

Academic Advising Program Review
ADMINISTRATIVE RESPONSE

April 29, 2011

Opening Remarks:

We thank you for your commitment to students, your profession and the college; it was evident throughout the Program Review. We recognize the huge task that was presented to you as you undertook the Program Review for Advising and applaud your hard work. It is evident that an enormous time and effort was put forth.

We thank you for putting a great deal of effort, time and thought into your Program Review report and presentation. It was thoughtful, thorough, informative and well organized. We recognize the work involved in program reviews and commend your work. Your effort has truly paved the way for student services Program Reviews to come, congratulations!

The emphasis of this program review was on “the creation and assessment of Student Learning Outcomes and less on program service standards and analysis of students served,” although some information was gathered. The academic advising program review served as a pilot for reviews that focus primarily on assessment of what students are able to know, do, or value – learning outcomes - as a result of receiving a service or intervention. We recognize that it can be a challenge to engage in a new process. We are pleased with the results.

The comments and recommendations that follow were submitted by the Deans and Associate Deans of Student Development from each campus; this response contains four sections: 1) commendations, 2) areas for improvement, 3) administrative response to recommendations, and 4) closing remarks. We look forward to further dialogue about questions, challenges, and recommendations noted below.

Commendations:

1. Development of ten student learning outcomes in academic advising.
2. Serving as a district pilot for the development and assessment of student learning outcomes- engaging in a process that has not been done to this extent before.
3. Intentionally mapping student learning outcomes back to CAS Standards and PCC Core Outcomes.
4. Beginning development of an ongoing assessment plan- you served as a pilot and did well in its development.
5. The ability to serve a diverse group of students from high school dual-enrolled students to working adults, with various needs from first term students to students that need to modify their academic plans.
6. The move towards all campuses having appointment based advising encourages shared responsibility by students and a case management approach that directly relates to retention.
7. The thoughtfulness and specificity of recommendations provided.

8. Excellent survey and summary of the multiple institutional changes that have impacted the academic advising program since the last review.
9. Although there was recognition that Academic Advising does not have a mission/values statement, a strong tie to the PCC institutional mission was evident.
10. Use of multiple data sources, including creation of own quantitative survey tied directly to learning outcomes.

Areas for Further Improvement:

1. Per the Advising group's own recommendations, the development of a mission statement, along with program goals and a viable plan to achieve those goals is critical.
 - a. Development of a mission statement for advising as recommended in the 2002-2003 academic advising program review and as supported by the National Academic Advising Association (NACADA).
 - b. The development of program goals for the Academic Advising Program is critical and needs to be lead by the Advising Coordinators of each campus.
 - c. Academic Advisors as a team, across the district, needs to create, own and implement guiding principles and practices that result in significant program improvements for increased student success.
 - d. Continued need to assess advising services, goals, and learner outcomes on a consistent basis.
2. As stated in the program review "quality academic advising focused on the progressive achievement of specific and relevant outcomes can help make the difference in students' academic success, retention, persistence, graduation and/or transfer". It is critical to develop strategic intervention points (academic advising checkpoints) for students as they progress towards their stated goals. Exploration of mandatory advising at known significant points in a student's academic journey should occur; such as at completion of 30 credits, 60 credits, etc.
3. Continued education of upper levels of management on the critical roles and concerns of academic advisors - but also extending this education to faculty and the instructional side of the college is critical. Faculty need to know the importance of academic advising, building rapport through the continued implementation of liaison work with academic departments is necessary.
4. Recognizing that students seek advising year round, the development of advising approaches for better regulating student flow through the use of technology, group advising, and or early outreach to students that seek advising services is recommended.
5. Review the current PCC advising model and philosophy, especially as it relates to current demand for accountability, improved student completion within college, financial literacy and the academic standards of satisfactory academic progress policy. Academic advising must move beyond mere course selection, registration and short term academic planning to longer

- term goal-setting and continuous checkpoints (some mandatory) for students.
6. Use of technology is key, but do not replicate or create new systems without first maximizing the use of existing tools that were created with advising in mind; i.e., GRAD Plan, MAP, Desire 2 Learn, CPN, etc..
 7. The expectation is for the Advising Coordinators to lead the above efforts. The Associate Deans of Students will provide professional development opportunities including mentoring, to support Advising Coordinators in taking an increased leadership role.

Administrative Response to Recommendations:

- A. CREATE A PCC ACADEMIC ADVISING AND ASSESSMENT PLAN
 - a. Develop a PCC Academic Advising Program Mission Statement
 - b. Develop Common PCC Academic Advising Program Goals and Objectives
 - c. Develop Process and Delivery Outcomes
 - d. Identify Student Learning Outcomes
 - e. Map the PCC Student Experience
 - f. Gather Evidence (Assess)
 - g. Interpret and act upon assessment results and findings

***Response:** Yes. This effort should be led by the Advising Coordinators with the DSSL (District Student Services Leader) liaison. We believe that this should be a subcommittee under the PCC Academic Advising Council that will be established. These efforts should align with overall district planning efforts for program assessment practice, which is currently in development.*

- B. ESTABLISH A PCC ACADEMIC ADVISING COUNCIL: a standing committee which will serve as a planning and advisory group charged with helping to build consensus around processes, procedures and issues related to academic advising across the PCC district.
 - a. Guiding the development of a Mission Statement for the PCC Academic Advising Program
 - b. Facilitating the establishment and regular review of common PCC AAP goals and objectives
 - c. Assisting in the articulation of standards for how advising should be delivered and what information should be delivered through the advising experience over student's academic careers at PCC
 - d. Helping to identify Student Learning Outcomes based upon the PCC AAP mission, goals, and objectives
 - e. Guiding the articulation of performance criteria, the development of measurement tools, and the gathering of evidence as a standard, ongoing practice of the PCC AAP
 - f. Working with administrators and advisors to address additional AAP

concerns or needs as they relate to the achievement of the established PCC AAP goals and objectives

Response: *Yes. This effort should be led by the Advising Coordinators with the DSSL dean liaison, including the Deans of Instruction and other instructional deans and faculty. The mission needs to be aligned with the institution/DSSL's mission and should serve as the foundation for identification of Program Goals, Student Learning Outcomes, and Program (process & delivery) Outcomes. Furthermore, this Council should review the overall academic advising model currently in place at PCC and assess alignment of model with intended student learning outcomes. In other words, does the design of the current advising delivery lead students to achieve the intended outcomes?*

- C. EXPLORE POSSIBILITIES FOR MORE EFFECTIVE AND MEANINGFUL USE OF EXISTING TECHNOLOGY TOOLS SUCH AS ADVISORTRAC, GRADPLAN, BANNER, AND THE WEB

Response: *We are supportive of this recommendation and believe that this should be a subcommittee within the PCC Academic Advising Council with involvement from partners in Enrollment Services, the Title III FLAIR grant, Distance Learning, and TSS.*

- D. REVIEW ADEQUACY OF DISTRICT STAFFING NEEDED TO REACH PROGRAM/COLLEGE GOALS

Response: *The need for additional advisors is evident, although a need exists to create academic advising positions that are intentional about serving the students we do not currently serve. A recent study highlighted that 40% of students "Self-advise"- understanding that this is a large population we do not reach and could make significant errors in self advising, what can we push forward that would serve these students? Would the creation of web-based academic advising tools, such as advising modules and guides be a possible approach? This creates the perfect opportunity to reach out to other departments across the district such as Distance Learning to learn and apply their best practices in advising students online. Any addition of staff must be informed by strategic and budgetary planning, based on enhancing achievement of student outcomes.*

- E. INCREASE OPPORTUNITIES AND SUPPORT FOR ACADEMIC ADVISORS AT ALL CAMPUSES TO PARTICIPATE IN PROFESSIONAL DEVELOPMENT ACTIVITIES

Response: *We believe that support for training and professional development has been provided in the past and should be continued. It is important to not only participate in these opportunities but also "bring back" initiatives that*

help support the purpose, goals, and enhanced student outcomes as a result of academic advising. The ADOS are committed to this initiative and want to support full time advisors as they access professional development opportunities by scheduling casual advisors to provide coverage of their absences.

F. RECOMMENDATIONS FOR ACADEMIC ADVISING SERVICES FACILITIES EXPANSION/REMODEL

Response: *We have taken your recommendations for academic advising services and facilities and are attempting to implement many of them in ongoing bond planning efforts across the district. Academic advisors should actively engage in all campus bond planning efforts.*

Closing Remarks:

We commend the initial work on the assessment of learning outcomes. We look forward to your continued progress towards implementing an Advising Assessment Plan in a deep, meaningful manner.

As the students we serve at Portland Community College continue to work towards achieving their academic goals, academic advising continues to be a relevant, critical aspect of their progress towards completion. It is crucial that academic advisors across the district, with the direction and support of the Deans of Students, continue to develop innovative ways to reach more students and bridge the gap that exists for many of our students between starting and finishing a college education.

Administrative response submitted by Brenda Ivelisse, Associate Dean of Students-Rock Creek Campus, on behalf of your Deans of Student Development:

Linda Reisser, Dean of Student Development, Cascade Campus
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