



Academic Advising Handbook

SECTION 1: OVERVIEW

INTRODUCTION

This handbook is designed to cover general information that all advisors need to know and is structured according to the recommendations of the National Academic Advising Association (NACADA).

Much of the information here is directed toward new advisors, yet no matter how long you have been an advisor you will find information here that can help you in your advising role. There is no substitution for experience; please use this handbook in conjunction with other advising resources including your peers, the Academic Dean's office, the Registrar, and the Advising Director. Contact information for administrative resources is included in the appendix. Academic advising is one of the most important roles and relationships students rely on in their college careers.

IAIA'S MISSION

“To empower creativity and leadership in Native Arts and cultures through higher education, life-long learning and outreach.”

At IAIA our mission is more than a statement, it is the on-going objective of all that we do and all of our highly talented and dedicated faculty and staff.

OUR VISION is to be the premier educational institution for Native arts and cultures.

As such, we dedicate ourselves, our curriculum, our facilities, and our energies to preparing our students for success and leadership which reflects Native cultures and values.

We accomplish this through culturally-based programs that fulfill the physical, social, emotional, intellectual, and spiritual needs of our students. Through innovative teaching, critical inquiry and intergenerational learning, we offer the highest quality educational programs designed to instruct and inspire.

As a 1994 land-grant institution, we provide training and outreach that promotes tribal sovereignty and self-determination.

Above all, we are a national institute of excellence and an example of all that can be accomplished in furthering, supporting and nurturing contemporary Native arts through exhibitions, research, indigenous exchange, and other educational programs which build and sustain our core values.

We believe in:

- **Collaboration**, the joining together for student success
- **Excellence**, by upholding high standards for students, faculty and staff
- **Creativity**, by encouraging fearless expression in arts and life
- **Respect**, expressed by fostering an understanding of cultures, perspectives and identities
- **Integrity**, which grows from demanding honesty, accountability and responsibility to oneself and the world at large.

(Source: IAIA College Catalog)



ADVISING PROGRAM MISSION, VISION & PHILOSOPHY

Every student is assigned an Academic Advisor when they are accepted into the college based on their major. Academic Advisors are a central resource on campus for assistance with a wide range of issues. Advisors won't always know all the answers to student questions, but they will be able to help find the right person to talk to. Advisors will remind students of critical deadlines, help them choose appropriate classes each semester to ensure that they progress toward their degree, and help them learn to navigate the college environment.

GUIDING STATEMENT Academic Advising is an ongoing collaborative process between a student and an advisor focused on the development and pursuit of the student's academic and personal goals.

PHILOSOPHY We believe that positive human connections empower personal growth and development. In an academic setting, one of the central relationships that students develop is with an Academic Advisor. We believe the advising relationship is built on mutual respect, trust, and accountability. We believe that advising - through the sharing of knowledge, wisdom, and experience - teaches a student to make meaningful and informed decisions. (Source: IAIA College Catalog)

WHAT DOES IT MEAN THAT IAIA IS A TRIBAL COLLEGE?

IAIA is made up of diverse people from diverse backgrounds, and not everyone who becomes an advisor at IAIA is already familiar with tribal colleges or their history and purpose. If you are not already familiar with Tribal Colleges and Universities (TCUs) please take time to review these resources:

For more information about IAIA's Tribal College status and Tribal Colleges more broadly, we recommend that new advisors review the history of IAIA at <http://www.iaia.edu/about/history/> and the history of the American Indian Higher Education Consortium (AIHEC) at <http://www.aihec.org/who-we-are/about.cfm>.

ADVISING OUTCOMES

Student Learning Outcomes

Because academic advising is a teaching and learning process, IAIA has developed learning outcomes to help advisors and advisees identify important knowledge and skills that advisees should develop over the course of their academic careers.

Students will demonstrate the following (timeframe)

- Know their academic advisor. (every semester)
- Access their academic advisor when needed. (every semester)
- Acquire & demonstrate knowledge of IAIA campus resources and support services. (during first semester)
- Acquire & demonstrate the ability to preregister for classes that apply to their degree plan, and are in proper sequence. (by the end of second semester)
- Participate in academic interactions with their academic advisor (every semester)
- Acquire & demonstrate knowledge of IAIA policies. (every semester)



- Acquire & demonstrate understanding of the degree plan and how to progress toward graduation (by the end of second semester)

In addition, the advisor-advisee relationship supports student progress and development in the following ways:

- Increased engagement, student retention, and graduation rates.
- Improved overall academic performance.
- Better adjustment to college life, both in an academic sense as well as a personal sense.
- Understand higher education and its relevance to the students.
- Define and describe positive life values and life goals that are consistent with these values.
- Develop awareness of personal learning and personality style to enhance personal & academic success.
- Develop personal coping skills to support resiliency in the face of adversity.
- Become empowered through ownership of education.
- Establish positive relationships with members of the campus community. (Source: NACADA)

ADVISOR RESPONSIBILITIES & EXPECTATIONS

Characteristics of Effective Advisors

Advisors who possess the following characteristics are typically most successful with students:

- interested in advising
- knows advisees on a personal basis (some advisors may find using a tool like an advisee questionnaire helps them get to know students on an individual basis
http://www.iaia.edu/download/2015_iaia_advisee_information_questionnaire.pdf)
- demonstrates a concerned and caring attitude toward advisees
- exhibits effective interpersonal and communication skills
- available to advisees
- initiates frequent contact with advisees
- knowledgeable of institutional regulations, policies, offerings, and procedures
- monitors student progress
- uses appropriate information sources and refers when necessary
- engages in developmental advising versus simply course scheduling (see p. 10 for information on developmental advising).

Academic Advising Roles

The advisor's role is an active rather than a passive one and the process of advising requires the following objectives to be met for each student assigned as an advisee:

- Help students define and develop realistic educational career plans through schedule planning for each semester and summer school, if appropriate. Each student should have an up-to-date degree plan through to graduation.
- (Freshmen advisees) Meet with advisee during orientation to assist student with initial adjustment to college academic life. Special sessions should be scheduled before the end of add/drop and throughout the first academic year.
- (For continuing advisees) Meet at least once each semester with continuing students to plan for the coming semester and to review/revise long range academic program schedules.



- Assist students in planning a program consistent with their abilities and interests.
- Monitor progress toward educational/career goals and meet at least once each semester to review the progress toward completing the proposed academic program and to discuss grades and other performance indicators.
- Discuss and reinforce linkages and relationships between instructional program and occupation/career. (Refer students to Career Advisor for additional information).
- Interpret and provide rationale for institutional policies, procedures, and requirements.
- Follow-up with the advisee on any report of unsatisfactory work (attendance alerts, midterm warning, incomplete grades from past semester(s), etc.). Special attention should be paid to students who are placed on academic warning or probation.
- Approve all designated educational transactions (e.g., pre-registration/registration schedule, drops/adds, withdrawals, change of major and advisor, waivers or substitutions, graduation requirements, etc.).
- Try to make informal out-of-class/office contacts to underscore personal interest in the student as an individual.
- Maintain an up-to-date advising folder, with a summary record of performance to date (grade reports, transcript, requirements completed, etc.), dates of meetings, notation of special circumstances, up-to-date personal information and details, etc.
- Inform and, if necessary, refer students to other institutional resources when academic, attitudinal, attendance, or other personal problems require intervention by other professionals. (e.g., Learning Lab, Financial Aid, college counseling services, etc.)
- Proactively contact and be available for student advisees on a regular basis. Office hours should be posted on the advisor's office door and preferably given to the advisee early in the semester. Advisors should plan for extended hours during orientation/in-service week and during pre-registration advising.
- Consult regularly with faculty colleagues and other resources on campus in order to have up-to-date information. For career and graduate school options, advisors should refer advisees to the Career Advisor when more information is needed. (Source: University of Tennessee advising resources)

ADVISOR/ADVISEE RESPONSIBILITIES

STUDENT:

- Attend regular appointments and make regular email and phone contact with your advisor each semester.
- Come prepared to each appointment with questions and material for discussion – use the advising session planning form:
http://www.iaia.edu/download/2015_iaia_student_advisee_session_checklist.pdf
- Be an active learner by participating fully in the advising experience.
- Ask questions if you do not understand an issue or have a specific concern.
- Gather all relevant decision-making information.
- Complete all “to dos” or recommendations from your advisor.
- Clarify personal values and goals and provide your advisor with accurate information regarding your interests and abilities.
- Become knowledgeable about college programs, policies and procedures through the use of the College Catalog and Empower.



- Accept responsibility for your decisions.

ADVISOR:

- Provide academic support to ensure successful progression to graduation.
- Use catalog and Empower to explore a variety of academic options.
- Explain academic policies and procedures.
- Assist in understanding the benefits of higher education.
- Encourage and support development of the skills necessary to attain degrees.
- Guide decision-making and responsible development of degree plans for achievement.
- Discuss possible career fields based on choice of major, values and other strong areas of interest.
- Assist in identifying campus resources for finding opportunities for work, community service, and volunteer experiences.
- Attend regular appointments and make regular email and phone contact with your advisor each semester.
- Teach the value of classroom knowledge as it relates to future work tasks, habits and attitudes.
- Teach how to develop the skills needed to successfully enter and thrive in a variety of work environments.
- Provide information and strategies for using college resources and services.
- Monitor and accurately document progress.
- Collaborate with other campus resources to ensure academic success.
- Collaborate with other campus resources to facilitate comprehensive student support.
- Be accessible during office hours, by telephone, or e-mail for advising. □ Maintain confidentiality pursuant to FERPA regulations. (Source: Advising Syllabus)

SECTION 2: STUDENT DEVELOPMENT

DEVELOPMENTAL ASPECTS OF ADVISING

Academic advising is both a teaching and transitional process. Therefore, it is also developmental in nature, even for students of non-traditional college age. Understanding and recognizing different developmental stages can help you identify ways to support or empower students at various stages. Every student is unique, yet keeping these stages in mind can help establish understanding and improve student progress.



	Academic	Personal	Advisor's Role
Freshmen	<p>Fearful of failing Unsure of requirements Confused or unrealistic expectations New academic demands Vague career goals</p>	<p>Managing emotions Finding a social fit Exposure to new values Increased financial worries Separation from family Adjusting to life changes Anxious/vulnerable</p>	<p>Be accessible Be a good listener Provide support Give information on requirements, courses Be nonjudgmental Make referrals</p>
Sophomore	<p>More aware of expectations Tired of school Impatient to get into major Pressure to find a major</p>	<p>Mixed confidence level Increased self-awareness Developing support systems Campus involvement More relaxed</p>	<p>Encourage further exploration Help with assessment of skills Focus options on realistic choices</p>
Junior	<p>Settled into a major or desperately seeking one Looking for enhancements (e.g., minor or double major)</p>	<p>Balance of work, study and free time More confident Looking beyond college Leadership roles in</p>	<p>Begin mentor relationship Encourage responsibilities Provide information on graduate school/careers</p>



	Developing faculty relations Application of learning	organizations Romantic involvement	Encourage creativity to enhance degree
Senior	Winding down Applying and integrating knowledge Commencing job search/preparing for grad school Graduation audit	Nervous Stressed Unsure of future Transition to independent adult	Assist with graduation audit Prepare student to make transition Continue discussion of career Continue mentor relationship Write recommendations

(Source: NACADA)

CAREER DEVELOPMENT AND DECISION MAKING

For working professionals, it's second nature to consult regularly with other faculty and external colleagues to have up-to-date information on career trends, internal and external opportunities, and internships and job openings. These conversations are integral to your advising relationship as well.

If your advisee is looking for information about career and graduate school options that you are not familiar with, advisors should refer advisees to the Career Office in the Student Success Center. There they can get assistance with job or graduate school searches, resume and cover letter writing, interview skills, and a variety of other topics. (See Campus Resources in appendix.)

If students need assistance with artists' statements or bios, they can attend an SSC Learning Lab workshop on that topic or they can request an individual appointment with a Learning Specialist. The Learning Lab also provides workshops and individual support for graduate school searches and applications, and GRE prep or planning.

SECTION 3: RELATIONSHIPS

ADVISING INTERVIEW/STUDENT INFORMATION FORM

When meeting new advisees, advisors may find that using a structured interview format or form for the advisee to fill out helps them get to know the student more quickly. First Year Advisors use a form to get to know students during Orientation Week.

http://www.iaia.edu/download/2015_iaia_advisee_information_questionnaire.pdf



EFFECTIVE COMMUNICATION SKILLS

Effective communication skills are essential for advisers. Providing information in a meaningful way serves as a basis for decisions which can have a profound influence on a student's entire life. Advisees are not simply deciding what courses they will take or what they will major in; they are also deciding, directly or indirectly, their futures.

- **Listen carefully** and check your understanding by paraphrasing what advisees have said or by asking a question. Ask yourself whether advisees have asked the right questions. Too often, the correct answer is given by advisers--but the wrong question was asked by students, and communication fails.
- Use **open-ended questions** and similar techniques that enable you to discuss topics with advisees rather than allowing only “yes” or “no” responses.
- **Discuss** with your advisees their backgrounds and experiences, progress on their goals, and future plans. Such a discussion will provide you with helpful information, and it will reflect your concern for advisees as individuals.
- Most communications have both an intellectual and an emotional component. Listen for the **emotional message**. If the emotional part of the message seems to be out of proportion or inconsistent with the intellectual part, you may need to examine this discrepancy before a rational decision can be made.
- Always **keep notes** about what decisions have been made and why. A quick review before seeing students again will help you recall specific details. This is an important way to demonstrate your interest in students as individuals.
- The more effective approaches to academic advising go beyond informing and begin to involve some mentoring skills including **helping** and **empowering**.
- **Respect** your advisees as people and show them that you respect them. One way to do this is to make a sincere effort to do an effective job of your advising.
- Encourage **informed decision-making** of your advisees. They are adults, and, more importantly, they must live with their decisions.
- Respecting advisees does not mean that advisers must agree with all of their decisions. The adviser role is to help them make **realistic decisions**. If advisers have reason to believe that students will fail or are making a poor choice, they should honestly discuss this perception with them.
- Recognize when one of your advisees needs help beyond your capability and where to make a referral.
- **Be available**; you cannot provide even the basics to an advisee if the advisee cannot find you or contact you.

ADVISOR CODE OF CONDUCT

Institutional policies related to student-faculty or student-staff interactions and relationships also apply to Academic Advising relationships. Please refer to the Employee Handbook and the Faculty Handbook for details.



SECTION 4: IAIA PROGRAM - NEED TO KNOW

SIS: EMPOWER

EMPOWER: IAIA's student information system (SIS)

The following section outlines how to perform various tasks related to advising in EMPOWER. All advising questions related to EMPOWER should be addressed to the Registrar at x5954. The Registrar tracks questions and issues, and will ensure that you have an answer as soon as possible. But please note: it is not always possible to answer a question during an advising session and you may need to schedule a follow-up meeting, or handle the wrap-up via email/phone.

Accessing Your Advisee List

After logging into EMPOWER:

- click on Student Records/Students by Advisor
- clear the Term field (choose ***)
- choose Active under Student Status
- click on Get List button
- Your entire list of advisees ever assigned to you AND currently active in the system will show up, and you should find the student you're looking for in the list.
- Troubleshooting: if the student you're looking for isn't there, go back to the prior screen and choose *** under the Student Status drop-down and click on Get List again.
- If you still can't find the student, contact the Registrar at x5954.



The screenshot shows the EMPOWER system interface. At the top right, it says "Logged in". Below that is a navigation bar with links: Admissions, Student Records, Financials, Student Services, Alumni and Donors, and Settings and Tools. The main heading is "Students by Advisor". The form contains the following fields:

- Major: dropdown menu with "***" selected
- Minor: dropdown menu with "***" selected
- Name: text input field
- Term: dropdown menu with "***" selected
- Advisor: dropdown menu with "***" selected
- Student Status: dropdown menu with "Active" selected
- Get List: button

Advisor's Registration Approval Guide

Please see the guide at this link for step-by-step instructions on approving a student's registration.

*Prior to approving any pending registration for a student, it is imperative that you, as the advisor, review the advisee's degree plan, the block schedule, courses already taken, etc. and consider sequencing concerns, order/semester of course offerings, and other issues that can impact a student's degree progress.



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[https://iaiaonline.blackboard.com/modules/ 638 1/Web Registration Advisor Approval.pdf](https://iaiaonline.blackboard.com/modules/6381/Web%20Registration%20Advisor%20Approval.pdf)

Advisor's View of Overall Attendance

Advisors receive an automated email alert for their advisees who have 2 or more absences in a course. These emails continue until the student withdraws from the course. The Achievement Coach in the SSC will contact students who start to show troubling attendance patterns, but you also should reach out to students who have email alerts so they know you have concerns. Because so many emails can be hard to track there is a compilation of all records for each student in EMPOWER, and below you'll find instructions on how to locate that aggregate information.

After logging into EMPOWER:

- Access the Advisee List (see above instructions) and choose the advisee you're looking for
- click on Student Records/Attendance Summary by Student (under Grades and Attendance)
- choose the date you want (usually today's date)
- click on Get Summary Report



Logged in

Admissions
Student Records
Financials
Student Services
Alumni and Donors
Settings and Tools

Attendance Summary by Student

Change Current filter settings: **Person:** Jeminie Shell **Term:** 15FA: Fall 2015 **Dept:** Crse: Sect: App. Year:

Student: Jeminie Shell

Report Up To (MM/DD/YYYY)

- after clicking on Get Summary Report, you should see something like this, showing the courses the student is registered for, how many class sessions are scheduled for the semester, how many sessions have occurred up to the date you chose, attendance recorded for each course and whether absences were excused or unexcused, etc.:

Report Up To 

(MM/DD/YYYY)

Course	Description	Meeting To-Date			Attendance	Present		
		Total	No.	Pct.		No.	Pct.	Pct.
DIGA 101 01	Intro. Digital Arts	34	4	11.76	Present	3	75.00	75.00
ENGL 100 01	Art Public Speaking	34	4	11.76	Absent - Unexcused	2	50.00	00.00
ENGL 102 01	English Comp. II	34	4	11.76	Absent - Unexcused	1	25.00	25.00
					Present	1	25.00	
FUND 102 01	3-D Fundamentals	34	4	11.76	Absent - Unexcused	2	50.00	50.00
					Present	2	50.00	
FUND 212 01	Drawing II	34	4	11.76	Present	3	75.00	75.00
LIBS 104 02	E-Portfolio	17	2	11.76	Absent - Unexcused	1	50.00	00.00
Totals		187	22	11.76	Present	9		04.81
					Absent	6		03.21

*If you have questions about attendance tracking please contact the Retention Director at x5707

AFA-AA/BFA-BA

Prior to an advising session, or answering any questions, an advisor should double-check the student's degree plan to determine which program of study the student is pursuing. Advising for AFA-AA programs is different. For instance, the block schedules are set up for BFA-BA degrees, and may include courses in the first two years that do not apply to the AFA-AA degree. Advisors should always check degree plans, in addition to block schedules, to ensure that the student is not registering for a class that will not apply to their specific degree.

SPECIFIC COURSE ISSUES

Each department has various special situations and circumstances related to its degree plan (DP). Most departments have had numerous changes to their DPs over the past 5 or more years, so advisors must be sure to follow the correct DP for each student. For instance,

- **LIBS103 Critical & Creative Inquiry** must be taken by all new freshmen unless there is a transfer credit applied to that course on the degree plan.
- **LIBS104 ePortfolio** is a freshman course and should be taken second semester by all students unless they have a transfer credit applied. It is critical to ensure that students are enrolled in their departments required courses the first two semesters so students are prepared for this course. See details for each department's requirements in the College Catalog. (Exceptions to this timing may arise when students are on academic warning and/or have to retake first semester classes).
- **LIBS110 Strategies and Skills for College Success** is for students who need additional support in their transition to college. If your advisee is registered for this class, and you



did not register the student yourself, it means that the student is being required to take the class and you must not remove that course from the student's schedule. The course will substitute for LIBS103 if the student did not pass that course with a grade of C or higher and substitution paperwork will need to be done. Otherwise, the course will apply to an elective on the Degree Plan.

- **IDST101 Intro to Indigenous Studies** required course for General Education program is a “menu” course starting in the 2015-16 academic year for all degree plans. For other academic years prior to 2015-16, students may request a substitution using any of the following ILS courses and a substitution form must be submitted and approved: **ANTH160, TRDA101, HIST101, HIST102**, but approval is not guaranteed.
- **NMAD112** is a blanket substitute for **TECH101** and does not require a substitution form.
- **THEA/PERF** courses currently may substitute for a variety of courses in each department. Each semester the PERF program sends out details regarding substitution approvals for each course offering. If you have questions please contact the Registrar at x5954 or contact the Performing Arts Program Chair.

PROCESSES AND PROCEDURES - FORMS

Downloadable administrative advising forms are located in CampusNet:

<http://www.iaia.edu/academics/ssc/records-enrollment-forms/>

- All Degree Plans for Current Year (for reference only; you should use the degree plan that you received from the Registrar or the Retention Director for each of your advisees)
- Application for Graduation
- Change of Academic Advisor
- Change of Major
- Change of Registration (student-initiated withdrawal form)
- Course Substitution
- Declaration of a Certificate
- Declaration of a Minor
- Declaration of a Second Major
- Enrollment Verification
- Independent Study
- Internship Agreement
- Prearranged Absences
- Prerequisite Waiver
- *Total Program Withdrawal form available only through the Registrar's office* **Online Forms**

These forms are located in Blackboard under the Faculty Resources tab:

- Early Alert <https://iaiaacademics.wufoo.com/forms/early-alert-referral-form/>
- Incident Report <https://iaiaacademics.wufoo.com/forms/w1f6su4u0wqprdz/>
- Instructor Initiated Withdrawal (only for use by instructors for students in their classes).

FINANCIAL AID

Because Financial AID is so complex, and is so critical to student success and persistence at IAIA, we recommend that advisors do not answer questions about Financial Aid, but instead refer students to the Financial Aid office.

(See contact information in the Campus Resources list in the Appendix)



Financial Aid basics you should know

- Full time status is 12 credits; students who start or fall below this number will have reduced financial aid opportunities and some funds may need to be sent back depending upon the date the student falls below full time status.
- Many scholarships at IAIA and through the American Indian College Fund require that students be part of a federally recognized tribe, and provide a copy of their Certificate of Indian Blood (CIB) or other similar documentation to be eligible for scholarship support.
- IAIA has internal scholarships that are available to some or all students, depending on their requirements:

FERPA

Understanding and Complying with FERPA What is FERPA?

- It stands for the Family Educational Rights and Privacy Act of 1974.
- It is also known as the Buckley Amendment.

FERPA is a federal law designed to protect the privacy of education records, to establish the right of student to inspect and review their education records, and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings.

Why do we need to comply with FERPA?

- It is the law.
- Failure to comply could result in the withholding of Federal Funds, including Student Financial Aid.
- Lawsuits caused by violations cost both time and money.

This act (FERPA) is enforced by the Family Policy Compliance Office, U.S. Department of Education, Washington, D.C. The Family Policy Compliance Office is the office within the Department of Education that administers FERPA and is responsible for providing technical assistance regarding FERPA to educational institutions. FERPA is applicable to both K-12 and higher education.

FERPA rights are granted to parents until their son/daughter reaches the age of 18 OR begins attending an institution of higher education regardless of age. Once the student matriculates into an institution of higher education, the student must authorize in writing with their signature any persons to whom information may be released.

The Essence of FERPA

- College students must be permitted to inspect their own educational records. Educational records are typically housed in the Registrar's Office, but also include advising files of faculty and staff advisors.
- School officials may not disclose personally identifiable information about students nor permit inspection of their records without their written permission, unless such action is covered by certain exceptions permitted by the Act.

Who is and is not covered under FERPA?

- Students who are or have been in attendance at a postsecondary institution are covered under FERPA.



- Applicants who are denied admission or who never attend are not covered under FERPA.

When do FERPA rights begin and end for a student?

- Rights begin when the student is in attendance as defined by the institution.
- FERPA rights continue after the student leaves the institution and are only terminated upon the death of the student.

Student and former student Rights under FERPA

- To inspect their own education records.
- To request an amendment to their record and a hearing if the request for amendment is unsatisfactory.
- To file a complaint with the U.S. Department of Education if they feel their rights are/were violated.
- To expect that their education records are kept confidential except where special provisions are made.
- To suppress the disclosure of directory information.

What are Education Records?

- All records that directly relate to a student and are maintained by the institution.
- These records can be in any media form: handwritten, print, type, film, electronic, microfiche, etc. and also includes all types of social media.

What information needs to be handled in a secure way?

Any personally identifiable piece of information, other than strictly directory information. Items such as those listed below fall into this category.

- Registration forms
- Transcripts
- Student information displayed on a computer screen
- Grades
- Student schedules
- Class assignments □ Class rosters
- Any paper with the student's SSN/Student ID number or name on it.

What are NOT considered to be Education Records?

- Personal Notes kept by a faculty/staff member if kept in the sole possession of the one who made the record (should not be kept in advising files).
- Personal notes taken in conjunction with any other person are not sole possession notes.
- Sharing personal notes with another person or placing them in an area where they can be viewed by others make them educational records.
- Law Enforcement Unit Records that are maintained solely for law enforcement purposes and revealed only to law enforcement agencies.
- Employment Records of those whose employment is not contingent upon being a student.
- Records created because of being a student (work study, graduate assistant, etc.) are education records.
- Medical Records created by a health care professional used only for the medical/health treatment of a student.



- Alumni Records created after a student has left the institution.

What information can be released?

- Directory Information
- Information that the student has given written consent to release.
- Information needed by IAIA faculty and staff who have a legitimate educational interest.
- Information needed by certain government agencies.

What is “directory information”?

- It is information that can be released without the student’s written consent.
- Each individual institution of higher education, to some extent, can determine what information is classified as directory information.

Directory Information includes:

- Name
- Address*
- Telephone number*
- Campus e-mail address
- Field of study, including majors, minors, certifications, and pre-professional areas of study
- Classification (e.g., freshman, sophomore)
- Enrollment status (full-time, part-time, or less than part-time)
- Participation in officially recognized activities and sports, including photographs of athletes
- Dates of attendance, including matriculation, drop, and withdrawal dates
- Degrees and certificates received including date awarded
- Awards received, including dean’s/president’s list, scholastic honors, departmental honors, memberships in national honor societies, athletic letters, and institution funded scholarships (excluding those that are need-based)
- Previous educational institutions attended

*IAIA maintains a number of different address and telephone types for students. These (campus and primary/permanent) are considered directory information.

FERPA Holds

- Students have the right under the law of FERPA to request that their directory information NOT be released.

A FERPA Hold

- Prevents IAIA from releasing ANY information about a student
- IAIA cannot even acknowledge that the person is a student at IAIA
- Strongly recommend against students obtaining a FERPA hold, unless it is absolutely necessary

Who can access Student Information without obtaining written consent?



- IAIA faculty, staff, and other designated officials, who, to carry out their responsibilities, have a legitimate educational interest.

A designated official is a person employed by IAIA in an administrative, supervisory, academic, research, or support staff position (including law enforcement personnel and health staff). Also, considered IAIA officials are members of the Board of Governors, a person or company with whom the institution has contracted (such as an attorney, auditor, or collection agent), temporary employees, student workers, and graduate assistants employed by the institution.

Legitimate educational interest is defined as the need to know in order to:

- Perform an administrative task outlined in a person's official job duties
- Perform a supervisory or instructional task directly related to the student's education
- Perform a service or benefit for the student such as health care, job placement, financial aid, etc.

Who else can access Student Information without obtaining prior written consent?

- The individual student
- Whomever the student authorizes by providing the institution with a written release (release must be written, signed, and dated and must specify the records to be disclosed and the identity of the recipient)
- Any party requesting directory information (unless the student has a Privacy or FERPA Hold)
- IAIA officials who have a legitimate educational interest
- Officials of other schools in which a student seeks or intends to enroll or is enrolled
- Parents if the parents claim the student as a dependent for tax purposes. IAIA will exercise this option only on the condition that evidence of such dependency is furnished to the Registrar and all requests for disclosure are referred to that office
- Persons in connection with a health or safety agency
- An alleged victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense in connection with a Disciplinary Proceeding
- Parents regarding alcohol and drug violations of a student under 21 years of age
- As otherwise provided in 20 U.S.C 1232g(b) and 34 CFR Sec. 99.31
- Deceased students are not covered under FERPA

Parents' Rights

- Parents may obtain directory information
- Parents may obtain non-directory information by obtaining a signed consent from their student

Special Notes:

- Access to student information via computer software does not authorize unrestricted use of that information.
- Curiosity is not a valid reason to view student information.
- Records should only be accessed in the context of official business.

More Important Information:

- When in doubt – don't give it out.
- Refer requests for student academic information to the Registrar.
- Information about a student can be released with a signed consent from the student.



- Information on a computer should be treated with the same confidentiality as a paper copy.
- Do not leave confidential information displayed on an unattended computer.
- Cover or put away papers that contain confidential information if you are going to step away from your desk.

Record Disposal

- Records containing Social Security Numbers or grades should be shredded, not just thrown in the garbage or placed in an unsecured recycling bin.

Helpful Hints for Academic Advisors

To Avoid FERPA Violations – Please Do Not:

- Use the Student ID Number/Name to post appointment times publicly.
- Leave schedules, grades, or degree plans out on your desk where they will be visible.
- Circulate a printed advisee list with the Student Name and Student ID.
- Provide anyone with student schedules.
- Include confidential information (e.g., grades, GPA, number of credit hours) in a recommendation letter without the written consent of the student.
- Remember that if any of your interactions with students are via telephone, you need to make sure that you do not disclose information over the phone that would violate FERPA regulations.

Letters of Recommendation

- If non-directory information is included in a letter of recommendation, you must have a signed consent from the student.
- The signed consent should include the following:
 - Who has permission to write the letter
 - Where the letter should be sent
 - What non-directory information should be included

SECTION 5: STUDENT PERSISTENCE & COMPLETION

At-risk

IAIA considers students to be “at-risk” if they fit any of the following descriptions:

Beginning of the semester:

- Academic Warning, Academic Probation, or just returning from Academic Suspension

Financial Aid SAP Warning, Probation, or Suspension Mid-semester:

- Mid-Term Alert
- SSC has received an Early Alert
- Excessive absences (advisors receive absence alerts via email)



If you are concerned about an advisee or other student for either academic or personal reasons, the first step is to directly let them know of your concerns and offer assistance, if you feel comfortable making direct contact. The list of campus resources is at the end of this handbook in the appendix.

If you want to refer them to campus resources for support related to academics, personal issues, attendance issues, but feel uncomfortable or unsure of how to confront them with your concerns, the best option is to fill out the **Early Alert form**. The form is located at this link, or it can be found on Blackboard under Faculty Resources (image below).

<https://iaiaacademics.wufoo.com/forms/early-alert-referral-form/>

The screenshot shows the Blackboard interface for IAIA. The top navigation bar includes links for My IAIA, ASG & Clubs, Campus Store, Student Life, Academics, Library, Learning Lab, Student Success, Academic Tech, Help, Content Collection, and Faculty Resources. Below this is a secondary navigation bar with links for Forms & Documents for Download, Blackboard Corner, Meeting Schedules and More, Student Success for Faculty, and Other Resources. The main content area is divided into three columns:

- HLC Document Center:** Contains a link: [How to upload documents and evidence for the Higher Learning Commission Self Study and Visit.](#)
- Syllabus Repository:** Contains a link: [Click here to access the Syllabus Repository.](#)
- Forms for Faculty:** Lists several forms with links to online and printed versions:
 - Teaching Observation Form (1/30/2013)
 - [Link to online form](#) (in SurveyMonkey) - opens in a new window
 - [Link to old printed form](#)
 - Faculty Leave Form (8/13/2013)
 - [Link to online form](#)
 - Adjunct Absence Form (1/10/2014)
 - [Link to online form](#)
 - Faculty Initiated Withdrawal Form (2/3/2014)
 - [Link to online form](#)
 - Early Alert Form (1/29/2014)
 - [Link to online form](#)
 - Incident Report Form
 - [Link to online form](#)
- College Documents:** Lists several documents with links to online forms:
 - Class Time Slots (10/30/2013)
 - [Link to online form](#)
 - Classroom Resource List (10/16/2014)
 - [Link to online form](#)
 - Building and Classroom Code Grid (11/5/2013)
 - [Link to online form](#)
 - Faculty Handbook (01/28/2014)
 - [Link to online form](#)



PROGRESS AND COMPLETION

IAIA's degree plans are all accompanied by a block schedule in the catalog showing the recommended order of courses and number of credits per semester for the student to graduate in four years. Advisors should always use the block schedule in conjunction with the degree plan to help guide student progression through the program. Please note: block schedules are designed for BFA-BA degrees; for AFA-AA degrees advisors must be attentive and not register a student for any course that doesn't apply to the AFA-AA programs.

TRANSFER

Transfer students who have less than 24 transferrable credits are considered freshmen. Any advisor who has a transfer student will receive a copy of that student's transfer transcripts from the other college(s) the student attended. In these cases:

- The advisor must review the transcript and verify the transfer credits applied to the degree plan.
- If the advisor has questions or concerns about the way any courses were applied to the degree by the Registrar at x.5954, the advisor should contact the Registrar immediately to get the question resolved.
 - *This step must be completed prior to the end of add/drop at the beginning of each semester to ensure the student is enrolled in appropriate classes.
- When requesting that transfer credits be moved, advisors do not need to fill out a substitution form, but you must explain why you believe the course(s) should be moved.

INTERNATIONAL STUDENTS

Due to federal regulations related to student visas, the Chief Enrollment and Retention Officer is the only person who can finalize any international student's registration and therefore there will be a hold on any international student's account in Empower. You can help your advisee choose the courses that they need to take, but you cannot approve any international student's courses in Empower.

*Note: international students must be enrolled at IAIA for at least 12 credits; courses taken under the Consortium Agreement with SFCC will not count toward this requirement, though the student may take courses at SFCC in addition to the 12 credits they enroll in at IAIA's campus.

ASSESSMENT

The Advising Director will administer surveys once per year to advisors, and once per year to students. The data will be used to continuously assess the advising program and ensure that any areas of concern are reviewed and addressed. Some of the questions advisors may be asked:

- The number of students you worked with for the semester
- The number of both new and returning students you worked with for the semester
- The methods you used to get into contact with the students
- The number of students who responded to these methods
- The number of face-to-face advising meetings you had with each of your advisees
- Specific challenges that arose during advising sessions
- Identification of any impediments to student success
- Advisor's general perception of encounters with their advisees



FINAL THOUGHTS

Please remember that many questions, especially those related to policies or procedures, can be answered by reviewing the College Catalog. And always remember that you are not alone in this process; there is always help.

If you are struggling with any issue, please don't hesitate to contact the Advising Director by phone or email: x2319 or Karen.Gomez@iaia.edu. If you need an immediate answer and the Advising Director is not available you may also contact the Registrar at x5954.

Thank you ALL for dedicating your time and efforts to your students in the myriad ways you do every day.

SECTION 7: APPENDIX

CAMPUS RESOURCE GUIDE


Advising Director Academic & Career	Karen Gomez	karen.gomez@iaia.edu	X2319
Chief Enrollment/Retention Officer	Nena Martinez Anaya	nanaya@iaia.edu	X2331
Registrar	Sandy Hudson	shudson@iaia.edu	X5954
Academic Dean	Charlene Teters	cteters@iaia.edu	X2354
Student Life Dean	Carmen Henan	chenan@iaia.edu	X2336
Disability Support Services-ADA	Jeminie Shell	ada@iaia.edu	X5707
Early Alerts-Attendance	Paul Moore	pmoore@iaia.edu	X2328
Academic Progress Concerns	Jeminie Shell	jshell@iaia.edu	X5707
Empower-SIS Support	Anita Gavin	anita.gavin@iaia.edu	X5701
Financial Aid	Lara Barela	lbarela@iaia.edu	X5724
Student Accounts	Leah Boss	lboss@iaia.edu	X5732
Learning Lab-Tutoring	Jeminie Shell	jshell@iaia.edu	X5707
Information Technology	Anthony Coca	acoca@iaia.edu	X2327
Talking Circle/Mentoring Program	Paul Moore	pmoore@iaia.edu	X2328
Veteran Resources	Sandy Hudson	shudson@iaia.edu	X5954
Security	Cell: 577-1660	security@iaia.edu	X5800

ADVISING CALENDARS



Certain activities and events happen at regular times each semester or academic year. This task calendar may be used as a tool to help students and advisors stay on track with the regular academic and administrative activities related to advising.

FALL SEMESTER


August

- Activate your IAIA email account and check it daily.
- Understand how your courses fit into your degree plan.
- Locate websites, course materials/books, and classroom for every class.
- Use the academic calendar (located on the website or in the catalog) to confirm the start/end date, and add/drop deadlines for each class.
- Review Blackboard resources, including classes, Learning Lab, etc.
- Double check your class schedule the night before classes start (sometimes locations or times change).
- 1st year students: visit your Academic Advisor during the first week of classes.
-  Expect an email from your academic advisor.

September

- Apply for IAIA scholarships; use Learning Lab for essay writing support.
- Decide on an academic goal you would like to accomplish this semester.
- What steps do you need to take now to achieve it?
- What obstacles may be preventing you from reaching that goal?
- What resources can help you to reach your goal?
- Connect with tutoring services and student success.
- Learn about campus resources and workshops.
-  Expect an email from your academic advisor reminding you about withdrawal deadlines.
-  Expect contact from your advisor if you have received an Early Alert or excessive absences warnings.
- Check your account balance in Empower; discuss payment options with Student Accounts.
- Check all of your course syllabi for midterm dates or assignments; mark them on your calendar.

Legend

- Important action.
- Recommended action.
- Think critically.
-  Advisor action.

October

- How are you doing?
- Predict your GPA for the fall semester.
- Check Empower for your midterm grades.
- Meet with your professors during office hours.
- Use the Learning Lab and other Student Success Center services.

November


- Review your degree plan and the block schedule and consider the classes you'd like to take in the spring.
- Register for spring semester after either a) meeting with your advisor (First Year students) or b) receiving your Advisor PIN from your advisor.
- Check your account balance in Empower; discuss payment options with Student Accounts.

December

- Get help preparing for finals at the Learning Lab or meet with your instructors.
- Prepare for finals.
- Determine where and when your final exams will take place.
- Final exams don't always occur in the same place, time and day as class.
- Ensure your schedule for spring is aligned with your academic goals.
- Make an appointment with your academic advisor if needed.


Winter Break

Congratulations! You finished your semester!

- Check Empower for your final grades.
- Verify the start date, end date, and add/drop deadline for each class.
- Make an appointment with your academic advisor if needed.
-  Expect an email from your advisor.
- If you were accepted into your major through ePortfolio class this semester, you will have a new academic advisor next semester.

SPRING SEMESTER









First week of classes January

-  How do you hope to improve upon last semester?
- Use your planner to list techniques and resources you might use to help you become an (even) better student.
- Meet with your academic advisor to confirm class schedule, make changes during add/drop week if needed.




January

-  Activate your IAIA email account and check it daily.
-  Understand how your courses fit into your degree plan.
- Locate websites, course materials/books, and classroom for every class.
- Use the academic calendar (located on the website or in the catalog) to confirm the start/end date, and add/drop deadlines for each class.
- Review Blackboard resources, including classes, Learning Lab, etc.
- Double check your class schedule the night before classes start (sometimes locations or times change).
-  1st year students: visit your Academic Advisor during the first week of classes.
-  Expect an email from your academic advisor.
- Submit your FAFSA for the following school year.

February

-  Make an appointment with your academic advisor to discuss academic and career goals and to plan for spring semester.
- Meet with your professors during office hours.
-  Apply for IAIA scholarships; use Learning Lab for essay writing support.
-  Decide on an academic goal you would like to accomplish this semester.
-  What steps do you need to take now to achieve it?
-  What obstacles may be preventing you from reaching that goal?
-  What resources can help you to reach your goal?
- Connect with tutoring services and student success.
- Learn about campus resources and workshops.
-  Expect an email from your academic advisor reminding you about withdrawal deadlines.
-  Expect contact from your advisor if you have received an Early Alert or excessive absences warnings.
- Check your account balance in Empower; discuss payment options with Student Accounts.
- Check all of your course syllabi for midterm dates or assignments; mark them on your calendar.


March

-  How are you doing?
- What resources can you use to help you get back on track if necessary?
-  Expect an email from your academic advisor reminding you about withdrawal deadlines.
-  Expect contact from your advisor if you have received an Early Alert or excessive absences warnings.

April


-  Ensure your schedule for fall semester is aligned with your academic goals.
- Register for spring semester after either a) meeting with your advisor (First Year students) or b) receiving your Advisor PIN from your advisor.
- Check your account balance in Empower; discuss payment options with Student Accounts.
- Ensure your schedule for fall is aligned with your academic goals.
- Make an appointment with your academic advisor if needed.
- Review your degree plan and the block schedule and consider the classes you'd like to take in the fall.

May

- Get help preparing for finals at the Learning Lab or meet with your instructors.
- Prepare for finals.
- Determine where and when your final exams will take place.
- Final exams don't always occur in the same place, time and day as class.
-  Ensure your schedule for fall is aligned with your academic goals.
- Make an appointment with your academic advisor if needed.

Summer Break

Congratulations! You finished your semester!

- Check Empower for your final grades.
- Verify the start date, end date, and add/drop deadline for each class.
- Make an appointment with your academic advisor if needed.
-  Expect an email from your advisor.
- If you were accepted into your major through ePortfolio class this semester, you will have a new academic advisor next semester.