Target Audience
New and Current Faculty Advisors

1. What is Academic Advising?
   a. Discuss General Advising Theories: Advisors should ultimately choose the style of advising that fits best with their personality and approach. It is important to remember that advising is about more than picking class times and days. The following theories give a basic overview of what advising can mean.

   ➢ Developmental Advising: Facilitates student independence and shared responsibility. Students take an active role in decision making. Students create appropriate and realistic plans. Students talk and advisors listen. The advising relationship is an opportunity to teach. Become familiar with the students as individuals.

   ➢ Prescriptive/Intrusive: More parental. Defining what you need from a student first. More controlled variables for the student. Especially good for first year students or students in academic difficulty.

   ➢ Appreciative: Consists of 6 phases:
     Disarm - making a positive first impression
     Discover - open-ended questions that help you learn about students
     Dream - learn about student hopes and dreams
     Design - co-create a plan of action
     Deliver - continue to work with the student as they work the plan
     Don’t Settle - help students set their goals high and hold them accountable for achieving them

   ➢ Terry O’Banion Advising Model Steps: starts with the big picture, create life goals, explore vocational goals, program choice, course choice, scheduling classes
2. The Ivy Tech Advising Model
   a. Admission
      ➢ Students complete an application online or by paper
      ➢ Students complete assessment or get a waiver
      ➢ Students complete online or in person New Student Orientation
   b. Advising Center
      ➢ Students are assigned an advisor either in Admissions or by the Advising Center
      ➢ Students meet with an advisor individually or in a group session
      ➢ Goals and program choice are discussed
      ➢ Academic Completion Plan is started in Ivy Advising for first and second semesters, if possible
      ➢ Advising Handbook is reviewed with resources (including tutoring, disability support services, and online learning as appropriate)
      ➢ Students are taught how to register for classes on campus connect and are assisted in this process
   c. Faculty Advisor
      ➢ Students are transitioned to a faculty advisor after 15 or more completed college credit hours (at Ivy Tech or transfer hours)
      ➢ Limited Enrollment programs may transition at different times
      ➢ Faculty advisors advise through the completion of degree program

3. Understanding the Basics
   a. Curriculum of Record
      ➢ Can be found on the Ivy Tech website or Campus Connect
      ➢ Many programs have an advising sheet on the shared drive
      ➢ There are different curriculum years for students. Knowing which curriculum the student is on will be important. Effect of breaking enrollment on curriculum year.
   b. Degree Types
      ➢ CT, TC, AS, AAS
   c. Assessment
      ➢ Accuplacer scores chart
      ➢ SAT, ACT, or PSAT based waiver
      ➢ Previous college credit based waiver
      ➢ Core 40, Academic Honors, or Technical Honors with 3.0 or higher GPA after 7 semesters based waiver
      ➢ Note: Full waiver does not apply to students needing math higher than Math 123, must assess on Accuplacer
d. English Sequence
   ➢ Current options including co-requisite

e. Math Sequence
   ➢ Current options including co-requisite
   ➢ Anticipated changes

f. Transfer General Education Core
   ➢ List of classes available on website. No substitution. There are more options available in each of the areas, but if a student is interested in transfer, these are advised electives.
   ➢ Refer to individual college transfer guides and articulation agreements

4. Policies, Procedures, and Resources
   a. Campus Connect and InfoNet – brief overview/tour
   b. Academic Support and Operations Manual (ASOM)
   c. Campus Resources: The most common student referrals would be to Tutoring, Academic Advising Center, Career Services, and Disability Support Services
   d. Code of Student Rights and Responsibilities: As an advisor be familiar with these. You may need to refer students to this if they have questions about appealing a grade or filing an incident report.
   e. Blackboard: Be familiar with how this tool is used for courses and Ivy Advising
   f. Student Handbook
   g. Faculty Handbook

5. Forms
   a. Explain the use and process for filling out the following forms:
      ➢ Change of Information
      ➢ Change of Enrollment
      ➢ Request to Repeat a Course
      ➢ Registration
      ➢ Release of Information/FERPA
      ➢ Pre-requisite Form
      ➢ SAP Appeal
      ➢ Retesting Slip

6. Banner
   a. Describe the difference between using SSB and Internet Native Banner and the pros to using both.
   b. Demonstrate what you can find on SSB:
      ➢ How to search for a student
Scores
Transcript
Schedule
c. See Cheat Sheet under Resources

7. **Ivy Advising**
a. Early Alert – Flags
b. Appointments
c. ACPs
d. SAPs
e. Notes
f. Success Plans
g. Intake