

ATF Meeting Notes February 25, 2005

Participants: L. Thomas, L. Elder, S. Hewell, C. Vaughan, D. Murphy, J. Roy, C. Dixon, D. Cox, D. Wright, M. West, C. Cunningham, M. Duncan, E. Marks, B. West, S. Moss, J. Parrent, H. Grothem, A. Bullock, B. Scruggs, D. Schuermer

Schuermer identified three key issues that needed to be resolved at this meeting, prompted by detailed discussions at a previous T3 Steering Committee meeting:

- Who will we serve in small group sessions?
- What will we deliver in those sessions?
- How can we ensure that those 15 students register?

Schuermer shared outcomes from the T3 Steering Committee meeting:

- Concern about negative public relations related to segregating new students
- Concern that small group advisees actually get registered on line in a timely manner to avoid Aug. 1 registration problem—avoiding the possibility that in addition to the 300-500 students who typically do not priority register, there could be substantially more
- Must identify the content of the first small group advising session—addressing issues of consistency and preparing for actual on-line registration
- Must develop on-line orientation component and agree on how it will be used
- Need to gather student input on proposed changes (Reynolds, Cox & Schuermer subsequently met with 12 students. See below.)

Student focus group outcomes:

- Composition of group: 12 students with a variety of backgrounds—varying degrees of academic ability, racially mixed, different ages, new and returning, male and female
- Would they prefer small group advising to what currently exists? Unanimously, yes.
- Would knowing their advisor early on be an advantage? Unanimously, yes.
 - A WKU transfer noted his WKU orientation wasn't productive. He'd prefer small groups.
 - Another noted she never met her advisor in the fall semester until well past mid-semester. She'd definitely favor small group sessions.
- If Master Advisor scheduled small group advisees to set up a one-on-one follow-up advising session to register on-line for classes, would they return? Unanimously, yes—if the appointment were scheduled that day.
 - Some felt a reminder would ensure 100% participation.
 - Others felt the schedule itself would suffice.
 - All felt e-mail could be used for the reminder.

Schuermer shared comments from a conversation over with Ron Nelson that he had after the T3 Steering Committee meeting:

- All new students need developmental advising—to the extent that all of them can get started on the same path, so much the better

- Don't overestimate the difference between students—there may be a greater difference between students in an all Dev Ed cohort than between students in a mixed Dev Ed and College Ready cohort
- Data at Valencia CC showed no significant difference in the persistence rates of Dev Ed and College Ready

Group discussion up until the break focused on whether to serve all new students or only Dev Ed students—opinions were mixed—discussion was detailed.

Schuermer asked each person to identify what he or she felt was the most important thing that needed to occur during the first small group advising session. The responses follow:

1. Convey a positive first image of the advisor
2. Create a comfortable environment
3. Identify pathways to success
4. Identify barriers to success
5. Establish “advisor as coach” atmosphere (ice-breaking)
6. Establish group interaction (lay foundation for team-building)
7. Identify information and resources for academic success
8. Present *Passport* document and identify support services
9. Allow time for Q & A
10. Establish group as learning community (team-building)
11. Discuss *Passport* information—establish e-mail account—address planning skills to lay foundation for Student Success Plan
12. Tour facilities
13. Conduct get-acquainted activity (share personal information)
14. Provide contact information for advisor
15. Provide catalog
16. Conduct interactive exercise

Schuermer noted that all of the above addressed the needs of all new students. Duncan suggested that the group be polled. Schuermer asked each person (excluding Cox, Dixon and Scruggs), one by one, whether he or she favored advising all new students or only Dev Ed students. The group favored “all new students,” with a few noting the following reservation: to the extent that it can be done, group Dev Ed students together. Thomas, Marks, and Duncan noted that it was important to move forward, make a decision, implement it, then revise it if necessary. Schuermer reminded everyone that it's a five year project and there is opportunity to assess and revise.

Further discussion addressed the following:

- Establishing a 7 day only window for registering students after the small group session
- All students must have submitted application, transcripts and test scores before participating in small group session, as well as complete on-line orientation
- Advisees will stay with Master Advisor throughout first semester; Dev Ed students will remain until Dev Ed work is complete
- Advisors must e-mail Hewell when advisor needs to be changed