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
    - Includes student demographics, enrollment data, both prior and current academic performance, program changes, retention and graduation information
  - ISU e-data and Institutional Research office
  - Need to understand department-specific risk factors for withdrawal

- Generate information from focus groups and task forces
  - Understand human element that affects student success
    - Students that leave ISU (academic vs. voluntary withdrawal)
    - Students that struggle and then succeed
    - Students that transition successfully
    - Others (high-risk students, non-traditional students, traditional students, etc.)
CALS Enhanced Advising Program

1) Concepts in Adviser Training
   a. Conceptual
      i. CALS mission statement for advising
      ii. **Goal** - Reinforce the high value placed on advising by our college and attempt to inspire a passion for advising
      iii. **Approach** – face to face (1 hour)
           1. Discuss the aspects of advising covered in the college mission statement and provide examples of how these might manifest in day-to-day advising practice
           2. Small group discussions on which components of the mission statement advisers feel comfortable with and which topics they would like additional training to become comfortable
   b. Informational
      i. Covered in the “core” modules
      ii. **Goal** – Provide a basic level of knowledge on procedures, practices, and resources for CALS advisers to provide a basic level of competence
      iii. **Approach** – Flipped classroom approach. Advisers review the modules online and then attend a Q & A extended lunch meeting (1.5 hours) facilitated by Student Services staff to discuss the application of this knowledge. This will also serve to develop relationships between the student services staff and the new advisers.
   c. Relational
      i. Cover the three most requested topics (may change over time). Currently, these would be “Advising marginalized students facing diversity/inclusion issues”, “Recognizing and referring students under stress or in crisis”, and “Establishing trust and creating appropriate professional boundaries in adviser/advisee relationships”.
      ii. **Goal** – Provide a basic level of competence in navigating non-academic advising issues.
      iii. **Approach** – Three workshops (2-3 hours each) with integrated student involvement and facilitated by Student Services staff with appropriate support from external partners (Student Counseling, Multicultural Student Services, etc.)