



# PROGRAM REVIEW

A PROCESS FOR  
SELF-EVALUATION  
AND  
CONTINUOUS IMPROVEMENT



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## **DESCRIPTION OF PROGRAM REVIEW**

Bergen Community College strives to be a dynamic learning community that supports collaboration, diversity, and student success through quality programs and enthusiastic teaching, learning, and serving. The program review process is designed to ensure excellent educational programs that address student and community needs. It will be helpful to focus on where the program is now from a variety of perspectives, where do we want the program to be, and how and when does the program reach that point.

The purpose for program review is to:

- Provide quality programs through peer review and self-evaluation
- Encourage systematic collection and review of student learning assessments and effectiveness measures
- Ensure that the program meets its stated mission and addresses the strategic directions of the college
- Recognize and celebrate achievements and successes
- Identify and address concerns and difficulties
- Address and fulfill accreditation requirements

Elements of the process include:

- Faculty leadership
- Flexibility in defining areas to be assessed
- Support provided by Office of Institutional Research
- Recommendations based on quantitative and qualitative data
- A continuous improvement cycle whereby the recommendations and action plan for one cycle are addressed in the next cycle
- Sharing and communication of the program review summary and action plan with others at the college

A program review team should consist of an appropriate combination of the following members:

- A Team Chair, typically the department chair or a faculty member appointed by the Divisional Dean in consultation with the Vice President of Academic Affairs
- The program director/coordinator, if applicable
- Designated faculty and staff from the area, appointed by the Team Chair in consultation with the Divisional Dean
- Adjunct faculty and/or part-time staff as appropriate, appointed by the Team Chair in consultation with the Divisional Dean
- Staff from other areas as appropriate, appointed by the Team Chair in consultation with the Divisional Dean
- A faculty member from another division, as appropriate, chosen by the Team Chair in consultation with the Divisional Dean
- The Divisional Dean
- External Reviewer selected by the Divisional Dean based on recommendations from the Team Chair

- Vice President of Institutional Research, ex officio
- Vice President of Academic Affairs, ex officio

Examples of programs are:

- A group of courses that result in a certificate or degree (e.g. A.S., A.A., A.F.A., A.A.S., CERT, C.O.A.)
- Transfer programs, as well as sequences of courses taken for transfer to the university (e.g. EBS or Developmental Math sequence, business transfer courses)
- Individual courses or a sequence of courses or combinations of courses (e.g. communication courses, college math sequence, performing arts program)
- Special programs (Honors, Service Learning, Library, Counseling)
- Others

The process will involve the following steps:

- Identify the Team Chair and team members for program review
- Hold a team meeting to review purpose, process and end product
- Collect qualitative and quantitative data and other pertinent documents
- Review the data, reflecting on the purposes for program review
- Complete the program review form
- Present summary of program review data and conclusions at a public forum

Timeframes for program review will be:

- Every five years for most programs
- More often for programs where specific issues have been identified and where interim reporting may be necessary

A suggested timeline for a specific program's review is provided below. The Team Chair may modify the number of meetings according to the needs of the program.

Identify programs to review for the next academic year and identify team chairs by	September
Orientation for team chairs	October
First team meeting to focus on process by	2 <sup>nd</sup> week in November
Second team meeting to review standard data sets by	2 <sup>nd</sup> week in December
Third team meeting to review data from other sources and determine if more data is needed by	2 <sup>nd</sup> week in February
Fourth team meeting to formulate recommendations and begin writing results by	2 <sup>nd</sup> week in March
Fifth team meeting to prepare draft by	2 <sup>nd</sup> week in April
Final report completed by	4 <sup>th</sup> week in May
Presentation to division in	Fall 2014 Semester
Presentation at a public forum in	Fall 2014 Semester

Template for Program Review  
Bergen Community College

**PROGRAM:** Academic Advising/Faculty Advising

**PROGRAM REVIEW TEAM:** Dianna O'Connor, Jennifer Reyes, Lisa Mayer, Joanna Campbell, Robert Dill, Robert Pohl, Barbara Davis, Irene Figliolina, Gary Porter, & Joseph Mamatz

**DATE OF THIS REPORT:** Fall 2016

**PERIOD OF YEARS BEING REVIEWED:** First time review

### OVERVIEW

Academic advising is an essential element of a student's collegiate experience. It evolves from the institution's culture, values, and practices and is delivered in accordance with these factors. Academic advising is one of the few endeavors universal to all students and plays a significant role in their education.

Advising at BCC is not mandatory for any student population (new or returning). Students with academic restrictions must meet with a counselor. Advising at BCC is grouped into two categories:

New Student Advising - staffed by experienced faculty advisors. Paid hourly.  
Continuing Student Advising - available for current students in good academic standing.  
Advising provided by teaching faculty contractually required to advise 14 hours per semester.

#### **Mission Statement**

The mission of the Academic Advising Center is to assist students in the development of educational plans that are consistent with their degree requirements. Through academic advising the student will become empowered to achieve their academic goals. Academic advising is collaboration between the student and a faculty advisor.

To assist students in meeting their goals faculty advisors have adopted the developmental model of advising. Our purpose is to guide students to become self-directed learners and decision makers in a supportive atmosphere which promotes the educational development of the student. Through teaching, the student sets goals, acquires information and services, and makes decisions consistent with interests, goals and degree requirements.

Academic Advising at Bergen Community College reflects the College's commitment to student learning, persistence, and success by: supporting and facilitating purposeful connections between students and faculty and staff of the College.

Our goal at Bergen is to *teach students how...*

- To assist students in making the transition to college and begin to plan for graduation
- To interpret and understand the College literature, in making good decisions related to their academic programs and in following the guidelines and practices of BCC
- To actively participate in their education by knowing their Program and understanding degree requirements. This is done by teaching them how to use the Program Evaluation in webadvisor in conjunction with the College Catalog.
- To utilize the College Resources available to help them succeed such as tutoring, study groups, counseling, student government, student clubs, and health and wellness services.
- To understand the policies and procedures of the College

### **SUMMARY OF SIGNIFICANT DEVELOPMENTS SINCE LAST PROGRAM REVIEW**

Provide a brief summary of significant developments since the last program review, with particular emphasis on challenges identified by the previous team, accomplishments relating to the action plans, any work yet to be done, ...

This is the first Program Review of Advising at BCC.

Advising Background:

Currently:

Advising at BCC is comprised of full time faculty completing contractual requirement of 14 hours per semester.

- The number of full-time, tenured faculty required to complete contractually advising has declined.
- Faculty advisors have a variety of ways that contractual responsibilities can be fulfilled.
- Cohort Advising for continuing was implemented in 2014 in to address the changing needs of student and the faculty. Bergen Community College developed cohort advising model that supplements its traditional academic counseling. In cohort advising, students are grouped on the basis of program and/or affiliation such as Student Athletes or Veterans. Faculty advisors working as cohort advisors conduct outreach designed to address the needs of students enrolled in a specific cohort. The strategic goal of the cohort advising model is persistence and retention from the first year through graduation.
- - 2014 – Created cohort advising program for our student athletes. Each team was assigned a specific faculty advisor. This advisor worked collaboratively with the Athletic Coordinator and Team Coach to provide academic guidance throughout the year.
  - 2015 – Cohort Advising was expanded within academic programs – 3 areas piloted the program Music, Education and Theater.
  - 2016- Cohort Advising expanded to include over 35 faculty (Appendix B)
  - Cohort Advising Developed
    - To make more efficient use of faculty time given the limited number of faculty and the broad array of duties and responsibilities
    - To facilitate greater student engagement through connection between program area academic and advising work
    - To foster collaboration between faculty advising, counseling and other areas of student services.
    - To improve the retention rate among current program area students
- Academic Advising has been restructured to be solely part of Academic Affairs which reports to Academic Vice President (prior to this advising was split with dual reporting to the Vice President of Academic Affairs and Student Affairs)

### **Additionally Updates:**

- BCC Faculty Advising Manual (Attachment )
- BCC Advising Workbook for Students (Attachment )
- Developed training program enabling faculty to shadow other advisors to learn the process, be familiar with advising and answer any questions.
- Expanded faculty training to include workshops throughout the semester on topics related to advising including Web Advisor and Program Evaluation Training, Transfer Information Session, Early Alert(aka Pipeline), Service Learning, Financial Aid and Career Services.



## Challenges:

- Lack of clear definition of the advising program and its responsibilities – often confused with Counseling, Registration and scheduling. Specific advisor responsibilities must be clearly delineated, published, and disseminated to both advisors and advisees.
- Staff Reductions (staff reductions occurred based on Vice President of Student Affairs budget cuts and directive)
  - In 2015 the Advising Center lost our full time support staff due to budget cuts and restructuring.
  - In 2015 the budget line was reduced and the part time support staff position was eliminated.
  - In 2015 the Center for Student Success budget was reduced and the peer advisor program was eliminated. The program had hired between eight and ten student workers and trained them on overall operation of the office, portal access, registration via Webadvisor and how to read a program evaluation.
- Software Issues- Student Planning has been inactive since the Migration (July 2016)
- Advising Tools - College Catalog, Datatel, Webadvisor - incorrect and/or inconsistent information makes advising challenging.
  - Web Advisor Issues that complicate advising and frustrate students
    - No training for Registration available
    - Screens are not intuitive
    - Prerequisite courses do not match catalog information
    - Courses are not listed in alphabetical order
    - Lack of common definition of terms (for example may say “One Course needed” but in another area may say “3 credits needed”)
- Advising operates through student portal and often discover problems with registration, course selection, catalog information. Defining “who” the problem gets reported to has been a regular challenge. An IT liaison for advising would be beneficial.
- Training faculty – currently training is offered, but faculty are not required to attend. Training demands are more than just advising - departmental and registration training should become standard.
- Departmental Training is suggested based on developmental course requirements, degree requirements and general education suggestions.
- Creating a culture of students that actively register during priority dates. Since students do not register during appointed times a backlog is created in the Advising Center with returning students and new students actively seeking assistance at the same time. The volume of students impacts the services available.
- Ongoing registration cycles leave no time for planning or creative development.
- Student expectations of what an advisor is and does is often based on high school experiences - where students are handed a schedule and told what to take.

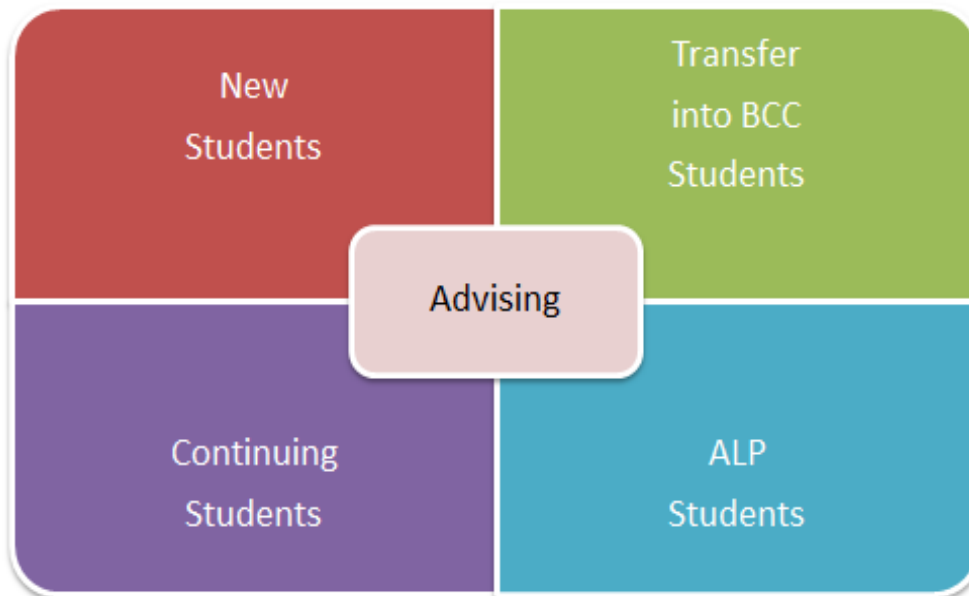


## FOCUS ON STUDENTS

Reflect on the degree to which the program is meeting student needs. Comment on each of the following categories. Some considerations are given after each category—**please comment on only those which are applicable to this program.**

### Demographics

[Analysis or examination of the demographics of the students enrolled, special populations being served or not being served, trends and patterns of enrollment, comparisons to other Maricopa Colleges and national trends, ...]



Academic advising has evolved with the changing demographics of college students. As student populations increase and become more complex, advisors have had to prepare themselves to work with students with from a wide variety different backgrounds and educational experiences and expectations. This has involved cross-training with admissions, testing, financial aid along with collaborations with Title V, STEM, AMP Up, Summer Intensive.

The academic advising program works diligently to provide services on a fair, equitable basis and are accessible to all students. Hours of operation must be responsive to the needs of all

students in order to meet this demand The Advising Center expanded its hours to include early morning, late evening and weekend (during peak registration times) hours. Advising has also expanded to working online to provide additional access to students.

<b>Academic Advising Stats for Fall 2016 &amp; Spring 2017</b>		
<b>TOTAL</b>		
<b>Jun-16</b>	<b>987</b>	
<b>Jul-16</b>	<b>1334</b>	
<b>Aug-16</b>	<b>1167</b>	
<b>Sep-16</b>	<b>103</b>	
<b>Oct-16</b>	<b>46</b>	
<b>Nov-16</b>	<b>247</b>	
<b>Dec-16</b>	<b>584</b>	
<b>Jan-17</b>	<b>1388</b>	
<b>Feb-17</b>	<b>110</b>	
<b>Mar-17</b>	<b>27</b>	
<b>OVERALL TOTAL</b>	<b>5993</b>	

### **Student Satisfaction**

[Student surveys of enrollees, transfer students and/or graduates (program-specific or institution-level), qualitative measures for example focus groups or interviews, ...]

- An Advising Survey is being created to research how students felt regarding their advising experience in the Advising Center. (Summer 2017)

In order to obtain accurate feedback regarding advising services, it is important to survey the student population that actually came to the advising center due to the realization that the term “advising” is used interchangeably with variety of other campus services.

### Learning Outcomes Assessments

[Documented outcomes, degree of faculty participation in regular assessment activities, results of assessments, what has been learned from assessments, what has changed as a result of assessments, what plans are there for changes in the future, are there appropriate feedback loops to improve student learning, ...] Please fill out the chart below and include copies of recent assessment reports.

Program Learning Outcomes (include all program outcomes that are listed in the Academic Catalog )* <b>Academic Advising does not have any Learning Outcomes printed in the Academic Catalog</b>	Describe how the outcome has been directly assessed in the last five year period.	What have been the results of that assessment? What changes have been made as a result?
Students will demonstrate the ability to access and information.	Increase in use of: <ul style="list-style-type: none"> <li>● Open College Portal</li> <li>● Access Webadvisor</li> <li>● Complete Student Orientation online</li> <li>● Register Via webadvisor</li> </ul>	Portal access required earlier in the admissions process  Portal log in has been simplified
Students can locate and use resources to acquire information about academic programs and courses.	Increase in student visits to advising, counseling, and information sessions	Portal and Web advisor access is required in the Advising Center
Students monitor their academic progress and demonstrate knowledge of degree program requirements and the ability to select courses each semester to progress towards fulfillment of their educational plans.		IST class requires students create an educational plan and meet with an academic advisor and/or counselor

### **Student Success**

[Retention and completion rates, placement data, comparison to other colleges in New Jersey and national trends, transfer rates and/or transfer success, graduates' perspectives, employers' perspectives, degree to which students succeed at next educational level, degree to which diverse populations succeed, ...]

The academic advising program must regularly conduct systematic qualitative and quantitative evaluations of program quality to determine the extent to which stated mission and goals are being met. Although methods of assessment may vary, the academic advising program must employ a sufficient range of measures to insure objectivity and comprehensiveness.

Data collected must include responses from students and other affected constituencies. Results of these evaluations must be used in revising and improving the academic advising program and in assessing the performance of personnel and the satisfaction of students.

### **Data Needs**

What additional data that is currently not available would have been helpful to effectively evaluate this area of the program?

Proper assessment of various aspects of an academic advising program is key to strengthening it in any institutional context. At this time it is difficult to determine if advising is effective in either student retention or success. Since advising is poorly defined and the term "advising" is used inconsistently by students and staff it is imperative to determine a connection.

- Tracking data is needed to determine if advising plays a role in the satisfaction and retention of students (when retention is possible) .
  - Do students that meet with advisors have a higher rate or retention, satisfaction and graduation than students that do not?

## FOCUS ON FACULTY AND STAFF

Reflect on the faculty and staff in the program and the degree to which their needs are met, in order for them to in turn be successful with students. Comment on each of the following categories. Some considerations are given after each category—**please comment on only those which are applicable to this program.**

### Demographics

[Demographics of faculty and staff, full-time and part-time, faculty, technicians, support positions, ...]

Faculty Coordinator	1 full time staff	The advising center is supported through a contractual faculty requirement of 14 hours of advising per semester and has one full time faculty as Coordinator.
Staff	0	Due to Budget cuts and restructuring the advising center no longer has staff
Staff part-time	0	Due to budget cuts the Advising Center lost one part time staff
Support Positions	0	Due to budget costs the Advising Center lost its peer advising program (8 to 10 peer advisors)
Technicians	NA	NA
Faculty Advisors	approximately 200 faculty	Faculty contractually required to advise 14 hours per semester.

### **Professional Activities**

[Special projects, reassigned time, professional organizations, grants, partnerships, publications, presentations, other contributions, ...]

Achieve the Dream

NACADA

Title V

Middle States

IST/Success 123

Collaborative efforts with 4 year institutions including FDU, Ramapo College, Bellevue University, St. Peter's College.

**Adjunct Faculty: NA**

### **Staff**

The academic advising program must be staffed adequately by individuals qualified to accomplish its mission and goals.

2017 - Currently 0 staff are associated with the center, 1 faculty member.

2011 - 2015 - One full staff member and two part time staff member. 8 Peer Advisors

2008 - 2011 - One full time staff member. 5 Peer Advisors

Prior to 2008 - the advising center had been staffed by two sometimes three part time employees, two full time faculty and a part time faculty liaison.



### **Data Needs**

What additional data that is currently not available would have been helpful to effectively evaluate this area of the program?

The ability to create and conduct online surveys to students that come to the advising center. IPAD stations would address this need. Too few students respond to email surveys after the fact. The ability to capture students experiences as they leave the center would create meaningful data.

## **FOCUS ON CURRICULUM**

Reflect on the curriculum for the program—the courses, the scope and sequence, articulation with other institutions, teaching innovations, and other relevant issues—**please comment on only those which are applicable to this program.**

### **Summary of Program Curriculum**

[Degrees, certificates, sequences of courses] Attach copies of Program Learning Outcomes, Curriculum Maps and Master Course Syllabi, where applicable

There is no curriculum associated with Faculty Advising.

### **Curricular Issues**

[Articulation, program development, course development]

Should advising be built into the curriculum of courses or program?

As advising becomes more structured there may be a need for program development, but as advising currently operates it is a service offered to students.

Although advising at BCC is not a program as such as the academic areas there is a system in place that students should follow in order to make the most out of advising.

### **Lead-in Courses**

[Developmental preparation, prior courses and their impact, alignment with AGEC or with Course Equivalency Guide, dual enrollment or articulation agreements with high schools, ...]

There are no specific lead-in courses as with a standard academic program review. However there are areas that lead into advising that impact its services. Such as:

Admissions -  
Testing  
Financial Aid Readiness

## Student Orientation

### **Follow-up Courses**

IST 123- Student Success can have a major impact on the advising program.

Follow-up actions are recommended:

Meet with Academic, Transfer, Career Counselors when applicable

Meet regularly with Faculty Advisors.

### **Scheduling**

[Enrollment patterns and trends; time and date issues such as day, afternoon, evening, or weekend, format issues such as self-paced, distance, or short-term; ...]

The Peak Advising periods are:

July, August and early September for Fall Semester  
January-February for Spring

Constant state of enrollment has increased the staffing and training concerns and The sheer volume of students demanding advising services has put tremendous pressure on advising centers in recent years.

Peak *times* for advising

10:30 am - 4:00 pm Monday, Tuesday, Wednesday, Thursday

11:00 - 3:00 Friday

(this information is based on data analysis of our student foot traffic using time stamp over a period of three years)

**Assessment**

[Ways in which the program addresses the college's commitment to assessment and assesses its program learning outcomes, changes that have been made to the curriculum as a result of assessment, ...]

New Student Intake Forms -  
Student Surveys - new Spring 2017

**Innovations or Changes in Last Five Years**

[New issues, significant changes, improved methodologies, ...]

Academic Advising has operated under the same operating procedure since its inception in the late 1990's. Advising was designed as a walk-in center, staffed by faculty completing contractual advising requirement.

New student workshops were given to help students select courses and register during the summer and winter registration periods.

2012-2017

**New Student Advising:**

Beginning in the Spring of 2012 the Advising Center stopped doing the group workshops and implemented a one on one system of advising for new students. This was due to the inconsistent attendance at new student workshops, the increase in variables amongst the placement test results, web advisor (and later Student Portal), and the need for signatures for registration (Math).

Advising requirements - to improve advising services, the Center began to require access to student portal. This enabled advisors to work in a developmental method versus prescriptive. Students without portal access can be seen but told what to take and how to build a schedule.

Students with portal access are taught how to log in, access their records, select courses and create a schedule.

This process has demonstrated the importance of the application process and checklist. Students that have completed the steps as directed - applied, opened portal, taken test, completed orientation, filed financial aid prior to advising have a much more thorough advising session.

The one-stop push has students being “processed” at a much quicker pace but not necessarily more effective. Students direct from testing often do not have access to portal nor are they able to register online (due to 48 hour rule of Testing Office).

### **Continuing Student Advising**

BCC has taken steps to implement a Cohort Advising Program. This benefits both the student and the faculty member. Cohorts are Athletic Teams, Honor Students, and based on Program.

#### 1. Student Benefits:

- a. student has a consistent point of contact to assist with college related issues.
- b. Student receives information via email from faculty advisor related to their area.
- c. Student is able to work with faculty knowledgeable in their program or needs, as in the case of student Athletes.
- d. Students have the potential to forge relationships with faculty member outside of the classroom which is often linked to student retention.

#### 2. Faculty Benefits:

- a. Faculty advising specific students in a field or area they have knowledge of - preferable to the previous model of working with students from all areas and disciplines of the school.
- b. Faculty can do targeted outreach to specific student population.
- c. Faculty can advise with more confidence and set times to meet with students thereby using their contractual advising hours in a more productive manner.

The challenge is changing the culture of the BCC student that historically delays seeking advise until after the semester is over. Faculty Advisors are available during the semester, not the break.

An additional challenge is to change how advising is defined - too often advising is associated with registration, not educational planning and course sequencing.

Furthermore, students often remain unaware of the course sequencing of their selected programs - this lends itself to increasing the student level of awareness regarding being “prepared for advising” opposed to walking in and waiting to be told what to take.

Having faculty actively involved with students in a more direct, personal manner may increase advising as a teaching tool opposed to course selection.

### **Data Needs**

What additional data that is currently not available would have been helpful to effectively evaluate this area of the program?

Conduct a survey of the faculty that actively advise their cohort of students.

## **FOCUS ON SUPPORT**

Reflect on the support issues related to this program — **please comment on only those which are applicable to this program.** To what degree are they met, where are there kudos to be given, changes that have taken place, improvements to be made, ...?

### **Technology**

[Hardware and software, technical issues and/or support, instructional issues and/or support, training for faculty, ...]

The tools of advising are primarily online - College Catalog, Webadvisor - Datatel - it is important for those materials to be consistent and accurate

Web advisor is not user friendly, no prompts or directives. Requires a great deal of training - no training materials are available.

Student Planner - Ellucian software purchased has not be accessible since July 2016.

### **Facilities and Equipment**

[Cycles for replacement or refurbishment of equipment, classroom spaces, labs, furniture, concerns, needs, ...]

The academic advising program must have adequate and suitably located facilities, technology, and equipment to support its mission and goals. Facilities, technology, and equipment must be in compliance with relevant federal, state/provincial, and local requirements to provide for access, health and safety.

Furniture is over 15 years old and needs to be refurbished.

Room is a high traffic area with multiple entry points from Registration/Financial Aid/Counseling/Career - this sometimes can compromise and interfere with advising sessions and training.

The center has had several thefts of material and property due to not being able to secure our offices - furnishings and materials have been removed after advising hours.

### **Learning Resources**

[Collection of books, databases, journals, videos, ...; learning assistance or tutoring, ...]

NA

### **Marketing and Public Relations**

[Brochures, print materials, website, special events, recruitment efforts, ...]

Financial resources should be sufficient to provide high quality print and non-print information for students and training materials for faculty advisors. Also, there should be sufficient resources to promote the academic advising program.

### **Support Services**

Academic advising personnel may be organized in various ways.

- full-time or part-time professionals who have advising as their primary function
- faculty whose responsibilities include academic advising.
- Peer advisors may also assist advisors.

It is recommended having a liaison for technical support

### **Resources, Budget**

[Staffing, operating and capital budgets, grants, ...]

The Advising Center has a limited, decreasing budget and would be open to pursue grants as an additional means of support to the services and programs.

The academic advising program must be staffed adequately by individuals qualified to accomplish its mission and goals. Sufficient personnel should be available to meet students' advising needs without unreasonable delay.

Advisors should have an appropriate amount of time for students to discuss plans, programs, courses, academic progress, and other subjects related to their educational programs.

Faculty advising as a program must establish procedures for training, and evaluation of advisors, and provide appropriate professional development opportunities.



**Data Needs**

What additional data that is currently not available would have been helpful to effectively evaluate this area of the program?

Survey students to determine how they would want advising services to be available to them.

## FOCUS ON COMMUNITY

Reflect on the degree to which you seek regular input from outside of the college—the community—for this program— **please comment on only those which are applicable to this program.**

### Community Groups

[High school connections, community agency connections, other forms of community involvement, ...]

Advising has worked collaboratively with the Office of Admissions supporting the efforts of bringing local high schools on campus to take the placement test and then meet with advising.

Advising Community Activity:

Center for Hope and Safety

Bergen County Offices

Bergen County High Schools -

collaborative program in development with Applied Technical HS

The academic advising program must establish, maintain, and promote effective relations with relevant campus offices and external agencies and college affiliations.

The academic advising program should be fully integrated into other processes of the institution.

### Community Issues Related to Program

[Trends, employment trends or projections, transportation, funding]

NA

### External Requirements or Considerations

[Certifications, accreditations, licensures, professional organization status or involvement, ...]

Remain active in NACADA - National Academic Advising Association.

### **Advisory Boards**

[Advisory Boards' composition and input, number of Advisory Board meetings during the last two years, degree to which the Advisory Council reviews the competencies of the degree or certificates and program courses, timeframes for last reviews, other functions or activities of the Advisory Board, ...]

It is suggested that Advising Board be reinstalled.  
Advising Coordinator, Dean, and members of teaching faculty

### **Data Needs**

What additional data that is currently not available would have been helpful to effectively evaluate this area of the program?

## SUMMARY

### **Program Achievements, Progress Made Since Last Review**

[Major achievements, changes, implementations, progress made since the time of the last review]

This is the first program review

### **Mission/Goals/Objectives**

[To what degree does the program meet its mission, goals and objectives?]

### **Strengths**

[Unique characteristics, special capacities, ...]

Advising is unique because it operates fully from the perspective of the student. The office does not use DATATEL, we operate through the student portal for viewing program evaluation, scheduling and registration.

Therefore, we encounter many of the hurdles that students face and are able to inform the relevant college offices.

### **Challenges**

[Concerns, difficulties, areas for improvement, ...]

Advising at BCC is poorly defined and not viewed as a program.

When viewed as an educational process academic advising plays a critical role in connecting students with opportunities to support their success, and improve retention rates.

Viewing academic advising as an educational process moves it from a paradigm of teaching that focuses on information or inputs to a paradigm of learning that focuses on outcomes for student learning.

In this way, academic advising supports institutional conditions that have been identified with promoting student success. Such conditions include setting high expectations, providing support, offering feedback, and facilitating involvement in learning through frequent student contact with faculty and staff (Tinto 2002).

### **Celebration and Recognition**

[Awards, honors, special recognitions, ...]

Currently, advising does not have any awards or special recognitions.

### **Recommendations for Change**

[Internal to program, external to program, new opportunities, is additional data needed to effectively evaluate this program?, ...]

1. Invest in technology based tools to facilitate advising and improve student understanding of degree requirements with the long term goal of improving retention.
2. Reinvest in a Peer Advisor Program: Advising recognizes and values the impact that students can have on one another through formalized peer advising programs
3. Develop partnership and connections between cohort advising, academic programs to enhance advisor knowledge to facilitate a more cohesive student advising experience by strengthening the relationships and communication between campuses, departments, faculty advisors,
4. Create and utilize a glossary of standard college (and advising) terms to be used across the institution. Based on constant change it is necessary to establish consistent terminologies related student success.
5. Develop a common set of uniform policies, procedures, training protocols campus wide that would create a seamless system all student;
6. Improve the way advising is valued and evaluated (change BCC culture in this regard);
7. Revise advisor classification and develop compensation plan to ensure fair and equitable treatment;
8. Revise the faculty advising model to require training to be eligible to advise;
9. Install a uniform technology (Ellucian Student Planner) to support all aspects of advising and provide training to ensure optimal deployment;
10. Integrate essential advising information into the current IST 123 curriculum; and
11. Encourage additional collaboration between advising and academic departments)
12. Create Advising Holds: To support the developmental advising approach. Before the registration holds are removed, the students are required to meet with their academic advisor thus preventing “peer” and “self” advising.
13. Training and Evaluation: The faculty complete pre- and post-workshop surveys to evaluate the one-day training sessions. The goal of training and evaluation is to increase in the faculty’s satisfaction with their understanding of an advisor’s responsibilities

## ACTION PLAN

Program review is a means to an end, not an end in itself. Your final task is to develop a plan to improve the program.

[Identify 2-3 program goals and objectives for the future, improvements planned, changes taking place, responsible parties, timeframes, resource implications, etc....]

### 1) Goal: **Create an academic advising program with consistency and clarity of message**

- a) **Objective:** Define advising and the varied roles it has on campus (new students, continuing students). Clarify and define the role of faculty advisors. To address the concerns of students, faculty and advisors regarding advising inconsistency and to create common goal so advising cohorts are able to more clearly articulate their purposes to students. Develop a standard advisor training program and to agree on how to assess the advising system

Part of this has to be addressing issues regarding inconsistencies in the online catalog, web advisor and datatel.

Issues regarding inconsistencies in the online catalog, web advisor and datatel need to be addressed and therefore time and development of materials, updated web pages are required.

- b) Timeframe: 2017- 2018  
 c) Responsible Party(ies): Academic Deans, Academic VP, Coordinator of Advising and faculty representatives and Head of Curriculum.  
 d) Resource Implications: College Personnel

### 2) Goal: Establish how Mandatory Advising will be regulated for current students.

3)

- a) **Objective:** Require that all current and returning students meet with a faculty advisor or counselor prior to being able to register.

b)

i) Timeframe: 2017-2019 - an elongated period of development and implementation as this goal is changing the culture of both faculty and student populations.

ii) Responsible Party(ies): Academic VP & Deans Faculty Counselors - campus wide

iii) Resource Implications: Investment in training and software for advising

- c) **Objective:** Train and support faculty advisors

i) Timeframe: 2017- 2018

ii) Responsible Party(ies): Dean, Coordinator of Advising, members of Faculty Development

iii) Resource Implications: time to develop training materials



Detailed Description: Highlight the critical contribution of academic advising to student success and retention by positioning it more appropriately in the faculty evaluation and rewards structure.

Background: Currently in the BCC system, academic advising is considered a contractual requirement. Therefore, there is no meaningful incentive for faculty and often they execute this important responsibility. In fact, there may actually be disincentives: the primary “reward” for excellent advising is often an increased informal load of advisees, as students become aware of and seek out the best faculty advisors for assistance. More critically, students are ill-served by faculty advisors who do not want to advise, are not skilled advisors, and do not take their responsibilities as advisors seriously.

Desired Outcome: Faculty and administrative perceptions of the value and incentives for advising will be improved no later than the fall of 2018

### **Guidelines for Writing the Report**

Your report should be a well-organized narrative describing and evaluating your program. Please use a traditional font and point size (such as Times New Roman 12) and number your pages.

Please be sure to check grammar, spelling, and dates. Your report will be viewed by others as representing the quality and integrity of your program.

Consider adding a glossary of terms if the report uses a number of acronyms or abbreviations that a general audience would be unlikely to understand.

Consider using appendices for survey results, audit reports, organization charts, forms, assessment instruments, samples of promotional materials, inventories, etc. Appendices should be numbered or lettered so you can direct readers to them in the body of the report.

### **Presentations at Public Forums**

Program reviews are presented to the college community in a public forum in the fall semester following the submission of the final report in May. Each presentation should last 20 minutes: 10-15 minutes for the presentation and 5 minutes for questions and answers. Academic program review team presentations are to include a brief introduction and the Summary and Action Plan from the academic program review report. A sufficient number of copies of the Summary and Action Plan needs to be reproduced (2-4 pages) for distribution at the public forum. You should not duplicate your entire report for distribution to the college community, although you may make it available electronically.

Team chairs are invited to use PowerPoint or other presentation software system to present program review highlights. You are also invited to produce videos, take photos, etc., for your team's presentation. Each team must rely on its own expertise and resources to produce a presentation.

Team chairs with special presentation needs (i.e., audio or video) must contact Media Services in advance of the presentation date. Team chairs who would like to practice their presentations in IRN120 need to make arrangements with Media Technologies.

For those team chairs using PowerPoint, Media Technologies will need to receive the presentation on a CD or a USB Thumb or Flash drive no later than the morning prior to the presentation date. Due to schedule constraints, Media Technologies will not be able to accommodate media brought by presenters the day of the forum.

## **External Review**

The external review is done by an outside consultant who is an expert in the field, preferably experienced community college colleagues with expertise in academic program review and/or accreditation. The external reviewer is selected by the Divisional Dean based on recommendations from the Team Chair. Once the external reviewer is identified, the Team Chair provides him or her with the preliminary data and information for review. The external reviewer then works closely with the faculty/staff and the Team Chair. The reviewer examines a program's information, relevant data and survey results, course outlines, program requirements, etc., and then participates in an on-site visit which must include a classroom observation (to be determined by the program review team in consultation with the Divisional Dean), and meetings with faculty/staff and students. In an exit interview, the external reviewer meets with the VPAA to offer preliminary recommendations. A final report is generated by the reviewer and submitted as part of the final program review report.

### **Archiving Program Review Forms and Supporting Documentation**

A paper copy of the completed program review including supporting data and other accompanying documentation should be filed with the:

- Department Chair
- Divisional Dean

An electronic copy of the completed program review including supporting data and other accompanying documentation should be filed with the

- Vice President of Academic Affairs

All completed program review forms and accompanying documentation are available for viewing on the BCC Web site: <http://bergen.edu/about-us/institutional-effectiveness/program-review/>

**Joseph F. Connell**

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To: Jennifer Migliorino-Reyes, Dean of Student Support Services and Dianna O'Connor, Academic Advising Coordinator

Re: Bergen Community College Academic Advising External Program Review

Date: May 30, 2017

As requested, I submit the External Review for the Academic Advising Program. I appreciate the thorough Program Review documents provided at my visit to campus on April 20, 2017. In addition to this site visit, I held follow-up phone consultations with Dean Reyes, Ms. O'Connor and Vice President Mullaney, as well as visited Bergen Community College's (BCC) Advising Center (within the Center for Student Success) on several occasions during the last two years through Ramapo College's partnership with BCC. Through these interactions, I found BCC to utilize an effective developmental model for advising, offer comprehensive training materials for faculty advisors and students and to employ staff knowledgeable of best practices in academic advisement as set forth by the National Academic Advisement Association (NACADA). In addition, the College has initiated cohort advising, which as a best practice should be assessed for its impact on student learning and success to determine how to best expand the model as currently planned. Despite these strengths, BCC has not achieved a campus-wide culture of academic advisement for student success. In recent years, Academic Advising has been challenged by staff reductions (both in support staff and peer advisors), technology delays (Datatel's Student Planner has been inactive since July 2016) and the lack of clear a campus understanding of what differentiates academic advising for degree completion with course registration for the upcoming term. With the recent restructuring to make Academic Advising a part of Academic Affairs, the Program is positioned for greater visibility and opportunity to support student learning outcomes.

Providing direct and visible campus support for Academic Advising is critical for the future of student success at BCC. While the Center for Student Success provides the Advising Center support, the College has not positioned advising at the forefront. E.g., the BCC Organizational Chart, does not list a staff member with responsibility for academic advising and the College has not provided the technological resources necessary to assist students, faculty and staff in mapping comprehensive degree plans. With BCC's participation in Achieving the Dream (ATD), the College's value on advisement for student success should grow to match ATD's focus on student persistence and completion. Following the College's strategic direction and in support of the Academic Advising Program Review, I offer five broad recommendations:

- Create an Advisement Board that includes faculty and staff. I recommend the Board consider prioritizing objectives, such as to define academic advising, to develop outcomes for each mandatory advisement meeting, to determine how/when to train faculty, to review advisement responsibilities for student and advisor and to review how advising links with offices, such as placement testing and faculty departments to ensure all units have the resources in hand to best serve students.
- Implement a mandatory academic advisement plan that determines the key milestones when a student should meet with his/her academic advisor. (This could be implemented through an advisement hold or registration pin in Datatel.) Corollary benefits of mandatory advisement include: distributing the flow of student traffic from June, July, August and January to more months of the year (e.g., create advisement month when registration first opens), providing each student an education plan of his/her degree with checkpoints when the student can assess progress and creating a culture of advisement across campus constituents.
- Invest in technology tools to facilitate educational planning through advisement. When Datatel's Student Planner becomes active, BCC has a tool that can map a student's degree from start to finish. To assist the effectiveness of this tool and then assess its use, information technology resources should make Academic Advising needs a priority. E.g., IT services could designate staff to ensure accuracy of information flow into the

Student Planner and provide reports on student, faculty and staff usage to assess utility and make future degree planning resource decisions.

- Invest in appropriate support staffing that allows the professional staff and faculty advisors working in the Advising Center, especially during peak times, to focus on academic advising as education planning; thereby, creating appropriate degree maps for students from their point of advisement to graduation. The support staff, such as peer advisors or administrative support, would assist students using the software tools to complete the process of registering for courses. In addition, trained support staff could assist with assessment and data review for BCC's increased focus on academic advisement.
- Enhance the visibility of Academic Advising at BCC through establishing a campus-wide definition of advisement (utilizing NACADA's resources) and providing clear delineation on the College's Organizational Chart.

These recommendations in support of the Program Review position Academic Advising at BCC to have an increased impact for student success. Thank you for the opportunity to complete the External Review of the Academic Advising Program.

## **BCC VISION, MISSION AND GOALS**

### **Vision**

Bergen Community College will be a dynamic partner by bridging potential with opportunities for educational, professional and personal growth.

### **Mission**

To inspire our community to realize a better future.

### **Values**

To fulfill the vision and mission of Bergen Community College, these core values will guide our daily endeavors: learning, excellence, integrity, respect and creativity.

These core values will guide our daily endeavors.

### HELPFUL TIPS

- \* Identify special data needs early during the summer to allow time to generate the data and provide it when it's needed by the team.
- \* Prepare for the first team meeting by meeting in advance with those who provide support (examples: Institutional Research, tutoring, curriculum).
- \* Adjunct faculty, if selected carefully, can make excellent contributions.
- \* Former and current team leaders can be helpful resources.
- \* Don't hesitate to ask questions and get clarifications.
- \* Team chairs can gain insight by attending the program review public forum presentations.
- \* If some members of the team need to attend team meetings sporadically, or are occasionally unable to attend, e-mail can be used to keep them updated and is also useful as a means of getting a good cross-section of input.
- \* Some have found it helpful to keep the committee to a manageable size.
- \* Once you have started entering information on the program review form, always make a back-up copy!
- \* Be prepared for occasional miscommunications and "bumps in the road."
- \* Start early and do little pieces along the way.
- \* It works well to have team members who are willing to work as a team and figure things out together.

**Attachments**

How can advising be completed

Cohort Advising List

Advisor Manual

Student advising manual

Calendar of Training



# March 2017

## Training for Faculty Advisors

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		28 12:30—1:30 5:30—6:30 <i>Faculty Training FAFSA &amp; Financial Aid</i>	1	2 12-1pm <i>Faculty Training Transfer Session</i>	3 11am— 3pm <i>Faculty Training One on One By appointment</i>	4
5	6	7 11am—12:15 <i>Faculty Training Web Advisor and Program Evalua-</i>	8 12:30—1:30 <i>Faculty Training Early Alert &amp; Aca- demic Forms</i>	9 3-4pm <i>Faculty Training Reading the Pro- gram Evaluation</i>	10 11am— 3pm <i>Faculty Training One on One By appointment</i>	11
12	13 <i>Spring Break</i>	14 <i>Spring Break</i>	15 <i>Spring Break</i>	16 <i>Spring Break</i>	17 <i>Spring Break</i>	18
19	20	21 11am—12:15 <i>Faculty Training Web Advisor and Program Evalua-</i>	22 3pm—4pm <i>Faculty Training Early Alert &amp; Aca- demic Forms</i>	23 11:30-12:30 <i>Faculty Training Service Learning and</i>	24 11am— 3pm <i>Faculty Training One on One By appointment</i>	25
26	27 <i>Faculty Training One on One 3-4:30 By appointment</i>	28 <i>Faculty Advisor Training through Faculty Develop- ment</i>	29	30 3-4pm <i>Faculty Training Reading the Pro- gram Evaluation</i>	31	