

QUALITY ENHANCEMENT PLAN TEAM MEETING
March 16, 2004
Tinsley 103 8:00 AM

Task 1.

Review the modified definition on page 2. Is it “good to go?”

Task 2.

Read over the list of “What We Said We Wanted” on page 2. Is the list complete? Do any items need to be changed?

Task 3.

Review the proposed advising model presented on pages 3-4. Does this model generally represent our best “first attempt” at describing the kind of advising that we would like to see at Southeastern? Is this a model that we can all live with/support during a pilot year? Are any changes needed?

Task 4.

Look at the list on page 5. Are there other items that should be added? What items absolutely must be addressed in some measure for the pilot year?

Task 5. HOMEWORK.

Review Section E. Are there other tasks we need to consider for the pilot year?

For Our Next Meeting – Send an electronic copy of your group’s draft response to Tasks 1-4 above to Tena by Friday, March 19. Be prepared to discuss those as a team on the 23rd. Also, be prepared to submit any items for Task 5 on the 23rd.

We are in the process of adding student members to the QEP team. If you have a suggestion for a student representative, please let Tena Golding know.

March 23 – Tinsley 103, 8:00 AM – Guest: Kent Hopkins, Noel-Levitz

**PROPOSED MODEL FOR ACADEMIC ADVISING
AT SOUTHEASTERN LOUISIANA UNIVERSITY**

March 16, 2004

DISCUSSION DRAFT ONLY – FOR USE BY QEP TEAM ONLY

Based on the information presented by each of the four groups to the Provost on March 2 and the discussions that followed, the outline below is an attempt to summarize the points of consensus.

Section A. Revised definition:

Academic advising is a form of teaching that both stimulates and supports students in their quest to identify and achieve personal, educational, and career goals. It is a systematic process based on close advisor-student relationships intended to aid students in acquiring skills and attitudes that promote their intellectual, social and personal development. Through advising, students are taught to take ownership for their learning, to be accountable for their choices, to generate solutions to problems, and to recognize and meet expectations for success.

Section B. What We Said We Wanted in an Advising Model

- The type of advising that improves retention, progression, and graduation!
- Consistency and Quality!
- Change the campus culture on Advising – students & faculty/staff – advising is much more than course scheduling
- Some modified form of Total Intake via an Advising Center – sequential format
- Faculty/Departmental contact with students at all stages is very important
- Centralized advising location that is easily identified by students, faculty and staff
- Professional advisors who have more time/resources to do early career advising
- Faculty mentors/advisors who have a clearly-defined and significant role to play
- Electronic resources for advisors, mentors, and advisees (degree audit, curriculum sheets, websites, virtual advising, record keeping, etc.)
- Advisor and mentor training
- Rewards/recognition/support for advisors and mentors
- Clearly defined responsibilities – professional advisors, faculty mentors, & students
- Year-long advising opportunities
- Advising for our student “type” – intrusive, intensive, early career information
- More efficient use of faculty resources and expertise for advising
- For students to take responsibility
- More personal, one-on-one contact between advisor and student
- Early assessment of at risk factors with intervention as necessary
- Encourage student engagement, connection and socialization
- Give beginning students a “home”

Section C. A Suggested Model for Academic Advising

Academic Advising Center Advisor – professional employee with 12 month responsibility for advising and related retention activities; assigned to students in a specific major or majors; serves as a liaison to the academic department for retention and freshmen affairs. Provides incoming freshmen with intensive advising and retention services. Provides students with information, choices, services, learning opportunities that form the foundation for a successful undergraduate academic career.

Faculty Mentor – selected faculty member who provides academic advising to students in the major after they have exited the Academic Advising Center. Receives the student when there is more confidence that the students can be academically successful and is in the right major.

Undergraduate Program Coordinator – selected faculty member in each department who coordinates faculty mentoring activities, coordinates freshmen opportunities for majors; may also work with recruitment

Center for Student Excellence – located in the College of General Studies, the Center will be headed by a Director who has responsibility for three components related to retention – career exploration, early academic advising, and student academic support services. Within the Center, there is a physical location that is readily identifiable by students as THE place to go for academic help and support. The Center for Student Excellence is staffed by professional employees who are experts in their areas. There are strong, constant, and mutually beneficial relationships between the Center and other units involved in retention (colleges, departments, Student Life, Admissions, etc.)

Center for Student Excellence Advisory Committee – a cross-sectional group (including representation from advisors, mentors, UG program coordinators, dept. heads, Deans, Student Affairs, Admissions, and students) that advises the Center Director, the Dean of the College, the Dean of Enrollment Management, and the Provost on retention issues as they relate to the Center’s activities and coordination.

Step 1.

At Admission

- Welcome letter to student from Adv Ctr advisor – introduction, location, login/password to Inside Southeastern web site (links to departments, info on majors, FAQs, orientation info, student assessment questionnaire, registration info, what is academic advising)
- Welcome letter to student from the department – UG program coordinator or faculty mentors provides faculty contact
- E-mail contacts prior to orientation from both the Center and the department

Step 2

Two-day Orientation – takes place prior to regular registration

- Adv Ctr advisor is leader for 2-day session assisted by student orientation leaders; students organized by major
- Undergrad Pgm Coordinator and faculty mentors participate in sessions – “Meet your Department”
- Create “culture” and expectations; have fun and build community with fellow majors and with freshmen class at large. Start with basic discussions about how college is different from high school and fulfillment of personal educational and career goals.
- Facilitate first registration, introduce Student Advising Handbook, Center for Student Excellence; links with Residential Life, Student Affairs

Step 3

First Semester – ORNT 101

- Adv Ctr advisor is ORNT 101 instructor; sections are based on declared major
- Build on current ORNT 101 structure. ORNT 101 requirements could include meetings with advisor, completion of academic map, completion of at-risk assessment and follow-through on prescriptive action, participation in department events, contact with faculty in the department, participation in University events, completion of assignments related to academic expectations, college study skills, time managements, career exploration, student support services available, etc.
- Meeting with advisor -- mandatory advising and successful registration for following semester
- At end of first semester, some students who meet exit criteria (successful completion of ORNT 101, high degree of confidence in the major, no at-risk factors, etc.) are assigned to faculty mentors in the department of the major (this will probably be a small percentage). Students get communication from advisor and from mentor. Must meet faculty mentor in 2nd semester to review academic map and to plan for 3rd and 4th semesters.

Step 4

Second semester – Those who continue with Advisor get communication from advisor (reinforced by department) about expectations for 2nd semester

- Those who do not exit continue to work with advisor, electronically and face-to-face
- Need to continue meeting requirements or refining requirements
- Exit to faculty mentor at end of 2nd semester if have met requirements

Ongoing

Training for Advisors, Mentors, and UG Program Coordinators – training coordinated by the Center for Student Excellence and the Center for Faculty Excellence

Ongoing

Communications Planning

Ongoing

Program Evaluation

Ongoing

Advisor/Mentor Assessment and Feedback

Ongoing

Rewards and Recognition for Advisors and Mentors

Ongoing

Center for Student Excellence coordinates career exploration, early academic advising, support services; works with other units on campus

Ongoing

Information and Task Support (via technology)

Section D. Burning Issues and Must Haves – To be Further Discussed, Determined, and Developed

- Must have electronic advising records available to hand off to faculty mentor
- Must have degree audit
- Must have easy access to information – students, advisors, mentors, parents, UG program coordinators
- What should be included in training for advisors? Mentors? UG Program Coordinators? everybody else?
- What should be done with students who do not complete ORNT 101 requirements in the 1st semester?
- Should ORNT 101 be a graded course?
- Should we have midterm grades?
- Advisor/Advisee/Mentor roles and responsibilities
- Selection of Advisors/Mentors and assignment of students
- Rewards/recognition/support of faculty mentors
- Training for professional advisors and faculty mentors
- Ongoing student assessment throughout the advising process
- Assessment and evaluation of the advising program
- How to integrate Student Life in retention activities?
- How will Residential Life change with the new housing?
- How will the model affect the 2-day orientation session?
- What is the appropriate advisor load? faculty mentor load?
- What relationships should there be between the advising center and the academic departments?
- How can we facilitate open registration?

Section E. Next Steps – Designing the Pilot Year

- How do we announce the plan to the campus? How do we communicate? How do we enlist and generate support for doing things differently? How do we prevent/circumvent negativity, resistance to change, inertia?
- What departments will participate? How many students? How many advisors? Who will the mentors be? How will mentors, advisors, and UG program coordinators be chosen?
- What will be the role of the Center for Student Excellence in the pilot year? During the pilot and initial implementation years, what will be the relationship between the QEP Team and the Center?
- What training is needed for the pilot?
- What evaluation is needed for the pilot? What are the critical factors that should be evaluated? How will we judge success?
- What technology tools are needed for the pilot?
- What are the responsibilities of advisors/mentors/UG program coordinators/students in the pilot?
- How does the pilot impact ORNT 101?
- What rewards and recognition are needed for the pilot year participants?