



INTRODUCKTION GROUP ADVISING TIPS

GOALS:

1. Welcome students to your major 😊
2. Prepare students for registration
3. Allow students to meet their peers

FORMAT:

1. Work with all your students in a group for anywhere from 15-30 minutes depending on what you want all students to know, depending on how much one-on-one time you hope to spend with each student (one-on-one time is intended to be minimal in a group advising setting), and how many advisors you have working with the group.
 - a. Nice time to “go around the room” and let students introduce themselves (ice breaker).
 - b. Give an overview of the major (opportunity to show the Dept website!).
 - c. Hand out any major checklists and hand out possible course suggestions/sample plans/degree plans that students can review while waiting for the quick one-on-one check in. Providing students with sample schedules will allow for much quicker one-on-one check-in time.
2. After the group overview give the students an “assignment” which can be:
 - a. Draft ideas for their schedules. Students should have their Orientation Workbook with them.
 - i. There are “Build a Schedule” sections after each Gen Ed section where students were advised to take notes during their advising workshop
 - ii. There is a “Build a Schedule” summary on the yellow pages at the center of the workbook where they can write down schedule/course ideas
 - iii. There are also blank “notes” pages at the back of the workbook where students can write down ideas as well
 - iv. All the GE courses are in lists at the back of the workbook. Have students circle courses they want to take not only in their first term, but all year
 - v. Students who have smart phones with them could certainly start looking at the Class Schedule online
 - b. Get to know other students

NOTE: You may not want students to write their ideas on the actual white page of the duplicate registration worksheet until you can look at their ideas first. Then a clear list of options and notes around alternate options can be written on the worksheet to take to the registration lab.

PLEASE ADVISE STUDENTS ABOUT HOW TO SELECT ALTERNATE COURSES IN CASE COURSES ARE FULL WHEN THEY ATTEMPT TO REGISTER. IT IS FRUSTRATING FOR STUDENTS TO GO TO REGISTRATION WITH FOUR SPECIFIC COURSES ON THEIR WORKSHEET AND THEN FIND THAT ALL OR MOST ARE FULL. THIS REQUIRES “RE-ADVISING” BY ADVISORS IN THE REGISTRATION LAB.

IDEA: If your major has particular pre-requisites that are key to how a student is advised, it can be helpful to consider putting your students in small clusters. For example, “If you placed into MATH 111 or higher you will be in cluster A. If you placed at MATH 101, you will be in cluster B. If you have no math placement scores yet, you will be in cluster C.” You can then work with students in a particular cluster first if you know that group will be “easier” to advise. This saves the more complicated conversations for later when other students are already headed to the registration lab.

3. While students work on their assignments, either call a student up to the front to speak with you, or walk around the room and speak with each student individually for a few minutes. Have a laptop with you to be able to quickly review whether they have any registration already on their schedules (FIGs, ARCs, etc.), the IntroDUCKtion Advising Summary for placement score information, the Transfer Evaluation Report, and View Test Scores (for SAT/ACT scores). Either fill out the advising worksheet for them, or guide them on what to write down and sign the bottom.
4. Be sure to release the student’s PIN (**click REMOVE button in the IntroDUCKtion Advising Summary**).
5. Send them off to register in the library!
6. TRANSFER STUDENTS: The transfer days can be more challenging in groups due to the more intricate details of where they are with transfer work and the major. If it’s possible to do some prep work in advance of the session you can:
 - a. Review Degree Guides and Transfer Evaluation Reports.
 - b. Write some notes or suggestions on a major checklist that indicate courses completed and courses needed.
 - c. Clusters can also work well with transfer students if there are particular types of students you want to work with first, second, last.