



Career | Advising | Path | Student Success

CAPS ON THE WAVE: Fostering Student Success Through Excellence in Advising

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Executive Summary

The purpose of the Quality Enhancement plan is to improve the onboarding experience of students' academic and career success through collaborative advisement and career exploration. The college formed a QEP committee to identify a topic of focus based on broad based support and feedback from institutional stakeholders that support R-CCC's goal of student success. The committee engaged in the collection and analysis of data to identify gaps that impact student success measure outcomes and developed a plan for improvement. The comprehensive review led to the Quality Enhancement Plan selection of intentional advising. This model, "CAPS Career Advising Path for Success" will support student success, retention, and completion, with implications for overall student learning.

Goal 1- To support and assist students in exploring career pathways, planning and the realization of their educational and career goals

Goal 2- To facilitate ongoing communication and engagement between the advisor and student

Goal 3- To support quality advising through ongoing professional development and relevant, effective support tools (e.g., advising manual, Aviso software, and Career Coach, among others).

The areas of focus that support effective advising include the following:

- (a) Seamless student onboarding processes
- (b) Case management approach to advising that reflects individual student needs
- (c) Assessment of advising practices that lead to continuous improvement
- (d) Incorporate into ACA 111 and ACA 122 career exploration, teaching skills to be successful

In order to achieve the Goals of CAPS, the current advising model will be redesigned to incorporate the following:

- Additional advising personnel
- Career exploration as part of the first year advising
- Ongoing professional development (once a semester) on topics relating to advising and advising software
- Continuous advising support throughout the student experience

The impact of CAPS will be assessed by three clearly stated, and measurable student success measures:

- As engaged learners, students will have lower D, F, Withdrawal, or Incomplete rates.
- Forming support networks, students will increase use of support resources (Advising, Career Coach, NC Works).
- Showing persistence, students will transfer or graduate at a higher rate.

Assessment plans will rely on analysis of both direct and indirect measures of student success. Use of assessment results will be utilized to modify and improve aspects of the Quality Enhancement plan.

Introduction

Roanoke-Chowan community College (R-CCC) is located in Ahoskie, North Carolina, where it serves a diverse population of students. As stated in the mission, Roanoke-Chowan Community College, a member of the North Carolina Community College System and located in Hertford County, is a public, two-year institution of higher education offering associate degrees, diplomas, certificates, college and career readiness, and customized business and industry training in a variety of delivery modes promoting public service, transfer, and workforce development for a diverse student body, leading them to contribute to the vitality of an increasingly global community.

The College currently has twenty curricular programs in which students may seek degrees, diplomas, and short-term skills-based certificates.

Roanoke-Chowan Community College was originally established in 1967 as Roanoke-Chowan Technical Institute. The institution has a strong tradition of building from the past and improving the present as it moves toward meeting the needs of tomorrow. While the College is proud of its past, it realizes that its longevity is merely a steppingstone to the future.

At present, R-CCC rates fifty-seven out of fifty-eight on the transfer performance measure established by the North Carolina Community College System (NCCCS). This measure considers Associate Degree completers and those who have completed thirty or more articulated transfer credits. Of those students who subsequently transfer to a four-year university or college during the fall semester, the percentage who graduate prior to or remain enrolled at any four-year college or university the subsequent fall semester is considered successful. NCCCS establishes a baseline level based on the most recently completed reporting period, and the baseline for transfer reflect 79.4%. Roanoke-Chowan's students reflect 79.2% for the most recently reported year (18-19 cohort).

Considering that this metric is based on students graduating from their transfer college or staying enrolled, advising could play a significant role in students' ability to persist. Certainly, a strong academic foundation is also critical for success on this student performance measure and will also be an area of focus for the college's instructional team. Transfer shock (Hills, 1965) is typically associated with transfer students suffering a dip in their GPAs upon enrollment at their four-year college or university, and subsequent studies have considered how acclimation and other factors can impact students' ability to succeed upon transfer (Berger & Malaney, 2003). However, if students are making a choice in a major or for a college that does not align

with their academic interests and strengths, it is reasonable to assume that they will be vulnerable to attrition.

Topic Identification and Development

The college began its topic investigation in the spring of 2019. A QEP Committee was formed that was inclusive of the following employees: IR Director (Chair), Math faculty (Co-chair), a TRIO staff member, and six faculty members from health sciences, industrial maintenance, nurse aide, health sciences, biology, student services, office administration, and the CAO as “Resource Staff.” In this initial meeting, the committee reviewed the past QEP, the college’s Fifth-Year Interim Report, and CCSSE results.

Working from this information, they discussed the following new topics: Student retention, student academic self-efficacy, and technology proficiency (QEP Minutes, January 30, 2019). The group determined that a campus exploratory survey would be a productive way to further develop these ideas into potential topics and to gain broad-based buy-in. With the committee’s assistance, the Director of Institutional Effectiveness created and disseminated the exploratory topic survey to faculty, staff, and students.

Topics generated from the survey included self-efficacy and advising. At a January 12, 2021 meeting, the QEP committee revisited topic selection and the Director of IE also shared retention and progression statistics as indicated below:

	2017-18	2018-19	2019-20	2020-21
Fall-to-Fall (Retention)	53%	51%	47%	*
Fall-to-Spring (Persistence)	77%	78%	76%	83%

**The Director did present fall-to-fall 2020-21 during the January 2021 meeting, as the fall 2021 data was not available at that time.*

The college experienced turnover in key positions on the committee. As such, QEP Committee established a session on the QEP at the fall 2021 professional development sessions which included the information that had been gathered prior with a new opportunity for faculty to vote on a topic. The topic was also voted on by students and staff. The following percentages indicate a strong demand for the topic of advising: Faculty 78%, Staff 52%, Students 47.50%. A new QEP Director was also chosen at this time and given a course reduction for her responsibilities.

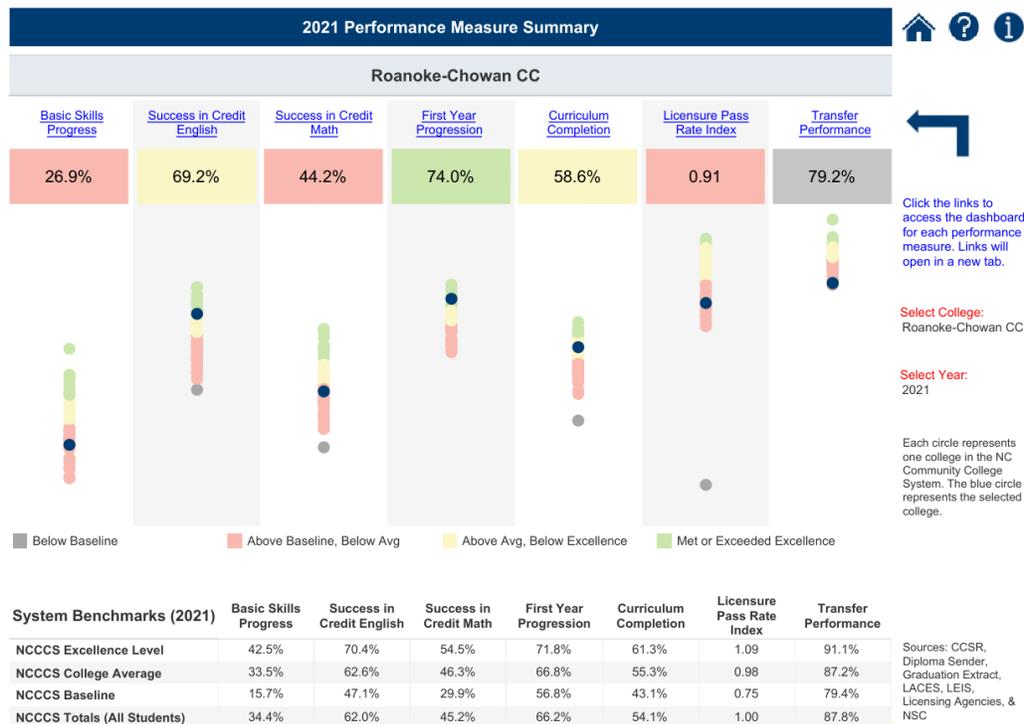
The general process for the topic selection is depicted below.

QEP Committee Formed	Call for Topics	Data Review	Constituent Involvement/Discussions	QEP Proposal Implementation
Chair and Co-Chair Identified	Tentative Committee topic discussion	CCSSE and Aviso data	QEP Committee Professional development with feedback from constituents	Committee meetings ongoing, New Director identified
Reviewed previous QEP	Emailed Survey to students	Institutional Data (Performance Measures, Transfer data, Institutional Data)	Discussion with faculty and staff and students	Review of data, goals, initiatives, ongoing planning, and timeline development
Fifth Year Report	Emailed survey to staff	Strategic Plan, Mission, and Vision	Presentations to Board, discussion, and vote	Submission of final proposal and Institutional approval
CCSSE Results	Emailed survey to faculty	Tentative budget development	Presentations to faculty, staff, students	Marketing and branding

Data Review

It was noted to constituents that the topic for the Quality Enhancement Plan should emerge from the strategic plan, align, and connect with the mission and vision and arise from data related to student success and/or a critical need. The former QEP Director, Biology Instructor Jessica Goninan, shared the North Carolina Community College System (NCCCS) Performance Measures data with faculty at the August 2021 fall kick-off meeting. These data points were familiar to some of the faculty, but the faculty had not recently been engaged in analysis and discussion about the reasons for Roanoke-Chowan Community College’s performance. The college’s overall performance for 2021 was presented, as indicated in TABLE: one.

TABLE 1: Roanoke-Chowan Community College Performance Measure Summary



Of particular concern was the transfer performance measure, which was below the baseline established by NCCCS. The faculty were asked to consider reasons for the lagging performance. Discussion included academic rigor, students making uninformed choices about the best four-year college for them, transfer/culture shock, too much freedom/autonomy before maturing, and so forth.

After a review of data that included NCCCS performance measure data, student, faculty, and employee surveys, the college community chose the broad topic of *advising*. Broad based support was garnered related to improving student success measure outcomes. One of the most compelling data points was the college’s position as fifty-seven out of fifty-eight in terms

of student transfer performance, a measure of students' persistence and completion at their respective transfer college. This comparison allowed the committee to find a useful starting point for conversations related to the need for career exploration through advising and an emphasis on career exploration in professional development.

Results of the Community College Survey of Student Engagement in 2021 revealed the lowest aspects of student engagement for Roanoke-Chowan Community college was in question 12. 1.b. related to how often students have engaged with career counseling. This support for learner's benchmark revealed that the Community College 2021 Cohort was 19.9% (for two or more times) compared to 5.1% for the college.

As part of the college's involvement in the Rural Leaders program, historical reports have been generated through Institutional Effectiveness that include Credit Momentum Metrics. Results reflect a four-year average of 10.5% of first-time students not earning college level credits (only F and W grades) at the end of the first semester.

After QEP Committee and faculty analysis, these key stakeholder groups surmised that students' lack of awareness of the best pathway and transfer college for their needs could be negatively impacting their transfer performance, which is borne out by student development research. Faculty were also concerned that students were not receiving sufficient information during the advising process to make wise career decisions.

QEP Planning and Progress

The fall 2021 professional development included a session on refining the QEP topic. Due to resignation, a new QEP Director was selected. The new QEP Director (who also had the advantage of being one of the initial QEP Committee members from 2019) was able to bring the faculty up-to-speed on the history and current direction of the QEP work. The Director presented key data points for the faculty's consideration at the professional development session for the faculty's consideration. Faculty were provided a QR code so that they could vote on QEP topics again, including advising. The faculty response was resoundingly in support of advising as the QEP topic.

The QEP Director divided the larger QEP committee into subcommittees, including literature review, marketing and branding, budget, and assessment. She also established a Teams site so that all activities of the QEP committee could be captured.

The marketing and branding committee created a logo for the QEP entitled *CAPS on the Waves*. This logo was approved for use by the Board of Trustees and the Board was also given opportunity to discuss the QEP topic and any additional ideas or recommendations they had for shaping the topic.

The budget for the QEP was developed as well as the literature review which provided a strong theoretical base for the refinement of the advising model. The QEP Committee worked together to develop a marketing plan, timeline, select QEP lead evaluators for nomination, develop an organizational plan, create a logo, review best practices, develop a budget, and assessment plan. The committee set aside meetings to assign tasks, discuss results, and make decisions to continue to move the development forward. Once the topic area was decided upon goals, areas of focus and student success measure outcomes were determined.

On August 10, 2022, the topic was presented to faculty and staff at the Fall Opening Days. A QEP kick-off was led by Ms. Kristen Fajardo, QEP Director. The presentation engaged the audience with a Jeopardy game focused on the Quality Enhancement plan. Key components of the college's CAPS were shared along with upcoming work of the committee and particularly implications for students, faculty, and staff.

Students were introduced to the QEP topic at fall orientations on August 12, 2022, and August 15, 2022.

Literature Review

Advising's role in higher education is traced to the 19th century, particularly to the use of advisors at Johns Hopkins University and the shift to more elective options for students (McGill, 2019). In the earliest stages of advising, the work was primarily focused on course selection and less about the supportive, mentoring aspect. Advising's focus on the development of the student and the professionalization of the work of the advisor was further enhanced by the development of The National Academic Advising Association (McGill, 2019). In addition to faculty advisors, colleges began expanding advising roles to staff members. Early change agents in broadening the scope of advising also included O'Banion, Crookston, Tinto, and Pascarella. As the research base for advising grew, so did new theoretical frameworks about advising outcomes, models, and best practices.

Student Development Theory

The expanded concept of advising was also aided by an increasing focus on students' holistic development and growing awareness of the importance of student retention. Higher education's emphasis through the mid-century was the expansion of education. What had previously been the privilege of the elite became increasingly accessible to middle class America, aided by the GI Bill and other legislation aimed at making higher education more affordable. As a wider range of students began entering higher education, the disparate needs of this more heterogenous group were becoming apparent. Theories of student development provide the underpinning for many college advising models, specifically, Perry (1970), Chickering (1992), and Belenky, Clinchy, Goldberger, and Tarule (1986).

Perry's scheme of intellectual development traces a distinctive number of "positions" students move through as their mental competence increases: dualism, to multiplicity, relativism, and commitment (1970). Perry does acknowledge that with movement to commitment comes students' growing awareness that while they must make decisions alone, they can be supported through community ties. Realizing "our separateness and aloneness in theses affirmations," he writes, "we are sorely in need of community" (p. 97). Perry acknowledges the important role that support systems play in students' abilities to navigate substantial challenges.

Chickering's (1979) student development theory also has implications for the importance of holistically supporting students and the role community plays in student success. Chickering's theory of identify development focused on vectors versus stages, including the following:

1. Developing competence.
2. Learning to manage emotions.
3. Transitioning from autonomy to inter-dependence.
4. Developing and maintaining interpersonal relationships.
5. Establishing a personal identity.

6. Developing a personal purpose.
7. Understanding the definition of integrity.

Unlike sequential stages posed by other theorists, the Chickering's vectors are not necessarily linear. His early work focused on traditional residential college students, though he did revise his theory to consider other factors in identity development (Chickering & Reisser, 1993). Students' navigation through the college experience provides ample opportunities for students to engage in the types of tasks that would support their movement through the vectors. Of particular interest to advising models is the opportunity for students to learn self-advocacy through their college experiences and to figure out the person they want to be. If advising is to play a role in developing these student abilities, then students must assume responsibility for their program and career choices, which entails figuring out their personal values and priorities. This development cannot occur in a strictly prescriptive, transactional registration process; instead, it is dependent upon an advisor-advisee relationship that is learner-centered. Belenky, Clinchy, Goldberger, and Tarule (1986) built on Perry's theory but with an emphasis on women's construction of knowledge. They posit the following ways of knowing for women: received knowledge, subjective knowledge, constructed knowledge, procedural knowledge, and silence (Belenky, Clinchy, Goldberger, and Tarule (1986). As women embark on their journey to self-development, their stage of growth will affect their participation in the advising process. Women in "silence" will have a limited voice, others will be overly differential to authority voices, and so forth. Advisors can play a key role in supporting women's development through the advising process, though more recent research has expanded on Belenky et al (1986) and has taken into consideration the impact of women's culture and environment on their epistemological framework (Khine & Hayes, 2010).

From Theory to Practice: Advising Models

Crookston was an early champion of the transition from the advising role as merely a prescriptive process outlining the proper sequence of courses for students to take. Instead, he emphasized that the students' development and self-awareness were critical outcomes of successful advising sessions. Crookston writes, "Advising is concerned not only with a specific personal or vocational decision but also with facilitating the student's rational processes, environmental and interpersonal interactions, behavior awareness, and problem-solving, decision making, and evaluation skills" (1972, p. 5).

Crookston's position was further developed through O'Banion. His theory establishes five key elements of academic advising: "Exploration of life goals, exploration of vocational goals, program choice, course choice, and scheduling classes" (1972, p. 11). Like Crookston, O'Banion is considered a pioneer in developing the full understanding of the scope and significance of the advisor role.

Tinto's (1993) research focuses on the importance of students' connection and integration into the college environment for their success. His theory states that "students must progress

through rites of passage, which include the phases of separation, transition, and incorporation—separation from their home environment, transition to their new and unfamiliar college environment; and finally, their incorporation in to the college system” (p. 1). Clearly, the advisor, with the appropriate training and investment in the role has an opportunity to be one of the earliest “connectors” to students.

Pascarella & Terenzini (2005) emphasize the importance of students’ varying sociodemographic traits, academic abilities, and levels of preparation in student persistence. In order to support students as individuals with highly divergent needs, developmental advising approaches are critical, with advisors playing a critical role in referring students to appropriate resources and self-efficacy. Pascarella & Terenzini (2005) also connect student persistence to students’ ability to gain access to financial resources, and advisors are critical connectors in this regard. Smith and Allen (2014) further support this research, as they found that strong advisor contact increased the likelihood of students’ knowledge of resources.

Faculty and Professional Advisors

As the earliest advising models involved the faculty serving in both capacities—instruction and areas of focus within the discipline—the groundwork was laid for today’s expectation of advising being part of a faculty’s role. In terms of advising becoming a professional role, many trace its origins to the 19th century, though more recent research questions whether advising has reached professional status (Larson, Barkemeyer, & Johnson, 2015).

Through the years, advising models to have continued to evolve, with Habley (1983) outlining seven structural models:

- *Faculty-Only Model: Instructional faculty complete all academic advising. There are no professional advising offices.*
- *Supplementary Model: All students are assigned a faculty advisor. Advising offices exist for general information and referral.*
- *Split Model: Specific groups of students are advised in an advising office, while others are assigned to faculty advisors or academic units.*
- *Dual Model: Each student has two advisors. Instructional faculty advise students on major requirements, while an advising office advises students on general requirements, procedures, and policies.*
- *Total Intake Model: Administrative units are responsible for all advising until a specific event or requirements have been met. At this point instructional faculty take over advising, for example, after a specified set of foundational courses have been completed.*

- *Satellite Model: Each school or college within the institution has established its own approach to advising.*
- *Self-contained Model: Staff in centralized units advise students from matriculation to graduation (pp. 535-540).*

Cuseo (2015) outlines the seven critical roles of academic advisors, namely educator, interpreter, mentor, networker, coach, advocate, and counselor. He also posits that these varying roles allow advisors to “address the student as a ‘whole person’ and, in combination, have the potential to exert a synergistic (multiplicative effect) on student learning outcomes” (p. 8).

Other researchers categorize advising as prescriptive or developmental (Crookston, 1994). In describing prescriptive advising, Crookston (1994) notes, “The relationship is obviously based on authority; the advisor is the doctor and the student the patient” (p. 12). Crookston goes on to elaborate a metaphor that likens an advising session more to a diagnosis, after which a remedy is prescribed. In a very different vein, developmental advising is based on a relationship between advisor and advisee which results in “varying degrees of learning by both parties” (Crookston, 1994, p. 13).

He & Hutson (2016) describe yet another advising approach as proactive or intrusive. They clarify that this type of advising is “intervention-based” and “allows advisors to intervene and prevent academic challenges by offering support to targeted student groups”—usually those identified as high-risk (He & Huton, 2016, p. 215).

Advising’s Connection to Student Success

The college’s hypothesis that effective advising can positively impact student success—academic performance, persistence, completion, and transfer success—is also borne out by the literature. According to Smith & Allen (2012, p. 1), “it is through academic advising that students acquire the knowledge and learn the skills and predisposition to successfully navigate the educational environment and earn a degree.” Mu & Fosnacht (2019) also recognize the significance of advising and posit that the full extent of advising’s impact may not be known owing to “spillover effects” (p. 1301). Light is more emphatic, writing that “Good advising may be the single most underestimated characteristic of a successful college experience” (as cited in Elliot, 2020, p. 105). Hutton’s (2015) study of North Carolina Community College transfer students’ “survival analysis” suggests that the biggest predictors of transfer student success are “stop-out, part-time, and semester GPA,” (p. 70); however, he does recommend that more research be devoted to the impact of advising practices that have a positive impact on transfer student success.

As the research suggests, students’ ability to connect positively to the college environment and to build connections and systems of community are critical to student persistence and

completion—all necessary precursors to transferring to university. During the advising process at the community college, students are supported in choosing a program of study that they will pursue throughout their four-year experience; therefore, advising can support strong decisions related to program of study and best fit in terms of transfer institution. Any slippage in the decision-making processes could negatively impact students' transfer experience. Thus, advising is viewed by R-CCC faculty and staff as a potential critical area for improving student outcomes in transfer completion, along with two-year persistence and completion rates.

R-CCC Advising Model, Present and Future

After a thorough review of the literature and best practices in advising, the college determined that it would focus the QEP on improving the college's current "Shared Split" model. While the data did lead the college to identify advising as an area that could be improved, the QEP Committee determined that a thorough review of the present system would be needed as a baseline.

The Committee agreed that the advising system encompasses the critical areas of orientation, advising, career counseling, the college success course, the early alert system, and the academic warning, probation, and suspension system, as all of these systems are intended to support student success and overlap with the advising functions of the college. The Committee's hypothesis is that a strong advising system, properly connected to these other college systems, would support student success. The following initial assumptions were verified as accurate:

- The college does not have a career counseling center, nor does it have a staff member dedicated to career coaching or advising.
- The college does not have a designated transfer advisor and transfer advising responsibilities are broadly distributed among faculty and staff.
- The college orientation does not include an intake form to determine students' needs upon entry.
- The college orientation does not include a career advising component.
- The college success course is not regularly evaluated for meaningful overlap with orientation and for consistency.
- The college has an early alert system, but the system is not fully utilized to support good advising and student success.

Action Plan

The purpose of the Quality Enhancement Plan for Roanoke-Chowan Community College is to improve the onboarding experience of students by providing a solid foundation for academic and career success through collaborative advisement and career exploration. The actions in the plan represent new initiatives and enhancements to current processes.

Students who are not on an academic pathway are less likely to be retained. They may also lack motivation if a clear plan of action has not been established. Students who do not have a clear path identified may spend time taking courses in pathways that do not match with their skills and abilities and/or that do not count in their major of choice. When this happens the students may also deplete financial aid dollars that are needed. CAPS supports student completion by helping students begin with an appropriate pathway from the beginning of their college journey.

Secure advising personnel

The new Advising Director position is intended to support students and faculty by serving as point of contact for undecided students before students are assigned program advisors. As one of the most critical components of student success, the advisor will answer questions, provide information on programs offered, engage students in the establishment of a customized educational and career goal setting plan, and assist and support students throughout their time at the college.

Include career exploration as part of the first year advising

An enhancement to the traditional advisement will be the addition of a formalized Career Assessment to determine interests, skills, abilities. The 'begin with the end in mind' planning process will start in orientation and will be further developed in ACA 122. A revision is also planned for the course to incorporate employability skills into the curriculum.

Incorporate ongoing professional development (once a semester) on topics relating to advising and advising software

Professional development plays a critical role in building institutional capability for implementation of CAPS. Advisors, faculty, and staff understand that we cannot use a cookie-cutter approach to advising. Each student has individual strengths and weaknesses, skills, abilities, aptitudes, and life experiences. To accommodate the unique needs of students, a variety of approaches will be needed. Comprehensive faculty development programs will be ongoing and will promote best practices and innovative strategies that move the needle. Professional development programs increase awareness and promote student engagement and retention.

Continuous Advising Support

The new focus will be to move away from the “light touch” philosophy on advising. It is critical during the initial term that students are introduced to and learn to navigate resources and services at the college. Advisors will monitor academic process and continuous engagement with advisees which will allow for a deeper connection and improve student success outcome measures.

Roanoke-Chowan Community College will utilize Aviso Enterprise software to create a plan for student success, track attendance, provide early alert notifications and gather intuitive reports that allows for proactive engagement with students. An advising website will be established allowing a single place to access all advising and career resources. Job outlook and salary information for each of the programs we offer, links to resources by program, Aviso and Career Coach can be accessed from this one platform.

Students will be able to set up virtual or face to face appointments with advising staff and make orientation appointments. Guided pathways with program maps will be available as well as transfer pathway guides. The focus will be on a continuation of integrated advising throughout the time the student is enrolled at the college in preparation for transition into the workforce or transfer.

Implementation Timeline

The timeline below includes activities and the respective term/year of planned completion.

Activity	Fall 2022-2023	Spring 2023	Fall 2023-2024	Spring 2024	Year 3	Year 4	Year 5
Launch marketing plan	x						
Begin development of the advising model webpage	x						
Secure advising personnel	x						
Select a career assessment tool and pilot with new students	x						
Provide professional development to faculty and staff	x	x	x	x	x	x	x
Redesign ACA 111 and 122 to include information about career exploration and planning	x						
Engage students through advising appointments, Career Coach Appointments, NC Works	x	x	x	x	x	x	x
Review data, assess and use results to inform progress	x	x	x	x	x	x	x
Launch the career assessment tool with all new students		x					
Deploy student interest survey within first two weeks of the term		x					
Implement changes and scale redesigned course		x					
Establish a career advising center with face to face and hybrid appointments		x					
Conduct focus groups and deploy surveys to gather feedback		x	x	x	x	x	x
Deploy Community College Survey of Student Engagement and Faculty Survey		x	x	x	x	x	x
Compile QEP impact reports and make changes as needed	x	x	x	x	x	x	x



CAPS Budget

The QEP Committee estimates that R-CCC will invest **\$688,700** in the proposed five-year period beginning with AY2022-2023. The college will commit resources to support the full development of the QEP, including the following:

- Maintaining critical software for identifying at-risk students and for providing them support through an integrated and cohesive system.
- Hiring an Advising Director who will serve as the point of contact for all improvements to the advising system and will ensure ongoing professional development and support of advising.

The QEP budget is detailed below. Annual planning and evaluation of the QEP will provide an opportunity to adjust resources and budget allocations as needed.

Category	Description	AY 2022-2023	AY2023-2024	AY2024-2025	AY2025-2026	AY2025-2026
Marketing/Technology	Advertising, signage, dedicated website space, social media ads/etc.	2,500.00	500.00	500.00	500.00	500.00
Supplies and Materials	Office supplies and related expenses	1,200.00	500.00	500.00	500.00	500.00
Training and Professional Development	Professional training, faculty training	3,000.00	3,000.00	1,000.00	1,000.00	1,000.00
QEP Editors/Assessment	Survey Monkey cost, Stipend for QEP Director	8,000.00	6,000.00	6,000.00	6,000.00	6,000.00
Aviso	Advising Software	41,000.00	41,000.00	41,000.00	41,000.00	41,000.00
Advising Staff	Full-time Advising Director (salary and fringe)	83,000.00	83,000.00	83,000.00	83,000.00	83,000.00
Contingency funds	Funds in place for longer/higher than expected costs	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00
Totals		142,700.00	138,000.00	136,000.00	136,000.00	136,000.00



Assessment Plan

Roanoke-Chowan Community College engages in ongoing, comprehensive, and integrated research-based processes that focus on institutional quality and effectiveness and incorporated a systematic review of institutional goals and outcomes consistent with its mission. The college planning processes are ongoing, comprehensive, integrated (informing budget decisions) and data driven.

The college's QEP was initiated during the 2015-2021 Strategic Plan and clearly aligns with the Institutional Goal # 1, Students: "Provide resources and services to meet the academic, economic, social, career and leadership needs of a diverse student population. In recognition of the college's ongoing commitment to student support in the form of services, a similar institutional goal was also developed for the most current Strategic Plan, 2022-2026. Goal three focuses on enrollment management, with a specific strategic objective of "Increasing student support and student success.

Goals, success outcomes, and a plan to assess their achievement have been developed for each QEP Initiative. A variety of indirect and direct assessment tools have been identified for each student success measure, as well as benchmarks for success.

Goal 1- To support and assist students in exploring, planning and the realization of their educational and career goals.

Goal 2- To facilitate ongoing communication and engagement between the advisor and student

Goal 3- To support quality advising through ongoing professional development and relevant, effective support tools (e.g., advising manual, Aviso software, and Career Coach, among others).

The obtainment of goals will increase student and staff engagement, which will help lead to further increases in course completions, persistence, and retention.

Related **student success measures:**

- As engaged learners, students will have lower D, F, Withdrawal or Incomplete rates.
- Forming support networks, students will increase use of support resources (advising, Career coach services, NC Works).
- Showing persistence, students will transfer or graduate at a higher rate.

As engaged learners, students will have lower D, F, Withdrawal, or Incomplete rates.

Upon entry, students will complete an intake form that will be used to identify students' holistic needs. Through ongoing engagement and support students will have five percentage points fewer F, W, or Incomplete grades and thereby five percentage points higher C or better grades after intrusive advising interventions. Assessments will be conducted at the end of each term. Differences in grade distributions will be tested for statistical significance using Chi Square analysis. Analysis reports will be prepared each term for grade distributions and annually for engagement comparisons.

Forming support networks, students will increase use of support resources (advising, Career coach Services, NC Works).

Ongoing professional development related to advising and the utilization of support services and tools will respond to student resource needs. Students will increase engagement by ten percentage points over the period before CAPS was implemented. The percentage of advisors submitting early alerts and utilization of Aviso will increase by 10% as compared to former Aviso reports that were utilized in prior years before interventions and will serve as baseline data. Analysis reports will be compiled, and a trend analysis conducted. Career Coach Services and NC Works utilization will be compared to baseline data. The Community College Survey of Student Engagement will be administered annually. Question 12.1a "How often have you used the following services during the current academic year? Academic Advising/Planning" will be monitored to determine engagement comparisons to the national cohort group. CCSSE survey results for 12.1b "How often have you used the following services during the current academic year? Career Counseling Support" will be monitored to determine engagement comparisons to the national cohort group. Surveys and focus groups will be conducted to gather feedback related to the quality and effectiveness of academic advising. Analysis reports will be prepared annually for the support networks measure.

Showing persistence, students will transfer or graduate at a higher rate.

Roanoke-Chowan Community College students who benefit from CAPS will have a graduation and transfer rates five percentage points higher than the baseline. First year progression will increase by five percentage points and first-time full-time students earning 12 hours or more will increase by five percentage points. The goal will be to increase by one percentage point per year for a total of five percentage points by the end of the five-year period. Comparisons will be made of graduation and transfer rates before interventions and after. Graduate surveys will be conducted to gather feedback. Trend analysis will be conducted, and assessment reports will be prepared annually.

After each assessment cycle, the QEP Director and the Assessment Committee will meet to monitor progress and make changes as needed.

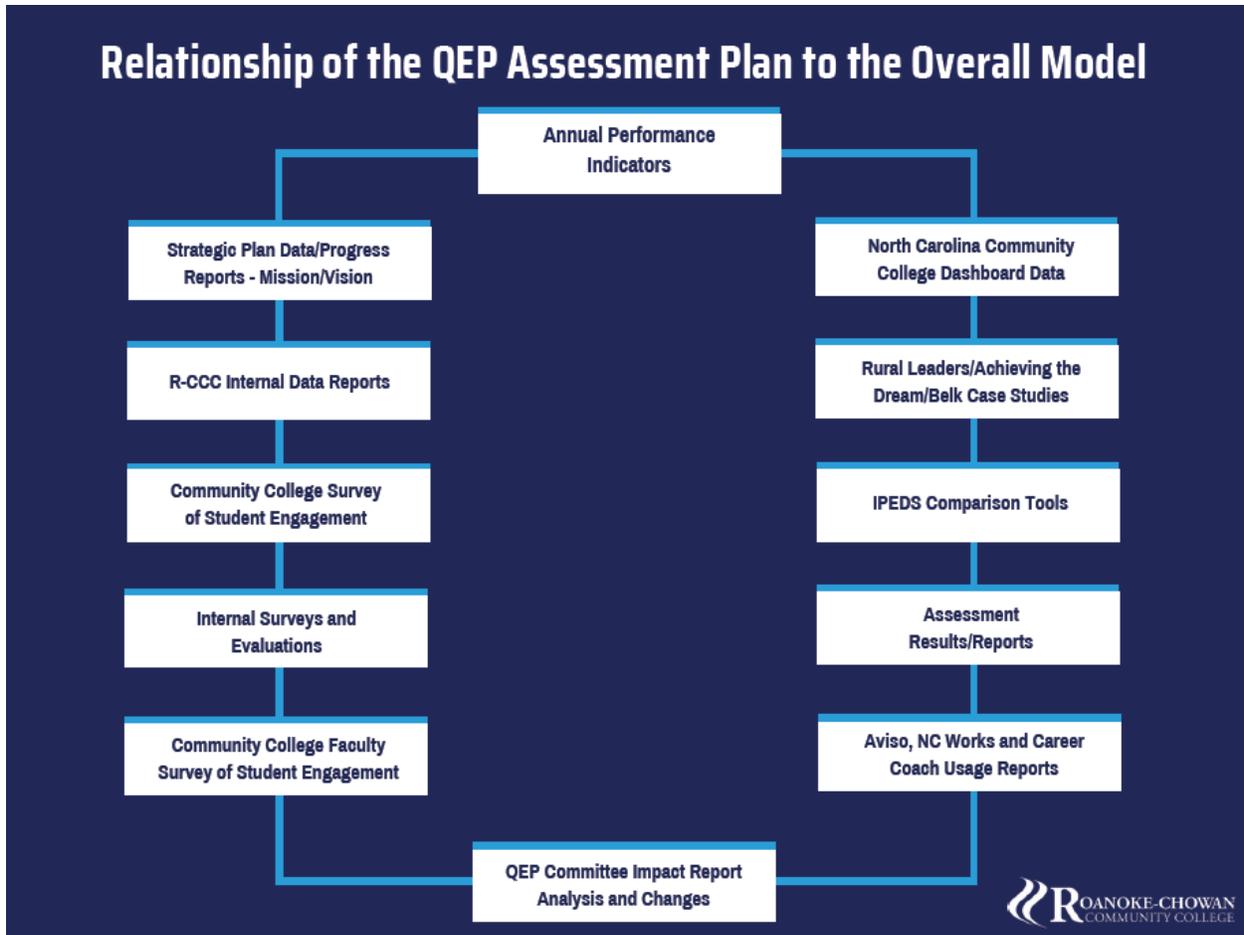
Assessment Overview

Goal	Student Success Measures	Related Institutional Goal	Criteria for Success	Assessment Tools	Baseline Data
To support and assist students in exploring, planning and the realization of their educational and career goals.	Showing persistence, students will complete transfer or graduate at a higher rate.	IG #1 STUDENTS Provide resources to meet the academic, economic, social, career and leadership needs of a diverse population IG 3, Increasing student support and student success	First year Progression PM4 Institutional Outcomes will increase from the Fall 19 baseline of 74.6% to 79.6% Graduation rate increasing by 5% Transfer rate increasing by 5% Full-time Students earning 12 or more hours will increase by 5%	NCCCS Performance Measures IPEDS reports IPEDS reports Rural Leaders/ATD/ Informer report data	74.6% in FY19 First Year progression Graduation rate 23% 150% of normal time (2021 Report) Transfer rate 28% (2021 Report) 36.5% four-year average for first-time in college
To facilitate ongoing communication and engagement between the advisor and the student.	As engaged learners, students will have lower F, Withdraw or Incomplete rates.	IG #1 STUDENTS Provide resources to meet the academic, economic, social, career and leadership needs of a diverse population IG 3, Increasing student support and student success	Students will have 5% more C or better and 5% fewer D, F, Withdrawal or Incomplete rates Retention rate increasing 5% from baseline for first time degree/ certificate seeking students	Rural Leaders/ATD/ Informer report data changes in credits attempted earned IPEDS Data Feedback Report	10.5% four-year average for first time in college F or W rate Full-time retention rate 80% Part-time retention rate 33%



<p>To support quality advising through ongoing professional development and relevant, effective support tools (e.g., advising manual, Aviso software, and Career Coach, among others).</p>	<p>Forming support networks, students will increase use of support resources (advising, career services and NC Works).</p>	<p>IG# 12 Provide high quality and cutting-edge professional development opportunities for faculty and staff</p> <p>G1.1 Recruit and retain exceptional administrators, staff and faculty (Related action step related to the development of professional development program)</p>	<p>Aviso software reports will reveal a 10% increase in student engagement. Other reports will compare baseline data</p> <p>Percent of advisors who submitted early alerts will increase by 10%</p> <p>Survey and Focus Groups</p> <p>CCSSE question 12.1a</p> <p>CCSSE survey results will increase above the comparison group</p>	<p>Aviso usage report/ Number of advising appointments scheduled Change in no show rate</p> <p>Report to show change in rate</p> <p>CCSSE question 12.1a</p> <p>CCSSE question 12.1b</p>	<p>Pilot Aviso software baseline data</p> <p>Coaches have created 81% of all notes, while advisors have created 18% of all notes. Average number of notes created per month averages 228 per month. Average number of note creators per month is five.</p> <p>(2021 Results) 1.56 1.60 small colleges cohort</p> <p>(2021 Results) .15 R-CCC and .59 mean for small college cohort</p>
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The committee has incorporated the use of process metrics that can be measured in real-time during the term instead of relying on historical data. This will help the committee determine if strategies and interventions are contributing to the overall goals of CAPS, which helps us measure outcomes. The effectiveness of the QEP will be assessed by direct and indirect measures and it is embedded in ongoing, integrated college-wide planning model and evaluation processes. Most critically, if advising is improved, students should experience higher success rates, through engagement and utilization of support resources, and result in increased transfer and graduation rates.



Roles and Responsibilities

The purpose of the QEP Advisory Committee is to analyze student data (retention, completion, pass rates, job placement, licensure pass rates, transfer success, etc.) and make recommendations that will drive QEP topic selection, implementation, and use of results for improvements. The Committee is the driving force for the literature review for the QEP topic and the assessment methods that will be used to judge the QEP’s effectiveness. Further, the Committee is responsible for educating the campus community and ensuring broad-based involvement in topic selection (students, community, BoT, PC, faculty, and staff). The Committee will design the professional development opportunities and best practices in active learning for faculty. The Committee will identify strategies within the scope of the QEP that are designed to increase student engagement and success. The Committee reports directly to the VP of Instruction and Student Services. Members have a wealth of experience that they bring to the committee.

Members

- Kristen Fajardo, Director
- Beverly Sessoms (Medical Office/OST Instructor)
- Michael Jefferson, (Division Director, Transfer and Health Sciences)
- Stephanie Benson (EVP and IE)
- Teresa Drew, Recorder
- VACANT (Division Director, Business, Technologies, and Public Service)
- Deshon Whitaker (Program Coordinator EDU)
- Dwayne Ponton (Program Coordinator, CJC)
- SGA President
- William Nelson (Industrial/Mechatronics Instructor)
- Kim Harrell (Associate Dean, Instruction)
- Dr. Tanya Oliver (AVP, Student Services)
- Stacey Futrell (ADN Director)
- Shellie Saxby (Director of Admissions and Advising)
- Jami Woods (VP of Instruction and SS)

QEP Director The QEP Director will support the implementation of the QEP's goals, objectives, and action steps. More specifically, the Director will

- Provide general oversight of the QEP implementation
- Ensure QEP implementation is sustained through continuous input and participation from students, faculty, staff, and administration
- Lead and coordinate QEP-related assessments at the academic department and broader college levels
- Request relevant data from IE as needed to evaluate the effectiveness of the QEP
- Develop and manage the QEP budget
- Plan, initiate, and execute the delivery of professional development for academic departments
- Prepare and present annual QEP status reports for the QEP Steering Committee, college leadership, and other relevant constituencies
- Develop and execute QEP marketing and faculty outreach in partnership with QEP marketing subcommittee and marketing personnel
- Assist with the preparation of reports to SACSCOC
- Serve as a liaison between faculty, staff and all QEP activities
- Chair the QEP Steering Committee

Professional Advisors Professional advisors are those staff members in Student Services assigned to students upon entering R-CCC. They are responsible for attending professional development on advising twice a year and regularly communicating with their faculty advising partners about student progress. All notes about students are to be maintained in Aviso.

Professional advisors will receive training on career assessments and are encouraged to attend as many program advisory meetings as possible throughout the year.

Faculty Advisors Faculty advisors are assigned to students following their first semester and are subject-matter experts for students and for professional advisors. They support students' awareness and understanding of career opportunities while guiding them to relevant academic resources and supports. All faculty advisors are required to document key advising points in Aviso about their advisees and to work collaboratively with the professional advisors to ensure the best possible student outcomes.

Director of Advising One of the critical needs that emerged during the development of the QEP was the need for a Director of Advising. Historically, the college has relied on a single director to manage several critical Student Services functions. The Director of Admissions and Advising is tasked with oversight for admissions, advising, and campus activities. In addition, the Director oversees a part-time testing position and a full-time recruiter and adviser. With the QEP's emphasis on advising, particularly ongoing, consistent professional development and support for advising, along with assessment of the advising process, the QEP committee agreed that a full-time staff position was needed to ensure advising receives the required support and oversight. The Director of Advising will provide the direct oversight of advising's day-to-day operations and ensure long-range planning and review of student success metrics, such as those identified in the North Carolina Community College System Performance Measure.

Instruction and Student Services Administration Administrators will play pivotal roles in guiding and supporting the Director of Admissions and Advising, Student Services staff, Faculty, and Instructional staff as they work to implement and evaluate a new advising model.

IE Administration Institutional Effectiveness administration will be responsible for guiding and supporting the assessment process. This department will generate data reports, analyze results, and share regular updates with the Committee. The coordination of surveys and focus groups will be the responsibility of this department.

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