improvements that were implemented during the 2018-19 Academic year

The Training and Education committee continued to solicit feedback after the Advising Matters and Advisor Institute meetings to ensure they were addressing the expectations and needs of the advisors who attended. In order to gain useful feedback, a variety of questions was used throughout the year to fine-tune, which will provide insightful and comprehensive feedback. The evaluation for Advising Matters is still in the process of being modified.

Verification or evidence used

Data from Opinion evaluations sent after Advising Matters meetings and Advisor Institutes were used to assess this benchmark.

Unit Goal D:

The Office of Advising Strategies will continuously improve advising practices.

In fulfillment of its mission, OAS advocates for the advisement community. As such, OAS strives to provide a professional environment by examining the classification of advising positions. Furthermore, OAS values excellence by promoting an advisement model of continuous improvement, thus evaluating advising systems to provide efficient student advising services.

AUO D1 Benchmark:

Ensure that all individuals performing undergraduate academic and integrated advisement are classified appropriately.

Background

As part of the ongoing advisement study that began in Fall 2017, OAS and the Human Resources Compensation Department (HRC) had been reviewing the advising structure of 22 classifications (see Table 1). During this assessment period, equity grids and resumes of over 150 staff advisors were collected to study classifications and gather information on years of experience and advisors level of education. Based on the data collected through the advising study, HRC revised the classification structure to three job families with four similar classifications in each job family. In November 2018, HRC issued a crosswalk and basic job descriptions of the new classifications. Further, in January 2019, supervisors could submit an abbreviated Position Review Questionnaire (PRQ) if they wished to modify the initial classification of individual employees.

Table 1.

Impacted Classifications

Academic Advisement	Integrated Advisement	International Advisement
Mgr, Academic Advisement	Student Success Manager (Branch)	Mgr, International Education
Academic Program Support Mgr	Academic Success Mgr/Law School	International Advisement Splst
Academic Advisement Specialist	Academic Student Success Manager	International Program Advisor
Coord, Student Advisement	Mgr, Student Success	
Coord, Graduate Academic Advisement	Student Programs Specialist	
Sr Academic Advisor	Coord, Program Advisement	
Academic Advisor	Sr Student Program Advisor	
	Student Program Advisor	
	Student Success Specialist, Sr	
	Student Success Specialist	
	Sr Student Success	
	Assoc/Branch	
	Branch-Student Success Assoc	

Results

Based on the data collected, HRC moved advising positions to a new classification structure that was implemented May 1 for exempt employees, and May 11 for non-exempt employees (see Table 2). The University was able to move from 22 classifications to 12, thus streamlining our structure. The academic family is made up of staff employed in academic colleges with an integrated family of staff working in support services. The International job family is specific to the Global Education Office. The new structure placed classifications within job families at equal levels across the three categories. Although the impacted classifications in Table 1 were organized by job family, advisors had not previously been placed within any structure because the job family concept had not been in place. Additionally, HRC also conducted a market study, and in some cases, adjusted the grade level to reflect the market.

Table 2.

Revised Classification Structure

Academic Advisement	Integrated Advisement	International Advisement
Mgr, Academic Advisement Supv, Academic Advisement Academic Advisor, Sr Academic Advisor	Mgr, Student Success Supv, Student Success Student Success Specialist, Sr Student Success Specialist	Mgr, International Education Supv, International Education International Education Advisor, Sr International Education Advisor

Analysis

Overall, the study clarified roles and responsibilities within classifications, making it more transparent as to which type of advising each family conducts. The advisement study impacted over 150 employees, with some staff moving out of the advisement job family and others moving in. The shift of some positions from exempt to non-exempt status caused integrated advisement departments to significantly alter their staffing models, particularly during heavy programming cycles.

Before the advising study, it was difficult to determine the University’s student to advisor ratio. It had been unclear as to who conducted academic advisement since advising centers did not adhere to similar job classifications across the University.

Recommendation for Improvement/Changes

There were periods when very little was communicated to constituents, usually due to a cycle of data analysis or pending approvals of various administrative levels for pending changes. There were information gaps based on roles, with the most information shared with advising managers and directors and the least shared with Academic Operations Officers. Future studies should explore ways to keep all constituents informed.

Actions and/or improvements that were implemented during the 2018-19 Academic year

The 2017-18 cycle kicked off the study and focused on preliminary data collection, thus was too early to have results or recommendations for improvement.

Verification or evidence used

Data used in this study is confidential with employee information; thus, the evidence is based on communication sent to constituents through various phases of the study.

See Appendices AUO D1A – D1D for evidence.

AUO D2: Benchmark:

Examine and/or evaluate UNM advising practices that result in effective operations for advisors and/or students.

Background

Previous advising surveys (See Appendix AUO D2A) revealed that students rely heavily on advising information posted online; therefore, it was important to evaluate the effectiveness of advising information on academic and integrated advising websites. The Peer Review subcommittee of the PCA reviewed advising websites to assess organization, language, content, and navigation ease.

Results

The Peer Review subcommittee reviewed seven sites using a rubric. The websites were as follows:

- University College
 - Exploratory and Pre-Professional Advisement Center
 - Liberal Arts and Integrative Studies.
- El Centro de la Raza
- College Enrichment Program
- students.unm.edu
- Office of Advising Strategies
- gened.unm.edu

The Director of University Advisement passed along feedback to units that were evaluated to managers with suggestions for change as well as positive feedback (Appendix D2C). The mechanism in place provided feedback intended to improve upon online information, but the structure lacked a method for advising units to report any changes. Much of the feedback focused on unclear language, poor formatting, broken links, and outdated information. The committee recommended that sites with heavy texts make revisions so that those scrolling through advising sites could easily pick up information. The communication to departments asked managers to review their communication method and reflect on the tone to ensure the information was student friendly.

The following are two examples of the type of feedback given to advising areas:

Navigate Your Major

- If you click on **Navigate Your Major** from tabs, it makes you choose **Advisement** or **Future Transfer Student**, but if you click on the **Navigate Your Major** tile, it takes you straight to the Advisement page (with no mention of the transfer page)
 - It may be helpful to have a landing page or home page for **Navigate Your Major** with the Finding My Major info and then both option (Advisement & Future Transfer Student) links for students to choose from.

Message from the Dean

- Add more pictures
- Condense the message

- Include bullet points to convey information
- Include bio – similar to SOE’s Dean (contact/education):
<https://engineering.unm.edu/about/meet-the-dean.html>

Analysis

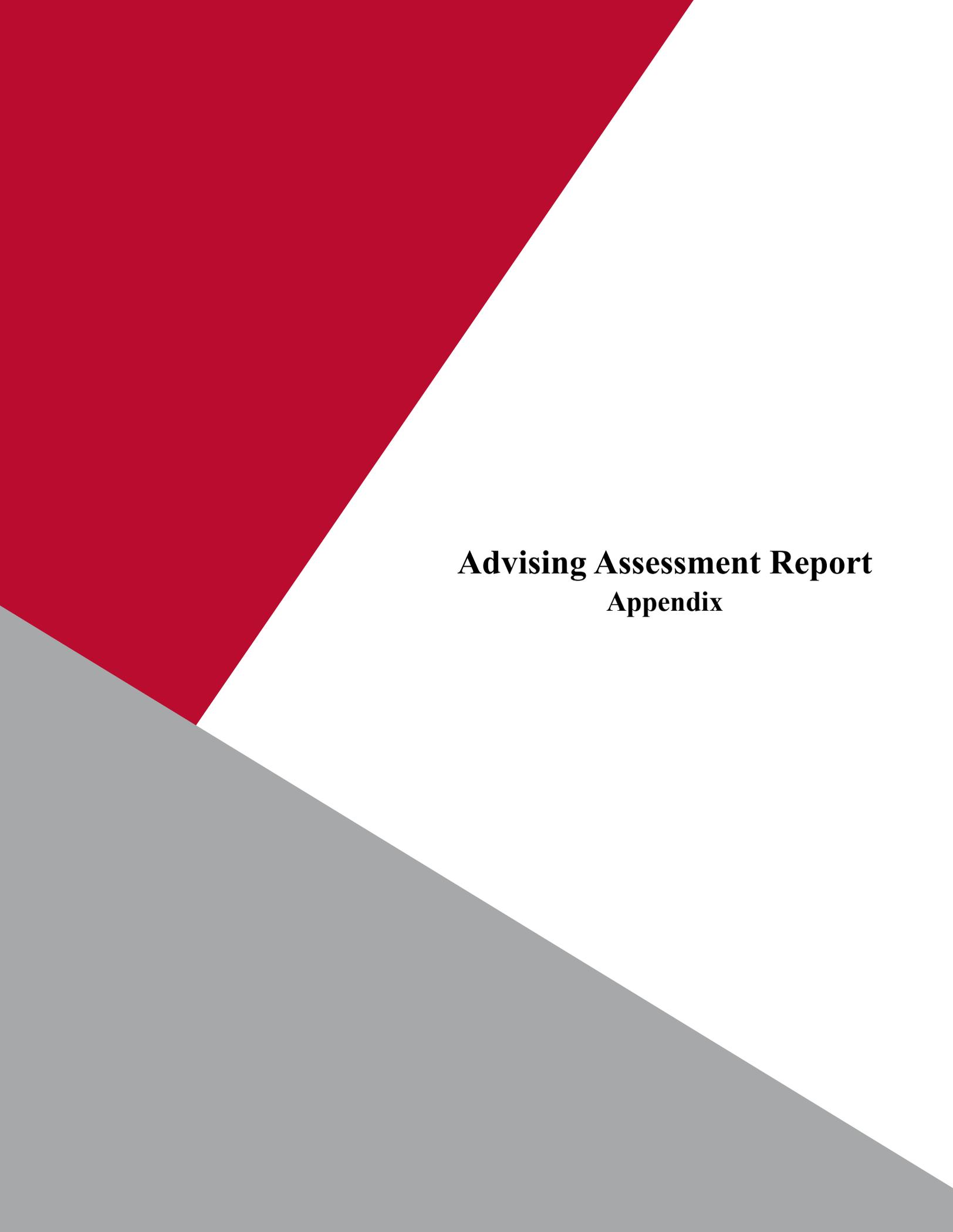
Providing peer review feedback on advising websites is a non-threatening way of communicating recommendations for more effective operations. The reviews allowed a reflection of information presented through a student lens, which revealed that the language had a policy compliance tone rather than a student-friendly tone. This peer review should have revealed that feedback could be objective, structured, and offered suggestions for improved operations.

Recommendations for Improvement/Changes

The peer review process should include time at the end of the cycle to assess whether any of the suggested changes were implemented. In the future, departmental visits will provide a more thorough analysis of daily operations.

Verification or evidence used

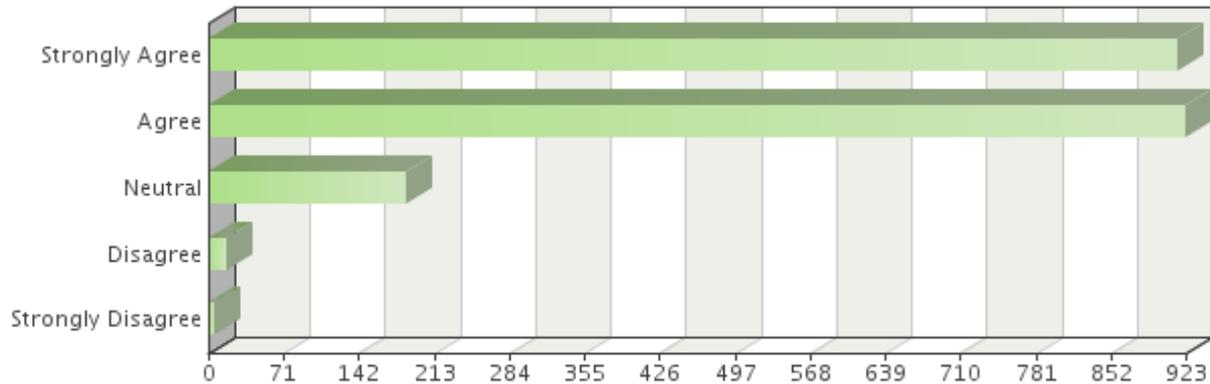
A rubric developed in the 2017-18 academic year was used for this benchmark (Appendix AUO D2B).

The background of the page is composed of two large, overlapping geometric shapes. A red triangle is positioned in the upper-left quadrant, pointing towards the bottom-right. A grey triangle is positioned in the lower-left quadrant, pointing towards the top-right. The two triangles meet at a diagonal line that runs from the bottom-left towards the top-right, creating a white triangular area in the center-right of the page.

**Advising Assessment Report
Appendix**

Appendix AUO A1 - Chart A

Based on advising during New Student Orientation, I am confident in using LoboWeb to search for classes on my own.



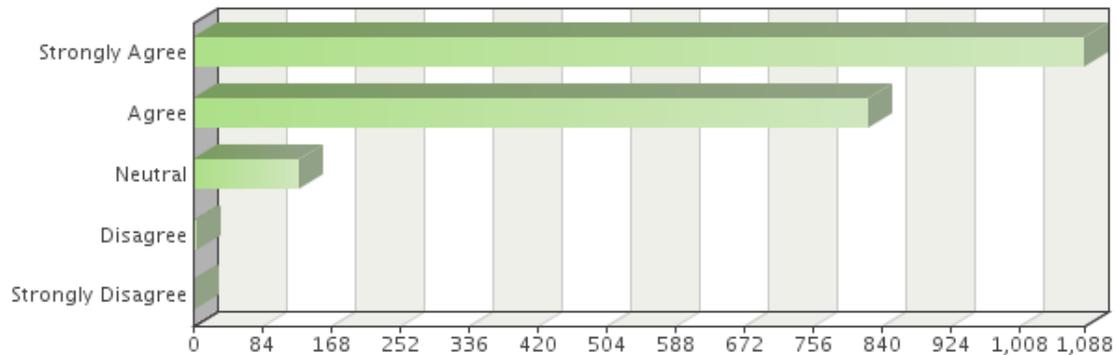
Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree	916	916	44.68%	44.68%	44.7%	44.7%
Agree	923	1839	45.02%	89.71%	45.05%	89.75%
Neutral	186	2025	9.07%	98.78%	9.08%	98.83%
Disagree	18	2043	0.88%	99.66%	0.88%	99.71%
Strongly Disagree	6	2049	0.29%	99.95%	0.29%	100%
Sum:	2049	-	99.95%	-	100%	-
Not answered:	1	-	0.05%	-	-	-
Average:	1.67	Minimum:	1	Variance:	0.49	
Median:	2	Maximum:	5	Std. deviation:	0.7	

Total answered: 2049

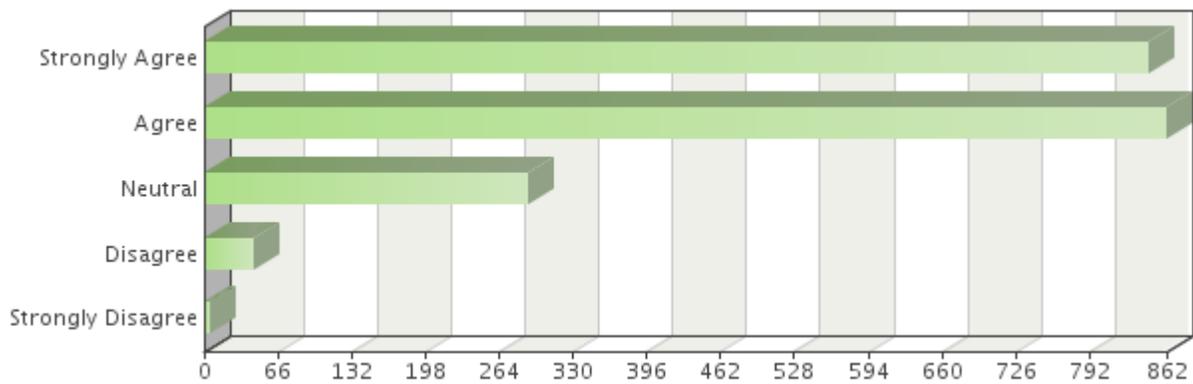
Appendix AUO A1 - Chart B

Based on advising during New Student Orientation, I am confident in using LoboWeb to view my class schedule.



Appendix AUO A2 - New Student Orientation Evaluation Results

Based on advising during New Student Orientation, I am confident in finding my advisor's calendar in LoboAchieve.



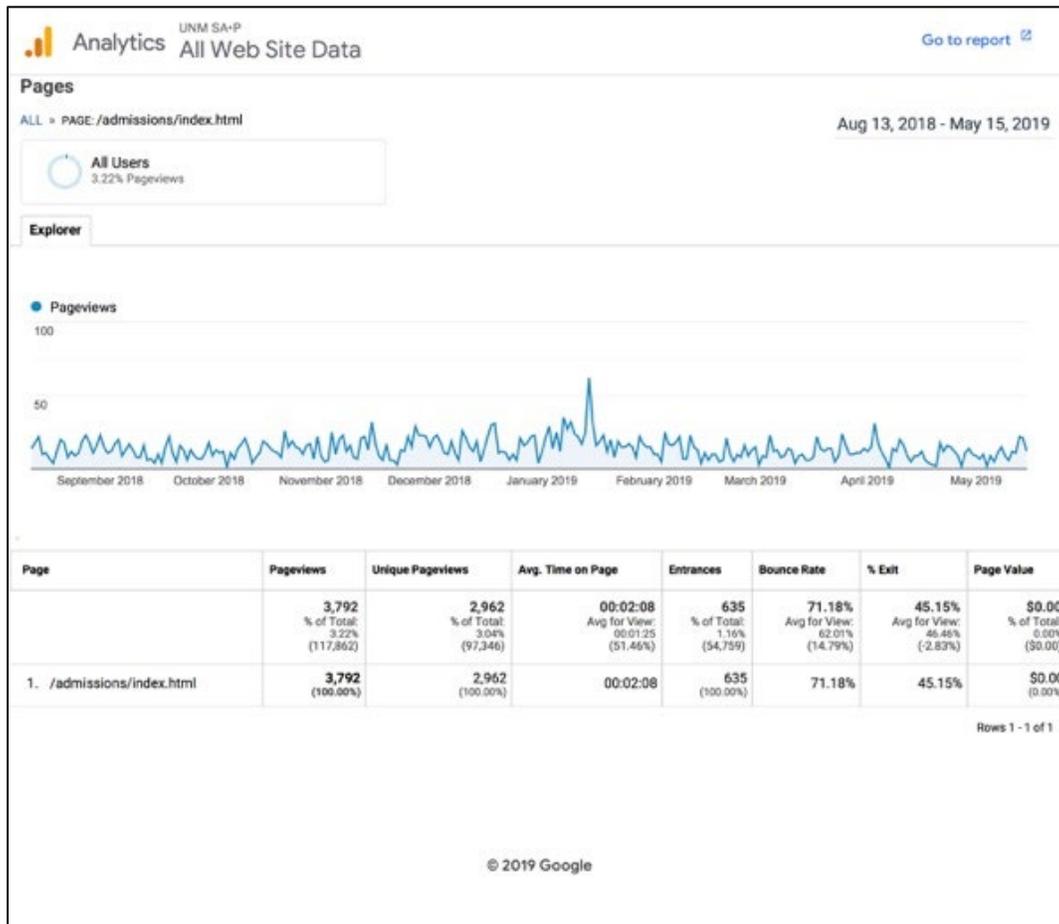
Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Strongly Agree	846	41.27%	41.29%
Agree	862	42.05%	42.07%
Neutral	290	14.15%	14.15%
Disagree	45	2.2%	2.2%
Strongly Disagree	6	0.29%	0.29%
Sum:	2049	99.95%	100%
Not answered:	1	0.05%	-

Appendix AUO B1A - College of Arts & Sciences Degree Review

<input type="checkbox"/>	Term 5	Hours Towards Degree						
	Crucial Course	Course Name	Credit Hours	Minimum Grade	Notes		CNM Course Name	CNM Alternate
	Y	ECON303	3	C	0			
	Y	ECON Elective 2 (300-level)	3	C	0			
	0	minor/2nd major/elective 300+	3	D-	0			
	0	minor/2nd major/elective 300+	3	D-	0			
	0	minor/2nd major/elective 300+	3	D-	0			
	0		0		0	0		
	0		0		0	0		
			Term Hours:	15				
<input type="checkbox"/>	Term 6	Hours Towards Degree						
	Crucial Course	Course Name	Credit Hours	Minimum Grade	Notes		CNM Course Name	CNM Alternate
	Y	ECON Elective 3 (300-level)	3	C	0			
	Y	ECON Elective 4 (300-level)	3	C	0			
	0	minor/2nd major/elective 300+	3	C	0			
	0	minor/2nd major/elective 300+	3	C	0			
	0	minor/2nd major/elective 300+	3	C	0			
	0		0		0	0		
	0		0		0	0		
			Term Hours:	15				
<input type="checkbox"/>	Term 7	Hours Towards Degree						
	Crucial Course	Course Name	Credit Hours	Minimum Grade	Notes		CNM Course Name	CNM Alternate
	Y	ECON Elective (400-level)	3	C	0			
	0	minor/2nd major/elective 300+	3	D-	0			
	0	minor/2nd major/elective 300+	3	D-	0			
	0	minor/2nd major/elective 300+	3	D-	0			
	0	minor/2nd major/elective 300+	3	D-	0			
	0		0		0	0		
	0		0		0	0		
			Term Hours:	15				
<input type="checkbox"/>	Term 8	Hours Towards Degree:						
	Crucial Course	Course Name	Credit Hours	Minimum Grade	Notes		CNM Course Name	CNM Alternate
	Y	ECON Elective 5 (300-level)	3	C	0			
	0	minor/2nd major/elective 300+	3	D-	0			

Appendix AUO B1B - Architecture & Planning Website Traffic



Appendix AUO B1C - Anderson School of Management Degree Update Communication

Florencio Olguin

APPENDIX A

From: Florencio Olguin
Sent: Thursday, August 16, 2018 4:35 PM
To: Eugene Rooney; Josh [Saiz](mailto:jsaiz@unm.edu)
Cc: Crystle Marie Collier; Samantha Joann Trujillo
Subject: RE: change to marketing concentration advisor

Yes, please update BBA Marketing as well. Thanks!

From: Eugene Rooney
Sent: Thursday, August 16, 2018 3:22 PM
To: Florencio Olguin <folguin@unm.edu>; Josh [Saiz](mailto:jsaiz@unm.edu) <jsaiz@unm.edu>
Cc: Crystle Marie Collier <crystlem@unm.edu>; Samantha Joann Trujillo <sjtrujillo2218@unm.edu>
Subject: RE: change to marketing concentration advisor

Does this include BBA Marketing? <https://bba.mgt.unm.edu/concentrations/marketing.asp> and

These pages have been updated re MBA:
<https://mba.mgt.unm.edu/concentrations/marketing.asp>
<https://mba.mgt.unm.edu/checklists/marketing/after2014.asp>

The graduate graduation app emails have been updated, too.

MBA MOT still had Dr. [Kassicieh](mailto:kassicieh@unm.edu) listed. I've removed his email from the listing and it is now only Dr. Walsh. This affected a concentration page and MBA MOT page, too.

Thanks,
Rooney

From: Florencio Olguin
Sent: Thursday, August 16, 2018 2:45 PM
To: Josh [Saiz](mailto:jsaiz@unm.edu) <jsaiz@unm.edu>; Eugene Rooney <erooney@unm.edu>
Cc: Crystle Marie Collier <crystlem@unm.edu>; Samantha Joann Trujillo <sjtrujillo2218@unm.edu>
Subject: FW: change to marketing concentration advisor

Hi Josh and Rooney,

Per Mary Margaret (see below), please update the website and [masters](#) graduation application to reflect Dimitri as marketing concentration advisor. Brian Gillespie should remain as transfer equivalency approver in the BBA database.

Thanks!

Florencio Olguin Jr., MPA
Director, Student Services
Anderson School of Management
The University of New Mexico
MSC05 3090 | 1 University of New Mexico | Albuquerque, NM 87131-0001
P 505.277.3290 | F 505.277.8436 | mgt.unm.edu
Florencio

Appendix AUO B1D - College of Pharmacy Degree Requirement Update



HEALTH SCIENCES

Apply Now Education & Admissions Research & Scholarship Practice Faculty Alumni & Giving About

About Health Sciences People Search

College of Pharmacy

UNM HSC / Home / Education & Admissions / Doctor of Pharmacy / Apply

Education & Admissions

- Education Overview
- Doctor of Pharmacy ▾
- PharmD Program
- Rewards of a Pharmacy Career
- Admissions
- Apply
- Curriculum ▶
- Tuition ▶
- Student Organizations
- Student Awards
- PharmD Early Assurance
- UNM/NMSU Cooperative Pharmacy Program
- PharmD Dual Degree Programs
- Pharmacist Clinician Certification
- Graduate Programs ▶
- Residencies & Fellowships ▶

The UNM College of Pharmacy is now accepting applications for fall 2019 enrollment into the Doctor of Pharmacy program. Application deadline is December 1, 2018. Early acceptance deadline is September 4, 2018.

Primary Application Process

- Complete and submit a [PharmCAS](#) application. You do not need to fill out the application all in one session, but expect to spend three to six hours total.
- Pay the PharmCAS application fee of \$150 for one school and \$55 for each additional school.
- Arrange to send official transcripts to PharmCAS from each school you attended. You will find it helpful to keep your transcripts on hand while you complete the application.
- Ask three references to each submit one letter of recommendation to PharmCAS.
- Complete the [PCAT](#). Send scores to PharmCAS, code 104.

PharmCAS will forward all primary application materials to the UNM College of Pharmacy.

Early Decision

The UNM College of Pharmacy does provide a chance for well-prepared students to apply to the program early via the Early Decision Application. This application will open up towards the end of July and close during the first half of September. Applications are **STRONGLY** encouraged to have at least Organic Chemistry one, with the lab, complete before application. This provides the college with essential information on your abilities in the science classroom and helps to illuminate other key factors to help identify a student's overall potential for success in the PharmD program.

In addition, students will need to have ALL PIECES of their application uploaded to their PharmCAS application before the official deadline, for all early decision applications. This includes your PCAT, Letter of Intent, three letter of recommendation, and all transcripts from every college attended.

Interview

The interview process for either the Early or Regular admissions deadline will be the same. After reviewing your application materials, the College of Pharmacy will invite you to participate in an interview in person if your qualifications meet the requirements outlined on the Admissions Overview page, and from above. You must complete the full application process before we will consider you for an interview; this includes the PCAT, three letters of recommendation, submission of all transcripts, and the full PharmCAS application. An interview is required for admission.

The college of Pharmacy conducts interview via the Multiple Mini Interviews (MMI) process. An MMI interview is a timed interview that has three distinct stages, denoted by bell chimes. Here is a [brief video](#) explaining what MMI is. The UNM COP MMI will consist of seven, seven-minute mini interview, conducted in seven different rooms, which cover a broad range of Pharmacy topics. The UNM COP will attach a scenario to a door and the interviewee has two minutes to read and think about the question/scenario. After two minutes, a bell will sound and the interviewee will enter the room and discuss the questions/scenario from the door of that room for 7 minutes. Another bell will sound when the seven minutes is up at which time that scenario or complete and the conversation must, the interviewee must exit the room. The interviewee will then have one minute to transition to the next interview room where the process will begin again.



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New Mexico's Flagship University

more at [social.unm.edu](#)

[Employees](#) [Medical Professionals](#) [Careers](#) [Contact](#)
[Accessibility](#) [Legal](#)



Appendix AUO B1E - Organization, Information and Learning Sciences New Program

The screenshot shows the website for the Organization, Information & Learning Sciences (OILS) program at the University of New Mexico. The page is titled "BACHELOR OF SCIENCE Technology & Training Minor". It features a navigation menu with options like "Prospective Students", "Current Students", "Faculty & Research", "Courses", "Resources", and "About OILS". A search bar is located in the top right corner. The main content area provides a description of the minor, which focuses on providing students with the background needed to design and develop online and face-to-face training. It lists four required OILS courses: OILS 466: Principles of Adult Learning, OILS 471: Designing Training, OILS 473: Measuring Performance in Training, and OILS 483: Instructional Applications: Computer Technology. A sidebar on the left contains links for "Bachelor of Science", "Program of Study", "Technology & Training Minor", "Undergraduate 2 Year Course Schedule", "Transfer Students", "Taking Online Courses", and "How To Apply". On the right side, there are buttons for "HOW TO APPLY" and "REQUEST INFORMATION".

NM ORGANIZATION, INFORMATION & LEARNING SCIENCES

Search OILS

Prospective Students | Current Students | Faculty & Research | Courses | Resources | About OILS

Bachelor of Science

Program of Study

- Technology & Training Minor

Undergraduate 2 Year Course Schedule

Transfer Students

Taking Online Courses

How To Apply

BACHELOR OF SCIENCE

Technology & Training Minor

The Organization, Information & Learning Sciences Program of the University of New Mexico offers a minor in Instructional Technology & Training that focuses on providing students with the background needed to design and develop online and face-to-face training. The 18 credit-hour program consists of undergraduate level courses that address how adults learn, training design, program evaluation, and the use of technology to manage learning programs.

The following are the four OILS courses, which must be completed with a grade of "C" or better, required for the minor:

- OILS 466: Principles of Adult Learning**
Explores the world of the adult learner from historic, social, political and pragmatic perspectives. Issues of life stages, culture, teaching theory and andragogical practice are considered as they relate to the practice of adult learning.
- OILS 471: Designing Training**
Introduction to the principles of planning and designing of training packages and programs.
- OILS 473: Measuring Performance in Training**
Principles of evaluation of instruction and trainee performance applied to organizational training programs.
- OILS 483: Instructional Applications: Computer Technology**
An introduction to instructional applications of computer technology using integrated software. Includes instruction in techniques of using integrated software to manage computer instruction, to manage student records and achievements, and to produce and use ancillary materials. Current representative integration software will be used.

Plus 6 credit hours in 300- to 400-level courses.

HOW TO APPLY

REQUEST INFORMATION

Appendix AUO B1F - College of Education New Webpage

NMU COLLEGE OF EDUCATION

Administration | Departments & Programs | Future Students | Current Students | Faculty & Staff | Alumni & Donors | Research

Undergraduate Web-Based Advisement Documents

Below you will find program specific documents to utilize as a guide in preparation for meetings with the COE Advisement Team or Program Faculty. Although every attempt is made to provide accurate course information, updates to common course numbered course information are sometimes unavoidable due to departmental or Higher Education Department requests. Course numbers may change as a result; usually course content or requirements do not.

Department of Health, Exercise, and Sports Sciences (HESS)

- [Athletic Training Education](#)
- [Community Health Education](#)
- [Physical Education Teacher Education](#)

Department of Individual, Family, and Community Education (IFCE)

- [Family & Child Studies: Early Childhood Education & Development](#)
- [Family & Child Studies: Early Childhood Multicultural Education](#)
- [Family & Child Studies: Early Childhood Education & Development](#)
- [Family & Child Studies: Human Development and Family Relations](#)
- [Nutrition & Dietetics](#)

Department of Special Education (SPCD)

- [Special Education](#)

Department of Teacher Education, Educational Leadership & Policy (TEELP)

- [Elementary Education](#)
- [Secondary Education: Communicative Arts Education](#)
- [Secondary Education: Earth Science Education](#)
- [Secondary Education: French concentration](#)
- [Secondary Education: German concentration](#)
- [Secondary Education: Life Science Education](#)
- [Secondary Education: Mathematics Education](#)
- [Secondary Education: Physical Science Education w/ Chemistry emphasis](#)
- [Secondary Education: Physical Science Education w/ Physics emphasis](#)
- [Secondary Education: Social Studies Education](#)
- [Secondary Education: Spanish concentration](#)

Appendix AUO B1G - Honors College Degree Requirements

The screenshot displays the Honors College website for The University of New Mexico. At the top, there is a navigation bar with the UNM logo and the text 'THE UNIVERSITY OF NEW MEXICO'. To the right of the logo are links for 'UNM A-Z', 'myUNM', 'Directory', 'Help', 'more', and a search box. Below the navigation bar is the main heading 'Honors College'. Underneath this heading is a secondary navigation menu with links for 'Home', 'About', 'Academics', 'Future Students', 'Current Students', 'Faculty', 'Resources', 'Alumni', and 'Donate'. The 'Academics' link is highlighted. On the left side of the page, there is a sidebar under the heading 'Academics' with a list of links: 'Degrees & Designations', 'Honors Grad Info', 'Courses >', 'Conexiones', 'Registration', 'Honors Research Institute', 'Lobo Scholars Program', and 'Thesis Archive'. The 'Degrees & Designations' link is highlighted. The main content area is titled 'Degrees & Designations' and contains five highlighted boxes with the following text: 'Designation in Honors College (15 Credit Hours)', 'Minor in Interdisciplinary Liberal Arts (24 Credit Hours)', 'Major in Interdisciplinary Liberal Arts (36 Credit Hours)', 'Honors Distinction in International Studies (18 Credit Hours)', and 'Honors Senior Thesis Archive'.

Appendix AUO B1H - College of Population Health UNM Degrees Review



Population Health, BS

College of Population Health

122 Credit Hours

Majors / Population Health / Degree Plan

Plan
Grid
Graph

Term 1

PH 101 - Introduction to Population Health Credit Hours: 3

ENGL 110 - Accelerated Composition Credit Hours: 3

BIOL 123 - Biology for Health Related Sciences and Non-Majors Credit Hours: 3

BIOL 124L - Biology for Health Related Sciences and Non-Majors Lab Credit Hours: 1

Writing and Speaking Credit Hours: 3

STAT 145 - Introduction to Statistics Credit Hours: 3

16 Credit Hours

Term 2

PH 102 - Global Health Challenges and Responses Credit Hours: 3

ENGL 120 - Composition III Credit Hours: 3

CHEM 121 - General Chemistry I Credit Hours: 3

CHEM 123L - General Chemistry I Laboratory Minimum Grade: C Credit Hours: 1

Humanities Credit Hours: 3

Fine Arts Credit Hours: 3

16 Credit Hours

Term 3

Humanities Credit Hours: 3

Foreign Language Credit Hours: 3

ELEC/MINOR Minimum Grade: C Credit Hours: 3

ELEC/MINOR Minimum Grade: C Credit Hours: 3

ELEC/MINOR Minimum Grade: C Credit Hours: 3

15 Credit Hours

Appendix AUO B1I - School of Engineering Curriculum



[News](#) | [Find People](#) | [Contact Us](#) | [Location](#)

[Search](#)

[ABOUT](#)

[DEPARTMENTS](#)

[RESEARCH](#)

[ACADEMICS](#)

UNM > Home > Academic Advising > Current Students > Curriculum Worksheets

Curriculum Worksheets

Department	Worksheet
Chemical & Biological Engineering	Bachelor of Science in Chemical Engineering (B.S.Ch.E.)
Civil, Construction, and Environmental Engineering	Bachelor of Science in Civil Engineering BS Construction Engineering BS Construction Management
Computer Science	Bachelor of Science in Computer Science
Electrical & Computer Engineering	BS Electrical Engineering BS Computer Engineering
Mechanical Engineering	BS Mechanical Engineering
Nuclear Engineering	Bachelor of Science in Nuclear Engineering (B.S.N.E.)

Academic Advising

ACADEMIC ADVISING

ENGINEERING ADVISORS

INCOMING STUDENTS

TRANSFER STUDENTS

CURRENT STUDENTS

ADVISING

CURRICULUM WORKSHEETS

ACADEMIC REVIEW

CONTACT US

FREQUENTLY ASKED QUESTIONS (FAQ)

Student Resources

- UNM Catalog
- Schedule of Classes
- Registration Dates
- Holds
- LoboTrax Audit
- Semester Deadline Dates
- GPA Calculator



<p>Prospective Students</p> <p>Find a Degree or Program Academic Support Scholarships</p>	<p>Current Students</p> <p>Apply to a Degree Program Advisement Scholarships</p>	<p>Academic Advising & Support</p> <p>Advisement Mentoring and Internships Engineering Student Services</p>	<p>SOE on social media</p> <div style="display: flex; justify-content: space-around;"> </div>
<p>Alumni and Supporters</p> <p>Welcome News and Events Support Engineering Ways to Give Connect / Share Your News Contact our Staff</p>	<p>Faculty and Staff</p> <p>Faculty Expertise Directory School Leadership Assessment Employment Opportunities</p>	<p>Outreach</p> <p>Middle School Programs High School Programs Residential Programs Research Experiences for Teachers Special Events</p>	

© The University of New Mexico, Albuquerque, NM 87131, (505) 277-0111 [Accessibility](#) [Legal](#) [Contact UNM](#)

New Mexico's Flagship University

Appendix AUO B2A - Listservs

Logged in as: aslists@unm.edu (Owner) Basic Mode | Edit Page

LISTSERV 16.0 Preferences Log Out

List Management • List Moderation • Subscribers Corner • Email Lists

ARTSCI-L Archives

April 2019 LISTSERV Archives
ARTSCI-L Home

View: [Show Author](#) | [Hide Author](#)
[Show Table of Contents](#) | [Hide Table of Contents](#)

Table of Contents: [Advisement Assistance for Registration \(1 message\)](#)
[Arts & Sciences Summer Scholarships 2019 \(1 message\)](#)
[UPDATED FORM: Arts & Sciences Summer Scholarships 2019 \(1 message\)](#)

Subject	From	Date	Size	Delete
Advisement Assistance for Registration				
Advisement Assistance for Registration	Arts & Sciences Advisement Center <asadise@UNM.EDU>	Fri, 12 Apr 2019 20:22:05 +0000	645 lines	
Arts & Sciences Summer Scholarships 2019				
Arts & Sciences Summer Scholarships 2019	Arts & Sciences Advisement Center <asadise@UNM.EDU>	Mon, 29 Apr 2019 18:46:40 +0000	21681 lines	
UPDATED FORM: Arts & Sciences Summer Scholarships 2019				
UPDATED FORM: Arts & Sciences Summer Scholarships 2019	Arts & Sciences Advisement Center <asadise@UNM.EDU>	Tue, 30 Apr 2019 17:19:07 +0000	20519 lines	

[Delete All](#)

Search Archives

Advanced Options

Options

Log Out

Change Password

Search Archives

Subscribe or Unsubscribe

Post New Message

Newsletter Templates

Preferences

From: [Angela Pacheco](#)

To: [Angela Pacheco](#); [Miquela Ortiz Upston](#)

Bcc:

Subject: REMINDER! LAST GRAD WORKSHOP FOR THIS SEMESTER

Date: Monday, November 05, 2018 10:22:00 AM

I'M BRINING CUPCAKES AND TWINKIES! SUGAR! SUGAR!

If you didn't sign up, it's OK! Just show up and sign in at the workshop.

**IF YOU HAVE A GRADUATION PLANNING HOLD, YOU MUST MAKE AN APPOINTMENT WITH ME—THIS DOES NOT COUNT!



Angela D. Pacheco, MA (She, Her, Hers)

[#YouAreWelcomeHere](#)

Senior Academic Advisor

School of Architecture + Planning

The University of New Mexico

Note: [In order to](#) comply with the Family Educational Rights and Privacy Act of 1974 (FERPA), students must email with their UNM Account. Students must include their full name and ID number. Advisement will not respond with any information contained in

Appendix AUO B2A - ListSers (cont.)

Anderson Advising

From: Anderson Advising
Sent: Thursday, November 8, 2018 11:59 AM
To: 'BBA-I@LIST.UNMEDU'
Cc: Michelle Arthur; Andrea Lynn Hetrick
Subject: Interesting in getting research experience?

Consider Enrolling in a Graduate School Mentoring Class Next Semester!



Dr. Andrea Hetrick is seeking undergraduate students who are interested in attending graduate school and would like to gain research experience. She is offering an independent study that will provide mentoring to prepare you for graduate school.

The course includes instruction in conducting research that requires data collection, coding, and analysis. You will attend weekly lab meetings to better understand the logistics of conducting a research study. You will also attend presentations about applying to graduate school and professional development. The course will prepare you to apply to graduate school and conduct research to be a successful graduate student.

There are limited openings! To apply, please fill out an application here: <https://www.andreahetrick.com/research-team>

The next stage of the application process involves a 30-minute interview with behavioral questions. During the interview, applicants are given an overview of what it is like to work with Dr. Hetrick. Students are required to commit 9 hours a week and will receive 3 hours of credit for the independent study course.

Preference is given to students with a GPA of 3.4 or higher.

If you have any questions, contact Dr. Hetrick at ahetrick@unm.edu.

Appendix AUO B2B - Social Media


UNM COPH
 @PopHealthUNM
 Following



CareerEco @CareerEco
 Attend the #FREE This is #publichealth Virtual Fair to get immediate answers to your #admission questions! Register to meet school representatives from #publichealth Schools & #programs in a Live Virtual Setting....

3:17 PM - 23 Oct 2018


UNM Exploratory & Pre-Professional Advisement Center ...
 August 20, 2018 · 🌐

Welcome Back Lobos! We have walk in hours today and tomorrow (8/20 & 8/21). Please check our website for details.

UCOLLEGE.UNM.EDU i

Who We Are :: University College | The University of New Mexico

 Marlene Sanchez
  1 Share

 Like
 Comment
 Share


UNM Honors College is 😊 feeling excited.
 June 17 at 11:06 AM · 🌐

Good Monday to all! We are here to share another opportunity for our students interested in Law. UNM Law will be hosting their Open house this Friday June 21 from 1 - 3pm. Follow the links below to sign up:

Page info: <http://lawschool.unm.edu/admissions/events/index.html>

Sign In Form: <https://fap.lsac.org/prospect.aspx.....> See More

LAWSCHOOL.UNM.EDU

On Campus :: School of Law | The University of New Mexico

UNM School of Law - LSAT and Information Sessions - Events on...

 2

Appendix AUO B2C - CFA Message Board



Home Help Search

CFA Message Board > Home >

News > Please be sure to Register and Join in on the Discussion

Advisor Arena

	Board
	FAQs and Board Rules Here you will find the facts about getting a degree in the College of Fine Arts. Topics range from admission requirements all the way to graduation requirements. Also, read the rules regarding posting and confidentiality. Moderators: deanna , Jennifer
	Bulletin Board This is where advisors will post important announcements for students regarding holds, graduation, jobs/internship opportunities, career advisement, workshops, etc. Moderators: deanna , Jennifer
	Scholarships Advisors will post information about various scholarship opportunities here. Moderator: Jennifer

CFA Departments

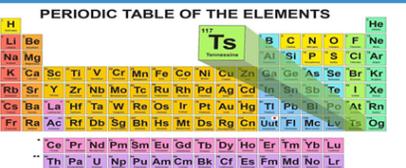
	Board
	Art - 1 Viewing Art Studio, Art History, and Art Education students can discuss all things related to their degrees here. Moderators: deanna , Jennifer
	Film and Digital Arts Film and Digital Arts students can discuss all things related to their degrees here. Moderators: deanna , Jennifer
	Music and Music Education Music and Music Education students students can discuss all things related to their degrees here. Moderators: deanna , Jennifer
	Theatre and Dance Theatre, Dance and Design For Performance students students can discuss all things related to their degrees here. Moderators: deanna , Jennifer

Appendix AUO B2D – College of Arts & Sciences (Listserv example)

UNM College of Arts and Sciences Advisement March 8, 2019

Biology, Periodically

The Biology Advisement Newsletter



Scholarships
Boundless Opportunities
The Daniels Fund Boundless Opportunity
 Scholarships seek to provide funding for non-traditional, full-time, undergraduate students. Applicants must meet one or more of the selection criteria that is stated below and demonstrate significant financial need. More info below...

Research ROP/McNair
 Are you interested in going to graduate school to earn a Master's Degree or Ph.D.?
 The application for our 2019-2020 McNair and ROP cohorts is open at mcnair.unm.edu. The priority deadline is April 2, 2019. Our fully online application has been streamlined to make it easier to apply. More info below...

Job Openings
BRNM Job Postings
 Lab Assistant, Research Lab Technician, Research Associate
 BRNM is allied with VA (federal) biomedical research in Albuquerque. If you are interested in applying for any of the positions, please follow the instructions provided (attached).

A&S BIOLOGY ADVISEMENT UPDATE
 Spring Registration is expected to begin April 14th, be sure to make an appointment to see your Biology Advisor ASAP or stop into walk-ins on Tuesday afternoons or all day on Friday!
 Happy Friday!
 A&S Biology Advisement

1

UNM College of Arts and Sciences Advisement March 8, 2019



Today is the **DEADLINE** to register for Dr. McKinnell's Pre-Health Symposium

- 1) It's FREE
- 2) Lunch will be provided
- 3) Students must register by **TODAY**, March 8th
- 4) You can preview workshops and register at hps.unm.edu

We hope to see you there!

WHAT IS IT?
 HPS is an event designed to provide high school and undergraduate students who are interested in the health professions an opportunity to explore their passions, and to discover various pathways into the field of their choice.

WHAT TO EXPECT
 The Symposium is an all day, workshop-based event that covers various medical careers and topics. Workshops will be both lecture and panel style, and information tables will also be held.

WHEN?
 Sat. March 9th, 2019, 8 AM - 5 PM

WHERE?
 UNM Student Union Building

REGISTRATION NOW OPEN!
 Sign up by **MARCH 8th** by visiting <http://hps.unm.edu/attendee-registration.html>.



ROP & McNair:
 Are you interested in going to graduate school to earn a Master's Degree or Ph.D.?
 Do you want to get paid to conduct research?
 The application for our 2019-2020 McNair and ROP cohorts is open at mcnair.unm.edu. The priority deadline is April 2, 2019. Our fully online application has been streamlined to make it easier to apply.

Eligibility:
 Undergraduate students with at least 60 credits by Fall 2019 and a 3.0 cumulative GPA are encouraged to apply. Other eligibility requirements are listed on the application. Apply soon, while we still have openings!

Program Benefits and Services:

- Summer Research Stipend of up to \$2800
- Paid Travel Opportunities
- Scholars conduct a research project under the guidance of a professor
- Monthly Seminars and intensive advisement prepare students for research and application to graduate school
- Graduate Record Exam (GRE) prep course
- Successful McNair Scholars are recruited by graduate schools nationwide
- Our scholars receive graduate school application fees/waivers
- McNair Participants emerge from the program prepared for the rigors of graduate school
- All the above, and much more!

If you have any questions about this program please call 277-5491 or email mcnair@unm.edu.

Ricardo Romero
 McNair Scholars & Research Opportunity Program, mcnair.unm.edu

2

Appendix AUO C1A - Supervisor Onboarding Document

New Advisor Orientation & Onboarding

Supervisor Requirements

- Supervisor will contact Advisor Trainer about new hire. – Within first week of hire
- Help new advisor access Learning Central & Learn courses. – Within first week of hire
- Make sure advisors are attending the new advisor monthly meetings. – Monitor first 12 months

Training requirements

- Trainer will contact New Advisor with welcome letter (see Appendix A) – Within first week of hire
- Through Learning Central new hire will need to complete the following online trainings: – Within first month of hire
 - Securing Private Data (Course + Quiz)
 - Banner Fundamentals and Navigation (Course + Quiz)
 - Viewing Student Data (Course)
 - FERPA Training for Student MyReports
 - If Academic Affairs (degree granting unit)
 - LOBOTrax Exception
 - Posting or Revising Degree Status for Advisors
 - Department Overrider
- Register and attend face-to-face trainings (registration through Learning Central) – Within first month of hire
 - Banner Workshop for Advisors
 - LoboAchieve for Staff
- Banner Authorization Requests (BAR): – Within first 6 month of hire
 - [How to submit a BAR](#)
 - BAR's to request (timeline at supervisors discretion)
 - [LoboWeb Inquiry](#) Which includes access to [LoboTrax](#)
 - Student Inquiry
 - [Advisor MyReports User](#)
 - LoboAchieve
 - Academic Affairs (degree granting unit)
 - Pending Graduation Certification
 - LoboTrax Exceptions
 - Department override designee
 - Hold Updater (requires portfolio submission)
 - Update Student Data (requires portfolio submission)
 - “College’s” Advisor MyReports User
- Learn Course ([UA - Professional Staff Academic Advisors](#)) – Complete within first 3 month of hire (minimum 5 modules/week)

Appendix AUO C1A - Supervisor Onboarding Document (cont.)

- 14 modules which include a mixture of case studies, reflection responses, and quizzes. This part of **training should take a minimum of 40 hours**. (Supervisors have access to the course to review modules/etc, but will not have access to the new advisors submissions until the new advisor submits their completed portfolio to their supervisor).
 - Module FERPA (Case study reflection, quiz)
 - Module Intersectionality Encompassing all Identities (webinar, reflection paper)
 - Module Introduction to UNM (video, assignment, quiz)
 - Module Theories & Approaches (case study, quiz)
 - Module Advising Profession (webinar, reflection paper, quiz)
 - Module UNM Policies and Procedures (webinar, quiz)
 - Module Freshmen & Placement (assignment, quiz)
 - Module Students not making progress (3 assignments, quiz)
 - Module Students with Individualized Support (reflection paper, quiz)
 - Module Using the Catalog (assignment)
 - Module Graduation (webinar, reflection paper, quiz)
 - Module Majors at UNM (2 assignments)
 - Module Advising Notes (reflection paper)
 - Module LoboTrax/TES (no assignment/quiz)
- Complete Supervisor Signature Form (see appendix C)
- Shadowing Requirements (see appendix D) – **Within first 3 month of hire**
 - New advisors are required to shadow a minimum of 10 hours outside of their College/Center
 - Contact the trainer with the dates/times/departments requested
 - Shadowing will be scheduled with the exception of February & September and Summer as needed when advising sessions are scheduled.
- Portfolio (see appendix B) – **Within first 6 month of hire**
 - Advisor Background
 - Learn assignment/quizzes submission printed for supervisor to review
 - Shadowing reflection worksheets
 - Advising Philosophy
 - Goal setting
- Attend 12 monthly meetings
 - Meetings are available via zoom for Branch advisors. Dates are available and scheduled for an entire year through the trainer. Supervisors are asked to prioritize these meetings, and eliminate scheduling conflicts, so that advisors attend all meetings.

Trainer's responsibilities

- Add new advisor to Learn course
- Email welcome letter to new advisor
- Inform new advisor of monthly meeting times/locations
- Add new advisor to Advise-1 list serv

Appendix AUO C1B - New Advisor Onboarding Document



Appendix A: Welcome letter

Hello and welcome to UNM Advisement!

The Office of Advising Strategies (OAS) is here to help you transition into your new position.

Our Mission - To lead, educate, and advocate for Advisement.

Who We Serve - We serve The University of New Mexico Advisement community.

Our Values –

- Excellence - Promoting an advisement model of continuous improvement.
- Transparency - Providing clear and consistent communication defining goals and direction.
- Respect - Supporting and recognizing differences across units in a de-centralized advising system.

Trainer: Shannon Saavedra, shein@unm.edu, 505-948-8927

In addition to working with your college to complete their necessary training and shadowing you should also complete the following:

1. Complete online *Learning Central* trainings
 1. Securing Private Data (Course + Quiz)
 2. Banner Fundamentals and Navigation (Course + Quiz)
 3. Viewing Student Data (Course)
 4. FERPA Training for Student MyReports
 5. Academic Affairs Advisors
 1. LoboTrax Exceptions
 2. Posting or Revising Degree Status for Advisors
 3. Department Override
2. Registration for face-to-face trainings through Learning Central
 1. Banner workshop for advisors
 2. LoboAchieve
3. Learn Modules (you will be added to the online course through Blackboard Learn course by tomorrow)
 1. Access modules by following these steps:
 1. Log into the site: learn.unm.edu
 2. Click on the Start Here: Introduction to Modules link on the left hand side.
 3. Continue through all of the modules.
 2. Each module will consist of a mixture of the following: videos, PPTS, links, assignments, case studies, and quizzes.
 3. The New Advisor Training module are information rich that exposes you to many concepts and resources that will be helpful during your advising journey. You can access these modules to refresh your memory for the content always is available.
 4. The Trainer will be reading your submissions and providing feedback. Make sure to refer back to submissions for feedback. Assignments must be completed with a 100%.
 5. Pass exams with 100%. The exams can be taken as many times as needed.
 6. There is a 10 hours of shadowing requirement outside of your college scheduled through OAS. Contact the Trainer to schedule.
 7. Turn in portfolio within six months of completing modules.
4. Attend monthly New Advisor Meetings for 12 months that are scheduled with the Trainer.

Appendix AUO C1C - Portfolio Instructions

If you have advising-related questions, please reach out to OAS. We want you to feel supported and be successful.

Review your portfolio with your supervisor and have them sign the supervisor signature sheet before turning it into the trainer.

Turn in your portfolio within 6 months of being hired. For Academic Affairs the following BAR roles will not be approved until your portfolio has been submitted: Update Student Data, Hold Updater.

Your portfolio is expected to be turned in within 6 months of you being hired. (This is the maximum amount of time allowed. Please check with your department to see if there is a shorter deadline expected of you.)

As you assemble your portfolio, consider including the following artifacts: an advising philosophy statement, advising goal/objective(s), advisee demographics, your specific advising responsibilities, evidence of mastery or growth in addressing these responsibilities.

The purpose of your portfolio is to help you synthesize the information you have learned since starting as an advisor at UNM. You should use your notes and modules in Learn to help you with your portfolio.

Section 1: Your background

- Description of Career: A personal narrative that outlines your professional experience and how it has led you to a position/career in academic advising.

Section 2: Compilation of Training Assignments

Please print out each of your assignments and quizzes for all of the Learn modules. Each assignment and exam must be completed with 100% before you can submit this portion of your portfolio. Follow printing instructions in Learn on how to print your quizzes and assignments.

Section 3: Observation summaries from shadowing

Section 4: Statement of Advising Philosophy

Your advising philosophy is a personal statement growing out of your own beliefs and experience. It should fit within the institution's mission as well as your departments mission. Advising goals/objectives need to be advising related. Student demographics would address who you are serving. This information will probably be directly related to your advising responsibilities or job description. All of these would provide a context for the evidence of mastery or growth in meeting job responsibilities.

- Why am I an academic advisor?
- How do I make a difference in the lives of students and colleagues?
- Do my students know their lives matter?
- What are my strengths as an academic advisor?
- What excites me about academic advising?
- Do I feel an affinity toward specific types of students?
- What topics related to academic advising interest me?
- What research projects related to advising am I interested in pursuing?
- What are my most developed advising skills?
- What legal or ethical situations do I expect to encounter most often in my caseload?
- What advising approaches do I use (or intend to apply) with students?
- Which theories of student development do I use or wish to learn?
- Which identity theories do I use or seek to investigate in relation to advising?
- Which typology theories do I use in practice or plan to explore?

Here are some advising philosophy examples:

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Personal-advising-philosophy-examples.aspx>



Collaborative Shadowing Program - Observer

Shadowing advising appointments outside of your college is a powerful way to reflect and improve on your advising practices. New advisors have said that shadowing other advisors helped them quantify the information and styles they had learned in training. The following guidelines can help you get the most out of your shadowing sessions.

Legal Guidelines

Shadowing during advisement sessions are allowed because both advisors are FERPA trained and each have a professional role at the university that allows access to student academic information. The advisor you are shadowing will inform the student that another advisor will be shadowing the session and introduce you. They will then proceed with the advisement session. If a student states they are uncomfortable with the session the advisor will ask you to leave. You are there as a silent observer and should not participate unless you are asked to by the advisor. Please contact the Trainer, if you believe the advisor gave bad advice or acted inappropriately. Do not confront the individual directly and never address the issue in front of a student.

Learning Objectives:

- Develop advising relationships outside of your college that promotes collaboration.
- Integrate new approaches into your advising techniques.
- Create goals on how you can apply what you have observed.

Steps:

1. Talk with your supervisor about which colleges/integrated advisors would be the most beneficial for you to shadow with. Each center provides different styles and approaches.
2. Email the Trainer with your 3-4 requested centers and general availability for the next few weeks. All academic and most integrated advisors programs are available for shadowing. Try to include a mixture of academic affairs and student affairs departments. It is good to make connections with both academic and integrated advisors to understand how our roles overlap and how we can collaborate to enhance a student's academic career.
3. Once you receive your schedule use a map to find each of the buildings and make sure that you know how to get there. Arrive early so that you may be ready to start before advisors' next advising session. Being late interrupts the advising session.
4. Think of questions that you want to ask the advisor.
5. Complete the Shadowing Program Observation form either during or right after your shadowing session so that you can include as much detail as possible.
6. Review the shadowing forms with your supervisor and discuss the goals that you have created because of the shadowing.

Sometimes an advisor may have a student not show up to an appointment and/or not have any students at that time. Shadowing is a commitment from both the advisor being shadowed and the observer to learn from the experience. In order to help, we have provided you with some conversation starters.

Get the discussion flowing

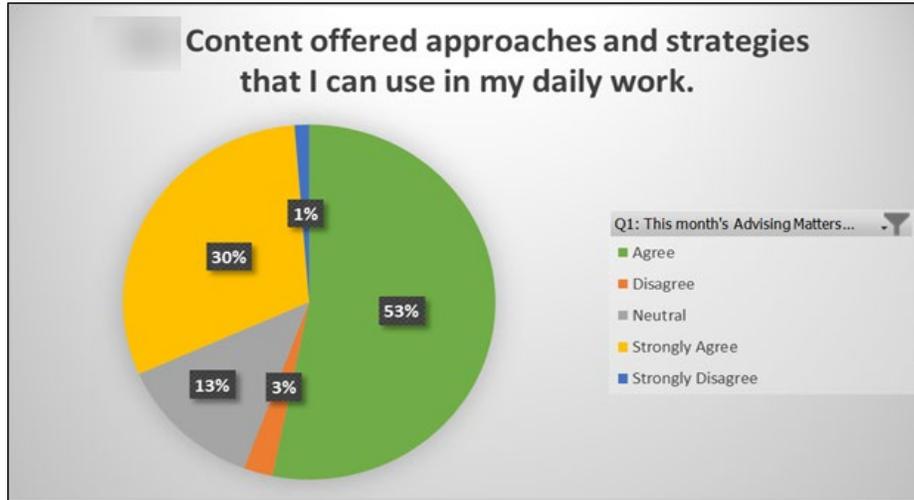
How long have you been advising?

What is your process for preparing for students?

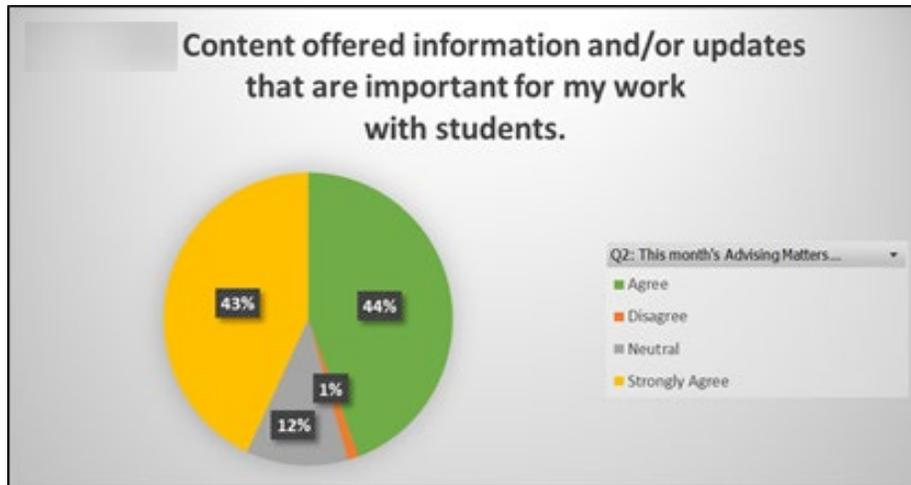
What is something you wish you knew when you first started?

Appendix AUO C2 - Advising Matters Feedback

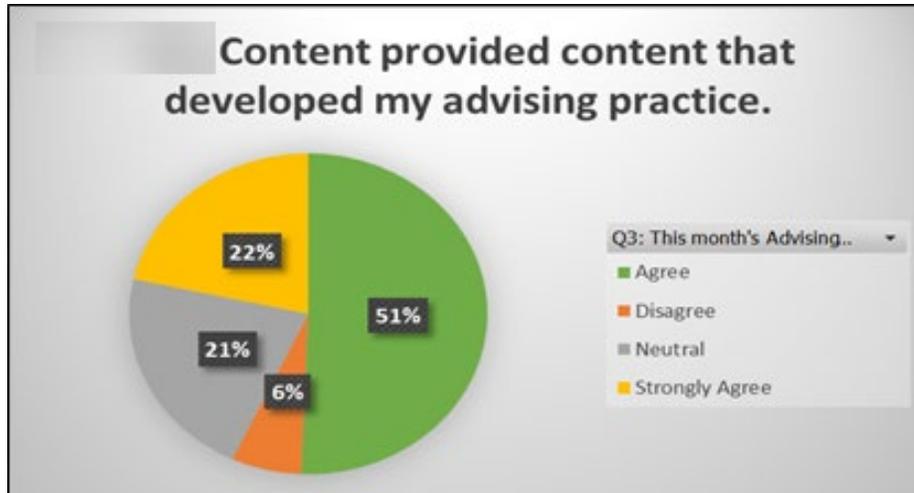
AUO C2A Chart 1



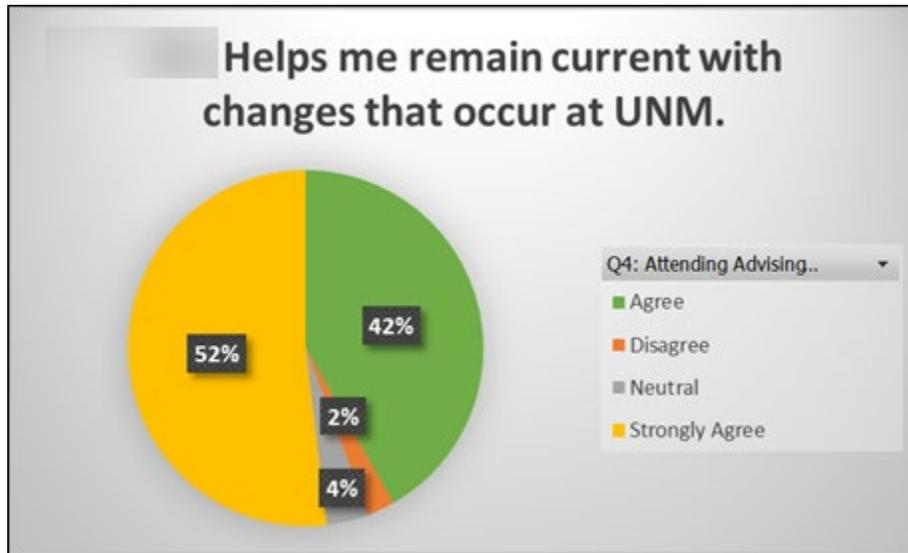
AUO C2A Chart 2



AUO C2A Chart 3



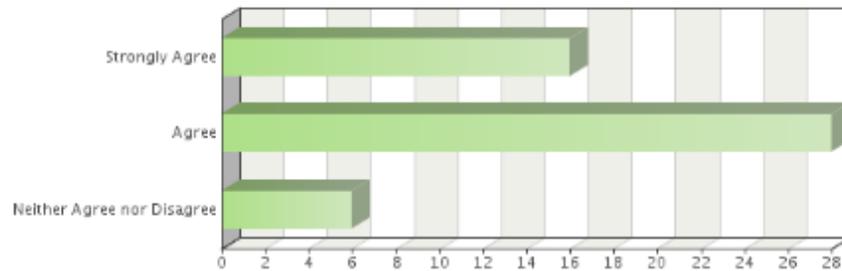
AUO C2A Chart 4



AUO C2A Chart 5

Fall 2018 Advisor Institute Feedback

I gained knowledge that can guide my advising practice.

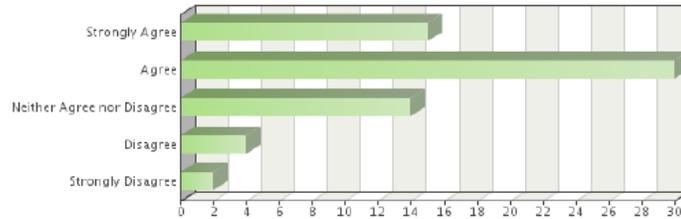


Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Strongly Agree	16	28.57%	32%
Agree	28	50%	56%
Neither Agree nor Disagree	6	10.71%	12%
Sum:	50	89.29%	100%
Not answered:	6	10.71%	-

AUO C2A Chart 6
 Spring 2019 Advisor Institute Feedback

I gained knowledge that can guide my advising practice.



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree	15	15	20.55%	20.55%	23.08%	23.08%
Agree	30	45	41.1%	61.64%	46.15%	69.23%
Neither Agree nor Disagree	14	59	19.18%	80.82%	21.54%	90.77%
Disagree	4	63	5.48%	86.3%	6.15%	96.92%
Strongly Disagree	2	65	2.74%	89.04%	3.08%	100%
Sum:	65	-	89.04%	-	100%	-
Not answered:	8	-	10.96%	-	-	-
Average:	2.2	Minimum:	1	Variance:	0.94	
Median:	2	Maximum:	5	Std. deviation:	0.97	

Total answered: 65

AUO C2B
 Fall 2018 Institute Agenda

NM Advisor Institute - Fall 2018

Agenda

Time	Event	Location
8:45 a.m. – 9:15 a.m.	Registration	Outside Ballrooms
9:15 a.m. – 9:45 a.m.	Welcome Pamela Cheek Associate Provost for Curriculum and Assessment	Ballroom B
9:45 a.m. – 10:15 a.m.	The State of Advising Laura Valdez Director of University Advisement	Ballroom B
10:15 a.m. – 11:15 a.m.	Enrollment Management Q&A	Ballroom B
11:15 a.m. – 11:30 a.m.	Transition	
11:30 a.m. – 12:15 p.m.	Breakouts: Session 1	Varied
12:15 p.m. – 12:30 p.m.	Transition	
12:30 p.m. – 1:15 p.m.	LUNCH	Ballroom B
1:15 p.m. – 2:00 p.m.	Keynote Yanesa Sribila Associate Professor OILS	Ballroom B
2:00 p.m. – 2:15 p.m.	Employee Wellness Movement Break Lauren Lewis Health Education Consultant	Ballroom B
2:15 p.m. – 2:30 p.m.	Transition	
2:30 p.m. – 3:15 p.m.	Breakouts: Session 2	Varied
3:15 p.m. – 3:30 p.m.	Transition	
3:30 p.m. – 4:00 p.m.	Banner Updates Nadir Khalil Manager, Core IT Services	Ballroom B
4:00 p.m. – 4:30 p.m.	A Lobo By Any Other Name Frankie Flores Coordinator, Education Support LGBTQ Resource Center	Ballroom B
4:30 p.m. – 5:00 p.m.	What is the Clery Act All About? Rob Burford Director, University Compliance	Ballroom B

NM Advisor Institute - Fall 2018

Afternoon Plenary information

Employee Wellness Movement Break

Lauren Lewis, Health Education Consultant

Lauren is a National Academy of Sports Medicine certified personal trainer and is currently earning a master's degree in Community Health Education at the University of New Mexico. She is an experienced group fitness instructor and enjoys presenting on a variety of fitness and wellness topics to help clients optimize their overall health.

Banner Updates

Nadir Khalil, Manager, Core IT Services

An overview of Banner 9 roadmap and a live demo of the new registration application.

A Lobo By Any Other Name

Frankie Flores, Coordinator, Education Support LGBTQ Resource Center

In partnership with the LGBTQ Resource Center, numerous departments across the University of New Mexico have come together to make the Preferred Name Initiative a reality, including the Registrar, Human Resources, Division for Equity & Inclusion, Office of Equal Opportunity (OEO), LoboCard and Dining Services. President Abdallah signed the policy amendment which went into effect on January 4, 2018. We will provide an update on the phases of this initiative and provide resources for assisting students through the process of using their preferred/affirmed name.

What is the Clery Act All About?

Rob Burford, Director, University Compliance

Are you a Campus Security Authority (CSA) – Do you know where to find your Clery Crime Statistics for your University – What is up with all those alerts we get? Attendees at this session will have a broader understanding of what the federally mandated Clery Act is all about and why it is important that every college and university must comply with this law.

Thank you to our contributors!

For the Fall 2018 Training and Education Committee would like to thank the following people and offices: Chemical and Biological Engineering, College of Nursing, College of Pharmacy, College of Population Health, Dental Hygiene Program, El Centro de la Raza, Nuclear Engineering, Satellite Coffee, School of Engineering, Student Affairs, University Communication and Marketing, UNM Staff Council, UNM Alumni Association, and a special thank you to Diane Marshall.



Spring 2019 Advisor Institute

- 8:30 to 9:00 Check-in & Continental Breakfast
- 9:00 to 9:30 **The Importance of an Undergraduate Education**
Myriah Gomez, Assistant Professor: Honors & General Education Fellow
- 9:30 to 10:30 **Orientation Changes**
Jose Villar, Manager, Student Success College Enrichment & Outreach Programs
- 10:30 to 11:00 **General Education Faculty Fellows**
Maria Lane, Chair of General Education Fellows; Associate Professor: Geography
- 11:00 to 11:15 **Break**
- 11:15 to 12:00 **Breakout sessions**
- **General Education Fellows:** Chris Duvall, Associate Professor: Geography & Andrew Rowland, Associate Professor: Population Health
 - **General Education Fellows:** Dawn Nordquist, Lecturer III: Linguistics & Julianne Newmark, Principal Lecturer III: English
 - **The Transition from CNM to UNM: The Student Experience** - Aaron Rodriguez, Academic Advisor, Sr
 - **How You Advise Is Who They Become: A Campaign to Rebuild the Students' Positive Self Concept** - Jacobie Webb, Academic Advisor, Sr
- 12:00 to 1:15 **Lunch**
Chicken Fajitas, Vegetarian Fajitas, Rice, Beans, Sour Cream, Guacamole, Chips & Salsa, Tortillas, Agua de Limon and Ice Tea
- 1:15 to 2:15 **Challenges in the First-Year Experience**
Rob Delcampo, Interim Dean, University College & Lisa Montoya, Program Specialist, Academic Communities
- 2:15 to 2:35 **Employee Health Promotion**
Stretch Movement Session
- 2:35 to 2:45 **Staff Council Updates**
Ryan Gregg, Staff Council President-elect
- 2:45 to 3:00 **Break**
- 3:00 to 3:45 **Breakout Sessions**

Appendix AUO D1A – August 2018 Request for Equity Grids

From: Laura Valdez
Sent: Monday, August 27, 2018 9:24 AM
Cc: Project - Advising Roles
Subject: Equity Grid Sheet_Final.xlsx
Attachments:

Dear Colleagues,

The Provost's Office and Human Resources Compensation have been working on a project to study and align advising roles across the institution. Many of you may be familiar with the project based on the survey conducted earlier this year; however, if you are unfamiliar, we encourage you to refer to the project webpage at this [link](#).

The next step is to collect equity grids and updated resumes from individuals in your unit who perform advisement duties as the primary function of their role. Attached you will find a spreadsheet for use in submitting an equity grid for your area. The first tab contains instructions, and the second tab is the worksheet.

Please complete the grid for only individuals with the titles listed on the spreadsheet. If you have employees not listed, but who perform advisement duties as the primary function of their role, you may include them under "Title not listed." In the spreadsheet, include their completed degree(s) and their years of relevant experience. Additionally provide an resume for each staff member.

Please return the equity grid and resumes to Jennifer Love, jenlov22@unm.edu by **September 10, 2018**.

Laura E. Valdez
Director
Office of Advising Strategies
<http://advisement.unm.edu/>

Physical Address: University Advisement and Enrichment Center, Room 170 (Building #85)
Work: 505-277-2666

Appendix AUO D1B – Summary fact sheet issues at Provost’s Committee for Advising 9/20/2018



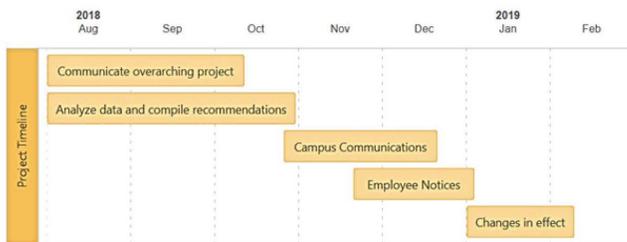
PURPOSE OF THE STUDY

As the University prepares for the 2019 Higher Learning Commission (HLC) Accreditation review, special attention has been given to the University’s aggressive goals to increase retention and graduation rates. This extends to a review of advisement personnel, who contribute significantly and directly to student success. The Provost Office and UNM Human Resources will be working collaboratively to evaluate advising units to meet the following.

GOALS

- To ensure each school/college has consistent organizational structures and support, and that we are meeting our students’ needs while also being budget conscious
- To align job classifications performing duties that directly impact student success
- To retain and recognize advisors across the institution, acknowledging the vital role they play in the University’s retention and graduation goals

TIMELINE



IMPACTED CLASSIFICATIONS

ACADEMIC ADVISEMENT

- Mgr, Academic Advisement
- Academic Program Support Mgr
- Academic Advisement Specialist
- Coord, Student Advisement
- Coord, Graduate Academic Advisement
- Sr Academic Advisor
- Academic Advisor

INTEGRATED ADVISEMENT

- Dir, Student Affairs/Lg Branch
- Dir, Student Affairs/Sm Branch
- Student Success Manager (Branch)
- Academic Success Mgr/Law School
- Academic Student Success Manager
- Mgr, Student Success
- Student Programs Specialist
- Coord, Program Advisement
- Sr Student Program Advisor
- Student Program Advisor
- Student Success Specialist, Sr
- Student Success Specialist
- Sr Student Success Assoc/Branch
- Branch-Student Success Assoc

INTERNATIONAL ADVISEMENT

- Mgr, International Education
- International Advisement Specialist
- International Program Advisor

QUESTIONS?

If you have questions, reach out to our Project Team Members:

- **Office of Advising Strategies:** Laura Valdez, lvaldez@unm.edu or (505) 277-2666
- **Office of Student Affairs:** Tim Gutierrez, tgutierr@unm.edu (505) 277-0963
- **Provost Office/Academic Affairs:** Jennifer Love, provost@unm.edu or (505) 277-2611
- **HR Compensation:** Stacie Jackson, comp@unm.edu or (505) 277-2754

Stay up-to-date on the study at hr.unm.edu/compensation/advisement-structure-study.

Appendix AUO D1C – Excerpts from November 2018 presentation to Advisement Managers and HR Agents

Advisement Structure Study

PRESENTED BY THE STRUCTURE STUDY PROJECT TEAM

Background and Approach



Summary of Project Background

- 2009: HLC provided feedback on quality of advisement
- 2009-2016: Major changes implemented to advisement services
- 2016: Provost Offices engaged HR to review classifications
- 2017: Project stalled due to leadership changes; however, it was reinitiated by Associate Provost Pamela Cheek
- 2018: Extensive internal and external research conducted and project overview shared at September 20th PCA Meeting

Project Approach

- Collaboration across academic and student affairs areas
- Executive leadership and Provosts (ASSTC, Provost, Deans, and other high-level leaders)
- Seeding of employees and supervisors surveyed for on-the-job expectations
- Revised job descriptions and relevant market data
- Published a webpage and fact sheet on findings and timeline
- Created resources and equity guides to evaluate internal equity

Summary of New Structure



Advisement Job Families

We found three (3) major categories in which advisement work falls, which include:

- Academic Advisement
- Student Success Support
- International Education



Advisement Job Levels

Across these job families, similar and consistent job levels were evident, which include:

- Manager
- Supervisor
- Senior level
- Entry-level



Proposed Structure

Academic	Student Success	International
Mgr. Academic Advisement	Mgr. Student Success	Mgr. International Ed.
Supv. Academic Advisement	Supv. Student Success	Supv. International Ed.
Academic Advisor, Sr.	Student Success Spcl. S.	International Ed. Advisor, Sr.
Academic Advisor	Student Success Sclal	International Ed. Advisor

Summary of Duties and Responsibilities



Advisement Job Families

Academic	Student Success	International
Provides advisement to students within an academic realm, refers to programs regarding academic progress, course change, enrollment, transfer, etc. Provides a target of advisement guidance relative to individual and program advisors, testing strategies, etc.	Supports students within a defined locality with notice unique to the population of interest. Participates in recruitment, outreach, and advisory events as applicable.	Provides advisement to international students and scholarship recipient, plan successful. Ensures compliance with regulatory standards and processes appropriate to federal law. Involves in international culture and federal agencies.

Advisement Job Levels

Entry	Senior	Supervisor	Manager
Responds to and resolves concerns, consults on, and guides faculty or students. Works under the direction and guidance of higher-level advisors.	Provides academic, personal, and/or career advice to students. Customizes plans based on advisor's experience.	Supervises a team of advisors, provides guidance, and oversees operations. Resolves escalated issues.	Manages all academic advisors associated with the unit. Participates in major campus decisions involving strategic planning and direction. Represents the organization in internal and external circumstances.

Next Steps



Next Steps - Crosswalk

- Evaluate crosswalk information and ensure new classifications are aligned
- If not aligned, utilize the Abbreviated PRQ and submit by **January 18, 2019** for review.
- If not aligned with any positions in the job family, complete a regular PRQ and submit to your HR Consultant as soon as possible.



Next Steps - Implementation

Project Website updated with current implementation timeline plan, which includes:



Next Steps - Implementation

- Classification changes dependent on the University's negotiation with the US-UMN collective bargaining unit for represented titles
- Per **LUP #3500**, employees who fall below the minimum salary of their new salary grade will be brought up to minimum.
- Contact HR Compensation if you have any individuals not captured in the scope of the study, but you feel should move into the new classification structure



Questions?



Appendix AUO D1D – Special Provost Communique

From: [All University](#) on behalf of [Campus Communications](#)
To: ALL_UNIVERSITY-L@LIST.UNM.EDU
Subject: [ALL_UNIVERSITY-L] Office of the Provost: Announcement on the Advisement Structure Study
Date: Friday, April 26, 2019 3:09:52 PM
Attachments: [jm aqe00 1.png](#)



Addendum to The Weekly Communiqué

April 26, 2019

Announcement on the Advisement Structure Study

In 2018, the Office of Academic Affairs requested that the Office of Advising Strategies and the Division for Human Resources conduct an extensive study of advising across campus. After a thorough analysis, a new classification structure was developed for all staff positions providing academic advisement or student support services. The study is now in its final stages and the project team anticipates implementing the new job classification structure within the next few weeks.

Individual notifications to supervisors and employees are underway. Additionally, Q&A Sessions will be held for those with questions regarding the rationale, process, and impact of the study. Additional information can be found on the project website at this link: <https://hr.unm.edu/compensation/advisement-structure-study>.

Official notifications will be sent to supervisors and employees by April 30, and changes will be implemented on May 1 for exempt positions and May 11 for non-exempt positions and positions changing exemption status.

If you would like to attend the Q&A Sessions you can [sign up here](#) for either of the following sessions:

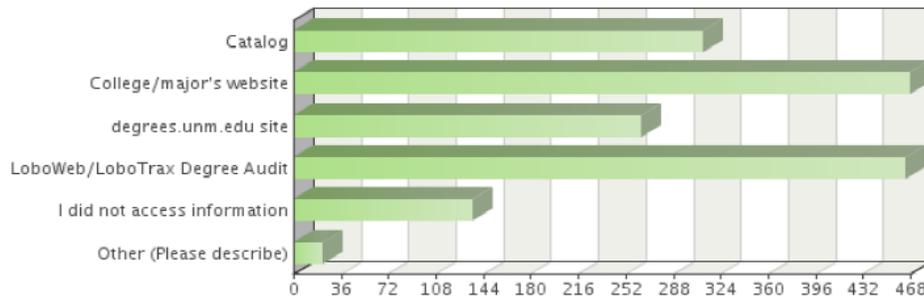
- Friday, May 3, 10-11:30 a.m. in the John & June Perovich Business Center, Room 1016
- Monday, May 6, 2:30-4 p.m. in the John & June Perovich Business Center, Room 1018

Richard L. Wood
Interim Provost & Executive Vice President for Academic Affairs
Professor of Sociology

A PDF version of this weekly brief is available on the [Academic Affairs website](#). Your feedback and input are welcome at provost@unm.edu.

Appendix AUO D2A - 2018 Common and Transfer Advising Survey

If you accessed information about your degree program before your advising session, which site did you use? Check all that apply.



Frequency table

Choices	Absolute frequency	Relative frequency by choice	Relative frequency	Adjusted relative frequency
Catalog	311	18.67%	30.43%	33.59%
College/major's website	468	28.09%	45.79%	50.54%
degrees.unm.edu site	264	15.85%	25.83%	28.51%
LoboWeb/LoboTrax Degree Audit	465	27.91%	45.5%	50.22%
I did not access information	136	8.16%	13.31%	14.69%
Other (Please describe)	22	1.32%	2.15%	2.38%
Sum:	1666	100%	-	-
Not answered:	96	-	9.39%	-

Total answered: 926

Appendix AUO D2B - Rubric for website evaluation

PCA Transfer Taskforce – Enrollment and First Year Advising-Related Website Review

	Excellent	Needs Improvement
Design/Style	<ul style="list-style-type: none"> Adheres to UNM new branding guidelines/ does it look like a UNM website? Does it leave create a good impression for students? 	<ul style="list-style-type: none"> Text only, no photos, outdated look
Organization/Structure	<ul style="list-style-type: none"> Not cluttered; easy to find what you need Scanability Hierarchy and logic of concerns 	<ul style="list-style-type: none"> Text heavy, not enough subheadings Hard to find what is needed
Language	<ul style="list-style-type: none"> Welcoming language that is accessible to students with different levels of knowledge Does the language communicate clearly; easy to understand 	<ul style="list-style-type: none"> Policy heavy Lacks student-centric language Obtuse language, hard to know what action steps to take next
Content	<ul style="list-style-type: none"> Addresses the needs of current and prospective transfer students Location and contact info Majors and department Are the FAQs relevant? 	<ul style="list-style-type: none"> Doesn't differentiate between types of students and student concerns Information doesn't empower students or help them be more knowledgeable about UNM Irrelevant or out of date info
Navigation Ease	<ul style="list-style-type: none"> Simple, user friendly navigation Clear paths to follow/intuitive design Easy to find what you need Does it work on computer, tablet, and phone Do the links work? 	<ul style="list-style-type: none"> Links broken Difficult to find what you need Not user friendly Website loads funny on tablets and cell phones

Appendix AUO D2C - Sample Email with feedback

From: Laura Valdez
Sent: Wednesday, April 3, 2019 11:22 AM
To: Shannon Saavedra <shein@unm.edu>
Subject: feedback on our site

Hi,

Since the PCA Peer Review committee finished up reviewing advising sites, I had them look at advisement.unm.edu. Here are their suggestions.

- Good landing page – good to have what the mission and purpose of the office is front and center
- Have all hyperlinks open in a new tab

About OAS

- Staff
 - Bios look clean and organized except for Nicole's – formatting off on
 - Think about taking out "Email" in front of the addresses and just include email addresses
 - If keeping the word "email" in front, include space between to make addresses easier to read
- Organizational Chart
 - Remove the red lines under "Nezzer" and second "Dee"

Dual Credit

- About Dual Credit
 - supplemental checklist not found
 - Update the application date to the new date for upcoming semester
- Admission Process
 - 2nd bullet down – put space between "Coordinator" and "to"
 - Involved with a High School Program – space between "entire" and "application"
- FAQs
 - Good questions under the FAQs
- Resources
 - Include Ethnic Centers under resources to get students connected early on

PCA

- Information included is good. Very informative of all the committees and work that is being done under PCA
- Under Advising Awards – space between "Deyanira" and "Nunez"

Resources

- Possibly include another tile with "Advisement Resources" or "Advisor Resources" that includes Course Placement, Foreign Language Proficiency, and other information that would be specific for advisors to know. Currently, Course Placement is under Professional Development and the Language Proficiency is under Assessment

Laura E. Valdez
Director
Office of Advising Strategies