

members will be selected.

- The University System is again placing emphasis on Student Learning Outcomes.
- The first mock registration with Banner was held Saturday, February 10. Several problem areas were noted; those involved will be working to resolve those problems and moving on to the next mock session.
- The closing date on resumes for the VP/Finance and Administration will be Friday, February 16. The Committee will receive their charge tomorrow, February 13.
- The screening of applications for the Assistant Librarian for Technical Services will begin on Friday, February 16.
- The secretarial position at Cartersville closed on Friday, February 9.
- Computer Services has been interviewing for a Systems Support person.
- There are openings for part-time Instructors in Physical Education as well as an Assistant Professor of English.
- Privatization of financial aid is moving forward.
- A committee comprised of Dr. Vardemann, Dr. Bruce Jones, and Sarah Burkhalter will develop a policy for the use/rental of Centre Stage. They will be looking at policies for similar facilities.
- The Regents Test will be offered at 1:00 and 6:00 p.m. tomorrow.

**Floyd College**  
**The Semi-Monthly Meeting of the Administrative Council**  
**June 10, 1996**

The Council met at 2:00 p.m. in Room B-200.

President Cundiff made the following announcements:

The faculty will have another opportunity to attend a "Connecting Teachers With Technology" workshop. Faculty members should apply using a form which will be placed in their mailboxes. Five nominations will be submitted to the Regents Office; they will select one, and one alternate.

The President's Cabinet has approved a request by Dr. Perdue to use the \$100,000 initiatives laboratory monies to build a microbiology lab.

Office copiers in Social Sciences and Physical Education will be replaced with a larger volume copier. The College and RESA are each paying half to purchase a new collator for the Risograph. Anyone making multiple copies should use the Risograph.

Tom Daniel of the Regents Office has asked that we host an open house for the three facilities financed by initiatives and state grant monies. The College will be giving him a date in order to invite legislators. The facilities for which the College will host open house are: the astronomy lab, the chemistry lab, and the wetlands project. Next year we will host an open house for the new microbiology lab.

The Pinning Ceremony will take place Thursday evening with Dr. Vardemann being the speaker. Dr. Vardemann will also fill in for the President at the Honor's Assembly on Friday evening, since the President will be conferring degrees at the North Metro Tech graduation that evening. Attendance at graduation on Saturday can not be required -- but is expected. The graduation starts at 10:00 a.m. Dr. Jim Muyskens, Senior Vice Chancellor for Academic Affairs for the Board of Regents of University System of Georgia, will be the speaker.

Dr. Cundiff and Wesley Jones will attend the July 22 Haralson County School Board meeting. They also visited the Waco school last week. It will be vacated this summer.

Employees will be able to flex hours this summer, as long as offices will remain open and are covered.

Dress for summer will be casual.

The College will be receiving 260 laptop computers on or about August 1-15 for instruction/faculty/staff.

Human Resources update:

Pinghua Wang has accepted the mathematics position.

Recommendations will be made today on the English position.

Tim Houston has been hired as a programmer in Computer Services and started work last week.

There are four excellent candidates for the Director of Student Life position. They will be interviewing this week and next.

Library candidates are coming in for interviews this week.

Candidates for Criminal Justice and Economics are interviewing this week.

Minutes taken and transcribed by:

Barbara Griffith

**Floyd College**  
**Semi-monthly Meeting of the Administrative Council**  
**Monday, July 8, 1996**  
**2:00 p.m.**  
**Room B-200**

Present at the meeting were: Dr. Lynn Cundiff, Mr. Jerry Shelton, Mr. Harold Boyd, Ms. Sarah Burkhalter, Mr. Phil Kerr, Mr. Drew Tonsmeire, Mr. Jeff Patty, Dr. Bruce Jones, Mr. Chris Lee, Dr. Bill Mugleston, Ms. Carla Patterson, Mr. Tim Floyd, Ms. Phyllis Weatherly, Ms. Jan King, Ms. Belen Nora, Ms. Debra Holmes, Ms. Sandy Briscar, and, later, Mr. Wes Jones.

Dr. Cundiff made the following announcements:

Israeli Consul Eitan Sirkus-Almog will be speaking to students at 9:30 a.m. on Thursday in the Solarium and then will speak to the Rome Rotary at noon.

Ten western states are coming together to form a "virtual university", which will be accredited by the regional accrediting agency for western states.

This morning, the President's Cabinet approved

- proposed GSAMS usage charges and policies.
- guidelines for the Mobile Computer Lab -- basically approved, a couple of minor changes are to be made.
- the proposed reservation form for Centre Stage.

The President's Cabinet discussed the 1998 Capital Outlay Plan, which is the 5-year building program. However, the Master Plan which is being done will supersede any requests the College will make in the five-year plan. The Cabinet discussed making a center on I-75, which would combine both the Cartersville and the North Metro Centers will be the number one priority. The next building to be requested on the main campus will be a Social and Cultural Studies Building, which will allow the College to devote the entire current F-Wing to Student Activities. However, the architects working on the Master Plan will take into consideration enrollment patterns and projections in considering the buildings for the Master Plan. In the \$500,000 to \$5,000,000 category, projects to be requested will be a parking deck for the downtown campus, a swimming pool on the main campus, enclosing area between the old and new PE buildings, repaving all the roads on the main campus as well as paving a road around the lake, and paving a parking lot near the Wetlands Project.

A meeting will be called to discuss security problems at Heritage Hall.

Dr. Cundiff and Dr. Skinner, President of Clayton State College, met last week with Mike Cheaves from IBM concerning the laptop computers. IBM has made an attractive proposal. Dr. Cundiff and Dr. Skinner will be meeting with representatives from Compaq to see what they will offer. The plan is to have 260 laptops on campus by September 6. The computers will be leased for a three-year period. Students will not be charged a lease amount when enrolled in the 2-3 classes labeled ITI (Instructional Technology Intensive) offered Fall Quarter. The actual leasing of computers to students will begin Fall, 1997, to all students. Computers will also be leased to Continuing Education students as well as businesses and industries for which the College delivers training.

Bids for the debit cards have been received from three companies. DOAS will probably know in 10 days or so who the successful bidder is. Floyd and Clayton State are asking for a 45 day start-up time.

MCI has successfully bid to deliver Internet service for the University System at \$11.95 per month, unlimited access. Floyd College would like to contract with BellSouth for Internet service at \$7.95 per month, and be able to offer it to faculty and staff home computers.

The College has purchased a kiosk system which is a student information system which allows students to call up their grades, access transcripts, as well as other student information. This kiosk is compatible with Banner. Plans are to purchase additional kiosks (at \$17,000 each) for branch campus centers, beginning with Heritage Hall.

Dr. Cundiff and Dr. Skinner will be showing the debit card presentation for the Governor and will also be meeting this week with Regent Leeburn and next week with Regents Jones and Coleman.

Dr. Cundiff and Wes Jones will be meeting with the President and Senior Vice President of RegionsBank to discuss providing electronic banking services for students. The bank will also be given the opportunity to provide banking services, i.e., electronic banking transactions with personal accounts and VISA.

Mr. Chris Lee reported the recent activity in Human Resources:

Heidi Graef has accepted the position of Director of Student Life and will begin July 15.

Timothy Dees has accepted the faculty position in Criminal Justice.

Physical Therapy faculty position has been accepted.

There will be a one-year temporary appointment for the Economic faculty position.

Open positions are as follows:

2 Nursing faculty positions  
Master Teacher  
Training Coordinator  
part-time Physics/Astronomy lab assistants  
Psychology faculty  
Biology faculty  
part-time switchboard clerk  
Director of Floyd College at Haralson County  
Comptroller  
2 full-time Food Service workers  
Systems Support (to replace Mary Ellen Broome)  
Financial Aid Assistant/Counselor  
Recruiting Coordinator  
Library Support/Technical Support for Heritage Hall

The Minority Enrichment Program began today. There were 7 students -- 7 more are expected to start this week.

The Latvians are still training in the gymnasium.

The NYSP program will begin in late July for a three-week duration.

The Swedish Paralympic Seated Volleyball and Wheelchair Basketball Teams will follow in early August for training. It is likely they will play an exhibition game in seated volleyball.

The PREP summer program ended last week. The College, in conjunction with West Georgia College, has submitted an application for a year-long program.

The Fall In-Service schedule is now being completed. The New Employee orientation will begin on September 11 at Centre Stage. All employees will begin in-service on the 12th.

The Telephone Registration System has been ordered and is expected to arrive on August 5.

There will be additional ISDN lines installed in Rome. The College hopes to reserve 4 lines for use. Eventually, ISDN lines will be run to all campuses.

Closing dates for Christmas holidays have been set -- the College will close at the end of the workday on December 20 and will reopen on January 2. Staff employees will be charged with three annual days.

The President's Cabinet Retreat is scheduled for July 19. The group will discuss

two or three major issues to bring to the Retreat August 14-16. One item will be a prioritized budget format.

Dr. Cundiff shared an idea of a profit sharing model which would bring people to the place to where they have a part in what is happening over a period of time where money saved (profits) would be sent back to their division as a profit sharing.

The SACS retreat took place two weeks ago. The project was finalized and major progress was made. The Chair of the SACS Visiting Committee will be on campus during In-Service. The College will begin to get some information about the team members and visitation plans.

**Floyd College**  
**Announcements/Discussions from the**  
**Semi-Monthly Meeting of the Administrative Council**  
**Monday, October 28, 1996**  
**2:00 PM**  
**Room W-200**

Dr. Mugleston distributed a handout of information concerning discussion sessions on The Great Decisions Program (Copy of handout attached).

The Galileo program is a semi-finalist in education for a National Information Infrastructure Award.

Carla Patterson requested that faculty and division chairs request programming for next quarter.

Dr. Mugleston reported that the core curriculum for the semester conversion has been finalized.

Dr. Cundiff reported that the technology project will go before the entire Board of Regents in December -- it will not have to pass through committee.

Dr. Cundiff announced that the Georgia Soil and Water Conservation group has given an additional \$7,000 to the College for the wetlands project. Part of this money will go for completing a tower. The group will possibly continue supporting this project.

Bids on the new building will be sent out mid-November. Bid opening will be scheduled in January. The target completion date on the building will be fall 1997.

There will be a decision made concerning Wednesday evening classes before Thanksgiving so that students will have adequate notice.

This year's Expo will go through this weekend (Saturday and Sunday.) Volunteers are needed to man the booth both weekend days. This is a great recruiting opportunity for students. The theme for the College's booth will be "Tomorrow's Classroom Today." The College will receive 10-20 complimentary tickets. See Drew Tonsmeire or Jane Slickman to volunteer.

Dr. Cundiff discussed the budget worksheet showing how to determine the 10% of personal services which can be requested for next year.

Please see the minutes of the President's Cabinet meeting from this date for the update on items discussed and action taken.

Mr. Lee gave a Human Resources update as follows:





A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

# FLOYD JUNIOR COLLEGE

P. O. BOX 1864  
ROME, GEORGIA 30163-1801

H. Boyd

13 October 1986

## MEMORANDUM

FOR: Members of the Admissions & Academic Placement Committee  
RE: Minutes of 13 October 1986

The Committee met at 12:15pm on 13 October 1986 in the B Conference Room.

Members present were D. Cook, J. Mayson, K. Kemper, P. Kerr, M. Johnston, B. Pound, A. Strucher and J. Sims.

In what proved to be the meeting's only act of unanimity, D. Cook was elected chairman, P. Kerr was elected vice-chairman, and B. Pound recorder.

D. Cook expressed the opinion that the first and most pressing actions of the committee would be the development of an advisement system. Desirably, such a system will be proposed to the faculty during the 1986 Fall Quarter; implementation should occur not later than the 1987 Fall Quarter. There being no objection to D. Cook's opinion, the balance of the meeting evolved into the discussion of various factors of such a program.

D. Cook is to provide each member with a set of documents to be considered for use in advisement, and J. Mayson will resurrect and reproduce copies of a plan for advisement which was generated several years ago and subsequently died a rather sudden and unexplained death on the floor of certain FJC administrators who will remain nameless.

J. Mayson suggested that different concepts of advisement should be considered for at least three categories of students: new students who have not yet attempted college work; students attempting transient work for credit at other institutions; and students transferring to FJC from other schools. It was also proposed that, no matter what form FJC's advisement system eventually takes on, an advisor's handbook and appropriate training will be essential ingredients which must be in place before the system is implemented..

Questions raised but (as yet) unanswered:

1. Define advisement?
2. Should continuing students have priority at registration time?

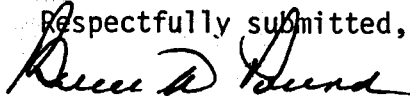
3. If students are to meet with specific advisors at specified dates, times and places, how will such arrangements be evolved?

4. What are the minimum duties of an advisor (i.e., assisting in scheduling classes, making appointments with advisees, checking academic progress at mid-quarter, counseling with students relative to class drops/withdrawals, etc.)?

5. Where and how should advisement interface with orientation?

Feeling they had enough to consider until the next meeting, committee members adjourned after agreeing to meet again on 20 October 1986, same time, same place.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Bruce W. Pound".

Bruce W. Pound

Copy to: Dr. Walraven  
Harold Boyd

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# FLOYD JUNIOR COLLEGE

P. O. BOX 1864  
ROME, GEORGIA 30163-1801

22 October 1986

## M E M O R A N D U M

FOR: Members of the Admissions & Academic Placement Committee

RE: Minutes of 20 October 1986

The Committee met at 12:15pm in the B Conference Room. Members present were Kerr, Johnston, Mayson, Nolen, Pound, and Strucher. In the absence of Chairman Cook, Kerr assumed the point position in the mutiny and chaired the meeting.

Support for the AWOL chairman's proposal on advisement was unanimous, but the recorder was directed to extract and align, sequentially, the functional responsibilities for participants included in the referenced proposal. Such a document has been prepared; it is attached.

The Committee was of the consensus mind that the term "advisement," when used in the context of the Committee's current efforts, will be interpreted as pertaining to academic matters only. Those with Freudian expectations will have to take their couches and motives elsewhere.

A second point of consensus -- and emphasis -- was generated over the idea that advisement is a logical extension of orientation. Thus, it is imperative that the Student Affairs Committee, which is charged with the conduct of orientation for new students, be made aware of and asked to support the actions of this Committee relative to advisement. M. Johnston agreed to act as this Committee's liaison to Student Affairs, and will seek the latter's requisite support of our efforts.

B. Pound has been directed to contact the FJC Library and request the library staff to develop a reading list/bibliography/reference list -- whatever -- to assist this Committee in its efforts.

Having decided to support the chairman's proposal, Committee discussion then evolved into the question: "Where do we go from here?" The conclusion was that the next step is to develop a methodology to implement the proposal. That conclusion is to be the basis for the agenda of the next meeting of the Committee, which is scheduled for Monday, 27 October 1986; same time, same place.

The meeting adjourned at 1:05pm.

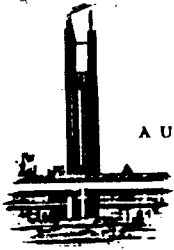
Attachment:

Respectfully submitted,

Bruce W. Pound

Copy: Dr. Walraven  
Harold Boyd

*Harold Sneyd*



A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

# FLOYD JUNIOR COLLEGE

P. O. BOX 1864  
ROME, GEORGIA 30163-1801

28 October 1986

## M E M O R A N D U M

FOR: Members of the Admissions & Academic Placement Committee

RE: Minutes of 27 October 1986

The Committee met at 12:15pm in the B Conference Room. Members present were Cook, Sims, Johnston, Kemper, Pound, Nolen, Kerr, and Strucher.

Kerr reviewed the Committee's actions of 20 October in order to update the members on prior discussions and decisions and to set the context of this meeting.

The first effort of the Committee was to review the proposed advisement functions and their attendant responsibilities, as outlined in D. Cook's initial proposal and subsequently attached to the minutes of 20 October 1986.

Whether or not Student Affairs and this Committee should collaborate on such functions as training of advisors and development of an advisor's handbook was viewed as less important -- at this time -- than recognizing that the action is itself critical to the total advisement effort. Who shoots who can be resolved at a later date. The same consideration was applied to such factors as the need for a long range academic bulletin (spanning perhaps an entire academic year) and a cooperative effort by the FJC faculty and staff to encourage graduation and to upgrade the qualitative perception on the value of the Associate Degree.

Discussion moved to the methodology for implementing the advisement plan. In considering the flexibility needed in any advisement system, and especially at FJC, a need for at least two initial documents was recognized. First, realize our students have the option of transferring to different institutions, regardless of the fairly lock-step programs in the FJC Catalog. Consequently, program charts must be available for transfer to several institutions. Secondly, since information which advisors will need must be adaptable to the whims of other institutions, the advisor's handbook should be loose-leaf in nature.

Finally, for management purposes, it was the consensus of the Committee that the advisor/advisee ratio should not exceed 1:35.

3 [Kerr was directed to prepare an outline of the methodology which his office will use to assign new, returning, transfer, or transient students to divisions or departments for advisement, including any concepts or proposals for correspondence to support such actions. Such plans are to be presented at the next Committee meeting.

Committee members were tasked to contact their respective division/department chairment and to initiate action to develop course requirements for their division/department academic disciplines, with consideration being given to tailoring graduation requirements for transfer to specific senior institutions.

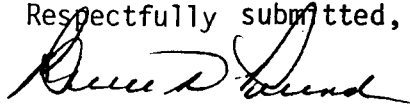
In final Committee action, a recommendation that Jackie Harrison be asked to join the Committee was unanimously supported. And personal schedules permitting, Committee members will attend the JTPA DISCOVER training on 29 October.

The next meeting of the Committee is scheduled for Monday, 3 November 1986; same time, same place.

The meeting adjourned at 1:15pm.

Copy: Dr. Walraven  
Harold Boyd

Respectfully submitted,

A handwritten signature in dark ink, appearing to read "Bruce W. Pound", written in a cursive style.

Bruce W. Pound

STUDENT AFFAIRS

OCT 29 1986

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## FLOYD JUNIOR COLLEGE

P. O. BOX 1864  
ROME, GEORGIA 30163-1801

*Harold Boyd*

4 November 1986

### MEMORANDUM

FOR: Members of the Admissions & Academic Placement Committee

RE: Minutes of 3 November 1986

In what was to become not only the loosest, but perhaps one of the most productive sessions held thus far, the Committee met at 12:15pm in the B Conference Room. Members present -- at one time or another -- were Cook, Sims, Johnston, Mayson, Kemper, Pound, Harrison, Kerr, and Strucher.

Dave Cook began the meeting by reading a section of the 1986-87 Columbus College Catalog concerning advisement. The reading provided a two-fold impetus. First, the Columbus College statement rings strikingly similar to the concept of advisement thus far developed by this Committee. Second, the Catalog extract provides quasi-concrete evidence of the existence of a formal advisement program on a commuter college campus -- albeit a senior college. Copies of the relevant portion of the Columbus College Catalog have been made and are attached to these minutes.

The Committee then began a review of proposed mechanics of the initial steps in the advisement system. The proposal had been prepared by Phil Kerr, as directed by the Committee (Minutes, 27 October 1986). A copy of the proposal is attached.

Step by step methodology:

1. Each student (new or transfer) will be assigned to an academic division for advisement. This action will be the responsibility of the Admissions Office; the assignment to be based on the individual student's declared academic major.
2. Following assignment of the student by the Admissions Office, Division Chairmen will then assign each advisee an advisor. Division Chairmen will notify the advisee, the advisor, and the Admissions Office of their actions. The Admissions Office must have the information in time to get the advisors' names on the confirmation class rolls.

Note: Phil Kerr is to coordinate the necessary computer actions with Tony Price which will be needed to generate advisee assignments and print advisors' names on class rolls.

Note: Students who have not yet declared an academic major -- the "Undecided" majority -- will be assigned to academic divisions for advisement in a manner to equitably spread the advisement load. Also, since the Division of Business has a disproportionate number of advisees, other academic divisions will be called upon to provide members of their faculty for Business advisors. The Chairman of the Division of Business will be tasked to train those advisors.



3. Based on advice from the Director of Student Affairs, each Chairman will ensure that sufficient advisors from his Division are available for advisement during (Pre) Registration. Division advisors so tasked will complete advisement for and inform advisees of who is his or her permanent advisor. Division (initial) advisors will make the permanent advisor aware of relevant matters completed during (Pre) Registration and will forward all applicable records, forms, etc. to the permanent advisor.

Question: What do we do with students who are taking Developmental courses?

Answer: Table the question until we can ask Richard Trimble.

4. If advisees change majors or otherwise have justifiable cause to seek a new permanent advisor, all records will be transferred to that new advisor, and appropriate personnel (Division Chairmen, Director of Admissions, etc.) will be so advised.

AT THE NEXT SCHEDULED MEETING, THE AGENDA WILL INCORPORATE:

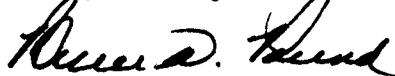
1. What forms are needed?
2. How and when will this Committee's proposal for an advisement system be presented to the faculty?
3. Assuming the faculty approves the plan, how will it be publicized and implemented.
4. What form is in-service training for advisors to take?

The Committee adjourned in increments at 1:15, 1:30, and 1:45. (Those who stayed talked about those who left.)

The next meeting is scheduled for 10 November; same time; same place. (Hang around if you don't wish to be talked about.)

Attachments:

Respectfully submitted,



Bruce W. Pound

Copy: Dr. Walraven  
Harold Boyd

## ✓ Academic Advising and Advisement Week

Academic advisement is an integral part of the educational program. Advisement is the continuing interaction between advisee and advisor in a developmental process that involves the exchange of information and setting of goals, a process which enables the student to understand realistically the educational and career options from which choices are made.

Students admitted to Columbus College are assigned to an academic department and must secure approval from an advisor for scheduling specific courses required to complete the degree of the student's choice. The student maintains communication with the advisor throughout the period from admission to graduation.

In addition, any courses added and/or dropped must have the advisor's approval. Withdrawal from a course should be reviewed with the advisor so that the student can be informed of procedures and penalties.

Most advisors require a student to keep a degree progress sheet up-dated and secured in the advisor's file, in order to advise the student concerning course enrollment and graduation eligibility.

Each quarter a special advisement week is scheduled. During this week all advisors set aside ample time to be available to plan the ensuing quarterly schedule of courses to meet the student's needs. Students should make an appointment each quarter for consultation in preparation for advance registration. Students are encouraged to utilize that opportunity.

## ADVISEMENT

1. Development of a student advisement brochure which will be given to new and transfer students at orientation or first meeting with initial advisor. This brochure will detail the program, explain students' responsibilities and advisors' parameters. Advisement system will be explained at orientation program also.

2. New Students:

Initial advisors will meet with students during registration time. They will assign students to an advisor. This list will be transmitted to Admissions and Records Office. Names of advisors will appear on either the confirmation roll or mid-quarter roll.

3. Transfer Students:

Brochure explaining advisement system will be placed in acceptance letter. Procedure for assigning advisors will be same as for new students.

4. Changing Advisors:

Two part forms for changing advisor will be given each advisor. When changes are necessary, the former advisor will sign the form releasing the student and new advisor will sign the form accepting the student. A copy of the form will remain in the student file and a copy will be sent to the Admissions and Records Office.

5. Changes in Schedule:

Each time a student's schedule is changed during registration period the advisor must fill out the 2nd and 3rd section of the registration card. No mark throughs or initialing will be accepted.

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# FLOYD JUNIOR COLLEGE

P. O. BOX 1864  
ROME, GEORGIA 30163-1801

14 November 1986

## MEMORANDUM

FOR: Members of the Admissions & Academic Placement Committee  
RE: Guidance From our Leader

Because of the rather nebulous nature of the 10 November meeting, there are no minutes of our most recent get-together.

However . . .

David Cook has contacted the appropriate persons at Columbus College, and has arranged for a visit to that campus by representatives of this Committee on Wednesday, 26 November (1986). It is projected that the FJC contingent will consist of five of us, plus Harold Boyd.

Chairman Cook has called a Committee meeting for Monday, 17 November (1986), usual time and place, for the purpose of finalizing plans for our sojourn to Columbus. In the interim, please give thought to, and come to the meeting with recommendations for, who should go; what Committee members making the trip should look into; and suggestions for what kind of questions should be asked.

- OK: To review:
1. Think about it (the trip).
  2. Be on time for it (the meeting on 17 November).
  3. Speak your mind (at the meeting).

Please call if you have questions.

Thanks,

Bruce Pound

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*Harold Boyd*



A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

## FLOYD JUNIOR COLLEGE

P. O. BOX 1864  
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18 November 1986

### M E M O R A N D U M

FOR: Members of The Admissions & Academic Placement Committee

RE: Minutes of 17 November 1986

The Committee met at 12:15pm in the B Conference Room. Members present were Cook, Strucher, Nolen, Johnston, Pound, Mayson, Sims, and Kemper.

The meeting dealt with plans for the Committee visit to Columbus College (CC) on 26 November for the purpose of gleaning salient on-site information relative to the advisement program at CC.

#### Specifics:

WHO GOES? Kerr, Cook, Harrison, Strucher, Johnston, Nolen, Pound, and maybe Sims. (Dave Cook is to extend an invitation to Richard Trimble.)

HOW? Those making the trip will assemble in the Towerview Lobby at 7:30am on 26 November.

The group will travel in the FJC van, driven by Kerr, provided the van is available. (Availability of the van is to be coordinated by David Cook with whomever he needs to coordinate with.)

If the van is not available, Johnston and Pound will drive POVs.

All Committee members making the trip are to submit travel requests. (There is no pay for the trip, but authorization to travel must be obtained in order to be covered by Workmen's Compensation in the event of an accident.)

#### WHAT HAPPENS WHEN WE GET THERE?

Committee members will receive a group overview from appropriate CC personnel.

#### Subsequently:

- Nolen, Strucher, and Johnston will visit counterpart faculty divisions (or friends on the CC faculty/staff) to get faculty/staff perspectives on the advisement program.
- Sims is to look at the CC Minority Recruitment and Advisement Program.
- Harrison is to discuss strategies for advising undecided majors with appropriate personnel in the Pace Center.

- Kerr is to coordinate with appropriate personnel in the CC Admissions/Registrar's Office to determine techniques for assigning advisors, the relationship between advisement and the Registrar's Office, and to gather samples of advisement forms generated by the referenced office(s).
- Pound, unless otherwise directed, will coordinate with the CC division/department/office responsible for College 105 to determine such matters as who comprises the faculty, course content and objectives, who takes the course, etc., and will ask for a syllabus.
- Cook will orchestrate.

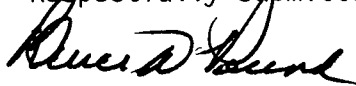
SOME GENERAL DISCUSSION POINTS FOR EVERYONE:

1. What was the catalyst behind the CC advisement program?
2. What does CC hope to accomplish through its advisement program? Has anything significant already been realized?
3. What nature of support or resistance has been forthcoming from the CC administration? (Be careful how you ask that one!!!)
4. What are student attitudes toward the system (from the perspective of students and faculty/staff)?

The next Committee meeting is scheduled for Monday, 1 December 1986, at 12:15pm in the B Conference Room, unless otherwise advised by the Chairman. Purpose of the meeting will be to review and summarize visit findings, plus other matters, as directed by the Chairman.

Everyone take copious notes at CC!!!!

Respectfully submitted,



Bruce W. Pound

Copy to: Dr. Walraven  
Harold Boyd  
The Library



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# FLOYD JUNIOR COLLEGE

P. O. BOX 1864  
ROME, GEORGIA 30163-1801

2 December 1986

## MEMORANDUM

FOR: Members of the Admissions & Academic Placement Committee

RE: Minutes of 1 December 1986

The Committee met at 12:15pm in the B Conference Room. Members present were Cook, Johnston, Mayson, Sims, Kemper, Strucher, Harrison, Kerr, and Pound.

The first ten minutes was an extemporaneous and voluntary discussion and review of the trip to, and findings at, Columbus College on 26 November. No doubt those members present who did not make the trip were significantly impressed by the tales told by those who made the trip, especially when the techniques employed by Dave Cook in the assembly of culinary delectacies at Simon Malone's were discussed.

Subsequently, Chairman Cook organized three sub-committees, the membership being as follows:

Committee #1: Sims, Johnston, Mayson

Committee #2: Kemper, Strucher, Pound

Committee #3: Cook, Harrison, Kerr

Committees 1 and 2 are to prepare draft proposals of an advisement system and provide the same to Committee 3 by 10 December 1986. The two committees are to prepare proposals independently. Committee 3 is to review the two independent proposals and consolidate the two in the form of a single proposal, which is to be presented to the faculty, hopefully by the first faculty meeting in 1987.

The meeting adjourned at 12:45pm. Next meeting will be at the call of the Chairman.

Respectfully submitted,

Bruce W. Pound

Copy: Dr. Walraven  
Harold Boyd  
The Library

STUDENT AFFAIRS

DEC 5 1986

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A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

# FLOYD JUNIOR COLLEGE

P. O. BOX 1864  
ROME, GEORGIA 30163-1801

5 February 1987

## M E M O R A N D U M

FOR: Members of the Admissions & Academic Placement Committee

RE: Minutes of 5 February 1987

The Committee met at 1pm in the B Conference Room. Members present were Cook, Nolen, Strucher, Harrison, Johnston, Kerr, Mayson, and Pound

David Cook opened the meeting by distributing and reviewing a rough draft of a document which is intended to serve as a starting point for what will eventually become this Committee's proposal for an advisement system at FJC. A copy of the referenced document is attached.

The Committee members discussed Cook's proposal, clarifying or modifying as necessary.

Final Committee action was development of a time table for implementation of the proposal, which is as follows:

- 9 February 1987: D. Cook to distribute a revised draft proposal to members of the Committee.
- 10 February 1987: Committee meets at 1pm in the B Conference Room to finalize the proposal.
- 11 February 1987: If necessary, Committee meets to continue work of 10 February.
- 13 February 1987: D. Cook distributes final proposal to Committee members.
- 19 February 1987: Committee meets with the President, the Dean, and the Director of Student Affairs to explain the proposal and request approval for its implementation. Tony Price will also be asked to attend.
- 23 February 1987: Assuming approval by the administration, written proposals are distributed to the faculty.
- 25 February 1987: Faculty meeting to discuss and, if appropriate, to vote on the proposal.
- 27 February 1987: Faculty vote, if not accomplished on 25 February.

The meeting adjourned at 2pm.

Enclosure:

Copy: ✓ Dr. Walraven  
Harold Boyd

The Library

Respectfully submitted:

Bruce W. Pound

*Outline*

A good advising system is as important as good teaching and good facilities for attracting, retaining, and meeting the needs of college students. Advising must be seen as more than just initialing a schedule card for an enrollee. It involves (1) helping a student plan a course of study that is realistic for him, (2) working with the student to get him successfully through his studies in a reasonable time, (3) helping the student select a senior college that is suitable for him or guiding him toward career for which his junior college preparation qualifies him, (4) helping the student change goals, if such proves necessary, (5) helping the student integrate his academic obligations into his other obligations--work, family, social and the like, (6) directing the student to professional help, if it is recognized that it is called for.

Just as good teaching requires the dedication and devotion of the teacher, so good advising requires the dedication and devotion of the advisor. Just as the classroom and laboratory activities require the active participation of the student, advising activities require the active participation of the advisee. If we can expect--even demand--active participation of the student in classroom and laboratory activities, we can expect no less of a commitment of a student in the advising activities.

Below we outline a procedure for advising at Floyd Junior College to replace, over the next two and a half years, our current efforts in this direction. For it to be a success, it requires a considerable commitment of time and energy from the members of the faculty who will be the advisors and advisor supervisors. It also requires support and commitment from the administrators. And it requires that all--administrators, faculty, and staff--take advising seriously and cooperate to instill in the thinking of our students the importance to them of a good advising system.

The following table lists our presently offered major areas including undecided, but not including developmental studies and transient. The major area appears in the first column followed by the advising unit and the estimated number of students in that area as of Fall Quarter, 1986.

MAJOR	ADVISING UNIT	NO. OF STUDENTS
<i>Hearing</i>	<i>Hearing Impaired</i>	
Agricultural	Natural Sciences and Mathematics	1
Business Adm.	Division of Business	254
Data Processing	Division of Business	7
Secretarial Science	Division of Business	6
Business (Career)	Division of Business	45
Journalism	Division of Humanities	10
Computer Science	Division of Natural Sciences	16
Hearing Impaired	Mental Health	1
Elementary Education	Social Sciences	64
Early Education	Social Sciences	6
Secondary Education	Social Sciences	14
Business Education	Division of Business	2
Physical Education	Division of HPER	6
Health Education	Division of HPER	2
Pre-Engineering	Natural Sciences and Mathematics	23
Pre-Technology	Natural Sciences and Mathematics	8
Electronic Technology	Natural Sciences and Mathematics	21
Mechanical Technology	Natural Sciences and Mathematics	4
Foreign Language	Division of Humanities	1
Dental Hygiene	Natural Sciences and Mathematics	3
Radiologic Technology	Natural Sciences and Mathematics	1
Mental Health Technology	Mental Health	46
Physical Therapy	Natural Sciences and Mathematics	9
Pre-Cytotechnology	Natural Sciences	1
Occupational Therapy	Natural Sciences and Mathematics	2
Medical Technology	Natural Sciences and Mathematics	5
Nursing	Division of Nursing	219
Pre-Optometry	Natural Sciences and Mathematics	1
Pre-Dentistry	Natural Sciences and Mathematics	1
Pre-Medicine	Natural Sciences and Mathematics	7
Pre-Pharmacy	Natural Sciences and Mathematics	10
Pre-Veterinary	Natural Sciences and Mathematics	8
Nursing (RN)	Division of Nursing	14
English	Division of Humanities	4
General Education	Social Sciences	1
Biology	Natural Sciences and Mathematics	4
Mathematics	Natural Sciences and Mathematics	7
Recreation	Division of HPER	
Chemistry	Natural Sciences and Mathematics	1
Psychology	Social Sciences	31
Criminal Justice	<del>Regional Police Academy</del> <i>Soc. Science</i>	31
Social Science	Division of Social Sciences	1
History	Division of Social Sciences	8
Political Science	Division of Social Sciences	4
Sociology	Division of Social Sciences	2
Art	Division of Humanities	17
	<i>Undecided</i>	

# Some Definitions

1. ADMISSIONS OFFICE (AO) - The Director of Student Affairs, the Director of Admissions, the Registrar, or someone designated by the Director of Student Affairs to act on his behalf.

2. ADVISING UNIT (AU) - A unit headed by an Supervisor of Advising that is responsible for advising of designated catagories of advisees. The units are:

Division of Developmental Studies (DDS)

Undicided and Transients (UNDT)

Division of Business Administration (DBA)

Division of Humanities (DHUM)

Division of Health, Physical Education, and Recreation (DHPER)

Division of Natural Sciences and Mathematics (DNSM)

Division of Nursing (DNUR)

Division of Social Sciences (DSS)

3. COORDINATOR OF ADVISING (AC) - A faculty member designated by the Dean of the College to coordinate the advising activities. The AC whould work closely with the AO and the Supervisors of Advising to make sure the advising process works smoothly and appropriately. The AC would be responsible for the evaluation of the advisors, the advisor supervisors, and the advising program. Evaluation of advisors would involve the advisor supervisors as well.

*won't work you have to have someone who can keep these in line*

4. SUPERVISOR OF ADVISING (AS) - A Division Chairperson or someone appointed by a Division Chairperson of the Dean of the College to be responsible for coordinating the evaluating the activities of a group of advisors

5. TEMPORORARY ADVISOR (TA) - A member of the faculty who works with a student during orientation in filling out a schedule. The TA collects certain information from the advisee and directs him to contact his permanent advisor.
6. PERMANENT ADVISOR (PA) - A member of the faculty charged with the responsibility of advising<sup>a</sup> student on a regular basis during all or a particular of the student's time at FJS.



STUDENT AFFAIRS

FEB 6 1986

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A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

# FLOYD JUNIOR COLLEGE

P. O. BOX 1864  
ROME, GEORGIA 30163-1801

11 February 1987

## M E M O R A N D U M

FOR: Members of the Admissions & Academic Placement Committee

RE: Minutes of 10 February 1987

The Committee met at 1pm in the B Conference Room. Members present were Cook, Harrison, Strucher, Johnston, Nolen, and Pound.

Purpose of the meeting was to review D. Cook's proposal for an advisement proposal and to recommend modifications, revisions, additions, deletions, etc., to the same for incorporation in the final Committee proposal.

D. Cook developed a detailed listing of recommendations, which included:

- Inclusion in the proposal of an implementation timetable;

- Expansion of the introduction, to include a recommendation and supporting rationale;

- The removal of all acronyms;

- A comment on who will serve as advisors (suggested);

- Expand as necessary and re-write in emphatic and active voice that portion of the proposal dealing with program evaluation and duties of the Coordinator of advisement.

Dave Cook has asked Kristie Kemper to oversee the necessary re-write and proofing; clerical support will be provided by Mary Saye.

Final version of the proposal is to be distributed to Committee members on/by Friday, 13 February (naturally).

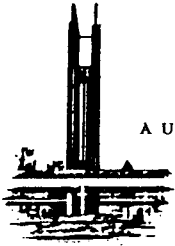
Unless otherwise advised, the Committee will meet next at 1:30pm on Thursday, 19 February, in the President's Conference Room, for the purpose of outlining the proposal to the President, the Dean, and the Director of Student Affairs, and to ask approval for implementation of the proposal.

Adjournment was at 2:15pm, more or less.

Respectfully submitted,

Bruce W. Pound

Copy: / Dr. Walraven  
✓ Harold Boyd  
The Library



A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

# FLOYD JUNIOR COLLEGE

P. O. BOX 1864  
ROME, GEORGIA 30163-1801

19 February 1987

## MEMORANDUM

FOR: Members of the Admissions & Academic Placement Committee

RE: Minutes of 19 February 1987

The Committee met at 1:30pm in the President's Conference Room. Members present were Cook, Nolen, Mayson, Strucher, Johnston, Kerr, Harrison, and Pound. Also present, at the request of the Committee Chair, were Dr. McCorkle, Dr. Walraven, and Mr. Harold Boyd.

Purpose of the meeting was to obtain support of the three guests of a Committee proposal for a revised advisement system and to obtain permission to present the proposal to the faculty for its approval.

During rather lengthy discussion, which neither this memo or the college archives has space to hold, Dr. McCorkle ultimately directed that the basic proposal, modified slightly to provide more flexibility and incorporate mention of the possible implications of liability, plus other salient observations made by Dr. Walraven and Mr. Boyd, was to be presented to him again, as quickly as possible, for his concurrence and subsequent presentation to the faculty on 2 March.

Chairman Cook directed that the Committee meet at 12:15pm on 23 February in the B Conference Room for the purpose of discussing re-write of the proposal, to incorporate therein the directives of Dr. McCorkle.

There being no further business, the meeting adjourned at 3:30pm.

Respectfully submitted,

Bruce W. Pound

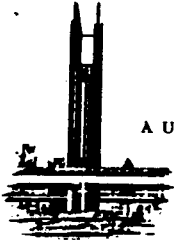
Copy: Dr. McCorkle  
Dr. Walraven  
✓ Harold Boyd  
The Library

STUDENT HEALTH

FOR 10

RECEIVED

H. Boyd



A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

# FLOYD JUNIOR COLLEGE

P. O. BOX 1864  
ROME, GEORGIA 30163-1801

17 February 1987

## M E M O R A N D U M

FOR: Dr. David B. McCorkle  
FROM: Dr. David Cook *buy for DC*  
RE: Committee Proposal

Attached for your consideration is a proposal for a revised system of academic advisement at Floyd Junior College. The proposal has been prepared through the collective efforts of the Admissions and Academic Placement Committee, and will be formally presented to you, for your concurrence, on Thursday, 19 February.

### Attachment:

Copy to: ✓ Dr. Wesley C. Walraven  
✓ Mr. J. Harold Boyd  
Dr. Richard W. Trimble  
Mr. Anthony L. Price  
Ms. Jackie Harrison  
Ms. Margaret W. Johnston  
Dr. Kristie A. Kemper  
Mr. William P. Kerr  
Mr. Joseph Mayson  
Ms. Betty S. Nolen  
Mr. Bruce W. Pound  
Ms. Judy R. Sims  
Ms. Angelyn B. Strucher

*you better get the personal  
commitment from every  
Division Chairman - signed  
in blood.*

## PROPOSAL

### GENERAL

It is proposed that Floyd Junior College implement a revision of its current system of advisement. The proposed revision should aid in the development of a mentorship relationship between the faculty and the student body, provide the faculty with the opportunity for increased participation in the total education process at FJC, and result in better retention and satisfaction on the part of the students.

A good advising system is as important as good teaching and good facilities for attracting, retaining, and meeting the needs of college students. Advising must be seen as more than just initialing a schedule card for an enrollee. It involves (1) helping a student plan a course of study that is realistic for him; (2) working with the student to get him successfully through his studies in a reasonable time; (3) helping the student select a senior college that is suitable for him or guiding him toward a career for which his junior college preparation qualifies him; (4) helping the student change goals, if such proves necessary; and (5) helping the student integrate his academic obligations into his other obligations--work, family, social, and the like.

Below, we outline a procedure for advising at Floyd Junior College to replace, over the next two and a half years, our current efforts in this direction. The new advising system will be phased in by applying it to entering students until gradually all students attending FJC will be under the system. During the phasing-in period, other students who choose to take advantage of the advising system will also be served. For the advising system to be a success requires a commitment of time and energy from the members of the faculty. It also requires support and commitment from the administrators. And, it requires that administrators, faculty and staff take advising seriously and cooperate to instill in the thinking of our students the importance to them of a good advising system.

## OVERVIEW

Advising activities will be handled through advising units. The advising units are:

Developmental Studies Advising Unit  
Undecided and Transient Advising Unit  
Business Administration Advising Unit  
Humanities Advising Unit  
Health, Physical Education, and Recreation  
Advising Unit  
Natural Sciences and Mathematics Advising Unit  
Nursing Advising Unit  
Social Sciences Advising Unit

*must have strong  
personal commitment.*

A supervisor will oversee advising in each unit. The supervisor in each unit will be the appropriate Division Chairperson, except that in the Undecided and Transient Unit, the supervisor will be a faculty member appointed by the Dean.

Basically, the new advising system will work toward getting a student assigned to a permanent adviser who will advise the student and monitor his or her progress at FJC. The advisers will be assigned to students in a manner that will equalize advisement duties. *As nearly as possible adviser must be one in student's major area.*

A coordinator of advising will coordinate all the advising activities. The coordinator will be a faculty member appointed by the Dean to work with the Office of Student Affairs and the unit supervisors to make sure the overall advising procedure works smoothly. The Coordinator of Advisement will also serve as unit supervisor of the Undecided and Transient Unit. The faculty member serving in this capacity will receive one-third release time and will be provided with secretarial assistance.

A permanent committee on advisement will be established. The committee should consist of the Advisement Coordinator who will be permanent chairperson, a representative of the Admissions Office, and one representative from each of the advising units.

*These people have a tremendous  
responsibility, re: ins/outs of  
placement requirements (BSIE testing) etc.  
Must know them thoroughly.*

Among other duties, the committee will:

assume the responsibility for adviser training and development of an adviser's handbook;

develop an advisement brochure which will be distributed to new and prospective students;

supervise an on-going training program for advisers to include sessions prior to the 1987 Spring and Summer Quarters, as well as sessions for 1987-88 in-service training.

#### Duties of the Permanent Adviser

.....  
The adviser should schedule an initial appointment with each new advisee during or prior to the pre-registration period at the end of the student's first quarter. During the initial meeting, the adviser should supplement and up-date the data received from the students' temporary adviser. Specifically, the adviser ~~w~~ould carry out the following procedures:

1. Maintain a file on each advisee. The file should contain the following: copies of the student's schedule cards, drop-add cards, withdrawal forms, advising transcripts, the advisee data form, a course check-off list, and other pertinent information about the advisee and his or her plans. The files should be kept confidential and destroyed two years after the student leaves the college. If the student changes advisers, the file should be sent to the new adviser.
2. Help plan quarterly class schedules and, where appropriate, two-year courses of study.
3. Evaluate mid-term progress.
4. Consult with advisee about all Drop/Add and Withdrawal decisions. The permanent adviser's signature will be required for any type of schedule change, and the permanent adviser should be notified if one of his or her advisees has requested a complete withdrawal.



Duties of the Permanent Adviser (con't)

5. Monitor academic progress and, if appropriate, progress toward graduation.

6. The adviser should ensure that the advisee understands the requirements for reaching a particular academic goal, and will assist the student either to satisfy those requirements, or to re-orient his objective(s), if necessary.

obvious problems? 7. Only the adviser can approve (sign) the student's quarterly class schedule.

obvious problems? 8. Paperwork pertaining to full or partial withdrawals must be processed through, and signed off by, the adviser.

Solution: must have "on-call" adviser.  
Must be available anytime A/R office is open.  
If the student is undecided, the choices of available courses must be spelled out in detail. This is particularly important in such areas as mathematics and natural science, where a choice will have to be made, for example, between MAT 105 and MAT 111, and certain science sequences. Electives in Areas I and III need to be approached with caution in several of the pre-professional areas of science. Each academic division will be responsible for detailing this type of information as it pertains to that division's courses or majors. The information will be made a part of the adviser's handbook.

10. If the student has selected a major, a list of course requirements and a choice of electives should be spelled out. A few choice comments about levels of performance are not inappropriate, as well as a consideration of choice of senior colleges or universities.

Not really good counsel procedure - should point out options - must be student's decision.  
11. In subsequent advisement sessions, the adviser should discuss problems which the student seems to be having in following his course of study, and should encourage the student to continue on course, or to consider a possible change of direction, whichever is appropriate.

### Duties of the Permanent Adviser (con't)

12. The adviser should be familiar with the programs in the schools to which his advisee may transfer. Knowledgeable contacts at those schools can assist the adviser in solving special problems that may arise in the course of advisement for transfer to a particular institution. In this respect, academic divisions should develop and update lists of contact persons at those schools to which FJC students frequently transfer.
13. Advisers must be familiar with the FJC Catalog and course offerings. They need to know which FJC courses work in their advising areas, and how each potential transfer institution treats FJC's courses. Academic divisions should provide as much information as possible about any special circumstances concerning transferability for inclusion in the adviser's handbook.

### Registration of currently enrolled students

Students who have been assigned a permanent adviser must see that adviser to register. The permanent adviser will have the student's transcript and registration materials. These will be sent to the advisers by the Admissions Office at least two weeks before pre-registration. Notices of pre-registration will be posted, and advisers will contact (and recontact if necessary) advisees to set up appointments to pre-register. Students who fail to pre-register may register on the regular registration day. The permanent advisers will be available at specified times during both pre-registration and regular registration. Scheduled times should be adequate to meet the needs of both day and evening advisees. Unit supervisors will make the necessary arrangements to handle advising duties during regular summer registration for faculty who are not teaching summer classes.

*Don't lose them!*  
*Previous problem* } who fail to pre-register may register on the regular registration day.  
*Pre-Registration team?*

### Pre-registration of new students

During the pre-registration stage of the student orientation process, students will be divided into four groups to facilitate their assignment to a temporary adviser. Group A will be made up of all students with developmental course requirements, regardless of any other criteria. Group B will consist of Undecided Majors and transient students. Group C will include students with an identified major. Group D will consist of hearing impaired students.

Prior to the students' arrival at pre-registration, the <sup>Student Affairs Office</sup> ~~Admissions Office~~ will have notified the Coordinator of Advisement of the number of students expected in each area so the supervisors can have the appropriate number of faculty on hand to act as temporary advisers. *Breakdown, if it occurs will happen here.*

Students will be directed to a temporary adviser in group A, B, C, or D as appropriate.

The tentative adviser will consult with the student and complete the following procedure:

1. Fill out Part I of the Advisee Data Form in duplicate.
2. Fill out a class schedule card in duplicate. *really?*
3. Tell the students that a permanent adviser will be assigned to them and that they will be notified about this shortly. If they need to contact the permanent adviser sooner, they may check with the Admissions Office. *Why?*
4. Explain to students that they must contact the permanent adviser about schedule changes, withdrawals, and future registration.
5. Give the original schedule card to the students to take to the Admissions Office to complete registration.
6. Deliver the duplicate class schedule and the two copies of the Advisee Data Form to the advising area supervisor so that the unit supervisor may assign a permanent adviser for each student in his or her unit.

### Mid-Term

3rd wk. ?  
All teachers will receive copies of their class rolls two weeks before mid-term. They will mark the names of all students with a "D" or "F" average at that time. Each Permanent Adviser's identification number (adviser code no.) will appear next to his or her advisees' names on the class rolls. These rolls will be returned to the advising coordinator at least one week before mid-term. The coordinator will prepare a list of advisees in distress for each permanent adviser. The permanent adviser will contact students so identified, by phone or by a note sent through one of the student's teachers, and ask the student to come by before mid-term to discuss the problem.

### Evaluation of Advising Process

Advising unit supervisors will monitor the quality of advising in their units. The advising coordinator will collect data to be used to evaluate the impact of the system in such areas as student progress and retention. Overall evaluation of the advising system should be made after its first, second, third, and fourth years using input from faculty, students, ex-students, and administration. Evidence for improved retention over the four-year period should be looked for.

Each faculty member's work in advising should be considered part of his or her service to the institution. For evaluation purposes, unit supervisors may gather evidence concerning the faculty member's work in this area as they see fit.

### Changing Advisers

There are circumstances under which a student may need to change advisers. Changes will be handled by the supervisors of the advising units involved. The advising coordinator will be notified of any changes.

## Changing Advisers (con't)

Adviser changes may be needed in the following cases:

1. A student who completes all his developmental courses will move into the undecided group or declared majors group. If the student has a declared major, an appropriate adviser will be assigned by the supervisor for the new advising unit.
2. A formerly undecided student who declares a major may need a new adviser if his current adviser is not also advising in his new area. The same is true for transient students who become permanent students.
3. A student with a declared major who changes to a major outside his adviser's area will need a new adviser.
4. Occasionally, a student or the adviser may request a change for personal reasons. Such requests will be handled by the unit supervisors involved, and by the coordinator. Frivolous changing of advisers should be discouraged.

All adviser changes, except possibly in case number 4, will be initiated by the current permanent adviser and worked out by unit supervisors. The coordinator will be notified of all changes.

### IMPLEMENTATION

It is recommended that the proposed system of advisement be implemented Spring Quarter 1987. All students who matriculate for the first time that quarter will be required to follow the procedures outlined in this proposal. Additionally, the system will be made available to all FJC students on a voluntary basis. Any student who does volunteer will be encouraged to continue throughout his or her tenure at FJC.

A cadre of experienced advisers is proposed for use in advising applicable students for the Spring and Summer Quarters of 1987, plus those enrolled for the Summer Quarter who were advised under the new system the previous quarter. The system will be evaluated during those two quarters, and will be fully implemented to serve all students who enroll for the 1987 Fall Quarter.

IMPLEMENTATION (con't)

Prior to the 1987 Spring Quarter, each advising area will develop progress and information sheets for each academic major for which it has responsibility. The Office of Admissions and Records will be responsible for developing and distributing student biographical and data forms and other documents required for advisement and registration. *↳ scratch transcripts?*

Training of academic advisers will be part of in-service training for academic year 1987-88.

An adviser's handbook, developed by the Committee on Advisement, will be available prior to in-service training.

Enclosure I to Advisement Proposal

The following table lists our presently offered major areas, including undecided, but not including developmental studies and transient. The major area appears in the first column followed by the advising unit and the estimated number of students in that area as of Fall Quarter, 1986.

<u>ADVISING UNIT</u>	<u>ADVISING AREA</u>	<u># STUDENTS</u>	<u>UNIT TOTAL</u>
Business	Business Administration	254	314
	Data Processing	7	
	Secretarial Science	6	
	Business (Career)	45	
	Business Education	2	
Humanities	Journalism	10	32
	Foreign Language	1	
	English	4	
	Art	17	
Health, Physical Ed., and Recreation	Physical Education	6	9
	Health Education	2	
	Recreation	1	
Mental Health	Hearing Impaired	1	47
	Mental Health Technology	46	
Natural Sciences and Mathematics	Agricultural	1	117
	Pre-Engineering	23	
	Pre-Technology	8	
	Electronic Technology	21	
	Mechanical Technology	4	
	Dental Hygiene	3	
	Radiologic Technology	1	
	Physical Therapy	9	
	Pre-Cytotechnology	1	
	Occupational Therapy	2	
	Medical Technology	5	
	Pre-Optometry	1	
	Pre-Dentistry	1	
	Pre-Medicine	7	
	Pre-Pharmacy	10	
	Pre-Veterinary	8	
	Biology	4	
	Mathematics	7	
	Chemistry	1	
Nursing	Nursing	219	219
Social Sciences	Elementary Education	64	162
	Early Education	6	
	Secondary Education	14	
	General Education	1	
	Psychology	31	
	Criminal Justice	31	
	Social Science	1	
	History	8	
	Political Science	4	
	Sociology	2	
Undecided	Undecided	224	224
Dev. Studies	Transient		
	Dev. Studies		

Enclosure II to Advisement Proposal

ADVISEE DATA FORM

PART I:

NAME

NAME CALLED

SS NUMBER

DOB

ADDRESS

TELEPHONE

NOTE ON CALLING

TEMPORARY ADVISER

PERMANENT ADVISOR

NOTES BY TA

PART II:

PLACEMENT

← ? accuracy would be a problem in self-reporting

EDUCATIONAL BACKGROUND: HS, GED, PREVIOUS COLLEGE, ETC.

HOBBIES AND SPECIAL INTERESTS

COLLEGE ACTIVITIES INTERESTED IN PARTICIPATING IN

NOTES (continued on back)



Enclosure III to Advisement Proposal

LIST OF COURSES TO BE COMPLETED

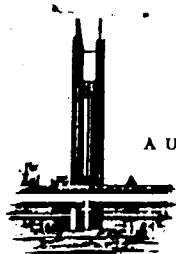
ADVISING AREA \_\_\_\_\_

List courses

=====

Tentative program

Year	Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter



A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

# FLOYD JUNIOR COLLEGE

P. O. BOX 1864  
ROME, GEORGIA 30163-1801

24 February 1987

## MEMORANDUM

FOR: Members of the Admissions & Academic Placement Committee

RE: Minutes of 23 February 1987

The Committee met at 12:15pm in the B Conference Room. Members present were Cook, Johnston, Strucher, Kerr, and Pound.

Purpose of the meeting was to discuss re-writing portions of the proposal on advisement which was submitted to Drs. McCorkle and Walraven and Mr. Boyd on 19 February, to incorporate therein the directed revisions. The first effort of such a revision has been completed and delivered to the Committee Chair; a copy is attached for members' information.

A short discussion followed concerning the American College Testing Service workshop on advisement, which will be held in Atlanta on 18-19 March. Chairman Cook will approach the Dean with the recommendation that, if the faculty votes to implement the Committee proposal for advisement, the Dean make funds available for specified members of the FJC faculty and staff to attend the referenced workshop.

The meeting adjourned at 1:30pm. Next meeting will be at the call of the Chair.

Attachment:

Respectfully submitted,

Bruce W. Pound

Copy: Dr. Walraven  
✓ Mr. Boyd  
The Library

## PROPOSAL

### GENERAL

It is proposed that Floyd Junior College implement a revision of its current system of advisement. The proposed revision should aid in the development of a mentorship relationship between the faculty and the student body, provide the faculty with the opportunity for increased participation in the total education process at FJC, and result in better retention and satisfaction on the part of the students.

A good advising system is as important as good teaching and good facilities for attracting, retaining, and meeting the needs of college students. Advising must be seen as more than just initialing a schedule card for an enrollee. It involves (1) helping a student plan a course of study that is realistic for him; (2) working with the student to get him successfully through his studies in a reasonable time; (3) helping the student select a senior college that is suitable for him or guiding him toward a career for which his junior college preparation qualifies him; (4) helping the student change goals, if such proves necessary; and (5) helping the student integrate his academic obligations into his other obligations--work, family, social, and the like.

Below, we outline a procedure for advising at Floyd Junior College to replace, over the next two and a half years, our current efforts in this direction. The new advising system will be phased in by applying it to entering students until gradually all students attending FJC will be under the system. During the phasing-in period, other students who choose to take advantage of the advising system will also be served. For the advising system to be a success requires a commitment of time and energy from the members of the faculty. It also requires support and commitment from the administrators. And, it requires that administrators, faculty and staff take advising seriously and cooperate to instill in the thinking of our students the importance to them of a good advising system.

## OVERVIEW

Advising activities will be handled through advising units. The advising units are:

- Developmental Studies Advising Unit
- Undecided and Transient Advising Unit
- Business Administration Advising Unit
- Humanities Advising Unit
- Health, Physical Education, and Recreation  
Advising Unit
- Natural Sciences and Mathematics Advising Unit
- Social Sciences Advising Unit

A supervisor will oversee advising in each unit. The supervisor in each unit will be the appropriate Division Chairperson, except that in the Undecided and Transient Unit, the supervisor will be a faculty member appointed by the Dean.

Basically, the new advising system will work toward getting a student assigned to a permanent advisor who will advise the student and monitor his or her progress at FJC. The advisors will be assigned to students in a manner that will equalize advisement duties.

A coordinator of advising will coordinate all the advising activities. The coordinator will be a faculty member appointed by the Dean to work with the Office of Student Affairs and the unit supervisors to make sure the overall advising procedure works smoothly. The Coordinator of Advisement will also serve as unit supervisor of the Undecided and Transient Unit. The faculty member serving in this capacity will receive one-third release time and will be provided with secretarial assistance.

A permanent committee on advisement will be established. The committee should consist of the Advisement Coordinator who will be permanent chairperson, a representative of the Admissions Office and one representative from each of the advising units.

Among other duties, the committee will:

- assume the responsibility for advisor training and development of an advisor's handbook;
- develop an advisement brochure which will be distributed to new and prospective students;
- supervise an on-going training program for advisors to include sessions prior to the 1987 Spring and Summer Quarters, as well as sessions for 1987-88 in-service training.

#### Duties of the Permanent Advisor

The advisor should schedule an initial appointment with each new advisee during or prior to the pre-registration period at the end of the student's first quarter. During the initial meeting, the advisor should supplement and update the data received from the students' initial advisor. Specifically, the advisor would carry out the following procedures:

1. Maintain a file on each advisee. The file should contain the following: copies of the student's schedule cards, drop-add cards, withdrawal forms, advising transcripts, the advisee data form, a course check-off list, and other pertinent information about the advisee and his or her plans. The files should be kept confidential and destroyed two years after the student leaves the college. If the student changes advisors, the file should be sent to the new advisor.
2. Help plan quarterly class schedules and, where appropriate, two-year courses of study.
3. Evaluate mid-term progress.
4. Consult with advisee about all Drop/Add and Withdrawal decisions. The permanent advisor's signature will be required for any type of schedule change, and the permanent advisor should be notified if one of his or her advisees has requested a complete withdrawal.

Duties of the Permanent Advisor (con't)

5. Monitor academic progress and, if appropriate, progress toward graduation.
6. The advisor should ensure that the advisee understands the requirements for reaching a particular academic goal, and will assist the student either to satisfy those requirements, or to re-orient his objective(s), if necessary.
7. Quarterly schedules will be approved by the permanent advisor. If circumstances warrant, this action may be accomplished by the unit supervisor or the on-call advisor.
8. Paperwork pertaining to full or partial withdrawals must be processed through, and signed off, by the advisor or other appropriate personnel as mentioned above.
9. The Coordinator of Advisement will develop a work schedule for on-call advisors. The schedule will ensure that on-call advisors are available during Admissions Office operating hours to assist students with advisement in the event the regular permanent advisor is unavailable. The permanent advisor will be advised of actions taken under such conditions.
10. If the student is undecided, the choices of available courses must be spelled out in detail. This is particularly important in such areas as mathematics and natural science, where a choice will have to be made, for example, between MAT 105 and MAT 111, and certain science sequences. Electives in Areas I and III need to be approached with caution in several of the pre-professional areas of science. Each academic division will be responsible for detailing this type of information as it pertains to that division's courses or majors. The information will be made a part of the advisor's handbook.

Duties of the Permanent Advisor (con't)

11. If the student has selected a major, a list of course requirements and a choice of electives should be spelled out. A few choice comments about levels of performance are not inappropriate, as well as a consideration of choice of senior colleges or universities.
12. In subsequent advisement sessions, the advisor should discuss problems which the student seems to be having in following his course of study, and should encourage the student to continue on course, or to consider a possible change of direction, if such is appropriate.
13. The advisor should be familiar with the programs in the schools to which his advisee may transfer. Knowledgeable contacts at those schools can assist the advisor in solving special problems that may arise in the course of advisement for transfer to a particular institution. In this respect, academic divisions should develop and update lists of contact persons at those schools to which FJC students frequently transfer.
14. Advisors must be familiar with the FJC Catalog and course offerings. They need to know which FJC courses work in their advising areas, and how each potential transfer institution treats FJC's courses. Academic divisions should provide as much information as possible about any special circumstances concerning transferability for inclusion in the advisor's handbook.
15. Advisors must be knowledgeable of University System policies and procedures which effect advisement practices.

### Registration of currently enrolled students

Students who have been assigned a permanent advisor must see that advisor to register. The permanent advisor will have the student's transcript and registration materials. These will be sent to the advisors by the Admissions Office at least two weeks before pre-registration. Notices of pre-registration will be posted, and advisors will contact (and recontact if necessary) advisees to set up appointments to pre-register. Students who fail to pre-register may register on the regular registration day. The permanent advisors will be available at specified times during both pre-registration and regular registration. Scheduled times should be adequate to meet the needs of both day and evening advisees. Unit supervisors will make the necessary arrangements to handle advising duties during regular summer registration for faculty who are not teaching summer classes.

### Pre-registration of new students

During the pre-registration stage of the student orientation process, students will be divided into four groups to facilitate their assignment to an initial advisor. Group A will be made up of all students with developmental course requirements, regardless of any other criteria. Group B will consist of Undecided Majors and transient students. Group C will include students with an identified major. Group D will consist of hearing impaired students.

Prior to the students' arrival at pre-registration, the Director of Student Affairs will have notified the Coordinator of Advisement of the number of students expected in each area so the supervisors can have the appropriate number of faculty on hand to act as initial advisors.

Students will be directed to an initial advisor in Group A, B, C, or D, as appropriate.



### Pre-registration of new students (con't)

The initial advisor will consult with the student and complete the following procedure:

1. Fill out Part I of the Advisee Data<sup>a</sup> Form in duplicate.
2. Fill out a class schedule card in duplicate.
3. Tell the students that a permanent advisor will be assigned to them and that they will be notified about this shortly. If they need to contact the permanent advisor sooner, they may check with the Coordinator of Advisement.
4. Explain to students that they must contact the permanent advisor about schedule changes, withdrawals, and future registration.
5. Give the original schedule card to the students to take to the Admission Office to complete registration.
6. Deliver the duplicate class schedule and the two copies of the Advisee Data Form to the advising area supervisor so that the unit supervisor may assign a permanent advisor for each student in his or her unit.

### Mid-Term

The Coordinator of Advisement will send a memorandum to all instructors, asking them to list the names of all students with grades of D or below in their class. The list will contain the students' names and advisors' numbers and will be returned to the Coordinator of Advisement at least 10 calendar days before mid-term. The coordinator will prepare a list of advisees in distress for each permanent advisor. The permanent advisor will contact students so identified, by phone or by a note sent through one of the student's teachers, and ask the student to come by before mid-term to discuss the problem.

### Evaluation of Advising Process

Advising unit supervisors will monitor the quality of advising in their units. The advising coordinator will collect data to be used to evaluate the impact of the system in such areas as student progress and retention. Overall evaluation of the advising system should be made after its first, second, third, and fourth years, using input from faculty, students, ex-students, and administration. Evidence for improved retention over the four- year period should be looked for.

Each faculty member's work in advising should be considered part of his or her service to the institution. For evaluation purposes, unit supervisors may gather evidence concerning the faculty member's work in this area as they see fit.

### Changing Advisors

There are circumstances under which a student may need to change advisors. Changes will be handled by the supervisors of the advising units involved. The advising coordinator will be notified of any changes.

Advisor changes may be needed in the following cases:

1. A student who completes all his developmental courses will move into the undecided group or declared majors group. If the student has declared a major, an appropriate advisor will be assigned by the supervisor for the new advising unit.
2. A formerly undecided student who declares a major may need a new advisor if his current advisor is not also advising in his new area. The same is true for transient students who become permanent students.
3. A student with a declared major who changes to a major outside his advisor's area will need a new advisor.
4. Occasionally, a student or the advisor may request a change for personal reasons. Such requests will be handled by the unit supervisors involved, and by the coordinator. Frivolous changing of advisors should be discouraged.