

Introduction

The Academic Advising Improvement Team (AAIT) recommends a series of changes to academic advising practices at Indiana State University based on a thorough analysis of those practices and the National Association of Academic Advisors (NACADA) recommendations. The AAIT's charge to carry out this investigation was based on the concern, supported by one NSSE satisfaction question over four populations and myriad anecdotes, that advising at ISU was seriously flawed. Our analysis of the state of the practice and the results of a NACADA recognized survey of practitioners and advisees painted a substantially more positive picture than conventional wisdom suggested it might. Still, the AAIT viewed this as a unique opportunity to enhance the one guaranteed opportunity that ISU has to place students with faculty in a one-on-one setting outside the classroom. Internationally recognized research clearly demonstrates that such out-of-class interaction is critical for student retention and success. Rather than being highly specific, this interim report lays out a bold framework for broad set of changes in practice, that if approved by the Provost, will be followed by a more detailed set of recommendations to implement those recommendations.

The AAIT recommends

that a revised Statement on Academic Advising (SAA) be submitted to the Faculty Senate for its consideration. This revision recasts the existing SAA in a more readily assessable form. It makes clear that ISU will base practice and procedure on the expectation of developmental advising rather than mere scheduling. It makes plain that the outcome of excellent academic advising depends on advisees, advisors, and the administration each meeting certain defined responsibilities.

that Deans and Department Chairpersons intentionally assign specific faculty to the role of academic advisor in a fashion that respects the work of academic advising as part of the totality of the work in their respective units. It recommends that the Provost create a budget for academic advising support to be housed within Academic Affairs. It recommends that the Deans, in consultation with their Department Chairpersons, revisit their Unit Academic Advising Plans of 2004-2005 and use those revised plans as the basis to appeal to the Provost for resources. It recommends that, as long as Deans can tie their requests to the outcome of effective academic advising, that they and their Department Chairpersons be given wide latitude in determining whether stipends, release time, or other uses are appropriate within their respective units. Finally, it recommends that the Provost charge the Faculty Senate with revising Promotion and Tenure documents to more prominently feature academic advising as a form teaching, and recommends that the Provost strongly encourage Colleges and Departments to do the same. In short, academic advising must go from being unintentionally assigned, unevenly assessed, and unrecognized, to intentionally assigned, universally assessed, and appropriately rewarded.

an assessment mechanism that includes dimensions other than advisee satisfaction. The committee recommends the creation of a University-wide assessment instrument that can be augmented at the College and Department level. It recommends that the instrument be closely tied to the SAA. It recommends that the results be understood to be the property of the university and not simply the property of the advisor. It recommends that the instrument not only be the basis for Dean and Chairperson summative evaluations of advising quality, but to improve advising quality through advisor development. It further recommends that the other supporting data be utilized to assess the effectiveness of the advising system against the SAA.

that advisor development be required of all advisors assigned during or after the Fall 2007 semester and that all academic advisors be highly encouraged to participate in ongoing development throughout their careers as advisors. It recommends that the development program be aligned with the NACADA-defined domains of academic advising: Knowledge, Relational, and Conceptual. It recommends that no form of advising compensation or award be given to an advisor unless they are participating in the ongoing advisor development program.

that College and University academic advising awards be created. It recommends that participation in ongoing advisor development be required for eligibility and that the unit-augmented university advising assessment mechanism be utilized to determine these awards. Both faculty and professional staff assigned to the Colleges and SASC should be eligible for such awards.

that the University Academic Advising Committee's (UAAC) Chairperson be charged with overseeing the creation of a robust, interactive, electronic resource that will serve as a gateway to the policies, practices, procedures, forms, and development resources as they relate to academic advising. It recommends that the design of this resource must be explicitly cognizant of the various stakeholders and provide clear navigation to the needs of each. It specifically recommends the tasking of CIRT's instructional design team to create the foundation and structure of this resource, and that the UAAC Chairperson be given a commitment of resources, including CIRT time, for its continuous maintenance as a year-round tool.

that UAAC and those charged with implementing advisor development focus on the consequences of the elimination of mandatory advising for advanced undergraduates. In some units the elimination of the practice of mandatory advising has led to the elimination of any advising for these students. AAIT is not recommending the reimplementation of mandatory advising of these students but is concerned that the policy shift was not supported by necessary advisor development.

These recommendations are based in the commonly held view of AAIT members that the practice of academic advising at ISU will achieve and sustain excellence only when we

make advisor assignments intentionally, back up those assignments with resources, development, and recognition, and assess the advising outcomes against an aspiration of excellence. The AAIT contends that if these recommendations are conscientiously implemented, ISU will achieve that aspiration.

Statement on Academic Advising

Vision Statement

Indiana State University will be known as an institution where students are assigned academic advisors dedicated to helping them make appropriate curricular and co-curricular choices.

Mission Statement

Academic advising, through meaningful interaction between advisors and advisees, assists students in the development of curricular and co-curricular plans aligned with achievable academic and life goals.

Effective Academic Advising

Effective academic advising is characterized by a dynamic, positive, professional, and productive relationship between the advisor and advisee. Effective academic advising also requires an understanding of, and a respect for individual differences within the University community. The advisee is expected to understand University and program requirements and accept the responsibility for fulfilling them. The advisor is expected to develop the knowledge, experience, and interest for successfully communicating with advisees in a genuine, sincere, accurate, and confidential manner. The administration is expected to provide the necessary information, technology and infrastructure, and assessment and accountability mechanisms to ensure an effective advising experience for advisees. It is also expected to provide sufficient resources necessary to ensure a supportive environment for advisors. Together the advisor and the advisee are expected to maintain a professional and mutually respectful relationship as they review the advisee's progress toward the attainment of realistic educational objectives. Together advisees and advisors are expected to maintain a professional relationship as they review educational goals and progress toward their attainment, consider what curricular choices and co-curricular options (e.g. internships, social and professional organizations, public engagement, and community service) would best serve the advisee in the pursuit of goals, and identify resources that would be of use to the advisee.

Goals For An Academic Advising System

- 1) The administration, academic advisors, and advisees will view academic advising as a cooperative effort of all parties with each upholding their respective responsibilities in a uniformly high quality advising system.
- 2) The administration will support academic advisors with personnel, technology, professional development, recognition, and where appropriate, compensation.
- 3) Advisees will be provided knowledgeable and supportive academic advisors.
- 4) Academic advisors will approach academic advising as teaching, the outcome of which is learning by advisees.
- 5) Advisees will learn how their major, minor, and general education programs work together to support their life goals.
- 6) Academic advisors will encourage their advisees to maximize their unique educational and personal potential by ensuring that their overall educational experiences are congruent with their interests and abilities.
- 7) Academic advisors and advisees will understand how co-curricular choices support their life goals.
- 8) Advisees will learn the importance of the relationship between life goals and academic goals.

Responsibilities of Undergraduate Advisees

Undergraduate students are expected to be engaged advisees who:

- 1) Know academic policies, procedures, and requirements of:
 - a. the University
 - b. the College or school
 - c. program major(s)
 - d. program minor(s)
 - e. the General Education Program
 - f. courses
- 2) Plan their academic programs to meet degree requirements.
- 3) Apprise the University of all attempted college-level work at other institutions.
- 4) Maintain a record of formal and informal degree plans, transfer credit evaluations, and other important University documents.
- 5) Know the name, office location, contact information, and office hours of the assigned academic advisor.
- 6) Participate in the academic advising and scheduling processes.
- 7) Schedule and keep appropriate appointments with their academic advisor with realistic expectations of advisor availability.
- 8) Seek, review, and utilize relevant information and advice for decision-making.
- 9) Use the ISU technology to monitor degree progress (via their DARS report) and use email (via MyISU) to communicate with the University, Deans, Department Chairs, advisors, and instructors.
- 10) Seek curricular and co-curricular experiences that advance their academic and career goals.
- 11) Accept final responsibility for decisions regarding personal and educational goals, and satisfying graduation requirements.

Responsibilities of Undergraduate Advisors

Inherent in the academic advising is the need to help the student understand the nature of the University and a university education, advisors must:

- 1) Participate in ongoing development to maintain a thorough understanding of appropriate university requirements and the importance of the advising relationship.
- 2) Know institutional requirements; University and College policies and procedures; the General Education Program; major and minor requirements; possible teacher education requirements; and course sequences.
- 3) Maintain sufficient office hours and appointment times.
- 4) Consider the unique needs of individual advisees.
- 5) Discuss connections between curricular and co-curricular preparation for career and life goals.
- 6) Provide advisees with information about alternatives, limitations, and consequences of academic decisions.
- 7) Maintain accurate records to monitor advisees' progress toward academic and career goals.
- 8) Refer advisees to appropriate resources for assistance and serve as an advocate.
- 9) Exhibit the professional rapport necessary to maintain congenial relationships with advisees and for maintaining a positive, constructive attitude toward advising in general.

Responsibilities of the University Administration

Effective advising is contingent upon adequate staffing, facilities, and resources including sufficient course offerings. To foster effective advising, the administration must:

- 1) Maintain adequate facilities, information technology infrastructure, and personnel resources.
- 2) Support academic advisors through professional orientation, continuing development.
- 3) Implement an assessment and evaluation system for academic advisors.
- 4) Provide adequate incentives, compensation, and recognition for academic advisors.
- 5) Respond promptly to advising related inquiries from both advisees and academic advisors.
- 6) Provide accurate information to advisees and academic advisors.

This document is a PROPOSED DRAFT of a document that was approved by the Student Government Association on March 20, 1996, and by the Faculty Senate on April 25, 1996.

ADVISOR and DELIVERY OUTCOMES

- 1) Advisers will participate in ongoing professional development and advising education.
- 2) Advisers will access technology that supports and enhances their ability to work with students
- 3) Units with advising responsibilities will ensure that students have timely and appropriate access to advisers
- 4) Advisers will promote intentional programs for first year students that will introduce them to opportunities for personal and intellectual growth.
- 5) Advisers will foster and support relationships with and refer students to campus programs, offices, and personnel that facilitate intellectual and personal growth.
- 6) Advisers will continually challenge and support students in their pursuit of meaningful university experiences and progress toward achievement of individual educational goals.
- 7) Advisers will understand, adhere to, and effectively communicate their understanding of university requirements, policies, and procedures.
- 8) Changes and additions to information relevant to advising will be regularly communicated to advisers.
- 9) Advising resources will be frequently evaluated to assure they are accurate, accessible, and effective.
- 10) Advisers will establish an effective working relationship with students.
- 11) Advisers will assist students in making connections between their interests and abilities and available educational programs.
- 12) Advisers will promote an intentional decision-making process and demonstrate how students can effectively use it.
- 13) Advisers will be appropriately accessible to students for regular consultation every term.
- 14) Advisers will prepare in advance for an academic advising appointment with a student.
- 15) Advisers will use appropriate technology to enhance delivery and service.
- 16) Advisers will teach students to use online tools.
- 17) Advisers and the institution will maintain accurate student academic records.
- 18) Advisers will demonstrate knowledge of university resources and make appropriate referrals.
- 19) Advisers will develop and maintain relationships with relevant campus offices which support student success.
- 20) Advising offices and the institutions will provide clear up-to-date information about resources in a variety of formats.
- 21) The University Community will participate in assessment as an ongoing process of inquiry.
- 22) The University and individual advising units will utilize information from assessment to enhance and improve advising services.

STUDENT LEARNING OUTCOMES

- 1) Advisees will be able to articulate the purpose and the benefit of academic advising, as well as their responsibility in that process.
- 2) Advisees will access academic advising in a timely and appropriate manner
- 3) Advisees will be able to identify fields of study that are consistent with their interests, abilities, and life goals.
- 4) Advisee will participate in co-curricular activities and enhance their classroom experiences.
- 5) Advisees will value the ways in which academic challenge enhances their personal and professional development.
- 6) Advisees will accurately assess a situation, consider the range of possible consequences, determine alternative resolutions, and take appropriate action.
- 7) Advisees will know where to access accurate information about educational opportunities, requirements, policies, and procedures.
- 8) Advisees will be aware of opportunities such as internships, study abroad, and co-curricular activities.
- 9) Advisees will understand the curricular requirements for their chosen field of study.
- 10) Advisees will be knowledgeable of institutional academic regulations, policies, and procedures.
- 11) Advisees will understand the meaning of their G.P.A. grade point average.
- 12) Advisees will be able to identify and articulate their interests and abilities.
- 13) Advisees will be able to explain the relationship between their educational plan and their interests and abilities.
- 14) Advisees will develop a meaningful and feasible educational plan consisting of co-curricular and curricular elements.
- 15) Advisees will know the name and location of their adviser on campus.
- 16) Advisees will maintain regular communication with their adviser to monitor and evaluate educational progress.
- 17) Advisees will prepare for their academic advising appointments.
- 18) Advisees will be able to utilize online technology independently.
- 19) Advisees will make appropriate adjustments in their educational plan when necessary.
- 20) Advisees will know where and how to access appropriate support services to accommodate their needs.
- 21) Advisees will explore and evaluate a range of potential opportunities as they shape their educational plan.
- 22) Advisees will select and integrate curricular and co-curricular activities into their university experience.

POSSIBLE MEASURES

- 1) Advisees will report that their DARs accurately reflects their requirements and that their advisors are accessible and knowledgeable.
- 2) Advisors will report that advisees are prepared for their academic advising appointments by having properly assessed their current standing relative to graduation and developed a set of choices and/or posed a set of questions consistent with that assessment.
- 3) Advisors will report that the administration has provided them with the information necessary to perform effectively as advisors.
- 4) Advisors will report that through a reasonable combination of expectation, recognition, and compensation the administration is supportive of effective academic advising.
- 5) Advisees will report that the advice they received from their advisor aided their understanding of the interrelated nature of their major, minor, and general education.
- 6) Advisors will report having discussed relevant co-curricular choices with their advisees.
- 7) Advisees will report have received advice concerning relevant co-curricular choices.
- 8) Participation in engagements activities will increase across campus.
- 9) Advisors will report that the depth and breadth of interactions with students extends beyond scheduling decisions.
- 10) The advisees will report fewer dropped and repeated courses resulting from poor choices or inaccurate assessment of the consequences of choices.
- 11) The administration will report an increased prevalence of minors and double majors and a decreased prevalence of students taking 100 and 200 level courses during their junior and senior year when those courses serve to meet no other requirement than the 124 hours.

Development

Indiana State University should institute a program of professional development designed to advance quality academic advising of undergraduate students.

The advising development program should include a threshold training aspect as well as a schedule of periodic sessions engaging faculty and staff who serve as academic advisors in research and best practices for academic advising.

Designed for new advisors, the advising training program should serve as an introduction to academic advising at ISU and as a pedagogical practice within higher education. We recommend that the content of a training session would include primary NACADA documents on academic advising as well as an introduction to developmental advising and the three dimensions of advising as defined by NACADA. A training session would provide initial review of expectations of advisors at ISU, necessary advising skills, and resources in support of academic advising at ISU and nationally.

An Advising Development Program is designed to provide ongoing professional development for continuing academic advisors. We recommend that 5-6 sessions be scheduled each year and that the advising development program adopt the NACADA construct of three dimensions as the framework for its curriculum. Academic Advisors should periodically engage important and valuable work in each of the three dimensions: conceptual, knowledge, and relational.

We recommend that, beginning in the Fall 2007 term, no new advisors be assigned until or unless they have completed an Advising Training session. We strongly recommend that all current advisors participate in at least two Advising Development sessions yearly. Participation in professional development for academic advising should be considered in the normal process of annual review for faculty and staff and should be a factor in recognition for excellence in academic advising.

We recommend that training and development sessions be designed and conducted by a team of academic advisors, appointed by the Provost.

Assessment

The assessment subcommittee of the AAIT offers the following recommendations:

- The final AAIT report to the Provost incorporates language that reflects the views and recommendations communicated in the subcommittee's *Statement on the Assessment of Academic of Advising at ISU*.
- Upon the Provost's approval to move forward with the establishment of an academic advising assessment plan, a committee should be convened to examine and make recommendations regarding data gathering, analysis, and dissemination procedures. Committee membership should include the Coordinator of Assessments and Accreditation and individuals representing faculty advisors, professional staff advisors, department chairs, and associate deans.

Statement on the Assessment of Academic Advising at ISU

Assessment is fundamental to the effectiveness of any practice. First and foremost it provides the opportunity to identify strengths and limitations of the various components of a program. Assessment results can be evaluated and disseminated formatively for the program's continuous enhancement. Good, sustained assessment provides opportunity for needed revisions in goals and strategies during the life of a practice as well as data with which to ensure accountability and reportability to garner support for the practice from internal and external constituents.

With this in mind the Academic Advising Improvement Team and the University Academic Advising Committee recommends that Indiana State University implement a systematic assessment program for academic advising.

The assessment program will measure effectiveness of academic advising practices in terms of established Academic Advising Goals and the Statement on Academic Advising Roles and Responsibilities at Indiana State University. The program will examine multiple kinds of data collected through diverse collection instruments and tactics to provide opportunities to address effectiveness at the administrative, advisor, and advisee levels. Data collection should include (but not be limited to) standardized global instruments, ISU-designed instruments that are flexible and modifiable to meet the individual needs of academic units across campus, and the acquisition of pertinent OSPIRE statistics.

The assessment program should follow an established multiyear timetable that would include the following:

- calendar of instrument administration or data acquisition
- data gathering procedures and the responsible party or parties
- data analysis procedures and the responsible party or parties
- results dissemination procedures and the responsible party or parties
 - It is recommended that all data collected through the assessment program belong to the institution and should be disseminated via the academic deans' offices.
- response to results by appropriate party or parties
 - It is recommended that the response procedures resemble the P-T-R process which includes written communication between the dean, chair, and faculty member.

Data collected from the academic advising assessment program will be utilized for the continued enhancement of an advising development program and an academic advising recognition and reward program to support ISU's commitment to excellence in academic advising as an aspect of our larger commitment to student success.

Goal	A&D Outcomes	SL Outcomes	Possible Measures	Possible Data Collection Instruments
The administration, academic advisors, and advisees will view academic advising as a cooperative effort of all parties with each upholding their respective responsibilities in a uniformly high quality advising system.	3,7,8,9, 10,13,17, 21,22	1,2,6,7, 10,11,15, 16,17,18, 20	1,2,4	Survey
The administration will support academic advisors with personnel, technology, professional development, recognition, and where appropriate, compensation.	1,8,9, 15,17,20		3,4	Survey, # of Workshops provided
Advisees will be provided knowledgeable and supportive academic advisors.	2,7,10, 13,14,15 16,18,19		5,9	Survey, Workshop attendance
Academic advisors will approach academic advising as teaching, the outcome of which is learning by advisees.	4,6,11		5	Survey
Advisees will learn how their major, minor, and general education programs work together to support their life goals.	4,6,11	9,16,19,21	5,10	Survey
Academic advisors will encourage their advisees to maximize their unique educational and personal potential by ensuring that their overall educational experiences are congruent with their interests and abilities.	5,6,11,12	3,5,12,13, 14,21	9,10,11	Survey, OSPIRE data
Academic advisors and advisees will understand how co-curricular choices support their life goals.	4,5,11	4,8,14 21,22	6,7,8	Survey
Advisees will learn the importance of the relationship between life goals and academic goals.	4,5,11	8,13	6,7,8	Survey

Possible Timeline

- Standardized global survey – administered every 2 years
- Individualized college or unit survey – administered annually
- OSPIRE data – collected annually
- Workshop attendance – reported annually

Recognition and Rewards/Awards

- I) Categories of Academic Adviser
 - A. Faculty Advisers: Individuals whose primary responsibility is teaching and who spend a portion of their time providing academic advising services to students (Definition from NACADA).
 - 1) Faculty adviser-centralized advising large number of advisees
 - 2) Faculty adviser-centralized advising small number of advisees
 - 3) Faculty adviser-decentralized advising large number of advisees
 - 4) Faculty adviser-decentralized advising small number of advisees
 - B. Professional/Staff Adviser: Individuals whose primary responsibility is teaching and who spend a portion of their time providing academic advising services to students (Definition from NACADA).
- II) Academic Advising Recognition and Rewards
 - A. Faculty Advisers
 - 1) Course reductions for adviser with large advising loads (centralized/decentralized)
 - 2) University, College and Departments should explicitly recognize the work of academic advising in their tenure and promotion and pay-for-performance documents
 - B. Professional/Staff Advisers
 - 1) Professional advisers should receive parking pass/parking space when recognized as the Outstanding Professional Adviser in their College/Unit

III) Academic Advising Awards

A. Faculty Advisers

1) College/Unit Academic Advising Awards

2) Faculty Senate Excellence in Academic Advising Award

a. Nominees are eligible if they have participated in adviser training /development and provide documentation

(assessment data) of the quality of their academic advising

b. The Selection Committee will evaluate nominations on the evidence of qualities and practices that distinguish the nominee as an outstanding academic advisor, faculty advisor, or advising administrator. Such evidence may include:

- Strong interpersonal skills
- Availability to advisees, faculty, or staff
- Frequency of contact with advisees
- Appropriate referral activity
- Dissemination of appropriate information sources
- Evidence of student success rate, by advisor or department
- Caring, helpful attitude toward advisees, faculty, and staff
- Meeting advisees in informal settings
- Participation in and support of intrusive advising to build strong relationships with advisees
- Monitoring of student progress toward academic and career goals
- Mastery of institutional regulations, policies, and procedures
- Ability to engage in, promote, and support developmental advising
- Perception by colleagues of nominee's advising or advising administration skills (Selection Criteria from NACADA)

C. Professional/Staff Advisers

1) Annual Outstanding Professional Adviser Award

- a. Substantial Stipend
- b. Nominees are eligible if they have participated in adviser training/development and provide documentation (assessment data) of the quality of their academic advising
- c. The Selection Committee will evaluate nominations on the evidence of qualities and practices that distinguish the nominee as an outstanding academic advisor, faculty advisor, or advising administrator. Such evidence may include:
 - Strong interpersonal skills
 - Availability to advisees, faculty, or staff
 - Frequency of contact with advisees
 - Appropriate referral activity
 - Dissemination of appropriate information sources
 - Evidence of student success rate, by advisor or department
 - Caring, helpful attitude toward advisees, faculty, and staff
 - Meeting advisees in informal settings
 - Participation in and support of intrusive advising to build strong relationships with advisees
 - Monitoring of student progress toward academic and career goals
 - Mastery of institutional regulations, policies, and procedures
 - Ability to engage in, promote, and support developmental advising
 - Perception by colleagues of nominee's advising or advising administration skills (Selection Criteria from NACADA)

Academic Advising Resources

The Advising Resources subcommittee deferred its launch until other AAIT subcommittees had made meaningful progress on their agendas and developed a body of materials to include in the Academic Advising Resource Center (AARC). The subcommittee developed a set of specifications for AARC and began work on content analysis. Due to the specialty nature of graduate programs, the AARC will initially focus on undergraduate academic advising resources.

Replacing the previous printed advising handbook, the AARC will reside in a comprehensive university web site and be updated frequently, with specific sections for key stakeholders: students and academic advisors. Stakeholder sections will be written in the language/terminology of that stakeholder group so that jargon is meaningful to those stakeholders. For this purpose the subcommittee requests that additional membership be added so that students', new academic advisors', and experienced academic advisors' views can be consulted. We plan to test the AARC prototypes with various groups to be sure it communicates effectively.

The AARC will provide multiple paths to information, accessible in a variety of ways, similar to how a top level home page is organized. In addition to the stakeholder menus, we expect an overall index (like *ISU A-Z*) as well as menus by type of resource. There will be a quick links/quick facts section for useful information such as key dates in the academic calendar. We expect some academic policies and procedures may vary by ISU college, so a section will feature college level advising resources. We plan to develop a template or web guidelines for what might be found on a college advising resources page; examples are grade appeal procedures, readmission after academic dismissal policies, links to college advising resources, and the like. The AARC will have "how-to" guides for our electronic advising tools (DARS, catalog, class schedule) and key advisee tasks such as adding/dropping classes, changing one's major, requesting graduation, getting a transcript, withdrawing from the university, and so forth. Important policies from the *Undergraduate Catalog* will be summarized such as student grades, academic standing, and probation/dismissal/readmission. The AARC may contain time-of-year sensitive sections as well. Faculty will have access to the student/advisee sections.

For advisors, sections with professional development materials will be utilized. We intend to include materials supporting all three dimensions of advising (knowledge, conceptual, and relational). Of course, we anticipate that advisors will take advantage of professional development opportunities on campus. How-to guides for advisors will be implemented. The subcommittee will address the issue of whether any of the academic advisor sections should only be accessible to advisors (e.g., found in the portal after authentication.)

The AARC web site should utilize the talents of an experienced web developer yet should be easy to update by lay persons. For this reason, a content management system like Red Dot (or its successor) should be utilized. The skills of an instructional course designer would also be consulted to develop the framework.