

Advising Assessment – how will the nacada assessment group impact advising?
Alice Hancock (in first group). Assessing advising & areas of opportunity and how
to assess the assessment and figure out the actions about what goes next. One
subcommittee is exploring how do we do assessment.

Much resources and data as a result of EAB, committee working on digesting.

Ctte had good discussion on eop.

From ctte - Physical locale of eop advisors – would it make sense to locate in the
colleges, rather than ARC? Could offer programming to benefit of students in college,
even those not yet identified as eop.

AH – definitely helps to go to where the students are; for example with programs
abroad peer mentors.

Jade – transfer students don't know difference between college and major advisors.

AH – areas of expertise among advisors perhaps could help – specialization, such as
one with most knowledge about financial aid (but not an FA advisor), and so forth.

Jade – there's not an easy way to access the information. How to build body of
knowledge of what's happening among advisors.

Diversity certificate is always full – they'd be many advisors on campus that would
want an advising certificate.

Advisor workload: how to have the time to build connections and knowledge with
the crushing student workload. How to ensure that time is there. Consider in
particular what non-advising work advisors are doing & see what might be shifted.
Survey is in process of being sent out.

If there was a campus focus that continuing education/professional development
was important, then there would be more time. Campus does not have
time/understanding of the value of this.

AH: I really like the idea of a program that new advisors go through so, eg., could
include a programs abroad unit. Working on advisor manual on programs abroad.
E.g., 4 times a year a 2-3 day program getting new advisors acquainted with the
many resources. An hour or 2, e.g., of EOP, EAP, possibly open to all advisors also.
Policy changes.

Group 2:

Margie – it's very difficult to be trained when you're the only person in a unit doing that job. Hard to ask for mentorship. Does not seem to be a campus culture for doing that. Campus should have a priority of training advisors.

Don Bard – ENVS/New UG advisor – Yes!

Christina Sondoal-Paquette (Admissions) – had same issue on prior campus when many advisors retired. Developed handbook for new advisors, with, e.g., contacts, things to do (get on listservs, key web pages,). Words of advice from retiring staff 'what are the most important things that we do that new advisors should know about'. Big problem in a lot of places. New advisors come in, overwhelmed, leads to turnover.

Monica Parikh – End of may, beginning of June, SS instructors become fearful, push to academic advisors 'my class is empty get more students so it's not cancelled'. Issues: students already made their choices, send panic to students, overloads advisors, so how to get messages about classes earlier.

This hasn't come up on ctte at all. But issue: what is advisors roll in promotion of events, lectures, and so forth. Is the advisor the right person to push out this information? Likely yes for courses, but less so other areas. But timing needs to be right.

Question: what are the best practices for conveying information to our students? Email overload. Would a campus newsletter tool or email tool for contacting students? How do we train, e.g., 1 advisors in each college or department specifically for international students & tck. Trans-cultural kids.

Also, online modules to acquaint international students before they get here. Or a skype session.

We need both training and support for the training, as in advisors being able to take the time to join training programs (e.g., especially for program advisors who may be advisor + assistant dept manager).

Would like to see Intl student success as a breakout in success presentations & consideration.

Advisors hate infoview – compared to cognos, it was a huge step down.

Could advisors update their websites for prospective students?

Group three

Sheila (CC), Aleksandra (LALS)

AQ: How is the assessment being done for advising? What are the main objectives? Streamlining, consolidation, what??

A: Focus is information gathering, thinking ways to better serve students. What's become apparent is we need more advisors not less, and how do we employ our advisors (what do they do).

Sheila: We all want to collaborate and work together toward student success. Growing focus (for CC) on major choice and major transition in sophomore year, & academic advisors send students to CC to assist. How can we really work together to help the students out? CC is going to try doing some workshops on doing a major & is asking CC marketing team to put it out there to sophomores, including 'Choose a major Plan B'. CC would like to connect more with colleges and departments, possibly going to those locations to do major selection workshops. Have done some in the past, some successful, others modest.

Possibility: EOP should better connect with colleges, Department advisors should be better connected with CC (and STARS).

CC can do major-focused workshops. Collaborations are very helpful.

Letting students know what alums are doing is key. Students love this and see real people and what they're doing. LALS once did this with the faculty (series of how I got there) for students. Would like to develop collab with alumni to do major-specific video clips about what they're doing now. Then students would be able to see 'they did major X, but now they're doing Y'.

If we had advisors or peer advisors set up panels with alumni (e.g., Careers in the Law, 25 students, very exciting for the students). It was a lot of work to pull together with scheduling & so forth.

There are often things that bring alums to campus but programs do not know about the alum being there. Example, an LALS alum visiting chancellor, but dept did not know about it and had no opportunity to meet/discuss/etc. Would have been a great empowerment. Similarly for colleges bring back alums – they should let the majors know.