

Enhancing Advising

Meeting Minutes

March 18, 2014

Present:

Jen Hayes, Tina Current, Rebecca Olsen, Alejandra Lopez, Dorrie Von Kerkvoorde, Angie Sadowsky, Brian Williams, Brian Hinshaw, Ashlie Schaeffner, Aggie Northrup, Tobiah Deutsch

Next meeting:

April 15, 2014 at 10:00am to 11:30am (following ACN; Union 179)

I. Review of Probation Process/Intervention on campus

- The committee began by discussing what approaches are currently being taken in schools/colleges that may differ from the majority. Most offices, again, have similar approaches and are using the hold as a means to connect with the students who are on probation. Some questions that surfaced as a result of the various approaches were:
 - Should the hold remain on the account for the entire semester? This way the student would be forced to meet with their advisor again prior to registration for the upcoming semester.
 - Which students should be receiving the hold on their account? Should we look at when probation is assigned? Currently, the policy is that probation (outside of First Year Probation) is determined by the cumulative GPA- should we revisit this and assign a probation hold when the Term GPA falls below 2.0?
 - Is there different terminology that could be used instead of “probation”? The term in and of itself is negative and the process is seemingly punitive to the student- which is contrary to our advising goal of assisting the student in identifying the struggles they are having and guiding them through the process of creating a plan to positively impact their academics in the future.
 - Some ideas from other institutions were “Academic Recovery Program” or “College Academic Warning” or “Academic Progress Hold”
 - Should there be a mandatory course all new students take (i.e. EdPsych course) to better prepare them for the academic rigor of college?
 - Rebecca reported that there are efforts to include more of this information in orientation and the students’ first week on campus activities to not only engage them socially, but also to educate them on how to be prepared for college classes. (PAW’D planning)
- Part of the discussion moved to the Academic Advising Working group on campus and whether or not that group is duplicating the work this committee does. The group also discussed that Jen should be involved in the group as the voice of Enhancing Advising- as we have representation from all schools/colleges. Jen confirmed that she will email Phyllis King and request to be on the working group so that the work of that committee can articulate with the work we do and will then allow for Advisors on campus to have their perspective inserted in the discussions that may change the face of advising for UWM.
- As the committee continued to discuss the other models being used by other institutions, it was brought up that Kent State uses an online 8-module course that students are required to complete before they can move forward when their GPA falls in a specific range below 2.0. The reported success was phenomenal and although UWM has tried many new programs over the years, the committee members present felt strongly that we should try to implement something similar on our campus.

- Ashlie Schaeffner and Angie Sadowsky were knowledgeable about this topic from the presentation they attended at the recent NACADA regional conference. Angie has shared her notes from the presentation and they are included at the end of this document (page 4). If you click on the website listed, you will be able to view the Prezi used during the Kent State presentation.
- Ashlie shared that a colleague in her office was planning to pilot a similar project for the students in HBSSW, which caught the attention of the committee and it was agreed that we should discover whether or not we can pilot this across campus in multiple (hopefully all) advising units to see if the success rates are as high at UWM.

II. New Initiative Assessment: Online Academic Recovery Course

- The committee members present agreed that the first step in moving toward this initiative is to have the support of advising units across campus. Thus, the following task must be complete prior to the April 15th meeting:
- **TASK:** Advisors must talk with their advising units about the interest in piloting such a program on our campus. We are hoping for most, if not all, advising units to pilot this program. At our next meeting, we will discuss the feasibility and timeline. I have attached a summary sheet (page 5) for advising units to review and discuss over the next month.

III. Advising Brochure

- Jen updated the group that the brochure was not sent to printing yet due to some misinformation on the brochure. She has a meeting with University Relations to make corrections/updates to the information in the current brochure.
- When Jen emailed the request for orders, there were concerns raised about missing campus resources. It was clarified that when the brochure was developed, the only resources listed were academic in nature.
- It was decided that adding resources and expanding/clarifying what resources will be listed will happen next year when the brochure is edited again.

IV. Committee Membership/Bylaws

- There was insufficient time for a complete discussion about clarifying committee membership and creation of bylaws for Enhancing Advising, but the general sense was that we may need an additional meeting before the end of the semester to start the important work of solidifying who we are as a committee. Some opinions shared differed about the committee membership- some feel the committee should be open and should not be limited to a specific number of representatives from schools/colleges and others disagreed. This discussion will be continued at a future meeting, but the agreement was that it would be helpful to the group to have this type of document developed.

V. Next Steps

- At our next meeting, we will focus time on determining how many units on campus will pilot the online 8-module course for students on academic probation. We will determine the scope of the pilot (how many students) and will determine the approach we will take (i.e. work group composition and proposal development). Each committee member should be prepared to respond for the school/college he/she/zie represents.
- NSO PowerPoint review/update- given the challenges that new students face, the information presented to parents at the NSO needs to be updated and the suggestion is to change the focus

to ally with the parents and have their support to emphasize the importance of preparing the new students coming to UWM for the academic rigor of college. This may also split into a separate working committee, but is important to have the update complete prior to the end of the semester so the NSO power point will be accurate.

- Also, committee members should be ready to have a discussion about the necessity for a separate advising email list.
 - What are the reasons to have a separate email list?
 - Who would be on this email list?
 - Is there a directory we should build instead to be able to easily access one another on campus (other than via email)?
- Next Meeting: Tuesday, April 15- 10:00am to 11:30am in Union 179

**Minutes submitted by Jen Hayes, EA Committee Chair on 3/21/14*

Nacada R5 - Online Course For Probation Students (notes compliments of Angie Sadowsky)

Kent state Ashtabula

2,400 students - fall '13 267 on probation, roughly 10%

Pilot 26 students

1.5-1.99 GPA

freshmen and sophomores

Ohio is now funded by enrollment and persistence numbers!!

Free

Asynchronous

Mandatory

No credit

Each module was a question...

Brief pretest

1. What does academic probation mean? Who to talk with re: concerns... Compile all as academic success plan *take away plan, we can verify participation* Go tutoring, health center, writing center, etc.
2. How do I improve my outlook and attitude? Short videos and interviews, journal assignments
3. How do I conquer technology? Email to professor assignment
4. How do I improve study habits? What are you doing currently, pick the most difficult class reflection
5. Where do I get help? Resources on campus, lib guides
6. How do I find the time to get everything done? Time mgmt, household sanity, ideal weekly schedule, setting up your planner
7. How am I paying for all of this? Cash course
8. What if I am unsuccessful? Video on bouncing back from adversity

Communication

Letter from Assistant Dean sent to students 2 weeks before semester, first time they hear it's *mandatory*

Letter from Advising Office, letting them know they are now enrolled and a reminder that it is *mandatory*

On census day double check enrollment, maybe some people stepped out for the semester? --They still must complete it when they come back

Can't register for next semester until it's done!

overall -

- Avg time less than 8 hours to complete, less than 20 min (goal) for faculty videos, 10 min journal entries (remind students this is what's recommended)
- Turn off all other features so students are anonymous to the rest of the class
- Time spent as course admin 3 hrs per week (grading, emails, updates, etc.)

Their website: libguides.ashtabula.kent.edu/KSUAProbationProgram

UWM Academic Recovery Online Course for Probation Students

The Enhancing Advising Committee would like each Advising Unit to review the Kent State program students complete when put on academic probation to determine whether or not UWM will pilot a similar program. Please consider the following as you dialogue with your Advising units:

- First, review the notes from NACADA and view the Prezi from Kent State:
 - libguides.ashtabula.kent.edu/KSUAProbationProgram
- The pilot would require each school/college to identify a small group of students to work with initially while the program is in the pilot stage. The goal would be to evaluate the effectiveness of the program and to gather feedback to create a more efficient product.
- This course will be managed by the advisors. Any course assignments/reflections will be reviewed by the advisor. Advisors would then follow up with feedback and grade module homework as needed.
- Use the Kent State overview as a way to understand what we would implement at UWM- the goal is for the program to take the student less than 8 hours to complete and would require the advisor administering the program approximately 3 hours per week for grading, emails and updates.
- Each representative from schools/colleges will need to gather questions and feedback from their advising unit to bring to the next Enhancing Advising committee meeting.
- A working group will be developed if we have enough support on campus, so please keep in mind your individual level of energy and commitment to this initiative and how involved you would like to be in this process.
- Keep in mind that although this is a new initiative, we see potential in this approach that we have not seen in other initiatives.
- Notes/feedback: