Academic Advising

2002-2003

IRO HOME

COLLIN COUNTY COMMUNITY COLLEGE

SERVICE ASSESSMENT INSTRUMENT

2002-2003

Academic Advising

Prepared by: Jonene Kemp

2002-2003 SERVICE ASSESSMENT INSTRUMENT
COLLIN COUNTY COMMUNITY COLLEGE

Service Unit Assessed: Academic Advising

Date: 2002-2003

Task Force membership: Linda Conry, Lynne Meyer, Audrey Newsome, Windy Pitcock

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A.   EXECUTIVE SUMMARY

<To be completed by the External Review Task Force **after** both the self-study and external review have been completed **but** prior to the Open Meeting>.

NO EXECUTIVE SUMMARY INCLUDED IN FINAL REPORT.

SERVICE MISSION, GOALS AND OBJECTIVES

1. State the mission of this service or administrative unit.

    The Academic Advising Department advocates lifelong personal learning and growth, utilizing the most accurate, relevant information while empowering students in the pursuit of their educational and life goals. Please refer to the Academic Mission Statement at the end of Section B.

2. List ways the mission of this service or administrative unit supports the overall mission of the college.

    Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect. The academic advising department supports this overall mission by providing an organized process for all students to explore available educational opportunities through the following:

    * General academic advising
    * Special populations advising (SOAAP, Student-athletes, International Students, and Concurrent High School Students)
    * Orientation for students with undeclared majors
    * Group advising for Health Sciences
    * Off-site advising for the community and businesses
    * Specialized advisors for each academic division
    * Transfer Lab, transfer advising, and four-year college concurrent programs
    * Intensive Advising
    * On-line Advising
    * Walk-in, advising by appointment, and evening advising services
    * Advising services for all campuses
    * Study hall for special populations
    * Study skills classes taught by advisors
    * Collaborative projects with other student development departments

3. List ways this college service or administrative unit satisfies an institutional goal.

    The Academic Advising Department at Collin County Community College District provides a program of student support services designed to assist individuals in achieving their educational and career goals. We advocate lifelong personal learning and growth, utilizing the most accurate, relevant information, as listed above.

4. Examine the placement of the college service or administrative unit within the overall organizational structure.

The Academic Advising Department is a unit within the Student Development Division, reporting to the Vice President of Student Development.

5.   Attach a copy of the service or administrative unit's goals and objectives.

Please refer to the Academic Advising Mission Statement at the end of Section B.

Analysis of Program Mission, Goals and Objectives

The mission, goals and objectives of the college service or administrative unit must be clear and their relationship to the mission, goals and objectives of the college must be demonstrated. There should be evidence that the college service or administrative unit has derived its goals from its strategic plan and that the goals are appropriate for the student population, the community, and the goals of CCCCD. Goals should be consistent with resource limits. Provide an analysis and address questions as: Are there ways the goals and objectives can be improved?

The current Academic Advising Department goals are consistent with CCCCD's institutional goals; however, the committee would add an additional goal: To maintain an effective ratio of academic advisors to the number of students at CCCCD. The National Academic Advising Association (NACADA) standard is 300 students to 1 advisor. An adequate number of advisors at each campus are required to maintain the quality and excellence in advising services at Collin County Community College District.

ACADEMIC ADVISING DEPARTMENT

MISSION STATEMENT

We advocate lifelong personal learning and growth utilizing the most accurate, relevant information while empowering students in the pursuit of their education and life goals:

Goals and Objectives:

❖ Provide an organized process for all students to explore available educational opportunities.

❖ Assist students with appropriate selection and scheduling of courses.

❖ Disseminate the most accurate information available.

❖ Encourage students to discuss short term and long-term educational goals and career paths.

❖ Attend all staff meetings to review new advising techniques, introduce strategies for improved service, and obtain updated information from department coordinators.

❖ Orient students to community college life and our policies and procedures.

❖ Use intensive advising as a tool for student retention.

❖ Provide a consistent advising model to be used at all campuses.

❖ Update and improve the existing computerized support system for the advising process.

❖ Attend professional development activities including conferences, seminars, and workshops.

❖ Maintain on-going training sessions for all part-time academic advisors concerning proper procedures for advising, and also introduce new techniques to improve the advising services on campus.

B.   SERVICE / PRODUCT DELIVERY

1.   What services or products does this unit deliver?

Academic Advising, an integral component of student success at CCCCD, offers a full spectrum of advising services to prospective students, current students, interested community members, college visitors, and various corporations in Collin County.

Advising services include general academic advice, transfer information, referrals to appropriate college departments, assistance in selecting a major course of study, choice of an appropriate course load, aid in making decisions and executing procedures regarding adding or dropping classes, the creation of unofficial two-year degree plans, providing CCCCD degree information, assistance with admission and registration procedures, sharing community service information with non-students, the clarification of admissions testing requirements and information, support for telephone and web registration, career services, and tailored advising for specific student populations.

These services are provided in-person at each of the college's four campus advising centers, as well as via website, telephone, email, brochures, transfer guides, and orientation. The staff also regularly offer their expertise at study skills classes, outside companies, local high schools, various college events, transfer fairs, in-house presentations, student workshops, professional conferences, group advising activities, student study hall, in the community, and various extracurricular venues.

A pilot program has been instituted at Preston Ridge Campus to serve program clients, to track clients, and to evaluate client satisfaction. The program requires computer sign-in for a client to be assigned an advisor. Once the client has met with an advisor, the system allows for the client to be referred to other Student Services, such as Financial Aid or Career Services. The system tracks the client's progress through Student Services, and such information can be recalled by any advisor on a subsequent client visit.

In addition, CENTRA will enhance the Advising website with live advisor chats, advising session scheduling, possible tutoring, and Frequently Asked Questions (FAQ). The committee suggests a continued expansion of Internet-delivery of advising functions to meet client needs.

2.   What are the key steps in delivering each of your unit's services or products?

For in-person advising, the steps are as follows:

1)   Sign in by student (a pilot program)
2)   Introduction to visitor
3)   Question & answer session to determine visitor's need or goal
4)   Advice/information regarding appropriate actions to reach goal
5)   Referral to appropriate college or external resources

6) Explanation of brochures and handouts, as appropriate

Telephone, website, email, and other advising venues require the following steps:

1) Initial contact by interested party
2) Due consideration of visitor's communication
3) Response to the visitor
4) Follow-up communication for clarification or referral

Presentations, workshops, handouts, meetings, fairs, conferences, and other delivery methods require unique steps to achieve the desired level of service.

1) Initial contact by an interested party or advisor
2) Clarification of the advising goal for a specific venue
3) Preparation of presentation and materials
4) Delivery of advising service
5) Follow up communication with attendees

3. If this unit maintains or accesses student or personnel records, how does it protect the security, confidentiality, and integrity of those records?

Advisors access student data via the college's SIS (Student Information System), which requires a name and password to be entered. Entrance to the SIS requires advisors to identify themselves and provide a password. Once in the system advisors retrieve student data based on name and password information provided by the student. The computers are shut down at the end of each business day.

Often visitors bring paperwork to assist them in achieving their educational goals. This paperwork is returned to the visitor, given to the appropriate administrative unit, or shredded. The paperwork is not retained by advisors.

4. Who are the clients served by this unit?

The clients served by this unit are as follows:

Prospective students
Current students
Returning students
Student Athletes
Concurrently-enrolled students
Dual-enrollment students
Transfer students
Temporary students

Probationary/Academic Suspension students
Community members
High school students
Faculty
Coordinators
Deans
Administrators
Career Services clients
TASP Office clients
Financial Aid Office clients
Parents/Guardians of the above

5. What potential clients are not being served? What strategies could be used to serve these potential audiences?

Every community member, potential student, and student with whom the college has contact, as well as individuals and entities within the college, is served by the Academic Advising Program.

If this is a unit that provides services or products to students, please answer the following question:

6. Are the unit's services / products accessible to all the student populations listed below:

	YES	**NO**	**Needs Improvement**
Academically disadvantaged	X	☐	☐
Economically disadvantaged	X	☐	☐
Gender bias students	X	☐	☐
Disabled students	X	☐	☐
Limited English Proficient	X	☐	☐
Ethnic minority students	X	☐	☐
Distance Education students	X	☐	☐
Displaced homemakers	X	☐	☐
Single-parents	X	☐	☐
Non-traditional students	X	☐	☐
Any other,	☐	X	☐

please describe_____

7.   Does this unit comply with the following Office of Civil Rights regulations in delivering its services:

	YES	NO
Adequate procedures for addressing client complaints	X	☐
Facilities / program accessibility for clients with disabilities	X	☐
Services / products free from discrimination	X	☐
Employment resources of faculty, staff, and students are free from discrimination	X	☐

Analysis of Service Delivery Methods

By examining processes and interviewing clients of the unit, the Internal Review Task Force should consider whether the delivery methods of the college service or administrative unit are appropriate to its goals and whether all services are effectively delivered. Analyze the effectiveness of the key steps in delivering your services or products.

Academic Advising has shaped an exemplary program model to achieve its mission of promoting lifelong personal learning and growth. The program's delivery methods offer clients the most accurate, relevant information while empowering clients to achieve their educational and life goals.

C.   INTENDED SERVICE OUTCOMES

1.   Does this unit meet the criteria for exemplary status established by a national professional association?

<div align="center">

X **YES**   ☐ **NO**

</div>

If yes, name the organization: National Academic Advising Association (NACADA)

If yes, when was the unit recognized? The Academic Advising Department received the National Academic Advising Merit Award in 1994. In 1994, The Academic Advising program had 4 fulltime advisors, 3 part-time advisors, two primary campuses (Central Park Campus and Spring Creek Campus) and a student population of 9,865. Today the Academic Advising program has 12 fulltime advisors, 6 part-time advisors, three primary campuses (Central Park Campus, Spring Creek Campus, and Preston Ridge Campus) and a student population of 15,970.

List the criteria for exemplary status below:

Academic Advising received the NACADA Merit Award based on the following:

- Intensive advising
- Annual assessment of service and products
- Adequate number of fulltime advisors

2.   How do you determine that the needs of the unit's clients are being met and the level of satisfaction they experience with the services / products provided?

Increased student retention and persistence to graduation.

Feedback to the Academic Advising program is elicited via surveys, telephone, FAX, e-mail, computer pilot program, and individual conferences. Please refer to Appendix A at the end of this section for the Academic Advising Survey and its most recent results.

Specific surveys also are part of the advising and training processes with student athletes, SOAAP students, the international students, and advising trainees.

3.   How would you describe the degree to which needs are being met and the level of satisfaction with the services provided?

Feedback provided via the methods named above indicates the Academic Advising Department is not adequately meeting the needs of all its clients.

4.   Identify any barriers that might be adversely affecting the unit's products /service.

Academic Advising is most often the first face-to-face contact a potential student or a community member has with the college. However, with the large increase in enrollment in recent years, that initial contact more and more frequently requires a lengthy wait for an available advisor or for a response to a telephone or an email inquiry.

In addition, the overwhelming volume of persons seeking advising from a reduced number of advisors lessens the quality and depth of advising service the Academic Advising program can effectively provide.

Academic Advising is provided with computer equipment by CCCCD; however, the department's needs remain low in priority for such distribution. A lack of the latest computer equipment and software ensure a slower delivery of advising services.

As a further obstruction to quality advising, the combination of increased workload and decreased staff precludes advisors participating in either internal or external professional development. Advisors are hindered from updating their knowledge and skills.

Advisors are also precluded from visiting with departments and divisions to facilitate clear communication about advising changes and requirements.

Insufficient staffing creates a professional climate that negatively affects quality of service.

Analysis of Intended Service Outcomes

Provide an analysis of the degree to which this unit's outcomes fulfill its mission. Assess to what degree the needs of clients are being met and offer suggestions, if any, for improving outcomes.

Academic Advising is able to fulfill its mission of service to promote personal learning and growth. However, the greatly increased workload and the reduced number of advisors prevent the program from achieving its former excellence.

The committee suggests an increase in the number of both fulltime advisors and permanent part-time advisors.

The committee suggests a higher priority on computer equipment and software distribution.

The committee suggests an increase in the professional development opportunities available to advisors.

Appendix

The Advisor……CPC-51	DOES NOT APPLY	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
was a good listener and expressed interest in me as a unique individual.		17	17	4	3
was knowledgeable about CCCC's academic policies, procedures, and requirements.		24	22	3	2
showed respect for my opinions, feelings and my right to make my own decisions.	2	21	24	2	1
provided me with accurate information about requirements, prerequisites, and referred me to other sources from which I can obtain assistance.		20	21	7	3
encouraged me to assume an active role in planning my academic program and helped me identify the obstacles I need to overcome to reach my educational goals.	7	13	16	12	3
seemed to enjoy advising, was approachable, easy to talk with, and displayed appropriate humor.		22	23	5	2
was helpful and made an effort to assist me.		22	22	5	2
I received the help I needed.		(Y)45	(N) 6		
I would recommend this advisor to other students.		(Y)45	(N) 6		

The Advisor……PRC-62	DOES NOT APPLY	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
was a good listener and expressed interest in me as a unique individual.	1	24	34	2	1
was knowledgeable about CCCC's academic policies, procedures, and requirements.	1	33	19	7	1
showed respect for my opinions, feelings and my right to make my own decisions.	3	29	23	4	1
provided me with accurate information about requirements, prerequisites, and referred me to other sources from which I can obtain assistance.	2	27	22	7	4
encouraged me to assume an active role in planning my academic program and helped me identify the obstacles I need to overcome to reach my educational goals.	9	17	25	10	1
seemed to enjoy advising, was approachable, easy to talk with, and displayed appropriate humor.	2	20	28	9	3
was helpful and made an effort to assist me.	2	28	27	4	1
I received the help I needed.		(Y)53	(N) 8		
I would recommend this advisor to other students.		(Y)52	(N) 8		

The Advisor……SCC-145	DOES NOT APPLY	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
was a good listener and expressed interest in me as a unique individual.	2	49	69	17	6
was knowledgeable about CCCC's academic policies, procedures, and requirements.	3	64	53	15	6
showed respect for my opinions, feelings and my right to make my own decisions.	3	60	74	5	5
provided me with accurate information about requirements, prerequisites, and referred me to other sources from which I can obtain assistance.	2	88	64	18	8
encouraged me to assume an active role in planning my academic program and helped me identify the obstacles I need to overcome to reach my educational goals.	3	39	65	32	1
seemed to enjoy advising, was approachable, easy to talk with, and displayed appropriate humor.	2	43	70	21	6
was helpful and made an effort to assist me.		52	72	17	2
I received the help I needed.		(Y)126	(N)20		
I would recommend this advisor to other students.		(Y)118	(N)27		

D.   QUALITY ENHANCEMENT

1.   What ongoing methods does your unit use to demonstrate how well it fulfills its stated
        mission?

- Student evaluations of group advising sessions each semester
- Student evaluations of study hall each semester
- Student evaluations of student-athlete orientations each semester
- Annual performance evaluations of all advisors by director
- Annual performance evaluations of all part-time advisors by assistant director
- Student satisfaction survey

2.   How does the unit use the information generated by the methods identified in item 1 to
        improve effectiveness and quality of your unit?

- Staff responsible for specific services have access to results compiled from
  the student evaluations, which are reviewed for recommended improvements
- Performance evaluations by the director include goal setting for each staff member

3.   How have recommendations and suggestions from prior evaluations of this unit been
        addressed to improve effectiveness and quality? (These may be formal recommendations
        and suggestions from internal evaluations, SACS evaluations, THECB evaluations, or
        less formal comments from surveys, etc).

        Improvements resulting from above evaluations include:
- Hiring and training of part-time advisors with more advanced degrees
- Revising and expanding part-time advisor training program
- Additional group advising sessions to reach a larger portion of the growing
  student population to provide for the increasing demands for advising services
- Development and implementation of computerized database of student records
  and advising tracking program to improve the ability of the staff to share and
  update student records

Analysis of Quality Enhancement

Analyze whether the evaluation methods actually measure the effectiveness of the unit and
whether the assessment results are regularly used to improve effectiveness and quality with the
ultimate goal of improving educational outcomes.

   The evaluation methods that we use address student satisfaction and staff
   effectiveness. We are continually seeking ways to provide advising services by every means
   available: individual appointments, drop-in advising, group advising sessions, online-
   advising, and off-site advising.

E. PEER DATA

Identify five (5) Texas and two (2) Out-of-State community colleges with units similar to the unit being evaluated. These community colleges will be used to gather peer data to aid in the analysis of the following sections.

	Community College Peer	**Location**	**Phone Number of Unit**
1	Mesa Community College Judy Tausig, Director	Mesa, Arizona	480-461-7000
2	Brookhaven College	Farmers Branch, TX	972-860-4700
3	Houston Community College	Houston, TX	713-718-2000
4	Austin Community College	Austin, TX	512-223-7000
5	Northern Virginia Community College	Annandale, VA	703-323-3000
6	Richland College	Dallas, TX	972-238-6106
7	Tarrant County Community College	Ft. Worth, TX	817-515-5100

The following two links will be helpful in finding institutions with similar characteristics:

http://nces.ed.gov/ipeds/cool/search.asp
http://www.usnews.com/usnews/edu/community/commsrch.htm

For **each** peer unit listed above, the Self-Study Task Force will need to contact the appropriate person and gather information to fill in the following tables.*

Mesa Community College	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Total Unit Expenditures for Fiscal Year					$631,000
Total Part-Time Personnel in Unit					24
Total Full-Time Personnel in Unit					9
Full-Time Faculty at college					
Total Faculty at college					
Total Duplicated Enrollment for Fiscal Year	24228	23787	24042	24762	26089

*Copy/Paste this table for each identified peer institution prior to filling in.

Brookhaven College	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Total Unit Expenditures for Fiscal Year					
Total Part-Time Personnel in Unit	0	0	0	0	0
Total Full-Time Personnel in Unit	3	2	2	3	7
Full-Time Faculty at college					
Total Faculty at college					
Total Duplicated Enrollment for Fiscal Year					

Austin Community College	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Total Unit Expenditures for Fiscal Year					
Total Part-Time Personnel in Unit			2	4	4
Total Full-Time Personnel in Unit	1	1	1	1	1
Full-Time Faculty at college	298	355	378	393	383
Total Faculty at college	1082	990	1027	996	1058
Total Duplicated Enrollment for Fiscal Year	29882	30493	31430	30860	32130

To facilitate the gathering of the Peer Data, a survey template has been provided to you in the evaluation binder. See "Peer Comparison Survey" located with the other forms. You are NOT required to use the template. If you choose to do so, contact the COE with any questions that you may have concerning its modifications for your needs.

1.   Utilization

a.   For each of the last five (5) years, how many staff members have been employed in this unit?

2001:	16
2000:	24
1999:	24
1998:	19
1997:	18

Access staff was included in numbers above.

b.   Please provide the following ratios for this unit for the last five years:

	1997	1998	1999	2000	2001
Student to Staff	1,732:1	1,664:1	1,394:1	1,540:1	2,576:1
Full-Time Faculty to Staff	N/A	N/A	N/A	N/A	N/A
All Faculty to Staff	N/A	N/A	N/A	N/A	N/A

2.   Staff Summary

Supply the information requested below for all current full- and part-time employees. Under Qualifying Education, give work experience or education that qualifies the employee for that position.

Name	Title	Date Employed	Qualifying Education/ Experience
Andrews, Carie	Advisor	9-3-98	BA History
Brennan, Terrence	Advisor	1-2-97	BA Sociology
Crowell, Rebecca	Advisor	8-26-85	28 Years Experience
Fields Todd	Advisor	11-16-89	BS Office Admin.
Gober, Al	Advisor	10-1-02	BA Comp. Science MS Physiology
Hoffman, Tori	Advisor	9-1-94	BA Public Admin.
Johnson, Norma	Director	8-1-88	BS Speech Path MA Counseling/Personnel EdD. Higher Ed Admin.
Kemp, Jonene	Secretary	10-7-02	20 Years Exp. Administrative Asst.
Meyer, Lynne	Advisor	9-1-94	BA Counseling/Human Relations MED Counseling Education
Newsome, Audrey	Asst. Director	11-14-88	BS Physical Education MED Education Administration

Pitcock, Windy	Advisor	9-1-99	BS Human Behavior & Dev. MA Professional Dev.
Schroeder, Suzon	Advisor	9-12-95	BS Fashion Merchandising MS (Not Specified)
Shehadeh, Tatiana	Advisor	5-14-01	BA Social Work MS Sociology
Walls, Jeannie	Advisor	8-28-01	BA Human Relations MS Psychology

*You may add rows to accommodate additional employees.

3. Staff Development

a. What professional organizations, seminars, conferences, in-service activities and CCCCD task forces and committees have staff in the unit participated in during the last two (2) years? List the activities and briefly summarize how these have helped the staff achieve the goals of this particular unit.

Through staff development opportunities, advisors update their skills, connect with peers, learn about other colleges' programs, and work collaboratively in the advising community. These activities promote more effective advising.

Name of Staff Member	Activities
Carie Andrews	Dual Admissions task force 2002 - Current Regional NACADA Conference in St. Louis 2002 National NACADA Conference in Ottawa 2001 Best Practices Conference CCCCD 2002 Planning Committee of Women's Leadership Symposium 2002 Institute for the Study of Transfer Students UNT 2003
Terrence Brennan	All College Council All Preston Ridge Council President's Task Force For the Future Dual Admissions Task Force Chaired SOAAP Self Study Task Force Chaired Career Week Decorations Committee Task Force Chaired Student Activity PRC Coordinator Search Task Force PRC Career Week Task Force Co-Chaired PRC Celebration of Cultures Program Task Force PRC Safety Fair Task Force Hospitality/Culinary Arts Advisory Task Force Management Development Advisory Task Force Office Systems Advisory Task Force Computer-Aided Drafting and Design Advisory Task

	Force
	Telecommunications Advisory Task Force
	Co-presented "The Common Core Companion" at UNT Consortium Retention Conference
	Presented "The Dramaturgical Analysis as Academic Advising" at a special Academic Advising meeting.
	Instructor for Parents and Advocates for Slower Learners (PASAL) computer course (sponsored by CCCCD's Counseling Services)
	Instructor for Study Skills course
	NACADA Member
	Graduation/Commencement Planning Committee
	Off-site Advising and Recruiting (Target, Country Wide, ST Microelectronics, Southwestern Bell, local area High Schools)
	Presented at LULAC's Student Leadership Academy
	Presented at All College Day (Employee Recognition Awards)
	Student Development Retreat Planning Committee
	Attended Vincent Tinto Retention Presentation
	Attended two UNT sponsored Retention Conferences
	Participated in "Disability Awareness Day" activities at UTD
	ACCRO conference-set up task force
	Co-Captained Preston Ridge Campus' Spelling Bee Team for "Friends of the Frisco Public Library" annual spelling bee
	Presented at Engineering Technology information sessions for prospective students
	Attended "Education and Technology" seminar at UTD
	Presented Employee Recognition Award at Student Development Retreat
	Presented team building exercise at Student Development Retreat
	Presented at CCCCD new student/non-traditional student orientations
	Participated in part-time Advisor Training
	Participated in the training of Full-time PRC Academic Advisors and work studies
Rebecca Crowell	Workshop Chair for the National NAFSA Conference 2004 in Baltimore, MD
	NAFSA Co-op Outreach Advisory Mini Grant Committee 2000 - Current
	National NAFSA Conference Local Arrangements Committee – San Antonio 2001-2002
	Presentations:
	Southern Association of Collegiate Registrars and

	Admissions Officers Conference, Oklahoma City: International Jeopardy Game – Feb. 2001 NAFSA Region III – Professional Development Program, Houston, Texas Co-presented: F-1 Basics for Beginners – March 2001 NAFSA Region III – Professional Development Program, Austin, Texas Co-presented: F-1 Basics for Beginners – March 2002
Todd Fields	All College Council NACADA National NACADA Regional Tinto Retention Conference CCCCD Best Practices Consortium The University of North Texas Retention Conference (Transitions for Students Through Advising) CCCCD Calendar Task Force
Al Gober	In-service training: GroupWise II – October 17, 2002 *Seminars:* Strategies for Successful Student Retention – November 1, 2002
Tori Hoffman	Member of NACADA Attended the 1998 regional NACADA conference in Wichita, KS. Attended the 2002 national NACADA conference in Salt Lake City, UT. Belong to an e-mailing list of advisors called the "soupgroup" who share information. Chaired the advising task force. Currently serving on the calendar committee. Coordinates all technical and computer related issues for academic advising.
Lynne Meyer	Tinto Retention Conference Member of TAAHP (Texas Association of Advisors for the Health Professions) Member of the Honors Council at CCCCD Attended TAAHP meetings for the last 5 years Served on the Dental Hygiene External Review Committee – 2002 Member of TEXAAN (Texas Association of Academic Advisors) and currently a member of the Internal Review Committee for Advising Attended regional and national meetings of NACADA. Gave training sessions for part-time advisor orientations on

	the health science programs at CCCCD. Participated in group advising for Nursing, Dental Hygiene, and other health science programs for the last 6 years, twice a year for students and the community. Served on search committees for faculty and staff Served on the Nursing Curriculum Committee Advisor for the Pre-Bio Med Club at CCCCD Presented to high schools on their career day to discuss CCCCD's nursing program. Study Skills Instructor Coordinated Health Professions Day for 250 high school and college students.
Audrey Newsome	National NACADA Presenter – 2003 National NACADA Conference – 2000 Regional SWAPLA – 2000 Regional SWAPLA – 2002 National N4A – 2002 Regional N4A – 2003 Regional JACSPAT – 2000 FOSA Training – 2001 FOSA Training – 2002 BSA – Student Organization Advisor SAAC – Student Organization Advisor APAC – College Committee Search Committee for Developmental Education Strategies for Student Retention – Vincent Tinto
Windy Pitcock	Advisor for professional Development courses at these businesses: Target, Mervyns, Kone, & Countrywide. Activities campus advising, distribution of materials, registration, and payment. UNT Teacher Education Conference Tinto Retention Conference UTAustin Academic Advising Conference for Community Colleges UTArlington Two Step Conference Texas A&M/Texas Tech Academic Advising Conference for Community Colleges CCCCD Best Practices Consortium Hosted the University of North Texas Consortium Retention Conference Surveyed colleges and co-designed and co-presented, "The Common Core Companion." (Taken to Austin for review.) Hosted New & Undecided Majors Orientation DCCCD Health Fair NACADA Presenter – October 2003 APAC College Committee

	Coordinated Health Professions Day
Suzon Schroeder	Staff Development Task Force – Chair
	Texas Leadership Conference – Northlake Community College
	Diversity Conference
	"Engaged Campus" Training
	CCCCD Tour Guide – CPC & SCC
	Celebration of Cultures Planning Committee
	Student Advisory Council Advisor
	Student Development Retreat Committee
	NACA Member
	NACA Convention – Little Rock, Arkansas – 2000
	NACA Leadership Camp – Professional Development
	Legal Conference
	E.E.O. Training
	TACUSPA Conference and Member
	Junior Achievement Mentor
	CPC Picnic-in-Park Committee
	Vincent Tinto Seminar
	Presented New Student / Non-Traditional Student Orientation
	Presents Group Advising for Respiratory Care Program – Biannually
	TACAC (Texas Assoc. for College Admission Counseling) honorary member, State Conference, Corpus Christi - 4/00, National Conference, San Antonio - 9/00
	Phi Theta Kappa Advisor 2000-2001, State Convention, El Paso - 2/00, International Convention, Denver - 3/00; Alumni
	JCCSPAT member – conference Fall 2000
	NTCCC Strategies for Successful Student Retention – 11/02
	"Sky's The Limit" – Women's conference 2002
	Counselor's Workshop – 1/03
	Int'l Service Assessment Committee – 2003
Tatiana Shehadeh	Member of NAFSA (Association of Foreign Student Advisors)
	Member of AMIE (Association of International Student Advisors in the Dallas-Fort Worth Area)
	Attended NAFSA Region III Texas State Meeting - March 2002 and February 2003
	Attended NAFSA Region III Conference – November 2002
	Attended at least 3 AMIE meetings/year
	Attended Student Development Retreats

Jeannie Walls	Dual Admissions Task Force
	SOAAP Task Force
	SAFAC
	Transfer Express 2001
	FERPA Training
	ARO Training

*You may add rows to accommodate additional employees.

SUMMARY

These professional experiences have fostered a deeper understanding and appreciation for the diverse roles that the District plays in the lives of students and community members served by Collin County Community College District.

Conferences allow advisors to make contact with advisors from other two-year colleges and many four-year institutions. Ideas are shared and brought back for adaptation and implementation at Collin County Community College District. The knowledge learned from conferences and other activities has enhanced the quality of services provided by advising.

The valuable knowledge gained from the numerous conferences, committees, seminars and other activities has increased the level of professionalism within the advising department. These activities are beneficial for advising because the department assists students in many different capacities, allowing for a smooth transition to four-year colleges and universities.

b.   Are all the staff members given opportunities to participate in professional development activities?

XYES   ☐ **NO**

c.   What areas of unmet professional development needs are there among staff in this unit?

Although professional development is not limited to conferences and seminars, the ever increasing, overwhelming workload and the lack of sufficient personnel have precluded the annual Advising Retreat, any on-campus computer training, or the cross-training of Student Development staff.

4.   Staff Evaluations

a.   Is the unit following college policy on staff evaluations (see page 75 of the 1999-2000 Faculty and Staff Handbook)?

X **YES**   ☐ **NO**

b. How are these evaluations being used to improve the unit's effectiveness?

The Academic Advising unit pursues excellence through the achievement of personal professional goals and the on-going evaluation of program performance.

Analysis of Personnel Utilization

Analyze the effectiveness of personnel use to accomplish the mission and goals of the unit. Consider such topics as the following: demand for services or products, turnaround time, staff training and development activities, and methods of staff evaluation. If staffing levels vary substantially from those of identified peer units, explain the variance.

The Academic Advising Department effectively utilizes its available personnel to meet the myriad needs of its clients. However, with the rapidly growing demand for advising services, the staff faces an overwhelming workload. In 1997 the ratio of students to staff member was 1,641 students to one staff member. The ratio has grown to 2,747 students to one staff member, a remarkable increase. Such a workload precludes prompt advising services, as well as advisor professional development. The National NACADA standard ratio is 300 students to 1 advisor.

The committee suggests an increase in the number of full-time advisors and of permanent part-time advisors.

H. COST-EFFECTIVENESS

1	**Budget/Financial Resources and Support**					

a. Indicate unit expenditures for each of the last five (5) fiscal years. Unused rows may be deleted to reduce confusion.

	OBJECT CODE*	1997	1998	1999	2000	2001
2300	CONTRACTUAL SERVICES OR PERSONNEL	$377.00	$6,068.00	$708.00	$0.00	$2,696.00
2400	RENTALS	$0.00	$1,517.00	$1,661.00	$2,796.00	$2,115.00
2600	SPECIAL EXPENSES	$12.00	$372.00	$91.00	$1,791.00	$1,158.00
3100	GENERAL SUPPLIES	$3,506.00	$4,662.00	$3,875.00	$10,211.00	$5,950.00
4200	TRAVEL EXPENSES	$0.00	$309.00	$36.00	$0.00	$0.00
5200	DATA PROCESSING EXPENSES	$75,287.00	$20,829.00	$14,416.00	$0.00	$0.00
5300	PRINTING EXPENSE	$1,214.00	$1,545.00	$2,486.00	$6,343.00	$2,409.00
5400	UTILITIES	$20,575.00	$14,703.00	$22,042.00	$895.00	$261.00
5500	REPAIRS	$0.00	$0.00	$190.00	$8.00	$51.00
5700	OTHER EXPENSES	$818.00	$2,436.00	$2,861.00	$3,373.00	$3,798.00
6400	MINOR EQUIPMENT	$0.00	$0.00	$0.00	$0.00	$11,200.00
7400	CAPITALIZED EQUIPMENT	$8,510.00	$2,851.00	$0.00	$15,569.00	$0.00
	TOTAL EXPENDITURES:	$110,299.00	$55,292.00	$48,366.00	$40,986.00	$29,638.00
	*To further break down the object codes please refer to: http://intranet.ccccd.edu/quickreference/HomeFrame.htm					

b. Are there any special funds or grants used in funding this college service/administrative unit?

X YES ☐ **NO**

If YES, describe: Carl Perkins funds are used for salaries for two part-time voc/tech advisors; 1 at CPC and 1 at PRC.

c.   Does the unit generate revenue other than state reimbursement and tuition?

☐ **YES**   ☐ **NO**   X **NOT APPLICABLE**

If YES, describe:

d.   Is the college service/administrative unit budget adequate to meet program needs?

☐ **YES**   X **NO**

If NO, explain:

Operating funds are usually inadequate for all program needs. The lack of adequate funding endangers primary advising functions in personnel, student access/contact, and information dissemination.

e.   What is the ratio* of Total Expenditures-to-Students for each of the last five (5) fiscal years?

1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
.46	.62	.35	1.08	.71

- Use the following formula: $\dfrac{\text{Total Expenditures (shown in Part A above)}}{\text{Number of DUPLICATED students in fiscal year}}$

Data processing expenses and utilities were removed from this formula.

2.   Facilities and Equipment

a.   Is the present space allocation on each campus for this unit adequate for the following:

Office Space?	☐ **YES**	X **NO**
Storage of office supplies/equipment?	☐ **YES**	X **NO**
Space for students or community use?	☐ **YES**	X **NO**
Other, Describe_____	☐ **YES**	☐ **NO**

In cases where you indicated **NO**, please explain below:

Space is inadequate for present staff and storage needs.

b.   Is space allocation on each campus adequate in terms of the following:

Convenient access to equipment?	☐ **YES**	X **NO**
Availability of audio visual aids?	X **YES**	☐ **NO**
Lighting?	X **YES**	☐ **NO**

	Heating?	X **YES**	☐ **NO**
	Air conditioning?	X **YES**	☐ **NO**
	Ventilation?	X **YES**	☐ **NO**
	Other, Describe_____	☐ **YES**	☐ **NO**

In cases where you indicated NO, please explain below:

Advisors do not have convenient access to telephones and files.

c. Does available equipment meet the unit's needs?

X **YES**   ☐ **NO**

If **NO**, please describe major inadequacies below:

d. What additional support facilities or equipment are needed to support the unit? How would these additions enhance the unit?

An automated voice response system to be used at peak times would ensure better prospective student service. Often callers need to know where the college is located or the college's web address. At the busiest times, callers may be on hold for 1/2 hour to receive such basic information from an advisor.

A telephone at each advising station on Spring Creek Campus would ensure efficient use of telecommunication. Often advisors must leave their stations to answer a telephone across the room.

Analysis of Cost Effectiveness

Analyze the cost effectiveness of this unit within the framework of the District's mission. Discuss any important trends in unit expenditures. If the expenditures per student vary substantially from those of identified peer units, explain the variance.

The college's mission of developing skills, strengthening character, and challenging the intellect among students and the community requires an exemplary advising program. The program budget provides for skeletal coverage of client needs and of advisor professional development.

Economy is an admirable trait; however, the Total Expenditures-to-Students ratio has dropped steadily from 3.54 in 1997-1998 to an appalling .72 in 2001-2002. Inadequate funding may eventually result in an undesired impact on college enrollment.

I. STRENGTHS AND WEAKNESSES

After reviewing the findings of the Self-Study presented in the previous sections and conducting their own evaluation, the **<u>External Review Task Force</u>** offers their assessment of the strengths and weaknesses of the program being evaluated.

1.   Describe and document the strengths of this unit.

- The Academic Advising Program has a talented and qualified staff that is team-oriented and demonstrates a commitment to serving the student population of the college.

- The staff engages in an array of outside professional activities to enhance their abilities and performance.

- The unit uses a wide range of innovative approaches to accomplishing the mission of academic advisement.

2.   Describe and document the weaknesses of this unit.

- A limited number of professional staff make it difficult to serve students in a timely manner, particularly at times of peak demand.

- Equipment shortages and equipment that needs updating also limits the ability of the department to fulfill its goals.

- Inadequate space and space utilization problems also adversely affect performance.

- Response data from students concerning the effectiveness of advisors is inadequate.

J. RECOMMENDATIONS AND SUGGESTIONS

Based on the strengths and weaknesses presented in the previous section and their own evaluation results, the **External Review Task Force** offers their recommendations and suggestions as to how to address the weaknesses of the program being evaluated.

Note: the recommendations must be based on the weaknesses described in the previous section. There should be at least one recommendation for each weakness.

1.   Recommendations

- When budgetary constraints permit, additional fulltime staff would facilitate the ability of the staff to perform their mission.

- Additional and enhanced equipment would also enhance performance.

- Space for academic advising needs to be expanded and better utilized.

- The unit should coordinate with Institutional research to gather more comprehensive student response data.

2.   Suggestions

- It would be helpful to students if Academic Advising could be more clearly distinguished from the other services offered in Student Development. Perhaps ropes or better signage could keep students from spending unnecessary time in the wrong place.

- A system where walk-ins could take a number for service might allow students to wait more comfortably rather than standing in long lines.

- The committee suggests that Advising explore the possibility of a more comprehensive scheduling system, where appointments would be required and walk-ins limited to specific time windows.

- To enhance the privacy of students, advisors should be partitioned in some manner.

- Given the apparent shortage of professional staff, the committee suggests that Academic Advising examine the feasibility of inviting faculty and administration volunteers to supplement the staff during peak demand periods.

Note: Recommendations MUST be addressed in the Quality Enhancement Plan. Progress towards addressing recommendations will be reported in six (6) months after the entire evaluation process is complete. It is up to the appropriate Vice President whether or not suggestions must be addressed in the Quality Enhancement Plan.

The open meeting provides an opportunity for each program to reach out to all of its constituents in order to gain a wide range of perspectives, ideas, and judgments. Persons who might be invited to attend the meeting include faculty, students, administrators, alumni, employers, community members with an interest in the program, and any other interested party.

In the open meeting, the **External-Review Task Force chair** should summarize its findings relevant to the improvement of the program and student outcomes.

Following the open meeting, the **External-Review Task Force** should discuss any feedback given and agree on and make any necessary modifications to the **strengths/weaknesses**, **recommendations/suggestions**, and **executive summary** sections of the final evaluation report.

The Self-Study Task Force is responsible for all other modifications.

Please provide a summary of the open meeting below.

The open meeting was held at 3:00 PM on August 7, 2003. In attendance were members of the External Review Task Force, the Chair and members of the Program Assessment Committee, The Vice-President of Student Development, the Dean of Students, the Registrar and other members of the faculty and staff of the college. The program was commended for the quality and commitment of its professional staff. Suggestions included additional funding for professional staff and equipment. Discussions also included better utilization of space and the possibility of recruiting faculty and staff volunteers to assist in times of peak demand for services. The Chair of the assessment agreed to incorporate many of the discussion items into the report. The meeting concluded at approximately 4:30.

L.   CHIEF ADMINISTRATOR COMMENTS

Please return to Julie Miles at SCC by September 22, 2003

<p style="text-align:center">Service Area Evaluated: Advising</p>

Year Evaluated: 2002-2003

Please review the completed program evaluation and comment on the findings. In your comments please indicate whether you agree or disagree with the task force recommendations.

Comments:

I would like to thank both the internal self-study and the external review task force membership for the excellent job done on the evaluation.

I agree with the overall evaluation, however, I would like to provide some explanation, elaboration and discussion for several areas mentioned in the task force recommendations.

First of all, plans are underway for reconfiguration and construction of an expanded Student Development area for both Spring Creek and Preston Ridge campuses. Included in these plans are requests for new, functional furniture and equipment. Special attention has been given to space utilization for the advising lab to provide more work space for advisors, more work space for students and facilitate better student flow throughout the Student Development Center.

Secondly, I am accepting input from all advisors on perceived needs (with justifications) for additional personnel in advising labs on each campus. This will be used for budget hearings in the Spring.

Finally, I agreed with the findings of the recommendations with the aforementioned discussion. It is my intention to follow-up on the recommendations. Additionally, I will research, with the help of the Institutional Research office, a comprehensive survey to be used on a regular basis to continuously identify strengths and weaknesses in our program in order to promote student success.

Signature_____   Date_____

     Mary McRae