

Academic Advisement Council
Minutes from the February 9, 2009 Meeting
President's Conference Room
Marvin Pittman Administration Building
1 p.m. to 4 p.m.

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

Guest: E. Campbell, C. Geyerman

Summer SOAR

Council members reviewed the list of SOAR outcomes designed to support students' academic success and began unpacking what each outcome would look like in practice. Through this process, coordinators also agreed that their discussion of the core curriculum should focus on two "takeaway" messages: (1) why students need to take the core (what the core contributes to their overall university education in general terms); and (2) the core is required of all students, although it might look different depending on one's major.

- Outcomes

- Potential College Session Outcomes*

- Through a discussion of the college organizational structure, students will know whom to contact for assistance.

- ✚ Discuss university resources available to support students and help them achieve academic success (e.g., Academic Success Center, Tutoring Services, Testing Center, University Writing Center, Counseling Center, Career Services).
 - ✚ Emphasize that questions about classes should be directed to the student's professor. Questions about advisement should be directed to the student's advisor.
 - ✚ Introduce the SOAR binder as a resource that students will use throughout their academic career and add a college-specific reference sheet to the binder.

- Through a discussion of what the specific learning experience is for the students enrolled in that college, students will understand how extracurricular and co-curricular activities connect with their overall learning experience.

- ✚ Emphasize that academic learning is not the only type of learning in the collegiate experience and discuss how other types of activities contribute to the total learning/collegiate experience. Discuss how these other types of activities support the student's major.
 - ✚ For example, speak about the roles of study abroad, student organizations, and the difference between co-curricular and extra-curricular activities, providing examples of each.

Reminders

- Challenge of explaining core curriculum
- Need to rethink how course registration is discussed
- Need to include information on the Limited Course Withdrawal Policy
- Need to utilize time completely and effectively in an upbeat and engaging manner

What is the ultimate take-away message?

What do we want students and parents to remember?

What is the best way to communicate this message?

→ Through a discussion of the attributes of college graduates, students will appreciate the qualities that future employers seek in Georgia Southern students and how the college prepares students to achieve these attributes.

- ✚ What are the general attributes being developed in students through the curriculum at Georgia Southern?

- ✚ What are the college-specific attributes being developed in students through the curriculum?

- ✚ See National Association of Colleges and Employers 2009 Survey (<http://www.nacweb.org/press/display.asp?year=&prid=295>) for employer desired attributes:

- 3.0 GPA
- communication skills (listening, verbal, written)
- strong work ethic
- ability to work in a team
- initiative
- leadership experience
- relevant work experience (e.g., co-op)

Other employer desired attributes (pulled from web articles):

- analytical/research skills
- computer/technical literacy
- flexibility/adaptability/managing multiple priorities
- interpersonal abilities
- multicultural sensitivity/awareness
- planning/organizing
- problem solving/reasoning/creativity
- honesty/integrity/morality
- adaptability/flexibility
- dependability/reliability/responsibility
- loyalty
- positive attitude/motivation/energy/passion
- professionalism
- maturity
- self-confidence
- self-motivated/ability to work independently
- enthusiasm for learning and willingness to learn
- knowledge and intellectual ability

→ Through a discussion of the difference the college can make to the student (value added to the student by being enrolled in that college), students will understand how the college contributes to their overall preparation through different means.

- ✚ Here unpack the three main elements of the college curriculum: (1) the core curriculum (general education); (2) the major-specific curriculum; and (3) the university requirements.

- ✚ Discuss other opportunities, internships, certifications, clinicals, field experiences, undergraduate research opportunities, field trips, studios, alternative spring break, co-op experiences, job opportunities that might relate to the student's major.

Potential Advisement and the First Year Outcomes

→ Through a discussion of advisement, students will understand what advisement does for them (what value is added).

- ✦ Concept of a more intrusive advisement model initially with a gradual lessening of contact as student progresses through academic career and assumes a greater share of the responsibility.
 - ✦ Get to know your advisor as a personal contact.
 - ✦ Understand your advisement syllabus and the expectations the University holds for students.
 - ✦ Understand the difference between SOAR advisement and registration and succeeding advisement and registrations during the academic year.
 - ✦ Understand that advisors will help to keep you on-track academically, reference SOAR binder.
- Through a discussion of advisement, students will understand the importance of building a four-year plan of study comprised of semester schedules that include both core and major courses (including holding realistic expectations when building course schedules).
- ✦ Understand what a typical fall schedule looks like.
 - ✦ Understand how to build a 15-hour schedule in a responsible way (one that crosses all days of the week and times of the week and utilizes alternative courses should first choice not be available).
 - ✦ Understand how to combine courses wisely and factoring in pre-requisites.
 - ✦ Importance of making a four-year schedule for planning purposes—especially with limited course withdraw policy.
 - ✦ Importance of attending class first day.
 - ✦ Adding a minor and what this communicates to potential employers.
- Through a discussion of advisement, students will appreciate the value added to their overall learning experience by the core (and the relationship of the core to the major).
- ✦ Discuss specifics of core in terms of what the student might expect to see on Day 2, relating the courses back to the elements of the college curriculum discussed earlier and how the core relates to desired student attributes for graduates.

Potential Advisement Outcomes (Day 2)

- Students will understand the basic elements of a schedule (e.g., Regents Test, Conversations with Professors, hybrid courses, web/net courses).
- Students will be advised for a 15-hour course load.
- Students will understand the planning sheet and other materials included in the SOAR binder.¹
- Students will be aware of the important advisement dates and how to prepare for each date.

¹ Tabs to be included in SOAR binder:

1. SOAR Information
2. General College Information
3. Academic Information
4. Advisement and Registration
5. FYE 1220

- Working with Public Relations Majors—Olivia Edenfield
CLASS will be utilizing Public Relations students to provide feedback on the college and advisement SOAR sessions. These students are open to helping other centers too. Let Olivia know if you are interested.
- Meeting, February 10, 1:00-3:00pm, CIT PDC Room 3302

Advisement

Amy reported on the latest spring and summer enrollments. Spring 2009 enrollment will be finalized as of 2/23/09. She reminded advisors to continue to push summer enrollment.

Spring 2009 Enrollment	
UG—14,116 (85%)	
G—2,321 (14%)	Total: 16,601
PB—164	Up by 761
Summer 2009 Enrollment	
UG—5,281 (83%)	
G—1,043 (16%)	Total: 6,382
PB—58	Down by 1,840
As of 2/9/09	

- Debrief Spring Student-Athlete Advisement
General comments regarding the January Student-Athlete Advisement session were as follows.
 - ✚ Some students did not prepare adequately (did not do the homework).
 - ✚ The homework sheet needs to be revised to better reflect the advisement context.
 - ✚ The venue was terrific—the food a nice touch.
 - ✚ Still need greater participation from the coaches.
 - ✚ Need to be sure that students understand why they are there from the start of the session.
 - ✚ Advisors need to engage the students more in these sessions.
 - ✚ Students should receive an email ahead of time to remind them of the session and explain the purpose behind it.

Council members then discussed a proposal from Student Athlete Services to reduce the number of students participating in these sessions from those with 70 or fewer hours to those with 40 or fewer hours. This change would reduce the scope of the session from a student’s first two years to just the first year. A point was raised that if this change was to be implemented that it would be just as easy to advise all students in the centers. Amy asked the coordinators to discuss the following points back in their centers and come to the March meeting prepared to reach a final decision regarding future Student Athlete Advisement sessions.

1. Do we continue the Student-Athlete Advisement session with 70 or fewer hours; or
2. Do we continue the Student-Athlete Advisement session with 40 or fewer hours; or
3. Do we advise all student athletes back in the centers with the understanding that centers will resolve problems by working directly with Student Athlete Services?

- **Spring Registration Times—Chris Thompson**
Chris inquired whether it might be feasible to move the spring registration date later in the semester (by a few weeks) to allow for more advisement time. Mike Deal explained that the date is set to accommodate Financial Aid and allow them time to make award decisions. Nonetheless, he will raise the issue with Connie Murphy and ask Velma to report back at the March meeting.
- **Advisement Messages—Ellen Murkison**
Ellen asked whether the Council should plan to include a question or issue of the month (related to student advisement) in the parents' newsletter. Vince Miller welcomed contributions to the newsletter, indicating that the deadline was the 20th of the month prior to publication. The coordinators also expressed an interest in receiving the newsletter. Council members agreed that not only should they make contributions to the newsletter, but that they should also compile a list of important advisement dates for inclusion in the parents' association wall calendar (e.g., when students should contact the advisement centers to get advised, early alert-midterm grades, etc.). Marilyn Hale volunteered to do a mock-up of the calendar items and will share with the Council at the March meeting.
- **Deans' Council Presentation**
Coordinators expressed a desire to give a brief presentation at the April Deans' Council. Anyone interested in participating should email Amy.
- **Intervention—Early Alerts**
Heath Browning asked what the coordinators were doing with the reports he was forwarding. Most are contacting students both by phone and email. It was noted that students still need to be reminded to check for their early alerts-midterm grades and check multiple times. A recommendation was made that if centers have student help available to them, that they use them (with a specific script) to phone students on the list the same day that the email is sent. All contacts with a student on the list and the result of that contact should be documented.
- **Limited Course Withdrawal Policy—Reminder**
Amy reminded coordinators that they should be discussing the new Limited Course Withdrawal Policy with students during the upcoming advisement appointments.

Professional Development

- Thursday, March 26, 2009, NACADA Webinar: *Making the Grade: What Advisors and Administrators Need to Know to Better Assist Students with Disabilities* (COE 2150, 2 p.m.)

For the Good of the Order

Amy congratulated the advisement team on the acceptance of their proposal, *Retaining Students Through a Spirit of Academic Advisement Teamwork*, at the NACADA Region 4 conference in March.

Ellen noted that the First Year Experience would welcome more nominations for the First Year Advocate Staff Award. She also announced that Global Citizens will not be offered next year.

The meeting was adjourned at 3:40 p.m.

Next Meeting: Monday, March 9, 2009, President's Conference Room, Marvin Pittman Administration Building, 1 p.m. to 4 p.m.

Addendum: Discussion of February 10, 2009 Professional Development Center, Room 3302

Present: J. Allison, R. Bostic, C. Caplinger, O. Edenfield, M. Hale, B. Koehler, L. Lee, A. Lynes, B. Merris, E. Murkison, S. Navee, K. Robinson, C. Thompson, L. Vance, B. Williams, W. Williams, H. Worley, and C. Griffith (Recorder)

Discussion:

Amy distributed the outcomes and notes from the February 9th Academic Advisement Council and opened the floor for general discussion.

What are colleges currently doing in their sessions and how might we operate differently to be more engaging and effective? How do you incorporate music, sound, visuals, and movement to engage your audience and reinforce takeaway messages?

College Session

- The idea of adding employer-desired attributes for graduates was well received. It was noted that these attributes are largely “soft-skills” which provides a nice segue into a general discussion of why we have a core curriculum.
- A suggestion was made that we organize each session to build off of the previous one, likening the event as traveling on a journey or hearing a story. The student experiences a gradual unfolding at the end of which he or she is able to takeaway three or four main messages.
- Using the frame of reference of the Class of 2013 repeatedly also is helpful.
- Colleges could be interactive by asking short questions of the audience and having both students and parents write down their responses. Students and parents could then swap responses to see how the other answered. This activity might inspire follow-up dialog between students and parents later.
- Colleges could also plant students in the audience to ask key questions that help elucidate themes.
- One college noted that it planned to bring samples of undergraduate research to show what current students are working on and highlight opportunities available in that college for undergraduate research.

Advisement and First Year

- Colleges were asked to be sure to use the full amount of time allocated for this session and to plan the time effectively.
- It was suggested that one way to build off the college session on who to contact for course-related questions was to discuss in this session the best way to approach your professor.
- Another way is to refer to the general discussion in the college session about the college curriculum (comprised of core, major-specific courses, and university requirements) by unpacking it more for students. This discussion also lends itself to the role and importance of advisement in planning the student's curriculum.

- A suggestion was made to show students a completed planning sheet when speaking about building a 15-hour schedule.
- One could also provide a sample schedule using it to explain the importance of picking certain classes first and developing alternate choices. This time would also be opportune to discuss selecting the FYE 1220 section and the difference between sections.
- A request was made that for those colleges that utilize faculty advisors on Day 2 that colleges share with their faculty what was discussed on Day 1 so that the faculty know what takeaway messages to reinforce.
- It was suggested that rather than talk about the core in terms of Area A, B, etc. that colleges refer to what the student will see on his or her fall schedule and how that relates to the core.
- Another comment noted that we might not wish to spend the time on discussing and illustrating a four-year plan of study, but deal with the first two years instead. This activity would help students to understand pre-requisites and course sequencing. Perhaps a computer program could be developed where if a student selected a class without the pre-requisite that the class would appear in red type.
- Suggestions for being interactive included working through the SOAR binder, playing a game, and jeopardy.
- Finally, the importance of managing both parent and student expectations was noted.

Day 2 Advisement

- In this session, colleges can reinforce the importance of building a 15-hour schedule and printing out the detail schedules by referring again to the completed planning sheet shown in the previous day's session and then showing what a block schedule looks like and a detail schedule, noting the differences between each.
- Colleges were asked to draft cheat sheets for others who are not in their college to use. The AAC will discuss further at the March meeting.

A final thought concerned developing an interactive web sheet that students would complete prior to their arrival at SOAR.

The meeting adjourned at 2:55 p.m.