

Transition and Purposeful Choice: Adding Advisor Contact to Advance Scheduling

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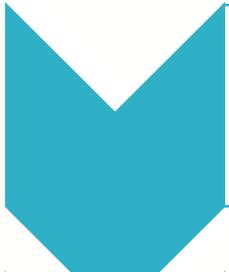


Advance Scheduling

- Mandatory for all new freshmen and transfer students
- One form for all campuses
- Learning Support students have separate process
- First-come, first served unless orientation imminent
- Major changes allowed on form: Sent to Registrar for processing
- Students who want full-time status guaranteed minimum 12 hrs.
- Students who do not check in or out of orientation have advance schedules dropped



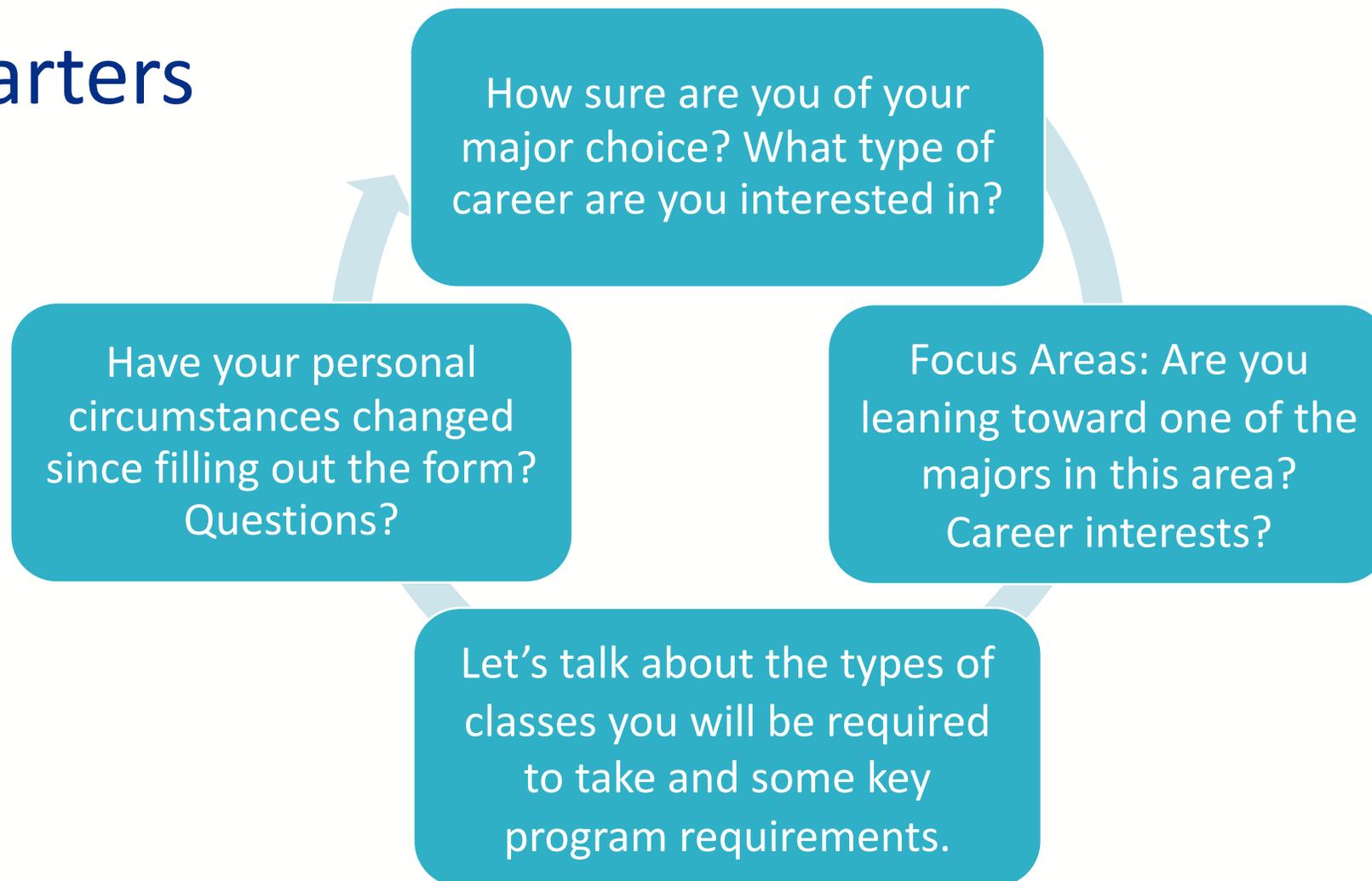
Process

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- Printed out and distributed by major advisor
 - Advisor creates POS if DE/AP/IB/transfer courses

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- OTP Director sets deadline prior to orientations
 - Advisors call students to discuss advance schedules

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- Course needs communicated to academic departments
 - Hardcopy of advance schedules placed in orientation packets

Discussion Starters



Key Points for Advisors (Tip Sheet)

- ✓ Student's commitment to major in light of interests and abilities
- ✓ Best majors for specific careers (i.e. Psych. Instead of Bio. for OT)
- ✓ Importance of completing Area A English/math during the first year
- ✓ Encourage full-time/30 credits per year/summer classes
- ✓ Focus Areas: First-year classes will fit all majors within focus area
- ✓ Elective choices to support student exploration or interests
- ✓ Pre-professional program admission requirements
- ✓ Advising Tools/webpage

Housekeeping Items!



- AP/IB proof
- Transcripts regarding DE classes completed at different institutions
- Possibility of completing certain majors on specific campuses
- Connections to other departments when appropriate (fin. aid; residence life; disability services, etc.)

Assessment

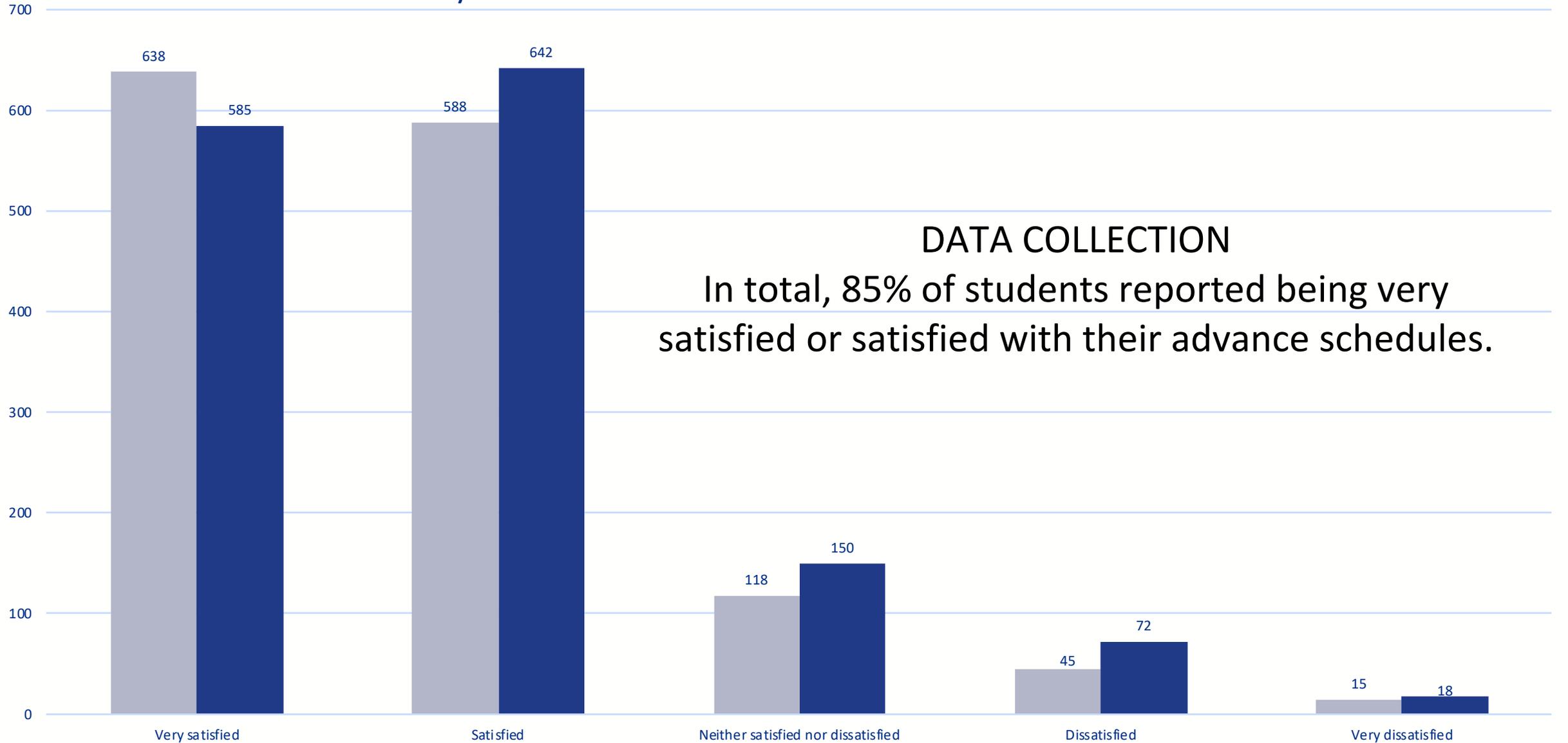
Three questions on Orientation checkout survey:

- (1) How satisfied were you with the advance schedule of courses received at orientation?
- (2) Did you alter your advance schedule of classes in the orientation registration lab?
- (3) If you were contacted by an advisor prior to orientation, did you find the discussion helpful? If yes, tell us how.

Track Sheets (Excel):

Date / ID# / L. Name / F. Name / Spoke / Message / Maj. / New Maj. / Comments

How satisfied were you with the advance schedule of courses received at orientation?



DATA COLLECTION
In total, 85% of students reported being very satisfied or satisfied with their advance schedules.



Results

- 4,418 students advance scheduled
- 93.7% of students receiving an advance schedule enrolled for fall semester.
- 65% of students made no schedule changes
- 11% of students added classes / 2% dropped classes
- An average of 51% of students who filled out the survey stated they were contacted by advisors
- An average of 74% of students contacted by advisors stated it was helpful
- Academic departments reported improved course capacity planning

Student Comments

“Helped me decide which major I wanted to pursue.”

“Told me some classes weren’t transferring so I could get it fixed.”

“We worked through my major change.”

“Helped me determine which math class was the best fit for me.”

“Advisor helped me change my major to be on the right track.”

“Told me if I wanted nursing biology was not the right major to take.”

“I was lost and they made it easy.”

“Talked me through options.”

“Told me what I needed to get done to graduate in four years.”

Lessons Learned

- Don't advertise advance scheduling as first-come, first-served!
- Form changes: Misleading questions result in misleading answers
- Additional Training for Advisors
 - Some advisors relied on email and limited to factual exchanges
 - Some advisors felt they were providing mini orientations on phone calls
- Better data collection
 - Track sheets need revision for more standardization of data
 - Why did 36% of students surveyed say advisor contact was not helpful?
- Advance Scheduling ad hoc committee
 - Improve form, process, data collection, recommend training

Questions for Us?

Possible Discussion Questions for each other

- What is your “advance scheduling process”? Is it mandatory?
- Who is advance scheduled first? Date of form submission or date of orientation?
- How many credit hours do you schedule for students?
- Do you contact students prior to orientation?
- Do you assess your process?

