

## UUAC Meeting Minutes, October 19, 2016 – APPROVED 11/16/16

**Members Present:** Regina Conradi, Michael Lee, Anna Burchett, Cary Curtiss, Mary Brownlee Couch, Amy Wright, Bob Cochran, Addye Buckley-Burnell, Kristin Mass, Brock Herndon, Bob Karcher, Suzanne Hunter, Judith Sanders, Norman Godwin, Jack Feminella

1. Welcome & Introductions
2. Minutes – 4/27/16 meeting approval - Motion: Bob K., 2<sup>nd</sup> Anna, all approved
3. Proposed '16 - '17 meeting dates (Wed 10:30-11:30am):

- a. Nov 16, Dec 14, Jan 18, Feb 15, Mar 15, Apr 19: approved
- b. Minutes note-takers:

Oct 19 – Jack Feminella

Nov 16 – Anna Burchett

Dec 14 – Regina Conradi

Jan 18 – Cary Curtiss

Feb 15 – Michael Lee

Mar 15 – TBA

Apr 19 – TBA

- c. UUAC Mission and overview of past year's activities (Jack)

-The UUAC was created as a result of a recommendation made by The Report of Improved Graduation Rate Committee, which establishes the following as its mission: *"to oversee continuous improvement of an integrated, coordinated, and comprehensive advising system."* The focus of the Council is to foster coordination, provide resources, and recommend practices to advising services on campus. Any policy recommendations the Council develops should be considered as advisory to both the Academic Affairs Committee and the Provost. UUAC Operations are information dissemination/input and continuous improvement projects using small working groups model.

-Continuous improvement projects worked on during '15-'16

- i. Advisor compensation, SY adjustments for Advisor I/II/III accomplished (see 4/27/16 minutes). Progress on implementing changes to the Careel Ladder system by separate working group is ongoing. Report on CL progress to UUAC when appropriate.
  - ii. Professional Development/Advisor Training: Additional UUAC input needed - proposed working group for '16-'17 (below)
  - iii. Transfer Student Support: Additional UUAC input needed - proposed working group for '16-'17 (below).
  - iv. Propose that we continue providing progress on ii and iii and possibly add a third project on AU advising infrastructure (below).
4. Proposed Working Group Projects
    - a. Professional Development / Advisor Training (**GROUPS Ia and Ib**-see description of working groups, below)
      - i. Judy described the ongoing process of implementing the 4-part NACADA plan. Phase I (New advisor training, first 90 days of hire) has been started, which includes developing an Open Canvas course (32 new/continuing advisors taken the course) and implementing two ½-day courses to be completed in the first 2 wk of hire. Judy asked that UUAC help evaluate the training course, perhaps forming/convening focus groups post-course. Phase II, (Developing Advisor Prof Dev, 1-3 yr as advisor), which is being

done. Judy reported timetable of the program: Phase I (new Advisors, first 90 days), Phase II (Developing Advisors, 1-3 yr), and Phase III (Level-III advisors, 4+ yr, target implementation Fall 2018). Phase IV (review assessment procedures) will be implemented Fall 2019.

- ii. Jack summarized Ruthie's Advising Alliance for Professional Development PPT, and the need for UUAC members (non-advisors) to provide feedback to the Advising Alliance group re: the modularized Canvas Course. Need to provide input to group this semester (by December). Judy felt that supervisor and faculty advisor input would be especially valuable, and that UUAC evaluators would be contacted by Ruthie re: when they could take the course (perhaps in groups/by modules).
  - iii. Related, Jack indicated that Ruthie needed input on questions re: the assessment plan (e.g., use of pre-/post-tests, see PPT). Judy mentioned that both new advisors as well as those not having taken the course would be useful. re: informing advisors about unclear information coming from students (also short fuse).
  - iv. Action items: Groups Ia (Canvas course evaluation) and Ib (Advisor training assessment plan) would be notified by Ruthie Spiers re: feedback.
- b. Transfer Student Support (**GROUP II**, below)
- i. Jack briefly summarized the last year's UUAC effort (including Summer 2016) to advance progress on transfer student (TS) support. Anna reported the Provost's formation of a Large Group (and several subgroups) focused on transfer student admissions, orientation, academic quality, and communications issues. Judy also relayed another dimension of TS being academic preparedness and providing data. Bob K. (admissions subgroup) reported that the Large Group would meet Nov 2, and that UUAC would receive input from the Large Group and thus could also provide feedback on questions or concerns of the Large Group.
  - ii. Jack asked the subgroup participants about progress on the "Transfer Center" concept, which has been discussed in general by the Large Group, and if the subgroups had investigated if TS performance is different from 3<sup>rd</sup>-yr Auburn students. Judy reported a high number of TS with D/F/FA midterm grades in 1 or more core courses, suggesting that many TS have not completed (and struggle with) core courses, not just majors courses. Judy is doing some targeting academic success workshops this semester for these students. Bob K. also reported similar problems with TS in Engineering, with the majority of students on academic warning being TS. Mary Brownlee reported that over 50% of student filing academic appeals (for suspension) are from TS, often going on academic warning after 1 semester. Thus, there appears to be a systemic problem pointing to a need to better orient and prepare TS for Auburn courses. While at UCF, Kristin reported that UCF developed a Transfer Center, and examined how sister universities studied TS problem of low retention, incomplete core completion, etc. UCF emphasized not reinventing the wheel and simply learning what peer institutions are doing to assist TS. The group agreed this should also be our approach.
  - iii. Jack asks if subgroups had investigated presence of transfer center-type programs elsewhere. Bob K. indicated that the admission subgroup compiled some benchmarking from peer institutions, and would share that with UUAC.
  - iv. Action item: Group II would investigate TS-based issues/resources based on data from other institutions. A key general question in this regard would be what is needed to develop a transfer center at Auburn, and how could such a center operate across colleges and majors in terms of enhancing TS success?
- c. University Advising Infrastructure (**GROUP III**, below).
- i. Jack suggested the notion of describing infrastructure of university advising, especially given the complexities of advising support on campus (e.g., Director of Univ Advising, Exploratory Advising Center, Caucus, UUAC, advisor training, professional development, transfer support, etc.). A useful first step would be a map/organization chart of advising units on campus and their relationships, which currently does not exist. For example, what is the relationship between UUAC and Caucus, and how can information exchange happen between these and other units that could better inform advising practices and enhance advising functions? Jack felt that an organizational chart would be helpful in

visualizing existing and non-existing connections among advising-based units. Perhaps a useful 3-step exercise would be to 1) describe the existing structure and identify gaps/limitations, 2) suggest ways of improving centralized and unit-specific advising functions on campus, and 3) make recommendations on #2 to Academic Affairs for consideration. One comment from the group indicated that such an organizational chart would be helpful (to advisors and non-advisors) to understand how academic advising varies across the colleges (e.g., use of faculty vs. professional advisors). Bob K. pointed out that how different units fund advising (faculty- vs. professional advisor vs. both) also should be part of the discussion about infrastructure. In addition, Bob suggested that mapping the structure of how students move from one unit to another (college 1→EAC→college 2) would also be helpful in understanding the general advising process, which procedurally is currently in flux. Several agreed that mapping connections among units is Step 1, and that Ruthie would be a key player in this effort.

- ii. Action item: Group III would begin developing a map of advising functions/connections among units on campus, with the goal of elucidating 1) how is advising done at Auburn, 2) if we have the necessary infrastructure/support for the growth of advising functions university wide.
5. Other: Judy reported that the Advising Survey was distributed earlier this year to advisors and Academic Affairs, and can be made available to anyone else on UUAC. Ruthie will be leading the advising survey this year, and will likely ask for assistance from UUAC on the survey later this year.
6. Adjourn

**University Undergraduate Advising Council  
Working Groups, 2016-2017**

**GROUP Ia. Professional Development / Advisor Training--*Canvas Course Evaluation***

1. Ruthie Spiers (point person)
2. Addye Buckley-Burnell
3. Regina Conradi
4. Anna Burchett
5. Cary Curtiss
6. Kristin Mass
7. Judy Sanders

**GROUP Ib. Professional Development / Advisor Training--*Assessment Plan***

1. Ruthie Spiers (point person)
2. Judy Sanders
3. Addye Buckley-Burnell
4. Michael Lee
5. Suzanne Hunter
6. Jack Feminella

**GROUP II. Transfer Student Support (Transfer Center Concept/Outside Survey)**

1. Kristin Mass (point person)
2. Anna Burchett
3. Bob Karcher
4. Brock Herndon
5. Cary Curtiss
6. Mary Brownlee Couch
7. Addye Buckley-Burnell/ Nancy Barnard
8. Suzanne Hunter

**GROUP III. University Advising Infrastructure**

1. Jack Feminella (point person)
2. Amy Wright
3. Norman Godwin
4. Ruthie Spiers
5. Judy Sanders