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Student Success Governance Committee
2015-16 Mid-year Report

The Student Success Governance Committee met in September, November, December, and January. During the meetings in 2015, the committee focused on developing an action plan to address the original charge:

> ***The Student Success Governance Committee shall seek to: work on the refinement of the 2014/15 pilot proposal such that a faculty training program is developed that more specifically defines what the faculty are expected to do and accomplish as advisors.***

In support of this charge, the committee completed the following:
- Conducted a review of the 2015 document
- Searched for more recent literature, data, and examples of advising models that are currently being used
- Compiled the data sourced by committee members relating to the various models that were located
- Researched the differenced at each campus with current advising practices
- Used the Project Mapping tool to try and reverse-engineer the main components of a faculty training program for faculty advisors.

As a result of initial efforts, the committee determined:
- There were unaddressed concerns based on feedback form faculty/faculty senate from the May 2015 presentation of the pilot document that are essential to continued work on the faculty training model for which we were charged this year
- The 2015 document needed to be reviewed to *more specifically* pull out information and processes in the pilot proposal that might be useful for the development of the faculty training model
- The task of developing a proposed faculty training program is not attainable (please reference September meting minutes for exhaustive list of underlying assumptions, key challenges, and new or existing opportunities)
- We needed more information in light of the current focus on Career Pathways
- That there were simply too many moving pieces, and too many areas of needed institutional improvement such as identifying why students are actually enrolled upon entry, determining the intensity of faculty versus counseling involvement and how that partnership would work (even in light of the provisions in the 2015 document), etc.

- We needed more assistance form faculty that have been advising in specific programs in order to gain a better understanding of how faculty can most effectively engage

As a result, the following changes have occurred:
- Dr. Summers issued a revised charge to the committee:

    To develop a comprehensive list of best-known practices and underlying questions - including possible constraints and implications, to be considered in the development of a faculty advising model.

- The committee is reaching out to faculty who have or are engaged in advising in order to ensure that there is reliably empirical input in compiling the best know practices and other key preliminary components that must be considered before broaching the task of actually developing a training model for faculty.
- The committee has determined that the new charge provides a much better opportunity to have a finished work product that would be of more value in the ongoing efforts to develop a faculty advising model.

Respectfully submitted by: Dr. Tiffanye Sledge, Chair