I am pleased to provide you with the 2004-2005 Annual Report for the Advising and Counseling Office. This Report will summarize the initiatives undertaken this past year to provide the best advising possible to our students given our limited resources. I have provided summative bullets as requested and they are in no particular order. I will be happy to provide you with a more detailed description if needed. I have also made a conscious effort to keep you up to date on our activities during the year not only for your awareness but also for the great job you do in advocating for us.

- First and foremost, the accomplishments of this office are a collaborative effort from all who are involved. In addition two three full time staff (two of which oversee Transfer Counseling and Career Planning and Placement) the Office employs and relies on approximately fifteen part-time advisors. The key to making this successful is the creation and maintenance of an atmosphere that is supportive and team-oriented.
- To further stress the importance of the first bullet, the number of students seen by the Advising Center from January 1, 2005 through May 31, 2005 was 3,765. (These contacts do not include the assistance provided to students who stop by for a quick logistical question.
- Revised and improved the Intake procedure of the Advising Center. It was important to have support staff engage students in a way in which was welcoming, supportive, responsive and consistent.
- Regarding retention initiatives, we continued our practice of contacting students when the following occurred: 1) mid-term warnings; 2) probation; 3) suggest students have an advisor conduct a degree audit when they have reached 30 plus credits; 4) suggest students visit an Advisor to review their educational goals and conduct a degree audit when 60 plus credits are accumulated; 5) reminded students who were enrolled in the previous semester to register for the upcoming semester. These five retention initiatives have all been recently developed by the Advising
• Hosted a workshop for Learning Support Staff on guidelines to consider when psychiatric care may be needed for students. Developed a relationship with the Psychiatric Assessment Team at Cape Cod Hospital.

• Alison Frisbie, Terri Huff and Mary Olenick applied for and were awarded a Program Development Enhancement Grant to develop and implement a “Math Refresher Workshop” for new and returning students. These three hour workshops proved to be very successful in better preparing students to take the math CPT. The College has decided to continue this initiative and the Advising and Counseling Office will work closely with Enrollment Management staff in its coordination and implementation. Results were shared with Learning Support Staff and other campus groups.

• Kristina Ierardi and Lori Crawley developed from their own interest and initiative an Orientation DVD and Photo Directory. I believe burning those CD’s would make a great resource to give to new students when they register.

• Jenzabar efforts continued and I served on both the OPS and AUG groups. This product continues to frustrate our efforts to provide accurate computerized advising information. Notably, many of the functions that either do not work accurately or are unavailable in Jenzabar were effective and reliable tools in Aviion, Examples from my perspective include: 1) Student Need function does not work. This one tool could enable accurate and consistent advising not only from an Advisor’s perspective, but also from a student’s; 2) Campus Web does not allow for course search using course prefixes, making locating courses much more tedious than need be; 3) Campus Web is unable to allow easy access to student records by Advisors who work in the Advising Center. There is no provision for Advisors to search either by using either name or ID number. 4) Inability of Jenzabar to automate the assigning of advisees to advisors. Any assignments of this type are currently done one by one; 5) the silliness of needing to use Spring, 2004 to access data for Spring, 2005. These are concerns of mine in my role as Advising Module Manager and as such, they have an adverse effect on the ability to effectively advise students.

• Continued to work with Luci Holmes in the fine-tuning of degree trees, searching for the best way to “recalculate” student progress and copying trees from one year to the next.

• Served on the Online Registration Committee.

• Continued to monitor with the guidance of Mary Olenick the Joint Admissions Program.

• Conducted initial advisor training for the new faculty who began in Fall, 2004 and conducted a follow-up review.

• The Professional Development Committee identified Advising as one of the three areas to be offered for the Fall, 2004 Professional Day. Unfortunately, work-to-rule implementation cancelled any momentum that may have existed after Professional Day.

• Updated and distributed the Academic Advising Handbook at Fall orientation and included a list of advisees for every advisor.

• Began sending weekly “Advising Tip of the Week” emails to highlight important dates as well as introduce suggested advising techniques.
• Provided faculty and professional advisors with the technology and training opportunities to access their advisee lists, make labels and check advisees and students in their classes who were on probation.
• Developed and distributed a postcard for advisors to use to contact their advisees.
• Attended the Region I NACADA conference in Montreal with Gretchen Farnham and Terri Huff. A report was prepared and shared with Advising and Learning Support Services staff.
• Alison headed up a project to develop a more effective and useful Associate in Arts graduation audit form in lieu of the Jenzabar product not working.
• Alison reviewed and recommended changes in the format of certificate programs. College level courses that were required for prerequisites to certificate courses were added to the course requirements. A more sequential listing of the courses was recommended. All recommended changes were welcomed and accepted by the deans and the new versions should appear online and in the next catalog.
• Assisted in contacting students who were attending class but not registered.
• Assisted in calling students who were accepted but who had not yet made an appointment for the CPT.
• Faculty were assigned new students as advisees. This was a change from previous years when more senior students were assigned to faculty. Whatever way we parcel out advisees, unless alternative resources are identified and we keep current advises with their advisor, a large number of the new students coming in will be assigned to the Advising Center.
• Maintained existing and explored Articulation Agreements.
• Developed for the first time a Mission Statement for Academic Advising.
• Alternated bi-monthly staff meetings with full-time staff and all part-time advisors.
• Conducted comprehensive training of Advisors for the Spring and Fall Assessment Advising process.
• Worked collaboratively with Clare Niven-Blowers to select Assessment Advising dates.
• Finally, and most importantly, I have attached summary reports from Mary Olenick, Kristina Ierardi and Alison Frisbie. Their energy, enthusiasm and commitment greatly contribute to all the work we do to best advise our students. I would also be remiss that given the heavy utilization of the Advising Center, without our dedicated and professional part-time staff, we would not even come close to meeting this demand.

**Goals for 2005-2006**

• Continue to seek ways to best utilize Jenzabar in all aspects of advising.
• Provide Advising Training for new faculty.
• Actively participate in the suggestions provided by the Marketing Retention Sub-Group and implement where resources and staff permit. A separate memo is attached that outlines several projects the Counseling and Advising staff will work on to improve retention. It should be noted that without total commitment from the College and other areas, this important effort will not reach its fullest potential.
• Respond to changing demands and challenges to support best advising practices.