

Academic Advisory Council Meeting

October 20, 2025

Ashley Hall, Seminar Room 1212

10:00 – 11:00 a.m.

Attendees: Beibei Brantly, Wendy Butler, Linda dela Garza, Matthew McIntyre, Alicia Roberson, Mary Beth Rousseou, Lorie Sable, Phillip Storey, and Cheri Tillman.

Absent: Michelle Ritter and Joseph Jones.

Item #1 Academic Advisory Council. The Academic Advisory Council at Valdosta State University was established based on the recommendation of the National Institute for Student Success Playbook. According to the NISS, the committee's purpose is to align advising policies, practices, and procedures, creating consistency across campus for all advisors. The council also provides feedback from colleagues and students, focusing on solutions to ensure a consistent, supportive, student-centered advising experience.

Item # 4 NISS Feedback. NISS advising feedback states:

- “Undercoordinated academic advising: With advising units and advisors across campus at times employing a range of practices, some of which are counter to VSU’s adopted advising model, students receive advising supports that can differ in nature and quality depending on their academic unit or advisor.”
- “Standardize academic advising systems, protocols, training, and practices for professional and faculty advisors to ensure students receive consistent, proactive support across all advising units and colleges.” **SEE ATTACHED HANDOUT**

Item #2: Introductions and Membership. The meeting began with Dr. Alicia Roberson welcoming and thanking the members for joining the Academic Advisory Council. Attendees then introduced themselves, sharing their titles and areas of discipline. The committee comprises eleven representatives from all levels of academia. North and Main Campus advisors Dr. Cheri Tillman and Matthew McIntyre will alternate committee duties with Rozelle Slaymon and Cypcyone Thomas. The committee will meet monthly.

Item # 3 Listen and Advocate. The committee’s role is to listen to students and colleagues about advising, share the information learned during committee meetings, and work together to gather solutions focusing on system-level improvements. For example, there is a lack of consistency across campus regarding processes/procedures; some use Slate

CRM, others do not. And, understanding when it is appropriate to submit forms versus sending an email to process paperwork. These are differences we should align across campus. In addition to training, advisors are developing processes and procedures books to help streamline what we do and how we use our advising tools daily. As the committee resolves advising issues, the information is disseminated across campus to deans' council and department head meetings, to help improve consistent practices across the board.

Item # 4: Where are we now?

- Current program maps are being updated/worked on through the Council of Department Heads.
- The Blazeview Advising Shell lists tutorials on how to use the advising tools and to complete specific advising forms for processing. It is suggested that the following requests be added to the Blazeview Shell:
 - Add information on how and when transfer credits can be used as a substitution for inquiring courses.
 - Add information on how to delete an advising appointment via Slate.
- Training will continue each fall. It is requested that a Pro Training course be developed to include visual and financial aid information on SAP Appeals and CPOS requirements. Everyone will receive the same training, so we all speak the same language. To date, sixty out of ninety-four faculty have attended training courses, which is a testament to those who have dedicated themselves to serving our students. The lack of training across the board leads to inconsistent practices.
- Early alerts are routed to the Office of Student Success and Retention.
- The SAP information will be added to the Slate Faculty Portal to explain how to advise when students are not making progress with Financial Aid or are at risk of losing financial aid.

Item # 5 Committee Discussion

- **Transfers GPA.** Not all transfer credit is transferred and received into the university at the same time. Each time credit is transferred in, the GPA is recalculated. For example, a transfer student may start with a higher GPA based on the first transfer credit the school received; however, another transcript may arrive, and the credit is recalculated, bringing the GPA down.
- **High School GPA.** Students with a high school GPA of 3.2 or higher are not required to have SAT or ACT scores to be accepted to Valdosta State University. There are

some barriers to having this rule; students taking a lower-level class, such as CHEM 1211, can benefit from having SAT and ACT scores. If they have the required math scores for each test, they can be exempt from taking the CHEM placement test and automatically be placed in the first CHEM class. If students have SAT or ACT scores under the required standard, they can take the CHEM placement test, score above 70, and have a three on the math placement level. They can skip taking the PRE-CHEM 1200 class and move on to CHEM 1211. If the scores are less than 70, students must start with the PRE-CHM course.

- **Sixty-seven percent Rule.** The Satisfactory Academic Progress Policy states that the 67% rule is based on students successfully completing 67% of their cumulative attempted hours. If below 67% at the end of a spring term. The student may be placed on financial aid suspension and may lose Federal or State financial aid, or Veteran benefits. You may find a 67% calculator tool on the Financial Aid website for your review.
- **Core versus Major Courses.** Advisors, be aware that some majors require students to register for all core classes before taking the major courses, and there are majors that require students to take core classes over the 4 years they are in the major. For example:
 - College of Science and Math, and the College of the Arts take core over 4 years.
 - The College of Business completes 95% of the core and then starts upper-level classes.
 - Nursing and Education complete the core first, then start upper-level classes.

Item # 6 Impediments for Progression

- **Challenges at the scheduling level**
 - Both online and in-person students suffer from needing classes.
 - Online students cannot register for their own online classes (designated for special populations or used in blocks).
 - Not enough in-person classes are offered throughout the day.
 - Athletes cannot attend classes before 2 PM; a few are offered.

- Need even/odd class rotations (specific classes only offered in one semester). Knowing the rotations will help advisors when advising students for class.

Item # 7 Request to take an Online Class. In Spring 2026, if an in-person student needs an online class, they will need to speak with their academic advisor first. If the advisor approves the reason for requesting an online class, the advisor will submit the form and route it to the department head of the class for approval and override. At this time, students can still submit the form, route it for approval to the advisor, and then to the department head of the major. If approved, the student can be overridden in the class.

Item # 8 Next meeting: The next Advising Advisory Council Meeting is November 14, 2025. We briefly discussed the information listed on the agenda for the next meeting; however, it is possible to circle back and discuss the information below further, so I will include it in the minutes. The agenda will include:

- A summary of barriers and workable solutions
- What are your colleagues saying about:
 - Points where advising slows students' progress created unnecessary barriers.
 - Instructional or procedural issues that impede timely advising or degree progression.