



Undergraduate Academic Advising Initiative

A Quality Initiative Proposal to the Higher Learning Commission

The enclosed Quality Initiative proposal represents the work that the institution will undertake to fulfill the Improvement Process of the Open Pathway.

Signature of Institution's President or Chancellor

Date

M. Roy Wilson, President

Printed/Typed Name and Title

Wayne State University

Name of Institution

Detroit, Michigan

City and State

1.0 Overview of the Quality Initiative

2011, in an effort to improve student success and student learning, increase retention and graduation rates, and narrow achievement gaps, Wayne State University committed to an ambitious **Student Success Initiative**. The initiative encompassed six major thrusts: (1) the **Undergraduate Academic Advising Initiative**, (2) curriculum improvements, especially in general education, (3) support for teaching and learning, (4) support for under-prepared students, (5) first year experiences, and (6) financial aid. The **Undergraduate Academic Advising Initiative** provided funding for hiring of 45 new professional academic advisors on campus, approximately doubling our institutional advising capacity and bringing our student/advising

ratios into alignment with national best practice. In this *Quality Initiative*, we propose to implement, assess, and improve (based on our assessment) two key components of the **Undergraduate Academic Advising Initiative**:

1. **Implementation of an Academic Advising Training Academy**, which will support the training and professional development of content, skills, and dispositional outcomes for academic advisors.
2. **Development and deployment of on-line tools** to support academic advising, including an advisor scheduling system, on-line declaration of major/program, an advising alert system, and an improved degree audit system.

The benefit of these activities will be to increase the impact of our investment in academic advisors on student success. In particular, these activities will promote a culture of proactive and developmental academic advising which relies on the primacy of the advising relationship to support academic planning. Before hiring the new academic advisors, our advising capacity was so severely limited that advising was necessarily reactive and transactional, generally focused on course selection or on management of a student crisis. The Academic Advising Training Academy will support both new and seasoned advisors in making and promoting this culture shift and in learning the new knowledge, behaviors and attitudes necessary to effect this change. The technology investments will shift the burden of transactional support away from the advisors to free them up to focus on their relationships with students and on the student learning outcomes connected with advising.

The expected results will be increased use of academic advising, increased student satisfaction with academic advising, increased student learning, greater advisor job and career satisfaction, increased retention and graduation rates, and narrowing of achievement gaps at Wayne State University.

2.0 Significance of this Quality Initiative

Wayne State University, founded in 1868, is committed to preparing its students to excel in a fast-paced and interconnected global society. It combines the academic excellence characteristic of a major research university with the practical experiences of an institution whose history, location and diversity make it a microcosm of the world students will enter when they graduate. Wayne State is Michigan's only truly metropolitan research university. Located in the Midtown neighborhood of Detroit, it contributes significantly to the progress and positive ambience of its home city. Wayne State University enrolled 20,108 undergraduates in Fall 2012, of whom 2,338 were first-time students and 2,165 were new transfers. Students enroll in 13 colleges and schools offering over 350 programs. Wayne State boasts the most diverse student body among Michigan's public universities.

As described above, this *Quality Initiative* is part of the larger **Undergraduate Academic Advising Initiative**, which in turn, is a component of the WSU **Undergraduate Student Success**

Initiative (USSI). This section provides context for the Quality Initiative by outlining the components of the Undergraduate Academic Advising Initiative that have already taken place, or which are being carried out in parallel, without being part of the Quality Initiative.

Wayne State University committed to hiring of forty-five academic advisors, starting in FY 2012. WSU has currently hired 38 academic advisors since the start of this initiative. A prior needs analysis of academic advising across campus showed that the availability of advisors varied significantly across the campus, with student-to-advisor ratios varying from 151:1 in some units to as high as 715:1 in others, with a university average of 495:1. At the time this quality initiative proposal was written, the student advising ratio was about 240:1 across the campus as a whole, although we are still working to address some individual units where advising ratios are higher.

At the invitation of the provost's office, a team of consultants visited WSU in late 2011 to review Academic Advising on campus. The consulting team identified some issues (beyond student/advisor ratios) surrounding the academic advising program that clearly affect WSU's student success and retention and graduation rates. These challenges included the following:

1. The need for strong statements of vision and mission for advising, as well as clear program goals and student learning outcomes.
2. Insufficient strategic direction and a lack of clarity about who is responsible for academic advising.
3. Excessive complexity of the decentralized advising.
4. Poor connection between General Education and the major.
5. A lack of professional development for academic advisors.
6. A need for a comprehensive assessment plan for academic advising.

The recommendations in this report and the actions we have taken since that time have guided the development of the full Undergraduate Academic Advising Initiative as well as this Quality Initiative. In particular, we have begun to address many of these issues during the initial phases of the advising initiative. A second round of strategic planning led the development of vision and mission statements, program goals and learning outcomes (#1). A new, more inclusive and more highly positioned administrative structure clarified the administration of academic advising (#2). Better documentation, website improvements, and clearer student communication have begun to address the complexity of decentralized advising (#3), although this challenge will also be addressed by the advisor training academy and mitigated by the technology enhancements proposed in this quality initiative. Placement of academic advisors within the departments where they will do both general education and major advising has addressed the bifurcated advising experience that students previously experienced (#4). An advising summit and initial training for new advisors partially addressed the professional development needs (#5); these needs are more fully addressed by this quality initiative. The assessment of academic advising (#6) has been improved by the development of vision and mission statements, program goals and learning outcomes. Moreover, a comprehensive student satisfaction survey is completed annually. This quality initiative advances the assessment of academic advising on campus by refinement of our

advising syllabus, development of learning outcomes for advisor training, development of technologies that will collect data relevant to advising assessment, and assessment of the impact of technology enhancements on advising.

3.0 Impact of this Quality Initiative on WSU

The success of our students is critical to our mission at Wayne State University. We are an institution of both opportunity and excellence, providing opportunity for students who might not otherwise have the chance to matriculate at a research university. At WSU, our undergraduate retention rates and six-year graduation rates have not yet reached our potential as an urban research institution. Our first-to-second year retention rate for full-time FTIACs (First Time In Any College student) was 77% for the 2011 cohort (Figure 1), while the six-year graduation rate was 28% for the 2006 cohort (Figure 2). We have established ambitious goals to raise these numbers, to 83% first-to-second year retention within five years and to a 41% graduation rate within five years. We have already made progress toward that goal, increasing our graduation rate to 32% for the 2007 cohort.

The six-year graduation rate does not completely capture degree attainment patterns at WSU. As shown in Figure 3, many students persist beyond six years to eventually graduate. Retention and graduation rate data only partially describe student success. Figure 4 shows student GPA at the end of the first semester. While this number has risen modestly, like graduation rates and retention rates, we are committed to increasing student GPA while maintaining academic rigor. Academic advising is critical to this effort. Finally, Figures 5 and 6 depict retention and graduation rates by race, ethnicity and gender. Our student success for students of color is too low; academic advising is essential to this effort as well.

Effective undergraduate student advising is fundamental to these goals, as well as to student learning, student engagement, and other forms of student success. In particular, the **Undergraduate Academic Advising Initiative** represents an opportunity to:

- promote a cultural change at Wayne State University away from focusing on student deficits to one that promotes institutional accountability for student development, growth, learning, and success,
- position Academic Advising as a form of teaching and learning central to the academic mission, and
- enhance the strategic positioning of Wayne State University as an institution of inclusive excellence.

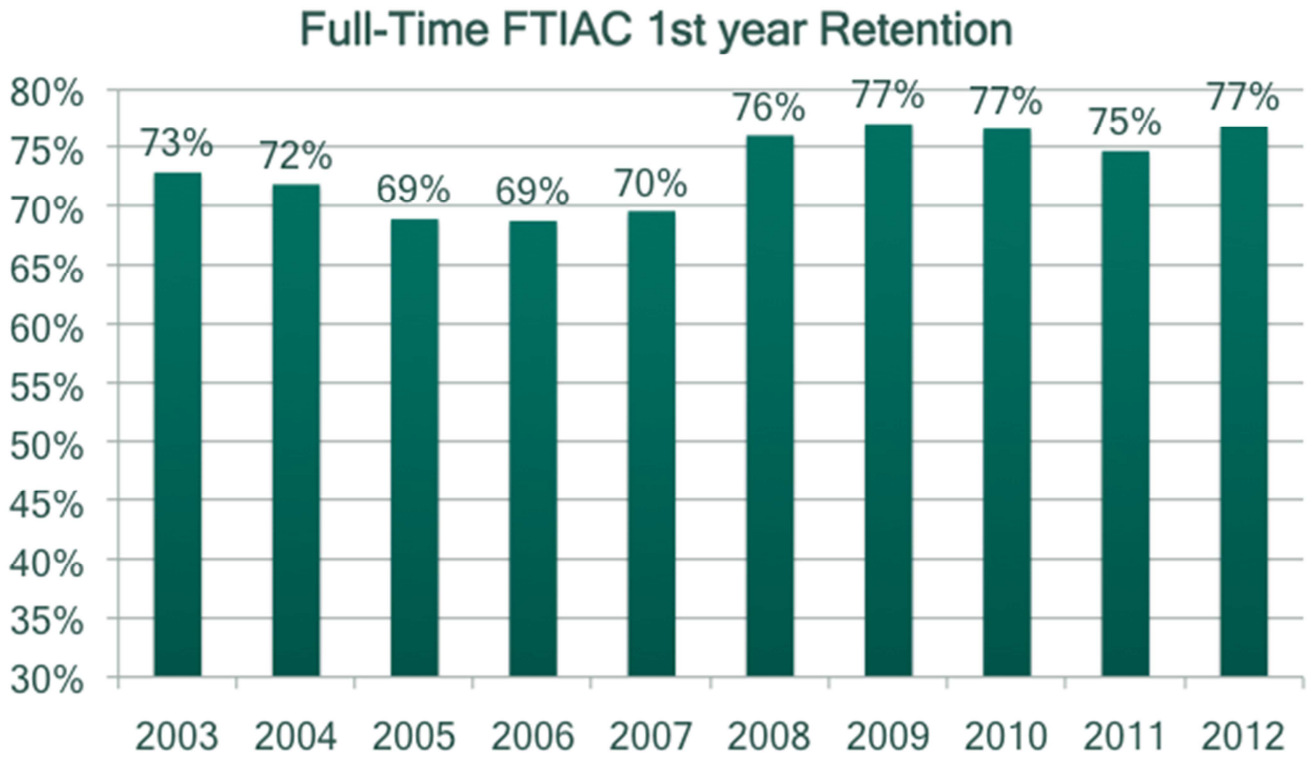


Figure 1: First to Second Year Retention Rates

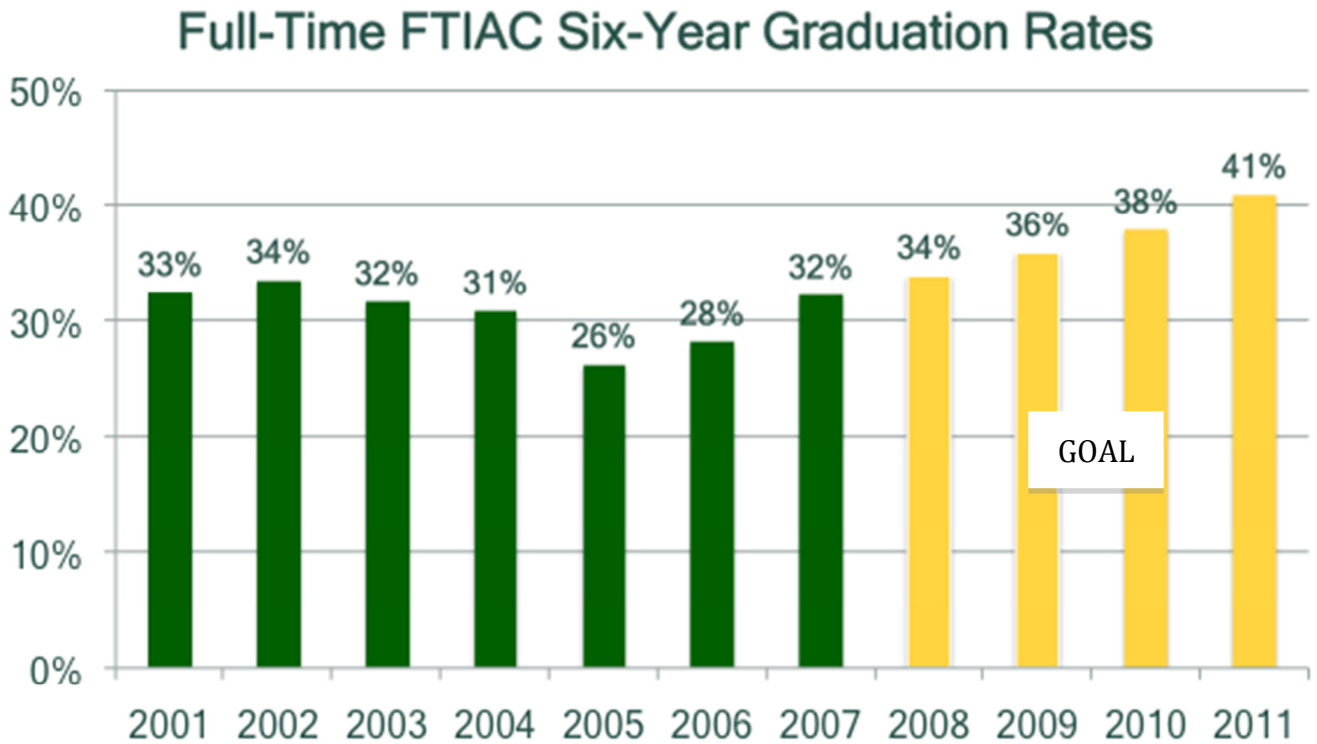


Figure 2: Six-year graduation rates (by year of entering cohort)

Retention/Graduation Rates Fall 2002 FTIAC Cohort

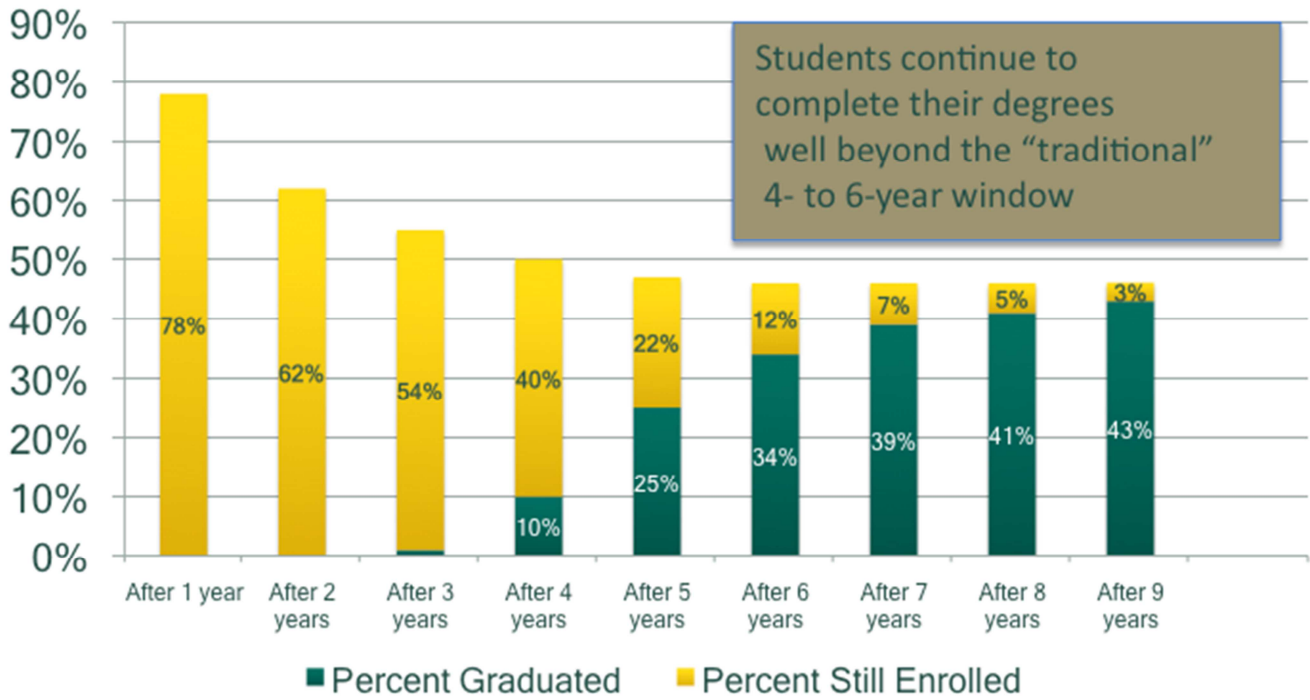


Figure 3: Success Rates--retained or graduated over time

Full Time FTIACs First Semester GPA

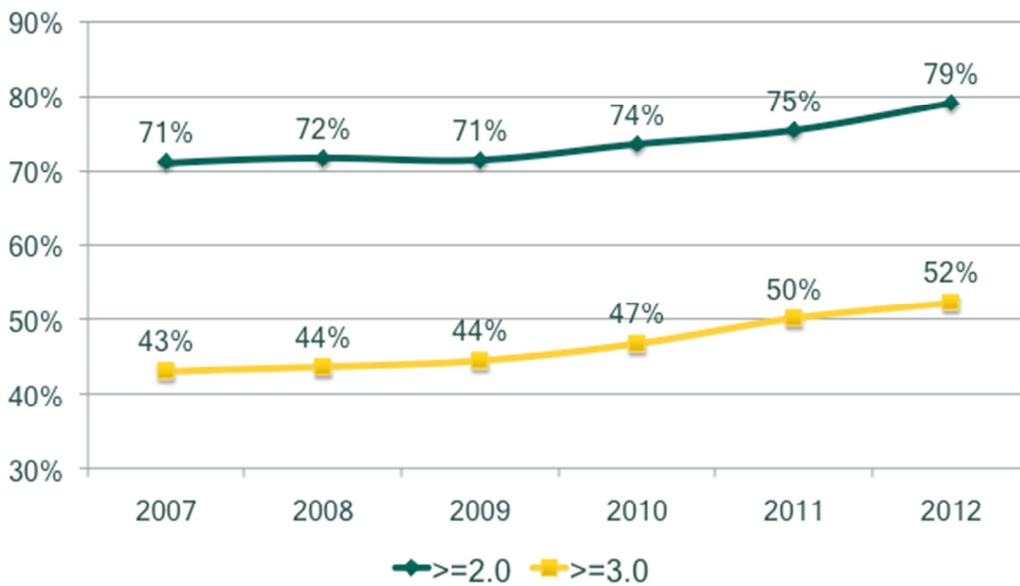


Figure 4: First Semester GPA

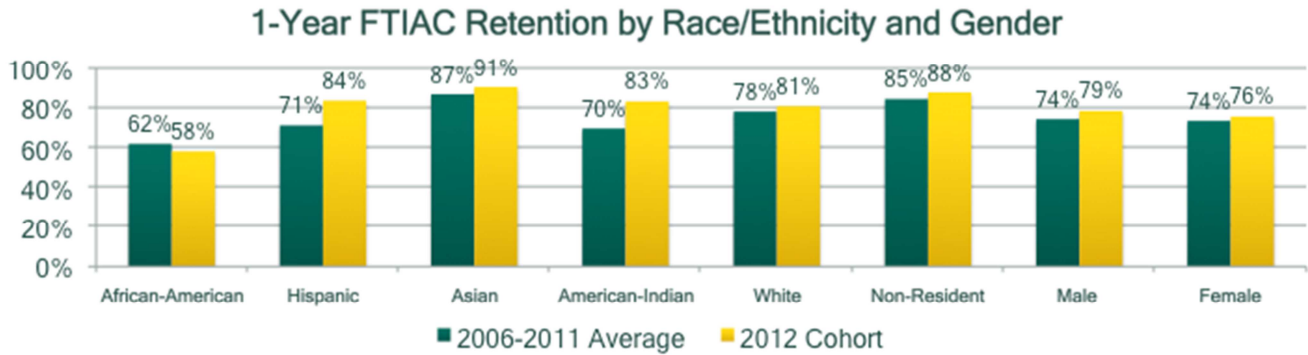


Figure 5: First to second year by Race, Ethnicity and Gender

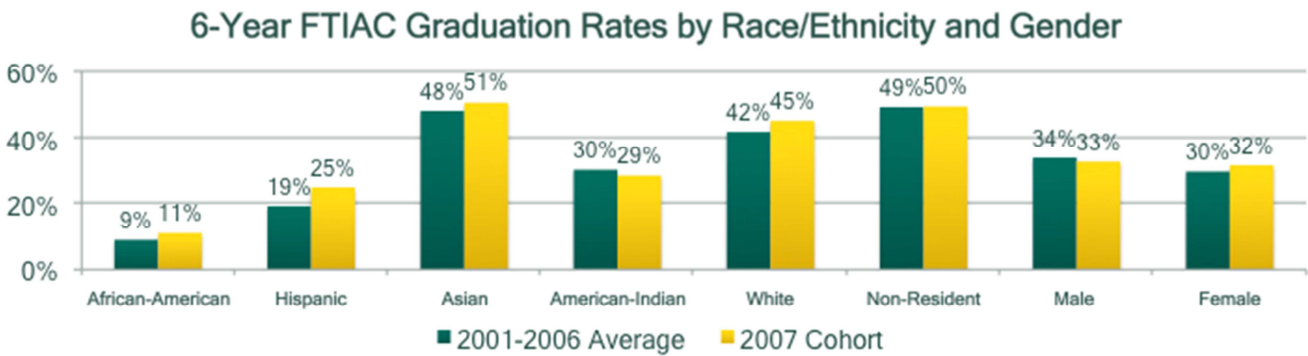


Figure 6: Six-year graduation rate by Race, Ethnicity, and Gender

4.0 Purpose and Goals of the Quality Initiative

The purpose of the **Undergraduate Academic Advising Initiative** is to achieve the vision expressed in our vision statement for Academic advising:

Advising at Wayne State University is a proactive, developmental, professional, and intentional practice that promotes and enhances student learning and success. Advising exists to assist students.

In particular, the **mission** of academic advising at Wayne State University is to enhance individual student development and learning in support of educational goals and academic achievement. The ultimate goal is for students to excel in a changing and diverse society.

To achieve this vision and mission, a broad coalition of stakeholders has developed the following learning outcomes for students across Wayne State University:

1. Students will understand what it means to be a college-educated person and will be able to apply this understanding to the academic planning process in order to achieve their goals.

2. Students will understand the commitment and effort required to complete their degree(s) in a timely manner.
3. Students will understand the purpose and value of the educational process by taking an analytical approach to completing appropriate classes in order to demonstrate competence and learning.
4. Students will develop a comprehensive education plan, with appropriate milestones, that includes program requirements and a target date for graduation.

4.1 GOAL 1: implementation of an Academic Advising Training Academy

The first goal of this *Quality Initiative* is the implementation of an **Academic Advising Training Academy**, which will support the training and professional development of content, skills, and dispositional outcomes for academic advisors, both seasoned advisors and those newly hired under the Undergraduate Academic Advising Initiative. The Academic Advising Training Academy will be located within the University Advising Center and will have responsibility for professional development of all undergraduate professional academic advisors on campus. More details, timeline and action plan for achieving this goal are described in Section 9.

Key elements of our academic advisor development/training program will into consideration the college-wide vision, mission, goals and student learning outcomes. As a program is further developed and refined, the various topics will be arranged in a way that addresses three major areas included in a comprehensive approach to advisor training and development. They are:

- Conceptual elements, including concept of advising, mission and role of advising, relationship between advising and persistence/student success, student learning outcomes, advising as teaching, and ethical issues.
- Informational elements: campus programs, the campus advising model, policies, curriculum, referral resources, advising tools including technologies, and FERPA.
- Relational elements: interview skills, communication skills, rapport building, and inter- and intra- cultural communication skills needed when working with a diverse student population, among others.

The primary training will be organized around a series of workshops that will lead to a graduated internal certification program, with Basic, Intermediate, and Master Advising levels. Supplemental activities will support more specialized needs, such as a brown bag series for advisors to summarize interesting articles, and a learning community for advisors who are interested in publishing in the NACADA journal or similar venues. In subsequent years, we plan to expand to incorporate additional training modes and ideas, including theme months, role playing (perhaps partnering with the theatre department).

4.2 GOAL 2: Technology Support for Academic Advising

The second goal of this *Quality Initiative* is the **development and deployment of technology support for advising**, including an advisor scheduling system, on-line declaration of

major/program, an advising alert system, and an improved degree audit system. More details, timeline and action plan for achieving this goal are described in Section 9.

Wayne Advising Management System. WSU has recently implemented and partially deployed the Wayne Advising Management System (WAMS), which provides online scheduling for academic advising. WAMS is a custom and local tool developed within WSU and integrates with other WSU systems, including student and advisor calendar and email systems. WAMS has a mobile interface, permitting students to schedule appointments night or day from their phones, tablets, or other mobile devices. WAMS automatically sends reminder emails to students and makes it easy for students to cancel or reschedule appointments, reducing the no-show rate and increasing advisor availability for other students. WAMS permits students to schedule various types of advising appointments and to view advisor availability for the type of appointment desired. WAMS is integrated with the BANNER system to direct students to advisors appropriate for their program or major, although students retain the option to view and schedule appointments with advisors outside their program and major as well.

During 2012-2013, WAMS had a pilot deployment in the University Advising Center. Before this time (using manual appointment scheduling) the rate of no-shows (students who do not attend an advising appointment but without canceling) had been 40%. With the introduction of WAMS, which provides automated reminders, easy rescheduling, and support for mobile devices, the no-show rate dropped to 14%. During 2013-2014, WAMS was further developed to support deployment across multiple units through a shared interface. WAMS has been initially deployed in some undergraduate schools and colleges.

Figure 7: Wayne Advising Management System

Change of Major/Program (CHOMP). In August, 2014, WSU completed a preliminary implementation of an online declaration of major tool, the *Change of Major/Program Tool*

(CHOMP). Before this tool, changes of major or program were accomplished via paper forms, requiring a student to collect a variety of approvals and signatures across campus in order to declare or change his or her major. As the new advisor hires are primarily deployed within the academic departments, WSU has taken the position that timely declaration of major (and ease of changing majors) is critical to helping students connect with the most appropriate advisor for their needs. To address this, we are ready to deploy an early version of the CHOMP tool, which will promote easy declaration of major for most undeclared students in CLAS.

Creation of an Alert Broker/Early Warning System. An Early Warning System (EWS) permits signals of student risk, such as poor grades, faculty concern, evidence of emotional distress or disengagement, a request for a transcript, or potential loss of financial aid to be aggregated into an alert. The alert is then communicated to one or more institutional actors who can intervene to assist the student and mitigate the risk.

Currently appointment scheduling (as described above) is only student initiated. In an early collaboration between the Office of Student Success and WSU's Computing and Information Technology division, we have created a design and architecture for an Alert Broker/Early Warning System (EWS) that will permit alerts to be raised for students in response to an event that suggests that they are at elevated risk for attrition or otherwise would benefit from an advising intervention. Such events could include a low midterm grade, a sudden drop in grade point average, instructor concern, poor course attendance, or a request for a transcript.

The initial design for the EWS permits advising management to create alerts based on events that can be recognized based on data that exist in the BANNER transactional system or in the Enterprise Data Warehouse (EDW). When an alert is raised (because an adverse event has occurred), the EDW will send a notification to the advisor as well as a notification to the student suggesting that she or he schedule an appointment with the advisor using WAMS.

Proactive Advising Ecosystem
Conceptual Framework Draft July 2014

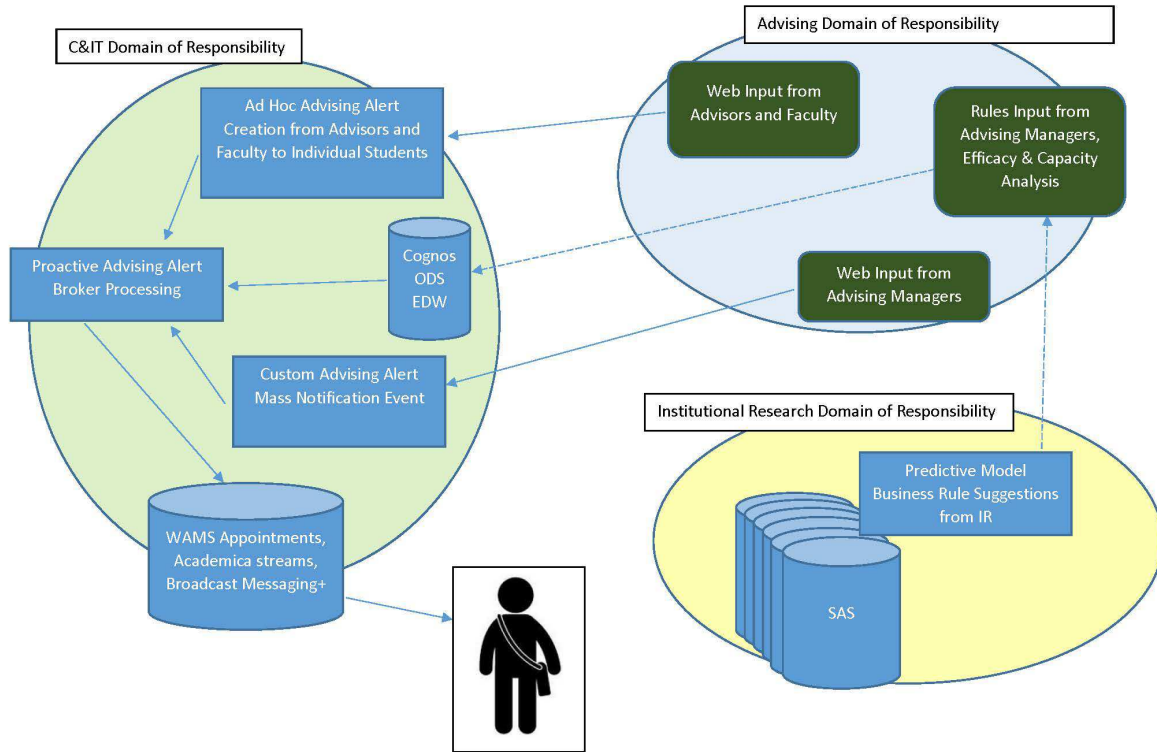


Figure 8: Design of Early Warning System

Implementation of a robust degree audit system (DegreeWorks). For the past decade, WSU has relied on a home-grown degree audit system based on the BANNER CAPP module which is being phased out. This system has suffered from several shortfalls, including an inability to automatically update degree progress status in real-time. (For example, if a student completes a degree requirement, his or her progress to degree is not updated until a degree audit is performed). Since the system also lacks a query interface, it is impossible to determine systematically, what portion of our students have completed various degree requirements in a timely manner (e.g. complete Basic Composition before the end of the first year), or to generate other measures of progress to degree. The system has other shortfalls as well, including a clumsy interface, an inability to save multiple degree plans, and a very limited “what-if” analysis.

The consequences of these limitations were made evident in a recent analysis that showed that in a recent graduating class, fully 60% of graduates graduated with “missing degree requirements.” A deeper investigation showed that the “missing” requirements were generally not missing, but the result of waivers, exceptions, substitutions and other situations that can not be handled by our degree audit system.

5.0 Assessment

Table 1: Evaluation Overview			
Evaluation Questions	Data Source and Collection Methods	Data Analysis and Interpretation	Use of Data
Goal 1: Development of Academic Advisors Training Academy			
<p><i>Do advisors know the relevant conceptual, informational and relational knowledge necessary for effective academic advising?</i></p> <p><i>Can advisors deliver effective advising using their conceptual, informational and relational knowledge?</i></p> <p><i>Does the Academic Advisors Training Academy Training Program increase advisor conceptual, informational, and relational knowledge?</i></p> <p><i>Does the Academic Advisors Training Academy Training Program increase advisor career satisfaction?</i></p>	<p>Measures of advisor conceptual, relational, and informational knowledge.</p> <p>Student satisfaction surveys – annual survey and micro-surveys after advising visits.</p> <p>Tests of advisor knowledge.</p> <p>Advisor surveys of knowledge and job satisfaction.</p> <p>Advisor focus groups.</p> <p>Student self-reports of academic planning.</p> <p>Student transactional data.</p>	<p>Pre-test/post-test direct assessment of advisor knowledge.</p> <p>Pre-test/post-test advisor self-assessment of advisor knowledge and effectiveness.</p> <p>Review of advisor and student focus groups, observations and interviews to assess quality & fidelity of implementation.</p> <p>Effect of advisor knowledge on student academic planning and other student actions.</p>	<p>Advisor Training Academy Program modification:</p> <ul style="list-style-type: none"> • Curricular • Pedagogical • Delivery mechanism

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Evaluation Questions	Data Source and Collection Methods	Data Analysis and Interpretation	Use of Data
Goal 2: Technology Support for Academic Advising (WAMS)			
<p><i>How frequently are students using academic advising?</i></p> <p><i>Do we have sufficient advising capacity to meet student needs?</i></p> <p><i>Is advising offered at appropriate times?</i></p> <p><i>Are the students seeking academic advising the ones who could benefit the most?</i></p> <p><i>Are students and advisors satisfied with WAMS?</i></p>	<p>Student, advisor satisfaction measures.</p> <p>WAMS data indicating frequency, times, types of advising visits</p> <p>Student outcomes data</p> <p>Student demographic & background data.</p>	<p>Descriptive analysis of satisfaction and scheduling data, in aggregate and by demographic and other subgroups.</p> <p>Correlational/regression analysis of relationship between advising usage and student success.</p>	<p>Modification to WAMS program .</p> <p>Modifications to advisor capacity/scheduling</p> <p>Modifications to advisor training.</p> <p>Modifications to EWS or other outreach to students to target underserved groups</p>
Goal 2: Technology Support for Academic Advising (CHOMP)			
<p><i>Do more students declare their major in a timely manner?</i></p> <p><i>Do students who declare majors earlier have better academic success, especially attainment of milestones within the major?</i></p> <p><i>Are students satisfied with CHOMP?</i></p>	<p>Student, advisor satisfaction measures.</p> <p>Student record data, including major declarations, milestone attainment data</p>	<p>Descriptive analysis of satisfaction data and major declaration data , in aggregate and by subgroups.</p> <p>Correlational/regression analysis of relationship between major declaration and student success</p>	<p>Modifications to CHOMP, to advising practice, or to major declaration policy.</p>
Goal 2: Technology Support for Academic Advising (EWS)			
<p><i>Do EWS notifications lead to advising interactions, modified student behavior, or to increase student success for students with greatest risk of attrition?</i></p>	<p>Advising scheduling information (WAMS)</p> <p>Student outcome and milestone data</p> <p>Student/Advisor report of academic planning activities.</p>	<p>Correlational analysis of the relationship between EWS notifications and advising visits</p> <p>Full Assessment of the relationship between EWS and student success will not be feasible within the quality initiative period.</p>	<p>Modifications to EWS, to advising practice, to academic policy, or to advisor training.</p>

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Evaluation Questions	Data Source and Collection Methods	Data Analysis and Interpretation	Use of Data
Goal 2: Technology Support for Academic Advising (DegreeWorks)			
<p><i>Does DegreeWorks improve the quality of academic planning, attainment of degree milestones, other measures of student success?</i></p> <p><i>Are students and advisors satisfied with DegreeWorks?</i></p> <p><i>(A full assessment of DegreeWorks and the benefits to curriculum design and course scheduling is outside the scope of this quality initiative.)</i></p>	<p>Student outcome and milestone data.</p> <p>Student/Advisor report of academic planning activities.</p> <p>Student/advisor satisfaction data.</p>	<p>Assessment of the relationship between DegreeWorks and student success will not be feasible within the quality initiative period.</p> <p>Descriptive analysis of DegreeWorks satisfaction data.</p>	<p>Modifications to advisor training, DegreeWorks deployment plan.</p>

6.0 Support by Internal and External Stakeholders

This quality initiative has extensive internal and external support. In addition to the endorsement of President M. Roy Wilson indicated on the cover page, Provost and Senior Vice President Margaret E. Winters has endorsed and will assume ultimate responsibility for the execution of this initiative. The Council of Deans has long supported both the Undergraduate Student Success Initiative and the Undergraduate Academic Advising Initiative – Initiatives for which this project is a critical component. Student Success is a high priority thrust WSU’s Strategic Plan. The Management and Implementation Team described below includes five Associate Provosts/Associate Vice Presidents will jointly guarantee its execution. Externally, the project has been partially funded by the Kresge Foundation.

7.0 Management and Implementation Plan

- Margaret E. Winters, Provost and Senior Vice President for Academic Affairs
- Monica Brockmeyer, Associate Provost for Student Success
- Cheryl Kollin, Director, University Advising Center
- Mark Byrd, Assistant Vice President for Institutional Research
- TBD, Associate Provost for Diversity and Inclusion and Chief Diversity Officer
- Corinne Webb, Associate Vice President for Enrollment Management
- Mathew L. Ouellet, Associate Provost and Director of Office for Teaching and Learning (OTL)
- Joseph Sawasky, Chief Information Officer and Associate Vice President, Computing and Information Technology
- Kate Bernas, Associate Director, University Advising Center
- Robert Aguirre, Associate Dean, College of Liberal Arts and Sciences
- Darin Ellis, Associate Dean, College of Engineering
- Margaret Smoller, Associate Dean, School of Business
- Lezlie Hart, Director of Advising, College of Fine, Performing, and Communication Arts

8.0 Resources committed to this Quality Initiative

The Quality Initiative is intended not only as an investment in academic advising but also as a mechanism of institutional transformation to support WSU’s Student Success mission and to promote attainment of our vision to become the country’s premier public, urban, research university. Because of the Quality Initiative’s centrality to these goals, it is supported by and aligned with many significant projects and initiatives, which are described in Table 2.

Program, Initiative, Office or Activity	Relationship to Quality Initiative	Resources Committed
WSU Undergraduate Student Success Initiative (USSI)	The Quality Initiative is a key component. http://provost.wayne.edu/studentsuccess/index.php . Some individual components described separately below.	\$9.6 Million total.
Undergraduate Academic Advising Initiative	The Quality Initiative is a key component which will greatly enhance the success of the academic advisors	\$2.9 Million annually to fund 45 additional advisors (included in USSI above)

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Office for Teaching and Learning (OTL)	The OTL will provide instructional design support for the Academic Advisor Training Academy.	\$25,000
Staff Support for Academic Advisor Training Academy	Kate Bernas, Interim Director of the University Advising Center and a project coordinator will provide staff support for the Academic Advisor Training Academy.	\$130,000 annually (included in USSI above)
University Advising Council Budget	The University Advising Council will control a budget to implement the Advising Summit and offer other professional development activities.	\$10,000 annually (included in USSI above)
Wayne Advising Management System (WAMS)	Approximately \$100,000 has been already invested in the development of WAMS.	\$25,000 annually.
Early Warning System		\$120,000 annually (funded by Kresge)
CHOMP	Approximately \$20,000 has been invested in the development of CHOMPS.	\$15,000 annually.
DegreeWorks	\$224,300 has already been invested in hardware, software and other one-time costs connected with this project	\$22,560 in annual software licenses \$80,000 in ongoing maintenance and reporting.
Student Success Marketing		\$40,000 annually

9.0 Timeline and Implementation Plan

	Before Quality Initiative	Fall 2014	Winter 2015	Spring / Summer 2015	Fall 2015	Winter 2016	Planned After Quality Initiative
Goal 1: Development of Academic Advisors Training Academy							
	<ul style="list-style-type: none"> Hiring & placement of 38 academic advisors Initial training of academic advisors Hire leadership for academy 	<ul style="list-style-type: none"> Refinement of Advising Syllabus Implementation of Probation Advising Training Implementation of Brown Bag Series 	<ul style="list-style-type: none"> Training for Individual Success Plans Full Specification of advisor learning outcomes Academic Advising Summit 	<ul style="list-style-type: none"> Curriculum Design for Basic Advising Certification Design of Advisor Career satisfaction assessment 	<ul style="list-style-type: none"> Basic Advising Certification Program Deployed Design of Intermediate and Advanced Advising Certification Program Deployment of Advisor Career Satisfaction assessment 	<ul style="list-style-type: none"> Basic Advising Certification Program Deployed Design of Intermediate and Advanced Advising Certification Program Deployment of Advisor Career Satisfaction assessment 	<ul style="list-style-type: none"> Implementation of Intermediate and Advanced Advising Certification Program
Goal 2: Technology Support for Academic Advising							
Wayne Advising Management System (WAMS)	<ul style="list-style-type: none"> WAMS development WAMS deployment in select units 	<ul style="list-style-type: none"> WAMS deployment in remaining UG Units that directly admit UG students Development of micro-assessment evaluations 	<ul style="list-style-type: none"> WAMS deployment in remaining UG Units that directly admit UG students 	<ul style="list-style-type: none"> Development of technology support for micro assessment 	<ul style="list-style-type: none"> Development of reporting interfaces for WAMS 		

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	Before Quality Initiative	Fall 2014	Winter 2015	Spring / Summer 2015	Fall 2015	Winter 2016	Planned After Quality Initiative
Change of Major/ Program (CHOMP)	<ul style="list-style-type: none"> • CHOMPS business process modeling • CHOMP initial implementation 	<ul style="list-style-type: none"> • Initial CHOMP deployment 	<ul style="list-style-type: none"> • Initial CHOMP deployment 	<ul style="list-style-type: none"> • Design of additional functionality for CHOMP • Assessment of expansion of CHOMP to additional units 	<ul style="list-style-type: none"> • Deployment of CHOMP to additional units, • Deployment of additional CHOMP functionality 	<ul style="list-style-type: none"> • Assessment of CHOMP on reducing number of undeclared juniors and seniors 	
Alert Broker/ Early Warning System (EWS)	<ul style="list-style-type: none"> • Initial Architecture Design for EWS 	<ul style="list-style-type: none"> • EWS development activities 	<ul style="list-style-type: none"> • EWS development activities 	<ul style="list-style-type: none"> • EWS advisor training` 	<ul style="list-style-type: none"> • EWS deployment in UAC and select units 	<ul style="list-style-type: none"> • EWS assessment 	<ul style="list-style-type: none"> • EWS expansion and further deployment
Degree Audit (DegreeWorks)	<ul style="list-style-type: none"> • DegreeWorks purchase and installation 	<ul style="list-style-type: none"> • Coding undergraduate degree requirements 	<ul style="list-style-type: none"> • Training of academic advisors • Report coding 	<ul style="list-style-type: none"> • Deployment during orientation for new FTIACs. • Integration with EWS 	<ul style="list-style-type: none"> • Deployment for new FTIACs, other students admitted as FTIACs after 2009 	<ul style="list-style-type: none"> • Test for transfer students in select units 	<ul style="list-style-type: none"> • Full deployment for transfer students • Full deployment for students admitted before 2009.

Institutional Contact for Quality Initiative Proposal

Include the name(s) of the primary contact(s) for the Quality Initiative.

Monica Brockmeyer, Associate Provost for Student Success

Name and Title

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Wayne State University

Institution