

Annual Update Action Project II: Advising

1. Describe the past year's accomplishments and the current status of this Action Project.

- The team conducted 13 meetings from September 2008 through January 2009.
- A student survey on advising was conducted in September with a \$200 scholarship awarded to a random participant to encourage participation.
- Prior research was reviewed in September and October by assigning various team members to become “experts” on specific prior research and to present summaries to the team.
- The team began forming an advising model flowchart in September beginning with the intake flowchart and stressing the need for admissions advisors. Every subsequent meeting included progression and revision of the advising model flowcharts.
- The team began forming a PowerPoint presentation in October that would include the advising model flowcharts and recommendations based on the data and research gathered. Every subsequent meeting included progression and revision of the PowerPoint.
- Enrollment and degree data from Banner was presented to the team in November with the team agreeing that the poor quality and inconsistency of the data lent support for the positions of admission advisors and Banner technology position.
- The team used information gained from viewing NACADA academic advising videos in November to help shape the recommendations.
- Three members of the team presented the PowerPoint and recommendations to the AQIP Leadership Team in December. Most members of the team were present.
- A processes document was written by the team in January that described the processes undertaken by Action Project II from 2007-2009.
- The team is not longer active.

2. Describe how the institution involved people in work on this Action Project.

- The PowerPoint and recommendations from the team were purposely presented to the AQIP Leadership Team prior to the institutional budgeting process.
- A summary of the recommendations from Action Project II was presented to the entire college community by one of the team members during Conversation Day in March 2009.
- The team members were intrinsically motivated by the “need” of the project and by the increased attention to retention.

3. Describe your planned next steps for this Action Project.

The action project team has made its final recommendations and is not longer active. With the reorganization of Learner Services, a new taskforce has been created. This taskforce contains several members from Learner Services who were also on the AQIP Advising Project Team. The Action Project final recommendations are being utilized as changes are made to advising at NWACC.

4. Describe any "effective practice(s)" that resulted from your work on this Action Project.

- Final recommendations were made to the AQIP Leadership team.
- The AQIP Leadership team is still reviewing the recommendations for implementation.
- Although no direct feedback was given and resources have not yet been allocated, advising is still an area where improvements are being made. In light of the new structure of Learner Services, process changes have already occurred. The changes that have already been made are being done so in the direction of the Shared advising model recommended by the AQIP Action Project Team.

- A move to go from all walk-in advising to a hybrid, appointment/walk-in system has already taken place.
- We have begun collecting outcomes data for advising. Both the Transfer Center and the Career Center are now capturing detailed data from the students they are serving versus just tally marks.
- All Business and Computer Degree advisees are being directed to a Professional Advisor in Business and Computer Division. Professional Advisors in the Academic Areas was a large component of the Shared Model recommended by the Action Project team. This professional advisor attends team meeting every Friday with advising staff in the advising center in Learner Services. Although this position was already present, it is being utilized more in an attempt to set up a model for Professional Advisors in all Academic areas.
- All part-time extra help positions in Learner Services have been reevaluated and changed to “Enrollment Advisors”. These individuals will be cross trained to work in various areas of Learner Services and will ultimately be able to help students through the enrollment process working through the stages of recruitment, admissions, financial aid , placement testing, advising and registration. This is similar to the Admissions Advisor position outlined in the Action Project recommendations.
- In line with the student flow charts created by the Action Project team, certain groups will be identified and will be required to see advisors in the Learner Services Advisement Center. Groups of students to target for mandatory advisement are being identified. Currently all students who are not making Satisfactory Academic Progress are required to see advisors in the Learner Services Advising Center. The next population required to see advisors will be students who test into two or more remedial courses.
- Changes to the processes of orientation, advisement and registration for first-time entering students will be in place for the upcoming registration session for Spring 2010.
- Registration is being separated from the advising process.
 - All registration computers have been move out of the advising center and are now located in a central area. Work study students and peer advisors will staff this area during peak registration times.
 - Processes during August and January have been changed to reflect “registration advisement” versus “developmental advisement”. These are the busiest times for advisement and it is not possible to give thorough developmental advising, due to the number of students and the number of available advisors. Instead students are told what to register for, given necessary information for the relevant term and are given an appointment time for developmental advising.
- The new Advising Task force is also working on several items directly related to the Action Project recommendations.
 - They are currently creating a model of what happens in an advising session, with various groups of students. Once they have this information, they will move into the development of a mandatory training system, that all advisors will be required to complete yearly. This will be utilized when degree specific advising is moved out to all the Academic areas in the Shared model proposed by the Action Project Team.
 - The new Taskforce has also been charged with the task of creating an advising formula to figure case load. The formula will be based on the new hybrid appointment/walk-in system, and will be specific to each student group. This formula will contain the factors of time (relevant to each student group), available appointment times and available advisors for specific populations. This formula, once applied will help determine what the current caseload is and help us move toward a more effective, manageable caseload.

5. What challenges, if any, are you still facing in regards to this Action Project?

- Lack of intrusive support and clear instruction regarding the Action Project Recommendations, from upper administration.

- Although it is clear that administration wants to see changes in advising, there has not been any feedback regarding the specific recommendations of the Action Project. It is not clear if upper administration has embraced and is supportive of moving toward a shared model.
- The changes that have occurred in advising are a direct result of the restructuring of Learner Services and the individuals involved are utilizing the Action Project recommendations when implementing changes.
- Lack of indentified and allocated resources to support changes in advising.
 - Need more advisors in both Academic areas and in the Advising Center in Learner Services.
 - Need data collection system that can capture student interaction with all NWACC areas.

6. The optional question: NONE