Advising Syllabus Discussion

December 10, 2015

Shari Ayers: Bluffton (newer program, ~45-60 students)
Meridia Sanders: Pittsburgh (ratios at: 220-260)
Sheila Amirinazari: Massachusetts Boston

Pittsburgh:
- 1/3 don’t know what they want but everyone starts in undeclared and cannot declare until one semester completed
- No cut-off try for sophomore year declaration to major
- Course is not as specific for undecided but is under discussion
- Using student evaluations for reviews
  - Load advisor-student partnership file to box
- In past use peer mentors over summer for orientation, but may expand: nuts and bolts (how to enroll, things to think about when adding/dropping)—intention is to allow advisors more time for developmental conversations by having peers cover this information
  - Take internship class (2 hours once per week)
  - Summer are paid
- Probation: used to be academic resource center but now it is academic coach AND academic advisor (starts SP16)

Massachusetts:
- Students are undecided and some have major in mind but start in undeclared
- No deadline for declaration
- Seminar course to discuss degree progress
- Have report form each month about what was done over course of the month
- Use peer mentors: use during orientation

Bluffton:
- Newer concept at Bluffton: falls under center for career and vocation (academic affairs and student life)
- Can be undeclared through sophomore year (60 credits)
- Peer mentors connect to first year seminar but not connected specifically to advising
- Students on probation work with learning resource center and advisor

Ohio State:
- Students come in as undecided, some apply to major but cannot start there and move to EXP
- 4 semesters for freshmen and 2 for most others, lock when they are out of time so they cannot register
• New student course to self-assess, explore majors and transition to college (policies and procedures)
  o Peer mentors take part in new student course, do not do advising, unpaid
• Probation students work with advising office

Advising Syllabus
• Replicate course syllabus
• Set up advising tasks to look like assignments in online course management system
  o Build like class module
• Outline for the semester
• Do students sign?
• Communicating same messages between units and hand-offs between areas
• Does it contain student learning outcomes, and if so, how?
• Western Carolina University has advising syllabus (possible model—see box)

• Advising syllabus for an advisor: what should an advisor know, do, etc.? What are the tasks and how do they fit together/timeline?

Areas specific to advising undeclared populations:
• Self-knowledge/assessment
• Balance work towards GE with doing concrete tasks to explore options (contextualize majors to careers)
• Alleviate anxiety and pressure of not knowing a major—and/or—helping to re-track a student who started in a major and is now undecided
• Angela Duckworth: GRIT: if course is hard that’s a sign it is not right
• Compartmentalization: what is undecided advising purview vs. major vs. resource office, etc.