

Advising Summit Committee Report

May 9, 2008

- I. Executive Summary
- II. Introduction and Historical Perspective
- III. Summit Recommendations
- IV. Bibliography
- V. Appendices

I Executive Summary

JCCC recognizes that its role, as a community college, is not simply to provide classes but rather to help students identify educational and career paths, and clarify and achieve personal goals as part of students' overall educational experience. In short, JCCC's role is to develop students not simply to enroll them. To that end, a culture of student development is essential.

Student Development has long been a group of faculty and staff within Student Services functioning alongside the processes of enrollment. It is time for Student Development to become a campus-wide commitment. To accomplish the primary goal of being a student development-oriented campus, the Advising Summit recommends:

- Creating a separate Division of Student Development and Engagement whose Dean directly reports to the President. A new division combining all JCCC programs including Counseling, Career Services, and Access Services would focus on the primary goal of developing and engaging students. (Potentially, Student Activities, International Education, Honors, and Service Learning could also be included.)
- Adding to the college's mission statement to read, "Assist students in the clarification and achievement of individual, educational, and career goals."
- Meeting staffing needs by adding full-time and part-time counselors until the counselor-student ratio meets established NACADA professional standards; reinstating and filling Student Development Assistant positions; supplying technical support personnel for the Counseling Staff; and locating a full-time Enrollment Management staff member on the 2nd floor of the Student Center.
- Strengthening collaborative student development efforts between counseling faculty and teaching faculty and program chairs by providing release time for discipline specific advisors/specialists in several key programs and establishing counselors as academic and career program specialists.
- Expanding or relocating the Counseling Center.

II Introduction and Historical Perspective

In order to establish a contextual frame of reference that predicated convening a campus-wide Advising Summit, it is necessary to understand the historical background of counseling and advising at JCCC. Additionally, it's critically important to understand the philosophical foundation of student development theory and developmental academic advising in order to assess counseling and advising on the JCCC campus.

The Cumulative Effect of Diminishing Counseling and Advising Services at JCCC: Implications for Students, Student Development, and the Campus Community

Futurologist John Naisbitt once stated, "If you don't grow, you die." Apply that notion within a historical study of counseling and advising services at JCCC and it becomes readily apparent that growth has been delayed or inhibited during the past. As a result, a slow decline in the vitality of these services has occurred. Counseling Center staff have not grown in proportion to the student body. In 1980, JCCC employed 12 full-time counselors and 2 part-time counselors to serve a student enrollment of 6,000. Today, 18 full-time counselors and 8 part-time counselors attempt to meet the needs of a diverse population of 18,000 students. The National Academic Advising Association (NACADA) recommends a counselor-student ratio of 1 to 500. The current JCCC counselor-student ratio is 1 to 900.

For decades, JCCC's student population grew, often experiencing double-digit growth. The college's growth, as an institution, was both welcomed and planned by JCCC's administration. However, a critical oversight occurred as it related to counseling and advising services: *counselors faced the daily challenge of doing more with less*. Counselors resorted to band-aiding services and staff morale steadily declined. As technology and enrollment issues infiltrated the counseling process, the most unfortunate outcome of the Counseling Center's stymied growth is that students received diluted counseling and advising services. The current processing system does not allow JCCC counselors to work with JCCC students in a truly developmental process, for the student demand for services has outpaced counselors' ability to deliver quality services in a consistent manner.

For most of the college's history, the paradigm for counseling and advising has been a centralized model where Master's level counselors assume the responsibility for campus advising. The advising process is developmental in nature as it combines the academic, career, and personal realms in a holistic approach. This model is somewhat unique to community colleges and, according to NACADA, is the most desired model within the community college milieu.

The Connection Between Developmental Academic Advising and Student Development

Margaret King notes that Burns B. Crookston wrote an article, in 1972, in the Journal of College Student Personnel titled "A Developmental View of Academic Advising as Teaching." The term developmental academic advising was born.

Developmental academic advising is both a process and an orientation. It reflects the rubric of movement and progression. It goes beyond simply giving information or signing a form. As Raushi (1993) suggests, "to advise from a developmental perspective is to view students

at work on life tasks in the context of their whole life settings, including the college experience.” Developmental academic advising recognizes the importance of interactions between the student and the campus environment, it focuses on the whole person, and it works with the student at that person's own life stage of development. Numerous authors (Creamer, 2000; Creamer & Creamer, 1994; Raushi 1993; Winston, et. al., 1984) show that developmental advising is well grounded in theory, including cognitive developmental theory, psychosocial theory, and person-environment interaction theory, as well as in theories that focus on specific populations.

According to Crookston, developmental academic advising "is concerned not only with a specific personal or vocational decision but also with facilitating the student's rational processes, environmental and interpersonal interactions, behavioral awareness, and problem-solving, decision-making, and evaluation skills. Not only are these advising functions but . . . they are essentially teaching functions as well.” Crookston believed that higher education provided opportunities for students to develop a plan to achieve self-fulfilling lives and that teaching included any experience that contributed to the students’ growth. He also believed that students and advisors should share responsibility for the nature of the advising relationship as well as for the quality of that experience.

In his article, Crookston focuses on the difference between prescriptive and developmental advising. In prescriptive advising, a student comes to an advisor for a solution or an advisor typically answers specific questions, but does not address more comprehensive academic concerns. Developmental advising is based on "the belief that the relationship itself is one in which the academic advisor and the student differentially engage in a series of developmental tasks, the successful completion of which results in varying degrees of learning by both parties." Frost (2003) notes that "developmental advising understands advising as a system of shared responsibility in which the primary goal is to help the student take responsibility for his or her decisions and actions."

Terry O'Banion, also writing in 1972, in The Junior College Journal, described five steps that he referred to as "the dimensions of the process of academic advising." They included: (1) exploration of life goals; (2) exploration of vocational goals; (3) program choice; (4) course choice; and (5) scheduling classes. This model suggests that the picking and scheduling of classes needs to take place within the broader context of the student's life and career goals. O'Banion suggested that students should be responsible for making decisions throughout the advising process. Advisors are responsible for providing "information and a climate of freedom in which students can best make such decisions.”

In conclusion, Winston (1984) describes academic advising as follows:

Developmental academic advising is defined as a systematic process based on a close student-advisor relationship intended to aid students in achieving educational, career, and personal goals through the utilization of the full range of institutional and community resources.

To advise a student developmentally, Kramer (1999) suggests the following:

- Know/apply student development theory.
- Focus on students; their on-going needs over an extended period of time. One advising session builds upon another.
- Challenge students to achieve their learning potential and to take academic risks.
- View students as active partners actively engaged in intellectual and personal growth.
- Help students think about and articulate what is important to them in their academic, as well as their personal, lives.
- Set short-term, as well as long-term, goals, discuss ways to achieve those goals, and help students monitor their progress fulfilling those goals.

Student Development and Enrollment Management – Can They Coexist?

In 2000, a new model was designed for the Division of Student Services. The model placed all student services (registration, admissions, financial aid, counseling, career center) within the same building. Prior to moving into the Student Center, JCCC counselors served students in a Counseling Center setting. With relocation to the new building, the counseling role essentially was lessened while the role and function of enrollment management was heightened. Student development philosophy no longer was the foundation for the division, resulting in the Counseling Center losing its self-identity. Counseling became a service that supported enrollment management and consequently acquired many registration functions previously handled by registration support staff. The purpose of enrollment management is to process large numbers of students and places the emphasis on admissions and registration processes and procedures.

Years ago, counselors were able to provide counseling services to students on an individual, in-depth basis. When the ratio of students to counselors was manageable, and before moving away from a student development model, counselors' role was very different. For example: counselors had the luxury of time to visit with students, get to know them as individuals, and to build and foster ongoing relationships. Student engagement was the focus. Counselors were able to find out who students were, and which direction they wanted to explore. If students didn't know what or how to choose a degree program or career pathway, counselors had adequate time to help them through the entire process.

Counselors met multiple needs in diverse ways. Workshops on a variety of student success topics were presented. A national award winning, comprehensive support program for returning adult students was designed and implemented. Orientation classes, career/major planning workshops and credit classes were taught. Group support counseling sessions for different student populations were professionally led. Responding to students' needs, counselors were responsible for creating JCCC's current Career Center, Office of Student Financial Aid, Transfer Office, Veterans Services, Student Activities Office, Testing Center, Children's Center, and programs orienting students to JCCC. At that time, counselors had time to be innovative, and assume a leadership role on this campus that extended well beyond Student Services. Today, counseling faculty still undertake leadership roles on campus, but ironically counselors don't have a leadership role within their own Student Services division.

Since the counseling staff has not increased, counselors have resorted to delivering counseling and advising services from an enrollment management perspective. For example,

the Advising Express model was created to handle increasing demand without increasing staff support. For six months of the year, counselors met with students in room 213 of the Student Center. Three to four counselors staff the room on an hourly schedule. On some days, more than 30 students are seen in an hour shift. Many of these students are meeting with a counselor for the very first time, and their first impression is gathered in an overcrowded room that is hot, noisy, and offers no confidentiality. Counselors spend an average of twelve minutes with each student seen in Advising Express. In this short period of time, so much of the groundwork counselors believe essential for healthy development and engagement becomes unattainable. The focus is on production rather than development.

JCCC students deserve better than assembly-line counseling. Where learning comes first, students should be treated as whole individuals, not mass-produced stamped-out one size fits all products of an enrollment management assembly-line system. To facilitate this return to counselors' roots, counselors returned to meeting with students in offices at all but the busiest of times. This change has not been without repercussions. During peak times during the day, and during high-demand months, students must wait up to two hours. High demand times now encompass nine months of the calendar year. Many students simply do not have the extra time to wait as they have class to attend, a job schedule to follow, or they have young children in tow. One of the most consistent student criticisms in counseling evaluations is students had to wait too long to see a counselor. As a staff, counselors decided that the lesser of two evils was to have students waiting to see a counselor rather than to rush them through an Advising Express experience. However, due to the large number of students who engage late in the enrollment process, counselors report, with much chagrin, that they are forced to use Advising Express during the months of August and January simply to survive.

Counselors play a significant role in student retention, student engagement, and student success on campus. A return to a student development foundation built upon core principals is needed.

A Case for Student Development and Engagement

A review of the Student Development literature speaks to the impact counselors play in a college's retention efforts vis-à-vis, student engagement. Student success, moral development, developmental stage tasks, etc. are positively impacted by college counselors, which, in turn, impact retention. Alexander Astin's research showed that students who develop a relationship with a faculty member/counselor on a college campus are more likely to be retained and succeed. Vincent Tinto's research on college students has shown that the first year has a major impact on an undergraduate's educational experience. Arthur Chickering's research has demonstrated the developmental stages/vectors students experience during the college years. John Holland, in his research, speaks to vocational identity and the role it plays in career decision making. Identity resolution is a major developmental stage to pass through and, in large part, it is college counselors who play a critical role in this area of student development. Therefore, consensus indicates no one is better equipped on a college campus to assist students in this process than counselors.

Tinto (1987) indicates that the factors in students dropping or "stopping" out include academic difficulty, adjustment problems, lack of clear academic and career goals,

uncertainty, lack of commitment, poor integration with the college community, incongruence, and isolation. Consequently, retention can be highly affected by enhancing student interaction with the breadth of campus personnel. Rendon (1995) suggests two factors are critical when a student decides to remain enrolled until their goals are attained: 1) successfully making the transition to college aided by initial and extended orientation and advisement programs, and 2) making positive connections with college personnel during their first term of enrollment.

"Academic Advising is the only structured activity on the campus in which all students have the opportunity for one-to-one interaction with a concerned representative of the institution" (Habley, 1994). Tinto (1987) indicates that effective retention programs have to accept that academic advising is the very core of successful institutional efforts to educate and retain students. For this reason, academic advising, as described by Wes Habley, should be viewed as the "hub of the wheel" and not just one of the various isolated services provided for students. Counselors provide students with needed connections to various campus services and supply essential academic connections between these services and students. Additionally, counselors offer students the personal connection to the institution that research indicates is vital to student retention, engagement, and student success.

Returning Counseling to a Student Development Role at JCCC – The Call for an Advising Summit

In the fall semester of 2007, the counseling faculty met with Dr. Calaway to share concerns and perceptions of the JCCC counseling/advising experience. From these talks, the Advising Summit was initiated. The intent of the Summit was to study and evaluate campus advising. An Advising Summit Committee of four counselors, four classroom faculty members and four administrators was formed to address the following charge: How can JCCC improve and expand counseling and advising services to students?

Specifically, the Advising Summit explored the following four objectives:

- Review and assess current advising practices at JCCC
- Current and potential expansion of service delivery
- Improved integration of student development within the JCCC learning environment
- Review and assessment of the organizational structure

Members were selected to include a representative sample from various areas throughout the JCCC campus. The Advising Summit was co-chaired by Jeff Anderson and Marcee Andersen. Members included:

Amit Alon, Student
Jeff Anderson, Counselor
Marcee Andersen, Assistant Dean, Speech, Language, and Academic Enhancement
Becky Boyd, Director, Student Development
Bill Brown, Interim Dean, Business and Technology
Kris Downing, Counselor
Colleen Duggan, Professor, Nursing

Terry Erickson-Harper, Associate Professor, Graphic Design
Ron Frigault, Counselor
Jeff Frost, Interim Assistant Dean, Mathematics
Dana Grove, Executive Vice President
Rick Moehring, Counselor
Larry Reynolds, Professor, Speech
Phil Wegman, Program Director, Skills Enhancement

The objectives for the Advising Summit were met through the following events:

- A kick-off lecture/presentation was held on January 24th. Dr. Charlie Nutt, NACADA Executive Director, keynoted the well-attended event.
- The Advising Summit Steering Committee met bi-weekly for two hours from January through May for a total of nine meetings.
- The Advising Summit sponsored four focus groups: Liberal Arts Faculty, Career Program Facilitators, Students, and Counselors (See Appendix A for group summaries.)
- JCCC counselors participated in two day-long retreats and one half-day retreat to provide input by identifying needs, discussing solutions, and planning for the future.

By convening the Advising Summit, counselors were prepared for a thorough inspection by the college community. This review was welcomed. As discussions continued, it became apparent that an examination, not only of counseling and its function, but the enrollment management culture and climate in which they currently dwell must occur.

Initial discussions regarding the current advising model rendered a primary conclusion: continue operating under a Centralized Model of Advising. Having one group address and assume responsibility for student development issues is seen as beneficial. Involving other stakeholders in this process is also seen as positive and specific recommendations are listed later in this report. The Summit supports a Counseling Center that is staffed by Masters-level faculty trained to address student development issues, and that counseling/advising functions must remain solely within their realm.

After accepting a continuation of the current model, the Summit then focused on the role of student development college-wide and within the Division of Student Services. As student learning is the primary mission of JCCC, the Summit used the current mission statement as a springboard for discussion.

Specifically, JCCC:

- Delivers lifelong educational programs and services that are convenient and accessible
- Provides professional training opportunities
- Provides opportunities for personal growth and cultural enrichment
- Maintains a caring, supportive environment
- Stimulates economic development

- Is accountable to its stakeholders

While the Mission statement highlights the delivery of educational programs, it does not address the role student development plays in order for learning to occur.

What is student development? As discussed earlier, it is a philosophy that acknowledges and seeks to develop “the whole person.” This philosophy is manifested in learning opportunities of subject mastery as well as decision-making, problem-solving, life direction, and personal growth and development. This approach encompasses student learning from a holistic approach as it can be applied to students of diverse ages, ethnicities, and backgrounds (veterans, individuals with physical and emotional disabilities, etc.).

Acquiring knowledge of content areas occurs within the classrooms and laboratories at JCCC. Knowledge of self and the development of student persons occur both within teaching settings and outside of them as well. Based upon the premise that student development is JCCC’s *raison d’être*, the Summit, as its first recommendation, emphasizes that student development must be a necessary function of the entire campus, not just the department of student development and the Division of Student Services. JCCC should recognize, that as a community college, its role is not simply to provide classes but rather to help students identify educational and career paths and clarify and achieve personal goals, all part of students’ overall educational experience. In short, its role is to develop students not simply to enroll them. To that end, a culture of student development is essential.

Second, such a culture emphasizes that everyone at JCCC is involved in the growth and development of students. What this means, in practical terms, is the elevation of student development to a campus-wide activity. All JCCC employees including counselors, teaching faculty, administrators, and staff would engage in facilitating the growth and development of students through advising and mentoring. Advising itself would be coordinated by the Counseling faculty consulting with relevant groups on campus. With advising as a campus-wide activity, the Summit recognizes that expertise exists in many forms at JCCC: academic, professional, financial, etc. Part of the culture of student development is ensuring that students have access to, and are connected with, those who have the expertise – whether those people are faculty, staff, or administration. A culture of student development is inclusive – everyone can and should function in an advisory or mentoring role. However, it should be recognized that the counseling faculty are responsible for the overall vision and coordination of student advisement and counseling on campus.

Currently, counseling faculty operate within a system that does not recognize their necessary developmental role within the academy, and functions are placed upon them by the system which are time-consuming and distracting. As student contacts increase annually, counseling faculty find it frustrating to meet the multiple needs of students, one of the reasons the Advising Summit was created. Simply stated, placement within the division of Student Services makes it difficult for counselors to progress from good to great

III Summit Recommendations

JCCC recognizes that its role, as a community college, is not simply to provide classes but rather to help students identify educational and career paths, and clarify and achieve personal goals as part of students' overall educational experience. In short, JCCC's role is to develop students not simply to enroll them. To that end, a culture of student development is essential.

Student Development has long been a group of faculty and staff within Student Services functioning alongside the processes of enrollment. It is time for Student Development to become a campus-wide commitment. To accomplish the primary goal of being a student development-oriented campus, the Advising Summit recommends:

- **Creating a separate Division of Student Development and Engagement** whose Dean directly reports to the President. A new division combining all JCCC programs including Counseling, Career Services, and Access Services would focus on the primary goal of developing and engaging students. (Potentially, Student Activities, International Education, Honors, and Service Learning could also be included.) These areas play a direct role in student development. A division of Student Development and Engagement would effectively serve the needs of students while providing the focus and leadership to the entire campus for activities that are crucial to student success and retention.
- **Making a public declaration supporting student development** by adding to the college's mission the statement, "Assist students in the clarification and achievement of individual, educational, and career goals."
- **Meeting staffing needs:**

Annually adding four full-time and two part-time counselors until the counselor-student ratio meets established NACADA professional standards. The Summit further supports continuing the faculty model of utilizing Masters level faculty for the advising role.

Reinstating the position of Student Development Assistant which was lost when counseling moved to the Student Center, and immediately adding 6-8 Student Development Assistants to help counseling faculty with tasks related to advising. Student Development Assistants would help prepare students for their counseling session and also assist with follow up tasks assigned by the counselor. This could include such things as additional support with the registration process, the collection of resources and materials, determining a strategy to solve problems with their academic record, explanations of contact information, etc.

Adding a Technical Support Person to the Counseling Staff. Counselors desire to provide students options such as pod casts on topics regarding advising, expanded email advising, a Counseling website that would provide

easily accessible information for students, and the updating of an internal page that contains resource information used by counselors. While the counselor student ratio is being increased to a more appropriate level, the addition of this type of person would relieve current responsibilities placed on counselors and provide great resources for students.

Locating a full-time Enrollment Management staff member on the 2nd floor of the Student Center. Until technological/enrollment issues are resolved, an available staff member with sufficient experience and authority to resolve these concerns would be beneficial.

- **Strengthening collaborative student development efforts** between counseling faculty and teaching faculty and program chairs by providing release time for discipline specific advisors/specialists in several key programs and establishing counselors as academic and career program specialists to improve information sharing and establish mutual expectations.
- **Expanding or relocating the Counseling Center.** The Counseling Center has simply outgrown its space. Additional space for faculty, counseling interns, staff, and meeting rooms for information sessions and other group meetings is necessary. Each counseling faculty needs a permanent office space to work with students. Also consideration for space for discipline specific advisors/specialist who may wish to be located in the Counseling area, an area for group information sessions or other group activities, space for support staff for counselors such as Student Development Assistants and a Technology Support person as well as office space for visiting advisors from institutions such as the University of Kansas, Emporia State University, and other four-year transfer institutions.

Follow-up

The summit steering committee should be retained for the purpose of evaluating the progress of the summit's recommendations through the 08/09 school year, beginning with a meeting in September, 2008. It is suggested that co-chairs Andersen and Anderson meet monthly, starting in June, 2008, with President Calaway, to further its work toward making JCCC a student development campus.

IV Bibliography

Astin, A.W. (1993). *What matters most in college: Four critical years revisited*. San Francisco: Jossey-Bass.

Chickering, A. W. (1969). *Education and identity*. San Francisco: Jossey-Bass.

Creamer, D.G. (2000). Use of Theory in Academic Advising. In Gordon, V.N. & Habley, W.R. (Eds.) *Academic Advising: A Comprehensive Handbook*. San Francisco : Jossey-Bass, 17-24.

Creamer, D.G. & Creamer, E.G. (1994). Practicing Developmental Advising: Theoretical Contents and Functional Applications. *NACADA Journal*, 14 (2), 17-24.

Crookston, B. B. (1994). A Developmental View of Academic Advising as Teaching. *NACADA Journal*, 14(2), 5-9.

Frost, S.H. & Brown-Wheeler, K.E. (2003). Evaluation and Examination: Philosophical and Cultural Foundations for Faculty Advising. In Kramer, G.L. (Ed.) *Faculty Advising Examined*. Bolton, MA : Anker Publishing Co.

Habley, W. R. (1994). Key Concepts in Academic Advising. In *Summer Institute on Academic Advising Session Guide* (p.10). Available from the National Academic Advising Association, Kansas State University, Manhattan, KS.

King, M. C. (2005). Developmental academic advising. Retrieved 4/30/08 from *NACADA Clearinghouse of Academic Advising Resources* Web site: http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/dev_adv.htm

Kramer, G.L. (1999). Developmental Academic Advising. In *Session Guide, Academic Advising Summer Institute*, pp. 198-216. Manhattan , KS : National Academic Advising Association.

O'Banion, T. (1994). An Academic Advising Model. *NACADA Journal*, 14(2), 10 - 16.

Raushi, T.M. (1993). Developmental Academic Advising. In King, M.C. (Ed.) *Academic Advising: Organizing and Delivering Services for Student Success*. New Directions for Community Colleges, 82, 5-19.

Rendon, L. I. (1995, March). Facilitating retention and transfer for first-generation students in community colleges. Paper presented at the New Mexico Institute: Rural Community College Initiative, Espanola, NM. (ED 383 369).

Tinto, V. 1987. *Leaving College: Rethinking the Causes and Cures of Student Attrition*. Chicago: Univ. of Chicago Press.

Winston, R., Miller, T., Ender, S., Grites, T. & Assoc. (1984). *Developmental Academic Advising*. San Francisco : Jossey-Bass.

Appendix A

Focus Group Summaries

Career Program Facilitators

- Counselor Liaisons to departments is very helpful and critical
- JCCC does not offer a traditional orientation for new students
- Need more communication between Counselors and CPF's
- Not enough Counselors
- "Technology is great—it's here to stay. The human element is mission. We need to provide resources for this human element. We need to match technology with the human element."
- Students need more personal contact—students who connect with a counselor or a CPF are more likely to stay and return
- Need more space or a new building for counselors
- Counselors staying in Student Services or moving to the Instructional Branch
- CPF's workload will not likely allow for them to assume an additional advising role

Liberal Arts Faculty

- Most students have positive comments about Counselors
- Students in certain academic areas are not having their needs met—faculty mentoring is needed on campus
- General awareness of our services are not known outside counseling
- Need more Counselors to do the job—obviously overworked
- Include Counseling in reorganization
- Students are missing career mentoring opportunities
- Counseling not located centrally on campus
- We're growing but not adding Counselors, faculty, etc.
- Communication between Counselors and teaching faculty need to be improved to benefit students

Student Services

- There is a difference between Student Development and Student Services. Our division is called Student Services. We're really here to provide development.
- There needs to be someone from the 3rd floor Admissions/Registrar departments working on the 2nd floor. Someone who can make a decision.
- Some role confusion between Counselors and Career Counselors
- Questions regarding why we have eliminated specific services
- No evening/weekend staff to help students

- Employees in the building are bitter, we need an attitude shift and a paradigm shift, trust is not established, an us vs. them (Counselors) mentality exists.
- Need more space—no privacy

Students

- Long waits
- One on one approach is very helpful
- Quick Question Desk helpful
- Average time they are willing to wait is 10-30 minutes
- Positive comments about Counselors aside from the waiting issue
- Lack of awareness of all services we offer
- Mixed feelings about the log-in process—not private enough, confusing
- Like online enrollment but prefer to use the paper schedule in online enrollment
- Like transfer guides

Counselor Group

- Liaison role with Career Programs & internal programs
- Quick Question Desk
- One on one approach in working with students produces best results
- Centralized delivery of advising is highly valued
- Working from a Student Development model is the preferred approach
- Don't have a person from the Admissions/Registrar area working on the 2nd floor who can make decisions
- Keeping up with Technology advising is virtually impossible
- Space—need more room as this floor is very congested
- There is a void of top level leadership in the division and this void has existed for many years
- We need more full time Counselors