

Advisors' Council Report

Academic Advising Mission Statement

The University of Tennessee at Chattanooga strives for student success and views academic advising as a vital component of the educational experience. Advising engages and empowers students to develop educational plans that will meet their academic, career, and personal goals.

Academic Advising Goals

1. The University will provide accurate and accessible information about institutional policies, procedures, resources, and programs.
2. Colleges and Departments will provide accurate and timely information for advisement programs and ensure all students have access to advisement resources.
3. Colleges and Departments will establish clearly defined expectations for faculty, staff, and students with regard to academic advising, and create fluid advising transitions between academic years.
4. Students will value advisement as an integral component of their educational experience.
5. Advisement will foster an environment to cultivate intellectual growth beyond the classroom and develop a professional relationship that prepares students to be responsible members of society.

Advisor Expectations

In an effort to meet the academic advising goals of the University, advisors will be expected to:

1. Provide accurate, program-based knowledge.
 - a. Utilize the University web site, course catalog, class schedule, Clear Paths for Advising, and other University resources to provide accurate information.
 - b. Clearly explain general education, major, degree, and graduation requirements for the program or unit under which they advise.
 - c. Be knowledgeable in current prerequisites, course sequencing, and course offerings for their area.
 - d. Be trained in academic advising functions in Banner, MyMocsDegree, Argos, and other university programs, as well as issues related to student development.
 - e. Assist in creating an academic plan that incorporates the student's major, minor, summer attendance, and desired graduation deadline.
2. Be knowledgeable in academic policies, procedures, processes, and deadlines at the University and department or unit levels.
 - a. Assist in transfer issues and the petitioning process.
 - b. Understand and follow FERPA guidelines.
3. Conduct themselves in a professional and courteous manner while treating students with respect.

- a. Be available during reasonable hours each semester for academic advisement, general questions, and performance concerns.
 - b. Provide means for communicating, scheduling appointments, and keeping accurate, up-to-date records.
4. Refer students to other services, departments, or individuals as the situation requires.

Student Learning Outcomes with Measurable Performance Criteria

SLO-A – Students will utilize resources to identify degree requirements.

As a direct or indirect result of advising, the student will be able to:

1. Declare a major and/or minor
2. Recognize General Education requirements applicable to major
3. Know the academic expectations of said major/minor
4. Use the Academic Catalog, MyMocsDegree and/or ClearPath Showcases

SLO-B – Students will develop an educational plan to follow.

As a direct or indirect result of advising, the student will be able to:

1. Use degree requirements to create academic plan
2. Identify relevant educational experience (co-op, internship, volunteer, study abroad, etc.)
3. Link appropriate courses with career path
4. Plan potential career or graduate school opportunities
5. Successfully complete all degree requirements

SLO-C – Students will identify campus support resources.

As a direct or indirect result of advising, the student will be able to:

1. Find resources on the UTC website
2. Seek help when appropriate
3. Identify experience based opportunities (co-op, internship, volunteer, study abroad)
4. Participate in campus based organizations

SLO-D – Students will follow university policies/procedures.

As a direct or indirect result of advising, the student will be able to:

1. Contribute to the academic advising process
2. Recognize the obligations of the academic calendar and catalog
3. Use the Academic Catalog, MyMocsDegree and/or ClearPath Showcases
4. Recognize potential consequences of academic changes to majors, degree plans and semester schedules
5. Complete the graduation application process

Expanded Performance Criteria by Student Classification

By the end of the freshman year, a student should be able to:

1. Recognize and identify available majors in the area of interest, be able to list the major and appropriate General Education requirements, and said majors' pre-requisites and co-requisites.

2. Locate their academic advisor's contact information and effectively and professionally communicate with them.
3. Identify the importance of managing their time effectively and keeping commitments, including scheduled appointments with their academic advisor.
4. Recognize the contractual obligations of the academic calendar and catalog including, but not limited to: critical deadlines; FERPA; course repeat policy; and transfer credit processing.
5. Become familiar with the resources available on the UTC website and the essential functions of MyMocsNet. Available web resources include, but are not limited to: the course catalog and schedule, Clear Path Showcases, departmental webpages, and various student support services. MyMocsNet's essential functions include, but are not limited to: MyMocsDegree, course schedule and registration information, grades and other student records, financial resources, and UTC MocsMail.

By the end of the sophomore year, a student should be able to:

1. Understand the importance of General Education and how these requirements relate to their selected major.
2. Declare a major and/or minor and understand the expectations of said major/minor, including translation of the pre- and co-requisites and the process of course sequencing.
3. Demonstrate professionalism by utilizing effective written and oral communication when addressing their academic advisor and other university personnel, showing academic initiative, and keeping commitments and appointments.
4. Familiarize themselves with the university petitions processes.
5. Understand the various functions of MyMocsDegree and be able to independently use them in academic planning.
6. Begin to explore potential career possibilities within their chosen major field and identify co-op, internships, and/or study abroad opportunities.

By the end of the junior year, a student should be able to:

1. Apply problem-solving methods and exercise judgment for course sequencing to successfully meet degree requirements.
2. Exhibit leadership qualities in academic and collegiate planning.
3. Understand the potential consequences of academic changes on graduation.
4. Link appropriate courses with career path.
5. Navigate the graduation application process.

By the end of the senior year, a student should be able to:

1. Successfully complete all degree requirements or compose alternative options.
2. Identify, evaluate, decide, and plan potential career or graduate school opportunities.
3. Maintain a professional relationship with their academic advisor.
4. Transfer the professional communication methods learned to their post-graduate relationships.
5. Complete the graduation application process.

6. Complete remaining graduation requirements as applicable. These may include, but are not limited to: specific major requirements, senior exit exam, financial aid Loan Exit Counseling, and Commencement activities.

Recommended Academic Advising Policies

The University will appoint a committee comprised of faculty and professional advisors and/or representatives from each college, department, program, or unit with advising responsibilities to provide oversight for the University's advising program and processes across campus.

Each college, department, program, or unit with advising responsibilities is tasked with ensuring:

1. Students are provided with consistent, available advisement support throughout the calendar year. Each unit will designate faculty, staff, or other individuals as advisors.
2. An academic advisor for each of the student's programs (major, minor, Athletics, CASS, Honors, etc.) is assigned or updated for all currently enrolled students by the census day of each semester.
3. All enrolled students will have an assigned advisor.
4. First-time college freshmen are advised by the Center for Advisement and Student Success (CASS) with exceptions for specific majors which are advised by their respective departments.
5. After the first year at UTC, students are advised by advisors in each of their selected programs. Pre-major (undecided) students will be advised by advisors in the CASS office until a major is declared.
6. Special populations, such as athletes or veterans, are also required to meet with their athletic or veteran representative before registering for classes, making schedule changes, or changing their major.
7. Students seeking to change majors shall be advised by the department of the intended major. Once the major change is approved, an advisor shall be assigned from the department of the intended major.
8. Students are provided with current information regarding internal advisement policies, procedures, and contact information.
9. Students are appropriately advised prior to receiving their alternate pin (advisement code).
10. Assessments are administered to determine the effectiveness of programs.
11. Ongoing training and professional development is available for faculty and professional advisors. Training may include informational, conceptual, and relational components.