



# TEXARKANA COLLEGE

## Quality Enhancement Plan

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## I. Executive Summary

The Quality Enhancement Plan (QEP) of Texarkana College (TC), *Connect: Start Smart; Finish Strong*, is designed to enhance student success, retention, and completion rates through three principal strategies: 1. Faculty academic advisors, 2. Learning Frameworks course, and 3. Early Alert System (EAS). TC utilized institutional, state, and national data to identify areas likely to yield the greatest impact to student success for its students. The process to identify and to develop the QEP began in fall 2013 with a data review by TC faculty and staff. Subsequent focus groups and surveys in fall 2013 and spring 2014 provided additional data to determine the focus of the QEP. After a careful consideration of all available data, including student input, the TC QEP Committee announced that enhanced advising as the focus of the QEP.

Specific features of TC's plan to enhance advising were developed after a thorough review of current literature and best practices associated with advising. This research relied heavily on data associated with the National Academic Advising Association (NACADA) and the Center for Community College Student Engagement (CCCSE). In particular, the high impact practices identified in the three report series produced in the CCCSE special initiative "Identifying and Promoting High-Impact Educational Practices in Community Colleges," were a primary consideration in the development of Texarkana College's QEP.

Outcomes identified in the QEP clearly reflect the TC mission, a portion of which states that "[Programs] are offered in an environment of excellence supported by a highly qualified, engaged and informed faculty and staff committed to promoting student Achievement and success...Measurable student learning and institutional outcomes provide a culture of continuous improvement and data-driven decision making."

The three primary strategies of the QEP are designed to enhance the learning environment of Texarkana College by facilitating an institutional culture characterized by collaborative and proactive advising relationships to promote student learning and success. Throughout the development of the QEP, QEP Committee members consistently sought broad-based involvement from all sectors of the College to verify the institutional commitment and capacity in terms of personnel, financial, physical, and academic resources. The result is a dynamic plan that is poised to deliver measurable results both now and long into the future.

## **II. Process Used to Identify and Develop the QEP**

In spring and summer of 2013, members of the Texarkana College (TC) Leadership Team began discussing strategies for the identification and development of the Quality Enhancement Plan (QEP). To ensure maximum input and stakeholder participation in decision making, the TC Leadership Team includes representatives from most areas of the college.

Current membership of the TC Leadership team includes the following:

- President James Henry Russell
- Vice President of Finance/CFO Kim Jones
- Vice President of Information Technology Mike Dumdei
- Vice President of Instruction Donna McDaniel
- Dean of Health Sciences Courtney Shoalmire
- Dean of Liberal and Performing Arts Mary Ellen Young
- Dean of STEM Dr. Catherine Howard
- Dean of Students Robert Jones
- Dean of Workforce and Continuing Education Ronda Dozier
- Director of Facilities Services Rick Boyette
- Director of Human Resources Phyllis Deese
- Director of Institutional Advancement Suzy Irwin
- Director of Institutional Research and Effectiveness/SACSCOC Liaison Jamie Ashby
- Director of Radio Station Steve Mitchell
- Director of SASCOC Reaffirmation Dr. Dixon Boyles
- TC Foundation Director and Development Officer Katie Andrus

The consensus of the TC Leadership Team was that faculty should play a formative role in the identification of the QEP. Consequently, Jamie Ashby, Director of Institutional Research and

Effectiveness, and Dr. Tonja Mackey, Director of Library and Student Support Services, were asked to meet with faculty to initiate the process to identify an appropriate QEP topic for Texarkana College.

In August 2013, faculty members assembled for the annual back-to-school in-service. As part of the training that day, Jamie Ashby gave a brief overview of the SACSCOC Reaffirmation and QEP process and announced that a full day in September 2013 would be dedicated to fully explaining the QEP process, analyzing institutional data trends to identify potential topics, and gathering stakeholder input for potential topic ideas. As part of this preliminary announcement, employees were asked to begin discussions with colleagues to generate topic ideas.

Texarkana College's participation as a member of the Achieving the Dream National Reform Network also provided valuable input to the process through which the College determined the focus of the QEP. Achieving the Dream (ATD) is a national reform network dedicated to community college student success and completion. Member institutions work with ATD Team and Data coaches to develop evidence-based reform to result in continuous improvement and to foster creativity and innovation in a transparent manner. Texarkana College first joined Achieving the Dream in May 2010 and was recognized as an ATD Leader College in November 2012. At the September 2013 meeting, TC faculty and staff participated in the SACSCOC Kickoff and Achieving the Dream Data Summit. During this daylong professional development activity, participants reviewed local, state, and national data related to a number of issues related to higher education, especially community colleges, including student success, retention, and completion. Additionally, several committee assignments related to SACSCOC reaffirmation of accreditation were announced, including the appointment of Dr. Tonja Mackey as chair of the QEP team.

Dr. Tonja Mackey presented introductions to the SACSCOC reaffirmation process and the Quality Enhancement Plan. Dr. Mackey presented information from the *Quality*

*Enhancement Plan Guidelines*, discussed the previous Texarkana College QEP, and provided examples of projects in which other community colleges have participated. Following the presentations, faculty members assembled in groups of five to six and brainstormed around their tables about potential projects - ideas that they felt would improve learning or the learning environment at Texarkana College. Each group had a large sheet of chart paper on which it recorded ideas. The sheets were hung around the room so that everyone could see all of the potential QEP topics that had been identified. After the meeting, all of the project suggestions were collected and categorized by Director of Institutional Research and Effectiveness Jamie Ashby and Dr. Tonja Mackey. Upon subsequent review, they determined that most of the ideas fell into one of four categories:

- Leadership Development;
- Advising;
- Information Literacy; and
- Technology Literacy

The information was discussed by the Texarkana College Leadership Team. The decision was made to blend the two literacy topics into a category called 21<sup>st</sup> Century Literacies and to add an additional possible topic, structured scheduling, gleaned from *The Game Changers*, a study presenting research based on best-practices regarding college completion.

The next step in the process was to gather input from students. In December 2013, focus groups were organized to present the potential QEP topics that had been identified by faculty to the students and offer them the opportunity to make other suggestions. As incentive for students to participate, TC offered participants a free pizza lunch, a flash drive, and a \$10 gift certificate to the campus bookstore. In the six focus group sessions, students listened to an explanation of each of the project ideas presented and were offered the opportunity to ask

questions and discuss other possibilities. At the end of each session, students were asked, in survey format, to rank the four ideas and to include any additional suggestions.

Students who participated in the December 2013 focus groups ranked the suggested QEP topics as follows: (1) leadership development course (2) intensive advising (3) information and technology literacies (4) structured scheduling.

In February 2014, 600 randomly selected students were given in-class paper surveys and asked to rank the four ideas to gather additional student feedback. Results were compiled by the Office of Institutional Research and Effectiveness and forwarded to the QEP Co-Chairs, Dr. Tonja Mackey and Suzy Irwin, for consideration. Those results revealed that 493 students, over 12% of TC students, actually responded to the survey as follows:

- Intensive Advising (57.9% 1<sup>st</sup> Choice, 83.9% 1<sup>st</sup> or 2<sup>nd</sup> Choice)
- Structured Scheduling (39.7% 1<sup>st</sup> Choice, 77% 1<sup>st</sup> or 2<sup>nd</sup> Choice)
- Student Success Leadership Course (28.6% 1<sup>st</sup> Choice, 48.1% 1<sup>st</sup> or 2<sup>nd</sup> Choice)
- 21<sup>st</sup> Century Information & Digital Literacy (26.3% 1<sup>st</sup> Choice, 42.8% 1<sup>st</sup> or 2<sup>nd</sup> Choice)

Also, in February 2014, the TC SACSCOC Reaffirmation Committees were finalized with assignments of a Leadership Team member and a faculty member as co-chairs of each committee. The standards were grouped into broad categories as follows, with committee membership that included faculty representatives and staff with expertise related to the categories:

- Curriculum
- Governance
- Faculty
- Institutional Effectiveness

- Library
- QEP
- Student Support
- Finance
- Facilities
- Distance Education
- Continuing Education

A meeting was held at the end of February 2014 for all committees where members were given the institutional timeline and deadlines for drafts and final narratives. An overview was given on how to access and use the selected technology platform for housing all compliance information as well as guidelines for documentation formatting. In addition, the committees discussed and made sub-assignments for standards under their responsibility and made action plans for the months of March, April, and May to complete the first draft narratives for all standards. Although the QEP Committee participated in this overall planning meeting, they established a different timeline and sub-assignments for development of the QEP.

Members of the QEP Committee included:

- Co-chair Suzy Irwin, Director of Institutional Advancement
- Co-chair Dr. Tonja Mackey, Director of the Library and Student Support Services
- Laronda Bailey, Assistant Professor of Journalism and Communications
- Dr. Dixon Boyles, Director of SACSCOC Reaffirmation (added August 2014)
- Delbert Dowdy, Professor of Physical Sciences/Physics
- Kristen Floyd, Assistant Professor of Associate Degree Nursing
- Dr. Phyllis Gardner, Professor of Psychology/Sociology Addiction Studies
- Lauren Hehmeyer, Professor of English and History
- Pamela Hesser, Associate Professor of English
- Traci Pitman, Coordinator Design and Creative Services
- Cynthia Ramage, Professor of Speech

From March through May 2014, the QEP Committee worked to identify resource literature on the potential QEP topics. In March 2014, a survey was administered to all employees and to the TC Board of Trustees to gather further stakeholder input on the QEP topic selection. Both groups ranked Intensive Advising as their first choice. As such, in summer 2014, the QEP Committee met to facilitate development of a review of literature for a QEP focusing on academic advising.

In July 2014, several members of TC faculty and staff attended the SACSCOC Institute on Quality Enhancement and Accreditation where they gained valuable information related to the development of a Quality Enhancement Plan and other issues associated with reaffirmation of accreditation.

QEP Committee members also continued conducting a review of current literature and best practices for possible inclusion in the plan, meeting regularly during fall 2014 to discuss their findings. The QEP Committee relied heavily on research conducted by National Academic Advising Association (NACADA) and the Center for Community College Student Engagement (CCCSE) and soon determined that the plan would incorporate elements of proactive advising strategies to supplement existing prescriptive advising strategies. The committee decided that the plan would feature two components in particular: the implementation of faculty advisors and the addition of a Learning Frameworks course (either EDUC 1300 or PSYC 1300) into the core curriculum.

Members of the QEP Committee met regularly with Vice President of Instruction Donna McDaniel to keep her informed as the plan began to develop and evolve. It is important to note that the QEP Committee also includes members of the TC Leadership Team who are able to provide the Leadership team with weekly updates regarding the plan. The committee also provided updates to faculty and solicited their input regarding the development of the Learning Frameworks course as well as the implementation of faculty as academic advisors. Vice

President McDaniel also developed a presentation highlighting possible features of the plan, which she presented in a series of meetings to all four instructional divisions as well as the TC Board of Trustees in November and December 2014. At the end of each presentation to the instructional divisions, faculty were given a brief survey to collect feedback regarding components of the proposed QEP.

In February 2015, the Academic Council and Curriculum Committee approved the recommendation to add a Learning Frameworks class, cross-listed as EDUC 1300 and PSYC 1300, to the component area option of the core curriculum. The new proposed curriculum was subsequently submitted to the Texas Higher Education Coordinating Board for approval. The QEP Committee also identified preliminary student learning outcomes for the QEP and also selected its working title, *Start Smart; Finish Strong*. The college will begin piloting the course in fall 2015 with full implementation for all First Time In College (FTIC) students in year one of the plan in 2016-2017.

Also, during February 2015, Dr. Lori Rochelle--Testing Center Coordinator and Achieving the Dream Core Team Leader and Dr. Dixon Boyles—Director of SACSCOC Reaffirmation attended the annual Achieving the Dream Conference where they attended multiple sessions related to best practices associated with improved student retention and completion, including high impact practices as identified by the Center for Community College Student Engagement (CCCSE).

Later, in March 2015, members of the TC Achieving the Dream (ATD) Core Team, many of whom were also on the QEP Committee, TC Leadership team, or both, consulted with Dr. Martha Ellis-- Associate Vice Chancellor, Community College Partnerships, University of Texas System and TC's ATD Leadership Coach, and Dr. Jan Lyddon—educational consultant and evaluator and TC's ATD Data Coach, regarding specific elements of the proposed QEP. In particular, the ATD coaches provided feedback on the development of outcomes, data, and

assessment strategies that would incorporate current best practices to lead to increased retention and completion through more effective advising.

Also, during March and April 2015, QEP Committee Co-Chairs Suzy Irwin and Dr. Tonja Mackey, along with Vice President of Instruction Donna McDaniel and Director of SACSCOC Reaffirmation Dr. Dixon Boyles, agreed that Dr. Boyles should assume duties as QEP Director. Dr. Boyles began drafting the QEP, meeting regularly with the QEP Committee to review progress and gain feedback concerning the direction of the plan. The use of faculty as academic advisors required the greatest amount of consideration. The QEP Committee and TC Leadership Team met separately to discuss issues such as whether faculty participation as advisors should be voluntary or mandatory and whether faculty should receive additional compensation for academic advising. Ultimately, the review of literature and best practices confirmed the widespread use of faculty as academic advisors at community colleges, typically with no additional compensation. It was decided that all full-time faculty would eventually serve as academic advisors for no additional compensation. During the 2015-2016 pilot year, faculty advisors will be limited to volunteers with full implementation to include all full-time faculty during year one of the plan in 2016-2017.

During this period, the QEP Committee also determined that the QEP would add a third strategy, in addition to the previous two to improve academic advising processes and outcomes. Once again, the first two included the implementation of faculty advisors and the addition of the Learning Frameworks class to the core curriculum. The third strategy was the development and implementation of a campus-wide Early Alert System (EAS). In April 2015, members of the QEP Committee met with Donna McDaniel, Vice President of Instruction; Lisa Jones, Coordinator for Developmental Education/Associate Professor of English; Larry Andrews, Director of Student Retention and Students with Disabilities; and IT staff to discuss the development of an Early Alert System. While TC does practice some early alert interventions in developmental studies

and some curriculum areas, there currently exists no systemic, campus-wide infrastructure to facilitate early alert interventions for the entire student body. However, the College is in the process of implementing Jenzabar Student Information System (SIS) and Civitas predictive analytics software that will enhance its ability to develop a comprehensive Early Alert System. On May 8, 2015, Civitas conducted an all-day training and information presentation in the use of predictive analytics to improve student and institutional outcomes. TC stakeholders attending some or all of these sessions included the TC Leadership Team, IT staff, and faculty. Based on these conversations, it was determined that the implementation of the EAS would occur in year one of the plan (2016-2017) to allow time for professional development of faculty and staff as well as the development of infrastructure.

During April 2015, the QEP Committee elected to expand to include representatives of other key departmental stakeholders. Subsequently, Larry Andrews, Director of Student Retention and Students with Disabilities; Lisa Jones, Developmental Education Coordinator; Brandon Higgins, Director of Advising; and Lori Rochelle, Director of Assessment and ATD Core Team Leader were invited to join the committee. The QEP Committee also established common definitions related to academic advising and other features of the QEP (Appendix A). Second, they began to develop an advising syllabus to be made available to faculty, staff, and students involved in the advising process (Appendix B). Development of the syllabus required QEP Committee members to define advisor/advisee roles and responsibilities, semester-to-semester advising checklists, and a step-by-step diagram showing the advising process from when a student is first accepted to when he/she graduates.

### III. **Desired Student Learning Outcomes**

- A greater percentage of students will achieve academic success as demonstrated by a GPA > 2.0 than the benchmark established in 2013-2014 prior to implementation of the plan.
- Students will be retained at a higher rate than the rate demonstrated in the benchmark period 2013-2014 prior to implementation of the plan.
- Students will persist at a higher rate than the rate demonstrated in the benchmark period 2013-2014 prior to implementation of the plan.
- A greater percentage of students will complete within three years than the rate demonstrated during the period 2013-2014 prior to implementation of the plan.

Other student learning outcomes include:

Student will understand advisor/advisee roles and responsibilities.

Student will identify institutional resources and support services.

Student will identify programs and career opportunities that match his/her educational goals.

Student will identify education requirements for his/her program.

Student will create an educational plan.

Student will conduct a degree audit.

Student will conduct self-assessment by completing appreciative advising inventory.

Other student outcomes include:

Student will attend recommended advising sessions.

Student will participate in at least one on-campus activity or workshop per semester.

Student will value academic planning skills gained in creating educational plan.

Student will value his/her role and responsibility in the advising process.

Student will appreciate relationship with his/her academic advisor.

Other institutional outcomes include:

The college will implement an Early Alert System (EAS) in 2016-2017.

The college will use predictive analytic methods to identify at-risk populations for targeted interventions.

The college will use predictive analytic methods to identify momentum points associated with student success, retention, and completion.

#### IV. Literature Review and Best Practices

##### Background

In order to plan the QEP of Texarkana College, the QEP Committee conducted a thorough review of research associated with academic advising. The review examined current and past research associated with academic advising. The committee sought to identify best practices of academic advising associated with improved student learning outcomes. The committee was particularly cognizant of research into practices at two-year colleges. Ultimately, the review of literature and best practices identified three strategies that are especially well suited to TC's institutional capacity, including available personnel and technological infrastructure.

One of the first tasks confronting any institution attempting to design, much less implement, an action plan designed to improve academic advising outcomes is defining what it means by academic advising. The National Academic Advising Association (NACADA) lists over fifteen separate definitions of academic advising on its website (<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Definitions-of-academic-advising.aspx>). Although the definitions vary somewhat and each is unique in its own way, all, or at least most, contain the idea that advising is a collaborative, developmental process through which the academic advisor assists the student in identifying, developing, and attaining educational goals. Advising strategies will not work effectively unless all involved understand their roles. For the purposes of its Quality Enhancement Plan, Texarkana College uses the following definition. "Academic advising is a collaborative process in which students work with their advisors to identify and to clarify educational and life/career goals, to develop a plan to accomplish those goals, and to work together toward the realization of that plan. The advisor/student relationship is ongoing and multifaceted with both parties expected to meet clearly defined responsibilities and expectations. Academic advising may employ characteristics

of multiple advising models” (Appendix A.). The advising model described in TC’s QEP does, in fact, include characteristics of multiple advising models.

The Center for Community College Student Engagement, more commonly known as CSSSE, (2014) identifies thirteen high-impact practices for community college student success:

1. Assessment and Placement; 2. Orientation; 3. Academic Goal Setting and Planning; 4. Registration before Classes Begin; 5. Accelerated or Fast-Track Developmental Education; 6. First-Year Experience; 7. Student Success Course; 8. Learning Community; 9. Class Attendance; 10. Alert and Intervention; 11. Experiential Learning beyond the Classroom; 12. Tutoring; and, 13. Supplemental Instruction. Additionally, “The Completion Agenda: A Call to Action,” a summary report of the 2010 meeting of the American Association of Community Colleges Commissions and Board of Directors, suggests improved faculty advising and the creation of first-year experience courses as methods of enhancing student services, thereby “advancing the completion agenda.” Texarkana College’s QEP incorporates as many of the practices as possible through three primary strategies:

1. The implementation of faculty advising,
2. The adoption of a Learning Frameworks class into the component area option of the core curriculum, and
3. The adoption of an Early Alert System (EAS).

Currently, students entering Texarkana College are advised by professional advisors who pursue what are sometimes described in the literature as prescriptive advising methods to ensure that students are enrolled correctly in their initial semester depending on program requirements and placement scores. With the implementation of TC’s QEP, students will now begin to transition from prescriptive, possibly static, advising processes to increasingly proactive ones. This transition will begin in the Learning Frameworks class as students begin to meet and to establish relationships with their faculty advisors. Both professional advisors and faculty advisors will rely on data to identify at-risk students for possible interventions.

## Advising Theory

A number of theoretical approaches to advising exist. In the development of its QEP, Texarkana College relied the most heavily on the concepts of proactive advising and appreciative advising although elements of other theoretical approaches are also incorporated into individual elements of the plan. Varney (2013) reports that the concept of proactive advising was first introduced as *intrusive* advising by Glennen (1975). Although the National Academic Advising Association eventually recommended that *intrusive* be discarded in favor of *proactive*, which it deemed more positive, the terms are used similarly in the literature. Varney (2013) observes that this approach combines elements of prescriptive advising and developmental advising or counseling to ensure “a form of student intervention that allows advisors to provide students information before they request or realize that they need it” (Varney, p. 137). Varney (2013) goes on to say that proactive advising is characterized by

- deliberate, structured student interventions;
- purposeful involvement with students;
- student assumptions of responsibility for academic success and performance;
- a personal relationship with the goal of the advisor becoming a part of the student’s life;
- considerations that reveal personal aspects not readily observable about the student;
- efforts to reach out to the student before she or he asks for help;
- teaching the student how to be advised;
- inquiries into the causes of the student’s concern.

Research suggests that proactive advising strategies are especially effective with at-risk students that typically constitute a significant percentage of community college students. Seen in this light, proactive advising would benefit greatly from an early warning system such as to be included in TC’s QEP.

Schreiner (2013) states that two paradigms have historically dominated academic advising. The first “reflected a survival of the fittest mentality” that existed in higher education for centuries in a culture in which only the brightest, or at least the most advantaged, students were admitted and the chief task of educators was to weed out the least capable. As increasing accessibility became a driving force in higher education and less stringent admissions policies resulted in a greater number of students who were not adequately prepared for college level work, the advising paradigm shifted to one based on deficit remediation. Schreiner (2013) argues that both paradigms still exist in academic advising today but that a third paradigm is needed to address the “fundamental challenge of higher education: how to engage students in the learning process and motivate them to fulfill their potential” (p. 105). According to Schreiner, that third paradigm is strengths-based advising, which would represent a shift “from failure prevention and a survival mentality to success promotion and a perspective of thriving” (p. 105). Schreiner (2013) explains that the “bedrock” premise of strengths-based advising is that seeking to maximize one’s strengths leads to greater success than a comparable investment in time spent on remediating areas of weakness and cites research by Clifton and Harter (2003) as support. Schreiner (2013) identifies five steps in strengths-based advising and observes that they work best in sequence:

- identify students’ talents;
- affirm students’ talents and increase awareness of strengths;
- envision the future;
- plan specific steps for students to reach goals;
- apply students’ strengths to challenges.

Schreiner (2013) also warns that some advisors may be resistant to any attempts to change the status quo out of preference for one of the previous paradigms. In particular, she warns that advisors may worry that focusing on strengths might ignore or replace efforts to provide

remediation in areas of weakness. Although the advising model describes in TC's QEP does not specifically incorporate the strengths-based advising sequence, the paradigm of strengths-based advising provides an apt introduction to the next theory to be discussed.

Self-authorship theory reflects a family of cognitive development theories building upon research by Piaget, Perry, and others. The term itself, self-authorship, was introduced by Kegan (1994) as part of his "orders of consciousness." According to Kegan, the principal transformation of consciousness in adulthood involves the acquisition of self-authorship. At this point, students begin to gain a sense of selfhood in which their primary source of judgment is internal rather than the product of others' expectations. Often, this transformation is the product of a precipitating or disruptive event such as the loss of a relationship. Whatever the cause, Schulenberg (2013) points out self-authorship theory "highlights the educative role of academic advising by reminding advisors that discomfort is an important part of learning" (p. 122). Self-authorship theory can be an important feature of an academic advisor development program by establishing student self-authorship as an intended outcome. Schulenberg (2013) reports that Baxter Magolda (2008) emphasizes that self-authorship evolves as students are challenged to become self-authoring and that academic advisors must provide support of that evolution through collaborative relationships with students. Schulenberg (2013) and Baxter Magolda and King (2008) all suggest that although students are likely to view academic advisors as authorities who can provide definitive directions for success, academic advisors can also encourage students to think through complex situations and issues to determine their own interpretations and solutions. Reflective conversational strategies can be an effective means for encouraging students toward increasing levels of self-authorship. However, Schulenberg (2013) cautions that "when pressed for time, advisors find that telling, rather than asking and listening, feels like a more efficient use of appointment time" (p. 125). Texarkana College's QEP includes outcomes designed to promote students' strengths and also their sense of self-authorship by requiring them to participate in an active, collaborative relationship with their advisors in which

they learn to take responsibility for their own decisions regarding their educational and career goals.

A theory that has the potential to combine elements of several of the other theories is appreciative advising (AA) theory. Bloom, Hutson, and He (2013) describe AA as “a social constructivist advising framework and approach rooted in appreciative inquiry (AI), an organizational change theory focused on the cooperative search for the positive in every living system and leveraging this positive energy to mobilize change (Cooperidge & Whitney 2005). Bloom et al., (2013) state that appreciative advising is “one of the few research-based advising models” and that it has “demonstrated impact and effectiveness on student academic performance, academic success, and retention” (p. 84). Bloom, Hutson, and Ye (2008) describe a six phase AA framework:

- Disarm— advisors focus on making positive first impression with students;
- Discover—advisors use open-ended questions to build rapport with students and learn about their skills and abilities;
- Dream—advisors elicit students’ hopes and dreams about their futures.
- Design—advisors and students work together to develop plans to accomplish dreams identified in the dream phase;
- Deliver—advisors energize and empower students to execute their plans;
- Don’t settle—advisors seek continuous improvement in their performance and also that of students.

The appreciative advising model has been used successfully at the University of North Carolina at Greensboro and the University of South Carolina at Columbia. Bloom et al (2013) argue that the AA model is a desirable one because it represents a “true theory-to-practice package” complete with research-based concrete suggestions, including verbal and nonverbal behaviors, that have been demonstrated to improve retention and student success. Among these

suggestions is the use of the Appreciative Advising Inventory which is designed to help both students and advisors to better understand the assets that students bring to college, including their internal and external developmental resources (Appendix C). The Appreciative Advising Inventory will be one of the tools used by academic advisors at Texarkana College to help to develop productive and collaborative advisor/advisee relationships.

Unfortunately, one factor contributing to the lack of high-quality academic advising programs among institutions of higher education may be that such advising is often not valued as a faculty activity (Gardiner, 2002). Wilbur (2002) stresses that senior administrators in higher education “must send the message to faculty that academic advising ‘counts’ and will be recognized and rewarded appropriately” (p. 197). Wilbur (2002) also suggests that institutions can demonstrate commitment to the importance of faculty in academic advising by making it a consideration in promotion or tenure guidelines.

One of the best ways for an institution to communicate that it values academic advising as an institutional priority is through the assessment of the effectiveness of its academic advisors. Indeed, to not do so is to send “the tacit signal that academic advisement is not valued by the institution and that the work of academic advisors is not worthy of evaluation, improvement, and recognition” (Cuseo, 2008, p. 369). Cuseo (2008) identifies seven types of assessments recommended for a comprehensive advisor assessment plan: 1. student evaluations, 2. pre-assessment and post-assessment strategies, 3. qualitative assessment methods, 4. analysis of behavioral records, 5. advisor self-assessment, 6. peer assessment, and 7. assessment by the program director. Ideally, assessment methods employ the “ABC” strategy of affective outcomes, e.g. student perceptions of advisor effectiveness; behavioral outcomes, e.g. student use of campus resources; and cognitive outcomes, e.g. student self-knowledge and curricular knowledge. Assessment instruments should be designed to include specific advisor characteristics and behaviors deemed indicative of high-quality advising by the institution. Students should also be asked to provide data related to their own behavior as

advisees. Student evaluations of advisors should include open-ended questions to allow for comments about advisors' relative strengths and suggestions for improvement. Assessment results should be used to plan professional development of advisors and also to identify specific performance improvement strategies. Finally, strong advisors should be asked to share effective practices with other advisors, and all advisors should be asked for input regarding overall program effectiveness.

Hemwall (2008) argues that faculty advising historically has been and should remain a central component of the undergraduate experience. Indeed, she states, "An expectation that faculty should not remain responsible for academic advising by implication would distance them from this part of their central responsibility, potentially affecting not only the quality of the students' experience, but the integrity of the institution" (p. 254). She cites research (Pascarella & Terenzini, 1991) that associates student satisfaction, learning, and retention with formal and informal contact with faculty.

Hemwall (2008) lists three strategies for realizing the potential for faculty advising to impact student lives. First, institutions can redesign advising strategies, moving away from a developmental model and developmental language "toward a model for academic advising based on learning" (p. 255). She argues that this step is critical because the learning model situates academic advising in a context that is "understandable" and "meaningful" to faculty whereas the developmental model "marginalized faculty advisors in terms of both skills and interests" (p.255). The second step is to develop "large-scale strategies" by which the institution demonstrates the importance of academic advising. Strategies for instilling academic advising into the institutional culture include addressing advising responsibilities as part of the interview process when hiring faculty, making the advising program visible in the organizational structure of the institution, and administrative acknowledgement of the integral role of academic advising in accomplishing the institutional mission. Faculty should be encouraged to pursue professional development opportunities related to advising and recognized when they do so. "This explicit

recognition allows advising to become part of institutional culture, costs the institution no money, and offers significant potential benefits in terms of morale and attention to advising” (p. 258). The third step is to develop “small-scale strategies” to support faculty advisors. These strategies include, among other things, providing faculty with a template for an advising syllabus, developing or redesigning an advising handbook, developing advising forms for students, and creating awards to recognize outstanding faculty advisors. TC’s QEP team do not regard the distinction between a “developmental” and a “learning-based” advising model as an either/or proposition, and TC’s advising model described in the QEP includes features of both approaches. However, team members did appreciate the practicality of the large and small scale strategies described by Hemwall.

### **Advising Models**

Wilbur (2002) explains that academic advising helps students to explore their educational environment, to make informed choices in their course of study, and to take responsibility for their own learning. Perhaps more importantly, academic advising “sets the stage for them to become effective lifelong learners” (p. 193). Wilbur describes two primary structures for delivering academic advising services to students. Centralized advising structures are characterized by full-time professional advisers typically working from an advising center. While centralized advising structures enjoy the advantage of consistency of service and availability, professional advisers often lack the expertise in specific programs of faculty who teach in the programs. Decentralized academic advising programs are typically led by faculty and staff who provide advising services at the departmental level (Wilbur, 2002). The primary advantages of decentralized structures are low costs and specific course knowledge. However, decentralized advising structures may lack consistency among programs. A third structure, the shared structure, combines elements of both centralized and decentralized structures. Because Texarkana College already utilizes professional advisers, a QEP that increases the role of

faculty in academic advising should combine the advantages of both centralized and decentralized academic advising structures while eliminating most of their weaknesses.

While Wilbur recommends that a “broad-based campus team, representing many if not all of the main academic and student support units on campus” construct the action plan to improve advising, he also advises, if possible, “to identify *one* campus faculty or staff member...to lead” (p. 197). This person should be given the “resources and authority to organize, make decisions, and initiate action as appropriate” (p. 259). However, Wilbur adds that the leader must be “highly credible” on campus and able “to rally support.”

Within the larger organizational structures, (centralized, decentralized, or shared) several advising models exist. Colleges responding to NACADA’s 2011 National Survey of Academic Advising categorized themselves as one of five types. Reporting institutions could report multiple models, so a sixth category was also included. No college reported using any advising models that were not listed in the survey:

- **Self-contained:** All advising is done in a center staffed primarily by professional advisors or counselors; faculty may also advise in the center.
- **Faculty Only:** All advising is done by a faculty member, usually in the student’s academic discipline.
- **Shared Supplementary:** Professional staff in a center support advisors (usually faculty) by providing resources/training.
- **Shared Split:** Faculty provide advising in academic disciplines while staff are responsible for a subset of students (e.g., undecided, pre-majors).
- **Total Intake:** All incoming students are advised in a center: students may be assigned elsewhere later.
- **Multiple models**

Approximately 57% of schools report that faculty are their chief advisors (Carlson, 2011), either the faculty only or the shared split model. When adding shared supplementary, the figure goes to over 70%. That percentage increases when looking at small institutions, i.e. <6,000.

Among two year schools, approximately 60% of institutions report using shared split (39.3%), faculty only (8.8%), or shared supplementary (12.1%) with 32.6% using self-contained. When asked, “Do faculty advise undergraduate students by institutional type?” 79.5% of two-year colleges responded “Yes.” Through the implementation of its QEP, Texarkana College will employ multiple models to advise students.

The survey demonstrates that a majority of campuses rely on faculty involvement in academic advising and that the percentage of faculty involved in advising increases as institutional size decreases. The survey found that the reported average caseload for faculty advisors was 25 students (Wallace, 2011). However, the survey also indicated that support, resources, and institutional motivation for faculty advising are lacking or inconsistently offered on many campuses. The QEP of Texarkana College was developed to reflect this data with the academic advising loads of faculty limited to a maximum of 25 students.

Other research suggests that many students may not see a strong connection between academic advising and learning outcomes. Gardiner (2002) reports that studies indicate that students view academic advising as a means to obtain “rules, deadlines, and procedures for graduation” rather than “personalized guidance for effective learning and development” (Gardiner, p. 100). This is the type of prescriptive advising (Kimball and Campbell, 2013) that is accomplished in Texarkana College’s current advising department. Gardiner explains that the “voluntary nature” of academic advising combined with students’ tendency to view academic advising as “primarily a clerical endeavor more likely to meet the bureaucratic needs of the institution...than to support students’ developmental needs” limits the amount of academic advising students receive. He cites a study of fifty-five institutions by Noble (1988) that reports that one-third of students spent as little as fifteen minutes per year with their academic advisors in contrast to the three-hour minimum indicated by the literature. The mixed model approach

that will be adopted through the implementation of TC's QEP will help to ensure that students interact much more frequently with their advisors than previously

## **Advisor Training**

Adequate training is also an essential component in the development of a robust advising program. Brown (2008) reports that American College Testing (ACT) national surveys have consistently identified a lack of advisor training as a major weakness in academic advising programs. This finding is supported by other data. Habley (2004) observed that less than one-third of campuses require faculty advisor training in all departments and that 35 percent of campuses do not offer advisor training at all. A study by Brown (2007) of nearly 2,000 academic advisors at two- and four-year institutions reported that less than one-third agreed that they had adequate training before beginning to advise students. Brown (2008) states that "comprehensive advisor training should be an intentional, ongoing process that supports advisors in the acquisition of the perspectives and tools needed to expand their understanding, knowledge, and skills to enhance student learning, engagement, and success" (p. 311). Texarkana College is relying on much of the following research in the development of its advisor training activities.

Multiple researchers (Habley, 1986; King, 2000, Brown, 1998) have identified three common elements that should be incorporated into advisor training programs: conceptual, relational, and informational issues. According to Brown (2008) and King (2000), conceptual elements involve what advisors need to know about students, especially those they are advising, and also about the work of advising itself. Informational elements refer to specific information related to advising such as institutional policies, publications, and procedures. Relational elements are the actual skills and attitudes employed by advisors to assist students in academic planning, goal-setting, and decision making.

Brown (2008) identifies several conceptual issues that should be addressed in advisor development. First, institutions should define academic advising in relationship to their mission and student learning. If preferred, the institution might also use the “The Concept of Advising” published on the NACADA website. Second, advisor development should stress the relationship between advising and teaching rather than a method to schedule classes and track degree progress. To accomplish this goal, advisor development programs should include an overview of student development theories, especially those that consider factors such as age, race, or gender. Brown (2008) adds that overviews of relevant theories can be presented to advisors in the development program by qualified faculty and staff in a jargon-free manner. Also, advisor development programs should specify advisor and advisee responsibilities to ensure that advisees share the responsibility for academic planning. Finally, advisor development should also ensure that students are aware of and use the full range of campus and community resources available to them. While Brown (2008) argues that “A strong conceptual component is essential to effective advisor-development” (p. 315), he adds that research by Habley (2004) determined that fewer than half of such programs include conceptual training.

Relational issues are another key component of advisor development because the relationships between advisors and advisees can determine the quality of advising that students receive. Fortunately, as Brown observes (2008), skills related to the establishment of effective relationships can be taught, developed, and enhanced. Advisors must develop relationships with students that allow them to influence student behavior. Brown (2008) adds that early work in social influence theory identified attractiveness, expertness, and trustworthiness as qualities essential to establishing influence. “When students perceive that their advisors care about them (attractiveness), they respond and are more open to their advisor’s advice (expertness)” (p. 315). Trustworthiness develops as students gain confidence that their advisors will be there for them when they encounter obstacles. Other relational elements that should be included in advisor development training include one-to-one skills, interview skills, rapport-building,

multicultural advising, and referral skills. Brown (2008) suggests that advisors' own biographies might serve as a tool to help them establish more effective relationships with advisees.

Academic advisors should provide accurate and timely information to advisees. However, "making informational elements the central-focus of advisor-development activities will only serve to reinforce the notion that advising is primarily a clerical activity related to providing information" (Brown, p. 316). Still, advisors should be provided with an overview of key resources including catalogs, schedules, FERPA regulations, handbooks, and other relevant materials. Folsom (2008) adds advisors should also be provided with student profiles containing data including but not limited to placement scores, high school rank and G.P.A., age, geographical distribution, and other demographical elements. TC's professional and academic advisors will utilize readily accessible student data through Jenzabar and Civitas to support their advising activities and decisions.

### **QEP Strategy 1: Faculty Advisors**

The importance of improving academic advising cannot be overstated. Never before have students had as many degree options and career choices as they are offered today. The fact that colleges are training students for jobs that do not yet exist has become accepted in most disciplines. While many students are excited and certain about the direction they want to pursue and also the choice of their academic pathway, many lack the resources--human, financial, and scholarly--that could help guide them through an enriching academic experience that prepares them to be able to engage in the lifelong learning skills that are necessary to remain relevant in a 21<sup>st</sup> Century workforce. The research shows that strong involvement of passionate, caring faculty and professional staff members in the lives of these students through proactive advising will make a substantial difference in their educational experiences and development as well as their global outlook and ability to recognize how important it is to be able to transfer the skills they are learning from one situation to another. The National Association of Academic Advising argues that, "Through academic advising, students learn to

become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and global community” (NACADA Concept of Academic Advising, 2006, para. 6). Texarkana College’s QEP is designed to assist students to make those transitions.

Terry O’Banion’s seminal article in 1972 titled “An Academic Advising Model” identified five “Dimensions of Advising: Exploration of Life Goals, Exploration of Vocational Goals, Program Choice, Course Choice, and Scheduling Classes.” The model has been adapted by hundreds of community colleges and universities and edited and updated by O’Banion (2012) since its original publication over four decades ago. While the last two dimensions are often successfully accomplished through prescriptive advising, the first three on the list can be better accomplished through an advisor who understands specific career requirements and knows how to coach students toward an explicit career path. Brown (2008) observes that the five dimensions should be viewed as sequential or hierarchical with scheduling and course selection at the bottom of the hierarchy. McArthur (2005) argues that faculty advisors who are able to develop relationships with students are much better equipped to provide direction and keep students on course toward the completion of a certificate or degree. Additionally, faculty members represent the authority figure, the mentor, and the role model that may not appear anywhere else in the student’s life. With Texarkana College’s low student to faculty to ratio, 19:1, the use of faculty advisors is especially well suited to its institutional capability.

The National Academic Advising Association (NACADA lists six core values in “The Statement of Core Values in Academic Advising” (NACADA, The statement of core values of academic advising, 2005) that describe professional advisors’ responsibilities to their students, institutions, and the profession.

- **Advisors are responsible to the individuals they advise.** In addition to providing accurate and timely information and to ensuring their accessibility to students by maintaining regular office hours and offering various contact modes,

advisors appreciate the individual differences of students and encourage, respect, and assist them to accomplish their educational goals and objectives.

- **Advisors are responsible for involving others, when appropriate, in the advising process.** Advisors serve as facilitators and mediators to make appropriate referrals and to connect students with available programs and services.
- **Advisors are responsible to their institutions.** Advisors recognize their individual roles in institutional success and uphold specific policies, procedures, and values of their departments and institution.
- **Advisors are responsible to higher education.** Advisors honor academic freedom and respect that academic advising is not limited to a single theoretical perspective. Advisors are free to base their work with students on the most relevant theories to support student goals and uphold the educational mission of the institution.
- **Advisors are responsible to their educational community.** Advisors communicate institutional information and characteristics to local, state, regional, national, and global communities that support the student body.
- **Advisors are responsible for their professional practices and for themselves professionally.** Advisors pursue professional development opportunities, establish appropriate relationships and boundaries with advisees, and create environments that promote student success.

NACADA (Concept of Academic Advising, 2006) also identifies a “representative sample” of student learning outcomes associated with academic advising. Students will:

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

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

The NACADA core beliefs and student learning outcomes associated with academic advising were used extensively in the development of the Texarkana College QEP as is demonstrated in the content of its advising syllabus (Appendix B).

One of the best ways for an institution to communicate that it values academic advising as an institutional priority is through the assessment of the effectiveness of its academic advisors. Indeed, to not do so is to send “the tacit signal that academic advisement is not valued by the institution and that the work of academic advisors is not worthy of evaluation, improvement, and recognition”(Cuseo, 2008, p. 369). Cuseo (2008) identifies seven types of assessments recommended for a comprehensive advisor assessment plan: 1. student evaluations, 2. pre-assessment and post-assessment strategies, 3. qualitative assessment methods, 4. analysis of behavioral records, 5. advisor self-assessment, 6. peer assessment, and 7. assessment by the program director. Ideally, assessment methods employ the “ABC” strategy of affective outcomes, e.g. student perceptions of advisor effectiveness; behavioral outcomes, e.g. student use of campus resources; and cognitive outcomes, e.g. student self-knowledge and curricular knowledge. Assessment instruments should be designed to include specific advisor characteristics and behaviors deemed indicative of high-quality advising by the institution. Students should also be asked to provide data related to their own behavior as advisees. Student evaluations of advisors should include open-ended questions to allow for comments about advisors' relative strengths and suggestions for improvement. Assessment

results should be used to plan professional development of advisors and also to identify specific performance improvement strategies. Finally, strong advisors should be asked to share effective practices with other advisors, and all advisors should be asked for input regarding overall program effectiveness.

### **QEP Strategy 2: Learning Frameworks**

First-year seminar courses are one venue through which faculty advising can be supported or even accomplished. One advantage to such courses is that they allow for the possibility of group advising strategies and activities. Woolston and Ryan (2007) suggest that group advising is more closely related to classroom teaching than counseling and that faculty may feel more comfortable in this setting. King (2008) claims that by allowing advisors to provide general information to a large group of students at the same time in group advising that advisors are then free to address individual needs in one-on-one advising without wasting time repeating the same information in every session. King (2008) adds that “the most compelling reason for using groups to advise relates to the establishment of peer groups” (p. 281). The Student Success Course at Texarkana College is an example of a first-year seminar, but, only students who are in developmental courses currently are required to enroll. However, the QEP calls for the inclusion of a curriculum level Learning Frameworks class in the core curriculum that will be required of all first-time students.

The Learning Frameworks class will also provide an opportunity for the establishment of learning communities, one of the high-impact practices identified by CCCSE. Gordon (2008) describes how Indiana University Purdue University at Indianapolis (IUPUI) implemented Themed Learning Communities that served to help undecided majors “explore majors and careers that would enable them to follow their heart and make a living” (482 Academic Advising). Students are enrolled in a block of four classes that all focused on careers.

- Freshman English – Through reading and writing assignments, students examine and analyze the psychological and cultural influences that form their images of career and financial success.
- First-year seminar – Students learn more about who they are and what majors and careers would help them reach meaningful goals and pursue their passions.
- Introduction to Psychology – Students study theory and research that impact career development in areas of personality, motivation, learning, decision-making, life-span development, and job satisfaction.
- Math – Students learn logic, critical thinking, and problem-solving skills.

King (2008) describes a specific type of learning community, freshman interest groups (FIGs) that have proven successful at large universities by clustering groups of around twenty students in multiple courses. Other researchers (Tinto, Goodsell Love, & Russo, 1994) have reported a relationship between learning communities and student persistence.

Kimball and Campbell (2013) explain that academic advising has a philosophical and sociological basis. Philosophically, academic advising is pragmatic because it translates experiences and allows students to examine the consequences of anticipated or actual actions. According to Kimball and Campbell (2013), academic advising also draws from interactionist theory in sociology in which individual views are modified through interaction with others. Because academic advising is a relationship based activity, no single strategy is best. Kimball and Campbell state that “Being married to a single approach to academic advising, advisors potentially disregard the diverse ways in which students learn and presume a single, linear developmental path that is clearly more idealistic than realistic” (p.6). In this context, implementing a first-year seminar course that integrates essential components of advising, allows for diversity in strategy and content. Also, the design of a Learning Frameworks class, such as will be featured in TC’s QEP, allows for an interdisciplinary approach appropriate to the

field of academic advising whose theoretical base derives from multiple disciplines within the social sciences.

In “FYE Course as an Advising Tool,” Art Farlowe (2006) proposes a freshman (or first-year) learning course as a way to overcome time barriers that often impede the effectiveness of proactive advising. Through the format of a semester-length course, Farlowe suggests that the following advising goals can be accomplished more effectively:

- Get the student on the right track
- Explore the student’s interests and strengths
- Get to know the student on a personal basis
- Assess if the student is in the correct major or program
- Set goals for the future
- Help the student to become familiar with available campus resources or university policies and procedures
- Serve as a mentor/friend/role model to the student.

In a chapter titled, “Exemplary Practices in Academic Advising” in *Academic Advising: A Comprehensive Handbook*, Gordon (2008), focuses on the first year experience at multiple institutions. Gordon (2008) names “The First Year College” at North Carolina State University as an effective program for “improving retention and graduation rates [while] reducing the number of students who switch majors” (477). Components of the program include: 1. Orientation courses taught by the student’s advisor; 2. A graded one-hour, two-semester course that includes units on transition issues, academic success, self-exploration, major and career exploration, and decision-making; 3. A forum series; 4. Leadership Development and Service Events. Results from a ten-year study indicate higher retention rates, faster completion rates, and higher grades among students who participate in the FYE when compared to university cohorts who did not participate (479). Additionally, students “are more positive about their

advising experience” (480). Successfully adapting this program to a community college three-hour foundations course and integrating these components into the curriculum will be both appropriate and conducive to the needs of community college students who are often commuters.

### **QEP Strategy 3: Early Alert System**

The third key component of Texarkana College’s QEP is the implementation of an early alert system. CCCSE (2014) identifies “alert and intervention” as a high-impact practice associated with improved student retention. Tampke (2009) explains that early alert systems can focus on a number of factors including grades, attendance, or even the use of course management systems. Some institutions use early alert systems for all students while others may focus on at-risk populations. Early alert systems usually require timely faculty input. Lynch-Holmes, Troy, and Ramos (2007) recommend three steps to build or to optimize an early alert system:

- **Identify the target audience.** Apply institutional and national data to identify groups who are likely to succeed and also those at-risk to focus resources more effectively.
- **Define an intervention process.** The process might include phone calls, email, postcards, etc. Include multiple points of intervention for students, and focus on responding to the student, not the problem. Be sure to provide clear and concise steps for student recovery.
- **Create a formal feedback system.** Define an intentional, positive message for students and faculty. Faculty cite ease of use, timeliness, efficiency, and notable action of intervention as issues related to faculty support of early alert systems. Include mechanisms for faculty and other stakeholder feedback and also to provide feedback regarding referrals and interventions.

Texarkana College’s early alert system will rely on faculty referrals and input of data through Jenzabar. TC will apply predictive analytic software supplied by Civitas to analyze and respond

to the data in Jenzabar to identify at-risk populations, momentum points, and other characteristics associated with effective intervention strategies.

Civitas will provide the predictive analytic infrastructure necessary to support advising and intervention outcomes. Specifically, Civitas has developed three suites of applications for its predictive analytics product Illume to support faculty, staff, and, more importantly, students:

1. Degree Map

- Charts progress student has made toward degree and shows requirements left for completion.
- Helps students plan courses for upcoming terms by auto-populating suggested course schedules based on degree progress, academic standing, and demonstrated ability to handle course rigor.
- Helps students explore degree options by comparing their current degree against any degree they wish to explore. Also charts the 10 degree they are closest to completing based on courses already completed and calculates impact of degree switch decision.

2. Inspire for Advisor

- Shows real-time completion risk for each student assigned to advisor, allowing advisor to triage outreach efforts based on students who are most at risk at any specific time.
- Risk score provides guidance on why student is at risk, allowing for a targeted message in the outreach message as well as more effective referral to support services.
- Allows advisor to make and log interventions (email, voice message, text message, personal conversation, etc.) to facilitate analysis by type and outcome to determine which are most effective for specific groups of

students. The data that is fed into Illume strengthens the predictive model to guide future interventions.

### 3. Inspire for Faculty

- Shows risk expressed as an engagement score for faculty. Factors indicating engagement include assignments turned in, attendance, discussion board participation, grades, etc. Data is updated in real time to reflect current student engagement.
- Instructors can identify impact low or high engagement is having on a student's grade and identify specific risk factors associated that are causing the problem or creating success.
- Instructors can send individual or group email to students to encourage or challenge them, set up appointments for discussion, or offer other support to help them to be successful.

The software described above will help facilitate the implementation of a campus-wide Early Alert System and revolutionize TC's approach to student success.

The review of literature confirmed the idea that effective advising practices are associated with student retention and success. Current research also demonstrates the importance of institutional commitment to academic advising, including the training, development, and recognition of academic advisors. Research also confirms that first-year seminar courses and early warning systems are valuable tools for enhancing student success and retention. The identified goals, outcomes, and actions already completed or to be implemented in the Quality Enhancement Plan of Texarkana College reflect the current best practices within its institutional capability as identified by research.

## V. Actions Implemented

Texarkana College has long valued the input, experience, and expertise of its faculty and other professional staff. Since TC embarked on its planning and other activities directly related to its reaffirmation of accreditation in 2016, it has sought faculty and broad-based stakeholder input throughout the process.

In August 2013, faculty members assembled for the annual back-to-school in-service. As part of the training that day, Jamie Ashby gave a brief overview of the SACSCOC Reaffirmation and QEP process and announced that a full day in September 2013 would be dedicated to fully explaining the QEP process, analyzing institutional data trends to identify potential topics, and gathering stakeholder input for potential topic ideas. As part of this preliminary announcement, employees were asked to begin discussions with colleagues to generate topic ideas.

At the September 2013 meeting, TC faculty and staff participated in the SACSCOC Kickoff and Achieving the Dream Data Summit. During this daylong professional development activity, participants reviewed local, state, and national data related to a number of issues related to higher education, especially community colleges, including student success, retention, and completion. Additionally, several committee assignments related to SACSCOC reaffirmation of accreditation were announced, including the appointment of Dr. Tonja Mackey as chair of the QEP team.

Dr. Tonja Mackey presented introductions to the SACSCOC reaffirmation process and the Quality Enhancement Plan. Dr. Mackey presented information from the *Quality Enhancement Plan Guidelines*, discussed the previous Texarkana College QEP, and provided examples of projects in which other community colleges have participated. Following the presentations, faculty members assembled in groups of five to six and brainstormed around their tables about potential projects - ideas that they felt would improve learning or the learning environment at Texarkana College. Each group had a large sheet of chart paper on which it

recorded ideas. The sheets were hung around the room so that everyone could see all of the potential QEP topics that had been identified. After the meeting, all of the project suggestions were collected and categorized by Director of Institutional Research and Effectiveness Jamie Ashby and Dr. Tonja Mackey. Upon subsequent review, they determined that most of the ideas fell into one of four categories:

- Leadership Development;
- Advising;
- Information Literacy; and
- Technology Literacy.

The information was discussed by the Texarkana College Leadership Team. The decision was made to blend the two literacy topics into a category called 21<sup>st</sup> Century Literacies and to add an additional possible topic, structured scheduling, gleaned from *The Game Changers*, a study presenting research based on best-practices regarding college completion.

In December 2013, the potential QEP topics were presented to student focus groups for feedback and to identify other possible QEP topics. Their responses were recorded for consideration in the final decision. Additional student input was gathered through a random survey of 600 students in February 2014.

In January 2014, members of the TC Leadership team attended the orientation meeting for SACSCOC 2016 Track A institutions.

In spring 2014, a survey was administered to students, employees, and the TC Board of Trustees to gather data regarding the priority ranking of the four potential topics by key stakeholders.

In summer 2014, the QEP Committee began a review of current literature and best practices associated with academic advising.

In July 2014, Director of Institutional Research and Effectiveness Jamie Ashby and QEP Committee Co-chairs Dr. Tonja Mackey and Suzy Irwin attended the SACSCOC Institute on Quality Enhancement and Accreditation.

In August 2014, Texarkana College hired Dr. Dixon Boyles as Director of SACSCOC Reaffirmation to assist in the development of the QEP and documents required to demonstrate compliance certification.

In October 2014, the QEP Committee met to hear committee co-chairs present data and other information acquired at the SACSCOC Summer Institute. They also discussed ideas gathered during the review of literature and submitted abstracts of articles they had reviewed.

Beginning in November 2014, Vice President of Instruction Donna McDaniel made a series of presentations to each instructional division of the college and also the Board of Trustees related to the QEP. The presentations included data related to student retention and success at Texarkana College as well as state and national trends. Vice President McDaniel explained that the QEP of Texarkana College had the potential to improve student retention and success at the College through more proactive advising methods including faculty advisors and the implementation of a Learning Frameworks class into the core curriculum. A survey was administered to all faculty at the end of each presentation to gather data on possible strategies and to provide an opportunity for further feedback from the faculty.

In January 2015, Director of SACSCOC Reaffirmation Dr. Dixon Boyles was designated as principal author of the QEP. During February-March 2015, Dr. Boyles produced a first draft of the literature review of the QEP. Also during this period, the QEP Committee began to identify student learning outcomes for inclusion in the QEP and selected *Start Smart: Finish Strong* as a working title.

On April 8, 2015, Director of SACSCOC Reaffirmation Boyles met with QEP Co-Chairs Irwin and Mackey and also Vice President of Instruction to discuss the preliminary review of

literature and best practices and the overall direction of the plan. The group decided that Boyles should assume the position of QEP Director while Irwin and Mackey would continue as Co-Chairs of the QEP Committee. This group subsequently met with the QEP Committee and also Director of Institutional Research and Effectiveness on April 14, 2015, to discuss the findings in the literature review. The QEP Committee agreed that the QEP should include the three primary strategies of faculty advisors, a Learning Frameworks course, and an Early Alert System.

The QEP Committee continued to meet throughout April to define advisor/advisees roles and responsibilities. Committee members also gathered input from other faculty that was shared with the committee. The QEP Committee also recommended that it be expanded to include representatives from other key stakeholder groups. An advising template was developed during this period as well.

In May 2015, Design and Creative Services Coordinator Traci Pitman developed a promotional video requesting faculty volunteers for the 2015-2016 QEP pilot. Also in May, QEP Committee members presented a mock presentation of the plan to SACSCOC Vice President Dr. Crystal Baird.

Eleven TC faculty and staff attended the New Math Pathways Newcomer Faculty Workshops, one group in May 2105 and a second group in July 2015, at the University of Texas Charles A. Dana Center where they received training and curriculum materials related to the Learning Frameworks class and other courses associated with the New Math Pathways project. Math faculty who attended the NMP training included Monica Davis, Robert Jones, Serena Metcalf, and Susan Swink. Other attendees included physics faculty Delbert Dowdy, psychology faculty Melva Flowers and David Gafford, ATD Core team leader Dr. Lori Rochelle, and QEP Director Dr. Dixon Boyles.

Also, in July 2015, QEP Director Dr. Dixon Boyles, QEP Co-Chair Dr. Tonja Mackey, and Student Support Services Coordinator Robert Guillory attended the Appreciative Advising Institute in San Antonio, TX. Where they received training and materials to promote the translation of Appreciative Advising theory into practice at Texarkana College.

## VI. Actions to Be Implemented

Actions to be implemented as part of the Texarkana College QEP are generally associated with one of three core methods to improve academic advising: 1. Faculty advisors, 2. Learning Frameworks class, 3. Early Alert System. A brief description of many of these items is included below. A timeline of completed actions and proposed actions is included in section VII.

### Faculty Advisors

- Develop academic advisor training program. Advisor training will be an ongoing project, but initial training will be provided in August 2015.
- Provide professional development of faculty as academic advisors.
- Develop academic advising forms and other support materials.
- Develop methods to reward/recognize faculty for successful academic advising.
- Develop methods to assess effectiveness of academic advisors.
- Include advising responsibilities in hiring and evaluation processes.
- Assign students to faculty advisors.

### Learning Frameworks Class

- Develop curriculum for Learning Frameworks class.
- Develop online version of Learning Frameworks class.
- Create learning groups or cohorts among students in Learning Frameworks class.
- Develop training module for instructors of Learning Frameworks class. Multiple TC faculty are attending NMP training at UT Dana Center in spring/summer 2015 that includes Learning Frameworks materials.
- Coordinate content/activities of Learning Frameworks class with institutional resources related to academic advising.

Early Alert System (EAS)

- Provide professional development training for faculty and staff in use of Civitas educational software required for EAS.
- Provide/support ongoing professional development associated with the use of predictive analytics.
- Provide IT resources and personnel adequate to support EAS.
- Assess effectiveness of EAS.

**VII. Timeline: Calendar of Actions**

<b>Date</b>	<b>Action/Activity</b>	<b>Person(s) Responsible</b>
<b>2013</b>		
Aug	QEP initiative announced to faculty. Benchmark completion data presented as basis for topic exploration.	Jamie Ashby
Sept 27	SACSCOC Kickoff and ATD Data Summit. Initial brainstorming of potential topics. Data collected. Tonja Mackey chair of QEP Committee.	Jamie Ashby, Tonja Mackey
Oct	Review of topic data collected at Aug meeting. Four potential topics identified.	IRE/Jamie Ashby, Tonja Mackey
Nov	Refinement of four potential topics.	TC Leadership Team
Dec	Four topic ideas presented to student focus groups for input.	Jamie Ashby, Tonja Mackey
<b>2014</b>		
Jan	Suzy Irwin added as QEP co-chair after SACSCOC Orientation in Atlanta.	TC Leadership Team
Feb	Additional student input gathered through in-class surveys	IRE/Jamie Ashby
Feb	Organizational meeting for all reaccreditation committees	
April	QEP Committee meet to discuss strategy, focus group, and survey findings. Determine advising as focus of plan.	Suzy Irwin, Tonja Mackey
May	QEP Committee meet to plan review of literature. Committee members to write abstracts of articles related to advising to be included in literature review.	Suzy Irwin, Tonja Mackey, QEP Committee
June-Aug	Literature review of research and best practices	QEP Committee
July 20-23	QEP co-chairs and SACSCOC Liaison attend SACSCOC Summer Institute	Suzy Irwin, Tonja Mackey, Jamie Ashby
Aug	Director of SACSCOC Reaffirmation hired. Joins QEP Committee.	Dixon Boyles
Oct	Co-chairs report best practices and other QEP related information from SACSCOC Summer Institute to QEP Committee. Committee share abstracts of articles reviewed.	Suzy Irwin, Tonja Mackey, QEP Committee
Nov	QEP Committee reviews proposed presentation of QEP to faculty by VP of Instruction.	QEP Committee, Donna McDaniel
Nov--Dec	VP of Instruction presents QEP background and focus to instructional divisions. Gathers feedback.	Donna McDaniel, Tonja Mackey, Dixon Boyles, Jamie Ashby
Dec 6-9	QEP co-chairs, SACSCOC Liaison, SACSCOC Director of SACSCOC Reaffirmation and multiple senior administrators attend SASCOC Annual Conference. Attend multiple sessions related to QEP and reaffirmation.	Jamie Ashby, Dixon Boyles, Suzy Irwin, Tonja Mackey, Donna McDaniel, Pat Morgan, James Henry Russell

<b>2015</b>		
Jan	Director of SACSCOC Reaffirmation designated as principal author of QEP	Dixon Boyles
Feb	QEP Committee identifies initial student learning outcomes. <i>Start Smart; Finish Strong</i> chosen as working title.	QEP Committee
Feb 17-20	ATD Core Team Leader and Director of SACSCOC Reaffirmation attend Achieving the Dream Annual Conference	Dixon Boyles, Lori Rochelle
Feb-Mar	Begin drafting QEP	Dixon Boyles
Apr 8	Co-chairs, Director of SACSCOC Reaffirmation, and VP of Instruction meet to discuss preliminary draft of review of literature and best practices and also direction of the plan. Decide that Dixon Boyles should assume position as Director of QEP.	Dixon Boyles, Suzy Irwin, Tonja Mackey, Donna McDaniel
Apr 14	QEP Committee meet to discuss preliminary draft of review of literature and best practices and also direction of the plan. VP of Instruction and Director of IRE also participate in discussion.	Jamie Ashby, Dixon Boyles, Suzy Irwin, Tonja Mackey, Donna McDaniel
Apr 15, 16	Discussed how to expand current early alert practices to include all students and faculty. Consulted with IT personnel on technological capabilities of Jenzabar and Civitas systems.	Larry Andrews, Dixon Boyles, Lisa Jones, Tonja Mackey, Donna McDaniel, Theresa McDonald
Apr	QEP Committee begin process to define advisor/advisee roles and responsibilities through email discussion. Committee members asked to get feedback from other faculty. Committee recommendation to expand committee to include representatives of key departmental stakeholders. Larry Andrews, Director of Student Retention and Students with Disabilities; Lisa Jones, Developmental Education Coordinator; Brandon Higgins, Director of Advising; and Lori Rochelle, Director of Assessment and ATD Core Team Leader are invited to join committee.	QEP Committee
May	Development of promotional video. Request for faculty volunteers as academic advisors for fall 2015.	Suzy Irwin, Traci Pitman, QEP Committee
May 18-21	NMP training at UT Dana Center	Serena Metcalf, Susan Swink, David Gafford, Delbert Dowdy
May 22	Mock presentation to SACSCOC VP Dr. Crystal Baird	QEP Committee

June	Final drafts of QEP and assorted advising documents	QEP Committee
June	Finalization of QEP budget	TC Leadership Team
July 13-16	NMP training at UT Dana Center	Kalie Schirmer, Lori Rochelle, Monica Davis, Stephanie Carpenter, Melva Flowers, Robert Jones, Dixon Boyles
July 26-29	Appreciative Advising Institute	Dixon Boyles, Robert Guillory, Tonja Mackey
<b>Proposed</b>		
August	Advisor training	Dixon Boyles, Donna McDaniel, faculty advisors
August	Begin Learning Frameworks classes	Designated faculty and administrators
September	Assign faculty advisors for pilot cohorts	Enrollment Services
Sep 23-24	CIVITAS Summit—Austin, TX	Jamie Ashby, Dixon Boyles
Sep 29-Oct 1	SACSCOC On-Site review	QEP Committee
Sep-Dec.	Develop online Learning Frameworks section	Dixon Boyles
Nov	Develop survey assessment questions/instruments	QEP Committee
Oct	Faculty advisors meet with advisees	Faculty volunteers
Dec 5-8	SACSCOC Annual Conference	Jamie, Ashby, Dixon Boyles, Donna McDaniel, James Henry Russell
Dec	End of term review/reflection	QEP Committee
<b>2016</b>		
Jan-May	Continue QEP pilot cohorts	
Jan	Offer online Learning Frameworks section	Dixon Boyles
Feb 23-26	ATD Annual Conference	Dixon Boyles, Lori Rochelle
June	End of term review/reflection	QEP Committee
June	Collect assessment data	Jamie Ashby
Summer	Advisor training	Dixon Boyles, Donna McDaniel
Aug	Scale QEP to include all FTIC students	QEP faculty/advisors
Aug	Implement EAS	Faculty, advisors, IT staff
Oct-Nov	Faculty meet with advisees to plan schedules	Faculty
Dec	SACSCOC Annual Conference	TBA
Dec	End of term review/reflection	QEP Committee
<b>2017</b>		
Jan-May	Continue QEP for all FTIC students	
Feb	ATD Annual Conference	TBA
June	End of term review/reflection	QEP Committee
June	Collect assessment data	Jamie Ashby
Summer	Advisor training	Dixon Boyles, Donna McDaniel
Aug	Scale QEP to include all TC students	QEP faculty/advisors
Oct-Nov	Faculty meet with advisees to plan schedules	Faculty
Dec	SACSCOC Annual Conference	TBA

Dec	End of term review/reflection	QEP Committee
<b>2018</b>		
Jan-May	Continue QEP for all FTIC students	
Feb	ATD Annual Conference	TBA
June	End of term review/reflection	QEP Committee
June	Collect assessment data	Jamie Ashby
Summer	Advisor training	Dixon Boyles, Donna McDaniel
Aug	Scale QEP to include all TC students	QEP faculty/advisors
Oct-Nov	Faculty meet with advisees to plan schedules	Faculty
Dec	SACSCOC Annual Conference	TBA
Dec	End of term review/reflection	QEP Committee
<b>2019</b>		
Jan-May	Continue QEP for all TC students	
Feb	ATD Annual Conference	TBA
June	End of term review/reflection	QEP Committee
June	Collect assessment data	Jamie Ashby
Summer	Advisor training	Dixon Boyles, Donna McDaniel
Aug	Scale QEP to include all TC students	QEP faculty/advisors
Oct-Nov	Faculty meet with advisees to plan schedules	Faculty
Dec	SACSCOC Annual Conference	TBA
Dec	End of term review/reflection	QEP Committee
<b>2020</b>		
Jan-May	Continue QEP for all TC students	
Feb	ATD Annual Conference	TBA
June	End of term review/reflection	QEP Committee
June	Collect assessment data	Jamie Ashby
Summer	Advisor training	Dixon Boyles, Donna McDaniel
Aug	Scale QEP to include all TC students	QEP faculty/advisors
Oct-Nov	Faculty meet with advisees to plan schedules	Faculty
Dec	SACSCOC Annual Conference	TBA
Dec	End of term review/reflection	QEP Committee

**Note:** There will be ongoing assessment throughout the QEP. Details are provided in the “Assessment” chapter of the QEP. Assessment results will be used to plan improvements in the proposed activities and to adjust the proposed timeline accordingly.

### VIII. Conceptual Framework and Organizational Structure

The review of literature and best practices provided the conceptual framework and strategic organization of Texarkana College's QEP *Connect: Start Smart; Finish Strong*. In particular, TC relied heavily on high impact practices identified by the Center for Community College Student Engagement (CCCSE), literature associated with the National Association of Academic Advising (NACADA), and other scholarly research to identify best practices and strategies related to academic advising for implementation at Texarkana College. Those features include:

Faculty Advisors—Research confirms that academic advising is increasingly moving away from developmental models and developmental language toward advising models based on learning (Hemwall, 2008). Faculty members have served as academic advisors in some capacity throughout the history of higher education, and the 2011 NACADA National Survey of Academic Advising reported that nearly four-fifths (79.5%) of two year colleges report the use of faculty as academic advisors. Faculty advisors will help students learn to assume active roles in their academic advising in a collaborative partnership with clearly defined roles and expectations for both partners. Because faculty members are recognized by students as experts in their respective fields, faculty are uniquely qualified to assist students to achieve positive learning outcomes related to the advising process.

Advisor Training—Although faculty serving as academic advisors is a widespread practice, Habley (2004) reports that less than one-third of campuses require faculty advisor training in all departments and 35% do not require training at all. To build the foundational advising skills and knowledge necessary to accomplish the intended goals and outcomes of its QEP, TC will provide advisor training and professional development to ensure that all academic advisors are proficient in proactive and appreciative advising practices as well as knowledge of institutional programs, policies, and resources.

Appreciative and Proactive Advising-- Appreciative Advising is the intentional, collaborative practice of asking open-ended questions that help students to optimize their educational experiences and achieve their dreams, goals, and potential. It is a student centered approach based on a six phase strategy: disarm, discover, dream, design, deliver, and don't settle.

Proactive advising is an advising model in which advisors seek to identify student characteristics or behaviors that may put their success at risk and to initiate the appropriate intervention response to achieve a more desirable outcome. To interact proactively with students, advisors require adequate information, good judgment and insight, and skills necessary to provide or to facilitate timely and appropriate intervention. TC will utilize features of both approaches in its academic advising model.

First Year Seminar/Student Success Course-- Learning Frameworks is a semester-long course designed to help students develop the strategies and persistence necessary to succeed in college and in their careers and life. It is a credit-bearing college course designed to help meet the immediate and long-term academic needs of students. Lessons are built around four themes:

- Building community and connecting to campus resources
- Developing and maintaining motivation for college success
- Developing and using study strategies and skills
- Finding direction in college

Early Alert System-- The Early Alert System (EAS) is a strategy in which faculty, staff, and advisors share data related to student characteristics and performance to ensure timely and appropriate interventions for students who are at risk. The EAS will require extensive technological support and represents a significant institutional investment in technological

infrastructure and software as well as professional development and training for faculty and staff.

Institutional Collaboration—The development, implementation, and eventual success of *Connect: Start Smart; Finish Strong* depends on broad institutional collaboration and support of the students, faculty, staff, and administration of Texarkana College.

Texarkana College's QEP utilizes these best practices to improve academic advising in a manner consistent with its mission and core beliefs to focus “on student achievement and measurable success” and “to increase the number of persons with higher education credentials in our region.” The new academic advising process will enhance student learning by requiring students to improve their academic planning skills and to become more active in developing and accomplishing their academic and career plans through collaboration with their academic advisors.

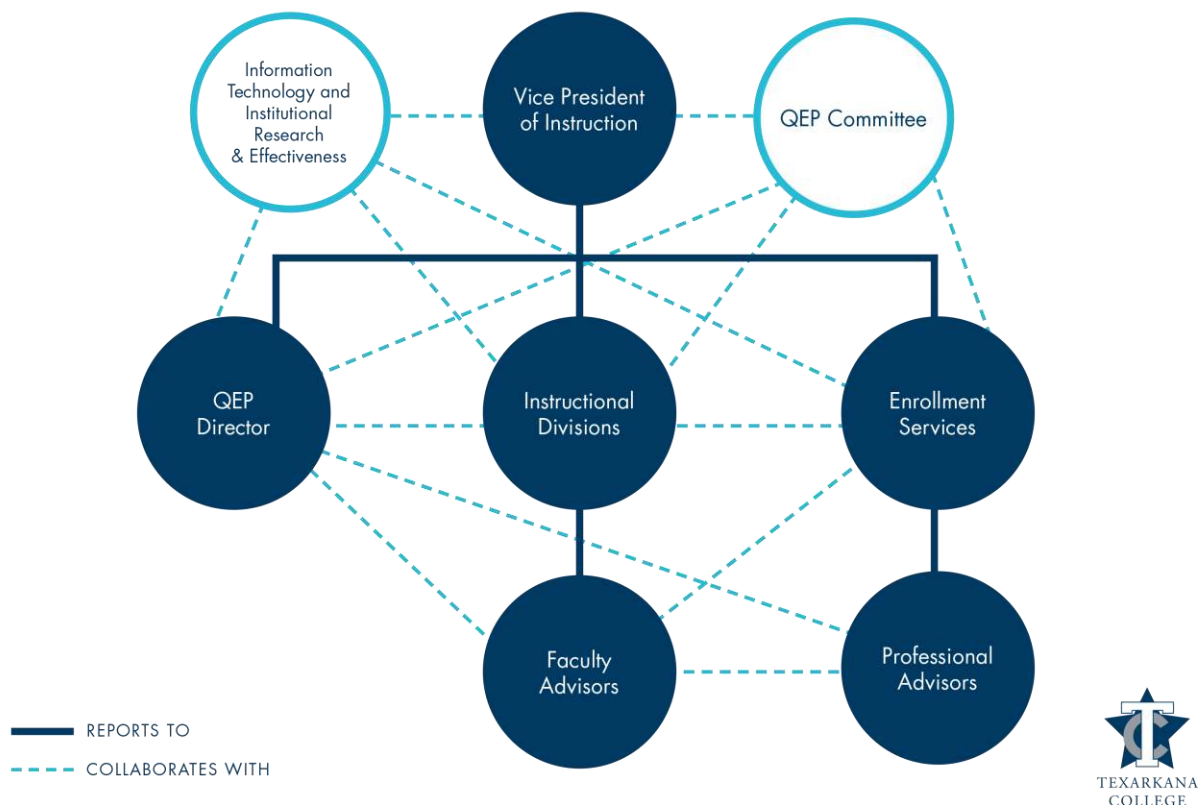
Upon entering the college, students will receive initial academic advising through the Enrollment Services Center. Advisors of new/entering students will lead incoming students through an orientation that includes information about academic programs, the college website, the Jenzabar portal, and institutional resources and services. Advisors of new/entering students also assist students in registering for classes their first semester. The QEP also calls for all new First Time In College (FTIC) developmental and honors students to enroll in a Learning Frameworks class in fall 2015. The developmental and honors cohorts will also be assigned faculty academic advisors in fall 2015. Students will set up appointments to meet with their faculty advisors during fall 2015 prior to registration for spring 2016.

All FTIC students will be required to enroll in a Learning Frameworks class, beginning in fall 2016. All FTIC students will also be assigned faculty academic advisors beginning in fall 2016.

During 2015-2016, TC will provide professional development and training to faculty to facilitate the introduction of an Early Alert System utilizing Jenzabar and Civitas software in year 2 of the QEP, 2016-2017. The EAS will identify at-risk populations and behavioral patterns to allow for targeted and timely interventions to increase the chances of positive student outcomes. Faculty advisors will also report data necessary to assess practices associated with student success and retention.

The organizational structure below indicates the collaborative nature of advising processes at Texarkana College as included in the QEP.

## QEP ORGANIZATIONAL CHART



## **IX. Resources Needed/Sustainability**

Texarkana possesses the institutional capacity and commitment to support the college's QEP, *Connect: Start Smart; Finish Strong* through a dedicated operational budget, the assignment/hiring of personnel associated with academic advising and/or the teaching of Learning Frameworks classes, and also technology support and appropriate campus facilities.

Texarkana College's QEP and all of its related activities are under the direct supervision of the Vice President of Instruction. Technical support of the QEP is provided by the department of Information Technology. Assessment support of the QEP is provided by the Department of Institutional Research and Effectiveness. The TC Leadership Team was involved throughout the process of developing the QEP, from topic selection to budget development and approval. The Director of SACSCOC Reaffirmation/QEP Director has provided weekly updates to the TC Leadership Team on the QEP and other SACSCOC related activities since his hire in August 2014. Updates on the QEP are communicated to all TC faculty and staff through a number of methods, including departmental and campus-wide meetings, campus email, and via QEP Committee members.

Texarkana College has already demonstrated commitment to the success of its QEP in multiple ways: human resource allocation, technology infrastructure, physical and financial resource allocation. One example was through the approval and hiring of a new position to provide oversight and implementation of the QEP: Director of SACSCOC Reaffirmation/QEP Director. This position was filled in August 2014. TC also recently invested in and converted to a new Enterprise Resource Program (ERP), Jenzabar EX, which provides essential technology applications to facilitate and support the proposed advising structure. In addition, TC applied for, received, and initiated implementation of a grant for Civitas predictive analytics software in support of the proposed Early Alert System (EAS).

## TEXARKANA COLLEGE PROPOSED BUDGET

Texarkana College Proposed QEP Budget									
Budget Category	Preliminary Start Up Cost Through 8.31.16		Year 1 FYE 8.31.17	Year 2 FYE 8.31.18	Year 3 FYE 8.31.19	Year 4 FYE 8.31.20	Year 5 FYE 8.31.21	Total	
<b>Salary &amp; Benefits</b>									
Director of QEP (50%)	\$	65,650	\$ 33,150	\$ 33,813	\$ 34,489	\$ 35,179	\$ 35,883	\$	238,164
Learning Frameworks Faculty stipends		5,000	26,813	33,000	33,660	34,333	35,020		167,826
Faculty Professional Development Release Tim		5,000	10,000	7,500	7,500	7,500	7,500		45,000
IT Staff Time ( 20% Yr. 1, 10% thereafter)		12,485	6,367	6,367	6,495	6,624	6,757		45,095
IRE Support Staff Salary (25%)		9,500	9,500	9,690	9,884	10,081	10,283		58,938
									-
Benefits for above salaries (15% of salary)		28,437	12,874	13,556	13,804	14,058	14,316		97,045
<b>Total Salary and Benefits</b>	\$	126,072	\$ 98,704	\$ 103,926	\$ 105,832	\$ 107,776	\$ 109,759	\$	652,069
<b>Operating Expenditures</b>									
Publications and Printing	\$	2,000	\$ 750	\$ 750	\$ 750	\$ 750	\$ 750	\$	5,750
Supplies and Materials		1,500	500	500	500	500	500		4,000
Learning Frameworks Textbooks		5,000	-	500	-	500	-		6,000
Training/Travel		6,500	5,000	3,000	3,000	3,000	3,000		23,500
Professional Development		7,500	7,500	5,000	5,000	5,000	5,000		35,000
Software & Maintenance (Civitas)		83,574	73,669	73,669	73,670	73,670	73,670		451,922
Assessment (CCCSE/SENSE, Course Evaluati		5,000	-	5,000	-	5,000	-		15,000
<b>Total Operating Expenses</b>		111,074	87,419	88,419	82,920	88,420	82,920		541,172
<b>TOTAL BUDGETED EXPENDITURES</b>	\$	237,146	\$ 186,123	\$ 192,345	\$ 188,752	\$ 196,196	\$ 192,679	\$	1,193,241
<b>Revenue Sources for QEP Budget</b>									
Allocation from Current Operating Budget	\$	126,072	\$ 75,298	\$ 79,926	\$ 81,502	\$ 83,109	\$ 84,749	\$	530,656
Grant Funded		59,287	73,669	73,669	73,670	73,670	73,670		427,635
Addition to Local Operating Budget		51,787	37,156	38,750	33,580	39,417	34,260		234,950
<b>TOTAL BUDGETED REVENUE</b>	\$	237,146	\$ 186,123	\$ 192,345	\$ 188,752	\$ 196,196	\$ 192,679	\$	1,193,241

## **X. Assessment**

Texarkana College will measure the effectiveness of its QEP by assessment of multiple goals and outcomes identified in the plan. In addition to the two primary goals to improve student success and to increase student retention, TC will also assess key student learning outcomes, process delivery outcomes, student engagement, the nature and effectiveness of the advising relationship, the effectiveness of advisor training, and advisor/advisee satisfaction. Assessment methods will include comparison of student retention and GPA data, data measuring the achievement of student learning outcomes within the Learning Frameworks classes, academic advisor reports, supervisor evaluations, and student satisfaction surveys. Additionally, Texarkana College will conduct CCCSE/SENSE assessments in 2016, 2018, and 2020. Results from those assessments will be integrated with internal assessments of the QEP. All QEP outcomes are designed to help fulfill the mission of Texarkana College as reflected in the TC Belief Statements included in the Texarkana College Strategic Plan.

The cohort population for the four outcomes associated with academic success as indicated by a GPA > 2.0, improved retention, improved persistence, and completion will be limited to full-time First Time In College (FTIC) students. This population will include honors students and students who place into Math Pathways classes for 2015-2016 and will be expanded to include all incoming full-time first time in college students for 2016-2017. The full-time FTIC cohort was selected for two primary reasons. The completion and persistence outcomes require a minimum of three years to report 150% rates on an entering cohort for comparison to benchmark IPEDS data. Within the context of a five-year QEP implementation, only full-time students can reasonably be tracked and reported within summary results for the QEP Impact Report. The cohorts for other outcomes will include all students enrolled in a Learning Frameworks class and/or students assigned an academic advisor. (See Appendix E for Benchmark Data)

<b>Outcomes: Student Learning Outcomes/Other Program Outcomes</b>	<b>Assessment method</b>	<b>Target</b>	<b>Assessment date</b>	<b>Person or department responsible</b>	<b>TC Beliefs (From 2015 TC Strategic Plan)</b>
<i>Overall</i>					
*Percentage of students in cohort population with GPA > 2.0 will increase compared to benchmark.	GPA comparison	53%	June annually	IRE	1,3,4
*Retention of students in cohort population will increase compared to benchmark.	Comparison of retention data	53%	June annually	IRE	1,3,4
*Persistence of students in cohort population will increase compared to benchmark.	Comparison of persistence data	58%	June annually	IRE	
Completion rate at 150% (3 yrs.) of students in cohort population will increase compared to benchmark.	Comparison of completion data	16.3%	June annually	IRE	
<b>Strategy 1: Learning Frameworks class</b>					
Student will understand advisor/advisee roles and responsibilities.	Learning Frameworks examination	80%	Per academic term	Instructor, Director QEP	1,3,4
Student will identify institutional resources and support services.	Learning Frameworks examination	80%	Per academic term	Instructor, Director QEP	1,2,3,4
Student will identify programs and career opportunities that match educational goals.	Learning Frameworks education/career assignment	80%	Per academic term	Instructor, Director QEP	1,4
Student will identify education requirements for his/her program.	Learning Frameworks education/career assignment	80%	Per academic term	Instructor, Director QEP	1,3,4

Student will create an educational plan.	Learning Frameworks education/career assignment	80%	Per academic term	Instructor, Director QEP	1,3,4
<b>Strategy 2: Faculty advising program</b>					
Student will attend recommended advising sessions.	Academic advisor report	80%	June annually	Academic advisor, Director QEP	1,3,4
Student will review degree audit/progress with advisor.	Academic advisor report	80%	June annually	Academic advisor, Director QEP	1
Student will conduct self-assessment by completing appreciative advising inventory.	Academic advisor report	80%	June annually	Academic advisor, Director QEP	1,3,4
Student will participate in at least one on-campus activity or workshop per semester.	Academic advisor report	80%	June annually	Academic advisor, Director QEP	2,3
Student will value academic planning skills gained in creating educational plan.	Student survey	80%	June annually	IRE	1,3,5
Student will value his/her role and responsibility in the advising process.	Student survey	80%	June annually	IRE	1,3,5
Student will appreciate relationship with his/her academic advisor.	Student survey	80%	June annually	IRE	1,3,5
Academic advisor will proactively establish contact with advisee.	Student survey	80%	June annually	IRE	1,3,5
Academic advisor will complete professional development activities related to academic advising.	Supervisor evaluation	100%	Annually	Supervisor, HR	1,5

Academic advisor will help student to clarify educational goals and objectives.	Returning and graduate student survey	80%	June annually	IRE	1,3,4,5
Advisor will answer questions in a timely, professional, and friendly manner.	Returning and graduate student survey	80%	June annually	IRE	1,3,5
<b>Strategy 3: Early Alert System</b>					
The college will implement an Early Alert System in 2016-2017.	Unit plan review		Fall 2016	QEP Director	1,5
The college will use predictive analytics methods to identify at-risk populations for targeted interventions.	Unit plan review	Identify 3 risk factors associated with specific populations	June 2017	TC Leadership Team, IRE	1,5
The college will use predictive analytics methods to identify momentum points associated with student success, completion, and retention.	Unit plan review	Identify 3 momentum points associated with success, completion, and/or retention	June 2017	TC Leadership Team, IRE	1,5

\*The cohort population for the three outcomes associated with academic success as indicated by a GPA > 2.0, improved retention, improved persistence, and completion will be limited to full-time first time in college students. This population will include honors students and students who place into Math Pathways classes for 2015-2016 and will be expanded to include all incoming full-time first time in college students for 2016-2017. Benchmark percentages represent the averages of the most recent three year period for which data is available, 2012-2014.

## XI. Appendices

### Appendix A- Definitions

**Academic advising**— Academic advising is a collaborative process in which students work with their advisors to identify and to clarify educational and life/career goals, to develop a plan to accomplish those goals, and to work together toward the realization of that plan. The advisor/student relationship is ongoing and multifaceted with both parties expected to meet clearly defined responsibilities and expectations. Academic advising may employ characteristics of multiple advising models such as those described below.

**Appreciative Advising (AA)** — Appreciative Advising is the intentional, collaborative practice of asking open-ended questions that help students to optimize their educational experiences and achieve their dreams, goals, and potential. It is a student centered approach based on a six phase strategy: disarm, discover, dream, design, deliver, and don't settle.

**Appreciative Advising Inventory (AAI)** — An instrument used in the “discover” phase of AA to help students and advisors better understand the personal assets students bring with them to college, including internal and external developmental resources.

**Early Alert System (EAS)** — A strategy in which faculty, staff, and advisors share data related to student characteristics and performance to ensure timely and appropriate interventions for students who are at risk.

**First Time in College (FTIC)** — Students who have completed high school but not yet attended college. Former dual credit students are also considered first time in college.

**Full-time student** — A student who is enrolled in at least 12 credit hours during a 16-week period. The student might enroll in the 12 hours during a traditional 14-16 week semester or in multiple mini-terms within the same time period.

**Part-time student** — A student who is enrolled in fewer than 12 scc during a 16-wk period.

**Persistence** —The continued enrollment (or degree completion) at any higher education institution—including one different than Texarkana College—in the fall semesters of a student's first and second year.

**Prescriptive advising** — Prescriptive advising is an advising model that is characterized by a linear flow of information from the advisor to the student. In this model, the advisor is the source of most information, and little responsibility is placed on the student. Advisors provide factual information such as college policies and procedures, schedule information, and details of academic progress.

**Proactive advising** — Proactive advising is an advising model in which advisors seek to identify student characteristics or behaviors that may put their success at risk and to initiate the appropriate intervention response to achieve a more desirable outcome. To interact proactively with students, advisors require adequate information, good judgment and insight, and skills necessary to provide or to facilitate timely and appropriate intervention.

**Retention** —The continued enrollment (or degree completion) within the same higher education institution in the fall and spring semesters of a student's first year.

## Appendix B- Advising Syllabus Template

Name of advisor: \_\_\_\_\_

Contact information: \_\_\_\_\_  
(Office number, office hours, phone, email address)

**Academic advising**—Academic advising is a collaborative process in which students work with their advisors to identify and to clarify educational and life/career goals, to develop a plan to accomplish those goals, and to work together toward the realization of that plan. The advisor/student relationship is ongoing and multifaceted with both parties expected to meet clearly defined responsibilities and expectations. Academic advising may employ characteristics of multiple advising models such as those described below.

<b>Advisee Expectations and Responsibilities—As your advisee I am expected to:</b>	<b>Advisor Expectations and Responsibilities—As your advisor you can expect me to:</b>
Work collaboratively with you to develop a purposeful relationship to help me to create, develop, define, and achieve academic and career goals.	Work collaboratively with you to develop a purposeful relationship to help you to create, develop, define, and achieve academic and career goals.
Schedule regular appointments or make regular contact with you during each semester.	Understand and communicate TC's curriculum, policies, procedures, and graduation requirements.
Come prepared to each appointment with questions or materials for discussion.	Inform you of and refer you to institutional resources as appropriate.
Enroll in courses that you and I have determined are consistent with my educational goals.	Follow through on all actions promised to you.
Monitor my progress toward completion of my educational goals.	Be accessible by phone, email, office hours, and by appointment.
Become knowledgeable about college programs, policies, and procedures.	Respond to your requests in a timely manner.
Utilize all available resources designed to promote my success, as appropriate.	Recommend classes appropriate to your degree plan and assist you in scheduling.
Learn the education requirements for my degree program.	Monitor your academic progress.
Attend recommended advising sessions.	Collaborate to ensure your academic success.
Check my TC email daily, and respond to all communication in a timely manner.	Maintain your confidentiality pursuant to FERPA.

Take responsibility for my decisions, especially those related to my educational and career goals.	Encourage and guide you as you define and develop realistic goals.
Be proactive in monitoring my academic progress.	
Be knowledgeable about college schedules and deadlines.	
Maintain current contact information, including phone numbers, on file at college, updating the information as necessary.	
Complete the items on my advising checklist each semester in a timely manner.	

### **Advising Checklist**

#### Each semester I will:

- Decide how to pay my bill and contact the Financial Aid Office for information and assistance regarding financial aid and scholarships.
- Review my address, phone number, and major in Jenzabar and make any needed updates.
- Review the academic requirements for my program.
- Conduct a degree audit to determine my progress toward my degree or certificate.
- Review and discuss my academic plans/goals with my faculty advisor prior to registering for classes.
- Contact my intended four-year college or university regarding admissions/transfer requirements if I am planning to transfer.

#### Ongoing, I will:

- Check my TC email daily.
- Visit my Student tab at myTC account regularly.

#### Prior to my final semester, I will:

- Run a degree audit, register for my final semester, and complete a "Degree and Certificate Application" to graduate for submission to the Admission's Office.
- Contact my advisor if I am planning to transfer prior to completion of my degree/certificate to identify my intended transfer institution and to complete Reverse Transfer paperwork to facilitate the award of my degree/certificate after I transfer.

## Important Dates

### Fall 2015

August 13--Registration Deadline  
 August 20—Late registration deadline  
 August 24—Semester begins  
 September 8—Late start classes begin  
 October 2—Last drop date first 8-week session  
 October 16—End of first 8-week session  
 October 19—Beginning of second 8-week session  
 November 13—Last drop date  
 November 19—Priority registration for January mini-term and spring 2016 begins  
 December 4—Last drop date for second 8-week session  
 December 16—End of semester  
 December 17—Financial aid priority deadline for spring 2016.  
 December 17--Registration deadline for January mini-term and spring 2016

### Spring 2016

January 4—Mini-term begins  
 January 6-7--Registration for spring 2016  
 January 14—Late registration  
 January 15—End of mini-term  
 January 19—Semester begins  
 February 1—Late start classes begin  
 February 26--Last drop date first 8-week session  
 March 18—End of first 8-week session  
 March 21—Start of second 8-week session  
 April 15—Last drop date  
 April 18—Registration for May mini-term and summer classes  
 April 29—Last drop date second 8-week session  
 April 29—Financial aid priority deadline for May mini-term and summer classes  
 May 12—End of semester

### Summer 2016

May 13—End of registration for May mini-term  
 May 19—Registration deadline for workforce summer classes  
 May 26—Registration deadline for academic summer classes  
 May 23—Workforce summer classes begin  
 May 26—Registration deadline for academic summer classes  
 June 2—Late registration for academic summer classes  
 June 6—Academic summer classes begin  
 July 15—Last drop date for workforce summer classes  
 July 26—Last drop date for academic summer classes  
 August 11—End of summer classes

## Appendix C- Appreciative Advising Inventory

### Appreciative Advising Inventory

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
1. I am committed to being a life-long learner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am committed to earning a degree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I attend all my classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. College is preparing me for a better job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have a commitment to self-development and personal growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have a strong desire to get good grades.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. At the present time, I am actively pursuing my academic goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. It is important to help others and I do so on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. When challenged, I stand up for my beliefs and convictions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I take personal responsibility for my actions and decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I have a strong desire to make something of my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I'm good at planning ahead and making decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I know and feel comfortable around people of different cultural, racial, and/or ethnic backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I believe in myself and my abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I have built positive relationships with my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I feel that I have control over many things that happen to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I feel good about being a college student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I feel positive about my future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Right now I see myself as being pretty successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. At this time, I am meeting the goals I have set for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. If I should find myself in a difficult situation, I could think of many ways to get out of it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I can think of many ways to reach my current goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
23.	I feel that my family supports my educational pursuits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	I feel loved by my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	I value my parents' advice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	I know at least 3 people who work at my university that I can go to for advice and support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	It is important that I not let my professors or teachers down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	I participate in community activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	Someone outside my family supports my educational pursuits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	My parents support my educational pursuits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	My close friends support my educational pursuits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.	My university is a caring, encouraging place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.	I feel valued and appreciated by my fellow students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.	I have at least 2 adults in my life that model positive, responsible behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.	My best friends model responsible behavior. They are a good influence on me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	I participate in activities on campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	It is important for me to consider social expectations while making decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	I seek the opinions of my family when faced with major decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.	I seek the opinions of my friends when faced with major decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40.	The values of my institution are consistent with my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41.	I am working hard to be successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42.	I have good time management skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43.	I turn in all my assignments on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44.	I successfully balance my academic pursuits with my personal life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Appendix D- Texarkana College Strategic Plan Belief Statements

TEXARKANA COLLEGE  
**Belief Statements**  
 from the January 2015-June 2016 Strategic Plan



BELIEF 1

Increasing the number of persons with higher education credentials in our region is our highest priority.



BELIEF 2

Excellence in financial management, facilities/grounds, and safe and secure learning environment are non-negotiable.



BELIEF 3

Community trust and support are critical to the College's success.



BELIEF 4

Texarkana College is the economic engine of the area, and academic, continuing education and workforce programs provide a high return on investment for our students and our community.



BELIEF 5

Maintaining first class human resources and commitment to continuous improvement of institutional culture is paramount to student success.

## Appendix E- Benchmark Data



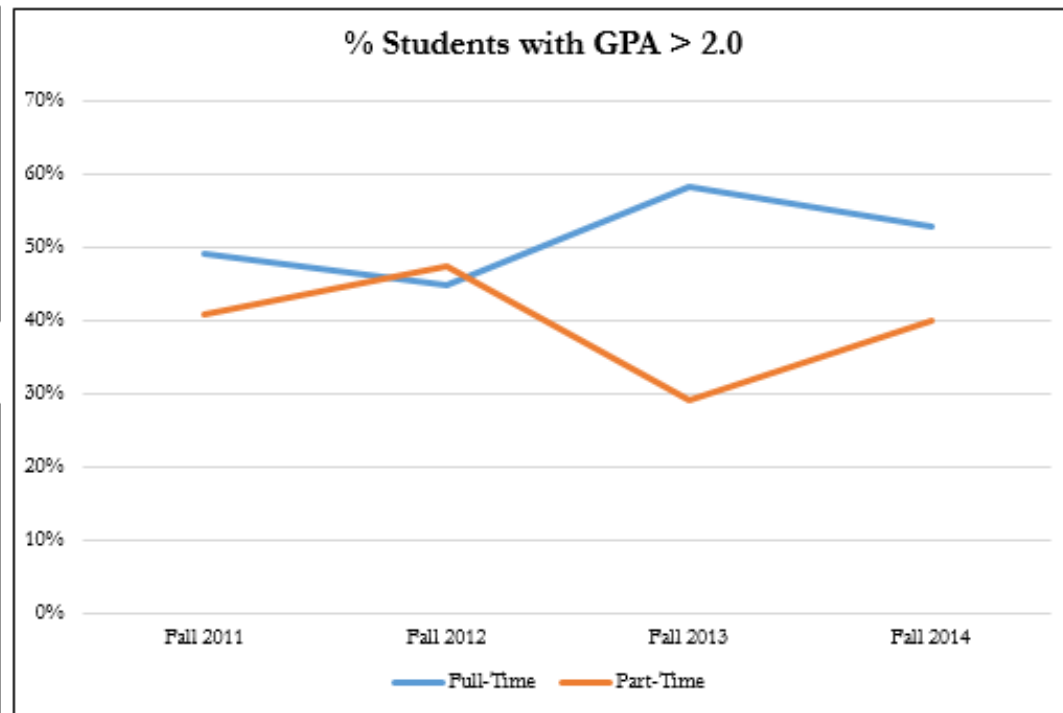
## % STUDENTS WITH GPA &gt; 2.0

## Full-Time FTIC

Year	FTIC Students	FTIC Students w GPA>2.0	% w GPA>2.0
Fall 2011	687	338	49%
Fall 2012	474	212	45%
Fall 2013	429	250	58%
Fall 2014	379	200	53%

## Part-Time FTIC

Year	FTIC Students	FTIC Students w GPA>2.0	% w GPA>2.0
2011	338	138	41%
2012	129	61	47%
2013	190	55	29%
2014	143	57	40%



*FTIC-First Time In College: Students enrolled in college for the first time since completing high school and/or GED. Dual Credit students, although enrolled in college classes, are not eligible for FTIC status until after HS graduation.*

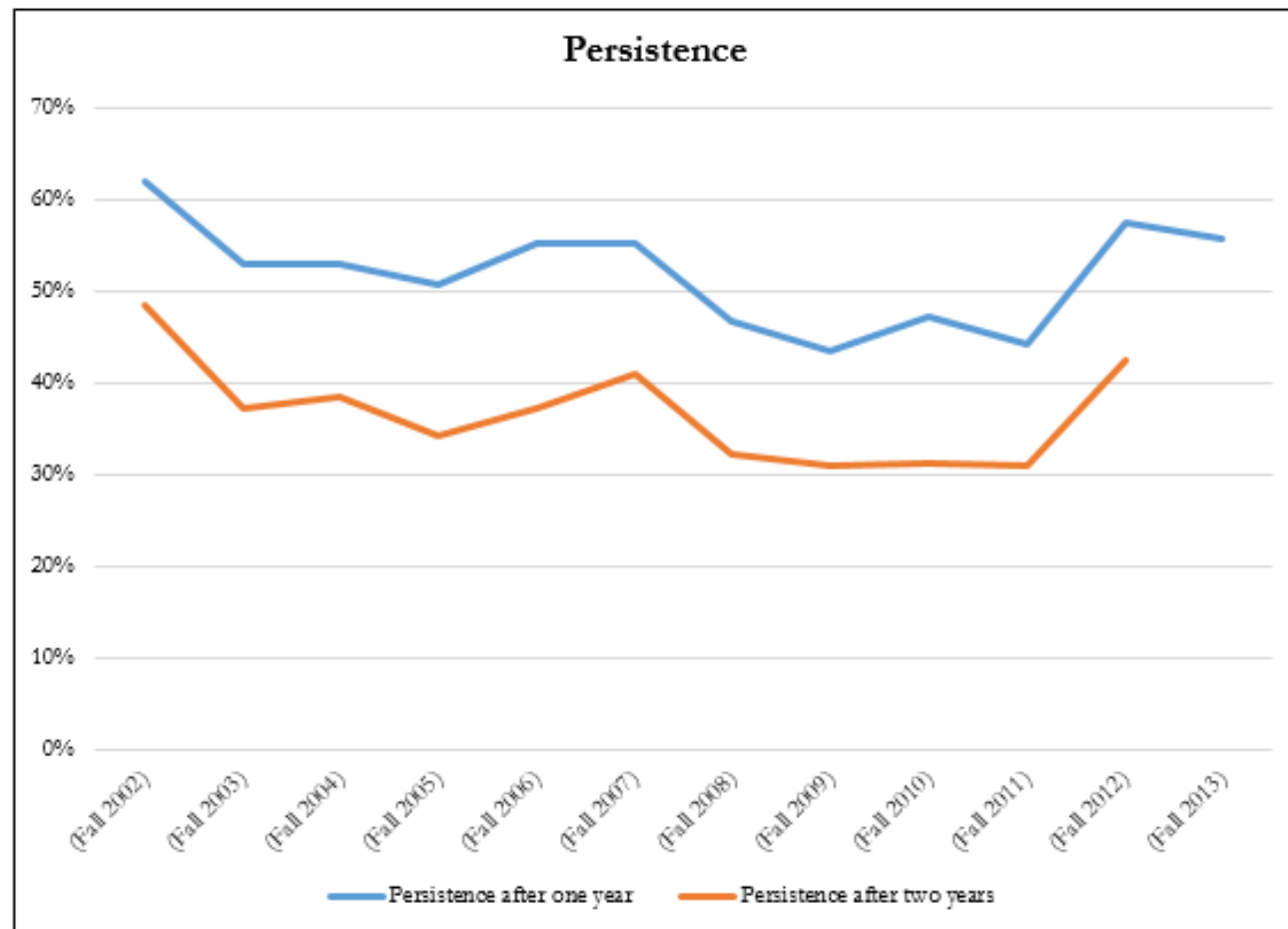
*FTIC Status is an indicator that should be attached to a student only once at the specific entrance year & term and never changed. FTIC student groups are tracked as cohorts (Fall 2014 FTIC Cohort, etc.)*

Data Source: Jenzabar EX/SQL Server Data



## PERSISTENCE RATES

	Persistence after one year	Persistence after two years
(Fall 2002)	61.80%	48.50%
(Fall 2003)	52.90%	37.30%
(Fall 2004)	52.80%	38.40%
(Fall 2005)	50.60%	34.30%
(Fall 2006)	55.10%	37.30%
(Fall 2007)	55.20%	40.90%
(Fall 2008)	46.70%	32.10%
(Fall 2009)	43.50%	30.90%
(Fall 2010)	47.20%	31.30%
(Fall 2011)	44.10%	31.00%
(Fall 2012)	57.30%	42.50%
(Fall 2013)	55.60%	



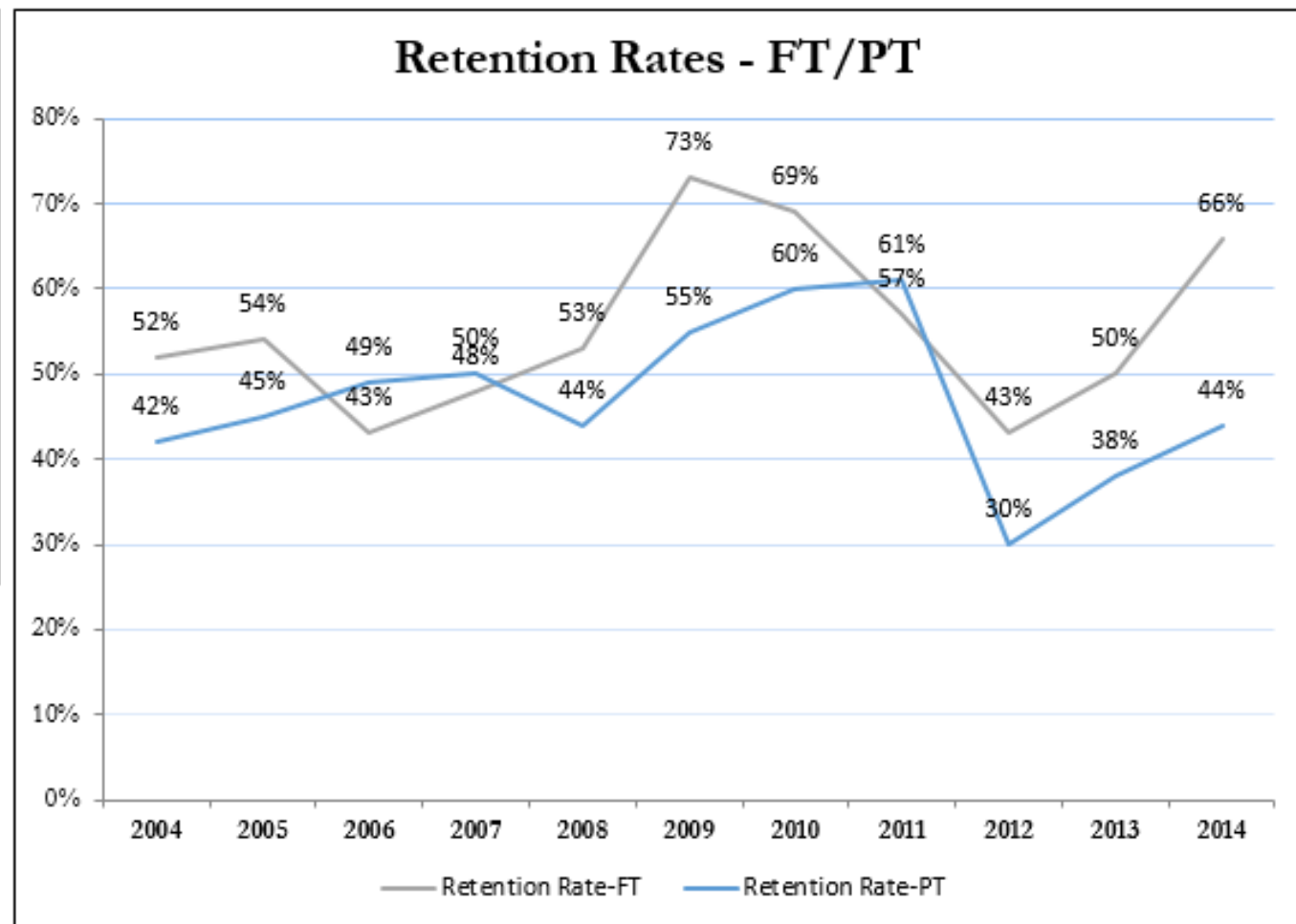
***Persistence:** The continued enrollment (or degree completion) at any higher education institution--including one different than Texarkana College--in the fall semesters of a student's first and second year.*

Data Source: THECB Accountability System



## RETENTION RATES: Full-time/Part-time

Year	Retention Rate-FT	Retention Rate-PT
2004	52%	42%
2005	54%	45%
2006	43%	49%
2007	48%	50%
2008	53%	44%
2009	73%	55%
2010	69%	60%
2011	57%	61%
2012	43%	30%
2013	50%	38%
2014	66%	44%



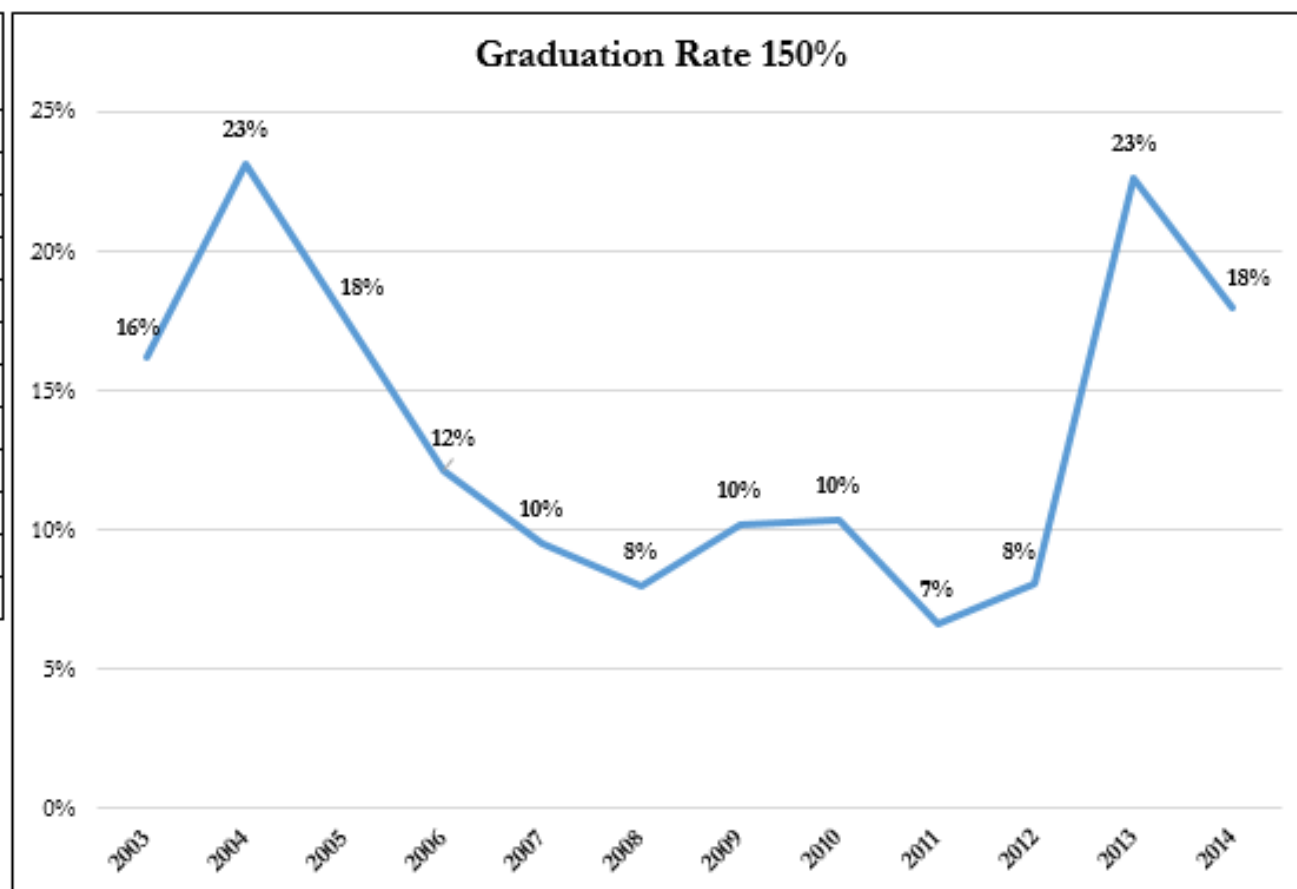
*Retention: The continued enrollment (or degree completion) within the same higher education institution in the fall and spring semesters of a student's first and second year.*

Data Source: IPEDS (FT/PT FTIC Fall to Fall Rates)



## GRADUATION RATE 150%

Year	Graduation Rate 150%
2003	16%
2004	23%
2005	18%
2006	12%
2007	10%
2008	8%
2009	10%
2010	10%
2011	7%
2012	8%
2013	23%
2014	18%



### ***Graduation Rate 150%:***

*Full-time, First-time degree/certificate-seeking undergraduate students completion status at 150% of the normal time to complete all requirements of their program of study.*

*(ie. 2-yr Associate's Degree @ 150% = completion within 3 years)*

Data Source: IPEDS

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