

## ATD Advising Team Minutes

October 29, 2021

Members Present: Claude Bailey, Roselind Blackwell, Randy Callahan, Sherry Channell, Joretta Ellison, Gretchen Lambert, Karen Perrin, Will Shull, Kimberly Warren-Cox

Members Absent:

### I. Welcome and Introductions

The meeting began at 10:30 a.m. Members shared their names and positions.

#### a. Establish Note-Taker

Kim volunteered, as a listening member, to keep notes for the group with agreement from the group that someone else would do this if she could not attend a meeting.

#### b. Discuss future meeting times

The group agreed to meet again on Monday, November 15, at 2:00 p.m. The team will decide the day and time for a December meeting in November.

### II. Advising Systems – past, present, and future

Will described the previous practices, challenges, changes and current focus of advising:

- For many years advising was faculty-focused. This was challenging during times of the year when faculty were not on campus. Additionally, in this model, students had different experiences with advising depending on their choices of programs and the styles and approaches of their assigned advisors.
- In response to a recognized need to change the advising process, the SACS plan developed in 2014/2015 included an advising-focused QEP. As part of implementing that plan, JSCC developed the ANCHOR program and also adopted AdvisorTrac software. These were designed with the goals of getting students to meet their advisors earlier and to encourage cooperative relationships with advisors. Faculty advisors provided access to registration by communicating students' assigned PINS.
- Because of the struggle to connect students with advisors during times when faculty were off campus, JSCC later developed a gap advising plan, which trained some members of staff to advise during these times and allowed students to retrieve their PINS and register.
- Beginning in 2017, JSCC (mostly through grant funding) hired completion coaches in an effort to improve student retention. Coaches monitored academic progress, connected with students about both academic and non-academic supports, and were available as resources to both students and faculty advisors. Students then had both an academic advisor and a completion coach.
- When Dr. Pimentel came to JSCC as college president in 2020, he proposed a hybrid model of advising which assigns first-year students to professional staff advisors. In the semester following the one in which a student earns 24 hours, that student is assigned to a faculty advisor. Completion coach positions were converted to

advising coach positions. Students now have either an advising coach or a faculty advisor, but not both.

III. TBR Advising Efforts

Across higher education there is a move to create collaboration between faculty and staff in effectively advising students. This is true within TBR.

TBR holds an Advising Academy every spring.

There is a monthly meeting of advising directors, or those in an equivalent position, at each TBR institution.

Currently JSCC's plans (Strategic Plan, Student Enrollment Management Plan and ATD goals) include advising among their goals.

To understand and be able to discuss advising work on campus and at TBR, this team is asked to review:

**TBR Advising Taxonomy:** <https://www.tbr.edu/student-success/advising>

**JSCC Advising Website:** <https://www.jsc.edu/advising/>

**Existing Online Advising Request Form:** <https://www.jsc.edu/advisingrequest/>

IV. Goals for our team

Will presented a list of goals for the team to consider as the focus of their work. After discussion and revision, the team agreed to consider and to recommend any practices regarding:

- Broadening conversations, inviting input from others, and approaching the work with a collaborative and growth mindset
- PINs and transactional advising
- Early Alert System
- Staff-to-faculty advising transition
- Communication, collaboration, information sharing

V. For the next meeting, the group will discuss:

- Elearn shells as info hubs
- How-To Videos (Do we need more? Better? Updates? If so, what?)
- Training needs and methods
- Software help/explaining/expanding
- Consistent communication and communication plans
- Student ability to access to information easily and consistently
- Other items, if needed

The meeting adjourned at 11:33.