

NEVADA STUDENT ALLIANCE (NSA)

Agenda

June 9, 2016

5:00 p.m. or after adjournment of the Board of Regents Audit and Investment Committee Meetings
(Whichever occurs later)

Truckee Meadows Community College

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Reno, NV 89512

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Sierra Building

Room 201

ROLL CALL: Mr. Brandon Boone, University of Nevada, Reno, AS(i)-6 Tw 63

1. ROLL CALL

The newly elected NSA secretary will take roll call of members and circulate a sign sheet for guests so their names may be recorded in the minutes.

2. PUBLIC COMMENT

INFORMATION

Public comment will be taken during this agenda item. No action may be taken on a matter raised under this item until the matter is included on an agenda as an item on which action may be taken. Comments will be limited to three minutes per person. Persons making comment will be asked to begin by stating their name for the record and to spell their last name. The NSA Chair may elect to allow additional public comment on a specific agenda item when that agenda item is being considered.

In accordance with Attorney General Opinion No. 007, as restated in the Attorney General's Open Meeting Law Manual, the NSA Chair may prohibit comment if the content of that comment is a topic that is not relevant to, or within the authority of, the NSA, or if the content is willfully disruptive of the meeting by being irrelevant, repetitious, slanderous, offensive, inflammatory, irrational or amounting to personal attacks or interfering with the rights of other speakers.

3. STATE OF STUDENT ADVISING – NSA REPORT

INFORMATION

At the September 11, 2015 NSA meeting with Board of Regents Chair Rick Trafton and Vice Chair Michael Wixom, Alliance members expressed concerns regarding both the quality and quantity of student advising on some of the NSHE campuses. Regent Wixom requested that the Student Body Presidents research the state of student advising on each of their campuses and to provide a factual report. Alliance members subsequently provided the information they gathered on their campuses to former (2016) NSA Chair Caden Fabbi, who compiled the information into a report for presentation to the Chair and Vice Chair at this meeting.

4. DISCUSSION WITH BOARD OFFICERS

INFORMATION

Student representatives will have the opportunity to have an open dialogue with Officers of the Board. The discussion will include student experiences, concerns of their constituents, and other matters related to their roles in student government.

5. NEW BUSINESS

INFORMATION

Items for consideration at future meetings may be suggested. Any discussion of an item under "New Business" is limited to description and clarification of the subject matter of the item, which may include the reasons for the request.

Nevada Student Alliance State of Student Advising Report

June 2016

Written and Compiled by the Nevada Student Alliance (NSA)
for the Neva

University of Nevada, Las Vegas

UNLV has 11 academic advising centers on campus for each of the academic colleges, one

It appears that the majority of UNLV students are advised at least once each year. UNLV advising hopes to continue its efforts to ensure that all students meet regularly with an advisor in order to stay on track to graduate in four years.

UNLV is currently in the process of completing a comprehensive report on student outcome and learning satisfaction, which will include quality of advising, that will be made available at the end of this school year.

University of Nevada, Reno

Advising at the University of Nevada, Reno may happen in many different forms: by major, at the college level, or in a specific campus activity, depending on the help needed. The University Advising Center advises undeclared, general studies degree seeking and pre-professional students. Students in the Honors Program may receive personalized advising, as well as student

Academic Advising Survey Results (continued)

Overall satisfaction with advising

Very satisfied: 32.1%
 Satisfied: 28.3%
 Neutral: 15.0%
 Dissatisfied: 11.2%
 Very dissatisfied: 11.6%
 Have not seen an advisor: 1.7%

Please rate your satisfaction with the following types of advising sessions: (very satisfied=5; very dissatisfied=1)

	UNR
Summer orientation	3.41
Individual (in-person) advising	3.85
Group advising	2.96
Phone advising	3.16
E-mail advising	3.48
Online advising (eg: web chat, WebCampus, video, etc.)	3.11

Based on your MOST RECENT academic advising experience, please indicate your level of agreement with the following topics (scale 5)

UNR

Based on your OVERALL academic advising experience, please indicate your level of agreement with the following statements (scale 1

	UNR
I know where to go for academic advising	4.32
Advising staff greets me in a welcoming manner when I arrive for an appointment	4.00
Advising is easily accessible by phone	3.26
Advising is easily accessible by email	3.78
My college or advising center has a useful and friendly advising website	3.45
Advising provides material related to academic success	3.79

Based upon this data, students are generally very satisfied with the availability and quality of on-campus advising. This is likely because in recent years, the University has invested resources in creating professional advising positions in each of the colleges to work with students. In 2014, the professional advisor to student ratio was at 871:1, and the University Plan calls for lowering that ratio to 500:1 by the year 2021, so professional advising positions are being added annually both to keep up with enrollment growth and still improve the advising experience of the UNR student body.

UNR and UNLV Graduate Schools and Desert Research Institute

Advising for Graduate Students is slightly different from advising undergraduates. All graduate students need to complete a plan of study, which allows the graduate student to select an advising committee, with a primary advisor and outside department advisor to help the students navigate their academic journey.

The nature of the advising relationship seems to vary depending on program, professor, and student, landing somewhere on a continuum between minimal goal support to very structured guidance/support. However, these components vary depending on student, professor, and program of study.

There is no formal advising at DRI. Students approach their program directors for advice on which classes are important and relevant for them. Currently, interviews are being carried out for an Assistant Vice President of Research, and part of their role will be to oversee the GRAD Association and will hopefully improve the advising and surveying system in the near future.

Nevada State College

The Academic Advising Center at Nevada State College has worked to promote the success of a largely underserved and often underprepared student population with a comparatively small team of advisors (the ratio of students to advisors has ranged as high as 700:1 in excess of the 25:1 ratio recommended by NACADA). However, involvement with academic advising has been associated with positive results. Fall 2013 data indicates that students who see an advisor regularly are retained at an 8% higher rate, while Fall 2015 data indicates a 12% higher rate of retention. While involvement with academic advising is associated with improved retention, NSC data indicates a less than favorable reach. In Fall 2013, 18.9% of NSC's student body utilized academic advising. Fall 2015 data showed a slight increase in utilization, as 22.6% of students utilized academic advising. See Tables 1 and 2 below.

Table 1
Fall 2013 (All Students)

Used Advising	Number of Students (%)	1-Year Retention/Graduation (%)
Yes	640 (18.9%)	71.7%
No	2754 (81.1%)	63.8%

Table 7

First-Year Students' Perceptions about Academic Advising

Experiences with Academic Advisors (4 point scale; includes N/A category)	Mean	Standard Deviation
How many times have you and an academic advisor discussed your academic interests, course selections or academic performance?	2.15	1.57
Been available when needed Listened closely to your concerns and questions	2.96	1.07

College of Southern Nevada

At the College of Southern Nevada, advising and counseling services have become separate departments, each with different goals and purposes. The counseling department helps students that have already declared a major and need assistance with graduation evaluations, degree audits, excess credit fee appeals, and various other issues. Counselors tend to base their work on quality, and tend to meet with fewer students on average compared to advisors. The advising department, on the other hand, meets with first time students to help them find the correct path in their first semester and help students develop academic success strategies.

In 2015, the Advising Department met with over 18,000 students. Of those students, 3,000 completed the email or paper survey that is administered to them one day after their appointment (the change from paper to email surveys occurred in October 2015). Respondents gave mostly positive feedback for a number of reasons. This is likely because the Advising Department has increased its number of communication outlets. Students are able to make non-appointments from thirty minutes to an hour, and are also able to receive feedback via email (the department has a 48 hour email response requirement.) The Department also provides an online video chat room, which allows students to talk with an advisor from their own homes. This also enables advisors to meet with larger number of students at various times.

The department has also implemented a peer advising program for students. After meeting with an advisor, students can meet with a peer student advisor who can answer additional questions that the student may not have felt comfortable asking their advisor. The peer advisors help bridge the gap between faculty and students, as they can get a student perspective that they can relate to. Peer advisors have engaged with over 40 percent of the students that have met with a professional advisor.

As a whole, advising has got a long way to go on finding better ways to collect data from students to better analyze their success opportunities, but the initiatives that have been implemented have greatly helped students identify the resources they need to be successful.

Great Basin College

A year after a student receives their degree/certificate from Great Basin College, a graduate survey is sent to them with a variety of questions, including a few on their advising experiences. Advising from both departmental faculty and staff/employees is highly utilized by students at GBC. One question in the survey asks which services students used the most in their time at the college, of which 66.2 percent of respondents said none advising, so it is clearly a service that is highly utilized by the student body. Below are some of the results of this survey.

Graduate Survey Results, 2014 cohort

Question Asked in Survey	Very Satisfied	Very Dissatisfied
Availability of academic advising	25.83%	2.50%
Availability of academic advising from departmental faculty advisor	41.32%	1.65%
Quality of Career Advising	15.83%	3.33%
Overall effectiveness of the advising system	29.75%	3.31%

In a more recent survey, conducted in 2015, 56.29 percent of students reported feeling satisfied with GBC's advising services, with only 1.9 percent reporting feeling unsatisfied (1).

Generally, students appear to be satisfied with quantity/quality of campus advising at Great Basin College.

Truckee Meadows Community College

TMCC's Academic Advisement is a centralized office with seven full-time Academic Advisors, 2-3 peer advisors, and generally 2 Graduate Student Interns serving all student populations on campus. All appointments scheduled are 30 minutes in length. The office also coordinates transfer events and workshops, professional student programming, Early Alert, Excess Credit Fee appeals, major exploration, international student advising, new student orientation, and course substitution requests. Each advisor is assigned to coordinate one of the above areas in addition to keeping up with an academic division at TMCC and the corresponding division at UNR. Every week a department at UNR or TMCC presents programmatic updates to staff to ensure quality and accuracy of information provided to students during appointments.

The office has grown and expanded access to students since FY15, the office was up 151.9% in overall student appointments compared to the previous year. Each academic advisor sees approximately 9000 students in one-on-one advising appointments over the course of a year; two additional advisors added in FY16 increased the appointment capacity to 124000 appointments for the year. As you can see from the chart below, TMCC is on target to see over 10,000 students in individual appointments by FY16 close. Orientation, housed in the Academic Advisement office, runs approximately 120 group workshops for students for summer/fall and the majority of those students are yet to be seen this year, with orientation programs starting in April of this year.

Comparison of student contacts for the last two fiscal years

Academic Year	Appointments	Orientation participants	Quick Answer
2013-14	5334	2843	N/A
2014-15	9564	2526	1261*
2015-16**	6130	1780	4960
*Started this service in April 2015			
**July 1-Jan 31, 2016 (7 months into FY16)			

The longest wait time that a student waited to make an appointment with an academic advisor was 4 working days during the week which was before the academic semester began in August of 2015. Students are also able to have quick questions answered by calling the "Quick Answer" advisor or coming in to the office and speaking to the advisor on duty at the Quick Answer desk, which has greatly reduced appointment wait times. For most of the year, there are next day appointments available.

While advising does not currently perform a survey after providing services, the 2015 Graduate Outcome survey indicated that, out of 1259 students surveyed, 87 percent indicated that they were satisfied with the Academic Advising Services on campus, 7 percent indicated they were not satisfied, and 7 percent were unable to evaluate.

Western Nevada College

Western Nevada College (WNC) surveys its students biannually. These surveys are done through the Community College Survey of Student Engagement (CCSSE) and the Student Satisfaction Inventory. Surveys are alternated each year they send them out to students. For example, in the spring of 2014, WNC used CCSSE, and in spring of 2016, they will be using Noel-Levitz

The data that is provided about academic advising at WNC is from the CCSSE 2014 Means Report Questions that were asked and their results can be seen below.

1) In your experience at this college during the current school year, about how often have you done each of the following (1=Never, 2=Sometimes, 3=Often, 4=Very Often)?

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5) How often do you use the follow