

**Update Questions for Sept. 1<sup>st</sup> action project updates to AQIP:**

**Action Project Title: Implement a new Faculty Advising model**

**Updated by: Cynthia Calvin**

**Date: August 24, 2009**

**#1. Describe the past year's accomplishments and the current status of this Action Project.**

***If Year One was dedicated to research and Year Two was consumed by the planning process, then the term to describe our implementation process during 2008-2009 is "action". The year started out by reviewing the creation of a mission, philosophy and structure by the NACADA Summer Institute Team. The Academic Advising Task Force took that work and combined it with the positive attributes they found when they visited the Northeast Wisconsin Technical College's advising program (also using a Shared Advising Model). Our plans fell together fairly easily at that point and we were able to submit the first half of our Academic Advising Model Proposal (Mission, Philosophy, and Structure) for approval by the Title III Steering Committee on October 24<sup>th</sup>, 2008. The second half of the Proposed Advising Model was submitted at the following Steering Committee meeting and contained the Roles and Responsibilities of the advisors, faculty members, counselors, College and students. In addition, the Task Force included a Communication Plan for introducing the model to the College and recommended that our External Evaluator be assigned to design evaluation of the pilot in their second submission. The Steering Committee accepted the Proposal with thanks and forwarded it to the Administrative Council where it was also approved. In the Appendix, you will find a copy of the Proposed Academic Advising Model as it went to the Steering Committee along with a document demonstrating that this new model addresses key issues raised through the previous year's faculty survey and focus groups on advising. Other documents which demonstrate aspects of the new model are also included in the Appendix.***

***Throughout the year, the Title III Academic Advising Task Force continued to meet on a regular basis to finalize the proposal and to prepare to communicate key points of the model to the campus community. Minutes of these Task Force meetings are posted on the Title III website on the college Intranet.***

***Transitioning further into our implementation, we found that we needed communication, communication, communication! By starting with one- to-one meetings with all key stakeholders followed by small group discussions, we were able to agree on a supervisory structure with the Title III Grant Associate in charge of the training and development of the new advisors, for the duration of the piloting stage of our model. It was determined that the new full-time, 12 month employees would be housed in Academic Affairs and would be monitored by one of our Executive Deans in the future. Because MPTC did not have resources to fully fund the model all at one time, we decided to start with a cadre of three advisors. Leveraging available funds from the Title III grant and a newly acquired Community Based Job Training grant, the College was only required to fund one of the three positions. Of course, ensuring that we would meet all of the requirements of the two grant proposals, within the federal regulations which govern those grants and to honor all of Moraine Park's policies and processes again required hours of planning and communication. It was imperative that these discussions occur before we brought the advisors on board.***

***Finally, we were able to move forward to develop the actual Position Description using the Role and Responsibilities section of the approved Academic Advising model as a starting point. The title for our new advisors was determined to be Academic Support Specialists and the salary level was determined to be at the highest level within our Support Professional employee group. The advisor who would be paid from the CBJT grant was given the responsibility to support the nursing and CNA students as those programs are the target of that grant. The office for that person will be on the West Bend campus. The Academic Support Specialist who is paid from Title III funds will be assigned to Title III Target AA Programs on the FDL campus as determined by the US Department of Education. Our third Academic Support Specialist will be assigned to provide support to a comparable number of programs currently involved in the***

**Wisconsin Technical College program review process (QRP). Those programs are housed on all three of MPTC's campuses so the third Academic Support Specialist will be required to travel to meet with students.**

**Over the summer of 2009, we conducted 3 Search and Hire processes. All three of the new Academic Support Specialists bring unique skills and are committed to intervening to provide needed support for the students in their assigned programs so that more students will succeed and graduate. Although we only had a short period of time before fall semester began for training, we started a professional development process by reviewing recent retention/advising reports published by NACADA and Noel Levitz, as well as other selected retention literature pieces.**

**As outlined in the Academic Advising Task Force's Communication Plan, we set up short lunch-time "town meetings" during the last 2 weeks of the semester. The meetings were connected by IVC and did draw faculty attendees from more than one campus for each meeting. However, only about 25 faculty members were able to attend to hear about the new Academic Advising model. Primarily the Academic Advising Task Force members attributed this low turn-out to the end of the year crunch of activities and finals. Unfortunately, we were not able to increase the speed needed for the decision making process. We needed each week of those 9 months to move the project through channels. The cost was that we were not able to garner buy-in for the model from a large number of faculty members before they left for the summer.**

**We were able, however, to present and discuss the model at two of the Moraine Park Labor/Management meetings in the spring. As a result of those discussions, previous Faculty Advisors for programs now assigned to the Academic Support Specialists are being invited to act as "Transition Advisors" to get program students connected to their new advisors during Fall Semester, 2009.**

**Just at the end of the summer session, we gathered all of the Moraine Park staff and faculty members who all Service Providers in our Early Alert System to discuss the new Academic Advising System. For some of these employees, the new system could change**

***the focus of their work. Those who had previously spent a lot of time providing general academic student support will now have time to focus on students who require their more specific skills.***

***Even though we had to take a break from sharing information with faculty members over the summer, the activities of our Communication Plan picked up immediately when faculty members returned to campus. At the Faculty In-service, with all full-time faculty members in attendance, we were able to present key aspects of our new Academic Advising model. On the following day, one of Moraine Park's three hour concurrent sessions was dedicated to exploring the value of providing "Just in Time" interventions and support using our new Early Alert system and our pilot Academic Advising model. In addition to describing the services that will be provided by the Academic Support Specialists, we were also able to introduce a new support service for faculty advisors whose programs still have not yet been assigned an Academic Support Specialist. This service, entitled "Advising Newsstand" will be available on Park Place and on our new portal to provide up-to-date information for faculty advisors to keep them apprised of deadlines, changes in any previous processes, Advising FAQs, tips on using our new BANNER system to give them needed information on their students, updated Referral lists, Instructions on how to use Mail Merge to send out student communications and/or to populate the Early Alert referral forms and much more. These services were each selected to meet needs identified through our 2007 Faculty Advising Survey. Hopefully they will serve to help our Faculty Advisors make their advising responsibilities easier and more effective.***

***The initial activity for our new Academic Support Specialists was to determine the key points in a semester when it would be most helpful to connect with students. Because we were not able to run advisee reports for each of the program (due to the status of our BANNER start-up), we are unsure of the exact number of students assigned to each of the Academic Support Specialists. We are, however, sure that the numbers will far exceed 300. With that in mind, we recognized that we would need to be creative in making students cognizant of our interest in them as individuals while providing as much information as we could to students in small groups where possible. Clearly we need to explore new social networking***

***technology and the Academic Support Specialists are already involved in determining how we can use our new Luminis portal (going live in January) to help us reach more students and to help build student-to-student connections.***

***We have designed a process for working with each program to create a Student Contact Plan uniquely designed to provide information in relevant ways to the interests of students who tend to enroll in that program. By identifying student needs and programmatic planning requirements combined with the Student Expectations of the new Academic Advising Model, we created a list of the key points that we hoped to include in our “Just in Time” approach. Program Deans and faculty members are working with the assigned Academic Support Specialists to choose from a selection of delivery system options to select the type of contact that will be most effective for their students at each of the key intervention points. Our target is to contact each student at least 4 times during the first semester. Copies of materials which have been developed to create and demonstrate these Program Student Contact Plans are included in the Appendix of this document.***

***A final and very important piece of our Communication Plan was to bring our adjunct faculty into this culture of success that we’re trying to develop at Moraine Park. These part-time instructors want to help their students succeed just as our full-time instructors do but because of their shortened hours on campus, they are often not able to participate in faculty development opportunities where they might learn about the new processes we’re developing. This year, Title III provided the MPTC Deans with pamphlets filled with information about all of the student success changes that we have been developing and are now piloting to disseminate among their adjunct faculty. Adjunct faculty members have been given information about how to participate in sending an Early Alert System and have more information about how that process can lead to increased student success.***

***Because our Academic Advising model plays such a key role in connecting students with other success initiatives, it is vital that we take care to evaluate the efficacy and effectiveness of our design and delivery. As a result, we have requested that our External Evaluator***

***particularly focus her efforts on helping us design a data collection plan and evaluation instruments which will help us critically analyze the process. Already, she has met with representatives from the Academic Advising Task Force to establish baseline information for future comparisons and to determine what measures are going to tell us whether the process is working and is making a difference in the success of our students.***

***#2. Describe how the institution involved people in work on this Action Project.***

***Each month the Title III Grant Associate provides the Administrative Council with a report on the activities of the Task Force groups and committees. A summary of the tasks completed as well as an identification of aspects of the work which were not as successful keeps that group informed. The report is also disseminated around the campus to all Steering Committee members as well as other key campus employees.***

***The Academic Advising Task Force membership represents faculty, staff and administrative representatives from all three campuses. Meetings are conducted using IVC so all have the opportunity to attend the meetings without losing time for travel.***

***In addition to the presentations listed previously, Academic Advising Task Force members participated on panels at our Faculty Academy for New Faculty Members. As in previous years, the Title III Grant Associate reported on the progress of this project to the Primary Learning Team the Vice President of Academic Affairs Advisory Group.***

***The Communication Plan for this activity is such a vital part of its implementation that most other examples that meet this request for information were included in the response to #1.***

***#3. Describe your planned next steps for this Action Project.***

***Our plans for Year Four of the implementation of this project are to continue to develop relationships and processes which make it easy for students in our target programs to get information that they need to make wise decisions and to gain expertise in using the College processes to be able to self-advise. We will continue to refine the Early Alert system and hope to have that process embedded in the BANNER system by the end of spring semester, 2010. We will be collecting data and information from all key stakeholders involved in the advising model to determine the effectiveness of our new system.***

***As we “go live” with our Luminis portal in January, both students and faculty advisors will find easier access to getting information as it’s needed. The new Advising Newsstand will continue to report relevant materials which will promote improved services to students by their faculty advisors.***

***Student engagement opportunities will increase through the use of social networking for advising purposes. That networking could occur through the use of new technologies as well as through the use of small group advising discussions within the targeted programs.***

***The Title III Academic Advising Task Force will continue to meet this year to monitor the use of Academic Support Specialists, the collection of data to measure the effectiveness of the system and to watch the academic progress of students in the targeted programs. In addition, the Task Force will need to address some of the issues still left unaddressed by the current system such as providing academic advising support for “sampler” students as well as students taking our Adult Basic Education courses. It is also important for us to monitor the usefulness of the model for on-line students as well as for students who plan to transfer to a four-year institution after leaving MPTC.***

***#4. Describe any "effective practice(s)" that resulted from your work on this Action Project.***

***As previously mentioned we have had numerous opportunities to share information about our new model with campus community members but it might also be important to mention here that a committee of employees from Waukesha Technical College contacted us during spring semester to interview us concerning the process we***

**went through to design our advising model. They are in the beginning stages of reviewing the effectiveness of their current advising model and wanted to hear about the steps we took to address that same task. In addition, our Vice President of Academic Affairs and Economic Development provided a presentation to his peers within the Wisconsin Technical College System at their July meeting. Our Title III Grant Associate and the Vice President of Enrollment Management included a description of our new model in their presentation on Making Campus-wide Changes for Student Success at the Wisconsin Technical College System Annual Conference on Retention in June of this year.**

**In each of these presentations, the audience appeared to be particularly interested because the majority of the technical colleges have all used similar models to provide student advising. Some are providing advising through the use of College Counselors which limits the time for these professionals to provide crisis intervention services. Other technical colleges have moved to a faculty advisor model like Moraine Park's. At those institutions faculty members have reported difficulties in balancing student advising responsibility with their more primary responsibilities in the classroom. We are not the first of the Technical Colleges in Wisconsin to be implementing a shared advising model. We benefited from the experience of the Northeast Technical College Systems' advising system. We were so appreciative of the open discussions that we were able to have with them as we were designing our own model.**

**Because we have the added benefit of having an External Evaluator for the Title III grant and because our Task Force is so dedicated to the collection and analysis of the data we are gathering, we may be able to serve as model for designing an evaluation process for transitioning to a new advising model.**

**#5. What challenges, if any, are you still facing in regards to this Action Project?**

**As previously mentioned, we will need to continue to keep the campus community informed about the activities of the Task Force as well as to provide a regular update on the development process of the implementing a Shared Advising model. Specifically, we will need to**

***have faculty members who are working with the Academic Support Specialists talk with other faculty members about the process and what kinds of support the students are getting. Open and honest discussions about the pros and cons of our process will be taken seriously and will provide that important formative evaluation.***

***We still are in the designing stage of the Evaluation and yet, have already started to provide services to students through the new advising model. It will be imperative that the Evaluation plan be finalized soon so that all data will be collected from the beginning of the pilot project to fully reflect the experience of the student.***

***An on-going challenge will be to find additional MPTC funding to continue to “grow” the Advising Model to an adequate number of Academic Support Specialists to meet the needs of all MPTC students.***

***It is vital that the new Advising Newsstand be relevant and up-to-date in order to meet the needs of our Faculty Advisors. Possibly an Advisory Group of current Faculty Advisors would be able to give advice on how that resource can be of most help.***

## ***Appendix***

## **Academic Advising Model**

**Proposed by the Title III Academic Advising Task Force**

**Submitted to the Title III Steering Committee**

**October 24, 2008**

After months and months of study, planning, and discussion, the Academic Advising Task Force has decided to submit the following recommendation for a new and exciting Academic Advising Model for Moraine Park. It is expected that financial limitations of the College will require that the following model be phased in over the next few years. Funding for this model will be supported initially through the use of funds available due to retirements, job reallocations, reassigned funds and unfilled positions.

### **Mission Statement:**

**Academic Advising at Moraine Park Technical College provides:**

- **Proactive, respectful and supportive interactions**
- **In a safe, confidential secure environment**
- **Which meets students' academic and developmental needs.**

### **Service Provision Model:**

**Each student will receive personal attention, support and information from a counselor, professional advisor, or faculty member which is appropriate to their identified needs.**

### **Advising Services provided by College staff with appropriate expertise:**

**Counselors:** Provide support for career decision-making. They provide transition support for students who are taking ABE courses and undecided "samplers". They will develop and implement activities and individual support for students which help them acclimate to a college environment. Expectations are that these activities will include those activities often described as being part of a First Year Experience such as arranging personal situations to support being in classes, developing an MPTC Peer Group, balancing work/family/ and school responsibilities. Of course, personal counseling services for any MPTC student will also be the responsibility of the counselors.

**Professional Advisors: (a title used to identify a College position which differs from a Faculty Advisor. This is not to be taken to imply in any way that Faculty Advisors are not professional.)**

Each of these people will be responsible for assigned programs, which could be assigned based on the size and advising needs typical of students in those programs. For example, an advisor might be assigned to the Nursing program as the students in that program often require many interactions with an advisor. The Professional Advisor works with the Dean and Faculty of that program to determine the most effective way to provide advising support to each program's students. Professional Advisors will be considered to be a member of their assigned programs' Work Teams. They will attend all program meetings and will be treated like any other Work Team member. This professional advisor will be considered to be the "specialist" for their assigned programs but all Professional Advisors will need to be cross-trained to provide general, but accurate, advising for all program students as needed. This group of Professional Advisors will be charged with the responsibility of providing up-to-date and accurate transfer advising to MPTC students.

**Faculty Members:** The role of these key players in providing connections for students which support student success and academic progress will be lightened as clerical responsibilities, such as sending out registration notices, degree audits, etc. will be provided by the Professional Advisors. Faculty members will still be encouraged to be supportive and to provide guidance for their students as fits their personality and program. Students often feel very attached to the faculty in their program and this model recognizes that faculty members will want to maintain that rapport as a positive attribute of their program and as the "mentors" who introduce their students to the professional world connected to their program.

### **Student Flow:**

#### Step One:

Students coming in or calling to request information about MPTC applications, courses or programs will be assessed by One Stop staff to determine whether that student has already chosen a career.

- If not and if appropriate, students will be given an appointment to meet with an MPTC counselor who has the training and skills to help them with career decision-making.
- If so, students will be referred to Professional Advisors, who will assist the student during transition into and through the College Program

- If so, students will be able to seek information and support from program faculty members on program requirements, interviewing tips, introduction to the professional field they are preparing to enter

#### Step Two:

If students have decided on a career, they will take the College Placement exam which provides information about what skill level courses they can take. If the student is referred to ABE courses, s/he will be assigned to a College Counselor. If a student can enroll in any General College or General Education course, they will be assigned to their selected program Professional Advisor. It is assumed that special advising paths need to be developed for those programs who have maintained a higher entry placement score than the scores required for entry into General Education courses.

#### Step Three:

Students are continued to be advised throughout their academic careers here at MPTC by their assigned Professional Advisor, while also receiving personal support and guidance from the faculty members of their program, as appropriate and desired by both parties.

It is expected that some faculty members will continue the same supportive activities that they currently provide for their students, but they will not be required to do so. They are the people who meet with their students daily and will naturally become role models who will be sought out for their personal affirmation and professional expertise.

#### **Personnel Structure:**

It is the recommendation that the College recognizes the value of providing an advising system which is consistent, effective, supportive and accountable. To provide quality services as have been described in this model, the Task Force recommends that MPTC furnishes a manager to manage, evaluate, develop, communicate problems and successes and “champion” the interests of the students involved in this process. Whether this manager is hired specifically for this purpose or whether the College is able to give this assignment to a manager already on campus who has adequate time to address to the development of this key activity of the College is not our decision. In a sister technical college (NWTC), the Advising Manager was the first person in the model to be hired who was charged with the establishment of procedures, supervision, hiring, training of Professional Advisors, and the development of strong lines of communication and support between the advising personnel and the programs involved. That may be a wise approach for MPTC as well, but is not within our purview to determine. Another important decision to be made by MPTC’s top level administrators is where to house Academic Advising in the future. It is the hope of the Task Force that the model will be considered as a

complete entity and that the Counselors and Advisors be recognized as sister assignments and that both groups of personnel will be assigned to report to the same unit.

### **Pros and Cons of this model:**

#### **Pros:**

1. Advising personnel will be available for all students from the time they make inquiries about the College, through all levels of skill building and throughout the programs and possible transfer. Currently, ABE students, who are often our most tentative program completers, are without an assigned advisor.
2. Likewise, it is not clear who will provide transfer information to students who consider their program completion at MPTC to be a step on an educational ladder.
3. With this model, students would have advising available to them 12 months out of the year and even during academic breaks.
4. Advising across all programs would be provided consistently
5. All key players will be assigned to provide service to students in the manner for which they have been trained and which match their personal interests.
6. The College will have a “touchstone” manager to provide information about the advising system and results to the campus.
7. It is easier to monitor the effectiveness of various aspects of the advising model/
8. A manager has been identified who will establish all necessary connections with campus units, to train advisors, to coordinate cross-training, to initiate the evaluation plan, to facilitate the communication plan and to monitor how student behaviors change positively as a result of our advising model.
9. Faculty members are freed up to do what they love the most....teach!
10. If desired, however, faculty members will still be able to maintain a close advising relationship.
11. Students will be clear about where to go on campus to find advising.
12. Advising activities will be individually developed and structured to match the needs of the students in the programs to which they are assigned.
13. Faculty members have an additional advisor to collaborate with when trying to develop appropriate support strategies for individual students who are facing difficult barriers to success and program completion. This is described in the QRPs and in the Perkins grant as “triage”.
14. The administrator who is assigned with managing the Advising Model will be able to act as a “watchdog” for parts of the model which are inconsistently working or need to be revised based on updates implemented in other areas of the College.

**Cons:**

1. Some faculty may feel the removal of advising expectations and requirements as a loss. It will be important to reassure those peers by letting them know that they can still provide the amount of support to their students as they desire.
2. College funds will follow the assignment of advising duties. Because faculty members no longer have that responsibility, they will not receive extra pay for meeting that assignment.
3. Not all programs will be able to have a Professional Advisor assigned to their programs immediately. New Advisors will only be hired as funds become available.
4. Faculty members who have been advisors may need to continue to carry those advising responsibilities until Professional Advisors can relieve them of those responsibilities. As was stated in #2, it is the recommendation of the Task Force that those faculty members who continue to be Faculty Advisors also continue to receive extra pay recognizing their service to students in that way.
5. Additional staff members will require additional offices, phones, etc. and other operational expenses.

**Facilities:**

It is the recommendation that the College establish an Advising Center on each of the three campuses where offices will be available to house the Counselors, the Professional Advisors and at least one office available for faculty to meet with their students to discuss student advising-type issues which require privacy.

It is hoped that this Center could be housed fairly close to the College's One Stop.

**Points identified in Faculty focus groups and in the Faculty Survey which are met by this model:**

As you will see from the list below, almost all of the key issues that were raised as problems with our current advising system by MPTC faculty last year, have been addressed in our recommended model. Those which have yet to be addressed have been assigned to identified Academic Advising staff.

1. Advising is to be shared between professional advisors and faculty members
2. The role of the faculty member is to act as a helper, an educator, and a mentor
3. Overwhelmingly, the faculty agreed that there is a relationship between advising and student retention.
4. Over 41% of faculty members did not feel they are aptly trained to be an advisor

5. 40% of faculty members believe that advisors should be evaluated by students in the same way that instructors are rated by their students in classes.
6. 67% of faculty members find it difficult to balance advising time with teaching.
7. Only 16.5% felt they had time to be an advisor. 63.7% said they did not have time to be an advisor. The rest were unsure.
8. According to the faculty members responses on the Faculty Survey, their advisees received the following amounts of dedicated advising time throughout a whole academic year:
  - a. 30 minutes or less 32.9%
  - b. 1 hour or less 40%
  - c. 2 hours or less 16.5%
  - d. More than 2 hours 10.6%
9. 59.3% of the faculty members responding felt that this was not enough time to give to advising
10. Additional challenges in the current advising system:
  - a. Matching advisors and advisees
  - b. Notifying students of advisor assignment
  - c. Clerical responsibilities demanded of faculty in order to act as advisor –
    - i. Creation of clear, up-to-date communications
    - ii. Creating and sending letters to students
    - iii. Need to develop own database of student advisees for tracking and for producing mailing labels
    - iv. Keeping Lotus notes up-to-date with active advisees
    - v. Lack of information on what needs to be distributed to advisees each semester and when
    - vi. Lack of color printer to print out student course completion lists (different colors indicate what's left to be taken in program)
    - vii. Lack of any clerical support
  - d. Unaware of what the College has sent to students so can't respond to questions about correspondence
  - e. Faculty advisors not trained adequately on transfer issues for students
  - f. No place to meet with students on other campuses or privately
  - g. Lack of understanding of what's expected of a Faculty Advisor
  - h. Lack of accountability
  - i. Assignment of advisees from other programs
  - j. Finding out student's program, academic progress, program code, in skill building classes? Skill building needed? – lack of access to adequate student information for appropriate advising

**This Task Force has worked tirelessly over the last two years and the members are eager to be able to finalize their charge. Next month in our regular meeting, we have planned to address:**

Student Flow Map (creation of a visual)

Student Outcomes (already written, but needs finalization)

Expectations of students, advisors, and MPTC (already written, but needs finalization)

Communication Plan – to be outlined

Evaluation Plan – to be outlined

Description of model for spring semester – to be outlined but is waiting for decisions from top-level College administrators

**Please watch for the last sections of this Academic Advising Model Description to be sent in advance of next month's Steering Committee meeting for your review.**

## Results of 2007 Faculty Advising Survey:

- Advising should be shared between full-time advisors and faculty members, who have equally valuable insight into student needs.
- Faculty members felt that they are confident in their ability to advise students on their program requirements and various resources and offices on campus for additional help and support.
- Faculty members see advising as service rather than as teaching.
- Acting as a helper, an educator, and as a mentor is seen almost equally as the role of the faculty advisor.
- Overwhelmingly, faculty member agree that there is a relationship between advising and student retention.
- A little over ½ of faculty members feel qualified to be an advisor. 41.7% of faculty members do not feel that they are aptly trained to be an advisor. Almost 70% (69.8%) would like more or on-going advisor training, primarily during in-service in a classroom setting.
- 40% of faculty members believe that advisors should be evaluated by students in the same way that instructors are rated by their student in classes. 31.6% thought that students should not evaluate advisors in the same way as they rate instructors. 28.4% were unsure as to whether advisors should be evaluated in this manner.
- 67% of faculty members find it difficult to balance advising time with teaching. 13.2% did not find it difficult and 19.8% were unsure.
- Only 16.5% felt they had time to be an advisor. 63.7% felt they did not have time and 19.8% were unsure.
- Advisees are given, over the course of one year, according to the faculty members responses the following amounts of time:

30 minutes or less	32.9%
1 hour or less	40%
2 hours or less	16.5%
More than 2 hours	10.6%
- 59.3% of the faculty members responding felt that this was not enough time to give to advising. 40.7% though that it was time enough.

- As to whether small group advising sessions would be an answer to meeting the need to balance advising and instruction, the faculty members responding to this survey were split. The results?:

Yes 38.6%

No 25%

Unsure 36.4%

- Responses as to which of the following tools would be helpful to faculty members for advising:

Up-to-date, current Advisee list, with phone numbers and email addresses, Maintained by support staff.....	78.3%
Downloadable sample letters, emails, memos which you could send to your Advisees	73.5%
A web-page for your advisees, to promote self-service	73.5%
Preprinted mailing labels for your advisees	71.1%
Up-to-date class lists and course offerings	69.9%
Prescheduled group advising sessions which would coincide with Registration	55.4%
A student mentor or student advisor program	48.2%
Help with mailings or mail merges	48.2%

### **Biggest Challenges in Advising now:**

The following list is a compilation of the many responses we received for this question. As you can imagine we have needed to reword the responses in order to summarize and group the responses for easy review. I believe that we have included all of the “spirit” of all of the comments excluding those comments which implied a lack of training to be able to handle situations for which we have services on campus already. In those situations, it is assumed that with good training, all faculty advisors would become more aware of services to which they can refer students.

#### **Communication**

- Notifying Students that they have an advisor and who it is
- Notifying advisor of advisees
- Creating clear, concise and up-to-date information communications
- Unaware of what info has already been sent to students. Unable to respond to student’s

questions about mailings received because haven't seen the correspondence myself  
All-college support and direction to students about the importance of using their advisor

### **Training**

Program Requirements for various degrees, diplomas, and certificates  
Not familiar with how to advise a student who wants to transfer  
Unfamiliar with resources on campus to help with student behavior, career counseling, etc.

### **Time (this response was listed most often)**

To contact students with incorrect emails and addresses  
To create letters for communicating with advisees  
To keep Lotus Notes email groups up-to-date with active advisees  
To research which advisees are active and interested  
To determine which campus is the home campus for each advisee  
To meet with each advisee individually  
To create data base with student info

### **Space**

Where do I meet with students on other campuses?  
Need for private space for individual advising sessions

### **Unclear Roles**

Lack of clear understanding of what is expected of me  
Lack of guidance on what info needs to be distributed each semester and when in the semester  
it should be delivered  
Lack of accountability  
What is the role of a faculty member who is the only instructor in a program when students in  
the program request advising although assigned to another faculty advisor?

### **Access to More Student Information**

Preparing for advising sessions  
Finding out student's program, academic progress, already awarded a program code, in skill  
building classes, skill building needed?

### **Lack of Resources**

No color printer available for printing out student course completion lists to mail out to students  
Lack of clerical support  
Clear direction given to students through every possible medium to support meeting with their  
advisor

## **What other support is needed from the College?**

Centralized software system which would provide: student records, names, addresses, phone numbers, email addresses, grades, courses completed, progress toward graduation,

Computerized schedule of communications sent out on behalf of the advisors, either by support staff or through computer-generated means

Communication back to faculty advisor from other areas of the college to keep advisors current on individual student needs

School email accounts

An Advising web site

Recognition by the College of the amount of time that advising takes

Process for accessing basic student information from off-campus with password protection. Access to MPTC Staff Directory from off-campus and available in iNotes so can be downloaded into PDAs.

Accurate course offerings. – could faculty members proofread course offerings b/4 are considered final?

Conference room for meeting with students, with a phone, computer webcam and video conferencing to meet with on-line students.

Possible assignment of advisees to a course number for eCollege shell

List of student services and what they do with a contact on a one-page reference guide

Advising days where no classes are scheduled

## **Second Part of Academic Advising Task Force Proposal to Steering Committee, December, 2008**

### **Roles and Responsibilities of Key Players in the Success of New Academic Advising Model**

#### **Academic Advisor**

Advise MPTC students regarding College programs of study, program qualifications, courses content, course selection, prerequisites, recommended credit load, advanced standing process, registration, transfer admission and graduation requirements

Provide personal contact, case management monitoring and advising support for all students in assigned programs

Provide intervention support as a key member of a “triage system” for all students in assigned programs who receive an Early Alert Warning

Assist students in complying with administrative and program requirements such as scheduling, registration and course withdrawal

Provide general advising for all matriculated students

Resolve student questions or concerns about academic policies, procedures and standards

Refer students to appropriate resources, such as Counseling, Disability Services and Career Services

Meet with Assigned Programs’ Dean and faculty members to determine appropriate advising plan for specific program students.

Attend the Assigned Program’s Work Team meetings

Work with other Academic Advisors to develop a Transfer Advising Plan and provide transfer advising as appropriate

Maintain confidentiality according to established standards (FERPA)

Gather data relevant to advising effectiveness

Strengthen advising skills through professional development opportunities.

Maintain varied office hours to provide adequate access for students

#### **College and Career Counselors**

Provide personal intervention for students needing personal or career support

Work with other College Counselors (including Career Counselors) to develop supportive activities which provide easy transition into college

Provide advising and counseling to potential program students to aid them in selecting the College and the program which matches individual interests, goals, expectations, potential and long term plans

Provide counseling support for Early Alert students with those needs, acting as a key member of a “triage system” when appropriate.

Provide academic intervention for students in danger of not meeting their academic goals

Provide advice to undeclared students regarding MPTC programs of study, program qualifications, course content, course selection, prerequisites, recommended credit load, advanced standing processes, registration, transfer admission and graduation requirements.

Resolve student questions or concerns about academic issues as well as personal or career concerns

Refer students to appropriate resources on campus, such as Disability Services or Student Success Center, as well as off-campus, such as resources for addressing personal health issues.

Attend Intervention Team meetings with Academic Advisors to promote collaborative student success efforts.

Maintain confidentiality according to established standards (FERPA)

Strengthen counseling skills through professional development opportunities.

Maintain varied office hours to provide adequate access for students.

## **Students**

Schedule regular advising appointments and/or personal contacts during each semester with Academic Advisor or College Counselor

Come to appointments prepared with questions and/or topics to discuss

Accept responsibility for personal decisions and actions

Be open to developing, clarifying and re-evaluating your personal values and goals

Research college programs, policies, procedures and opportunities as appropriate

Keep a record of your academic progress and goals

Be courteous to all MPTC faculty and staff

Plan ahead so that you can schedule appointments early and cancel or reschedule appointments only if necessary

Use advising tools, such as myMPTC and Student Information System-Self Service, college websites MPTC Student Handbook and the course catalog to gather information and track your academic progress

Check your myMPTC student email account regularly as this will be a primary means of contact

Read and respond to MPTC communications upon receipt

Follow through on recommendations of MPTC staff if receive an Early Alert notification

Inform your Program Advisor or a College Counselor if you plan to withdraw or not return next semester

### **MPTC Instructors**

Provide supportive environment for students to discuss concerns and problems

Submit an Early Alert warning for all students who are having difficulty in your course or in college

Participate as a key player in the “triage support system” along with the Program Advisor of any student receiving an Early Alert and with the appropriate MPTC Service Provider

Schedule, advertise and maintain regular office hours for students to meet with you

Mentor students in your MPTC program as they learn the values, language, skills and expectations about your field

Encourage students to become involved in campus activities

Provide information on becoming a member of professional organizations for your field

Assist students as they start seeking employment in your field

### **Moraine Park Technical College Role and Responsibilities**

Provide adequate space for academic advising to occur

Provide professional development opportunities for Academic Advisors and College Counselors

Promote collaboration and cooperation between all members of the Academic Advising Model

Provide adequate technology (hardware and software) to support the needs of all key players of the Academic Advising Model to access student information and to document advising, personal contact and counseling activities.

Provide clear delineations of expectations of all key players of Academic Advising Model

Provide an environment of cooperation and encouragement between Faculty members, Academic Advisors, College Counselor and the MPTC students

Facilitate a means for strong lines of communication to be established and maintained between all MPTC employees who play a role in the Academic Advising Model

Provide spatial, professional development and financial support to allow the new Academic Advising Model to continue to develop as it grows to full implementation

## **Student Outcomes and Evaluation and Communication Design**

### **Student Outcomes**

(Measurable indications to evaluate the effectiveness of the Advising Model)

1. Demonstrate the ability to make independent decisions and clearly communicate degree and career goals
2. Demonstrate the ability to navigate myMPTC and the Student Information System – Self Service
3. Demonstrate the ability to view transcripts and register for classes on-line and/or on campus.
4. Demonstrate the ability to understand a course timetable and select appropriate courses necessary for meeting degree and program requirements
5. Demonstrate the ability to complete an education plan with an Academic Advisor or College Counselor
6. Demonstrate an understanding of the general education requirements, if appropriate
7. Demonstrate the ability to find and use appropriate resources and services on campus to assist in the development and achievement of academic, personal and career goals.

### **Evaluation**

**The Design for determining how these outcomes are measured and when will be created under the guidance of the Title III External Evaluator in conjunction with key players of the Academic Advising Model**

### **Communication Design**

Recommendations from the Academic Advising Task Force are:

- 1) That faculty members be alerted as soon as possible that the new Academic Advising Model is nearing completion and will be piloted in spring semester
- 2) That we make sure that faculty members have some indication of upcoming changes before the “unveiling” of the model in its start-up phase
- 3) That Campus Meetings be held on all three campuses for all MPTC staff to attend to get questions answered and heard

## JOB DESCRIPTION

Support Staff

## ACADEMIC SUPPORT SPECIALIST (DRAFT)

Cynthia Calvin

Supervisor

3/01/09

## BASIC FUNCTION

Date

This position is responsible for establishing and maintaining contact with matriculated students in assigned program area(s) to provide general academic assistance and support to include referrals to appropriate support services.

## CHARACTERISTIC DUTIES AND RESPONSIBILITIES

1. Provide information and assistance to matriculated students in assigned program area(s) concerning instructional offerings and support services to include program qualifications, programs of study, course content and selection, prerequisites, recommended credit load, advanced standing process, transfer opportunities and graduation requirements.
2. Assist new and returning matriculated students in developing and updating their educational plans.
3. Assist students in assigned programs in complying with administrative and program requirements such as scheduling, registration and course withdrawal. Refer student questions or concerns regarding policies, procedures and academic standards to the appropriate individuals and follow-up to ensure that student needs are met.
4. Contact students in assigned programs who receive an Early Alert Warning and refer them to appropriate support services such as counseling, disability services, student success center and tutoring center. Maintain contact and follow-up with students to track progress.

5. Maintain contact with appropriate deans, faculty, and staff regarding programmatic and curricular changes. Maintain contact with appropriate Enrollment Management staff regarding support services. Ensure that students have the correct and current information regarding programs and support services.
6. Assist the Title III Grant Activity Associate, program area dean(s), and faculty in the review and development of student intervention communication plans for assigned students. Implement student intervention communications such as phone calls, e-mails, letters, or other student contacts as appropriate.
7. Collaborate with other Academic Support Specialists to facilitate student transfer assistance to other post secondary education institutions as appropriate.
8. Maintain student records and database and provide activity reports for retention, tracking and accountability purposes to evaluate the effectiveness of academic assistance and support provided to students in assigned area(s).
9. Recommend, develop and implement process improvements based on data, best practices, customer satisfaction studies and related feedback. Revise procedures and tasks as necessary.
10. Perform other duties as assigned.

3/01/09

## QUALIFICATIONS

1. Familiarity with educational settings, general public relations and the mission of technical colleges.
2. Familiarity with student development theory and needs of two year college students.

3. Excellent verbal and written communication skills.
4. Demonstrated ability to interact effectively with diverse populations.
5. Demonstrated ability to display a positive, customer focus with students, work effectively in teams and form positive working relationships with staff.
6. Working knowledge of computer hardware and software. Experience with Banner or other student administration systems, MS Office, Lotus Notes and the Internet preferred.
7. Ability to plan, organize and schedule priorities effectively.

#### TRAINING AND EXPERIENCE

1. Bachelor's degree required in education, sociology, human services, business or a related field.
2. Two years of related occupational experience in a post-secondary educational setting, preferably in a technical college setting.
3. Any combination of equivalent training and experience which provides desired knowledge, skills and abilities.

Grade: 94

Employee Group: A

This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of positions that will be given this title and shall not be construed as declaring what the specific duties and responsibilities of any particular position shall be. It is not intended to limit or, in any way modify the right of any supervisor to assign, direct and control the work of employees under supervision. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of similar kind or level of difficulty.

3/01/09

## Academic Support Specialists' Assignments for 2009-2010

**Amy Clark - FDL**

**Anne Kallas - WB**

**Greg Mittelsteadt**

**1 -2 day service to BD bi-weekly**

**1-2 days service to WB bi-weekly**

**Remaining days of service to FDL**

Program	Terminal	Location	Advisor	Title III	Perkins/QRP
Culinary Arts	AA	FDL	Amy Clark	Yes	Yes
Corrections	AA	FDL	Amy Clark	Yes	Yes
HVAC	AA	FDL	Amy Clark	Yes	No
Eng. R&D	AA	FDL	Amy Clark	Yes	No
Mech. Design	AA	FDL	Amy Clark	Yes	No
AODA	AA	FDL	Amy Clark	Yes	Yes
Marketing	AA	FDL	Amy Clark	No	Yes
Marketing B2B	AA	FDL	Amy Clark	No	Yes
IT Tech. Spec.	AA	FDL	Amy Clark	Yes	No
IT Applications	AA	FDL	Amy Clark	Yes	Yes
*****	*****	*****	*****	*****	*****
Nursing	AA	FDL, BD, WB	Anne Kallas	No	
CNA	Cert.	FDL, BD, WB	Anne Kallas	No	
*****	*****	*****	*****	*****	*****
Auto Tech	Tech.Dip	FDL	Greg Mittelsteadt	No	Yes
Leadership Dev	AA	FDI,WB,BD	Greg Mittelsteadt	Yes	Yes
Legal Ad.Prof.	AA	FDL,WB,BD	Greg Mittelsteadt	No	Yes
Admin. Asst	AA	FDL,BD,WB	Greg Mittelsteadt	No	Yes
Tool & Die	AA	WB	Greg Mittelsteadt	Yes	No
Early Chldhd.	AA	FDL,WB	Greg Mittelsteadt	Yes	Yes
Childcare	Tech. Dip.	FDL,WB	Greg Mittelsteadt	Yes	Yes
Web Dev.	Tech. Dip.	FDL, WB, Onl.	Greg Mittelsteadt	Yes	Yes
EPD	Tech. Dip.	BD	Greg Mittelsteadt	No	No
Welding	Tech.Dip	BD	Greg Mittelsteadt	No	Yes

Building & Trades	Tech. Diploma	FDL	Greg Mittelsteadt	Yes	No
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