



SUCCESS THROUGH ENGAGED ADVISING



ALVIN COMMUNITY COLLEGE
QUALITY ENHANCEMENT PLAN

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List of Commonly Used Acronyms

Alvin Community College (ACC)
Faculty Success through Engaged Advising Liaison (FSEAL)
First time at Alvin Community College (FTACC)
Pathways Faculty Mentors (PFM)
Pathways Mentorship Experiences (PME)
Pathways Mentorship Groups (PMG)
Pathways Success Coach (PSC)
Quality Enhancement Plan (QEP)
Success through Engaged Advising (SEA)
Staff Pathways Advisor (SPA)

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Chapter 1 - Executive Summary

The mission of Alvin Community College (ACC) is to “improve the lives of its constituents by providing affordable, accessible, high quality and innovative academic, technical and cultural educational opportunities for the diverse communities it serves.” ACC enrolls near 6,000 undergraduate students who pursue their academic paths in 65 areas of study (including majors, technical programs, pre-professional programs, and other areas). ACC consistently strives to ensure that the educational opportunities provided are reinforced by services that support student success.

Through best practices, ACC will increase student success through case-management advising and faculty mentorship. The College's Quality Enhancement Plan (QEP), Success through Engaged Advising (SEA), strives to improve the environment for student learning and student success by improving the quality of the student advising experience. ACC has integrated our QEP with initiatives across the entire campus with the goals of:

- Providing case-managed advising throughout a student's career at ACC.
- Improving connections between faculty and students through faculty-led, targeted engagement activities.
- Improving student success through students' selection of an academic or technical career pathway at the beginning of their ACC career with on-going support by advising staff and faculty.

Students will have intentional, managed advising that will guide them through three identified milestones: Choose My Path, Continue My Path, and Complete My Path. SEA will improve student success by focusing on the student, guiding the student's academic journey, and credential completion.

Historically, academic advising has been responsive to students on an on-call basis. ACC has identified areas of improvement needed within the advising process and is moving to a holistic advising approach, encompassing all aspects of the student experience. Our QEP maintains the primary advising role with our advising staff at entry. As students designate their career pathway (major), Pathways Success Coaches will encourage them to engage with career services through ACC's Career Coach tool and complete all enrollment steps before their first advising appointment. From the major designation, students are assigned a specific career pathway advisor who is partnered with an appropriate career pathway faculty mentor. The student will be supported by this team as they complete coursework. Advisors have specific touchpoints with their assigned students while faculty mentors facilitate meaningful recruitment experiences that align with the career pathway the student has chosen. These intentional interactions will support improved connections while improving student success for all ACC students.

Chapter 2 - Institutional Profile

Alvin Community College (ACC) is a public, two-year community college founded in 1948. The ACC District includes 421.8 square miles and covers approximately the eastern third of Brazoria County. ACC is an open-enrollment institution focused on serving the community. Brazoria County is a Gulf Coast county, the seat of which is located in Angleton. Geographically, the area is a coastal plain, which is interlaced with numerous lakes, rivers, and bayous. The county's economy relies on agriculture, healthcare, oil and gas production, and petrochemical manufacturing.

ACC offers a wide range of post-secondary credentials ranging from continuing education programs and certificates through associate of arts and sciences. ACC provides students a broad spectrum of options and opportunities in both workforce or academic study with instructional divisions in four areas: Arts and Science; General Education and Academic Support; Legal and Health Sciences; and Professional, Technical, and Human Performance.

Mission/Vision/Values

Mission Statement

"Alvin Community College exists to improve the lives of its constituents by providing affordable, accessible, high quality and innovative academic, technical and cultural educational opportunities for the diverse communities it serves."

Vision Statement

"As a premier college that provides high-quality academic, technical and cultural programs, Alvin Community College's focus will be to promote student success, enhance quality of life and support economic development."

Values

The values statement was created through an inclusive process where students, faculty, staff, and community members participated in defining the values of ACC. The following is the resulting value statement:

Alvin Community College **C.A.R.E.S.**

Alvin Community College is:

Community Asset: Alvin Community College is a strong **community asset**.

Accountable: Alvin Community College is **accountable** to all its stakeholders.

Responsive: Alvin Community College is **responsive** to the needs of students and the region.

Excellence: Alvin Community College strives for educational **excellence** in programs and services.

Student-centered: Alvin Community College prides itself on being **student-centered**.

Strategic Plan

In order to accomplish our mission and vision statements and address anticipated challenges and opportunities, ACC will:

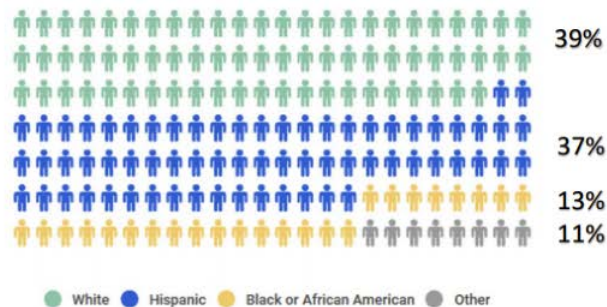
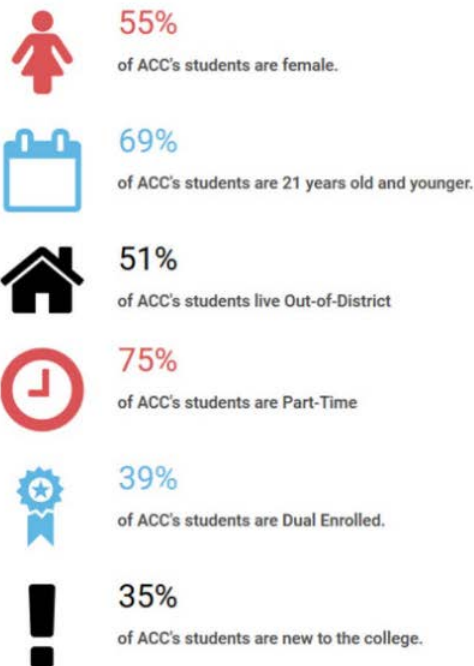
1. develop itself as an evidence-based, data-driven organization to improve organizational efficiency and increase student achievement, completion and success;
2. plan and develop a campus in the vicinity of the west side of the college taxing district, and address facilities' needs and technology update for existing campus;

3. develop branding that will be an effective representation of the institution and its mission, and will be used to market the college;
4. develop programs and partnerships to meet employment needs of the community;
5. maximize the acquisition of revenue, taking into consideration the interest and values of all stakeholders, and allocate them efficiently to the highest and best value for the institution; and
6. strengthen its human resources' capacity to promote a strategically-staffed and nimble organization that embraces change, supports open communication, and provides for ongoing professional development.

ACC Demographics

The total headcount for ACC in Fall 2019 was 5,985 with 35% of students identifying as new to the College. Besides a small decline in 2018, enrollment has been on a slow and steady rise. Part-time students account for 75% of enrollment while full-time students comprise the remaining 25%. ACC benefits from the rich diversity of our student body demonstrated in the images, tables, and charts below.

FALL 2019 STUDENT DATA

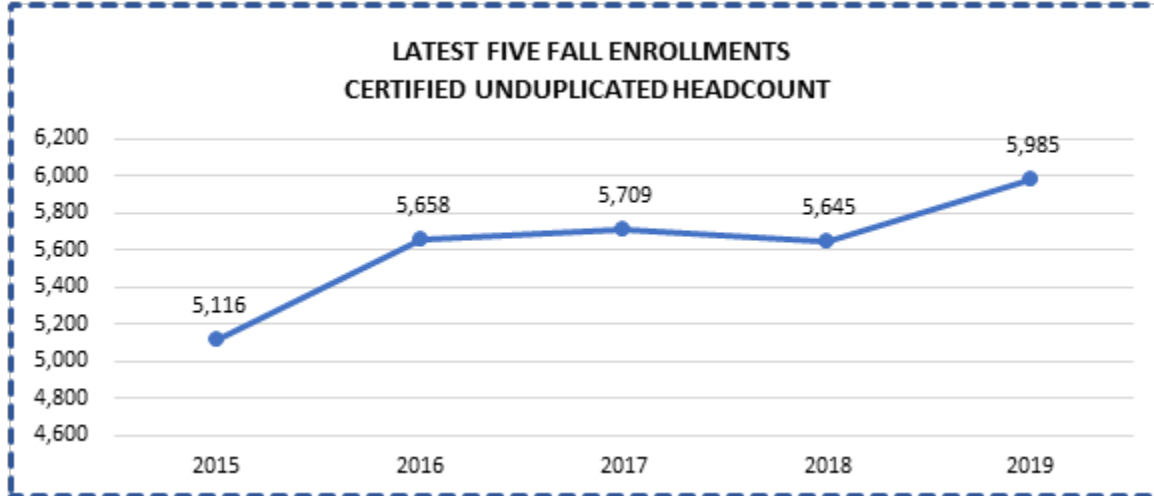


Headcount: Academic and Technical Programs

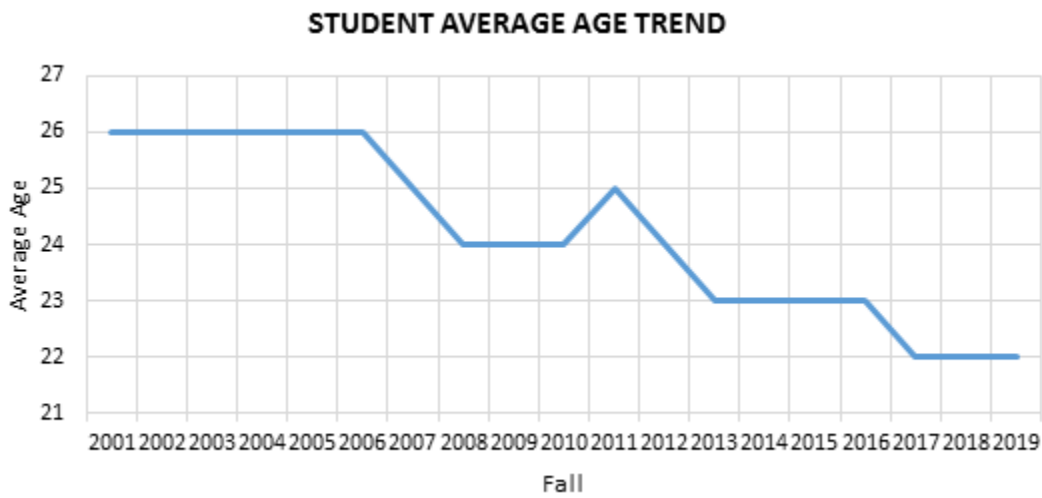
Table 1. Unduplicated certified headcount

Fall 2018	5,645
Spring 2019	5,233
Summer 2019	2,683
Fall 2019	5,985

Enrollment by Unduplicated Headcount – 2019 ALL Fall Semesters

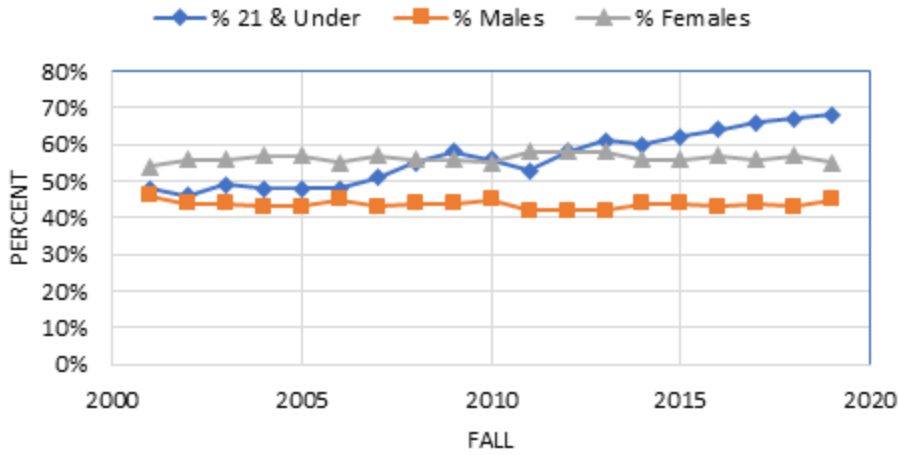


Student Characteristics



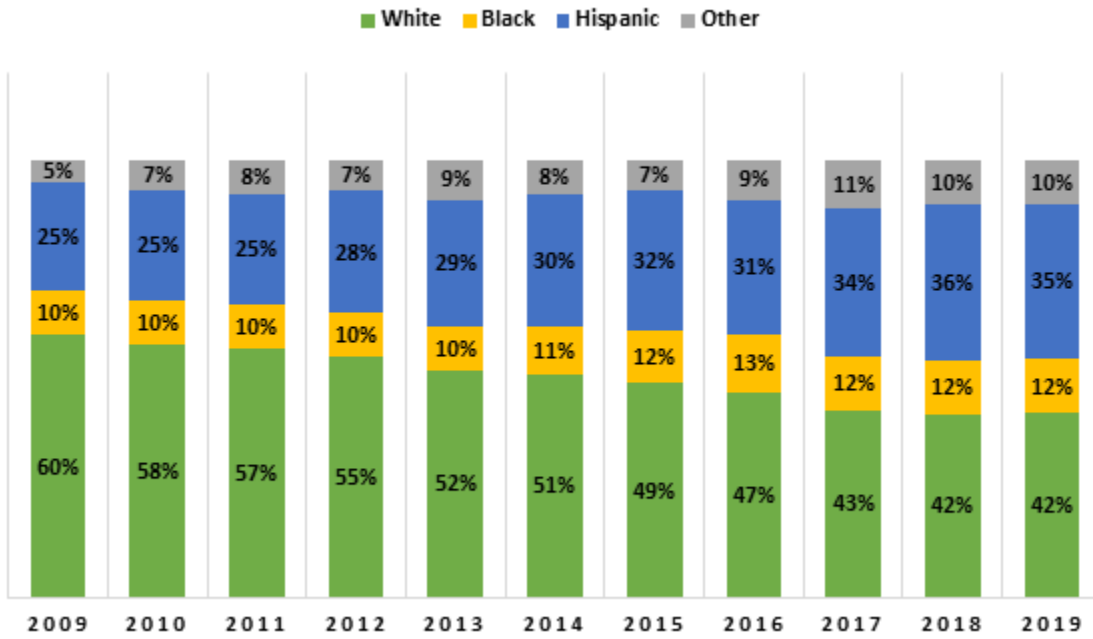
Source: Zogotech

STUDENT AGE AND GENDER TRENDS



Source: Zogotech

Fall Race/Ethnicity Trends of All Students



Source: Zogotech

Fall 2018 Total Enrollment by Pathways/Majors

PATHWAY	NUMBER OF STUDENTS IN FALL 2018
LIBERAL ARTS	3077
HEALTH	917
BUSINESS & MARKETING	603
SCIENCE, TECHNOLOGY, ENGINEERING & MATH	544
LAW, GOVERNMENT & PUBLIC SERVICE	229
CORE CURRICULUM	178
MANUFACTURING, CONSTRUCTION & LOGISTICS	165
EDUCATION	151
TOURISM & HOSPITALITY	51
UNKNOWN	41
GRAND TOTAL	5956

The enrollment of ACC has grown from 134 students in 1949 to almost 6,000, posting its highest enrollment ever in 2019. During this period of growth, ACC has had six presidents. The sixth president joined the College in 2014 and embraced the challenge of strategically moving the College forward. ACC creates value in many ways. The College plays a key role in helping students increase their employability and achieve their individual potential. It provides students with the skills they need to have a fulfilling and prosperous career. Furthermore, it supplies an environment for students to meet new people, increase their self-confidence, and promote their overall health and well-being.

Chapter 3 - QEP Topic Identification


In Fall of 2018, ACC president, Dr. Christal Albrecht, appointed a Quality Enhancement Plan (QEP) steering committee (see list in [appendix A](#)). The Committee was charged to: 1.) review and explore institutional data to determine the greatest needs in student learning or student success, 2.) identify the most relevant topics, and 3.) collaborate with IER staff to gather information from our constituents about the topic. This chapter outlines the work of this committee in the sections below.

Review of ACC Initiatives

The QEP topic selection process included a comprehensive review of ongoing institutional initiatives; ensuring a direct connection to institutional priorities. In this review, the Texas Higher Education Coordinating Board (THECB) 60x30 Strategic Plan, Texas Pathways to Success and Retention, and the Houston Guided Pathways to Success (GPS) were considered.

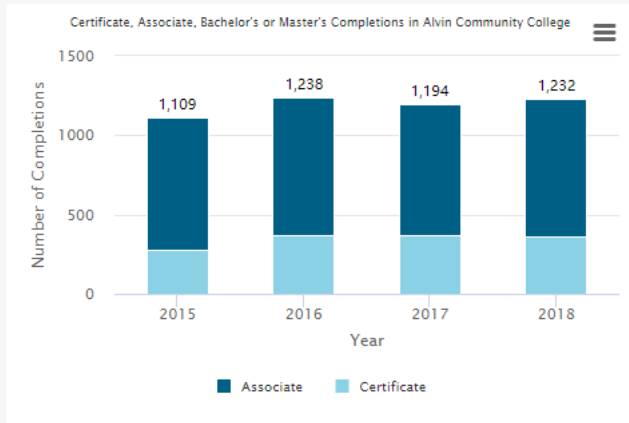
60x30TX

The THECB established the goal, “By 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree” (THECB, 2015). Under this overarching goal, there are additional focused goals on completion, marketable skills, and student debt. Within 60x30TX, ACC must focus its efforts toward student success as the College tracks disaggregated data on degrees and certificate completion.

Alvin Community College 



COMPLETION



The completion goal contains targets that build toward 550,000 awards earned statewide, solely from two- and four-year colleges in Texas.

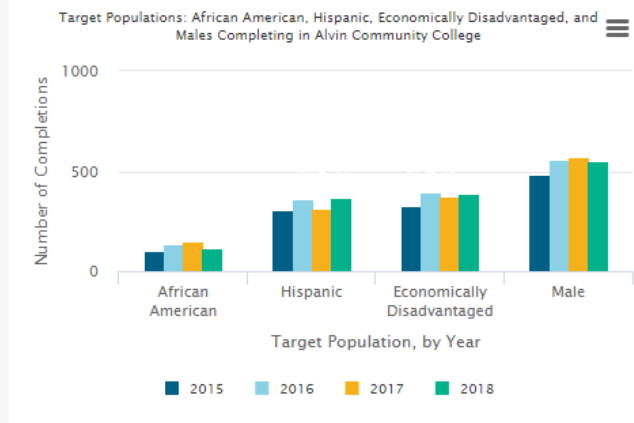
To ensure completions improve throughout the plan years, Texas set statewide student completion benchmarks of 376,000 by 2020 and 455,000 by 2025.

Regional and institutional efforts are needed to reach the statewide goal. The state identified completion targets for each higher education region, which are displayed on the regional graphs.

Regional stakeholders worked through a yearlong planning process to [develop their own targets](#). To learn more about 60x30TX regional efforts, check out the [Regional Target Starter Kits](#).



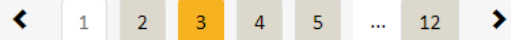
COMPLETION



Increased parity across populations that have traditionally been underrepresented, is directly related to the completion goal.

To ensure completions improve throughout the plan years, Texas set statewide student completion benchmarks:

- 138,000 Hispanic, 48,000 African American, and 168,000 males by 2020;
- 198,000 Hispanic, 59,000 African American, and 215,000 males by 2025; and
- 285,000 Hispanic, 76,000 African American, and 275,000 males by 2030.



Images source (THECB, n.d.)

[Texas Pathways](#)

Texas Pathways to Success and Retention (Texas Pathways) is an initiative, sponsored by the Texas Association of Community Colleges (TACC) that focuses on “a comprehensive, statewide five-year strategy to build capacity for Texas community colleges to implement structured academic and career pathways at scale” (TACC, n.d.). ACC joined the Texas Pathways initiative in 2015 and created the College & Career Pathways Office with oversight by the Vice President of Instruction. Achievements from participation in Texas Pathways include degree and certificate review, Academic Foundations sequence implementation, Prior Learning Assessment procedure establishment, meta-major and key course identification, and degree and certificate pathway alignment. Recently, ACC implemented degree maps through the Student Planning tool, a web-based solution, which allows students to plan their degree, create course completion strategies, register for courses, and track degree completion progress.

[Houston GPS](#)

Houston Guided Pathways to Success (GPS) is a consortium of two- and four-year colleges in the Gulf Coast region of Texas focusing on postsecondary attainment and success for students. As part of this collaborative partnership, ACC now participates in annual planning and assessment activities focused on increasing completion and transfer rates for students in the region. Another focus of the Houston GPS is the promotion of timely degree completion. Priorities for ACC’s participation in Houston GPS are to align initiatives toward student success, review assessment data on student success, and set standards and benchmarks to improve student success. Houston GPS has allowed the College to focus on key course completion, FTIC persistence, and time to degree completion.

Following a comprehensive review, the QEP Advisory Committee recommended that the QEP topic would be complimentary to the 60x30TX Strategic Plan, Texas Pathways to Success and Retention, and the Houston GPS.

Development of the Topic: Institutional Data

The ACC QEP Steering Committee reviewed the following institutional data. The majority of this data is utilized during the ongoing, comprehensive planning and evaluation process of the College:

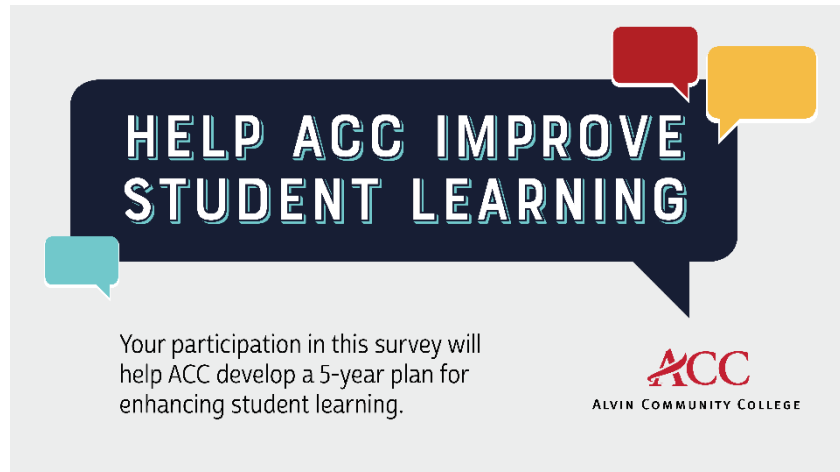
- ACC Strategic Plan
- ACC President's Goals
- Community College Survey of Student Engagement (CCSSE)
- Community College Faculty Survey of Student Engagement (CCFSSE)
- Survey of Entering Student Engagement (SENSE)
- Texas Higher Education Almanac (2018)
- ACC intranet (the POD) OIER Enrollment Dashboards
- Student Services Baseline year (2018) Survey Data
- Spring Faculty Staff Survey (2018)
- Enrollment Comparisons
- Faculty Suggestions

In reviewing this data, the following three potential topics were identified:

1. Academic Support Skills – Through best practices, ACC seeks to increase student/faculty interaction through initiatives such as supplemental instruction, learning communities, service learning, and expanding academic coaching.
2. Advising – Through best practices, ACC seeks to enhance the student advising experience by assigning advisors to specific students, case management, and requiring students to see advisors at designated intervals in collaboration with faculty mentors.
3. Foundational Communication and Reasoning Skills – Through best practices, ACC seeks to prioritize foundational communication and reasoning skills by requiring students to attempt to complete their English and Math courses within the first year of enrollment.

Identification and Selection of the Final Topic

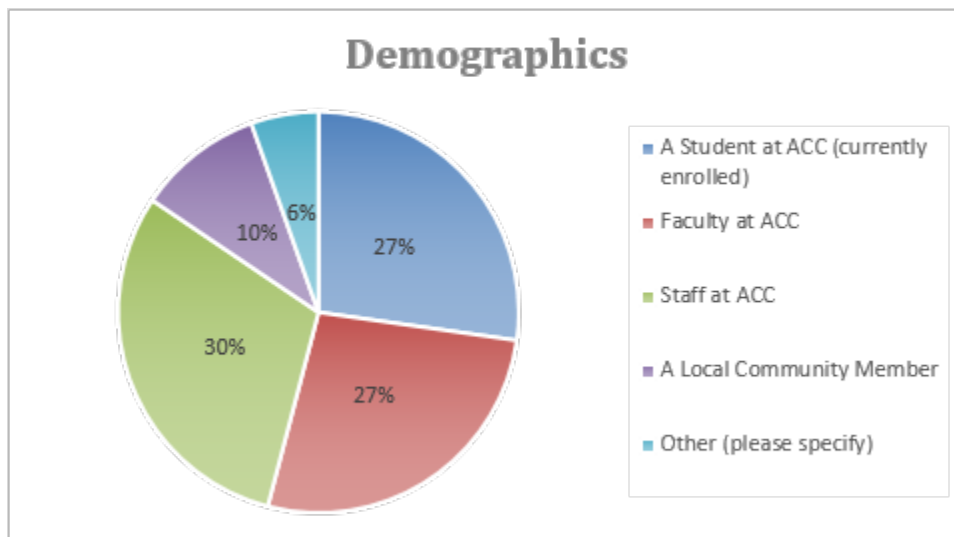
The QEP Steering Committee surveyed a variety of institutional constituencies and stakeholders based on the narrowed topics of academic support skills, advising, and foundational communication and reasoning skills. On February 27, 2019, an online QEP survey was emailed and available online to all current students, faculty, staff, Board of Regents, and community members. On March 20, 2019, after three weeks, the survey closed.



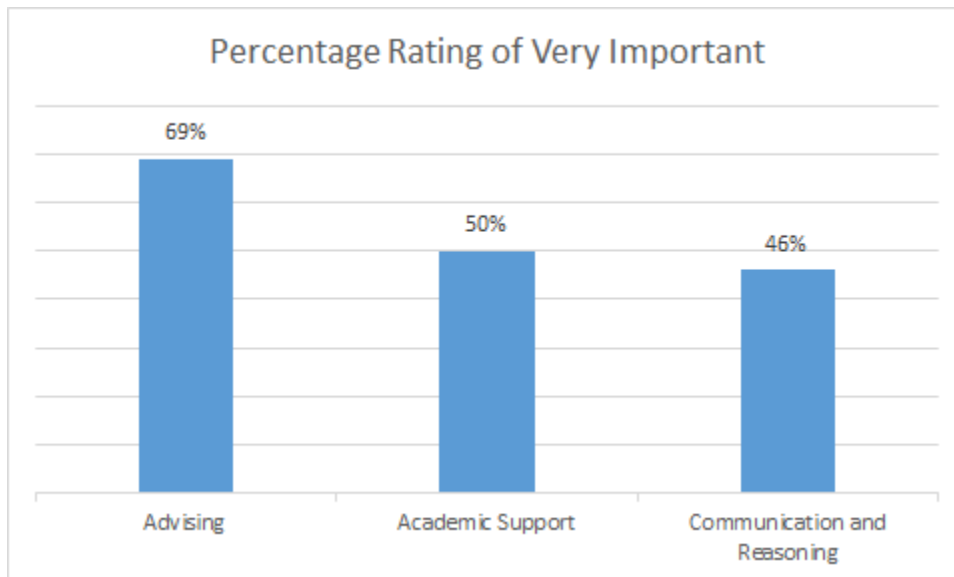
[Alvin Community College 2019 QEP Survey Results](#)

In all, 257 responses were received. The demographics show that 89% of the responses came from populations that were directly emailed and the remaining 11% were from Community Members. The responses allowed the College to calculate a Margin of Error of 6% with a confidence level of 95%.

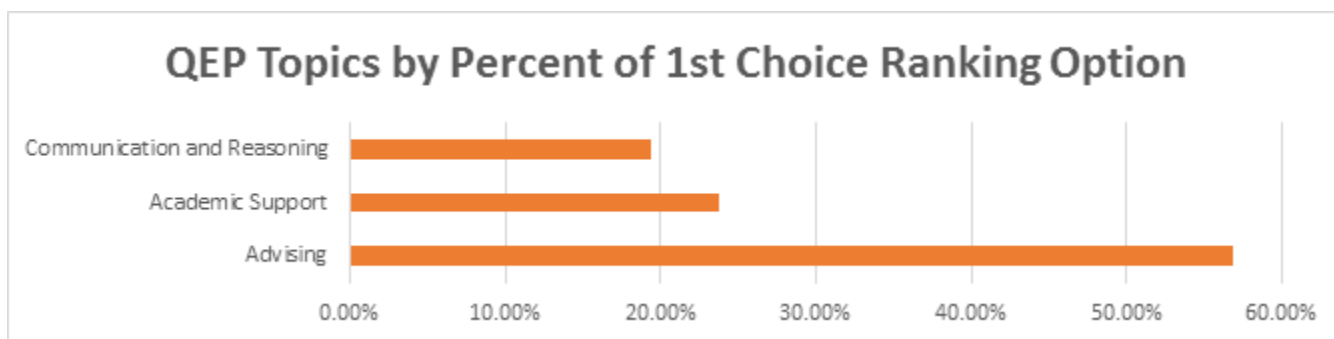
Response Demographics: Approximately even and representative distributions across current students, faculty, and staff responded (27%, 27%, and 30% respectively). Therefore, the QEP Advisory Committee felt confident in the use of the result to drive the topic selection.



Importance of topics: The survey asked participants to rank the topic that they felt was most important of the three topics as a choice for the QEP. In importance and ranking score, advising was the clear choice. Advising was ranked highest in importance to respondents (Advising - 69%, Academic Support Skills - 50%, and Communication and Reasoning - 46%).



Ranking Score of Topics: Advising was most frequently selected as the highest ranked QEP topic (1st place selections: Advising - 57%, Academic Support Skills - 24%, and Communication and Reasoning - 20%).



The QEP Steering Committee used the data reviewed and these survey results to select advising as the final topic. From this point, the final topic refinement phase began.

Inclusive QEP Topic Processes

Having an inclusive process throughout the selection of the QEP was of high importance to ACC. From the participation on the QEP Steering Committee and the respondents of the survey of stakeholders on the narrowing of the topic, it was critical that the voices of the students, faculty, staff, leadership and community were considered. At the final QEP Steering Committee meeting, it was recognized that a representative QEP Implementation Team must be established to narrow the scope of the final QEP plan and support continued inclusiveness of all stakeholders.

Established in April of 2019, the QEP Implementation Team included students, faculty, staff, and administrators (see the list in the [appendix A](#)). The QEP Implementation Team met in May 2019 under the charge of narrowing and specifying the final QEP from the general topic of advising identified in the earlier phase. The group determined in May that they would establish three sub-teams (listed in the [appendix A](#)) that would divide the areas to be discovered and further clarify the QEP. The sub-teams were faculty engagement, advising model, and timing and implementation. The QEP Implementation Team continued to meet as a larger group throughout 2019 to make final decisions based on the work of the sub-teams with meetings held in July, September, and November. The respective work of those meetings was to report the sub-team's work, narrow the focus of the QEP, and to finalize the proposed QEP (see the [appendix B](#) for meeting minutes).

During the November 2019 meeting, final details of the QEP (as detailed in this report) were shared, the QEP Implementation team was dissolved, and a new QEP committee was established to complete the work of the QEP. The QEP SEA Standing Committee (see the [appendix A](#) for the membership) is responsible for the continued data analysis and progress of the QEP and will meet during each semester starting in Spring 2020.

Chapter 4 - Literature Review

Brief Review of Literature: Advising

According to The American Association of Community Colleges (AACC) (2016), in 2014 community college students represent close to half of all undergraduate students in the US. Many students are attracted to enrolling in a community college because of its open-door access, along with the perceived benefits of lower teacher-to-student ratios. Additionally, community colleges are the chosen path for many minority, low-income, and first generation college students (AACC, 2016). As such, community colleges are responding by front loading career counseling, prior to enrollment and clarifying program paths to degrees. They are redesigning the new student intake process so it functions as an on-ramp to a program of study, with the goal of helping students efficiently explore college and career options and plan and enter a program of study suited to their interests, talents, and timelines. They are monitoring students' progress on their program plans, providing frequent feedback, and intervening when students fall off path.

Institutions are experiencing improvements in retention and completion rates through the re-design of their advising model. Advising is the preliminary and continuing connection to build students' confidence, trust, and academic foundation. Advising is also the initial and ongoing connection to build student's resiliency and information networks. When advising is structured and implemented according to student needs, program completion rates are greatly improved.

The best practices literature review shows that advising models such as mandatory advising, proactive advising, and faculty advising are all in models that are currently being used in colleges across the nation.

Mandatory Advising Model

Many institutions have instituted processes to make advising a mandatory activity at different points of a student's academic career (Academic Impressions, 2013). Typically, colleges focus advising efforts on the first year experience, which is a critical period of adjustment for students and can often play a large role in a student's chance for persistence. Common interventions in the first year include required orientation, advisor visits to success courses, group advising sessions, and individual appointments (Varney, 2007). Aside from orientation, which typically occurs prior to the start of the semester, interventions are usually scheduled early in the semester (generally in the third week of class), mid-term, and later in the semester to prepare for registration for the next term (Garing, 1993).

The Center for Community College Student Engagement survey (2013) identified academic goal setting and planning as a promising practice for student success. Students are more likely to persist and to complete their education if they have a clear pathway that outlines the courses and requirements necessary to graduate. Best practices in degree planning involve advisors working with students to plot out coursework from the first semester through graduation. Regular advising provides opportunities to update the plan, taking into account changing career goals, interests, and circumstances. Students are better able to stay on their path when they can see how each course brings them closer to a key milestone and, ultimately, degree completion.

Many institutions have also identified other periods in the student's educational career beyond the first year in which mandatory advising is warranted (Wagner & Davis, 2013). For example, advising may be mandatory past the first year for students in specialty groups, such as those students placing into developmental coursework. Similarly, mandatory advising may also be required for students exhibiting risk factors through diagnostics, early alert, or probation and suspension. Students in good academic standing may also be targeted to ensure successful completion of requirements, particularly if they appear to be deviating from their chosen career pathway or are nearing graduation.

While students commonly report that they benefit from mandatory advisement, institutions should be cautious about how they communicate required activities. Some students may attach a negative connotation to an activity that is deemed as a requirement. Colleges can offset this negative association by focusing on the positive outcomes of continued guidance and by communicating how students benefit from the activity rather than highlighting the consequences for not complying. (Donaldson, McKinney, Lee, & Pino, 2016).

According to the Center for Community College Student Engagement survey (2012) academic planning is a necessary practice for student success. Students are more likely to complete their education if they have a clear understanding and outline of the courses and requirements necessary to graduate. Several institutions have acknowledged the need for consistent and/or mandatory use of strategic academic coaching. These practices have been shown to improve retention and success rates among college students (Bettinger & Baker, 2014).

Proactive Advising Model

Varney (2013) establishes the term "proactive advising" to replace the previously used term "intrusive advising." Earl (1988) defines intrusive advising as, "a deliberate, structured intervention at the first indication of academic difficulty in order to motivate a student to seek help" (p. 28). Varney (2013) asserts that proactive advising involves intentional contact with students with the goal of developing a caring and beneficial relationship that leads to increased academic motivation and persistence.

The defining characteristic of proactive advising is the advisor-initiated interaction with the student (Jeschke, Johnson, & Williams, 2001). Interactions with the student are intentional and deliberate. Advisors may contact students who have arrived at pivotal points within their first semester of college, who have not declared a program of study, or who are approaching graduation. Furthermore, advisors may contact students who have been identified for a particular reason, such as early alert, academic probation, or failure to register (Jeschke et al., 2001; Schwebel, Walburn, Klyce, & Jerrolds, 2012; Vander Schee, 2007).

Monitoring student progress is a vital element of proactive advisement and is most efficiently achieved utilizing technological support (Bryant, 2015). Many institutions utilize automated as well as advisor-initiated emails, calls, texts, and social media to relay information to students (Applegate & Hartleroad, 2011).

Faculty Advising Model

Some colleges require that students who are “new, undecided [on a major], or in transition between programs” meet with a professional advisor (Pierce, 2016, p. 40). After this initial meeting, during which the student has identified a specific program of study, the student is assigned to a faculty advisor (Pierce, 2016). According to the 2011 NACADA National Survey of Academic Advising, this advising approach is referred to as a shared split model. Shared split advising is the most common model amongst two-year colleges, and the most successful faculty advising programs are those for which the college has made a commitment to faculty advisement.

Faculty advising programs are more likely to flourish when leadership considers advising an institutional priority. To ensure their success as advisors, faculty must receive support through inclusion in professional development activities, access to relevant resources, and provision of tools necessary to fulfill this role.

Brief Review of Literature: Pathways

According to the Community College Research Center (CCRC) (2017):

The Pathways Model is an integrated, institution-wide approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market. (p. 1)

Since the introduction of Pathways in early 2000s, literature has shown that the use of the Pathways Model increases student success. Entering college with clear goals that are focused on completion allows students to have greater persistence and success (Jenkins, 2014). Further, developing Pathways practices at institutions that guide students to a career is essential to recruitment, retention, and timely graduation (Jenkins, 2014).

Wyner (2014) encourages community colleges to create practices that assist students in making choices that lead to timely pathway completion and asks colleges to also develop pathways to degrees and transfer. At Miami Dade College, pathways and careers were central in their revised advising and retention increased by 8% for students who used guided pathways versus those who did not (Rodicio, Mayer, Jenkins, 2014). Tennessee Completion Practices include helping students choose and enter a Pathway and providing resources for keeping students on path as best practice (Jenkins, Brow, Fink, Lahr & Yanguira, 2018).

The importance of implementing Pathways at scale as an institution requires support, engagement, collaboration, and focus on the long-term (Jenkins, Lahr, Brown, & Mazzariello, 2019). ACC, as a Texas Association of Community Colleges (TACC) member, has engaged in the Texas Pathways to Success and Retention (Texas Pathways) as the College’s at scale implementation of Pathways. Texas Pathways is an initiative that focuses on “a comprehensive, statewide five-year strategy to build capacity for Texas community colleges to implement structured academic and career pathways at scale” (TACC, n.d.). After implementation of Pathways and with several years of groundwork completed, institutions are in place to create sustaining and institutionalized student success reforms (Jenkin et al., 2019). ACC has a plan in place to make the QEP successful through the Texas Pathways work.

Brief Review of Literature: Faculty Mentorship

Mentorship and Student Success

The link between faculty mentorship and advising with student success in college is clearly established across diverse student populations and institutions (Clarke, 2017; Khan, 2016; Nichols, 2017; Staples, 2017). The literature on student retention and success has consistently maintained the importance of 1) building social and educational communities that integrate students in a meaningful way; 2) connecting academic, personal, and career interests together; and 3) role modeling successful use of academic, social, and career skills (Wiseman & Messitt, 2010; Khan, 2016; Morata, 2017). Institutions serious about retention and student success must be serious about faculty mentorship and advising.

Mentorship and advising, as such, is regarded across the literature as a vital and unalloyed good within the higher education institution. How to make what is good in principle also good and effective as practiced within institutions of higher learning must be a priority (Wallace, 2011). Here the wide variety of approaches to mentoring and advising and the lack of clear superiority of one model or another—or clear causal links between policies and student success data—may lead to epistemological uncertainty about how to take a good idea and make it a good program.

To Mentor or Not to Mentor?

What is clear in the literature is that action is better than no action. Not only is mentoring and advising critical to positive student success outcomes across diverse populations and institutions, but even to more global outcomes including “ushering mentees into adulthood” (Ashcraft, 2018). The literature clearly emphasizes that students often link their own inability to succeed or continue in a program or college to the lack of interest or mentoring from faculty and staff. This leads to not feeling “connected to their learning institutional experience” (Blue, 2018, p. 4). Not mentoring is not really an option for institutions committed to engaged and successful students.

The question then becomes what sort of mentoring and advising is best. Despite the widespread use of faculty as mentors and advisors in numerous types of institutions—including community colleges—there is not really any consensus on how faculty can best be deployed and utilized. Joan Ledbetter describes the situation in stark terms: “documentation is sparse on student experiences, what mentors experience, and best practices for obtaining long-term gains ... Mentoring research is relatively new and still developing” (Ledbetter, 2016). Simply commanding institutions and faculty to go forth and mentor is not much in the way of direction. Fortunately, the literature does contain some ideas for how to construct serious and effective mentorship programs.

What’s the Right Mentoring Model?

The literature is clear that a mentoring model needs to be developed institution-by-institution, and even potentially differentiated within the institution, to best meet the needs of a particular student population. Vincent Tinto (1993) described the importance of “breaking down the campus into smaller, more knowable communities” to improve retention. Those communities, Tinto argued, are often—and most effectively—driven by and built around engaged faculty who mentor formally and informally (Tinto, 1993, pp. 199-200).

A dual model seems to form the basis of most mentoring models at higher education institutions. In these models, “students have a professional advisor and a faculty mentor. The professional advisor provides academic program knowledge, assists with course sequencing, and helps students understand policies and procedures. Meanwhile, the faculty mentor provides support related to industry-driven

competencies within the students' degree program" (Brandman, n.d.). The variety of mentoring programs built on this basic model is limited only by the number of institutions that explore how to effectively mentor and advise their students (Blue, 2018, pp. 2-4). Adam Weinberg (2109) insists flexibility and encouragement for "interesting, even outside-the-box ideas" is a fundamentally important characteristic for institutions serious about student-centered mentorship programs. As such, institutions should feel empowered to adapt general ideas and principles from the mentorship literature to their local needs and strengths.

Review of Best Practices: Advising

Organizations that have experienced improvements in retention and completion rates through implementation of an engaged and proactive advising model utilize many strategies to obtain success. Due to varied college structures, each has a specific array of characteristics that must be considered when developing and implementing an advising model for the institutions. It should also be noted that each institution's outcomes and implementation methods will be different.

The campus climate, culture, resources, student population, and other characteristics must be considered. Proficient academic advising is essential to college students' success and is proven to assist with persistence and graduation (Pascarella & Terenzi, 2005; Strayhorn, 2015). As advising has evolved beyond the "simplistic, routine, perfunctory course scheduling activity, to a complex process of student development requiring comprehensive knowledge, skills, attitudes, and behaviors", it is a necessity that advisors stay up-to-date with current and best practices in the field (Creamer, 2000). Advising is the preliminary and continuing connection used to build students' confidence, trust, and academic foundation when structured and implemented according to student needs.

Colleges with best practices are those which have shifted from an advising model that utilizes advisors as essentially registration clerks to a model that views advising as sustainable, strategic, integrated, proactive, and personalized (SSIPP). A SSIPP approach to advising involves assigning students to specific advisors, implementing policies that encourage or require regular touch points, and advising students in a case managed approach, with advisors responsible for a specific cohort of students. This approach provides a variety of support from entry through completion. Advisors are expected to regularly reach out to students, engage students who are experiencing challenges, educate students about available internal and external resources, and enter case notes into advising software (Kalamkarian, Karp, & Ganga, 2017a). Case management has been found to be an imperative approach to working with students in a proactive model, especially when working with underprepared students (Pierce, 2016).

In many cases, a proactive advising model increases the advisor workload. Therefore, advisors must be assigned a manageable number of students in order to achieve the objectives of a proactive advising model. According to the 2011 NACADA National Survey of Academic Advising, the median ratio for two-year colleges is 441 students per full-time advisor (Robbins, 2013). Many institutions strive for a ratio of 300 to one; however, there is no uniform standard given the multitude of variables that go into developing an advising program and the unique characteristics of an institution (Applegate & Hartleroad, 2011). Institutions are offsetting the increased workload by increasing advising staff, instituting faculty advising, or implementing a combination of both strategies (Bailey, Jaggars, & Jenkins, 2015).

Review of Best Practices: Faculty Mentorship

One Size Does Not Fit All

Different models abound—with seemingly every school developing a nuanced and idiosyncratic model of mentoring and advising to suit the needs of their institution. Some schools have wide variations of approaches and models within themselves for different student populations (Center for Community College Student Engagement (CCCSE), 2018). Schools may have all full-time faculty take on mentoring as a part of their formal job functions. These arrangements include set meetings for introductory advising, preliminary interviews with faculty mentors, formal scheduled meetings, formal and informal mentoring arrangements, and one-on-one and group mentoring approaches.

Asheville-Buncombe Technical College uses a hand-off system by a professional advisor to later advising by program specialists. The Community College of Philadelphia shifted to an entirely informal faculty advising/mentoring model. Conversely, Walla Walla Community College has faculty advise and mentor students through intensive and formal one-on-one sessions (CCCSE, 2018). Diversity in approach is the best practice—mentoring in a way best suited to the mission, resources, and size of the institution. Provided are emerging approaches that serve as guides to constructing effective mentoring models.

Network of Mentors - The Holistic Approach

Two problems are present in the traditional one-on-one mentoring relationship in higher education: 1) abuse of the inherently unequal power dynamic; and, 2) knowledge gaps on the part of the lone mentor that are then passed to the mentee. The solution to these problems is a more holistic system of mentorship that is built on a collaborative mentoring community (Ashford, 2019; CCCSE, 2018; McWilliams & Beam, 2013). A more informal community approach to mentoring exposes students to a more diverse group of potential role models as they “develop the skills, values, habits, networks and experiences needed to achieve their own goals” (Weinberg, 2019). Getting away from mandatory one-on-one sessions to more informal community and career centered mentoring activities is supported by student survey research and the results of other mentoring programs (Kenrick, 2019)

Building an “interdisciplinary culture of mentoring” that imparts to students “key skills about building networks and the importance of lifelong learning and development,” is ideally achieved through the creation of mentoring networks (McWilliams & Beam, 2013; Weinberg, 2019). Wiseman and Messitt’s (2010) study of the Borough of Manhattan Community College’s Faculty Mentor Program illustrated the importance of this collaborative synergy to successfully engaging with and building rapport with students, connecting their academic and personal interests, and promoting student intellectual and personal growth.

Collaboration between mentors takes advantage of the combined wisdom of the college faculty, but collaboration between mentors and advisors is critical to student success. Faculty who know the questions, challenges, and concerns of advisors, and advisors who know more about the professional and academic environment of the institution helps to ensure that students are constantly given holistic support from a wide array of figures at the college (Brandman, n.d.; CCCSE, 2018; Weinberg, 2019).

Building Connections Through Pathway Engagement

The most compelling mentorship activities often involve career and professional goals and settings. As such, many institutions are combining their articulation of clear career pathways with their focus on faculty advising and mentoring (CCCSE, 2018; Wharton County Junior College (WCJC), 2018; Kenrick, 2019; Ashford, 2019). The fit is a natural one and one that obviously appeals to many students who

want to become part of their future professional communities sooner rather than later. Interdisciplinary mentoring in group, career pathways focused, settings provides students with the advantages of multiple minds, careers, role models, and perspectives. These advantages make it easier to achieve desirable undergraduate mentoring outcomes like “socialization to higher education both socially and academically, exploration and development of the potential self, and identification of a future path that aligns with that potential self” (McWilliams & Beam, 2013).

Institutions that allow experimentation in the informal mentoring of students and the creation of pathways-centered mentoring activities will be able to meet the needs of their students (McWilliams & Beam, 2013). Subsequently, gathered data will allow the institution to determine what is effective. Based on the large number of studies and data about effective mentoring programs, Brandman (n.d.) found that developing local, decentralized mentorship is a practical solution. This approach can also create faculty engagement and empowerment by promoting creativity and experimentation as they reach out to students (Weinberg, 2019). Out of office and out of classroom informal mentoring activities have been shown to positively influence student “academic performance and career goals” (Khan, 2016, p. 4).

Chapter 5 - QEP Implementation Plan

Overview of QEP Student Experience

The section below describes the student experience in the Success through Engaged Advising (SEA) Model. The QEP is designed to improve student success by using advisors and faculty mentors in developing a systemic method to advise individual assigned students within a chosen career pathway. Informed advising benefits the students understanding of program requirements as well as the difference between varied degree types. The three stages of the SEA Model will triage students based on an advising assessment.

The SEA Model identifies three goals for students:

Identification- Choose My Path

Retention- Continue My Path

Completion- Complete My Path: Graduation

Identification – Choose My Path

First-time at ACC (FTACC) students will be guided through the preliminary advising process that includes completion of the enrollment steps, a triage of needs, and career exploration through a Pathways Success Coach (PSC) (see the job description in [appendix C](#)). Student needs assessments and careers assessments are completed through either a face-to-face interaction or a virtual platform in order to assist in the advisor assignments. The needs assessment includes identification of special population status, veteran status, student athletes, international students, foster/homeless students, or students requiring accommodations. The Pathways Success Coach will also administer a career assessment using Career Coach, a virtual assessment tool that evaluates interests, skills, and knowledge and aligns those traits with possible program opportunities offered at the College.

After the needs and career assessment, students will choose a career pathway through the selection of a degree plan. Students will be assigned to a Staff Pathways Advisor (SPA) based on their degree plan and the first appointment made with the assistance of the Pathways Success Coach. A Staff Pathways Advisor is a professional staff academic advisor (see [appendix C](#) for job description) with expertise in the specific majors and goals within their career pathway. A special population advisor may also be assigned, if applicable.

New students are not required to use a PSC if they have been accepted into a competitive admission program, are a transient student, or have a clear self-identified career pathway. These students are directly assigned to a Staff Pathways Advisor for program advisement. The Pathways Success Coach will assist with any remaining enrollment steps and the scheduling of the first advising appointment. If the student requires a Texas Success Initiative (TSI) assessment (a Texas placement exam), based on a chosen career pathway, the student registers with the assistance of the Pathways Success Coach. If the student is TSI met or waived, they are placed with a Staff Pathways Advisor based on career pathway.

The initial Staff Pathways Advisor session will include: the creation of the student's educational plan in the College's Student Planning module, advisement, discussions on career, barriers, resources, and course registration. To guide the initial Staff Pathways Advisor session, an academic advising syllabus

(see [appendix D](#)) was created to proactively advise throughout the student's progression and ensure a coherent experience, regardless of career pathway. The advising syllabus includes advising goals, expectations of the advisor and the student, learning outcomes, faculty mentor information, tools, and student resources. The Staff Pathways Advisor will provide the student with upcoming advising dates and times or other relevant career pathway information. At the culmination of career pathway advising and once registration is completed, the student is assigned their specific Pathways Faculty Mentor (PFM).

Retention - Continue My Path

Retention is for all students after their initial career pathway assignment. The Staff Pathways Advisors and the Pathways Faculty Mentors are the student's points of contact for questions about their career pathway, degree, and future job prospects. The Staff Pathways Advisor will have contact with assigned students at each semester through email to ensure that they are aware of upcoming enrollment and are on path. Staff Pathways Advisors will also contact their assigned students at the completion of 15, 30, and 45 credit hours. The Staff Pathways Advisor is available at any time to students for clarifying goals and long-term educational planning which can include graduation, transfer and major requirements, career exploration, and academic difficulty. Each Staff Pathways Advisor will proactively reach out to their assigned caseload to ensure that appointments are scheduled before peak registration periods and students stay on path. Staff Pathways Advisor one-on-one appointments are available for 30 minutes or more.

The Pathways Faculty Mentor is a faculty member within a career pathway who serves as a success resource for students. Pathways Faculty Mentors are nominated within their respective career pathway by the appropriate Department Chair and Dean. Being a mentor is considered institutional service for a faculty member. The characteristics of a PFM include:

- Enthusiasm for student success and mentorship;
- Ability to plan and organize events while working with others; and
- Engaging personality and accessible demeanor.

The Pathways Faculty Mentor increases retention through the collaboration with the Staff Pathways Advisor and student. Pathways Faculty Mentors will be organized by career pathway and will engage students by offering Pathway Mentorship Experiences (PMEs). These experiences can include career conferences, lunch and learns, guest speaker events, interviews with experienced professionals in the career pathway, or success seminars. Staff Pathways Advisors will be invited to the Pathways Mentorship Experiences to answer advising questions. The Pathways Faculty Mentors and Staff Pathways Advisor will communicate to their assigned students when and where Pathways Mentorship Experiences will take place and encourage attendance. PMEs may be video recorded and uploaded to the College intranet (the POD) for on-line students to view.

Completion - Complete my Path

Completion of the path occurs when students obtain their credential or degree. The SEA Model, however, recognizes that many students have obstacles in completion of their educational goal(s). In response to these potential obstacles, SEA includes common interventions (advising methods) across all

pathways that are designed to keep students on the path to graduation. Students with less than 15 credit hours remaining towards their degree will be referred to Staff Pathways Advisors and PFMs for advisement towards completion. In order to address completion obstacles, the Director of Student Success and Advising (job description in [appendix C](#)) works in collaboration with the assigned Staff Pathways Advisor and PFM to provide interventions, assisting with excessive absenteeism, and auditing student progress towards graduation.

Overview of Implementation Timeline

The section below is an abbreviated implementation timeline of SEA Model. A more complete timeline with goals, tasks, deadlines, and responsible parties is provided in [appendix E](#).

Fall 2019

- Pathways Faculty Mentors (PFM) nominated and chosen. (Completed)
- QEP first draft completed. (Completed)

Spring 2020

- Team building and planning meeting for PFMs and Staff Pathways Advisors (SPAs). (Completed)
- Develop recruitment presentations and materials that include career exploration and resources. (Completed)
- Request funding for Pathways Success Coaches (PSCs) to assist students with onboarding and career pathway selection. (Completed)
- Request funding for an additional Staff Pathways Advisor to provide leadership for the SEA Model. (Completed)
- Request funding for a QEP Coordinator to provide leadership for the SEA Model. (Completed)
- Identify relevant professional development topics related to expectations and responsibilities for career pathways and case management advising. (Completed)

Summer 2020

- Investigate Pathways Summer Open House ideas and platforms.
- Provide relevant professional development activities related to expectations and responsibilities for career pathways and case management advising for PSCs and SPAs.
- Establish procedure for assigning all first time at ACC (FTACC) students to a SPA and PFM.
- Establish advising and registration procedures for first time at ACC students. (Complete)
- Update academic advising syllabus to reflect new advising and registration procedures.
- Disseminate all updated advising and registration procedures to SPAs and PFMs.
- Create pre- and post-assessment instruments for SEA advising sessions.
- Schedule Pathways Mentorship Experiences (PMEs) for Fall 2020 semester.
- Complete comprehensive review of assessment metrics, results, and action plans for improvement of SEA Model.

Fall 2020

- Research Colleague compatible advising technology platform.
- Hire the PSCs, additional SPA, and QEP Coordinator.

- Create SPA communication plan for assigned students.
- Incorporate Career Coach software into new student initial advising sessions.
- Team building and planning meeting for PFMs and SPAs.
- Plan for full assignment of all incoming FTACC students to a SPA during intake.
- Conduct comprehensive mapping of all recruiting, admissions, advising, and registration procedures and workflows.
- Complete one PME for each Pathways Mentorship Group.
- Review student survey data from PMEs.
- Schedule PMEs for Spring 2021 semester.
- All SPAs and PFMs complete career pathways case management advising professional development.

Spring 2021

- Team building and planning meeting for PFMs and SPAs.
- Complete two PMEs for each Pathways Mentorship Group.
- Request funding for Colleague compatible advising technology platform.
- Begin assignment of all incoming FTACC students to a SPA during intake.
- Review student survey data from PMEs.
- Schedule PMEs for Fall 2021 semester.
- Complete comprehensive review of assessment metrics, results, and action plans for improvement of Success through Engaged Advising Model.

Summer 2021

- Schedule and complete Pathways Summer Open House.

Fall 2021

- Select ad-hoc leadership team for oversight and implementation of Colleague compatible advising technology platform.
- Begin implementation of Colleague compatible advising technology platform.
- Request funding for a Systems Analyst for implementation of Colleague compatible advising technology platform.
- Colleague compatible advising technology staff provides user experience testing and training for all advisors, recruiters, and other appropriate student support staff.
- Full assignment of all incoming FTACC students to a SPA during intake with PSCs.
- Require New Student Orientation prior to registration.
- Team building and planning meeting for PFMs and SPAs.
- Complete two PMEs for each Pathways Mentorship Group.
- Review student survey data from PMEs.
- Review outcomes from all SEA assessment.
- Schedule PMEs for Spring 2022 semester.

Spring 2022

- Beta launch of Colleague compatible advising technology platform to limited users.

- Team building and planning meeting for PFMs and SPAs.
- Complete two PMEs for each Pathways Mentorship Group.
- Review student survey data from PMEs.
- Schedule PMEs for Fall 2022 semester.
- Complete comprehensive review of assessment metrics, results, and action plans for improvement of Success through Engaged Advising Model.

Summer 2022

- Schedule and complete Pathways Summer Open House.

Fall 2022

- Full implementation of Colleague compatible advising technology platform.
- Team building and planning meeting for PFMs and SPAs.
- Complete two PMEs for each Pathways Mentorship Group.
- Review student survey data from PMEs.
- Review outcomes from all SEA assessment.
- Schedule PMEs for Spring 2023 semester.

Spring 2023

- Team building and planning meeting for PFMs and SPAs.
- Complete two PMEs for each Pathways Mentorship Group.
- Review student survey data from PMEs.
- Schedule PMEs for Fall 2023 semester.
- Complete comprehensive review of assessment metrics, results, and action plans for improvement of Success through Engaged Advising Model.

Summer 2023

- Schedule and complete Pathways Summer Open House.

Fall 2023

- Team building and planning meeting for PFMs and SPAs.
- Complete two PMEs for each Pathways Mentorship Group.
- Review student survey data from PMEs.
- Review outcomes from all SEA assessment.
- Schedule PMEs for Spring 2024 semester.

Spring 2024

- Team building and planning meeting for PFMs and SPAs.
- Schedule and complete at least two PMEs for each Pathways Mentorship Group.
- Review student survey data from PMEs.
- Schedule PMEs for Fall 2024 semester.
- Complete comprehensive review of assessment metrics, results, and action plans for improvement of Success through Engaged Advising Model.

Summer 2024

- Schedule and complete Pathways Summer Open House.

Fall 2024

- Team building and planning meeting for PFMs and SPAs.
- Schedule and complete at least two PMEs for each Pathways Mentorship Group.
- Review student survey data from PMEs.
- Review outcomes from all SEA assessment.
- Schedule PMEs for Spring 2025 semester.

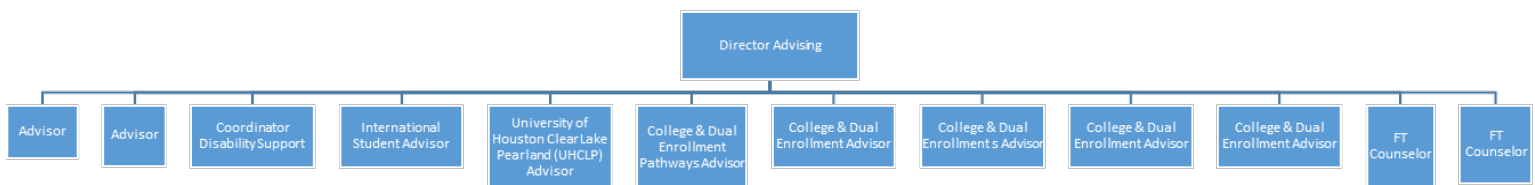
Chapter 6 - Institutional Resources

Leadership and Structure Resources for the QEP

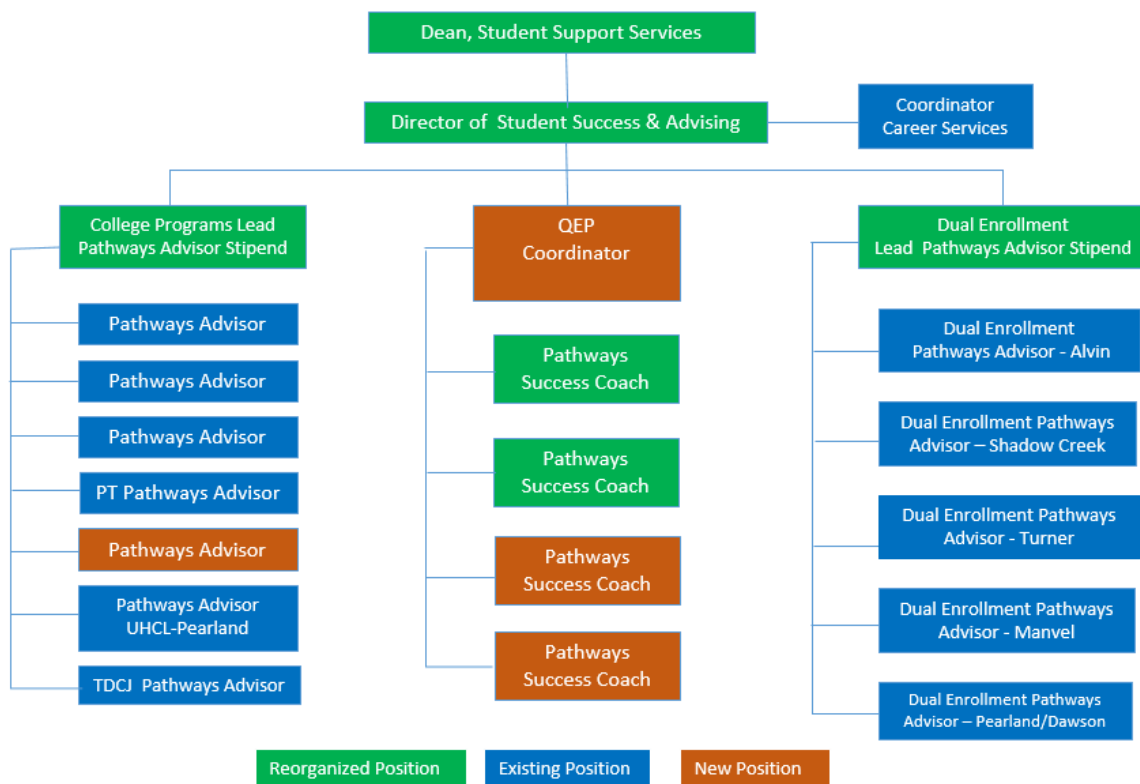
Student Services Resources

The Success through Engaged Advising (SEA) model includes changes made in the staffing and structure of Advising. To create a case-management model, the staff structure must be clear and students assigned an advisor once they are in their designated pathway. A restructure of the current advisors and reporting lines is occurring. The current position of the Director of Advising has become the Dean of Student Support Services and will supervise the newly created Director of Student Success and Advising (see appendix C for the job descriptions). Below are the organization charts followed by more details describing the staffing changes.

Previous Organizational Chart for Advising



Final Organizational Chart for Student Success & Advising



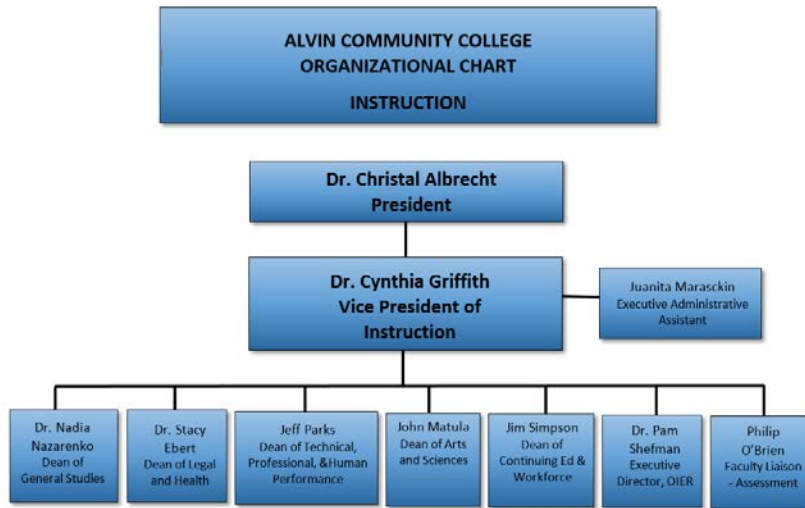
In the final organization chart for advising, four new positions will be created to support the QEP. An additional Staff Pathways Advisor (PSA) will be need to support case-management (see [appendix C](#) for the job description). A QEP Coordinator role (see appendix C for the job description) will take on the supervision and leadership for the Pathways Success Coaches (PSCs) as well as track the annual reporting of data for the QEP (see the [chapter on the Assessment of the QEP](#)). Two positions currently in the Office of the Registrar, also in Student Services, will be re-organized to take on Pathways Success Coach roles. The reorganized positions currently serve in a triage role between Admissions, Financial Aid, and the Registrar. Two new Pathways Success Coach positions (see [appendix C](#) for the job description) will also be created. In the re-organization, one Pathways Staff Advisor and one Dual Enrollment Pathways Advisor will receive a stipend to provide leadership over their group as a lead (see appendix C for the job descriptions). In the re-organizing, the Director of Advising role is changed to the Dean role, providing leadership for the entire area. Reporting to the Dean will be the Coordinator for Disability Support Services and the two Counselors, all who will have Pathways assigned to them. The following table notes the pathway assignment by positions. Dual Enrollment Pathways Advisors will continue to use the case-management model at their respective sites with additional Pathways training provided to support the QEP.

Pathways	Assigned Staff Member
Gen Studies/Liberal Arts	Staff Pathways Advisor, Staff Pathways Advisor UHCL-Pearland, Counselor
Health	Staff Pathways Advisor
Business and Marketing	Staff Pathways Advisor
STEM	Counselor, PT Staff Pathways Advisor
Manufacturing, Construction and Logistics	TDCJ Pathways Advisor
Law, Govt, Public Service	Coordinator for Disability Support Services
Education	Coordinator for Disability Support Services
Hospitality	Coordinator for Disability Support Services

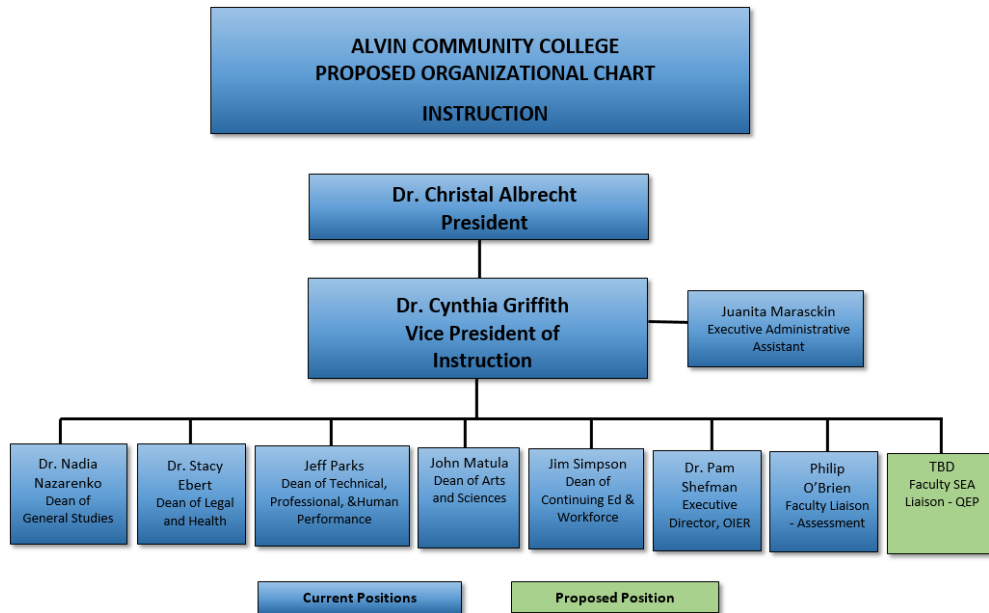
Instructional Resources

Outside of Student Services, Instruction will add an additional assignment for a Faculty SEA Liaison (FSEAL). The Faculty SEA Liaison (see [appendix C](#) for the job description) will maintain the Pathways Faculty Mentor process of nominations, assignments, training, and tracking. The Faculty SEA Liaison will also sit on the College’s QEP Standing Committee with the Director of Student Success and Advising. The current and proposed organizational charts for Instruction are below.

Previous Organizational Chart for Instruction



Final Organizational Chart for Instruction



Pathways Faculty Mentorship Resources

The Pathway Faculty Mentors (PFMs) needed are noted in the table below. ACC will begin with an initial group in the Spring of 2020 to better understand the full workload for the PFMs and to work out the logistics for PFMs. It may take two years to understand the final expectations and workload of the full of Pathways Faculty Mentor cohort. A resource manual for Pathways Faculty Mentors is being drafted and is included in [appendix F](#). Below is the table of current FT faculty in each pathway to make the Pathways Faculty Mentor cohort model work ensure that we have the resources to meet the demands on the projected Pathways Faculty Mentors assignments.

Pathway	FT Faculty Count
Business & Marketing	10
Education	1
Health	27
Law, Government & Public Service	7
Liberal Arts	34
STEM	32
Tourism & Hospitality	2

The leadership and structural changes need for a successful QEP have been outlined above. The Pathway Mentorship Groups (PMG) will also dedicate time to meet as a team. ACC is committed to providing resources to ensure groups are fully functioning teams (see the [appendix G](#) for the recent PMG list). The following table provides information about the students enrolled in each pathway and the estimated needs for faculty and staff resources for the Pathways Mentorship Groups.

Table of ACC Faculty & Staff Resources by Pathway

Pathway	General Studies/Liberal Arts	Health	Business and Marketing	STEM	Manufacturing, Construction, and Logistics	Law, Gov't, Public Service	Education and Hospitality
Total new Students Fall 2019	302	196	126	110	7	67	32
Total all Students Fall 2018	3077	917	603	544	165	229	202
Total Staff Pathway Advisors	3	1	1	1.5	This is at TDCJ and DE	.5	.5
Pathway Faculty Mentors	5 total: Decided Transfer Mentors: 2; Undecided Transfer Mentors: 2; Pre-Health Mentors: 1	2	2 total: Business A.S. Mentors: 1; CERT & A.A.S: 1	3 total: Computer Science Mentor: 1; Physical and Biological Sciences Mentor: 1; Industrial Design and Process Tech Mentor: 1	n/a	2 total: Law Enforcement Mentor: 1; Paralegal Mentor: 1	2 total: Education Mentor: 1; Tourism and Hospitality Mentor: 1

Marketing Resources

ACC recognizes that branding and marketing support and build campus-wide awareness for the QEP, Success through Engaged Advising (SEA). The College will be targeting key constituents through this plan to include students, faculty, staff, and community. The drafted marketing plan for the SEA at ACC is located in [Appendix I](#). Other marketing materials included in the appendix are the details for the QEP Messaging Plan.

In the summer of 2020, a final logo was adopted after input from the standing committee and students.



This table highlights the key assignment and deadlines for the marketing plan for the first year.

Assignment	Deadline
Logo/template creation	April 2020 – Completed June due to Campus Closure
Order promotional items	June/July 2020
Print collateral development	June – August 2020 – first pieces have begun
Develop overview video	July – August 2020
Develop website/POD	July – August 2020
Develop social media calendar	August 2020
Begin messaging campaign	September 2020
Begin media campaign	September 2020

Software Resources

ACC recognizes that data and software will be needed to support the QEP. We are currently working to bring Zogotech Pathways Analytics software as an accessible package that will provide real-time information about students and where they are in their path. It will be a valuable tool allowing advisors to proactively reach students at the dedicated touchpoints. Further, the software will generate pathway reporting to support the QEP. This is included in the timeline and budget in this proposal.

Additionally, the College is in the process of acquiring a Colleague compatible advising technology platform. The software will streamline the appointment scheduling and communications for the Staff Pathway Advisors. Further, this package will integrate with the current use of Planner and with the student information system in place. This is included in the timeline and budget of this proposal.

Budget Expense Estimates

The table below outlines the budget expenses estimates of items required to implement the Success through Engaged Advising (SEA). These budget items will be assigned unique budget codes and allocated using the current ACC budget request process. The budget process includes approval by the Executive Leadership Team (ELT). The ELT is comprised of the President, Vice President of Instruction, Vice President of Student Services, Vice President Administrative Services, Executive Director of Human Resources, and Assistant to the President/Executive Director of Development. The ELT supports the QEP as well as its funding over the next five years. Expenses in the table below will be budgeted through Student Services, Instruction, and Information Technology and will be part of the normal reporting and planning processes.

Draft Budget Expenses

	Pre- Year	Five Years of QEP				
	FY20	FY21	FY22	FY23	FY24	FY25
Staffing changes						
QEP Coordinator/Lead PSC		\$60,350	\$ 62,764	\$65,275	\$67,886	\$70,601
2 upgraded PSC positions	\$2,816	\$18,771	\$ 19,522	\$20,303	\$21,115	\$21,959
2 new PSC Positions	\$14,732	\$98,216	\$102,145	\$106,230	\$110,480	\$114,899
FSEAL	\$2,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
Additional FT Advising Staff	\$8,440	\$56,268	\$ 58,519	\$60,859	\$63,294	\$65,826
Upgrading 2 Advising Staff to Lead Advisors	\$857	\$5,712	\$5,940	\$6,178	\$6,425	\$6,682
Upgrading Director to Dean	\$662	\$4,413	\$4,590	\$4,773	\$4,964	\$5,163
Upgrading Director of SSA	\$152	\$1,012	\$1,052	\$1,095	\$1,138	\$1,184
Professional Development						
Advising and Pathways Success Coaches	\$2,000	\$12,000	\$5,000	\$3,000	\$3,000	\$3,000
Pathways Faculty Mentors	\$500	\$2,000	\$1,500	\$1,000	\$1,000	\$1,000
Travel		\$7,500	\$6,000	\$6,000	\$6,000	\$6,000
Software						
Estimate Colleague compatible advising technology platform - Initial Setup / First year			\$128,460			
Annual Subscription			\$64,560	\$65,060	\$65,560	\$66,060
Zogotech Pathways Analytics - Initial Setup / First year	\$54,000					
Annual Subscription	\$0	\$10,000	\$10,500	\$11,000	\$11,500	\$12,000
Miscellaneous						
PME Supplies	\$300	\$600	\$1,200	\$1,200	\$1,200	\$1,200
Marketing for QEP	\$5,000	\$5,000	\$2,500			
Estimated totals for the year:	\$91,458	\$287,842	\$480,252	\$357,973	\$369,561	\$381,574

Chapter 7 - Assessment of the QEP

The QEP Standing Committee (see [appendix A](#) for the membership) is responsible for the continued data analysis and progress tracking for the QEP. The QEP coordinator will be the main contact coordinating and reporting the assessments outlined in this section.

The Success through Engaged Advising (SEA) Model identifies three goals for students:

- *Identification*- Choose My Path
- *Retention*- Continue My Path
- *Completion*- Complete My Path: Graduation

Within the SEA Model goals, the College has identified four outcomes:

- Outcome One: Students will choose a career pathway at entry to ACC.
- Outcome Two: Students will engage in Pathway Mentorship Experiences (PMEs) to enhance progression and completion of their career pathway.
- Outcome Three: Students will be timely in the completion of their career pathway.
- Outcome Four: The institutional perception of the role of advising will change.

Measures for Outcome One: Students will choose a career pathway at entry to ACC

In order to understand if students are defining a pathway at entry to ACC three measures will be used: 1.) use of career coach for FTACC, 2.) reduction in the number of program changes, and 3.) reduction in General Studies as an unknown major/program -or- increase in declared intent in General Studies for those intending to transfer. Each of these measures will be tracked annually with targets as defined by the following table.

Outcome	Measures	Source	Baseline	Target
Outcome one: students will choose a career pathway at entry.	Use of career coach for FTACC.	Advising	None available	85% of all new to ACC FTIC student.
	Reduction in the number of program changes.	OIER	TBD in 2020-2021 year	Reduction in the average program change per student.
	Reduction in General Studies as a default major/program -or- Increase in declared intent in General Studies for those intending to transfer.	OIER	None available	Tracking of student program changes after PSC intervention.

Measures for Outcome Two: Students will engage in Pathway Mentorship Experiences (PMEs) and advising to enhance progression and completion of their career pathway.

In order to understand if students at ACC are engaging in experiences that enhance progression with a pathway two measures will be used: 1.) students’ participation in the Pathways Mentorship Experiences (PMEs) and 2.) the use of advising. Each of these measures will be tracked annually or bi-annually based on source of data with targets as defined by the following table.

Outcome	Measures	Source	Baseline	Target
Outcome two: Students will engage in Pathway Mentorship Experiences (PMEs) and advising to enhance progression and completion of their career pathway.	Percentage of students participating in PMEs (disaggregated by pathway).	FSEAL	TBD in fall based on the beta groups	Disaggregated by pathway and TBD based on the % of total in pathway.
	Use of advising.	OIER/CCSSE	55% reported not seeing an advisor in term in Spring 2019 from CCSSE (see appendix H)	Decrease reported not seeing an advisor to 20% at the end of the QEP.
		Advising module	None available	Annual change to reach 100% use by advisors at year five.

Measures for Outcome Three: Students will be timely in the completion of their career pathway.

In order to understand if students at ACC are timely in the progression and completion of their career pathway, three measures will be used: 1.) graduation rates across career pathways, 2.) retention by programs within the career pathway (fall to fall or fall to spring based on program length), and 3.) reduction in the total number of hours taken (above career pathway requirement). Each of these measures will be tracked annually with targets as defined by the following table.

Outcome	Measures	Source	Baseline	Target
Outcome three: Students will be timely in the completion of their career pathway.	Graduation rates across career pathways.	OIER	TBD in Summer 2020	Disaggregated by pathway and TBD based on the annual #
	Retention by programs within the career pathway (fall to fall or fall to spring based on program length).	OIER	TBD in Summer 2020	Disaggregated by program and TBD based on the annual #
	Reduction in the total number of hours taken (above program requirements).	OIER	TBD in Summer 2020	Disaggregated by program average of total hours taken.
				State almanac threshold/metric for Associate Degree:
				State average= 84 ACC average = 75

Measures for Outcome Four: The institutional perception of the role of advising will change.

In order to understand if an institutional shift occurs in the perception of advising at ACC, three measures will be used: 1.) satisfaction with advising, 2.) student awareness of advising meetings/schedules, and 3.) average reported faculty hours spent on mentoring. Each of these measures will be tracked annually or bi-annually based on source of data with targets as defined by the following table.

Outcome	Measures	Source	Baseline	Target
Outcome four: The institutional perception of the role of advising will change.	Satisfaction with advising.	OIER - Student Services Survey	Fall 2019 Overall satisfaction @ 86% (see appendix H)	Increases in satisfaction or non-statistically significant decline.
	Student awareness of advising meetings/schedules.	OIER/CCSSE	12.3% reported in Spring 2019 (see appendix H)	Change in the student reported knowledge of meeting with their advisor in CCSSE – 30% in Spring 2021 CCSSE and then 50% by the 2023 Spring CCSSE.
	Average reported faculty hours spent on mentoring (using CCFSSSE advising as proxy).	OIER/CCFSSE	Weighted average of hours spent was 2.6 hours per week in Fall 2019. (see appendix H)	Baseline weighted average of hours to be 3.5 hours per week by Fall 2023.

Outcomes for the Staff Pathways Advisor (SPA), Pathway Faculty Mentor (PFM), and Pathway Success Coach (PSC) will track secondary data for program implementation integrity and operations of SEA. These outcomes are not measures that ACC will align with student success outcomes for SEA but are noted for a complete coverage of the assessments associated with SEA.

Staff Pathways Advisor (SPA) Outcomes:

- Assigning of advisors in pathways
- Student participation in advising meetings
- Tracking SPA to student Communications via Advising Tool
- Pre- and Post- Advising assessments

Pathway Faculty Mentor (PFM) Outcomes:

- PME survey data at PMEs
- PME occurrences across all Pathways

Pathway Success Coach (PSC) Outcomes:

- Reduction in the average number of campus visits a student makes before enrollment
- Improvement in Courtesy rating in Advising from the Student Satisfaction Survey
- Improvement in admission yield rates based on Pathways Success Coach caseload assignments and follow-up with student

Chapter 8 – Conclusion

The Success through Engaged Advising (SEA) Model provides an opportunity for ACC to increase career pathway identification, retention, and timely credential/degree completion. The College's institutional constituents and stakeholders have invested a significant amount of resources and support to plan for full implementation of the QEP. The assessment data collected during the QEP will allow the College to support the improvement of student success throughout the SEA Model. ACC's QEP reflects and affirms the College's commitment to enhance institutional quality and effectiveness.

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Appendix A – QEP Committees and Teams

ACC QEP Steering Committee

Name	Category
Regan Metoyer	Administration/Student Services
Sarah Currie	CEWD/Workforce
Holly D Williams	Administration/Student Services
Kelly Klimpt	Administration/IT
Thomas Parker	Faculty
Christal Albrecht	Executive Leadership
Cynthia Griffith	Administration/Instruction
Pat Sanger	Administration/Instruction
Daniel Gonzalez	Administration/Instruction
Bill Lewis	Faculty
Adam Clapp	Faculty

ACC QEP Implementation Team

Name	Category
Akilah Martin	Administration/Instruction
Camillea Arianne Chavez	Student
James William Bransom IV	Student
Jennifer Hopkins	Faculty
Karen B Barnett	Faculty
Katharine Jules Bulpitt	Student
Mikaela Teresa Abdon Alfonso	Student
Monica Silvas	Advising
Rachel Catherine Thornton	Student
Regan Metoyer	Advising
Sarah Currie	CEWD/Workforce
Sheila Y Woods	Faculty
Stacy Ebert	Administration/Instruction
Toby Herzog	Advising
William Trevino	Administration/Student Services
Maria Starling	Faculty
Alexander V Marriott	Faculty
Barbara Eckenfels	Administration/Instruction
Claytyn Nicole Jamison	Student
John David Matula	Faculty
Linda Austin	Administration/Instruction
Lorna Craft	Student

Melinda F Wallace	Faculty
Min Joo Kang	Student
Nadia Nazarenko	Administration/Instruction
Nicolas Samuel Mason	Student
Robert Brian Ibanez II	Student
Tracy J Jones	Advising
Edmund Luquette	Faculty
Cindy G Iszard	Front desk
Dameria Boston	Advising
Eda Kivrak	Student
Gregorio Hugo Martinez	Student
Holly D Williams	Administration/Student Services
Jason Nichols	Faculty
Kelly Klimpt	Administration/IT
Lorrent J. Smith	Administration/Marketing
Michael Pounds	Administration/Student Services
Matthew Eric McQueen	Student
Pamelyn Shefman	Administration/Instruction
Thomas Parker	Faculty
Christal Albrecht	Executive Leadership
Cynthia Griffith	Executive Leadership
Jade Borne	Administration/Student Services

ACC QEP Implementation Sub-Teams

Name	Category	Sub-team
Christal Albrecht	Executive Leadership	ad-hoc
Cynthia Griffith	Executive Leadership	ad-hoc
Jade Borne	Executive Leadership	ad-hoc
Akilah Martin	Administration/Instruction	Advising Model Identification
Camillea Arianne Chavez	Student	Advising Model Identification
Jennifer Hopkins	Faculty	Advising Model Identification
Karen B Barnett	Faculty	Advising Model Identification
Katharine Jules Bulpitt	Student	Advising Model Identification
Maria Starling	Faculty	Advising Model Identification
Mikaela Teresa Abdon Alfonso	Student	Advising Model Identification
Monica Silvas	Advising	Advising Model Identification
Rachel Catherine Thornton	Student	Advising Model Identification
Regan Metoyer	Advising	Advising Model Identification
Sarah Currie	CEWD/Workforce	Advising Model Identification
Sheila Y Woods	Faculty	Advising Model Identification

Stacy Ebert	Administration/Instruction	Advising Model Identification
Toby Herzog	Advising	Advising Model Identification
William Trevino	Administration/Student Services	Advising Model Identification
Alexander V Marriott	Faculty	Faculty Engagement
Barbara Eckenfels	Administration/Instruction	Faculty Engagement
Claytyn Nicole Jamison	Student	Faculty Engagement
Edmund Luquette	Faculty	Faculty Engagement
John David Matula	Faculty	Faculty Engagement
Lorna Craft	Student	Faculty Engagement
Min Joo Kang	Student	Faculty Engagement
Nadia Nazarenko	Administration/Instruction	Faculty Engagement
Nicolas Samuel Mason	Student	Faculty Engagement
Robert Brian Ibanez II	Student	Faculty Engagement
Tracy J Jones	Advising	Faculty Engagement
Cindy G Iszard	Front desk	Timing and Implementation
Dameria Boston	Advising	Timing and Implementation
Eda Kivrak	Student	Timing and Implementation
Gregorio Hugo Martinez	Student	Timing and Implementation
Holly D Williams	Administration/Student Services	Timing and Implementation
Jason Nichols	Faculty	Timing and Implementation
Kelly Klimpt	Administration/IT	Timing and Implementation
Lorrent J. Smith	Administration/Marketing	Timing and Implementation
Matthew Eric McQueen	Student	Timing and Implementation
Michael Pounds	Administration/Student Services	Timing and Implementation
Pamelyn Shefman	Administration/Instruction	Timing and Implementation
Thomas Parker	Faculty	Timing and Implementation

Bold denotes sub-team lead

ACC QEP SEA Standing Committee

Jade Borne
Alexander Marriott
Pamelyn Klepal Shefman
Christal Albrecht
Cynthia Griffith
Holly Williams
Wendy Del Bello
Irene Robinson
Kelly Klimpt
Dan Morgan
Dwight Rhodes

QEP Steering Committee

AGENDA

Date: March 26, 2019

Time 1:00-2:00 p.m.

Place of Meeting: B201

- **Introductions**
- **Discussion Items**
 - Sharing Data Survey for QEP
 - QEP topic discussion and decision
- **Action Items** (previous meeting)
- **Follow-up**
- **Adjournment**

Note:

- **Advising** – Through best practices, ACC is looking to enhance the student advising experience by assigning advisors to specific students, case management, requiring students to see advisors at designated intervals in collaboration with faculty mentors.
- **Academic Support Skills** – Through best practices, ACC is looking to increase student/faculty interaction through initiatives such as supplemental instruction, learning communities, service learning, and expanding academic coaching.
- **Foundational Communication and Reasoning Skills** – Through best practices, ACC is looking at prioritizing foundational communication and reasoning skills by requiring students to attempt to complete their English and Math courses within the first year of enrollment.



QEP Implementation Team

Minutes

Date: July 15, 2019

Time: 9:30 – 11:00 a.m.

Place of Meeting: C227

- **Welcome & Introductions**
- **Discussion Items**
 - Sub-team updates (see attached)
 - Reviewed Fall 2018 Data
 - Reviewed populations

Next Steps & Action Items

Next Steps

Each sub-team should now have more information to move forward on the original deliverable for each group:

Sub-team deliverables

1. Literature review and/or research of the area
2. Benchmarking
3. Drafting full recommendation and adjust with the full-team input to a final product

Each sub-team lead will be calling meetings as appropriate to meet these deliverables before our next large team meeting (September 9). Our goals are to be close to drafted by our final larger team meeting (November 18). Look for information from your sub-team leads soon.

Adjournment

Note revised final name wording:

**Success through Engaged Advising:
Choose My Path
Continue My Path
Complete My Path**



Large Team Meeting #1

July 15, 2019

Goals:

Share updates from the sub-teams

Look at Fall 2018 student data to assist in scope conversation

Future meetings: Scheduled Large Team Meetings: Sept 9, Nov 18

Outline from July 15, 2019

The team was broken into 3 sub-teams before this meeting and each team was asked to meet at least once before the larger meeting to prepare. Below are the updates from the teams

Advising Model Sub-Team

The team reviewed 5 models and defined a hybrid case management model would be the best. The steps in the process would be the following:

1. Triage. With a success coach-like member to assist the student in understanding pathways/meta majors and assist then with the career assessment step or move them to advising based on the reason for entering ACC. This can be done virtually or via e-mail, or in person. If the student has been accepted into a Health Program, has a chosen career path, or is transient they can proceed to step 3. The success coach determines who the student sees next.
2. Career Assessment. This would be completed before full advising to inform the advising work. This is the step where TSI assessment is determined if it is needed or not.
3. Advising. To occur in the first semester with an advisor to set the educational plan with the student. This may take up to 1 hour. This also happen in a group context for some pathways/programs as it is already in practice for selective programs (I.e. nursing). Advising will continue until students are TSI complete. This will be Case Management by Pathways and advisors will be assigned (and have student case load based on the same pathways). Advisors will be paired with faculty mentors within that pathway.
4. Faculty Mentoring. Typically, around 2nd or 3rd semester faculty will take on student advising based on pathways. This will differ by pathway and some may be earlier than 2nd or 3rd semester. In order to have an assigned faculty mentor, students will need to be TSI complete, have a major, and in good academic standing.

Faculty Sub-team

The team shared that they wanted to ensure that expectations were clear of what a faculty mentor is. It was defined that the roles are to help students with:

- Career
- Transferability

- Scheduling (know how to use the Student Planning tool)

There were questions regarding the following:

- How will faculty mentors be assessed (which is also a question for advising)?
- Can faculty be included in orientation to solidify what faculty mentorship is?
- How will this impact non-contract time?
- What will work load (i.e. # of students per faculty) look like? What are the logistics/scope of the mentorship?
- What training for faculty be provided? Specifically, Student Planning, Transfer (access to systems), Career. Will this be module-based and when/how?

Timing & Implementation Sub-team

- Discussed concerns about creating “a name” or acronym just for the sake of creating one
- There was consensus on keeping it simple and about advising
- The ones that stuck were around Pathways & the new college tagline: “My Path @ ACC” or “Advising. Right now.” or “My Path. Right now.” The sub-team will work with marketing to find the right fit with the new campaign.
- In order to fully create the marketing items, we will need to have the Advising Model Identified first and what faculty engagement will be.
- We discussed that the QEP needs to include how to make sure campus-wide we all know the “steps for students”. It was mentioned that it would be a worthwhile investment to commit a good portion of time at convocation so others see and know what the student side of advising is
- In the sub-team we discussed the general steps in the process. Steps 1 and 2 could be considered pre-advising steps and have dedicated resources (i.e. a success team) devoted to it. And need to confirm this with what the advising model sub-team have in order to better advertise and represent the steps.
 1. Career Coach
 2. Review of Pathway options
 3. Apply
 4. Enroll
 5. Engage with advisors & faculty mentors
 6. Complete
- Need for a target student population with target outcomes was brought up and can/needs to be address with the identification of the model
- A discussion about having info sessions as a milestone for all programs occurred. Info sessions may differ based on the program/plan (but knowing how and where it is different is important) and it is important at both entry and transfer out.

We reviewed the Data from Fall 2018

Student Profile/Data

We reviewed the operational data for Fall 2018 to look at student populations. Much of the data confirms what we know that our largest overall population are students at our campus, followed by dual

enrollment. In terms of when students start at ACC, the largest group was Fall 2018. This data informed our conversation about what populations would be best served by the QEP. After much deliberation it was determined that the focus of the QEP will be First Time at Alvin Students (not dual enrollment). Dual enrollment students are already advised with a model that is like the case management model that we are hoping that the QEP will provide and it will allow us to focus resources in a way that will eventually impact all students at our campus.

QEP Implementation Team

Minutes

Date: September 9, 2019

Time 9:30 – 11:00 a.m.

Place of Meeting: C227

- **Welcome & Introductions**
- **Discussion Items**
 - Sub-team updates (see attached)
 - Change of time for faculty scheduling
 - Moving to the afternoon

Next Steps & Action Items

Next Steps

Each sub-team should now have more information to move forward on the original deliverable for each group:

Sub-team deliverables

1. Literature review and/or research of the area
2. Writing of the QEP Report for review at November Meeting

Each sub-team lead will be calling meetings as appropriate to meet these deliverables before our next large team meeting (November 18). Our goals are to be close to drafted by our final larger team meeting (November 18). Look for information from your sub-team leads soon.

Adjournment

Note revised final name wording:



**Success through Engaged Advising:
Choose My Path
Continue My Path
Complete My Path**

Large Team Meeting #2

September 9, 2019

Goals:

Share updates from the sub-teams

Look at the QEP naming and communication

Future meetings scheduled Large Team Meetings: Nov 18

Outline from September 9, 2019

I am outlining items from each of the goals of the meeting in the section below.

Advising Model Sub-Team

A brief synopsis of where we are:

- IT is working with IER to code each active program into a Pathway. Once complete, we will be able to query students by Pathway in order to assign them to their Advisor. The expected completion date is September 10th.
- All “new to ACC students” for the Fall 2019 16 week term will be assigned an Advisor based on their Pathway. The expected completion date for the assignment of students is September 16th.
- Appointment Scheduling for Advising will go live September 25th. Students will be able to schedule an advising appointment, with their assigned Advisor, up to two weeks out. These appointments can be face-to-face, via the phone, via e-mail, and via TEAM (similar to Skype). The TEAM option will not be available until further testing happens in October.
- Advisors will reach out to their assigned students, to touch base with them on their Fall term and begin Spring course planning. The expected start date will be the week of September 16th and will occur until November 13th –when Spring registration begins.

A brief synopsis of what still needs to be done:

- Designation/hiring of a triage Advisor/Success Coach to work with potential new students for placement into a Pathway.
- Pairing Advisors with their Faculty Mentor/s to discuss communication plan, discuss lunch and learns and general familiarization.

Faculty Sub-team

The team shared that they are looking to use today’s meeting to provide more guidance on expectations and will take it to the sub-team to work on these.

Timing & Implementation Sub-team

- Discussed concerns around: Is this possible? What potential barriers do you see? Are there any steps that should/could be added?

Clarify:

- Who will/will not be in “case management”
 - Online

- Dual enrollment
- TDCJ
- Others?
- When do student meet with advisors verses faculty
- How we will serve specific populations (Vets, international, HAWK connection, ODS, homeless/foster, athletes, EAAR students, etc.)

Concerns/barriers:

- Aggressive timeline and hiring or support
- Aggressive timeline and implementation of software/technology to support
- Need to train advisors and faculty
- Handling the influx of students before advisors are assigned (hiring seasonal staff?)

- We worked on the creation of a marketing plan to assist in clearly communicating that the is new and how it impacts our campus to all audiences.
 - There was consensus on keeping it simple and about advising
 - The ones that stuck were around Pathways & the new college tagline: “My Path @ ACC” or “Advising. Right now.” or “My Path. Right now.” The sub-team will work with marketing to find the right fit with the new campaign.
 - Need to have a name, purpose statement, benefit statement, call to action for students
 - Need to pull in more student opinions and will address at the next T&I meeting
- Began working on the details around budget.

QEP Implementation Team

Minutes

Date: November 18, 2019

Time 3:00 – 4:00 p.m.

Place of Meeting: C227

- **Welcome & Introductions**
- **Discussion Items**
 - Update on the final name
 - Dr. Shefman updated the team on the final name based on the work of the Timeline sub-team
 - The overall timeline
 - From here the co-chairs are working on rewrites and final steps
 - Team will be called to assist in the steps and to help with edits
 - What is complete
 - Most sections are done.
 - More work is needed on the assessment plan and outcomes, budget, and the last two years in the timeline

Next Steps & Action Items

- The designated ACC QEP committee will be picking up the work from here and some of the team members will
- Provide support on the final report writing

Adjournment

Note revised final name wording:

Success through Engaged Advising:
Choose My Path
Continue My Path
Complete My Path



Appendix C – Job Descriptions



JOB DESCRIPTION

Job Title:	Dean, Student Support Services (Proposed)		
Department:	Student Services	Reports to:	Vice President, Student Services
Grade Level:	TBD	Job Category:	Full-Time
Salary Range:	Professional Salary Schedule	FLSA Status:	Exempt
HR Approved:		Date:	
Last Updated by:		Date:	

SUMMARY

The Dean, Student Support Services is responsible for the leadership of assigned areas within the Student Services Division. Assigned areas include advising, counseling, career services, pathways success coaching, disability support services, veterans support services and other enrollment and retention services. The Dean serves as co-chair for the College’s Quality Enhancement Plan (Advising). Assist the Vice President, Student Services with overall management of the Student Services Division. The Dean may also serve as Deputy Title IX Coordinator. As a member of the Vice President’s Management Team, collaborates and networks internally with other team members and across departments.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties as be assigned.

- Assists the Vice President for Student Services with overall management of the Student Services Division.
- Provide leadership and managerial oversight for assigned student services areas through effective staffing, planning, developing, and evaluation of direct reports.
- Provides direct supervision for assigned student services areas which may include advising, counseling, assessment, disability support services, career advising, and other various enrollment and retention programs.
- Participates as a member of the Vice President’s Management Team.
- Makes operational and administrative decisions on a daily basis. The Dean works with other members of the Vice President’s team to formulate operational procedures and make high-level decisions that affect the entire College.
- Develop department effectiveness and plans for continued improvement.
- Assist in budget development for assigned units. Implements budget controls and performs needs assessments for the development of annual budget recommendations.
- Assist in program development and effectiveness evaluation.
- Develops reports and analyzes student enrollment and success data for use in student services/success programing.
- Provides leadership for full-time and part-time staffing in compliance with Board policy and administrative procedures.

- Recruits employees in collaboration with HR, chairs screening committees for the selection of full-time Student Services staff and makes recommendations to the Vice President for the initial hiring decisions.
- May serve as Deputy Title IX Coordinator and assist in program development for, Violence against Women Act, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, and Human Rights Officer for students. Works with appropriate staff regarding policy and procedures in this area.
- Assist with the student conduct and judicial affairs process.
- Provides leadership for assigned areas related to the Colleges student retention plan to meet overall enrollment and student success goals.
- Assists and collaborates with the Vice President, Student Services, and Vice President, Instruction to coordinate the Guided Pathways processes and procedures.
- Identifies and implements best practices in student support services.
- Responsible for being aware of relevant laws to ensure College is in adherence with state and federal regulations and guidelines.
- Assist the Vice President with all aspects of SACSCOC Student Services compliance for upcoming decennial review.
- Works with faculty and others to resolve student concerns and disciplinary issues.
- Facilitates communication among all Student Services departments within the college.
- Creates partnerships that foster community, student civility, and social responsibility to build a positive campus climate.
- Performs other duties of a similar nature or level as assigned.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform the essential duties and responsibilities listed above. The qualifications listed below are representative of the education, experience, knowledge, skills, and/or abilities required.

EDUCATION

- Required: Master's degree with a focus on areas such as student personnel, advising, counseling, higher education administration, student development theory, or related field required.
- Preferred: Doctorate degree

EXPERIENCE

- Five (5) years of student services administrative experience with at least five (2) years at a Director or Manager level.
- At least five (2) years of experience supervising multiple staff members at various levels of experience.
- Demonstrated student-centered leadership.
- Proven record of leadership that contributed to increased student enrollment, retention, and/or success.
- Experience at the community college level preferred.

KNOWLEDGE, SKILLS, AND ABILITIES

- Requires a wide range of analysis and judgment to meet job situations
- Demonstrated ability to develop, analyze and implement effective and innovative student service strategies.
- Experience providing student-centered vision and leadership within a higher education setting; knowledge of strategic planning and research needed to support student services.
- Knowledge of budget development and management.
- Strong collaboration, innovation, and leadership skills.
- Ability to influence without direct line authority.

- Effective communicator with solid listening skills and problem solving judgment.
- Strong interpersonal and relationship building skills.
- Understanding and awareness of the needs of diverse student populations, including experience working with low-income, first-generation students.
- Ability to motivate and inspire employees and knowledge of how to build cohesive and highly functional teams.
- Excellent problem-solving skills, along with the ability to resolve conflicts.
- Ability to work independently, to identify and implement innovative strategies, to assess effectiveness in meeting College's strategic planning goals to increased student retention and success.
- A demonstrated commitment to equity and inclusion.



ALVIN COMMUNITY COLLEGE

JOB DESCRIPTION

Job Title:	Director, Student Success and Advising		
Department:	Student Services	Reports to:	Dean, Student Support Services
Grade Level:	TBD	Job Category:	Full-Time
Salary Range:	Professional Salary Schedule	FLSA Status:	Exempt
HR Approved:		Date:	
Last Updated by: Jade Borne		Date: 2/5/2020	

SUMMARY

The Director, Student Success and Advising, implements and oversees academic advisors and the new student onboarding process. The Director manages processes and activities designed to increase persistence, completion, and graduation rates of students. Designs and implements advising, onboarding, and retention initiatives such as advising case-management, new student onboarding, early alert warnings, learning strategies, orientation, identification of at risk students, analysis and programing.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Analyzes student data, attrition, and retention patterns
- Develops and implements projects and planning in support of advising and student success
- Develop and implements the advising case-management process and related guided academic pathways initiatives.
- Assist with the development and implementation of all initiatives related to the QEP – Success Through Engaged Advising Initiative (SEA).
- Works directly with advisors and students to identify as at-risk for withdrawal or failure
- Works with others to analyze curriculum and scheduling and their influences upon retention
- Works with new student orientation and PSYC 1300 to analyze and recommend content
- Develops re-entry campaigns that assist stop-out students with completion of educational goals
- Participates in college initiatives related to advising, new student onboarding, retention and student success, including outreach events
- Develops and delivers training to assigned staff
- Assists staff in designing, disseminating, and publicizing materials that support advising and success
- Serves as the main support for the advising technology platform
- Counsels and advises faculty and staff about individual student situations
- Makes recommendations for improvements in services, policies and procedures that may impact and contribute to student success
- Serves as chair of the Retention Committee
- Evaluates the effectiveness of retention activities as a positive influence in the success of students and the achievement of institutional goals

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform the essential duties and responsibilities listed above. The qualifications listed below are representative of the education, experience, knowledge, skills, and/or abilities required.

EDUCATION

- Master's degree required in counseling, higher education, educational psychology, or related area.

EXPERIENCE

- Minimum of two years of experience in area of advising, retention, admissions or student success and development.
- Minimum of two years of experience managing related professional staff.
- Requires experience with collection and analysis of student data and project management.

KNOWLEDGE, SKILLS, AND ABILITIES

- Strong interpersonal skills
- Exemplary written communication
- Public speaking skills



ALVIN COMMUNITY COLLEGE

JOB DESCRIPTION

Job Title:	Lead - Academic Advisor		
Department:	Student Services	Reports To:	Director, Student Success and Advising
Grade Level:	3	Job Category:	Full-Time
Salary Range:	Stipend & Current Salary	FLSA Status:	Exempt
HR Approved:		Date:	
Last Updated by: J.Borne		Date: 02/03/2020	

SUMMARY

This lead position is an internal posting and only available to currently employed full-time advisors with a record of satisfactory performance. In addition to their regular salary, the chosen lead will receive a stipend equivalent to 5% of current salary. Lead advisors will serve for a set period of time and may apply to continue serving in the lead capacity after the term expires.

Lead Academic Advisor provides direct supervision for assigned on-campus and off-campus advisors. Assists the Director of Student Success and Advising with the oversight of the academic advising operations, Pathways advising, and the advising case-management process. Assists with the hiring and training of current and new advisors. Participates in the performance evaluation process for assigned advisors. Maintains an assigned advising case-load. Assists students with admission, registration, and career planning. Provides educational guidance and assistance for students by planning schedules, recommending courses and determining appropriate education solutions for different types of students. Maintains contact with faculty and staff and provides consultation as requested.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following.

- Provides direct supervision for assigned on-campus and off-campus advisors
- Assist the Director with schedule development for assigned advisors
- Assists in the development and coordination of the advising case-management process
- Assists with hiring and training for current and new advisors
- Assists with performance reviews for assigned advisors
- Maintains an assigned advising case-load
- Interprets college programs and policies to students, faculty, and the community
- Assists students in making decisions regarding program of study, transfer information, careers, and other choices that might affect their work/personal life
- Fosters retention of identified groups of students through mentoring, and monitoring of student grades

- Reviews academic degree evaluations for necessary program completion.
- Provides initial crisis intervention to students and makes immediate counseling referrals
- Interprets standardized tests and communicates local college readiness standards to students, faculty and the community
- Serves as a liaison to area high schools and universities
- Coordinates projects and special events as assigned
- Assists with the development and review of the college career planning program, college student handbook, semester credit schedule and college catalog
- Arranges career evaluations for students and interprets career diagnostic surveys. Conducts academic enhancement seminars
- Advises special populations such as veterans, international and dual enrollment students.
- Assists students with admission and course registration
- Conducts presentations and programs related to student success, student onboarding and new student orientation
- Maintains a broad range of contacts which includes potential students, community members, college and high school personnel, and government officials
- On line advising
- Work location and hours vary. This position requires flexible work schedule to meet program needs, which may include working days, evenings, and weekends.
- Completes other duties as assigned.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform the essential duties and responsibilities listed above. The qualifications listed below are representative of the education, experience, knowledge, skills, and/or abilities required.

EDUCATION

- Bachelor's degree required

EXPERIENCE

- At least two years working in student services at community college or university
- At least two years of advising or counseling high school level or college students
- Advising case management experience preferred

KNOWLEDGE, SKILLS, AND ABILITIES

- Demonstrated Ability/Potential to supervise others
- Ability to lead and inspire high functioning work-groups
- Excellent computer skills
- Excellent oral and written communication skills
- Ability to manage a high work volume with attention to detail and accuracy
- Ability to work collaboratively with faculty, administrators, and other staff members
- Ability to work well with individuals from diverse backgrounds
- Ability to communicate virtually using a variety of available platforms



ALVIN COMMUNITY COLLEGE

JOB DESCRIPTION

Job Title:	Academic Advisor (Pathways)		
Department:	Student Services	Reports To:	Director, Student Success and Advising
Grade Level:	3	Job Category:	Full-Time
Salary Range:	Professional Salary Schedule	FLSA Status:	Exempt
HR Approved:		Date:	
Last Updated by: J.Borne		Date: 02/05/2020	

SUMMARY

Using an advising case-management model, works with assigned students to develop an academic pathway success plan. Assists students with registration, and career planning. Provides educational guidance and assistance for students by planning schedules, recommending courses and determining appropriate education solutions for different types of students. Guides new assigned students towards meeting specific advising benchmarks throughout their first year of enrollment. Handles early alert notices from faculty and others regarding attendance issues, classroom behavioral problems, and needed support services. Provide college and community support resources to assigned case-loads as needed. Maintains contact with faculty and staff and provides consultation as requested.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following.

- Works with assigned advising student case-loads to develop academic pathway options
- Guides students towards meeting certain mandatory advising benchmarks throughout the first year of enrollment.
- Provides career advising to assigned advising case-loads and other students.
- Interprets college programs and policies to students, faculty, and the community
- Assists students in making decisions regarding program of study, transfer information, careers, and other choices that might affect their work/personal life
- Fosters retention of identified groups of students through mentoring, and monitoring of student grades
- Handles early alerts from faculty and others for assigned advising case-load
- Reviews academic degree evaluations for necessary program completion.
- Provides initial crisis intervention to students and makes immediate counseling referrals
- Interprets standardized tests and communicates local college readiness standards to students, faculty and the community
- Serves as a liaison to area high schools and universities
- Coordinates projects and special events as assigned

- Assists with the development and review of the college career planning program, college student handbook, semester credit schedule and college catalog
- Arranges career evaluations for students and interprets career diagnostic surveys. Conducts academic enhancement seminars
- Advises special populations such as veterans, international and dual enrollment students.
- Assists students with admission and course registration
- Conducts presentations and programs related to student success, student onboarding and new student orientation
- Maintains a broad range of contacts which includes potential students, community members, college and high school personnel, and government officials
- Offer On line advising for distance education students
- Work location and hours vary. This position requires flexible work schedule to meet program needs, which may include working days, evenings, and weekends.
- Provides information about access for student POD, Blackboard and other supportive campus resources.
- Completes other duties as assigned

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform the essential duties and responsibilities listed above. The qualifications listed below are representative of the education, experience, knowledge, skills, and/or abilities required.

EDUCATION

- Bachelor's degree required

EXPERIENCE

- At least one year working in student services at community college or university
- At least one year advising or counseling high school level or college students
- Case management experience

KNOWLEDGE, SKILLS, AND ABILITIES

- Bilingual – Spanish preferred
- Excellent computer skills
- Excellent oral and written communication skills
- Ability to manage a high work volume with attention to detail and accuracy
- Ability to work collaboratively with faculty, administrators, and other staff members
- Ability to work well with individuals from diverse backgrounds
- Ability to communicate virtually using a variety of available platforms



ALVIN COMMUNITY COLLEGE

JOB DESCRIPTION

Job Title:	QEP Coordinator		
Department:	Student Services/Instruction	Reports to:	Director, Student Success and Advising
Grade Level:		Job Category:	Full-time
Salary Range:	Professional Salary Schedule	FLSA Status:	Exempt
HR Approved:		Date:	
Last Updated by: VPI, VPSS		Date: 01/24/2020	

SUMMARY

The Quality Enhancement Plan (QEP) Coordinator provides leadership and support to Pathway Success Coaches, advisors, faculty, and staff to facilitate students' success through engaged advisement. This position is responsible for the implementation and manages the documentation and reporting requirements to ensure alignment with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) standards. Assist in the development and implementation of the onboarding experience for students. This position provides direct supervision for several Pathways Success Coaches and may supervise others as assigned.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

- Possess a commitment to student career pathways, advising, success, and completion.
- Works to ensure the College's QEP, Success through Engaged Advisement (SEA), meets and maintains SACSCOC Standards.
- Works closely with the VP, Student Services, Dean of Student Support, and Director of Advising & Student Success to provide leadership and oversight of SEA planning, implementation, and assessment.
- Foster a collaborative culture within the SEA Implementation team on the design of new policies, procedures, curricula, facilities, job descriptions, and professional development necessary to achieve QEP goals.
- Directly supervises the Pathways Success Coaches as they serve students.
- Works directly with students during the onboarding and advising process.
- Assist in the hiring process for pathways success coaches and other positions.
- Develop and conduct training experiences for all new pathways success coaches and others involved in the SEA program.
- Work with the appropriate College staff members to maintain and update the SEA intranet and website.
- Assists in the development and implantation of the onboarding process for all students.

- Work closely with Deans, Directors, Department Chairs, advisors, faculty, and staff to seek input and recommendations for activities to enhance student engagement, persistence, and completion.
- Promote participation in the SEA throughout the college campus and community.
- Work with the Executive Director of Institutional Effectiveness and Research coordinate and support the activities of the ACC QEP Standing Committee.
- In coordination with the Director of Advising & Student Success and the Executive Director of Institutional Effectiveness and Research, develop and manage the SEA assessment plan.
- Perform outreach and marketing to students to increase understanding and expectations of the SEA goals.
- Partner with the Executive Director of Institutional Effectiveness and Research to collect and evaluate outcomes of SEA to identify and plan improvements to increase effectiveness.
- Assist with the management of the SEA budget in compliance with ACC policies and administrative procedures.
- Assist as the backup support for the advising technology platform.
- Provide oversight and updates to the campus community regarding the SEA.
- Serve on institutional committees, attend community functions, and serve on external committees for betterment of the college and community relations.
- Responsible for other related tasks as assigned.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform the essential duties and responsibilities listed above. The qualifications listed below are representative of the education, experience, knowledge, skills, and/or abilities required.

EDUCATION

- Bachelor's Degree in a relevant field awarded from an accredited institution required.

EXPERIENCE

- Two recent years of experience as a supervisor leading others in a similar customer service role.
- Experience supervising at least three direct reports.
- Experience in training or working, in an educational environment preferred.
- Experience in assessing learning outcomes in an advising or coaching environment.
- Experience working in a higher education setting is preferred.
- Community College experience is preferred.
- Direct experience working in Guided Pathways is preferred.

KNOWLEDGE, SKILLS, AND ABILITIES

- Must have a working knowledge of Microsoft Office programs, as well as intermediate computer skills.
- Working knowledge of learning management systems, such as Blackboard.
- Must be familiar with interactive teaching methods and current instructional methodologies.



ALVIN COMMUNITY COLLEGE

JOB DESCRIPTION

Job Title:	Pathways Success Coach		
Department:	Student Services	Reports to:	QEP Coordinator or Designee
Grade Level:	F	Job Category:	Full-Time
Salary Range:	TSCM	FLSA Status:	Non-Exempt
HR Approved:		Date:	
Last Updated by: Jade Borne		Date: 1/24/2020	

SUMMARY

Under the Guided Pathways Model, the Pathways Success Coach provides direct services for enrollment, registration, financial aid, retention, recruitment, and general student services for new and prospective students.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Provides enrollment case-management services for prospective students related to all aspects of the enrollment process
- Works with assigned case-loads of new students to determine their individual enrollment needs
- Provides triage services for students related to all aspects of the enrollment process
- Determine the appropriate testing requirements for new students and provide testing referrals to the Testing Center
- Assist students with identifying test preparation materials and workshops
- Facilitate activities related to career exploration and guidance for new students
- Communicate degree plan information for all ACC degrees and certificate programs to new students
- Communicate developmental education requirements to new students
- Communicate available academic pathways to new students
- Assist students with completing the financial aid application process
- Assist students in determining the appropriate documents needed for the financial aid application process
- Serve as liaison between Financial Aid and the student regarding the financial aid process and needed documents
- Assist students with online enrollment process

- Assist students with completing the application for admissions
- Assist students with completing the appropriate paperwork related to veteran student benefits
- Assist students with the completing the appropriate paperwork related to international student admissions.
- Perform outreach and recruitment services for students who have expressed interest in attending ACC
- Transition students to their assigned academic advisor and assist with scheduling advising appointments.
- Communicate and screen withdrawal requests for new students.
- Information source
- Releases departmental holds
- Determines need and makes referrals for academic advising, career and personal counseling
- Guides and directs students regarding course registration
- Determines and processes residency classifications
- Processes Change of Major Program requests
- Accepts documentation and forms needed for admission and registration
- Advises students about the status of the financial aid application
- Serves as the primary information source for new students on campus
- Answers general information inquiries directed to the Call Center or via chat services
- Perform group presentations on or off campus to prospective students
- Assist with group advising sessions and New Student Orientation
- Must maintain knowledge of state regulations regarding residency, tuition exemptions and waivers, THECB policies that affect students, federal financial aid regulations, federal privacy laws
- Other duties as assigned

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform the essential duties and responsibilities listed above. The qualifications listed below are representative of the education, experience, knowledge, skills, and/or abilities required.

EDUCATION

- Associates Degree

EXPERIENCE

- One (3) year of related customer service experience

PREFERRED

- Bachelor's degree in a related field
- Related certifications or continuing education training beyond the required education as listed above.
- One (1) year of experience in a directly related role at a community college or university
- Bi-lingual Spanish

KNOWLEDGE, SKILLS, AND ABILITIES

- Requires demonstrated customer service skills
- Requires accuracy and attention to detail
- Must be able to maintain a professional demeanor when dealing with difficult situation and persons
- Must be able to process and handle multiple tasks simultaneously
- Requires stamina during peak periods
- Must be able to problem solve and think creatively
- Must be patient and even tempered
- Excellent communication skills both verbally and in writing
- Ability to make presentation to large groups of students and others
- Proficient with computer and office machines
- Ability to sit for long periods of time in one location
- Ability to speak clearly and concisely
- Ability to work extended office hours during peak periods of enrollment and registration



ALVIN COMMUNITY COLLEGE

JOB DESCRIPTION

Job Title:	Success through Engaged Advising Faculty Liaison		
Department:	Office of Instruction	Reports to:	Cynthia Griffith
Grade Level:		Job Category:	Part-Time
	One Course Release (Fall, Spring, Summer) or \$2000		
Salary Range:	per semester	FLSA Status:	Non-Exempt
HR Approved:		Date: February 5, 2020	
Last Updated by: Vice President of Instruction		Date:	

SUMMARY

The Faculty Liaison serves as a leader and champion for the institutional QEP: Success through Engaged Advising. The Faculty Liaison will assist the Director of Advising with the coordination of Pathways Mentoring Groups made up of Staff Pathways Advisors and Pathways Faculty Mentors as they create and execute Pathways Mentorship Experiences (PME). The Faculty Liaison will collect, review, analyze, and present data gathered from PMEs across all Pathways over the course of each year. This position will require a large amount of collaboration and communication with campus faculty, Deans, Vice President of Instruction, the Director of Advising, and the Executive Director of Institutional Effectiveness and Research. The Faculty Liaison will be available to faculty in-person or virtually to answer questions, as well as, provide support and guidance through one-on-one, departmental, and division settings.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other relevant duties may be assigned.

- Provide leadership for faculty, staff, and administrators in the planning, implementation, and review of Pathways Mentorship Experiences.
- Guide and assist Pathways Mentoring Groups in the development and implementation of student learning assessment activities.
- Provide formative feedback on Pathways Mentorship Experiences.
- Work with Pathways Faculty Mentors and Staff Pathways Advisors to foster continuous improvement in the efficacy of Pathways Mentorship Experiences.
- Collaborate with the Director of Advising and the Executive Director for Institutional Effectiveness and Research to develop professional development activities that will improve Faculty Mentoring and Collaboration with Advising.
- Assist the Director of Advising and the Executive Director for Institutional Effectiveness and Research with preparation of required documentation for tracking QEP outcomes.

- Performs related tasks as assigned.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform the essential duties and responsibilities listed above. The qualifications listed below are representative of the education, experience, knowledge, skills, and/or abilities required.

EDUCATION

- Master's degree from an accredited institution; terminal degree preferred.
- At least five years of classroom teaching in higher education.
- Full-time faculty status in any area.

EXPERIENCE

- Evidence of instructional expertise and commitment to student success in higher education.
- Experience in general assessment and outcomes assessment.
- Demonstrated proficiency working with student information systems technology.
- Knowledge and experience of Career Pathways.

PREFERRED EXPERIENCE

- Experience with service learning and/or activities beyond the classroom.

KNOWLEDGE, SKILLS, AND ABILITIES

- Advanced knowledge of MS Office and other institutionally licensed software applications and programs.
- Extremely organized and detail oriented.
- Demonstrated effective planning, scheduling, and project completion.
- Effective communication skills, both written and verbal.
- Familiarity with the goals and projected outcomes of the QEP.

Appendix D – ACC Advising Syllabus

ALVIN COMMUNITY COLLEGE ACADEMIC ADVISING SYLLABUS

VISION STATEMENT

As a premier college that provides high-quality academic, technical and cultural programs, Alvin Community College's focus will be to promote student success, enhance quality of life and support economic development.

MISSION STATEMENT

Alvin Community College exists to improve the lives of its constituents by providing affordable, accessible, high quality and innovative academic, technical and cultural educational opportunities for the diverse communities it serves.

WHAT IS ACADEMIC ADVISING?

Academic advising is a supportive relationship between an advisor and a student. It will lead to specific student learning outcomes, as well as define the responsibilities of both the student and the advisor. The process is designed to help students reach their academic goals and foster success. All interactions between the student and the advisor are confidential, as outlined in college policy.

Academic Advising is a collaborative educational process whereby students and their advisors are partners in meeting and ensuring academic, career and employment goals. This partnership requires proactive participation and involvement by both parties. This partnership is a process that is built over the student's entire education career at Alvin Community College. Both parties have clear responsibilities for ensuring that this partnership is successful.

ADVISING GOALS

1. Assisting students in self-understanding and self-acceptance (values clarification, understanding abilities, interests, and limitations)
2. Assisting students in considering their life goals by relating their interests, skills, abilities, and values to careers, the world of work, and the nature and purpose of higher education
3. Assisting students in developing educational plans consistent with their life goals and objectives
4. Assisting students in developing decision-making skills
5. Providing accurate information about institutional policies, procedures, resources, and programs
6. Referring students to other institutional or community support services
7. Assisting students in evaluating or reevaluating progress toward established educational, career and employment plans
8. Providing information about students to the institution, college, academic departments, or some combination thereof.

EXPECTATIONS OF ADVISORS	EXPECTATIONS OF STUDENTS
<ul style="list-style-type: none"> • Maintain confidentiality by adhering to FERPA Standards (Family Educational Rights and Privacy Act) • Articulate academic policies and procedures, CORE curriculum, and graduation requirements • Assist students with exploring their educational, career and employment goals, resulting in a clear program of study pathway. • Provide information on test scores, placement, and developmental course guidelines • Be accessible, understanding, approachable, and demonstrate interest in the student • Engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect their programs and services • Assist students with course selection and transfer information • Be knowledgeable about resources/support services available to students and make appropriate referrals when needed 	<ul style="list-style-type: none"> • Be aware of your rights under the Family Educational Rights and Privacy Act (FERPA) • Take responsibility for your learning by reviewing the catalog, the course offerings, your program of study/degree requirements and by becoming fully aware of college policies, procedures and requirements • Arrive prepared for the advising session by researching degree and transfer requirements. • Accept responsibility for your actions, inactions, and decisions that affect your educational goals and progress • Submit official copies of transcripts from all previous colleges • Be an active learner by participating fully in the advising experience • Follow through on advising recommendations in a timely way • Utilize Student Planning via The POD and the course catalog to gather information and track your academic progress • Seek help when needed and use appropriate college resources to meet college expectations

Expected Student Learning Outcomes

CREDIT HOURS	COGNITIVE <i>What students will know</i>	BEHAVIORAL <i>What students will do</i>	AFFECTIVE <i>What students will value</i>
0-15	<ul style="list-style-type: none"> • How to access, identify and navigate available information via The POD and Student Planning • How to locate and understand the college schedule and important dates. • Location of college and web support services and resources • How to access, navigate and plan courses in Student Planning. • How to access employment, career information and external learning experiences 	<ul style="list-style-type: none"> • Select and Identify current program of study/degree plan requirements • Make use of academic advising services regarding short-term goals in a timely manner • Access career information or take a career assessment via Career Coach. 	<ul style="list-style-type: none"> • Successful completion of courses, certificate, degree and transfer pathways
16-45	<ul style="list-style-type: none"> • How to register online and verify Program of Study via Student Planning • How to utilize campus resources 	<ul style="list-style-type: none"> • Track progress of selected program of study • Build a long-term educational plan through Student Planning to include transfer coursework needed if applicable. 	<ul style="list-style-type: none"> • Progress in completion of courses toward a certificate, degree and/or transfer pathways.
46+	<ul style="list-style-type: none"> • How to file an application for graduation • How to access college and community resources to find gainful employment • How to make application and transition to selected university. 	<ul style="list-style-type: none"> • File an application for graduation • Use the Career Center and other resources for job placement • Utilize transfer websites to apply for transfer to a university if applicable 	<ul style="list-style-type: none"> • Completion of a certificate, degree or transfer and gainful employment

ALVIN COMMUNITY COLLEGE ACADEMIC ADVISING SYLLABUS

Advising Methods

Individual Appointment	Walk-in	Group Sessions	Online Discussions
Appointments can be scheduled for 30 minutes or more.	First-come, first served basis, may have a longer wait time.	Scheduled for a specific time frame.	By Appointment only.
Long-term educational planning can be discussed in greater detail such as: graduation, transfer and major requirements, career exploration, academic difficulty, etc.	To process drop/withdrawal. Current semester planning only as time permits.	Special populations, such as career and technical, transfer, etc.	Web based discussion of courses and programs.
Detailed questions.	Basic questions.	General questions.	General questions.
Advisors will help with clarifying goals and long-term planning	Advisors will be able to provide limited services.	Advisors will provide general information regarding the specific group.	Advisors will assist with goal setting and course planning. Students are guided to eConnect for registration activity

Tools & Resources:

Academic Calendar: <https://portal.alvincollege.edu/academic/2020Calendar%20Library/Academic%20Calendar%202019-2020%20Aug%20-%202019.pdf>

Academic Advising: https://portal.alvincollege.edu/my_path_at_acc/advising/Pages/Advising%20Services.aspx

Catalog: <http://cp4566.edgewebhosting.net/catalog/index.html#catalogs>

Transfer Services: https://portal.alvincollege.edu/my_path_at_acc/transferpathways/Pages/default.aspx

Student Handbook: <http://www.alvincollege.edu/pdf/STUDENT-HANDBOOK-2019-20.pdf#search=student%20handbook>

Student Planning: <https://portal.alvincollege.edu/recordsandregistration/planningandregistration/Pages/default.aspx>

ACC Campus Services: <https://portal.alvincollege.edu/campuservices/Pages/default.aspx>

Texas Higher Education Coordinating Board (THECB): <http://www.thecb.state.tx.us/>

Board policies manual: <https://pol.tasb.org/home/index/214>

Assistance with Issues Involving Disabilities

The Colleges of Dallas County Community College District are dedicated to providing equal opportunity and access for every student. Students who require accommodations based on the presence of a disability, should contact the College Disability Services Office at: <http://www.alvincollege.edu/disability-services/>

Faculty can discuss the following:

Explain program requirements for their discipline
 •Assist with skill development, concentration requirements, and overall student development.

Faculty Mentors or Academic Advisors cannot select a program of study for students or tell students which instructor's class to sign up for. However, faculty and advisors provide logical options for circumstances and goals, and give information needed to make informed decisions.

My Educational Plan

Name: _____

Program of Study:

Educational Goal:

Certificate

Degree Only

Degree and Transfer

Transfer Only

Lifelong Learner

Faculty Mentor Contact:

Name: _____

e-mail: _____

Phone: _____

Office: _____

Fall Semester

1. _____

2. _____

3. _____

4. _____

5. _____

Spring Semester

1. _____

2. _____

3. _____

4. _____

5. _____

Summer Session

1. _____

2. _____

Fall Semester

1. _____

2. _____

3. _____

4. _____

5. _____

Spring Semester

1. _____

2. _____

3. _____

4. _____

5. _____

Summer Session

1. _____

2. _____

Fall Semester

1. _____

2. _____

3. _____

4. _____

5. _____

Appendix E – QEP Tasks and Timelines

The QEP Draft of Tasks and Timelines

Tasks and Timeline for QEP Implementation - Holistic					
<i>Goal 1: The Institution will promote a culture of informed pathway selection through the use of a Pathways Success Coach and career exploration software: Career Coach</i>			<i>Goal 1: Recruit, train, and install faculty mentors into PMGs with SPAs. Plan, organize, hold, and evaluate preliminary mentoring events across all Career pathways.</i>		
Task	Deadline	Responsible Party	Task	Deadline	Responsible Party
Request funding for new and re-organized position(s) to assist students with onboarding and pathway selection.	Spring 2020	Vice President of Student Services in collaboration with Student Services Managers	PFMs nominated and accept responsibilities for the Spring 2019 semester.	Dec. 1, 2019	Deans & Department Chairs within the six participating PMGs
Develop recruitment materials that include career exploration resources and guides.	Spring 2020	Marketing Department	All SPA & PFM meeting at Spring 2020 convocation to team-build and plan PMEs for the upcoming semester.	Jan. 10, 2020	SPAs, QEP Co-Chairs, PFMs
Incorporate Career Coach into all preliminary advising sessions.	Spring 2020	Director of Student Success & Advising and Director of Admissions	Develop recruitment presentations that include career exploration and resources.	Spring 2020	PFMs and Department Chairs
Incorporate review of career assessment results into the standard process for initial advising sessions for all new students.	Fall 2020	Director of Student Success & Advising and Academic Advising Staff	At least one student-centered PME	End of Jan., 2020	MPG A
Monitor the efficacy of this strategy through a comprehensive review of assessment metrics and make recommendations	Spring semester (annually)	QEP Standing Committee	At least one student-centered PME	End of Feb., 2020	MPG B

for changes as needed.					
			Review student survey data collected at Spring PMEs. Reflect on and evaluate what worked and what did not from Spring PMEs. Draw up preliminary schedule of PMEs (aiming for at least 12; 2/MPG) for 2020-2021—as specifically as possible (scope, topic, logistics, dates, rooms, etc.)	Before end of Spring semester	SPAs, QEP Co-Chairs, PFMs
<i>SPA Goal 2: Implement a multi-functional technology platform to proactively connect students, faculty, and staff.</i>			<i>PFM Goal 2: Adapt data and lessons from the preliminary phase into rolling PMEs of different size, scope, focus, and modality; engage, encourage, and mentor students in groups and individually.</i>		
Task	Deadline	Responsible Party	Task	Deadline	Responsible Party
Place a request for bids to select a multi-functional technology platform capable of proactively connecting students, faculty mentors, and staff.	Summer 2021	Director of Information Technology	Summer Open House event – All Hands on Deck (LVN, PR Tech)	Summer 2020	Relevant MPGs
Develop a Leadership Team responsible for the oversight of implementation of the chosen advising software	Fall 2021	Vice President of Student Services and Vice President of Instruction	All SPA & PFM meeting at Fall 2020 convocation to reconnect and discuss data and PMEs from Spring & Summer. Break MPGs to review	Aug. 21, 2020	SPAs, QEP Co-Chairs, PFMs

			plans made in May and make needed changes.		
Conduct comprehensive mapping of all recruiting, admissions, advising, and registration processes and workflows.	Summer 2020	QEP Implementation Team, Academic Advising Staff	One student-centered PMEs	End of Sept., 2020	MPG U & V
Begin onboarding of Colleague compatible advising technology platform based on the processes and workflows previously identified.	Fall 2021		One student-centered PMEs	End of Oct., 2020	MPG W & X
Hire a Systems Analyst designated for the implementation of the technology platform.	Fall 2021		One student-centered PMEs	End of Nov., 2020	MPG Y & Z
Software Staff to provide user experience testing and training for advisors, recruiters, and other student support staff.	Fall 2021		Review Data collected from Fall advising and PMEs. Reflect on and evaluate what worked and what did not from Fall PMEs. Any changes to Spring schedule need to be completed before winter break.	Before end of Fall semester	SPAs, QEP Co-Chairs, PFMs
Launch Phase I of advising software platform for first-time, new students.	Spring 2022				

Drive student adoption efforts through coordinated marketing plan.	Spring 2022				
Full launch of advising software platform.	Fall 2022				
<i>SPA Goal 3: The institution will refine current advising practices to increase the use of proactive advising methods through case management.</i>					
Task	Deadline	Responsible Party			
Identify relevant professional development topics related to expectations and responsibilities for Pathway Case Management Advising.	Spring 2020	QEP Implementation Team, Director of Student Success & Advising and Vice President of Instruction			
Create pre and post-assessment activities to administer as part of the professional development sessions.	Spring 2020	Office of Institutional Effectiveness and Research			
Ensure all Pathway Academic Advisors and Faculty Mentors attend professional development on proactive advising and case management \$1500 per Advisor x 16 Advisors = \$24,000	Fall 2020	Vice President of Student Services and Director of Student Success & Advising			
Develop framework for dates/times when Pathway Advisors are expected to	Summer 2020	QEP Implementation Team, VP of Student Services, Director of Student Success & Advising			

communicate with assigned students					
Establish processes to assign all incoming first time to ACC students to a Pathway Advisor and Faculty Mentor	Summer 2020	Director of Admissions, Division Chairs and Program Directors			
Monitor the number of student assignments per Pathway to modify the assignment process as needed.	On going	Director of Student Success & Advising			
SPA Goal 4: Assign all new students to a Pathways Staff Advisor (SPA) to serve as their designated advisor.					
Task	Deadline	Responsible Party			
Ensure all Pathways Advisors attend professional development training (See Outcome 3)	Fall 2020	Director of Student Success & Advising			
Modify advising and registration processes for first time at ACC students.	Summer 2020	QEP Implementation Team; Director of Advising, Registrar			
Update Academic Advising Syllabus to reflect new primary and ongoing advising procedures	Summer 2020	Director of Student Success & Advising			
Review Pathways Advisor guidelines and disseminate to all Pathway Advisors and Faculty Mentors	Summer 2020	Director of Student Success & Advising			

Assign all incoming first time to ACC to a Pathway Advisor upon entry into the college.	Fall 2020	Director of Student Success & Advising, Director of Admissions, Vice President of Student Services			
Require New Student Orientation prior to allowing course registration.	Fall 2020	Director of Student Success & Advising, Director of Admissions, Vice President of Student Services			
Hire two additional part-time academic advisors to manage projected QEP cohort student enrollment numbers.	Fall 2020	Director of Student Success & Advising			
Monitor the efficacy of this strategy through a comprehensive review of assessment metrics. Make recommendations for changes as appropriate.	Fall semester (annually)				
			<i>PFM Goal 3: Analyze and Review Data from PMEs semester by semester, following a five year program review model</i>		
			Task	Deadline	Responsible Party
Coordinate the meet and greet for all SPA & PFM's at Spring 2020 Convocation	Spring 2020	Director of Student Success & Advising	All SPA & PFM meeting at Spring 2021 convocation to reconnect and discuss data and PMEs from Fall. Break into MPGs to review plans made in December and	Jan. Convocation, 2021	SPAs, QEP Co-Chairs, PFMs

			make needed changes.		
Market the student centered PME's to all students	February 2021	Director of Student Success & Advising and SPAs	Two student-centered PMEs	End of Feb., 2021	MPG A & B
Market the student centered PME's to all students	March 2021	Director of Student Success & Advising and SPAs	Two student-centered PMEs	End of Mar., 2021	MPG C & D
Market the two student centered PME's to all students	April 2021	Director of Student Success & Advising and SPAs	Two student-centered PMEs	End of Apr., 2021	MPG E & F
Review Data collected from Spring advising and PMEs. Reflect on and evaluate what worked and what did not from Spring PMEs.	Before the end of the Spring Semester	SPAs, QEP Co-Chair, PFMs	Review Data collected from Spring advising and PMEs. Reflect on and evaluate what worked and what did not from Spring PMEs. Draw up preliminary schedule of PMEs (aiming for at least 12; 2/MPG) for 2021-2022—as specifically as possible (scope, topic, logistics, dates, rooms, etc.)	Before the end of the Spring semester	SPAs, QEP Co-Chairs, PFMs
			Summer Open House event – All Hands on Deck (LVN, PR Tech)	Summer 2021	Relevant MPGs
			All SPA & PFM meeting at Fall 2021 convocation to reconnect and	Aug., Convocation, 2021	SPAs, QEP Co-Chairs, PFMs

			discuss data and PMEs from Spring & Summer. Break MPGs to review plans made in May and make needed changes.		
			Two student- centered PMEs	End of Sept., 2021	MPG U & V
			Two student- centered PMEs	End of Oct., 2021	MPG W & X
			Two student- centered PMEs	End of Nov., 2021	MPG Y & Z
			Review Data collected from Fall advising and PMEs. Reflect on and evaluate what worked and what did not from Fall PMEs. Any changes to Spring schedule need to be completed before winter break.	Before the end of the Fall semester	SPAs, QEP Co-Chairs, PFMs
			All SPA & PFM meeting at Spring 2022 convocation to reconnect and discuss data and PMEs from Fall. Break into MPGs to review plans made in December and make needed changes.	Jan. Convo- cation, 2022	SPAs, QEP Co-Chairs, PFMs
			Two student- centered PMEs	End of Feb., 2022	MPG A & B
			Two student- centered PMEs	End of Mar., 2022	MPG C & D
			Two student- centered PMEs	End of Apr., 2022	MPG E & F

			Review Data collected from Spring advising and PMEs. Reflect on and evaluate what worked and what did not from Spring PMEs. Draw up preliminary schedule of PMEs (aiming for at least 12; 2/MPG) for 2022-2023—as specifically as possible (scope, topic, logistics, dates, rooms, etc.)	Before the end of the Spring semester	SPAs, QEP Co-Chairs, PFMs
			Summer Open House event – All Hands on Deck (LVN, PR Tech)	Summer 2022	Relevant MPGs
			All SPA & PFM meeting at Fall 2022 convocation to reconnect and discuss data and PMEs from Spring & Summer. Break MPGs to review plans made in May and make needed changes.	Aug., Convocation, 2022	SPAs, QEP Co-Chairs, PFMs
			Two student-centered PMEs	End of Sept., 2022	MPG U & V
			Two student-centered PMEs	End of Oct., 2022	MPG W & X
			Two student-centered PMEs	End of Nov., 2022	MPG Y & Z
			Review Data collected from	Before the end of the	SPAs, QEP Co-Chairs, PFMs

			Fall advising and Fall semester PMEs. Reflect on and evaluate what worked and what did not from Fall PMEs. Any changes to Spring schedule need to be completed before winter break.	
			All SPA & PFM meeting at Spring 2023 convocation to reconnect and discuss data and PMEs from Fall. Break into MPGs to review plans made in December and make needed changes.	Jan. Convocation, 2023 SPAs, QEP Co-Chairs, PFMs
			Two student-centered PMEs	End of Feb., 2023 MPG A & B
			Two student-centered PMEs	End of Mar., 2023 MPG C & D
			Two student-centered PMEs	End of Apr., 2023 MPG E & F
			Review Data collected from Spring advising and PMEs. Reflect on and evaluate what worked and what did not from Spring PMEs. Draw up preliminary schedule of PMEs (aiming for at least 12; 2/MPG) for 2023-2024—as	Before the end of the Spring semester SPAs, QEP Co-Chairs, PFMs

			specifically as possible (scope, topic, logistics, dates, rooms, etc.)		
			Summer Open House event – All Hands on Deck (LVN, PR Tech)	Summer 2023	Relevant MPGs
			All SPA & PFM meeting at Fall 2023 convocation to reconnect and discuss data and PMEs from Spring & Summer. Break MPGs to review plans made in May and make needed changes.	Aug., Convocation, 2023	SPAs, QEP Co-Chairs, PFMs
			Two student-centered PMEs	End of Sept., 2023	MPG U & V
			Two student-centered PMEs	End of Oct., 2023	MPG W & X
			Two student-centered PMEs	End of Nov., 2023	MPG Y & Z
			Review Data collected from Fall advising and PMEs. Reflect on and evaluate what worked and what did not from Fall PMEs. Any changes to Spring schedule need to be completed before winter break.	Before the end of the Fall semester	SPAs, QEP Co-Chairs, PFMs
			All SPA & PFM meeting at Spring 2024 convocation to	Jan. Convocation, 2024	SPAs, QEP Co-Chairs, PFMs

			reconnect and discuss data and PMEs from Fall. Break into MPGs to review plans made in December and make needed changes.		
			Two student-centered PMEs	End of Feb., 2024	MPG A & B
			Two student-centered PMEs	End of Mar., 2024	MPG C & D
			Two student-centered PMEs	End of Apr., 2024	MPG E & F
			Review Data collected from Spring advising and PMEs. Reflect on and evaluate what worked and what did not from Spring PMEs. Draw up preliminary schedule of PMEs (aiming for at least 12; 2/MPG) for 2024-2025—as specifically as possible (scope, topic, logistics, dates, rooms, etc.)	Before the end of the Spring semester	SPAs, QEP Co-Chairs, PFMs
			Summer Open House event – All Hands on Deck (LVN, PR Tech)	Summer 2024	Relevant MPGs
			All SPA & PFM meeting at Fall 2024 convocation to reconnect and discuss data and	Aug., Convocation, 2024	SPAs, QEP Co-Chairs, PFMs

			PMEs from Spring & Summer. Break MPGs to review plans made in May and make needed changes.		
			Two student-centered PMEs	End of Sept., 2024	MPG U & V
			Two student-centered PMEs	End of Oct., 2024	MPG W & X
			Two student-centered PMEs	End of Nov., 2024	MPG Y & Z
			Review Data collected from Fall advising and PMEs. Reflect on and evaluate what worked and what did not from Fall PMEs. Any changes to Spring schedule need to be completed before winter break.	Before the end of the Fall semester	SPAs, QEP Co-Chairs, PFMs

Appendix F – Draft PFM Manual

DRAFT PFM Manual

Collaboration and Common Purpose – Staff Pathways Advisors and Pathway Faculty Mentors

Service within a QEP Advising and Pathways Mentorship Group (PMG) will count as service on one committee of the college. A Faculty Success through Engaged Advising (SEA) Liaison (FSEAL) will be designated to aid in data collection across all PMGs as well as to help plan convocation events for all responsible QEP parties. This responsibility will be compensated with a stipend equivalent to a course overload.

PFMs will be educated in the diverse student populations and needs by the relevant SPA, who will act as the respective leaders of the six PMGs.

As leaders of their PMGs, SPAs will meet regularly with their PFMs to discuss issues that arise from advising and mentorship, plan mentorship events, review and evaluate previous mentorship events, and create a sense of *esprit de corps* as a unit. These meetings will be formal (as indicated in the QEP Schedule) as well as informal when the need arises in the normal course of advising and mentorship in any given semester.

Once PFMs are nominated and accept their new roles, they will begin working as a group with their SPAs to facilitate understanding between Advisors and Faculty about their respective functions at the college, which will include:

1. Sitting with SPAs at their offices to see how they do their jobs and the decisions they confront while advising students about what to do;
2. Having SPAs sit in on classes and/or office hours to see the faculty side of student engagement, advising, and mentoring; and,
3. Collaborating to disseminate information and best practices to faculty and department chairs outside of the formal PMGs.

An expected development of this collaborative approach to advising and mentorship will be the creation of communities of practice (Brandman, n.d.) across the institution that will spread beyond the immediate participants in the QEP. The Faculty SEA Liaison will help facilitate this during convocations and other campus-wide communication opportunities.

What will faculty mentorship look like

Modified Dual Model. Faculty Mentorship in the QEP will adapt insights and strategies developed in the Dual Model (Brandman, n.d.) to create a community of mentorship within the Career Pathways of the College. To aid students in choosing, continuing, and completing their paths at ACC, PMGs will organize student-centered events and activities that will create a sense of common purpose within respective pathways, programs, and departments.

These Pathways Mentorship Experiences (PME)—which will take a wide variety of forms including, but not limited to: Career Conferences, Lunch and Learns, Invited Speaker events, Q&A's with alums from programs in the pathway, and Culture of Success Seminars on special and/or delimited topics. The goals of all of these events are to:

1. Help to recruit students into their respective pathways, programs, and departments;
2. Help to retain and matriculate students in their respective pathways, programs, and departments;

3. Build a trust and rapport between PFMs and the students in their respective Career Pathways; and,
4. Help students to transfer once they complete their respective programs at ACC; or, to help students successfully gain employment in their degree or certificate area.

Each PMG will aim to host at least one meaningful event per semester to facilitate the genuine creation of an ongoing and evolving community of mentorship with the Career Pathways of the College. These events aim to help undecided students get more information to aid in choosing pathways; help those who have chosen specific paths network and learn more about their chosen careers; and send completing students into the workforce with the self-efficacy and confidence necessary to succeed in the next phase of their pathways beyond ACC.

Data collection, review, and analysis of PME efficacy will be the joint responsibility and purview of the Director of Advising and the Faculty SEA Liaison. This will be an ongoing effort and will be reviewed on a semi-annual basis.

PFMs will also serve as role models and points of contact in their designated Pathways (and sub-Pathway area of expertise when applicable) when students might need specialized consultation as they continue along their chosen paths. This will be facilitated by the connection and working relationships established between PFMs and the SPAs. If most mentoring occurs in office hours (Weinberg, 2019), then this more informal avenue will be a critically important piece of the overall QEP.

Hosting activities

It is important to avoid telling students that they must attend informal mentoring activities just because they are being offered. Instead, “by focusing on the positive outcomes of continued guidance and by communicating how students benefit from the activity rather than highlighting the consequences for not completing it,” students will be constantly reminded of the professional and career implications and value offered by the mentoring activities (WCJC, 2018, p. 19). These reminders, coming from all levels of the institution, should entice student curiosity and participation—an engaged willingness to partake of their college experience without which they are not as likely to succeed in their chosen course of study or their chosen career pathways (Staples, 2017) .

Appendix G – Pathways Mentorship Group Lists

PMG - Liberal Arts

SPA, Diana Stiles
SPA, Dameria Boston
SPA, Tracy Jones
PFM, David Griffith
PFM, Hailey Fuller
PFM, Edmund Luquette
PFM, Mary Song
PFM, Alex Ordonez
PFM, Jennifer Brazil
PFM, Maria Starling

PMG - Health

SPA, Jessica Ranero-Ramirez
PFM, Marby McKinney
PFM, Thirty Lacey

PMG - Business & Marketing

SPA, Yoroba Russell
PFM, Mary Jove
PFM, Sheila Woods

PMG - STEM

SPA, FT Counselor once hired
PFM, Heather Lewis
PFM, Brian Berger
PFM, Don Parus
PFM, Nancy Fitzgerald
PFM, Chris Pulido
PFM, Esther Kempen
PFM, James Boler
PFM, Sosina Peterson

PMG - Education & Hospitality

SPA, Brett Haduch
PFM, Jeanine Wilburn
PFM, Leslie Bartosh

PMG - Law Enforcement, Gov't, Public Service, etc.

SPA, Brett Haduch
PFM, Karen Barnett
PFM, Craig Fos

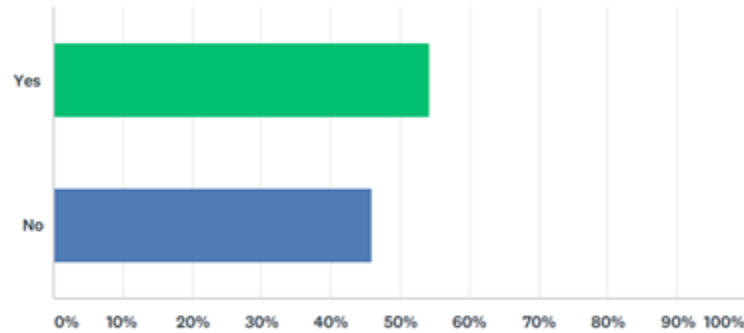
Appendix H – QEP Assessment

Assessment Plan Images

Outcome four – satisfaction with advising. Data from the ACC Student Services survey:

Q1 Have you used Advising this semester?

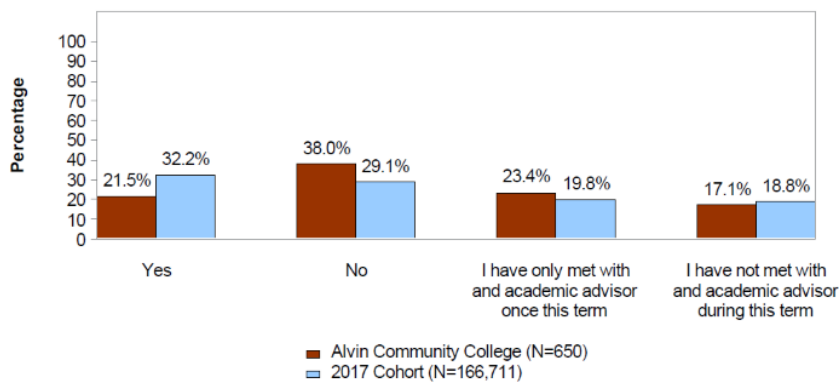
Answered: 415 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	54.22%	225
No	45.78%	190
TOTAL		415

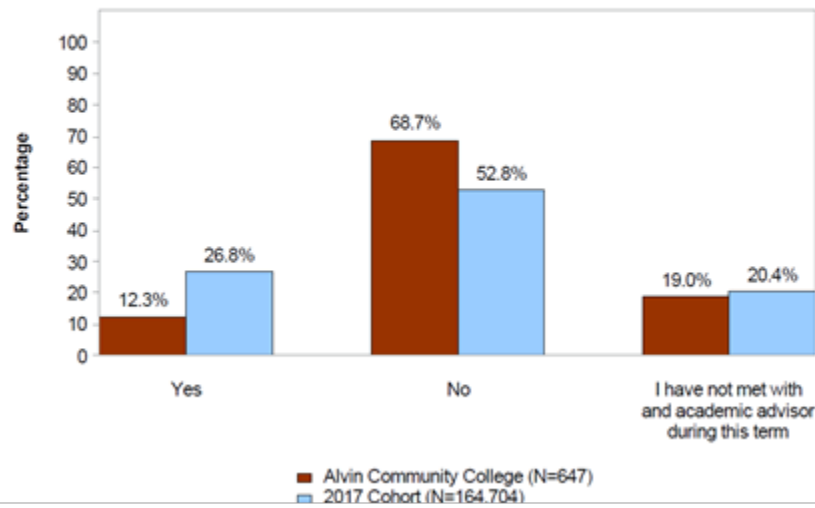
Outcome two – use of advising. Data from CCSSE:

Figure 8: During this academic term at this college, if you have met (in person or online) with an academic advisor more than once, did you meet with the same academic advisor each time?



Outcome four – student awareness with advising. Data from CCSSE:

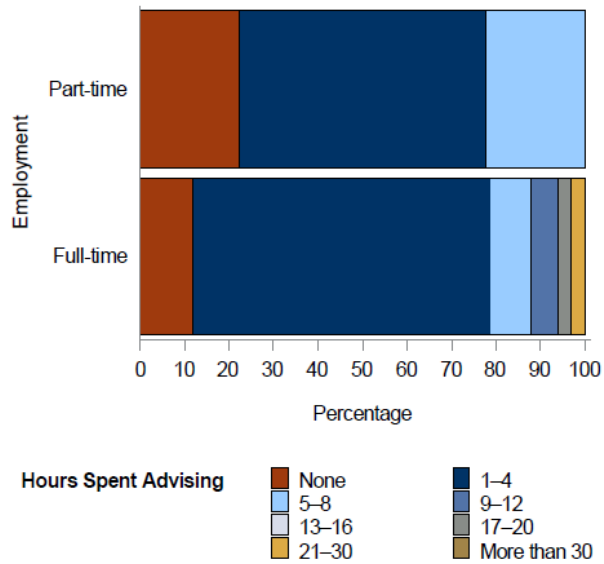
Figure 9: During your most recent meeting (in person or online) with an academic advisor during this academic term at this college, he or she discussed when your next advising session should be.



Outcome four – reported faculty hours spent on advising. Data from the CCFSSSE:

Figure 10: About how many hours do you spend in a typical 7-day week advising students?

Response	Part-Time N	Part-Time Percentage	Full-Time N	Full-time Percentage
None	2	22.2%	4	12.1%
1-4	5	55.6%	22	66.7%
5-8	2	22.2%	3	9.1%
9-12	0	N/A	2	6.1%
13-16	0	N/A	0	N/A
17-20	0	N/A	1	3.0%
21-30	0	N/A	1	3.0%
More than 30	0	N/A	0	N/A



Appendix I – Marketing Materials



MARKETING PLAN
QEP: Success Through Engaged Advising



CONTENTS

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A | PURPOSE

This marketing plan has been created for the purpose of creating strategies to promote the Quality Enhancement Plan (QEP) to the campus community.

B | GOALS

01 AWARENESS

The primary goal of marketing efforts is to make all ACC students, faculty, and staff aware of the QEP, how it will be implemented, and why it will be a benefit to students.

02 PROVIDE DOCUMENTATION & DATA

A secondary goal is to demonstrate to the SACSOC Committee how the QEP has been communicated to students and employees when they arrive for the site visit in October 2020.

C | AUDIENCE

The two primary target audiences for the QEP Marketing Campaign are (1) current and newly enrolled ACC students and (2) faculty and staff. ACC's QEP efforts will also be periodically communicated to the community through press releases and media coverage.

1



Current and Newly Enrolled Students

Communications developed must provide answers to a few basic questions regarding the QEP:

1. What is the QEP?
2. Why has the QEP been created?
3. When will the QEP begin?
4. How will the QEP help me as a student?

2



Faculty and Staff

Communications developed must provide full documentation regarding the QEP process, outcomes, committees, timeline, and staff roles and responsibilities.

D | **MARKETING STRATEGIES**

Marketing will utilize an integrated strategy consisting of email, print, digital media, videography and promotional items to communicate about the QEP.

QEP BRANDING

Marketing will create a logo that will be easily identifiable and represent the QEP in all marketing materials.

- The logo will demonstrate the three step process of (1) choosing a path, (2) continuing a path, and (3) completing a path through the new advising process.
 - Templates will be developed for all marketing materials to uniquely brand the QEP and help promote recognition in all communications.
-

EMAIL CAMPAIGN

Marketing will create a QEP email newsletter template to be utilized in the Email Campaign Manager through the OmniUpdate CMS.

- Messages can be developed for specific audiences and scheduled ahead of time to be delivered
 - The Campaign Manager can assist with data regarding when messages have been opened and read and what links may have been clicked
 - A/B testing can be implemented to see which type of content works to achieve best performance results
 - All email campaigns will be integrated with the college website for easy reference, cross-linking, and SEO
-

PRINT MATERIALS

Marketing will develop the following printed items:

- QEP Brochure (tri-fold brochure containing in-depth QEP information)
- QEP At-A-Glance flyer (a one page document providing basic facts for students and staff)
- QEP At-A-Glance Posters (11x17 and 24x36 [where appropriate] posters to alert campus community about the QEP)
- Top 10 Facts flyer (one page document outlining the top 10 QEP student benefits/outcomes)
- Table Top Banner (promotional banners positioned in Admissions & Advising areas to alert students about the QEP)

DEVELOP QEP MICROSITE

Marketing will create a QEP section on the college website. The proposed link is alvincollege.edu/qep.

- The QEP microsite will include the final report, timeline, expected outcomes, FAQs, and committee information.
 - PDF versions of flyers, brochures, and presentations as well as any videos developed to promote the QEP will also be posted to the microsite.
 - Information posted on the public site will also be duplicated on The POD.
-

MEDIA AND SOCIAL MEDIA

Marketing will create a social media campaign for Facebook, Instagram, and Twitter to communicate about the QEP.

- A short overview video will be created and utilized on YouTube, TikTok, BlueTube, ACC Website, and The POD.
 - The hastags #mysuccess and/or #choose-continue-complete will be utilized in all social media messaging.
 - A social media calendar will be created to aid in communicating QEP messages.
 - Press releases and follow up stories throughout the process will be created and distributed to local media
-

PROMOTIONAL ITEMS

Marketing will create graphics for items to be given away as a method to promote the QEP.

- Marketing will design a t-shirt or other apparel item to be given away to students upon completion of advising sessions.
- Marketing will provide graphics for a [webcam privacy cover](#) to be used a giveaway item to promote the QEP.

E | BUDGET

ESTABLISH MARKETING BUDGET

Achieving the strategies and tactics outlined in this plan requires the allocation of financial resources to marketing efforts. In order to execute this plan an advertising budget of \$13,000 is recommended over a three-year span.

Year One (FY19-20)	\$5,000
Year Two (FY20-21)	\$5,000
Year Three (FY21-22)	\$2,500
Total	\$12,500

We will need to establish a budget threshold for the following items:

- **Print Materials**
- **Promotional Items**

Marketing does not anticipate costs associated with other proposed strategies such as website/POD, social media promotion, video, email, and texting.

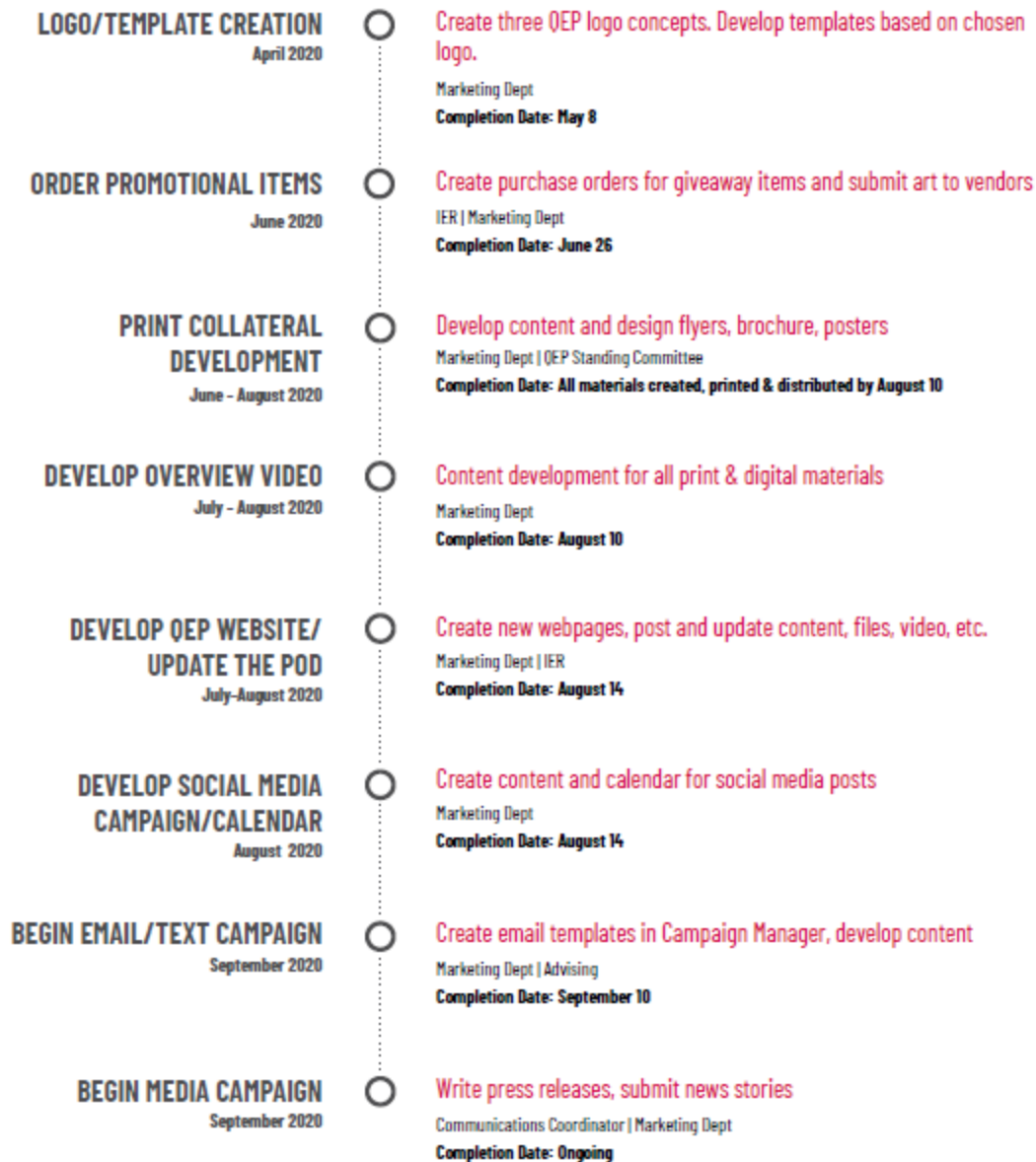
F | DELIVERABLES (YEAR 1)

We will create and deliver a diverse set of marketing and communications materials through paid and free media sources including: printed materials, social media, website pages, email, text, video, promotional items, press releases & news stories, and outdoor media.

DELIVERABLE	TARGET AUDIENCE*	PLATFORM/DEPLOYMENT AREA	ESTIMATED COST
Website/Portal			
QEP Microsite	All	Digital - ACC Website	N/A
The POD	Students/Faculty & Staff	Digital - The POD	N/A
Print Collateral			
Brochure	All	Print & Digital	750/\$225.00
At-a-Glance Flyer	All	Print & Digital	1000/\$150.00
Top 10 Facts Flyer	Students	Print & Digital	500/\$75.00
11x17 Posters	Students	Print - ACC Physical Locations	100/\$25.00
24x36 Posters	Students	Print - ACC Physical Locations	10/\$50.00
Table Top Banners	Students	Print - ACC Buildings, Off campus	15/\$435.00
Social Media			
Facebook	Students	Digital	N/A
Instagram	Students	Digital	N/A
Twitter	All	Digital	N/A
Video			
Overview/TikTok videos	All	Digital - ACC website, YouTube, BlueTube	N/A
Email & Texting			
OU Email Campaign	Students	Email	N/A
All Personnel Emails	Staff	Email	N/A
Texting - OneCallNow	Students	Text	N/A
Promotional Items			
T-shirts	Students	Giveaway	600/\$3,000.00
Webcam Privacy Cover	Students/Staff	Giveaway	1500/\$1,125.00
Communications/Public Relations			
Press Releases	All	Area news outlets	N/A
News Stories	All	Area news outlets	N/A
Outdoor			
Marquees - Hwy35 & Mustang	All	Digital	N/A
TOTAL ESTIMATED COST			5,085.00

G | TIMELINE

The QEP branding and marketing initiative will be in effect throughout the entire implementation phase. Below is a breakdown of the tasks involved and the estimated time to complete.



QEP Messaging Plan

All referenced content will be included in a brochure that should be distributed to all incoming students.

EXTERNAL & INTERNAL MESSAGES

Social media hashtags: #mysuccess; #choosecontinuecomplete

Success Through Engaged Advising - QEP Overview

Deliverables: video, email, print (flyer/poster), press release, website/POD, social media, BlueTube

What is the Quality Enhancement Plan (QEP)?

ACC's QEP, Success through Engaged Advising (SEA), targets advising to improve on student success and the environment at ACC.

Why has the QEP been created?

The QEP has been created to improve the quality of the student advising experience. It will aid students in choosing a career path, continuing successfully, and completing the path by obtaining a degree or certificate.

When will the QEP begin?

The new advising process will begin in the Fall 2020 for all new incoming students.

How will the QEP help me as a student?

The QEP will aid you by providing regular advising and faculty mentorship in your chosen career pathway.

Top 10 Benefits Campaign

Deliverables: video, email, print (flyer/poster), press release, website/POD, social media, BlueTube

1. A Career Coach software assessment will help you assess your skills and interests to find a matching program at ACC
2. A Pathways Success Coach (PSC) will assist you with choosing a career path, registration, testing, and other steps in the enrollment process

3. A dedicated Staff Pathways Advisor (SPA) specific to your career path will assist you throughout your college experience
4. Get help with academic difficulties, graduation requirements, and career exploration
5. Connect with Pathway Faculty Mentors (PFM) serving as academic and professional resources
6. Attend exciting activities like career conferences, lunch and learns, guest speaker lectures, or success seminars that align with your chosen career pathway
7. Conveniently obtain in-person, email, or virtual assistance at every step of your ACC experience
8. Complete your degree and graduate on time by only taking courses relevant to your degree plan
9. Get expert guidance enabling you to have a seamless transfer to universities to further your education
10. Receive Career Services support with creating resumes, job searches, improving interview skills, and more

INTERNAL MESSAGES

Triple C Campaign

Deliverables: video, email, print (flyer/poster), social media, website/POD, BlueTube

Choose Your Path

1. Take a Career Coach software assessment
2. Meet with your Pathways Success Coach (if required)
3. Choose your Career Pathway

Continue Your Path

1. Initial meeting with your Staff Pathways Advisor (SPA)
2. Complete your educational plan, register for classes, meet your Pathway Faculty Mentor (PFM), and attend career conferences, seminars and other events
3. Meet with your SPA after completion of 15, 30, & 45 credits

Complete Your Path

1. Meet with your SPA and/or Pathways Faculty Mentor (PFM) when you have less than 15 credit hours remaining towards your degree
2. Apply for graduation
3. Celebrate your success and prepare to continue your education or embark upon your new career

Meet Your Advising Team

***Deliverables:** email, print (flyer/poster), website/POD, Blue Tube

Pathways Success Coach (PSC)

The PSC starts you on your journey by conducting a Career Coach software assessment to help determine your interests and skills. They help you find a matching program at ACC, assist you with enrollment and get you started on your chosen path.

Staff Pathways Advisor (SPA)

The SPA is a professional staff academic advisor with expertise in the specific majors and goals within your career pathway. SPAs will help you complete an educational plan and provide guidance as you progress in your career path.

Pathways Faculty Mentor (PFM)

The PFM is a faculty member within a career pathway who will serve as a success resource. PFMs will provide Mentorship Experiences such as career conferences, lunch and learn sessions, and seminars to help you achieve success during and after your ACC experience.

*Deliverables will contain a listing of staff and faculty for each pathway for quick reference.