

## 2014-15 ANNUAL REPORT ON ACADEMIC ADVISING

<b>Campus:</b>	IU Northwest
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<b>Brief Description of Campus Advising Model/Structure:</b>	
<p>The organizational structure for academic advising at IU Northwest is a decentralized one, with schools, colleges, and/or departments having responsibility for their own academic advising systems. As a result, the delivery of academic advising differs within each school, college, and sometimes department. For the most part, faculty members are responsible for academic advising for their respective students in the College of Arts and Sciences and some parts of the College of Health and Human Services (CHHS). However, professional advisors are used in the School of Education, Business, and the CHHS. Those in professional advising roles also often have other responsibilities within their departments. Students admitted with conditions are part of the Critical Literacy program and advised by professional staff. Exploratory students are advised within the Student Advising Center by professional advisors. Coordination of the advising efforts at IU Northwest is now the responsibility of our newly hired Director of Academic Advising.</p>	
<b>Key Campus-Wide Standing Goals for Academic Advising (year-after-year goals):</b>	
<b>Campus Strategic Priorities and Objectives 2015-2020</b>	
<p>Strategic Priority 1: Student academic success is our primary purpose.</p> <p>The best pedagogical practices, responsive degrees, high-quality academic and career advising, collaborative learning opportunities, exemplary equity and inclusion, the best information technology applications, distinctive strengths such as health-related programs and innovation and partnerships create a premier academic experience and outcome for a student population that represents a very broad range of interests, aspirations and pre-college preparation.</p> <ul style="list-style-type: none"> <li>Invest in individualized academic support and campus student life programs that improve the quality of the student experience and lead to degree attainment.</li> </ul>	
<b>PART I: REFLECTION ON AY 2014-15</b>	
<b>A) 3 Key Strategic Goals for Academic Advising on your campus for 2014-15</b>	<b>Accomplishments and Activities Related to these Strategic Goals</b>
Create a new position, <i>Director of Academic Advising</i> , who will coordinate academic advising efforts across campus and structurally be part of Academic Affairs. (taken from our NACADA Summer Institute Strategic Plan for Academic Advising)	Job description was developed with input from the Academic Advising Board and Director Veronica Williams was hired in April 2015. Two and a half professional Academic Advisors work with the Director to provide academic advising to exploratory students.
Identify and prepare a physical space on campus that can function as an academic advising center, that houses the academic advising staff and, potentially, a resource center and other academic support functions. (taken from our NACADA Summer Institute Strategic Plan for Academic Advising)	Identified and moved into space in Hawthorn Hall (one of the main classroom buildings on campus that also houses Financial Aid, Admissions, the Registrar and IT). The suite contains a reception area, and offices for 3 advisors and the Director.

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Begin intensive training of the two Academic Success Advisors so that they can take on advising of a "pilot" cohort as soon as possible. Provide data driven expectations for the number of students the advisors will see and develop outcomes to be able to demonstrate success (possible ex. # contacts per student increases over baseline; > student success as defined by GPA, student satisfaction, retention, time to select a major). (taken from our NACADA Summer Institute Strategic Plan for Academic Advising)	Academic Success Advisors transitioned into the Student Advising Center. They now advise exploratory students and non-degree seeking students. They use AdRX to document all formal advising appointments. The Director of Academic Advising has identified an appropriate caseload and will collect data and report on student outcomes in this new system.
<b>B) 3 Key Points of Pride for Academic Advising on your campus</b>	<b>A few details about the Points of Pride (may be related to the strategic goals or other highlights from 2014-15)</b>
<i>First Annual Celebration of Academic Advising, Nov. 19, 2014</i>	54 Staff/Faculty members attended. A Poster session was held with 10 posters representing current projects focused on Academic Advising on campus. The Chancellor and EVCAA both provided words of appreciation for the efforts of our academic advisors. Evaluations of the event were quite positive. PDF copies of the posters are attached.
Point of Service (POS) evaluations of Academic Advising	Dell tablets loaded with a Qualtrics survey have been provided to all departments/programs as well as the Academic Advising Center. The survey was developed by the Academic Advising Board with input from the Academic Units. Training on use was conducted by the Academic Advising Coordinator. Reports are now distributed monthly, quarterly and on a yearly basis to the Deans and the Director of Academic Advising and AEVCAA. A sample report is attached to this document.
Year-round scheduling of classes	Introduced in the Fall of 2014. This allows students to plan well in advance to accommodate their busy schedules and should facilitate on time graduation. Academic Advisors and Units are still becoming accustomed to this process and working to accommodate it within advising sessions. A marketing plan to support this change was instituted as well.

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<b>C) 3-5 Key Collaborative Efforts for Academic Advising across IU, your campus, or within your local community (K-12 schools, etc)</b>	<b>A few details about the Collaborative Efforts, including level of unit participation</b>
Calling campaign to encourage registration for new and continuing students	Coordinated by Academic and Student Affairs, hundreds of students were personally called prior to the Fall and Spring semesters (new and returning students). Some calls were made within the Academic Units by advisors and administrative assistants, others by the Student Advising Center and Student Affairs staff. Students with registration issues were referred to the correct individuals for help and significant numbers did or plan to register shortly. Students needing to see advisors were directed appropriately as well.
Twenty-first Century Scholars	Referrals were made to the IUNW 21 <sup>st</sup> Century Scholars Coordinator across academic units (employed through Americorp). She is in contact with each 21 <sup>st</sup> Century Scholar at IUNW, tracking their progress in accumulating the correct number of credits to keep their scholarships. She also presented at the last Academic Advising Workshop, enhancing advisor understanding of the changes in the 21 <sup>st</sup> Century Scholars Program so that advisors would be better able to assist their students.
<i>Train the Trainer Workshop</i> - sponsored by the Office of the OCSS and the Office of Academic Affairs, March 4, 2015	All day event that was open to selected individuals from each academic unit and appropriate student services units. Gail Fairfield and Tim O'Malley from the OCSS provided the professional development. Training and handouts were then shared by those trained with their academic units.
The Office of Institutional Effectiveness, the Student Advising Center Director and the Pre-Nursing Advisor are collaborating on a project to assist conditionally admitted pre-nursing students at IUN.	Collected data on past nursing students who were conditionally admitted to the pre-nursing program at IUN. These data were analyzed, a report written and presented and an intervention developed to assist pre-nursing students who are conditionally admitted at IUN.
Academic Advising Taskforce and now Academic Advising Board	Academic Affairs, Student Affairs, Institutional Effectiveness, the Center for Innovation and Scholarship in Teaching and Learning, and faculty and professional advisors from every academic unit came together to develop a plan to enhance advising on the campus while maintaining the basic existing decentralized structure.

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Office of Career Services and Student Advising Center	Increased collaboration with monthly meetings since April of 2015, and the development of a referral process for exploratory students for career counseling/assessment	
<b>D) 3-5 Key Campus Diversity, Inclusion, or Cultural Competence initiatives/ Activities in Academic Advising</b>	<b>A few details about each of these activities/initiatives related to diversity, inclusion, or cultural competence.</b>	
Brother 2 Brother Bridge Program	Held every summer, the B2B Bridge program provides a jumpstart to college or incoming male students of color. Each year, all academic units do presentations during the Bridge program and academic advisors are on hand to provide assistance and help prior to matriculation.	
New academic advising position created, supervised jointly by the Office of Diversity, Equity and Multicultural Affairs and the Student Advising Center.	This shared position is intended to enhance our ability to provide quality advising experiences for our diverse student body.	
<b>E) 3-5 Key Professional Development Activities for Academic Advising Staff</b>	<b>Details about how your campus supported advisor professional development.</b>	
<i>Train the Trainer Workshop</i> - sponsored by the Office of the OCSS and the Office of Academic Affairs, March 4, 2015	All day event that was open to selected individuals from each academic unit and appropriate student services units. Training and handouts were then shared by those trained with their academic units.	
Sponsorship/Grants competition for 5 advisors to travel to a NACADA regional conference Spring 2015	Grantees asked to then present at a brown bag on campus about interesting programs/processes we learned about.	
4 Academic Advisors participated in SSC Specialist Training through the Educational Advisory Board	Beverly Lewis-Burton (Nursing), Cathy Hall (ASAP), Diana Dicks (Radiography/HIM), Georgia Kontos (General Studies) have completed the training. They are now some of the heaviest users of the system. Two more advisors will go through the program this fall.	
Academic Advisors Listserv (advisers-l)	All academic advisors are subscribed and receive email updates, including the newsletters from the OCSS, policy changes related to advising, new courses being offered, professional development opportunities, etc.	
Summer Advising Workshop – <i>Academic Advising: Collaboration and Communication</i> , held July 21, 2015	½ day workshop held featuring presentations from campus experts on using AdRX, the SSC, our point of service reports, advising 21 <sup>st</sup> Century scholars, and brainstorming for professional development for the coming year. Over 30 faculty and staff advisors in attendance. Will be held every semester going forward.	

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<b>F) Key Challenges for Academic Advising on your campus this year. Describe any standing goal outcomes or strategic goal outcomes that were not met or only partially met in the current year and how these will be addressed.</b>		
We still have multiple goals from our NACADA Summer Institute Strategic Plan for Academic Advising to complete. While we accomplished a number of significant goals, there are many more to do, which we will include in our plans for 2015-2016. We still have significant progress to make to insure that no students are without appropriate academic advising at IU Northwest. We hope to accomplish more of these goals as we move forward in the new year, with the Academic Advising Board serving as a representative body to help coordinate projects and processes for the campus.		
<b>PART II: PLANS FOR AY 2015-16</b>		
<b>G) 3-5 Key Campus Strategic Goals for Academic Advising for 2015-16</b>	<b>Descriptions of strategies for moving students toward these learning outcomes</b>	<b>Key Performance Indicators for these learning outcomes</b> <i>(we will know students have learned if ...)</i>
Improve likelihood of student success for students on academic probation.	Develop program to provide intrusive advising for students on probation through the Student Advising Center utilizing new joint hire.	A higher rate of successful completion in subsequent semesters following probation
Enhance faculty involvement in Academic Advising	Fund and start Redhawk Fellows Program for Faculty Academic Advisors; Create Advising Award; Increase Professional Development Opportunities	Increase in satisfaction of advisors; increase in number of students being provided advising by faculty; increase in student satisfaction with advising
Enhance recognition of academic advising on campus	Develop Academic Advising Portal for students and advisors (student portal under construction - <a href="http://test.iun.edu/student-advising/">http://test.iun.edu/student-advising/</a> – Advisor portal in development - ; Create Academic Advising Award; Increase Professional Development Opportunities; Redhawk Fellows Program; Continue Celebration of Academic Advising	Site analytics indicating usage; increase in satisfaction of advisors; increase in student satisfaction with advising

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Enhance student experience during Academic Advising.	Develop Advising syllabus/curriculum that will be available to all students with expectations for both advisors and students that incorporates career advising as well; use feedback from POS surveys to improve advising experiences - evaluate the existing data from the POS pilot to determine average scores. Work with practicing advisors to set a motivational (but not unachievable) goal for improvement as well as a timeline for measuring the achievements.; pilot scheduling software for advising appointments; Create Advising Portal for students with relevant information.	increase in satisfaction of advisors; increase in student satisfaction with advising; decrease in advising complaints
<b>H) 3-5 Key Campus-Wide Student Learning Outcomes for Academic Advising for 2015-16</b>	<b>Descriptions of strategies for moving students toward these learning outcomes</b>	<b>Key Performance Indicators for these learning outcomes</b> <i>(we will know students have learned if ...)</i>
All students will know who their assigned academic advisor is.	Registrar and academic units will work to make sure that all students are assigned an academic advisor; Process to assign an advisor when admitted will be developed; Advising Portal will provide information to students on how to determine who their academic advisor is; New Student Orientation will include information on finding your academic advisor	They are able to indicate who their advisor is and/or how to find out who their advisor is and contact them as needed.
All First year students will meet with an advisor prior to registration	Academic Holds will be placed on all incoming students to be lifted after their advising appointments; Students will not leave NSO without have met with an advisor and registered	Data from admissions should be able to show success on both components of this goal

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All students will be provided with information that address some of the more common advising questions.	Develop a central advising website with links to it from each academic unit's home page	If students report being able to easily get information to Frequently Asked Questions.

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**Please submit this report *electronically* to Rebecca Torstrick ([rtorstri@iu.edu](mailto:rtorstri@iu.edu)) in the Office of the Vice President for University Academic Affairs by 9/1/2015. You may also submit a campus report (if available) to be included in the appendix of the combined campus report.**