

The ANCHOR Model of Academic Advising: Engagement Through Relationships



Advise, Navigate, Coach, Help, Orient, and Relate

Jackson State Community College

On-site Visit: November 10-12, 2015

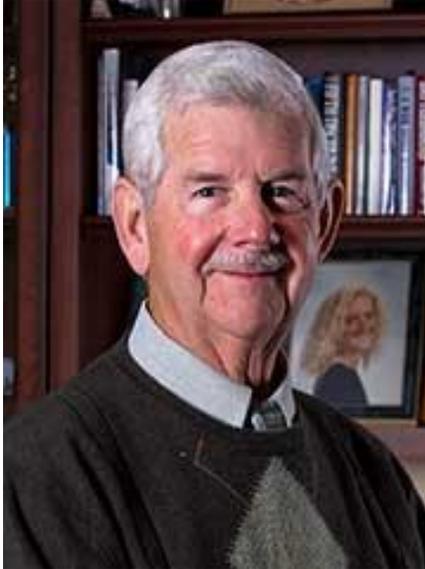
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Message from the President

The faculty, staff, and administration of Jackson State Community College are committed to the true mission of the comprehensive community college. To that end, we are always seeking the best approaches to ensure our students' success. Three verbs in the first sentence of our mission statement reflect our dedication to our students: enhance, strengthen, and empower. We know first-hand the difficulties community college students face, and we work every day to ensure that we are doing all we can to help our students overcome those challenges and achieve academic and career success.



The Quality Enhancement Plan developed by our Institution will further strengthen our approach to helping students achieve their goals. For many years we have discussed our advising methods and have tried new approaches to meet students where they are during advising periods. While innovation can be a good thing, it's the traditional approach to advising reflected in the QEP's ANCHOR model that may best help our students.

We realize that we are the only hope for many students in West Tennessee, especially the first-generation, low-income, and non-traditional students who find their way to our door. It is our responsibility and moral obligation to help them navigate the maze that college life can present to them. Thus, we've decided to make our maze a straight line, and

our QEP will help us achieve that goal.

We take on this new chapter in the history of JSCC history with enthusiasm and optimism. Working together, we can help our students achieve their academic and career goals.

Sincerely,

Bruce Blanding, Ph. D.
President, Jackson State Community College

Executive Summary

Jackson State Community College (JSCC) is dedicated to providing accessible learning opportunities to a diverse student body. Paramount to this idea is access to quality academic advising and life/career coaching services. In keeping with the Institution's mission, the college will enhance student success by improving the school's academic advising process.

JSCC has identified the improvement of academic advising as the topic for this QEP as the Institution identified existing advising practices that have become prescriptive in nature, focusing primarily on the act of course registration instead of comprehensive advising. As the Institution is devoted to student success, and considering the fact that effective academic advising is one method of achieving that success, this QEP proposes an enhancement of current advising practices by creating a more effective model of advising, known as the ANCHOR Model.

The ANCHOR Model of Academic Advising is based on well-informed and engaged advisors and students working as partners to promote student learning. The model is focused persistence based on a system of guidance and collaboration with students in academic planning that fits with personal goals and is supported by appropriate interventions at important milestones in a student's college experience.

The goal of this QEP is to enhance student learning by creating an advising model that blends both developmental and intrusive advising practices including a robust and engaging first-year experience course titled "College to Career Navigation." Part of this advising process is to recognize the value of informed decision making and strategies designed to engage students in their college experience from the very first contact with the college. Building upon the student-advisor relationship, established early and continuing throughout a student's time at JSCC, the ANCHOR Model is based on nationally recognized research and national and state data trends.

To achieve the goal of the QEP, JSCC has created specific, measurable, and robust Student Learning Outcomes (SLOs) along with Institutional Outcomes to measure progress as the Institution implements the ANCHOR Model.

As the QEP calls for an institution-wide culture change, the plan of implementation will be staggered into three phases. Given the nature of the topic and the culture-shift the QEP hopes to create, professional development and training opportunities will be a central focus as the Institution moves through the plan proposed within this document.

The College has designated a position in the Office of the Vice President of Academic Affairs to be responsible for coordination and oversight of the implementation of the QEP. A committee, known as the Navigation Committee, will be formed to assist with this implementation. In addition, a steering committee has been formed to oversee the implementation of the College to Career Navigation course and to work with faculty members teaching the course to implement any changes and improvements that are recommended as a result of the assessment of the course.

The QEP is supported by a robust assessment plan which will be used to measure the efficacy of the practices presented in this document. Institutional support for the QEP is made evident in the allocation of financial resources also outlined in this document.

Chapter I: Introduction to the College

In 2011, Jackson State Community College (JSCC) adopted the following Mission Statement:

Jackson State Community College provides accessible learning opportunities that enhance the lives of individuals, strengthen the workforce, and empower our diverse communities by offering traditional and contemporary associate degrees, certificates, continuing education and enrichment, and college-readiness programs.

JSCC was founded in 1967 as a public non-residential two-year college and is one of thirteen community colleges within the Tennessee Board of Regents (TBR) system. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accredited JSCC in 1969. Jackson State is currently under the leadership of its fourth president, Dr. Bruce Blanding, who began his tenure in February of 2004. The college has continued to add degrees and areas of study, and in recent years has seen a notable expansion of its Nursing and Allied Health programs, supported by a strong local health care industry that employs many JSCC graduates. Currently enrolling over 4,500 students, JSCC offers the AS, AA, AST, and AAS degrees and certificates in several fields while also remaining a strong transfer institution.

According to data compiled for the National Community College Benchmark Project (NCCBP), the population of JSCC's fourteen-county service area is 428,560. The average household income for the service area is \$40,677 per year, while the area has a 5.8% unemployment rate. The service area has an 18% minority rate, which is closely reflected in the school's minority enrollment of 21%.

Like community college students nationwide, many JSCC students fall into at-risk categories for academic success and completion. 73% of first-time full-time JSCC students are low-income, 26% are under-represented minorities (URM as defined by A2S and THEC Factbook 2013-2014: 192 out of 728), and 36% are 25 or older. The average ACT score is 18, and 73% of first time, full time students were enrolled in Learning Support (LS) classes in Fall 2013.

JSCC is located in Madison County and serves a broad regional area, which includes 14 counties in the western third of the state: Benton, Carroll, Chester, Crockett, Decatur, Gibson, Fayette, Hardeman, Hardin, Haywood, Henderson, Henry, Madison, and Weakley. Three satellite centers, the Savannah-Hardin County Center (1998), the Lexington-Henderson County Center (1999), and the Humboldt Higher Education Center (2007) serve students in the outlying communities. In the 2012-13 academic year, JSCC students earned 307 Associate of Applied Science degrees, 25 Associate of Arts degrees, 164 Associate of Science degrees, 12 Associate of Science in Teaching degrees, and 134 Academic/Technical Certificates. JSCC awarded 470 Associate Degrees and 113 Certificates during the 2013-2014 academic year. The institution has also seen a dramatic increase in dual enrollment students. During the 2013-14 academic year, the college enrolled over 1,000 dual enrollment students in 32 high schools throughout the service area. The student population, based on Fall 2014 total headcount of 4926, is as follows: 37% male, 63% female; 17% African American, 78% Caucasian, 5% other minorities. The average age of a JSCC student is 22 years old.

Chapter II: Statement of Problem and Process Used to Identify and Develop the Topic

Statement of Problem

The Institution has identified the improvement of academic advising as the topic for this QEP based on existing advising practices that have become prescriptive in nature, focusing primarily on the act of course registration instead of comprehensive advising. As the Institution is devoted to student success, and considering the fact that effective academic advising is one method of achieving that success, this QEP proposes an enhancement of current advising practices by creating a more effective model of advising.

The Process Used to Identify and Develop the QEP Topic

During the Fall 2013 semester, QEP Coordinator Dr. Nell Senter made presentations in campus-wide and targeted group QEP meetings on the guidelines and development process of the QEP. The QEP process was explained, and ideas for addressing student learning needs were solicited from the Faculty Council, the Professional/Technical Council, the Classified Council, and the Student Government Association (SGA). These ideas were used to help focus on student learning needs and support strategies in the campus-wide QEP “start-up” meetings in November (“QEP Start-Up Month”). The QEP Coordinator explained the QEP purpose and process at three campus-wide meetings that included identifying problem areas for students and brain-storming possible solutions and responses. These were hour-long meetings in which faculty, staff, and students participated. In addition, the QEP process and purpose were introduced to the President’s Cabinet and updates were given throughout the Fall 2013, Spring 2014, Fall 2014, and Spring 2015 semesters.

To gather data regarding student learning needs, two surveys, online and onground, were conducted during the Fall 2013 semester. One survey was a student survey, while the other was a faculty/staff survey. From those surveys, critical areas of student learning needs emerged that were then grouped into categories. Considering these categories, the QEP Start-Up Team identified several themes that eventually were grouped into nine main QEP topics:

1. Technology Access and Support/Online Learning/Computer Skills;
2. Advising and Tutoring/Student Success/Learning Center;
3. First Year Experience/Freshman Seminar;
4. Reading Comprehension/Common Read/ 1 hour Learning Support lab;
5. Intellectual Curiosity: Student Motivation and Engagement/Strengths Model;
6. Learning Communities/Success Teams;
7. High School Partnerships using Dual Enrollment Relationships/Summer Workshops;
8. Critical Thinking and Problem-Solving/Ability to Synthesize;
9. Cultural Awareness and Competency.

From these nine topic areas, the QEP Data and Viability Teams narrowed the field to six QEP topics. During the Spring 2014 all-employee in-service, information outlining the QEP topics emerging from the Fall 2013 meetings, interviews, and surveys was made available on the student and employee intranet (jWeb) and emailed to all students and employees. During in-service week, a “silos to bridges” faculty workshop took place that allowed faculty from all areas of the college to vote for one or more of the six QEP topics that emerged from the Fall 2013 surveys and meetings and to consider obstacles, first steps, and resources for the three topics receiving the most votes. The three topics receiving the most votes from most to fewest were

Advising, Student Engagement and Motivation, and Reading Comprehension. Based on interest and workshop participation, faculty workgroups were formed to write brief 2-4 page White Papers on each of these three topics. After a review of the White Papers, the Data and Viability Teams decided that Student Advising through Engagement would be the QEP topic.

At that point, the decision was made by the QEP Steering Committee that more direct evidence of student engagement issues was needed to support the overriding campus perception that advising and engagement were areas of weakness for student learning at JSCC. As a result, a student survey on advising and engagement was created and data collected from students in thirty onground classes that were not given the Community College Survey of Student Engagement (CCSSE) 2014 Survey. The survey was also available online for all. What emerged from those surveys underscored the need for more intrusive advising and interventions designed to engage students in their classes and the overall learning process at JSCC.

In August 2014, Mr. James Mayo (Associate Professor of English) took on the role of QEP Coordinator, and a QEP Steering Committee was formed. The Steering Committee began meeting in the Fall 2014 semester, evaluating the current status of the QEP and discussing the existing plan's strengths and weaknesses. Significant changes came from these meetings: giving the QEP a new title (ANCHOR: Advise, Navigate, Coach, Help, Orient, and Relate); creating an advising system which would reflect both "intrusive" and "developmental" models; creating a new first-year experience course; and focusing on building relationships between advisors and advisees, as well as faculty and student services personnel, in order to strengthen the Institution's advising program.

Examining State and National Trends

There are many challenges facing today's community college student. Not the least of these are so-called "eye-bytes" and an information culture of fleeting attention to easily digested bits of information that replace sustained focus and effort. Millennial and post-millennial college freshmen, born roughly between 1982–2004, are encountering mass and social media that is instant, fast, and designed to be left for other identical experiences that effectively discourage sustained focus and a sense of task completion (Rosenwald, 2014). Sustained focus and an internalization of the benefits of task completion are generally necessary to persist in college level classes and complete a degree, certificate, or transfer plan ("Aspirations to Achievement," 2014). This is particularly true for those student groups that show a decided gap between their retention and completion rates and those of other student groups. Both underrepresented minorities (URM) and low income students have been identified as student groups at risk for lower retention and completion rates.

Several changes and initiatives within the state system, including heightened emphasis on completion agendas and changes to developmental studies, have also forced the Institution to reexamine current practices. The Tennessee Higher Education Commission (THEC) Master Plan 2010-2015 identifies a Public Agenda for higher education that includes these aims:

- Increase the number of degrees awarded by 3.5 percent annually so that undergraduate degree production (Associate and Bachelor's degrees) grows by 26,000 by 2015 and 210,000 by 2025, bringing Tennessee to the national average for undergraduate degree attainment by 2025;
- Improve efficiency (time to degree, graduation rates) while also increasing overall production (numbers of degrees);
- Target underserved students.

While recognizing that college readiness is an issue for many incoming students, THEC's Public Agenda Goals call for 26,000 additional undergraduate degrees by 2015.

The Tennessee Board of Regents (TBR) initiative *Access to Success (A2S)* identifies and provides "gap" data at the state and college level for at-risk students in the categories of under-represented minorities (African American, Hispanic/Latino and American Indian/Alaska Native students) and low income students (defined as Pell Grant recipients). These gap charts demonstrate that URM and Pell students continue to fall behind in the four-year success rate, defined as completing an Associate degree, certificate, or transfer to a four-year institution within four years. That gap has widened for low income students from the 2001 cohort to the 2006 cohort of first time freshmen who are Pell Grant recipients. The gap has actually widened for transfer URM students while staying the same for first time freshman who are URM,

The JSCC 2010-2015 Strategic Plan, following the THEC Public Agenda, identifies completion and persistence targets for key sub-populations. These targets include an increase in the number of Associate degrees and the persistence rate, measured as hours accumulated: 12, 24 and 36 for students who are adults (25 or over), low-income (also number of certificates awarded for this sub-population), male, Hispanic and/or veterans. The Strategic Plan also targets increasing the fall to spring progression rate overall and the number of total degrees and certificates awarded (this number has increased to 642 for 2012-2013 close to the 2015 target of 656). 2010 data was used as a baseline for these targets. 75.7% is the Strategic Plan target for the progression rate from fall 2014 to spring 2015. The retention rate from fall to fall 2012 - 2013, according to the THEC Factbook 2013-2014, was 49%. While this is not determinative of the fall to spring 2012-2013 progression/retention rate, it does suggest that reaching the 75.7% target for fall to spring 2014-2015 is a challenge.

The QEP's goal of improving advising processes to support and increase persistence and completion as one aspect of student learning and academic success is in line with the Strategic Plan. Although the 2015 targets in these areas will not have the full benefit of the implemented QEP, the goals of increasing persistence, progression, and completion rates for at-risk and overall student populations are clearly supported by a strong advising and student support system at JSCC. The Strategic Plan goals and targets along with the A2S goal of increasing the number of degrees earned by under-represented minority and Pell Grant students (2-year midterm report card for JSCC) underscore the importance of enhancing academic advising and support at JSCC.

In 2013, the Tennessee Board of Regents also began discussions of new methodologies to improve student success in Learning Support (developmental) courses in math, writing, and reading. Beginning in the Fall 2015 semester, all students who previously would have qualified for Learning Support courses will be embedded in college-level courses with supplemental labs attached. This new approach further suggests that more effective advising practices would be important for students and underscored the value of the topic chosen by the College.

Tennessee Promise legislation was approved in 2014 that will beginning in the Fall 2015 semester ensure that community college tuition is covered for all Tennessee residents with a high school diploma, beginning with 2015 graduating seniors. This legislation provides increased access to post-secondary education, with the recognition that a college degree is increasingly tied to employability and earning power. In opening up these educational opportunities for students, there is an implied mandate to Tennessee community colleges to provide advising and support services for students with varied levels of preparation, familiarity with college expectations, and engagement in college level learning. While it is too early to tell at the time of this writing how the Tennessee Promise legislation will impact the Institution, it is

important that the College be prepared to offer strong academic advising and student support services to incoming Tennessee Promise students.

Additionally, JSCC was chosen by the Tennessee Board of Regents to be one of two state institutions participating in Achieving the Dream. Initiated by the Lumina Foundation in 2004, Achieving the Dream (ATD) is dedicated to higher education reform and student success. JSCC will join more than 200 other institutions nationwide as an ATD partner beginning in the Spring 2016 semester.

The QEP's plan for enhancing academic advising will address the challenges and opportunities presented by both state and local initiatives.

Reviewing Internal Data: Student, Staff, and Faculty Surveys

The 2013 CCSSE Report of Tennessee Aggregate Data Prepared for JSCC contains several results that demonstrate a need for a QEP focused on advising. These areas include student engagement through active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. The findings are based on students' self-reporting in these areas of college experience. JSCC scored in the lower range on active and collaborative learning, higher than the comparison cohort on student effort, and the same on academic challenge and student-faculty interaction and support for learners. On the 2014 JSCC Exit Satisfaction Report prepared by The Office of Institutional Research, 48.9% of the 447 exiting students out of 642 graduates rated their experience at JSCC as "Very Satisfied," 43% as "Satisfied," 5.7% as "Neutral," and only 1.6% as "Very Dissatisfied."

The CCSSE data gathered from students during the Fall 2014 semester offers interesting insights into student perceptions of academic advising at Jackson State Community College. When asked about their satisfaction with the Institution's services in academic advising, 297 students enrolled in non-developmental classes responded accordingly:

- 28.8%: Not Applicable
- 8.9%: Not at all
- 36.9%: Somewhat
- 25.4%: Very.

When asked about their satisfaction with the career counseling services provided by the College, 296 students enrolled in non-developmental classes responded accordingly:

- 51.4%: Not Applicable
- 13.6%: Not at all
- 22.0%: Somewhat
- 13.0%: Very.

JSCC's numbers are fairly consistent with the responses gathered statewide. While the numbers suggest that student satisfaction with advising and career counseling services could be higher, student responses overwhelmingly suggest that they realize the importance of advising

- 14.8%: Not at all
- 34.5%: Somewhat

50.7%: Very

and the following for career counseling:

29.8%: Not at all

29.7: Somewhat

40.4: Very.

Again, JSCC's numbers are fairly consistent with the responses gathered statewide. However, the numbers speak to a disconnect between advisors and advisees, or at least to the perceptions that the two groups have about the nature of advising. While student surveys continue to show that students recognize the value of advising and career counseling and show some satisfaction with the services the Institution provides, it is clear from faculty, staff, and student surveys that advising is an area on campus that needs improvement.

During the Spring 2014 semester, students were asked to participate in a QEP survey designed primarily to gauge their perceptions of academic advising, their use of services on campuses, and outside influences (home, work, etc.) that may affect their academic performance. A total of 628 students responded to the 33 question survey. According to the student responses, 32.4% were below the age of 20, while 31.6% were aged between 20 and 24 years. 68% were full-time students, with 70% attending classes at the main campus. 84% of the respondents "primarily" attended day classes, while 82% did not "take most" classes online.

Regarding academic advising on campus, 72% indicated that they know who their advisor is, with 83 respondents skipping the question. 72.8% know how to contact their advisors, with 80 respondents skipping the question. Regarding program requirements, 48% "agree" that they know what courses they need to take to graduate, receive certification, or transfer, with 80 respondents skipping the question. 33.5% "strongly agree" and 41.5% "agree" that it would be helpful to meet with an academic advisor before registering for the next semester (again, with 82 skipping the question). 30.4% "strongly disagree" and 39.8% "disagree" when asked to respond to the following statement: "I don't think I need to meet with my faculty advisor until I am ready to graduate." These responses suggest that students do recognize the importance of academic advising and that finding out who their advisors are and where they are located is not difficult. However, when asked if they have met with their faculty advisor throughout the semester, 39.7% "disagree" while 21% "strongly disagree" (with 84 students skipping this question).

While the survey suggests that students recognize the value of academic advising, they are reluctant to take part in the process. Yet 22.9% "strongly agree" and 43.3% "agree" that the advising offered at JSCC is sufficient, which suggests that student perceptions about either the definition and/or the role of advising are not in line with those of advisors. 29.3% "strongly agree" and 33.4% "agree" that they "usually" respond when contacted by their advisor, while 31% responded that they have not been contacted by an advisor. 70% of the respondents self-identified as "continuing" instead of "newly enrolled" students. This strengthens the validity of the survey in that the vast majority of students who responded had spent enough time on campus to become at least somewhat familiar with processes or had had a chance to meet with their advisors.

Faculty were also asked to participate in a QEP survey during the Fall 2013 semester as potential QEP topics were being formulated. 35 of approximately 90 full-time faculty responded to the three question survey. Ten responses to **Q1** which asked "What would most help our students and improve their learning environment at Jackson State?" relate directly or indirectly to academic advising, including the following samples:

- “A comprehensive advising process that requires students to engage in advising with faculty and available (trained) advising staff able to assist faculty and available to students when classes are not in session and students need immediate/critical advising.”
- “Mandatory first-year experience program including career decision and creation of their academic plan with their advisor/mentor to map out each semester toward their degree.”
- “Jackson State could help students and improve their learning environment by moving from ‘registration-based advising’ to a more comprehensive approach that includes not only advising but also goal setting and academic planning. The comprehensive approach would involve the student developing rapport/relationship with an advisor [...]”
- “A comprehensive advising system.”

Question 2 (Q2) asked faculty “What currently best supports student learning at Jackson State?” A handful of responses related to the support that faculty give students, including the following:

- “Attentive, caring and supportive faculty and staff who provide a connection for the student to JSCC.”
- “Engaged, dedicated, and involved faculty.”
- “Instructor involvement for the student.”

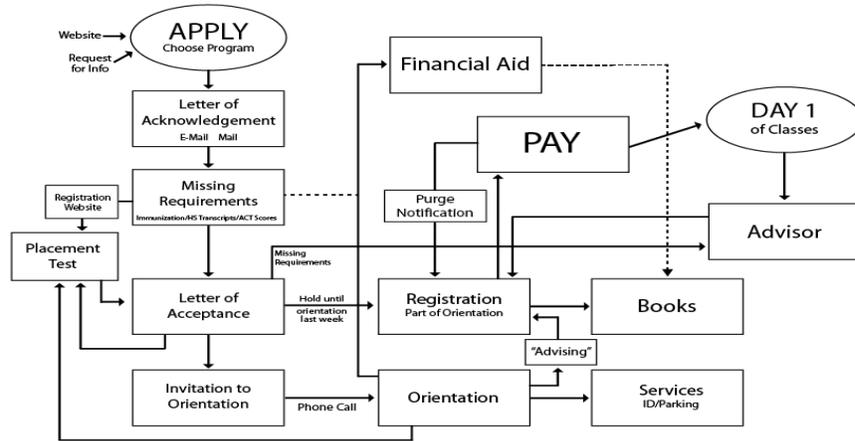
These responses show that faculty have recognized that engaging with students in a friendly, supportive way is essential to their learning experience at JSCC and can thus be connected to the responses to Q1 that relate to academic advising, since this happens best when relationships are built.

Question 3 (Q3) asked faculty “What hinders student learning at Jackson State?” Twelve of the 35 responses to this question related in some way to advising and/or the goals of the QEP, including the following:

- “We need to help students identify career options [...] Many give up and quit because they don’t know their options and this is across all fields of study.”
- “Lack of clear goals.”
- “Students at Jackson State do not tend to be goal directed [...] With the College’s ‘registration-based advising,’ emphasis is placed on advising for registration purposes and not goal setting.”
- “The lack of active academic advising by properly trained staff.”
- “Lack of support and advising assistance.”
- “A lot of our students are first generation college students that have the desire to be successful but lack the knowledge of how to get a degree.”

As the comments above suggest, faculty at JSCC are aware of the importance of advising and the ongoing problems that the lack of a comprehensive advising program has created. As seen in the difference between faculty and student definitions of advising and as discussed in subsequent chapters, the Institution’s *de facto* approach to advising has become prescriptive in nature, one that relies too heavily on basic course registration functions instead of comprehensive academic advising. Students believe they know what advising is and that they value it while faculty and staff believe the Institution’s advising processes need improvement, which suggests that students are getting their immediate needs met (course registration) while faculty and staff know that there is more to the process of advising than course registration.

During the Spring 2015 semester, faculty, staff, and administrators met with representatives of the Education Advisory Board in order for the EAB to gather the information needed in order to create the data information system which the Institution required. In one of these sessions, EAB representatives asked the audience to help create a map of the process of getting students from initial admission to the classroom, an image of which is presented below. It is clear that the process is more of a “maze” than a “map,” which offers further evidence of the need for strong academic advising and first-year preparation at the Institution.



Statement of Goal

The goal of this QEP is to enhance student learning by creating an advising model that blends both developmental and intrusive advising practices and which includes a robust and engaging first-year experience course. Part of this advising process is to recognize the value of informed decision making and strategies designed to engage students in their college experience from the very first contact with the college. Building upon the student-advisor relationship, established early and continuing throughout a student’s time at JSCC, the ANCHOR model idea is based on nationally recognized research and national and state data trends.

Based on internal data, state and local mandates, as well as research and best practices, this QEP identifies academic advising, planning, and motivation through engagement as the key factors in enhancing student learning over the next decade.

Chapter III: Desired Learning Outcomes

As stated in Chapter Two, “The goal of this QEP is to enhance student learning by creating an advising model that blends both developmental and intrusive advising practices that includes a robust and engaging first-year experience course.” To achieve this overall goal, JSCC has created specific, measurable, and robust Student Learning Outcomes (SLOs) along with Institutional Outcomes to measure progress as the Institution implements the ANCHOR Model of Academic Advising.

The foundation of JSCC’s ANCHOR model of advising rests with the newly developed COL 1030: College to Career Navigation course. The course’s description states, “The purpose of the course is to help you navigate college with your career and life goals in mind. The course is designed to develop your understanding of your personal aptitudes, interests, and values and to provide effective strategies for the challenges you may face in making successful college and career decisions. The work of the course involves self-assessment exercises, teamwork, case studies and information on careers related to specific academic focus areas. The aim of the work is to provide the basis for an informed choice of an academic focus area and related career and life decisions.”

The COL 1030 course was taught for the first time during the Fall 2015 and Spring 2016 semesters. Two sections were offered in the fall and three sections were offered during the spring so that the Institution could ensure that the proper pedagogy was being utilized for the greatest impact on students. This calibration period, which includes meetings every three to four weeks with the professors teaching the course and the Course Navigation Steering Committee, will allow JSCC to begin pilot courses during the Fall 2016 and Spring 2016 semesters. Students completing these courses during the 2016-2017 year will subsequently be compared to a demographically homogenous control group who did not take the course, as these students will comprise the initial experimental and control groups for the QEP. The initial student learning outcomes will be derived from the following COL 1030 outcomes:

1. **SLO #1:** Students will be able to identify life and career goals by applying the DAPPS (Dated, Achievable, Personal, Positive, and Specific) goal-setting process to help them make these vital identifications. **Identified measures for this SLO include:** embedded quiz questions, journal entries, and the final essay.
2. **SLO #2:** Students will demonstrate strategies to help them identify their preferred way of learning and demonstrate specific tactics for coping with less preferred ways of learning (i.e. motivation). **Identified measures for this SLO include:** embedded quiz questions, journal entries, and the final essay.
3. **SLO #3:** Students will learn to recognize and manage areas of personal responsibility including self-messages, personal strengths and weaknesses, and time-management strategies. **Identified measures for this SLO include:** embedded quiz questions, journal entry on *The Late Paper*, and the final essay.
4. **SLO #4:** Students will identify the steps needed to achieve success in a field of interest including identifying academic advisors in their field of interest. **Identified measures for this SLO include:** The final essay.

These are the four student learning outcomes and successive measures which JSCC has initially chosen to employ with students taking COL 1030 for successfully quantifying what they

learned in a class that supports advising best-practices, including O'Banion's five steps along with other similar prescriptions identified by those researching best advising techniques and methods in higher education.

In an effort to ensure that the QEP is implemented in a logical and methodical manner allowing ongoing, integrated, and campus-wide research to drive subsequent adaptations and revisions, JSCC chose to start with pilot COL 1030 classes in the Fall 2016 and Spring 2017 semesters.

As the College continues implementation of the QEP, an additional hypothesis will be investigated using more indirect (yet easily correlated) measures. This hypothesis states JSCC will see the following Institutional Outcomes as the COL 1030 class expands, more faculty teach the course and additional faculty are trained in the ANCHOR Model utilized by the course in faculty development sessions. Further this effort will coincide with supplemental interventions discussed in this QEP document which directly and indirectly support the ANCHOR Model.

These institutional outcomes (IOs) include the following:

IO # 1 – Students will change majors at a significantly lower number than students in previous years.

IO # 2 – More students will meet with and build relationships with their assigned academic advisors.

IO # 3 – Faculty and staff will demonstrate the ongoing culture shift from prescriptive advising to the ANCHOR model.

IO # 4 – 12 hour, 24 hour, and 36 hour student progression rates will increase significantly when compared to the pre-QEP implementation period.

IO # 5 – Jackson State will dedicate funds, work directly with the Faculty Development Committee and seek guidance from faculty involved in COL 1030 to ensure faculty are employing the ANCHOR Model with their students.

Chapter IV: Literature Review and Best Practices

With increased national and state-wide focus on student success, retention, and graduation, institutions of higher learning across the nation are realizing the need for improving student advising practices so that these important student goals are met. On the national level, President Barack Obama recently asked “every American to commit to at least one year or more of higher education or career training and set a new national goal: by 2020, America will once again have the highest proportion of college graduates in the world” (“American Graduate Initiative,” 2011). To this end, the proposal outlines funding initiatives that would make community college more accessible to students by making tuition affordable, recognizing the idea that “community colleges are underfunded and underappreciated, lacking the resources they need to improve instruction, build ties with businesses, and adopt other reforms.” The proposal suggests that new grant opportunities be made available that would:

- “Build partnerships with businesses and the workforce investment system to create career pathways where workers can earn new credentials and promotions step-by-step, worksite education programs to build basic skills, and curriculum coordinated with internship and job placements;
- Expand course offerings and offer dual enrollment at high schools and universities, promote the transfer of credit among colleges, and align graduation and entrance requirements of high schools, community colleges, and four-year colleges and universities;
- Improve remedial and adult education programs, accelerating students’ progress and integrating developmental classes into academic and vocational classes;
- Offer their students more than just a course catalog, through comprehensive, personalized services to help them plan their careers and stay in school.” (“American Graduate Initiative,” 2011)

Furthermore, the plan calls for modernizing community college facilities, expanding the Pell grant program, reforming current federal student loan policies, providing clearer and more accessible application processes for federal student aid, and expanding student loan programs. Perhaps the most important aspect of the president’s proposal is the creation of “funding formulas based on student progress and success as well as initial enrollment” (“American Graduate Initiative,” 2011).

Jackson State Community College is already operating within a state funding formula based in large part on student success. The Complete College Act Tennessee (CCTA), passed into law in 2010, is “a comprehensive reform agenda that seeks to transform public higher education through changes in academic, fiscal and administrative policies at the state and institutional level. At the center of these reforms is the need for more Tennesseans to be better educated and trained, while also acknowledging the state’s diminished fiscal capacity to support higher education” (“Complete College Tennessee Act Summary,” 2011). The CCTA calls for an “outcomes based funding formula [which] bases the entire institutional allocation of state appropriations on the basis of outcomes including but not limited to degree production, research funding and graduation rates at universities, and student remediation, job placements, student transfer and associates degrees at community colleges. As state appropriations to community colleges declined, the new emphasis on success-based funding has provided unique challenges to all the community colleges within the Tennessee Board of Regents system.

In order to meet the challenges of the Complete College Tennessee Act, the Tennessee Board of Regents overseeing all state colleges and universities called for member institutions to address seven goals as part of a Complete College Academy (CCA). During the Academic Year

2012-13, the JSCC academy involved faculty and staff in a goal planning and implementing effort based on the seven goals. Goal 1 of the CCA called for “a comprehensive advising system that ensures all students receive timely and accurate guidance to achieve educational goals.” The recommendations of the CCA Advising subcommittee and the CCA Steering Committee included:

- Designing a multi-tiered advising system to include general information to support academic advising, student needs support (such as financial aid, personal difficulties, etc.), and group advising at multiple times throughout each semester for all programs.
- Creating an Advising Steering Committee to oversee and monitor student advising.
- Providing “best practice” training and a check-list for academic advisors and staff acting as mentors.
- Developing a referral system between academic advising and other student needs (such as counseling, financial, etc.) while training staff on resources available to students.

Justin Doubleday (2013) points out in *The Chronicle of Higher Education* that with the nationwide trend of success-based funding and renewed attention placed on retention and graduation, institutions across the country “are overhauling their academic-advising operations” and “are taking a more deliberate approach to advising” (n. p.). But as Doubleday suggests, institutions are finding that “there isn’t one model guaranteed to be effective.” Institutions must decide if academic faculty or professional advisers (or a combination of both) will take the lead in enhancing advising practices. One positive outcome from this discussion of deliberate enhancement of academic advising methods is that a myriad of advising practices are being developed and used, which gives academic stakeholders a means to analyze and discuss which practices have worked successfully and which have failed.

Susan Dodge’s 1992 article in *The Chronicle of Higher Education* titled “Colleges Are Trying Ways to Enhance Academic Advising” shows that educational stakeholders were already aware of the problem and were working toward ways to enhance advising practices before the new success-based funding formulas brought renewed attention to the problem. Dodge lists several approaches that colleges and universities have been taking to enhance advising, in response to common complaints students make regarding their academic advising experiences: “most professors do not spend enough time helping them design their course schedules or cope with the demands of college life. In some cases, advisors simply signed a form after students have picked out their courses. In others, faculty members who are designated as advisers have little expertise in helping students make their way through a plethora of courses” (n.p.). Earlier groundbreaking works by O’Banion, dating back to 1972, Crookston (1972 and 1994), McLaughlin and Starr (1982), and many others also suggest that institutions have long been aware of weaknesses in academic advising processes and have worked to improve them.

One of the more popular trends to emerge from the research and new emphasis on improving advising practices is the “intrusive model.” Definitions may vary by institution, but intrusive advising is a practice by which the advisor takes proactive steps to reach students and to engage them in advising sessions. According to Miller and Murray (2005), “Experience shows that intrusive advising strategies can be especially useful when advising to build student resiliency.” The authors list several “intrusive advising strategies found to be helpful at the initial enrollment of an underprepared student,” which include:

- “[Utilizing] appropriate assessment tools (e.g., ACT, ACCULACER, COMPASS, etc.) to determine student skills and abilities;
- [Employing] open-ended questioning techniques e.g., 'What subjects did you enjoy studying in the past?' with follow-up questions such as 'What methods did you find successful in studying this subject?'
- [Identifying] student strengths as well as skill deficits;
- [Being] direct, emphatic, and prescriptive when designing a plan to overcome skills deficits (Ender & Wilkie, 2000);
- [Recommending] courses appropriate to students' current skill levels mixed with course options in areas of previous success;
- [Linking] students' learning style with the teaching style used in the course; using caution in recommending on-line classes or satellite classes;
- [Helping] students determine the time of day that will best optimize learning e.g., determine if the student is a 'morning person';
- [Helping] students set short and long-term goals and develop action plans to achieve their goals (Ender & Wilkie, 2000);
- [Introducing] student programs, resources and groups-TRIO/SSS, Gear Up, writing and math centers, learning and study skills classes, college survival courses, Orientation, career development center, etc.-that create support structures;
- [Explaining] the importance of meeting deadlines and regular class attendance;
- If the subject is eligible for financial assistance, [encouraging] the student to obtain a work-study position on campus for a limited number of hours per week.” (n. p.)

Research suggests that underprepared students may “have a negative self-concept with respect to the academic environment” (Ender and Wilkie, 2000), so it is important that academic advisors provide students with positive and encouraging feedback when appropriate. Advisors who help students set goals and build action plans based upon their talents inspire students to acquire the skills necessary for college success (Schreiner & Anderson, 2005).

One of the often-heard laments among both faculty and student services personnel regarding advising is that students simply “don’t show up.” It is essential that students take responsibility for their role in advising if a collaborative model of advising is implemented and a relationship is to be built between students and advisors. Letters and emails are sent, sign-up sheets are posted on faculty office doors, and mandatory orientation sessions are created, but students are still willing to get their information from others who may not have the qualifications or knowledge to give adequate advice. Angela Oriano (2013) cites Center for Community College Student Engagement data that shows an alarming trend. According to CCCSE surveys, “80% of [the 478] colleges reported that they require all first-time, full-time students to participate in academic advising, and 50% of colleges reported requiring academic advising for all entering students” (p. 22). However, only 23% of students “said that a specific person was assigned to them so they see that person each time they needed information or assistance” (p. 22). Naturally, with no advisor assigned to students or advising practices that are ineffective, “50% of entering students reported that their family and friends are their primary source of academic advising, followed by instructors (26%), and college staff (12%)” (p. 22). Furthermore, an alarming “82% said they have not used career counseling by the end of their first three weeks in college” (23). The CCCSE results show that “Across the board, students reported that they are unlikely to participate in academic advising that consistently incorporates exploration of life and vocational goals” (p. 23).

One reason for this may be that student perceptions of academic advising are faulty, while another may be the notion that academic advising has been reduced to course scheduling: students “overwhelmingly reported that their interactions with advisors (when they met with an advisor) are more likely to consist of selecting courses rather than exploring programs of study [...] Students’ responses tell us that, for the most part, the complex and critically important process of academic advising has been reduced to an interaction with a college staff person—counselor, advisor, or other—primarily characterized by selecting courses without consideration for students’ varied, and often substantial, outside commitments and also without thoughtful consideration of goal setting and the path to goal achievement” (pp. 23-25). The success of an academic advising model can only be effective if students are guided through all steps of the process by trained navigators (even if “intrusive” methods are necessary) and a consideration of student perceptions of academic advising is important.

As Anderson, Motto, and Bourdeaux (2014) point out, “Without knowing the expectations of students, it is difficult for advisors to successfully meet student needs and build quality interactions to promote satisfaction and retention” (p. 28). The authors’ study “examined undergraduate academic advising at a mid-sized Midwestern university,” referred to as “State University” throughout the article. While the institution had data relating to student participation in advising gathered by the National Survey of Student Engagement in 2011, the data did not “identify the expectations students may have of the advising process” (p. 28). Thus, “State University” conducted a study intended to reveal student perceptions and expectations of advising sessions. Even though the research was conducted at a university, the perceptions and expectations revealed in the study also reflect those of community college students. According to the authors, “students were dissatisfied with three primary aspects of their interaction with their academic advisor: not having enough time to visit, not receiving proper direction, and not experiencing effective communication” (p. 31). Furthermore, “19.7% of first-year students and 21.9% of sophomores indicated academic advising as the primary reason for not returning to the university” (p. 31).

In order to engage in the learning process, 21st century students must find the motivation to persist across and within college courses in order to complete their own plans to graduate, become certified, or transfer. Relative to the American Association of Community College’s (AACC) “Empowering Community Colleges to Build the Nation’s Future” (2014), the JSCC QEP defines an advising process “with one goal in mind: giving community college students the tools, motivation, and support to finish what they start” (p. 5). Student learning cannot take place if students are unable to persist or are not invested in persisting. Data suggest that if students are not engaged, they are far more likely to withdraw from class or college. This is especially true for at-risk students and students who are not well-prepared in terms of skill sets or expectations for college level classes and the resilience that is required to succeed.

The ANCHOR program at Jackson State Community College will only succeed if collaboration between students, faculty, and student services staff can be achieved. The O’Banion model and developmental advising strategies from Crookston (1972), which this QEP’s advising program will follow, allows for that collaboration between faculty and staff and makes it clear that students hold some responsibility for their own success. Academic advising can only be successful if students seek the help they need, and in a productive, collaborative climate with increased emphasis campus-wide on the importance of academic advising, this can be achieved. The ANCHOR Model, a blended approach, is described in detail in the chapters below.

The Diagnosis: Prescriptive Advising

Burns B. Crookston (1972) described “prescriptive advising” as a practice “obviously based on authority” (p. 5). Using a simple metaphor, Crookston explains that in this approach to academic advising, “the advisor is the doctor and the student the patient. The patient comes in with some ailment. The doctor makes a diagnosis, prescribes something, or gives advice. Therefore, if the student follows the advice, the problem will be solved and all is well!” (p. 6). Central to this approach is that the advisor “teaches” and the student “learns” (p. 6). Over the years, advising practices at Jackson State Community College have become primarily prescriptive in nature.

As Crookston points out, there are reasons that faculty, staff, and students begin to feel comfortable with “prescriptive advising.” He argues that “many faculty see the prescriptive relationship as highly convenient and desirable. Not only does it allow the professor to profess what he [or she] knows but it also makes for a tidy relationship with the student in which the advisor may remain relatively uninvolved, if not aloof” (p. 6). The advisor assumes “that once advice is given his [or her] responsibility is largely fulfilled; now it is up to the student to fulfill his [or her] responsibility by doing what is prescribed” (p. 6). Students become comfortable with this arrangement as well, leaving advising sessions feeling they have consulted “an authority figure with a problem” and have gotten “an answer” (p. 6). Crookston suggests that this creates a marked lack of accountability and a disconnect regarding the perception of the relationship between the student and the advisor, and “if the advice turns out badly the student doesn’t feel responsible; he [or she] can place the blame on the advisor” (p. 6). The advisor can say he or she met advising obligations but the student failed to carry out the orders that were prescribed.

With the lack of formal accountability (evaluation and assessment) and the absence of a formal process of advising, the campus culture becomes one in which prescriptive advising is the fallback approach. Faculty place signup sheets for advising sessions on their office doors, and students may or may not sign up or attend. The end result is that students enter early registration and, more importantly, late registration periods just prior to the beginning of a semester with a sense of urgency regarding the classes they “need” to take. Advising sessions then become course scheduling sessions, the least important and final step in O’Banion’s advising model. Instead of building relationships with advisors, students see advisors or registration center personnel with only the intent of selecting courses. The urgent calls for volunteers to staff the registration center during peak times, usually just days before a semester begins, offer ample evidence of the failure of the Institution’s approach to advising. Crookston’s medical metaphor could thus be extended to include current complaints about health care practices in general. Just as a patient sees a medical professional seeking only quick and immediate relief from a problem, a student approaches an advisor or staff member with a sense of urgency during registration periods, hoping for a quick solution to his or her immediate scheduling quandary. “Primary care” thus becomes “urgent care.” Relationships are not built. Holistic approaches are ignored.

Developmental Advising: The Crookston/O’Banion Models

As noted above, Burns B. Crookston (1972) points out the failings of the prescriptive approach to advising and offers a solution in what he calls “Developmental Advising.” Based on mental health theory, this holistic approach to academic advising is based on the idea of helping the student “become more aware of his [or her] changing self” in a “rapidly changing society” (p. 5). Crookston argues that “developmental counseling or advising is concerned not only with a

specific personal or vocational decision but also with facilitating the student's rational processes, environmental and interpersonal interactions, behavioral awareness, and problem-solving, decision-making, and evaluation skills" (p. 5). Advising then becomes, for Crookston, a "teaching function." This requires, however, "a negotiated agreement between the student and the teacher in which varying degrees of learning by both parties to the transaction are the product," which requires that the advisor "recognize the need to change himself [or herself] if he [or she] expects to keep in tune with students in a changing world [and to] develop the sensitivity to perceive these self-changes as they occur" (p. 5). The nature of developmental advising, then, is one of relationship building.

Crookston's model calls for the building of a relationship "in which the academic advisor and the student differentially engage in a series of developmental tasks, the successful completion of which results in varying degrees of learning *by both parties*. These developmental tasks include reaching an agreement on who takes the initiative, who takes the responsibility, who supplies knowledge and skill and how they are obtained and applied" (p. 6). The "central components" of developmental advising include "abilities, motivation, rewards, maturity, initiative, control, responsibility, learning output, evaluation, and the relationship itself" (p. 6).

Abilities: While the prescriptive advisor focuses on a student's limitations, the developmental advisor focuses on the student's potential, which, as Crookston points out, is "yet to be discovered" when the student is admitted to the Institution. As the relationship develops, both the advisor and the student become aware of the advisee's abilities and both adjust accordingly (p. 6).

Motivation: While the prescriptive advisor sees students as "lazy" and needing "prodding," the developmental advisor sees students as "active" and "striving." Instead of assuming that all students are opposed to work, "which makes it necessary to control, direct, or issue incentives," the developmental advisor understands that students find work rewarding and satisfying (p. 6).

Rewards: The prescriptive advisor sees students as only pursuing superficial rewards, such as passing grades, earned course credits, or a degree. Crookston points out that students of "the current college generation" tend to "reject the economic security and social mobility goals of their parents in favor of the rewards of personal growth, self-fulfillment, and humane commitment" (p. 6-7). The satisfaction that students seek is actually intrinsic rather than extrinsic. The similarities between the students of the 1970s being described by Crookston and today's "millennial" students should not be overlooked.

Maturity: The prescriptive advisor sees students as immature and irresponsible, requiring close supervision and monitoring. To the prescriptive advisor, students are incapable of making "sound decisions." On the other hand, developmental advising requires that advisors recognize students as "growing, maturing, responsible, and capable of self-direction" (p. 7). Instead of closely monitoring or controlling the student, the developmental advisor is "viewed as a consultant, expert, or collaborator" and "moves to shift the responsibility to the student while working to provide the student with problem-solving and decision-making skills" (p. 7).

Initiative: In the prescriptive model, the advisor takes the initiative in the relationship, while the developmental advisor understands that either the advisor or the advisee may initiate "contact or a task related to any decisions that might be made" (p. 7).

Control: Crookston describes the prescriptive advisor as having “benevolent paternalism” while having control over the relationship he or she has with the advisee. The motivation to control the relationship often comes from the advisor’s opinion that students are incapable of making decisions on their own. Crookston points out that this relationship “is more likely to reinforce the student’s perception that his [or her] freedom to exercise options and take responsibility for them is being controlled” (p. 7-8). The developmental advisor, on the other hand, “finds the issue of control principally one for negotiation with the student” (p. 8).

Responsibility: The prescriptive advisor “is caught on the horns of a dilemma” in this situation (p. 8). The advisor feels it is necessary to give “good’ advice and also to meet requirements. On the other hand, since he [or she] feels that the student must take the responsibility to act on the advice, the advisor finds it difficult to handle the situation in which the student does not act accordingly,” thus leading the advisor to act on his or her own to “get the job done for the student” (p. 8). The developmental advisor, though, feels responsibility is an element that can be negotiated with the student. The advisor, who knows the steps that must be taken, clearly communicates these steps to the student. At that point, the student and the advisor can decide who will be responsible for ensuring that the steps are completed.

Learning Output: To the prescriptive advisor, “it is the responsibility of the teacher to teach, the student to learn,” which leads the advisor to the conclusion that he or she has nothing to gain from the advising relationship. The developmental advisor, however, “sees learning as a shared experience and recognizes that the student is not likely to learn from the relationship with the advisor unless the advisor himself [or herself] is also open to learning” (p. 8).

Evaluation: Just as the prescriptive advisor sees learning in “traditional terms,” he or she views evaluation in the same manner: the advisor judges objectively whether or not or to what level the advisee has learned. The developmental advisor understands that an evaluation of the learning process can be collaborative in nature, with both parties having input in the process (p. 8).

Relationship: In a prescriptive advising environment, the relationship is one of authority and status, which leads to low levels of trust and personal development for the student. The developmental advisor understands that the relationship is based on “the nature of the task, knowledge of the differential skills and competencies of the parties concerned, and some agreement through negotiation on the terms of the relationship itself” (p. 8). Crookston points out that some advisors and advisees may be content with the prescriptive relationship and, if that’s the case, this can be successful if both parties come to an agreement as to the nature of the relationship through open and honest negotiation (p. 8-9).

The central theme, clearly, is one of relationship-building, which is one of the primary ideas of the QEP. And as Crookston points out, prescriptive advising has its redeeming qualities, but those must be reached through mutual agreement between the advisor and the advisee. For example, if the Institution were to require the student to obtain his or her advisor’s written permission to drop a course (a prescriptive practice), such a policy could be successful and useful if the student knows of the policy and agrees to its terms upon enrollment. The lines between what can be perceived as “prescriptive” and “developmental” “must be clarified early in the development of a relationship between the advisor and student” (p. 9).

The O'Banion (1972) model of academic advising calls for a five-step approach involving both instructional (faculty) and student services personnel. This collaborative approach is one that will help make the Institution's Quality Enhancement Plan successful.

Step 1 of the O'Banion Model calls for an "exploration of life goals," while the closely-related **Step 2** calls for "exploration of career goals" (p. 10). Ideally, these steps in the process will be undertaken mainly by student services personnel, while qualified faculty who wish to participate in this process will certainly be welcome to do so. The Vice President of Student Services and the Dean of Students will work with their staff to provide adequate life and career counseling opportunities, required of all students. This may be achieved through the use of nationally-recognized testing and a series of personal conversations with students. Students enrolled in the College to Career Navigation Course will also participate in Steps 1 and 2. In line with O'Banion's theory, following sequential order during the advising process is extremely important; therefore, students will navigate Steps 1 and 2 before moving on to the next step in the process.

Step 3 of the O'Banion model calls for students to make a program choice. Students who are attempting to navigate this step in the process are naturally going to require guidance, as many JSCC students are first-generation college students who are unable to get the help they need in their homes and/or communities. As a result, this step in the process will require a collaborative effort between faculty and staff. Faculty should have extensive knowledge about program requirements,

employment opportunities, and a general sense of whether or not a student is well-suited for such a program. Student services personnel will be able to provide students with information gathered in Steps 1 and 2, and in conjunction with faculty members who are working with students during this step, a meaningful conversation can take place with the student as he or she makes a decision regarding program choice. It is imperative that honest conversations about program choice occur. If faculty or staff perceive that students are not suited to a certain program, that perception must be clearly and honestly communicated to the student.



Dr. Terry O'Banion addresses faculty and staff at JSCC during the Fall 2015 in-service.

One natural advantage of the collaborative approach described above is that, unlike in the first two steps of the process, students will find themselves forming important relationships with human beings, both from the faculty and student services areas of the campus. Ideally, the faculty member working with the student during this step will be that student's assigned advisor. This may not be practical during busy registration periods, but the Institution will make a

genuine effort to ensure that faculty advisors are working with their assigned advisees as much as possible. Ideally, the relationships formed through the early steps in the process, so important for engagement, will remain intact throughout the last two steps of the process and, indeed, throughout the students' time at the College.

Step 4 of the O'Banion model calls for students and advisors to navigate course choices. It is very important that this step not be confused with **Step 5**, course scheduling. During this step in the process, faculty will take a lead role with student services personnel providing collaborative support. Faculty should have a working knowledge of program requirements and TBR Transfer Pathways, as well as pre-requisites and Learning Support (remedial) requirements. O'Banion (2013) points out that "Students who register late will not have as many choices as those who register early" (p. 8). Faculty and student services personnel who have worked with students through the advising and registration process are all too familiar with this fact, and the College, working within the confines of the QEP, will develop a process by which students are encouraged to meet with their advisors early in order to navigate Steps 4 and 5. As O'Banion points out, "Low-income and poorly prepared students tend to register later than other students, and they will be frustrated and disappointed when required or recommended courses are closed or not available at the preferred times" (p. 8). The Institution has already identified low-income and poorly prepared students as some of those who are most "at-risk," so steps should be taken to ensure that these students are able to avoid this frustration, which could easily lead to their withdrawing from the College. If students build positive relationships with faculty and student services personnel through the first three steps of this process and the Institution takes adequate steps to encourage early advising and registration, this frustration and possible loss of at-risk students can be avoided.

Step 5 of the O'Banion model is the step during which students navigate course scheduling. This process is often thought of as simple, one that students should do on their own after they've met with an advisor. While it's true that students know more about their scheduling needs, based on their work, family, and other responsibilities, they often have a difficult time selecting class times and registering for the classes they choose. O'Banion (2013) points out that "professional educators [and other College personnel] who themselves have registered [for] and scheduled classes many times in their collegiate experiences" may underestimate the difficulty students face when choosing and registering for classes, as this "can be a challenging experience to the nontraditional student who attends community college" (p. 9). This Institution, as an extension of the QEP, would argue that all JSCC students, the traditional, the nontraditional, the at-risk, the millennials, will benefit from having faculty and/or staff assistance with course scheduling and registration. Engagement through the building of positive relationships is the central theme of this Quality Enhancement Plan, and those relationships can only be strengthened when faculty and staff take the time to help students select and register for classes. Indeed, every opportunity for relationship building that occurs should be taken advantage of.

The First-Year Experience

First-year experience courses are another tool that many institutions are using to promote student success. According to Garance Blanchot-Aboubi (2015), "First-year seminars aim first and foremost at fostering student success and at easing the transition process to a new college or university by using a holistic or multi-strategy approach. Through flexible content and varied instructional strategies, advisors not only teach and inform students about degree requirements, campus policies and procedures, or career options, they also expect students to adapt and apply those strategies to fit their personal/academic goals. A key element needed for

students to establish or expand their own goals includes improving student motivation, which contributes to higher retention rates, improves student engagement, and positively affects the behavior of students” (n.p.). First-year experience courses encourage “advisors not only seek to connect their students to the campus community or to link them with appropriate services and relevant opportunities, [but] they also strive to establish a long-lasting, positive relationship with students and become a friendly face on campus, someone students feel comfortable talking to on a regular basis over the course of their studies” (n.p.).

The first-year experience course being created at JSCC (College to Career Navigation) is discussed in detail below. As a major component of the ANCHOR Model, the course will align course objectives consistent with O’Banion’s theories and those of developmental advising practices, thus providing students with an opportunity to learn the value of academic advising, as well as self-assessment of personal and academic goals, campus policies and procedures, and career options which are in line with the goals of the QEP.

Chapter V: Actions to be Implemented

Advising

During the Spring 2015 in-service, breakout sessions were held for the purposes of creating an institution-specific definition of “advising.” Faculty and staff worked in small groups creating several definitions which were then reviewed by the QEP Team. Drawing from these collaborative submissions, the team created the following definition of advising for Jackson State Community College:

Advising is an ongoing, collaborative process that intentionally empowers our students to plan and navigate a directed course to achieve their academic, professional, and personal goals using institutional and community resources.

The QEP proposes that this definition be adopted as the Institution’s formal definition of Academic Advising.

Navigators/Navigating

In keeping with the metaphor created by the Quality Enhancement Plan, advisors will be referred to as “Navigators,” while the advising process will be generally referred to as “Navigating.”

Student Success

For the purposes of the QEP, student success is defined as the purposeful understanding of personal aptitudes, interests, and values which lead to classroom success, persistence in a program of study, and achievement of personal academic goals (e. g., the completion of a degree or certificate) in a timely manner.

Components of the ANCHOR Model of Advising: A Blended Approach

The ANCHOR Model of Advising at JSCC will blend intrusive and developmental advising practices with a first-year experience course designed around the O’Banion Model and developmental advising theory. The combination of classroom learning and an advising process that creates an environment conducive to success will enhance current advising practices at the Institution and lead to student success as defined by the QEP.

“Intrusive advising,” as defined by Glennen (1975), is the process by which college personnel (faculty/student support staff) actively insert themselves into the students’ advising and learning processes. Glennen argues that while this approach may seem “contradictory to the professional counseling” (p. 2) approach which requires those who need help (advisees) seek out help from the experts (advisors), this type of proactive counseling is necessary in an academic environment. Advisors have (or should have) the information advisees need: program requirements, deadlines, course requirements, etc. And while intrusive advising seems rather prescriptive in nature and seems to work in opposition to the “developmental” model, a blending of the two modes of advising could be very useful to community college students. It is certainly important for students to develop into mature, responsible students, but there are some aspects of the college experience that incoming freshmen especially will have difficulty navigating. With

this in mind, the QEP proposes that the Institution create an approach to advising that is both “intrusive” and “developmental” by design.

In order to move away from prescriptive advising practices and enhance advising services at JSCC, the Institution will implement the following advising model, which blends components of “developmental” and “intrusive” advising practices. This will require adequate training and professional development of all faculty and staff involved in the advising process.

Faculty and staff members involved in academic advising at JSCC will approach the process by the ANCHOR Model as outlined in this QEP. This will require that those involved in the advising process, both faculty and student services personnel, become familiar with both Developmental and Intrusive advising processes and interventions, as outlined below.

Developmental Processes:

Advisors and advisees will

- collaborate in discussions of program and course selection, College and program policies, course registration techniques, campus deadlines, class options while advisees learn to make class selections on their own, advisees’ academic progress and the advisees’ file, and the relationship between the advisor and the advisee;
- will collaborate to solve advising problems, in discussions of vocational opportunities, and in discussions regarding the choice of majors;
- will engage in discussions regarding grades, tests, and student interests while making program/course choices; of problems advisees face outside of their academic lives (home, work, family, transportation, etc); student life opportunities offered on campus (clubs, honor societies, activities, etc); and regarding time management and study skills;
- will have honest, realistic discussions of academic and vocational goals;
- will build a relationship of mutual trust.

Intrusive Interventions:

- Faculty and students will participate in the Great Expectations orientation program.
- All entering freshmen will be encouraged to enroll in the new first-year experience course, “College to Career Navigation.”
- Adequate professional development sessions related to advising, with faculty and staff attendance required; will be provided including the use of the EAB Student Success Collaborative Dashboard.
- The “Advising Hold” system will be reinstated, with holds only lifted by students’ assigned advisors.
- All academic advisors will be responsible for keeping student advising records, being aware of programs and services for student needs and will relay that information to advisees, staying informed of program requirements and transfer information and relay that information to students, and communicating with students to schedule advising appointments in the weeks prior to registration

utilizing a formal, consistent system for advisee contact that will be created and implemented.

- Substantive, honest evaluation of faculty advising methods will be created and implemented.
- The institution will create a system of early interventions including Student Intervention Team (SIT) referrals, progress reports, and use of the “Faculty Feedback” in the Institution’s intraweb system; advisors will be notified when an advisee has been referred to the SIT for academic reasons and follow-up with advisee will be required, student mid-term progress reports will be sent to advisors and contact will be made with at-risk students, and attendance verification warnings will be sent to advisors and contact will be made with advisees who are at-risk.

College to Career Navigation Course

The QEP proposes a first-year experience course which will include a strong emphasis on academic advising. The QEP further proposes that the course be titled “College to Career Navigation,” in keeping with the metaphor created by the Quality Enhancement Plan. A committee recently completed the course model, and two sections are being taught in the Fall 2015 semester and multiple course offerings will be scheduled for the Spring 2016 semester.

The College to Career Navigation course offers a great opportunity to introduce students to the importance of academic advising and campus policies; procedures related to advising; and making deliberate career, life, and academic decisions. The course description reads as follows:

The purpose of this course is to help you navigate college with your career and life goals in mind. The course is designed to develop your understanding of your personal aptitudes, interests and values, and to provide effective strategies for the challenges you may face in making successful college and career decisions. The work of the course involves self-assessment exercises, teamwork, case studies, and information on careers related to specific academic focus areas. The aim of the work is to provide the basis for an informed choice of an academic focus area and relate career and life decisions.

Specifically, the course is built around the goals and learning objectives found in Appendices A and B.

Students will attend Advising and Career Workshops in which they will gain information about the academic focus areas and pathways offered by JSCC. These workshops will take place later in the semester as students are preparing to meet with academic advisors to discuss their plans for the coming semester.

As part of the ANCHOR Model proposed by the QEP, the College to Career Navigation course places emphasis on making solid academic/career and life choices, as do the Career and Advising Workshops that coincide with heavy advising periods and thus line up perfectly with the O’Banion Model. The course’s emphasis on self-assessment, personal responsibility, life-long learning, and emotional intelligence are a reflection of the Developmental Advising methods outlined in the ANCHOR Model. Many aspects of the College to Career Navigation course follow the O’Banion advising model, specifically the early steps which require that students make decisions regarding life goals, career goals, and an academic plan (Steps 1-3). Students who are successful in the course should leave with a clear vocational/academic plan

and an academic focus area and/or major established. At this point, the student will be prepared to engage in substantive discussions about course choice and course scheduling with his or her academic advisor.

As of the time of this writing, the College to Career Navigation course is not required of all students, but as the efficacy of the pilot courses and the expanded number of course sections in Fall 2016 is evaluated, a data-driven decision regarding whether or not the course should be expanded further and/or required of all incoming freshmen can be made. The course enhances the QEP's focus on improving academic advising, as the ANCHOR Model calls for following the O'Banion and developmental advising models around which much of this course has been built.

During the 2014-15 academic year, the committee worked to create the course, and two sections were offered during the Fall 2015 semester, one taught by Vivian Grooms, Associate Professor of Psychology, and the other by Tammy Prater, Assistant Professor of History. Three courses followed in the Spring 2016 semester, giving the committee the data and experience needed to adjust the course. Once the course was formed and the first sections were prepared, a Steering Committee was formed, with the charge of overseeing the full implementation of the course.

The two faculty members teaching the Fall 2015 sections received training in OnCourse, a program which focuses on student engagement and empowerment, especially for first-year students. The principles of the program are outlined in Appendix C.

The ANCHOR Model of Academic Advising will give both students and staff the tools needed to assist students with both the tenuous first-year experience and to improve the Institution's academic advising processes. It is only natural that the ANCHOR Model will lead to student success.

Professional Development and Evaluation

In order to improve existing advising practices on campus, a thorough investigation of expectations is necessary. The Institution must ask what students expect of the College in terms of advising. What does the Institution expect from faculty who are under contractual obligation to serve as advisors? What do faculty and student services personnel expect of the Institution in terms of providing the training and resources needed to advise effectively? The College must ensure that all expectations are both identified and met in order for the Quality Enhancement Plan to be successful.

Faculty must understand that serving as an academic advisor is an obligation of employment at the College, and as such should be part of each faculty member's professional development and annual evaluation. The *Jackson State Community College Faculty Handbook* states that "Faculty are responsible for the academic advising of students. Faculty are to be familiar with academic policies, programs, and processes contained in the college catalog." This clearly shows the expectations of both the faculty and the Institution—faculty are to advise, while the Institution provides them with the resources to do so. Therefore, it is important that the Institution provide professional development opportunities and the training necessary to allow faculty to serve as effective advisors. During the implementation of the Quality Enhancement Plan, the Faculty Development Committee will focus on offering professional development opportunities for faculty.

The College will also provide adequate training opportunities, especially for new faculty, to further ensure that students' expectations regarding advising are met and that faculty feel

prepared to help students navigate the college experience. In Gary L. Kramer's (2003) *Faculty Advising Examined: Enhancing the Potential of College Faculty as Advisors*, Faye Vowell and Phillip J. Farren point out that effective advising training "can be divided into three areas: conceptual content, informational content, and relational content" (p. 76). Conceptual content relates to "the relationship between the institutional mission and the advising mission statements, the definition of advising for the [...] campus, developmental versus prescriptive advising," and a host of other elements related to the institutional structure, including ethical and legal issues (p. 76). In other words, training in a conceptual sense relates to the trainee's learning how the Institution works in terms of advising.

Vowell and Farren go on to explain the idea of training in the "informational elements," which "includes student demographic information [...]; general-education and major degree requirements; institutional policies, procedures, and deadlines; student support services' hours, location and scope of operation; [...] appropriate use of advising tools such as the schedule of classes, catalog, degree plan, placement-test results, and interest and ability inventories," and other practical matters that a faculty member should know before sitting down to do the actual work of advising students (p. 77). In other words, training in "informational elements," just as the term suggests, prepares advisors to relay the information that students need. The Institution must be prepared to provide all employees engaged in advising with the information they need to navigate students through the college experience. The research shows that one of the reasons students do not seek advising is that they receive faulty information. Solid, institutionally-supported training will prevent this, and a relationship of trust will be built between the student and advisor while student expectations are met.

The third element of advisor training discussed by Vowell and Farren focuses on "relational elements." Training in this area should focus on "verbal and nonverbal communication skills such as active listening, paraphrasing, and closed, involving, and clarifying questions; rapport building; referral skills; advocacy and intervention skills; intrusiveness skills; skills in challenging and confronting students; goal-setting and problem-solving strategies; validation strategies; and creation and maintenance of good advising records" (p. 77). The majority of this definition relates to relationship-building, something that is essential in this QEP (between faculty and students, students and staff, and faculty and staff). Good advisors must pay attention to the way they communicate with students if a relationship of trust is to be built. The fine line between developmental and intrusive advising must be navigated carefully as well. The Institution wants students to learn on their own, but there will also be times when students must be "confronted," albeit in a way that is appropriate.

It is also necessary that advisors be evaluated. This is an expectation that both the Institution and the individual advisors should share. The Institution, as well as the public at large, would want to make sure that employees are meeting contractual obligations, that students are receiving the advising they need, and that institutional goals for retention and graduation are being met. Advisors should also expect fair and honest evaluation so that they can feel confident that they are advising students in appropriate and efficient ways. This is especially true for new employees who have not had substantive advising experience, but it also should be important to experienced advisors so that they can be confident that they are staying up to date with current trends (in general) and institutional policies and practices (specifically). According to Vowell and Farren, there has to be "an overall expectation that if assessment is done, its purpose is to improve advising; that the data collected will be used; and that there will be some comparative aspect to it" (p. 63). In other words, advisors must feel that the evaluation of their advising practices is not punitive but is in fact constructive and for the good of all: the advisees, the advisors, and the Institution as a whole.

To this end, this Quality Enhancement Plan proposes that appropriate evaluation of advising practices be added to Faculty Evaluation Agreements. The College will form a committee to explore the issue and develop an effective evaluation tool. The committee will include representation from all areas of the campus, but the majority of the committee will be made up of faculty, preferably those who are effective, knowledgeable, and experienced advisors. Deans and other supervisors will make it a priority to have honest, substantive discussions with faculty regarding the efficacy of their advising practices.

This Quality Enhancement Plan calls for a collaborative effort between students, faculty, and student support staff, so it is also important that staff members who are involved in the advising process be given proper training and professional opportunities as well. Currently, staff members have no centrally-organized, coordinated development program, as faculty have through the Faculty Development Committee. The Institution does provide professional development and training opportunities to staff members, but they are random in nature. Therefore, the QEP proposes that an organized, structured, and consistently-scheduled professional development program be put in place for staff members so that they can feel confident in their ability to provide students with effective advising.

Staff members, like faculty, are evaluated annually. To this end, this Quality Enhancement Plan proposes that appropriate evaluation of advising practices be included in annual staff evaluations (for those who are engaged in advising). The College will form a committee to explore the issue and develop an effective evaluation tool. The committee will include representation from all areas of the campus, but the majority of the committee will be made up of staff members, preferably those who are effective, knowledgeable, and experienced advisors. Supervisors will make it a priority to have honest, substantive discussions with staff members regarding the efficacy of their advising practices.

Communicating the QEP

In order to achieve campus-wide support for the QEP, the steering committee recognized the importance of communicating the purpose of the plan to two primary audiences: JSCC employees and students. To that end, a QEP marketing subcommittee was formed. The subcommittee was comprised of JSCC staff who have expertise in communication and those who have a close identification with our student population. This committee, working with others from areas across the campus, will put in place effective internal public relations campaigns to market the QEP campus-wide.

Designing and selecting the ANCHOR logo

Branding the plan is a critical step in achieving widespread awareness and buy-in. The communication team approached Dr. Lisa Smith, Professor of Art, and requested input from her graphic design students. We then took their concepts to a professional graphic designer who provided us with several options. The communication subcommittee vetted the options and presented the four best choices to the QEP committee, who selected the logo that best reflects the essence of the ANCHOR concept and submitted it to President Blanding for final approval.

Marketing ANCHOR

The institution is committed to effectively communicating the ANCHOR concept to all constituents, including current students, faculty, and staff, as well as new applicants. The

communication team has developed a comprehensive plan to achieve this goal. The first year will be primarily focused on saturating campus with the ANCHOR message. In subsequent years, we will reinforce a culture change within our institution through the creation of campus traditions and events and continual reinforcement of the message.

The team will develop a tri-fold, full color brochure that will become part of each new student's welcome packet. The brochure will outline the ANCHOR acronym and explain what students should expect from their advisor/advisee relationship. Students will also receive a welcome letter from their navigator on ANCHOR-branded stationary. Additionally, the ANCHOR approach to advising will be explained during Great Expectations new student orientation and ANCHOR events, and navigator appointment reminders will be preprinted on the JSCC branded planners new students receive at Great Expectations, the Institution's current freshman orientation program.

Faculty will staff an ANCHOR tent at our annual Welcome Back Bash each August. At the tent, spaces for faculty and students to meet and enjoy a picnic lunch together will be created, setting the foundation for meaningful relationships. When classes resume after winter break, the Institution will host a Navigator luncheon during which students will receive a free lunch and be seated with their academic navigator. Again, the purpose of this new tradition will be to reinforce meaningful relationships.

A new campus tradition will be the implementation of fall and spring ANCHOR weeks, which will become standing events on the academic calendar. The week prior to priority registration, the campus will host a week full of advising-focused activities including career exploration lectures, strengths and aptitude testing, time and stress management workshops, and open advising. During this time, faculty will have no meetings scheduled to ensure that their office hours are dedicated exclusively to student advising. This week long campus tradition will establish and reinforce the idea that academic advising goes beyond simply class selection and registration.

Finally, the academic year will end with one final relationship building campus tradition. Spring Night on the Lawn will be an evening of music, conversation, and celebration held on the campus quadrangle. It will serve as a send-off for graduates and an opportunity for new students to mingle with faculty and discuss academic, career, and life goals.

To ensure these events are well attended and clearly branded, we will invest in ANCHOR t-shirts, signage, and table cloths. Students who participate will be eligible for prizes and other incentives.

In an effort to ensure effective communication with JSCC students, the Coordinator of QEP Student Navigation will serve as an advisor to a student club called the ANCHOR Club. The purpose of the ANCHOR club will be to promote the QEP to the student body and assist with ANCHOR events.

In addition to campus events, the Institution will invest in permanent signage for each building that more clearly indicates where academic navigators can be found and how to schedule appointments with academic navigators. Additionally, an ANCHOR bulletin board will be constructed in prominent locations in all buildings on campus.

ANCHOR will maintain a significant web presence in two primary ways. The first will be the development of the ANCHOR website: www.jsc.edu/anchor. This website will house a calendar of ANCHOR events, a listing of navigators by discipline including a photo, contact information, and office location, as well as other helpful information for both students and navigators. Secondly, the communication team will work to produce professional quality short

video testimonials from across campus about the importance and significance of effective advising. Staff from across disciplines and divisions will be interviewed as well as current and former students. These videos will be used during Great Expectations, on social media, and on the JSCC website.

Chapter VI: Timeline

As the QEP calls for an institution-wide culture change, the plan of implementation will be staggered into three phases. The SACSCOC on-site visit will take place in November 2015. While the Institution will begin implementing early aspects of the plan in the Fall 2015 semester, the majority of the plan will begin in the Spring 2016 semester. Furthermore, given the nature of the topic and the culture-shift the QEP hopes to create, professional development and training opportunities will be a central focus as the Institution moves through the plan proposed within this document. A timeline is presented below.

Phase I: Building a Framework and Creating Buy-in

Phase I of the Timeline will see the Institution focusing on internal marketing, general information sessions, professional development/training, and hiring a Coordinator of QEP Student Navigation.

Fall 2015

- QEP “Roll Out”
- In-service presentations on the changes recommended by the QEP
- Professional development related to advising during Fall in-service, including key-note address by and break-out sessions with Dr. Terry O’Banion
- QEP marketing campaign begins
- ANCHOR tent at fall Welcome Back Bash
- “ANCHOR Week” prior to registration for Spring 2016
- SACSCOC on-site visit, November

Spring 2016

- Advisor/advisee luncheon (“meet your advisor”) in January
- “ANCHOR Week” prior to registration for Summer/Fall 2016
- Letters to advisees on ANCHOR stationary
- College to Career Navigation courses
- Assessment to establish baseline data focused on College to Career Navigation course pilots
- Professional Development/Training opportunities focusing on ANCHOR advising model
- Mandatory mid-term progress reports for all students fully implemented
- Committee formed to create Advising Handbook
- Committee formed to establish standardized advising questionnaire
- Committee formed to establish faculty evaluation rubric related to advising
- Committee formed to establish staff evaluation rubric related to advising
- Search for Coordinator of QEP Student Navigation begins

Summer 2016

- Coordinator of QEP Student Navigation hired

Phase II: Beginning the Voyage

Once buy-in has been created, a Coordinator is in place, and faculty and staff have been introduced to and trained in the ANCHOR Model of Academic Advising, the QEP can begin in earnest. The Coordinator of QEP Student Navigation, with the QEP Navigation Committee, will facilitate and oversee the implementation of the QEP from this point forward.

Fall 2016

- Professional Development/Training related to ANCHOR advising model
- ANCHOR tent at Welcome Back Bash
- College to Career Navigation course pilots
- Assessment focused on College to Career Navigation course pilots
- Advising Handbook completed and distributed
- Revised faculty and staff evaluations with emphasis on advising in place
- “ANCHOR Week” prior to registration for Spring 2017
- Letters to advisees on ANCHOR stationary
- Navigation Committee formed

Spring 2017

- Professional Development/Training related to ANCHOR advising model
- College to Career Navigation course pilots
- Assessment focused on College to Career Navigation course pilots
- “ANCHOR Week” prior to registration for Summer/Fall 2017
- Letters to advisees on ANCHOR stationary

Summer 2017

- Assessment of effectiveness of students meeting with advisors
- Assessment of culture shift from prescriptive advising to Anchor Model
- Assessment of student progression rates
- Assessment of graduation rates
- Assessment of amount of financial resources dedicated toward professional development
- Review of assessment data for Career to Navigation course pilots
- Coordinator of QEP Student Navigation prepares annual report for QEP

Phase III: Staying the Course

Beginning in the Fall 2017 semester, the Coordinator of QEP Student Navigation will form a committee whose responsibility will be to assess the plan and suggest changes. The Coordinator will work closely with the Office of the Vice President of Institutional Effectiveness and Student Success and the Office of the Vice President of Academic Affairs to examine data collected in relation to the QEP, but will also examine anecdotal evidence of the plan’s success and/or failure.

Fall 2017

- Professional Development/Training related to ANCHOR advising model
- ANCHOR tent at Welcome Back Bash
- College to Career Navigation courses
- Assessment focused on College to Career Navigation courses
- “ANCHOR Week” prior to registration for Spring 2018
- Letters to advisees on ANCHOR stationary

Spring 2018

- Professional Development/Training related to ANCHOR advising model
- College to Career Navigation courses
- Assessment focused on College to Career Navigation courses
- “ANCHOR Week” prior to registration for Summer/Fall 2018
- Letters to advisees on ANCHOR stationary

Summer 2018

- Assessment of the number of students changing majors
- Assessment of effectiveness of students meeting with advisors
- Assessment of culture shift from prescriptive advising to Anchor Model
- Assessment of student progression rates
- Assessment of graduation rates
- Assessment of amount of financial resources dedicated toward professional development
- Review of assessment data for Navigation to College courses
- Coordinator of QEP Student Navigation prepares annual report for QEP

Fall 2018

- Professional Development/Training related to ANCHOR advising model
- ANCHOR tent at Welcome Back Bash
- College to Career Navigation courses
- Assessment focused on College to Career Navigation courses
- “ANCHOR Week” prior to registration for Spring 2019
- Letters to advisees on ANCHOR stationary

Spring 2019

- Professional Development/Training related to ANCHOR advising model
- College to Career Navigation courses
- Assessment focused on College to Career Navigation courses
- “ANCHOR Week” prior to registration for Summer/Fall 2019
- Letters to advisees on ANCHOR stationary

Summer 2019

- Assessment of the number of students changing majors
- Assessment of effectiveness of students meeting with advisors
- Assessment of culture shift from prescriptive advising to Anchor Model
- Assessment of student progression rates
- Assessment of graduation rates
- Assessment of amount of financial resources dedicated toward professional development
- Review of assessment data for Navigation to College courses
- Coordinator of QEP Student Navigation prepares annual report for QEP

Fall 2019

- Professional Development/Training related to ANCHOR advising model
- ANCHOR tent at Welcome Back Bash
- College to Career Navigation courses
- Assessment focused on College to Career Navigation courses
- “ANCHOR Week” prior to registration for Spring 2020
- Letters to advisees on ANCHOR stationary

Spring 2020

- Professional Development/Training related to ANCHOR advising model
- College to Career Navigation courses
- Assessment focused on College to Career Navigation courses
- “ANCHOR Week” prior to registration for Summer/Fall 2020
- Letters to advisees on ANCHOR stationary

Summer 2020

- Assessment of the number of students changing majors
- Assessment of effectiveness of students meeting with advisors
- Assessment of culture shift from prescriptive advising to Anchor Model
- Assessment of student progression rates
- Assessment of graduation rates
- Assessment of amount of financial resources dedicated toward professional development
- Review of assessment data for Navigation to College courses
- Coordinator of QEP Student Navigation prepares annual report for QEP

Fall 2020

- Professional Development/Training related to ANCHOR advising model
- ANCHOR tent at Welcome Back Bash
- College to Career Navigation courses
- Assessment focused on College to Career Navigation courses

- “ANCHOR Week” prior to registration for Spring 2020
- Letters to advisees on ANCHOR stationary

Spring 2021

- Professional Development/Training related to ANCHOR advising model
- College to Career Navigation courses
- Assessment focused on College to Career Navigation courses
- “ANCHOR Week” prior to registration for Summer/Fall 2020
- Letters to advisees on ANCHOR stationary

Summer 2021

- Assessment of the number of students changing majors
- Assessment of effectiveness of students meeting with advisors
- Assessment of culture shift from prescriptive advising to Anchor Model
- Assessment of student progression rates
- Assessment of graduation rates
- Assessment of amount of financial resources dedicated toward professional development
- Review of assessment data for Navigation to College courses
- Coordinator of QEP Student Navigation prepares annual report for QEP

Final Assessment QEP

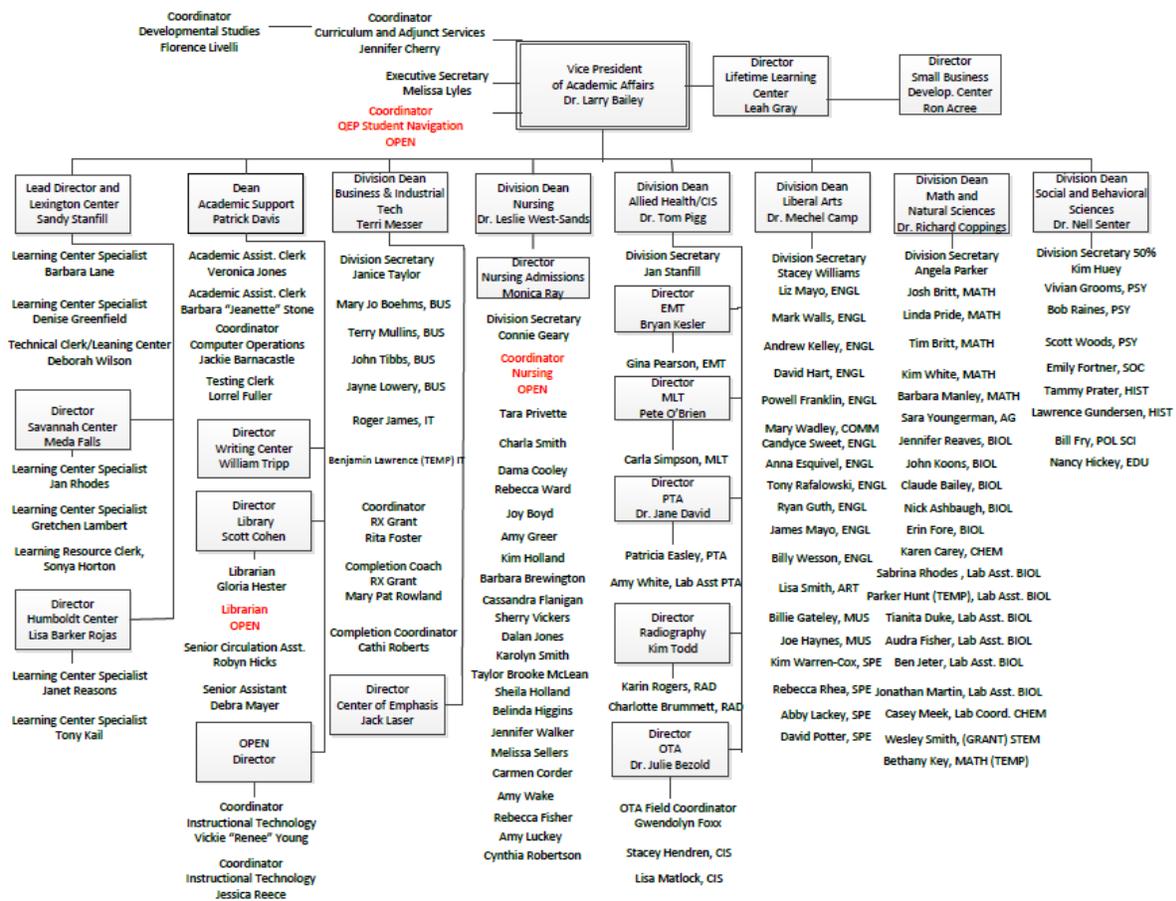
The Coordinator of QEP Student Navigation will work with the Navigation Committee, the Office of the Vice President of Institutional Effectiveness and Student Success, and the Office of Vice President of Academic Affairs to assess the success of the QEP. The Coordinator of QEP Student Navigation will prepare a final report based on the overall assessment of the plan.

Chapter VII: Organizational Structure

Coordinator of QEP Student Navigation

The College has designated a currently vacant position to be responsible for coordination and oversight of the implementation of the QEP. The position of Coordinator of QEP Student Navigation appears on the organizational chart of the Vice President of Academic Affairs (below). The job description (see appendices) includes duties related to the QEP.

The position will also require the individual to have experience in academic advising activities. The position will be filled beginning July 1, 2016.



QEP Navigation Committee

A committee, approved by the President, will be formed to assist with the supervision of the implementation of the QEP. The Navigation Committee will serve in an advisory capacity to the Coordinator of QEP Student Navigation, who will serve as chair, concerning the full implementation of the Quality Enhancement Plan. The committee is scheduled to be appointed by the Spring 2017.

Navigation to College Course Steering Committee

A steering committee was formed to oversee the full implementation of the Navigation to College course. The committee will work with faculty members teaching the course to implement any changes and improvements that are recommended as a result of the assessment of the course.

Chapter VIII: Resources

JSCC has been aware of the importance of QEP funding since the beginning of the process. The QEP Steering Committee worked as a group and in subcommittees to determine both the needs of the QEP program during the implementation stage as well as the five year ongoing process. Discussions concerning the budget began with the QEP Steering Committee and were then assigned to subcommittees. The QEP subcommittees each created a budget request which it presented to the budget subcommittee. Once these items were compiled and presented to the QEP Steering committee, they were forwarded to the President and Vice Presidents for consideration. The budget is comprised of funding for the areas of Career to College Navigation course, professional development, public relations, and software. The budget shows both existing and new resources that have been committed by the college, including a staff position that will be essential to the QEP implementation.

Several budget meetings with various groups occurred during the FY 2015-16 budget cycle, leading to the approval of the following budget plan. While the President's office understands that the budget proposal will require modifications over time, the QEP Steering Committee believes that their approval of the budget illustrates the strong support the college leadership has for improving students' first-year and on-going experience.

Career to College Navigation Course

Faculty will be employed to facilitate the Career to College Navigation Course beginning in the fall 2015 semester. An enrollment of 20 students is envisioned for each section of the course. Two courses were taught during the Fall 2015 semester and three during the Spring 2016 semester to allow the institution to ensure that the proper pedagogy was being developed and utilized for the course. Six sections are planned each semester for 2016-2017 (year one) to allow the college to begin piloting the course and collecting data for assessment. Eight sections each semester for 2017-2018 (year two) and ten sections each semester for 2018-2019, 2019-2020, and 2020-2021 (years three, four, and five). For budgeting purposes, the overload salary (\$2,100 per course) and fringe rate (23%) for full-time faculty at the professor rank are used to figure the salaries/benefits for facilitating the course. These funds come from the instructional overload budget. The students will pay a facility use fee of \$15 to participate in the escape room modules of the course that emphasize critical thinking, problem solving, and teamwork. Materials for the course include journals, puzzles, and other miscellaneous items used during instruction. These are figured at \$5 per student.

	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Year 4 (2019-20)	Year 5 (2020-21)
Faculty Salaries/Benefits	\$30,996	\$41,328	\$51,660	\$51,660	\$51,660
Facility Costs	\$4,500	\$6,000	\$7,500	\$7,500	\$7,500
Materials	\$1,500	\$2,000	\$2,500	\$2,500	\$2,500
Total	\$36,996	\$49,320	\$61,660	\$61,660	\$61,660

Professional Development

The College will also provide adequate training opportunities, especially for new faculty, to further ensure that students’ expectations regarding advising are met and that faculty feel prepared to help students navigate the college experience. To kick-off the 2015-2016 school year, Dr. Terry O’Banion provided a day of training to the faculty and staff during the College’s in-service week. At a cost of approximately \$10,000, the training included a general session on student success, a discussion session on embracing change on campus based on his monograph “Community College Curmudgeons: Barriers to Change,” and a question/answer session on advising. Training sessions were held during the Spring 2016 faculty in-service week for all full-time faculty (85) with a one-day workshop presented by On-Course. The training was designed to familiarize faculty with the materials utilized in the COL 1030 College to Career Navigation course. A three-day follow-up training by On-Course for faculty and a one-day training by On-Course specifically designed for non-faculty employees is planned during the fall 2016 faculty in-service week. The college plans to hold training sessions on advising during in-service weeks throughout the timeline covered by the QEP. These funds are estimated to cost approximately \$5,000 per year and will come from the College’s faculty development funds. Ms. Vivian Grooms and Ms. Tammy Prater, who are facilitating the College to Career Navigation course in the fall of 2015, attended training on the OnCourse materials being utilized for instruction in the course. The college plans to train additional faculty members that will be teaching the course as more sections are added each year. The training is expected to cost approximately \$6,000 annually. These funds will come from faculty development funds or individual division budgets.

	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Year 4 (2019-20)	Year 5 (2020-21)
Faculty/Staff Training	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
On-Course Training	\$6,000	\$6,000	\$0	\$0	\$0
	\$11,000	\$11,000	\$5,000	\$5,000	\$5,000

Public Relations Budget

JSCC is committed to effectively communicating the ANCHOR concept to all constituents. A comprehensive plan was developed by the communication subcommittee of the QEP team. Some of the components of the plan include:

- Developing a logo for branding the plan;
- Printing a tri-fold, full color brochure that will become part of each new student’s welcome packet upon entering the college;
- Creating Navigator appointment reminders which will be preprinted on the JSCC branded planners new students receive at Great Expectations orientation session.
- Organizing a Welcome Back Bash event including lunch and information sessions to be held in the fall each August;
- Organizing a Navigator luncheon to be held during each spring semester at which students will receive a free lunch and have a chance to be seated and interact with their academic navigator;
- Planning ANCHOR weeks to be held during fall and spring semesters prior to priority registration; hosting a week of advising-focused activities including career exploration lectures, strengths and aptitude testing, time and stress management workshops, and open advising;
- Organizing a Spring Night on the Lawn to be held in the spring semester which will include an evening of music, conversation, and celebration held on the campus quadrangle;
- Creating ANCHOR t-shirts, signage, and table cloths to be utilized to promote events and the ANCHOR concept;
- Creating permanent signage to be placed in each building that more clearly indicates where academic navigators can be found and how to schedule appointments with academic navigators. Additionally, an ANCHOR bulletin board will be constructed in prominent locations in all buildings on campus;
- Developing an ANCHOR website (www.jsc.edu/anchor) to be house a calendar of ANCHOR events and a listing of navigators by discipline including a photo, contact information, and office location, as well as other helpful information for both students and navigators;
- Professional quality short video testimonials from across campus about the importance and significance of effective advising will be developed. These videos will be displayed during Great Expectations, on social media, on the College’s in-house television system, and on the JSCC website.

The estimated costs of these activities are shown in the chart below.

	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Year 4 (2019-20)	Year 5 (2020-21)
Public Relations Materials	\$11,826	\$11,826	\$11,826	\$11,826	\$11,826
Total	\$11,826	\$11,826	\$11,826	\$11,826	\$11,826

Software

The College plans to utilize the advising tracking software to assist in tracking the visits made by students with advisors. The software will also allow faculty members to make notations about the details of the meeting held. The estimated initial cost of the software is \$6,104 and the annual cost is estimated to be \$974.

	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Year 4 (2019-20)	Year 5 (2020-21)
Advising Tracking Software	\$6,104	\$974	\$974	\$974	\$974
Total	\$6,104	\$974	\$974	\$974	\$974

Personnel: Coordinator of QEP Student Navigation

Under the leadership of the Vice President of Academic Affairs, the college envisions a position that is responsible for coordination and oversight of the implementation of the QEP. Duties have been added to a position that is budgeted in the Office of the Vice President of Academic Affairs.

The position will also require the individual to have experience in academic advising activities. The job description for the position can be found in the Appendix E. The position will be filled beginning July 1, 2016.

	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Year 4 (2019-20)	Year 5 (2020-21)
Salary & Benefits	\$61,588	\$61,588	\$61,588	\$61,588	\$61,588

Budget Totals by Year

The chart below shows an estimate of the total funds that will be dedicated each year to the implementation of the QEP.

	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Year 4 (2019-20)	Year 5 (2020-21)
Total QEP Needs	\$127,514	\$134,708	\$141,048	\$141,048	\$141,048

Chapter IX: Assessing the QEP

Jackson State understands that the successful execution of the QEP depends on the Institution's ability to effectively assess Student Learning Outcomes and Institutional Outcomes and subsequently make strategic decisions based on this data to accurately measure the QEP's efficacy throughout the implementation period.

The foundation of JSCC's ANCHOR Model rests with the newly developed COL 1030: College to Career Navigation course. The COL 1030 course was taught for the first time during the Fall 2015 and Spring 2016 semesters. Two sections were taught during the fall and three sections in the spring so the Institution can ensure the proper pedagogy is being utilized for the greatest impact on students. This calibration period, which includes meetings every three to four weeks with the professors teaching the course and the Course Navigation Steering Committee, will allow JSCC to begin offering COL 1030 pilot courses during the Fall 2016 and Spring 2017 semesters. Students completing these courses will subsequently be compared to a demographically homogenous control group who did not take the course as these students will comprise the initial experimental and control groups for the QEP.

During the Fall 2016 and Spring 2017 semesters, instructors of COL 1030 will collect data using identified Student Learning Outcome (SLO) measures for SLOs one, two, three, and four. After collecting this data for the COL 1030 spring course sections, the instructors will meet with the Coordinator of QEP Student Navigation and COL 1030 Steering Committee to review the data and analyze the results. After this review, the data and results will be forwarded to the Office of the Vice President of Academic Affairs (VPAA) and the Office of the Vice President of Student Success and Institutional Effectiveness (VPSSIE).

The Coordinator will collaborate with the Office of the VPSSIE and the Office of the VPAA to create a homogenous control group for comparison purposes and track students who completed COL 1030 along with those students selected as controls. COL 1030 SLO data will be collected each semester throughout the implementation of the QEP by course instructors and forwarded to the Coordinator of QEP Student Navigation and the College to Career Navigation Steering Committee for result analysis and continual review—all of which will be conducted by the Coordinator, Office of VPAA, and the Office of VPSSIE.

Students enrolled in COL 1030 in the Fall 2016 and the Spring 2017 semesters will also be measured against appropriate controls utilizing the same aforementioned methodology to provide JSCC with three separate yet identical experimental designs to assess the QEP's impact on student learning. Data collection, analysis of results, and strategic planning for the remaining QEP implementation period, based on said results, by the Coordinator of QEP Student Navigation, the College to Career Navigation Steering Committee, the QEP Navigation Team, the Office of the VPAA, and the Office of the VPSSIE. This process will allow the Institution to make adjustments to the QEP, based on on-going, integrated research if it is clear the Institution is not observing the expected results from the COL 1030 course.

Regarding Institutional Outcomes (IOs), JSCC will collect data on the following for 2014-2015 and 2015-2016 to establish a baseline and trend for comparison purposes:

- 1) IO #1 – number of students changing their major
- 2) IO #4 – 12, 24, and 36 hour student progression rates

This data will be collected by the Office of Admissions and the Office of Institutional Effectiveness and Student Success and shared with the Coordinator of QEP Student Navigation and the Office of Academic Affairs for these two years and each succeeding year of the QEP implementation period.

Concerning Institutional Outcome two, the Coordinator of QEP Student Navigation will collaborate with the Office of Academic Affairs, Division Deans, and faculty at the beginning of the 2016 – 2017 Academic Year to ensure faculty are employing advising tracking software when meeting and advising students. The 2016-2017 year will serve as the Institution's baseline year when measuring the following years in terms of advising meetings occurring between faculty and their assigned advisees. The advising data will be collected annually by the Coordinator of QEP Student Navigation under the direction of Academic Affairs.

Institutional Outcome three measures include several different survey instruments (internal and external) with varying collection dates. The IO #3 chart in this chapter outlines the process and timeline for employing these surveys and gathering this data to measure the expected cultural advising shift created by applying the ANCHOR model.

Finally, Jackson State will dedicate sufficient funding via the Faculty Development Committee working under the purview of the Office of Academic Affairs to ensure faculty are appropriately trained on employing the ANCHOR Model when advising their students (IO #6). These training sessions began in the spring of 2016. The Office of Academic Affairs and this committee are expected to coordinate and facilitate training events this spring and throughout the QEP implementation period. COL 1030 Instructors will serve as faculty "go to" individuals for training and coaching during the QEP's enactment.

STUDENT LEARNING OUTCOME #1

Goal: To enhance student learning by creating an advising model that blends both developmental and intrusive advising practices including a robust and engaging first-year experience course.

Student Learning Outcome 1: Students will be able to identify life and career goals by applying the DAPPS (Dated, Achievable, Personal, Positive, and Specific) goal-setting process to help them make these vital identifications.

OUTCOME	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS	TIMELINE
<p>1.A: Students will engage in guided, meaningful self-appraisal which will allow them to identify life and career goals.</p>	<p>1. Students will demonstrate knowledge regarding the DAPPS model when goal setting.</p>	<p>1.A: Embedded test questions will be utilized with the quiz for this course section which will measure the students' knowledge of the DAPPS model.</p> <p>1.B: Journal Entries: students will demonstrate knowledge of the DAPPS model in their journal entry for that course section.</p> <p>1.C: Students will also demonstrate knowledge of DAPPS in their Final Essay (a calibrated rubric for measuring if students are</p>	<p>1.A, B, C: The initial results from the pilot courses will provide measurable data from which to set a threshold/baseline for measuring success beginning in the 2016-17 academic year.</p>	<p>1.A, B, C: Each semester after baseline is established.</p>

OUTCOME	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS	TIMELINE
	<p>2. Students will identify life and career goals by applying the DAPPS model.</p>	<p>accomplishing this will be utilized by the Instructor and the Navigation Course Steering Committee for journal entries and Final Essays)</p> <p>2.A: Journal Entries from students will show them applying the DAPPS model to successfully identify life and career goals.</p> <p>2.B. Final Essay: students will demonstrate the ability to apply the DAPPS model and successfully identify life and career goals (a calibrated rubric for measuring if students are accomplishing this will be utilized by the Instructor and the Navigation</p>	<p>2.A, B: The initial results from the pilot courses will provide measurable data from which to set a threshold/baseline for measuring success beginning in the 2016-17 academic year.</p>	<p>2.A, B: Each semester after baseline is established.</p>

OUTCOME	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS	TIMELINE
		Course Steering Committee for journal entries and Final Essays).		

STUDENT LEARNING OUTCOME #2

Goal: To enhance student learning by creating an advising model that blends both developmental and intrusive advising practices including a robust and engaging first-year experience course.

Student Learning Outcome 2: Students will demonstrate strategies to help them identify their preferred learning style and demonstrate tactics for coping with less preferred ways of learning (i.e. motivation).

OUTCOME	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS	TIMELINE
<p>1. Students will demonstrate strategies to help them identify their preferred learning style and demonstrate tactics for coping with less preferred ways of learning (i.e. motivation).</p>	<p>1. Students will demonstrate knowledge of learning styles including their own.</p> <p>2. Students will demonstrate knowledge of strategies for coping with less preferred ways of learning and describe how they plan to employ these tools.</p>	<p>1.A: Embedded test questions will be utilized with the quiz for this course section which will measure the students' knowledge of their individual learning styles.</p> <p>2.A: Journal Entries: students will identify their own learning style and identify strategies for coping with less preferred methods of learning in their journal entry for that course section.</p> <p>2.B: Students will also demonstrate their knowledge of how to cope with less preferred</p>	<p>1.A: The initial results from the pilot courses will provide measurable data from which to set a threshold/baseline for measuring success beginning in the 2016-17 academic year.</p> <p>2.A, B: The initial results from the pilot courses will provide measurable data from which to set a threshold/baseline for measuring success beginning in the 2016-17 academic year.</p>	<p>1.A: Each semester after baseline is established.</p> <p>2.A, B: Each semester after baseline is established.</p>

		methods of learning along with their preferred learning style in their Final Essay (a calibrated rubric for measuring if students are accomplishing this will be utilized by the Instructor and the Navigation Course Steering Committee for journal entries and Final Essays).		
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STUDENT LEARNING OUTCOME #3

Goal: To enhance student learning by creating an advising model that blends both developmental and intrusive advising practices including a robust and engaging first-year experience course.

Student Learning Outcome 3: Students will learn to recognize and manage personal responsibilities including self messages, personal strengths and weaknesses, and time management strategies.

OUTCOMES	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS	TIMELINE
<p>1.A: Students will learn to recognize and manage personal responsibilities including self messages and personal strengths and weaknesses.</p>	<p>1.A.1: Students will identify positive and negative self messages.</p> <p>1.A.2: Students will identify personal strengths and weaknesses.</p>	<p>1.A.1: Embedded test questions will be utilized with the quiz for this course section which will measure students' ability to identify positive and negative self-messages.</p> <p>1.A.2: Journal Entries: students will demonstrate knowledge of their personal strengths and weaknesses in their journal entry for that course section.</p>	<p>1.A.1, 2: The initial results from the pilot courses will provide measurable data from which to set a threshold/baseline for measuring success beginning in the 2016-17 academic year.</p>	<p>1.A.1, 2: Each semester after baseline is established.</p>
<p>1.B: Students will identify and demonstrate effective time-management strategies.</p>	<p>1.B.1: Students will identify time-management strategies.</p>	<p>1.B.1: Embedded test questions will be utilized with the quiz for this course section which will measure students' ability to identify time-management strategies.</p>	<p>1.B.1, 2: The initial results from the pilot courses will provide measurable data from which to set a threshold/baseline for measuring</p>	<p>1.B.1, 2: Each semester after baseline is established.</p>

OUTCOMES	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS	TIMELINE
	<p>1.B.2: Students will demonstrate effective time-management strategies.</p>	<p>1.B.2: Journal Entries: students will demonstrate knowledge of how to employ time-management in their journal entry for that course section.</p>	<p>success beginning in the 2016-17 academic year.</p>	

STUDENT LEARNING OUTCOME #4

Goal: To enhance student learning by creating an advising model that blends both developmental and intrusive advising practices including a robust and engaging first-year experience course.

Student Learning Outcome 4: Students will identify the steps needed to achieve success in a field of interest including identifying academic advisors in their field of interest.

OUTCOME	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS	TIMELINE
<p>1. Students will identify the steps needed to achieve success in a field of interest and identify academic advisors assigned to this particular academic field.</p>	<p>1. Students will identify the steps necessary for achieving success in a field of interest.</p> <p>2. Students will identify specific academic advisors for their field of interest</p>	<p>1.A: Journal Entries: students will identify the steps needed for achieving success in a field of interest.</p> <p>2.A: students will identify specific academic advisors for their field of interest in their Final Essay (a calibrated rubric for measuring if students are accomplishing this will be utilized by the Instructor and the Navigation Course Steering Committee for journal entries and Final Essays).</p>	<p>1.A: The initial results from the pilot courses will provide measurable data from which to set a threshold/baseline for measuring success beginning in the 2016-17 academic year.</p> <p>2.A: The initial results from the pilot courses will provide measurable data from which to set a threshold/baseline for measuring success beginning in the 2016-17 academic year.</p>	<p>1.A: Each semester after baseline is established.</p> <p>2.A: Each semester after baseline is established.</p>

INSTITUTIONAL OUTCOME #1

Goal: To enhance student learning by creating an advising model that blends both developmental and intrusive advising practices including a robust and engaging first-year experience course.

Institutional Outcome 1: Students will change majors at a significantly lower number than students before the QEP was implemented

OUTCOME	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS	TIMELINE
<p>1. A significant reduction in the number of students who change majors will occur beginning in the 2016-2017 academic year.</p>	<p>1. JSCC will observe a 2% reduction in the number of students who change majors.</p> <p>Baseline Years:</p> <p>2014-2015 1,635 2015-2016 Year not completed</p>	<p>1. A 2% reduction annually beginning in 2016-2017.</p>	<p>1. After the 2016-2017 academic year, the QEP implementation team using data from the Office of Admissions will hopefully see the 2% reduction. If this does not occur, then a plan of action will be created to address the lack of a reduction for the following academic year</p>	<p>1. Annually – beginning in 2016 -2017.</p>

INSTITUTIONAL OUTCOME #2

Goal: To enhance student learning by creating an advising model that blends both developmental and intrusive advising practices including a robust and engaging first-year experience course.

Institutional Outcome 2: More students will meet with and build relationships with their assigned academic advisor.

GOALS	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS	TIMELINE
1. The number of students meeting with their academic advisors will significantly increase.	1. JSCC will utilize advisor tracking software to determine the increase in students meeting with their academic advisors Baseline Year: 2016-2017	1. The number of students meeting with their academic advisors will increase by 10% the first year and increase by 5% each year over the next three years.	1. The results will be employed to ascertain if the QEP is working as planned. If there is no significant increase after the first year, a modification to the ANCHOR model's components will be initiated.	1. Annually, after baseline is established.
2. Students will not drop a course without their advisor's approval, lowering the overall drop/withdrawal rates.	2. The Institution will provide documented evidence that academic advisor approval was necessary for course drops and withdrawals. Baseline Year: 2016-2017	2. The results will demonstrate that requiring advisor approval for course drops or withdrawals will lower the overall drop/withdrawal rate.	2. The results will be used to determine if requiring advisor signatures for course drops and withdrawals is an effective intrusive advising method.	2. Annually, after baseline is established.
3. Making use of the "Advising Hold" option in the Advising Tracking software, increasing the number of students who see their advisors.	3. The Institution will provide documented evidence that an advising hold system was implemented and used and that this increased the number of advising visits. Baseline Year: 2016-2017	3. The results will demonstrate that the advising hold will result in an increase of advising sessions.	3. The results will be used to determine if the advising hold is an effective intrusive advising method.	3. Annually, after baseline is established.

INSTITUTIONAL OUTCOME #3

Goal: To enhance student learning by creating an advising model that blends both developmental and intrusive advising practices including a robust and engaging first-year experience course.

Institutional Outcome 3: Faculty and Staff will demonstrate an ongoing culture shift from prescriptive advising to the Anchor Model.

GOALS	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS	TIMELINE
<p>1.A. Make student learning centralized to the advising process, based on Developmental Advising theory.</p>	<p>1.A.1: JSCC Employee Survey of Advising Practices. Baseline established Spring 2017 semester after in-service workshops on Developmental Advising practices.</p> <p>1.A.2: Exit survey of graduating students/JSCC Student Survey of Advising Practices for current students. Baseline will be established during the 2016-2017 year.</p>	<p>1.A.1: Faculty and staff participating in advising will show that student learning is the central focus of Developmental Advising practices.</p> <p>1.A.2: Students will demonstrate that academic advising practices were centered on student learning.</p>	<p>1.A.1: The results will be used to determine if more development opportunities focusing on Developmental Advising practices will be made available.</p> <p>And/Or</p> <p>1.A.2: The results will be used to determine if more focus on Developmental Advising practices in the College to Career Navigation course will be added.</p>	<p>1.A: Annually, after baseline is established.</p>
<p>1.B. Faculty, staff, and student perceptions about the nature and definition of academic advising will shift.</p>	<p>1.B.1: JSCC Employee Survey of Advising Practices. Baseline established Spring 2017 semester after in-service workshops on the blended ANCHOR model.</p>	<p>1.B.1: Faculty and staff participating in advising will demonstrate that the nature and definition of academic advising at the Institution have shifted from prescriptive practices to the blended</p>	<p>1.B.1: The results will be used to determine if more development opportunities focusing on Developmental Advising practices will be made available.</p> <p>And/Or</p>	<p>1.B.1,2: Annually, after baseline is established.</p>

GOALS	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS	TIMELINE
	<p>1.B.2: Exit survey of graduating students/JSCC Student Survey of Advising Practices for current students. Baseline will be established during the Spring 16 semester.</p> <p>1.B.3: CCSSE</p> <p>1.B.4: SENSE</p> <p>1.C.1: JSCC Employee Survey of Advising Practices. Baseline established Spring 15 semester after in-service workshops on the blended ANCHOR model.</p> <p>1.C.2: Exit survey of graduating students/JSCC Student Survey of Advising Practices for current students. Baseline will be established</p>	<p>ANCHOR model.</p> <p>1.B.2, 3, 4: Students will demonstrate that their perceptions about the nature and definition of academic advising have shifted.</p> <p>1.C.1: Faculty and staff will demonstrate that advising relationships with students have improved.</p> <p>1.C.2: Students will demonstrate that their perceptions about the nature and definition of</p>	<p>1.B.2, 3, 4: The results will be used to determine if more focus on Developmental Advising practices in the College to Career Navigation course will be added.</p> <p>1.C.1: The results will be used to determine if more development opportunities focusing on Developmental Advising practices will be made available.</p> <p>1.C.2: The results will be used to determine if more focus on Developmental Advising practices in the College to Career</p>	<p>1.B.3: Spring 2017/Spring 2019</p> <p>1.B.4: Fall 2017</p> <p>1.C: Annually, after baseline has been established.</p>

GOALS	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS	TIMELINE
<p>1.C. Emphasize the building of relationships between faculty, staff, and students.</p> <p>1.D. Improve student participation in the advising process</p>	<p>during the 2016-2017 year.</p> <p>1.B.3: CCSSE</p> <p>1.B.4: SENSE</p> <p>1.C.1: JSCC Employee Survey of Advising Practices. Baseline established Spring 2017 semester after in-service workshops on the blended ANCHOR model.</p> <p>1.C.2: Exit survey of graduating students/JSCC Student Survey of Advising Practices for current students. Baseline will be established during the 2016-2017 year.</p> <p>1.D.1: JSCC Student Survey of Advising Practices. Baseline established 2016-2017.</p> <p>1.D.2: Documented number of advising visits.</p>	<p>academic advising have shifted.</p> <p>1.C1: Faculty and staff will demonstrate that advising relationships with students have improved.</p> <p>1.C.2: Students will demonstrate that their perceptions about the nature and definition of academic advising has shifted.</p> <p>1.D.1,2: The Institution will demonstrate that more students are participating in the advising process.</p>	<p>Navigation course will be added.</p> <p>1.C.1: The results will be used to determine if more development opportunities focusing on Developmental Advising practices will be made available.</p> <p>1.C.2: The results will be used to determine if more focus on Developmental Advising practices in the College to Career Navigation course will be added.</p> <p>1.D.1,2: The results will be used to determine if more intrusive advising practices will be established.</p>	<p>1.B.3 Spring 2017/Spring 2019</p> <p>1.B.4: Fall 2015/ Fall 2017</p> <p>1.C: Annually, after baseline has been established.</p> <p>1.D.1, 2: Annually, after baseline has been established.</p>

GOALS	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS	TIMELINE
<p>1.E: Implementing and promoting professional development opportunities and training related to advising</p>	<p>1.D.3: CCSSE</p> <p>1.D.4: SENSE</p> <p>1.E.1: JSCC Employee Survey of Advising Practices. Baseline established Spring 2017 semester.</p> <p>1.E.2: Documentation development and training opportunities.</p>	<p>1.E.1: The Institution will demonstrate that adequate advising training and professional development opportunities have been made available.</p>	<p>1.E.1: The results will be used to determine if more development opportunities should be made available.</p>	<p>1.D.3: Spring 2017/Spring 2019</p> <p>1.D.4: Fall 2015/ Fall 2017</p> <p>1.E.1: Annually, after baseline has been established.</p>

INSTITUTIONAL OUTCOME #4

Goal: To enhance student learning by creating an advising model that blends both developmental and intrusive advising practices including a robust and engaging first-year experience course.

Institutional Outcome 4: 12 hour, 24 hour, and 36 hour student progression rates will significantly increase when compared to the pre-QEP implementation period.

GOALS	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS	TIMELINE
<p>1. Significantly increasing the number of students who continue to progress towards their degrees after 12, 24, and 36 hours of course completion.</p>	<p>1. At the end of the second year of implementation, JSCC will demonstrate a significant increase in the number of students who complete 12, 24, and 36 hours of coursework.</p> <p>Baseline Years:</p> <p>2014-2015: 12 hours- 1274 24 hours- 787 36 hours- 655</p> <p>2015-2016 Year not completed</p>	<p>1. Data will be provided by Institutional Effectiveness to determine the increase. The initial goal is a 5% increase after year two of QEP implementation.</p>	<p>1. This data will be employed to modify the ANCHOR model components in an effort to increase our progression rates.</p>	<p>1. Annually, after baseline is established.</p>

INSTITUTIONAL OUTCOME #5

<p>Goal: To enhance student learning by creating an advising model that blends both developmental and intrusive advising practices including a robust and engaging first-year experience course.</p>				
<p>Institutional Outcome 5: JSCC will dedicate funds, work directly with the Faculty Development Committee, and seek guidance from faculty involved in COL 1030 to insure faculty are employing the ANCHOR model with their students.</p>				
GOALS	ASSESSMENT CRITERIA	ASSESSMENT RESULTS	USE OF RESULTS	TIMELINE
<p>1. Dedicating funds towards faculty development in advising.</p> <p>2. The Faculty Development Committee will be responsible for allocating these funds to employing the ANCHOR model when advising students.</p> <p>3. COL 1030 faculty are employed for faculty development training sessions.</p>	<p>1. Funds will be allocated towards faculty development in advising. Baseline Year: 2015-2016 Year not completed</p> <p>2. Funds will be allocated by the Committee to regularly train faculty on the ANCHOR model of advising. Baseline Year: 2015-2016 Year not completed</p> <p>3. COL 1030 faculty actually train the faculty at-large on the ANCHOR model utilizing the COL 1030 course as its model. Baseline Year: 2015-2016 Year not completed</p>	<p>1. The proposed funding amount will be utilized for faculty development in advising.</p> <p>2. The funds will actually be allocated for these training sessions.</p> <p>3. The number of training sessions facilitated by COL faculty.</p>	<p>1. To continue funding faculty development in the area of advising students.</p> <p>2. Initially, the funding will be reviewed to see if the allocation is sufficient to regularly train faculty to use the ANCHOR model.</p> <p>3. Increase training if the faculty at-large state in faculty surveys that they are struggling with the ANCHOR model of advising</p>	<p>1. Budgeted annually during the QEP implementation period.</p> <p>2. Budgeted annually during the QEP implementation period.</p> <p>3. Reviewed annually.</p>

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Appendix A: Course Objectives: COL 1030: College to Career Navigation

COL 1030

**College to Career Navigation
Learning Objectives and Competencies**



1. Use critical thinking to identify personal goals for college and career.
 - a. Students will be able to apply the DAPPS Goal Setting Process (Dated, Achievable, Personal, Positive, Specific-JE10) to identify personal goals
 - b. Students will be able to determine their career interests by applying the apply the Holland Code Career inventory.
 - c. Students will be able to recognize 4 primary areas of emotional intelligence.
2. Understand how to get motivated to learn.
 - a. Students will be able to identify their preferred way of learning.
 - b. Students will demonstrate strategies for coping with less preferred ways of learning.
 - c. Students will identify options for increasing personal motivation to learn.
3. Recognize and respond effectively to areas of personal responsibility.
 - a. Students will recognize areas of personal responsibility in a real-life case study (*The Late Paper*).
 - b. Students will be able to identify the difference between Creator Language and Victim Language.
4. Recognize internal and external obstacles.
 - a. Students will be able to identify and revise toxic self-messages.
 - b. Students will be able to identify and practice positive self-messages.
 - c. Students will be able to identify personal strengths and weaknesses (the Pre-Self- Assessment Inventory).
 - d. Students will be able to identify strategies for working with personal obstacles.
5. Identify strategies for effective self-management including time-management.
 - a. Students will be able to recognize areas of personal procrastination.
 - b. Students will be able to evaluate and use time-saving strategies.
6. Develop mutual cooperation and effective communication skills including active-listening.
 - a. Students will be able to assess personal communication and cooperation skills.
 - b. Students will identify personal interactive patterns that hinder or promote success
 - c. Students will demonstrate active-listening skills.
7. Identify strategies for success.
 - a. Students will be able to recognize 4 primary areas of emotional intelligence.
 - b. Students will identify ways to reduce stress.
 - c. Students will develop a plan for recognizing and responding to self-defeating patterns. (Post-Self-Assessment Inventory)
8. Identify the steps needed to achieve success in a field of interest.
 - a. Students will demonstrate knowledge of at least two career paths.
 - b. Students will be able to identify areas that match with personal interests.
 - c. Students will be able to identify academic advisors in their field(s) of interest

Appendix B: College to Career Navigation Sample Syllabus

COL 1030

College to Career Navigation



Instructor Information

Office:
Phone:
Email:

Office Hours and Bio:

Course Information

Course Description:

The purpose of this course is to help you navigate college with your career and life goals in mind. The course is designed to develop your understanding of your personal aptitudes, interests and values and to provide effective strategies for the challenges you may face in making successful college and career decisions. The work of the course involves self-assessment exercises, teamwork, case studies and information on careers related to specific academic focus areas. The aim of the work is to provide the basis for an informed choice of an academic focus area and related career and life decisions.

“There is only one success—to be able to spend your life in your own way.”
--Christopher Morely

Goal: To develop critical thinking skills and the ability to express and examine important ideas about life, self and society.

Learning Objectives:

1. Use critical thinking to identify personal goals for college and career.
2. Understand how to get motivated to learn.
3. Recognize and respond effectively to areas of personal responsibility.
4. Recognize internal and external obstacles.
5. Identify strategies for effective self-management including time-management.
6. Develop mutual cooperation and effective communication skills including active listening.
7. Identify strategies for success.
8. Identify the steps needed to achieve success in a field of interest.

Method: By reading your On Course textbook, you will learn empowering strategies that have helped others create great success. By keeping a guided journal, you will discover how to apply these success strategies to achieve your own goals and dreams. By participating in class activities and focused conversations, and by completing a final essay, you will further improve your ability to stay On Course to your success. Once you make these new strategies your own through application, you will have the ability to dramatically improve the outcome of your life – academically, professionally and personally.

By attending Advising and Career Workshops you will learn about the main college paths offered through JSCC and related careers. By participating in these workshops, which will be offered the last 6 weeks of the semester, you will be able to identify what majors are the best “fit” for you within broad areas such as Health Care, Social Science & Teaching, Communication & Humanities, Applied Technologies, Business, and Science/Math & Engineering. These workshops and your choice of which to attend will give you a chance to apply the strategies for personal success you have learned from the On Course exercises and reflective journals.

COURSE GRADES

Points

A	=	270–300
B	=	240–269
C	=	210–239
D	=	180–209
F	=	208 or below

COURSE PROJECTS:

Points

1. Quizzes: 8 @ 5 points = 40 points
2. Success Journals: 35 @ 5 points = 175 points (this includes 5 workshop journals)
3. Final Essay @ 60 points
4. Class participation: 25 points with one free missed class and deductions after that of 10 points per missed class (no matter the reason for the absence – no exceptions).

Total Possible Points = 300

The Learning Objectives listed at the top of your Syllabus are tied to the Quizzes, the In-Class Exercises, the Journals and the Final Essay

Course Modules with Topics: each module has exercises, discussion, writing assignment & exam. To move on to the next Module you must have successfully completed the prior Module

Module One: Introduction – Chapter One: On Course to Success

Module Two: Personal Responsibility – Chapter Two: Accepting Personal Responsibility

Module Three: Self-Motivation – Chapter 3: Discovering Self-Motivation and Belief in Yourself

Module Four: Self-Management – Chapter 4: Mastering Time-Management and Self-Discipline

Module Five: Interdependence – Chapter 5: Mutual Cooperation and Effective Communication

Module Six: Self-Awareness-Chapter 6: Dealing with Self-Defeating Patterns and Limiting Beliefs

Module Seven: LifeLong Learning –Chapter 7: Personal Goals and Learning Preferences

Module Eight: Emotional Intelligence—Chapter 8: Developing Emotional Intelligence

Module Nine: Staying on Course--Chapter 9: Staying on Course to Your Success

Rubrics:

Quizzes—100% familiarity with key ideas from text

Journals – 100% based on ability to complete each journal assignment

Final Essay –30% use of ideas from class; 25% clarity and critical thinking skills, 25% creativity (if it is interesting to You it will be interesting to your reader); 20% grammar, spelling and organization

Class Participation – 60% attendance; 40% taking part and cooperation (willingness to ask questions included)

The Learning Objectives listed at the top of your Syllabus are tied to the Quizzes, the In-Class Exercises, the Journals and the Final Essay

See the Class Calendar for dates of reading, quizzes (always the class day after reading assigned), journals and final essay (Syllabus and Calendar available on elearn).

Cheating -- Plagiarism

Plagiarism, meaning use of the words of others without citing the source and using quotation marks for any material quoted directly (including simply pulling sentences from multiple internet sites and pasting them together or leaving out key words while using sentences cut and pasted), will result in a grade of zero on the work and possibly an F for the semester.

Student Disabilities

Students with diagnosed disabilities will be provided reasonable and necessary academic accommodations if they are determined eligible by the college's Disability Resource Center (DRC) staff. The instructor must receive a "Special Accommodations Agreement Form" signed by the DRC staff before granting disability related accommodations in this course.

It is the student's responsibility to initiate contact with the DRC and follow established procedures to be allowed accommodations by the instructor. All information about a student's actual disability(ies) is kept confidential.

The DRC is located in the Counseling and Career Services Office in the Student Center. Please contact the Dean of Students, Linda Nickell, at 731-424-3520 x50354 or at lnickell@jacc.edu. Information also is available on the JSCC website at: <http://www.jacc.edu/about-jackson-state/student-services/disabled-student-services.html>.

Electronic Devices

None may be used during class, including phones/iPads, without prior permission from the instructor; phones and other devices may be collected by instructor at beginning of class and returned at the end of class; some classes will use computers for self-assessment exercises.

Appendix C: The Principles of OnCourse

On Course Workshops model current understandings of how meaningful learning occurs. As such, they are designed to engage learners in the active construction of knowledge. Instructional methods in the workshop demonstrate how educators can address the varied learning preferences of today's students. The workshops are guided by the following instructional principles:

Students construct learning primarily as a result of what they think, feel, and do (and less so by what their instructors say and do). Consequently, in formal education, the deepest learning is provided by a well-designed educational experience.

The most effective learners are empowered learners, those characterized by self-responsibility, self-motivation, self-management, interdependence, self-awareness, life-long learning, emotional intelligence, and strong belief in themselves.

At the intersection of a well-designed educational experience and an empowered learner lies the opportunity for deep and transformational learning and the path to success—academic, personal, and professional.

The On Course Instructional Principles are antithetical to the beliefs that the instructor's role is to profess knowledge and that what the teacher speaks is what the student learns. Consequently, On Course Workshops have much to offer educators who seek innovative ways to engage students in active learning, helping them to relinquish learned passivity or defiance and once again become responsible and empowered partners in their own education and growth.

Appendix D: Committees

SACS Leadership Team

- President Dr. Bruce Blanding;
- Interim Vice President of Academic Affairs (VPAA) Mr. Bobby Smith;
- Dr. Liz Mayo SACSCOC Compliance Certification Coordinator;
- Dr. Nell Senter as QEP Coordinator;
- Mr. Horace Chase, Vice President of Financial and Administrative Affairs;
- Ms. Linda Nickell, Interim Vice President of Student Services;
- Dr. Bill Seymour, Vice President of Institutional Advancement;
- Dr. Mechel Camp, Dean of Arts & Communication;
- Ms. Chrystal Pittman, Financial and Administrative Analyst;
- Ms. Sara Cooper, Information Research Analyst;
- Ms. Jennifer Cherry, Curriculum and Adjunct Services Coordinator;
- Ms. Countance Anderson, Director of Registration and Orientation;
- and Ms. Heather Freeman, Administrative Assistant to the President.

QEP Steering Committee

- James Mayo, Associate Professor of English (Chair and QEP Coordinator);
- Ms. Countance Anderson, Director of Registration and Orientation;
- Dr. Nick Ashbaugh, Associate Professor of Biology;
- Mr. Prentiss Ballard, Adjunct Faculty;
- Mr. Josh Britt, Assistant Professor of Mathematics;
- Mr. David Clark, Admissions Counselor;
- Ms. Sara Cooper, Institutional Research;
- Mr. Tim Dellinger, Director of Business Services;
- Mr. Samuel Doaks, student representative;
- Mr. Dylan Hollowell, student representative;
- Dr. Anna Esquivel, Assistant Professor of English;
- Mr. Estell Staten, community representative;
- Ms. Gloria Hester, Acquisitions and Circulation Librarian;
- Ms. Rachel Hill, Human Resources Assistant;
- Ms. Abby Lackey, Associate Professor of Speech;
- Ms. Robin Marek, Director of Admissions and Records;
- Ms. Linda Nickell, Dean of Students;
- Dr. Tom Pigg, Dean of Allied Health and Computer Information Systems;
- Ms. Kim Todd, Associate Professor of Radiography;
- and Mr. Ray Wainwright, Custodian/Physical Plant.

QEP Development Work Groups

- Advising Group: Dr. Billy Wesson (Learning Support/Reading), Ms. Letitia Hudlow (Learning Support/Reading), Ms. Cathy Garner (Respiratory Care), and Ms. Abby Lackey (Communication);
- Student Engagement Group: Ms. Vivian Grooms (Psychology), Mr. Josh Britt (Math), and Ms. Melissa Sellers (Nursing);
- Reading Comprehension Group: Ms. Sara Youngerman (Agriculture), Mr. Anthony Rafalowski (English), and Ms. Kim Warren-Cox (Communication).

College to Career Navigation

- Dr. Nell Senter, Associate Professor of Philosophy/Dean of Social and Behavioral Sciences and Committee Chair);
- Dr. Larry Bailey, Vice President of Academic Affairs;
- Mary Jane Bassett, Dean of Academic Support;
- Mr. Tim Britt, Associate Professor of Mathematics;
- Ms. Jennifer Cherry, Curriculum and Adjunct Services Coordinator;
- Mr. Patrick Davis, Director of Distance Education;
- Ms. Vivian Grooms, Associate Professor of Psychology;
- Mr. Roger James, Associate Professor of Industrial Technology;
- Mr. James Mayo, Associate Professor of English and QEP Coordinator;
- Mr. Alan Pittman, Assistant Professor and Director of the EMT Program;
- Ms. Tammy Prater, Assistant Professor of History;
- Mr. Anthony Rafalowski, Assistant Professor of English;
- Ms. Carla Simpson, Associate Professor of Medical Laboratory Technology;
- Ms. Amy Wake, Associate Professor of Nursing;
- and Dr. Billy Wesson, Professor of Reading.

College to Career Navigation Steering Committee

- Dr. Nell Senter, chair;
- Dr. Larry Bailey;
- Ms. Jennifer Cherry;
- Mr. Patrick Davis;
- Ms. Vivian Grooms;
- Ms. Tammy Prater;
- Mr. Anthony Rafalowski;
- Dr. Bob Raines, Professor of Psychology;
- and Mr. Scott Woods, Associate Professor of Psychology.

Public Relations Committee

- Abby Lackey, Associate Professor of Communication, Chair;
- John McCommon, Coordinator of Marketing and Public Relations;
- Emily Fortner, Associate Professor of Sociology;
- and Steve Cornelison, Director of Athletics & Student Activities.

Appendix E: Job Description for Coordinator of QEP Student Navigation

Job Title	Coordinator of QEP Student Navigation
Reports to	Vice President for Academic Affairs
Job Summary	
<p>The Coordinator’s primary responsibility will be leading the implementation of the QEP. The Coordinator will lead the College’s student-centered advising efforts, known as student navigation, by directing academic navigation services in close collaboration with faculty advisors, known as faculty navigators. The Coordinator will also assist with the organizing and monitoring learning support efforts at JSCC.</p>	
Essential Job Duties	
<ul style="list-style-type: none"> • Coordinate efforts related to the College’s Quality Enhancement Plan (QEP) and the ANCHOR Activities. <ul style="list-style-type: none"> ○ Lead the QEP Navigation Committee and serve as a member of the College to Career Navigation Course Steering Committee ○ Coordinate QEP-related professional development ○ Manage the timeline and budget for the QEP ○ Compile quarterly and annual reports related to the status of the QEP to the administration, faculty, and staff ○ Oversee assessment of the QEP by collecting, in conjunction with the VPAA and the Vice President for Student Success and Institutional Effectiveness (VPSSIE), all data necessary to assess the efficacy of the QEP. ○ Work with Deans, faculty, and the College to Career Navigation Steering Committee on the implementation and assessment of the College to Career Navigation Course. ○ Recommend changes to the QEP to the QEP Navigation Committee and VPAA as the plan is implemented. ○ Assist with and track QEP events • Coordinate student navigation efforts at JSCC <ul style="list-style-type: none"> ⊖ Work with the VPAA, Deans, and faculty to design, implement and monitor a comprehensive academic navigation model and protocol to include new, continuing, and newly transferred students transitioning into the College as well as providing transfer and articulation information ○ Develop and implement a comprehensive assessment plan for College navigation to include analysis and interpretation of student retention and graduation data, in cooperation with the VPAA, VPSSIE, Deans, and faculty ○ Develop and implement professional development on the role of faculty academic navigation at the College ○ Communicate changes in degree or transfer requirements to faculty navigators to provide consistent and reliable information to students ○ Serve as a resource for students to provide information regarding all aspects of student navigation and to ensure they are provided consistent, accurate, and prompt advising services. 	

- Act as liaison to faculty and administrators regarding academic navigation services and work with academic departments to develop faculty navigation materials and best practices.
- Assist, in conjunction with the VPAA and Deans, with the development and on-going maintenance of transfer articulation agreements to include annual review and revision of course equivalency guides
 - Review all transfer articulation agreements annually for currency.
 - Work with transfer institutions to streamline and improve articulation of academic degrees
 - Review and revise all course equivalency guides annually.
 - Participate in the development of new articulation transfer agreements when appropriate
- Assist, in conjunction with the VPAA, Deans, and faculty, with the coordination, and monitoring of learning support efforts, i.e. co-requisite remediation, at the institution.
- Serve as a key member of Academic Affairs and provide a strong involvement and influence in campus-wide student success and retention initiatives
- Prepare the Academic Affairs Office departmental budget and assist in projecting budget needs
- Monitor departmental expenditures throughout the year to ensure funds are available for purchases, travel, and specialty contract expenditures
- Participate in SACS accreditation activities and provide documentation related to student-navigation, transfer, and learning support to faculty and staff involved in accreditation activities
- Perform related duties as assigned

Education and/or Experience

Required: Master's degree from an accredited institution

Preferred: Knowledge of and experience in academic advising at a community college