

University Undergraduate Advising Council

March 24, 2011

Minutes

Members and Guests Present: Susan Villaume (chair), Nick Backscheider, Nancy Bernard, Kathryn Flynn, Rick Enkenbol, Johnny Green, Bob Karcher, Beth Ann Mabrey, Kathie Mattox, Nancy McDaniel, Lori McLean, Dixie Mitchell, Constance Relihan, Mary Ann Taylor-Sims, Beth Yarborough

I. Veterans Transfer Student Resource Center—Dr. Johnny Green

- The Veterans Transfer Students Resource Center was established following a task force recommendation in 2010 that called for a central resource center for veterans. The concept was expanded to serve both veterans and transfer students.
- Among transfer students, advising remains a key issue. Dr. Green had recommended establishing a special committee to examine transfer student issues, however, it was later decided that an additional group was not necessary.
- The transfer student issue is one factor in the broader discussion of whether or not to require all students who transfer or are re-admitted to be advising by blocking their PINs.
- Because transfer students are traditionally high-risk students, members agreed assigning a PIN would be helpful.
- Dr. Flynn clarified that transfer students who earn a 2.0 GPA or less are automatically referred to the Cater Center.
- In future situations with transfer students, Dr. Green will contact the Associate Deans and provide them with transfer student names that he has referred for academic advising.

II. Mid-term Grade Project

- Following the last meeting when data collection was discussed, Dr. Backscheider asked the council what kinds of data sets would be the most helpful.
- Because faculty are reporting mid-term grades in some courses, it would be useful to show the impact of awarding mid-term grades on final grades, and also compare them to the DFWs in courses where no mid-term grades were reported.
- It was noted that it is important to include withdraws in the data that is presented, so that the weighted value of withdraws is adequately shown.
- Dr. Backscheider indicated that it is possible to show the trend of withdraws, which may be a sign that students are actually paying attention to the mid-term grades (faculty are only asked to report Ds and Fs).
- **Next Steps:** Dr. Backscheider will design a data set and send it to Drs. Villaume, McDaniel, Relihan, and Flynn to report back at the next meeting.

III. Alternate PINs

- Dixie Mitchell presented a revised curriculum PIN form and requested feedback from the committee.
- The form serves a heads up that a new student has a PIN. It was decided that the old college will not remove the PIN; the new college will do that.
- Suggested changes included a simple question (yes/no) that asks if the students pin has been changed or set to 11111.
- When the PIN is changed to 11111 that is considered re-setting it.
- The members suggested using the following wording: “does the student have a registration PIN block?” That way, when a student comes to a new college, the new advisor can take the block off.

- It was noted that advisors need to be trained on this form; because data needs to be entered into Banner. The form can either be signed by the advisor and placed into the student's file or signed and sent to the Registrar's Office to be filed in WebXtender.
- The only exception is a double major—these forms should be signed and go directly to the Registrar's Office.
- It was noted that the terms "minor" and "concentration" were perceived as the same. In Degree Works, a concentration refers to a non-major set of course approved by ACHE.
- Other suggestions included moving concentrations to the same line and typeface as major, and noting that advisors can sign for the Dean.
- **Next Steps:** Revise the form and take it to Academic Affairs for comments.

IV. SARS

- Dr. Relihan reported on the current contract for the SARS software. Prior to the meeting, a group met to discuss SARS. All of those who attended indicated they were satisfied with the university having one point of contact located in Liberal Arts.
- There may be existing modules that are part of SARS that may be able to assist with early alert/intervention strategies.
- The university does want to get the instant messaging module; this may be especially easy for the colleges already using the appointment module. The appointment module sends reminders to students who have appointments and can send academic announcements.
- The costs for expanding SARS to the entire university is \$5,000 per year, plus additional costs for instant messaging and training.
- OIT has agreed to cover the software costs; therefore no units will need to pay.
- Several colleges have indicated a desire to use SARS, the goal is to have it in place and available by summer. Units can use the software however they want.
- **Next Steps:** Update the Associate Deans and identify representatives to participate in the pilot program.

V. Peer Advisors-Reports from Colleges who use

College of Liberal Arts

- CLA began using peer advisors in fall 2010. In total, they have seven peer advisors, of which they try to keep one on staff at all times.
- The peer advisors handle easy questions that can often be pulled from the Bulletin.
- Peer advisors are able to respond to student emails and schedule appointments.
- CLA requires peer advisors to agree to a two-semester commitment, and work a minimum of 4-7 hours a week, for which they are compensated.
- Primary benefits of peer advisors include easing freshmen and sophomores into the system and assisting advisors at Camp War Eagle, Talons, etc.

College of Engineering

- Engineering majors are required to see a peer advisor before they see the professional advisor.
- Engineering began using student ambassadors to assist with student recruiting events. Their advisors actually see students and advise during peak advising times from 10-4 each day.
- This fall, the peer advisors will have required office hours and will respond to student emails. During non-mandatory advising times, the peer advisors will still be responsible for answering questions; the college will wait and see what the demand is.

- Engineering also compensates their peer advisors, and has an additional application/selection process.

IDSC/ESS

- Interdisciplinary Studies and Educational Support Services use peer advisors to help with developing plans of study and to provide training to other peer advisors.
- Career Development Services plans to also begin using peer advisors this fall.

Next Steps: The UUAC should compile a year-end report/summary of the committee and submit it to the Enrollment Management Council.

VI. **Sub-committee Updates:**

- **Website**—the committee is moving closer to completing a comprehensive list of FAQs for the revised website. Dr. McDaniel is working with OCM to assist in revising the new students' webpage.
- **Enhancing Advising Through Technology**—the suggested transfer course directory was shared with the Efficiency Task Force. Questions regarding concurrent enrollment and senior residency will still need to go to the Associate Deans. A list of advisor technology needs will be brought to the next meeting.
- Dr. Yarborough addressed the need for all students to have a copy of the Bulletin. Regardless if the student or university covers the costs, the lack of a tangible Bulletin over the past few years has caused confusion among students who aren't familiar with what it is.

Topics to discuss at the next meeting: Update on the status of Degree Works, exception policies established for the revised core curriculum, and continued discussion regarding advisors' career ladder.