ADVISING WEEK AND COURSE REGISTRATION

As you gear up for Advising and Course Registration time, take a look at Jayne Drake’s article on The Role of Academic Advising in Student Retention and Persistence. She brings in great points from some of Advising’s SUPERHEROS (Kuh, Light, Tinto, etc.) and it is worth a read.

**Advising Week is November 3-7 and spring course registration begins on November 10th.** Students should be registered for at least one course by December 12th or risk paying the late registration fee. Our office will once again be promoting Advising Week to students on campus with costumes and candy. Fully online students are made aware of the course scheduling period through email and an announcement on Angel.

Use THIS link to access the course schedule for degree-seeking students or log in to UCanWeb and find the “Look Up Classes” link in the Advisor’s Menu.

The Registrar’s Office has sent out information to faculty/staff and to students on the specific dates and registration process. Remember that students must schedule their classes on UCanWeb by Friday, December 12th or be charged a late registration fee.

Students can now start scheduling at 6:00am on their designated day, rather than at 9:00am.

**DEGREEWORKS** Students are finding this resource and are being told about it in their FYEP 101 classes. They may come to their advising appointments with questions specific to the software.

**CANTON ADVISOR’S RESOURCE PACKET (CARP)**

Is updated each fall semester. If it has been a while since you got an update, you might want to take another look. **NEW this year:**

- Icebreakers – how to begin to build a relationship with your advisees
- Content from Career Services
- Information for students interested in ROTC
- Quick tips for using DegreeWorks

Find the updated version here!

What will those crazy Advising Center ladies come up with this time?
FIRST YEAR EXPERIENCE

Last spring, we polled students and faculty about First Year Experience. The student survey focused on what FYEP students knew (or didn’t know) compared to other students who had not taken FYEP 101. The faculty survey asked what they thought should be included in a good FYEP course.

One of the most striking elements about the survey was that 100% of faculty respondents thought that developing and improving personal responsibility was important to college success. Some of the largest differences between what FYEP students said they learned when compared to non-FYEP students were all about personal responsibility: Getting help promptly (from tutoring or the professor), managing priorities, understanding degree requirements and setting personal goals.

FYEP is about developing college-level skills (that then lead to real life skills), but it is also about building connections and helping the student to feel a part of the campus. To that end, FYEP students are required to attend and write about three campus events during the semester. Finding time outside of class can be particularly challenging for our commuter and non-traditional student population. AFYP staff have been developing ways to address this in a way that adds value for the students in this situation, rather than creating a hardship for them. We do feel strongly that every student can benefit from forming connections on campus, so we have worked with Career Services and the Health Educator to allow students to set up individual appointments for resume help, smoking cessation or an appointment with a nutritionist. We think there are other opportunities too, so if you have additional ideas, let us know!

"My freshman seminar instructor called me out for being lazy. It caused me to look at how I was managing my time and how I could use it better. I think he is the reason I graduated". – Amanda Deckert

SPOTLIGHT ON AN FYE INSTRUCTOR

Amanda Deckert, Coordinator of Greek Life and Community Relations, is teaching FYEP 101 for the first time this fall.

Amanda has done a great job of engaging her students so that they are learning the content and having some fun. She incorporates technology into her class, sending her students on a “selfie” tour to find out about the campus resources and setting up a Facebook group specifically for her class. Upon learning that one of her students was a soccer player she decided to attend the next home game, and encouraged the entire class to do the same. Now that the class is working on their group projects, Amanda regularly passes through the library to check in with her students, even though it is outside of class time.

Amanda says that she chose to teach FYEP 101 so she could inspire others the way her freshman seminar instructor inspired her.

We feel so fortunate that Amanda decided to teach FYEP this fall. She is such a wonderful resource for her students!

Thank you Amanda!