ADVISINC RECAP

• Introductions around the room.

• Casey Patterson, Academic Advisor (standing in for Travis Bulluck, Director of Advising)
  o “Advising for Success” Power Point (attached to email)
    ▪ Discussed the following:
      • The role of an academic advisor
      • How Advising Center advises students
      • 2015 Advising Survey
      • How the Advising Center can improve the advising process?
      • Year of the Advisor
      • Advising Assessment
  o Casey posed two questions to the group for further discussion:
    ▪ How can professional advisors better serve Western?
      Students, Parents, Faculty, Staff, and surrounding community
    ▪ Are there specific challenges you feel the Year of the Advisor campaign will face?

• How can professional advisors better serve Western?
  o Is there room for improvement in how we educate parents about the advising process and policies? Can we find ways to utilize parents as a resource?
  o We need to deepen the advising toolbox for all advisors (not just in the advising center) to better create consistency and utilize the holistic approach the advising center uses.
  o Increase awareness (of all advisors) of demographic trends and changes (of the sort Sam Miller described to us) and what this means in advising.
  o Visibility in community colleges beyond SCC.
  o Training throughout the year
  o Challenges for international students in terms of academic advising
  o There is no academic advisor for exchange international students. IPS staff acts as academic advisor helping student register for courses. To obtain permission to register students for courses, IPS staff needs to contact each course instructor or academic program director for permission before course registration. On average, IPS has 50 exchange international students per year. The workload is unbearable. In addition, IPS staff are not trained professional academic advisor and may make errors.
  o For some reasons, IPS staff did not receive system alert in 2015 whenever international students dropped courses. International students are required to take 12 credits per semester to main visa status.
o Some colleges have centralized advisors (i.e., CEAP, COB)
o Ongoing professional development
o Strengthen relations with community colleges
o Graduate students in online programs need advising
o Important Role of advising
o Advising and Center for Career and Professional Development (CCPD)
  ▪ Intentional collaboration
  ▪ Cross-training using Grades First (2 offices, 2 different tasks, 1 loses out and Advising would typically win)
  ▪ Faculty understanding CCPD
    • Know more about “careers”
  ▪ Use the colleges and professional career advisors
  ▪ Pay attention to curriculum changes
    • (e.g., the Judy Fleming → CCPD relationship decentralized advising model)
o More Communication

• Are there specific challenges you feel the Year of the Advisor campaign will face?
  o How to do this and keep it student-centered.
  o How to get everyone on board, including faculty and staff who may not feel this applies to them. Helping all to understand they have a piece of the advising role.
  o Getting faculty buy-in and making sure faculty don’t see this as more work. Making sure it’s not a daunting prospect for new faculty.
  o Coffee cup “advisor’s matter”
  o Internal trainings
  o Participation
  o Small 1:1 – going out to the college vs. come to us.
  o Students are resistant and tend to be engaged in their own disciplines.
  o May find resistance to future improvement since we are already doing a good job.
  o Specific outcomes with each part of the campaign.
  o Need to campaign with goals.

If you have any questions or comments, please feel free to contact Travis Bulluck
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