

**University Undergraduate Advising Council**  
**October 19, 2011**  
**206 Samford Hall**  
**10:30-11:30**

**Members and Guests Present:** Terrell Bean, Krysta Diehl, Jonathan Hallford, Cathie Helmbold, Gail Holmes, Julie Huff, Rob Kulick, Nels Madsen, Dixie Mitchell, Paul Patterson (Chair),

**1. Update on Degree Works**

- Since the September meeting, the Degree Works committee met and decided to change the roll-out procedure.
- Now, the group will only be piloting the College of Engineering; once all of the issues are worked out, the system will open up to all students at once.
- Other colleges currently have access to it. Forestry and Engineering have completed testing; all other colleges and schools are in the process of testing.
- The goal is to have Degree Works ready for all students by registration time in March.
- The only issue Engineering has encountered is the changing of students on the old core to the new core (new *Bulletin*). Advantages they have already seen include reduced clerical work and better information for faculty advisors.

2. A motion was made and seconded to approve the minutes from the September meeting.

**3. Discussion of Professional Advisor Retreat**

- Gail Holmes was able to acquire some initial feedback from a sample of advisors regarding possible dates for a professional retreat.
- Regarding the webinar, not much interest was gauged in the topic (Peer Advisors).
- Advisors indicated they would prefer the week after commencement (possibly December 14). This date would fall after the December Caucus business meeting.
- Gail asked for volunteers to assist with planning the day-long retreat and drafting a budget. Rob Kulick and Krysta Diehl both volunteered, along with two Caucus representatives (to be named).
- Gail will provide a drafted agenda and budget by November 9, and will present to Constance Relihan.

4. **Discussion of Transfer Student Issues**—the discussion on transfer student issues was continued from the previous meeting. Several key issues were identified, including:

- **Application Fee**—when a transfer student applies to Auburn, what exactly does the application fee cover?
  - At issue is when exactly the evaluation of credit hours takes place. In looking at the process as it is currently done, courses aren't evaluated for credit until after a transfer student has registered.
  - Students have to register before their transcript is articulated. If they complete courses after they enroll, it won't show up until their final transcript is received. This can often keep them out of courses they need.
  - The speed of the process is often dependent on the number of transfer students accepted.
  - If students are coming from a two-year school, most of the articulation should already be done. It's the students from schools outside the state who are the most impacted.
  - If the goal is to get transfer student credit evaluated as soon as possible, it is not tied to the admissions process. The articulation would need to be done on the front end for the Registrar to have access to the students' files.

- The ideal process would be to evaluate transfer courses before students arrive for SOS.
- **Next Steps:** Find out from Admissions the number of transfer students who are admitted and actually enroll. Also, ask Mark Armstrong how many register and don't show up for SOS.
- **Course Articulation**—not all transfer courses are getting into workflow, many are sitting in the department queue OR a course is articulated and the student's file is not updated.
  - It is necessary to get advisors back into the habit of following-up/initiating this process.
  - This could also be a coding issue in the workflow process.
  - There is a high chance of push-back on this issue; advisors will need the support of Academic Affairs to assist with this.
  - **Next Steps**—follow up with Robin on the coding issues and examine possible ways to use the existing database we have established for transient courses.
- **Students Abusing Excessive Credits**—for students bringing in excessive amounts (50-70) dual enrollment/AP credits, are these students considered freshmen or transfer students.
  - This is a policy issue that needs to be addressed by Academic Affairs. Auburn's current practice is to treat these students as freshmen.
  - If they were considered transfer students, we could not include them in our freshmen numbers or in freshmen scholarships.
  - Students know this and are asking for all hours earned to be posted so they may take advantage of football tickets and early registration, knowing that many of the hours will not count for credit towards their degree.
- **Two year schools offering four year degrees**—another issue involves two year colleges that are now offering four year degrees.
  - How do we determine if this is a two or a four year school?
  - Florida has a three-tiered system, which Georgia is likely moving to also.
- **Freshmen enrollment in upper division courses**—an additional issue involves these students who are not mature enough/emotionally prepared to take upper-division courses.
- **Monitoring GPA requirements**—this needs to be done both when students are admitted AND when they arrive.

## 5. Revised Core Implementation

- Examples of forms and communication sent to students in the various colleges and schools were disseminated.
- Issues raised by the Cater Center advisors include:
  - If current students want to transition to the new core, the Cater Center can't change their file.
  - If current students are changing their majors, would they be on the new or old core?
- Also, the group discussed the issue of double majors. It was clarified that the core selection is an all-or-nothing decision.

The meeting adjourned at 11:35.