# WELCOME

## TO

## SPRING 2019

## ADVISING

## WORKSHOP

# AGENDA

- **Dr. Wendi Prater**
  - Advising and resources for Online Only Students
- **Catrina Boenig and Maria Raiford**
  - Grade Forgiveness Policy, Changes to Class Withdrawals and Degree Works
- **Sherronda Butler and Jodi Willis**
  - NACADA
- **Sherronda Butler and Lydia Faulk**
  - Group Advising
- **Marshal Guidry and Karen Westfall**
  - Generation Z and Advising tips and procedures
- **Jessica Hutchings**
  - Faculty & Student Advising Surveys
- **Announcements, Closing and Survey**

# Online Resources & Advising

# Dr. Wendi Prater

- Director of E-Learning

# Website Refresh

# Online Resources through Portal

# Knowledge Management System

## Created for Faculty.

**Articles and training to assist with the delivery of successful online courses.**

# Knowledge Management System

Search for articles...

## Resources for online students and online courses.

### We are here to support you.

Is online learning right for me?

Are you taking your first online class?

# Online Teaching Resource Program

- The program is provided for faculty and covers online resources, tools, subscriptions and best practices of online teaching.

- Compliance with SACS-COC guidelines which require faculty who teach online receive training and engage in professional development of online learning.

# Online Teaching Resource Program cont…

- Program will include topics such as:
  - Advising
  - Student Engagement
  - Community Building
  - Learning Management System (Moodle)
  - Respondus LockDown Browser and Monitor
  - BigBlueButton and Web Conferencing with Skype for Business
  - Course Quality Rubric based on Quality Matters
  - Other topics

- Faculty members will receive a certificate of completion to satisfy SACS-COC requirements.

# Advising – US Online Student Data

 Online bachelor's students are **working adults.**

**32** years old

**Average age** of students in rankled online bachelor's programs

**84%**

Average proportion of online bachelor's students who were **employed.**
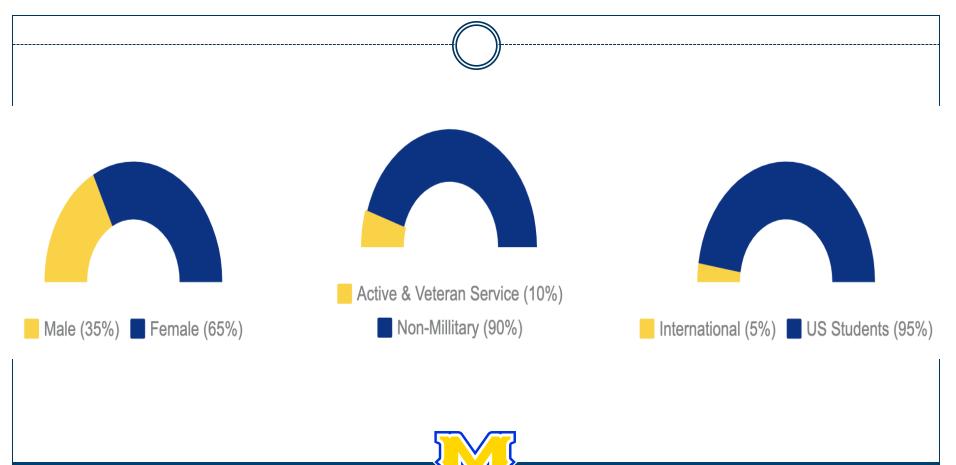
**95%**

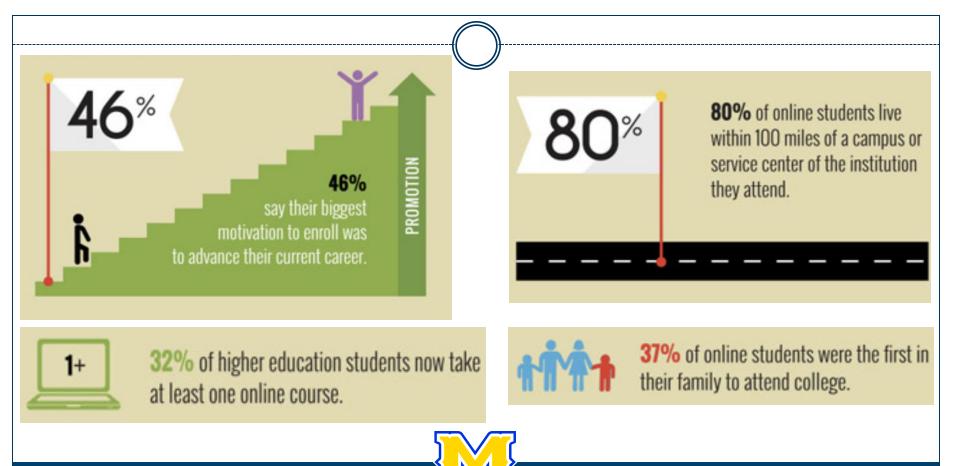New entrants at ranked online schools previously **completed college courses.**

# Advising – US Online Student Data



Male (35%)  Female (65%)

Active & Veteran Service (10%)

Non-Millitary (90%)

International (5%)  US Students (95%)

# Advising – US Online Student Data

**46%**

**46%** say their biggest motivation to enroll was to advance their current career.

PROMOTION

**80%**

**80%** of online students live within 100 miles of a campus or service center of the institution they attend.

**1+**

**32%** of higher education students now take at least one online course.

**37%** of online students were the first in their family to attend college.

# Advising – McNeese Online Student Data



Louisiana (76.85%)  5 Parish Area (17%)  Texas (4.17%)  15 States (1.98%)

Approximately 1000  100% Online Only Students – Fall 2018

# Advising – McNeese Online Student Data

Male (25.03%)   Female (74.97%)

17-24 (43.01%)   25-Up (56.99%)

Full-time (55.52%)   Part time (44.48%)

**28 years old**

McNeese Online Resources

**Average age** of online student

# Questions

Dr. Wendi Prater: Director of E-Learning
- Phone: 475-5126
- Email: wprater@mcneese.edu

Joel Staves, Administrative Assistant
- Email: jstaves@mcneese.edu

Location: BBC 149 & 152

# Catrina Boening
-   Registrar
# &
# Maria Raiford
-   Assistant Registrar

# Grade Forgiveness

- Full Policy can be found on the following webpage: [www.mcneese.edu/policy/grade_forgiveness_policy](www.mcneese.edu/policy/grade_forgiveness_policy)

- No transfer work is allowed for the course being repeated, omitted, or the repeated attempt.

- One for one replacement
  - Each approved grade forgiveness removes only one prior grade not all prior grades.

# Grade Forgiveness - cont…

- Only one per form
  - Don't put a forgiveness and an omission on the same form.

- If repeating, don't approve until grades are officially posted and the student is registered for the course again.
  - The grade must be a "D" or "F", which is not known until grades are officially posted.
  - The section code is required for the new attempt and is not known with certainty until the student actually registers.

# Alternate Pin Reminders

- Make sure to check the term in Banner Self Service.

TURN TO MENU    SITE MAP    HELP    EXIT

Catrina G. Boenig
Spring 2019
Jan 02, 2019 04:28 pm

- Make sure the student is admitted.
  - If the student sits out for a semester, they MUST reapply for admission and be accepted.

# Alternate Pin Reminders – cont...

- If you cannot see the alternate pin, <u>do not</u> have students call or go to Student Central for someone in the Registrars Office to give them their Alternate Pin.
  - We do not know if the student has been advised; therefore, we cannot give students their alternate pin.
  - If you cannot see the alternate pin, check with your department head, administrative assistant or **you** can call us.

# Degree Works/Graduation

- Remember to enter petitions for students as they are needed.
  - Do not wait until the student is ready to graduate to enter all petitions.
  - If the student was advised to take a course but has not yet registered, please enter the petition. Make sure to include that the student was advised to take the course in the upcoming semester.

- Advising notes in Degree Works are very helpful especially for Athletic Certification.

# Degree Works/Graduation – cont...

- The Application for Degree should be filled out when the student is advised for their final semester.
  - If a student does not graduate that semester, a new application for degree is required for the next semester they plan to graduate.

# Request to be Certified with Veteran's Educational Assistance Program

- Only complete the form after the student has actually registered for courses.
  - Don't forget to sign the form.

- Prerequisites (including developmental courses) for major courses are eligible for benefits.

- Repeated courses are not eligible for benefits.
  - Unless the course is repeatable for credit.

# Banner 9

- McNeese has updated Banner System screens from Banner 8 to Banner 9.

- Banner 8 and Banner 9 are both available for use at this time, but at any time during 2019, Banner 8 may become inaccessible.

- Screen names are the same but navigation is much different.

# Banner 9 – cont…

- Training for department heads and administrative assistants is currently under way.

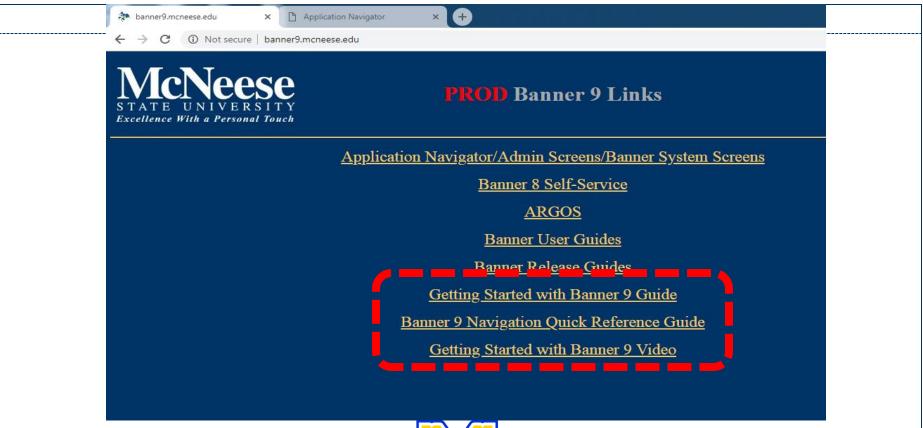- We are also expecting Banner Self-Service updates in 2019.

# Accessing Banner 9

- Go to banner9.mcneese.edu

- Click Application Navigator/Admin Screens/Banner System Screens

- Log in using your MyMcNeese Portal username and password.

# Banner 9 Resources

# Banner 9 – PreReq/Permit Screen (SFASRPO)

# Changes Expected in 2019

- Effective Spring 2019
  - Students will be able to add 7B courses via Banner Self-Service even after late registration has closed.

- Effective Summer 2019
  - Students will be able to withdraw from classes via Banner Self-Service.
  - Advisors will be notified after withdrawal is processed instead of having to sign the form.

# Questions

Catrina Boening
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- Location: Student Central

Maria Raiford
- Phone: 475-5149
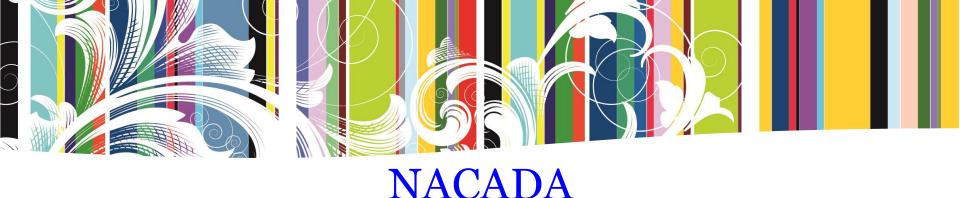- Email: mraiford@mcneese.edu
- Location: Student Central

# NACADA

## National Academic Advising Association

By

# Sherronda Butler
# &
# Jodi Willis

## General & Basic Studies Advisors

# NACADA

NACADA is an association of professional advisors, counselors, faculty, administrators, and students working to enhance the educational development of students.

# NACADA Vision and Mission

- ## NACADA Vision
  - ○ Recognizing that effective academic advising is at the core of student success, NACADA aspires to be the premier global association for the development and dissemination of innovative theory, research, and practice of academic advising in higher education

- ## Effective Summer 2019
  - ○ NACADA promotes student success by advancing the field of academic advising globally. We provide opportunities for professional development, networking, and leadership for our diverse membership.

# NACADA Strategic Goals

- Expand and communicate the scholarship of academic advising

- Provide professional development opportunities that are responsive to the needs of advisors and advising administrators

- Promote the role of effective academic advising in student success to college and university decisions makers

- Foster inclusive practices with the Association that respect the principle of equity and the diversity of advising professionals across the vast array of intersections of identity

# NACADA Strategic Goals – cont...

- Develop and sustain effective Association leadership

- Engage in ongoing assessment of all facets of the Association

- Expand the use of innovative technology tools and resources to support the work of the Association (numbers do not indicate a priority)

# NACADA: Academic Advising

NACADA promotes and supports quality academic advising in institutions of higher education to enhance the educational development of students.

NACADA provides a forum for discussion, debate, and the exchange of ideas pertaining to academic advising through numerous activities and publications.

NACADA also serves as an advocate for effective academic advising by providing a Consulting and Speaker Service and funding for Research related to academic advising.

# Topical Tracks

- Major Specific
- Special Populations
- Diversity, Inclusion and Social Justice
- Faculty and Peer Advising/Mentoring
- International/Global Advising
- Etc…

# Advising Community Topics

- Career Advising
- Business, Education, Fine Arts, Health Professionals, Liberal Arts, and STEM majors
- LGBTQ
- First Year
- First Generation
- High Achieving Students
- Undecided and Exploratory Students
- Etc...

# NACADA 2019

**In Their Corner: Advising Students to be the GREATEST!**

October 20-23, 2019 | Louisville, Kentucky | Kentucky International Convention Center

https://www.nacada.ksu.edu/Events/Annual-Conference.aspx

# Questions

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Jodi Willis
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- Location: Student Central

# GROUP ADVISING

BY

Sherronda Butler
&
Lydia Faulk

Basic Studies Advisors

**Alexis Albarado** - College of Business and all Freshman athletes

**Arleen Cutrera** - Administrative Assistant

**Shay Walker** - Graduate Assistant

**Marshal Guidry** - Director

**Karen Westfall** - College of Nursing & Health Professions

**Jodi Willis** - General Studies (upper classman)

**Sherronda Butler** - College of Science & Agriculture and College of Engineering & Computer Science

**Lydia Faulk** – College of Liberal Arts, College of Education and General Studies (Freshman Only)
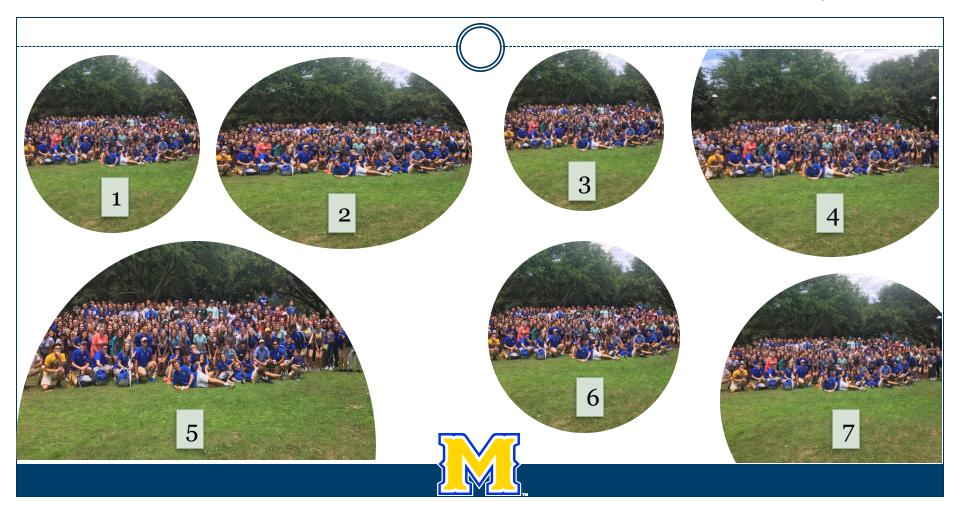


# General & Basic Studies Team

# First-Time Freshman Orientation

# First-Time Freshman Orientation x 7

# 2018 MSU Blue & Gold Peerleaders

# Small Group Advising

| Total Advisees | 467 |
|---|---|
| Freshman Foundations total registered | 21 |
| Students Present | 19 |
| | |
| Remaining Advisees | 448 |

# Small Group Advising Preparation

- Advising Worksheet for each student
  - Current Major
  - Alternate Pin number
  - Registration Dates
  - Registration Holds

- Degree Works printed for each student

- Degree Plans for each student
  - Suggest that you bring alternates and extras

# Small Group Advising - cont...

- Other resources
  - How to register instructions
  - Puzzle Paper
  - General Education Electives

- Reflection: Speak to the class directly before the class advising session so they do not make appointments. Develop an in-class assignment related to the advising session to turn in.

# Large Group Advising

| Total Advisees | 382 |
|---|---|
| CSCI/ENGR 100 total registered | 159 |
| Students Present | 129 |
| • Section A | 58 |
| • Section B | 101 |
| | |
| Remaining Advisees | 253 |

# Large Group Advising Preparation

- Advising Worksheet for each student
  - Current Major
  - Alternate Pin number
  - Registration Dates
  - Registration Holds

- Printed Degree Plans

- PowerPoint

# Large Group Advising Reflection

- Begin with speaking to the class a few weeks before the group advising to avoid students making one-on-one appointments.

- Suggest the students come prepared with an outlined proposed course schedule.

- Students need some sort of incentive to better guarantee attendance.

# Advising Tools



Advising Worksheet

Degree Works

# Advising Tools

## Registration Instructions

### HOW TO REGISTER ONLINE

1. Go to www.mcneese.edu and click on **STUDENT CENTRAL** tab. At the top of the page, click on the yellow **BANNER SELF-SERVICE** button.
2. Once on the Banner screen, click on Enter Secure Area.
3. Type in New User ID (which is your McNeese ID# starting with 000) and *PIN*.
   a. If this is your first time registering on Banner Self-Service, your PIN should be your *BIRTHDAY* in the following format *mmddyy* (for example April 24, 1998 = 042498).
   b. First-time users will be asked to change their PIN for safety and security reasons. You will also be asked to create security questions.
   c. If you are having problems with your PIN, go to the *Registrar's Office* to reset your PIN.
4. Click on Student and Financial Aid and then on Registration.
5. Click on Class Search and select the Term (Semester/Year) to look up class availability.
   a. In the Subject box, find the subject and click on it. Once you click the subject, it will be highlighted in blue.
   b. In the Course Number box, type in the three-digit class number on your advising sheet.
   c. Scroll down, click on "Class Search".
   d. Find the course that you want to register for and write down the CRN # (The CRN is 'item number' for the particular class & each class has a unique number.)
6. Once your schedule is planned, close the Class Search window and return to the Banner Self-Service window.
7. Click on Register & Add/Drop Classes and then select the term.
8. You will be asked to enter the ALTERNATE PIN that you received from your advisor for **that** semester.
9. Enter all the CRN #'s at the bottom of the Registration Page. Once you have entered the CRNs, click Submit Changes. ~ Any changes to your schedule are made here too.
10. To print out a schedule, click on "Return to Menu" at the top of the webpage and click on Printable Schedule.

#### NOTES

| Status CRN Term | Course Location | Title Instructor | Credits Level | Capacity Meeting Time | Enrolled | Available Dates |
|---|---|---|---|---|---|---|
| 63932 Full Term | ENGL 101 C4 BBC 122 | ENGLISH COMPOSITION I 3 Costello, Rita D | UG MWF | 15 10:10 AM - 11:05 AM | 0 | 15 08/21/2017 - 12/06/2017 |

Status / CRN Term Info / Course & Section* Location / Title Professor / Credits / Level Day(s) / Class Capacity Class Time(s) / # Enrolled / # Available Dates of Semester

1. If you see the word "FULL" in RED next to the CRN#, the course currently not available.
2. Days: Monday: **M** Tuesday: **T** Wednesday: **W** Thursday: **R** Friday: **F**
3. CRN is what you will type in Banner Self-Service to register for that class.
4. *Section is the way the university identifies classes.
   - A-T: Regular Day Class
   - U: Pre-semester Class (taught during semester break- pay attention to dates)
   - V: Night Class (anything beginning after 4pm)
   - W: Web Class (Completely Online)
   - WH: Web Hybrid (Some work done online and some in class)
   - X: for online-degree students ONLY – most classes are accelerated in 4 or 7 week format.
5. Level – UG is for Undergraduate; those pursuing an Associate or Bachelor's degree.
6. Term Info – Indicates if class is full semester, one of our shorter sessions, or a session P (pre-semester).

◈ Log into Banner Self-Service to see your degree progress and class choices in Degree Works!

EXTRA INFO: Find your MyMcNeese Portal Log-in Info on Banner Self-Service. In the Portal you can get to Moodle and McNeese email. Once school begins, the portal will be active and your MSU email address will become your official address so be sure to check it often!!

## Gen Ed Core Requirements

### GENERAL EDUCATION CORE REQUIREMENTS

**General Education Core Requirements for Fine Arts (3 hrs)**
Choose one of the following (individual programs may require specific courses)

| | | | |
|---|---|---|---|
| ART 101 | Basic Design I | ART 102 | Basic Design II |
| ART 105 | Art and the Computer | ART 217 | Visual Literacy: Drawing |
| ART 228 | Visual Literacy: The Photograph | ART 245 | Visual Literacy: Clay and Form |
| ART 251 | Introduction to Visual Arts | ART 261 | Art History: Ancient through Medieval |
| ART 262 | Art History: Renaissance to Modern | ENGL 271 | Creative Writing Workshop (Poetry) |
| ENGL 272 | Creative Writing Workshop (Fiction) | MUSC 215 | Music Appreciation |
| MUSC 218 | Music in Today's Societies | MUSC 253 | The History of Rock and Roll |
| THEA 161 | Theatre Arts Appreciation | | |

**General Education Core Requirements for Humanities (9 hrs)**
Category: History (required for all majors but individual programs may require specific courses)

| | | | |
|---|---|---|---|
| HIST 101 | European History to 1648 | HIST 102 | European History since 1648 |
| HIST 121 | World Civilization to 1500 | HIST 122 | World Civilization since 1500 |
| HIST 201 | American History to 1877 | HIST 202 | American History since 1877 |

Category: Literature (required for all majors but individual programs may require specific courses):

| | | | |
|---|---|---|---|
| ENGL 201 | Survey of British Literature I | ENGL 202 | Survey of British Literature II |
| ENGL 203 | Introduction to Literature I * (Short Stories) | ENGL 204 | Introduction to Literature II * (Poetry) |
| ENGL 221 | Classical Mythology * | | |

Category: Broad Humanities

| | | | |
|---|---|---|---|
| COMM 201 | Fundamentals of Public Speaking | COMM 205 | Interpersonal Communication |
| FREN 201 | Intermediate French I | FREN 202 | Intermediate French II |
| HUMN 105H | Honors Humanities (Honors College only) | WMST 201 | Intro. to Women's & Gender Studies |
| LATN 201 | Intermediate Latin I | LATN 202 | Intermediate Latin II |
| PHIL 201 | Introduction to Philosophy | PHIL 251 | Biomedical Ethics and Decision Making |
| PHIL 252 | Ethics in the Sciences | PHIL 253 | Philosophy in Film |
| RELS 201 | Study of Religion | RELS 211 | World Religions |
| SPAN 201 | Intermediate Spanish I | SPAN 202 | Intermediate Spanish II |
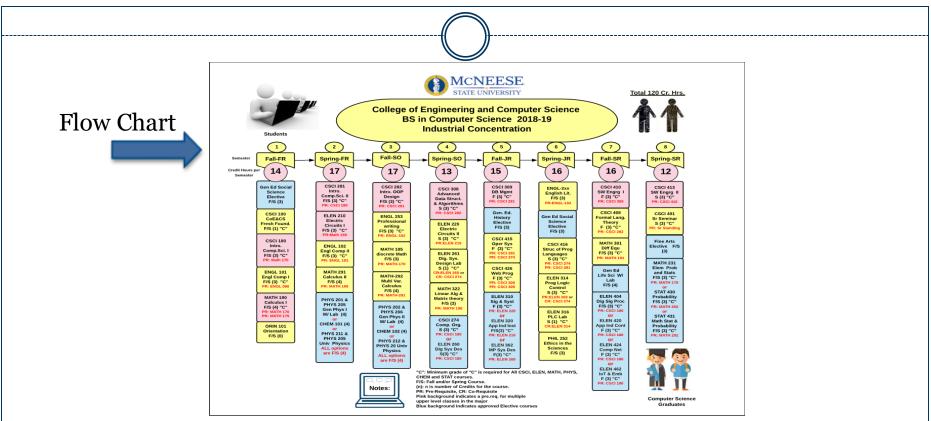
**General Education Core Requirements for Social/Behavioral Science (6 hrs)**
Choose two of the following (individual programs may require specific courses)

| | | | |
|---|---|---|---|
| ANTH 201 | Cultural Anthropology | ANTH 203 | Prehistory:Development of Culture and Origins of Society |
| ECON 201 | Economic Principles | FIN 201 | Personal Finance |
| GEOG 111 | Introduction to Geography | GEOG 231 | Geographic Information SysTems I: Map Analysis and Thematic Mapping |
| POLS 201 | American Government | POLS 240 | Introduction to Comparative Politics |
| PSYC 101 | Introduction to Psychology | PSYC 233 | Psychology of Human Development |
| PSYC 260 | Child Psychology | PSYC 261 | Adolescent Psychology |
| SOCL 201 | Introduction to Sociology | SOCL 211 | Social Problems |
| CJUS 111 | Introduction to Criminal Justice | | |

*Recommended for non-Liberal Arts majors

# Advising Tools

Flow Chart

# Conclusion

| Pros | Cons |
|---|---|
| Less one on one appointments enabling you to reserve time for students with issues | Preparation Time (Large Groups) |
| More peer interactions | Students changing major |
| Efficient | |
| Frequently Asked Questions | |
| Utilizing distinct student leaders | |

# Questions

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- Location: Student Central

Lydia Faulk
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- Location: Student Central

# FACULTY & STAFF EVALUATIONS OF ADVISING

# Jessica Hutchings

- Assistant VP Academic Affairs

&

Director of IRE

# Navigate Your Future

## THREE OUTCOMES:

- Students will demonstrate competency in professional writing, which will prepare them for a work environment. (student learning)

- Students will present themselves professionally as appropriate to their field of study. (student learning)

- **The University community will implement tools and processes that increase the effectiveness of academic advising. (learning environment)**

# Assessing Advising in the QEP

- Advising workshop evaluations
- Data from Noel Levitz Student Satisfaction Inventory
- Data from the National Survey from Student Engagement
- Grad Fest data
- Student Evaluations of Advising
- Faculty Evaluations of Advising
- Navigate Your Future program evaluation

# Student Evaluation of Advising

- Amount of time in your advising session
- Availability of your academic advisor during office hours
- Information about degree requirements
- Information about financial aid/scholarships
- Information about professional engagement within my field of study
- Information about deadlines related to institutional policies and procedures (financial aid, academic regulations, etc)

# Student Evaluation of Advising – cont.

- Overall quality of academic advising you received
- Accurate information regarding my career plans and goals
- Referred me to campus resources as needed
- Courteous and professional
- Clearly communicated what is my responsibility for completing my degree
- Overall, my advisor is a good sources for academic advice about my college or department

Spring 2018

n = 1923



| | Very Satisfied | | | | | | | Very Dissatisfied |
|---|---|---|---|---|---|---|---|---|
| Amount of time in your advising session | | | | | | | | |
| Availability of your academic advisor during office hours | | | | | | | | |
| Information about degree requirements | | | | | | | | |
| Information about financial aid and/or scholarships | | | | | | | | |
| Information about professional engagement within my field of study | | | | | | | | |
| Information about deadlines related to institutional policies and procedures (academic regulations, financial aid, etc.) | | | | | | | | |
| Overall quality of academic advising that you received | | | | | | | | |
| My advisor provided me with accurate information regarding my career plans and goals. | | | | | | | | |
| My advisor referred me to appropriate campus resources as needed. | | | | | | | | |
| My advisor was courteous and professional. | | | | | | | | |
| My advisor clearly communicated what is my responsibility for completing my degree. | | | | | | | | |
| Overall, my advisor is a good source for academic advice about my college or department. | | | | | | | | |

Fall 2018
n = 692

| | Very Satisfied | | | | | | | Very Dissatisfied |
|---|---|---|---|---|---|---|---|---|
| Amount of time in your advising session | | ■ | | | | | | |
| Availability of your academic advisor during office hours | | ■ | | | | | | |
| Information about degree requirements | | ■ | | | | | | |
| Information about financial aid and/or scholarships | | | ■ | | | | | |
| Information about professional engagement within my field of study | | ■ | | | | | | |
| Information about deadlines related to institutional policies and procedures (academic regulations, financial aid, etc.) | | ■ | | | | | | |
| Overall quality of academic advising that you received | | ■ | | | | | | |
| My advisor provided me with accurate information regarding my career plans and goals. | | ■ | | | | | | |
| My advisor referred me to appropriate campus resources as needed. | | ■ | | | | | | |
| My advisor was courteous and professional. | ■ | | | | | | | |
| My advisor clearly communicated what is my responsibility for completing my degree. | | ■ | | | | | | |
| Overall, my advisor is a good source for academic advice about my college or department. | | ■ | | | | | | |

# What are they saying?

- They get a lot of help from department secretaries.
- They sometimes can't reach their advisors.
- They sometimes receive incorrect information, which leads to extra semesters (and expense) before graduation.
- Some online students feel they fall through the cracks.
- **Many advisors go above and beyond for their students.**

# Faculty Evaluation of Advising

- How satisfied are you with the tools and resources available to complete your academic advising duties?

- How satisfied are you with your academic advising load?

- How satisfied are you with the way your academic department manages its academic advising policies and procedures?

- You feel you are prepared when performing academic advising duties with students. (strongly agree/strongly disagree)

# Faculty Evaluation of Advising – cont…

- Compared to other job-related duties, your academic advising duties are a worthwhile use of your time. (strongly agree/strongly disagree)

- Have you ever referred a student to another department or student service?
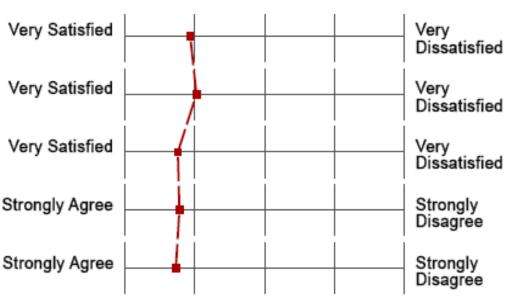
# Spring 2018 / n=45

| | Very Satisfied | | | | Very Dissatisfied |
|---|---|---|---|---|---|
| The tools and resources available to complete your academic advising duties? | | | | | |
| Your academic advising load? | | | | | |
| The way your academic department manages its academic advising policies and procedures? | | | | | |
| 3. You feel you are prepared when performing academic advising duties with students. | Strongly Agree | | | | Strongly Disagree |
| 4. Compared to other job-related duties, your academic advising duties are a worthwhile use of your time. | Strongly Agree | | | | Strongly Disagree |

# Fall 2018 / n=73

| | | | |
|---|---|---|---|
| The tools and resources available to complete your academic advising duties? | Very Satisfied | | Very Dissatisfied |
| Your academic advising load? | Very Satisfied | | Very Dissatisfied |
| The way your academic department manages its academic advising policies and procedures? | Very Satisfied | | Very Dissatisfied |
| 3. You feel you are prepared when performing academic advising duties with students. | Strongly Agree | | Strongly Disagree |
| 4. Compared to other job-related duties, your academic advising duties are a worthwhile use of your time. | Strongly Agree | | Strongly Disagree |

# What Are We Saying?

- We are unsure about processes, dates and deadlines.
- We lack training in advising.
- We lack knowledge about our curriculum.
- Degree Works is great.
- Degree Works is terrible.
- Advising duties are unevenly distributed. Good advisors are punished with more work; poor advisors are not held accountable.

# Will It Ever End?

- The QEP will be complete in AY 2022-2023.

- We are not obligated to continue the evaluations after the 5-year duration of the QEP.

- We may choose to keep it, revise it, or scrap it.

# Questions

Jessica Hutchings
- Phone: 475-5512
- Email: jhutchings@mcneese.edu
- Location: BBC 432

Thank you for all you do!
Have a great semester!

# Marshal Guidry

- Director of General & Basic Studies

# &

# Karen Westfall

- Assistant Director of GBST & Co-Coordinator of Orientation

# The Life of a College Student
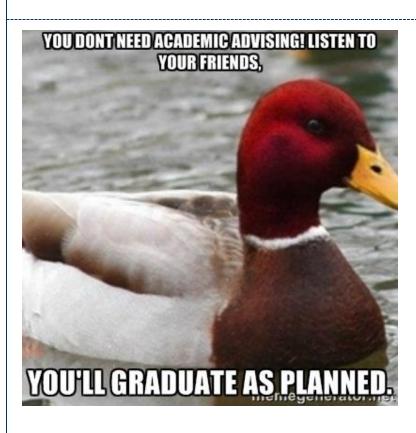
My advisor can fix all my problems in less than 30 minutes and help me pick a major so I can make lots of money in the future.

# The Life of a Faculty and Academic Advisor
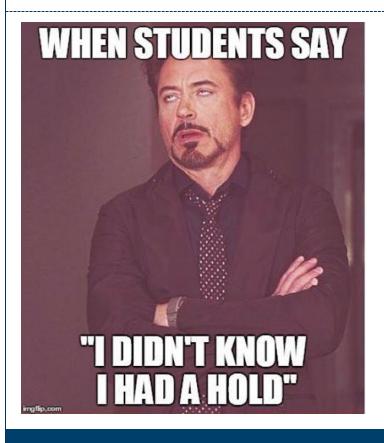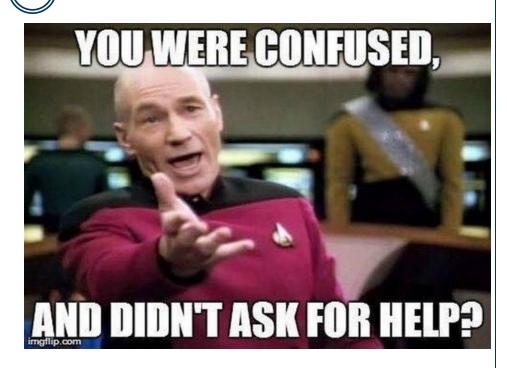
# How Faculty and Staff View Advising
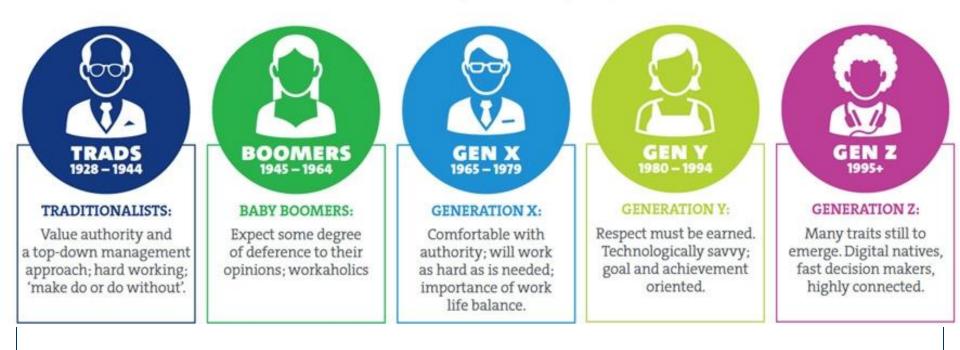
# SO WHO ARE THE DIFFERENT GENERATIONS?

## Here is how they are often grouped:

**TRADS**
1928 – 1944

**TRADITIONALISTS:**
Value authority and a top-down management approach; hard working; 'make do or do without'.

**BOOMERS**
1945 – 1964

**BABY BOOMERS:**
Expect some degree of deference to their opinions; workaholics

**GEN X**
1965 – 1979

**GENERATION X:**
Comfortable with authority; will work as hard as is needed; importance of work life balance.

**GEN Y**
1980 – 1994

**GENERATION Y:**
Respect must be earned. Technologically savvy; goal and achievement oriented.

**GEN Z**
1995+

**GENERATION Z:**
Many traits still to emerge. Digital natives, fast decision makers, highly connected.

# Who Are We Helping?

- Generation Z
    - Born from 1995 to 2010
    - They are the most diverse generation so they are more open-minded and accepting.
    - Referred to as "iGen" – technology is inherent and expected
        - Average college student brings 8 pieces of technology to school.
    - It is easy for them to multi-task.
    - They prefer face to face communication.
    - Finances are a big concern for Gen Z.
    - They want you to keep it short and to the point.

# ADVISING 101 – Notify Students

- When students are moved from Basic Studies to their department.
  - ○ Send the student an email introducing yourself to the student. Include your name, email, office hours and office location.
  - ○ Your advisee's email can be accessed in your Banner Self Service under Advisee Listing.
- Advising and Registration
  - • Send reminder email
  - • Use social media
  - • Inform students during class
  - • Don't rely just on the campus calendar or  campus social media

# ADVISING 101 – Advising & Registration

- Advising Appointments
  - Provide a way for the student to make an appointment (i.e. Google Docs)
  - Advising appointments should last around 20 to 30 minutes
  - Make sure you are there for the appointment
  - Seem interested in the student
  - Provide different ways of advising for your students
- Registration
  - Advising and registration goes beyond official advising.
  - We still need to be available for advising after official advising period ends.

# ADVISING 101 – The Appointment

- Document everything!!!

- Before discussing the next semester, talk about the current semester and midterm grades.

- When advising, provide the student with the following:
  - Courses to be taken during next semester
  - Alternate courses
  - Check for holds
  - Alternate pin
  - Registration date and time
  - Registration directions and puzzle paper

# ADVISING 101 – The Appointment

- Don't forget...
    - Help the students map out their classes over 4 years
    - Discuss information on major (Internships/Service Learning Opportunities)
    - Provide information on the following:
        - What is a fine arts elective?
        - What is a social science science?
        - What science is the student eligible to take?

# **ADVISING 101 Tools**

- Degree Works

- Academic Catalog (make sure to use the correct catalog term)

- Transfer Evaluation System (TES)
  - https://www.mcneese.edu/admissions/transfer-evaluation-system/

- Class Schedule

Search ▾    Track ▾    Match ▾    Manage ▾        Support    Contact    Log Out    Powered by ⊙ CollegeSource®

## Equivalency Finder

**INSTITUTION SEARCH:**

Enter a keyword          🔍 **Search**

A  B  C  D  E  F  G  H  I  J  K  L  M  N  O  P  Q  R  S  T  U  V  W  X  Y  Z  ALL

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**1** 2 3 4 5 6 7 8 9 10 …

| INSTITUTION | CITY | STATE |
|---|---|---|
| ▶ ABILENE CHRISTIAN UNIVERSITY | ABILENE | TX |
| ▶ ADAMS STATE UNIVERSITY | ALAMOSA | CO |
| ▶ AGNES SCOTT COLLEGE | DECATUR | GA |
| ▶ AKRON INSTITUTE OF HERZING UNIVERSITY | AKRON | OH |
| ▶ ALABAMA SOUTHERN COMMUNITY COLLEGE | MONROEVILLE | AL |
| ▶ ALABAMA STATE UNIVERSITY | MONTGOMERY | AL |
| ▶ ALAMANCE COMMUNITY COLLEGE | GRAHAM | NC |
| ▶ ALBANY STATE UNIVERSITY | ALBANY | GA |
| ▶ ALCORN STATE UNIVERSITY | ALCORN STATE | MS |
| ▶ ALDERSON BROADDUS UNIVERSITY | PHILIPPI | WV |
| ▶ ALFRED UNIVERSITY | ALFRED | NY |
| ▶ ALLAN HANCOCK COLLEGE | SANTA MARIA | CA |
| ▶ ALLEGANY COLLEGE OF MARYLAND | CUMBERLAND | MD |
| ▶ ALLEGHENY COLLEGE | MEADVILLE | PA |
| ▶ ALLEN COUNTY COMMUNITY COLLEGE | IOLA | KS |
| ▶ ALPENA COMMUNITY COLLEGE | ALPENA | MI |
| ▶ ALVIN COMMUNITY COLLEGE | ALVIN | TX |
| ▶ AMARILLO COLLEGE | AMARILLO | TX |
| ▶ AMERICAN ACADEMY OF DRAMATIC ARTS | NEW YORK | NY |
| ▶ AMERICAN ACADEMY OF DRAMATIC ARTS-LOS ANGELES | LOS ANGELES | CA |

**BEGIN DATE:**       1/13/1975
**END DATE:**         --
**PUBLIC VIEW HIDE?:**  No
**PUBLIC NOTE:**      --

## LOUISIANA STATE UNIVERSITY AND A & M COLLEGE

### ENGL 1001 ENGLISH COMPOSITION

This is a General Education course. Placement by department. Introduction to analytical writing and research-based inquiry. [LCCN: CENL 1013, English Composition I].

**Units:**            3
**Department:**       ENGLISH
**Source catalog:**   Louisiana State University General Catalog 2014-2015
**Course history:**   96/97 - 17/18 ⊞

## MCNEESE STATE UNIVERSITY

### ENGL 101 ENGLISH COMPOSITION I

Introduction to academic writing, research, and writing across the curriculum. Students will produce at least 3500 words of academic prose during the semester. Louisiana Common Course Numbers: CENL 1013, English Composition I. General Education Core Curriculum: English. Writing Enriched Course: WE.

**Units:**            3
**Prerequisite:**     ENGL 090 or ENGL 100 or minimum ACT English sub score of 18 or ACT English sub score of 16 or 17 with a corequisite of ENGL 100
**Lecture hours:**    3
**Department:**       ENGLISH
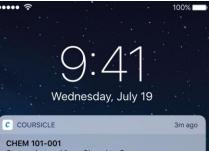**Source catalog:**   McNeese State University 2014-2015
**Course history:**   93/94 - 17/18 ⊞

**CREATOR:**   Catrina Boenig
**TITLE:**     Registrar
**EMAIL:**     cboenig@mcneese.edu

# ADVISING 101 Tools

- App: Coursicle

# ADVISING 101

- If a student does not meet the requirements for your major or wants to change his or her major, what advice should be provided?
  - Don't just send the student to General Studies.
  - Send them to the Counseling Center and/or Career Services (TypeFocus)
  - Look at the "What if" feature in Degree Works with the student.

# Important Dates

- Career Fair – February 27 (Wednesday)
- Midterm – February 28 (Thursday)
- Summer/Fall Schedule Available – March 9 (Monday)
- Gradfest – March 13 (Wednesday)
- Official Advising – March 18 to April 5

# **Important Dates**

- Registration
  - Seniors, Athletes, Grad and Veterans – April 8 @ 1 pm
  - Juniors – April 9 $^{@}$ 1 pm
  - Sophomores – April 10 @ 1 pm
  - Freshman – April 11 @ 1 pm

- Drop Date – April 30

# STUDENT CENTRAL (Chozen Hall)

- Enrollment Management
- Admissions and Recruiting
- Community Services
- Financial Aid
- General & Basic Studies
- Registrars Office
- Scholarships

# Questions

Marshal Guidry
- Phone: 475-5139
- Email: mguidry@mcneese.edu
- Location: Student Central

Karen Westfall
- Phone: 475-5133
- Email: kwestfall@mcneese.edu
- Location: Student Central

# **Announcements**

- Academic Signing Day
  - Friday – March 22

- Online Orientation

- Freshman Advising and Registration

# 2019 Orientation Sessions

- Traditional Orientation
  - May 15
  - May 23
  - June 7
  - June 13
  - June 28
  - July 10
  - August 15

# 2019 Orientation Sessions

- Non-Traditional/Transfer Orientation
  - June 4 (9 am to 12 pm)
  - July 19 (9 am to 12 pm)
  - August 13 (5 pm to 7:30 pm)

- To register for the Non-Traditional/Transfer Orientation go to the following: www.mcneese.edu/gbst