KOALAPASS

PATHWAYS FOR ACADEMIC STUDENT SUCCESS

COLUMBIA COLLEGE

QUALITY ENHANCEMENT PLAN

2022-2027

APRIL 5-7, 2022

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EXECUTIVE SUMMARY

The Quality Enhancement Plan (QEP) vision focuses on student success through enhanced advising:

> Columbia College's QEP seeks to promote student success by implementing an enhanced and integrated system of academic advising with coordinated efforts to improve utilization of academic resources and student support services.

The QEP is based on two overarching program goals:

- To institutionalize a system of holistic advising dedicated to student success.
- To educate and enable students about the process of self-advocacy and individual responsibility for their success in higher education.

The QEP centers on three learning outcomes:

- Students will achieve measurable progress toward timely completion of academic goals.
- Students will demonstrate an awareness of academic resources and student support services.
- Students will regularly communicate with advisors to achieve academic success.

Each learning outcome is measured by at least two assessments. While all students are equally important at the College, the QEP will focus and assess all new Day College students. These are first-year and transfer students attending classes on the physical campus from 8 a.m. to 5 p.m., parameters that exclude those students attending the Evening College or Online Programs.

The QEP will focus on twelve success strategies:

- Adopt a holistic dual advising model for all new students.
- Hire an additional success coach.
- Increase training of all advisors on the impact of credit hours on housing, financial aid, and athletic eligibility.
- Revise communication flows in Navigate, the student retention and engagement system, to enhance pull-strategy notification to the referred support service.
- Enhance faculty and staff training on referrals in Navigate.
- Enhance and require training for adjuncts on using the early-alert system in Navigate.
- Acquire and implement new advising tools in Jenzabar, the student information system.
- Train faculty on new advising tools in Jenzabar.
- Release course schedules four weeks earlier than we currently do.
- Embed a Student Success Resource Awareness Module into a New Student Advising Portal in Canvas.
- Embed the Student Success Resource Awareness Module into the LA 100 course.
- Place a registration hold on new students until they achieve a score of at least 75 percent on a Student Services Awareness Survey within the New Student Advising Portal.

INTRODUCTION

Summary of the QEP

The College's Quality Enhancement Plan (QEP) is summarized best in the vision statement that drove its development:

> Columbia College's QEP seeks to promote student success by implementing an enhanced and integrated system of academic advising with coordinated efforts to improve utilization of academic resources and student support services.

The QEP Steering Committee ("the Steering Committee") formed and revised the vision throughout the development process as they explored the topic and developed learning outcomes and determined assessments. The vision grew out of on-campus initiatives and aligns with the College's strategic plan. It also responds to challenges witnessed by committee members and noted in faculty, staff, and student surveys.

Many of the College's students are "first-generation"; that is, their parents or guardians did not complete a four-year degree, so both the students and their families are unfamiliar with the college process and experience. The College also admits many transfer students who may understand the college experience in general but who are not familiar with the unique or specific programs and student support offices at this particular institution. With these two population segments in mind, the Steering Committee reviewed the current advising processes, studied recent literature on trends and best practices, and solicited student, staff, and faculty input. The result is a collection of practices and processes to provide enhanced advising for all new Day College students. While the ultimate goal of every admission is graduation, the Steering Committee has set short-term goals to measure success of the enhanced advising strategy, recognizing that a long-term goal cannot be achieved if shorter-term goals and milestones are not first met.

Members of the Steering Committee, Fall 2021

Dr. Jeffrey Bowe, Chair, Dean of Online Education, Lecturer in Business
Dr. Alexandru Atim, Associate Professor of Mathematics
Ms. Kristin Brooks, Director of Student Success, Director of Pearce Communication Center
Mr. Justin Dagit, Division of Education, Operations Manager
Mr. Jarrod Daily-Paddock, Admissions, Administrative Assistant, Event Coordinator
Dr. SallyAnn Giess, Assistant Professor of Speech Language Pathology
Ms. Ella Gould, Student, Sophomore Class, Psychology
Dr. Melissa Heidari, Martha Youmans Edens Professor of English
Ms. Shade Holmes, Director of Residence Life & Housing
Dr. Edward Sharkey, Jr., Associate Professor of Political Science
Ms. Samantha Stanley, Student, First-Year Class, Early Childhood Education
Ms. Jane Tuttle, Director of Edens Library
Ms. Amy Zhang, Student, Senior Class, Elementary Education, Mathematics

Trends in New and Transfer Students

The College admits approximately 160 new and 60 transfer day students per year, approximately 25 percent of whom are first-generation students, meaning their parents or guardians did not complete a four-year degree. The Pew Research Center notes that new students usually have very little or no direct personal experience with college, and that first-generation students typically lack family members with direct personal college experience (Fry, 2021). National trends indicate that both the number of transfer students and percent of first-generation students has steadily increased in the past five years. With no expectation that either trend will reverse soon, the College needs to enhance the current advising process designed to meet the needs of these students.

Literature Review

The topic of advising has spurred significant research as colleges have considered the connection between advising and retention. The National Academic Advising Association (NACADA) was borne out of this awareness and has risen to prominence in supporting and developing the field of advising.

The Advising Process

NACADA's definition in practice is "that academic advising has three components: curriculum (what advising deals with), pedagogy (how advising does what it does), and student learning outcomes (the result of academic advising)" (Fricker, 2015, para. 8). As a function of educational institutions, advising often reflects a teaching approach:

> Academic advising is purposeful. Advisors structure content with scope and sequence (an advising curriculum) aligned with clear goals for what students need to accomplish as they develop their academic and career goals and plans (learning outcomes) within an approach that relies on critical thinking (pedagogy). (Steele, 2018, p. 61)

Advisors understand the processes of their colleges and the idiosyncrasies of their own institutions: "The primary reason for academic advising is to help students understand program requirements for graduation and degree completion. Advisors also serve as advocates for students and help guide them to resources that will help them be successful in and out of the classroom" (McMahan, 2008 as cited in Schultz, 2016, p. 10).

> **"Advisors also serve as advocates for students and help guide them to resources that will help them be successful in and out of the classroom"**
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> McMahan, 2008 as cited in Schultz, 2016, p. 10

The research has not clearly identified the specific impact of advising on retention and ultimately on graduation. Voight and Hundreiser (2008) wrote that "advising provides the most significant mechanism by which students can directly interact with representatives of the institution and clarify their educational/career goals as well as relate these goals to academic offerings" (p.10). Fricker (2015) concurred that "there is a fair amount of evidence about the relationship between advising and

student success" (para. 13). Fricker (2015) noted several studies that indicate improved success rates for students who are engaged proactively by advisors when struggling academically, who complete goal-setting processes, and who participate in integrated advising approaches. Other researchers have made the important distinction that advising is not merely contact between a student and a faculty or staff member outside of the classroom (Cuseo, 2003); instead, advising should be a structured and identifiable process with specific objectives. Although retention is everyone's job on campus (Fares, 2020), advising is a more discrete and distinct process involving identifiable actions and outcomes—an integrated and coordinated process, as identified by Fricker (2015).

The simple goal of advising is to help the college student make informed choices. The assumption is that students are less familiar with the best practices of being a student (e.g., time management, study skills, course selection, accessing student support services) and less familiar with specific requirements of their college than are advisors. Advisors have reasonable to extensive experience with those requirements and best practices and can use that knowledge to teach students how and when to access helpful services and to build connections with other members of the campus support community (Fares, 2020; Nutt 2012). Scholars agree, one noting that advising "helps the advisee to take the reasonable judgment of a situation/choices available from the advisor who has wisdom from lived experience" (Antoney, 2020, p. 10) and another pointing out that advising is "a decision-making process during which students realize their maximum educational potential through communication and information exchanges with an advisor" (Grites, 1979, p. 1 as cited in Fricker, 2015, para. 5).

The more complex goal of advising is to address the range of challenges faced by students and to connect them to the varied resources at their disposal. As unique human beings, students approach the college experience with countless combinations of strengths and weaknesses. Such complexity demands holistic advising that addresses academic, personal, and social issues. The advisor becomes a facilitator and coordinator to help the student acquire the knowledge necessary for success, building a relationship with the student to feel welcomed and respected during the transition to college and through graduation ("The LRCs of Advising," 2020). The best interactions create a safe and non-judgmental environment in which the student can more openly share both successes and areas of fear or concern. Successful advising structures must be accessible, helpful, caring, and sociable.

Advising Models and Structures

The literature identifies several advising models and several advising structures. Scholars accurately note that "there is no single formula for an effective and successful academic advising programme" (Antoney, 2020, p. 13); instead, the best advising strategy is the one that matches institutional resources and students' needs. Currently, the literature identifies at least eight models of advising (Antoney, 2020; Cuseo, 2003; Frickler, 2015; He, Hutson, Bloom, & Cuevas, 2020, Ortel, 2007):

- Learning-centered—applies a teaching process to educate students on the purpose of higher education and guides them in acquiring and reflecting on knowledge; focuses on effective teaching practices and student learning

- Engagement—focuses on the relationship of student and advisor built over time to enhance student self-efficacy for completing graduation requirements

- Developmental or holistic advising—focuses on a positive relationship with shared responsibilities; a systematic process to develop a self-fulfilling individual and holistic life plan that includes the right career as well as other personal goals leading to an enriched life

- Prescriptive academic advising—focuses on structured discussions from checklists with less focus on personal lives of the students; an efficient approach in which the advisor actively gives specific advice, and the student is more passive in receiving

- Intrusive or proactive advising—focuses on shared decision making with deliberate frequent contact in multiple channels driven by the advisor to provide information and/or support especially when behavioral or outcome flags occur; the advisor does not wait for the student to self-identify and initiates contact before the student asks for it; a more holistic approach that goes beyond the classroom for career and life goals

- Appreciative or strengths-and-asset advising—based on deliberate advisor actions to build rapport; designed to uncover dreams and goals and to help the student create a plan to reach them, including the identification of resource, action, and strategies to be used by the student; heavily influenced by psychology and supported by NACADA

- Flipped advising—increases the use of learning management systems and other technology to support the advising process and track student progress; typically more structured to develop academic and career plans and can use data to indicate a need for intervention and to improve the process

In addition to models, there are at least seven organizational structures related to advising:

- Centralized—all advising is done by one visible office staffed by professionals who value advising, with a strong tendency to consistency; less cost effective with loss of faculty contact outside of the classroom; rarely used in pure form

- Centralized with total intake—all advising is done by a central office of professional advisors until designated time of transition based on progression to graduation (e.g., minimum total credits earned or general education requirements met) instead of at time of declaring a major; can have transition issues but has more consistent early advising

- Centralized with supplementary—students have both an assigned faculty member and access to a central advising office; central office does not control faculty advising

- Decentralized faculty-only—all advising done solely by faculty assigned to each student; no centralized office exists; students who have not yet declared a major are assigned to specified faculty; can be cost effective and places students close to faculty; can result in inconsistent quality and/or faculty who are less objective in recommending major

- Decentralized satellite—advising is centralized by department; each department operates independently; typically a high cost option that lacks consistency across departments but can provide greater consistency within departments if they employ professional advisors

- Split—combination of centralized office and faculty or academic unit advisors utilizing some known and easily identifiable split; often students who have not declared a major are advised by the central office and students who have declared a major are assigned to faculty in the major department; high-risk groups can be focus of additional attention or resources; one area of concern is transition from central office to faculty

- Shared or supplemental or dual—students have an assigned faculty advisor and access to central office advising and see both; potential concern is communication between the two and possible gaps

Researchers note that all models and structures have both strengths and weaknesses (Fricker, 2015; Ortel, 2007): "The centralised models are consistent in providing quality advising, whereas decentralised models are best to provide individual advising sessions to students through faculty. However, coordination and consistent advising is an issue of decentralised advising" (Antoney, 2020, p. 16). High-risk students may benefit from models that assign both faculty and staff advisors at the same time. Some students see faculty advising as disciplinary, especially when the most common interactions are a response to low grade alerts, whereas staff advising is more likely to be perceived as supportive, especially when the appreciative advising model is used (Waddington, 2019). Centralized models that utilize faculty may also suffer from lack of control of faculty who are not supervised as advisors by the advising office, leading to inconsistent advising.

Studies show that the supplemental, shared, or dual model of advising—advising done by both faculty and student success professionals—is enhanced when it includes an academic plan for the student (Schultz, 2016). However, decentralized models can be more difficult for students changing majors as the approach by each academic department may be quite different (Ortel, 2007), resulting in confusion among students who may compare advising experiences with one another.

The best models integrate first-year experiences, career advising, and intrusive or proactive intervention when students demonstrate academic risk (Ortel, 2007). Research conducted primarily in the Southeast with first- and second-year students found five critical elements of success: "(a) early identification and intervention of high-risk students; (b) increased communication with students, particularly at significant dates for enrollment; (c) implementation of support coaches; (d) training of faculty and staff who serve as advisors; and (e) mandatory advising sessions for students" (Schultz, 2016, p 2).

> **"Every meeting with an academic advisor increases student retention by 13%"**
>
> Schultz, 2016, p. 25

Frequency of contact is associated with student success. As one study noted, "every meeting with an academic advisor increases student retention by 13%" (Schultz, 2016, p. 25). Strayhorn (2014) pointed out that the advisor can convey the important message that the time it takes a student to graduate is less important than graduation itself, emphasizing that progress is the primary goal. However, a key role of the advisor is making sure students understand how changing their majors and choosing the right courses affect graduation timing.

Research suggests that retention improves when students declare a major early in their academic careers (Cuseo, 2003; Fares, 2020). Thus, the intrusive model in which the advisor is pushing or driving the process at a pre-determined pace could be beneficial. This approach is especially important for first-year students who need to feel connected to the campus community quickly (Fares, 2020) and need to see a direct connection between classes and career, the latter also important to parents and guardians as they become increasingly more involved in their children's college choices.

Transfer students are different from most first-year first-time students as transfers tend to have more clearly defined academic and career goals. Some transfer students have earned a two-year degree, so it is the logical time to transfer to a four-year institution, and some transfer students have determined a career path which is better served by transitioning to a four-year institution. However, transfer students need to understand the processes and differences at the new institution and may not know that each institution sets its own policies and regulations (Ortel, 2007). Their experience with prior institutions may make them feel as if they are already knowledgeable, so they may not be as attentive to messaging regarding the nuances of their new institution. These students require a specialized approach that both acknowledges their prior experience while adding new knowledge.

International students raised in different cultures and religions may have different sex- or gender-role expectations, ethics, and/or communication barriers and may have additional challenges related to financial and legal differences in the new country. Advising models that include personal and social issues (engagement, developmental, holistic, and proactive) are more likely to address these differences; however, advising models that focus primarily on academic planning (prescriptive) or on the process of education (learning-centered) are less likely to prompt those interactions. In those models that focus on broader student development, training and recognition of cultural differences are deemed critical to long-term advising success on a campus for both transfer and international student groups (Ortel, 2007).

Increased retention also correlates with required orientations that expose students to services and campus social activities as well as with course selection and registration processes. Steele (2018) discusses pushing information out such as rules and policies and engaging with students through social media and personal appointments. Steele proposes using technology to organize content, evaluate mastery, and communicate with students, using Bloom's taxonomy to move students from

rote memorization of graduation requirements to the application of information to decision-making and finally to developing a graduation plan. One metric of success is whether students register on time.

Steele (2018) favorably reviews the use of a Learning Management System (LMS) to build student self-efficacy. LMS-based self-assessments could be integrated easily into the advising process, providing data to the advisor prior to meeting, and the lack of such data could lead to an early alert or other intervention. Steele notes that the LMS provides some consistency to the new-student experience:

> By using students' evaluation data from the LMS and e-portfolios as a means of assessing students' engagement in developing their educational and career plans, institutions would have a better idea of students' self-efficacy in relation to their academic goal setting. The focus of this deeper learning is the students' understanding of how they are choosing their goals and constructing their plans while they are also considering possible implications based on available evidence. (Steele, 2018, p. 65)

Steele recommends expanding advising beyond the traditional face-to-face meeting by using the LMS and other tools to extend the learning process both before and after the actual meeting, a process Steele referred to as "flipped advising," which resembles a flipped classroom. In Steele's flipped approach, an online advising curriculum centers on four major components: self-assessment, educational planning, career planning, and decision making (Gordon 1992 as cited in Steel 2018). Each component is addressed in a separate content module on the LMS. One side-benefit of this approach is that it familiarizes students with the LMS and, in turn, leads to greater academic success.

Summary

Advising is successful to some degree in all institutions, as "52% of entering first-year students (53% of seniors) discuss their 'academic interests, course selections, or academic performance' with an advisor five or more times during the school year" (NSSE, 2020, para. 6). These results indicate that many students are quite active and engaged with their advisors, yet they also indicate that many students are not adequately active and engaged. Collectively, however, institutions need to improve the quality, efficiency, and effectiveness of advising create effective strategies for measuring advising programs in terms of student outcomes.

> Institutions need "a shift from only asking *where our students are failing* to looking also at *where we are failing our students*"
>
> Thomas & McFarlane, 2018, p. 99

Instead of reflecting a unified institutional approach, too many advising-related initiatives take the classic data-based silo approach in which each academic or student-life office sees only one small piece of the puzzle. Institutions need "a shift from only asking *where our students are failing* to looking also at *where we are failing our students*" (Thomas & McFarlane, 2018, p. 99). The change in perspective from "our students need to do more" to "we need to do more for our students" may be dramatic, as the campus moves students toward

> . . . [i]ntegrated and self-directed learning [that] utilizes holistic, proactive, and intentional approaches to advising. The long game focuses on helping all students realize their goals and recognizes that some students will need extra help and guidance based upon a variety of personal and societal factors. This long game requires that advisors are adequate in number, well trained in professional capacity. (Thomas & McFarlane, p. 100)

These researchers suggest that there is no quick fix and that only a strategic and integrated combination of strategies and activities will result in the necessary change. Short-term metrics such as first-year persistence or retention are side benefits and formative measures but should not be the primary goals. The technology, metrics, and dashboards should not become the focal point; graduation is a better longer-term metric. Additional advisor contact to support short-term persistence can enhance long-term self-efficacy. To support such changes, advisors need proper training to avoid a mismatch between the behaviors which are comfortable and familiar to the advisor and the processes expected by the institution (He, Hutson, Bloom, & Cuevas, 2020). Finally, new student orientation may not invest enough time in teaching about scheduling and classroom expectations. As much as holistic advising addresses the whole person, at least part of orientation is carried into advising needs to focus on the students' role *as students* as well as on the structures, policies, and procedures that inhibit learning and success.

Institutions tend to combine advising models, and each one should create a model reflecting the needs of its student population. The College currently uses a split model of advising, which will be discussed below in the "Institutional Need" subsection of "Indicator A: Topic Identification."

INDICATOR A: TOPIC IDENTIFICATION

Introduction

Dr. Tom Bogart began his presidency in October of 2020 and continued the work of a Strategic Planning Committee (SPC) and QEP Work Group that had been reviewing and revising the campus vision, mission, and core values since the spring of 2020. The SPC was committed to honoring the spirit and character of the College while also embracing the significant change of transitioning from a Day College that admitted only women to one that admits students of all gender identities. Having clearly recommitted the institution to a focus on academic excellence and student success, the SPC delivered a directive to the Steering Committee in the spring of 2021 to focus the QEP on advising. The Steering Committee met approximately weekly from April of 2021 through the submission of this report in February of 2022 and is scheduled to continue weekly meetings through April of 2022. The Steering Committee conducted multiple surveys and focus groups of staff, faculty, and students to refine the details of the QEP throughout 2021. The community-wide discussion led to a QEP intended to offer improved outcomes to students by enhancing their development through holistic advising.

Connection to Institutional Planning

In his well-known essay "Only Connect: The Goals of a Liberal Education," published in *The American Scholar*, William Cronon defines liberal education as "an educational tradition that celebrates and nurtures human freedom" (Cronon, 1998, para 2) and serves the human community. Cronon also questions the "complex curricular tables and credit formulas" (para 5) used to implement that tradition in colleges and universities. Cronon arrives at the conclusion that "No matter how deliberately they may have been hammered out in committee meetings, it's not clear what these carefully articulated and finely tuned requirements have to do with *human freedom"* (para. 6). In fact, he argues that "it is much easier to itemize the requirements of a curriculum than to describe the qualities of the human beings we would like that curriculum to produce" (para. 7). Cronon then offers a list of ten qualities that he believes most liberally educated people demonstrate, culminating with E. M. Forster's injunction from *Howards End*: "Only connect":

> More than anything else, being an educated person means being able to see connections that allow one to make sense of the world and act within it in creative ways. Every one of the qualities I have described here—listening, reading, talking, writing, puzzle solving, truth seeking, seeing through other people's eyes, leading, working in a community—is finally about connecting. A liberal education is about gaining the power and the wisdom, the generosity and the freedom to connect. (Cronon, 1998, para. 18)

The College embraces these notions of connection and transformative change as essential elements of a liberal arts education. In conjunction with the strategic change of admitting all genders to the Day College, the institution adopted a revised vision in the summer of 2020 that elucidates its

renewed commitment to connection and change, both for students' time in college and for their impact on the world after graduation:

> Columbia College empowers our students to change the world with Courage for Innovation, Commitment to Social Justice, Confidence through Service, and Competence in Leadership.

Immediately after Dr. Tom Bogart became president in October 2020, the board of trustees, president's executive team, and SPC began reviewing QEP ideas in November of 2020 in conjunction with developing a strategic plan named "Implementing the Vision." The SPC also revised the College's four core values.

1. **Academic Excellence**—high expectations for preparing our students for lifelong learning through a liberal arts education that promotes critical thinking and personal growth and provides career preparation and mastery of a range of transferable skills.

2. **Student Success**—creating innovative learning environments and providing support services that are nurturing and hold the students accountable for their success.

3. **Diversity, Equity, Inclusion**—embracing a diverse set of backgrounds and perspectives, a sense of belonging, and feeling welcomed.

4. **Service to Community**—responsibility to give back to community, to collaborate, and to seek meaningful experiences and opportunities for leadership for all.

The vision of empowering our students to change the world—which happens through the fourth core value—requires the proper preparation accomplished through the first three core values. The QEP Work Group of the SPC reviewed campus data and held various discussions with employees, students, alumni, and community stakeholders. The SPC and QEP Work Group recommended connecting the QEP to the revised vision. The QEP Work Group developed and discussed a list of several possible QEP directions (appendix A) that reflected the revised campus vision, mission, and core values, and selected the final direction of "Streamlining and Integrating the Student Experience for Holistic Development." The Board of Trustees approved the selection on January 29, 2021.

Also in January of 2021, the president announced the overall direction of "Streamlining and Integrating the Student Experience for Holistic Development," and in February and March of that year he formed the QEP Steering Committee. The initial ten-person Steering Committee represented several constituencies, including full-time faculty and staff from student services, admissions, and student support. The charge to the Steering Committee was to finalize a QEP topic consistent with the priorities of the strategic plan and develop a plan that would, in the words of the strategic plan, be instrumental in "creating innovative learning environments and providing support services that are nurturing and hold the students accountable for their success."

As the Steering Committee began work in April of 2021, the Office of Admissions and the Orientation Committee (a standing campus committee composed of various representatives to

design and implement new student orientation) were discussing new initiatives to improve students' emotional attachment and connection to the campus and to increase their familiarity with campus resources prior to being admitted and through the first day of class. At the same time, after analyzing data about prior outcomes and usage of various student services, the Office of Student Success was discussing additional support processes. Steering Committee members from admissions and student success offices presented their collaboration on advising new students during and immediately after admissions and before they arrive on campus and attend classes.

Both formal institutional planning and less formal conversations across campus reflected common interest in helping new students make connections that would lead to success in college. Therefore, a QEP on enhanced advising arose to support this recognized area of need.

Existing Institutional Data

The College regularly participates in the National Survey of Student Engagement (NSSE). In 2020, the College added the optional academic advising topical module to its student survey. The academic advising module "examines student experiences with academic advising, including frequency of interaction with advisors and advising practices that reflect NACADA core values" (NSSE, n.d., para. 4).

NSSE provides data separately for first-year Day College students but combines the three populations of seniors (day, evening, and online). The Steering Committee noted that some of the College's scores were above those of its peers in the Southeastern region, while other scores were below peer benchmarks (see appendix E: 2020 NSSE Academic Advising by Day, Evening and Online).

The Steering Committee reviewed DWF reports, internal retention data, and IPEDS and National Student Clearinghouse retention and graduation rate data as indicators of student success and progress towards graduation. Because the target population for the QEP had not yet been determined, the Steering Committee reviewed data from all populations of the College during development of the QEP; however, this plan presents data related only to the Day College undergraduate population that is the target of the QEP.

Year	Columbia College Rate	Benchmark
2020-2021	17%	15%
2019-2020	16%	15%
2018-2019	12%	15%
2017-2018	9%	15%
2016-2017	8%	15%

Table A: Internal Data DWF Rates
Definition: Percentage of assigned grades that represent less-than-satisfactory progress: Ds, withdrawals, and failures.

The College had been experiencing a steady increase in the percent of DWF grades; however, the overall rate was above its internal benchmark (i.e., missed the benchmark) for only the two most recent years. Though the College cannot determine the exact degree to which COVID-19 has affected DWF rates, the upward trend suggests the need for enhanced student support—though not necessarily directly related to advising.

The Steering Committee reviewed both internal retention rate data, which includes all students, and IPEDS data, which includes only first-time full-time students. The high transfer population at the College makes a direct comparison of the two rates difficult.

All Undergraduates	2018-2019	2019-2020	2020-2021	3-Year Avg
First-Year	61.0%	57.0%	52.2%	57.0%
Sophomore	79.0%	60.5%	74.4%	71.5%
Junior	83.6%	79.5%	75.3%	79.8%

Table B: Internal Reporting Retention Rates all Programs
Definition: Retention is fall-to-fall

Cohort	Columbia College Rate	Benchmark
Fall 2020	55%	
Fall 2019	59%	67%
Fall 2018	68%	67%
Fall 2017	70%	63%
Fall 2016	70%	62%
Fall 2015	68%	64%

Table C: IPEDS First-time Full-time Retention Rate
Definition: Percentage of first-time full-time students retained for their second fall
Benchmark: Mean retention rate of peer group's first-time full-time cohorts.

Both internal and IPEDS retention data suggest overall negative trends. The College was substantially above benchmarks until the Fall 2019 semester. The Steering Committee believes the large drop in retention for the Fall 2019 cohort was probably due in part to COVID-19, which was officially recognized in the U.S. in January of 2020. College Board (2021) research shows that retention was not negatively affected by COVID-19 in South Carolina overall; however, the College is in the second largest city in South Carolina and surrounded by counties with COVID-19 incidence rates above the state average and quite possibly realized a greater-than-average impact. General pandemic uncertainty during the spring and summer of 2020, along with a move to virtual learning for the Spring 2020 semester almost certainly affected the Fall 2019 cohort. These data do not reflect advising per se but indicate the importance of advising and retention for the next four to six years as the lower retention of the Fall 2019 cohort weakens future graduation rates.

The College has very strong graduation rates using both the IPEDS six-year graduation rate and the National Student Clearinghouse six-year completion rate:

Cohort	Columbia College Rate	Benchmark
Fall 2014	66%	
Fall 2013	60%	46%
Fall 2012	53%	46%
Fall 2011	49%	44%
Fall 2010	50%	44%
Fall 2009	50%	44%

Table D: IPEDS Six-Year Graduation Rate
Definition: Percentage of first-time full-time cohort who graduated from the college within six years
Benchmark: Mean graduation rate of peer group's first-time full-time cohorts

Cohort	Columbia College Rate	Benchmark
Fall 2014	80%	
Fall 2013	82%	61%
Fall 2012	65%	61%
Fall 2011	64%	59%
Fall 2010	62%	59%
Fall 2009	62%	59%

Table E: National Student Clearinghouse Six-Year Completion Rate (Emphasized Graduation Rate)
Definition: Percentage of first-time cohort (full-time and part-time) who graduated from any college within six years
Benchmark: The benchmark is set at 15 percentage points higher than the benchmark for the IPEDS Six-Year Graduation Rate.

The College's historical retention and graduation rates do not necessarily suggest any gaps in advising. However, the decline in the retention rate for the last two years caused concern within the Steering Committee. The literature review indicates that advising has positive impact on retention and graduation and provides support for a QEP topic to address these metrics for two reasons: First, Fall 2021, Fall 2022, and most likely Fall 2023 cohorts of incoming students will have experienced some pandemic-related disruption in their education, either in high school or at a prior institution. The impact of that disruption on retention is uncertain, so new- student advising could become increasingly important. Second, the importance of advising could increase while the Fall 2019 and Fall 2020 cohorts work to complete their undergraduate degree over the next two to five years.

Data Collection by the QEP Steering Committee

Data in this section is presented in the order in which it was collected. The Steering Committee developed and distributed multiple surveys during 2021 to all faculty, staff, and students to clarify needs and identify the best topic for the QEP.

The first survey to faculty and staff distributed in May of 2021 collected recommendations in two primary areas—goals and learning outcomes—and about the initial target population for the QEP (appendix B). The survey presented six possible overall goals and six possible learning outcomes and asked respondents to rank them in order of importance. The Steering Committee received 96 responses from 72 full-time and 24 part-time employees, representing approximately 54 percent of full-time employees and approximately 32 percent of adjuncts, and included 109 open-ended written comments.

The survey results, as well as the experiences of those on the Steering Committee, strongly underscored that transfer students are not aware of the specific resources offered at the College and that the resources and access need to be integrated into the existing support structure.

However, upon reviewing the survey results, the Steering Committee believed that it should first choose a target population for the QEP and then determine learning outcomes based on the needs of that population. There was already general agreement that new first-year students are not aware of the varied resources offered at the College and that they need more overall support than returning students. The survey results, as well as the experiences of those on the Steering Committee, strongly underscored that transfer students are also not aware of the specific resources offered at the College. DWF and retention rate data also pointed to the needs of these two groups.

Summary of Data Collection

Office of Institutional Research

NSSE survey

1 faculty workshop with 94 note cards

2 combination quantitative and qualitative surveys with 226 responses and 359 written comments

2 SGA meetings

5 focus groups with 84 participants

After significant discussion during its weekly meetings and with the president and provost, the Steering Committee determined that the target population should be all undergraduate students new to the Day College, specifically including the large number of transfer students, regardless of classification status based on credit hours. With the target population identified, the Steering Committee returned to the list of possible goals and learning outcomes.

The next survey was sent early in July of 2021 to all active students and generated 130 student response (appendix C). In addition to questions on possible goals and learning outcomes, the survey asked students about

- the frequency of their contact and communication with advisors;

- the frequency of their contact with instructors and other staff;

- the form of that contact and communication;

- the process, assistance, and effectiveness of advisors on both academic and non-academic issues;

- the level of comfort using Koala Connection ("KC"), the College intranet; and

- the clarity and usefulness of the academic bulletin.

The survey also asked three open-ended questions soliciting suggestion and recommendations. These three questions resulted in 250 comments (filling more than 13 pages), indicating a high level of interest in providing feedback.

A clear and consistent message was that the most effective way to be successful at "Streamlining and Integrating the Student Experience for Holistic Development" was to enhance the current advising structure. All student groups expressed angst and frustration, but new students had especially poignant comments and concerns. Students wanted more and better contact with advisors, and many new students wanted it earlier in their time at the College, often stating that their first advisor contact did not occur until it was time to register for their second semester.

After extensive evaluation of the second survey results, the Steering Committee adopted two QEP mission-level program goals:

- Institutionalize a system of advising that is dedicated to student success.

- Educate students about the process of self-advocacy and individual responsibility in higher education.

The Steering Committee also identified four initial learning outcomes:

- Students will achieve measurable progress toward timely completion of academic goals.

- Students will demonstrate an awareness of academic resources and student support services.

- Students will regularly communicate with advisors to achieve academic success.

- Students will demonstrate the ability to correctly interpret their degree audit.

These two goals and the four learning outcomes evolved throughout the QEP development to those presented in the executive summary (p. 5) and detailed below (p. 24).

The Steering Committee conducted a two-hour session during the Fall 2021 faculty workshop and presented findings from the first and second surveys, the two QEP mission-level program goals, and the four initial learning outcomes. Faculty were grouped by tables and asked to provide structured feedback on assessments to measure the proposed learning outcomes and strategies to achieve them. Small group discussions lasted approximately 30 minutes. Each person was asked to provide written comments and recommendations, and 94 3x5 cards were returned with narrative comments that were then coded and summarized (appendix F).

As the Steering Committee addressed obstacles to the QEP goals and strategies for achieving them, students' frustration with advising seemed directly tied to advisor capacity. Students indicated that limited office hours and availability meant they could not see or talk to their advisors in a timely manner and that even when they did, advisors often seemed rushed. It became clear that the College lacks the personnel to provide the level of timely access requested by students and that the lack of capacity results in much of the advising interaction being focused only on course selection rather than on proactive and comprehensive assessment of student needs and career goals. Notably, many students also expressed very positive comments about advising, so the system is not failing all students; instead, the weaknesses provide an opportunity for strategic enhancement. Faculty, staff, and students agreed that advisors need more training so they can give better advice. This common observation led to the core success strategy of the QEP: additional staff advisors and an enhanced training program for all who advise.

The Steering Committee chair presented the learning outcomes and assessments (as they existed at that time) to a Student Government Association (SGA) meeting on November 2, 2021. Following the presentation, the chair and SGA members discussed the current advising model, and members expressed thoughts and concerns similar to those in the student survey: that advisors were generally good but hard to meet with and often did not know the answers to questions. SGA members suggested separate advisors for athletes and transfer students as those two groups, according to the SGA members, have more specialized questions. The Steering Committee chair presented a potential dual advising model using both faculty and staff for all new students, and the SGA members generally felt that such a model would significantly improve timely access. They especially felt that the staff advisors would be better sources of information for athletes and transfer students because their primary focus would be on advising instead of on teaching. The following summarizes comments received during the open forum:

- Concerned about phone calls and emails to faculty not being returned

- Felt faculty are too busy to advise and often rush students in and out

- Felt advisors need to be "good" and "know more about" all programs

- Felt more comfortable with staff advisors for some questions

- Felt dual advising model would provide continuity if a faculty or staff advisor leaves the College

To acquire deeper qualitative comments, the Steering Committee tasked its members to hold focus groups using a set of questions. Members held five student focus groups in November of 2021. A total of 84 students participated. Table F shows the breakdown of participants:

Gender	Race/Ethnicity	Classification	Transfer	Number @ Age
69 Female	27 African American/Black	20 First Year	54 Non-transfers	16 @ 18
13 Male	1 Asian	17 Sophomore	30 Transfers	17 @ 19
2 Nonbinary	8 Hispanic/Latina	31 Junior		19 @ 20
	40 White	12 Senior		6 @ 21
	8 Multiple	4 Other		13 @ 22
				3 @ 23
				3 @ 24
				3 @ 25
				4 @ 25+

Table F: Descriptions of Focus Group Participants

Generally, except for an over-representation of junior class members, the focus groups represented current campus demographics, including several academic divisions. Tables G and H present a summary of students' narrative comments. These tables omit topics and concerns unrelated to advising or the process of advising (e.g., financial aid, number of courses offered).

Focus Group Comments on Current Model	
Frequency	**Positive**
4	knowledgeable about field/career
4	easy to contact
4	amazing
3	efficient
3	available
3	welcoming
3	supportive
2	invested
2	in major
4	helpful
2	quick
3	proactive
1	flexible
2	want/like 2nd opinion
40	

Table G: Positive Focus Group Comments on the Current Advising Model

The word "transfer" appeared 23 times in the narrative comments, one of the most common broad-based categories noted in the comments. The majority of comments related to transfer were negative, an outcome that is not surprising since students are more likely to remember negative

events than those with no significance. The two most concerning areas of comment were a general lack of awareness about how transfer credits work at this college and the reality that advisors do not always take transfer credits into account when recommending courses. The tone and specificity of such comments indicate that this student group feels the need for additional focused support.

Focus Group Comments on Current Model			
Frequency	**Negative**		
10	hard to connect with advisor	2	athletics
8	did not know answers	2	did not ask for input
7	transfer credit problems	2	don't explain why classes needed
6	recommend wrong courses	2	slow response
6	left on my own	2	veterans
6	too late / want more time	1	biased
5	frustrating	1	different answers from different people
5	students need training	1	disappointing
4	advisor not proactive	1	pressured into courses by advisor
4	bad technology	1	turnover in advisors
3	don't care/uninvolved	1	advisors are unnecessary
3	not personalized	1	advisor was unprepared
3	not return calls/emails	1	want second opinion
3	rushed	1	wrong answers to questions
		1	want 2 advisors
		93	
Other comments:			
Technology insufficient/lacking		7	
Course needs reports is confusing		7	

Table H: Negative Focus Group Comments on the Current Advising Model

Finalizing the Topic and Learning Outcomes

The Steering Committee reviewed copious data from the Office of Institutional Research, the NSSE survey, one faculty workshop, two combination quantitative and qualitative surveys, two SGA meetings, and five focus groups. At the same time, the Steering Committee reviewed the landscape of advising models in the literature and found excellent advice:

> Institutions must begin by asking "What do we want students to learn from the advising experience?" Other questions to ask include: "What do we want students to know? What do we want to students to do? What do we want to students to understand and demonstrate?" (Nutt, 2004, para. 7).

These insightful questions led to a more discrete review of the NSSE data as well as a focus on the qualitative data, especially from the students. Combined, these data inspired the Steering Committee to revise the two mission-level program goals:

- To institutionalize a system of holistic advising dedicated to student success.

- To educate and enable students about the process of self-advocacy and individual responsibility for their success in higher education.

While finalizing assessments and success strategies and noting the value of focus, the Steering Committee fine-tuned the original list of four learning outcomes and ended up with these three:

- Students will achieve measurable progress toward timely completion of academic goals

- Students will demonstrate an awareness of academic resources and student support services.

- Students will regularly communicate with advisors to achieve academic success.

"Institutions must begin by asking *'What do we want students to learn from the advising experience?'* Other questions to ask include: *'What do we want students to know? What do we want to students to do? What do we want to students to understand and demonstrate?'"*

Nutt, 2004, para. 7

INDICATOR B: BROAD-BASED SUPPORT

Introduction

To determine the topic for the QEP while also generating broad-based support for its implementation, the Steering Committee involved key stakeholder groups in workshops, surveys, focus groups, information tables during meals, and contests. The Steering Committee added students to its roster when they returned to campus in August of 2021 and used three contests in the Fall 2021 semester to build awareness while collecting feedback on the QEP name and logo. Students, as well as faculty and staff, are more likely to pay attention when they might win a prize, and these contests generated significant participation. This section of the report focuses on methods and processes used to collect feedback and generate awareness in addition to those described earlier in Indicator A: Topic Identification. The methods and processes are generally presented in sequential order.

Many Steps in Building a Broad Base of Support

Students with first-year through senior-class status in the Day College were added to the Steering Committee shortly after the Fall 2021 semester courses began. These students provided valuable insight in the weekly discussions. One faculty member withdrew from the Steering Committee during the summer of 2021 due to scheduling conflicts and was replaced by a different faculty member in the fall of 2021. Two staff members left college during the summer of 2021 and were replaced before the Fall 2021 semester.

The QEP was a primary element of the fall 2021 faculty workshop, consuming approximately two hours. The Steering Committee presented the QEP direction and topic selection process, the findings from the first and second surveys, the vision, the two initial mission-level program goals, and the four initial learning outcomes. The dual advising model had not yet been developed; at that point, the focus of the QEP was enhanced advising through training and additional student activities starting with orientation and extending through students' first year at the College.

Faculty who attended the workshop in person were grouped by table, and those attending online formed another group. After the presentation, each group was tasked with discussing pros and cons of the plan to date and identifying strategies to achieve the learning outcomes. Faculty were asked to respond anonymously on 3x5 cards so that everyone had an equal opportunity to provide input and so the Steering Committee could collect a larger amount of data. The Steering Committee collected ninety-four 3x5 cards with notes on and suggestions for strategies and tactics to achieve the learning outcomes and with suggestions about how to measure the learning outcomes (appendix F). General feedback was positive and included several strategy recommendations that the Steering Committee later adopted. From this feedback, the Steering Committee noted several areas in need of clarification and added those topics to future Steering Committee meeting agendas.

At the conclusion of the workshop, the Steering Committee announced a "Name Our QEP" contest to continue building awareness of and support for the QEP and offered the winner a $50 gift card. The contest was launched through an email to all internal members of the College community (i.e., faculty, staff, and students, but not alumni). From twenty-seven individuals comprising faculty, staff, and students, the committee received thirty-four submissions, indicating a good breadth of interest and awareness. The Steering Committee narrowed the initial thirty-four submissions to three possible names through two rounds of discussion and voting and distributed the final three to the entire College community via an online survey to determine the name. Of 136 votes, KoalaPASS received 57.4 percent.

After determining the name of the QEP, the Steering Committee created another contest to solicit logo submissions from the College community, this time offering the winning creator a $100 gift card. The contest was announced by email, by faculty in classrooms, and in the two weekly campus newsletters. Faculty, staff, and students submitted eleven logo entries. Though some entries were deemed unworkable due to printing and reproduction requirements, they were left in the contest to support the creators. To choose the winning logo, the Steering Committee set up voting stations in the dining hall, recruited faculty members on the committee to have their classes vote, and sent out one email. Additionally, two committee members took the survey to three academic buildings. After 309 votes were cast, the winning logo (as shown on the cover of this report) received 46 percent of the vote with the next closest submission receiving 24.6 percent.

Three times in the Fall 2021 semester, the Steering Committee chair updated the full faculty on the QEP during faculty meetings and fielded questions and comments. The presentation on September 24 announced the QEP name and covered revisions to learning outcomes and possible assessments and strategies based on input from the faculty workshop. The presentation on October 29 covered the revised learning outcomes and measurables. The presentation on December 3 covered the final learning outcomes, revised assessments and success strategies, and the dual advising model. In each meeting, the faculty engaged in reasonable discussion, and the committee chair noted concerns and questions, which he took back to the Steering Committee for review and discussion. General feedback from faculty meetings was positive and supportive, with some questions on how dual advising would work in terms of reducing duplication of tasks and communication between the faculty and staff member.

The spring 2022 faculty workshop on January 10, 2022, again focused on the QEP. The Steering Committee presented a summary of focused NSSE data, comments from the student focus groups, and outlines of the dual advising model and other success strategies. The faculty were split into eight in-person table groups and one online group. The Steering Committee provided the groups with an initial list of common advising tasks, asked the faculty to add missing tasks, and directed them to identify whether each task should be the primary responsibility of the faculty or staff advisor. The Steering Committee collected the results by group and used them to create a table outlining the primary assignment of advising tasks (see table 1), after adjusting to reflect the fact that the dual advising model would apply only to new students. Some of the tasks and related comments (e.g., checking the final graduation degree audit) could result in a different split or

assignment if the dual advising model were expanded to continue through graduation. Several sheets had additional feedback, which was added to future Steering Committee agendas.

Faculty	Task / Responsibility	Staff
Primary	Assist with Issues in Courses in the Major	
	Assist with Issues in General Education Courses	Primary
Primary	Career Development & Professionalism	
	Change of Major Discussions	Primary
Declared	Course Withdrawal Approval Acknowledgement	Undeclared
Declared	Create & Revise Student Academic Plan in Navigate	Undeclared
	Follow Up with Students Advised but not Registered	Primary
	Follow Up with Students with No Registration Advising Appointment	Primary
Primary	Helping Arrange Internships	
	Look for and Remind Students to Clear Hold Codes before Registration	Primary
Primary	Make CC Cares Calls	
	Receipt of and Responding to Early Alerts	Primary
Primary	Registration Advisement including Course Overload Sign Off, Course Pre-req Override Requests, Request for Substitutions	
	Remind Student about Academics Resources and Student Services Awareness Module and Survey	Primary
Primary	Senior Year Graduation Course Needs Report Review	
	Student Success, Support & Coaching (study skills, how to study better)	Primary
	Training Students on Course Registration Process in KC	Primary
	The Following are Notifications not Tasks	
Both	Leave of Absence / Withdrawal Notification	Both
Both	Course Withdrawal Notification	Both
Both	Change of Major Notification	Both

Table 1: Primary Advising Task List Assignments

The Steering Committee launched a pilot of the new dual advising model at the beginning of the Spring 2022 semester with the twenty-seven new Day College students. Of the twenty-seven, five had not yet declared a major, while twenty-two had. To complement the advisors these students already had been assigned, three faculty on the Steering Committee agreed to be faculty advisors for the five undeclared students, and the existing staff in the Office of Student Success agreed to be staff advisors for the twenty-two declared students. The pilot will allow the College to test the division of responsibilities and tasks as outlined in table 1, to develop communication processes for

Navigate, and to collect additional baseline data. The Steering Committee will add the academic plan template to the test pilot as it is developed.

The Steering Committee invited three additional staff members, five additional faculty members, and eleven additional students to join the Awareness Phase in January and February of 2022. One student elected to drop off the committee at the end of the fall semester due to time conflicts.

The Steering Committee chair presented again to the Student Government Association on January 18, 2022. Students raised two excellent questions: First, students wondered if they would be able to talk with their former staff advisor after the initial twelve-month dual advising phase, when each student had shifted to having only a faculty advisor. The Steering Committee chair replied, "That is exactly what we hope will happen, that the dual advising model will help new students create closer connections to more faculty and staff on campus and that they will be comfortable going to see them at any time." The second question concerned recording and storing information and communicating it between advisors. Students were reminded about Navigate, a tool already in place for such record-keeping and communication and one which students also utilize for setting appointments with advisors, tutors, and some campus offices. Students commented that Navigate seems to be underutilized; the Steering Committee agrees and has included additional training in Navigate as a success strategy.

Internal Marketing Plan

During November and December of 2021, the Steering Committee drafted a QEP Awareness Campaign for January through May of 2022 that includes sixteen events or activities funded with a separate budget approved by the College president. While the QEP was essentially written when the first events in the campaign occurred—signage across campus and the community forum—the Steering Committee viewed the Awareness Campaign as a strategy for continuing to build support by educating the College community about the goals and success strategies of the QEP.

INDICATOR C: FOCUS ON STUDENT SUCCESS

Introduction

The College's mission statement says that it "prepares every student personally and professionally for success," and one of its core values is "Student Success." The Steering Committee discovered copious support in the literature for the assertion that advising significantly affects retention and other measures of student success. These data inspired many Steering Committee discussions on advising strategies with two broad goals: for advisors to prepare the student better for success during and especially after college and for the student to be an active participant in achieving that success before and after college. The Steering Committee recognized that many students are very active in that pursuit, finding that "52% of entering first-year students (53% of seniors) discuss their 'academic interests, course selections, or academic performance' with an advisor five or more times during the school year" (NSSE, 2020, para. 6). The Steering Committee also noted, however, that too many students are not active or are not optimally active.

Research in the literature indicated the need for consistency in structure and delivery of advising and the proper training of all who provide formal advising. Like many institutions, the College has invested significant time and money in providing support and resources to students. NSSE data indicated that the College was generally slightly below the SE Private (Southeast private school) comparison group on several measurements of awareness and structured guidance on the path to graduation (appendix E). After evaluating the NSSE data, the Steering Committee recognized that other institutions are more effective at either helping students find their path to graduation with the use of student support services or having students feel adequately supported in finding that path. Whether or not the students' perceptions are accurate, perception is reality. In response to surveys and in discussions, students have clearly conveyed frustration with the quality of their advising.

Four Core Values

Academic Excellence

Student Success

Diversity, Equity, Inclusion

Service to Community

Faculty and staff have also expressed concern with both quality and quantity of advising contact, as well as a concern for students who need but do not access the many student success and academic resources the College offers. Usage data indicate that many of the resources have the capacity to assist more students if the students were to access them. Overall retention and graduation rates are respectable but leave room for improvement. The Steering Committee believes that a concerted effort to increase awareness of the resources and services offered, along with some targeted increases in capacity, can have a significant impact on student success measures. These findings led the Steering Committee to adopt three learning outcomes.

QEP Learning Outcomes

Learning Outcome 1: Students will achieve measurable progress toward timely completion of academic goals.

Even though the College reset tuition in 2017, reducing it by $10,000, the continually increasing costs of higher education strongly support the need for each student to complete a degree as quickly as possible. Delayed entrance into the workforce also reduces lifetime earnings and places more financial stress on those providing financial support to the student. Parents and guardians as well as students are sensitive to the costs while students are attending college, and the students are especially affected by student loan debt after they no longer attend.

Ostensibly, students enter a four-year institution with the goal of graduating in four years. But some students cannot complete that goal in four years for a variety of reasons: inadequate pre-college preparation; inability to carry a full-time credit-hour load due to work, family, financial, or other commitments; changes of major; and inability to master foundational courses, to name a few. The College also has a high proportion of transfer students who complete their undergraduate degree in fewer than four years but do not appear in the institutional four-year graduation rate or in the IPEDS or National Student Clearinghouse six-year graduation rates. The Steering Committee determined that the College has an obligation to help students progress as quickly as possible; however, measuring four-year or six-year graduation rates would result in unreliable assessments.

Reflecting Strayhorn's (2014) assertion that the focus of advising should be on progress towards graduation, the Steering Committee adopted this learning outcome to support continuous forward progress without stating a specific timeframe that does not match the goals or realities of all students.

Learning Outcome 2: Students will demonstrate an awareness of academic resources and student support services.

This learning outcome addresses awareness instead of usage. While deciding whether to focus on awareness or usage, the Steering Committee discussed in great detail and length three areas of concern: First, student needs change constantly. From one year to the next, the overall academic preparedness of an incoming cohort can vary widely, and measuring a narrow list of resources (e.g., the two tutoring centers) might not properly reflect the needs of every incoming cohort. Second, new services could skew usage metrics. The College is constantly evaluating programs, adding, deleting, and revising them based on perceived need and measured usage; thus, the College is highly unlikely to offer the same number and package of academic resources and student support services throughout the implementation of the QEP. Measuring improvement in usage over baseline data is difficult when the mix of offerings changes. Third, and most significant, usage is the last step of the awareness and engagement process, and the QEP is designed to impact future outcomes by changing current and future behavior. Student, staff, and faculty survey data; NSSE data; and anecdotal evidence all strongly suggested that students are not utilizing the range of

academic resources and student support services provided by the College; the same data indicated less-than-optimal awareness. The Steering Committee concluded that students can access something only if they are aware that it exists, recognize the value of the resource, and know when to access it. Because the QEP target population is new Day College students, and new students might not need some of the resources in their first semester or year, measuring usage will not assess the longer-term effectiveness of the success strategies. Measuring usage captures only a completed action, something that has already happened, whereas measuring awareness indicates potential future usage when the need occurs and more aptly fits the intent of the QEP.

The Steering Committee recognized, too, that accessing support services carries a stigma, although unfounded, that suggests a weakness or failing on the part of the student. With effective marketing, the College can help students understand that resources are designed for all students, regardless of prior or current ability.

Faced with these challenges, the Steering Committee decided to take a broad approach that would raise students' awareness of all resources and services. The QEP focuses on new students, not all of whom will need the same resources and services in the first semester or year. The Steering Committee determined that by focusing on awareness, this learning outcome will build a foundation and provide the opportunity for students to access resources and services as needs arise throughout their college careers.

Learning Outcome 3: Students will regularly communicate with advisors to achieve academic success.

Advising is a two-way relationship that is often underutilized by students and hard to schedule for busy faculty. Advisors, whether faculty or staff, have exponentially more experience with college policy and strategies for academic success than do current students. This experience can be shared with advisees only if there is more communication; promoting more communication, however, is difficult because students may not understand or appreciate the value of regular and substantive communication with advisors until they experience it. Further complicating the situation is the fact that many of the College's students reported having experienced inconsistent, informal, and incomplete communication with advisors. Such superficial communication does not build the level of relationship necessary for the advisor to understand the needs of the student, nor does it engender deeper conversations that might uncover students' challenges or desires and provide the opportunity for advisors to point them toward resources provided by the College.

The literature underpinning the Steering Committee's research strongly underscored the importance of regular communication between student and advisor and stressed that some normative amount is required to keep students on track—one contact per semester to pick courses is not adequate. Student feedback indicated that advising preferences related to type, time, and frequency vary across the QEP population. The Steering Committee also noted from both student and faculty feedback that capacity issues hamper the current advising model. The Steering Committee deliberately chose the word *regular* for this learning outcome in response to the variety

of needs and preferences expressed in student surveys. Recognizing that advisor capacity is critical to the success of this learning outcome, the Steering Committee included a success strategy related to expanding advisor capacity.

QEP Implementation Strategies and Tactics to Achieve Learning Outcomes

The Steering Committee developed twelve success strategies to achieve the learning outcomes. Two of the success strategies represent significant changes to the College advising model and are deemed key strategies that will affect staff levels and job descriptions. Seven of the success strategies are deemed support strategies to improve the quality of advising through process improvement and professional development. Three of the success strategies change what students will do and are deemed student activity strategies.

Learning Outcomes → Strategies ↓	Students will achieve measurable progress toward timely completion of academic goals.	Students will demonstrate an awareness of academic resources and student support services.	Students will regularly communicate with advisors to achieve academic success.
Key Success Strategies			
Adopt holistic dual advising model for all new students	**Primary**	**Primary**	**Primary**
Hire an additional success coach	**Primary**	**Supplementary**	**Primary**
Support Success Strategies			
Increase training of all advisors on the impact of credit hours on housing, financial aid, and athletic eligibility	**Primary**		**Supplementary**
Revise Early Alert communication flows in Navigate to enhance pull strategy notification to the referred support service	**Primary**		
Enhance faculty and staff training on referrals in Navigate	**Primary**	**Supplementary**	

Enhance and require training of adjuncts on Early Alerts in Navigate	**Primary**	**Supplementary**	
Acquire and implement new advising tools in Jenzabar	**Primary**		**Primary**
Train faculty on new advising tools in Jenzabar	**Primary**		**Primary**
Release course schedule 4 weeks earlier	**Primary**		**Primary**
Student Activity Success Strategies			
Embed a Student Success Resource Awareness Module into a New Student Advising Portal in Canvas		**Primary**	
Embed the Student Success Resource Awareness Module into the LA 100 Course		**Primary**	
Place a registration hold on New Students until achieve a score of at least 75% on a Student Services Awareness Survey within the New Student Advising Portal		**Primary**	**Supplementary**

Table A: Strategies to Achieve the QEP Learning Outcomes

Key Success Strategies

Adopt a holistic dual advising model for all new students

Currently, all new students are assigned one advisor when they confirm their intent to enroll. Students who have declared a major are assigned a faculty member in their major. Students who have not declared a major (undeclared) are assigned a staff advisor and are later transitioned to a faculty advisor as soon as they declare a major.

The cornerstone of the College's QEP is that all new Day College students will be assigned both a staff advisor and a faculty advisor when they confirm their intent to enroll. The staff advisor will remain with the student for a minimum of 12 months. This model doubles the number of people with whom the students have an advising relationship during their first year on campus. There are three central elements to this enhancement: timeliness, continuity, and wholeness.

The cornerstone of the College's QEP is that all new Day College students will be assigned both a staff advisor and a faculty advisor when they confirm their intent to enroll. The staff advisor will remain with the student for a minimum of 12 months.

Most students in surveys and focus groups expressed a dissatisfaction with the current advising model, the most common complaint being that they were often unable to reach an advisor in a timely fashion. Whether that student defined *timely* as immediate or within 48 hours, perception is critical in student satisfaction. If the response is not as fast as the student desires, the experience is unsatisfactory. When a student reaches out to an advisor, the student wants a response, and in some cases (e.g., last day to add course, last day to withdraw from a course) may need a response very quickly. Faculty devote substantial blocks of time teaching and serving on committees, sometimes with very little time left open on a specific day for unplanned advising. Having a staff advisor whose primary role is advising increases the student's ability to receive timely answers to questions. This accessibility ties directly to the other key success strategy.

The advising relationship must be based on trust, but the current model can create stress for an undeclared student making the transition from a staff advisor to a faculty advisor, especially when the transition occurs just prior to the main advising and course registration period. In the current model that transitions a student to a faculty member once the student declares a major, the first contact the student has with the new faculty advisor is often during course advising, the most transactional and least relational aspect of advising. In the current model, the relationship built over time with the staff advisor is lost, along with the trust and openness it engendered.

In the new model, a staff advisor begins a relationship with the student shortly after the student confirms attendance, perhaps months before the student matriculates. During the period between admission and matriculation, new students are filled with questions and anticipation; a staff advisor can not only answer questions and allay fears but also lay the foundation for the first personal, long-term relationship a student will have with anyone on campus. Available daily throughout the summer, the staff advisor can begin to understand special concerns or areas of need that the student will have once on campus and provides a single point of contact to guide newly admitted students to various resources available. The staff advisor can record personal concerns in Navigate to enlighten future advisors, but the most important aspect of the relationship is the personal contact that creates the emotional connection essential for open communication. This connection is especially important for new students who have not yet learned how to succeed in college by utilizing all the College's resources and support services. In the new model, the staff advisor continues to work with the student for at least twelve months, allowing time to deepen that initial

relationship and create emotionally safe space for difficult conversations. At the same time, the student can begin building a similar relationship with the new faculty advisor.

The new model has another benefit: all new Day College students will have a faculty advisor. The faculty advisor, most of whom are by nature teachers, can help new students learn how to relate to and interact with faculty. Faculty can also provide a second opinion and a different perspective on students' questions, a positive aspect of the model noted in the focus groups.

Most importantly, the quantitative data, qualitative feedback, and anecdotal evidence all indicated the need for a more holistic approach to advising across the range of advisors. Many faculty do an outstanding job in advising, going beyond the transactional aspect of course selection to engage in more personal conversations regarding the student as a whole person. However, survey and focus group data indicate that this approach is not universal, and it needs to be. College students are at a critical time of development, making decisions with lifelong impact and often dealing with significant life challenges that make it difficult for them to succeed—or even to remain—in college. For example, most of the College's students have significant financial needs. More than 25 percent are first-generation students and have no one at home with college experience. Many students experience social challenges or begin to question whether they belong in college. The hurdles are high and frequent, and all advisors need to help students process decisions and choices in a more holistic and comprehensive manner.

> **"The long game focuses on helping all students realize their goals and recognizes that some students will need extra help and guidance based upon a variety of personal and societal factors. This long game requires that advisors are adequate in number, well trained in professional capacity."**
>
> Thomas & McFarlane, 2018, p. 100

The Steering Committee recommended and has received funding for significant and comprehensive advisor training. The College will hire a speaker/trainer for both Fall 2022 and Spring 2023 faculty workshops to provide objective third-party expertise in defining holistic advising and training advisors in its practice. Staff advisors will attend the training parts of the workshop. The College will continue to bring in a speaker/trainer for the additional four fall faculty workshops held for the duration of the QEP. The approved budget includes training materials for all participants and the building of Canvas-based modules to reinforce the workshop training.

Hire an additional success coach

Doubling the advising relationships with new students requires additional staff. Approximately 85 percent of the College's new students declare a major at the time of admission, so in the current model they are assigned only a faculty member in their major(s). Because 85 percent of new students will be added to the staff advising load, the Steering Committee recommended the addition of a full-time advisor/success coach whose sole function is QEP advising. The QEP population will be divided between the new success coach and the current Student Success staff,

with the details of the split left to the QEP director and a QEP implementation team that will be named late in the Spring 2022 semester. The 15 percent of undeclared students are currently advised by one of three staff members in the Office of Student Success (the director and two success coaches), so the new dual advising model does not increase the demand on staff for the undeclared students.

The QEP budget includes funding for a second new staff position in year three of the QEP in anticipation of both enrollment growth in the Day College and the expansion of the enhanced dual holistic advising model to additional new-student populations (see page 43 under Indicator D: Commitment of Resources).

Support Success Strategies

Increase training of all advisors on the impact of credit hours on housing, financial aid, and athletic eligibility

This success strategy supports the first key success strategy by ensuring that all faculty and staff in advising roles know how various student decisions affect other parts of the student's college experience. In surveys and focus groups, many students expressed very strong negative comments indicating that advisors had given them incorrect information, which can be both frustrating and potentially life changing for the student. A loss of financial aid may lead to a student's not returning. Dropping or withdrawing from courses can lead to immediate loss of on-campus housing or athletic eligibility. Because approximately 30 percent of the Day College students are athletes and approximately 60 percent are Pell Grant eligible, every advisor needs to know when academic decisions will affect housing, financial aid, and athletics. The intent is not to have advisors provide answers but to be able to recognize situations that need deeper evaluation and referral to other areas, such as financial aid, housing, or the athletic compliance officer.

Revise Early Alert communication flows in adopt to enhance pull-strategy notification to the referred support service

The College has used Navigate since 2019 as a tool for advising and student success. Advisors can enter notes on students and can send emails from Navigate so that there is a permanent and sharable record of the communication.

Advisors, faculty, and staff can issue Early Alerts through Navigate for a list of pre-programmed issues: attendance concern; low participation; low test scores; low midterm grades; not submitting assignments; personal/social concerns; struggling with course content; struggling with study skills; wellness concern. Each type of Early Alert is programmed to create a communication flow to the advisor as well as to others who might be able to help the student. Overall faculty usage of Navigate is moderate, and many faculty find the Early Alert communication flow overwhelming and confusing. Currently, a faculty or staff member must issue a separate Early Alert for various student behaviors, all of which may be symptoms of a single issue. For example, a faculty member must

issue three separate Early Alerts for a student who has poor attendance, low test scores, and late assignments in a course when in fact all three are related to the single issue of student engagement. While details are important, the multiple alerts and multiple notifications cause confusion and make it more difficult to assign responsibility, understand the totality of the student issue, track student contact, and report on student interactions and outcomes. The Early Alert system also confuses many users who don't understand the process by which issues are resolved or the messages from Navigate that indicate an Early Alert is "closed" but provide no indication of how the Alert issue was resolved.

The Steering Committee believes that a refined and streamlined Early Alert system could allow multiple issues to be addressed in a single alert, with more detailed notifications going to individuals who could support the student, resulting in a more robust and timely response. The new system will clarify who is responsible for responding to each Early Alert, and staff in academic support and student success units (e.g., a tutoring center) will have a more comprehensive perspective on the myriad issues that may be affecting a student prior to initiating contact. Because Early Alerts are the same for all students—both undergraduate and graduate, on campus and online—this enhancement will have a positive impact on all students, not just those in the QEP population. In April of 2022, a Navigate task force with stakeholder representation will design new communication flows and the other Navigate-related strategies addressed below.

Enhance faculty and staff training on referrals in Navigate

While Navigate had been in use for two years at the time the Steering Committee was developing the QEP, many faculty still do not use it consistently and many more do not maximize its potential. When asked about Navigate, most faculty admit that they lack familiarity with its attributes and need training. To meet that need, the Steering Committee has included this success strategy to provide faculty with training on the revised Early Alert structure and an understanding about how it complements the new holistic dual advising model. The revised Early Alert communication flows will ease the burden of repetitive notifications so that faculty and staff can take a more holistic approach to supporting students based on a single comprehensive Early Alert. Each fall faculty workshop will include a session on Navigate training for the next three years, and the Office Student Success will continue its scheduled training throughout the semester.

Enhance and require training of adjuncts on Early Alerts in Navigate

Adjuncts instruct approximately 25 percent of day courses, so they need to be familiar with the revised Early Alert structure. The Adjunct Training Portal in Canvas includes a current training module for adjuncts; to enhance adjunct training, the implementation team will add a module focused specifically on the role of the adjunct instructor in using the Early Alert system to support student success. All adjuncts will be required to complete the training either face-to-face or online. The training will occur during the faculty workshop period at the beginning of each semester, and the QEP implementation team will create a Canvas-based module for those few adjuncts who are

added in the middle of a semester and for those online adjuncts who do not teach in the Day College. Because adjuncts have the full range of students in a course and because Early Alerts are the same for all students, this QEP enhancement will also positively affect all students.

Acquire and implement new advising tools in Jenzabar

Students regularly provide negative feedback about how unhelpful they find both the degree audit created by Jenzabar and other related advising tools. Faculty also report dissatisfaction with the degree audit, especially while trying to help students explore alternative majors as the current software does not provide an easy comparison. Currently, faculty and students can access the degree audit created by Jenzabar only through KC. However, Jenzabar offers a set of web-based tools designed to provide easier-to-read degree paths and an easier method by which students can view the impact of a potential change of major. The new advising tools should be especially helpful for undeclared students who are considering various majors and for those who find themselves with many electives that could be used for a minor or second major. Currently only dean-level faculty have direct access to Jenzabar, but the new web-based tools can be accessed by all students, faculty, and advisors through KC. Due to the extensive programming required to implement these enhancements, they may not be available until the Fall 2022 or Spring 2023 semester. However, as with other QEP outcomes, this enhancement will help all students.

Train faculty on new advising tools in Jenzabar

Optimal use of the new Jenzabar tools will require faculty and staff advisor training. This strategy is listed as a separate action step because the software acquisition and installation will precede training by several months and because new faculty will need to be trained each year.

Release course schedule four weeks earlier

Currently, the schedule listing courses as well as the days and times they are offered is released two weeks before registration opens. Many students in the focus groups expressed frustration about the late release of this information. While large numbers of students are advised and register for weeks after registration opens, students have nonetheless clearly expressed angst over the current schedule. The short window is challenging for two groups of students: (1) the proactive high achievers who are anxious to know if the next semester will keep them on track for graduation and who understand the ramifications of registering late, after many courses will have filled; and (2) those who need longer appointments to discuss options and pathways to graduation and find it difficult to schedule a long meeting during the short two-week window with faculty advisors who have limited hours available for advising due to teaching and committee commitments. The short window also does not provide faculty much time to reach out to students who do not respond to a first attempt at scheduling an advising meeting. Overall, the current two weeks do not provide adequate time for optimal advising.

Releasing the schedule earlier will allow advisors more time in which to offer longer appointments with more students and will allow advisors more time to find solutions to schedule-related problems. The current timeline has been in place for several years. The Steering Committee is recommending a two-year transition so that in AY 2022-2023, the course schedule is released two weeks earlier (i.e., four weeks prior to registration) and in AY 2023-2024 the course schedule is released four weeks earlier (i.e., six weeks prior to registration).

Student Activity Success Strategies

Embed a Student Success Resource Awareness Module into a new Student Advising Portal in Canvas

New students already receive an introduction to support services during orientation. To enhance this introduction, the Steering Committee tasked the admissions staff and the Orientation Committee with creating a module that raises students' awareness about available resources and with starting it earlier in the orientation process. Campus resources are a vital benefit to students, and all stakeholders will benefit if the awareness process begins earlier, ideally during messaging in the admissions process that highlights campus resources available to students. The Steering Committee is not prescribing the format of the training nor the details of the Resource Awareness Module but has asked that it be significantly more robust and interactive than the current training, with a recommendation that students who have benefited from each support area share their experiences as part of the awareness and training. The module will remain in Canvas as a reminder to students about campus resources.

Embed the Student Success Resource Awareness Module into the LA 100 Course

Liberal Arts 100 First Year Experience: Strategies for Success (LA 100) is a relatively common introduction-to-college course for all new students with fewer than 24 credit hours at first enrollment. The lead faculty for LA 100 will work with the Orientation Committee and the Office of Student Success to build on the introduction students receive during orientation and create a deeper and more robust module that adds depth and detail about the wide range of available academic resources and student support services. The module will be used in all LA 100 courses in weeks three and four. The Steering Committee believes the spaced repetition model in education will be most beneficial for students, enabling them to recall services in the future when needs arise. For students to access services as they need them, they must be aware that such services exist, they must appreciate their value, and they must know how to access them. This success strategy ensures that students receive comprehensive information about services early and often: throughout the admissions process, during the orientation program, and early in LA 100, before four-week grade reports are issued. The next action step involving the Student Services Awareness Survey offers yet another strategy for raising students' awareness about resources and helping them retain knowledge about how to access them.

Place a registration hold on new students until they achieve a score of at least 75 percent on a Student Services Awareness Survey within the Student Advising Portal

The Office of Student Success, the Orientation Committee, and the QEP Implementation Committee will create a twelve- to sixteen-question Student Services Awareness Survey (SSAS) aligned with the Student Success Resource Awareness Module so that students can demonstrate their awareness and familiarity with available academic resources and student support services.

As soon as they have access to Canvas (typically 48 to 72 hours after they confirm their intent to enroll), students can enter the New Student Advising Portal, review the Student Success Resource Awareness Module, and complete the Student Services Awareness Survey. Though they may complete the survey at any time, the Steering Committee believes most students will do so during orientation as part of the presentations by the various academic resources and student success services.

After courses begin during students' first semester, the registrar's office will issue a hold that blocks registration for second semester for those who have not successfully completed the survey. Only the staff advisors will be able to remove that hold, and they will do so only after the student has mastered at least 75 percent of the survey.

One item on the staff advisors' checklist is to direct students to the Student Services Awareness Survey if they have not already passed it. Staff advisors will have automated reports indicating which students need the hold released and which students have not passed and need additional proactive advising.

By the time registration advising begins, staff advisors will have likely received many Early Alerts and will have educated many students on the various resources available to them, and the Steering Committee anticipates that the more proactive approach will lead to higher utilization of the appropriate resource.

This is the only QEP action step that only the student can resolve. After extensive debate on requiring student action to meet QEP outcomes, the Steering Committee returned to the second goal of the QEP: "Educate students about the process of self-advocacy and individual responsibility for their success in higher education." Self-advocacy and individual responsibility require in part that the student recognize a need and take initiative to resolve the need. The College can provide various forms of assistance for students and invest significant time and resources in promoting them to students, but ultimately students must decide to access them when that type of help is needed. If students make no effort to become familiar with available resources and do not take advantage of the many academic resources and student support services available, then they are not practicing self-advocacy nor individual responsibility and are directly responsible for their academic failures.

INDICATOR D: COMMITMENT OF RESOURCES

Introduction

This section of the report indicates that the College has committed appropriate resources to initiate, implement, and complete the QEP, beginning with the fourteen-person Steering Committee named in January of 2021 that was expanded to a twenty-five-person committee in February of 2022. In April of 2022, the College will name the QEP Implementation Team to be led by a new QEP Director. The College will add one dedicated staff QEP advisor in the summer of 2022, with plans to add a second dedicated staff QEP advisor in year three. The Steering Committee submitted to the president of the College a budget to support the new staff position, faculty and staff training, and additional software tools to enhance advising. The president presented the budget to the Board of Trustees, which approved it on February 11, 2022. The five-year direct investment budget is $585,779.

> **Instead of asking, *"How much can we spend?"* the Steering Committee asked, *"What will it take to make a difference?"***

Relevant Organizational Structure

Office of Student Success

The College was established in 1854 and began educating students in 1859. In its long history, the College has enabled many students to succeed because faculty and staff have never wavered in supporting students academically and personally. The College recommitted to investing in student retention and persistence in May of 2020 by restructuring of the Office of Student Success (OSS). The first step was to expand the OSS by strategically hiring a dean and a director. Currently, the OSS employs the dean, the director, one student success coach, and one coordinator; additionally, the office is actively searching for a second student success coach.

In collaboration with other divisions, the OSS supports the College mission by providing academic resources and educationally purposeful programs to foster student development and empower students to reach their academic and professional goals. Below is a list of the goals of the OSS and the services it offers:

Goals

- Create equal opportunities for all students to learn and participate.

- Increase students' knowledge of academic success behaviors and habits.

- Increase access to and facilitate use of success resources, including academic advising.

- Develop, support, and help implement college-wide learning initiatives, especially in the. areas involving retention, at-risk student populations, and students on Early Alert status.

Services

- General academic advising (major/minor selection, adding/dropping/withdrawing from courses, enacting a medical withdrawal, using the course needs report, navigating academic policies)

- Academic probation and Early Alert recovery guidance

- Academic coaching to assist with goal setting and other success tools

- Assistance with accessing campus resources (tutoring, counseling, off campus medical support)

- Academic workshops throughout the year

- Transitional support for incoming first-year and transfer students

- Peer mentoring to connect students with student success leaders to obtain help with study skills, time management, campus acclimation

Even though the OSS has clear collective goals and services, each team member is responsible for discrete services within the office, except for general academic advising; every member of the student success team contributes to general academic advising throughout the academic year. Since all OSS team members participate already in general academic advising, they are well-suited to assume a key role in the dual advising model outlined in the QEP. While academic advising exists on a small scale within the OSS, the student success coaches will expand their knowledge about academic advising and increase their responsibilities while continuing to maintain their responsibilities in other areas of student success, such as assisting students on probation, responding to Early Alerts, enhancing the first-year experience, and assisting with orientation. The addition of a dedicated QEP advisor will greatly increase the advising capacity of the office.

QEP Director

The College will name a QEP director during the Spring 2022 semester to lead the implementation. As the Steering Committee was completing this report, the detailed final job description and organizational chart structure were under development. Likely elements of the role include leading the QEP implementation team, overseeing the dual advising model, assessing the learning outcomes, and modifying and adjusting strategies based on the formative assessments.

Detailed Financial Budget

The budget was developed during the Fall 2022 semester in alignment with the learning outcomes and success strategies. Instead of asking, "How much can we spend?" the Steering Committee asked, "What will it take to make a difference?" The Steering Committee also reviewed what would be required to keep the QEP top-of-mind during the implementation. This approach led to a very detailed examination of the current skills and practices throughout the advising team, a review of software tools available to support advising, and a consideration of the data necessary for assessing progress and directing the path during the QEP. The

Five-Year Direct Institutional Investment

$585,778

Steering Committee developed a comprehensive plan (as described above) and submitted the following financial budget to fully fund it:

QEP Implementation Budget					
	AY 2022-2023	AY 2023-2024	AY 2024-2025	AY 2025-2026	AY 2026-2027
Campus Awareness & Promotion	$ 750	$ 500	$ 500	$ 500	$ 500
Jenzabar J1 Web Software Updates and Training[1]	$ 17,500	$ -	$ -	$ -	$ -
Canvas Training Module Development[2]	$ 3,000	$ 500	$ 500	$ 500	$ 500
Training Materials[3]	$ 2,450	$ 525	$ 525	$ 525	$ 525
Faculty Development Trainers/Consultants[4]	$ 3,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000
Adjunct Training[5]	$ 3,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000
Additional Staff[6]	$ 54,400	$ 56,032	$112,064	$115,426	$118,889
QEP Director[7]	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000
KoalaPASS Planners[8]	$ 2,250	$ 2,550	$ 2,850	$ 3,150	$ 3,450
NSSE Advising Module	$ 3,940	$ 4,058	$ 4,180	$ 4,305	$ 4,435
Total	$100,290	$ 76,165	$132,619	$136,406	$140,298

Note details of the budget:

[1] Jenzabar J1 Web degree audit tools and training support better academic advising. The software also allows students to preview possible changes to majors and the impact on their graduation date. This process includes all majors being four-year mapped into Jenzabar so that students can

more accurately predict future semesters and graduation dates and will help students and advisors create the students' academic plan that will be maintained in Navigate.

[2] With the support of instructional designers, the QEP Implementation Team will develop Canvas training modules for advisors and the Student Success Awareness Modules to provide engaging learning activities with embedded assessment.

[3] Budget for books and related materials for holistic advising training of seventy faculty and staff in the first year at $35 per person, and then for fifteen people per year in future years.

[4] The QEP Implementation Team will bring a consultant/speaker/trainer to the Fall 2022 and Spring 2023 faculty workshops, and then to the annual fall faculty workshops throughout the implementation of the QEP. Year one includes funding for additional consulting and development of the advising model and related training resources.

[5] Adjuncts will receive training on their use of Navigate for Early Alerts and referrals to success services as related to student success, funding to be thirty adjuncts at $100 per person in year one and ten adjuncts at $100 per person in years two through five.

[6] One additional full-time QEP staff advisor will be added for the Fall 2022 semester. The sole responsibility of this person is QEP-related advising. A second full-time QEP staff advisor is indicated in year three (the Fall 2024 semester) due to enrollment growth and the addition of more student populations into the enhanced dual advising model. As noted elsewhere in the document, adding other student populations is not part of the QEP assessment outcome; however, the goal and objective is to expand enhanced advising as the College gains experience with the model.

[7] A QEP director will be named in late the spring of 2022, and this budget item covers either course release or director stipend, depending on whom the College selects for the position.

[8] All new students in the QEP population will receive custom planners that align with the Student Success Resource Awareness Module in the New Student Advising Portal in Canvas. Advisors will use these planners as a point of reference. The projected need is for 375 new day students in year one, with a growth rate of 50 students per year throughout the implementation of the QEP.

Institutional Approval of the Financial Budget

The Steering Committee chair discussed a draft of the Five-Year QEP Implementation Budget ("QEP budget") twice with the president during its development, in November and December of 2021. The final Budget proposal was presented to the provost and president on December 17 and 21, 2021. The administration included the QEP budget as proposed in the 2022-2023 institutional budget presented to the Board of Trustees in February of 2022 for final approval in April of 2022.

Nonfinancial Resources

In addition to investing financial resources outlined in the detailed QEP budget, the College is also allocating significant time resources from two current success coaches who will advise the QEP population. At time of submission, this allocation is expected to total over one thousand hours per year for all years of the QEP implementation.

Institutional Research will provide the QEP director with substantial and significant data and reports on the formative assessments each semester. The Steering Committee believes additional data and reports will become necessary during the implementation years, especially as COVID-19 and changes in admissions criteria affect retention and graduation rates.

The registrar's office will assist all departments with mapping four-year paths into the new advising tools in Jenzabar. Jenzabar representatives proposed one hundred hours of external consulting and anticipates another one hundred to two hundred hours of staff programming and initial mapping time during the first year.

Faculty and staff advisors will invest substantial time in training and development on holistic advising. The Fall 2022 and Spring 2023 faculty workshops will focus substantially learning the skills and approaches of the new holistic advising model, with additional sessions in the Fall 2024, Fall 2025, and Fall 2026 faculty workshops. All new faculty in any program of the College will be required to complete enhanced training on Early Alerts in Navigate.

INDICATOR E: ASSESSMENT OF ACHIEVEMENT

Introduction

The Steering Committee developed a robust plan to assess achievement through at least one formative and one summative data point for each learning outcome. Most of the formative measures are based on annual data, with some formative measures based on semester data to review results and make modifications expeditiously. Internal data are tracked in multiple systems and manners, including new-student surveys, advising activity in Navigate designed for such tracking and communication, and reporting from the offices of the registrar and institutional research. NSSE data provide an external data set and allow peer comparison. The assessment plan will provide both quantitative and qualitative feedback from the two main constituencies: students and advisors. Advisors are primarily faculty in number, although at least one staff member will be primarily focused on advising, and at least three other staff in the Office of Student Success will be advising the QEP population.

QEP Assessment Plan Details

This section provides a detailed breakdown and purpose of each assessment of the learning outcomes. All data are based on Day College students only.

Learning Outcome 1: Students will achieve measurable progress toward timely completion of academic goals.

Method of Assessment 1.1: Percent of Day College students on probation. Reported by the Office of the Registrar.

> Target 1.1: By the end of the QEP implementation, the Day Student population will realize a 10 percent reduction since the baseline year with formative targets of 2 percent reduction per year.

Academic Year	% of Day College Students on Probation
2018-2019	5.58%
2019-2020	7.16%
2020-2021	6.08%
2021-2022	
Benchmark	*To be determined with 2021-2022 results
2022-2023	
2023-2024	
2024-2025	
2025-2026	
2026-2027	

Table 1.1: Percent of Day College Students on Probation Based on Spring Headcount

The Steering Committee determined that the College has indicators of timely progress toward graduation but without stated goals. Adding goals to the assessment plan provides direction for implementing intervention—the success strategies noted earlier in this report.

Currently, the cumulative GPA a student must have to avoid probation is tied to the number of credit hours that student has earned at the College:

Credits Attempted	Cumulative GPA
1-17	1.70
18-34	1.80
35-51	1.90
52 and above	2.00

The College dismisses any student who has been on probation for two consecutive semesters. While on probation, a student could be making some progress towards graduation by earning credits, but until the GPA improves, the student cannot reach the ultimate goal of graduation. Probation, therefore, often extends the amount of time required for a student to graduate. A reduction in the percent of students on probation will lead to a reduction in the percent of students being dismissed from the College and to more students being able to graduate. Reducing the percent of students on probation should also have a positive impact on retention, which is measured specifically in Method of Assessment 1.3. The percentage of students on probation, therefore, is one indicator of whether students are making timely progress toward completion of their academic goals.

The Steering Committee has intentionally chosen to measure the probation rate among all students in the Day College instead of only among the QEP population. Another option was to measure by student classification. The Steering Committee discussed both options at length and believes that after the first year of the QEP, improving probation rates for new students is likely to improve probation rates throughout all classifications as former QEP students progress through their tenure at the College. Specifically, a reduction in probation rate from enhanced advising and the increased use of academic resources and student support services is likely to result in the student using those resources and services in future years and being less likely to end up on probation in later years. By year four of the QEP, all classifications of students will have experienced enhanced first-year orientation and advising.

New students also comprise the largest student group of the campus population, including notable numbers of sophomore and junior status students. A small percent improvement in the large new student cohort will have notable impact on the total percent at the College. Additionally, all students will benefit from revised Early Alerts and holistic advising, both of which are expected to help reduce the percent of students on probation.

Method of Assessment 1.2: Overall percentage of passing grades by class. Reported by the Institutional Research Office.

Target 1.2: By the end of the QEP implementation, first-year students will show a 10 percent increase since the baseline year with formative targets of 2 percent per year; sophomore through senior students will show a 5 percent increase since the baseline year with formative targets of 1 percent increase per year, with a cap of 96.5 percent.

Academic Year	First Year	Sophomore	Junior	Senior
2018-2019	76.50%	91.30%	94.70%	98.40%
2019-2020	78.10%	88.70%	92.60%	95.60%
2020-2021	78.20%	87.70%	92.70%	96.30%
2021-2022**	75.20%	81.70%	90.90%	96.30%
3-year Avg	77.70%	89.30%	93.40%	96.90%
Benchmark	77.0% *May be modified after 2021-2022 results	89%	93%	96.50%
2022-2023	79%	90%	94%	96.50%
2023-2024	81%	91%	95%	96.50%
2024-2025	83%	92%	96%	96.50%
2025-2026	85%	93%	96.50%	96.50%
2026-2027	87%	94%	96.50%	96.50%

Table 1.2: Overall Percent of Passing Grades by Class
** 2021-2022 is Fall 2021

The percentage of passing grades is related to probation, but probation rates alone do not indicate how many courses a student has failed since cumulative GPA is a function of all prior courses. For example, a student could be placed on probation primarily by one course that pulled the GPA only .01 below the hurdle rate. Another student could be placed on probation because of more than one non-passing grade but is on the same probation list as the person whose probation was primarily caused by one grade. Yet another student could have five failing grades in the same semester and not be on probation if the prior GPA was high enough for the overall average to clear the hurdle. In other words, the probation rate provides only a macro perspective. The percent of passing grades is tracked by class for more discrete analysis and provides more data to help understand the scale of the problem.

One goal of the QEP is for students to apply their increased awareness about academic resources and support services beyond their first year, either because they did not need those resources and services in the first year or they needed them again in later years. By collecting data on all students instead of only the students in the QEP target population, this method of assessment can help determine whether raising awareness about resources among new students in their first year at the

College has a positive effect on their success once they are no longer part of the QEP target audience (i.e., no longer first-year and new transfer students).

The revisions to Early Alerts will also affect all students immediately and are expected to have some overall positive impact.

Method of Assessment 1.3: Retention Rate. Reported by Institutional Research Office.

Target 1.3: By the end of the QEP implementation, the College will realize at least a 10 percent increase per class since the baseline year with formative targets of a 2 percent increase per year with a cap of 95%.

Academic Year	First Year	Sophomore	Junior
2018-2019	64.70%	83.70%	89.30%
2019-2020	57.40%	65.70%	83.00%
2020-2021	52.00%	78.60%	79.40%
2021-2022	TBD	TBD	TBD
3-year Avg	58.50%	75.90%	84.40%
Benchmark	55% *May be modified after 2021-2022 results	75%	84%
2022-2023 Goal	57%	77%	86%
2023-2024 Goal	59%	79%	88%
2024-2025 Goal	61%	81%	90%
2025-2026 Goal	63%	83%	92%
2026-2027 Goal	65%	85%	94%

Table 1.3: Retention Rate by Class

Similar to breaking down passing grades by classification, breaking down retention by classification provides more discrete information about students' success and their timely progression toward graduation. The first-year class's retention rate is very important as it affects both the institutional and IPEDS six-year graduation rate as well as total enrollment. However, the College has a large number of transfers who enter as sophomores and juniors, so those classes' retention numbers will also be affected by the enhanced dual advising model the QEP provides for all new students and by enhanced Early Alerts.

The three-year retention average is trending downward, and the Fall 2021 first-year cohort exhibited lower-than-anticipated academic results. The College will not know the retention rate for the Fall 2021 cohort until the Fall 2022 semester, after the QEP is active. The Steering Committee

determined that it was prudent to adjust the benchmarks based on the current trend, which is likely to continue. When the QEP becomes active in the Fall 2022 semester, the three-year average will likely drop once again as the uncharacteristically high AY 2018-2019 retention rates will no longer be part of the three-year average.

Learning Outcome 2: Students will demonstrate an awareness of academic resources and student support services.

Method of Assessment 2.1: Student awareness of support services. Reported by NSSE.

Target 2.1: For both formative and summative targets, students will rate the College higher than students in the SE Private college comparison group on the seven subscales taken from the NSSE Advising Module for First-Year Students.

7 Subscales	Columbia College	SE Private
Support Services (4 pt. scale)	2.93	3.03
Support Services (5 pt. scale)	2.70	3.20
Access & Timeliness	2.50	2.90
Frequency of Contact	1.83	1.73
Follow Up	2.25	2.35
Academic Plans (4 pt. scale)	2.10	2.00
Academic Plans (5 pt. scale)	2.90	3.55

Table 2.1: NSSE Data on Student Awareness of Support Services (Data Shown is Spring 2020)

The College participates annually in the NSSE and has agreed to include the optional advising module throughout the QEP period. The Steering Committee believes this external measurement provides high validity and credibility as a means of comparison to peer competitors, which is SE Private (Southeast private schools). The Steering Committee opted for a relative goal--being "better than" the competition—rather than a specific numeric goal so that the College can remain competitive even as outcomes change for members of the peer comparison group.

The Steering Committee grouped nineteen of the thirty-seven questions into five areas of concern: awareness and emphasis of support services, access and timeliness of advising, frequency of contact with advisors, follow up from advisors, and creation of academic plans. Seven subscales were calculated from the five areas to create a more defined and robust understanding of specific areas of concern (see appendix D: 2020 NSSE Subscales for a complete list of questions comprising each subscale).

These data show that the College surpassed its peers in two out of seven subscales (Frequency of Contact and Academic Plans, four-pt. scale) is very close on two subscales (Support Services, five-pt. scale and Follow Up), yet is quite a bit behind on three subscales (Support Services, five-pt. scale;

Access & Timeliness and Academic Plans, five-pt. scales). Overall, these data reveal that the College has room for improvement.

The NSSE survey questions related to support services focus more on awareness than on usage. The Steering Committee had significant discussions about whether to measure usage or awareness of academic resources and student services. While usage seems to be the more important metric, three determining factors led to the decision to measure awareness: First, the Steering Committee determined that measuring usage is problematic because the needs of each new-student cohort could be different and result in different usages. Those potential differences complicate the need to set multi-year goals. Second, new resources and services could be added throughout the duration of the QEP. A new resource or service would most likely show a first-year spike and increased usage in the future, both of which would be positive for the students but would skew usage numbers when measured against the baseline. Third, awareness precedes usage and thus can be measured earlier, while usage may not occur until several semesters later. All students will benefit from an awareness campaign focused on the positive outcomes for students who access academic resources and student support services. Indirectly, then, the QEP awareness campaign will ultimately inspire more students to use the resources and services the College provides.

Additional Formative Assessment 2.2 Target percent of new students will access at least one academic resource or student support service in their first semester. Reported by Office of Student Success.

> Target 2.2: Meeting target of percent of Day College students accessing Pearce Communication Center, Business Math and Science Lab, the Office of Student Success, career services, or library instruction sessions

Even though the Steering Committee felt that focusing on awareness was the best summative goal, and the issues of tracking usage notwithstanding, the committee found value in looking at usage statistics for academic resources and support services. Therefore, they created a list of resources and service available at the launch of the QEP. Data shown is for all Day College students; target goals based on new students will be determined by Fall 2022:

Academic Resource & Student Support Service	2018-2019	2019-2020	2020-2021	Target / Goal
Pearce Communication Center		957 sessions	660 sessions	TBD
Business Science & Math Tutoring	Unavailable	Unavailable	Unavailable	TBD
Office of Student Success	Unavailable	Unavailable	Unavailable	TBD
Career Services	250	218	226	250
Library Instruction Services	52	47	33	40

Table 2.2: Access Rates of Academic Resources and Support Services

Learning Outcome 3: Students will regularly communicate with advisors to achieve academic success.

Method of Assessment 3.1: Frequency of contact with advisors. Reported by NSSE.

Target 3.1: For both formative and summative targets, NSSE Advising Module First Year Students calculated Frequency of Contact subscale will be greater than the SE Private benchmark.

Columbia College Subscale	SE Private Benchmark
1.83	1.73

Table 3.1: NSSE Frequency of Advisor Contact

This is one of the NSSE subscales discussed above in Target 2.1 for Learning Outcome 2 (appendix D). The Steering Committee chose this subscale because research shows that regular contact with an advisor is related to positive educational outcomes (Fricker, 2015; Schultz, 2016). The most recent NSSE data show the College trailing its peer benchmark on two of the questions in this subscale: 1(a) number of contacts with an advisor assigned to the student per year (score 2.2 compared to 2.5) and 1(b) number of contacts with advisors available to any student (score 2.2 compared to 2.5). Two questions in the subscale show the College substantially outperforming its peer benchmarks: 1(d) frequency of contact with student services staff (score 1.8 compared to 1.1) and 1(e) frequency of contact with success coaches (score 1.1 compared to .8). The Steering Committee believes the enhanced holistic dual advising model will result in new students having at least two substantive interactions with assigned advisors per semester; other success strategies in the QEP should inspire additional referrals that will lead to more contact with other student success staff as well. All these initiatives should result in the College significantly outperforming its peer benchmark.

Additional Formative Assessment 3.2: Students will have substantive real-time interactions with a designated advisor. Reported by Office of Student Success.

Target 3.2: At least 80 percent of all Day College students will have a minimum of two substantive real-time interactions per term with a designated adviser.

While the annual NSSE data is highly credible and valid, the College can also use Navigate to track substantive interactions more easily and frequently. Part of the faculty and staff advisor training will focus on the proper use of Navigate to record substantive interactions. The move to enhanced holistic advising includes the goal of advisors having more substantive interactions with students, a process supported by assigning two advisors to all new students for at least twelve months. The Steering Committee believes that a higher frequency of contact with new students will result in more frequent contact throughout their time at the College. The QEP should change the culture around meeting with advisors and encourage students to see such connections as a positive and regular part of the educational journey. During the second Student Government Association meeting, a student anecdotally confirmed the committee's belief by asking if students could still

talk to their former staff advisor after the twelve months ended and that staff person was no longer an assigned advisor. The Steering Committee chair assured the student that one important goal of the new model was to have students develop relationships with more staff and faculty with whom they could confer throughout their time at the College.

Other Assessments

The Steering Committee identified other measures that are not part of the formal QEP but will provide additional formative insight into the success strategies and may indicate other areas of need. The following assessments and targets are presented for informational purposes only to highlight other data that will be collected and reviewed during the QEP.

Additional Internal Assessment 1.4: Student knowledge of degree audit. Reported by QEP director.

> Target 1.4a: In a Canvas-based survey in the New Student Advising Portal in Canvas, at least 50 percent of new students in their first semester will be able to identify at least 75 percent of the primary elements in the degree audit (Course Advising Worksheet).

> Target 1.4b: In a Canvas-based survey in the New Student Advising Portal in Canvas, at least 65 percent of students in their second semester will be able to correctly identify primary elements of the degree audit (Course Advising Worksheet) as well as the major course requirements, the restricted electives, and the major GPA.

Students have expressed frustration with the degree audit, stating that it is hard to interpret and understand, yet the College has little control over the structure and layout of the report since it is formatted by Jenzabar. The format is commonly used in higher education, and custom programming is not financially viable. While the audit can be difficult for new students to understand, some of the challenge is due to unfamiliar terms (e.g., quality points, restricted electives, free electives). The Steering Committee tasked the Orientation Committee and the Office of Student Success to add a module in the new-student orientation that introduces the degree audit and trains students to read it. The Steering Committee decided to assess students' level of familiarity with the degree audit during their first and second semesters because new first-year student audits do not have any grades and the audits of undeclared students do not reflect a major. In the first semester, students need to locate only GPA, credit hours earned, credit hours required, general education requirements, and overlays. By their second semester, though, all students have earned grades, and most have declared a major; at this point, students need a higher degree of familiarity to use the degree audit for academic planning. In the second semester, students need to locate major requirements, major GPA, and restricted electives. In addition to the new student orientation and training in the LA 100 course, staff advisors are tasked with helping students learn the degree audit.

Additional Internal Assessment 1.5: Students have a written academic plan. Reported by Office of Student Success.

> Target 1.5: All transfer students with sophomore and junior class status will have a written academic plan in Navigate before advising.

Research by the Steering Committee revealed that students are more likely to graduate on time if they have a written academic plan outlining the courses they will take in each future semester (Schultz, 2016 & Strayhorn, 2014). After the Jenzabar upgrade, students will more easily be able to review pathways to graduation through different majors. The QEP Implementation Committee will create a template for a four-year academic plan. If students have declared a major, their faculty advisors are responsible for having them fill out a four-year academic plan. Staff advisors will ensure that students who have not yet declared a major complete as much of the plan as possible. The completed plan will be stored in Navigate for all advisors and other staff to access and can be updated by the student to reflect changes in major, minor, or course performance.

Additional Internal Assessment 2.3: Student Services Awareness Survey. Reported by QEP Director.

> Target 2.3: At least 50 percent of new students will achieve a score of at least 75 percent on the Student Services Awareness Survey in the New Student Advising Portal before the four-week progress report.

The registration hold success strategy will require new students to complete the Student Services Awareness Survey before their second-semester registration, which occurs approximately eight weeks into the semester. Within the first few weeks of their first semester, new students may develop needs that could be met by academic resources and student support services, so staff advisors are tasked with encouraging new students to review the Student Success Resource Awareness Module and complete the Survey as soon as classes start. After the fourth week of each semester, the College collects the grades of first-year students in a progress report. Low grade reports highlight students who will benefit from academic resources and student support services, so encouraging and expanding awareness of academic resources and student support services—along with revised and improved Early Alerts—should result in higher usage, which can positively affect the passing grade and retention assessments based on end-of-semester data. When students complete the Student Services Awareness Survey early in the semester, their registration holds are lifted well in advance of the critically important registration period—an added benefit to both the students and their advisors.

Recognized and Acknowledged Challenges

If COVID-19 has taught higher education anything, it is to look for gaps and obstacles to success. During the implementation of the QEP, the College needs to be attentive to challenges that may be presented by two stakeholder groups: faculty and students.

The College is experiencing strong enrollment growth while simultaneously trying to rebuild faculty lines. During the year immediately preceding the QEP (AY 2021-2022) the College added eleven new full-time faculty to fill both vacant and new positions. At the time this document was written, the College was engaged in sixteen faculty searches, including two dean and one program director positions. Between AY 2021-2022 and AY 2022-2023, a significant percent of the faculty will be new and/or will be operating under new leadership. New faculty and leaders can bring exciting new and helpful perspectives, yet historically the College has not required them to advise students during

their first year of employment, as it may take a few years for them to become deeply and comfortably familiar with all the College's policies, resources and support services, majors, and minors. The QEP includes robust training; however, no amount of training can impart experience. The QEP Implementation Team will need to be extra vigilant in developing and delivering training to enhance the advising skills of new faculty as quickly as possible.

The Fall 2021 new-student cohort, especially those bringing in zero or a low number of semester hours, seemed notably below prior cohorts in academic preparation. Faculty reported an unusually high number of problems with inattentive students and students who did not submit work (even when the faculty allowed late submissions), and the College experienced an unusually high DWF (letter grade "D," withdrawal, letter grade "F") rate. As a result, first-year students earned passing grades in only 75.2 percent of the courses completed, down from 76.5 percent, 78.1 percent, 78.2 percent in the prior three years. Sophomore students, including new and returning, earned passing grades in 81.7 percent of courses completed, down from 91.3 percent, 88.7 percent, and 87.7 percent in the prior three years. Unfortunately, initial data suggests that these students did not take advantage of academic resources and student support services commensurate with need. That these deficits in academic preparedness surfaced during the QEP development underscored the need for additional and more robust academic resources and student support services and the need for an increased awareness and use of them within the new-student population. Although the College is working to identify potential causes for these abnormally high failure rates and to provide immediate additional support to the affected students, the Steering Committee expects the bigger impact to be realized in the Fall 2022 semester, when students either choose not to return or have been suspended by the College under the probation policy. Several baseline measurements may be affected because of the weak Fall 2021 cohort, including a potential effect on retention and graduation rates for the next four to six years. If the high rate of DWF grades is not remedied by the end of the Spring 2022 semester and the problem seems likely to continue into the Fall 2022 semester, the QEP Implementation Team may need additional success strategies and may need to make further changes to the current benchmarks.

The Steering Committee discussed at length the challenge of using DWF rates as a significant or summative indicator of advising quality. First, students withdraw and earn Ds and Fs for myriad reasons. Faculty anecdotally noted that "F" grades often indicate a student's failure to complete work, whereas a "D" is more likely to suggest a lower level of comprehension. However, the cause or causes of the failure to complete or failure to comprehend are wide. Students are also often advised to withdraw ("W") to avoid earning an "F," which affects their GPA, may affect their financial aid and athletic eligibility, and could increase the time it takes them to graduate. A "W" also has less of an impact on future academic pursuits; for example, a student who experiences a short-term medical condition or other traumatic event during a semester and who is anticipating graduate school might find it easier to explain a "W" than a "D" or "F." The weight of each outcome differs for each student, but regardless of the cause, all of those grades show up in DWF report. In the end, the Steering Committee determined that gathering and analyzing this data during the QEP may provide insight into the obstacles students face in their progress toward graduation.

In 2016, the College dropped the SAT/ACT requirement from its admission policy and as a result may have admitted students with lower levels of demonstrated academic competence than in the past. The impact on changing student demographics has a long tail in DWF reports, such that the most recent four years of DWF numbers have been substantially above the College's historical levels and may continue to affect DWF rates for the foreseeable future. The Steering Committee is concerned that historical benchmarks might be difficult to achieve if the incoming students' competence is not equivalent to that of the students during the benchmark years and if the College does not have adequate resources to support the number of students who need academic or especially psycho/social student services.

The College has consistently outperformed peer benchmarks for graduation rates, although the Steering Committee is again cautious in noting that the 2016 changes in the admissions policy have not yet reached the IPEDS Six-Year Graduation Rate. The impact of that change will become evident during the QEP implementation period and may lead to some adjustments to benchmarks or some footnotes explaining substantial changes in the graduation rates the Steering Committee anticipated.

The Steering Committee also believes that COVID-19 will affect graduation rates due to notably lower retention rates in the Fall 2019 and Fall 2020 semesters. The COVID-19 impact on graduation rates will occur towards the end of the QEP implementation period (AY 2022-2023 through AY 2026-2027) as the IPEDS Six-Year Graduation Rate for the Fall 2019 and Fall 2020 cohorts will show up in AY 2024-2025 and AY 2025-2026.

Like any great plan, this one may require some adjustments throughout its life based on changes to those two stakeholder groups. Fortunately, this QEP is embraced and supported at all levels, and the College's faculty and staff look forward to five years of enhanced focus on helping its students be successful both during and after their time on campus.

> **Our Mission:**
> **Columbia College prepares every student personally and professionally for success through liberal arts and professional programs emphasizing service, social justice, and leadership development.**

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APPENDICES

Appendix A: Board of Trustees Report

QEP Topic Proposal

Expectations: The QEP working group suggests the following QEP topic for Board approval. The details of this topic are to be further discussed and planned upon approval by a selected QEP group charged with this task.

Topic: Streamlining and Integrating the Student Experience for Holistic Development

Description: Create a more streamlined and comprehensive process for **all students**. This could include measurable components such as the following:

1. Teaching students how to self-advocate and develop a sense of self-agency

(Note: Students who self-advocate are ones who take ownership and control over their personal and academic success.)

- o Suggested Follow-through:
    - Continue and strengthen campus-wide initiatives addressing independence, responsibility, and control of overall success.
    - Continue to teach students about available technology and resources by ensuring and expanding existing online orientation to provide a more comprehensive coverage of student resources.
    - Create a tile grid of applicable resources in Canvas (linking to both KC and Navigate) for students to access.
- o Suggested Measurement:
    - Determine orientation completion expectation and deadline and success rate.
    - Determine completion timeline and accountability for tile grid.

2. Providing advisor training that ensures a consistent and equitable student experience.
- o Suggested Follow-through:
    - Streamline and enhance advisement process without increasing advisor workload.
    - Offer consistent training for new advisors and those interested.
    - Create and provide a living resource for advisors to consult.
- o Suggested Measurement:
    - Create, provide and require training for new advisors and measure completion rate and quiz knowledge upon completion.
    - Set timeline and expectations for advisor orientation.

3. Streamlining the options for enrollment and registration in all four college programs (day, evening, online and graduate) to provide a positive experience for students.

- o Suggested Follow-through:
  - Focus on enrollment, advising and registration processes.
  - Ensure processes and forms are the same for all four college programs.
  - Ensure this information is easily accessible to all.
- o Suggested Measurement:
  - Conduct a pre-analysis and post-analysis of common student procedures and communication pathways.

Other topics discussed by the committee included the following:

1. Streamlining the Student Academic Experience
2. Academic Advising for Student Success
3. Navigating the Professional Perspective
4. Applied Social Justice and Leadership

Other suggested topics included:

- Equity in load and pay (for adjuncts, full-time faculty and staff – all employees)
- Financial stability of the college over the needs of faculty, staff and students
- Increase student participation and attendance at Student Activities events, athletics, fine arts, etc.
- Address how faculty and staff communicate with students (tone; demonstrating dignity and respect for the students)
- Students are unaware of channels to address issues
- Offer a variety of food in the Dining Hall; more nutritious items
- Student Health Insurance
- Transportation to resources (medical, local attractions, etc.)
- Residence Hall environment (desire to control air and heat in Wesley and Mirse; physical appeal of buildings, etc.)
- Open the Library on Saturday and help students to know the resources available to them
- Faculty and Staff retention and workloads/demands

Appendix B: Faculty and Staff Survey on QEP Goals, Learning Outcomes, and Target

QEP STAKEHOLDER SURVEY

JUNE 2021

96 RESPONSES

POSSIBLE OVERALL GOALS

4.53	3.97	3.83	3.24	2.71	2.46
Reduce the number of courses dropped during drop/add.	Increase the percent of students who register in the four week registration period each spring and fall.	Reduce the number of students who withdraw from a course between drop/add (approx 3-5 days) and withdrawal (approx 2/3 into the course).	Establish ongoing advising training for faculty and staff.	Educate students about the importance of self-advocacy and individual responsibility in higher education.	Institutionalize a system of advising that is dedicated to student success.

POSSIBLE LEARNING OUTCOMES

3.97	3.61	3.39	3.33	3.30	3.06
Students will demonstrate the ability to correctly interpret their degree audit.	Students will demonstrate an understanding of self-advocacy.	Student will develop a statement of academic goals.	Students will achieve measurable progress toward timely completion of academic goals.	Students will demonstrate an awareness of academic resources and student support services.	Students will communicate with advisor as needed to achieve academic success.

POSSIBLE FIRST TARGET GROUP

Please rank the following possible target groups as 1 (definitely first target group) 2 (middle target group) 3 (later target group)							
1.36	1.44	1.77	1.92	2.06	2.24	2.33	2.51
First generation first year day college	All first year & transfer day college	All undergraduate	Incoming online and evening	All fully online	Athletes	Non-athletes	All graduate

DEMOGRAPHICS:

Row Labels	Count of Employment Category
FT	**72**
Administration	1
Administrative support to an academic department	4
Administrative Support to Campus	1
Administrative to Provost	1
Administrator but not in student success or services	1
Admissions	1
Athletics Staff	2
Chaplain	1
Circulation Desk and IT services for students	1
Dean or program chair	12
Emeritus/retired faculty	1
Financial Aid Office	1
Full time faculty	23
Police dept	1
Registrar's office	1
Staff	5
Staff member on leadership team	1
Student Affairs	1
Student success and services	12
support staff--non-academic department	1
PT	**24**
Adjunct faculty	24
Grand Total	**96**

Do you believe we missed an important student group? If so, please describe that group in 4-6 words. **[All comments presented]**
Adult & military
Any students with accessibility needs.
Commuters seem disconnected here
First generation college students beyond first year
First generation students beyond year one
Low GPA from high school or prior institution
Nontraditional students (including but not limited to veterans)
Parenting students
Sophomores
Students facing economic barriers to higher ed.
Students from rural HS who are not adequately prepared for college level academic rigor.
Students of color
students on academic probation
Students requiring accommodations (all groups)
Students who historically under-perform
Students with accommodations
Veterans. I think the college would do well to recognize veterans as pool or current and prospective students. It is easy for the college to achieve VetSuccess on Campus (VSOC) designation. This is a program through the U.S. Veterans Benefits Administration that places an experienced Vocational Rehabilitation Counselor on campus to provide assistance and support to veteran students and their eligible family members.

Looking at our overall direction and range of goals, what other suggestions for goals or learning outcomes do you feel should be added to the list?
[First 19 of 28 comments presented as sample]

| |
|---|
| (1) Academic integrity as part of understanding college culture and (2) professionalism (classroom behavior, residence hall behavior, interaction with faculty/staff and other students, etc.) |
| Achieve a 30 percent (or other percentage) increase in the number of students who meet with an advisor at least once per semester (or year). |
| Better response time to students from advisors and academic offices. |
| BRTIP-Institute to truly and authentically embed trauma-informed practices campus-wide |
| Completion of general education requirements before 75 hours |
| Don't forget those who are totally online (that includes online faculty and students). |
| Educate faculty and staff on what different departments handle so they can direct students appropriately. |
| Emphasis on expectations of engagement, especially in fully online classes. |
| Faculty causing retention issues, |
| First Year Week Experienced for new day students |
| General ramblings: I had to rank more than 6 categories of students; therefore, I have several number 3s. I appreciate all of the work of this committee. Please note it is hard for students to self advocate if our environment is not one that will remove systemic barriers for student success. I hope we can focus more on those type of goals instead of asking students to keep navigating a challenging system that in some cases hinders their success. |
| Goal - students can articulate remaining graduation requirements at the end of each semester. Goal - students who withdraw from or fail a class can demonstrate understanding of its impact on GPA, financial aid, and progress toward graduation. Goal - students can demonstrate understanding of the policies and procedures associated with an Incomplete request. |
| Have someone check the survey grammar. "Increase the percent(age)...", "Student(s).." |
| Holistic services offered to parenting students, even if Cola Coll cannot directly offer the resources - they can act a connection point. |
| I am concerned with the statements of Learning Outcomes that use the word, "demonstrate." I hope that does not mean additional milestones or surveys for students. I agree that a student should write their academic plan and understand their graduation audit. Since improving Advising is a goal, I think a student communicating in person with an Advisor that they understand their role in their learning outcomes, and to be able to talk through the list with a live-person, one-on-one, would be a good route to take to demonstrate. Then the Advisor can sign off that the student has demonstrated. This cultivates a nurturing relationship. |
| I encourage the group to avoid falling into the trap of customer service-oriented models. Self-advocacy without at least some internal locus of control can lead students to think they are entitled to grades, projects, positions simply because they want them |
| I think the list is thorough and well designed. I would not add any at this time. |
| Improve reading comprehension and writing abilities in undergraduate students. |
| Improving interpersonal communications on campus |

Keeping on our theme of advising and self-advocacy, in your interactions with students, what do our students need to know or be better at in order to be more successful during their college experience? **[First 27 of 52 comments presented as sample]**
Students need an uncomplicated resource for questions.
1. Who their advisor is (We must have trained, confident, and competent advisors) 2. How to understand course requirements and their degree audit. 3. Academic and student service resources 4. The structure for addressing concerns and the importance of addressing issues immediately 5. How to formulate their concerns 6. How to talk to faculty and staff
A checklist given to new students concerning their next steps after acceptance. I noticed is a big gap of not knowing what to do next after acceptance.
Ability to articulate self in writing at a college level.
Awareness of the importance of understanding the syllabus, communication with instructors, and necessity of completing assignments.
College needs to make sure it is doing what it needs to do. Students receive a letter after admission telling them to check their CC e-mail, but their e-mail has not been set up yet. Very frustrating for incoming students.
College-level writing, time management, basic library/online research skills.
Communicate! Don't be afraid to ask for help or to be transparent with professors- and professors provide a safe, supportive place to do so.
Communication with instructors and advisors, time management and prioritizing
Complete understanding of the requirements needed to graduate
Contact from student resources to encourage them to use their services
Ensuring the faculty, advisors and even staff respond to emails in a timely manner (often it is weeks or even months). We advise they meet in person but even trying to set up meetings is also a struggle, but this is the biggest issue I hear from students. Second is that advisors rarely "listen" to their students concerns. So if the student is not taken seriously, it is hard for them to continue to work and resolve situations.
First-years desperately need to learn how to hold themselves accountable and be made constantly aware of both the consequences of bad actions and good actions. Few first years will listen to us because "we don't get it" (primarily because we don't meet students where they are at and truly seek to understand them without telling them how to live their lives). Until we are sufficiently well trained in shutting up, just listening, and relating personally to our students, first years might benefit from a peer coaching program, in which a 3rd or 4th year mentors 2-4 first years. This indirectly solves the "we don't get it" problem, by having 3rd/4th year students (who do understand their slightly younger peers) liaison on our behalf. More usefully, we can set the standard for what we want coaches to help first-years with in terms of life-skill development.
Graduate students specifically are always asking about advisement. As it stands, they are accepted, confirm and then are auto registered for courses. There is no "advisement" so to speak. I think that dedicating time to our graduate students after they are accepted would give them a more professional experience and aid in retention.
Guided counseling/advising to cut the parental cords of dependency
How to ask for help

How to problem solve independently without relying upon the instructor to spell everything out to them
How to successfully take advantage of faculty-student hours before the end of the semester (increase number of in office/Zoom visits prior to midterm).
I have had an increasing number of students/advisees who do not understand the importance and significance of deadlines and appropriate channels for handling issues that arise. I have also had an increasing number of students who are generally not aware of their academic progress (don't check grades, not sure how to read degree audits, etc.).
I think students need further assistance with Navigation and being able to recognize the need to access resources. I feel that we do a great job with providing resources , but need students to take a more proactive role when it comes to accessing resources on their own.
I think students really need to be aware/understand that their success or failure is up to them. As faculty we will do everything we can to help them but we can't do it for them.
In terms of self-advocacy and responsibility, I think our students need to learn how to manage their time, workload, and how to study. Many of our students do not know how to learn. Our students also need to learn how to communicate effectively with professors and/or others in supervisory roles. I have encountered students who do not know how to accept constructive feedback. They also do not know how to professionally express anger or disappointment.
Knowing how/where to look for answers to their questions instead of just calling or emailing each time they need something.
Make a plan and live a plan and realize some courses are not easy but don't drop them--that only delays graduation and costs more money. Financial aid is not a right and it is usually not free so use it wisely so it does not run out and so that you don't graduate with massive debt.
Making sure they make use of all the resources that we offer them.
Many students seem able to identify person-specific barriers to success (e.g., mental health struggles, test/performance anxiety) but need more support or practice at perseverance to still meet course objectives
More mentorship, less nonsense classes like the LA series
New students need an official document that details their course path. The course path should be viable for the student during their whole time at Columbia College. I overheard last Spring that a student was surprised that she needed an additional course because a course she took was no longer counted on her graduation audit. This is unfair and should not happen. By providing documentation, the college will know what they have committed to for X number of years, can let lapse those courses chosen to be discontinued and introduce replacement courses for subsequent incoming students, yet recognize (grandfather in) the courses on the document as counting for the graduation audit.

Appendix C: Student Survey on QEP Goals, Learning Outcomes, and Communication with Advisors

Looking at our potential goals, please rank them 1 through 4 (1 is highest priority, 4 is lowest priority)

- Reduce the number of students who withdraw from a course between drop/add (approx 3-5 days) and withdrawal (approx 2/3 into the course)
- Establish ongoing advising training for faculty and staff
- Institutionalize a system of advising that is dedicated to student success
- Educate students about the importance of self-advocacy and individual responsibility in higher education
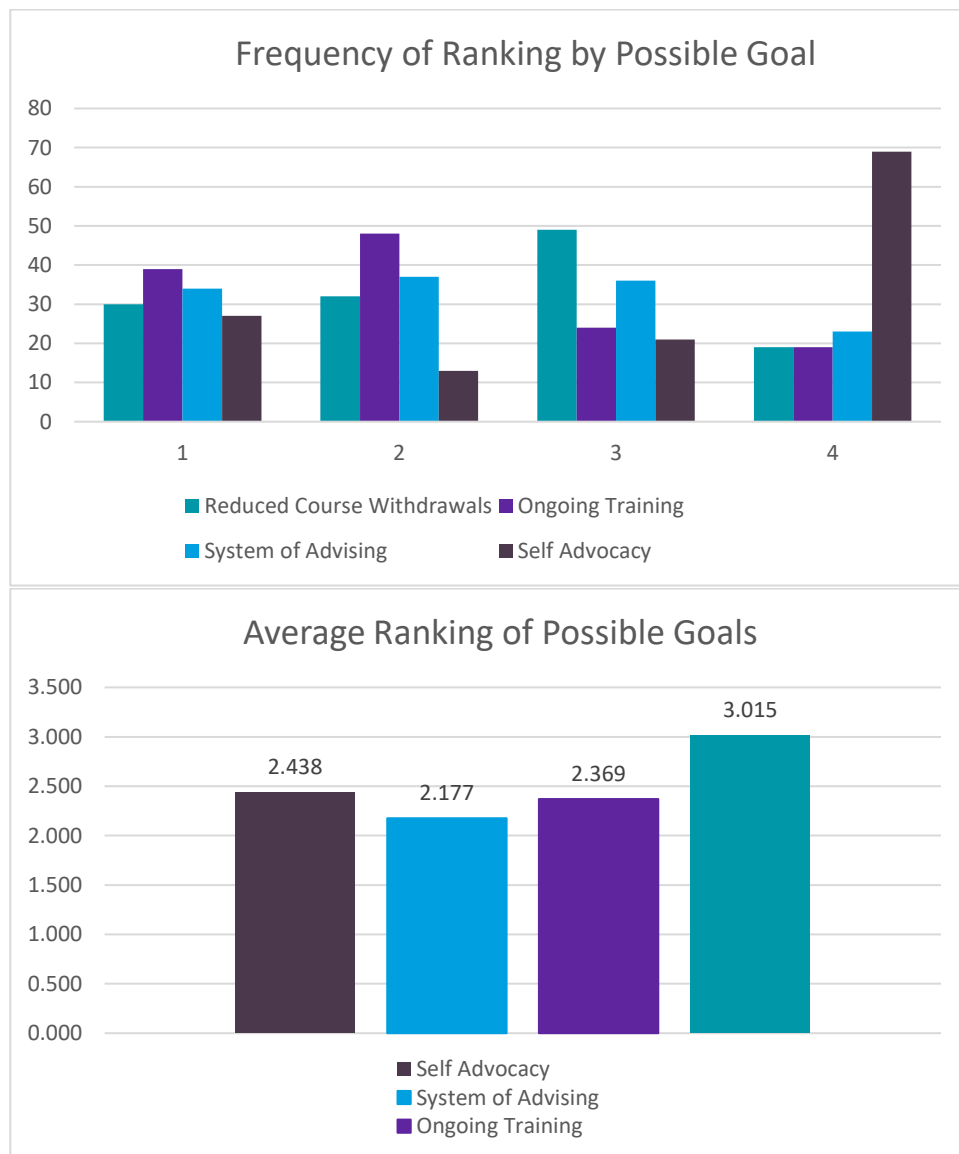
Just like a course, our QEP will have learning outcomes. Please rank the following potential learning outcomes in their importance and value in helping you be successful at Columbia College (1 is highest priority, 6 is lowest priority).

- Students will communicate with advisor as needed to achieve academic success
- Students will demonstrate an understanding of self-advocacy
- Students will achieve measurable progress toward timely completion of academic goals
- Student will develop a statement of academic goals
- Students will demonstrate an awareness of academic resources and student support services
- Students will demonstrate the ability to correctly interpret their degree audit

Outside of a class that he or she may be teaching, how often do you communicate with your academic advisor?
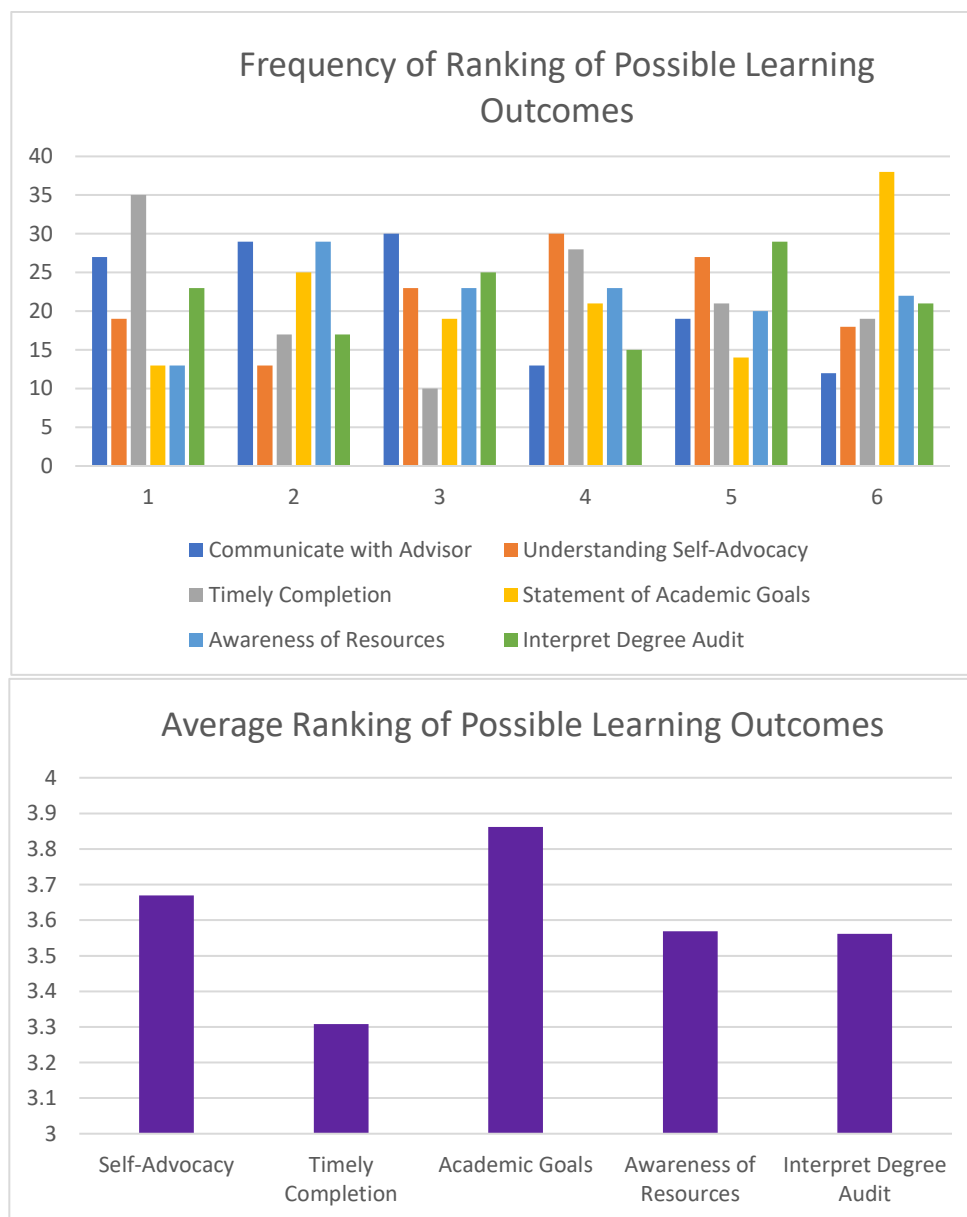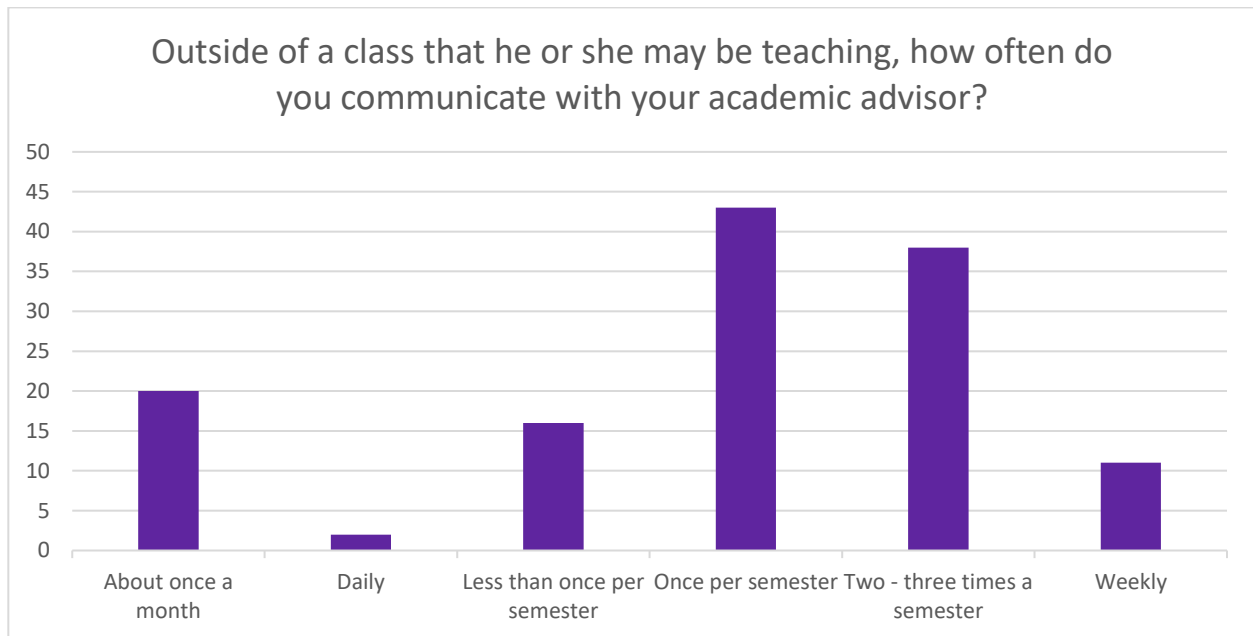
What is the most common form or forms of communication with your advisor regarding advising and scheduling? Please pick all of the regular or common methods.

130 responses

Email — 118 (90.8%)
Scheduled appointment — 66 (50.8%)
Unscheduled drop in appointment (including of… — 11 (8.5%)
Zoom — 34 (26.2%)
Telephone — 40 (30.8%)
Running into on campus — 13 (10%)
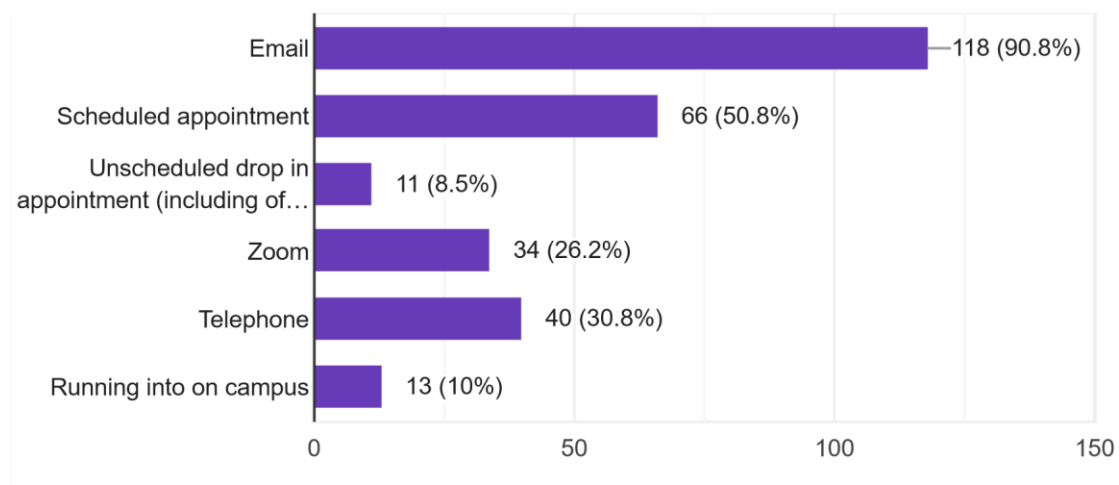
What is your preferred form or forms of communication with your advisor regarding advising and scheduling? Pick up to 2 options.

130 responses
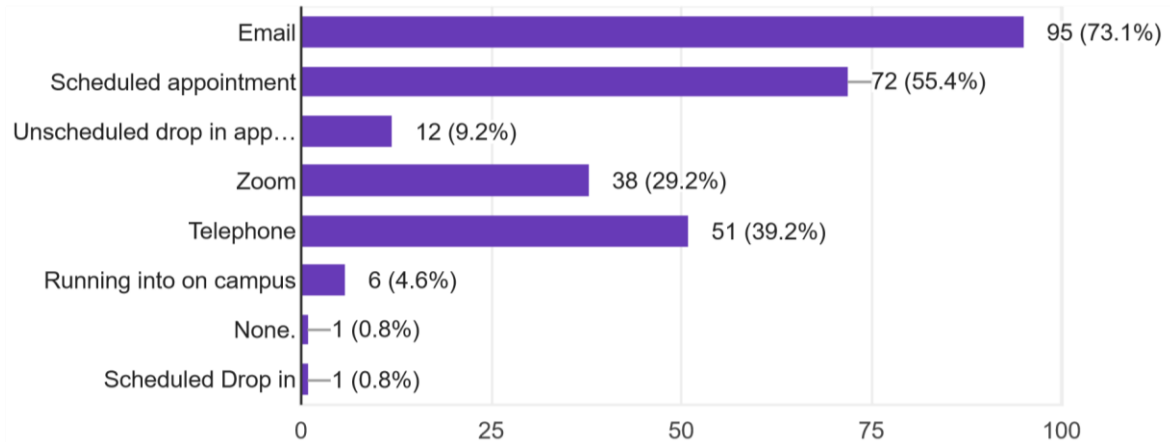
Option	Count (%)
Email	95 (73.1%)
Scheduled appointment	72 (55.4%)
Unscheduled drop in app…	12 (9.2%)
Zoom	38 (29.2%)
Telephone	51 (39.2%)
Running into on campus	6 (4.6%)
None.	1 (0.8%)
Scheduled Drop in	1 (0.8%)

Please respond to the following statement: The advising process helps me reach other life goals.

130 responses

Rating	Count (%)
1	33 (25.4%)
2	17 (13.1%)
3	27 (20.8%)
4	22 (16.9%)
5	31 (23.8%)

Has your academic advisor helped you develop a clear plan of courses needed through graduation?

130 responses

- Yes
- No

33.1%

66.9%

Please respond to the following statement: The advising process helps me reach my academic goals.

130 responses

17 (13.1%) · 8 (6.2%) · 20 (15.4%) · 25 (19.2%) · 60 (46.2%)
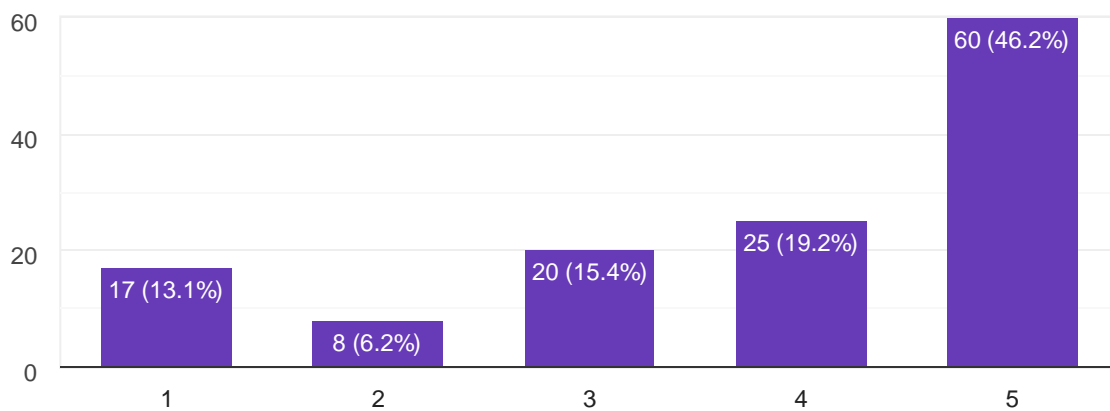
How comfortable are you accessing Koala Connection to find information such as GPA, courses offered, and courses required for graduation?

130 responses
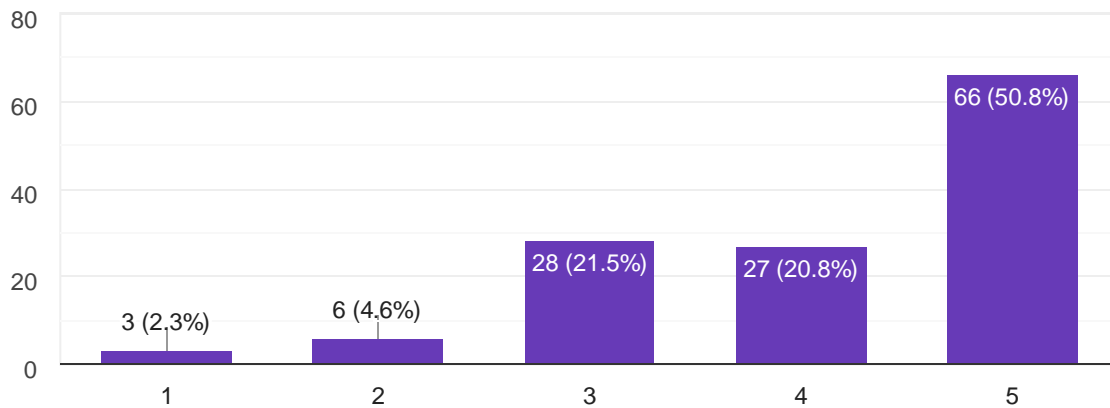
How often do you consult the Academic Bulletin (the college catalog)?

130 responses

- Never
- Occasionally
- Only during registration
- Several times per semester
- Weekly

How comfortable are you asking questions of the faculty teaching your classes?

130 responses

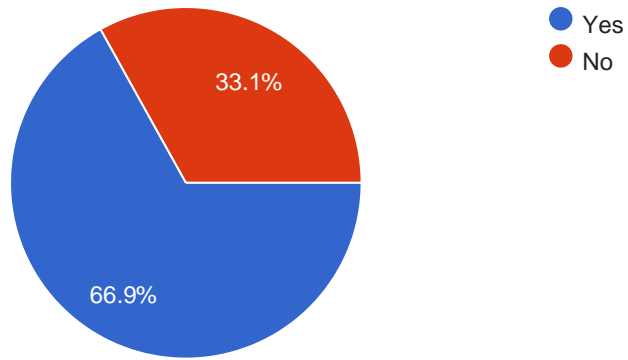How comfortable are you asking questions of other employees of Columbia College?

130 responses

Please respond to the following statement: The advising process helps me reach other life goals.

130 responses

Appendix D: 2020 NSSE Subscales
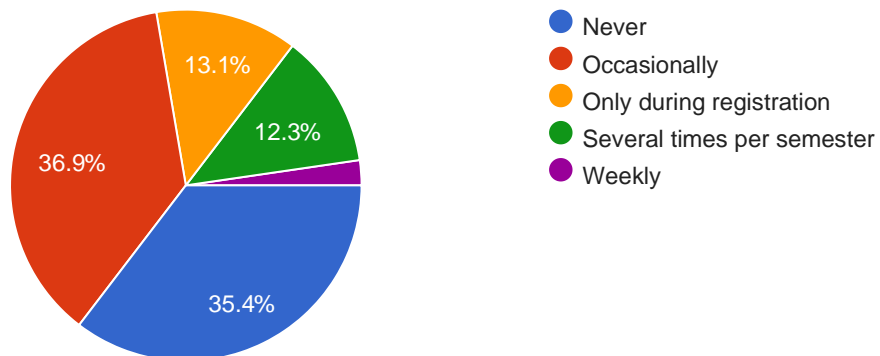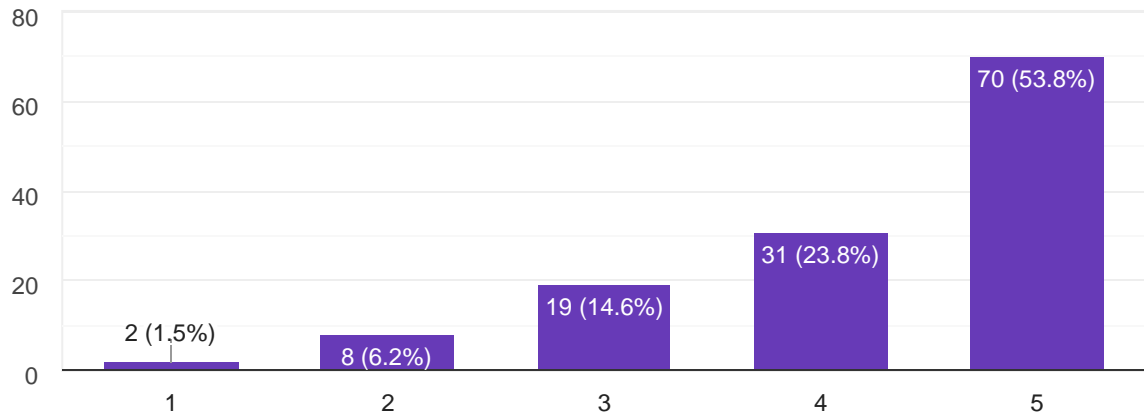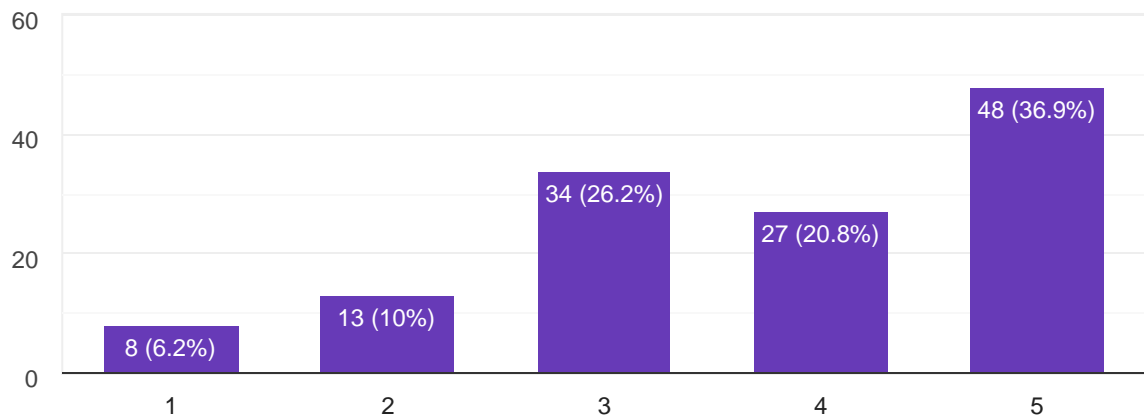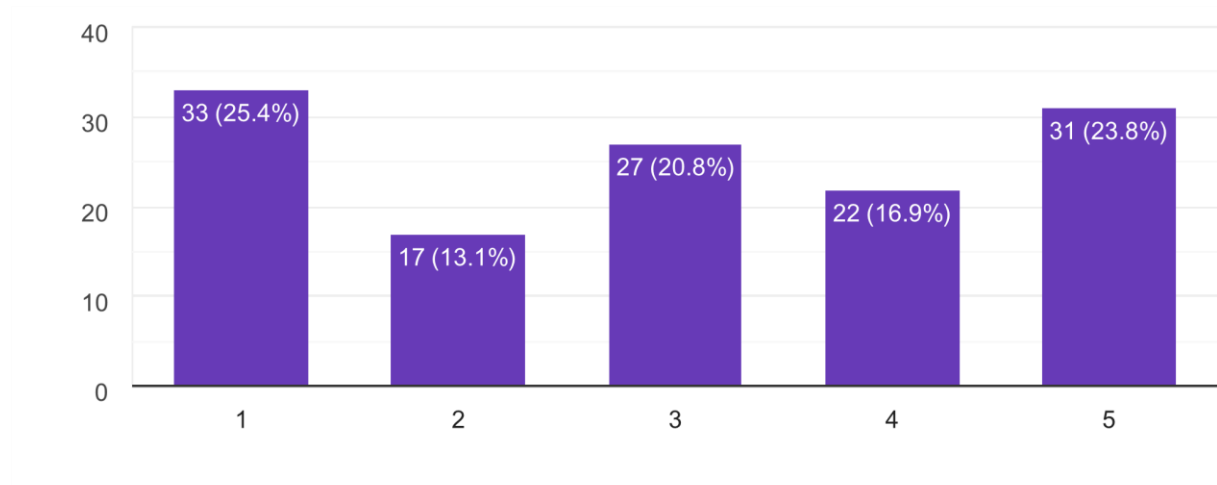
Raw Data Scores for All Questions

	NSSE Columbia College 2020 Data	Columbia College 2019 Data	SE PRIV 2020 Data
	Scheme A	Scheme A	Scheme A
3a	2.7	2.6	2.4
3b	2.3	2.2	1.9
	2.500	2.400	2.150
	Scheme B	Scheme B	Scheme B
14b	3.1	2.8	3.1
14c	3.1	3.1	3.1
14f	2.7	2.6	2.9
14g	2.2	2.3	2.4
3a	2.5	2.8	2.9
3b	2.5	2.8	2.9
3c	2.8	2.7	3
3d	2.6	2.5	2.9
3e	2.3	2.4	2.3
3f	2.2	2.3	2.4
3g	1.9	2.2	2.3
3h	2.5	2.6	2.8
3i	2.8	2.8	3.2
3j	2.7	2.7	3.1
5a	2.4	2.3	2.6
5b	2.5	2.4	2.3
5c	2.4	2.3	2.2
5d	2.1	2.4	2.1
5e	2.3	1.9	2.2
5f	2.3	2.2	2
5g	1.9	2.1	2
5h	2.3	2.2	2.2
5i	2.7	2.4	2.7
5j	2.9	2.8	3
	2.488	2.483	2.608
	Scheme K	Scheme K	Scheme K
1a	2.2	3.2	2.5
1b	2.2	2.4	2.5
1c	1.8	1.1	1.4
1d	1.8	1.9	1.1
1e	1.1	1.7	0.8
1f	1.4	1.8	1.3
	1.750	2.017	1.600
	Scheme L	Scheme L	Scheme L
4a	2.9	2.8	3.5
4b	2.9	2.7	3.6
4c	2.9	2.3	3.3
4d	2.5	2.5	3.2
4e	2.7	2.3	3.2
	2.780	2.520	3.360

Note: Scheme L is a 5 point scale

Subscale Question Groupings and Scores

	Columbia College	SE PRIV	Question
Support Services			14b. How much does your institution emphasize providing support to help students succeed academically
4pt	2.93	3.03	14c. How much does your institution emphasize
5pt	2.70	3.20	using learning support services
			14f. How much does your institution emphasize providing support for your overall well-being
			3c. How much have academic advising people and resources provided information about learning support services
			4e. Thinking about academic advising, about how often did someone at your institution discuss resources for your well-being with you
Access & Timeliness			3a. How much have academic advising people and resources been available when needed
4pt	2.50	2.90	3b. How much have academic advising people and resources provided prompt and accurate information
Frequency of Contact			1a. How many times have you discussed academic interests, course selections, or academic
4pt	1.83	1.73	performance with academic advisor, faculty, or staff assigned to advise you
			1b. How many times have you discussed academic interests, course selections, or academic performance with academic advisor(s) available to any student
			1d. How many times have you discussed academic interests, course selections, or academic performance with student services staff
			1e. How many times have you discussed academic interests, course selections, or academic performance with success or academic coach
Follow Up			3e. How much have academic advising people and resources reached out to you about your academic progress or performance
4pt	2.25	2.35	3f. How much have academic advising people and resources followed up with you regarding something they recommended
Academic Plans			5a. How much have you been helped to develop your academic goals and future plans by academic advisor, faculty or staff assigned to advise you
4pt	2.10	2.00	5b. How much have you been helped to develop your academic goals and future plans by academic advisor(s) available to any student
5pt	2.90	3.55	5f. How much have you been helped to develop your academic goals and future plans by student services staff
			5g. How much have you been helped to develop academic goals and future plans by success or academic coach
			4a. Thinking about academic advising, about how often did someone at your institution discuss your academic goals and future plans with you
			4b. Thinking about academic advising, about how often did someone at your institution how your major or expected major relates to your goals and future plans with you

Appendix E: 2020 NSSE Academic Advising by Day, Evening and Online

NSSE ADVISING QUESTIONS (First-Years)

NSSE 2020 DETAILS

ITEM	Rating	First-Years			
	Scheme	CC 2020	CC 2019	SE Priv	Peer Group
Rating Scheme A: 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often					
3a. Talked about career plans with a faculty member	A	2.7	2.6	2.4	2.5
3b. Worked with a faculty member on activities other than coursework	A	2.3	2.2	1.9	2.0
ITEM	Rating	First-Years			
	Scheme	CC 2020	CC 2019	SE Priv	Peer Group
Rating Scheme B: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much					
14b. How much does your institution emphasize providing support to help students succeed academically	B	3.1	2.8	3.1	3.0
14c. How much does your institution emphasize using learning support services	B	3.1	3.1	3.1	3.2
14f. How much does your institution emphasize providing support for your overall well-being	B	2.7	2.6	2.9	3.0
14g. How much does your institution emphasize helping you manage your non-academic responsibilities	B	2.2	2.3	2.4	2.5
3a. How much have academic advising people and resources been available when needed	B	2.5	2.8	2.9	n/a
3b. How much have academic advising people and resources provided prompt and accurate information	B	2.5	2.8	2.9	n/a
3c. How much have academic advising people and resources provided information about learning support services	B	2.8	2.7	3.0	n/a
3d. How much have academic advising people and resources notified you of important policies and deadlines	B	2.6	2.5	2.9	n/a
3e. How much have academic advising people and resources reached out to you about your academic progress or performance	B	2.3	2.4	2.3	n/a

ITEM	Rating Scheme				
3f. How much have academic advising people and resources followed up with you regarding something they recommended	B	2.2	2.3	2.4	n/a
3g. How much have academic advising people and resources asked questions about your educational background and needs	B	1.9	2.2	2.3	n/a
3h. How much have academic advising people and resources actively listened to your concerns	B	2.5	2.6	2.8	n/a
3i. How much have academic advising people and resources respected your identity and culture	B	2.8	2.8	3.2	n/a
3j. How much have academic advising people and resources cared about your overall well-being	B	2.7	2.7	3.1	n/a

ITEM	Rating	First-Years			
	Scheme	CC 2020	CC 2019	SE Priv	Peer Group
Rating Scheme B: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much					
5a. How much have you been helped to develop your academic goals and future plans by academic advisor, faculty, or staff assigned to advise you	B	2.4	2.3	2.6	n/a
5b. How much have you been helped to develop your academic goals and future plans by academic advisor(s) available to any student	B	2.5	2.4	2.3	n/a
5c. How much have you been helped to develop your academic goals and future plans by faculty or instructor(s) *not* assigned to advise you	B	2.4	2.3	2.2	n/a
5d. How much have you been helped to develop your academic goals and future plans by online advising system	B	2.1	2.4	2.1	n/a
5e. How much have you been helped to develop your academic goals and future plans by website, catalog, or other published sources	B	2.3	1.9	2.2	n/a
5f. How much have you been helped to develop your academic goals and future plans by student services staff	B	2.3	2.2	2.0	n/a
5g. How much have you been helped to develop your academic goals and future plans by success or academic coach	B	1.9	2.1	2.0	n/a

ITEM	Rating Scheme	First-Years			
5h. How much have you been helped to develop your academic goals and future plans by peer advisor or mentor	B	2.3	2.2	2.2	n/a
5i. How much have you been helped to develop your academic goals and future plans by friends or other students	B	2.7	2.4	2.7	n/a
5j. How much have you been helped to develop your academic goals and future plans by family members	B	2.9	2.8	3.0	n/a

	Rating	First-Years			
ITEM	Scheme	CC 2020	CC 2019	SE Priv	Peer Group
Rating Scheme E: 1 thru 7 with 1 being poor and 7 being excellent					
13a. Quality of interactions with other students	E	5.6/45%	5.4/52%	5.6/55%	5.4/48%
13b. Quality of interactions with academic advisors	E	5.0/36%	5.5/56%	5.5/55%	5.6/60%
13c. Quality of interactions with faculty	E	4.9/27%	5.5/52%	5.6/59%	5.6/57%
13d. Quality of interactions with student services staff	E	4.8/34%	5.3/40%	5.3/46%	5.2/45%
13e. Quality of interactions with other administrative staff and offices	E	4.3/36%	5.0/40%	5.3/50%	5.3/50%

	Rating	First-Years			
ITEM	Scheme	CC 2020	CC 2019	SE Priv	Peer Group
Rating Scheme K: 0 = zero, 1 = one, 2 = two, 3 = three, 4 = four or more					
1a. How many times have you discussed academic interests, course selections, or academic performance with academic advisor, faculty, or staff assigned to advise you	K	2.2	3.2	2.5	n/a
1b. How many times have you discussed academic interests, course selections, or academic performance with academic advisor(s) available to any student	K	2.2	2.4	2.5	n/a
1c. How many times have you discussed academic interests, course selections, or academic performance with faculty or instructor(s) *not* assigned to advise you	K	1.8	1.1	1.4	n/a

ITEM	Rating Scheme	CC 2020	CC 2019	SE Priv	Peer Group
1d. How many times have you discussed academic interests, course selections, or academic performance with student services staff	K	1.8	1.9	1.1	n/a
1e. How many times have you discussed academic interests, course selections, or academic performance with success or academic coach	K	1.1	1.7	0.8	n/a
1f. How many times have you discussed academic interests, course selections, or academic performance with peer advisor or mentor	K	1.4	1.8	1.3	n/a
	Rating	**First-Years**			
ITEM	**Scheme**	**CC 2020**	**CC 2019**	**SE Priv**	**Peer Group**
Rating Scheme L: 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often					
4a. Thinking about academic advising, about how often did someone at your institution discuss your academic goals and future plans with you	L	2.9	2.8	3.5	n/a
4b. Thinking about academic advising, about how often did someone at your institution how your major or expected major relates to your goals and future plans with you	L	2.9	2.7	3.6	n/a
4c. Thinking about academic advising, about how often did someone at your institution special opportunities (study abroad, internship, service learning, research, etc.) with you	L	2.9	2.3	3.3	n/a
4d. Thinking about academic advising, about how often did someone at your institution discuss participation in co-curricular activities with you	L	2.5	2.5	3.2	n/a
4e. Thinking about academic advising, about how often did someone at your institution discuss resources for your well-being with you	L	2.7	2.3	3.2	n/a

Color Coding:
Blue = CC 2020 appears meaningfully better than shaded value (even if not significantly so)
Green = CC 2020 is statistically significantly better than shaded value
Orange = CC 2020 appears meaningfully worse than shaded value (even if not significantly so)
Red = CC 2020 is statistically significantly worse than shaded value
Bold item name: CC 2020 is meaningfully or significantly different from both comparison groups.
(Just one comparison group for the advising module

Appendix F: Fall 2021 Faculty Workshop Summary of Faculty Feedback Notecards

Summary from comments on 3x5 cards from faculty; numbers in parentheses indicate frequency of same/similar comment, e.g. (3)

LEARNING OUTCOMES:
Students will achieve measurable progress toward timely completion of academic goals
- Report from Scott on number of degrees on time (need to define on time) and students meeting to be defined milestones   (4)
- Report on number of credits earned per semester   (2)
- Report from Scott on GPA
- Report on GPA trends per student (2)
- Annual student self evaluation either per year or semester (3)
- Make this a 2nd year issue
- Advisor to set goals with students and put in Navigate (8)
- Put grad date target in Navigate and track completion rate
- Ask why students are not motivated to succeed then work backwards
- We need to provide motivation for this with incentives
- Train students in KC before registration   (2)
- Establish expected milestones per year (3)
  - Student should set own goals!
  - Would there be department goals?
  - Only "hard data" does not reflect individual student issues
  - 4 years can't do it for everyone
  - Problem of missed communication or bad advising that results in more time
  - Do we need some type of guidelines for categories of goals?
  - What % of day college is intentionally part time?
  - IPEDS is a key rate, but retention and persistence is also important
  - How to add and track engagement on campus to this LO?
  - There was an advising checklist about 10 years ago that included campus engagement—where is that?

Students will demonstrate an awareness of academic resources and student support services.
- Encourage in LA 100 (4)
- Survey students (8)
- Probably should track usage not awareness (3)
- Training course with quiz in Canvas   (2)
- Measured by each office in terms of usage (2)
- Make this a 1st year issue
- Concern that those who need it are not using it
- Embed refreshers in courses (undefined)
- Required meetings with student support services

Students will regularly communicate with advisors to achieve academic success.
- Set number of mandatory advising sessions documented by faculty (9)
- Track in Navigate (10)
- Differentiate registering vs check ins re: non academic issues (i.e., emotional and social health
- Concern of quality vs quantity (2)
- Need to define the number (5)
- What about summer?
- Make this all years
- Checklist for each semester
- Wording pushes student to do this but faculty will be the ones measured
- Don't add more required meetings (2)
- Create / list best practices for advising (2)
- Better / standardized use of Navigate
- How do you make "mandatory"? (2)
- Split out career advising from course advising

Students will demonstrate the ability to correctly interpret their degree audit.
- Teach in LA 100 (5)
- Advisor check off in Navigate (4)
- Make this a 3rd year issue
- Student survey (2)
- Group meeting to train students on this
- Do this earlier
- Train in Canvas (3)

Other not directly tied to a Learning Outcome:

- Advising course in Canvas