

**University of Central Arkansas**  
**Best Practices in Academic Advising Report**

Written By

**Faculty Senate--Academic Affairs Subcommittee**

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and

UCA Faculty Senate

*While all colleges educators need to focus attention on helping students recognize and achieve the larger outcomes of higher education, academic advisors are in a strategic position to engage students in thinking about the larger purposes of their education.”*  
(White & Schulenberg, *About Campus*, 2012)

## **Background and Problem**

For several semesters, complaints have been received about academic advising at the University of Central Arkansas (UCA). After given the charge and through several informal conversations with constituents and students, the Faculty Senate Academic Affairs subcommittee identified a variety of issues:

- Systems like Banner and Degree Works are used for various purposes in the advising process and require unique training. Additionally, faculty have concerns about the inability to track advising comments posted between the systems.
- A lack of confidence exists about the accuracy of Degree Works, based on repeated experiences with its failure to provide accurate assessments of students' progress through their degree programs. Students would apply for graduation only to discover that they still needed to take classes.
- Rather than offering additional training sessions for faculty advisors, UCA needs to assign a specific person who can answer advising-related questions and who can be readily available.
- Students need to become more responsible in identifying available resources and keeping track of deadlines and progress through their programs of study.
- Coordination is lacking between advising center staff and departmental advisors, causing delays in and errors with tracking students' progress through programs of study.
- Career advising seems disconnected or absent from the overall advising process.
- The graduation application process is cumbersome, inefficient, and ineffective.
- Too many advisees are assigned for some faculty, and
- Few incentives exist for faculty members to prioritize advising or improve their effectiveness as advisors.

## **Purpose**

Given the growing and consistent number of expressed concerns regarding student advising, Faculty Senate's Academic Affairs subcommittee received three formal charges. These charges include:

1. Identify advising best practices,
2. Evaluate peer and aspirant institutions for faculty advising training, and advising structures, and
3. Review graduation application process and explore a 30, 60, 90 degree audit trail.

## **Methodology**

In order to address the charges from the Faculty Senate President, AAC completed the following activities:

1. Conducted a review of best practices identified in the literature;
2. Completed a review of first and second year retention rates of peer and aspirant institutions;
3. Conducted a review of best practices in advising procedures and structures with aspirant institutions;
4. Held meetings with Kurt Boniecki, Associate Provost for Instructional Support, and Leigh Ann DenHartog, Director of Academic Advising to learn of current advising structures and procedures and of dialogue occurring with other UCA groups regarding advising;
5. Compiled concerns and possible solutions from constituents from various colleges and departments across the UCA Campus;
6. Developed a survey in conjunction with Brandon Combs in the UCA Office of Assessment. The survey was distributed to university faculty (and staff) to gather information regarding perspectives of academic advising practices and procedures (41% return rate); Analyzed data from faculty survey;
7. Make recommendations.

The final stage is to complete and present the report.

### **Charge 1: Identify Best Practices**

To address best practices, the committee gathered information from a review of literature pertinent to advising. To grasp how these best practices identified in the literature compared with UCA structures and practice, interviews and a faculty survey were used to gather data relevant to current advising practices and perceived ideal advising practices among UCA faculty. We wanted to know how UCA fared in regards to what known from scholarship, what is commonly used at UCA, and what advising practices are preferred by its faculty.

#### **Administrative/Prescriptive Advising and Development Advising**

The committee learned that, according to the literature, advising can be divided primarily into two overall categories: (a) administrative/prescriptive advising and (b) developmental advising. Administrative/prescriptive advising practices focus on traditional advising activities such as course registration, paperwork for add/drop of courses, and graduation audits/applications. Administrative advising follows an expert/novice model. The instructor imparts answers and directives to the student; the student takes this prescribed information and follows it (Crookston, 1994; King, 2005; NACADA, 2006).

Development advising, in contrast to administrative/prescriptive advising, draws from student development theories (Crookston, 1994), from Chickering's model in particular, to develop student competence, autonomy, and purpose (Chickering, 1969). For the student, this looks like exploration of vocational and life goals. We discovered that the literature supports not an "either/or" approach but an "and/or" approach--that effective advising requires the blend of both

administrative and developmental approaches, enlisting the use of professional academic advisors and that of the engaged faculty member (Crookston, 1994; O’Banion, 1994). The trick for institutions is that personnel must fit their respective advising roles to offer students a more holistic and effective advising practice. As noted in the literature, professional advisors should be focused on the administrative responsibilities of scheduling classes, course selection, and graduation audits and applications. Faculty, assuming the role of mentor, serve roles as teacher and guide—assisting students with professional knowledge, personal growth and the interconnections between decisions of program choice and life aspirations (Winston, Miller, Ender, Grites, & Associates, 1984). Developmental advising also includes faculty involvement with student research and service-learning projects. Furthermore, Appleby (2001) contends that developmental advising forms the dynamic interchange between faculty and student, producing an enthused intellectual curiosity and personal growth.

### Faculty Roles and Perceptions

To acquire how faculty perceive advising and perform as advisors (see Table 1), a survey was distributed to 550 faculty, with a response rate of 41%. Based upon the reported data from the UCA Office of Assessment (Combs, 2018), we present the following ranking of how faculty currently spend most of their time and how they would ideally spend their time and we note this difference in Table 1 below.

*Table 1: Spending time with students (percentages based on findings from the 2018 Advising Best Practices Survey and presented by UCA Office of Assessment (Combs, 2018))*

Rank Order	Current Most Use of Time	Rank Order	Ideal Most Use of Time
1	Understanding Program Requirements/knowledge (70%)	1	Professional Knowledge/Development (64%)
2	Assist students with using Degree Works and/or with Course Registration (64%)	2	Career Advice (60%)
3	UCA Core program degree requirements (37%)	3	Understanding Program Knowledge/Requirements (54%)
4	Graduation Audits (30%)	4	Degree Works/Course registration (35%)
5	Career Advice (28%)	5	Research Projects (30%)
6	Professional Knowledge/Development (25%)	6	Understanding UCA Core (16.4%)
7	Add/Drop Procedures (23%)	7	Locating Available Resources (15.8%)
8	Research Projects (13%)	8	Service- learning projects (10%)
9	Locate Available Resources (6%)	9	Graduation Audits/Requirements (8%)
10	Service learning Projects (3%)	10	Add/Drop Procedures (7%)

Findings from the data demonstrate that faculty currently spend most of their time engaged in administrative advising activities (Crookston, 1994; NACADA, 2006), such as 1) assisting students with understanding program requirements/knowledge, 2) assisting students with Degree Works and/or course registration, 3) assisting students in understanding the UCA core and program degree requirements, 4) assisting students with graduation audits/application, and 5) assisting students with career advice. When asked how faculty would ideally like to spend their time advising students, they indicated preferences related to developmental advising activities (Crookston, 1994; King, 2005) which included: 1) assisting students with professional knowledge and development, 2) assisting students with career advice, 3) assisting students with understanding program requirements/knowledge, 4) assisting students with using degree works and/or course registration, and 5) assisting students with research projects. Results of the survey demonstrate that faculty would prefer to spend more time engaged in developmental advising activities and less time engaged in administrative advising activities. Faculty perception of ideal time being spent on developmental advising activities mimics that which is reported in the literature (Appleby, 2001; Winston, et al, 1995) and it is these types of advising activities that have been related to student engagement (Appleby, 2001) and retention (Drake, 2011).

Faculty were also asked to provide qualitative data regarding their perceived role in academic advising. Specifically they were asked, “What do you believe the role of the faculty should be in academic advising?” Responses were categorized into administrative advising or developmental advising statements based on keys words and or statements found in the literature (e.g. “Help them with their schedule” - administrative advising; “Be a model and mentor for student success” - developmental advising) that identified differences between administrative advising verses developmental advising. The majority of the responses indicated that their perceived role as an academic advisor should focus more on developmental advising and less on administrative advising. These qualitative results also mimic findings from previous work (Appleby, 2001; King, 2005) and also reflect quantitative findings from the present study. Qualitative data presented below reflect faculty perspectives (Office of Assessment, Combs, 2018):

*“We should provide advice on careers, and things that help students be better students, and better professionals upon graduation.”*

*“Understanding where our program fits into the world and with the academic and career goals and being able to help them develop professionally and gain experience through assisting them.”*

*“To be a model and a mentor for the student’s success. To help them with course planning, yes, but more importantly, to show them where they can go with their degree.”*

*“The entire package - listening to them and helping them plan for their future both in the classroom and in other activities.”*

*“Talking about the field, about careers, about electives that fit the student better than others. Faculty should have NOTHING to do with giving students degree requirements. I was SHOCKED when I came to this institution and found that we were expected to interpret the student undergraduate bulletin for them. I have not seen this in any other institution of higher learning.”*

*“The role of the faculty is to help the student grow professionally, especially the graduate faculty.”*

### **Recommendations**

Given the assessment of best practices from the literature and field and the survey of faculty roles and perceptions, the committee makes the following recommendations:

1. Investigate an effective advising model for the institution, and
2. Consider realigning advising practices with the appropriate personnel when professional advisors handle the majority of administrative advising responsibilities, while faculty engage with students as professional guides and instructional mentors.

### **Charge 2: Best Practices from Peer and Aspirant Institutions**

Because the literature points out that solid academic advising is correlated with student persistence (Drake, 2011; Lopez Yanez, Clayton, & Thompson, 1988), we identified which of our peer and aspirant institutions had strong first year (fall 1 to fall 2) and second year (fall 1 to fall 3) retention rates. We then pulled information from these institutions in regards to those retention rates and discussions of their advising structures and practices (see Appendix A). Members of the committee also had telephone conversations with personnel from a sample of our peer and aspirant institutions and more specific practices were described. These practices include:

- Career advising training for freshman advisors;
- Career advising and advising center are in close proximity of each other;
- Metamajor system—no declared majors until 30 hour point;
- Metamajor career counseling sessions held within Colleges--not within a major;
- Change faculty advisor language to faculty mentor;
- Move to a standardized system of central advising, department/program advising, and faculty mentor.
- Career exploration centers in general advising area
- Grand Finish! Incentives (bonuses for completing coursework earlier)

Appendix A outlines retention rates and advising information of selected peer and aspirant institutions.

### **Recommendations**

Given the assessment of best advising structures and practices of our peer and aspirant institutions and in consideration of research connecting solid advising with retention rates and given the retention rates at UCA—notably the loss of first-time, full-time students between sophomore and junior years, we recommend the following:

1. Investigate the potential link between junior student persistence with different advising structures (i.e., administrative versus development), and

2. Site visits to peer and aspirant institutions to examine their link between higher retention rates and their advising structures and practices.

### **Charge 3: Graduation Application Process**

Given the meeting Subcommittee members held with Kurt Boniecki, Associate Provost of Instructional Support, and Leigh Ann DenHartog, Director of Academic Advising, the committee learned that the 30, 60, 90 graduation degree audit process was under review and probable adoption. Presently degree audits are done prior to the last year of school to prepare students for graduation. Under the 30-60-90 degree audit process, the student would automatically be audited at each of the three intervals to review the student's coursework for appropriateness toward degree progress and completion. Graduation application would be done closer to completion of all required coursework and not one year in advance as done presently. This audit trail is currently practiced by Appalachian State and is done by Grand Valley, but is less formal in application.

### **Recommendations**

After a review of this process, the committee recommends the following:

1. Align 30-60-90 degree audits within the advising structure of those who complete administrative advising tasks. As noted in the literature (Appleby, 2001; Crookston, 1994; King, 2005), and supported by the preferences of UCA faculty (UCA Office of Assessment, Combs, 2018), degree audits and applications are a misuse of faculty mentors and their expertise.

### **Conclusion**

Academic advisors have a broad range of responsibilities and tasks that cover both administrative and developmental advising. Some faculty have extremely high advising loads, which requires a greater focus on administrative advising activities, limiting time for developmental advising. Students excel when advisors are able and available to assist with things like scheduling of courses, degree audits, aligning career choices with life goals and receiving feedback and direction from faculty who serve as mentors through the overall advising process. Solid advising practices are aligned with student persistence (Drake, 2011). Development advising activities, those best guided by faculty, are strongly linked to second year retention. Given constituents' continual concerns regarding academic advising and the noted disparity between UCA structures, practices, and faculty perceptions and preferences, the Faculty Senate Academic Affairs subcommittee recommends UCA move toward a clearer realignment of advising responsibilities for academic advisors and faculty mentors/advisors.

## References

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Combs, B. (2018). *Faculty Senate: Academic Advising Survey Results*. Unpublished Manuscript, Office of Assessment. University of Central Arkansas, Conway, Arkansas.

Crookston, B. B. (1994). A developmental view of academic advising as teaching: Must it be one or the other. *NACADA Journal*, 14(2), 76-79.

Drake, J. (2011, July-August). The role of academic advising in student retention and persistence. *About Campus*, 8-12.

King, M. C. (2005). Developmental academic advising. Retrieved from <http://www.nacada.ksu.edu/tabid/3318/articleType/ArticleView/articleId/264/article.aspx>

O'Banion, T. (1994). An academic advising model. *NACADA Journal*, 14(2), 10-16.

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## Appendix A

### Retention and Graduation Rates at UCA Peer and Aspirant Institutions, and Advising Website Homepages

Retention, graduation, and transfer results are from college results.org, last updated spring 2016. The most recent data is for the 2013-2014 academic year. This site was easier to navigate and compile than the federal College Navigator site or individual college/university sites, and presumably provided uniform information across institutions.

Searching for advising websites at institutions' websites yields different results. A simple search for "advising" can lead to advice for incoming or current students, can lead to a centralized advising center, or provide links to individual programs'/departments'/colleges' advisors. We have provided the basic greeting text and/or mission statement for a central advising center when possible. For the most part, we have not analyzed the site or the services provided. **(Note: all following information was extracted directly from peer and aspirant websites and does not reflect any original work for the AAC Subcommittee members.)**

#### University of Central Arkansas

First-year retention rate	70%
Four-year graduation rate	21.4%
Five-year graduation rate	36.4%
Six-year graduation rate	41.6%
% of students who transfer out	18.2%

Welcome to the University of Central Arkansas! We hope that your 2017-2018 school year is filled with joy, excitement, and yes, good grades! If you have any questions regarding your academics please contact your personal academic advisor.

### UCA PEER INSTITUTIONS

#### Arkansas State University – Main Campus

First-year retention rate	73%
Four-year graduation rate	20.2%
Five-year graduation rate	32.0%
Six-year graduation rate	37.2%
% of students who transfer out	34.4%

<https://www.astate.edu/college/university-college/advising-center>

The primary mission of Wilson Advising Center is to work collaboratively with the campus community to provide a quality academic advising experience for both students and faculty of Arkansas State University. While we serve as the primary advisors for more than 1,000 students who are still deciding on a major, we also offer a variety of other services including: instructional opportunities and intrusive advising for students in academic distress, guidance for students transferring to our University and advisor training for faculty.

### **University of West Georgia**

First-year retention rate	71%
Four-year graduation rate	16.0%
Five-year graduation rate	34.5%
Six-year graduation rate	40.8%
% of students who transfer out	22.1%

<https://www.westga.edu/student-services/advising>

The Advising Center supports students in their path to graduation via delivering information about advising and registration, providing appropriate course recommendations to keep students on track, and teaching students to use the tools for self-advisement the University of West Georgia offers. Additionally, the Advising Center's goal is to shorten the time to degree in accordance with UWG's Complete College Georgia Strategy 14 by actively monitoring the degree progress of its students and intervening for students who are off track for graduation in four to six years.

### **Valdosta State University**

First-year retention rate	69%
Four-year graduation rate	16.4%
Five-year graduation rate	33.4%
Six-year graduation rate	39.0%
% of students who transfer out	31.4%

<http://www.valdosta.edu/student/centralized-advising/>

Centralized Advising provides exceptional academic advising for first-year students who have earned less than 30 semester hours. It is a collaborative effort from our advising team, First-Year Programs, and our on-campus partners such as Career Opportunities and the Student Success Center to build lasting relationships with our students. We want to stimulate the vision of all they aspire to attain and empower students with the knowledge and resources that they need to reach their goals at Valdosta State University while on the path to success.

<http://www.valdosta.edu/academics/academic-affairs/advising/>

#### **Academic Advising**

At Valdosta State University, advising is a collaborative, mandatory process designed to help students succeed academically, develop an appropriate educational plan leading to graduation, focus on their life beyond the university, and play a responsible and proactive role in their own education. Advisors will assist students in decision-making by providing timely and accurate information, making appropriate referrals to campus resources, and encouraging students to use available technology.

### **Western Kentucky University**

First-year retention rate	72%
Four-year graduation rate	26.5%
Five-year graduation rate	44.3%
Six-year graduation rate	50.1%
% of students who transfer out	28.7%

<https://www.wku.edu/advising/>

Welcome to the Academic Advising & Retention Center's (AARC) website! AARC provides a wide range of academic services to undergraduate students. The Center coordinates academic advising activities among undergraduate colleges and academic departments for undergraduate students. At WKU academic advising is required for all associate and baccalaureate degree-seeking students until graduation. AARC advises all Exploratory/Generally Undecided students and helps these students plan for their potential major.

The mission of AARC is to provide students with the academic support necessary to achieve their academic goals. We provide advising, student success initiatives, and training on advising for faculty and staff. Please review our website and the many services provided by AARC, The Learning Center, and the Best Expectation Programs.

### **Northern Kentucky University**

First-year retention rate	67%
Four-year graduation rate	12.8%
Five-year graduation rate	30.9%
Six-year graduation rate	36.3%
% of students who transfer out	NA

Searching “advising” resulted in 3650 results...not sure which to follow.

### **Morehead State University**

First-year retention rate	69%
Four-year graduation rate	24.1%
Five-year graduation rate	40.1%
Six-year graduation rate	46.2%
% of students who transfer out	NA

<https://www.moreheadstate.edu/success/Advising>

MSU is committed to student success and academic advising is a crucial part of helping students succeed. As a student, you are assigned an academic advisor to provide guidance in your major, as well as career planning and placement.

Additionally, MSU has professional advising staff in each college to help you navigate your degree plan, course scheduling and other questions you may have.

### **University of Louisiana at Lafayette**

First-year retention rate	74%
Four-year graduation rate	14.5%
Five-year graduation rate	38.3%
Six-year graduation rate	48.4%
% of students who transfer out	NA

<https://studentsuccess.louisiana.edu/about-us/advising>

At the University of Louisiana at Lafayette, advising is a crucial component of keeping our students on track to graduation. Advisors assist students in course selection each semester and help them navigate through their college years. Prior to registration, an advising hold is placed on student accounts. This ensures that students and advisors connect at least once each semester. Advisors lift this hold after they have met with their students. Ideally, this system of regular meetings allows advisors and advisees to develop a mutually beneficial relationship during the student's time at the university.

[Also many individual program advising websites.]

### **Eastern Michigan University**

First-year retention rate	74%
Four-year graduation rate	12.4%
Five-year graduation rate	26.7%
Six-year graduation rate	36.5%
% of students who transfer out	NA

<https://www.emich.edu/uacdc/advising/index.php>

Excellence in the classroom starts here

EMU academic advisors can help guide your higher education in a number of important ways. Have questions about which major might be right for you? Want to learn more about degree requirements or coursework? Get answers to these and other questions by speaking with an advisor.

### **Minnesota State University – Mankato**

First-year retention rate	74%
Four-year graduation rate	22.3%
Five-year graduation rate	43.4%
Six-year graduation rate	50.1%
% of students who transfer out	33.7%

<http://www.mnsu.edu/academics/advising/>

Academic Advising is an important partnership between the student and their adviser. All successful advising relationships include careful planning, authentic communication, and personal responsibility. This website is a launching pad for students and advisers to build their relationship for success now and after graduation. Whether you are preparing for your overall academic journey or for your next academic advising appointment, the useful tools, links, and information found here, can help you begin to develop your own recipe for success. Click on the link to your College to learn more about your academic advising.

Academic advising is generally handled via the college and department of a student's major. Each of the colleges has a Student Relations Coordinator to assist students in this regard.

### **Appalachian State University**

First-year retention rate	87%
Four-year graduation rate	44.1%
Five-year graduation rate	66.3%
Six-year graduation rate	69.7%
% of students who transfer out	11.7%

<https://advising.appstate.edu/current-students>

Academic advising in college is not exactly like your experience with counseling in high school. Students and advisors together contribute to successful advising. You must take the initiative in contacting your college advisor and assuming the responsibility for your schedule of classes. As in any counseling relationship, what you discuss with your advisor is confidential information and is treated as such.

- You are very much in charge of the relationship with your academic advisor. While your advisor may contact you, it is up to you to use your advisor's services.
- Know a variety of ways to communicate with your advisor. Know your advisor's name, phone number, email address and office location.
- Introduce yourself when you call or visit. Your advisor may work with up to 400 students, so it is hard to recall names and details spontaneously. Even if you think your advisor knows you, giving your preferred first name and your last name is a polite and helpful gesture.
- Don't be shy about saying hello or introducing yourself when you see your advisor crossing campus, at a sports event, cultural performance, grocery store, or on the ski slopes.
- Start with your advisor when you are seeking help to solve problems that affect your academic performance. Be open and honest with your advisor.

The main goal of advising is your academic success. Your advisor is committed to that goal. However, you are responsible for your education. You need to decide what you want and learn the requirements that must be met to achieve your goal. Your advisor is just that, an advisor, and, as such, is an important resource for your academic success. Contact your advisor whenever you have questions or concerns.

### **William Paterson University of New Jersey**

First-year retention rate	75%
Four-year graduation rate	17.9%
Five-year graduation rate	42.6%
Six-year graduation rate	50.9%
% of students who transfer out	NA

<http://www.wpunj.edu/advisement-center/>

The Gloria S. Williams Advisement Center provides undergraduate students with information, guidance and support to create and implement an integrated educational plan. Advisement is an

essential part of the undergraduate educational experience. Students who work closely with an advisor, feel empowered and equipped to attain their academic goals.

At William Paterson University, advising is a shared responsibility between professional advisors (within the Center and Colleges), faculty advisors and students. Every student has an assigned professional advisor based on his or her major and students are assigned a faculty advisor after he or she is declared and has earned 30 credit hours. Every student is expected to take responsibility for their education and consider the advice given and ask questions.

Professional Advisors assist students with transitional issues and help them develop a plan for their collegiate experiences.

Faculty Advisors assist students with specific issues in their major/minor and help students understand industry expectations.

Advising Tools like WP Connect and soon to be Degree Works help students to understand their progress towards degree requirements and completion.

### **CUNY Lehman College**

First-year retention rate	81%
Four-year graduation rate	14.1%
Five-year graduation rate	30.7%
Six-year graduation rate	37.1%
% of students who transfer out	26.8%

<http://www.lehman.edu/academics/advising/index.php>

The Academic Information and Advisement Center - also known as Academic Standards and Evaluation - offers students help in many areas: choosing classes to meet general education requirements and reviewing those choices when it is time to perform a graduation check; dispensing information on academic policies that affect their grades and eligibility for either probation or graduate school; granting permission to take "excess" credits and/or credits at another college; helping to prepare appeals for (among other things) late or retroactive withdrawal from classes and appeals for readmission after being dropped for poor scholarship; and providing referrals to various academic programs and student services.

### **Academic Information and Advisement Center**

The Office of Academic Standards and Evaluation supports the College's mission by providing accurate and comprehensive one-on-one advisement to all undergraduate students. Academic advisors guide students' decisions in identifying their educational and personal goals as they progress toward the successful completion of their Baccalaureate degrees. The Office strives to uphold academic standards while enforcing the College's academic policies and procedures in a fair and equitable manner.

[Also advising in each department]

### **University of Central Oklahoma**

First-year retention rate	65%
Four-year graduation rate	12.2%
Five-year graduation rate	29.6%
Six-year graduation rate	37.3%
% of students who transfer out	30.8%

<https://sites.uco.edu/em/explore/academic-advisement/>  
Academic Advisement

If you are a new freshman student to UCO and have not yet signed up for Freshman Forge, please visit this link for more information: [New Broncho Orientation](#)  
Set your Advisement appointment now!

### **Middle Tennessee State University**

First-year retention rate	68%
Four-year graduation rate	19.9%
Five-year graduation rate	39.4%
Six-year graduation rate	46.2%
% of students who transfer out	16.8%

<http://www.mtsu.edu/advising/>

Academic Advising

Mission Statement

The mission of the MTSU academic advising process is to provide a quality, student-centered environment that promotes intellectual growth. This process is dedicated to fostering a collaborative and mentoring relationship among advisors, students and the university community. Students are encouraged to think logically, critically and creatively in order to assume ownership of their lifelong educational goals. Advisors guide students through a variety of support services that enable them to make a successful and holistic transition in the MTSU and global community.

Objective: To understand university, college and degree program policies and requirements.

Need to meet with an advisor?

Undecided majors will be advised by the advising staff from [University College](#) until solidifying a major of choice.

When students declare a major, the major department will assign a faculty advisor. Students may view their assigned advisor including contact information in their Pipeline/RaiderNet account. In the event that faculty advisors have not been assigned or are not available, students may also contact the college of their major to speak with a college advisor.

### **The University of Tennessee at Chattanooga**

NA

### **Texas A & M International University**

First-year retention rate	74%
Four-year graduation rate	19.9%
Five-year graduation rate	38.0%
Six-year graduation rate	45.4%
% of students who transfer out	NA

<https://www.utc.edu/center-advisement/>

Scheduling an Appointment

If you are enrolled as a first-year freshman or an undecided major and need to schedule an advisement appointment, please email your advisor. If you don't know who your advisor is or have general questions, please email us at advise@utc.edu.

During both the first week of term and freshmen registration (Nov. 13th through the 17th), our office will be on walk-ins only between 8:30am and 4pm to assist currently enrolled students.

#### Transfer Students

If you are a transfer student currently unassigned to an advisor or have general questions about the transfer process, you can check out our transfer page here or email us at transfer@utc.edu.

#### Walk-in Hours

For quick questions and concerns, we gladly see walk-ins every weekday from 9am to 4pm. Students needing to create a graduation plan, explore different majors, discuss results from the Focus II, or other in-depth advising concerns should email (see above) or call to schedule an appointment.

### UCA ASPIRANT INSTITUTIONS

#### San José State University

First-year retention rate	88%
Four-year graduation rate	9.5%
Five-year graduation rate	35.2%
Six-year graduation rate	51.6%
% of students who transfer out	3.9%

<http://www.sjsu.edu/advising/>

Has an “advising Hub.” Multiple resources brought together to help students through their academic journey at San Jose State University”

#### Central Connecticut State University

First-year retention rate	77%
Four-year graduation rate	21.5%
Five-year graduation rate	45.2%
Six-year graduation rate	52.4%
% of students who transfer out	NA

<http://www.ccsu.edu/advising/>

Academic advising is a collaborative process that assists you in the development of your educational plans and in the clarification of your career and life goals. Academic advising at CCSU is an on-going process. Advising is carried out in several ways, meeting in small groups with an advisor and other students at freshman orientation, meeting with an advisor in one of the school-based Advising Centers or Explore Central, or meeting individually with your faculty advisor.

Each student at CCSU is assigned at least one academic advisor whom they meet with on a regular basis. Academic advisors provide a personal relationship that is important and somewhat constant throughout your college career here at CCSU. Your advisor should be knowledgeable about your specific curriculum and program and will assist you in developing decision-making skills. Advisors will help you successfully negotiate the university system and will work with



you to set realistic goals. Together, you and your advisor will evaluate your progress toward your established goals and University expectations.

### **University of Northern Iowa**

First-year retention rate	83%
Four-year graduation rate	37.9%
Five-year graduation rate	61.0%
Six-year graduation rate	63.9%
% of students who transfer out	24.3%

<https://advising.uni.edu>

The Office of Academic Advising at the University of Northern Iowa assists students by connecting them to possibilities in majors and careers, while facilitating their academic success through transitions and resources. With a supportive community and network, we guide students through a structured program which includes:

- Individual Attention
- Exploring Majors
- Connecting Careers
- Meaningful Engagement
- Personalized Experience

to develop personalized goals and expectations based on their interests, strengths, and skills.

### **Eastern Illinois University**

First-year retention rate	77%
Four-year graduation rate	33.0%
Five-year graduation rate	55.4%
Six-year graduation rate	59.5%
% of students who transfer out	30.7%

<http://www.eiu.edu/advising/>

Eastern Illinois University's Academic Advising Center is located in Room 2100 of Ninth Street Hall. Beginning freshmen, undeclared majors and students not accepted to professional programs are assigned a full-time academic advisor from the center. The assigned advisor's purpose is to assist with the development and achievement of students' academic goals.

Although a student is required to meet with his/her advisor each term to plan his/her academic program, it becomes the student's responsibility to identify and complete the requirements for his/her degree program. The university's online catalog is the source of information for academic rules, regulations, procedures and programs.

Very interactive website; links to advisor resources, student resources, etc. I assume students are eventually assigned to departmental advisors]

### **Southern Illinois University Edwardsville**

First-year retention rate	69%
Four-year graduation rate	28.7%
Five-year graduation rate	45.1%
Six-year graduation rate	50.5%

% of students who transfer out 37.8%

<http://www.siue.edu/advising/>

Advisors in the Office of Academic Advising help incoming freshmen and transfer students make a smooth transition to the university and assist undergraduate students who have not officially declared a major.

### **Western Illinois University**

First-year retention rate 63%  
Four-year graduation rate 29.7%  
Five-year graduation rate 49.7%  
Six-year graduation rate 54.3%  
% of students who transfer out 32.8%

<http://www.wiu.edu/advising/>

#### **Our Mission**

We strive to help our students discover, set, & achieve their academic goals.

The populations we serve include:

- undeclared students who enter the university without choosing a major
- entering freshmen (from all majors) through the alternative admission program who do not meet regular admission standards
- students changing majors in the Transitional Advising Program (TAP)

Who are We?

UAASC advisors are full time academic support professionals committed to student success. They view themselves as mentors and resource people who recognize that some students will experience difficulties adjusting to university life. In addition to assisting with course selection, advisors help students explore major and career options and facilitate their transition to college. Find out more about the University Advising Program from our brochure.  
[Also many links to program advisors.]

### **Murray State University**

First-year retention rate 73%  
Four-year graduation rate 28.6%  
Five-year graduation rate 46.6%  
Six-year graduation rate 51.9%  
% of students who transfer out NA

<http://www.murraystate.edu/headermenu/administration/Provost/academic-advising/index.aspx>

#### **Academic Advising**

Especially for Undergraduate Students:

Advanced Scheduling for Winter Term begins October 30th and for Spring Term November 6th. Schedule your Advising appointment with your Academic Advisor NOW. Advisor Hold must be released before you can register. See myGate Academics Tab for Academic Advisor name and Registration Status. If you cannot reach your Academic Advisor by email or phone, contact your Department Chair immediately for help.

Welcome to the College of Education and Human Service Undergraduate Advising Center! The Undergraduate Advising Center is located on the second floor of Alexander Hall. The Center's mission is to help students become lifelong learners and create an environment conducive to personal and academic growth. We provide academic and professional support to students as they develop their educational plans. Whether you are pursuing a degree in elementary, middle, or secondary education, we can answer any questions you may have or direct you to the appropriate office for additional assistance.

The Advising Center assists with Summer Transfer and Teacher Education orientations held throughout the year. The director also serves as the faculty advisor for the Kentucky Education Association Student Program which provides pre-service teachers with experiences and professional development opportunities to further enhance their teaching skills.

### **Bridgewater State University**

First-year retention rate	81%
Four-year graduation rate	28.1%
Five-year graduation rate	52.5%
Six-year graduation rate	59.2%
% of students who transfer out	NA

<https://www.bridgew.edu/academics/academic-achievement>

The Academic Achievement Center (AAC) is the largest hub of student academic services on campus. Centrally located on the ground floor of Maxwell Library, the AAC provides quality academic support, services, and resources. Our comprehensive array of programs assists students in reaching their intellectual pursuits in a warm and friendly environment. Whether you require advising, learning assistance, or disability resources, the Center is ready to support your educational experience with an approach that best accommodates your individual needs.

Peer advising site under construction  
Each discipline seems to have own advisors.

### **Grand Valley State University**

Super performers on retention and matriculation rates

- Grand Valley State University (Michigan)
  - First-year retention rate 82%; 83.5% (2015);
  - Second-year retention rate 89.7% (2015)

First-year retention rate	82%
Four-year graduation rate	31.3%
Five-year graduation rate	58.3%
Six-year graduation rate	64.9%
% of students who transfer out	12.5%

<http://www.gvsu.edu/integrativelearning/advising-146.htm>

WELCOME TO THE BROOKS COLLEGE ADVISING CENTER

The Brooks College of Interdisciplinary Studies strives to ensure that convenient, accessible and accurate academic advising and support is available to all students interested in the programs housed within the college. Below, you will find links to helpful information about academic advising at Grand Valley State University. By familiarizing yourself with this information, you can help ensure that you get the most out of your academic advising experiences in the Brooks College of Interdisciplinary Studies.

- Professional Advisors
- Faculty Advisors

### **Missouri State University**

First-year retention rate	75%
Four-year graduation rate	31.0%
Five-year graduation rate	50.5%
Six-year graduation rate	54.7%
% of students who transfer out	NA

<https://www.missouristate.edu/advising/>

Academic advisors at Missouri State University provide academic and professional guidance as students develop meaningful educational plans in pursuit of their life goals. Advisors provide students with information about coursework, University policies and procedures, the Public Affairs mission, and career options and opportunities. They require student participation in the decision-making process, help students become lifelong learners, and encourage self-reliant problem solving through exploration of students' own interests and values. Advisors support students as they seek the best possible education at Missouri State University.

### **Services Offered by the Academic Advisement Center to the Campus Community:**

- Provide one-on-one academic advisement for all new, continuing and transfer students with undeclared/exploratory majors.
- Make available programs, such as the Majors Fair, to benefit students as they explore majors.
- Supply outreach activities such as presentations for SOAR, GEP 101 classes, and workshops for conditionally admitted students.
- Implement the Master Advisor Program.

### **University of Central Missouri**

First-year retention rate	69%
Four-year graduation rate	29.2%
Five-year graduation rate	47.7%
Six-year graduation rate	52.9%
% of students who transfer out	25.1%

<https://www.ucmo.edu/advising/>

Academic Advising at the University of Central Missouri is housed within the four academic colleges and the Gateway Center for undecided students. To access information about your Advising Center or to find your college, please select your major below.

**Kean University**

First-year retention rate	74%
Four-year graduation rate	18.4%
Five-year graduation rate	41.1%
Six-year graduation rate	48.5%
% of students who transfer out	24.9%

<http://www.kean.edu/offices/kean-ocean/advisement>

NEWLY ADMITTED STUDENTS for Fall 2017 must receive academic advisement prior to registering for courses. Please visit AdvisorTrac (see below for instructions and the link for access) to make an appointment for one of the following Advisement/Registration Sessions:  
 Tuesday, July 25th, 2017 10am-2pm  
 Thursday, August 10th, 2017 10am-2pm  
 Friday, August 25th, 2017 2-6pm

**Academic Advising Requirements**

All undergraduate students will be required to receive academic advisement prior to registration. Academic advisement will be provided by the student's faculty advisor. An academic advisement hold will be placed on the student's account until they have met with their advisor.

Students admitted into the following programs (EOC, EPIC, Passport, and Spanish-Speaking) will have an additional hold placed on their account. Students in these special admit programs are required to contact their respective program for removal of this hold prior to registration. Students with a second major or content area will have a second major advisement hold placed on their account until they have met with their second advisor. Students can access their second advisor information by visiting the Academic Listing.

**Baruch College**

First-year retention rate	88%
Four-year graduation rate	35.4%
Five-year graduation rate	59.7%
Six-year graduation rate	65.6%
% of students who transfer out	17.9%

Difficult to navigate; this is the closest I got:

<http://www.baruch.cuny.edu/undergraduate-advisement-and-orientation/>

The advisement staff is available to assist students in understanding matters relating to academic requirements, policies, and procedures. Students are invited to meet with an academic advisor to discuss their academic progress.

**Brooklyn College (I think this is the right Brooklyn College – CUNY?)**

First-year retention rate	86%
Four-year graduation rate	24.4%

Five-year graduation rate	43.3%
Six-year graduation rate	50.4%
% of students who transfer out	26.3%

<http://www.brooklyn.cuny.edu/web/academics/schools/business/advising.php>

The mission of the Advising Office is to assist undergraduate and graduate students in satisfying their graduation requirements and developing their career goals. We seek to attain this through respect and personalized attention in a nurturing, learning environment. We offer discipline-focused advisement and help to enhance students' critical thinking, effective communication and ethical decision-making. We partner with the Murray Koppelman School of Business faculty and administration to render a coordinated and comprehensive approach to student advisement. Our ultimate goal is to support Murray Koppelman School of Business students as they prepare to compete in a competitive, global job market.

**Buffalo State: The State University of New York**

First-year retention rate	75%
Four-year graduation rate	22.4%
Five-year graduation rate	39.7%
Six-year graduation rate	44.7%
% of students who transfer out	28.8%

<http://academiccommons.buffalostate.edu/academic-advising>

Academic advising helps you to become a member of our college community, to think critically about your roles and responsibilities as a student, and to become a citizen of a democratic society and a global community.

We believe excellent academic advising will engage you, challenge you, and help you realize your fullest potential. We emphasize three areas: helping you make decisions about your academic career, helping you understand college programs and policies, and helping you to identify and meet your goals.

Buffalo State College pairs students with dedicated faculty and staff advisers who work with you several times each semester to help you consider course registration, possible programs, potential careers, and how to negotiate any difficulties you may encounter along the way. We also provide academic advisement development and assistance to all interested Buffalo State faculty and staff.

**Contact**

Academic advising is mandatory at Buffalo State and students are encouraged to contact their adviser early in the semester (as early as the third week of classes) to discuss their academic goals and progress.

For general advisement questions:

Academic Advisement Center

**West Chester University**

First-year retention rate	87%
Four-year graduation rate	43.8%
Five-year graduation rate	63.8%
Six-year graduation rate	67.1%
% of students who transfer out	NA