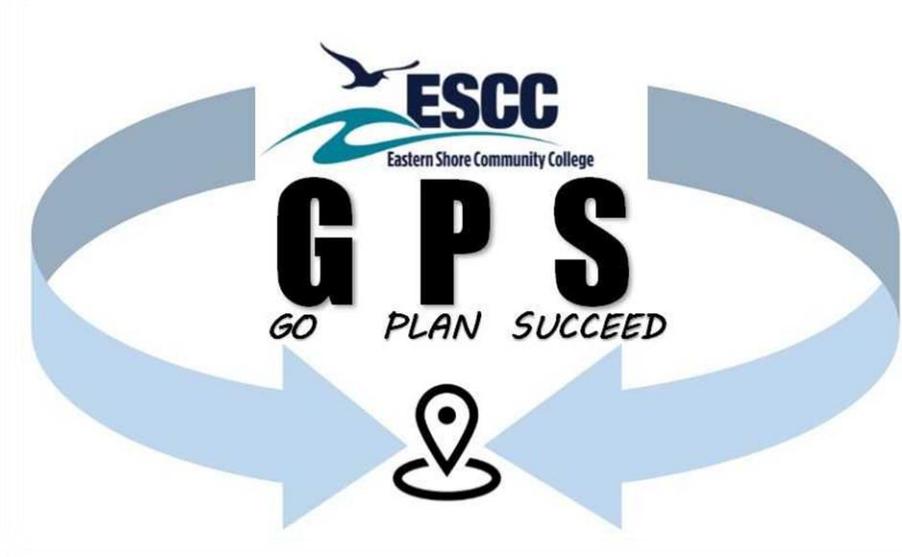


Eastern Shore Community College

On-Site Reaffirmation Committee Visit
September 18-20, 2018

Advising GPS: Go, Plan, Succeed

*Empowering students to pursue their goals by
fortifying the advising model and leveraging technology*



Quality Enhancement Plan

Submitted to the Southern Association
of Colleges and Schools Commission on Colleges

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Executive Summary

As part of the college's ongoing commitment to continuous improvement and the process of reaffirming its accreditation through the Southern Association of Colleges and Schools Commission on Colleges, Eastern Shore Community College (ESCC) developed this Quality Enhancement Plan (QEP). The purpose of a QEP is to identify and develop a plan to address an issue that can improve student learning and the environment in which it takes place.

Through a process that involved outreach to various institutional constituencies, the topic of advising was selected in fall 2017. The depth and breadth of ESCC's advising processes have been thoroughly examined by a widely representative team, resulting in the development of *Advising GPS: Go, Plan, Succeed!*

The goals of *Advising GPS* connect to the college's mission and vision to empower learners to enhance their quality of life and for the college to serve as a vital link in the economic and cultural enrichment of our communities.

- Goal 1: To empower students to identify and pursue their academic and professional goals by fortifying the advising model and leveraging technology
- Goal 2: To ensure key areas related to advising and student development are supported by a clear oversight structure and robust mechanisms for continuous improvement

To accomplish this goal, two student learning outcomes (SLOs) were developed:

- SLO 1: Students will develop achievable educational goals.
- SLO 2: Students will identify how ESCC will support them in achieving their educational goals.

This model will support student success, retention, and completion, with implications for overall student learning at the college. *Advising GPS* focuses on the areas that support effective advising:

- (a) streamlined onboarding processes**
- (b) an advising model that reflects the needs of ESCC students**
- (c) oversight to provide support for and continual assessment of advising practices.**

Central to *Advising GPS* is the creation of a First-Term Advisor role—advisors specially trained to help students transition into the college who will direct students toward appropriate guided pathways. These first-term advisors include current counselors in Student Services and a New Student Advisor—a newly created position specifically focused on first-term advising. Following their initial meeting(s) with a First-Term Advisor, students are guided through the transition to faculty advisors, who help them develop academic plans supported by completion-by-design principles, transfer goals, and career opportunities.

This plan dovetails with the ongoing implementation of EAB Navigate, “a comprehensive technology that links community college leaders, advisors, staff and students in a coordinated care network designed to give students clearer pathways and curated guidance from application to graduation” (2018).

Section 1 – Eastern Shore Community College

ABOUT ESCC

College Profile

Eastern Shore Community College (ESCC) is a member of the Virginia Community College System (VCCS) and serves the residents of Accomack and Northampton counties as a two-year institution of higher learning. Operating under policies established by the State Board of Community Colleges and the Eastern Shore Community College-College Board, the College is financed primarily with state funds supplemented by contribution from the two counties and the Eastern Shore Community College Foundation.

ESCC occupies a 115-acre site on U.S. Route 13, south of Melfa, in Accomack County. The facilities are ADA accessible and include classrooms, laboratories, a bookstore, lecture hall, administrative offices, student lounge, and a Learning Resources Center (library). Currently under construction is a new 49,206-square foot, two-story structure that will replace the current early 1970s academic and administration building. The new facility is slated for opening in fall 2019. The new facility will permit the College to offer more programs and provide an advanced training and learning environment with state-of-the-art technology. Also located on the campus, is the Business Development and Workforce Training Center that opened in January 2009, and houses Workforce Development Services and staff along with occupational/technical, allied health, and employer training programs. Enrollment at ESCC is approximately 400 FTE and an average class size is 10-12 students.

Accreditation

ESCC is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the associate degree. Contact the Commission at 1866 Southern Lane, Decatur, GA 30033-4097; phone 404-679-4501.

The associate degree curricula have been approved by the State Council of Higher Education for Virginia (SCHEV). The Associate of Applied Science in Nursing program, in cooperation with Tidewater Community College (TCC), is approved by the Virginia Board of Nursing, 9960 Mayland Dr., Suite 300, Richmond, VA 23233; phone 804-367-4515. TCC’s Beazley School of Nursing has been awarded Continual Accreditation by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; phone 404-975-5000. The Practical Nursing (PN) certificate program and the Long-Term Care Assistant (LTCA) career studies certificate program have full approval from the Virginia Board of Nursing.

All degree and certificate programs offered at the College are approved by the State Department of Education for payment of veteran’s educational benefits.

ESCC Service Area Demographics

	ACCOMACK COUNTY	NORTHAMPTON COUNTY
Population (45,553)*	32,545	12,389 11,846
Female	51%	52%
Male	49%	48%
Black	28%	37%
Hispanic/Other	7%	5%

White	65%	58%
High School Grad	% 60%	-% 55%
Bachelor’s Degree	11%	13%
Median Age	45.6	48.9
Per Capita Income	\$23,337	\$23,331
Below Poverty Levels	20%	20%
Unemployment Rate	3.7%	5.6%

* U.S. Census Bureau; Virginia Employment Commission

Curriculum

Eastern Shore Community College offers associate degree programs, certificate programs and career studies certificate programs. Currently, there are five associate of applied science degrees (AAS); five associate of arts and sciences degrees (AA&S), commonly referred to as the “transfer degree” programs; five certificate programs (CERT); and eight career studies certificate programs (CSC) from which to choose a field of study. Additionally, high school students who are college bound may enroll in selected courses for college credit; this category is known as *dual enrollment*.

Student Profile: Fall 2017

In fall 2017, there were 644 students enrolled at ESCC. Of that total, 228 were enrolled in transfer programs (AA&S), 61 were enrolled in Career and Technical programs (AAS), 79 students were enrolled in the certificate programs, and 39 in the career studies certificate programs. Of the 644 enrolled, 221 were high school students in the dual-enrollment program. Not all ESCC students were enrolled in credentialed programs but rather for personal or professional enrichment; 237 students were enrolled as “unclassified.”

The majority of ESCC students were part-time (61%); 50% were minority (self-reported); 25% were first time in college (FTIC). Women represented 60% of the fall 2017 enrollment, and men represented 39%, with a small percentage not reporting gender.

Degrees Awarded

YEAR	AWARDS	DISTINCT GRADUATES
2017-2018	108	106
2016-2017	100	96
2015-2016	114	103
2014-2015	133	110
2013-2014	148	116
2012-2013	182	148
2011-2012	203	167
2010-2011	157	136
2009-2010	144	136

ESCC MISSION, VISION, VALUES

Mission

Eastern Shore Community College empowers learners to enhance the quality of life for themselves and their communities.

Vision

To be an innovative, learning-centered community college recognized as a leader in education and as a vital link in the economic and cultural enrichment of our communities.

Values

- Lifelong Learners
- Positive Community Connections and Partnerships
- Innovative and Diverse Workforce
- Teaching and Learning Excellence
- Student and Employee Goal Attainment
- Quality Customer Service
- Positive Engagement with and service to Employers

ESCC'S QEP: ADVISING GPS

Overview

The depth and breadth of ESCC's advising processes have been examined thoroughly with a goal of upgrading to a well-constructed advising model that fits ESCC and its students. This model will support student success, retention, and completion. In addition to the advising model, the QEP focuses on the areas that support effective advising, including streamlined onboarding processes, definition of advisor and advising support roles, and an oversight structure to provide training and ongoing assessment of advising practices. This plan dovetails with the ongoing implementation of the Education Advisory Board's "student success management system," EAB Navigate, "a comprehensive technology that links community college leaders, advisors, staff and students in a coordinated care network designed to give students clearer pathways and curated guidance from application to graduation" (2018).

Focus

This model will begin prior to a student's application to the college through robust relationships with the local high schools and the Workforce Development Center to identify and educate students about the college's options and how best to prepare before enrolling in classes. The next stage in the new model is a supported application and enrollment process, including the creation of a First-Term Advisor role—a role held by advisors specially trained to help students transition into the college who will direct students toward appropriate Guided Pathways. These first-term advisors include current counselors in Student Services and a New Student Advisor—a newly created position specifically focused on first-term advising. Following their initial meeting(s) with a First-Term Advisor, students are guided through the transition to faculty advisors, who help them develop academic plans supported by completion-by-design principles, transfer goals, and career opportunities.

As part of a unified approach, this model includes assessment of a student’s current life situation to determine potential need for non-academic and academic supports. The goal is to create a seamless delivery system from first-touch services (e.g., the application process, placement testing, financial aid) through new student orientation; student development courses (i.e., SDV 100 and SDV 101); the new early-alert system (i.e., EAB Navigate); and support services. The *Advising GPS* plan emphasizes the following areas:



Implementation of this plan is supported by thoughtfully designed oversight structures and robust mechanisms for continuous improvement that recognize the need for flexibility, interdepartmental collaboration, and effective communication to ensure sustainability.

Section 2 – Development

PROCESS USED TO DEVELOP QEP

QEP LEADERSHIP TEAM	
Emily Moore	Faculty – English (co-chair)
Dr. Dan Lewis	Interim Vice President for Academic and Student Affairs (co-chair, Oct. 2017-Jul. 2018)*
Dr. Kellie Sorey	Interim VP for Academic and Student Affairs (co-chair, Jul. 2018-present)
Barry Neville	Faculty – History/Political Science
Bonnie Nordstrom	Faculty – Allied Health
Christina Duffman	Faculty – English
Robin Rich-Coates	Faculty – Science (retired May 2018)
Amy Shockley	Program Manager – Adult Education
Artima Taylor-Thornton	Registrar
Sheryl Williamson	Counselor – Career Services/Veteran Services
Consulting Members	
Judith Grier	Coordinator of Research, Planning and Assessment
Cheryll Mills	Coordinator of Student and Enrollment Services
Bill LeCato	Marketing & Development Officer
Mike Driscoll	Human Resources Manager
Teresa Guy	Career Pathways Program Coordinator
Eve Belote	Associate VP of Administration

**Dr. Lewis served October 2017-July 2018. Dr. Kellie Sorey assumed the interim VP role in July 2018. Dr. Kimberly Britt held the VP position July 2015-October 2017.*

Development of the ESCC QEP coincided with ongoing implementation of EAB Navigate, a student success management system that uses technology to create a coordinated network designed to give students clearer pathways and curated guidance from application to graduation. This program assists with onboarding processes, advising, plan of study management, and tracking cohorts and at-risk students. The timeline for the launch of EAB Navigate in late spring 2019 created an opportunity to closely tie Navigate implementation to the development and implementation of *Advising GPS*. As such, the ESCC EAB Navigate Build Teams played an integral role in the development of the QEP.

ESCC EAB NAVIGATE BUILD TEAMS	
Implementation Lead	
Cheryll Mills	Student and Enrollment Services Coordinator
Onboarding	
William (Bill) McCarter*	English Faculty
Lakesha Gummeson*	Admissions and Testing

Chevelle Mason	Business Management Faculty
Eve Belote	Associate VP of Administration
Lori Smith	High School Career Coach
Amy Shockley	Adult Education Program Manager

Academic Planning

Artima Taylor-Thornton	Registrar*
Paul Weitzel	Business Administration Faculty*
Robin Rich-Coates	Science Faculty (retired)
Peggy Bennett	Nursing Faculty
Judith Grier	Coordinator of Research, Planning and Assessment
Dr. Dan Lewis	Interim Vice President for Academics and Student Affairs (Oct. 2017-Jul. 2018)
Dr. Kellie Sorey	Interim Vice President for Academics and Student Affairs (Jul. 2018-present)

Student Services

Carole Read	Financial Aid Coordinator*
Barry Neville	History/Political Science Faculty*
Bonnie Nordstrom	Allied Health Faculty
Sheryl Williamson	Veterans and Transfer Advisor
Tina Taylor	WIOA Case Manager
Teresa Guy	Career Pathways Program Coordinator

Communication

William (Bill) LeCato	Marketing and Development Officer*
Emily Moore	English Faculty*
Debbie Daniels	Success Coach and Great Expectations Coach
Annette Edwards	Vice President of Finance and Administration
Malcolm White	Information Systems Technologist (IT)
Library Staff	Vacant

Technical Team

Francis (Jay) Welch	Information Systems Technologist (IT)
Judith Grier	Coordinator of Research, Planning and Assessment
Artima Taylor-Thornton	Registrar

*Build Team Co-Chair

TOPIC IDENTIFICATION

During the January 2017 spring convocation sessions, former President Glover and former Vice President Britt presented information to the college faculty and staff about the upcoming reaffirmation visit and the need for development of the QEP as part of this process. A topic selection committee was created with a focus on including broad representation.

QEP TOPIC SELECTION COMMITTEE

Barry Neville	Faculty – History/Political Science (co-chair)
Emily Moore	Faculty – English (co-chair)
Paul Custis	Faculty – Math (retired)
Eve Belote	Associate VP of Administration
Cheryll Mills	Student and Enrollment Services Coordinator
Judith Grier	Coordinator of Research, Planning and Assessment
Sharon Renner	Regional Program Specialist/Adult Ed Lead Teacher (retired)
Dr. Kimberly Britt	Vice President - Academics, Student Services, and Assessment (Jul. 2015-Oct. 2017)

In February of 2017, the QEP Topic Selection Committee met to discuss the QEP development process and to elicit feedback from the college community about topics that would be appropriate for the QEP. The heart of the selection process was outreach to various institutional constituencies via email and in-person requests and discussion of proposed topics by the committee throughout the spring 2017 semester. The outreach included information about the QEP process and guidance on suitable topics. The following is an example of the information sent out to the college community, and similar information was shared in person at various college-wide events:

As you know, we are beginning the process of seeking reaccreditation from the Southern Association of Colleges. Part of the reaccreditation/reaffirmation process is the execution of a Quality Enhancement Plan (QEP), which evaluates an aspect of the educational programs at ESCC. The QEP Planning Group is seeking feedback from all constituencies at the college on a possible topic for the QEP. We are asking you to submit a proposed topic to the committee (by emailing me) and giving a one- or two-sentence overview on why the college should spotlight or choose your proposed topic. The proposed topic should be central to our educational goals at the college, be measurable/assessable, have data to support it, and should be something we can afford to execute in our budget. Examples might include advisement, dual-enrollment, new student orientation, financial literacy and other topics.

Topic suggestions were directed to members of the QEP Topic Selection Committee and were then brought back to the committee for discussion. After review of all topics submitted and extensive discussion of the topics that received the greatest attention, the QEP Topic Selection Committee narrowed the focus to three topics: Dual-Enrollment, Advising, and Distance Learning. The following list and explanation was provided to the college administrative team for review in April 2017:

Proposed QEP Topics, Spring 2017

Dual Enrollment	Students dually enrolled in the college and one of the local area’s high schools comprise a large portion of ESCC’s overall enrollment. A system-wide dual-enrollment audit during the 2015-2016 academic year identified several opportunities for improved DE practices. Additionally, analysis of data on exiting high school students in the counties served by ESCC showed that a substantial number of students did not pursue any high education following graduation, including a troubling number of students who had earned some DE credit. These factors
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indicate that concentrated focus on developing a more robust dual-enrollment program would significantly benefit ESCC's students, the college as a whole, and the community. Providing high-quality education as well as related academic and non-academic support is vital, regardless of the physical location of the students. Deliberate emphasis on the relationships between area high schools and the college, and support for dual-enrollment faculty, and advising for students and parents will be part of comprehensive development of the college's DE program. Coordination of offerings and scheduling to accommodate the needs of the high schools without compromising quality for traditional college students will require significant attention and effort, which will be organized through this initiative.

Advising

The depth and breadth of ESCC's advising process will be thoroughly examined with a goal of upgrading to a well-constructed intensive advising model that fits ESCC and its students. Consideration should be given to the touchpoints that provide an opportunity for intervention to aid in student success, retention, and completion. This model would begin prior to students' application to the college through robust relationships with the local high schools and the Workforce Development Center to identify and educate students about the college's options and how best to prepare before enrolling in classes. The next stage would be a supported application and enrollment process that includes comprehensive information about financial aid and other financial considerations. Faculty advisors would then direct students toward appropriate guided pathways and help them develop academic plans supported by Completion By Design, transfer goals, and professional opportunities. As part of a unified approach, this model will include assessment of a student's current life situation to determine potential need for non-academic and academic supports. A seamless delivery system from first-touch services (e.g., the application process, placement testing, financial aid) through New Student Orientation, first-year seminars, the early-alert system, and academic, personal, and disability support counseling services will be reviewed. Increased training on advising processes including both academic and non-academic support personnel will be essential.

Distance Learning (DL)

Evidence suggests that students in distance learning courses are less successful than those in traditional courses at ESCC. A significant number of students are required to take courses through Shared Services Distance Learning at some point in their academic career, and these students historically have had even lower success rates. Because of the college's small population, use of SSDL courses is necessary and can be beneficial, but steps need to be taken to use these course less often and to adequately orient students when taking SSDL courses. Whether taught through SSDL or by on-site faculty, students will benefit from appropriate identification of good candidates for DL and better orientation to the academic and nonacademic skills requirements of all DL offerings. Additional support for ESCC faculty teaching online courses will also increase the quality of these courses, and subsequently improve the likelihood of success of students. Better experiences with DL would increase student satisfaction and academic success.

TOPIC SELECTION

High School Dual Enrollment

High school dual-enrollment was perceived as an area of great interest because a high percentage of the college's overall enrollment is tied to those courses. A VCCS-wide audit of dual-enrollment programs took place during the 2016-2017 academic year, and a number of changes were taking place as a result of that audit. Because those improvements were beginning, it was determined that the QEP should focus on an issue not being addressed through other means.

Distance Learning

Distance learning was an area of concern because of lower success rates for students in these course. As an overall percentage of enrollment, however, these courses accounted for a smaller percentage of students, and team members felt that resources associated with the QEP should be devoted to a topic or issue that would impact the greatest number of students possible. Distance learning is complicated by the use of the VCCS's Shared Services Distance Learning courses (offered through the Northern Virginia Community College Extended Learning Institute). The selection committee felt that a reconvening of the Distance Learning ad hoc committee previous established at the college was a more appropriate starting point for addressing this issue.

EAB Navigate

An important consideration during the QEP topic selection process was other major initiatives underway at the college. These initiatives included implementation of a Student Success Plan developed as part of a VCCS mandate, significant curriculum redesign work as part of a transition to the Guided Pathways approach (see ESCC Supports), and the early stages of the EAB Navigate implementation. Advising and related support play a role in all three of these initiatives. In particular, the EAB Navigate implementation pulled together many of the elements that had been identified by the QEP Topic Selection Committee and cited as areas in need of attention through various college-wide assessments (e.g., Student Graduation/Exit Survey). As such, the topic of advising was selected for the QEP.

TOPIC NARROWING

In addition to the advising model, development of the QEP revealed needs related to areas that support effective advising, including clear advisor and advising support roles, streamlined onboarding processes, student orientation and development programs, and an embedded support services strategy.

ESCC Supports

At the same time that the QEP Leadership Team was meeting to focus the broad topic of advising, a task force was working to transition the college from a grant-supported initiative around student support. ESCC was one of four community colleges in Virginia selected to participate in the Working Student Success Network (WSSN), a project born out of Achieving the Dream.

WSSN focused on supporting colleges in developing a Guided Pathways approach and redesigning student support as a holistic, integrated process, with the ultimate goal of helping "low-income people reach financial stability and move up the economic ladder by promoting an innovative framework that strategically integrates and bundles three distinct but related services." The American Association of Community Colleges (2018) describes the Guided Pathways Approach as "an integrated, institution-wide approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market." This Pathways Approach was originally emphasized at ESCC as part of the WSSN initiative, and its sister institutions throughout VCCS have since increased development in this area. The holistic aspect of WSSN is defined by its pillars: (a) education and employment advancement, (b) income and work supports, and (c) financial services and asset building.

As the WSSN grant funded ended, ESCC was tasked with creating a transition plan to ensure the progress made through WSSN was sustained. The President created the ESCC Supports Task Force in fall 2017 to

develop this sustainability plan. Because this group was currently addressing embedded support, the QEP needed to focus on areas not already receiving necessary attention.

Student Development

One such area of need that the ESCC Supports Task Force identified during the 2017-2018 year was the college's student development courses. ESCC currently offers two types of student development courses: SDV 100 - College Success Skills and SDV 101 - Orientation to (Specify the Discipline).

SDV 100 is required for the general student population and is required for graduation. The SDV 101 course has a specific career/program focus: Orientation to Healthcare or Orientation for Engineering Tech. All curricular students placed in at least one developmental education course should take the student success course in their first semester of enrollment at the community college. All curricular students, except those in career studies certificate programs, are required by VCCS policy to enroll in SDV 100 or 101 within the first 15 credit hours of enrollment.

Various part-time and full-time faculty as well as Student Services personnel are assigned each semester to teach the SDV 100 course. The instructors for the two SDV 101 courses are discipline-specific.

SDV 100 and 101 courses are offered in the fall, spring, and occasionally summer. Anywhere from two to seven sections of SDV 100 are offered in the fall and spring. One section of SDV 101: Orientation to Healthcare is offered in the fall, spring, and summer. One section of SDV 101: Orientation for Engineering Tech is offered in the fall. If a course has fewer than seven students enrolled, the course may be cancelled. A work group was formed during summer 2018 to identify issues around SDV, remedy what solutions it could, and develop a sustainability plan (Appendix A). This important work was the result of the QEP topic development process and will be a mechanism for assessing student learning outcomes for the QEP, but it was outside the scope of the QEP.

TOPIC DEVELOPMENT

During the early planning stages of the QEP, ESCC was set to be part of the VCCS's EAB Navigate implementation for launch of the system in fall 2018. Work related to this implementation had a significant impact on development of the QEP.

As part of the initial work needed for successful implementation of the EAB Navigate system, EAB (2015) provided Advising Diagnostic Toolkit for members of the ESCC EAB Navigate Leadership Team to complete. This toolkit included an Advising Program Diagnostic Survey (Appendix B), developed by EAB using best practice guidelines from the National Academic Advising Association's (NACADA) Council for the Advancement of Standards in Higher Education. The ESCC Navigate Leadership Team decided to extend the survey to all college faculty and staff in December 2017 to get better representation in the results. The survey results and implications were shared with the college at the College Planning Day in January 2018. Key finding from the survey included the following:

EAB Navigate Advising Program Diagnostic Survey

ADVISORS: Aligning Structure to Strategy

- Concerns with Advisor/Advisee Roles
 - Sense that training for advisors is lacking or weak
 - Job descriptions for advisors scored relatively high, with 50% stating there are clear and consistent descriptions, hiring criteria, and hiring processes
-

ADVISOR PERFORMANCE: Motivating Advisor and Program Performance

- Evaluation of performance re: recognition and reward is weak at best
- Staff promotion and retention is weak
- Weak rating for oversight of front-line staff advisor assignments

LEVERAGING TECHNOLOGY:

- Technology is not integrated into the advisor training process and is not fully utilized, understood, or available
- Provides advisors with explicit technology expectations, weak

ADVISING PROGRAM AT ESCC: BEST PRACTICES

- Advising strategies are not regularly evaluated re: effectiveness and process
- Lack of consistency in shared records through standardized practices for advising documentation

The results of this diagnostic showed an acute need for significant work around advising, including but also beyond what would be done for the Navigate implementation. As such, the following needs were determined and shared with the college as related to launching Navigate and how it would dovetail with the QEP's broad topic of advising:

- Aligning structure to strategy
- Promoting consistency
- Leveraging technology
- Maximizing human capital
- Implementing best practices
- Motivating performance

These needs became central to the development of the QEP.

MARKETING AND COMMUNICATION

A variety of venues and strategies were used to encourage participation in topic selection and continued topic development, including campus announcements, one-on-one meetings with stakeholders, and targeted emails. Key opportunities for communication included college-wide convocation events, planning days, and committee meetings. Special effort was made to share information with and solicit feedback from groups not always represented at such occasions (e.g., dual-enrollment instructors) through personal contact (e.g., explanatory emails and information sheet, during annual observations).

Section 3 – Current State of Advising and Related Areas at ESCC

ONBOARDING

Definition and Structure

As part of the Navigate implementation, extensive work with streamlining onboarding and advising process as well as curriculum design took place during the spring 2018 semester. During the onsite visit by the EAB Team in February of 2018, onboarding processes were mapped. The result showed the complicated paths students take to get to the first day of classes. This image became known as the “onboarding spaghetti” (See Appendix C).

Prospective students interact with the college at area high schools through dual-enrollment courses and High School Career Coaches, through the Workforce Development Center and its programs including Adult Basic Education, through connection with Student Services, and potentially through direct contact with academic programs. The onboarding process officially begins when students complete the online application. Upon completion of the application, students receive information about Financial Aid, placement testing or alternate placement through Multiple Measures (e.g., high school GPA, SAT scores), enrollment, and orientation. Students are automatically assigned to a faculty advisor, who may or may not be available, depending on the time of year. Students may contact that advisor or, more likely, contact Student Services for help with selecting the first semester classes.

Various programs are scheduled throughout the year to assist students with the onboarding and advising process, such as the Priority Enrollment Program (PEP). PEP Days provide students with open assistance and place them on a fast track toward the enrollment process. These events usually take place 8 AM to 6 PM. PEP Days provide the opportunity for students to complete placement testing, meet with financial aid, set up payment plans, and meet with advisors or other Student Services personnel who help with schedule creation and enrollment. Throughout the year, students also participate in drop-in advising by visiting Student Services during normal hours of operation and waiting to meet with an available advisor, typically someone in Student Services during the summer and an available faculty member during the fall and spring.

Upon admission to the college, students are invited to New Student Orientation, held on one day with the option of a morning session or afternoon session, offered each year in mid-to-late summer. Dual-enrollment students follow a somewhat different path because of a different academic calendar, and they have their own special orientation session in August. Typically, students meet with an advisor prior to orientation.

Orientation to the college takes place through a New Student Orientation (NSO) held one day each year in mid-to-late summer for new students and once each spring for incoming dual-enrollment students. For new students, they can choose to attend either the morning or afternoon session on the orientation day, and parents are encouraged to attend with their students. Both types of NSO include sessions on student success, general information students need to know (e.g., technology, bookstore), student engagement, the Learning Resources Center, campus safety, and getting ID cards. There is also a special session for parents about FERPA, funding, and similar issues. Financial Aid and the Business Office also provide information for the two regular on-campus sessions. Students are invited to attend NSO via a phone call, an email, and a postcard mailed to their home addresses. High School Career Coaches also work to share the information with all high school students before they leave for the summer.

Onboarding Opportunities

1. As illustrated by the completed onboard process mapping, the path to the first day is complicated and presents many potential stumbling points and opportunities for confusion for students.
2. Mapping the process revealed that faculty and staff were unaware of all the steps involved in students reaching the first day of class, nor did they know about how ways students could be diverted and discouraged. This lack of clarity on the part of faculty and staff leads to difficulty in guiding students through the process.
3. The lack of a streamlined process results in delays for students when meeting with, or attempting to meet with, their faculty advisor for the first time. For example, when students attempt to meet with their faculty advisor prior to completion of placement testing, the faculty advisor cannot assist them with scheduling classes.

ADVISING MODEL AND PROCESS

Definition and Structure:

One way to divide advising at ESCC is into credit and non-credit advising. Advising of non-credit students is done through areas of the Workforce Development division. The Workforce Development program staff in each Workforce division customized workforce programs in order to meet the hiring requirements and changing demands of employers. Workforce Development also includes Integrated Education and Training (e.g., adult basic education, literacy support), which is another avenue through which *non-credit* advising takes place.

Advising support for students enrolling in *credit* courses is provided through faculty advisors and the two Student Services personnel designated as Counselors (i.e., Career Services/Veteran Services and Student and Enrollment Services Coordinator). The *Advising GPS* plan focuses on students in the college's credit programs.

Initial Advising

ESCC currently uses a split model for advising. Upon acceptance to the college, curricular students are assigned a faculty advisor based on the program of study they select on their application. If students apply as non-curricular students (e.g., personal satisfaction, non-degree transfer), they are assigned to one of the two Counselors as their advisor. Certain cohorts like veterans are directed to the Career Services/Veteran Counselor in addition to a faculty advisor. Students are required to meet with an advisor before enrolling each semester until they have earned at least 15 credits. Transfer students are not required to meet with an advisor prior to enrolling but are encouraged to do so.

Ongoing Advising

Students meet with their faculty advisors throughout the year to receive support with course selection, curriculum progress, issues in classes, career advising, and transfer preparation, among other issues. After earning 15 credits, students are not required to meet with an advisor but are encouraged to do so. Certain tasks (e.g., change of program, course substitutions) require advisor permission, and advisors typically require a face-to-face meeting or email exchange in such circumstances. If students do not know whom their advisor is, wish to meet with a different advisor, or cannot find a time when their assigned advisor is available, the students may try to meet with a different faculty advisor or someone in Student Services.

Supporting Personnel:

The personnel primarily associated with advising are those people whose roles include specific, official credit-advising responsibilities. These roles include (a) Student and Enrollment Services Coordinator/Counselor, (b) Counselor, Career Services/Veteran Services, and (c) full-time faculty. All faculty members have advising responsibilities. Advisees are assigned based on their selected program of study. Faculty advise students in programs related to the faculty member's discipline, with general education faculty (e.g., English faculty) working with General Studies and Liberal Arts students.

In addition to those with officially assigned advising responsibilities, many other people have responsibilities related to advising, both credit and non-credit. ESCC houses support personnel who act on the periphery of advising, and these roles include Success Coaches and High School Career Coaches. These distinctions assist the college in fulfilling the needs of specific student populations but can create ambiguity about responsibilities related to advising. (See Section 5 - Roles with Credit Advising Support Responsibilities).

Supporting Technology (EAB Navigate, SIS, SAILS Tracking):

Advising is supported by the Advisor Center in the Student Information System. This center includes access to students' basic academic and personal information, including their program of study and degree progress. The SAILS Early-Alert System is used for tracking student initial attendance, participation in courses, and progress in courses. Faculty members raise alerts about students at risk, either by manually raising an alert any time during the semester or raising alerts through progress surveys completed at key points during the semester (i.e., Initial Progress, Midterm Progress). The VCCS contract with SAILS ends fall 2018. As previously discussed, the EAB Navigate Platform is currently being adopted throughout the VCCS and will serve as an early-alert mechanism once implemented. EAB Navigate is a student success management system that uses technology to create a coordinated network designed to give students clearer pathways and curated guidance from application to graduation. ESCC is scheduled for a mid-spring 2019 launch of EAB Navigate.

Advising Opportunities:

1. *Advising support roles:* While those with official advisor responsibilities typically understand their role, there is a lack of clear role definition for those with advising support responsibilities. The result is that people who are not official advisors often perform advising duties without adequate training or authority.
2. *Student confusion:* Students often lack understanding about who their advisors are, what a faculty advisor's role is in support them, and what are the responsibilities of the advisee. Although students are assigned an advisor in the SIS and given their advisor's name with welcome information, the students either do not know where to look for this information, forget it, or get confused as a result of meeting with different advisors and advising support personnel at different times.
3. *Inconsistent availability of support:* During the summer session, many faculty advisors are not under contract. When faculty are under contract in the summer, they are contracted as adjunct faculty without additional responsibilities like advising. As a result, student who apply and begin the enrollment process may not be able to meet with their advisor the first time they need to register for classes. Instead, students meet with available Student Services personnel. This overburdens Student Services, inhibits the depth of advising needed for new

students, and causes confusion in the future about who is the assigned advisor.

4. *Difficulty with hand-off, tracking, and note-sharing:* As students transition from one advisor to the next—either because of the above-mentioned scenario or because of a change in program—there is no clear process for ensuring the new advisor knows what was discussed with the previous advisors.
5. *Lack of advisor training:* In the past, new faculty members were given advisor training during their first semester as full-time faculty, led by the Lead Counselor in Student Services. An advising handbook was also created with key resources for faculty advisors. When the person occupying the role of Lead Counselor retired, the position was not replaced and no single role or entity was given official responsibility to oversee advising. Currently, new advisors do not receive formal training. Informal advisor training takes place through the process of new faculty being assigned faculty mentors. There is no ongoing advisor training.
6. *Implementation of EAB Navigate:* The EAB Navigate System supports advising processes, but in order to build the platform, the college must define its process, including onboarding and advising. Once the system is customized for ESCC, an oversight structure is needed to ensure the system is being leveraged effectively.

Section 4 – Focus

ADVISING GPS VISION

The purpose of *Advising GPS: Go, Plan, Succeed* is to increase student success through improving student academic planning skills and the environment that supports academic planning and success. This will be accomplished through refinement of onboarding processes, the adoption of a team advising strategy, and structure to support areas that impact student academic planning and success. Students will develop enhanced academic planning skills, knowledge of how to establish realistic educational success goals, and how to achieve those goals. *Advising GPS: Go, Plan, Succeed* will adjust the learning environment at ESCC and enhance student success by assisting students in the development of educational goals that may be achieved through proper educational planning by the students and their advisors. This model also embeds assessment of the need for and delivery of non-academic and academic supports.

ADVISING GPS GOALS

The major purpose of student advisement is to foster student success through improved academic planning skills. To do this, students will develop the skills to set educational success goals, engage in academic planning to achieve these goals, and develop individual responsibility for one’s academic success.

ADVISING GPS GOALS

- | | |
|---------------|---|
| Goal 1 | To empower students to identify and pursue their academic and professional goals by fortifying the advising model and leveraging technology |
| Goal 2 | To ensure key areas related to advising and student development are supported by a clear oversight structure and robust mechanisms for continuous improvement |
-

ADVISING GPS STUDENT LEARNING OUTCOMES

In order to evaluate the success of these goals, ESCC will assess the following Student Learning Outcomes.

ADVISING GPS STUDENT LEARNING OUTCOMES

- | | |
|--------------|---|
| SLO 1 | Students will develop achievable educational goals. |
| SLO 2 | Students will identify how ESCC will support them in achieving their educational goals. |
-

Students will learn the skills necessary to develop their educational goals by routinely meeting with their advisors, discussing their goals, and developing a plan to achieve their goals. The purpose of the advisement system would also include the advisors providing information on institutional support mechanisms to assist the student in achieving their educational goals.

ALIGNMENT WITH STRATEGIC PLAN, STUDENT SUCCESS INITIATIVE, MISSION, AND GENERAL EDUCATION COMPETENCIES

Strategic Plan

ESCC revisited and ultimately revised its Strategic Plan in spring 2015. Five key areas are addressed in the current five-year plan (2016-2021):

- Access
- Student Success
- Affordability
- Workforce
- Resources

The entire Strategic Plan supports the QEP proposal focused on advising; under the heading “Student Success,” the second bullet point addresses this issue more specifically: “ESCC will increase student success through a stronger focus on quality academic advising and support services.” By aligning the QEP with the Strategic Plan 2016-2021, it provides the College with a touchstone and a dedicated commitment to investing in this initiative.

Student Success Initiative

Based on a year of statewide training stemming from an initiative launched by the VCCS Chancellor, the college was tasked with developing a Strategic Action Plan for our College to implement our Completion by Design initiatives to address lost momentum with respect to student progression in their degrees. ESCC’s Strategic Action Plan outlined the college’s initiatives to improve recruitment, outreach, student services, student performance, graduation, and job placement. Within this plan, Strategic Initiative 1 was “to increase access and entry to ESCC, its programs, and workforce credentials.” The onboarding work developed for the QEP is an essential component to this initiative. Quality advising is also essential to Strategic Initiative 2: “Design and structure programs of study to guide and prepare students to enter employment and further education in fields important to the college’s service area.” High-quality advising begins where such design and structure ends. The structure and content were written so that they could become part of the College’s Institutional Strategic Plan as well.

ESCC’s Mission, Vision, and Values

Advising GPS is about empowering students and providing them with the right tools to be successful beyond the classroom. The goal is to help students become successful in life and in their academic pursuits by setting achievable educational goals, providing the appropriate and timely support in pursuit of their goals, and understanding how this support sets the tone for life-long success. This empowerment ties directly to the ESCC Mission: “Eastern Shore Community College empowers learners to enhance the quality of life for themselves and their communities.”

ESCC’s Vision is “to be an innovative, learning-centered community college recognized as a leader in education and as a vital link in the economic and cultural enrichment of our communities.” Being a “learning-centered” college is at the heart of *Advising GPS*, with goals and student learning outcomes that focus on student education and empowerment and a system that supports these goals.

ESCC’s Values align closely with *Advising GPS*. High-quality academic advising includes development of the learner to make informed decisions and take positive action toward attaining their academic, career, and ultimately personal goals. By encouraging students in this way, the college is developing a diverse group of lifelong learners who will make a positive impact in their communities, including community employers. A robust, responsive team advising model facilitates a positive experience for students both within and outside the classroom. Achievement of the *Advising GPS* vision supports ESCC’s core values.

General Education Competencies

Essentially, a QEP “focuses on learning outcomes and/or the environment supporting student learning” (SASCOC Handbook). *Advising GPS* fulfills this purpose on multiple levels, one of which is by supporting the college’s development of general education competencies.

As a member of the Virginia Community College System (VCCS), ESCC participates in the annual assessment of the system-wide general education competencies; these competencies were established in collaboration with the State Council of Higher Education for Virginia (SCHEV). The current set of VCCS General Education Competencies are as follows:

- Communication
- Critical Thinking
- Cultural and Social Understanding
- Information Literacy
- Personal Development
- Quantitative Reasoning
- Scientific Reasoning

These competencies are integrated throughout the college’s curricula and are routinely assessed.

The VCCS and SCHEV have recently decided to review General Education Competencies for the current environment. Beginning in fall 2018, a plan for measuring the following competencies will be submitted to the VCCS and ultimately to SCHEV measuring the following:

- Civic Engagement
- Communication
- Critical Thinking
- Professional Readiness
- Quantitative Literacy
- Scientific Literacy

As noted in the ESCC Catalog and Student Handbook, “general education is that portion of the collegiate experience that addresses the knowledge, skills, attitudes, and values characteristic of educated persons.” *Advising GPS* supports the pursuit of general education competence for ESCC degree-seeking students.

Through a thoughtfully developed advising process and robust model, students are more likely to be in curricula and in classes that support pursuit of their academic and professional goals. Ample evidence suggests that “enhancing the delivery of advising programs that will guide the student to select a program of study to meet their career and life goals will have a positive effect on students and retention” (Cohen et al., 2014; Habley et al., 2012; Kuhn, 2008; as cited in Damrose-Mahlmann, 2016). Furthermore, students are best positioned for success when they understand why they are taking the classes they are and when they are proceeding through their curricula methodically. This assertion is supported by the latest national report from Center for Community College Student Engagement (CCCSE), *Show Me the Way: The Power of Advising in Community Colleges* (2018): “Students who report meeting with an advisor are more engaged across all CCCSE benchmarks than their peers who have not met with an advisor” (p. 4). These benchmarks included active and collaborative learning, student effort, academic challenge,

student-faculty interaction, and support for learners (CCCSE, 2018).

Success with *Advising GPS* means that students will be able to identify their goals and understand how ESCC supports them in achieving these goals, thus supporting their success in achieving the “knowledge, skills, attitudes, and values characteristic of educated persons.”

Section 5 - Description of the ESCC QEP: *Advising GPS: Go, Plan, Succeed*

EVIDENCE SUPPORTING DEVELOPMENT OF ADVISING GPS

Academic Advising acts as a cornerstone of ESCC's Mission and Vision. The advising process is a coordinated effort amongst Student Services personnel, Workforce Development (Integrated Education) personnel, and full-time faculty. Support personnel who act on the periphery of advising include counselors, Success Coaches, and High School Career Coaches. These distinctions assist the college in fulfilling the needs of specific student populations but can create ambiguity about responsibilities related to advising. Advising support personnel are responsible for referring students to their assigned academic advisors for official advising responsibilities.

Academic advising takes place in "situations in which an institutional representative gives insight or direction to a college student about an academic, social, or personal matter. The nature of this direction might be to inform, suggest, counsel, discipline, coach, mentor, or even teach" (Kuhn, 2008, p. 3). The essential function of an advisor is to "teach students how to make the most of their college experience" (Miller, 2012), and inherent in that function is goal-setting. Advisors must help students identify, articulate, and take steps toward achievement of their goals. In its *Show Me the Way* report, the CCSSE (2018) draws a clear connection between advising as a how and goal-setting: "Advising is powerful because it attends to core elements of each student's success: setting academic goals based on transfer and/or career interests, developing an academic plan to attain those goals, and staying on track until those goals are met" (p. 1).

This task is increasingly a concern as the typical student profile changes. For example, Jessica Bigger (2005) describes one challenge around advising and goal-setting with Millennial students, who "often have lofty goals and high expectations but often lack realistic plans for achieving their goals" (para. 20). These students are often come from highly structured secondary education experiences and have limited experience with goal-setting and authentic career exploration (Keeling, 2003). To best serve these students, "advisors must be prepared to help these students achieve a full understanding of how their educational and career goals align [beginning with] guiding questions to determine students' strengths and interests as well as what will make them happy" (Bigger, 2005, para. 20). Clearly, this portion of the advisor's role starts with the first student-advisor interactions and should be embedded throughout the students' advising experience.

High quality advising and a strong advising program is essential, and the National Academic Advising Association's (NACADA) Council for the Advancement of Standards (2013) in Higher Education suggests fundamental components of such programs: "Academic Advising (as with the academic curriculum) should promote student learning and development by encouraging experiences that lead to: intellectual growth; the ability to communicate effectively; leadership development; the ability to work independently and collaboratively; [and] appropriate career choices." This concept emphasizes the connection between advising, and thus the *Advising GPS* plan, with student learning.

NACADA provides resources to support colleges in developing evidence-based best practices and process around academic advising. The "Core Values of Academic Advising" (NACADA, 2017) both inform and are informed by "current professional practices, competencies, and philosophies" related to advising:

NACADA “CORE VALUES OF ACADEMIC ADVISING”

Caring	Academic advisors respond to and are accessible to others in ways that challenge, support, nurture, and teach. Advisors build relationships through empathetic listening and compassion for students, colleagues, and others.
Commitment	Academic advisors value and are dedicated to excellence in all dimensions of student success. Advisors are committed to students, colleagues, institutions, and the profession through assessment, scholarly inquiry, life-long learning, and professional development.
Empowerment	Academic advisors motivate, encourage, and support students and the greater educational community to recognize their potential, meet challenges, and respect individuality.
Inclusivity	Academic advisors respect, engage, and value a supportive culture for diverse populations. Advisors strive to create and support environments that consider the needs and perspectives of students, institutions, and colleagues through openness, acceptance, and equity.
Integrity	Academic advisors act intentionally in accordance with ethical and professional behavior developed through reflective practice. Advisors value honesty, transparency, and accountability to the student, institution, and the advising profession.
Professionalism	Academic advisors act in accordance with the values of the profession of advising for the greater good of students, colleagues, institutions, and higher education in general.
Respect	Academic advisors honor the inherent value of all students. Advisors build positive relationships by understanding and appreciating students’ views and cultures, maintaining a student-centered approach and mindset, and treating students with sensitivity and fairness.

Of particular note within these values is *empowerment*, which is part of both the goals of *Advising GPS* (G1: “to empower students to identify and pursue their academic and professional goals by fortifying the advising model and leveraging technology”) and the ESCC mission and vision. This emphasis on empowerment also aligns with principles of an Appreciative Advising Model (AAM), which is the underlying model employed by ESCC but which has not been fully realized in the current advising program. Transitioning to an AAM, which is more learner-centered than traditional advising models and “helps students look at life as a series of opportunities” (Damrose-Mahlmann, 2016, p. 3), supports that idea that *Advising GPS* is truly about improving the quality of learning and the environment in which student learning takes place at ESCC.

Deliberate consideration of the contexts and environment in which advising takes place is also key to developing a model that is designed to best serve students. In the case of ESCC, a model that caters specifically to the needs of community college students is essential. The Community College Research Center (2013) identifies the essential challenges of advising in this setting:

CHALLENGES OF COMMUNITY COLLEGE ADVISING

Fragmented Services	“Academic advising focuses more on next semester’s registration plan than on long-term goals. Career counseling is often conducted in a different location by separate staff” (p. 2)
No Single Point of Contact	“Students often wait several hours to see an advisor and seldom see the same advisor twice in a row. Different advisors frequently offer conflicting advice, either because they have differing philosophies or because they have different understandings of program-specific

	rules. Conflicting advice may reinforce students’ perception that the college’s requirements are arbitrary, or that advisors are unreliable” (p. 2).
Focus on Information Provision	“Sessions tend to be infrequent and short, and advisors lack sufficient time to help students explore goals or create an academic plan to meet those goals. Instead, they focus on providing concrete information and may give students various handouts or web page references....Students are often unable to determine what information is most relevant, how to connect various pieces of information together, and how to apply the information to create a sound plan of action” (p.2).
Emphasis on Serving Incoming Students	“Colleges tend to focus resources on incoming students. However, the benefits from first-year support services tend to fade after two or three semesters. Evidence suggests that advising should be integrated throughout a student’s college career” (p. 2)

Results from the Advising Program Diagnostic Survey demonstrate that these same challenges are reflected in the current state of advising at ESCC, as described earlier. As a result, “The intensive and personalized approach to advising may be ideal, but few community college students experience it (CCRC, 2013, p. 2), including few ESCC students.

The *Advising GPS* plan takes into account the problems caused by fragmentation, a lack of a clear point of contact for students, the need to integrate career/goal exploration and setting along with the need to convey information, and the need to integrate and reinforce the support students receive initially throughout their experience. In developing a model that will better serve ESCC students and compensate for the challenges identified by the CCRC and the EAB Diagnostic Survey, best practice guidance for community colleges specifically was sought. Levin, Cox, Cerven, and Haberier (2010) describe what they call “The Recipe for Promising Practices in Community Colleges.” In this article, they identify shared characteristics of successful community college advising:

CHARACTERISTICS OF SUCCESSFUL COMMUNITY COLLEGE ADVISING PROGRAMS	
Cohesion	“the ability of program personnel to operate as a unit in which behaviors and actions interconnect or are rationally consistent” (p. 31).
Cooperation	“the degree to which program personnel work together toward common goals and form good working relationships with each other and with students” (p. 31).
Connection	“the ability of program personnel to sustain interdependent relationships with internal and external entities, such as other departments within the college and industry representatives” (p. 31)
Consistency	“the presence of a distinctive and stable pattern of program behaviors that promote program goals” (p. 31)

Development of *Advising GPS* included consideration of each characteristic, particularly in terms of their ability to address the deficit areas identified through the initial EAB Navigate Advising Program Diagnostic Survey conducted by the college in December 2017. Alignment of structure to strategy and motivating advisor and program performance alignment can help fortify the cohesion, cooperation, connection, and consistency Levin et al. identified.

The CCRC (2013) also makes a specific recommendation that is essential to the advising model *Advising GPS* plan:

Rather than having career counseling and academic counseling take place separately, with

different advisors and in different locations, career and academic counseling should be integrated, and students' career goals should drive academic planning. This focus on students' career goals does not preclude consideration of transfer options or the liberal arts track. By asking students to think about why they want to enter a transfer-oriented program of study such as liberal arts, it becomes a carefully thought-out choice rather than the "default option" for undecided or unfocused students. Beginning academic planning with a transfer goal in mind will also help ensure that students' subsequent course-taking is focused on earning credits that will transfer easily and count toward a bachelor's degree. (p. 4)

The flow through onboarding and initial advising into ongoing faculty advising, as well as the specific content to be covered in advising sessions, was given careful consideration to this aspect of goal-setting.

While each college within the VCCS must develop advising processes and practices that are appropriate for the unique needs of the individual institution, its students, and its community, the VCCS provides support for at its member institutions in development of their advising based on best practices. The VCCS Resource Center (<http://trcenter.vccs.edu/advising/>) includes resources specifically geared toward advising. One resource highlighted by the VCCS is the Community College Advisor Competency Model created by Shellie Keller of the College of Southern Nevada and promoted through Achieving the Dream. The model breaks down community college advising into three competency areas: Institution-Centered Competencies, Advisor-Centered Competencies, and Student-Centered Competencies. It also provides a survey tool useful for assessing these competency areas. This model supports the *Advising GPS* plan, including training and professional development for advisors, and serves as a portion of the overall assessment plan for this QEP.

One additional element imperative when developing an effective advising is the utilization of technology. Technology "can expand the capacity to reach more students, improve the quality of advising, better adapt to individual student needs, and reduce costs" (Applegate, 2012, as cited in Keller, 2016, p. 47). However, technology to support advising is only as effective as the system it is designed to support. The work ESCC has undergone through the EAB Navigate implementation has included opportunities to thoroughly examine onboarding and advising processes with dual goals: (1) to ensure the technology is designed in a way that meets the needs of the college and (2) to ensure implementation of the system is supported by institutional practices. *Advising GPS* reflects with both of these goals. By financially supporting the initial implementation and first four years of the EAB Navigate System, the VCCS is supporting ESCC's work to improve onboarding and advising.

STREAMLINED ONBOARDING AND ADVISING MODEL PROCESSES

Appendix D illustrates how onboarding processes have been streamlined. Appendix E illustrates how the new advisor model functions within the streamlined onboard processes.

Having been thoroughly examined, the onboarding process has been mapped and modified to reduce the number and frequency of detours that can derail students on their path to the first day of class. In most cases, these changes require only minor modifications to what information students are provided during the admissions process and how students receive this information. Technology, primarily in the form of the EAB Navigate System, will be the main method for directing students through onboarding processes and into their initial advising touchpoints.

New students will be directed to a first-term advisor through their welcome materials, including mailed information and emails. Students will be directed to a First-Term Advisor (current Counselor or the New

Student Advisor position being created for the QEP). This first-term advisor will meet with the new student to complete the onboarding process. The First-Term Advisor Checklist (See Appendix F) will support this advisor as he or she educates students about program and degree options and how these align with the student’s academic and professional goals.

The first-term advisor will also use initial encounters with the student to direct them to the tools available through the Navigate system, including the Career Explorer and Curriculum Planner functions. These sessions will be a time to reinforce the value of the Welcome/In-Take Survey students can complete, which may help identify students who could benefit from additional services like the on-campus food bank and financial literacy coaching. The first-term advisor will also provide the student with orienting materials and assist the student in making informed decisions about his or her first-term schedule, including the importance SDV 100/101.

The final step for the first-term advisor will be handoff to the student’s faculty advisor. This process will begin with ensuring the student is appropriately paired with a faculty advisor for their program, knows who this advisor is and how to contact them, and is informed about the role of the faculty advisor in the student’s success. Navigate will allow the first-term advisor to share notes, including completion or outstanding tasks from the First-Term Advisor Checklist (Appendix F) and any information related to initial occupation exploration, goal-setting, and transfer or career plans.

Faculty advisors will assume responsibility of the student advisee following this transition. The faculty member will then provide ongoing support for the student, using the Faculty Advising Checklist (Appendix G) to help guide the student through decision-making processes.

ADVISING ROLES, INCLUDING NEW ROLE AND POSITION

The college’s current organizational chart with the planned addition of the new position for *Advising GPS* (Appendix H) is helpful when reviewing advising and advising support roles in the current organizational structure as well as the planned structure.

Roles with Official Credit Advising Responsibilities

ROLE	ADVISING RESPONSIBILITIES ASSOCIATED WITH ROLE
Student and Enrollment Services Coordinator/ Counselor	The Coordinator of Student and Enrollment Services / Counselor position is held by an academic counselor who oversees Student Services and Enrollment at the college. This position also serves as the 504 Coordinator and advises students who enter the college without a chosen curriculum. This counselor will be trained as a first-term advisor under the <i>Advising GPS</i> model.
Career Services/Veteran Services Counselor	The Career Services/Veteran Services Counselor is a part-time position held by an academic counselor who specializes in working with students who enter the college without a chosen curriculum and students who receive or may be eligible to receive veterans’ benefits. This counselor will be trained as a first-term advisor under the <i>Advising GPS</i> model.
First-Term Advisors *New role*	The first-term advisor is a new role created to support the new team advising model created for <i>Advising GPS</i> that will be held by current counselors and by the new position of New Student Advisor (see below). The first-term advisor acts

as an important liaison between the first-term student and his or her faculty advisor. First-term advisors will be specially trained to help students transition into the college and direct students toward appropriate guided pathways. The First-Term Advisor Checklist (Appendix F) provides an overview of the areas addressed by the first-term advisor. Following their initial meeting(s) with a first-term advisor, students are guided through the transition to faculty advisors.

New Student Advisor
New position

The New Student Advisor is a new position that will perform the role of first-term advisor for new students entering the college. This position will be responsible for coordinating a new Advising Workgroup (see below) and overseeing the advising process. The New Student Advisor will assume the role of QEP Coordinator after the first year of the plan.

Faculty Advisor

All full-time faculty members have advising responsibilities. Advisees are assigned based on the student’s program of study. Faculty advise students in programs related to the faculty member’s discipline, with general education faculty (e.g., English faculty) working with General Studies and Liberal Arts students. By specializing in catering toward students within particular programs, faculty advisors are best able to help students make choices commensurate with progress toward their intended degree. Faculty advisors help students develop academic plans supported by completion-by-design principles, transfer goals, and career opportunities, and they provide ongoing assistance. The Faculty Advisor Checklist (Appendix G) provides an overview of the areas addressed by the faculty advisor.

While the role some positions play in assisting students with advising-related issues is similar at many colleges (e.g., Financial Aid personnel, Registrar), ESCC also has two types of academic “coaches” who provide advisor support. Understanding these positions and the role they play can be useful in gaining an overall picture of advising at ESCC.

Roles with Credit Advising Support Responsibilities

ROLE	ADVISING <u>SUPPORT</u> RESPONSIBILITIES ASSOCIATED WITH ROLE
Success Coaches	Success Coaches work one-on-one with the students to reach their academic goals by helping to orient students to available resources, build self-advocacy skills, and offer assistance so that they will be more successful in college. Success Coaches support outreach and retention efforts of the Student Services and Academic Divisions through program development, hosting of seminars, and coaching sessions. Success coaches assist students by doing the following: (a) setting academic goals, (b) developing time management skills, (c) teaching work-life balance strategies, (d) helping students to achieve financial literacy, (e) assisting with the distribution of financial aid awareness and processes, (f) assisting students with faculty advisor connections and registration where necessary, (g) helping students develop personalized action plans and subsequently distributing these plans to relevant personnel, (h) holding regular meetings with assigned students, (i) monitoring and

	managing early alerts, and (j) managing the Early Alert System with a team and making recommendations for improving processes.
High School Career Coaches	High School Career Coaches serve the five public high schools in Accomack and Northampton Counties. These coaches perform activities that are many and varied, focusing on both secondary completion rates and postsecondary enrollment, including (a) facilitating the development of individual career plans and portfolios and providing students with information on careers and career pathways; (b) conducting career assessments; (c) assisting students with making informed decisions about colleges and careers; (d) connecting students to early college programs such as dual enrollment; and (e) assisting students with completion of financial aid, scholarship, and college admission applications. Activities specifically associated with secondary completion include working with career assessments, presentations, and college and career fairs. The coaches distribute information and make announcements about relevant events at the high schools and on ESCC’s campus.

Identification of advising and advising support roles was important in developing a complete understanding of the current structure at ESCC and the new advising model planned in *Advising GPS*.

ADVISING GPS PLAN OVERSIGHT

An Advising Workgroup, led by the QEP Lead for the first year and co-led by the New Student Advisor subsequently, will oversee implementation of the new team advising model and develop appropriate resources to support advising, including an updated advising handbook, advisor training process, and plan for continued professional development for all advisors. The workgroup will also facilitate coordination between advisors and personnel with advising support roles. After hiring the New Student Advisor, the QEP Coordinator role and responsibilities will transition from the faculty member serving as QEP Coordinator to the New Student Advisor. The Advising Workgroup will be added to the ESCC’s list of standing and ad hoc committees (Appendix I).

ADVISING WORKGROUP COMPOSITION

QEP Lead

New Student Advisor

Coordinator of Student and Enrollment Services

Veterans/Career Service Coordinator

Other Personnel Assigned First-Term Advisor Role (e.g., program lead for health sciences, industrial technology)

Faculty Advising Representatives (2)

Non-Credit Advising Representative (Workforce Development)

Financial Aid Representative

Members will report out to their constituencies (e.g., Cabinet, Faculty Senate, Workforce Development)

and solicit feedback for the workgroup on advising issues.

COMMUNICATION PLAN

One challenge in marketing the QEP for the college is the concurrent need to market EAB Navigate. As this technology relates to many aspects of advising and student support, there was concern that students, faculty, and staff may be confused if the Navigate platform and *Advising GPS* were marketed separately and/or without deliberate attention given to helping participants understand the relationship between the two elements. To better facilitate understanding of the college's participation in *Advising GPS: Go, Plan, Succeed*, a communication plan was developed (Appendix J). The Communication Plan for *Advising GPS* has been designed to coincide with the EAB Navigate Staff and Student Communication Plan. The plan will allow for a systematic and consistent approach to QEP implementation.

Section 6 – Implementation Timeline

YEAR 1 (2018-2019)		
TIME	TASK	RESPONSIBILITY
August 2018	Appoint QEP Coordinator	VP of Academic and Student Affairs
August 2018	Appoint members to Advising Workgroup	QEP Coordinator (Faculty), College Leadership Team
Early fall 2018	Commence <i>Advising GPS</i> and EAB Navigate Marketing Plan	QEP Coordinator (Faculty), Marketing and Development Team
Early fall 2018	Initial meeting of Advising Workgroup to set schedule and review charge	QEP Coordinator (Faculty), Advising Workgroup
Fall 2018	Hiring Process for New Student Advisor	VP of Academic and Student Affairs, HR Manager, New Student Advisor Hiring Committee
Fall 2018	Development of advisor handbook, training, and professional development plan	Advising Workgroup
Late fall 2018	Development of advising questions for Initial Advising Assignment (SDV) and Exit/Graduation Survey; review existing Advising Diagnostic Survey to determine if additions/modifications are necessary	Advising Workgroup, Research Planning and Assessment Coordinator
Early spring 2019	Train designated First-Term Advisors	Advising Workgroup
Spring 2019	Initiation of streamlined onboarding process, including assignment of new students to First-Term Advisors (corresponding with EAB Navigate launch)	Coordinator of Student Services and Enrollment, EAB Leadership Team
Spring 2019	Development of advisor evaluation	Advising Workgroup, HR Manager
January/April-May 2019	Collect baseline data for QEP Assessment Plan (deploy Initial Advising Assignment (SDV) and Exit/Graduation Survey; re-administer Advising Program Diagnostic Survey)	Advising Workgroup, Research Planning and Assessment Coordinator, SDV Workgroup
May 2019	Review of Advising Workgroup participants and charge; modify if needed	Advising Workgroup, College Leadership Team
Late Spring 2019	QEP Coordinator role transitions from designated faculty member to New Student Advisor	QEP Coordinator (Faculty)
Summer 2019	Complete QEP Annual Report	QEP Coordinator (New Student Advisor), Research Planning and Assessment Coordinator

2019 (ongoing) Advising Workgroup report out to constituencies (e.g., Cabinet, Faculty Senate, Workforce Development) Advising Workgroup

YEAR 2 (2019-2020)

Fall 2019	Deployment of advisor evaluation and professional development plan	Advising Workgroup, Research Planning and Assessment Coordinator
Fall 2019	Review results from Initial Advising Assignment and Exit/Graduation Survey and Advising Program Diagnostic Survey; establish benchmarks	Advising Workgroup, Research Planning and Assessment Coordinator
Fall 2019	Make recommendations about changes to onboarding process, advising model, and assessment methods; review of assessment results and development of recommendations will take place each subsequent fall.	Advising Workgroup will make recommendations to VP of Academics and Student Affairs, Coordinator of Student Services and Enrollment, and other members of the College Leadership Team, as appropriate.
Fall 2019/Spring 2020	Deploy Initial Advising Assignment in SDV and Exit/Graduation Survey with questions on advising	Advising Workgroup, Research Planning and Assessment Coordinator, SDV Workgroup
Spring 2020	Review of participants and charge; modify and transition to formal committee, if appropriate	Advising Workgroup, College Leadership Team
Spring 2020	Re-Administer Advising Program Diagnostic Survey	Advising Workgroup, Research Planning and Assessment Coordinator
Summer 2020	Complete QEP Annual Report to include assessment results and improvements	QEP Coordinator (New Student Advisor), Research Planning and Assessment Coordinator
2020 (ongoing)	Advising Workgroup report out to constituencies (e.g., Cabinet, Faculty Senate, Workforce Development)	Advising Workgroup

YEARS 3-5 (2020-2023)

Ongoing	QEP fully implemented; ongoing processes continued	
Ongoing	Complete QEP Annual Report each year to include assessment results and improvements	QEP Coordinator (New Student Advisor), Research Planning and Assessment Coordinator
End of fourth year	Begin drafting QEP Impact Report	QEP Coordinator (New Student Advisor), Research Planning and Assessment Coordinator
During fifth year	Complete and submit QEP Impact Report	QEP Coordinator (New Student Advisor), Research Planning and Assessment Coordinator

Section 7 – Assessment Plan

An Advising Workgroup, led by the QEP Coordinator (Faculty for first year, New Student Advisor for subsequent years), will oversee implementation and assessment of the streamlined onboarding processes and the new team advising model, following the tasks and timeline outlined in the Implementation Plan. In August 2018, the QEP Coordinator will work with the college leadership team to appoint members of the Advising Workgroup.

ASSESSING STUDENT LEARNING OUTCOMES

ADVISING GPS STUDENT LEARNING OUTCOMES

- | | |
|--------------|---|
| SLO 1 | Students will develop achievable educational goals. |
| SLO 2 | Students will identify how ESCC will support them in achieving their educational goals. |

To assess the achievement of the *Advising GPA* student learning outcomes, ESCC will use the following tools:

SLO ASSESSMENT TOOLS

- | | |
|-----------------------------|---|
| Initial Advising Assignment | <p>Students will complete an assignment in their SDV class to ascertain their view of the advisement program and what they are learning about academic planning and setting educational goals during their first year. This Initial Advising Assignment will be developed by the Advising Workgroup in collaboration with the Coordinator of Research and Assessment during the fall 2018 semester and will be completed as part of the SDV course each semester beginning in spring 2019. The assignment will include questions in the follow areas:</p> <ul style="list-style-type: none"> ○ How was the student’s overall experience with initial advising? ○ Does the student know who his or her faculty advisor is? ○ Does the student understand the role of the faculty advisor? ○ Does the student know his or her program of study? ○ Does the student understand how this program of study relates to their educational and career goals? |
| Graduation/Exit Survey | <p>Graduating students will be surveyed through an exit survey designed to assess knowledge of their educational goals, their impression of how ESCC supported them in achieving those goals, and the strengths and weaknesses of the advising system. The student Exit Survey is done every year late in the spring term. The Advising Workgroup will collaborate with the Coordinator of Research and Assessment in designing questions to add to the existing Exit Survey—and to modify current questions, if appropriate—in fall 2018. Development of the Exit Survey questions will be informed by NACADA’s (2017) “Core Values of Academic Advising,” Levin et al.’s (2010) characteristics of successful community college advising programs, and the EAB (2025) Navigate Advising Program Diagnostic Survey. The Exit Survey with the new/modified questions will be</p> |

deployed for the first time in spring 2019.

General Education Assessment Process

As previously noted, students are more likely to be in curricula and classes that support their goals through the thoughtfully designed process outlined by *Advising GPS*. Moving through a curriculum methodically and with an understanding of how each course contributes to their goals may further increase students’ likelihood of success. The 2018 CCCSE *Show Me the Way* report supports this assertion through its research on student performance in benchmark areas that are indicators of student academic engagement. As such, a connection can be drawn between improved advising process and students’ general education experience. ESCC faculty routinely assess general education competencies at the end of the spring term and through a process of direct assessment of student work that has been developed and refined over the last five years. Student work is scored using faculty-created rubrics and scoring sheets. Each year the assessment session has improved and the way in which faculty looks at the assessment process is refined. At the close of the sessions and before the next annual session, a debriefing takes place and changes for the upcoming year are noted and shared. The results of the assessments inform program and course changes and will also be used to assess overall student learning at the college in the general education competency areas as the *Advising GPS* plan is implemented.

ASSESSING PLAN GOALS

ADVISING GPS GOALS

Goal 1 To empower students to identify and pursue their academic and professional goals by fortifying the advising model and leveraging technology

Goal 2 To ensure key areas related to advising and student development are supported by a clear oversight structure and robust mechanisms for continuous improvement

To assess the achievement of the *Advising GPA* goals from the perspective of student learning and experiences, ESCC will use the SLO tools outlined above. To access the goals from the perspective of faculty and staff, one additional tool will be used:

GOAL ASSESSMENT TOOLS

Advising Program Diagnostic Survey The EAB Navigate Advising Program Diagnostic Survey will be administered each spring, beginning in 2019. During the fall 2018 semester, the Advising Workgroup in collaboration with the Coordinator of Research and Assessment will review the existing questions to determine if any additions or modifications are necessary prior to administering the survey.

CONTINUOUS IMPROVEMENT PROCESS

Collection of baseline data for assessment of the SLOs will begin in the spring 2019 semester. Once this data is collected, the Advising Workgroup will work in collaboration with the Coordinator of Research and Assessment and the Vice President for Academic and Students Affairs to establish benchmarks to assess student learning in fall 2019.

Collection of preliminary data that may be useful in assessment of the *Advising GPS* goals began in December 2017 as part of the initial EAB Navigate implementation. The Advising Workgroup will review this data and make modifications to the Advising Program Diagnostic Survey, as needed, in fall 2018. Following administration of the modified program diagnostic survey in spring 2019, the Advising Workgroup will work in collaboration with the Coordinator of Research and Assessment and the Vice President for Academics and Students Affairs to establish benchmarks for goal assessment in fall 2019.

Additionally, the Advising Workgroup will participate in the ongoing General Education Competency Assessment plan and assist in the evolution of that process as ESCC transitions to the new SCHEV and VCCS competencies and assessment guidelines as discussed on page 21.

Recommendations about changes to the onboarding process, the advising model, and the assessment methods outlined in this plan will be made by the workgroup on a continual basis. The workgroup will make recommendations to VP of Academic and Student Affairs, Coordinator of Student Services and Enrollment, and other members of the College Leadership Team, as appropriate. This review and recommendation process will take place each fall following initial data collection in spring 2019. Members of the workgroup will also routinely report out to their constituencies (e.g., Cabinet, Faculty Senate, Workforce Development) and solicit feedback for the workgroup on advising issues.

Section 8 – Institutional Capability to Support ESCC’s Advising GPS

ESCC has demonstrated its commitment to the importance of advising to promote student success by funding the initiatives proposed in *Advising GPS*. The college worked collaboratively to develop an integrated, transparent budget plan in support of the plan. The plan is designed to allow flexibility in terms of both process and change management.

BUDGET STRUCTURE

The *Advising GPS* budget includes costs for project supervision, personnel, professional development, technology, marketing, and other associated costs. Ongoing personnel costs reflect a planned salary increase of 2% in the second year. In addition to allocating new funding, ESCC has deliberately identified existing funding related to advising and student development initiatives. This approach results in a budget plan that is sustainable over time and clearly demonstrates ESCC’s commitment to the QEP.

BUDGET OVERSIGHT

The QEP Coordinator, Advising Workgroup, and Vice President of Academics and Student Affairs will work with the Vice President of Financial and Administrative Services to ensure that adequate resources are provided in support of *Advising GPS*. ESCC envisions an ongoing, integrated budget process that requires the current five-year budget plan to be adjusted and updated in the early spring of each year in anticipation of funding in the college’s established budget cycle.

BUDGET HIGHLIGHTS

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
CURRENT ASSETS					
Student and Enrollment Services Coordinator/Counselor (25% workload)	\$16,340	\$16,667	\$16,667	\$16,667	\$16,667
Career Services/Veteran Services Counselor (25% workload)	\$9,062	\$9,243	\$9,243	\$9,243	\$9,243
Faculty Advisors (10% of full-time faculty workload)	\$87,520	\$89,280	\$89,280	\$89,280	\$89,280
EAB Navigate System	VCCS ¹	VCCS	VCCS	VCCS	TBA ²
REALLOCATED ASSETS					
Marketing and Materials	\$500	\$250	-	-	-
Advisor Training and Professional Development	\$1500	\$1000	\$500	\$500	\$500

QEP Coordinator (release time to faculty)	\$ 10,941	-	-	-	-
NEW ASSETS					
New Faculty Advisor (new part-time hire)	\$14,959 ³	\$22,439	\$22,439	\$22,439	\$22,439
NACADA Membership	\$175	\$175	\$175	\$175	\$175

¹VCCS contracted with Education Advisory Board (EAB) for implementation of the Navigate onboarding and advising system. Funding for the project is included in VCCS five-year budget plan. 2017-2018 was considered year one since EAB work was contracted to start in March, 2017. The price is fixed for 5 years. Navigate will be funded at the system level until 2021-2022.

²After 2021, the VCCS will assess payment plans based on any price increase and available funds.

³Funding provided through system-wide \$2/credit hour tuition increase.

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Appendices

Appendix A

SDV Work Group Report (May-August 2018)

Participants

Bonnie Nortstrom (chair), Kentrell Walker, Dan Lewis, Emily Moore, Cheryll Mills, Teresa Guy, Alfie Destro

COURSE DESCRIPTIONS	
SDV 100 - College Success Skills	SDV 101 - Orientation to (Specify the Discipline)
Assists students in transition to college. Provides overviews of college policies, procedures, curricular offerings. Encourages contacts with other students and staff. Assists students toward college success through information regarding effective study habits, career and academic planning, and other college resources available to students. May include English and Math placement testing. Strongly recommended for beginning students. Required for graduation. Lecture 1 hour per week. (1 credit)	Introduces students to the skills which are necessary to achieve their academic goals, to services offered at the college, and to the discipline in which they are enrolled. Covers topics such as services at the college including the Learning Resources Center; counseling, and advising; listening, test taking, and study skills; and topical areas which are applicable to their particular discipline. Lecture 1 hour per week. (1 credit)

Importance of SDV:

SDV 100 and SDV 101 are integral part of the first-year experience. The SDV redesign is part of the ESCC Supports initiative and EAB Navigate with a focus on advising. It has been recognized that the current SDV courses needs to be strengthened and many of our local high school students earn a diploma but lack the skills necessary to be successful at the community college level. ESCC is unique in that our demographics also include a large population of non-traditional and first-generation students as well. They enter community college as part-time students while balancing college, employment, and family. SDV 100 and SDV 101 are courses that play a role in facilitating a successful first-year experience. Skills and information taught in SDV 100 and SDV 101 are tools that can be extended as the student/graduate enters the workforce or transfers out to a 4- year institution.

Issues Identified:

1. SDV is a course that should be taken during the student’s first semester. Although there historically were a reasonable number of section offerings of SDV 100 (4-7), class sections are often cancelled due to low enrollment or lack of instructors available during selected times. There has also been declining enrollment, so fewer sections have been offered initially and more sections have been closed. If the student cannot fit the remaining sections into their existing course schedule, they put off taking SDV 100 until future semesters. The result is that students cannot always take SDV their first semester, undermining the effectiveness of the course.
2. While a standardized syllabus and set of recommended course activities was created in the past, the loss of a First-Year-Experience Coordinator position and recurring transition in the Vice President of Academic and Student Affairs role resulted in the standardized content not being implemented. Currently there is not a master syllabus or schedule for either SDV 100 or SDV 101. Instructors who are assigned to teach SDV 100 and SDV 101 lack guidance, and there are inconsistencies as to what content is being taught, the delivery of the content, and the time frame in which information is being disseminated. Through discussion, faculty teaching the course learned that the material and timeframe for covering that material varied.
3. In the past, college Success Coaches have taught the course, as well as adjunct faculty. In addition, some full-time faculty have been assigned to a SDV 100 course at the last minute to fulfill workload

requirements. Faculty who are assigned to teach SDV 100 are often given inadequate notice and prep time. While some faculty have taught the course before, others have not. This issue is exacerbated by the lack of a standardized syllabus.

4. There has been a lack of clarity on credentials for teaching the course and who should be given priority to teach it.

Components of the SDV Redesign and Recommendations:

1. The Fall 2018 semester currently includes 7 sections of SDV 100 and 2 sections of SDV 101. This schedule has been thoughtfully designed to accommodate the needs of all students wishing to take SDV 100 and SDV 101, and every student should have the opportunity to take a SDV 100 course in the Fall. It has been recommended that all sections remain open regardless of enrollment.
2. A master syllabus, schedule template, and sample activities were created. These materials will be supplied to faculty asked to teach SDV 100 and SDV 101 courses. The master schedule will include time allocated to completion of the Initial Advising Assessment Survey.
3. Follow-ups will be scheduled at the end of each semester to assess which activities worked well and which did not. Faculty will be asked to make recommendations for future activities and needed adjustments to the syllabus and schedule.
4. Faculty will be assigned by July 1, 2018 for the Fall 2018 semester. It is important that faculty and staff are committed to teaching engaging classes and partnering with students to optimize the learning experience. Dr. Lewis researched credentials to determine the appropriate qualification for teaching SDV 100 and SDV 101 courses. His finds were as follows:

Qualifications required to teach SDV should be based on experience providing instruction and services in higher education on a case by case basis. At a minimum, faculty teaching SDV should have a minimum of a BA or BS. We can make a reasoned case for each individual based on knowledge of our college. For example, anyone at the college who has a background in instruction, advising, student success seems an ideal candidate for teaching SDV.

5. The SDV courses will be mentioned at Student Orientation. Emphasis will be placed on the student that SDV 100 or SDV 101 should be completed their first semester. Advisors will advise first-year students to enroll in SDV 100 and SDV 101 their first semester. The students will then gain skills and information necessary to facilitate success in their chosen program.

Appendix B

EAB Navigate Advising Program Diagnostic Survey

from the Advising Program Diagnostic Toolkit: <https://user-fblllyz.cld.bz/Advising/Advising-Diagnostic-Toolkit/1>

Overview

Purpose: Reflecting on Your Advising Program Strategy

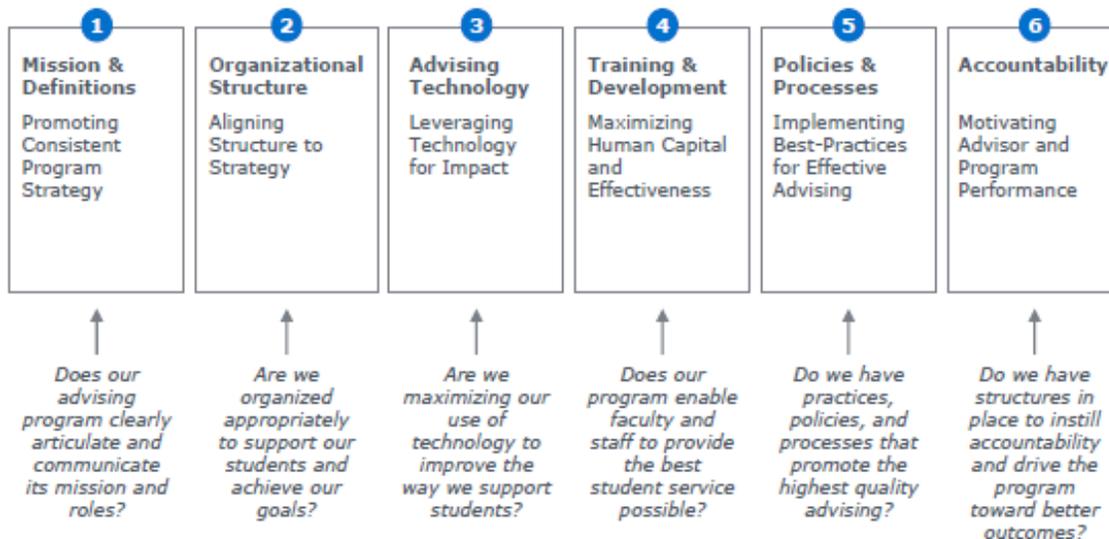
The following diagnostic tool is designed to help members evaluate the robustness of their advising program and how well it operationalizes best practices to support student success. Completion of this diagnostic guides members through program evaluation attribute-by-attribute, enabling you to identify areas of strength, areas for discussion, and areas for renewed focus toward improvement.

Note: this is not a traditional advising program assessment. It does not attempt to assess advising practice or how well an advising program contributes to the attainment of student learning outcomes for advising. This diagnostic focuses primarily on macro-level program design: the structure and strategy of a robust advising program.

How to Use This Tool

- **Collaborate.** We recommend that members fill out this diagnostic collaboratively as a leadership team. This tool is designed to enable broad evaluation, which means that you may need to consult various stakeholders around campus in order to evaluate some program attributes.
- **Discuss.** There are six sections of the diagnostic, corresponding to what we see as the six key aspects of an advising program and strategy. Within each section are program attributes that describe what an excellent advising program has or does. As you go through each section, discuss the program attributes and use the second column to grade the strength of your existing program (weak, sufficient, strong).
- **Make plans for action.** After completion of the diagnostic, identify attributes where your advising program needs improvement (i.e., attributes where you marked 2 or 3) and next steps. As you plan and take action, review any recommended resources from the EAB library (in the third column on each page) and discuss with your dedicated consultant.

Six Areas of Evaluation





Mission & Definitions

Promoting Consistent Program Strategy

1	Program Attribute	Grade			Recommended Resources
		Strong	Sufficient	Weak	
1	Maintains consensual, documented, university-wide definitions of: effective advising, the advising program mission, and student learning outcomes for advising	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak	NACADA sample academic advising syllabi
2	Maintains advisor role definitions that are standardized as much as possible and specify advisor responsibilities and performance expectations	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak	Sample advisor role descriptions
3	Specifically includes student retention and success responsibilities in advisor role definitions	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak	
4	Sets goals and implements strategies to specifically address achievement gaps between student populations	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak	
5	Provides clear and accessible information on the advising program (e.g., mission, locations, hours, services, contacts) to all campus constituents	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak	Practice: advising portals
6	Provides students with clear, centralized, and current information on advising processes, requirements, and best practices	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak	
7	Delineates advisee and advisor responsibilities in the advising relationship, and communicates these to students	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak	NACADA student and advisor rights and responsibilities documents

Summary

Area 1

Count	
Strong =	_____
Sufficient =	_____
Weak =	_____



Organizational Structure

Aligning Structure to Strategy

1	Program Attribute	Grade			Recommended Resources
		Strong	Sufficient	Weak	
1	Has a central, senior leader with university-wide responsibility for advising strategy, operations, and assessment	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak	Vice Provost or President for Student Success job descriptions
2	Maintains updated and accessible organizational charts for all members of the advising organization	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak	Sample organizational charts
3	Has a management structure that provides sufficient oversight and support for front-line staff (e.g., advising managers or unit leaders)	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak	Practice: advising manager
4	Maintains clear processes for advisor assignment and student flow between advisors	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak	
5	Maintains caseload sizes that are manageable, equitable (though not necessarily equal), and consistent with advising mission and goals	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak	NACADA advisor load survey
6	Dedicates advising staff and resources to support the needs of special student populations (e.g., transfer students, provisional admits, first generation)	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak	
7	Structures advising to provide sustained, stage-sensitive support for all students throughout their undergraduate careers	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak	
8	Maintains a group, structure, or mechanism for advisor-to-advisor communication and collaboration, as well as for feedback on policy or procedure decisions	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak	CSU-Fullerton Case Study
9	Has advising facilities that... <ul style="list-style-type: none"> adequately support the program's delivery of services and mission Promote universal access for all students through location and prominence Enable collaboration between advisors 	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak	
10	Maintains strong partnerships with other student support units on campus to improve coordination and achieve increased impacts on student success	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak	

Summary

Area 2

Count

Strong = _____

Sufficient = _____

Weak = _____



Advising Technology

Leveraging Technology for Impact

1	Program Attribute	Grade			Recommended Resources
		Strong	Sufficient	Weak	
1	Trains leadership on advising technology and has leaders aware of any technology gaps and actively working to optimize tech availability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SSC Technology Audit
2	Provides advisors with user-friendly and effective technologies, specifically to assist with... <ul style="list-style-type: none"> • Risk assessment • Strategic intervention and population management • Scheduling • Collaboration with other advisors, faculty, and staff • Communication with students • Delivery of advising services • Process completion (e.g., registration, holds) • Degree progress and/or audit 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Achieves near universal awareness among advisors for how to use each technology system and strong adoption/utilization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Practice: advisor resource hubs
4	Provides advisors with explicit technology expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sample SSC utilization expectations
5	Streamlines advisor workflow by eliminating duplicative processes and providing best practice recommendations on which systems to use for common advising activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Advising Technology Workflow Integration Toolkit
6	Maintains processes for regularly updating and training staff on changes/enhancements to their advising technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Summary

Area 3

Count

Strong = _____

Sufficient = _____

Weak = _____



Training & Development

Maximizing Human Capital and Effectiveness

1	Program Attribute	Grade		
		<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak
1	Designates owners for advisor onboarding, training, professional development, and resource management	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak
2	Provides standardized advisor onboarding and training	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak
3	Cross trains advisors in related student support areas (e.g., career planning, financial aid, study skills)	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak
4	Provides ongoing advisor training and professional development opportunities and resources	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak
5	Specifically integrates advising technology into advisor onboarding, training, and professional development	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak
6	Provides advisors with adequate self-service informational resources, including... <ul style="list-style-type: none"> An advising manual, e-handbook, and/or online resource portal Access to professional resources (e.g., NACADA) Clear and current documentation of advising policies and procedures 	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak
7	Maintains clear and consistent job descriptions, hiring criteria, and hiring processes	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak

Recommended Resources

- [Adviser training resources](#)
- [NACADA advisor training and development resources](#)

- [NACADA sample advising handbooks and manuals](#)

Summary

Area 4

	Count
Strong =	_____
Sufficient =	_____
Weak =	_____



Process & Policy

Implementing Best-Practices for Effective Advising

1	Program Attribute	Grade			Recommended Resources
		Strong	Sufficient	Weak	
1	Maintains a common understanding amongst advisors of their approach to working with students (e.g., developmental, appreciative, intrusive, prescriptive) to standardize practice and thereby the quality of the student experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Maintains policies that minimize student ability to opt out of advising and encourage students to engage with advisors at critical junctures in their academic careers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Practices intrusive and proactive advising to actively reach out to students unlikely to access services on their own and engage them in programmatic support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Targeted advising campaign resources Practice: campaign calendar
4	Integrates post-graduate/career and personal goal setting into advising conversations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Career advising resources
5	Maintains clear referral pathways and processes that enable effective transition of students to other service providers (e.g., tutoring, financial aid) and efficient follow up to close the loop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	Maintains consistent and shared records through standardized practices for advising documentation (e.g., taking notes, tracking appointments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	Provides students with high-quality self-advising resources to promote active engagement in the advising process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Prescriptive Degree Maps Student Self-Advising Resources
8	Engages in continuous examination of relevant academic and advising policies to identify barriers or challenges to student success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> AAF Academic Policy Diagnostic SSC institution reports toolkit
9	Leverages alternative delivery mechanisms (e.g., group, phone, evening hours) to optimize student access to advising services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Summary

Area 5

Count

Strong = _____

Sufficient = _____

Weak = _____



Accountability

Motivating Advisor and Program Performance

	Program Attribute	Grade		
1	Assigns advisors responsibility for a defined caseload of students and their success	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak
2	Distributes data on key performance indicators to advisors on a regular basis to promote performance	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak
3	Maintains regular advisor performance evaluation processes and/or integrates advising responsibilities into formal review processes for faculty advisors	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak
4	Incorporates relevant, student-centered metrics into advisor performance evaluations	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak
5	Provides the resources and mechanisms for advisor recognition and reward	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak
6	Maintains multiple levels of advising roles to create a career pathway and promote staff retention	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak
7	Provides leaders with direct access to reporting on advising program and individual advisor performance	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak
8	Maintains and operationalizes a plan for periodic evaluation of advising program effectiveness, including student learning outcomes from advising	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak
9	Provides regular reports on program effectiveness and operations to institutional leadership and other campus stakeholders	<input type="checkbox"/> Strong	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Weak

Recommended Resources

- [Imagining a Population Health Model for Student Success Webinar](#)
- Practice: weekly registration updates
- Practice: advising activity dashboards
- Sample advisor evaluation criteria
- [Sample advisor career ladder](#)
- SSC utilization reports
- [NACADA assessment and evaluation resources](#)

Summary
Area 6

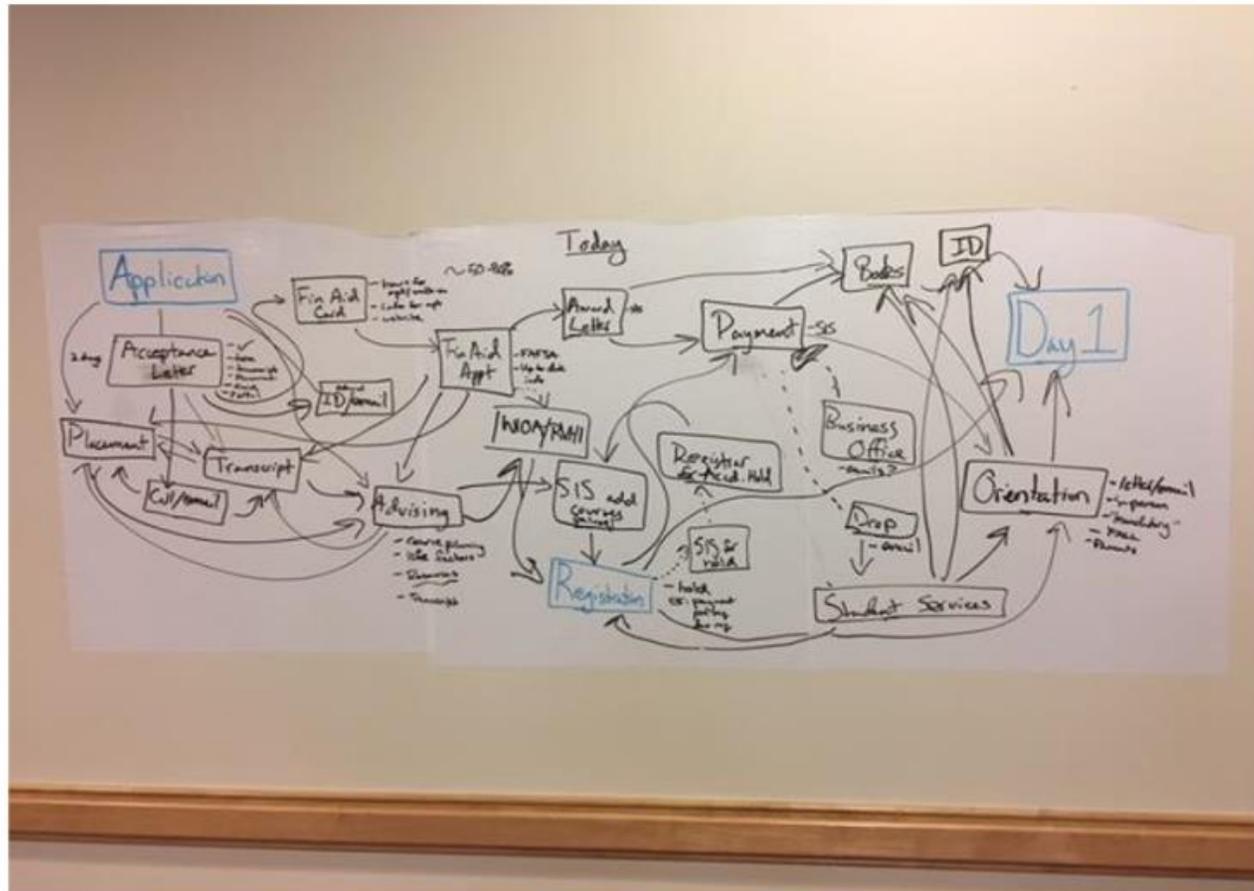
	Count
Strong =	_____
Sufficient =	_____
Weak =	_____

Appendix C

Onboarding Process Map

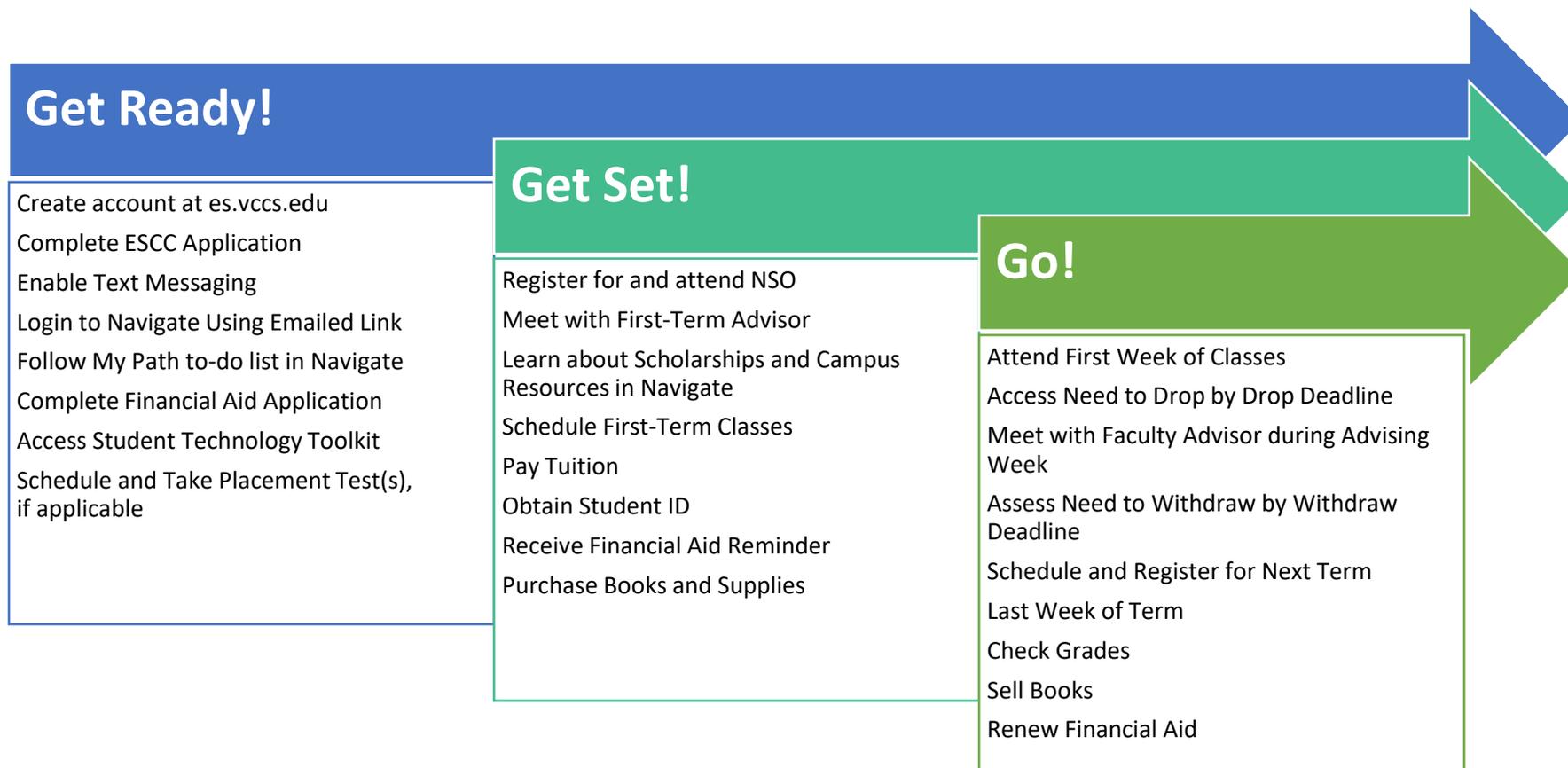
6

ESCC's Students' view of path to Day One



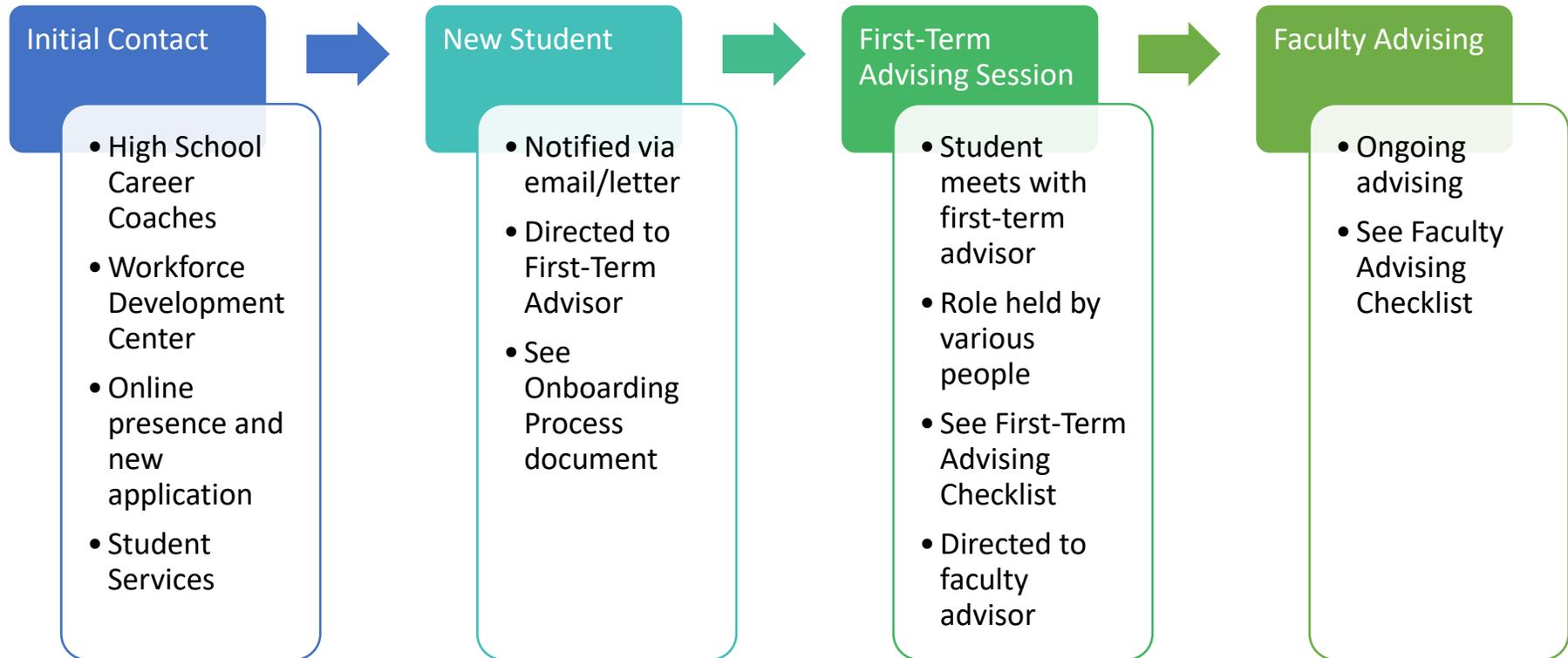
Appendix D

ESCC's Streamlined Onboarding Process



Appendix E

New Onboarding, Initial Advising, and Advising Process



Appendix F

First-Term Student Advising Checklist

Student Name _____ Empl/Student ID _____

Program of Study _____ Date _____

TOPICS COVERED

1. _____ Identify and/or confirm curriculum and verify information posted in SIS under student name.
2. _____ Review reasons for seeking enrollment at ESCC/discuss goals and interests; include results of major exploration assessment.
3. _____ Review Programs of study, including transfer vs. applied programs.
4. _____ Discuss placement test results and impact on academic goals/program plan.
5. _____ Discuss previous college credit completed, if any, including AP, CLEP, transfer credits and explain evaluation process.
6. _____ Counsel student on how prerequisites affect schedule and plan.
7. _____ Provide and review Program Sheet for the specific program chosen.
8. _____ SDV requirement explained.
9. _____ Assess appropriate load: full-time vs. part-time academic load, including preparation time.
10. _____ Paying for College: payment plan, financial aid, tuition costs, deadlines to pay.
11. _____ Financial Aid intro, importance of following tips:
 - a. Check To DO LIST and Message Center in SIS Student Center – regularly _____
 - b. Check Award posting in SIS Student Center – regularly _____
 - c. FACA regulation Fin Aid can only cover classes that are required for program _____
 - d. Contact Financial Aid **before** you change number of credits change either add or drop _____
 - e. Limited window to purchase books using financial aid _____
 - f. Maintain grades to keep aid _____
12. _____ Get student to log into MyESCC and set up access. Give brief overview of tools (Blackboard, email, etc.)
13. _____ Assist student with registration process.
14. _____ Explain faculty advisor will take over and how to find faculty advisor when they will be assigned.
15. _____ Veteran contact intro if appropriate.
16. _____ Give brief overview of services and resources at ESCC (i.e., disability services, tutoring, Smart Thinking, Learning Resource Center, Success Coaches, Lunch & Learn, Star Transit, etc.).

We have covered the above topics, and I understand that I am ultimately responsible for my program and my success at ESCC!

PRINT NAME _____ Signature _____

Advisor Name (Print) _____

Copy to student _____ Copy to file _____

Appendix G

Faculty Advising Checklist

Student Name _____ Empl/Student ID _____

Program of Study _____ Date _____

TOPICS COVERED

1. _____ Discuss role of faculty advisor.
2. _____ Confirm address and phone number. If changes need to be made, the student needs to log in to MyESCC and update their personal information in SIS.
3. _____ Confirm current program/plan. If student is changing program or updating catalog year, have student complete the Student Data Change Form.
4. _____ Review reasons for enrollment at ESCC/discuss goals and interests.
5. _____ Review programs of study, (if needed) including transfer vs. applied programs.
6. _____ Discuss placement test results (if needed) and impact on academic goals/program plan.
7. _____ Discuss transfer plans, (if needed) including review of 4-year transfer guides.
8. _____ Advise student on how pre-requisites affect schedule and plan, as needed.
9. _____ Provide and review Curriculum sheet for the specific program chosen.
10. _____ Plan out future semester(s)
 - a. Graduation application reminder, if needed.
11. _____ Check SDV requirement fulfilled.
12. _____ Check appropriate course load: full-time vs. part-time academic load, including preparation time.
13. _____ Paying for College: payment plan, financial aid, tuition costs, deadlines to pay.
 - a. Remind students about scholarships and financial aid options _____
14. _____ Financial Aid reminder, if applicable. Review importance of following:
 - a. Check TO DO LIST and Message Center in SIS Student Center – regularly _____
 - b. Check Award posting in SIS Student Center – regularly _____
 - c. FACA regulation Fin Aid can only cover classes that are required for program _____
 - d. Contact Financial Aid **before** you change number of credits change either add or drop _____
 - e. Limited window to purchase books using financial aid _____
 - f. Maintain grades to keep aid _____
15. _____ If Veteran, remind them to see Certifying Official.
16. _____ Briefly review services and resources at ESCC (i.e., disability services, tutoring, Smart Thinking, library, Success Coaches, Lunch & Learn, Star Transit, etc.).
17. _____ Assist with registration process, if needed. Sign registration form, if permission is required.

We have covered the above topics, and I understand that I am ultimately responsible for my program and my success at ESCC!

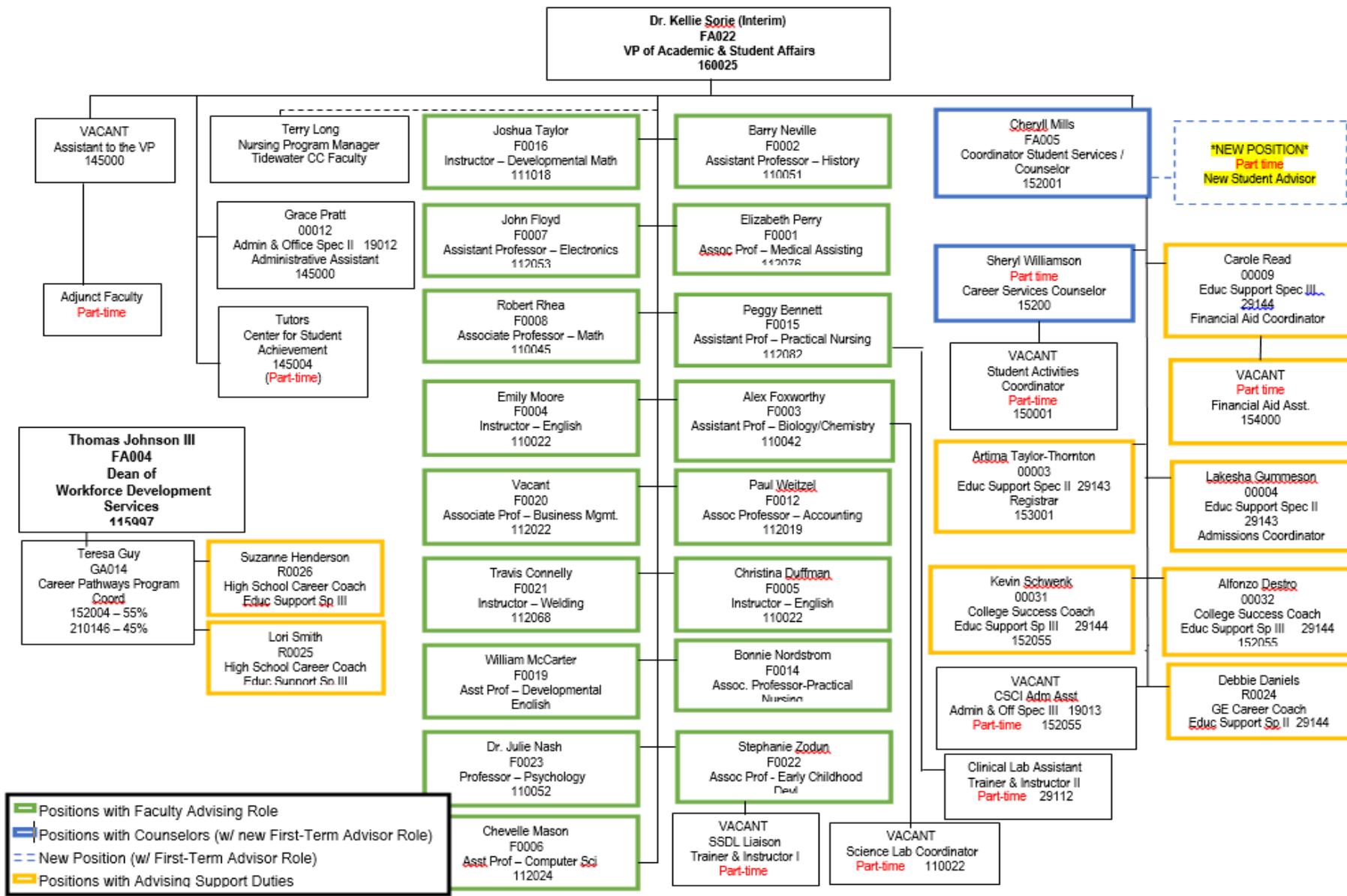
PRINT NAME _____ Signature _____

Advisor Name (Print) _____

Copy to student _____ Copy to file _____

Appendix H

Organizational Chart Showing Advising/Advising Support Roles with New Student Advisor Resulting from *Advising GPS* Implementation



Appendix I

ESCC Committee and Workgroup Structure with New Advising Workgroup

2017-2018

Standing Committees

Curriculum and Instruction
Diversity and Inclusion
Educational Support Programs
Emergency Preparedness
Enrollment Management
Facilities and Human Resources
Institutional Planning and Effectiveness
Technology

Ad Hoc Committees

Admissions
ESCC Supports
Financial Aid Appeals
Navigate Leadership
QEP Leadership Team
SDV Redesign Relaunch
Shore Lights Award

2018-2019

Standing Committees

Curriculum and Instruction
Diversity and Inclusion
Educational Support Programs
Emergency Preparedness
Enrollment Management
Facilities and Human Resources
Institutional Planning and Effectiveness
Technology

Ad Hoc Committees

Admissions
Advising Workgroup *New for QEP*
Distance Learning
ESCC Supports
Financial Aid Appeals
First-Year Experience/SDV
Navigate Leadership
Shore Lights Award

Appendix J

Eastern Shore Community College Advising GPS Project Communication Plan July 2018

Introduction

To better facilitate understanding of the college's participation in *Advising GPS: Go, Plan, Succeed*, a communication plan was developed. The plan will allow for a systematic and consistent approach to QEP implementation. Communication about this QEP began through the process of selection of a topic for the QEP and will continue through implementation of the plan.

One challenge in marketing *Advising GPS* is the concurrent need to market the EAB Navigate System. As this technology relates to many aspects of advising and student support, there was concern that students, faculty, and staff may be confused if the Navigate platform and *Advising GPS* were marketed separately and/or without deliberate attention given to helping participants understand the relationship between the two elements. This communication plan has been designed to roll out *Advising GPS* and EAB Navigate together.

Messaging

Messaging will be specific to each audience — students, faculty, and staff — and will translate the QEP technical document into relevant, clear, and meaningful messaging. Messaging will be provided by Communications and Marketing in collaboration with the QEP Coordinator, the EAB Navigate Implementation Lead, and the Advising Workgroup.

Email Communication and Audiences

Email updates will go out to each audience from a meaningful source. Messaging will be directed to the following audiences:

- Students (sent from Coordinator of Student Services/Navigate Lead)
- Faculty (sent from QEP Coordinator and Department Chairs)
- Staff (sent from QEP Coordinator).

Emails will briefly cover project milestones and required actions and will direct readers to contact the QEP Coordinator, Navigate Implementation Lead, and/or other members of the Advising Workgroup for further information.

Other Mediums of Communication

Initially, *Advising GPS* posters will be prominently displayed on campus, including the QEP title, brief messaging, and directions for readers to visit the website for more information. Messages will also be shared through the college's informational screen and through social media platforms.

MESSAGE	CHANNEL/ MEDIA	TARGET AUDIENCE	PLANNED DATE
Faculty and Staff			
<i>Advising GPS</i> Brief Overview	Presentation at College-wide Convocation	Faculty & Staff	Aug 15
Expanded <i>Advising GPS</i> /EAB Navigate Information Session	Presentation and demonstration of Navigate at College-wide Planning Day	Faculty & Staff	Sept 4
Project Update-“It’s Coming” –Watch for more frequent updates; part of a statewide commitment, synced to PeopleSoft, Bullet points on new advising model	Email	Faculty & Staff	Oct 15
Final Elevator Speech	Include with other communication; post on Intranet	Faculty, Staff, Students	Oct 15
Overview information for campus and college staff meetings	Email with Handout; Powerpoint	Administrators	Oct 15, repeat Dec 3
Overview of <i>Advising GPS</i>	Email with Handout; Powerpoint	Faculty & Staff	Week of Nov 4, repeat week of Dec 22
Hands-on trial versions of EAB Navigate	Web (Announce with email, including directions)	Faculty & Staff	Nov 4
Where to direct feedback and questions (Points of Contact/EAB Superusers)	Email along with other information being sent out	Faculty & Staff	Nov 4
Information for advisors for use in sessions prior to March 1	Email with handout; Powerpoint	Faculty and Staff with Advising and Advising Support Roles	Nov 4
Information for SDV instructors to tell students in spring sections	Email with handout; Powerpoint	SDV Workgroup	Nov 4
Overview information for campus and college staff meetings	Email with Handout; Powerpoint	Administrators	Dec 3
Information for advisors for use in sessions before and after March 1	Email with handout; Powerpoint	Faculty and Staff with Advising and Advising Support Roles	Jan 2
Information for SDV instructors to tell students in spring sessions for use after March 1	Email with handout; Powerpoint	SDV instructors	Jan 3, repeat Feb 19
Overview of Training and Training Schedule and role of Administrators	Email	Administrators	Jan 3
Overview of Navigate and Campus	Webinar	Faculty and Staff	Week of Jan 2
Summary Overview of Roles and Terminology for <i>Advising GPS</i>	Presentation at College-wide Convocation	Faculty and Staff	Jan 2
Overview of Navigate and Advising for Adjunct Faculty including DE (sent through Department Chairs)	Email	Adjunct Faculty	Jan 7
Specific in-person Training	On-site training (announce schedule through email)	Faculty and Staff with Advising and	Mid-Jan through Feb

		Advising Support Roles	
Training with information for staff on how to support students using Navigate	On-site training (announce schedule through email)	Staff Offices	Mid-Jan through Feb
Advanced training for Faculty and Staff with Advising and Advising Support Roles	Webinar	Faculty and Staff with Advising and Advising Support Roles	Week of Feb 19
Information for SDV instructors to tell students in for use after Mar 1	Email with handout; Powerpoint	SDV instructors	Feb 19
Update Student Services website to describe new advising model	Web	Existing Student	February 19
Students			
It's Coming Announcement	Email, Web/Social Media, Blackboard, Screens, Banners, SDV Classes	Existing Students	Jan 7
Reminder "It's Coming"	Email, Web/Social Media, Blackboard, Screens, Banners, SDV Classes	Existing Students New Students	Feb 5 and weekly
Reminder of Advising Options/Requirements and Registration Start	Email, Web, Blackboard, Flyers, Screens, Faculty Announcements in Class	Existing Students New Students	Feb 5 and weekly through Mar 3
Tutorials	Web, Flyers, Email	Existing Students New Students	Feb 19 and ongoing
Demonstrations	Web, Screens	Existing Students New Students	Late-Jan through Mar
In-Person Training	SDV Classes	Existing Students New Students	Mar 1 and ongoing
Go Live with EAB Navigate; new students begin being directed to First-Term Advisors	New Web Landing Page with links	Existing Students New Students Transient Students	Mar 1
Advising Week 4/1-5, Registration for Current Students Opens 4/8, Open Registration begins 4/15			
Call to Action—Use Navigate to Register (and Complete Onboarding)	Email, Web/Social media, Blackboard, Flyers, Screens, Banners, Faculty Announcements in Class	Existing Students New Students	Mar 3 Apr 2
Call to Action—Complete Navigate before First-Term Advising Session	Email, Web	New Students	Mar 1
"Where to Get Help with Navigate"	Email, Web, Blackboard, Screens	Existing Students New Students	Mar 1 and ongoing
Reminder to Use Navigate	Email, Web/Social media, Blackboard, Flyers, Screens, New Banners	Existing Students New Students	Mar 1 and ongoing
Use Navigate Onboarding Before Orientation	Email, Letter to New Students	New Students	Mar 1 and ongoing
Information for Faculty to Use to encourage students to use Navigate	Email with Handout	Faculty	Mar 1
Call to Action—Use Navigate to Register (and Complete Onboarding)	Email, Web/Social Media, Flyers, Screens, New Banners	New Students	Apr 2