

Academic Advisement Council
February 11, 2008 Meeting
President's Conference Room
1 p.m. to 4 p.m.

Present: A. Heaston (Chair), V. Burden, M. Hale, V. Miller, E. Murkison, J. O'Brien, V. Richards, K. Robinson, K. Roughton, C. Thompson, L. Vance, B. Williams, and C. Griffith (Recorder)

Guest: K. Chambers

1. Processing of Transfer Admits (Kevin Chambers)

After introductions, Kevin thanked coordinators for their efforts on behalf of transfer early advisement and noted what a huge benefit it was to recruitment. He then fielded questions.

Q: On the degree evaluation, why aren't some courses listed where they should be? For example, PE credits may show up in Area B.

A: Admissions staff evaluate the core classes, but rely on advisors to ensure that these course placements are correct. If not, advisors are encouraged to move the courses around to where they should be. Kevin requested that when course misplacements occur, it would be helpful if coordinators would send him an email, noting exactly what the specific problem is and the student involved. That would help to educate Admissions regarding these misplacements. Amy requested that if Kevin receives emails that appear to be more major-specific problems that he forward those to her. She will take these issues up with the colleges.

Q: Do we need to standardize what can be accepted in certain areas? For instance, one student completed area D requirements at two other System institutions, but lacked a lab. The college had to obtain a ruling from the Registrar's Office on whether this student had satisfied area D even though she had not completed one lab.

A: Amy reminded coordinators that Board of Regents policy mandates that if a student completes an area at another System institution, then they automatically receive full credit for that area in transfer. (See § 303.01, *Board of Regents Policy Manual*, <http://www.usg.edu/regents/policymanual/300.phtml>.)

Q: Why don't quarter classes show up on the degree evaluation?

A: Quarter classes have never shown up on the degree evaluation. This requires manual adjustments by the advisors.

Q: Is it possible to list which Associate degrees are transferrable (e.g., AA, AS, AAS)?

A: AAS degrees are not transferrable, but otherwise each Associate degree needs to be investigated individually. Hence, there is no easy way to determine transferability.

Q: Where are we in creating degree tracks showing what a 2-year degree recipient needs to move into a 4-year program?

A: Our institution is actively seeking Transfer Agreements (TAGs) with the 2-year colleges, but needs to achieve this on an institution basis. We are currently pursuing a TAG with Georgia Perimeter College.

- Q: What information is shared with prospective students about Georgia Southern's expectations regarding transferability?
- A: No specific information is given. Admissions staff ask the prospective student to send Admissions their transcript, promising a 2-week evaluation turnaround time.
- Q: How can a degree be verified when the student is indicating that they will complete it at the end of the semester, but there is nothing in the system?
- A: You can always pull up the student's transcript on WebXtender which will show the student's current registration.
- Q: What can be done to make the processing of readmitted transfer students less cumbersome and time consuming?
- A: Admissions does not get involved with the readmits. There was a brief discussion on implementing a deadline for these students to preclude them from showing up the first day of classes—perhaps even requiring a deadline of the week before classes start. Admissions indicated that they would be receptive to this change, but that it would need to go before the Enrollment Management Council. Amy noted that it would be helpful to know what numbers are involved. Velma volunteered to get this information. Amy promised to speak with Mike Deal about it to see if we wished to pursue the matter further.
- Q: The director of the TOP program in COST has indicated that in the past he was able to evaluate transfer student applications before their admissions were finalized. His evaluation concerned whether the student met the requirements for the program. Currently, the director does not evaluate these students until transfer SOAR. Therefore, students who are unable to be admitted into this program are advised on a change of major and are frequently very unhappy. Can anything be done to inform these students that while they may be admitted to the University that this does not imply that they have been admitted into the TOP program?
- A: Following a brief discussion, it was noted that Admissions would ensure that in their communications with the student that they would note that the student may still need to be evaluated separately for admission to a specific degree program.
- Q: How should advisors in the advisement centers handle calls from students at other institutions asking what they should take at their current institution to ensure transferability to Georgia Southern?
- A: Kevin asked that these calls be forwarded to him. Students can also be referred to the advisement center's web site for 4-year plans of study and to check the Registrar's web site for transfer course equivalents.
- Q: What can we do about the students who attended SOAR but were somehow noted as not attending and their course registrations were dropped?
- A: All four students were reinstated. The problem was that they never picked up their check-in materials which is the only way Admissions has of verifying attendance. Advisors were asked to use their pre-advisement time to reinforce the message that attendance at SOAR is important. If they do not attend, they will be dropped from classes. Advisors were also asked to remind students at the Advisement and FYE Session that they should have checked-in at the registration desk.
- Q: How are RANs for Golden Ticket students handled?
- A: It was noted that advisors should not be writing the RANs for these students on their materials. Admissions will give these students their RANs after they complete the WINGS training.
- Q: Is it possible to have the 2-year transfer counselors visit our programs so that they have a better understanding of the plan of study and course offerings?

A: While the 2-year transfer counselors do visit campus, we would probably need to think about having a workshop to accommodate this request. It was recommended that this could be handled through an open house type venue where the programs set up tables. Another comment suggested that even a program contact list for 2-year transfer counselors would be helpful.

2. Debrief January 11th SOAR

It was unanimously agreed that SOAR progressed very smoothly largely due to the pre-advisement efforts. Amy asked coordinators to be sure to thank the advisors specifically tasked with this assignment. When asked if we need to do anything differently, it was noted that advisors must be sure to communicate SOAR expectations to students ahead of the event and on the day of the event. Also, advisors were asked not to write down the RAN on the Golden Tickets.

3. “Your Academic Future” Module in WebCT

Following up on a discussion initiated at the last Academic Advisement Council, coordinators provided feedback to the “Your Academic Future” module in WebCT.

- ▶ Overall, the consensus was very favorable.
- ▶ Advisors found the 4-year academic plan module very instructive.
- ▶ Advisors found the quiz questions were thorough.
- ▶ It was suggested that a link be added to the Academic Success Center.
- ▶ A recommendation was made to add the academic terms to the registration terms.
- ▶ Under GPA, it was suggested that 5.3 be moved up under 5.2.
- ▶ It was recommended making the 4-year plan larger or orient it as a landscape document.
- ▶ It was recommended that a section be added to the 4-year plan on the admission requirements to the major.
- ▶ Finally, it was suggested that a reminder be added for students to review the advisement center’s web site for 4-year plans of study in their college.

In an aside, it was noted that this would be an opportune time for coordinators to review the accuracy of the 4-year plans of study and course rotations posted on their web sites. Colleges need to be sure their 4-year programs of study are linked to the advisement center’s web site.

A motion was made to endorse making this module a mandatory part of the FYE 1220 courses. The motion passed unanimously.

4. Student Success

Coordinators were asked three questions:

- ▶ What is the percentage of students in your college at risk?
- ▶ What is the percentage of students in your college who fall in the marginal areas?
- ▶ What is the percentage of students in your college who are in danger of losing HOPE or another scholarship?

Most coordinators were not confident in their ability to accurately cite these percentages. A couple of advisors indicated that some help was needed in collecting, compiling, and analyzing these data so that advisors would still have time to maintain the needed contact with students. Another comment noted that more follow-up was needed with students to maintain contact with them throughout the semester.

After fielding a request for reports to be sent directly to advisors, it was indicated that this information is available to advisors and it may be more an issue of training to learn how to access the data. In the long term, it would be helpful to develop standard reports that advisors can just enter specific parameters and run as needed. Advisors were very receptive to the idea of devoting a part of a future meeting to actually sitting in front of a computer and learning how to access these reports.

This discussion highlighted a problem with the availability of Crystal Reports 9.0 which centers need to access some of their reports. Velma will follow-up on this issue and report back.

Advisors also need to prioritize these student populations. Students on probation and restricted enrollment are the first priority followed by students on Exclusion I. Given their limited time, advisors need to direct their efforts where they have the best chance of succeeding in helping students.

A question was raised whether we could not develop a standardized schedule for running reports. While this would be helpful, it was noted that first advisors need to gain access to the data.

5. Evaluation Updates

Evaluation updates will now be a standard agenda item and is an opportunity for centers to share their advisement techniques.

Lisa Vance reported on several COST initiatives:

- ▶ Mid-term grade comparison
- ▶ Math course recommendation analysis (tracks student name, recommended math course, math course actually taken, final grade)
- ▶ Change of major exit survey (which highlighted the need to provide better career information for majors)

It was noted that all advisors should be tracking their students' math placement success.

Bobbie Williams reported on a couple of COBA initiatives:

- ▶ COBA is borrowing (with permission) Virginia Commonwealth University's Mindset to help map out a plan for academically troubled students
- ▶ New student survey being implemented on Survey Monkey which will help to evaluate the advisement the student received.

Amy shared the Eastern Oregon University College Success Assessment instrument which helps to zero in on why students may feel they are not being successful.

Finally, it was suggested that advisors may want to begin asking their students if they plan to enroll for the summer and what courses they would like to see offered. This information could be shared with the associate deans for planning.

6. Course Registration Follow-Up

Amy distributed the schedule for spring registration follow-up and the reporting template. Tracking this information should prove useful to advisors in illustrating patterns and determining where and when extra efforts may be needed.

7. Resources for Academic Advisors

The resources for academic advisors document is now available on the university-wide advisement web page (<http://academics.georgiasouthern.edu/advisement/advisorresources.html>)! Colleges will need to review this information annually for accuracy and updates.

Note: [College Advisement Center Manuals](#) (coming April 2008)

This elicited a brief discussion of whether they were to be college advisement manuals or a university-wide manual. Advisors agreed that as previously discussed they were to be college-specific manuals. It is important to get college-specific information posted. After this is done, a subcommittee can review the college manuals to cull commonalities for a university-wide manual. Then, the college

manuals could be streamlined to address only college-specific items. Electronic manuals can be emailed to Candace for posting on the web.

8. Professional Development for Professional and Faculty Advisors

Advisors were reminded about the forthcoming professional development activities and encouraged to invite all advisors, including peer advisors and student assistants.

- ▶ NACADA Webinar “Advisors Help Students SOAR to Academic Success: Selection, Organization, Association, and Regulation Learning Strategies are the Keys,” Friday, February 29th, 2 p.m. to 3:30 p.m., COE 2150 with discussion following. CHHS and FYE will be our hosts for this event.
- ▶ NACADA Academic Advising Research Support Grants (http://www.nacada.ksu.edu/Clearinghouse/Research_Related/Grant-Guidelines.htm) due March 15th. Advisors are encouraged to download and read.

It was noted that the Higher Education Services program needs to place interns into various settings. Centers which may want a graduate intern are asked to contact Dr. Fayth Parks in COE. (She prefers email.)

9. Reminders

Advisors were reminded about the following dates/activities:

- ▶ Mid-term grades—February 29th
- ▶ Last day to withdraw—March 10th
- ▶ Announcement was given about the DegreeWorks preview. They will be on campus from 1 p.m. to 4 p.m. tomorrow (February 12th). Please send up to two representatives and provide feedback.

10. For the Good of the Order

Meeting adjourned at 3:50 p.m.

Next Meeting: March 10, 2008, 1 p.m. to 4 p.m., Marvin Pittman Administration Building, President’s Conference Room

Good advising is one of the key conditions that promotes retention for it reflects an institution’s commitment to the education of students (Tinto, 1999, Fall NACADA Journal).