

UNI Academic Advising Events/Program Outcomes  
5/23/2007 Review of Advising

Preview Day Presentation Outcomes:

1. Being a deciding major is a viable major at the University and that students who come to UNI will have access to resources to assist them in finding a major.
2. Students learn that there is a process to discovering majors and careers.
3. To identify the office at UNI that facilitates student transitions (entering students, students deciding on a major, students changing majors).
4. Guests will understand the role of advisors in AACCS.
5. Guests learn about how AA supports the career development process from Orientation to Graduation including events and resources they can access along the way.

New Student Orientation Advising (2007)

1. Students will be able to identify components of their degree – major courses, liberal arts core courses, electives.
2. Students will be advised into beginning major courses appropriate to their initial preference of major and academic preparedness.
3. Students will be advised into appropriate Liberal Arts Core courses appropriate to personal context and connections (interests, background, preparation).
4. New students will discuss with Summer Orientation Staff of the differences between high school and university academic culture and will begin to conceptualize the steps he/she will take to make the transition to college successful.
5. Students will be able to identify university resources that promote personal growth, social contacts and will initiate meaningful contacts with advisors, campus departments and student resources.
6. Students will understand their responsibility in their academic life and the process of becoming an autonomous and independent. This is achieved through the experiences of building a schedule, using scheduling resources, meeting with an advisor and self-registration.

Weekly Email Communications to Advisees (Bi-weekly)

1. Students will receive a series of biweekly email topics addressing a progression of transitional and career development topics.
2. Students will gain contextual background in the topic in the form of a student “testimonial”.
3. Students will learn practical tips for applying the skill or to learn more about the subject.
4. Students will get information about how to access their advisor and invitations to process the information with an advisor.

### Career Decision Making Class Outcomes

1. Understand career development as a lifelong process.
2. Develop the ability to make a well-thought-out career decision and choice of an appropriate college major.
3. Expand awareness of personal characteristics, interests, and abilities as a basis for career exploration and decision making, as well as being able to communicate (verbally and in writing) an understanding of self.
4. Consider issues of life mission, personal values, family life, and desired lifestyle as they relate to career choices.
5. Locate, evaluate and use career information resources for career exploration and decision-making.
6. Increase knowledge of available majors, careers and career paths.
7. Integrate knowledge of self with knowledge of careers in narrowing career decisions.
8. Identify action steps to strengthen/benefit the accomplishment of career-related goals and decision-making.
9. Define appropriate goals for the decision making process and demonstrate progress toward achieving those goals.

### 2007 Peer Academic Advisors in Residence (PAIRs)

1. Residents will receive assistance with transition to UNI issues:
  - a. Residents will know and use web resources to increase knowledge of their intended or prospective majors, minors and certificates and will work with their assigned advisor to create an appropriate plan for a degree.
  - b. Residents will know how to find out-of-class involvement options related to their interests and explore the value these add to their education.
  - c. Residents will adjust to university academic expectations including knowing how to set personal goals for academics and exposed to various strategies for successfully meeting academic expectations. Residents will be encouraged to meet their goals and making the transitions.
2. Students visiting AACS or visiting the PAIR in their residence hall will be given advise on Liberal Arts Core courses and registration procedures and processes from a student perspective before meeting with a professional or assigned advisor.

### Meet and Greet Advisor/Advisee Meetings – Second Week of Class

1. Participants will be introduced to Advising Expectations for semester (Academic Advising Office)
2. Participants will be able to describe how Academic Advising advisors can help them.
3. Participants will understand the partnership of Advisor/Advisee and the responsibilities we have with each other.
4. Students will receive a calendar of advising events and will understand the connections between each event, why they occur at a specific time and how events will benefit them. (Academics/Career Development/Scheduling)

5. Participants will learn about the opportunities in being a deciding student, the process of deciding a major and how the advising process works for Deciding Majors.
6. Participants will participate in an initial values exercise related to choosing a major/career and will realize the importance of reflection on their own values in decision making.
7. Participants will learn about academic resources that they can use in transitioning into college academics.
8. Participants will schedule an individual meeting with their assigned advisor to talk about academic transition and choice of major.

#### New Advisor Inservice (Faculty and Residence Life Coordinator) - September

1. Provide an understanding of the structure and types of advising that is performed at the University of Northern Iowa.
2. Using a scenario-based format, provide a foundation of knowledge and varied resources for faculty/staff advisors to:
  - a. Conduct an interactive and effective advising meeting
  - b. Understand the requirements of a degree – specifically the Liberal Arts Core
  - c. Read a degree audit
  - d. Assist students with the processes and procedures associated with advising and course registration
  - e. Provide students with appropriate resources for academic and career related questions and information needs
  - f. Discuss issues related to academic standing and student academic success
  - g. Make effective referrals and utilize diverse resources on campus to facilitate advising/scheduling as well as personal issues of concern.

#### Exploring Majors and Student Activities Fair – October

1. Departments will gather in central location to share expertise about their majors, minors, certificates, programs, and student organization information in order to inform students and promote their programs and make initial personal connections to students.
2. Students will become aware of various curricular and co-curricular programs and opportunities that UNI has to offer and make initial personal connections to program representatives.
3. Students will learn strategies and questions to ask to explore curricular options.

### Individual Appointments with Advisor

Students will understand:

1. The college advising process and the role of an academic advisor.
2. How and when they will be advised in the future (major/career exploration, preregistration, etc.).
3. How to read their degree audit.
4. Understand Liberal Arts Core requirements.
5. How to use basic UNI informational resources: Academic Advising website, Plan of Study website, students' MyUNIverse website (for billing, registration, etc.).
6. Understand individual major admission requirements when the major is discussed.

### Outcomes for Individual Appointments with students in Academic Difficulty

1. Students will learn how to assess the causes of academic difficulty using the Student Success Assessment form.
2. Students will identify action steps and resources to begin to remediate their situation.
3. Students will learn how to make appropriate connections with referrals to university programs and resources.
4. Students will learn how to calculate their GPA and understand the university policy on warning and probation status.
5. Students will set realistic goals and discuss in detail the steps to reach those goals.

### Minors/Certificate Presentation to the Career Decision Making and the Strategies for Academic Success courses

Students will understand:

1. The difference between a minor and a certificate.
2. How to explore minors and certificates at UNI.
3. How to connect interests and talents with ways to develop skills in these areas.
4. The advantages of using minors and certificates to develop interests and talents:
  - a. enhancements to major
  - b. creativity with degree
  - c. build an individualized coherent program

### Pre-Registration Walk-ins – November/December

When you leave today, you should:

1. Understand the degree components, how to read your degree audit, and the declaration process.
2. Understand the resources you will use for registration: MyUNIverse, Schedule of Classes, First-Year Handbook
3. Have your schedule plan approved by your advisor that is based on your degree audit and current educational goals. The advisor will remove your advising hold.
4. Be aware of possible next steps in selecting your major. You will have scheduled a follow up appointment if you need advising in this area.