

Lane Community College
Academic Advising Department
Program Review Self-Study
2019-2020



Prepared by the Lane Community College Academic Advising Department
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LANE COMMUNITY COLLEGE

PROGRAM REVIEW SELF-STUDY DOCUMENT CRITERIA

In preparing this Program Review, the committee remained cognizant of the college mission to ensure that all programs are aligned with the institutional mission.

Lane Community College’s Mission: Lane is the community’s college: we provide comprehensive, accessible, quality, learning-centered educational opportunities that promote student success
Link to Vision, Mission, and Values: lanecc.edu/pie/vision-mission-values

DEPARTMENT/PROGRAM NAME:	Academic Advising
LAST REVIEW:	N/A
CURRENT YEAR:	2020
FINAL COMPILATION PREPARED BY: . . .	Academic Advising
AREA DEAN:	Lida Herburger

Index



- [Executive Summary and Process](#)
- [Summary of the Department/Program](#)
- [Part A - Overview of Program](#)
- [Part B - Programs and Services](#)
- [Part C - Student Outcomes](#)
- [Part D - Staff](#)
- [Part E - Facilities, Equipment, and Technology](#)
- [Part F - Current Finances and Future Needs](#)
- [Part G - Additional Information](#)
- [Part H - Annual Assessment](#)
- [Part I - External Reviewer Report](#)
- [Part J - Appendices](#)

Executive Summary and Process

Summary Report of Process and Methodology:

The executive summary contains highlights and major recommendations from the self-study report. The Council for the Advancement of Standards (CAS) in Academic Advising was the primary guide in establishing best practices, and a full list of standards can be found here:

<http://standards.cas.edu/getpdf.cfm?PDF=E864D2C4-D655-8F74-2E647CDECD29B7D0>

Additionally, the National Association of Academic Advising (NACADA) was used for data, trends, and best practices. Information regarding NACADA can be found here: nacada.ksu.edu/

The following institutional data was also used in formulating this report: Planning and Institutional Effectiveness (PIE), Standard Data Packages from 2014-2018, the Integrated Postsecondary Education Data System (IPEDS) reports, as well as data from Banner/Argos and Scheduling and Records System (SARS).

Information regarding PIE and Standard Data Packages can be retrieved with employee credentials here:

lanecc.edu/ir/data-packages-and-reports

The Year 1 Self-Study committee was composed of five volunteer advisors, and chaired by one of the academic advisors. Tammie Stark and Marsha Sills served as coaches throughout the process. The committee structured the report areas off of existing example templates provided by Lane's Program Review Resources and CAS material procured and provided by the coaches. Information regarding Lane's Program Review can be found here: lanecc.edu/academicprogramreview

The Year 1 team worked with Academic Advising, Institution Effectiveness, Student Success, the Office for Budget and Planning Resources, and external partners to gather information and data, analyze the collected information, and provide recommendations.

Executive Summary:

	Recommendation & Rationale	Costs	Responsible Party	Timeline
Mission	Review and update the mission statement, as a regular practice, taking into consideration the input of the department. This should also take into account National Academic Advising Association (NACADA) best practices and CAS Standards in Academic Advising	None	Director/Dean and advising staff	Year 2 - Program Review of Academic Advising
Commitments to Action, Strategic-Planning	Create biannual strategic plans, in line with the colleges CTA's. A list of evaluation metrics to determine success should be created in line with best practices and national success criteria.	None	Director/Dean with direction from College's Strategic Plans	Year 2 - Program Review of Academic Advising
Student Demographic Initiatives	Develop meaningful programs to cater to changing age, gender, and race/ethnicity demographics, including strategic planning.	Depends on programs or initiatives, strategic planning is free	Advising and Student Success staff, with Dean/Director's approval	Year 2 - Program Review of Academic Advising Year 3 - New Student Orientation (Advising)
Programs and Services	Monitor and record changes for the first time in college students (clearance in-person, online, etc.) trends, including	None	Director/Dean and advising administrative	Immediately and Annually thereafter

	modality, and respond appropriately to the growing demand. Advising should report numbers annually.		staff	
Student Contact and Staffing	Analyze previous year's trends and make appropriate recommendations to change team structures accordingly.	None	Director/Dean	Immediately and Annually thereafter
Review Cycles	Establish review cycles of the major programs and services of advising to be done within 5-year cycles, including: Academic Advising (modes and website responsibilities), New Student Orientation (Online and In-person), Articulation, Case Management, and Outreach (Class visits, Workshops, etc.)	None	Director/Dean and Advising Staff	Academic Advising - Year 2, New Student Orientation - Year 3, Articulation - Year 4, Case Management and Outreach - Year 5
Student Outcomes	Establish learning outcomes for the following areas that do not have any: New Student Orientation Online, Articulation, Case Management, and Workshops	None	Director/Dean and Advising Staff	New Student Orientation - Year 3, Articulation - Year 4, Case Management and Outreach - Year 5
Supervision	Conduct employee performance evaluations and provide feedback regularly.	None	Director	Director/Dean discretion (every 1-3 years)
Technology	Ability to be mobile - conduct advising outside of personal office	Computer Logistics (now supplied due to COVID)	Director	Weekly
Staffing	Hire 3 more Full-Time advisors: 1 in Health Professions, 1 in Advanced Technology advisor, and move the part-time position to a full-time position for the Arts advising team for equity purposes. An equity review of caseloads and numbers conducted by the Dean/Director to discuss and implement any potential reassignment. Hire Advising Support Staff, specifically for IT/Administrative concerns for the department.	Salary and Benefits for full time employee(s)	Director/Dean/ Vice President/President	Over the next 5 years
Annual Assessment	Create an annual assessment template to be completed annually	None	Director/Dean	Annually

SUMMARY OF THE DEPARTMENT/PROGRAM

Provide a brief summary of the department/program including brief history (impetus for department/program initiation if applicable, years of existence, progress made or not made over time, any other major factors that affected the program and current status)

Academic Advising History

Academic advising (as it later came to be known) at Lane Community College was historically the work of faculty counselors in the Counseling Department. Advising responsibilities included: helping students choose their program per career goals, helping students select courses that would transfer to other colleges, helping solve difficult scheduling problems, and assist students with general information. As counselors also taught and conducted personal counseling, two classified staff were hired in the 1980s to support the 13+ counselors to solely provide academic advising. Hiring qualifications only had the preferred education level as Associate Degree under the classification of Student Advisor 1 (SA1).

It was not until 1992 that the LCC catalog first mentioned the department as the Counseling/Advising division. While students were encouraged to meet with counselors/advisors for academic advising, the college did not have in place mandatory advising requirements. Students depended on catalog accuracy to obtain guidance and program completion. Academic advising was provided under the premise that the student had the right to success and the right to fail.

In 2004, Jerry De Leon was hired as Interim Dean for the Counseling/Advising department (later promoted to Dean). The model of the department had a team of a counselor and academic advisor(s) in program areas or major clusters. Under the leadership of Mr. De Leon, academic advisors (now up to 4 full-time and a few part-time) provided the majority of advising student contact. Counselors were directed to focus on teaching career-guidance courses and provide personal counseling but dedicate some hours to advising.

In 2005, academic advisors successfully re-classified and the Student Advisor 2 (SA2) classification was created. This re-class for the 4 full-time academic advisors was granted due to the added responsibility in creating articulation agreements with four-year university institutions.

In an agreement with advanced technology, advising finally added a 5th full-time academic advisor in 2011. This was just at the right time as the nation's financial crash and subsequent recession, LCC experienced an influx of students attending college. A multitude of part-time academic advisors were hired to assist as well. However, working hours were minimal and staff turn-over was constant. The plea to hire more full-time staff went unanswered.

The start of a slow separation of counseling and advising started in 2012, when LCC supported a group of counselors and academic advisors to a National Academic Advising Association conference (NACADA) as part of a Title III grant. After this conference, the college started the process to implement required advising, progress standards, a first-year experience, etc. The 5 full-time advisors also created new advising mission statements and syllabus along with the unit of advising coming to fruition.

Academic Advising Timeline 2011-Present

2011

- Student Advising Training Handbook/Manual updated
- Assistant Director hired: Susan Shipp - supervised academic advisors [July 2011 to June 2013]
- Hired 1 additional full-time academic advisor - team jumps to 5
- Staffing: 5 full-time academic advisors, 12 part-time academic advisors, 11 counselors

2012

- Group of advisors/counselors attend National Academic Advising Association conference (NACADA)
- Moved from SOAR (Student Orientation & Registration) to NSAAS (New Student Academic Advising Session) model for onboarding students (still optional)
- Started the process of moving to required orientations, as an outcome of Title III/accreditation
- Staffing: 5 full-time academic advisors, 12 part-time academic advisors, 12 counselors

2013

- College abandoned advanced registration (where students had to meet with advisors for a term planner and then get released to register early) and moved to Staged Registration
- Academic Advising Mission Statement created
- Academic Advising syllabus created
- Academic Progress Standards are created; advisors participate in APS 3 and 4 [Fall 2013]
- Staffing: 5 full-time academic advisors, 12 part-time academic advisors, 13 counselors

2014

- Assistant Director hired: Terrie Minner - supervised academic advisors [May 2014 to Aug. 2014]
- First-term advising seminar weekly emails were created by academic advisors and counselors (the first step in the eventual first-year experience) [Spring 2014]
- First-term advising becomes mandatory for FTIC students. This is completed through New Student Academic Advising Sessions (NSAAS)
- Advising becomes mandatory for all new Prior College students
- Staffing: 5 full-time academic advisors, 12 part-time academic advisors, 13 counselors

2015

- Assistant Director temporarily moved to another supervisory role in 2014, which became permanent in 2015. Assistant Director position within Counseling and Advising is eliminated.
- Guided Studies work moves from academic advisor role to all counselors
- Hired 1 additional full-time academic advisor - team jumps to 6 [Dec. 2015]
- Staffing: 5 full-time academic advisors and 12 part-time academic advisors, 11 counselors

2016

- Perkins funding changed and no longer funded part-time CTE advisors
- Guided Studies advising work moves to academic advisor in ABSE/ESL
- Creation of Career Center; two part-time advisors move to new division [Spring 2016]
- Budget cuts widespread across campus. Loss of 2 counselors. Directive given for counselors to advise less; teach and counsel more.
- Start of First-Year Experience, due to the implementation of Oregon Promise (800 students) [Fall 2016]
- Hired 3 additional full-time academic advisors - team jumps to 9 [Nov. 2016]
- Staffing: 7 full-time academic advisors and 10 part-time academic advisors, 11 counselors

2017

- Guided Studies returns to academic advisors - leading NSAAS and registration
- Counselor and advising team model ends; counselors end advising responsibilities [Sept. 2017]

- Jerry de Leon's supervision ends [Sept. 2017]
- Department splits; counselors supervised by Lida Herburger; academic advisors supervised by Christina Walsh [Sept. 2017]
- Academic advisors in the old department center are moved to offices around campus. Advising is now 100% decentralized (no department center)
- Creation of Academic Advising Referral Center [Oct. 2017]
- Trade Act/ TUI assignment given to academic advisors due to elimination of Career Center [Oct. 2017]
- LCC campus wide Class and Comp Study started [Dec. 2017]
- Hired 1 additional full-time academic advisor - team jumps to 10 [May 2017]
- Staffing: 10 full-time academic advisors, 5 part-time academic advisors, 0 counselors

2018

- NSAAS title change: SRAAS (Start Right Academic Advising Session)
- Campaign to remove to Guided Studies is successful. Holds removed, separate orientations removed. Students move through the steps to enroll as everyone else.
- Advisors submitted reclassification request [March 2018]
- Christina Walsh's supervision ends [May 2018]
- Moved back to the Counseling Department under new supervisor Lida Herburger [May 2018]
- Staffing: 10 full-time academic advisors, 5 part-time academic advisors

2019

- SRAAS title change: NSO (New Student Orientation)
- Redesign of NSO
- Redesign of online NSO
- Full-time academic advisors become Lead Student Advisor 2 classification [April 2019]
- Academic Program Review team assembled [June 2019]
- Student Advising Training Handbook/Manual updated [Dec. 2019]
- Staffing: 10 full-time academic advisors, 4 part-time academic advisors

2020

- Part-time academic advisors move to Student Advisor 2 classification [Jan. 2020]
- Continuous improvement and refinement of NSO and online NSO
- Moved to 100% remote advising (email, phone, zoom) during COVID-19 pandemic [March 2020]
- Elimination of part-time employees (including 3 of 4 part-time academic advisors) [March 2020]
- Creating and hiring a Director of Academic Advising [August 2020]
- Academic Program Review submitted [July 2020]
- Staffing: 10 full-time academic advisors, 1 part-time academic advisor [as of July 2020]

Academic Advising Mission Statement

The mission of academic advising at Lane Community College is to create a shared educational partnership, which involves the development of meaningful planning consistent with the student's academic, personal, and professional goals. Essential to this outcome is the use of a holistic approach to empower students, provide available resources, accurate & timely information, and assist the student in clearly defining goals.

Created: 2013

Last Revised: 2013

Recommendation: Advising should review and update the mission statement, as a regular practice, taking into consideration the input of the department. This should also take into account NACADA best practices and CAS Standards in Academic Advising.

PART A: Overview of Program

1. Identify LCC's CTA's (Commitments to Action) for this year.

Lane Community College has identified five strategic directions for the current strategic planning cycle. Academic advising is an integral part in many of these areas (some outright stating an increased focus and dedication to a robust advising program), and in other areas, there are places where advising can be a strategic, supportive partner in several of the college's other endeavors. A comprehensive compilation of past strategic directions can be found here: <https://www.lanecollege.edu/pie/strategic-directions>

2. Identify your program/department's CTA's for this year.

Currently, the Academic Advising program does not create any departmental strategic planning documents. While many ideals and strategic planning concurs with the overall vision and strategy of the college, the academic advising program has been focused on integrating a Guided Pathways approach and momentum advising to the existing structure. No specific metrics, objectives, key strategies, or assessment is currently underway and strategic planning will be an area of focus for recommended action.

3. Describe how your program/department met the overall CTA of the College.

Advising supports directly and indirectly every strategic direction of the college. For each of the following strategic directions, advising has supported these by the following examples over the past several years:

Strategic Direction 1 - Commitment to Student Learning and Success

Evidence of AAP supporting Strategic Direction:

AAP has engaged in the commitment to student learning and success through the following three strategic objectives

- **Foster a collegewide culture of service to student learning, academic excellence and success**
 - Academic Advisors engaged daily in the student learning process, both challenging and supporting academic excellence within and outside of the classroom. Advisors engage meaningfully in academic intervention programs, including Academic Progress Standards (Alerts 3 & 4), as well as various student success workshops and orientations (New Student Orientations and Prior College Student Orientations).
- **Define, build shared understanding, and implement practices that lead to student learning and success**
 - Advisors engage in the process of learning partnerships at varying levels of students' developments and progress. Navigating positivist and constructivist paradigms with students to help shift their mindset, preparing them for the collegiate environment, and building shared

understandings of complex ideas, are critical to the overall mission of academic advising. These are integrated into one-on-one advising sessions, career conversations, as well as through electronic correspondence in an individualistic manner, consistent with national best practices, as defined by National Academic Advising Association (NACADA).

- **Improve communications, services, systems, and structures to maximize access and opportunity for all students**
 - Advisors within the AAP have created campus-wide, consistent meetings that allow for cross-campus communication of ideas and updates. These meetings happen once a month and are referred to as “Campus Partners.” This is organized and facilitated by academic advisors. AAP also organized an Academic Advisors termly work group for all-campus advisors to discuss updates, best practices, and how to best support each community of students on campus most effectively.

Engagement with Key Strategies:

Advisors are engaged and impacted by all three key strategies to bring this strategy to fruition. Advisors specifically engage in the following manners in respect to each strategy:

- **Provide Extraordinary Service to our Students and Potential Students**
 - Advisors engage and interact with every single student before enrollment. Students must complete an orientation, either in-person or online, for the first time in college students; while prior college students come in for a one-on-one session, remote video capture software session, or electronic correspondence to unofficially evaluate transcripts and help students design their first term at LCC. Advisors also cover college resources and materials for specific programs, as appropriate to all new students. Advisors offer services to students online via modules and pre-recorded vignettes, in-person via group orientations and one-on-one advising, online advising through Zoom software, email, and through phone conversations.
- **Expand Advising and Academic Planning Services**
 - Advising has expanded over the past several years with the addition of remote advising possibilities and more robust online communication with current students in reference to their academic planning and progress. Advisors conduct advising on a drop-in basis, with flexibility to schedule minimal appointments for extenuating circumstances. Advising in-person is accessible to students between the hours of 9AM and 4PM, Monday through Friday.
 - Staffing numbers have increased over the past several years bringing advisors from four full time staff to ten full time professionals. Part-time professional staff numbers have fluctuated over the years to reflect the need in different areas. Current ratios of advisors to students is approximately 1:1026 (regular credit full time students with ten full time advisors and one part time advisor). This number also fluctuates based on enrollment trends, as well as the different pedagogical approaches to each area. In the CAREERS Title III grant that LCC was awarded in 2019, the grant found that advising numbers in 2018 were 1:1045. Some areas lend themselves more easily to prescriptive advising, while others may need to implement a more holistic, even intrusive approach, which can be more time-consuming. Other academic pedagogical approaches, taken from each advisors’ academic advising pedagogies/philosophies biographies, include: proactive advising, prescriptive advising, developmental advising, intrusive advising, Baxter-Magolda’s Learning Partnership Model, Hudson and Bloom’s Appreciative Advising Model, Kagan’s Orders of Consciousness, holistic advising, Erikson’s Theory of Stage Development, Levinson’s Theory of Development, Empowerment Theory, career development theories (Holland, Strong, Myers-Briggs), and learning-centered advising/approaches.
- **Provide Seamless Transitions for Students**

- Over the past decade, advisors have been an integral part of any new student's onboarding experience. This includes, but is not limited to, high school students, GED, ABSE, ESL, Veterans, Online, PASS Lane/Career Pathway, International, etc.
- Advisors are charged with the responsibility of being the first academic planning touchpoint of a student's academic progression. The forms of this onboarding have changed over the years to better reflect best practices, as well as community needs. The college once held a smaller number of larger-scaled orientations with hundreds of students at each orientation. These were day-long events with participation from faculty, deans, program coordinators, student affairs representatives, financial aid, as well as advising. These took place in the Center for Meeting and Learning and were stopped as a cost-saving measure for the college and department.
- Currently, the transition to Lane takes place in-person with a two-hour long presentation/workshop that culminates with a student registering for their first term of courses with the assistance of academic advisors. These are open to all students. Lane complies with state and federal regulations that allow veterans registration preference and conduct the first orientation, in-person, solely for veterans. Students are also able to complete this required enrollment step completely remotely, utilizing our self-paced online format, adapted to allow students the ability to take their time while absorbing vital college success resources. This format currently requires basic computer literacy and is offered only in English.

Strategic Direction 2 - A Culture of Teaching, Learning, and Innovation

Evidence of AAP supporting Strategic Direction:

AAP has engaged in the commitment to supporting Strategic Direction through the following strategic objectives:

- **Support teaching, learning, assessment and innovation through faculty research and scholarship**
 - Academic advisors are under a classified designation and do not participate in faculty research and scholarship. Through first-term orientations, advising sessions, and class visits, we support students and faculty throughout the college experience.
- **Develop cross-disciplinary structures and supports to improve collaboration and innovation in Lane's programs and services**
 - Academic advisors have developed a campus-wide meeting (faculty, staff, and manager participation), called Campus Partners, in efforts to improve communication, collaboration, and information sharing. Academic advisors are also strategically part of campus-wide teams and initiatives (curriculum, Banner student module, Guided Pathways, etc.) to aid in the continuous improvement of cross-disciplinary collaboration.
- **Provide professional development opportunities for faculty, staff and managers that advance teaching and learning at Lane**
 - Academic advisors are offered limited professional development to support growth and learning in our work. This includes professional conferences such as Oregon Academic Advising Association (OAAA) and the National Academic Advising Association (NACADA). The college offers limited on-campus opportunities for professional development (in-person and online opportunities).

- **Build capacity to expand and support online teaching, learning and educational resources**
 - Online modality is increasing. Academic advisors have revamped our academic advising webpage that stores timely information and documentation for students. The new online New Student Orientation, is now available to students (serving a broader range of students) and more streamlined.

Engagement of Key Strategies:

Advisors are engaged and impacted by all three key strategies to bring this strategy to fruition. Advisors specifically engage in the following manners in respect to each strategy:

- **Sustain and Expand Program Review**
 - Currently in progress. This review marks the first program review for Academic Advising. The institution is currently bringing all college programs and services into a five-year program review cycle that is aligned with planning and resource allocation processes, and part of an ongoing cycle of assessment that fosters curricular innovation.
- **Create a Center for Teaching and Learning**
 - The creation of this center is not part of our expected work. However, advising should play a role in this center as part of cross-disciplinary efforts. Advising will also surely benefit from the supported professional development.
- **Develop Collegewide Assessment of Student Learning**
 - The development of collegewide assessment is not part of our expected work. However, the embedded assessment practices in program review use assessment goals to inform and improve support of student success. On a smaller scale, advising does student assessment of our new student orientations - a requirement of all first time in college students. This assessment informs our work and was the catalyst in restructuring the orientations.
- **Quality Online Instruction, Curricula, and Course Materials**
 - Advising has expanded online opportunities, materials and communication over the past several years. Dedicated time has been allocated for the development and expansion of an improved online New Student Orientation as well as an Academic Advising Department webpage, which contains advising documents, instructional videos appropriate resources, etc. These new and improved services provide better access for students so Advising can support them in their academic progress.

Strategic Direction 3 - Access, Equity, and Inclusion through Social Justice

Evidence of AAP supporting Strategic Direction:

- **Integrate principles of social justice throughout the college learning and working environment**
 - The Academic Advising Program (AAP) participates in the college's Planning and Institutional Effectiveness to embody the values of Diversity, Equity, and Inclusion through Social Justice by completing a required diversity training consisting of twelve hours per academic year.
 - Academic Advisors (AAs) provide a welcoming environment by valuing and promoting diversity among staff, students and the community. AAs provide "safe" office space for students and staff of diverse backgrounds (ethnic, gender, age, socioeconomic status, ability).
 - AAP cultivates a respectful, inclusive, and accessible working and learning environment. AAs model and educate students by engaging in meaningful conversations regarding diversity, inclusion and social justice. These opportunities are created during student office visits and AAs attending student events through the Multicultural and Gender Equity Center.

- AAP works effectively to serve the educational and linguistic needs of Central American, South American, and North American Latinx communities through the hiring of two bilingual designation staff with multicultural backgrounds.
- **Develop a culture of inclusivity and respect through dialogue, outreach, education, and equitable policies and practices**
 - AAP participates actively in campus wide conversations regarding issues of difference, power, privilege by being part of in-service panels, and the Cultural Competency Professional Development (CCPD) initiative.
 - AAP participates in various campus wide initiatives and committees.
- **Improve recruitment, retention, and support of diverse students, faculty, staff, and managers**
 - Currently AAs are part of the Cultural Competency Professional Development committee formed in response to the Board Policy 520 designed to address the evolving needs and changing demographics of the college's staff, student and community populations.

Engagement of Key Strategies:

Advisors are engaged and impacted by all three key strategies to bring this strategy to fruition. Advisors specifically engage in the following manners in respect to each strategy:

Create an Equity Framework (Equity Lens)

- Advisors have served on various Diversity and Inclusion committees examining an equity framework. However, there is not a framework implemented and evaluated by academic advising.
- AAP should request an equity lens implementation training, as soon as the services are available again or become available remotely

Provide Cultural Competency Professional Development Opportunities

- Advisors participate in the required 12 hours of cultural competency professional development requirements. Advisors have served on various Diversity and Inclusion committees that researched and provided cultural competency professional development opportunities, including at annual in-services.

Institute Diversity Orientation and Professional Development for Students and Staff

- Advisors have not instituted a diversity orientation for students. It is not within the advisors scope to provide diversity orientations to new staff members, beyond internal training. Academic advising should examine the need for a diversity orientation, gather appropriate stakeholders, and discuss planning, implementation and evaluation.

Improve Recruitment and Retention of Diverse Students and Staff

- Advisors could increase efforts to outreach and engage with underrepresented communities. Advisors support affinity-based groups, clubs, organizations, and professional development opportunities to improve engagement and retention on a personal level, and the department could examine opportunities for enhancing student success metrics in these areas.

Strategic Direction 4 - Strengthened Community

Meaningful engagement is essential to strengthening the communities Lane is composed of and serves. It involves collaborative relationships, effective communication, common goals, shared resources, and the practice of balancing visionary thinking while serving present needs.

We will strengthen our college community by developing new and improved channels for dialogue, participation and collaboration; supporting leadership and innovation in all areas of the college; and increasing engagement through shared vision.

Building upon our community relationships and input, we will develop quality, relevant programs and service; leverage resources; and advocate for policies and legislation that support our students and staff.

Strategic Objectives:

- **Foster a sense of college community through engagement, dialogue, transparency, and leadership development of Lane faculty and staff**
 - Academic Advisors foster engagement through various modes including Campus Partners Information Sharing Sessions, collaboration with other Lane divisions, including other Student Services staff, faculty in assigned academic divisions, as well as Adult Basic Secondary Education (ABSE) and the Counseling Department.
- **Identify, evaluate, and agilely respond to evolving community needs, issues and opportunities**
 - The Academic Advising Department responds to campus and community needs through work groups, committees, and event participation on and of campus. Some examples include presenting advising information in classes, at local high schools, pipeline events on campus, and through coordinating specific populations at New Student Orientation (i.e. Lowell High School and Fall Student-Athletes).
- **Strengthen the effectiveness of collaborative partnerships with employers, advisory boards, K-12 school districts, universities, and community organizations**
 - We regularly work on bridging information and engagement through a variety of efforts including thrice a term Campus Partners sessions; contributing to annual career technical education (CTE) curriculum review; meeting with cooperative education coordinators annually; participating in CTE board meetings and program review; engaging prospective students at K-12 programming on campus and at local schools; developing and maintaining articulation agreements with other two- and four-year institutions; and sharing community professional opportunities with current students.

Key Strategies:

Work to deepen and improve a sense of community for Lane faculty, staff, managers and students by providing regular opportunities for robust engagement; proactively soliciting input and feedback; clearly communicating processes, timelines, and decision-making structures; and expanding opportunities for participation and community-building.

Academic Advisors work strategically to build connections throughout the college, other institutions of higher education, and in the community. We have some structured avenues for engagement while also having autonomy to engage in a way that we believe will contribute to our efforts with our daily work, as an advising department, and as a professional.

Some examples of providing regular opportunities for robust engagement include:

- Serve as a rep at a campus events by hosting an advising table or speaking to a group of students;
- Present a topic in a workshop format (i.e. nursing applications, transferring, etc.)
- Visit a class to engage faculty and students in their academic area;
- Participate in their academic departmental orientations for students;
- Serve on an academic program review committee;
- Suggest curriculum developments and updates to current programs;
- Contribute to work groups and standing committees on campus;
- Participate in campus professional development opportunities such as hosting a workshop or joining a professional organization;
- Host other higher ed institutions for admissions, advising, major/career appointments and workshops;
- Communicate with partners at our transfer destinations each year to update articulation agreements and transfer guides;
- Visit with community partners at Lane's Job and Resource Fairs to learn about industry opportunities within our advising areas and community resources our students may benefit from;

- Participate in off-campus professional development and information gathering opportunities such as fairs, workshops, conferences, drive-in training sessions, etc.; and,
- Travel internationally for articulation work and professional development.

We are able to proactively solicit input and informal feedback (via email, in a Campus Partners meeting or one-on-one conversation) from colleagues regarding what/how/when/where our department shares information and how we can collaborate with individuals and specific departments around campus to most effectively support students. We also welcome constructive feedback and innovative ideas related to advising services and new student orientation from partners outside our department.

The department has provided a way for new Lane students who complete the New Student Orientation to provide feedback on the session and share any recommendations or ideas for future use. At one point in time, students were able to provide feedback on advising services via a simple survey given to them after an advising session. This was used for advisors during their probationary period. Lane also has a report form in myLane that can be utilized by students, staff, faculty, community members to provide feedback.

We communicate out via our Campus Partners (and other campus email lists) and other work group email lists for internal process information that would be helpful for colleagues to understand (i.e. advising referral information for staff and students, how to connect with advisors during COVID-19, etc.). Our department meets weekly as a group (with someone facilitating a team-built agenda and another compiling meeting minutes). We meet every other week with our supervisor to check in and confirm updates to processes, timelines, and any college information we need to be aware of in our roles.

We utilize our advising website for communication efforts with students. The communication includes:

- how students can connect with advisors;
- how to participate in New Student Orientation; and,
- advising resources for students.

Examples of other campus information and resources we use to clearly communicate processes, timelines, and decision-making structures for students include:

- The Steps to Enroll page;
- Academic and registration calendar websites;
- Course catalog;
- Advising manual;
- Financial aid and Enrollment Services websites;
- Other departments/divisions websites; and,
- COPPS (College's Online Policy and Procedure System)

Our department regularly seeks ways to expand participation and community building initiatives.

In fall 2017, Lane's Academic Advising Department implemented Campus Partners in order to bridge communication to a broad group of colleagues related to the work we do. We host three meetings each term where representatives from all around campus (staff, faculty, managers, etc.) come to learn from each other. We created an efficient (online) way to sign up to participate and present on a topic.

We regularly consider populations of staff/faculty campus that we need to communicate updates to more strategically. One recent example is the Adult Basic Secondary Education (ABSE) area. We put together information to update the ABSE faculty on our processes around referring transitioning students and included resources that may be helpful to the faculty when supporting a student transitioning to credit-seeking status.

The campus has larger projects at work that will impact academic advising. One example is our department strategically volunteering to participate on various committees for Guided Pathways to be sure academic

advising is a part of important conversations and to share the initiatives, resources, and work we do that will support the Guided Pathways project. Another example is having a representative on the curriculum committee where an advising voice is necessary and so important information can be shared regarding new curriculum development and annual updates.

Improve Advisory Committee Structures and Support

Review and improve advisory committee structures and processes to increase participation, improve Lane's ability to receive timely and meaningful input to create and adapt curricula to meet community and workforce needs, and measure the success of our students in the workforce.

Does not currently exist within the advising department specifically, nor would it likely in the future. Some advising areas may participate in CTE advisory boards by serving as non-voting members at meetings or to introduce themselves and advising work related to the specific program. Advisors may participate in curriculum development and updates each year for CTE programs.

Create an Information Sharing Network

Develop a structure for sharing information, resources, outreach and communications in order to deepen relationships with external partners; leverage involvement and service; and effectively and collaboratively respond to issues and opportunities.

Our department has built a structure for sharing advising related updates while building community across campus through our Campus Partners information-sharing sessions held three times a term and through forwarding information shared at the meetings via our email list.

We consider outside colleagues when sharing certain information to be sure those who may need the advising related updates receive it. When there are more program and curriculum updates/info that we believe other advisors on campus should be aware of, we can share via our all-campus advising email list.

Some specific advising teams will meet with other advisors on campus, like the International Advisors (Business, Economics) or Pathways, Academic Skills and Services (PASS) Lane Advisor (Early Childhood Education, etc.), to update them on program specific information they may need to best support their student populations.

Advisors may attend academic division meetings, program orientations, or visit classes strategically each term in order to share advising information, and engage with students and faculty. Some teams are specifically involved in selective admission application processes.

Each year, advising teams check in with our transfer institutions to update existing articulation agreements and transfer guides. There may be new agreements proposed each year, such as when a program advisor works with admissions and departmental faculty and staff to create new options for students. Our department also needs to work with the Registrar's office at our partner transfer institutions to confirm general education and minimum transfer admission requirements each year.

We have developed ways to maintain and share information and collaborate with necessary stakeholders. This can be as simple as forwarding an email as an FYI to inviting individuals into work groups so their feedback and ideas can be shared.

Some work groups, committees, and liaison efforts where work is done to improve services and opportunities, and share advising information related to the project include:

- Advising Program Review work group
- New Student Orientation (NSO) work group (advisors, admin staff, dean, admissions reps)
- Guided Pathways (multiple committees with advisor representation)

- Academic Progress Standards program review (advisors, counselors, outgoing director of APS, incoming director, etc.)
- New Way to Pay (new payment plan implementation) work group (Enrollment Services)
- My Grad Plan pilot of the planner tool (two advisors participated in piloting the tool with specific population of students, registrar, degree evaluator, computer admin)
- Welcome Day event (advisor, counselor, student engagement, etc.)
- Curriculum Committee (recommends courses to provost for approval)
- CORE Committee (Banner student module committee)
- Campus Partners
- Multiple Measures Workgroup (impleating college-wide placement survey)
- Catalog workgroup
- LCC Strategic Directions workgroup
- My grad plan advising liaison
- Veteran Certifying Official advising liaison
- Articulation advising liaison with Enrollment Services
- Articulation workgroup (advisor rep, deans, faculty, registrar, financial aid, AVP Student Affairs)
- Student Info Video project team (advisor rep, Enrollment Services)
- Academic division program review teams
- Training sessions for topics related to collaborative work

Academic Advisors are fairly autonomous in their roles and work directly with other departments on campus to address issues/concerns and resolve situations. On any given day we can be in touch with the following list of internal and external personnel:

- Advising Department
 - Program Academic Advisors
 - Academic Advising Department front desk staff
 - Student Success Division Admin
 - Dean of Student Success
- LCC Employees outside Advising Department
 - Degree Evaluators
 - Department Administrators, instructors, deans
 - Testing Services
 - Enrollment Services
 - Counseling and Career Services
 - Veteran Certifying Officials
 - Academic Progress Standards
 - Adult Basic Secondary Education
 - Career Pathways PASS
 - TRiO Support Services
 - ESL
 - International Programs
 - Financial Aid
 - Curriculum Department
 - Recruitment, Outreach, Admissions
 - High School Connections
 - Center for Access Resources
 - Small Business Development Center
 - Continuing Education
 - Family Connections/Childcare
 - Student Life
 - Gender Equity Center

- Cooperative Education
- Athletics Department
- Outside Organizations, businesses, agencies
 - Oregon Promise (OSAC)
 - TUI/Trade Act Case Managers
 - WorkSource Oregon
 - Contacts at other colleges and universities
 - Vocational Rehab, VA
 - State, regional, national organizations/colleges
 - Advising related
 - Articulation
 - External study abroad programs
 - Government officials
 - External social services
- Students
 - Enrolled
 - Prospective
 - Students requiring certifying paperwork (VA, TUI, Trade Act, APS, Voc Rehab, FA)

Strategic Direction 5 - Financial and Environmental Stewardship

Evidence of AAP supporting Strategic Direction:

AAP has engaged in the commitment to financial and environmental stewardship through the following three strategic objectives

- Develop planning, decision-making and resource allocation structures for programs and services to achieve optimal enrollment levels, student affordability, and fiscal sustainability while continuing to support a high-quality teaching and learning environment.
 - The core values of Lane's Climate Action Plan includes the following:
 - Provide an interdisciplinary learning environment that builds understanding of sustainable ecological, social, and economic systems, concern for environmental justice, and the competence to act on such knowledge.
 - Equip and encourage all students and staff to participate actively in building a socially diverse, just and sustainable society, while cultivating connections to local, regional, and global communities.
 - Lane Community College is committed to financial and environmental sustainability principles and practices as part of our strategic direction. As part of this commitment, the Institute for Sustainable Practices (ISP) has designed and implemented Sustainability Initiatives, Policies and Procedures since first signing the Climate Commitment, with positive outcome.
 - Lane Community College (LCC) Sustainability Committee: The Sustainability Committee works collaboratively on implementing campus-wide sustainability initiatives and activities which contribute to our carbon neutral goal. The committee has representatives from different College departments, including staff, students and faculty. To date, no academic advisor has sat on this committee.
 - The Institute for Sustainable Practices at Lane Community College is committed to sustainability in education and in operations. Lane Community College has integrated four sustainability programs into the college curriculum. The sustainability courses are designed to prepare individuals with critical thinking and skills on sustainability as a thought process. Lane Community College provides sustainability education through an affordable and accessible lens.

- Implement environmental sustainability principles and practices
 - In 2006, Lane Community College (LCC) became one of the first signatories of the American College and University Presidents Climate Commitment (ACUPCC), whereby LCC agreed to systematically reduce greenhouse gas emissions and achieve carbon neutrality as a long term goal. Sustainability is a core value for the College, thus carbon neutrality is a relevant and worthy goal and one that we willingly commit to work towards. Subsequently, in 2011 Lane Community College (LCC) released a Climate Action Plan detailing a roadmap to comply with the Climate Commitment and become carbon neutral by 2050. In 2015, the Lane Community College President furthered the College's commitment by signing the Climate Commitment, which integrates carbon neutrality with climate resilience. Academic advisors did not set on the committee that designed the plan.
 - Advisors do participate in the initiatives put into place to make the college more sustainable including decentralized printing, storage of files, program plans and other advising materials on shared drives and the use of online catalogs.
 - In order to make the college and the community more sustainable, academic advisors advise remotely using phone, email and Zoom.
- Increase adaptive capacity in our staff, students, community and built environment to create organizational and environmental resilience
 - This work is being done by the LCC Sustainability Committee. Academic advisors support, but do not specifically participate, in these efforts.

Engagement of Key Strategies:

Advisors are engaged and impacted by all three key strategies to bring this strategy to fruition. Advisors specifically engage in the following manners in respect to each strategy:

Implement Lane's Climate Action Plan

- Apply principles of sustainable economics, resource use, and social institutions to Lane's teaching, learning and working environments to achieve our climate commitment goals. Incorporate carbon reduction strategies into facility, financial, and other institutional plans. Academic advisors are not responsible for developing carbon reduction strategies or incorporating such strategies into institutional plans.

Increase Adaptive Capacity

- Develop and implement strategies to increase the resilience and adaptive capacity of our staff, students, campus infrastructure, and community through education, professional development, and emergency preparedness. Utilize scenario-planning tools to cultivate long-term strategic thinking and planning despite external uncertainties. Academic advisors are not responsible for developing or implementing strategies in this area.

4. Identify (Analysis of unmet goals, 5+ Accomplishments and/or Ongoing Advising Department Goals since Last Program Review, 5 New Initiatives)

Analysis of Unmet Goals, 5+ Accomplishments and/or Ongoing Advising Department Goals Since Last Program Review

- AAP does not have clear, written strategic goals. A recommendation from this initial program review will provide suggestions for cyclical strategic planning at the departmental level.

5 New Initiatives

- **Remote Advising**

- With the pandemic (COVID-19), advising was forced to adapt to a completely virtual practice. Zoom advising hours, registration workshops, online orientations, drop-in sessions, and all other committee work all moved remote with advisors taking the lead in creating, implementing, and evaluating current needs.
- **Registration Hour**
 - One facet of online outreach came in the form of reaching out to students who completed the online orientation session and invite them to a “live” registration hour, hosted remotely, so an advisor would be able to assist students in registering for courses, similar to the experience at the end of an in-person new student orientation session.
- **Preparing to Apply Workshops**
 - Advisors in various departments, including Health Professions, have taken proactive advising to highly-selective, admissions-based programs, by hosting pre-application workshops. This has drastically reduced the number of questions they have received about the application process, compared to years when no workshops were available.
- **International Articulations**
 - Advisors articulation responsibilities have grown in scope to include international agreements. These agreements take vast knowledge of regional, national, and international transferability, laws, regulations, and student implications for future academic endeavors. Currently, formal articulation agreements have been created by advising staff with schools in France, Australia, Wales, New Zealand, Ireland, and the United Kingdom. The number is expected to grow and cover areas such as: Business, Graphic Design, Communication, Hospitality, and areas in the Sciences
- **Online Advising Webpage**
 - Advising undertook redesigning their website and subpages to be more student-centered and easily accessible, especially via mobile. This includes informational and demonstrational videos, appointment links, drop-in calendars, and prior college transcript submission pages. This happened primarily during the 2018-2019 academic year, but continues currently.

5. Identify current student demographics. If there are changes in student demographics, state how the program is addressing these changes.

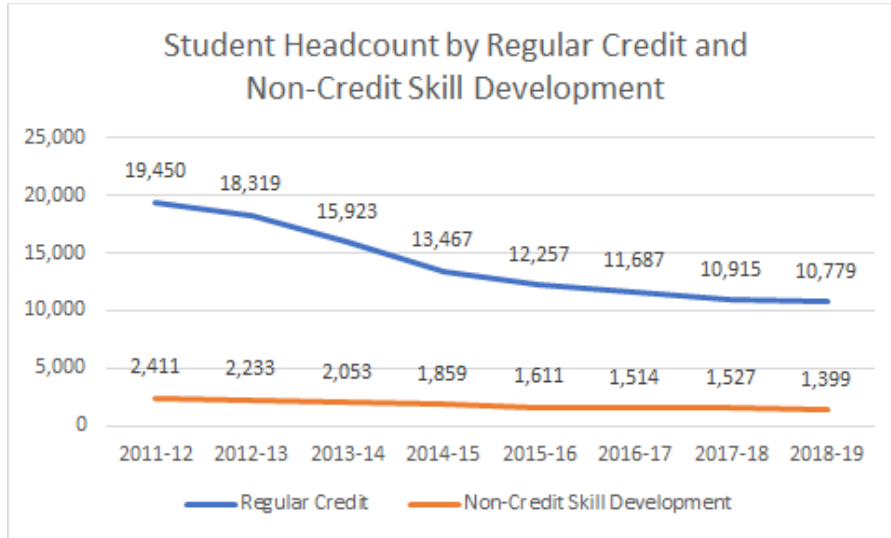
Overview

- The data used for student demographics over the since 2011 was taken from the Lane Community College 2019 Standard Data Package. The populations that this report primarily focused on for analytics of the Academic Advising Program were “Regular Credit Students” defined by the report as a student enrolled in credit classes other than College Now. Some students who are still in high school are classified here as "regular credit" due to these enrollments but may be classified as "early college" for more detailed analyses.
- A secondary focus of this report is labeled as “Non Credit Skill Development” and is defined as a student who enrolled only in non-credit classes, including at least one ESL or XSKD class. Note that some other skill development classes are offered at Lane which were not used. Some students who take skill development classes are classified here as credit students, which tends to somewhat under-represent the number of students in these programs. On average in the last 10 years 0.6% of Regular Credit students also took an ESL class and 1.3% took an XSKD class in any given year. While advisors do not solely serve these student populations, many of these students are shared between Skills Development and academic advising, specifically those students using Skills Development as an entrance to Lane Community College.
- College Now students and Non Credit Continuing Education were not reflected in these numbers, as they are more directly impacted by other departments, rather than academic advising.

- Since this is the first program review for Academic Advising, the data will date back to 2011-2012 to match the history of the report. Some areas do not have data collected that far and the most recently available data has been analyzed in its place. Moving forward, the committee recommends doing a 5 (five) year analysis of enrollment and demographic trends.

Student Headcount

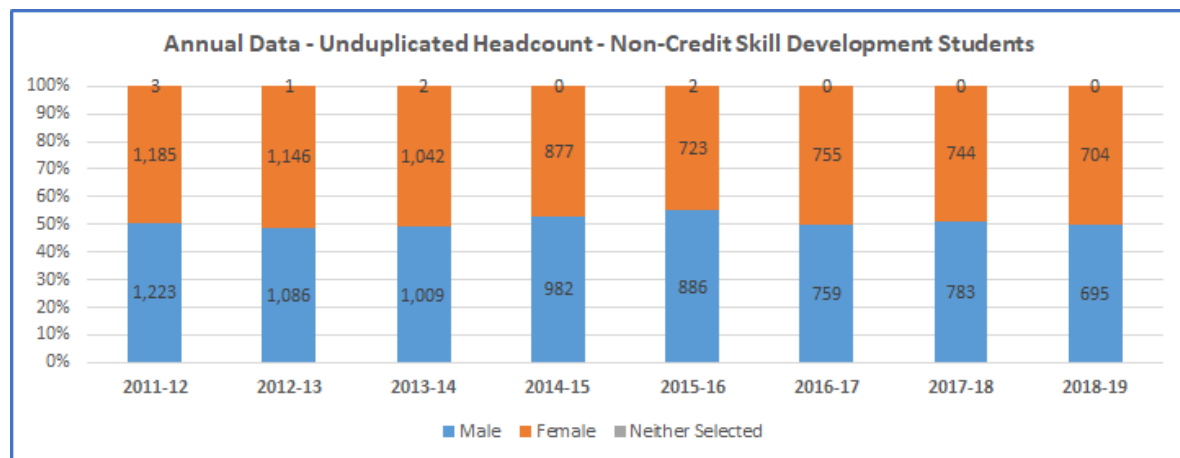
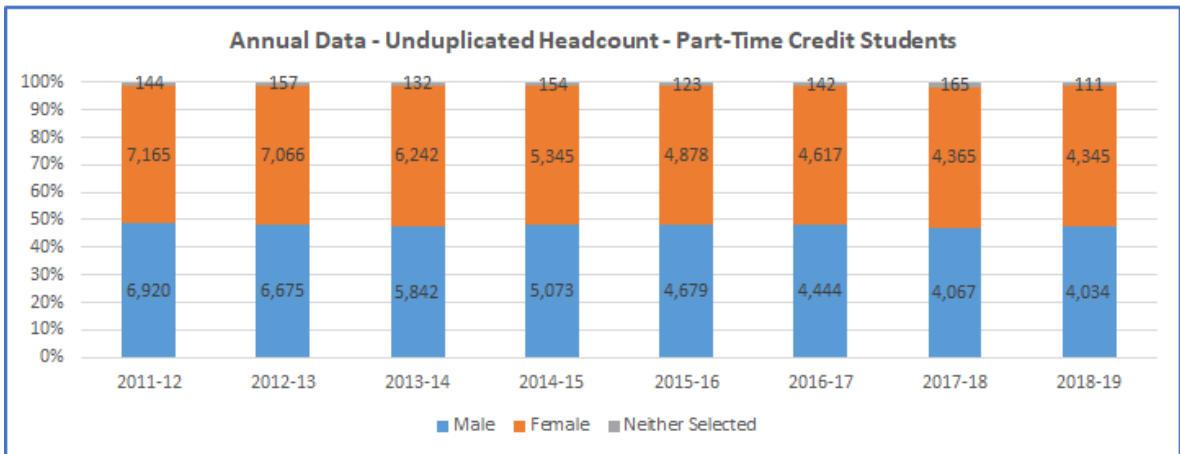
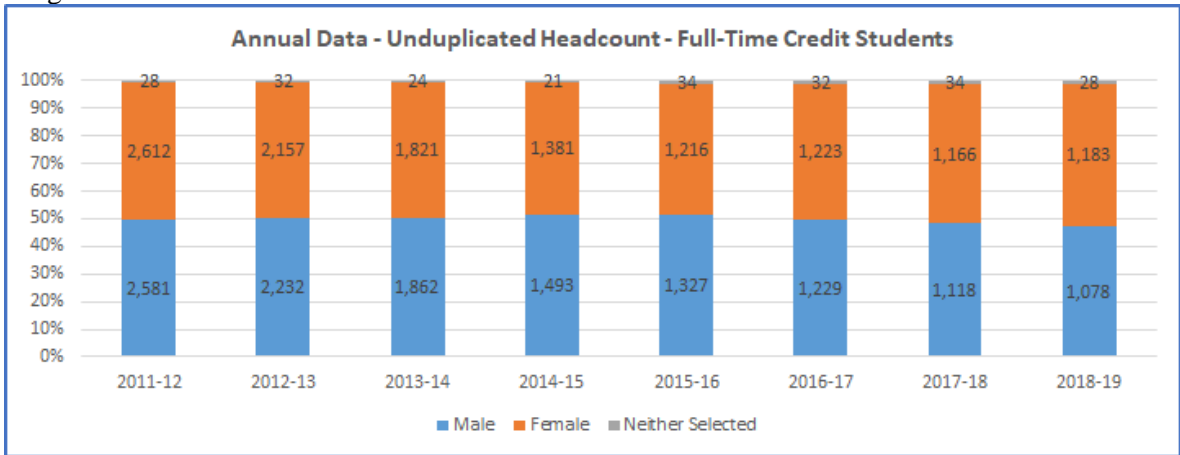
Figure A.5.1



Academic Year	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Regular Credit	19,450	18,319	15,923	13,467	12,257	11,687	10,915	10,779
Non-Credit Skill Development	2,411	2,233	2,053	1,859	1,611	1,514	1,527	1,399

- LCC hit peak enrollment in regular credit and non-credit skill development during the 2008-2011 recession. In 2011-2012 enrollment peaked at 19,450 regular credit students. As the economy got better, community college enrollment declined, as expected, given national trends during economic cycles.
- Enrollment has been broken down below into different demographics including Gender, Race/Ethnicity, Pell/First Generation, and Age. Detailed explanations about how Academic Advising responded to these emerging themes (or failure to address any emerging trends) is provided with evidence-based actions. Pedagogical shifts will also be discussed, although a formal tracking of pedagogical shifts in data is harder to produce for the purpose of this report.

Gender
Figure A.5.2



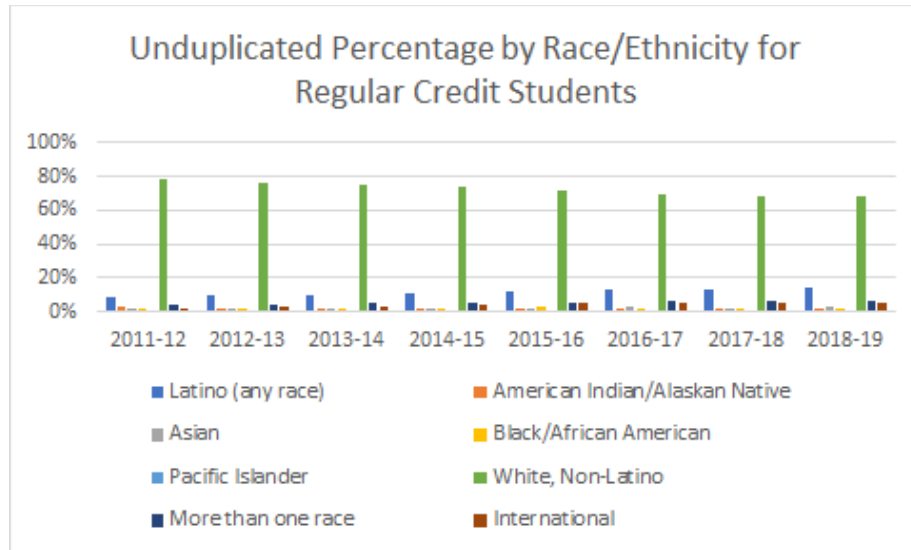
- Since 2011 through 2019, Full Time Regular Credit students have been fairly consistent with females making up a majority of full time regular credit students, except during 2012-16 when males made up a larger percentage of the student population, by a small margin. Currently, there are more females in the student demographic (52%) compared to males (47%) in 2019 for full time.
- Females have been the majority of the student demographics for part time regular credit students and remain a slight majority (51%) compared to the male counterpart (47%). Going forward students are allowed to select a non-binary gender option and these numbers will likely be higher than the 1% of neither selected.
- In Non Credit Skills Development, there has been a fairly even split between male and female with a insignificant shift from 51% and 49% in either category to a 50% split between male and female. There has not been a significant shift in gender population; however, moving forward there may be an increase in gender non-binary selections.
- Academic Advising has responded to these trends by increasing partnerships with the Gender Equity Center (GEC) and have had the Women In Transition (WIT) program participate in different forms of orientation. There have been no strategic planning specifically about male identity holders, or specifically for gender non-conforming, trans*, or other non-binary populations that may be captured better in future data.

Race/Ethnicity

Figure A.5.3

Annual Data - Valid % Estimate									
Group	Race/ethnicity	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Regular Credit	Latino (any race)	9%	9%	10%	10%	11%	13%	13%	14%
	American Indian/Alaskan Native	2%	2%	2%	2%	2%	2%	2%	1%
	Asian	2%	2%	2%	2%	2%	2%	2%	2%
	Black/African American	2%	2%	2%	2%	2%	2%	2%	2%
	Pacific Islander	1%	1%	1%	1%	1%	1%	1%	1%
	White, Non-Latino	78%	76%	75%	74%	71%	70%	68%	68%
	More than one race	4%	5%	5%	5%	5%	6%	6%	6%
	International	2%	3%	3%	4%	5%	5%	6%	5%

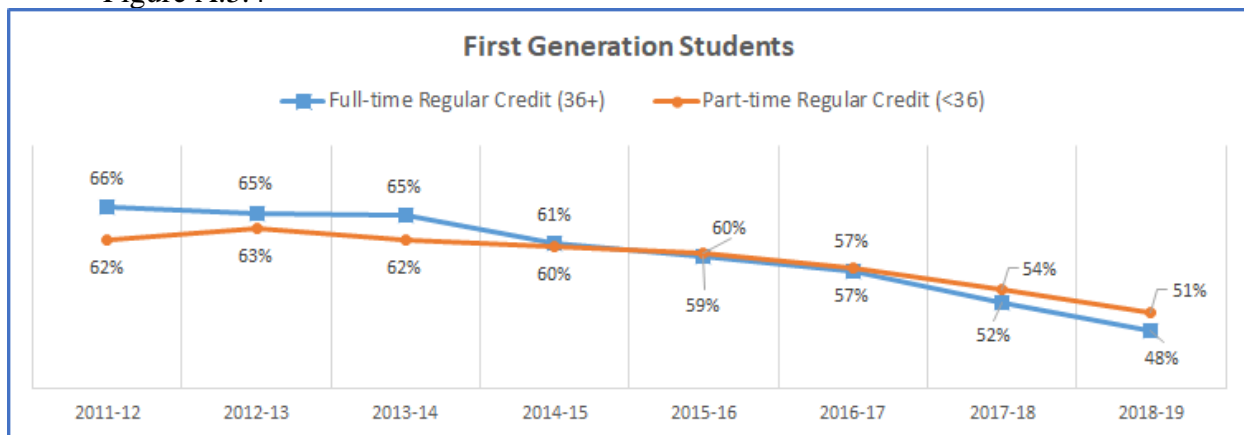
Total - All Groups above		100%	100%	100%	100%	100%	100%	100%	100%
	Unknown as % of All Regular Credit	10%	10%	9%	8%	6%	6%	6%	4%
Non Credit SD	Latino (any race)	31%	33%	32%	32%	35%	37%	34%	34%
	American Indian/Alaskan Native	2%	2%	2%	2%	2%	1%	1%	2%
	Asian	4%	5%	5%	5%	6%	6%	5%	6%
	Black/African American	2%	2%	3%	3%	2%	2%	3%	2%
	Pacific Islander	1%	1%	1%	0%	1%	0%	1%	0%
	White, Non-Latino	53%	47%	44%	44%	43%	40%	45%	48%
	More than one race	3%	4%	3%	3%	4%	6%	6%	5%
	International	4%	7%	11%	12%	8%	6%	5%	4%
Total - All Groups above		100%	100%	100%	100%	100%	100%	100%	100%
	Unknown as % of All Non Credit SD	1%	0%	0%	0%	0%	0%	0%	0%



- [Appendix A](#) shows the Annual Unduplicated Headcount by Race/ethnicity
- The above charts depict a growth over about eight years in latinx populations with an increase by percentage of about 5% in regular credit students, while white, non hispanic populations declined by about 10% in regular credit students. Small increases were seen of about 2% to 3% in more than one race and international regular credit student populations.
- A secondary focus on Skills Development populations show that since 2011, there have not been huge shifts in population demographics. There have been small increases of 3% in latinx populations and 2% in asian and more than one race students. There have been small decreases of about 5% in white students and 1% in Pacific islander students.
- Academic Advising has responded to these trends by hiring bilingual advisors. The advising department has two advisors with bilingual designations and others who have used bilingual skills in their advising sessions less frequently. Advisors from each program area participate in Lane’s Rites of Passage ceremony, international orientations and ESL programs. Academic Advising as a program has not initiated efforts to address the reshaping of the current trends in student demographics or their needs.

Pell/First Generation

Figure A.5.4



Annual Data: First Generation		Annual Data - Unduplicated Headcount							
Group	First Generation	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Full Time Credit (36+)	Not FG	1,760	1,531	1,299	1,130	1,054	1,067	1,105	1,179
	First Generation	3,461	2,890	2,408	1,765	1,523	1,417	1,213	1,110
	Total	5,221	4,421	3,707	2,895	2,577	2,484	2,318	2,289
Part Time Credit (<36)	Not FG	5,476	5,135	4,703	4,178	3,907	3,912	3,923	4,169
	First Generation	8,753	8,763	7,513	6,394	5,773	5,291	4,674	4,321
	Total	14,229	13,898	12,216	10,572	9,680	9,203	8,597	8,490

NOTE: First generation is self-reported on the application in response to "Have any of your parents, step-parents or guardians earned a four-year college degree?"

- The notable trend for advising in the above charts and graph is the decline of full time credit First Generation students and their increase in part time status.
- In 2018-2019 full time students were more likely to be **not first generation** while first generation students still were the majority in part time enrollment, departing from the normal trend from the previous eight years. This trend suggests more of a decline in full time credit enrollment of first generation students, than it does an enrollment peak from not first generation full time credit students.
- Academic Advising has responded to this trend by prioritizing first generation experience in the hiring process of new advisors. Advisors also work with First Year Experience with Oregon Promise students, who comprise a large majority of First Generation/PELL students. Academic Advising would do well to pay close attention to the needs in the rise of part-time credit students who are first generation and could benefit from specialized support.

Total		100%	100%	100%	100%	100%	100%	100%	100%
Part-Time Credit (<36)	Under 18	2%	2%	2%	1%	1%	2%	2%	2%
	18 - 19	15%	15%	15%	15%	17%	18%	19%	18%
	20 - 21	17%	17%	17%	18%	18%	19%	19%	19%
	22 - 24	16%	17%	17%	17%	17%	17%	18%	17%
	25 - 29	16%	16%	16%	16%	16%	16%	16%	17%
	30 - 34	11%	11%	11%	10%	10%	9%	9%	9%
	35 - 39	7%	7%	7%	7%	6%	6%	6%	6%
	40 - 49	9%	9%	9%	8%	8%	7%	7%	7%
	50 - 64	6%	7%	7%	6%	5%	4%	4%	4%
	65 or older	0%	1%	1%	1%	1%	1%	1%	1%
Total		100%	100%	100%	100%	100%	100%	100%	100%
Non Credit SD	Under 18	8%	10%	8%	9%	6%	6%	7%	7%
	18 - 19	11%	12%	14%	15%	14%	14%	13%	12%
	20 - 21	10%	9%	10%	9%	10%	11%	10%	11%
	22 - 24	11%	13%	11%	11%	12%	11%	11%	11%
	25 - 29	13%	14%	14%	15%	17%	15%	14%	14%

	30 - 34	11%	9%	11%	11%	11%	11%	10%	10%
	35 - 39	9%	8%	8%	9%	9%	10%	10%	10%
	40 - 49	14%	13%	14%	12%	12%	13%	13%	13%
	50 - 64	11%	12%	9%	7%	8%	8%	9%	10%
	65 or older	1%	1%	2%	1%	1%	1%	2%	2%
Total		100%	100%	100%	100%	100%	100%	100%	100%

- [Appendix B](#) shows the Annual Data - Headcount per Age Group
- Currently, the student demographic for full-time credit students has shifted in the past few years toward the 18-19 age group from 18% up to 39% of enrollment for full time credit students. This is largely influenced by Oregon Promise and the state targeting this graduating high school population for free community college enrollment.
- There has been a decline in the past eight years in age groups 22 and over with the largest declines of 8% in 25-29 year olds, 5% in 30-34 year olds, 5% in 40-45 year olds, and 4% in 35-39 year old full time credit students
- Part time demographics have not shifted significantly. There has been a 3% increase in 18-19 year old part time students. Most other populations remained consistent.
- Academic Advising has responded to the growing trend of increased 18-19 year olds by hosting high school-specific new student orientations. These have been limited and could prove prudent if explored to expand strategically with local high school partners, working with knowledge and collaboration of admission staff. Academic Advising has not responded otherwise to any other shifts in age in student demographics.

6. Identify enrollment patterns of the program in the last 8 years and analyze the pattern.

In Person Orientation

Information was requested for all available data from 2013 through 2020 for the number of students who attended and had holds released through an in-person orientation. Information was obtained for in-person advising orientations (referred to as New Student Academic Advising Sessions, Start Right Academic Advising Sessions, and currently New Student Orientation) for the years 2017-2019.

2017-2018 In-Person Advising Holds Removed (through NSAAS, SRAAS, or NSO)

Summer 2017	255
Fall 2017	3,240
Winter 2018	400

Spring 2018	413
Total	4,308

A full breakdown of declared programs of study at this initial intake can be found at [Appendix C.](#)

2018-2019 In-Person Advising Holds Removed (through NSAAS, SRAAS, or NSO)

Summer 2018	88
Fall 2018	1,379
Winter 2019	72
Spring 2019	80
Total	1,611

A full breakdown of declared programs of study at this initial intake can be found at [Appendix D.](#)

2019-2020 In-Person Advising Holds Removed (through NSAAS, SRAAS, or NSO)

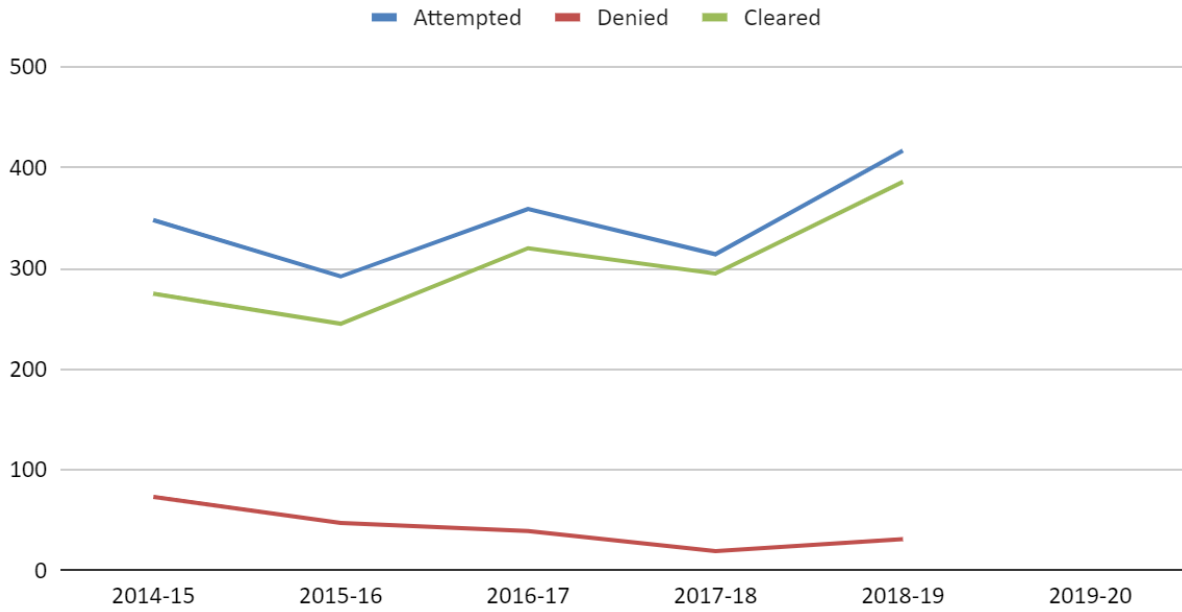
***In Progress and expected in next year's report**

Online Orientation

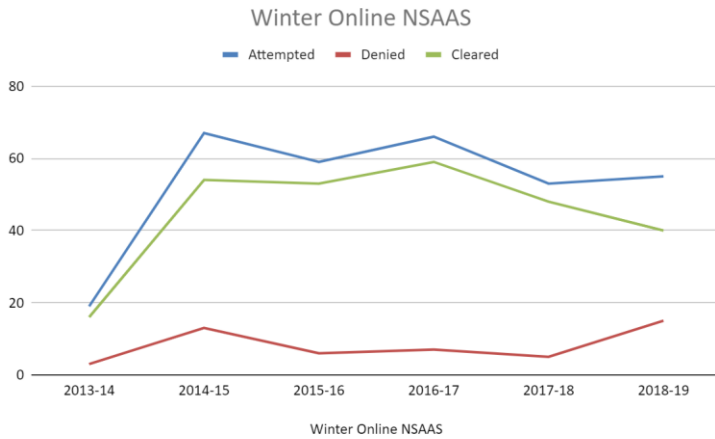
Online Advising was initially referred to as New Student Academic Advising Sessions and because of the text-heavy nature of the presentation, required participants to have test scores or equivalents for WR 087 or higher. If a student did not get cleared, they were reached out to and referred to the in-person orientation or one-on-one advising with an advisor to clear their advising hold. Online Orientation clears the academic advising hold and was kept separately from when it was created in 2014 until it changed into New Student Orientation. The online data for New Student Academic Advising Sessions are below:

Summer/Fall Online NSAAS				
	<i>Attempted</i>	<i>Denied</i>	<i>Cleared</i>	
2013-14				
2014-15	348	73	275	summer only: 83 attempts (May-start of term)
2015-16	292	47	245	summer only: 45 attempts (May-start of term)
2016-17	359	39	320	summer only: 39 attempts (May-start of term)
2017-18	314	19	295	summer only: 39 attempts (May-start of term)
2018-19	417	31	386	summer only: 85 attempts (May-start of term)
2019-20				summer only: 74 attempts (May-start of term)

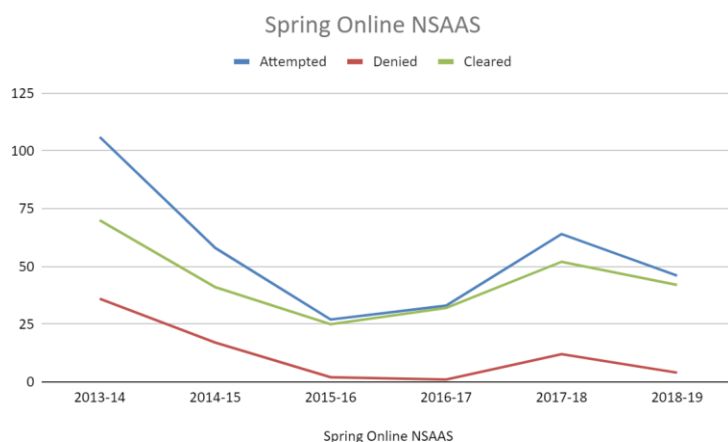
Summer/Fall Online NSAAS



Winter Online NSAAS			
	<i>Attempted</i>	<i>Denied</i>	<i>Cleared</i>
2013-14	19	3	16
2014-15	67	13	54
2015-16	59	6	53
2016-17	66	7	59
2017-18	53	5	48
2018-19	55	15	40



Spring Online NSAAS			
	<i>Attempted</i>	<i>Denied</i>	<i>Cleared</i>
2013-14	106	36	70
2014-15	58	17	41
2015-16	27	2	25
2016-17	33	1	32
2017-18	64	12	52
2018-19	46	4	42



New Student Orientation online numbers for the 2019-20 academic year are still in progress, and should be included in Year 2's Annual Report.

Full Report

The [full reports for New Student Orientation](https://docs.google.com/spreadsheets/d/1VTUGoXdgJyZbsEMzdrxbpsfoBbj1bf1kv_tLrPTjg/edit#gid=1097403559) can be found here:

https://docs.google.com/spreadsheets/d/1VTUGoXdgJyZbsEMzdrxbpsfoBbj1bf1kv_tLrPTjg/edit#gid=1097403559

Analysis

As the first time advising and advanced registration process has evolved and changed over the years, so has its attendance in-person versus online. In the current year, this is explained by COVID-19 and the moving to entirely remote services. Online participation was already increasing before the pandemic, and the advising team has invested much time into efficient online modules to help direct and advise students.

Recommendation

Academic Advising should continue to monitor changes for the first time in college students trends, including modality, and respond appropriately to the growing demand. Advising should report numbers annually to understand what direction the department is headed, which is not a current practice.

7. Identify department/program productivity.

The department provided a ten year overview of advising contacts with students, appointments, and drop-ins. An in-depth report was extracted from SARS (Scheduling and Reporting System) from 2018-19 to describe the numbers of contacts each advising team saw, the programs of study that each student described interest in

during advising sessions, and reason codes that were a significant amount of time reported by advisors during these advising sessions.

2010-2020 SARS Overview

Drop-Ins Only	57,073
Appointments Only	4,394
Total Unduplicated Contacts	58,303

The program review team requested an annual breakdown of SARS data to analyze, and only analyzed what was received. It is recommended that academic advising creates an annual report of SARS data (or other Title III software for advising purposes).

Analytics from 2018-2019

Student Contact By Team

Claudia and Rudy (part-time)

- Advanced Tech
- Culinary and Hospitality (moved in fall 2019 to Business)

Total: 1,575

Judy and Nathan (part-time)

- Arts

Total: 1,002

Josh and Lori

- Business
- Education (moved in fall 2019 to Social Sciences and Language, Literature, and Communication)

Total: 1,717

Deidre, Jared (until February), and Elaine (part-time, CIT only)

- CIT
- Math/Science(Pre-professional health and Engineering)

Total: 2,101

Allene, Kelly, and Patsy (part-time)

- Health Professions
- Nursing

Total: 4,149

Andi and Ben

- Social Science, and Language, Literature and Communication

Total: 2,510

Student Contact By Program of Study

Advanced Tech - 1,654

Arts - 1,042

Business - 2,129

Computer Information Technology/Computer Science - 677

Education (Early Childhood Education and Elementary Education) - 340

Health Professions - 5,851

Science and Math - 1,289

Social Sciences and Language, Literature, and Communication - 2,496
Undeclared - 210

Student Contact By Reason Code

Adult Basic and Secondary Education (ABSE) - 39 tags
Academic Planner - 4,105 tags
APS-1 - 29 tags
APS-2 - 33 tags
APS-3 - 244 tags
APS-4 - 96 tags
Career Advising - 276 tags
Credit Limit Appeal - 197 tags
Email - 32 tags
Fin Aid Disqualification - 85 tags
Fin Aid General Question - 95 tags
Fin Aid Probation - 19 tags
Guided Studies - 33 tags
myLane - 63 tags
PC SRAAS - 256 tags
Prospective - 76 tags
Referral - 12 tags
Trade Act/TUI - 87 tags
VA - 565 tags

Full Report

The [full report from the Scheduling and Records System \(SARS\)](#) can be found here:
https://docs.google.com/spreadsheets/d/1VTUGoXdgJyZbsEMzdrxbpsfoBbj1bf1kv_tLrPTjg/edit?usp=sharing

Analysis

A first concern is the inconsistency in expectations of how to log, tag, and check-in students. Many advisors are following their own preferences, which does not yield reliable data. For example, many advisors have logged email responses as drop-in appointments, when no one else was doing this. This directive has changed and an e-mail tag has been created. However, it is not used consistently across the department, and many advisors still log in emails as drop-in visits without tagging them as an email. This creates confusion and a lack of validity/reliability with the data.

Recommendations

Academic Advising should continue to analyze previous year's trends and make appropriate recommendations to team structures accordingly. These recommendations should follow clear guidelines on how to appropriately and consistently tag students in the advising records system for more reliable data for these decisions to be made.

8. Identify student success rates and patterns within the department/program paying particular attention to our college's target groups.

The program review team requested information pertaining to success rates and overall metrics to understand how those students who have meaningful interaction with advisors differ in performance from those who do not. While the two systems do not work well together (Banner and SARS), the information has been hard to

obtain, but has been requested from Planning and Institutional Effectiveness, dating back to fall 2019. These metrics as described below have not yet been obtained, but it is the recommendation that the team pursues these metrics in Year 2 of Program Review:

- Student Success Rates (GPA, course completion rates) who met with advisors
- Student Success Rates (GPA, course completion rates) who did not meet with advisors
- APS3 and APS4 success rates (GPA, course completion rates) those who successfully completed Back on Course
- APS3 and APS4 success rates (GPA, course completion rates) those who have not successfully completed Back on Course

9. If the program uses advisory boards and/or professional organizations, describe their roles.

Currently advising does not have an advisory board, but do affiliate with several professional organizations at the state, regional, and national level. The National Academic Advising Association (NACADA), Region 8 of NACADA, and the Oregon Academic Advising Association (OAAA) are professional organizations that advising relies on for keeping up with best practices. Other organizations that advisors are a part of include the National Association of Student Personnel Administrators (NASPA), the American College Personnel Association (ACPA), and the American Association of Women in Community Colleges (AAWCC). Academic Advisors are unionized and represented by Lane Community College Employee Federation Local 2214 (LCCEF), the American Federation of Teachers - Oregon (AFT-Oregon), and the national branch (AFT).

PART B: Programs and Services

1. Identify all programs and services offered by the department and describe how the services offered in the program meet the needs of the students.

- The program being reviewed is Academic Advising, which renders the following services:
 - New Student Orientation In-person
 - New Student Orientation Online
 - Academic Advising
 - Modes of Advising
 - In-Person Advising
 - Modes of Advising
 - Appointments
 - Group Advising
 - Career/Exploration
 - Zoom
 - Phone
 - E-mail
 - Responsibilities espoused on advising website:
 - build a term-by-term course planner
 - obtain up-to-date information regarding Lane's programs
 - learn how prior college credits may be used toward Lane degrees and certificates (including unofficial transcript evaluation)
 - understand college procedures and policies
 - connect to campus and community resources

- Articulation
- Outreach
 - Workshops
 - Preparing to apply (selective admissions programs), transfer pathways, program-specific options,
 - Class Visits
- Case Management (VA, TUI, Trade Act, etc.)

Advisors are also engaged with, but do not run the following services:

- Promotional Work: Welcome Day, Resource Fair, etc.
- Curriculum
- Program Updates
- Program Development
- Course Development
- Program Review for each area updates

2. State how the program has remained current with best practices.

- Participation in advising conferences - state, regional, and national
- Memberships with advising associations (NACADA, OAAA)
- Memberships with higher education and student affair associations (ACPA, NASPA, etc.)
- Ongoing institutional and community training (i.e. mental health, women's space, etc.)
- Subscription to bi-annual national advising journal

3. All programs and services offered by the department should be reviewed and, if appropriate, revised every five years. If this has not occurred, please list the services and a plan for completion of this process.

- The committee reviewed existing data and available analysis and prioritized the following five areas as vital services that need to be revised/reviewed every five years
 - Academic Advising (modes and website responsibilities)
 - New Student Orientation (Online and In-person)
 - Articulation
 - Case Management
 - Outreach (Class visits, Workshops, etc.)
- Suggested review cycle steps timelines are included below:
 - Review Cycle Steps
 - Form a team
 - When forming a review team, special attention to the committee membership is required. Areas that are impacted by the service or program should have a seat at the table to create and revise outcomes. The perspective of those partners who directly and indirectly impact the outcome of each program or service creates synergy and allows for a more widespread adoption of new procedures and initiatives
 - Gather information and existing data from all relevant stakeholders
 - Collect existing data from relevant stakeholders. Consult with Planning and Institutional Research to review "good" metrics to use and access readily available reports, such as the standard data package.

- Decide what evaluation instruments need to be developed with appropriate metrics that achieve parity with national best practices (from NACADA, CAS for Academic Advising, etc.)
- Analyze data and information
 - Collect and analyze all information gathered to identify broad patterns and to identify areas for improvement. Working with Planning and Institutional Effectiveness, discuss and suggest metrics to measure productivity and student success, as well as program's intended learning outcomes.
- Make recommendations/solicit feedback
 - Working with the appropriate campus stakeholders, discuss appropriate resolutions and strategic planning recommendations. These recommendations should be specific, measurable, attainable, relevant, and time-bound. The recommendation should also include a time schedule for ongoing, continuous review of progress toward these goals, as well as to create new ones.
- Present to director/dean for approval
 - Once recommendations have been reviewed by appropriate stakeholders, it will be presented to the authorizing agent for implementation. Revisions may be required or recommendations may be accepted as submitted.

Academic Advising Program and Service Review Cycle 2020-2024

Academic Advising (modes and website responsibilities) - Year 2 - 2020-2021	
Steps in Review Cycle	Suggested Term
Form a Team	Summer 2020/Fall 2020
Gather Information and Existing Data from all relevant stakeholders	Fall 2020/Winter 2021
Analyze data and information	Winter 2021/Spring 2021
Make Recommendations/Solicit Feedback	Spring 2021/Summer 2021
Present to Director/Dean for approval	Summer 2021

New Student Orientation (Online and In-person) - Year 3 - 2021-2022	
Steps in Review Cycle	Suggested Term
Form a Team	Spring 2021 Key Stakeholders (not limited): Admissions, First Year Experience, Student Success Front Desk, Department Administrators, Advising, Students, High School Reps.
Gather Information and Existing Data from all	Summer 2021/ Fall 2021/Winter 2022

relevant stakeholders	
Analyze data and information	Winter 2022/Spring 2022
Make Recommendations/Solicit Feedback	Spring 2022/Summer 2022
Present to Director/Dean for approval	Summer 2022

Articulation - Year 4 - 2022-2023	
Steps in Review Cycle	Suggested Term
Form a Team	Spring 2022
Gather Information and Existing Data from all relevant stakeholders	Summer 2022/Fall 2022/Winter 2023
Analyze data and information	Winter 2023/Spring 2023
Make Recommendations/Solicit Feedback	Spring 2023/Summer 2023
Present to Director/Dean for approval	Summer 2023

Case Management - Year 5 - 2023-2024	
Steps in Review Cycle	Suggested Term
Form a Team	Spring 2023
Gather Information and Existing Data from all relevant stakeholders	Summer 2023/Fall 2023/Winter 2024
Analyze data and information	Winter 2024/Spring 2024
Make Recommendations/Solicit Feedback	Spring 2024/Summer 2024
Present to Director/Dean for approval	Summer 2024

Outreach (Class Visits, Workshops, etc.) - Year 5 - 2023-2024	
Steps in Review Cycle	Suggested Term
Form a Team	Spring 2023

Gather Information and Existing Data from all relevant stakeholders	Summer 2023/Fall 2023/Winter 2024
Analyze data and information	Winter 2024/Spring 2024
Make Recommendations/Solicit Feedback	Spring 2024/Summer 2024
Present to Director/Dean for approval	Summer 2024

4. Identify and describe innovative pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?

- Proactive advising has led to a significant reduction in the number of emails and in-person advising for applicants to the nursing program. Over the last two years, advisors have developed Preparing to Apply workshops where they review the application process with 34 students in a smart room so they can access the online application.
- This year, in addition to the workshops, advisors developed a detailed slideshow demonstrating how to complete the complicated application. The slideshow was developed for those who could not attend the workshops. They also developed a slideshow and written instructions on how to download and complete the application in the proper format. Though anecdotal, all advisors noticed a significant reduction in the number of emails in-person visits regarding application completion, especially last year.

5. Describe how your program’s role in articulation, including those with the High School Districts, other community colleges, and/or four year institutions. (Include articulation agreements, process for approval, etc.)

Advisors are the leads in facilitating articulation agreements with four year universities. There are many different forms of agreements that four year schools make with Lane Community College. Some of these are formal, signed articulation agreements and others are transfer guides that indicate which courses work toward a specific major at a specific university. Different types of agreements that advisors work on with partner schools include:

- Degree to degree (usually with specific intended major) signed agreement
 - Articulation reference guide may be available for students, including major specific information
- Lane courses that transfer to partner institution for general education at that institution
 - Direct transfer pathway (student works towards minimum transfer admissions requirement, general education, and possibly major requirements) or Associate of Arts Oregon Transfer (AAOT) degree plus any additional general education unique to partner institution not covered by AAOT
 - Direct transfer reference guide and AAOT reference guide available for students at Lane
 - International agreements have been an emerging trend in articulation. Agreements have been signed with schools in France, Wales, New Zealand, Australia, and the United Kingdom, with more on the way. This work typically is directed by the college and international programs strategic directions.

- Future intended major required courses from Lane that count towards the specific major or major pre-admission at the partner institution
 - Built into the AAOT degree or a direct transfer pathway plan
 - Major specific transfer guide may be available for students at Lane
 - Additional handouts for selective admission programs may be available for students at Lane (or through the partner institution)
- Lane courses that transfer to partner institution for credits towards the bachelor degree but do not meet general education, major, or pre-major requirements specifically
 - Four-year school transfer equivalency database and their college catalog available for students online typically

Advisors follow the steps below in creating an articulation agreement of any sort:

- Identifying Partners and Programs
 - This may come from data of where most students are transferring to (i.e. University of Oregon), also may come from a directive from the college (i.e. forming new international partnerships), sometimes emerge from chance opportunity (i.e. a out-of-state school reaches out and wants to form a new partnership)
- Creating draft articulation agreements
 - Advisors follow the template that the four year school will sign. While Lane advisors have crafted their own templates for articulation agreements, most institutions require Lane to adapt to their formal paperwork, especially for formal, signed agreements.
 - Advisors create, review, and align general education requirements, major or pre-major requirements, and other meaningful credits that can be built into an agreement (most degree-to-degree, but others exist when it proves in the best interest of the student)
- Soliciting feedback from appropriate stakeholders
 - This draft may go to the dean or director of advising, faculty, program coordinators, international program staff, vice presidents, and other advising staff
 - Feedback is gathered and edits are created accordingly and sent to partner institution for approval
- Final articulation agreement draft
 - Once agreement is made, the final draft is circulated to the appropriate authorizing agents for approval. At LCC, this has historically been the President, or their designee, and the Provost, or their designee. Currently, the Associate Vice President of Student Affairs and the Provost sign on behalf of the college. At other schools, signatures vary from the President to faculty chairs.
- Gathering Signatures
 - Once signatures are collected, copies are distributed to each school for their records.
 - For transfer guides, there is not formal agreement, therefore there is no need to collect signatures. Most four year schools who opt for this do not want to have a formal articulation agreement.
- Review Timelines for updating agreements
 - Formal agreements are scheduled for updates every one to three years, depending on the school. However, updates are made per curricular changes annually, typically during summer term, as that is when catalogs are finalized for the next academic year and the workflow allows this work to be conducted efficiently at this time.

There is an administrative staff member who is charged with collecting and maintaining records for articulation agreements of all sorts after advisors have gathered final signatures.

6. *If external accreditation or certification is required, please state the certifying agency and status of the program.*

- AAP does not require any additional special accreditation or certification by any certifying agency.

PART C: Student Outcomes

1. *List all programs and services that have identified student learning outcomes. For programs and services that do not have learning outcomes, provide a timeline for creation and completion of student outcomes.*

- Programs that have Learning Outcomes
 - i. Academic Advising (Syllabus)
 - ii. New Student Orientation In-person goals are no longer explicitly stated however prior versions of the presentation did include goals and learning outcomes
- Programs that do not have Learning Outcomes and are scheduled for creation and completion
 - i. New Student Orientation Online - Year 2021-2022 Review Cycle
 - ii. Articulation - Year 2022-2023 Review Cycle
 - iii. Case Management - Year 2023-2024 Review Cycle
 - iv. Workshops - Year 2023-2024 Review Cycle

2. *Provide, on the department level, all programs that have current learning outcomes and provide the culture of evidence.*

- **Academic Advising**
 - i. **Provide Culture of Evidence for each Outcome of Syllabus**

The student will develop, implement, and maintain a clear academic plan suited to life and career goals.

 - Academic advisors work with students to create a long term planner in their first term and beyond. At this time, it is voluntary and not a requirement of the college (in 2019-20, 4105 academic plans were made).
 - Academic plans are required for these reasons:
 - Academic Progress Standards Alert 3 - 244
 - Academic Progress Standards Alert 4 - 96
 - Financial Aid Maximum Time Frame Appeal - 197
 - Financial Aid Satisfactory Academic Progress Appeal - 85
 - Financial Aid probation- 18
 - Trade Act/TUI - 87
 - Veteran's planners - 565
 - selective admissions planners

The student will learn how to navigate the college culture and systems.

- No outcomes assessed

The student will obtain support when obstacles appear.

- In advising, we put down code reasons why a student saw an academic advisor. This evidence provides data on reason why students connected with

advisors when obstacles appeared and how advisors help and refer students (data collected from academic year 18/19) [caveat - large disparity of numbers among advisors due to varying practices and interpretations of reason codes]

- Adult Basic Secondary Education - 39
- Academic Advising - 13504
- Counseling - 37
- Academic Progress Standards Alert 1 - 29
- Academic Progress Standards Alert 2 - 33
- Academic Progress Standards Alert 3 - 244
- Academic Progress Standards Alert 4 - 96
- Career Advising - 276
- Career Counseling - 3
- Financial Aid Maximum Time Frame Appeal - 197
- Financial Aid Disqualification - 85
- Financial Aid General questions/referral - 95
- Financial Aid Probation - 19
- Guided Studies Registration - 22
- Guided Studies - 11
- myLane - 63
- Pass Lane - 5
- Personal Counseling - 1
- prospective student - 76
- Referral - 12
- Trade Act/TUI - 87
- Veteran's - 565
- Workshops - 27

The student will learn how to obtain accurate information to reach goals.

- No outcomes assessed

**3. List or describe all assessment mechanisms you are using to evaluate SLOs.
Provide results of analysis.**

- Advisors created an evaluation metric starting fall 2019 that prompted a campuswide group to work on redesigning the New Student Orientation. This has included stakeholders such as admissions staff, advising staff, administrators, managers, student success staff, and enrollment services staff. While advising will continue to focus on the pieces of advising and registration, a group has formed to conduct a process review of Orientation.
- [Appendix E](#) shows the New Student Orientation Feedback Survey.

PART D: Staff

1. List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success.

- a. Lori Areford, full time advisor, Business, Culinary Arts and Hospitality programs, academic advisors are critical for student development, retention, progression and graduation
- b. Josh Baker, full time advisor, Business, Culinary Arts and Hospitality programs, academic advisors are critical for student development, retention, progression and graduation

- c. Ted Calcaterra, full time advisor, Science, Math, Engineering, Computer Science, Computer Information Technology, and pre-professional health (pre-Med, etc.) programs, academic advisors are critical for student development, retention, progression and graduation
- d. Daniela Cardenas- Riumalló, part time advisor, Journalism, Pre-architecture, Arts and related programs (media arts, graphic design, music, theater, etc.), academic advisors are critical for student development, retention, progression and graduation
- e. Ben Fisher, full time advisor, Social Sciences, Language, Literature, Communication, pre-law, and Education (Elementary and Early Childhood Development) programs, academic advisors are critical for student development, retention, progression and graduation
- f. Judy Gates, full time advisor, Journalism, Pre-architecture, Arts and related programs (media arts, graphic design, music, theater, etc.), academic advisors are critical for student development, retention, progression and graduation
- g. Allene Gibson, full time advisor, Health Professions (i.e. Nursing, Paramedicine, Dental Hygiene) and Allied Health transfer programs, academic advisors are critical for student development, retention, progression and graduation
- h. Andi Graham, full time advisor, Social Sciences, Language, Literature, Communication, pre-law, and Education (Elementary and Early Childhood Development) programs, academic advisors are critical for student development, retention, progression and graduation
- i. Deidre Lyons, Science, Math, Engineering, Computer Science, Computer Information Technology, and pre-professional health (pre-Med, etc.) programs, academic advisors are critical for student development, retention, progression and graduation
- j. Kelly Ochoco, full time advisor, Health Professions (i.e. Nursing, Paramedicine, Dental Hygiene) and Allied Health transfer programs, academic advisors are critical for student development, retention, progression and graduation
- k. Claudia Riumalló, full time advisor, Advanced Technology and Apprenticeship programs, academic advisors are critical for student development, retention, progression and graduation

2. List major professional development activities completed by staff in this department/program in the last five years and state proposed development and reasoning.

- a. Full Time

Lori Areford

Additional Areas of Expertise: creating and updating International Articulation Agreements with universities in France, Australia and the UK. Previous training/assignment – specialist in Undeclared Advising.


Professional Development in the Past Five Years: Co-presenter at Region 8 NACADA Conference, “*On Any Given Day: Understanding Community College Advising Roles Our Titan Experience*”, Completing CG 140: Career & Life Planning course to aid in advising Undeclared students, Environmental Justice Pathways Webinar “*Unjust Care: Pandemics and Race*”, Unconscious Bias training, Emotional Intelligence training, Mental Health First Aid training, Dependable Strengths training, Departmental Diversity trainings, Customer Service - Serving our Students training, Service Mindset training, Professional development activities including FERPA training, COVID-19 workshop, Trainings through Safe Colleges including; Communication Styles and Skills, Implicit Bias and Microaggression Awareness, Student Mental Health, Diversity and Inclusion.

State proposed development and reasoning: Attending state, regional and national conferences when available and funding available; the college committing to hosting more

events on campus; Development of Guided Pathway course planners for specific majors to enhance students' ability to transfer as quickly and efficiently as possible

Academic Advising philosophies/pedagogies utilized (if any):

Proactive Advising, Prescriptive Advising, Developmental Advising, Intrusive Advising



Josh Baker


Additional Areas of Expertise: student development theory, technological innovations and training, data and evidence-supported decision making, program review, assessment and evaluation, facilitation and community-building, union-building

Professional Development in the Past 5 Years: Ford Family Foundation Transfer Convening, Unconscious Bias training, Emotional Intelligence training, , Mental Health First Aid training, Departmental Diversity trainings, Customer Service - Serving our Students training, Service Mindset training, Oregon Academic Advising Association state conferences, OSU drive-in for business dept, Union Leadership Winter School, Bi-annual College In-services, Series of Cybersecurity trainings, NACADA webinars on athletes, Title IX, and mandated reporting, Title IX 40 hour training

State proposed development and reasoning: Attending state, regional and national conferences; the college committing to hosting more events on campus; intradepartmental and interdepartmental in-services to use the collective internal knowledge to teach one another

Academic Advising philosophies/pedagogies utilized (if any):

Baxter-Magolda's Learning Partnership Model, Hudson and Bloom's Appreciative Advising Model, Kegan's Orders of Consciousness, Holistic approaches include: Proactive Advising, Prescriptive Advising, Developmental Advising, and Intrusive Advising. My master of science is in College Student Personnel.



Ted Calcaterra

New to LCC; Experience below reflects time at the University of Oregon

Additional Areas of Expertise: chaired Tuition Refund Committee, trained faculty and staff on the EAB Campus platform, represented UO in the HECC transfer committee, chaired UO Transfer Committee, collected and maintained data, created new petition forms and facilitated online submission platform, developed AEIS curriculum, facilitated advising component of IntroDUCKtion – New Student Orientation.

Professional Development in the Past Five Years: Participant and presenter NACADA conferences, Suicide Prevention Workshop, Black Men and Mental Health workshop, Mindset workshop, Department Diversity trainings, and Excel, PDF fill-able form, Project Management, and Maxiant training.

State proposed development and reasoning: Attending state, regional and national conferences

Academic Advising philosophies/pedagogies utilized (if any):
Proactive Advising, Prescriptive Advising, Developmental Advising

Ben Fisher

Additional Areas of Expertise: creating and maintaining supplemental advising documents (Direct Transfer to OSU & UO documents), editing and updates to Academic Advising web pages, previous training/assignments to Health Professions, Arts and Related Programs, and currently Social Science, Language, Literature, Communication, Education, and Undecided Advising teams.

Professional Development in the Past Five Years: NACADA Summer online course (10-weeks) "Academic Success and the Student-Athlete, Unconscious Bias training, Emotional Intelligence training, Dependable Strengths training, Departmental Diversity trainings, Customer Service - Serving our Students training, Service Mindset training, Professional development activities including FERPA training, COVID-19 workshop, Trainings through Safe Colleges including Title IX and Sexual Misconduct, Workplace Bullying, Communication Styles and Skills, Implicit Bias and Microaggression Awareness, Making Campuses Safe for LGBTQ+ Students, Making Schools Safe & Inclusive for Trans Students. FERPA training, COVID-19 workshop. I am also completing my dissertation for my Ph.D. in Higher Education Leadership through Colorado State University by the end of Fall 2020

State proposed development and reasoning: Attending state, regional and national conferences when available and funding available; the college committing to hosting more events on campus; improved communication and articulation with four-year schools on transfer options and specific courses to meet prerequisites upon transfer to the four-year schools. Development of Guided Pathway course planners for specific majors to enhance students ability to transfer as quickly and efficiently as possible

Academic Advising philosophies/pedagogies utilized (if any):
Proactive Advising, Prescriptive Advising, Developmental Advising, Intrusive Advising

Judy Gates

Additional Areas of Expertise: Working with students of diverse backgrounds, including ethnic, gender, physical abilities, socioeconomic backgrounds. Bilingual and bicultural LatinX-US American, fluent in Spanish, Spanglish and English.

Professional Development in the Past Five Years:

In the past 10 years at Lane, I have presented topics in Student Diversity, Pedagogical strategies effective with ESL students, providing resources and support for DACA/Undocumented students. Also, I have presented twice at the American Association for Women in Community Colleges conference on the topic of White Privilege and Racism and how to become aware and empowering to people of color.

Participated in the Aspiring Leadership, received training in: Dependable Strengths, Emotional Intelligence, Mental Health First Aid, Customer Service - Serving our Students training, Service Mindset training.

Attended State Conferences: Student Success and Retention, NACADA, Oregon Academic Advising Association, American Association for Women in Community Colleges.

State proposed development and reasoning: Improving college services access and availability for DACA, undocumented students resources, training of staff to be well informed and able to serve this communities.

Academic Advising philosophies/pedagogies utilized (if any):

I hold a masters degree in Social Work, experience as a drug & alcohol counseling before practicing Academic Advising for college students.

My approach has been strongly a combination on cognitive development and psychosocial approaches. I follow Erickson's proposed stages of development model from a socio-psychological stance.

Levinson's theory of development for life stages, seeing the student in a holistic way is imprescindible to address the needs related to academics and their external situations.

I believe that a strong identity is key to student success and success in life in general; and identity confusion is a factor in isolation and desengagement.

Although I have knowledge of theories, I approach advising using my own life experience. Identity, mainstream social expectations and surrounding affect a student's view of being capable/successful in a college setting.

I make an effort to use open ended statements to allow students to make their decisions without feeling judged or incompetent.

The reason I am passionate about academic advising, is that I believe in being a catalyst in people's success.



Allene Gibson

Additional Areas of Expertise: creating strategies for selective admissions program applicants, selective admissions program review, presentation of in-person new student orientation, maintaining supplemental advising documents, development of term planners for a variety of student support groups and organizations, advising records management.

Professional Development in the Past Five Years: Unconscious Bias training, Emotional Intelligence training, Departmental Diversity trainings, Customer Service - Serving our Students training, Service Mindset training, Oregon Academic Advising Association state conferences and Bi-annual College In-services

State proposed development and reasoning: Attending state, regional and national conferences; the college committing to hosting more events on campus;

Academic Advising philosophies/pedagogies utilized (if any):

Proactive Advising, Intrusive Advising, Developmental Advising



Andi Graham

Additional Areas of Expertise: Cross-campus collaboration within the academic areas served, advising department, and campus work groups/committees, including, regular class visits/presentations and workshops, articulation projects, curriculum updates, campus events, cross-division collaboration/training, co-facilitating Campus Partners/AAWG, Advising program review, Guided Pathways Coordinating Committee and Cross-Content Collaboration team, New Student Orientation work group, Articulation work group, Academic program

review for Human Services, Academic Progress Standards program review, Student Affairs Redesign Advising Project Team, Pay It Forward initiative, mygradplan liaison/pilot project, and Counseling/Advising diversity in-service.

Career and academic exploration for declared and undeclared students.

Professional Development in the Past Five Years: NACADA sessions on various topics, Safe Colleges required and optional offerings, Unconscious Bias training, Oregon Institute of Leadership Development, Aspiring Leaders Programs, Emotional Intelligence training, Dependable Strengths training, Mental Health First Aid training, Departmental Diversity trainings, Customer Service - Serving our Students training, Service Mindset training, Oregon Academic Advising Association state conferences, NACADA regional conference attendee and presenter, Lane's annual fall in-service and spring conference attendee and presenter, Association of American Women in Community Colleges (conferences).

State proposed development and reasoning: Continue to attend virtual trainings and conferences related to advising topics to stay-up-to-date on new initiatives and practices.

Academic Advising philosophies/pedagogies utilized (if any):

Appreciative Advising, Empowerment Theory, Developmental Advising, Prescriptive Advising, Proactive Advising, Career Development Theories (Holland, Strong, Myers-Briggs), and with Academic Progress Standards and Satisfactory Academic Progress requirements, Intrusive Advising.



Deidre Lyons

Additional Areas of Expertise: creating and maintaining supplemental advising documents and employee manual, editing degree guides, curriculum management, data management, facilitator of previous online new student orientations, previously part of catalog editing team, new employee trainings, co-facilitator in advising workgroup, co-facilitator in campus partnership workgroup.

Professional Development in the Past Five Years: Ford Family Foundation Transfer Convening, Unconscious Bias training, Emotional Intelligence training, Dependable Strengths training, Mental Health First Aid training, Departmental Diversity trainings, Customer Service - Serving our Students training, Service Mindset training, Oregon Academic Advising Association state conferences, OSU drive-in for science majors, community college/university transfer workgroup, Bi-annual College In-services

State proposed development and reasoning: Attending state, regional and national conferences; the college committing to hosting more events on campus;

Academic Advising philosophies/pedagogies utilized (if any):

Proactive Advising, Prescriptive Advising, Developmental Advising



Kelly Ochoco

Additional Areas of Expertise: creating and maintaining online student orientation interactive video, programs presenter onsite in high schools as well as at various work fairs and main campus events, workshop leader for nursing applicants, facilitator of previous online new student orientations

Professional Development in the Past Five Years: Departmental Diversity trainings, Customer Service - Serving our Students training, Service Mindset training, Oregon Academic Advising Association state conferences, Bi-annual College In-services

State proposed development and reasoning: Attending state, regional and national conferences; interdepartmental in-services to establish and maintain communication and innovative collaboration; the college committing to hosting more events on campus

Academic Advising philosophies/pedagogies utilized (if any):
Proactive Advising, Prescriptive Advising, Developmental Advising



Claudia Riumalló

Additional Areas of Expertise: Working with students of diverse backgrounds, socioeconomic, gender, ethnic and physical ability. Working with students focused on trades. Working with First Generation students, high stressed students , i.e: coming from incarceration systems, through unemployment systems (Trade Act, Vocational Rehab., TUI programs)DACA students. Bilingual and bicultural LatinX-US American, native speaker of Spanish and English.

Professional Development in the Past Five Years: Unconscious Bias training, Emotional Intelligence training, Dependable Strengths training, Departmental Diversity trainings, Customer Service - Serving our Students training, Service Mindset training, FERPA training, NACADA Academic Advising Approaches training, working with DACA students training. College inservice training.

State proposed development and reasoning: Improving equitable support and college integration for all students at the college, transferring and non-transferring students. Moving beyond the talk about diversity and inclusion to its application. Attending state, regional and national conferences; the college committing to hosting more events on campus.

Academic Advising philosophies/pedagogies utilized (if any):
In my more than 10 years experience as an academic advisor, in TRIO programs, four year institutions, and community college I have developed a multi-dimensional and intentional style of academic advising approach. I utilize various theories of academic advising, such as Developmental theories, Academic Advising as Teaching, Learning-Centered advising, Advising as a Coach, and Appreciative Advising theories to provide students with a holistic intentional and individualized approach to students' academic, career , and professional goals.

b. Part Time

Daniela Cardenas- Riumalló

Additional Areas of Expertise: BFA in painting and minor in Spanish. Bilingual, and bicultural. Native Spanish speaker. Spoke in Spanish with students in advising sessions. Working with students that are interested in the Art fields. Working with students of diverse backgrounds, socioeconomic, gender, ethnic and physical ability. Strong understanding of hidden disabilities. Maintained first term guides.

I am a non-credit instructor at the UO Craft Center and Intern at Ditch Projects Gallery currently since 2018

Professional Development in the Past Five Years: Fall In-Service 2019. Ferpa training. Welcome to lane orientation. Safe Colleges training.

State proposed development and Reasoning: Being able to potentially do more career development training. the college committing to hosting more events on campus

Academic Advising Philosophies/pedagogies(if any): Developmental Advising. As a new academic advisor I am learning new philosophy/pedagogies with seasoned Advisors that I am working with.

- c. Administrators
Rodney Brown, Project Coordinator
Kathleen Fuller, Student Advisor 1

3. *Identify current schedule for performance review and classified staff evaluation. See the dean for details.*

- a. Evaluation of Full Time
 - i. There is currently no process or timeline for evaluating full-me staff beyond the initial trial service period.
 - ii. The supervisor of the advising team should establish a regular review cycle for evaluation of employee performance for full-time staff.
- b. Evaluation of Part Time
 - i. There is currently no process or timeline for evaluating part-time staff beyond the initial trial service period.
 - ii. The supervisor of the advising team should establish a regular review cycle for evaluation of employee performance for part-time staff.

PART E: Facilities, Equipment, and Technology

1. *Identify facilities allocated to the program (including the facilities often used by the department/program).*

- Personal offices (11) located across campus (decentralized)
- Department admin is located in department lobby of counseling
- Access to counseling breakroom - where employee mailbox is housed
- Access to department breakroom
- Access to classrooms for meetings
- Access to computer labs for orientations and workshops
 - previous priority access to computer lab in 19/261

Discuss the quality and accessibility of the facilities, equipment, equipment maintenance, and materials available to the program.

Each academic advisor has their own, unique office space varying in size and amenities. Our offices are strategically located near the academic division(s) we advise for. Our offices are accessible by stairs and elevators though navigating the two and half levels outside buildings can be a bit confusing for new students. The access to some elevators is hindered thus not in compliance with ADA. Some advisors have additional support outside of their offices that serves as a reception desk while most do not. Being decentralized can be

confusing for students. But it also can be a benefit since we are based in buildings where our advisees are taking some classes.

Academic Advising is officially housed in building 1, room 103 where other Student Success units are located. This is accessible again by stairs and elevator and is visible from the main entrance to this Student Services building. Our administrative employees are located here, including reception, student navigation, administrative, and supervisory support. This is a shared space with the Career Exploration Center, Counseling, First Year Experience, Academic Progress Standards, Admissions, and Student Affairs Administration. We have access to a small break room that is open to the space and used regularly by many staff, not just advising. There is one refrigerator, sink, microwave, toaster, and coffee pot available. Advisors also have access to the break rooms in their academic divisions. This comprehensive space where collaboration and hands on support can happen is nice for students. It also can cause confusion since Advising is based there but no advisors are actually working in an office in this space.

Advising collectively uses a variety of classrooms and computer labs on campus for group advising, meetings, training, and student workshops. Typically we are in smart classrooms in case we need to use the technology available. The classrooms are located all around campus and have typically included Building 1, 2, 17, 19, 30. Some advisors visit classes throughout the year to inform students of advising support, career pathways, resources, important dates, etc. Nursing advisors host workshops for the application process in building 4/250. The classroom is a smart classroom and serves their needs. In order to schedule meetings/advising sessions in these spaces we need to request this through the Student Success division admin or Advising admin. Some of these spaces are very old and outdated, which can limit our choosing to use the space. For example some rooms in building 17.

For specific larger events, like the Resource Fair, Welcome Day, and previous larger scaled New Student Orientation sessions, advisors utilize a table in the Center for Meeting and Learning ballrooms and in open space in Center building, the Gymnasium, or outside in or near Bristow Square. These spaces are accessible by stairs and elevators as well though not always the easiest to navigate the outside space.

Physical equipment utilized by advisors on a daily basis include: a computer, monitor(s), printer, copy/scanning machines in academic divisions and Student Success, telephone, webcam/speakers, trash/recycle/shred bins, and technological programs (as outlined below). This equipment quality can vary from advisor to advisor as can the equity in distribution. For example, some of us have two monitors while others do not.

Advisors are responsible for recognizing and requesting any support for maintaining equipment and office space. In years past, we had administrative staff who would help coordinator support for getting a computer fixed, putting in work orders, and software support (SARS). More recently, advisors work pretty autonomously in resolving these issues and can utilize a staff member for ordering materials. At times, this can be challenging to navigate without a reference document of which office can help us with what issue.

Advisors have access to materials (such as printer paper, pens, pencils, highlighters, markers, sticky notes, paper clips, stapler, print copies of advising handouts, filing and organizational tools, etc.) in building 1, rooms 103 and some advisors may utilize resources in their academic divisions main offices as well. The quality of these materials can vary. Some of the filing and organizational items may be older while everyday items like pens and sticky notes are ordered new.

Since March 13, 2020 due to COVID-19, advisors offices have been based at home. Advising sessions have been via email, through a 30 minute Zoom advising appointment, or phone call. In these circumstances, advisors' offices and access to equipment and materials varies a bit. Some equipment may vary from advisor to advisor, including ergonomic (office) chair, desk or table, computer, internet, printer/scanner, shredder,

phone, monitors, office supplies, and space conducive to our work responsibilities. Non-student meetings are held through Zoom, phone, or google hangouts.

2. Describe the use and currency of technology used to enhance the department/program.

Each academic advisor has:

- Desktop computer (keyboard, mouse, tower)
- At least two computer monitors (some have three)
- Webcam
- Microphone
- Speakers
- Printer
- Access to copy machine
- Access to smart classrooms
- Microsoft Office Suite, Google Suite, Adobe
- Banner, Scheduling and Reporting System (SARS), Google mail, Acalog Catalog System

Identify projected needs and rationale.

- shredders - to shred confidential documents
- scanners - to import hand copies of documents to store in drives
- portable technology (ipads, chromebooks, etc.) - for meetings, advising outside of office
- check-in systems for students to add themselves to waiting lists (receive reminders, etc.)
- expanded use of editing web pages

From the ideal survey, there was 100% consensus among advisors for the following:

- Ability to be mobile - conduct advising outside of personal office
- Allow for personnel to have access to training and support for technology use.
- Maintain multiple modes of advising resources including, but not limited to, physical handouts, online, PDF's, etc.
- Maintain multiple modes of communications including, but not limited to, phone, text, and web chat.

Similarly, there was 90% agreement in the following areas of technology needs:

- Be inspected on an established cycle and is in compliance with codes, laws, and established practices for accessibility, health, safety, and security.
- Have an IT liaison for all Advising project work
- Have timely updates to websites
- Use technology that allows users to communicate sensitive info in a secure format

3. If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

Many career technical programs have advisory boards and advisors participate intermittently, upon request with enough notice. This is currently not in the scope of responsibilities advisors are expected to fulfill, but there may be value in exploring allowing advisor attendance, on a case by case need.

PART F: Current Finances and Future Needs

1. What advisor/staff positions will be needed in the next five years in order to maintain or build the department?

- The college reports that advising ratios are about ~1:1010 (IRAP 2018). According to NACADA and other best practices, community college ratios should be about ~1:296. Complicating this further is the Guided Pathways work that will add extra strain and stress to the already limited advising resources. With a case management approach, many best practices demonstrate a ratio of about ~1:111. The college will need to invest in more advising personnel over the next five years to successfully grow the department and improve student success. Some proposed priorities are below:
 - Hire 3 more Full-Time advisors: 1 in Health Professions, as their numbers not only warrant, but demand, 1 in Advanced Technology advisor, and move the part-time position to a full-time position for the Arts advising team for equity purposes. See costing table provided by the Office of Budget and Resource Planning:

Advising Budget Request Table

	Position	Estimated Salary	W/OPE
Year 1	Full-Time Advisor	\$ 49,833	\$ 82,224
Year 2	Full-Time Advisor	\$ 50,830	\$ 83,869
Year 3	Full-Time Advisor	\$ 51,846	\$ 85,546
		\$ 152,509	\$ 251,640
2% COLA applied to each year for modeling purposes			
FT Contracted OPE remains 65% over the three years			

- An equity review of caseloads and numbers conducted by the Dean/Director to discuss and implement any potential reassignment.
 - In addition: A reallocation of campus personnel who are underutilized, other advisor 2 classifications (i.e. success coaches, advisors in other areas of campus with smaller student:advisor ratios, with all appropriate training being prepared in advance and evaluated) to help offset the egregious ratios advisors are currently experiencing.
- Hire Advising Support Staff, specifically for IT/Administrative concerns for the department.
 - In addition to normal position duties, this position would be responsible for compiling trends in the advising department in regards to data on a regular basis (weekly, monthly, quarterly, annually). This person would also be responsible for ensuring consistency in reporting and appropriate follow-up for reason tag codes with advising staff, as well as bringing discrepancies or concerns to the Dean's/Director's attention.

2. Identify budget allocated for the department/program through the division budget. Discuss its adequacy and needs if applicable along with rationale.

Identify any external funding the department/program receives and describe its primary use.

Advising Budget, last 5 years

<i>Year</i>	<i>Full Time Advisors</i>	<i>Part time Advisors</i>	<i>Grant budget (Perkins)</i>	<i>Advising Support Staff</i>
2016	\$255,793	\$53,810	\$50,111	\$176,808
2017	\$381,420	\$50,000	39,531 (last year for Perkins)	\$190,948
2018	\$500,822	\$46,108	0	\$143,174
2019	\$525,074	\$57,000	0	\$148,617
2020	\$571,535	\$51,600	0	\$152,702

Due to the many reorganizations that have happened recently, neither department nor the office of the Budget and Resources Planning were able to extrapolate budgets for other items beyond staffing. These areas include, but are not limited to: Materials and Supplies, Professional Development and Conference Attendance, Professional Affiliation fees (for the college and individual, such as NACADA and its state affiliate Oregon Academic Advisors Association (OAAA), as well as expenses related to travel and articulation reimbursements. These costs and projections are not available with this report, but it is tantamount to advisor success, which translates to student success, to keep updated with these professional standards and affiliations.

In terms of finances, advisors were asked about their ideal program, without worrying about budgetary concerns. Advisors were asked about Financial Resources and responded respectively:

FINANCIAL RESOURCES - In our ideal AAP, the following would be funded (check all that apply):

100% favored:

- Best practice staffing (advisor/student ratio)
- Department In-service/retreats
- Team-building efforts
- Technology

90 % favored:

- Overtime
- Professional Development

3. What facilities and infrastructure will be needed in the next five years in order to maintain or build the department? Provide specific purpose and rationale.

When advisors were asked about centralized, decentralized or a hybrid option for a dedicated advising space, the results were:

- 90% favored: combination of a centralized location with offices around campus
- 50% favored: one centralized location on campus
- 20% favored: 100% decentralized locations throughout campus

Advisors were asked: “The following would exist in our ideal advising program (check all that apply)”

From the survey, there was 100% consensus among advisors for the following:

- all desks have sit/stand option

- have ergonomic specialists evaluate space
- be safeguarded to provide privacy to our work

Similarly, there was 90% agreement in the following areas of technology needs:

- be in a designated office suite space
- Have a front desk support staff
- be private offices

Among advisors, there was consensus that no one wanted the following from the ideal survey:

- be shared co-working offices

FACILITIES AND INFRASTRUCTURE - in an ideal AAP, Academic Advising Teams would be distributed... (check all that apply):

When advisors were asked the above question,

- 100% responded: By equitable assigned case-load
- 90% responded: Career Communities as listed
- 10% responded: Only Advise in one type of pathway (i.e advise CTE only, doesn't see transfer)
- 0% responded: No change to current distribution

For Future Needs, advisors reviewed full results of the CAS Self-reflection survey and analysis. The full results can be found in [Appendix F](#).

The program review team also gathered information, consistent with a consensus-building approach about what an ideal program for advising looks like through a lens of CAS standards and NACADA. The full results can be found in [Appendix G](#).

PART G: Additional Information

Describe any other pertinent information about the program that these questions did not address.

Guided Pathways is a framework model that Lane has adopted that has heavy implications for the practice of advising, as well as what will be expected in this new pathways model. Advisors are currently represented on the following Guided Pathways Committees: Steering/Coordinating Committee, Data Committee, First Year Experience Committee, Internal Communications, On-Ramping, Career Communities, as well as many committees that are no longer meeting, such as cross-campus communication and collaboration committee. Any increased workload will need to be addressed and negotiated as a team effort from the entire Student Success division. This will be another shift for the advising team. The college has shifted strategic directions several times, and this has resulted in organizations changes. In three years, the advising team has been supervised by three different supervisors with varying knowledge on academic advising practices. These have had implications for team morale and trust in systematic changes.

PART H: Annual Assessment

Currently, an academic advising departmental annual assessment is not being produced. Moving forward, the program review team should create a template to recommend to the advising department to track important benchmarks for each year, including, but not limited to:

- Advising Contacts: in-person (drop-in or appointment), email, Zoom (drop-in or appointment), phone calls
- Releasing Advising holds: both first time in college and prior college
- Success rates of students (GPA, completion rates, graduation rates, retention) of students who interacted meaningfully with advising and those who did not
- Workshop attendance: including pre-application workshops, registration hour, transfer, pre-nursing, etc.
- New Student Orientation: how many students advising holds get released through this annually (in-person and online)
- Evaluation metrics and assessment
- Review of previous goals and new goal-setting (SWOT, SMART, etc.)
- Alignment to college biannual strategic directions (or commitments to action)
- Qualitative Data and Feedback from student

PART I: External Reviewer Report

In compliance with the standards of program review, the Academic Advising department underwent a search for an external reviewer. Members of the Self-Study team, as well as other advisors and professionals on campus were asked to provide names or possible contact information for a person who could serve as an external reviewer preferably with some, or all, of the following experiences: Advising, Program Review, Guided Pathways, and External Review Experience. After reaching out to local professional organizations such as the Oregon Academic Advising Association (OAAA) and the American Association Women in Community Colleges (AAWCC), we were able to secure Lauren Smith, the Dean of Student Development at Portland Community College (Southeast Campus). An agenda and date were agreed upon for Friday, September 25, 2020 from 8am to 5pm to meet with key stakeholders throughout the day. The full agenda and stakeholders can be found below:

Suggested Date of External Review completion: by September 30, 2020

Revised schedule from Lauren update, August 19, 2020

Time Allotment	Group
1 Hour 8:00am-9:00am	Academic Advising Program Review Self-Study Committee
1 Hours <i>1.5 or 1 hr. 15 mins. would be great</i> 9:00am-10:30am	Department Advisors - Full Group

10:30am-10:45am	Break
1 Hour 10:45-11:45	Supervisors and Management Institutional Effectiveness
½ Hour 11:45am-12:15pm	Front Desk and Administrative Staff Members
12:15pm-1:30pm	Lunch Break
1 Hour <i>1.5 or 1 hr. 15 mins. would be great</i> 1:30pm-3pm	Campus Stakeholders (TRIO, Adult Basic Skills, Secondary Education, ESOL, FYE Staff, Counseling, Admissions, Enrollment, FinAid, Academic Skills and Services, Career Exploration Center, Campus Resource Centers, Guided Pathways Team Members, Student Leadership (Identity-based))
30-45 Mins. 3:00pm-3:45pm	Academic Departments (Faculty, Program Coordinators, Administrators)
3:45pm-4pm	Break
1 Hour 4pm-5pm	Current Students and Alumni

The reviewer was provided with a template for guiding questions and principles provided by Tammie Stark in Planning and Institutional Effectiveness that can be found here:
https://drive.google.com/file/d/1ffPTU0L5Py6CWm_pl6h5-3rbiWhcfAdu/view

The reviewer submitted their final report and materials on September 30, 2020 in alignment with the agreement.

The unredacted report from the reviewer’s site visit can be found below:

Lane Community College (LCC) - Academic Advising Program - Program Review

External Peer Reviewer Comments and Recommendations

External Reviewer: Lauren Smith, Dean of Student Development - PCC Southeast Campus

September 30, 2020

1. Program Information

A. Are the core purpose and functions of the program clearly described?

- Exemplary
- **Developing**
- Inadequate/Needs Attention

Comments

A mission statement is provided for the Academic Advising Program (AAP), which was last created and revised in 2013 and names student goal planning as a key outcome, along with the use of a holistic approach. The Reviewer agrees with the recommendation to review and update the mission statement as a consistent and ongoing process. This work could include reference to NACADA best practices and CAS standards, but also the use of verbiage associated with Guided Pathways and a more thorough definition of “holistic”, in alignment with a broadly accepted and utilized Academic Advising philosophy. Additionally, consideration of AAP values and vision, could also be included along with the mission statement and updated with the same timeline as the Program Review process. Lastly, in consideration of the COVID pandemic and move to remote operations, the functions of the program may have shifted considerably. This represents a rationale for continuous improvement and a way for the mission, vision, and values statements to stay fresh in the mind of the practitioners and as socio-political and cultural changes occur.

B. Is the program aligned with the college mission, core values, core themes and strategic directions?

- **Exemplary**
- Developing
- Inadequate/Needs Attention

Comments

The alignment and both indirect and direct support of Lane Community College’s (LCC) five strategic directions or Commitments to Action (CTA) by the AAP for the current strategic planning cycle were made incredibly clear in the Program Review. Each strategic direction was listed in the review, along with clear evidence of AAP’s support and commitment. Areas of growth for the future and opportunities for increased connection to the strategic directions were also mentioned and highlighted as future goals throughout the review.

Exemplary examples of the alignment to LCC's strategic directions include the AAP's work with the Campus Partners meetings to improve communication across the college, and the engagement and interaction with all new students before enrollment (extraordinary service).

Areas of opportunity largely exist within the strategic direction key strategy of "expanding Advising and Academic Planning Services", which could lead to additional staffing for the AAP, allowing advisers to practice a more holistic approach with students, and help to establish the AAP as leaders and key stakeholders in LCC's implementation of Guided Pathways. The Reviewer also agrees with the Executive Summary recommendation to create an internal AAP biannual strategic plans, that coincide with the LCC's Commitments to Action. This work would ensure that the department maintains alignment with broader college-wide goals and is a participant in a continuous improvement process already embedded into practice at LCC.

The College Mission was mentioned briefly at the start of the review document, along with a statement indicating that the committee remained cognizant of the mission to ensure all programs were in alignment. It is understandable that the strategic directions took priority and the institutional values (i.e. collaboration, accessibility, diversity) are clearly woven throughout the review. This could be explicitly stated at the start of the report as well.

C. Does the program description provide evidence and understanding of:

a) Academic offerings, program and curricular outcomes

1. Exemplary 2. Developing 3. Inadequate/Needs Attention

Outcomes for the AAP is an area of development, including a recommitment to the collection of feedback from services offered (i.e. Orientations, Workshops, etc.) and developing methods and processes to consistently track and tag student interactions. Continuing to work with Institutional Effectiveness to establish metrics determining AAP's impact on student success rates (GPA, persistence, retention, course completion) would also be an improvement and way to show impact and effectiveness, as well as achievement gaps, if the data was disaggregated.

b) Services offered

1. Exemplary 2. Developing 3. Inadequate/Needs Attention

A thorough description of services offered in the AAP was given in multiple places throughout the review, including the history and timeline for the department, the CTA section under Strengthened Community, where engagement opportunities and partnerships were listed, as well as under the 5 New Initiatives section and in complete review in the Part B: Programs and Services section.

c) Enrollment, students, customers served

1. Exemplary 2. Developing 3. Inadequate/Needs Attention

The student demographic information was a highlight of the Program Review and included student headcount/enrollment broken down by credit/non-credit, gender, race/ethnicity, pell/first generation, age, and part-time/full-time status. Program specific information was also provided and included hold data, orientation completions, student contact data (including an Adviser specific breakdown and reason for visit codes) and a complete analysis and set of recommendations.

Areas of development were mentioned in the review and include the inclusion of non-binary gender orientation, the creation of standard operating procedures to tag and record student interactions with the AAP, and annual collection and review of the data to identify trends and inform department goals and strategic planning.

d) Faculty, staff and management organizational structure, credentials and staff development

1. Exemplary 2. Developing 3. Inadequate/Needs Attention

This section was completed well and included a mini-biography of each staff member in the program with area(s) of expertise, professional development activities and proposed development. It was interesting to see the various pedagogical and philosophical approaches to advising and one possibility the group could explore in the future is an alignment on specific approaches and definitely centering on a holistic approach, moving from the transactional approach due to large caseloads.

Due to the changes in leadership, staff evaluations have not been completed, which is a major area of future development. There is currently no process or timeline for evaluating full or part-time staff and there is a clear stated goal to establish a regular review cycle for employee performance reviews and evaluation. Consistent leadership will help with this critical endeavor.

e) Location, facilities and equipment

1. Exemplary 2. Developing 3. Inadequate/Needs Attention

The information provided on the locations, facilities, and equipment was incredibly helpful in understanding current state, challenges, and future goals for the AAP. Space was mentioned throughout the report and several times during the interviews and is an area of emphasis once staff return to campus and in future campus planning. Specifically, consideration of how best to use the centralized space - if it's still needed - and the development of a reference document or map to guide students to specific offices would be student-centered improvements. Another minor enhancement to the review could also be photos of the spaces or maps/diagrams showing the various locations, possibly in the appendix. Lastly, a

possible next step could be the completion of an Environmental Scan through a Trauma Informed Care lens, for all spaces that students use. This would represent a valuable way to include student perspective and voice in the review, centered on an equity-based practice, and provide clear action Steps for future improvements.

f) Funding, budget and financials

1. Exemplary 2. Developing 3. Inadequate/Needs Attention

The Current finances and future needs section included a budget allocation for the AAP, ranked funding priorities (including facilities and infrastructure) and a projection of future staffing needs, presented with a phased approach, adding Advisers over several years. The nod to Guided Pathways and the investment in Advising needed to successfully implement that initiative, as well as the suggestion for reallocation of staffing from other areas were important recommendations that also came up in interviews. In the future, an investment in professional development, training, and tracking systems will also be needed within the AAP, in addition to staffing, which was called out as tantamount to adviser success in the report. It is unfortunate that budgets beyond staffing were not available due to the various reorganizations that had occurred. This could be an improvement to the report, in the future.

g) Partnerships, collaborations, advisory councils, associations and memberships

1. Exemplary 2. Developing 3. Inadequate/Needs Attention

Campus Partner Meetings were consistently mentioned and celebrated as a strong and effective method to increase campus partnership, stakeholder engagement, and to improve communication both to and from the AAP. This is an initiative that could continue to evolve and recommendations would be to include notes or even recordings of the sessions and the establishment of a space to collect and house information presented. Examples of these efforts in progress include follow-up emails and a COVID newsletter to supplement the meetings.

Professional memberships and organizations were also outlined and are relied upon by the AAP to keep informed of best practices and national trends. Membership affiliations include the National Academic Advising Association (NACADA) and the Oregon Academic Advising Association (OAAA). These connections are critical and an important part of a practitioner's professional development and growth, as well as a chance for team and community building. Continued engagement is recommended and possibly, a formal approach for ways that Advising team members can bring this information back to the department and put it into practice.

While not an "official" Advisory Council, the Reviewer would also suggest inclusion of the Articulation Agreement work in this section. This work relies on partnership with four year institutions and those relationships and the process used to create formal agreements and transfer guides is incredible and was highly praised by LCC colleagues during the interviews.

It was also suggested that this work and the transfer guides are published online, in order to spotlight the work being done - It is exemplary.

h) Program certifications, accreditations and awards

1. Exemplary 2. Developing 3. Inadequate/Needs Attention or N/A

The AAP does not require any additional special accreditation or certification by any certifying agency, although the Reviewer was curious if there is AAP participation in the larger institutional accreditation through the Northwest Commission on Colleges and Universities (NWCCU). This may be something to consider in the future.

i) Substantive change since last review if applicable

1. Exemplary 2. Developing 3. Inadequate/Needs Attention or N/A

Not Applicable

2. Environmental Scanning

A. Does the review demonstrate a depth of understanding of environmental issues and their impacts/potential impacts?

1. Exemplary 2. Developing 3. Inadequate/Needs Attention

Environmental issues and potential impacts were identified and addressed in the LCC Commitments to Action - Strategic Direction 5: Financial and Environmental Stewardship, as well as in the facilities and equipment review. Growth in this area for the future could include Adviser membership on the LCC Sustainability Committee, stronger participation in the development and implementation of the Climate Action Plan and Climate Commitment and institutionalizing sustainable and environmentally sound practices that have arisen due to the move to remote operations, such as using shared drives and continued remote advising.

B. Does the review explain relevant changes in the academic field/industry using evidence?

1. Exemplary 2. Developing 3. Inadequate/Needs Attention

There was mention of exploring Adviser participation on the Career Technical Program Advisory Boards, which would support awareness of relevant industry needs. The emphasis on continued membership and participation in professional organizations such as NACADA and the OAAA will also support the review of relevant changes and trends in the advising field.

C. Does the review explain how these changes will impact the program?

1. Exemplary 2. Developing 3. Inadequate/Needs Attention

Mention of the value that could be added through participation on an CTE Advisory Board was minimal. However, elevating and highlighting the importance of maintaining membership and connection to Professional Organizations, was woven throughout the Program Review (including the staff biographies) and included as a funding priority.

**D. Are there important environmental considerations missing from the analysis?
(Please describe)**

With the COVID-19 pandemic, environmental health and safety will likely become a large consideration for all of LCC, and especially so in a high touch area like Advising. While understandable that this was not in the current Program Review, due to the timing of the report, it may be an important area of emphasis in the future.

3. Key Performance Indicators

A. Do the indicators selected clearly and comprehensively address the program's core purpose?

1. Exemplary 2. Developing 3. Inadequate/Needs Attention

The data collected for the review was hard to rely on and it was reported several times in the review and in stakeholder interviews that the back-end systems (i.e. SARS, Banner) don't necessarily "talk to each other". Examples of data that was unavailable and that would have been helpful to assess the effectiveness in accomplishing the AAP's core purpose include comparison data on students who use advising versus students who did not and the impact of a visit to Academic Advising and support from an adviser on a student's GPA, persistence, retention, and completion.

Other indicators to demonstrate the achievement of student learning outcomes that have been used include an Advising Syllabus and established Goals for the New Student Orientation. Efforts should continue to improve these processes and feedback methods and to encourage adoption from all stakeholders.

B. Do the indicators selected align with institutional indicators as appropriate? (e.g. core theme indicators, strategic direction goals)

1. Exemplary 2. Developing 3. Inadequate/Needs Attention

It is understood that this is part of the reason the Program Review was initiated and a review cycle developed. In practice, the work of the AAP aligns with the Strategic Directions of LCC and there are several anecdotal examples of this, without clear data and indicators (yet). Data collection, tracking, review, and analysis across all areas and practices within Academic Advising is a clear goal that has emerged through this process.

C. Is the data provided through the indicators clearly described and presented?

1. Exemplary 2. Developing 3. Inadequate/Needs Attention

D. Do the indicators effectively create a framework for benchmarking and evaluating program success?

1. Exemplary 2. Developing 3. Inadequate/Needs Attention

Work is continuing in both C and D above and will require advocacy by Student Affairs leadership and partnership with Institutional Effectiveness. Emphasis should be placed on tracking/tagging interactions within the AAP, determining methods to access student success rate data (i.e. GPA, course completion) and on collecting and analyzing student and stakeholder feedback whenever possible.

E. Do you recommend any additions, edits or deletions from the indicators presented?

No

Comments

It was mentioned in the stakeholder interviews that Community College Survey for Student Engagement (CCSEE) data would have been helpful to include and would have allowed for more of a student focus. Utilization of this data, and especially data collected from students post-COVID would be incredibly valuable for the team moving forward.

It appears that progress will be made in the availability of data in the future, and this will require a champion and advocate within the AAP leadership to support tracking, tagging, and data analysis efforts. Continuing to investigate and define ways to collect and present student impact data (i.e. persistence and retention, attempted vs. earned credits, cost of students taking unnecessary courses/max time frame) in connection with the utilization of services in the AAP will be critical, as will the disaggregation of this data to identify opportunity gaps and the success rates of marginalized populations.

A more programmatic indicator need comes in basic student tracking and case notes. While there is available access to a system for these tools, this is not a requirement for staff and not everyone has received training. It is essentially up to an individual adviser to track their interactions and in their own way. Not only would a consistent and automated approach to tracking improve access to data and program indicators (i.e. number of students served,

high/low traffic points during the day, common reasons for a visit), it would also help present a strong case for additional advisers.

4. Program Reflection and Assessment

A. Does the review present prior recommendations and their status, if applicable?

Because this is the first review of the Academic Advising Program completed at Lane CC, prior recommendations are not available.

B. Does the review present strategies, projects and initiatives and description and evidence of their potential impact?

1. Exemplary 2. Developing 3. Inadequate/Needs Attention

The Program Review report represented the ideal future goals, recommendations, and the potential impact, including phased plans for additional staffing to accomplish program objectives, a call for consistency in data collection and how program data is reviewed and put into action, an effort to grow stronger partnerships and networks across campus, and an opportunity to share reports and assessments with college leadership in order to acquire additional support and mobilize administration behind a “call to action” for the future of the AAP. This call to action and road map for the future could lead to an increased investment into Academic Advising, which ultimately is an investment in student success at Lane. As the AAP impacts students persistence and retention at LCC into the future, and the data showing this impact is clear, this could also be monetized to show the dollar figure impact of academic advising and hopefully, be reinvested in the continued scaling up of what works.

C. Does the review provide a thorough analysis of key performance indicators and trends?

1. Exemplary 2. Developing 3. Inadequate/Needs Attention

Continued partnership with Institutional Research and leadership support is needed to access and analyze key performance indicators in the AP and create reports that are readily available so that trends can be determined.

D. Does the review provide a clear description and evidence of progress toward goals?

2. Exemplary 2. Developing 3. Inadequate/Needs Attention

Perhaps the best example of this can be found in the Academic Advising Program and Service Review Cycle 2020-2024. Following through with this process and steps in the review cycle will ensure progress towards the AAP’s goals. An analysis and

recommendation was also included in several sections of the Program Review, including enrollment patterns and department/program productivity.

Comments

Starting this review process with the primary inquiry and focus - Is advising doing a good job? was incredibly effective and provided a clear and manageable goal for the program review. The approach the Self-Study Committee took was also focused on pragmatic solutions and a desire for consistency on many fronts, including departmental practices, data collection, and long-term college support and investment in academic advising.

5. SWOT/Current State Analysis

A. Does the current state analysis present a clear picture of issues, strengths weaknesses, opportunities and threats?

*i. 1. Exemplary 2. **Developing** 3. Inadequate/Needs Attention*

Comments

Strengths, weaknesses, opportunities and threats existed throughout the report, even when not explicitly stated under those headings. Issues and opportunities were presented very clearly in the recommendations within the executive summary, the history of the AAP, and the future needs analysis near the end of the report, which included prioritized opportunities. Additionally, a CAS self-reflection survey and analysis was included, which indicated progress in meeting the standards and individual feedback from Advisers. A summary of these items in one place may have been helpful allowing for a clear SWOT analysis and understanding, but they were all within the report and under the appropriate heading.

6. Key Findings and Program Opportunities

A. Are key findings that arose from the analysis and review process clearly presented?

*i. 1. Exemplary 2. **Developing** 3. Inadequate/Needs Attention*

Key findings came in several forms and were spread throughout the report, some as an analysis and recommendations, some as a clearly articulated and mapped out plan for the next several years, and some as a review and summary of Adviser feedback and priorities. The responses provided in the Program Review adhered to the questions and areas presented, and the Executive Summary also provided recommendations/key findings.

B. Does the review provide a clear direction and vision for the program moving forward?

i. 1. Exemplary 2. Developing 3. Inadequate/Needs Attention

The direction and vision for the future of the AAP was given in the prioritization and naming of the five vital services areas and the suggested review cycles steps and timelines that followed. Participation in the implementation of Guided Pathways was also named throughout the report as **the** future direction of LCC and an initiative that advisers should be - and desire to be - an integral part of.

C. Does the review present specific strategies and recommendations for moving the program forward?

i. 1. Exemplary 2. Developing 3. Inadequate/Needs Attention

An analysis and recommendations were presented throughout the report and from individual staff members within results from the CAS self-reflection survey and analysis. A compelling recommendation for an annual assessment was also given, near the end of the report.

D. Do the strategies and recommendations include priorities, feasibility analysis, required resources, and other considerations?

i. 1. Exemplary 2. Developing 3. Inadequate/Needs Attention

The review includes Adviser prioritized/ranked responses to inquiries on location, infrastructure, and distribution of labor, and a feasibility analysis on possible staffing changes and additions within the AAP was provided, in order to meet the demands of Guided Pathways.

E. Is each strategy and recommendation discussed and justified in a previous section of the review?

i. 1. Yes 2. Partially 3. No/Needs Attention

Comments

A key exercise to reviewing key findings and program opportunities not mentioned above were the interviews conducted with Lane Community College advisers, leadership, and campus stakeholders. The personal narratives and additional context provided, and especially in light of changes due to COVID, were incredibly valuable and added richness to the AAP program review. Interviewees from the academic advising department in particular echoed priorities and challenges included in the program review, and personal nuances that deepened the external reviewer's understanding of the past conditions, current state and preferred future state.

4. Reviewer Commendations/Recommendations/Conclusions

Commendations:

A common metaphor in higher education is “building the plane while flying it”, and it is clear that the AAP has done just that. Because this is the first Program Review completed in this area, the team encountered many obstacles in completing their review including the absence of previous examples of the process for Student Affairs and challenges in getting the data needed to assess key performance indicators and effectiveness. The CAS standards appeared to be a useful way to define current state and identify future needs, and could be relied on in the future as an anchor for this work.

One consistent theme throughout the review and in the interviews that were conducted was the absence of a stable leadership structure, consistent expectations, and general support with the program review process. The small, yet mighty Program Review Self-Study Committee should be commended and applauded for their efforts to hold the AAP and themselves accountable and for embarking on a journey of honest and reflective continuous improvement.

As evidence of their commitment to this work, the Self-Study Committee continued to meet, even as the COVID pandemic hit, and maintained steady progress to complete the Program Review process. Synergy and momentum were maintained by using the same structure and process as pre-COVID and the Year 1 group continues to meet with the Year 2 review group to ensure implementation of key recommendations. The addition of a new Director could be a huge opportunity for the AAP and a chance to strengthen these program review efforts, to ensure they are maintained, and to keep up with the program review schedule and timeline set forth.

Recommendations:

- **Data Collection**

- As mentioned throughout this external review, it is critical that backend systems are developed to easily allow Advisers and staff to track and tag student interactions and turn this data into clear student success metrics and key performance indicators.

- **Integration and leadership within Guided Pathways Efforts**

- Increasing AAP awareness, representation, and leadership within the Guided Pathways implementation is needed, and especially so if a more intrusive approach to advising (i.e. assigned advising, proactive or mandatory advising) is determined as a goal. Best practice shows that successful Guided Pathways implementation starts with an Advising Re-Design.

- **Stabilize Leadership and Staffing Levels**

- For the first time in several years, there is a new AAP Director in the role, which is cause for excitement and optimism. While this position is grant funded through the Title III grant, there is hope for increased accountability and leadership vision for the

area. Efforts should be made to sustain this leadership structure, so as not to set back the AAP further with another management shift and vacancy.

- Advising was mentioned several times as a “catch all” for many functions and student services and supports throughout Lane, especially so during the summer months, when other areas may be off contract and unavailable. This contributes to short staffing in the AAP and the untenable caseloads experienced by advisers. An investment in AAP staffing, including the potential for reinstating PT advisers, should be reviewed into the future and especially in service to the Guided Pathways efforts mentioned above.
- Additional staffing would also allow for the move from a transactional advising model to a more holistic approach and centralized advising philosophy. Advisers reported wanting to know their students better and to have more time with them - At the current caseload levels, this just isn't possible and instead, advisers operate in “survival mode” without much time to even breath or think of how to serve students better.
- **Program Outcomes and Personal Outcomes & Goals/Performance Management**
 - Elevate and continue to prioritize the Program Review efforts - The new AAP leadership must believe in and support this work, for it to be successful long-term. Additionally, consideration of ways to incentivize membership on the Self-Study Team (similar to the faculty model) would legitimize the Program Review, as would ensuring that it is embedded in the day-to-day responsibilities of staff membership and in the Department's overall mission and values.
 - Participation in staff evaluations and performance management is a crucial improvement for the future, and could also connect back to training, development, and professional growth. Investment in professional memberships, conferences, and training would also serve as an important mechanism for staff development.

Conclusions:

Despite dramatic changes in leadership at all levels at LCC over the past several years, massive caseloads and student to adviser ratios, a declining staff morale, and most notably, a global pandemic, the Advising Team and Self-Study Program Review Committee have performed impressively. Embracing an “us against the world” mindset, they have banded together, supported each other, and completed a Program Review for the very first time. The review was reflective, honest, and thorough - It is the opinion of the Reviewer that they have accomplished their initial goal and inquiry - “Is Advising doing a good job?” and laid out a plan for how to overcome challenges and scale up their successes. If the goals, strategies, and lessons learned from this review are followed, and if the anticipated review cycle and ongoing assessment continues, the Academic Advising Program will be set up for success well into the future.

**Office of Institutional Effectiveness
Service and Program Review Process:
External Peer Reviewer Guiding Questions**

1) Was the review process inclusive? Did the process include students' perspectives and or participation?

Because the Self-Study Team was comprised of volunteer advisers, I feel that the process was as inclusive as possible and especially under the current circumstances (first time review, COVID, etc.). The interview process felt very inclusive with a variety of stakeholders engaged, even during the summer months, and the review itself included feedback from students (NSO feedback) and Advising Staff (CAS Survey). A clear goal for the AAP is to improve the collection of student feedback and the analysis of student outcomes, which will add to the student perspective and voice.

2) Was the review grounded in the use of quantitative and/or qualitative data? Is the data used appropriately?

Due to challenges with getting the quantitative key performance/student success data needed, qualitative data was more heavily relied upon in the review. The quantitative data that was provided was very helpful in understanding enrollment trends and some usage data from advising sessions, in order to get a sense of department productivity. When data wasn't available, this was called out as a critical need and goal for the future.

3) Does the review address the College's Mission, Core Values, Strategic Directions, Strategic Priorities and/or Institutional Indicators? Is it clear how the service area or program advances these tenets?

This was one of the more impressive components of the report and included the five Strategic Directions under the LCC Commitments to Action and clear evidence of how the Academic Advising Program advances the Strategic Direction. The AAP easily defined itself as an integral part of many of the areas, which was made all the more clear in the naming of the need to expand advising services.

4) Is it clear how the service area or program measures success?

In some areas, yes. For example, a recommitment to the success metrics and outcomes for the New Student Orientation (NSO) would be a critical improvement in the future, and it appears that some past work in this area may provide a foundation and starting point. As far as determining overall student success rates and impact that advising has on those indicators, this is work in progress and a clear goal for the future. For now, the data in the report represented a snapshot of the current state, including advising session and student contact numbers, codes/reasons students saw an adviser, and staff survey feedback on the CAS standards.

5) If the staff and/or faculty instruct or teach students:

a) Does the curriculum include the College core learning outcomes?

- b) Are student learning outcomes created, documented and used at the course, program and degree levels?**
- c) What types of assessment of student learning are used at the course, program and degree levels, if applicable?**
- d) How are assessment results used to improve student learning, support services, the program and/or the institution?**

One area of improvement in student learning outcomes would be within the New Student Orientation (NSO) and creating an evaluation metric for that activity. This work may occur through the possible redesign of the NSO by a Process Review Team, as well as a Guided Pathways “on-ramp” team. Other assessment methods are planned for the future.

6) Does the review result in actionable data and a plan that can be used to affect change?

The plan for change presented in the review exists largely in the five areas of vital service and the suggested review cycle steps and timeline. Actionable data is also provided in a phased plan for increased staffing and prioritization with needs for facilities and infrastructure.

7) Did the review include the use of the Equity Lens or consideration of diversity, equity and inclusion?

As the group completed the review and program evaluation, there was an effort to consider who was NOT included, which is a good first step. Growth in this area for the future could be addition of identity specific questions in the application (including gender affiliation) the ability to disaggregate all data collected by race, ethnicity, gender, socioeconomic status (based on the Oregon Opportunity Grant), etc., and an equity implementation training for all staff members within the Academic Advising Program.

PART J: APPENDICES

Appendix A: Annual Unduplicated Headcount by Race/ethnicity

Annual Unduplicated Headcount by Race/ethnicity									
Group	Race/ethnicity	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Regular Credit	Latino (any race)	1,521	1,524	1,435	1,301	1,317	1,383	1,377	1,447
	American Indian/Alaskan Native	428	370	312	234	200	170	163	142
	Asian	335	324	282	283	272	269	247	256
	Black/African American	407	395	341	276	283	229	238	243
	Pacific Islander	126	127	100	78	74	74	66	58
	White, Non-Latino	13,653	12,592	10,869	9,140	8,165	7,661	7,013	7,070
	More than 1 race	721	773	738	619	597	645	638	620
	International	342	421	455	489	561	559	569	497
	Unknown	1,917	1,793	1,391	1,047	788	697	604	446
Total		19,450	18,319	15,923	13,467	12,257	11,687	10,915	10,779
Non Credit SD	Latino (any race)	746	739	666	587	560	560	515	472
	American Indian/Alaskan Native	54	41	37	38	32	22	19	21

	Asian	88	107	95	96	89	90	83	79
	Black/African American	47	50	53	48	40	35	44	32
	Pacific Islander	17	12	11	8	9	5	10	5
	White, Non-Latino	1,277	1,045	900	814	691	611	690	670
	More than 1 race	72	82	56	51	64	90	87	68
	International	92	151	232	217	124	98	79	51
	Unknown	18	6	3	0	2	3	0	1
Total		2,411	2,233	2,053	1,859	1,611	1,514	1,527	1,399

Appendix B: Annual Data - Headcount per Age Group

Annual DATA - Headcount per Age Group									
GROUP	Age Group	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Full-Time Credit (36+)	Under 18	34	36	53	46	52	42	50	56
	18 - 19	936	869	787	777	727	857	899	902
	20 - 21	764	702	550	429	476	458	426	365
	22 - 24	672	557	489	379	313	310	265	282
	25 - 29	979	776	636	469	387	311	278	263
	30 - 34	642	522	433	291	258	205	151	158

	35 - 39	394	312	237	164	140	119	84	95
	40 - 49	515	416	338	224	153	117	110	106
	50 - 64	277	227	181	112	65	60	53	60
	65 or older	8	4	3	3	6	5	2	2
Total		5,221	4,421	3,707	2,894	2,577	2,484	2,318	2,289
Part-Time Credit (<36)	Under 18	247	220	187	145	144	160	159	180
	18 - 19	2,112	2,017	1,822	1,609	1,637	1,652	1,617	1,565
	20 - 21	2,475	2,386	2,093	1,883	1,776	1,730	1,618	1,628
	22 - 24	2,333	2,407	2,071	1,841	1,692	1,597	1,536	1,425
	25 - 29	2,308	2,219	1,987	1,692	1,575	1,491	1,390	1,433
	30 - 34	1,532	1,465	1,298	1,074	926	866	810	777
	35 - 39	947	934	794	701	587	559	481	504
	40 - 49	1,297	1,237	1,077	874	741	671	570	563
	50 - 64	912	920	808	681	529	410	352	321
	65 or older	65	92	77	72	72	67	64	94
Total		14,228	13,897	12,214	10,572	9,679	9,203	8,597	8,490
Non Credit SD	Under 18	187	216	167	166	104	94	101	93

	18 - 19	269	276	278	281	232	210	204	166
	20 - 21	237	204	195	176	160	163	159	157
	22 - 24	270	285	231	209	193	161	164	149
	25 - 29	319	305	287	280	268	221	219	199
	30 - 34	265	192	217	209	183	173	156	145
	35 - 39	228	179	172	163	145	151	159	146
	40 - 49	337	290	286	219	186	197	199	178
	50 - 64	268	259	185	137	124	126	143	139
	65 or older	29	26	33	18	15	16	23	24
Total		2,409	2,232	2,051	1,858	1,610	1,512	1,527	1,396

Appendix C: 2017-18 New Student Orientation Breakdown by Program by Term

Programs of Study	Major	Program	Summer (10)	Fall (20)	Winter (30)	Spring (40)	Total
Business and Office Professionals	Accounting	AAS: Accounting	2	26	4	9	41
Business and Office Professionals	Accounting	Assoc Arts Oregon Transfer		5			5
Business and Office Professionals	Accounting	Assoc Science OR Trf Business	4	13	1	2	20
Business and Office Professionals	Admin Office Professional	AAS: Admin Office Professional	2	2		1	5

Business and Office Professionals	Administrative Professional	AAS: Admin Professional		2	1	4	7
Arts and Communications	Advertising	Assoc Arts Oregon Transfer		3			3
Science, Natural Resources, Math, & Engineering	Agriculture Sciences	Assoc Arts Oregon Transfer		6	2		8
Science, Natural Resources, Math, & Engineering	Agriculture Sciences	Associate of Science	2	4			6
Health, Medical, and Fitness	Allied Health	Associate of General Studies			3		3
Science, Natural Resources, Math, & Engineering	Animal Sciences	Assoc Arts Oregon Transfer	3	16			19
Science, Natural Resources, Math, & Engineering	Animal Sciences	Associate of Science			1		1
Science, Natural Resources, Math, & Engineering	Anthropology	Assoc Arts Oregon Transfer		10	2	1	13
Arts and Communications	Architecture	Assoc Arts Oregon Transfer		5	6	2	13
Arts and Communications	Art	Assoc Arts Oregon Transfer	2	12	2		16
Arts and Communications	Art History	Assoc Arts Oregon Transfer		6		2	8

Industrial Trades, Technologies, Transportation, & Apprenticeship	Automotive Technology	AAS: Automotive Technology	4	28	3	4	39
Industrial Trades, Technologies, Transportation, & Apprenticeship	Automotive Technology	Cert 2Yr: Automotive Tech	2	6			8
Industrial Trades, Technologies, Transportation, & Apprenticeship	Aviation Maintenance Tech	AAS: Aviation Maintenance		8	1		9
Industrial Trades, Technologies, Transportation, & Apprenticeship	Aviation Maintenance Tech	Cert 2Yr: Aviation Maint		2		1	3
Health, Medical, and Fitness	Basic Health Care	Pathway: Basic Health Care	2				2
Science, Natural Resources, Math, & Engineering	Biochemistry	Assoc Arts Oregon Transfer		8		2	10
Science, Natural Resources, Math, & Engineering	Biochemistry	Associate of Science		2	2		4
Science, Natural Resources, Math, & Engineering	Biology	Assoc Arts Oregon Transfer		40	7		47
Science, Natural Resources, Math, & Engineering	Biology	Associate of Science		11	2	4	17
Science, Natural Resources, Math, & Engineering	Botany	Assoc Arts Oregon Transfer		3	1	1	5
Science, Natural Resources, Math, & Engineering	Botany	Associate of Science		3		2	5
Business and Office Professionals	Business Administration	Assoc Science OR Trf Business		23	4	4	31

Business and Office Professionals	Business Administration	Assoc Arts Oregon Transfer		70	10	2	82
Business and Office Professionals	Business Assistant	Cert 1Yr: Business Assistant		2	3	2	7
Business and Office Professionals	Business Information Systems	Assoc Arts Oregon Transfer		6			6
Business and Office Professionals	Business Management	AAS: Business Management	15	71	9	8	103
Science, Natural Resources, Math, & Engineering	Chemistry	Assoc Arts Oregon Transfer		8	1	2	11
Science, Natural Resources, Math, & Engineering	Chiropractic Medicine (Pre)	Associate of Science	2	2			4
Science, Natural Resources, Math, & Engineering	Chiropractic Medicine (Pre)	Associate of Science		2			2
Computer Science and Information Technology	CIS: Programming	AAS: CIS - Programming Option				2	2
Industrial Trades, Technologies, Transportation, & Apprenticeship	Commercial Unmanned Aerial Sys	AAS: Commercial UAS		4			4
Social Sciences, Social Services, and Education	Communication Disorders & Sci	Assoc Arts Oregon Transfer		4			4

Computer Science and Information Technology	Computer Engineering	Assoc Arts Oregon Transfer		5		3	8
Computer Science and Information Technology	Computer Information Systems	AAS: Computer Information Sys		6			6
Computer Science and Information Technology	Computer Network Operations	AAS: Comp Network Operations	8	14	2		24
Computer Science and Information Technology	Computer Programming	AAS: Computer Programming	10	49	8	7	74
Computer Science and Information Technology	Computer Science	Assoc Arts Oregon Transfer	4	25	4	11	44
Computer Science and Information Technology	Computer Science	Associate of Science		6	2		8
Industrial Trades, Technologies, Transportation, & Apprenticeship	Construction Technology	AAS: Construction Technology	6	31	7	3	47
Industrial Trades, Technologies, Transportation, & Apprenticeship	Constructn Trds Gen Apprntcshp	Cert 1Yr: Construct Trds Apprn		4			4
Social Sciences, Social Services, and Education	Crim Just: Juv Corrections	Cert 1Yr: Juvenile Corrections				1	1
Social Sciences, Social Services, and Education	Criminal Justice	AAS: Criminal Justice	2	36	12	4	54

Social Sciences, Social Services, and Education	Criminal Justice	Assoc Arts Oregon Transfer		47	5	6	58
Science, Natural Resources, Math, & Engineering	Crop and Soil Science	Assoc Arts Oregon Transfer	2				2
	Culinary Arts & Food Srv Mgt	AAS: Culinary Arts & Food Srv	2	45	7	3	57
Computer Science and Information Technology	Cybersecurity	AAS: Cybersecurity	2	2			4
Arts and Communications	Dance	Assoc Arts Oregon Transfer	2	6	4	1	13
Health, Medical, and Fitness	Dental Assisting	Cert 1Yr: Dental Assisting	2	36	2	2	42
Health, Medical, and Fitness	Dental Assisting	Associate of General Studies		10		1	11
Health, Medical, and Fitness	Dental Hygiene	AAS: Dental Hygiene	2	36	7	3	48
Health, Medical, and Fitness	Dental Hygiene (Pre)	Associate of Science		11			11
Health, Medical, and Fitness	Dental Hygiene (Pre)	Assoc Arts Oregon Transfer		8			8
Science, Natural Resources, Math, & Engineering	Dentistry (Pre)	Associate of Science		6			6

Industrial Trades, Technologies, Transportation, & Apprenticeship	Diesel Technology	AAS: Diesel Technology	2	25	2	3	32
Industrial Trades, Technologies, Transportation, & Apprenticeship	Diesel Technology	Cert 2Yr: Diesel Technology		2	1	3	6
	Drafting	AAS: Drafting		5	6	1	12
Social Sciences, Social Services, and Education	Early Childhood Education	AAS: Early Childhood Education	2	41	5	8	56
Social Sciences, Social Services, and Education	Early Childhood Education	Cert 1Yr: Early Childhood Ed	2	8			10
Social Sciences, Social Services, and Education	Early Childhood Education	Assoc Arts Oregon Transfer		10	1	2	13
Science, Natural Resources, Math, & Engineering	Earth, Ocean & Atmospheric Sci	Associate of Science		2			2
Social Sciences, Social Services, and Education	Economics	Assoc Arts Oregon Transfer		13	2		15
Social Sciences, Social Services, and Education	Economics	Associate of Science		1			1
Social Sciences, Social Services, and Education	Education (Elementary)	Assoc Arts Oregon Transfer	1	43		6	50
Social Sciences, Social Services, and Education	Education (Secondary)	Assoc Arts Oregon Transfer	9	36	2	4	51

Industrial Trades, Technologies, Transportation, & Apprenticeship	Electrician Apprentice Technol	AAS: Electrician Apprent Tech		13		1	14
Health, Medical, and Fitness	Emerg Medical Technician	Cert 1Yr: Emerg Medical Tech		20	3	4	27
Health, Medical, and Fitness	Emerg Medical Technician	Cert 1Yr: Emerg Med Technician		1		1	2
Science, Natural Resources, Math, & Engineering	Energy Management Technician	AAS: Energy Management Tech		2	4		6
Science, Natural Resources, Math, & Engineering	Engineering	Assoc Arts Oregon Transfer		39	3	6	48
Science, Natural Resources, Math, & Engineering	Engineering	Associate of Science		28	1	2	31
Science, Natural Resources, Math, & Engineering	Engineering Technologies	Assoc Arts Oregon Transfer		3			3
Science, Natural Resources, Math, & Engineering	Engineering Technologies	Associate of Science			2		2
Social Sciences, Social Services, and Education	English/Literature	Assoc Arts Oregon Transfer		30	1	2	33
Business and Office Professionals	Entrepreneurship	Assoc Science OR Trf Business		8		1	9
Business and Office Professionals	Entrepreneurship	Assoc Arts Oregon Transfer		6			6
Science, Natural Resources, Math, & Engineering	Environmental Science	Assoc Arts Oregon Transfer		23	2	3	28
Science, Natural Resources, Math, & Engineering	Environmental Science	Associate of Science		6			6

Social Sciences, Social Services, and Education	Ethnic Studies	Assoc Arts Oregon Transfer		2			2
Health, Medical, and Fitness	Exercise & Movement Science	AAS: Exercise & Movement Sci		12	1	3	16
Health, Medical, and Fitness	Exercise and Movement Science	Assoc Arts Oregon Transfer			3		3
Health, Medical, and Fitness	Exercise and Movement Science	Associate of Science		3			3
Industrial Trades, Technologies, Transportation, & Apprenticeship	Fabrication & Welding Tech	AAS: Fabrication & Weld Tech	5	10	4	5	24
Industrial Trades, Technologies, Transportation, & Apprenticeship	Fabrication & Welding Tech	Cert 1Yr: Fabr & Welding		2	1	1	4
Arts and Communications	Fashion Design	Assoc Arts Oregon Transfer		1		1	2
Arts and Communications	Film Studies	Assoc Arts Oregon Transfer		18	1	4	23
Business and Office Professionals	Finance	Assoc Science OR Trf Business	1	2	1		4
Business and Office Professionals	Finance	Assoc Arts Oregon Transfer		2			2
Arts and Communications	Fine and Studio Arts	Assoc Arts Oregon Transfer		27	2	5	34

Science, Natural Resources, Math, & Engineering	Fisheries & Wildlife Science	Assoc Arts Oregon Transfer	2	16		1	19
Science, Natural Resources, Math, & Engineering	Fisheries & Wildlife Science	Associate of Science		2	1		3
Health, Medical, and Fitness	Fitness & Lifestyle Specialist	Cert 1Yr: Fitness/Lifestyle Sp		5			5
Health, Medical, and Fitness	Fitness Specialist	Cert 1Yr: Fitness Specialist	1	2		4	7
Health, Medical, and Fitness	Fitness Specialist Level 1	Cert 1Yr: Fitness Spec Level 1		4			4
Health, Medical, and Fitness	Fitness Specialist Level 2	Cert 2Yr: Fitness Splst Lev 2		4			4
Industrial Trades, Technologies, Transportation, & Apprenticeship	Flight Technology	AAS: Flight Technology	2	10	4		16
Science, Natural Resources, Math, & Engineering	Forestry	Assoc Arts Oregon Transfer		7	2		9
Science, Natural Resources, Math, & Engineering	Forestry	Associate of Science	1	6	3		10
Science, Natural Resources, Math, & Engineering	Geographic Information Science	Geographic Information Science		2			2
Social Sciences, Social Services, and Education	Geography	Assoc Arts Oregon Transfer		5			5

Science, Natural Resources, Math, & Engineering	Geology	Assoc Arts Oregon Transfer		8			8
Arts and Communications	Graphic Design	Assoc Arts Oregon Transfer	4	33		1	38
Arts and Communications	Graphic Design	AAS: Graphic Design	3	32		3	38
Health, Medical, and Fitness	Health & Health Education	Assoc Arts Oregon Transfer		3			3
Health, Medical, and Fitness	Health Care Administration	Assoc Arts Oregon Transfer		1			1
Health, Medical, and Fitness	Health Information Management	Cert 1Yr: Health Info Mgmt	2	4	1	3	10
Health, Medical, and Fitness	Health Information Management	AAS: Health Info Management	2	10	6		18
Social Sciences, Social Services, and Education	History	Assoc Arts Oregon Transfer	2	19		2	23
Science, Natural Resources, Math, & Engineering	Horticulture	Assoc Arts Oregon Transfer		4	1	2	7
	Hospitality Management	Assoc Arts Oregon Transfer		2			2

Industrial Trades, Technologies, Transportation, & Apprenticeship	Hotel Restaurant & Tour Mgmt	Assoc Arts Oregon Transfer		2			2
Industrial Trades, Technologies, Transportation, & Apprenticeship	Hotel/Restaurant/Tourism Mgmt	AAS: Hotel/Rest/Tourism Mgmt		10	2	2	14
Social Sciences, Social Services, and Education	Hum Svc: Criminal Justice	AAS: Hum Svc-Criminal Justice				2	2
Science, Natural Resources, Math, & Engineering	Human Development	Assoc Arts Oregon Transfer		4			4
Health, Medical, and Fitness	Human Physiology	Assoc Arts Oregon Transfer	2	23			25
Health, Medical, and Fitness	Human Physiology	Associate of Science		1	1		2
Business and Office Professionals	Human Resources/Personnel	Assoc Arts Oregon Transfer		2			2
Social Sciences, Social Services, and Education	Human Services	Assoc Arts Oregon Transfer	2	13	3	5	23
Social Sciences, Social Services, and Education	Human Services	AAS: Human Services	5	26	4	4	39
Arts and Communications	Interior Design	Assoc Arts Oregon Transfer		12	1		13
Social Sciences, Social Services, and Education	International Studies	Assoc Arts Oregon Transfer		2			2

Arts and Communications	Journalism	Assoc Arts Oregon Transfer		28			28
Social Sciences, Social Services, and Education	Language Studies	Assoc Arts Oregon Transfer		7	1		8
Social Sciences, Social Services, and Education	Law (Pre)	Assoc Arts Oregon Transfer		9	1		10
Social Sciences, Social Services, and Education	Liberal Studies	Assoc Arts Oregon Transfer	2	7	1		10
Social Sciences, Social Services, and Education	Linguistics	Assoc Arts Oregon Transfer		9	1		10
	Lower Division General Studies	Associate of General Studies		20		4	24
Business and Office Professionals	Lower Division OR Trf Business	Assoc Science OR Trf Business	2	4	2		8
Computer Science and Information Technology	Lower Division OR Trf Comp Sci	Assoc Science OR Trf Comp Sci		18	2		20
Science, Natural Resources, Math, & Engineering	Lower Division OR Trf OSU	Assoc Science OR Trf OSU		15	3	3	21

Science, Natural Resources, Math, & Engineering	Lower Division OR Trf UO	Assoc Science OR Trf UO		25	3	2	30
	Lower Division Oregon Transfer	Assoc Arts Oregon Transfer		21	3	2	26
Science, Natural Resources, Math, & Engineering	Lower Division Science	Associate of Science	2	4			6
Business and Office Professionals	Management	Assoc Arts Oregon Transfer		14			14
Business and Office Professionals	Management	Assoc Science OR Trf Business	2	12	3	1	18
Industrial Trades, Technologies, Transportation, & Apprenticeship	Manufacturing Tech: CNC	AAS: Manufacturing-CNC Option				4	4
Industrial Trades, Technologies, Transportation, & Apprenticeship	Manufacturing Technology	AAS: Manufacturing Technology				1	1
Arts and Communications	Marketing	Assoc Arts Oregon Transfer	1	15			16
Arts and Communications	Marketing	Assoc Science OR Trf Business		9			9
Science, Natural Resources, Math, & Engineering	Mathematics	Associate of Science		5	3		8
Science, Natural Resources, Math, & Engineering	Mathematics	Assoc Arts Oregon Transfer	2	6			8
Arts and Communications	Media Studies & Communication	Assoc Arts Oregon Transfer		8	1	1	10

Health, Medical, and Fitness	Medical Assistant	Cert 1Yr: Medical Assistant	5	19	1	1	26
Health, Medical, and Fitness	Medical Imaging	Assoc Arts Oregon Transfer		10		1	11
Health, Medical, and Fitness	Medical Imaging	Associate of Science		1			1
Business and Office Professionals	Medical Office Assisting	Associate of General Studies			2	3	5
Health, Medical, and Fitness	Medical Technology	Associate of Science		6	1		7
Health, Medical, and Fitness	Medical Technology	Assoc Arts Oregon Transfer		2			2
Science, Natural Resources, Math, & Engineering	Medicine (Pre)	Assoc Arts Oregon Transfer		21		1	22
Science, Natural Resources, Math, & Engineering	Medicine (Pre)	Associate of Science		11			11
Arts and Communications	MIDI and Audio Production	Pathway: MIDI and Audio Prod			2		2
	Mobile Application Development	Pathway: Mobile App Dev		2			2
Arts and Communications	Multimedia Design	AAS: Multimedia Design	4	24	3	3	34

Arts and Communications	Multimedia Design	Cert 1Yr: Multimedia Design		2	2		4
Arts and Communications	Music	Assoc Arts Oregon Transfer		35	4		39
Arts and Communications	Music Tech & Sound Engineering	AAS: Music Tech & Sound Engr		11	8	2	21
Arts and Communications	Music Technology	Assoc Arts Oregon Transfer	1	11		1	13
	Not Declaring a Major	No Degree, Transfer or Fin Aid	12	45	8	37	102
	Not Declaring a Major	No Degree_Not Declaring Major	2			2	4
Health, Medical, and Fitness	Nursing	AAS: Nursing	9	564	52	72	697
	Nursing - Transfer	Assoc Arts Oregon Transfer	8	88	8	4	108
	Nursing - Transfer	Associate of Science	8	68	4		80
Health, Medical, and Fitness	Nutrition	Assoc Arts Oregon Transfer		9		2	11
Science, Natural Resources, Math, & Engineering	Optometry (Pre)	Assoc Arts Oregon Transfer	1				1

Health, Medical, and Fitness	Paramedicine	AAS: Paramedicine	6	38	3	5	52
Science, Natural Resources, Math, & Engineering	Pharmacy (Pre)	Assoc Arts Oregon Transfer	2	4			6
Social Sciences, Social Services, and Education	Philosophy	Assoc Arts Oregon Transfer	2	2	1		5
Health, Medical, and Fitness	Physical Education	Assoc Arts Oregon Transfer		6			6
Health, Medical, and Fitness	Physical Therapist Assistant	AAS: Physical Therapist Assist		19	1	2	22
Science, Natural Resources, Math, & Engineering	Physical Therapy (Pre)	Assoc Arts Oregon Transfer	3	18			21
Science, Natural Resources, Math, & Engineering	Physical Therapy (Pre)	Associate of Science	1			1	2
Science, Natural Resources, Math, & Engineering	Physician Assistant (Pre)	Assoc Arts Oregon Transfer		11			11
Science, Natural Resources, Math, & Engineering	Physician Assistant (Pre)	Associate of Science			1		1
Science, Natural Resources, Math, & Engineering	Physics	Associate of Science		2			2
Science, Natural Resources, Math, & Engineering	Physics	Assoc Arts Oregon Transfer		7			7

Social Sciences, Social Services, and Education	Political Science	Assoc Arts Oregon Transfer		10		1	11
Health, Medical, and Fitness	Practical Nursing	Cert 1Yr: Practical Nursing	2	16	3	2	23
Arts and Communications	Product Design	Assoc Arts Oregon Transfer		2			2
Social Sciences, Social Services, and Education	Psychology	Assoc Arts Oregon Transfer	7	99	20	9	135
Health, Medical, and Fitness	Public Health	Assoc Arts Oregon Transfer	1	2			3
Social Sciences, Social Services, and Education	Public Relations	Assoc Arts Oregon Transfer		2			2
Health, Medical, and Fitness	Respiratory Care	AAS: Respiratory Care		2			2
Science, Natural Resources, Math, & Engineering	Science (General)	Associate of Science		16	3	3	22
Science, Natural Resources, Math, & Engineering	Science (General)	Assoc Arts Oregon Transfer	2	17	4	2	25
Computer Science and Information Technology	Sim & Game Dev: Art Option	AAS: Comp Sim & Game Dev Art		8	1		9

Computer Science and Information Technology	Simulation & Game Development	AAS: Computer Sim & Game Dev	6	31		6	43
Social Sciences, Social Services, and Education	Social Science (General)	Assoc Arts Oregon Transfer	4	9	4	5	22
Social Sciences, Social Services, and Education	Social Work & Counseling (Pre)	Assoc Arts Oregon Transfer	2	18	1	3	24
Social Sciences, Social Services, and Education	Sociology	Assoc Arts Oregon Transfer		11	2	1	14
Social Sciences, Social Services, and Education	Speech & Communication Studies	Assoc Arts Oregon Transfer		4			4
Social Sciences, Social Services, and Education	Speech & Communication Studies	Associate of Science		2			2
Business and Office Professionals	Sports Business	Assoc Arts Oregon Transfer		12	1	3	16
Science, Natural Resources, Math, & Engineering	Sustainability Coordinator	AAS: Sustainability Coord		2	1	1	4
Arts and Communications	Theatre Arts and Acting	Assoc Arts Oregon Transfer	2	14	1		17
	Undecided Transfer	Assoc Arts Oregon Transfer		2			2

Arts and Communications	Undecided_Arts,Co mmunications	Associate of General Studies	5	17	1	3	26
Arts and Communications	Undecided_Arts,Co mmunications	Assoc Arts Oregon Transfer		2			2
Business and Office Professionals	Undecided_Bus,Offi ceProfession	Associate of General Studies		12	1	1	14
Business and Office Professionals	Undecided_Bus,Offi ceProfession	Assoc Science OR Trf Business		28	3	1	32
Computer Science and Information Technology	Undecided_Compute rSci,InfoTech	Associate of General Studies	2	1	1	1	5
	Undecided_Culinary Hosp,Tourism	Associate of General Studies	2	5	1	1	9
Health, Medical, and Fitness	Undecided_Health, Medic,Fitness	Associate of General Studies		33	4	7	44
Health, Medical, and Fitness	Undecided_Health, Medic,Fitness	Assoc Arts Oregon Transfer	4				4
Industrial Trades, Technologies, Transportation, & Apprenticeship	Undecided_IndTrd,T ech,Trns,Apr	Associate of General Studies		2	3	1	6
Science, Natural Resources, Math, & Engineering	Undecided_Sci,NatR es,Mth,Eng	Associate of General Studies	3	19	3	3	28
Social Sciences, Social Services, and Education	Undecided_SocialSc i,SocSrvs,Ed	Associate of General Studies	2	12	6	1	21

Science, Natural Resources, Math, & Engineering	Veterinary Medicine (Pre)	Assoc Arts Oregon Transfer	2	17	4	2	25
Science, Natural Resources, Math, & Engineering	Veterinary Medicine (Pre)	Associate of Science		16	3	3	22
Science, Natural Resources, Math, & Engineering	Water Conservation Technician	AAS: Water Conservation Tech		2		1	3
Industrial Trades, Technologies, Transportation, & Apprenticeship	Welding Processes	Cert 1Yr: Welding Processes				2	2
Social Sciences, Social Services, and Education	Writing Studies	Assoc Arts Oregon Transfer		5	1		6
Science, Natural Resources, Math, & Engineering	Zoology	Assoc Arts Oregon Transfer	2	4	1		7
		Totals	255	3240	400	413	4308

Appendix D: 2018-19 New Student Orientation by Program by Term

Programs of Study	Major	Program	Summer (10)	Fall (20)	Winter (30)	Spring (40)	Total
Business and Office Professionals	Admin Office Professional	AAS: Admin Office Professional		1			1
Arts and Communications	Advertising	Assoc Arts Oregon Transfer		1			1
Business and Office Professionals	Accounting	AAS: Accounting	1	17	0	0	18

Business and Office Professionals	Accounting	Assoc Science OR Trf Business	2	7	0	1	10
Arts and Communications	Advertising	Assoc Arts Oregon Transfer	1	0	0	0	1
Science, Natural Resources, Math, & Engineering	Agriculture Sciences	Assoc Arts Oregon Transfer	0	1	0	0	1
Health, Medical, and Fitness	Allied Health	Associate of General Studies	0	1	1	2	4
Science, Natural Resources, Math, & Engineering	Animal Sciences	Assoc Arts Oregon Transfer	0	7	0	0	7
Social Sciences, Social Services, and Education	Anthropology	Assoc Arts Oregon Transfer	0	3	0	1	4
Arts and Communications	Architecture	Assoc Arts Oregon Transfer	0	6	0	1	7

Industrial Trades, Technologies, Transportation, & Apprenticeship	Automotive Technology	AAS: Automotive Technology	3	10	1	2	16
Industrial Trades, Technologies, Transportation, & Apprenticeship	Automotive Technology	Cert 2Yr: Automotive Tech	0	6	0	0	6
Industrial Trades, Technologies, Transportation, & Apprenticeship	Aviation Maintenance Tech	AAS: Aviation Maintenance	1	3	0	0	4
Industrial Trades, Technologies, Transportation, & Apprenticeship	Aviation Maintenance Tech	Cert 2Yr: Aviation Maint	1	0	0	0	1
Culinary, Hospitality, and Tourism	Baking & Pastry	Baking & Pastry	0	1	0	0	1
Science, Natural Resources, Math, & Engineering	Biochemistry	Assoc Arts Oregon Transfer	0	3	0	0	3
Science, Natural Resources, Math, & Engineering	Biology	Assoc Arts Oregon Transfer	2	20	2	0	24
Science, Natural Resources, Math, & Engineering	Biology	Associate of Science	0	1	0	0	1
Science, Natural Resources, Math, & Engineering	Botany	Assoc Arts Oregon Transfer	0	3	0	0	3
Science, Natural Resources, Math, & Engineering	Botany	Associate of Science	0	2	0	0	2

Business and Office Professionals	Business Administration	Assoc Science OR Trf Business	1	12	0	0	13
Business and Office Professionals	Business Administration	Assoc Arts Oregon Transfer	0	11	0	0	11
Business and Office Professionals	Business Assistant	Cert 1Yr: Business Assistant	0	4	0	0	4
Business and Office Professionals	Business Information Systems	Assoc Science OR Trf Business	0	1	0	0	1
Business and Office Professionals	Business Management	AAS: Business Management	1	23	0	1	25
Science, Natural Resources, Math, & Engineering	Chemistry	Assoc Arts Oregon Transfer	0	2	0	1	3
Science, Natural Resources, Math, & Engineering	Chiropractic Medicine (Pre)	Assoc Arts Oregon Transfer	0	2	0	0	2
Computer Science and Information Technology	CIS: Programming	AAS: CIS - Programming Option			1		1
Industrial Trades, Technologies, Transportation, & Apprenticeship	Commercial Unmanned Aerial Sys	AAS: Commercial UAS	1	1	0	0	2

Computer Science and Information Technology	Computer Engineering	Assoc Arts Oregon Transfer	0	5	0	0	5
Computer Science and Information Technology	Computer Network Operations	AAS: Comp Network Operations	1	11	0	2	14
Computer Science and Information Technology	Computer Programming	AAS: Computer Programming	2	20	2	3	27
Computer Science and Information Technology	Computer Science	Assoc Arts Oregon Transfer	3	11	0	1	15
Computer Science and Information Technology	Computer Science	Associate of Science	0	4	2	0	6
Industrial Trades, Technologies, Transportation, & Apprenticeship	Construction Technology	AAS: Construction Technology	1	7	1	0	9
Industrial Trades, Technologies, Transportation, & Apprenticeship	Construction Technology	Cert 1Yr: Construction Tech	0	7	0	0	7
Social Sciences, Social Services, and Education	Crim Just: Juv Corrections	Cert 1Yr: Juvenile Corrections	1	1	0	0	2
Social Sciences, Social Services, and Education	Criminal Justice	Assoc Arts Oregon Transfer	0	18	0	0	18
Social Sciences, Social Services, and Education	Criminal Justice	AAS: Criminal Justice	1	16	2	0	19

Industrial Trades, Technologies, Transportation, & Apprenticeship	Culinary Arts & Food Srv Mgt	AAS: Culinary Arts & Food Srv	1	8	1	1	11
Computer Science and Information Technology	Cybersecurity	AAS: Cybersecurity	0	5	1	0	6
Arts and Communications	Dance	Assoc Arts Oregon Transfer	0	3	0	0	3
Health, Medical, and Fitness	Dental Assisting	Associate of General Studies	1	6	0	0	7
Health, Medical, and Fitness	Dental Assisting	Cert 1Yr: Dental Assisting	0	3	0	0	3
Health, Medical, and Fitness	Dental Hygiene	AAS: Dental Hygiene	1	20	0	1	22
Health, Medical, and Fitness	Dental Hygiene (Pre)	Assoc Arts Oregon Transfer	1	9	0	1	11
Health, Medical, and Fitness	Dentistry (Pre)	Assoc Arts Oregon Transfer	0	3	0	0	3
Industrial Trades, Technologies, Transportation, & Apprenticeship	Diesel Technology	Cert 2Yr: Diesel Technology	1	3	0	1	5
Industrial Trades, Technologies, Transportation, & Apprenticeship	Diesel Technology	AAS: Diesel Technology	0	9			9
Industrial Trades, Technologies, Transportation, & Apprenticeship	Drafting	Cert 1Yr: Drafting	0	7	0	0	7

Industrial Trades, Technologies, Transportation, & Apprenticeship	Drafting	AAS: Drafting	0	1	1	0	2
Social Sciences, Social Services, and Education	Early Childhood Education	Cert 1Yr: Early Childhood Ed	0	8	1	0	7
Social Sciences, Social Services, and Education	Early Childhood Education	AAS: Early Childhood Education	0	7	0	0	6
Social Sciences, Social Services, and Education	Early Childhood Education	Assoc Arts Oregon Transfer	0	2	0	0	2
Social Sciences, Social Services, and Education	Earth, Ocean & Atmospheric Sci	Assoc Arts Oregon Transfer	0	3	1	1	5
Social Sciences, Social Services, and Education	Economics	Assoc Arts Oregon Transfer	1	3	0	0	4
Social Sciences, Social Services, and Education	Economics	Assoc Arts Oregon Transfer		0		1	1
Social Sciences, Social Services, and Education	Education (Elementary)	Assoc Arts Oregon Transfer	0	33	1	2	36
Industrial Trades, Technologies, Transportation, & Apprenticeship	Electrician Apprentice Technol	AAS: Electrician Apprent Tech	0	2	0	0	2
Industrial Trades, Technologies, Transportation, & Apprenticeship	Electrician Apprentice Technol	Cert 1Yr: Electrician Appr	0	1	0	0	1
Health, Medical, and Fitness	Emerg Medical Technician	Cert 1Yr: Emerg Medcal Tech		13		1	14

Health, Medical, and Fitness	Emerg Medical Technician	Cert 1Yr: Emerg Med Technician		2	2	1	5
Health, Medical, and Fitness	Energy Management Technician	Cert 1Yr: Energy Mgmt Tech		1			1
Health, Medical, and Fitness	Energy Management Technician	AAS: Energy Management Tech		1	1		2
Health, Medical, and Fitness	Energy Mgmt: Building Controls	AAS: Energy Mgmt - Bldg Cntrls		1			1
Science, Natural Resources, Math, & Engineering	Engineering	Assoc Arts Oregon Transfer		35	1	2	38
Science, Natural Resources, Math, & Engineering	Engineering Technologies	Assoc Arts Oregon Transfer					
Science, Natural Resources, Math, & Engineering	Engineering Technologies	Assoc Arts Oregon Transfer					
Social Sciences, Social Services, and Education	English/Literature	Assoc Arts Oregon Transfer	1	10	2	0	13
Business and Office Professionals	Entrepreneurship	Assoc Science OR Trf Business		6	1		7
Science, Natural Resources, Math, & Engineering	Environmental Science	Assoc Arts Oregon Transfer	3	6	2	1	12
Social Sciences, Social Services, and Education	Ethnic Studies	Assoc Arts Oregon Transfer		1			1

Industrial Trades, Technologies, Transportation, & Apprenticeship	Fabrication & Welding Tech	AAS: Fabrication & Weld Tech	1	12	2		15
Industrial Trades, Technologies, Transportation, & Apprenticeship	Fabrication & Welding Tech	Cert 1Yr: Fabr & Welding		3			3
Arts and Communications	Fashion Design	Assoc Arts Oregon Transfer		10			10
Arts and Communications	Film Studies	Assoc Arts Oregon Transfer		18			18
Business and Office Professionals	Finance	Assoc Science OR Trf Business		8			8
Arts and Communications	Fine and Studio Arts	Assoc Arts Oregon Transfer	2	13			15
Science, Natural Resources, Math, & Engineering	Fisheries & Wildlife Science	Assoc Arts Oregon Transfer		6			6
Health, Medical, and Fitness	Fitness & Lifestyle Specialist	Cert 1Yr: Fitness/Lifestyle Sp	1	6			7
Industrial Trades, Technologies, Transportation, & Apprenticeship	Flight Technology	AAS: Flight Technology	1	3	1		5
Science, Natural Resources, Math, & Engineering	Forestry	Assoc Arts Oregon Transfer	3	6			9

Social Sciences, Social Services, and Education	Geography	Assoc Arts Oregon Transfer		1			1
Science, Natural Resources, Math, & Engineering	Geology	Assoc Arts Oregon Transfer	1	4			5
Arts and Communications	Graphic Design	AAS: Graphic Design		9	1		10
Arts and Communications	Graphic Design	Assoc Arts Oregon Transfer		9			9
Health, Medical, and Fitness	Health Care Administration	Assoc Arts Oregon Transfer		1			1
Health, Medical, and Fitness	Health Information Management	AAS: Health Info Management		2	1		3
Health, Medical, and Fitness	Health Information Management	Cert 1Yr: Health Info Mgmt	1	2			3
Health, Medical, and Fitness	Health Records Technology	Associate of General Studies		1			1
Social Sciences, Social Services, and Education	History	Assoc Arts Oregon Transfer		10			10
Science, Natural Resources, Math, & Engineering	Horticulture	Assoc Arts Oregon Transfer		2		1	3
Culinary, Hospitality, and Tourism	Hotel/Restaurant /Tourism Mgmt	AAS: Hotel/Rest/Tourism Mgmt		5		2	7

Culinary, Hospitality, and Tourism	Hotel/Restaurant /Tourism Mgmt	AAS: Hotel/Rest/Tourism Mgmt					
Science, Natural Resources, Math, & Engineering	Human Development	Assoc Arts Oregon Transfer		3			3
Science, Natural Resources, Math, & Engineering	Human Physiology	Assoc Arts Oregon Transfer		14			14
	Human Physiology	Associate of Science		1			1
Social Sciences, Social Services, and Education	Human Services	Assoc Arts Oregon Transfer	1	12			13
Social Sciences, Social Services, and Education	Human Services	AAS: Human Services	1		1	1	3
Arts and Communications	Interior Design	Assoc Arts Oregon Transfer		7			7
Social Sciences, Social Services, and Education	International Studies	Assoc Arts Oregon Transfer		2			2
Arts and Communications	Journalism	Assoc Arts Oregon Transfer	1	6			7
Social Sciences, Social Services, and Education	Juvenile Corrections	Associate of General Studies		1			1
Social Sciences, Social Services, and Education	Language Studies	Assoc Arts Oregon Transfer		5			5

Social Sciences, Social Services, and Education	Law (Pre)	Assoc Arts Oregon Transfer	1	11	1		13
Social Sciences, Social Services, and Education	Liberal Studies	Assoc Arts Oregon Transfer		2	1		3
Social Sciences, Social Services, and Education	Linguistics	Assoc Arts Oregon Transfer		2			2
	Lower Division OR Trf Comp Sci	Assoc Science OR Trf Comp Sci		5		1	6
	Lower Division OR Trf UO	Assoc Science OR Trf UO	1	4	3	1	9
	Lower Division Oregon Transfer	Assoc Arts Oregon Transfer	1	2			
Business and Office Professionals	Management	Assoc Science OR Trf Business	1	9	1	3	14
Industrial Trades, Technologies, Transportation, & Apprenticeship	Manufacturing Tech: CNC	AAS: Manufacturing-CNC Option		5			5
Industrial Trades, Technologies, Transportation, & Apprenticeship	Manufacturing Technology	AAS: Manufacturing Technology		6			6
Business and Office Professionals	Marketing	Assoc Science OR Trf Business		12	3		15

Science, Natural Resources, Math, & Engineering	Mathematics	Assoc Arts Oregon Transfer		7			7
Arts and Communications	Media Studies & Communication	Assoc Arts Oregon Transfer		7			7
Health, Medical, and Fitness	Medical Assistant	Cert 1Yr: Medical Assistant	1	10		1	12
Health, Medical, and Fitness	Medical Imaging	Assoc Arts Oregon Transfer	1	11			12
Health, Medical, and Fitness	Medical Imaging	Associate of Science		1			1
Health, Medical, and Fitness	Medical Office Assisting	Associate of General Studies		1			1
Health, Medical, and Fitness	Medical Technology	Assoc Arts Oregon Transfer		2			2
Health, Medical, and Fitness	Medical Technology	Associate of Science			1		1
Science, Natural Resources, Math, & Engineering	Medicine (Pre)	Assoc Arts Oregon Transfer		14			14
Science, Natural Resources, Math, & Engineering	Microbiology	Assoc Arts Oregon Transfer		1	1		2

Arts and Communications	Multimedia Design	AAS: Multimedia Design	3	5			8
Arts and Communications	Multimedia Design	Cert 1Yr: Multimedia Design		2			2
Arts and Communications	Music	Assoc Arts Oregon Transfer	2	23	1	1	27
Arts and Communications	Music Tech & Sound Engineering	AAS: Music Tech & Sound Engr		10			10
Arts and Communications	Music Technology	Assoc Arts Oregon Transfer		9	2	2	13
	Not Declaring a Major	Direct Transfer_No Lane Degree	1	16	4	1	22
	Not Declaring a Major	No Degree, Transfer or Fin Aid	1	4		2	7
	Not Declaring a Major	No Degree_Not Declaring Major				1	1
Health, Medical, and Fitness	Nursing	AAS: Nursing	2	106	4	3	115
Health, Medical, and Fitness	Nursing - Transfer	Assoc Arts Oregon Transfer		1			1

Health, Medical, and Fitness	Nutrition	Assoc Arts Oregon Transfer		5			5
Science, Natural Resources, Math, & Engineering	Occupational Therapy (Pre)	Assoc Arts Oregon Transfer		2			2
Business and Office Professionals	Operations Management	Assoc Science OR Trf Business		2			2
Science, Natural Resources, Math, & Engineering	Optometry (Pre)	Assoc Arts Oregon Transfer	1			1	2
Health, Medical, and Fitness	Paramedicine	AAS: Paramedicine		15		2	17
Science, Natural Resources, Math, & Engineering	Pharmacy (Pre)	Assoc Arts Oregon Transfer		3			3
Science, Natural Resources, Math, & Engineering	Pharmacy (Pre)	Associate of Science		1			1
Social Sciences, Social Services, and Education	Philosophy	Assoc Arts Oregon Transfer	1	1			2
Health, Medical, and Fitness	Physical Therapist Assistant	AAS: Physical Therapist Assist		5		1	6
Science, Natural Resources, Math, & Engineering	Physical Therapy (Pre)	Assoc Arts Oregon Transfer	1	10		5	16
Science, Natural Resources, Math, & Engineering	Physical Therapy (Pre)	Associate of Science		1			1

Science, Natural Resources, Math, & Engineering	Physician Assistant (Pre)	Assoc Arts Oregon Transfer	1	8			9
Science, Natural Resources, Math, & Engineering	Physics	Assoc Arts Oregon Transfer		3		1	4
Social Sciences, Social Services, and Education	Political Science	Assoc Arts Oregon Transfer		9			9
Health, Medical, and Fitness	Practical Nursing	Cert 1Yr: Practical Nursing	2	16	1	3	22
Social Sciences, Social Services, and Education	Psychology	Assoc Arts Oregon Transfer	2	69		1	72
Social Sciences, Social Services, and Education	Public Relations	Assoc Arts Oregon Transfer	5	5	4		14
Science, Natural Resources, Math, & Engineering	Science (General)	Assoc Arts Oregon Transfer	1	17		5	23
Science, Natural Resources, Math, & Engineering	Science (General)	Associate of Science		1			1
Computer Science and Information Technology	Sim & Game Dev: Art Option	AAS: Comp Sim & Game Dev Art		4			4
Computer Science and Information Technology	Simulation & Game Development	AAS: Computer Sim & Game Dev		14	2	1	17

Social Sciences, Social Services, and Education	Social Science (General)	Assoc Arts Oregon Transfer		15			15
Social Sciences, Social Services, and Education	Social Work & Counseling (Pre)	Assoc Arts Oregon Transfer	2	10		2	14
Social Sciences, Social Services, and Education	Sociology	Assoc Arts Oregon Transfer		8			8
Social Sciences, Social Services, and Education	Speech & Communication Studies	Assoc Arts Oregon Transfer		2			2
Business and Office Professionals	Sports Business	Assoc Science OR Trf Business		8			8
Science, Natural Resources, Math, & Engineering	Sustainability Coordinator	AAS: Sustainability Coord		2	1		3
Arts and Communications	Theatre Arts and Acting	Assoc Arts Oregon Transfer		10	1		11
Social Sciences, Social Services, and Education	Undecided_Arts, Communications	Associate of General Studies	2	23	1	2	28
Business and Office Professionals	Undecided_Bus, OfficeProfession	Assoc Science OR Trf Business		25			25
Business and Office Professionals	Undecided_Bus, OfficeProfession	Associate of General Studies	1	14	2		17

Computer Science and Information Technology	Undecided_ComputerSci,InfoTech	Associate of General Studies	1	15			16
Industrial Trades, Technologies, Transportation, & Apprenticeship	Undecided_CulinaryHosp,Tourism	Associate of General Studies		7			7
Health, Medical, and Fitness	Undecided_Health,Medic,Fitness	Associate of General Studies	3	50		1	54
Industrial Trades, Technologies, Transportation, & Apprenticeship	Undecided_IndTrd,Tech,Trns,Apr	Associate of General Studies	1	12	3	3	19
Science, Natural Resources, Math, & Engineering	Undecided_Sci,NatRes,Mth,Eng	Associate of General Studies	1	16	1	1	19
Social Sciences, Social Services, and Education	Undecided_SocialSci,SocSrvs,Ed	Associate of General Studies	0	21	0	0	21
Science, Natural Resources, Math, & Engineering	Veterinary Medicine (Pre)	Assoc Arts Oregon Transfer	1	6	0	0	7
Science, Natural Resources, Math, & Engineering	Veterinary Medicine (Pre)	Associate of Science		2			
Industrial Trades, Technologies, Transportation, & Apprenticeship	Welding Processes	Cert 1Yr: Welding Processes	0	2	0	0	2

Science, Natural Resources, Math, & Engineering	Water Conservation Technician	AAS: Water Conservation Tech		1			1
Social Sciences, Social Services, and Education	Women's and Gender Studies	Assoc Arts Oregon Transfer	0	1	0	0	1
Social Sciences, Social Services, and Education	Writing Studies	Assoc Arts Oregon Transfer	0	4	0	2	6
Science, Natural Resources, Math, & Engineering	Zoology	Assoc Arts Oregon Transfer	1	5	1	1	8
		Totals	88	1379	72	80	1611

Appendix E: New Student Orientation Evaluation Survey

New Student Orientation Evaluation

Please submit feedback regarding the session you have just completed, including feedback on structure, content, and presenters. L numbers and names are being collected solely to randomly select winners at the end of each term. If you would like to be eligible to win a prize, you must provide an L number and first & last name.

*** Required**

How did you complete New Student Orientation? *

Online

In-Person (General)

In-Person (by Career Community/Major i.e. Health Professions)

How would you rate your understanding of important information for getting started at Lane, including what classes to register for in your very first term? *

Poor

Fair

Satisfactory

Very good

Excellent

Before attending the session

After attending the session

Before attending the session

After attending the session

Did the workshop cover information you were expecting? If no, please explain. *

Your answer

Was there something you wanted to learn that was not covered? If so, please explain. *

Your answer

What additional feedback do you have for future sessions? *

Your answer

NOT REQUIRED* "L" number ("L00*****")

Your answer

NOT REQUIRED* Full Name (First and Last names)

Your answer

Thank you for your time and participation!

If you have any additional questions, please contact your advising team or Academic Advising at AcademicAdvising@lanecc.edu or in Building 1, Room 103. You can also reach them via telephone at 541-463-3800.

Submit

Appendix F: Academic Advising CAS Standards Program Review Survey Results (distributed and analyzed by Cathy Thomas, Planning and Institutional Effectiveness)

Academic Advisor Program Review Survey Results

The Academic Advisor Program Review Survey was emailed to 11 academic advisors during Spring term 2020, 91% completed the survey. All ten responders are full-time employees.

Only seven responders completed work history questions. They have worked at Lane as an advisor an average of 5.2 years with a range of 1 to 9 years. Overall work experience at Lane ranges from 3 to 23 years with 71% as an academic advisor only.

Respondents were asked to rate and justify their ratings regarding the Council for the Advancement of Standards (CAS) in Higher Education for Academic Advising at Lane. The full listing of standards produced by CAS for Academic Advising can be accessed at <http://standards.cas.edu/getpdf.cfm?PDF=E864D2C4-D655-8F74-2E647CDECD29B7D0>

Part 1. Mission Statement

1.1 Program and Services Mission - The mission of Academic Advising Programs (AAP) is to assist students as they define, plan, and achieve their educational goals in accordance to the AAP and institutional mission.

Meets 70%

Partly Meets 30%

- AAP provides comprehensive services to students as part of the academic advising.
- As an espoused mission, the statement provided as the advising mission statement does state advising programs will do the above.
- Could always do better
- I create 2-year term by term planners for most students.
- I would say this varies by advising teams/advisors styles. Overall, I think the group does a great job with transactional advising - getting them into classes/helping them plan future terms/trouble shooting things that come up. However, our student to advisor ratio is so high that it does not leave advisors any time to really dig in with students surrounding their career exploration/choices, or enable us to do much extra/intrusive style advising.
- Institutional mission could be incorporated a bit more into our own mission.
- Advising is able to assist students in career and degree exploration, with degree and class planning, and assist in achieving their educational and career goals.
- Advisors do work everyday with students to do these things.
- Academic Advisors AAs take the time to meet with students face to face during drop in sessions to get to know the students goals and career intentions. AAs provide students with resources that are intentional for the students' success. Every student has a different goal although many pursue the same programs of study. AAs

help student with their initial steps, while in the program and during their graduation processes. We get to witness students' full academic cycle. When the institution or faculty members make changes to the catalog or programs, students can rely on AAP to provide accurate and timely information. The AAP depends on the institutions' and faculty communication in order to do this.

1.2 Mission Statement - AAP implements, disseminates, regularly reviews, and updates its mission statement.

Partly Meets 50%

Does Not Meet 50%

- Advisors haven't been able to set aside time from our other responsibilities to do regular reviews and updates of our mission statement.
- Define "regularly". I think we've done this once in 5 years.
- I am not aware of any time in the last 3-5 years when there has been an opportunity to review, examine, or revise the AAP Mission Statement.
- Implementation of AAP services is taken by other groups and it invalidates the importance of AAP. No regular reviews in the last 4 years, and no revision of Mission Statement in 7 or more years.
- In the four years I have worked in this department, the mission statement has not been reviewed or revised.
- Last updated in 2013
- Our mission statement has been posted on our website and on our advising syllabus for students. It is not something that has been reviewed and updated by advisors specifically since I have worked in the department.
- The mission statement has not been revised since its creation. It lives on Lane's webpages and it is included within the New Student Orientation packets that students receive when attending the in person orientation. Not all advisors make reference to the mission statement, mainly senior staff that participated in its creation, sometimes.
- Too new to answer
- While the mission statement is provided in a syllabus to students in person, it is almost never integrated into the online format. There are also concerns that all advisors disseminate the mission statement to their students. The mission statement has not been reviewed since it was created/enacted in 2012/2013.

Part 2. Program and Services

2.1 Program and Services Goals - Academic Advising Programs (AAP) is guided by a set of written goals and objectives that are directly related to the stated mission.

Meets 10%

Partly Meets 40%

Does Not Meet 30%

Insufficient Evidence/Unable to Rate 20%

- AAP has lacked the leadership to spear this kind of initiative. The mission is stated during training but not held into consistent account or further consideration.
- Advisors are guided by a written set of goals and objectives, but again along with the Mission Statement none of these documents or standards have been reviewed, examined, or revised in the last 3-5 years.
- Advisors do not have a set of written goals and objectives that I am aware of.
- Each academic advisor decides on what it means to serve the community. While everyone has great ideas and intentions, not everyone agrees on working with prospective students meeting them there they are.
- Our website lists what an Academic Advisor can do to help a student though I am not familiar with any clear goals and objectives listed anywhere that are directly related to the mission. The Academic Advising syllabus

has learning outcomes for students for advising and student and advisor expectations related to the stated mission statement, but again no clear goals or objectives.

- Some could be in our syllabus but it has not been updated since 2013.
- There are currently no written goals or objectives for academic advisors.
- update manual
- While there are goals for the institution and goals (at times) for the broader student affairs division, I have not seen any written goals for advising to achieve. I do believe there are unspoken norms that constitute what expectations are, but not program-wide goals, expressly written and evaluated.

2.2 Program Information and Services - AAP (Institutionally) provides current and accurate advising information (websites, handouts, etc.).

Meets 60%

Partly Meets 40%

- Academic advisors are very conscientious and thorough when providing accurate and updated advising information. We coordinate with program coordinators to get update information in the catalog, web pages and student handouts.
- Advisors do their best to provide current and accurate advising information, however advisors are not consulted on many academic decisions, departmental decisions or administrative changes to policies and procedures that may impact the way that we advise or the way we work effectively with student populations.
- I think Advising does a fairly good job with this, but so much of the information we provide is tied to other Student Affairs groups (FA, ES, etc) and we do not always have adequate/updated information from those groups. I think this is a great weakness of Student Affairs and the college in general - the silos and lack of communication even between parties in the same department/division.
- I think we could always do better. Many information docs/handouts are not regularly updated, revised.
- Our department does maintain updated advising handouts and information on our website (and works with appropriate partners at the college and at partnering institutions to confirm information); however, I have witnessed times that outdated and inaccurate information has been shared with students.
- The Academic Advisors maintain accurate information in the AAP webpages. By holding Campus Partners meetings to communicate with other institutional programs.
- We create the guides that the students use to understand their programs of study
- Website is updated.
- While information is constantly changing, AAP does a fair job at keeping information up to date, including term-specific publications, yearly updates, and emergency updates that need to be addressed. AAP's web presence has been continuously reviewed and new initiatives applied since I have been here.
- Yes, advisors keep the advising website updated along with the student handout sheets.

2.3 Program Information and Services - AAP (Institutionally) provides current and accurate advising information to its advisors (catalogs, curriculum changes, VA Benefits, etc.).

Meets 20%

Partly Meets 80%

- AAP gets updates because advisors are proactive and seek them. In the absence of campus wide collaboration, AAP provided AAWG then Campus Partners and All-Campus Advisor sessions to fill in the gap of what the college does not regularly communicate. The college does provide updates about catalog and curricular changes. It is not uncommon for advisors to learn of a major change because of a student situation.
- Academic advisors coordinate and participate in Campus Partners where updated information from campus departments is shared. We also meet with program coordinators, curriculum committee and those responsible for updating the catalog to make sure we are continuously receiving accurate advising information.

- Advisors try to keep abreast of all advising info, but communication between departments can sometimes be spotty.
- Again, much like my previous answer, Lane institutionally does a lousy job of cross-department/division communication, and we can only disseminate accurate information if accurate information is first passed on to us. I think our actual team does a good job at keeping up with changes as much as possible. We are depend on our fellow advisors being on committees/working closely with departments to get this information. It is not always passed on to us, and that is when accuracy falters.
- Generally speaking, we meet this though there have been times the catalog and gradplan (degree reporting tool) has been inaccurate. Things are ever-evolving in curriculum, and changes may be implemented mid catalog year (which was never the practice at any other college I have worked at), like a new course for example and it counting for a general education requirement. With VA education benefits, that agency is delayed in reporting to the college what curriculum programs are approved which causes advising challenges when a student would like to pursue a program that is still pending with the external agency. Also, there have been times the list has changed mid year.
- Many times we find out info through trial and error. Advisors then pass info along.
- Since the AAP doesn't have one direct person to lead them, information can get lost and not reach all at once. A specific site for all new information received would be helpful. COPPS are not updated entirely, maybe a revision of policies and update on them could help in this instance.
- Through Campus Partners the AAP provides advising information to advisors who attend. Part time advisors have not always been included. Part time advisors rely on second hand information to keep up with updates via a full time advisor or email communication.
- We work closely with our departments around program changes and how they affect students. We support other areas by providing updates and needed information
- Yes, to the best of our ability, but there are issues with communication channels. Information being provided in a uniform manner or through specific channels. Decisions made by Admissions, Enrollment Services, VA, Fin Aid without input from Advisors can at times be short-sighted and not student-focused.

2.4 Program Information and Services - AAP explains institutional policies and procedures (for COPPS including request to absolve repeated grades, refunds/drop dates) students.

Meets 60%

Partly Meets 40%

- AAP is constantly checking in with deans about policies not updated in COPPS. APP does disseminate this information to students.
- AAP provides a brief orientation to outlines where students can access these procedures and follow up individually in person and via email to address policy and procedure issues. Students mostly learn about the procedures in 1:1 meetings discussing academic performance. AAP also works with key partners to ensure students know about broader COPPS policies and where to find support.
- Advisors disseminate this info in New Student Orientations and in advising sessions dealing with Alerts, but we do not have mandatory touch points with students in between them starting and completing goals.
- Again, when it comes to transactions, I think we do a great job. Most advisors really get the policies/procedures in place for those types of processes, or we find out who does if we do not. We discuss/share this type of information weekly through out unit meetings and also are updated quickly (if possible!) through email. We also sponsor a monthly gathering called "Campus Partners" where a lot of this type of information is gathered and shared.
- I believe we stay up-to-date on institutional policies and procedures and articulate this information to students accurately.
- I think it is found in many areas. Always room for improvement though.
- Students generally meet first with academic advisor to discuss absolution of grades, repeated grades, dropping classes or requesting refunds during drop in hours. Students are referred to AAP by other departments/ programs, such as financial aid, Success Coaches, Counselors, faculty etc. for help with

institutional policies and procedures. Academic Advisor teach students how to navigate and provide options when students need help on making decisions or facing institutional policies and procedures including COPPS,

- There have been many times where COPPS has not been updated or the policy is unclear. This has required Advisors and others like Registrar, VA Ed Benefits to come together to determine the intent of the policy, impacts of the policy, and how they are affecting student populations.
- This is part of our advising responsibilities which we carry out on a daily basis.
- We are the front line for the students. Students approach us for the answers.

2.5 Program Structure and Framework - AAP has clearly stated, current, relevant, and documented goals and outcomes.

Meets 10%

Partly Meets 40%

Does Not Meet 40%

Insufficient Evidence/Unable to Rate 10%

- Advisors do not have documented goals and outcomes.
- Not ongoing.
- Supervision has been lacking in the last 3-5 years due to change in leadership and management positions. Past supervisors have not understood advisor work or taken the time to learn what we do and how we do it. Amount of students we see, issues that we deal with, resolution with other departments on issues. While we may all know the stated, current, relevant, and documented goals and outcomes...numbers are not shared with us, useless percentages of increases or drops in enrollment each term. The goals and outcomes are not spoken about in detail, just major brush strokes in advisor meetings and with supervisors/management/administration. We are told that we are important and essential, but do not have a voice or representation when decisions are being made.
- The Academic Advising syllabus has learning outcomes for students for advising and student and advisor expectations related to the stated mission statement, but again no clear goals or objectives.
- The department does not have current, documented goals. However, the advising syllabus does have stated outcomes.
- updated manual
- We do not.
- We have lacked the leadership that unites the advisors in the AAP to set a goal as a team. Individuals in the AAP may have a set of their assumed goals and outcomes.
- While advising has a syllabus to outline expectations and learning outcomes, the department does not regularly undergo critical review or strategic planning. Some goals and outcomes are stated in the form of a mission statement and services offered, but SMART goals have not been a practice of the department since joining.

2.6 Program Structure and Framework - AAP has clearly stated, relevant policies and procedures.

Meets 20%

Partly Meets 70%

Insufficient Evidence/Unable to Rate 10%

- Advising has a robust manual and handbook with intricate details, procedures and policies. Updates are constantly being made and it is an integral tool utilized during training and many advisors refer back to materials referenced in these guides weekly, if not daily. While this will always need to be a priority, I feel the department does a good job at corralling these different policies and crafting them into relevant procedures.
- Advisors have an advising manual that is created and updated by advisors, but there is nothing official outside of that to guide any new employee.
- APP does its best with the information available. COPPS are not updated consistently.

- For the last 3-5 years advisors have supervised each other and in our meetings, talking about the adopted policies and procedures. Asking supervisor for information and their position on different topics, when needed, but implementing our own policies and procedures within the work that we do and then communicate that to supervisor.
- Our Academic Advising training manual has been updated this year where we compile much of our policies and procedures information though given the amount of change in supervision in the last four years, many things are lost in interpretation. For example, some of us have been given a formula to follow with scheduling our time. Others state they have not. Clear expectations and standards are needed for things like term by term planning, saving advising documentation teammates may need access to, if we do drop-ins or appointments, type of advising practice and philosophy, etc. Clearer communication expectations (who sends, when, etc.) and practice related to updates to procedures and policy to colleagues who need to know (like front desk, campus partners, etc.) would be helpful. Defining autonomous items advisors can consider v. what should be consistent across the advising department is very much needed.
- Some could be in an advisor handbook/manual but not enforced.
- The AAP has lacked the leadership to support a consistent structure and framework.
- updated manual
- We have a training manual which states some standard policies and procedures but it is not comprehensive. Consequently, advisors handle some processes differently. There is a lack of uniformity.

2.7 Program Structure and Framework - AAP provides adequate resources to ensure that academic advising caseloads are consistent with the institutional mission and stated goals.

Meets 10%

Does Not Meet 80%

Insufficient Evidence/Unable to Rate 10%

- AAP have caseloads well over the national average for community colleges. This already unprecedented level per advisor coupled with a reduction in campus-wide resources such as Worksource and a Career Center, have added case management stress from added job responsibilities from external pressures. Examples include TUI/Trade Act recipients, as well as other federally funded programs. The structure of being decentralized adds problems of efficiency, redundancy, and an overall poorer experience for the student. Finding structural space to house a dedicated advising center would be a big step in alleviating these pressures. The decentralized nature impacts the ability for students to adequately navigate and find their advisors offices, sign in through an intake system (rendering most note functions useless since advisors rarely get to check notes before students are in their offices), and complicate otherwise easily solvable issues such as being referred to the wrong advising team (or being sent to an advisor who is not on during those hours).
- Advisors do not have clear caseloads. Students see whoever is available within their area of interest. There are not enough advisors in certain areas to provide enough student support at times.
- Caseloads are very different depending on each area. Some areas don't have 2 FT advisors, some areas need 3 FT advisors.
- For the last 3-5 years advisors have voiced concerns that advising caseloads are almost double the national averages and with our state community college partners. The mandate has been to "get students into classes!" " We need more students and fill those classes," and to "use our best judgement," when we are enrolling students that we know are going to struggle, start classes late, want to attend Lane due to academic disqualification from another school. etc. Institutional Mission and Goals are not what Advisors are told to focus on during orientation and registration, especially a few days before the beginning of a term or the first week of classes.
- I am not sure how our caseloads are consistent with the institutional mission and stated goals.
- I believe there are real inconsistencies in work loads, depending on areas of advising. For example, the HP team might see 40+ students a day while other areas see only a few. This is rarely discussed or brought out in the open. I feel it is a HUGE weakness and I do believe incongruity in work loads is a fairly large problem at Lane. Some teams have 2 full timers (HP needs more) while others just have one, which leads to extra stress/responsibility around taking vacations or leave. There are no back ups for teams, (for example if both

HP folks are out sick) there are no advisors to help those students. Cross training has been mentioned but not followed-through on.

- Not in alignment with NACADA standards
- Our case loads (800-1200 students to 1 advisor) are way to high to always be aligned with the institutional mission and goals. Only with additional advisors can we consistently meet the mission and goals of the institution.
- The AAP has lacked the leadership and institutional understanding or support regarding equity when it comes to academic advising caseloads. Most program clusters have two full time advisors except the arts or advance technologies. Many times students are referred to the academic advising teams that are closest to the AAP hub, increasing the caseloads for some teams over others. Academic Advisors caseloads increase when students are bounced around and referred to academic advisors for admission or financial aid issues.
- We exceed this point. Advisors have been taking on more that in the past.

2.8 Program Design - AAP provides the same quality of academic advising and in the appropriate accessible forums to distance learners as it does to students on campus.

Meets 40%

Partly Meets 30%

Does Not Meet 20%

Insufficient Evidence/Unable to Rate 10%

- AAP doesn't have a set protocol for distant learners.
- Advisors do not have the tech resources or training to offer in online advising the same quality of face-to-face advising sessions.
- Email advising via program proxy email is very robust. We also offer Zoom and phone advising.
- Hard to say. Just starting distant advising. Quality still seems up to par.
- Not all distance learners are aware of the resources provided by the AAP . Academic Advisors provide consistent quality of information to students via drop in, email, phone and Zoom.
- The COVID 19 outbreak forced the group to start zoom advising, and I feel this has been a great option for those students. I think most teams do a good job of online advising as well. I think zoom NSO will be an interesting addition.
- There is a large disparity between the advising that First Time in College Students get either in person or by on-line advising orientation. The same with our Prior College students and the amount of information and time that they get to spend with an advisor before being cleared to register for classes. There is even a large difference in delivery of these services between the academic advisors in the different advising areas. Information and messages are not consistent, and many processes need to be evaluated, revised, and streamlined but different departments are involved with providing advising, orientation, information regarding enrollment, etc. There is not even consistent training of new advisors or front desk advising staff who are the front line in working with student populations.
- There is not consistent policy or established expectation on how all advisors should work with advisees who are distance learners. Some advisors will schedule phone and in person appointments to help meet needs while others do not. Because we have primarily worked on a drop-in format, appointments were not easily navigated. Up until covid-19, we had zoom as an option but really did not use it much. I would anticipate it being used more but we will need clear established guidelines and expectations from leadership around how to serve distance learners consistently. Otherwise there will continue to be inequity in service to students and in workload.
- We meet the students and offer many different means of contact: in-person, phone, Zoom, Emails
- With the addition of Zoom and the already functional email referrals, distance learners tend to have the same access, if not easier, to advisors with specific questions. I do see a broader issue for distance learners when they run into non-academic advising issues (i.e. solving an ES/FA hold, etc.), but AAP has done an adequate job at being accessible to distant learners. Advisors also tend to make exceptions and create appointments for those distance learners who want to come in for a scheduled in-person visit.

Part 3. Human Resources

3.1 Staffing and Support-Academic Advising Programs (AAP) commits to hiring the level of staffing necessary to achieve its mission and goals.

Meets 10%

Partly Meets 30%

Does Not Meet 50%

Insufficient Evidence/Unable to Rate 10%

- Academic Advisors mainly depend on their peers for training. Human Resources is not involved and the AAP leadership does not know the training material. Part time advisors depend on the information provided to them through their peers only not supervisory or institutional support.
- Advisors are dedicated to assisting student populations, however they are not supported in having enough advisors to share the workload/caseload. The advisors have been working for the last 3 years on fair compensation for the work that we do, but with minimal results. There is not a structured advising training schedule, advisors have started to create an advising training workbook for new staff. Front desk staff need more training in how to triage and determine if a student needs to see an advisor and which advising team, or if they just need to be shown on a computer the next steps they need to complete. Part-time advisors were just eliminated due to budget considerations and enrollment #'s base don COVID-19. At times advisors do not even get time for lunch or breaks due to the nature of our student populations and their issues, but no compensation for the additional time that advisors give. Training has been almost non-existent, and professional development opportunities on the Lane campus are not focused on the needs of the Academic Advisors. Lane seems to be more interested in large-group meetings, and team building exercises with Student Affairs a couple of times a year than actually providing resources and training that can assist us in our work with students populations.
- Consistency in practice of support per advising team related to caseload concerns is needed. At one point in time, many teams had part time advisors along with a full time advisor and counselor/or second full time advisor. It is unclear if part time decisions in the last two years have been considered based on true advising demand or for the sake of equity in # of advisors per team. Looking at necessary staffing based on student demand, program of study, advising philosophy, and future plans of guided pathways is necessary.
- More FT advisors needed, some areas only have one FT. Support staff is available "in theory". For the on-boarding process AAP needs more staff support to deliver orientation and helping students with general computer navigation issues.
- Over the years, full-time advisors have increased from 4 to 10. However, given the recent layoff of all but one part time advisor, the college will need to increase staffing dramatically to fulfill the directives of AAP, especially with the implementation of Guided Pathways and a more case management-centered approach to advising. Staffing capacity for NACADA suggest that the median number of advisors to students (without a case management approach is 296 (while some climb to 600). In order to achieve this some estimates think the load needs to be closer to 1:100 (advisor:student) which would require a substantial investment from the college to achieve. From NACADA, "Employing a case management approach takes significant time and effort for each advisor to make personal connections with their students, and yet Robbins (2013) conveys that the median case load of advisees per full-time advisor is 296—and for large institutions, it climbs up to 600. Institutions with such advisor to student ratios wishing to implement a case management approach must seriously consider increasing their advising staff, whether through funding new positions or integrating more existing faculty and/or staff into the advising process. Additionally, such institutions might try targeting case management advising to a specific subset of students and/or piloting it with an even smaller subset to determine its effectiveness before bringing it to scale." <https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/The-Case-for-a-Case-Management-Approach-in-Advising-Academically-Underprepared-Students.aspx>
- rigorous hiring process and talented applicants

- Staff are simply shuffled around at will. Our front desk is staffed by part time workers and work study students who are poorly trained and have little investment in learning best practices.
- There is no question listed for this 3.1
- We cannot sustain the current student to advisor ratio. We have many responsibilities in addition to advising students. Meeting these responsibilities is difficult with the current number of advisors.

3.2 Staffing and Support-Advisors have an opportunity to determine and articulate the need for administrative, technological, and executive support of advising.

Meets 10%

Partly Meets 50%

Does Not Meet 20%

Insufficient Evidence/Unable to Rate 20%

- Administrative - absolutely no opportunity. Technological - maybe, if you want to order something from Office Max. Executive support? Absent.
- Advisors need front line staff that are trained and able to answer student questions and refer to the correct advising teams. Supervisors need to understand the work that advisors do and the challenges and issues that we face with departments, faculty and student populations. Advisors need a way to reach out to the students in their advising case load, access to run reports, send out group e-mails to different student majors or programs, reach out to students in academic difficulty, instead of waiting for them to show up at our door at the end of a term when it is too late to salvage a course or their grade.
- All of this lacks, AAP has voiced the need for more access to banner, access to future term's information. Only a few advisors have access to sites that everyone needs to update.
- still learning the process
- The biggest concern remains with software. However with the purchase of a new Title III software, these technological needs should be sated. Administrative needs and structural needs are still critical in evaluating. Advisors are able to voice their needs in weekly staff meetings (attended by the supervisor every other week normally)
- There is no question listed for this 3.2
- We are fairly autonomous but have faced challenges over the years with collaborating with administrative and IT personnel as well as we possibly can. We do give feedback and advocate for what we need and to best serve students. My observation is the need for a day-to-day manager who can handle some of the things we end up working on in regards to collaboration with other colleagues around campus, where an authority decision or voice may be received better. Or, the delegation of lead assignments based on topic/project and communicating these roles to campus personnel so they know they are the point on the project and should work with them without so much resistance.
- We may articulate the needs, but we have no power to insure that the needs are met. Many times our requests for administrative, technological and executive support are not responded to.

3.3 Employment Practices - Personnel have written performance goals, objectives, and outcomes for each performance cycle and are used to plan, review, and evaluate work and performance.

Does Not Meet 80%

Insufficient Evidence/Unable to Rate 20%

- AAP has not had evaluation for the last four years. Personnel do not have goals or objectives. However, within the team there are individual in pursuit of their own goals and objectives without the support of supervision. This creates an inequitable environment of academic advisors with privileges and without. Not all academic advisors are included in the opportunity to create goals objectives or set outcomes.
- At one point under Jerry deLeon years ago, we had sit-down reviews with a supervisor. It's been years since we discussed performance goals, objectives and outcomes with any supervisor.

- Beyond an initial trial service period, there have not been evaluations or performance reviews. Performance evaluation and enhancement is upon the individual and does not happen in a formal manner regularly.
- have not had a review yet
- I had a probationary partial evaluation where the main feedback was from students I served and had a supervisor sit in on advising sessions when I was first hired. I have had one official evaluation in my role a few years back (with a supervisor who stated he only gives 3s which is discouraging when some folks may deserve higher and some may deserve lower scores, and it never allows for correcting poor performance). There was communication of an evaluation needing to happen in the last two years but seems to have been lost in transition of multiple supervisors, etc.
- I have not had a written performance evaluation since Jerry DeLeon was the Director of Advising. The only feedback I receive is when a student has made a "complaint" or "didn't like the information that they were given." Most of the time the issue is that the student was sent to see an advisor to solve an issue that did not require an advisor, or the student was referred from the Advising Front Desk when staff didn't know what to do. Advisors are not given the opportunity to give feedback on our peers or on other staff working in Advising.
- In 5 years, I've had one performance review, and that was my 6 month probation review.
- There are no written performance goals. In the four years I have been at the college, I have had only one evaluation. Even then, there was no review that lead to setting goals for improved performance.

3.4 Employment Practices - Performance plans are updated regularly and reflect changes during the performance cycle.

Does Not Meet 80%

Insufficient Evidence/Unable to Rate 20%

- Academic Advisor do not create performance plans with human resources or supervisors/ management.
- Advisors have no performance plans.
- have not had a review yet
- Never heard of a performance plan.
- No performance plans, no evaluation with last two supervisors, supervisor has had too many areas to supervise and not enough time to be effective or complete tasks.
- No, my one evaluation never resulted in updating the performance plan or addressed changes during the performance cycle. Nor has feedback on (documented) performance of others seemed to matter.
- Since evaluations are not performed, performance plans cannot be updated regularly.
- There are no formal performance plans.

3.5 Personnel Training and Development - AAP personnel receive comprehensive training and support upon hire, where work can be completed independently and successfully.

Meets 40%

Partly Meets 50%

Does Not Meet 10%

- AAP provides a rigorous and supportive training model. paired with combined advising that is scaffolded for success and independence.
- Academic advisors are responsible for conducting the training of new advisors. We have a training manual and we develop a training schedule. It is thorough and comprehensive. New advisors do not start advising independently until their advising team believes the new hire is ready to do so.
- Advisors have done their best to train and support new employees, they have developed their own training manual, and process for advisor training. However, we are not allowed to work with front desk staff for training and how to triage student issues and determine the next steps for students. There have been numerous mis-referrals to the wrong advising teams, student sent to see advisors when the issue could have

been handled at the desk or by sitting down with a Peer Mentor. Advisors have been independently and successfully completing work with students with and without the assistance of our front desk staff.

- Advisors have very informal training led by other advisors. There is no formal training checklist or procedure. We have been on our own with that for over 4 years as well.
- For the past 4 years, training is not organized and supervised closely.
- I think we provide a solid training process for new advisors. We have a manual that is up-to-date. How and who carries out training should be more consistent and there should be more involvement from a supervisor (even if it is asking advisors who the person is working with if they are ready/competent, etc.--this used to happen though it is unclear if this is common practice across the board). I have seen old information used in training new advisors because of the lack of clearly directed expectations and guidelines from leadership. Some advisors have not been fully trained in general advising information because of this missing direction. I think the college should provide more comprehensive training to all new staff and faculty about how the college functions, roles around campus, policy information, etc. I did attend a group session when I was hired but there were so many missing pieces to the information.
- Initial training is provided to new staff by the other academic advisors, this is enough to allow the new staff to work independently and well. Participating in personal training and development is encouraged but not consistently sustained. Part time advisors are only provided with initial training, it is up to the individual to seek further personnel training or development as they do not meet with management for support.
- The training is solely advisor-led. While this is helpful, it may have been more beneficial to have a manager setting clear expectations of what was expected, group norms, areas where professional discretion is permissible. The training does include very informative and comprehensive topics support, but again only by other departmental advisors.
- When I was hired, I felt the training was extensive and thorough. Not sure the same applies to more current hires, but we do a good job in my opinion of training fellow advisors and being there for any questions/concerns that arise.
- Yes. Could always good to reevaluate it though.

3.6 Personnel Training and Development - AAP personnel receive ongoing professional development and training throughout their employment.

Meets 10%

Partly Meets 70%

Does Not Meet 10%

Insufficient Evidence/Unable to Rate 10%

- Academic Advisors are encouraged to participate in NACADA conferences or other conferences related to the academic advisors institutional role. This includes training regarding FERPA and issues regarding Diversity.
- Advisors are told about conferences but haven't always been able to attend due to budget concerns.
- Attendance at professional conferences is encouraged and supported by the college within reason. The college has two in-services a year for professional development and training occurs whenever mandated by federal law or whenever the department hires a new staff member. There is room for more professional development opportunities and ongoing trainings.
- have not been here that long
- I have had to seek out my own professional development opportunities and training. There have not been any organized training by administration, supervisors, or Lane that meet the needs of the academic advisors. Inservices and departmental meetings have been a waste of time.
- If there is any money, we can attend maybe one conference/year. There is only a whisper of any other training provided - and it is usually only because it is meeting some kind of mandate.
- Limited opportunities.
- There are professional development opportunities on campus. However, opportunities to attend training and development specific to academic advising rarely happens.
- Usually training and prof.dev. are obtained through conferences.

- We do not have an official amount of funds allotted to each advisor but we can ask for support and if there is funding, we may be covered fully or partially. We do tend to have to request funding through the college's funding sources for classified staff. Unfortunately, they do not always respond to requests from some advisors while others seem to get funding regularly each year from them. Intentional professional development directed by our supervisor has occurred periodically over the years. At one point we had departmental in-services (one general and one specifically on diversity). At times we have webinars encouraged. This spring six advisors were scheduled to go to Victoria B.C. but were canceled due to covid-19. This was being funded through the Title III grant for CAREERS. Since finishing my initial onboarding and probationary period, no one has facilitated additional ongoing training but as a group we find ways to stay up to date on information and attend training relevant to our work. It would be nice to have regular, continued training to keep skills on point and accurate.

3.7 Personnel Training and Development - AAP personnel have access to a supervisor for assistance in making difficult decisions and referrals.

Meets 10%

Partly Meets 70%

Does Not Meet 10%

Insufficient Evidence/Unable to Rate 10%

- AAP has biweekly meetings with supervisor. Although the supervision holds an open door policy, they are not always available due to the many other responsibilities they have to manage and are not always available to assist academic advisors.
- Advisors have had various supervisors over the years. Yes, we might be able to talk to a supervisor, but none have truly been our advocate to both understand or work and support us where support was needed.
- In the last few years, many challenges faced by advisors when working with students have been addressed and resolved by advisors directly working with other managers, etc. Our supervisor is available to help as we inquire but during the transition period of multiple new supervisors and being partially centrally located to being fully decentralized, many things a supervisor would address on the day to day basis have fallen to advisors for efficiency and knowledge-base sake. I do feel our supervisor is available when I need to go to them about an urgent situation but we have modified how we address issues so much over the last few years, that I do not need to go to them very often.
- Our current supervisor is hands-off, and I have not needed to reach out to them for any difficult decisions. However, with the decentralized structure of advising (being located all across campus) and the workload that our supervisor has, I could foresee issues with getting a timely response.
- Over the last 3-5 years advisors have become a close knit group working with each other in addressing difficult decisions and referrals. Most of the time it has taken supervisor too long to respond by e-mail or voice mail regarding a student issue. It has been easier to work with the advisors and gain consensus of how we wanted to handle a situation and then convey that information on to supervisor after the fact.
- We meet 2x/ month for 30-60 minutes with our current supervisor. Like any other place, some issues/referrals take place and are problem-solved, others are not.
- We meet with our supervisor twice a month. She is stretched very thin. Sometime important decisions and referrals are delayed, if not totally ignored.
- While AAP has full access to supervisor who oversees too many personnel/programs, this in turn makes it challenging to receive timely attention to the issues. Advisors who feel discriminated or isolated by their peers have no support to resolve this.
- Without a director Lida is pulled in many different way. We need someone focused on supporting us.

3.8 Personnel Training and Development - AAP provides advisors with training and development for making effective referrals to both on- and off-campus services and agencies.

Meets 10%

Partly Meets 60%

Does Not Meet 20%

Insufficient Evidence/Unable to Rate 10%

- Advisors have created the avenues to learn about resources and support services on and off campus through Advisor Unit Meeting and inviting campus partners to discuss issues, or help advisors to understand an issue or come to resolution, information sharing through Campus Partners, Advising newsletters, and e-mail updates.
- Advisors have not had opportunities arise for trainings with off-campus services and agencies.
- During weekly meetings, academic advisors share information about about referrals on campus and lists of off campus services and agencies
- have not been here long enough yet
- I feel before the big shake up - when Jerry deLeon was moved to another position, this type of activity was much more vigorously promoted/seen as a priority. Now we hear most things second-hand. Or we get an email with attachments.
- I personally feel equipped to make appropriate referrals on and off campus though I do think we could have more training/updates around community resources, and specific topics like advising a student facing mental health challenges, death in the family, cancer diagnosis, and career advising as academic advisors. The training and direction that seems to have been provided to advisors at some point in time, has varied, thus inconsistency in how we do this work and may refer students. I do think there are opportunities available that we can request to participate in, or just do, to build on knowledge for referring students to campus and community resources.
- Not existent at this time.
- The training and guidance that advisors get tend to be from within the group and are initiated by members within the group whenever an issue arises. There is not ongoing training for working with off-campus entities for referrals for advisors (beyond four year partners).
- We do well with providing training on campus resources. No specific training on off campus resources.

3.9 Paraprofessional Personnel (Part Time Advisors) - Part-Time (timesheet) advisors working in AAP are competently supervised and evaluated by supervisor.

Partly Meets 20%

Does Not Meet 40%

Does Not Apply 20%

Insufficient Evidence/Unable to Rate 20%

- AAP needs a direct supervisor that fully understands academic advising, and has the time to supervise. Evaluations need to be done, at this time no evaluations have been done in about 3 or more years.
- All of our part-time advisors now except for one have been let go. But no, when they were here, there were not competently supervised or evaluated by a supervisor.
- As a part time advisor, I was initially evaluated by peers and monitored in a training session by my supervisor. I do not believe any formal evaluation has occurred of part time advisors in the last five years but I am not positive. For supervision, full time advisors on a team tend to take a lead unofficially, though our supervisor is available as needed for inquiries, questions, problem solving.
- I believe that part-time advisors are supervised, more often than not, by their full-time counterpart than the direct supervisor. I believe whenever part-time employees have an issue, they work with their full-time counterpart to problem solve and resolve.
- Part time advisors have not had an evaluation by supervisor and do not meet with supervisor in a regular basis.
- To me, it is not clear who supervises or evaluates our part-time advisors. Who is responsible for their training, who evaluates whether they are ready to work with student populations, or if the information they are providing is accurate, appropriate interactions with students, etc.

3.10 Paraprofessional Personnel (Part Time Advisors) - Part time (timesheet) advisors are communicated with regularly and accurately concerning all academic and institutional matters pertaining to their job.

Partly Meets 80%

Does Not Meet 20%

- Advisors do their best to include part-time advisors on information and updates, but there is not a formal way that information is shared or disseminated between advising teams.
- Historically, any updates were expected to be passed along by full time advisors. While there is communication from leadership that hits part timers, they are not necessarily included in all communication since their primary role is viewed as advising students. We do have them included on departmental communication, campus partners, and updates from our supervisor while they may not be on emails from other areas on campus like curriculum inquiries, articulation, academic division communication/annual planning, etc.
- I think this is getting better - time sheet employees at Lane seems to suffer the same fate, if you are not using your hours for your actual hands-on job, they are being "wasted", ie, attending in-service, meetings, professional development, etc. When I was a time-sheet worker at Lane, I was repeatedly asked not to come to meetings or participate in any in-service activities. Not a great feeling or team building style of management. I do see with our current supervisor a more willingness to involve part time advisors in meetings/trainings/in-service, etc., which is a welcome change.
- It is up to the FT to advocate for PT to be included in all conversations across the college. It is not a common practice.
- Part time academic advisors receive emails communication regarding institutional matters and rely on peers to fill them in with accurate information concerning academics as well as their networking abilities with faculty.
- Up until recently (granted we only have one part time worker now), part time workers were not even allowed to come to weekly staff meetings. This was a big disservice both in terms of being able to better perform their jobs, but also for establishing a sense of community among the team.
- When we had part-time advisors, they would often hold down the fort with seeing students while the full time advisors could attend meetings. They also had no idea that they'd be losing their jobs shortly after we went remote. There was no communication or heads up for them at all.

3.11 Paraprofessional Personnel (Part Time Advisors) - Part-Time (timesheet) advisors receive ongoing professional development and training throughout their employment.

Partly Meets 30%

Does Not Meet 60%

Does Not Apply 10%

- Historically, part time advisors did not participate in professional development, advising dept meetings, etc. In the last year, things have been a bit more inclusive and I hope this continues. Any professional development completed when I was a part time advisor, was on my own time (and was not paid for it) including opportunities on campus. Part timers have not attended conferences the department has had full time advisors attend.
- Not aware of any specific training or professional development. Advisor try to include them in prof dev activities when possible, but in the past they have to be paid for their time to attend and the answer has been no.
- Part time advisors again would hold down the fort and see students so that full time advisors could attend professional development events. There was no leeway for part timers to also attend these events.
- Part time advisors do not feel fully integrated to the AAP as they do not always get to meet with supervisors or are not included in decision making activities. Part-time advisors are not encouraged to pursue ongoing professional development and training. This is only possible through self initiative or if the part time advisor has the time.

- Part-time advisors do not attend conferences or get the same opportunities that full time advisors have historically received. They are not even required to attend in-services or departmental meetings.
- Since full-timers opportunities are limited, so are part-timers.
- They are not invited to participate in on-campus professional development and cannot travel to conferences training.

Appendix G Academic Advising Ideal Survey Results

The survey questions and results can alternatively be found here:

https://docs.google.com/forms/d/e/1FAIpQLScNiQO9qvboDZcmuy0T65KvJCigFkLnuUy211Nvkdd8G7IxRg/viewform?usp=sf_link

Academic Advising Ideal Survey

MISSION STATEMENT - What key points would you include your ideal Academic Advising Mission Statement? 10 responses

Student-centered, holistic and mindful academic and life planning, appreciative advising and inquiry, teaching and learning-based, data-driven & evidence-based approaches, stewards of empowerment

I like what's there now

partnership, goal-setting, provide accurate info, assist students, etc.

It seems fine to me.

I like this - borrowed from UW: As educators, we guide and support students in exploring, questioning, and navigating the events and significance of their undergraduate education.

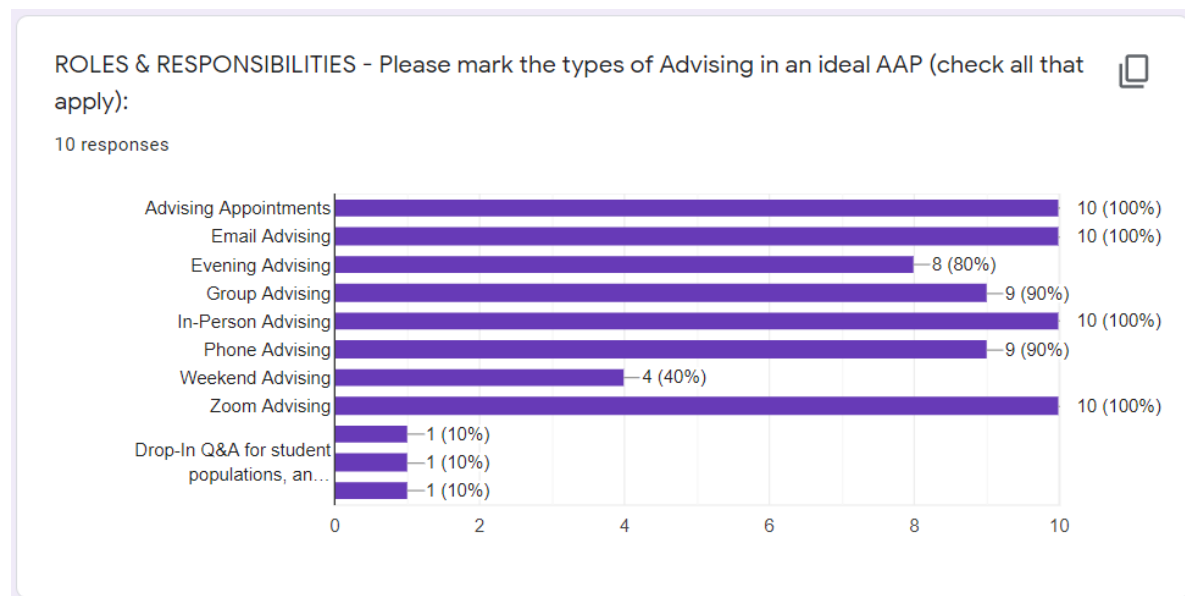
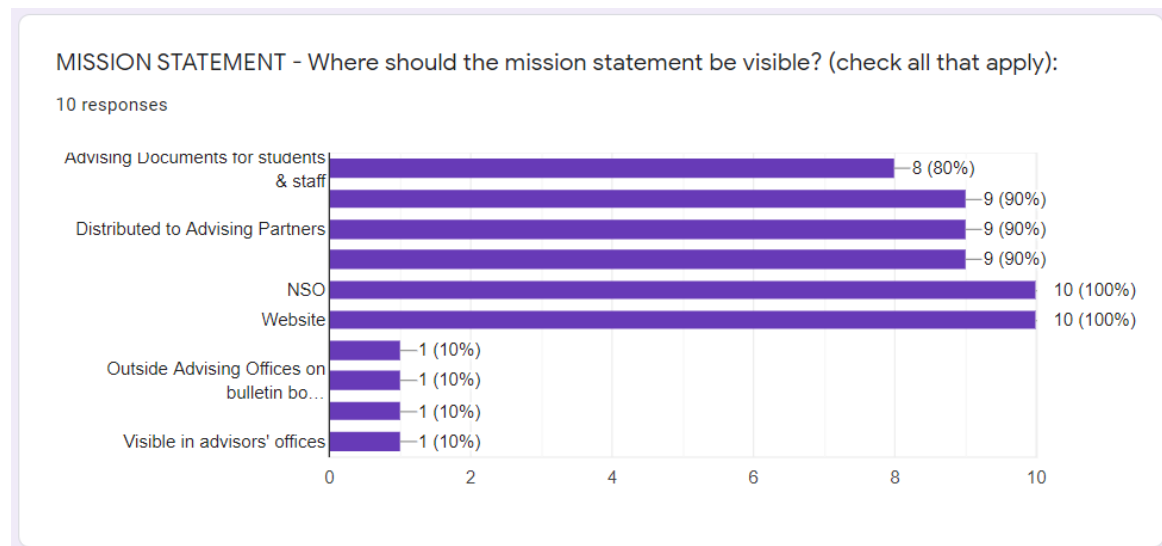
Help increase student motivation to succeed and excel. Help students learn to make independent decisions. Get students to think. Provide guidance, support, and encouragement.

That we provide students with the tools necessary to successfully pursue their educational and career goals. We cultivate strong advising relationships in which our students become confident leaders in their own pursuits and within their communities.

Advisors "TEACH students to be responsible consumers of their own education." Statement of access and diversity (inclusiveness). Advisors are committed to guiding students to maximize their academic experience.

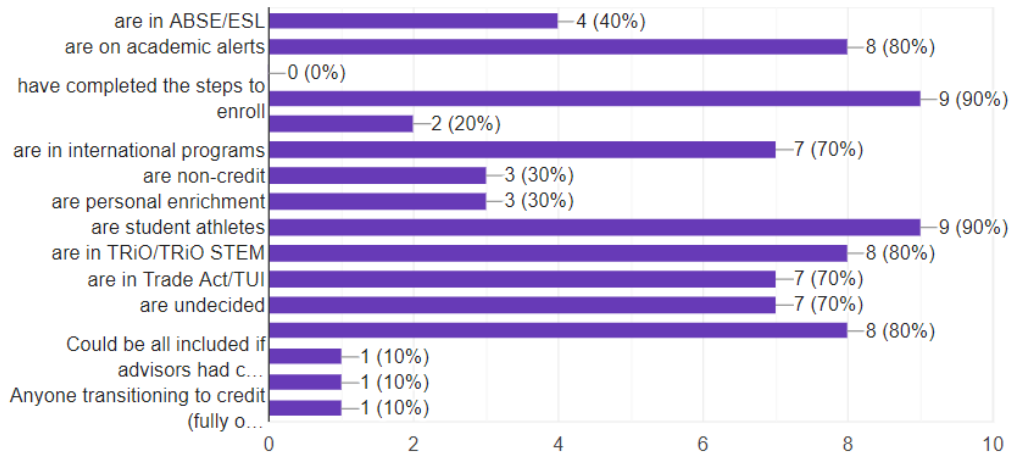
Goals and outcomes, using data to inform best practices, ongoing updated professional dev.;

I would add a reference related to: the advising philosophy (that ideally) is practiced by all advisors; the career advising we do as part of work; to student success and the variation of what success can mean and look like from one student to the next.



ROLES & RESPONSIBILITIES - In an ideal AAP, Advisors would advise/work with students who... (check all that apply):

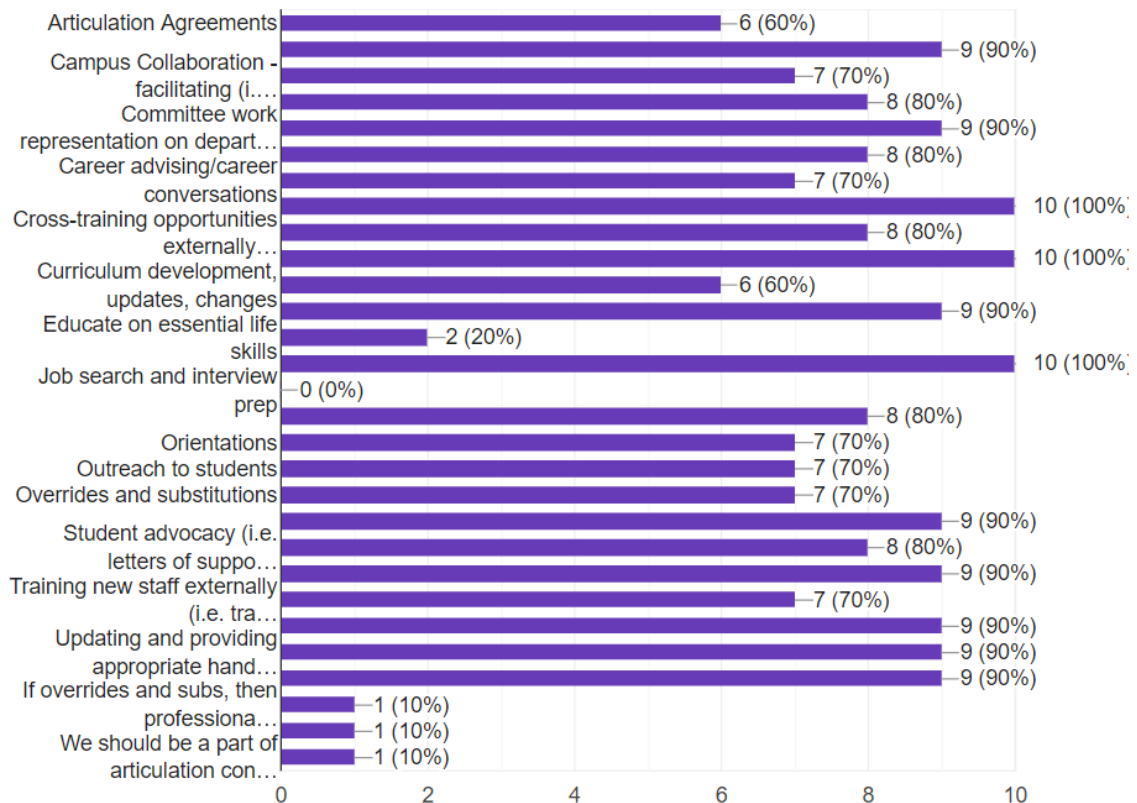
10 responses

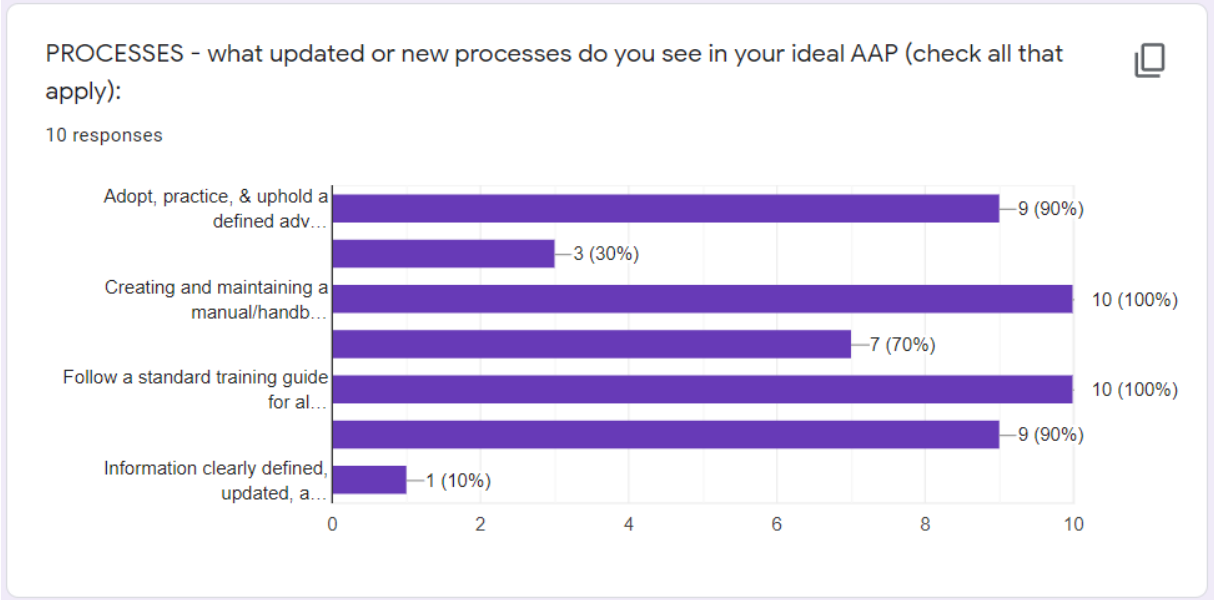


ROLES & RESPONSIBILITIES - ideal job duties in AAP (check all that apply):



10 responses





Please provide some examples of program and service goals that need to be established in our ideal advising program? (i.e. Establish clear, consistent protocol for internal processes, etc.) 10 responses

Having a system of continuous improvement and annual (or biannual) strategic planning, driven by evidence and clean data.

Consistent practices established and available to all.

clear, consistent protocol for internal processes, provide clear info in a multitude of ways to aid in student success, better communication across departments,

Provide workshops for students, this could be APR 2, program focused, or around academic issues such as changing grade options.

Consistent messaging from Front Desk and other Student Affairs staff. Consistent training. handling of things like PC release and FTIC release, especially post-official deadlines.

Consistent dates for admissions application cut off/prior college clearances cut offs each term/advisors not doing the work of enrollment services and admissions/evaluation of transcripts. Ability to see what term students are admitted, and ability to clear them. Consistent messages within advisors as to how issues are managed and handled

Establish clear on-boarding training for all new hires and in conjunction with other student affairs offices.

Establish and implement a standardized advising model. Establish methods to continually review and adjust the model. Establish a policy and procedure manual that goes beyond the training manual which guides everyday advising functions.

clearly define reasons codes and use them consistently for data and analysis, create common templates for articulations, and other forms

Establish actual goals each year as a department and as individual advisors.

Define and consistently practice a specific advising philosophy/approach.

Confirmation of student career community or pathway at various points in a student's journey (required check ins).

Robust advising related services that we all offer (transfer workshops, major interest workshops, class visits to engage students, etc.).

Strategic planning around articulation work (creating agreements that are in demand).

Determine the satisfaction rate for our services as a department and as individual advisors.

Clearly define student success (and as a spectrum) in relation to academic advising.

Provide consistent advising methods and administrative procedural/process practices.

ASSESSMENT - What should be assessed with AAP and how often should those assessments happen? 10 responses

All services offered by the program should be assessed within a five year, rolling basis. Program review should set the stage for what a five year review cycle of those programs might look like. Additionally, staff (advisors and supervisors) should have an annual performance review and evaluation, something that does not happen beyond the trial service period.

Assessment should target performance, areas where training is needed, ability to grow professionally (assessing if the employee has realistic time to use creativity in projects)

NSO, advising as a whole (model, procedures, handouts, etc.), training structure of new advisors

Client services, presentations (NSO) , how information is provided to students. Once every two terms.

Depends on how deep you go each time. I think process/procedures should be reviewed annually.

Committee representations should be open to rotation annually. Professional Development opportunities should also be reviewed annually. Rotating advising assignments and/or possibility to cross train or be a back up in a new area.

Handbook 1x per year/advisors evaluated every 3-4 years, unless issues. APR every 5-7 years. NSO, if ever formalized should be reviewed yearly and updated accordingly.

Advisors should have allotted time annually (maybe each Spring?) to review work individually and as a group, to set new goals, and to determine how/if we are meeting the points of our mission statement, and if not, what specifically can be done to remedy the shortfalls.

The effectiveness of all in-person and online orientations each year. Other processes as outlined in the current AAP should be on a rotating schedule but assessed at least once every five year.

NSO, Advising models and best practices

Annual data collected and surveying to students.

Annual (and term by term check ins) departmental debrief on efforts in advising, orientation, and brainstorming for future ideas and planning.

Accuracy in advising information provided and what processes are in place/need adjustment for us to be able to provide the most updated info.

Satisfaction of advising provided to students.

Our collaboration efforts with other colleagues and departments on campus.

Are we doing what we say we do?

Are we aligned with campus-wide efforts like Guided Pathways?

Data on # of students by career community and between teammates relevant to average # of hours of drop-ins/appts.

Is the support being provided by our supervisor what we need on a daily basis?

What kind of support are students asking for that are not being received related to advising.

What kind of support do advisors feel they need from their supervisor and in relation to problem solving and addressing student issues?

HUMAN RESOURCES - What role would the director/supervisor play in new employee training? 10 responses

Supervisor should be crafting the training schedule and be charged with figuring out all logistics of a training schedule. During training, the supervisor should be having meaningful training sessions with new hire throughout training informing them of processes, procedures, protocols and departmental vision.

They should know what is needed, and understand what academic advising entails, assist with training schedule to ensure that workload is distributed fairly

The lead in training if not, the #2 person. The supervisor should play an active role and be able to understand the LCC advising department in order to provide appropriate training.

Knowledgeable of various academic advising models to support staff. Have a clear understanding of academic advisors roles, spearhead training for the AAP, provide feedback and encouragement/developmental training to staff. Be who advocates and markets the AAP to the larger college community.

Depends on their advising experience. If they have little/none experience in advising then not much. They may need new employee training more than we do.

New employees would meet with director, director goes over role and expectations of advisor. Director should be supervisor to all advisors, and provide leadership, clarification, and training opportunities.

A supervisor would sit with each new employee on the first day of hire to review general guidelines and to set a professional first impression of the college.

I think the director/supervisor needs to work with advisors to establish a training manual and a training schedule. I don't think it should be up to the advisors to develop the schedule.

to have a director who can support and help advisors grow.

I would hope they would witness new advisors in action, multiple times, and also continue to do periodical observations with all advisors for evaluation purposes.

Introducing new advisors to advising model, philosophy, and advising work expectations, including any procedural guidelines.

Exploring the new advisors professional goals in the short term and then eventually the long term.

Consideration of advisors expressed strengths around advising at onboarding and then with continued check ins to see how the strengths can be used and areas needing improvement can be worked on.

Expectation around scheduling of time, documentation, chain of command communication (always go through them, or advisors are empowered to communicate as needed, etc.).

Coordinating who advisors should connect with for training across campus.

Having the knowledge of an advisor's abilities to effectively move an advisor off probationary period.

HUMAN RESOURCES - Would you benefit from meeting with your director/supervisor? If so, how often and in what capacity (i.e. unit meeting, one-on-one, etc.)? 10 responses

Possibly. I like having 1:1 check ins from a supervisor who can contribute to my professional growth.

bimonthly with group, once a month one-on one and as needed, having an open door to advisors

Communication weekly is ideal. A bi-weekly or monthly meeting (group &/or one-on-one) would be beneficial.

Absolutely, It is important to meet with one's supervisor to make sure one is keeping on track. Working in the frontlines with students in a service capacity can be overwhelming at times and one can introduce one's own biases especially when tired, meeting with one's supervisor every three weeks on an individual basis and every two weeks on a group basis would help maintain the AAP consistent with mission statement for the program and with the college's overall vision and mission.

Yes, i think we could either meet one-on-one 1 or 2x/year (scheduled) and additional times as needed.

Meeting with supervisor as needed, possibly at every other unit meeting, will depend on supervisors style and hands on or hands off approach.

Yes. A twice a month unit meeting helps to touch bases on current issues. I think it's important for a supervisor to understand the challenges and successes of the team as they arise in order to be a knowledgeable advocate for the group.

Unit meetings each week and have direct access to the supervisor/director as needed on an individual basis.

We should meet with our director at least once a term for goals and assistance

Yes. Weekly as a group for a check-in (any updates they have, any updates we have, and any professional growth conversations). Once a month with teams. Once a month with each individual advisor. Could be in person, phone, zoom, email.

HUMAN RESOURCES - Please describe how staffing could be allocated equitably?^{10 responses}

Part time hires should not have been let go so easily. Numbers should be looked at and the areas that have the fewest/smallest demand are combined to have teams that have at least 2 fulltime professionals on each.

All advisors should have access to updating website, uploading documents, providing overrides, etc.

Advising teams should have 2 FT advisors per area

Look at student conduct hours and adjust career communities and/or cross-train

2 full time advisors for each assigned areas

Use real, consistently reported data from a variety of sources (think multiple measures) and go from there. Do not use SARS information only, as different advising teams use SARS and report things in SARS differently.

Need real data on advising areas, student served in those different areas before equitable staffing can be determined. Consistently reported data e-mail, advising appointment, etc.

1 fulltime advisor per caseload of students.

I think all advisors, regardless of programs for which they advise, should have the opportunity to represent the college internationally. I think some cross training needs to happen as some areas experience a much heavier case load and could use additional advising assistance at certain times of the year.

Caseloads and support

It has been a few years since data seems to have been used for assigning advisors to teams. Might be good to look at it again, though the data is skewed due to inconsistency in procedural practice of what type of encounter should get logged in as a drop-in, where team emails are being sent from (personal, academic advising, or actual team email), etc.

Also look at articulation responsibilities across teams and between team members for equity.

Address inequities in career communities assignments. And consider that some teams actually had 2.5 advisors/counselors at one point in the last 5 years but have not been considered as positions have shifted and been cut. BUS and SOCSCI had 2.5 advisors. SOC SCI received Education as another advising area a year ago and no shift has occurred to balance this increase in student demand. Arts/Comm could take LLC to fit career comm and help with load increase from Elem Ed and ECE. HP lost a part time advisor when they are the three advisors who typically have the highest student contact demand.

Establish a workload and knowledge balance in project and committee work among advisors through a supervisor managing who is on various projects.

Hold all advisors accountable for advising for undecided students equitably or reassign undecided to offset case loads (for example, should Success Coaches be the ones to see all undecided students first, so they can be referred appropriately to a career counselor, participate in career advising with Success Coach, or connect with program team if determined. Or perhaps one advisor or team is assigned undecided along with career community).

Hold advisors accountable to practice drop-in model so student demand can be better met. If one person chooses to do appointments within their drop-in hours, it throws advising expectations off for students, causes confusion to students and staff/faculty around campus, and limits the # of students that can be seen for that area in a day, while other teams may see double or triple the # of students and see that area's students because they cannot get in for drop-ins.

Cross-train within our department for back up coverage.

Bring back the peak advising schedule, where only by careful consideration of an exception can vacation be taken during a registration week, week before the term, week one of term, and week 8.

Cross train all part time advisors for all areas, so they can help with back up coverage when someone is out.

HUMAN RESOURCES - Please describe how part-time employees can be supported and included in our work? 10 responses

Part time employees were effectively gutted without a proper fight, losing all of them and after fighting, only retaining one. This demonstrates clearer than any words I could craft how well they have been "supported and included in our work."

PT employees should also have access to systems that FT advisors have, the ability to participate in projects and meetings.

Ability to attend meetings, more support from supervisor, directives given from supervisor not lead.

Once a part time advisor meets a certain amount of hours, they should be offered the opportunity to continue in a full time positions. This would help with staff retention and diminish the cost to rehiring and training. Currently there are two academic advisors who have part time advisors. They are both senior staff and minority. By having a part time advisor, the fulltime advisors cannot always participate in leadership development or have access to other privileges full time partnerships provide.

Part time advisors have stated not feeling part of the college culture. It is hard for part time advisors to keep up with the many nuances that occur college wide. In order to mitigate this Part time advisor should be able to meet with the supervisor for the AAP if they cannot attend team meetings.

I think we are already started to do this by including them in meetings/In-service/Spring Conference/trainings. Then again, we have only one right now!

Part-time advisors should be included in training, meetings, professional development, and should be treated like FT advisors.

Part time employees would be on-boarded with same processes and would attend all of the same meetings as full time employees in order to stay current with all information.

I think part-time employees should attend the weekly unit meeting. So much information is exchanged in these meetings. It become the responsibility of the full-time advisors to share all the information. I think the part-time employees have a lot they can share in the meetings. Part-time employees should be give the opportunity to participate in on-campus workshops, events, and cross collaboration meetings.

They should just advise.

Part time employees should be included in ALL advising division meetings that full time advisors are involved in, as well as any academic division meetings around curriculum (their input should be considered as well).

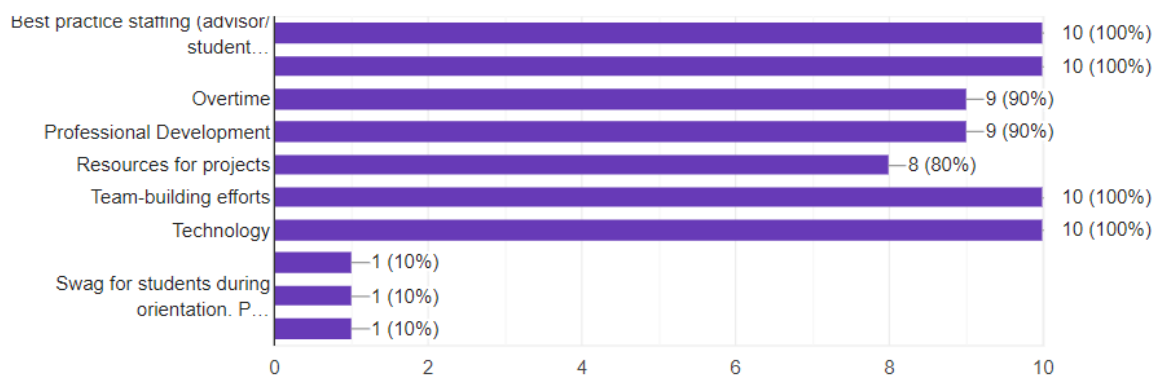
All professional development full time advisors have access to.

All training a new full time advisor goes through, including outside department collaboration training and sitting with all other advisors to see the variety in the work we do.

While a full time advisor in the program area may be the best to train a part time advisor, they are not the supervisor and thus and comprehensive and inclusive training experience should be had for part time advisors just like full time advisors receive.

FINANCIAL RESOURCES - In our ideal AAP, the following would be funded (check all that apply):

10 responses



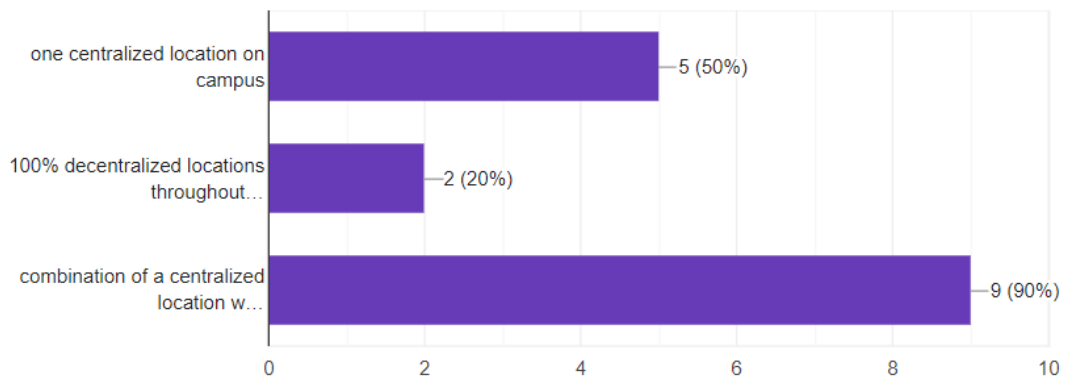
TECHNOLOGY - Our AAP ideally would (check all that apply):

10 responses



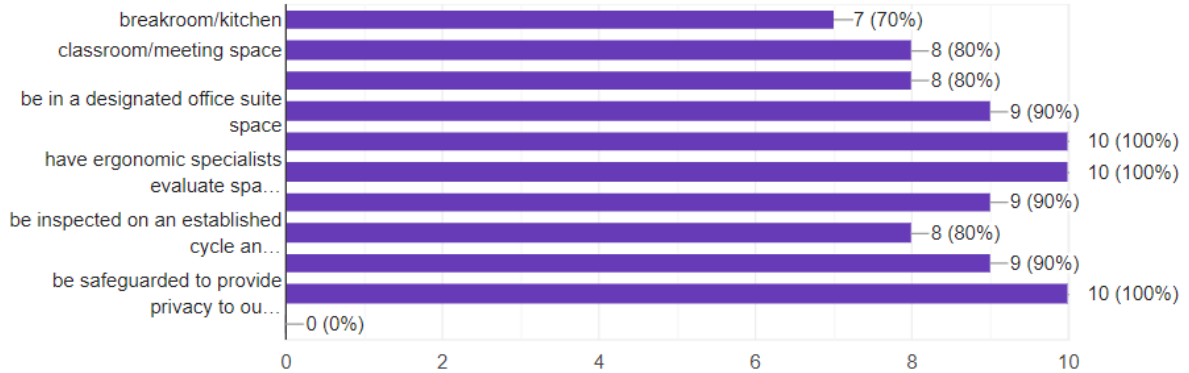
FACILITIES AND INFRASTRUCTURE - Ideally, our AAP would be located in suitable spaces designed to support our mission and goals and also intentionally engage various constituents, promote learning, and provide accessible and safe spaces (check all that apply):

10 responses



FACILITIES AND INFRASTRUCTURE - The following would exist in our ideal advising program (check all that apply):

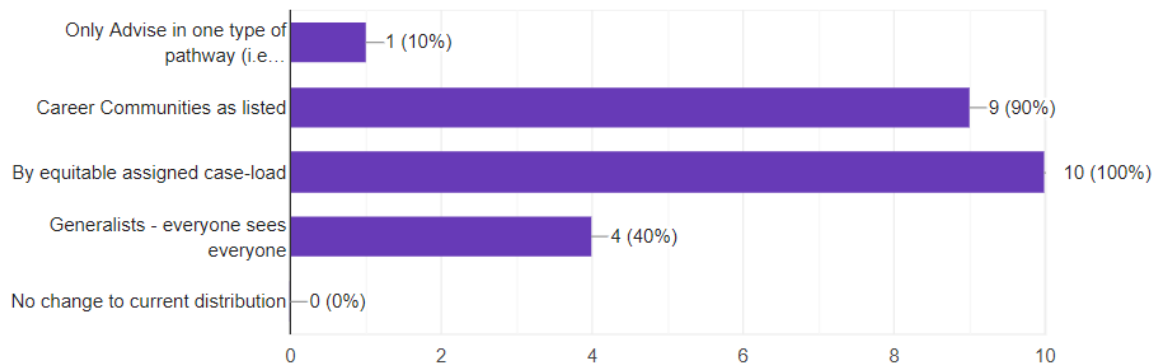
10 responses



FACILITIES AND INFRASTRUCTURE - in an ideal AAP, Academic Advising Teams would be distributed... (check all that apply):



10 responses



FACILITIES AND INFRASTRUCTURE - in an ideal AAP, what new ideas do you have around collaborating with current departments/resources? 10 responses

I think expanding on Campus Partners with a Guided Pathways approach is eventually going to be needed to successfully implement new structure.

Collaboration attempts are already in place, in an ideal world, advisor's input would be taking in effect. Advisors have been providing feedback and improvement information to departments, in the ideal work=ld, changes would happen in order to better serve students.

Better communication, better access to depts, use of meeting space, classroom, technology, a true front desk,

Academic Advising team should attend meeting with faculty .

Stronger collaboration on a regular basis with at least one rep from each area (ie, an advisor, counselor, FA advisor, ES advisor, etc on one team that meets 1 or 2 times a month to share info. More collaboration with Admissions/Out Reach wherein we visit High Schools/Career Days along with other Lane reps.

Until advising teams, career clusters, and advising case loads are evaluated and determined it is difficult to generate ideas for collaboration with departments and resources.

A twice a year Student Affairs retreat with the purpose of creating connections and teamwork cross departments, and promoting clear communication between staff.

Cross training

Videos on student processes such as claim email, p/np, etc; working more closely with department when making decisions on offerings.

Knowledge only benefits us. Cross-train a bit (in other departments) not to do another employee's job full time, but to understand their work and how it ties to our work and how we can all best serve the student.

Cross-train within our department so there is trained, knowledgeable coverage ready in case an advisor leaves, goes on vacation, etc.

Regular connection with some of the prime divisions we work with on different responsibilities is important to build collaboration and rapport. Why not meet with degree evaluators, ESAs, FA reps and advisors, admissions, success coaches, peers, counselors, our academic divisions we advise for, early out reach, student engagement, athletics, etc. once a term. To check in and work through information, questions, ways to work together, etc. These could even be 30 minute check ins. Connection builds rapport and teamwork. Could go a long way.

And if we cannot do this, perhaps liaisons could be determined and be on a rotating basis each year, that can report back to our group and manager on any ideas, issues, etc.

Regular training from other departments related to our advising work--FERPA, Confidential student, Title IX, mandatory reporting requirements, managing a challenging student situation, protocol on student of concern being able to contact us directly without us knowing they are band from parts of campus, etc.

FACILITIES AND INFRASTRUCTURE - In an ideal AAP, what advising responsibilities could be allocated to other departments on campus? 10 responses

All steps to enroll before NSO

With the process in place: admissions/steps to enroll, placement and release for WR & MTH, resolving account holds/trouble shooting account problems.

the bulk of articulation (not all but much of it), Steps to enroll, undecided students

Articulation Agreements should go to Degree Evaluators, or curriculum development

Admissions process/questions answered/helped by ADMISSIONS personnel, not advisors. Orientation also done by Admissions staff.

Advisors not working with students on Steps to enroll, not answering questions on admissions and residency issues, orientation to Lane not done by advisors, advisors only handle specific registration issues departments/advising teams.

Articulation Agreements

Completion of Steps to Enroll; education regarding APS; education regarding FA; TUI.

substitution and override requests

Orientation management and build on what we offer. Advising is just one piece of orientation. Many schools have a division for orientation and first year experience that is responsible for orientation and academic advisors just provide the required advising for orientation, with say in how and when they do it.

Undecided advising and exploring majors could fall with Success Coaches, who are trained in career exploration strategies. They would need to be trained on using the catalog and working with program

advising on WR, MTH and pre-req vital courses so they can best cover bases for students. OR they are the first contact for undecided students to triage the situation and determine the student's next step (Career counseling before advising referral, etc.)

Career advising should either be a training piece in our department or not--but needs to be consistent.

What current strengths should be included in our ideal structure? 10 responses

Advising has a strong core of passionate advisors doing their level-headed best to serve each student before them, under ever-increasing pressures and mounting responsibilities for which there is little support and a mountain of obstacles to navigate to be successful. With constant budget cuts, advising has inherited an incredible amount of work from offices around campus that were closed, such as career services, worksource, TUI/Trade Act personnel, etc. Advisors also have strong communication skills interpersonally that should be retained in the future. Advising also has a strong online presence that allows students several different modalities to connect with advising.

Collaboration with departments advised for, attending those department meetings to be informed about changes as they occur, assist with program specific changes/updates.

advisor collaboration, allowing freedom in creating one's schedule, utilizing strengths each advisor brings in projects,

A supervisor that has had experience in academic advising at a community college setting and a 4 year institution

How well/quickly we provide information to students, and the volume of students we help. At time efficiency, but at what a cost? Many of us are burnt out.

unsure, as current developed strengths have been created due to lack of supervision and leadership

For people to continue to be able to volunteer for projects/committees in their unique areas of strength and interest. For meetings to continue being online even when we go back to face to face, at least part of the time, to maintain our tech savvy and different way of connecting with each other.

Strong commitment to serving students in a manner which is accessible across multiple platforms and times. The encouragement of continued collaborative, supportive environment that currently exists among the advisors.

our use of new technology and remote advising

Diversity in advising approaches.

Individuals' strengths.

Ability to serve students through multiple means--group, individual, zoom, phone, etc

Campus Partners collaboration.

Autonomy of advisors to problem solve, as needed and appropriate.

Play to people's strengths. If someone does better with transactional advising use them there instead of another area where more career advising and inquiry is needed. And if someone is really great with data, have them work on relevant projects. And if someone is awesome at creating visual materials, empower them to do so.

What current weaknesses need to be addressed? 10 responses

The program overall lacks consistency. While everyone is dedicated to their work, the program lacks the structure and uniformity to ensure students are all accessing the same level of service with whatever advising team they may have. There are needs for flexibility in modality and I think the program could be stronger by matching strengths to pedagogical advising areas that compliment the advisors naturally. For example, some advisors thrive in a prescriptive advising setting, others perform better in a constructivist session or appreciative advising philosophy. Advising being decentralized is one of the biggest weaknesses. It gives poorer front line service expectations, students have a terrible time navigating the campus, and it often leaves the student with inaccurate information and a bad experience on campus with the advising department. Physical closeness and having a centralized advising center would alleviate a majority of interpersonal issues that the advising program has had since it was decentralized.

Supervision, understanding and respecting cultural competence

lack of direction and leadership, little funding, unbalance of advisor workload and caseload, trying to plan for students who don't have a plan, articulation, given new duties without any training, student check ins for satellite offices

The lack of leadership and inequity

Lack of accountability. Lack of equitable distribution of workload. Using SARS and other reporting tools inconsistently. No good data reporting/sharing on a regular basis. Lack of understanding of what academic advisors really do throughout campus, because we often seen as a barrier/gate keeper to enrollment.

Advisor workload/advising, lack of accountability, use of SARS only to track data, consistent expectations and messages to advisors for supervisor

We have not had a vocal leader/supervisor for a long time, leaving us feeling somewhat exposed and unprotected in a sometimes volatile work environment. There are strengths that have blossomed because of this, and there are sore spots as well, like general skepticism and distrust of management.

We need more consistency in the manner in which we log-in students so that our numbers are reflective of the true nature of the type of advising being carried out.

no director, software and technology,

Unclear procedure, policy, expectations

Having an engaged and advising knowledgeable supervisor

Inaccurate advising

Unaligned advising methods

Inconsistency in work reported (emails for drop-ins, etc.)

Varying and inconsistent comprehension of knowledge needed in role

Inequity in advising load, disciplines, project load, and welcoming environment

Communication around what is okay, what is not, what is expected, etc. We are quite autonomous now, which in some ways is great, but in others we still need an involved supervisor helping guide us a bit and playing to our individual strengths.

Referral issues from front desk continue to be an issue. Sending students when we are not on, to wrong teams, and not always following what we have asked with referral guidelines.

Missing involved admin support for our department directly leaving classified staff that are not supervisors trying to manage issues, etc. on a daily basis.

What opportunities can we build on (collaboration, project ideas, events, student resources)?¹⁰ responses

Welcome Day, Career Community-focused NSO, Zoom and remote advising.

All student related activities/initiatives

Better resources for students (visual, auditory (videos), etc.) to help explain info, class visits, workshops, somehow getting clear, timely info out and in to advising, Play to people's strengths instead of everyone do the same.

We could work and collaborate with various other Student Affair departments, such as providing workshops or mentorship to students in the Multicultural, Trio, Gender equity, outreach and other departments that deal directly with students. This would support student retention efforts.

Groups like Campus Partners, the Newsletter/Notes, etc. But we could sure use a re-vamp of all of this.

unsure, I would like to see Advising rebuilt to just manage advising and then create new opportunities , collaboration, projects, events, resources. Advisors are already stretched to do too many things when we should be focusing on student advising.

Collaboration with other offices for better work communication and relationships

I think we can build upon advisors' continued collaboration with program coordinators, instructors, program deans etc. Expand our role so that our voices, on the part of the student will be heard and respected.

new student platform, standardize websites and forms, simplify the steps to enroll

Fye and admissions roles in NSO. Should advising only be one part of this, not the necessarily facilitators of the whole thing?

All campus advisors support, training, and engagement.

Guided pathways work. Bring our ideas forward, they are listening.

Additional workshops around transferring, undecided students, major specific info for larger major areas, group advising sessions for current students, collaboration through student engagement division to work towards more academic advising connections and students' whole experience and Lane.

Athletic teams--could we not all partner to a team and host a team check in each term to say hi, make referrals, etc.?

More high school specific NSOs.

Conversations around articulation. This should be strategic work around what our students are pursuing at our four year partners, and not random creation of agreements that may be used by three students.

What obstacles/threats do you encounter in your role? 10 responses

Burn out, lack of support, lack of direction, lack of training, lack of accountability.

Lack of acknowledgement, ostracizing, dismissing any input to the group

Advising doing a lot of work of other depts (admissions, ESFS, Fin Aid), new duties with little to no training, lack of support, lack of knowledge of our role, little advocacy,

Inequity, lack of support from the institution

Lack of consistent leadership. Lack of clear boundaries. Lack of consistent messaging from our own front desk and throughout the college about what we do and when we do it (office hours/drop in). Unsafe with certain students/situations, with no real quick solution besides calling Campus Safety.

Advisor safety in student advising meetings. Consistent office hours and availability of advisors. Front desk needs better trained staff to refer students and triage issues instead of just referring students to advisor for issues that could be handled by giving resources or next steps.

Budget cuts

Lack of access to point people in other student service areas such as Enrollment Services and FA. We should not have to "navigate the system." We should have direct access for direct answers to question. Lack of adequate, consistent training of front line staff and student workers. Lack of response from supervisors when we report multiple errors by the latter. These continued errors results in students receive miss information and experience frustration.

angry students due to unclear maps for entering and progress through.

Resentment for initiative taken and/or proposed

Unclear procedure, policy, and expectations

Inaccurate information being given to my shared advisees

Lack of action on reports of misadvising and hostility

Inefficient procedure and policy, and clarification of it

Inaccurate catalog information

Timing of new catalog information and grad plans being coded

Lack of collaborative support in articulation efforts

Lack of efficient and effective communication across campus from above and facilitated by advising supervisor

Historically, a lack of having an academic advisor at the table for conversation around campus-wide initiatives

Misinformation around what advising is TODAY. Not 2-3 years ago. Being provided to decision makers without ANY advising consultation.

Not enough academic advisors for # of advisees, nor do there seem to be plans for more.

Lack of comprehensive understanding of what articulation actually is on this campus and strategic planning around it.

Lack of campus-coordinated communication on topics directly related to academic advising.

Disconnect between various departments on campus that impacts information we provide students (i.e. testing, LLC, Math, ABSE).

Cross campus advising colleagues efforts not aligning with what has been practiced historically. If they will be doing program advising, they need to be trained thus ongoing collaboration from our group is necessary.

Please provide any additional ideas/thoughts you may have surrounding your ideal Academic Advising Program. 10 responses

N/A

Each member of the team needs to be critically engaged throughout this process, if it is to have meaningful success in changing campus culture around advising. Advising is one of the most effective tools for increasing retention and graduation rates, yet rarely gets the resources necessary to effectuate this on campus.

the AAP is made up of a great team that has been underutilized and not appreciated to its fullest capacity. This is a lost of cost for the college.

i would like to see leadership that believes and encourages Professional Development (not just attending conferences), mentor ship, and really understands what we do (observes each of us in an advising session or two). Wish there were extra levels to advising in regards to pay scales/responsibilities. Like a level I/II/III. More room for advancement that is not just supervision.

Too many to list and survey was too long. cannot include all in this survey.

None at this time.

We need a centralize advising hub with a front desk.

not at this time

Appendix	H:
Appendix	I:
Appendix	J:
Appendix	K:
Appendix	L: