

## Academic Advising and Case Management Programs and Services

Academic Advising offers the following services to students enrolled in credit programs:

- Academic advising
- Degree Planning
- Transfer advising and planning
- Career development and major selection
- Financial aid advising and SAP planning
- Course selection and scheduling via WebAdvisor
- Student advising, which includes basic information, scheduling questions, and use of WebAdvisor.

Once a student enrolls at the College they are required to meet with an advisor. This helps the student to make appropriate choices such as course selection based on placement testing data, courses with prerequisites, taking courses in the appropriate sequence, taking courses that are offered at specific times, and balancing coursework with work and family. Returning students may meet with an advisor but may also register for courses on their own using Web Advisor. In addition to the College advising staff, students may discuss courses and academic issues with program coordinators and program faculty. Faculty members advise students in classroom discussions as well as individual advisement sessions.

### *Online Services*

The virtual service advising provided at one time was moved to the information center in recent years due to a high percentage of calls related to admission inquiries. Tutorials are also available on the general Academic Advising department's web page to assist students in navigating

WebAdvisor and student email. The general advising office is currently considering an appointment/walk-in hybrid model, which will allow for specific distance education appointments, and also preparing an online advising orientation video to be completed by May 2014. The Career Development area of Academic Advising provides an online instrument known as Focus 2. This instrument helps student not only find careers of interest, but pairs them with appropriate majors on campus.

#### *Behavioral Intervention Team (BIT)*

The goal of the BIT is to provide a pro-active and holistic approach to address behavior of concern in students. The BIT uses an electronic, confidential reporting system which facilitates communication and creates a quick response. Reports are routed to a specific BIT member to prioritize and investigate. When appropriate, the BIT member will connect students with community resources and coordinate follow up. The BIT has established guidelines to assist faculty and staff in determining when to make a referral. HCC also has a contractual agreement with a local counseling practice to assist students in meeting their counseling and mental health needs, when they do not have insurance or the means to pay for such a service. This agreement allows students referred by a BIT member to receive short-term counseling at the expense of the College. BIT members will assist students that have insurance coverage in finding a local counseling practice that will work with their insurance provider.

#### *Disability Services (DSS)*

Through its advocacy efforts, DSS educates other areas on campus to ensure that accommodations are provided in an appropriate and timely manner. While accommodations are tailored to each student's individual needs, commonly provided accommodations include: extended testing time, testing in a distraction-reduced area, use of a reader/scribe, use of a note

taker, use of a calculator, use of a digital recorder, electronic textbooks, and interpreters. DSS also provides admissions counseling to students with disabilities, academic advising/registration assistance, formal educational planning, financial aid counseling, and assistance with the transfer process. While DSS primarily serves the credit population, the office also consults with the Adult Basic Education/GED office to assist in determining appropriate accommodations as well as with Continuing Education students with disabilities.

In fall 2012, 253 credit students registered with the DSS office and in spring 2013, 248 credit students registered (See attachment 11). DSS uses multiple measures of effectiveness, including the proportion of students that are exclusively successful each semester (meaning they earn all A's, B's, and C's). DSS also looks at fall-to-fall and fall-to-spring retention rates, as well as the number of graduates.

#### *Job Training Student Resources (JTSR)*

The JTSR office is regularly available for appointments and walk-ins for day and evening students, and has served the following number of registered students (duplicated headcount fall, spring, and summer based on KPI #468):

- FY09: 890
- FY10: 1,042
- FY11: 1,085
- FY12: 1,157
- FY13: 1,067

Academic advising offered through JTSR facilitates student learning in many ways. JTSR advisors perform various activities, to include: explain requirements of selected programs of study; map out academic plans; assist students in selecting appropriate courses; assist students in exploring career options; monitor students' performance through progress reports; and contact students to discuss options in the event of poor academic progress. Other JTSR services – childcare stipends, transportation stipends, bus passes, loaner books – facilitate student learning by removing barriers (such as lack of transportation or inability to afford childcare) that may prevent the student from being successful.

#### TRiO: Student Support Services

As required by Federal legislation and regulations, the TRiO SSS program provides two primary sets of services: required and optional. All required and optional services listed here are provided by the College's TRiO SSS program. Required services include advice and assistance in post-secondary course selection (academic advising); academic tutoring; assistance in applying for and obtaining financial aid and scholarships; financial/economic literacy education; and transfer assistance. Optional services include personal, career, and other academic-oriented counseling; cultural and educational events; trips to four-year Colleges and universities; and grant aid awards.

As the primary measure of effectiveness, TRiO SSS is required to submit an Annual Performance Report (APR) to the Federal Department of Education at the close of each project year. Data are gathered on each participant, measuring progress from initial acceptance into program through graduation and/or transfer or for four years following initial acceptance. The APR requires submission of demographic data for each participant as well as cohort information,

enrollment status, project status at the close of the year (whether current or prior year participant status), graduation and/or transfer information (if applicable), GPA, and grade level.

Measures of program effectiveness (objectives) include:

- Persistence rate: This benchmark indicates that at least 70 percent of all participants served by SSS in a project year should persist from one academic year to the next
- Good academic standing rate: This benchmark requires that at least percent of all enrolled SSS participants will meet the level required by the institution to be considered in good academic standing
- Graduation rate: This benchmark requires that 40 percent of participants (measured by cohort year) will graduate with a degree/certificate within four years.
- Transfer rate: This benchmark requires that 20 percent of participants (measured by cohort year) who graduated with a certificate or degree will also transfer to a four-year institution.

HCC's TRiO SSS program has met or exceeded persistence and good academic standing rates since the program began in 2010-11. Graduation and transfer rates for the 2010-11 cohort are: 89 of 170 graduated with an associate degree (52%). Fifty three of those 89 transferred to a four-year college (60%). The benchmarks were a 40% graduation rate and 20% transfer rate, which we greatly exceeded.

The TRiO SSS program at HCC, with support from the institution's Planning and Institutional Effectiveness office, releases a survey to program participants once per year. The primary purpose of this survey is to gather data on students' experience and satisfaction with the program. Satisfaction is measured on various areas including experience during advising appointments, tutoring services, satisfaction with respect to creating a supportive environment, and overall experience. In the 2013 survey, overall experience was rated at 4.86 on a five-point scale by 72 respondents. This survey also measures the experience and benefit of all services including required, optional, and other services. Ratings ranged from 4.59 (tutoring) to 4.82 (advising) on a five-point scale.

All activities and services provided to TRiO SSS participants are structured to provide learning experiences of various types and to encourage students' success at their current institution and beyond as well as growth on an individual level. All types of academic support, such as advising, tutoring, and academic workshops, are designed to assist program participants in becoming stronger students and in reaching their academic goals. Academic services are designed to assist students in being self-directed so that they have the necessary skills to understand and navigate the College system, whether they are at HCC or a four-year institution in the future.

Informational workshops on financial aid and financial literacy topics allow students to learn about scholarship resources, debt minimization, budgeting, and managing credit, all of which enables students to be in a more secure financial position upon graduation from College.

Program participants have the opportunity to learn about how to pursue education beyond the associate's level through exposure to transfer information and trips to four-year institutions.

Personal learning is facilitated through exposure to cultural and educational opportunities such as

performing art or museum visits. Opportunities for cultural/educational events assist students in learning more about themselves and enable students to relate classroom learning to “real world” experience, assisting in development of the student as a whole person.