

RPCC QEP Fact Sheet



QEP Summary

- ❖ Our goal is to provide effective and proactive academic advising for students.
- ❖ The strategy is to leverage the talent of staff advisors, faculty advisors, and embedded instructional coaches (in the CCSS 1100 course) in a team-based approach to advising.
- ❖ The QEP is based on the Completion by Design (CbD) framework.
- ❖ The plan is focused on increasing retention, persistence, and completion using advising teams at critical **Connection, Entry, Progress, and Completion** phases—significant milestones in a student's college experience.
- ❖ Every student will be a part of an advising team from **Entry to Completion**.
- ❖ RPCC is using data-informed decision making by utilizing data from the ETS Success Navigator, CCSSE, SENSE, Institutional Assessment survey, completion of the CCSS 1100 course, and Degreeworks.

QEP Alignment Chart

Connections between the QEP and LCTCS 2020 Goals and RPCC College Core Initiatives

Key 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 process that encourages degree selection and course registration	Increased number of students enrolled in a degree program that transfer to a 4-year institution and/or complete	Connection and Entry
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

QEP Definitions

Student Success is defined as student retention, successful transfer to another institution, or completion of a certificate or degree program.

Advising is defined as academic advising, based in the teaching and learning mission of higher education, as a series of intentional actions with a curriculum, pedagogy, and a set of student learning outcomes. Academic advising synthesizes and contextualizes students' educational experiences within the framework of their aspirations, abilities, and lives to extend learning beyond campus boundaries and timeframes. (NACADA, 2006)

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.

Student Learning Outcomes and Institutional Goals for Y.O.D.A.

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

Measurement of Student Learning Outcomes (SLOs)

- ❖ Community College Survey of Student Engagement (CCSSE)
 - ✓ Done during the spring semester of odd years (next administration is Spring 2019).
- ❖ Survey of Entering Student Engagement (SENSE)
 - ✓ Done during the fall semester of odd years (next administration is Fall 2019).
- ❖ Advising Survey (**New!**)
 - ✓ New survey that will be implemented to assess the advising process at RPCC.
- ❖ New Student Orientation Survey (**New!**)
 - ✓ New survey that will be implemented to assess the Student Orientation program.
- ❖ ETS Success Navigator (**New!**)
 - ✓ New tool that will be implemented in the CCSS 1100 course. It measures a student's academic skills, commitment, self-management, and social support. This allows advisors to get a more thorough picture of the student.
- ❖ Institutional Assessment Survey
 - ✓ Done each fall to assess how RPCC facilities and services are meeting the needs of the students.

QEP Questions

What is RPCC's advising approach?

RPCC's advising model is proactive, team-based, student-centered, collaborative, and prescriptive-to-developmental.

Who advises?

There is an advising team that consists of Professional Staff Advisors (PSA), CCSS Faculty Instructional Coaches, and Faculty Advisors (FA).

Why is this approach needed?

To ensure that students are receiving accurate information in order to complete their degree/certification on time.

Who gets an advising team?

Effective Fall 2019, all first-time freshmen (who take the CCSS 1100 course) will receive a PSA, an Instructional Coach, and a FA. Students who transfer in credit for a freshman success course from another institution or who transfer in at least 12 successful credit hours (a grade of "C" or higher) will be assigned a PSA and a FA.

What is Degreeworks?

Degreeworks is a new software program that allows advisors and students to track degree progress. This software package is going to allow students and advisors to see what courses the student should take each semester to ensure timely degree completion.

What is CbD?

CbD is the Completion by Design framework that the QEP is based on. There are four stages in the framework that move a student from **Connection** (making initial contact with RPCC) to **Entry** (student attends New Student Orientation session and registers for the CCSS 1100 course) to **Progress** (student is working on completing their degree) to **Completion** (student completes the degree or certification they were pursuing).

What are the three phases of the Quality Enhancement Plan (QEP)?

Phase One: Creation and implementation of the College and Career Success Skills (CCSS) course; revision and update of New Student Orientation (NSO) course to align with CCSS; academic and evaluation standardization and rigor across CCSS sections.

- ✓ CCSS pilot complete; NSO updated; revised CCSS course launch Fall 2018
- ✓ We are in this phase now!

Phase Two: Joint advising training of advising teams consisting of Professional Staff Advisors (PSAs), CCSS Instructional Coaches, and Faculty Advisors in RPCC technical and transfer programs; team strategy reflects Completion by Design strategy.

- ✓ Draft Advising Manual complete; initial PSA training Summer 2018

Phase Three: Realize alignment of CCSS course with revised NSO course; advising teams aligned to increase retention and completion rates; development of online courses and resources.



Advising is the path to completion - RPCC