Questions Posed to AAC Members on 1/8/14

Most Common Responses

1. One process or system that is most confusing for students to navigate?
   - Waitlisting, registration holds, graduation process, MyDegrees, change of major process
2. One area where your staff needs development/training?
   - MyDegrees, Data Warehouse, DPP, understanding Dean of Students office
3. One topic that is an “elephant in the room” that needs to be addressed?
   - Pay inequity and advisor load (especially with FYE), outdated change of major process, consistency across university
4. Writer’s Choice: What do you want to see us address as an advising body?
   - Transfer & int’l students’ role with FYE, S/U policy

All Responses

Each bulleted response per section is the response of one AAC member (repeats included)

1. One process or system that is most confusing for students to navigate?
   - Waitlisting (getting on and moving into class) and registration phases 1&2 (When and what)
   - Processes in each college/unit to register for thesis, independent study, or reading credit.
   - Waitlist process
   - Registering for lab/lecture/rec courses
   - Registration Holds
   - Navigating MyDegrees
   - Registration holds
   - Transcript articulation upon entering OSU – Does the transfer degree (AAOT) really help?
   - Google Apps (need video tutorials), MyDegrees planner
   - Anything dealing with graduation applications and the registrar’s office
   - Antiquated, paper-based change of major process
   - Withdrawals (petition online which drops students from the university vs only withdrawing from one class)
   - DPP students seem to encounter a ton of issues, especially if OSU isn’t their home school their first year.
   - A single user sign-in for MyDegrees. MyDegrees or Online Services – unified portal
   - MyDegrees
   - Extended admissions if denied – not the process of EA, but knowing it exists
   - I (incomplete) grades: what they mean, how to acquire/request, how to complete/remove
   - Change of major process
   - Repeat class policy
   - Final graduation audit notifications from grad office (when they receive deficiency notices that are unclear/not evident to their advisor)
• Maybe something could be done to streamline/publicize/clarify different processes for getting involved in undergraduate research and applying for internal grants
• Waitlisting lecture/labs
• Course repeats in your last term
• Change of major (moving to an online process)
• Students still have challenges transitioning from major to major, their academic plans are difficult to navigate. Their identity is tied to what it says in the system. Let’s ensure we get a timely change of major/program process that works.

2. One area where your staff needs development/training?
• How to balance developmental advising and prescriptive in appointments when there seems to be increasingly more technical/prescriptive aspects to track and explain in our unit and the university.
• Appropriate ways of referring students to CAPS – beyond just a handout or referral – making it as comfortable for the student as possible
• MyDegrees notes
• MyDegrees
• Student dev theory and other – not all of us are CSSA, but discipline trained
• Understanding the role of “Dean of Students” office when working with students
• Diversity development project that SBC has initiated
• MyDegrees
• I think it might be helpful for the advising community to hear more about Dean of Student Life. What does this office do – maybe an annual reminder?
• Mandatory reporting – impact on the relationship with advisors, if any?
• Locating funding for continuing and transfer students; entering notes into MyDegrees
• On-campus opportunities available to local e-campus students
• How DPP intersects with cost-specifics (pros + cons)
• Data mining from data warehouse, MyDegrees reporting
• Navigating data systems (data warehouse, banner)
• Promoting healthy sleeping habits to students
• NCAA audits/compliance/etc
• Consistent use of Data Warehouse/MyDegrees for notes – Examples and experiences lab
• Listening skills refresher

3. One topic that is an “elephant in the room” that needs to be addressed?
• Assessment of our initiatives seems to be getting complex as we add more. They often intertwine, making it harder to identify what is affecting the change.
• Advising an increasingly diverse student body when a majority of academic advisors on campus are homogenous (or may seem so to students)
• Advisor to student ration inequity
• Pay inequities and duties for advisors
• Many MyDegrees inaccuracies
• FYE – the hidden cost to advisors
• Late admittance for e-campus students too late to orient 1-2 weeks before term; still get classes and get books on time. Need ‘complete’ applications by deadline or earlier.
• Too much energy focused on upcoming initiatives (FYE) instead of current university issues
• PR4 – Advisor pay range – $30k-52k is embarrassing and inequitable
• We seem to always be afraid to require colleges to be consistent. In an effort to honor culture we are afraid to make change. I think we are engaging in the right conversations for change. Not sure if there is action here, more of a statement
• Transfer student – support services
• FYE – implementation and cost
• Advising loads and compensation variation across departments
• Major change process
• We need to track students better as an institution to record interactions with various campus offices/services
• Where transfer students fit into FY advising initiatives, as they are first year students at OSU
• Course access issues in high demand majors. Choices might include:
  i. Strict pre-major programs and admissions processes
  ii. Better scheduling using data from MyDegrees
  iii. Revising curriculum
  iv. Advising students to take summer classes
• OSU staff and faculty do not make a good enough effort to understand international students when a language barrier occurs.

4. Writer’s Choice: What do you want to see us address as an advising body?
• Opportunities for advancement in advising. We have professional development, but a road map or decision tree or mentoring could be helpful if an advisor or head advisor wants to “advance” in the ranks
• A review of admission standards – any changes?
• I may be uninformed on this, but it seems to me that the tours offered at Oregon state are geared to new students I would like to see them created for transfer student.
• International student/ exchange student orientations and expectations – what roles colleges/advisors/int’l programs play
• I have concerns that the energy dedicated toward edifying the Bacc Core and general education. The last three years has started to fade and this important element of undergraduate education continues to be an afterthought for most of this campus. Not sure what the AAC can do, but it might make for an interesting discussion
• Graduation vs. program completion (adding additional major/minor/certificates/internships after already completing program – can students remain at OSU taking filler classes after they’ve technically graduated?
• We will probably need to chat about math placement changes at some point
• Intervention/cohesive strategy for transfer students in 1st year (and beyond) similar to STAR
• S/U Grading – the value of having students S/U and the value of having their form signed. Shouldn’t the student be responsible for determining S/U grades and feel the consequences of their actions, should they S/U? Registrar’s office excludes S/Us over the limit, MyDegrees excludes when not allowed in the major and I think the registrar’s office checks the AR to ensure students don’t S/U a grade after taking a course as a graded course
• More MyDegrees usage and/or standardization of increased usage of NOLIJ
• Define first year student traits
• Revisiting credit limit and restrictions for the S/U policy
• I’m concerned with the additional tuition and fees that Corvallis campus students pay to take E-campus courses. There is not great justification for additional cost.