Advisors' Retreat

October 25, 2012
8:30am-5pm

Goals

Work together to:

1) Understand academic advising as learning
2) Develop Vision & Values Statement
3) Revise Advisor Manual
4) Further develop Assessment Plan
5) Identify Activities that support student learning and inform Assessment Plan
6) Plan for special projects and activities that support student development
7) Draft a plan for social media usage and website revisions.

Agenda

8:30-9am	Welcome & Breakfast
9-10am	Academic Advising as Learning 10 Principles of academic advising Review Mission Statement What is our Vision for academic advising? What are the values that inform our academic advising? What are the goals that guide our work?
10am-12pm	Assessment Plan for Student Learning What are the focus areas in academic advising? What should students be learning through their academic advising experience? What encompasses the academic advising? What activities support what students are learning?
12-1pm	Lunch
1-2:30pm	Getting Connected! What social media tools are useful for connecting with students? How will we use these tools? What would our ideal website look like? What should be on the homepage? What additional pages should be incorporated?
2:30-3:15	Advising Manual Revision What should be changed, added, removed?
3:15-3:30	Break
3:30-5pm	Planning for winter & spring How can we support special projects (i.e. mentorship)? What are key planning events?

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Retreat Agenda

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10 Principles of Academic Advising as Learning

1) Academic advising should facilitate student learning about the mission of the college.
2) Academic advising should facilitate student learning of both lower- and higher-order thinking skills.
3) Academic advising should facilitate student learning about the means of achieving the goals imbedded in the institution's mission statement and closely related documents.
4) Academic advisors should view students as actively constructing their understanding of the mission of the institution, including concepts like becoming responsible citizens, liberally educated persons, and critical thinkers.
5) Academic advising should incorporate knowledge about how the individual student learns.

10 Principles of Academic Advising as Learning

6) Academic advising should consider how the social context affects the learner's understanding of the meaning of education.
7) Academic advisors must recognize that the possibilities for learning are influenced by the advisees' preexisting concepts and background knowledge.
8) Academic advising must be a dialogue in which the learner has the opportunity to express, justify, and discuss individual goals and ideas.
9) Academic advising must be a dialogue in which the academic advisor guides the learner
10) Academic advising must guide students so that they recognize and benefit from anomalies, disturbances, errors, and contradictions.

NWIC Initiatives

- Achieving the Dream
- First Year Experience (Gates)

Achieving the Dream is

- A Student centered model of institutional improvement is focused on creating a culture of evidence in which data and inquiry drive broad-based institutional efforts in close achievement gaps and improve student outcomes overall.
- Based on the premise that to improve student success on a substantial scale, colleges need to fundamentally change the way they operate.

ATD Values

Achieving the Dream was founded upon three values which continue to guide every aspect of Achieving the Dream, Inc., including all external programming and internal operations.

- *Student-Centered Vision*
- *Equity and Excellence*
- *Culture of Inquiry, Evidence, and Accountability*

ATD Goals

Achieving the dream seeks to help more students earn postsecondary credentials, including occupational certificates and degrees. Helps to improve the rates at which students:

- Successfully complete remedial or developmental instruction and advance to credit-bearing courses.
- Enroll in and successfully complete the initial college-level or gatekeeper courses in subjects such as Math and English.
- Complete the courses they take with grade of C or better
- Persist from one term to the next
- Earn a certificate or associate degree

First Year Experience (Gates)

- **Goal**– Increase student retention, enhance student self-awareness and connections to their identity

First Year Experience (Gates)

- Action Item 1 – Implement commitment to student success themes; identity, engagement, leadership and achievement within HMDV 110 as well as English and Math developmental courses.
- Action Item 2 – provide a safety net for students by meeting weekly to discuss student progress as it relates to succeeding academically in identified courses so faculty can intervene as quickly and appropriately as possible.
- Action Item 3 – Increase connection of student cohort to each other, their faculty, and staff
- Action Item 4 –Determine how involvement in service learning impacts success and persistence

Advising Mission

- Northwest Indian College Advising offers holistic and student-centered guidance, empowering students with practical knowledge and skills to support cultural identity, academic success, self-determination, and personal growth.

Developing a Values Statement

Example:
The advising program at NWIC supports the development of advising partnerships, where academic advisors serve as guides to support student development. It views the student experience as a holistic one that includes both in-class and out-of-class experiences.

Developing a Vision Statement

Example:

The academic advising program at NWIC aspires to set the standard for academic advising within the university and region.

OSU Vision Statement

Oregon State University aspires to be recognized nationally for excellence in academic advising among land grant institutions.

OSU Advising Example

Vision Statement

- Oregon State University aspires to be recognized nationally for excellence in academic advising among land grant institutions.

Mission Statement

- Oregon State University academic advising is a teaching and learning process dedicated to student success. Academic advising engages students in developing a plan to realize their educational, career and life goals.

OSU Advising Example

Values Statement

- The values associated with OSU advising are closely aligned with the stated values of the university.
- Accountability: We are committed to providing timely, accurate, and intentional advising.
- Diversity: We honor the unique nature and interests of each student. Advising services and delivery methods will be shaped to fit the diverse needs of our campus populations.
- Respect: We seek to establish a reciprocal relationship with students based on an ethic of care and shared responsibility.
- Social Responsibility: We foster a culture of independent thinking and global awareness so that students make informed, socially responsible choices consistent with their academic, career and life goals.
- Integrity: We seek to engage students in a fair and professional process of meaningful self-reflection and authentic inquiry.

OSU Advising Example

Goals Statement

OSU academic advising reflects the institutional goal of excellence in teaching and learning that is focused on student success. We will...

- Continually assist students in understanding the nature, purpose and potential of higher education.
- Ensure that students have access to knowledgeable and informed advisors who demonstrate care and respect.
- Mentor students as they explore and clarify their values and educational and life goals.
- Provide accurate information about educational opportunities, requirements, policies and procedures.
- Collaborate with students on the development and implementation of academic plans and educational experiences congruent with the student's interests and abilities.
- Communicate regularly with students to monitor and evaluate their educational progress.
- Teach students to utilize university resources to maximize their unique educational and personal potential.
- Improve University-wide academic advising via an ongoing assessment program

Assessment Planning

Why do assessment of Academic Advising?

- Developing consensus around our collective understandings of academic advising and expectations of student learning;
- Gathering evidence so we can understand student learning and the delivery of academic advising; and
- Using evidence to support improvements in the advising process that will contribute to improvements in student learning.

What do we assess in academic advising?

- Student learning
- Advising process

Programmatic Outcomes
For Students: What we expect students to *demonstrate* they know, are able to do, and value/appreciate as a result of participating in academic advising experience.

Learning Outcomes
What we expect students and academic advisors to know, be able to do, and value/appreciate as a result of participating in academic advising.

Types of assessments

- Formative
- Summative