

Fall 2017 Undergraduate Advising Institute

Sponsored
by:

- College of Arts and Sciences
- Bayh College of Education
- College of Technology
- Scott College of Business
- College Health and Human Services
- University College
- Office of Student Success



Welcome to Fall 2017 Undergraduate Advising Institute

Opening Remarks:

Dr. Josh Powers, AVP
Student Success



"Good advising may be the single most underestimated characteristic of a successful college experience."

-Light, R.J. (2001) *Making the most of college*. Cambridge, MA: Harvard University Press

"Frequent interaction with faculty related more strongly to satisfaction than any other type of involvement or characteristic of the student or the institution."

Astin, A.W., (1985) *Achieving Educational Excellence*. San Francisco: Jossey-Bass

NSSE Advising Assessment Results – 2013 & 2016

	Freshmen 2013	Freshmen 2016	Seniors 2013	Seniors 2016
During the current school year, about how many times have you and an academic advisor discussed your academic interests, course?	2.2	3.1	2.3	2.4
During the current school year, to what extent have your academic advisors done the following? Been available when needed (1=very little; 4=very much)	2.8	2.9	2.9	2.8
Listened closely to your concerns and questions.	2.8	2.9	2.8	2.8
Informed you of important deadlines.	2.7	3.0	2.6	2.6
Helped you understand academic rules and policies.	2.7	2.8	2.6	2.6
Informed you of academic support options.	2.5	2.8	2.4	2.3
Provided useful information about courses.	2.7	2.8	2.6	2.7
Helped you when you had academic difficulties.	2.5	2.7	2.5	2.6

NSSE Advising Assessment Results – 2013 & 2016

	Freshmen 2013	Freshmen 2016	Seniors 2013	Seniors 2016
Helped you get information on special opportunities (e.g., study abroad, internships, research projects, etc.)	2.4	2.6	2.4	2.5
<i>Discussed your career interests and post-graduation plans.</i>	2.4	2.6	2.4	2.4
During your current school year, how often have your academic advisors reached out to you about your academic progress or performance?	Not asked	2.4	Not asked	1.9

FSSE/NSSE Advising Assessment Results – 2013 & 2016

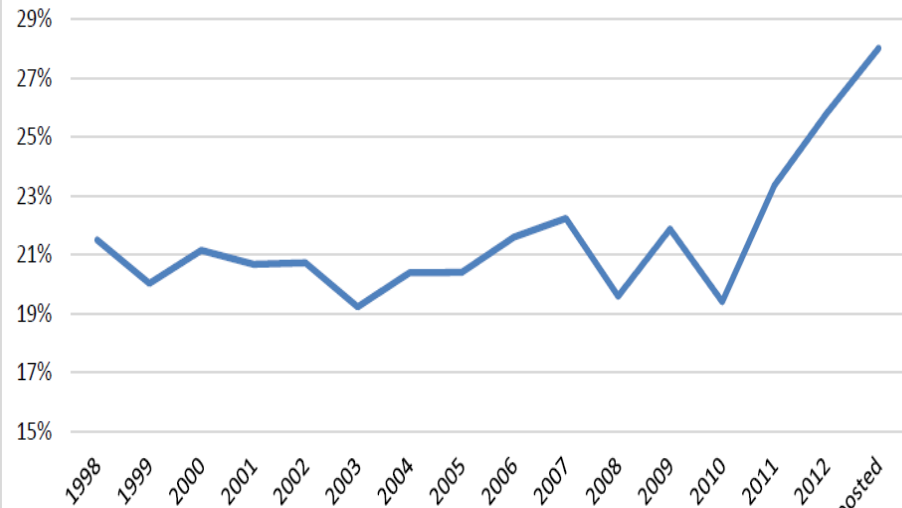
	% faculty who rated item very important or important	% seniors who said very much or quite a bit	Difference
Available when needed.	97%	62%	+35
Listens closely to concerns and questions.	98%	60%	+38
Informed you of important deadlines.	76%	52%	+24
Helped you understand academic rules and policies.	85%	48%	+37
Informed you of academic support options.	86%	39%	+47
Provided useful information about courses.	92%	53%	+39
Helped you when you had academic difficulties.	85%	41%	+44
Helped advisees get help on special opps.	82%	39%	+43
Discuss career interests and post-grad plans.	93%	41%	+52

3 YEARS AGO, 1 IN 5 STUDENTS
GRADUATED IN 4 YEARS.

TODAY, 1 IN 3.5 GRADUATE IN 4
YEARS.



4-Year Graduation Rate by Cohort Start Year



**Current Grad Rate as
of 8/17: 28.4%; up
2.7%pts. in 1 year;
9%pts. in 3 years.**

2013 with partial summer grads posted



Advising: Best Practices

J. Tyler Burns
Advising Institute
Indiana State University



Advising Goals

- Faculty/Professional advisors should provide academic and professional guidance as students develop meaningful educational plans in pursuit of their life goals.
- Provide students with information about coursework, ISU policies and procedures, career options and opportunities.
- This requires student participation in the decision making process, helping students become lifelong learners and encourage self-reliant problem solving.

Main Competencies Necessary for Effective Academic Advising

- *Conceptual understanding*: An understanding of the importance of advising along with the ability to make ethical advising decisions.
- *Relational competence*: The ability to relate with students and develop appropriate advising relationships.
- *Informational background*: A good working knowledge of Indiana State academic information and campus resources for referrals.

Two Styles of Advising

- **Prescriptive advising:** Advisor tells student what to do, and the student does it. (HAHA)
- **Developmental advising:** This style holds that the academic advisor and the advisee are partners in the in educational discovery in which responsibility is shared.
- One definition developed by David S. Crockett (1995):
 - The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and program progress review, and an agent of referral to other campus services as necessary.

Two Styles of Advising

- What works? A little bit of both. Every student requires a little different style. It becomes important to not assume that the method you use will work for each student. Adapting to each student becomes necessary.
- “Advising is the intersection of the teaching/learning experience” (Miller & Alberts, 1994, p.44).
- As teachers we want to master our fields of study, advising practices should be looked at in the same manner.

Best Practices

- Maintain regular contact with all advisees.
 - Email/Text/Social Media Groups/Flyers/Phone
- Establish positive relationships with all advisees
 - Recognize advisees and be able to call them by name
 - Educate students about advisor and advisee roles and responsibilities
 - Maintain up-to-date advising notes
 - Address the needs of diverse students (e.g., nontraditional, international)
 - Show a personal interest in students' lives

Best Practices

- Provide accurate and timely information
 - Know department and University requirements
 - Know department and University deadlines
 - Communicate pertinent information to advisees or selected groups
 - Know and be able to refer students to appropriate University resources as appropriate to students' needs
 - Know about and be able to recommend to students appropriate organizations for their professional development (e.g., departmental, student, professional organizations, etc.)

Best Practices

- Adopt a developmental approach to help advisees become independent learners and self-reliant problem solvers.
 - Foster development of advisees' decision making skills
 - Use an academic advising syllabus
 - Coach students on appropriate ways to advocate for themselves

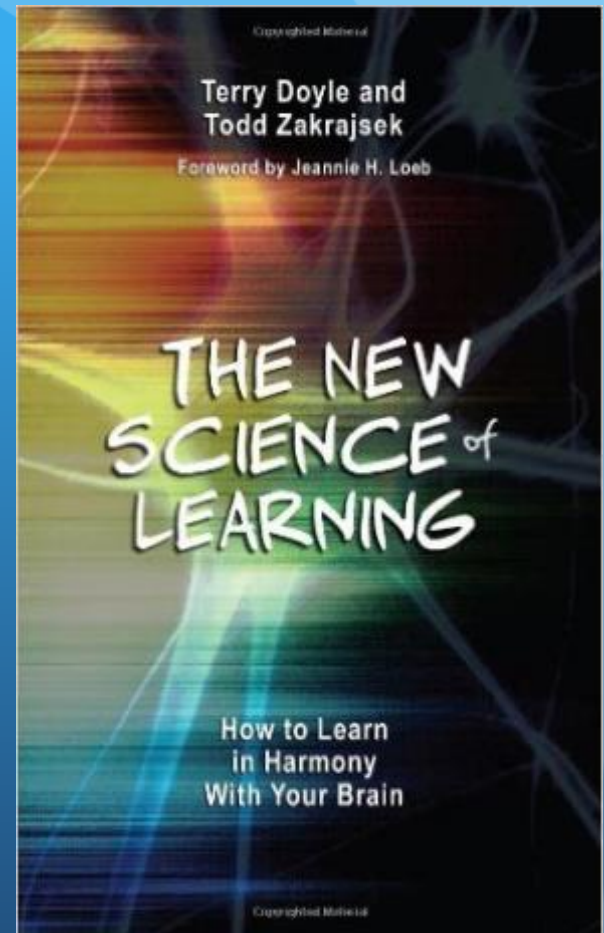
Best Practices

- Engage in personal growth and development.
 - Attain and maintain Master Advisor status
 - Regularly attend training and education related to academic advisement
 - Take advantage of opportunities for professional growth through the National Academic Advising Association (NACADA) , Advising Matters events, FCTE
 - Keep up-to-date on current advising techniques and strategies

Tips of Trade

- Use direct link to MySAM
 - <https://dw-app-002.indstate.edu/>
- Always refresh report, and process new.
- Plan ahead for scheduling periods...use the registration dates to your advantage.
- Print off or use <https://www.indstate.edu/registrar/faculty-staff-resources> Schedule of classes PDF (Always refresh page)

- Must-read for students who want time to ‘have a life’ while also being able to improve the way they learn
 - Addresses all the major research findings on how the human brain learns
- Better understand a “learner centered” approach to teaching and learning.
 - Explain complex brain facts in a simple and easy to understand manner that enable students to make better choices.
- The value of sleep (and naps) hydration, exercise, and nutrition play a critical role in memory and learning.



Thank You!
(Any Questions?)

Fall 2017 Undergraduate Advising Institute

Break until 9:55AM



Fall 2017 Undergraduate Advising Institute



- Master Advisor Certificate
- Institute Evaluation

Fall 2017 Undergraduate Advising Institute

Break Out Session Options- select three- 25 minute rotations

Transfer Students: Best Practices and Protocols When Working with Transfer Students - Robin Banks

MySam Nuances: How MySam Can Assist You To Be an Effective Advisor- Cory Burger and Cody Henson

Foundational Studies/Honors/General Studies: Programs at a Glance- Cynthia Evans, Laura Froelicher & Holly Hobaugh

Career Readiness: How the Career Center Can Help You & Your Students- Kyle Harris & Stephanie Jeffers

Room	Time	Presenter
Library Events	10:15	Judy Sheese, BCOE AD Breakout Peggy Weber, HHS AD Breakout
Library Events	10:30- 10:55	Cynthia Evans, Laura Froelicher, Holly Hobaugh
Library Events	11:00- 11:25	Cynthia Evans, Laura Froelicher, Holly Hobaugh
Library Events	11:30- 11:55	Cynthia Evans, Laura Froelicher, Holly Hobaugh
Library Events	11:55- 12:00 Evaluation	Cynthia Evans, Laura Froelicher, Holly Hobaugh
Library 028	10:15	Dennis Ballard, CAS AD Breakout
Library 028	10:30- 10:55	Robin Banks
Library 028	11:00- 11:25	Robin Banks
Library 028	11:30- 11:55	Robin Banks
Library 028	11:55- 12:00 Evaluation	Robin Banks
Faculty Center for Teaching Excellence	10:15	Kelly Wilkinson, SCOB AD Breakout
Faculty Center for Teaching Excellence	10:30- 10:55	Cory & Cody
Faculty Center for Teaching Excellence	11:00- 11:25	Cory & Cody
Faculty Center for Teaching Excellence	11:30- 11:55	Cory & Cody
Faculty Center for Teaching Excellence	11:55- 12:00 Evaluation	Cory & Cody
Library 233	10:15	Steve McCaskey, COT AD Breakout
Library 233	10:30- 10:55	Kyle Harris
Library 233	11:00- 11:25	Kyle Harris
Library 233	11:30- 11:55	Kyle Harris
Library 233	11:55- 12:00- Evaluation	Kyle Harris