

## CAP SERVICES ADMINISTRATIVE UNIT REVIEW 2017

### CAP Services Mission Statement

The CAP Services team collaborates with campus partners and community resources to guide students in identifying and pursuing their academic and career goals

#### Section 1: Mission Fulfillment

Student Success: CAP Services provides holistic support and resources for students that allow them to meet their personal definition of success. We recognize students as individuals and tailor our support to their unique goals, needs and/or situations.

#### Section 2: Department Purpose

##### Career Services

- Provide one-on-one appointments to assist students with major/program choice, career choice and job search (resume, cover letter, interview)
- Via a 1.0 FTE, provide career services appointments on all four campuses
  - Bend (four to five days a week)
  - Redmond (twice a month)
  - Prineville, Madras – piloting Skype appts
- Work with regional employers on job fair/connect students
- Provide approximately 45 class presentations annually on topics including, but not limited to, writing an effective resume/cover letter, choosing a major, college success to career success, and effective networking

##### Academic Advising

- Via an average of 5.0 FTE, provide approximately 4600 individual advising appointments annually, which include academic/degree planning, choosing a major/program and selecting a career
- Provide drop-in advising during the Friday before and full first week of each term serving approximately 1142 students
- Connect students to appropriate campus resources to aid in their academic success
- Provide advising appointments on all four campuses
  - Bend (five full days a week)
  - Redmond (three full days a week)
  - Prineville (one full day a week)
  - Madras (one full day a week)
- Give approximately 12 class presentations annually on topics such as Advising and GradTracks
- Coordinate/oversee all COCC academic advising (eight CAP advisors and 130 faculty advisors)
- Provide advisor training (eight CAP advisors and 130 Faculty advisors) on an annual on ongoing basis
- Act as resource and point of contact for 130 faculty advisors
- Advise all students during faculty non-contract periods
- Coordinate 26 new student advising (pre-advising workshop, advising, registration) days annually in Bend, Redmond, Prineville, Madras and remote serving approximately 2340 students

### Personal Counseling

- Through a contract with St. Charles Behavioral Health, provide free one-hour personal counseling appointments on the Bend campus for students registered in at least one credit or in Adult Basic Skills/ELL. Counseling services available 35 hours per week, most weeks of the year, serving approximately 700 students annually.

### Placement

- Provide placement tests on all 4 campuses to approximately 2879 students annually to assist with success in Math and Writing: 2016 numbers below
  - Bend campus – 1970
  - Redmond campus – 293
  - Prineville campus – 136
  - Madras campus – 132
  - In-district high schools – 348
- Provide TEAS (Test of Essential Academic Skills) annually for approximately 180 students preparing to apply to COCC's Nursing Program
- Via a .75 FTE, act as expert resource and point of contact on placement structure and practices for all COCC administrators, staff, faculty, students, and other Oregon community colleges

## **Section 3: Strengths and Accomplishments**

### Strengths

- Provide career services, academic advising and placement testing to all campuses (see above section for frequency)
- Most weeks of the year, students scheduled (rather than drop in) into quality one-on-one, one-half to one-hour developmental advising appointments. This allows for an appointment that is a student-driven process in which the advisor acts as a teacher and facilitator and works with each student at his or her level with the goal of bringing the student to a higher level of decision making and autonomy
- Consistent placement standards aligning with best practices while also responding to current state and college-wide discussions around placement
- CAP outreach/ student contact with class presentations, New Student Advising Sessions, Nursing Program Information Sessions, Allied Health Information Sessions, Jump Start, Residence Hall Move-in Day, Bobcat Orientation
- Representation of CAP on a wide range of campus committees, work groups such as Curriculum committee, Title III workgroups, College Affairs, Academic Warning committee
- Internal department support and energy and support for each other
- Advisors' collective knowledge (e.g. curriculum, pre-requisites, licensing) of the variety of COCC programs/ majors
- Staff cognizant of our scope of information by referring students to appropriate resources outside CAP, if best for the student
- Have services to treat the whole student: advising, personal counseling, career services and placement
- Staff commitment to student success
- Strong CAP relations with faculty, campus administrators, residence hall staff
- Offer remote advising options to out of area students
- Strong connection between career services coordinator and CAP advisors

## Accomplishments

- Created online video to help students unable to attend an in-person advising session prepare for a phone advising session (remote PAW)
- Implemented the use of GradTracks notes, a centralized online advising notes system that allows for continuity of advising as students change advisors
- Implemented student success coaching for Oregon Promise and Residence Hall students
- Transitioned from long term Director to interim Director to new permanent Director
- Conducted an Advising Program Review with NACADA consultants
- Transitioned the management (communication, scheduling, proctoring) of spring placement testing at in-district high schools from the Admissions and Records Department to the Placement Coordinator and sent advisors out with proctors to provide immediate follow up to students

## **Section 4: Department Challenges**

### Challenges

- Lack of clear mission, vision, and goal statements for CAP that drive decision-making and implementation of initiatives to support students and CAP/faculty advisors.\*
- No intentional and structured pathway for exploratory students, potentially leading to excess credits/money for the student and possibly completion\*
- One time, short term new faculty advisor training program potentially leading to missed information and a sense of advisor being overwhelmed and underprepared\*
- CAP advisors not directly connected with academic departments so important communication regarding curriculum and department/program specific information not know to CAP advisors\*
- Inconsistent advising practices among faculty advisors as some “clear” without a full discussion and/or for multiple terms when not appropriate. This leads to frustrated/confused students and students not feeling valued\*
- Lack of describing advising process to new students: advisor assignments, difference between CAP and faculty advisors, student role in advising etc.. Students do not understand the intended developmental nature of academic advising and believe the reason for academic advising to exist is to be “cleared” for the next term, leading to frustration when an advising hold is on their account at registration and leading to students not prepared for advising appointments\*
- CAP Advisors completing second and third academic warning paperwork when students are assigned to a faculty advisor, leading to lack of continuity and care for students in this precarious position
- CAP advisors expected to know about every academic program offered at COCC because we advise all students when faculty are off contract, between terms and over the summer\*
- Advisors on other campuses can feel ‘out of the loop’ by being off the Bend campus multiple times a week without the CAP team physical support

- Lack of strategic use of staff resources based on individual talent, interests and initiative leading to a few doing a lot or some feeling unproductive and undervalued
- Career services understaffed so cannot provide additional appointment times or possible additional services\*
- Loss of .75 position (cumulative)\*
- Lack of sufficient technological resources to support more advising and career services to students on Redmond, Prineville, Madras campuses and distance education students so we have to fit them in our “one size fits all” model and/or provide shortened versions of our services via phone\*
- Do not provide personal counseling on all campuses so potentially not reaching an underserved student population
- Transfer students with >20 credits signing up for New Student Advising – making a college savvy student sit through a presentation of information they already know, leading to frustration
- Students don’t understand with the CAP department is, what CAP stands for, making it difficult to “brand” the department and make our services readily recognized\*
- Staff tends to “reply all” to emails when it is unnecessary (ditto x 5) leading to an overcrowded in-box

\* Also identified as challenges in the June 2016 Advising Program Review final report

#### Internal Factors

- Physical location apart from other student services (A&R, Financial Aid)
- Budget to hire additional career services staff
- Varying FTE’s (.5, .75, .8, 1) and schedules in CAP make it difficult for department projects, meetings

#### **Section 5: Department Outcomes**

Certificate and degree seeking students will report developing an academic plan with their advisors at higher rates than the previous year’s certificate and degree seeking students as measured by the Graduation Survey.

#### **Section 6a: Measurement Tool and Timeline**

Will compare annual responses to the Graduation Survey question “My academic advisor guided me in developing an academic plan to help me reach my goals” by doing a year-to-year comparison of students who respond with strongly agree. Survey given in June of each year so will review and report on results by the end of each summer quarter.