



Academic Advising Program Review

April 29, 2011



THANK YOU

The Academic Advising staff wishes to thank all of the Associate Deans of Student Development for guidance and moral support throughout the program review with special acknowledgement to Katy Ho and Heather Lang who served as liaisons for this project from beginning to end.

We also wish to acknowledge the immeasurable help received from Ron Smith, Office of Institutional Effectiveness. We couldn't have done it without you.

And, special thanks to Mary Severson for creating the dynamic Powerpoint slideshow for the April 29 Program Review presentation.

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Letter of Introduction

April 2011

Colleagues:

The creation and assessment of Student Learning Outcomes have been an integral part of instructional program reviews and standards for some time. In addition to this process, academic programs have also engaged in “mapping” processes to show how outcomes relate back to objectives and larger institutional general education outcomes. As the areas of Student and Enrollment Services have begun to engage and participate in the program review process it has become clear that we need to be intentional about developing and assessing Student Learning Outcomes, in addition to looking at service standards. Significant student learning and development occur outside the classroom, often as a direct result of the interventions and services provided by these essential areas.

At the start of the program review process for Academic Advising, we saw an opportunity to begin to integrate Student Learning Outcomes and assessment. As liaisons to this group, we requested that this district team identify learning and development outcomes and begin the process of creating and implementing an ongoing assessment plan. The Academic Advising Program Review has served as a pilot for this evolving process. The District Student Services Leaders have been monitoring this process, and that of other programs review processes, and have learned a great deal about how to support professional staff on the journey towards a continual improvement process based on evidence of student outcomes.

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. This program review also shows completion of one part of an ongoing assessment plan for Academic Advising. Our hope is that both the administration and staff that were a part of this process will help shape future program reviews in Student and Enrollment Services.

We would like to thank the Academic Advisors across the district that worked on this review for their flexibility and willingness to be challenged with this opportunity.

Sincerely,

Katy Ho, Dean of Student Support Services, Sylvania
Heather Lang, Dean of Student Development, Sylvania

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Academic Advising Program Review 2011

Part 1

I. INTRODUCTION

A. Who We Are and Who We Serve

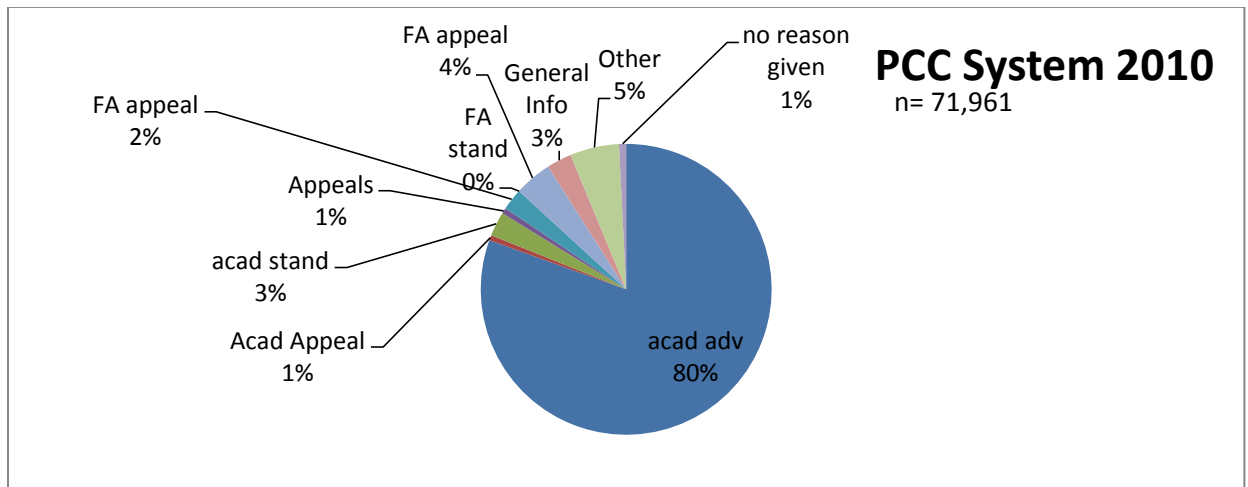
PCC's academic advising specialists (commonly referred to as advisors) provide students, colleagues, and community members with a variety of services that are best described as educational navigation.

Advisors are frequently the first point of contact for prospective students and new enrollees, but we serve students in all stages of their PCC experience. We are trip planners in the sense that we can take a student's career goal and determine which degree and which major make the most sense for the desired destination. We are map planners in that we create and modify the academic plans that serve as a student's road map from term to term. We are milepost markers when students want assurance that they are on track toward meeting their goals. We also serve as an emergency road crew, as we provide support, retooling, and referrals when students experience problems that jeopardize their grades and their financial aid. Every student's situation is unique and advisors must be skilled at complex problem solving, advocacy, coaching, and resource identification. To be effective, advisors must stay on top of ever-changing program requirements, as well as the new technologies, initiatives and resources that are introduced at PCC at a rapid rate.

Advisors may assist high school dual-enrolled students, traditional-aged college students, working adults with families, and individuals making a mid-life career change. Advising is mandatory for only one group—students who place in two or more developmental –level courses upon taking their college placement test. With the aim of increased retention, this higher risk student group is required to meet with advisors two to three times during their first year at PCC. Other students may be required to seek advising assistance to develop plans of action or provide letters of support when they are not making academic progress or the PCC system has prevented access to certain courses.

Clearly, the term “general” advisor does not imply “simple.” Advisors must have an extensive and detailed knowledge of prerequisites and requirements for 80 PCC programs of study, as well as vast transfer requirements. The complexity of the academic advising role has increased during the past few years as the student population has grown and become more diverse. Instability in the economic climate has driven large number of individuals back to school and community colleges have absorbed the bulk of this demand. In response, PCC has expanded its offerings of short-term career pathway programs as third-party agencies sponsoring displaced and injured workers seek quicker, low-cost training options for their clients.

Reasons for Student Advising Visits at PCC



Data from AdvisorTrac

The majority of students served voluntarily seek advising for the following reasons:

- Short- and long-term academic planning
- One- to two-term course selection (pre-CTE students)
- General PCC program of study information
- Transfer requirements and related course selection
- Unofficial transcript review to determine transferable coursework and whether prerequisites have been met at other institutions
- Enrollment and registration assistance; support using My.PCC.edu
- Resource referrals for PCC and other programs and services

The students who seek advising as a result of a referral or an academic hold may need:

- A learning improvement plan when on academic probation, or
- A learning improvement plan and assistance with an academic suspension appeal
Note: Not all advising centers assist with probation or suspension issues due to office configurations that prohibit the confidential discussions these sessions require.
- Develop an improvement plan to appeal financial aid disqualification
- Develop an academic plan to support financial aid timeframe extension appeals

The sheer volume of students demanding advising services has put tremendous pressure on advising centers in recent years. There is no definitive industry standard for the advisor-to-student ratio;

...advising literature recommends 250 to 400 students per full-time advisor. The current ratio of students to general advisors at PCC is 1,600 to 1

however, advising literature recommends 250 to 400 students per full-time advisor. The current ratio of students to general advisors at PCC is 1,600 to 1. Although other PCC advising resources (e.g., program faculty, CTE advisors, international student advisors, special programs advisors) serve some of these students, the vast majority rely on general advisors for their academic planning needs. It is a concern that the Advising centers are not connecting with the segment of the campus population that self-advise or seek the in-expert advice of family or friends by choice or by virtue of their inability to see an advisor when the wait times are long.

Advisors are a resource for colleagues and community members as well. We conduct customized presentations throughout the year on a variety of topics, including degree pathways and tips for college success. We are regularly consulted on issues such as grading policies and GPA, how to make sense of General Education requirements, and course transferability.

We utilize the latest technology to stay abreast of information that can change daily. We communicate frequently with our peers throughout the District in an informational give-and-take that capitalizes on our individual knowledge base and areas of expertise. We have representation on standing College committees and subcommittees, and our membership is often requested on task forces and screening committees within Student Services and in Central Services and the instructional divisions as well. We attend many local conferences and workshops to hone our craft and to ensure that our approach matches with the best practices of the field.

We are the educators outside of the classroom who present students with options and solutions for college success. We are academic professionals.

The following chart reflects unprecedented enrollment increases in the various programs at PCC. The advisors serve students in all areas represented. We chose to highlight the increase in headcount as opposed to student FTE, because individual students need to see an advisor regardless how many credit hours they take each term.

Increase in PCC Students by Area

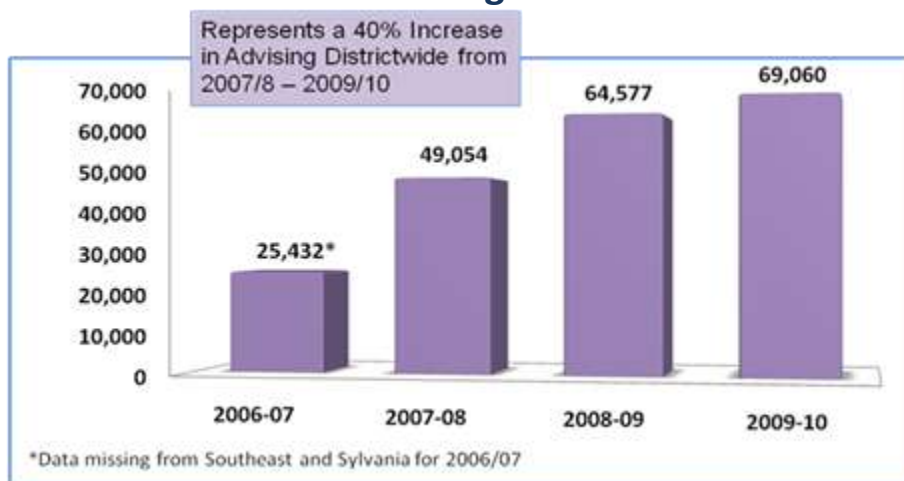
Numbers Reflect Student Headcounts

PROGRAM AREA	2005-06	2006-07	2007-08	2008-09	2009-10	% Change 5-Year	% Change 1-Year
Lower Division Transfer	31,520	31,795	33,206	37,334	43,853	39.1%	17.5%
Career Technical	22,250	21,836	19,584	21,816	30,082	35.2%	37.9%
Developmental Education	6,451	6,207	11,592	13,640	17,378	169.4%	27.4%
Credit Students	40,917	41,008	42,368	47,518	54,910	34.2%	15.6%

www.pcc.edu/ir/Factbook/2009-10/annual/swrcwhd200910.html, & www.pcc.edu/ir/Factbook/2009-10/annual/swrhcsy200910.html

The following chart shows the sizeable increase in student advising traffic across the district in the past four years.

Student Visits to Advising Centers Districtwide



B. Academic Advising Program Mission, Values, and Goals

Though the recommendations from the 2002-2003 Academic Advising Program Review called for development of a PCC Academic Advising Program mission statement, and the topic has occasionally appeared as an agenda item for district advising meetings, the AAP mission statement has yet to be written. Still, the PCC Academic Advising Program directly and actively supports the overall PCC mission to, “ advance the region’s long-term vitality by delivering accessible, quality education to support the academic, professional, and personal development of the diverse students and communities “ served by the college at large. In the interest of honoring the institutional mission, advisors support diverse students’ academic, professional and personal development through the provision of accessible and accurate information, and guidance intended to support self-exploration and contribute to increasing levels of autonomy and self-direction.

PCC Advisors value our role in the student experience as advocates for student success and guides for student achievement of educational goals. We recognize and embrace our responsibility to the values of PCC as an institution of higher learning. We further recognize and value our responsibility to represent and articulate our professional practice of advising at PCC in a manner that illuminates our contribution to the institutional vision and engenders administrative support for our efforts toward fostering student success.

Since the 2002-2003 Program Review, advisors district-wide participated in student services planning sessions designed to facilitate goal-setting for the PCC Academic Advising Program (AAP). These sessions resulted in the creation of a set of three advising goals intended to be addressed over a three-year period spanning 2007 through 2010. The goals were to:

1. Develop enhanced and uniform Advising marketing materials and outreach services
2. Participate in and support current college retention efforts
3. Collaborate dynamically with key internal and external partners

Each goal was operationalized with a set of explicit objectives and tasks for which intended outcomes and a time frame for achievement were delineated (Appendix A). Although some of the objectives for each goal have since been met, these goals have undergone no further careful review by the staff of the PCC AAP since they were drafted in 2007.

Although the PCC AAP operates with a tacit understanding of the point and purpose of our work with PCC students, the absence of a programmatic mission statement and the lack of ownership of established goals suggests that an advisor-driven, intentional approach - - such as that inherent in the development of an ***Academic Advising and Assessment Plan*** (see Recommendation #1 for a complete description) - - is needed. Such an approach will encourage Academic Advisors themselves to create, own and implement the guiding principles and practices which will result in significant program improvements for increased student success.

C. General Overview of Academic Advising at PCC

The general approach and philosophy of advising services is fairly consistent across the district. Centers use similar staffing to accomplish program goals. Quarterly district wide meetings provide training and information sharing opportunities for all full-time general advisors, as well as other PCC staff with an advising role. Specific staffing numbers, as well as facilities and service delivery models, vary from campus to campus based on available resources and campus-based history of the center development.

A condensed chart depicting district-wide advising staff appears below. A more comprehensive advisor profile appears in Appendix B, highlighting the 163+ collective years of advising experience among the full-time general advising staff.

District Advising Staff

Campus	FT Advisors	Casual Advisors	Front Desk Support	Specialized Advisors (Includes New Student Orientation/Advising, Perkins, Health Admissions, EMS, International, Community Resource, Retention, & ROOTS Specialists)
SY	7.0	1.9 FTE	2 FTE plus .30 casual	14.8 FTE
RC	5.0	1.0 FTE	1 FTE plus .70 casual	7.0 FTE
ELC	3.0	1.0 FTE	1 FTE plus .35 casual and .38 work study	1.75 FTE
CA	5.0	1.0 FTE	1.0 FTE	7.0 FTE

i. Staffing

The following provides a brief description of the staffing categories within academic advising at PCC.

ADVISING COORDINATORS

The coordinators provide day-to-day leadership for the campus advising centers. They are the lead advisors and are responsible for assisting Associate Deans with administrative decisions; scheduling services; recruiting, screening, training and supervising casual advising staff; and representing the advising program within campus and district leadership teams. They serve on a variety of committees and work groups representing advising or student services. As of 2007, all four campuses established the position of Advising Coordinator.

FULL-TIME GENERAL ADVISORS

General advisors perform all advising functions and serve the needs of a diverse student population, including specialized retention and advising services for target populations (e.g., pre-CTE students, development level students with College Prep holds, credit-level ESOL students, and students transiting from ABE). At the time of the last program review, in 2004, there were 11 full-time general advisors across the district. Today, the number has grown to 20. Three campuses were able to hire new advisors in 2010-11 due to increased demand .

CASUAL ADVISORS

At PCC, the part-time advisors who are hired on an hourly basis without benefits are termed “casual” advisors. Each casual advisor can work up to 959 hours per year per position. The casual advisors are a welcome and critical part of the advising team at each campus and are heavily used during the busiest registration times. They perform mostly routine advising services. They do not perform case-management advising nor do they handle the complex appeals required of at-risk students who are on probation, suspension, or disqualified from financial aid. They do not provide the in-depth program advising or transfer advising that is essential for completing degree checks or the intricate timeframe extensions required for continued financial aid. Although the part-time advisors are crucial to advising centers, they do not have the range or depth of skill and knowledge of the full-time advisors. With the increase in demand, centers have increasingly relied on casual staff, which has resulted in increased recruitment, hiring and training. The three-day training events have increased to two to three per year, up from no more than one training every year.

NEW STUDENT ORIENTATION AND ADVISING SPECIALISTS

The New Student Orientation and Advising Specialists (NSOAS) positions are the newest advisor positions at PCC. These positions stemmed from the START Lab concept and provide first term advising and new student orientation services for students. The new specialists will oversee the day to day operations of the campus START Labs under the oversight of the campus Outreach and Orientation Coordinator (OOC). Their duties include:

- Reviewing placement test scores with new students
- Facilitating orientation information to new students
- Assisting with My.PCC.edu account setup

NEW STUDENT ORIENTATION AND ADVISING SPECIALISTS (duties continued)

- Providing first term advising to new students
- Assisting with new student registration
- Troubleshooting new student issues (My.PCC.edu account issues, referrals to other services on campus)
- Hands-on assistance with financial aid application, award acceptance, and completion of loan documentation

In addition to these services, the NSOAS will oversee and train additional START Lab staff members and will work in conjunction with the campus OOC and advising staff in developing and implementing further new student initiatives, such as developing a campus tour and visitation program and offering customized START Lab services to address campus-specific needs. Lastly, the NSOAS will be available to assist with general advising services as time allows.

All four campuses have been able to secure designated START Lab facilities. Cascade, Rock Creek, and Sylvania have permanent, full-time specialists. The START Lab at ELC is staffed with a .75 FTE, temporary specialist.

SPECIALIZED ADVISORS AND OTHER RESOURCE PROVIDERS

Apart from the general academic advisors, there are numerous advising related positions at PCC that address the needs of specific student populations. These include: international student advisors; health admissions advisors; learning resource specialists (typically Perkins grant-funded); high school completion & programs specialists; TRIO advisors; and retention specialists (see more detail below). General advisors work with these specialists closely, referring students back and forth based on their needs. Without these specialists, the demand on general advisors would be more crushing than it is today.

The Perkins-funded Learning Resource Specialists are housed departmentally with the campus-based career-technical programs they serve and they actively participate in the program reviews for those departments. The Office of International Education, which includes the international student advisors, conducts its own program review. The Health Admissions advisors support the nursing, dental, and radiography programs at Sylvania and they contribute to the program reviews for those departments. The retention specialists, however, are not linked with any particular program and because they are not considered “general advisors,” they have fewer opportunities to spotlight their services. For this reason, we are dedicating the next portion of this review to the retention specialists and the role they play at PCC.

COMMUNITY RESOURCE SPECIALIST AND RETENTION SPECIALIST

These specialists, located at Rock Creek and Sylvania, advise, motivate, and advocate for students enrolled in the pre-college programs at PCC. Working closely with the faculty of these programs, the specialists assist students as they work toward achieving their academic and career goals. Specifically, they work with students enrolled in Reading and Writing 80

and 90, Reading 115, Math 20, Adult Education/GED, and courses in English for Speakers of Other Languages (ESOL). Note: The pre-college courses are referred to as developmental education (DE) at Cascade, Rock Creek, and Southeast. At Sylvania, they are classified as college success skills (CSS).

Sylvania Campus currently has two Community Resource Specialists assigned to students in the CSS and ABE/GEB programs, and one Retention Specialist who works with the CSS and ESOL populations. Rock Creek has a full-time Community Resource Specialist who assists post-GED, DE, and ESOL students.

These specialists are assigned to the pre-college programs in response to research that shows these programs enroll a significant number of at-risk students. At-risk students are those who are under-prepared and/or under-performing. Both groups need to develop confidence in their ability to be academically successful, identify their strengths and weaknesses, and develop a repertoire of learning strategies. At-risk students struggle to balance the demands of their higher educational goals and their daily lives. They often hail from low-income families or may be the first in their families to go to college with little academic support at home. These students benefit greatly from a team approach of faculty and advisors working closely to address their academic needs. A critical strategy is early identification of these struggling students followed by interventions that promote success and reduce attrition. The specialists use a case management approach that maximizes the effectiveness of PCC's student services.

Appendix C provides recommendations and information on two student monitoring reports developed by and used among the community resource and retention specialists.

FRONT DESK SUPPORT STAFF

Each PCC campus has a distinct approach to the provision of support services for academic advising. At the Cascade and Sylvania campuses, advisors share the services of front desk administrative staff with the Counseling faculty. At the ELC, administrative support services for advising are provided by a staff member who also supports the Counseling faculty and the Financial Aid office. The Rock Creek campus has an administrative support staff member specifically for the advising group. The principal role of front desk or front-line administrative staff is to screen and evaluate students to understand their educational history, academic goals and objectives and connect them with the appropriate advisor, counselor, department, or college resource. The administrative support staff provides an important service to both the advising team and to PCC students; they help keep students informed of critical deadlines and policies, apprise students of processes and procedures, and guide students through the necessary steps to accessing services, all while ensuring that each student's unique needs are heard and acknowledged.

D. The Advising Departments by Campus

CASCADE CAMPUS – NORTH PORTLAND

The Team

The general advising office at Cascade houses five full-time advisors, one of which is the advising coordinator. In 2003, Cascade had only three full-time advisors. In addition to advising general clients, the coordinator is the designated caseload advisor for 30 students in the Portland Teachers Program. One of the other full-time advisors is assigned as the official advisor to the members of the men's and women's basketball teams.

At any given time, there are approximately 10 casual advisors on the active roster. About half of these individuals are assigned a shift that varies from 4 to 8 hours and collectively they provide about 40-42 hours of weekly advising coverage. In 2003, the budget allowed for about 30 hours of part-time coverage per week. All of the advisors, full- and part-time, perform developmental or "DE" advising. Separate from the general advising office, Cascade is host to a half-time High School Completion advisor, and students in the Cascade-based CTE programs are served by four Perkins Learning Resource Specialists—two of whom share a full-time position. The CTE specialists used to be housed in the Advising office but have since been deployed to the divisions and programs to which they are assigned.

As of winter 2011, Cascade has its own ROOTS program, thanks to a five-year federal grant. The ROOTS cohort will serve students who place into at least one "DE" course and fall into one or more of the following categories: Low-income household, disabled, or first-generation college student. A program director was hired in December 2010 and two advisors and an office support specialist were in place by the end of February 2011.



Left to right: Jim Fasulo, Dorothy Badri, John Whitford, Susan Wilson, Phil Christain

Cascade Campus Advising Staff				
Advisor	Position	Permanent	Temporary	Part-time
Susan Wilson, Coordinator	1FTE	X		
Dorothy Badri	1FTE	X		
Phil Christain	1FTE	X		
Jim Fasulo	1FTE	X		
John Whitford	1FTE	X		
Casual Advising Staff	1FTE		X	

Service & Delivery Model

Since early 2007, the general advisors have operated on a drop-in system for advising. While discretionary appointments can be made, they are rare. During heavy registration periods it is not uncommon for the Cascade advisors to see 12 to 28 students each on any given day. This tremendous volume is sustained for the six weeks leading up to each new term. In January 2011, the department discussed the possibility of switching to an appointment-based system, but ultimately decided to continue doing the bulk of advising on a drop-in basis. Appointments can be made at the advisors' discretion, but will be reserved for those students who have work-schedule conflicts that prohibit them from 'dropping in' and having to wait a couple of hours to see an advisor, or for those who have academic issues that are more time-consuming and would be better served in an appointment setting.

Office Layout

The full-time and the casual advising staff work out of private offices on the first floor of the Student Services Building (SSB) that branch off an elongated hallway. The front of the office has an L-shaped counter that accommodates two receptionists. When the gates are up, the receptionists face the outer lobby where students wait to be called for their advising (or counseling) sessions after they have been entered into AdvisorTrac. The associate dean has an office just inside the advising and counseling entrance and his administrative assistant is located in the larger open space shared by the receptionists and a part-time employee who provides clerical support for Disability Services.

The Student Services Building (SSB) was erected in 1995, and was remodeled in 2003 to create more staff offices. By 2009, office space was at a premium once again. Through a combination of creative scheduling, office sharing, and the takeover of the area's lone conference room, the full-time and casual employees all have designated office space. With all office space in use in SSB, there is no place to grow. Therefore, the entire Student Services Division is looking at ways to restructure or reconfigure, which means certain offices may be moving out of SSB as new buildings are erected as part of the 2008 bond-funded expansion. The PCC Bond program is providing an excellent opportunity to assess space and facility needs. See Appendix D for detailed district-wide recommendations regarding facility and programming needs of Advising Centers, submitted to Bond managers and architects in 2009-10.



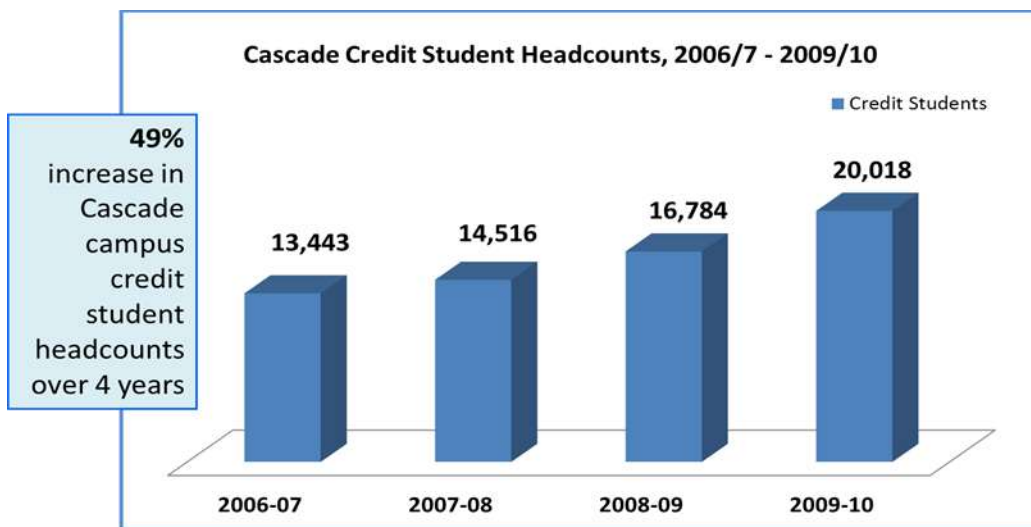
Advising and Counseling hallway



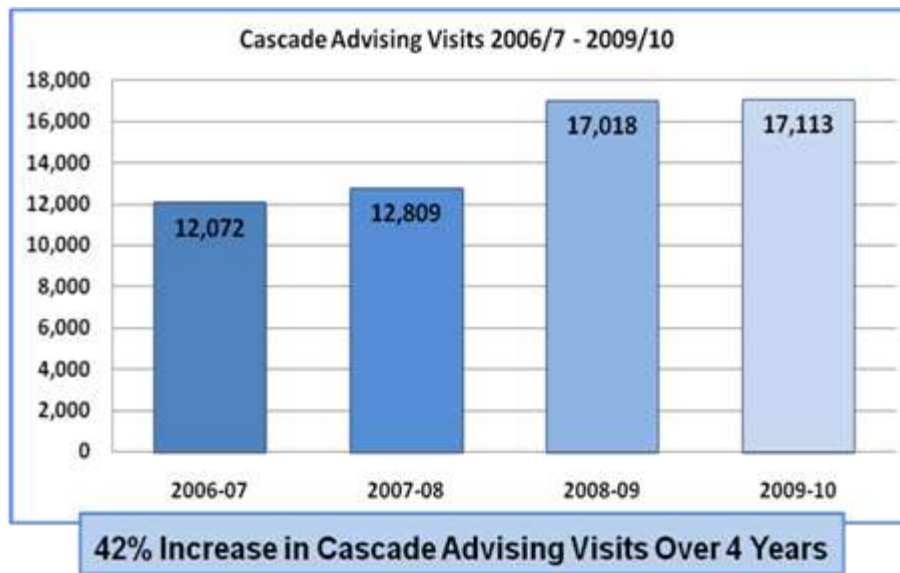
Office interior, general advisor

Profile of Service to Students

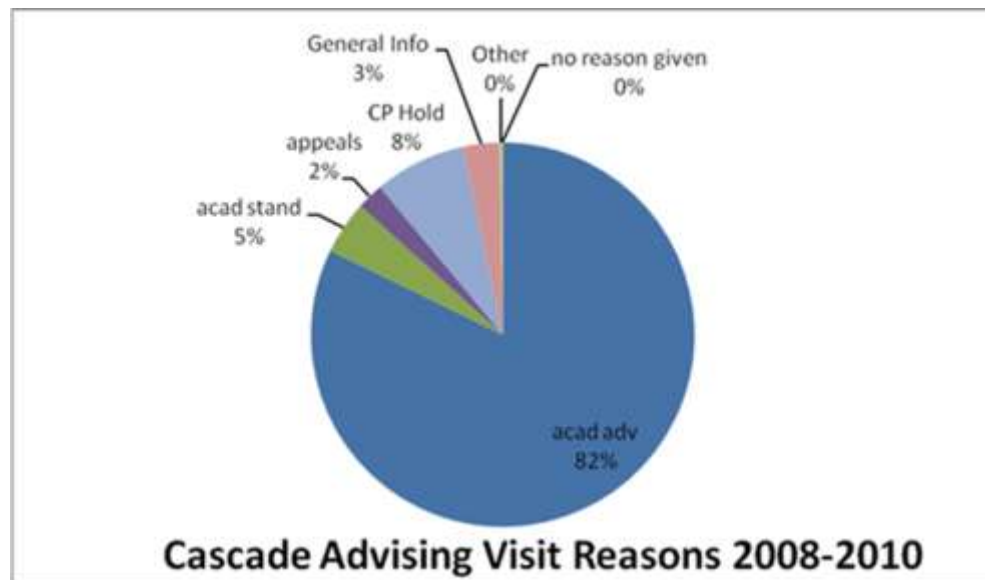
Cascade Headcounts



Cascade Advising Visits



Cascade Advising Visit Reasons



EXTENDED LEARNING CAMPUS / SOUTHEAST CENTER

Though many staff still call the facility “Southeast Center,” the official name is the Extended Learning Campus (ELC), which refers to the far-reaching programs and satellite centers throughout the Portland Metropolitan area that report to the campus managers operating out of the ELC.

The Team

In 2003, the ELC had a .8 FTE academic advisor with casual support for its busier registration periods. In 2011, it boasts three full-time advisors, including the coordinator position added in 2007. Until recently, the advising coordinator split his time between general advising and high school completion advising, but the latter is now handled by a part-time (.5) casual High School Completion specialist who joined the team in fall 2010. At about the same time, the Sylvania Campus was able to fund their Outreach and Orientation Coordinator position at a full-time level. This position was originally split 50/50 between the ELC and the Sylvania Campus. When this occurred, the Advising Coordinator took on the duties of the .5 FTE Outreach and Orientation Coordinator on an interim basis. At this time the Advising Coordinator splits his time 50/50 between Outreach and Advising.

In the summer of 2010 the ELC hired a one-year (.75 FTE) START Lab Academic Advising Specialist. This person plays an important role in the Advising department at the ELC. During the slow times or when the START Lab is closed, the START Lab specialist helps with coverage when the general advisors are out.

In 2008, the ELC gained a part-time Perkins Learning Skills Specialist for Welding, Aviation Science, Management and Supervisory Development, and Computer Applications/Office Systems programs. The same individual advises part-time for the Women’s Resource Center and doubles as the Mott and Life Tracks program advisor.



Left to right: Don Ritchie, Gretchen Quay, Luis Rodriguez, Monica Maynard

Extended Learning Campus Advising Staff				
Advisor	Position	Permanent	Temporary	Part-time
Luis Rodriguez Garcia, Coordinator *	1FTE*	X		
Monica Maynard (New Student Orientation & Advising)	.75FTE		X	
Gretchen Quay	1FTE	X		
Don Ritchie	1FTE	X		
Casual Advising Staff	1FTE		X	

*For 2010-11, job responsibilities are split 50% as Advising Coordinator and 50% as Outreach and Orientation Coordinator.

Service & Delivery Model

Academic advising is provided through a mix of drop-in and appointment service. The appointment-based advising is relatively new and offered only during the quietest part of the term when student traffic is lighter. During the busier times, just like other campuses, the advising staff relies heavily on the assistance of casual advisors. It is not uncommon for advisors to individually advise between 12-22 students per day during these busy times. A reception desk separates the students from the inner office and the receptionist checks in clients using AdvisorTrac.

When possible, services are also delivered through group advising via in-class presentations. The small nature of the campus allows the ELC advisors to have a good rapport with faculty. The ELC advisors are frequently invited to do in-class presentation on a variety of topics that include student success, degree completion, etc.

Office Layout

In January 2004, PCC's former Southeast Center moved to its current location at SE 82nd Avenue and Division. The student services functions took up residence in the once-spacious office within Tabor Hall, but today they compete for space as positions are added and as programs expand. The PCC Bond program is providing an excellent opportunity to assess space and facility needs. See Appendix D for detailed district-wide recommendations regarding facility and programming needs of Advising Centers, submitted to Bond managers and architects in 2009-10.



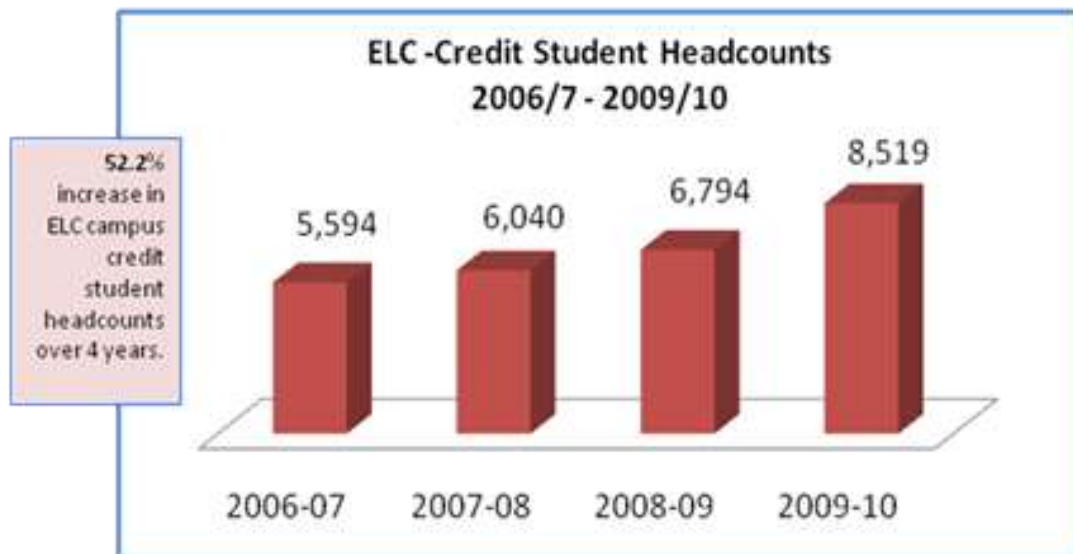
Student Services reception counter



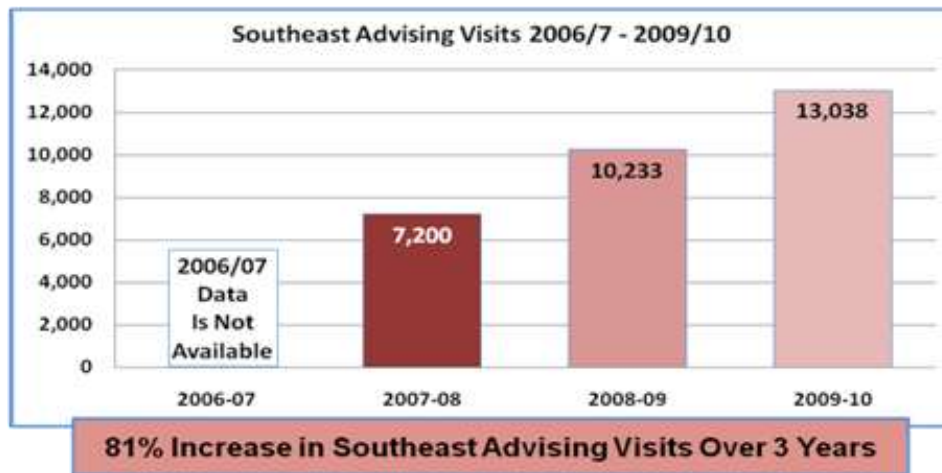
Top view of advising cubicles

Profile of Service to Students

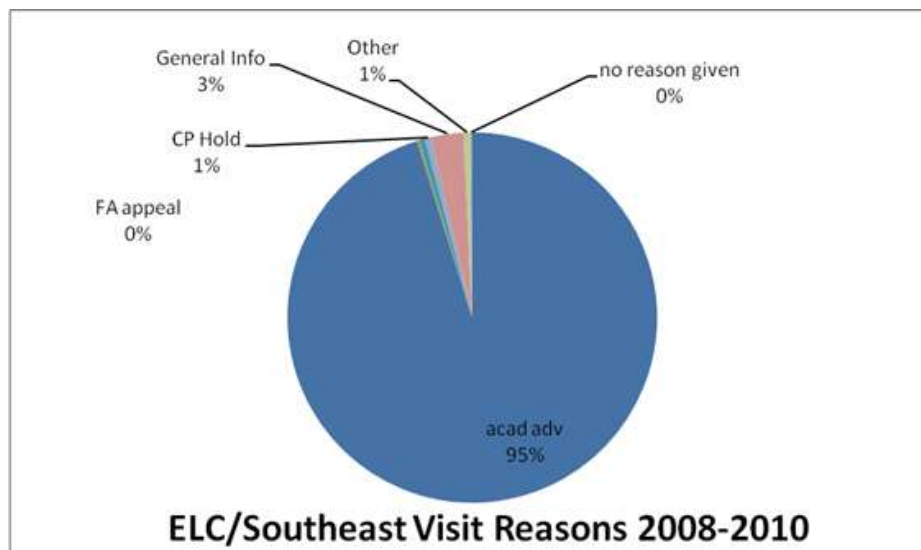
ELC Headcounts



ELC Advising Visits



ELC Advising Visit Reasons



ROCK CREEK CAMPUS - NORTHWEST PORTLAND

The Team

Rock Creek was one of only two campuses with an advising coordinator position prior to 2004. However, when the RC coordinator took a leave of absence in 2003, the department was temporarily under the lead of the then student services director until a new coordinator came on board in 2006. At the time of the last program review, Rock Creek had three full-time advisors, but only one of those was a permanently-funded position. Today, the campus enjoys a full-time advising coordinator plus four full-time advisors. The budget for casual advisors is lean at best, and the campus relies on casual advisors who work only during the busiest registration periods and on the days when the full-time advisors are away from the office.

The Advising front desk at Rock Creek is currently managed by a full-time staff member and student employees. The receptionist checks in students using AdvisorTrac. Students may get logged into AdvisorTrac for in-person visits, appointments and phone advising.



Left to right: Michelle Luff, May Donohue, Pat Sanchez-Cottrill

Rock Creek Campus Advising Staff				
Advisor	Position	Permanent	Temporary	Part-time
Pat Sanchez-Cottrill, Coordinator	1FTE	X		
Janice Brown	1FTE	X		
May Donohue	1FTE	X		
Michelle Luff	1FTE	X		
Open Position	1FTE	X		
Casual Advising Staff	1FTE		X	

Service & Delivery Model

Rock Creek offers drop-in advising year-round and also offers appointments during the slower part of each term. Students check in at a front reception desk that uses AdvisorTrac software. During heavy registration periods, advisors at Rock Creek may see up to 30-35 students per day. The volume of students dropping in at Advising increases for four to six weeks leading up to the start of each term and continues for two weeks after each term begins. During the slower times of the year, appointment-based advising is offered for students who need more assistance.

Office Layout



Reception counter in background;
student waiting area in foreground



Advising cubicle

When Building 9 opened in 2004, the Student Services programs moved into the first floor. The space is noted for its high ceilings and ‘great room’ office configuration. The first floor also houses Admissions and Registration, Counseling, Career Services, Cooperative Education, the Business Office, and a small Financial Aid outpost. Prior to the relocation, Advising had a very small waiting area and there was no ‘front desk’ or reception staff. The new office space provided a front desk area, but it took another few years to obtain funds for reception personnel.

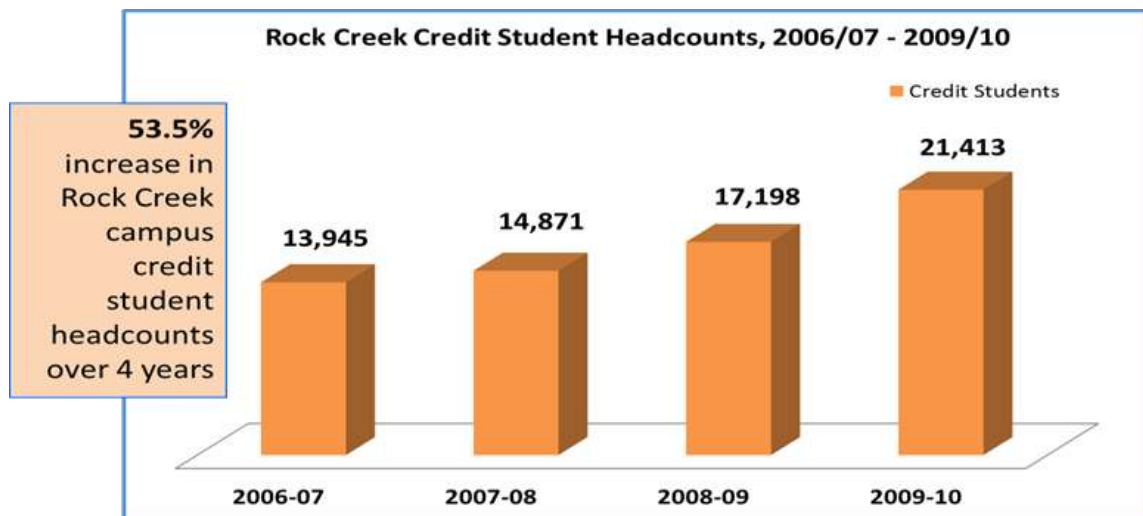
Building 9 was designed to accommodate office cubicles in the main services area where the advisors work. Some private offices exist toward the back of the office and these are assigned to counselors and deans. Rock Creek is unique in that it is the only campus where full-time advisors do not have private offices, but the campus views its open space as student-friendly because it promotes accessibility.

The presence of a reception desk and check-in staff serve as a much-needed buffer to keep students from walking in on advising sessions in progress or seeing an advisor out of turn. To avoid compromising a student's privacy when discussing personal matters that have led to academic failure, all students on probation or suspension at Rock Creek are seen only by counselors.

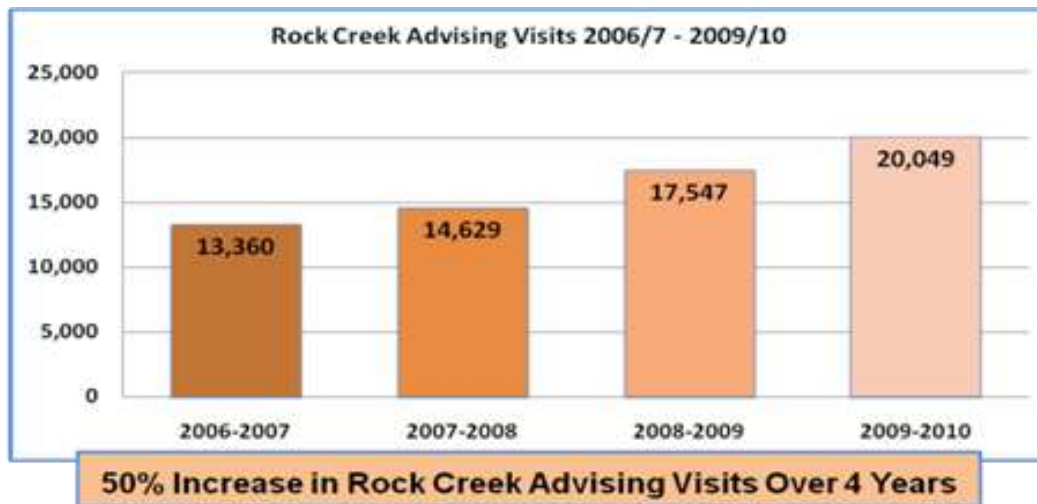
The Advising area will be touched by the 2008 bond-funded expansion, which may offer the opportunity for restructure or reconfiguration of the Advising Office. The PCC Bond program is providing an excellent opportunity to assess space and facility needs. See Appendix D for detailed district-wide recommendations regarding facility and programming needs of Advising Centers, submitted to Bond managers and architects in 2009-10.

Profile of Service to Students

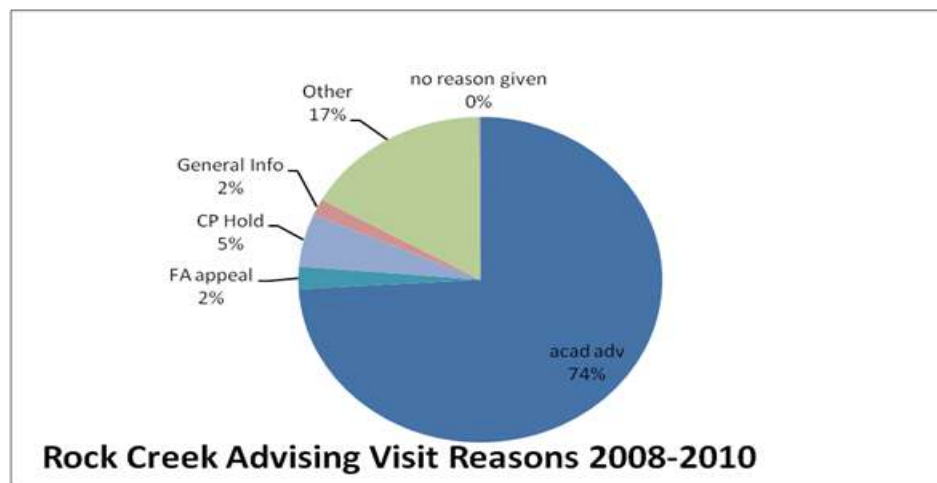
Rock Creek Headcounts



Rock Creek Advising Visits



Rock Creek Advising Visit Reasons



SYLVANIA CAMPUS - SOUTHWEST PORTLAND

The Team

Since 2003, Sylvania gained an academic advising coordinator in addition to two new full-time general advising positions. Not counting the coordinator, Sylvania has six full-time advising positions as of February 2011 and a team of casual advisors that provide coverage equal to 1.9 FTE. Sylvania has had a reception desk in counseling and advising for as long as anyone can remember, but they added a second full-time receptionist since 2003.

A full-time retention specialist who was working at the campus in 2003 remains there today. Sylvania is unique, too, for its College Success Skills (CSS) advisors who provide the majority of the developmental education advising. As of May 2011 there will be 2.0 FTE CSS advisors. These specialists are housed with the developmental education reading and writing faculty. A successful TRIO program called ROOTS is based at Sylvania and has its own director and 1.8 FTE advising staff and .25 FTE Financial Aid liaison staff.

Sylvania has the distinction of being the largest campus in terms of facility size and enrollment, but its rate of growth has tapered in the last ten years as part of a intentional plan to 'grow' the other campuses.



Left to right, back row: Mary Severson, Lynda Williams, Brittany Brist, Kathleen Bradach, Loan Lee, Lucinda Eshleman.
Front row: Suellen Rinker, Todd Nashiwa. Not shown: Shelly Samson.

Sylvania Campus Advising Staff				
Advisor	Position	Permanent	Temporary	Part-time
Lucinda Eshleman, Coordinator	1FTE	X		
Kathleen Bradach	1FTE	X		
Brittany Brist/Mary Severson	1FTE	X MS	X BB	
Loan Lee	1FTE	X		
Suellen Rinker	1FTE	X		
Shelly Samson	1FTE	X		
Lynda Williams	1FTE	X		
Casual Advising Staff	1.9 FTE		X	X

Service & Delivery Model

Sylvania's full-time academic advisors see students by appointment until about two weeks before registration begins each term and for most of July and part of August. During the two weeks leading up to registration and all through the registration period, Sylvania advisors see students on a drop in basis and are also heavily supported by part-time advising help during this time. Casual advisors are used for the daily drop-in clientele throughout the term.

Office Layout

All of the full-time advisors have private offices that circle the perimeter of a large wing in the College Center Building. The casual advisors have cubicle space next door in what used to be a proctored testing area. The casual advisors are also allowed to use counselor and full-time advisor offices if they are not being used for the day.

The campus testing center is located in a separate office at the back of the wing, but students have to enter the Advising and Counseling Center to get there, thus generating substantial traffic through the central part of the office that also serves as the waiting area for advising clients. Receptionists at a walk-up reception counter greet visitors, and students' names are logged into AdvisorTrac and queued for advising (or counseling).

The PCC Bond program is providing an excellent opportunity to assess space and facility needs. See Appendix D for detailed district-wide recommendations regarding facility and programming needs of Advising Centers, submitted to Bond managers and architects in 2009-10.



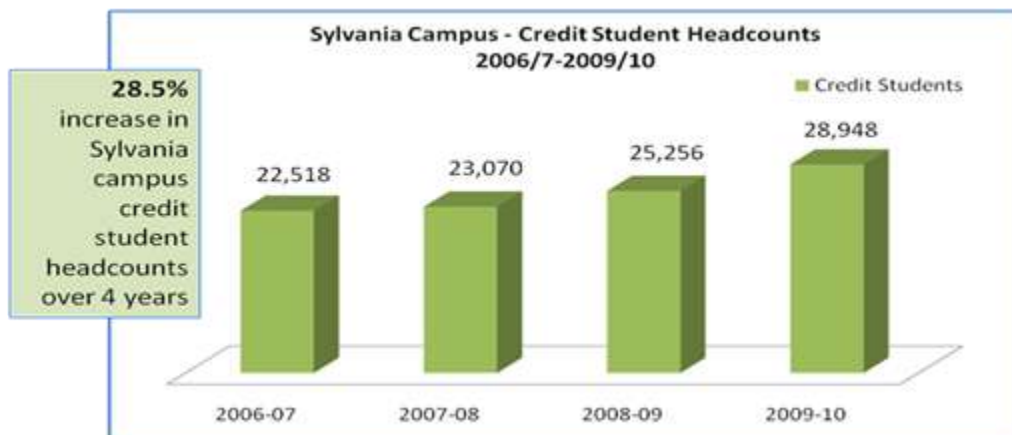
View of interior lobby with advising offices around perimeter



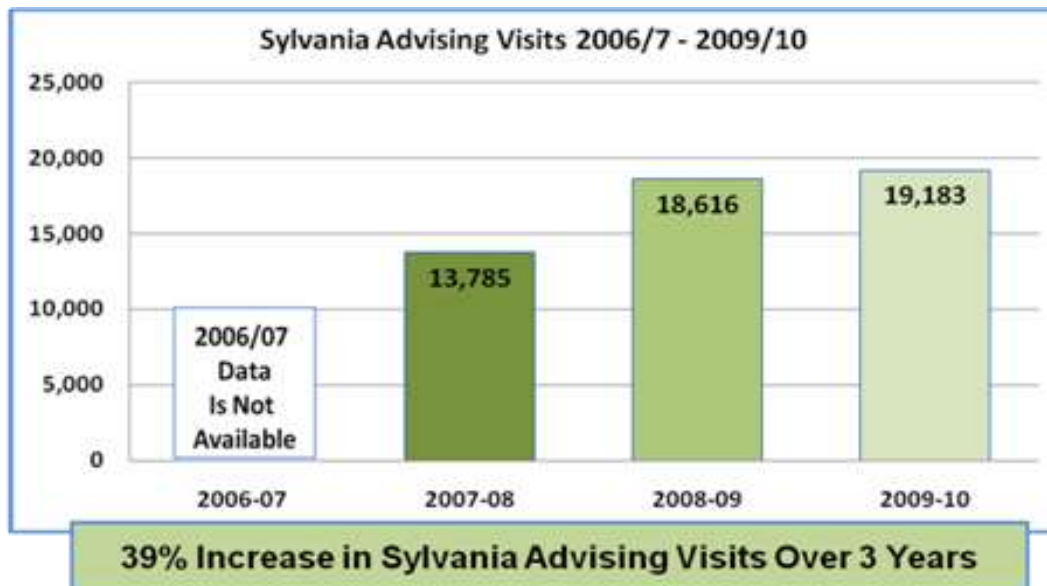
Office interior, general advisor

Profile of Service to Students

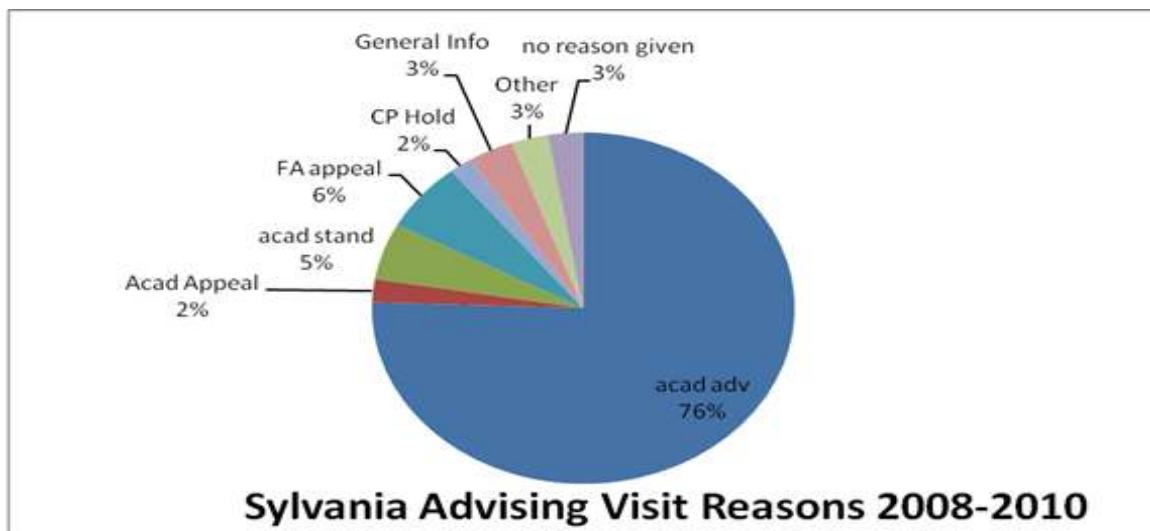
Sylvania Headcounts



Sylvania Advising Visits



Sylvania Advising Visit Reasons



II. SERVICE STANDARDS

A. Professional Advising Standards (NACADA and CAS)

The PCC Academic Advising program draws from two major frameworks in guiding and determining PCC advising standards: NACADA and CAS Standards. The **National Academic Advising Association (NACADA)** was formed in 1977 and has a membership of 10,000 advising professionals. It is the largest and most recognized advising association in higher education, promoting and supporting quality academic advising in institutions of higher education and providing a forum for discussion, debate, and the exchange of ideas pertaining to academic advising. The NACADA Board of Directors endorses three documents which set the standards for professional academic advising. Included among these is the *Standards and Guidelines for Academic Advising* published by the Council for the Advancement of Standards in Higher Education (CAS).



CAS has been committed to promoting standards in student affairs, student services, and student development programs since 1979. NACADA subscribes to and promotes the fourteen CAS Standards for Academic Advising programs, which are as follows:

Academic Advising Programs will provide...

- an appropriate mission that is clearly linked to the mission of the institution;
- a program function that demonstrates an impact upon specified student learning and developmental outcomes;
- appropriate leadership that can guide the program to the achievement of its purposes;
- workable organization structure and management practices;
- adequate human resources;
- sufficient financial resources;
- satisfactory facilities, technology, and equipment;
- acknowledgement of and responsiveness to its legal responsibilities;
- provision of programs and services that provide for equity and access by all constituents;
- satisfactory campus and external relations;
- the embodiment of appropriate diversity;
- the application of ethical practice; and
- the use of assessment and evaluation in its operations (NACADA Research, 2010).

Although the PCC Academic Advising Program has not adopted its own unique set of standards, we resonate with and aim to uphold the above. Likewise, program goals were not formally framed by these standards but have served, informally, to guide our services and objectives.

B. Relating Professional Standards to the PCC Mission and Core Values

The stated mission of PCC is to “advance the region’s long-term vitality by delivering accessible, quality education to support the academic, professional, and personal development of . . . diverse students and communities” (adopted by PCC Board December 2010). Included among the PCC core values is an emphasis on offering effective teaching *and student development programs* that prepare students for their roles as citizens in a democratic society in a rapidly changing global economy, along with a focus on maintaining an environment that is committed to diversity as well as the dignity and worth of the individual. The CAS standards for Academic Advising Programs align closely with the PCC mission and core values, as CAS asserts that Academic Advising Programs must be “responsive to the needs of individuals, special populations, and communities,”¹ offering opportunities for academic, professional, and personal growth to students of all ages, races, cultures, economic levels, and previous educational experiences, and encouraging the full realization of each individual’s potential.

C. Academic Advising Best Practices for Outcomes-Based Advising Programs

In the past, students elected to attend college largely for the pursuit of further knowledge, insight, and intellectual immersion. In contrast, contemporary students often attend college with the primary goal of earning a college degree in preparation for entering or advancing in the job market. As a result of this priority shift, many students arrive on PCC campuses with not only a fundamental absence of understanding of the point and purpose of an undergraduate education, but also little clear sense of direction regarding their educational path or its connection to their longer-term aspirations.

Today’s students are finding it increasingly difficult to make informed decisions as they navigate what can sometimes be a maze of institutional policies and requirements. Moreover, in response to mandates from the federal financial aid program, PCC students will need to brace for an institutional culture shift which will mean a tighter focus on students’ rates of degree completion. Essentially, students need more guidance, advocacy, and coaching than ever before to persist in their studies, and to set and

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

¹ Council for the Advancement of Standards in Higher Education (CAS). (2005). Academic Advising Programs: CAS Standards and Guidelines. Retrieved March 22, 2011 from <http://www.cas.edu/getpdf.cfm?PDF=E864D2C4-D655-8F74-2E647CDECD29B7D0>

reach academic goals. 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. Given this fact, it is appropriate for the PCC Academic Advising Program to begin its own shift in the direction of providing outcomes-based advising services.

Outcomes-based advising programs operate with the understanding that quality academic advising happens when the advising experience leads to student learning. Outcomes-based advising programs also recognize that ensuring student learning via academic advising requires thoughtful planning and strategy. In an effort to move towards outcomes-based programs of advising, many colleges and universities have established or are in the process of establishing standing, cross-representational steering committees or councils to guide and continually review the implementation of an institutional advising plan. PCC neighbor Clark College in Washington is an example of a local institution with an advising plan and a goal of creating an Advising Steering Committee for continuous advising program improvement.

As recommended by NACADA and reflected in the changes happening at colleges and universities nationwide, Best Practices for moving to an outcomes-based advising program paradigm include:

- Honoring a shared mission for academic advising across the institution
- Collaborating college-wide to establish common Academic Advising Program goals and objectives
- Identifying and making transparent specific outcomes for advising process/delivery as well as student learning
- Planning for the ongoing assessment of outcome achievement and using gathered data for continuous advising program improvement
- Centralizing the coordination of these efforts to facilitate a consistent, coherent program of advising college-wide (i.e., establishing an Academic Advising Committee or Council)

Among the recommendations arising from this Academic Advising Program Review is a call to draft a district-wide PCC Academic Advising and Assessment Plan encompassing the aforementioned Best Practices (see Recommendation #1), and to establish a PCC Academic Advising Council to ensure effective implementation of the recommended plan (see Recommendation #2) .

III. ADVISING PROGRAM REVIEW 2002-Present

A. Discussion of 2002-2003 Program Review

The last Advising Program Review was prepared in 2002-2003 and was presented to a small audience in the spring of 2004. The Review was the first of its kind for the PCC academic advising team. As such, it included a detailed chronology of the history of advising at PCC along with a look at the advising functions, structures, and the limited resources available to the advisors at that time. The advising accomplishments during this period included transfer sheets being reformatted for uniformity, E-Transfer Centers being developed, and the implementation of an online orientation option for new students.

The program review assessment methodology was based on one source of data: The 2003 Campus Climate Survey which was notable for being the first-ever district-wide assessment of Advising. This consisted of an on-campus paper and pencil survey, administered by advisors over a seven-week period to new and returning-from-absence students at the end of their advising sessions. For anonymity, the students were handed the survey and asked to fill it out and return it to a drop box available in the Advising centers at each campus.

The Four Learning outcomes the program review and assessment sought to address were as follows:

1. Students will select appropriate courses; and learn to evaluate their academic skills, interests, strengths and goals for school
2. Students will utilize college and community support services and resources
3. Students will investigate and gain an understanding of transfer options to other educational institutions
4. Students will feel satisfied with their academic advising experiences at PCC

The 2002-2003 Advising Program Review team found the data helpful in forming strategic and operational recommendations. There has been good progress with initiating and implementing many of the recommendations made, including:

- **Increasing ways advisors reach out to students to provide information and services** via brochures, webpages, My.PCC.edu announcements, CG classes, student fairs, and group orientations
- **Bringing some consistency to advising done at In-Person New Student Orientation** and improving advising for on-line orientation
- **Improving relationships with Professional Technical programs and faculty** through implementation of district advising meetings, representation on campus committees, and advising liaisons assigned informally to various PCC departments

- Hiring two additional advising coordinators, expanding the district advising meetings, and the advisors' involvement in task forces and advising program review committees have **increased information sharing between campuses so advising can be more efficient and consistent for students**
- **Hiring one new FT time advisor at each campus** was a significant step toward meeting the needs of a growing student population
- Funding one full-time advising coordinator at both The ELC and Sylvania, to join the coordinators that existed already at Cascade and Rock Creek, provided **consistent training structures and instructional materials** for new casual and FT advisors **thus ensuring that all advisors campus to campus have the same basic information and training**

The strategic recommendations have not been addressed at the same level of attention as the operational issues, but are recognized then and now as important to raising the level of professional and intentional advising at PCC:

- **Assess advising services and goals every 5 years**
- **Develop a district-wide mission statement** for advising, with input from the Deans of Students
- **Work more closely with the college to build more support for advisors** by educating upper levels of management on what advisors really do and to make them aware of our concerns
- **Make the logistics of office space on each campus equitable so all advisors can perform the same job functions** so vital for student retention, and—as a result of developing a clearer mission—supporting the ongoing need for more full-time advisors and more support personnel to address the ongoing developmental needs of PCC students

Interestingly, there is no record or recollection of a formal response from the College administration in regard to the 2002-2003 Program Review Academic Advising Self-Assessment after the presentation was made.

B. Academic Advising at PCC 2004-Present

A CHANGING LANDSCAPE

In other arenas, looking back seven years would not equate to ancient history, but in the realm of academic advising at PCC, life as we knew it in 2003 has evaporated into space. The demand for services has essentially doubled, mostly due to an economy that displaced workers and sent them back to school for retraining in wholly different occupations. Trades people find themselves in competition with former white collar professionals in the exploding fields of health care and environmental sustainability. Newly-minted high school and college graduates are finding fewer opportunities for any kind of work, let alone living-wage jobs, and are returning to school to wait out the recession.

Another change that helps to explain the heavy demand for student services in 2011 as compared to 2003 is the enrollment of the youngest members of the Millennial Generation, those students born between 1981 and 2000. Also referred to as Generation Y, the Millennials are the product of the infamous “helicopter parents” who hovered over their offspring to excess. We can generalize and describe Millennials as less rebellious and less likely to break the rules than the two generations before them, but these very hallmarks speak to a generation that looks to its elders for more direction. As a group, the youngest Millennials are significantly more dependent than their Gen X predecessors, and this reliance on others for information translates to a greater demand for one-on-one services in the college environment. Today’s freshmen can find their way to our doorstep (often coming with parents in tow or vice versa) but once they get here they require more assistance at each stage of the enrollment process.

A NEW PACE

Until about 2005, the ebbs and flows of student traffic were cyclical. The advisors could pretty much predict the demand for advising would pick up in mid-August and carry through the start of fall term, die down through October and the first half of November, then speed up with the beginning of winter registration. And so it went every quarter. Except for the lead in to fall term we would have about 5 weeks of high-volume student contact followed by six weeks of low-volume traffic. Every July we would have a divine phase of catch-up bliss. We could schedule vacations, attend conferences, clean out file cabinets, update advising materials, and generally recharge for the coming school year. Today, there is no such thing as down time. We have about one month per term that sees less traffic than the others, but it is all relative when you realize a busy month might mean 2,500 students, and a ‘slow’ month a mere 1,000. Students now seek advising services year-round for a variety of reasons:

We now have the Mandatory Advising Initiative, which went into effect in 2007. All students placing into two or more levels of DE reading, writing, and/or math are required to have at least two advising sessions--one before their first term, and another before their second term. The students have a hold on their account which prohibits them from bypassing the advising piece.

All instructors teaching College Survival and Success, and many of the instructors of College Study Skills, require their students to see an advisor at midterm to obtain a one-year academic plan. This sends dozens of students at each campus scurrying to the advising department to fulfill the assignment.

The introduction of minimum prerequisites in 2008 produced a new barrier between students and registration. Students with credits from other schools must make contact with an advisor to get overrides entered into the computer on their behalf.

Many individuals have returned to school to wait out the recession. The demand for advising services automatically rises when enrollments increase. Additionally, the numbers of students receiving federal financial aid have increased substantially over the past few years. If a student who receives financial aid fails to meet the Standards of Academic Progress (SAP), they are almost always referred to an advisor for help processing their disqualification appeal. As the numbers of financial aid recipients has increased, so has our time spent helping them retain their funding by educating them about SAP rules and how they can best balance their work/school/family commitments so that they can remain in good standing.

A NEW TOOL BOX

Seven years ago we were reliant on mostly paper tools for our advising sessions. Our campuses used log sheets and clip boards to queue up students for advising. We created hard copy academic plans, used paper worksheets for transcript evaluations, and relied on paper advising guides and forms to illustrate requirements and to document the advice we imparted in the course of our advising sessions. The old touch-tone registration system known as TRAIL, the Banner database, and the Worldwide Web were our primary computer/automated resources in 2003. Banner continues to be the main staple for extracting scores, transcripts, and other student data that enables us to advise with current student information. In recent years new features in Banner have become available to advisors, which have added to our efficacy. In addition, more electronic tools have become available, such as My.PCC.edu, ImageNow, AdvisorTrac, and GRAD Plan. The following systems and electronic resources currently are used in advising:

My.PCC.edu

My.PCC.edu is the portal system introduced to the PCC community in 2005. With the advent of this one-stop system that allowed students to look up classes and register online, the TRAIL registration system went away. Transfer centers, which formerly served as physical repositories for transfer guides and catalogs have given way in some cases to the online University Transfer Center located within My.PCC.edu. Students can also check their financial aid status, order textbooks from the Bookstores, reserve library materials, pay their bill, access their academic record, email their instructors, etc., through My.PCC. Staff and students alike have found the web-based system to be an essential resource.

IMAGENOW

ImageNow is a software interface that allows advisors to retrieve digitally-imaged transcripts from their own computer. Student Records started entering official transcripts into the ImageNow system in 2005. By the spring of 2007 full-time advisors received access to this system, increasing their ability to help students determine PCC degree plans and transfer to baccalaureate-granting institutions. Prior to the availability of ImageNow, all student transcripts that came from other institutions were filed as hard copies. If an advisor needed to look at a transcript, s/he would call Student Records and request a copy by mail or fax. Now that incoming transcripts are automatically scanned and electronically attached to the student's PCC record, access is instantaneous. An advisor can pull it off the computer in seconds and do essential overrides for students to facilitate registration. Further, Image Now provides access to records that might need more in-depth review by an advisor, such as an informal transcript evaluation. The campuses will be gradually adding scanners to allow advisors to scan unofficial transcripts/student academic plans, academic progress reports, etc. into the ImageNow/AdvisorTrac system to help with student case management.

ADVISOR TRAC

AdvisorTrac (AT) is a proprietary software program with interface capabilities that allow it to communicate with Banner. AT was pioneered at the Sylvania campus and has gradually been adopted at our other campuses allowing advisors better access to scheduling of students and entering and keeping track of meetings and conversations with students. It has an appointment-scheduling component as well as a check-in system to queue students who

show up for advising sessions. All campuses utilize the check-in component, but not all campuses are using the scheduling piece. One major improvement derived from AT is the ability to maintain student confidentiality during the check-in process now that the clipboard system has been eliminated.

AT records the amount of time a student is in the office and tracks the primary service provided to each student along with the name of the advisor they saw, the type of session held (drop in, appointment, telephone, email, or fax), and a section for the advisor to write notes. These notes are broadly accessible, which is useful, as students do not always return to the same campus or the same staff member for future advising sessions. Seeing what transpired at their last session facilitates “better case management as students swirl through district.” Use of the tool has expanded beyond general advising. The Financial Aid department, the Perkins advisors, and the retention specialists have adopted AdvisorTrac as well.

Tracking use and easily accessible record-keeping are major benefits of this system, though AdvisorTrac’s rich database is currently underutilized. The district has not achieved consistency in how it extracts or uses the data available. To this end, one of the general advisors at Cascade has applied for a staff development grant that would provide release time to delve into the inner workings of AdvisorTrac and explore all of its features and available reports. If the grant is approved, the advisor will be able to exhume the ‘buried’ data, analyze its usefulness, and perhaps develop custom reports that could be used across the district to reveal usage trends and more effectively allocate advising resources.

GRAD PLAN

The long-awaited degree audit system we call ‘GRAD Plan’ has been available to advisors since April 2010, but October 11, 2010 marked the official date it was introduced to students online. Students can log into their My.PCC.edu account to access GRAD Plan and after a couple of keystrokes they can print out a report that shows their progress toward their degree. The report tells them what courses they have completed, what courses they still need, and shows how courses currently in progress will apply to their degree.

This auditing system will need constant updating to accommodate changing degree requirements and changes in course offerings. The advisors across the district play a large role in spotting errors and inconsistencies and communicating the needed corrections to the implementation team. It is becoming more and more reliable with every printout. Advisors can print out the student’s degree audit and interpret it during an advising session, or a student can print his/her own audit and come in with a list of questions about it. Either way, GRAD Plan has essentially reduced the number of transcript evaluations completed by hand in the advising offices.

GRAD Plan has a built-in “Planner” which allows an advisor to plot out the terms a student could/should take the remaining courses needed for graduation. The planner can then be saved and accessed by the student or by future advisors. Widespread use of the planner has not yet occurred, probably because the majority of the students coming to General Advising during the busy pre-registration periods are brand new and/or working on prerequisites leading up to their major. Prerequisite courses are not captured on GRAD Plan. For this reason, it is quicker to sketch out their sequences of reading, writing and math on a paper

planner or the generic electronic planner created as an Excel spreadsheet. The GRAD Plan planner is intended for students who have correctly identified their major, have selected their target degree, and have satisfied all prerequisite courses. The students in this population are the clients seen in General Advising at the quieter middle part of a term and the advisors could make greater use of the GRAD Plan planner when assisting students like these or those who are close to graduation.

Advisors are hopeful that the term by term planner and the “what-if” function in GradPlan continue to improve and become even more valuable tools over the next year. At this time, GradPlan does not have the ability to take into account the requirements of the school the student is planning to transfer into or the major requirements that student must meet before being admitted into their four year universities junior level program. PCC advisors help students with that portion of their academic degree planning on an individual, manual basis.

ELECTRONIC RESOURCES

Multiple websites exist today that have all but replaced the old-fashioned paper copies of yesteryear. Peterson's Guide to Colleges has gone electronic, and has been joined by an array of other websites that provide students with comparison information on colleges and majors. The CHEA (Council for Higher Education Accreditation) website was a godsend for checking a college's accreditation status, until College Source came along and provided the accreditation information and a helpful collection of online college catalogs dating back to 1994. This simplified the process for comparing course content when assisting students with transfer credit evaluations. No longer did students have to provide their own course descriptions. More recently, U-select has been added to our toolbar as a way to check course equivalencies for colleges that students are transferring from or are planning to transfer to. This instant access to information via the Internet has all but severed our reliance on Student Records personnel--our old 'go-to' resource.

College Source...provided accreditation information and a helpful collection of online college catalogs dating back to 1994. This simplified the process for comparing course content...

Chronology of PCC Initiatives that Impacted Advising

A variety of initiatives, events, curriculum revisions, and new technology implemented since spring 2004 significantly altered the face of general advising at PCC. In chronological order, here is a timeline of these changes and advancements:

Term	Event	Impact on Advising
Summer 2004	My.PCC.edu went live	PCC's web-based portal system introduced a new way to search for classes, register, pay for school, and communicate with the PCC community. Advisors were trained in the system so they could in turn show students how to use My.PCC.edu.
Winter 2005	Inaugural Financial Aid Day hosted at Cascade	On a Saturday in January, Student Services staff (including academic advisors) volunteered for PCC's first Financial Aid Day and assisted 110 students in accessing the FAFSA website to apply for federal student aid.
Fall 2005	Credit Conversion from 3 to 4-credits occurred for most Humanities and Social Science courses	The majority of courses offered in the humanities and social sciences were converted from three to four credits, thereby affecting sequences, quarterly offerings, and degree requirements.
Winter 2006	Financial Aid Day hosted at all campuses	Student Services and Financial Aid staff at all campuses volunteered for this new annual event to assist students and community members in completing applications for federal student aid.
Winter 2007	Mandatory Advising Initiative (College Prep Holds) implemented	This initiative mandated advising for students placing into developmental levels of reading, writing, and math.
Winter 2007	PCC Nursing Program announces intention of partnering with OCNE (Oregon Consortium of Nursing Education)	In laying the groundwork for a partnership with OCNE, PCC realigned its nursing admissions requirements to match OHSU and other partner schools. For the year that followed, 2008 applicants were advised to follow the old rules, and 2009-and-later applicants were advised to follow the new and radically different rules.
Winter & Spring 2007	First High School Preview Day offered at each campus	The Advising staff assisted the Outreach and Orientation Coordinators in offering transfer workshops and tours to dozens of high school students and counselors visiting each campus.
Spring 2007	Weekend College launched	PCC expanded its weekend offerings to accommodate students who worked a traditional Monday through Friday work week. For the advisors, this meant more online advising for those who had difficulty getting to campus during office hours.

Term	Event	Impact on Advising
Spring 2007	ESL/ESOL classes restructured	General advisors assumed advising duties for students in ESOL Levels 5-8.
Summer 2007	Admissions and Registration merged	Admissions, which was previously handled in the Advising and Counseling departments, joined the Enrollment Services division and began operating out of the registration offices. Certain services formerly centralized were now available at each campus.
Fall 2007	First-Year Experience debuted	Campuses began offering limited tuition-free sections of the one-credit version of College Survival and Success, CG 100C.
Winter 2008	AdvisorTrac implemented	All campuses except Cascade were using AdvisorTrac. After some modifications, Cascade began using the system in summer 2008.
Winter 2008	Best Practices training held	Over a six-week period, the advisors attended a 35-hour training on advising best practices. The idea for this training came out of the Mandatory Advising Initiative.
Winter 2008	Notification of New Standard Prerequisites was broadcast	Though prerequisites wouldn't be enforced until later, notices were sent via email to any student who had not yet met the new standards. This notification jolted students into action and, for one week, created a record number of phone calls and faxes from students needing more information or needing overrides.
Summer 2008	Advisor Training went high-tech	The advising coordinators, with the help of Jason Pinkal, brought the training program for new advisors into the modern world by converting it to a PowerPoint slide show, thus eliminating the need to reprint hard copies of every document.
Summer 2008	Up-Front Transcript Evaluations debuted	Student Records began evaluating students' transcripts from other schools at the time of admission, and as each course was evaluated and accepted in transfer, the articulation information was recorded in Banner. This provided quicker and more consistent information as to how prior credits would apply toward PCC degrees and certificates, and effectively took the burden of performing transcript evaluations off the shoulders of advisors. Advisors were given access to the articulation database known as SHATATR.

Term	Event	Impact on Advising
Fall 2008	First-Year Experience expanded	The number of free sections of the one-credit College Survival and Success course increased dramatically. At each of Cascade, Rock Creek, and Sylvania the number of sections grew to 20 per year, and those at the ELC grew to 10 per year.
Fall 2008	Standard Prerequisites enforced for new students	PCC imposed minimum prerequisites in reading, writing, and math for most all lower-division collegiate general education subjects. Students who met some or all of the prerequisites at other institutions had to fax, email, or bring their transcripts to Advising to get overrides for registration.
Spring 2009	Standard Prerequisites enforced for <i>all</i> students	After a two-term grandfathering provision for existing students, the College imposed its new standard prerequisites on all PCC students.
Summer 2009	START Lab debuted at Cascade (first of its kind at PCC)	The Student Training, Advising, Registration, and Troubleshooting (START) Lab put computers and Student Services staff together in a walk-in facility to provide basic advising and registration assistance to new students. Within the year, through initiative funding, the other three campuses would have their own START Labs.
Fall 2009	Beta testing conducted on Degree Works	A team of advisors joined a task force to test and refine the early version of Degree Works, the automated degree audit system adopted by PCC.
Winter 2010	Grading Options became available to students	With the onset of grading choices (A-F vs. Pass/No Pass), students sought information and clarification from advisors.
Spring 2010	GRAD Plan training began for advisors	GRAD Plan (formerly Degree Works) training was provided to general advisors, advising specialists, and faculty across the district.
Fall 2010	GRAD Plan introduced to students	GRAD Plan became available to students in October 2010. This generated a population of advising clients who needed interpretation of the degree audit they printed at home.

IV. ACADEMIC ADVISING STUDENT LEARNING OUTCOMES

Outcomes-based assessment has been gaining momentum as a movement in higher education for the past few decades. Increasingly, institutions are being held accountable by stakeholders (e.g., accreditation teams, state agencies, students) for tangible evidence of learning and development as a result of educational interventions and experiences. Instructional programs at PCC have been integrating development and assessment of student learning outcomes within their curriculum and program reviews for some time. It is essential that student services join this journey. Moving beyond simply identifying how many students are served and how satisfied students are with services and activities, student affairs professionals must continually examine, review and gather evidence relating to the quality and value of their contributions to student learning and development.

The CAS standards assert that “the formal education of students is purposeful, holistic, and consists of the curriculum and the co-curriculum”². As advising is a co-curricular student experience, CAS further notes that Academic Advising programs must “identify relevant and desirable student learning and development outcomes.”

A. **Moving Toward an Outcomes-Based Advising Program**

Charged by Associate Dean liaisons with the task of identifying Student Learning Outcomes (SLO's) in preparation for a new and very different approach to Program Review, the Advising Program Review Standards and Outcomes Committee convened in late summer 2009 to review CAS Standards and to develop a plan for the identification of SLO's relevant to the work PCC Academic Advisors do with students. The product of this committee was the *Academic Advising Program Review Context Evaluation* (Appendix K), a survey designed specifically for PCC AAP advising staff to encourage our reflection on the work we do and the outcomes we strive for in our direct service to students. The results of the *Advisor Context Evaluation* were used to identify themes for relevant Student Learning Outcomes for advising.

As a starting point for the creation of a list of learning outcomes that students might achieve as a result of participating in the academic advising experience at PCC, a task force of general advisors considered the following questions:

1. What should students know as a result of academic advising?
2. What should students be able to do as a result of academic advising?
3. What should students be able to understand, or, how should students' thinking have changed as a result of academic advising?

² Council for the Advancement of Standards in Higher Education (CAS). (2005). Academic Advising Programs: CAS Standards and Guidelines. Retrieved March 22, 2011 from <http://www.cas.edu/getpdf.cfm?PDF=E864D2C4-D655-8F74-2E647CDECD29B7D0>

With these questions forming the foundation of the discussion, a comprehensive list of Student Learning Outcomes was developed. Although only six Student Learning Outcomes were ultimately assessed for this Program Review (these are shown below in bold italics), there were actually ten Student Learning Outcomes which grew out of this task force effort. The ten SLO's posited that as a result of academic advising, PCC students would:

- 1) Initiate advising sessions to stay on track toward academic goals***
- 2) Demonstrate an understanding of requirements to meet academic goals***
- 3) Demonstrate an understanding of PCC Associate Degree, Certificate, and/or transfer options***
- 4) Demonstrate an understanding of the value of General Education requirements***
- 5) Demonstrate ability to use MyPCC and other technology resources***
- 6) Select, schedule, and register for planned courses in a timely manner***
- 7) Form appropriate questions to ask advisors and faculty regarding academic planning, resources, and requirements
- 8) Interpret and apply degree audit information
- 9) Take ownership of and responsibility for own academic path by using information obtained in advising sessions as a foundation for further action, investigation or reflection
- 10) Identify personal and academic strengths, weaknesses, and interests that affect academic planning

B. Advising Outcomes Mapped to CAS Standards and PCC Core Outcomes

The SLO's listed above are in alignment with those developed by the Council for the Advancement of Standards in Higher Education (CAS). CAS upholds that Academic Advising programs "must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage achievement of those outcomes."³

³ Council for the Advancement of Standards in Higher Education (CAS). (2005). Academic Advising Programs: CAS Standards and Guidelines. Retrieved March 22, 2011 from <http://www.cas.edu/getpdf.cfm?PDF=E864D2C4-D655-8F74-2E647CDECD29B7D0>

According to CAS, “relevant and desirable outcomes” include:

- *Intellectual growth*
- Ability to communicate effectively
- Realistic self-appraisal
- Enhanced self-esteem
- Clarification of values
- Clarification of career choices
- Leadership development
- Healthy behaviors
- Meaningful interpersonal relationships
- *Ability to work independently and collaboratively*
- Social responsibility
- Satisfying and productive lifestyles
- Appreciation of diversity
- Spiritual awareness
- *Achievement of personal and educational goals*

The six outcomes assessed for this Program Review are directly related to three of the CAS-recommended outcomes listed above (see italics). In effect, we determined that for this Program Review, we would assess outcomes relevant to our students’ ***intellectual growth***, their ***ability to work independently and collaboratively***, and their ***achievement of educational goals***.

As an institution, Portland Community College endeavors to have its students achieve a set of six core outcomes by the time of graduation. These core outcomes are related to communication, community and environmental responsibility, critical thinking and problem-solving, cultural awareness, professional competence, and self-reflection, and are meant to function as guideposts for the development of outcomes within all departments, programs, and services offered at PCC.

In reviewing the ten Student Learning Outcomes enumerated above, an Academic Advising Program Review task force found that each of the Academic Advising Program SLO’s were well aligned with the PCC Core outcomes, as shown in the following chart and further illustrated in Appendix M:

As a Result of Academic Advising, Students Will:	Meets PCC Core Outcome for:
Initiate advising sessions to stay on track toward academic goals	Communication
Demonstrate an understanding of requirements to meet academic goals	Professional Competence
Demonstrate an understanding of PCC Associate Degree, Certificate and/or transfer options	Professional Competence
Demonstrate an understanding of the value of General Education requirements	Community and Environmental Responsibility
Demonstrate an ability to use MyPCC and other technology resources	Professional Competence
Select, Schedule, and register for planned courses in a timely manner	Professional Competence
Form appropriate questions to ask advisors and faculty regarding academic planning, resources, and requirements	Communication
Interpret and apply degree audit information	Critical thinking/Problem Solving
Take ownership of and responsibility for their own academic path	Professional Competence
Identify personal and academic strengths, weaknesses, and interests that affect academic planning	Self-Reflection

V. ASSESSMENT AND ANALYSIS

A. Assessment Plan

Once the six Advising Student Learning Outcomes were selected from among the original ten, planning for the collection of data which would provide insight into the PCC AAP's effectiveness in helping students achieve these outcomes began with a review of possible methods of data collection. The Data Collection Management Plan shown in Appendix M represents each learning outcome along with corresponding methods of data collection. Though focus groups and task assessments are listed among the proposed methods, the PCC AAP found that there was little time or opportunity to undertake these types of assessments.

Data collection was focused on the use of existing student surveys and archival data, with the exception of one survey designed especially for this review: the Portland Community College Student Survey (PCCSS). Although student satisfaction with advising services is a valuable data piece for the PCC AAP, the PCCSS was thoughtfully designed to focus not on student satisfaction, but on student achievement of identified Student Learning Objectives, and the results of the other five assessments from which student feedback was received (i.e., the SENSE, NL-SSI, CCSSE, PSU-Collab, and PCCGrads) were examined for indicators of Academic Advising SLO achievement rather than student satisfaction.

B. Sources of Data

For this program review, the academic advisors had rich data from five different student surveys conducted within PCC and nationally that speak to students' experience with, and knowledge/satisfaction derived from, their advising encounters. Following, is a list of the eight surveys/data courses and a brief description of each. For ease in identifying these surveys later in this report, each has been assigned an acronym or abbreviation.

<p>SENSE</p> <p>Survey of Entering Student Engagement</p> <p>Conducted Fall 2009</p> <p>Survey Results, Appendix E</p>	<p>This classroom survey was administered to a cross-section of randomly-selected classes throughout the PCC district and the results were collected and compiled by PCC's department of Institutional Effectiveness. The survey is a program of the Community College Survey of Student Engagement (CCSSE). At the time the survey was administered, the PCC respondents were asked to think back to their mindset and their experiences in their first term at PCC and to answer the questions as they applied to the first three weeks of that first term. This survey relied heavily on students' ability to accurately recall their early impressions and activities and, for this reason, we believe SENSE survey results may not be as reliable as the other surveys featured in this section.</p>
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<p>NL-SSI</p> <p>Noel-Levitz Student Satisfaction Inventory</p> <p>Conducted 2005, 2007, and 2009</p> <p>Survey results, Appendix F</p>	<p>The Noel-Levitz Inventory is a bi-annual classroom survey administered at PCC. As with the SENSE survey, PCC starts with a random sample of class sections and administers the survey to a cross-section that includes lower-division collegiate, career technical, and developmental students. The Student Satisfaction Inventory is a "...tool to improve the quality of student life and learning. It measures student satisfaction and priorities...how satisfied students are as well as what issues are important to them." (Noel-Levitz Student Satisfaction Inventory website, 2011)</p>
<p>CCSSE</p> <p>Community College Survey of Student Engagement</p> <p>Conducted 2008</p> <p>Survey results, Appendix G</p>	<p>The CCSSE is administered in randomly selected credit classes at participating colleges. CCSSE measures the level of student engagement throughout their college experience and seeks to pinpoint successes in retention. At the CCSSE website, visitors can view results from individual institutions or the collective results showing national trends.</p>
<p>PSU-Collab</p> <p>Portland State University Collaborative Advising Survey</p> <p>Conducted 2010</p> <p>Survey results, Appendices H, H a., and H b.</p>	<p>This electronic survey was part of a research project at PSU, directed by Janine Allen, Professor of Education, and by Cathleen Smith, Professor Emerita of Psychology. As described in the 2011 Student Success and Retention Conference breakout session brochure, the survey was "designed to examine students'...experiences with and attitudes about academic advising. The larger project is a research collaborative of eight institutions of higher education in Oregon, including public and private, 2-year and 4-year institutions." One survey group included current PSU students who had matriculated from PCC. A separate survey group was comprised of students attending PCC. Of the 30,995 current PCC credit students invited to participate, 10,413 answered the survey via email--an astounding 33.6 percent response rate. Forty-two percent (4,351 respondents) indicated they received their primary advising from a general advising center, and this is the subgroup we looked at for the purposes of this program review.</p>
<p>PCCSS</p> <p>Portland Community College Student Survey</p> <p>Conducted 2010</p> <p>Survey results, Appendix I</p>	<p>This first-ever PCC survey was administered via email to students who had received one-on-one advising at PCC, as identified by AdvisorTrac. The survey questions were developed by PCC advisors around the themes from the six learning outcomes.</p>

PCCGrads Portland Community College Graduates Survey Conducted Spring 2010 Survey results, Appendix J	This survey was administered by Institutional Effectiveness to students who had recently graduated or were about to graduate from PCC with a certificate or a degree. The survey had a 22 percent response rate and provided information ranging from student satisfaction at PCC to their plans beyond graduation. Data produced from this survey is perhaps a better marker than SENSE data because students were polled close to their degree or certificate completion date when they have more experience to draw from.
Advisor Context Evaluation Conducted Summer 2009 Full survey, Appendix K	This survey was created by a committee of full-time advisors from across the PCC District. The Council for the Advancement of Standards in Higher Education (CAS) Standards and Guidelines for Academic Advising Programs were used together with the CAS Self-Assessment Guide for Academic Advising to provide a framework of areas to assess; Likert scale questions were taken directly from the CAS Self-Assessment Guide. Open-ended questions were created by the committee in order to assess the PCC AAP specifically, and how advisors felt about service to students, their own professional development, and the PCC AAP in general.
OIE CP Hold Data from the Office of Institutional Effectiveness Research data, Appendix L	Data from the PCC Office of Institutional Effectiveness was provided regarding the retention of PCC students who were assigned mandatory advising based on testing into two or more developmental-level classes.

C. Data Analysis

A full-time academic advisor from each campus was recruited to be part of the team that would analyze the data from the surveys and data sources and seek to correlate the results with the six learning outcomes. Following are their findings:

Learning Outcome No. 1

As a result of advising, students will initiate advising sessions to stay on track toward academic goals.

It is worth noting that the precise phrasing of the learning outcome, “As a result of advising, students will initiate advising sessions to stay on track toward academic goals” was not posed to students who were surveyed via SENSE, CCSSE, PCCSS, and PSU-Collab. The approach was to gauge, from the research, the evidence that students accessed advising services at all, and then attempt to infer if the learning outcome of students’ ability to initiate advising sessions had been met.

RESEARCH FINDINGS

Question 19, PCCSS: “I saw an advisor to make sure I was on track to meet my goals”

This question closely aligns with this learning outcome of initiating advising sessions. Seventy-one percent of the 354 respondents, or 252, agreed with this question. This number is a positive indicator that students were proactively initiating advising sessions to meet their academic goals. Additionally, the ratio of agree versus disagree (71 percent agree versus 19 percent disagree) is a ratio of more than 3-1.

Question 16, PCCSS: “I developed an academic plan with an advisor”

Results from this question are not quite as strong to support the outcome. Fifty-three percent of students agreed, but 31 percent disagreed with this question, revealing that nearly a third of the students have not accomplished the essential task of developing an academic plan with an advisor. This offsets the positive results of Question 19 since the nature of the question is similar but the percentage of agreement is 18 percent points lower.

Question 8, PCCSS: “I know what I need to take before I transfer”

Results from question 8 are similar to the results from Question 16 about developing a plan. Fifty-three percent of the students who responded agreed while 20 percent disagreed. Eight percent were unsure as to what they needed to take before transferring. This is another result which offsets the rather positive results of Question 19.

Question 7, PSU-Collab: “I have a plan to achieve my educational goals”

Favorable responses from Question 7 in this survey are a strong indicator that the learning outcome of students initiating advising sessions has, to some degree, been reached. Eighty-four percent of students were in high agreement with this question and 14.5 percent were in moderate agreement in their response to this question. If students have a plan, it implies they had the skills to initiate an advising session to begin with. Noteworthy in the responses here is that only 1.5 percent of students were in low agreement with this question.

Question 38, PSU-Collab - Satisfaction: Encouraging students to assume responsibility for their education by helping them develop planning, problem solving, and decision making skills”

This survey item also points to the learning outcome of students initiating advising sessions. When students were asked to rate their satisfaction with being encouraged to assume responsibility for their education, the majority responded with a high (45.4 percent), or moderate (41.4 percent) level of satisfaction to this question. This is a favorable response to a question which gets to the core of initiating an advising session.

Question 39, PSU-Collab: “It is important to develop an advisor/advisee relationship with someone on campus”

The level of importance a student places on developing an advising relationship connects to the learning outcome of initiating advising sessions, in that a student who feels that such a

relationship is important will likely initiate advising sessions. Sixty-five percent responded with high agreement and 31 percent answered in moderate agreement.

Question 18f - SENSE: “An advisor helped me set academic goals and to create a plan for achieving them.”

For respondents who were in their first or second term at the time of the SENSE survey, 14.8 percent strongly agreed, 26.2 percent agreed, and 29.6 had no opinion. For those taking the survey who had attended PCC more than two terms, 17 percent strongly agreed, 27.4 percent agreed, and 28.4 percent had no opinion. This implies that students with enrollment longevity at PCC are slightly more likely to have seen an advisor and to have obtained an academic plan. Still, the percentage of students with no opinion is significant and troublesome.

The phrasing of this question itself poses some ambiguities. It is difficult to gauge whether the respondents simply have not yet seen an advisor, or whether they saw an advisor but did not get an academic plan, or whether they sought advising but did not feel the advisor was helpful in creating a plan. One of the recommendations at the end of this section is to word future survey questions in a way that they: 1. Correspond with specific learning outcomes, and 2. Identify whether students have sought out advising services, and 3. Measure the students' satisfaction level with the advising received.

Question 18e - SENSE: “An advisor helped me select a course of study, program or major.”

For respondents who were in their first or second term at the time of the SENSE survey, 19 percent strongly agreed, 35 percent agreed, and 22.5 had no opinion. These numbers are pleasantly surprising given that new students are still establishing the successful habit of initiating advising sessions. For those taking the survey who had attended PCC more than two terms, 20 percent strongly agreed, 33.5 percent agreed, and 24 percent had no opinion. Collectively, these responses indicate that students believe academic advisors play a pivotal role in selecting an academic major, and points to the reliance new students tend to have on advisors. This significance may lay the foundation for students initiating advising sessions as they progress in college. *Note: Academic advisors at PCC do not provide career counseling to students. If students are undecided about their major, an advisor will help choose courses that build literacy skills or meet general education requirements for most programs. Students who do not have a major are referred to career counseling.*

PCCGrads: “Looking back at your time at PCC, what were the most significant activities or services that the college provided to help you achieve your goals?”

This open-ended question allowed students to independently select academic advising as a “most significant service.” Fifteen percent, 57 of 374 students surveyed, without any specific prompt, listed some sort of “helpful advising” as the most significant service. One student’s comment serves an excellent example: “Advising by (name withheld) was what changed me from simply taking classes to earning a degree.” One could reasonably infer that this student learned to initiate advising sessions to stay on track to his degree.

Question 13a1 - CCSSE: "Frequency of academic advising visits"

When polled about the frequency of academic advising visits, 50.7 percent of full-time students noted "sometimes" and 13.5 percent listed "often." For part-time students, 40 percent noted "sometimes" and 12 percent said "often." We do not know the respondents' personal definitions for "sometimes" and "often," so we do not know if the low response in the "often" category is worrisome. For some, "often" might be several times per term; for others it might be once a term. Likewise, "sometimes" might be once a term for some students and once a year for others. Future survey questions should offer quantitative choices. An example, "How frequently do you visit with an academic advisor?" Answer choices: "I have not met with an advisor yet, 1 to 2 times per term, more than 2 times per term, 1 to 2 times per year, more than 2 times per year."

Question 13a3 - CCSSE: The importance of academic advising

When polled about the importance of academic advising, 65 percent of full-time students and 60.4 percent of part-time students said, "very important." Twenty-eight percent of both full- and part-time students indicated "somewhat important." These results are positive indications that students may be inclined to initiate advising sessions if 60 percent of the respondents in both groups consider advising to be very important and an additional 28 percent consider advising to be somewhat important.

DISCUSSION AND RECOMMENDATIONS FOR ONGOING ASSESSMENT

This learning outcome, "Students are able to initiate advising sessions to stay on track toward completing their academic goals," has an element of ongoing assessment attached to it. It implies that someone (perhaps advisors?) will continually monitor whether students, a) actually initiate sessions with advisors, and, b) tend to stay on track toward their academic goals. If we assume there is a correlation between initiating advising sessions and the ability to stay on track, we would have to compare completion rates or the number of terms attended for students who have initiated advising sessions versus those who did not.

Questions for the future:

Potential future student survey questions could include:

"As a result of advising, are you able to initiate advising sessions to stay on track toward your academic goals?" Directing the question in this manner will allow staff, specifically advisors, to discern whether or not the learning outcome is being achieved.

"PCC requires new students to meet with an advisor when their placement scores put them into any two of the following course levels: RD 80, RD 90, WR 80, WR 90, and MTH 20. A College Placement (CP) Hold is placed on the account until a student meets with an advisor. Do you recall if you had a CP Hold on your account during your PCC experience?" Yes/No/I don't know. If the answer is Yes, go on to the next question. "Would you have visited the advising office voluntarily in your first two terms at PCC if a hold had not been placed on your account?" Yes/No/I don't know. Questions such as these address specific

College initiatives and could measure the level of student awareness and understanding about such initiatives.

“Looking back at your time at PCC, what were the most significant activities and services that the college provided to help you achieve your goals?” This question, of course, appeared in the survey conducted by PCC’s Office of Institutional Effectiveness and is an excellent example of an open-ended question that allows students to independently identify aspects about their educational experience that resonate with them. We propose that future surveys ask more open-ended questions like this one.

Should we focus more attention on students who veer into academic probation and subsequently, financial aid disqualification? Perhaps we should examine the interconnectedness of student success, student retention, and the ability to maintain good standing with Financial Aid to interventions provided by academic advising and financial aid specialists.

Should we target students who are 40-50 credits into their degree program? In this review we had data from students’ early experience (SENSE) and at the end of their PCC stay (PCCGRADS), but nothing from the group in the middle of their PCC experience.

ACCOMPLISHMENTS

PCCGrads: “Looking back at your time at PCC, what were the most significant activities and services that the college provided to help you achieve your goals?”

In response to this open-ended question, 57 students (15%) listed advising as “the most significant service” during their college years. This response exceeded the number of positive comments about instruction received and reflects strong student satisfaction with academic advising services.

PCCSS: “I saw an advisor to make sure I was on track to meet my goals.”

An astonishing 71 percent of students were in agreement with this question.

PSU-Collab: “I have a plan to achieve my educational goals”

3,539 PCC students (84% of those responding to this question) in spring 2010 were in high agreement with this question.

Regarding PSU-Collab... Three presenters from PSU featured the general results of the PSU Collaborative Survey in a breakout session at the 2011 Student Success and Retention Conference, held in Portland on February 4 and 5. The session was titled “Community College vs. University Advising: What Transfer Students Say about the Difference” and the following finding appeared in the breakout description in the conference brochure:

“We found that community college students and university transfer students differed in the kinds of advising important to them. Furthermore, not only were community college students more satisfied with the advising they received, they were more satisfied with

their overall educational experience, more confident in their decision to attend their current institution, and more likely to have a significant relationship with a faculty or staff member at their current institution than were their peers who had transferred to the university. We also found that, although community college students were less likely to have received advising, those who did receive advising did so more frequently and scored higher on most learning outcomes related to advising than their peers who had transferred to the university.”

Learning Outcome No. 2

As a result of advising, students will demonstrate an understanding of requirements to meet academic goals.

At the core of the work of the PCC Academic Advisor is the responsibility to ensure that students leave each advising session with clarity and understanding of how to reach their academic goals within the institution and beyond. With a student population whose goals range from completion of CTE certifications to seamless transfer into baccalaureate degree programs at public or private schools, both in- and out-of-state, PCC Advisors are critical to students’ successful navigation of what can sometimes be a complex web of academic requirements and policies.

Queried for the PCCSS, students were largely cognizant of their plans for their time at PCC; more than half reported that their primary academic goal was to transfer to a 4-year school after earning a PCC degree. The data reflect that PCC students recognize the importance of working with an Academic Advisor to plan their trajectory towards meeting their academic goals, and that Academic Advisors are having an impact on students’ knowledge of *short-term* reference points for achieving these goals. However, the data fail to clearly show whether students have an understanding of requirements for meeting their particular academic goals.

RESEARCH FINDINGS

Question 206, PSU- Collab: “What is your main reason for attending PCC?”

Question # 1, PCCSS: “Which of the following is closest to describing your goals at PCC?”

While 20% of respondents to the PSU-Collab reported that their main reason for attending PCC is to earn a CTE certificate or AAS degree, 58% of respondents reported that their primary reason for attending PCC is to earn credit for a 4-year degree. Similarly, 64% of respondents to the PCC Advising Survey identified “taking classes that will transfer to a 4-year college or university” as the best description of their goal at PCC. Additionally, 52% of respondents to the PCC Advising Survey reported that they intend to transfer to a 4-year college or university with a PCC degree. When given the choice to offer “no answer” on the PCC Survey, 0% of respondents

elected that option. The data here establish, then, that PCC students do have a definite, identified academic goal for their time at PCC.

Item # 8, PCC Advising Survey: "I know what classes I need to take before I transfer"

Item #14 , PCC Advising Survey: "I know what classes I need to take over the next two terms"

Although 64% of the PCCSS responses reflected that students' intended goals included earning credits for transfer to a 4-year institution, only 53% of these reported knowing what classes they needed to complete prior to transfer. Still, when asked about shorter-term academic planning, 64% of respondents reported knowing what classes to take over the next two terms.

Item #12, PCC Advising Survey: "Completion of a General Education program is required for a Bachelor's Degree"

Item # 10, PCC Advising Survey: "I know the General Education requirements for a degree at the school(s) where I might transfer"

While 66% of respondents understand that completion of a general education program is required for a Bachelor's degree, less than half - - only 48% - - reported knowing the general education requirements for their transfer school.

Item #19, PCC Advising Survey: "I saw an advisor to make sure I was on track to meet my goals"

71% of respondents met with an advisor to ensure that they were taking the appropriate steps to reach their academic goal. This result reveals that the majority of PCC students recognize the value of seeking professional guidance from an academic advisor as they move towards meeting their academic objectives at PCC.

DISCUSSION AND RECOMMENDATIONS FOR ONGOING ASSESSMENT

Although most students are aware that General Education courses are required to earn a bachelor's degree, less than half report knowing the General Education requirements of their destination school. If most students are planning to transfer to a university, more students should report having a better understanding of the General Education requirements of their prospective school. Moreover, if 71% of respondents to the PCC Student Survey met with an advisor to ensure they were on track, more than 53% of students should report knowing what classes they need to complete prior to transfer. These disconnects suggest that there are other questions which might be posed, and that future Academic Advising program reviews should be based upon a more intentional and focused research approach which includes the development of instruments crafted for and by the PCC Academic Advising program to evaluate the achievement of more explicit objectives.

An ongoing assessment recommendation related to this student learning outcome is the regular administration of a web-based exit survey, possibly embedded within the Student Records Office's informational message to graduating PCC students. This survey would be designed to ascertain the degree to which completing students have achieved this learning outcome, and might also serve to measure advisor performance over the course of the student's PCC career.

Questions for the future:

Using any measure, what quantitative or qualitative result would be regarded as evidence that an Academic Advising Student Learning Outcome has been achieved?

Which more specific “academic goals” should be parsed and assessed?

How often and/or how significantly are students’ goals changing in the course of their time at PCC?

How many times in the course of their studies are students meeting with an Academic Advisor to calibrate their academic plans?

ACCOMPLISHMENTS

Among the data sources made available for this program review, the PSU Advising Research Collaborative and the PCC Advising Survey proved most useful for providing indicators of student success in “understanding requirements for meeting academic goals.” According to both measurements, most PCC students identify their academic goal as earning credits for transfer to a 4-year college or university. According to the PCC Advising Survey, more than half of students surveyed plan to earn an Associate degree prior to transfer. Accomplishments related to this advising outcome include:

More than 70% of students surveyed met with an academic advisor to stay on track academically (PCCSS)

More than 60% of respondents know what requirements they must fulfill at PCC to meet educational goals (PSU-Collab)

83% of students report having a plan for achieving their academic goals (PSU-Collab)

Learning Outcome No. 3

As a result of advising, students will demonstrate an understanding of PCC Associate Degree, Certificate, and/or transfer options.

Portland Community College offers one-year, two-year, and short-term certificates, confers five different Associate degrees, and offers hundreds of courses spanning all academic disciplines to allow students flexibility in preparing for transfer to 4-year colleges and universities. The academic options available to PCC students abound, and it is the goal of the PCC Academic Advisor to provide guidance and insight as well as to facilitate understanding as students explore these options and make decisions relevant to their academic goals. That students are *aware* of the various options available to them is supported in the data. What cannot be accurately

gleaned from the data, though, is whether students *understand* these options well enough to discern which among them might be the best vehicles for reaching their individual academic goals.

RESEARCH FINDINGS

Question 3, PCCSS - “PCC Offers one- and two-year certificates in . . . (options: Career/Technical fields only; Transfer fields only; Career/Technical and Transfer fields)”

Seventy-seven percent of respondents are aware that PCC offers 1- and 2-year certificates in Career-Tech and transfer fields.

Question 5, PCCSS - “Which Associate degrees guarantee junior status when transferring to an Oregon University System institution? Check all that apply. (respondents were given five degree options, of which only two fit the descriptive prompt)”

Fifty-five percent of respondents are aware that the Associate of Arts Oregon Transfer degree guarantees junior level status when transferring to an OUS school. Forty-eight percent of respondents recognized that the Associate of Science Oregon Transfer degree in Business also guarantees junior level status when transferring to an OUS school. Still, 51% of respondents erroneously regarded the Associate of Science Transfer Degree as a credential which would guarantee junior level status when transferring to an OUS school.

Question 13, PCCSS - “In order to get a degree or certificate, I need to . . . (respondents instructed to check all that apply; only two of four options provided were correct answers)”

Ninety-three percent of respondents are aware that in order to earn a degree or certificate, the fulfillment of program requirements as indicated in the PCC catalog is expected. Sixty percent understood that filing an application for graduation was another necessary step towards receiving a PCC degree. About one-third of respondents mistakenly believed a graduation fee would need to be paid.

Question 31, PSU Collab - (Importance) “Ability to give students accurate information about degree/transfer requirements”

Question 32, PSU Collab - (Satisfaction) “Ability to give students accurate information about degree/transfer requirements”

Results indicate a 1.33 importance: satisfaction gap regarding students’ perception of advisors’ ability to provide accurate information related to degree/transfer requirements. Nearly 90 percent of those responding ranked accurate information as being highly important, but only 51.2 percent reported high satisfaction with advisors’ ability to provide accurate information.

Question 32, NL-SSI - “My Academic Advisor is knowledgeable about my program requirements”

Question 40, NL-SSI - “My Academic Advisor is knowledgeable about the transfer requirements of other schools”

PCC received gap scores only for the results of surveys administered in 2005, 2007, and 2009. When students were asked about their advisor's program knowledge, the 2009 results revealed a 1.23 importance: satisfaction gap for the 1,644 respondents. That gap is a .05 increase over 2007. For the inquiry related to the advisor's knowledge of transfer requirements, the 2009 survey revealed a 1.25 importance: satisfaction gap, which was a modest improvement over the 2007 results.

DISCUSSION AND RECOMMENDATIONS FOR ONGOING ASSESSMENT

The findings from the available data sources for the cited learning outcome suggest that while students find academic advising to be an important student service, too few students appear to be sufficiently informed about their academic options, and there appears to be a fair degree of dissatisfaction among PCC students with regard to the quality of the academic advisement they have received. Still, though the findings here are useful as a point of reference, it seems that to use these findings as evidence to inform advising practice or to impact advising programming is of questionable wisdom. These findings seem better suited to function as mines from which to excavate ideas for further study and consideration.

In advancing towards an outcomes-driven program of academic advisement, the PCC Academic Advising program would do well to move from asking how satisfied students are with advising services to asking, instead, how well advisors have taught students and what students have learned. To this end, one recommendation for ongoing assessment is the regularly scheduled administration immediately following each advising session of a survey developed to assess students' understanding of the information received from the advisor during the session. Moving forward, it will be important to rely upon assessments like the PCCSS, which itself was specifically designed by a team of general advisors who intended the survey to be a direct measure of student learning outcomes as they relate to student participation in the PCC Academic Advising experience. This measurement tool provided the opportunity for students to demonstrate their learning, calling for specific answers to questions that are at the center of understanding key advising concepts. Future assessments should build upon this model.

Questions for the future:

Do advisors intend to have **all** students understand **all** degree, certificate and/or transfer options, or only those specific to the student's individual objectives?

Do all students have sufficient time in advising sessions to have questions/concerns fully addressed?

Are students discriminating between advisors' knowledge re: in-state transfer vs. out-of-state transfer?

Do students understand the advisor's role in the advising relationship?

Do students understand their own role and responsibilities within the advising relationship?

ACCOMPLISHMENTS

PCCGrads: “Looking back at your time at PCC, what were the most significant activities and services that the college provided to help you achieve your goals?”

Fifty-seven respondents commented specifically on the usefulness of advising in academic planning for degree completion and/or transfer. For so many respondents to volunteer such praise, it suggests an awareness on the students’ part as to the importance of accurate advising in achieving their academic goals.

Learning Outcome No. 4

As a result of advising, students will demonstrate an understanding of the value of General Education requirements.

The Council for the Advancement of Standards in Higher Education indicate that academic advising programs must, “provide accurate and timely information and interpret institutional, general education, and major requirements” (Academic Advising Programs CAS Standards and Guidelines, 2005). Because every degree offered at PCC requires general education requirements, advisors spend a great deal of time not only explaining the functionality of general education courses, but communicating the value of these courses too. At the University Transfer Center found within the PCC’s portal system, general education is defined as:

“Courses in the Arts and Humanities, Social Sciences and Science and Math that provide students with a broad educational experience. Courses are typically introductory in nature and provide students with fundamental skills and knowledge”

Article A107 of PCC’s Academic Standards and Practices Handbook (Associate Degree Requirements, 2010), approved in June 2010, provides the following philosophy behind general education:

“The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- *understanding of their culture and how it relates to other cultures*
- *appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures*
- *understanding of themselves and their natural and technological environments*
- *ability to reason qualitatively and quantitatively*

- *ability to conceptually organize experience and discern its meaning*
- *aesthetic and artistic values*
- *understanding of the ethical and social requirements of responsible citizenship*

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process."

RESEARCH FINDINGS

As part of this program review, student understanding of the value of general education was assessed. The following is a review of the data accumulated on this question.

Question 19 - PSU-Collab: "(Importance) Advising that assists with choosing General Education courses that connect their academic, career and life goals."

Question 20 - PSU-Collab: "(Satisfaction) Advising that assists with choosing General Education courses that connect their academic, career and life goals."

Of the 4147 students responding to the first query, 3,014 (72.7%), indicated that this is of high importance. Only 173 students considered it of low importance. Question 20 followed up by assessing student *satisfaction* with PCC's advising services in terms of choosing general education courses, and 47.7 percent of respondents indicated high satisfaction and 39.7 percent indicated moderate satisfaction. The gap score for these two questions was .78.

Question 11 - PCCSS - This multiple choice question asked students to identify the appropriate definition of general education. Students were provided four definitions, two of which were correct and two which were incorrect.

Three hundred and sixteen students (89%) chose one of the correct choices. A small percentage of respondents (4%) didn't answer the question at all, leaving only 24 students (7%) who falsely believed general education is not required for an Associate of Applied Science degree or that it is only required for transfer degrees.

Question 12 - PCCSS: "Completion of a general education program is required for a Bachelor's Degree.

A majority of students, 66 percent, answered 'yes' and 27 percent indicated 'not sure.' It is worth noting that in an earlier question in the same survey (Question 6), students were asked if they were planning to transfer to a four-year college or university. Two-thirds of the respondents said they were. Depending how many students answering Question 6 also answered Question 12, it seems about one-quarter of those polled were unaware that general education will be required for their bachelor's degree.

DISCUSSION AND RECOMMENDATIONS FOR ONGOING ASSESSMENT

The data collected in this round of surveys does not provide insight as to where or how students gleaned the knowledge they possess. For the next program review, PCC should explore the effectiveness of various advising resources and methods in communicating general education

information (e.g., face-to-face advising, CG course presentations, advising print materials, orientation presentations, etc.).

Future survey questions should match the terminology used in PCC publications and advising materials and terminology should be consistent among all survey instruments. This assumes terminology is consistent throughout PCC. If it is not, the default language should match that which is used in the training of new advisors and in the materials given to students during advising sessions.

ACCOMPLISHMENTS

The research noted above indicates that students have a good understanding of the value of general education requirements. It also indicates that students believe PCC Advising is providing appropriate guidance regarding general education requirements and choice.

Learning Outcome No. 5

As a result of advising, students will demonstrate ability to use My.PCC.edu and other technology resources.

It is clear that students' desire to understand how things work is a high priority for them. To assist in their learning, part of advisors' initial and ongoing contact with students is to bring them up to speed with current technology through referrals to start labs, orientations, assisting in My.PCC.edu training, and suggesting courses such as CG, CAS, and CIS. These tools can help them with computer and/or technology knowledge and increase their chances of success and thus retention.

RESEARCH FINDINGS

Question 29, PSU-Collab - "(Importance) Advisors assisting students with understanding of how things work at PCC."

Question 30, PSU-Collab - "(Satisfaction) Advisors assisting students with understanding of how things work at PCC."

Ninety-five percent of students rated understanding how things work at PCC as medium or higher importance, and 87 percent were moderately to highly satisfied that advising had assisted them in that endeavor.

Of the schools (PCC being the only community college) participating in the PSU Collaborative, PCC received the second highest rating for the importance of "how things work" and the highest rating for satisfaction of same.

Question 17e, SENSE - "Were you enrolled in a course designed to teach student success skills and strategies in your first term at PCC?"

Twenty-three percent of students responding who had been enrolled two or more terms had taken such a course. At PCC, these courses teach students how to use the technology resources at PCC.

Question 11a, SENSE - “I took part in an online orientation program prior to the beginning of classes.”

Fifty-two percent of respondents who had been enrolled one or more terms had participated in an online orientation and 20 percent went to an on-campus orientation. One of the things covered in orientation is how to begin to use technological resources.

DISCUSSION AND RECOMMENDATIONS FOR ONGOING ASSESSMENT

We still have new students who are returning to school with minimal computer/technology skills trying to retrain and retool for the changing work environment. Continued effort is needed to get them up to speed to prepare them for the necessary coursework and ever-changing work environment.

ACCOMPLISHMENTS

My.PCC.edu went live on August 30, 2004. Between then and December 2004, 34,000 students logged into the system. On September 20th, 2010 over 38,000 students logged in to their My.PCC.edu accounts on that one day. In 6 years we have gone from little online usage, to a majority of students going online.

PCC established the College Preparation (CP) hold, requiring students with two or more developmental education placements to talk to advising staff. If necessary, advisors can orient students on the proper use of the PCC website and My.PCC.edu for registration.

Since summer 2009, PCC has implemented the START Labs, using a computer lab and staff to help students go through Orientations and train them on using their My.PCC.edu accounts and understanding the PCC website. This is helping students begin to become familiar with computers and navigating our website.

PCC has an online transfer center which is updated through university contact every year, allowing advisors and students to pull information regarding which courses are needed to transfer into specific majors at specific universities - saving printing costs and allowing easy access.

As of October 2010, students have access to the Degree Works system, nicknamed GRAD Plan, enabling them to view what they have left in relation to degree completion. Also being able to process “What Ifs”, allowing them to see what course differentiations it would take to complete alternative degrees.

CG100 College Survival and Success courses, numerous sections of which are taught by members of the advising staff, use technology and show/require students to do the same.

Learning Outcome No. 6

As a result of advising, students will be able to select, schedule, and register for planned courses in a timely manner.

Assumptions can be made based on the large number of students advising staff see at the beginning of registration periods, that students are indeed registering in a timely manner. The data, however, centers on registering a week before each term begins (or earlier). In this day and age of double-digit enrollment increases, a week before the term begins is too late, and in a multitude of courses will land students at the back end of long waiting lists. More data is needed to determine just how early students are registering prior to the start of a term.

RESEARCH FINDINGS

Question 10, SENSE - "When did you register for your courses for your first term at PCC?" Note: Answer choices ranged from "More than one week before" to "After the first week."

According to the SENSE survey, the majority of students reported enrolling more than one week before the term begins; however, there are no Banner statistics to back that up or to indicate just how far in advance of "one week before" students are registering. The SENSE survey indicates 24 percent of students are dropping and adding courses during the first 3 weeks of their first term and 13.2 percent drop at least one course after the first day of class. Sixty-four percent indicated an advisor helped them identify the courses they needed to take during their first term.

The following 5 questions came from PCCSS:

Question 16 - "I developed my academic plan with an academic advisor."

Question 14 - "I know what classes I need to take over the next two terms."

Question 5 - "Which Associate degrees guarantee you junior status when transferring to a Oregon University System institution?"

Question 11 - "General education classes are..."

Question 4 - "Which Associate degrees do not require a Math class higher than MTH 65?"

According to the PCC Student Survey, 53 percent of students developed their academic plan with an advisor; 64 percent say they know what courses they need to take over the next 2 terms. However, 51 percent think the Associate of Science Transfer degree guarantees junior status when they transfer. Sixty percent of respondents reported that they understand what general education courses are, however 30 percent think they are introductory classes providing fundamental skills. Twenty-five percent of survey takers think the AAOT does not require math above Math 65. Ten percent and 7 percent, respectively, think the AS transfer and AS Oregon Transfer Degree in Business do not require math higher than Math 65. This would indicate there is work to do to help students understand how different groups of courses work in degrees and how the five basic degrees differ from each other.

DISCUSSION AND RECOMMENDATIONS FOR ONGOING ASSESSMENT

The advisors who responded to the PCC Advisor Context Evaluation provided a variety of different suggestions on what they would like to see changed or improved in the delivery of advising services. The most popular suggestion was increased staffing in the advising offices. This included full- and part- time positions/hours. It was also suggested that there be an increase in other student support services including CTE Advisors, Admissions, Outreach/Orientation, and Financial Aid. A vast majority of advisors who responded to this questionnaire indicated that they would like to see an increase in professional development opportunities. Suggestions for increased opportunities included the ability to attend national/regional conferences more frequently, further support for graduate level coursework, more training internal to PCC and increased communication between advisors across the district.

ACCOMPLISHMENTS

Advisors believe the following two components to have been well met to fully met, according to feedback from the PCC Advisor Context Evaluation: “The advising program assists students to meet their educational objectives,” and “The advising program advises students on course selection.”

“Aiding in student success” was one element that rose to the top when PCC advisors were asked what brings them the most satisfaction in their work.

D. Plan for Future Assessment

CAS Standards stipulate that the Academic Advising Program must provide evidence of its impact on the achievement of student learning and development outcomes as well as “collect and distribute relevant data about student needs, preferences, and performance for use in institutional decisions and policy.”⁴ To date, the PCC AAP has been less data-driven than it must now become, given that there are many changes on the PCC horizon for which evidence of the impact of advising on student success will be pivotal.

In addition to assessing achievement of Student Learning Outcomes for Academic Advising, the PCC AAP will need to build into its future assessment plan a framework for assessing our organizational and management objectives, service standards, and overall academic outcomes. While the Data Collection Management Plan (Appendix M) provides a more complete explanation of proposed data sources and data collection methods for these concerns, some key questions which will need to be considered for future assessment include:

⁴ Council for the Advancement of Standards in Higher Education (CAS). (2005). Academic Advising Programs: CAS Standards and Guidelines. Retrieved March 22, 2011 from <http://www.cas.edu/getpdf.cfm?PDF=E864D2C4-D655-8F74-2E647CDECD29B7D0>

Does academic advising result in academic outcomes for students as it concerns GPA, persistence, degree/certificate completion?

Are high-quality advising services accessible to a diverse student population?

What is the mission of the PCC AAP and how are advising services supported?

In the wake of this Program Review - - for which the data were largely borrowed and aligned with some difficulty to the quickly identified SLO's - - the PCC AAP finds that in order to effectively address the need to place an ongoing focus on data collection, review, and program improvement, there will need to be a dedicated body of stakeholders tasked with ensuring the forward movement of a clearly articulated Academic Advising and Assessment Plan as described in the closing recommendations.

VI. Conclusions and Recommendations

A. Commentary

In response to the PCC Grads survey administered to recent PCC graduates in the spring of 2010 by the Office of Institutional Effectiveness, PCC students most frequently cited Academic Advising as having had the most significant impact on the achievement of their academic goal. This echoes the results of national research conducted by organizations like Noel-Levitz, which reflect that students recognize academic advising as a highly important aspect of their educational experience. In the literature on academic advising and student development, the Academic Advising experience has been described as “the only structured activity on campus in which all students have the opportunity for one-to-one interaction with a concerned representative of the institution”⁵ and studies show that it is often this kind of one-to-one interaction which makes the difference in student persistence, retention, and success in college. More than simply prescribing course plans and reviewing transcripts, Academic Advisors supply the essential academic connection between the student and various student support services, resources, and programs, as well as the link to information about academic opportunities and options available both within and beyond PCC. Academic Advisors also offer students the personal connection to the institution that the research indicates is vital to student retention and student success⁶.

More than simply prescribing course plans, advisors supply PCC students with the connection to services, resources, programs and learning opportunities within and beyond PCC.

We believe this is one of the major reasons PCC instituted the district-wide Mandatory Advising (most commonly referred to as the “CP Hold”) initiative: to encourage our most at-risk students to avail themselves of advisors’ knowledge and guidance, and to make the critical connection which often contributes to student persistence. Still, although the CP Hold was ideal for reaching those students most in need of advisement and ushering them into the advising office, the initiative performed poorly in its attempt to impact student retention rates. Data show only a 3 percent increase in the retention of Developmental Education-level students three years

⁵ 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.

⁶ Nutt, Charlie L. (2003). Academic advising and student retention and persistence- March 15, 2011-from the NACADA Clearinghouse of Academic Advising Resources Web site: [http://www.nacada.ksu.edu/Clearinghouse/Advising issues/retention.htm](http://www.nacada.ksu.edu/Clearinghouse/Advising%20issues/retention.htm).

after the implementation of the CP Hold. (See Appendix L.) It seems reasonable to surmise, then, that this initiative failed to have a high impact largely because there was too little deliberation or expressed intentionality regarding process and delivery outcomes, student learning outcomes or assessment of the initiative. The quality of the advising interaction is essential to the success of this initiative, but without a complete plan, clarity, and district collaboration, the CP Hold may continue to be a low-impact intervention and a missed opportunity to use advising to its best purpose for PCC students. Given that the academic advising function is so central to these types of initiatives and to a positive overall student experience, it seems clear that the PCC Academic Advising Program is now at a critical juncture and should advance towards a more uniformly intentional model of delivery to ensure that PCC students are receiving the quality advising experience that results not only in student satisfaction, but meaningful and proven student success.

In keeping with the Academic Advising Program (AAP) Standards and Guidelines outlined by the Council for the Advancement of Standards in Higher Education (CAS), which recommends that “The AAP must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage achievement of those outcomes”⁷, this review of the PCC Academic Advising Program has begun an examination of the possibilities inherent in approaching the work of academic advising from the more intentional student learning outcomes perspective. What we have found in this process is that in order to develop into a program which can readily identify Student Learning Outcomes within the broader context of the PCC Core Outcomes, effectively assess how well these outcomes have been achieved, and use the results to positively impact academic advising process and delivery, we need a foundation built on a deep understanding of and adherence to a defined mission, a collective set of professional values, and carefully considered consensus on our program’s goals and objectives district-wide. To this end, we submit the following recommendations:

B. Recommendations

1. CREATE A PCC ACADEMIC ADVISING AND ASSESSMENT PLAN

A challenge which emerged from our data review was that the data sources were not designed to provide an accurate portrait of where PCC students are in their assimilation of the specific Student Learning Outcomes we had identified. As a result, our findings were not ideal for ascertaining the degree of success the PCC AAP had in helping students achieve these outcomes. Moreover, our Student Learning Outcomes were created in the absence of a mission statement, without reference points in the form of goals or objectives, and were drafted without the companionate performance criteria needed to judge our success in helping students meet the outcomes.

In order to have a meaningful learning outcomes-driven program of academic advisement at PCC district-wide and to verify its effectiveness, it is critical to have a clear and careful plan

⁷ Council for the Advancement of Standards in Higher Education (CAS). (2005). Academic Advising Programs: CAS Standards and Guidelines. Retrieved March 15, 2011 from <http://www.cas.edu/getpdf.cfm?PDF=E864D2C4-D655-8F74-2E647CDECD29B7D0>

which defines and seeks to achieve consistent, effective, responsive and high quality advisement. The CP hold is an excellent example of an advising initiative which could have been more successful had its implementation been more intentionally planned as described below.

Also, from the point of view of regional accrediting agencies, defining specific learning outcomes for academic advising and providing assessment of how well these outcomes are achieved is one of the central tenets to twenty-first century regional accreditation.⁸ Taking cues from these considerations, the PCC Academic Advising & Assessment Plan would include the following steps as outlined in Appendix N and endorsed by NACADA:

a. Develop a PCC Academic Advising Program Mission Statement

In the 2002-2003 Academic Advising Program review document, appearing among the eight recommendations was a call to develop a mission statement for advising. In the years since, the idea of crafting a statement of mission found its way onto a number of district-wide advisor meeting agendas, and there have been discussions around the possibility of assembling a small group to advance this goal. However, the mission statement has not yet materialized.

National Academic Advising Association (NACADA) Executive Director Charlie Nutt maintains that, “Any institution-wide mission for academic advising must answer two simple questions: ‘What does our institution value about academic advising?’ and ‘What is the purpose of academic advising at our institution?’ An advising mission crafted from answering these questions must clearly reflect the overall mission and purpose of the institution. Only when these conditions have been met can we begin to develop expected outcomes or goals for the advising experience on our campuses.”⁹

According to Wes Habley, a founding member of NACADA, the mission statement should serve as a guide for the decisions the AAP make about what advisors do and how we accomplish what we do.¹⁰ Appendix N depicts the mission statement as the starting point from which advising program goals and objectives derive. The goals and objectives

The CP hold is an excellent example of an advising initiative which could have been more successful had its implementation been more intentionally planned.

⁸White, E. R. (2006). Using CAS Standards for Self-Assessment and Improvement. Retrieved from the *NACADA Clearinghouse of Academic Advising Resources* Web site: March 16, 2011 <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/CAS.htm>

⁹ NACADA Academic Advising News Volume 27, Number 4

¹⁰ Habley, W.R. (2005). Developing a mission statement for the academic advising program. Retrieved March 16, 2011 from *NACADA Clearinghouse of Academic Advising Resources* Web site: <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Mission-Statements.htm>

function as the anchor for program process and delivery standards and strategies, and these in turn facilitate the identification of relevant Student Learning Outcomes. All of the components culminate in effective and meaningful program assessment. Without the mission statement, then, the PCC AAP is absent a critical piece in the strategic process of planning for and implementing an advising program which impacts the achievement of student learning and development outcomes. *Note: The CP Hold initiative was adapted from a smaller, case-management advising model and implemented in the absence of a guiding mission related to the general PCC Advising Program. If general academic advising is the centerpiece of this initiative, the CP Hold initiative should have roots in the mission of the PCC AAP.*

b. Develop Common PCC Academic Advising Program Goals and Objectives

In order to have maximum impact on student success, the PCC AAP must operate with a unified purpose district-wide. According to the CAS Standards, “AAP must be guided by a set of written goals and objectives that are directly related to its stated mission.”¹¹ While goals are general statements meant to represent and provide guidance for action on the long range aims of the academic advising program, objectives will serve to clarify those goals through language that is precise, detailed, and action oriented.¹² With common goals and objectives that are clearly stated, known, understood and embraced by all AAP staff, the PCC AAP will avoid the risk of unfavorable student outcomes which spring from the inaccuracies and inadequacies of inconsistent advising services. *Note: The CP Hold initiative was built on loosely described goals without companionate objectives related to quality advising. The goals and objectives for this initiative must be more fully considered if it is to evolve into a more impactful intervention.*

c. Develop Process and Delivery Outcomes

Various processes and people are involved with the delivery of academic advising services at PCC district-wide, and it is critical to establish a set of standards and expectations. Process and Delivery Outcomes are expectations about the process of delivery of academic advising across the institution where the focus is on advising services rather than individual advisors. It will be these expectations - - or outcomes - - that will establish a basis for the initial training of all advisors and for future professional development of full-time advising staff. These expectations will also provide the foundation for an advising partnership among advisors, with students and other stakeholders, and give both meaning and direction to the various activities within the

¹¹ Council for the Advancement of Standards in Higher Education (CAS). (2005). Academic Advising Programs: CAS Standards and Guidelines. Retrieved March 22, 2011 from <http://www.cas.edu/getpdf.cfm?PDF=E864D2C4-D655-8F74-2E647CDECD29B7D0>

¹² Nutt, C. (2011). *The Assessment Process in Academic Advising: an Overview*. Plenary presentation at the 2011 NACADA Assessment of Academic Advising Institute, Clearwater Beach, FL

scope of advising work at PCC (i.e. new student advising, individual advising sessions, web presence, etc.)¹³.

There is no existing document familiar to all PCC advisors which specifically delineates PCC AAP staff performance standards, and how these should be maintained. What *are* the expectations for how and where advising is delivered at PCC? Are we sure that when students report that they have spoken to an advisor, they are referring to an academic advising specialist and not the representative at the admissions/registration window? How are AAP staff trained, and is this training resulting in quality advising which meets the needs of PCC students? How do we judge what constitutes “quality advising”? How do we know what students need advisors to deliver? Process and Delivery outcomes are meant to provide the answers to these questions, and these must be addressed with district-wide consensus if the PCC AAP is to move toward a learning-outcomes model of advising for student success. *Note: Among the challenges of the CP hold initiative is the fact that there are no fully articulated process or delivery outcomes. Prior to implementation, there was much discussion around the operational aspects of who would provide the advising for CP Hold students, as well as when students would be advised. Attempts were made at providing advisors with a framework for delivering advising service to CP Hold students. However, none of these discussions yielded a clear process and delivery framework which was embraced by all who are responsible for advising CP hold students. As a result, the delivery of the advising component of this initiative is not consistent across the district.*

d. Identify Student Learning Outcomes

While providing academic advising to PCC students, each advisor must have clarity with regard to the intended results of the advising interaction. Student Learning Outcomes are statements that describe what students are expected to know, do, and value as a result of the academic advising experience. To be intentional in our advising practices, the PCC AAP must take under consideration and collectively seek to answer the following questions:

The CP Hold initiative continues to operate without clear and specific Student Learning Outcomes that are known to all advisors

- What do we want students to know as a result of participating in academic advising?
- What do we want students to be able to do as a result of what they have learned in academic advising?¹⁴

¹³ Adams, T., and Boston, K. (2011) *Developing and Reflecting on Student Learning and Process/Delivery Outcomes*. Plenary presentation at the 2011 NACADA Assessment of Academic Advising Institute, Clearwater Beach, FL.

- What do we want students to value or appreciate as a result of participating in academic advising?

The PCC AAP needs to follow a coherent process for developing Student Learning Outcomes which are consistent across the district and that are transparent to advisors, students, and the institution at large. A suggested means by which to achieve this transparency is to create an Academic Advising Syllabus for use and distribution district-wide. *Note: The CP Hold initiative continues to operate without clear and specific Student Learning Outcomes that are known to all advisors. Without identified SLO's, advisors are not fully able to ensure that all students attending the mandatory advising sessions are being exposed to the learning opportunities which the CP Hold initiative was ostensibly intended to provide.*

e. Map the PCC Student Experience

Once outcomes for both students and advisors have been identified, having a map to guide the journey toward outcome achievement and assessment is imperative. An approach recommended by the authors of the *Guide to Assessment in Academic Advising*, mapping the student experience is “the process of determining when, where, and through what experiences the outcomes for advising will be accomplished over the student’s academic career”.¹⁵ The map functions as a tool to determine the path toward achieving outcomes for advising and helps to ensure that the AAP is providing opportunities for students to achieve the learning outcomes that it has identified.¹⁶ Mapping the student experience will require that the PCC AAP carefully consider not only when, where, and through what experiences students will reach the established outcomes, but also consider the point in a student’s career by which the outcomes should be reached, and the criteria for determining whether the outcomes have been met. An example of the mapping approach is provided in Appendix N. *Note: The CP Hold initiative could benefit from being more fully “mapped”. As it stands, the only points on the “map” for CP Hold students are a meeting with an academic advisor prior to first-term registration with a second advising meeting later in the first term. For these at-risk students whose needs are often varied and complex, two undefined advising sessions do not yield maximum impact on student success.*

¹⁴ Adams, T., and Boston, K. (2011) *Developing and Reflecting on Student Learning and Process/Delivery Outcomes*. Plenary presentation at the 2011 NACADA Assessment of Academic Advising Institute, Clearwater Beach, FL.

¹⁵ Campbell, Susan M., Charlie L. Nutt, Rich Robbins, Mike Kirk-Kuwaye, and Lynne Higa. 2005. *Guide to Assessment in Academic Advising*. CD-ROM. Manhattan, KS: National Academic Advising Association.

¹⁶ Higgins, B., and Zarges, K. (2011) Identifying Opportunities for Learning: Mapping the Experience. Plenary presentation at the 2011 NACADA Assessment of Academic Advising Institute, Clearwater Beach, FL.

f. Gather Evidence (Assess)

In NACADA literature, assessment is described as the process through which the AAP gathers evidence about the claims being made regarding student learning and the process/delivery of academic advising. This evidence is then used to inform and support program enhancement and improvement.¹⁷ Much more than merely relying on a single administration of a student satisfaction survey or advisor survey, the gathering of evidence must be strategic and ongoing. The PCC Academic Advising and Assessment plan must allow for the systematic development and administration of carefully designed tools for gathering outcomes data specific to the PCC AAP. Moreover, these tools must assess the achievement of outcomes using various types of approaches - - direct and indirect, qualitative and quantitative. *Note: To date, the CP Hold initiative has undergone only one type of assessment since its winter 2007 implementation . The data from this assessment undertaken by the PCC OIE reveals the minimal impact the CP Hold has had on student retention (Appendix L). Still, a single snapshot of retention rates is insufficient to discern the effectiveness of this initiative. An assessment of the achievement of relevant SLO's - -if these had been identified - - would be another useful way to evaluate its success.*

g. Interpret and act upon assessment results and findings

If the intention of the PCC AAP is to contribute to and create significant learning experiences for students who participate in the academic advising process, acting upon assessment results is paramount. Assessment findings can serve to alert the AAP when there are gaps between processes and outcomes, as well as highlight areas where processes are successful and outcomes are being achieved. These data can provide the opportunity for the AAP to demonstrate its effectiveness as well as identify emerging themes and patterns which may require more attention or intentional intervention. The ongoing collection of data results in a body of evidence which can and should be shared with all stakeholders via reports and presentations to encourage consultation and feedback, and to build consensus for implementation of new initiatives and advising program improvements. *Note: The data derived from the sole Mandatory Advising (CP Hold) assessment must be reviewed by the PCC AAP and used as a basis upon which to plan for the continuous improvement of this important advising initiative.*

2. ESTABLISH A PCC ACADEMIC ADVISING COUNCIL

The 2010-2011 PCC Academic Advising Program Review is the culmination of nearly two years of inter-campus meetings, discussions, planning and preparing. Under the direction of the PCC Associate Deans of Student Development, several ad hoc committees comprised of full-time professional general advisors from across the district were convened over the course of many months in an attempt to develop a single, cohesive document reflecting upon the work of the

¹⁷ Campbell, S. (2008). *Using Assessment to Understand What and How Students Learn Through Academic Advising*. Plenary presentation at the 2008 NACADA Assessment of Academic Advising Institute, San Diego, CA.

PCC AAP. This approach was rigorous and sometimes daunting given the limited time advisors have to think, plan, question or reflect on our work. However, it yielded a document which we believe illuminates the significant ways we can and should move the PCC AAP in a direction which puts it in compliance with the CAS Standards and on par with Academic Advising Programs across the nation.

To aid in this movement, we recommend the establishment of an Academic Advising Council. A concept promoted by leaders in the field of Academic Advising, and currently being considered at institutions similar to PCC, such as neighboring Clark College in Washington state, the Academic Advising Council would be comprised of advising coordinators, full-time academic advisors, and representatives from administration, faculty, Technology Solutions Services, the office of Institutional Effectiveness, as well as staff from related Student Services departments. We envision this council as 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. The existence of an Academic Advising Council would contribute to a more systematic and consistent approach to the delivery and assessment of PCC academic advising services district-wide, and would allow the AAP to undertake important projects - - such as Program Review - - with greater connectedness and confidence.

The Council would operate with the understanding that its function is not to dictate or direct the PCC AAP itself, but to research, investigate, provide insight, and serve as a resource regarding issues salient to the forward movement of the PCC AAP. We envision that the Academic Advising Council would work in partnership with administrators and advisors at every campus, and would aid in maintaining a focus on the successful implementation of the proposed PCC Academic Advising and Assessment Plan. The Academic Advising Council would have the following responsibilities:

- Guiding the development of a Mission Statement for the PCC Academic Advising Program
- Facilitating the establishment and regular review of common PCC AAP goals and objectives
- 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
- Helping to identify Student Learning Outcomes based upon the PCC AAP mission, goals, and objectives
- 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
- 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

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

The CAS Standards for Academic Advising recommend that “academic advisors have access to computing equipment, local networks, student data bases, and the Internet.”¹⁸ The academic advising staff at PCC are well equipped in this regard, as all have access to the technology tools necessary for making the academic advising process flow smoothly and efficiently. AdvisorTrac allows the PCC AAP staff to review the details of students’ advising history district-wide, GradPlan offers both advisors and students access to useful information relevant to completion of PCC Associate degrees, Banner permits ready advisor access to descriptive institutional information for every student, and the internet provides the essential link to information which can immediately inform and illuminate an advising session. Still, having access to these tools is only an initial step. The PCC AAP must begin moving to the next level, beyond mere access to the more innovative and creative use of these tools for the support and enhancement of the PCC AAP and the students we serve.

AdvisorTrac

Since the summer term of 2009, AdvisorTrac has been in use in all PCC Advising Centers district-wide. This tool has become a standard component of each academic advising encounter in every general advising office at PCC. What is important now is to begin using the data collection features of the software in an intentional and uniform way to better understand advising trends district-wide and by campus, and to use that data as a foundation for a PCC Academic Advising and Assessment plan. Still, because the PCC AAP has been inconsistent in its district-wide use of AdvisorTrac, there is work to do before data drawn from AdvisorTrac can be regarded as valid (e.g., length of student visits and visit reasons are not always accurate, advising notes are not consistent in detail, and student contacts via email and telephone are not always captured). In order to better utilize AdvisorTrac for assessing advising services district-wide, the PCC AAP needs to determine:

- How information will be recorded district-wide
- What information needs to be collected and tracked, and
- Which specific AdvisorTrac reports will provide the most useful data

If the PCC AAP can make better use of AdvisorTrac features, we will have access to and report more relevant data for program improvement and future Program Reviews.

The PCC AAP must move beyond mere access to technology toward more innovative and creative use of technology tools

¹⁸ Council for the Advancement of Standards in Higher Education (CAS). (2005). Academic Advising Programs: CAS Standards and Guidelines. Retrieved March 22, 2011 from <http://www.cas.edu/getpdf.cfm?PDF=E864D2C4-D655-8F74-2E647CDECD29B7D0>

GradPlan

GradPlan is a new tool available to academic advisors and to PCC students. Though advisors were instrumental in the development and introduction of the program, not all advisors have been comfortable using GradPlan regularly in sessions with students. In fact, many advisors still need additional training on the program's special features, such as the Academic Planner. As students become more savvy in the use of this tool, and other college departments begin using GradPlan to project graduation rates, determine financial aid eligibility, and manage class offering schedules, advisors must become more proficient and participatory in embracing the program, not only for the purpose of using GradPlan collaboratively with students and other PCC departments, but also in the interest of becoming familiar enough with the program to recognize its limitations and make these known to the college community.

Banner, Image Now and Advising Records Management

Banner has been the main repository for PCC academic records for many years. With the introduction of other software programs like AdvisorTrac, Grad Plan and ImageNow, it has become unclear to the staff of the PCC AAP where data must be stored. Advisors often save student information to multiple programs, or to one program in lieu of others, and this creates some difficulty in the consistency of academic records. The PCC AAP needs to determine where advising notes must be recorded in order to comply with various laws and policies. The PCC AAP, then, must develop uniform methodologies for advising records management. Now that electronic scanners are being installed in all advising centers, scanned documents will be electronically available for attachment to either AdvisorTrac or Banner. Advising must develop a common practice that will be used district-wide to ensure that this new capability is used to its greatest benefit for the PCC AAP.

Web/online resources

PCC students live in a culture of electronic social networking. New media formats such as Facebook, Twitter and YouTube have our students' attention, but PCC academic advisors are not present there. While the PCC AAP has implemented some online resources for students - including e-mail advising and the online Transfer Center - some of our approaches and practices have become antiquated. To be effective in this technology-rich age, advisors must communicate with students synchronously and asynchronously, using a variety of platforms and formats to reach students where they are.

Students report that they do not read their e-mail messages. Despite our best efforts to encourage and attract students, they do not appear for in-person workshops, and many do not want to come to campus for routine advising. Students want to access advising services online, and the challenge of the PCC AAP is to develop more online advising services to meet the needs of students who request and/or require them. Options might include the development of an improved advising website, an online interactive Advising Center which includes designated "chat" times with advisors across the district, a PCC advising Facebook page, online resources for students in Academic Alert/Probation/Suspension, and a PCC advising blog. Working with more students online and through better self-serve processes will result in more available in-person advising time for those students who prefer face-to-face contact.

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

Advisors who staff the PCC AAP are committed to providing a quality academic advising experience for PCC Students. We operate with the general understanding that we are on campus to help students adjust to the college environment, overcome barriers to college success, and attain their educational goals. We believe that we accomplish this by providing critical information and insight, being knowledgeable about resources at the college and throughout the community, and by building relationships with students as we help them navigate their college experience.¹⁹ This is our professional ideal, but in our practice of advising at PCC, we are finding that there is a gap between the quality advising we envision delivering to our students, and the advising service that our current circumstances can support.

While there is no definitive research in academic advising literature which supports or recommends a particular student to advisor ratio, the CAS standards for academic advising do state that “the academic advising program must be staffed adequately . . . to accomplish its mission and goals.” The standards further recommend that, “sufficient personnel should be available to meet students’ advising needs without unreasonable delay,”²⁰ and that advisors should allow time for students to discuss their plans, the programs they are interested in, the courses they are considering, and their academic progress. However, accomplishing all of this in advising sessions has become too rare for advisors at PCC.

...there is a gap between the quality advising we envision delivering to our students and the advising service that our current circumstances can support.

Demand for advising services has increased district-wide. Not only have rising enrollments impacted the PCC AAP, but advisors on all campuses are experiencing significant increases in student contacts resulting from the implementation of new initiatives and policies. Casual advising help has been beneficial - - and necessary - - but it is a fluid workforce for which training and continued development can be challenging. Ideally, the increased student contacts would be a great opportunity for more students to connect with full-time advisors, but the resulting advising sessions are often less comprehensive and academically focused than they should be because of time constraints. In many cases this is driven by institutional factors as indicated below:

¹⁹ From PCC pamphlet titled *Academic Advising at Sylvania*

²⁰ Council for the Advancement of Standards in Higher Education (CAS). (2005). Academic Advising Programs: CAS Standards and Guidelines. Retrieved March 22, 2011 from <http://www.cas.edu/getpdf.cfm?PDF=E864D2C4-D655-8F74-2E647CDECD29B7D0>

Financial Aid

The federal Financial Aid program makes it possible for most PCC students to attend college. In fact, approximately 56% of PCC's full-time students (39% of full- and part-time students combined) receive financial aid funds to support their continued enrollment.

Unfortunately, many students who receive financial aid find themselves in warning status or disqualified after having failed to meet the Standards of Satisfactory Academic Progress and/or other rules set forth by the financial aid program. Other students who have attempted too many total credits must complete a Time Frame Extension appeal. These students are directed to the advising office to have the standards and rules explained to them, and to have an academic advisor work more closely with them to create a viable academic plan. Advising sessions for financial aid students have increased dramatically and will continue to increase with the impending changes in financial aid policies beginning fall 2011. While working with students to help them create a meaningful academic plan is the centerpiece of advising work, this is work that should be taking place *before* students find themselves disqualified. As it stands, full-time advisors often have too many students waiting to be seen to invest the necessary time in helping each and every student develop a complete, carefully tailored academic plan. Additional staffing will help advisors be proactive in working with financial aid students.

...56% of full-time students receive financial aid...

Many of these students require focused advising intervention.

CP Hold Initiative

In effect since winter 2007, the Mandatory Advising Initiative (commonly referred to as the *CP Hold*) requires students placing into two or more DE –level classes to meet with an advisor at least twice during their first term at PCC. This is an at-risk student population for whom advising is inherently a more extensive undertaking, and requires more session time. Only one campus has advisors designated to work exclusively with this population, so most of these students find their way to the general advising offices for guidance and assistance.

PCC Grading Policy

The winter 2010 change in the PCC Grading Policy set in place a process by which students select a grading option - - A-F, P/NP - - within a given time-frame during the academic term. The policy change resulted in an increase in students seeking advising help to understand the new policy. Explaining this new policy and its implications has become particularly critical to students receiving financial aid, since making certain grading option decisions in many cases could negatively impact financial aid eligibility.

Standard Prerequisites

The spring 2009 enforcement of Standard Prerequisites created a need for those students who completed minimum prerequisite courses at other institutions to fax, e-mail, or present their transcripts in person to an advisor for registration overrides. This placed a

new burden on academic advising staff, and added to drop-in and appointment wait-times, particularly during periods of high student traffic in the advising offices. In spite of the advent of up-front evaluations performed by the Student Records office since summer 2008, student requests for overrides continue to command advising time.

Enrollment Services

Beginning in the fall of 2007, the unfavorable economic climate brought waves of students to PCC. Around the same time, in the wake of the creation of the Enrollment Services department, PCC advising offices began to experience an increase in students who sought advising sessions simply in order to gather basic information related to admissions and registration. Many students began to come to advisors with questions about how to arrange for placement testing, how to apply for financial aid, logging in to MyPCC, etc. Prior to the Admissions/Registration merger, these were questions which had been effectively and comprehensively fielded by admissions representatives, allowing academic advisors to use advising sessions for helping students in ways which have a direct impact on their academic success, e.g., understanding their placement test scores, carefully selecting classes, and developing - - with student input - - an academic plan. Helping students to sort through the new student basics does not leave sufficient advising time to address these other important academic concerns.

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

PCC Advisors are academic professionals, many of whom hold academic degrees at both the baccalaureate and Master's levels. Some are working towards or planning to pursue doctoral degrees in the field of education, and most are members of various professional organizations, including NACADA. We value our work, respect our profession and - - as the results of the *PCC Advisor Context Evaluation* reflect - - find satisfaction in the positive impact we believe we have on student success.

Still, as was asserted in the 2002-2003 Academic Advising Program Review recommendations, "advising is not just telling students what classes to take; it involves [having an understanding of] student development and adult learning theories". When time and opportunity allow, many among us seek out and review literature related to the profession of academic advising in order to sharpen our perspective, calibrate our advising approach, and keep abreast of emerging themes and trends in advising theory and practice. When possible, we network with advisors from other PCC campuses as well as advisors from other colleges and universities in Portland and the surrounding areas. However, as is also reflected in the *PCC Advisor Context Evaluation*, the support for this and other types of professional development - - especially attendance at regional and national conferences - - has not been received by advisors district-wide.

Ongoing *trainings* specific to the work academic advisors perform at PCC are important and serve to bolster advisor effectiveness; we appreciate the nuts-and-bolts practicality of these trainings and recommend that these be continued, if not increased. But we also recognize that *professional development* activities which allow exposure to broader concepts, theories and new ideas can inform and elevate the work we do with students, and help to move our delivery of advising services towards a more comprehensive and holistic model which better promotes student growth, development, and achievement of learning outcomes.

6. RECOMMENDATIONS FOR ACADEMIC ADVISING SERVICES FACILITIES EXPANSION/REMODEL

The PCC Bond Program was approved by voters in 2008. The bond will allow the PCC campuses to add facilities and enhance, expand, and remodel existing buildings. Appendix D includes a list of recommendations to the bond managers and architects from the academic advisors and associate deans as planning for the expansion/remodel commences. Advising office areas should be in close proximity to other departments that will provide a holistic approach to student services. Advising areas should include closed office spaces for full-time advisors that support student privacy, as well as ample waiting space for students that can accommodate large crowds during peak times. Advising areas also must have space to accommodate casual/part-time advisors and visiting program advisors or transfer advisors from other colleges. Dedicated front desk space with staff to manage student check-in and access to computers for self-service options for students in the waiting area are also essential. The Bond provides an exciting opportunity for the Advising staff to examine the physical layout and changing dynamics of the Advising areas in an effort to accommodate the evolving needs of the students we serve.

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APPENDICES

Appendix A

GOAL #1 - Develop enhanced and uniform Advising marketing materials and outreach services

Specific Objectives/Tasks	Time Frame	Intended Outcomes
1. Evaluate current information and practices. Create uniform theme.	Summer 2007	<ul style="list-style-type: none"> Students will understand role of Advisors and be able to distinguish between other student services. Faculty will understand roles of Advisors and refer students appropriately Advising media and materials will be uniform across campuses Increase in visibility of advisors and respect for important role they play in student success and retention
2. Revise & update Advising and University Transfer Center web pages. Add link to P/T Advisors and programs.	Summer 2007 ongoing	
3. Create and post .pdf files of Advising information on the web.	Summer 2007 ongoing	
4. Create advising handouts geared towards faculty; include in Faculty Handbooks	By Inservice Fall 2007	
5. Review & update Advising information in NSO, handbook, schedule, and catalog.	Summer 2007 ongoing	
6. Increase classroom presentations	2007-08 ongoing	
7. Increase use of peer ambassadors	2007-08 Ongoing	
8. Represent Advising on college committees/task forces.	2007-08 Ongoing	
9. Increase advertising for Advising activities through My.PCC.edu, sandwich & bulletin boards, and balloons.	2007-08 Ongoing	
10. Assign Advising liaisons to academic divisions.	Fall 2008	

APPENDIX A (continued)

GOAL #2 - Participate in and support current college retention efforts.

Specific Objectives/Tasks	Time Frame	Intended Outcomes
1. Conduct mandatory advising for new DE students.	Winter 2007	<ul style="list-style-type: none"> All DE students will have an academic plan & develop a relationship with Advisors
2. Perform initial assessment of mandatory advising from operational point of view.	Spring 2007	<ul style="list-style-type: none"> Sufficient staff & fluid procedures in place
3. Perform assessment of mandatory advising in terms of student outcomes.	Spring 2008	<ul style="list-style-type: none"> Increase in student success and retention of population compared to previous cohorts.
4. Assist with development and delivery of free CG courses for new students by: 1) creating advising module for curriculum & 2) providing class presentations	2007-08 ongoing	<ul style="list-style-type: none"> Students participating in CG courses are retained at a higher rate. Students experience quality academic advising during first term.
5. Assist with development and delivery of advising module for New Student Orientation.	2007-08 ongoing	<ul style="list-style-type: none"> Students experience quality academic advising during first term.
6. Integrate AdvisorTrac software at all campus Advising Centers.	Winter 2008 – all campuses using	<ul style="list-style-type: none"> Students & staff will experience more efficient advising process User data will be collected and reports generated for assessing student outcomes and for program improvement.

APPENDIX A (continued)

GOAL #3 - Collaborate dynamically with key internal and external partners

Specific Objectives/Tasks	Time Frame	Intended Outcomes
1. Identify & publish formal and informal articulation agreements between PCC (Pro/Tech programs & LDC areas) and 4 year institutions	2007-08 ongoing	<ul style="list-style-type: none"> Students will be better informed of transfer opportunities. Advisors will be better equipped to advise students concerning transfer opportunities.
2. Identify & publish list of Pro/Tech & LDC advisors, department chairs, and SAC chairs.	2007-08 ongoing	<ul style="list-style-type: none"> Students and staff will be better informed, thus students will receive appropriate advising services in a timely manner.
3. Work with Financial Aid representatives to establish shared advising practices, information, and forms.	2007-08 ongoing	<ul style="list-style-type: none"> Streamlined process and clearer information for students.
4. Support the annual graduation ceremony by encouraging staff and student participation.	Spring 2007 annually	<ul style="list-style-type: none"> Increase staff and student participation in graduation to infuse celebration and ritual.
5. Work with Student Records representatives to clarify processes for unofficial evaluation of courses and understand existing articulation guidelines.	2007-08 ongoing	<ul style="list-style-type: none"> Streamlined process and clearer information for students.
6. Work with Registration representatives to maintain communication of policies/practice.	2007-08 ongoing	<ul style="list-style-type: none"> Streamlined process and clearer information for students.
7. Enhance understanding of Finance/Business Office options for students with financial holds; i.e. payment plans, collections, appeals	2007-08 ongoing	<ul style="list-style-type: none"> Streamlined process and clearer information for students.
8. Work with Admissions representatives to enhance understanding of dual enrollment, consortium agreements and Metro	2007-08 ongoing	<ul style="list-style-type: none"> Students will be better informed of dual enrollment opportunities and process to take advantage of them.
9. Work with Assessment representatives to clarify test score reports, download of scores & SAT/ACT scores.	2007-08 ongoing	<ul style="list-style-type: none"> Streamlined process and clearer information for students.

APPENDIX A (Continued)

10. Work with Veteran's Services to better understand services and learn how to best help our students who are veterans.	2007-08 ongoing	<ul style="list-style-type: none"> Enhanced services and educational experience for veterans.
11. Work with CG faculty to help develop a learning module requiring students to meet with an academic advisor.	2007-08 ongoing	<ul style="list-style-type: none"> Students participating in CG courses are retained at a higher rate. Students experience quality academic advising during first term.
12. Work with Career Centers to enhance collaboration and support and appropriately refer students for Career Center Services vs. Career Counseling Services	2007-08 ongoing	<ul style="list-style-type: none"> Student will experience enhanced career counseling and support.
13. Implement "campus switch days" to encourage communication and cross-fertilization of ideas between campus Advising Centers.	2007-08 ongoing	<ul style="list-style-type: none"> Advising staff will be better informed and advising services will be enhanced district wide.
14. Work with Transportation Services & other PCC Departments, such as ASPCC, to ensure that student concerns about the Shuttle and other transportation services are being heard and considered.	2007-08 ongoing	<ul style="list-style-type: none"> Student voice will be integrated into transportation related decisions.

APPENDIX B

Advisor Profile

Cascade Campus Full-Time Advising Staff				
Advisor	Position	Degree(s)	Advising Experience* (in FTE years)	Time at PCC (in FTE years)
Susan Wilson	Coordinator	BA Business Admin; MS Writing in progress	12.5	31.5
Dorothy Badri	General Advisor	BA Psychology	8	15.5
Phil Christain	General Advisor	BS Park & Rec Mgt; MEd Ed Admin; EdD in progress	4	8
Jim Fasulo	General Advisor	BA English; MA Adult Ed in progress	4	7
John Whitford	General Advisor	BS Mgmt & Bus Info Sys	8.5	15

Rock Creek Campus Full-Time Advising Staff				
Advisor	Position	Degree(s)	Advising Experience* (in FTE years)	Time at PCC (in FTE years)
Pat Cottrill	Coordinator	BA Psychology	10	5
Janice Brown	General Advisor	BA English MLA Humanities Concentration	1	New May 2011
May Donohue	General Advisor	BA Comm Studies; MA Adult Ed in progress	3.5	3
Michelle Luff	General Advisor	BA English	5	2
Open Position	General Advisor	--	--	--

APPENDIX B (Continued)

Extended Learning Campus Full-Time Advising Staff				
Advisor	Position	Degree(s)	Advising Experience* (in FTE years)	Time at PCC (in FTE years)
Luis Rodriguez Garcia	Coordinator	BA Anthropology; BA Spanish; MS Mgt & Org Leadership	4	11
Don Ritchie	General Advisor	BS Technical Journalism MS Counseling	6	19
Gretchen Quay	General Advisor	BS Elementary Education	10	20

Sylvania Campus Full-Time Advising Staff				
Advisor	Position	Degree(s)	Advising Experience* (in FTE years)	Time at PCC (in FTE years)
Lucinda Eshleman	Coordinator	BS Sociology; MEd Elem Ed, MLS	20	25
Kathleen Bradach	General Advisor	BS Elem Ed	17	18
Brittany Brist**	General Advisor	BS Sociology MS Ed Ldrshp & Policy	1	1
Loan Lee	General Advisor	BS Business Mgt	12	12
Suellen Rinker	General Advisor	BA Psychology MA Counseling & Guidance	3.33	3.33
Shelly Samson	General Advisor	BS Business Admin MS Ldrshp & Mgt	8	New
(Mary Severson)**	General Advisor	BA Relig Studies/German MA Systematics	21	18
Lynda Williams	General Advisor	BA English Lit; MS Couns & Ed Ldshp	4.5	4.5
**Brittany Brist is filling in for Mary Severson, who is serving as Sylvania's Interim Associate Dean of Student Development				

*Advising experience includes time served as a general advisor at PCC and at other institutions.

APPENDIX C

Information and Recommendations from Community Resource and Retention Specialists

One of the Sylvania specialists worked with the department of Institutional Effectiveness to create two reports that would identify students at risk, thus facilitating interventions:

Progress Monitoring Report - I (PMR - I) — This report identifies students in Writing 80/90, Reading 80/90, Mathematics 20/60, and ESOL Levels 5 to 8. It also identifies students who earned a C, D, F, No Pass, Withdrawal, or Incomplete grade in any of their developmental classes. This information is used to contact target students and set up advising sessions. Support services include: Free workshops, tutoring, academic advising, financial aid support, and referrals to other resources in the PCC system.

Progress Monitoring Report - II (PMR - II) — This report tracks the PMR – I students’ progress after interventions have occurred and is used to evaluate the target students’ success in transitioning to courses at the next level. Metrics are used to evaluate retention efforts, and to identify what can be improved.

The retention specialists rely on **Course Progress Notifications**—another early intervention system tool. This e-mail alert is generated by instructors to give students feedback about their course progress. Instructors also stay in close contact with the retention specialists to identify and help students in need.

Recommendations

- **Progress Monitoring Reports** - Expand familiarity with, access to and use of these reports by all Pre-College faculty , especially part – time instructors.
- **Case Management Database** - Retaining Pre-College students is important. The best way to pursue that goal is with the implementation of a case management database similar to the creation of Course Progress Notification’s (CPN) which links to the student’s advisor. This method is already in place for international students and for the ROOTS Program. Thus the creation of a faculty driven database of students at-risk of academic failure would include early notification for students struggling in their classes as a means for increasing their chances for success. This is an ideal way is to divide the number of students among all advisors who are working with CSS and ESOL Programs to better monitor the student’s efforts and retention. Starting the program on a pilot basis would be extremely advantageous.
- **Workshops** - In terms of student retention, it is wise for PCC to continue to offer a variety of free workshops for students at the College Success Skills level and those whose native language is not English. These students often have experienced limited academic success in college, and participation in workshops helps in their cognitive development and in their personal adjustment to the college environment. Grammar is one of the most popular workshops among native and non-native English speakers.

APPENDIX D

RECOMMENDATIONS FOR ACADEMIC ADVISING SERVICES FACILITIES EXPANSION/REMODEL

The following recommendations were made to the architect design team by the academic advisors and the associate deans in 2010 as part of the preliminary study of facilities improvements that might be captured in the upcoming remodel/expansion resulting from the 2008 bond.

Assumptions

We are basing our recommendations on the following assumptions of academic advising at Portland Community College:

- That academic advising involves discussing complex issues with students in order to fully create academic plans to support their success
- That during certain parts of each term the volume of students accessing academic advising services is high, and space must be flexible enough to compensate for these usages patterns
- That managing student access to advising requires dedicated front desk staffing and resources
- That even with a dedicated staff of full-time academic advisor, the use of part-time advisors will still be needed to meet coverage and service needs

Facility Requirements & Considerations

Closed office spaces for full-time advisors that support privacy (including sound proof walls) due to the nature of student issues that arise during advising sessions

- Ample waiting space and dedicated front desk space for check-in
- Flexible waiting area space able to manage large crowds
- Student access to computer stations for self-service options
- Work space for part-time advisors or other visiting colleges
- Ample storage space
- Areas for displaying advising related information
- Office space that is designed to protect the safety of staff
- Private larger rooms for meetings

Proximity Considerations

Due to the nature of academic advising and wanting to provide a holistic approach to services, we recommend that advising be in close proximity to the following areas:

START Lab/Orientation space
Admissions & Registration
Testing
Couns. & Disability Student Svcs.

Financial Aid
Associate Deans Office
Career Center (Career Svcs.)

APPENDIX E - SENSE

Collegewide SENSE Advising Item Results

Note: Items with answers denoting frequency of a behavior all ask: "During the first three weeks of your first term at this college, about how often did you do the following?" or "from the time of your decision to attend this college through the end of the first three weeks of your first term."

Advising

22. From the time you decided to attend PCC through the first three weeks of your first term: What has been your main source of academic advising	1 or 2 terms		> 2 terms		All	
	N	% of Column	N	% of Column	N	% of Column
Instructors	204	25.6	102	23.9	306	25.0
Non-instructor staff	115	14.4	96	22.5	211	17.3
Friends, family other students	352	44.2	157	36.9	509	41.6
Computerized degree advisor system	3	0.4	8	1.9	11	0.9
College web site	88	11.0	52	12.2	140	11.4
Other college materials	35	4.4	11	2.6	46	3.8

18d. I was able to meet with an academic advisor at times convenient to me	1 or 2 terms		> 2 terms		All	
	N	% of Column	N	% of Column	N	% of Column
Strongly Agree	172	19.4	122	25.1	294	21.4
Agree	393	44.4	187	38.5	580	42.3
No opinion	212	24.0	118	24.3	330	24.1
Disagree	83	9.4	45	9.3	128	9.3
Strongly Disagree	25	2.8	14	2.9	39	2.8

18e. An advisor helped me select a course of study, program or major	1 or 2 terms		> 2 terms		All	
	N	% of Column	N	% of Column	N	% of Column
Strongly Agree	166	18.7	107	22.0	273	19.9
Agree	312	35.1	149	30.6	461	33.5
No opinion	200	22.5	126	25.9	326	23.7
Disagree	145	16.3	74	15.2	219	15.9
Strongly Disagree	65	7.3	31	6.4	96	7.0

18f. An advisor helped me to set academic goals and to create a plan for achieving them.	1 or 2 terms		> 2 terms		All	
	N	% of Column	N	% of Column	N	% of Column
Strongly Agree	132	14.8	102	21.0	234	17.0
Agree	234	26.2	143	29.5	377	27.4
No opinion	264	29.6	128	26.4	392	28.4
Disagree	196	21.9	72	14.8	268	19.4
Strongly Disagree	67	7.5	40	8.2	107	7.8

18g. An advisor helped me identify the courses I need to take during my first term	1 or 2 terms		> 2 terms		All	
	N	% of Column	N	% of Column	N	% of Column
Strongly Agree	209	23.5	115	23.7	324	23.6
Agree	373	42.0	180	37.1	553	40.2
No opinion	164	18.4	98	20.2	262	19.1
Disagree	92	10.3	56	11.5	148	10.8
Strongly Disagree	51	5.7	36	7.4	87	6.3

20a1. Know about: Academic advising/planning	1 or 2 terms		> 2 terms		All	
	N	% of Column	N	% of Column	N	% of Column
Yes	770	87.5	415	86.1	1185	87.0

20a2. Used: Academic advising/planning	1 or 2 terms		> 2 terms		All	
	N	% of Column	N	% of Column	N	% of Column
Never	234	27.1	98	21.4	332	25.1
Once	353	40.9	166	36.2	519	39.3
2 or 3 times	237	27.5	149	32.5	386	29.2
4 or more times	39	4.5	46	10.0	85	6.4

20a3. Satisfaction: Academic advising/planning	1 or 2 terms		> 2 terms		All	
	N	% of Column	N	% of Column	N	% of Column
Not applicable	202	24.1	94	21.3	296	23.1
Very	236	28.1	131	29.6	367	28.6
Somewhat	323	38.5	171	38.7	494	38.6
Not at all	78	9.3	46	10.4	124	9.7

20j1. Know about: Transfer credit assistance	1 or 2 terms		> 2 terms		All	
	N	% of Column	N	% of Column	N	% of Column
Yes	423	48.0	222	46.9	645	47.6

20j2. Used: Transfer credit assistance	1 or 2 terms		> 2 terms		All	
	N	% of Column	N	% of Column	N	% of Column
Never	708	85.8	361	82.2	1069	84.6
Once	89	10.8	52	11.8	141	11.2
2 or 3 times	20	2.4	19	4.3	39	3.1
4 or more times	8	1.0	7	1.6	15	1.2

20j3. Satisfaction: Transfer credit assistance	1 or 2 terms		> 2 terms		All	
	N	% of Column	N	% of Column	N	% of Column
Not applicable	642	81.9	329	79.1	971	80.9
Very	53	6.8	31	7.5	84	7.0
Somewhat	66	8.4	39	9.4	105	8.8
Not at all	23	2.9	17	4.1	40	3.3

23. Was a specific person assigned to you so you could see him/her each time you needed info. or assistance	1 or 2 terms		> 2 terms		All	
	N	% of Column	N	% of Column	N	% of Column
Yes	137	16.1	112	24.9	249	19.2
No	712	83.9	338	75.1	1050	80.8

APPENDIX F - NL-SSI

Noel-Levitz Advising/Counseling Scale							
District-wide 2005-2009							
2005 (N=1,335)	Portland Community College			Community, Junior and Technical Colleges			
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Mean Difference
Academic Advising/Counseling Scale	6.01	4.91	1.10	6.10	5.13	0.97	-0.22
6. My academic advisor is approachable.	6.09	5.04	1.05	6.18	5.36	0.82	-0.32
12. My academic advisor helps me set goals to work toward.	5.92	4.79	1.13	5.94	4.94	1.00	-0.15
25. My academic advisor is concerned about my success as an individual.	5.93	4.74	1.19	6.07	5.00	1.07	-0.26
32. My academic advisor is knowledgeable about my program requirements.	6.14	5.01	1.13	6.24	5.32	0.92	-0.31
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	6.03	4.85	1.18	6.09	5.03	1.06	-0.18
48. Counseling staff care about students as individuals.	5.87	4.91	0.96	5.98	5.09	0.89	-0.18
52. This school does whatever it can to help me reach my educational goals.	6.05	5.01	1.04	6.17	5.14	1.03	-0.13
2007 (N=1,583)	Portland Community College			Community, Junior and Technical Colleges			
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Mean Difference
Academic Advising/Counseling Scale	5.99	4.85	1.14	6.11	5.18	0.93	-0.33
6. My academic advisor is approachable.	6.07	5.06	1.01	6.19	5.40	0.79	-0.34
12. My academic advisor helps me set goals to work toward.	5.85	4.72	1.13	5.96	4.99	0.97	-0.27
25. My academic advisor is concerned about my success as an individual.	5.90	4.60	1.30	6.09	5.05	1.04	-0.45
32. My academic advisor is knowledgeable about my program requirements.	6.13	4.95	1.18	6.25	5.36	0.89	-0.41
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	6.06	4.80	1.26	6.10	5.09	1.01	-0.29
48. Counseling staff care about students as individuals.	5.85	4.89	0.96	6.00	5.14	0.86	-0.25

52. This school does whatever it can to help me reach my educational goals.	6.08	4.94	1.14		6.17	5.19	0.98	-0.25
2009 (N=1,644)	Portland Community College				Community, Junior and Technical Colleges			Mean Difference
	Importance	Satisfaction	Gap		Importance	Satisfaction	Gap	
Academic Advising/Counseling Scale	6.00	4.90	1.10		6.14	5.20	0.94	-0.30
6. My academic advisor is approachable.	6.06	5.06	1.00		6.20	5.39	0.81	-0.33
12. My academic advisor helps me set goals to work toward.	5.93	4.77	1.16		5.99	5.01	0.98	-0.24
25. My academic advisor is concerned about my success as an individual.	5.86	4.70	1.16		6.10	5.06	1.04	-0.36
32. My academic advisor is knowledgeable about my program requirements.	6.16	4.93	1.23		6.27	5.35	0.92	-0.42
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	6.04	4.79	1.25		6.14	5.12	1.02	-0.33
48. Counseling staff care about students as individuals.	5.83	4.96	0.87		6.03	5.18	0.85	-0.22
52. This school does whatever it can to help me reach my educational goals.	6.07	5.07	1.00		6.20	5.24	0.96	-0.17

APPENDIX G – CCSSE

Community College Survey of Student Engagement – 2008

Academic Advising Items

13a1. Frequency: Academic Advising	Full Time Student		Part Time Student	
	%	N	%	N
Do not know/N.A.	4.8	36	11.5	45
Rarely/never	31.0	230	36.7	143
Sometimes	50.7	377	39.7	155
Often	13.5	100	12.1	47

13a2. Satisfaction: Academic Advising	Full Time Student		Part Time Student	
	%	N	%	N
N.A.	12.1	88	22.7	85
Not at all	10.7	78	8.6	32
Somewhat	48.6	353	40.6	152
Very	28.5	207	28.1	105

13a3. Importance: Academic Advising	Full Time Student		Part Time Student	
	%	N	%	N
Not at all	7.2	52	11.9	44
Somewhat	27.8	200	27.6	102
Very	65.0	467	60.4	223

APPENDIX H - PSU-COLLAB, PART I, QUESTIONS

Among students who used General Advising Services

(N=4,321 or 41.5% of all PCC survey respondents)

Rock Creek - Academic advising services (Bldg 9-118)

Sylvania - Advising and Counseling - CC 216

Cascade - General Academic Advising Services

SE Center - General Academic Advising Services - Mt. Tabor 152

Q2. On average, how often do you get advice from your primary source of advising?	Collegewide	
	N	% of Column
At least once per term	1,827	42.5
At least once per year	1,114	25.9
At least twice per year	911	21.2
Not currently getting advising	446	10.4
	4,298	

Among students who used General Advising Services

Q3. How do you most often access your primary source of advising?	Collegewide	
	N	% of Column
Email	203	4.8
In person	3,915	92.9
Phone	94	2.2

Among students who used General Advising Services

Q4. Overall, I am satisfied with the academic advising I receive at PCC	Collegewide	
	N	% of Column
5-6 High Agreement	1,954	45.8
3-4 Medium Agreement	1,671	39.1
1-2 Low Agreement	644	15.1

Among students who used General Advising Services

Q5. It is important for me to graduate from college	Collegewide	
	N	% of Column
5-6 High Agreement	4,037	94.9
3-4 Medium Agreement	173	4.1
1-2 Low Agreement	45	1.1

Among students who used General Advising Services

Q6. I am confident I made the right decision to attend PCC	Collegewide	
	N	% of Column
5-6 High Agreement	3,413	80.7
3-4 Medium Agreement	719	17
1-2 Low Agreement	97	2.3

Q7. I have a plan to achieve my education goals	Collegewide	
	N	% of Column
5-6 High Agreement	3,539	83.7
3-4 Medium Agreement	622	14.7
1-2 Low Agreement	65	1.5

Among students who used General Advising Services

Q8. I have had at least on relationship with faculty/staff that has had a significant and positive influence on me	Collegewide	
	N	% of Column
5-6 High Agreement	2,140	50.4
3-4 Medium Agreement	1,307	30.8
1-2 Low Agreement	803	18.9

Among students who used General Advising Services

Q9. I plan to graduate from PCC	Collegewide	
	N	% of Column
5-6 High Agreement	2,976	70.3
3-4 Medium Agreement	723	17.1
1-2 Low Agreement	533	12.6

Among students who used General Advising Services

Q10. Overall, I am satisfied with my education experience at PCC	Collegewide	
	N	% of Column
5-6 High Agreement	3,082	72.5
3-4 Medium Agreement	1,055	24.8
1-2 Low Agreement	116	2.7

Among students who used General
Advising Services

Q11. Highest educational level of your parent(s)/guardian: Parent Number One	Collegewide	
	N	% of Column
High School degree or less, no college	1,406	33.1
Some college, no degree	959	22.6
Associate (2 year) degree	502	11.8
Baccalaureate (e.g, BS or BA) degree or more	1,379	32.5

Among students who used General
Advising Services

q12. Highest educational level of your parents/guardian: Parent Number Two	Collegewide	
	N	% of Column
High School degree or less, no college	1,679	43.9
Some college, no degree	880	23
Associate (2 year) degree	398	10.4
Baccalaureate (e.g, BS or BA) degree or more	866	22.7

Among students who used General
Advising Services

Q13. Does your family use a language other than English at home?	Collegewide	
	N	% of Column
Yes	976	23
No	3,273	77

Among students who used General
Advising Services

Q14. Have you ever been a foster child?	Collegewide	
	N	% of Column
Yes	249	5.9
No	3,999	94.1

Among students who used General
Advising Services

Q15. Importance: Advising that helps students connect their academic, career and life goals	Collegewide	
	N	% of Column
5-6 Higher importance	3,135	74
3-4 Medium importance	995	23.5
1-2 Lower importance	105	2.5

Q16. Satisfaction: Advising that helps students connect their academic, career and life goals	Collegewide	
	N	% of Column
5-6 Higher satisfaction	1,941	46
3-4 Medium satisfaction	1,669	39.6
1-2 Lower satisfaction	609	14.4

Among students who used General
Advising Services

Q17. Importance: Advising that helps students choose among courses in the major/program of study that connect their academic, career and life goals	Collegewide	
	N	% of Column
5-6 Higher importance	3,318	78.8
3-4 Medium importance	790	18.8
1-2 Lower importance	103	2.4

Q18. Satisfaction: Advising that helps students choose among courses in the major/program of study that connect their academic, career and life goals	Collegewide	
	N	% of Column
5-6 Higher satisfaction	1,990	47.4
3-4 Medium satisfaction	1,642	39.1
1-2 Lower satisfaction	569	13.5

Q19. Importance: Advising that assists with choosing General Ed. courses that connect their academic, career and life goals	Collegewide	
	N	% of Column
5-6 Higher importance	3,014	72.7
3-4 Medium importance	960	23.1
1-2 Lower importance	173	4.2

Q20 Satisfaction: Advising that assists with choosing General Ed. courses that connect their academic, career and life goals	Collegewide	
	N	% of Column
5-6 Higher satisfaction	1,973	47.7
3-4 Medium satisfaction	1,641	39.7
1-2 Lower satisfaction	521	12.6

Q21. Importance: Advising that assists with choosing type of degree to pursue in order to connect their academic, career and life goals	Collegewide	
	N	% of Column
5-6 Higher importance	3,124	75.5
3-4 Medium importance	788	19
1-2 Lower importance	226	5.5

Q22. Satisfaction: Advising that assists with choosing type of degree to pursue in order to connect their academic, career and life goals	Collegewide	
	N	% of Column
5-6 Higher satisfaction	1,933	46.9
3-4 Medium satisfaction	1,574	38.2
1-2 Lower satisfaction	611	14.8

Q23. Importance: Advising that assists with choosing out-of-class experiences that connect their academic, career and life goals	Collegewide	
	N	% of Column
5-6 Higher importance	1,957	47.7
3-4 Medium importance	1,410	34.4
1-2 Lower importance	737	18

Q24. Satisfaction: Advising that assists with choosing out-of-class experiences that connect their academic, career and life goals	Collegewide	
	N	% of Column
5-6 Higher satisfaction	1,244	31.1
3-4 Medium satisfaction	1,862	46.6
1-2 Lower satisfaction	892	22.3

Q25. Importance: Referral to campus resources that address academic problems when needed	Collegewide	
	N	% of Column
5-6 Higher importance	2,676	65.3
3-4 Medium importance	1,021	24.9
1-2 Lower importance	404	9.9

Q26. Satisfaction: Referral to campus resources that address academic problems when needed	Collegewide	
	N	% of Column
5-6 Higher satisfaction	2,002	50
3-4 Medium satisfaction	1,580	39.5
1-2 Lower satisfaction	423	10.6

Q27. Importance: Referral to campus resources that address non-academic problems when needed	Collegewide	
	N	% of Column
5-6 Higher importance	2,358	57.6
3-4 Medium importance	1,105	27
1-2 Lower importance	629	15.4

Q28. Satisfaction: Referral to campus resources that address non-academic problems when needed	Collegewide	
	N	% of Column
5-6 Higher satisfaction	1,626	41.1
3-4 Medium satisfaction	1,703	43
1-2 Lower satisfaction	632	16

Q29. Importance: Assisting students with understanding how things work at PCC	Collegewide	
	N	% of Column
5-6 Higher importance	3,027	74.1
3-4 Medium importance	877	21.5
1-2 Lower importance	181	4.4

Q30. Satisfaction: Assisting students with understanding how things work at PCC	Collegewide	
	N	% of Column
5-6 Higher satisfaction	1,986	49
3-4 Medium satisfaction	1,521	37.6
1-2 Lower satisfaction	543	13.4

Q31. Importance: Ability to give students accurate information about degree/transfer requirements	Collegewide	
	N	% of Column
5-6 Higher importance	3,675	89.6
3-4 Medium importance	390	9.5
1-2 Lower importance	37	0.9

Q32. Satisfaction: Ability to give students accurate information about degree/transfer requirements	Collegewide	
	N	% of Column
5-6 Higher satisfaction	2,087	51.2
3-4 Medium satisfaction	1,350	33.1
1-2 Lower satisfaction	638	15.7

Q33. Importance: Taking into account students skills, abilities and interests in helping them choose courses	Collegewide	
	N	% of Column
5-6 Higher importance	3,046	74.9
3-4 Medium importance	815	20
1-2 Lower importance	206	5.1

Q34. Satisfaction: Taking into account students skills, abilities and interests in helping them choose courses	Collegewide	
	N	% of Column
5-6 Higher satisfaction	1,847	46.3
3-4 Medium satisfaction	1,576	39.5
1-2 Lower satisfaction	570	14.3

Q35. Importance: Knowing the student as an individual	Collegewide	
	N	% of Column
5-6 Higher importance	2,498	61.1
3-4 Medium importance	1,186	29
1-2 Lower importance	404	9.9

Q36. Satisfaction: Knowing the student as an individual	Collegewide	
	N	% of Column
5-6 Higher satisfaction	1,425	35.5
3-4 Medium satisfaction	1,697	42.3
1-2 Lower satisfaction	892	22.2

Q37. Importance: Encouraging students to assume responsibility for their education by helping them develop planning, problem-solving and decision-making skills	Collegewide	
	N	% of Column
5-6 Higher importance	2,856	70.3
3-4 Medium importance	919	22.6
1-2 Lower importance	285	7

Q38. Satisfaction: Encouraging students to assume responsibility for their education by helping them develop planning, problem-solving and decision-making skills	Collegewide	
	N	% of Column
5-6 Higher satisfaction	1,802	45.4
3-4 Medium satisfaction	1,646	41.4
1-2 Lower satisfaction	524	13.2

Q39. It is important to develop and advisor/advisee relationship with someone on campus	Collegewide	
	N	% of Column
5-6 High Agreement	2,631	64.6
3-4 Medium Agreement	1,250	30.7
1-2 Low Agreement	191	4.7

Q40. There should be mandatory academic advising for students	Collegewide	
	N	% of Column
5-6 High Agreement	1,920	47.2
3-4 Medium Agreement	1,450	35.7
1-2 Low Agreement	696	17.1

Q41. I know what requirement I must fulfill at PCC in order to meet my educational goals	Collegewide	
	N	% of Column
5-6 High Agreement	2,699	66.6
3-4 Medium Agreement	1,093	27
1-2 Low Agreement	261	6.4

Q42. I understand how things work at PCC(e.g, timelines, policies, procedures in regard to financial aid, registration etc.	Collegewide	
	N	% of Column
5-6 High Agreement	2,402	59.2
3-4 Medium Agreement	1,377	33.9
1-2 Low Agreement	279	6.9

Q43. I understand how my academic choices at PCC connect to my career and life goals	Collegewide	
	N	% of Column
5-6 High Agreement	3,040	75
3-4 Medium Agreement	886	21.9
1-2 Low Agreement	127	3.1

Q44. When I have a problem, I know where at PCC I can go to get help	Collegewide	
	N	% of Column
5-6 High Agreement	2,291	56.5
3-4 Medium Agreement	1,317	32.5
1-2 Low Agreement	445	11

Q45. I believe I have been accurately advised by faculty and staff at PCC	Collegewide	
	N	% of Column
Yes	3,391	83.8
No	657	16.2

APPENDIX H a. - PSU-COLLAB, Part II, Importance/Satisfaction

Among students who used General Advising Services

Rock Creek - Academic advising services (Bldg 9-118)
 Sylvania - Advising and Counseling - CC 216
 Cascade - General Academic Advising Services
 SE Center - General Academic Advising Services - Mt. Tabor 152

Importance: Advising that helps students connect their academic, career and life goals	Collegewide	
	N	% of Column
5-6 Higher importance	3,135	74
3-4 Medium importance	995	23.5
1-2 Lower importance	105	2.5

Satisfaction: Advising that helps students connect their academic, career and life goals	Collegewide	
	N	% of Column
5-6 Higher satisfaction	1,941	46
3-4 Medium satisfaction	1,669	39.6
1-2 Lower satisfaction	609	14.4

Importance: Advising that helps students choose among courses in the major/program of study that connect their academic, career and life goals	Collegewide	
	N	% of Column
5-6 Higher importance	3,318	78.8
3-4 Medium importance	790	18.8
1-2 Lower importance	103	2.4

Satisfaction: Advising that helps students choose among courses in the major/program of study that connect their academic, career and life goals	Collegewide	
	N	% of Column
5-6 Higher satisfaction	1,990	47.4

3-4 Medium satisfaction	1,642	39.1
1-2 Lower satisfaction	569	13.5

Importance: Advising that assists with choosing General Ed. courses that connect their academic, career and life goals	Collegewide	
	N	% of Column
5-6 Higher importance	3,014	72.7
3-4 Medium importance	960	23.1
1-2 Lower importance	173	4.2

Satisfaction: Advising that assists with choosing General Ed. courses that connect their academic, career and life goals	Collegewide	
	N	% of Column
5-6 Higher satisfaction	1,973	47.7
3-4 Medium satisfaction	1,641	39.7
1-2 Lower satisfaction	521	12.6

Importance: Advising that assists with choosing type of degree to pursue in order to connect their academic, career and life goals	Collegewide	
	N	% of Column
5-6 Higher importance	3,124	75.5
3-4 Medium importance	788	19
1-2 Lower importance	226	5.5

Satisfaction: Advising that assists with choosing type of degree to pursue in order to connect their academic, career and life goals	Collegewide	
	N	% of Column
5-6 Higher satisfaction	1,933	46.9
3-4 Medium satisfaction	1,574	38.2
1-2 Lower satisfaction	611	14.8

Importance: Advising that assists with choosing out-of-class experiences that connect their academic, career and life goals	Collegewide	
	N	% of Column
5-6 Higher importance	1,957	47.7
3-4 Medium importance	1,410	34.4
1-2 Lower importance	737	18

Satisfaction: Advising that assists with choosing out-of-class experiences that connect their academic, career and life goals	Collegewide	
	N	% of Column
5-6 Higher satisfaction	1,244	31.1
3-4 Medium satisfaction	1,862	46.6
1-2 Lower satisfaction	892	22.3

Importance: Referral to campus resources that address academic problems when needed	Collegewide	
	N	% of Column
5-6 Higher importance	2,676	65.3
3-4 Medium importance	1,021	24.9
1-2 Lower importance	404	9.9

Satisfaction: Referral to campus resources that address academic problems when needed	Collegewide	
	N	% of Column
5-6 Higher satisfaction	2,002	50
3-4 Medium satisfaction	1,580	39.5
1-2 Lower satisfaction	423	10.6

Importance: Referral to campus resources that address non-academic problems when needed	Collegewide	
	N	% of Column
5-6 Higher importance	2,358	57.6
3-4 Medium importance	1,105	27
1-2 Lower importance	629	15.4

Satisfaction: Referral to campus resources that address non-academic problems when needed	Collegewide	
	N	% of Column
5-6 Higher satisfaction	1,626	41.1
3-4 Medium satisfaction	1,703	43
1-2 Lower satisfaction	632	16

Importance: Assisting students with understanding how things work at PCC	Collegewide	
	N	% of

		Column
5-6 Higher importance	3,027	74.1
3-4 Medium importance	877	21.5
1-2 Lower importance	181	4.4

Satisfaction: Assisting students with understanding how things work at PCC	Collegewide	
	N	% of Column
5-6 Higher satisfaction	1,986	49
3-4 Medium satisfaction	1,521	37.6
1-2 Lower satisfaction	543	13.4

Importance: Ability to give students accurate information about degree/transfer requirements	Collegewide	
	N	% of Column
5-6 Higher importance	3,675	89.6
3-4 Medium importance	390	9.5
1-2 Lower importance	37	0.9

Satisfaction: Ability to give students accurate information about degree/transfer requirements	Collegewide	
	N	% of Column
5-6 Higher satisfaction	2,087	51.2
3-4 Medium satisfaction	1,350	33.1
1-2 Lower satisfaction	638	15.7

Importance: Taking into account students skills, abilities and interests in helping them choose courses	Collegewide	
	N	% of Column
5-6 Higher importance	3,046	74.9
3-4 Medium importance	815	20
1-2 Lower importance	206	5.1

Satisfaction: Taking into account students skills, abilities and interests in helping them choose courses	Collegewide	
	N	% of Column
5-6 Higher satisfaction	1,847	46.3
3-4 Medium satisfaction	1,576	39.5
1-2 Lower satisfaction	570	14.3

Importance: Knowing the student as an individual	Collegewide	
	N	% of Column
5-6 Higher importance	2,498	61.1
3-4 Medium importance	1,186	29
1-2 Lower importance	404	9.9

Satisfaction: Knowing the student as an individual	Collegewide	
	N	% of Column
5-6 Higher satisfaction	1,425	35.5
3-4 Medium satisfaction	1,697	42.3
1-2 Lower satisfaction	892	22.2

Importance: Encouraging students to assume responsibility for their education by helping them develop planning, problem-solving and decision-making skills	Collegewide	
	N	% of Column
5-6 Higher importance	2,856	70.3
3-4 Medium importance	919	22.6
1-2 Lower importance	285	7

Satisfaction: Encouraging students to assume responsibility for their education by helping them develop planning, problem-solving and decision-making skills	Collegewide	
	N	% of Column
5-6 Higher satisfaction	1,802	45.4
3-4 Medium satisfaction	1,646	41.4
1-2 Lower satisfaction	524	13.2

APPENDIX H b. - PSU-COLLAB, PART III, Importance/Satisfaction with Gap Scores

PSU Advising Research Importance and Satisfaction Items Among students who used General Advising Services (N=4,321 or 41.5% of all PCC survey respondents)

Rock Creek - Academic advising services (Bldg 9-118)

Sylvania - Advising and Counseling - CC 216

Cascade - General Academic Advising Services

SE Center - General Academic Advising Services - Mt. Tabor 152

The following questions refer to various kinds of help that academic advisors might provide to students. Given your experience with your PRIMARY source of academic advising at PCC, i.e, the advising you consider most central to your academic progress, make two ratings for each advising function.

1. its importance to you

2. your satisfaction with the advising you receive

Each was rated on a 6 point scale with 6 being "very important "or "very satisfied"

Item	Importance	Satisfaction	Gap
Advising that helps students connect their academic, career and life goals.	5.09	4.16	0.93
Advising that helps students choose among courses in the major or program of study that connect to their academic, career and life goals.	5.21	4.21	1.00
Advising that assists students with choosing among the various general education courses that connect to their academic, career and life goals.	5.02	4.24	0.78
Advising that assists students with deciding what kind of degree to pursue (transfer degree, career technical degree, certificate) in order to connect to their academic, career and life goals.	5.07	4.17	0.90
Advising that assists students with choosing out-of-class (part-time or summer employment, internships, clubs or organizations, etc.) that connect to their academic, career and life goals.	4.13	3.65	0.48
When students need it, referral to campus resources that address academic problems (e.g, assistance with tutoring, disability services, study skills).	4.73	4.33	0.40
When students need it, referral to campus resources that address non-academic problems (e.g, child-care, financial, and mental health).	4.43	4.00	0.43
Assisting students with understanding how things work at PCC (understanding timelines, policies, and procedures with regard to registration, financial aid, grading, graduation, petitions and appeals, etc.).	5.08	4.26	0.82
Ability to give students accurate information about degree or transfer requirements	5.58	4.25	1.33





Taking into account students' skills, abilities and interests in helping them choose courses.	5.05	4.17	0.88
Knowing the student as an individual	4.64	3.76	0.88
Encouraging students to assume responsibility for their education by helping them develop planning, problem-solving and decision-making skills.	4.91	4.17	0.74

APPENDIX I - PCCSS










PCC Advising Survey

Thank you for taking a few minutes of your time to respond to this survey. The responses from students will be used in the Academic Advising program review, and your feedback and answers are important to us! The survey should take about 10 minutes to complete, and your responses will be completely confidential. Thanks again!!





1. Which of the following is closest to describing your goals at PCC?

Take classes that will transfer to a four-year college or university	226 (64%)	
Prepare for a new career	94 (27%)	
Upgrade skills to keep my current job or get a new one	17 (5%)	
Self-enrichment/improvement	16 (5%)	
no answer	1 (0%)	





2. Which of the following degrees/certificates do you want to earn at PCC?

Associate of Applied Science - non-Transfer - (AAS)	64 (18%)	
Associate of General Studies - non-Transfer - (AGS)	25 (7%)	
Associate of Arts Oregon Transfer - (AAOT)	78 (22%)	
Associate of Science - Transfer - (AS)	94 (27%)	
Associate of Science Oregon Transfer in Business - (ASORT - OTBU)	26 (7%)	
Two-year certificate	32 (9%)	
One-year certificate	11 (3%)	
Less than one-year certificate	3 (1%)	
Not planning to earn a degree	21 (6%)	
no answer	0 (0%)	

3. PCC offers one and two year certificates in:

Career-technical fields only	40 (11%)	
Transfer fields only	27 (8%)	
Career-technical and transfer fields	271 (77%)	
no answer	16 (5%)	






4. Which Associate degrees do not require a Math class higher than MTH 65? (check all that apply)

Associate of General Studies - non-Transfer - (AGS)	231 (65%)	
Associate of Arts Oregon Transfer - (AAOT)	89 (25%)	
Associate of Science - Transfer - (AS)	37 (10%)	
Associate of Science Oregon Transfer in Business - (ASORT - OTBU)	26 (7%)	






The next set of questions concerns transfer knowledge and plans.

If you do not plan to transfer, you may skip to question 11.





5. Which Associate degrees guarantee you junior status when transferring to a Oregon University System institution? (check all that apply)

Associate of Applied Science - non-Transfer - (AAS)	31 (9%)	
Associate of General Studies - non-Transfer(AGS)	25 (7%)	
Associate of Arts Oregon Transfer - (AAOT)	193 (55%)	
Associate of Science - Transfer - (AS)	181 (51%)	
Associate of Science Oregon Transfer in Business (ASORT - OTBU)	169 (48%)	





6. Do you plan to transfer to a four-year college or university?

Yes - with a PCC degree	183 (52%)	
Yes - before earning a PCC degree	48 (14%)	
No	25 (7%)	
Not sure	37 (10%)	
no answer	61 (17%)	







7. Have you selected a four-year college or university you want to attend

I do not plan to transfer	24 (7%)	
Yes, I am sure	169 (48%)	
No, I am not sure	99 (28%)	
no answer	62 (18%)	



8. I know what classes I need to take before I transfer



Yes	187 (53%)	
No	30 (8%)	
Not sure	72 (20%)	
no answer	65 (18%)	

9. How do you find out if a PCC course will transfer to a four-year college or university? (check all that apply)

A degree worksheet	146 (41%)	
I ask a PCC academic advisor	219 (62%)	
Transfer guides	146 (41%)	
Catalog for the four-year college	91 (26%)	
An advisor from the four-year college	148 (42%)	
A PCC CG class	38 (11%)	






10. I know the general education requirements for a degree at the school(s) where I might transfer.

Yes	171 (48%)	
No	37 (10%)	





Not sure [79](#) (22%) 
no answer [67](#) (19%) 

The next set of questions are related more generally to PCC advising and general education.





11. General education classes are:

Introductory in nature and provide students with fundamental skills and knowledge [105](#) (30%) 
Classes in the Arts and Humanities, Social Sciences, Science and Math that together provide a broad educational experience [211](#) (60%) 
Transfer students are the only ones who need to take these courses [13](#) (4%) 
Not required for an Associate of Applied Science degree [11](#) (3%) 
no answer [14](#) (4%) 






12. Completion of a general education program is required for a Bachelor's Degree

Yes [234](#) (66%) 
No [22](#) (6%) 
Not Sure [94](#) (27%) 
no answer [4](#) (1%) 






13. In order to get a degree or certificate, I need to (check all that apply):

Fulfill the requirements for my program in the PCC catalog [328](#) (93%) 
Apply for graduation [214](#) (60%) 
Go to the graduation ceremony [65](#) (18%) 
Pay a graduation fee [122](#) (34%) 






14. I know what classes I need to take over the next two terms

Agree [228](#) (64%) 
Not sure [83](#) (23%) 
Disagree [23](#) (6%) 
Does not apply [18](#) (5%) 
no answer [2](#) (1%) 





15. I have a well-defined academic plan

Agree [210](#) (59%) 
Not sure [86](#) (24%) 
Disagree [46](#) (13%) 
Does not apply [9](#) (3%) 
no answer [3](#) (1%) 





16. I developed my academic plan with an academic advisor

Agree [188](#) (53%) 
Not sure [36](#) (10%) 
Disagree [110](#) (31%) 
Does not apply [14](#) (4%) 
no answer [6](#) (2%) 





17. It is important to see an advisor more than once

Agree [304](#) (86%) 
Not sure [29](#) (8%) 
Disagree [17](#) (5%) 
no answer [4](#) (1%) 





18. I saw an advisor to change my major

Does not apply [156](#) (44%) 
Agree [102](#) (29%) 
Disagree [90](#) (25%) 
no answer [6](#) (2%) 





19. I saw an advisor to make sure I was on track to meet my goals

Does not apply [28](#) (8%) 
Agree [252](#) (71%) 
Disagree [67](#) (19%) 
no answer [7](#) (2%) 




20. I saw an advisor because I was having difficulty with one or more classes

Does not apply [132](#) (37%) 
Agree [110](#) (31%) 
Disagree [109](#) (31%) 
no answer [3](#) (1%) 

22. I saw an advisor because I had academic standing issues

Does not apply [143](#) (40%) 
Agree [112](#) (32%) 
Disagree [95](#) (27%) 
no answer [4](#) (1%) 

22. I saw an advisor due to a financial aid appeal

Does not apply [162](#) (46%) 
Agree [81](#) (23%) 
Disagree [105](#) (30%) 

no answer 6 (2%) |

This last set of items asks for some demographic information.

After you finish this section, you are done!

23. Do you consider yourself to be Hispanic or Latino?

Yes [30](#) (8%) |

No [317](#) (90%) |

no answer 7 (2%) |

24. In addition, select one or more of the following racial categories to describe yourself:

American Indian or Alaska Native [25](#) (7%) |

Asian [38](#) (11%) |

Black or African American [44](#) (12%) |

Native Hawaiian or Pacific Islander [6](#) (2%) |

White [246](#) (69%) |

25. What is your gender?

Female [221](#) (62%) |

Male [123](#) (35%) |

no answer 10 (3%) |

26. What is your birthdate (Month/Day/Year)?

325 responses [view this question](#) [view all questions](#)

27. Did either of your parents (including step-parents or guardians) earn a four-year degree?

Yes [128](#) (36%) |

No [223](#) (63%) |

no answer 3 (1%) |

28. How many terms have you attended PCC?

One term [2](#) (1%) |

Two terms [24](#) (7%) |

Three terms [122](#) (34%) |

Four or more terms [205](#) (58%) |

no answer 1 (0%)

APPENDIX J - PCCGRADS

Portland Community College Activities and Services that Assist Successful Students in Achieving their Degree Goal: What Students Say

As part of an on-line survey administered in Spring Term 2010 by the PCC Office of Institutional Effectiveness, students about to earn a degree or certificate at PCC were asked the following open-ended question:

“Looking back at your time at PCC, what were the most significant activities and services that the college provided to help you achieve your goals?”

This analysis summarizes the responses to the above survey question, with a focus on specific practices, activities, and services *provided by PCC* that assisted students in pursuing their degree/certificate goal.

Methodology

The survey was administered to students who successfully completed or were about to complete an Associate or Certificate degree at PCC.

Of the 532 students who responded to the survey (22% response rate), 374 students answered the above open-ended question (i.e., “non-blank” responses). Of these, however, only 190 students provided information *specifically* on PCC practices, activities, and services which assisted them in their degree goal. Within their open-ended responses, though, many of these students offered *multiple* PCC practices that benefited them. Therefore, there were 297 total comments used in this analysis.

The responses were categorized into the following general areas:

- Helpful Advising (57 Comments)
- Good Teaching (51 Comments)
- Helpful/Inspiring Classes (45 Comments)
- Computer- and Technology-Related Comments (35 Comments)
- Services Provided to Special Student Populations (22 Comments)
- Tutors (20 Comments)
- Financial Assistance/ Student Work (15 Comments)
- Library Facilities (12 Comments)
- Student Groups/Activities (12 Comments)
- Other/Miscellaneous (22 Comments)

It should also be noted that, while the focus of the analysis was on “positive” or “helpful” PCC activities and services, occasionally these same students would qualify their responses with suggested changes and improvements. This feedback was also included in this analysis.²¹

College Practices Mentioned by Successful Students

This section will detail the above general areas related to PCC practices, services, and activities which significantly assisted students in obtaining a degree.²²

Helpful Advising (57 Comments). The most frequently cited PCC practice mentioned by respondents was related to advising. Typical responses included:

“[I was helped by] support from advisor in choosing classes and books.”

“I would say that having a great academic advisor was really the key to my success.”

“Advisors are really helpful for transfer student like me.”

“I believe that academic advising is the most helpful service I received and I always wished that I could easily contact an adviser more easily, because generally I had simple questions.”

“I think seeing an adviser much earlier than I did would have been very helpful in planning what classes I needed to take. It might have been better for me if it had been required to see an adviser when I started going to PCC originally.”

Moreover, some students wrote about individual advisors who went out of their way to help:

“The advising I received from [NAME DELETED] was invaluable in helping me navigate my program efficiently.”

“Best was the ease of transferring in from CCC after they cancelled my Drafting degree program. [NAME DELETED] helped immensely to get me into the program and advised on what to take and when, and gave me good advice on transfer equivalency.”

“Advising by [NAME DELETED] was what changed me from simply taking classes to obtaining a degree.”

“I was fortunate enough to connect with [NAME DELETED] in the counseling/advising office and finally receive valuable advice on transferring, but the advisors I spoke with before knew very little about transferring and misadvised me on several occasions.”

²¹ Although the focus of the open-ended question was **not** on barriers to success, there were 14 strongly-worded responses regarding problems the particular student encountered at PCC. This feedback was included in the analysis if a sizable number of students also mentioned these same issues; the response was not included if they appeared to be idiosyncratic.

²² Some student comments in this report were corrected for basic grammar and spelling.

It is important to point out, however, that several responses regarding advising did not refer to academic advisors, but to advice they received from staff and faculty in various academic departments:

"[I received] extremely helpful and knowledgeable guidance by both the chair of the department and the department's student advisor."

"The support provided by [NAME DELETED] to the students in the paralegal program was nothing short of outstanding."

"The advising for the CIS department was great at helping me get my degree finished in the quickest way possible."

Furthermore, some respondents focused on career advising they received, sometimes through the Career Resource Center, but often through their academic departments:

"I used the CRC [Career Resource Center] a lot at Sylvania campus."

"Graphic Design department ... career counseling helped a lot. I had my resume evaluated and went to a talk for older people returning to the work force, on how to prepare your appearance for interviews. [NAME DELETED] was a great resource. I interviewed for and got an internship that gave me current work samples (graphic design) and a business reference to start my job search."

Good Teaching (51 Comments). Also frequently mentioned was the quality of teaching at PCC, and the skills and support they received from PCC faculty.

"[I was helped by] the discipline that the instructors teach to stay on schedule and not fall behind. [It] really helped, [as well as] the understanding they have that each student is different, unique, and their own person with different ideas, lifestyles, and ideas."

"Most of the teachers seem to genuinely care about the students and do what they can to help people achieve their goals. The teachers are definitely the best and most valuable tool anyone can have at PCC."

"I think having strong professors who know their discipline and were willing to help me and answer questions was my most valuable asset at PCC."

Again, students wrote about faculty who went out of their way to assist and/or inspire students:

"The personal one-on-one attention from instructors was essential to my understanding of certain challenging courses including mathematics, physics, engineering, and chemistry."

"[I was helped by] the professors always having time for their students, and wanting [the students] to succeed. They always knew who I was. I was not just a number to the professors."

"These people understand that life happens and have been very willing to work with me."

"[I was helped by] the instructor's attention when I was having problems. The fact that they take the time to walk you through any problems and solve them is a plus."

Helpful/Inspiring Classes (45 Comments). Closely related to good teaching were comments related to helpful and/or inspiring courses, and the skills that students learned in their coursework which helped motivate them further:

"PCC has an outstanding sculpture studio and the art department did great things to expand my perception of the world in general through the creation and evaluation of art. It has enriched my life and I will always be grateful for my time there."

"PCC helped me get a broad understanding of various types of information. From Anthropology to Mathematics, each class developed my knowledge differently in one way or another and I'm excited to further my education in the future."

"[Classes helped me] express my opinions and summarize others' ideas..."

"The team work and cooperation required in the EMT and Fire Technology departments helped me learn to work together, to rely on a team, and to achieve goals."

Some respondents said that they benefited and were motivated by practical ("real-world") skills developed through PCC classes:

"ED classes, and the practicum that I did, provided me with opportunities to apply the learning to real life."

"For my program (MLT) having the lab experience on campus and at my clinical sites was key to bringing the information from the lectures to light."

"Seminars [helped me] meet professionals in the field, [as well as] actual charts from hospitals to learn lab data and abstracting."

"I really appreciated the hands-on experience that we received as dental assistants in the labs, at OHSU, in the group practices and during our externships."

Last, the general availability of classes was also mentioned in helping students pursue their degree goals:

"Weekend classes was the most [attractive] service that helped me achieve my goal."

"During my time at PCC, I found that it was wonderful the way that I was able to work around my schedule and still complete the program in a timely manner. My achievements here and the flexibility of choosing class times were truly wonderful."

"[I] like that I could take night and weekend classes to work around my work schedule."

Computer- and Technology-Related Comments (35 Comments). Several students indicated how computers and/or technology assisted them. Possibly related to the above comments about class availability, there were several positive comments regarding distance learning:

“There were many classes that were available online that made taking as many as 11 credits per term possible, even though I work full time ... Using Blackboard at PCC sold me on the idea, and has provided a solid foundation for using the format as a learning tool.”

“For the online courses, having a dedicated instructor interactively leading the class on a nearly daily basis made it feel worthy of my time and effort to keep up and participate. The accommodations specified by Disability Services proved easy to implement, in coordination with my counselor and my various instructors.”

“Taking classes via Blackboard made it possible to fit classes into my schedule.”

Also notable were technology-related comments regarding computer access, both at PCC computer labs and other locations (e.g., the library):

“Use of the computer lab was also very helpful and important as I did not have a reliable computer or a home printer so was able to use the lab to print out papers for class at no price.”

“[It helped me to] be able to jump outside of the classroom during class to do research, or complete a midterm or final, by utilizing the computer labs/library at Cascade.”

“The library is very nice with fast computers that never shut down on me without my initiating. The computer lab is also convenient and nice. Being able to print a lot of paper for a cheap price was also considerably helpful to me.”

Students also wrote about the general on-line support that they received at PCC:

“I would say the mypcc website, blackboard and the online parts of PCC were immensely helpful for arranging my classes, getting forms in on time, and staying in touch with people and happenings at mypcc.”

Services Provided to Special Student Populations (22 Comments). Some students belonging to special populations cited certain PCC services and programs that greatly benefited them:

“I owe some of my success to the roots program. Had it not been for this opportunity, I probably would not be graduating this June. I owe special thanks to [NAME DELETED], the director of the program. She offered tool and advice that helped me to be a successful student.”

“I was diagnosed with an illness that required intensive treatment. I wasn't handling things real well at that time and sat down with a counselor. She offered me some sound advice and

we were able to write down a plan along with some goals. This really helped me out a lot because I was thinking about dropping out of college while I undergo the treatment. She helped me to see that I can do it."

"The services at PCC Sylvania that really helped me achieve my goals are: ... [the] Multicultural Center Student Success Center, [the] Women Resource Center..."

Other PCC Procedures, Activities, and Services Benefiting Students. Finally, there were other services provided by PCC that students indicated were helpful.

For example, some students indicated that the tutoring services were particularly useful (20 comments):

"Resources like the tutoring center and the student tutors were a big help in becoming successful in math, which is something I had struggled with in the past." Students also wrote of the financial assistance that they received while attending school at PCC (15 comments). Comments included: *"Absolutely amazing financial aid department. Couldn't have done it without you";* and *"One of the teachers, I disliked the most was the one who told me to apply for the Foundation Scholarship... However, she motivated me to apply for the scholarship that I won."*

Last, some respondents (12 comments) mentioned the library has helping them significantly. The same number of comments (12) referred to student groups/activities as being helpful: *"ASPCC helped me become more of a leader with a club I was involved in."*

APPENDIX K - ADVISOR CONTEXT EVALUATION

Academic Advising Program Review Context Evaluation

The **Advising Program Review Standards and Outcomes Committee** is seeking the input of all general advisors as we establish the context and lay the foundation for a meaningful and substantive program review. To ensure that the perspectives and ideas of each general advisor are fully represented, the committee requests that your Context Evaluation form be returned to the Advising Coordinator on your campus no later than **Thursday, August 20, 2009**.

☐ Cascade ☐ Rock Creek ☐ Southeast ☐ Sylvania

1. Using the following scale, please rate the components of the PCC advising program:

1	2	3	4
Not Met	Minimally Met	Well Met	Fully Met

Students and advisors share responsibility for the advising process	1	2	3	4
The advising program assists students to make the best academic decisions	1	2	3	4
The advising program promotes student growth and development	1	2	3	4
The advising program assists students to meet their educational objectives	1	2	3	4
The advising program provides timely degree/transfer requirement information	1	2	3	4
The advising program advises students on course selection	1	2	3	4
The advising program clarifies policies and procedures to students	1	2	3	4
The advising program monitors and evaluates student progress against student goals	1	2	3	4
The advising program reinforces student responsibility in the advising process	1	2	3	4
The advising program provides referrals to appropriate resource services to address educational, career, or personal concerns of students	1	2	3	4
The advising program routinely collects data for use in policy decisions	1	2	3	4
The advising program uses data to make advising recommendations to students	1	2	3	4
Current and accurate information is always provided to students	1	2	3	4
Advising sessions are available to all students each term	1	2	3	4
Advising load is equitable	1	2	3	4
Written policies, procedures, performance expectations and clearly stated program delivery expectations are in place	1	2	3	4
Advisor responsibilities are clearly detailed and published	1	2	3	4
Each segment of the campus advising population (i.e., general, Perkins, faculty advisors) knows their advising responsibilities	1	2	3	4

2. In order of importance, list the top 5 things you want your students to know and/or be able to do as a result of their advising experiences with you

- _____
- _____
- _____
- _____
- _____

3. As a professional academic advisor, what do you see as your role in the growth and development of students?

4. In what ways do you strive to improve your competence and knowledge as a professional academic advisor?

5. In what ways do you think PCC should support your efforts to improve your competence and knowledge as a professional academic advisor?

6. As a PCC academic advisor, rank the following sources of frustration with (1) being the most frustrating and (8) being the least frustrating:

- _____ Lack of regular communication among PCC general advisors regarding best practices
- _____ Difficulties locating accurate and updated information regarding programs, policy changes, etc.
- _____ Insufficient time during advising sessions to meet student needs
- _____ Insufficient *non-student* time for managing paperwork, committee work, and collaborating with advising colleagues
- _____ Complications arising from the protracted fall registration period
- _____ Using advising sessions to guide students through non-advising/clerical tasks related to admissions, student records, financial aid, etc.
- _____ Difficulties students experience in navigating and locating information on PCC website
- _____ Other _____

7. What would you like to see changed or improved in the delivery of advising services on your campus?

8. What gives you the most satisfaction in your work as an academic advisor at PCC?

9. Additional Comments:

APPENDIX L - OIE CP HOLD DATA

Before College Prep Mandatory Advising - New to PCC Students Only

	Fall 2006 N	Enrolled W07 N %		Enrolled Sp 07 N %		Enrolled Fall 07 N %	
Tested into two or more DE subjects (CP Hold Standard)	971	623	64.2%	508	52.3%	397	40.9%
Did not test into two or more DE subjects	2,177	1,610	74.0%	1,332	61.2%	1095	50.3%

After College Prep Mandatory Advising - New to PCC Students Only

	Fall 2007 N	Enrolled W08 N %		Enrolled Sp 08 N %		Enrolled Fall 08 N %	
Tested into two or more DE subjects (CP Hold Standard)	869	594	68.4%	489	56.3%	371	42.7%
Did not test into two or more DE subjects	2,647	2,023	76.4%	1,731	65.4%	1,358	51.3%

	Fall 2008 N	Enrolled W09 N %		Enrolled Sp 09 N %		Enrolled Fall 09 N %	
Tested into two or more DE subjects (CP Hold Standard)	926	591	63.8%	531	57.3%	389	42.0%
Did not test into two or more DE subjects	2,958	2,241	75.8%	1,945	65.8%	1,535	51.9%

	Fall 2009 N	Enrolled W10 N %		Enrolled Sp 10 N %	
Tested into two or more DE subjects (CP Hold Standard)	1016	644	63.4%	559	55.0%
Did not test into two or more DE subjects	3,484	2,708	77.7%	2,363	67.8%

APPENDIX M

Data Collection Management Plan by Learning Outcome – 2010 PCC Advising Program Review

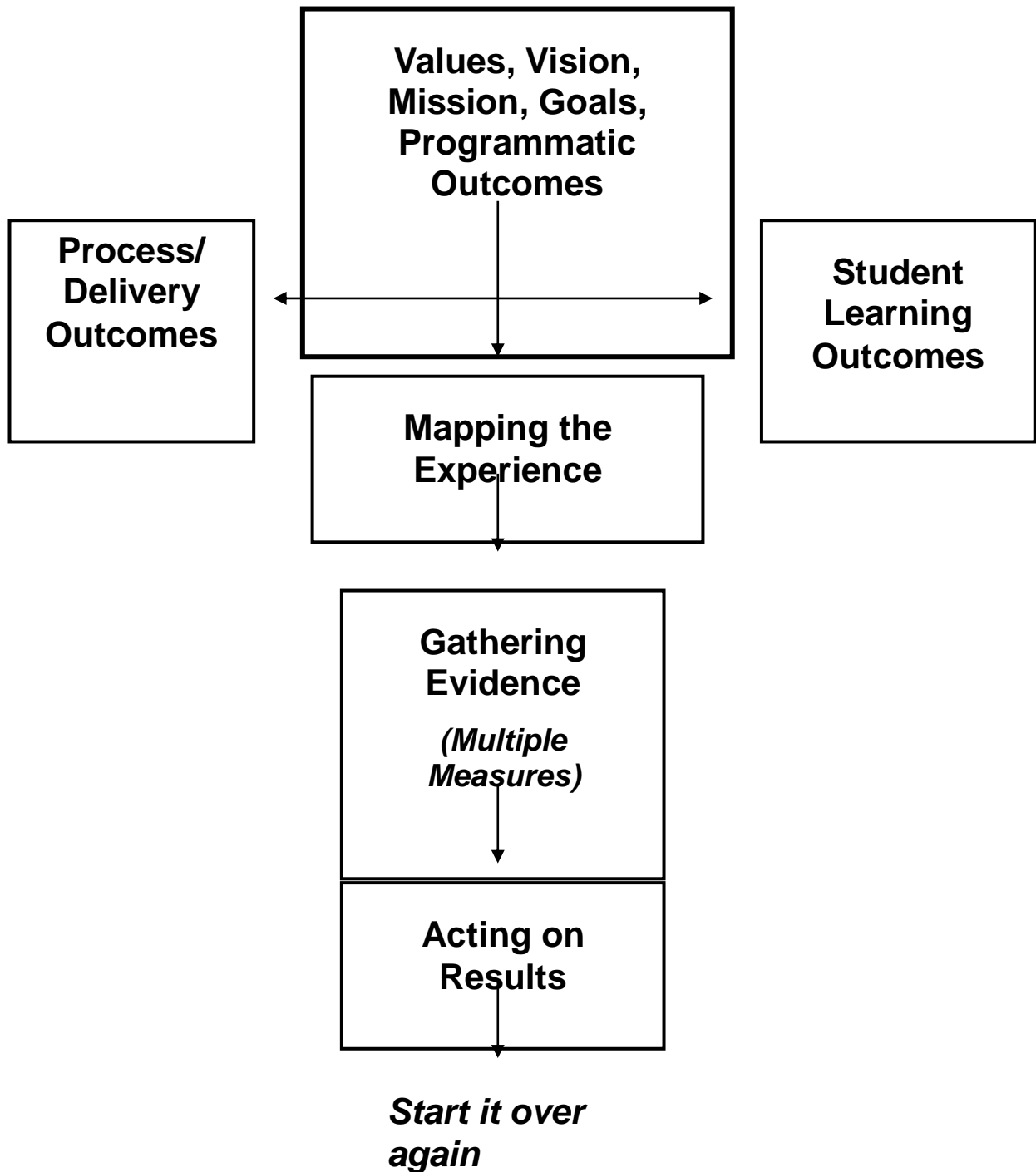
Key Questions	Learning Outcome <i>As result of advising students will be able to ...</i>	Tie to PCC Core Outcomes	Data Sources
What should students <u>know</u> as a result of academic advising?	Demonstrate an understanding of PCC Associate Degree, Certificate, and/or transfer options	Professional Competence	Advised students Non-advised students
	Demonstrate an understanding of requirements to meet academic goals	Professional Competence	Advised students Non-advised students
What should students be able to <u>do</u> as a result of academic advising?	Demonstrate ability to use MyPCC and other technology resources	Professional Competence	Advised students Non-advised students Banner reg records
	Select, schedule and register for planned courses in a timely manner	Professional Competence	Advised students Non-advised students Banner reg records AdvisorTrak records
	Initiate advising sessions to stay on track towards academic goals	Communication	Advised students AdvisorTrak records
	Form appropriate questions to ask advisors and faculty regarding academic planning, resources, and requirements	Communication	Advisors
	Interpret and apply degree audit information	Critical Thinking & Problem Solving	Advised students Degree Works data Advisors

What should students be able to <u>understand</u> , or, how should students' thinking have changed as a result of academic advising?	Identify personal and academic strengths, weaknesses, and interests that affect academic planning	Self-Reflection	Advised students Advisors
	Take ownership and responsibility for own academic path by using information obtained in advising sessions as a foundation for further action, investigation or reflection	Critical Thinking & Problem Solving Self-Reflection	Advised students Advisors
	Demonstrate an understanding of the value of general education requirements	Community & Environmental Resp.	Advised students Non-advised students

+ analyzed for 2010 Program Review

Key Questions	Organizational & Management Objective	Data Sources
What is the mission of academic advising at PCC? How are services supported?	Effectively use comprehensive and accurate data to drive decisions related to resource allocation, changing student needs and demographics, and student service policies	Advisors Administrators Budget/Staffing Info
	Service Standards	
Are high quality advising services accessible to a diverse student population?	<ul style="list-style-type: none"> • Student satisfaction • Number of students served • Populations of students served • Type of services provided • Faculty & staff satisfaction 	AdvisorTrak CCSSE Noel Levitz Advised students Faculty & staff
	Academic Outcomes	
Does academic advising result in academic outcomes for students?	<ul style="list-style-type: none"> • GPA • Persistence • Transitions • Certificate/degree completion 	Banner records CP Hold students

**- Flowchart of Steps in the
Assessment of Academic Advising (Ruth
Darling)**



APPENDIX O

2011 Advising Program Review Committee

The following individuals contributed to the development of this Program Review.

(In alpha order)

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Kathleen Bradach (history committee)
Phil Christain (service standards and learning outcomes)
Pat Sanchez-Cottrill (quantitative assessment; surveys committee; final phase logistics)
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