Memorandum

To: College Leadership Council

From: Casey Crabill, Ed.D., President

Date: September 13, 2019

Re: Advising Recommendations

Thank you for forwarding the recommendations from the Advising Committee. My responses are below:

1. Connect students more quickly with faculty advisors – *Approved*.
    The recommendations provided several options which will be adopted by the School teams as they work together this semester. The implementation of a Schools-based model will enable the tailoring of advising to specifically address challenges within that school.
2. Integrate faculty and professional advisors, along with other support services – *Approved*.
    Each school will have a professional advisor(s) and a trained coach(es) who, along with the faculty school specialist, will form the core team responsible for that school, including advisement and support.
3. Promote retention by utilizing registration holds – *Delay*.
    This question will be examined by each school team to ensure that any rules implemented support the school's advising/support strategies.
4. Increase career development – *Approved*.
    Career staff will have special affiliations with the schools to ensure related programming/ efforts.
5. Make it explicit where to seek help/information for transfer – *Approved but will need development*.
    As part of the Pathways project, degrees are re-examining their transfer paths to ensure students can achieve junior status in a major upon transfer. We will need to build these resources.
6. Increase adoption of Student Planning and other personalized technologies – *Agree*.
    This recommendation will be passed on to School teams for implementation.
7. Conduct a full technology map/audit and eliminate overlap and clarify utilization – *Approved*.
    This is in process and has led to the current re-configuration of Lazer Succcess.

EXPLORE. DISCOVER. TRANSFORM.

Vision

We believe that academic advising should be integrated into the students' overall educational experience, and should provide a more seamless experience for students, one which they can easily access and addresses their needs in a holistic way. Creating this more seamless and holistic experience will require professional development and a change in culture, placing more responsibility on college personnel to proactively ensure that students are receiving the advising and other supports that they need. Additionally, it is important that any changes to the advising system be aligned with other student success efforts on campus, including Title III, One Team OCC, and Lazer Success. Overall, we believe that OCC should provide *inescapable student engagement*, so that students are on their best possible path to success.

Outcomes

If we realize this vision, we can expect to see the following outcomes:

- Increased retention and completion rates
- Shortened time to degree completion
- Increases in the CCSSE benchmark indicators of "support for learners" and "student-faculty interaction"

Recommendations

1. Connect students more quickly with faculty advisors

    o   Have a LEAD faculty advisor within in each area (6 areas/schools).
        ▪   Begin in alignment with the Title III grant, starting with first semester students in Business and Health programs this Fall.
        ▪   Assign the student a faculty member for one of the courses in their program that they're taking the first semester. Identify which courses most students are taking in their program and assign advisors accordingly. May need a back-up plan for those students who may have an uncommon schedule the first semester.
        ▪   Build Living Learning Communities in these majors, for those living on campus.
        ▪   One Team OCC contacts facilitate connection with faculty advisors.

2. Integrate faculty and professional advisors, along with other support services

    o   Faculty Advisors will receive training from professional advisors, including topics such as financial aid, Student Planning, how to find advisee lists (with screenshots). Designated faculty advisors are responsible for going back to their departments and training/retraining the rest of the department. Under discussion: will this include all faculty advisors, or those assigned to "schools," dependent on faculty decisions about the schools/colleges model.
    o   Professional advisors would spend time in each of the departments as well, starting with Business/Health this fall. Hold office hours, go to department meetings, advise students. Connection to Title III coaching model.

- Sponsor an activity at Party on the Quad, "meet your advisor." Incorporate One Team contacts. Each "school" should have representation.
- Faculty help with advising during peak registration time, in the Great Room in Gordon—perhaps invite their advisees to meet them there.
- Encourage faculty to hold their office hours in Gordon.
- Have an open College Hour regularly where faculty would be in their offices and no meetings could be scheduled.
- Encourage faculty to use Lazer Success for scheduling advising appointments.

3. <u>Promote retention by utilizing registration holds</u> for students on probation and extended probation or reinstated from academic dismissal, and those who have accumulated more than 64 credits who are not eligible for graduation, so that those students must speak to an advisor prior to registering.   Remove holds for students who are in developmental courses their first semester.

4. <u>Increase career development for students:</u>
   - Integrate career exploration/development into pre-application efforts, One Team process and Orientation/FYE.
   - Students must speak to someone in Career Services and/or academic advising if they are requesting to change into a third academic program, or if they have accumulated 40+ credits and are requesting a program change.

5. <u>Make it explicit where to seek help and information for transfer services</u>
   - Rebranding needed of Advising/Career so that students are clearer about where to go to seek transfer assistance.
   - Visible rollout of Transfer Finder, including training for students, faculty, professional advisors.
   - Train a corps of faculty as transfer advisors

6. <u>Increase adoption of Student Planning and other personalized technologies</u>
   - Provide an integrated platform for students/faculty/staff to be able to access all technology platforms (Self-Service, Lazer Success, Blackboard).
   - Develop training and online resource libraries to support vital employee trainings on topics such as FERPA, cyber security, Lazer Success, Purple Briefcase, Blackboard, etc., along with self-directed training provided by Blackbloard, Ellucian and Microsoft, the college's key information systems
   - Provide certification/recognition to faculty/staff who participate in various trainings
   - Hold a mini-conference during on-hand days with faculty "super-users" to provide trainings about the various platforms.
   - Provide opportunities for faculty to engage in the utilization of data analytics.
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7. <u>Conduct a full technology map/audit to eliminate overlap and clarify utilization</u>
   - Identify the purpose of the technology and make clear to all stakeholders.
   - Develop consistent terminology.
   - Review data access and privacy safeguards and amend as needed.
   - Streamline technology systems/utilization.
   - Develop process for continual review of technology.