ACADEMIC ADVISING ESSENTIALS WORKSHOP

Office of Academic Advising
102 Gilchrist Hall / advising.uni.edu
### FOUR-YEAR PUBLICS: 2016–19

#### Highest Items in Importance

<table>
<thead>
<tr>
<th>ITEM</th>
<th>IMPORTANCE %</th>
</tr>
</thead>
<tbody>
<tr>
<td>The content of the courses within my major is valuable.</td>
<td>90%</td>
</tr>
<tr>
<td>The instruction in my major field is excellent.</td>
<td>90%</td>
</tr>
<tr>
<td>My academic advisor is knowledgeable about requirements in my major.</td>
<td>90%</td>
</tr>
<tr>
<td>Nearly all of the faculty are knowledgeable in their field.</td>
<td>90%</td>
</tr>
<tr>
<td>I am able to register for classes I need with few conflicts.</td>
<td>89%</td>
</tr>
<tr>
<td>The quality of instruction I receive in most of my classes is excellent.</td>
<td>89%</td>
</tr>
</tbody>
</table>

#### Items with highest satisfaction scores

<table>
<thead>
<tr>
<th>ITEM</th>
<th>SATISFACTION %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nearly all of the faculty are knowledgeable in their field.</td>
<td>72%</td>
</tr>
<tr>
<td>My academic advisor is knowledgeable about requirements in my major.</td>
<td>71%</td>
</tr>
<tr>
<td>On the whole, the campus is well-maintained.</td>
<td>71%</td>
</tr>
<tr>
<td>Library resources and services are adequate.</td>
<td>71%</td>
</tr>
<tr>
<td>Faculty are usually available after class and during office hours.</td>
<td>70%</td>
</tr>
<tr>
<td>Library staff are helpful and approachable.</td>
<td>70%</td>
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</tbody>
</table>
STUDENT PERSISTENCE

- Self-Efficacy
- Sense of Belonging
- Value of the Curriculum
Academic advising is integral to fulfilling the teaching and learning mission of higher education. Through academic advising, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and a global community.

- **Curriculum** - Draws primarily from theories in the social science, humanities, and education

- **Pedagogy** - As a teaching and learning process, requires a pedagogy that incorporates the preparation, facilitation, documentation, and assessment of advising interactions.

- **Learning outcomes** - Guided by an institution’s mission, goals, curriculum and co-curriculum / articulate what students will demonstrate, know, value, and do as a result of participating in academic advising.
ADVISING AS TEACHING

Role of academic advisor is a factor in the students:

• Understanding of Higher Education
• Connection to the Curriculum
• Meeting their Academic and Career Goals

What do we want students to learn?

• What information should the students learn through academic advising?
• What skills should the student learn through academic advising?
• What cognitive or developmental changes should the student be able to demonstrate due to academic advising?
ADVISING AS TEACHING

How do you take academic advising beyond scheduling?

• Career and graduate school mentoring
• Academic plan development
• Student success
• Connection to organizations, activities, or experiences
• Networking to other faculty, staff, alumni, or professionals

Key concepts for your academic advising:

• How can you help the student be purposeful and intentional?
• How do you guide but give responsibility for decisions to the student?
• Have expectations…and give the students your expectations!
The **Conceptual** component provides the context for the delivery of academic advising. It covers the ideas and theories that advisors must understand to effectively advise their students.

The **Informational** component provides the substance of academic advising. It covers the knowledge advisors must gain to be able to guide the students at their institution.

The **Relational** component provides the skills that enable academic advisors to convey the concepts and information from the other two components to their advisees.
University Academic Advising Vision Statement
UNI aspires to create the best academic advising experience for each student.

University Academic Advising Mission Statement
Academic Advising is a critical component of the teaching and learning environment at UNI. Advising is a personalized educational experience, empowering students to explore, articulate and achieve their academic, career and life goals.

University Academic Advising Goals
1. Ensure that all students have access to knowledgeable and respectful advisors.
2. Provide accurate information about university academic requirements, policies, and procedures.
3. Encourage, support, and guide students to take responsibility for meeting their own academic, personal, and career goals.
4. Support and promote a culture of quality academic advising through advisor education, recognition and reward, and advising program assessment.
5. Assist students in understanding the nature and purpose of higher education.
ACADEMIC ADVISING APPOINTMENTS WITH STUDENTS

The first academic advising meeting:

- Review of the students current academic status and standing
- Review of Credits
- Understanding the student’s academic and career goals
- Requirements for the Major
- Initial discussion of the students interest in on-campus involvement, internships/volunteering, minors/certificates, study abroad
ACADEMIC ADVISING APPOINTMENTS WITH STUDENTS

What “value to the curriculum” can you provide to a student?

• Sequences of classes in unrestricted majors
• Discussion of preparedness / not ready for course
• How will prerequisites help the student in the next level course?
• What courses will help student meet their career or professional development goals?
UNDERGRADUATE REQUIREMENTS FOR GRADUATION

TOTAL HOURS

• 120 units/hours for B.A. or B.A.S / 126 units/hours for B.S.

GRADE POINT AVERAGE (GPA) – OVERALL / UNI

• 2.0 Non-Teaching / 2.5 Teaching

CREDIT HOURS EARNED / LIMITS

• 32 units/hours / 20 hours in junior/senior years
FOREIGN LANGUAGE GRADUATION REQUIREMENT

Students entering UNI who graduated from high school in 1989 or thereafter are required to demonstrate a level of competence in a foreign language equivalent to elementary II of a language at UNI. One year of foreign language in high school is considered to be equivalent to one semester of foreign language at the university. The foreign language competency requirement can be satisfied by:

• Satisfactory* completion of two years of high school study in one foreign language;

• Satisfactory* completion of college study in one language equivalent to the competence achieved after the second semester (one full year) at the college level;

• Satisfactory performance in an examination (CLEP or Advanced Placement) measuring proficiency equivalent to that attained after the second semester of college study in one foreign language;

• Satisfactory* completion of either two years of high school study or one year of college study or the combined equivalent in American Sign Language (ASL). Study in any other language and culture for the hearing impaired will not automatically satisfy this graduation requirement.
FOREIGN LANGUAGE GRADUATION REQUIREMENT

Notes:

*Satisfactory completion means a minimum grade of "C-" in the last course taken to meet this requirement.

**The Foreign Language Competency Requirement can be found in the UNI Catalog - General Information - Undergraduate Information and Degree Requirements - Requirements for Graduation.
RECORD ANALYSTS – OFFICE OF THE REGISTRAR

• Evaluate curriculum requirements for graduation

• Respond to student questions about advisement reports

• Differ from academic advisors in that they do not provide long-term development advising, plan schedules, monitor the availability of courses, or assist students in preparing long-term plans of study.

• Differ from Record Analysts in the Admissions Office in that they do not provide information about transfer course equivalencies.
Students should see their Record Analyst:

- At least two (2) semesters before graduation.

*Note:* Teaching majors should see a Record Analyst at least two (2) semesters before student teaching.

- With substitution or changes of courses for their degree program. These MUST be resolved by the proper completion of a “Student Request” form initiated with the advisor.
UPCOMING ACADEMIC ADVISOR PROFESSIONAL DEVELOPMENT EVENTS

Wednesday, October 7 UNI Advising Network Meeting, 8:15am—9:45am via Zoom
The UNI Advising Network is the campus-wide association that facilitates information dissemination, discussion, and communication with faculty and staff advisors regarding topics/programs, issues, and policies/procedures related to academic advising and student success.

Thursday, October 15 All Things Advising Workshop via 8:00am—9:15am or 3:15pm—4:15pm
• This workshop is for undergraduate academic advisors to build on their knowledge and skill set, as well as to have any academic and scheduling questions answered to begin preparations for student registration for the Spring 2021 semester
• Timely advising and student success topics will be addressed as well as significant time for Q&A and sharing of best practices