

## Advisor Training – Assessments

Have advisors choose (at least two) questions from each assessment to answer, following their completion of that module.

### Policies

1. Jerry, a first-year Engineering major, has his advising appointment with you about a week before the withdrawal deadline. He mentions the semester has been tough, both academically and personally, and mentions specifically he's not doing well in his PHYS class. He is trying to decide if he should withdraw from the class. How would you approach his question? What follow-up questions and resources would you suggest to him?
2. Sam is a third-year Computer Science major. Their grades in CS courses are good, but last semester they got a D in the course they took to fulfill their literature requirement. They are very concerned about getting a job with a top tech company, and therefore they say they want to retake the lit course to improve their GPA. What would you say to the them?
3. Jerry is a fourth-year student now, who has continued to struggle through the Engineering program. He is currently on Academic Probation, and is taking a part-time schedule this fall semester of CVLE 3610, ANTH 1102, and MCHE 4910. He comes to you the week of the withdrawal deadline to express having difficulty in CVLE 3610. He's not sure if he should withdraw. Considering his situation, what would you tell him and why?
4. You are seeing Pat, a transfer Biology major, for orientation advising. Pat has the following courses on their transcript, all of which are currently classified as general electives: ANTH 1GXX (Intro to Anthropology), BIOL 1GXX (Principles of Biology II), HIST 1GXX (American History), and MATH 2TXX (Calculus I). Of these classes, which ones should be officially re-evaluated through the UGA Transfer Credit Evaluation Request, and which ones do not need to be re-evaluated but are incorrectly classified as general electives instead UGA core courses, and need to be moved?

### Requirements

1. Karen, a Terry major, needs one additional Area IV Humanities class, and also needs to fulfill the university Cultural Diversity Requirement. Which courses would fulfill both? What process did you use to figure this out?

2. Marvin, a transfer student comes to UGA with 60 hours of transfer credit. Marvin wants to take 16 hours of summer transient coursework at a school in North Carolina. One of the courses he wants to take in NC is POLS 1101. Marvin also suggests he could take a one-hour course to fulfill the UGA FYOS requirement. How would you advise him about this plan? Should he take out of state classes, and if so, should POLS 1101 and an FYOS seminar be among the courses he takes?
3. Some required courses are dictated by UGA/Regents' policy, others are dictated by schools and colleges. Please paste the links below to any websites listing all course requirements determined by the school/college for a Biology major. (Hint: This is a tricky question, so think through it and refer to the modules.)
4. Elaine is an incoming first-year Physics major who meets with you during Orientation for advising. She doesn't want to take a History class. How would you guide her?

### Technology

1. Tig is a first year student who contacted you via email with questions about changing their major to Biology. They were originally an Intended Management Information Systems major but decided after taking a few intended business courses and doing some career research that they are no longer interested in studying business. What tools would you use to help Tig determine the progress they have made within the biology major?
2. What are some different ways to determine a student's current class schedule? What are the advantages or limitations of accessing a student's current class list from each advising tool?
3. You are meeting with Jason, a first year computer science major, at orientation. Jason tells you that he has sent his AP scores from prior years to UGA; however, when you check DegreeWorks you see 0 credits earned toward graduation. Should you just tell Jason that he needs to resubmit, or are there some steps you can take using UGA's advising technologies to investigate further?
4. Spend 10-15 minutes clicking around in Athena, DegreeWorks, and/or SAGE. What did you learn that you think will be especially helpful in advising?

### Majors and Exploration

1. Megan is a transfer orientation student. During her first appointment, she is asked what made her choose Entertainment and Media Studies as a major. Her response is that she wants "to be

the next Oprah.” When it is pointed out to her that EMST is more the production side of film/television, she just shrugs and says she needs to major in something, so why not EMST? However, because Megan is a transfer student and must adhere to Grady’s four semester rule, she will be late graduating, which she is very unhappy about. She stresses several times during her appointment that she needs to “graduate on time.” Throughout the appointment, Megan seems to get more and more irritated. She doesn’t want to take any of the classes that are recommended to her for her major. She claims that they all sound “boring” or “she doesn’t want to pay good money to take these classes.” She also claims that “she doesn’t enjoy school and wants to get out fast.” How can the advisor move forward with this discussion with a student that really needs to explore their options but is showing some resistance to that process?

2. Seth is a transfer orientation student. He has already completed his core at his last school. He has also taken a few studio art classes, all with A grades. However, Seth is declared as an intended-business major. This is initially a bit perplexing as he has not taken any business classes and the one math course he has taken, he only received a D grade in. As your discussion with Seth progresses, you find out that he is not excited by a career in business. When asked why he chose a business major, he claims that being an art major is unrealistic and he doubts he can find steady employment with an art degree. He also mentions his parents were not very supportive of his original major choice. When you start to discuss the actual classes needed for a business degree, you can see him visibly frowning. How should you proceed in this appointment?
3. Madison is a first year student and is undecided about her major. She is considering a major in Landscape Architecture because she likes the outdoors and considers herself to be very creative. She is also a good artist and thinks this major would allow her to utilize her strengths. However, five of her friends are pursuing a pre-vet pathway and she also loves animals. Her friends are very passionate about helping animals and this has made Madison think that maybe a pre-vet pathway would be a good fit for her as well. So, she is also considering science majors that would help her with this pathway. Based on Madison’s major interests, what discussions might you have with her? What would be a good place to start?

Communication

1. A parent emails you with some questions about their child's academic situation. In the email, they provide a great deal of detail about the situation, including the student's current GPA and their semester GPA from last semester. The parent also provides a list of courses the student took, and what they have withdrawn from. How would you respond to this email?
2. What is your current strategy for staying on top of emails? What strategies do you plan on putting into place as an advisor to stay on top of emails and allow yourself the easy ability to find old emails with important information?
3. Of the many ways to get involved in campus-wide advising activities, which one(s) most appeal to you and why?
4. Spend some time investigating NACADA resources here:  
<https://nacada.ksu.edu/Resources.aspx>. Pick an article from either the Clearinghouse (<https://nacada.ksu.edu/Resources/Clearinghouse.aspx>), Journal or Review (<https://meridian.allenpress.com/nacada>), or Academic Advising Today (<https://nacada.ksu.edu/Resources/Academic-Advising-Today.aspx>). Read the article and respond, including why you chose it, what you learned from it, and what further questions you have on the topic.

### *Advising Relationship*

1. Ask your supervisor for an example student with a major in your area who has not already been advised this semester (if you do not already have students assigned to you). Prep for this student, using the information you have learned in this module. (In your answer, write down any important information from notes, courses you might suggest, relevant resources you might suggest, and anything else you might bring up in the appointment.)
2. For the same student as above, what parts of their SAGE notes were especially helpful? What do you WISH you knew about the student, but was not included in SAGE notes?
3. What are some techniques you will use to develop rapport with your advisees?
4. Why is it important to recognize the role of diversity, equity, and inclusion in academic advising? Provide some specific examples. (For additional information, see <https://nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Cultural-Issues-in-Advising.aspx>.)

### Final Assessments

Answer one of the following:

1. It's April 10<sup>th</sup>, and you see a new appointment on your schedule from Trish Maxwell, a second-semester freshman. Here are the (primary/important) SAGE notes for her so far:

- July 21<sup>st</sup>: First-year orientation student, six AP tests all on record (did not get credit for AP PHYS or ENGL). Has dual-enrollment for PSYC 1101 and ECON 2106 as well, needs to send transcript. Interested in a health profession but not sure which one. First-generation student, has family in health care. From Dalton.
- November 15<sup>th</sup>: Trish had a stressful first semester, but feels like she is getting the hang of college. Enjoying STAT 2000 and SPAN 2001 and her FYOS (on Landscape Architecture), not a huge fan of ENGL 1101 and CHEM 1211+L, but getting through them alright. Still planning on some kind of pre-health profession, but not sure which one and therefore not entirely sure about her major. Gave pre-health office resources.

Here is her "Class History" at this time according to Degreeworks:

<b>Summer</b>	<b>Fall (grades in parentheses)</b>	<b>Spring</b>
ARST 1060 (AP)	STAT 2000 (B)	CHEM 1212 (IP)
MATH 1101 (AP)	SPAN 2001 (A)	CHEM 1212L (IP)
MATH 1113 (AP)	FYOS 1001 (A)	BIOL 1107 (IP)
BIOL 1103+L (AP)	CHEM 1211 (C-)	BIOL 1107L (IP)
SPAN 1002 (AP)	CHEM 1211L (B)	ENGL 1102 (IP)
	ENGL 1101 (C)	NUTR 2100 (IP)

Trish comes into your office seemingly a little frazzled. She just came from a CHEM test she wasn't confident about. Says she thought she had a handle on things this semester but then got very busy and fell behind for a couple weeks, but thinks she's figured out a system now that works for her and

anticipates decent grades in everything. Chem is most difficult, BIOL is going fine, ENGL is so-so (likes prof better than 1101), and NUTR is “pretty interesting.” She said she’s been too busy to put much thought into majors or careers since the last appointment.

- What questions would you ask her about academics/coursework, and what resources might you provide?
- What questions would you ask her about careers, and what resources might you provide?
- Based on her records and interests, are there any majors/minors/certificates you would suggest she look further into? Why?
- Based on her records and interactions, are there other resources you might point her towards? Why?
- Is there anything else you would be sure to bring up based on what you know here?

2) You get an email that a new student has been assigned to you. When you go to look up the student, you see they have just changed majors from a different college and already have 70 hours of credit. When you go to the SAGE notes, you see they have changed majors a couple different times, to very different majors. However, their grades have been excellent throughout – almost all A’s.

As you read through the notes, you notice the advisor for their first major put detailed notes into SAGE, but the advisor for the most recent major did not put in detailed notes, and completely forgot to put in any notes for a couple of semesters. The first advisor gave no indication they would be changing majors, but did say “student seems interested in a lot of topics.” Indeed, looking at the course history, this student takes mostly what is required for their current major but always has one or two completely random classes each semester, unrelated to their major. First, answer this question:

- What kind of additional prep work would you do before their appointment? Include any research or resources or people you may contact for additional information.

You feel prepared for the student appointment, but when the student comes in, they are very withholding. They answer most questions with a one or two word response. They seem to have little desire to complete any specific major, and definitely do not have any career plans in mind. When asked why they changed their major this last time, they say “I was sick of the classes for my previous major” but have no reason for choosing the new major other than “it sounded interesting.”

- What strategies would you use to attempt to draw more information out of the student? Include questions you would ask during the appointment, as well as anything you would follow up on following the appointment to try to understand the student's motivations and desires.