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Caldwell Community College and Technical Institute Executive Summary

Caldwell Community College and Technical Institute (CCCTI) has developed a Quality Enhancement Plan (QEP) that fosters student success through improved academic planning. *My Academic Plan: Your Guide to Success (MAP)* offers proven success points for student engagement between institutional entry and exit. This plan reinforces self-advocacy of students, incorporates extended entrance and exit experiences, and requires completion of a college success course. The plan also promotes the idea that advising is teaching and facilitates the adoption of appreciative advising methodologies by academic advisors.

CCCTI sought input from various constituencies throughout the development of this plan. Topic development began with a general discussion involving the entire campus community. As potential topics emerged, focused discussions were conducted on both campuses. Working groups of faculty and staff conducted research into various plan components and developed reports that comprise the basis of the CCCTI QEP. Throughout the process, the college received valuable input from faculty, staff, administration, students, board members, local school board members, and county commissioners that was incorporated into the plan.

The plan defines student success as completion of an academic plan, and assessment measures include the student's ability to (1) identify clear academic goals and establish realistic plans for academic success; (2) communicate with advisor as needed to achieve academic success; (3) demonstrate awareness and use of institutional support resources and services; and (4) achieve continued, measurable progress toward timely completion of academic and career goals.

In addition to receiving input from these various constituencies throughout the plan's development, CCCTI college administration has committed resources to fund and sustain this initiative. As the plan seeks to enhance student learning, wherever possible, it builds on existing structures and functions. The budget outlines estimated expenditures including personnel, professional development, employee compensation, software, supplies, materials, and marketing efforts. Throughout the QEP development process, CCCTI has demonstrated a commitment to its long-term implementation as is evidenced by the work that has been done and the resources that have been committed thus far.

Assessment measures, criteria for success, and timelines have been established. This plan uses multiple direct, external, and indirect assessment measures to evaluate its successful implementation. Direct assessment measures include the analysis of academic planning e-portfolio assignments in college success courses, comparison of New Student Self-Assessment and Graduate Self-Assessment results, and the analysis of institutional enrollment data. External assessments including measures such as the analysis of the Community College Survey of Student Engagement (CCSSE) and IPEDS (Integrated Postsecondary Education Data System). This plan will also analyze course completion, retention, graduation data, and student usage rates of campus resources.

The purpose of the CCCTI QEP is to enhance student learning and the environment supporting student learning while accomplishing the mission of the institution. Our QEP is the result of a collaborative effort that is based on the idea that advising is an effective teaching and learning tool and we, as an institution, understand that a structured and comprehensive advising program is necessary for successful academic experiences. We expect the CCCTI QEP to promote a culture of advising that celebrates partnerships, improves communication, and facilitates systemic change that supports student success for many years to come.

Process Used to Develop the QEP

Institutional Profile

Caldwell Community College and Technical Institute (CCCTI), a comprehensive community college, serves Caldwell and Watauga counties with instructional facilities located in each county. Out of the 58 North Carolina community colleges, CCCTI ranks 17th in enrollment. With its open-door policy, the college seeks to foster an environment of academic learning and student success that meets economic challenges and technological changes in our service area.

CCCTI grants 25 associate in applied science degrees in addition to an associate degree in general education and three college transfer degrees (A.A., A.S., and A.F.A.) along with numerous diplomas and certificates. The college also offers three innovative high school programs in cooperation with the Caldwell and Watauga County public school systems.

In fall 2015, CCCTI served 3,940 curriculum students (Caldwell – 66% and Watauga – 34%) with a student population of 41% first generation defined as students indicating that neither parent holds a four-year degree. Out of the 3,940 students, 61% (2,393) were part-time while 39% (1,547) were full-time. Along with 41% of the student population being first generation, 29% (1,152) were high school students, and 30% (1,196 students) were enrolled in distance learning courses. These student demographics present institutional challenges as we strive to fulfill the institutional mission.

Because of significant manufacturing job losses in this region in the last decade, Caldwell County is transitioning from production-based employment to a service-oriented economy. In 2010, as manufacturing jobs moved off shore, the unemployment rate jumped to 17% in Caldwell County representing one of the highest unemployment rates in North Carolina's 100 counties. The economic recovery of the past six years has added over 2,000 jobs to the county which has helped to create an unemployment rate of 5.3%. These economic fluctuations have had a significant impact on CCCTI as enrollment spiked to an all-time high in 2010 and then began to decline as county residents returned to work. Because Watauga serves a different population driven by a thriving tourism industry and Appalachian State University, employment in Watauga County remained stable during this time.

In response to continual changes in education and local economies, CCCTI relies on its institutional mission and strategic plan to form the foundation of its goals. The institutional mission of CCCTI emphasizes three key components:

- Provide accessible, quality instruction to enhance student learning;
- Support economic development through comprehensive resources to business, industry, and agencies; and
- Offer diverse services and opportunities which improve the quality of life.

CCCTI works diligently to accomplish its institutional mission while providing academic opportunities for its diverse student populations and fostering valuable partnerships with local schools, businesses, and organizations. The principles of this mission have helped shape the focus of CCCTI's Quality Enhancement Plan. By implementing an intentional model of advising and strategic interventions, CCCTI seeks to improve student learning and enhance the environment for learning.

Beginning the QEP (Spring 2014)
Planning for the QEP began in March 2014 when Dr. Alice Lentz, CCCTI's TRIO Director, was appointed QEP Director. In April, members of the QEP Leadership Team were identified and appointed by Dr. Mark Poarch, Executive Vice-President. The team comprised faculty from both the Caldwell and Watauga campuses and included a former Faculty Senate President, a former Great Teacher of the Year, and one member of the prior 2006 QEP team. The original QEP Leadership Team was as follows:

- Kate Benoit, Researcher, Institutional Effectiveness and Research
- DeAnna Chester, Instructor, Communications
- Beth Cook, Administrative Assistant, CCCTI graduate and current student
- Kelly Greene, Director/Instructor, Business Programs
- Melinda Hefner, Director/Instructor, College and Career Readiness Support Services
- Dale Joyner, Coordinator/Instructor, Math
- Deborah Joyner, Director, Learning Resource Center
- Jessica Raby, Clinical Coordinator/Instructor, Speech-Language Pathology Assistant
- Mandy White, Director/Instructor, Early Childhood Education

At the first meeting in May, Dr. Poarch issued charges to the QEP Leadership Team and presented the SACSCOC requirements and guidelines for developing the QEP.

In compliance with SACSCOC Comprehensive Standards 2.12 and 3.3.2, the QEP Leadership Team was assigned the task of identifying a relevant topic for a quality enhancement plan that

1. Identifies key issues emerging from institutional assessment;
2. Focuses on learning outcomes and accomplishing the institution's mission;
3. Demonstrates institutional capability for its initiation, implementation, and completion;
4. Includes broad-based involvement of institutional constituencies in its development and proposed implementation; and
5. Identifies goals and a plan to assess their achievement.

By defining the Leadership Team's purpose and following up with a Q & A session, Dr. Poarch prepared the team for its first task in the process.

Phase 1 (Summer 2014)
Setting the Stage - Understanding Requirements and Objectives
Throughout the semester, the QEP Leadership Team considered the SACSCOC requirements for the QEP within the context of CCCTI's institutional mission, core values, and strategic plan. The QEP Leadership Team developed its operating procedures with a planned meeting schedule and documentation of meeting minutes.

With the administration's invitation to announce the launch of the QEP at the fall Employee Kick-Off, the QEP Leadership Team worked to craft its message for presentation to faculty and staff in August and articulated its general plan for identifying a broad topic by the end of fall semester 2014.

Phase 2 (Fall 2014)
QEP at CCCTI - Involving Broadly, Engaging Widely
At the August 2014 CCCTI Employee Kick-Off, President Dr. Kenneth A. Boham addressed the re-affirmation of the SACSCOC accreditation process and included an overview of the importance of the QEP process.

During Phase 2, CCCTI Public Information Officer Edward Terry accepted the invitation to join the QEP Leadership Team to coordinate QEP marketing efforts.

The QEP Leadership Team used a multi-prong approach to solicit feedback from various constituents as follows:

1. "Join the Conversation" cards were a principal vehicle used throughout the semester for faculty, staff, students, CCCTI trustees, and community members to submit topic ideas for the QEP. The QEP Leadership Team received a total of 323 cards from faculty and staff, students, and college trustees. These cards asked the following question:
"With . . . a focus on student learning in 2021, what one thing would you change or modify at CCCTI?" The responses given presented a broad range of suggestions. Some recurring topics recommended were: critical thinking, improving technology, distance learning, and better advising practices.

2. An online survey for faculty and staff was administered from September 29 - October 10 (203 responses). For more information about this survey, see Appendix A.

3. Ten brainstorming sessions were held on two campuses for faculty and staff (October 16 and 20), with 110 individuals participating. In addition, one brainstorming session was held for students on October 20 where 23 students from both campuses met via the information highway rooms.

Participants in these sessions were asked to answer the following four questions:

- In terms of student learning, what do we as an institution do well? Where are our strengths?
- In terms of student learning, what do we as an institution need to work on? Where do we fall short? Where are the trouble spots?
- What traits or competencies do we want our graduates to have? What do we want our students to learn?
- In terms of student learning, what **one** thing would you change or modify at CCCTI?

4. At the annual SGA (Student Government Association) Fall Festival on both campuses, students, faculty, and staff were invited to suggest topic ideas at the QEP booths and, in exchange for ideas, were offered QEP cupcakes, baked by students in CCCTI's Culinary Arts program.

5. Informative presentations and regular updates were given throughout the semester to faculty, staff, and students on both the Watauga and Caldwell campuses, including curriculum departments, Student Government Association, Instructional Council, Faculty Senate, Student Services, Board of Trustees, Caldwell County Board of Education, and Caldwell County Commissioners.

From the "Join the Conversation" cards, surveys, and brainstorming sessions along with informative presentations/updates, the QEP Leadership Team first reviewed a list of the ten most common topic recommendations, which were compiled by the Office of Institutional Effectiveness, Research, and Grants. Immediately, the Leadership Team eliminated topics that were too broad or difficult to measure and merged the overlapping suggestions.

The analysis of ideas generated through these vehicles yielded four broad topics; the QEP Leadership Team studied these subjects: *Critical Thinking, Online Learning, Comprehensive Academic Advising*, and *Math Proficiency.* Four pairs of QEP Leadership Team members researched one topic each and presented findings to the full QEP Leadership Team. The following checklist was used to determine if the topic met the criteria necessary for a QEP:

Is this topic or idea -

1. Focused on student learning? Will this topic affect student learning? If so, how?

2. Specific? If the topic is somewhat vague, can the topic be narrowed? If so, how?

3. Measureable? Can we assess this topic? Can we measure our results? If so, how?

4. Aggressive, but attainable? Is this topic really feasible? If so, how? If not, what sort of changes could be made for this topic to meet this criterion?

5. Results oriented? Is this topic goal-oriented? If so, how? If not, what sort of changes could be made to meet this criterion?

6. Time-bound? Can this topic be developed into a plan that could be implemented and assessed within a specific time frame?

A survey of the QEP Leadership Team members revealed that, of the four topics studied, *Online Learning* and *Comprehensive Advising*, were the two top choices for the QEP topic. All faculty and staff were invited via an online survey to vote on the two topics – Online Learning and Comprehensive Advising. Below are the complete definitions for each topic as they appeared on the survey:

Online Learning: This broad topic may have a dual focus: students and instructors/staff. From the student perspective, possible components may include student-readiness for enrolling in college and online courses, including technical (such as word processing and file management) and personal skills needed to be successful in online classes and proficiency in accessing/using college systems such as WebAdvisor and Moodle. The instructional/staff prong could include faculty-readiness/skills in teaching online courses and fluency in the use of evolving online tools and best practice teaching methodologies for online learning, and staff fluency in assisting students with online needs. Assessment goals/outcomes may include improving student success and retention rates, expanding online offerings, and achieving academic rigor/equity between seated and online courses.

Comprehensive Advising: Components of this broad topic could include the adoption of a best-practices approach to advising that begins at initial enrollment and follows students through to completion of their academic goals/program. Possible areas of focus may include identifying student goals, matching those goals with the appropriate transfer/technical program(s), and systematic monitoring of student progress through enhanced advisor/student relationships, stronger student skills for monitoring their own progress towards achieving their goals, and other initiatives. Potential assessment goals/outcomes may include improving retention and program completion rates, keeping students on track to graduate within a reasonable timeframe and within confines of financial aid requirements, and improving student workforce readiness at graduation.

Of the 229 votes cast, 144 were for Comprehensive Advising and 85 for Online Learning.

On behalf of the QEP Leadership Team, Dr. Lentz presented the results in December to CCCTI's Executive Council for its consideration. The Executive Council approved Comprehensive Advising as the broad topic for CCCTI's QEP and approved the QEP Leadership Team's recommendation for presentation of the topic in January.

Phase 3 (Spring 2015)
Comprehensive Advising - Narrowing the Focus
In January, President Boham spoke again to CCCTI employees about the SACSCOC re-affirmation process and the importance of the QEP. Dr. Lentz and QEP Leadership Team members presented the QEP topic, based on the voting results, as Comprehensive Advising. In light of the chosen topic, Shannon Brown, Director of Counseling and Advisement Services, was invited to join the QEP Leadership Team.

The QEP Leadership Team formed a QEP Exploratory Committee involving thirteen faculty and staff from all campus divisions. The purpose of the committee was to identify current advising practices and recommend areas for potential improvements. The QEP Exploratory Committee presented its findings to the QEP Leadership Team in April.

Those who served on the QEP Exploratory Committee were:

<u>Caldwell Campus</u>
Dr. Mark Barber (Co-Chair) - Director, Financial Aid and Veterans Affairs
Jennifer Foster (Co-Chair) – Coordinator/Instructor, College and Career Readiness
Kelly Greene – Director/Instructor, Business Programs
Becky Boone – TRIO/SSS Counselor
Shannon Brown – Director, Counseling and Advisement Services
Angie Ruppard – Instructor, Developmental Mathematics
Amy Huffman – Admissions Coordinator, Health Sciences
Dennis Seagle, Jr. – Director, Enrollment Management
Brandy Dunlap – Director/Instructor, Job Services

<u>Watauga Campus</u>
David Freeman – Coordinator/Instructor, Social Sciences
Keith Bell – Admission/Testing Representative
Allan Johnson – Coordinator, Academic Advising Center
Jim Rodkey – Instructor, Business

After an internal review of college advising practices, the committee offered the following observations:

- Advising looks different in nearly every department of the college.
- A student may have a different advising experience each registration period despite being within the same department.
- Who is more at risk? These students will likely require more intrusive advising.
- In most cases at the college, advising is viewed as registration, which illustrates a need to improve the perception of advising.
- There are technology needs across the institution with registration that should incorporate more interactive advising processes.

- There is a need to explore and evaluate different software programs and their capabilities to suit advising needs at CCCTI (e.g., GradesFirst, Aviso, Starfish, Advantage, or UserTrack).

The QEP Exploratory Committee also made the following recommendations:

- Consider an ongoing, responsive advising model.
- Consider requiring a college success course for all CCCTI students.
- Consider the implementation of technology that will allow advisors to work more efficiently.

In addition, the QEP Leadership Team created two surveys: one on student perceptions of advising and another on faculty/staff perceptions of advising. The student perception survey was administered starting in April as students began to register for summer and fall 2015 classes (661 responses). At the conclusion of this advising cycle, faculty and staff completed a survey designed to gather information regarding their perceptions of current advising practices as well (72 responses).

The student perception survey indicated very high percentages of satisfaction with CCCTI and its advising processes. Most students (92%) indicated that academic advising was *very important* or *somewhat important* during their college career, and many respondents (81%) indicated that they were *extremely satisfied* or *very satisfied* with the academic advising they had received at the college. However, the student survey results indicated that students typically meet with an academic advisor to 1) Plan their course schedule for the following semester (76%) and 2) Remove their registration flag in order to register (65%). Currently, students are unable to register for the following semester unless they have met with an advisor, discussed their upcoming course schedule, and had their flag removed.

These results indicate that students equate advising to registration. Students do not view advising as academic planning. They see registration as a means to an end to sign up for classes the following semester and do not view advising as an ongoing decision-making process to clarify their current and future educational goals.

The faculty/staff perception survey actually yielded similar thoughts about the current advising practices at CCCTI. These survey results indicated that faculty and staff meet with an advisee to 1) Plan a schedule for the following semester (94%) and 2) Remove the student's registration flag for course registration (79%). Survey results also revealed that faculty and staff expressed a desire for more student accountability before, during, and after the advising process, more time to work with students in planning their career goals, and more training to meet their advising responsibilities. Information from these advising surveys reflected the need to change the perception of advising for students, faculty, and staff. Clearly, CCCTI advising services need to move beyond registration toward a more proactive approach of academic planning that encourages student progression toward completion of academic and career goals.

Summary

With Dr. Lentz's retirement in the spring, Kelly Greene, a member of the QEP Leadership Team, was appointed the new QEP Director in May. With a new director in place, the QEP Leadership Team began the process of developing a comprehensive plan to strengthen the CCCTI academic advising system.

Development of the QEP

CCCTI's Quality Enhancement Plan emerged from input gathered through various constituents (students, faculty, staff, administration, and the Board of Trustees) and reflects the college's core values to provide an environment conducive to student success. The QEP Leadership Team investigated and gathered data for identifying key factors in comprehensive advising.

Phase 4 (Summer 2015)
QEP Leadership Team – Creating a Framework
The Leadership Team set up a bi-weekly meeting schedule for planning purposes. During this phase, the QEP Leadership Team conducted an analysis of current advising processes and services offered, including the CCCTI application process, course registration, new student orientation, the Academic Advising Center, technology, and ACA (Academic Related) college success courses. From the previous research, surveys, and institutional data along with this investigation, the Team developed a QEP Purpose Statement represented below to set the parameters of the QEP and align with CCCTI's institutional mission and strategic plan.

The purpose of CCCTI's QEP Comprehensive Advising is expressed through the following:

- Assist students in the clarification, planning, and realization of their life, career, and educational goals;
- Facilitate ongoing communication and accurate information exchanges between advisor and student;
- Coordinate student learning experiences and student access to institutional resources throughout their college career; and
- Promote individual responsibility and commitment of both student and advisor.

In addition to the purpose statement, the QEP Leadership Team defined six principal goals stating that CCCTI will:

1. Build and sustain an institutional culture of exceptional advising and collaborative partnerships for the benefit of students;
2. Foster productive training and professional development opportunities for faculty and staff;
3. Implement a comprehensive model of proactive advising designed for student success;
4. Educate students regarding the role of self-advocacy in the college experience;
5. Adopt a digital documentation system designed to promote student engagement and accountability;
6. Establish and endorse continuous assessment and evaluation methods for program improvement.

Along with embodying the institution's mission statement, the QEP connects to the CCCTI 2015-2020 Strategic Plan. CCCTI asserts in its institutional vision, "We are responsive to the educational needs of a diverse population and are dedicated to student success by opening doors to educational potential." The following chart articulates the institutional Vision Statements, Initiatives, and Objectives from the 2015-2020 Strategic Plan which are emphasized in the proposed QEP.

Table 1: Integration of the Strategic Plan with the QEP

Vision Statement	Initiatives	Objectives
Offer progressive and flexible programs and services responsive to student and community needs.	2.2: Strengthen support services to reach a diverse student population.	2.2.c: Enhance student success initiatives.
Promote educational, personal, social, and economic growth and development.	3.1: Promote student engagement.	3.1.a: Encourage utilization of college services. 3.1.c: Actively engage students in their own learning.
Model exemplary standards for higher education, integrity, and academic and administrative excellence.	6.1: Promote institutional cohesion through increased communication and collaboration. 6.2: Enhance college infrastructure to create an environment conducive to student success.	6.1.b: Promote the development and utilization of strong channels of communication. 6.2.a: Provide state-of-the-art technological infrastructure and resources needed to enhance student learning. 6.2.b: Provide a safe and productive environment conducive to student learning.

The CCCTI Strategic Plan emphasizes an academic culture of engagement and communication within and outside the institution. The Strategic Plan initiatives and objectives listed above connect to the purpose of the QEP in reaching all affected constituents (students, staff, faculty, and administration) to create a more structured advising process that is beneficial for everyone. With the QEP enhancing the college's infrastructure through more efficient technology and stronger communication in advising practices, students will be more engaged in their own learning, and become self-advocates. They will understand their responsibility for obtaining their academic and professional goals and will be more proficient in articulating their needs.

From the preliminary research by the QEP Leadership Team, the committee formed a title for the plan, **MAP: My Academic Plan**. Because comprehensive advising entails more than registering for classes, the premise for MAP constitutes not only academic planning but also fosters collaborative involvement between students and the college in obtaining academic success. The CCCTI Marketing department created a logo, which is a graduation cap highlighted in a map place mark symbol. The graduation cap in the logo represents the end goal for students and reflects the college's mission to help students strive for academic excellence and reach their educational potential.

Faculty members and Student Services staff are responsible each semester for registering students in classes and working with students to complete their program of study. For the purposes of this report, the following definitions for advising will be used.

Advisor is a full-time faculty or Student Services staff member who assists students in registering for their classes, creating their academic plan, and completing their course studies in a timely fashion.

Faculty Advisor is a full-time faculty instructor who assists students in registering for their classes, creating their academic plan, and completing their course requirements in a program of study.

Advising is the process of advisors assisting students in not only course registration but also academic and career planning to reach their educational and professional goals.

The QEP Leadership Team concluded the following findings as they relate to the current student advising process:

1) Lack of a Structured Advising Process: Currently at CCCTI, the term "advising" is synonymous with registration. After admission, new students are advised during the registration process either by Student Services staff, counselors, or faculty advisors in order to meet immediate registration needs.

Non-transfer (technical and health sciences) students are assigned an advisor based on their programs of study. Students enrolling in technical programs are immediately assigned a faculty advisor. Before admission to their program, health sciences students work closely with Student Services staff to meet entrance requirements for highly competitive health sciences programs. Some non-transfer students experience difficulty meeting with their faculty advisor and often times return to the familiar face in Student Services who assisted them initially for advising. When faculty advisors are not specifically providing continuous advising and collaborating with Student Services, communications regarding accuracy and policy/procedures become disjointed and can become an ultimate obstacle to student success.

In 2007, CCCTI established the Academic Advising Center to focus on advising for college transfer students and general education majors. College transfer students embark on a different process of advising from technical and health science students. They are assigned to the Academic Advising Center either on the Caldwell or Watauga campus. Students are instructed to contact the Advising Center and to schedule an appointment for course registration purposes. Currently during early registration, students are scheduled either for a one-on-one appointment or a group session with a college transfer faculty member. Then when the next advising cycle occurs, these students see a different faculty or staff member. Both advising settings (non-transfer and college transfer students) present situations where inconsistent and inaccurate information may be relayed to the student.

CCCTI faculty advisors have expressed concern about being effective advisors since they see different advisees every semester and lack updated information about curriculum changes. During the focus groups for formulating the 2015-2020 Strategic Plan, faculty and staff suggested that student completion rates be analyzed, that more time be set aside for one-on-one advising, and that college success classes should be required early in a student's college experience. The results also indicated that with the lack of adequate advisor training, advisors are often unable to provide accurate and timely information. Likewise, students from the same internal study expressed desire for one-on-one time with instructors and advisors and for instructors to alert them of their grades more frequently (CCCTI Future Search IV Executive

Summary, 2013). The 2013 CCCTI SENSE (Survey of Entering Student Engagement) survey reinforced this impression with only 50% of CCCTI students saying an advisor helped them in setting academic goals and creating an academic plan. Often times, students are unsure of the steps to take for their academic goals and how to follow up with their instructors and advisors for guidance.

Also, faculty participation in advisor training sessions has fluctuated over the past five years due to scheduling issues. Advisor training sessions are offered each fall and spring semester prior to the beginning of early registration periods. The following percentages show the participation in faculty advisor training for the past five years: 67% in 2011; 59% in 2012 %; 24% in 2013%; 69% in 2014; and 30% in 2015. Increased advisor participation in advisor training is an important component in the MAP advising program.

The overall focus of the current advising process is based on student registration into courses rather than customization of an academic plan that realistically incorporates the student's educational and career goals. Therefore, new students seeking course registration will speak with a number of different staff and/or faculty members who may or may not offer consistent and accurate information that addresses and meets students' academic and career planning needs. This form of academic advising may occur in group sessions, one-on-one interactions, or during new student registration.

Traditionally, CCCTI advising sessions have been one-on-one interactions; however, with the economic recession in 2009, CCCTI experienced a significant increase in enrollment with a 14.2% increase in new students (611). In spring 2010, CCCTI's overall enrollment increased 11.7% (501) as well. Due to the overwhelming volume of new students, advising sessions were expanded to include group sessions in order for more students to be served in a timely fashion. Group advising sessions were a necessity to manage the volume of new students. Even though enrollment has since decreased, the Academic Advising Center and Student Services still follow this practice during peak registration times.

The first two goals for the QEP evolved from this current issue: 1) *Build and sustain an institutional culture of exceptional advising and collaborative partnerships for the benefit of students*, and 2) *Foster productive training and professional development opportunities for faculty and staff*. The ongoing need for more effective communication to establish a strong rapport between students and advisors is apparent along with the need for stronger advisor training. By developing better consistency with advisor/advisee relationships, CCCTI will strengthen the college's environment for disseminating advising information and helping students clarify their career goals. Returning to more one-on-one advising sessions will help to build and sustain a more interactive advising process.

2) Participation in Student Orientation and College Success Courses: Many students do not receive or take advantage of college resources in place. New Student Orientation is currently optional but strongly suggested by Student Services staff after registering new students. Sessions are offered during the day and at night throughout the summer and right before each semester starts. Because a large percentage of CCCTI students (41%) are first-generation, their unfamiliarity with the college environment can easily be addressed by an orientation to the college. In the first year of their studies, one factor affecting student success is the student's knowledge and comfort with the institution itself. A comprehensive orientation program can help alleviate some of these concerns. During current face-to-face orientation at CCCTI, new students learn about college policies and procedures, become familiar with the

campus and available resources, access campus required technology, interact with faculty and staff, and get student IDs and parking passes for the year. According to Schrader & Brown (2008), college orientation should give students the chance to interact with peers, faculty, and staff, introduce students to academic facilities, and provide advising and planning.

Attendance at CCCTI's on-campus student orientation sessions has been historically low. In fall 2014, 37% of new students attended orientation while in fall 2015, 23% of new students participated in New Student Orientation. Those who attended in fall 2014 and 2015 had an average GPA of 2.32 while those who did not experience orientation for the same semesters had an average GPA of 1.97. Clearly, the orientation experience supports student success. Student access to an online orientation program could provide another gateway to student success and can easily be reinforced into a college success course required for all students. By providing a face-to-face orientation and also an online delivery method, all students would begin their academic studies equipped with the essential components needed to start a successful college experience.

In 2014, the North Carolina Community College System (NCCCS) added a state-mandated college success course (ACA 122 College Transfer Success) as a college transfer degree requirement, but non-transfer student populations (associate in applied science students) are not required to complete this class for their programs. In the current course registration process, college transfer students typically delay enrolling in this course until the semester before exiting the college. By the time students are past their first year, they have already developed set study habits and have completed a significant portion of their program requirements. According to the CCCTI 2015 CCSSE (Community College Survey of Student Engagement) results, there was a 3.3% decrease in student perceptions of their support for learning. Compared to the CCCTI 2013 CCSSE results, student responses dropped from 51.4% to 48.1% reinforcing the need for providing support for student success. By taking ACA 122 toward the end of their studies, students are missing (or receiving too late) pertinent information about the institution and how to be a self-advocate in reaching their goals.

The NCCCS (North Carolina Community College System) course description for ACA 122 found in the NCCCS Combined Course Library is stated below:

ACA 122 College Transfer Success
This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college policies and culture, career exploration, gathering information on senior institutions, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions. This is a Universal Education Transfer Component (UGETC) course.

Course Competencies
1. Develop a strategic plan for completing community college academic goals, including certificates, diplomas, and/or associate degrees.
2. Develop a strategic plan for transferring to a university and preparing for a new career.
3. Identify the rights and responsibilities of transfer students under the Comprehensive Articulation Agreement (CAA), including Universal General Education Transfer Component (UGETC) designated courses, the Transfer Assured Admissions Policy (TAAP), the CAA appeals process, and university tuition surcharge.

4. Evaluate learning strategies, including note-taking, test-taking, information processing, time management, and memorization techniques, and identify strategies for improvement.
5. Identify essential college resources, including financial aid, advising, registration, tutoring, library services, computer labs, and counseling services and recognize the importance of these resources on student success.
6. Identify essential college policies and procedures, including academic integrity such as avoiding plagiarism; calculating a GPA; and maintaining satisfactory academic progress for financial aid eligibility and/or good academic standing.

From fall 2014 when this degree requirement was first implemented to spring 2016, only 31% of students registered for this college success class in the first 30 hours of their program. The CCCTI Strategic Plan summary by community members, faculty, and staff proposed that an emphasis be placed on student responsibility so students learn not only job-related skills in their programs of study but also life-long skills involving accountability and personal responsibility (CCCTI Future Search IV Executive Summary, 2013). Taking a college success course within the first or second semester at the college is imperative for all students to begin college with a strong academic foundation. Therefore, college success courses should be taken by non-transfer students as well.

Another factor to be addressed is the usage of campus resources. CCCTI offers numerous services in support of student success. These services include a comprehensive Academic Support Center comprised of face-to-face tutoring, a writing center, an online writing center, and online subject-area tutoring. From 2013-2014, 29% of students used the Academic Support Center in face-to-face tutoring, and from 2014-2015, 31% of students used the Academic Support Center in face-to-face tutoring. From fall 2013 to spring 2015, there was an overall 3% usage of online tutoring services. In fall 2015, 21.5% of students used face-to-face Academic Support Services; however, only 1% took advantage of online tutoring (CCCTI, 2016). The 10.5% drop in face-to-face usage of campus resources and 2% drop in online tutoring from 2014 reflect that campus resources are underutilized by students.

CCCTI also offers career counseling through Student Services. From 2012-2013, 4.6% of CCCTI students completed a Career Assessment through Counseling and Advisement Services while in 2013-2014, 3.8% of students completed a Career Assessment. The 2014-2015 calendar year showed an increase of 2.5% with 6.3% of students completing the Career Assessment. The low overall percentage of usage for all of these campus resources indicates a need for stronger communication and awareness of these resources for students and their subsequent academic success. With the implementation of a more enhanced campus orientation program and more interactive advising, we expect student usage of these campus resources to increase.

Several of the QEP goals highlight these concerns with student orientation and college success courses: (2) *Foster productive training and professional development opportunities for faculty and staff*, (3) *Implement a comprehensive model of proactive advising designed for student success*, and (4) *Educate students regarding the role of self-advocacy in the college experience.* To improve the advising process, participation in new student orientation sessions, enrollment in required college success courses, and knowledge of campus resources are factors to be addressed.

3) Technology Limitations: Technology is another major component of the advising process. Although students register online while or after meeting with an advisor, comments on faculty

and student registration surveys indicate the following concerns:

- Since faculty advisors and Student Services staff advise different students each advising cycle, this process sometimes leads to inaccurate dissemination of information. Advisors have expressed a need to take notes during an advisee meeting to record the conversation and information dispensed in order to have a record of the meeting to review the next time the student is advised. Currently, there is no electronic tracking and documentation system in place. CCCTI utilizes Ellucian Colleague, a data management system that collects, stores, and disseminates student academic information such as declared major, grades, and program information. This information is made available to faculty and staff on a need-to-know basis based upon employee responsibilities. WebAdvisor, a statewide software system provided by the North Carolina Community College System, is also used to register students. Along with Colleague and WebAdvisor, the PSPR (Proposed Student Program) from Colleague lists degree requirements to assist with registering new and current students and is a tool utilized by students, faculty, and staff. Although this program evaluation tool presents the list of required classes, it does not show them in chronological sequence. Comments on student and faculty registration surveys have indicated frustration with having multiple software logins and difficulty understanding the PSPR.

- Another technological challenge has been the implementation and completion of the Early Alert form. Before fall 2013, Early Alert forms were completed manually and sent to a Student Services employee to follow up with at-risk students. At CCCTI, students with poor attendance and low performance are typically considered at-risk and are identified by faculty for intervention through Early Alerts. The manual process was considered cumbersome due to the lag time in faculty completing the form, sending it to Student Services, and having someone contact the at-risk student by mail. Often, this process would take over a week before the student in question was contacted.

  Even though in fall 2013 the Early Alert form became available electronically in MYCCCTI Portal, CCCTI's intranet, this form is still underutilized, resulting in many at-risk students not being identified in a timely manner. In MYCCCTI Portal, instructors complete the electronic form and submit it to one main email account that is monitored by Student Services staff for each campus. A Student Services staff member will automatically contact the student in question and his/her advisor by email and possibly call the student as well asking him/her to come in to Student Services to discuss the Early Alert. The chart below illustrates the decreasing usage of the Early Alert form.

Table 2: CCCTI Early Alert Usage

Fall Term					Spring Term				
Year	**# of Students Receiving Alerts**	**# of Early Alerts Issued**	**# FT and PT Faculty Sending Alerts**	**Total # of FT and PT Faculty**	**Year**	**# of Students Receiving Alerts**	**# of Early Alerts Issued**	**# FT and PT Faculty Sending Alerts**	**Total # FT and PT Faculty**
2011	384	462	62	276	2012	349	447	59	257
2012	529	628	77	267	2013	315	369	57	251
2013	279	307	47	232	2014	172	213	43	219
2014	254	300	53	226	2015	270	271	48	213
2015	234	277	47	215	2016	139	183	40	207

From fall 2011 to spring 2016, an average of 22.4% of full-time and part-time instructors used the Early Alert form to identify at-risk students. Since Early Alert programs are designed to identify students who are having problems so they can be directed to campus resources for help, at-risk students need to be contacted sooner in order to address their needs and provide the available resources for student retention. The low percentages of usage with both the paper system and electronic form illustrate a need for a more structured, robust Early Alert process that is automated and offers intensive interventions to reach students.

The remaining two QEP goals identify the need for user-friendly technology: (5) *Adopt a digital documentation system designed to promote student engagement and accountability*, and (6) *Establish and endorse continuous assessment and evaluation methods for program improvement*. Technology for documentation, academic and career planning, and identification of at-risk students is imperative to refine the current advising process. Better documentation methods will facilitate stronger communication and assist students in reaching their academic goals.

As a result of the information gathered, the Leadership Team concluded that (1) established theoretical approaches to advising should occur at all levels of the institution and research in best practices for advising needed to occur; (2) interpersonal relationships and advising connections between faculty and students should be essential for successful student experiences; and (3) all new college transfer and non-transfer students should successfully complete a college success course during the first semester of enrollment if possible and no later than during the first 30 hours of college enrollment.

Phase 5 (Fall 2015)
Committee Input – Identifying and Refining MAP initiatives
At the August 2015 Employee Kickoff meeting, Dr. Boham reiterated details about the SACSCOC reaffirmation of accreditation process and the QEP. Kelly Greene, the new QEP director, addressed the institution sharing details from the QEP Leadership Team's summer planning. She discussed the Leadership Team's input in identifying and creating MAP initiatives, shared information about upcoming focused committees, and asked for participation in moving forward with refining the QEP initiatives and determining best practices to follow.

In September 2015, the QEP Leadership Team hosted a QEP Kick-Off dinner at the J. E. Broyhill Civic Center to initiate the next phase of topic development. Committee chairs met with their assigned members to discuss the tasks of the group and identify initial steps to begin their work. Each group received a handout detailing its tasks, timeline of responsibilities, and possible subgroups. For more information about these groups, see Appendix B for the Working Group Committees.

The seven QEP focused committee groups were:

- Design and Implementation
- Best Practices and Literature Review
- Technology
- Curriculum Development
- Professional Development
- Assessment and Evaluation
- Marketing and Communications

All committees represented a broad base of members ranging from faculty and staff on both campuses. The working groups focused on their assigned tasks with some groups submitting final reports and recommendations at the end of the semester. Several committees provided preliminary reports and will continue to provide input throughout the QEP process. Research into best practices and institutional data provided direction for the QEP mission and goals.

Information presented by focus groups has been used to develop the tasks, timeline, and implementation of the QEP.

Phase 6 (Spring 2016)
Constructing the MAP Program
At the January professional development session for all CCCTI employees, the QEP committee chairs shared their findings and recommendations from each committee's work. This informative session provided a context for all parties involved in the advising process and direction for upcoming implementation plans to address the institution's advising needs. All employees were able to participate in a Q & A discussion after the chairs' presentations.

The QEP Leadership Team continued to meet bi-weekly and began to formulate the MAP program as it related to current advising practices. They developed the tasks needed to be completed by various departments, a tentative timeline of events, an implementation schedule, and a list of technological resources needed.

Summary
The MAP program will promote a positive image for comprehensive advising. The broad-based collaboration throughout the institution stressed a desire for outcomes that will benefit students directly and support an exceptional culture of advising. By refining current advising practices at CCCTI, the QEP will empower students to be proactive participants in their academic planning and improve the quality of advising services throughout the institution.

Best Practices and Literature Review

In fall 2015, the QEP Best Practices and Literature Review Committee further defined institutional needs and two theoretical-based advising models (Advising as Teaching and Appreciative Advising) for institutional adoption as follows:

Definition of Problem
Although the Advising Center has been a welcome addition to Student Services on both campuses, there are still many challenges the college faces in assisting students with their academic goals. The student and faculty/staff perception surveys include several concerns:

- Students unsure of their current and future goals,
- Students and faculty unable to understand the PSPR (Proposed Student Program),
- Both faculty and students lacking a clear understanding of advising and its role,
- Difficulty for faculty in advising students since they are not familiar with the requirements of all programs on campus, and
- Faculty advising different students each semester.

Consistency with advising for all departments on campus and comprehension of the process for students and faculty alike are two components lacking in our current practices. CCCSE (The Center for Community College Student Engagement, 2015) reports, “Over half (61%) of students use academic advising services sometimes or often, and one-third (32%) rarely or never use them.”

Our student population is 41% first generation defined as students with neither parent obtaining a bachelor’s degree (CCCTI 2013 Fact Book, 2013). First generation college students normally begin their studies with little or no prior knowledge of academic planning (Swecker, Fifolt, & Searby, 2013). The 2015 CCSSE Benchmark Scores Report from students at CCCTI mirrors the national numbers with 68.7% of students stating that they have sometimes or often used academic advising services and 31.3% of students reporting that they rarely or don’t know if they have (CCCTI CCSSE Benchmark Scores Report, 2015). Instead of discussing or researching career goals with an advisor, students are looking for a quick fix at registration in order to finish their studies.

Definitions of Advising
Most students tend to confuse advising with registration. If registering for the next semester goes smoothly, they think they have been advised successfully. They see their advising sessions as a means to an end, the last step before they can register for classes. Because of this lack of comprehension, academic advising should be viewed as an opportunity to exchange information designed to help students reach their educational and career goals. Advising is a shared responsibility between an advisor and the student and goes beyond just signing up for next semester’s courses. Kuhn (2008) reported that advising should be in "situations in which an institutional representative gives insight or direction to a college student about an academic, social, or personal matter. The nature of this direction might be to inform, suggest, counsel, discipline, coach, mentor, or even teach" (p. 3). Academic advisors assist in this process by helping the student understand options, determine resources and, when necessary, identify alternatives.

Since an advisor’s role is crucial, Winston, Enders, and Miller (1982) presented an educational model for advising:

> Academic advising is a developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. It is a decision-making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multifaceted, and the responsibility of both student and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and academic progress review, and an agent of referral to other campus agencies as necessary. (p. 17)

The academic advising relationship between faculty and students is an essential element. Advisors educate students how to access and use necessary resources while students gain a person within the institution that they can trust and develop a plan that works for them. It is the role of the institution to provide an advising process and resources that foster a successful relationship between each of these groups.

The O'Banion model of advising advocates a team approach with students taking responsibility for their academic planning but receiving guidance through advisors (O'Banion, 1972, p. 15). O'Banion (1972) proposed that advisors guide students toward their life goals first and then progress toward assisting them in discovering their vocational goals. Advisors "provide information and a climate of freedom in which students can best make such decisions" (p. 11). From their perspective, students want to know the advisor is knowledgeable and is giving them correct and complete information.

In order for this type of model to be successful, Kaufmann (1997) further posited that "academic advising is a process of teaching students how to become responsible consumers of their own educations. It's also a process that involves teaching students how to make viable academic decisions" (as cited in "Definitions of Academic Advising"). Academic advising is an ongoing dynamic process among students, faculty, and staff. Moreover, the National Academic Advising Association (NACADA, 2006) philosophy stated:

> Academic advising, based in the teaching and learning mission of higher education, is a series of intentional interactions with a curriculum, a pedagogy, and a set of student learning outcomes. Academic advising synthesizes and contextualizes students' educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes. (Summary, para. 11)

This definition epitomizes the focus of this QEP. By creating a "seamless" process for students, institutions foster a strong relationship and help students reach their educational and career goals.

Student Retention

Consistency with advising helps to address the issue with student retention. Due to the open door admissions policy of community colleges and the diverse needs of the student body, student retention is an ongoing challenge. Since many students do not take classes consecutively, it is difficult to maintain consistency when a student withdraws from the college and returns several semesters or years later.

Retention is defined as "the continuous enrollment of students from one fall semester to the following fall semester" (Swecker et al., 2013, p. 47). This measure relates closely to issues of student departure and graduation rates. Student withdrawals adversely affect the college in

terms of funding, but it is important to remember "for every student lost, an educational dream goes unfulfilled. And for every unfulfilled dream there is a long-term impact" (Fike & Fike, 2008, p. 85). A stronger focus on retention and the role of academic advising in improving retention rates will benefit the college, the students, and the community at large. Tinto (1999) argued that colleges focus too little on retention. Colleges should "make enhancing student retention the linchpin about which they organize their activities" (Tinto, 1999, p. 5). One of the main ways Tinto proposed increasing retention was communication with students. He noted, "Students are more likely to persist and graduate in settings that provide clear and consistent information about institutional requirements. Students need to understand the road map to completion and know how to use it to decide upon and achieve personal goals" (Tinto, 1999, p. 5).

This communication is especially important at a community college where students are often older, first generation students, commute, spend less time on campus, often require remedial courses, and are more likely to have other obligations outside of school (Fike & Fike, 2008). Research indicates that intervention from the college helps overcome these barriers; in fact, "academic advising has consistently been reported as a positive influence on student retention" (Swecker et al., 2013, p. 46). A strong academic advising program is the ideal place to provide the clarity and consistency students need, especially those at high risk for dropping out.

At Risk Groups

Developmental Learners

One group of students at risk of dropping out is those who place into developmental courses. McCabe (2008) reported, "Forty-one percent of entering community college students . . . are underprepared in at least one of the basic skills (reading, writing, mathematics)" (as cited in Fike, 2008, p. 70). A student's performance in developmental math, reading, and English is a strong predictor of whether he/she stays in school; in fact, Fike and Fike (2008) found successful completion of developmental reading to be the strongest predictor. Those who persisted and completed the developmental courses often went on to become successful students. Early intervention for developmental students who are struggling seems to be the key, indicating a need for closer monitoring and more persistent advising for these students.

First Generation College Students

First generation college students (students with neither parent obtaining a bachelor's degree) are another at risk group. Swecker et al. (2013) found a strong correlation between contact with an advisor and student retention: "The data suggest that for every meeting with an advisor the odds that a student is retained increases by 13%" (p. 49). However, the benefits of advising were even stronger for first generation college students, who are more at risk for dropping out. Choy (2001) noted that "first-generation students were about twice as likely as those whose parents had bachelor's degrees to leave after the first year of school" (as cited in Swecker et al., 2013, p. 46). The need for intervention for this at risk group is strong: "Institutions must intentionally apply their efforts to this end and increase the capacity for advisors to reach out and spend time with first-generation students in efforts to help them more actively engage in the life of the institution" (Swecker et al., 2013, p. 50). Strong supportive programs can help first-generation college students have a better chance of success.

Non-Traditional Students

Older, nontraditional students are also at risk for attrition. They "often confront a variety of barriers such as a lack of academic preparation, lack of finances, social issues, cultural issues, and overwhelming family responsibilities" (Spellman, 2007, p. 67). These barriers often lead to attrition. Swift (1987) organized data from various studies detailing the reasons adult, non-traditional students drop out. He cited financial problems, health, family and home

responsibilities, and job responsibilities as major factors for the attrition of adult students. These students were not as involved as their younger counterparts: “Only 27% attended campus events and 37% were involved in campus activities” (Swift, 1987, p. 16). Older students are more frequently part time students, on campus less often than their more traditional counterparts. The lack of involvement and connection to the campus, combined with outside stressors, indicates that these students may need more individualized advising. Older adults desire “career counseling, academic advising, courses at specific times, special programming, ease of registration, and other services (such as child care) that traditional students may not be concerned about” (Swift, 1987, p. 17).

Distance Learners

Students who enroll strictly in online classes face unique barriers to success as well. They spend little time on campus and lack the beneficial connections to the relationships and services the institution provides. Many are non-traditional or first-generation students and face those same challenges. Though some research indicates a positive correlation between distance learning and retention, taking online courses “demands a level of discipline and motivation that can be difficult for students to achieve under the best of circumstances” (Tripp, 2008, p. 39). Without strong relationships with faculty and staff, it is easy for distance learning students to feel alone.

The committee also included the definitions, methodologies, and recommendations relating to academic advising models as follows:

Advising as Teaching

Students have the freedom to be informed and choose their academic paths. The role of the advisor is to model the behavior of a classroom teacher, and students should know and connect their personal and academic goals. Faculty should rely on teaching experience and “examine their roles from the perspective of classroom teachers” (Drake, 2013, p. 18). The Advising as Teaching approach is there to “encourage faculty members to regard advising as a fundamental element of their teaching, and conversely, to encourage advisors to regard teaching as a fundamental element of their advising” (Drake, 2013, p. 17). This perception means that faculty members who are also advisors themselves must also take the role of a teacher with students whom they advise. With the advisor acting as a guide and facilitator, it is built on the older developmental advising model that relies on students’ “rational processes, environmental and interpersonal interactions, behavioral awareness, and problem-solving, decision-making, and evaluation skills” (Crookston, 1974, p. 12). The Advising as Teaching model is also based on the assumption that students find “satisfaction in work accomplishment” to help the advisor in fulfilling life objectives that grow from a “natural striving toward self-enhancement that is goal related” (Crookston, 1974, p. 13).

In order to do this effectively, students and advisors must work together to make goals, both long and short term, and have a checklist of objectives to make sure the goals are being met (King, 2005). Students must have awareness of their own interests and how they coincide with educational goals, and they must be able to relate that to advisors. Lowenstein (2005) focused on learning-centered advising by emphasizing the advisors’ role to guide students to think about their academic requirements and understand the rationales for them. Lowenstein (2005) stated, “Learning transpires when a student makes sense of his/her overall curriculum,” and it is the advisor’s responsibility to help students understand how curriculum is intertwined and connected, as well as teach them to make sense of the whole of their education (p. 69). The Advising as Teaching approach reflects four criteria:

- Advising is not seen as prescriptive.
- Advising is an interactive process.
- The student is not passive but plays an active role.
- The student is changed by the advising experience (Lowenstein, 2005, p. 72).

This understanding of the synthesizing of courses "becomes a powerful, invaluable tool for organizing and thinking about almost anything" (Lowenstein, 2005, p. 72). In other words, students should focus on the big picture, or the goal, of their education. Teaching them to take the steps toward that goal, however systematically that happens, is the objective of the advising as teaching approach. The student's responsibility lies in the fact that knowledge has been imparted about the advising process. This comprehension relies on the fact that there is consistency in how advising happens.

If curriculum looks disconnected to the student and does not make sense, the teaching advisor will help create the logic of how the courses will fit into the student's own individual education. Lowenstein (2005) suggested that this process is done by having students use prior knowledge of what has already been learned throughout their academic experience and build upon that with educational choices they are learning now for a developing sense of the overall edifice.

Appreciative Advising

Appreciative advising opens new doors to how faculty and staff advisors view students and how students perceive the educational institution. This approach uses the principle that if an institution wants students to be successful and work up to their full potential, the advisor on the front end of the student's experience will ask questions. This positive questioning, in turn, will help students "discover their strengths, ability, and skills" (para. 2) and help them understand they "have the ability to build upon the skills and talents they already possess" (Bloom & Martin, 2002, para. 1). This type of advising is built upon the concept that students, as with anyone, respond better to people who perceive them in a positive way. The method is aimed at "engaging at-risk students, helping them to modify their behaviors, and assisting them to achieve academic success" (Truschel, 2007, para. 1). The Appreciative Advising model is classified into six phases:

- **Disarm** – Advisors make a positive first impression with the student, build rapport, and create a safe, welcoming space.
- **Discover** – Advisors ask positive open-ended questions that help them learn about students' strengths, skills, and abilities.
- **Dream** – Advisors inquire about students' hopes and dreams for their futures.
- **Design** – Advisors assist students in creating a plan for making their dreams a reality.
- **Deliver** - The student delivers on the plan created during the Design phase, and the adviser is available to encourage and support students.
- **Don't Settle** - Advisers and students alike need to set their own internal bars of expectations high. (What is Appreciative Advising, n.d.)

The method is all about reframing the perspectives advisors sometimes have about students. Appreciative Advising can be a "powerful mechanism for academic advisers to intentionally reframe their interactions with students" (Bloom & Martin, 2002, para. 5), and it can be done in phases aptly called the Dream, Discovery, Design, and Destiny. These phases involve strategies that play to students' strengths but also help students to devise strategies and make plans to follow their dreams. This approach incorporates a philosophy that asserts that every student is special. It also states that the advisors should believe in every student, utilize positive

and open-ended questions, help students create a vision of their future that includes achievable goals, and be there to guide the students if they have any troubles and help get them back on track (Bloom & Martin, 2002). To do this, the advisors must create a core beginning relationship and make the student feel comfortable sharing life stories and hopes and dreams. Truschel (2007) said, “The initial process and core activity is the interview. In theory, the interview has the potential to create a relationship and discover common ground” (para. 4). Being supportive and positive is crucial for advisors to relate to students and get the feedback they need to motivate and foster learning.

While advisors can always try to be positive, not every conversation can be enlightening and fulfilling. It is the work of advisors here to make sure that students know that they are there for support and renewal, especially when it comes to methods of being successful (Bloom & Martin, 2002). Advisors may be able to lead the students to more useful and positive ways of thinking, but the application is still primarily on the shoulders of the students to practice. This type of advising is open and reflective, but it may not always ensure students will remain in college or achieve their goals of attaining a degree. There is an element of counseling that is provided with this type of advising that may be uncomfortable to some advisors if the students share troubling information as well, especially if the advisor does not feel qualified to provide students with helpful, personalized answers. However, when this approach is carried out effectively, students, especially ones who are at-risk, consider it a very positive experience. Truschel (2007) stated:

> During post-advising interviews with at-risk students who have used Appreciative Inquiry, students report enjoying the format. According to survey results, students who were engaged in the process of Appreciative Inquiry felt better, in themselves, and were more optimistic about the future. (para. 7)Students who are having an enjoyable time during advising report they would be more apt to return. Positive advisors can make a difference, and the study also states that “students liked not hearing the negatives of their academic plights and felt confident that they could enhance their previous performances” (Truschel, 2007, para. 7).

There are many approaches to advising that are effective and helpful. By creating an environment where students are taught the fundamentals of planning their future and plotting the courses they need to get there, good advisors help students understand they can meet their objectives and goals. Students learn in this setting to be responsible and studious. From learning about themselves and their own dreams, students can reach their destiny through the college experience. CCCTI’s advising program can be enhanced by combining these theories in a hybrid model. The best practices in moving forward though need to emphasize Advising as Teaching and Appreciative Advising to reach quality advising for all.

Technology and Advising

Technology is a multi-faceted component of academic advising. On one end of the spectrum, social media has the potential of affecting the way institutions communicate with students. On the other end, robust interactive software such as Aviso and Starfish, allow institutions to issue Early Alert messages to students who aren’t performing well. In addition to the rapidly changing nature of technology, academic institutions face difficult decisions, such as how to advise distance learners effectively.

Advising Online Students

There has been a shift in educational delivery methods in recent years. A 2011 National Study of Undergraduate Students and Information Technology showed “this trend is especially notable at 2-year institutions, where more than 80% of respondents reported that their students were

comprised of a mix of on-campus and online students or all online students" (as stated in Pasquini, 2011, p. 1). Since the charge to increase retention includes all students, the effective way to advise online learners must be taken into account. Should students be required to attend face-to-face advising sessions, or should advising for online students depend solely on electronic communication? Feghali, Ibib, and Hallal (2011) emphasized the importance of human contact in the advising experience, calling it a "crucial factor in a student's decision to remain in college" (p. 82). Pentland (2008) pointed out the importance of nonverbal communication in a conversation, and Gaines (2014) added that "with technologies such as Skype and FaceTime, even at-a-distance sessions can be conducted in a modified face-to-face fashion" (as cited in Gaines, 2014, p. 43).

Many online universities are implementing stronger orientations to ensure student success. At Kaplan University, an online institution, Cathy Hochenedale, PhD, (personal communication, October 28, 2015), shared that this school has a two week orientation course, which is monitored by an advisor, prior to starting any academic classes. Student retention has increased significantly since its inception three years ago, and graduation rates have increased significantly. Advising distance learning students is a fairly new component of the advising process and needs to continue to be addressed.

Technology Tools

Technology tools, such as Aviso and Starfish, contain many attractive features. The Early Alert system is one feature of specific interest. Early alert programs are designed to identify students who are having problems during the first month of class. Once identified, those students can be directed to campus resources for help. Accomplishing Early Alerts requires faculty to log attendance, grades and other warning flags in a timely fashion (Moore-Harrison, McEachnie, Cassidy, & Taylor, 2015). Early studies indicate that early alert systems are successful. Chappell (2010) reported that after an early alert system was implemented at Frederick Community College "successful outcomes for students rose from 52% to 66%" (as cited in Moore-Harrison et al., 2015, p. 85). Early alert systems may also be utilized to send positive feedback to students who are performing well. East Carolina University implemented an early alert system in fall 2011. Student responses to an electronic survey showed positive results. Faulconer, Geissler, Majewski, and Trifilo (2014) found that "notably, 93% of students who received a kudos flag indicated it was motivational to receive positive feedback. Of the students receiving the academic difficulty flag, 85% indicated that they took action" (p. 47).

Currently, college students are accustomed to 24/7 access to information. Academic institutions are trying to find the most effective way to respond to the needs and expectancies of a tech savvy generation. Technologies, such as Skype, may allow online students to be advised without compromising the benefits of face-to-face meetings. Early alert systems on robust advising technologies help alert students before it is too late, thereby increasing pass rates and, consequently, retention and graduation rates.

Curriculum Development Findings

In addition, the QEP Curriculum Development committee presented research that indicated the following:

Throughout the United States, colleges and universities have implemented a multitude of programs to try to decrease student attrition. Currently, statistics provide a dismal picture of completion rates for both 4-year institutions and 2-year institutions. Nationwide, only about 59 percent of students who began seeking a bachelor's degree at a four-year institution in fall 2007 completed that degree within six years. Even worse, at two-year open enrollment, degree-

granting institutions, 71 percent of first-time, full-time undergraduate students who began their pursuit of a certificate or associate's degree did not complete their programs within the same three to six year time period (National Center for Education Statistics). Selective universities and colleges have a distinct advantage while open enrollment institutions must accept all qualified admissions applicant. These institutions must try to compensate for an array of completion issues, many of these being financial and emotional in addition to a lack of academic preparedness or perseverance.

The Center for Community College Student Engagement (2012) found several components were necessary for first year experience programs to be successful. The results also indicated that there were certain design principles that are critical for student success within these programs. The first critical factor for any successful program is a strong start. Placing a strong focus on orientation, advising, and student engagement activities at the beginning of the semester increases the chances for course completion and success. A second factor relates to clear pathways. Coursework and program requirements must be clearly laid out from the initial entrance into the major or pathway. Integrated support is another important factor in success. CCCSE notes that programs that embed supplemental support into curriculum work have higher rates of success than programs that only refer students to additional services. Fourth, high expectations and support for students are required for any successful program. Clear expectations for students encourage appropriate behavior while providing support through all stages of advising, and registration increases overall successes. Lastly, providing professional development was cited as a critical success factor. Ensuring that advisors, faculty, staff, and administrators are all aware of the institutional policies and practices will promote a better overall understanding of the campus environment (CCCSE, 2012).

Research presented in *The Chronicle of Higher Education* (2012) suggests that various success programs at the community college level are aimed at increasing success and retention rates for the colleges but miss many potential students due to the lack of requiring participation in the programs. Student success courses are offered at 83% of the community colleges nationwide, along with 58% offering first year experience courses. Of these colleges, only 15% and 27% require students to participate in each respective program. Clearly, making programs available to students is of upmost importance; however, equal emphasis should be placed on ensuring that students utilize such programs to obtain the maximum benefits (‘Success’ programs, 2012).

Just as ACA 122 College Transfer Success is required of all college transfer students, ACA 115 Success and Study Skills should be required of all technical degree (A.A.S) students. The Curriculum working committee agreed that the ACA 115 Success and Study Skills course must be required of all A.A.S. degree students for it to have any substantial impact. The NCCCS (North Carolina Community College System) course description for ACA 115 found in the NCCCS Combined Course Library states: *This course provides an orientation to the campus resources and academic skills necessary to achieve educational objectives. Emphasis is placed on an exploration of facilities and services, study skills, library skills, self-assessment, wellness, goal-setting, and critical thinking. Upon completion, students should be able to manage their learning experiences to successfully meet educational goals*.

The committee also made the following recommendations:

- Develop ACA 115 course to be required of all A.A.S. students that would mirror ACA 122 in scope and function.
- Develop ACA instructor training course of at least 8-10 hours to allow time for modeling course activities and assignments.

- Require students take the ACA 115 (or ACA 122) course in their first or second term using some type of Colleague flag or pre-/co-requisite option.
- Develop an Advising Contract or Advising Syllabus that includes expected roles of both the advisee and advisor along with an Advising Timeline for each month/semester.

The QEP Curriculum committee members expressed concern about how instructors for ACA 115 and ACA 122 would be chosen or assigned. Many instructors feel forced to teach ACA 122, yet that procedure contradicts the research that shows that instructors need to "buy-in" to the concepts presented in academic success courses in order to teach the course successfully. Therefore, instructors should be chosen for ACA 115 and ACA 122 out of a volunteer pool. The training in academic success principles, study skills, and advising principles would be significant, so only instructors who truly wish to teach ACA courses should participate in the training. Ideally, however, instructors would be chosen from a wide variety of discipline areas, thus allowing for students to encounter these instructors and academic success content/practices later in their academic pursuits.

Summary

Based on review of relevant literature and background knowledge of the CCCTI student population, a student-centered approach to advising should focus on the relationships advisors develop with students over the course of time, as opposed to intervals that only meet immediate registration needs. Advisors must build rapport in order to support and assist students as they navigate their short-term accomplishments toward their long-term goals. This review of literature fully supports the implementation of Advising as Teaching and Appreciative Advising into a comprehensive advising model. Both of these advising models reflect the same core principles since they illustrate not only the necessity of the advisor/advisee relationship but also the factors that will make it more successful.

Advising as Teaching is grounded in the knowledge that all excellent teachers encourage active learning. From this model, Lowenstein (2005) asserts that excellent advisors practice the same methodology as teachers because "the excellent advisor coaches the student through the process of learning the curriculum" (p. 69). Although students and advisors each have responsibilities to fulfill, the ultimate goal is to work toward student responsibility. Students use the knowledge they gain in order to make educated decisions about their academic planning. With the assistance of their advisor/teacher in becoming self-advocates, they learn how to be proactive in reaching their short-term and long-term educational/career goals.

Appreciative Advising frames the advising process in positive terms and "is the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials" (What is Appreciative Advising? para. 2) The perception toward advising shifts to facilitate a positive environment. This approach focuses on the belief that students respond better to people who view them in a positive way.

More interactive and positive communication between advisors and advisees is embedded in the appreciative advising process. By reframing the advisor/advisee relationship, students are taught the fundamentals of planning their goals and plotting the courses they need to reach them. The reinforcement they receive throughout the advising process is a key factor in student success and self-advocacy. These advising philosophies will provide the foundation for the CCCTI MAP Advising program.

MAP Student Learning Outcomes

The MAP Program
The CCCTI QEP involves a scaffold approach of implementation. The MAP program emphasizes required curriculum student involvement with strategically-placed success points from institutional entry to exit.

The **four-fold purpose** of the MAP QEP program is as follows:

1) Assist students in the clarification, planning, and realization of their life, career, and educational goals;
2) Facilitate ongoing communication and accurate information exchanges between advisor and student;
3) Coordinate student learning experiences and access to institutional resources throughout their college career; and
4) Promote individual responsibility and commitment of both student and advisor

In addition, the overall **QEP program goals** are listed as follows:

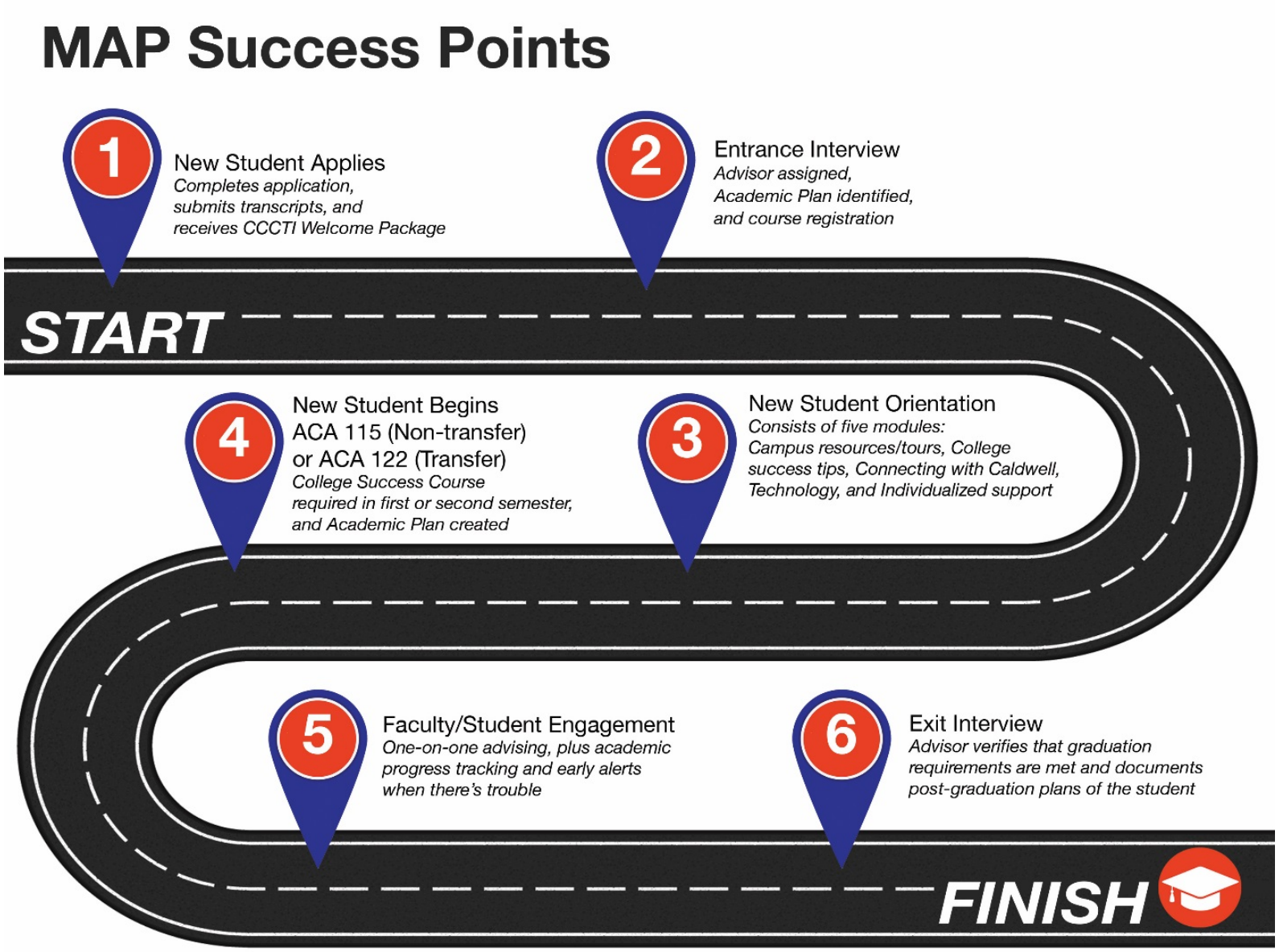
1) Build and sustain an institutional culture of exceptional advising and collaborative partnerships that benefit students;
2) Foster productive advisor training and professional development opportunities for faculty and staff;
3) Implement a comprehensive model of proactive advising concepts designed for student success;
4) Educate students regarding the role of self-advocacy in the college experience;
5) Adopt a digital documentation system designed to promote student engagement and accountability; and
6) Establish and endorse continuous assessment and evaluation methods for program improvement.

Throughout required and successful participation in the MAP initiative, students will effectively achieve four **student learning outcomes**:

1. Students will identify clear academic goals and establish realistic plans for academic success;
2. Students will communicate with advisors as needed to achieve academic success;
3. Students will demonstrate awareness and use of institutional support resources and services; and
4. Students will achieve continued, measurable progress toward timely completion of academic and career goals.

Dr. Jennifer Bloom, creator of the Appreciative Advising model, summarizes this theoretical practice: "It's advising that moves beyond asking, 'What classes are you going to take?' It's about getting to know students, their life goals, their career goals - and helping them make a plan for accomplishing the goals through inside and outside the classroom actions. And it's about reminding advisors how important it is to believe in their students and how important it is to open doors of opportunity for them" (A Champion for Advising, 2012).

To shift the college's perception from advising as an extension of registration to an ongoing process of student development, an emphasis must be placed on methodical advising by the institution. This shift in focus establishes the groundwork for redesigning the process. The new process will foster ongoing and continuous interaction between the advisee and advisor beyond the scope of registration. The following MAP Success Points infographic provides an overview of the process:


MAP Success Points
1
New Student Applies
Completes application, submits transcripts, and receives CCCTI Welcome Package
2
Entrance Interview
Advisor assigned, Academic Plan identified, and course registration
START
4
New Student Begins ACA 115 (Non-transfer) or ACA 122 (Transfer)
College Success Course required in first or second semester, and Academic Plan created
3
New Student Orientation
Consists of five modules: Campus resources/tours, College success tips, Connecting with Caldwell, Technology, and Individualized support
5
Faculty/Student Engagement
One-on-one advising, plus academic progress tracking and early alerts when there's trouble
6
Exit Interview
Advisor verifies that graduation requirements are met and documents post-graduation plans of the student
FINISH

Overview of Student Learning Outcomes

The four student learning outcomes address the three challenges highlighted in CCCTI's current advising practices (lack of a structured advising process, low participation in orientation and college success courses, and technology limitations) and move the institution forward to providing stronger resources for students, faculty, and staff as they strive to augment practices in place and foster academic success. These student learning outcomes align with the MAP purpose statement and program goals to address the need for more comprehensive advising. The five charts listed below detail the QEP purpose statement, goals, student learning outcomes, institutional challenges, and strategies for improvement.

Table 3: Student Learning Outcome 1

Purpose Statement: MAP will assist students in the clarification, planning, and realization of their life, career, and educational goals.		
Goal: CCCTI will build and sustain an institutional culture of exceptional advising and collaborative partnerships for the benefit of students. **Goal:** CCCTI will implement a comprehensive model of proactive advising designed for student success.		
Student Learning Outcome	**Current Institutional Challenges**	**Strategies for Improvement**
1) Students will identify clear academic goals and establish realistic plans for academic success.	**Lack of a structured advising process:** From the 2013 SENSE CCCTI student survey, only 50% of CCCTI students said an advisor helped in setting academic goals and creating an academic plan. **Participation in orientation and study skills courses:** Currently, New Student Orientation is not required for all students and is only available in a face-to-face format. ACA 122 is required for college transfer students, but many students are not taking it the first few semesters. Other student populations (technical and health sciences) are not required to take any college success courses.	Begin academic planning for new students when they meet with a Student Services staff and/or advisor. Require a New Student Orientation in either a face-to-face or online format for all incoming students. Require ACA 115 for non-transfer (technical and health science) students in fall 2017. Register new students for ACA 122 or ACA 115 in the first or second semester. Introduce a MAP Planner and Advising Syllabus in New Student Orientation and integrate into ACA courses.

MAP: My Academic Plan

Academic planning begins when the prospective student arrives on campus desiring to enroll in classes at CCCTI. Those students seeking Associate in Applied Science degrees, diplomas, or certificates will meet one-on-one with a program-specific member of Student Services. During Entrance Interview conversations, Student Services staff will help students create a MAP (My Academic Plan) outlining their first semester of courses. The following is a list of talking points that serve as a guide to the Entrance Interview conversations:

Table 4: CCCTI Entrance Interview

1. Describe your previous education and job experiences.
    a. Have you attended CCC&TI before?
    b. Do you have college credit from any other colleges or universities?
    c. Describe your past experiences as a student. What subjects were easy, and which ones were challenging?
    d. Watauga Campus – Are you coming from Appalachian State University?
    e. Placement Testing/Admission requirements
2. What are your educational goals? Include short term and long term.
3. Why have you chosen this career path or field of study?
4. Do you plan to attend full-time or part-time?
5. Are you currently employed? Full-time or part-time? Days or nights? How might your work schedule affect your class schedule?
6. Do you have financial concerns related to attending school? Explain Financial Aid Services and ask about FAFSA.
7. Do you have reliable transportation? If not, what are your options if your regular transportation falls through? (Greenway Transit referral, Public Transportation Appalcart in Boone)
8. Do you have any family considerations that would affect your ability to go to school? Have you thought about how you would deal with these barriers?
9. Address class attendance policy and expectations.
10. Reminders of services offered by college:
    a. Personal/Career Counseling (Tutoring)
    b. Career Planning and Placement Center
    c. Financial Aid
    d. Learning Resource Center (LRC)
    e. Academic Support Center
    f. Writing Center
    g. TRIO
11. Technology access/questions:
    a. Technology background/skills
    b. Distance Learning skills and traits; required technology (home internet access, home computer, etc.)
    c. Do you know how to access student email? WebAdvisor? Moodle?
    d. Technology training needs? Also inform them of technology resources where they can get training
12. Follow up appointment with advisor.

These Student Services staff members work with program directors to learn the intricacies of advising within specific programs. College transfer students work with staff in the Academic Advising Center to begin their academic plan. They will then be assigned a faculty advisor to work with in subsequent semesters.

Further development of a student's MAP should occur either in ACA 115 Success and Study Skills for non-transfer students seeking an associate in applied science degree or ACA 122 College Transfer Success for those interested in transferring to a four-year university. ACA 122 College Transfer Success currently requires an electronic portfolio MAP assignment. With this assignment, students plot their course schedules toward graduation and research three post-secondary institutions they are considering transferring to in the future. This assignment also contains a career exploration component.

The faculty and staff perception survey indicated that faculty and staff want a digital documentation system to record notes from advising meetings. The e-portfolios created in these courses will occur based upon class assignments focusing on career exploration and four-year college interests, and refining this plan will occur during student meetings with advisors. Electronic storage of the e-portfolios will be readily available for advisors and students. By implementing a more structured digital documentation system, students and advisors will be better prepared for advising meetings.

ACA instructor training will align the two college success courses by focusing on the same teaching units and preparing students in reaching their academic and career goals. These two courses have similar student learning outcomes and course competencies; however, the focus of ACA 122 is academic planning, and the focus of ACA 115 is career planning.

New Student Orientation

With 41% percent of CCCTI students categorized as first-generation, the college recognizes the importance of providing a robust orientation program for incoming students. CCCTI strongly encourages all new students to participate in New Student Orientation designed to promote academic success through a focus on student expectations and accountability prior to starting their college educational experience. Currently, students are able to register for orientation sessions on the CCCTI website but must attend an on-campus session which presents difficulties for non-traditional students and online students who are unable to attend.

To accommodate the student body's need for an alternative informational delivery method, CCCTI will implement an online orientation program that will support the QEP and serve the needs of our diverse student populations.

MAP Planner and Advising Syllabus

For an introduction to the institution, students will receive a MAP Planner in either New Student Orientation or their ACA college success course. The MAP Planner will contain pertinent college information such as the academic calendar, the student handbook, and college success tips. The planner will also present an advising syllabus. The QEP Leadership Team has created this syllabus to guide students in their academic planning. Since this document helps to explain the advising process and advisor/advisee roles and responsibilities, the earlier this document is in students' hands, the better. This syllabus highlights the tasks and responsibilities of students and faculty advisors and provides a general timeline for student/advisor interactions, thus promoting student responsibility in their academic planning and advising processes. With this syllabus students will identify their academic goals and create a timeline for their future plans. View Appendix C for the complete Advising Syllabus document.

Table 5: Student Learning Outcome 2

Purpose Statement: MAP will facilitate ongoing communication and accurate information exchanges between advisor and student.		
Goal: CCCTI will build and sustain an institutional culture of exceptional advising and collaborative partnerships for the benefit of students. **Goal:** CCCTI will foster productive training and professional development opportunities for faculty and staff.		
Student Learn Outcome	**Current Institutional Challenges**	**Strategies for Improvement**
2) Students will communicate with advisors as needed to achieve academic success.	**Lack of a structured advising process:** According to the CCCTI 2015 CCSSE results, there was a 3.3% decrease in student perceptions of their support for learning. The drop from 51.4% in the CCCTI 2013 CCSSE to 48.1% reinforces the need for providing support for student success. From the Strategic Planning focus groups, faculty indicated a need to establish a relationship with advisees, and students have concurred with a need for one-on-one faculty relationships. From the faculty/staff perception survey, faculty and staff have expressed the need for more advisor training.	Develop a one-on-one advising system. Develop a more systematic process for advisor training. Implement advisor training modules created by MAP Advisors. Implement training new instructors for ACA courses by the ACA Coordinator and ACA Mentor Instructors.

MAP will be implemented incrementally beginning in spring 2017. This cohort will be all new college transfer students entering the institution excluding Caldwell Early College High School, Caldwell Middle College Career Center, dually-enrolled high school, and special studies students.

All new non-transfer students will begin the MAP program in the fall 2017 when ACA 115 Success and Study Skills will be offered for student enrollment.

Professional Development

Faculty and staff training opportunities will begin fall 2016 and extend throughout the five-year implementation schedule. These training sessions will include integration of (1) technology usage as presented by Aviso-trained personnel, (2) modified ACA instructor modules developed by ACA Instructors, and (3) instruction of advising modules delivered by MAP Advisors. The development and presentation of all internal training materials will be based on proven best-practices, theoretical models, and success strategies.

Through the U.S. Department of Education Fund for Improvement of Post-Secondary Education First in the World Grant, CCCTI received funding for the implementation of Aviso software. Aviso is a tool to improve communication between faculty, staff, and students. Aviso addresses

the technological need of a resource for Early Alerts, documentation, conversation/messaging, and predictive analytics. Aviso Coaching will be used with Early Alerts and documentation of advising meetings. Detailed notes from advising sessions will clarify discussion from previous advising meetings and assist faculty/advisors in better preparing students for academic success.

ACA Instructors will attend the National Resource Center First Year Experience and Students in Transition conference and the annual NCCCS (North Carolina Community College System) ACA Fall Conference. ACA instructors who attend these conferences will serve as mentors to new ACA instructors. These instructors will work with new instructors for two semesters following the institution's mentoring guidelines which include class observations, sharing of assignments, and regular meetings to answer questions and solve instructional problems that may arise. With completion of the mentoring process, ACA mentors will be issued a stipend. These invaluable resources can be continuously integrated into future internal training sessions intended to update faculty and staff regularly regarding current trends, issues, and pertinent research in advising practices and college success courses.

ACA courses will be instructed by a dedicated volunteer pool of trained faculty members and Student Services staff. The training for ACA instructors will be comprehensive in scope and content. Previous ACA training sessions have been one to two hours because of the necessity of getting a large number of faculty trained in a short amount of time, but these shorter training sessions are limited. A longer training session or a series of shorter sessions allows modeling of activities and gives faculty members time to work together toward building meaningful assignments in which they feel invested.

Faculty volunteers will also be identified for annual participation in this incentive-based MAP Advising Program that will reward dedicated service within the next five-year timeframe. Incentives will include travel to national and regional conferences, nationally-recognized credentialing opportunities, and a stipend for active participation. MAP Advisors will receive access to extensive resources and training as endorsed by the Appreciative Advising Institute and the National Academic Advising Association (NACADA).

Table 6: Student Learning Outcome 3

Purpose Statement: MAP will coordinate student learning experiences and access to institutional resources throughout a student's college career.		
Goal: CCCTI will build and sustain an institutional culture of exceptional advising and collaborative partnerships for the benefit of students. **Goal**: CCCTI will adopt a digital documentation system designed to promote student engagement and accountability.		
Student Learning Outcome	**Current Institutional Challenges**	**Strategies for Improvement**
3) Students will demonstrate awareness and use of institutional support resources and services.	**Technology limitations:** Current usage of the Academic Support Center, Writing Center, and online tutoring is underutilized. In fall 2015, 21.5% of students used face-to-face and online Academic Support Services; however, only 1% took advantage of online tutoring. Technology is needed to document advising sessions and Early Alert notifications. Although an e-portfolio assignment is required in ACA 122 courses, there is no mechanism to house this plan for use with advising.	Store each student's MAP (My Academic Plan) e-Portfolio in Aviso advising platform to use as a reference in academic planning. Implement advisor training and professional development opportunities to include information on campus resources. Develop New Student Orientation online modules to provide access to all students. Incorporate ACA 115 into A.A.S. programs. Implement Aviso to assist with documenting advising sessions and Early Alerts.

Aviso

By utilizing the academic planning and Early Alert digital components supplied by Aviso coaching, CCCTI will provide students, faculty, and staff relevant academic information in a manageable user-friendly format. This user-friendly format will allow advisors and students to review student academic needs, provide timely feedback, and monitor progression towards MAP program achievement. The tool will also allow for advisor tracking and documentation specific to student needs and can be accessed by pertinent college representatives.

New Student Online Orientation

In fall 2015, members of the Student Services Division and the QEP Technology Committee began exploring best practices for implementation of an online New Student Orientation delivery. After numerous reviews, consultations, and demonstrations, they decided to partner with Advantage Design, a third party software vendor. The creation of online modules will expand the current face-to-face New Student Orientation to an alternate delivery method.

Campus Resources

Advisor training will increase advisor awareness of campus resources. Through one-on-one advising sessions and early interventions, advisors will be in a better position to encourage student usage of these valuable resources. By requiring New Student Orientation and enrollment in a college success course, all new students will receive information regarding these resources in a timely manner. As a result, Academic Support Center, Writing Center, online tutoring, and Career Counseling usage will increase.

Table 7: Student Learning Outcome 4

Purpose Statement: MAP will promote individual responsibility and commitment of both student and advisor.		
Goal: CCCTI will educate students regarding the role of self-advocacy in the college experience. **Goal:** CCCTI will establish and endorse continuous assessment and evaluation methods for program improvement.		
Student Learning Outcome	**Current Institutional Challenges**	**Strategies for Improvement**
4) Students will achieve continued, measurable progress toward timely completion of academic and career goals.	**Retention:** The 2010 cohort represented in the 2015 IPEDS report indicated fall-to-fall retention rates of full-time students were 59% and part-time students were 45%. **Couse Completion:** In fall 2014, out of 3,887 CCCTI students, 42% (1,637 students) withdrew or were withdrawn from a class. **Graduation Rates:** The 2015 IPEDS report of the 2010 cohort indicates an 8% on-time (100%) and 20% (150%) graduation rates.	Implement Appreciative Advising and Advising as Teaching methodologies into a more structured academic advising program. Implement advisor training and professional development opportunities to include external credentialing as well as in-house workshops. Incorporate technology to facilitate communication between advisors and students. Develop New Student Orientation online modules to provide access to all students. Incorporate ACA 115 Success and Study Skills into A.A.S. programs.

The QEP Assessment Plan will use multiple direct, external, and indirect assessment measures to evaluate successful implementation of this QEP. The IPEDS data reflected above shows a need for increased retention, course completion, and graduation rates: The 2010 cohort represented in the 2015 IPEDS (Integrated Postsecondary Education Data System) report (2015) indicated an 8% on-time (100%) graduation rate and a 20% (150%) graduation rate. This report also indicated the fall-to-fall retention rate of full-time students was 59% and part-time students was 45%. In fall 2014, out of 3,887 CCCTI students, 42% (1,637 students) withdrew or were withdrawn from a class (CCCTI, 2016).

Summary

The five student learning outcomes of the QEP will enhance CCCTI's current advising practices by strengthening the advising process for students, faculty, and staff and incorporating campus resources into MAP for successful implementation. The current institutional challenges, lack of a structured advising process, low participation in orientation and college success courses, and technology limitations, will be addressed as we promote a culture of exceptional advising.

Actions to Be Implemented

The focus of our QEP is to (1) develop a more structured advising process; (2) implement a required New Student Orientation; (3) enhance our ACA 122 college success course and develop the ACA 115 college success course; and (4) utilize technology software programs to improve student success and faculty/staff efforts with advising. By refining these four areas for comprehensive advising, current advising practices will progress toward a more structured system and strengthen relationships between students and advisors.

Detailed components of the MAP program include (1) enhanced entrance experiences focused on the student's creation of an academic plan; (2) enriched collegiate relationships that foster achievement of the student's academic plan; and (3) structured exit strategies for long-term student success. Indirectly, MAP will promote a cultural shift through integration of advising as teaching and appreciative advising methodologies that encourage self-advocacy and accountability designed for student success of the academic plan.

To improve current practices and enhance a stronger learning environment for all constituents (students, faculty, staff, and administration), this QEP model includes the following actions:

1. At their first registration process, new students will start their academic planning by being introduced to MAP (My Academic Plan) as they receive assistance scheduling their first semester of classes.
2. New Student Orientation will be required with both face-to-face and online delivery options available.
3. A college success course will be taken by all students in their first or second semester.
4. ACA 115 Success and Study Skills will be implemented in fall 2017 for non-transfer students.
5. Students will create their MAP (My Academic Plan) in ACA (Academic Related) courses and refine their educational goals through advisor meetings. They will also complete a career plan component in the ACA e-portfolio assignment.
6. Professional development training for faculty and staff in best practices for appreciative advising, ACA instruction, and technology will be ongoing.
7. Ongoing publicity from the QEP Marketing committee will share information about the QEP Comprehensive Advising with all constituents: students, faculty, staff, and administration.

1) Introduction of MAP

When registering new students, advisors and/or the Student Services staff will introduce MAP (My Academic Plan), which identifies the student's academic goals. The MAP chart will become fairly detailed as students develop a semester-by-semester plan for their two-year stay at the institution and possibly create a four-year plan to continue their studies when they transfer to another college or university. From the 2013 CCCTI SENSE (Survey of Entering Student Engagement) survey, only 50% of CCCTI students said an advisor helped in setting academic goals and creating an academic plan. The necessity for being more deliberate in assisting students as they develop their plan is apparent. A student's MAP will be housed in Aviso, a predictive analytics software, with students, faculty, and advisors having access to review and modify.

Faculty advisors will work with students based on their intended majors. To improve current advising practices for college transfer students, faculty advisors will be assigned their student advisees based on intended major. College transfer advisors will have a caseload of student advisees that they will advise for approximately a two-year cycle until those students graduate or transfer to a college or university. Non-transfer students will continue to work with the advisor assigned to them based upon their program of study.

2) Required New Student Orientation with Different Delivery Options

Utilizing resources should be a common practice for students, faculty, and staff. The role of staff, faculty, and administration is to provide assistance to students in any way possible. The more aware students are of the different college services available to them, the more they will take advantage and feel involved. One factor of student success is the student's knowledge and comfort with the institution itself. A comprehensive orientation program can help alleviate some of these concerns. The orientation should give students the chance to interact with peers, faculty, and staff, introduce students to academic facilities, and provide advising and planning (Schrader & Brown, 2008). From CCIS (Community College Institutional Survey) results, only 38% of community colleges though require a mandatory orientation for new students (CCCSE, 2012, p. 13).

CCCTI recognizes the importance of introducing students to the college community as an essential milestone to the achievement of their academic plan. Over the years, orientation has been delivered in various formats with scattered participation. Currently, only a small percentage (23%) of new students participated in face-to-face orientation in fall 2015. The college does advertise the program on its school website, shares information with new students during the new student application and registration process, and informs them of upcoming sessions. Although concerted efforts have been made, many students do not take advantage of orientation

Despite the low participation, CCCTI has a strong New Student Orientation program. The orientation program begins with a general meeting for all new students led by the vice president of student services and the director of enrollment management. After a brief introduction to the college, students are broken into small groups of ten and assigned a faculty member or Student Services staff member to lead them to the different sessions on transitioning into college. Their group leader shares information about the college as they navigate through each session and answers questions. Students have the opportunity to register for classes if they have not already done so, and CCCTI's Ambassadors, which are comprised of CCCTI student leaders, conduct the campus tours. Having a current student discuss the college with new students provides an opportunity for incoming students to see the institution from a student's perspective. CCCTI's New Student Orientation consists of five interactive modules, as follows:

1. **C**ampus Resources and Tours
2. **C**ollege Success Tips
3. **C**onnecting with Caldwell (a review of college policies related to students)
4. **T**echnology
5. **I**ndividualized Support from Academic Support and Counseling

These five modules encompass vital information new students need in order to make a smooth transition to the college environment. By sharing details highlighted in the five modules, CCCTI creates a pleasant atmosphere for new students and alleviates their concerns. Increased communication between students and the institution is a key feature of orienting students to the campus. The more knowledge students gain at the entry point, the more empowered they

become to make educated decisions about their education and take advantage of the college's resources. The new MAP Planner will be distributed during orientation or in the college success classes and discussed as an ongoing resource tool for students.

With the implementation of the QEP, New Student Orientation will now be required for all incoming students. While the current orientation is presented as a one-day seated program where students must return to come to campus, an online new student orientation program will be created and implemented in order to reach those students who are unable to visit the campus. This online component follows the same five interactive modules. Although the new online student orientation program will be aimed at new students, this program's availability will be ongoing so students can refer to it when they take their ACA course or if they need a quick answer to a question. In addition, if students miss orientation before taking an ACA course, they will be required to complete the online New Student Orientation as their first assignment in this class.

3) Enhanced ACA College Success Courses (ACA 122 and ACA 115)
As previously mentioned, ACA 122 College Transfer Success was implemented in fall 2014 as a degree requirement for college transfer students. With implementation of this requirement, many students ended up registering for this class toward the end of their program instead of the beginning. Although this course is now part of college transfer students' curriculum, students are not required to take the class at the beginning of their studies where it is more beneficial.

Research presented by Dr. Terri Manning at the annual North Carolina Community College System (NCCCS) ACA Conference in fall 2015 suggests that students at Central Piedmont Community College who are enrolled in ACA have higher GPAs during the semester of enrollment and are retained at a higher number throughout the next semester. The average GPA was 2.19 for ACA students compared to 2.00 for non-ACA students during the same semester. Subsequently, 74% of the students who completed ACA were retained through the next semester of college courses (Manning, 2015). This data on GPA success rates and completion of ACA shared by Dr. Manning also reinforces the idea that for college success courses to work, they must be required.

Since no state requirement currently exists for non-transfer programs but literature proves a need for mandating college success courses for all student populations, ACA 115 Success and Study Skills will be implemented in fall 2017 to capture the non-transfer student population. ACA 115 is a two contact hour, one credit hour course (mirroring the current ACA 122) that places emphasis on academic planning, facilities, study skills, wellness, and services in order for students to obtain their educational objectives.

The NCCCS (North Carolina Community College System) course description for ACA 115 found in the NCCCS Combined Course Library is stated below:

ACA 115 Success and Study Skills
This course provides an orientation to the campus resources and academic skills necessary to achieve educational objectives. Emphasis is placed on an exploration of facilities and services, study skills, library skills, self-assessment, wellness, goal-setting, and critical thinking. Upon completion, students should be able to manage their learning experiences to successfully meet educational goals.

The Developmental Education/ACA Coordinator has developed the following course competencies for ACA 115. These course competencies mirror the competencies for ACA 122.

Course Competencies

1. Develop a strategic plan for completing community college and career goals including academic goals, certificates, diplomas, and/or associate degrees.
2. Evaluate learning strategies that include goal-setting, critical thinking, time management, memorization techniques, note-taking, and test-taking, and identify strategies for improvement.
3. Identify essential college resources including financial aid, advising, registration, tutoring, library services, computer labs, and counseling services, and recognize the importance of these resources for student success.
4. Identify essential college policies and procedures, including academic integrity and maintaining satisfactory academic progress for financial aid eligibility and/or good academic standing.
5. Recognize and employ learning styles and self-assessment techniques for personal and academic improvement.
6. Demonstrate academic etiquette principles and concepts of professionalism through written and oral communication.
7. Identify health and safety concerns involving stress, time management, substance abuse, harassment and conflict, and relationship issues, and how these can impact school, work, and society.
8. Manage campus technology and effectively use internet research tools to successfully complete community college and career goals.

A significant number of students leave college and don't reenroll after the first semester or first year because of lack of preparation and/or lack of success in college. According to Kay McClenney, director of CCCSE (Center for Community College Student Engagement) at the University of Texas in Austin and national consultant, only about 45% of community college students graduate within six years of enrolling at an institution (as stated in Gonzalez, 2012, para. 9). Therefore, taking a college success course within the first or second semester at the college is imperative to student success and to beginning college with a strong foundation.

4) Continuous Updates of Students' Academic Plans

In ACA 122 and ACA 115, students will expand upon their academic plan they identified at their entry point to the institution. Currently in ACA 122, students complete a MAP e-portfolio assignment regarding their academic plan which contains six modules:

1. About Me – Personal Narrative & Goals
2. My College Choices
3. Academic Plan
4. Financial Plan
5. Career Plan
6. Sources

See Appendix D for the ACA 122 MAP e-portfolio assignment. According to CCSSE (2015), "Over half (61%) of students use academic advising services *sometimes* or *often*, and one-third (32%) *rarely* or *never* use them." By focusing on an academic plan from the first initial advising contact and continually expanding and revising this plan, students will receive assistance in developing their educational and career goals beyond the brief one-on-one registration meetings to sign up for classes the following semester. The Career Plan component of the MAP e-portfolio assignment will also be discussed during advisor/advisee meetings; students research their intended careers by looking at job descriptions, expected salaries, and professional associations. They also begin creating components of their resume to use when

they finish their academic studies and begin their job search. Better engagement with all constituents (students, faculty, and staff) will yield positive outcomes.
The e-portfolio assignment supports the following course learning outcomes:

- Develop a strategic plan for completing community college academic goals, including certificates, diplomas, and/or associate degrees.
- Develop a strategic plan for transferring to a university and preparing for a new career.
- Identify the rights and responsibilities of transfer students under the Comprehensive Articulation Agreement (CAA), including Universal General Education Transfer Component (UGETC) designated courses, the Transfer Assured Admissions Policy (TAAP), the CAA appeals process, and university tuition surcharge.
- Identify essential college resources, including financial aid, advising, registration, tutoring, library services, computer labs, and counseling services, and recognize the importance of these resources on student success.
- Identify essential college policies and procedures, including academic integrity such as avoiding plagiarism; calculating a GPA; and maintaining satisfactory academic progress for financial aid eligibility and/or good academic standing.

All of these learning outcomes for the e-portfolio assignment tie back to the six phases of the appreciative advising model. By students discussing their goals and determining steps to reach their dreams, each component (Disarm, Discover, Dream, Design, Deliver, and Don't Settle) is addressed in creating their academic plan. Receiving input from faculty/staff beyond course registration will facilitate a positive culture of comprehensive advising for students.

5) Professional Development Training
Ongoing professional development is another strategy to implement for our QEP in Comprehensive Advising. Professional development training sessions will be developed and/or enhanced for three key areas:

- **Appreciative Advising** – Several faculty/staff will attend the Appreciative Advising Institute to become certified in appreciative advising practices. These MAP Advisors will develop advising training modules based upon appreciative advising principles and provide training sessions for other faculty and staff. With the five-year implementation plan, faculty/staff will have the opportunity to attend this Institute every summer. In addition to the Appreciative Advising Institute, faculty and staff will also have the option to take an eight-week online Appreciative Advising course.

- **ACA Training** – ACA instructors will be encouraged to attend the NCCCS ACA conference and/or the Annual Conference on The First Year Experience to receive information on best practices for college success courses. At CCCTI, the ACA Coordinator created an hour-long orientation training session for ACA 122 when this course was implemented in fall 2014. The original training has expanded by creating a professional development plan for all ACA instructors that includes five training modules for ACA 122 and ACA 115. Four of the five modules are identical with the fifth module sharing many commonalities. The following list provides an overview of these new sessions:

  Module One: College Resources (2 hours)
  This training session would introduce faculty to the resources available for student success on both campuses and even through community agencies, where necessary.

This session would also help instructors identify similar resources at transfer universities for ACA 122 students.

Module Two: College Policies and Procedures (1-2 hours)
This unit of training would help faculty understand college policies and procedures and how those policies might contrast with high school policies with which students are familiar. This session could also include policies and procedures at the university or transfer colleges and how they are different as well. This session would likely also include advising procedures to help ACA faculty be excellent advisors.

Module Three: Study Skills (2-3 hours)
This training session would introduce faculty to the most important concepts in teaching study skills. Faculty would be introduced to reading strategies, study strategies, memory tips, note-taking methods, critical thinking, test-taking techniques, and more. Faculty would also spend time working through sample activities or developing activities of their own for many of these principles.

Module Four: Developing a Career Plan (2 hours)
This unit of training will introduce faculty to resources to share with students that will help them not only research careers, but that can also help students choose the right career path for their personality type and interests.

Module Five: Developing an Educational Plan (Different focus for ACA 122 and ACA 115 – 2 hours)
This final training module will give faculty the tools and resources needed to help students craft their own educational plan, no matter what their educational goals may be.

With all of these comprehensive training modules, faculty who teach ACA courses will be more efficient advisors based upon the best practices they have implemented in their ACA classes. By working with other faculty and their assigned advisee caseloads, they will also become ACA Instructor Mentors for advising interactions with students.

- **Technology Training –** Training in technology will be comprised of Aviso software training and Moodle gradebook training.

  1) The Aviso digital software system helps identify students as early as possible in the academic process to offer assistance and services needed to help them achieve college success. Aviso serves as a resource for Early Alerts (automated and manually generated), documentation of advising sessions, conversation/messaging, and predictive analytics to be used by faculty, staff, and students.

     With the FITW grant, student resource specialists (success coaches) will be participants in the two-year study. One resource specialist will be employed on both campuses. These coaches will work with their assigned students by providing additional reinforcement and assistance from the Early Alerts. Research illustrates that student resource specialists provide students with help beyond that offered by the typical academic advisor. In their guide to advising as coaching, McClellan and Moser (2011) listed six steps to their model of advising as coaching: **a**ctive listening; **d**etermine, desire, dream, problem; e**v**aluate what has been done so far: **i**dentify options; **s**elect options and develop plan; **e**ngage and evaluate. Abbreviated ADVISE, this process involves students by asking them open ended questions, listening to their responses, identifying

and defining their goals, and coaching them to (but not dictating) appropriate steps students can take to reach those goals (McClellan & Moser, 2011). CCCTI resource specialists will play a vital role in the institution's goal toward providing a more structured Early Alert process and implementing Appreciative Advising principles in our advising practices. By receiving real-time alerts, they can intervene immediately, thus increasing persistence and completion outcomes. The following chart illustrates how Aviso can be adapted to provide student alerts.

Table 8: Possible Early Alerts Using Aviso

Alert Type	Timeframe	Early Alert Description	Data Source
Current Grade	Daily, begin week 2	Current grade falls below the 75% threshold.	Moodle Grade Center
First Week Attendance	Week 1	Identifies when student does not attend during Week 1.	Web Attendance (Colleague)
On-Ground Attendance	Ongoing	Identifies 3 classes missed.	Web Attendance (Colleague)
Early Alert	Ongoing	Manually sent by faculty if a student needs academic assistance.	Early Alert System
Online Attendance	Ongoing	Student not logged into an online course for 7 consecutive days.	Moodle Learning Systems
Achievements	Midterm	Course achieving 85% or above.	Moodle Grade Center
Off Plan	Ongoing	Student is taking coursework different from approved plan.	Early Alert System Software
Payment reminder	Twice per 16-week term	Reminder sent when students owe a balance on their account for the upcoming term.	Colleague
Registration	Ongoing	Sent to students who have not yet registered for an upcoming term.	Colleague

With this comprehensive Early Alert/advising system, CCCTI resource specialists will have a strong impact on student retention and success. By continually monitoring student progress with these different alert benchmarks, they can target student needs and help students make adjustments accordingly. See Appendix E for the job description of the student resource specialist (success coach).

2) For distance learning classes, CCCTI uses Moodle, which is a learning management system. Moodle gradebook training is provided each semester in group or one-on-one sessions. Starting fall 2015, all instructors will maintain their course grades in Moodle gradebook to connect with the Early Alert system in Aviso. By setting specific grade and attendance parameters, the Early Alert system will automatically send notices to students who are performing poorly in their classes.

Professional development training is already utilized and ongoing with Moodle, Colleague, and WebAdvisor; Aviso software will require additional training sessions that will start in fall 2016.

With the implementation of these actions, CCCTI will improve its current advising practices with better communication and engagement. The ultimate goal is to not only assist students in their academic planning but also create an environment where everyone is well-educated throughout the advising process. From the Advising as Teaching and Appreciative Advising models, students will become more active participants in their academic planning and realize they are responsible for reaching their future goals. Furthermore, faculty and staff will be better equipped to guide students to remain committed toward their goals.

The following table shows how each strategy to be implemented aligns with the QEP purpose, goals, student learning outcomes, and the college's 2015-2020 Strategic Plan. Since these MAP implementation strategies fall in line with several strategic planning initiatives and objectives, CCCTI will be better prepared to move the institution forward for the future.

Table 9: Strategies for MAP Implementation

Strategic Plan Initiatives and Objectives	QEP Purpose	QEP Goals	Student Learning Outcomes	QEP Strategy
3.1.: Promote student engagement 3.1.c: Actively engage students in their own learning	Assist students in the clarification, planning, and realization of their life, career, and educational goals.	Build and sustain an institutional culture of exceptional advising and collaborative partnerships for the benefit of students. Implement a comprehensive model of proactive advising designed for student success.	Students will identify clear academic goals and establish realistic plans for academic success.	Enhance Entrance Interview Process Require New Student Orientation with two delivery options Require ACA 122 or ACA 115 to be taken in the first or second semester Implement ACA 115 in fall 2017 for non-transfer students
2.2: Strengthen support services to reach a diverse student population 2.2.c: Enhance student success initiatives	Facilitate ongoing communication and accurate information exchanges between advisor and student.	Build and sustain an institutional culture of exceptional advising and collaborative partnerships for the benefit of students. Foster productive training and professional development opportunities for faculty and staff.	Students will communicate with advisors as needed to achieve academic success.	Provide professional development training for faculty and staff Create and present Advisor training modules Facilitate ACA Instructor training for ACA courses Develop publicity campaign

Strategic Plan Initiatives and Objectives	QEP Purpose	QEP Goals	Student Learning Outcomes	QEP Strategy
3.1: Promote student engagement 3.1.a: Encourage utilization of college services 6.1: Promote institutional cohesion through increased communication and collaboration 6.1.b: Promote the development and utilization of strong channels of communication 6.2.a: Provide state-of-the-art technological infrastructure and resources needed to enhance student learning	Coordinate student learning experiences and access to institutional resources throughout their college career.	Adopt a digital documentation system designed to promote student engagement and accountability.	Students will demonstrate awareness and use of institutional support resources and services.	Provide professional development training in software Programs (Aviso and Moodle Gradebook)
6.2: Enhance college infrastructure to create an environment conducive to student success 6.2.b: Provide a safe and productive environment conducive to student learning	Promote individual responsibility and commitment of both student and advisor.	Educate students regarding the role of self-advocacy in the college experience Establish and endorse continuous assessment and evaluation methods for program improvement	Students will achieve continued, measurable progress toward timely completion of academic and career goals.	Monitor updates of students' academic plans (MAP)

Beginning at initial enrollment and following students through to completion of their academic goals, this QEP will teach students life-long skills for monitoring their own progress toward achieving their goals. Along with improving retention and program completion rates, CCCTI will help students stay on track to graduate within a reasonable timeframe and will fulfill initiatives and objectives from the 2015-2020 Strategic Plan.

MAP Marketing Campaign

To assist in promoting MAP, the QEP Marketing Committee has planned a robust campaign targeting campus personnel, students, and stake-holding constituents beginning summer of 2016 and continuing for the duration of the MAP program. The committee has worked the past year in developing a marketing plan for introducing MAP and sharing information with CCCTI personnel with the full implementation of the QEP Marketing plan starting fall 2016. The following table lists essential components of the publicity campaign.

Table 10: MAP Marketing Campaign

Semester	Action
Fall 2015	• Introduced to CCCTI employees the name and logo of the QEP: MAP • Marketing working committee met to brainstorm ideas for campus awareness and publicity of the QEP
Spring 2016	• Introduction/Overview of MAP in the *Caldwell Chronicle* • Monthly publication of "MAP Minute" in the *MAP Advisor Newsletter* • QEP website set up • Purchase of giveaway MAP merchandise: stadium cups, lanyards, keychain flashlights, and t-shirts (faculty/staff) • Development of protocol and slogan for email signature lines • Marketing working committee planning to serve as special events team for QEP events
Summer 2016	• Continue creation of QEP website and its content • Creation of QEP/MAP Program card (for each degree), MAP fact cards, campus posters and fliers, table tent cards, and MAP marker/door clings • Inclusion of QEP information in new student registration and orientation packets • Distribution of MAP mouse pads and installation of MAP screen savers in all open computer labs and Student Services centers (Academic Support, open computer labs, and Writing Center) • Implementation of QEP email signature lines • Design and printing of MAP Planner, a student planner/handbook (to be distributed to all new students and available for current students) • Begin production of QEP YouTube videos that promote MAP
Fall 2016	• Extension of the "MAP Minute" to campus monitors, regular social media posts, and email blasts • Access available to the QEP website for CCCTI students and employees • Distribution of QEP/MAP Program card (for each degree), MAP fact cards, campus posters and fliers, table tent cards, and MAP marker/door clings • Inclusion of QEP information in new student registration and orientation packets • Distribution of giveaway MAP merchandise: stadium cups, lanyards, keychain flashlights, and t-shirts (staff/faculty) • Continue implementation of QEP email signature lines • Distribution of MAP Planner • Faculty and staff involvement through course syllabi statements about the QEP and dissemination of information (MAP Planners, MAP program/fact cards, fliers, posters, special events, etc.) • Continue production of QEP YouTube videos that promote MAP • Post and share QEP YouTube Videos • QEPizza Parties for students on both campuses (Aug. 29 - Caldwell and Aug. 31 - Watauga) with QEP awareness and student giveaways • More upcoming special events to be planned and scheduled for fall festival and spring fling (campus-wide events on both campuses)
Spring 2016-Summer 2021	• Ongoing publicity of MAP for campus awareness and implementation of marketing strategies

The following table presents the implementation timeline for the five-year QEP and reinforces the institution's capability to improve current advising practices.

Implementation Timeline for MAP

Implementation Timeline (Fall 2015 to Summer 2017)

	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017
Topic Development Activities	Develop working committees to explore possible plan components QEP working committees are appointed and charged with tasks Develop campus-wide QEP marketing campaign	Develop QEP as recommended by working committees Prepare initial QEP draft for presentation at institutional budget retreat	Submit QEP to SACSCOC Publish and disseminate QEP to faculty and staff	SACS on-site committee reviews QEP Implement campus-wide QEP marketing campaign Work with non-college transfer program directors for ACA 115 adoption	Add ACA 115 to programs of study	
Professional Development	Kick-Off QEP initiative with status report to faculty and staff .	QEP working committees report to faculty and staff FITW Leadership Team attends Partnership Kickoff Conference and receives AVISO training	MAP Advisors receive Appreciative Advising Certification	MAP Advisors prepare Appreciative Advising workshops ACA Instructors attend NCCCS ACA conference and provide training workshops	MAP Advisors provide Appreciative Advising workshops MAP Advisors and ACA Instructors provide mentoring support ACA Instructors attend Annual Conference on The First Year Experience	MAP Advisors receive Appreciative Advising Certification MAP Advisors and ACA Mentor Instructors receive stipends

	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017
Assessment	Review data from Faculty and Student Surveys and Focus Group Responses Review CCCSE Data Review SENSE Data Review NCCCS Performance Measures and IPEDS Data Review retention, graduation, and course completion, data Review survey data from professional development activities	Revise ACA 122 MAP e-portfolio assignment and create an assessment rubric Develop and revise QEP Program Assessment Plan	Finalize QEP Assessment Plan	Implement ACA 122 MAP e-portfolio assignment and rubric Develop online New Student Orientation modules and quiz	Implement online New Student Orientation modules and quiz ACA 122 MAP e-portfolio assignment and rubric	Develop annual QEP assessment report and review plan for next year
Early Alert and Academic Planning Tools	Join FITW partnership	Implementation of AVISO software	Continue implementation of AVISO Early Alert Software Hire Student Resource Specialists	AVISO Early Alert Training Workshops	Provide refresher AVISO training sessions	

Implementation Timeline (Fall 2017 to Summer 2019)

	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019
Professional Development	MAP Advisors revise Appreciative Advising workshops as needed ACA Instructors attend NCCCS ACA fall conference and provide training workshops MAP Advisors and ACA Instructors provide mentoring support Fall Professional Development - Appreciative Advising Institute Consultant	MAP Advisors provide Appreciative Advising workshops MAP Advisors and ACA Instructors provide mentoring support ACA Instructors attend Annual Conference on The First Year Experience	MAP Advisors receive Appreciative Advising Certification MAP Advisors and ACA Mentor Instructors receive stipends	MAP Advisors revise Appreciative Advising workshops as needed ACA Instructors attend NCCCS ACA fall conference and provide training workshops MAP Advisors and ACA Instructors provide mentoring support	MAP Advisors provide Appreciative Advising workshops MAP Advisors and ACA Instructors provide mentoring support ACA Instructors attend Annual Conference on The First Year Experience	MAP Advisors receive Appreciative Advising Certification MAP Advisors and ACA Mentor Instructors receive stipends
Assessment	ACA 122/ACA 115 MAP e-portfolio assignment and rubric New Student Orientation quiz	Administer CCSSE and Faculty Perception Survey ACA 122/ACA 115 MAP e-portfolio assignment and rubric New Student Orientation quiz	Evaluate CCSSE and Faculty Perception Survey Results Develop annual QEP assessment report and review plan for next year	ACA 122/ACA 115 MAP e-portfolio assignment and rubric New Student Orientation quiz	Analyze Graduate Self-Assessment results ACA 122/ACA 115 MAP e-portfolio assignment and rubric New Student Orientation quiz	Develop annual QEP assessment report and review plan for next year

Implementation Timeline (Fall 2019 to Summer 2021)

	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019
Professional Development	MAP Advisors revise Appreciative Advising workshops as needed ACA Instructors attend NCCCS ACA fall conference and provide training workshops MAP Advisors and ACA Instructors provide mentoring support	MAP Advisors provide Appreciative Advising workshops MAP Advisors and ACA Instructors provide mentoring support ACA Instructors attend Annual Conference on The First Year Experience	MAP Advisors receive Appreciative Advising Certification MAP Advisors and ACA Mentor Instructors receive stipends	MAP Advisors revise Appreciative Advising workshops as needed ACA Instructors attend NCCCS ACA fall conference and provide training workshops MAP Advisors and ACA Instructors provide mentoring support	MAP Advisors provide Appreciative Advising workshops MAP Advisors and ACA Instructors provide mentoring support ACA Instructors attend Annual Conference on The First Year Experience	MAP Advisors receive Appreciative Advising Certification MAP Advisors and ACA Mentor Instructors receive stipends
Assessment	ACA 122/ACA 115 MAP e-portfolio assignment and rubric New Student Orientation quiz Administer SENSE	Analyze Graduate Self-Assessment results ACA 122/ACA 115 MAP e-portfolio assignment and rubric New Student Orientation quiz Evaluate SENSE results	Develop annual QEP assessment report and review plan for next year	ACA 122/ACA 115 MAP e-portfolio assignment and rubric New Student Orientation quiz	Administer CCSSE and Faculty Perception Survey Analyze Graduate Self-Assessment ACA 122/ACA 115 MAP e-portfolio assignment and rubric New Student Orientation quiz	Evaluate CCSSE and Faculty Perception Survey Results Develop annual QEP assessment report and work on five-year QEP focused report

Organizational Structure

Student Services will provide oversight for the implementation of the QEP. Because this division functions as the portal into and out of the institution, an Implementation Team, comprised primarily of Student Services staff, will ensure that all QEP initiatives occur as planned. This team will monitor professional development training, ACA instructor training, and the transition to a more intentional advising structure. In collaboration with the Office of Institutional Effectiveness, Research, and Grants, they will also analyze assessment data to be compiled for annual assessment reports and will modify plan components as needed.

The following individuals comprise the QEP Implementation Team:

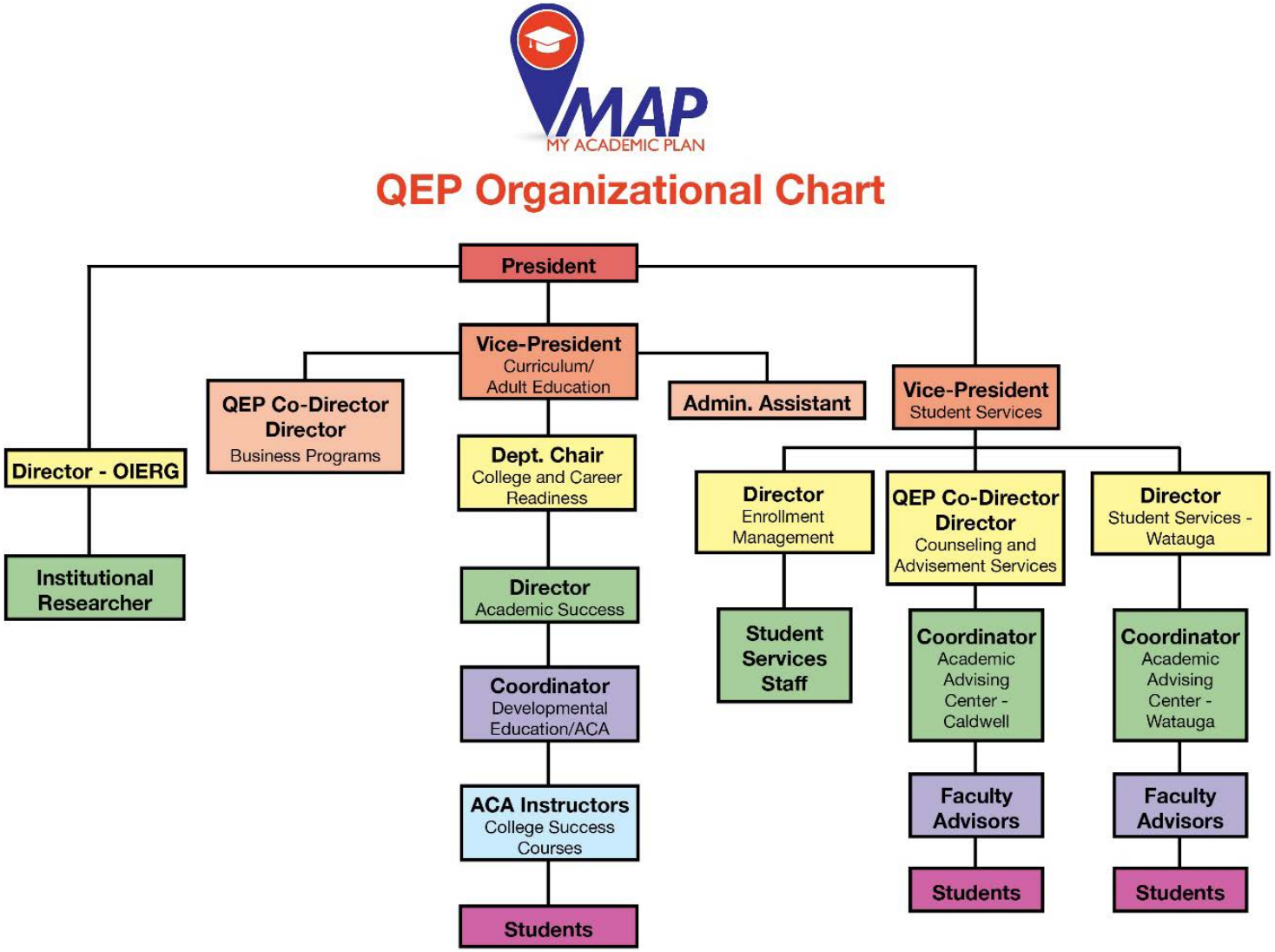
- Director, Business Programs/Instructor/QEP Co-Director
- Director, Counseling and Advisement Services/QEP Co-Director
- Coordinator, Academic Advising Center (Caldwell)
- Coordinator, Academic Advising Center (Watauga)
- Director, Academic Success
- Coordinator, Developmental Education/ACA
- Director, Enrollment Management
- Director, Institutional Effectiveness, Research, and Grants
- Vice President, Student Services
- Director of Student Services, Watauga
- Faculty Senate President
- Student representatives (SGA and TRIO)
- Faculty Advisors (as needed)
- ACA Mentor Instructors (as needed)
- Administrative Assistant, Curriculum and Adult Education

As we transition from planning to implementation, Shannon Brown, Director of Counseling and Advisement Services, will now serve as Co-Director of the QEP with Kelly Greene. By providing representation from Student Services and curriculum faculty, these Co-Directors will ensure that the QEP continues to involve broad-based participation throughout the institution.

With implementation of the QEP, the Leadership Team will provide oversight in an advisory capacity. Additional team members will be added as needed.

Subgroups for advising, orientation, and ACA instruction will be coordinated by the Implementation Team as well. Because of the different components of advising, these subgroups will ensure that the QEP is implemented in the required areas. The Academic Advising Center, which is already in place for college transfer and special studies students, will facilitate advisor training and advisor/advisee relationships along with serving as a resource center for consistent and pertinent information to students and advisors. With New Student Orientation now required for incoming students, an orientation subgroup headed by the Director of Enrollment Management will create and implement the online modules for New Student Orientation and the New Student Orientation quiz and continue to facilitate the face-to-face meetings. This group will monitor the success of the orientation program and revise modules as needed based upon student responses. The last subgroup will focus on ACA instruction. The Director of Academic Success along with the ACA Coordinator will work with ACA instructors in scheduling, training, and mentoring new ACA instructors. They will monitor the completion and assessment of the MAP e-portfolio assignment.

The organizational structure is highlighted in the chart below:



Institutional Resources

CCCTI has developed a viable QEP focusing on comprehensive advising that demonstrates institutional capability for implementation and completion. After careful review of the fiscal needs to provide a quality advising program for CCCTI students, the institution is confident that it can fiscally support this initiative to achieve the desired student learning outcomes. During the 2014 and 2015 Executive Council Budget Retreats, the QEP was identified as the number one priority for the institution. This project has the full support of the administration in identifying resources to implement and sustain the program successfully.

In addition to the existing state-allocated institutional budget, establishment and sustainability of CCCTI's QEP will be supported by several different funding sources including grants and institutional funds provided by the CCCTI Foundation. In fall 2015, CCCTI was awarded the First in the World Grant ($650,181 payable over four years) to employ two Student Resource Specialists (success coaches) and provide the Aviso software platform. This grant will further support the QEP initiative and assure its sustainability over time.

The budget proposal consists of funding for the following areas: personnel, professional development, technology expenses, and miscellaneous expenditures. This plan utilizes existing resources and repurposes several existing Student Services positions. The majority of these expenses are already incorporated into the existing institutional budget with the following positions: the Director of Counseling and Advisement Services, Academic Advising Center Coordinators, Admissions Representatives, Director of Enrollment Management, and Director of Academic Success. In addition, for the 2015-16 academic year, Kelly Greene, the former QEP director and current Co-Director of the Implementation Team, received release time to provide leadership for the development of the QEP. This release time will continue as needed with its implementation. The initial resources needed for implementation of the QEP include professional development, technology, and miscellaneous expenses.

FTE funding generated through increased retention provided by this project will allow the institution to sustain the two Student Resource Specialists as well as AVISO software beyond the timeframe of this grant. By utilizing existing resources for the QEP, CCCTI has the capacity to implement and sustain this plan; the following chart provides the estimated financial requirements for the development and full implementation of this project.

QEP Budget (2016-2021)

Personnel (Salary and Benefits)	2016-2017 (Year 1)	2017-2018 (Year 2)	2018-2019 (Year 3)	2019-2020 (Year 4)	2020-2021 (Year 5)
Instructional/Administrative Release Time (QEP Co-Directors)	23,700.00	23,700.00	23,700.00	23,700.00	23,700.00
Student Resource Specialists (2 positions for FITW Success Coaches)	(FITW) 0.00	(FITW) 0.00	(FITW) 0.00	(FITW) 0.00	117,000.00
Personnel Subtotal	**$ 23,700.00**	**$ 23,700.00**	**$ 23,700.00**	**$ 23,700.00**	**$ 140,700.00**

Professional Development (Registration, Travel, and Per Diem)	2016-2017 (Year 1)	2017-2018 (Year 2)	2018-2019 (Year 3)	2019-2020 (Year 4)	2020-2021 (Year 5)
Appreciative Advising Institute (3 MAP Advisors per year)	$ 9,000.00	$ 9,000.00	$ 9,000.00	$ 9,000.00	$ 9,000.00
Appreciative Advising Online Certification (3 MAP Advisors per year)	2,100.00	2,100.00	2,100.00	2,100.00	2,100.00
NACADA Institutes (3 MAP Advisors per year)	7,500.00	7,500.00	7,500.00	7,500.00	7,500.00
ACA Conferences (3 ACA Instructors per year)	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00
Association Membership Fees and Publications	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00
MAP Advisors and ACA Mentor Instructors Stipend	9,000.00	9,000.00	9,000.00	9,000.00	9,000.00
Professional Development Subtotal	**$ 36,100.00**	**$ 36,100.00**	**$ 36,100.00**	**$ 36,100.00**	**$ 36,100.00**

QEP Budget (2016–2021)

Technology Expenses	2016-2017 (Year 1)	2017-2018 (Year 2)	2018-2019 (Year 3)	2019-2020 (Year 4)	2020-2021 (Year 5)
Online Orientation Software Licensing and Maintenance fees	24,990.00	$ 24,990.00	$ 4,300.00	$ 4,300.00	$ 4,300.00
AVISO Software Maintenance (Startup costs payable through FITW Grant)	(FITW) 0.00	(FITW) 0.00	(FITW) 0.00	(FITW) 0.00	25,000.00
Technology Expenses Subtotal	**$ 24,990.00**	**$ 24,990.00**	**$ 4,300.00**	**$ 4,300.00**	**$ 29,300.00**

Miscellaneous Expenses	2016-2017 (Year 1)	2017-2018 (Year 2)	2018-2019 (Year 3)	2019-2020 (Year 4)	2020-2021 (Year 5)
Training Sessions, Materials, and Supplies/Webinars	$ 6,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00
Marketing and Promotional MAP Campaign	5,000.00	2,500.00	2,500.00	2,500.00	2,500.00
Student MAP Planners	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
External Speaker (Appreciative Advising Institute)	3,000.00	0.00	0.00	0.00	0.00
Miscellaneous Expenses Subtotal	**$ 19,000.00**	**$ 10,500.00**	**$ 10,500.00**	**$ 10,500.00**	**$ 10,500.00**

Total QEP Costs	2016-2017 (Year 1)	2017-2018 (Year 2)	2018-2019 (Year 3)	2019-2020 (Year 4)	2020-2021 (Year 5)
Overall Projected Totals	**$ 103,790.00**	**$ 95,290.00**	**$ 74,600.00**	**$ 74,600.00**	**$ 216,600.00**

2014-2016 Planning Costs totaled **$18,500** and includes professional development travel expenses to the summer institutes presented by NACADA and SACS, catering expenses for professional development events, and QEP marketing campaign materials.

The total cost for the five-year plan is $564,880, and the overall cost with the 2014-2016 planning costs included equals $583,380.

Assessment

This plan uses multiple direct, external, and indirect assessment measures to evaluate its successful implementation. Direct assessment measures include the analysis of academic planning portfolio assignments (MAP e-Portfolio) in college success courses, New Student Orientation quiz results, and the comparison of New Student Self-Assessment to Graduate Self-Assessment results. External assessments include analysis of CCSSE, SENSE, IPEDS and NCCCS performance measures. Indirect assessment measures include faculty/staff perception surveys, the analysis of fall-to-fall retention rates, on-time (100%) graduation rates, and course completion rates. To ensure that the assessment plan is implemented, the QEP Co-Directors will work with the Implementation Team. Assessment results will be reviewed annually by the designated personnel in charge of their implementation and effectiveness. Assessment of the Student Learning Outcomes listed below will confirm the successful implementation of the MAP program.

QEP Student Learning Outcomes (SLOs):

1. Students will identify clear academic goals and establish realistic plans for academic success.
2. Students will communicate with advisors as needed to achieve academic success.
3. Students will demonstrate awareness and use of institutional support resources and services.
4. Students will achieve continued, measurable progress toward timely completion of academic and career goals.

Establishing Benchmarks

Graduation and program completion rates continue to be a priority of the institution. Using a national peer group, chosen with assistance from the United States Integrated Postsecondary Education Data System (IPEDS) Data Center, the institution is measured against national data using full-time, first-time, degree/certificate seeking undergraduate student cohorts. This measure allows the institution to compare its success to a national peer group of institutions of similar size and student population. The chart below illustrates CCCTI IPEDS graduation rates.

Table 11: IPEDS Graduation Rates

Graduation Rates Compared to Peer Group	
2014-15 Report	
150% graduation rate	**100% graduation rate**
20% CCCTI 22% National Peer Group	8% CCCTI 22% National Peer Group
IPEDS Data Feedback Report Graduation Rates	

The NC Community College System Performance Measures for Student Success Report provides comparative data regarding student success for all NCCCS member institutions. Performance Measures E) First Year Progression and F) Curriculum Completion Rate will be used to assess the CCCTI QEP.

First Year Progression measures the percentage of first-time fall credential-seeking students attempting at least twelve hours within their first academic year who successfully complete (“P”, “C” or better) at least twelve of those hours. The baseline for this measure is 53.2% and the criteria for excellence is 74.6%.

Table 12: CCCTI First Year Progression

CCCTI First Year Progression: 2014-15 Report (Fall 2013 Cohort)			
# of Students	**12 Hours Attempted**	**12 Hours Successfully Completed**	**% Successful**
521	419	295	70.4%
NCCCS Performance Measures for Student Success			

NCCCS Performance Measure F) Curriculum Completion measures the percentage of first-time fall credential-seeking students who graduate, transfer, or are still enrolled with 36 hours after six years. The NCCCS baseline level is 28.6% and the criteria for excellence is 45.6%. This performance measure looks at a six-year rate, so we will not be able to measure the full impact of the QEP until 2024 report.

Table 13: CCCTI Curriculum Completion

CCCTI Curriculum Completion: Student Graduation, Transfer, and Retention Rates		
2012-13 Report	**2013-14 Report**	**2014-15 Report**
30% graduated 14% transferred 3% returned 46.2% graduated, transferred, or returned	32% graduated 13% transferred 3% returned 47.6% graduated, transferred, or returned	28% graduated 12% transferred 4% returned 43% graduated, transferred, or returned
NCCCS Performance Measures for Student Success		

With implementation of an enhanced and structured CCCTI advising program, the institution will realize annual increases in curriculum student program completion (graduation) rates, first-year progression rates, course completion rates, and fall-to-fall retention rates. Due to the timing of IPEDS data and NCCCS Performance Measures reporting, internal data will also be monitored until national results are available for annual review. The benchmarks listed below will be used as baseline data to measure the success of the MAP advising program. Captured below are student enrollment and completion statistics from fall 2011 through fall 2015 as reported from the CCCTI Office of Institutional Effectiveness, Research, and Grants.

Table 14.a: CCCTI Course Completion Rates

	2012-2013		**2013-2014**		**2014-2015**	
Course Success Rate (Grades A, B, C, or P)	27,051	70.6%	26,409	73.8%	23,985	74.1%
Course Failure/ Withdrawal Rate (Grades D, F, R, W)	11,240	29.4%	9,387	26.2%	8,362	25.9%
Total Course Seatcount	38,291		35,796		32,347	

Table 14.b: CCCTI Associate Degree 2-year Completion Rates by Program Cohort*

	2011-2012		**2012-2013**		**2013-2014**	
Completer, 2 Years or Less	436	15.1%	396	16.5%	425	20.0%

*Completion rate based on first start date in a program. Students who change programs will be counted once per program, so duplicated in the overall rate.

Table 14c: CCCTI Fall to Fall Retention Rates

	2012FA-2013FA		2013FA-2014FA		2014FA-2015FA	
Fall-to-Fall Retention	1,774	53.6%	1,664	57.6%	1,675	58.6%
Graduated	597		550		529	
Transferred	506		474		438	
Attrition	1,534	46.4%	1,227	42.4%	1,185	41.4%
Unduplicated Total	4,411	100%	3,915	100%	3,827	100%

Direct Assessment Measures

The New Student Orientation quiz will be administered during orientation or at the beginning of the ACA college success courses. This quiz will assess students' understanding of the information presented in the five orientation modules. Quiz questions will be revised based upon input from ACA instructors and advisors. Benchmark scores for this assessment will be established in spring 2017 with a comparison of face-to-face and online orientation quiz results. The Director of Enrollment Management will analyze the results of this assessment and establish assessment benchmarks and modify the methodology based on the initial administration.

The MAP e-portfolio assignment will be assessed according to the rubric during ACA 122 or ACA 115 as one of the student's assignments. Students are expected to create an electronic portfolio detailing their semester-by-semester academic plans, including their course of study and career path. We expect 90% of students completing the MAP e-portfolio assignment in ACA 122 or ACA 115 will score a 70 or higher. From fall 2015, the e-portfolio success rate was 86.9% of students passing the e-portfolio with at least a grade of 70 or better. However, the number of withdrawals from ACA 122 in fall 2015 was 12.7% and in spring 2016 was 16.2%. Also, the percentage of failing grades in fall 2015 was 7.7% and in spring 2016 was 7%. Based on these data, the focus on retention is imperative to assist those students withdrawing from or failing ACA. The Director of Academic Success will analyze e-portfolio rubrics and ACA course completion data to incorporate in the annual QEP assessment report.

The **New Student Self-Assessment** and **Graduate Self-Assessment** will be administered providing comparative results. The **New Student Self-Assessment** will be administered in ACA courses. As students apply for graduation, they will complete a **Graduate Self-Assessment**. With successful implementation of the QEP, we expect to see increases in student understanding of academic and career planning. The Graduate Self-Assessment results will be analyzed by the Implementation Team to measure student learning. To see these assessment tools, view Appendix F.

External Measures

The 2015 CCCTI CCSSE table below establishes benchmarks for current student perceptions of CCCTI's advising services. Of the 549 students surveyed, only 14% indicated they had participated in orientation or college success courses. Only 19% indicated that they talked with their advisor about their goals. These low percentages indicate a need for a more structured advising process that includes the development of personal and professional goals. With implementation of the QEP, the percentage of students responding positively to these questions will increase.

Table 15: 2015 CCCTI CCSSE Survey

Benchmark Items	CCC&TI	Small Colleges	2015 Cohort
During the current term at this college, I completed registration before the first class session(s).	98%	96%	96%
The one response that best describes my participation in orientation when I first came to this college is:	55%	58%	56%
During my first term at this college, I participated in a structured experience for new students (sometimes called a freshman seminar or first-year experience).	14%	30%	25%
During my first term at this college, I enrolled in a student success course (such as a student development, extended orientation, student life skills, or college success course).	14%	21%	19%
Custom Survey Items (Advising Questions)			
Are you a new student at CCC&TI this year (2014-2015)?	38% 62%	Yes Responses No Responses	
Please rate yourself on academic ability as compared with the average person your age, providing the most accurate estimate of how you see yourself.	52%	Top 10% or Above Average Responses	
Please rate your drive to achieve as compared with the average person your age, providing the most accurate estimate of how you see yourself.	70%	Top 10% or Above Average Responses	
Please rate yourself on being prepared for a competitive workforce as compared with the average person your age, providing the most accurate estimate of how you see yourself.	64%	Very Satisfied or Satisfied Responses	
How satisfied are you with the advising you receive at this college with regard to course requirements and scheduling?	71%	Very Satisfied or satisfied responses	
With advising assistance from the college, I have set academic goals and created a plan for achieving them.	76%	Strongly Agree or Agree Responses	
A college staff member helped me to design a course sequence that showed how long it would take to attain my educational goals.	51%	Strongly Agree or Agree Responses	
A college staff member clearly explained core courses and other requirements for completing a certificate/degree, or for transferring to another college/university.	66%	Strongly Agree or Agree Responses	
My academic advisor is accessible.	89%	Strongly Agree or Agree Responses	
How often do you talk with your academic advisor about your goals?	19%	Very Often or Often Responses	
How would you rate the strength of your working relationship with your current academic advisor?	57%	Excellent or Good	

As part of the MAP Assessment plan, CCCTI will also use the 2013 administration of SENSE (Survey of Entering Student Engagement) as benchmark data. This survey focuses on the first three weeks of students' first semester of enrollment. The following table reflects the percentages of CCCTI students compared to similar smaller colleges and a cohort of CCSSE identified national colleges.

Table 16: 2013 CCCTI SENSE Survey

Benchmark Items	CCCTI	Small Colleges	2013 Cohort
The very first time I came to this college I felt welcome.	82%	79%	74%
Was a specific person assigned to you so you could see him/her each time you needed information or assistance? (These are the No responses.)	74%	66%	74%
The instructors at this college want me to succeed.	92%	90%	88%
I have the motivation to do what it takes to succeed in college.	88%	91%	90%
I am prepared academically to succeed in college.	85%	86%	86%
I was able to meet with an academic advisor at times convenient for me.	79%	72%	64%
An advisor helped me to select a course of study, program, or major.	73%	70%	62%
An advisor helped me to set academic goals and to create a plan for achieving them.	51%	49%	42%
An advisor helped me to identify the courses I needed to take during my first semester.	88%	79%	72%
A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take.	34%	35%	30%
I learned to improve my study skills (listening, note taking, highlight readings, working with others, etc.)	75%	75%	74%
I learned to understand my academic strengths and weaknesses.	74%	73%	72%
I learned skills and strategies to improve my test-taking ability.	60%	57%	56%
All instructors clearly explained academic and student support services available at the college.	72%	71%	69%

(Percentage totals include *agree and strongly agree* responses)

Overall, the CCCTI percentages ranked higher compared to the other two benchmark groups. Over 80% of CCCTI students stated they felt welcome and received help identifying the courses they needed to take their first semester. Additionally, 88% of CCCTI students stated they were motivated to succeed, and 92% of students said they felt instructors wanted them to succeed. However, only 51% of CCCTI students said an advisor helped in setting academic goals and creating an academic plan and 72% of students stated that instructors explained academic and student support services available. While this 51% percentage was slightly higher than smaller colleges (49%) and the national cohort (42%), the QEP Leadership Team believed that 50% was a concern because that implied that the other students in the survey felt they received no guidance in academic planning and setting their educational goals. In this same question, 32% of CCCTI students had neutral responses and 17% disagreed or strongly disagreed. With only 51% of those students surveyed stating they started their academic planning and 49% either not understanding the question or disagreeing, the overall response reflected a need for stronger academic advising and planning. Along those same lines, only 34% of CCCTI students agreed with the following statement: “A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure how many courses to take.” Since 66% of CCCTI students were neutral or disagreed with this statement, their responses also reinforced the need for a more structured process advising process designed to clarify goals, create an academic plan, and identify risk factors (CCCTI, 2013).

In addition to CCSSE, the NCCCS annual Performance Measures for Student Success report and IPEDS institutional profiles, enrollment, completion, and graduation rate data will be

reviewed. We anticipate incremental increases (1 – 2%) throughout the implementation of the QEP.

Indirect Assessment Measures

In addition to CCSSE and SENSE, surveys will be used throughout the QEP to measure student and faculty/staff perceptions regarding the importance of advising. Professional development activities will be evaluated through satisfaction surveys administered through the OIERG (Office of Institutional Effectiveness, Research, and Grants). The CCFSSE (Community College Faculty Survey of Student Engagement) will also serve as a benchmark for measuring faculty perceptions regarding the importance of advising, career counseling, and student orientation.

Table 17: 2013 and 2015 CCFSSE Survey Comparison Results

Benchmark Items	All Faculty Responses 2013	All Student Responses 2013	All Faculty Responses 2015	All Student Responses 2015
How often do students in your selected course section talk about career plans with you? (Very often and often)	48%	33%	44%	33%
How important is it to you that students participate in a college orientation program or course when appropriate? (Faculty Responses = Very and Somewhat Important) (Student Responses = I have not done, nor plan to do)	91%	57%	94%	61%
How often do you refer students to academic advising/planning? (Very much and quite a bit)	86%	65%	83%	69%
How often do you refer students to career counseling? (Very much and quite a bit)	66%	36%	64%	25%
How important do you believe academic advising/planning is to students at this college? (Very and somewhat)	100%	92%	99%	94%
How important do you believe career counseling is to students at this college? (Very and somewhat)	99%	79%	99%	80%

The 2013 and 2015 faculty and student responses reflect a need for academic advising/planning; however, only 33% of students in both years stated that they discussed their career plans with their advisor. In addition, over 90% of faculty in these two cohorts indicated that orientation was important while student responses showed much lower percentages (2013 - 57% and 2015 - 61%). Career counseling is also related to academic planning. The 2013 and 2015 faculty responses indicate 65% of instructors state that they referred students to career counseling but 99% state they believe career counseling is *very or somewhat important*. The usage of campus resources should increase throughout the implementation of the QEP.

CCCTI QEP Assessment Plan

Student Learning Outcomes	Method and Type of Assessment	Criteria of Success	Frequency	Responsible Party
SLO 1: Students will identify clear academic goals and establish realistic plans for academic success	Analysis of MAP e-Portfolio Rubric *(Direct)* – (ACA 122)	90% of completers with 70% or higher on academic and career planning components (Benchmark – 87% with 70% or higher on overall ACA 122 rubric during 2015 – 2016)	Fall and Spring	Director of Academic Success
	Analysis of MAP e-Portfolio Rubric *(Direct)* – Career Plan (ACA 115)	90% of completers with 70% or higher on academic and career planning components (Benchmark – 87% with 70% or higher on overall ACA 122 rubric during 2015 – 2016)	Fall and Spring (Begin Fall 2017)	Director of Academic Success
SLO 2: Students will communicate with advisors as needed to achieve academic success	Comparison of New Student Self-Assessment and Graduate Self-Assessment *(Direct)*	New Student Self-Assessment benchmarked in fall 2016; and Graduate Self-Assessment benchmarked spring 2019.	Fall and Spring	Director of Counseling and Advisement Services, Advisors, and OIERG
	Analysis of student responses on CCSSE regarding advising *(External)*	A 2% increase in positive responses on questions related to advising processes (for questions with an 80% or lower positive response on the 2015 CCSSE)	Every three years (2018)	OIERG
SLO 3: Students will demonstrate awareness and use of institutional support resources and services	Analysis of New Student Orientation Quiz *(Direct)* – questions all related to awareness of institutional services	New Student Orientation quiz benchmarked spring 2017.	Fall and Spring	Director of Enrollment Management and Director of Academic Success
	Analysis of Campus resources usage (Academic Support Center, Writing Center, online tutoring, and Career Counseling *(Indirect)*	2-3% increase in usage annually	Annual	Director of Academic Success and Director of Counseling and Advisement Services
SLO 4: Students will achieve continued, measurable progress toward timely completion of academic goals	Analysis of Course Withdrawals from ACA 122 *(Direct)*	A 2% decrease in course withdrawals from ACA 122	Fall and Spring	Director of Academic Success
	Course Completion Rates *(Indirect)*	2-3% decrease in course withdrawals annually	Fall and Spring	Director of Enrollment Management

Student Learning Outcomes	Method and Type of Assessment	Criteria of Success	Frequency	Responsible Party
	Fall to fall retention *(Indirect)*	Internal data will indicate 1 – 2 % increase (2015 cohort retention rate 58.6% will serve as the benchmark for this measure)	Annual	OIERG
	Graduation rate *(Indirect)*	Internal data will indicate 1 – 2 % increase (2013-14 cohort program completion rate 20% will serve as the benchmark for this measure)	Annual	OIERG
	Analysis of IPEDS graduation rates and first- to second-year retention data *(External)*	2% increase from 2017 FT cohort reported on the 2021 IPEDS Data Feedback Report 2% increase for 2017 FT/PT and 2018 FT/PT cohort, reported on the 2020 and 2021 IPEDS Data Feedback Report	Review annually, but impact of the QEP on the 150% graduation rate will not be evident until 2022	Director of Enrollment Management and OIERG
	Analysis of NCCCS Performance Measure, First-Year Progression *(External)*	Fall 2017 cohort will be reported Summer 2019.	Annual	OIERG
	Analysis of NCCCS Performance Measure, Curriculum Completion *(External)*	A 1-2% increase in Curriculum Completion	Review annually, but impact of the QEP will not be evident until 2023	OIERG

Administrative Outcomes	Method and Type of Assessment	Criteria of Success	Frequency	Responsible Party
AO 1: Faculty and advisors will build collaborative relationships and communicate proactively to provide exceptional advising services.	Analysis of student responses on SENSE regarding advising *(External)*	A 2% increase in positive responses on questions related to advising processes (for questions with an 80% or lower positive response on the 2013 SENSE)	Administered in 2020	OIERG
	Analysis of Faculty responses on CCFSSE regarding advising and career counseling *(Indirect)*	A 2% increase in positive responses on questions related to student communication and referrals.	Every 3 years (2018)	OIERG
AO 2: Advisors will participate in professional development designed to support appreciative advising and advising as teaching.	Analysis of Advisor perception surveys *(Indirect)*	90% of advisors will respond positively regarding their ability to provide quality advising to students. (From the faculty/staff perception of advising survey in spring 2015, 79% indicated they felt they are *effective* or *highly effective* in providing quality academic advising to students)	Fall and Spring	Director of Counseling and Advisement Services
	Advisor participation in the MAP Advisor Training Program *(Indirect)*	With implementation of the QEP, 100% of advisors will participate in advisor training.	Annual	Director of Counseling and Advisement Services
AO 3: ACA instructors will participate in professional development designed to support student success.	Instructor participation in ACA instructor training *(Indirect)*	With implementation of QEP, 100% of instructors will participate in ACA instructor training.	Annual	Director of Academic Success

Conclusion

The intent of the MAP comprehensive advising program is to provide enhanced student entry-to-exit intervention strategies that encourage long-term student engagement, successful achievement of educational goals, and career preparedness for future employment. The CCCTI QEP is also designed to strengthen our environment while supporting student learning through a transformation of an institutional culture that values and employs Advising as Teaching and Appreciative Advising methodologies. The CCCTI QEP is a collaborative effort based on the idea that advising involves effective learning opportunities and teachable moments with students and is not confined to one department or isolated instances.

With a student-centered approach from the QEP, CCCTI students will have a solid foundation for advising, registration, planning, and career readiness. Ultimately, final responsibility for career, program, and course selection rests with the student, but responsibility for providing a welcoming, trustworthy environment and accurate information rests with the institution. While supporting the institutional mission, vision, and specific strategic plan initiatives, the CCCTI QEP is expected to have a long-lasting effect on students' educational journeys and experiences while enrolled at our institution and beyond.

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Appendix A
CCCTI QEP Planning Survey

Caldwell Community College and Technical Institute

Please share your thoughts and ideas for the Quality Enhancement Plan below:

What is the QEP (Quality Enhancement Plan)?
* The QEP is a plan to improve student learning or the environment that supports student learning.
* It is a five-year action plan that an institution develops using broad-based involvement of its constituents: students, faculty, staff, administrators, and the local community.
* The plan gives the college an opportunity to focus directly and intently on improving one significant area of student learning and then tracking its progress.
* The QEP must have both short- and long-term outcomes that can be measured for assessment.

Division:

- ○ *Continuing Education and Workforce Development*
- ○ *Curriculum and Adult Education*
- ○ *Technology and Instructional Support Services*
- ○ *Student Services*
- ○ *Facilities, Business, Administration*

Are you:

- ○ *Faculty*
- ○ *Staff / Instructor*
- ○ *Staff*

Which type(s) of class(es) do you teach? (Mark all that apply)

- ☐ *Seated without Moodle*
- ☐ *Seated with Moodle*
- ☐ *Hybrid*
- ☐ *Videoconference*
- ☐ *Online*
- ☐ *Co-op or Clinical*

Please share your thoughts and ideas for the Quality Enhancement Plan below:

What is the QEP (Quality Enhancement Plan)?
* The QEP is a plan to improve student learning or the environment that supports student learning.
* It is a five-year action plan that an institution develops using broad-based involvement of its constituents: students, faculty, staff, administrators, and the local community.
* The plan gives the college an opportunity to focus directly and intently on improving one significant area of student learning and then tracking its progress.
* The QEP must have both short- and long-term outcomes that can be measured for assessment.

What factors at CCC&TI do you feel contribute to improving student learning? (Check all that apply)

- ☐ *Explanation of syllabus*
- ☐ *Understanding college policies*
- ☐ *Instructor feedback*
- ☐ *Instructor-student communication*
- ☐ *Student-student interaction during class*
- ☐ *Class size*
- ☐ *In-class group assignments*
- ☐ *Out-of-class group assignments*
- ☐ *Real-life assignments*
- ☐ *Involvement in campus activities, programs, and organizations*
- ☐ *Academic support services (tutoring, library, writing center)*
- ☐ *Internship/co-op/service learning opportunities*
- ☐ *Other*

Other, please specify

What factors at CCC&TI do you feel are barriers or obstacles to student learning? (Check all that apply)

- ☐ *Lack of writing skills*
- ☐ *Lack of reading skills*
- ☐ *Lack of problem-solving skills*
- ☐ *Lack of experience with public speaking*
- ☐ *Lack of technology skills*
- ☐ *Lack of critical thinking skills*
- ☐ *Personal coping skills*
- ☐ *Lack of rigor in the curriculum*
- ☐ *Class pace*
- ☐ *Class size*
- ☐ *Gaps in student knowledge*
- ☐ *Managing college and personal responsibilities*
- ☐ *Financial responsibilities associated with college*
- ☐ *Adjusting to the demands of class assignments and exams*
- ☐ *Low expectations for student achievement*
- ☐ *Culturally unfriendly environments*
- ☐ *Inadequate materials, equipment, and resources*
- ☐ *Other*

Other, please specify

Based on your experiences, please suggest 1 to 3 possible QEP topics with the potential to improve student learning at CCC&TI.

Please be sure to choose "Submit" to register your survey.

Thank You

Appendix B
QEP Working Committees

Group: Design and Implementation

Task: Identify components (organizational, structural, financial, operational, etc.) and best practices essential to the development and perpetuation of an institutional process involving comprehensive advising. Explore the possibilities of external funding.

Timeline

- Review of research and best practices (November 1)
- Identify model programs (November 1)
- Determine feasibility of possible implementation (December 1)
- Make recommendations through preliminary report (January 1)

Possible Subgroups: Model Programs, Implementation, Instructional and Technical Support, Staffing Needs, etc.

Group Members:

Dena Holman, Chair	Caldwell Administration, Student Services
Kelly Greene, QEP Liaison	Caldwell Faculty, Business Programs
Shannon Brown, QEP Liaison	Caldwell Staff, Students/AAC
Susan Wooten, Consultant	Caldwell Administration, TISS
Donna Bean	Caldwell Administration, Continuing Education
Patricia Brinkley	Caldwell Staff, Student Services/Admissions
Tracy Crump	Caldwell Faculty, Early Childhood Education
Kim Hinton	Caldwell Administration, College and Career Readiness
Tonya Horn	Caldwell Staff, Student Services/AAC
Amy Huffman	Caldwell Staff, Student Services/Admissions
Allan Johnson	Watauga Staff, Student Services/AAC
Sandra Reece	Caldwell Staff, Student Services
Scott Rogers	Caldwell Staff, Business Office/Controller
Dennis Seagle	Caldwell Staff, Student Services/Enrollment Management
Rick Shew	Caldwell Staff, Continuing Education/Employer Services
Bobbie Watson	Watauga Staff, Student Services/Admissions & Records

Group: Best Practices and Literature Review

Task: Organize and document research that links student success with effective comprehensive advising techniques, as well as define best practices as followed internally and by similar institutions. Based on data gathered, develop mechanisms for implementation of “best practices” at CCCTI.

Timeline

- Review of research (October 15)
- Identify model programs and best practices (October 15)
- Review in-house historical data and establish benchmarks (October 15)
- Determine feasibility of possible implementation (October 15)
- Make recommendations through preliminary report (November 15)

Possible Subgroups: Internal Surveys/CSSE Analysis/Performance Measures, Model Programs, Implementation, etc.

Group Members:

Paula Rash, Chair	Caldwell Faculty, English
Mandy White, QEP Liaison	Caldwell Faculty, Early Childhood Education
Deborah Joyner, Consultant	Caldwell Staff, Learning Resource Center
Jan Bailey	Watauga Staff, Learning Resource Center
Heather Barnett	Caldwell Faculty, English
Becky Boone	Caldwell Staff, Student Services/TRIO
Jessica Chapman	Caldwell Faculty, English
Jennifer Fisher	Caldwell Faculty, Mathematics
Bobby Hamby	Watauga Faculty, Psychology
Ron Holste	Watauga Faculty, Social Sciences
Paul Howe	Caldwell Faculty, Business Programs
Christine Mook	Watauga Staff, Administrative Assistant
Brad Prestwood	Caldwell Faculty, English
Lauri Stilwell	Caldwell Faculty, Adult Education
Patricia Warfield	Caldwell Faculty, Psychology

Group: Technology

Task: Outline and categorize resources necessary for implementation of a digital documentation system relating to effective student advisement. Develop possible plan for implementation including budget and timelines.

Timeline

- Review of Research and software/hardware options (November 1)
- Establish Best Practices (November 1)
- Determine compatibility/integration with Colleague and Moodle (November 1)
- Make recommendations through preliminary report (January 1)

Possible Subgroups: Colleague, Moodle, Best Practices, Review of Research, etc.

Group Members:

Keith Bell, Chair	Watauga Staff, Student Services
Jessica Raby, QEP Liaison	Caldwell Faculty, Speech Language Pathology
Susan Wooten, Consultant	Caldwell Administration, TISS
Teresa Asherbraner	Caldwell Staff, Systems Analyst
Daniel Duncan	Caldwell Staff, Systems Administrator
Kathy Gragg	Caldwell Staff, Lead Systems Administrator
Kristin Harrison	Caldwell Staff, Distance Learning
Lisa Helton	Caldwell Staff, Technical Support Services
Tom Mendenhall	Caldwell Faculty, Information Technology
Cheryl Miller	Caldwell Staff, Curriculum Office Manager
Patrick Morgan	Caldwell Staff, Technical Manager/TV Studio
Michelle Powell	Watauga Faculty, Mathematics
Stacy Reagan	Watauga Faculty, Mathematics
Suzanne Shaut	Watauga Faculty, English
Debbie Yount	Caldwell Staff, Student Services

Group: Curriculum Development

Task: Examine benefits of offering required academic success courses and advising syllabi that complement the comprehensive advising and student orientation processes and are grounded in best practices and research. Develop consistent student learning modules and identify faculty/staff/student training needs.

Timeline

- Review of research (November 1)
- Identify model programs and best practices (November 1)
- Determine feasibility of implementation (December 1)
- Make recommendations through preliminary report (January 1)

Possible Subgroups: Research Review, Course Development, Syllabi Development, etc.

Group Members:

Nancy Risch, Chair	Caldwell Faculty, Developmental Education/ACA
DeAnna Chester, QEP Liaison	Watauga Faculty, Communications
Erin Cooper, Consultant	Caldwell Staff, Academic Support Center
Linda Allbritton	Watauga Faculty, Early Childhood
Laura Benton	Caldwell Faculty, English
April Cline	Caldwell Faculty, Nursing
Leslie Deal	Caldwell Faculty, Nuclear Medicine
Dustin Greene	Caldwell Faculty, Developmental Reading
Jeff Link	Caldwell Administration, Career Technical Education
Martin Moore	Watauga Faculty, Writing Center
Angie Ruppard	Caldwell Faculty, Developmental Mathematics
Lella Shaffner	Caldwell Faculty, English and ACA
Keith Starnes	Caldwell Faculty, Religion/Humanities
Callie Whitney	Watauga Staff, Student Services/Counseling
Mandy Williams	Caldwell Faculty, Adult Education
Laura Wollpert	Watauga Staff, Academic Support Center

Group: Professional Development

Task: Create and deliver productive training workshops essential for adoption of a campus-wide comprehensive advising system. Determine workshop topics. Identify possible speakers for on-campus workshops. Facilitate in-house development activities. Develop mechanisms for incentives.

Timeline

- Review of research (November 1)
- Identify model programs and best practices (November 1)
- Determine possible workshop topics and faculty incentives (December 1)
- Make recommendations through preliminary report January 1)

Possible Subgroups: Outside Speakers, Model Programs, Review of Research, etc.

Group Members:

Steve Melton, Chair	Watauga Administration, Executive Director
Melinda Hefner, QEP Liaison	Caldwell Staff, College and Career Readiness
Shari Brown	Caldwell Faculty, Adult Education
Frankie Kelly	Caldwell/Watauga Faculty, Philosophy and Religion
Nancy Leonard	Watauga Staff, Student Services/ADA
Robin Nichols	Caldwell Faculty, Sonography
Tuesday Sigmon	Caldwell Staff, Student Services/ADA
Derinda Stiene	Watauga Faculty, Business Programs
Robert Whitley	Caldwell Staff, Student Services/TRIO
Laura Wollpert	Watauga Faculty, Academic Support Center
Heather Wright	Watauga Faculty, Computer Technology Integration
Melody Yancey	Caldwell Faculty, Medical Office Administration

Group: Assessment and Evaluation

Task: Establish and create measurement criteria for effectiveness and satisfaction rates, as well as identify data collection strategies and action plans for improving results. Determine formal (direct) and informal (indirect) means of assessment for a comprehensive advising system. Possibilities include tracking of student success in subsequent courses, usage reports resulting from implementation of a digital documentation system, pre/post testing, student/faculty perception surveys, attendance statistics at workshops, campus events, etc.

Timeline

- Review of research (November 1)
- Identify model programs and best practices (November 1)
- Determine feasibility of possible implementation (December 1)
- Make recommendations through preliminary report (January 1)

Possible Subgroups: Formal Assessment, Informal Assessment, Model Programs, Review of Research, Survey Development, Documentation, etc.

Group Members:

Caleb Marsh, co-Chair	Watauga Faculty, Mathematics
Kimberly Van Wie, co-Chair	Watauga Staff, Student Services
Kate Benoit, QEP Liaison	Caldwell Staff, Institutional Effectiveness and Research
Dale Joyner, QEP Liaison	Caldwell/Watauga Faculty, Mathematics
Mark Barber	Caldwell Staff, Student Services/Financial Aid
Jeannie Hollar	Caldwell Faculty, Mathematics
Holly Korta	Caldwell Administration, Humanities and Social Sciences
Melissa McCarraher	Caldwell Faculty, Mathematics
Cate Shiles	Caldwell Faculty, Social Sciences
Linda Watts	Caldwell Faculty, Social Sciences
Denise Williams	Caldwell Faculty, Biology

Group: Marketing and Communications

Task: Develop a QEP awareness campaign that involves MAP branding and targets the entire campus community.

Timeline

- Review of research and best practices (November 15)
- Develop campaign initiatives (November 15)
- Determine feasibility of implementation (December 1)
- Make recommendations through preliminary report (January 1)

Possible Subgroups: Research Review, Faculty Awareness, Student Awareness, Campus Awareness, Communications, etc.

Group Members:

Marla Christie, co-Chair	Caldwell Administration, College Foundation
Kim Lackey, co-Chair	Caldwell Staff, Student Services/Student Activities
Edward Terry, QEP liaison	Caldwell Staff, Marketing and Communications
Sherry Wilson, Consultant	Caldwell Staff, Marketing and Communications
Amy Gantt	Caldwell Staff, Student Services
Susie Hutchens	Caldwell Staff, Student Services/Testing and Assessment
Roy Jennings	Caldwell Faculty, Automotive Systems Technology
Robert Kent	Caldwell SGA Representative
Diane Mazza	Watauga Staff, Student Services/SGA/TRIO
Jim Rodkey	Watauga Faculty, Business Programs
Kristen Sanders	Watauga SGA Representative
Joy Scott	Caldwell Staff, Distance Learning
Jennifer Teague	Caldwell Staff, Academic Support Center
Gary Wilson	Caldwell Staff, Marketing and Communications

Appendix C
CCC&TI Academic Advising Syllabus

Advisor:	Office:
Email:	Phone:
Advisee:	Student ID:
Program of Study:	
Email:	Phone:

WHAT IS ACADEMIC ADVISING?

"Academic advising is a developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. It is a decision-making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multifaceted, and the responsibility of both student and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and academic progress review, and an agent of referral to other campus agencies as necessary."

– Winston, Jr. R. B., Enders, S. C., & Miller, T. K. (Eds.) (March 1982). Developmental approaches to academic advising.

STUDENT LEARNING OUTCOMES

The purpose of academic advising is to assist students in reaching their academic goals. Students who participate in academic advising will be able to

1. Identify clear academic goals and create an academic plan for success.
2. Communicate with advisor as needed to achieve academic success.
3. Demonstrate awareness and use of institutional support resources and services.
4. Achieve continued, measurable progress toward timely completion of academic goals.

AS A STUDENT, YOU ARE EXPECTED TO…

- Schedule and keep your advising appointments.
- Arrive on time and be prepared for each appointment.
- Actively participate in advising by asking questions and offering feedback on your academic experiences, including challenges as well as successes.
- Follow through on your advisor recommendations in a timely manner.
- Identify where to find program requirements, registration policies, and procedures.
- Properly register for classes by the required deadlines.
- Keep a record of your academic progress and goals.
- Check student email account regularly for important information.
- Keep your contact information (name, address, phone) current with Student Services.
- Seek help and use appropriate campus resources when needed.
- Accept responsibility for decisions and actions.

YOUR ACADEMIC ADVISOR WILL…

- Guide you through the academic planning process with respect and honest encouragement.
- Be knowledgeable of and effectively communicate information about programs of study, graduation requirements, policies, and procedures.
- Help you identify your strengths, challenges, skills, and abilities to achieve your academic goals and successful completion of program.
- Help identify your options and make referrals to people who can help you match your personal interests, values, and abilities with your choices.
- Refer students to appropriate campus resources.
- Be accessible to students during posted office hours, by telephone, email, and by appointment.
- Respond to student contacts in a timely manner.
- Follow through on actions agreed upon with student.
- Recommend appropriate classes and refer students to tools/resources to assist with course selection/registration.
- Document advising sessions.

ACADEMIC ADVISING CHECKLIST

Admissions (preparing for first semester)

❑ Complete application.
❑ Submit transcripts (high school/GED and college).
❑ Complete placement testing, if necessary.
❑ Complete FAFSA, scholarships, and other financial resources as needed.
❑ Explore college website, review quick links, and student services.

Orientation (arranging for first semester)

❑ Meet with admissions specialist for entry interview.
❑ Be assigned an academic advisor.
❑ Complete class registration on WebAdvisor.
❑ Enroll in ACA 115/122 first semester.
❑ Register for and attend New Student Orientation.
❑ Pay bill or secure payment via financial aid, payment plan, or scholarship.
❑ Sign up for Regroup alert system, which will provide text, phone and/or email alerts when the college is closed or when the college has important reminders to share.
❑ Explore campus resources (on campus and online).
❑ Visit the Academic Support Center and Writing Center on campus.
❑ Visit the Learning Resource Center (library) and sign up for a library card.
❑ Log in to MyCCCTI.
❑ Check email and familiarize yourself with the Gmail system.
❑ Check financial aid status and meet with financial aid counselor.
❑ Print class schedule.
❑ Log in to Moodle and familiarize yourself with the process.

Ongoing

❑ Check student email daily.
❑ Read Moodle announcements daily.
❑ Check Cobra calendar online and bulletin boards for campus events and information.
❑ Attend classes regularly, get involved, and ask questions.
❑ Compete all assignments before class and take good, detailed notes in class.
❑ Keep a daily/weekly/monthly calendar and plot out all assignments and important dates.

❑ Visit instructors during office hours to discuss class progress or ask questions.
❑ Respond to contacts from academic advisor in a timely manner.
❑ Check with advisor and financial aid before dropping a class.
❑ Explore campus activities and student organizations.
❑ Take advantage of Academic Support Center tutoring and the Writing Center.
❑ Check grades in WebAdvisor within 1-2 days after the term ends.
❑ Review academic policies including Academic Integrity Policy.
❑ Meet with career counselor if plan/goals change.

Year One-Fall Semester
❑ Take ACA 115 or ACA 122.
❑ Schedule an appointment with advisor.
❑ Review academic requirements for program of study.
❑ Meet with advisor and complete your MAP (My Academic Plan) prior to registering for classes.
❑ Register for spring semester classes on WebAdvisor.
❑ Print next semester's schedule.
❑ Check status with financial aid.
❑ Complete FAFSA for next academic year.
❑ Research and apply for scholarships.
❑ Explore volunteer opportunities, internships, or co-ops for chosen career field.
❑ Contact intended university or college for transfer planning, if transfer student.
❑ Review address, phone number, and major in WebAdvisor and make changes as necessary.

Year One-Spring Semester
❑ Take ACA 115 or ACA 122, if not already completed.
❑ Schedule an appointment with advisor.
❑ Review academic requirements for program of study.
❑ Meet with advisor and update MAP (My Academic Plan), if needed, prior to registering for classes.
❑ Register for summer and/or fall semester classes on WebAdvisor.
❑ Print next semester's schedule.
❑ Check status with financial aid.
❑ Complete FAFSA for next academic year, if not already completed.
❑ Research and apply for scholarships.
❑ Explore volunteer opportunities, internships, or co-ops for chosen career field.
❑ Contact/visit a transfer advisor at your intended university or college, if transfer student.
❑ Review address, phone number, and major in WebAdvisor and make changes as necessary.

Year Two-Fall Semester
❑ Schedule an appointment with advisor.
❑ Review academic requirements for program of study.
❑ Meet with advisor and complete your MAP (My Academic Plan) prior to registering for classes.
❑ Register for spring semester classes on WebAdvisor.
❑ Print next semester's schedule.
❑ Check status with financial aid.
❑ Complete FAFSA for next academic year.
❑ Research and apply for scholarships.
❑ Explore volunteer opportunities, internships, or co-ops for chosen career field.
❑ Meet with transfer advisor at your intended university or college, if transfer student.
❑ Review address, phone number, and major in WebAdvisor and make changes as necessary.

Year Two-Spring Semester

❑ Schedule an appointment with advisor.
❑ Review academic requirements for program of study.
❑ Meet with advisor and update MAP (My Academic Plan), if needed, prior to registering for classes.
❑ Register for summer and/or fall semester classes on WebAdvisor or make arrangements to register for classes at your transfer university.
❑ Print next semester's schedule.
❑ Check status with financial aid.
❑ Complete FAFSA for next academic year, if not already completed.
❑ Research and apply for scholarships.
❑ Explore volunteer opportunities, internships, or co-ops for chosen career field.
❑ Meet with transfer advisor at your intended university or college, if transfer student, to finalize transfer plans.
❑ Review address, phone number, and major in WebAdvisor and make changes as necessary.

Prior to Graduation and/or Transfer

❑ Update resume, visiting the Writing Center or meeting with a career counselor for review.
❑ Attend job/career fairs or other networking opportunities.
❑ Meet with NC Works to create/update profile and apply for jobs.
❑ Meet with advisor to prepare for graduation.
❑ Review degree audit to assure all classes are completed for graduation or transfer.
❑ Apply for acceptance at your transfer university, if transfer student.
❑ Apply for graduation.

RESOURCES AND SERVICES OFFERED BY CCC&TI:

Academic Support Services

- Free tutoring for many subjects, including placement test help
- Writing Center - Free help with any type of writing. Online tutoring also available
- Computer-related help such as Moodle, email, and other college platforms
- Printing services available for a fee

Bookstore

- Textbooks available for purchase
- School supplies and equipment available

Library/Learning Resource Center

- Research Assistance
- Books and Academic Journals, e-books
- Faculty Reserves
- Printing Services available for a fee

Student Services

- Career Planning
- Personal Counseling
- Disabilities Services
- Testing Center
- Academic Advising
- Financial Aid
- Transcript Evaluation
- TRIO/Student Support Services
- Student IDs
- Student Activities, Clubs, Committees and Honor Societies open to students
- Global Scholar Program open to students who meet the criteria
- Workshops - Both campuses offer a variety of workshops to enhance student learning

Appendix D
ACA 122 e-Portfolio Assignment

Definition
A portfolio is a collection of student work that demonstrates the quality of a student's performance. Portfolios are common documents in education, arts, design, and job search. Portfolios are comprised of students' work and students' reflection on their work and can be presented in print or electronic form. We will be building an electronic portfolio throughout the term using www.wix.com, a website creation tool.

Purpose
The purpose of this portfolio assignment is to collect and present information that will help you make informed decisions about your academic and career goals. The portfolio documents your progress through the process of goal discernment: self-assessment, goal exploration, and goal setting. The portfolio assignment asks you to make many choices regarding your academic plan, including choosing a college, major, and financial options. In some cases, you may not have that all fully decided. You should take advantage of this e-portfolio assignment to help you research your options. This has the potential to be one of the most important assignments you develop as a college student.

Learning Outcomes
This assignment supports the following course learning outcomes:

- Develop a strategic plan for completing community college academic goals, including certificates, diplomas, and/or associate degrees.
- Develop a strategic plan for transferring to a university and preparing for a new career.
- Identify the rights and responsibilities of transfer students under the Comprehensive Articulation Agreement (CAA), including Universal General Education Transfer Component (UGETC) designated courses, the Transfer Assured Admissions Policy (TAAP), the CAA appeals process, and university tuition surcharge.
- Identify essential college resources, including financial aid, advising, registration, tutoring, library services, computer labs, and counseling services and recognize the importance of these resources on student success.
- Identify essential college policies and procedures, including academic integrity such as avoiding plagiarism; calculating a GPA, and maintaining satisfactory academic progress for financial aid eligibility and/or good academic standing.

Formatting Guidelines
Using the wix.com website builder, you will have a lot of flexibility in how your portfolio looks. Please make sure the portfolio contains all the required elements and links (through the use of easily discernible tabs or buttons). You will also want to ensure that your website is easy to read and that information is easy to find. Other than that, you have freedom to design the e-portfolio to your liking. There are links to a sample e-portfolio in the Moodle course site to help you design your own. Plus, the wix.com site has many, many templates from which to choose to make your e-portfolio look professional. Note: Any information included on your portfolio, such as photos, videos, links to other websites, etc., should be of a professional nature and not be considered offensive.

Deadlines
Your portfolio will have an overall due date (refer to the Assignment Schedule); however, various pieces of the portfolio will be due along the way. Many elements of the e-portfolio will be due in draft form earlier in the term. Please use the feedback you receive on your drafts to improve the individual elements of your portfolio.

Grading
This portfolio represents a significant part (30%) of your final grade in this class; therefore, this is an assignment that deserves significant attention from you. Do not wait too late to begin this assignment because you will need more than a few days to gather all the required information and create a good portfolio. See the assignment guidelines below for a specific listing of the required elements for this assignment.

Required e-Portfolio Elements

- **About Me-Personal Narrative & Goals—10 points**
  This personal narrative will clearly state your academic and career goals, including what credential you intend to earn at the community college and at your transfer university, what specific career you are working towards, and how that career choice fits with your personal values and interests.

- **My College Choices—35 points**
  Many of you will have only one transfer university in mind. However, some of you will have no idea at the beginning of the term where you wish to transfer. For this assignment, you must research and present information on 3-4 schools and rank them in order of best fit in terms of your career goals and expectation for success. You will identify the major you would like to pursue at each of these universities, consider student life options that interest you (including sports, clubs, and other extra-curricular activities), determine your housing preferences, and prepare a detailed cost of attendance for each university choice. You should also include some information about the city or town where the university is located, along with advantages or disadvantages to that location. You should also include other pertinent information such as what kind of student academic support is available, graduation rates, crime statistics, transferable credits, etc. This section should be very well researched and very thorough. Please include links to the universities' websites wherever possible and expect to have many sources for this section.

- **Academic Plan—15 points**
  This section will include your academic plan for both the community college (first one to two years) and your top choice of transfer university (last two to three years). This will be fairly detailed and require significant research to develop a semester-by-semester plan. For this, you can revise and upload the Academic Planning Chart that you previously submitted in the course.

- **Financial Plan—15 points**
  This section will include a realistic plan for how to fund your academic goals. You should include expected grants, potential scholarships, savings, funds from working, and any other funding sources you can tap to finance your academic goals. You should include links to/information about at least four scholarships for which you can apply. Include expected grants or loans in your financial plan, and also include any income you will potentially earn from working either off campus or on campus as a work study. Ideally, you will have completed the FAFSA and will have an idea of how much, if any, financial aid you can count on from that. Keep in mind that any deficit you have in your income versus expenses ratio will most likely come from loans, and those are always a last resort for financing your college education. You can present this information in a budget form if you like.

- **Career Plan—10 points**
  This section will include information you have researched on your chosen career path. Much of this information you will research through CFNC.org and the Occupational Outlook Handbook activity; however, you will not simply upload the worksheet you previously submitted in the class. Please present this information more formally. You may choose to upload a resume and/or previous work or volunteer experience (in addition to your career research) in this section. You might also choose to provide information about or links to any professional associations for people working in your career. Again, you can also include links to any helpful websites or professional associations that might apply to your career choice.

- **Sources—15 points**
  For much of the information that you present in your portfolio, you will need to provide sources. For ease of verifying the information, please list your sources for each "page" of your e-portfolio in either MLA or APA format at the bottom of the respective page. Therefore, you will not have a traditional works cited like you would do with an essay, but, rather, you will have sources listed at the bottom of each page of your portfolio where you have used source material. Almost every page should have sources listed as you will be looking up information on each college, student life, cost of attendance, scholarships, career options, etc. Remember that simply linking to a website is not proper citation of a source. The links are very helpful for readers that want to learn more about a college or a scholarship, but you will also need properly formatted sources cited at the bottom of each section of your portfolio.

- **Optional—For Bonus Points**
  Each of the following activities can earn you bonus points on your portfolio assignment. You must provide some type of documented proof for each bonus activity.
  - Include an interview with someone in your chosen career. Develop 10 questions about the career, the working conditions, the benefits/fulfillment, etc., and use those in an in-person, telephone, or email interview. Post the whole Q & A in the Career section of your e-Portfolio.
  - Visit your preferred transfer university in person. Almost all colleges and universities offer free campus tours, and that's a great way to learn more about the campus and meet with a transfer advisor. If you do visit in person, post the information about your visit (date, whom you met with, etc.) and post some photos of campus!
  - Actually complete and submit an application for a scholarship or apply to your transfer university.

ACA 122

Academic Planning e-Portfolio Rubric

Student _____ e-Portfolio Total Points _____

About Me - Personal Narrative and Goals: 10 points _____ out of 10 points

Required Element	Excellent	Above Average	Good	Weak	Absent/ Missing
Well-written statement of academic goals, including transfer university and intended degree.					
Clearly states career goals and how they fit personality and interests.					

My College Choices: 35 points _____ out of 35 points

Required Element	Excellent	Above Average	Good	Weak	Absent/ Missing
At least three possible transfer colleges/universities presented.					
Detailed information on major, student life, housing, and location presented on each choice.					
Information presented on graduation and /or crime rates on each choice.					
Customized and realistic cost of attendance information presented on each college choice.					
Links provided to transfer university websites.					

Academic Plan: 15 points _____ out of 15 points

Required Element	Excellent	Above Average	Good	Weak	Absent/ Missing
Academic Plan clearly shows community college courses vs. university courses.					
Academic Plan clearly shows four years of college course work totaling 120 hrs. minimum					

Financial Plan: 15 points _____ out of 15 points

Required Element	Excellent	Above Average	Good	Weak	Absent/ Missing
Realistic plan details how you intend to finance your academic goals.					
Links to/information about at least four potential scholarships for which you can apply.					
Expected grants or loans included in your financial plan.					
Potential income from work or work study included.					

Career Plan: 10 points **_____ out of 10 points**

Required Element	Excellent	Above Average	Good	Weak	Absent/ Missing
Career path clearly stated with information about career, expected salaries.					
Resume and/or previous work/volunteer experience included.					
Information or links provided for professional associations for your career.					

Sources: 15 points **_____ out of 15 points**

Required Element	Excellent	Above Average	Good	Weak	Absent/ Missing
All source material provided clearly at the bottom of each page of the e-portfolio.					
All source material clearly provided in proper MLA or APA format.					

Overall Effect: Subtraction of up to 10 points each **_____ points deducted**

Required Element	Excellent	Above Average	Good	Weak	Absent/ Missing
e-Portfolio is clear and well written, demonstrating proper grammatical conventions (including spelling).					
e-Portfolio demonstrates strong visual appeal, “readability,” and professional appearance.					

Bonus Points: Addition of up to 10 points each **_____ bonus points**

Bonus Element	Included?	Additional Points
Interview Q & A with career professional posted in Career section of your e-Portfolio.		
Campus visit photos/info posted in your e-Portfolio.		
Proof provided of completed scholarship or university application.		

Appendix E

Job Description: Student Resource Specialist

Caldwell Community College and Technical Institute

Position Description

Job Title	Student Resource Specialist	Location	Caldwell and Watauga
Department	Student Services	Reports to	Director, Counseling and Advisement Services
Classification	Exempt	Band Code	227
Revised Date	March 2016		

Definition

Focuses on identification and retention of students at risk of leaving the institution. Responsibilities include monitoring Early Alerts and other institutional early warning signs and meeting with students identified as "at risk".

Supervision Received and Exercised

Received general direction from the Director, Counseling and Advisement Services.

Exercises no supervision.

Essential and Marginal Function Statements

Essential and other responsibilities and duties may include, but are not limited to, the following:

Essential Functions:

1. Provide proactive and individualized success coaching to a caseload facilitated by early alert/advising system powered by predictive analytics.
2. Help embed effective intrusive advising processes to reach at-risk students who could benefit most from additional support.
3. Identify students who are at risk of leaving the college prematurely (i.e. prior to completion of stated goals), and provide proactive outreach by connecting students to intentional interventions and student support activities.
4. Provide a seminal role in the ongoing development and maintenance of the Academic Early Alert program, technologies and retention efforts.
5. Provide timely feedback to identified students about their academic status.
6. In collaboration with Faculty and Student Services staff, assess primary and secondary challenges of identified at-risk students.
7. Identify institutional and community-based resources available for students and refer as appropriate. Referrals may include, but are not limited to, Academic Support, Disabilities Services, Career Counseling, and/or community resources.
8. Maintain an active case-load and keep appropriate documentation of interventions and outcomes for identified at-risk students.
9. In collaboration with faculty and Student Services staff, develop a Student Success Plan (SSP) for

each identified at-risk student.
10. Interface with instructional program faculty and staff regularly to effectively communicate support services available to student s and become better connected to resources and program requirements and expectations.
11. Provide targeted academic advising, as appropriate, for identified students.
12. Evaluate transcripts and degree audits to facilitate advising and maintain up-to-date reference documents such as catalogs and handbooks.
13. Maintain familiarity with both college transfer and technical program requirements.
14. Deliver, or assist in the delivery of, Student Success courses; present student workshops.
15. Participate in regular departmental consultations, meetings, and other professional development activities.
16. Model legal and ethical practices and guidelines as related to academic advising and/or counseling; adhere to FERPA guidelines, especially in regard to ethical standards, record keeping, and confidentiality.
17. Perform other duties as assigned.

Marginal Functions:
1. Serve on institutional and community committees as assigned.
2. Assist in all areas of Student Services when needed.
3. Perform other duties as assigned.

Qualifications

Knowledge of:
Comprehensive Articulation Agreement for public and private institutions.
Principles and techniques of academic advising.
The mission, goals and objectives of CCC&TI.
College admissions and retention techniques and procedures.
Principles and procedures of record keeping.
Safe work practices and procedures.
Operational characteristics of equipment and tools used in the area of work assigned.
English usage, spelling, grammar and punctuation.
Modern office procedures, methods and computer equipment.
Current trends, research and development in the area of assignment.
Pertinent federal, state and local laws, codes and regulations.

Ability to:
Interpret and apply college and assigned division goals, objectives, policies, procedures, rules and regulations.
Contribute to the development of academic mission, goals and objectives which compliment those of the college.
Prepare clear and concise administrative and financial reports.
Interpret and apply federal, state and local policies, laws, and regulations.
Communicate clearly and concisely, both orally and in writing.
Establish and maintain effective working relationships with those contacted in the course of work.
Interpret, explain, and enforce departmental policies and procedures.
Follow all safety rules and regulations of the Department.
Understand and follow oral and written instructions.
Maintain physical condition appropriate to the performance of assigned duties and responsibilities which may include the following:
standing or sitting for extended periods of time
moderate lifting and carrying

operating assigned equipment.

Maintain effective audio-visual discrimination and perception needed for:
making observations
reading and writing
operating assigned equipment
communicating with others
handling varied tasks simultaneously.

Maintain mental capacity which permits:
making sound decisions and using good judgment
demonstrating intellectual capabilities.

Effectively handle a work environment and conditions which involve:
working closely with others
periodically working irregular hours.

Experience and Training Guidelines

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Experience:
Two years of increasingly responsible experience in an academic setting. Previous experience with academic advising and/or student retention at the community college level is preferred.

Training:
Bachelor's degree from an accredited college or university with major course work in education, counseling, student development or related field is required.

Working Conditions

Environmental Conditions:
Office or classroom environment; working closely with others; periodically working irregular hours; exposure to computer screens.

Physical Conditions:
Essential and marginal functions may require maintaining physical condition necessary for standing, walking or sitting for prolonged periods of time; moderate lifting; general manual dexterity.

Appendix F

New Student and Graduate Self-Assessment

Caldwell Community College and Technical Institute

New Student Self-Assessment

CCCTI is implementing a new student advising process called My Academic Plan (MAP) to help students be more successful in achieving their goals.

Please be sure to respond to each question thoughtfully and honestly. We will be asking you to complete a similar assessment midway through your program and at graduation, so please include your name and student ID below. This information is completely confidential and will only be used for overall comparison.

Student Name: _____ **Student ID:** _____

How many times do you expect to meet with your advisor during a semester?

☐ *Once or twice* ☐ *Three to five times* ☐ *More than five times* ☐ *I do not need to meet with my advisor every semester.* ☐ *I'm not sure.*

Please indicate how often you expect to do the following as a student at CCCTI:

Very Often: use on a daily basis	Often: at least once per week	Sometimes: once or twice a month	Rarely: once or twice a semester	Never: I won't need this resource

	Very Often	*Often*	*Sometimes*	*Rarely*	*Never*	*I don't know of this service.*
Meet with an instructor outside of class	☐	☐	☐	☐	☐	☐
Communicate with an instructor through email	☐	☐	☐	☐	☐	☐
Meet with a Career Counselor	☐	☐	☐	☐	☐	☐

Please indicate how often you expect to use the following services or resources OUTSIDE OF CLASS:

Very Often: use on a daily basis	Often: at least once per week	Sometimes: once or twice a month	Rarely: once or twice a semester	Never: I won't need this resource

	Very Often	*Often*	*Sometimes*	*Rarely*	*Never*	*I don't know of this service.*
Academic Advising	☐	☐	☐	☐	☐	☐
Academic Support Center	☐	☐	☐	☐	☐	☐
Career Counseling	☐	☐	☐	☐	☐	☐
Disability Services	☐	☐	☐	☐	☐	☐
Financial Aid	☐	☐	☐	☐	☐	☐
Learning Resources Center (Library)	☐	☐	☐	☐	☐	☐
Student Activities/Student Organizations	☐	☐	☐	☐	☐	☐
Testing Center	☐	☐	☐	☐	☐	☐
Tutoring	☐	☐	☐	☐	☐	☐
Writing Center	☐	☐	☐	☐	☐	☐

Below is a list of digital tools used at CCCTI for academic planning.

Please indicate your skill level using each of the listed tools according to the following scale:

Very Skilled: I can easily navigate this tool and require no assistance	Skilled: I can use this tool with little assistance	Somewhat Skilled: I can use this tool but need occasional assistance	Unskilled: I have difficulty using this tool and need significant assistance	Never Used: I have never used this tool before

	Very Skilled	*Skilled*	*Somewhat Skilled*	*Unskilled*	*Never Used*
Webadvisor - registering for classes	☐	☐	☐	☐	☐
Webadvisor - running a program evaluation	☐	☐	☐	☐	☐
Moodle	☐	☐	☐	☐	☐
Student Email	☐	☐	☐	☐	☐
MyCCCTI - Student Portal	☐	☐	☐	☐	☐
The online College Catalog	☐	☐	☐	☐	☐
The CCCTI Webpage	☐	☐	☐	☐	☐
CCCTI social media (Facebook, Twitter)	☐	☐	☐	☐	☐

THANK YOU!

Office of Institutional Effectiveness, Research, and Grants *rev. 07/15/2016*

Caldwell Community College
and Technical Institute

Graduate Self-Assessment

CCCTI is implementing a new student advising process called My Academic Plan (MAP) to help students be more successful in achieving their goals.

Please be sure to respond to each question thoughtfully and honestly. We have asked you to complete a similar assessment as a new student and midway through your program, so please include your name and student ID below. This information is completely confidential and will only be used for overall comparison.

Student Name: _____ **Student ID:** _____

---

1 Please rate your level of agreement with the following statements, based on your entire CCCTI experience:

	Strongly Agree	*Agree*	*Neither Agree nor Disagree*	*Disagree*	*Strongly Disagree*	*Not Sure*
My advisor was available to meet with me at times that were convenient to my schedule	☐	☐	☐	☐	☐	☐
During our meetings, my advisor and I discussed resources that were available to me to assist me in my academic plan	☐	☐	☐	☐	☐	☐
My advisor and I discussed how my interests relate to my academic plan	☐	☐	☐	☐	☐	☐
I feel that my advisor shares my enthusiasm for completing my academic plan	☐	☐	☐	☐	☐	☐

2 Please indicate which of the following methods you have used to communicate with your advisor (Choose all that apply):

☐ *Face to face meetings* ☐ *Telephone* ☐ *Email* ☐ *Web-based meetings (Skype, Adobe Connect)* ☐ *Other*

Other, please specify: _____

3 How many times have you met with your advisor in the last 6 months?

☐ *Once or twice* ☐ *Three to five times* ☐ *More than five times* ☐ *I do not need to meet with my advisor every semester.* ☐ *I'm not sure.*

4 Please indicate how often you have done the following as a student at CCCTI:

Very Often: use on a daily basis	Often: at least once per week	Sometimes: once or twice a month	Rarely: once or twice a semester	Never: I won't need this resource

	Very Often	*Often*	*Sometimes*	*Rarely*	*Never*	*I don't know this service.*
Met with an instructor outside of class	☐	☐	☐	☐	☐	☐
Communicated with an instructor through email	☐	☐	☐	☐	☐	☐
Met with a Career Counselor	☐	☐	☐	☐	☐	☐

5 Please indicate how often you have sought out the following services or resources OUTSIDE OF CLASS:

Very Often: use on a daily basis	Often: at least once per week	Sometimes: once or twice a month	Rarely: once or twice a semester	Never: I won't need this resource

	Very Often	*Often*	*Sometimes*	*Rarely*	*Never*	*I don't know this service.*
Academic Advising	☐	☐	☐	☐	☐	☐
Academic Support Center	☐	☐	☐	☐	☐	☐
Career Counseling	☐	☐	☐	☐	☐	☐
Disability Services	☐	☐	☐	☐	☐	☐
Financial Aid	☐	☐	☐	☐	☐	☐
Learning Resources Center (Library)	☐	☐	☐	☐	☐	☐
Student Activities/Student Organizations	☐	☐	☐	☐	☐	☐
Testing Center	☐	☐	☐	☐	☐	☐
Tutoring	☐	☐	☐	☐	☐	☐
Writing Center	☐	☐	☐	☐	☐	☐

6 Please indicate your skill level using each of the listed tools according to the following scale:

Very Skilled: I can easily navigate this tool and require no assistance	Skilled: I can use this tool with little assistance	Somewhat Skilled: I can use this tool but need occasional assistance	Unskilled: I have difficulty using this tool and need significant assistance	Never Used: I have never used this tool before

	Very Skilled	*Skilled*	*Somewhat Skilled*	*Unskilled*	*Never Used*	*Not Sure*
Webadvisor - registering for classes	☐	☐	☐	☐	☐	☐
Webadvisor - running a program evaluation	☐	☐	☐	☐	☐	☐
Moodle	☐	☐	☐	☐	☐	☐
Student Email	☐	☐	☐	☐	☐	☐
MyCCCTI - Student Portal	☐	☐	☐	☐	☐	☐
The online College Catalog	☐	☐	☐	☐	☐	☐
The CCCTI Webpage	☐	☐	☐	☐	☐	☐
CCCTI social media (Facebook, Twitter)	☐	☐	☐	☐	☐	☐

THANK YOU!

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