GRCC College Action Project Update  
Due to SLT Exec Council: August 1, 2013  

Project Title: Promoting Faculty Involvement in Academic Advising  
Champion Name: Bill Faber and Paula Sullivan  

August 1 Update Questions  

NOTE: All current CAP projects are scheduled to be completed by July, 2014.  

The Champion’s responses should be direct and factual to provide a clear picture of its progress, accomplishments, and challenges.  

1. Describe the past accomplishments and the current status of this Action Project since August of 2012. Describe any changes to your implementation plan that you have made this year.  

Describe concrete achievements: meetings, data gathered and analyzed, plans made or implemented, changes in processes, and measured results. If your team hasn't made expected progress, explain why things are moving slower than planned. If you implementation plan has changed, please describe why.  

CAP Goals:  

1. Develop a standard definition of faculty academic advising that is consistent for School of Arts & Sciences, School of Workforce Development and School of Student Affairs.  
   - GRCC Definition Established Year 1 of CAP: The academic faculty advising process establishes a collaborative relationship between the student and faculty advisor in which the student feels a sense of connection, support and guidance. The academic faculty member advises in the area in which he or she teaches and provides the student with current academic information that helps the student progress toward his or her educational and career goals.  

2. Provide departments and faculty with the professional development opportunities and resources needed to successfully advise students.  
   - Online MyDegreePath Training was developed.  
   - 208 (76%) of all full-time faculty have completed the MyDegreePath Training.  
     - 15 faculty have completed the online MyDegreePath Training.  
     - Department Heads and Program Directors completed MyDegreePath Training.  
     - MyDegreePath Training was completed at one of the monthly leadership meetings for the School of Arts and Sciences and the School of Workforce Development
All full-time faculty were surveyed regarding their need for academic advising training. 75 responses were received – see results below:

<table>
<thead>
<tr>
<th>Training session</th>
<th>Yes</th>
<th>No</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Alert</td>
<td>25.3%</td>
<td>49.3%</td>
<td>25.3%</td>
</tr>
<tr>
<td>My Degree Path</td>
<td>53.3%</td>
<td>28.0%</td>
<td>18.6%</td>
</tr>
<tr>
<td>MACRAO</td>
<td>61.3%</td>
<td>29.3%</td>
<td>9.33%</td>
</tr>
<tr>
<td>Transfer Planning</td>
<td>58.7%</td>
<td>29.3%</td>
<td>12.0%</td>
</tr>
<tr>
<td>Career Coach</td>
<td>48.0%</td>
<td>37.3%</td>
<td>14.6%</td>
</tr>
<tr>
<td>Web Resources</td>
<td>62.6%</td>
<td>24.0%</td>
<td>13.3%</td>
</tr>
<tr>
<td>Support Programs</td>
<td>49.3%</td>
<td>33.3%</td>
<td>17.3%</td>
</tr>
<tr>
<td>Counseling Services</td>
<td>48.0%</td>
<td>33.3%</td>
<td>18.6%</td>
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Three sessions were created and will be offered as a result of this survey:

- **Session 1:** The MACRAO Plan: making it meaningful for transfer students
- **Session 2:** Building your Advising Toolkit: strategies and resources for academic advising
- **Session 3:** Faculty Advising: Counseling and Advising support services and when to make a referral

An advising pilot was completed during the 2012-13 academic year in the School of Arts and Sciences. This pilot included the assigning of students directly to faculty. This pilot will be expanded and offered to all full-time faculty.

| 13 full-time faculty participated in the pilot | Faculty participated in a 3 hour training focused on MyDegreePath, MACRAO, Graduation Requirements, and Advising Techniques |
|                                               | Faculty communicated with their assigned students through a Blackboard organization |

<p>| 143 students were assigned to the faculty in the pilot (about 10-15 students per faculty) | Most of the students in the pilot had already earned 30+ credits |
|                                                                                       | The majority of the students in the pilot had declared transfer codes in the faculty’s area of expertise |</p>
<table>
<thead>
<tr>
<th>Strengths of the pilot:</th>
<th>Challenges of the pilot:</th>
<th>Notable Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Faculty training sessions were well received</td>
<td>• Faculty had a low response rate from the students (~25%)</td>
<td>• Need to create a system of connecting faculty and students</td>
</tr>
<tr>
<td>• Faculty reported that understood their role as a faculty advisor</td>
<td>• Some faculty reported that they did not feel comfortable with requirements from</td>
<td>• Faculty added students to their pilot group from the classes they taught (already</td>
</tr>
<tr>
<td>• Faculty used and felt more comfortable using MyDegreePath</td>
<td>transfer institutions</td>
<td>had a connection)</td>
</tr>
<tr>
<td>• Students reported they discussed careers, graduation, and transfer institutions</td>
<td></td>
<td>• Faculty teaching in departments with ‘programs’ had a higher response rate</td>
</tr>
<tr>
<td>• The majority of the students responding to the survey returned to the faculty member</td>
<td></td>
<td>from students</td>
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<tr>
<td>for advising during the winter semester</td>
<td></td>
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</table>

The information from the advising pilot will be shared with the Associate Deans for Student Success and Retention. This information will be used to help develop department advising plans College wide.

3. **Improve utilization of available departmental academic advising resources.**
   - Departmental Advising Plan guide was created and distributed to all department heads and program directors.
   - Counselors visited 3 departments to discuss advising, more will be scheduled for the 2013-14 academic year.

4. **Develop a plan to reward faculty for excellence in academic advising.**
   - This goal will be worked on during the 2013-14 academic year in collaboration with the faculty and administration.

2. **Describe the next steps for this Action Project for 2013-14**
   Be specific about the next critical steps planned to move the Action Project ahead for next year. In many cases you will need to assemble your team and develop a Work Plan that you all agree on. This plan should be detailed as to guide your team’s activities for the next year.
• Monitor departmental efforts as they create an academic advising plan that fits their specific departmental needs and resources. Participation in a departmental advising plan is now a required component of the new faculty evaluation system.
  o Work with Student Success and Retention Associate Deans to create departmental support for the development of these plans. (Paula Sullivan, Bill Faber, Casey Cornelius)
  o These plans will be migrated to the departmental websites for student access. (Paula Sullivan, Bill Faber, Jennifer Batten)

• Offer the sessions created last year as well as sessions pertaining to departmental advising plan creation/coordination. (Pat Missad, Stacey Heisler, Lynnae Selberg, Shelly Richter)

• Continue to encourage departmental visitations to strengthen relationships between departmental faculty and counseling liaison. (Pat Missad, Stacey Heisler, Lynnae Selberg)

• Develop a process for faculty to be assigned specific students for advising. This work will be done with the Student Success and Retention Associate Deans. The advising pilot from 2012-2013 will be built upon and used as a model. (Scott Garrard, Bill Faber, Paula Sullivan, Casey Cornelius)

• Develop a plan to reward faculty for excellence in academic advising in collaboration with faculty and administration. (Whole Team)

3. What challenges, if any, are you facing regarding this Action Project?
This is an opportunity to get constructive, actionable feedback, advice, and help from the SLT Executive Team. In your response, specify blocks, gaps, sticking points, or problems.

• Academic advising being more defined for faculty under the new contract is a fantastic opportunity to make positive changes for departmental advising. Although all departments will not advise in the same way, each department will need to develop a plan to formally advise students. Challenges will arise for departments that do not have specific programs for students or well defined plans currently in place that do not include all full-time faculty.

• The new evaluation system presents some opportunities for faculty and departments to improve their efforts in academic advising. However, there is also a risk that faculty may prioritize their participation by taking Center for Teaching Excellence offerings related to the new evaluation system and overlook their offerings related to academic advising.
These two issues will be addressed by ensuring faculty are submitting comprehensive plans and report for their student service expectations in the new system. Resources will be made available to the departments to help them with their plan developments throughout the 2013-14 academic year.

4. What are the measures (data) you are using to document success of your project? How are you performing on those measures? Each project champion should be collecting data that demonstrates the progress they are making. Provide a table outlining this data. The SLT Exec Team will use this data to evaluate the success of your action project to date.

- **Number of faculty attending training**
  - Advising Session Data is not yet available
  - MyDegreePath Training – 222 faculty/staff trained (15 via Blackboard; 207 in person)

- **Number of departments with an advising plan posted on their website.**
  - All departments have an advising plan available online
  - 7 of the 12 School of Arts and Sciences departments have an academic advising page on their departmental pages
  - 9 of the 12 School of Workforce Development departments have an academic advising page on their departmental pages

- **Number of faculty participating in the departmental advising plan**
  - Data not yet available, but all faculty are required to participate

5. Do you anticipate that this CAP will NOT be completed by July, 2014? If yes, please discuss those components which you anticipate not being completed.

- No – we will complete this CAP and continue the work in our respective Schools.

6. From your perspective as a CAP Champion, how could the strategic planning process be improved?