



Quality Enhancement Plan



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Message from the President

Welcome to Craven Community College's new Quality Enhancement Plan (QEP), entitled "Advising, Community, and Engagement," or **ACE**. At the heart of this plan is our approach to creating a personal and enduring relationship with each student starting when they arrive at the college, and continuously shepherding them throughout their full experience with us. The plan focuses on a community-based and holistic approach to student advising. The advising team includes new registration and orientation processes, faculty and staff advisors, career counselors, peer mentors, and an array of online resources.

ACE builds on the successes of our previous QEP, "Engage, Enrich and Empower," E^3 . E^3 has been effective in orienting and acclimating new students to the College and giving them a solid start on their chosen educational path. We've seen encouraging success from this program, particularly evidenced by a strong increase in first-to-second semester student persistence rates.

Surveys show excellent awareness of our E^3 -related offerings, but most students utilize these services only early, rather than throughout, their college career. We know that students often leave college not because of academic difficulties, but because "life happens." There are also those students who discover along the way that the program they've chosen isn't the right one for them. Those are the students who leave disheartened and frustrated at having wasted precious time and money.

ACE begins by helping the student choose the right educational path, one that matches their personal and career desires and attributes, and, where appropriate, one that can build on existing skills. We will accomplish this in part by separating our advising and counseling processes from registration. Once the student is confident they've chosen the right path, the services developed via E^3 will continue to set the foundation and environment for a positive start.

ACE continues beyond this foundation, however, by actively monitoring student progress and providing opportunities and checkpoints to ensure students don't become derailed by academic or life-event difficulties. In short, this comprehensive student support structure will enhance our students' ability to persist and complete their entire academic program.

The faculty and staff at Craven Community College are excited to take this next step forward in serving our students. Their success is ours!



Dr. Raymond W. Staats

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Executive Summary

Through Craven Community College's (Craven) previous Quality Enhancement Plan (QEP)—Engage, Enrich, and Empower (E³)—more first-year students made meaningful connections to the College, enhanced their abilities to navigate college, gained skills to increase their academic and career success, and participated in engagement opportunities that expanded their learning from social, cultural, and global perspectives. Although part of E³ addressed advising, it was not the primary or sole focus of E³. The QEP Steering Committee discovered that the College's next QEP needed to focus on the advising component of E³. Craven's new Academic Advising model should create more continuity and consistency, separate registration from advising, maximize the effectiveness of faculty advisors, include more career counseling and peer mentoring, and restructure advising procedures to meet the needs of all student populations including, but not limited to, developmental education students, distance learners, and Cooperative Innovative High School students.

Craven's new QEP, **ACE**, establishes an Academic Advising model that will achieve these goals by focusing on three tenets: **A**dvising, **C**ommunity, and **E**ngagement. Craven strives to create a community of advisors (advising professionals, faculty, and peers) who make strong and lasting connections with students and assist them in navigating their educational and career paths. Some key components of ACE are as follows:

- new registration, orientation, and advisor assignment methods
- faculty advisor volunteer opportunities (as opposed to all faculty serving as advisors)
- dedicated and compensated time for faculty to advise
- on-going professional development for faculty advisors
- addition of Career Coach computer software program in the Advising Center
- addition of peer mentors in the advising community and training for peer mentors

The mission, goals, and intended outcomes of the ACE program align with and support the College's mission and strategic goals as well as the current and on-going state and national higher education initiatives such as Completion by Design, Multiple Measures, North Carolina Performance Measures, and Cooperative Innovative High Schools. Craven Community College is dynamic and responsive to the needs of its students and to the larger context of the economic and higher education climate. For more information, contact Craven Community College's Executive Director of Institutional Effectiveness, Dr. Cyndi Bellacero at (252) 638-7328.

College Demographics, Organization, and Strategic Plan

Demographics

Craven Community College, one of 58 institutions that comprise the North Carolina Community College System (NCCCS), encompasses the New Bern campus and several off-campus instructional sites including those at Havelock-Cherry Point Marine Corp Air Station, the local correctional facility and three local high schools. Craven serves more than 4,000 curriculum students and over 8,000 workforce development/continuing education students annually. While enrollment in traditional/seated courses and courses offered completely online are nearly the same (38% and 36%, respectively), combining the number of students enrolled in completely online courses (36%) and the number of students enrolled in hybrid courses (25%), shows that combined enrollment of all courses with a distance learning component constitutes more than half of all course enrollment (61%).

The typical Craven Community College student attends the College part-time (66%), is white (60%), female (60%), a resident of Craven County (66%), and 20-29 years of age. However, the student body contains some significant outliers. For instance, the youngest student enrolled in the 2014-2015 academic year (AY) was 14 years of age, and the oldest was 84. Forty percent of the student body is minority, with the largest growth since AY 2010-2011 being the Asian/Pacific Islander ethnic group (882% increase), attributable to the increase of Hmong, Burmese, and Vietnamese refugees entering Craven County in recent years.

The Arts and Sciences degree programs held the largest portion of student enrollment at Craven Community College (58%) and produced the largest amount of full-time equivalent (FTE) for AY 2014-2015. Biological and Chemical Technologies produced the smallest amount of FTE.

In AY 2014-2015, Craven students received over nine million dollars in financial aid with the Federal Pell Grant continuing to be the largest source of financial aid for students. Although only accounting for 15.5 percent of all awards, students who received an award from the Department of Veterans' Affairs received the second-highest dollar amount with an average of \$2,979 per recipient. Forty-eight percent of Craven Community College students in AY 2014-2015 received federal financial aid. The 2011-2012 national average for all public two-year colleges showed 43.6% of students receiving federal financial aid (Juszkiewicz, 2014).

Organization

Beginning with AY 2015-2016, Craven Community College experienced a transition in presidential leadership resulting in a change in organizational structure. Additionally, the College saw personnel changes in key roles at the levels of Vice President, Dean, and Executive Director, as several personnel retired, were promoted to new positions, or sought opportunities elsewhere. AY 2015-2016 was a time of significant change in organizational structure and personnel. [Appendix A](#) shows the organizational structure as it was in 2015 and the revised organizational structure in 2016, and contains a detailed explanation of changes in the College's structure and personnel from summer 2015 to summer 2016.

Strategic Plan (2010-2017)

Craven Community College's strategic plan titled, *Many Voices One Vision: Craven 2017* consists of several elements including: a Mission Statement, a Vision Statement, a set of Core Values, and Strategic Goals. The Mission Statement and Core Values identify who we are as a college, whereas the Vision Statement and Strategic Goals articulate where we plan to go in the future.

Development of the current strategic plan began in 2009 with community and campus-wide conversations. Many meaningful conversations with local stakeholders and staff from a wide variety of sectors provided insights that led to a new mission statement, core values and strategic goals that continue to serve as guideposts for the institution.

The original plan, created to last from 2010-2015, served to enrich the character of the College and to define its central role within the community, the region, and the State of North Carolina. The plan identified a series of strategic goals that were a comprehensive response to the needs of the community and the institution at the time, and they represented enormous potential for growth and expansion of the College.

In January 2015, the College's Cabinet and Board of Trustees reviewed the mission statement and strategic plan and decided to continue the *Many Voices One Vision* efforts through 2017. The revisiting of the plan included making modifications based on current economic and demographic trends. The current document represents an update of the original long-term strategic planning process.

College Mission Statement

Consistent with the North Carolina Community College System, the mission of the College is to open the door to high-quality, accessible educational opportunities that minimize barriers to post-secondary education, maximize student success, and improve the lives and well-being of individuals. Craven Community College is a dynamic and responsive institution of higher education committed to improving and enriching individual lives and society through comprehensive, high quality and accessible learning opportunities that allow students to contribute and compete in a diverse and global community. We provide:

- education, training and retraining for the workforce, including basic skills and literacy education, occupational and pre-baccalaureate programs;
- support for economic development through services to and in partnership with business and industry; and
- services to communities and individuals which improve the quality of life.

The College Fulfills Its Mission Through:

Adult General, Basic and Secondary Education

Courses and services for students who desire to complete a high school equivalency credential or improve their adult basic education, literacy and English language skills, or for enrolled high school students seeking acceleration opportunities.

Cultural, Citizenship and Community Enrichment

Activities, services, group travel and special projects in response to cultural needs and quality of life interests of community populations and for the leisure enjoyment and enrichment of adults and youth served.

College Readiness Studies

Courses and services for students in need of further growth and development of academic and basic skills preparation for acceptance into a curriculum and to succeed in college programs.

Economic/Workforce Development Education and Special Training

Customized courses specifically designed for, and in collaboration with, business, industry and the military including workforce readiness, job enhancement and technical skill development.

Career and Technical Education

Programs, courses and services for students who plan to enter the workforce or upgrade their career training, professional skills and work performance.

Student Development

Programs and services to support and enhance student academic, career, and personal skill development and growth and to assure success for diverse and ever-changing student populations.

University-Parallel Education

Programs and coursework for the freshman and sophomore years of an undergraduate education for students who plan to continue studies toward the baccalaureate or pursue post-secondary liberal arts studies.

College Vision Statement

The College is recognized as a vibrant community college focused on student success and life-long learning through innovative academic programs, community partnerships, cultural arts programming, military educational services, public radio, and workforce development.

College Strategic Goals

Teaching & Learning in the 21st Century

Craven Community College will provide students with an engaging learning experience within and beyond the classroom.

- Strengthen the student learning experience from entry to exit.
- Provide learners with enhanced opportunities for civic engagement and leadership development.
- Incorporate multicultural content and experiences into classes and co-curricular activities.
- Support alternative learning opportunities, technology usage and information literacy.

Partnerships & Programs in a Diverse Community

Craven Community College will strengthen alliances and serve as a recognized catalyst for regional economic, social and cultural development.

- Identify and develop responsive programs and enhanced support systems to serve new and expanded markets.
- Position the College as the central focus for community cultural opportunities and for visual, applied and performing arts programming.
- Strengthen and expand partnerships with colleges and universities, K-12 schools and businesses and industries.

Resources & Development in a Global Economy

Craven Community College will strengthen capacity through fiscal accountability, institutional advancement and resource development.

- Support continuous professional development and recruit highly qualified and team-oriented colleagues.
- Revitalize the College Foundation and secure federally-funded and private Foundation grants to address strategic priorities.
- Seek funding for implementation of the Facilities Master Plan for the New Bern and Havelock-Cherry Point campuses.
- Enhance physical facilities, infrastructure and landscapes that support “Going Green” systems to sustain the environment.

Institutional Core Values

Aligned with the College’s mission, vision, and goals are Craven’s core values:

- Diversity
- Integrity
- Learning
- Quality
- Respect
- Trust

QEP Development Process and Identification of Topic

QEP Steering Committee (Fall Semester 2014 – Fall Semester 2015)

In the fall of 2014, the Institutional Effectiveness Committee (IEC) formed a sub-committee to facilitate selection of a QEP topic and to ensure an inclusive feedback process. The QEP Steering Committee was comprised of the members from IEC for AY 2014-2015 and AY 2015-2016.

TABLE 1--QEP STEERING COMMITTEE

QEP Steering Committee	
Cyndi Bellacero (2016 chair)	Executive Director of Institutional Effectiveness (since Jan. 2016)
Gery Boucher	Vice President for Students
Walter Calebrese	Dean of Learning & Operations Havelock/Cherry Point Campus
Vincent Castellana	Mathematics Faculty
Mary Clark (2014-2015 chair)	Executive Director of Institutional Effectiveness (until Nov. 2015)
Emily Drake	Research & Assessment Specialist
Betty Hatcher	Dean of Liberal Arts & University Transfer
Matthew Herrmann	Chair of English, Communication, & College Success Skills
Carolyn Jones	Dean of Health Programs
Jim Millard	Dean of Career Programs
Marti Myers	Student Success Coordinator
Cynthia Patterson	Executive Director of Financial Services & Purchasing
Yasmin Santiago	Senior Administrative Assistant – Institutional Effectiveness
Jeff Schulze	Workforce Development Coordinator
Kyle Warner	English Faculty

Analysis of Institutional Data (Fall Semester 2014 – On-going)

During Fall Semester 2014, the QEP Steering Committee began gathering and analyzing data to inform their work as they moved forward. Initially, the committee looked at institutional enrollment data and institutional retention and completion data. Then, the committee studied student engagement data, and performance measures data. Part of the analysis of institutional data included comparisons to state and national data.

Retention and Completion Data (2011-2015)

While they remain the hallmark of a college's success, retention and completion rates are tricky measurement tools for community colleges. Jolanta Juskiewicz noted the following in the American Association of Community Colleges' [*Trends in Community College Enrollment and Completion Data, 2015*](#):

The Department of Education's official graduation rate is widely acknowledged to be a poor measure of student completion, especially for community colleges. The primary reason is that it measures completion for only a subset of students, and, in the case of community colleges, a very small percentage of students. The graduation rate applies only to students who enroll in the fall, are first-time degree/certificate-seeking undergraduates, attend full time and complete within 150% of normal program completion time at the institution in which they first enrolled. The majority of community college students attend part time. Many are not first-time students, nor do they first enroll in the fall. Some community college students are not degree- or certificate-seeking and many others intend to transfer to another institution to pursue their degree (p. 5).

Juskiewicz (2015) has reason to believe that in the future, additional graduation rate measures for part-time and transfer students will address some of the issues. Still, the issue of timeliness of completion remains. Figure 1 shows that Craven Community College has experienced a slight decrease in full-time enrollment and a corresponding increase in part-time enrollment from Fall Semester 2014 to Spring Semester 2016.

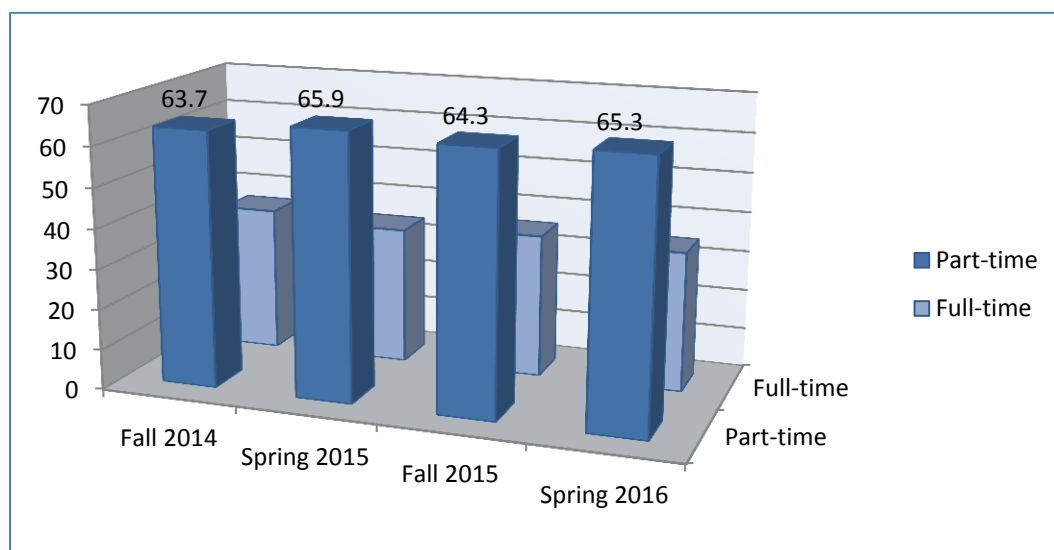


FIGURE 1—PART-TIME AND FULL-TIME ENROLLMENT

In one respect, this shift in enrollment is good because it indicates the economy is better and people are working. Craven County's unemployment rate decreased from 6.1% in 2015 to 5.2% in 2016 (based on preliminary April 2016 reports from the NC Department of Commerce's Access NC Economic Data and Site Information). However, the length of time needed to complete a program of study increases when a student is enrolled part-time which may not bode well for the College's completion rates moving forward. According to Juskiewicz (2015), "The conventional wisdom is that 'most community college students don't graduate,' but the reality is that most full-time students do. In contrast, the completion rate for exclusively part-time students in 2-year public institutions was 18.7%, with 16.5% completing at their starting institution" (p. 7).

While the average official graduation rate (as published by the Department of Education) for 2-year public institutions hovers around 21%, that percentage changes depending on the amount of completion time students are given.

- 100% (on-time) of normal completion time = 11.7% graduation rate
- 150% of normal completion time = 21.1% graduation rate
- 200% of normal completion time = 26.5% graduation rate

Although Craven Community College's retention and completion data, as seen in Figure 2, shows graduation rates increased from AY 2011-2012 to AY 2014-2015, with a decrease in the number of students who did not graduate, transfer, or return (labeled "Unknown"), 31.6% of students left the institution prior to graduation without a known path.

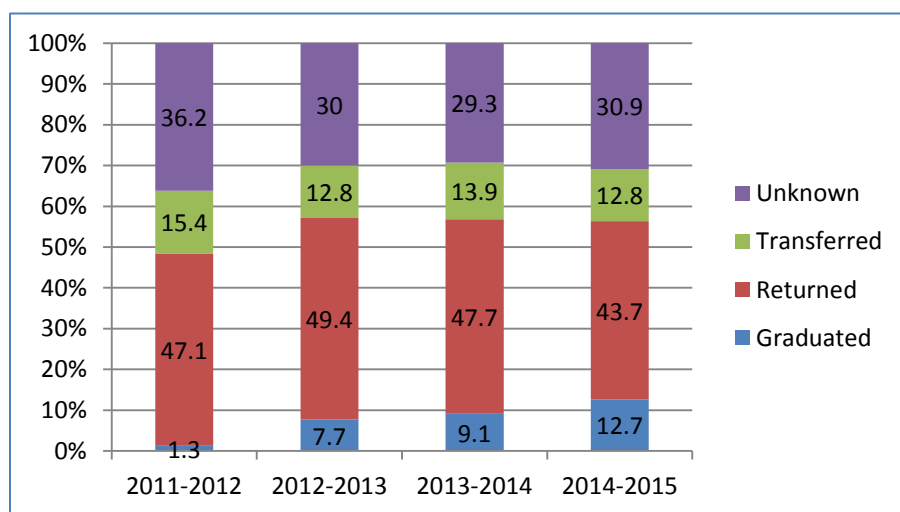


FIGURE 2—RETENTION AND COMPLETION DATA

Community College Survey of Student Engagement (CCSSE) (Spring 2012)

Because the Community College Survey of Student Engagement (CCSSE) asks *returning* students questions that assess institutional practices and student behaviors, which are correlated highly with student learning and student retention, analyzing the CCSSE data was a logical next step as Craven sought to gain insights into *why* some students return and graduate while others do not. CCSSE data served as a diagnostic tool to identify areas that could enhance Craven students' educational experiences. From the CCSSE report, Craven can see its own results and compare them to other small colleges and to top performing colleges. The CCSSE uses a 3-year cohort for the report. The following data represent a 3-year cohort from 2010 to 2012.

In Table 2, the data regarding student-faculty interaction and support for learners shows that Craven Community College is performing slightly below other small colleges and nearly 10% below top performing colleges. The College would like to improve its student-faculty interaction and support for learners to a level that is closer to that of the top-performing colleges.

TABLE 2—CCSSE: STUDENT-FACULTY INTERACTION AND SUPPORT FOR LEARNERS

	Craven CC	Small Colleges	% Change	Top Performing Colleges	% Change
Student-Faculty Interaction	49.5	51.0	-1.5	58.4	-8.9
Support for Learners	49.3	51.9	-2.6	59.2	-9.9

TABLE 3— CCSSE: SATISFACTION WITH ACADEMIC ADVISING

How satisfied are you with Academic Advising at this college?					
	Craven CC	Small Colleges	% Change	2012 Cohort	% Change
Not at all	8.2	8.6	-0.40	10.6	-0.11
Somewhat	49.3	42.9	0.06	43.3	-0.37
Very	29.9	34.2	-0.04	29.8	-0.34
N.A.	12.5	14.3	-0.02	16.4	-0.18

As seen in Table 3, Craven is on par with other small colleges for Academic Advising student satisfaction and frequency of use; however, more than half of its students are not completely satisfied with advising, reporting that it is an area which needs improvement.

According to CCSSE results, when it comes to engaging students in discussions about their career plans, Craven's part-time students are the demographic area where the College can make the largest gains. Table 4 shows 70% of Craven's full-time and 75% of Craven's part-time students rarely use the College's career planning services. Part-time students use career planning services less frequently than full-time students. When coupled with the trend of more students enrolling part-time, the need to generate more support in this area is validated.

TABLE 4— CCSSE: FREQUENCY OF CAREER PLANS DISCUSSIONS

How often have you talked about career plans with an instructor or advisor?										
Results are broken down into responses by part-time (PT) students and full-time (FT) students.										
	Craven CC		Small Colleges		% Change		2012 Cohort		% Change	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Never	16.1	31.3	19.2	30	-3.1	1.3	22.4	33.3	-6.3	-2
Sometimes	43.3	44.2	44.2	44.8	-0.9	-0.6	44.3	44	-1	0.2
Often	23.4	19.7	24.1	17.9	-0.7	1.8	21.9	15.9	1.5	3.8
Very Often	17.2	4.8	12.5	7.3	4.7	-2.5	11.4	6.8	5.8	-2

TABLE 5— CCSSE: FREQUENCY OF USE OF ACADEMIC ADVISING/PLANNING

How often do you use Academic Advising/Planning?										
Results are broken down into responses by part-time (PT) students and full-time (FT) students.										
	Craven CC		Small Colleges		% Change		2012 Cohort		% Change	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Never	3.6	2.8	5.4	9.1	-1.8	-6.3	5.7	9.4	-2.1	-6.6
Sometimes	32.9	32.6	28.1	32.5	4.8	0.1	31.1	35.9	1.8	-3.3
Often	42.9	51.4	47.9	44.3	-5	7.1	46.4	42.4	-3.5	9
Very Often	20.6	13.2	18.6	14.1	-1.8	-0.9	16.8	12.3	3.8	-6.6

Getting students to use Academic Advising/Planning more frequently is also an area where the College has room for improvement. Table 5 shows 64% of full-time students and 65% of part-time students use academic advising and planning “often” or “very often.” While there is a difference between “often” and “very often” between the two sets, it flattens a bit once the “often” and “very often” figures are added together. The large concern here is that 35% of Craven students do not take full advantage of academic advising and planning services—a similar number as the number of students who do not return and complete. Although a definitive correlation between data sets cannot be made, the results challenge the College to explore how increased use of academic advising/planning services might impact retention and completion.

Survey of Entering Student Engagement (SENSE) (2014)

The Survey of Entering Student Engagement (*SENSE*) is a product offered by the Center for Community College Student Engagement (CCSSE) as a complimentary add-on which helps community colleges determine the level of engagement of *new* students. Compared to the broad approach of CCSSE, SENSE has a more narrowed focus. This survey is administered during the first few weeks of the fall academic term when students’ initial experiences with academic and services-related areas of the college are fresh in their minds.

SENSE measures and reports on the following benchmarks:

- Effective Track to College Readiness
- Engaged Learning
- Academic and Social Support Network
- Early Connections
- High Expectations and Aspirations
- Clear Academic Plan and Pathway

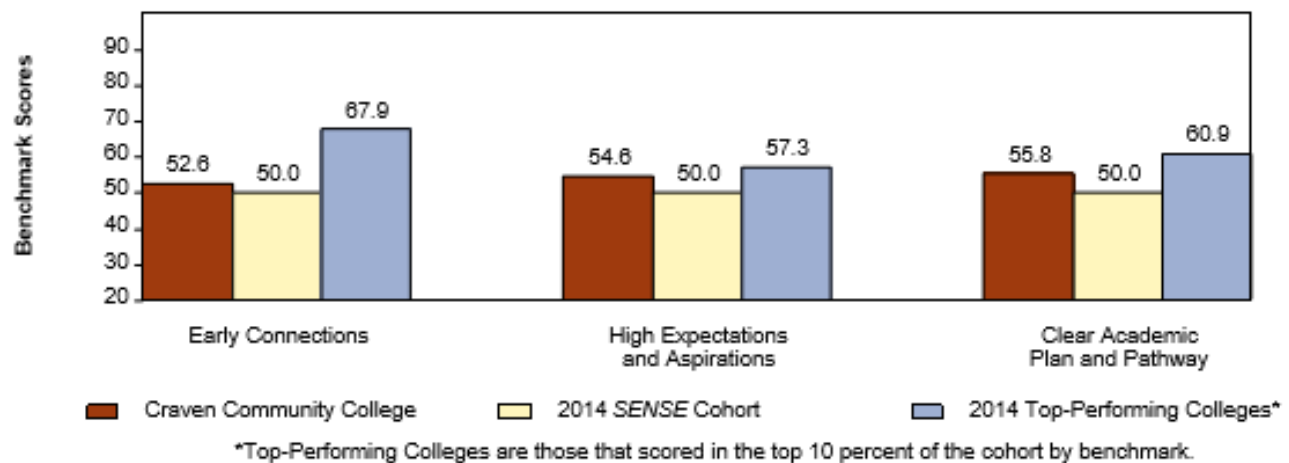


FIGURE 3—SENSE: BENCHMARK SCORES, PART 1

Figure 3 indicates Craven has the largest opportunity for growth in the area of making early connections between students and faculty/staff. While Craven outperformed the SENSE Cohort slightly, Craven fell more than 15 percentage points behind the 2014 top performing colleges. Craven Community College’s QEP Steering Committee took note of the need for stronger early connections and kept this need in mind as they worked to guide the QEP process.

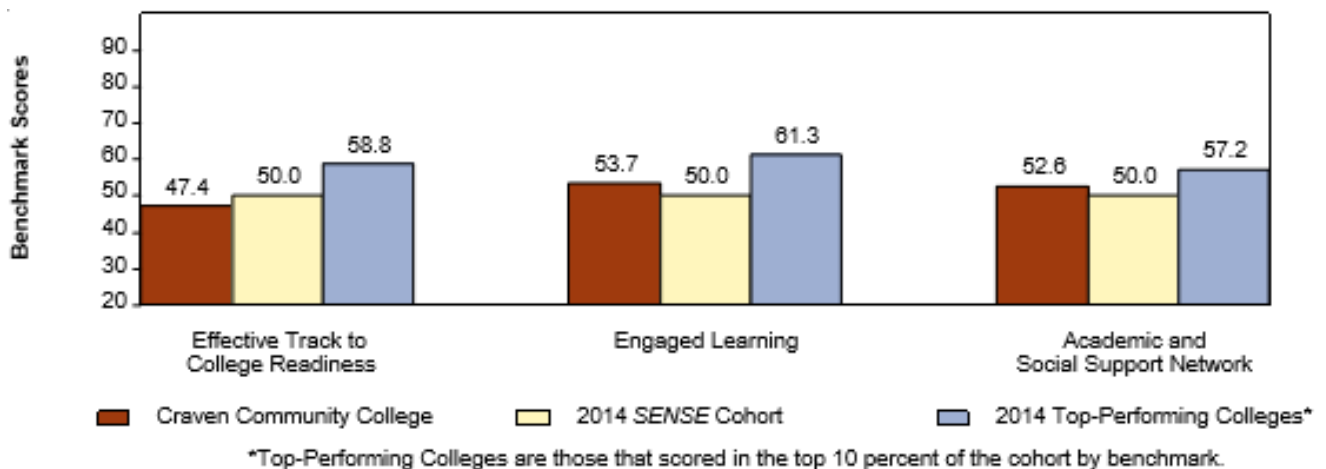


FIGURE 4—SENSE: BENCHMARK SCORES, PART 2

In Figure 4, Craven Community College scores 11.4% lower than top-performing colleges on the SENSE benchmark Effective Track to College Readiness. SENSE describes this benchmark in the following way:

Nationally, more than six in 10 entering college students are underprepared for college-level work. Thus, significant improvements in student success will hinge upon effective assessment, placement of students into appropriate courses, and implementation of effective strategies to ensure that students build academic skills and receive needed support. (p. 3)

The QEP Steering Committee noted the need for effective assessment and placement of entering students as well as the need to implement effective academic skill-building strategies and avenues for support, and kept these needs in mind as it worked to guide the QEP process. Despite the fact that a component of Craven's previous QEP improved the advising process, the SENSE data helped illuminate where areas of concern remain.

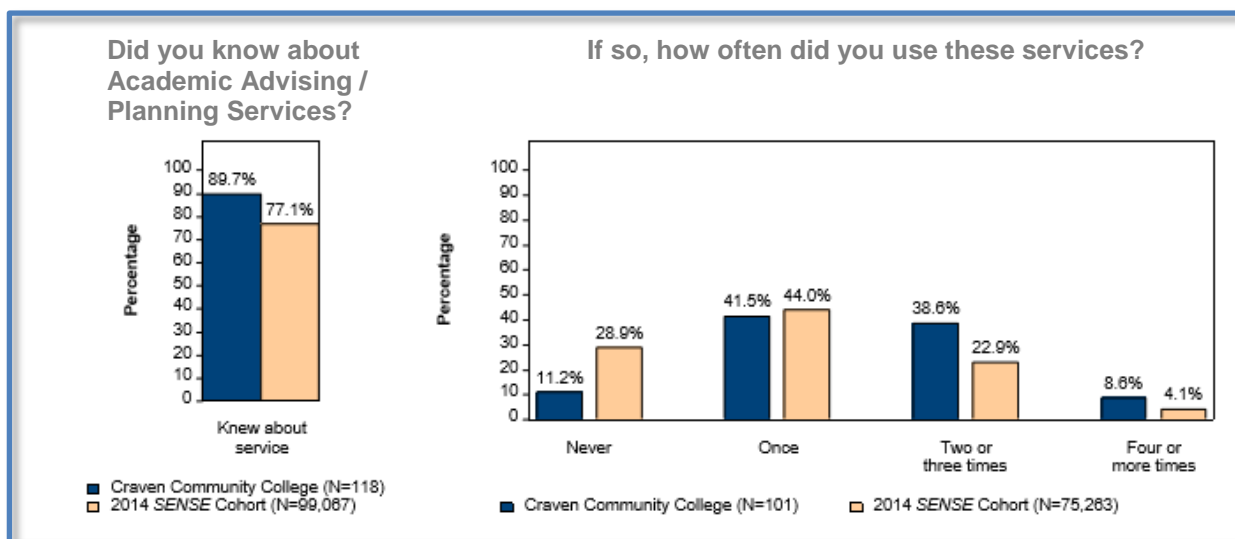


FIGURE 5—SENSE: KNOWLEDGE AND USE OF ACADEMIC ADVISING/PLANNING SERVICES

SENSE data in Figure 5 shows that although more than three-fourths of Craven's students know about academic advising/planning services fewer than half use those services regularly.

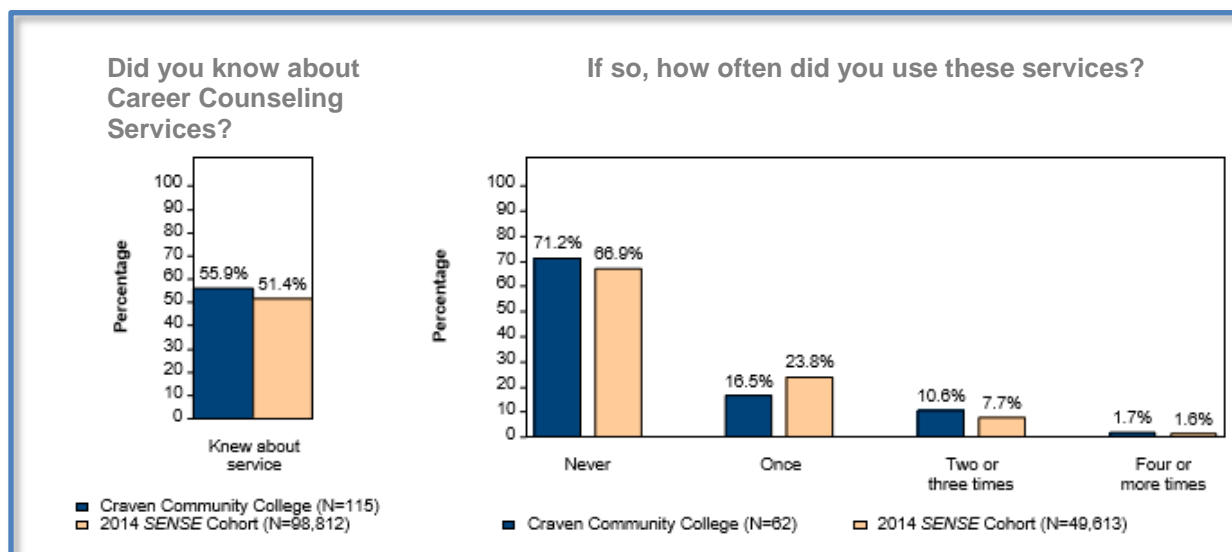


FIGURE 6—SENSE: KNOWLEDGE AND USE OF CAREER COUNSELING SERVICES

In Figure 6, SENSE data tells the College that it needs to do a better job of informing students of the career counseling services aspect of advising and its importance in creating an achievable academic plan. While more than three-fourths know of academic advising/planning services, only slightly more than half of Craven students know career counseling services are offered through academic advising/planning.

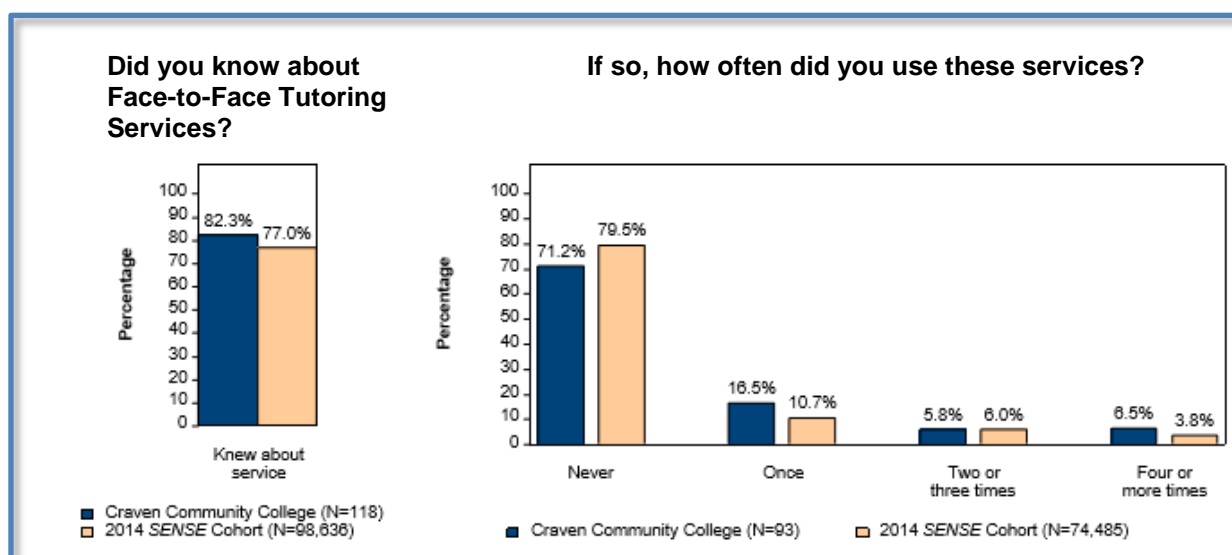


FIGURE 7—SENSE: KNOWLEDGE AND USE OF FACE-TO-FACE TUTORING SERVICES

Regarding face-to-face tutoring, students once again self-reported they were aware of services provided by the College, but did not take advantage of them. SENSE data in Figure 7 shows 71% of Craven's students never used face-to-face tutoring services. The use of such services can increase retention and completion rates.

The QEP Steering Committee's interpretation of the SENSE data in Figure 8 is that the College attracts students, helps them select a program of study, and gets them enrolled in their first semester of courses, but it doesn't do the longer-term planning with students to help them set goals for their entire educational experience. Additionally, the College falls short in working with students to discover their individual personal challenges and teach students how to manage school around those challenges.

Academic Goal Setting and Planning

Most community colleges have academic and goal setting policies that are intended to help all students *start right*. Yet, often these policies, even when they are ostensibly mandatory, might not be implemented in ways that ensure success for all students. The disaggregated data below illustrate the student experience with academic goal setting and planning at your college. Nationally, more than 60% of community college students are enrolled less than full time. Thus, while looking at these data, it is important to consider the institution's enrollment patterns. Are all of your entering students starting right?

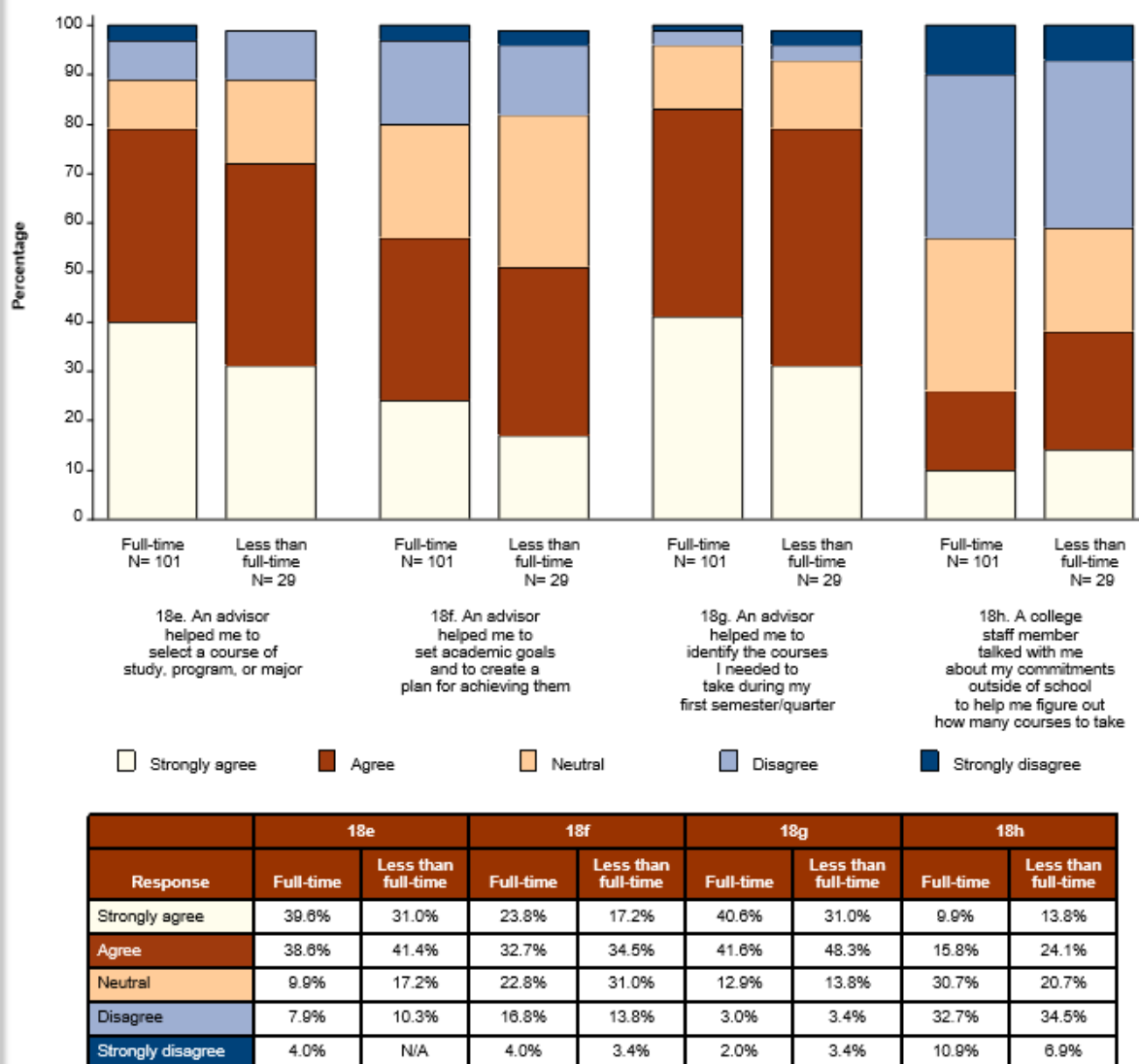


FIGURE 8—SENSE: ACADEMIC GOAL SETTING AND PLANNING

Overall, from the SENSE data, the QEP Steering Committee discovered a need for a new intake and long-term advising model that focuses on creating relationships that will help the College do more of this type of individual planning with students.

Student Services Survey (SSS) (data span 2010 - 2015)

The Student Services Survey (SSS) is an internal survey that was conducted twice per academic year in academic years 2010-2011 and 2014-2015 and in the fall of academic years 2011-2012, 2012-2013, and 2013-2014, as shown in Figure 9. The survey is handed out to students when they come for advising appointments and/or to register for classes. The survey's purpose is to gauge student satisfaction with services provided during the admissions and advising process. Surveys are given to both new and returning students. The average number of student responses per year is 245. Although the satisfaction rating averages approximately 93% for all academic years in the data span, student complaints were noted, and the following trends emerged:

- Too long of a wait to see an advisor / not enough advisors
- Advisor / staff unhelpful / not knowledgeable about programs / unable to answer questions, inconsistency in advising accuracy and knowledge
- Advisor did not care, rushed students, treated students rudely, not welcoming
- Does not have a set advisor, sees different person each time

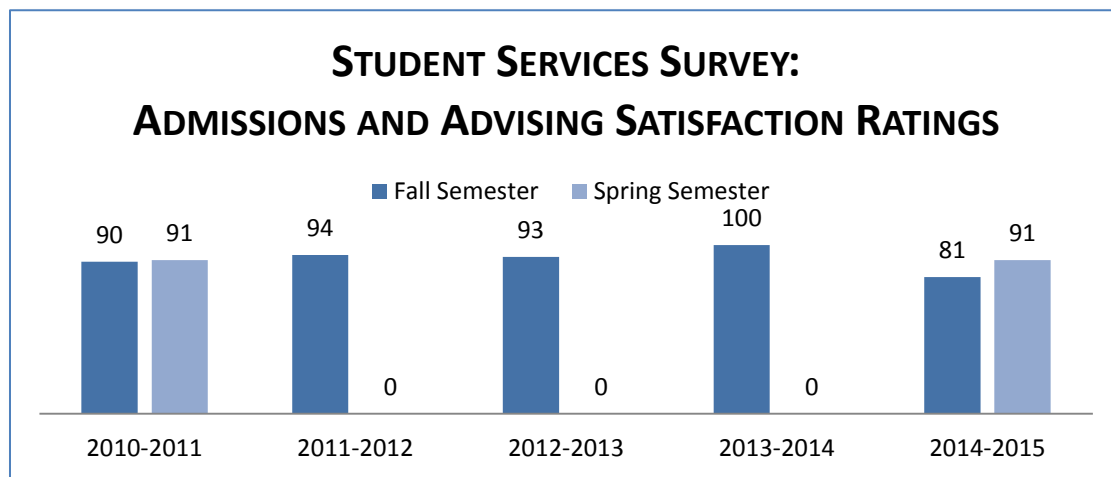


FIGURE 9— STUDENT SERVICES SURVEY: ADMISSIONS AND ADVISING SATISFACTION RATINGS

Services Review Survey (SRS) (data span 2013 - 2015)

The Services Review Survey (SRS) is an in-house survey that goes out to faculty and staff, in addition to students, each spring in March or April. Some of the questions posed to students only are related to Academic Advising and First Stop services. On average, 166 students responded per year. The results were consistent with responses from the Student Services Survey (SSS). On average, 90% of students were satisfied with Academic Advising and First

Stop services. Most students indicated they were satisfied with the accessibility, information, and quality of academic advising. Although most students who responded felt that First stop assisted them during the enrollment process and were satisfied with the advising staff, among the comments from respondents who were dissatisfied, the following themes emerged:

- Advisor was unavailable to speak with students when needed, not enough advisors during registration periods
- Inaccuracy and inconsistency of information provided by advisors
- Not having an assigned advisor / never saw the same advisor twice = miscommunication
- Felt that advisor did not care about them, treated like a number, rushed through

Additionally, most student responders indicated they did not meet frequently with their advisors during the academic year.

The data analysis shows the College that it needs to plan for more part-time students while keeping completion rates high and decreasing the number of students who fall into the “Unknown” category. The literature review validates that this can be done by creating supportive relationships with students that help them successfully complete a defined pathway. Craven determined it could apply Completion by Design (CBD) principles to help accurately and consistently advise students in a manner that will positively impact persistence, graduation, and other success rates.

Ultimately, analyzing data and comparing it to others is not the only method the College used to determine how it can enhance the quality of the institution. Just as Craven Community College understands the economic climate of the county affects enrollment trends, it also understands the College operates within, and is impacted by, the larger educational structure of the North Carolina Community College System and the U.S. Department of Education. With that understanding and the comparisons of institutional data to state and national data in mind, the QEP Steering Committee examined several state and national initiatives.

Considering the Context of Existing and Upcoming Initiatives

The purpose of examining and considering the context of existing and upcoming state and national initiatives was two-fold:

1. to see if/what common strands emerged among analysis of institutional data and the state and national data analyses that underpinned the current and proposed state and national initiatives
2. to see how current and proposed state and national initiatives might impact and inform Craven's improvement efforts, and potential efforts towards quality enhancement

Though many initiatives could be considered, the Steering Committee found the following four initiatives to be most significant and relevant to Craven's institutional data analysis:

- **Cooperative Innovative High Schools (CIHS) / Career and College Promise (CCP)**
Creates a group that is increasing the College's enrollment and decreasing the average student age; a group that may need more advising due to unique pathways and the increased likelihood that they are undecided on a career at such a young age
- **Multiple Measures (MM)**
Requires more careful and personal involvement in placement rather than relying on a test; national data says it is a more accurate form of placement than testing alone
- **North Carolina Performance Measures (NCPM)**
Tells us developmental students are at risk and need to be in the first (or early) cohorts as the College phases in its QEP
- **Completion by Design (CBD)**
Provides a framework to address the very same issues the College identified it needs to work on; creates continuity between institutional initiatives/goals and state initiatives/goals

Cooperative Innovative High Schools (CIHS)

Through Career & College Promise (CCP), initiated in 2013 under the umbrella of the [Innovative Education Initiatives Act](#) passed by the NC General Assembly in 2003, qualified high-school-age students in North Carolina have the tuition-free opportunity to pursue a diploma, a certificate, or a two- or four-year degree while in high school. Three CCP pathways exist to help students get an early start on their academic and career goals: **college transfer** (earn credits toward an Associate in Arts or Associate in Science that will transfer seamlessly to any public or participating private college or university; **technical careers** (earn credits toward a job credential, certificate or diploma in a technical career); and **innovative high schools** ([Cooperative Innovative High Schools](#) / Early College High Schools where students can earn a diploma and college credits).

Craven Community College is home to two Early College High Schools—Craven Early College on the New Bern campus and Early College East in Havelock. The College also offers dual-enrollment, off-site courses at three local high schools—New Bern High School, West Craven High School, and Havelock High School. In AY 2015-2016, Craven’s two Early Colleges enrolled 354 students, and Career and College Promise enrollment was 215, combined for a Cooperative Innovative High Schools total enrollment of 569 high school-age students, as shown in Table 6. This total is a 37.1% increase over the total Cooperate Innovative High School enrollment in AY 2013-2014. As more high school students take advantage of the options available to them, the College has an increased responsibility to help them navigate their unique pathways. Since these students typically are not 18 years of age or older, they do not take the SENSE survey, but they do participate in the Student Services Survey and Services Review. Therefore, the data only provides a partial picture of how well Craven is serving these students through advising and career counseling.

TABLE 6— ENROLLMENT IN COOPERATIVE INNOVATIVE HIGH SCHOOLS

Enrollment in Cooperative Innovative High Schools (CIHS)			
	AY 2013-2014	AY 2014-2015	AY 2015-2016
Craven Early College and Early College East	332	315	354
New Bern H.S. and West Craven H.S.	83	162	215
Total	415	477	569

Multiple Measures (MM)

Multiple measures is the use of more than one measure to determine student placement into college-level courses. Seven [Core to College Network](#) states, including North Carolina, are implementing various multiple-measures approaches to improve course placement decisions. [Multiple Measures](#) was approved by the NC State Board of Community Colleges in March of 2014. Prior to MM, COMPASS and ACCUPLACER tests were used for student placement at Craven and many other community colleges in the state. Under this system of placement, concerns arose regarding the high number of students requiring remediation and the resulting cost, as well as the Community College Research Center (CCRC) research results indicating that completion rates of remediation courses and curriculum courses were low (Bracco, Dadgar, Austin, Klarin, Broek, Finklestein, Mundry and Bugler, 2014). MM was intended to be

implemented by all community colleges in North Carolina by the fall of 2015, but the mandatory implementation date was extended by one year until fall of 2016. Under Multiple Measures, the College has greater flexibility, and greater responsibility, to place students appropriately to ensure their greatest likelihood of success (Duffy, Schott, Beaver & Park, 2014).

Common multiple measures include, but are not limited to, additional test scores (beyond a single standardized test score), high school grade point average (GPA), high school grades in specific classes, life experiences, and counselor input and referrals. (Bracco et al., 2014, p. ii)

Craven Community College will begin its implementation of MM in the fall of 2016. The state is still working to fully provide support and training for MM. The CCRC conducted a study of developmental education reforms including the multiple measures policy. Results from this study were expected to be released in AY 2015-2016 but remain pending. Thus, some facets of the QEP could be impacted mid-stream as more becomes known through on-going study of the Multiple Measures initiative.

North Carolina Performance Measures

The 2011 Session of the General Assembly directed the State Board of Community Colleges to revise a set of accountability measures and performance standards to evaluate and measure student progress and student success, including graduation rate and course completion measures. These performance measures would be tied to state funding formulas and serve as the basis for performance funding.

The outcome of the General Assembly's mandate is the [North Carolina Performance Measures](#), a performance-based funding model that allocates funds to colleges based on two facets of performance: (1) program quality and (2) program impact. "Program quality is evaluated by determining a college's rate of student success on each measure as compared to a system-wide performance baseline and goal. Program impact is evaluated based on the number of students succeeding on each measure" (Success NC, 2012, Performance Measures and Funding).

Colleges were measured on six of the eight measures beginning in FY 2013-14 (neither Basic Skills student progress nor GED attainment were used in FY 2013-14 allocations). Colleges were measured on all eight measures beginning in FY 2014-15. The funding model is slated to be reviewed every three years. Modifications to the current measures, to include establishment of an employment measure, are expected to be announced this year—2016 (Success NC, 2012, Performance Measures and Funding).

	A. Basic Skills Progress	B. GED Pass Rate	C. Dev Eng Subseq Success	D. Dev Math Subseq Success	E. Year One Progress	F. Curr Completion Rate	G. License Pass Rate	H. Transfer Perform				
System Goal	51.2%	82.0%	74.9%	75.4%	74.6%	45.6%	91.7%	93.8%	Met or Exceeded Goal	Below Goal, Above College Average	Below College Average, Above Baseline	Below Baseline
System Baseline	20.6%	49.3%	45.2%	47.5%	53.2%	28.6%	71.0%	71.2%				
Average College Percentage	45.1%	79.4%	62.4%	63.6%	67.1%	43.4%	83.2%	87.7%				
System Totals (All Students)	44.8%	78.2%	63.4%	63.0%	67.1%	42.9%	84.4%	88.3%				
Craven CC - 2013	31.9%	50.0%	49.6%	72.1%	66.5%	42.5%	86.0%	90.8%	0	4	4	0
Craven CC - 2014	33.7%	72.7%	60.1%	63.2%	69.4%	44.2%	79.7%	89.4%	0	3	5	0
Craven CC - 2015	49.3%	95.3%	66.5%	62.0%	73.2%	40.8%	75.0%	90.6%	1	4	3	0
Craven CC - 2016	52.8%				72.1%	44.7%	82.6%	86.2%	0	3	2	0
New Metrics as of 2016												
			College-level English Success	College-level Math Success								
System Goal			55.9%	32.5%								
System Baseline			23.8%	10.1%								
Average College Percentage			46.9%	27.3%								
System Totals (All Students)			48.4%	28.1%								
Craven CC - 2016			54.5%	25.5%						1	1	

FIGURE 10—PERFORMANCE MEASURES SUMMARY FOR CRAVEN COMMUNITY COLLEGE

The data in Figure 10 supports beginning the College's new QEP with a cohort of Developmental Education students. Since the College scored below the system goal for Developmental English and Development Math subsequent success rates in two out of three academic years, and below goal in College-level Math under the new metrics for 2016, a need exists for more support for this subset of students. First-year progression is only measuring

students who successfully compete 12 hours in 1 year, which is low. Based on a Completion by Design phone conference, the QEP Steering Committee learned that CBD principles indicate that students who earn 20-24 credit hours by the end of their first year are more likely to complete. Curriculum completion is measured at the 6-year mark, which is three times the full-time expectation for a two-year degree. Craven moved, this year, to new metrics for performance standards – success in college-level Math and English courses rather than success in developmental Math and English courses – and has seen a drop in success rates for both Math and English. This data analysis makes a case for supporting At-risk students, Multiple Measures students, and students transitioning from Developmental Education to curriculum courses early in the new QEP cycle.

Completion by Design (CBD)

North Carolina is one of three states (Florida and Ohio are the other two) selected in 2011 to participate in the Bill and Melinda Gates Foundation [Completion by Design](#) initiative with the goal of implementing innovative pathways to increase student completion.

Completion by Design is a systematic process of inquiry and design, aimed at systemic changes in policies, programs, and practices that strengthen pathways to completion for most students on their campuses. CBD contributes to the college completion movement in two ways:

1. CBD helps colleges design connected solutions across students' entire educational experiences—from the day they first step on campus to the day they earn their degree or credential.
2. CBD creates conditions that allow for this holistic approach by directly addressing a spectrum of organizational, cultural, and administrative factors that can make or break a serious effort to reform (Completion by Design.org).

Colleges in North Carolina that are piloting Completion by Design use the “Preventing Loss, Creating Momentum Framework” and “Pathway Design Principles” (see [Appendix B](#)) to guide their work. The NCCCS Completion by Design team identified three policy priorities with the greatest potential to impact students' success and colleges' completion rates from 2011 to 2014 *and* with the greatest potential for supporting scale-up of CBD completion pathways:

1. Revise the State Board of Community Colleges' student placement and developmental pre-requisite policies (developmental education redesign and Multiple Measures)

2. Revise the NCCCS curriculum standards to facilitate highly structured programs of study at the college level
3. Revise the Comprehensive Articulation Agreement between the North Carolina Community College System and the University of North Carolina's 16 constituent institutions to develop structured pathways to majors and reduce elective options (Completion by Design.org).

Although not all 58 community colleges in North Carolina are participating in piloting Completion by Design, the three policy priorities listed above were adopted at the state level, and the College finds tenets of the initiative to be compelling and useful. Craven Community College participated in the last of the three cohorts (2014) implementing the Completion by Design Initiative.

Completion by Design has made pathways clear and simple, but those pathways are of no use if the students don't know about them or understand how to navigate them. Students without clear and continuous advising for their education and career pathways are analogous to airplane pilots without a flight control center to guide the flight path and landing of planes. Craven Community College must provide the clear and continuous advising students need to successfully plan and navigate their educational journey and arrive at their intended destination.

QEP Inception / Broad Focus Areas (December 2014 -- February 2015)

In December 2014, the Institutional Effectiveness Committee (IEC) solicited input from members of their units and the Executive Leadership Team (ELT) for potential focus areas to consider for the QEP. In late January 2015, Mary Clark, Executive Director of Institutional Effectiveness at that time, invited the IEC to submit ideas collected for possible QEP focus areas. Eleven focus areas emerged and were reported on February 20, 2015:

1. Retention
2. Advising
3. Completion by Design
4. Developmental English
5. Developmental Math
6. First-year Experience
7. Writing across the Curriculum (WAC) / Writing Center

8. Emergenetics
9. Academic Support
10. Global Learning
11. Civic Engagement through Service Learning

Keeping the analysis of data and the context of existing initiatives in mind, the QEP Steering Committee narrowed the eleven focus areas down to four:

1. Advising
2. Early Alert
3. Writing across the Curriculum (WAC) / Writing Center
4. Tutoring Services

The four focus areas were presented to stakeholders at the QEP Café sessions held from March 2015 to June 2015.

QEP Café Sessions (March 2015 – June 2015)

QEP Café Days were announced beginning March 13, 2015. The entire Craven community was invited, via email, Monday Morning Memo (for three weeks running), Panther Tracks, and the College's Facebook page, to attend one of four QEP Café sessions. Three sessions were held on March 31, 2015, on the New Bern campus, in the Student Center's Naumann Community Room. Sessions were scheduled for various times of day (9:00-11:00 a.m., 12:00-2:00 p.m., and 3:00-5:00 p.m.) in an effort to accommodate as many people's schedule as possible. A fourth session was held in June 24, 2015, 5:00-6:00 p.m. on the Havelock campus, in the Redd Building. Volunteers to moderate/lead discussions were sought at the time the QEP Café sessions were announced. On March 30, another invitation was sent to "CCC Everyone" via email inviting them to participate in the Cafés.

The three QEP Café events were held in New Bern on March 31, 2015. Lori Giles, Marti Myers, Cathy Campbell, Beverly Craft, Michelle Davis, Gery Boucher, and Tara Howry served as moderators/facilitators. Fifty-eight people attended. The final QEP Café was held in Havelock on June 24, 2015. Sixteen people attended that session.

A total of 74 faculty, staff, students, and Institutional Effectiveness Committee (IEC) volunteers participated in the QEP Café sessions where they actively engaged in roundtable discussions of the four focus areas in an effort to gather feedback from multiple stakeholders. Sign-in sheets documented the attendance for each session. IEC volunteers facilitated each of the four roundtable discussions in each session, and they took notes to collect feedback from faculty, staff, and students.

TABLE 7--QEP CAFÉ PARTICIPANTS

QEP Café Participants			
Stakeholders	New Bern Campus	Havelock Campus	Total
Faculty	6	3	9
Staff	13	9	22
Students	29	---	29
IEC Volunteers	10	4	14 (13 unique)
Total	58	16	74 (73 unique)

Visibility and Engagement (June 2015 – October 2015)

In mid-June 2015, the Institutional Effectiveness staff (Mary Clark, Emily Drake, and Yasmin Santiago) met with Director of Marketing, Deborah Kania, and Marketing Design Specialist, Nancy Childs, to discuss options and costs for a marketing plan to increase visibility and engagement in the QEP proposal and selection process among faculty, staff, and students. Quotes were obtained quickly, so that FY 2015 funds could be used for the marketing component of the QEP. Marketing was scheduled to take place during the summer and early fall of 2015. The marketing campaign had two parts: Proposal Invitations--“*QEP! Propose to Me!*” and Topic Selection/Voting--“*QEP! What Will It Be?*” On September 15, 2015, the IE staff ordered new marketing materials for the Knight fatheads, half-sheet flyers and new banners for both New Bern and Havelock with the “Propose to Me’ tagline.

Visual marketing took the form of street banners, mascot posters, and flyers:

- 3 street banners – 1 New Bern and a double-sided banner in Havelock
- 500 mailbox flyers distributed to faculty and staff
- 12 posters added to Knight the Panther (mascot) fatheads in hallways of New Bern and Havelock buildings



FIGURE 11—MARKETING CAMPAIGN: PROPOSAL INVITATIONS AND TOPIC SELECTION/VOTING

Textual marketing took place through the following digital media avenues:

- Website banner and page
- Facebook & Twitter campaign
- MMM announcements
- E-mail



FIGURE 12—MARKETING CAMPAIGN: WEBSITE BANNER

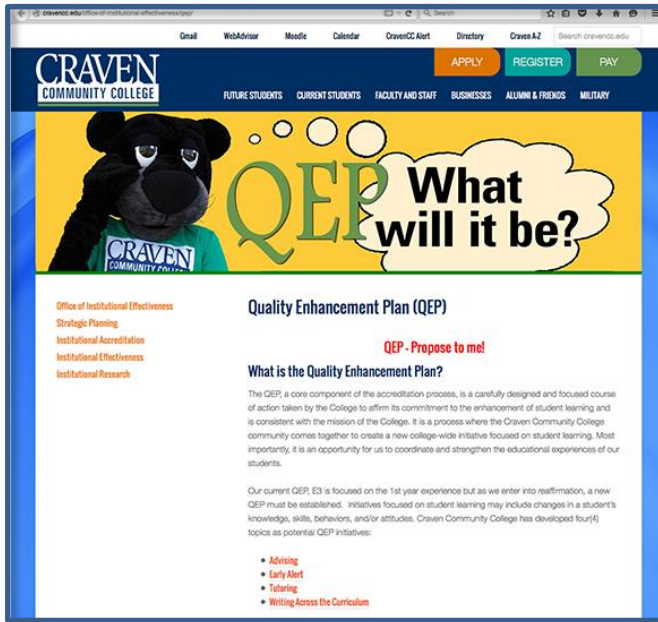


FIGURE 13—MARKETING CAMPAIGN: WEB PAGE

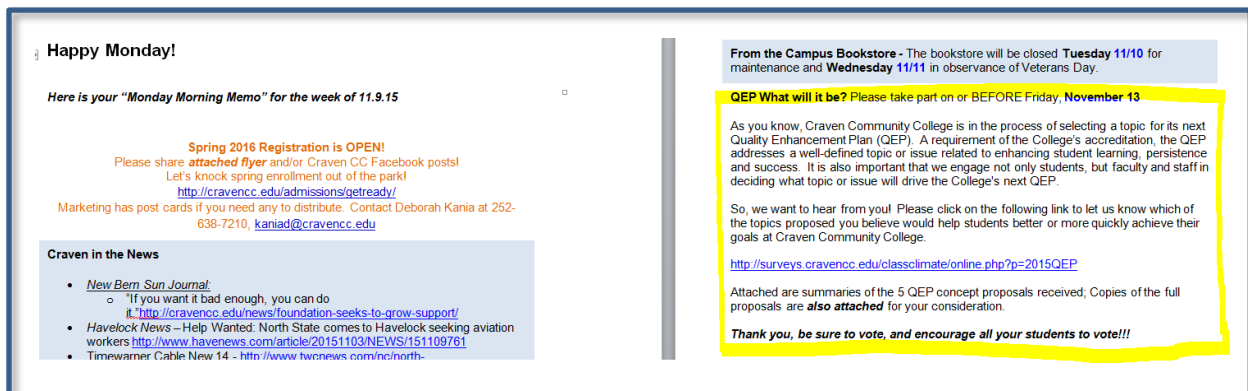


FIGURE 14—MARKETING CAMPAIGN: MONDAY MORNING MEMO

Call for Proposals (September 2015 – November 2015)

In September 2015, the QEP Steering Committee was charged with organizing a call for proposals. On September 23, a call for proposals for the College's next QEP was issued. The College community was asked to submit proposals for a QEP based on one of the four previously identified focus areas:

- Advising
- Early Alert
- Tutoring
- Writing across the Curriculum (WAC) / Writing Center

On September 28, the Director of Institutional Effectiveness announced that she had been successful in obtaining proposal incentives. The College Foundation provided the following prizes as incentives for members of the College community to write and submit QEP proposals:

- Winning proposal received \$1250 in professional development funds and a reserved parking space for one year
- Second place received \$500 in professional development funds
- Third place received \$250 in professional development funds

The Director of Institutional Effectiveness emailed, to the entire CCC community, a proposal template ([Appendix C](#)). Proposals were due to IE by October 23, 2015. Six proposals were submitted:

1. Advising Communities: It Takes a Village...We ARE a Village
2. The Future is Write Now – Writing Across the Curriculum Academy, Writing Center, & Online Writing Lab
3. Improving Student Success by Elevating Academic Advising
4. Reciprocal Peer-Tutoring Program
5. Peer/Student Tutoring
6. Diversity and Inclusion at Craven Community College

Although the IEC was to meet on October 30 to review and discuss the proposals, Dr. Daryl Minus, Executive VP of Learning and Student Success at that time, elected to forego that meeting as five of the six proposals were ready to present for voting. The sixth proposal, Diversity and Inclusion, was deemed unresponsive to the call for proposals focusing on the four areas already identified (although elements of diversity and inclusion are incorporated into the final QEP).

On November 5, the IE staff issued a survey to all College staff and faculty requesting their feedback on the five proposals submitted for voting. Voting ran from November 6 to November 13. A link to the survey was also highlighted on the learning management system (LMS) Moodle homepage for student access and a link to the survey was sent to students through their G-mail accounts. A copy of the email is available in [Appendix D](#).

Summaries of the five proposals put forth for voting are provided in [Appendix E](#). Several reminders were sent to faculty and staff and to students, via email. 328 responses to the survey were received. Survey results follow:

TABLE 8--QEP PROPOSAL VOTING

QEP Proposal Voting	% of Votes Received
Advising Communities: It Takes a Village . . . We ARE a Village	38.1%
Elevating Academic Advising	22.6%
The Future is Write Now: Writing Across the Curriculum (WAC)	28%
Reciprocal Peer-Tutoring	19.8%
Peer/Student Tutoring	13.1%

The winning proposal was *“Advising Communities: It Takes a Village...We ARE a Village”*—a proposal written by the Executive Director of Enrollment Management, three Academic Advisors, and the Student Success Coordinator – as concept to be developed and implemented as the College’s next QEP.

QEP Resource Committee (Spring 2016 – On-going / Indefinite)

The winning proposal writers (Rick Adamson, Sherry Forrest, Mit McLean, Marti Myers, and Zomar Peter) met to prepare preliminary budget requests for the QEP. The IEC presented the QEP to the Office of Institutional Advancement (Foundation & Lifetime Learning Center) in the March 2016 staff meeting where they answered questions pertaining to the process, helped identify who would contribute to the QEP, and received an offer from Institutional Advancement to use their VIP Ambassadors as peer mentors in the new advising community model.

Understanding the proposal writers would not have knowledge of the inner workings of the entire institution and would need a representative group across multiple areas of the College, as well as experts in marketing and technical writing to tap for input and advice, the Executive Director of Institutional Effectiveness formed a resource committee. The QEP Resource Committee is comprised of a subset of the AY 2015-2016 IEC with the addition of a marketing person and the QEP writer/faculty. Its purpose is to provide leadership, support, and information to the QEP Development Team as they develop and implement the QEP.

TABLE 9--QEP RESOURCE COMMITTEE

QEP Resource Committee	
Cyndi Bellacero (Chair)	Executive Director of Institutional Effectiveness
Nancy Childs	Marketing Design Specialist
Betty Hatcher	Dean of Liberal Arts & University Transfer
Matthew Herrmann	Chair of English, Communication, & College Success Skills
Marti Myers	Student Success Coordinator
Jim Millard	Dean of Career Programs
Cynthia Patterson	Executive Director of Financial Services & Purchasing
Yasmin Santiago	Senior Administrative Assistant – Institutional Effectiveness
Terri Van Sickle	English Faculty/QEP Technical Writer
Kyle Warner	English Faculty

Logo and Slogan Creation (April 2016)

In April 2016, the QEP Resource Committee met with Trade Ideas, Inc. to discuss the creation of a logo and slogan for the new QEP. Within the month, Trade Ideas, Inc. provided slogan and logo design options based on the input from the QEP Resource Committee's discussion. The QEP Resource Committee agreed upon three key words for the slogan: *Advising, Community, and Engagement*. Creating an acronym of these three key words, *ACE* was born.

The logo options presented by Trade Ideas, Inc. are available in [Appendix F](#). The selected logo which appears in Figure 14, and throughout the document, depicts hands – each of a different color – reaching out and touching each other to form a circle. This circle of hands represents an engaged, diverse, and supportive community. The star that forms in the center of the hands represents advising that leads to achievement. ACE embodies what the star symbolizes – a guiding light to success, but as the original winning proposal suggested, it takes a village. Craven is that village.



FIGURE 15 -- FINAL ACE LOGO

Faculty Feedback (April 2016 – May 2016)

In April and May 2016, the QEP Resource Committee held two faculty feedback meetings to hear the thoughts of faculty regarding the current state of advising at CCC. The faculty comments generated at those meetings follow:

- Advising has been an aggravating issue.
- I don't feel qualified as an advisor.
- When advising students outside my discipline area, I feel it is hard to advise them properly.
- Datatel/Colleague is hard to maneuver through.
- Even with the training we've been provided to date, it is hard to grasp how to advise properly.
- Not many students come to speak with faculty advisors. We make contact several times throughout the semester, but advisees do not respond.
- Advisees do not read emails sent to their college email account. Perhaps their email is too crowded with stuff.
- I don't feel well trained to advise.
- The College needs to emphasize a culture change associated with the new model – separate registration from advising, and add a career coaching aspect to advising.
- Call the career coach a career counselor so as not to confuse the person/position with the "Career Coach" software.
- The College needs to follow up with how students are doing. Are they using the new system? How will we know?
- Students tend to wait to register until right before classes start because they have to pay when they register. This behavior is not conducive to separating advising and registration. Can we/How will we remedy this behavior?

The Resource Committee recorded this feedback from faculty and later shared it with the QEP Development Team to help inform their planning and decisions.

QEP Development Team (Spring 2016 – Fall 2016)

The Steering Committee had set the QEP process in motion, and now it was time for a development team to be established and take over the work of the QEP development process with support from the Resource Committee. The QEP Development Team was comprised of the

winning proposal writers, Institutional Effectiveness staff members, the Director of Distance Learning, and faculty. The purpose of the team was to determine exactly how the advising community proposal would be put into action, and to write the QEP document that would be submitted to SACSCOC.

TABLE 10--QEP DEVELOPMENT TEAM

QEP Development Team	
Richard Adamson	Academic Advisor
Cyndi Bellacero (Chair)	Executive Director of Institutional Effectiveness
Emily Drake	Research and Assessment Specialist – Institutional Effectiveness
Sherry Forrest	Academic Advisor
Robert Husson	Computer Technology Integration Faculty
Jenifer Marquis	Director of Distance Learning & Professional Development
Mit McLean	Academic Advisor
Marti Myers	Student Success Coordinator
Zomar Peter	Dean of Enrollment Management
Stephanie Proctor	Academic Advisor – Havelock
Yasmin Santiago	Senior Administrative Assistant – Institutional Effectiveness
Alexa Tarplee	Medical Assisting Faculty
Terri Van Sickle	English Faculty/QEP Technical Writer

With oversight from the Institutional Effectiveness staff, writers of the proposal (joined by Stephanie Proctor, Havelock Academic Advisor) were tasked with matching learning outcomes to assessments, creating a timeline for implementation, defining the new advising organizational structure, ensuring resources were secured, and working out details for implementing the proposal. Additionally, the QEP Development Team looked at retention and completion data by program and by type of students to decide how to determine cohorts over the next five years as the College implements and grows the ACE program. The team concluded that developmental students already are most at risk and student under preparedness could increase with the implementation of Multiple Measures beginning fall of 2016. Based on developmental indicators for Math and English courses, as well as the gateway Math and English courses, the QEP Development Team predicts students entering the College under Multiple Measures may need even more support through the advising and goal setting process. See [Appendix G](#) which contains developmental Math (DMA) and developmental English (DRE) data.

Executive Director of Institutional Effectiveness, Cyndi Bellacero, invited English Faculty, Terri Van Sickle, to join the QEP Development Team and help shape the QEP document by serving as Technical Writer during the summer of 2016. Dr. Bellacero also invited Director of Distance Learning and Professional Development, Jenifer Marquis, to join the Development Team to help ensure the needs of distance learners are met and to help plan and coordinate the professional development that would be necessary for advisors, mentors, and faculty. Faculty members were also invited to join the QEP Development Team at this point. Dr. Bellacero established a timeline for team members to plan and collect information for various sections of the QEP document. That timeline appears in [Appendix H](#).

Technical Writing Plan (April 2016 – July 2016)

As writers of the proposal gathered information, matched learning outcomes to assessments, refined the implementation process, and established a timeline for the QEP, they passed their initial drafts of each section along to the technical writer who organized, revised, and formatted the initial drafts into a second-stage draft of each section, adding or redesigning tables and figures as needed. The entire QEP Development Team then revised and edited each section before the technical writer made minor formatting adjustments and edits to produce a finalized QEP document. The technical writer created and followed the QEP Document Drafting and Review Schedule ([Appendix I](#)) for delivering phases of her work to the team for review.

Advisory Visit (May 2016)

In May 2016, the QEP Development Team met with SACSCOC Vice President Dr. Crystal Baird to share their work to date and to seek suggestions for improvement. Dr. Baird's recommendations were as follows:

- Make hard copies of the PowerPoint presentation available to SACSCOC committee
- Reduce presentation length to < 25 minutes
- SACSCOC review committee will be announced seven weeks in advance
- Make extra packets in case of last-minute changes to the committee
- Break apart SENSE table data
- Make questions more visible in title for data slides
- Formally define the term “advising community”
- Define the connection between student and advisor (What does a successful partnership look like?)

- Explain current advising model and how the new one changes or adds to it
- Use a graphic that shows current advising process, what will change, and what will be added with the new process to give context to the QEP
- Describe budgeting and allocation of people – capacity
- Ensure proper alignment of outcome to assessment instrument (most common problem is misalignment)
- Identify when SENSE and CCSSE surveys occur in the timeline
- Create an assessment schedule
- Use touch point mapping to identify pinch points in current process and when an intervention should occur
- Answer these questions:
 - When do students see a career counselor?
 - When will we deliver the advising survey to students?
 - What will the impact be to faculty participating?
- Be sure to include open-ended survey prompts
- Chart some numbers for developmental education to show the cohort management aspect
- Describe training and professional development program

QEP Training and Professional Development Subcommittee (*May 2016 – On-going*)

Also in May 2016, in response to one of the suggestions made by Dr. Baird, the Director of Institutional Effectiveness, Cyndi Bellacero, established a subcommittee to create a plan for training and professional development to support the QEP. The subcommittee consists of Dr. Bellacero, one of the winning QEP proposal writers and Student Success Coordinator, Marti Myers, and the Director of Distance Learning, Jenifer Marquis. The subcommittee began developing training and professional development opportunities for advisors and mentors that would be necessary for institutional-wide understanding and implementation of the QEP. An overview of their work is presented here, while more details of the plan are located in the [Training and Professional Development](#) sub-section that appears within the “Resources” section of this document.

The QEP Training and Professional Development Subcommittee created a plan that includes the following features:

- A two-week **training** program with workshops and shadowing opportunities for new employees and faculty mentors to explain to them how the program's software works, to help them understand the programs of study and other key components of advising and the College in general
- On-going **professional development** sessions for everyone; these sessions focus on soft skills such as communication and relationship building
- **Peer mentor training** for students who work as peer mentors, giving them early, one-on-one access to their supervisor and a designated College Success Skills (ACA) instructor
- Distance Education student training on the learning management system (LMS) Moodle front page, as part of DE Orientation, and in an auto-enrolled advising course in Moodle, including process, technology, and communication strategies for advising
- A kick-off event to get everyone up-to-date on the QEP
- A general timeline, assessment strategies, and materials that need to be developed

The team brainstormed initial plans to promote QEP training and professional development plans/activities prior to the SACSCOC on-site visit in early October:

- To Faculty & Staff – attend departmental/unit meetings, faculty showcase on 9/23 to share information on our QEP goals and timeline.
- To Students – work with Campus Life Coordinator, Kim Clark, to attend student events such Welcome back event in August and SGA meetings to share information about our QEP goals and timeline.
- Board of Trustees meeting (possibly) to share information about our QEP goals and timeline.

Transition from *E³* (Engage, Enrich, Empower) to *ACE* (Advising, Community, Engagement)



Previous QEP: *E³* -- Engage, Enrich, Empower (2010-2015)

Craven's previous Quality Enhancement Plan (QEP) was called "*E³*: Engage, Enrich, Empower." It focused on improving the first-year experience, of which advising is a part. In its 2010-2015 Strategic Goals, the College clearly articulated a focus on providing students with an engaging learning experience within and beyond the classroom. One of the primary ways this goal was to be accomplished was by strengthening the student experience from entry to exit. To support this institutional commitment, the administrative team implemented a QEP focused on the development and success of first-year students.

Craven's First-year Experience (FYE) Program, *E3: Engage, Enrich, Empower* became the institution's QEP in 2010. In April 2010, the College hired a First-Year Experience Program Coordinator and FYE experts Dr. John Gardner and Dr. Betsy Barefoot from the John N. Gardner Institute for Excellence in Undergraduate Education facilitated a two-day First-Year Summit. During the First-Year Summit, Drs. Gardner and Barefoot reviewed theoretical perspectives and best practices in first-year success strategies and asked the College to identify its greatest strengths as well as policies, practices, and programs the College could improve. They believe that re-engineering your approach to the beginning college experience should include an acknowledgement of what is working well and only needs to be maintained, what initiatives need to be improved, and what initiatives should be added or eliminated.

Craven's Foundations of Excellence® Steering Committee continued to guide the effort to identify strengths and areas for improvement related to the first-year experience through the self-study process. The summit and self-study provided a structured platform and foundation for the College to launch its QEP planning and implementation efforts. Self-study findings were used by the College to develop a strategic action plan that it believed would lead to enhanced student learning and persistence.

The four operational tenets of E³ were: 1) Orientation, 2) ACA: College Success Skills courses, 3) Academic Support, and 4) Student Engagement. The focus in year one of E³ was on developing and strengthening the orientation experience for new students and improving the delivery and content of ACA College Success Skills courses. The College's new student orientation program is now mandatory and is offered in a variety of formats both on-campus and online. The ACA College Success Skills courses have been reviewed and redesigned, keeping in mind the learning outcomes and philosophy of the first-year experience. First-year students also are now required to take an ACA College Success Skills course within their first 12 credit hours at Craven. Campus policies and procedures also have been examined to ensure that they are supporting the needs of first-year students and not hindering their transition to Craven. Craven has continued building on the foundation for the first-year experience program and working on improving current programs and practices.

Current Integration of E³ into the Campus Culture

The goals of E³ are as follows:

- Engage student minds inside and outside of the classroom to encourage critical thought in self-assessment;
- Enrich student lives by promoting and supporting learning opportunities that will help them to grow and develop personally and professionally; and,
- Empower students to initiate goal setting and decision-making in order to pursue their passions.

These goals have been accomplished through New Student Orientation, ACA Student Success Classes, Peer Mentors, First-year Advising, student workshops, Campus Engagement, and shared experiences through a Common Read and Student Success Challenge.

New Student Orientation

New Student Orientation has been focused on creating a comprehensive program that provides students with helpful and necessary information and to generate excitement and enthusiasm around becoming a Craven Community College student. The present model includes tours, information sessions, technology login sessions, and a fun carnival-themed lunch and resource fair. An online version of New Student Orientation is available and is presently being revamped by the Marketing Department to include a more engaging video presentation.

ACA College Success Skills Courses and Peer Mentors

All students in their first year are enrolled in one of two offered ACA courses. *ACA 111—College Student Success* introduces the College’s physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives. *ACA 122—College Transfer Success* provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the Comprehensive Articulation Agreement (CAA), college policies and culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communication skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions. This course satisfies the North Carolina’s Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. Enrollment in ACA classes has remained fairly stable, ranging from 566 in fall of 2010 to 579 in fall of 2015, as Figure 16 shows.

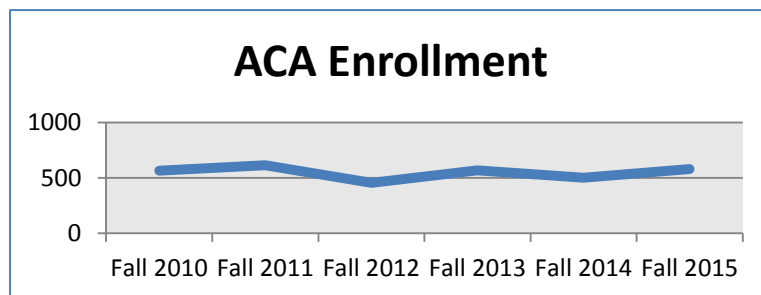


FIGURE 16 – ACA ENROLLMENT

Figure 17 depicts an increase in completion rates in ACA courses from 2010 to 2012, followed by a year of leveling off, and then a marked decline. After the sharp decline in ACA course completion rates from fall 2013 to fall 2014, an ACA Review Team comprised of the ACA department chair, the First-year Experience coordinator, and several ACA instructors redesigned ACA 122 during the summer of 2015. The ACA Review Team created a uniform syllabus to establish continuity of course content and to assist students in creating a College

Transfer Portfolio. The team assigned Peer Mentors to designated ACA classes to assist students with campus engagement, to establish study groups, and to encourage the use of campus resources. Craven saw an increase in completion rates for ACA courses in the fall of 2015, and the College is eager to see what next year's data reveals about ACA.

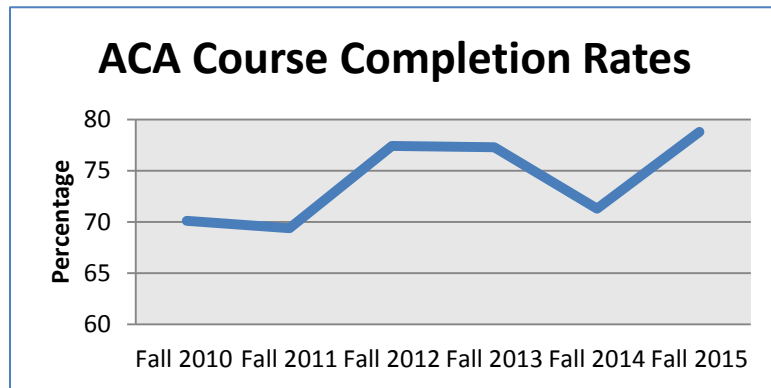


FIGURE 17 – ACA COURSE COMPLETION RATES

According to the NC Performance Standards report, the First-year Experience Program (FYE) at Craven Community College saw a marked increase in first-year progression (first-time fall curriculum students attempting at least 12 hours within their first academic year who successfully complete at least 12 of those hours) from AY 2011-2012 to AY 2013-2014, followed by a slight drop in AY 2014-2015, as is depicted in Figure 18.

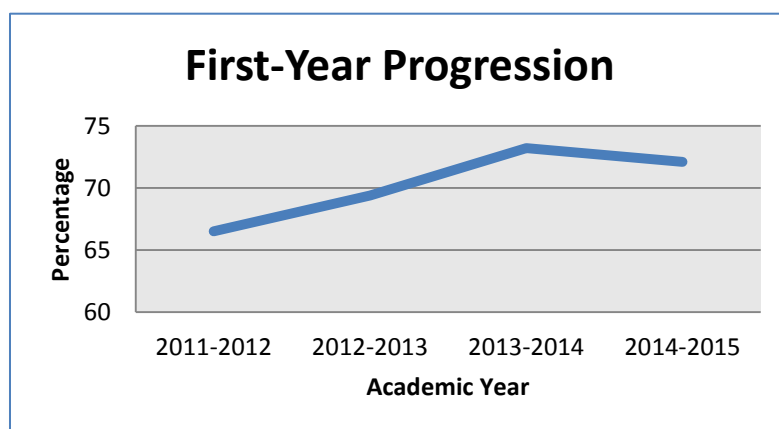


FIGURE 18 – FIRST-YEAR PROGRESSION

First-year Advising

First-year students are assisted with academic advising in the First Stop Center. The E³ model transitioned students to faculty advisors when students declared a program of study. The College garnered from [faculty feedback](#) and student feedback ([CCSSE](#), [SENSE](#), [SSS](#), and [SRS](#)) that the advising portion of E³ was not as effective as envisioned. A need still existed for on-going and consistent advising services. The advising team needed increased staffing. Processes and procedures needed streamlining and clarifying. Students needed more career counseling. Faculty advisors needed more training to increase their comfort level with various programs of study and other aspects of advising, as well as dedicated time to meet consistently with the students they advised. The College further acknowledged that faculty members who volunteer to advise are more likely to be effective advisors than those who, despite their reluctance to take on the role, are encouraged or required to be advisors.

Student Workshops and Campus Engagement Events

A collaborative workshop series is established each semester to encompass all areas of student development. Representation from the library, TRiO, FYE, Career and University Transfer Center, Minority Male Mentoring Program, and Campus Security all join together to offer a workshop series for students. A robust calendar of monthly campus engagement events provided by the campus life coordinator and student ambassadors give students the opportunity to participate in the campus community and to connect with fellow students. As part of the ACA course they take in their first year, students are required to attend two campus events.

Shared Experience: The Student Success Challenge

The Common Read Program has been transitioned into a Student Success Challenge for all students enrolled in ACA for fall or spring semester. Students are invited to write an essay or create a short video showcasing what helped them be successful in their first year. Winning contestants from the essay and video categories are invited to share their work with the President and other audiences on campus. A \$250 prize sponsored by the bookstore and Follett Publishing is awarded for each category.

Why Advising?

While First-year Advising was part of the First-year Experience E³ QEP, the Advising Community/Advising Center Model gives students a more structured, comprehensive advising

program and the opportunity for on-going and consistent one-on-one contact. This type of continual and consistent service will be a positive experience for students, and will, in turn, translate into a positive feeling about the institution as a whole. The collaborative effort and team approach in creating an “advising community” will give students layers of support at critical stages in their academic experience. Proactive Advising principles and theory will be adopted to move away from the use of “Prescriptive Advising.” Proactive Advising practices will encourage dialogue with advisees, promote self-efficacy in students, and create a meaningful and reflective advising experience.

ACE: Advising • Community • Engagement

Why ACE?

Academic advising directly impacts student learning by assisting students in goal setting, planning and career exploration, and mapping out concise and sequential pathways. It is a critical point of contact, support, and connection to the college. Advising also provides an important, but often overlooked, intervention known as “reality checking.” All these tools are necessary elements of student learning and success. Craven Community College is adopting an advising model that fosters such success—an advising model that is founded on providing students a more structured advising program and the opportunity for consistent and persistent one-on-one contact.

What is ACE?

Craven’s ACE is a comprehensive advising model that fosters collaborative relationships between students and their advising team members. The intent of this relationship is to guide students through the development of educational goals that align with their personal interests, skills, and abilities and to provide students with layers of comprehensive support. Each advising team is comprised of a professional advisor, a faculty mentor, a career counselor/coach, and a peer mentor—all from the learning center which houses the student’s intended program of study. ACE furthers the mission of the College by building relationships that enhance learning, that lead to the achievement of educational goals, and that assure students contribute and compete in a diverse and global economy.

Advising Functions

- Establish and sustain a personal and professional relationship with each advisee

- Coach and mentor students toward the development of educational goals and selection of program of study
- Guide students in creating and following an individualized academic plan which will lead to completion
- Be a resource for information about programs, courses, careers, and general college information needs
- Monitor and provide feedback on academic plans and student progression
- Conduct assessment of program's effectiveness through surveys and student retention and completion data

Description of Responsibilities for Members of the Advising Community

Professional Advisors

Professional advisors will be connected to a learning center and serve as a point person for their assigned learning center: Liberal Arts & University Transfer, Pre-Health Programs, Career Programs, and Developmental & At-Risk populations. Professional advisors are responsible for attending all unit meetings and training sessions and regularly communicating with faculty in the learning center to which they are connected. Professional advisors will become experts in each curriculum they advise and will serve as a point person for learning center areas. Professional advisors will attend professional development on a regular basis.

Career Counselor/Coach

The career counselor will assist students in implementing and interpreting Career Coach computer software program results and use career search websites and resources to assist students in researching potential careers.

Faculty Mentors

Faculty mentors will attend advising-focused professional development on a regular basis and establish consistent office hours in the Advising Center on a part-time, rotating schedule to provide content and subject-matter expertise for students. Faculty mentors will assist with registering students during peak times and will work with students' designated learning center professional advisor.

Peer Mentors

Peer mentors will support the Advising Center by contacting all first-years students in the first weeks of each semester, welcoming and assisting students, and assisting professional advisors. They will be assigned to a designated Student Success (ACA) class in which they will assist the ACA instructor and ACA students.

ACE Mission, Goals and Outcomes

ACE Mission Statement:

Craven Community College, through a collaborative effort and team approach, will create a comprehensive advising community to give students layers of support at critical stages in their academic experience. These principles and practices will encourage dialogue with advisees, promote student self-efficacy, and create a more meaningful and reflective advising experience. Embracing the concept of an advising community will improve student persistence and completion rates at the institution.

QEP Goal 1: Create advising partnerships between students and the college community

Learning Outcomes:

- A. Students and Advisors will work as partners in the advising process. Be prepared and engaged in advising sessions.
- B. Students and Advisors will develop a connection through the advising community.

QEP Goal 2: Assist students to plan, integrate, and align their academic program to meet their personal and career goals

Learning Outcomes:

- A. Students will select goals and major based on students' skills, interests, and abilities.
- B. Students will identify elective, certificate, and transfer requirements as related to individual goals, degree plans, and university pathways.
- C. Students will create, follow, and maintain an individualized, multi-semester academic plan leading to timely graduation.

These goals and outcomes are represented visually in Figure 19.

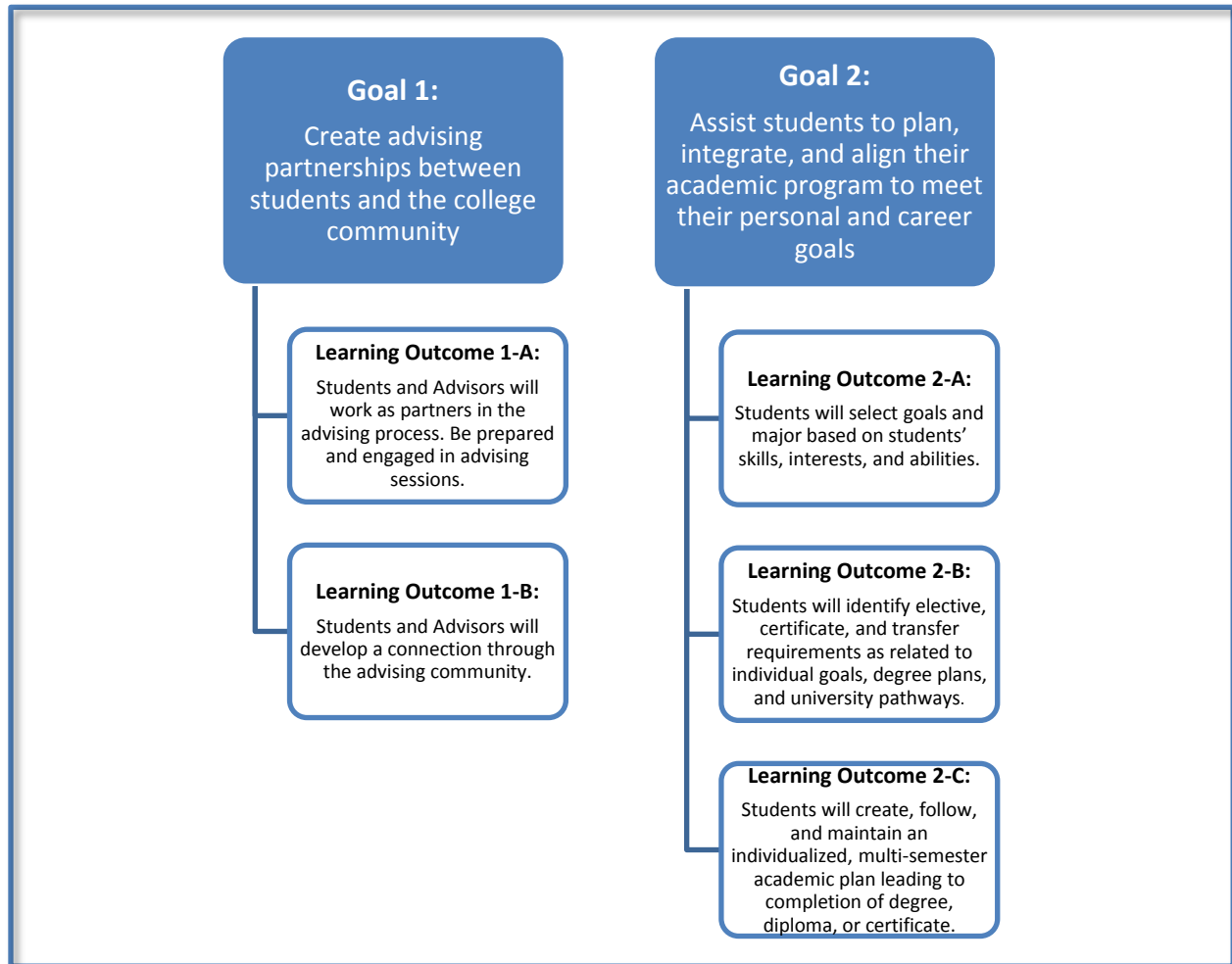


FIGURE 19 – ACE GOALS AND OUTCOMES

Literature Review

Quality Advising—a Key to Retention and Completion

As greater focus has been placed over the past decade on the accountability of public institutions to prepare students for productive and rewarding careers in a rapidly changing and global economy, colleges and universities are expending significant human and capital resources to deploy mechanisms that promote and support student completion and success.

Long identified as the second-most important function in the community college (O'Banion, 1972, 1993, 2012), academic advising helps students navigate the College's academic environment **and** integrate within the College's social systems, leading to higher levels of satisfaction and persistence—critical determinants of student success. “If not conducted with the utmost efficiency and effectiveness, the most important function of an institution of higher learning—instruction—will fail. . .” (O'Banion, 1972/2004/2012, p. 43). Comprehensive and well-developed academic advising programs that include elements that promote integration into the larger college community and networking among students are, then, at the core of student retention and success. As C.L. Nutt, Executive Director of the National Academic Advising Association (NACADA) states, “academic advisors offer students the personal connection to the institution that the research indicates is vital to student retention and student success” (Nutt, 2003, p. 1). In their article examining the O'Banion model, Burton and Wellington (1998) offer an integrative approach, one that recognizes the importance of instructors and advisors as “facilitators, gently encouraging students into deeper self-exploration” (Burton & Wellington, 1998, p. 15).

There is, then, no question that a comprehensive, proactive, and multi-layered approach to advising is critical to student success. As noted by C.L. Nutt (2003), research conducted by Alexander Astin (1977, 1993) found that student satisfaction was based more on student-faculty interaction than on any other determining factor. A leader in college enrollment and retention, Dr. Lee Noel (1985), reiterated Astin's findings:

It is the people who come face-to-face with students on a regular basis who provide the positive growth experiences for students that enable them to identify their goals and talents and learn how to put them to use. The caring attitude of college personnel is

viewed as the most potent retention force on a campus, offering students the personal connection to the institution that the research indicates is vital to student retention and success. (p. 17)

Academic advising programs have traditionally been designed as ‘faculty advising’ systems or counselor-based systems. Yet, “[m]any colleges and universities have introduced changes intended to expand advising services and/or increase the quality of academic advising” (Kot, 2014, p. 528). Among these changes is the creation of advising centers. Citing Wes Habley’s *The Status of Academic Advising: Findings from the ACT Sixth National Survey* (Habley, 2004), Kot reports the number of institutions with centralized advising centers increased substantially from 1979 to 2003, from 14 to 73 percent, respectively. As a result, institutions have increased the numbers of non-faculty staff assigned to advising students. In fact, O’Banion (1972/2004/2012) says, “[s]tudents, counselors, instructors, special personnel, including student assistants, community volunteers and advising specialists” (p. 47) all have a distinct role to play. In 1993, seminal student retention and integration theorist Vincent Tinto argued that most institutions fail to take retention seriously and should base their retention programs on “[f]our institutional conditions that stand out as supportive of retention: information/advice, support, involvement, and learning” (Tinto, 1999, p. 5). In *What Matters in College: Four Critical Years*, A.W. Astin (1993, p. 56) proposed the three main functions of an academic advisor: advisor as a humanizing agent, whose interaction with students occurs outside the classroom and in an informal setting, so that the student feels comfortable seeking the advisor out; advisor as counselor or mentor, who helps guide students through academic policy and procedure, offers advice and listens, and refers them to support when needed; and advisor as educator or instructor, who teaches students strategies for success and helps them understand curriculum, the purpose of their academic program, and encourages problem solving, critical thinking, and decision-making.

Habley (1994) describes academic advising as “the only structured service on the campus in which all students have the opportunity for on-going, one-to-one contact with a concerned representative of the institution” (p. 10). Fox (2008) builds on the importance of the relational aspect of advising partnerships by adding that such partnerships should focus on student needs, should involve the student in the academic advising and learning processes, and should guide rather than direct. Joe Cuseo, Professor Emeritus and First Year Seminar Director at Marymount College, asserts that “[a]dvising embraces a variety of highly influential roles that,

collectively, address the student as a ‘whole person’ and, in combination, have the potential to exert a synergistic (multiplicative) effect on student learning outcomes . . . Simply stated, good advice is priceless” (Cuseo, 2015, p. 8). The seven critical roles that Cuseo attributes to academic advisors are: Educator, Interpreter, Mentor, Networker, Coach, Advocate, and Counselor.

In her literature review, Melinda Mechur Karp (2013) finds that advisors are viewed as “partner[s] in a multiphase process that includes guided exploration of the self; structure investigation into various career options, and the melding of interests, goals, and strengths into a coherent plan for academic and career progress” (p. 6). She further argues that while academic and career advising are often viewed as separate activities, “[b]oth literatures . . . emphasize that the purpose of advising is not merely to impart information to students but rather to facilitate a process by which students are aided in learning about themselves, their goals, and how to attain them” (p. 5). She recognizes, nonetheless, the profound difficulties in delivering intensive, personalized and developmental advising in community colleges, in part because of the short-sighted focus on costs, resulting in poorly-funded and minimally-staffed advising efforts. The difficulties are also partially due to the fragmentation in the range of services offered by various departments within the college, the lack of a specific point of contact and use of generalist advisors, the focus on what has been termed as “information dump” which often causes confusion rather than clarity, and the focus on incoming students (to the detriment of continuing students) who oftentimes encounter barriers to progression and need guidance (Karp, 2013).

Research on human learning and student development indicates that there are four essential principles of academic success in particular, and college success in general: (1) *active involvement*, (2) *utilization of campus resources*, (3) *social interaction/collaboration*, and (4) *self-reflection* (Astin, 1993; Ewell, 1997; Light, 2001; Tinto, 1993). In his essay, Tinto (1999) identified advising as one of the key conditions for promoting retention, indicating that “students are more likely to persist and graduate in settings that provide clear and consistent information about institutional requirements” (p. 5) and effective advising about the choices students have to make regarding their programs of study and future career goals. The 2004 ACT survey of What Works in Student Retention (Habley & McClanahan, 2004), verifies that “[a]cademic [a]dvising, including advising interventions with selected student populations, increased advising staff, integration of advising with first year transition programs, academic advising centers, and

centers that combine academic advising with career/life planning,” (p. 6) were among the leading interventions deployed by respondents to improve retention.

Regional and National Calls to Action

Yet, while scholars agree that academic advising is critical to the persistence and success of postsecondary students, “there is little agreement on the nature of academic advising and who should perform the function” (O’Banion, 1972/2004/2012). In *Building Guided Pathways: Practical Lessons from Completion by Design (CBD) Colleges*, the authors found the majority of participating colleges had no coordinated series of advising supports, did not provide a single point of contact for advising students, had no advisor meeting or academic plan requirements for first year students, provided no systematic career assessment and exploration, and did little to integrate the support provided by faculty and staff. In its survey of five colleges, CBD highlighted five approaches, all intended to strengthen and deepen the academic advising process in ways that ranged from strong career exploration and decision-making at the outset and the assignment of faculty coaches on the basis of students’ program of study, to assigning different levels/types of advisors at different times. All are founded on the premise that it is necessary to change the role of the advisor and advising services from reactive problem solver to proactive facilitator of student problem solving (Completion by Design, 2016).

In “The Completion Agenda: A Call to Action,” Christine Johnson McPhail (2011) reports on the work of the 21st Century Commission on the Future of Community Colleges, comprised of six national organizations – American Association of Community Colleges (AACC), the Association for Community College Trustees (ACCT), the Center for Community College Student Engagement (CCCSE), the League for Innovation in the Community College, the National Institute for Staff and Organization Development and the Phi Theta Kappa Honor Society. The Commission issued a joint call to action committing their organizations to assisting members to produce fifty percent more students with high-quality degrees and certificates by 2020. To reach this goal, the USDOE estimates that eight million more Americans will need to earn associate’s degrees and bachelor’s degrees by 2020.

In its report, “Reclaiming the American Dream: Community Colleges and the Nation’s Future” (2012), the American Association of Community Colleges concluded that community colleges are at a crossroads of challenge and opportunity. The connection between education and

economic prosperity is unquestionable; the challenge that remains, however, is for community colleges to reimagine their purpose and practices to meet the demands of the future and assure the success of their students, their communities, and the nation. In “Reclaiming the American Dream,” the authors recommend three “R”s—redesign students’ educational experiences, reinvent institutional roles, and reset the system (Reclaiming, 2012, p. ix-x). Craven Community College’s ACE Program is designed to implement the three “R”s—to proactively and comprehensively enhance the quality of students’ community college experiences and, in so doing, support their persistence and success.

In its 2012 “A Matter of Degrees: Promising Practices for Community College Student Success” report, the Center for Community College Student Engagement sets forth seven principles that should underpin a college’s retention efforts:

- a strong start—assuring the student’s first weeks include experiences that will foster personal connections and enhance their chances of success
- clear, coherent pathways
- integrated support
- high expectations and high support
- intensive student engagement
- design for scale
- professional development

Emerging Themes and Best Practices

The DEEP Research Project, *Documenting Effective Educational Practices*, studied a variety of institutions with high scores on the National Survey of Student Engagement (Kuh, Kinzie, Schuh, Whitt & Associates, 2005). According to De Sousa (2005), five principles for Academic Advising were common among DEEP Institutions:

- “Advising is grounded in a talent-development philosophy.” – addresses the focus on student learning and the belief that students can learn anything given the right supports, that advising involves the developmental process of meeting a student where they are and moving them forward, and that advisors know about their student;
- “Advising is a tag team activity” – involves “incorporating a wide spectrum of people and expertise” in the advising process.

- “Students are expected to map out a path to success” – speaks to making sure advisors assist students in setting realistic goals and academic plans and know about the campus culture and resources that will support their success.
- “Every advising contact is a precious opportunity for meaningful interaction” – emphasizes engagement early on in the student’s academic career.
- “Recognize that advising is a cultural and culture-bound activity” – with the idea of continuous learning, improvement, and assessment of the advising program rather than settling for the status-quo.

Several high-impact practices designed to increase student engagement, and thus persistence and completion, are highlighted in CCCSE’s 2013 “A Matter of Degrees: High Impact Practices for Community College Student Engagement.” Those of highest impact include academic goal setting and planning, intrusive advising, orientation, fast-track developmental education, first-year experience, and student success course enrollment (CCCSE, 2013).

Engagement and Connections

Community college students face many challenges that at times may impact their level of engagement and connection. Social and academic integration, as Tinto’s research shows, are critical to college success (Tinto, 1993, 1999). Academic and social integration can, in fact, be thought of as two of the channels through which academic advising in general and centralized advising in particular enhance academic performance and retention (Kot, 2014).

Student engagement is emphasized by Kuh, et al. in the publication *Student Success in College: Creating Conditions That Matter* (2005). Creating engagement in the advising sessions and promoting engagement in the campus community are both elements that may impact student achievement. The idea of students feeling connected and engaged to a consistent advisor and supportive campus environment provides opportunities for growth and development in many areas of the student’s life. Quality advising programs address the curricular and co-curricular aspects of student development. Kuh, et al. (2005) referred to this intersection as student engagement. Quality academic advising can promote student engagement by initially and continuously serving as this point of connection. In addition to engaging with students, advisors can also encourage student involvement with powerful learning opportunities both in and out of the classroom. The advising process can help students identify personal strengths

and interests related to their educational and career goals. This knowledge may inform students' selection and pursuit of co-curricular activities that enhance their college experience.

Separate Registration from Advising

The theme of separating advising from registration was discussed at length, realizing that, again, a culture change will be needed within the College to recognize they are two different processes. Designated registration periods must be adhered to and pared down. Intuitively, advisors know that students who sign up for classes very late in the registration period typically are starting college at a disadvantage and may experience unknown barriers which may hinder their chances for success. "Academic advising can be understood best and more easily reconceptualized if the process of academic advising and the scheduling of classes and registration are separated. Class scheduling should not be confused with educational planning" (Cuseo, 2008, p. 3). Advising programs that emphasize registration and recordkeeping, while neglecting attention to students' educational and personal experiences in the institution, are missing an excellent opportunity to influence directly and immediately the quality of students' education (Winston, Miller, Ender, & Grites, & Associates, 1984).

Peer Advising

Jennifer A. Latino and Catherine M. Unite (2012) note the importance of collaboration between academic advisors and peer advisors throughout the educational experience—from student orientation to completion. While Latino and Unite focus on four-year institutions, they find that peer advising is especially valuable in any educational institution where faculty are teaching a full course load and serving as advisors. In these situations, peer advisors can enhance (not replace) the function of faculty advisors. "Common components of a peer advising program include peer advisor-advisee partners within the same major [and] regular communication between peer advisors and faculty partners" (Latino & Unite, 2012, p. 37). Such collaboration requires strategic planning and management.

Although informal peer advising naturally occurs among students every day, NACADA's Peer Advising Interest Group Chair Heidi Koring points out that a formal approach to peer advising—including a training component—is beneficial for all involved, as it reduces the uncertainty that accurate information is being shared, and it increases the likelihood of suitable referrals (Koring, 2005).

Comprehensive Professional Development and Training

As noted by Cuseo (2008), “evaluating the effectiveness of academic advisors and advisement programs sends a strong and explicit message to all members of the college community that advising is an important professional responsibility; conversely, failure to do so tacitly communicates the message that this student service is not highly valued by the institution” (p. 1). The College finds the approach and the evaluation instruments recommended by Cuseo to be especially useful to guide the development of assessment criteria, develop training programs that focus on needed traits, approaches, and skills, and assess both the effort overall as well as those responsible for its implementation.

Implementation and Resources

Implementation—Timeline

The QEP Development Team created an implementation timeline that allows the College to implement the ACE program incrementally over the next five years. As stated previously, the QEP Development Team determined that the first cohort of students to benefit from the new advising community model will be developmental education students because they are most at-risk of not completing and because they are a manageable-sized group.

First Cohort

▶ Students placing into: DRE-096, 97 and at least 1 DMA course; not including Early College Students
Spring 2017
◆Test/Pilot Early Alert/Tracking/Portfolio Software
◆Test/Pilot Enrollment Case Load Mgmt Pgm.
◆Engage/Train: 1 F/T Administrative Asst/Intake Manager
◆Recruit/Engage Faculty Mentors
◆Orientation strongly encouraged
◆Require ACA in First/Second Semester
◆Assign Departmental Advisors
◆Participate more fully in CBD Initiatives
◆Arrange/Deliver Professional Development on: <ul style="list-style-type: none"> •Programs of Study •Developmental Advising/Counseling

FIGURE 20 – ACE TIMELINE, FIRST COHORT

Figure 20 shows the first cohort, beginning Spring Semester 2017, includes DRE-96 and DRE-97 students with at least one DMA course, but not including Early College students. Figure 21 shows the second cohort, the College's first full AY of ACE program implementation. The cohort also includes DRE-96 and DRE-97 students with at least one DMA course but adds Early College students.

Second Cohort

<p>► Students placing into: DRE-096 or 97 and at least 1 DMA course</p>	
Fall 2017	Spring 2018
♦Fully implement Early Alert/Tracking/Portfolio Software	♦Implement Academic/Transfer Plans
♦Fully implement Enrollment Case Load Mgmt Pgm.	♦Integrate Career Assessment/Career Development Process into Advising Model
♦Engage/Train: 2 F/T Student Success Coaches (Title III) 4 Peer Mentors	♦Engage/Train: 1 P/T Career Programs Advisor 1 P/T Pre-Nursing Advisor 1 P/T Pre-Health Pgms. Advisor 1 P/T Career Counselor
♦Build Career Coach Software into Orientation Program	♦Scale-up Faculty Mentoring Program
♦Require Orientation for ALL New Students	♦Require Orientation for ALL New Students
♦Test/Pilot Self-Service Educational/Academic Planning Software	♦Monitor Reverse Transfer Students
♦Assign Departmental Advisors	♦Assign Departmental Advisors
♦Attend Cross Departmental/Unit Meetings	♦Attend Cross Departmental/Unit Meetings
♦Participate more fully in CBD Initiatives	♦Participate more fully in CBD Initiatives
♦Reassess MAT001P for MAT171	
♦Arrange/Deliver Professional Development on: •Programs of Study •Developmental Advising/Counseling •Mentoring •Career Assessments/Counseling	♦Arrange/Deliver Professional Development on: •Programs of Study •Developmental Advising/Counseling •Mentoring •Career Assessment/Counseling
♦Promote/Support Conference Participation	♦Promote/Support Conference Participation

FIGURE 21 – ACE TIMELINE, SECOND COHORT

Figure 22 shows that in the second full AY of ACE program implementation, the College will add students who have placed into DRE-98 and are taking at least one DMA course.

Third Cohort

► Students placing into: DRE-096, 97 and 98 and at least 1 DMA course;

Fall 2018	Spring 2019
◆Scale-up Faculty Mentoring Program	◆Scale-up Faculty Mentoring Program
◆Monitor Reverse Transfer Students	
◆Assign Departmental Advisors	◆Assign Departmental Advisors
◆Attend Cross Departmental/Unit Meetings	◆Attend Cross Departmental/Unit Meetings
◆Participate more fully in CBD Initiatives	
◆Arrange/Deliver Professional Development on: <ul style="list-style-type: none"> •Programs of Study •Developmental Advising/Counseling •Mentoring •Career Assessment/Counseling 	◆Arrange/Deliver Professional Development on: <ul style="list-style-type: none"> •Programs of Study •Developmental Advising/Counseling •Mentoring •Career Assessment/Counseling
◆Promote/Support Conference Participation	◆Promote/Support Conference Participation

FIGURE 22 – ACE TIMELINE, THIRD COHORT

Craven's fourth ACE cohort, as seen in Figure 23, will add Multiple Measures students and additional at-risk students.

Fourth Cohort

- ▶ Students placing into: DRE-096, 97 and 98 and at least 1 DMA class;
- ▶ Multiple Measures students
- ▶ At risk students

Fall 2019	Spring 2020
♦Scale-up Faculty Mentoring Program	♦Scale-up Faculty Mentoring Program
♦Assign Departmental Advisors	♦Assign Departmental Advisors
♦Attend Cross Departmental/Unit Meetings	♦Attend Cross Departmental/Unit Meetings
♦Arrange/Deliver Professional Development on: <ul style="list-style-type: none"> •Programs of Study •Developmental Advising/Counseling •Mentoring •Career Assessment/Counseling 	♦Arrange/Deliver Professional Development on: <ul style="list-style-type: none"> •Programs of Study •Developmental Advising/Counseling •Mentoring •Career Assessment/Counseling
♦Promote/Support Conference Participation	♦Promote/Support Conference Participation

FIGURE 23 – ACE TIMELINE, FOURTH COHORT

Fifth Cohort and Beyond

- ▶ Students placing into: DRE-096, 97 and 98 and at least 1 DMA class;
- ▶ Multiple Measures students
- ▶ At risk students
- ▶ Career & College Promise (CCP) students

▶ All New Students

Fall 2020	Spring 2021	Fall 2021
♦Scale-up Faculty Mentoring Program	♦Scale-up Faculty Mentoring Program	♦Scale-up Faculty Mentoring Program
♦Assign Departmental Advisors	♦Assign Departmental Advisors	♦Assign Departmental Advisors
♦Attend Cross Departmental/Unit Meetings	♦Attend Cross Departmental/Unit Meetings	♦Attend Cross Departmental/Unit Meetings
♦Arrange/Deliver Professional Development on: <ul style="list-style-type: none"> •Programs of Study •Developmental Advising/Counseling •Mentoring •Career Assessment/Counseling 	♦Arrange/Deliver Professional Development on: <ul style="list-style-type: none"> •Programs of Study •Developmental Advising/Counseling •Mentoring •Career Assessment/Counseling 	♦Arrange/Deliver Professional Development on: <ul style="list-style-type: none"> •Programs of Study •Developmental Advising/Counseling •Mentoring •Career Assessment/Counseling
♦Promote/Support Conference Participation	♦Promote/Support Conference Participation	♦Promote/Support Conference Participation

FIGURE 24 – ACE TIMELINE, FIFTH COHORT AND BEYOND

As shown in Figure 24, when Craven reaches its fifth full AY of implementation, it will also add Career and College Promise students into the ACE program. As the College moves beyond the fifth year of implementation and the QEP cycle, it will continue incorporating newly admitted students.

Implementation—Process and Procedures

Craven Community College will use a new Advising Syllabus (see [Appendix J](#)) and new student check-in procedures as part of the ACE Academic Advising program. Students who are physically present in the Advising Center or seeking online advisement will complete a Student Sign-in Form which is available in Google Docs (see [Appendix K](#)). Students will then follow the New Student Intake Flowchart shown in Figure 25 as they engage in various parts of the intake process.

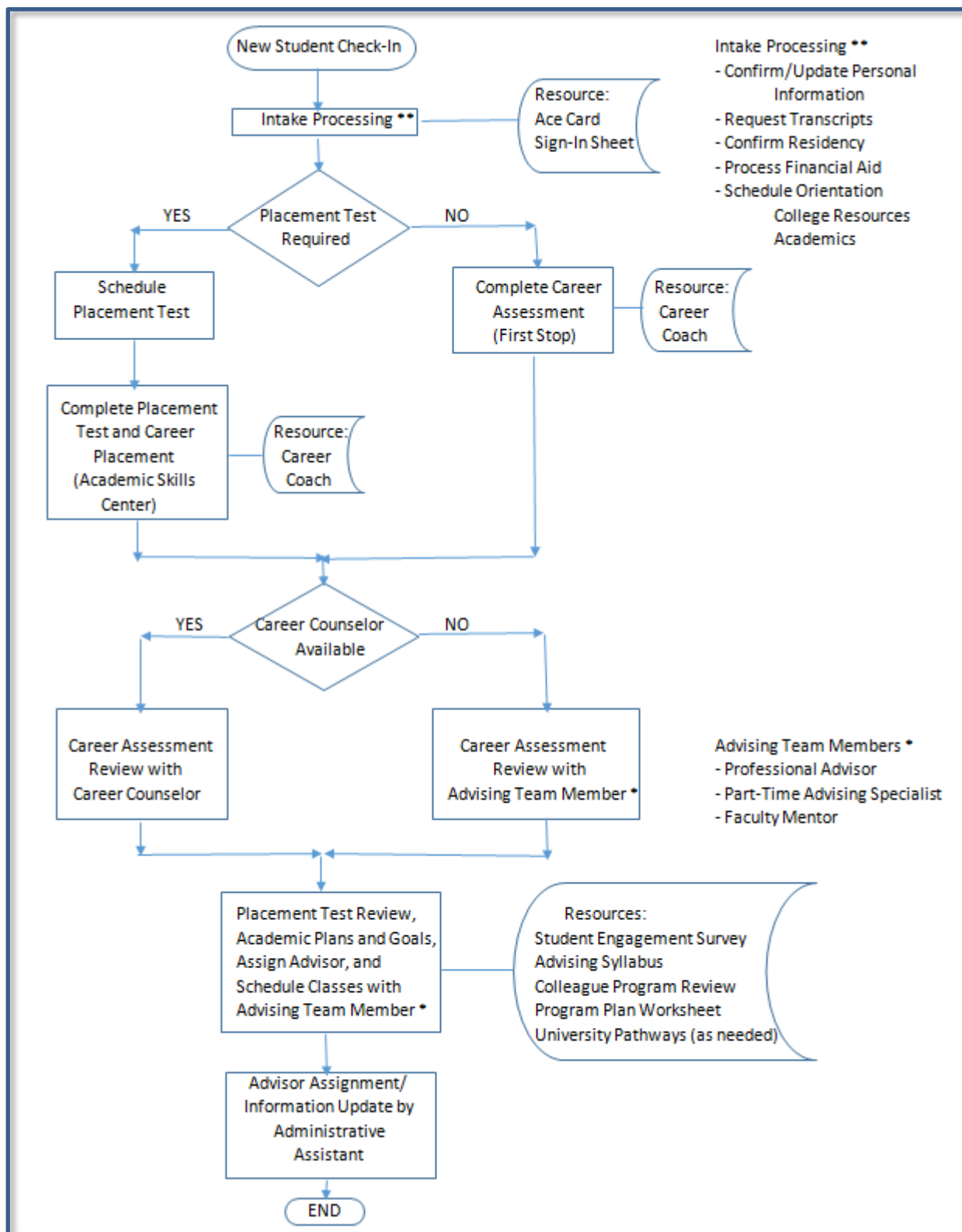


FIGURE 25 – NEW STUDENT INTAKE FLOWCHART

Resources

Budget

The Craven Community College QEP budget for the ACE program is located in [Appendix L](#). The budget consists of discretionary funds, new positions funding, course release/stipends, Title III funds, and Institutional Effectiveness funds. Initial funding of \$5,600 began in the AY 2015-2016 for planning. Funding increases to \$282,919 for the first year of the ACE program in AY 2016-2017. The budget increases gradually each of the following years through AY 2020-21 when it reaches the highest yearly allocation of \$341,118. For the five-year span plus the year of planning, the College budget includes a total of \$1,646,195 to implement the ACE program as Craven's next QEP. The ACE program is sustainable beyond the QEP cycle. It is funded partially by a reallocation of existing funding and partially by new funding. The new funding is derived from a student academic support fee which will be assessed on a sliding scale based on the individual student's registered number of credit hours each semester. The only funding in the ACE budget which has not yet been secured is the Title III funding (seen in blue text on the budget). Craven Community College is committed to the ACE program as its QEP, regardless of whether or not the College receives Title III funding.

Student Success Center Proposed Services

In 2014, Craven Community College's Vice President for Instruction formally proposed a plan for creating a new Student Success Center to the Executive Leadership Team. The plan is to renovate an existing building on the New Bern campus which currently houses Godwin Memorial Library and Public Radio East by using a learning commons model, providing an innovative and inviting space for all student and faculty support services to be located within the same building. The College expects creation of the Student Success Center to occur during the next two to three years. The new Student Success Center also will indirectly benefit the ACE program by using the learning community model to bring together services, resources, training/certification, and physical and virtual meeting space for each of the following members of the College community: students, faculty, adjuncts, tutors, student success coordinator, library staff, and mentors, and TRiO support services staff. It will bring together members of the College community in a common space where they can collaboratively assist students in a multitude of ways. Financial education/planning services will be provided. Library resources will be enhanced. A Writing Center will be created. Programming for Early Alert, First-Year Experience and mentoring will be enhanced. Testing and placement services as well as career

exploration opportunities will be available. All of these services and opportunities provided in a central location will strengthen the service programs and increase student use of the programs which will, in turn, potentially strengthen and enhance the ACE program. The proposed Student Success Center will be paid for by the [Connect NC](#) bond passed in March of 2016.

Training and Professional Development

The QEP Training and Professional Development Team (Bellacero, Myers, and Marquis) determined that *new* professional full-time advisors, part-time advisors, faculty mentors, and peer mentors will need onboarding starting Spring Semester 2017. Veteran full-time advisors will help with training. Specific administrators and staff from across the College were identified as subject-matter experts who can assist with particular training needs. Onboarding of new advisors/mentors will consist of a two-week **training program** with workshops (Table 11) scheduled for mornings and shadowing a professional advisor scheduled for the afternoons. During the last three days of the training program, trainees will be solely shadowing. The first seven mornings will be spent in the 2-hour workshops defined below with the named instructors/facilitators:

TABLE 11—TRAINING OF NEW ADVISORS/MENTORS

Workshop Topic	Possible Facilitator/s
Colleague	IT System Administrator and Professional Advisors
Admissions Process Overview (Includes overview of general financial aid questions and military/VA programs)	Admissions specialists
Programs of Study	Professional Advisors
Web Advisor	IT System Administrator and Professional Advisors
Career Coach	Dean of Enrollment Management or VP of Students
Learning Management System (LMS—Moodle)	Director of Distance Learning and Professional Development
ACA	Chair of College Success Skills or Student Success Coordinator
Virtual Advising Platform (Skype, etc.)	IT Staff or Director of Distance Learning and Professional Development

Professional development sessions (Community of Practice) for everyone (professional full-time advisors, part-time advisors, faculty mentors, and peer mentors) will be facilitated by Jenifer Marquis, Director of Distance Learning and Professional Development. This Community

of Practice will meet on the first Friday of each month, and participation will be mandatory for advisors but open to all faculty and staff. Marquis will assign articles to read and a set of questions to prepare for discussion prior to each meeting. Participants will prepare thoughts on guided questions, and share strategies with each other. The group will document best practices that emerge from their discussions and create a TIPS area in Moodle advising group. Topics may include but are not limited to:

- Difficult or distressed students
- Unsure of future, life and career goals
- Counseling & Mentoring
- Relationship building
- Academic probation
- How to deal with uncomfortable issues
- University partnerships
- Helicopter parents/FERPA
- PTSD and other mental health conditions
- Fostering student self-sufficiency

The goal is to create an evolutionary, yet rigorous and systematic process that will include robust and on-going professional development programs that support quality advising. To enhance cross-departmental communication, all professional advisors will attend unit meetings to keep current on curriculum and policy changes and to share updates on existing advising practices and new developments in the ACE program. Membership in the National Academic Advising Association (NACADA) is also expected to provide advising and mentoring staff access to up to date research and analysis on best practices in advising, as well as access to regional and national conferences where networking and information-sharing may uncover new or emerging best practices in the field of academic advising.

Assessment

Assessment of the ACE program will occur through assessment of the five student learning outcomes mentioned previously in the [ACE Mission, Goals, and Outcomes](#) section. Tables 12-16 show how each individual learning outcome will be assessed, including the action to be taken by the student, how the College organization/structure will support that action, the resources that will be needed to complete the action, and the benchmark for assessment. [Appendices J, K](#), and [M - S](#) contain the resources needed for assessment.

TABLE 12 – ASSESSMENT OF OUTCOME 1-A

Assessment of Student Learning Outcome 1-A			
Outcome 1-A: Students and Advisors will work as partners in the advising process. Be prepared and engaged in advising sessions.			
Action	Organization/Structure	Resources	Assessment Benchmark
Student will complete career assessment	Career Counselor will administer survey review results	Career Coach software program	70% of the student cohort will complete the Career Coach software program
Student will complete an "ACE Card"	Admissions Specialist, Peer Mentor, or Administrative Assistant will distribute "ACE Card"	ACE Cards	70% of the student cohort will complete the "ACE Card"
Student will be actively engaged during the advising session	Advisor will complete the Student Engagement Survey/Assessment	Student Engagement Survey	70% of the student cohort will score a total of 15 on the Student Engagement Survey

TABLE 13 – ASSESSMENT OF OUTCOME 1-B

Assessment of Student Learning Outcome 1-B			
Outcome 1-B: Students and Advisors will develop a connection through the advising community.			
Action	Organization/Structure	Resources	Assessment
Students will be consistently assigned an advisor	During initial advising session, program of study will be determined and an appropriate program advisor will be assigned; Administrative Assistant will enter information into Colleague	Career Coach software program, Colleague, and Program Evaluation	70% of the student cohort will be assigned an advisor based on their selected program of study
Students will find and utilize a variety of CCC support services	Mandatory ACA class enrollment, new student orientation	ACA instructors, peer mentors, SENSE	70% of the student cohort will complete each of the following: ACA, new student orientation, SENSE
Students will meet with Advisors during early advising periods	Advisor will be available during early advising periods	Student Services Survey & student sign-in sheet	70% of the student cohort will participate in early advising

TABLE 14– ASSESSMENT OF OUTCOME 2-A

Assessment of Student Learning Outcome 2-A			
Outcome 2-A: Students will select goals and major based on students' skills, interests, and abilities.			
Action	Organization/Structure	Resources	Assessment
Student and Career Counselor will complete career assessment. Advisor and student will review career assessment results to determine appropriate Program of Study.	Career Counselor and Advisor	Career Coach software program, Colleague/ Program Evaluation and Program Plan Worksheet , CFNC	70% of the student cohort will complete Career Coach software program
Students will successfully complete ACA	ACA faculty and Peer Mentors	ACA course	70% of the student cohort will pass an ACA course

TABLE 15– ASSESSMENT OF OUTCOME 2-B

Assessment of Student Learning Outcome 2-B			
Outcome 2-B: Students will identify elective, certificate, and transfer requirements as related to individual goals, degree plans, and university pathways.			
Action	Organization/Structure	Resources	Assessment
Advising Community will provide in-depth information on Program of Study, Career Coach, and academic opportunities	Professional advisors, peer mentors, faculty mentors, PT program-specific advisors, ACA faculty, and North Carolina Community College System (NCCCS) Performance Measures	Colleague/ Program Evaluation and Program Plan Worksheet , ACA 111 career plan , ACA 122 portfolio , university pathways	3% increase in persistence rate from fall to fall semester

TABLE 16– ASSESSMENT OF OUTCOME 2-C

Assessment of Student Learning Outcome 2-C			
Outcome 2-C: Students will create, follow, and maintain an individualized, multi-semester academic plan leading to completion of degree, diploma, or certificate.			
Action	Organization/Structure	Resources	Assessment
Advisor and student will create, follow, and maintain an individualized, multi-semester academic plan	Professional advisors, peer mentors, faculty mentors, PT program-specific advisors, and North Carolina Community College System (NCCCS) Performance Measures	Colleague/ Program Evaluation and Program Plan Worksheet , ACA 111 career plan , ACA 122 portfolio , university pathways	70% of the student cohort will successfully complete degree, diploma, or certificate

Conclusion

The ACE program evolved from the College's previous QEP—E³. ACE will pick up on one portion of E³ that was discovered to be in need of more attention. ACE will enhance Academic Advising services beyond the College's previous model to create an advising community in which students receive continuous and consistent advising from well-trained professional and faculty advisors and peer mentors. ACE picks up on the E³ theme of building connections and takes it farther. ACE aligns with the College's mission, goals, and values (as seen in [Appendix I](#)) while also working with more global initiatives that impact students and shape the institution. Craven is a *community* college, and ACE will strengthen its advising community to positively impact students.

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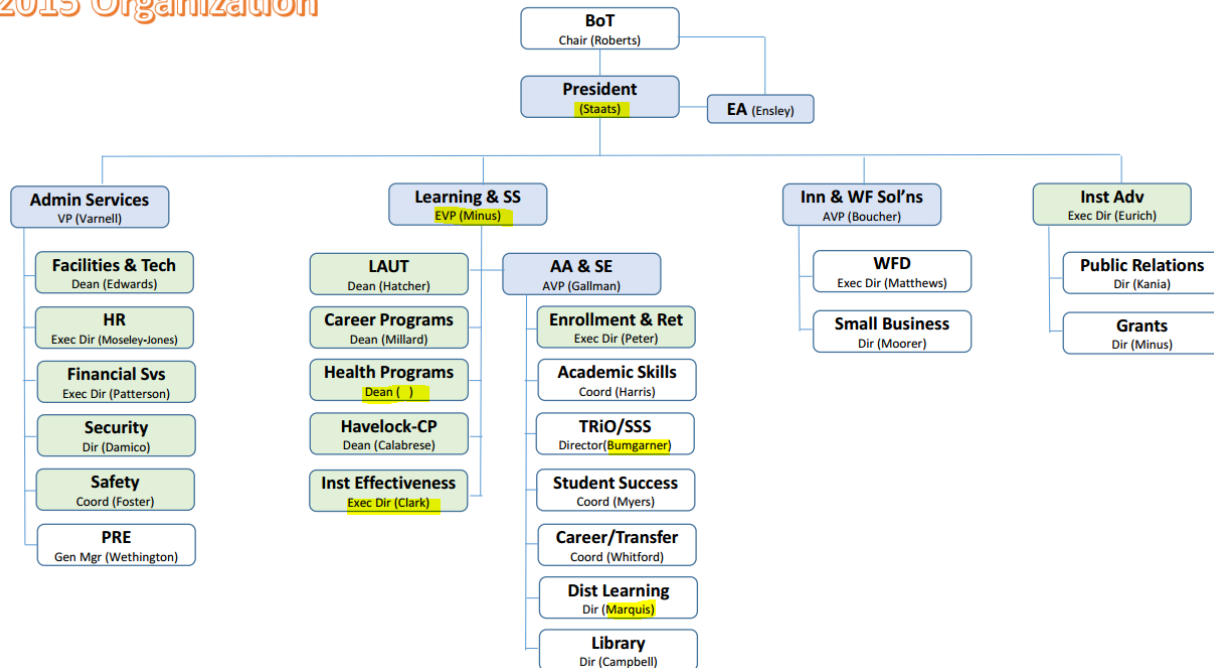
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Appendices

Appendix A: Organizational Charts—Changes from 2015 to 2016

2015 Organization



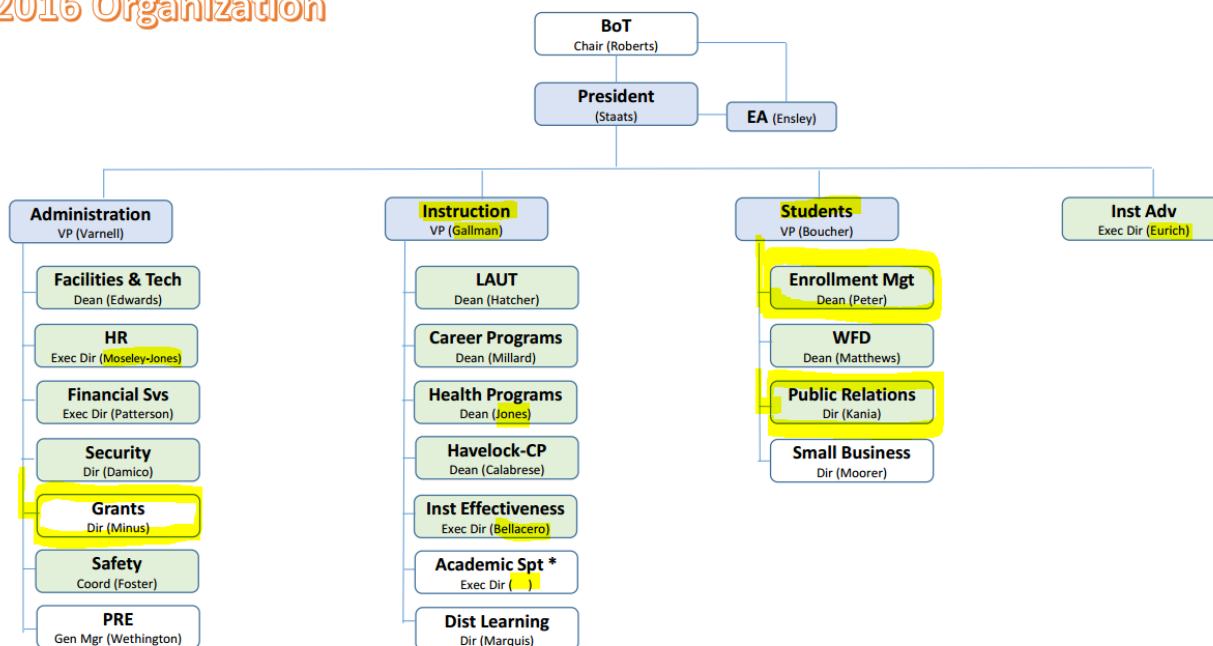
Yellow highlighted areas represent changes in organizational structure and changes in personnel. Dr. Raymond Staats became the new President of Craven Community College in the summer of 2015. Jenifer Marquis became the new Director of Distance Learning and Professional Development in the summer of 2015.

Executive VP of Learning and Student Services, Dr. Daryl Minus and Executive Director of Institutional Effectiveness and ADA Coordinator, Mary Clark, left the College in the fall of 2015. Director of TRiO and Student Support Services, Jennifer Bumgarner, took over the role of ADA Coordinator, and Dr. Kathleen Gallman became the new Vice President of Instruction. In early spring 2016, Dr. Cyndi Bellacero became the new Executive Director of Institutional Effectiveness. Near the end of spring 2016, Carolyn Jones became the new Interim Dean of Health Programs, and Ricky Meadows became the Executive Director of Career Programs as the College lost 30+-year veteran instructor and department chair, Diane Tyndall, to retirement.

Throughout AY 2015-2016, the organizational chart was restructured to accommodate changes in personnel and to create clearer distinctions in the areas of instruction and students. Most notably, the Learning and Student Services division became the Instruction division, and the Innovation and Workforce Solutions division became the Students division. This structural change also moved Enrollment Services from the Learning and Student Services division to the Students division, and a new Academic Support Services center was created in the Instruction division. Public Relations and the Grants were also moved, from the division of Institutional Advancement to the Students division and the Administration division, respectively.

During the summer of 2016, Jennifer Baumgarner, Former Director of TRiO at the College, filled the new position of Executive Director of Academic Support, and the College sought to fill the recently vacated Executive Director of Institutional Advancement position. Starting in September of 2016, Charles Wethington, former General Manager of PRE, will assume the role.

2016 Organization



* Supervises TRiO, Academic Skills, Student Success, & Library. Career Transfer realigns under Enrollment Mgt.

Appendix B: Completion by Design Framework and Principles

Connection	Entry	Progress	Completion
Interest to application	Enrollment to completion of first college-level course	Entry into program of study to 75% of requirement completion	Complete program of study to credential with labor market value

Completion by Design Pathway Principles

VERSION 2, Revised March 2012

Completion by Design (CbD) has identified a set of pathway design principles drawn from research, practice, and participating colleges' experience during the planning phase. While there is no single model for a completion pathway – defined as an integrated set of institutional policies, practices, and programs intended to maximize students' likelihood of completing a credential – these principles can help inform the choices colleges make when designing their pathways. Creating systemic change requires attention to the eight principles below, but colleges must strategically implement the principles based on their local context and students' needs.

Principle 1: Accelerate Entry into Coherent Programs of Study

- Provide a structured, efficient, and prescriptive student progression experience that is aligned to learning outcomes; field competencies (as defined by 3rd party accreditation organization where possible); and requirements for further education.
- Provide a clear sequence of courses with limited electives that lead to credentials.
- Establish essential prerequisites for every certificate or degree program, including basic English and math.
- Eliminate requirements that are not essential to success in a chosen field of study.

Principle 2: Minimize Time Required to Get College-Ready

- Help students avoid developmental education whenever possible.
- Design assessment and placement to match students to customized interventions that provide only what they need and no more.
- Provide remediation simultaneously with college-level work rather than sequentially.
- Provide multiple pathways that allow students to acquire only the content they need to succeed in their desired academic programs.
- Base progress on demonstrated competency rather than seat time.

Principle 3: Ensure Students Know Requirements to Succeed

- Ensure students understand the assessment and placement process – including the importance of tests – and ways to prepare for it.
- Communicate clearly (and frequently) the requirements to earn a certificate or degree for each program and make sure this information is readily available to every faculty member, staff, and student.
- Communicate expectations to K – 12 partners.

Principle 4: Customize and Contextualize Instruction

- Use program-specific content to make basic skills relevant and engaging.
- Provide opportunities for experiential learning to engage students and deepen their mastery of critical knowledge and skills.

Principle 5: Integrate Student Supports with Instruction

- Integrate students supports, such as advising and study skills, directly into instructional programs, to promote progression and learning for all students, not just those who seek out assistance.

Principle 6: Continually Monitor Student Progress and Proactively Provide Feedback

- Monitor student progress toward program goals and provide prompt feedback to students and staff.
- Use data on student progress and learning to inform program planning and professional development by faculty and student services staff.

Principle 7: Reward Behaviors that Contribute to Completion

- Create both monetary and nonmonetary incentives to encourage change in student behavior so they remain motivated.

Principle 8: Leverage Technology to Improve Learning and Program Delivery

- Employ technology-enabled courseware to make instruction more customized and engaging.
- Provide students, instructors, and staff with timely information about student progress.
- Reduce costs of instructional programs, student services, and administrative functions.

Completion by Design provides technical assistance to, and promotes learning among, groups of colleges in Florida, North Carolina, Ohio, and Texas to help colleges implement these principles at scale and create a culture of inquiry and innovation. CbD will also advocate for changes in state policy to promote wide adoption of these principles across the four states.

Appendix C: Proposal Template

Quality Enhancement Plan (QEP) Proposal Information and Guidelines Craven Community College

Craven Community College will use the following four topics for QEP proposals as part of our reaffirmation of accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC): **Advising, Early Alert, Tutoring, and Writing Across the Curriculum.**

The QEP is “a carefully designed and focused course of action that addresses a well-defined topic or issue(s) related to enhancing student learning, where student learning is defined as changes in knowledge, skills, behaviors, or values” (SACSCOC). An acceptable QEP includes “an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution” (SACSCOC).

A *Call for Proposals* will be made **September 23, 2015** with submissions due to the Office of Institutional Effectiveness by **October 23, 2015**. The Institutional Effectiveness Committee (IEC) will review all proposals and submit recommendations to the President’s Cabinet by October 30, 2015. These proposals will then be made public to the College Community and will be voted on by faculty, staff, students, and administrators on **November 12 – 13, 2015**.

Once the QEP proposal/topic has been selected, a QEP Team will be formed to fully develop the plan that will be submitted to SACSCOC.

Below are a few notes for the proposals as well as guidelines for proposal submission:

- (a) A successful QEP proposal will offer innovative strategies that might be transformative across disciplines, instructional sites, and mode of delivery. It will also focus on an area of student learning or the environment supporting student learning, offering the College an opportunity to significantly enhance one of the four topics: advising, early alert, tutoring, or writing across the curriculum.
- (b) The QEP will be implemented over five years, therefore your proposal should consider a yearly sketch over five years for full implementation. It is important to note that the QEP Team will be responsible for fully developing the plan for submission to SACSCOC.
- (c) In order to be transformative, the learning experiences or outcomes identified in the proposal must be substantial and in alignment with the College mission.

QEP Proposal Submission Guidelines

Using the following template, please prepare a proposal that includes a narrative that describes the topic and provides a rationale for the proposal. A scoring rubric, derived from the SACSCOC rubric used to determine compliance, will be used to evaluate all proposals. Please format the proposal as follows:

[Title of QEP Topic Proposal]

Quality Enhancement Plan

Prepared by:
[Name(s) & contact information]

Section 1: Vision

Share your vision of how ***Advising, Early Alert, Tutoring, or Writing Across the Curriculum*** has the potential to transform an issue related to student learning at the institutional level. Please answer the following: Why should we embrace this topic and how will it enhance student learning at Craven Community College?

[Text for Section 1 goes here]

Section 2: Mission and Goals

Demonstrate how ***Advising, Early Alert, Tutoring, or Writing Across the Curriculum*** is consistent with Craven Community College's mission and strategic priorities.

[Text for Section 2 goes here]

Section 3: Student Learning Outcomes

Identify the student learning outcomes that your proposal expects to address. Specifically, if your plan were to be adopted, what would students know and be able to do as a result?

[Text for Section 3 goes here]

Section 4: Possible Avenues for Implementation

Describe possible strategies for implementing ***Advising, Early Alert, Tutoring, or Writing Across the Curriculum*** in order to obtain meaningful results. Where possible, highlight opportunities to build on current institutional initiatives and resources.

[Text for Section 4 goes here]

Appendix D: Email to Students Regarding QEP Topic Vote

Dear Craven CC Student,

As you know, Craven Community College is in the process of selecting a topic for its next Quality Enhancement Plan (QEP). A requirement of the College's accreditation, the QEP addresses a well-defined topic or issue related to enhancing student learning, persistence and success. It is also important that we engage students in deciding what topic or issue will drive the College's next QEP.

So, we want to hear from you! Please click on the following link to let us know which of the topics proposed you believe would help students better or more quickly achieve their goals at Craven Community College.

<http://surveys.cravencc.edu/classclimate/online.php?p=2015QEP>

Thank you and BE SURE TO VOTE!!!!

Appendix E: Five Proposal Summaries

2015 QEP Proposals – Craven Community College

Brief Summary

1. *It Takes a Village.... We Are a Village*

The proposal would establish an Advising Center in the new Learning Commons and create Advising Communities to provide students with layers of comprehensive support. Advisors should a. be available, b. be knowledgeable, and c. care. Research indicates good academic advising is paramount to retention and student success. The QEP would create advising partnerships with students, assist them in planning, integrating, and aligning their academic programs to meet personal and career goals, and provide students with tools and resources to support student success. Proactive Advising principles and theory will be adopted to move away from the use of Prescriptive Advising. Proactive Advising practices encourage dialogue with advisees, promote self-efficacy in students, and create a more meaningful and reflective advising experience. Advisors would be organized around the three learning centers, with eight (8) professional advisors who will attend Learning Center meetings for their areas and become experts in their programs (PA); six (6) faculty mentors who will attend advising training, maintain advising hours in the advising center and coordinate with their PA (FM); and 4 peer mentors (work-study students) who will work in the advising center to contact students, assist professional advisors, and maintain presence in a designated ACA class. Breakdown is: LAUT (3 PA/2 FM); Career Programs (2 PA/2 FM), Health Programs (1 PA, 2 FM); AGE (1 PA), At-Risk and Undecided (1 PA). TRiO students will retain their current advisor. The program would be data driven, with formative and summative evaluation; financially supported; affiliated with the National Academic Advising Center; and utilize proactive communication and outreach to students, strong marketing and web presence and in-house and national professional development.

2. *Elevating Academic Advising*

Craven Community College is in a prime place to implement an enhanced split advising model. Although a faculty advising model has been implemented on campus, it lacks a catalyst to make the model successful enough for the college to reap the benefits that should result from faculty interactions. This model will utilize full-time faculty, First Stop Advisors, the Student Success Coordinator, and TRiO advisors to create a manageable advising plan to provide academic planning to all Craven Community College's curriculum students. A comprehensive advising program would offer students career and personal skills development and assure student success. This program, based on performance of a similar-sized college, would lead to increased retention and improved student GPAs. Research also shows that student satisfaction, intellectual and personal growth, career decision-making and co-curricular participation should improve with faculty interactions and support. Implementation of the model would be slow. Each year, a new learning center would be added to the comprehensive advising model, beginning with Career and Health Programs – they are already providing a great deal of advising for their students -- and finishing with LAUT, because of the broad scope for these programs of study and student's diversity in educational goals. The Student Success Coordinator's role in Early Alert will be elevated to ensure proper interventions for high-risk students. Deans and the Student Services unit would work together to develop training in institution advising expectations, needs assessment (evaluations), time and space, mode of delivery, training content, on-going evaluations, and award and recognition of student outcomes. Current advising will be evaluated as a baseline for comparison to the new model.

3. *The Future is Write Now*

The college's proposed Writing Across the Curriculum (WAC) Program encompasses a Writing Center (WC), WAC Academy, and an online WC presence or online writing lab (OWL). All programs of study within the college have a writing element. The WC will provide much needed academic assistance to students preparing papers, drafting scholarship materials, polishing resumes, or completing other types of academic/professional writing. The WAC Academy will enable greater professionalization and collaboration between instructors and staff. The OWL will offer writing tools and resources to aid all college stakeholders, including the community. These initiatives could be interwoven through current projects like the Student Success Center remodeling, and a current full-time faculty member could become the WC Coordinator. Faculty members from across disciplines

could be released to design materials for the WC or WAC Academy and to consult with students. A part-time lead consultant and student consultants (who have successfully completed ENG 111 and ENG 112) could assist the WC Coordinator. The Coordinator would train consultants (writing coaches) on how to hold purposeful conversations about the composition process, focused on global-level editing (purpose, organization and development vs. mechanics and semantics) making students full partners in the exchange of ideas. The proposal is phased in, with release time funded in part by savings from underutilized services, like SmartThinking. A WAC Committee would provide guidance and would be composed of faculty, a librarian, academic skills center personnel, workforce readiness representation, and the director of institutional effectiveness. This QEP expands upon preexisting knowledge for engaging students to re-conceptualize the interconnections between writing and knowing, since there is clearly high demand for graduates capable of communicating information effortlessly.

4. Reciprocal Peer-Tutoring

A reciprocal peer-tutoring program involves students working in pairs to help one another learn course material or practice a relevant academic task (separate and distinct from traditional tutoring where a successful student aids a struggling student). During a reciprocal peer-tutoring session, students involved take on both roles alternately – one student serves as tutor for one question or portion of the assignment, and the pair switches roles so that the tutor becomes the one being tutored. Since explaining a concept to someone else extends one's own learning and critical thinking abilities, this practice gives students the opportunity to: better understand the material being studied; become better problem solvers; and develop enhanced critical thinking skills across all disciplines. It contributes to "comprehensive, high quality and accessible learning opportunities" and would increase each student's interaction with the diverse community of fellow students on campus. The first year could involve a small group of interested faculty incorporating reciprocal peer-tutoring into some courses. After evaluating results, those faculty could relate the program to the faculty as a whole in a professional development activity. In the second year, all full-time faculty would implement the program into at least one course each semester. Faculty will be placed into small groups across disciplines to discuss implementation. In the third year, the program expands to adjunct faculty. In the fourth year, the activity could be a component of all course sections and a description could be placed in the syllabus template. Finally, the program can be shared across the North Carolina Community College System. Evaluation will be on-going and reported a committee overseeing the process.

5. Peer/Student Tutoring

Craven Community College will develop Tutoring Enhancement Plan to identify students who need extra help for success and eventual completion of their program of study. Tutoring will incorporate the current model meeting Federal guidelines and expand to facilitate peer/student tutoring, making services available to more students and empowering the peer/student tutor. The plan links to the current positive model of TRiO Support Services and should lead to more successful students and improve the college's completion rates. The program will increase student learning and engagement, to be measured by our Performance Measures for college-level math and college transfer performance. The goal is to increase student engagement and success in an intellectual, empathic setting benefiting both peer/student tutor and the student receiving assistance. A peer/student bond will foster students' autonomy for study, inspired by the rapport. The caring attitude of the peer/student tutor will allow positive student interactions in a motivational environment. The program will be available to all students enrolled in classes at the college, without consideration of curriculum status or age. Tutoring Enhancement will establish rapport with students at orientation, empower instructors to refer students, employ students as tutors, create a resource of support learning that incorporates different thinking styles, and improve self-esteem of students and create empathic tutors who also gain better understanding of the subject area. The program will use the Academic Skills Centers with 20 peer/student workers who are compensated hourly or with volunteer service hour certificates. The services review will be a measure of student attitude of success. The program will also be tracked with online self-evaluations and the number of hours utilized.

Appendix F: Logo Development



Version 1

- ✓ Hands captured the community aspect
- ⊗ Focused on committee rather than QEP
- ⊗ Slogan color did not match the College's branding color scheme



Version 2

- ✓ Focus moved from committee to QEP
- ✓ Hands conveyed an engaged, supportive community
- A star image appears in the center of the hands; make it more noticeable
- ⊗ Slogan was too wordy and broad
- ⊗ "Communities" was plural instead of singular



Version 3

- ✓ Star was added to highlight the success aspect of ACE
- ✓ Slogan became concise and narrowed
- ✓ Colors show diversity and some connection to the College's branding color scheme (navy)
- ✓ Color scheme would match the College's branding color scheme even better if the shade of green were different



Version 4 (Final)

- ✓ Green hand is changed to match the shade of green used in the College's color scheme
- ✓ Concise, focused slogan
- ✓ Image conveys a diverse community that is engaged, supportive, and focused on success

Appendix G: Developmental Enrollment Data

Enrollment by CU vs Dev	2014Fa		2015Sp		2015Su	
	#	%	#	%	#	%
Curriculum Only	2534	83.9%	2575	86.6%	973	89.9%
Developmental Only	37	1.2%	47	1.6%	38	3.5%
Curriculum & Developmental	449	14.9%	353	11.9%	71	6.6%
Total	3020		2975		1082	

Enrollment by Course			
	2014Fa	2015Sp	2015Su
DMA 010	156	127	23
DMA 020	127	98	17
DMA 030	83	67	5
DMA 040	149	103	18
DMA 050	102	119	24
DMA 060	125	67	6
DMA 065			9
DMA 070	110	66	7
DMA 080	86	64	4
DRE 096	26	15	
DRE 097	47	29	
DRE 098	106	91	12
Total	1117	846	125

Appendix H: QEP Development Team Timeline

QEP Development Team Timeline		
Section	Team Members	Timeframe
I. Executive Summary	All	Phase III: June 6 – June 23
II. Development Process	Cyndi, Yasmin	Phase I: April 18 – May 6
III. Topic Identification	Cyndi, Yasmin	Phase I: April 18 – May 6
IV. Learning Outcomes	Stephanie, Sherry, Rick	Phase I: April 18 – May 6
V. Literature Review	Marti, Yasmin	Phase I: April 18 – May 6
VI. Actions Implemented	Zomar, Mit	Phase I: April 18 – May 6
VII. Timeline	Zomar, Mit	Phase II: May 9 – June 2
VIII. Organizational Structure	Zomar, Mit	Phase II: May 9 – June 2
IX. Resources	Zomar	Phase II: May 9 – June 2
X. Assessment	Sherry, Stephanie, Cyndi	Phase III: June 6 – June 23
XI. Appendices	All	Phase III: June 6 – June 23
Phase I	Sections to Draft	Meeting Dates
	--Development Process --Topic Identification --Learning Outcomes --Literature Review --Actions Implemented	April 22, April 29, May 6
Phase II	Sections to Draft	Meeting Dates
	--Timeline --Organizational Structure --Resources --Technical writer works on sections compiled during Phase 1	May 19, May 26, June 2
Phase III	Sections to Draft	Meeting Dates
	--Executive Summary --Assessment --Appendices --Technical writer works on sections compiled during Phase II	June 9, June 16, June 23
Phase IV	Sections to Draft	Meeting Dates
	--Technical writer works on sections compiled during Phase III --Work with Terri to finalize structure --Final editing of content	June 30, July 7*, July 21*

Appendix I: QEP Document Drafting and Review Schedule

QEP Document Drafting and Review Schedule	
Technical Writer: Terri Van Sickle	
April and May	
<ul style="list-style-type: none"> Technical writer will attend all QEP meetings to gain a thorough understanding of the QEP process, content, and stakeholders' needs. Technical writer will read SACSCOC documents to gain a thorough understanding of the SACSCOC audience's needs expectations. 	
June Deliverables	
Thursday, June 9	QEP Development Team Meeting—technical writer will deliver the “Development Process and Identification of Topic” section to the QEP Development Team for their review.
Thursday, June 16	QEP Development Team meeting— technical writer will deliver the “Mission, Goals, and Outcomes” section to the QEP Development Team for their review.
Thursday, June 23	QEP Development Team meeting — technical writer will deliver the “Literature Review” section to the QEP Development Team for their review.
Thursday, June 30	QEP Development Team meeting — technical writer will deliver the “Resources and Implementation” section to the QEP Development Team for their review. Technical writer will need the final ACE logo by this date.
July Deliverables	
Thursday, July 7	QEP Development Team meeting — technical writer will deliver the “Assessment” section, Title Page, Table of Contents, and Appendices to the QEP Development Team for their review. <i>(This will complete the draft of the entire QEP)</i>
Monday, July 11-15	The QEP Development Team (and the Executive Leadership Team?) will review and edit the full document and send feedback to the technical writer <i>digitally</i> .
Monday, July 18	Technical writer will need the “Letter from the President” and all feedback by this date.
Thursday, July 21	QEP Development Team meeting — <i>technical writer will deliver the fully revised and edited QEP document.</i>

Appendix J: Advising Syllabus



Advising Syllabus

Course Title:	<input type="text"/>	Credit Hours:	<input type="text"/>
Prefix, Number, Section:	<input type="text"/>	Contact Hours:	<input type="text"/>
Prerequisites:	<input type="text"/>		
Corequisites:	<input type="text"/>		
Course Description:		<input type="text"/>	
Instructional Approaches:		<input type="text"/>	
Class Meeting Dates, time, location:		<input type="text"/>	
Advisor:	<input type="text"/>	Office Location:	<input type="text"/>
Phone:	<input type="text"/>	Office Hours:	<input type="text"/>
Email:	<input type="text"/>		<input type="text"/>

Welcome to the ACE Center for Advising.....Community.....Engagement

Advising Mission Statement:

Craven Community College, through a collaborative effort and team approach, will create a comprehensive advising community to give students many layers of support at critical stages in their academic experience. These principles and practices will encourage dialogue with advisees, promote student self-efficacy, and create a more meaningful and reflective advising experience. Embracing the concept of an advising community will improve student persistence and completion rates at the institution.

Your Advising Community

The Advising Center provides students with a comprehensive and proactive approach to Academic Advising. Your Advising Community consists of Professional Advisors, Faculty Mentors, Career Counselors, and Peer Mentors. All members of the Advising Community are available to assist you and to promote success and progression in your chosen Program of Study.

Student Learning Outcomes

Upon completion of this course, the student should be able to:

- Identify academic and personal strengths, skills, interests, abilities, and challenges.
- Assume responsibility as a partner in the advising process; be prepared and engaged for advising appointments.
- Discuss and select goals and majors based on students' skills, interests, and abilities.
- Identify elective, certificate, and transfer requirements as related to individual goals, degree plans, and university pathways.
- Create, follow, and maintain an individualized, multi-semester academic plan leading to degree, diploma, or certificate completion.
- Develop Advising Community connections with Craven staff, faculty and peers.

Appendix K: Student Sign-In Form

FILL OUT IN GOOGLE FORMS

I've invited you to fill out a form:

Student Services Sign-In

First Name: *

Last Name: *

Date of Birth (MM/DD/YYYY): *

Reason for your visit:

- ☐ Getting Started at Craven Community College
- ☐ General Information/Admissions (Transcripts, Change of Information)
- ☐ Placement Test
- ☐ Program Review/Schedule Planning
- ☐ Registration
- ☐ ACA Course Planning (Appointment Only)
- ☐ Graduation Application (Appointment Only)
- ☐ Withdrawal
- ☐ Assistance with FAFSA (Appointment Only)
- ☐ Financial Aid Questions
- ☐ Submit Financial Aid Documentation (Appointment Only)
- ☐ Financial Aid Appeal (Appointment Only)
- ☐ Dual Enrollment/CCP

Do you have an appointment? *

- ☐ Yes
- ☐ No

Please specify which department you are here to see: *

- ☐ Financial Aid
- ☐ Advising
- ☐ Veterans/Military Affairs
- ☐ Admissions
- ☐ Dual Enrollment/Career Transfer

What can we help you with today?

Submit

Never submit passwords through Google Forms.

Appendix L: Budget

Craven Community College QEP Advising Center/Advising Communities

BUDGET SUMMARY REPORT (March 10, 2016)

Key:	Discretionary Funds	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Year 4 (2019-20)	Year 5 (2020-21)	Notes
	New Positions Funding						
	Course Releases/Stipends						
	Title III Funds						
	Inst. Effectiveness Funds						
	Planning 2015-2016						
Advising							
IFT Advisor Laut	Mit						
IFT Advisor HP	new FT						
IFT Advisor CP	Sherri						
IFT Advising Community At Risk Advisor	Marti						
IFT Administrative Assistant/Front Desk							
2 Student Success (Craven) Advisor							ACA Class and Advisor
1/2 Time Dev Ed Advisor @20hr		\$43,340.00	\$44,206.80	\$45,090.34	\$45,972.60	\$46,892.06	ACA Class and Advisor
1/2 Time Dev Ed Advisor @20hr		\$100,000.00	\$102,000.00	\$104,000.00	\$106,000.00	\$108,000.00	ACA Class and Advisor
1/2 Time Pre-Nursing Advisor		\$21,775.00	\$22,210.50	\$22,654.71	\$23,107.80	\$23,563.96	Probationary Students - ACA Class Advisor
1/2 Time Career Programs Advisor		\$21,775.00	\$22,210.50	\$22,654.71	\$23,107.80	\$23,563.96	
Career Counselor 1b1hr/wk @20hr		\$18,720.00	\$17,136.00	\$17,478.72	\$17,828.29	\$18,184.86	
PT Administrative Assistant 29hr/wk @ \$12		\$3,432.00					Summer 2016 Only - 7/15 - 8/15
PT General Advisor 29hr/wk @ \$22	Suzanne						Summer 2016 Only - 7/15 - 8/15
2 LAUT Faculty Mentors @ 6 hrs/wk each		\$12,600.00	\$17,136.00	\$17,478.72	\$17,828.29	\$18,184.86	Release Time: Spring and Fall Semesters. As Release Time involves offsetting costs, these estimates are included in the College
2 Allied Health Faculty Mentors @ 6 hrs/wk each		\$12,600.00	\$17,136.00	\$17,478.72	\$17,828.29	\$18,184.86	Release Time: Spring and Fall Semesters. As Release Time involves offsetting costs, these estimates are included in the College
2 Career Programs Faculty Mentors @ 6 hrs/wk each		\$12,600.00	\$17,136.00	\$17,478.72	\$17,828.29	\$18,184.86	Release Time: Spring and Fall Semesters. As Release Time involves offsetting costs, these estimates are included in the College
Peak Advising Faculty Mentors Summer Hours		\$16,600.00	\$12,240.00	\$12,494.80	\$12,734.50	\$12,983.19	Divided across the 3 Academic Units; incl. in College Rse. 'allocation'
Marketing/Promotions							
Student/Faculty/Staff QEP Kick-Off Event	\$0.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	
Logo Development/Promotional Items	\$2,500.00	\$4,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	
Student Advising Folders/Packets	\$1,500.00	\$3,000.00	\$500.00	\$500.00	\$500.00	\$500.00	
Marketing/Outreach Materials	\$1,600.00	\$500.00	\$200.00	\$200.00	\$200.00	\$200.00	
Assessment							
CCSSE/SENSE		\$4,825.00	\$4,825.00	\$4,825.00	\$4,825.00	\$4,825.00	\$28,950.00
Starfish Connect Title III		\$0.00	\$28,250.00	\$28,250.00	\$28,250.00	\$28,250.00	\$113,000.00
Additional Costs							
Creating Advising Center (First Stop Renovation)		\$20,000.00	\$0.00	\$0.00	\$0.00	\$0.00	Reconfigure First Stop and 2 Urmses, Create Class Cases
TOTALS							FIVE-YEAR TOTALS
Discretionary Funds	\$0.00	\$12,000.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$22,000.00
College Resources (Incl. IE funds)	\$5,600.00	\$166,094.00	\$191,822.30	\$195,654.75	\$199,543.66	\$203,530.57	\$962,245.28
Total Institutional Funds:	\$5,600.00	\$178,094.00	\$194,322.30	\$198,154.75	\$202,043.66	\$206,030.57	\$984,245.28
Title III	\$0.00	\$104,825.00	\$135,075.00	\$137,075.00	\$139,075.00	\$145,900.00	\$661,950.00
GRAND TOTALS:	\$5,600.00	\$282,919.00	\$329,397.30	\$335,229.75	\$341,118.66	\$351,930.57	\$1,646,195.28

Appendix M: ACE Card



ACE CARD

How am I doing this
Semester? _____

I am here to see my Advisor
about.....



Questions I have.....

- 1)
- 2)
- 3)
- 4)



Appendix N: Student Engagement Survey

STUDENT ENGAGEMENT SURVEY

Name:
Student ID:
Notes:

A.C.E. completed?

☐ Yes

☐ No

Advising syllabus reviewed and signed?

☐ Yes

☐ No


Survey Item	Scale				
	<i>Needs Improvement</i>	<i>Would Benefit from Development</i>			<i>Very Capable</i>
1. Understanding the Admissions Process (application, transcripts, financial aid, placement tests)	1	2	3	4	5
2. Degree Plan Comprehension (bringing degree plan to meeting, course selection, understanding requirements to graduate)	1	2	3	4	5
3. College Resource Knowledge (Tutoring, Student Life, Orientation,) G-Mail, Web- Advisor, Calendar)	1	2	3	4	5
4. Advising Meeting Participation (eye contact, asking questions, parent/significant other in lead role)	1	2	3	4	5

Follow-Up Appt: _____

Total Score _____

Appendix O: Student Services Survey

DRAFT

Class Climate	Student Services Evaluation - Fall 2014	SCANTRON
Craven Community College Office of Institutional Effectiveness	Student Services Evaluation Fall 2014	

Mark as shown: ☐ ☒ ☐ ☐ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.
Correction: ☐ ☒ ☐ ☐ Please follow the examples shown on the left hand side to help optimize the reading results.

Please take a few moments to help us improve our services by completing this brief survey.

You may use a pencil or a black or blue ink pen to complete this survey. If you do not use a service, please mark the "N/A" box. Please enter comments in the spaces provided on the back of or at the end of this form.

PLEASE DO NOT MARK OR WRITE OUTSIDE OF THE BOXES.

1. Student Services (Please do not mark or write outside the boxes.)

- 1.1 Please select the current advising/registration period of your visit:
☐ 6/23/14 - 7/14/14 - Early Advising ☐ 7/14/14 - 8/12/14 - Open Registration ☐ 8/14/14 - Final Registration
- 1.2 I am completing this form at and about services received (when applicable) at the following location:
☐ New Bern ☐ Havelock ☐ Cherry Point
- 1.3 What type of student are you?
☐ First time to any college ☐ First time to Craven Com. College ☐ Returning to Craven Com. College
☐ Career and College Promise ☐ Transferring from another college

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	N/A
1.4 How satisfied are you with the overall quality of the APPLICATION/ ADMISSIONS process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 How satisfied are you with navigating our WEB SITE?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 How satisfied are you with utilizing WEBADVISOR?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7 How satisfied are you with the overall quality of the REGISTRATION process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8 How satisfied are you with ONLINE SCHEDULING to see a FINANCIAL AID COUNSELOR?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9 How satisfied are you with the FINANCIAL AID process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DRAFT

DRAFT

Class Climate

Student Services Evaluation - Fall 2014

SCANTRON

1. Student Services (Please do not mark or write outside the boxes.) [Continue]

- 1.10 How satisfied are you with the overall quality of the ADVISING process? ☐ ☐ ☐ ☐ ☐ ☐
- 1.11 How satisfied are you with your ACADEMIC ADVISER? ☐ ☐ ☐ ☐ ☐ ☐
- 1.12 How satisfied are you with the NOTIFICATION METHODS of registration dates and course offerings? ☐ ☐ ☐ ☐ ☐ ☐
- 1.13 Please tell us whether you ...
- ☐ Registered today at the New Bern Campus ☐ Registered today at the Havelock Campus ☐ Registered on WebAdvisor
- ☐ Did NOT register today
- 1.14 How would you describe what happened during your visit today? (Mark all that apply.)
- ☐ Solved the problem ☐ Could NOT solve the problem ☐ Was kept waiting
- ☐ Received unclear answers ☐ Received wrong information ☐ No improvement needed
- ☐ Not satisfied
- 1.15 Staff was: (Mark all that apply.)
- ☐ Patient ☐ Enthusiastic ☐ Good listener
- ☐ Friendly ☐ Courteous ☐ Responsive
- ☐ Knowledgeable ☐ Helpful ☐ Not satisfactory
- 1.16 Please offer your comments or suggestions on how we can improve our services to make your experience more positive.

Thank you for participating in this survey.

DRAFT

Appendix P: Program Evaluation and Program Plan Worksheet

Education Plan

Name _____ Student ID _____

My Program of Study is _____ Catalog Year _____

My Faculty Advisor is _____ Phone _____

My Career Goal is _____

Total number of credit hours I need to graduate _____

Expected Graduation Date _____

Developmental Math Sequence: DMA010, 020, 030, 040, 050, 060, 070, 080.....MAT171

List your course plan below:

	FA/	SP/	SU/	FA/	SP/	SU/
Total						

	FA/	SP/	SU/	FA/	SP/	SU/
Total						

Appendix Q: ACA 111 Career Plan Presentation

Career Presentation Guidelines

Each student is to choose a career that most interests them and present to the class information related to that career.

The presentation should last approximately 3-5 minutes. It cannot be under 3 minutes.

Information should be presented in a way that is interesting and informative. Please include some type of visual, such as a poster, Power Point, or props.

Be sure to include the following information about your career:

- nature of work
- type of education required: If you are currently finishing up your degree please tell us what kind of education you have completed towards this career goal
- projected job outlook
- average income
- skills needed to be successful

At least three references should be used for this project. A copy of pertinent information (or PowerPoint) with references should be turned in when performing presentation. The presentation will be graded.

Presentations will be graded on the following criteria:

- organization of information
- accuracy of information
- effective use of visual aids
- effective speaking techniques

Career Presentation Rubric

Speaker: _____

Content:						
Nature of Work	5	4	3	2	1	
Education	5	4	3	2	1	
Job Outlook	5	4	3	2	1	
Average Income	5	4	3	2	1	
Skills needed	5	4	3	2	1	
Visual Aid	5	4	3	2	1	
Sources	5	4	3	2	1	
Total Points						

Delivery:						
Word Choice	5	4	3	2	1	
Posture & Eye Contact	5	4	3	2	1	
Use of Time	5	4	3	2	1	
Total Points						

_____/50 Possible Points = _____

Comments:

Appendix R: ACA 122 Portfolio

Transfer Portfolio Cover Sheet/Checklist

NAME: _____ Date: _____

Directions: This sheet will serve as your Transfer Portfolio Checklist as well as rubric for the entire project. Remember: Be sure to ask your instructor any questions and seek out clarifications well in advance of the below date. You will also need to purchase an inexpensive two pocket folder in order to submit the project. All components of the project must be either typed or printed with the exception of your Personal Timeline, which may be drawn.

DUE DATE: _____ TIME: _____

Left-Hand Side: Educational Program and Career Outlook Guides

_____ Copies/Printouts of Your Degree Program (i.e., AA or AS) at Craven (10 points)

_____ Course Advising and Planning Worksheet that may be Hand-written (10 points)

_____ Copies/Printouts of Your Degree Pathway from a 4-Year College/University found on the *NC Community College Transfer* Website at:
<http://www.northcarolina.edu/?q=content/nc-community-college-transfer> (10 points)

_____ Printout of the Information about Your Potential Career from CFNC.org (10 points)

_____ Personal Timeline: Create, Map, Draw, or Type-Up Both Your Short-Term (i.e., Year 1 and Year 3) Goals and Long-Term (i.e., Year 5 and Year 10) Goals (10 points)

_____ /50 (Left-Hand Side Sub-Total)

Right-hand Side: Resume & Admission Letter

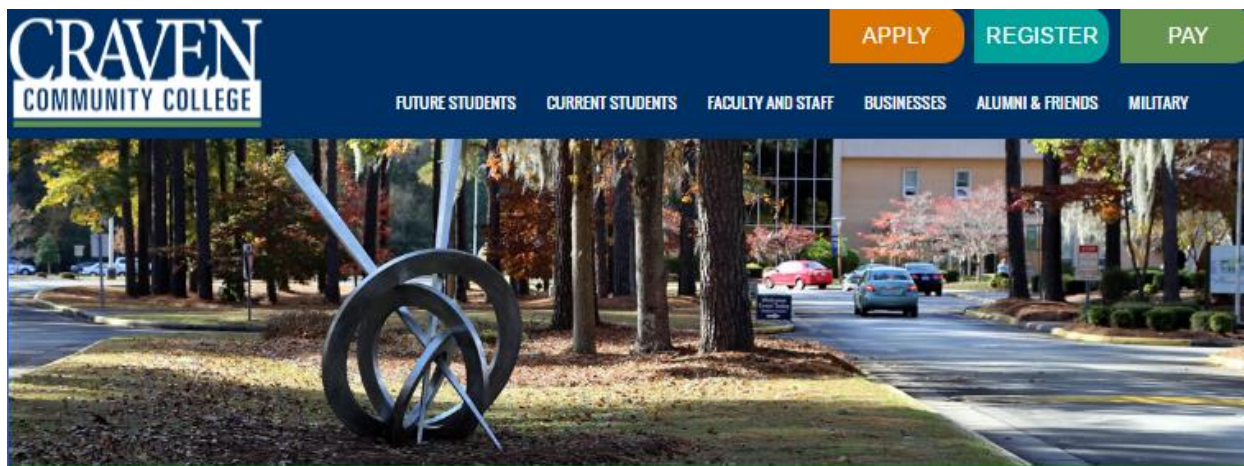
_____ Academic Resume with 5 Required Components (i.e., Contact Information, Objective, Education, Work Experience, and Extracurricular Activities) (25 points)

_____ 1 Page (Double-Spaced) Personal Statement Letter for Admission to a 4-Year College/University and adheres to either MLA or APA Format (25 points)

_____ /50 (Right-Hand Side Sub-Total)

_____ /100 (Grand-Total)

Appendix S: University Pathways—Degree Programs



Degree Programs

AAS – Associate in Applied Science | AA – Associate in Arts | AFA – Associate in Fine Arts
AGE – Associate in General Education | AS – Associate in Science | AE – Associate in Engineering

NOTE: Degrees with ++, Diploma and/or Certificate option(s) are also available

[Accounting](#) – AAS ++
[Associate in Arts](#) – AA
[Associate in Fine Arts: Art](#)– AFA
[Associate in Fine Arts: Music](#) – AFA
[Associate in General Education](#) – AGE
[Associate in Science](#) – AS
[Automotive Systems Technology](#) – AAS ++
[Aviation Systems Technology](#) – AAS
[Business Administration](#) – AAS ++
[Computer-Integrated Machining](#) – AAS, ++
[Computer Technology Integration](#) – AAS, ++
[Criminal Justice Technology](#) – AAS, ++

[Early Childhood Education](#) –AAS, ++
[Electronics Engineering Technology](#) –AAS, ++
[Engineering AE / NC SU 2+2 Engineering](#) – AS
[Entrepreneurship](#) –AAS ++
[Health Information Technology](#) –AAS
[Manufacturing Technology](#) –AAS
[Manufacturing Technology: Composites](#) – AAS ++
[Medical Assisting](#) –AAS, ++
[Medical Office Administration](#) –AAS, ++
[Nursing](#) –AAS, ++
[Physical Therapist Assistant](#) –AAS
[Welding Technology](#) – AAS ++

Degrees awarded by Other Institutions

[Biotechnology](#)– AAS – Pitt Community College – Approximately one-half of degree can be completed at Craven Community College.
[Hospitality Management](#) – AAS – Carteret Community College – Approximately one-third of degree can be completed at Craven Community College.

Additional Information

- [Diplomas](#)
- [Certificates](#)
- [College Transfer Course Listing](#)
- [Comprehensive Articulation Agreement](#)



Appendix T: Alignment of Mission, Goals, & Values

Craven's Mission Statement	ACE's Mission Statement
Craven Community College is a dynamic and responsive institution of higher education committed to improving and enriching individual lives and society through comprehensive, high quality and accessible learning opportunities that allow students to contribute and compete in a diverse and global community.	Craven Community College, through a collaborative effort and team approach, will create a comprehensive advising community to give students many layers of support at critical stages in their academic experience. These principles and practices will encourage dialogue with advisees, promote student self-efficacy, and create a more meaningful and reflective advising experience. Embracing the concept of an advising community will improve student persistence and completion rates at the institution.

Craven's Goals	ACE's Goals, Actions, and Student Learning Outcomes
Strengthen the student learning experience from entry to exit	<p>QEP Goal 1: Create advising partnerships between students and the college community</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> A. Students and Advisors will work as partners in the advising process. Be prepared and engaged in advising sessions. B. Students and Advisors will develop a connection through the advising community. <p>QEP Goal 2: Assist students to plan, integrate, and align their academic program to meet their personal and career goals</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> A. Students will select goals and major based on students' skills, interests, and abilities. B. Students will identify elective, certificate, and transfer requirements as related to individual goals, degree plans, and university pathways. C. Students will create, follow, and maintain an individualized, multi-semester academic plan leading to timely graduation.
Provide learners with enhanced opportunities for civic engagement and leadership development	Peer mentors will be trained to assist instructors and students in ACA courses
Support alternative learning opportunities, technology usage and information literacy.	Purchase Career Coach software program, provide dedicated physical space in Advising Center to use it, and incorporate its use into advising procedures (see intake flowchart)
Strengthen and expand partnerships with colleges and universities, K-12 schools and businesses and industries	Career and College Promise Advisor is embedded within the area high schools and meets one-on-one with dual-enrollment students; communicate Comprehensive Articulation Agreement to students; Workforce Development representation in the Advising Center
Support continuous professional development	Provide training and on-going professional develop for ACE professional advisors, faculty advisors, and peer mentors
Secure federally-funded and private Foundation grants to address strategic priorities	Secure Title III funding

Craven's Values	ACE's Values
Diversity Integrity Learning Quality Respect Trust	<p>The ACE program follows the values set forth by NACADA, The Global Community for Academic Advising:</p> <ul style="list-style-type: none"> • Advisors are responsible to the individuals they advise. • Advisors are responsible for involving others, when appropriate, in the advising process. • Advisors are responsible to their institutions. • Advisors are responsible to higher education. • Advisors are responsible to their educational community. • Advisors are responsible for their professional practices and for themselves personally.