

# Undergraduate Advising Council

Thursday, December 15, 2016

## Minutes

Christine welcomed everyone, and called the meeting to order at 3:32 pm  
The November meeting minutes were approved.

Christine had the Committee Chairs report first.

Advising Certificate (Kat. kbeaty@ufl.edu):

Kat has scheduled a meeting with Human Resources regarding the Level 1 advising certificate. More to come!

Campus Affairs (Sophie. sophie.spratley@essie.ufl.edu)

Sophie has speakers lined up for next semester, and is working on arranging some small tours of other campus offices. If you have any questions, please contact Sophie at her new address above.

Professional Development (Allison. agatsche@ece.ufl.edu):

Allison asked advisors to register for the UF Advisor's Conference (Monday, January 30, 2017 from 9am-4:30pm in Emerson Alumni Hall). Instructions are on a link within Christine's email that was sent out on 12/13/2016. A copy of the link is here at: <https://www.eventbrite.com/e/2017-uf-advising-conference-tickets-30079173618>

Program proposals are due tomorrow (Friday, December 16) by 5pm to Maureen Cox at mcox@eng.ufl.edu . Please email Allison if you cannot make this deadline or if you have further questions.

The keynote will be by the founders of Self Narrate. The talk will be on the importance of telling one's story. You can find their team, their story and their web site at: <http://www.selfnarrate.com/about/>

The committee is soliciting help with door prizes. They have a generic letter for tax purposes, and have copies if you would like to help out. Allison said that they have tickets from the Hippodome Theatre, a raffle for online NACADA classes, etc. After the conference, there will be social networking opportunity at Ballyhoo Grill (3710 W. University Ave, 32607) After today's meeting there is another opportunity to socialize at First Magnitude Brewing. Also, please think about becoming involved in this committee in the future!

Communications (Karen. kbray@ufl.edu):

We have our committee's Holiday/Christmas lunch meeting on Monday, December 19<sup>th</sup> off campus, and will wrap up the semester, as well as, look at possible direction for the committee in the future.

Preeminence Task Force (Larah Clark, Chair. [Larah.clark@warrington.ufl.edu](mailto:Larah.clark@warrington.ufl.edu) )

Larah and task force met with Jenny and Ty (SGA) this past week. Ty and Jenny will be submitting a program proposal for the UF Advising Conference with the results of the advising survey.

Toby's report: ( [tshorey@ufl.edu](mailto:tshorey@ufl.edu) )

He stated that they were excited to be programming the degree audits; and said it was a marvelously surprising challenge, started with Accounting. They will be moving on, college to college!

Christine introduced our speaker for today, Dr. Angela Lindner, Associate Provost for Undergraduate Affairs. Dr. Lindner said she wanted to have an open conversation today; and that Academic Advisors will play in critical roles over the next couple of years.

Dr. Lindner started with, “we have all heard about the 4-year graduation rate.” Tallahassee is talking more about 4-year graduations. Senator Joe Negron has made it a part of an initiative, to increase the 4-year graduation rate in Florida state institutions. We have to try to increase our graduation rate. Advisors will play a critical role in the first roll out. Dr. Lindner said that we have a pretty good 4-year graduation rate, it is 67%, and that our 6-year graduation rate is 86%. Nationally we are still pretty good. If you look at our peer institutions, we are a little out of the top 10. We need to encourage our students to graduate in a timely manner.

They are forming a task force, called the “Take 30” (take 30 hours per year). She noted that many other institutions are doing this already. Most of these institutions take 15 credit hours per semester. FSU has already started their campaign one and a half years ago. With this in mind, they are almost positive that Bright Futures will be covered this summer. We will need to encourage students to enroll in summer and try to finish earlier. She said we’ll see if having Bright Futures will allow this.

Dr. Lindner noted that everyone knows she comes out of the College of Engineering; and that many of their academic college’s disciplines takes more than 4 years. E.g. ChE (Chemical Engineering) A co-op is part of their undergraduate education. She said that we do not want to penalize students. The ChE degree is 134 hours (the longest program in terms of credit hours). She said that we want to convince Tallahassee to report out separately our degree programs that are over 120 hours,

Student affairs and academic affairs are looking at student data. She said that FSU has been very generous with sharing their data; that they and other universities have found that if a student takes more than 12 hours their first semester, they will typically stick with taking this many hours in future terms; what a student starts with is what a student sticks with generally. However, at UF, it does not seem to matter.

With the Take 30 Task Force, they will see what the data is and this is what they will advertise. Academic Advisors will use this as echoing what the data shows. The task force will have meetings in January, February and March 2017. Information will be included as part of Admissions/Preview: this is what we expect (more than 12 credit hours per semester).

Dr. Lindner also said that other efforts will begin, such as communicating a stronger encouragement of Combined BS/MS degree programs. We will target this as an obvious market; once again Advisors will be part of this communication campaign. She noted that we have to do this, we have to do something; since we are getting this message from the Provost, The Board of Trustees, and from the Legislature.

Dr. Lindner noted that they are also looking at pockets of students who take longer to finish their degrees. They are looking at students who are lingering. Pockets of lingerers; she said that gender makes a big difference. This is also true when looking at global data.

She asked us: Who graduates in a timely manner? Which gender? Answer: Women (from UF data). Dr. Lindner said that they are pulling together a Male Academic Success Task Force, which will be led by Dr. Chris Janelle, from the College of Health and Human Performance. They will be doing a lot of data analyzing

You can look at it from a national level---what is common among most institutions that report this area? They will try to study it and reach out to the populations that may be vulnerable and develop support programs. Advisors will be part of this in some way. She noted that there are fewer males who are coming to the university. The national trend has been 65% females attending college now. Male students attrite more than female students. She said that we should be engaged in this, it is becoming a social problem for our future.

Dr. Lindner opened up the talk for questions and discussion; she said that she would like to know our ideas. She also said to please email her. She can be reached at [alindner@aa.ufl.edu](mailto:alindner@aa.ufl.edu).

*Question: Working with Bright Future: how does this effect IA (Innovation Academy) students? These students do not have funding in the fall semesters.*

Dr. Lindner: We are looking into it. We are at a good place; IA is always in the mix in our conversations.

*Question: In the current political/social climate, women are extremely marginalized. Are we excluding this population?*

Dr. Lindner: We are task force challenged. She noted that she also came from a male-dominated field. She said that we are still strongly engaged in supporting our students. African American students are not graduating as strong. We cannot fund every first generation FOS student. She noted that we have an AIM program, for students who are also very vulnerable. They are putting more resources, taking from Gator Engineering, into developing a robust program for this summer for the AIM program. She asked us to stay tuned as to what is happening with our Male Task Force and with other under-represented students. They are anticipating that we will see heightened activity and support.

*Question/statement: I realize that not every program is as rigid as Engineering with the first semester courses; and there were problems with seat availability in the Good Life course, Chemistry labs, etc. These are all very important classes that students need to be enrolled in their first or second semester. We have to address these issues.*

Dr. Linder: We are working on predicting this course information, and will communicate with CLAS.

*Question: Are there specific majors in which genders typically choose?*

Dr. Linder: We are looking at other disciplines; it is too early to tell at this time. Your academic Deans have received the 4-year graduation rates as of last week. There appears to be some differences among the colleges. We need to wait. She said that we can all look at the IR (Office of Institutional Planning and Research) site for information. <http://ir.aa.ufl.edu/> There will be discussions taking place to understand the data.

*Question: How can we encourage students to find their major in a more timely manner?*

Some recommendations from Advisors include: CHOMP (CRC. See: <https://www.crc.ufl.edu/students/chomp/>)

Have this be emphasized as part of Preview, part of the Good Life Course. We can help students to be more successful, to find a fit earlier, to be in the right place faster. It is increasingly more difficult; there is pressure from parents.

Dr. Lindner: on the IR site, there will be information on: -Interested in major, -Graduated in major, -Still in the first major and graduated in this major, -In the major in the 3<sup>rd</sup> year and graduated in the major. She noted that they need to find the best way to do this. There is much flux in a student's first year. Some majors are called out, for example, what students started with a major in engineering; and who finished the degree in engineering (accountability of the degree program). They will be clarifying that with Provost and the Deans. They will be asking the Academic Deans to identify what their college steps will be.

*Question: What is the role of high schools in defining a major?*

Dr. Lindner: They are including our Admissions recruiting team in all of these areas. They will be working closely to guide high school counselors about this. They want to give them the tools to shop around for majors while they are in high

school but do not want to stress them out too much about it, at this time in their life. They need to expose students to majors and their compatibility early on, to help with this time frame.

*Question: How will this effect part time student (majority of UFO students)?*

Dr. Linder brought up the University of Virginia (UVA). They have a 90+% graduation rate. She said it is virtually impossible to be a part-time student at UVA, whereas we have students who are part time.

Dr. Lindner noted that she has chosen to call the 4-year graduation, "timely graduation."

*Question/statement: Bright Futures; but there are other types of financial aid that may cause some issues in timely graduation rates.*

Dr. Lindner: She said that the average credits per term for UF students is 12.7. There have been a lot of conversations; our top students want to take 12 hours/term so they have time for leadership positions. They need to look at averaging it out. There have been much conversations in US about having a gap year after one graduates from college, as well as, a gap year after high school. This is happening for a number of reasons. There's been talk of expanding this time of life for students; allow this time for growth. Discussions are continuing. They don't want to stop experiential learning. Dr. Lindner indicates that there are pockets of opportunity, to work on the 4-year graduation rate. She said that most of our freshmen come in with 30 hours or more. They take 12 hours per term so that they can have the 4-year experience. We need to suggest looking at a combined degree program. There will be incentives to come; they will continue to look for pockets of opportunity.

*Question/statement: Excess hours for summer courses. If we free up summer, it is not part of excess hours?*

Dr. Lindner: There is very slim support right now. With the help of Toby, we can keep it in the conversation. If we can go this route, it will be very good.

*Question/statement: The Take 30 hours' approach over a year, & catch up in the summer. It is a good idea, helps with flexibility.*

Dr. Lindner: Our students have had legitimate issues, documented disabilities, or other issues, life happenings/difficulties where situations were not in their control. They will be asking for flexibility on an individual basis/approach. They are working with the most anxious students. They want to communicate to all students the on campus-supportive and caring services/programs. There is will not be a penalty (stands today) if students don't hit the mark. No shaming.... They want to have good positive conversations. This is why they are calling it, "a timely graduation." One size fits everyone is not good. She noted that there was a conversation: students will pay for 15 hours (remember, if a student takes 12 Hours, which is what Bright Futures only pays for)—block tuition---students will pay a considerable higher tuition. They are not having this discussion right now. Only 5 institutions do not have block tuitions (FL SUS). The more compassionate institutions have a way to petition block tuition issues.

*Question: Will it be the responsibility of the department and/or college for graduation rates?*

Dr. Lindner: They will work with degree programs with high credit hours. They will ask: Is there some give and take? They will look at some of these programs now. If you come about this in another way, look at the Math requirement in the less technical majors. Why do you have to take these classes? They will look at developing a Math class for non- STEM majors. They will look at reforming some of the Engineering Math requirements. There are students who are vulnerable to Math success. Some universities are allowing their students to spread the Math courses out and have more academic support. There are some issue with pre-requirements. They will look at how do we modify these curricula. Dr. Linder will be speaking with curriculum committees on this in Spring 2017. She has already spoken to the Faculty Senate.

*Question: With the State General Education requirements; our students have very limited course opportunities. What is the possibility of expanding course offering in these areas?*

Dr. Lindner: They will be developing/offering more Diversity and International course opportunities. Since she has taken on this role, there has been no opportunity. She would like to communicate and hear more insights/course opportunities for these areas.

*Question: How do you promote a culture of timely graduation? And to project graduation rates? Can we reset degree audits by the Advisor? This use to be a function on the degree audit.*

Dr. Lindner: Some Engineering professors are working on a real-time game that will be used for graduation prediction dates; adding variables such as what if you add a Minor, etc. It will be a couple of years to come out though. There is a student planner that is going to be used in Preview, in which students will need to complete before they attend Preview, and the graduation date will be prominent, as well as finding the right major, etc. they need to work on changing the culture, the conversation.

*Question: Are there ways to have dialogs with parents, students, staff, advisors and faculty?*

Dr. Lindner: What is the role/purpose of higher education? Does a Bachelor degree = job? Is it about opening different career opportunities? Is it about contributing to society? What is Tallahassee's thought process on the role of higher education? She noted, in high school, students have "career" drilled into them. She said we are missing the boat in General Education. The mentality here is to check off boxes. This class satisfies this requirement, etc. They need to refurbish our General Education, to the true meaning of General Education. The Liberal Arts, the UF Quest can help. The model is to complete 9 hours (3 courses. Good life, Big Data, Climate change course among others to be approved). In the UF Quest, they are working with CLAS, Arts, DCP, etc., to come up with a model to achieve the goal of making students aware and appreciative of General Education. Possibly they will use a different name for General Education. There is a lack of value that is coming in loud and clear; a lot is coming out of College of Engineering. We are not doing a good job of laying out importance.

She noted that there is hope of a change in mentality. If you are creating a new bachelor's degree you need to get approval of this new degree from the Board of Governors. If you cannot guarantee a job upon graduation, it will not be approved. We need to educate students about the importance of General Education; we need to educate Tallahassee about the importance of this also.

Everyone focuses on the major. The importance of education as a whole is not just about the courses. Have the courses reinforce. What are the skills for this major? The discussion ended at this point. Dr. Lindner encouraged Advisors to email her with more questions or more ideas. She ended with, you will hear more about Take 30.

Christine announced that there will not be a January 2017 UAC meeting due to the UF Advisor's conference. We canceled it and meetings will reconvene in February. At this next meeting, there will be a call for nomination for any open positions on UAC Steering Committee.

The meeting was adjourned at 4:50pm