New Directions in Academic Advising
First-Year

<table>
<thead>
<tr>
<th></th>
<th>(1) Very Little</th>
<th>(2) Some</th>
<th>(3) Quite a Bit</th>
<th>(4) Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>Been available when needed</td>
<td>3.05</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listened closely to your concerns and</td>
<td>3.05</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided useful information about courses</td>
<td>2.91</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informed you of important deadlines</td>
<td>2.89</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helped you understand academic rules and</td>
<td>2.83</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>policies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informed you of academic support options</td>
<td>2.74</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(tutoring, study groups, help with</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>writing, ...)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helped you when you had academic</td>
<td>2.69</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>difficulties</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helped you get information on special</td>
<td>2.63</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>opportunities (study abroad, internships,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussed your career interests and post-</td>
<td>2.63</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>graduation plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Been available when needed: 3.02
Listened closely to your concerns and questions: 3.02
Informed you of important deadlines: 2.85
Provided useful information about courses: 2.75
Helped you understand academic rules and policies: 2.71
Helped you when you had academic difficulties: 2.58
Helped you get information on special opportunities (study abroad, internships, etc.): 2.5
Discussed your career interests and post-graduation plans: 2.5
Informed you of academic support options (tutoring, study groups, help with writing, etc.): 2.42
During the current school year (2014-15), about how many times have you and an academic advisor discussed your academic interests, course selections, or academic performance?

Below is a bar chart showing the average number of times discussed, for first-year and senior students, across different campuses.

- IUB: 2.54 (First-Year), 2.23 (Senior)
- IUPUI: 2.47 (First-Year), 2.09 (Senior)
- IUE: 2.54 (First-Year), 2.49 (Senior)
- IUK: 2.88 (First-Year), 2.24 (Senior)
- IUN: 2.06 (First-Year), 2.06 (Senior)
- IUSB: 2.31 (First-Year), 2.26 (Senior)
- IUS: 2.22 (First-Year), 1.88 (Senior)
- IU Total: 2.48 (First-Year), 2.17 (Senior)
During the current school year (2014-15) How often have your academic advisors reached out to you about your academic progress or performance?

<table>
<thead>
<tr>
<th></th>
<th>Very Often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>IUB</td>
<td>1.95</td>
<td>1.82</td>
<td>2.08</td>
<td>1.99</td>
</tr>
<tr>
<td>IUPUI</td>
<td>1.85</td>
<td>1.82</td>
<td>2.08</td>
<td>1.99</td>
</tr>
<tr>
<td>IUE</td>
<td>2.24</td>
<td>1.88</td>
<td>1.88</td>
<td>1.88</td>
</tr>
<tr>
<td>IUK</td>
<td>1.78</td>
<td>1.81</td>
<td>1.76</td>
<td>1.88</td>
</tr>
<tr>
<td>IUN</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IUSB</td>
<td>1.99</td>
<td>1.88</td>
<td>1.99</td>
<td>1.88</td>
</tr>
<tr>
<td>IUS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IU Total</td>
<td>1.93</td>
<td>1.85</td>
<td>1.93</td>
<td>1.85</td>
</tr>
</tbody>
</table>

First-Year: blue | Senior: grey
Inquiry-Based Advising Model

• Advising Redefined
  – Proactive and targeted to what students need.
  – Supports student success by empowering advisors with knowledge of learning sciences, mindset/grit, life coaching, and other relevant success research.
  – Uses our technology to support our advisors so they can target students with exactly the help they need, just when they need it.
Rich Data To Utilize

EAB Student Success Collaborative

UIRR

Custom Tableau Reports

Graduation Rate by Grade Earned and Lifetime Earned Credits

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>W</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-90 Earned Credits</td>
<td>60.06%(n=235)</td>
<td>53.46%(n=51)</td>
<td>24.15%(n=101)</td>
<td>10.49%(n=56)</td>
<td>0.00%(n=1)</td>
<td>18.12%(n=68)</td>
<td>34.23%(n=2,123)</td>
<td></td>
</tr>
<tr>
<td>90-100 Earned Credits</td>
<td>70.05%(n=775)</td>
<td>64.19%(n=42)</td>
<td>30.57%(n=125)</td>
<td>8.39%(n=242)</td>
<td>0.00%(n=1)</td>
<td>10.99%(n=17)</td>
<td>20.95%(n=137)</td>
<td>47.87%(n=4,438)</td>
</tr>
<tr>
<td>100-110 Earned Credits</td>
<td>60.10%(n=272)</td>
<td>52.32%(n=63)</td>
<td>42.45%(n=77)</td>
<td>11.78%(n=42)</td>
<td>0.00%(n=1)</td>
<td>24.74%(n=11)</td>
<td>34.50%(n=2,625)</td>
<td></td>
</tr>
<tr>
<td>110-120 Earned Credits</td>
<td>70.00%(n=158)</td>
<td>64.19%(n=42)</td>
<td>30.57%(n=125)</td>
<td>8.39%(n=242)</td>
<td>0.00%(n=1)</td>
<td>10.99%(n=17)</td>
<td>20.95%(n=137)</td>
<td>47.87%(n=4,438)</td>
</tr>
<tr>
<td>120-130 Earned Credits</td>
<td>80.00%(n=60)</td>
<td>70.00%(n=158)</td>
<td>50.00%(n=11)</td>
<td>25.56%(n=13)</td>
<td>16.67%(n=1)</td>
<td>20.95%(n=137)</td>
<td>47.87%(n=4,438)</td>
<td></td>
</tr>
<tr>
<td>130-140 Earned Credits</td>
<td>70.00%(n=1)</td>
<td>80.00%(n=158)</td>
<td>50.00%(n=11)</td>
<td>25.56%(n=13)</td>
<td>16.67%(n=1)</td>
<td>20.95%(n=137)</td>
<td>47.87%(n=4,438)</td>
<td></td>
</tr>
<tr>
<td>140-150 Earned Credits</td>
<td>100.00%(n=1)</td>
<td>100.00%(n=158)</td>
<td>50.00%(n=11)</td>
<td>25.56%(n=13)</td>
<td>16.67%(n=1)</td>
<td>20.95%(n=137)</td>
<td>47.87%(n=4,438)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>77.72%(n=2,123)</td>
<td>84.55%(n=3,810)</td>
<td>52.79%(n=3,089)</td>
<td>10.99%(n=137)</td>
<td>5.04%(n=37)</td>
<td>24.71%(n=1,428)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table above provides a summary of students by grade achieved in a selected course. Please note that students who re-take a course will be counted twice. For example, a student who achieves a D in their first attempt, before graduating in the major, will show up as a student who graduated after having achieved a D and as a student who graduated after having achieved a B.
TOOLS TO SUPPORT OUR EFFORTS
Better Ways to Reach Out

IU Bloomington Aspirational Resumes

Aspirational Resume

For answering the questions below, imagine that it is graduation day at Indiana University, Bloomington. What do you want to have accomplished during your college career? What are your career goals? What are your academic goals? Think about these goals as you process through the resume sections.

Name: Torstrick, Rebecca L

IU Email: rtorstri@iu.edu

Personal Statement

When you graduate, how do you hope to describe your career and accomplishments? (maximum of 160 characters)

When you graduate, how do you hope to describe your career and accomplishments? (maximum of 160 characters)
FLAGS

Student Engagement Roster

INFO-I 202
Social Informatics
Lecture (7453) · Summer 2015
TuTh 10:45 AM – 12:15 PM

Enrolled 7

Attendance

Class Assessments
Assignments
Discussion
Lab
Participation
Quizzes and Exams
Recommendations

bdrake Drake, Bobby
Attending Irregular Not attending Never Started

jgrey Grey, Jean
Attending Irregular Not attending Never Started

jlee Lee, Jubilation
Attending Irregular Not attending Never Started

hmccoy McCoy, Henry
Attending Irregular Not attending Never Started

kpryde Pryde, Katherine
Attending Irregular Not attending Never Started

ssummers Summers, Scott
Attending Irregular Not attending Never Started

wworthin Worthington III, Warren

Bobby Drake

Overview History Profile

Assessments
September 8 New

Attendance
Irregular → Irregular
Assignments
Good → Missing
Participation
Not specified → Disruptive

Recommendations
New
Meet with instructor
Bobby is not improving. I will meet with him and determine next steps.

September 8
Meet with teaching assistant

INDIANA UNIVERSITY
Collegiate Link
Symplicity/EAB
Creating opportunities for academic and career advisors to network professionally, share student information, engage in professional development together – and collaborate!