



DEPARTMENT SELF-STUDY

DEPARTMENT: Counseling

Degree/Certificate Programs Reviewed Here: AAOT, AGS, OTM

Authors for/contributors to this report: Michelle Gray

Department Faculty:

Department Chair: Michelle Gray

Coordinators: Michelle Gray

FT Faculty: Makiko Barrey, Julia Fisher, Michelle Gray and Tom Pike,

Section One – Mission Alignment

How does your department and its program(s) fulfill the larger work of the college? The advisors and counselors in our department work to get students major ready within the first two terms of their college education. The majority of the students that we continue to advise after the student reaches “Program Ready” status (at the WR115, Mth65/96, RD115 levels) are students who are preparing for limited entry programs or are completing courses towards completing an Associate of General Studies (AGS), Associate of Art Oregon Transfer (AAOT), or Oregon Transfer Module (OTM). We assist students in researching the receiving university’s entrance and freshman and sophomore course requirements.

RCC’s Strategic Plan: 2017-2020, Objective 4: Construct guided educational pathways. As Guided Pathways are being created we will be working with the instructional departments to make sure that the courses being offered reflect the needs of the AAOT, AGS, and OTM students.

RCC’s Strategic Plan: 2017-2020, Objective 6: Decrease student time to completion while maintaining quality education. Our team of advisors and counselors work closely with the students to become “major ready” with a focus chose by the end of their second term. This may require that students meet with a counselor for Career Counseling to investigate career and degree options. Our goal is to make sure the correct path is chosen and that the students will then be taking the correct courses for their pathway. At this point we use the receiving college’s freshman and sophomore year academic plans in conjunction with the AAOT or AGS degree depending on the bachelor program of intention. We use the Graduation Guides to assist the students in staying on track along with the Degree Audit program once they

have a few terms of course work completed. We do our very best to make sure that students in these degrees take the courses that will count for the AAOT, AGS, or OTM, but also count towards their four year degree and in some cases their masters program's entry requirements. This preparation and structure allows students to finish their requirements on time with zero to very few additional credits.

RCC's Strategic Plan: 2017-2020, Objective 9: Maximize cross-divisional strategies to solve problems creatively. Work together for the success of our students. Our team works across divisions on a daily basis. Our program is located in the Student Services Division, but we talk with and refer to the Instructional Division on a daily basis. We refer students who have a "focus" area determined to their program advisors once they are "Program Ready" and we work with the faculty advisors in sharing any information that we receive that impacts the AAOT, AGS, or OTM. We often share the responsibility of advising "Program Ready" students with the faculty departments. Each year the counseling department chair works with the instructional chairs/coordinators to update any changes that they may have in the course work that they are offering that applies to the AAOT, AGS, or OTM. We update the Graduation Guide annually which provides clear direction for students and assists the records department in applying transfer credits to our AAOT, AGS, or OTM degrees.

Section Two – Profile

Brief history of department and its program(s)

AAOT:

The AAOT degree (Graduation Guide attached) was created in the 1980's when the Higher Education Coordinating Commission of Oregon (HECC) teamed the state universities and community colleges together to make a program that would allow students to complete two years of their four year degree at a community college level. Each student's educational map will be unique to their goals, all students are required to complete a minimum of 90 college level credits and a certain number must come from the specific disciplines. There have been a few initiatives over the past two decades to streamline students through advising in order to help them complete without loss of credit or time and lower education debt. House Bill 2998 (2017) passed State Legislature and required the HECC to work Oregon's community colleges and state universities to create "foundational curricula", now known as Core Transfer Maps (for more information, <https://www.oregon.gov/highered/policy-collaboration/Pages/streamlining-transfer.aspx>).

AGS:

The AGS degree (Graduation Guide attached) is degree that requires that a number of specific general education credits are successfully completed, but allows the student take a majority of the credits from whichever disciplines they need to in order to advance to their goal, which may be a job in the workforce, a limited entry program, or

transferring to a university in or out of state. Each community college can decide, with exception of the general education courses, which college level courses they will accept towards completion of the AGS. Many of the students that have AGS listed as their major at RCC are preparing to apply for a one of RCC's limited entry programs which means that if accepted their major will change upon acceptance. This major change is one of the ways things that impact our ability to pull accurate data by major.

OTM:

The Oregon Transfer Module (Graduation Guide attached) was designed in by members of the HECC, state Universities and community colleges. The came up with a module that would allow a student to complete a minimum of 45 college level general education courses and transfer to a state university with a sophomore standing. The majority of students who are planning to transfer with this certification (this is not issued as a degree or certificate completion, but noted on transcripts as OTM completion) are listed under either the AAOT or AGS major in order to eligible for financial aid funds.

The data collected through the National Student Clearing House (below) gives us a picture of the number of student we have had with these majors listed in recent years and if they have retained into the next academic year or transferred to another school. There is a small population in each year that have not retained or transferred that we aren't able to locate/track. Ideally in the future we will have a better system that allows for more accurate tracking of students.

2013-14						
Program Type	Student Type	Total Enrolled	Retained the following year	Percent Retained	Transferred	Percent Transferred
ASSOCIATE OF ARTS - OREGON TRANSFER	Regular	1719	892	51.9%	791	46.0%
ASSOCIATE OF ARTS - OREGON TRANSFER	Dual Credit	255	126	49.4%	132	51.8%
ASSOCIATE OF GENERAL STUDIES	Regular	2562	1138	44.4%	724	28.3%
ASSOCIATE OF GENERAL STUDIES	Dual Credit	1059	296	28.0%	450	42.5%
2014-15						
Program Type	Student Type	Total Enrolled	Retained the following year	Percent Retained	Transferred	Percent Transferred
ASSOCIATE OF ARTS - OREGON TRANSFER	Regular	1576	822	52.2%	756	48.0%
ASSOCIATE OF ARTS - OREGON TRANSFER	Dual Credit	213	117	54.9%	99	46.5%
ASSOCIATE OF GENERAL STUDIES	Regular	2425	1025	42.3%	669	27.6%
ASSOCIATE OF GENERAL STUDIES	Dual Credit	917	292	31.8%	366	39.9%
2015-16						
Program Type	Student Type	Total Enrolled	Retained the following year	Percent Retained	Transferred	Percent Transferred
ASSOCIATE OF ARTS - OREGON TRANSFER	Regular	1548	809	52.3%	660	42.6%
ASSOCIATE OF ARTS - OREGON TRANSFER	Dual Credit	208	104	50.0%	65	31.3%
ASSOCIATE OF GENERAL STUDIES	Regular	2299	1043	45.4%	570	24.8%
ASSOCIATE OF GENERAL STUDIES	Dual Credit	1139	372	32.7%	399	35.0%

Source: National Student Clearing House (Data collected by RCC IREP May 2019)

Section Three – Current Program Context

How do your programs reflect national/regional/program/discipline trends?

Oregon recently, the past three years, began giving Oregon Promise Grant (OPG) funds to recent high school graduates or GED completers towards tuition at Oregon’s community colleges. This increased community college enrollment statewide. Many student that might have started at the university, chose to attend at a CC in order to take advantage of the additional funding the OPG offered. Many of OPG students that enrolled at RCC listed their majors as AAOT.

Student at RCC receiving the OPG with AGS or AAOT Major

Year	AGS (w/OPG)	AAOT(w/OPG)
2016-2017	122	99
2017-2018	173	158
2018-2019	199	172

We are working with Achieving the Dream and the Pathways initiatives to create better strategies and avenues towards completion for our students, saving them time, credits, and money as they complete their goals. The HECC’s Major and Core transfer maps are areas in which we can design our Pathways for the AAOT, AGS, and OTM for our

transferring students. RCC is the developmental process of this and the use of the HECC guides will be beneficial towards our plans. It will be important to track the students on these pathways to evaluate how long it takes for them to complete, recognizing the individual's demographics, and evaluating them on how the process from front door to graduation was for them.

Section Four – Program Learning Outcomes and Assessment

In 2009 the Joint Boards' Articulation Committee (JBAC), which is made up of HECC, state universities and community colleges members, came together the Joint Boards' Articulation to evaluate and create a prescribed set of courses that would be approved at the state level as "General Education Requirements" for the AAOT and OTM. The large group decided on the course outcomes and criteria in Arts and Letters, Cultural Literacy, Mathematics, Science or Computer Science, Social Science, Speech/Oral Communication, Writing, and Information Literacy. These areas of discipline are the core areas for the AAOT, AGS, and OTM. Student must complete courses from these areas with C- or better in order to complete these degrees/certificate.

Source: https://www.oregon.gov/highered/policy-collaboration/Documents/Transfer-Credit/2998/06-2998_Gen_Ed_OutcomesCriteria_2010.pdf

Section Five – Evidence-Based Changes

We know that the largest number of students enrolled at RCC are planning on transferring to another school, but we don't have a perfect way to capture the data on them. We can see when they started and when completers graduate, but we don't track part-time students and completions rates as well. Our data does show that students who complete a minimum of sixteen credits in their first year are more likely to retain to their second year. Therefore, we are and will continue to search for the best practices that we can implement to help students be successful and complete their goals. RCC has begun this work in the 18/19 school year with student assessments and will be continuing to adjust the tools for clearer/cleaner data that we can use to establish better systems for student success, including Achieving the Dream and Pathways.

Section Six - Institutional Learning Outcomes (ILOs)

List the Institutional Learning Outcomes (ILOs) that are relevant to this department and the courses in which there is an assessment that can be aligned with each:

Application of Knowledge (AK) Students will synthesize and use knowledge in familiar and unfamiliar situations to effectively solve problems and complete tasks.

Approach to Learning (AL) Students will engage in and take responsibility for intentional learning, seek new knowledge and skills to guide their continuous and independent development, and adapt to new situations.

Communication (COM) Students will engage in quality communication using active listening and reading skills and expressing ideas appropriately in oral, written, and visual work.

Critical Thinking (CT) Students will think critically and creatively about problems and issues in the classroom or school, home, work, and community settings to create positive, sustainable solutions.

Personal Growth (PG) Students will balance life and civic responsibilities, believe in themselves, accept and commit to change, self-reflect, and be tolerant and respectful of themselves and others.

The students are assessed on the ILO's in every course that they register for. Due to the required variety of courses in these degrees/certificate the students will be evaluated in each of the ILO's (see course outlines located in RCC's Y-Drive).

If we evaluate the ILO's in terms of degree completion, we can assess as follows:

AK: Scheduling and completion of courses in sequences.

AL: Completion of coursework in degree and graduation, and data showing that they have transferred.

COM: Completion of advising appointments and completion of course work that requires communication with faculty/staff. The student was able to communicate needs to staff, implement recommendations, and succeed in course work/degree completion.

CT: The student was able to complete successfully and navigate through required courses (scheduling, sequencing, pre-requisites, successful completion and advising).

PG: The student was able to make adjustments to schedules in school, work, home, and lifestyle to be successful in their college work. Completion of the degree/certificate shows balance was found.

Section Seven – Summary

The AGS and the AAOT are two of the most popular degrees that we offer. They are uniquely packed for each student's transition. They are options that make higher education more affordable, which is a priority for our State. In the next few years, based on current and upcoming State initiatives, we will likely see an increase in enrollment for these degrees and the OTM.

We, the entire staff at RCC, work across divisions to help each other in leading our students to success.

The current program review format doesn't work as smoothly with the AAOT, AGS, and OTM as it does for other degrees/programs.

Information/data that I think would be beneficial wasn't accessible with the systems that we currently have in place. The current data reports can only be ran on the students' current majors, therefore we may not be capturing an accurate picture.

In this process I learned about the history of these degrees and the Joint Boards Articulation Commission (JBAC). I also learned more about the HECC, their new

initiatives, Major and Core Transfer Maps and the language they use. I think that it will be important for us to educate our staff and align with the HECC in some areas in order to reduce confusion for students and help them get to successful completion with an accurate timeline for each student's needs without any wasted/additional non required credits.

Section Eight – Attachments



AAOT (1).pdf



AGS.pdf



OTM.pdf
