S-1809: Student Success: Advising and Career Services: Examine issues relating to undergraduate advising and career services across the university and make appropriate recommendations. Respond to the Senate Executive Committee by April 2020.

Academic advising has long been recognized as a critical component for student satisfaction and retention.[1] Studies have also shown that undergraduates increasingly see career preparation and earnings enhancement as their primary motivation for higher education.[2] Universities are recognizing the importance of both advising and career services to student satisfaction and student success, and the need for collaboration and building bridges in college to career transitioning.

The Senate Instruction, Curricula, and Advising Committee has met with key individuals across the University to discuss the current state of advising and career services.[3] We have found much to be pleased about—clearly these have become an area of focus in New Brunswick, Newark, and Camden, and services have improved significantly. There of course also remain some areas of concern.

Advising

Students at all levels benefit from knowledgeable advising. First-year students come in, some with set ideas of what they would like to do but no clear idea of what course of study would get them there; some with no idea of specific avenues to explore. Transfer students need guidance on how to best integrate what they have already done in a major program. All students need to understand the requirements and sequences of their majors, and which specific programs best meet their career aspirations

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[1] For example, Metzner (Metzner, B. (1989). Perceived Quality of Academic Advising: The Effect on Freshman Attrition. *American Educational Research Journal*, 26(3), 422–442. https://doi.org/10.3102/00028312026003422) found significant direct and indirect effects of academic advising on first-year attrition: Quality advising significantly increased retention, even poor advising increased retention; no advising significantly increased attrition. Kot (Kot, F. (2014). The Impact of Centralized Advising on First-Year Academic Performance and Second-Year Enrollment Behavior. *Research in Higher Education*, 55(6), 527–563. https://doi.org/10.1007/11162-013-9325-4) also found that academic advising significantly impacted the academic performance of first year students. Young-Jones (Young-Jones, A., Burt, T., Dixon, S., & Hawthorne, M. (2013). Academic advising: does it really impact student success? *Quality Assurance in Education*, 21(1), 7–19. https://doi.org/10.1108/09684881311293034) found that academic advising "impacts multiple factors that contribute to student success."[2] Henderson-King, D., & Smith, M. (2006). Meanings of Education for University Students: Academic Motivation and Personal Values as Predictors. *Social Psychology of Education*, 9(2), 195–221. https://doi.org/10.1007/s11218-006-0006-4

[2] Henderson-King, D., & Smith, M. (2006). Meanings of Education for University Students: Academic Motivation and Personal Values as Predictors. *Social Psychology of Education*, 9(2), 195–221. https://doi.org/10.1007/s11218-006-0006-4

[3] In March 2018, the Committee met with Rick Hearin and Will Jones from NB Career Services. In November of 2018, John Gunkel (Newark), Paul Hammond (New Brunswick), and Mary Beth Daisy (Camden) spoke about the implementation of the Student Success Collaborative and other initiatives on their campuses.
In January 2019 Barbara Thomson gave a presentation on Handshake, the new career services platform in New Brunswick. In February 2019 the Committee met with Sofia Pinto-Figueroa, the Dean of Academic Services in Newark, and Anne Van Derkarr, the Director of Retention Services in Newark. We also received detailed information on academic services and initiatives in New Brunswick from Susan Lawrence, the Vice-Dean for Undergraduate Education at SAS-New Brunswick.

In Camden, Newark, and New Brunswick, non-major advising is done by professional staff. In Newark and New Brunswick, once a student declares a major, a departmental or program faculty advisor is assigned.[4] Camden students continue to be advised by professional staff.

Some departments/programs have one individual who acts as the advisor; others have multiple advisors. Advisors are assigned in various ways. For example, in the School of Environmental and Biological Sciences (SEBS), undergraduate program directors have to certify students for their programs before an advisor is assigned. In Newark Biological Sciences, each faculty member is assigned a specific number of students; students can request a specific advisor, or the department will assign one, usually based on the concentration of interest. RBHS School of Nursing advises students through the Student Services Operations and Planning department for the Newark, New Brunswick and Blackwood campuses. Walk in hours are offered as well as appointments that can be scheduled through the department's website. Some programs will not allow a student to meet with an advisor until they have met all the prerequisites for the major; effectively denying students the opportunity to not only discuss the path to that major with a department expert, but to discuss if that major is indeed the best route for what they are actually interested in doing.

The New Brunswick School of Arts and Sciences (SAS) has increased the number of full-time advisors in the Office of Advising and Academic Services from 20 to 35, allowing them to align with the national average case load for large institutions of 600:1, down from 1000:1. Newark has also recently hired additional advisors, bringing their ratio down to 500/550:1. As a result, New Brunswick SAS has seen the number of weekly appointments increase from an average of 550 per week to over 900 per week, and the duration of appointments increase from 15 minutes to 20-30 minutes.

One area of concern that has been repeatedly voiced by faculty and students is the disconnect between general and departmental advising. General advisors—who advise students considering many different programs—may not always be aware of all the requirements for a specific program, or what the best program for a specific career goal might be. This may result in students graduating late because they need to stay for an extra semester to take another/different course, or students being steered toward a program that may not actually be the most appropriate for that student's aspirations. Some students--as well as faculty from language departments-- reported students being randomly placed into a language in which they had no interest, and which might not have been the most appropriate choice in light of their ultimate goals.

Even once a major is declared, students may have multiple advisors. Students may have double majors or a major and a minor[5], or may be part of an additional program (EOF, Veterans, etc.) that has its own advisors.

In Newark, 25% of all students have more than one advisor. As a result, students not only must make multiple advising appointments, but there are multiple opportunities for contradictory advice. There has been some attempt to do more coordinating with the Advising office and program directors/chairs/undergraduate coordinators and to use the "Notes" section of RU-

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[4] Students in the professional schools are advised by professional staff rather than faculty.
[5] New Brunswick SAS and Newark SAS students are required to declare a minor in addition to their major.

N4Success, the Newark version of the Student Success Collaborative, to communicate information between general and departmental advisors.

In New Brunswick, the Office of Advising and Academic Services (OAAS) has developed a liaison project connecting departments to specific OAAS members. Newark offers a one-day annual workshop, generally in late May or early June, for general and faculty advisors entitled "Advising Matters," that focuses on the theoretical aspects of student development and student success.

In Camden, academic advising is divided between four academic units—the School of Nursing; the Honors College; the Camden College of Arts & Sciences; and the Business School. This results in many, many, meetings; general and departmental advisors meet regularly. Students can log into Raptor Connect, the Camden version of the Student Success Collaborative, to find the name of their advisor.

However, the need for better training, communication, and sharing of information between general and departmental advisors remains a critical issue.

Technology

Rutgers has made significant strides in implementing a variety of advising-related technologies, which have allowed for more pro-active advising.

Student Success Collaborative

According to their website[6], the Student Success Collaborative is "a membership of more than 500 colleges and universities across the country working together to improve student outcomes and the student experience. Members of the Collaborative use EAB's **student success management system**, a comprehensive technology that links administrators, faculty, staff, and advisors in a coordinated care network to support students from enrollment to graduation and beyond."

Part of the appeal of the system is an advising component intended to be used by advisors, advising centers, and departments. Among other features, the Student Success Collaborative compiles information on individual students and their courses and makes that information available to advisors. Currently, Newark and Camden are using the SSC extensively: in Newark as "RU-N4Success"[7] and in Camden as "Raptor Connect."[8]

In New Brunswick, use of the SSC is limited primarily to the Advising offices in SAS, the Business School, Engineering, and the Bloustein School. Use is by professional advisors--the first- and second-year general advisors. Once a student declares their major, advising is then

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[6] https://www.eab.com/Technology/Student-Success-Collaborative

[7] https://myrun.newark.rutgers.edu/ru%E2%80%93n4success

[8] https://success.camden.rutgers.edu/content/raptor-connect

done by the major department or program. It is up to each School to decide if they wish to use the SSC, and to what extent they wish to use it. The School of Business is a heavy user; use by SAS, which continues to primarily use the "MyAdvisor" platform, is rather more limited. MyAdvisor was developed by SAS IT and has been used since 2007 to share advising files electronically. SAS is reluctant to move to SSC as there does not appear to be a way to transfer existing advising files from MyAdvisor to SSC. In addition, certain features that have been incorporated in MyAdvisor—the ability to record high school language, the ability to store transcripts of LiveChat advising sessions, and the ability to store 'special handling' notes, is not available in SSC. SAS-NB does use SSC to communicate to students on Academic Probation, for some targeted emails, and to pull data on students in certain majors.

In New Brunswick, Athletics is also a heavy user of the Collaborative and has its own "group." Student information is in place for all offices that have student contact; advisors can add notes and create reports and track when students are coming in for advising and what they are coming in for. SSC allows for pro-active advising.

Newark and Camden have moved beyond the basic advising capabilities and are using the SSC as an integrated campus-wide student support tool. In Newark, advisors can share notes with students and with others with access to the platform--tutors, for example. The system can be used to inform other offices (Academic Affairs, Financial Affairs, Disabilities, etc.) about issues and allows problems to be solved in cross-campus ways. Students can make appointments not only with advisors, but with tutors at the Writing Center and with librarians. Departments can track when certain courses are being taken (for example, is that sophomore course actually being taken by sophomores?), can identify which students need support, and which students haven't met their general requirements. Use is still primarily with the undergraduate population, although Newark is planning to extend use of the general communication portion (advising registration) to graduate students.

Raptor Connect was launched to Camden students in the Fall of 2017 and was initially focused on student advising and student appointments; tutoring was added when the previous system died. Referrals to other offices (Enrollment Management, Registrar, Financial Aid) can be tracked. Students get appointment reminders and the number of "no shows" has been significantly reduced. Advisors can do "campaigns" based on student risk factors; students can get these messages as texts. Advisors can use the analytics to do trend analysis, and to track individual student progress towards the degree. Rather than generic emails, warnings now include specific information for that student's situation. Faculty can also use the platform to track attendance. Raptor Connect is also being used by the Camden Graduate School and by the Athletics Office. However, while Raptor Connect has predictive markers, the predictions are not always accurate.

SSC is not currently available to RBHS, although Newark has made RU-N4Success available to undergraduate students in the Rutgers School of Nursing.

While the SSC does have a career services component, that component is not consistent with Handshake, the career services platform now being used by New Brunswick, Newark, and Camden.

Degree Navigator

The Student Success Collaborative is not meant to replace the Degree Navigator system, which has recently been upgraded. Degree Navigator, part of Decision Academic's Navigator Suite, is designed to monitor a student's academic progress and has been used by undergraduate students in New Brunswick, Newark, and Camden for a number of years. Degree Navigator audits a student's transcript by comparing the courses they have taken with the curriculum requirements for their program and shows if the student is missing any required courses for that program.

From a student perspective, Degree Navigator is not an intuitive tool; there is a significant learning curve. For example, the classes that it suggests are not listed by semester, nor are they always classes that are still being offered. Generally, faculty do not have access to the system, so students are on their own or require significant assistance from advising offices and program advisors. Students need to have better point of use assistance in using Degree Navigator; where not already in place, faculty advisors should have access to information on their own advisees.

Since Degree Navigator monitors academic progress, it's a critical component of student success. However, it requires departments or program advisors to be vigilant about ensuring that the information entered is correct; sometimes Degree Navigator will indicate that a course fulfils a particular requirement when it does not.

Websites

Departmental websites also need to be updated regularly so that students can find accessible, accurate information on requirements and advising. At a minimum, all departments should list names, office hours, and contact information for undergraduate advisors.

A uniform format for department advisors (for example, [advisor@[dept].rutgers.edu](mailto:advisor@[dept].rutgers.edu)) would also make it easier for students to contact an advisor.

Other Technology

It is important to have a course scheduling system that can be programed to respond to departmental needs. Major courses can't all be taught at the same time; courses for which students in a specific program are likely to be registered for in one semester can't be taught in disparate locations so that students can't get from one class to the other in time. It was hoped that Course Atlas (Infosilem), the course scheduling system scheduled to be implemented across the University, would address some of these needs. Its implementation has proven to be highly controversial. In any case, any scheduling system that is implemented will require continuous input and monitoring from departments to ensure that their needs and the needs of their students are being met.

Career Services

In Camden, career services are offered by the Career Center (https://careercenter.camden.rutgers.edu/), in Newark, services are provided by the Career Development Center (http://cdc.newark.rutgers.edu/), and in New Brunswick by the Office of Career Exploration and Success (CES) (https://careers.rutgers.edu/).

Career services in New Brunswick have been completely refocused in the last five years. The emphasis is now on the Career Interest Cluster Model, in which students focus on exploring career options early in their college careers, rather than placement at the end of their time at Rutgers. The first-year interest group seminars (FIGS) are now part of CES; CES also works with the SAS Office of Advising and Academic Services in the Students in Transition seminars for transfer students. About half of the students in SAS-NB participate in Career Services programs. CES regularly collects data on post-graduates. Of the 72 percent of the 2016 graduating class from whom they have received responses, 86 percent report positive career outcomes.

As CES now focuses on students from the beginning of their time at Rutgers, there is a clear need for closer ties to academic advising. Advisors need to be aware of what CES has to offer and able to guide students to CES resources. There are lingering misconceptions of the role of CES, not just on the part of students, but the larger University community--including advisors.

Like many other units of the University, CES suffers from resource constraints. Currently, there is one counselor to 3,331 students. They receive about $68 per student; if they received $100, they estimate that they could double their services.

Internships are another area of concern. Internships, especially for students in professional programs, are considered critical components of a student's education these days. But only about 50 percent of Rutgers-NB students graduate with some internship experience. The added burden of participating in an internship makes it difficult to a student to graduate in four years time.

Currently there is no central site where students can go and see what internships/work programs are available at Rutgers. There is also a need to make it easier for students to take advantage of internships--many students can't take advantage of summer internships because they have to pay for credit-bearing internships on the one hand and are unable to work and earn money on the other. Awarding fall credit for summer internships is a possible solution.

CES has also worked with SAS-NB to develop a for-credit Internship program to serve students who may not be able to complete an internship through their major department. It is also working to expand their partnership with the Office of Financial Aid (OFA). OFA currently uses Handshake to post positions available through the federal Job Location and Development Program (JLDP).

Experiential Education

Experiential learning allows students to apply what they have learned in the classroom to real world situations and is a natural bridge between the classroom and a student's future endeavors, whether they be in graduate school or the workforce. A number of institutions have instituted experiential education graduation requirements. Such requirements have been established at Florida State University (32,000 undergraduates), University of Georgia (27,000), Miami University (16,000), and Kent State University (23,000) to name a few. The Rutgers Camden College of Arts and Sciences currently includes an experiential learning or a diversity course as part of its general requirements. SEBS requires that its students satisfy a 3-credit experience-based education requirement. This too is something that should be further explored at Rutgers.

Career Readiness

The National Association of Colleges and Employers (NACE), has identified eight competencies associated with career readiness, which they define as "the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace."[9] These competencies are:

- **Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

- **Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

- **Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

- **Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.

- **Leadership:** Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and

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[9] https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/

manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

- **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

- **Career Management:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

- **Global/Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates, openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

Students should be able to articulate what skills they have acquired as part of their education at Rutgers. It would be useful for syllabi to identify the NACE competencies associated with that specific course.

Career Services Platform

Until fairly recently, New Brunswick, Newark, and Camden were all using Symplicity (https://www.symplicity.com/higher-ed/solutions/csm) as their career services platform. In April of 2018, New Brunswick Career Services moved to Handshake (https://careers.rutgers.edu/about-us/resources-services/online-career-tools/rutgers-handshake). Newark and Camden moved to the platform over the past summer. The Rutgers Business School uses multiple platforms including Handshake so RBS students based in Newark are already able to set up Handshake accounts.

Since moving to Handshake, New Brunswick has experienced a 150 percent increase in job postings. Handshake is an open network and allows employers to add their posting to the Rutgers platform in a much more seamless fashion. About 100 new employers, including non-profits, are added on a daily basis. "Trust scores" are generated for potential and current employers and are vetted by the Career Exploration and Success Employer Connections team. Rutgers units are able to use Handshake to post positions, including student jobs. Access to Handshake is available to undergraduates, graduate students, and alumni.

Students are able to use Handshake to make appointments with Career Services advisors. They are able to search for career events, job fairs, and internships, and can set up filters and receive

job alerts. Users are able to access a variety of online career tools, including Vault Career Intelligence (https://careers.rutgers.edu/about-us/resources-services/online-career-tools/vault-career-exploration-guides), which includes occupation, industry, and company profiles, career exploration guides, information on internships, interviewing advice, etc. Current students also have access to GoinGlobal (https://careers.rutgers.edu/about-us/resources-services/online-career-tools/goinglobal-visas-guides-etc) which includes resources for global career paths, as well as Study Abroad programs. CES can provide advisors with demo student Handshake accounts, so that advisors can familiarize themselves with the platform and guide their students there.

While Handshake does not have the mock interview component that Symplicity had, students and alumni are able to access InterviewStream (https://careers.rutgers.edu/about-us/resources-services/online-career-tools/interviewstream-mock-interview), which allows users to rehearse interview questions online and hone their interview skills.

While RBHS has chosen not to participate in Handshake[10], some RBHS programs (Nursing and Pharmacy, for example) have been "grandfathered" in--2500 RBHS students/alumni currently have accounts in Handshake.

Advising and Career Services

Academic Advising and Career Services are obviously both important for student success. While they may focus on different aspects of student need, ultimately those needs are intertwined and should be approached as holistically as possible. A survey of Big Ten institutions[11] shows that institutions are recognizing this interconnectivity in various ways.

> Geographic Proximity: Academic Advising and Career Services offices[12] are often located in close proximity—in the same building, on the same floor, or even in the same office suite.

> Administrative Responsibility: Academic Advising and Career Services often report to the same administrative officer (Director, Dean, Provost, etc.)

> Collaboration: Academic Advising and Career Services collaborate in a number of ways and at different levels. They may meet periodically to share information about current issues, services, and best practices, or have subcommittees that meet regularly to discuss common issues. Some have formal cross-training programs. They may participate in each other's events--for example, at a number of institutions academic advisors regularly assist at career fairs. Purdue has formed a Career Advising Council (CAC) whose goal is to

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[10] They currently link to job posting sites, but do not use any kind of job platform.
[11] Barbara Thomson, who currently chairs a Career Services Technology Committee for the Big Ten Academic Alliance, conducted a survey in the Spring of 2019. Representatives of 12 of the 14 institutions responded to the survey.
[12] These may be centralized services, or school/college offices.

equip advisors with strategies for integrating career advising into academic advising interactions. Career Exploration and Success recently created the "Campus Career Provider" O365 group. There are 47 New Brunswick members who meet three times per year, share upcoming events on a group calendar, as well as other career resources, information, and updates.

Internships: A number of Academic Advising and Career Services work to share information, opportunities, and joint workshops on internship options.

Resolution

Be It Resolved that The Rutgers University Senate recommends:

1. Processes should be in place for department websites to be updated regularly to ensure that students can find accessible, accurate information on requirements and advising. At a minimum, all departments should list names, office hours, and updated contact information for undergraduate advisors.
2. In order to make it more intuitive for students to contact an advisor, a uniform format for department advisors (for example, advisor@[dept].rutgers.edu) should be established.
3. In order to give students the opportunity to discuss major pathways and the suitability of the major with departmental experts, departments should have a mechanism whereby students can meet with a departmental advisor even if they have not yet declared a major or met all the prerequisites for the major. These meetings should take place outside of registration periods.
4. School deans should develop a process that would ensure that there is sufficient training, communication, and sharing of information between their school's general and departmental advisors.
5. In order to ensure that information is correct and current, departments should routinely review the information entered in Degree Navigator regarding their programs and courses.
6. Advisors should be prepared to promote and guide the use of Degree Navigator; enhanced point of use assistance for students using Degree Navigator should be developed.
7. Advisors should routinely be given access to Degree Navigator for those students they advise.
8. In order to ensure that student and departmental needs are being met in terms of the number of sections needed and offered, etc., processes should be put in place to ensure that course scheduling systems are continuously monitored by departments.
9. Course syllabi should identify which NACE, or other professional competencies, are associated with that specific course.
10. To eliminate confusion for students, all units using a career services platform (e.g., employment postings, appointments, events, etc.) should transition to a single system

coordinated by their respective campus career center. This should be enforced through the current procurement and IT review processes.

11. Working with their campus career centers and alumni, departments should review their curricula and identify specific tracks (internships, experiential learning opportunities, practicums, etc.) that would help their students achieve positive career outcomes.
12. A central site should be developed where students can go and see what internships/work programs are available across the University.
13. In order to assess and enhance current services, departments should work to ensure that students complete the Career Services Post-Graduation Survey (often referred to as the First Destination Survey).
14. In those Schools/Programs where it is not already in place, an experiential education graduation requirement should be explored to ensure that all Rutgers students are competitive in their future aspirations.
15. Each Chancellor should appoint an appropriate committee to review the organization and current levels of communication and collaboration between academic advising and career services on their campuses and develop a process to enhance the relationship between these two important components of student success.
16. These committees should also consider the advisability of centralizing the geographic location of key services such as student accounting aid, Registrar, academic advising, and career services.

4/23/2020