Mutual Expectations Workshop Notes

Thursday, September 27, 2012, 12:30pm, RHUU Ballroom

The following comments were shared with the group on the day of the event:

Advisors

- Not a one way street – shared responsibility – advisors give advice to a decision maker
- The advisement appointment is a great time to start talking about high impact practices
- Get advised earlier rather than later
- Provide positive, constant feedback to advisees
- Provide more tools and resources for students
- Students need to come prepared to advising appointments – technology distractions – need students to come physically and mentally prepared
- Students need to be on time for appointments
- Be respectful of time and advisors limitations (e.g.: communication via e-mail) – and assume the best of the advisor – they have the student’s best interest
- Allow advisors time to get to know students – make appointments outside of advisement (e.g.: for letters of recommendation)
- Be more proactive about working with faculty who are advising exclusively – make use of online resources available
- Ask students what they have learned from this semester, rather than how they are doing
- Get outside of the office and do something with students (ie: community service)

Students

- Expectations of the advising experience – Will I see the same person every time? (Make it personal)
- A map of what needs to be done (there’s so much)
- Keeping us on track with majors & minors – help students maintain their goals (with credits)
- Would like tools to succeed – for an advisor to say “Here’s something that will help” (ie: supportive advisors)
- Importance of knowing what classes to take (especially when switching majors)
- Course of study sheet – helpful (tools are good)!
- Would like to feel like the advisor is approachable (no intimidating)
- Be on time and have an understanding of the curriculum
• Be more prepared with what I’d like to take as opposed to what I need to take
• Come in with a list of questions (because appointments go so fast)
• Responsibility – step by step process
• Need to know what classes to take for major/minor
• Preparedness needed (from both sides)
• Encouragement and feedback
• Possible orientation session on how to use VIP and register for classes
• Utilize “Out-to-Lunch” program by taking your advisor out
• Do advising “homework” – know what classes/requirements are

The following comments were shared individually on note cards at the event:

General Comments (student or advisor not specified)

• A personal experience
• Clear guidelines to meet goals (all information necessary)
• Follow-up and honest opinion of strength of journey to meet goals, analysis
• Easy access to information and specific map towards my goals
• Come to advisement with questions prepared*
• More united contact information
• Come in prepared having explored the bulletin
• Don’t want the advisor to tell you what to take or major, student needs to have some ideas
• have an open mind
• take time to prepare for advisement
• familiarize yourself with curriculum, and master schedule

Expectations of Students

• Prepared with questions, concerns, and goals (x7)
• What interests you – values/important goals
• Willing to work after appointment
• Patience
• Respectful
• Homework beforehand about study abroad, etc.
• Know of at least two (or more) classes that they would want to take for the next semester (x3)
• Be prepared to hear the worst or best news
• Have a plan to do an internship or study abroad
• Think of questions for advisor beforehand: 4-year plan, minor, study abroad, graduation date, internship, careers (x1)
• Have more preparation beforehand by looking at the curriculum and planning courses to take for upcoming semester and forward –a four year plan (x2)
• Read handbook and study curriculum sheet
• Know what they’ve taken so far
• Honest about likes/dislikes
• Engaged in figuring out a plan – not other people’s responsibility to do this
• That they come with questions about the major program of study
• Show up at scheduled appointment time
• Be prepared/know what courses are needed/participate in advisement process (x6)
• Take responsibility for knowing process (where to register, how to, scheduling process)
• Have knowledge of the curriculum/be responsible
• Have knowledge of their student progress (e.g.: GPA, probation and progression policies)
• Timeliness in submitting required documents
• Flexibility and professionalism
• Research/self-utilize resources
• Know your academic plan/future
• Be serious
• Be prompt (x1)
• Listen attentively to advisor and not play on cell phone
• Bring copy of courses and checklist to go over with advisers
• Take care of all business – leave parents at home
• Consider the knowledge and experience that the advisor brings to the meeting
• Be respectful of the advisor and realize that they want the best for their students
• Ask questions and think about experiences they want to have at the university
• Know that advisors do not have all of the answers, but are willing to try and find them
• Learn student interests
• Give different options based on the student
• Show initiative; some game plan – but if not be at least willing to explore a variety of opportunities
• Be engaged in the process – talk out loud and respond – give and take – at least seem interested in the process

Expectations of Advisors

• Be honest
• Be more relatable
• Be knowledgeable about minors and how they can help in your field
• Be familiar with classes I have already taken so that choosing new classes can be quick and efficient
• Be familiar with the courses required by my degree – also do not be misleading (x4)
• Personal as well as professional advice
• Explain to first year students when they advise them how they need to be prepared and where to find their curriculum
• Know how to switch majors
• To be able to help me make decisions about major, should I run into a hard one
• To be able to talk to them without feeling intimidated
• Be willing to challenge and ask questions about my plans for future semesters
• Provide links and referrals to other services related to academics, such as the Career Center for internships, or study abroad for required progress
• Understand the specific requirements of my major to be able to have an informed conversation with me in order to complete my preparation*
• Help students maximize their time in college
• Have as much enthusiasm as I have on my journey to my desired career path
• Someone who will direct me where I need to go and what I need to do academically, but also personally and in extracurricular activities
• Be prepared and familiar/experienced with what they are advising me about – someone to help and provide guidance when I need it
• Provide flexibility/variety
• Open to student’s ideas/thought process
• Layout of each semester, number of classes, when to do a possible internship/study abroad
• Know who to talk to about other academic issues
• Knowledge of professional courses for focuses
• Make sure I am able to sign up for the classes I have planned
• Help me plan out a 4 year plan to make sure my goals (completing degree/minors) is actually feasible
• Suggest courses I didn’t otherwise know about
• Tell me which courses fulfill which requirements
• Scheduling well for appointments
• Want to be seen promptly and efficiently
• Give student’s opinions and goals a chance before they suggest a solution
• Be someone students can count on when times get rough
• Provide the necessary support so students can leave their advisors office better informed and better emotionally ready to finish and complete my task

Recommendations/Future Directions

The following comments were shared individually on note cards at the event:

For Students:

• Meet with advisor outside of appointment – “Out-To-Lunch” program through ACE
• Be early and prepared for advising appointments
• Know beforehand what path and classes I want to follow – go in with questions
• Be on time to appointments and have a “beginners” level of understanding regarding the curriculum
• Don’t be afraid to talk to my advisor – have a conversation
• Check and re-check the academic bulletin for class requirements – form a plan for upcoming semesters and come prepared with questions for advisors
• Remain professional and courteous during the advising session – be willing to have a conversation
• Do my class homework and my advising homework
• Utilize online resources – print it out and go through it myself – bring to advisor and ask if this is correct or if it is on track to graduate
• Encourage contact outside of advisement – projects, community outside of the classroom (x1)
• Be more prepared for deciding what courses I would like to take and letting my advisor know what kind of feedback I need/want from them

For Advisors:

• Add exit plan for students who don’t make it into the upper division nursing program
• VIP training session at orientation – code vs. section for courses
• Continue to provide positive reinforcement and ask students about other interests
• Prompt students to take ownership and provide additional copies of the curriculum
• Have more tools – handouts ready to give to students (e.g.: steps to complete your major)
• Talk about advisement during orientation
• Set up automated appointments
• Ask open ended questions if there is time at the end of an advisement meeting
• Comment on how well students are doing
• Implement an advising Web page (x1)
• Remain professional and courteous during the advising session – be willing to have a conversation
• Create road map for each student
• Thank students for being on time, for doing well in class and following advisement suggestions – encouragement (x1)
• As advisors, be more familiar with services on campus
• Diffuse rumors with announcements
• Encourage contact outside of advisement – projects, community outside of the classroom (x1)
• Create better online resources
• Provide positive feedback – “What have you learned this semester?”
• Create/provide a change of major checklist
• Provide more tools
• Contact a student throughout the semester – encourage them – be interested in their lives
• provide better information about credits that count for multiple requirements
• easier and clearer transfer credit information
• better Honors communication
• electronic advisement sign up for all advisors
• schedule template for registration