

OFFICE OF ACADEMIC ADVISING

**2010 – 2018 ASSESSMENT OF STUDENT
LEARNING OUTCOMES**

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UNIVERSITY OF NORTHERN IOWA

Introduction

The Office of Academic Advising first year Intake Model provides the University of Northern Iowa (UNI) with an intentional curriculum focused on first year student transition through an outcomes based advising program. The Intake Model brings students into the university their first year with primary advising in the Office of Academic Advising and then transitioned to faculty assigned advisors or department advising units within colleges at UNI (Kuhn, p. 7). The conception of the Intake Model began in 2007 with the Provost Office support of a National Academic Advising Association (NACADA) review of advising. Subsequently, President Benjamin Allen in 2008 directed a comprehensive university-wide Foundations of Excellence First-Year Self-Study (John N. Gardner Institute for Excellence in Undergraduate Education), and the creation of First-Year Council. The results of those processes began a strategic plan and focus on assessment, retention, and integration with campus programming for first-year students.

A key finding is the collaboration across campus to support the institution University Undergraduate Advising Mission, “advising is a critical component of the teaching and learning environment at UNI.” Advisors work with undergraduate colleges, academic departments and student services across the university to provide a holistic advising approach and developmental advising (Crookston, 2009). The Office of Academic Advising participates with University committees such as the First-Year Council, Retention Council, and the Liberal Arts Core to provide continuity for first-year students. Additionally, the Office of Academic Advising learning outcomes for programming are guided by the National Academic Advising Association Concept of Advising, Core Values, and the Council for the Advancement of Standards (CAS) for Academic Advising (NACADA, 2006).

University of Northern Iowa Mission

Within a challenging and supportive environment, the University of Northern Iowa engages students in high-quality and high-impact learning experiences and emphasizes excellence in teaching and scholarship.

University of Northern Iowa Academic Advising Mission Statement

Academic advising is a critical component of the teaching and learning environment at UNI. Advising is a personalized educational experience, empowering students to explore, articulate and achieve their academic, career and life goals.

Office of Academic Advising Mission Statement

The Office of Academic Advising engages students in self-reflection and exploration of academic, career, and life goals, while empowering student success through transitions, connections, and resources.

Our focus is on students in transition: deciding students, students seeking alternative majors, first-year students, and students reassessing their current academic situation (e.g. non-traditional students, students re-admitted after suspension, and students on warning or probation).

We facilitate and support quality campus-wide academic advising and advisor development. We work with a network of colleagues to support the mission and goals of the University.

Concept of Advising

Academic advising, based in the teaching and learning mission of higher education, is a series of intentional interactions with a curriculum, a pedagogy, and a set of student learning outcomes. Academic advising synthesizes and contextualizes students' educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes (NACADA, 2006).

Intake Student Learning Outcomes

The Office of Academic Advising has created a structured curriculum to transition new students to UNI. Our expected outcomes and performance indicators are that students will:

Cognitive (know)

1. To learn UNI's Liberal Arts Core.
2. To learn introductory courses related to exploring options and connecting to academic programs.
3. To learn about self-motivators and priorities.
4. To learn about academic requirements, procedures, and deadlines.
5. To learn about career and professional resources
6. To learn and develop academic success, campus resources, and support systems.
7. To learn decision making skills and strategies.
8. To learn goal setting strategies and techniques.
9. To learn about a diverse and inclusive community.

Psychomotor (Do)

1. To evaluate and plan appropriate liberal arts core courses based on current and future goals.
2. To explore and discover strengths, skills, values, and abilities.
3. To utilize advisement report and My Planner for future scheduling.
4. To declare or confirm academic major.
5. To communicate and engage with a faculty member or other staff member on campus.
6. To participate in a student organization, club, or activity.
7. To develop a personalized plan.
8. To evaluate personal study habits; identify and practice effective study skills.
9. To research and connect career possibilities.

Affective (Value)

1. Academic Advising Experience.
2. College Experience.
3. Independence and Self-Authorship.

Methodology

The participants in this assessment of learning outcomes were first-year new students assigned to the Office of Academic Advising in partnership with academic departments; biology, communication, communication science & disorders, criminology, exploratory/deciding, geography, history, political science, psychology, technology, social science teaching, and social work (see Table 1). Pre-nursing, radiography, and allied science students were not included in this assessment because students are not degree seeking at UNI. Additionally, students assigned (Table 1) and students sent survey (Table 2) may vary due to timing of declaration or change of major outside our department.

The assessment instrument was derived from student learning outcomes based on NACADA core values (2017), concept of advising, and CAS standards (2014). The instrument is also influenced by the UNI mission, vision, and goals and appreciative advising (Bloom, Hudson & He, 2008). The assessment was sent typically to Intake students the third week of class in September (Pre) and last week of March (Post). Intake students have met advisors at orientation and first group meeting before the Pre survey; and several appointments yet before fall advising in March. The instrument from 2010-2013 was sent via SurveyMonkey® and 2014-2018 via Qualtrics software by UNI Institutional Research and Effectiveness. The survey consisted of 25 statements for participants to respond using a Likert type scale with responses choices of strongly agree, agree, somewhat, disagree, and strongly disagree. The last three questions were “extent of emphasize” with choices of very little, some, quite a bit, and very much (see Appendix A). Intake students were sent up to three email reminders requesting volunteer participation for the instrument taking less than ten minutes to complete. Additionally, UNI Institutional Research and Effectiveness were consulted.

Table 2. Intake Participants

	<u>Pre n=</u>	<u>Post n=</u>	<u>Intake #</u>	<u>Response Rate %</u>
2010-11	60	64	677	9
2011-12	213	96	708	30
2012-13	173	130	654	27
2013-14	265	92	610	43
2014-15	182	92	617	30
2015-16	320	109	667	48
2016-17	193	95	500	39
2017-18	245	136	622	39

Table 1. Office of Academic Advising Advisees

<u>Major/College</u>	<u>2017-18</u>	<u>2016-17</u>	<u>2015-16</u>	<u>2014-15</u>	<u>2013-14</u>	<u>2012-13</u>	<u>2011-12</u>	<u>2010-11</u>	<u>2009-10</u>	<u>2008-09</u>	<u>2007-08</u>
Biology	131	130	97	100	93	115	136	134	147	128	
Communication	33	37	40	51	41	49	58	50	53	63	
Communication Sci & Disorders	21	42	39	34	49	39					
Criminology	45	40	53	37	36	28	48	36	34		
Deciding	240	297	299	277	286	298	323	354	247	293	427
Geography	5	0	2	0	2	1	3	1	3	2	
History	5	4	15	4	31	32	33	26	34	22	
Political Science	19	12	18	19	15	11	12	10	16	23	
Pre-Nursing/Radio/Health Sci	55	133	56	54	57	47	56	53	44	53	56
Psychology	63	75	75	69	50	67	77	66	69		
Social Science Teaching	0	0	0	0	12	14	18	32	13	21	
Social Work	21	25	29	26							
Technology	39	50									
*College of Education											318
Total Intake	677	845	723	671	667	701	794	762	660	923	
Deciding Transfers	18	19	30	23	5	25	56	14	36	***	
APP Transfers at Iowa CC	177	150	100	152	103	125	77	160	53	27	
Total Deciding and APP Transfer	195	169	130	175	108	150	133	174	89	27	
Deciding Second-Year Plus Junior	13		123	160	146	143	261	145	194	***365	177
Pre-Allied Health Second-Year Ph	87	53	51	43	43	52					
Total Second-Year Plus Juniors/Se	100	222	174	203	189	195	261	145	194	365	
Total Students Assigned	972	1067	1027	1048	964	1046	1188	1081	943	1315	660

Results & Discussion

The analysis of the pre and post learning outcomes were concentrated on the percentage of responses of strongly agree and agree together compared. The results of the assessment are constructed in Tables 3-7 and visually by Charts 1-24 addressing learning outcomes in subcategories (a) personal responsibility and growth, (b) major and career planning (c) liberal arts core, (d) utilizing and understanding resources, and advising evaluation.

The following are observations in regards to the subcategory of Table 3 Personal Responsibility and Growth. Chart 1 of Student Expectations demonstrates a percentage range on the pre outcomes of (45.5-58.5%) compared to a percentage range on the post outcomes of (76.5- 88.2%). Chart 2 of Advisor Expectations demonstrates a percentage range on the pre outcomes of (47.6-60.4%) compared to a percentage range on the post outcome of (70.7-91.6%). Chart 3 Freshman Advisor demonstrates a percentage range on pre outcomes of (74.5-83.2%) compared to a percentage range on the post outcomes of (94.6-98.3%). Chart 4 Advisor Appointment demonstrates a percentage range on the pre outcomes of (55.8-73.4%) compared to a percentage range on the post outcomes of (91-98.8%). Chart 5 Contacting Professors demonstrates a percentage range on the pre outcomes of (84.1-87.2%) compared to a percentage range on the post outcomes of (90.9-97.8%). Chart 6 Strengths, Skills, and Abilities demonstrates a percentage range on the pre outcomes of (58.7-67.5%) compared to a percentage range on the post outcomes of (68.5-72.8%). Chart 7 Commitment to Growth demonstrates a percentage range on the pre outcomes of (82.5-87.3%) compared to a percentage range on the post outcomes of (86-93%).

The following are observations of the subcategory of Table 4 Major and Career Planning. Chart 8 of Major Choice reveals a percentage range on the pre outcomes of (40-52.5%) compared to a percentage range on the post outcomes of (69.9- 86.4%). Chart 9 Feeling Prepared reveals a percentage range on the pre outcomes of (54.6-70.9%) compared to a percentage range on the post outcomes of (70.6-91.5%). Chart 10 Academic Goals reveals a percentage range on the pre outcomes of (74-84.9% compared to a percentage range on the post outcomes (82.5-96.6%). Chart 11 Career Goals reveals a percentage range on the pre outcomes of (40.4- 51.3%) compared to a percentage range on the post outcomes of (49.5- 60%). Chart 12 UNI Policies reveals a percentage range on the pre outcomes of (63.7-75%) compared to a percentage range on the post outcomes of (73.5- 88.2%). Chart 13 Academic Expectations reveals a percentage range on the pre outcomes of (81.3-89.1%) compared to a percentage range on the post outcomes of (84.8-94.7%). Chart 14 Exploring Majors reveals a percentage range on the pre outcomes of (49.1-58.5%) compared to a percentage range on the post outcomes of (68.3-76.5%). Chart 15 Academic Resources reveals a percentage range on the pre outcomes of (62.8-83.8%) compared to a percentage range on the post outcomes of (72.8-83.2%). Chart 16 Involvement reveals a percentage range on the pre outcomes of (38.4-55.9%) compared to a percentage range on the post outcomes of (53.1-63.2%).

Table 5 Knowing the Requirements of the Liberal Arts Core (LAC) focuses on two learning outcomes. Chart 17 LAC Requirements establishes a percentage range on the pre outcomes of (53.6-81.9%) compared to a percentage range on the post outcomes of (81.6-96.6%).

Chart 18 Incorporate the LAC establishes a percentage range on the pre outcomes of (50.6-74.5%) compared to a percentage range on the post outcomes of (83.1-94.9%).

Table 6 Utilizing and Understanding Resources investigates three learning outcomes. Chart 19 Using Advisement Report (formally degree audit) displays a percentage range on the pre outcomes of (35.2-52.1%) compared to a percentage range on the post outcomes of (78.3-96.1%). Chart 20 Building a Schedule displays a percentage range on the pre outcomes of (26.2-39.6%) compared to a percentage range on the post outcomes of (78-92.1%). Chart 21 Making Changes to Schedule displays a percentage range on the pre outcomes of (31.1-51.1%) compared to a percentage range on the post outcomes of (83.8-92.8%).

Table 7 UNI Evaluation ask participants questions on the “extent of emphasize” with choices of very little, some, quite a bit, and very much. Chart 22 Career Plans exhibits a percentage range on the pre outcomes of (28.6-48.3%) associated to a percentage range on the post outcomes of (43.1-57.4%). Chart 23 Support exhibits a percentage range on the pre outcomes of (69.4-82.7%) associated to a percentage range on the post outcomes of (73.9-81%). Chart 24 Quality of Advising exhibits a percentage range on the pre outcomes of (76.4- 95%) associated to a percentage range on the post outcomes of (86.5-96.3%).

Future Analysis

According to Rich Robins (2009, 2011), academic advising assessment cycle includes: “the development and identification of programmatic goals and objectives related to the mission; the development and the establishment of satisfactory criteria for each measure employed for each desired outcome; the gathering of data, and the reporting and sharing of data” (p. 1). Additionally, assessment is a collective process that is continuous in nature with constantly asking “what are we trying to teach and learn?” Charlie Nutt, Executive Director of NACADA.

Student learning outcomes are identified, constructed and assessed using best practices and evaluated by the Office of Academic Advising. Observations maybe made that the increase of over 20% from pre to post outcomes in Table 3 Personal Responsibility and Growth may indicate our learning outcomes from our advising syllabus (see Appendix B) are effective. Additionally, those learning outcomes maybe identified in one-one appointments and through our outreach communication, including digital media items such as website usage, email, Twitter, and Facebook. The goal of having intake students take a self-assessment like Career Cruising© or Strengths Quest may be the cause and effect to reach. How we accomplish that throughout the academic year has been in many forms. Career Cruising workshops, Peer Mentor in Residence (PAIRS) tutorials, one-on-one, and simply the expectations for students to learn and evaluate their strengths, skills, and abilities. However, improvements may always be made like the process of not just contacting a professor, but tips on how to approach, talking points, and relationship building.

Robbins and Zarges (2011) stated, “Assessment is neither quick nor easy” (p. 5). As a result of a curriculum review of learning outcomes in 2013, two questions were added to assess

strengths, skills, and abilities (see Table 3 and Chart 6) and commitment to self-development and personal growth (see Table 3 and Chart 7). Advisors began intentionally concentrating on self-assessment and exploration as identifiable student learning outcomes. Advisors were influenced by a paradigm shift with reflection of appreciative advising theory to construct these two questions (Bloom et al., 2008).

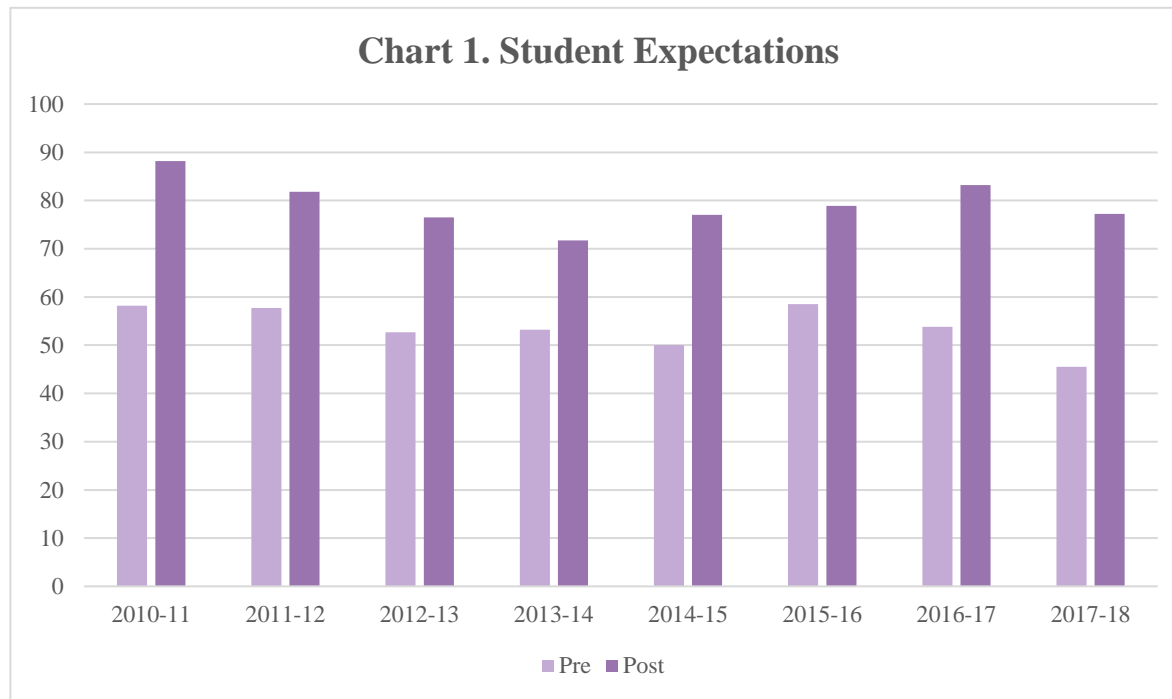
One area of concern was found in 2015 assessment data about discussion of career plans with a faculty member or advisor (See Table 7, Chart 22). Our academic advising syllabus was restructured in 2012 and information about career skills and resources was left off. Additionally, advisor appointments curtailed the use of Career Services' major to career resource sheets that include information on possible occupations, possible work settings, job hunting, associations/organizations, and web resources. This academic year, academic advising syllabi include career resources like qualities/skills/abilities employers are searching for with applicants. Advising appointments are encouraged to demonstrate career services resources to improve first-year knowledge.

Further evaluation of assessment practice was examined while at the NACADA Assessment of Academic Advising Institute in February, 2016. According to Aiken-Wisniewski et al. (2010) the SLOs of the advising experience include cognitive (what students should know), behavioral (be able to do), and affective (value) outcomes as a result of participating in academic advising. Future work will need to be done with assessment in the affective (value) for the Office of Academic Advising, as well as identifying student's value of the academic advising experience, college experience, independence, and self-authorship.

Personal Responsibility and Growth

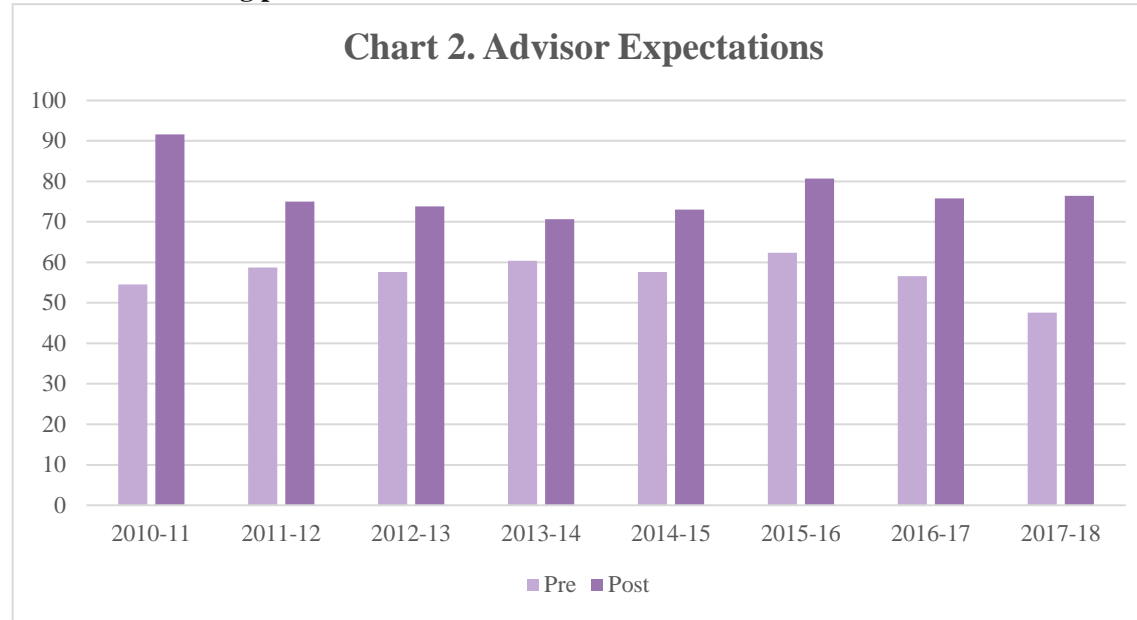
Table 3. Personal Responsibility and Growth

Question	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
I understand the expectations of me in the advising process.	58.2	88.2	57.7	81.8	52.7	76.5	56.2	71.7	50	70	58.5	78.9	53.8	83.2	45.5	77.2
I understand the expectations of my advisor in the advising process	54.5	91.6	58.7	75	57.6	73.8	60.4	70.7	57.6	73	62.4	80.7	56.6	75.8	47.6	76.4
I know who my academic advisor is for my freshman year.	74.5	98.3	83.2	98.9	80	96.4	77.4	94.6	80	93	79.7	95.4	79.1	96.8	76.8	96.3
I know how to make an appointment with my advisor.	63.6	98.3	66.3	98.8	73.4	96.6	67.9	93.5	68.8	91	71.4	96.3	69.8	94.7	55.8	92.3
I know how to contact my professor for assistance or questions.	87.2	94.9	86.7	97.7	94.5	97.3	90.9	91.3	84.1	96	85.5	94.5	90.1	96.8	86.7	97.8
I have identified my strengths, skills, and abilities.							67.5	68.5	49.4	74	58.7	68.8	59.2	69.5	64	72.8
I have a commitment to self-development and personal growth.							87	92.8	82.5	93	86.5	91.7	86	87.4	87.3	86.8
I understand the expectations of me in the advising process.	58.2	88.2	57.7	81.8	52.7	76.5	56.2	71.7	50	70	58.5	78.9	53.8	83.2	45.5	77.2

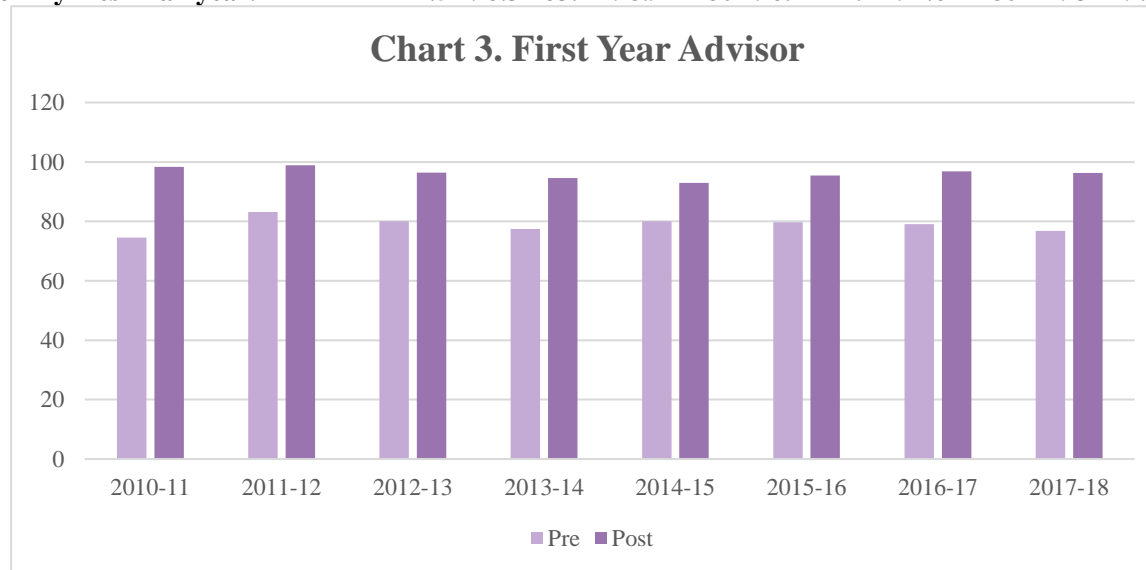


Personal Responsibility and Growth

Question	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018								
I understand the expectations of my advisor in the advising process	54.5	91.6	58.7	75	57.6	73.8	60.4	70.7	57.6	73	62.4	80.7	56.6	75.8	47.6	76.4

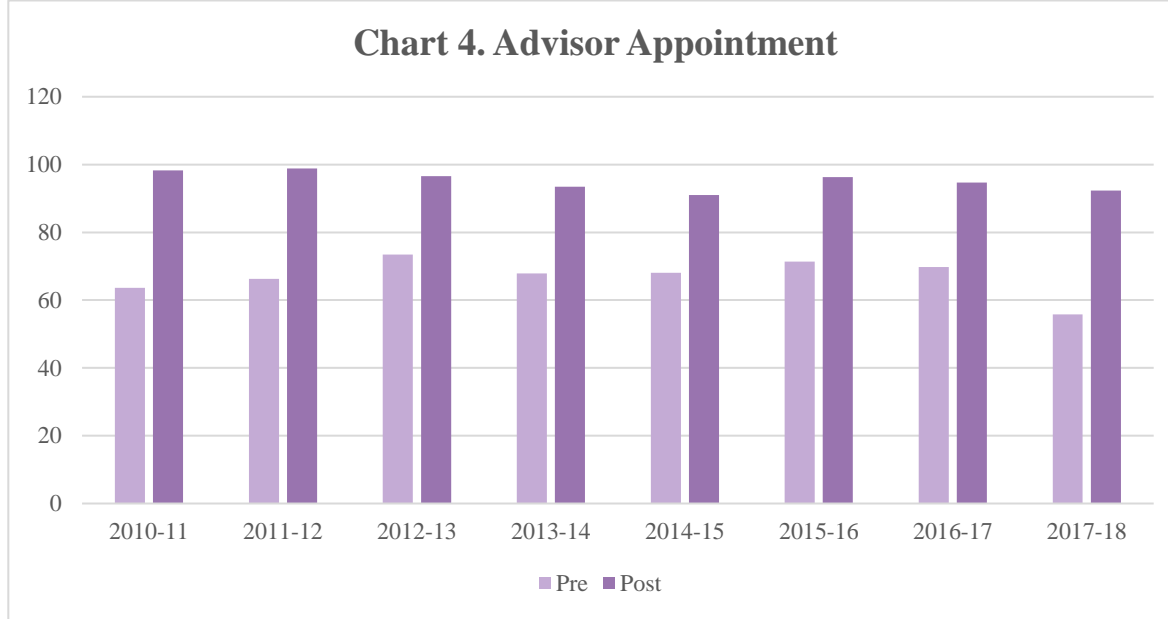


Question	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018								
I know who my academic advisor is for my freshman year.	74.5	98.3	83.2	98.9	80	96.4	77.4	94.6	80	93	79.7	95.4	79.1	96.8	76.8	96.3

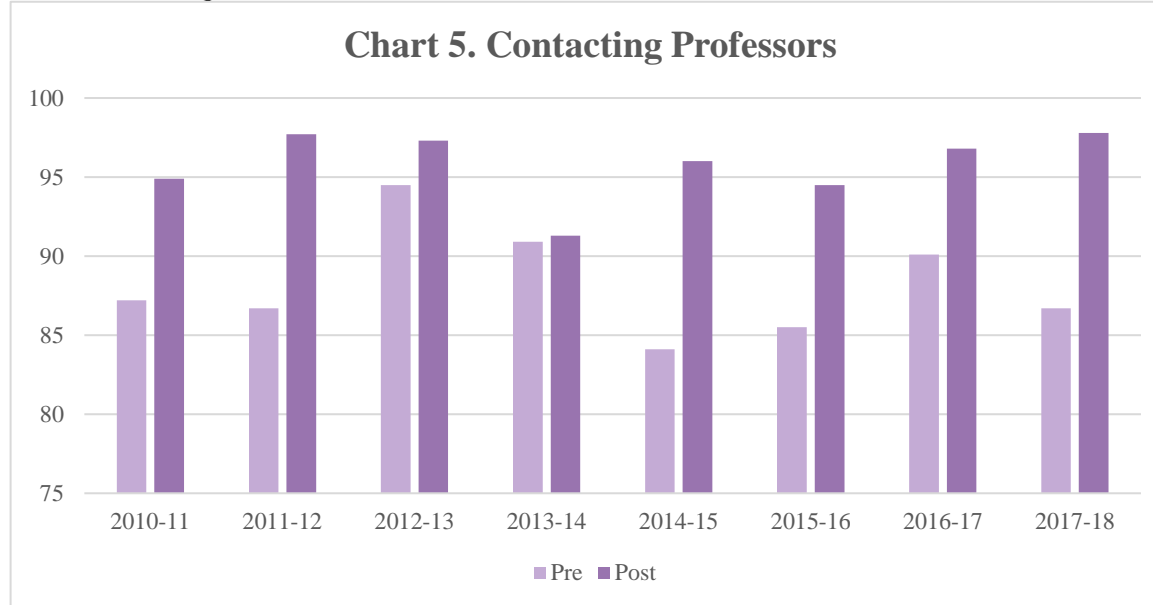


Personal Responsibility and Growth

Question	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018								
I know how to make an appointment with my advisor.	63.6	98.3	66.3	98.8	73.4	96.6	67.9	93.5	68.8	91	71.4	96.3	69.8	94.7	55.8	92.3

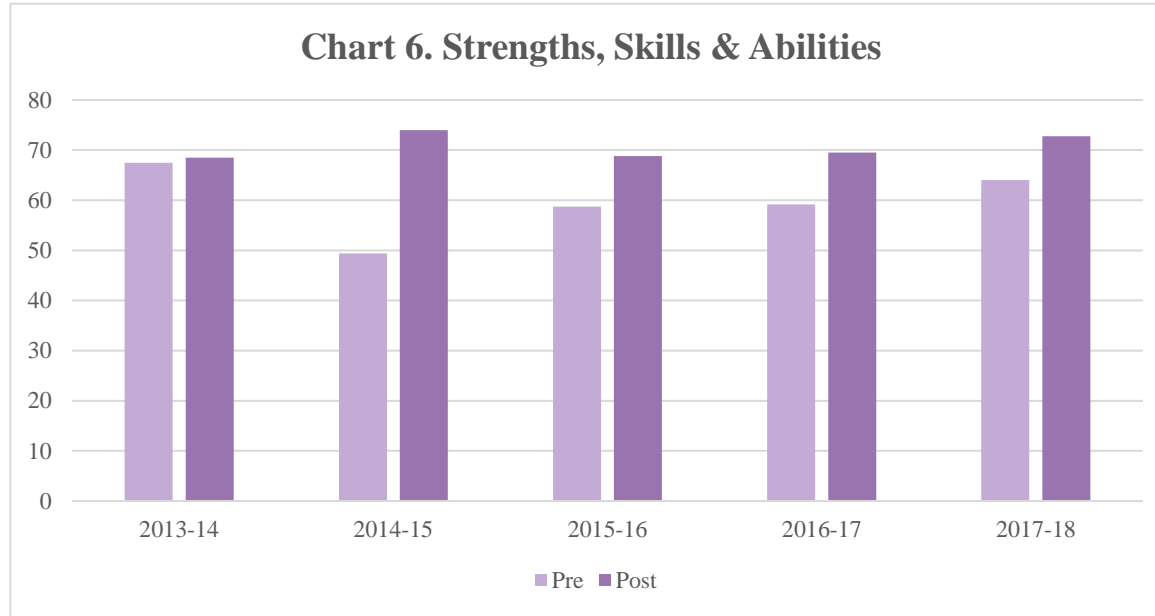


Question	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018								
I know how to contact my professor for assistance or questions.	87.2	94.9	86.7	97.7	94.5	97.3	90.9	91.3	84.1	96	85.5	94.5	90.1	96.8	86.7	97.8

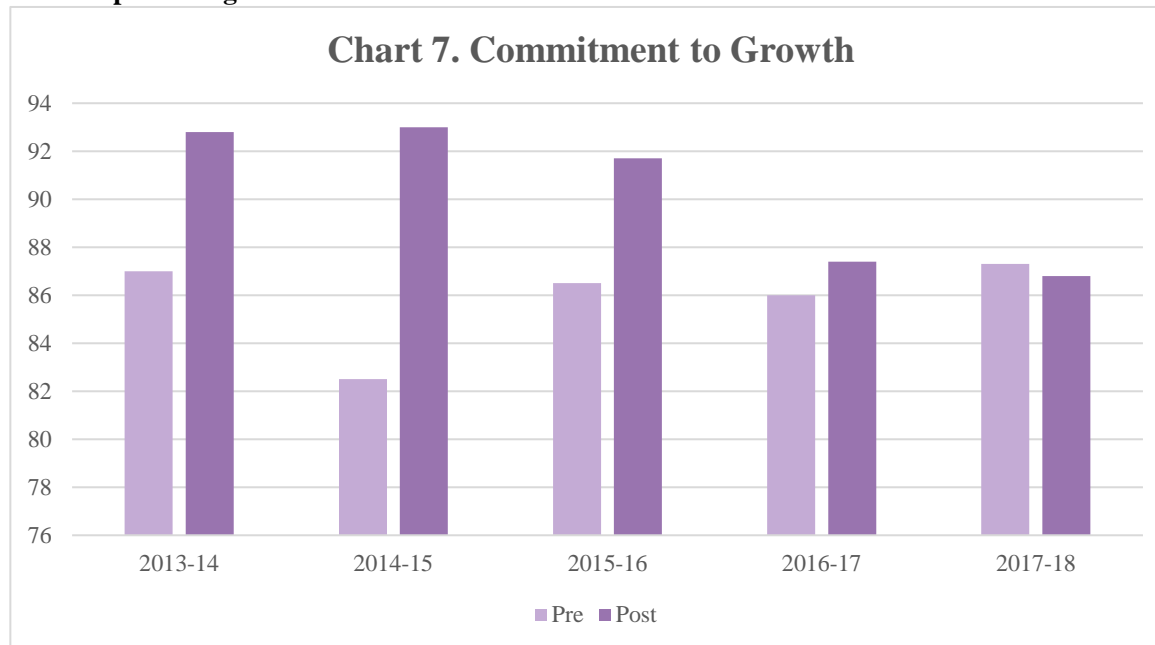


Personal Responsibility and Growth

Question	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018					
I have identified my strengths, skills, and abilities.	67.5	68.5	49.4	74	58.7	68.8	59.2	69.5	64	72.8



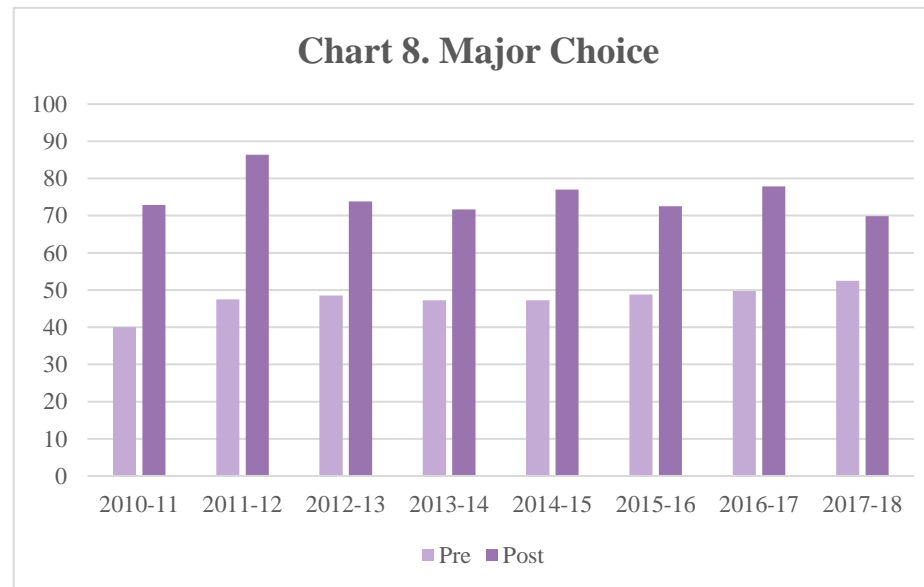
Question	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018					
I have a commitment to self-development and personal growth.	87	92.8	82.5	93	86.5	91.7	86	87.4	87.3	86.8



Major and Career Planning

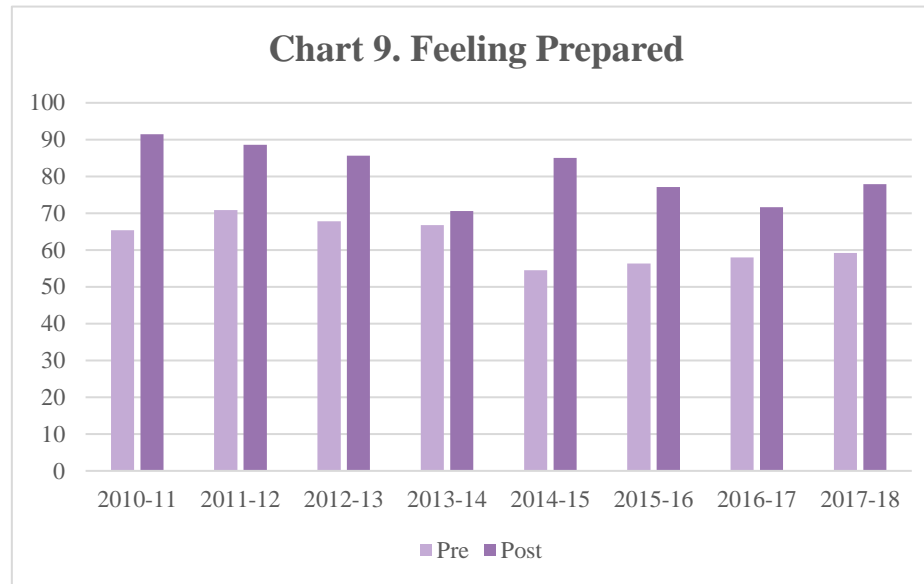
Table 4. Major and Career Planning

Question	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
I am sure of my major choice.	40	72.9	47.5	86.4	48.5	73.8	47.2	71.7	47.2	77	48.8	72.5	49.7	77.9	52.5	69.9
I feel academically prepared for college.	65.4	91.5	70.9	88.6	67.8	85.6	66.8	70.6	54.5	85	56.3	77.1	58	71.6	59.2	77.9
I know what my academic goals are for the current year.	76.3	93.3	78.6	96.6	83.7	89.1	84.9	89.1	75	93	74	82.5	75.1	84.2	75.9	86.8
I have a clear understanding of my career goals.	45.4	52.5	43.9	73.9	50.9	58.5	51.3	56.5	45.5	60	46.6	55	43.5	49.5	40.4	55.1
I know the academic policies and requirements of UNI.	72.8	88.2	75	81.8	69.7	84.7	74.7	79.3	73.3	81	70.6	75.2	64.8	81.1	63.7	73.5
I understand the academic expectations of me as a student.	89.1	93.3	85.2	90.9	84.9	93.7	87.5	84.8	81.8	91	87.5	87.2	81.3	94.7	82.4	85.3
I know how to explore majors, minors, and careers at UNI.	49.1	71.2	49.5	69.3	51.6	76.5	58.5	58.7	50.6	61	54.8	68.8	58.7	75.8	60	68.3
I am aware of the academic resources/offices on campus.			62.8	72.8	70.3	74.7	81.1	75	65.1	78	71.5	74.3	83.8	83.2	73.2	79.4
Involved in activities or organizations related to my major/career/ personal interests.	49.1	55.9	38.4	53.4	46.7	53.1	46	57.3	47	57	49.8	59.6	55.9	63.2	51.3	55.1
I am sure of my major choice.	40	72.9	47.5	86.4	48.5	73.8	47.2	71.7	47.2	77	48.8	72.5	49.7	77.9	52.5	69.9

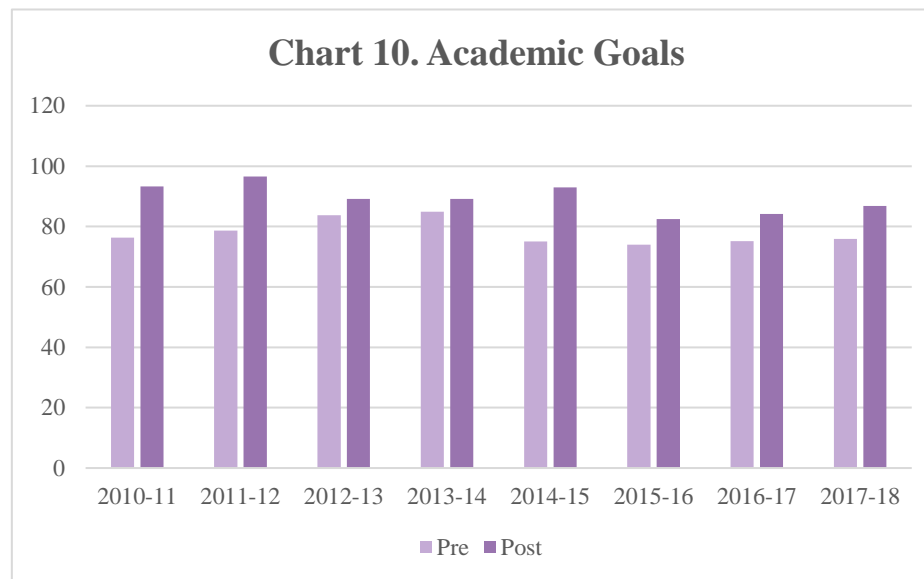


Major and Career Planning

Question	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018								
I feel academically prepared for college.	65.4	91.5	70.9	88.6	67.8	85.6	66.8	70.6	54.5	85	56.3	77.1	58	71.6	59.2	77.9

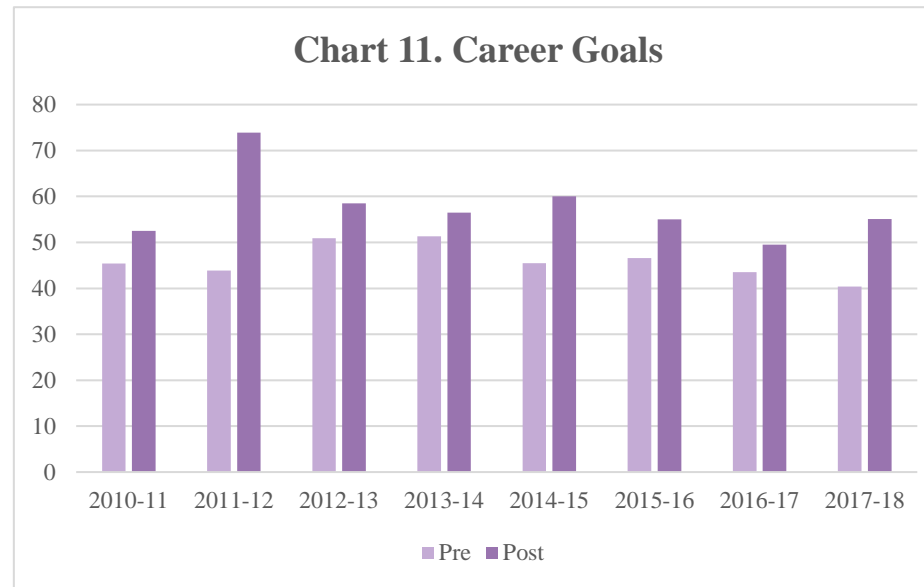


Question	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018								
I know what my academic goals are for the current year.	76.3	93.3	78.6	96.6	83.7	89.1	84.9	89.1	75	93	74	82.5	75.1	84.2	75.9	86.8

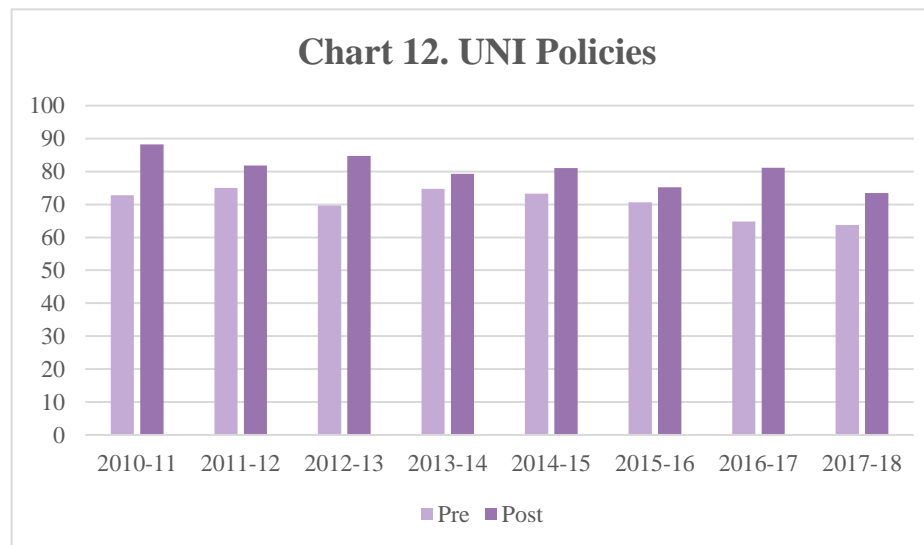


Major and Career Planning

Question	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018								
I have a clear understanding of my career goals.	45.4	52.5	43.9	73.9	50.9	58.5	51.3	56.5	45.5	60	46.6	55	43.5	49.5	40.4	55.1

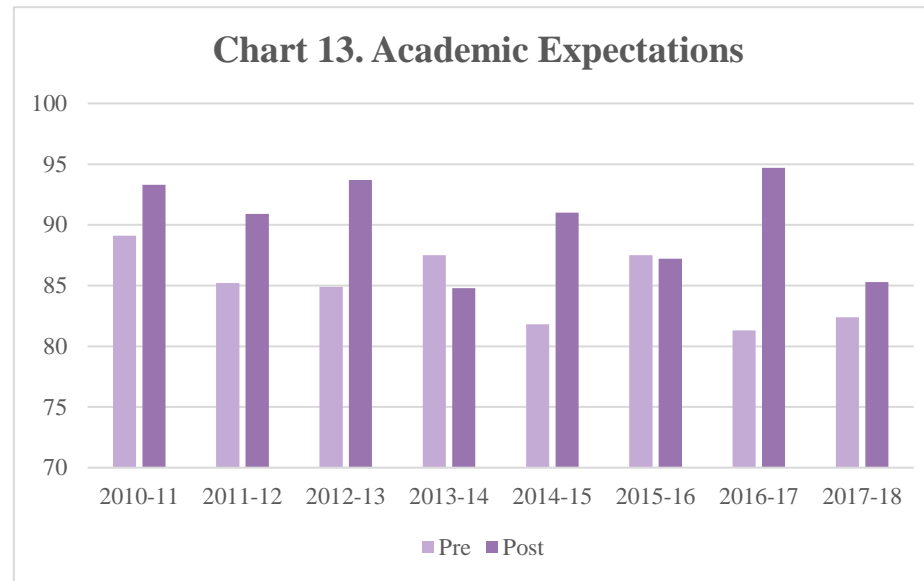


Question	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018								
I know the academic policies and requirements of UNI.	72.8	88.2	75	81.8	69.7	84.7	74.7	79.3	73.3	81	70.6	75.2	64.8	81.1	63.7	73.5

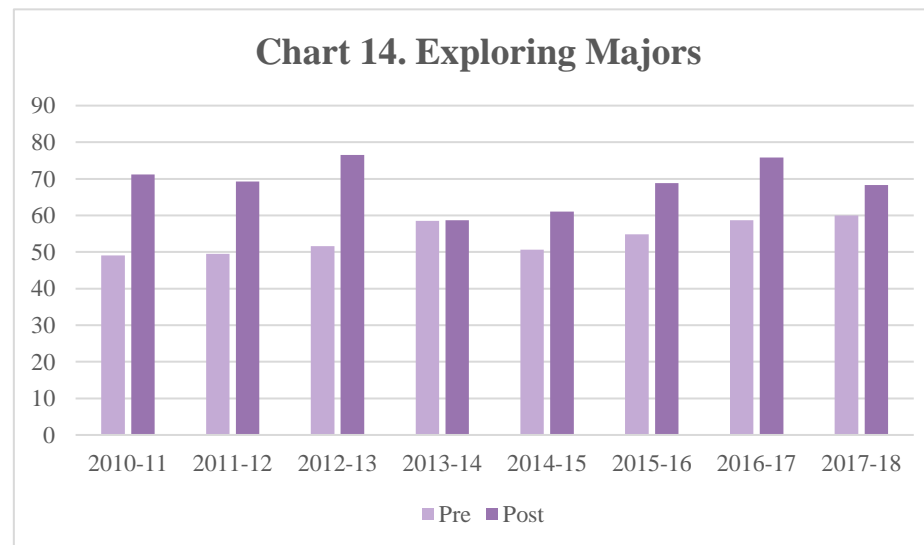


Major and Career Planning

Question	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018								
I understand the academic expectations of me as a student.	89.1	93.3	85.2	90.9	84.9	93.7	87.5	84.8	81.8	91	87.5	87.2	81.3	94.7	82.4	85.3

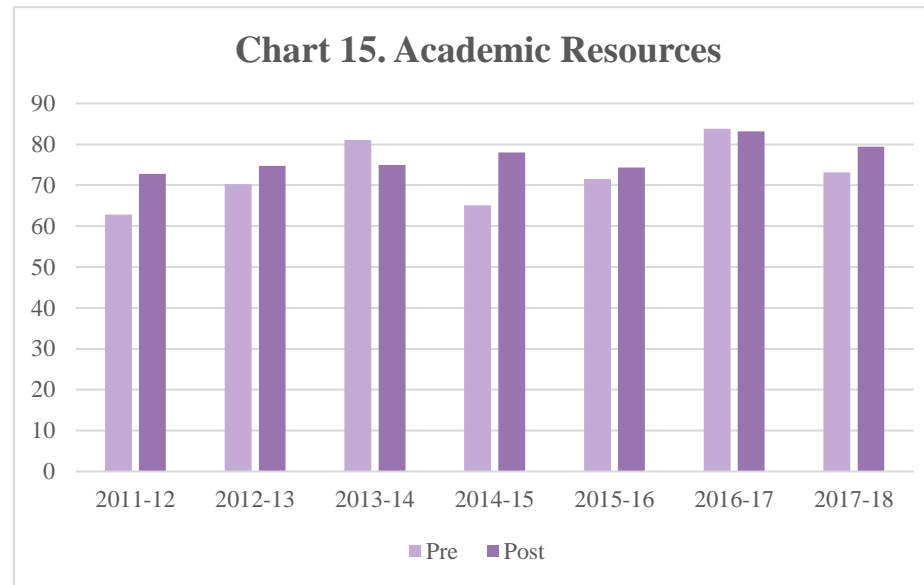


Question	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018								
I know how to explore majors, minors, and careers at UNI.	49.1	71.2	49.5	69.3	51.6	76.5	58.5	58.7	50.6	61	54.8	68.8	58.7	75.8	60	68.3

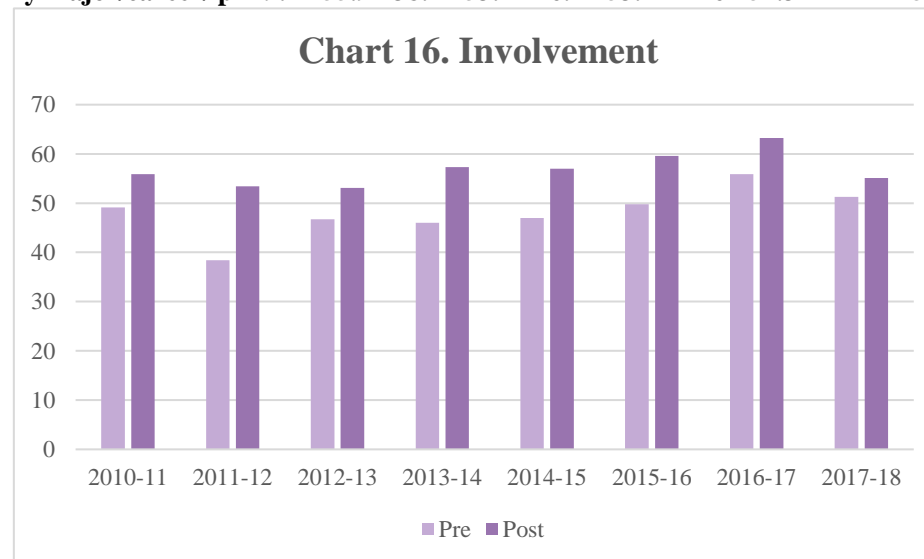


Major and Career Planning

Question	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018						
I am aware of the academic resources/offices on campus.	62.8	72.8	70.3	74.7	81.1	75	65.1	78	71.5	74.3	83.8	83.2	73.2	79.4



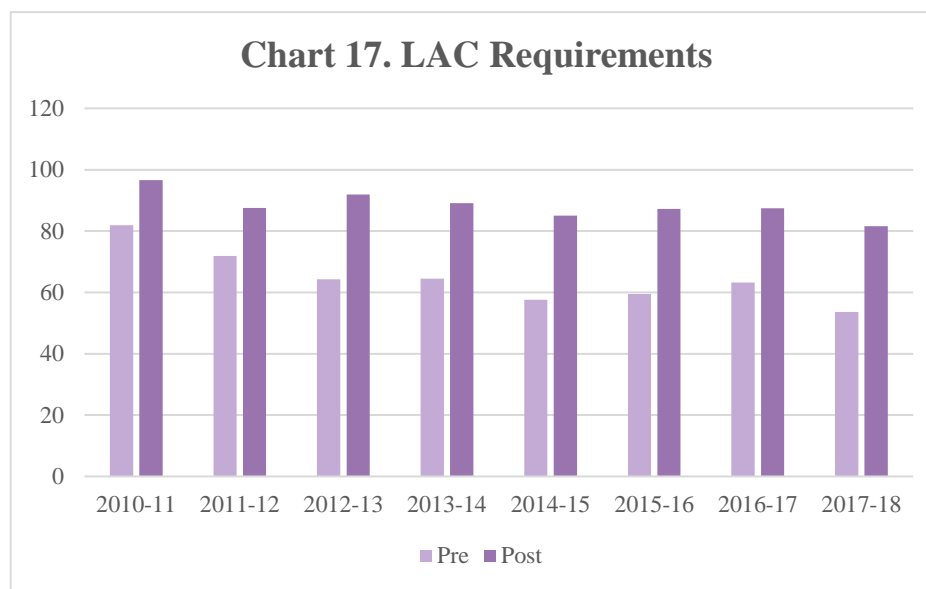
Question	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018								
Involved in activities or organizations related to my major/career/ p	49.1	55.9	38.4	53.4	46.7	53.1	46	57.3	47	57	49.8	59.6	55.9	63.2	51.3	55.1



Knowing the Requirements of the LAC

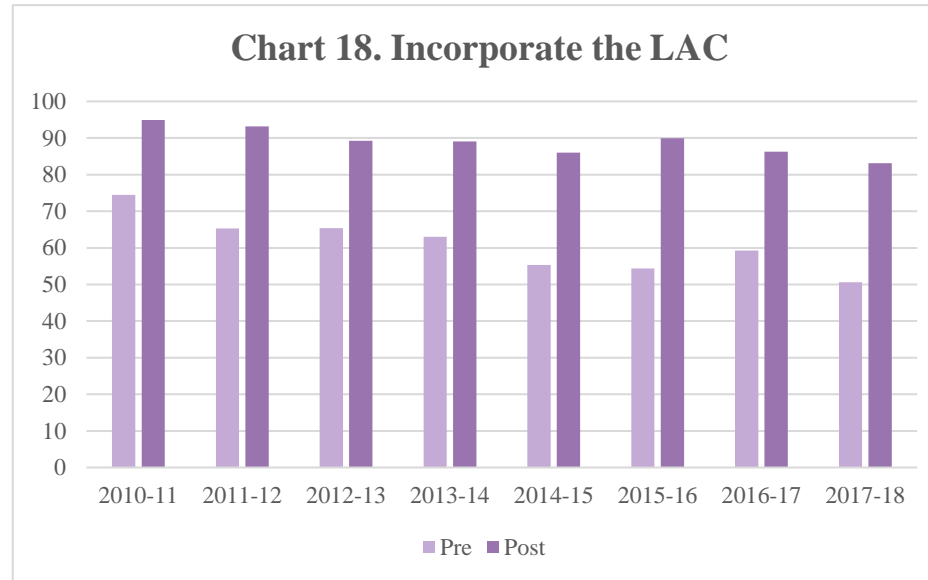
Table 5. Knowing the Requirements of the Liberal Art Core

Question	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
I know the requirements of the LAC.	81.9	96.6	71.9	87.5	64.3	91.9	64.5	89.1	57.6	85	59.5	87.2	63.2	87.4	53.6	81.6
I understand how to incorporate the LAC in semester course plan planning.	74.5	94.9	65.3	93.2	65.4	89.2	63	89.1	55.3	86	54.4	89.9	59.3	86.3	50.6	83.1
I know the requirements of the LAC.	81.9	96.6	71.9	87.5	64.3	91.9	64.5	89.1	57.6	85	59.5	87.2	63.2	87.4	53.6	81.6



Knowing the Requirements of the LAC

Question	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018								
I understand how to incorporate the LAC in semester course plan	74.5	94.9	65.3	93.2	65.4	89.2	63	89.1	55.3	86	54.4	89.9	59.3	86.3	50.6	83.1

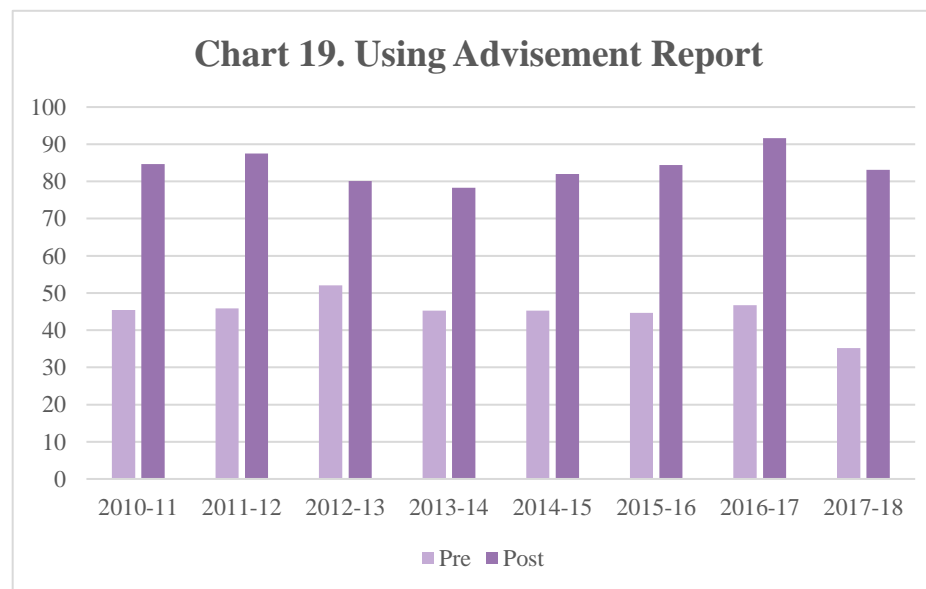


Utilizing and Understanding Resources

Table 6. Utilizing and Understanding Resources

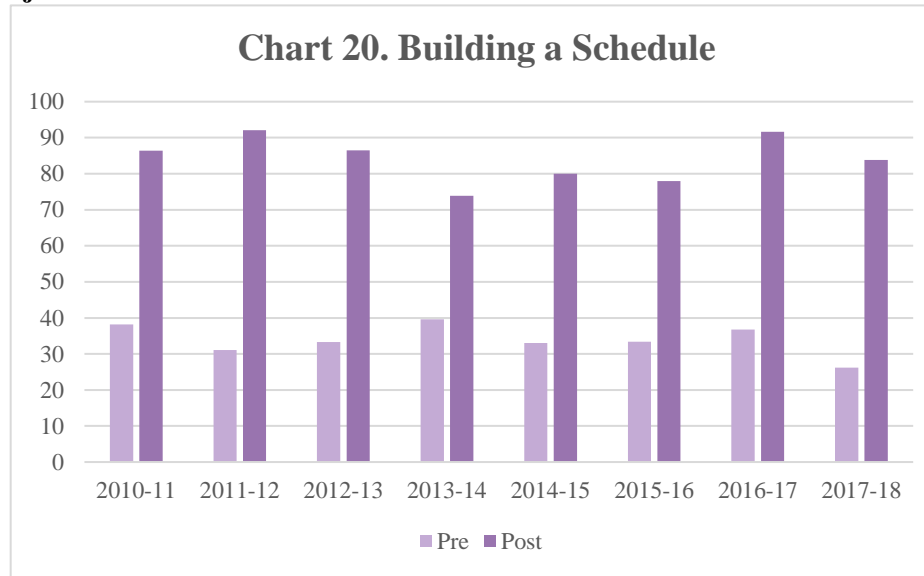
Question	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Able to use my advisement report for planning and registration.	45.4	84.7	45.9	87.5	52.1	80.1	45.3	78.3	45.3	82	44.7	84.4	46.7	91.6	35.2	83.1
Know how to build a course schedule for my major/interests.	38.2	86.4	31.1	92.1	33.3	86.5	39.6	73.9	33	80	33.4	78	36.8	91.6	26.2	83.8
Know how to use web registration to add/drop/make changes to my schedule.	49.1	86.4	48	90.9	50.3	92.8	41.9	88	41.1	92	36.3	89	51.1	92.6	31.3	89

Able to use my advisement report for planning and registration.	45.4	84.7	45.9	87.5	52.1	80.1	45.3	78.3	45.3	82	44.7	84.4	46.7	91.6	35.2	83.1
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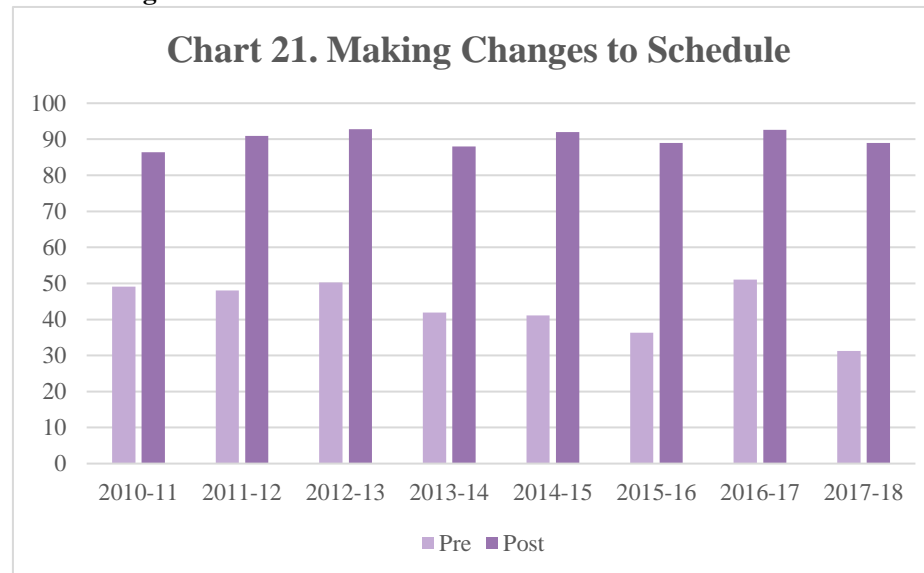


Utilizing and Understanding Resources

Question	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018								
Know how to build a course schedule for my major/interests.	38.2	86.4	31.1	92.1	33.3	86.5	39.6	73.9	33	80	33.4	78	36.8	91.6	26.2	83.8



Question	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018								
Know how to use web registration to add/drop/make changes to my schedule.	49.1	86.4	48	90.9	50.3	92.8	41.9	88	41.1	92	36.3	89	51.1	92.6	31.3	89

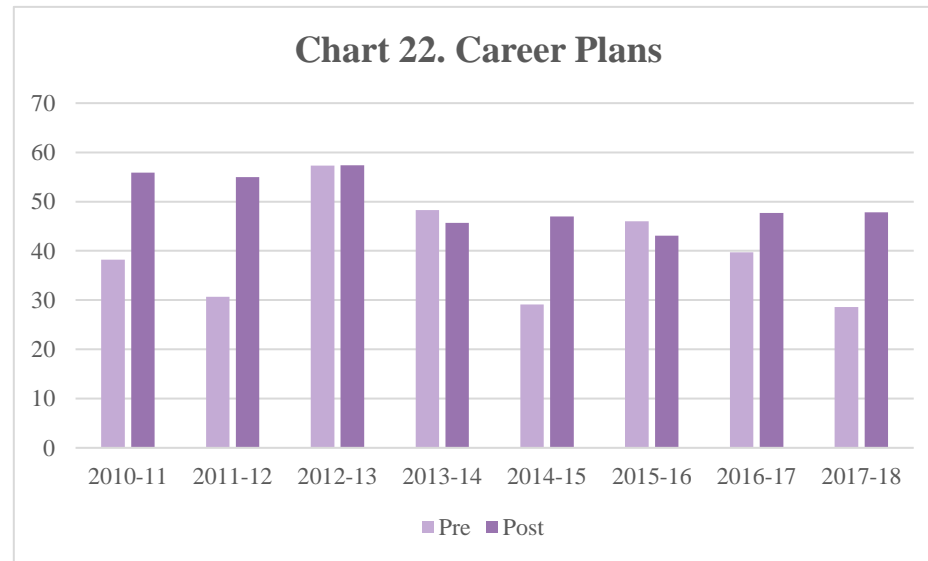


UNI Evaluation

Table 7. UNI Evaluation

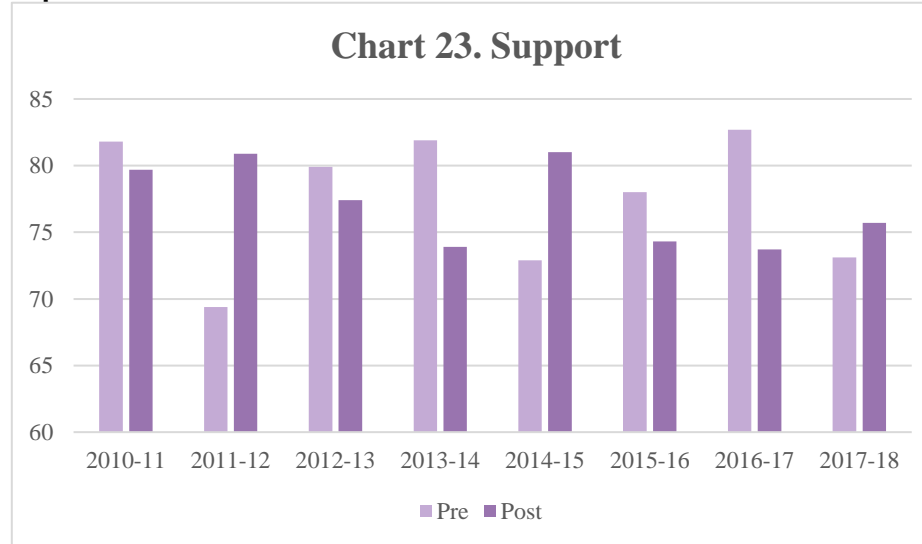
Question	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Talked about career plans with a faculty member or advisor.	38.2	55.9	30.7	55	57.3	57.4	48.3	45.7	29.1	47	46	43.1	39.7	47.7	28.6	47.8
The extent UNI provides the support needed to help succeed.	81.8	79.7	69.4	80.9	79.9	77.4	81.9	73.9	72.9	81	78	74.3	82.7	73.7	73.1	75.7
Evaluate the quality of academic advising received at UNI.	76.4	89.8	80	86.5	82.9	87.8	85.3	91.3	86.7	90	95	96.3	94.4	91.6	89.9	94.9

Talked about career plans with a faculty member or advisor.	38.2	55.9	30.7	55	57.3	57.4	48.3	45.7	29.1	47	46	43.1	39.7	47.7	28.6	47.8
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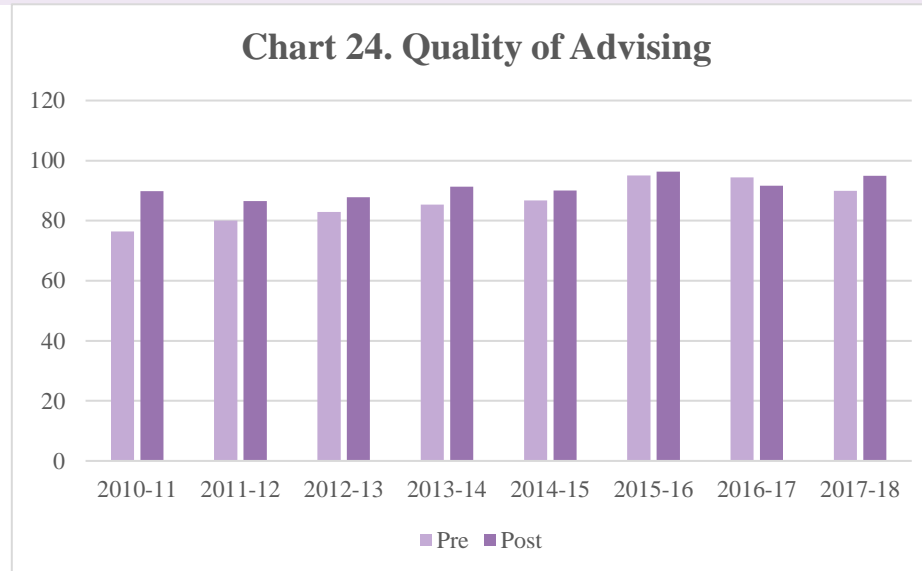


UNI Evaluation

Question	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
The extent UNI provides the support needed to help succeed.	81.8	79.7	69.4	80.9	79.9	77.4	81.9	73.9	72.9	81	78	74.3	82.7	73.7	73.1	75.7



Question	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Evaluate the quality of academic advising received at UNI.	76.4	89.8	80	86.5	82.9	87.8	85.3	91.3	86.7	90	95	96.3	94.4	91.6	89.9	94.9



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2017-2018 Office of Academic Advising Post Outcomes Survey

Start of Block: Default Question Block

Q2 The following survey will be used to assess the student outcomes of the Office of Academic Advising (102 Gilchrist Hall). In no way will identifying information about you be shared. By checking the agree, you consent to completing this survey and understand the results of this survey may be shared with others.

- I agree to participate in this survey (1)
 - I do not agree to participate in this survey (2)
-

Q3 My major is:

- Deciding/Undecided (1)
 - Biology (including pre-professional health careers) (2)
 - Communication Sciences and Disorders (3)
 - Communication Studies (Communication, Public Relations, Electronic Media, Communication: Theatre Arts, Political communication) (4)
 - Criminology (5)
 - Geography (6)
 - History (7)
 - Political Science (8)
 - Pre-Nursing/ Allied Health (Radiography, Diagnostic Medical Sonography, or Nuclear Medicine Technology) (9)
 - Psychology (10)
 - Technology (11)
 - Social Science Teaching (12)
 - Social Work (13)
-

Q4 Academics and Goals

	Strongly Agree (1)	Agree (2)	Somewhat (3)	Disagree (4)	Strongly Disagree (5)
I am sure of my majors choice. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel academically prepared for college. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what my academic goals are for the current year. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a clear understanding of my career goals. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know the academic policies and requirements of the University of Northern Iowa (UNI). (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the academic expectations of me as a student at UNI. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5 Advising and Expectations

	Strongly Agree (1)	Agree (2)	Somewhat (3)	Disagree (4)	Strongly Disagree (5)
I understand the expectations of me in the advising process. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the expectations of my advisor in the advising process. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know who my academic advisor is for my freshman year. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to make an appointment with my advisor. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to contact my professors for assistance or questions. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 Registration and Course Selection

	Strongly Agree (1)	Agree (2)	Somewhat (3)	Disagree (4)	Strongly Disagree (5)
I am able to use my advisement report for academic planning and course registration. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to build a course schedule for my major and interests. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to use the web registration system to add, drop, or make changes to my course schedule (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7 Liberal Arts Core

	Strongly Agree (1)	Agree (2)	Somewhat (3)	Disagree (4)	Strongly Disagree (5)
I know the requirements of the Liberal Arts Core. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how to incorporate the Liberal Arts Core in semester course planning. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q8 Exploration and Involvement

	Strongly Agree (1)	Agree (2)	Somewhat (3)	Disagree (4)	Strongly Disagree (5)
I know how to explore majors, minors, and careers at UNI. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a commitment to self-development and personal growth. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of the academic resources/offices on campus to assist me as a student. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am involved in activities or organizations related to my major, career, or personal interests. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have identified my strengths, skills, and abilities. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9 To what extent does UNI emphasize each of the following?

	Very Little (1)	Some (2)	Quite a bit (3)	Very Much (4)
Talked about career plans with a faculty member or advisor. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 To what extent does UNI emphasize each of the following?

	Very Little (1)	Some (2)	Quite a bit (3)	Very Much (4)
The extent UNI provides the support needed to help succeed academically. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 Evaluate the quality of academic advising received at UNI.

	Very Poor (1)	Poor (2)	Good (3)	Excellent (4)
Choose One: (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 Please describe your academic advising experience below.

End of Block: Default Question Block

Advising Matters: First-Year Exploratory/Deciding Syllabus

Advisor: Anthony Smothers

Location: 102 Gilchrist Hall

Email: anthony.smothers@uni.edu

Office of Academic Advising: www.advising.uni.edu

Materials: [University Catalog](#)
[University Advising Web Resources](#)
[Plan of Study Website](#)

[Student Handbook](#)
 Advising Handouts/Attachments
 Academic Requirements

How to Make an Appointment with Your Advisor:

Phone: 319-273-3406 a desk assistant will help you set up a time that works best for you. Due to double booking of appointments, **we do not set up appointments via email.** All students assigned in our office have advising holds.

The Purpose of Academic Advising

The Office of Academic Advising engages students in self-reflection and exploration of academic, career, and life goals, while empowering student success through transitions, connections, and resources.

Academic Advising Learning Outcomes

By working with your academic advisor during your first year at UNI, you will:

1. Learn the Liberal Arts Core, academic introductory courses and requirements.
2. Discover your strengths, skills, values, and abilities.
3. Understand your academic success, connect with campus resources, and support systems.
4. Engage with faculty, staff, and students. Participate in organizations, clubs, and activities in our inclusive community.
5. Explore career and professional resources to develop a personalized plan for your academic, career, and life goals.

Advisee and Advisor Responsibilities

Students will...

- Create and maintain an advising file to bring with you to any advising meeting or event
- Initiate and maintain regular contact with me including scheduling and attending advising appointments
- Come prepared to each meeting with questions or materials for discussion
- Be an active learner and participant in the advising experience...ask questions and see me if you have difficulties or something you do not understand.
- Discuss any problems affecting your academic performance
- Make use of referrals to campus resources
- Be open and willing to consider advice from faculty, advisors, and other mentors
- Attend all Academic Advising group meetings or sessions for your major
- Make decisions based on personal interests and ideas and take ownership for decisions

Advisors will...

- Teach Liberal Arts Core, degree requirements, and university policy and procedures
- Listen to your concerns and respect your individual values and choices
- Maintain confidentiality – adhere to the guidelines set by the Family Educational Rights and Privacy Act
- Empower and guide you in defining your academic, career, and personal goals and assist you in creating an educational plan that is consistent with those goals
- Encourage you to think critically, seek out resources, and take action steps
- Assist you in assess your academic performance to determine if it is consistent with your plans
- Match your needs with resources; make appropriate referrals when necessary
- Be accessible for advising meetings (in groups or individually), telephone, or e-mail and provide follow up as necessary

AUGUST

___ Walk-In Advising	August 20-24	102 Gilchrist Hall	Resource
___ Time Management Plan	Aug - Sept		Transition
___ Meet & Greet Meeting	August 27-31	Advisor TBA	Connection

SEPTEMBER

___ Complete Career Cruising		(www.advising.uni.edu)	Resource
___ Last Day to add full semester class	September 6 th	117 Gilchrist Hall	Resource
___ Volunteer Fair	September 6 th	Maucker Union Ball	Resource
___ Student Organization Fair	September 13 th	Maucker Union Plaza	Engagement
___ Career Fair	September 18 th	McLeod Center	Resource

OCTOBER

___ UNI Homecoming	October 7 th	Campus Community	Engagement
___ 2 ND Half Semester Begins	October 15 th	Registrar	Resource
___ Majors in Minutes	October 24 th	Maucker Union 7-9 pm	Resource
___ Pre-Registration Meetings	TBA	Meet with Advisor	Connection
___ Last Day to Drop Full-Semester	October 26 th	117 Gilchrist Hall	Resource

NOVEMBER

___ Pre-Registration Meetings	TBA	Meet with Advisor	Connection
___ Walk-In Advising	Nov 7-15 th	102 Gilchrist Hall	Resource
___ Thanksgiving Break	Nov 20-24 th		

DECEMBER

___ Finals Week	Dec 11-15 th	Check Finals Schedule	Resource
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Campus Resources to Assist You

1. Academic Advising, 102 Gilchrist Hall, 319-273-3406: <https://advising.uni.edu/>
This office serves students in transition: exploratory students, students seeking alternative majors, first-year students, and students reassessing their current academic situation.
2. Peer Academic Advisor in Residence (PAIR) and Peer Advisors: <https://advising.uni.edu/pair>
Students working in Academic Advising and a residence hall who have specific training to help individuals or groups of students
3. ALEKS- Math Placement Exam: <https://success.uni.edu/aleks-scores-and-placement>
4. Career Services, 102 Gilchrist Hall, 319-273-6857: <https://careerservices.uni.edu/>
Career Services is focused on connecting students to opportunities so they are active and engaged, leading to career readiness
5. The Academic Learning Center, ITTC 007, 319-273-6023: <https://unialc.uni.edu/>
This office is home to free services to help you succeed in your courses. You can contact: the Math Center, Writing Center, tutorial services, and Reading and Learning Strategies courses.
6. Student Information System: <https://uni.edu/sis/content/student-center-help>
7. Transfer Plan-It: <https://access.uni.edu/cgi-bin/transfer/transferPlanIt.cgi>
Consult this website if you plan to take a course at a community college and transfer it back to UNI.
8. Pre-professional Guide Sheets: <https://biology.uni.edu/pre-professional-programs>
9. Frequently Asked Questions: <https://advising.uni.edu/frequently-asked-questions-faqs>
10. Rod Library Research Help: <https://library.uni.edu/>

Career Development

Career Fair: September 11, 2018

McLeod Center Concourse 11-3pm

Features over 200 Employers and Graduate Programs. Over 1000 students participate in the exploration of careers.

Job & Internship Fair: February 19, 2019

McLeod Center Concourse 11-3pm

Features over 150 employers with over 1000 student attendees.

Graduation Goal: 3-2-2

UNI research has shown students who are above a 3.0 G.P.A., two leadership experiences, and two pre-professional experiences were the most competitive for employment. See Career Services in 102 Gilchrist Hall.

<https://careerservices.uni.edu/>

Job Board: Career Opportunities and Student Employment. <https://careerservices.uni.edu/job-board>

Explore Careers: What can I do with a major in... <https://careerservices.uni.edu/career-majors>

Skills/Qualities Employers Want: Ability to-

- Work in a Team
- Make Decisions and Problem Solving
- Plan, Organize, and Prioritize Work
- Verbal & Written Communication
- Critical Thinking Skills
- Analytical Qualitative Skills
- Knowledge Related to Job
- Proficiency with Computer Software Programs
- Create Written Reports

National Association of Colleges and Employers

<http://www.naceweb.org/>

PostSec 1050: Career Decision-Making Class

Academic Dishonesty – “Cheating of any kind on examinations and/or plagiarism of papers or projects is strictly prohibited. Also unacceptable are the purchase of papers from commercial sources, using a single paper to meet the requirement of more than one class (except in instances authorized and considered appropriate by the professors of the two classes), and submission of a term paper or project completed by any individual other than the student submitting the work. Students are cautioned that plagiarism is defined as the process of stealing or passing off as one's own the ideas or words of another, or presenting as one's own an idea or product which is derived from an existing source.” *The University of Northern Iowa Student Handbook, Section 3.01.*

Accessibility- Please address any special needs or special accommodations with me at the beginning of the semester or as soon as you become aware of your needs. Those seeking accommodations based on disabilities should obtain a Student Academic Accommodation Request (SAAR) form from Student Disability Services (SDS) (phone 319-273-2677, for deaf or hard of hearing, use Relay 711). SDS is located on the top floor of the Student Health Center, Room 1

Statement of Inclusion - Academic advisors actively create an open, respectful, and supportive, inclusive environment for all people. We serve students of all abilities, sexual orientations, genders, races, religion, cultures, and socio-economic status.

University Equal Opportunity Statement -The University of Northern Iowa is an Affirmative Action Equal Opportunity Institution. The Americans with Disabilities Act of 1990 (ADA) provides protection from illegal discrimination for qualified individuals with disabilities. Students with disabilities are encouraged to make use of the Office of Disabilities Services and can arrange for instructional accommodations for disabilities by contacting that office in SSC 213, 319-273-2676.

Preparing for your appointment:

1. Be willing to share your academic, career, and personal goal ideas with your advisor.
2. Review your academic requirements (in Student Center drop down menu) and circle Liberal Arts Core that you need to complete within four years.
3. Write a list of questions you would like to talk with your advisor. (For example- majors, minors, certificates, careers, study abroad, national student exchange, internships, student organizations, community involvement, processes or policies at the university)
(*2nd Meeting Additional Items*)
4. Bring a copy of your Career Cruising results to discuss.
5. Write down 10 courses (You may use the Planner in your Student Center) with the goal of having:
 - a. 1-2 Liberal Arts Core
 - b. 1-2 Major Area of Interests
 - c. 1 course that is fun or you have always wanted to take (5-6) courses for 15-16 credits to finish in 4 years

Advice from students...

1. **College**, you have more freedom to do as you wish. Don't abuse your new freedom. The choice you make have a great impact on your future. Be proactive in your education; seek out potential problems before they seek you out.
2. **Class Attendance**: Go to class and be an active participant. There is valuable information given in class that isn't covered in the textbook. Once you get into the habit of not going to class, it's too easy to skip, and your grades will drop.
3. **Types of Assignments**: Your professors will not remind you to do your assignments; it is your responsibility. In some courses you may have only one test at the end of the semester. Your grades will suffer if you put off studying for your courses.
4. **Professors' Expectations**: Get to know your professors. They like and expect you to have questions and be prepared for class. They are also great resource for advising about courses, internships, and careers.
5. **Importance of Performance**: Take your first year seriously- a great start makes the following years so much easier. Trying to play catch-up, whether it be the second half of the semester to get your grade up in a course or during your final years of school to raise your grade point, is not an easy thing to do.
6. **Time Management**: Set aside time every day to do homework and stick to a schedule. Don't cram! Take time out to look at your schedule and give yourself adequate time to prepare for assignments and tests- probably at least five hours a day reading/studying.
7. **Amount of Study**: You will need to study a lot more to succeed in your courses. Find a place to study where you won't be interrupted or tempted to do something else.
8. **Importance of Goals**: Establish your education as among your highest priorities. Set goals in all facets of your life, write them down, and check them off as you achieve them. Decide what you want in the end and work toward that goal from the beginning. Don't be afraid to change your goals-take some risks.
9. **Use of Resources**: Don't be afraid of the library and computer labs. They are your tools to make life easier. If you're struggling in a class, get help right away. Ask your professors or one of the advising centers if you are not sure where to get help.
10. **Social Life**: Along with your academic studies, remember to get involved in other activities, such as student organizations, volunteer opportunities, committees and internships. You'll also meet people through classes and residence hall living.

Peer Academic Advisors 2016-2017