



Academic Advising in the College of Agriculture and Life Sciences

College of Agriculture and Life Sciences

Mission Statement for Academic Advising

The mission of academic advising in the College of Agriculture is to promote the personal and academic development of the student in the context of a mentoring relationship with an academic adviser. By being available to the student in the office and in informal settings, the adviser communicates genuine interest in the student as a person. The academic adviser aids in broadening the student's interests and outlook by encouraging self-discovery, academic breadth and respect for truth, regardless of academic discipline. The adviser supports the student in the emotional transitions of academic life thereby fostering self-acceptance and is skilled at referring the student to campus and community resources when necessary.

Academic advisers assist students in achieving their academic goals by providing accurate and timely information regarding the institutional requirements and protocols of the university, college and academic major. As a member of the faculty within the student's major, the adviser communicated his or her own enthusiasm and sense of relevance for the subject matter, thereby stimulating intellectual curiosity, creativity and inviting the student to develop academic depth and expertise. As a practicing professional, the adviser aids the student in developing personal and professional goals which are challenging, worthy and realistic. The adviser informs the students of university and career-related opportunities and serves as an advocate by helping the student capitalize on those opportunities.

Beyond the demands of academic life, the adviser encourages participation in activities which develop leadership and interpersonal skills, recognize achievement and promote personal responsibility and integrity. Realizing that personal and professional development continue throughout life, the adviser takes advantage of continuing educational opportunities to develop and deepen his or her advising abilities. The adviser remains available to alumni for consultation, guidance and continuing interaction.

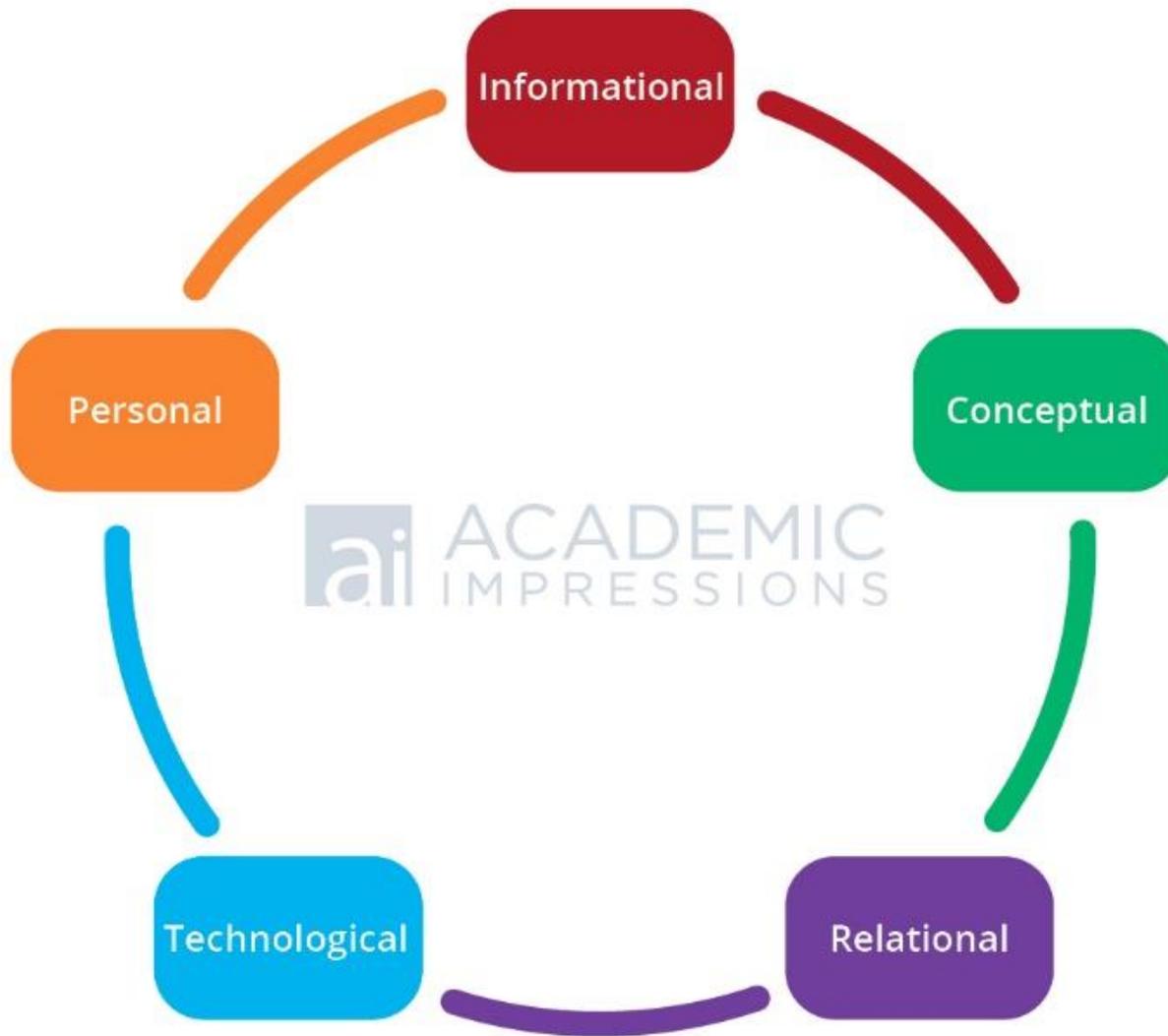
CALS Advising Goals

To create an environment where each student can reach their potential:

- Academic achievement
- Personally
- Socially

Academic success (college degree, good grades, relevant experiences) is the ticket to open doors to a variety of careers

- However, IQ only explains 6% of success once people are working in chosen career
- We need to foster emotional intelligence as well as technical knowledge



Habley, W. (1987), McClellan, J.L., (2007), Higginson, L. C. (2000), Folsom, P., Joslin, J., & Yoder, F. (2005)

Goals for Today

To help you determine how you can use your strengths to achieve your mentoring goals with students

- Which types of students are in your comfort zone?
- Which types of issues are in your comfort zone?
- How will you handle the students and issues that are NOT in your comfort zone?

There is not a single right answer for how to best assist students

- There are **WRONG** answers, though...

CALS Strategic Plan - Priorities

- Attract outstanding students seeking to make a difference in the world through their chosen careers in agriculture and life sciences.
 - Recruit, support and graduate outstanding and diverse students.
 - Produce graduates well-prepared as leaders in addressing complex societal challenges.

ISU Advising Survey (2012)

College	Surveys Received	Response Rate	Mean Overall Adviser Rating
CALS	1,687	49	4.31
Business	1,026	33	3.84
Design	615	37	3.60
Engineering	2,302	42	4.19
Human Sciences	1,514	44	4.17
LAS	2,130	39	3.93
TOTAL	9,274	41	4.08

Resources for Assistance

CALS Student Services Office

Student Counseling Services

Women's Center

Department of Public Safety

Financial Aid

Legal Services

Dean of Students Office

Department of Residence

- RA's and CA's

Other advisers

What about parents, friends?

CALS Student Services Office

Overarching Goals

- Support departments in recruiting a diverse pool of students that are passionate about agricultural and life sciences
- Support department and student needs to enhance student learning, retention, and success
- Support departments in producing graduates that are creative, problem-solving, independent and successful in all phases of their lives

CALS Student Services Office

Specific Strategies for Success

- Generate information from data
 - EAB Student Success Collaborative data, e-Data system through Iowa State, etc.
 - Includes student demographics, enrollment data, both prior and current academic performance, program changes, retention and graduation information
- Generate information from focus groups and task forces
 - Understand human element that affects student success
- Provide appropriate training for advisers
 - Informational resources
 - <http://www.cals.iastate.edu/student-services/advising-handbook>
 - Relational skills training
 - Face-to-face workshops with student assistance

Current Topics in Academic Advising

■ The first advising session

- Setting the stage for the advising relationship

■ Goal setting

- Dreams vs. reality

■ Diversity and inclusion

- Issues facing multicultural, first generation, low income, veterans, LGBTQIA+ students, etc.

■ Students in distress

- Mental health, emotional challenges, medical issues, academic challenges, etc.

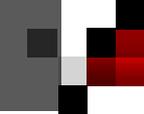


First Advising Session



The First Advising Session

- Set the ground rules
- Establish trust
- Learn about their goals
- Discuss their options
- Share yourself (be genuine)
- Recap meeting and set plans for the future



Goal Setting

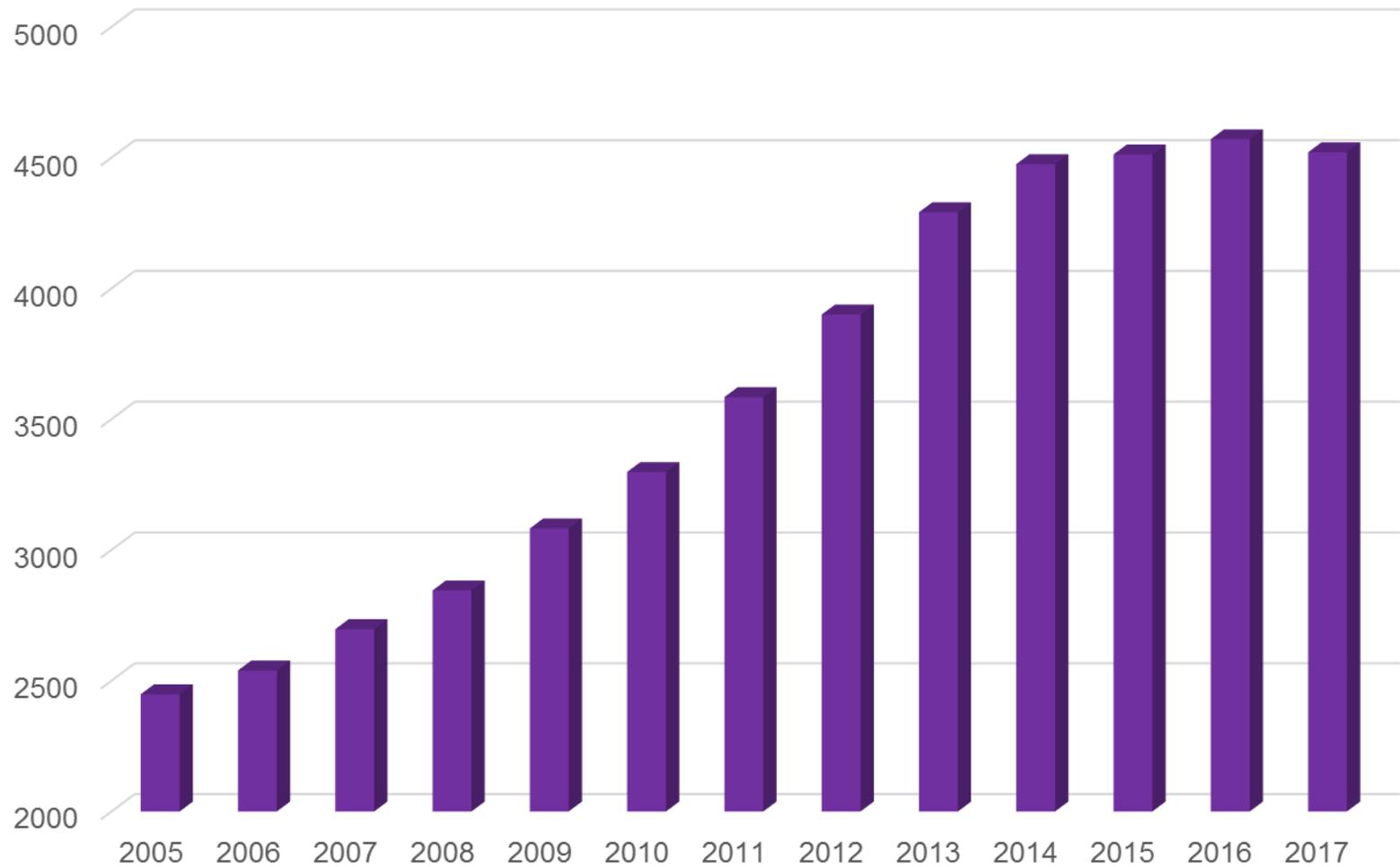
Dreams vs. Reality

- First priority is to help students chase their dreams
- You can be honest with what it takes to achieve that dream, but it is not your job to tell them they are not capable
 - Provide information, provide support, provide specific goals but do not provide your opinion
 - Tough love is only effective if they feel the love first...
 - Encourage ALL advisees to pursue multiple career options – every student can benefit



Demographics and Challenges with Diversity and Inclusion

CALS TOTAL ENROLLMENT TRENDS



CALS NON-RESIDENT ENROLLMENT TRENDS

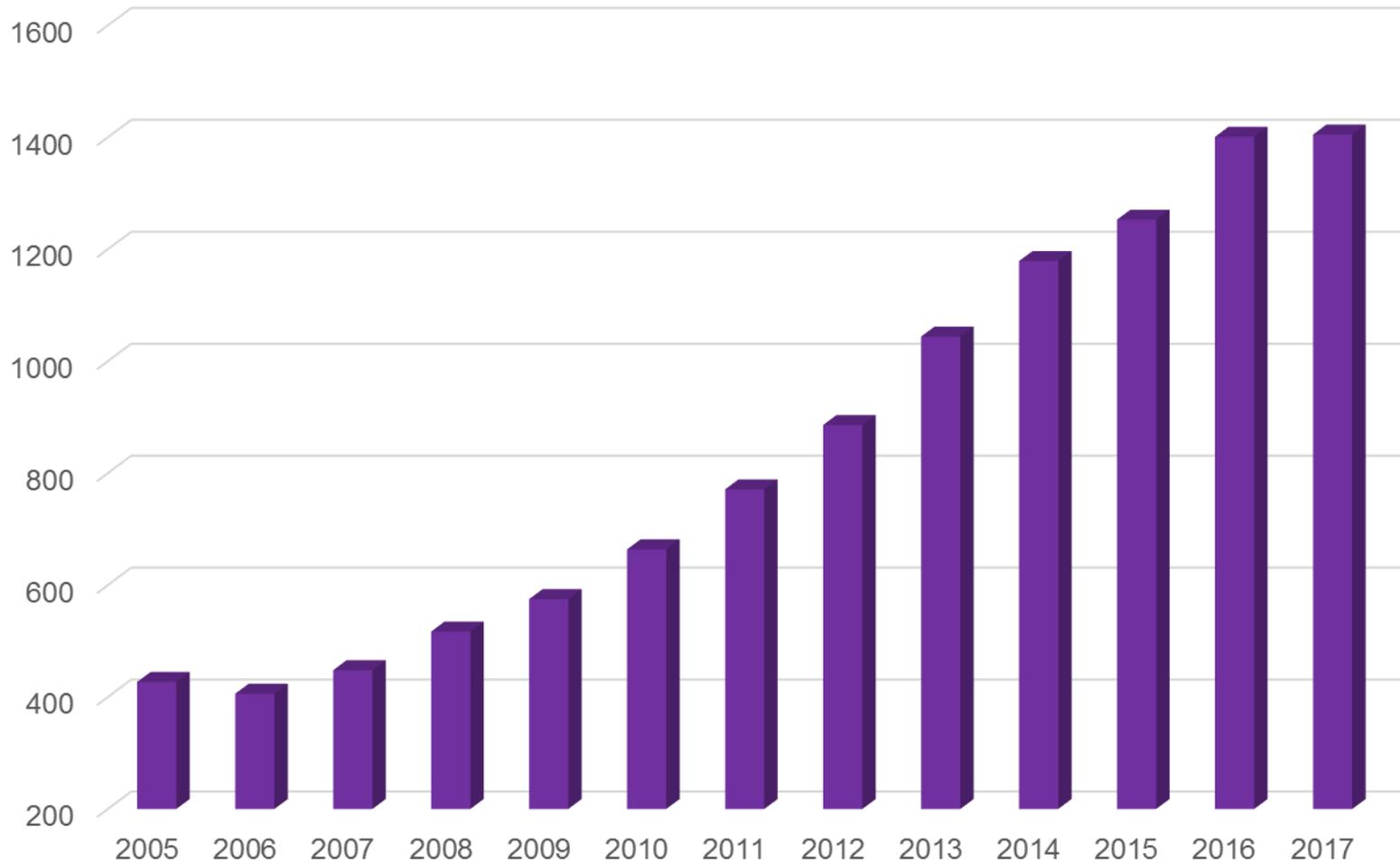
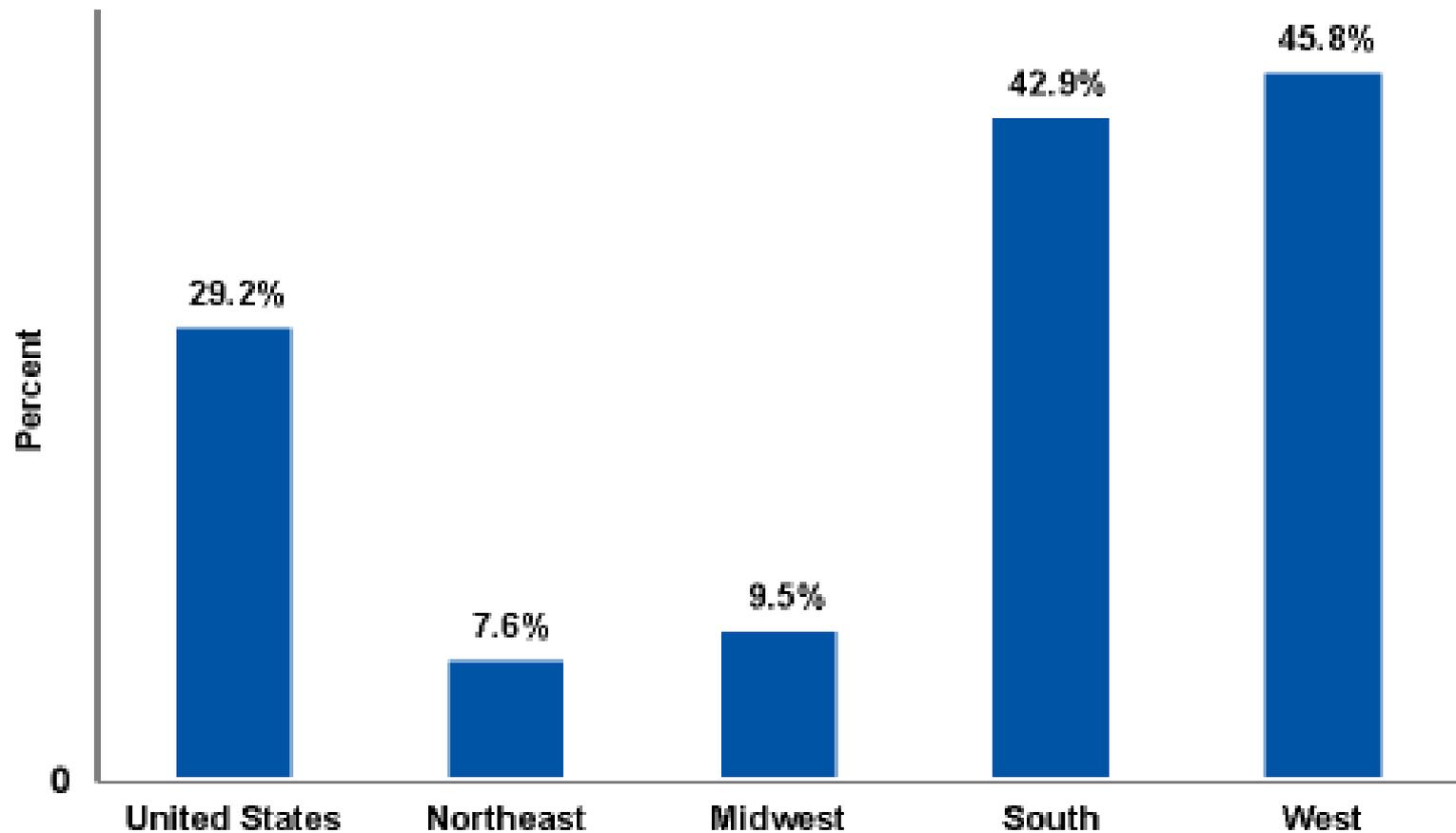
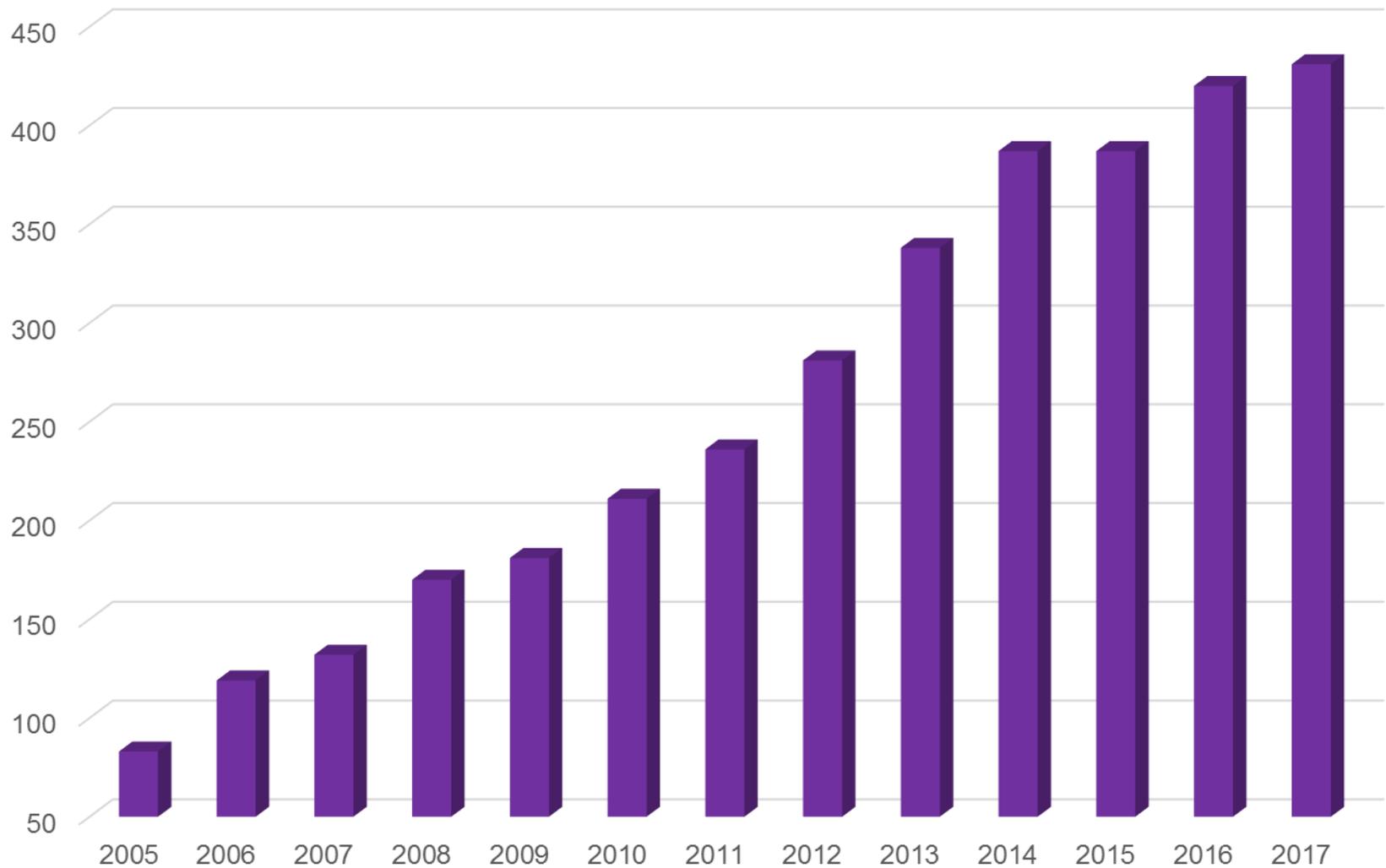


Figure 1
Projected Percent Change in Population by Region, 2000 to 2030



Source: U.S. Census Bureau, Population Division, "Interim State Population Projections," 2005.
(See Table 1 footnote for breakdown of regions.)

CALS MINORITY ENROLLMENT TRENDS



National Demographic Trends

- Census Bureau projections through 2050:
 - Between 2010 and 2050, the Hispanic population's share of the U.S. population will increase from 16 percent in 2010 to 30 percent in 2050.
 - The Asian population's share of the U.S. population will increase from 4.7 percent to 7.8 percent.
 - The black population's share of the population will remain relatively stable at approximately 13 percent.
 - The non-Hispanic white share of the population will decline from 64.7 percent in 2010 to 46.3 percent in 2050.

CALS 4-Year Graduation Rates

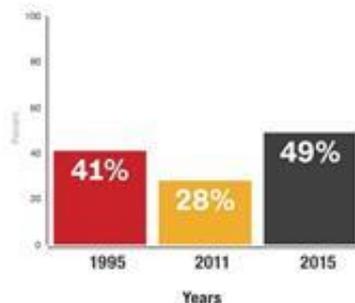
- Male students within-college graduation rate is 18% higher than the rate for female students
- Rural students within-college graduation rate is 16% higher than the rate for urban students
- Iowa residents within-college graduation rate is 14% higher than the rate for non-resident students
- White students within-college graduation rate is 15-64% higher than the rate for minority students
- In addition, first-generation and low-income students also graduate at lower rates than their counterparts...

Published Barriers to Success

- Minorities are more at risk to face additional barriers to their success as incoming students:
 - Lack of financial aid/low income status
 - Lack of family support
 - First generation college students
 - Academic under-preparedness
 - Low scores on traditional college admissions tests
 - Absence of role models in their program

How big of a problem is racism in our society today?

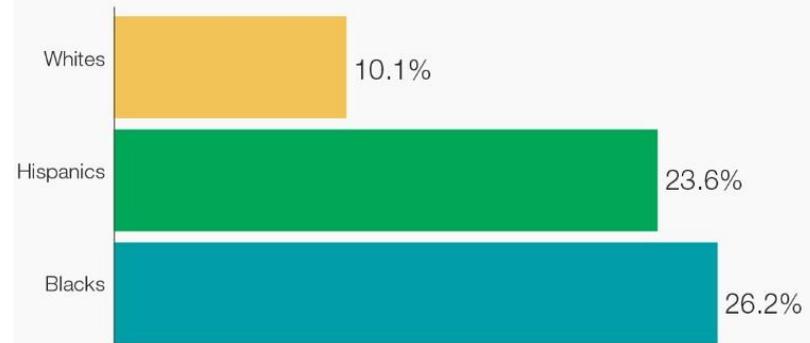
Americans who say it is a "big problem"



SOURCE: CNN/Kaiser Family Foundation poll, Aug. - Oct. 2015

Sampling error: +/- 3%

Poverty rate

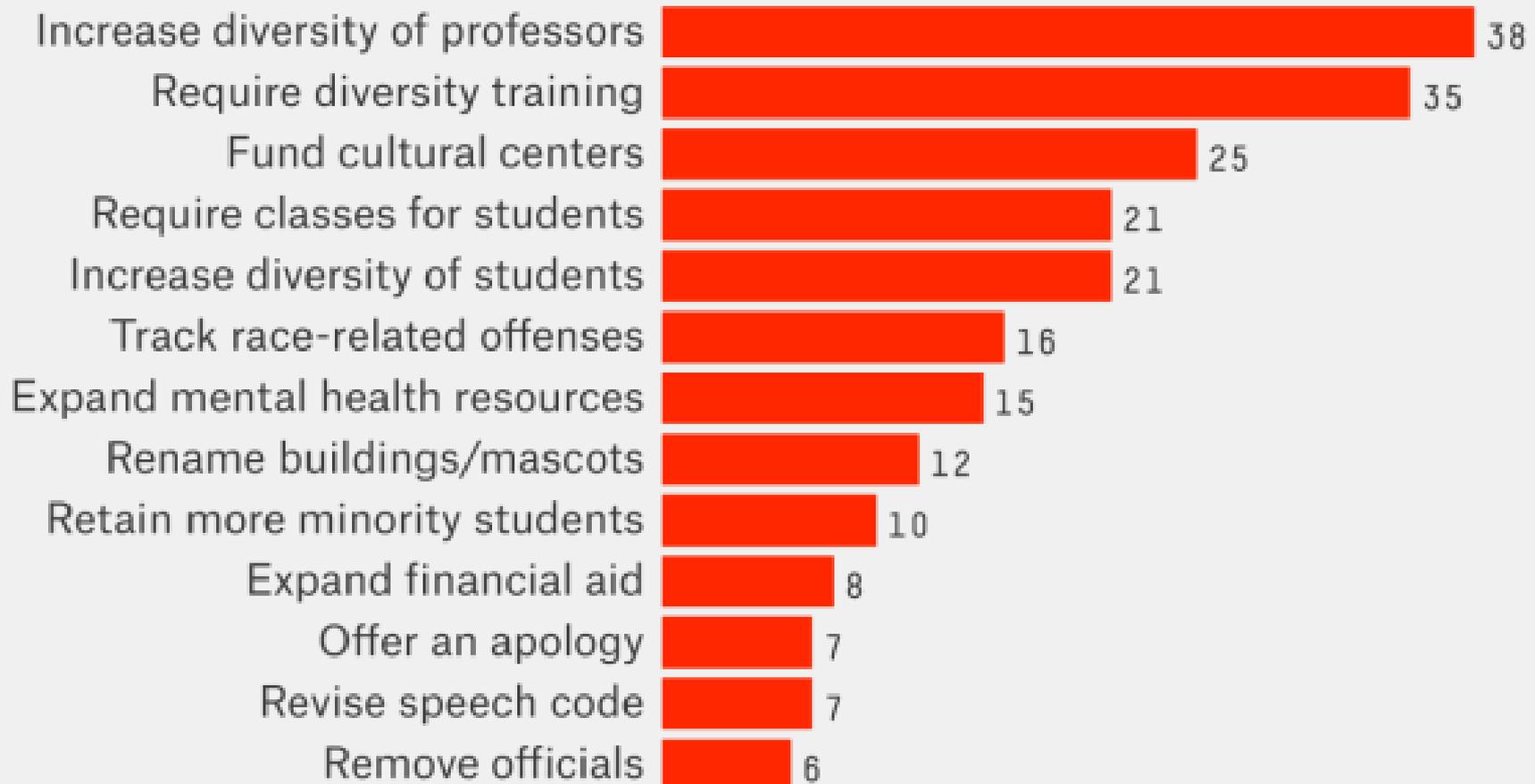


Improving Within-Program Retention of Non-Resident and Minority Students

- Continue focus on new student programs starting prior to the first day of class
 - Intentionally create a sense of community
 - Recognize and address faculty and student biases (racial, ethnic, urban/rural)
- Identify at risk-students earlier and intervene appropriately
 - Many factors create increased risk of student loss
- Directed recruiting to provide a critical mass for different demographics
- Identify faculty/staff role models

What Do Student Protesters Want?

Most common demands at 51 schools with student protests



Current Statistics

- For tenure-track faculty at degree-granting post-secondary institutions:
 - Black faculty – 5%
 - Hispanic faculty – 3%

(National Center for Education Statistics, 2013)

- For Iowa State University (2015):
 - Black faculty – 2%
 - Hispanic faculty – 3%

Challenges Created by Demographic Shifts

- Minority enrollment is lower and recruitment of minorities more challenging for educational programs focusing on agriculture and natural resources (American Speech-Language Hearing Association, 2016)
- Minorities are historically under-represented in STEM fields.
 - “With the non-Hispanic white population shrinking and the entry-level workforce increasingly made up of minorities, the nation could face serious shortages in many critical professions (Center for Public Education, 2012).”



Student Issues

Sympathy, Empathy, Compassion

Sympathy happens when you recognize a student's distress and, pity them or feel sorry for them without being able to personally understand what that student is feeling (sympathy = awareness)

Empathy happens when you recognize a student's distress and share that feeling (empathy = awareness + experience)

Compassion involves recognizing a student's distress and it *also* involves the desire to assist (compassion = awareness + action)

This requires knowledge of resources, an increased time commitment, and willingness to advocate for that student despite any perceived risks that may exist

Risks include personal risks (what if I make things worse?), perceived legal risks (are you legally liable if you get involved and the student commits suicide?) and professional risks (what if my colleagues misunderstand my involvement?)

Barriers to Student Success

Academic stress

Social changes

- Old relationships
- New relationships

Increased freedom and responsibility

New living environment

Exposure to new ideas, cultures, and situations

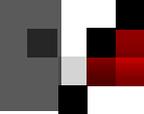


Barriers to Student Success

Family and/or personal issues

- Mental health issues
- Alcoholism/Drug abuse
- Domestic abuse/Neglect
- Sexual assault and harassment, stalking
- Eating disorders
- Anxiety/Depression
- Sexual orientation/identity issues
- Multicultural inclusion issues

Lack of knowledge of on-campus support



Barriers to Adviser Involvement?

- What concerns you most about handling student issues?
- Where are your boundaries?
- How do you handle confidentiality issues?

What is your role?

Often the first point of contact for a student in need – find problems EARLY before they become a crisis

First you must gain trust - show that you care and make sure to be genuine (students will know if you are “playing the role” of a passionate adviser)

- Take an active interest in their lives
 - Academic
 - Personal
 - Goals and dreams
- Offer confidentiality with limits

Remember: You are not there to find a quick solution or solve their problems

Take Home Message: The Three R's

Recognize (just ask, then listen!)

Respond (give confidence, provide hope)

Refer (let them know what to expect, offer to go along)

- If the student refuses outside help, then consult!
 - Your options are limited to support UNLESS they pose an IMMEDIATE threat to themselves or others
- Know your support service staff, their personalities, strengths and weaknesses
- Personally follow up with student
- Make sure you are aware of your own emotional health – ask for help for yourself, too!

Discussion Questions

