

Minutes of the Stockton Advising Council  
Friday, October 24, 2014

In attendance: Jongbok Yi, Adam Miyashiro, Mary Padden, Priti Haria, Betsy McShea, Marcia Fiedler, Kate Juliani, Dayna DeFiore, Pat Donahue, Joe Lema, Michael Rodriguez, Cindy McCloskey, Emma Kluesner, Paula Dollarhide, Rich Trama, Peter Hagen

1. Paula introduced new member from Education: Kate Juliani.
2. Precepting Days: Paula shared ways to use Blackboard for precepting information. Margaret Lewis (BIOL) has a section in BB for preceptings, including scheduling, responsibilities for preceptees, graduate school information, and career information. It is a very effective way to present information to your preceptees. Paula also conducted an “advising quiz” game—with chocolate rewards for correct guesses. It was designed to go over trickier parts of Stockton policies.
3. Career Center: Dayna DeFiore handed out posters for National Career Development month (November). She also informed the group about the Preceptor Fair and Lunch on Wednesday, November 5<sup>th</sup>—free to all preceptors. Graduate studies, Study Abroad, Washington Internship, and more offices will be represented at the information fair.
4. Washington Internship: Michael Rodriguez talked about the Washington Internship experience. Preceptors should be aware that the process for applying for the internship should start about nine months in advance. There are background checks for placements in federal offices. Typically Washington Internship credits fall in the At Some Distance category, but preceptors can move these internship credits as approved by the program. Careful planning is needed to make sure the credits are planned wisely.
5. Disney Internship: Progress is being made in allowing more students to do the Disney College Program and receive credit for the experience. Peter informed the group that 9 credits for the internship and 3 credits for a Disney course are now being considered by administration. This would allow students outside of HTMS to do the experience and use the coursework for ASD or wherever it would be most usable.
6. Preceptors: There was a discussion about preceptors/precepting loads and how to change preceptors. Many students are assigned a preceptor but then change preceptors when they change majors. Some meet a faculty member who is better suited to his/her individual style. So numbers of students assigned to preceptors is constantly in flux. HLTH is the largest major on campus and it is difficult to have equitable assignments compared to the rest of the college. Some students are being virtually advised in that major.
7. Preceptor Evaluations: The current preceptor evaluation is done in the spring of each year. The evaluation was created and approved by administration and the bargaining unit. So it is not something that can be changed easily. A discussion ensued about the useful and not so useful parts of the current evaluation. The Council discussed whether we as a unit might affect some change in the questions on the evaluation. Adam Miyashiro is the advising liaison to the Faculty Senate and he may be able to introduce changing this to the Senate. The charge to the Council is to ask colleagues their opinions about the evaluation and whether we should bring changing the types of questions on the survey. If we want to pursue this, what would questions look like? Come prepared to discuss at our next meeting.

8. Great Jobs-Great Lives: Rich Trama led the follow-up discussion to the Gallup-Purdue Index Report on college graduates across the U.S. Success after completing college may be focused too much on jobs and salaries after graduation. Thriving in the elements of well-being is critically important. Those elements are purpose well-being, financial well-being, social well-being, community well-being, and physical well-being. Fifty-four percent of college graduates are thriving in purpose well-being: liking what they do every day or learning or doing something interesting every day. The odds of thriving in all areas of well-being are more than double for college graduates when they agree that their college prepared them well for life outside of it, and nearly double when they agree that their college was passionate about their long-term success. This has implications for us as preceptors-what we say, what we do for students can impact long-term satisfaction with life after college. Encouragement and belief in the student before us is a key factor.