

# Quality Enhancement Plan

## Sub-Group Project Template

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Community College



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*(All completed templates should be uploaded to the SharePoint site.)*

|  |  |  |   |  |  |                                      |
|--|--|--|---|--|--|--------------------------------------|
| <p><b>Project Title: Advising Access: Enhancing Student Learning through Effective Use of Advising Protocols</b></p>   |  |  |   |  |  |                                      |
| <p><b>Theme project is related to:</b></p> <table border="0"> <tr> <td><input type="checkbox"/> Academic Support</td> <td><input type="checkbox"/> Career Advising</td> </tr> <tr> <td><input type="checkbox"/> Adjunct Training</td> <td><input type="checkbox"/> Distance Learning</td> </tr> <tr> <td><input checked="" type="checkbox"/> X Advising</td> <td><input type="checkbox"/> Instruction</td> </tr> </table>  | <input type="checkbox"/> Academic Support  | <input type="checkbox"/> Career Advising | <input type="checkbox"/> Adjunct Training | <input type="checkbox"/> Distance Learning | <input checked="" type="checkbox"/> X Advising | <input type="checkbox"/> Instruction |
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| <p><b>Project Description:</b> Project focus is determining the appropriate, effective and most accessible modes of delivering academic advising which best meet the academic needs and goals of JSRCC students.</p>   |  |  |   |  |  |                                      |
| <p><b>How does this project support the mission and vision of the institution?</b></p> <p>Project directly supports the Values of Student Success and Teaching and Learning. Effective academic advising promotes and supports student progress. Appropriate and effective advising protocols directly support student learning and personal growth while responding to the needs of a diverse student population.</p>   |  |  |   |  |  |                                      |
| <p><b>How is this project tied to the strategic plan of the institution?</b></p> <p>Project directly supports Strategic Goal 1.0, Student Access and Opportunity and Strategic Goal 2.0, Teaching and Learning as well as Strategic Goal 4.0 Transfer. In all three goal areas, effective student advising would lead to increased academic success and the achievement of personal education goals.</p>   |  |  |   |  |  |                                      |
| <p><b>What data (internal and/or external) supports the importance of implementing this project?</b></p> <p>Data derived from multiple sources, both large scale (CCSSE), internal (College's Faculty Advising Survey and Report of Pool Advising Usage), and through faculty and staff observation and experiences with student advising at the College. Data indicate, for instance, that 41% of our students never talked with an advisor about career plans (QEP Data Profile) ; during one pool advising period (November 2006 through January 2007) staffed with 27 faculty members offering 395 open hours for drop-in advising, only 164 students were served and 20 open hours of advising time had no student activity whatsoever. Faculty members have repeatedly and in varied venues called for a total revamping of student advising as current system is not working. This pressure has resulted in the formation of a college-wide effort to address the problems with our advising system. The Faculty Advising Committee has been meeting for over a year, studying data and best practices. Their work, though not yet complete, indicates a large scale need for revision of advising process.</p> |  |  |   |  |  |                                      |

**SACS broadly defines student learning as changes in knowledge, skills, behaviors or values. What is the definition of student learning in the context of this project?**

**Students will have the knowledge of which advising avenues best fit their individual academic needs and goals. Students will have the skills to access and utilize the breadth and depth of college advising opportunities to their advantage. Students will be able to gain skills in successfully utilizing academic advising opportunities at any institution of higher learning. Finally, students will be exposed to the values inherent in receiving and applying appropriate academic advice and information to achieve individual academic goals.**

**What are the specific learning outcomes?**

Students will comprehend effective methods to access, utilize, and apply academic advising protocols to achieve academic success and the accomplishment of their individual goals.

**How will you know that the identified learning outcomes have been achieved (assessment)?**

**Project calls for two phases. The first phase involves the review of existing advising opportunities to determine student access and use and the creation of additional infrastructure to support an expanded array of advising protocols. Project will take full advantage of advising opportunities already in place such as SOAR, School-level advising practices, e-advising, etc. Project will also establish new advising initiatives such as Faculty Advising Communities.**

**PHASE I: Design and develop an inclusive and cohesive infrastructure within the College to manage and deliver efficient and effective student advising, which emphasizes student choice and responsibility. The following project objectives are examples and do not constitute complete list of all objectives due to space limitations:**

- 1. Identify all current modes and methodologies in use for student advising, e.g., SOAR, Success Centers, School-sponsored advising such as pool advising, peer advising, etc.**
- 2. Include methodologies for all student advising delivery modes to all current student classification pools (transfer, certificate, non-program, etc., as well as by delivery (in-class, hybrid, totally online, dual enrollment, etc.)**
- 3. Identify all current methodologies for tracking student success with and without formal student advising (e.g., database in Health Technologies or Transfer Student success, etc.)**
- 4. Develop a decision-tree type instrument to ascertain students' preferred method of advising (n-person, online, etc.) Instrument provides students with a printout outlining steps for a successful advising experience, as well as cautions and reminders regarding importance of gaining pre-registration academic advice and the availability of various student advising methodologies.**
- 5. Develop and implement, initially as a pilot, a new concept—Faculty Advising Communities. Faculty members propose individual advising communities, based on their expertise, discipline, relationship of degree program to job market and other criteria. Faculty Advising Communities would invite interested students to join a specific community. Under faculty leadership, advising community activities may include group advising sessions, specialized lectures and guest speakers, field trips, online contact via Blackboard Discussion Group and other varied learning activities.**

**The second phase of the project will involve the design and implementation of a cross-disciplinary study of student success and progress using an experimental research design whereby comparisons can be made between and among control and experimental design groups. Project team envisions that this research can compare academic success for students who opt in or opt out of varying combinations of advising protocols.**

**PHASE II: Collect and analyze data resulting from Phase I effort—sample objectives follow.**

- 1. Determine how improved student learning about advising and any related enhanced student success are to be measured (e.g., improved retention, graduation rates)**
- 2. Collect data from students each time they register on whether or not they have taken advantage of formal academic advising, which form it was, how much it helped them if at all, and what they would have rather experienced as an improvement.**
- 3. Analyze data for trends, problems, opportunities**
- 4. Consider design of customized advising templates which students can access in determining most effective combination of advising opportunities based on needs, preferences, etc.**

**Project assessment will involve a number of measures, including results from the research project described above, CCSSE data, retention data, core competency assessment results and graduation rates.**

**What best practices are going to be used as a part of this project and why?**

The Faculty Advising Committee, chaired by Dr. Thomas Hollins, has done considerable research on the advising practices at an array of peer institutions across the country. Advising protocols, such as fully staffed professional advising teams, web-based advising tools, role of faculty in advising, student advising trends all inform the direction of this project.

**What resources (human, fiscal, academic, technology) will be needed to complete this project?**

**Human:** Faculty and Staff members will need to be fully involved in planning and implementing all phases of this project. Reassigned time, professional development funding for training, possible additional staff hires, consultant fees will have a role in the completion of the project.

**Fiscal:** Funding for staffing, reassigned time, project leadership, research project, communication needs are all required for successful project completion.

**Academic:** Faculty development, particularly for the creation of advising communities, will be required to successfully implement this project. Additionally, student development and communication will be required.

**Technology:** Blackboard resources used in communicating with students and faculty as well as web-based advising tools must be developed to support this project.

**What could be the impact on student learning if this project is not implemented?**

In the worse case scenario, if JSRCC student advising is not revised in any substantive way, our students will continue to report such dismal statistics such as 41% (or more) never communicating with an advisor, and thus never achieving comprehensive knowledge, skills, behaviors and values associated with a rich learning experience, which encompasses both in class and out of class educational experiences.

**Name(s) of faculty/staff involved in the preparation of this project template.**

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