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| Team: Tonya Beckett, Sharon Beasley, Michael Burgess, Rod Adams, Linda McGarvey, Debby McClellan, Rhonda Cole, Jim Daniels, Rick Eckstrom, Ashley Faubion, Wesla Fletcher, Ken Flick, Pat Herkenham, Marge Sapp, Roxanne Pace  Not in Attendance: Dean Fletcher, Rod Adams, Michael Burgess, Pat Herkenham | |
| Agenda   1. **Developmental Teams & Workgroups Update**   **Team meetings to date:**  **Best Practices**-has made great progress and has submitted a Literature Review of Academic Advisement  **Marketing**-Team met and will have a plan submitted by June 15.  **II. Mapping Our Current Advisement Process**  Understanding the process prior to the student registering. Prior to be assigning an advisor.  **a. From Prospect to Student Rhonda Cole**  Rhonda reviewed the entire enrollment process, up to assigning the student an advisor to work with.  -Online application, very few paper apps. Downloaded from College Net with 24 hours.  -Apps are then printed off and empty fields are completed  -An e-mail is generated requesting missing information, and a check list for further processing  -They are assigned an advisor and told to make an appointment. If undecided, they go see Ashley Faubion. If further help is needed Melanie can do an assessment.  **b. Arts & Sciences Division Advising Jim Daniels**  -Each faculty is assigned a group, sorted by Alfa groups.  -They meet and go over an advising worksheet, show them webadvisor, blackboard, e-mail account, help register.  Re: Developmental Students-compass scores determine all faculty advise DE students.  Referred to the comfortable environment established in the DE lab.  Developmental students were placed under Daniel and Roxanne Pace last year, but that plan is not being carried out.  Duel Enrollment students are advised by Teresa Cope  **c. Business Technology Division Advising Candice Chastine**  Developmental students have poor skills, and need involvement with courses they should want to get into earlier in order to keep their interest.  Process: Pull test scores and review with the student, discuss time frame, work schedules, on line-or class courses, review past online course performance, make alternative suggestions, review future semester goals.  **d. Health Sciences Division Advising Marge Sapp**  Reviewed the process the Health Science division uses, including tracking the student from the first semester, creating a manual file recording conversations about issues, comments, & progress. Frequent meetings are set up with each student. The successful students tend to accept the advisors appointments.  They also work with Pre Allied Health student after they have completed their program, then offered guidance into the Health Sciences division with program advisors.  All faculty have a least 2 hours per week set aside for advising. They use an electronic system. Offer advising on both campuses, increasing numbers in New River.  Advising done by appointment, occasional walk-ins.  Review all pre-recs, and review/plan each semester. Keep log on conversations.  Students must meet a criteria. Must meet with an advisor before entering the program.  **e. Industrial Technologies Division Advising Rick Eckstrom**  Prefers to speak /advise students interested in his program. He feels that is the best guidance and planning for students.  **Comments:**  -Ashley recommends the testing center go over the scores with the students, as opposed to Enrollment Services. Then go to an advisor.  -Marge Sapp recommends more frequent advising support for Developmental students, other than just during registration time. May help with retention.  -Teach College 103 within each major. Instructors from each division might tailor the 103 class to include curriculum.  -Orientation needs to be earlier than August. Comments included anywhere from 2 months to a few days before classes begin.  -Student population needs to plan better, no last minute registration. This affects FA.  -Advisees split up by major, not last name Business Industrial Technology keeping student with an advisor in their program.  -Developmental program Roxanne defined her Job Description to include working with this population.  **III. Narrowing the Focus of Student Advisement**  -Committee asked to rank the list of Best Practices  **Out of time to complete the agenda**  **IV. Additional Preliminary QEP Data**  **a. IPEDS GRS 100% Completion Rates Among the SCTCS**  **V. Mapping Our New Advisement Process**  **a. Differentiating between SLOs, Objective, Strategies, and Action Steps**  **VI. Questions, Comments, and Concerns**  **VII. Next Meeting: June 6 at 9:00 am in 6/104**  **VIII. Adjournment** |  |
| **Developmental Teams and Workgroups**  **Marketing** –Michael Burgess, Chair  Roxanne Pace, Jim Daniels, Leigh Copeland, Ashley Faubion.  **Resource Allocation**- Rick Eckstrom, Chair  Gina Mounfield, Wesla Fletcher, Hayes Wiser  **\*Assessment-**Sharon Beasley, Chair  Camille Myers, Tonya Beckett, Marge Saap  **Professional Development –**Rhonda Cole, Chair  Jim Daniels, Rod Adams, John Eichinger  **\*Implementation**-Ashley Faubion, Chair  Maggie O’Sullivan, Debby McClellan, Coleen Bible  **Best Practices**-Sasha Bishop, Chair  Rhonda Cole, Ken Flick, Glen Levicki  **Student Ambassadors**-Rod Adams, Chair  Mackenzie McGrew, Pat Herkenham, Michael Burgess |  |
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