Advising as Teaching

- 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?
Role for academic mentoring and advising is a major factor in the students:

- Understanding of Higher Education
- The Curriculum
- Meeting their Academic and Career Goals
Marc Lowenstein (2005) articulated the comprehensive nature of the academic adviser’s role in this way: An excellent adviser does the same for the student’s entire curriculum that the excellent teacher does for one course.

- Helps students put each part of the curriculum into perspective
- Compares and contrasts modes of thinking found amongst various disciplines
Advising as Teaching

- Helps students sequence their learning experiences to optimize their effectiveness
- Brings out interrelations among disciplines and modes of thought
- Helps the student pay attention to the transferable skills being developed
- Helps the student focus on modes of learning that are being mastered and understand that intellectual growth involves mastering a variety of learning methods
Advising as Teaching

Novice to Expert
## 2015-16 National Student Satisfaction and Priorities Report

<table>
<thead>
<tr>
<th>Survey item / student ratings</th>
<th>Four-year privates</th>
<th>Four-year publics</th>
<th>Community colleges</th>
<th>Career schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My academic advisor is knowledgeable about requirements in my major.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Importance to students</td>
<td>89%</td>
<td>88%</td>
<td>85%</td>
<td>87%</td>
</tr>
<tr>
<td>Student satisfaction</td>
<td>68%</td>
<td>64%</td>
<td>62%</td>
<td>70%</td>
</tr>
<tr>
<td>Gap</td>
<td>21%</td>
<td>24%</td>
<td>23%</td>
<td>17%</td>
</tr>
<tr>
<td><strong>My academic advisor is approachable.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Importance to students</td>
<td>86%</td>
<td>86%</td>
<td>83%</td>
<td>86%</td>
</tr>
<tr>
<td>Student satisfaction</td>
<td>68%</td>
<td>62%</td>
<td>62%</td>
<td>72%</td>
</tr>
<tr>
<td>Gap</td>
<td>18%</td>
<td>24%</td>
<td>21%</td>
<td>14%</td>
</tr>
<tr>
<td><strong>My academic advisor is concerned about my success as an individual.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Importance to students</td>
<td>84%</td>
<td>83%</td>
<td>80%</td>
<td>84%</td>
</tr>
<tr>
<td>Student satisfaction</td>
<td>62%</td>
<td>55%</td>
<td>53%</td>
<td>61%</td>
</tr>
<tr>
<td>Gap</td>
<td>22%</td>
<td>28%</td>
<td>27%</td>
<td>23%</td>
</tr>
<tr>
<td><strong>My academic advisor is knowledgeable about transfer requirements.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Importance to students</td>
<td>---</td>
<td>---</td>
<td>81%</td>
<td>79%</td>
</tr>
<tr>
<td>Student satisfaction</td>
<td>---</td>
<td>---</td>
<td>55%</td>
<td>54%</td>
</tr>
<tr>
<td>Gap</td>
<td>---</td>
<td>---</td>
<td>26%</td>
<td>25%</td>
</tr>
</tbody>
</table>
2017 National Student Satisfaction and Priorities Report

Student satisfaction and priorities at **four-year public universities**

Based on a national sample of students at four-year public institutions who recently completed the RNL Student Satisfaction Inventory™

**Top 3 most important areas of the student experience**

1. Academic advising
2. Instructional effectiveness
3. Safety and security
4. Registration effectiveness
5. Recruitment and financial aid
6. Student centeredness
   - Concern for the individual
   - Campus climate
9. Campus support services
10. Service excellence
11. Campus life
   - These are the 11 scales measured by the RNL Student Satisfaction Inventory™.
### TOP 5 STRENGTHS (in order of importance)

<table>
<thead>
<tr>
<th>Top strengths rated for four-year public institutions</th>
<th>Importance</th>
<th>Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>The content of the courses within my major is valuable.</td>
<td>89%</td>
<td>60%</td>
</tr>
<tr>
<td>The instruction in my major field is excellent.</td>
<td>88%</td>
<td>59%</td>
</tr>
<tr>
<td>My academic advisor is knowledgeable about requirements in my major.</td>
<td>88%</td>
<td>65%</td>
</tr>
<tr>
<td>Nearly all of the faculty are knowledgeable in their field.</td>
<td>88%</td>
<td>67%</td>
</tr>
<tr>
<td>The campus is safe and secure for all students.</td>
<td>87%</td>
<td>60%</td>
</tr>
</tbody>
</table>
NACADA Core Competencies

**CONCEPTUAL**
Context for the delivery of academic advising. It covers the ideas and theories that advisors must understand to effectively advise their students.

**INFORMATIONAL**
Substance of academic advising. It covers the knowledge advisors must gain to be able to guide the students at their institution.

**RELATIONAL**
Skills that enable academic advisors to convey the concepts and information from the other two components to their advisees.
Academic Advising Portal
advising-portal.uni.edu

NEW! Academic Advising Portal

- Fall 2018 Academic Advising In-service - Power point and Resources
Advising at UNI

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
• Ensure that all students have access to knowledgeable and respectful advisors.
• Provide accurate information about university academic requirements, policies, and procedures.
• Encourage, support and guide students to take responsibility for meeting their own academic, personal and career goals.
• Support and promote a culture of quality academic advising through advisor education, recognition and reward, and advising program assessment.
• Assist students in understanding the nature and purpose of higher education.
Undergraduate Degree Components

- Liberal Arts Core
- Major
- University Electives
Undergraduate Student Classifications

- Freshman: 0 – 29 units
- Sophomore: 30 – 59 units
- Junior: 60 – 89 units
- Senior: 90 + units
Undergraduate Requirements for Graduation

• Total Hours
  • 120 hours B.A. or B.A.S. / 126 hours B.S.

• GPA (Cumulative / UNI)
  • 2.0 Non-Teaching / 2.5 Teaching

• Credit Hours Earned / Limits
  • 32 hours / 20 hours in junior/senior years

• Foreign Language Competency
Foreign Language Competency

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 in the following ways:

• 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.

*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 in the Registrar’s Office:

• Evaluate curriculum requirements for graduation
  • Each specializes in the requirements of certain majors
• Respond to student questions about advisement reports
• Answer questions from advisors over the telephone

• 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.
Record Analysts

Students should see their Record Analyst:

• At least two semesters before graduation. Teaching majors should see a Record Analyst at least two 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.
Advisor Workspace

Welcome

Advisor Reports (My Advisees)

This workspace is a complement to Advisor Center. Through the “Links” section on the right, you can run various reports about students assigned to you as academic advisor.

This information is designed to assist you in managing your advising caseload and in your work as an academic advisor. This information may not be released to a third party. You are responsible for following FERPA's expectations and keeping all student records secure and confidential.

If you encounter problems, or have questions or feedback for future development, send to michael.esh@un.edu

NEW / UPDATED REPORTS:
- Final Grades (C, D, F) - 6/14/18
- Currently Enrolled Advisees - Updated Sept. 2018 to include graduate student advisees.
- ALEKS Test Scores - Updated Sept. 2018 to display advisees with no ALEKS score on record.

Links

- Advisee Lists (2)
  - Currently Enrolled Advisees
  - Enrolled Advisee Address

- Test Scores (1)
  - ALEKS Test Scores

- Semester Registration (2)
  - Not Enrolled
  - Not Full-Time

- Academic Standing & Grades (5)
  - Mid-Term Grades
  - Final Grades (C, D, F)
  - Academic Standing after Term
  - Total Cumulative GPA
  - Total Plan GPA

View All Links
The course guides participants in five areas of **core knowledge**:
- Advising at UNI
- Advisor Toolbox: Relational Skills, Making Referrals, and Forms
- Navigating the SIS
- Reading an Advisement Report
- Undergraduate Degree Requirements and the Liberal Arts Core

In addition, there are **electives**:
- Transfer Students
- Requirements of Teach Education
- Career Development in Advising
- Working with Special Populations
- Advising for Academic Success
- Diversity, Inclusivity, & Microaggressions
- Working with Parents & Guardians
- Financial Aid
Advisor Development

Complete **all five Core Knowledge areas** in the Advisor Development Course **and** **three electives**, including the self-assessments.

**Additional requirements include:**

- One year of advising experience at UNI
- Participation in the Fall Academic Advising In-Service
- Participation in the Spring Campus Advisor Workshop
- Advisor observation (optional)
Upcoming Events

ADVISING NETWORK MEETING

THURSDAY, OCTOBER 18, 2018 8:15 - 9:45 A.M.
OAK ROOM  MAUCKER UNION LOWER LEVEL

MEETING AGENDA:
• Fall 2018 Connection Survey Results - Review and Discussion
• Success Coaches
• Advising Network Round Table

You're Invited!
NACADA Core Competencies 6 Session Discussion Series
Learn about the NACADA Core Competencies through webinars, e-learning engagement, and in-person sessions once per month to discuss the core competencies and apply them to your work at UNI.

Attend an upcoming information session to learn more about this professional development opportunity!

Wednesday, October 17
3:00-4:00pm
Rod Library 287

Thursday, October 18
3:30-4:30pm
Oak Room, Maucker Union

Webinar "Watch and Discuss" Sessions @ UNI

Tuesday, December 4, 2018 - Academic Advising in their Language: Communicating with Today's Students
1:00 - 2:30 p.m. ● 220 Schindler Education Center ● Sponsored by the College of Education

Wednesday, February 6, 2019 - Incorporating Coaching Conversations into Academic Advising
1:00 - 2:30 p.m. ● 319 Curris Business Building ● Sponsored by the College of Business Administration