A Vision for Liberal Arts Advising

Presented by the Office of Student Affairs
Why change?

• New Curriculum
• Technology
• Enrollment management
• Need for increased awareness
People are our strength
“...student advising is presented as a weak component of the student experience and detrimental to student success.”

“Poor advising is also given as a reason as to why students take longer to graduate.”

Source: Indiana University Five-Year Administrator Review, 2013
Figure 3
Z-Scores of Importance and Satisfaction Ratings of Advising and Other Academic Services

- Academic advising in your major department or school
- Getting the courses you need in the sequence you should take them
- Tutoring and other academic support services
- Academic advising in University College
- The general helpfulness of IUPUI staff
- Information about graduate and professional programs

Source: IUPUI Continuing Student Survey, 2013
Responses

I didn’t take advantage of my advisor but I did take advise from others in my department.

I’ve had to run around to many different offices to get answers for certain questions – mostly because I can’t find the answers myself online. I find that when I ask a certain advisor, they send me to someone else or give me incorrect information sometimes.

I felt my advisor had no idea what she was doing and could not provide wise advise.

I added a second bach. while partly through my OLS degree, I never actually got an advisor for my ____ degree (the 2nd degree). I have just been talking to my OLS advisor and the director of the ____ department for my advising on the other classes and any issues. I feel that if I had an assigned advisor I would not have taken a class that does not count toward either degree. But the talks that I have had with my OLS advisor and the head of the ____ dept. have been sufficient, as long as I go ask them for help.

My original major was ____ but I have recently switched my major to ____ and will rather minor in ____. My ____ advisor, _____, made me very uncomfortable and meeting with her always left me feeling confused about my requirements and alone in the process of scheduling. It seemed that she wanted my appointment to go as quickly as possible with no regard to my questions and concerns. Speaking with my current advisor, ___, is a breath of fresh air in comparison. He makes me feel very comfortable and seems interested in helping me figure out the best schedule that suits my academic and personal needs.

_____ is the best advisor I’ve ever had!

Everybody is so nice and great at the Office of _____.

_____ has done an AMAZING job advocating me over the past couple of years. I’ll be graduating in May and I couldn’t have done it without her!

The advisors do a great job. I’ve mainly worked with _____. and she’s been extremely helpful. She offered me an alternative list of available classes for meeting the requirements for my degree when nothing looked appropriate.

My advisor, the chair of the department, was never available nor responded to emails. Faculty who were scheduled to help me had no idea about requirements or basic knowledge of the SIS system. I’ve had to see three or four different professors to get one straightforward answer. Are they not paid to know this information? Will I graduate on time? So many questions.

I have had nothing but great and quick experiences!

I am graduation from my BSN in nursing school this fall and am looking to work for my Bachelors in ____ starting in the spring. My adviser was wonderful and seemed to really understand me and work with my needs and desires. I am very pleased with the advising here at Liberal Arts.

Advising seems to be unorganized. Emails should be sent out of when you need to see advisor

Advising is never available when I need it especially the online 12-1 session. Maybe you should look into evening advising also for people who work all day and need assistance

I have only met with my academic advisor once this academic year, and that was May of last year. I seem to be doing fine!
Professional (i.e. staff) Academic Advisor

• Location: Office of Student Affairs, Cavanaugh Hall 401

Faculty Advisor

• Location: the department/program of the student’s major(s)
Proposed Model of Advising

Professional (i.e. staff) Academic Advisor

- Location: Office of Student Affairs, Cavanaugh Hall 401

Faculty Mentor

- Location: the department/program of the student’s major(s)
### Discipline Focused Cluster

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<th>Cluster #1</th>
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Total students: 443

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Total students: 672

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Total students: 292

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Total students: 353

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Total students: 241

### Vote:

[https://www.surveymonkey.com/s/YKTBPNH](https://www.surveymonkey.com/s/YKTBPNH)

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**Major Clusters**

+ minors and certificates (logically assigned)
Role of Academic Advisor

Knowledgeable and current regarding the following:

• General education and baccalaureate competencies in multiple curriculums
• Majors, minors, certificates in the advisor’s assigned cluster
• University policy and procedures (e.g., drop, add, withdraw, grade replacement and forgiveness, etc.)
• Other IUPUI academic offerings (majors, minors and certificates)
• Technological platforms for advising and note-taking
• Transfer credit review, articulation and needed exceptions
• Builds and maintains relationship with assigned departments/ programs
• Advises students in multiple formats (scheduled face-to-face appointments, walk ins, on-line)
• Completion of forms (SAP, Ivy Tech guest applications and financial assistance agreements, etc.)
• Participates in new student orientation
• Part of instructional team in first year seminar(s)
• Assists in maintaining materials such as degree planning sheets and degree maps
• Part of the campus community via committee, etc. participation
Role of Faculty Mentor

- Dissemination of information regarding the department’s majors, minors, certificates
- Makes decisions on course substitutions within the major/ minor/ certificate and shares with professional advisor for input
- Conduct conversations with students related to career paths in discipline
- Serve as resource for students seeking graduate school information
- Share department/ program course offerings with student as it relates to student’s academic and professional interests
Role of Faculty Mentor continued

• Collaborate and share information with the Student Affairs professional advisor
• Make appropriate referrals within community, campus, school
• Volunteer at appropriate recruitment related events

Note: Mentors in pre professional areas (Pre Law, Pre Medicine, etc.) a must!
Faculty Mentor Benefits

• Focus on students, which will increase student retention and their identification with their major and the School of Liberal Arts
  • Decreased responsibility for knowledge of policy and procedure minutiae
• More time for other pursuits related to their faculty appointment (research, teaching, service)
• One point of contact in Student Affairs for student related questions
• Redundancy of work eliminated (example: faculty member eventually brings student to Student Affairs)
Faculty Mentor Benefits

• Identify high achieving students, mentor at risk students
• Reliable, consistent connection to a staff member with access to current information on IUPUI policies, procedures as well as current technology
  • Team approach to student success!
• Printed and posted materials updated regularly and consistently by assigned professional advisor
• Foster more meaningful relationship with assigned professional advisor
  • Generate new approaches together!
Academic Advisor Benefits

• Greater integration with departments/ programs to assist with processes of enrollment management (contacting stop outs, advertisement of classes, etc.)
• Consistent messaging to the students and awareness of the messaging
• Increased knowledge of student population helps identify students for opportunities
• Logical partnerships with other Liberal Arts departments/programs and schools across campus would grow, so as to better market our majors, minors, certificates
  • Double majors within the same cluster= one academic advisor
Academic Advisor Benefits

- Greater awareness of appropriate faculty that align with student interests, thus referrals of better quality
- Structure in place for referrals to faculty mentors for graduate school conversations
- More holistic advising due to continued student/advisor relationships
- Knowledge of course sequencing and future offerings aids on-time graduation
- Promotion of events, registration happenings, etc. will occur due to “assigned advisor” feature
• One point-of-contact within Student Affairs specific to their major plan of study from admission to graduation
• Receive more personal referrals to faculty members in their field who share the same interests, thus accommodating a better mentoring relationship between students and faculty
• A one-stop shop in Student Affairs for advising, avoiding being bounced around to different people and offices
• Greater awareness of happenings within their major/ minor/ certificate through information about departmental/program happenings, related student organizations, and course offerings
• Receive streamlined and consistent information from both professional advisors and faculty mentors every time, creating exemplary student service and meaningful relationships with faculty

Liberal Arts Students Benefit

“Students fund our school.” – Dean Blomquist
• Start this spring with information gathering
• Two additional professional academic advisors needed
• Current lead faculty advisors become mentors
• Compensation structure determined by the dean
Professional advisors and faculty mentors would be listed in the student’s OneStart Student Center in SIS.
Next Steps

• Soft roll out
• Determine major clusters
• Assign advisors
• Student Affairs staff and departmental/program faculty and staff meet and closely train each other

• The structure of mentoring should be discussed in the department/program
• Move forward together