

Advisor's Council
June 21, 2017

Attendees: Sarah Alsobrooks, April Anderson, Laura Bass, Debbie Bell, Vikki Bernotski, Theresa Blackmon, Bradley Bond, Nicole Brown, Donna Cooper, Sue Culpepper, Amy Davis, Eunice Davis, Jena Doolittle, Rebecca Dragoo, Yancy Freeman, Donna Fryar, Stacie Grisham, Squoia Holmes, Elizabeth Johnson, Sherrell Jordan, Robert Liddell, Rebecca Littleton, Emily Martin, Gary McDonald, Shana Oates, Nicole Orr, Nikki Ownby, Sevan Paris, Sumer Patterson, Jessica Pierce, Mary Beth Ondrusek, Daeja Robinson, Brian Tucker, Marjorie Whiteside, Sarah Wright, Sandy Zitkus.

Call to order: Mary Beth Ondrusek called to order at 8:45am

Minutes: Elizabeth Johnson motion, Marjorie Whiteside second. Minutes approved.

Announcements: Snack on day 2 of FR orientation next to Rebecca's room on 3rd floor.

Purpose of council: Something for review/revisit for by-laws is the training bullet; we do more than just orientation training and we have committee now.

Goals

Mary Beth Ondrusek: As a result of Elizabeth Johnson, Mary Beth Ondrusek, and Vikki Bernotski attending the TBR advising conference in March, we are looking to align our advising practices with TBR's idea of advising students into a major, not out of a major (when they are unsuccessful in current program). Idea is to achieve this by Professional Development with exposure to all majors over the year.

Rob Liddell: With Mary Beth's goal, have the Career Development Alliance help students based on their desired career options to be able to refer to appropriate major(s). Can develop scripts to help with conversation.

Sue Culpepper: assessment with career services for strengths and interests.

Question from Eunice Davis: how do we guide undecided students? Mary Beth answered Kayla McAuliffe, Deardra McGee, and Elizabeth Johnson in Center for Advisement are trained to help students identify major. Goal of Mary Beth's goal is to help students who are currently declared but it is not working for the student for a variety of reasons.

Marjorie Whiteside: Work with records for training with MMD planner, multiple hands for interest in this training module.

Yancy Freeman: Identify academic barriers for academic success. Advisors ask why policies look like ____, why does this work this way for our students, etc.? We need a mechanism for suggestions for improvement/questions in regards to commonly seen issues as we work with students.

Stacie Grisham: Map Community College math to UTC, and volunteer to help with this process. Jessica Pierce has worked with this in the past, but it keeps changing. Theresa Blackmon has offered to help and Mary Beth suggested Sevan Paris help as well. Marjorie Whiteside suggested reaching out to Community College students who are accepted about being math ready for their major so they can take those courses before coming in the fall (if desired by student). Laura Bass does this in May AIQ for

students ACT under 18. Idea is to make this a university wide policy-overall goal for sharing departmental ideas for this area.

Mary Beth Ondrusek: advisors get to know one another better and spend time outside of work-plan social event once/semester.

Reminder: Leadership team meets first week of the month to discuss the agenda, reach out to Mary Beth about any agenda items before for team to discuss.

As a result of the TBR meeting-Vikki, Elizabeth, Mary Beth developed an action plan that each department throughout the year would talk to the group about their majors/departments and things to look for in students.

Nikki Ownby (Business). See handout for additional information. 9 areas of interest. First 2 years all the same then business advisors can get them into the right area. MATH 1130 C or better can be successful in business, just not all areas. BA Econ lead to prelaw, humanities (qualitative), BS Econ focus on quantitative. Minors, what do you want to with your career goal. Handout is simplified for those who do not have as much information on business terms and majors. Has traits for students in each area-know what to do, but can't put into words and find the right major. Pre-requisites can stop students if not successful-chart shows this. Reality checks can be real and there are many options for students' strengths in the business courses.

Questions: Management 1000, needed for majors, but not always minor. Minor courses are sequential, cannot be done in last year. Promotion and communications are paired most frequently. Minors can put students over the HOPE credit limit, so conversations about that are part of the conversation. Experiential aspects-strongly suggested, but not required to have internships. Not for academic credit. Internships are paid. Hard to require with how many students work while in school. Usually 20 hrs/week. Career leader assessment to help students narrow down which area of business. Are internships open to minors? Yes, it could be done for elective credit. Referrals? Walk in hours to talk, email departmental email with general questions. Can send to career development office as well for narrow down program.

Vikki Bernotski (Education). Licensure students: Passion for teaching/learning. Work hard. Be able to define why they are wanting this career. Loving kids is not biggest part. We want best of the best for education. Child and Family Studies are students who want to work with children/families outside of formal education. Some options include Headstart, daycare, non-profit organizations, adoption specialists, birthing specialists, and many more. Students seeking a career in daycare setting will typically minor in Entrepreneurship or another Business minor.

Questions: Rob Liddell: Experiential, hours of field for licensure vs. non-licensure. SOE students seeking licensure have approx. 1000 hours in the field by the end of the program. EDUC 2010 (first course) has 20 hours of field experience in a local school. Student is given options from the Placement Coordinator and chooses grade level as appropriate and works with that school for the days/times they can be there. They have field experience almost every semester they are enrolled in an education course. Their last year is Residency I and II. Residency I has 9 hours of UTC courses and a 6-hour field experience for the time they are in the field. Residency II is a 12-hour semester and the student in the school every day, all

day. Residency I starts in August when the teachers start so the students will see the entire academic year start to finish-setting up the classroom, first day with students, etc. instead of starting 2-3 weeks into the K-12 system starting and missing these important aspects of teaching. Child and Family Studies have some Early Childhood (ECHD) courses with field experience, then have a 3-6 hours practicum in the junior/senior year. Dr. Robinson coordinates all practicums and would have list as requested by Donna Cooper of these placements/sites. Many students in Child and Family Studies work for their practicum location after graduation.

Elizabeth Johnson asked for clarification on advising: Students are advised by professional through sophomore year and completing Checkpoint 1 for licensure students (or as soon as they complete checkpoint 1 if Transfer or after the 60hour mark) and Child and Family Studies students through sophomore year. They are advised by faculty based on major. Mary Beth asked about the GPA of 2.75 for licensure students. The State of TN looks at all possible GPAs: Cumulative, UTC, Education, and Content.

Fall 2017 Advising Promotion: not calling campaign for EAB campaign confusion. Promotion had impact on advising survey results. We want to do this again in fall. Background: We want to be visible to students when it is time for advising and how to schedule appointments. Volunteers for committee: Vikki Bernotski will be Chair of Committee with duties as Secretary, Donna Cooper, and Theresa Blackmon. Vikki will set up meeting and invite the council to come in effort for more volunteers.

Updates

Stacie SSC Campus and AIQ:

AIQ: 2568 students pre-registered total Freshman and Transfer; it is not broken down. There are 84 AIQs waiting for pre-register, another list today/tomorrow. There are 46 students for June 27 not registered. Next AIQ is June 22 AIQ 9:30-12, please come and pre-register your students. A reminder will likely go out today if you have advisees on this list. It takes overnight for the courses to show in MyMocsDegree. There are more AIQ time blocks next week: Monday afternoon and Tuesday morning. We have a week and a half break to prepare for July. Expect a high number of students when we return for July 10 AIQ. Class availability is challenge-Yancy has been working and may see more openings by end of week. Major changes are good opportunity for changing schedules. When the student applies for admission, that major goes into Banner. Student can register for orientation with new major. We update major during AIQ. Students can change major in Orientation application up to 48 hours before they attend-or wait until check in-this is so when printing materials for orientation, the information is as up to date as possible. Freshman: 10% change major at check in (normal rate). Major change table is up from check in to the opening session, then reopens 1pm-5pm that day after the major meetings. This allows for updates on advising and schedule changes for day 2. Table is up again on way to breakfast and can help change in lab on Day 2. Advisors try to catch students bouncing between majors to change to undecided and talk to student about what that means. Question: where are we compared to last year (answered below with Yancy's updates).

SSC Campus: all professional advisors have access. In the Fall, faculty advisors will roll into it. Request has been submitted to have link in MyMocsDegree for students. Advisor has to set up availability-students cannot just go in and make an appointment at any time they feel. We want the link ready before fall, but students likely won't know it is there until we tell them. Students will be able to schedule an appointment with an advisor in new major; that feature is not yet tested. Students will use

a card swipe for check-in, but card swipe information is not yet stored in Banner, so they cannot swipe yet, but we are on their list. Stacie has approximately 30 card swipes for departments-ask her for one if you do not have one. Campus is not yet recognizing drop-in hours and who is available (example-Jena is the advisor for drop-in hours, but when students check in, it will just say first-available and not tie it to that advisor). Stacie requested that we use summer to become familiar so we are live in the Fall. Yancy: goal is get faculty up and going right before advising period starts. Then add in Career Services. Vikki Bernotski asked question: Does have ability for tutoring/SI in future as we continue to use and all appointments in same place for students. Yancy answered yes, Campus has this capability and would like to work towards that in the future. Work is also being done on being able to make referrals within Campus.

Elizabeth: **Advising Model Committee.** Committee has met twice. Currently in the Investigative phase-departmental on our campus first and now looking at peer institutions on how they do advising.

Yancy's Updates: from Carrie as of 6/19 new Freshmen: 2052 registered for Orientation compared to 1882 from last year; Transfer: 584 registered for orientation compared to 481 last year. 2072 Freshmen have reserved orientation all together last year, so we are at the same number in June as the final last year. Overall enrollment is up: 326 students from last year at this time. 428 students above from last year at the 15/12 hours UG/GR level for upcoming semester. Question: Is TN promise making an impact on TR? Yancy: We have not received any information on TN promise at this time. In review is the Tuition revenue model. UTC looking at the 12-15 model for payment, which means so same fee for 13-15 hours. UTC is least expensive institution in TN since we are not doing this premium. This will change payment and hopefully help with realignment for students who have been just taking 12 hours to get them to 15 and be on track for 4-year graduation. In meetings with Deans: more general education courses need to be offered overall to get incoming students to 15 hours; for many AIQs advisors had to stop at 12 due to not enough courses to make schedules at 15 hours. Need our students to get to 30 by end of year to keep our current high rankings within the state. We currently receive extra funding and have high metrics, which we will lose if we do not maintain our high number of students who earn 30 hours by the end of their first year. 15/4 model-have to offer 15 hours for every Freshman and Transfer (who desires 15 hours) student. We cannot charge for something we cannot offer-15 hours/semester. Dean Arts and Sciences opened 100 more seats in courses during the last meeting. Yancy is going to continue to ask for more openings so we can achieve this goal. IT is requested that we tell Yancy as we see issues so he can ask for more space in current courses or new sections.

Updates/Announcements/Questions:

Sue Culpepper- Shana Oates accepted into Student/Affairs/higher Ed PhD Miami Ohio. Shana-excited to be in Fall 17 cohort and fully funded. GA 20 hrs/wk.

Vikki Bernotski-Did we receive the general education changes that were presented at last council? Elizabeth has them and will get them to Vikki to send to the group. Sandy Zitkus also informed us those changes are updated on the Records Office website.

Meeting adjourned at 9:53 by Mary Beth.

B. A. Economics

B.S. Business Administration: AACSB Accredited (open admission)

Accounting
Business Analytics
Economics
Entrepreneurship
Finance: Business
Finance: Investments
Human Resources
Management
Marketing

Minors: Business Administration*
Economics
Entrepreneurship*
Promotion*

**for non-business majors only*

Accounting

Focuses on how businesses measure and report financial activities to decision makers. It includes tracking money as it moves in and out (debits and credits) of a company's accounts. Accountants document, record, and attest to a company's income, expense, gains, losses, assets, liabilities, and owners' equity or fund balances.

Traits: Attention to detail (comes with a notebook, color-coded, four-year plan), work independently, problem solving skills, enjoys numbers, strong organizational skills, quantitative skills, communication skills, be able to multitask.

Business Analytics

Focuses on how the collection and analysis of past, present and future data is used to make sound business decisions. Business analytics allows companies to answer the questions what happened, how many, how often, where is the problem and what actions need to occur.

Traits: Strong critical thinking and analytical skills, attention to detail, sees both the big and small picture, good computer skills, likes problem solving.

Economics

Focuses on the analysis of data to identify how people use resources through production, consumption and transference and how people's behavior changes based on their needs or wants. Economics looks at the past and present to break a problem down into its most basic components, predict outcomes and offer possible solutions.

Note: B.A. in Economics has the same focus with heavier emphasis on language, humanities and writing. It is often pursued by students interested in law school.

Traits: Strong quantitative skills, likes to solve problems, enjoys strategy games, questions everything.

Entrepreneurship	<p>Focuses on creating a profitable business venture by bringing an idea or product to interested parties in a mutually beneficial way. It also focuses on creating or improving ideas, products or services to solve problems and add value. Entrepreneurs may be self-employed or work for large companies.</p> <p>Traits: Willing to take calculated risks, internally motivated, wants to own/run their own business, already has an idea to make money or already running a business, thinks outside the box, problem solver, creative.</p>
Finance: Business	<p>Focuses on acquiring, managing and growing funds through long-term planning and investment. It also identifies the best way to raise funding, repay debt and plan for expansion. Personal, corporate and public finance identify and manage investments, credit, allocation of funds, banking and asset allocation.</p> <p>Traits: Likes numbers, but prefers the bigger picture, enjoys thinking long term, interested in real estate, flipping houses, financial planning, and loans/lending.</p>
Finance: Investments	<p>Focuses on increasing wealth over a long period-of-time by identifying trends and investing in the most promising financial markets. It requires monitoring fund performance over time and reallocating funds when those markets no longer perform at an acceptable level. Investments often works with stocks, bonds, mutual funds and real estate.</p> <p>Traits: Likes numbers, but prefers the bigger picture, enjoys thinking long term, interested in real estate, flipping houses, financial planning, and loans/lending.</p>
Human Resources	<p>Focuses on recruiting, hiring, training, disciplining and retaining a company's labor force. It is responsible for compensation, performance appraisals, safety, benefits, government regulations and work culture. Human resources uses metrics and measurements to produce results for each of these areas.</p> <p>Traits: Strong communication skills, organizational skills, not afraid of conflict, likes to teach, are extroverted, good with technology.</p>
Management	<p>Focuses on organizing or coordinating people or activities to reach a desired goal. It often requires leading, motivating, training and evaluating employees as well as monitoring and achieving desired results for processes and services. Managers are responsible for performance, budgets and results at both the employee, service and product levels.</p> <p>Traits: Strong communication, organizational and leadership skills, wants to get the foot in the door.</p>
Marketing	<p>Focuses on providing products or services, at the right price, in the right location, at the right time. It often requires identifying trends in consumer wants or needs, product or service performance and cost/profit performance. Marketing is involved in research, development, sales, advertising, branding, and logistics.</p> <p>Traits: Strong communication skills, creativity, critical thinking and analytics skills, team player, good with people.</p>

Prerequisite Courses: All courses require a minimum grade of C to meet business prerequisites.

ACC 2010 Principles of Accounting I

ACC 2020 Principals of Accounting II

ECON 1010 Macro-Economics

ECON 1020 Micro-Economics

ENGL 1010 Rhetoric & Composition I

ENGL 1020 Rhetoric & Composition II

MATH 1130 College Algebra (*will accept MATH 1710, 1720, 1730, 1830, 1950...*)

MGT 1000 Computers in Business (*will accept CPSC 1000, but NOT CPSC 1100 or 1110*)

MGT 2110 Statistics in Business I (*will accept MATH 2100 or other intro to statistics courses*)

MGT 2120 Statistics in Business II

Notes:

- Must have junior standing (60 earned hours) to take upper level business classes, no exceptions (excludes BUS 3350)
- Must meet current prerequisites, will accept alternate course work, but will not waive prerequisites
- Accounting majors must earn a “B” in both ACC 2010 and 2020. All other majors major may earn a “C”.
- Accounting majors must earn a “C” in MATH 1830. All other majors may earn a “D”.

2017 Recommended Course Sequence for Business Administration:

	FALL	SPRING
FRESHMAN		
SOPHOMORE	ECON 1020 w/C	ACC 2000 or 2010*
JUNIOR	FIN 3000	MGT 3150
SENIOR	MKT 3130	MINOR ELECTIVE

2017 Recommended Course Sequence for Entrepreneurship:

	FALL	SPRING
FRESHMAN		MGT 1030 or ETR 1010
SOPHOMORE	(ECON 1020 w/C)	ACC 2000
JUNIOR	FIN 3000	MKT 3130
SENIOR	ETR 3500 (formerly 4300)	ETR 3400

2017 Recommended Course Sequence for Promotion:

	FALL	SPRING
FRESHMAN	(MGT 1000 w/C) and (MATH 1130 w/C)	(ECON 1020 w/C)
SOPHOMORE	(MGT 2110 w/C)	(MGT 2120 w/C)
JUNIOR	MKT 3130 w/C	MKT 3610
SENIOR	MKT 3620 and MKT 4420 (fall only)	MKT 3650 and MKT 4500*

