

## SESSION II – GROUPS A-D

### ACADEMIC ADVISING AND STUDENT SERVICES

#### Discussion:

- Serving the non-traditional and military vets. Large population in Denver. Out of school for long periods of time and with much work experience. Gtp works very well for this population. Concerned that they have been out of school for long time. Easy transfer classes very appreciated by this population.
- How to recruit. Go to schools and talk with para-pros. Driving & speaking with SpEd directions to educate. Targeted. Very specific populations. Oct & Nov good recruiting months.
- Increase collaboration between areas serving 1<sup>st</sup> year students. Still “kids” not yet adults. Who is helping the students? More commitment needed.
- How are faculty trained in advising when they arrive? What support is available to new faculty so that they can support students? Current training is packed meetings over short period of time and then let loose. What is the ratio of advisor to student? Varies significantly between departments.
- Peer support available in some departments. Student-to-student. Nice as supplement, but not replacement
- Departments need FAQ for students AND faculty advisors
- Faculty should not spend as much time on the administration work – focus time on work with students
- FYE – require of all traditional freshman, not good for non-trads. Quality of instruction varies with each faculty
- When spending time to educate campus on what is going on, this takes away from running the departments. Some effort needs to be placed on individuals to find out.
- First-generation students – very large population. Great work is being done on campus to reach those students and can be used across campus. Find a model that works across the campus and allow each college to tune for their area.
- Where do we need to focus resources? Can faculty handle load of advisee’s?
- Talk about retention of parents who are sending kids off for the first time. What are we doing to serve the parent population? How do we keep parents informed? Wellness program made available to new parents. Separate website just for parents. Parents appreciate hearing about their students regardless of the type of news (good & bad)
- Housing sends out newsletters before school starts and during the year – make this a more collaborative effort.
- Student will call parents for help. Parents need to have the resources to send on to the students. Parents are the cheerleaders for the students and need to be educated on what is going on on campus.
- Need to encourage parents to encourage student independence.
- Years ago there was a university wide advising committee. Shared info from across the campus. And educated different departments.
- Concern of effective advising for online students. Not as much mentoring available because students aren’t committed to the campus. Online classes draw students away from the campus and don’t build a connection to the campus.
- Some responsibility falls to the student to get out and make connections.
- What education/orientations are provided for facilities online? Are these taken to distance campuses? Is the online use of facilities, such as library, tracked?
- What is “mentoring” and how is it defined? Accomplished professors in the field are teaching lower level classes in addition to upper level. Mixed course load for all professors to give students the opportunity meet people in the field, not just a TA or adjunct faculty.
- Individual attention to students willing to work with the students on their life experiences and

giving them credit for that.

- What do students need and how do we meet the needs of the individuals. Every student is different and has different needs.
- How do we manage and facilitate any sort of formal mentor structure. What will be done to train those mentors and what will they need to know. What are the needs of each type of student and how will we meet those needs. What resources will be needed to accomplish this and are they available.
- Business FYE classes utilize upper-division students to mentor the students. Upper level students put on programs and help the students with their concerns. Student mentors are paid for their work so that they are committed to their work. Payment is small.
- Transfer students – MCB requires transfer students to meet with academic advisor before the student can start classes. Make sure the students know what is expected of them and provide them with the resources necessary to be successful. Build connections.
- How are transfer students that are undeclared get their needs met? ASA provides support to them, seeming better than those that are declared. Those with majors seem to have a hard time finding someone to meet with. Not all employees are 12-month and so student might be lost until advisor arrives. Colleges need to have advisor that can work closely with students to help with the transfer of classes. Students should not have to retake a class that could meet the requirements of existing class because no one would listen to them.
- Transfer students are an issue across the board because there are not resources available in all the departments to meet the needs of the students. Faculty can just wait and see if a student comes by to ask for help. Only specific people can evaluate the transcripts and not all faculty is available year around. A lot of work goes into evaluating a course and it takes a lot of resources.
- Who is communicating between departments, admissions, and registrar? Who is the right person and place to go to? Do students go to specific college or do they go to admissions or registrar. It varies depending on the course.

**Action Items:**

- Pardon the pavement more for recruiting.
- Be in more High schools – UNC missing from many opportunities.
- Market in the spring as well as the fall. Be specific to population. Develop market plans to specific areas
- Adjust hours of operation to adult students. Not just in the classroom, but in the administration. I.e. – fin aid only available m-f & 8-5
- Offer night classes
- Better orientations from non-trades – freshman orientation not welcoming of older students
- Go to sites where students are coming from. I.e. Kodak
- Transition office for Non-trads
- Day Care available on campus for students AND faculty – repeated several times
- Nearest Vet office is in WY – needs better communication but difficult to work administration
- More resources devoted to advising, not just in the academic area
- Some department offer support, but it varies. Mentor faculty, meetings, booklets.
- Faculty need to know what information is available and where to get it. They don't need all the information at once just the resources
- Support was available on Blackboard. Voluntary and not well published.
- Develop online FAQ's for students AND faculty.
- Utilize web resources better – one click away.
- E-mail information needs to be more utilized
- Reduce load on faculty of administrative work –
- Upper class students should not need to meet with advisor to get pin. That is wasted time with students. Advising for upper class should focus on life after college - career
- Adjust advising style with student type. Use different models. May be labor intensive at first – will work better for students and advisor in the long run. General advising done by one group for early years – specific advising for upper level
- Use more FYE classes – required of all students. More developmental topics.

- Get educated on what is going on across campus – outside of individual areas. continued orientations for new AND current employee's
- Utilize Best-Practices from each college – communicate across campus
- What parents list is there for 1<sup>st</sup> gen?
- Create/improve website for parents and their needs.
- Collaborative efforts and communication across campus for parents. What information is going out and who is sending it.
- Bring back monthly advising meetings from cross campus collaboration. Share information to all departments on campus on a regular basis.
- Pair freshman with upper level students as well. They know what to do within their program and can pass that information on. This in conjunction with the faculty advising.
- Resources, time and money, need to be allocated to meet the needs of transfer students specifically. People need specialized training on transcripts and the needs of these students. A few people on call for specific areas. They can cover more than one area, but specific to certain areas. On-call duties in conjunction with other responsibilities. Get information early and electronically allow flexibility
- Have better relationships with Community College systems to evaluate the transfer classes to meet the needs of the transfer students and take the burden of specific faculty.
- Have someone on staff or an office to work with transfer students.

**Question 1: What can we do to improve advising for both first year and continuing students?**

**Discussion Items**

- From an Athletic standpoint, there are NCAA reqs. that need to be met and advising is EXTREMELY crucial to direct the students to the correct courses/advising standards in order to make sure all NCAA reqs. are met.
- BIG difference between course advising and professional/career path advising.
- 1<sup>st</sup> year and Transfers need a "schedule plan" this isn't necessarily advising.
- Due to some of the state requirements, we no longer have students who take 140+ credits in order to just take classes for fun.
- Students need tools and resources that they can use on their own. Degree Audit Tool that students can look at 24/7 this may reduce the necessity for the number of individuals dedicated to advising.
- For some Depts., graduating students rate "advising" lowest in regards to a number of other areas.
- It is a challenge for faculty to stay current with course/requirement changes in their own Depts., regardless of other areas on campus.
- We need to better train faculty to be the "one stop shop" for class, course and professional career direction advising.
- Documentation from the Registrar's Office for degree/course reqs. is quality information. However, the first time people look at this info (Faculty included) it is difficult to interpret/understand.
- How do we help faculty refer students to the correct resources if answers to student's questions are not readily available?
- How do we balance challenging students to seek out and understand information for themselves and providing them the support they need to succeed in regards to course scheduling as well as professional career development?
- What do we do when students receive bad information from an advisor that REALLY impacts a student (graduation, scholarship, athletics, etc.)

**Action Items**

- Continue to tap in the technology in banner to track students and focus more as "career advisors"
- Put four year plans in Banner, check of courses as they are taken. Auto reminders to students for 4 year plan for coursework.
- Degree audit is difficult, need to improve the report, make like a check box to help advising Put degree audit check boxes in Ursa
- Undeclared students are being advised to take classes they do not need. If undeclared students

are our largest population, we need to focus. Should we assign these students a consistent advisor and must meet on regular schedule

- Move to model for “professional advisors” to do degree and course advising and faculty do career advising.
- Requiring a signature to take class, figure out a check list that advisor can use to figure out course selection.
- What is value added to course advising by faculty – why take a class, when to take it (in what sequence). Perhaps use prof advisors for lower division and faculty at upper division.
- Hook up undeclared stds with career testing – during orientation? Test should have an academic element.
- CIRP data revealed most stds had a sense of what they wanted, not quite as naïve as stats might reveal.
- Communicate options and alternatives to students through FYE—other options
- We need to have a list of majors—we need to have an EASY way for students to know these
- Reduce “I didn’t know” for students—
- We have general advising—undeclared students and major advising—(both of these need additional support, but in general okay), but there is no middle tier—for example, have a health science advisor who could help them see the options that are most interesting to students
- Move towards professional advisors is positive—could those advisors be “themed” into particular areas –Health Professions—Humanities, etc.
- Additional opportunities for training and effective advising
- PVA Student Services Coordinator—is a tremendous example of a middle tier person to have a person to refer students –allows for intervention, a confidant for students, a place/person to ask questions
- Having a central person who can act a point of contact for students & faculty—students and faculty will always a place to go—those people have the time to know the resources and can serve the students
- Would an advising website be useful? Q & A site—there is no central person for questions
- Shift from it is not my job—to “how can I help you?”: Create positive walkways between areas on campus.
- If advising is important, then don’t ask me to do it on-top of everything else! It must be a priority.
- Create positions for people to simply be advisors to students rather than have individual faculty members serving as advisors as well.
- Train Faculty to be as well versed in all aspects of advising including the skills we would look for in an academic advisor position

**Question 2: What might we do to create a truly effective transition experience for transfer students, including summer advising and orientation?**

**Discussion Items**

- A lot of students are missed over the summer due to the fact that many faculty members are not always available during the summer. Too many mistakes are made during group advising as students do not receive 1:1 attention.
- Students may be taking the “wrong” or non-transferrable courses (AP) and these courses are not transferring in as students anticipate.

**Action Items**

- They get treated like they are “new”—not valued on campus
- Transfer student site on the website in not friendly
- Just a simple how-to for transfer students—not marketing to these students
- Transfer students and non-traditional students are an oversight
- Our culture must shift—to support students as consumers—need to have a more personable—personal touch type of campus environment
- Transfer students must be able to have summer courses
- Coordinator for Transfer Student programming---there has to be a person that can help students through that process
- Students report less connection on campus than their peers at other institutions
- Have a person available all summer to answer any questions new, prospective, transfer or

- current students may have.
- Create linkages between advisors at Aims, FRCC and other local institutions in order to make sure that students know UNC requirements before they arrive.
- Encourage Transfer Students to attend Discover Days and develop the type/scope of information these students receive.

**Question 3: What needs to occur to provide more opportunities for faculty, staff and students to mentor students?**

**Discussion Items**

- We need to find more time to create these relationships.
- Is there a disconnect between the way faculty/staff communicate and the way students communicate? If so, how do we bridge that gap in order to help faculty/staff connect with students?
- Do we mentor the C students or do we mentor the 4.0 students?
- We have faculty/staff who are not quality mentors and we need to be realistic about who we want mentoring our students.
- Students are looking for faculty when it is convenient for the student, not always when it is convenient for the faculty member.
- Once students declare a major it is important for the advising they receive to be located in and around their faculty and department.

**Action Items**

- Have professors spend more time on-campus, longer office hours and making them more available. Doors open, welcoming environment, other activities outside the classroom. Not spontaneous now.
- Use faculty and alum to mentor students, show the wide variety of job options at the end of a degree
- Allow for students to remain in the classroom after class to talk to faculty
- Need to develop better relationships between faculty and students, inclusive
- Meet with faculty in lounge or study area. Brown bag
- Fireside chat, faculty open their home
- Invite faculty to dorms to talk about programs
- Many faculty do not live in Greeley – perhaps require they be here 4 days a week.
- Work with a passion, encourage faculty to work from the heart
- Lots good is happening in the classroom, use our own success story to instill passion and excitement on student achievements to build momentum.
- Perhaps the students who are shy would hook up with student mentors, assign each class a student mentor who can work with classmates on questions and motivation
- What is the easiest way to connect shy, unconfident students with faculty and mentors?
- We should tap into our alumni—formal connections and informal connections
- Retain staff and faculty—hard to mentor with high turn-over
- Build community and enhance knowledge of campus programs
- Allow some release time for those activities
- Develop opportunities for faculty and students to work together on scholarly work...some way to facilitate this—Explore a framework to do this
- Need to reallocate resources to better serve students
- Developing a way to offer an opportunity for key-people an avenue to discuss this and create a buzz
- Recognizing faculty who do mentor students
- Career Services might be a good place to create that connection place---we could offer more resources to that area that can help that
- Designated advisors that could support students and help foster those connections
- Help each student find one connection or group—each student find one
- Match alumni to mentor and internships—need to make sure there is a formal process
- Admissions needs to be informed of these relationships—it is a recruiting tool for students and parents
- Transfer students could really benefit from a mentor

- Off-campus students need to be connected
- Better use of the Learning Communities---residential learning communities in particular need to be enhanced---faculty brought into the residence halls
- Need smaller classes—don't need to increase all the class size—this is a positive on this campus and we need to prioritize it
- Partner senior faculty members with new faculty members to help understand all aspects of being a faculty member (yearly reports, advising, how to be a mentor)
- There is a need to make mentoring more of a priority for faculty. Scholarship, publications and other “academic” pursuits are rewarded more than mentoring.
- Be practical. Find community or other campus members to serve as mentors; the people who are good at mentoring.
- Develop a way to assess the quality of advising faculty provided to students

**Question 4: What can we do to increase the collaboration between areas that offer services to first year students?**

**Discussion Items**

- FYE scavenger hunts that send student to get information about different campus departments/services.
- Most majors do not have the room to have students take an FYE or other “outside” courses and this hinders students’ ability to get a broad perspective of services available.

**Action Items**

- Need better student information on financial aid questions.
- List of contacts for 10 most frequent questions students may have.
- Require staff to go to the ASK ME mini training sessions.
- Use UNC today to put in section called DID YOU KNOW that might increase reading of the actually staff who read it.
- Do a better job of sharing the good stories about UNC, send to Spot Light link to Nate Hayes
- Work with student newspaper to tell our good stories, classroom, students, research, concerts,
- Put a quick link on URSA to the ASK ME data to refer to when a student asks a question.
- Find areas where there are deficits of knowledge—where are the connections not being made and find out why...we need to really study this area
- Where are the deficits in collaboration?
- DATA! There is a lot of data available and we need to find a systematic way to collect and share that information
- Assessment day and share information! How can we support one another?
- Find ways to share positive messages and information about our campus and students
- Be careful of our structures so that we don't limit communication by creating barriers that are unnecessary
- Workshops that may not be credit bearing but will help students learn/receive information about campus in general.
- Create a mentor/ambassador program where students who have something in common (transfer, major, interest, etc.) help other students connect to campus and campus services.

**Question 5: How can we better serve our non-traditional and military veteran students? What services would support the success of these populations?**

**Discussion Items**

- Post Traumatic Stress Syndrome

**Action Items**

- Consider a center for these students for support and encouragement
- Consider course scheduling, time of day, start-stop, modules, and hybrid. , but be careful to align with enrollment.
- Need a convenient time
- Are we losing non-trad to Phoenix and other institutions?
- Need to make sure they have initial advising and orientation, all students including non-degree seeking have initial contact and orientation.
- Advisors can put meeting request and reminders on student's emails. Put in exam dates, when a

student has to do things. (BUT MUST CHECK EMAIL)

- Do we have a financial partner to teach the afterhours course (offer 1 day a week say Wed 5 to 9 pm) bring an entity to campus who has the resources to deliver those classes if we don't)
- Childcare Center—this is a priority to serve this population (and others on campus—community college students, faculty, staff, low-income)
- Language change may be more inclusive—adult learners or others
- Disability Support Services must be staffed appropriately—great office but needs additional resources, physical disability needs are going to increase
- Counseling Support Services—PTSD, etc
- Military veteran students are a huge opportunity to be a leader in Colorado to serve these students
- Facilities have to be improved (access to building, cleaning ice, making campus safe) for students who have limited physical abilities—increased staffing so that we are able to do that effectively (only 10 personnel to clean up snow in the winter)—elevators are often out of order...students don't have access...restrooms need to be improved
- We need to ensure that UNC needs to be a military sanctioned university—to receive military dollars
- Create a child care center
- Create more evening and weekend classes (Do more to assess the actual needs of these students, what are the conflicts that these students encounter?)
- Work with Disability Support Services (DSS) to help faculty and staff understand Post Traumatic Stress Syndrome (PTSS) and the limitations that go along with PTSS.