**2017-2018 Non-Academic Program Review: Academic Advising**

# **Executive Summary**

**A short summary of the program review that readers can rapidly become acquainted with the material without having to read all of it. This section is written last.**

Academic Advising is a service provided by the Office of Student Development. Academic Advising is provided in-person at the Lone Tree Campus, the Page Instructional Site and limited hours are provided at the Fourth Street Innovation Center. Advisors also assist students over the phone when they are unable to meet in-person with an Advisor. Advisors are cross-trained across disciplines and can assist students who are interested in transfer or Career and Technical Education (CTE).

Academic Advising has been in a process of improving alignment with best practices, statewide initiatives and establishing formalized support structures for students. This has included identifying outcomes for advising sessions, improved training, development of transfer programs and strengthened collaboration with faculty. Academic Advising has been successful in increasing utilization of services through outreach and intervention efforts.

Work will continue in the strengthening and integration of career advisement to support the CCC Pathways program. There is also a need for greater consistency and access to services for students who are not located physically at the Flagstaff campuses. There is a strong commitment to continuous improvement and strengthening of service and accuracy in advising delivery.

# **Program Overview (Narrative)**

**A brief description of the program explaining why it exists, what its function is within the college, and the services the program provides. Finally, describe how the program contributes to student success.**

Academic Advising is a process in which Advisors help students clarify educational and career goals, share information about courses, certificates and degree requirements and collaborate with students to develop an educational plan to achieve individual goals. Academic Advisors share information about college resources and make referrals to student support services. The program also employs Peer Advisors who assist students with schedule building, enrollment questions and teach students how to use college technology. At CCC, Academic Advisors are professional staff in the Office of Student Development. There are some full-time faculty in Career and Technical Education who assist students with advisement in core classes.

Students have access to Academic Advising through walk-in services Monday-Friday at the Lone Tree Campus and appointments at the Lone Tree Campus and the Fourth Street Innovation Center. Students who cannot come in for in-person advising may schedule telephone appointments. All first-year degree-seeking students who are new to higher education are required to meet with an advisor prior to registration. CCC students on academic probation are also required to meet with an Advisor prior to registration.

Coconino Community College has established transfer programs with all three state universities over the last ten years. CCC2NAU, a transfer program developed in 2008 with Northern Arizona University, achieved recognition with a Noel Levitz Retention Award and NACADA Advising Program Award. Advising is the core service of this program. In fall 2018, 1,286 students are in the pipeline at CCC and 495 students have graduated from NAU since the start of the program. In 2017, Magnolia Consulting, a third party independent evaluator, found that CCC2NAU participants are more likely to persist and graduate at both CCC and NAU as compared to students who have not participated in the program. NAU institution research data reports that the fall 2016 cohort (the most recent cohort data available) had a one-year retention rate of 85.9% at CCC. As part of this program, NAU employs a team of Advisors and administrative staff housed at the CCC Lone Tree Campus. On average, about a third of CCC student participate in this program annually. The CCC2NAU program differs than the other programs with the added benefit of student support services and housing offered by the university.

In 2010, Arizona State University entered into a partnership with CCC to offer the ASU TAG program to students. This program is also focused on aligning student degrees with the baccalaureate to maximize student courses and resources. Since the program’s inception 231 CCC students have transferred to ASU. While numbers of students transferring to ASU have increased by 33%, students have not chosen to enroll in the program. The largest cohort was 71 in 2012 with only one other student enrolling in 2014. In 2017 changes were made to shift from a paper application to an electronic application and the time limit for program completion was extended. That may have resulted in renewed program interest with 14 students enrolled last year. The low number of students in the cohort and low numbers of students graduating make it difficult to identify any trends or evaluate the impact of the program.

CCC also has a transfer program with the University of Arizona. This program started in 2015 and has enrolled 75 students to date. We do not have any completion data yet but the transition and guaranteed admissions program are operating as planned.

In 2017, Academic Advisors collaborated with Career and Technical Education faculty to develop a new series of workshops to conduct student outreach and increase understanding of career opportunities within these disciplines and the training required in these fields. The workshops also explain degree and certificate requirements. In fall 2017, Academic Advisors starting working with CAVIAT student and participating in visits to Dual Enrollment classes. We will continue to expand and enhance these efforts.

# **Program Mission, Goals, and Objectives**

## **Provide Program Mission, if applicable**

**Provide a clear and concise statement of the program’s mission and how that mission ties into the overall mission of the college.**

Academic Advising is a service provided by the Office of Student Development. Purpose of Student Development: Student Services to facilitate access to the college and to support learners’ attainment of educational goals. The mission of the College states that we are learner centered. Academic Advising services advance our mission and purpose by teaching students about our degrees and certificates, guiding students through our systems, connecting them to resources, coordination of transfer programs and encouraging students towards completion of goals. Advising services are essential to student retention and success. George Kuh, founding Director of the National Institute for Learning Outcomes Assessment (National Survey of Student Engagement), identifies academic advising as “the best predictor of satisfaction with campus climate for learning” and the essential role that advisors play in student engagement through intrusive advising practices (Advising for Student Success, NACADA, 2015).

## **Goals and Objectives**

**Provide a list of the goals, objectives, and outcomes of the program. When applicable, define how these goals align with the current strategic plan and provide evidence on how the program has been working to accomplish these goals.**

Goal: Deliberate and intentional academic advising at Coconino Community College guides students in making responsible academic and career choices, setting goals and developing education plans to realize those goals.

**Expected Student Learning Outcomes**

As a result of academic advising, students will:

1. Know degree or certificate requirements
2. Know how to navigate campus technology
3. Explore careers related to their degree or certificate
4. Know transfer opportunities
5. Know the process to graduate

Academic Advising addresses goal two of the strategic plan that states, “CCC will promote a learner-centered environment that incorporates innovative strategies and support structures intended to reduce student attrition and increase retention.” Tactics under this strategy include:

Objective 2. Increase learning and social support and build academic success skills

* Research, make recommendations and implement recommendation for a Peer Mentoring Program.
* Mandatory Academic Advising for Academic Probation Students
* Research, make recommendations and implement improvements to Career Services program including career advisement, job search preparation and internship program.

Objective 3. Implement "Intrusive Academic Advising Practices" and continued implementation of new Advising Model/Strategies

* Expand Mandatory Academic Advising students in alignment with the Academic Advising plan
* Clarify faculty advising roles, training, and implement recommendations of Advising Committee
* Explore reducing staff to student ratios for advising
* Strengthen Early Alert Program and increase student and faculty engagement
* Offer student outreach at specific bench marks of degree progression including near completion of degree
* Implement interventions for Academic Probation students including mandatory advising

Significant progress has been made on these initiatives. Peer Advisors offer guidance with schedule building, education on CCC technology and outreach. Peer mentoring is also offered through the TRiO program. Advising is mandatory for students on Academic Probation status to assist with academic planning and support service referral. New non-degree seeking students are also required to meet with an Advisor to ensure they are on the right path to achieve educational goals. Advisors have been successful working with faculty to provide outreach to students in need of additional support through the early alert program.

CCC Pathways will also incorporate career development in the academic progression of students. CCC Pathways is in development and will address the role of Faculty in advisement, resources needed personnel, student support needs and the implementation of milestones. There is still significant work to be completed in Career Advisement. Changes were made to the format of the spring and fall career fairs and a new career development series has been established. A Career Services workgroup and the Advising Committee are working on the development of an internship program and strengthening career development for students.

Goal 3 of the strategic plan states, “CCC will empower students to achieve their individual learning goals and implement strategies to increase certificate and degree completion rates.” Tactics under this strategy include:

4. Strengthen partnerships with NAU/ASU/U of A and other 4-year accredited institutions aligned with the purpose and goals of CCC

* Expand and enhance transfer programs (2016-2020)
* Increase participation in the CCC2NAU program and increase completion of participants (2016-2020)

As stated in the program overview, transfer programs are established with all three state universities. We have experienced growth in participation across all programs.

Student Development has made a concerted effort for outreach to students and advising is identified as key retention initiative. All new non-degree seeking students are required to meet with advisors. In 2018, CCC administered the Community College Student Survey of Engagement (CCSSE). Key findings indicated that 64.1% of students surveyed said they participated in Advising Services 5 or more times which was higher than our cohort’s average of 59.8%. These numbers may be reflective of these efforts.

The Office of Student Development is in the process developing and enhancing Career Services at college and integrating these services in the Advising experience. The CCSSE survey reported that only 17.4% of students indicated that that they had used Career Services 2-4 or 5 or more times which was lower than the cohorts average of 19.6%. 27.3% of respondents indicated that they had never talked about career with instructors or advisors.

Student Development administers survey for students who completed an advising session with staff advisors. Over the last five years, 2,260 students have taken the survey. 96.98% of students indicated that learned more about courses and degree/certificate programs. 97.17% indicated that staff provided quality assistance, clear information and directions, and additional resources as needed. 98.86% of students indicated that they felt more comfortable about their academic future at the college after the advising session.

Student Development want to continue improving our assessment of service and achievement of student outcomes. We plan to review our survey and delivery method in addition to identifying new methods of assessment.

# **Changes/Improvements Since Last Review (if applicable)**

## **Recommendations from most recent program review and/or advisory**

## **committee(s)**

**List recommendations that were received given during the last program review, and any that have occurred within the previous five years. Elaborate on actions taken on the recommendations and the effects these actions had on the program. If no action was taken on a recommendation, describe why no action was taken**.

This is the first program review for Academic Advising.

# **Personnel, Facilities, Resources and Funds**

## **Personnel**

**Provide an overall description of the staffing and organization of the program. Provide a description of the distribution of responsibilities between the positions within the program. Detail the professional development opportunities offered and utilized by staff.**

There are four full-time Academic Advisors, one part-time Advisor and one Director of Academic and Career Counseling. Two Academic Advisor positions specialize in the CCC2NAU program. One Academic Advisor specializes in career development and the other specializes in university transfer. The Director of Academic Advising and Career Counseling position was created in 2016 through reclassification and reorganization of the department.

NAU funds two full-time administrative staff positions for the CCC2NAU program. In addition to program coordination and administrative responsibilities, these positions provide advising services to students. In FY19 NAU is funding a new CCC2NAU Student Services Coordinator position. In addition to the CCC2NAU staff, Graduate Student Interns from the NAU Masters in Counseling Student Affairs program have also assisted with advising services. This isn’t guaranteed annually but on average we host at least one intern a year.

Using an integrated service model, the department has been able to increase the number of staff trained to provide academic advising. All Student Development professional and para-professional staff are cross-trained to provide academic advising. In addition to program coordination responsibilities they assist in a part-time capacity which on average equates to approximately a total of 40 hours a week. The Student Services Coordinator at the Page campus provides in-person advising services at that location.

The TRiO program is staffed with two full-time employees and one 10-month employee and they advise a cohort of 150 students. Peer Advisors are employed to assist with schedule building, answer general questions and assist with on-boarding to the college through tours and orientation. Currently there are four part-time Peer Advisors on staff.

All staff, regardless of cohort, are trained in all of the college’s degrees and certificates. Student Development meets every Thursday for an hour to provide training and updates to staff. Training is facilitated internally by staff, Academic Deans and faculty to keep Academic Advisors current on degree and certificate requirements. Advisors have also participated in webinars as a group. Topics include first-generation college students and encouraging completion with transfer students. Academic Advisors participate in the AZTRansfer Summit annually, and when resources allow Academic Advisors participate in conferences such as the NACADA annual or regional events (most recent attended 2018), and the First-generation Southwest Symposium (fall 2018).

## **Facilities and Resources**

**Describe any designated space that is provided to support the program. Describe any designated equipment purchased to support the program. Provide observations on how the facilities and equipment contribute to the mission of the program. Provide observations/data on how the facilities and equipment contribute the quality/quantity of services provided by the program. Elaborate on future trends or needs of the program detailing how this will lead to student success.**

Academic Advisors work primarily out of the Lone Tree Campus Student Center. The Student Center was developed in 2010 to provide a centralized area for students to access student services. Utilization of services increased by 54% the year the center opened. The Student Center has a combination of office space and cubicles.

Advisors utilize Banner and DegreeWorks as technology tools to serve students. In 2018-19, Academic Advising will explore using Zoom for online advising appointments. Advising services for students that need remote services continues to be a challenge. When working with students over the phone, Advisors must stand in line for registration services and physically move paper forms through the workflow. This would be alleviated by enhanced online registration experiences for students. Advisors would also like have to greater user access in Banner to remove pre-requisite holds once confirmed that a student has met course prerequisite requirements. This would allow a student to register online without having to stand in line with registration. Currently this is a paper process.

Starfish Connect is utilized for scheduling and reporting services. The Starfish Kiosk is utilized in the Student Center to collect information about student needs upon check-in. This replaced the paper-clipboard method and allows Student Development to collect information on the types of student appointments, utilization and staffing needs. Students can also utilize Starfish Connect to schedule appointments with Advisors online without having to call the office for assistance.

Course scheduling and planning software would be helpful to students and would alleviate some of the manual work which takes away from quality conversation with students. DegreeWorks has some of this functionality but without course sequencing this is non-functional for the College. This may be alleviated once the Pathways Program is complete.

## **Finances**

## **Revenues and expenditures aligned within the budget, and what revenues are generated through program activities. Any applicable trends and impacts on the budget should also be discussed.**

Most of the budget allocated to Advising Services falls under personnel and staffing. Minimum wage increases have limited the number of Peer Advisors scheduled and the hours of the Part-Time Advisor. We continue navigating the balance of a high quality advising session with the limited time and staff available to serve each student.

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| Advising & Career Development-41400 |
| Account | Account Title | Budget |
| 5020 | Salary - Administrative (Director) | 69535 |
| 5031 | Salary - Classified Staff (4 Full-time Advisors) | 165053 |
| 5055 | Hourly - Part Time Regular (Part-time Advisor and Peers) | 46512 |
| 5080 | Staff Benefits | 110476 |
| 5100 | Professional Services (Contractual) | 1200 |
| 5200 | Supplies & Materials | 850 |
| 5300 | Fixed Charges - Annual | 843 |

# **Partnerships and Collaborations, if exist**

## **Internal**

**List any internal committee(s), advisory groups, or other collaborations the program participates in. Detail the composition, information on meetings, other functions or activities of involvement.**

* The Director of Advising and Career Development is a non-voting member of the Curriculum Committee which meets on a monthly basis.
* The College has a standing Advising Committee which has representatives from instruction, Financial Aid and the Registrar’s Office to address cross-divisional operations of advising services and improvement of services. This group will focus on development of the operations of the Pathways program.
* The Dean of Student Development is a member of the Academic Standards Committee which meets monthly.
* Advisors support CAVIAT and Dual Enrollment efforts to ease transition to the College. In 2017-2018 Advisors collaborated with the HS2CCC to provide outreach to students. In 2018-2019, Advising Services will continue with a plan for meeting and advising CAVIAT students to help students understand degree requirements.
* The Dean of Student Development and the Director of Advising and Career Development are a part of the Pathways Steering Committee which meets monthly.
* Student Development is also represented on the Retention Committee.

## External

Identify advisory councils, high school connections, community agency connections, or other forms of connections which pertain to the mission and objectives of the program. Detail the composition, information on meetings, other functions or activates of involvement.

* The Director of Advising and Career Development participates on the Academic Advising Articulation Task Force. This is facilitated through AZTransfer and membership includes Faculty, Academic Advisors and Administrators of advising programs.
* Transfer programs are in place with Arizona State University (ASU), Northern Arizona University (NAU), and University of Arizona (U of A).
* The Provost participates on the AZTransfer Steering Committee.
* The Director of Advising and Career Development participates on the NAU Career Task Force, which meets once a semester.

# Customer and Services Review

## Review of Provided Services

Provide a detailed review of the services provided by the program. Explain how the services support teaching and learning within the college.

The support Advisors provide to students through academic guidance, education about degree and certificate requirements and referral to support services are essential in helping students navigate the path to achievement of educational goals. Cohort based models through TRiO and CCC2NAU have been successful in helping students build relationships with advisors and find a continuum of support through these programs. Transfer programs have been successful in helping students maximize transfer credit hours and reduce costs of education. Academic Advisors provide the following service:

* Assist students with clarifying educational and career goals
* Interpret placement test results
* Develop educational plans and class schedules in collaboration with students
* Educate students about course, certificate and degree requirements
* Help students understand graduation requirements and associated processes
* Educate students about the transfer process
* Teach students about AZTransfer and utilize transfer tools like the course equivalency guide (CEG), the SUN system and university pathways
* Collaborate with university partners in the coordination of transfer programs
* Educate students about student support services, provide outreach, referral and intervention through the college’s early alert process
* Teach students about career development tools such as AZCIS and provide career development guidance
* Create opportunities for student engagement through activities such as the student development Launch Party and Rock Enroll
* Inform students about the impact and relationship between program of study requirements and class selection to Financial Aid
* Assist with the College’s recruitment and student outreach activities

## Support of Students

1. Define the metrics used to measure student success.
* Numbers of students served
* Student completion and retention
* Student Satisfaction
1. Analysis of the demographics of the participants of the program, identify any populations not being served, trends and patterns and comparisons to other Arizona programs should be discussed. Use results of qualitative measures aimed at how best the program provides services or support students.

Advising Services should support all students. The program’s strength is in-person advising but need to work on consistency and access for these student populations:

* HS2CCC student participants
* Students who only take classes online
* Working students not available for appointments or walk-in 8:00 AM-5:00 PM
* Page and Fourth Street Innovation Center students

We also need to improve our methods of capturing online and telephone advising appointment sessions.

The Director of Advising and Career Development will work with IR in 2019 to disaggregate demographic data and impact to the colleges retention and completion goas.

C. Support of Faculty and Staff

Analysis of the demographics of the participants of the program, identify any populations not being served, trends and patterns and comparisons to other Arizona programs should be discussed. Use results of qualitative measures aimed at how best the program provides services or support faculty and staff.

Faculty and other department are essential partners and collaborate on service delivery to students. Advisors provide input on class scheduling, curriculum development and revisions, and promote academic offerings to students. As part of the pathways initiative, faculty roles in advising and coaching will be further defined in 2019.

# Analysis

## SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis describe using the following definitions:

**Strengths**:

* Student Development’s integrated service model to deliver advising services has been effective in service referrals, recruitment and collaboration between departments.
* Advisors are cross-trained across disciplines
* Strong customer service
* Highly qualified, diverse team
* Collaborate and partner well with faculty & other departments to complete student outreach for programs, problem solving
* Transfer programs have been effective in supporting retention and completion

**Weaknesses**:

* We need to improve our delivery to online and rural students.
* Need increased consistency and delivery of advising services to 4th Street and Page students
* We do not have enough full-time Academic Advisors to meet student volume needs or adequate time to provide the level of service recommended by best practice and advising association (NACADA). The number of part-time Advisors can create inconsistency in practice.
* Navigating and explaining the math course sequence and prerequisites continues to be a challenge for Advisors and Students

**Opportunities:**

* Can be strategic in our work with online and rural students to help them prepare for their telephone and online appointments.
* Need to empower and expand user access for Academic Advisors in Banner to provide better assistance to online students.
* Implementation of the CCC Pathways Program
* Increased outreach and support to Page and Fourth Street students
* Increased collaboration with HS2CCC
* Need to formalize and solidify training according to learning outcomes.
* Strengthen Peer Advising program to refer students to appropriate staff and departments, helping to prepare for appointments

**Threats:**

* Financial Aid regulation changes over the last few years have been impactful to the advising experience for students because of limitations on student course selection, prerequisites and developmental education.
* At times, Academic Advisors, don’t receive accurate and current information on program changes and schedule changes. Curriculum changes at 4-year transfer institutions impact the needs of students at the college and may impact the perception of accurate advising.
* College practices in offices, such as petition for course substitution, that impact advising and the student experience are informal and not documented in formal procedures.
* Implementation of Pathways and Intrusive Advising best practices will require additional time spent with students and current staffing levels will make it difficult to achieve these goals.
* During peak registration times advisors can see more that 100 students in a day which results in shortened time with a student and lesser quality advising experience. Staff to student ratios make it challenging hit all the points needed in a high quality advising experience.

# Recommendations and Future Directions

## 1 to 3 Year Recommendations (List recommendations in order of priority of completion.)

Provide the goal, objective, timeframe, responsible party(ies), and resources implications. Plans to help improve student success.

1. **Complete further assessment on impact to retention and completion including demographical analysist**

Responsible: Director of Advising and Career Development

Timeline: next 6 months

Resources: time/personnel

**2. Implementation of CCC Pathways (creation of pathways, training, defining faculty roles)**

Responsible: Provost, Director of Advising and Career Development, Dean of Student Development, Steering committee, Faculty

Timeline: 18 months

Resources: time, personnel, electronic resources, marketing and promotion

**3. Increase service and consistency to online students, all modalities, and campuses leveraging technology such as zoom, Salesforce and schedule builder software**

Responsible: Director of Advising and Career Development, Dean of Student Development, IT

Timeline: 6-18 months

Resources: funding for software and web-based services

**4. Strengthen Career Advising including online resources, internship program and integration with Pathways initiative**

Responsible: Director of Advising and Career Development, Dean of Student Development, Advising Committee and Pathways Steering Committee

Timeline: 6-18 months

Resources needed: technology, personnel, training for faculty and staff advisors

## Revision of Current Goals, if applicable

## Future Direction (5-year view)

Where will this program be in five years? What evolutions needs to occur for the program to continue to meets its purpose and objectives.

In five years, Coconino Community College will provide high impact advising practices established including Pathways, integrated Career Advising, and current with technology use. Students will have an assigned Academic Advisor and mentor. All students at the college will have an opportunity for a meaningful work experience including internship, job shadow or service learning opportunity. In addition to an academic transcript student will leave with a portfolio that reflects the work, service learning, and interships they’ve experienced. They will start a career with competive resume or transfer with interships secured and completed. CCC will be a leader among small rural community colleges in Academic Advising and Career Development.

This will require that the college persevere in its efforts to strengthen advising and career practices. Staff and Faculty roles may need to be redefined. Additional resources will need to be allocated to technology and staffing for these programs. We will need strong relationships with the community to establish internship opportunities.