

Academic Advisement Council
April 10, 2007 Meeting
President's Conference Room
1 p.m. to 4 p.m.

Present: A. Heaston (Chair), M. Aviles, V. Burden, E. Griffis, M. Hale, D. Kittrell-Mikell, V. Miller, E. Murkison, C. Thompson, L. Vance, B. Williams, and C. Griffith (Recorder)

Guest: V. Richards

1. SOAR

Vince Miller reminded the advisement coordinators about the expanded Academic College Breakout Sessions held from 3 p.m. to 4:30 p.m.

- 1st 40 minutes, students and parents meet with college representatives
- At 3:40 p.m., one of two SOAR leaders will need to gather the parents together and move them out to meet with Chris Caplinger.
- 3:40-4:30, students meet with college advisors
- 4:30-4:45 break—students will have an opportunity to talk with parents
- dinner—students will have another opportunity to talk with parents

***Coordinators may wish to suggest topics to the students that they should talk with their parents about.** Likewise, Chris Caplinger could also recommend questions for parents to ask their students to encourage parents and students to spend this time together constructively.

Amy Heaston will share Chris Caplinger's outline for his session with the academic coordinators to facilitate their planning of the advisement component of the session.

Coordinators requested that, if possible, they would like to have their Academic College Breakout Sessions in their college buildings.

Important Dates

Amy distributed two handouts on important dates that were also shared with the associate deans.

- Dates by which information needs to be shared with the Provost Office (e.g., transfer information and course enrollment information).
- Dates of the college meetings (associate deans with Provost Office).

Training and Preparation

A significant amount of time was spent discussing the training and preparation for the college advisement teams—*emphasizing the importance of the colleges and academic advisement teams assuming responsibility for advisement.*

Advisement coordinators working in concert with their associate deans need to prepare for two types of meetings:

- “kick-off” meeting—initial meeting held no later than May 31st to get the full college SOAR advisement team on board with message in order to work in sync (e.g.,

accurate advisement information; where, when, and how long advisors should be there); and

- college meetings—held with the full college advisement team right before each SOAR session to update them (e.g., course information updates received from associate deans). **[Amy will send course information to Ellen Murkison and Eileen Griffis. Amy and Vince will discuss how best to get this information to the SOAR team.]**

Amy noted that in the Associate Deans Council, the associate deans requested that the following information be available to academic coordinators and associate deans to facilitate their planning for these sessions:

- information concerning athletes
- GSU 1210 offerings
- final advisement schedule
- core curriculum information

The academic coordinators also requested:

- one printed copy of the *Catalog* for each college
- information on residential life programs and contact person
- information on financial aid programs and contact person
- Academic Success Center tutoring information
- description of math courses and what is appropriate for different students
- information on Regents Test
- information on AP scores
- information on GA test

Amy will gather this information for the academic coordinators, but stressed that if this information is gathered, it will be very important for academic coordinators to tell their advisement team (1) why the information is being shared with them and (2) how the information is to be used.

In planning for the “kick-off” meeting with the full college advisement team, coordinators were asked to develop team spirit and unit cohesion. **Accountability for the coordinators’ work in planning the “kick-off” and college meetings will be assessed (1) through information submitted by the associate deans to Amy and shared with Vince; and (2) the actual SOAR sessions (e.g., run smoothly).**

**There is a perception that the advisement centers are not capable of pulling off this advance training and preparation. The coordinators are being given the challenge of proving otherwise.

Vince noted that Steve Engel wants to speak with the coordinators about SOAR A for high ability students. **Amy will follow-up with Steve.**

On May 17th, from 3-5 p.m., colleges will have an opportunity to meet with their SOAR leaders. Coordinators should use this time to be sure that the SOAR leaders are clear on what they need to do in the SOAR academic advisement sessions. **It was recommended that colleges bring photos of college advisors with their names to distribute to the SOAR leaders and get photos of the SOAR leaders with their names to distribute to the advisors.**

Academic College Breakout Sessions

Colleges need to think about the message they wish to send to both parents and students (during the 1st 40 minutes) and then to the students alone. This message is academically oriented and might include the following:

- what it takes to be successful not just in college, but in life
- why students are here
- importance of lifelong learning
- developing a *4-year plan of study* (emphasize 4-year)
- college structure—important “go to” contacts
- specific college information on preparing students for 2nd day of SOAR (e.g., how they can identify college personnel to help them with questions/problems)
- importance of core curriculum—building lifelong skills (e.g., writing, critical thinking, ability to synthesize)
- GPA
- what to do if student gets in academic difficulty
- importance of responding to GSU emails from advisement center (e.g., midterm grades)

The following lists summarize the themes from the Associate Deans Council’s April meeting on the academic college breakout sessions.

Themes for the message:

- What it means to be an educated person (lifelong learning);
- Students’ role in their learning;
- Importance of students being invested, motivated, and engaged.

Themes for the content:

- Importance of attending all classes (lab and lecture) on the 1st day;
- Importance of students using their GSU email account;
- Students’ responsibility for their own learning;
- What students should expect from advising and registration sessions;
- Who students should see if they get into trouble;
- How students should factor in transportation issues when designing their schedules;
- The organizational structure of the college—key “go to” people;
- Importance of buying books;
- Importance and relevance of the core;
- Importance of student leadership.

It will be important to keep the sessions engaging and upbeat. Given that there is only 90 minutes for the academic session (40 minutes with parents and students, 50 minutes with students), coordinators will need to prioritize the message, addressing key points.

Amy will share a copy of an article that might suggest other topics.

If using PowerPoint, it was suggested to do the following:

- use the technology to present key information then build upon those points verbally (avoid reading from presentation); and
- test presentation ahead of time on the equipment and in the room in which it will be given.

Early Transfer Advisement

The importance of early advising transfer students was reiterated. To think that transfer students can be advised in a reasonable timeframe during SOAR is not realistic. Advisement coordinators were reminded of the process for early transfer advisement:

- advisement centers contact transfer students at time of acceptance
- centers need to be proactive in reaching out to these students and may need to schedule evening hours to accommodate transfer students' schedules
- centers might consider having a student call transfer students in the evenings; could design a template for questions to ask (e.g., are you still planning on enrolling at GSU? What courses are you currently taking? etc.) then explain to the transfer student that an advisor will contact the student after preparing an advisement file. Get a cell phone number).

Amy commended the CLASS advisement center for succeeding in advising 88% of their transfer students for Session M. **Amy reminded coordinators that the next reporting date is April 16th. Units need to report on the # accepted, % pre-advised for both summer and fall terms, and provide an explanation if the yield is low.**

Given the above process for early advisement, it was noted that it no longer made sense to maintain the online sign-up form for early advisement. The system cannot handle the volume of requests. It was agreed that this form can now be taken off-line.

Coordinators requested that the student's cell phone number be added to the application form. Vince will check on whether this is feasible under the GA College 411 (where all University System institutions are required to use the same application).

Finally, coordinators were reminded that if transfer students do not attend SOAR or re-register for another SOAR session, they need to be dropped from any critical courses for which they may have been pre-registered.

Transfer students who have housing, financial aid, or immunization holds placed on their records can clear these holds through the SOAR registration center in the IT Building.

Drop First Day of Classes Policy

Amy updated the advisement coordinators on the policy implementation schedule:

- piloted summer term A
- adjusted summer term B
- full implementation fall
- will not impact students enrolled in any other summer session (e.g., Long Term, COE term, COBA term)

Faculty will need to verify attendance on the first day; after the first day, they only verify the attendance of students who add the course. Students will be able to register for a wait list, and the Registrar's Office is working on a plan to inform both students and faculty about this process.

If departments have their own paper copy of a wait list, they will be able to input this wait list into Banner before other students are allowed to add their names to the list.

There will be a mechanism for students to register valid absences for the first day. This action will be handled through the Registrar's Office.

2. FAQs

The Advisement Frequently Asked Questions was distributed for review. A couple of changes were requested. These will be made and disseminated to coordinators via email. Colleges should feel free to use this resource as they see fit.

3. Presentation on CHHS and COBA Majors (D. Kittrell-Mikell & B. Williams)

Bobbie Williams distributed “Career Possibilities with a BBA Degree.” She noted that bolded information is especially relevant for other colleges. A couple of items of note:

- The BBA in Accounting has both a 4-year and 5-year plan. The 5-year plan allows students to delay graduation, pursue their MAcc, and still be eligible for HOPE.
- COBA is offering a Financial Survival course in the fall which offers practical credit counseling information for students. This course should be an excellent elective for students.

Deborah Kittrell-Mikell distributed information on the College of Health and Human Sciences Student Services Center. Information is organized by major and includes required admittance GPA and potential careers.

Virginia Richards also distributed an announcement on a summer course held in Key West, FL, which combines Healthful Living with two PE activities.

4. Advisement Updates

Course Registration

Amy announced that summer course registration is up 769 students; fall by 606 students. From 2006 to 2007, 300 more sophomores are registered for fall and 86 more freshmen. She commended the efforts of the advisement centers at the Deans Council and asked the coordinators to convey her thanks to their advisors.

Provost Response to EBMD Plan

The Provost was pleased to see that the advisement centers had developed an EBDM plan at the macro level. **It is understood that individual centers will also develop an EBDM plan at the unit level.**

Advisement coordinators were asked to take one final look at the university-wide student evaluation instrument and email any comments back to Candace Griffith by Friday, April 13th. After that date, Amy will work with Information Technology Services to get this form up on the web for fall semester.

5. Topics for Follow-Up

May 8th meeting — M. Hale & M. Aviles present on their college’s majors & how they relate to career options

May 8th meeting — Sign-up for change of major stations at SOAR

8. For the Good of the Order

First Year Experience Task Force

Amy will speak in greater detail about this Task Force and their recommendations at the May 8th meeting; however, she did note that their recommendations have now been endorsed by the

Deans Council and President's Cabinet. Additionally, the Enrollment Management Council will be considering the Task Force's recommendation to limit the number of withdrawals at their April meeting.

Ellen distributed "Twenty Academic Terms" to the members and asked that any feedback be emailed to her. **Ellen will also send a copy to the associate deans for their information.**

A question was raised on whether the Regents Test will be eliminated. She will keep the Council posted on any decisions.

Meeting adjourned at 3:50 p.m.

Next Meeting: May 8, 2007, 1 p.m. to 4 p.m., Marvin Pittman Administration Building, President's Conference Room