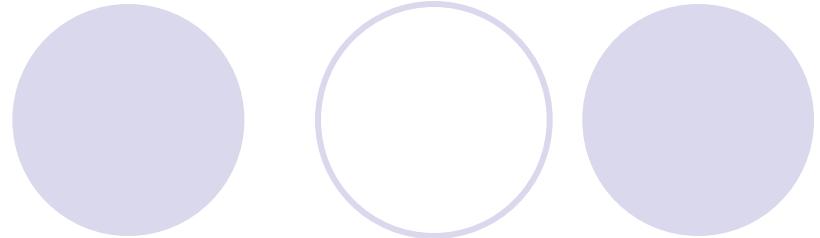
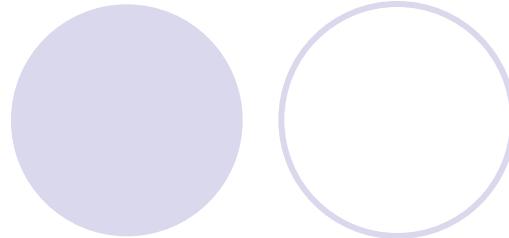


# Advising at Amarillo College

A vision for the future

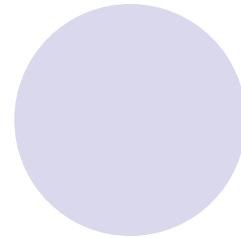
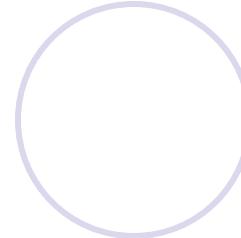
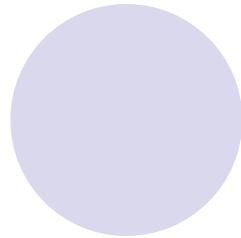
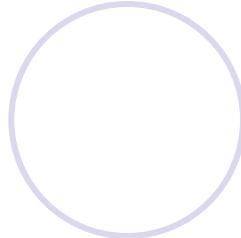
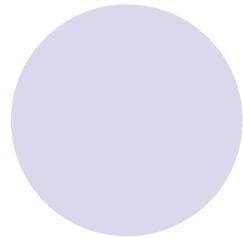




## Background

- Ad hoc advising taskforce
- May – Nov, 2007
- Taskforce agreed on all but one item – who's in charge?

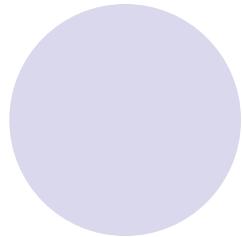
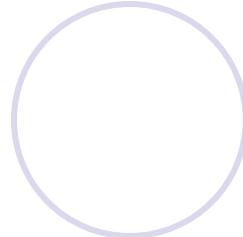
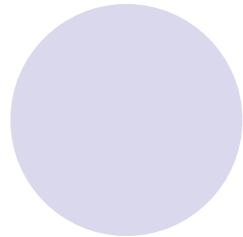
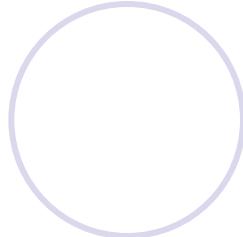
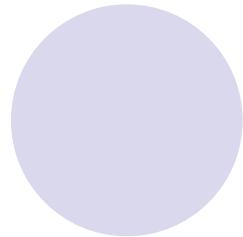




## Why is Change Necessary?

- Communication challenges
- Lack of common vision for purpose and approach to advising
- Insufficient resources (personnel)
- Social/educational change
  - AC advising built on theories of personal development (60s)
  - World has changed – to career focus

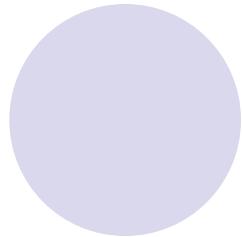
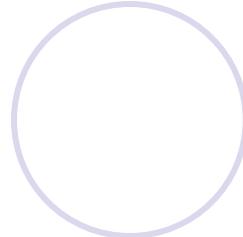
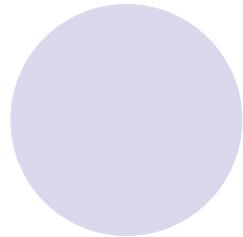
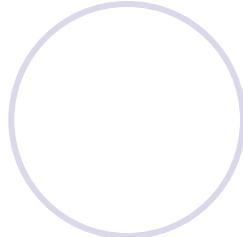
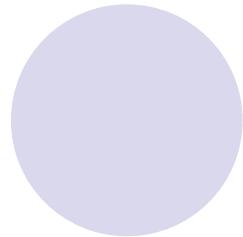




## What is the vision?

- Academic advising will be a center of excellence at Amarillo College
- Student needs will be the priority
- All AC resources (faculty, staff, technology) will be aligned to promote a career-focus in our work with students



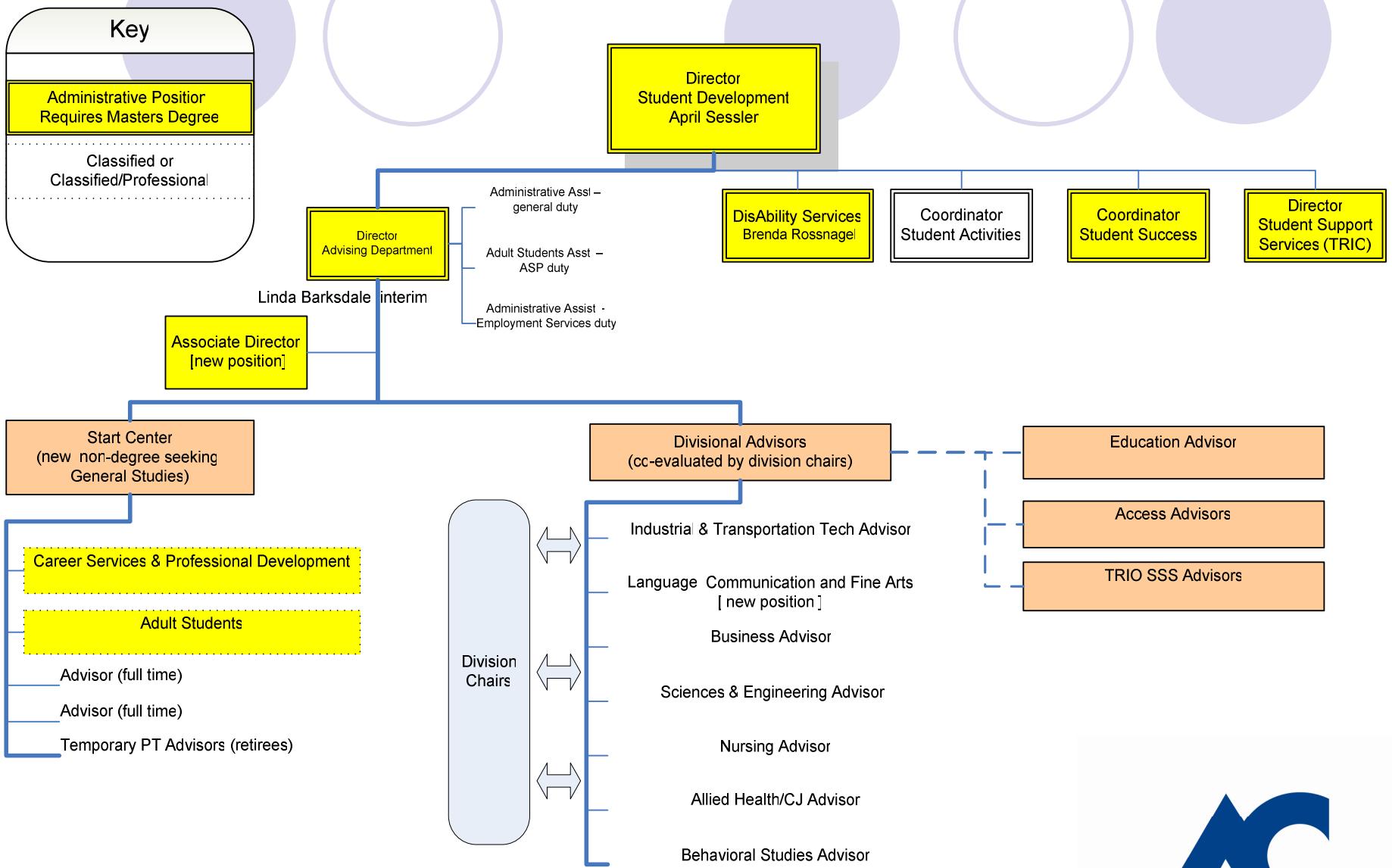


## How will we get there?

- Bring advising resources together under one leader to provide coordination, communication
- Increase resources dedicated to advising
- Bring greater uniformity to advising processes
- Provide a career ladder
- Provide professional development
- Initiate continuous evaluation/improvement



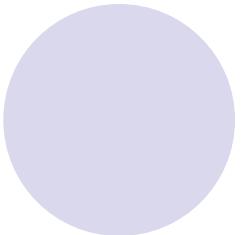
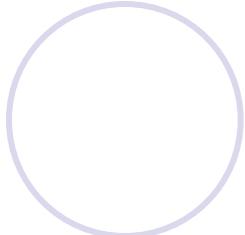
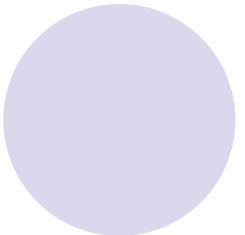
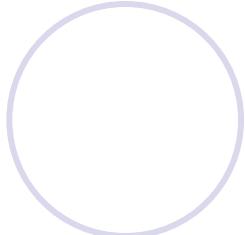
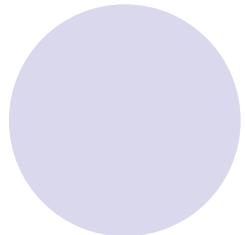
# AC Advising Department – new structure



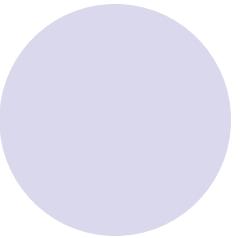
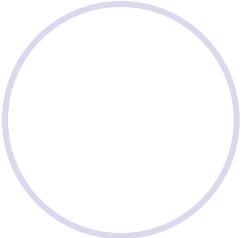
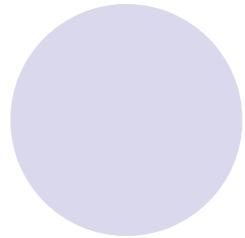
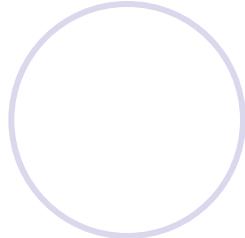
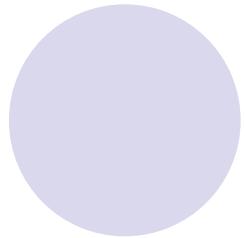
# Response to Taskforce Recommendations

	<b>Taskforce Recommendations</b>	<b>Administration Responses</b>
1.	The following goals be established for the Amarillo College advising program (see attached list).	We endorse the goals identified by this taskforce, particularly the third goal, " <b>discuss and clarify educational, career, and life goals.</b> " We anticipate the career pipeline philosophy will have a profound impact in shaping advising at AC in the future, just as it will impact the rest of the College.
2.	Create a position to be called the Advising Resource Director (or something similar). This would greatly improve the communication problems currently experienced. Models are included that illustrate this new position. The fundamental difference between these two models is the supervisory role of this position. It was unanimously agreed by the committee that there is an immediate need for an Advising Resource Director (or some other title) to provide not only leadership but also to coordinate advising resources to the entire college community.	We agree there needs to be a <b>single administrator</b> responsible for communication between all parties at the College (both within the Advising department and between it and instructional areas). We believe it is best for the College to have this position <b>responsible for policy, personnel, and budget</b> if they are to be successful in providing true "leadership (and) ... coordination of advising resources."

3.	Faculty Advisors <u>must</u> be trained and <u>must</u> attend follow-up training annually.	<p>We agree training and follow-up is crucial to quality advising. Professional advisors need training. Faculty also need training, <b>but their role is not identical to that of professional advisors:</b></p> <ul style="list-style-type: none"> <li>• Faculty fill a crucial mentor role – helping students understand their field of study, clarify goals.</li> <li>• Prof. advisors do the same but are also responsible for the enrollment process;</li> </ul> <p>Therefore, it is not necessary for faculty to master the complexities of testing requirements, holds, and other enrollment-related matters. However, understanding the basic processes of enrollment and the issues related to transfer, etc., will be valuable.</p>
4.	Additional training and professional development should be available to all professional advisors (i.e. Master Certification to allow for career advancement.).	We agree and will work to implement a <b>3-stage Master Advisor</b> certification to be available for all professional advisors only.
5.	New advisors <u>must</u> be trained in accordance with National Academic Advising Association (NACADA) standards.	While NACADA standards will be helpful as a guide, we recognize NACADA standards may not always be appropriate for a community college setting. Therefore we urge the advising team to <b>consider NACADA standards along with CAS (Council for the Advancement of Standards in Higher Education) standards</b> and other relevant external benchmarks to assure AC advising is the best it can be for our particular students.



6.	The adoption of a merit pay evaluation system for advisors (i.e. similar to faculty schedule).	We agree and intend the Master Advisor certification process to be tied to an <b>annual stipend</b> which matches that of faculty rank. The certification process will include objective and subjective measures of content mastery as well as evaluations of performance.
7.	An advising load limit of 600-800 advisees.	We believe equity of advising load is an important issue. This will be addressed by the Director of Advising who will take into consideration the number of advisees as well as other matters: <ul style="list-style-type: none"><li>• Relative availability of backup advising,</li><li>• Number of students actually seeking services,</li><li>• Length of advisor contract (10 mo., 11 mo., etc.)</li><li>• Other circumstances</li></ul>
8.	Students in Special Populations such as ACE, Disability Services, ESL, Quest TRIO/SSS, and students scoring into the lowest level of reading need to be seen both by the special population advisor, developmental advisor, and their divisional advisor (if a major is declared).	We agree that <b>students scoring into lowest level of reading</b> need to be seen by the ACcess division for advising. Advising of the other groups identified in the report (ACE, DisAbility Services, etc.) will need to be considered separately, given the unique challenges each group bring. We must be sensitive to not creating unnecessary roadblocks for students. At times it may be necessary, but sending students back and forth as a matter of policy/process should be avoided since each "hand-off" increases the chance a student will not persist in the process...



9.	Counseling for students with personal crisis (crisis intervention and referral) – needs more evaluation.	Agreed. We are recommending the Director of Advising have a background in Counseling (preferred, not required) and hold an LPC. However, the policy of the College will remain that mental health and other counseling matters should be referred to community resources rather than addressed by College staff.
10.	Consideration for faculty stipends for an incentive to advise during peak registration periods which are typically non-duty times for faculty. The backup assistance to advisors will also be addressed with the Advising Resource Director (or some other title) responsibilities.	We will ask the Director of Advising to review peak advising load and make recommendations, if needed, for addressing any shortfalls. However, our plan <b>increases by two (2) full FTEs the number of professional advisors</b> and we anticipate this will be adequate when combined with enrollment process improvements.
11.	No advising to occur during the "Christmas break" period.	This is neither realistic nor consistent with the service philosophy in place for the past 8 years. Improvements are possible here, which would reduce the demand during holidays. But <b>advisors are a critical link</b> in the enrollment process and therefore will be needed any time the College offers other student services.
12.	On line advising be evaluated and re-evaluated as online enrollment and online degrees continue to grow.	We agree with this. Not only is evaluation needed, but a variety of online capabilities are necessary to make online advising more effective.

13.	Create an Advising Handbook to include the task force's Mission Statement and Goals. This will be a key responsibility of the Advising Resource Director (or some other title) to be maintained and updated as necessary.	We agree. The new eCatalog product will provide a viable platform to house advising information and make it widely available. The Director of Advising, or their assignee, will be responsible for this project.
14.	The Advising & Counseling Center be renamed to reflect the services it provides.	We agree. It has been suggested the Center itself be called the " <b>Start Center</b> " and we could support such a name change. The department as a whole will be called the "Advising Department."
15.	Clear instructions and better signage to more accurately direct students especially during registration periods. It should clearly explain where the Assistance Center is located.	Ideas about how to improve signage will be welcomed.
16.	Conduct a comprehensive student, faculty and staff evaluation of advising.	We strongly agree with this recommendation. <b>An evaluation process focused on student experience will be a priority.</b> Division chairs will be involved in the hiring and evaluation of divisional advisors.
17.	Vouchers be available at first point of contact prior to testing for students who cannot afford the testing fee.	Sounds like a good idea. We do not know enough about this to say for sure, but endorse any such effort to improve student access to AC services, including testing.
18.	Retain the "divisional advisor" concept.	We agree. We believe keeping advisors located in the divisions to which they are assigned is important. However, it is also important, if Recommendation #2 is to be achieved, that all professional advisors report to a single person and be available to back up other team members.
19.	Create a divisional advisor for General Studies majors and another advisor for Allied Health majors.	We are recommending a divisional advisor be assigned to Allied Health/Criminal Justice and be located on West Campus. We also recommend splitting LCFA and Business into two separate assignments. Responsibility for the General Studies major will remain with the Start Center. Whether it is assigned to a single advisor or remains with the Director will be decided later.

# Next Steps...

1. Lynda will work with Sally to determine transition details
2. Adjust duty assignments. (move offices) **ASAP**
3. Fill vacant positions (divisional advisor & Assoc. Director).  
**Spring, '08**
4. Develop/implement continuous evaluation process. **Spring, '08**
5. Work out changes in enrollment process to direct ACcess students to that department. **Spring, '08**
6. Develop Master Advisor certification process (professional development/ assessment process). **Summer, '08**
7. Develop standardized advising processes. **Continuous**
8. Develop Advisor Handbook project. **Fall, '08**



# Institutional Commitment

- 6 mos. planning
- 2 new divisional advising positions
- Upgrade an advisor position to Assoc. Dir.
- Master Advisor certification
- eCatalog
- eAdvising module
- AskAC help...
- \$100,000 new personnel funding
- \$\$ escalating future costs (Certification)
- \$37,000 eCatalog
- \$30,000 eAdvising
- \$? Knowledge base
- IT consulting focus on enrollment processes



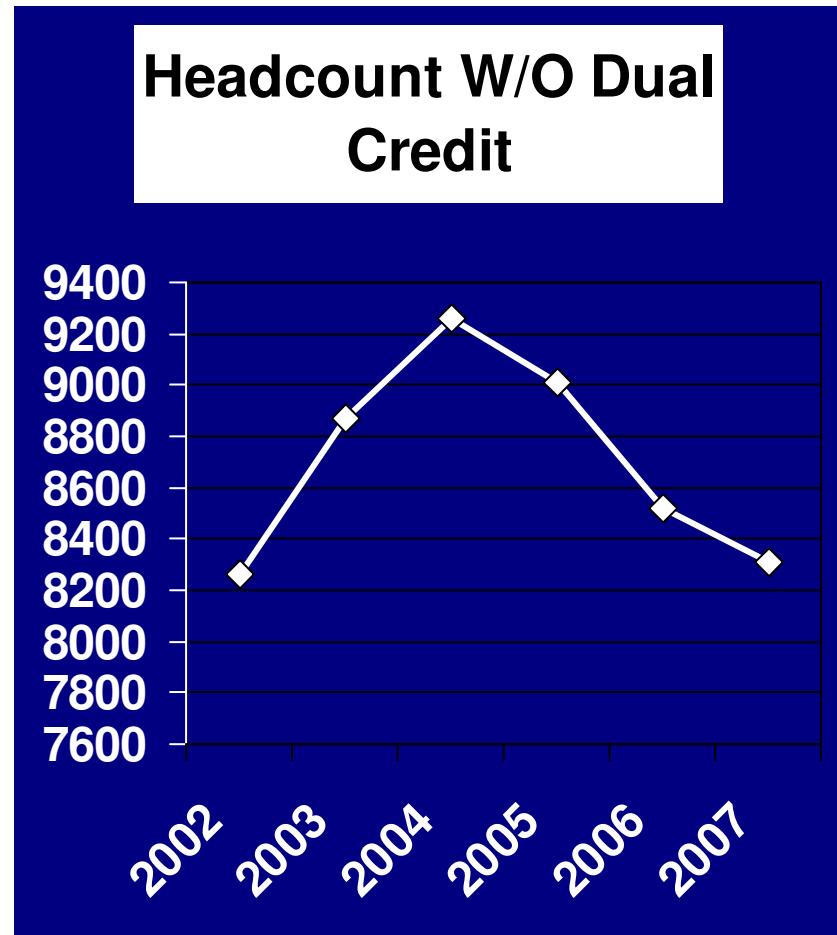
# Family Matters...

- Advising, the unit as a whole and each member of the team, must be known for our professionalism, kindness, and care of students;
- Professionalism is not conferred by a title, but earned by ones behavior;
- Professionalism includes following policy and established practice – no “free agents”
  - Policy exceptions will require approval by Director
- Professional conduct regarding inter-staff relations shall become the norm



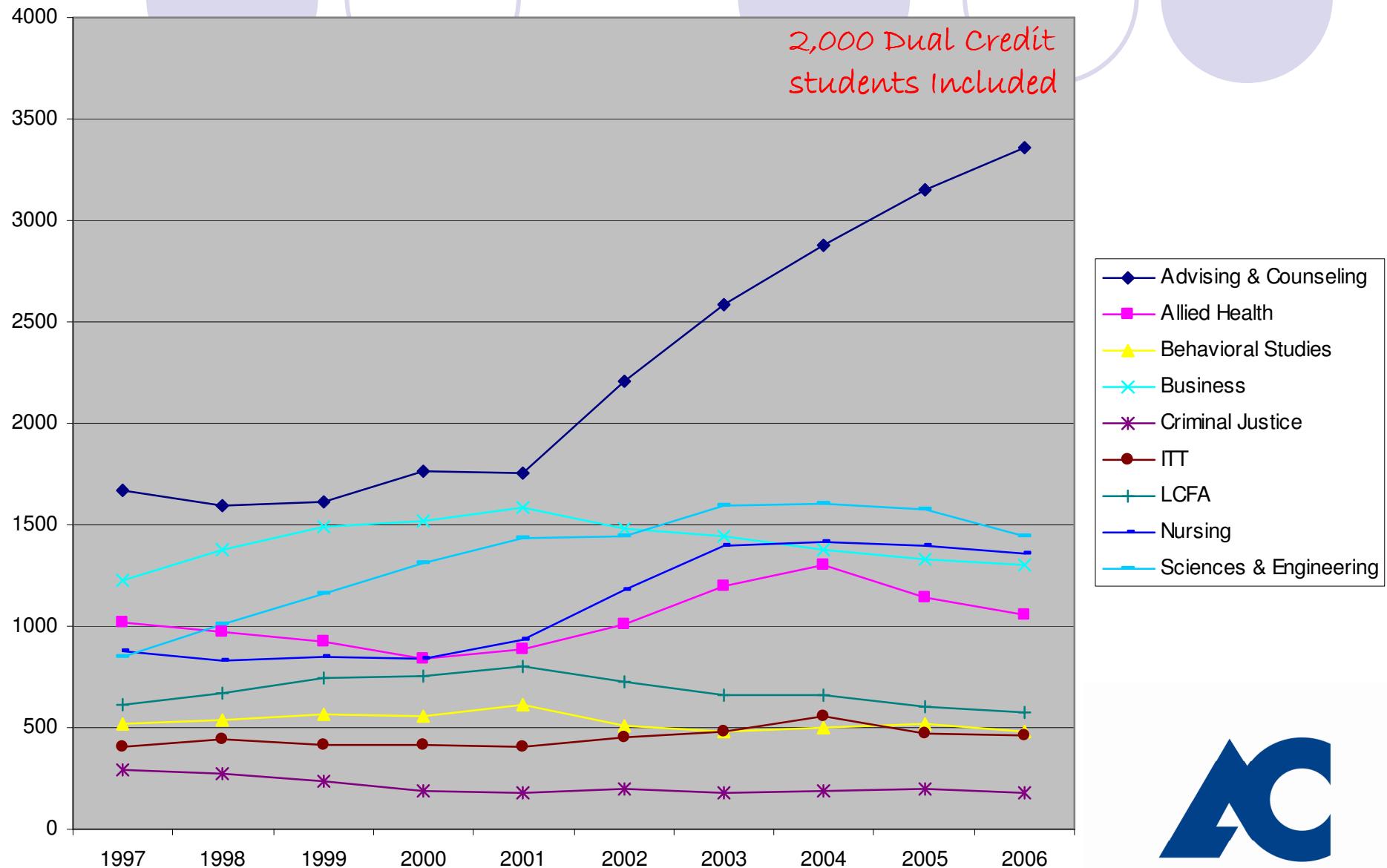
# Current Challenges

- Declining enrollment
    - - 948 students since '04
  - Poor student success outcomes
    - Grad/Persistence:
      - 55<sup>th</sup> out of 64
    - Transfer:
      - 78<sup>th</sup> out of 85
- (source: CoBoard Accountability System)



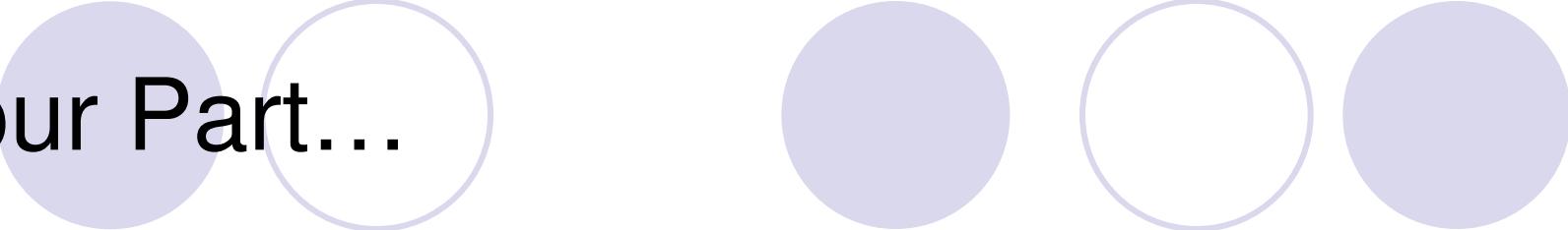
## Enrollment By Major

2,000 Dual Credit  
students included



# Career Pathways Focus

- Advisors are a critical part of the answer to both those challenges;
- Focusing on the ultimate goal of each student – the career on the other end – will
  - improve recruitment (give a reason for college)
  - aid retention and success (improve persistence)
- We will begin reviewing our prior philosophy of encouraging drops to avoid low grades



Your Part...

No amount of money can take us from here to excellence...its people who deliver excellence...

It's up to the team now

