

Student Empowerment Group

Kristen Seidon
Erica Seidon

Fall 1996 - Spring 1997

Advisor: Tom Sebok

Mission: "The change effort that we want to introduce is one with the goal of helping students to better understand the workings of the registration process. "

DON'T GET SCREWED!!!

ADGENDA

- I. Introduction (10-15min) **ERICA**
 - A Who we are
 - B Why we are doing this
 - 1 To empower students in a bureaucratic setting
 - 2 To understand the late Drop/Add process
 - 3 To report recommendations
 - 4. To share experiences
 - a Kristen shares her experiences
- II. Check-in, where are you. (10min.) **KRISTEN**
 - A What have your experiences been
 - 1 10 min max
 - B. What would you like to get out of the forum
- III. Breaking it down (25min.) **ERICA**
 - A. Look at individual scenarios in relation to fact sheet
 - 1. See hand outs
 - 2. Use overhead projector
 - B What resources have you utilized in the past for late drop or add
 - C What do you have to do to petition
 - 1 What you write down on the petition is important
 - a reiterate the permanency and importance of the petition
 - b pay attention to details
 - D Things to know
 - 1 There are inconsistencies between departments and Arts and Sciences regarding drop and add process
 - 2. Writing a petition is not a guarantee that it will be accepted
 - E Review points on the fact sheet
- IV. Recommendations and review (15min.) **KRISTEN**
 - A What would you recommendation for other students about late Drop/Add
 - B Recommendations for change for to the Dean's office
 - C. How do you avoid problems in the future
 - D What have you learned
- V. Deans (10min.) **ERICA**
 - A. What is their perspective
 - 1 Avoid the attitude "It's my right"
 - 2. Their job is to evaluate
 - 3 The Dean's feel they grant a lot of yes's
 - 4. Presentation of the petition is very important
 - 5. Dean's don't want to teach irresponsibility
 - 6 Don't assume ANYTHING
- VI. Wrap-up (5-10min.) **KRISTEN**
 - A. Put the forum in a bigger context
 - 1. micro/macro
 - 2. "seek to understand"
 - B Hand out evaluations

RECOMMENDATIONS . . .

2. Increase academic integrity and consistency in assigning grades to students for classes they never attended. Explore options such as:
 - a) Encourage faculty to administratively withdraw students who fail to appear for class by the end of the "add" period,
 - b) Develop a new non-punitive grade to allow faculty to designate that a student failed to withdraw from a class s/he never attended, and/or
 - c) Investigate the possibility of using e-mail as an additional method to notify students that they are enrolled - and no longer wait-listed - for a particular class.

EVALUATION

(circle one).

a lot

a little

none

COMMENTS:

before the forum.

a lot

a little

none

COMMENTS

3 What is one helpful hint you learned about the late Drop/Add process?

4. Please evaluate the usefulness of the **information** given in the forum (circle one).

very useful

not useful

COMMENTS_

5 Evaluate the presenter's presentation of material (circle one).

very good

very poor

COMMENTS:

6 The facilitators enabled all those present to participate (circle one).

strongly agree

strongly disagree

COMMENTS:

late Drop and Add procedure'

THINGS TO DO TO AVOID LATE DROP AND ADD ISSUES

- Don't make assumptions about your schedule
- Check your schedule before the Drop and Add deadlines via CU Connect or E-mail
- Ask your professor to notify you if you are on a waitlist, because teachers are not consistent-there is no set policy
- Attend core workshops and go to your major advisor
- Read your degree audits carefully

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RESOURCES IN CASE THERE IS AN ISSUE

- Ombuds Office (2nd floor Willard Hall)
- Resident Advisors
- Arts and Sciences advisors (basement of Old Main)
- Department advisor
- Advising Resource Center (2nd floor Willard Hall)
 - Undergraduate Academic Affairs
- Support groups (check listings in the UMC)
 - i.e. Cultural Unity Student Center

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DON'T GET SCREWED!!

DROP AND ADD POLICY FOR FALL OF 1997

- **Deadlines:**

Friday, September 5th 5:00pm is the last day to Add a course. After Wednesday, October 8th, you cannot drop a course unless there are circumstances clearly beyond your control.

- **Petition info and process:**

To **Drop** a course after the deadline, you must have your Dean's approval, as well as the approval of your instructor. Their signatures must be on a special action form or your requests will not be processed.

To **Add** a course after the deadline, you must contact your Dean's office and have both your instructor's and your Dean's approval on a special action form.

- **Understand that dropping a class is different from adding a class.**
- **Do not assume that approval of your petition is automatic.**
- **Once you petition, regardless of the outcome, there is a NO MORE EXCEPTIONS rule!**
- **Be aware of inconsistencies between departments regarding Drop/Add procedure.**
- **If you petition, more than likely you will not have an opportunity to speak with the Deans.**

FOR INFORMATION
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(5 L D) FOR INFORMATION
ISSUIN¹ATION TO
STU²UDENT BO³Y ABOUT
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TIMELINE

FEBRUARY

- 3- meet with Beth about timeline and how we'd like support from her
- 5- meet with Tom about timeline and letter to be sent to administrators regarding a possible meeting to discuss our issues
 - get approval from Seana about using IN VST letterhead
- 7- make an appointment with Brangwyn Foote and Bill Hayde after they get the letter
- 11- meeting with Tom
- 12- letter goes out to administrators - Campus Box 275 (refer to letter for recipients)
- 13- follow up the letter by contacting administrators
- 17- first fact sheet meeting- brainstorm ideas regarding college policy, discuss printing resources, and possible basic fiscal issues regarding the forum
- 19- meeting with Tom and create questions to prepare for the meeting
- 24- attend pre-arranged administrative meeting in Dale Mood's office at 1 lam. Old Main
- 25- second fact sheet meeting- finalize fact sheet
 - meeting with Tom

MARCH

- 3- meet about publicity for the forum- postering, e-mail, and glass case
- 6- planning for where to have the forum (with best access for freshman) - possibly in the dorms, the UMC, or Whizzers Café, and **when**
- 7- reserve room for the forum- contact the UMC key player (**DONE**)
- 10- meet with administrators again
 - need a notetaker
- 17- second publicity meeting for the forum- discuss refreshments - pizza and soda
- 18- meet with Tom
- 19- send thank you to the Deans
- 24-30- develop evaluation and create posters/glass case

APRIL

- 1-meet with Tom
- 2-meet with Tom
 - reserve the glass case from the UMC reception desk (**DONE**)
- 7-begin publicity by targeting dorms and postering
- 20- set up poster in glass case for publicity
- 26- take glass case down
- 22- FORUM!!!! 5 nm. UMC 156A

INVST Community SOL Project Advisor Confirmation

SOL Project:

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Faculty Advisor:

Tg>m Sj^ki<0c

(name)

CB 112

(campus box)

2-5077

(contact number)

INVST Members:

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What are the mission and the goals for the Community SOL Project?

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re-mediates

Who is the community being served?

c O A : Si V^5 o → Freshmen i Sogno <iv^Q}r2Y

What information and insights have the INVST students and SOL Project Faculty Advisor identified to share?

resources v c campus officials
personal experiences
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What feedback needs and system for the feedback process have been identified?

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 --p o S S. p = "O C f c- ... / K x J v-> ... V o c - ...
 ... we make suggestions ...
 How will the SOL Project Faculty Advisor be supporting group progress?
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 ... y - j - e si \ ...
 ... Б - к л ц ...
 ... Y W r - o u g h w / V e k - X o u s

Is the SOL Project Faculty Advisor willing to attend the November and May Directors Committee meetings? What is the schedule of meetings between the SOL Project group and the Faculty Advisor?

yes -> (4) c X J S
 yes -> may
 schedule a-i meetings = see binder

Are there any additional expectations or requests that the SOL Project Faculty Advisor has for the INVST students?

... meeting ...
 ... VS ... meeting w / stake holders ...
 ... c3 = ...
 ... X - 3 ... C O O v r ^ ...
 ... X S V * ... v C i K y l ...

Are there any additional expectations or requests that the INVST students have for the SOL Project Faculty Advisor?

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We have reviewed the above expectations and have confirmed the nature of our agreement.

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 SOL Project Faculty Advisor
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 INVST Students
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 Date

Evaluation of INVST "Community SOL Project"

This evaluation is a critical component of the service-learning process and will be used to explore the development and demonstration of community organization and leadership skills. On behalf of the INVST Program, thank you for giving the INVST students an opportunity to work with you and for taking the time to share your feedback.

Please return to Seana Lowe by Monday, April 25, 1997:

INVEST Program
Campus Box #471

Community SOL Project: Don't cbn- wad

Vlifu s-Dei Tb

of the Late
Drop/Add Process:

Please circle the best response to the following statements:

1. The INVST students served 4 to 6 hours per week.

never *seldom* {*sometimes*} *often* *always*

Please estimate the number of hours if different from above: _____

Comments: _____

guess on / my
Pa / EV - \ My /
met every other
week for about
six months.

2. The INVST students met with me as agreed upon.

never *seldom* *sometimes* *often* *always*

Comments:

3. The INVST students' requested my time and assistance.

less than expected as expected , more than expected

Comments:

Please evaluate the nature of your interactions with the students in uour role of:

	<u>poor</u>	<u>fair</u>	<u>good</u>	<u>excellent</u>
Sharing insights and information	1	2	3	(St-
Giving feedback	1	2	3	CS?
Supporting progress toward project goals & objectives	1	2	3	©
Any other areas:	1	2	3	4

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Please evaluate the nature of the students' actions and interactions in the areas of:

	<u>poor</u>	<u>fair</u>	<u>good</u>	<u>excellent</u>
Communication	1	2	3	4
Commitment	1	2	3	4
Accountability	1	2	3	4
Overall evaluation of group efforts	1	2	3	4

Comments: _____

	<u>low</u>	<u>medium</u>	
Evaluation of project value to students	1	2	B
Evaluation of project value to community served	1	(?)	3
Evaluation of learning experience	1	2	3

Comments: _____

How have you seen the INVST students develop during the course of the semester?

What recommendations would you offer the INVST students in order for them to be more successful community leaders and organizers?

What could be done to improve the quality of the learning experience for the INVST students!?

What could be done to improve the quality of your experience with INVST in the future?

Are there any additional comments or suggestions you would like to share with the INVST students or the INVST program?

Thank you again for your time and assistance!

Community SOL Project Advisor Process

•Steps:

- » Brainstorm potential candidates
- Schedule and conduct informational interviews with at least 2 faculty members
- Identify preferred relationship^)
- Confirm relationship
- Send thank-you notes

I. informational interview set-up:

1. My name is ...and I'm a second-year student with the INVST Program at CU
2. Are you familiar with INVST?
3. INVST is a two-year service-learning program with a vision "to develop well-informed citizens who are trained as leaders to analyze and solve community problems as a lifetime commitment."
4. The reason I'm calling is to schedule an informational interview...
 - (or) I'm calling to see if you would be willing to talk with me about the possibility of being a service project advisor...
 - (or) I'm calling to see if you would be willing to talk with me about the possibility of offering some guidance with our community service project this year...
5. The meeting should not take more than 1/2 hour, and I'll bring more information about INVST and our second-year community service project.
6. *Confirm date, time, location.*

II. Informational interviews:

1. To bring
 - a. INVST brochure and newsletters
 - b. SOL Project & Advisor guidelines
 - c. SOL Project mission, goals and objectives
2. Explain project and process
3. Explain role of advisor
4. Ask any group-specific questions
 - a. e.g: does the faculty member have any recommendations/ suggestions of things for you to consider at this time?
5. Allow time for faculty member to ask questions
6. Ask if faculty member interested in possibility of being a SOL Project Faculty Advisor
7. Set date/ time when you will get back to faculty member with further information

III. SOL Project Faculty Advisor confirmation: (*see confirmation form*)

know the perspectives of those who are barriers.

A no jo/invst grade school o-o- CU

Recommendation

#2 late drop / late add

WOW! just iLB CL 4/11/11

W4. recommendation

List of student rights? privileges - anywhere?

ijt V» 4; English

(Handwritten notes on the left margin of page 2)

- share insights and information
- give feedback
- support progress toward project goals and objectives
- meet with project group a minimum of two times per semester
- attend October and May Directors Committee meetings

(Handwritten notes at the bottom of page 2)

492-8813
4-9, 5: (c J)
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BM Hayde → registrar
Ass Julie Sullivan
1. New Dean of Arts → Peter Spear
2. Ass Deans → ~~Viggo Moe~~ - 492-5558
3. Asst. Dean → V. Ron Beaver
4. Don B Downey →

RETENTION RECOMMENDATIONS BY UNITS/DEPARTMENTS
FROM RETENTION TASK FORCE REPORT - SPRING 96

XIII. Registrar:

- a). Print Academic Advisor's name/office/phone on student's schedule.
- b). Look at ways we discourage students from registering, (e.g., students pay for registration materials after certain date, ways we inform students about stops, type of stops and how to remove a stop).
- c). Work on how students are informed about the Time Out Program, clarify qualifications, where to go for help with taking time out, etc.
- d). Examine current registration priority system. Should we allow first year students more time to figure out schedules and have a better chance of getting a complete schedule.
- e). More 1:1 help on how to use CU Line to register for classes. Perhaps use RA's and RASA's in the Residence Halls.
- f). Put "How To Register" information on a video that can be shown on the Campus Cable Channel.
- g). In "Invitation To Register" letter put a flyer with information on how to register or dates of workshops on how to register.
- h). Course availability - can this be put in requirement order as well in class alpha order?
- i). Class Disenrollment Policy - rarely used, should it be updated/replaced?
- j). Students on class wait lists without complete schedules - does this cause a financial aid concern that should be looked at?
Consider changing when drop deadline takes place - have this occur before final add date to allow students to know where there is class space available.
- k). Provide students with information on wait lists:
How to check your wait list status - e.g. Ad in paper "If you're on a wait list..."
How to use wait list/find out what classes are available workshops
Post a date in the student calendar, similar to drop/add deadline -
On date x, calendar would read "Check wait list status."
- l). Where/How to change your address with the University:
-Help students keep up to date
-In student calendar could put "Does CU have your correct address so we can get you registration information on time."
- m). Investigate concurrent registration with Front Range Community College.