

Advising Department Retention Outline

DEPARTMENT	ADVISING
AUDIENCE	MIAD CommUnity
PARTNERSHIPS	DoA, DoS, VPAA & FLSECH ¹ (*Fantastic 4)

1. Reviewing the direction of advising: advising logic, advisor and student behavior(s), and theories

1.A Advising Logic

- Create a holistic and inclusive institutional environment through advising model alignment
- Assist students seeing the world as a learning environment through thought, design, and expression
- Provide the *why* and tools for experiences and positive decision making that impacts academics, professional development, and purpose of students
- Support the learning and teaching of those serving as advisors:
 - o Understand nuances of those students served
 - o Understand and activate the *how* of ally-ship so students can feel empowered and compelled to lead

Understand that an advisor's best practice can be duplicated to impact the MIAD as well as other institutions

1.B Advisor and Student Behavior(s)

AWBAT= Advisor(s) will be able to

AWBAT: Understand and implement *holistic* and *cognitive information processing* theories into advising conversations to support students being self-regulated learners

AWBAT: Understand and support students through the uniform use of electronic advising notes to increase retention

AWBAT: Use provided tools that support students through approach, teaching, and programs impacting professional development and learning

SWBAT= Student(s) will be able to

SWBAT: Be reflective and aware of factors and solutions that impact their retention at MIAD institution (i.e. attendance, behavior, course performance)

SWBAT: Activate purpose through opportunities that support thought, design, and expression

¹ *Fantastic 4

DoA= Director of Advising

VPAA= VP of Academic Affairs

DoS= Dean of Students

FLSECH= Faculty Senate Chair



1.C Theories

Academic Advising Theory

Holistic Advising

A developmental process that focuses on the “whole” student. It requires advisors to effectively communicate with students in assessing their personal and vocational goals by encouraging students to take responsibility for their own progress and success. Holistic advisors act as teachers and mentors. Holistic advising also takes into consideration all the complexities of the person

Career Advising Theory

Cognitive Information Processing (CIP)

Self-Knowledge + Occupational Knowledge= Appropriate Choices

2. Reviewing the programmatic platforms of advising. Overview of programs the advising budget supports

2.A Platforms of Advising

- Professional Development
- Academic Programs
- Multicultural Programs
- Conferences

2.B Overview of Programs the Advising Budget Supports

Professional Development + Training

CommUnity in DIGNITY SERIES (4)- Dr. Monique Liston

Academic Programs

30 MINUTE SWEAT (4)

- Faculty/Student Service interaction with Students over common hour

ALD TACO TALKS

DECLARATION DAY

PRE-REGISTRATION INFO SESSIONS

ADVISING WEEK (6)

4 WEEK REPORTS

REGISTRATION ADVISING

CAREER ADVISING

Multicultural Programs

- NATIVE SON-NOVEMBER-NATIVE AMERICAN HISTORY
- UMOJA CELEBRATION- DECEMBER
- MILWAUKEE OTHERS-FEB- BLACK HISTORY
- I'M NOT YOUR BABY-MARCH-WOMEN'S HISTORY
- MILK N' COOKIES-APRIL-LGBTQ RIGHTS
- SERVICE DAY (MIAD DEFINES)

Conferences

ALD CONFERNECE

2 STUDENTS, 1 COORDINATOR

COMMUNITY CONFERENCE

6 STUDENTS, 1 FACULTY, 1 STUDENT SERVICE MEMBERS, DOA

WACADA MEMBERSHIP + %OF TRAVEL EXPENSE FOR ATTENDANCE

1 FACULTY, 1 STUDENT SERVICE MEMBER, DOA

3. Reviewing recommendations and resolves for feasibility suggested by advising office and campus partners

3.A Advising Office

Recommendations

1. **Make advising notations available to all advisors-** Currently, if a student switches to another advisor(s), their file is lost and students are charged with the responsibility to recreate the relationship previously built with an advisor. By making advising notes available to all advisors, if a student meets with any advisor, they are able to reinforce the layering support and retention of the student.
 - **What's An Advising Note:**
 - **Email follow up related to academics, time-management planning, LRC referral**
 - **Notation/ email about missed appointments**
 - **Academic Success Planning and Check-ins**
 - **CSI**
 - **4 Week Reports- Advising Session Notes**
 - **Midterm Reports-Advising Session Notes**
 - **Declaration forms/change forms**

To make this initiative feasible, DoA will create a guide, present at convocation(s); DoA will create files of students; work with Registrar for uploading CSI; create an Advisor Committee comprised of (***Fantastic 4**) with additional faculty and staff members who will meet quarterly to review for ethics and FERPA, and pass training along to faculty and student service members.

2. **Ensure uniformity of training and development around advising (theor(ies), implementation, student advocacy, student behavior)-** Acknowledging the gaps in advising to create cohesion, the advising office will work to create clarity, learning, and support for advising implementation through Faculty Leadership, Faculty Senate, Student Service meeting spaces as well as individual department meetings and 1:1 follow ups.
 - **Administrative Uniformity for Advising**
 - Multicultural Competency
 - Collaborative Learning Schedule- PD Learning Sessions
 - Advising Week
 - Pre-Registration Info Sessions
 - WACADA

To make this initiative feasible, the ***Fantastic 4** need agreement to show a united front for creating time within meeting spaces for mandatory representation at Collaborative Learning sessions, Pre-Registration Info Sessions, and Multicultural Competency training. Currently, there is a need to have 2.5 hours (5 hours total) in the afternoon of Convocation(s) for advisor training, 5.5 hours dedicated throughout the year for multicultural competency training, 10 hours for collaborative learning sessions (Fall/Spring included), and 4 Hours for Pre-Registration Info Sessions (Fall/Spring).

3. **Make advising performance part of annual reviews for all faculty and staff who assume the role of advisor-** Currently, advising is not a factor in performance review or professional development, yet the institution offers training without being able to have a formalized system for tracking advisor improvement and process.
 - **Advisor Performance Evaluations should include:**
 - Hybrid of this appraisal for advisors:
https://advising.wisc.edu/facstaff/sites/default/files/files/Advisor%20Performance%20Evaluation%20Form_2016.pdf
 - Appraisal should be done through DoA and filtered by DoS and VPAA for professional development and advisor improvement management
4. **Provide advising training opportunity during faculty and staff orientation before classes start-** To make feasible, workshops can be formulated as a half-day experience to prepare faculty and student service participants before the beginning of Fall Orientation *that is mandatory*.
 - Location will be hosted off campus to insert both a different space for learning but also insertion within the community.

By providing space before classes start in the fall for training both faculty and staff have the ability to:

- Review and anticipate the student mindset of populations coming into MIAD vs. the mindset of students who are already present
 - Create space for reviewing expectations of New Student Orientation
 - Create a learning half day for advisors to learn from each other as well as outside entities that can enhance advising conversations and techniques
5. **Resume AACAR-** See *attachment*; however, to make AACAR feasible, ***Fantastic 4** needs to work cooperatively to create validation of returning to AACAR as a vehicle for *supporting established initiatives*. AACAR members would meet monthly; serve as supporting members of Collaborative Learning sessions and *required* WACADA membership attendees.