![Oregon Coast Community College logo]

SPARC – Service Areas

Service and Program Area Review - Comprehensive
Template and Instructions

INSTRUCTIONS:
Please find below the form that includes the specific elements that should be included in your Service Area Review. Feel free to include and attach additional information or documentation that you feel is critical to the understanding of your service area. This may include information on a particular challenge your area is facing, additional assessment information for your area, or details on a notable project your area has recently completed to support the College Core Themes, Student Success and Educational Pathways.

The purposes of a program review are improvement, alignment with established objectives, and planning for the future. The program review process provides opportunities for programs to review their accomplishments, examine their strengths and weaknesses, and develop plans through which improvements can be achieved. Service Area Review conclusions and recommendations will be discussed and reviewed in department, division, College, and budgeting and strategic planning processes.

2021-2022 Service Area Review

Service Area: Academic Advising

Prepared By: Andres A. Oroz

Review Submission Date:

Supervisor Review Date and Signature:

Part One: Service Area Overview

1. Describe the functions of your service area. How does your area contribute to the achievement of College Core Themes, and, through them, the fulfillment of the College Mission?

   Academic advising is a functional area within the Division of Student Affairs that equips students for success. Advising Specialists provide appropriate guidance to students as they consider the numerous academic programs available to them at Oregon Coast Community College.

   Traditionally, academic advising has followed two approaches: prescriptive and developmental. In a prescriptive approach, advisors help students select a major and construct a pool of courses they need to enroll, this model reflects a relationship based on authority and assumes that once the advice is directed, the student will follow the directive (Crookston, 1972). In a developmental approach, advisors build a relationship with students to understand their background, needs, aspirations, and life situation. The information gathered will help advisors guide students to the proper degree pathway.

   OCCC follows a developmental approach and requires all students to be advised every term before students can register for courses. All new students must attend Academic Orientation in which they learn relevant college policies, student success tips, and register for courses.

   The advising specialists follow up with students referred by faculty using an Early Alert System. The referrals can range from lack of attendance, lack of books or recourse for the course, financial concerns, among others. The Advising Specialists also maintain a Canvas course called XADVISE. that serves as a resource for students. The course is non-credit and does not have assignments. Instead, it is a repository of information. Students can find degree specific modules, course study aids, and how-to guides for My.Oregoncoast. Advisors also post announcements regarding scholarships, transfer opportunities and much more.

   Academic Advising is part of the College's Core Themes Student Success and Educational Pathways, which provides relevant advising to support students in their academic career.

2. Describe the current staffing levels of your service area and use the table below to categorize them. Briefly describe the functions of each position, so that readers can better understand your area and its operations.

    OCCC has two Academic Advising Specialists who advise and guide students as well as provide information to students in areas related to academic programs, course options, and academic policies. Academic Advising Specialist monitors early alerts and refers students to other support services on-campus. They also lead the New Student Orientations (NSO) during the year and assist students during the registration process. The two Academic Advising Specialists serve about 400 students per term, on average a case of under 200 students.

    The Vice President of Student Affairs supervises the two Academic Advising Specialists. The advising team meets together every other Monday, and the VP of Student Affairs meets individually with each specialist every other week.

Position type:	# Of positions:
Classified: Full time	2
Classified: Part-time permanent	0
Classified: Part-time hourly	0
Student workers	0
Administrators	1

3. As you look to the next four years of your area's operation, what are the strengths of your service area? What opportunities may exist?

    One of the strengths of the academic advising office is its relational approach to serving our students. In the relational approach, Advising Specialists advocate for students and provide valuable recourses to students.
    Recently, nursing students are advised by a nursing faculty mentor/advisor. The faculty member provides dedicated advising related to nursing academic needs.

    One opportunity is to provide a comprehensive and integrated model to academic and non-academic advising.

4. Over the same period, are there particular weaknesses you may see in your service area? What challenges may exist for your area?

One weakness in the Academic Advising Service Area is that is viewed as a singular student support service that helps students navigate degree and course options. The singularity fails to meet students' overall needs. Academic advising should be intentionally integrated within a holistic and systematic student support structure that addresses academic and non-academic barriers students face from recruitment to graduation.

Traditional advising allows students to meet with an advisor to select a program, review course options, but then refer students to other offices/individuals for financial aid, registration, admission, and other support services.

One challenge is having two Academic Advising Specialists to serve around 400 students.

5. Attach to this review (or insert below) relevant quantitative data that you feel reflects your area's level of service to students, responsiveness to their needs, and/or provides evidence of service gaps. Examples might include: numbers of students served by different functions within your area, usage levels of different services, information about demographics of your students served, student feedback or evaluation of your services, etc.
   a. Explain the source of your data. Give a brief overview of each example you have provided.
   Every student at OCCC is required to attend a New Student Orientation (NSO) and an advising meeting with an Advising Specialist.
   At the end of each NSO students are invited to complete a survey (attached to review). The survey was recently developed and implemented with limited responses.
   At the end of each advising session, students are invited to complete a survey (attached to review). The survey was recently developed and implemented with limited responses.
   The Division of Student Affairs started working on a Strategic Plan for 2022-2025. During the listening sessions, group meetings, and other activities, the data collected indicated a need to remove silos within the Advising, Financial Aid, and Outreach Offices.

   b. What does your data illustrate about student needs, the level and quality of service you provide, and the strengths or challenges you outlined above in Part One?
   The two recently created and implemented surveys have not provided complete data to review.
   The Strategic Planning sessions indicated that students would benefit from an integrated model that supports students from the recruitment phase to graduation. That includes eliminating silos between the advising, financial aid, and outreach offices.

   c. What opportunities for improvement are reflected in the data? Are there changes your area can make that would improve Student Success? How does the data inform your area's plans over the three-year program review period?

Based on the strategic planning feedback and data gathering, OCCC plans to implement a comprehensive and integrated coaching model.

<div style="background:#4a90e2;text-align:center;font-weight:bold;">

Part Two: Service Area Outcomes, Assessment, and Evaluation

</div>

1. Use the attached Table I: OCCC Service Area Outcomes, Assessment, and Evaluation to list your Service Area Outcomes (SAOs) and the method you will use to assess your area's progress toward achieving each outcome. For each SAO, specify the following:
   a. the core theme sub-objective supported by the SAO,
   b. the means of assessment you will use to evaluate your progress toward achievement of the SAO and the frequency of assessment (minimum once a year), and
   c. The threshold of performance you have set on each assessment that signifies achievement of your Service Area Outcome.

2. How do your SAOs align with and support College Core Themes and/or Comprehensive Institutional Learning Outcomes?

3. Describe how your service area plans to consistently engage in the discussion, review, assessment and revision of Service Area Outcomes.

4. (**Not Applicable in Initial Review Year One**). Attach or insert the results of your Assessment of your Service Area Outcomes (SAOs). Provide a brief summary of your assessment.
   a. Do the assessment results confirm your expectations? Why or why not?
   b. Are your assessments capturing the information you had hoped to obtain about your service area?
   c. What do the assessment results tell you about the level and quality of your area's services to students? What areas of potential improvement are indicated by the results?

d. How will you cause this improvement to occur during the next program review period? What changes will you implement in response to the assessment results?
e. How will you evaluate the impact of the change you have proposed above?

Part Three: Service Area Plan

1. Are there changes to your service area that you hope to implement over the four-year review period to support student achievement of your Service Area Outcomes? Describe them here, with an explanation of how these changes would support your SAOs.
   a. OCCC plans to implement a comprehensive and integrated coaching model to assist students with a broad range of relevant academic and non-academic support services. The new model will redesign our business processes and cross-train staff to handle any issue a student might have at any point in their academic journey. The OCCC model will use Student Success Coaches that will support student recruitment, financial and academic advising.

2. How will these changes improve the College's achievement of its two Core Themes, Student Success and Educational Pathways?
   a. Student Success
      i. **Students feel welcomed, included, engaged, and supported**. Coaches will work with potential students and coach them to graduation by assisting students in processes related to admissions, registration, financial aid, educational and career planning.
      ii. **Students receive pro-active intervention.** Coaches will continue to monitor Early Alerts submitted by faculty, but since coaches will have additional information, financial aid, student backgrounds, aspirations, they can provide additional support services before they enrolled at OCCC. Coaches will be able to refer students to our Student Accessibility Services office, the STEP programs, and the Resource Student Navigator, for additional support.
      iii. **Student transition successfully into OCCC.** Coaches support student retention by following up on registration, financial aid, or

other academic and non-academic needs. Coaches will help resolve any issues or refer students to other SAS, STEP, or Student Resource Navigator Offices.

 iv. **Students complete standard pre-requisites of reading, writing, and math for GE scores.** Coaches will advise students on pre-requisite requirements and use multiple measures to assist students in their course placement.

 v. **Transfer students complete college-level writing and math requirements for their degree.** Coaches will advise students on general course requirements for their programs.

 vi. **Students progress/persist toward their educational goals.** Coaches will provide academic and non-academic support services to assist students in their progress to degree/certificate completion.

 vii. **Students experience academic success.** Coaches will have a strong relationship that leads to increased academic involvement that will boost persistence and degree completion.

 b. Educational Pathways

 i. **OCCC Educational Pathways are accessible.** Coaches will create bridges among all Lincoln County residents and OCCC academic programs.

 ii. **Students graduating from Lincoln County high schools enroll at OCCC.** Coaches will be assigned to Lincoln County high schools and build relationships with school counselors, students, and parents to increase knowledge and access about OCCC academic programs and services.

3. How will your service area build on the existing strengths and/or opportunities you identified in part 1.3 over the review period?
 a. Success Coaches will build and maintain strong relationships with students starting in high schools and the community and continuing throughout their time at OCCC and on to graduation and/or transfer.

4. Over the review period, how will you address any weaknesses or challenges you identified in part 1.4?

 OCCC is introducing a new Student Success Coach position that will meet students' holistic needs, including transitioning to college, financial aid, career advising, academic advising, and also their non-academic barriers.

5. Based on your responses to questions 1-4 above, use the attached Table 2, OCCC Service Area Plan, Four-Year Review Period to identify three measurable goals your service area will undertake to achieve.
 a. Specify which Service Area Outcome is supported by your program plan goal.

      b. Identify at least two interim objectives necessary to make progress toward the achievement of each goal you have identified above.

      c. How will you measure or assess your area's achievement of this goal?

Part Four: Identification of Future or Unmet Needs

If the achievement of a goal listed in question 5, Part Three, would require additional financial resources, or you have identified an unmet need in your area, complete Table 3: OCCC Service Area Plan: Identification of Future or Unmet Needs. If you are aware of a potential funding source for your request other than college general funds, identify the potential source.

1. Describe each resource request.

2. What measurable outcome will result from funding this resource request?

3. How will this request further college achievement of the College Core Themes and, through them, the fulfillment of the College Mission?

OREGON COAST
COMMUNITY COLLEGE

Table I: OCCC Service Area Outcomes, Assessment, and Evaluation				
Reporting Service Area: Advising **Academic Year: 2021** **Review Year One**	Core Theme Sub-Objective Addressed by SAO	Assessment Method	Frequency of Assessment	Threshold for Achievement of SAO
SAO #1: Develop the OCCC Student Success Coach Model	1. **Students feel welcomed, included, engaged and supported** 2. **Students receive pro-active intervention**	Internal staff review and assessment. Student surveys	Monthly and yearly	Full implantation of model.
SAO #2: Redesign the New Student Orientation	**Students transition successfully into OCCC**	Student Surveys	After each orientation	Complete redesign

SAO #4: Assign a Student Success Coach to every Lincoln County High School.	**Students graduating from Lincoln County high schools enroll at OCCC.**	Number of visits in each high school Number of student appointments/meetings	Monthly reports from each Student Success Coach	Full implementation of program.

Table 2: OCCC Service Area Plan, Four-Year Review Period				
Reporting Service Area: Advising **Academic Year: 2021** **Review Year One**	Service Area Outcome Addressed by Goal	Assessment Method	Frequency of Assessment	Threshold for Achievement of SAO
Service Area Goal #1: Implement Student Success Coach Model	1. **Students feel welcomed, included, engaged and supported** 2. **Students receive pro-**	Full implementation	Year	Full implementation and review

10

	active intervention			
Service Area Goal #2: Increase student involvement and participation in college activities	1. **Students feel welcomed, included, engaged and supported** 2. **Students transition successfully into OCCC**	Completion of NSO and surveys	After each orientation	High levels of satisfaction on surveys and increase in participation in college activities
Service Area Goal #3: Develop a Strategic Plan for the Division of Student Affairs	1. **Students feel welcomed, included, engaged and supported** 3. **Students transition successfully into OCCC** 4. **Students receive pro-**	Completion of Strategic Plan	Yearly	Based on Strategic Plan initiatives

		active intervention 5. Students experience academic success			

Table 3: OCCC Service Area Plan: Identification of Future or Unmet Needs				
Reporting Service Area: Advising				
Academic Year: 2021				
Review Year One				
Resource Need:	Specific SAO Supported by Funding Request	Specific Core Theme Sub-Objective Supported by Funding Request	Requested Amount	Potential Funding Source
Personnel				
Facilities				
Equipment				
Supplies				
Computer Hardware				

Computer Software				
Training/Professional Development • Professional Development for Student Success Coaches. Since coaches are going to be advising students in three areas, admission, advising, and financial aid, coaches will need professional development in financial aid. The funds will be used for training, workshops and conferences related to financial aid.	1. Strategic Planning Goal 2. Student Involvement 3. Student Success Coach Model	**4. Students feel welcomed, included, engaged and supported** **5. Students transition successfully into OCCC** **6. Students receive pro-active intervention** **7. Students experience academic success**	5,000	General Funds
Other (e.g. promotion)				

Total Requested Amount			5,000	

References

Crookston, B. B. (1972). A developmental view of academic advising as teaching. *Journal of College Student Personnel, 13(1).*