The New Orientation Experience

Making Advising and Career Planning Central to the Process
Your Presenters

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Today’s Topic and Agenda

Academic Advising and Career Counseling

1. Who is IPFW?
2. What we were doing for orientation
3. Why we thought we needed a change
4. Changes we implemented
5. What worked and what we need to adjust
Who We Are

Who is IPFW?

- Indiana University-Purdue University Fort Wayne
- Public Regional campus of two Big Ten colleges
- 5th largest campus in the state
- Almost open admission
- 13K undergraduate students
- Second largest city in Indiana; Fort Wayne: 250K people
- Mascot: Mastodons!
- 688 acres on the St. Joe River; 40 buildings
- Apartment style housing
- Student to faculty ratio: 17/1
Who We Are

Our Students

• 6 Year Graduation Rate: 22%
• Freshman-Sophomore Retention Rate (First Time) = 62%
• 200 degrees
• Associates, Bachelors, Masters degrees, Starting our first doctorate degree
• First generation students, working students & commuter students
• 43% are part-time students
• 72% are 24 years old and younger
• 21% enrolled in some distance education
Who We Are

What's an IPFW?

Undergraduate Student Population by Ethnicity:

- American Indian/Alaskan Native
- Asian
- Native Hawaiian/Other Pacific Islander
- Black
- Hispanic/Latino
- Other/Non-resident Alien
- Two or More Races
- White
Orientation 2012: The Old System

What we were doing

- Schedule of the day
- Level of Career Services involvement
- Talking heads
- Minimal advisor-student time
- Focus on registration rather than advising
- Separated parents and students
### Orientation 2012: The Old System

#### What we were doing

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00</td>
<td>Check-in</td>
<td>SSC 1st Floor</td>
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<tr>
<td>9:00-9:30</td>
<td>Campus Resource Fair</td>
<td>SSC 2nd Floor, WU 1st Floor</td>
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<tr>
<td></td>
<td>Student ID's</td>
<td>WU 2nd Floor</td>
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<tr>
<td>9:30-9:45</td>
<td>SOAR Video, Campus Welcome</td>
<td>Walb Ballroom</td>
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<tr>
<td>9:45-10:15</td>
<td>&quot;The Big Picture&quot;</td>
<td>Walb Ballroom</td>
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<tr>
<td>10:15-10:30</td>
<td>Break</td>
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</tr>
<tr>
<td>10:30-11:00</td>
<td>&quot;Academics 101&quot;</td>
<td>Walb Ballroom</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>&quot;Taking Care of Business&quot;</td>
<td>Walb Ballroom</td>
</tr>
<tr>
<td>11:45-12:45</td>
<td>Academic Advising</td>
<td>Arts &amp; Sciences, LA 159</td>
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<td>Health &amp; Human Services, WU G21</td>
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<td>Visual &amp; Performing Arts, VA 204</td>
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<td></td>
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<td>MAC, KT 2nd Floor</td>
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<td></td>
<td></td>
<td>Green, WU 222-226</td>
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<tr>
<td>12:45-1:30</td>
<td>Lunch</td>
<td>Walb Union Ground Floor</td>
</tr>
<tr>
<td>1:30-3:30</td>
<td>Student Course Registration</td>
<td>Various Locations</td>
</tr>
<tr>
<td>1:30-2:30</td>
<td>Parent &amp; Family Program</td>
<td>WU Ballroom</td>
</tr>
<tr>
<td>2:30-4:00</td>
<td>Financial Aid Consultation (Optional)</td>
<td>WU 114/116</td>
</tr>
<tr>
<td>2:30-4:30</td>
<td>Housing and Campus Tours (Optional)</td>
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</tbody>
</table>

- **One Day**
- **8:30-4:30pm**
- **Registration at the end of the day**
Why we needed a change

An overview

- State emphasis connecting education and career goals
- State changes to funding formulas
- Emphasis on retention and graduation
- State plan to increase its number of college graduates overall
  - (Regional loss of high paying factory jobs)
- Changing needs of students: the millennials

- **Completion** (Increase on-time college graduation rates for Hoosier students to at least 50 percent at four-year campuses and 25 percent at two-year campuses by 2018.)
- **Productivity** (Double the number of college degrees and certificates produced currently by 2025, requiring an increase in annual degree production from approximately 60,000 degrees to 120,000 degrees.)
- **Quality** (Increase higher education attainment of Hoosier adults to 60 percent of Indiana’s population by 2025 and 45 percent by 2018)

State of Indiana’s Push

The Indiana Commission for Higher Education specifically stated that it would...

Champion state and institutional policies and actions that...

• Promote on-time degree maps that articulate clear pathways for students to earn a certificate within one year, an associate degree within two years and a bachelor’s degree within four years.

• Institute early and ongoing career advising practices that help students successfully set their career path and degree program decisions, thereby limiting costly credit accumulation and changes in major. (p. 12)

As an advisor, over and over again, students who have struggled in the past have indicated that their motivation was affected by their lack of career direction. They are trying to keep running at a fast pace, but they don’t know where the finish line is.

“The greater degree to which career fit occurs, the more likely it is we will see increased college grade point averages, retention rates, and graduation rates,” based on the Theory of Work Adjustment (Dawis, Fruehling, Oldham, & Laird, 1989) and the Person-Environment fit (Holland, 1997) models (Habley, Bloom, & Robbins, 2012, p. 183)
According to Tinto (1987), clear academic and career goals are important factors in student persistence.

According to Astin (1993), high levels of staff interaction and involvement with students is important for student retention.

Good academic advising, as the one academic support activity engaged in by all students on campus, has been consistently linked to students being retained at higher levels (Habley, 1994).
Why we need a change

Millennial students

Changing needs of students: the Millennials

-Having parents with them, comfort with and an expectation of technology, customized college experience, busy schedules. (Keeling, 2003)

• Through assessment, we know that students weren’t absorbing most of the content presented at orientation
The New Orientation Experience

The Process

Cross-campus input from:
- Associate Vice Chancellor for Academic Success
- Faculty Member
- Director of Business Student Success Center
- Director of General Studies
- Vice Chancellor for Enrollment Management
- Director of Career Services
- Advising Center Academic Advisor

- Meetings
- Presentations to Stakeholders on campus
The New Orientation Experience

Voices from the Group
The New Orientation Experience

The future of advising, customized for our students

- Looking ahead toward the future of advising
- Offering an advising process based on career goals and future plans that tie back to the graduation goal
- Less time being addressed by a talking head
- More time in individual discussions or in a small group with similar concerns
The New Orientation Experience

Dream Big... What do we want to see as the future of advising on our campus?

Goals

• To offer diversified orientation programming for students of various backgrounds
• To build personal advisor-advisee relationships in order to increase graduation rates
• To make potential careers and lifelong learning a part of the advising process to impact retention
The New Orientation Experience

Changes made to orientation

• Online orientation for all
• Career assessments for undecided major and conditional admits
• Shorter on-campus event
• More one-to-one time for students and parents to meet with academic advisors followed by more appointments through the first year
• Development of a graduation plan
The New Orientation Experience
Changes Made

Online Orientation & Customized by
Major and Student Characteristics:
Transfer, Military, Adult, Traditional,
Dual Enrollment
Schedule

Changes

Student Life
- Check-in
- Small groups with OAs

Career Services
- iStart Strong
- INdorsed

Academic Advising
- Advising Topics Presentation
- Individual Advising with Professional Advisors
The New Orientation Experience

Changes made to orientation

IPFW New Student Orientation 2013 Schedule (Repeated in the afternoon)

**Student Schedule (AM):**
- 8-8:20: Check-in & ID photos (Walb Union & Information Desk)
- 8:25-8:55: Don-to-Don groups
- 9:00-12:00: Departmental orientation, advising & registration

**Parent Schedule (AM):**
- 8-8:20: Check-in
- 8:25-8:55: Supporting your student’s path to graduation (WU 222-226)
- 9:00-10:30: Departmental orientation & advising
- 10:30-12:00: Options:
  - Individual Financial Aid counseling
  - Career planning & your student
  - Campus Tour
  - Housing Tour

**Campus BBQ:** 11-1:00 in Student Housing

IPFW is an Equal Opportunity/Equal Access University.
Holland’s Theory

- Realistic
- Investigative
- Conventional
- Artistic
- Enterprising
- Social
Holland’s Theory

- **Realistic**
  - Likes a physical result for work; often learns best with hands-on experience; enjoys being outdoors
  - **CAREERS**: Engineering technology, auto repair, farming, law enforcement, environmental services, and athletics

- **Investigative**
- **Conventional**
- **Artistic**
- **Enterprising**
- **Social**
Holland’s Theory

**Realistic**
- Enjoys science, math, and research; naturally curious; methodical and rational; prefers medical science over medical service

**Investigative**
- CAREERS: Hard sciences, engineering, or social research

**Conventional**

**Enterprising**

**Artistic**

**Social**
Holland’s Theory

Creative, innovative, and unique; enjoys abstract ideas, big concepts, and novelty

**CAREERS:** Film production, fine art, music therapy, fashion, and public relations
Holland’s Theory

Friendly, helpful individuals; thrive on relationship building

**CAREERS:** Teaching, counseling, medical service, gerontology, and social work
Holland’s Theory

Realistic

Investigative

Conventional

Artistic

Enterprising

Social

Ambitious; natural leaders

**CAREERS:** Law, business, politics, and management.
Holland’s Theory

- **Realistic**: Organized; reliable; enjoys predictable, structured, and practical work
- **Investigative**: CAREERS: Banking, insurance, accounting, information systems, and office administration
- **Conventional**: Artistic
- **Enterprising**: Social
iStart Strong

Work Interest Profile Summary

Your interests can be summarized as follows:
Your average score in each area is also shown below as a number ranging from 0 to 100 where:
0=Low 50=Moderate 100=High

- **Artistic**
- **Social**
- **Enterprising**
- **Investigative**
- **Conventional**
- **Realistic**

- **Artistic**
  - People in the artistic category prefer to be expressive. They like the opportunity to create new things and be innovative. They typically do not like structure or conformity. They prefer to use their imagination and be creative. People in this category generally enjoy activities such as writing, poetry, photography, designing, singing, acting, dancing, painting, attending theaters and exhibits, and reading.

- **Social**
  - People in the social category prefer to work with others. They tend to be highly verbal, express themselves well, and get along well in groups. Social types typically prefer the team approach to problem solving. People in the social category often describe themselves as cooperative, friendly, and understanding. They generally enjoy teaching, caring for others, volunteering, mediating disputes, meeting new people, and working in groups.

- **Enterprising**
  - People in the enterprising category often prefer activities selling and promoting. They enjoy influencing others and being in a leadership position. They often use their skills to influence others. They often like competitive activities and are often self-confident, talkative and energetic. They generally enjoy discussing politics, selling and promoting, having power and status, giving talks and speeches, and leading groups.

Your top 3 work interests in the order you selected are:
iStart Strong

General personality characteristics—your General Themes—and what you like to do—your Specific Interests—are very important in identifying potential work environments, areas of study, career fields, and activities. Here again are your top Themes and Interests.

**SOCIAL**
Helping others

**ENTERPRISING**
Persuading and managing others

**ATHLETICS**

**HUMAN RESOURCES AND TRAINING**

**TEACHING AND EDUCATION**

**OFFICE MANAGEMENT**

**FINANCE AND INVESTING**

Congratulations! By completing the Strong Interest Inventory assessment you have taken a key step in planning your future. You’ve learned about work environments that are a good fit for your personality and specific things you might like to do based on your interests. The more you know about yourself and careers, the more useful and targeted information you’ll have for making decisions. Consider speaking with a career counselor or advisor about an expanded interpretation of your Strong results.

In addition, explore some career resources on your own. Here are a few on the Web to get you started.

- Descriptions of jobs and projected openings: [Occupational Outlook Handbook](http://www.bls.gov/oes)
- Career information linked to General Themes: [O*NET](http://www.onetonline.org)
iStart Strong

Your Career Information Powered by the
Strong Interest Inventory® Assessment
Budget/ Funding

Funded through a first year fee (8.75 per student for the iStartstrong)
Peer advisors funded through student government
Successes and Challenges: Feedback

Strengths of the New Experience:
• Students and parents appreciated the one-to-one time with the advisor
• Students had an understanding of majors that may be a good fit for them
• Advisors working with the undeclared have a starting point for discussions
• Students enjoy hearing from other college students (peer advisors)
• According to students, the iStartstrong was considered a good use of their time
1. 74% of the respondents said that the iStartStrong™ report helped them clarify how their interests and themes link to various jobs, work settings, and career fields.

2. 85% of the respondents said that taking and receiving a group interpretation on this assessment was a good use of their time at new student orientation.

3. 83% of the respondents would recommend the iStartStrong Career Assessment to future students attending IPFW.
Challenges for the Future

• Online orientation has yet to achieve its full expectation regarding diversity of content for the full variation of students and their characteristics (transfer, athletes, etc.)
• Advisors need to share even less group information and proceed more quickly to our individual sessions with students, saving more information for students’ check up appointment in September
• Getting students to remember to take the iStartstrong before orientation
• We would like to expand the iStartstrong to all orientation students, not just the undecided majors and conditional admits


IPFW Statistical Reports: [http://www.ipfw.edu/offices/ir/statistical/](http://www.ipfw.edu/offices/ir/statistical/)
