

Aggressive/Intrusive Advising Action Team Executive Summary

Current Status of Advising at IUPUI

- Overall, students think that academic advising is a very important part of the college experience. Just over half of students are satisfied with the advising they receive in their major or school.
- There are several campus programs that are engaged in activities that could be defined as intrusive advising/mentoring.
- Advising is often defined as class scheduling while mentoring is the more developmental activity related to student growth and learning. True advising and, in particular, intrusive advising is about both activities.

Key Recommendations

- Establish a campus-wide advising council whose charge would be to establish campus-wide philosophy and learning outcomes for advising.
- Strengthen the role of advising in promotion and tenure.
- Allocate CTE money to each school to establish at least one staff advising position to provide intrusive advising for a specific population of students as deemed appropriate by the school (e.g., students on probation, returning students).
- Provide training and professional development for campus advisors.
- Sponsor a team of faculty and staff to attend three of the institutes sponsored by the National Academic Advising Association (NACADA).
- Assign faculty mentors to every student not enrolled in a learning community.
- Redesign early warning program using technology to ensure that students receive an early warning no later than six weeks into the term.
- Train advisors working with students on probation to utilize a stronger intrusive approach to advising. Require multiple contacts with an advisor over the course of the semester and/or require student to participate in the University College STAR (Students Taking Academic Responsibility) mentoring program.
- Require students filing a financial aid appeal to participate in an intrusive advising program that will require a meeting with an advisor prior to the appeal being filed as well as continued meetings throughout the semester.

Implementation (Priority Actions)

- Establish a campus-wide advising council [fall 2007]
- Send teams of people to the NACADA institutes on advising [summer 2008]
- Allocate CTE money to hire a staff member for each school to conduct intrusive advising with a targeted population of students [begin funding fiscal year 2008-09]
- Conduct in-depth analysis of student success to identify target populations for intrusive advising (predictive modeling) and examine the practices of successful students to shed light on effective support systems from the student perspective [research to begin January 2007]

Aggressive Advising Action Team

Final Report

June 2007

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Charge: Constant monitoring, and an early warning system, especially in the first year is essential. The quality as well as quantity of advisors needs to be reviewed. Advising situation in departments may differ from that in University College. Student focus groups for feedback may be helpful. Consider means to enhance support for faculty and to strengthen faculty development in advising.

OVERVIEW OF THE WORK OF THE TEAM

The team met five times to address the charge and form recommendations related to aggressive academic advising. The committee utilized a limited literature review and a short advising survey completed by each school in order to gain general information about the state of advising on the campus. Finally, programs on campus that could be considered offering intrusive advising or support to students were identified. Each program presented information on the program and “best practices.”

Based on a review of the literature and national resources associated with academic advising, the team chose to use the more accepted term of “intrusive advising” rather than aggressive advising where intrusive advising has the following characteristics:

- Contact with the student is initiated by a concerned representative of the institution -- is not dependent on the student to initiate the contact (Jeschke et al., 2001)
- Multiple contacts with the student extended over a period of time in order for a meaningful relationship to develop with the student
- Is developmental in nature; the relationship is focused on student development and learning rather than the provision of service and focus on course selection (Jeschke et al., 2001)
- The nature of the interactions with the student matter and serve as a catalyst for learning and development. In addition, how information is presented is more important than the information itself (Abelman & Molina, 2001)
- Generates student responsibility for problem solving and decision making with a focus on developing agreements for action that will foster academic success (Abelman & Molina, 2001)

Early in the work of the committee, it was determined that intrusive advising assumed a baseline level of good advising for all students with intrusive advising being implemented as a supplement to support specific groups of students or instituted at critical points in the student's collegiate experience. Therefore, discussion and recommendations were formed in two primary areas: 1) strengthening the campus advising system so that good advising is available to all students throughout their collegiate experience and 2) provision of intrusive advising for specific populations at specific points in time.

State of Campus Advising

Currently, there are three sources of data on the state of campus advising: the National Survey of Student Engagement, the Continuing Student Satisfaction and Priorities Survey, and the Survey of Recent Alumni. Results from the most recent administrations of the surveys are below.

National Survey of Student Engagement

In both 2002 and 2004, freshman students evaluated the quality of advising they received at levels no better than urban peers and lower than the national sample. In 2002, seniors evaluated advising higher than at urban peers but lower than the national sample. In 2004, satisfaction by seniors fell to a level that was no better than urban peers; their ratings remained lower than the national sample.

Continuing Student Survey

Responses to questions of satisfaction and importance of advising received in their major or school remained relatively constant in survey administrations in 2001, 2003 and 2005.

	% Satisfied	% Dissatisfied
2005	56%	20%
2003	54%	22%
2001	56%	24%

	% Important	% Unimportant
2005	91%	1%
2003	91%	1%
2001	91%	1%

Alumni Survey

Responses to questions of satisfaction and importance of advising by alumni yielded results similar to those of continuing students with a small drop in the importance of good advising as rated by alumni.

	% Satisfied	% Dissatisfied
2005	55%	23%
2002-03	54%	22%
2001-02	57%	24%

	% Important	% Unimportant
2005	89%	2%
2003	85%	4%
2001	85%	3%

Overall, students think that academic advising is a very important part of the college experience. Just over half of students are satisfied with the advising they receive in their major or school. Student satisfaction with advising is similar to that of our urban peers but lower than the national sample of institutions participating in NSSE.

In 2006, the University College Advising Center underwent a thorough self-study and external review which included a survey administered to 2,000 randomly selected University College students with a response rate of 19%. Therefore, the survey responses primarily represent first and second year students. Overall, the top ten aspects of advising that were important to students are listed below (it should be noted that there were very small differences between the importance of all 36 items). Student responses clearly indicate that the relational aspects of advising are as important as the information provided.

1. Treats me with respect
2. Is friendly
3. Treats me fairly
4. Understands university rules and policies
5. Is trustworthy
6. Is approachable
7. Is a good listener
8. Is open-minded when making decisions
9. Provides information in a timely manner
10. Provides accurate information

Characteristics of Campus Programs Engaged in Intrusive Advising

Members of this Action Team met with representatives from several campus programs thought to engage in aspects of intrusive advising or mentoring with their students. Specifically, information was gathered from (this is not an exhaustive list of current campus programs engaged in intrusive mentoring/advising):

Drew Appleby, Psychology (course intervention PSY-B103 and peer advising center)
 Barbara Browning, Student Support Services
 Rafael Bahamonde, Diversity Research Scholars Program

Charlie Johnson, Nina Mason Pulliam Scholars and Twenty-First Century Scholars
Kathryn Wilson, Undergraduate Research Opportunities Program
Common attributes of these successful programs include:

1. Build on a context or program that has meaning to the student (i.e., psychology majors, scholarship award, undergraduate research).
2. Students are part of a cohort; peer interaction is important and monthly meetings are held to build community.
3. Strong faculty or staff mentoring that focuses on “intimate conversations” (Kathryn Wilson) between a student and a faculty/staff member.
4. Mentors focus on encouraging students and addressing issues – most common issue across programs is balancing courses, program involvement responsibilities (i.e., meetings, research, activities) and work. The mentors work with students in a holistic manner – the focus is not just on academics. Financing college and future careers are important topics of conversation as well. Students are held accountable for setting and achieving goals.
5. Academic support including tutoring is offered as part of the program
6. Continuous communication with students occurs.

Overall, the intrusive advising and mentoring that occurs as part of these programs is a well-defined activity carried out by concerned faculty and staff members. The relationship with the student begins by the student being named to be part of a special cohort; a benefit of being part of the cohort is receiving the advising and mentoring.

RECOMMENDATIONS

Recommendations for Campus Advising

Intrusive advising programs should be built upon a solid foundation of campus advising that ensures all students are provided with quality advising focused developing comprehensive academic plans that support each student’s goals. In order for IUPUI to reach this level, we recommend the following actions:

1. **Establish a campus-wide advising council whose charge would be to establish campus-wide philosophy and learning outcomes for advising.** Currently, advising is defined anywhere between choosing courses and individual mentoring with a faculty member. A consistent philosophy will help all academic programs to develop and provide advising in a way that is common to all students, regardless of major. The establishment of learning outcomes is the first step in assessing the impact of advising in a meaningful and useful manner.

In general, faculty (and many staff advisors) at IUPUI see academic advising and mentoring of students as two separate things. Good quality advising and, in particular, intrusive advising requires that there be no division between the two.

2. **Hold each academic unit accountable for the development and assessment of quality advising programs.** The campus-wide philosophy will only be implemented if each academic is held accountable for advising. For too long, advising had been seen as an “add on student service” rather than an integral part of student’s learning and goal achievement. We recommend the development of a structure that mirrors the diversity councils in each unit. For instance, schools should be encouraged to create advising committees that report to and send representatives to the above mentioned campus-wide advising council. Additionally, each unit would be accountable for the quality of advising through inclusion of measures of advising in program reviews, unit annual reports, PRAC matrices and the FAR.
3. **Strengthen the role of advising in promotion and tenure.** At present, the inclusion and importance of faculty advising in promotion and tenure decisions varies widely by academic program. Some units consider advising as part of teaching; others view it as service. No matter where it falls in categorizing faculty work, advising is not given much weight in promotion and tenure decisions. Given the evidence which links faculty mentoring with student success, this must be changed. Additional ways of recognizing faculty advising such as the establishment of a trustee’s teaching award for advising should also be explored.
4. **Allocate CTE money to each school to establish at least one staff advising position to provide intrusive advising for a specific population of students as deemed appropriate by the school (e.g., students on probation, returning students).** While this action team believes in the importance of faculty advising and mentoring, there is a reality to the priority of research in a faculty member’s life. Therefore, it is recommended that a staff advisor take responsibility for a specific population to complement, not replace, faculty mentoring and advising. In order to receive funding, the school would have to identify need, a focus for the work of the additional staff member and an assessment plan. The campus-wide advising council would review proposals and make recommendations for funding to the Executive Vice Chancellor and Dean of Faculties.
5. **Provide professional development for campus advisors.** Currently, workshops are offered by a committee coordinated by University College with representation from other campus units. Attendance is minimal and participation is by faculty and staff who are already engaged in quality advising. We recommend:
 - a. **A centralized initial training program for all advisors to be at least held once per semester.** This one-day training session would focus on

exposure to the philosophy of advising as an integral part of teaching and learning, basic information on common campus policies and procedures, and training on the student information system. In order to ensure participation, access to the Student Information System would not be granted until the individual had completed the campus training. Develop an expanded web-based advisor training program that could be completed at any time.

b. Continue campus-wide workshops for advisors but develop a method for participation counting in performance reviews for staff advisors and the promotion and tenure process for faculty advisors.

c. Develop a campus-wide web based portal for advisors. This portal would serve as an electronic “advisor handbook” so that information on information such as course repeat rules, course substitutions, and degree audits is readily available. The portal should be developed in such a manner that academic units can develop portions that are unit-specific so that an advisor in an academic department can find all relevant advising information in one place. Further, this portal needs to have a communications component through which campus updates relevant to advising (e.g. changes in placement testing) can be easily shared with the whole campus.

6. Sponsor a team of faculty and staff to attend three of the institutes sponsored by the National Academic Advising Association (NACADA). Attendance at the Summer Institute (a week long comprehensive overview of advising), the Faculty Advising Institute (a three day program focusing on faculty advising) and the Advising Assessment Institute (how to establish learning outcomes and complete appropriate assessment activities for advising) would help provide the focus and time needed to establish a solid campus-wide framework for advising.

Intrusive Advising Recommendations

In addition to quality advising across the campus, there are groups of students who will benefit from more intrusive advising. In addition, there are points in students’ college experience where they may benefit from more intrusive advising.

Targeted Populations/Points in Time for Intrusive Advising

Conditional Admits

Current Practice: Conditional admits are currently limited to 12-14 credit hours and must enroll in a second semester support program.

Recommendation: Learning communities and the second semester support programs have been shown to have a positive impact on the retention of conditional admits; recommend continued practice coupled with intrusive advising actions described in other sections.

Ability groups

Current Practice: Dr. Gary Pike has recently suggested that conditional admission may not get at the nuances of student success

Recommendation: As we continue to explore his research in this area, pilot a program in which students in the bottom quartile of his ability groupings are provided with more intrusive advising (these students will also be conditional admits and will participate in programs required of all conditional admits).

Students not enrolled in a Learning Community in the first semester of enrollment

Current Practice: In fall 2006, 86% of all beginning students and transfers with under 17 credit hours were enrolled in a learning community. Serving this 86% is the current capacity of the program.

Recommendation: Assign faculty mentors to every student not enrolled in a learning community.

Students receiving early warnings

Current Practice: All students with fewer than 26 credit hours receive early warning feedback on their performance; they are encouraged to seek assistance and are contacted by their learning community advisor. Because the program is cumbersome to administer, students often do not receive an early warning until mid-term time.

Recommendation: Redesign program using technology to ensure that students receive an early warning no later than six weeks into the term. This will also require that faculty structure their classroom experience for early and frequent feedback that can then be reported.

Students on probation

Current Practice: Students are placed on probation any time their cumulative GPA drops below a 2.0. In most schools, students on probation are required to meet with an advisor.

Recommendation: Train advisors working with students on probation to utilize a stronger intrusive approach to advising. Require multiple contacts with an advisor over the course of the semester and/or require student to participate in the University College STAR (Students Taking Academic Responsibility) mentoring program. Required mentoring will require additional resources to hire mentors as well as expansion of the program outside of UCOL.

Students at 40 credit hours with no declared major

Current Practice: Because of the prescribed nature of most programs of study at IUPUI, once a student reaches 40 credit hours, they are in danger of extending their time to degree as well as losing the continued motivation and engagement it will take to graduate. There is no current practice to assist these students.

Recommendation: Through use of a registration service indicator (block on record), require exploratory students with over 40 credits to participate in mandatory career advising with a minimum of three sessions with a career counselor or enrollment in UCOL U210: Career Perspectives.

Students who are denied admission to the major of their choice

Current Practice: An advisor who will work with students denied admission to competitive majors in the health professions has recently been hired by University College. This advisor has been trained in career counseling as well to assist with career exploration as well as the academic issues associated with admission to health programs.

Recommendation: Examine campus data to identify other non-health areas in which students do not gain admission through certification programs.

Students who do not complete at least 75% of attempted credits

Current Practice: If the student has applied for financial aid, they are denied aid and required to file an appeal.

Recommendation: Require students filing a financial aid appeal to participate in an intrusive advising program that will require a meeting with an advisor prior to the appeal being filed as well as continued meetings throughout the semester.

General Recommendations for Intrusive Advising

Engage in creative use of resources to carryout intrusive advising. Intrusive advising is very expensive; it will require additional personnel. Using appropriately trained undergraduate peers can help reduce expenses. In creating any system or program to support a cohort of students, intrusive advising should always become part of the program.

Use technology whenever possible to reduce the administrative tasks associated with advising, thus freeing personnel to engage in meaningful conversations with students. For example, ensuring that degree audit functionality is operational and up-to-date in for every academic program would allow advisors to focus more on mentoring and larger discussions of topics such as careers, graduate school, and progress toward a degree rather than “counting” courses and credits.

Conduct further research on IUPUI students to refine populations that may benefit from intrusive advising as well as early indicators of lack of success. The Action Team is aware that most of the above recommendations are for intrusive advising to occur once a student has already engaged in behaviors that are putting them at-risk for not being academically successful. Predictive research that will allow us to target student populations before problems arise must be conducted. In addition, research examining successful students will be key to developing programs that meet student needs. What behaviors are engaged in by successful students? What support programs/assistance do they receive?

Ensure that thorough assessment is done of all intrusive advising programs. Intrusive advising programs are, by definition, highly relational and time intensive. Often resources to support intrusive advising programs are identified for direct service leaving no time or funding for assessment. It is important that any programs developed include plans and funding for assessment.

Use a framework of intrusive advising for student success in making decisions on academic policies and procedures. In an era of technology, decisions are often made to enhance efficiency at the expense of student success. For example, many units have discontinued mandatory advising because of the work required to add/delete holds on student records. More recently, the ability to drop courses via e-mail without discussion with an advisor was introduced to the campus. It is important that in our efforts to reduce cost and increase efficiency, that the impact on student success be considered. Often technology allows students to make academic decisions efficiency when what is most needed is an intrusive and developmental conversation with a concerned member of the campus community.

PRIORITIES AND BUDGET

Developing a comprehensive and intrusive advising system at IUPUI is a long-term project. Therefore, the Action Team recommends the following as the first four steps in the process:

1. Establish a campus-wide advising council

BUDGET: \$2,000 to support the work of the council; money may be spent on such activities as focus groups/meetings with campus advisors and participation in webinars on advising.

2. Send teams of people to the NACADA institutes on advising

BUDGET: \$10,000 in first year to send five people to the comprehensive five day summer institute; \$7,000 for next two years to attend one of the three day focused institutes on faculty advising and assessment of advising each year

3. Allocate CTE money to hire a staff member for each school

BUDGET: \$50,000 per school to cover \$35,000 salary + benefits and \$1,500 operating money

4. Conduct in-depth analysis of student success to identify target populations for intrusive advising (predictive modeling) and examine the practices of successful students to shed light on effective support systems from the student perspective

BUDGET: \$10,000 for faculty stipend and hourly student assistant

REFERENCES

Abelman, R., Molina, A, (2001). Style over substance revisited: A longitudinal analysis of intrusive intervention. *NACADA Journal*, 21 (1 & 2), pp. 32 – 39.

Jeschke, M.P., Johnson, K.E., Williams, J.R. (2001). A comparison of intrusive and prescriptive advising of psychology majors at an urban comprehensive university. *NACADA Journal*, 21(1&2), pp. 46-58

Summary of Advising System for Undergraduates in Academic Schools

SCHOOL	GENERAL DESCRIPTION OF ADVISING SYSTEM	WHO CONDUCTS ADVISING	PHILOSOPHY OF ADVISING	TRAINING FOR ADVISORS	INTRUSVIE ADVISING PROGRAMS
Art - Herron	Student Services office has full responsibility for advising; no advising in departments	1.25 staff	Serve as a personal resource for students as they pursue academic success. Good listening is key and students can talk about anything; it is very important to be approachable. Referrals to appropriate professionals are needed for serious issues.	NACADA is a great opportunity.	All of the departments and professors within them are very good at identifying students that are in crisis and may need assistance and refer to advisor immediately. Work with IUPUI early warning system.
Business	Advising provided by student services office.	4 staff	To be available to students through a variety of methods including walk-in, appointments, phone, e-mail and online	Advisors are encouraged to attend development opportunities of interest to them.	Students on probation are required to see an advisor prior to registration. Designated one advisor for students on probation and one for honors students.
Dentistry	IUSD does not have an advising system for our students. They all take the same courses in the DDS, DH, and DA programs. Students are assigned a faculty mentors.	No advisors	NA	NA	NA

SCHOOL	GENERAL DESCRIPTION OF ADVISING SYSTEM	WHO CONDUCTS ADVISING	PHILOSOPHY OF ADVISING	TRAINING FOR ADVISORS	INTRUSVIE ADVISING PROGRAMS
Education	Student Services office	4 staff including one joint advisor with UCOL	Student services oriented approach to advising	None outside of the campus.	Students on probation are required to see an advisor.
Engineering and Technology	School advising is done on a departmental basis. The exception to that is that all engineering freshmen are advised by Freshman Engineering. All advising is done on a part-time basis. Most department advising is done by faculty. Some departments have hired administrative assistants to the chair to do advising as part of their tasks.	10 faculty 7 staff including one joint advisor with UCOL	No response	No response	This semester the Associate Dean for Undergraduate Academic Programs has set up an advising program for students on probation. All students who are currently on probation were sent a letter informing them that they were required to meet with the Dean for advising prior to meeting with their academic advisor. After the majority of appointments were met, an e-mail was sent out asking if they felt the session was worthwhile. Responses were received from about 30% of the students all of whom thought it was positive and many felt it should be continued.

SCHOOL	GENERAL DESCRIPTION OF ADVISING SYSTEM	WHO CONDUCTS ADVISING	PHILOSOPHY OF ADVISING	TRAINING FOR ADVISORS	INTRUSVIE ADVISING PROGRAMS
General Studies	Provide advising for both current and pre-admission students in General Studies	5 staff including one joint advisor with UCOL	Staff are encouraged to be as “customer friendly” as possible even with faced with difficult students. Perspective is to see things from the students’ point of view. Advisors are encouraged to go the extra mile for students since students in General Studies are mostly adults with families and full-time jobs who have unique challenges while in school.	Training is three-fold: 1. Have individuals from other parts of the university come in and disseminate information about their departments. 2. Sit in on other advisor’s sessions to see where improvements can be made. 3. Attend non-traditional student conferences as well as other professional development opportunities.	Advisors are always looking for scholarships, programs and awards that may benefit the student.

SCHOOL	GENERAL DESCRIPTION OF ADVISING SYSTEM	WHO CONDUCTS ADVISING	PHILOSOPHY OF ADVISING	TRAINING FOR ADVISORS	INTRUSVIE ADVISING PROGRAMS
Journalism	Students are strongly encouraged to meet with an advisor each semester	1 staff	Believe advising is essential to keeping students on track.	School sponsors membership in NACADA; encouraged to participate in campus and state conferences and workshops	Works with students on any issues affecting academic success (e.g. family problems, victims of crime, mental health issues).
Health Professions Programs (School of Medicine)	<p>Two staff advisors are available to assist students who are working on the prerequisites for the Health Professions professional programs. These students are primarily pre-professional Medicine and University College students.</p> <p>Once admitted into a professional program, students are advised by faculty within their program.</p>	9 faculty 2 staff including one joint advisor with UCOL	It is prescriptive advising in order for the students to fulfill eligibility requirements for the registry and/or credential examination. It is the student's responsibility to register for these courses	Since it is a professional program, faculty is license in their area and must complete training or attend meetings and/or conferences to maintain their license.	<p>The advising approach towards completing the prerequisites for admissions into the school is intrusive depending on the competitiveness of the program and the student's situation.</p> <p>If the student fails to attain a minimum 2.00 (C) cumulative or semester grade point average, while in the professional program, they are placed on probation and are notified by email and letter from the Dean of Medicine Administrative Office.</p>

SCHOOL	GENERAL DESCRIPTION OF ADVISING SYSTEM	WHO CONDUCTS ADVISING	PHILOSOPHY OF ADVISING	TRAINING FOR ADVISORS	INTRUSVIE ADVISING PROGRAMS
Informatics	New Media has two persons providing advising (one for freshmen/sophomores and one for juniors/seniors); Health Information Administration one person	3 staff	Advising is a shared responsibility between student and advisor. Good advising is based on a set of common communication principles which are at the center of our personal and professional identity and growth and is a primary basis for networking with others. Students are strongly encouraged to schedule an advising appointment each semester and well keep in touch throughout the semester. The Informatics staff and faculty take the progress of students very seriously and strive for perfection when assisting students in resolving academic issues. We are here to teach, inform, encourage, and guide students toward a productive and fulfilling future.		The nature of academic advising at the college level lends itself to be someone intrusive with our students. Typical first year college students will not know what questions to ask. Juniors and seniors reach out for assistance as graduation approaches. It is our duty to touch base with students each semester to foster healthy patterns of communication and goal setting.

SCHOOL	GENERAL DESCRIPTION OF ADVISING SYSTEM	WHO CONDUCTS ADVISING	PHILOSOPHY OF ADVISING	TRAINING FOR ADVISORS	INTRUSVIE ADVISING PROGRAMS
Liberal Arts	<p>Department Advisors are responsible for meeting with every student in their department that seeks their services. They determine and approve exceptions for their major and provide students information on scholarships, internships, study abroad, etc. and carry a reduced teaching load. Advisors in the Student Services Office provide additional support for probation students, review transcripts for exceptions, recommend dismissals to the Dean, provide general information and assist faculty and students in distress among other duties.</p>	<p>27 faculty 1 Assoc Dean 4 staff 1 joint advisor with UCOL 2 grad assistants</p>	<p>No official statement of philosophy. Working toward integration of academic and career services. Work to provide a warm, nurturing and supportive atmosphere that encourages each student to reach their optimum academically.</p>	<p>Staff advisors take advantage of a multiplicity of training and development opportunities across campus. Faculty advisors are encouraged to take part if possible.</p>	<p>Probation students are required to meet with department advisors at least once per semester. Students who are petitioning to return to the School of Liberal Arts because they were dismissed from the School of Liberal Arts or their previous school or have a GPA below 2.0, are required to meet with their department advisor during the petitioning process. They are also frequently required to meet with the probation advisor to work out a plan for academic success prior to registration.</p>

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Nursing	Appoints, walk-in and triage advising available to all undergraduates	5 staff including one joint advisor with UCOL	Advising is a partnership between advisors and students, although ultimately each student is responsible for satisfying all graduation requirements. Every student receives academic advising that is accessible, accurate, timely and on-going from professionals who are approachable and helpful, provide resources and serve as good role models. Students are assisted in achieving their academic, personal and career potential through the information, support, encouragement and opportunities provided by advisors.	Each staff member is given \$200-250 annual for professional development. Occasionally provide in house training as part of staff meetings.	Faculty Mentoring – all 1 st year nursing majos are part of a group of 10 students assigned to a faculty mentor. Mentoring groups meet once a month. Success Coaching – Students having academic problems or personal situations are referred to one of six coaches for case management, planning and follow along.

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Physical Education	The best scenario for advising is to have faculty, who are intimately involved with the curriculum, serve as both academic advisor and counselor (career and otherwise)	15 Faculty	Regardless of the template established for advising, it then comes down to the effort put forth by both the faculty members and the student.	Multiple meetings are conducted for new faculty and refresher meetings for all faculty.	None
Science	Three staff members provide advising in the Dean's Office. Major-specific advising is provided by each department.	Eight lead advisors in the departments. All faculty advise. Have 8-10 staff advisors throughout the school including one joint advisor with UCOL	Staff advisors often have other responsibilities and work with students in transition (new freshmen, new graduate students). Tenure track faculty serve as mentors and guide students toward academic choices to support career and/or graduate school goals. A student is often advised by the faculty member with whom he/she does research or his/her senior research project. This mentorship is considered the culminating guidance needed by students to best advance into future opportunities.	Have advising handbook and provides introductory training for advisors.	During first month of the freshman year, students get a letter from Dean Gavrin which discusses "Top Ten Reasons Freshmen Fail" and encourages students to see their advisor. All first semester students are required to meet with an advisor. Students are required to request a senior audit once they have completed 80 hours of coursework. Warning letters are mailed to students whose GPA is near 2.0 and they are required to meet with an advisor. Students with below a 2.0 are placed on probation and are required to meet with an advisor until they are in good academic standing.

SCHOOL	GENERAL DESCRIPTION OF ADVISING SYSTEM	WHO CONDUCTS ADVISING	PHILOSOPHY OF ADVISING	TRAINING FOR ADVISORS	INTRUSVIE ADVISING PROGRAMS
Social Work	Available to all students including prospective students; conduct group and individual advising at New Student Orientation	Faculty with assistance from Student Services Coordinator 6 Faculty 1 Student Services Staff	Advising is voluntary with contact initiated by student; if student takes courses out of sequence we will intervene	None	Auditing of student files and progress toward degree; monitoring of course enrollment
TCEM	Only full-time faculty advise; students are assigned in a group and we try to keep the groups intact	11 Faculty	Proper advising leads to retention and graduation	None – are seeking appropriate opportunities	None

SCHOOL	GENERAL DESCRIPTION OF ADVISING SYSTEM	WHO CONDUCTS ADVISING	PHILOSOPHY OF ADVISING	TRAINING FOR ADVISORS	INTRUSVIE ADVISING PROGRAMS
SPEA	<p>All undergraduate students are assigned to an academic advisor and a faculty mentor who have different responsibilities. The assignments are based on the students' major.</p> <p>In general advisors focus on course selection, registration, general school information, and student organizations.</p> <p>Faculty mentors provide advice on internships, careers and graduate school; they assist students in choosing an emphasis.</p>	23 Faculty 3 Staff	<p>Advising should create a nurturing environment for the student where they are viewed as individuals with specific needs and that focuses on developing the whole student. Within this framework, it is important to: 1) provide multiple interactions with staff and faculty, 2) offer a variety of opportunities for students to develop, grow and reach their academic and personal goals, 3) focus on the student's information needs throughout every aspect of the academic progress, 4) help students to navigate between the institutional silos, 5) teach students how to use the resources available to them, and 6) provide opportunities for students to learn how to take responsibility for their decisions.</p>	<p>The advisors attend multiple conferences, belong to professional advising organizations and participate in campus and SPEA training sessions.</p>	<p>Student who have been dismissed and reinstated, or placed on probation must meet with an advisor and complete an academic contract. A negative service indicator blocks registration until the meet with an advisor. Readmitted or probationary students must adhere to specific mandates that are set by the Director of Academic Affairs, Director of Student Services and/or Advisor – mandates are based on each student's individual situation.</p>

SCHOOL	GENERAL DESCRIPTION OF ADVISING SYSTEM	WHO CONDUCTS ADVISING	PHILOSOPHY OF ADVISING	TRAINING FOR ADVISORS	INTRUSVIE ADVISING PROGRAMS
University College	Advising is offered through centralized advising center that serves all University College students from orientation to certification to degree-granting school.	6 full-time advisors 11 joint advisors 6 graduate assistant advisors	We work in partnership with students to develop a coherent and meaningful academic plan. Developmental advising approach is utilized to ensure that all factors, personal and academic, are part of academic planning. Relationship building with students is key.	Two week intensive training program for new advisors; new advisors have a mentor. Ongoing training and professional development are offered as part of weekly staff meetings. Advisors can attend professional conferences if presenting a conference session. Subscribe to all NACADA webinars.	All first semester students, students on probation and those who have been reinstated are required to meet with an advisor prior to registration. Students on probation can participate in a peer mentoring program (STAR) or enroll in a workshop on strengths-based academic success. Students seeking reinstatement are required to meet with an advisor twice to discuss their return to school and develop a plan for success; workshops for these students are offered on time management, financing college, goal setting and career decision-making. All first semester students have an advisor in their first-year seminar so they have weekly contact with an advisor. Advisors in learning communities follow up with each student who receives an early warning notice.

