

AAC&U Presentation  
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Philadelphia, New Jersey

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“Creating a Comprehensive Faculty Advising Development Program through Academic and Student Affairs Collaboration.”

This presentation will examine key elements of academic and student affairs collaboration within a community college that has been immersed in organizational culture change for the past four years.

Highlights of this session will concentrate on an organization-wide change initiative focused on improving academic advising through creation of a comprehensive faculty advising development program. An action research approach will be used to describe the following four cycles of the change process: 1. Assess, 2. Plan, 3. Act, and 4. Observe and Evaluate “Kemmis, 1990”.

Objectives: Using a case-study approach, participants will learn of strategies and interventions used to foster continuous improvement within academic advising. Participants will also identify the four-cycles of change and learn how to apply these principles to process improvements within their college.

A Case Study Approach to Change at a Community College

Cycle I: Assess (September 2002- December 2002)

- Conducting Reconnaissance
- Engaging in an Organizational Scan
- Administering Noel-Levitz Student Satisfaction Inventory (SSI) and Institutional Priorities Survey (IPS)

Cycle I: Outcomes

- Understanding Context of the Study
- Identifying the Problem Statement
- Establishing Baseline Assessment

Cycle II: Plan (January 2003- April 2003)

- Vice President of Academic Affairs and Vice President of Student Affairs Commitment to Co-Chair Academic Advising Task Force
- Establishing Academic Advising Task Force
- Creating Faculty and Administrator Academic Advisor Survey
- Administering Faculty and Administrator Academic Advisor Survey

Cycle II: Outcomes

- Fostering of Systematic Inquiry
- Strengthening of Collaborative Problem Identification and Problem Solving
- Initiating Organizational Border Blurring Strategies

Cycle III: Act (May 2003 to September 2003)

- Analyzing Quantitative and Qualitative Survey Data
- Targeting Faculty and Administrator Follow Through Interventions
- Facilitating Academic Advising Task Force Priorities

Cycle III: Outcomes

- Creating Cross-Tabulations to determine extent of relationship between variables
- Analyzing Faculty and Administrator responses to open-ended questions
- Developing Faculty Advising Professional Development program, resource manual, and website resources.

Cycle IV: Observe and Evaluate (October 2003 to December 2003)

- Conducting and Analyzing Faculty Interviews
- Furthering Faculty Suggestions as Academic Advising Initiatives
- Organizing, Summarizing, and Interpreting Qualitative Data to identify patterns or relationships

Cycle IV: Outcomes

- Implementing Faculty Suggestions for Improving the Academic Advising Process
- Creating “The Student’s Role in the Academic Advising Process” document
- Developing a Faculty Advising Professional Development Proposal
- Monitoring and Evaluating an Academic Advising Pilot Project

The presenter will combine lecturette and small group interaction and discussion. This session is designed to share information, provide the materials to foster similar learning initiatives on other campuses, and use interactive learning to answer questions and share ideas.

The main points of this presentation include:

1. Organization-wide change efforts require academic and student affairs collaboration from both the top-down and bottom-up.
2. Action research methodology promotes individual and organizational change through inquiry, interaction, collaboration, and education.
3. A systematic approach to continuous improvement strengthens interdepartmental processes and enhances college wide communication.
4. Discussion and sharing of knowledge can support learning and build relationships to facilitate improvement and change.