

**Ten-Year Reaffirmation  
2.12 Quality Enhancement Plan**  
Submitted August 31, 2018 for On-site Review



**River Parishes Community College**  
925 West Edenborne Parkway  
Gonzales, LA 70737

This Quality Enhancement Plan was developed by River Parishes Community College in accordance with CR 2.12 and CS 3.3.2 in preparation for reaffirmation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

### **Welcome from the Chancellor**

Welcome to River Parishes Community College (RPCC). Thank you for helping RPCC with our Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation process. The responses and documents you are going to review will provide an up-to-date narrative on how RPCC meets the SACSCOC standards. Since our beginning in 1997, the vision of RPCC has been to be the premier open-admission, two-year, post-secondary public institution serving the river parishes. RPCC strives to celebrate, cultivate, and elevate educational opportunities for our region.

RPCC provides workforce training, transferable courses, and curricula up to and including Certificates and Associates degrees. In 2012, we merged with the Ascension Campus of the Louisiana Technical College. In 2014, RPCC moved to its first permanent and current location in the city of Gonzales. RPCC completed its Technical Training Center in early 2017 and consolidated all of its programs onto a single campus for a short time.

In the spring of 2017, RPCC began the process of expanding through a re-organization of the thirteen-member colleges of the Louisiana Community and Technical College system (LCTCS). On July 1, 2017, RPCC acquired a small campus near Plaquemine, Louisiana, from Baton Rouge Community College (now the RPCC Westside Campus) to expand our service area to another parish in the river region. On January 5, 2018, we merged with the Reserve campus of South Central Louisiana Technical College to add the remainder of the river parishes region to the RPCC service area. The expanded service area positions the College to be the leader in community and technical education for the entire river parishes region, including Ascension, Assumption, Iberville, St. James, St. John, and St. Charles Parishes.

The merger activities have led to changes for the College; however, our mission, our focus on student completion and success, and the services we provide to our communities remain clear and steadfast. We are continuously engaged with our business and industry partners to lead in the development of new programs and improve existing programs. These partnerships assure our community and the students we serve that the education they receive at RPCC will lead directly to employment or provide the foundation they need to continue their education.

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## Executive Summary

River Parishes Community College (RPCC) chose improving student advising as the topic for its Quality Enhancement Plan (QEP). Existing advising practices at RPCC had become prescriptive in nature and focus primarily on course registration instead of comprehensive advising. Since RPCC's mission is devoted to student success, and since effective academic advising is one method of achieving that success, this QEP enhances current advising practices by creating a more effective model of advising, known as *Your Own Degree Advisor* or Y.O.D.A. Y.O.D.A. is based on nationally-recognized research and data indicating trends in student success and retention. Central to the success of Y.O.D.A is well-informed and engaged faculty and staff advisors working in partnership with students to enhance student success. The action plan focuses on increasing retention, persistence, and completion through proactive student advising at significant milestones in a student's college experience. These milestones are referred to in the Completion by Design (CbD) Framework as Connection, Entry, Progress, and Completion. This framework is central to meeting the goals of Y.O.D.A.

Y.O.D.A. leverages the talent of advising teams consisting of Professional Staff Advisors (PSAs), Student Success Course Instructional Coaches, and Faculty Advisors. While PSAs have long been central to college advising services during student onboarding, the implementation of a robust and engaging first-year experience course titled "College Career Success Skills" (CCSS) and the assignment of Faculty Advisors for transfer programs are distinct departures from existing advising practices. This longitudinal, team-based approach to advising students advances informed decision making; supports strategies designed to engage students in the college experience from their very first contact with RPCC; and builds upon the student-advisor relationship established early and continuing throughout a student's tenure with RPCC from onboarding, through program-based progression, and to completion.

The QEP Leadership Team provided oversight for an inclusive college-wide decision and development process, yielding specific, measurable Student Learning Outcomes (SLOs) aligned with Louisiana Community and Technical College System (LCTCS) LA 2020 goals, RPCC Core College Initiatives, RPCC Institutional Goals, success measures, and CbD phases. The implementation plan has multiple phases, to include training on recently acquired LCTCS technology resources that will dramatically change the student advising capabilities and culture at RPCC. The QEP includes confirmed strategies, timelines, resources and a budget to ensure implementation, assessment, and continuous improvement.

## Institutional Summary

### History of RPCC

In 1999, Governor Mike Foster led the Louisiana Legislature to establish the Louisiana Community and Technical College System (LCTCS). At that time, Louisiana had fallen behind other states in developing this sector of post-secondary education and training, but the legislature realized the state needed a strong community and technical college system to boost the power of its workforce and economic development engine. Currently among the most productive and fastest growing two-year college systems in the nation, Louisiana's community and technical colleges have exceeded all expectations and become a highly valued asset for all of Louisiana.

Although RPCC opened in 1999 with only 100 students, today it serves over 3,000 students with two new state-of-the-art buildings in Gonzales. With the recent reorganization of the LCTCS colleges, RPCC brought two new campuses under its umbrella in fiscal year 2017-2018: the Westside Campus in Plaquemine and the Reserve Campus in Reserve. One of the defining characteristics of RPCC's three campuses is their location in the "River Parishes" region of the state, a name synonymous with the proximity of the parishes to the Mississippi River; RPCC's service area now includes Ascension, Assumption, St. James, St. John, St. Charles, and Iberville Parishes.

While RPCC historically served its community primarily as a transfer institution, the landscape has shifted to reflect equal demand for both transfer and technical programs. RPCC lies at the heart of the majority of the state's manufacturing facilities. A decade ago, after the local agricultural, food processing, and lumber industries started to decline, unemployed workers arrived at RPCC searching for retraining opportunities. Part of RPCC's mission is to serve those industries, through specialized education and training programs, and to attract and help retain those industries in the area. In RPCC's service area, industries have announced more than \$60 billion will be spent in the next decade to build new production facilities. These industries include many of RPCC's current industry donors, private donors, and community partners, including petrochemical industry leaders such as BASF, Nutrien, Eatel, Dow, Entergy, Marathon, and Shell. These partners depend upon RPCC to provide a regional workforce with the education and technical training needed through associate degree programs, Industry Based Certifications, and/or specialized technical training.

RPCC meets the needs of its students and community by producing transfer-ready graduates and by providing community college graduates who are prepared to assume middle-skills jobs that require more than a high-school diploma but less than a bachelor's degree. According to Georgetown University's Center on Education and the Workforce, there are roughly 29 million of these jobs today, some of them paying \$50,000 or more a year and 4 million paying \$75,000 or more (Carnevale, A., Jayasundera, T. & Hanson, A, 2012). As RPCC history professor Sam Bono shares, RPCC's motto "Start Here, Go Anywhere" suggests that you can come from humble beginnings but still achieve whatever you want. In many ways, RPCC has done that, starting from zero buildings and early classes in a firehouse, to transforming into a three-campus college today. Because most of our students come from the same kind of humble beginnings as our school, I want them to see their story (of potential) as part of our story of growth." He adds, "In one form or another, all of us here at RPCC are driven to serve students by the same two core questions: 'Where is your anywhere?' and 'How can RPCC help you get there?'"

### RPCC Student Population

In spring 2014, the total enrollment was 2,164. Out of the 2,164 students enrolled, 28% were African-Americans, 65% were Caucasian, and 7% were other ethnicities. In terms of gender, there were 56% females and 44% males. The majority of the students at RPCC are between the ages of 18 and 40, with a median age of 26. The following table (Table 1) contains the enrollment data for the years leading up to the submission of the QEP proposal.

Table 1

Characteristic	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
<b>Gender</b>									
Female	1215	1186	992	1112	1049	1124	1073	1348	1256
Male	949	838	730	845	770	856	788	994	708
<b>Ethnicity (Race)</b>									
African-American	612	689	598	677	604	653	564	623	587
Caucasian	1412	1169	985	1116	1051	1099	1059	1326	1170
Other	140	166	139	164	164	228	238	393	407
<b>Degree Pursuing</b>									
Academic	1575	1413	1206	1285	1225	1303	1253	1543	1495
Technical	589	611	516	672	594	677	608	799	669
<b>Total Enrollment</b>	2164	2024	1722	1957	1819	1980	1861	2342	2164

### **RPCC Faculty, Staff, and Administrators**

In fall 2017, RPCC employed 61 full-time faculty and 75 part-time faculty, as well as 36 full-time staff and 21 part-time staff. In addition to the faculty and staff, the leadership team consists of the RPCC Chancellor, the Vice Chancellor of Academic and Student Affairs, the Vice Chancellor of Finance, and the Vice Chancellor of Workforce Development. Faculty, staff, and administrators from all aspects of the institution were involved in the selection of the QEP topic and the planning for the QEP.

### **RPCC Foundation Board**

The RPCC Foundation is a non-profit, charitable corporation formed to promote educational and cultural welfare studies at RPCC. The mission of the RPCC Foundation Board is to ensure the sustainable development of RPCC by attracting philanthropy and engaging in advocacy and strategic partnerships to advance the college and benefit the students it serves. The purpose of the RPCC Foundation is to solicit and accept gifts, grants, bequests and funds, including property, for the purpose of providing scholarships and activities in research or other designated benefits for RPCC and its faculty and students. The board consists of 16 members who represent the River Parishes. The Foundation members provided their input on the QEP topic through surveys. The Foundation Board has been, and will continue to be, updated periodically regarding the implementation of the QEP at RPCC.

### **Process Used to Develop the QEP**

Since its early years, RPCC's executive leadership has emphasized the value and integrity of accreditation, and every effort has been made to instill a broad understanding of accreditation requirements and processes in all college employees from day one. Those preparations enabled RPCC to achieve candidacy in June 2003 and accreditation in December 2004. In the fourteen years since RPCC received accreditation, faculty and staff have continued to be intimately involved in ongoing accreditation-related activities.

This continuous involvement is seen through RPCC's QEP development processes. The College's first QEP focused on improving students' information literacy skills. RPCC utilized both an internal assessment and external assessment to measure students' information literacy skills each academic year. For the internal assessment, RPCC utilized an internally-created rubric to assess student assignments. Between fall 2008 and spring 2014, there was a 15.1% increase in student performance on the internal rubric. For the external assessment, RPCC utilized the SAILS (Standardized Assessment of Information Literacy Skills) test to evaluate the information literacy skills of its students. By the end of the QEP (spring 2014), there was a 19% increase in student performance for the final group of students assessed. Additionally, there was an average 11% increase each year from the freshmen to sophomores who were assessed. The results illustrated an increase in student performance on both the internal and external assessments each year from the freshmen who were assessed in the fall semester to the sophomores who were assessed in the spring semester. Although that QEP has concluded, the value and importance of instilling information literacy skills in students has been maintained and continues to inform the actions of faculty and the focus of academic activities. For example, the information literacy competency has been incorporated into RPCC's general core education competencies and is assessed each semester through the College's general education assessment process.

Early indicators leading up to the development of RPCC's new QEP topic started with discussion and analysis of the prior topics under consideration. Although information literacy was ultimately selected as the first QEP topic in 2006, there was considerable discussion and deliberation at the time (2006-2007) regarding several other high-need, high-interest topics. This included the need to examine how to enhance the academic climate for student learning and methods to better prepare under-prepared students. The underlying theme of advising, both then and now, persisted in discussions. The 2013 Spring Cohort results of the Community

College Survey of Student Engagement (CCSSE) also informed topic discussions. CCSSE, a project of the Community College Leadership Program at The University of Texas at Austin, is a national student engagement survey specifically designed for community and technical colleges, as it aids institutions in their efforts to improve student learning and retention, as well as other desired student outcomes. These national survey results pointed to underutilized student advising services at RPCC. Students were asked how frequently they accessed advising services and, according to the results, RPCC scored 1.69 in comparison to other small college's 2013 cohorts, which scored 1.86. To put this in context, RPCC students utilized advising services about one and a half times a semester.

The CCSSE results prompted a review of academic appeals during the 2013-2014 academic year. The academic appeal audit revealed three students had to complete academic appeals to rectify misguided advisement. In addition, college student services personnel examined the number of course substitutions processed in fall 2013, spring 2014, and fall 2014. Although fall 2013 and spring 2014 saw small numbers approved (three and four respectively), in fall 2014 nine course substitutions were granted, indicating a need to look further into the rise of approved course substitutions.

Results of a survey of students, faculty and staff, and business and industry partners also informed decision-making regarding the QEP. Student survey results indicated that approximately 40% rated academic advising as a very high priority and 43% rated it as a high priority. This indicated that over 80% of the students at RPCC felt strongly about academic advising. When business and industry were surveyed, 37% rated academic advising as a very high priority, and 36% rated it as a high priority, which indicated that the business community saw the importance of academic advising to student success. Additionally, the RPCC faculty and staff were surveyed, with 57% rating academic advising as a very high priority and 29% rating it as a high priority. After reviewing all of the survey data, it was clear that academic advising was an important issue that needed to be addressed.

Further, alumni survey results indicate that 38.57% of the surveyed students believed they were misadvised during their time at RPCC. When asked if RPCC needs to improve the advising experience for students, 71.90% said yes, and 98.57% believe that improving advising for students is a worthwhile goal for the College. Based on the survey, 8.1% of students did not see advisors, 33.81% saw advisors 1 to 2 times, 43.33 % saw advisors 3 to 6 times, and 14.77%

saw advisors 7 or more times. Of the 211 responses, 92.89% indicated their belief that having designated faculty advisors meet with students several times each semester will improve students' success.

RPCC also has students who are in the DOW apprenticeship program. DOW is the largest petrochemical company in the state, providing more than 6,000 jobs, and pumping over \$1 billion into the state's economy each year. As such, DOW is an important industry partner for the College, and the DOW apprenticeship program provides full tuition-reimbursement to DOW employees pursuing degrees in select technical programs at RPCC. Those apprentices were surveyed, and 79.17% of them believe that RPCC needs to improve the advising experience for students. When asked if improving advising is a worthwhile goal, 100% of the students said yes. Of the students surveyed, 8.33% did not see an advisor, 62.50% saw an advisor 1 to 2 times, 16.67% of the students saw an advisor 3 to 4 times, and the remaining 12.50% saw an advisor more than 4 times. When asked if they believed having a designated faculty advisor meet with students several times each semester would improve student success, 90.91% said yes. All of these noted survey and assessment results led to a broad-based involvement of faculty, staff, and constituents to improve student advisement at RPCC.

In preparing for reaffirmation and beginning the process of developing, implementing, and assessing the college's second QEP, RPCC faculty, staff, and administrators considered the complexities of the institutional evolution that was underway, as well as the strategic changes occurring at the system level. These changes significantly influenced, impacted, and guided the organizational climate at every college in the system, fostering system-wide cultural shifts. In fall 2014, the LCTCS approved a system-wide five year strategic plan, Our Louisiana 2020 (LCTCS, 2014), to improve student enrollment and increase completions that result in high demand, high wage employment.

Our Louisiana 2020, also known as the strategic plan for "Building the Workforce of Tomorrow," provided six comprehensive goals endorsed by the Louisiana Board of Supervisors to embrace Louisiana's growing economy. The System, including the 13 community and technical college's leadership, business and industry partners, economic and workforce experts, K-12 and higher education partners, and students set forth the following goals:

- Goal 1: Double the Number of Graduates to 40,000 Annually

- Goal 2: Double the Annual Earnings of Our Graduates
- Goal 3: Quadruple Student Transfers to Four-Year Universities to 10,000 Annually
- Goal 4: Double the Number of Students Served
- Goal 5: Quadruple Partnerships with Business and Industry to 1,000 Annually
- Goal 6: Double Foundation Assets

These bold new comprehensive goals provided an opportunity for RPCC to revisit its mission statement to maximize alignment with strategic system guidance. RPCC revised its mission statement, summer 2014, and included eight core college initiatives that focus on the “how” of goal attainment as follows:

### **RPCC's Mission Statement**

*River Parishes Community College is an open admission institution that partners with the communities and businesses of the river parishes region of Louisiana to provide workforce training, certificates, diplomas, and Associate Degrees.*

### **RPCC Core College Initiatives**

1. **Access**—Identify, assess, and meet community needs to promote and increase open access to the College. Provide students with appropriate education, training, and student services at moderate cost, convenient times, and accessible locations to increase their success in certificate, diploma, associate or baccalaureate studies or in the State's workforce.
2. **Student Success**—Enhance the quality of academic instruction through a continued focus on student learning outcomes assessment; and create campus environments that encourage better-quality learning experiences that reinforce the value of cultural and economic diversity, mutual respect, and each person's ability to become a more productive Louisiana citizen.
3. **Teaching Excellence**—Create a campus culture that values teaching and learning and actively involves faculty in this process.

4. **Innovative Academic and Technical Education Programs**—Identify educational and workforce programming needs in an ongoing manner in the region and offer programs to address those needs. Develop responsive, innovative education, training, and learning resource programs that prepare Louisiana citizens for immediate employment or transfer to two and four-year colleges and universities.
5. **Partnerships**—Strengthen mutually beneficial partnerships with secondary and other postsecondary institutions, business and industry, government agencies, economic development entities, and community-based organizations that leverage resources to expand educational opportunities for current and future students.
6. **Fundraising**—Develop new funding streams through annual, major gifts and capital campaigns through the RPCC Foundation and successfully apply to appropriate federal, state, and private grant programs to significantly enhance the mission and vision of the College.
7. **Resources**—Attract, recruit, retain and support exemplary faculty and staff; effectively manage resources allocated by the State for capital and operational expenses to support the mission of the College; and, make effective use of new and emerging technology to improve teaching and learning in the College's classrooms, laboratories, and telecommunication networks.
8. **Workforce Development**—Take a leadership role in economic development by providing student-centered workforce education and training in collaboration with local employers that strengthens the region's economy and workforce competitiveness. Supply Louisiana's business and industry with a well-educated, highly skilled workforce capable of improving the State's competitive advantage within the United States and throughout the global economy.

Energized by new strategic guidance at both the system and college level, and internal deliberations on means to enhance the environment supporting student learning with a new QEP, informal discussions hastened and ideas took shape. The open access and affordability RPCC offers traditionally has appealed to student populations characterized as under-prepared, low-income, first-generation, minority, or working adults. RPCC strives to assist these

individuals in becoming transfer-ready and career-ready, with a focus on improving the educational and economic vitality of its rural communities. The new QEP would provide opportunities to further assist students through a collective commitment to continuous quality enhancement and improvement.

### **Identification of the Topic**

Open discussions at the spring 2015 Convocation of possible QEP topics began with a focus on aligning RPCC's QEP with LA 2020 goals and RPCC's Mission Statement. Faculty and staff were reminded that the QEP topic had to be a well-defined, focused topic related to improving student learning and/or enhancing the environment supporting student learning that encompassed a mission-driven action plan for the institution.

Faculty and staff were solicited for suggestions for possible topics and began doing research regarding SACSCOC expectations and requirements (Appendix A). In April 2015, the Vice Chancellor of Academic Affairs requested formal proposals for a new QEP from faculty and staff (Appendix B). A faculty and staff forum was held on May 1, 2015 where presentations were made and possible topics were discussed by participants. The topics suggested were:

1. Student Success and Completion (Appendix C): This proposal focused on improving student success through developing a student's self-efficacy. It included a faculty advising component in which existing faculty, with proper training, would begin advising students on degree programs and class selection.
2. Classroom, Counseling, and Career Path Option (Appendix D): This proposal focused on classroom, counseling, and career pathway options. The proposal recommended implementing a freshman success course and beginning faculty advising in non-technical programs to help students see the connections between their college degree and the career they want.
3. Online Learning (Appendix E): This proposal focused on improving success in online courses by improving the quality of online instruction.

The Program Assessment Committee (PAC) in conjunction with the QEP Leadership Team, comprised of three faculty members, were tasked with spearheading the new QEP that would be sent to SACSCOC for approval in the summer of 2018. The newly formed QEP Leadership Team reviewed the proposals to identify and narrow down a QEP topic that would address a significant institutional need that aligned with RPCC's mission and would drive LA 2020 achievement. This required the examination of additional data. The QEP Leadership Team and the PAC reviewed CCSSE reports from 2013 again in light of additional data, to include RPCC

students served (in support of LCTCS LA 2020 Goal 4 -- *Double the Number of Students Served*), RPCC completion rates (in support of LCTCS LA 2020 Goal 1 -- *Double the Number of Graduates to 40,000 Annually*), RPCC transfer rates (relevant to LCTCS LA 2020 Goal 3 -- *Quadruple Student Transfers to Four-Year Universities to 10,000 Annually*), and RPCC retention rates. The following table (Table 2) contains data regarding students served, completers, transfers, and retention rates for RPCC.

Table 2

Academic Year (AY)	Students Served (Enrollment)	Completers (Graduates)	Transfers (4-year Institutions)	Retention Rate
2013-2014 AY	2180	376	784	45%
2014-2015 AY	1746	433	547	35%

After reviewing LA 2020 components, the QEP Leadership Team and the PAC defined “completion” and “transfer” based on the LA 2020 technical definitions for LCTCS Goals 1 and 3. The LCTCS technical definitions are provided in the November 2016 Program Health Index Reporting Specification Guide as a means of ensuring accuracy and consistency between degree programs and LCTCS institutions statewide. The terms are defined as follows:

- Goal 1: Completion (Credit Graduates in Banner)
  - All unique students completing a Technical Competency Area (TCA), Certificate, Technical Diploma (TD), Associate Degree, or post-Associate. This is an unduplicated count, meaning that each student is counted once, regardless of the number of credentials issued to that student.
- Goal 3: Transfer
  - The report for this goal is submitted to the National Student Clearinghouse (NSC) and it returns the students who have attended another institution. All students enrolled at the college during the academic year that may have transferred to another institution are reported to NSC. This is an unduplicated count, meaning that each student registered at your college will be counted once per academic year.

By clarifying how the system, and therefore the College, is defining transfer and completion, the committee was able to offer an operating definition of student success, a topic of ongoing discussion as QEP proposals were being considered. For purposes of clarity, student success

was defined as: *student retention, successful transfer to another institution, or completion of a certification or degree program.*

As a result, the first two QEP proposals were combined since they both included improving advising to improve completion rates. The third proposal was turned into a grant proposal that was awarded funding for the implementation of Quality Matters (QM) for all online and hybrid courses. As part of the QEP, it was unquestionable that in order to improve advising and increase student success and completion, the committee must propose reinstating a course for first time freshman, CCSS 1100. In September 2015, the QEP Leadership Team introduced a draft syllabus at Faculty Assembly for the new first year student success course.

Refinement of the QEP topic continued in fall 2016. Faculty and staff members examined additional data as it became available. For example, RPCC administered the CCSSE Survey of Entering Student Engagement (SENSE) during the fall of each odd year (starting in the fall of 2017). SENSE is a product of the Center for Community College Student Engagement, which is part of the Program for Higher Education Leadership in the Department of Educational Leadership and Policy at The University of Texas at Austin. SENSE provides data on institutional practices and student behaviors in the earliest weeks of college. This data helps colleges understand students' critical early experiences and improve institutional practices that affect student success in the first college year. The data is useful in analyzing and benchmarking course completion rates and the rate at which students persist beyond the first term of enrollment. RPCC data from SENSE in fall 2017 indicated that about 60% of full-time and 75% of part-time students utilized an advisor to select a degree program of study, while only about 36% (of both full and part-time students) utilized an advisor to set academic goals and develop a plan to achieve the goals (CCSSE, 2017). Results indicated the focused conversations on goal setting and planning needed to promote completion were not occurring at the desired rates.

The RPCC SENSE (2017) data also shows that although entering students were assisted with course selection (approximately 70% of full-time and 80% of part-time), only 25-30% of all entering students discussed outside obligations with a college staff member before making course selections (CCSSE, 2017). This is a scenario that occurs all too often at community colleges, which leads students to be unsuccessful during their first semester. If students do not

find success in their first semester, then they are less likely to remain enrolled in subsequent semesters (Bailey, T., Jaggars, S., & Jenkins, D., 2015).

With these findings in mind, the QEP was established to focus on the development of academic and student affairs advising teams consisting of (1) PSAs, (2) Student Success Course Faculty Instructional Coaches, and (3) individually-assigned Faculty Advisors. These advising teams are organized around the four phases in the CbD (2011) Framework: Connection, Entry, Progress, and Completion. The QEP builds upon the lessons learned from successful informal faculty advising of RPCC technical students, affording those same benefits to non-technical students, standardizing advisory opportunities, and expanding advising resources. This blended approach to advising culminates with every student having "Your Own Degree Advisor" (Y.O.D.A), a program-specific specialist who can guide student's matriculation toward completion. The design, development, and delivery of Y.O.D.A. focuses faculty and staff efforts in both technical and non-technical programs on improving student progression, persistence, retention, completion, and success through engaged, focused, and collaborative advising.

### **Aligning the QEP with RPCC's Mission and LCTCS LA 2020 Goals**

With the focus of the QEP determined, Y.O.D.A was aligned to three of RPCC's core college mission initiatives: (1) Student Success, (2) Teaching Excellence, and (3) Access. These core initiatives also align with LCTCS LA 2020 Goal 1: Doubling the Number of Graduates; Goal 3: Quadrupling Student Transfers to Four-Year Universities; and Goal 4: Doubling the Number of Students Served. The following explanation provides additional details:

#### **LA 2020 Goal 1: Double the Number of Graduates**

- **RPCC Core Initiative:** Student Success—Enhance the quality of academic instruction through a continued focus on student learning outcomes assessment; and, create campus environments that encourage better-quality learning experiences that reinforce the value of cultural and economic diversity, mutual respect, and each person's ability to become a more productive Louisiana citizen.
  - **QEP Institutional Goal:** Assist students in identifying degree program requirements that lead to timely degree completion.
    - **Success Measure:** Increased number of student completions.
    - **QEP Contribution:** This goal can be further advanced through the QEP. The three-pronged approach to advising, using advising teams consisting

of PSAs, Instructional Coaches in new Student Success Course, and the implementation of individually-assigned program-specific Faculty Advisors for non-technical students, will increase the frequency of direct advisor-advisee engagement, help with the accuracy and timely accomplishment of the identification of degree program requirements, and aid in timely and successful student completion or transfer to four-year institutions without unnecessary academic and economic losses.

- This strategy aligns with the Progress and Completion phases of the CbD Framework.

**LA 2020 Goal 3: Quadruple Student Transfers to Four-Year Universities**

- **RPCC Core Initiative:** Teaching Excellence—Create a campus culture that values teaching and learning and actively involves faculty in this process.
  - **QEP Institutional Goal:** Implement a revised student onboarding process that will immediately engage students in a collaborative, proactive advising process that encourages degree selection and course registration.
    - **Success Measure:** Increase the number of students enrolled in a degree program that transfer to a 4-year institution and/or complete a program or degree.
    - **QEP Contribution:** This goal can be further advanced through the QEP. In addition to early involvement by PSAs, students will reap the benefits of Instructional Coaches in the CCSS Course. The master syllabus for the CCSS Course has been approved, the curriculum review proposal was approved in Faculty Assembly, and the course was piloted over four semesters. This course is a critical node in effective onboarding, utilizing in-class advising with Instructional Coaches to improve accuracy and expedite progress to completion.
    - This strategy aligns with the Connection and Entry phases of the CbD Framework.

**LA 2020 Goal 4: Double the Number of Students Served**

- **RPCC Core Initiative:** Access—Identify, assess, and meet community needs to promote and increase open access to the College. Provide students with appropriate education, training, and student services at moderate cost, convenient times, and accessible

locations to increase their success in certificate, diploma, associate or baccalaureate studies or in the State's workforce.

- **QEP Institutional Goal:** Foster an environment in which advisor-advisee accountability enhances student retention.
  - **Success Measure:** Increase the number of students served through building advisee – advisor relationships.
  - **QEP Contribution:** This goal also can be further advanced through the QEP. A key benefit of the QEP advising model is that it leverages the talent of PSAs during onboarding; it capitalizes upon the coaching skills and frequency of student contact afforded to embedded Instructional Coaches in the new CCSS Course; and it utilizes individually assigned program-specific Faculty Advisors for non-technical students. This three-pronged approach increases awareness of and requirements for RPCC program offerings, increases access and students served, as well as focuses on persistence, retention, and completion efforts.
  - This strategy aligns with the Entry and Progress phases of the CbD Framework.

The following table (Table 3) summarizes the critical factors considered in the development and alignment of the QEP topic with LCTCS and RPCC strategic initiatives.

Table 3

**Alignment Table: The Big Picture**

Issue	LCTCS LA 2020 Goal	RPCC Core Initiative	RPCC QEP Institutional Goal	Success Measure	Completion by Design Phase
Completion	Goal 1: Double the Number of Graduates	Student Success	Assist students in identifying degree program requirements that lead to timely degree completion	Increased number of student completions	Progress and Completion
Transfer	Goal 3: Quadruple Student Transfers to Four-Year Universities	Teaching Excellence	Implement a revised student onboarding process that will immediately engage students in a collaborative, proactive advising	Increased number of students enrolled in a degree program that transfer to a 4-year institution	Connection and Entry

Issue	LCTCS LA 2020 Goal	RPCC Core Initiative	RPCC QEP Institutional Goal	Success Measure	Completion by Design Phase
			process that encourages degree selection and course registration	and/or complete	
Enrollment	Goal 4: Double the Number of Students Served	Access	Foster an environment in which advisor-advisee accountability enhances student retention	Increased number of students served through building advisee – advisor relationships	Entry and Progress

By aligning LCTCS LA 2020 goals, RPCC core initiatives, RPCC institutional goals and success measures and by envisioning how these key elements relate to the broader CbD framework and phases, RPCC's faculty and staff built the foundation needed to deliver a QEP that directly enhances the climate to support student learning. What follows is a detailed timeline (Table 4) of the QEP planning process Spring 2014 — Summer 2018 that outlines actions chronologically.

Table 4

**QEP Planning Timeline**

Planning Timeline Spring 2014 through Summer 2018			
QEP Component	Action	Timeline	Responsible Person
Faculty Convocation / In Service	Update on the progress of final QEP report	January 14, 2014	Sharon Lagarde
Faculty Convocation / In Service	Update on the fifth year report for SACSCOC	May 2, 2014	Dr. Crystal Lee
Faculty Convocation / In Service	Announcement that the QEP report was finalized	August 14, 2014	Sharon Lagarde
Previous QEP	Continue assessing Information Literacy	2014 – ongoing	PRAC committee and faculty
Faculty Convocation / In Service	Acknowledgment and recognition of those who contributed to the SACSCOC fifth year report and QEP report	October 31, 2014	Dr. Crystal Lee
Faculty Convocation/ In Service	Reaffirmation announcement and discussion of upcoming QEP	March 13, 2015	Dr. Crystal Lee

<b>Planning Timeline Spring 2014 through Summer 2018</b>			
<b>QEP Component</b>	<b>Action</b>	<b>Timeline</b>	<b>Responsible Person</b>
Solicitation of Proposals	Chief Academic Officer (CAO) sent an email requesting proposals for the new QEP. Respondents replied via email	April 2015	CAO and the entire RPCC faculty and staff
Faculty and staff forum	Three teams presented proposals for the new QEP	May 1, 2015	All RPCC faculty and staff were invited to participate
QEP Leadership Team	Dr. Lee appointed the three members of the QEP leadership team to work in conjunction with the Program Assessment Committee (PAC)	July 1, 2015	Dr. Crystal Lee
Convocation Meeting	Updates on the QEP topic selection, goals, and implementation (Appendix F)	August 18, 2015	Sarah Hyde
QEP Leadership Meeting	Draft of CCSS 1100 syllabus (College and Career Success Skills) (Appendix G)	September 22, 2015	Crystal Lee, Allison Vicknair, Julie Sullivan, Sharon Lagarde, Sarah Hyde, Mary Viera, and Jennifer Kleinpeter
Convocation Meeting	Provided updates on the QEP, the CCSS 1100 course, and the administration of the CCSSE	January 7, 2016	Crystal Lee, Sarah Hyde, and Julie Sullivan
QEP Leadership Meeting	Plan for the comprehensive advising pilot program (Appendix H)	January 29, 2016	Crystal Lee, Julie Sullivan, and Sarah Hyde
CCSSE Survey	Administer the CCSSE	Spring 2016	QEP leadership team and faculty
PAC Meeting	New freshman success seminar proposal planned for the next faculty meeting (Appendix I)	February 2, 2016	Sharon Lagarde, Julie Sullivan, Sarah Hyde, Tom Henson, Sam Bono, and Mary Viera
QEP Leadership Meeting	New ETS Success Navigator considered for an external evaluation tool	February 17, 2016	Sharon Lagarde, Julie Sullivan, Sarah Hyde, Mary Viera, and Patricia Sheffer from ETS
Faculty Meeting	Curriculum change proposed to add CCSS 1100 to degree sheets. The proposal was approved by the entire faculty. Update on the 10 year SACSCOC reaffirmation	February 19, 2016	Julie Sullivan and Crystal Lee
Faculty Meeting	Disseminated CCSSE packets to selected faculty and discussed the importance of this data for SACSCOC accreditation	March 8, 2016	Crystal Lee and Julie Sullivan

<b>Planning Timeline Spring 2014 through Summer 2018</b>			
<b>QEP Component</b>	<b>Action</b>	<b>Timeline</b>	<b>Responsible Person</b>
Student Orientation	Students were advised to take the CCSS 1100 course starting in the fall	Spring and Summer 2016	Student Services
CCSS 1100 pilot	<ul style="list-style-type: none"> <li>✓ A pilot of the CCSS 1100 course was implemented</li> <li>✓ CCSS 1100 was added to all degree program sheets unless a student transfers in with more than 12 hours</li> <li>✓ No system approval because CCSS 1100 was an inactive course that had already been approved</li> </ul>	Fall 2016 through Spring 2018	QEP leadership team and CCSS 1100 instructional coaches
Student Orientation	Students advised to take the CCSS 1100 course	Fall 2016	Student Services
SACSCOC Conference	Attended SACSCOC 2019 Reaffirmation Conference	December 2016	Dr. Doty, Khalli Hagan, Dr. Waguespack, Sharon Lagarde, Julie Sullivan, Melba Kennedy
Student Orientation	Students advised to take the CCSS 1100 course	Spring and Summer 2017	Student Services
Faculty Convocation / In Service	Discussion of faculty advising component of the comprehensive advising program	January 5, 2017	Sharon Lagarde
Faculty Convocation / In Service	Discussion of initial implementation of the faculty advising component of the comprehensive advising program	February 10, 2017	Sharon Lagarde
Student Services Advising Training	Professional Staff Advisor Training	October 11, 2017	Dr. Stonerock and Student Services Advisors
QEP Draft Review	Draft of QEP sent to external consultant for review	October 11, 2017	Melba Kennedy and Phyllis Dupuis
QEP Leadership Meeting	Planned for the new QEP narrative	October 18, 2017	Sharon Lagarde, Julie Sullivan, and Sarah Hyde
Advising Week	Advising to assist students with course registration; Faculty volunteer integration into open advising sessions	October 23-27, 2017	Students, Faculty volunteers and Student Services Staff
QEP Leadership Meeting	External Consultant Conference Call regarding the development of the QEP	November 13, 2017	Dr. Stonerock, Sharon Lagarde, Julie Sullivan, Melba Kennedy, and Phyllis Dupuis
SACSCOC Leadership Meeting	External Consultant discussed the QEP draft	November 21, 2017	SACSCOC Leadership members and Phyllis Dupuis
Student Orientation	Students were advised to take the CCSS 1100 course	Fall 2017	Student Services

<b>Planning Timeline Spring 2014 through Summer 2018</b>			
<b>QEP Component</b>	<b>Action</b>	<b>Timeline</b>	<b>Responsible Person</b>
Revision of the CCSS 1100 course	CCSS 1100 instructional coaches revised the course	Fall 2017 through Spring 2018	CCSS 1100 instructional coaches
Revision of the New Student Orientation	Review and revise the information that is presented Create a new orientation session about career assessment, advising, Banner, Canvas, student email, and student support services	Fall 2017 through Spring 2018	Advisors, Vice Chancellor of Student and Academic Services (VC of ASA), Director of Financial Aid, and Advisors
QEP Draft Review	Draft of QEP sent to external consultant for review	Spring 2018	Melba Kennedy and Phyllis Dupuis

### **Desired Student Learning Outcomes**

The development of RPCC's student learning outcomes (SLOs) was informed by two key factors: (1) an assessment of the current advising process and climate to promote student learning and (2) a benchmark of national standards in SLOs.

RPCC enrolls approximately 3,000 students annually, equal parts full- and part-time, male and female. Approximately 1/3 are first time freshmen, and approximately 60% receive some form of financial aid. The current advising process involves students meeting with available PSAs as students determine need. Peak advising periods include (1) Pre-registration (three weeks prior to Open Registration); (2) Orientation (May-August annually); (3) Early Registration (one week prior to Open Registration for special populations only, to include graduating seniors, military students, TRiO students, and ADA students); (4) Open Registration (opens April 1 for summer/fall and November 1 for spring, remaining open until one week after classes start); and (5) Drop/Add period (begins the first day of class each semester and continues for one week). During these periods, students are seen on a first-come-first served basis, advising services are provided face-to-face or by phone (face-to-face is encouraged), and appointment times may be limited. The process itself is prescriptive in nature, with a focus on registration, course selection, and troubleshooting.

Advising with a PSA is not required, except for graduating seniors. Because of the size of the institution, PSAs know and recognize many of those students who frequently and proactively take advantage of free advising services. Many students specifically request particular advisors, but often see the first available advisor. Technical faculty have been informally using a faculty advising model for quite some time with success, based on the historical practices of the technical colleges. Transfer program advising, however, has been the primary responsibility of PSAs; no faculty advising was incorporated.

Prior to the start of each semester, RPCC hosts several New Student Orientation (NSO) sessions, which orient new students to student services policies; explain procedures for registration, class scheduling, email, and Banner login procedures; and assist students who request accommodations. In addition, student identification cards and parking passes are issued and advising, financial aid, and TRiO services are explained. The student orientation materials are continually updated to keep information and instructors current. Content is advisory in nature, and the sessions are continually assessed and improved.

When assessing the current advising process relative to the QEP topic selection and development of desired student learning outcomes, a number of factors were considered. See Table 5 for key considerations informing the need to improve advising practices.

Table 5

<p>✓ CCSSE results indicated underutilized student advising services at RPCC. RPCC scored 1.69 in comparison to other small college's 2013 cohorts, which scored 1.86.</p>
<p>✓ An academic appeal audit revealed three students had to complete academic appeals to rectify misguided advisement during the 2013-2014 academic year.</p>
<p>✓ A review of course substitutions revealed a significant rise in Fall 2014 course substitutions when compared to prior years.</p>
<p>✓ Student survey results indicated that over 80% rated academic advising as a very high or high priority. When business and industry were surveyed, 73% of business and industry partners rating academic advising as a high priority. Of RPCC faculty and staff surveyed, 57% rated academic advising as a very high priority and 29% rated it as a high priority.</p>
<p>✓ Alumni survey results indicate that 38.57% of the surveyed students believed they were misadvised during their time and RPCC. When asked if RPCC needs to improve the advising experience for students, approximately 72% of respondents said yes. The survey indicated that 98.57% of alumni believe that improving advising is a worthwhile goal for the college, and 92.89% indicated that having designated faculty advisors meet with students several times each semester will improve students' success.</p>
<p>✓ Student alumni reported that approximately 42% saw an advisor 0-2 times during their time at RPCC.</p>
<p>✓ Of industry apprentices, approximately 80% surveyed believe that RPCC needs to improve advising, 100% consider it a worthwhile goal for the college, and 92% believe that having a designated faculty advisor would improve student success.</p>
<p>✓ RPCC SENSE (2017) data indicated that only about 36% of both full and part-time students utilized an advisor to set academic goals and develop a plan to achieve the goals.</p>
<p>✓ The RPCC SENSE (2017) data shows that only 25-30% of all entering students discussed outside obligations with a college staff member before making course selections.</p>
<p>✓ With recent consolidations and mergers in the LCTCS, RPCC is evolving from historically and primarily a transfer institution, to an institution that serves transfer and technical programs equally.</p>

<p>✓ Student advising by faculty in technical programs, a carryover from the technical colleges, has been effective. Transfer student advising remains the primary responsibility of PSAs in student services.</p>
<p>✓ Effective student advising by PSAs can be leveraged in orientation and onboarding, where their advising talent and expertise prevails. PSAs are not adequately trained to advise students across all degree programs relative to transfer and industry requirements as students progress and near completion.</p>
<p>✓ Effective student advising by faculty can be leveraged as students progress and near completion, where faculty knowledge and expertise of disciplinary, transfer, certification, graduation, industry, and market demands prevail. Faculty teaching in transfer programs are not adequately trained to advise students relative to all enrollment management, testing, ADA, and financial aid procedures during orientation and onboarding.</p>
<p>✓ The current advising process has not fostered adequate information-sharing between student services personnel involved in planning, developing, and delivering the NSO course, and faculty involved in planning, developing, and delivering the new CCSS course for first time freshman.</p>
<p>✓ Students need advising and coaching on academic and career goals and planning, a critical component for standardized integration in all sections of a new student success course.</p>
<p>✓ The current advising process has not fostered adequate role definition, responsibility, or accountability between advisors and advisees, or the establishment of key disciplinary and faculty resources to enhance timely degree completion.</p>

The development of RPCC's SLOs also was informed by the National Academic Advising Association (NACADA's) recommended SLOs. NACADA is an international association of over 12,000 members representing higher education institutions across the spectrum of Carnegie classifications, to include professional advisors/counselors, faculty, administrators and students whose responsibilities include academic advising. As indicated in the NACADA Concept of Academic Advising (NACADA, 2006), academic advising objectives differ among institutions based upon the particular mission, goals, curriculum, co-curriculum, and assessment methods established for the respective campus (White, 2000). However, a representative sample of learning outcomes for advising across institutions of higher education indicates that students should be able to:

- craft a coherent educational plan based on assessment of abilities, aspirations, interests, and values;

- use complex information from various sources to set goals, reach decisions, and achieve those goals;
- assume responsibility for meeting academic program requirements;
- articulate the meaning of higher education and the intent of the institution's curriculum;
- cultivate the intellectual habits that lead to a lifetime of learning; and
- behave as citizens who engage in the wider world around them (NACADA, 2006, para. 10)

With these international standards for SLOs of academic advising in mind, RPCC developed the following QEP SLOs to align with the QEP institutional goals discussed in the prior chapter.

### **RPCC QEP Institutional Goals**

RPCC will:

- Goal 1: Assist students in identifying degree program requirements that lead to timely degree completion. (Progress and Completion)
- Goal 2: Implement a revised student onboarding process that will immediately engage students in a collaborative, proactive advising process that encourages degree selection and course registration. (Connection and Entry)
- Goal 3: Foster an environment in which advisor-advisee accountability enhances student retention. (Entry and Progress)

### **RPCC QEP SLOs**

The QEP Institutional Goals listed above will be achieved utilizing the following SLOs. First-time freshman at RPCC will:

1. Identify their degree plan requirements and monitor their progress toward timely degree completion. (Goal 1)
2. Identify their preferred field of study and choose a major informed by their interest, skill and market demand. (Goal 2)
3. Recognize the advisor-advisee process to include the roles and responsibilities of both advisors and advisees. (Goal 3)

The following table (Table 6) summarizes the alignment of institutional goals with SLOs relative to the CbD framework.

Table 6

RPCC QEP Institutional Goal	RPCC QEP Student Learning Outcome	Completion by Design Phase
Assist students in identifying degree program requirements that lead to timely degree completion	Identify degree plan requirements and monitor progress toward timely degree completion	Progress and Completion
Implement a revised student onboarding process that will immediately engage students in a collaborative, proactive advising process that encourages degree selection and course registration	Identify preferred field of study and choose a major informed by interest, skill and market demand	Connection and Entry
Foster an environment in which advisor-advisee accountability enhances student retention	Recognize the advisor-advisee process to include the roles and responsibilities of both advisors and advisees	Entry and Progress

Progress and achievement of these SLOs will be measured in part by the following:

- **CCSSE** is administered in the spring semester of odd years to selected courses from across all courses offered at RPCC. This survey provides student feedback on several facets of life at RPCC including interactions with advisors and faculty.
- **SENSE** is administered in the fall semester of odd years to students in all developmental education courses, first-level English and math courses (ENGL 1010 and MATH 1100), and the freshman success course (CCSS 1100). This survey examines why some entering community colleges students persist and others do not.
- **Advising Questionnaire** will be administered at the end of each semester. This questionnaire will examine how satisfied students are with advisor behaviors and characteristics as well as the impact of individual advisors and advising methods. This questionnaire will be utilized to get the “big picture” about advising at RPCC.
- **NSO Survey** will be administered to evaluate students’ experiences at the orientation program, as well as to discover what they hoped to gain from attending the program, and what they did gain from their attendance. This survey will provide data on student behavior related to the matriculation process, student satisfaction,

student success - both personally and academically, longitudinal data, and the ability to measure the impact on student retention and other programs.

Additional tools that will be utilized as part of the advising model:

- **ETS Success Navigator** is an externally developed standardized assessment instrument. This tool will help faculty and advisors identify at-risk students, deliver detailed action plans, and improve first year retention rates. Advising team members will have access to these results as part of the advisee's file.
- **Institutional Assessment Survey** is administered each semester and provides students the opportunity to provide feedback on the climate, facilities, and services at RPCC including the advising services. The results of this survey will be utilized to monitor the effectiveness of the advising model being implemented in Y.O.D.A.

### Literature Review and Best Practices

Community colleges are often described as “revolving door” institutions in the higher education arena (Derby & Smith, 2004). The “revolving door” occurs when students enter community colleges for a variety of reasons, face a variety of options, and pursue a variety of goals, with a variety of abilities and motivations from additional job training to prerequisites for a degree. With numerous degree choices and courses from which to select, students can become overwhelmed and either make poor course selections or leave the situation all together by withdrawing (Bagley, 2011). These poor course choices can mean the difference between obtaining a certification or degree or dropping out of college altogether (CCSSE, 2014). Additionally, the “[l]ack of structure in many community colleges is likely to result in less-than-optimal decisions by students about whether and how to persist toward a credential” (Scott-Clayton, 2011, Abstract).

According to national SENSE data, in 2013, 80% of community college freshmen had a goal of earning an associate's degree (CCSSE, 2014). Despite this high percentage, only 54% of students who enter a community college earn a certificate or degree, or are still enrolled six years later (Horn & Skomsvold, 2011). Nationally, the disparity between the desire for a degree and the attainment of a degree is pronounced, persistent, undesirable, and unacceptable.

According to *A Matter of Degrees: Promising Practices for Community College Student Success, A First Look*, published by CCSSE, “there is emerging consensus that certain design principles are critical for student success” (Promising Practices, 8). These design principles include (1) proactive advising early and often, (2) implementing a first-year student success course, and (3) providing structure to help students move through the credential process with a minimal amount of decisions or options. National trends in advising indicate that advising is a vital part of a student's experience. This trend is reflected in national CCSSE data which reveals that 91% of students reported that academic advising/planning was somewhat or very important. However, most students did not believe that their advisors helped them set academic goals or create a plan to achieve those goals (Promising Practices, 11).

One of the most effective design principles laid out by CCCSE is the initiation of student success courses to “help students build knowledge and skills essential for success in college, from study and time-management skills to awareness of campus facilities and support services. Research indicates that students who complete these courses are more likely to complete other

courses, earn better grades, have higher overall GPAs, and obtain degrees” (Promising Practices, 15). Finally, research also indicates that “Community college students will be more likely to persist and succeed in programs that are tightly and consciously structured, with relatively little room for individuals to unintentionally deviate from paths toward completion” (Scott-Clayton, 2011, Abstract). These three design principles (proactive advising, implementing a first-year student success course, and providing structure to help students move through the credential process) guided the design of the following literature review.

### **Approach to Student Advising**

Academic advising is an essential element in the success and persistence of postsecondary students (Klepfer & Hull, 2012). Students often require guidance from others to navigate the campus, reach academic goals, and pursue educational or career ambitions. White and Schulenberg (2012) argued that academic advisors hold a strategic position for facilitating the connection between students' academic choices and the larger purpose of their educational goals. Klepfer and Hull (2012) noted, “the strength of academic advising as a factor in persistence. College students who reported visiting with advisors frequently had a much greater likelihood of persisting than their peers who never did” (para. 17). Academic advising has also been associated with students' satisfaction, career aspirations, perceptions of a supportive environment, and campus navigation (Allen and Smith, 2008). Students desire accurate information, guidance, and support from their advisors, and they benefit from advisors who can share knowledge, resources, and support across the campus (Self, 2008).

Academic advising evolved as a formal job category in the late 20th century as the result of the massification of higher education and the shift of faculty responsibilities from holistic student development toward a more exclusive focus on teaching and research (Self, 2008). Although there are no established theories of academic advising (Creamer, 2000), there are numerous theories and approaches from education and the social sciences which have provided a foundation for the changes that have occurred in the field since it became a “defined and examined activity” (Frost, 2000, p. 10) in the 1960s and 1970s. As stated by Creamer (2000), “academic advising is an educational activity that depends on valid explanations of complex student behaviors and institutional conditions to assist college students in making and executing educational and life plans.” Lowenstein (2006) observed that:

an excellent advisor does for students' entire education what the excellent teacher does for a course: helps them order the pieces, put them together to make a coherent whole, so that the student experiences the curriculum not as a checklist of discrete, isolated pieces but instead as a unity, a composition of interrelated parts with multiple connections and relationships (para. 5).

At RPCC, advising is best conceptualized in alignment with the definition provided by the NACADA, a national leader in the development and dissemination of innovative theory, research, and practice of academic advising in higher education. In *NACADA: The Global Community for Academic Advising* (2006), the association defines advising as follows:

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. (NACADA, 2006, para. 9)

Advising philosophies, approaches, styles, and models are plentiful. Marc Lowenstein (2005) described three different types of advising philosophies: "(a) advising as bookkeeping, (b) advising as counseling, and (c) advising as the coaching of learning" (p. 65). In Lowenstein's (2005) description of the bookkeeping model, the advisor is the sole provider of knowledge and gives directions that the student must follow. The advisor prescriptively and deliberately documents the student's compliance with the advice given (Lowenstein, 2005). Advising as counseling occurs when the advisor and student communicate about the student's curriculum requirements, and the student is an active participant in the advising process. Lowenstein modeled his advising as counseling approach using Crookston's (1994) model of developmental advising. And finally, Lowenstein defined advising as the "coaching of learning," when the advisor coaches students through the curriculum planning process and allows students to make decisions so that both understand the reasoning behind academic requirements. When using the coaching as learning model, the advisor becomes the "most important person in the student's educational world" (Lowenstein, 2005, p. 72).

Approaches and names that originated in the 1970s continue to shape the field today. Tinto's (1975) landmark model of student attrition addressed the factors that impact a student's

decision to remain enrolled or drop out of college (Donaldson, McKinney, Lee, & Pinto, 2016). Names such as O'Banion and Crookston ushered in an era for academic advising that advocated for developmental rather than prescriptive academic-advising approaches. The most well-known of the approaches, prescriptive advising and developmental advising, were terms coined by Crookston in the early 1970s. In "A Developmental View of Advising as Teaching," Crookston (1994) explained that advising can be much more than a "prescriptive relationship" based on authority between the advisor and the student (p. 5), as it is actually a teaching relationship. NACADA has embraced Crookston's (1994) view that advising is teaching (Drake et al., 2013). O'Banion, an early proponent of developmental advising, has noted that prescriptive and developmental approaches may not be as dichotomous as once believed; instead, a prescriptive approach may be a critical building block that enables developmental advising to evolve.

The value of a comprehensive approach that evolves from more prescriptive to more developmental techniques has not gone unnoticed, as this evolutionary approach may provide the best method for meeting the individual needs of different students at various times and stages within their academic experience. NACADA presented a model of shared responsibility for the academic advising process (Gordon et al., 2008) summarized as moving in, moving through, and moving on. The model of shared responsibility demonstrates the need for institutional advisors to take the lead at the beginning of the advising relationship (freshman and sophomore years) and work to identify informational student needs while fostering a transition and encouraging students to be partners in the advising relationship and eventually to take the lead themselves. While this was a 4-year continuum, the emphasis on student developmental readiness is not lost on the community college.

Today, the advising community recognizes more than a dozen relational styles of academic advising (Drake, Jordan, & Miller, 2013). Gordon et al. (2008) described three popular academic advising models: decentralized, centralized, and shared. As assessed by Carlstrom and Miller (2013), the NACADA 2011 National Survey of Academic Advising points to the increasingly complex nature of existing academic-advising structures. For instance, while 63% of responding institutions noted that a number of individuals, including professional and faculty advisors, share advising duties, 13% of respondents reported using more than one advising model at their institutions.

Adding to the debate on student advising models are findings in Smith's (2002) article "First-Year Student Perceptions of Academic Advisement: A Qualitative Study and Reality Check." As Smith explains:

Researchers on student preferences for academic advising style suggest that students prefer developmental advising but experience prescriptive advising. However, data regarding first-year students are absent from these studies. I found that students in the study preferred prescriptive advising and described their advising experience as primarily prescriptive. (Smith, 2002, p. 2)

This finding is further reinforced by Bailey, Jaggars, and Jenkins (2015) in their book *Redesigning America's Community Colleges* when they argue for clear and coherent pathways, fewer boutique programs, and an end to the overwhelming array of cafeteria-style class choices.

A key component for effective advising among community college students is the level, degree, type, and frequency of advisor-advisee engagement. As King (2002) states in *Community College Advising*:

Probably the key difference in advising at community colleges is the nature of our student population - predominantly first generation, commuter, underprepared and diverse in all ways including age, ethnicity, ability, socioeconomic background. This means that advisors often need to focus on the basics - what is a credit, what does it mean to be matriculated, how do you create a class schedule, how should I manage my time, etc. When dealing with the underprepared student, a significant amount of time must be spent explaining the need for developmental course work, transfer issues and more. (para. 2)

Likewise, in Lowenstein's (2005) article, "If Advising is Teaching, What Do Advisors Teach?" he suggests that answers to this question often focus on the basic survival skills, such as how to read the catalog, understand institutional policies, use the student information system, read a degree audit, and schedule classes. Glennen and Baxley (1985) argue that advisors should not assume that students know when to visit an advisor, what the right questions are to ask, or what their goals are, but they suggest that students should be required to make advising appointments throughout their college career. This approach, historically referred to as intrusive

advising, has recently been called proactive advising (Varney, 2013). Earl (1988) explained that, through the intrusive model, advisors address key variables of student attrition before they transpire, rather than as a reactive process. Earl described the process as a combination of the positive aspects of prescriptive, collaborative, and developmental advising offered in an aggressive and proactive outreach to students.

As Buyarski, C. & Ross, F. (2002) discuss in "Advising Collaborations: The Key to Student Success," for advising to be most effective, the role of the advisor must be purposeful and intrusive. Advisors must work in collaboration to provide on-going support and interventions through the first semester of enrollment. Intensive advisor interaction with students allows for the continuous development of an inclusive profile of each student that promotes on-going advising that meets each student's individual needs. Earl (1987) reveals that intrusive advising has been shown to improve the effectiveness of advising, enhance student academic skills, and increase retention. As he explains:

The intrusive model of advising is action-oriented to involving and motivating students to seek help when needed. Utilizing the good qualities of prescriptive advising (expertise, awareness of student needs, structured programs) and of developmental advising (relationship to a student's total needs), intrusive advising is a direct response to identified academic crisis with a specific program of action (para. 5)

Donaldson et al. (2016) analyzed the relationship between intrusive academic advising and community college student success and noted that, as policy members identify best practices, the replication of successful intrusive advising approaches across U.S. higher education institutions could serve as a key strategy in reaching degree attainment goals and continuing to increase success for students into their future. They suggested that, as community college stakeholders continue to demand that resources be shifted from access and toward retention and completion, many administrators and educators recognize the value in enhancing their advising programs and models.

Appropriate advising may be the key to having a true positive impact on students (Crocker, Kahla, & Allen, 2014). According to Light (2001), "good advising may be the single most underestimated characteristic of a successful college experience" (Light, 2001, p. 81). As Williamson, Goosen, and Gonzales (2014) explain, proactive advising requires more touch-time

with students, a luxury PSAs generally are unable to accommodate. Therefore, formalizing faculty advisory roles in non-technical programs is a force multiplier and should lead to positive outcomes.

Research also shows that advising can enhance retention and positively impact student success. Multiple research studies have connected proactive advising by faculty members to increased student retention (Ryan, 2013; Smith, 2007). Upcraft and Kramer (1995) indicated that students who participated in proactive advising reported higher levels of satisfaction and felt more connected to their degree program (Upcraft & Kramer, 1995). As an example, when San Jacinto College implemented faculty advising, approximately 70% of the students who attended at least one faculty advising session received all passing grades (grades of an A, B, or C), whereas only 30% of students who did not attend any faculty advising sessions received passing grades (Williamson, et al., 2014). San Jacinto College also saw an 85% rate of persistence among students who attended at least two faculty advising sessions (Williamson, et al., 2014), indicating that these students were much more likely to remain enrolled in the college for the next semester. If students are able to persist semester over semester, they are more likely to remain enrolled and complete their educational goal.

### **Approach to the Student Success Course**

In addition to design features such as proactive advising and faculty advising, studies also point to the benefits of student success courses with first year college students. In an article in *Inside Higher Education*, the author argues that “community colleges can improve graduation rates by offering a course that teaches students how to navigate college with lessons on study skills, time management and how to find the bursar’s office” (Fain, 2012, para. 1). Research continues to point to the positive impact of student success courses at two-year colleges. By way of example, Tulsa Community College required approximately 1,000 incoming students to take its “Academic Strategies” course over the last four years. Those students are 20 percent more likely to remain enrolled at the College than students who don’t take the course, according to data collected by the College, and they also perform better in academic coursework (Fain, 2012, para. 6). Likewise, at Durham Technical Community College, students taking their student success course have shown a 30 percent increase in retention. The student success course at Kingsborough Community College of the City University of New York led to improved student retention and graduation rates, as well. A review of numerous reports published by the CCCSE

cites similar results consistently: students who complete these courses are more likely to complete other courses, earn better grades, have higher overall GPAs, and obtain degrees.

Researchers at the Center for Community College Student Engagement (CCCSE), Jobs for the Future, and Achieving the Dream generally agree that the success of the “completion agenda” may hinge on whether community colleges set more mandatory requirements for students and drop their reliance on making academic support offerings optional. In a February 2012 *Inside Higher Education* article called “Make it Mandatory,” the author (Fain 2012) summarizes:

A new study from the center, which draws on research from four surveys of the community college sector, lends evidence to the case for mandatory. The study found that academic support and planning may be areas of “incongruity” between what colleges offer and what students use. About 87 percent of colleges reported offering supplemental instruction, but 82 percent of students said they’d never taken advantage of those services. (para. 11)

For this reason, colleges such as Ivy Tech (IN), Tidewater Community College (VA), Brazosport College (TX), Durham Technical Community College (NC), Maryland Community College (MD) and more have integrated mandatory student success courses for first time college students into their curricula. A review of studies released by research entities such as the Research and Planning (RP) Group for California Community Colleges, Community College Research Center (CCRC), Hanover Research and CCCSE, or articles published discussing the applicable research of mandatory college success courses, finds that, in many community colleges across the nation, both in-person orientation and student success courses are required for students to start their college experience with heightened student engagement and advisor intervention for longer-term impact. The courses ensure that students are informed about institutional organization as well as time management and goal setting strategies (Hanover Research, 2014). The review concludes that the most effective courses provide students with instruction on note-and test-taking strategies, interpersonal communication skills, goal setting and time management strategies; key skills, knowledge, and opportunities to access and use their that knowledge in new contexts; academic planning that goes beyond course selection to include program identification and early long-term planning; intensive advising; teaching and learning applications for knowledge transfer and deeper learning; content that fosters active, accountable learners; and experiential learning (Jameson-Meledy, 2015).

## Approach to Completion

Achieving the Dream, Jobs for the Future, CCCSE, CCRC, and other thought leaders in community college research have moved the CbD Framework to the forefront of advising initiatives across the nation. This five-year initiative, sponsored by the Bill & Melinda Gates Foundation, involved community colleges within three states (Florida, North Carolina, and Ohio) who led the way in designing college structures and processes organized around achievable student success. CbD focuses on three completion goals: earning certificates and degrees, transferring to four-year institutions, and raising community college student graduates' value in the labor market. The aim of the initiative is to raise community college completion rates for large numbers of students while containing college costs, maintaining open access, and ensuring the quality of college programs and credentials.

As discussed in "Understanding The Student Experience Through The Loss/Momentum Framework: Clearing the Path to Completion," at the institutional level, colleges now have a common framework to investigate the numerous systems, protocols, departments, and personnel that students face on the way to obtaining a degree or credential. At the practical level, colleges now have a common narrative for examining how they do what they do, and with what effect. For example, community colleges generally design departments based on services (e.g., academic services, student services, etc.), which makes sense in theory. However, for students, the silos are barriers to completion.

The four phases of the student experience explored in the CbD Framework are:

- **Connection:** In the connection phase, students first engage with the idea of going to college. They are provided or gather on their own the information and resources that lead to the decision to attend college in general and one college in particular. When looking at the student experience at the institutional level, this phase includes students' selection of a community college to attend. When examining the student experience within a particular program of study, this includes students' exposure to different disciplines and career opportunities.
- **Entry:** During the entry phase, students arrive at the institution or begin the onramp to a program of study. At the institutional level, this includes admission, financial aid, assessment testing and counseling appointments, as well as the completion of

“gatekeeper” courses (such as general education requirements). At the program level, the entry phase begins with the students’ decision to pursue a particular discipline or program and ends when students have passed the initial required courses or “gatekeepers” for that program.

- **Progress:** When experiencing the progress phase, students move from their initial engagement with postsecondary education or a particular educational program to a long-term commitment. Specifically, the Loss/Momentum Framework defines progress as completing program requirements, whether that is completion of a credential/degree or a particular program of study. This includes students’ enrollment in the courses they need to achieve their educational goal; the learning experience in each of these courses; and the support that is available to move students closer to completion, both inside and outside the classroom.
  
- **Completion** The completion phase comprises both the student’s final movement through an institution or program and the attainment of his or her end goals: typically, meaningful employment and/or pursuit of further education. Many community colleges looking to improve student completion rates focus on the connection and entry phases, putting energy and resources into setting students up for success early on.

These stages are visually depicted in the following figure (Figure 1):

Figure 1



Nationally, the CbD Framework provides a structure and a platform for removing the barriers that stop students at each stage of their journey to credential completion. The initiative began in 2011 with nine colleges in three states. Today 107,785 first-time college students have benefited from redesigned academic and support strategies. On average, CbD colleges met three out of five of their 2019 target goals three years ahead of schedule. To date, 10% more students have completed entry-level math in their first term; 12% more students have completed 12+ credits in first term; 8% more students have completed 24+ credits in their first year; 9% more students have chosen a concentration in their first year; and 12% more students have completed entry-level English in their first term. Community colleges throughout the nation have adopted the CbD framework as a method for organizing and envisioning processes and strategies to improve completion rates.

### **Actions to be Implemented and Implementation Timeline**

By building upon faculty, staff, and student dialogue; data collection; and an extensive review of literature and best practices in community college retention and advising strategies, RPCC is implementing an innovative advising plan. The plan is best described as an evolutionary approach to student advising that is designed to enhance and positively impact student success. It emerged from the involvement of constituencies in developing the QEP; the identification and narrowing to a topic vital to enhancing the environment supporting student learning and success; the development of SLOs that align with QEP goals, institutional goals, and LA 2020 goals, as well as the College's and system's mission and values; and thorough consideration of the literature and best practices. The following questions are central to understanding RPCC's QEP and actions to be implemented:

- What is RPCC's advising approach?
- Who advises?
- Why is this approach needed?
- How can this be done?

***What is RPCC's advising approach?*** RPCC joins other community colleges nationwide in recognizing and acting upon the need to move away from cafeteria-style self-service advising models and toward an advising model that engages both faculty and student services personnel in a structured advising approach. In the past, RPCC's Gonzales campus has depended solely upon PSAs for transfer (non-technical program) advising and informal faculty advisors for technical program advising; and the RPCC Reserve campus was part of another college system that utilized faculty advisors for technical programs. Advising was characterized as decentralized and spontaneous, and many students self-advised.

Based upon a thorough analysis of literature, RPCC's new advisory approach is shared, intrusive (or proactive), and comprehensive. In addition, based upon recent studies of first-year student preferences for prescriptive advising, RPCC's advising approach is prescriptive-to-developmental, rather than either prescriptive or developmental, an intentional design strategy proven to increase retention rates among first year college students.

***Who advises?*** RPCC's advising approach leverages the talent of three key groups to accomplish effective advising: (1) PSAs, (2) Student Success Course Instructional Coaches, and (3) Faculty Advisors. These three groups comprise a team approach to advising that

integrates both faculty and staff in the advising process and includes both technical and transfer (non-technical) program faculty in advising that crosses divisions and campuses for maximum integration. RPCC's approach capitalizes upon successful faculty advising practices already in place with technical programs on the Gonzales and Reserve campuses, building upon that success to design, develop, deliver, and expand collaborative and comprehensive faculty and staff advising for transfer programs. The three key groups' functional roles are as follows:

1. **Professional Staff Advisors (PSAs):** All RPCC students benefit during the annual semester onboarding process, as well as throughout each semester, from the availability and expertise of PSAs who are equipped to assist students in navigating the college onboarding process, to include college registration requirements, course selection, and policies, procedures, and program requirements relative to their early educational intentions and objectives. These PSAs will bring their insight and experience to a joint faculty-staff advising team, with staff advising focused on CbD Connection and Entry points. While available to any student and any time, PSAs will assist students in their transition to Faculty Advisors upon completion of the Student Success Course.
2. **Student Success Course Instructional Coaches:** All first year full- and part-time RPCC students benefit during their first or second semester at RPCC from Student Success Course Instructional Coaches who engage students in a required 3-credit hour course curriculum that prepares students for the challenges of entering college. Coursework centers on the essential skills and information needed to succeed in college, to include instruction and assessment that focuses on topics such critical thinking, test preparation, organizational and time management, writing and notetaking skills, financial and information literacy, and the development of an educational plan. In addition, the course includes embedded advising by the instructor. Student Success Course instructors are perfectly positioned, given the nature of the course materials and the frequency of contact they have with students enrolled, to serve as Instructional Coaches during the early stages of a student's academic experience at RPCC. Of particular value and relevance is the role of the Instructional Coach during the Entry and Progress points in the CbD Framework.
3. **Faculty Advisors:** Building upon the noted success of faculty advisor engagement in technical programs at both the Gonzales and Reserve campuses, all continuing RPCC students also now will benefit from Faculty Advisors, who can provide expertise related to the academic requirements and expectations, the testing or board conditions and

stipulations, and the career requirements and opportunities of specific majors. The blended advising approach deploys PSAs, Student Success Course Instructional Coaches, and now an individually-assigned Faculty Advisor to serve as “*Your Own Degree Advisor*,” all collectively focused on successful academic program completion. The incorporation and formalization of faculty as advisors in non-technical programs across the College marks the most significant institutional change required in the new QEP. The Faculty Advisors’ role during the Progress and Completion stages of the CbD Framework are critical to student success.

RPCC students benefit from this blended advising model that supports student retention and completion by offering access to three key types of advisors (PSAs, Faculty Advisors, and Student Success Course Faculty Instructional Coaches) at key points in the students’ academic journey. As student advising needs evolve, this blended model provides a mechanism for high-touch, high-impact advising and triage early and often when students are most at-risk, and it adjusts with the evolution of students’ educational goals and objectives. This approach moves on the continuum of student needs from prescriptive (with PSAs) to developmental (with Student Success Course Instructional Coaches and Faculty Advisors); the approach also is highly proactive.

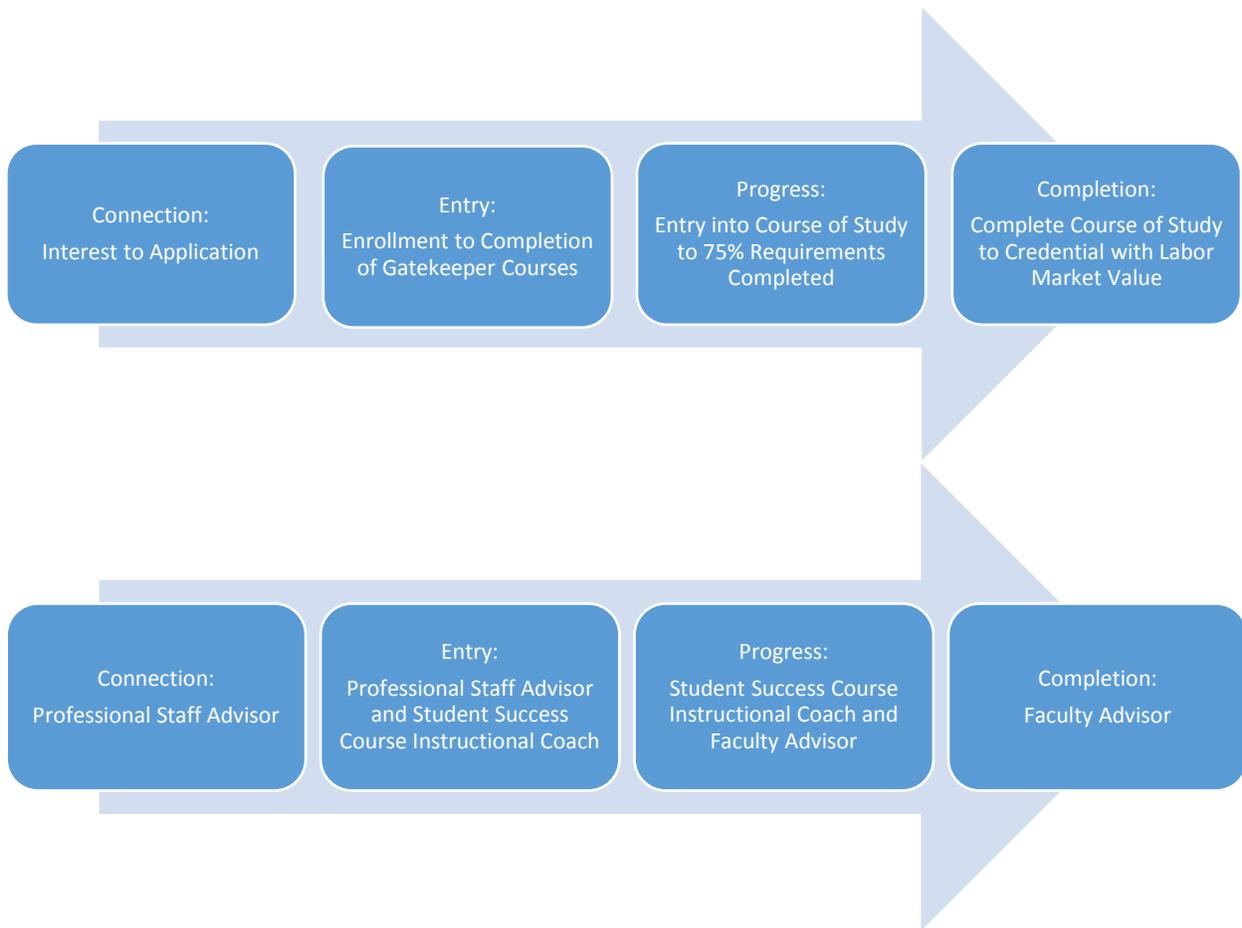
***Why is this approach needed?*** By re-evaluating the approach to advising in the context of the core components of CbD (Connection-Entry-Progress-Completion), RPCC has the opportunity to directly impact and increase completion rates. This approach to advising focuses on completion and identifies specific advisory groups responsible for students at each stage of the student journey. It is built around the work done by Achieving the Dream, Jobs for the Future, CCCSE, CCRC, Lumina, the Bill & Melinda Gates Foundation, and other thought leaders in community college research. The framework provides RPCC with a way to organize and visualize the college advising structure to create a climate that enhances student learning and success. It also enables RPCC to map student advising efforts to four key stages of the student experience:

- **Connection:** Interest to Application; at RPCC, this phase will be heavily influenced by PSAs.
- **Entry:** Enrollment to Completion of Gatekeeper Courses; at RPCC, this phase will be heavily influenced by PSAs and Student Success Course Instructional Coaches.

- **Progress:** Entry into Course of Study to 75% Requirements Completed; at RPCC, this phase will be heavily influenced by Student Success Course Instructional Coaches and Faculty Advisors.
- **Completion:** Complete Course of Study to Credential with Labor Market Value; at RPCC, this phase will be heavily influenced by Faculty Advisors.

The following figure (Figure 2) depicts the completion framework and the emergent role of key advisors during each stage of the process:

Figure 2



Advising has the potential to be a valuable momentum point for the College. By engaging and aligning PSAs, Student Success Course Faculty Instructional Coaches, and Faculty Advisors with the CbD phases, RPCC establishes a framework for systemic student advising and engagement that promotes student success and completion. This student-centered, team approach to advising also combines effective advising and coaching by three key groups to address three Core College Initiatives addressed in the RPCC mission: (1) Access, (2) Student

Success, and (3) Teaching Excellence as summarized below. By focusing on SLOs, rethinking onboarding instruction, and revisioning student support advisory services, RPCC advisors maximize student access, student success, and teaching excellence. The CbD framework provides a means to analyze semester-to-semester persistence and completion rates through high-touch advising and coaching supported by the newly acquired Degree Works software. The following figures (Figure 3 and Figure 4) show how key advisors are aligned with RPCC's Core College Initiatives.

Figure 3

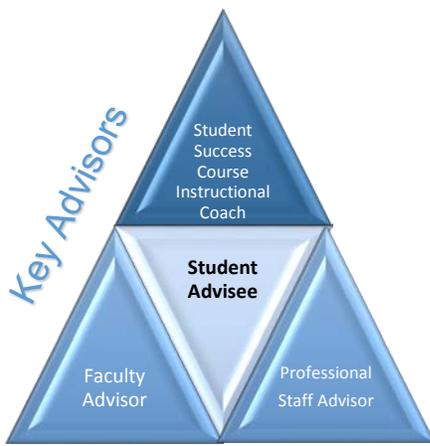
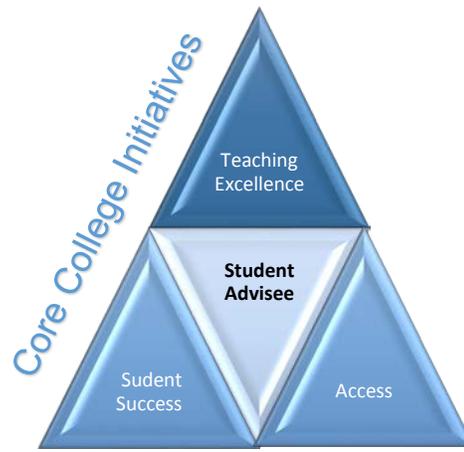


Figure 4



**How can this be done?** A common observation in the RPCC Office of Student Services is the lack of opportunity to engage and maintain meaningful developmental advising relationships with advisees, largely due to the nature of the pacing in the office. Advisors' schedules are packed with back-to-back 15-20 minute appointments during extended, peak periods. Students often arrive at advising appointments unprepared to maximize staff advisors' time, and, as a result, appointments are prescriptive in nature (e.g., registration, scheduling, answering questions, troubleshooting, explaining institutional policy, and getting or keeping students on track). RPCC's new CCSS course and the integration of faculty advisors in transfer (non-technical programs) mitigates this challenge.

As part of the initial roll-out of the QEP, in February 2016, the new CCSS course (CCSS 1100) was approved by the Faculty Assembly as a 3-credit hour, non-transfer course for all first time college students as follows:

- **Course Description:** Provides an opportunity for students to acquire, reinforce, and apply strategies that promote success in college, the workplace, and life. Includes an introduction to the college, its resources, and the value of successful college completion.
- **Prerequisites:** None
- **Co-requisites:** ENGL 0090 or ENGL 0091 or ENGL 1010 or MATH 0098 or MATH 0099 or MATH 1100 or CORE 1003 or WELD 1005 or PTEC 1010 or DRFT 1000.
- **Suggested Enrollment Cap:** 30

Co-requisites were revised accordingly, the CCSS Course Master Syllabus was approved, and interested faculty began preparations for teaching the pilot course. The pilot CCSS Course was first taught in fall 2016 and has been offered each subsequent semester.

The CCSS course reinforces the survival skills introduced by PSAs and during NSO; however, the course provides the time and focus to delve deeper, building upon these learning outcomes with an emphasis on teaching students to become responsible students and advisees. Students have the opportunity to learn their responsibilities in both the college classroom and in the advising process. In "Teaching Students to Become Responsible Advisees," Wallace (2007) explains that "students do not instinctively know how to be responsible advisees. We must teach students the value and process of advising and how to fulfill their advisee responsibilities" (Wallace, 2007, para. 3). As he further explains:

Advising sessions should be viewed as instructional moments that are purposely designed. During the initial advising session, two important understandings should be established. First, the respective responsibilities of both the advisee and the advisor should be thoroughly explained....Second, from the beginning of the advising process, the advisee must fully understand that success is his or her responsibility and that the advisor is a partner in that success. This lesson often has to be reinforced. (Wallace, 2007, para. 7)

Advisor-advisee role clarification is also a critical foothold for forward momentum of students, and it is central to the design and development of the advising teams. The reality of the early

weeks of each semester for RPCC's student population dictates that PSAs usually do not have the time and opportunity to engage in deep, purposeful conversations regarding advisor-advisee role clarification. As such, RPCC's QEP focuses on building an advisory team that evolves with students' advisory needs.

A game-changer for advising at RPCC is the LCTCS system-wide adoption of Ellucian Degree Works. Like most LCTCS colleges, RPCC has long needed an electronic solution that allows for the creation of degree plans and audits to assist students as they map out their required courses, and which assists advising professionals in verifying students' graduation requirements. LCTCS has adopted one such system. Degree Works is a comprehensive academic advising, transfer articulation, and degree audit solution. It provides vital academic planning tools; real-time counseling capabilities; a robust set of web services; user-friendly GPA calculators; and an accessible storehouse of advice, audits, and plans that support student on their education and career pathways (Degree Auditing and Advising with MEP'ed Banner Integration, 2017). As further described:

It can be used by students, advisors, faculty, and staff to evaluate coursework against degree requirements. The Degree Audit contains progress bars to show the student's percentage of completion. Clear visual indicators show whether a course requirement has been met or is in progress. Outstanding requirements are automatically displayed for courses not yet completed, and degree progress bars show where a student is on his or her academic journey. Furthermore, degree audit worksheets, including the core academic, financial aid, and athletic eligibility audits are created on demand. (p. C-1)

In August 2018, as a member of LCTCS Cohort 3 for training and adoption, RPCC Degree Works team members received introductory training on the program. Once fully trained, faculty and advisors will be able to:

- Display the student's degree progress based on the student's major on file.
- Display the student's remedial placement information, impoundment, if any, and view or add academic notes.
- Run a Degree Audit.
- Check into other majors using the current class history.
- Plan a student's future course track for as many as eight semesters.

- Track plans to help ensure student registrations, or other requirements, are being satisfied.
- Directly import plans into Banner 9 to ensure the accuracy of class registration based upon student/advisor discussions.
- Use three different GPA calculators: Graduation, Term, and Advice.
- Calculate how a future course can be applied to their graduation requirement (planning audit).
- Link to any URL or course offering within the Transfer Articulation or Course Catalog.

Degree Works has the potential to revolutionize RPCC's advising process through electronic accessibility among advising teams in a manner that builds transparency, accountability, awareness, accessibility, and responsiveness into advising processes. With this type of technological integration in RPCC's processes, faculty and staff advisors can promote QEP SLOs by furthering students' understanding of degree pathways; prerequisite courses; withdrawing or repeating courses; and general education, core curriculum, and major program requirements.

Although RPCC is new to this program, through this type of infusion of technology, campus leaders can gain insight into key drivers of academic success and risk. Patterns, trends, and predicative data will provide insight into the impact of policies and initiatives in improving student progression and retention. Advisors will be empowered to engage in targeted, proactive, intentional advising by identifying which students are on track for progression or are facing challenges that will negatively impact their success. Both advisors and students are enabled to view clearly documented, real-time information about coursework successfully completed or remaining to be completed in their programs of study.

With these key issues in mind, the QEP Task Force, in collaboration with the QEP Leadership Team, designed a plan to implement Y.O.D.A, including a timeline and a marketing plan for the QEP. The team determined that the best way to implement the plan was to start small and to expand over the five-year period. The following decisions were made to make an easier transition to the new model of advising.

- Early efforts should focus on the design and delivery of an effective CCSS course pilot and the revision of the NSO program. Thereafter, the development of an advising handbook and advisor training should take precedence.
- First-time freshmen will be required to complete the new CCSS course during their first year at RPCC. This course will focus on helping students successfully complete their coursework and ultimately achieve their degree, certificate, or transfer by teaching a variety of skills and familiarizing students with RPCC policies, procedures, and resources.
- An initial pilot cohort of first-time, incoming freshmen will be used for year one of the implementation and the number of students will continue to increase each year of implementation. They will each be assigned to an advising team.
- For year one, a select group of faculty advisors will be trained on the new model of advising with an increase of new faculty members each year.
- New faculty members (hired due to retirements, job vacancies, etc.) will be trained by previously trained faculty advisors from their divisions.
- Students will be required to meet with their faculty advisor a minimum of twice a semester. The faculty advisor will monitor student progress and will offer advice and assistance with course scheduling and career goals, degree or certificate achievement, and transfer or career opportunities.

The following table (Table 7) summarizes key implementation strategies and actions. Each action supports a specific RPCC QEP Institutional Goal and a specific phase in the CbD framework as indicated. Professional development and SLOs appropriate to each action also are included.

Table 7

Strategy	Action
<p>Joint Advising Training Across Campuses</p>	<p>RPCC will provide joint advising professional development opportunities for faculty and staff. (<i>Goal 1—Connection and Entry</i>)</p> <p><u>The Joint Advising Training will address:</u></p> <ul style="list-style-type: none"> <li>✓ Degree plans for all technical and non-technical programs</li> <li>✓ New advising and registration processes, policies, and procedures</li> </ul>

Strategy	Action
	<ul style="list-style-type: none"> <li>✓ Enrollment and admission policies</li> <li>✓ Orientation and student success curriculum learning outcomes and updates</li> <li>✓ Accreditation and State Board Requirements</li> </ul> <p><u>Professional Development Learning Outcomes:</u></p> <ul style="list-style-type: none"> <li>✓ Apply the new advising model</li> <li>✓ Demonstrate mastery of enrollment and admission policies</li> <li>✓ Differentiate between degree program requirements and advise students with an accurate plan of action</li> <li>✓ Explain the orientation and student success course content to students</li> <li>✓ Recognize program accreditation standards</li> </ul>
<p style="text-align: center;">NSO (New Student Orientation)</p>	<p>First-time freshmen students will attend a 1 – 1.5 hour New Student Orientation (NSO) session before the start of their freshman semester. <i>(Goal 1—Connection and Entry and Goal 3—Progress and Completion)</i></p> <p><u>The NSO will address:</u></p> <ul style="list-style-type: none"> <li>✓ Training on Canvas, Banner, and campus e-mail</li> <li>✓ Informative PowerPoint on Campus resources</li> <li>✓ Group advising/registration</li> <li>✓ Scheduling the CCSS 1100 course</li> </ul> <p><u>Student Learning Outcomes Addressed:</u></p> <ul style="list-style-type: none"> <li>✓ Navigate Banner, Canvas, and campus e-mails</li> <li>✓ Identify purpose of the CCSS 1100</li> <li>✓ Select courses relevant to their chosen degree program</li> <li>✓ Recognize campus resources, organizations, and activities</li> </ul>
<p style="text-align: center;">Implement Revised Student Success Course CCSS 1100</p>	<p>During the CCSS course, students will identify and discuss personal, educational, and career goals. <i>(Goal 2—Entry and Progress and Goal 3—Progress and Completion)</i></p>

Strategy	Action
	<p><u>Student Learning Outcomes Addressed:</u></p> <ul style="list-style-type: none"> <li>✓ Locate and use available campus resources</li> <li>✓ Identify preferred learning styles and effective note-taking and test-taking strategies</li> <li>✓ Establish and build relationships with others on campus and appreciate the diversity of others</li> <li>✓ Develop time and money management strategies to help achieve goals</li> <li>✓ Apply organizational and study skills to become a more independent life-long learner</li> <li>✓ Select a major/career path and develop a plan to achieve their chosen path</li> <li>✓ Utilize and improve information literacy skills</li> <li>✓ Develop effective stress management techniques</li> </ul>
<p>Develop Advising Handbook</p>	<p>Advisors will be issued an advising handbook that includes an advising syllabus, advisor-advisee roles and responsibilities, advising goals processes and procedures, degree plans, and campus resources relative to advising and registration processes. Each student will be issued an advising syllabus which will outline what academic advising is, student responsibilities, advisor responsibilities, the college mission, and expectations for advising sessions. The syllabus also will inform the student about how to prepare for advising appointments. <i>(Goal 2—Entry and Progress)</i></p> <p><u>Action Oriented Outcomes:</u></p> <ul style="list-style-type: none"> <li>✓ The QEP Leadership Team will develop an advising handbook for PSAs, Student Success Course Instructional Coaches, and Faculty Advisors for all campuses.</li> <li>✓ The QEP Leadership Team will facilitate required professional development training that covers the new advising model and implementation plan.</li> </ul>

Strategy	Action
	<ul style="list-style-type: none"> <li>✓ The QEP Leadership Team will develop and provide an advising syllabus to students, faculty advisors, and PSAs.</li> <li>✓ Faculty Advisors and PSAs will utilize the new proactive advising model to engage students for academic progress.</li> </ul>
QEP and Advising Coordinator	<p>A QEP and Advising Coordinator will be hired to assist in the implementation of the new advising program. The coordinator will revise and consolidate the advising efforts of three core groups (PSAs, Faculty Advisors, and Student Success Course Instructional Coaches) into one comprehensive, three-pronged approach to student advising. (<i>Goal 1—Connection and Entry, Goal 2—Entry and Progress, and Goal 3—Progress and Completion</i>)</p>

RPCC's marketing plan includes working with the faculty, QEP team, Vice Chancellor of Finance and Administration, and the Vice Chancellor of Academic and Student Affairs. Faculty, staff, students, and administrators were introduced to the QEP branding proposals and encouraged to participate in the development process. During the implementation process, the QEP team, the Director of Institutional Research and Advancement, and the Vice Chancellor of Academic and Student Affairs will work together to creatively integrate the marketing plan into RPCC's culture. The following table (Table 8) contains a timeline of promotional involvement and awareness activities that occurred during the planning of the QEP.

Table 8

Timeline	Strategy	Actions to be Taken
Fall 2016	Acclimated and publicized the selected QEP topic	Winning QEP topic announced via email and faculty convocation
Spring 2017	Solicited ideas for QEP slogan	Slogan adopted based upon input from faculty, staff, and student leaders
Fall 2017 – Spring 2018	Solicited ideas for QEP logos	Designs distributed for selection; logo adopted based on input from faculty, staff, and student leaders.

Timeline	Strategy	Actions to be Taken
Fall 2017 – Spring 2018	Promoted QEP topic	Promotional displays in Chancellor's Suite to generate interest and awareness
Spring 2018	Developed initial QEP marketing materials for distribution	Design concept sent to company; buttons and pens ordered and delivered; distribution slated for Fall 2018
Summer 2018	Petitioned faculty and staff for additional marketing campaign ideas to enhance QEP awareness	Marketing and branding ideas and design proposals collected for poster, t-shirt, banner, and pencil designs
Summer 2018	Surveyed stakeholders on QEP topic	Students, staff/administration, business, and community organizations surveyed to generate feedback, gauge interest, and increase awareness of QEP
Fall 2018	Increase awareness of the selected QEP	Posters and banners placed on the three campuses; marketing materials distributed (buttons, pens, stickers, etc.); photo opportunity with Y.O.D.A. to increase social media presence (Instagram, Twitter, Facebook, etc.)
Spring 2019 – Summer 2023	Intensify awareness of the QEP and its significance to student success to the college academic community	<p>Future Events:</p> <ul style="list-style-type: none"> <li>• Student promotional QEP videos on YouTube</li> <li>• Publish the QEP annual report and program overview on RPCC's website (QEP web page)</li> <li>• Continue advising and distributing QEP materials.</li> <li>• Implement a "Who's Y.O.D.A day" each semester during early registration</li> <li>• Speed Advising Sessions</li> <li>• Themed based Y.O.D.A. events               <ul style="list-style-type: none"> <li>-May the 4<sup>th</sup> Be With You"</li> <li>-"Pizza with Padawans"</li> <li>-Planetary Passport/Scavenger Hunt (hunt for your advisor)</li> </ul> </li> <li>• The Art and Science of Advising: Instructor-led promotional activities</li> <li>• Advising Week</li> </ul>

The new advising model provides proactive advising through key phases of a student's educational experience, from Connection through Completion. The following outline provides an overview of the advising experience from the student's perspective.

## **Advising Is The Path To Completion: Y.O.D.A.**

“Much to learn you still have my old Padawan. This is just the beginning.” – Yoda

### **Connection**

- Student attends New Student Orientation (NSO)
- Student attends individual or group advising session during orientation; student meets and is advised by Professional Staff Advisors; and student identifies program of study
- Student is introduced to Banner, Canvas, and student e-mail in NSO
- Student registers for a CCSS course in first or second semester
- Student receives advising team assignment (faculty advisor, staff advisor, and coach)
- Early intervention strategies utilized/referred when academic difficulties are noted

### **Entry**

- Student attends CCSS course; available resources explained
- Student and CCSS Faculty Instructional Coaches discuss any new challenges to student success and work to overcome them; embedded advising integrated in course
- Student works on degree program sheets and completes course registration during CCSS course with the aid of his or her Faculty Instructional Coach
- Student assigned a Faculty Advisor during CCSS course
- Student meets with the Faculty Advisor at least twice a semester to discuss career and academic goals in light of his or her chosen program of study and program progress
- Student approved by the Faculty Advisor for registration
- Early intervention strategies utilized/referred when academic difficulties are noted

### **Progress**

- Student meets with the Faculty Advisor at least twice a semester to discuss degree program scheduling and progression; student discusses graduation requirements with Faculty Advisor
- Student approved by the Faculty Advisor for registration
- Faculty Advisor serves as resource and referral to resources for issues as they arise
- Early intervention strategies utilized/referred when academic difficulties are noted

### **Completion**

- Student meets with the Faculty Advisor at least twice a semester to discuss degree program scheduling and progression
- Student updates degree form; student and the Faculty Advisor discuss any challenges to student success and work to overcome them for timely graduation
- Student discusses graduation requirements with the Faculty Advisor and Graduation Auditor

Just as the QEP Planning Timeline (see Identification of the Topic) was vital to the success of the development of the topic, the detailed QEP Implementation Timeline is central to ongoing action. The importance of role clarification, effective team structures, open lines of communication among teams, and consistent collective monitoring by advisory team members of students toward completion cannot be understated. The following tables (Tables 9-13) include the 5-Year Implementation Timeline for realizing the goals of Y.O.D.A. The Implementation Plan was informed by an analysis of current and projected enrollment based upon program and campus location (Appendix J).

Table 9

<b>Implementation Plan: Year One Fall 2018 through Summer 2019</b>			
<b>QEP Component</b>	<b>Implementation Action</b>	<b>Timeline</b>	<b>Responsible Person</b>
CCSS Course	Continue offering CCSS Course	Fall 2018 – Spring 2024	CCSS Instructional Coaches
LCTCS Degree Works Training Orientation	Introduce Degree Works to college stakeholders	Summer - Fall 2018	Ellucian and LCTCS
Institutional Service Committee Assignment Updates	Reaffirm and renew QEP Taskforce Membership	Fall 2018	Vice Chancellor of Academic and Student Affairs
QEP and Advising Coordinator	Create the position description advertise and select the coordinator	Fall 2018 (September 1, 2018)	Chancellor's Leadership Team
NSO Program	Deliver NSO Program (Appendix K)	Fall 2018	PSAs, Chief Student Affairs Officer, and QEP and Advising Coordinator
Advisor Handbook	Complete Advisor Handbook (Deliverable) (Appendices L and M)	Fall 2018	QEP Leadership Team, QEP Task Force, and Vice Chancellor of Academic and Student Affairs
Advising Syllabi	Complete Advising Syllabi (Deliverable)	Fall 2018	QEP Leadership Team, QEP Task Force, and Vice Chancellor of Academic and Student Affairs
Advisor Training Program	Design and develop a pilot training program for all advisors on all campuses	Fall 2018	QEP Leadership Team, QEP Task Force, Chief Student Affairs Officer, Vice Chancellor of Academic and Student Affairs, and Student Success Course Task force Chair (SSCTC)
QEP Marketing Plan	Create and deliver marketing plan and materials to promote the QEP	Fall 2018	QEP Leadership Team

<b>Implementation Plan: Year One Fall 2018 through Summer 2019</b>			
<b>QEP Component</b>	<b>Implementation Action</b>	<b>Timeline</b>	<b>Responsible Person</b>
End of Course Evaluation	CCSS Course Evaluation	Fall 2018	Program Review and Assessment Committee (PRAC)
Quality Matters (QM) Training for CCSS 1100 online course	Online course will be created for use with distance students	Fall 2018	CCSS Instructional Coaches
QM Training for online NSO module	Online module will be created for use with distance students	Fall 2018	Student Services and selected faculty
Professional Development on Advising	PSAs, Student Success Instructional Coaches and Faculty Advisors will receive professional development training	Fall 2018 & Spring 2019	Center for Teaching Excellence Committee
Degree Works Training	Train advising teams on Degree Works software	Fall 2018 & Spring 2019	QEP Leadership Team, Vice Chancellor of Academic and Student Affairs
Advisor Training	Continue training additional faculty and staff advisors	Spring 2019	QEP Leadership Team, Vice Chancellor of Academic and Student Affairs
CCSS 1100 online course	Online course will be created for use with distance students	Spring 2019	CCSS Instructional Coaches
Online NSO module	Online module will be created for use with distance students	Spring 2019	Student Services, College Recruitment Committee, and selected faculty
End of Course Evaluation	CCSS Course Evaluation	Spring 2019	PRAC Committee, Director of Institutional Research and Effectiveness Committee
QEP Assessment	One year analysis of QEP Achievement	Summer 2019	Director of Institutional Research and Effectiveness and Committee
QEP Review, Recommendations and Revisions	QEP Leadership Team will review assessment analysis, make recommendations for revisions based on results	Summer 2019	QEP Leadership Team, QEP Task Force, Director of Institutional Research and Effectiveness and Committee

Table 10

<b>Year Two Fall 2019 through Summer 2020</b>			
<b>QEP Component</b>	<b>Implementation Action</b>	<b>Timeline</b>	<b>Responsible Person</b>
Begin faculty advising with students	Faculty will be assigned to incoming freshmen and begin conducting advising sessions	Fall 2019	Faculty Advisors
Implement External Assessment Tools	Administer the SENSE survey	Fall 2019	QEP Leadership Team, QEP Task Force, Faculty, and Director of Institutional Research

Year Two Fall 2019 through Summer 2020			
QEP Component	Implementation Action	Timeline	Responsible Person
			and Effectiveness Committee
End of Course Evaluation	CCSS Course Evaluation	Fall 2019	PRAC Committee, Director of Institutional Research and Effectiveness Committee
Submit for Review and Approval CCSS 1100 online course	Online course will be submitted to QM Committee	Fall 2019	CCSS Instructional Coaches
Submit for Review and Approval online NSO module	Online course will be submitted to QM Committee	Fall 2019	Student Services and selected faculty
Professional Development on Advising	PSAs, Student Success Instructional Coaches and Faculty Advisors will receive professional development training	Fall 2019 and Spring 2020	Center for Teaching Excellence Committee
Degree Works Training	Train new members on Degree Works software	Fall 2019 & Spring 2020	QEP Leadership Team, Vice Chancellor of Academic and Student Affairs
Advising Software (Degree Works)	Continue utilizing advising software	Fall 2019 & Spring 2020	Faculty advisors
NSO	Monitor the success of the NSO sessions	Fall 2019 through Summer 2020	Advising Coordinator
Advisor Training	Begin training additional faculty and staff advisors	Spring 2020	QEP Leadership Team and Vice Chancellor of Academic and Student Affairs
External Assessment Tools Implementation	Administer the Profile Proficiency from ETS	Spring 2020	QEP Leadership Team, QEP Task Force, Faculty, and Director of Institutional Research and Effectiveness Committee
CCSS 1100 online course delivery	Online course will be available to distance students	Spring 2020	CCSS Instructional Coaches
Online NSO module delivery	Online course will be available to distance students	Spring 2020	Student Services and selected faculty
End of Course Evaluation	CCSS Course Evaluation	Spring 2020	PRAC Committee, Director of Institutional Research and Effectiveness
QEP Assessment	Two year analysis of QEP Achievement	Summer 2020	Director of Institutional Research and Effectiveness and Committee

<b>Year Two Fall 2019 through Summer 2020</b>			
<b>QEP Component</b>	<b>Implementation Action</b>	<b>Timeline</b>	<b>Responsible Person</b>
QEP Review, Recommendations and Revisions	QEP Leadership Team will review assessment analysis, make recommendations for revisions based on results	Summer 2020	QEP Leadership Team, QEP Task Force, Faculty, and Director of Institutional Research and Effectiveness Committee

Table 11

<b>Year Three Fall 2020 through Summer 2021</b>			
<b>QEP Component</b>	<b>Implementation Action</b>	<b>Timeline</b>	<b>Responsible Person</b>
Faculty Advising with students	Faculty will be assigned to incoming freshmen and begin conducting advising sessions	Fall 2020	Faculty Advisors
Assessment of Advising	Evaluate faculty advising	End of Fall 2020 semester	Advising Coordinator
End of Course Evaluation	CCSS Course Evaluation face-to-face and online	Fall 2020	PRAC Committee, Director of Institutional Research and Effectiveness
Degree Works Training	Train new members on Degree Works software	Fall 2020 & Spring 2021	QEP Leadership Team in collaboration with Vice Chancellor of Academic and Student Affairs and technical faculty
Advising Software (Degree Works)	Continue utilizing advising software	Fall 2020 & Spring 2021	Faculty Advisors
Professional Development on Advising	PSAs, Student Success Instructional Coaches and Faculty Advisors will receive professional development training	Fall 2020 & Spring 2021	Center for Teaching Excellence Committee
Advisor Training	Begin training additional faculty members for advising	Spring 2021	QEP Leadership Team, QEP Task Force, Faculty, and Director of Institutional Research and Effectiveness Committee
External Assessment Tools Implementation	Administer the Profile Proficiency from ETS	Spring 2021	QEP Leadership Team, QEP Task Force, Faculty, and Director of Institutional Research and Effectiveness Committee
External Assessment Tools Implementation	Administer the CCSSE survey	Spring 2021	QEP Leadership Team, QEP Task Force, Faculty, and Director of

<b>Year Three Fall 2020 through Summer 2021</b>			
<b>QEP Component</b>	<b>Implementation Action</b>	<b>Timeline</b>	<b>Responsible Person</b>
			Institutional Research and Effectiveness Committee
End of Course Evaluation	CCSS Course Evaluation face-to-face and online	Spring 2021	PRAC Committee, Director of Institutional Research and Effectiveness
QEP Assessment	Three year analysis of QEP Achievement	Summer 2021	Director of Institutional Research and Effectiveness and Committee
QEP Review, Recommendations and Revisions	QEP Leadership Team will review assessment analysis, make recommendations for revisions based on results	Summer 2021	QEP Leadership Team, QEP Task Force, Faculty, and Director of Institutional Research and Effectiveness Committee

Table 12

<b>Year Four Fall 2021 through Summer 2022</b>			
<b>QEP Component</b>	<b>Implementation Action</b>	<b>Timeline</b>	<b>Responsible Person</b>
Faculty advising with students	Faculty will be assigned to incoming freshmen and begin conducting advising sessions	Fall 2021	Faculty Advisors
External Assessment Tools Implementation	Administer the SENSE survey	Fall 2021	QEP Leadership Team, QEP Task Force, Faculty, and Director of Institutional Research and Effectiveness Committee
Assessment of Advising	Evaluate faculty advising	End of Fall 2021 semester	Advising Coordinator
Degree Works Training	Train new members on Degree Works software	Fall 2021 & Spring 2022	QEP Leadership Team, QEP Task Force, Faculty, and Director of Institutional Research and Effectiveness Committee
Advising Software (Degree Works)	Continue utilizing advising software	Fall 2021 & Spring 2022	Faculty Advisors
Professional Development on Advising	PSAs, Student Success Instructional Coaches and Faculty Advisors will receive professional development training	Fall 2021 & Spring 2022	Center for Teaching Excellence Committee

<b>Year Four Fall 2021 through Summer 2022</b>			
<b>QEP Component</b>	<b>Implementation Action</b>	<b>Timeline</b>	<b>Responsible Person</b>
NSO	Monitor the success of the NSO face-to-face and online sessions	Fall 2021 through Summer 2022	Advising Coordinator
Advisor Training	Begin training additional faculty members for advising	Spring 2022	QEP Leadership Team, QEP Task Force, Faculty, and Director of Institutional Research and Effectiveness Committee
External Assessment Tools Implementation	Administer the Profile Proficiency from ETS	Spring 2022	QEP Leadership Team, QEP Task Force, Faculty, and Director of Institutional Research and Effectiveness Committee
End of Course Evaluation	CCSS Course Evaluation face-to-face and online	Spring 2022	PRAC Committee, Director of Institutional Research and Effectiveness
QEP Assessment	Four year analysis of QEP Achievement	Summer 2022	Director of Institutional Research and Effectiveness and Committee
QEP Review, Recommendations and Revisions	QEP Leadership Team will review assessment analysis, make recommendations for revisions based on results	Summer 2022	QEP Leadership Team, QEP Task Force, Faculty, and Director of Institutional Research and Effectiveness Committee

Table 13

<b>Year Five Fall 2022 through Summer 2023</b>			
<b>QEP Component</b>	<b>Implementation Action</b>	<b>Timeline</b>	<b>Responsible Person</b>
Faculty advising with students	Faculty will be assigned to incoming freshmen and begin conducting advising sessions	Fall 2022	Faculty Advisors
Assessment of Advising	Evaluate faculty advising	End of Fall 2022 semester	Advising Coordinator
End of Course Evaluation	CCSS Course Evaluation face-to-face and online	Fall 2022	PRAC Committee, Director of Institutional Research and Effectiveness
Degree Works Training	Train new members on Degree Works software	Fall 2022 & Spring 2023	QEP Leadership Team, QEP Task Force, Faculty, and Director of Institutional Research

Year Five Fall 2022 through Summer 2023			
QEP Component	Implementation Action	Timeline	Responsible Person
			and Effectiveness Committee
Advising Software (Degree Works)	Continue utilizing advising software	Fall 2022 & Spring 2023	Faculty Advisors
Professional Development on Advising	PSAs, Student Success Instructional Coaches and Faculty Advisors	Fall 2022 & Spring 2023	Center for Teaching Excellence Committee
NSO	Monitor the success of the NSO face-to-face and online	Fall 2022 through Summer 2023	Advising Coordinator
Advisor Training	Begin training additional faculty members for advising	Spring 2023	QEP Leadership Team, QEP Task Force, Faculty, and Director of Institutional Research and Effectiveness Committee
External Assessment Tool Implementation	Administer the Profile Proficiency from ETS	Spring 2023	QEP Leadership Team, QEP Task Force, Faculty, and Director of Institutional Research and Effectiveness Committee
End of Course Evaluation	CCSS Course Evaluation face-to-face and online	Spring 2023	PRAC Committee, Director of Institutional Research and Effectiveness
External Assessment Tool Implementation	Administer the CSSEE survey	Spring 2023	QEP Leadership Team, QEP Task Force, Faculty, and Director of Institutional Research and Effectiveness Committee
External Assessment Tool Implementation	Administer the SENSE survey	Fall 2023	QEP Leadership Team, QEP Task Force, Faculty, and Director of Institutional Research and Effectiveness Committee
Post Cycle QEP Assessment	Five year analysis of QEP Achievement	Spring 2024	Director of Institutional Research and Effectiveness and Committee
Post Cycle QEP Review, Recommendations and Revisions	QEP Leadership Team will review assessment analysis, make recommendations for revisions based on results	Summer 2024	QEP Leadership Team, QEP Task Force, Faculty, and Director of Institutional Research and Effectiveness Committee

Successful implementation is central to long-term sustainability. By developing a comprehensive 5-Year Implementation Plan; by clearly aligning advisory responsibilities with student Connection, Entry, Progress, and Completion phases; by identifying key implementation strategies and actions that support RPCC institutional goals; and through the implementation of the new CCSS 1100 course, Y.O.D.A. will be fully embedded into the RPCC culture. As the timeline demonstrates, the College has a strategy for full implementation by year five, to include a marketing plan that will increase awareness and reinforce the value and role of proactive advising in timely student completion.

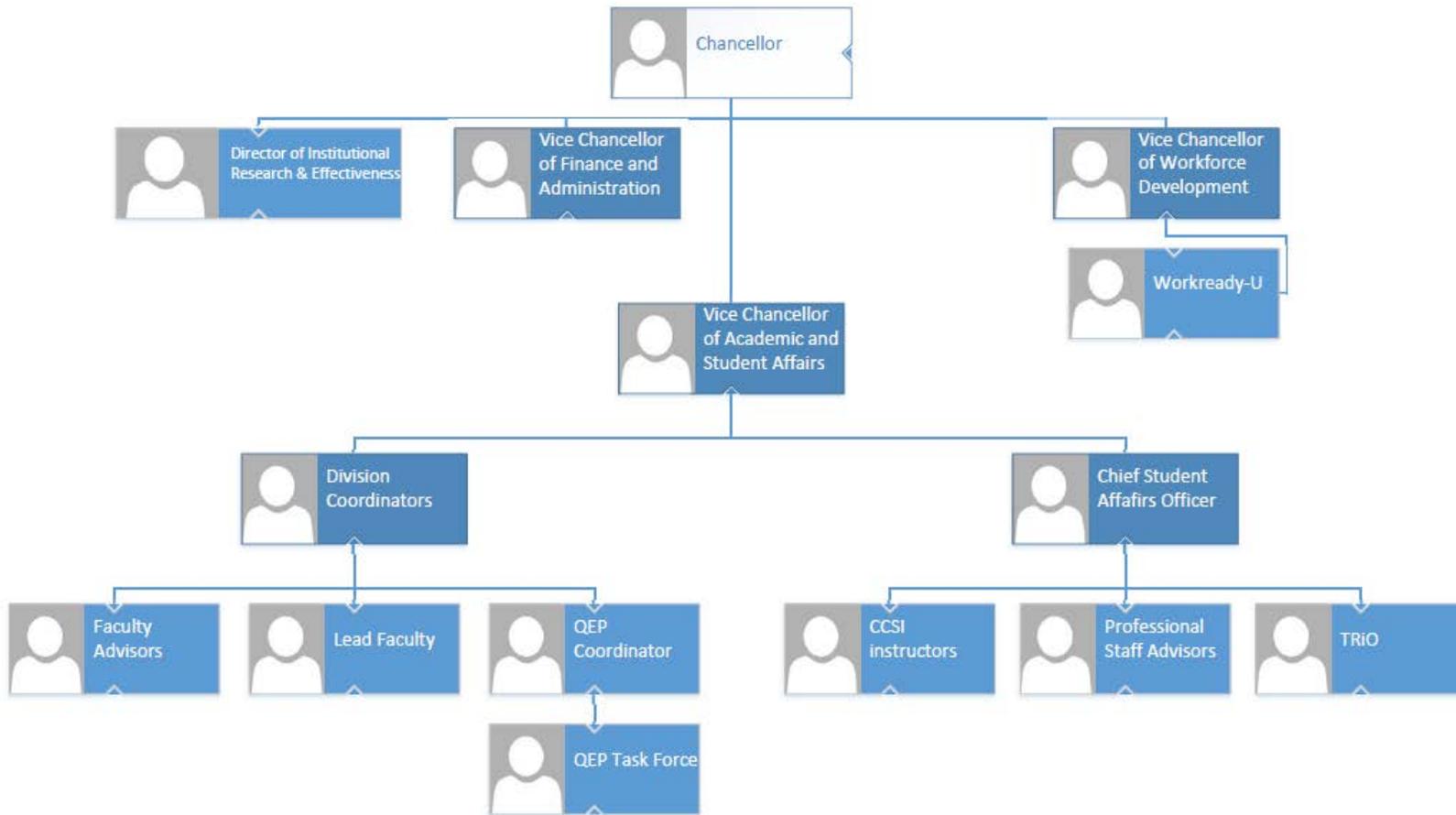
### **Organizational Structure**

Y.O.D.A. is a team-based, proactive advising strategy that brings together faculty and staff advisors across divisions, breaking down silos by keeping students central to the advising experience. The success of the action plan has been and will continue to be defined by broad-based advice, collaboration, concern, and a solution-orientation among stakeholders. Student services personnel, faculty, students, and RPCC administration have long recognized the value and opportunity effective advising presents. Key strategic leadership responsibilities for the effective implementation of the QEP reside with the Chancellor, the Vice Chancellor of Finance and Administration, the Vice Chancellor of Academic and Student Affairs, the Vice Chancellor of Workforce Development, and the Director of Institutional Research and Effectiveness.

The Chancellor fully supports the plan to improve advising, providing the strategic vision and support for the technological, training, personnel, policy, and financial resources needed. The Vice Chancellor of Finance and Administration has determined and will monitor the expenditures, budgeted funds, and space utilization to ensure there are sufficient funds and facilities to support and sustain the QEP. The Vice Chancellor of Academic and Student Affairs is guiding the Division Coordinators and the Chief Student Affairs Officer in merging best practices in transfer and technical program advising, incorporating lessons from technical programs to better assist and prepare transfer students. The Chief Student Affairs Officer has oversight for ensuring the accuracy, currency, responsiveness, and full integration of PSAs and TRIO advisors. Division Coordinators, whose leadership responsibilities include providing primary oversight for faculty (to include Faculty Advisors and Lead Faculty members) are vital in determining workload balance relative to teaching and advisory responsibilities, and in determining training needs relative to degree program requirements, expertise, and currency. The Vice Chancellor of Workforce Development is ensuring the integration of WorkReadyU advisors for adult education programs to promote a comprehensive advising approach. The Director of Institutional Research and Effectiveness is aiding in assuring compliance with SASCOC requirements and promoting data-driven decision making. The QEP Coordinator will be responsible for institution-wide engagement of faculty, staff, students, and administration, to include advising team assignments, CCSS 1100 curriculum and instructor management, and the mobilization of the QEP Task Force members to manage the transition to a team-based advising model. The following flowchart (Figure 5) provides a visual representation.

### Organizational Structure

Figure 5



## **Resources**

Administration of the Y.O.D.A. QEP for RPCC includes the project management, personnel and equipment, developmental activities and the financial sustainability of the project. The QEP Leadership Team maintains project management responsibility, with approval of expenditures as authorized by the Vice Chancellor of Finance and Facilities, the Vice Chancellor of Academic and Student Affairs, and the Chancellor.

### **Institutional Capacity During the Planning and Implementation Stages of the QEP (2015-2018)**

Since 2015, College administration has provided financial and human resources to faculty and staff in order to develop the next QEP, and ensure that student success remains the focus of RPCC's mission. During the planning stages of the QEP, RPCC demonstrated a considerable commitment and capacity for the project. Several faculty members were given time and resources to research, discuss, and disseminate information. These faculty members gathered information and strategies to discuss with fellow faculty and staff members to help cultivate the new QEP focus.

After numerous discussions among the QEP stakeholders, Y.O.D.A. was selected as the QEP focus by the RPCC faculty. This decision was supported by the staff and administration. Julie Sullivan, Sharon Lagarde, and Sarah Hyde, the members of the QEP Leadership Committee, assumed responsibilities and demonstrated significant time commitments to developing the QEP.

### **Human Resources and Professional Contract Service Costs**

- Personnel: The budget includes salary and benefits for release time for the QEP committee members (both faculty and administrative staff). The benefits are accrued based on 25% of the estimated salary cost. These costs are existing budget expenses that will be redirected to support the QEP.
- Travel: Funds are included for the QEP committee members to attend conferences on advising and student success.
- QEP Director and Advising Coordinator: Funds have been allocated to cover the cost of a part-time position (filled through either faculty release time or a new hire). The QEP Director and Advising Coordinator will assess and evaluate the goals of the QEP, with special emphasis given measuring student success.

- Assessment: RPCC is continuing its participation in the CCSSE instrument but has also begun using the ETS Success Navigator and SENSE instruments. The budget includes funds for the administration of these instruments.

**Other Financial and Infrastructure Costs**

- Computers: RPCC has multiple computer labs on all three campuses that will be used for the Y.O.D.A. initiative. RPCC charges a Technology Fee, which provides for the maintenance and purchasing of computers and computer related equipment.
- Marketing Materials: Funds have been allocated for promotional items to provide campus awareness of the QEP and resources available at RPCC.
- Miscellaneous Office Supplies and Printing: Existing budget for these items will be used to support the Y.O.D.A. QEP.
- Software: Degree Works is a software system that the Louisiana Community and Technical College System (LCTCS) is implementing system-wide. The ERP Fee collected by the colleges pays these costs; this fee has been in place for several years.
- Dues and Memberships: The budget includes funds for faculty, staff and/or college memberships in related professional organizations.

A more detailed budget follows the budget narrative with specific amounts allocated to each line item. The College funded approximately \$40,869 in fiscal year 2017-2018 for student success planning and implementation initiatives relative to the QEP that improve the environment for student learning. In addition, the college budgeted approximately \$319,431 over the next five fiscal years (2018-2023) to support the SACSCOC QEP, for a total of \$360,300 between 2017-2023. Upon completion of the five year Y.O.D.A. QEP, the budgeted items will be absorbed by RPCC.

The QEP is an ongoing, college-wide improvement initiative that focuses on student success. In order to ensure that students achieve positive outcomes in and out of the classroom, the College is committed to providing professional development, teaching/learning resources, and advising resources for faculty and staff. In addition, RPCC is committed to allocating physical and financial resources necessary to accomplish these goals so that students receive educational experiences that promote student success. The budget has been designed to take into account revenue projections and thus has a plan for cost recovery to sustain the budget beyond the initial five years. The following table (Table 14) contains the budget for the implementation of the QEP.

Table 14

Category	Explanation	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
QEP Project Leaders	Faculty Release	\$19,745	\$20,500	\$21,350	\$29,900	\$31,000	\$32,350
Accounting	Support of Project	\$2,750	\$2,860	\$2,975	\$3,100	\$3,225	\$3,350
Benefits	Based on 25% of Total Salary	\$5,624	\$5,840	\$6,081	\$8,219	\$8,581	\$8,925
<b>Subtotal Personal Costs</b>							
Office Supplies		\$250	\$250	\$250	\$250	\$250	\$250
CCSSE Assessment	Administered according to the timeline established by CCCSE	\$5350		\$6500		\$6750	
SENSE Assessment	Administered according to the timeline established by CCCSE	\$2900	\$3000	\$3100	\$3200	\$3300	\$3400
ETS Success Navigator	Administered each semester in the CCSS 1100 course		\$5500	\$6000	\$6500	\$6800	\$7000
Degree Works	(System Office Cost)						
Computers	Maintenance for computers involved in the ETS Profile Proficiency	\$3000	\$3000	\$32,000	\$4000	\$4000	\$4000
Other Professional Services	Faculty, professional and staff development training		\$1000	\$1000	\$1000	\$1000	\$1000
Dues and Membership	NACADA		\$175	\$175	\$175	\$175	\$175
Printing	Promotional items and marketing materials	\$1250	\$2000	\$1000	\$1000	\$1000	\$1000
Travel	Conferences		\$10,000				
<b>Annual Totals</b>		\$40,869	\$54,125	\$80,431	\$57,344	\$66,081	\$61,450
<b>Project Total: \$360,300</b>							

### Assessment

The purpose of RPCC's QEP is to improve student success through implementing a proactive advising program aligned with the *Completion by Design* framework below (Figure 6).

Figure 6



### QEP Overarching Institutional Goals

1. Implement a revised student onboarding process that will immediately engage students in a collaborative, proactive advising process that encourages degree selection and course registration. **(Connection and Entry)**
2. Foster an environment in which advisor-advisee accountability enhances student retention. **(Entry and Progress)**
3. Assist students in identifying degree program requirements that lead to timely degree completion. **(Progress and Completion)**

### QEP Student Learning Outcomes

The QEP Institutional Goals listed above, will be achieved by utilizing the following SLOs. First-time freshmen at RPCC will:

1. Identify their preferred field of study and choose a major informed by their interest, skill and market demand. (Goal 1)
2. Recognize the advisor-advisee process to include the roles and responsibilities of both advisors and advisees. (Goal 2)
3. Identify their degree plan requirements and monitor their progress toward timely degree completion. (Goal 3)

A variety of assessment tools will be used to evaluate the implementation of the advising program. The institutional goals will be monitored and assessed annually based on established benchmarks for measuring student success including the number of students graduating (completers), first time student enrollment to subsequent semester enrollment, fall to fall

enrollment and spring to spring enrollment (student retention), and length of time to complete a degree (graduation rates).

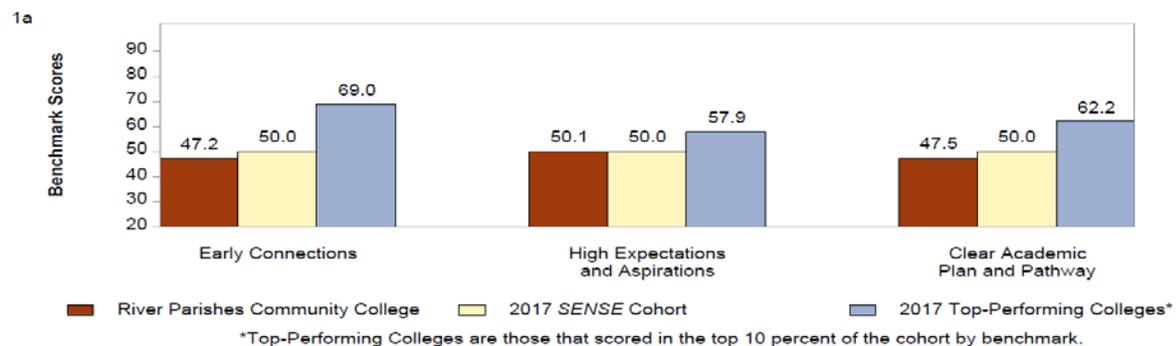
**Summative Assessment (Indirect)**

**Summative assessments** are generally administered at the end of a unit or course. Unlike formative assessments, which may occur several times during a course or unit, summative assessments occur only a few times over the course of the academic year. A common goal of this type of evaluation is to measure the mastery of learning standards. Unlike formative assessments, which emphasize feedback, summative assessments yield a specific grade. RPCC will be using the following summative assessments.

First, RPCC faculty will administer the SENSE survey in the fall of every odd year (years one, three, and five of the QEP) to assess the six SENSE benchmark areas which evaluates student engagement beginning with a student's first contact with the institution and continuing through completing courses and earning certificates and degrees. RPCC has participated in this survey for one year and the results below (Figures 7 and 8) help to establish benchmarks. The six areas to be evaluated are:

- 1). Early Connections: Students tend to almost always express one common element for their persistence in College as a strong, early connection to someone at the college.
- 2). High Expectations and Aspirations: Students often rise to meet expectations, making it more likely that they will attain their goals when they perceive clear, high expectations from college staff and faculty, and will adopt behaviors that lead to achievement.
- 3). Clear Academic Plan and Structure: Students are more likely to persist if they not only are advised about what courses to take, but also are helped to set academic goals and to create a plan for achieving them.

Figure 7

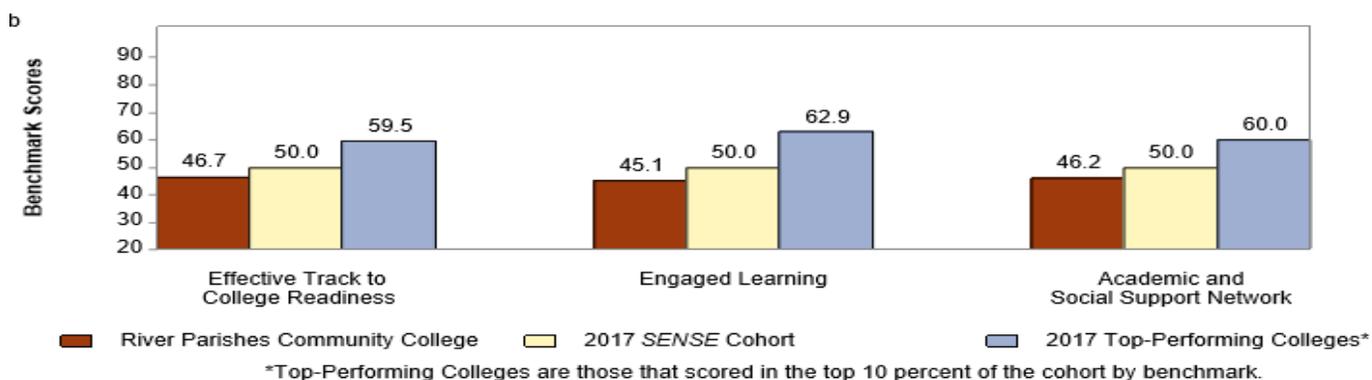


4). Effective Track to College Readiness: Student success hinges upon effective assessment, placement of students into appropriate courses, and implementation of effective strategies to ensure that students build academic skills and receive needed support.

5). Engaged Learning: Students enrolled in Community Colleges mostly attend college part-time, and most also must find ways to balance their studies with work and family responsibilities; the most effective learning experiences will be those the college intentionally designs.

6). Academic and Social Support Network: Students often don't know what they don't know, and colleges must purposefully create a personal network that enables them to obtain information about college services, along with the academic and social support critical to student success.

Figure 8



Second, RPCC faculty will administer the CCSSE in the spring of every odd year. CCSSE is a well-established tool that helps institutions focus on good educational practice and identify areas in which they can improve their programs and services for students. CCSSE asks about institutional practices and student behaviors that are highly correlated with student learning and retention. CCSSE results complement SENSE results, with a broader focus on the student experience.

**Formative Assessment (Direct)**

**Formative assessments** provide both students and teachers with the information they need to improve the learning process while it's happening. The goal of a formative assessment is to monitor progress toward a goal or objective, providing information in an expedient manner which allows both teachers and students to respond to the academic needs of the students. While we usually think of tests and evaluations being scored with a letter or number, formative

assessments provide students with feedback rather than a grade. RPCC will use the following formative assessments.

First, RPCC advisors will utilize a new **Advising Questionnaire** to obtain information about how satisfied students are with advisor behaviors and characteristics as well as the impact of individual advisors and advising methods. The QEP Advising Coordinator will review all individual advisor evaluations to see the “big picture,” i.e., advisement as a total program to gain an overall perspective of the program effectiveness. The coordinator will identify items that tend to receive the lowest overall student ratings (aggregated across all advisors) and use these items to prioritize and focus discussion of program-improvement strategies with advisors. This information help the advising community better define its values and achieve its goals through meaningful self-evaluation and assessment.

Second, RPCC students will assess the revised NSO focused on helping students engage as active participants in their success while transitioning to RPCC and succeeding in their academic journey. A new **New Student Orientation Survey** will be administered to evaluate students' experiences at the orientation program, as well as what they hoped to gain from attending the program and what they gained from their attendance. This process provides data on student behavior related to the matriculation process, student satisfaction, student success both personally and academically, longitudinal data, and to measure the impact on student retention and other programs.

Finally, the **ETS Success Navigator Survey** will be administered by advisors to get a holistic view of the critical factors that most greatly influence incoming student success – academic skills, commitment, self-management and social support to help with more proactively advising techniques. According to the developers, the Success Navigator assessment can be very helpful for institutions as they build programs and services to support students, as it is a source for deeper conversations about success between an advisor and a student. As a result, the College will get useful information to better understand where the challenges are when designing and implementing resources to drive a student's success agenda. The Success Navigator results are helpful in longitudinal analysis of the QEP.

**Additional Assessment of Y.O.D.A.: Student Learning Outcomes**

Each SLO and academic advising outcome has been linked to assessment targets, strategies, measures, baselines, and yearly targets. Strategies have been identified as being linked either to student learning or to the process of creating the learning environment. This was done to assure that the College's assessment is directly connected to enhancing the learning environment at RPCC. This commitment to providing a learning-centered environment includes the College's students, as well as its faculty and staff. The following table (Table 15) contains the targets that have been identified for SLO data collection.

Table 15

Strategies	Method of Assessment	Target	Responsible Party	Results and Related Evidence of Importance
QEP: Goal #1: Implement a revised student onboarding process that will immediately engage students in a collaborative, proactive advising process that encourages degree selection and course registration. (Entry and Connection)				
Student Learning Outcome #1: Identify their preferred field of study and choose a major informed by their interest, skill, and market demand.				
Students will participate in the onboarding process	Documentation of onboarding participation	75% of students who participate in the new student orientation and enrolled in CCSS 1100 course	Advising Coordinator and PSAs	
Students will successfully register for courses in their desired degree program after an advising session	PSA will verify registration	98% of students who meet with a PSA will register	Advising Coordinator and PSA	
During advising sessions, students will discuss their goals in order to validate their major selection	Documentation from Faculty Advisors. Major selection will be verified by the Registrar's Office	75% of students will validate their selected major no later than by the end of the second semester of enrollment	Advising Coordinator, Faculty Advisors, and Registrar's Office	
QEP Goal #2: Foster an environment in which advisor-advisee accountability enhances student retention. (Entry and Progress)				

Strategies	Method of Assessment	Target	Responsible Party	Results and Related Evidence of Importance
Student Learning Outcome #2: Recognize the advisor-advisee process to include the roles and responsibilities of both advisors and advisees.				
Students will receive advising syllabus	Students will sign an acknowledgment form	100% of students who attended a faculty advising session will receive the advising syllabus	Advising Coordinator, Instructional Coaches, and Faculty Advisors	
Students will receive and complete a pre-appointment checklist	Students will bring completed check list to their faculty advising session	60% of students will bring completed check list to their initial session	Advising Coordinator and Faculty Advisors	
Students will complete a advising syllabus quiz	Students will complete the syllabus quiz in the CCSS 1100 course	75% of the students will successfully pass (70% or higher) the advising syllabus quiz	Instructional Coaches	
QEP Goal 3: Assist student in identifying degree program requirements that lead to timely degree completion. (Progress and Completion)				
Student Learning Outcome #3: Identify their degree plan requirements and monitor their progress toward timely degree completion.				
Students will develop an educational plan to guide their academic progress toward completion of their degree	Students will create an educational plan and submit the plan as an assignment in the CCSS 1100 course	75% of students in the CCSS 1100 course will create an educational plan	Instructional Coaches	
During advising sessions, students will review their educational plan for accuracy, discuss any foreseeable challenges, and develop an	Students will provide their educational plan for review and feedback from their Professional Staff Advisor or Faculty Advisor	75% of students will meet with their advisor to discuss career choices	Advising Coordinator, PSAs, and Faculty Advisors	

Strategies	Method of Assessment	Target	Responsible Party	Results and Related Evidence of Importance
action plan to address these challenges				

In review, the mission of RPCC and the Y.O.D.A. QEP align by shifting from a prescriptive to a proactive advising model that improves that quality of the student experience at every stage from connection and entry, to progress and completion. By sustaining both qualitative and quantitative methods of assessment, the plan is continuously enhanced. Annually, the assessment tools and implementation protocols will be analyzed and evaluated, and the results will be used to make the revisions necessary to introduce continuous enhancements throughout all five years of implementation. Through Y.O.D.A., the College will increase its on-going effort to promote student progress through a comprehensive advising system that provides the engagement and structure needed to enhance student completion. Through the communications and interventions outlined by Y.O.D.A, students will be engaged in an advising environment in which they have the opportunity to create their future as they move along their educational and career paths.

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## Appendices

### Appendix A

**Julie Sullivan**

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**From:** Emily Aucoin  
**Sent:** Tuesday, April 14, 2015 3:32 PM  
**To:** \* Faculty - Main Campus Full Time; \* Faculty - Tech Campus Full Time  
**Cc:** Crystal D. Lee  
**Subject:** QEP Ideas

Good afternoon –

We currently are compiling ideas for our upcoming QEP and would like to hear any and all suggestions. Once implemented, our QEP will need to be assessed both internally and externally at a cost of no more than \$3,000. We also need to ensure that it will be beneficial to the campus, as a whole. Please e-mail us any ideas for the QEP by next Friday, April 24. Committee members then will meet to discuss all proposed ideas and determine which QEP will be implemented.

Thank you for all of your assistance!  
Emily

Emily Aucoin  
Assistant Professor of English  
River Parishes Community College  
eaucoin@rpcc.edu

**Appendix B**

**Julie Sullivan**

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**From:** Emily Aucoin  
**Sent:** Thursday, April 30, 2015 3:23 PM  
**To:** \* Everyone  
**Subject:** Reminder: College-Wide Open Forum for Topic Selection of RPCC's Next Quality Enhancement Plan (QEP)  
**Attachments:** Sharon Lagarde and Julie Sullivan.docx; Sarah Hyde.docx; Wendy Johnson.docx  
**Importance:** High

Good afternoon -

I want to remind everyone about tomorrow's campus-wide open forum for RPCC's next QEP. As Dr. Lee mentioned in her earlier e-mail, all faculty, staff, and interested students are encouraged to attend.

The event will be held at 2:00 p.m. in Room 123. At that time, faculty and staff who graciously submitted proposals will address the audience to explain their ideas and answer any questions. Proposals focus on the following: classroom, counseling, and career pathway options (submitted by Professors Sharon Lagarde and Julie Sullivan); student completion (submitted by Dr. Sarah Hyde); and success in online courses (submitted by Ms. Wendy Johnson). In preparation for tomorrow's event, you are invited to review the attached draft proposals; Dr. Hyde and Ms. Johnson both are continuing to add to their proposals, so I will forward you updated drafts as they are received, if necessary. Also, if you are unable to attend tomorrow's forum, please feel free to e-mail me any feedback or ideas you may have about the proposed plans.

Thank you for your input, and we look forward to seeing you tomorrow.  
 Emily

Emily Aucoin  
 Assistant Professor of English  
 River Parishes Community College  
 eaucoin@rpcc.edu

-----Original Message-----

**From:** Crystal D. Lee  
**Sent:** Friday, April 17, 2015 2:34 PM  
**To:** \* Everyone  
**Subject:** College-Wide Open Forum for Topic Selection of RPCC's Next Quality Enhancement Plan (QEP)  
**Importance:** High

RE: College-wide Open Invitation Forum on Proposals for RPCC's Next Quality Enhancement Plan (QEP)

We will hold a campus-wide open form for faculty, staff and interested students May 1, 2015 at 2:00pm in the multipurpose room at 925 West Edenborne Parkway, Gonzales, LA 70737 to consider ideas for RPCC's next QEP.

## Appendix B

Please see the message below concerning the information and requirements regarding submitting a proposal for consideration.

SGA and Club Sponsors, please invite students to attend. Please attend, if you are available.

Cordially,  
Crystal Lee, Ph.D.  
Vice Chancellor of Instruction  
River Parishes Community College

-----Original Message-----

From: Crystal D. Lee  
Sent: Tuesday, April 14, 2015 3:53 PM  
To: \* Everyone  
Subject: Selection of RPCC's Next Quality Enhancement Plan (QEP)

RE: Selection of RPCC's Next QEP

You may find the SACSCOC QEP Requirements at the following links:

[http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CB4QFjAA&url=http%3A%2F%2Fwww.sacscoc.org%2Fpdf%2FQuality%2520Enhancement%2520Plan%2520Guidelines.pdf&ei=sXktVZXsOZKvogS58ICABA&usg=AFQjCNFEa4IG6q4XU5nQ-\\_31t\\_gyFZXuOg](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CB4QFjAA&url=http%3A%2F%2Fwww.sacscoc.org%2Fpdf%2FQuality%2520Enhancement%2520Plan%2520Guidelines.pdf&ei=sXktVZXsOZKvogS58ICABA&usg=AFQjCNFEa4IG6q4XU5nQ-_31t_gyFZXuOg)

[http://www.sacscoc.org/publication\\_index.asp#Q](http://www.sacscoc.org/publication_index.asp#Q) Core Requirement 2.12

Please submit written ideas responding to each of the 10 indicators from the attached rubric by Friday, April 24, 2015, along with anticipated/projected costs of assessments and any other necessary required resources for a successful implementation and evaluation. After collecting ideas, we will send out a college-wide invitation to attend at least one or two open forums of interested faculty/staff to hear and consider the proposed ideas, prior to the QEP committee's final review of proposals.

Whether submitting institutional research data, providing an idea (proposal), attending an open forum or reviewing the submitted QEP proposals; thank you for your participation in the selection of RPCC's next QEP!

Cordially,  
Crystal Lee, Ph.D.  
Vice Chancellor of Instruction  
River Parishes Community College  
925 W. Edenborne Parkway,  
Gonzales, LA 70707

(225) 743-8611  
clec@rpcc.edu

## Appendix B

-----Original Message-----

From: Emily Aucoin

Sent: Tuesday, April 14, 2015 3:32 PM

To: \* Faculty - Main Campus Full Time; \* Faculty - Tech Campus Full Time

Cc: Crystal D. Lee

Subject: QEP Ideas

Good afternoon –

We currently are compiling ideas for our upcoming QEP and would like to hear any and all suggestions. Once implemented, our QEP will need to be assessed both internally and externally at a cost of no more than \$3,000. We also need to ensure that it will be beneficial to the campus, as a whole. Please e-mail us any ideas for the QEP by next Friday, April 24. Committee members then will meet to discuss all proposed ideas and determine which QEP will be implemented.

Thank you for all of your assistance!  
Emily

Emily Aucoin  
Assistant Professor of English  
River Parishes Community College  
eaucoin@rpcc.edu

Appendix C

**PROPOSAL FOR NEW QEP – STUDENT COMPLETION**

<b>1.A. AN INSTITUTIONAL PROCESS</b>	Plan is directly related to institutional planning efforts because our goal will be to increase percentage of student completers, which will include participation by faculty, student services, and administration.
<b>1.B. KEY ISSUES IDENTIFIED THAT EMERGE FROM INSTITUTIONAL ASSESSMENT</b>	A direct and strong relationship of QEP topic to institutional needs exists because increasing the number of student completers allows students higher chance of success in career and/or university transfer. In addition, increasing student completion rates will benefit the college because state monies are directly tied to number of student completers.
<b>2.A. FOCUS ON LEARNING OUTCOMES AND ACCOMPLISHING THE MISSION OF THE INSTITUTION</b>	Student Learning Outcomes currently under development
<b>2.B. FOCUS ON ENVIRONMENT SUPPORTING STUDENT LEARNING</b>	Accomplishment of the QEP will improve student learning by ensuring students have access to resources, classes, information, support they need to successfully complete their classes and ultimately their degree program.
<b>3.A. CAPABILITY TO INITIATE THE PLAN</b>	Existing faculty, with proper training, would begin advising students on degree programs and class selection. If necessary, release time could be granted for advising purposes, eliminating the need to hire additional personnel.
<b>3.B. CAPABILITY TO IMPLEMENT &amp; COMPLETE PLAN</b>	In process
<b>4.A. DEVELOPMENT OF THE PLAN</b>	
<b>4.B. IMPLEMENTATION OF THE PLAN</b>	
<b>5.A. IDENTIFIED GOALS FOR THE QEP</b>	
<b>5.B. A PLAN TO ASSESS THE ACHIEVEMENT OF THE GOALS OF THE QEP</b>	
<b>OVERALL EVALUATION OF ACCEPTABILITY OF THE QEP</b>	

## Appendix D

### RPCC QEP: C<sup>3</sup>PO – Classroom, Counseling, Career Pathway Options

This proposal will incorporate utilizing faculty, registrars office, counselors and the career coach on the Tech campus.

RPCC's core college initiatives are:

- Student access, success, and retention
- Educational planning and services
- Instruction
- Student development and learning
- Cultural, economic and educational diversity
- Partnership
- Technology and electronic learning
- College personnel
- Fiscal/physical resources

This QEP will address 5 of the above areas.

The QEP focuses on Classroom, Counseling, and Career Pathway Options. These areas will help students to attain their academic goals. Through early engagement with advising counselors and continued engagement with faculty advisors, students will learn advising planning skills they need to chart their academic career.

This QEP is designed to provide a comprehensive advising experience to groups such as: first generation students, students on academic probation, students testing into development courses, first time in college students, and veterans to provide a more specific advising session based on student needs.

The goal is to retain students by establishing relationships, fostering connections with professional advisors and faculty, and teaching students how to plan and evaluate their academic performance.

#### **Institutional Process**

Statistically, we lose 50% of our first year students. This issue needs to be addressed. We also do not target the adult education population to help them set their future endeavors. C<sup>3</sup>PO will address these issues and improve retention of students as well as market our programs to future students.

#### **Focus on the Plan**

The plan consists of:

## Appendix D

Students taking a one hour RPCC success course

Faculty advising as many as 30 students in a particular field related to those students

Faculty will be trained on how to advise students properly as well as have information necessary. Programs of study will be available as well as the Matrix for the transfer Universities. All full-time faculty teaching will advise.

The career counselor will meet with Adult Education at least once a week (since they have a great deal of new students often)

First time to college curricular students must meet with the Advising Counselor and verify their programs of study before registering for their first semester. Continuing curricular students must meet with their Faculty Advisor to discuss academic performance prior to registering for their second semester. Both of these advisors will assist students with mapping out their academic career.

If you are a first time to college student, you need to

1. Take the English and Math placement tests before registering for classes
2. Activate your RPCC email account
3. Attend a required Student Orientation to meet with a first-year advisor and register for classes
4. Enroll in the required one-credit College success skills course during your first year, preferably during your first semester.
5. Register for developmental courses during your first semester, if you tested into developmental courses. If you score low on the placement test, then you can go to Math Prep course.
6. You will be assigned to a faculty advisor who can best help you prepare for your transition.

### **Institutional Capability for the Initiation, Implementation, and Completion of the Plan**

RPCC has a career coach on the Tech campus to help facilitate that area. Counselors are already available to do the first time advising and area of study focus. Full-time faculty will be trained how to advise students properly.

### **Broad-based Involvement of Institutional Constituencies**

This plan will involve faculty, Registrar's office, and students.

### **Assessment of the Plan**

Assessment will be done to check data to see how many of our students are now being retained.

CESSE is already being given every two years. This tool will aid us in looking where we are deficient.

## Appendix E

### Success in Online Courses

We already have a grant to train online instructors, so improving student success in online courses could grow from that. Also, if we plan to offer a degree online, this would tie into that. It could match the LCTCS 2020 plan to increase enrollment too.

QEP 'online learning improvement' examples:

<http://www.alvincollege.edu/about/qep/pdf/ACCQualityEnhancementPlan2011.pdf>

<http://www.alvincollege.edu/QualityEnhancementPlanQEP.aspx>

[http://www.gaston.edu/online-learning/wp-content/uploads/sites/11/2014/06/Revised\\_QEP\\_Writing\\_Document.pdf](http://www.gaston.edu/online-learning/wp-content/uploads/sites/11/2014/06/Revised_QEP_Writing_Document.pdf)

<http://www.waketech.edu/about-wake-tech/administrative-offices/ie-and-research/epic-quality-enhancement-plan>

<http://www.southside.edu/QEP>

[http://www.reynolds.edu/who\\_we\\_are/about/qep.aspx](http://www.reynolds.edu/who_we_are/about/qep.aspx)

<http://www.pdc.edu/current-students/distance-education-for-current-students/quality-enhancement-plan/>

<http://www.wilkescc.edu/default2.aspx?id=774>

<http://www.germanna.edu/Distance-Learning/docs/qep.pdf>

<http://www.mayland.edu/QEP/>

## Appendix F



Faculty Convocation/ In-Service  
August 18, 2015

**Attendance:** Sheets attached

Dr. Crystal Lee called the meeting to order and welcomed everyone to the beginning of the new semester.

Dr. Lee distributed emergency call labels to all faculty to be placed on their phones.

Dr. Lee also provided updates on the progress of the new Technical Education Center.

### **I. Review and Approval of May 1, 2015 Minutes and August 13 – 14, 2015 Convocation Agenda**

Dr. Lee called for the approval of the May 1, 2015 faculty assembly meeting minutes as well as the agenda for the Fall In-service. Dr. Jason Dupuy motioned for approval and the motion was seconded by Mrs. Gretchen Schmidt.

### **II. Chancellor Welcome and Updates**

Dr. Dale Doty, Chancellor, welcomed everyone to a new semester.

Dr. Doty informed faculty that enrollment is going very well.

Dr. Doty advised faculty of the current status of the Technical Education Building. He informed faculty that the project is currently in the re-bidding phase as the contractors were not able to meet the budget needed to begin the project. Due to this, the new timeline for project completion is December 2017.

Dr. Doty also advised faculty of the on-going budget situation and advised faculty that as an institution, RPCC has been able to adjust to meet the changing budgets.

### **III. Online Course Review and Quality Matters Grant, Mr. Jared Eusea**

Mr. Jared Eusea reviewed the new Quality Matters rubric for online classes with faculty. He distributed packets including the current and new online course review rubrics.

He advised students that if they have been approved to teach online courses for this current semester, then they are ok to teach for Spring. He also advised faculty of the schedule for courses being submitted for review for the Spring semester.

Mr. Eusea informed faculty that they are more than welcome to begin working with the Quality Matters rubric this fall and there are also opportunities available to join the Quality Matters Grant committee.

## Appendix F

Mr. Eusea advised faculty if they have any questions, they can contact members of the Quality Matters committee (Mr. Eusea, Dr. Esperanza Zenon, Mr. Jim Rolfes, Mrs. Connie Chemay, Ms. Jesse Paul, and Ms. Wendy Johnson) or the Online Review committee (Mr. Eusea, Dr. Esperanza Zenon, Mr. Jim Rolfes, Mrs. Connie Chemay, Ms. Jesse Paul, Ms. Wendy Johnson, Mrs. Mary Viera, Ms. Chris Hart, Dr. Rosie McGhee, and Mrs. Marla Erwin).

### **IV. BASF Academy, Dr. Esperanza Zenon**

Dr. Esperanza Zenon informed faculty of the TEC academy hosted at RPCC and sponsored by BASF. Students attended the academy and were also taken on various trips to help them learn about processes dealing with the sciences.

### **V. Human Resources Updates, Mrs. Donna Whittington**

Mrs. Donna Whittington advised faculty that there have been a few changes to benefit vendors. She informed faculty that if their benefits were affected, they received an email to let them know of the change.

Mrs. Whittington also stressed to faculty the need to check their email regularly as that is the main method of communication used by Human Resources.

### **VI. TRiO Updates, Ms. Karen Jackson and Mr. Chris Magola**

Ms. Karen Jackson and Mr. Chris Magola reviewed the services offered by TRiO with faculty. Ms. Jackson informed faculty that this semester, TRiO will begin implementing student to student tutoring in both Math and English.

### **VII. Canvas Demonstration, Ms. Lisa Jones**

Ms. Lisa Jones, a senior trainer with EBSCO, demonstrated with faculty how to add research tools to their Canvas courses.

### **VIII. Faculty Senate Representative Elections**

Dr. Lee informed faculty of the elections for Faculty Senate Representative. The candidates were Dr. Woukeenia Cousin, Dr. Jason Dupuy, Dr. Sarah Hyde, Mrs. Trista Messerli, Mrs. Mary Viera, and Dr. Esperanza Zenon.

The ballots were collected and given to Mr. Jared Eusea and Ms. Jesse Paul for tabulation. The results would be announced after the lunch break.

### **IX. General Education Assignments and PAC Assessments, Ms. Julie Sullivan and Mrs. Sharon Lagarde**

After a break for lunch, faculty returned for Ms. Julie Sullivan's and Mrs. Sharon Lagarde's presentation on the general education assignments and PAC assessments for this semester.

Ms. Sullivan presented to faculty the results of past assessments and also reviewed the scoring rubrics.

## Appendix F

She advised the Technical program faculty that if they see any errors in the rubrics to please email either her or Mrs. Lagarde so the corrections can be made.

Ms. Sullivan also announced that November 24<sup>th</sup> is the due date for the general education rubrics

### X. **Quality Enhancement Plan, Dr. Sarah Hyde.**

Dr. Sarah Hyde presented the new Quality Enhancement Plan to faculty. She informed faculty that this new QEP will include a new Freshman Seminar course that will be required for all first-time, full-time freshmen. There will also be an online section, but there will be requirements for students to be eligible to take this course.

Also included in the QEP will be faculty advising. The plan is for faculty to meet with students to ensure they are listed in the correct program, assist them in staying on track for their program, etc.

### XI. **Fall 2015 Class Schedules, Workload forms, Ms. Kim Langlois**

Ms. Kim Langlois distributed to faculty their Fall 2015 schedules and full-time contracts. She also advised faculty that a blank workload form had been emailed to them for completion.

Ms. Langlois also had faculty review and complete the 2015-2016 Faculty Committee sign-ups.

With no further discussion, the meeting was adjourned.

## Appendix G

9/22/2015 QEP LEADERSHIP TEAM MEETING

12:30 Faculty Conference Room

Present: Sharon Lagarde, Julie Sullivan, Sarah Hyde

- Sharon Lagarde presented a draft of the syllabus she prepared for the new FIRST YEAR SUCCESS COURSE. This three hour course will be the first phase of our new QEP implemented.
- (see attached draft of syllabus)
- Lagarde, Hyde, and Sullivan went over the syllabus carefully. Discussed the LEARNING OUTCOMES of the course.
- Went over the expanded outline of the course.
- Sullivan suggested some changes for the course outline.
- Lagarde, Hyde, and Sullivan all discussed the detailed outline, what needed to be covered in the course, what would be covered in the course.
- Lagarde will make some changes to the syllabus and pass onto course instructors for review (Julie Sullivan and Mary Viera).
- Hyde mentioned that Robin Landry also had experience teaching such a course in the past and had offered her assistance and previous material she retained to help guide course.
- Hyde also had been approached by Connie Chemay offering her assistance. Connie has created a Career Tracks canvas course that might be of some use.
- Lagarde, Hyde, and Sullivan discussed the ACCESS SOFTWARE that would be necessary for data collection on students who are in the QEP cohort. Discussed what information needed to be gathered on each student and how it should be compiled in Access.
- Lagarde, Hyde, and Sullivan discussed options for a standardized self-efficacy tool necessary for QEP assessment. Unfortunately, such a tool has been difficult to find and will likely require a costly purchase. Mrs. Sullivan is currently reviewing options and trying to find a suitable tool for use.
- Hyde's links that she previously sent Mrs. Sullivan do not seem to be feasible options.
- Discussed faculty training for new faculty advising/mentoring component of new QEP.
- Lagarde suggested we begin implementation with a pilot program of volunteer faculty who want to be involved after we have taught the new first year success course face to face at least one semester in order to get a sense of what is happening with first year students and what guidance they need.
- Discussed the following timeline for implementing new first year success course and new faculty advising/mentoring program
  - o Fall 2016 new First Year Success Course goes live and is taught face to face for the first time
  - o Spring 2017 Pilot Program begins with volunteer faculty advising/mentoring students
  - o Fall 2017 Full Faculty training for new roles as mentors/advisors
  - o Spring 2018 Full Faculty will begin advising.
- Committee will be working on course, self efficacy tool, and data collection means (access file) until next meeting.

## Appendix H

**Julie Sullivan**

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**From:** Julie Sullivan  
**Sent:** Wednesday, March 09, 2016 7:55 AM  
**To:** \* Faculty - Main Campus Full Time  
**Cc:** Crystal D. Lee  
**Subject:** Request for Volunteers for the Faculty Advising Pilot

Hello Faculty,

As previously discussed, we are implementing our faculty advising program this fall 2016. The expectations for volunteers are as follows:

1. There will be two training sessions during the August in-service. One will be a training with Jennifer Kleinpeter and one will be with the QEP leadership.
2. During September, there will be a final training session before student advisees are assigned.
3. In October, student advisees will be assigned to mentors based on field of study and degree program.
4. Mentors will then be expected to meet with their assigned students twice in the fall semester and twice in the spring semester.
5. The first meeting should occur after midterm statuses become available. The second meeting should occur around the time scheduling for the next semester begins.
6. At the end of the semester, there will be a debriefing session to discuss how the pilot program went and the changes that need to be made.

So, if you are interested in being a volunteer in the fall 2016 pilot program, please respond to this email.

Thank you,

*Julie Sullivan*

AST Coordinator  
River Parishes Community College  
925 West Edenborne Parkway  
Gonzales, LA 70737  
(225) 743-8754 Fax (225) 644-8227  
[jpsullivan@rpcc.edu](mailto:jpsullivan@rpcc.edu)

Appendix I



**River Parishes Community College**  
*Academic Affairs Master Syllabus*

Date Approved or Revised: February 1, 2016

Course Name: College and Career Success Skills		Course Number: CCSS 1100	
Lecture Hrs. 3	Lab Hrs. 0	Credit Hrs. 3	Work Load Pts. 3

**Course Description:** Provides an opportunity for students to acquire, reinforce, and apply strategies that promote success in college, the workplace, and life. Includes an introduction to the college, its resources, and the value of successful college completion.

**Prerequisites:** None  
**Co-requisites:** None

**Suggested Enrollment Cap:** 24

- Learning Outcomes:** Upon successful completion of this course, the student will be able to:
- Locate and use available campus resources;
  - Identify preferred learning styles and effective note-taking and test-taking strategies;
  - Establish and build relationships with others on campus and appreciate the diversity of others;
  - Develop time and money management strategies to help achieve goals;
  - Apply organizational and study skills to become a more independent life-long learner;
  - Select a major/career path and develop a plan to achieve their chosen path;
  - Utilize and improve information literacy skills;
  - Develop effective stress management techniques;

- Assessment Measures:** Assessment of all learning outcomes will be measured using the following methods:
- Instructor-designed assignments, quizzes and/or tests;
  - Student project summarizing key points of class, evaluated by using an instructor-designed rubric.

Appendix I

This course will achieve several General Education goals, as follows:

	Implicitly Addressed	Explicitly Addressed
Information Literacy		<u>x</u>
English	<u>x</u>	
Fine Arts	Not applicable	
Humanities	Not applicable	
Math /Analytical	Not applicable	
Natural Science	Not applicable	
Social/Behavioral Sciences	Not applicable	

 SmartNotice

SmartNotice is an Emergency Notification System that strives to aid in the safety of the campus community. The mission of SmartNotice is to increase the overall well-being of students and faculty by keeping them informed and aware when a crisis arises. In conjunction with your own campus administrators, SmartNotice alerts you in the event of an emergency on or around-campus. The range of communication mechanisms includes voice, email and text messaging. **REGISTER YOURSELF:** [SmartNotice](#)

Information to be included on the Instructors' Course Syllabi:

- **Disability Statement**  
 . “At River Parishes Community College, the Office of Counseling Services (OCS), coordinates accommodations for eligible students with disabilities. These accommodations are provided to ensure that all students have access to the College’s services and programs. For more information please view [www.rpcc.edu](http://www.rpcc.edu)
- **Grading:** The College grading policy should be included in the course syllabus. Any special practices should also go here. This should include the instructor’s and/or the department’s policy for make-up work. For example in a speech course, “Speeches not given on due date will receive no grade higher than a sixty” or “Make-up work will not be accepted after the last day of class.”
- **Attendance Policy:** Include the overall attendance policy of the college. Instructors may want to add additional information in individual syllabi to meet the needs of their courses.
- **General Policies:** Instructors’ policy on the use of things such as beepers and cell phones and/or hand held programmable calculators should be covered in this section.
- **Cheating and Plagiarism:** This must be included in all syllabi and should include the penalties for incidents in a given class. Students should have a clear idea of what constitutes cheating in a given course.
- **Safety Concerns:** In some programs this may be a major issue. For example, “No student will be allowed in the safety lab without safety glasses.” General statements such as, “Items that may be harmful to one’s self or others should not be brought to class.”

## Appendix I

- **Library/Learning Resources:** Since the development of the total person is part of our mission, assignments in the library and/or the Learning Resources Center should be included to assist students in enhancing skills and in using resources. Students should be encouraged to use the library for reading enjoyment as part of lifelong learning.

### Expanded Course Outline:

- I. College/Life Success Strategies
  - a. Utilizing campus resources
    - i. Campus based
    - ii. Web-based/Learning Management Systems, LMS
  - b. Time Management and Organization
    - i. Goal Setting/Mission Statement
    - ii. Calendars
    - iii. Course plans
  - c. Financial Literacy (Money Management)
    - i. Budgeting
    - ii. Credit
    - iii. Financial assistance
  - d. Information Literacy
    - i. Library (physical and electronic holdings)
    - ii. Basic research techniques to complete class assignments
  - e. Stress Management
    - i. Techniques/Strategies
- II. Study Strategies
  - a. Active reading and textbook annotation
  - b. Critical thinking
  - c. Memory & concentration
  - d. Note-taking
  - e. Learning styles inventory
- III. Test-Taking Skills
  - a. Preparation & study plans
  - b. Strategies for different exam types
- IV. Relationships and Diversity
  - a. Study groups
- V. Career Success Strategies
  - a. Choosing/Clarifying Career Goal(s)
  - b. Career planning
    - i. Soft Skills
    - ii. Resume
    - iii. Interviewing
  - c. Campus resources (in person and virtual)

Appendix J

Number of Students Enrolled by Programs				
Fall 2018				
AALT	Business	44	Gonzales	
	CRJU	42	Gonzales	
	HUMN	23	Gonzales	
	SOSC	26	Gonzales	135
AAS	BBOA	41	Gonzales	
	BBOA	34	Reserve	
	DRAFT	33	Reserve	
	INST	61	Gonzales	
	INST	29	Reserve	
	INST	12	Westside	
	INMT	3	Reserve	
	PRTC	170	Gonzales	
	PRTC	307	Reserve	
PRTC	23	Westside	713	
ASG	GEN STU	274	Gonzales	
	GEN STU	2	Westside	276
AS	AST	11	Gonzales	
ASLT	BIOL	137	Gonzales	
	PHSC	47	Gonzales	184
CAS	MDCO	41	Gonzales	
	MIL Apren	7	Westside	48
TD	LPN	31	Gonzales	
	LPN	12	Westside	
	WELD	29	Gonzales	
	WELD	22	Reserve	94
NON	NONDGRE	48	Gonzales	
	NONDGRE	18	Reserve	
	NONDGRE	2	Westside	68

Appendix K

**New Student Orientation Survey**

1. I am a \_\_\_\_\_
  - a. First year student
  - b. Re-entering student
  
2. I attended a New Student Orientation session.
  - a. Date: \_\_\_\_\_
  
3. Please indicate if you strongly agree, agree, disagree, or strongly disagree. These questions are referring to the New Student Orientation session.
 

\_\_\_\_\_ Orientation leaders were courteous and helpful

\_\_\_\_\_ During orientation, I felt that RPCC staff genuinely cared for me

\_\_\_\_\_ I learned about important campus resource

\_\_\_\_\_ The orientation materials provided helpful information about RPCC

\_\_\_\_\_ I would have preferred more one-on-one sessions
  
4. Please indicate if you strongly agree, agree, disagree, or strongly disagree. These questions are referring to course registration and financial aid.
 

\_\_\_\_\_ The orientation placement test processes were stress free

\_\_\_\_\_ The advisors involved in registration were helpful

\_\_\_\_\_ Registering for the classes I needed was a simple process

\_\_\_\_\_ I received my schedule with little difficulty

\_\_\_\_\_ The financial aid representatives were helpful

\_\_\_\_\_ The registration process was fairly short

Appendix L

**Academic Advising Survey**

This survey is designed to enable you to share your perceptions for your faculty advisor and our academic advising program. Your thoughtful responses will help us to identify ways in which the RPCC academic advising system may continue to evolve and improve.

**The information you provide is completely anonymous.**

Thank you for your help. Your feedback is valued and appreciated.

Name of your academic advisor \_\_\_\_\_

Please use the following Rating scale to rate each of the following statements

5–agree 4–tend to agree 3–neutral 2–tend to disagree 1–Disagree 0–no opinion

**My Academic Advisor**

- 1. \_\_\_\_\_ Is receptive to my needs and concerns.
- 2. \_\_\_\_\_ Is accessible during regular office hours or by appointment.
- 3. \_\_\_\_\_ Is someone with whom I feel I can talk freely.
- 4. \_\_\_\_\_ Takes an interest in me as an individual.
- 5. \_\_\_\_\_ Helps me to understand and be informed about academic requirements.
- 6. \_\_\_\_\_ Is knowledgeable about academic courses, program, and procedures.
- 7. \_\_\_\_\_ Provides accurate appropriate information about my interest areas and major.
- 8. \_\_\_\_\_ Refers me to the appropriate person, office, or resource, when necessary.
- 9. \_\_\_\_\_ Facilitates my self-understanding of my abilities, interests, and potential
- 10. \_\_\_\_\_ Encourages my growth and development as a student and individual
- 11. \_\_\_\_\_ Discusses my academic goals and progress toward these goals.
- 12. \_\_\_\_\_ Discusses my long-range and career goals.
- 13. \_\_\_\_\_ Respects my right to make my own decisions.
- 14. \_\_\_\_\_ Sees advising as a cooperative effort.
- 15. \_\_\_\_\_ Has a positive constructive attitude toward working with me as an advisee.
- 16. \_\_\_\_\_ Overall, my Academic Advisor has worked effectively with me as an advisee.

17. My Academic Advisor has been especially helpful to me in the following ways:  
\_\_\_\_\_  
\_\_\_\_\_

18. My Academic Advisor could have been more helpful to me in the following ways:  
\_\_\_\_\_  
\_\_\_\_\_

19. In addition to your Academic Advisor, who have you used as an “informal advising” resources?  
\_\_\_\_\_  
\_\_\_\_\_

20. What are your thoughts and suggestions for improving the overall academic advising system at RPCC?  
\_\_\_\_\_  
\_\_\_\_\_

Appendix M

**Advisor Survey**

1. Which of the following best characterizes your **attitude** toward advising?  
 I find advising pleasant and rewarding  
 I have neither very positive nor very negative feelings toward advising.  
 I find advising unpleasant.  
 Reason/rationale for this response:  


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2. Which one of the following best captures your perception of **student** attitudes toward the advising process?  
 Students find the advising process pleasant and rewarding.  
 Students have neither very positive nor very negative feelings about the advising process.  
 Students find the advising process unpleasant and frustrating.  
 Reason/rationale for this response:  


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3. My academic advising experience is best characterized by the following (check as many as apply):  
 Students often do not keep appointments.  
 Students often do not come with any pre-planned schedule.  
 I give accurate advice and answers on curricular requirements.  
 I give accurate advice/answers to student questions relating to their options after graduation.  
 I help my advisees to resolve their personal problems.  
 I refer my advisees to campus support services for matters that are beyond my expertise.  
 I encourage my advisees to become involved in community services.
  
4. Overall, how would you rate the academic advisement system at RPCC?  
 highly effective     moderately effective     slightly effective  
 highly ineffective     moderately ineffective     slightly ineffective  
 Reason/rationale for this response:  


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5. What do you find to be the most **rewarding** aspect of academic advising?  


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6. What do you find to be the most **frustrating** or **dissatisfying** aspect of academic advising?  


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7. In what ways might our academic advisement system be **improved**?  


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8. What type(s) of additional personal or institutional **support** do you think would make the advising process more effective and/or satisfying for advisors?  


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