

Advising Meetings during Welcome Week 2023

Lunch with your Peer Mentor, Thursday, August 31, 11:30 am-12:30 pm

Gerber Center Dining Room

You will meet with your Peer Mentor for lunch in the Gerber Center dining room. Look for your Mentor near the cash registers. They will have a lunch ticket for you. Please wear a nametag. Use this time to ask questions about the training your Mentor is receiving this week, your plans for the Saturday advising picnic location, the contact your Mentor has already made with advisees, and the role they will play in your FYI/FYH 100 or LSC 300 course. If you cannot attend this lunch, please communicate directly with your Mentor.

Advisor Meetings with Parents, Friday, September 1, 2 - 2:45 pm

Your reserved classroom – locations will be shared via email.

This brief meeting is parents' only opportunity to meet with their student's advisor. At this point, parents have said goodbye to their students.

- You have 45 minutes for the meeting.
- Introduce yourself, including your academic background and your role at the College.
- Explain your role as a First Year or Transfer Advisor. Be sure to emphasize you are part of a large group of support people to whom students may turn for assistance, but that you specialize in helping students understand academic standards and requirements and make effective use of campus resources.
- Inform parents that first-year students can declare a major in the spring term; they will then transition to an advisor from their major department. Transfer students can declare sooner depending upon their completed credits.
- Remind parents that the ultimate responsibility for knowing, understanding, and fulfilling the college's academic requirements rests with the student. Remind them it is imperative that students read and understand the College Catalog, available online, and make use of the resources in Arches. Students will receive training on how to use the Arches resources.
- Explain that FERPA (Family Educational Rights and Privacy Act) prevents Advisors from communicating with parents about their student. Parents have been informed of this already. Parents should be discouraged from contacting you. If a parent has questions or concerns, they can call or email Mary Windeknecht at advising@augustana.edu.
- If parents want access to their student's Arches account, the only person that can provide them the login information is the student.
- Take questions. For those you can't answer, refer them to the appropriate office. If you do not know which office is appropriate, refer to Mary Windeknecht at advising@augustana.edu.
- Suggestion: Pass out an index card to the parents and ask them to jot down anything about their student they are concerned about (poor time management, trouble meeting new people, recent difficulties/stresses, etc.). You can keep these cards in the student's advising folder and ask your advisees how they are handling these challenges. Most parents want to share their concerns.

Picnic Lunch with Advisees and Mentor, Saturday, September 2, 11:30 am-12:30 pm

Locations as determined by Advisor and Peer Mentor.

- This is an informal gathering designed to help your advisees get comfortable with you, your Mentor and each other.
- Do I need to serve food? No. All new first-year and transfer students will pick up a boxed lunch in the Gerber Center. Your Mentor will be with your group when they pick up their lunches and will take them to a place on campus you and your Mentor agree upon ahead of time. Your Mentor will pick up a lunch for you.
- Advisees should sign up during lunch for a one-on-one advising appointment with you this afternoon starting at 12:45 pm. Bring a sign-up sheet for 10-minute appointment slots. Consider allowing athletes and students enrolled in MUSC 111 to sign up for the earlier appointments as they have afternoon obligations. Employ your Mentor to make sure advisees attend their meeting with you on time.
- You might consider doing a few ice-breakers during your picnic. You can give this responsibility to your Mentor.

Registration Wrap-Up – Individual Meetings with Advisees (10 minutes), Saturday, September 2 from 12:45 – 5 pm. (Complete instructions for schedule changes to come.)

Location - Your office or your reserved classroom. You need access to Arches.

- Be sure your mentor and advisees know your location for these meetings. Most advisors use their office so they have access to Arches. Ask your Mentor to help get students there on time.
- The primary purpose of this meeting is to review the student's schedule and make changes if *required*. In each meeting, pull up the student's current schedule in Arches. From the main menu in Arches, click on "Advising." Your advisee list will appear. Then click on "View Details" for the student. The "Course Plan" appears below. You can view the student's registered classes in list or calendar form. Get an initial sense of the student's interests and potential majors as they relate to their fall schedule.
- Before registering for classes, all students completed a Pre-advising Form. Your advisees' forms will be made available to you by the Office of Advising. If possible, review it briefly before meeting with the student.
- Students who attended an Orientation & Registration event during the summer registered for their classes using Arches. Students who were not able to attend over the summer or committed recently to Augie attended a registration event on August 31. They were pre-registered for one or more of their classes by Advising and should have completed their registration at that event. Your advisees should have a full-time credit load when you meet with them.
- A student must be enrolled in at least 12 credit hours to be full-time. Most first-year students will be at 12 credits: three four-credit classes and FYI/FYH 100 for no credit. Students in a fall sport, music lessons/ensembles or other one-credit hour courses (ENGL 101 or LSC 100) may be at 13 or 14 credits. Music Education majors may be at 15 or 16 credits. First-year students are required to take a J-term class; they cannot add another four-credit course to the fall semester. Transfer students may have more than 12 credits in the fall.
- For advisees who do not have a full-time schedule or who are requesting changes, complete instructions for adding and dropping classes during Registration Wrap-up will come separately from the Registrar and Office of Advising. As in previous years, you will complete a Registration Wrap-up Google form. When the student leaves your office, you'll send them to a virtual Zoom meeting to work with the Office of Advising and Registrar to make the changes. Share the Zoom link with them via their Augustana email and ask them to join from that email.

- You may have an advisee that does not have a full-time fall schedule. Sometimes students mistakenly drop a course over the summer, or a course must be dropped for other reasons. Use Arches to look for an open course to add. Click [here](#) for a brief tutorial. Remember that any Learning Perspective course fulfills a graduation requirement. When you have found an open course that you believe works, be sure to ask the student whether or not they already have college credit for the course (AP, dual, transfer, etc).
- Remember to refresh your page regularly when using Arches. Arches is live and will continuously update as the Registrar makes schedule changes.
- Do not change a student's FYI or FYH 100/101. Because these courses are linked to advising relationships, they are not changeable. If you feel there is a compelling need for a different FYI/FYH (ie, the student is an Engineering major and must take MATH 160 Calculus in the fall), please call Mary Windeknecht at x 8290 or text her at 563-299-1879 (cell). Mary Windeknecht or Kristin Douglas must approve all FYI/FYH changes.
- If a student wants to make a schedule change, ask why. Please do not allow changes because of class time, practice schedules, or instructor preference. Some examples of good reasons for a schedule change:
 - **AP credit came in or did not come in as expected.** For example, a student wishing to major in psychology is not enrolled in PSYC 100 because we were waiting on AP scores. They did not receive a four or five on the AP test and would now like to see if a seat is available in PSYC 100. If one is available and a change of FYI/FYH is not involved, you can follow directions as provided by the Registrar and Advising to add PSYC 100 and drop another LP course.
 - **A student's placement has changed.** A student enrolled in MATH 140 Pre-calculus worked in ALEKS over the summer and improved her placement to Calculus. Look for an open section of MATH 160 Calculus. Follow directions as provided by the Registrar and Advising to add and drop a course. Contact Mary Windeknecht (x 8290 or 563-299-1879 cell) if this change would involve moving FYI/FYH.
 - **A student has changed their mind about their intended major.** For many students, this won't impact their fall schedule. But students who originally were planning on STEM majors, and are enrolled in math or science courses, may require a schedule change. Students who have now decided to pursue a STEM major may require the addition of math, science, or computer science courses. Contact Mary for assistance via Google Chat or text 563-299-1879.
- Some general guidelines for students' fall schedules:
 - Avoid placing all classes on two or three days of the week. For a very few students, there is no other option. But this is not ideal and may reduce the likelihood of success.
 - **If a student is enrolled in a support course (like ENGL 101, LSC 100 or ENGL 110),** do not attempt to remove the class. The student must talk with the instructor of the course about dropping.

Questions during the event? Send Mary Windeknecht a Google Chat or text 563-299-1879. Mary will not be available by phone or email during the event.