

<p>PBCC Goal: The College will practice effective enrollment management to ensure optimal access, retention program completion and student success.</p>	<p>PBCC Objective: By 2012, the College will increase retention and completion rates by 10%.</p>	
<p>Strategy to Address the Objective: Communicate consistent policies, procedures, and processes for the Academic Advisement Program.</p>		
<p>Desired Outcome of the Strategy: Development of an Advisement Manual which provides a systematic approach to offering advising services.</p>		
<p>Brief Narrative Description of the Strategy and Plan: To ensure that every advisor has access to accurate information when assisting students in developing educational plans, the College will develop a comprehensive online advisement manual as a professional development tool. Areas to be covered include, but are not limited to, academic policies and procedures; college resources; and guidance in working with diverse student populations. The manual will be updated as needed to maintain the accuracy of the information.</p>		
<p>Team Members: Susan Lang, Dir. College-Wide Student Programs, Co-Chair Gwennette Royal, Student Dev. Coordinator, Belle Glade, Co-Chair Jeanne Boettcher, Post Secondary Advisor, College-Wide Diane Cotignola, Test Center Coordinator, Palm Beach Gardens Dawn Debuwitz, Student Dev. Coordinator, Lake Worth Ron Long, Counselor/Associate Profession, Palm Beach Gardens Amy McDonald, Senior Business Analyst, College-Wide Robert Schweriner, Student Dev. Coordinator, Boca Raton Junie Thompson, Financial Aid Specialist, Boca Raton Gail Tomei, Career Counselor/Associate Professor, Lake Worth</p>	<p>Submitted by: Team members</p>	<p>Date: September 2009</p>

Action Steps <i>What will be done?</i>	Responsibilities <i>Who will do it?</i>	Timeline <i>By when?</i> <i>(Day/Month)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political & other)</i>	Potential Barriers <i>A. What individuals or offices may resist?</i> <i>B. How?</i>	Involvement <i>A. What groups are involved?</i> <i>B. How are they involved?</i>
Step 1: Review existing written advisor training materials & identify subject areas to be included in manual.	Advising Cluster; Dean Liaison; Director of College-Wide Programs	Dec. 2009	A. Previously used advising manuals B. N/A	A. N/A B. N/A	A. Advising Cluster B. Sharing written materials currently used in training process
Step 2: Assign advising staff to identified subject areas based on expertise or interest.	Advising Cluster; Dean Liaison; Director of College-Wide Student Programs	Dec. 2009	A. N/A B. N/A	A. Selected advising staff members B. Staff may resist additional assignment	A. As indicated B. Selecting staff members
Step 3: Submit drafts of specific portions identified in Step 2.	Advising staff members	Mar. 2010	A. Knowledgeable advising staff members B. N/A	A. Selected advising staff members B. Other job responsibilities may interfere with time needed to complete assignment	A. Academic Advising staff B. Writing portions of manual
Step 4: Review/share written portions with student services and academic staff for corrections, revisions, and clarifications.	Student Services staff; academic staff members as appropriate	Apr. 2010	A. Input from variety of staff College-wide B. Staff time	A. Staff reviewing draft B. Philosophical differences may arise on advising approaches	A. Selected Student Services & Academic Staff members B. To verify accuracy of information

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Step 5: Make manual available to all advising staff through web intranet.	Student Services Information Specialist	May 2010	A. Web access B. N/A	A. N/A B. N/A	A. N/A B. N/A
Step 6: Update manual as needed, minimally yearly.	Director of College-Wide Student Programs; Student Services Information Specialist	Ongoing after completion	A. Access to accurate information on college policy or program changes impacting advising B. N/A	A. N/A B. N/A	A. Staff, college-wide B. Providing updates on changes to information impacting advising

Evidence of Success: *(What evidence will be provided that progress is being made? What are the benchmarks of success?)*

Success will be measured by the number of "hits" to the webpage; completion of above steps in accordance with the defined timeline; the benchmark of success is the completion of the manual within the timeframe indicated.

Assessment Process: *(How will the outcomes of the strategy be measured? What are the specific measures?)*

The outcome of the strategy will be measured by surveying advisors as to use & evaluation of the manual; advisors will have access to current information necessary to assist students in the development of a comprehensive education plan.

Request for Funds *(Are funds required to implement the action plan?)*

Describe the need for funds	Type of Funding	Amount Needed	Date Needed
	<input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Personnel <input type="checkbox"/> Other		
	<input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Personnel <input type="checkbox"/> Other		
	<input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Personnel <input type="checkbox"/> Other		

Progress Report: *(To be completed during the action plan at determined points)*

www.pbcc.edu/strategicplan0912.xml

Date:	Describe Progress:	Barriers to Implementation:	Submitted by:	Current Status:
				<input type="checkbox"/> Green <input type="checkbox"/> Yellow <input type="checkbox"/> Red
				<input type="checkbox"/> Green <input type="checkbox"/> Yellow <input type="checkbox"/> Red
				<input type="checkbox"/> Green <input type="checkbox"/> Yellow <input type="checkbox"/> Red
				<input type="checkbox"/> Green <input type="checkbox"/> Yellow <input type="checkbox"/> Red
				<input type="checkbox"/> Green <input type="checkbox"/> Yellow <input type="checkbox"/> Red
				<input type="checkbox"/> Green <input type="checkbox"/> Yellow <input type="checkbox"/> Red

Green = On schedule
Yellow = Delayed
Red = Very behind schedule