

Resolution Regarding First-Year Advising

SS0203-11

Whereas, the students of the University of Notre Dame deserve the highest quality of education, thus placing onto the University the responsibility to reach its full potential.

Whereas, the University has a valuable resource in its First Year of Studies, an office which consistently strives to offer an excellent first-year experience, but which currently needs improvement.

Whereas, students of the University have expressed their concerns about their experiences with the First Year of Studies, which include, but are not limited to:

- confusion about the roles of advisors
- inconsistency in advising experience
- inconsequentiality of certain required meetings
- misinformation about classes and degree requirements
- uncertainty of purpose and quality of peer advising

Whereas, through increased student input the First Year of Studies could more fully actualize its own mission statement, which states that the office "attempts to foster within [students] a spirit of inquiry and intellectual discourse, independence, appreciation for diversity, and enthusiasm for excellence."

Whereas, the First Year of Studies has expressed that "our efforts to understand the first year experience are severely undermined by a low response rate" of first-year student surveys, and students are not given adequate space for a free response to elaborate on those questions, and upperclassmen are not given a comprehensive survey which reflects a more mature perspective on their first-year experience, thus creating inadequate feedback for the First Year of Studies to accurately evaluate itself.

Whereas, continual evaluation and improvement of the First Year of Studies is in the best interest of all students at Notre Dame.

Whereas, the Academic Affairs Committee of the Student Union Senate offers itself as an instrument of assistance for the First Year of Studies.

THEREFORE BE IT RESOLVED, that the First Year of Studies ^{the student union senate calls on upon} conduct a more ^{to} comprehensive evaluation process than the one that currently exists and utilizes ^{to use} other student constituencies, such as upperclassmen, new student focus groups, and the Academic Affairs Committee of the Student Union Senate, as a resource in this process.

Respectfully submitted by the Academic Affairs Committee

