ROCKINGHAM

NOT YOUR TYPICAL COMMUNITY COLLEGE

Student success through Orientation, Advising, & Relationships

SOAR at **RCC;** A Quality Enhancement Plan

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Maintenance Phase

Message from the President

Rockingham Community College (RCC) is dedicated to student success. Everything we do is designed to enhance students' educational experiences at our college and to produce life-long learners who continue to seek education.

The Quality Enhancement Plan (QEP) will help our students achieve their academic and professional goals by enacting a comprehensive plan of assessment and advisement. Through the use of a formal orientation program, an advising center and intentional advising process, as well as a student success class, we will enrich the quality of student learning and improve the college's learning environment for all students.

Located in an economically depressed county in rural North Carolina, this institution is the best option for many of our students to achieve their vocational and educational dreams. Over the last several years RCC has developed new services for students and new professional development opportunities for instructors designed to help all stakeholders achieve their educational goals. We are confident that the changes the college has embraced and the enactment of our QEP will result in an improved experience for all students at the college.

Working as a cohesive team the administration, staff, and faculty of RCC have pledged to serve the students of this county to the best of our ability. We look forward to implementing new strategies that will improve the student experience and ultimately help this entire community grow to its full potential.

Sincerely,

Michael S. Helmick, Ed.D.

Executive Summary

The mission of Rockingham Community College (RCC) is to enhance individual and community success in Rockingham County through education as well as full development of human potential, service to business and industry, and contributions to cultural and social development. RCC supports the importance of students' progress towards their maximum potential and recognizes the role of education in upholding our mission. RCC is fully committed to improving student learning by implementing strategies that enhance the mission through coursework and extracurricular activities.

According to current institutional data (2012-2013), RCC serves 2,254 curriculum students. More than half (58%) of these students attend part-time. The average age of curriculum students is 25.7. In terms of gender, the majority of students are women (1,394, 61.8% female; 860, 38.1% male). Over half of our students are unemployed (1,427; 63.3%). Most of our students (1,910, 84.7%) are seeking associate degrees. In terms of ethnicity, our student population consists of 1,609 (71.3%) White, 486 (21.5%) Black, 89 (3.9%) Hispanic, 47 (2%) Other, 13 (.5%) Asian, and 10 (.4%) Native American students. These numbers are comparable to those of North Carolina, according to the most recent census data (US Department of Commerce, 2012).

RCC's 2013-2018 Quality Enhancement Plan (QEP) focuses on implementing a first year experience including intentional advising in a centralized Advising Center, an orientation program, and a college student success class. The mission of our QEP is to enhance student learning by teaching students how to develop educational goals and by providing services that will help them to achieve these goals. The QEP goals are to teach students to develop comprehensive educational plans of study that fit with their interests, abilities, and values; to teach students strategies for academic success; and to teach students to build relationships with their advisor and the campus community. Our overarching institutional goal is to provide students with the tools necessary to persist at RCC.

Our QEP includes assessment of these goals and their associated outcomes through multiple measures including the use of rubrics (Appendix A) to analyze student reflection papers, pre- and post-tests, interest inventories, completion of an educational plan, and institutional data collection. Once all the data are collected and analyzed, a QEP Implementation Committee will develop strategies to continue the momentum of the QEP ensuring the best use of assessment data and student feedback. By improving the environment at our college in terms of intentional advising, teaching strategies for success, and building relationships, we anticipate an increase in persistence, retention, and graduation rates at RCC.

Process Used to Develop the QEP

Committee Selection

In 2011, RCC's president, Dr. Robert Keys, appointed a SACSCOC Coordinator who in turn named a SACSCOC/QEP Steering Committee Chairperson. To ensure that the contributions to the QEP were representative of the campus, this chairperson invited faculty and staff from each academic and support area to form RCC's QEP Steering Committee. The group's initial membership reflects the composition of the college:

Robert Brandon	QEP Chairperson, Associate Professor, English
Kris Brooks	Instructor, Machining
Diane Dalton	Instructor, Computer Information Technology
Cheryl Evans	Technology Specialist
Lori French	Associate Professor, Biology
Mary Gomez	Librarian
Tony Gunn	Associate Vice President for Facilities and External Affairs
Lynne Haynes	Associate Professor, Physical Education
Tommiann Hill	Program Coordinator, Workforce Training and Outreach
Derick Satterfield	Director, Enrollment Services

After the selection of a student success-based topic, several members of the college community with experience related to the topic were added to the committee. These additions included the following:

Amy Bell	Director, Student Support Services TRiO Program
Atticia Bundy	Counselor
Melanie Eley	Director, Counseling Services
Regeina Galloway	Director, Student Success Center
Carla Moore	Registrar
Kevin Osborne	Director, Institutional Research and Planning
Ben Wooster	Instructor, Philosophy and College Student Success

The primary goal of this group was to establish a QEP topic relevant to the needs of the college community and began gathering input from college stakeholders: students, faculty, staff, administrators, Board of Trustees, and civic organizations. The QEP Steering Committee explored institutional research and coupled this data with the feedback from stakeholders to develop a plan for increasing the effectiveness of student learning. In addition, the QEP Steering Committee frequently met with members of the faculty and staff to share information about the project and to elicit feedback. Later, subcommittees were developed to complete other tasks such as marketing, writing, and editing.

Stakeholder Observations

One of the QEP Steering Committee's first tasks was to gather feedback from college stakeholders about possible QEP topics. The QEP Steering Committee conducted one-on-one

interviews with faculty and staff members. These interviews were immediately followed by an online survey which accumulated responses from 132 of the college's 217 employees. Sixty-seven percent (67%) of respondents felt that academic advising was the college's greatest area of need.

The QEP Steering Committee also sought feedback from students and conducted 11 focus groups, each consisting of between 8 and 20 students. Ultimately, the QEP Steering Committee selected 158 second-year students that involved all academic divisions to achieve a more representative sample. Focus group facilitators asked standardized questions related to three potential topics identified by the QEP Steering Committee: advising, writing across the curriculum, and computer literacy. Open-ended questions were included to elicit alternative ideas or additional concerns. Nearly 75% of students identified RCC's academic advising process as an obstacle to their success, while 49% indicated that poor academic advising was their greatest obstacle.

Finally, the QEP Steering Committee surveyed the RCC Board of Trustees, program advisory boards, and 15 community civic groups in hopes of gathering feedback from a varied group of stakeholders. Surveys were conducted with the Board of Trustees while civic group leaders were emailed a questionnaire requesting their feedback on several standardized questions. Sixty-six percent (66%) of responses from the Board of Trustees and civic groups identified academic advising as their greatest concern. RCC program advisory boards indicated that computer literacy was the most significant barrier to student success on the job; however, 50% of advisory board respondents also identified poor academic advising as a concern.

The QEP Steering Committee also analyzed the results of the college's 2011 Noel-Levitz survey which indicated a performance gap between the level of importance that students placed on their academic advising/counseling and their satisfaction with RCC's current processes. Areas of special concern included the following: "my academic advisor helps me to set goals to work toward," "my academic advisor is concerned about my success as an individual," and "my academic advisor is knowledgeable about the transfer requirements of other schools."

Furthermore, the survey indicated a performance gap when comparing importance to satisfaction on the statement: "my academic advisor is knowledgeable about my program requirements." This last statement was significant to the QEP Steering Committee who believed that many of the students' comments regarding advising focused on the fact that they felt confused about where they were going, unsure of how to proceed, and abandoned by those responsible for mentoring them.

In May of 2013, RCC again administered the Noel-Levitz survey on its campus. A subset of the QEP Steering Committee reviewed the results to evaluate if student perception had changed between 2011 and 2013. Noel-Levitz results indicate that students are more satisfied with academic advising in 2013 compared to 2011. As seen in the Academic Advising/Counseling scale, which is comprised of seven questions, student satisfaction increased from 5.22 in 2011 to 5.43 in 2013. In 2013, each of the Academic Advising/Counseling related questions experienced an increase compared to 2011. This increase can be seen in the "Mean Difference" column within Figure 1. In either case (2011 and 2013), however, the gap between importance and satisfaction was greater than the national average.

Since the 2011 administration of the Noel-Levitz survey, the campus community has openly discussed strengths and weaknesses pertaining to academic advising. These discussions as well as faculty/staff awareness of the problem, may have contributed to higher student satisfaction in academic advising over the past two years. Although the 2013 Noel-Levitz survey shows improvement in academic advising, RCC continues to have challenges as a college. For example, RCC students are statistically less satisfied than their national peers when asked, "This school does whatever it can to help me reach my educational goals." In addition, students are less satisfied than their peers when asked, "The college shows concern for students as individuals." With the implementation of the QEP, RCC believes that student satisfaction will increase for all of the academic advising questions seen in Figure 1.

Figure 1: Comparison of 2011 and 2013 Noel-Levitz Survey Academic Advising Items.

Scale/Item	May 2013			April 2011			
	Import.	Satis/SD	Gap	Import.	Satis/SD	Import.	Mean Difference
ACADEMIC ADVISING/COUNSELING	6.28	5.43/1.23	0.85	6.35	5.22/1.32	1.13	0.21
6. My academic advisor is approachable.	6.41	5.78/1.53	0.63	6.48	5.56/1.62	0.92	0.22
12. My academic advisor helps me set goals to work toward.	6.23	5.36/1.70	0.87	6.28	5.15/1.78	1.13	0.21
25. My academic advisor is concerned about my success as an individual.	6.32	5.51/1.59	0.81	6.40	5.10/1.77	1.30	0.41
32. My academic advisor knowledgeable about my program requirements.	6.49	5.68/1.57	0.81	6.47	5.50/1.67	0.97	0.18
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	6.19	5.27/1.62	0.92	6.29	5.06/1.72	1.23	0.21
48. Counseling staff care about students as individuals.	6.04	5.26/1.45	0.78	6.17	5.08/1.57	1.09	0.18
52. This school does whatever it can to help me reach my educational goals.	6.27	5.15/1.57	1.12	6.34	5.04/1.53	1.30	0.11

Institutional Research

In an attempt to measure the impact that the college's current advising model was having on students, the QEP Steering Committee mined institutional data relating to advising outcomes. The QEP Steering Committee reviewed the results of students' educational planning and data relating to their classroom success compared to the program of study they selected.

According to the National Center for Educational Statistics First Look Report (NCES, 2011), the average fall-to-fall retention rate for public two-year colleges is 59.2%. At RCC, 52% of the fall 2011 cohort returned in fall 2012. Utilizing the same report, the average graduation

rate[1] for public two-year institutions is 22.1% for the fall 2006 cohort. At RCC, the average graduation rate over a 4 year period is 16% for the cohort of students that entered the college between 2006 and 2009. Seventeen percent of the most recent cohort of students finished their program of study within 150% of normal time, and 19% transferred to another higher education institution.

One concern expressed by students in the focus groups was that they feel they have wasted time by taking courses outside of their programs of study. They attributed the poor course selection to either poor advising or their own lack of knowledge about their program requirements. Figure 2 shows that RCC's students are routinely exceeding the number of credit hours needed to graduate. For example, of 2011-2012 graduates, 209 of the 367 graduates had not attended another college and all advising was performed by RCC faculty and/or staff. On average, these students exceeded their program requirements by 16.4 credit hours.

Figure 2: Hours Exceeding Program Requirements Over a Three Year Period.

	2009-10			2010-11			2011-12		
	N	**Average hours that exceeded program requirements**	**Median hours that exceeded program requirements**	**N**	**Average hours that exceeded program requirements**	**Median hours that exceeded program requirements**	**N**	**Average hours that exceeded program requirements**	**Median hours that exceeded program requirements**
Associate	97	16.4	13.0	99	14.6	10.0	129	15.4	10.0
Diploma	54	15.6	7.0	58	14.3	8.0	35	15.9	12.0
Certificate	40	17.2	10.0	31	23.3	15.0	45	19.3	10.0
Total	**191**	**16.3**	**11.0**	**188**	**15.9**	**9.5**	**209**	**16.4**	**10.0**

In some programs of study, students are exceeding their program requirements by as much as 27%. While it is true that some students (e.g., Nursing) may take additional hours while waiting for acceptance into their programs, this explanation does not apply in all areas. For example, students pursuing the Associate of Art (AA) or Associate of Science (AS) degrees have no additional prerequisites. Nonetheless, students in AA and AS degrees exceed the program requirements by an average of ten (10) hours and eighteen (18) hours, respectively.

[1] The graduation rate was calculated as required for disclosure and reporting purposes under the Student Right-to-Know Act. This rate was calculated as the total number of completers within 150 percent of normal time divided by the revised cohort minus any allowable exclusions.

Even in occupational/vocational degrees which have more focused programs of study, students exceed their requirements. Phlebotomy students exceeded their program by an average of 28 hours, while Medical Office Administration students exceeded their program by an average of 29 hours. It is important to note that these numbers exclude transfer students and students who had previously earned degrees. In addition, developmental course hours are not included.

Another issue related to advising is the number of students who withdraw from classes. One cornerstone of the intentional advising philosophy is that good advising directs students to the institutional resources that they need in order to be successful. Furthermore, a quality advising program ensures that students have the skills necessary to be college-ready. The QEP Steering Committee believes that a high withdrawal rate suggests a student body that is ill-prepared for the demands of higher education and unable to locate the resources that might improve student classroom success. Figure 3 illustrates the rate at which students withdraw from classes.

Figure 3: Course Withdrawal Rates

Course Withdrawal Rates			
Year	**Withdrawals**		**Total**
	N	%	
2009-10	3,247	18.1%	17,914
2010-11	3,702	20.4%	18,170
2011-12	2,691	17.1%	15,695
3-year avg	**9,640**	**18.6%**	**51,779**

In comparison, according the North Carolina Community College System Office, the average rate of withdrawal for all North Carolina Community Colleges is 16%. This indicates that our students are more likely to withdraw from courses, which threatens their ability to master the course content and complete their program of study. By providing intentional support through an Advising Center, the college believes that it can direct students to support resources in a timely manner which will, in turn, reduce the numbers of course withdrawals.

In addition to institutional data, the college analyzed results of institutional surveys. As was mentioned in Stakeholder Observations, 2011 and 2013 Noel-Levitz survey results indicated that students perceive academic advising/counseling as important. For both years, four academic advising/counseling questions were rated to be the most important to students. Students indicated that it was important that their "academic advisor is approachable," "knowledgeable about program requirements," and "concerned about [the] success" of the student. In addition, students indicated that it was important that the college "does whatever it can to help [students] reach [their] educational goals." Further analysis of these items indicated that the students' level of satisfaction with these four questions had improved between 2011 and 2013. In fact, students rated each question on average between "somewhat satisfied" and "satisfied." Of the four items, students indicated that they were least satisfied with the statement, "The school does whatever it can to help me reach my educational goals." When comparing the results of this question to the national community colleges responses, RCC students were significantly less satisfied than the national average.

To explore academic advising further, RCC created an Advising Survey in 2012 and added items to the Graduate Survey. Of the 621 students enrolled in summer 2012, 125 students completed the Advising Survey (20.1%). Of the 444 graduates, 137 (30.9%) students completed the Graduate Survey. Analysis of the survey indicated that currently enrolled students and graduates perceived their academic advisor similarly. When asked the question, "An RCC academic advisor encouraged me to plan, at least three semesters in advance, which courses to take each semester," 62.4% of the enrolled students agreed or strongly agreed compared to 59.9% of the graduates. Seventy percent of the enrolled students and 69.1% of the graduates agreed or strongly agreed that an academic advisor helped them identify campus resources. Eighty-one percent of the enrolled students and 75.9% of the graduates indicated that their advisor helped him/her clarify career or college transfer goals. The largest discrepancy between enrolled students and graduates is observed when comparing the results for the question, "A RCC academic advisor was available to help me." Ninety-six percent of the

enrolled students agreed or strongly agreed with the statement compared to 86% of the graduate students.

Summary

Overall, results gathered from surveys and focus groups reveal that there is strong institutional support for the QEP topic related to advising. Our faculty, staff, Board of Trustees, program advisory boards, and civic organizations all assert that our advising process may be an obstacle to student learning. Institutional data reveals that students are taking classes beyond their program requirements, withdrawing from classes at higher than average rates, and changing programs more frequently than expected. All of this information, along with the data from student interviews and survey results, suggests a student body struggling to create and implement an educational plan.

Therefore, after engaging in institutional research and examining current best practices, the QEP Steering Committee recommended that RCC implement an intentional advising program focused on instructing students on program and professional requirements, teaching them how to develop and assess goals, and featuring timely intervention processes for students struggling to achieve his or her goals. Because research suggests that advising works best when students are prepared beforehand and supported afterwards, we also plan to support the Advising Center with an orientation program and a college success course. We believe that this affords the college the greatest opportunity to fulfill its mission of developing human potential and contributing to social development.

Identification of the Topic

Potential QEP Topics

The process of selecting a QEP topic began with input from the various constituents across campus (faculty, staff, administration, and students). The QEP Steering Committee used surveys to identify the following topics as areas for improvement: distance learning; critical thinking skills; writing across the curriculum; developmental education; college student orientation; ACA (College Student Success) class; Student Services (Admissions and Registration); student engagement; and computer literacy.

Choosing the QEP

In the fall of 2011, the QEP Steering Committee narrowed the list of potential topics to three based on the previous surveyed information. The top three choices were advising, writing across the curriculum and computer literacy. Surveys were sent to the faculty, staff, administration, Board of Trustee members and the advisory groups of the professional programs seeking more detailed input regarding the three topics. Student focus groups were also conducted. After compiling the data from all of the various stakeholders, advising had the greatest support as the QEP topic. Furthermore, institutional data supported the need for improving our overall advising and registration process.

SOAR Program Overview

In 2012, the QEP Steering Committee moved forward with an advising topic for the QEP. Approximately a year later, the QEP Steering Committee created the SOAR Program. RCC's college mascot is the Eagle and SOAR has been used in the past for orientation and other student services, so RCC revisited this acronym for the purpose of the QEP. The acronym stands for Student Success through Orientation, Advising, and Relationships. The Relationship component is particularly important because stronger relationships will be developed between students and the campus community through orientation, ACA class, and intentional advising.

Student Success

According to institutional research, both fall-to-fall retention and graduation rates are lower than the national average for public two-year institutions. In addition, students indicated that they were concerned about spending extra time taking classes outside of their program of study. While some programs do require prerequisites, many students are taking classes outside of their program of study due to poor advising or lack of knowledge about program requirements. RCC also has a higher withdrawal rate than many of the community colleges in our state. Research shows that students persist when they feel connected to the college. The SOAR program will incorporate a broad-based approach, including orientation, college student success class, and an Advising Center which will likely increase retention, persistence, and graduation rates at RCC.

Orientation & ACA Class

A student orientation will make students aware of the resources they would immediately need on campus, such as where the Business Office is located or where to go to ask questions about Financial Aid. This orientation program would be associated with registration, with students listening to information from various offices on campus and then working with an advisor to register for classes.

New students will attend a 16-week ACA (ACA 111 College Student Success or ACA 122 College Transfer Success) class which will expand on the concepts introduced during orientation. In addition, these concepts will be delivered at the time students need the information. For example, students will learn how to use our online registration tool (WebAdvisor) in time to register for their classes before the next registration period.

Intentional Advising

Originally coined in the 1980s as "intrusive" advising (Glennen & Baxley, 1985), an Advising Center at RCC will expand on this model by being "intentional" with students. In other words, advisors will work with students to help them identify the appropriate program of study for their interests, skills, and abilities. If students are uncertain about their career goal, they may

meet with a counselor to take assessments to help them explore their options. As they start their program of study at RCC, they will create an educational plan which they will follow or reassess as needed throughout their educational career.

During students' first semester his or her progress will be tracked using Starfish Solutions software. Students will be contacted if they are struggling academically. Interventions will occur, when necessary, during the first semester to develop a helping relationship with the student and to make sure they are taking advantage of tutoring or other services on campus. If students are making satisfactory academic progress, then they will transfer to a faculty advisor in his or her program of study.

Relationships

According to information obtained from student surveys, relationships between students, faculty, and staff need to be enhanced. Students reported that they were confused about how to navigate the college process and were not sure where to go for assistance. Oftentimes, admissions staff, counselors, and faculty focus on getting students registered and assume that "no news is good news." In other words, if students do not visit their advisor after registration, then they must be doing well in their classes. However, the college must keep track of students and guide them through to graduation.

Summary

The QEP topic for 2013-2018 will focus on an academic advising model consisting of a centralized Advising Center for new students, a formal orientation program, and utilization of college student success classes (ACA) to deliver additional advising as well as assess students' progress. Students will create an educational plan of study, identify and use student resources on campus, and develop relationships with faculty and staff. The intentional piece of advising of new students will consist of regular contact throughout the first semester by academic advisors in the Advising Center. If new students are making satisfactory academic progress, they will

transition to trained faculty advisors in their program of study. These faculty advisors will follow students through completion of their academic programs.

Desired Student Learning Outcomes

        RCC's QEP mission is to enhance student learning by teaching students how to develop educational goals and by providing services that will help them to achieve these goals. We have identified the following four goals and related outcomes:

Goals & Outcomes

Goal 1
Teach students to develop comprehensive educational plans of study that fit with their interests, abilities, and values.

        Research suggests that students perform their best when they have a clear understanding of why they are working and what it is that they want to achieve. To be successful, RCC's students must be able to identify an educational/professional pathway that aligns with their own interests and abilities, design an educational plan in order to achieve their academic goal, and assess their academic progress. In addition, we believe that students will be most successful when they are thoroughly and actively engaged in their own educational planning. Therefore, students must learn to create and manage their own individual plan. To be successful, RCC's students must master the following student learning outcomes:

- *Students will identify an appropriate program of study that matches their interests, abilities, and values.*
- *Students will create a comprehensive educational plan during their first academic year.*
- *Students will follow their educational plan.*

Goal 2
Teach students strategies for academic success.

        Student interviews and institutional data indicate that RCC's students understand neither their program of study nor the resources that the college has put in place to help students achieve their educational goals. Furthermore, research suggests those students who are most knowledgeable about the structures and expectations of institutions of higher learning are the

most likely to successfully complete their programs. Likewise, colleges that have implemented programs to teach students college success strategies have enjoyed "significant" benefits including increased persistence and retention (Enberg & Mayhew, 2007; Fain, 2012). We believe that to give the students their best chance at successfully fulfilling their educational plans we must educate them about their institution, their programs, and their responsibilities as learners. As part of this goal, students must complete the following learning outcomes:

- *Students will be able to interpret institutional, general education, and program requirements.*

- *Students will be able to identify campus resources.*

- *Students will utilize campus resources as recommended by their academic advisor.*

Goal 3
Teach students to build relationships with advisors and the campus community.

Vincent Tinto's (1993) work on the importance of integration and engagement suggest that students who build academic and social relationships with their institutions are more likely to succeed than those who do not. While community college students are notoriously difficult to engage, Deil-Amen (2005) found that "measures of integration were related to persistence in community college students." To address these challenges, RCC's QEP proposes to implement strategies designed at teaching students to build relationships, both with individuals and with the institution as a whole. In building relationships, students will develop a support network and become more engaged with the college, thus increasing their opportunities for success. This goal will strongly encourage students to complete the following learning outcomes:

- *Students will build a relationship with their advisor and other campus employees during the first 6 weeks of their first semester.*

- *Students will value the advising relationship with their advisor.*

Goal 4

Students will persist in their program of study.

As noted above, RCC's fall-to-fall persistence and graduation rates are below the national average. It is our vision to become an institution that excels in student success; therefore, our long-term QEP goal is to have graduation and persistence rates which rank in the top 10% of community colleges. While RCC is working on several initiatives to make this goal a reality, the QEP's student success plan is a key piece of our efforts.

Summary

The QEP Steering Committee discussed several possible strategies for enhancing the students' ability to manage educational plans and to employ the institutional resources necessary to fulfill those plans. The QEP Steering Committee crafted a plan focusing on three key interventions: an orientation program designed to provide early engagement with the college and prepare students for advising; an intentional advising program designed to monitor student progress and intervene when necessary; and a college success course designed to integrate the students further with the college, reinforce the instruction provided in the Advising Center, and train students to be successful college students. These interventions are supported by our research and by current best practices.

Literature Review and Best Practices

Advising & Relationships

The need for effective advising is more important now than ever. Burton-Nelson (2006) reports that 75% of students entering post-secondary institutions for the first time have no clear career or occupational goals and only 8% of students who have decided on a program of study have an understanding of their majors. Advising is the single most underestimated characteristic of a successful college experience (Light, 2001). According to Sayles & Shelton (2005), advising is an essential element of student success. Academic advising can no longer by defined as simply registering a student for classes. The modern community college consists of a myriad of diverse individuals that represent traditional and nontraditional students, students from diverse cultural backgrounds, students with disabilities, and distance learning students. The needs of these students go beyond the simple registration process and call for more effective and efficient methods of academic advising (Hunter & White, 2004).

Aycock (2011) describes the need for effective community college academic advising. Most community college students are considered to be at-risk. For example, older community college students had higher grade point averages (GPAs) than younger students, but withdrew from the college at a higher rate. Aycock (2011) recommended students who are considered at-risk should be required to participate in regular meetings with a trained academic advisor. In addition, student services and curriculum pedagogy should be adapted for at-risk learners. Nationally, approximately one third of community college students in a fall semester will drop out by the following fall semester. In addition, during any particular semester, students do not pass approximately 30% of the courses in which they enroll. Both of these occurrences impact retention, persistence, and graduation rates.

College students described inadequate advising as the strongest negative factor in their college experience (McArthur, 2005). National statistics from the 2011 Community College Survey of Student Engagement (CCSSE, 2011) reveal nearly one third (31%) of entering

community college students surveyed "disagree or strongly disagree that an advisor helped them set academic goals and create a plan for achieving them" (CCSSE, 2011). Community college students are more likely to persist if they are, not only advised about what courses to take, but also are helped to set academic goals and to create a plan for achieving them (CCSSE, 2011). Only 28% of first-time, full-time associate degree-seeking community college students graduate with a certificate or an associate degree within three years, and, if current trends hold, the current generation of college-age Americans will be less educated than their parents for the first time in US history.

Community college leaders recognize the importance of academic advising to all students and devote resources to make academic advising programs available to students in a variety of settings (Arms, Cabrera, & Brower, 2008). In most cases, innovative advising programs take the form of academic advising centers. The goals of an academic advising center are to create an atmosphere of support, provide expert information to students, promote student decision making and independent thinking, support student success, and establish effective working relationships with faculty, staff, and administration (Freeman, 2008).

Community college advising centers should consist of full-time advisors, faculty from all academic disciplines including technical programs, and trained counselors. Research has shown a strong link between developing a personal relationship with an academic advisor and student satisfaction, success, and persistence (Arms, Cabrera, & Brower, 2008). Data also suggest academic advising centers reduce the incidence of dropping, failing, withdrawing, or receiving an incomplete in subsequent courses (Bukowiecki, Miskelly, AuCoin, Burgiel, Evans, & Farrar, 2009).

The academic advising center serves as the venue for personalizing the community college program (Burton-Nelson, 2006). Lowenstein (2009) suggests a clear purpose for community college advising centers: 1) engage the student, 2) provide personal meaning to students' academic goals, 3) collaborate with others or use the full range of institutional resources, 4) share, give, and take responsibility, 5) connect academic interests with personal

interests, 6) stimulate and support student academic and career planning, 7) promote intellectual and personal growth and success, 8) assess, evaluate, and track student progress, and 9) establish rapport with students (p. 126).

Gordon (2005) recommends taking a holistic approach by giving students a clearer understanding of how their academic and personal interests, abilities, and values might relate to the career fields they are considering and how to form their academic and career goals. Integrating academic and career advising is vital to the success of today's college student (Burton-Nelson, 2006). Most academic advisors do not currently view career advising as their responsibility. Gordon (2005) suggested that when academic advisors envision their students in the workforce, they must do so with the understanding that today's workforce exists in a rapidly changing technological world where students must be adequately prepared to meet complex challenges. Students must grasp both theoretical and abstract knowledge and its practical applications. Prospective employees must demonstrate personal and social skills and the ability to perform job-related tasks (Burton-Nelson, 2006).

Adaptability from college major to career choice is an essential element that many graduating seniors lack (Green, 1992). Green (1992) defined the difference between major and career as the difference between an area of scholarship and a functional occupation. Academic and career advising, when appropriately administered, increases the likelihood that undergraduates set career goals earlier in their college experience and graduating seniors have a clearer plan for successful employment upon graduation (Gordon, 2005).

ACA & Orientation

In addition to academic advising, there is a great deal of research describing the positive relationship between participation in a student success course and increased student engagement and satisfaction (Tobolowsky, 2005). According to Kuh, Bridges, and Hayek (2006), a key factor in whether a college student experienced student success was student engagement or the extent students took part in educationally effective practices. Of all the student success

programming available to students, orientation and freshman seminars were found most effective in assisting college students (Fidler, 1991).

The purpose of orientation is to help new students make the transition from their previous environment to the community college environment and to enhance their success in college (Folger, Carter, & Chase, 2004). Over the past few years, the format community colleges use to provide orientation has changed considerably (Schnell & Doetkott, 2003). Community College orientations have evolved from massive get-togethers to extended orientations, freshman seminars, and student success courses (Hunter, Skipper, & Linder, 2003). The primary goals of orientation courses and seminars are to 1) help students adjust; 2) promote academic success, retention, and graduation; 3) reduce trial-and-error behavior; 4) cultivate use of helping services; 5) and reduce costly administrative time (Barefoot & Gardner, 1993).

Orientation courses have been referred to as the most frequently researched and empirically well-documented courses in the history of American higher education (Cuseo, 1997) The majority of studies indicated that orientation programs promoted student persistence, retention, and graduation, improved academic performance, and increased use of support services (Busby, Gammel, & Jeffcoat, 2002). Students who participate in first-year experience programs demonstrate more positive relationships with faculty, greater knowledge and use of campus resources, more involvement in campus activities, and better time-management skills than their non-participating peers (Brownell & Swaner, 2010)

Summary

It is clear from current research that academic advising, student orientation, and student success courses are extremely important factors in the success of a community college student. While other methods exist to improve student success, current research suggests the following: community college students should meet with an academic advisor once per semester in a

centrally located advising center, new community college students should be required to participate in an orientation prior to the first day of class, and college success courses should be required for all community college students. This literature review suggests a combination of centralized academic advising, orientation, and college success courses greatly improves student persistence, student learning outcomes, and graduation rates.

Actions to be Implemented

Overview

RCC's QEP seeks to improve student learning by implementing an intentional model of advising. In fact, the central goals of the Advising Center are to improve student learning and achievement by helping students map out an education plan, developing early intervention procedures, and creating learning opportunities designed to improve their college readiness. By the end of their first semester, students will be able to develop, implement, and assess a comprehensive educational plan, use appropriate resources to achieve their college and career goals, and cultivate relationships to help integrate them into the college community.

To meet these goals, RCC will seek a phased approach with the goal of implementing the full QEP plan by the spring semester of 2015. The QEP will include a college orientation program, revision of our college student success curriculum (ACA 111 & ACA 122), and a centralized Advising Center to provide intentional advising for new students. We believe that by preparing students before advising, being intentional in our support of students through their first semester, and providing specific college success training, we can improve the learning environment and impact the culture of the entire college.

Orientation

New student orientation is one of the most common intervention strategies used by institutions to promote retention and success of new college freshman (Brawer, 1996). Research shows that orientation services lead to higher student satisfaction, greater use of student support services, and improved retention of at-risk students (Boylan & Saxon, 2002). Brawer (1996) found that, regardless of race, sex, age, academic major, entrance examination scores, and employment status, student orientation programs impacted student retention and success rates.

Over the years, new student orientation has taken on a number of formats at RCC. The most recent format of new student orientation was a single, one-hour session offered at various times during the months leading up to the first day of the fall semester. Participation was voluntary and new students were encouraged to sign up for an orientation session during registration. In addition, all new students were sent a postcard encouraging participation in orientation. The format of the new student orientation varied slightly from year to year, but generally included discussion on topics such as important campus events/deadlines, study skills, and financial aid.

Attendance for new student orientation was extremely low at RCC. In 2011, 900 postcards inviting students to several sessions of orientation were mailed to new and returning students. A total of 17 students participated in orientation. Students said they did not attend because they did not understand the importance of orientation and because they would have to make two trips to RCC to attend both registration and orientation.

As a result of low participation and strong academic research linking orientation and student success, the QEP Steering Committee decided to add a new and returning student orientation to the QEP. The process of revising student orientation included discussion of current research and best practices for new student orientation. The current format of orientation was systematically analyzed in terms of what the QEP Steering Committee felt was working and what could be improved. Resources, staffing, potential alternative formats for new student orientation and other related issues were also discussed by the QEP Steering Committee.

Our New Orientation Format

In preparation of the new orientation format, a New Student Orientation Syllabus has been created (Appendix B). This syllabus describes the layout as well as the information that will be covered in each session, and was developed by the QEP Steering Committee to ensure consistency and accuracy of information. New student orientation at RCC will require a one-time, three-hour session. Sessions will be offered at various times to accommodate student

schedules and be limited to 40 students. New and returning students will register for an orientation session with an academic advisor before leaving the Advising Center. Student registrations for orientation will be managed using Starfish Solutions software.

The new orientation format was developed to assist with student learning outcomes. Orientation will consist of three parts: an interactive discussion of what a students need to know their first week of college, a campus tour, and self-registration in courses using RCC's online course registration software, WebAdvisor. Each orientation session will be staffed by a Admissions Officer and three student ambassadors. Student ambassadors will have completed at least 12 credit hours at RCC and will be in good academic standing with the college. Prospective student ambassadors must submit an application and go through an interview process. Training for student ambassadors will be extensive and will cover campus life, campus resources, and customer service.

Students will meet in the RCC auditorium at the registered time to begin orientation. The opening portion of orientation will consist of an interactive discussion lead by a full-time RCC Admissions Officer. The students will be welcomed to the campus and various topics introduced. The purpose of the initial discussion is to introduce the students to information critical to their first week on campus. The opening session will last approximately fifty minutes, with time reserved for questions and answers.

The opening session will be followed by a tour of the RCC campus. The students will be separated into three tour groups of sixteen students; each group will be led by a student ambassador. The tour will last approximately 45 minutes and will physically show students their classroom buildings and where to find various student services and resources. The student-led, small-group format of the tour will facilitate further discussion because new students may find it less intimidating to speak with a current student. Student ambassadors are specifically trained to answer questions about the college or direct students to the appropriate department when the answer is unknown. Each tour will conclude in a designated computer lab.

In the computer lab, the students will be given instruction on the use of WebAdvisor. The training will be led by an Admissions Officer and student ambassadors who have been thoroughly trained in the use of WebAdvisor. After initial instruction, students will be given the opportunity to register themselves on WebAdvisor in courses previously determined with an academic advisor in the Advising Center after placement testing. The ambassadors will review the students' work for accuracy. The training will allow new and returning students to gain experience using WebAdvisor, an essential tool for all aspects of RCC registration, transcripts, and financial aid. Students are free to leave when they have finished the registration process.

New students will only be allowed to register for courses at an orientation session. This ensures all students attend an orientation and gain valuable knowledge to assist with the first week of class at RCC.

Orientation Assessment

During the first week of the required ACA course, students will be administered a pretest that asks the students to rate their knowledge of the various topics related to student success. This data will be used to enhance orientation. In addition, all students who attend a student orientation session will be tracked in terms of their GPA, persistence, and retention.

ACA

Over the past 10 years, RCC has used college success courses (ACA) to improve student learning. From 2008 to 2011, ACA classes were elective courses for students. Assessment data gleaned from students taking these classes shows that students who completed ACA were more likely to return the following semester than students who did not. Other organizations' research supports our findings. For example, the Center for Community College Survey of Student Engagement (CCSSE, 2008) found that student success courses generally do what they are designed to do: "promote awareness of and support successful student behaviors" (p. 11). In light of our success, in 2011, RCC made ACA 115 (*Study Skills*) a co-requisite for all developmental students and ACA 122 (*College Transfer Success*) a program requirement for all college transfer students. However, feedback gleaned from ACA instructors

in the spring of 2013 and subsequent review of student success literature revealed gaps in our curriculum. To remedy this, members of the QEP Steering Committee met with ACA instructors to discuss improvements to the curriculum. Ultimately, the instructors decided that in order to reinforce the instruction provided in the Advising Center, to help students integrate into the institution, and to teach students the skills necessary for success, it would be valuable to redesign the curriculum and require all curriculum students to enroll in the course during their first semester at RCC. Appendix B describes the revised curriculum and course syllabus for the Student Success courses.

This curriculum redesign will require the college to make several alterations. First, ACA 115 (*Study Skills)* will be replaced by ACA 111 (*College Student Success*). This course will be aimed at our non-college transfer population. College transfer students will continue to take ACA 122 (*College Transfer Success);* however, this course will see its curriculum expanded to encompass a wider array of student success skills. While our students have benefited from our current array of courses, the courses primarily address academic obstacles to success. Levitz and Hovland (1998) argue that in addition to academic barriers, students also must be trained to overcome personal, institutional, social, and life barriers. By switching to a holistically designed student success course, we hope to teach students to overcome more potential obstacles. To this end, students enrolled in both courses will complete four modules: relationship building, college orientation, goal setting, and college success skills. Students enrolled in ACA 111 (*College Student Success)* will complete an additional module focused on career readiness, and students enrolled in ACA 122 (*College Transfer Success*) will complete a module on transfer decisions. This curriculum further supports the overall student success plan by reinforcing instruction provided in the Advising Center and by providing instruction on the QEP's learning goals and objectives.

Our new college success courses will also provide RCC the opportunity to assess QEP learning objectives. To this end, students will complete a goal-setting project during the first six weeks of these classes. This assignment asks students to explore various academic and

professional options, to craft short-term, medium-range, and long-term goals, and to review their educational plan in terms of feasibility and relevance. The instructor will assess the project using a rubric (Appendix A) and will meet individually with the student to discuss the plan. The completed project will be uploaded into the student's educational portfolio in Starfish Solutions so that both the academic advisor and the program faculty-advisor can review it. This project will be an integral part of the transitional advising session as it will be used to help revise the student's educational plan. This project will become an important part of the advising process and will illustrate the student's mastery of QEP Goal 1 (*teach students to develop comprehensive educational plans of study that fit with their interest, abilities, and values)*.

Furthermore, these courses will be an important part of our plan to better integrate the students into the college. Research shows that these courses can help integrate students into the academic community by "acting as a catalyst for building important relationships with professors and peers" (O'Gara, Karp, & Hughes, 2009, p. 28). Kauffman and Fieldman (2004) warn that when students feel challenged by college, their identity may be threatened, which may cause them to question their ability to succeed. Several studies suggest that the strength of college success courses is their ability to build peer groups and facilitate relationships with faculty members that help students develop a sense of belonging and make them better able to persist (Hausmann, Schofield, & Woods, 2007, p. 831). Therefore, the redesigned syllabus and course descriptions (Appendices C and D) include activities designed to build these critical relationships with faculty members, college support staff, advisors, and other students. By engaging students more fully into a community of learners, we believe students will reap the benefits of a stronger support network and experience a greater sense of belonging.

Finally, the courses will continue with their current instruction on study skills to assist students in overcoming academic barriers. As part of the curriculum redesign, ACA faculty, both full- and part-time, used student surveys and interviews with faculty to identify areas of need and to eliminate redundancy with other courses. Ultimately, they identified improving students' time management, budgeting, note taking, test taking skills, and critical thinking as

learning objectives for the courses. These objectives were drawn in part from the instructors'

experiences while teaching the courses at RCC and partly from the Community College Survey

of Student Engagement's (CCSSE, 2008) report which identified study skills, time management,

critical thinking, and academic planning as core topics for student success courses. While the

revised curriculum does include less time to teach these important skills, we believe that by

focusing on the most important topics students will be allowed to continue to develop the skills

necessary to overcome any academic barriers.

Advising & Relationship Building

One core goal of RCC's QEP is to transform the student learning environment by

improving our advising process. As noted earlier, our stakeholders see flaws within the current

system of advising. By implementing a new plan, our students will be better prepared to take

control of their own learning. In addition, the advising center will afford advisors strategies

through which they will be better able to recognize when students are struggling to fulfill their

individualized educational plan and to intervene to assist those students.

In the spring semester of 2015, the college will open a centralized advising center. First-

time college students (FTCS) will begin their college experience at RCC in the Admissions

Office, which will assist them with completing the admissions process. As shown in Figure 4,

the admissions office will assist FTCS with completing an application, submitting transcripts,

and determining if placement testing is necessary. Upon completing placement testing,

students will be directed to the advising center to participate in the intentional advising process

specifically designed for FTCS.

Figure 4: Admissions Process for Prospective Students

ADMISSIONS PROCESS
For Prospective Students

Complete the RCC application in Person or online

Admissions Office:
- **Processes paperwork (applications, transcripts and other admission documents)**
- **Scans documents**
- **Creates admission files**
- **Sends out admission status correspondence**

Submit official high school and/or college transcripts to the Admissions Office

Meet with an admissions representative to determine if placement testing is necessary

First-time College Students

Get Test Authorization Form and take placement test
- Computer Skills Test, COMPASS (reading, writing, math)
- Explain purpose of tests, days/time offered
- One retest per subject area permitted

Student referred to Advising Center
- Test scores reviewed
- Personalized Educational Profile completed by student
- **Advising process begins**

Re-admit/Transfer Students

Preliminary transcript review & faculty advisor assigned
- Course placement verified (based on test scores/developmental waivers)
- Explain transcript eval. process (including time limits, when/how credits are awarded)
- **Credit evaluation decisions or estimations are not provided at this time**

Student referred to Faculty Advisor
- **Advising process begins**

Transcripts and student file forwarded to Records Office
- Developmental waivers are added (ENG 070-090, RED 070-090, DMA 010—080, and CIS 070)
- If official transcripts are on file, a full evaluation will be performed and transfer credits will be added to Colleague

Evaluation results sent to student and faculty advisor
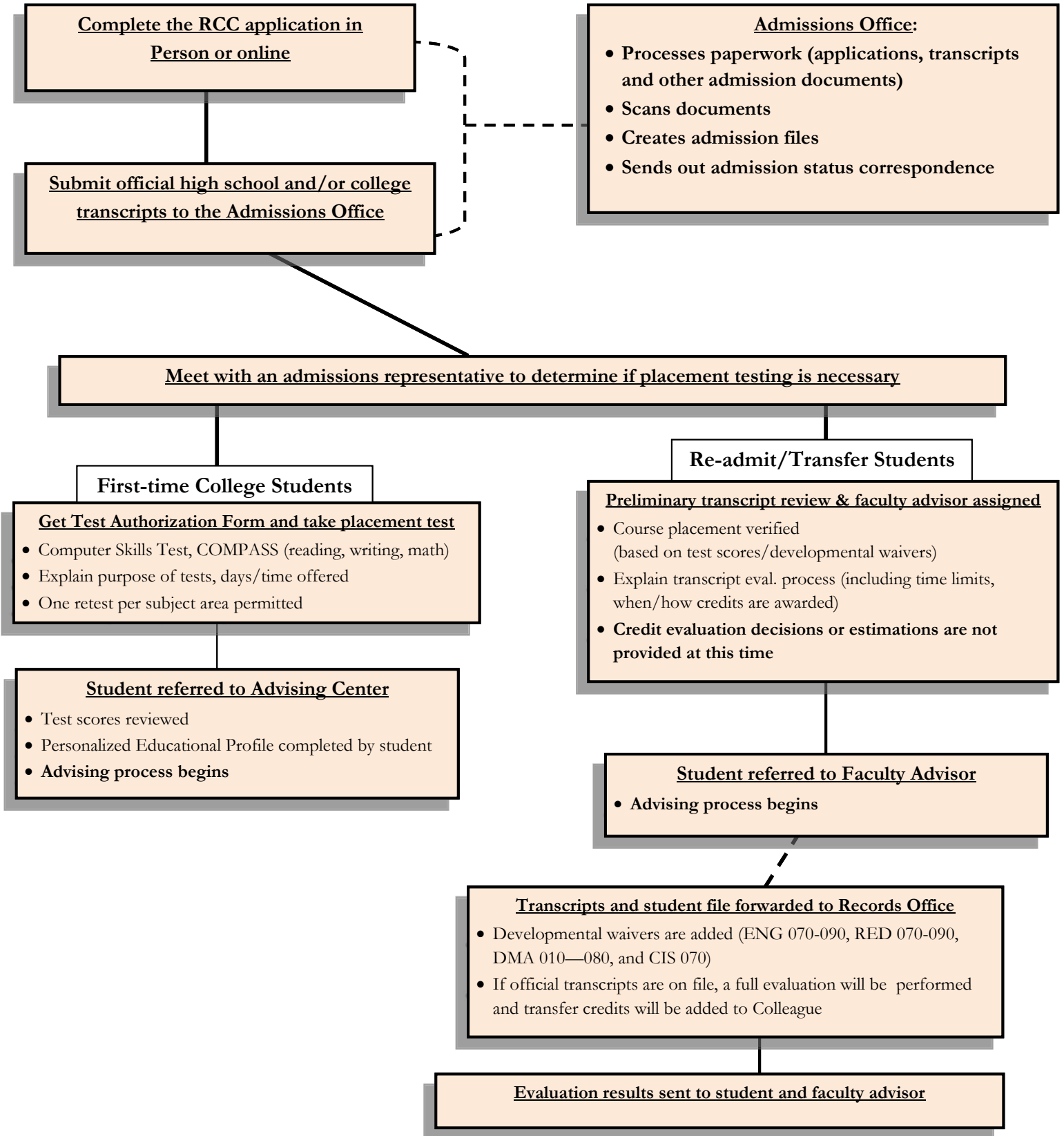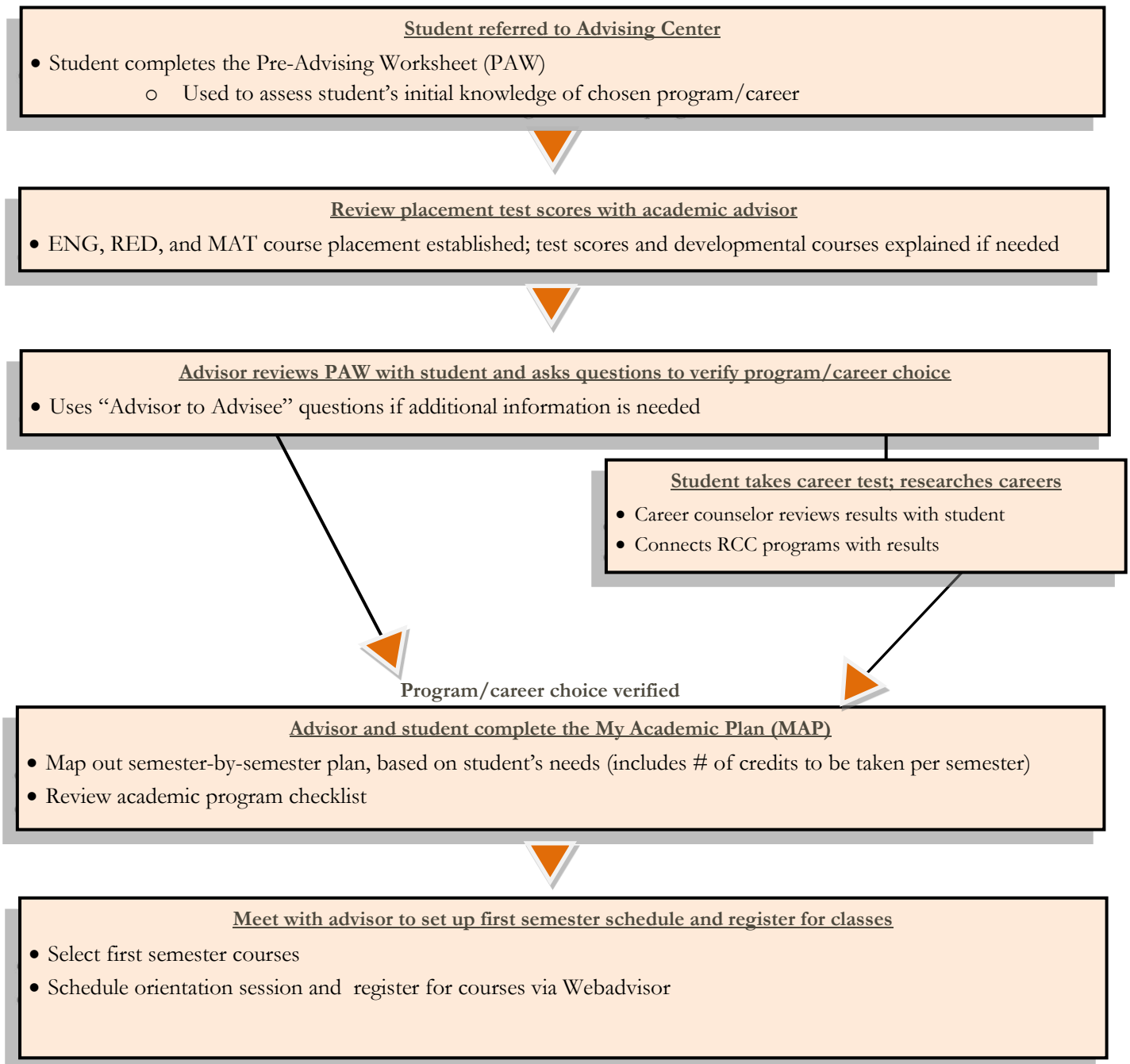
Figure 5 shows the first part of the advising process for new students. Academic advisors will use multiple interventions with students prior to the start of the semester, to assist students in selecting an appropriate program and identifying possible career choices.

Figure 5: Pre-Enrollment Intervention Strategies

Pre-Enrollment Intervention Strategies

Prior to the Start of the First Semester

Student referred to Advising Center

- Student completes the Pre-Advising Worksheet (PAW)
  - Used to assess student's initial knowledge of chosen program/career

Review placement test scores with academic advisor

- ENG, RED, and MAT course placement established; test scores and developmental courses explained if needed

Advisor reviews PAW with student and asks questions to verify program/career choice

- Uses "Advisor to Advisee" questions if additional information is needed

Student takes career test; researches careers

- Career counselor reviews results with student
- Connects RCC programs with results

Program/career choice verified

Advisor and student complete the My Academic Plan (MAP)

- Map out semester-by-semester plan, based on student's needs (includes # of credits to be taken per semester)
- Review academic program checklist

Meet with advisor to set up first semester schedule and register for classes

- Select first semester courses
- Schedule orientation session and register for courses via Webadvisor

In their first meeting with the advisor, students will complete the Pre-Advising Worksheet (Appendix E). Completion of this worksheet assist students identify an appropriate program of study that matches their interests, abilities, and values, as it will:

- assess the extent of students' knowledge of academic programs and expectations,

- ask students to self-assess their competency in various academic skills, and

- seek to gather data regarding the extent of their goal setting.

If needed, academic advisors can use the "Advisor to Advisee" handout (see Figure 6, on page 36) to gather additional information in order to verify the student's program of study.

Students who are undecided or do not exhibit a basic understanding of the program of study they have selected will be asked to participate in a variety of career exploration activities including but not limited to taking a Holland Code aptitude/interest test, reviewing program-specific videos and resources on RCC's advising website, and/or reviewing an informational video on RCC's campus resources. An example of a career assessment that will be used in the Advising Center is shown in Appendix F. Advisors will reevaluate students' understanding of their program of study during the mid-semester transition meeting, when students complete the Post-Advising Worksheet (Appendix G). The transition meeting occurs around the 9th week of the semester and is one of the methods used to verify that the student is ready to transition from the advising center to a program faculty advisor.

The Pre-Advising Worksheet will also provide an initial assessment to determine if students are able to identify campus resources at RCC. After their initial meeting in the advising center, all students will participate in an orientation session, which includes a campus tour. Students who indicated on their Pre-Advising Worksheet that they were unable to identify campus resources should be able to do so upon completion of the campus tour. Students' ability to accurately identify campus resources will be reassessed during their mid-semester transition meeting by reviewing student responses on the Post-Advising Worksheet.

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Advisor to Advisee: Questions to Ask During the First Advising Session

INSTRUCTIONS:

These questions are to be used during the first advising session in the Advising Center. After reviewing the student's Pre-Advising Worksheet (PAW) answers, the academic advisor will ask any of the following questions that have not been addressed on the PAW. The purpose of these questions is to allow the advisor to assess the student's knowledge of their chosen program of study and career. Answers to these questions will help the advisor determine if career exploration is necessary with the career counselor. Information resulting from the first advising session (including answers to these questions) should be noted in the student's Starfish record.

PERSONAL BACKGROUND INFORMATION

1. Why did you decide to go to college? Why RCC?
2. What are you most excited about attending RCC? What are you most concerned about?
3. Has anyone else in your family attended college?

FUTURE PLANS

1. How sure are you about your intended major? What led you to this choice?
2. How sure are you about your career choice? What led you to this choice?

PERSONAL ABILITIES/APTITUDES

1. What are you really good at? What comes naturally or easily to you?
2. What would your friends/co-workers/classmates say is your most likable personal quality?
3. How do you think you learn the best? (may need to describe the different learning styles)

PERSONAL INTERESTS

1. What academic subjects seem to interest you the most?
2. Which subjects do you struggle with?
3. If you have previous work/volunteer experience, what jobs/tasks did you most enjoy doing?

PERSONAL VALUES

1. How would you define success? What does "being successful" mean to you?

ADVISING EXPECTATIONS

1. When you hear the word "advising", what is the first thing that comes to mind?
2. How do you feel about having an academic advisor?
3. What do you want or expect from an advisor?

FINAL QUESTION: Is there anything else you'd like to share, that may help me get to know you so that I can be a more effective advisor to you?

During the initial advising session, students will receive a 1st Semester Advising Syllabus. This syllabus will be reviewed with the academic advisor, and is designed to help students understand the advising process as well as the expectation of all involved parties. As shown in Appendix H, the 1st Semester Advising Syllabus will show the roles of the advisor and student, as well as a checklist that the student will be responsible for using throughout the first semester. RCC staff (i.e. admissions, advising center, and program faculty advisors) will also use a checklist to ensure that students are completing their first semester tasks. The 1st Semester Advisor Responsibilities Checklist (Appendix I) allows the appropriate RCC staff member to check off when tasks have been completed, and will be one of the tools the advising center will use to monitor students' progress and step in with appropriate interventions whenever necessary.

As Appendix J illustrates, students will also develop their My Academic Plan (MAP), which will be an educational plan that will take them through to graduation. Each student's MAP, which will initially be developed in the first semester, is vital to their success at RCC. The MAP will help students assess their own academic progress each semester, and will be referenced by both the student and his/her advisor multiple times every semester. Students will be asked to sign their MAP every time an adjustment is made in order to show acknowledgement of the changes.

The academic advisor may direct students to several educational opportunities that will enhance their academic skills. If the student and/or advisor identify a weakness in one of the academic areas listed on the Pre-Advising Worksheet, the student will be referred to RCC's The Learning Center (TLC) for assistance. TLC provides academic tutoring and study skills support to all RCC students.

Once the semester begins, students will participate in on-going intentional advising interventions that will be initiated primarily through the advising center and ACA student success classes. As discussed earlier, research suggests that providing on-going support for all first-

semester and at-risk students is an integral part of a community college advising system. Therefore, the QEP seeks to provide students with interventions at certain points in the semester that institutional research and anecdotal reports have reported to be problematic for students.

Academic advisors will monitor and track students throughout the semester by using Starfish Solutions software (Appendix K). Starfish Solutions is a software package that, through the use of its Connect and Alert tools, allows advisors to:

- track both scheduled and walk-in meetings,

- document meetings via the Speedy Note mechanism,

- generate reports that identify common issues experienced by students,

- monitor student attendance and grades per class assignment, and send alerts to advisors and students when necessary, and

- create progress reports and surveys for faculty to complete.

As shown in Figure 7 the advising center will implement a series of interventions during the first semester to develop relationships with students and to connect struggling students with institutional resources designed to assist them in meeting their educational goals. Regular, consistent contact will be made with students. However, week 4 and weeks 8 through 11 are critical in the intentional advising process that will be administered through the center. In week 4, faculty will flag all students who have missed two class meetings as well as students who have less than a C average in their course(s) in Starfish Solutions.

Advisors will send an alert to these students via Starfish Solutions and ask that they schedule a meeting with their advisor to discuss their situation. During this meeting, the advisor and student will develop an improvement plan designed to help the student get back on track in the courses in which they are having trouble.

Figure 7: First Semester Intervention Strategies

First Semester Intervention Strategies

Early to Midsemester

WEEK 1

- Assist first-time college students (FTCS) with drop/add period
- Email reminders to first-time students (college success check list, campus resources, etc).
- Hold "Welcome Back" events at which time students have access to advisors for questions.

▼

WEEK 2

- Call students to inquire about their first week experience and encourage them to complete the *First Week Experience Report*
- Host Early Alert Awareness seminar for faculty
- First Week Experience is emailed to all new students (IR Office)

▼

Week 4

- Email FTCS to evaluate student progress and contact students whom report problems
- Use Starfish to monitor student's grades and attendance and send an alert to those who are struggling. Schedule meeting to develop an improvement plan.

▼

Week 6

- Contact FTCS to schedule advising transition appointments (transition from Center to faculty advisor)
  - Actual appointment scheduled for weeks 8 – 10
  - Students contacted through ACA course (course assignment will require them to attend appointment)
  - Update educational plan, introduce student to faculty advisor (30 min in Advising Center, 30 min with new advisor)

▼

Week 7

- Faculty post mid-term grades and flag struggling students
- Advising Center contacts flagged students to develop an improvement plan

▼

Weeks 8 – 11

- Meet with FTCS in the Advising Center
- Re-confirm program, update MAP, discuss mid-term grades, introduce student to faculty advisor
- Program advisor and student review MAP, choose spring courses, remove Webadvisor hold

It is important that advisors are alerted to students struggling in the 4th week because the ability to improve the situation is easier and more likely to be effective at this point in the semester.

In weeks 8 through 11, advisors will meet with students to ensure they are ready to transition to a program faculty advisor. In this meeting, the following will be discussed/reviewed:

- re-confirm program, update MAP, discuss mid-term grades, introduce student to program faculty advisor,
- complete the Post-Advising Worksheet survey to reassess objectives, and
- program faculty advisor and student review MAP, choose spring courses, remove Webadvisor hold so that students can register themselves online.

It is expected that the majority of students will be ready to transition to a program faculty advisor, but a small portion may not. Students who are identified as needing further assistance from the advising center will remain with the center for an additional semester. Signs that a student is not ready to transition include poor academic performance, being enrolled in two or more development courses, and/or being undecided on a major. The transition meeting is vitally important because it provides an opportunity to conduct an assessment of the student's progress after weeks of intervention strategies. It also allows the advisor to conduct a post assessment of the learning outcomes in comparison to the assessments conducted during the initial advising meeting that occurred before the start of the semester.

Advising Process for Continuing Students

Towards the end of a student's first semester at RCC, he or she will transfer from the advising center to a program faculty advisor in his or her identified program of study. Students will remain with their program faculty advisor for the duration of their program as long as academic progress continues each semester. Program faculty advisors will have access to their advisees' academic information through Starfish Solutions, including any alerts, special notes, his or her educational plan, and specific correspondence that occurred between the advising center and the student. Program faculty advisors will use this information to continue the advising relationship that the center started, but will also move the focus of the relationship towards program completion, career goals, and life after RCC.

To aid in the continuing advising process, the advising center will serve as an on-going resource for program advisors and will be available to answer general advising-related questions. The advising center will also provide periodic training to current program advisors and will provide training to all new program advisors through the Advising Mentoring Program. The mentoring program will offer hands-on training and support to new advisors and will offer new advisors a chance to meet with a mentor during the semester.

Training will include:

- overview of advising, orientation, and registration process, and an
- overview of advising resources (including Colleague, Starfish Solutions, advisor handbook, advising check sheets, and how to build positive advising relationships.

Using the advising center as a resource and training provider for program faculty advisors will promote a seamless transition of the student's advising relationship from the center to a faculty member. Students will move beyond the general academic advising support provided by the center to more focused, program-specific assistance from their program advisor.

Summary

Research suggests that knowledge of campus processes, expectations, and resources are important factors in student success and that students with well-articulated academic and career goals are more likely to persist. Because of these factors, a strong college success program focusing on these outcomes will help RCC students succeed academically.

Timeline and Organizational Structure

RCC's QEP seeks to provide students with an enhanced advising experience for the purpose of teaching students to be more proactive in their own academic and professional planning. Because this program includes several systemic changes, it will need to be implemented in several stages. The college will begin this work after the SACSCOC on-site visit in the fall of 2013. By waiting until after the SACSCOC review team has had the opportunity to make recommendations, we hope to avoid changes that would disrupt the fledgling system and potentially lessen stakeholder buy-in. We will then implement several other interventions over the course of the next few semesters before moving to an assessment/maintenance phase. A detailed timeline is presented below:

Implementation Phase I

Currently, RCC uses a hybrid-model of advising wherein students are introduced to the college through a counseling session before moving to their program faculty advisors. As noted previously, this process causes problems for students; therefore, three central components of the QEP plan are to create an Advising Center with an intentional advising focus, an orientation program, and revamp our college student success classes. Before the college is able to begin this work; however, renovation of several campus facilities must be completed.

Action	Date of Implementation
Redesign of "Student Game Room" into a placement testing center	Summer 2013
Redesign of "Upper Lounge" into an Advising Center	Spring 2014
Refurbishment of Student Center offices to house groups displaced by the Advising Center	Spring 2014

Because the QEP introduces several new ideas about enhancing student success, extensive professional development will be required before the plan's launch:

Action	Date of Implementation
Revision of Advising Handbook	Spring 2014
Introduction of Advising Syllabus	Spring 2014
Professional Development for Program Advisors	Spring 2014
Campus-Wide Professional Development Day Focused on Student Success	Spring 2014

Finally, successfully transforming the learning environment at RCC will require high quality leadership. The college will need to hire or reassign an administrator to implement the plan, assess its success, and manage its operation. Furthermore, this person will need to have experience in advising and be well-versed in the philosophies behind the intentional advising model (see Appendix L for a job description). The hiring process for the Director of Academic Advising and Counseling will begin during the Implementation Phase:

Action	Date of Implementation
Director of Academic Advising and Counseling Begins Work	Fall 2014
Director of Enrollment Job Description Changes to Include Orientation	Fall 2014

Implementation Phase II

The Director of Academic Advising and Counseling will, in concert with the QEP Steering Committee, oversee the implementation of the program. By the spring semester of 2015, all of the planned processes and intervention strategies will be in place. Many of the support processes will be introduced in the following semester. The Advising Center will be introduced according to the following timeline:

Action	Date of Implementation
All New Students are Processed through the Advising Center	Spring 2015
Student Success Courses Made Mandatory for All Degree Students	Spring 2015
Orientation Made Mandatory for all New Enrollees	Summer 2015

To ensure a high quality of advising, the implementation phase will also feature ongoing professional development.

Action	Date of Implementation
Advising Round-Tables Held During Fall Professional Development Days	Fall 2014
Advising Workshops Held During Spring Professional Development Days	Spring 2015
Director of Academic Advising and Counseling and Academic Advisor(s) Attend NACADA Summer Institute	Summer 2015
Academic Advisors Attend Regional Advising Conference	2015-2020
Director of Academic Advising and Counseling Attends SACSOC Conference	Fall 2015; Fall 2017

In addition, several new employees will need to be hired in order to facilitate the implementation. These positions will include three full-time academic advisors, two new admissions counselors, and a part-time administrative support position to replace employees transferred from the Admissions Office to the Advising Center.

Action	Date of Implementation
Full-Time Academic Advisors Begin Work	Spring 2015
Admissions Counselors Begin Work	Spring 2015
Administrative Support Position Begins Work	Spring 2015

Maintenance Phase

After the initial one-year implementation phase, the college will continuously assess the success of the plan and will make changes as needed to ensure that the learning outcomes are being achieved. To complete this task, the Director of Academic Advising and Counseling will work alongside the QEP Steering Committee to analyze data and create action plans for any needed improvements to the project.

Action	Date of Implementation
Director of Academic Advising and Counseling and QEP Committee Meet to Assess Data and Implement Any Necessary Improvement Plans	Ongoing
Director of Academic Advising and Counseling and QEP Committee Write the SACSCOC Five Year Report	Fall 2017

Assessment

Goals, Outcomes, & Assessment Methods Table

RCC's QEP assessment plan focuses on student learning outcomes. For each goal, the college identified several direct and indirect measures through which it can assess the QEP's impact on student learning. To ensure that the assessment plan is being used to improve the process, the Director of Academic Advising and Counseling will form a QEP Implementation Committee to help review the data, determine how to use the results, and discuss new initiatives. This committee will consist of faculty and staff members chosen from a wide selection of departments. At the minimum, the charge of the QEP Implementation Committee is to:

1. Review and discuss the previous year's QEP assessment results.
2. Develop and implement strategies to fulfill the mission of the QEP.
3. Develop and disseminate an annual QEP Progress Report.

The Director of Institutional Research and Planning (IRP) will ensure that the QEP outcomes are embedded into unit-level assessment plans. At the end of the assessment cycle (i.e., August 31st) the assessment results and follow up to those results will be presented to the QEP Implementation Committee for review and discussion. The QEP Implementation Committee will then develop strategies to enhance the QEP initiative. All of this information will be compiled into an annual QEP Progress Report. Each fall the QEP Progress Report will be distributed to the Vice President of Academic Affairs, the Vice President of Student Services, and to other stakeholders for review and dissemination. Results will also be presented on our college website.

Goal 1: Teach students to develop comprehensive educational plans of study that fit with their interests, abilities. and values

Outcome	Assessment Method	Where/Who	When
1.1. Students will identify an appropriate program of study that matches their interests, abilities, and values.	1.1a. Using a rubric (Appendix A), academic advisors will assess whether students enroll into a program of study that matches their interests, abilities, and values. The evaluation will occur during the first one-on-one session between the academic advisor and the first time college student (FTCS).	1.1a. The Advising Center will administer the assessment.	1.1a. The evaluation will occur during the student's initial visit.
	1.1b. Using a rubric (Appendix A), a subcommittee of faculty/staff will evaluate a sample of written assignments that require students to describe how their interests, abilities, and values relate to their program of study. A student's interests, abilities, and values will be determined using the results from CFNC.org career assessments.	1.1b. The assignment will be completed in the ACA course. The ACA coordinator will ensure copies of the assignments are archived for future evaluation.	1.1b. The assignment will be conducted before the 5th week
	1.1c. The number of program changes will decrease each year for students. The following categories will be used to calculate the average number of program changes. Data will be provided by Institutional Research and Planning (IRP) each year. 　　1.　0-30 credit hours 　　2.　31-60 credit hours 　　3.　Graduates	1.1c. IRP	1.1c. Report due at the end of the academic year (AY)
1.2. Students will create a comprehensive educational plan during the first academic year.	1.2a. A subcommittee of faculty/staff will evaluate educational plans that are created in the Student Success course (ACA 111 or 122) to ensure that they are comprehensive and based on the student's enrollment status (full or part time)	1.2a.The assignment will be completed in the ACA course. The ACA coordinator will ensure copies of the assignments are archived for future evaluation.	1.2a. The assignment will be conducted before the 7th week
	1.2b. FTCS will indicate they have an up-to-date educational plan on an annual survey that is administered by IRP.	1.2b. IRP	1.2b. A Freshmen Survey will be administered to first-year students in March.
	1.2c. The percentage of FTCS that have an educational plan will be calculated.	1.2c. IRP	1.2c. The number of students that completed an educational plan will be compared to the total number of incoming freshmen.

Goal 1: Teach students to develop comprehensive educational plans of study that fit with their interests, abilities. and values

Outcome	Assessment Method	Where/Who	When
1.3. Students will follow their educational plan.	1.3a. The aggregate number of credit hours for graduates will be evaluated to see if they exceed the program of study requirements.	1.3a. IRP	1.3a. Report due at the end of the AY.
	1.3b. A random sample of educational plans will be evaluated during the second academic year in order to determine if students follow their educational plan.	1.3b. The ACA coordinator will provide a representative sample of educational plans to the Director of Academic Advising and Counseling each fall semester.	1.3b. The Director of Academic Advising and Counseling will evaluate at least 10% of the samples to ensure that students adhered to their educational plan.
	1.3c. Second year students will indicate if they have an up-to-date educational plan on a survey that is administered by IRP.	1.3c. IRP	1.3c. A freshmen survey will be administered to first-year students in March.

Goal 2: Teach students strategies for academic success.

Outcome	Assessment Method	Where/Who	When
2.1. Students will utilize campus resources as recommended by their academic advisor.	2.1a. The percentage of students that use Disability Services, TLC Center (tutoring), and Career Services will increase. This information will be tracked using a purchased software package (Starfish Solutions).	2.1a. The Director of Academic Advising and Counseling will use a software package (Starfish Solutions) to determine which services are used.	2.1a. Report due at the end of the AY.
	2.1b. FTCS will be asked how often they use Disability Services, TLC Center (tutoring), and Career Services on an annual survey that is administered by Institutional Research and Planning.	2.1b. IRP	2.1b. A freshmen survey will be administered to first-year students in March.
	2.1c. Academic advisors will indicate how often students use Disability Services, TLC Center (tutoring), and Career Services on an annual survey that is administered by Institutional Research and Planning.	2.1c. IRP	2.1c. An academic advisor survey will be administered in March.

Goal 2: Teach students strategies for academic success.

Outcome	Assessment Method	Where/Who	When
2.2 Students will be able to identify campus resources.	2.2a. Students enrolled in the Student Success course (ACA Student Success course) will conduct a pre- and post-test to assess if students can identify and describe campus resources.	2.2a. The ACA coordinator will aggregate a representative sample of test results for the pre- and post-test.	2.2a. The pre- and post-test will administered during the 1st and 16th week of instruction. The aggregate results are due at the end of the fall semester.
	2.2b. FTCS will participate in a campus survey which asks the student to identify which campus resource is needed for a given situation.	2.2b. IRP	2.2b. A freshmen survey will be administered to first-year students in March.
	2.2c. Using a rubric (Appendix A), academic advisors will assess whether students can identify resources on campus. The evaluation will occur during the first one-on-one session between the academic advisor and the FTCS.	2.2c. The Advising Center will administer the assessment.	2.2c. The evaluation will occur during the student's initial visit.
2.3 Students will be able to interpret institutional, general education, and program requirements.	2.3a. Students enrolled in the Student Success course will conduct a pre- and post-test to assess if students can interpret institutional, general education, and program requirements.	2.3a. The ACA coordinator will aggregate a representative sample of test results for the pre- and post-test.	2.3a. The pre- and post-test will administered during the 1st and 16th week of instruction. The aggregate results are due at the end of the fall semester.
	2.3b. Using a rubric (Appendix A), academic advisors will assess whether students are able to interpret institutional, general education, and program requirements. The evaluation will occur during mid-semester session between the academic advisor and the FTCS.	2.3b. The Advising Center will administer the assessment.	2.3b. The evaluation will occur during the student's 9th week visit.
	2.3c. FTCS will be asked if they are able to interpret institutional, general education, and program requirements on an annual survey that is administered by IRP.	2.3c. IRP	2.3c. A freshmen survey will be administered to first-year students in March.

Goal 3: Teach students to build relationships with advisors and the campus community.

Outcome	Assessment Method	Where/Who	When
3.1 Students will value the advising relationship with their advisor.	3.1a. Using a rubric (Appendix A), a subcommittee of faculty/staff will evaluate a sample of reflection papers that require students to describe why or why not they value their relationship with their academic advisor.	3.1a. The assignment will be completed in the ACA course. The ACA coordinator will ensure copies of the assignments are archived for future evaluation.	3.1a. The assignment will be conducted between the 9th and 16th week.
	3.1b. FTCS will participate in a campus survey which asks the student to identify if they value the advising relationship with their academic advisor.	3.1b. IRP	3.1b. A freshmen survey will be administered to first-year students in March.
	3.1c. Using a rubric (Appendix A), academic advisors will assess whether students value the academic relationship.	3.1c. The Advising Center will administer the assessment.	3.1c. The evaluation will occur during the student's 9-week visit.
3.2 Students will build relationships with their advisor and other campus employees during the first 6 weeks of their first semester.	3.2a. Using a rubric (Appendix A), a subcommittee of faculty/staff will evaluate a sample of reflection papers that require students to describe any relationships that were built during their first semester.	3.2a. The assignment will be completed in the ACA course. The ACA coordinator will ensure copies of the assignments are archived for future evaluation.	3.2a. The assignment will be conducted between the 9th and 16th week.
	3.2b. FTCS will participate in a campus survey which asks the student to specify how many relationships were created during the first 6 weeks of college.	3.2b. The survey will be completed in the ACA course. The ACA coordinator will ensure the survey results are archived.	3.2b. A Moodle survey will be administered to students enrolled in ACA.
	3.2c. Using a rubric (Appendix A), academic advisors will assess whether students have established relationships on campus.	3.2c. The Advising Center will administer the assessment	3.2c. The evaluation will occur during the student's 9th week visit.

Goal 4: Students will persist in their program of study*.*

Outcome	Assessment Method	Where/Who	When
4.1 Students will persist in their program of study.	4.1a. Course withdrawal rates and course fail rates will be evaluated each year.	4.1a. IRP	4.1a. Report due at the end of the AY.
	4.1b. The number of first-time freshmen placed on academic probation will be evaluated during their initial academic year.	4.1b. IRP	4.1b. Report due at the end of the AY.
	4.1c. Retention, persistence, and graduation rates will be assessed by IRP each year.	4.1c. IRP	4.1c. Report due at the end of the AY.

Institutional Resources

RCC has been aware of the importance of QEP funding since the beginning of the process. The QEP Steering Committee reviewed several other advising center budgets and visited several other colleges to develop a proposed budget. Several members of the QEP Steering Committee also attended SACSCOC events and attended sessions covering budget development.

Discussions concerning the budget began with the QEP Steering Committee. The QEP Steering Committee created a budget proposal which it presented to the RCC President's Cabinet in the spring of 2013. The budget is comprised of funding for the areas of orientation, advising center, ACA courses, and other college areas that will be impacted by the QEP. The budget shows both existing and new resources that have been committed by the college, including staff positions (Appendix L) that will be essential to the QEP implementation.

In an effort to secure grant funding, the QEP Steering Committee met with a representative of the RCC Foundation in order to gain approval of five-year grants to provide funding for the software and the orientation program. Several other meetings with the President's Cabinet occurred in the summer of 2013, leading to the approval of the following budget plan. While the President's Cabinet understands that the budget proposal will require modifications over time, the QEP Steering Committee believes that their approval of the budget illustrates the strong support the college leadership has for improving students' first-year experience.

Orientation Budget

	Pre-Implementation (2013-14)	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)	Year 4 (2017-18)	Year 5 (2018-19)
Student Ambassadors	$0	$3,000	$3,000	$3,000	$3,000	$3,000
Orientation Materials (flash drives)	$0	$1,400	$1,400	$1,400	$1,400	$1,400
Orientation Total	**$0**	**$4,400**	**$4,400**	**$4,400**	**$4,400**	**$4,400**

Advising Center Budget

	Pre-Implementation (2013-14)	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)	Year 4 (2017-18)	Year 5 (2018-19)
Computer Drops	$3,600	$0	$0	$0	$0	$0
Furniture/Computer Equipment	$31,600	$0	$0	$0	$0	$0
NACADA Professional Development	$5000 (two individuals)	$0	$6,000	$6,000	$6,000	$6,000
SACS Professional Development	$0	$3,000	$0	$0	$3,000	$3,000
RCC Professional Development QEP-focused training	$3,000	$0	$0	$0	$0	$0
RCC Professional Development - Existing	$0	$15,000	$15,000	$15,000	$15,000	$15,000
Software – Existing (Colleague, Moodle, email)	$0	$15,000	$15,000	$15,000	$15,000	$15,000
Software – New (Starfish Solutions)	$0	$15,000	$15,000	$15,000	$15,000	$15,000
Space Repurpose	$10,000	$0	$0	$0	$0	$0
Staffing – Existing Director, Career Counselor & Disabilities Counselor	*$0*	*$190,000*	*$190,000*	*$190,000*	*$190,000*	*$190,000*
Staffing – New Includes 2 academic advisors, 1 administrative assistant	$0	$154,918	$154,918	$154,918	$154,918	$154,918
Telephone Drops	$150	$0	$0	$0	$0	$0
Advising Center Total	**$53,350**	**$392,918**	**$395,918**	**$395,918**	**$398,918**	**$398,918**

ACA Class Budget

	Pre-Implementation (2013-14)	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)	Year 4 (2017-18)	Year 5 (2018-19)
12 New Sections of ACA per year	$0	$6,000	$6,000	$6,000	$6,000	$6,000
Staffing – Existing (Portion of existing faculty department chair position used)	$0	$1,350	$1,350	$1,350	$1,350	$1,350
ACA Class Total	**$0**	**$7,350**	**$7,350**	**$7,350**	**$7,350**	**$7,350**

Institutional Research Budget

	Pre-Implementation (2013-14)	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)	Year 4 (2017-18)	Year 5 (2018-19)
Assessments – *Existing*	$0	$0	$1,500	$0	$1,500	$0
Staffing – *Existing* (Portion of existing Institutional Research staff positions used)	$0	$5,000	$5,000	$5,000	$5,000	$5,000
Institutional Research Total	**$0**	**$5,000**	**$6,500**	**$5,000**	**$6,500**	**$5,000**

Other Budget Items – Admissions Office Staffing
Positions needed to replace duties that were performed by counseling positions

	Pre-Implementation (2013-14)	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)	Year 4 (2017-18)	Year 5 (2018-19)
Staffing – NEW Includes 2 admissions officers, 1 part-time administrative assistant	$0	$128,905	$128,905	$128,905	$128,905	$128,905
Other Items Total	**$0**	**$128,905**	**$128,905**	**$128,905**	**$128,905**	**$128,905**

Marketing Budget

	Pre-Implementation (2013-14)	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)	Year 4 (2017-18)	Year 5 (2018-19)
Marketing Materials QEP & Advising Center promotional items	$1,000	$1,200	$1,200	$1,200	$1,200	$1,200
Orientation Total	**$1,000**	**$1,200**	**$1,200**	**$1,200**	**$1,200**	**$1,200**

Budget Totals by Year

	Pre-Implementation (2013-14)	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)	Year 4 (2017-18)	Year 5 (2018-19)
Total QEP Needs	$54,350	$539,773	$544,273	$542,773	$547,273	$545,773
Less Existing Resources	$0	($232,350)	($235,350)	($232,350)	($235,350)	($232,350)
Total Funding Needed for New Resources	$54,350	$307,423	$308,923	$310,423	$311,923	$313,423

Organizational Charts

In light of the heightened focus that the QEP will require, the committee revised the current organizational charts for RCC's Student Development division and the Academic Affairs division. The proposed charts (Figures 8 and 9) and position descriptions (Appendix L) account for the new responsibilties of the Advising Center, orientation, and coordination of the ACA courses. Existing positions in what is currently known as the Counseling Services Office (Director, Career Counselor, and Disabilities Counselor) have been revised to assist in covering the new duties to be handled in the Advising Center. New positions have also been requested in both the Advising Center and in the Enrollment Services Office in order to adequately provide services in the Advising Center and to also replace services in the Admissions Office that are currently being performed by the Counseling Services staff.
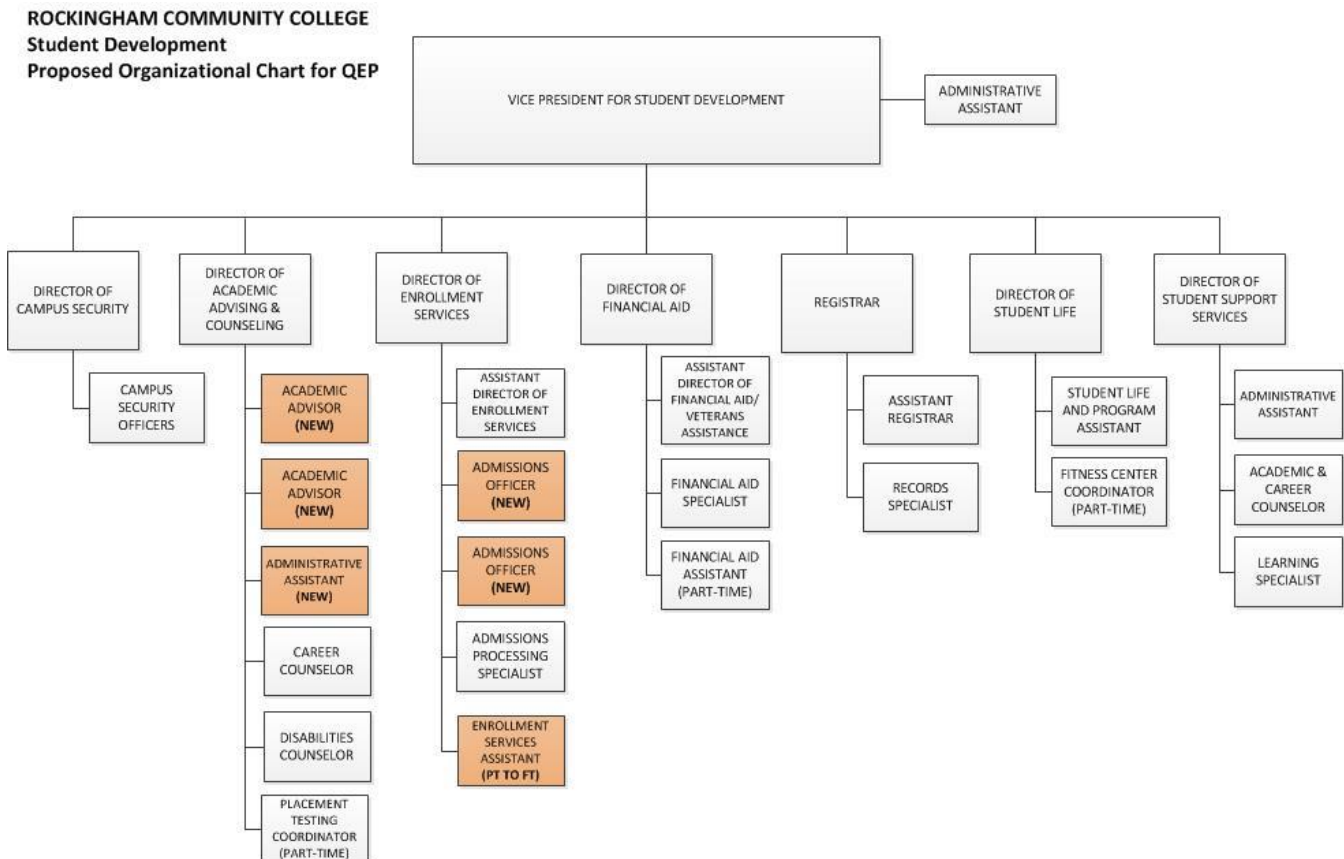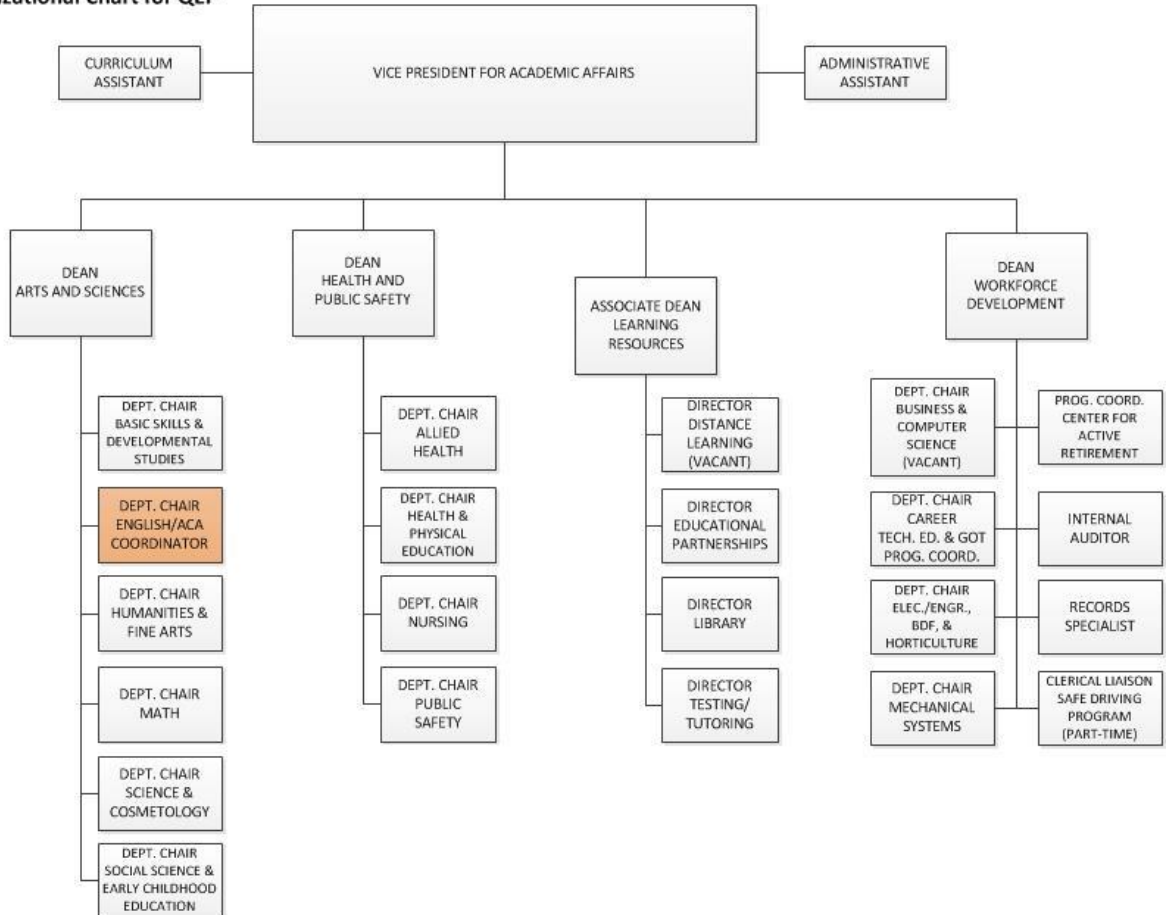
Figure 8:

ROCKINGHAM COMMUNITY COLLEGE
Student Development
Proposed Organizational Chart for QEP

Figure 9:

ROCKINGHAM COMMUNITY COLLEGE
Academic Affairs
Proposed Organizational Chart for QEP

Closing

Student success is a hot-button topic in higher education. Not only are institutions of higher learning charged with increasing enrollment, they must ensure that students are achieving their educational goals. Through a comprehensive literature review and several assessments of faculty, staff, students, and other key stakeholders, RCC stakeholders determined that student success will likely be improved by changing the way students are oriented and integrated into the college community. By helping students create an individualized education plan, following them closely through their first semester, providing intentional advising and support, and teaching those key academic and student success skills, RCC will make a positive impact on student learning on our campus.

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Appendices

Appendix A: Rubrics

Outcome 1.1: Students will identify an appropriate program of study that matches their interests, abilities, and values.

	1 – Beginning	**2-Developing**	**3-Accomplished**	**Score**
Appropriate program of study that matches their interests.	Fails to demonstrate or apply an understanding of interests when selecting a program of study.	Completed a definition and provided examples of interests but failed to link the information to a program of study.	Makes a purposeful decision to select a program of study that matches their interests which include but are not limited to: • Activities they enjoy • Hobbies • Courses the student enjoys • Comparing group activities to working alone	
Appropriate program of study that matches their abilities.	Fails to demonstrate or apply an understanding of abilities when selecting a program of study.	Completed a definition and provided examples of abilities but failed to link the information to a program of study.	Makes a purposeful decision to select a program of study that matches their abilities which include but are not limited to: • Past performance in courses • College placement tests and/or high school grades • Study skill behavior • Identifying natural talent (e.g., helping others, working with numbers, using your hands, etc.)	
Appropriate program of study that matches their values.	Fails to demonstrate or apply an understanding of values when selecting a program of study.	Completed a definition and provided examples of values but failed to link the information to a program of study.	Makes a purposeful decision to select a program of study that matches their values which include but are not limited to: • Family values • Financial values • Personal values • Educational values	

Appendix A: Rubrics

Outcome 2.2: Students will be able to identify campus resources.

	__1 – Beginning__	__2-Developing__	__3-Accomplished__	__Score__
Students will be able to identify the **Career Center.**	The student needs additional information from the advisor or she/he fails to identify the campus resource.	The student can identify the campus resource but is unsure how to contact the area and/or where the area is located on campus.	The student can identify the campus resource, knows how to contact the area, and knows where the area is located on campus.	
Students will be able to identify **clubs and organizations**.	The student needs additional information from the advisor or she/he fails to identify the campus resource.	The student can identify the campus resource but is unsure how to contact the area and/or where the area is located on campus.	The student can identify the campus resource, knows how to contact the area, and knows where the area is located on campus.	
Students will be able to identify the **computer lab**.	The student needs additional information from the advisor or she/he fails to identify the campus resource.	The student can identify the campus resource but is unsure how to contact the area and/or where the area is located on campus.	The student can identify the campus resource, knows how to contact the area, and knows where the area is located on campus.	
Students will be able to identify **Disability Services**.	The student needs additional information from the advisor or she/he fails to identify the campus resource.	The student can identify the campus resource but is unsure how to contact the area and/or where the area is located on campus.	The student can identify the campus resource, knows how to contact the area, and knows where the area is located on campus.	
Students will be able to identify the **Financial Aid office**.	The student needs additional information from the advisor or she/he fails to identify the campus resource.	The student can identify the campus resource but is unsure how to contact the area and/or where the area is located on campus.	The student can identify the campus resource, knows how to contact the area, and knows where the area is located on campus.	
Students will be able to identify **Library resources**.	The student needs additional information from the advisor or she/he fails to identify the campus resource.	The student can identify the campus resource but is unsure how to contact the area and/or where the area is located on campus.	The student can identify the campus resource, knows how to contact the area, and knows where the area is located on campus.	
Students will be able to identify the **Records Office**.	The student needs additional information from the advisor or she/he fails to identify the campus resource.	The student can identify the campus resource but is unsure how to contact the area and/or where the area is located on campus.	The student can identify the campus resource, knows how to contact the area, and knows where the area is located on campus.	
Students will be able to identify the **Tutoring Center**.	The student needs additional information from the advisor or she/he fails to identify the campus resource.	The student can identify the campus resource but is unsure how to contact the area and/or where the area is located on campus.	The student can identify the campus resource, knows how to contact the area, and knows where the area is located on campus.	
Students will be able to identify how to receive **technology support**.	The student needs additional information from the advisor or she/he fails to identify the campus resource.	The student can identify the campus resource but is unsure how to contact the area and/or where the area is located on campus.	The student can identify the campus resource, knows how to contact the area, and knows where the area is located on campus.	

Appendix A: Rubrics

Outcome 2.3: Students will be able to interpret institutional, general education, and program requirements.

	1 – Beginning	**2-Developing**	**3-Accomplished**	**Score**
Students will be able to interpret institutional requirements.	Displays limited knowledge of institutional requirements.	Possesses indepth knowledge of two or three institutional requirements but lacks knowledge of other key institutional requirements.	Possesses indepth knowledge of at least four institutional requirements which may include but are not limited to: • Knowledgeable of the registration process. • Knowledgeable of financial aid policies. • Knowledgeable of FERPA • Knowledgeable of the grading system • Knowledgeable of how to withdraw from a course. • Knowledgeable of the Student Code of Conduct.	
Students will be able to interpret general education requirements.	Fails to demonstrate an understanding of general education requirements.	The student is aware that general education requirements exist but displays limited knowledge of the general education courses.	Possesses knowledge of general education requirements and can provide examples of specific courses that are needed for her/his program of study.	
Students will be able to interpret program requirements.	Fails to demonstrate an understanding of program requirements.	The student is aware that program requirements exist but displays limited knowledge of the courses within the program or their sequence.	Possesses knowledge of program requirements and can provide examples of specific courses and the sequence that they must be followed.	

Appendix A: Rubrics

Outcome 3.1: Students will value the advising relationship with their advisor.

	<u>1 – Beginning</u>	<u>2-Developing</u>	<u>3-Accomplished</u>	<u>Score</u>
Students will value the advising relationship with their advisor.	Fails to demonstrate an appreciation for their academic advisor.	The student uses one or two of the following characteristics when describing their academic relationship: • Accessible • Courteous • Encouraging • Honest • Helpful • Informative • Timely	The student uses three or more of the following characteristics when describing their academic relationship: • Accessible • Courteous • Encouraging • Honest • Helpful • Informative • Timely	

Outcome 3.2: Students will build relationships with their advisor and other campus employees during the first 6 weeks of their first semester.

	<u>1 – Beginning</u>	<u>2-Developing</u>	<u>3-Accomplished</u>	<u>Score</u>
Students will build relationships with their advisor and other campus employees during the first 6 weeks of their first semester.	The student develops 2 or less meaningful relationships with faculty and/or staff.	The student develops between 3 and 4 meaningful relationships with faculty and/or staff.	The student develops 5 or more meaningful relationships with faculty and/or staff.	

***New Student Orientation
Syllabus***

ROCKINGHAM
NOT YOUR TYPICAL COMMUNITY COLLEGE

Advising Center: 336-342-4261, ext. 2333
Advising Center Location: 2nd floor, Whitcomb Student Center

Handouts:
1. 2014/2015 RCC Catalog (flash drive)
2. 2014/2015 Student Handbook (flash drive)
3. 2014/2015 RCC Calendar
4. RCC Faculty/Staff Contact List
5. RCC Technology Usage Guides
   a. Student E-mail
   b. WebAdvisor
   c. Moodle

Rockingham Community College Mission: The mission of Rockingham Community College is to enhance individual and community success in Rockingham County through education as well as full development of human potential, employment assistance, service to business and industry, and contributions to cultural and social development.

Student Development Mission: The purpose of the RCC Student Development Division is to support the mission of the college by providing services to assist students in attending the college, enriching the college experience, developing self-reliant and responsible behaviors, and succeeding in reaching their goals.

New Student Orientation Mission: The purpose of New Student Orientation is to provide students with the knowledge necessary to successfully navigate the first week of class and provide the opportunity to establish relationships with the campus community.

Student Learning Outcomes:
1. Awareness of campus policies and procedures
2. Understanding of requirements for the first week of class
3. Exposure to campus support services
4. Knowledge of campus geography and classroom locations
5. Experience with campus technology
6. Build relationships with fellow students, student leaders, Student Development staff, and faculty.

Appendix B: New Student Orientation Syllabus

Orientation Checklist

- ☐ Complete an RCC application
- ☐ Apply for financial aid
- ☐ Meet on-campus with an admissions officer
- ☐ Bring official transcripts to the Admissions Office
- ☐ Take the placement test
- ☐ Meet with an academic advisor in the Advising Center
- ☐ Complete a course request form with your academic advisor
- ☐ Attend orientation
- ☐ Register for courses on WebAdvisor
- ☐ Pay tuition or complete the financial aid process by payment deadline
- ☐ Get your Student ID and parking permit
- ☐ Purchase your textbooks
- ☐ Locate your classrooms
- ☐ Go to class!

Have questions or need assistance? Call us!
(Dial 336-342-4261 and the extension listed for all numbers except TTY)

Campus Switchboard...0
Academic Advising Center.. 2333
Admissions.. 2333
Bookstore 2164
Business Office 2184
Financial Aid/Veterans' Services 2203
James Library.. 2247
Moodle... 2995
Orientation 2333
Placement Testing... 2795
Registration/Records 2333
Student ID's/Parking Permits 2323
Student Support Services 2702
TTY (for hearing impaired) ....(336) 634-0132
Tutoring Center 2233
Web Advisor/E-mail.. 2119/2318

Appendix B: New Student Orientation Syllabus

Orientation Itinerary

Opening Session – RCC Auditorium

Distribute flash drives and handouts

Student Life
- Campus Security
- Id Cards
- Parking
- Payment plans
- Places to eat
- Student Activities (athletic teams, types of events, organizations)
- Tobacco use

Academic Policies and Procedures
- Class Attendance,
- Importance of going the 1st day
- Contacting faculty if not able to attend class
- How to contact faculty
- Drop/Add Procedure
- FERPA and release forms
- Impact of W vs. WF grades

Expectations for College Students
- General appropriate behavior on campus
- How to conduct oneself in class
- Being treated as and acting like an adult

Campus Tour – Small Groups with Student Ambassadors

Important Buildings and Areas on Campus
- Academic Buildings
- Business Office
- Parking Areas
- Trails

Student Development
- Bookstore
- Academic Advising Center
- Counseling
- Financial Aid/VA
- Admissions/Records
- Student Life
- Parking Permits

Appendix B: New Student Orientation Syllabus

Academic Support
- Library
- Tutoring
- Student Support Services
- Technology Support

Technology and Registration Session – RCC Computer Lab

Technology Overview
- WebAdvisor
- Email
- Moodle
- Eagle Alerts

Registration
- Students will go to the same computer lab as the technology overview
- Students will be assisted by student ambassadors in the use of WebAdvisor
- Students will have met with an Academic Advisor and completed a Course Request Form
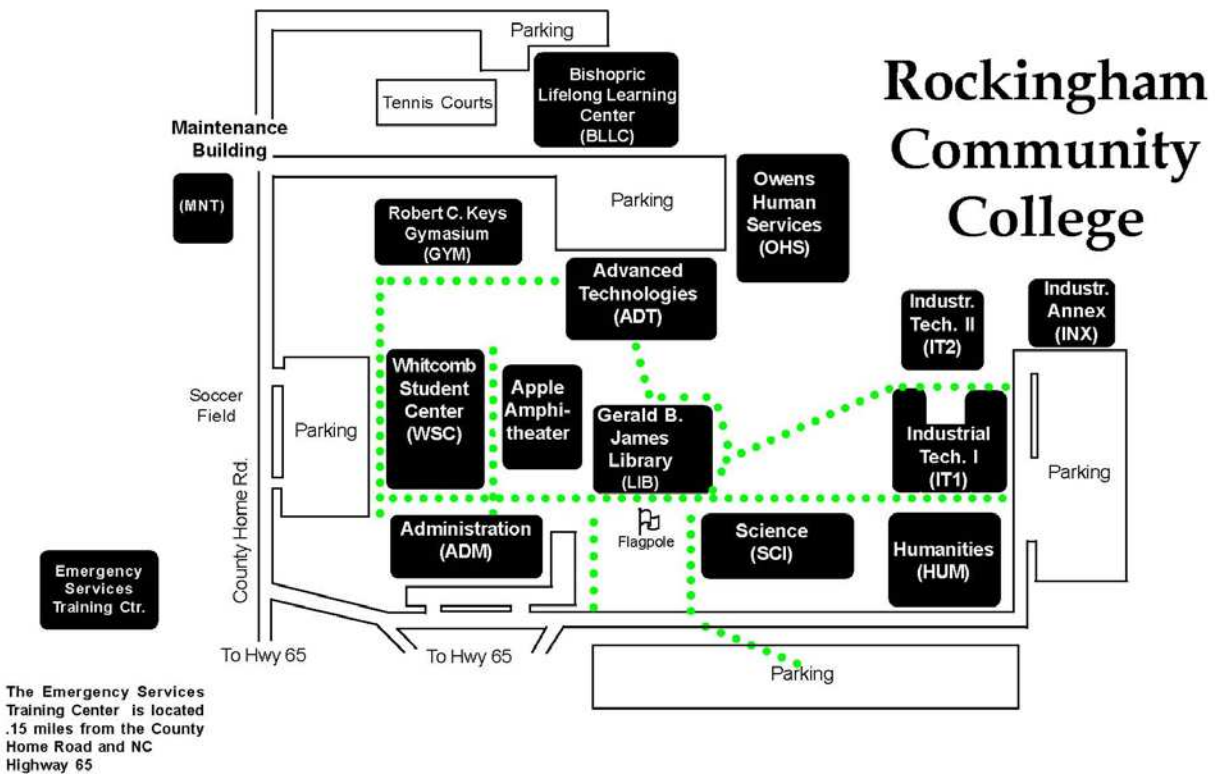
Appendix C: ACA Syllabus

ACA 122-02   College Transfer Success   Semester
1 Credits/1 Class Hours   Instructor Name:
Instructor Email: Instructor Office:
Office Hours:
Exam:

Texts: McCutchen & Riney (2014). *Planning for Success*. Hayden McNeil.

Catalogue Description

Prerequisites: None
Corequisites: None
This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

Course Objectives

1. Teach students to develop comprehensive educational plans of study that fit with their interests, abilities, and values.
    a. Students will identify an appropriate program of study that matches their interests, abilities, and values. Create a weekly plan utilizing time management skills
    b. Students will create a comprehensive educational plan during the first academic year. Use basic technology for classroom assignments

2. Teach students strategies for academic success.
    a. Students will be able to identify campus resources. Outline a financial plan for achieving their academic goal at the community college
    b. Students will be able to interpret institutional, general education, and program requirements.
    c. Give examples of analytical thinking skills in academic and personal life
    d. Demonstrate the ability to take effective lecture notes

3. Teach students to build relationships.
    a. Students will build relationships during the first 6 weeks.

4. Teach students to build a strategic plan for transfer to a senior institution
    a. Identify personal interests and skills and research a major
    b. Create a list of appropriate senior institutions for transfer
    c. Outline the financial and personal options available for transfer
    d. Discuss the cultural expectations at a senior institution

Evaluative Criteria and Grading Scale:

A = 90-100	C = 70-80
B = 80-90	D = 60-70

Grade points based on following scale.

Campus Resources Project	10%
Campus Resources Exam	10%
Educational Plan Project	15%
Program Requirement Exam	10%
Interests, Values, and Skills Reflection Papers	10%
Analytical Paper	10%
Destination College Research Project	15%
Participation	10%
Other Assignments and Quizzes	10%

ATTENDANCE POLICY:
The college's attendance policy is designed to promote student success. Students are expected to attend every scheduled lecture, lab, shop, and clinic on time and be prepared to engage in the teaching/learning process. Students are responsible for all materials covered and all assignments made in class. When a student is absent from a lecture, laboratory, shop, or clinic, it is the student's responsibility to make satisfactory arrangements for any make-up work permitted by the instructor. An absence is defined as nonattendance for any reason, including illness, emergency, or official leave.

Appendix C: ACA Syllabus

In general, absences due to official college activities and events will not be included as absences within an individual instructor's attendance policy, provided that the student submits appropriate documentation to the instructor at least one week prior to the event. However, if the student has an excessive number of absences or has unsatisfactory academic performance in the course, the instructor will inform the appropriate organization advisor/sponsor whether the student will be permitted to miss class. Students missing a class due to official college activities and events bear the responsibility of contacting the instructor regarding advanced submission or make-up of work.

The student will be allowed a reasonable opportunity to complete all work missed as a result of the missed class. Official college activities and events include participation in the following: field trips in connection with courses; intercollegiate athletic contests; state-wide, regional and/or national organization events; scholarship events, and student academic competitions and award ceremonies

Most of this class involves you directly in writing, responding, and reporting in class. It is impossible to make up that kind of work. Therefore, regular attendance and participation is crucial to your success in this class. **Because of this, attendance and participation are included in the grading policy.** You will be allowed to miss <u>three classes</u>. <u>Each absence after that will lower your grade by 5%</u> (you will have effectively missed a whole week of class). <u>Students who miss more than five classes will be dropped from the course.</u> Students withdrawn in this manner will be assigned a W, WF, or F at the instructor's discretion. Talk with me as soon as possible if you are worried about meeting deadlines or missing classes. Missed notes and assignments are the responsibility of the student, and all work must be made up immediately upon the student's return to class.

In addition, tardiness interferes with learning, both for the late student and for the class as a whole. Because of this, students are expected to be at class on time. **If a student is not present at the beginning of class, they will be given a tardy**. <u>Every two tardies will result in one absence, which will affect the student as listed above.</u>

Financial Aid Attendance Forms will not be signed until **on or after** the student has attended the next class following the 10% point of the semester.

<u>POLICY ON LATE PAPERS:</u>
It is expected that students will turn in all assignments on the assigned date. **The instructor will assess a five point penalty for each business day that the assignment is late.** After one week, the assignment will no longer be accepted. Remember, failure to submit a paragraph or essay will result in being withdrawn with a "W" or "WF." If you anticipate a problem, you may either turn the paper in early or have someone turn it in for you. **No papers will be accepted after the final exam.** After the final exam meeting is over, all outstanding work will be assigned the grade of "0."

<u>STUDENT CONDUCT POLICY:</u>
Students are expected to conduct themselves as adults at all times so as not to interfere in any way with the maintenance of a proper classroom environment for learning. Students who do not behave as adults at all times will be subject to being dropped from the class. Computers and the Internet are to be used ONLY as part of assigned classroom activity. Students who disrupt the learning environment will be withdrawn from the class. See page 107 of the RCC Catalog for more information on the "Standards of Student Behavior."

<u>ACADEMIC HONESTY POLICY:</u>
Academic integrity will not be compromised at Rockingham Community College. Cheating, plagiarizing, falsifying results of study or facilitating academic dishonesty are prohibited and can result in sanctions as extreme as suspension from class (es) and/or from RCC

<u>WITHDRAWAL POLICY:</u>
It is the student's responsibility to initiate a withdrawal from a course. Students may withdraw from a course through the end of the 60th percent point of the semester or its equivalent in a shortened session. Students are not allowed to initiate drops beyond this point. After the thirteenth week of classes or its equivalent in a shortened session, students are required to have instructors initiate withdrawals for justifiable reasons. Also, Students who are found guilty of plagiarism before the 60% point of the semester may not withdraw from the course in order to avoid penalty of an "F" or "WF" given by the instructor as a result of the plagiarism

<u>ACCOMMODATIONS FOR DISABILITIES:</u>
Students with disabilities are expected to meet the same academic standards as other students. To accomplish this, accommodations may be needed which make the method of instruction accessible to the student. It is the responsibility of the student requesting classroom, lab or shop accommodations in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act to meet jointly with the faculty member and RCC counselor to sign off on the "Recommended Accommodations" form. This should be done early in the semester in order for the student to benefit from the accommodations.

<u>*CELL PHONE USE POLICY*</u>
Student use of cell phones, text messengers, and similar personal electronic and musical devices is prohibited in the classrooms, laboratories, clinical sites and the library

<u>Course Outline</u>
Module 1:	Building Relationships within the College Community
Module 2:	College Orientation
Module 3:	College Success Skills
Module 4:	Goal Setting
Module 5:	College Transfer Success

Student Success Course Plan

Possible Courses

ACA-111   College Student Success

This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives.

ACA-122   College Transfer Success

This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions.

Curriculum

Our curriculum will focus on four learning outcomes: relationship building, college orientation, educational goal setting, and college success skills. The college transfer class will include a fifth module focusing on successfully transferring; the college student success course will include a fifth module focusing on career planning.   Each module will end with a project or exam aimed at assessing its success. Topics that will fit into each module include the following:

Relationship Building: college facilities, learning resources, contacts that can handle specific types of problems, the role of advisors

College Orientation: campus technology, college policies, financial aid, college expectations

Goal Setting: college programs, goal setting strategies, educational plans

College Success Skills: personal responsibilities, time management, test taking, note taking, financial literacy

Transfer Success: choosing a major, choosing a college, articulation agreements, the transfer process

Career Planning: choosing a career, financial literacy, resume building

ROCKINGHAM **Pre-Advising Worksheet**

The following is designed to assist you through the advising process at RCC. Answering these questions will allow us to help you develop an academic and career plan that is specific to your needs. The information provided on this form is confidential.

Name: _____ **Prefer Contact by:** ☐ Email* ☐ Phone/Text** ____-____-_____

*Emails are sent to your RCC email only. **Your carrier's standard text messaging rates may apply.* *Carrier Name:* _____

Self-Assessment

1. What is your program of study (i.e. major): _____ OR ☐ Not sure

2. What interests you most about this program? _____

3. Career choice: _____ OR ☐ Not sure

4. Will you need further education (beyond RCC) to pursue the career you want? If yes, what type?
    _____

5. What kind of classes do you need: ☐ No Preference ☐ Day ☐ Evening ☐ Online ☐ Part-time ☐ Full-time

6. Do you work? If yes, how many hours per week? _____

7. What careers are connected to this program? _____

8. Please select the answer(s) that apply to you:
    ☐ I have read about/researched this career field   ☐ I have talked to an advisor and/or career counselor about
    ☐ I have interviewed others who work in this field   this career
    ☐ I have volunteered in this career field   ☐ Other _____
    ☐ I work (or have worked) in some aspect of this career

9. Would you like more information about this program and related careers?   ☐ Yes   ☐ No

10. Have you applied for financial aid? ☐ Yes   ☐ No If yes, when did you complete the FAFSA? _____

11. Please select the item(s) that might impact your plans to attend or complete your educational goals at RCC.
    ☐ Financial aid/paying for college   ☐ Looking for employment while in college
    ☐ Childcare expenses   ☐ Rotating shifts
    ☐ Lack of transportation   ☐ Returning to school after many years
    ☐ Parenting or family concerns   ☐ Minimal computer skills
    ☐ Caring for sick/elderly relatives   ☐ Other: _____

Skills Self-Assessment

Rate yourself from 1 (not skilled in this area) to 5 (excellent in this area)

Skills	1	2	3	4	5	Staff Use Only: Referred to The Learning Ctr
Time Management						☐
Note Taking						☐
Test Taking						☐
Organization						☐
Dependability						☐
Punctuality						☐
Internet Navigation						☐

Staff Use Only:	**Notes:** Official Program of Study: _____ Career Assessment Results (if taken): _____ Course Placement: MAT/DMA_____ ENG_____ RED_____ CIS_____ Mult Measures Eligible? ☐ Yes ☐ No

Appendix F: Career Assessment Example

Career Services Assessments for Interests, Skills, & Values at CFNC.org

Interest Profiler (10-20 minutes)

The Interest Profiler helps individuals identify their work-related interests, acquire self-knowledge about their vocational personality type, and develop career awareness of matching occupations.

The Interest Profiler is composed of 60 items, each describing a work activity. The items represent a broad range of training levels. Users are asked to choose one of three possible answers for each of the activities: Like, Not Sure, Dislike.

At completion of the Interest Profiler six occupational interests are presented in order of the user's highest interest to lowest interest. Results are then matched with possible careers.

Appendix F: Career Assessment Example

It is important to remind users that the Interest Profiler is not a test. There are no "right" or "wrong" answers, only answers which accurately reflect their own interests. The Interest Profiler is appropriate for users 14 years of age or older with eighth grade or higher level reading skills.

Basic Skills Survey (10-15 minutes)

The Basic Skills Survey is designed to assess skills in core areas. Users are presented with a series of statements describing increasingly difficult tasks, and they are asked to indicate which activities they feel they could successfully perform today. These skill statements are concrete activities that illustrate advancing levels of achievement.

The Survey is based on the skills reported by the Secretary's Commission on Achieving Necessary Skills (SCANS) used in O*NET to help describe occupations.

Basic skills provide the foundation for acquiring new knowledge and skills. The basic skills in the Survey fall into the following core areas:

- Reading Comprehension
- Active Listening
- Writing
- Speaking
- Mathematics
- Science
- Critical Thinking
- Active Learning
- Learning Strategies
- Monitoring

Work Values Sorter (5-15 minutes)

Work values are global aspects of work that are important to a person's job satisfaction. The Work Values Sorter is an assessment of the values a person considers important in a work setting.

Work value statements are electronically placed in a matrix that allows the user to assign a level of importance for each statement. The score reflects the order of importance of six broad work values to that person.

The Work Values Sorter is automatically "scored" by the program. Users can then use their results to explore careers that reinforce their top work values by linking to the matching occupations presented.

This assessment tool was designed to be self-administered and can be used by individuals or in a group setting. Participants can generally work through the Work Values Sorter and obtain results within five to 15 minutes.

Appendix G: Post-Advising Worksheet

ROCKINGHAM **Post-Advising Worksheet**

Please answer the following questions. This post-advisement worksheet will be used to assess your first semester experience.

Name: _____   **Prefer Contact by:** ☐ Email*   ☐ Phone/Text** ____-____-_____

*Emails are sent to your RCC email only. **Your carrier's standard text messaging rates may apply.*   *Carrier Name:* _____

Self-Assessment

1. What is your program of study (i.e. major): _____ OR ☐ Not sure

2. What interests you most about this program? _____

3. Career choice: _____   OR ☐ Not sure

4. Will you need further education (beyond RCC) to pursue the career you want? If yes, what type?

   _____

5. What careers are connected to this program? _____

6. Please select the answer(s) that apply to you:

   ☐ I have read about/researched this career field   ☐ I have talked to an advisor and/or career counselor about
   ☐ I have interviewed others who work in this field   this career
   ☐ I have volunteered in this career field   ☐ Other _____
   ☐ I work (or have worked) in some aspect of this career

7. Please select the item(s) that might impact your plans to continue or complete your educational goals at RCC.

   ☐ Financial aid/paying for college   ☐ Looking for employment while in college
   ☐ Childcare expenses   ☐ Rotating shifts
   ☐ Lack of transportation   ☐ Returning to school after many years
   ☐ Parenting or family concerns   ☐ Minimal computer skills
   ☐ Caring for sick/elderly relatives   ☐ Other: _____

Skills Self-Assessment

Rate yourself from 1 (not skilled in this area) to 5 (excellent in this area)

Skills	1	2	3	4	5	Staff Use Only: Did student utilize TLC?
Time Management						☐ Yes ☐ No
Note Taking						☐ Yes ☐ No
Test Taking						☐ Yes ☐ No
Organization						☐ Yes ☐ No
Dependability						☐ Yes ☐ No
Punctuality						☐ Yes ☐ No
Internet Navigation						☐ Yes ☐ No

Staff Use Only:

Notes:

Official Program of Study: _____   Career Assessment Results (if taken): _____

Course Placement: MAT/DMA_____   ENG_____   RED_____   CIS_____   Mult Measures Eligible? ☐ Yes   ☐ No

Academic Advisor Signature: _____   Date: _____

1ˢᵗ Semester Advising Syllabus

Advising Center: Whitcomb Student Center, 336-342-4261, ext 2333

Your Advisor's Name: _____   Phone #: _____

Your Advisor's Email Address: _____

Your Program of Study: _____

Rockingham Community College (RCC) Mission: to enhance individual and community success in Rockingham County through education as well as full development of human potential, employment assistance, service to business and industry, and contributions to cultural and social development.

Advising Mission: to enhance student learning by teaching students to develop educational and career goals and providing services that will help them to achieve these goals.

Advising Objectives:
- Teach students to develop comprehensive educational plans of study that fit with their interests, abilities, and values
- Teach students strategies for academic success
- Teach students to build relationships

Student Learning Outcomes: As a result of academic advising, students will
- Identify an appropriate program of study that matches their interests, abilities, and values
- Create a comprehensive educational plan that maps out courses for each semester
- Build and value relationship with advisor
- Identify campus resources

The Advisor's Role is to:
- Be fully accessible to students
- Assist students with identifying and clarifying educational and career goals
- Effectively communicate the curriculum and graduation requirements for the student's program
- Effectively interpret college academic policies and procedures.
- Refer students to appropriate campus resources based on student's needs
- Monitor and accurately document students' progress toward meeting their goals
- Provide students with strategies that promote student success
- Maintain confidentiality

The Student's Role is to:
- Schedule and keep appointments with advisor
- Complete all necessary assessments to the best of your ability (Compass, career assessments, etc)
- Share information that pertains to your educational and career goals
- Take an active role in the advising process by asking questions and researching programs and careers
- Be prepared for advising sessions by reviewing course offerings, researching pre- and co-requisites for courses, identifying ideal days and times for classes
- Be open and honest with advisor
- Follow through on advising recommendations

Materials: College Catalog, Internet, Moodle, Webadvisor

ROCKINGHAM
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Student Checklist

Before the semester begins:

		Yes	No	N/A
1	I have completed the FAFSA application for financial aid			
2	I have completed the Pre-Advisement Worksheet			
3	I reviewed my course placement with an academic advisor			
4	I explored and researched careers in the Career Center			
5	I chose my program of study			
6	I developed a MAP (My Academic Plan) in the Advising Center			
7	I selected my 1st semester courses			
8	I completed orientation			
9	I activated my RCC student email account			
10	I activated my Moodle account			
11	I activated my Webadvisor account and registered for my 1st semester courses			
12	I have registered for an ACA course			
13	I printed my 1st semester schedule			
14	I have reviewed my financial aid messages sent to my RCC email account			
15	If I am planning to take online courses, I have completed the Moodle orientation			
16	If I am not receiving financial aid at this time, I have made payment arrangements with the Business Office.			
17	I have reviewed the "Student Services" webpage to see how I can become involved on campus			
18	I have signed up for the Eagle Alert system, to receive reminders and emergency text alerts			

Every Semester:

		Yes	No	N/A
1	I have reviewed and/or updated my address, phone number, and major in WebAdvisor			
2	I have reviewed my program requirements as outlined in my catalog of record			
3	I have developed with my academic advisor a MAP and will update it each semester			
4	I have checked my financial aid status in WebAdvsisor for any updates or changes			
5	If I am not receiving financial aid at this time, I am keeping up with my payment schedule as agreed upon with the Business Office			

Quicklist of Services for Students

Office	Location	Phone Number
Assistive Technology	Whitcomb Student Center	342-4261 ext 2205
Bookstore	Whitcomb Student Center	342-4261 ext 2261
Career Center	Whitcomb Student Center	342-4261 ext 2100
*Disability Services	Whitcomb Student Center	342-4261 ext 2243
Financial Aid	Whitcomb Student Center	342-4261 ext 2203
Library Services	James Library	342-4261 ext 2247
Make-up testing	Science Building	342-4261 ext 2234
Student Activities & Athletics	Whitcomb Student Center	342-4261 ext 2323
Tech Support	Administration Bldg	342-4261 ext 2368
The Learning Center (Tutoring)	Advanced Technologies Bldg	342-4261 ext 2233
Veterans' Services	Whitcomb Student Center	342-4261 ext 2000

If you have a disability or acquire one while attending RCC, you may be eligible to receive accommodations that will allow you equal access to RCC's programs, activities, and facilities.

Appendix I: Advisor Checklist

1st Semester Advisor Responsibilities Checklist

ROCKINGHAM
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ADVISOR Name: _____   ADVISOR Phone #: _____

STUDENT Name: _____   STUDENT ID#: _____

Legend: **Init/Date =** Enter staff initials & date when task is completed; N/A if not applicable   **N=New** Student   **T=Transfer** Student   **R = Returning** Student

		HAS THE STUDENT:	N	Init/Date	T	Init/Date	R	Init/Date
ADMISSIONS	1	Submitted an application	N		T		R	
	2	Completed the FAFSA	N		T		R	
	3	Submitted HS transcript	N		T		R	
	4	Submitted college transcript(s)	N		T		R	
	5	Submitted SAT/ACT scores	N		T		R	
	6	Been approved for Multiple Measures	N		T		R	
	7	Taken placement test	N		T		R	
	9	Been referred to Advising Center for advising and registration	N		T		R	
	8	Had transcripts sent to Records Office for evaluation	■		T		R	
	10	Been referred to program advisor for advising and registration	■		T		R	
ADVISING CENTER	11	Completed Pre-Advisement Worksheet (PAW)	N		T		R	
	12	Had placement test scores interpreted	N		T		R	
	13	Completed career exploration in Career Center	N		T		R	
	14	Verified program of study	N		T		R	
	15	Developed My Academic Plan (MAP) in the Advising Center	N		T		R	
	16	Chosen courses for 1st semester	N		T		R	
	17	Scheduled orientation Date:	N		T		R	
	18	Completed orientation	N		T		R	
	19	Activated RCC account and Moodle account	N		T		R	
	20	Activated WebAdvisor account and register for 1st semester courses	N		T		R	
	21	Printed Schedule	N		T		R	
ADVISING CENTER	22	Completed 1st week experience survey	N		T		R	
	23	Scheduled transition meeting with advisor	N		T		R	
	24	Attended transition meeting Date:	N		T		R	
	25	Updated MAP	N		T		R	
	26	Verified program of study (2nd time)	N		T		R	
	27	Reviewed mid-term grades and knowledge of program requirements	N		T		R	
FACULTY ADVISOR	28	Met with program advisor, chosen courses for 2nd semester	N		T		R	
	29	Registered for courses via WebAdvisor	N		T		R	

My Academic Plan (MAP)

ROCKINGHAM

Student name:		
	☐ Certificate Program ☐ Diploma ☐ AA ☐ AS ☐ AFA ☐ AAS	
SID#	☐ Check box if for Financial Aid or Veteran's Benefits (FA/VA) **	
Advisor name and extension:		
	Program Name: _____	

Placement results: English: _____ Math: _____ Computers: _____ **EXPECTED GRAD DATE:** _____

FALL 20___		SPRING 20___		FALL 20___		SPRING 20___	
COURSE	CREDITS	COURSE	CREDITS	COURSE	CREDITS	COURSE	CREDITS
TOTAL CREDITS	0	**TOTAL CREDITS**	0	**TOTAL CREDITS**	0	**TOTAL CREDITS**	0
FALL 20___		**SPRING 20___**		**FALL 20___**		**SPRING 20___**	
COURSE	CREDITS	COURSE	CREDITS	COURSE	CREDITS	COURSE	CREDITS
TOTAL CREDITS	0	**TOTAL CREDITS**	0	**TOTAL CREDITS**	0	**TOTAL CREDITS**	0
FALL 20___		**SPRING 20___**		**FALL 20___**		**SPRING 20___**	
COURSE	CREDITS	COURSE	CREDITS	COURSE	CREDITS	COURSE	CREDITS
TOTAL CREDITS	0	**TOTAL CREDITS**	0	**TOTAL CREDITS**	0	**TOTAL CREDITS**	0

*NOTE: ** If for FA or VA, put an * next to all classes that are recommended but not required for degree and a line through blank semester.*

Advising Notes:

Advisor signature: _____ Student signature: _____ Date: _____

By signing this, students acknowledge that altering this plan could result in changes to their financial aid and/or VA benefits.

Appendix K: Starfish Solutions Description

Providing Benefits for Your Whole Community

Most colleges and universities provide Starfish to the entire undergraduate population. Some institutions extend this to graduate students and non-credit-earning students because they are seeking to make collaboration on campus easier. Some just focus on one group of students such as athletes, TRiO students, or students in developmental classes. Regardless of your specific scenario, **Starfish EARLY ALERT™** and **Starfish CONNECT™** provide benefits for all members of the academic community.

Students

- Know immediately when the institution has a concern about your academic performance and which support services are available to help you.
- Schedule time online to meet with your advisor, tutor, instructor, financial aid counselor, or anyone else at the institution who can help you.
- Receive notifications from the institution in a variety of convenient methods, including email, text, and Facebook messages.
- Get motivated as a result of receiving positive, encouraging messages from instructors and others in your success network.

Faculty

- Communicate concerns about a student to people who are trained to provide help, without having to know how the institution addresses every kind of problem for each kind of student. Reporting concerns takes only minutes!
- Manage communications to all students, both those doing well and those at risk, based on parameters that you set yourself.
- Keep track of student attendance and let Starfish automatically report when a student has an attendance issue.
- Send automatic, positive messages to students who are doing well.
- Save time by accessing Starfish through your learning management system and eliminate redundant data entry by having your grade book entries raise automatic flags on underperforming students.

Advising, Counseling, and Student Success Staff

- Know more quickly who needs help. Don't lose track of students because of forgotten emails, notes, and voicemails.
- Help students faster by having one-click access to a student's full profile and performance history, including grades.
- Close the loop with faculty and others who report concerns to let them know that a reported concern has been followed up on, increasing faculty utilization of the process.
- Keep track of your efforts to intervene with a student, including your email history.
- Prioritize your efforts through various cohort management options that let you focus on one specific student population at a time.
- Monitor a student's progress through mutually agreed-upon milestones that are maintained within the student folder.
- Take advantage of predefined templates that help you work more efficiently without losing the personal touch.
- Refer students to other campus services, including tutoring, and keep track of whether the student showed up.

Position Descriptions for Academic Advising Center

Director of Academic Advising and Counseling

Essential Job Duties	• Supervises and oversee the Academic Advising and Counseling Center (services include academic advising, disability, personal, and career counseling) • Develops policies and procedures for the department • Schedules staff to provide necessary coverage for delivery of services • Maintains current knowledge of best practices, and any federal, state, and local regulations related to services • In collaboration with other academic personnel, plans, develops and executes student programs and services • Creates reports using Colleague and other tracking software; present reports to faculty and staff as requested • Manages the Center's budget • Serves as the College's ADA/504 Compliance Officer • Maintains collaborative working relationships with local mental health and medical professionals for referral services • Annually evaluates the scope of advising and counseling services provided to students • Provides ongoing professional development training for existing and new advisors • Manages advisee assignments and advisor loads • Assists in developing and updating advising information listed on the website. • Creates and maintains a written operations manual that documents and standardizes college practices for advising. • Creates and manages databases and spreadsheets that support the operations of the department as well as generate necessary reports. • Monitors assessments conducted by the advising and counseling staff as they relate to student learning outcomes • Collects data assessment information for advising for use in generating reports and making recommendations for any adjustments to the QEP • Facilitates the preparation of the SACSCOC Fifth Year interim report as related to the QEP utilizing data compiled from previous years and addressing all of the suggested assessments as well as others that are identified as pertinent. • Conducts short-range and long-range planning; conduct research and surveys to determine current effectiveness and future needs
Education Requirements	• Master's degree in counseling, higher education administration, leadership, student development, or a related field
Experience	• Minimum 3 years supervisory experience • Excellent interpersonal and organizational skills and attention to detail • Creative problem-solving, conflict resolution and decision-making skills • Effective oral and written communication skills • Proficiency in Microsoft Office; demonstrated ability in office organizational skills

Position Descriptions for Academic Advising Center

Advising Center Administrative Assistant

Essential Job Duties	• Greets students who visit the Advising Center • Responds to requests for information from a variety of sources: students, the general public, agencies, faculty and staff • Assists students with completing Advising Center forms and paperwork • Schedules advising and orientation appointments for students • Maintains electronic and hard copy filing systems • Ensures proper operation of equipment • Maintain inventory supplies • Enter advisor changes in Colleague • Perform data entry and document imaging functions • Create advising center forms and submit printing requests when needed
Education Requirements	• Associate degree
Experience	• 1 to 2 years relevant experience • Excellent interpersonal and organizational skills and attention to detail. • Effective oral and written communication skills. • Basic functional computer skills using Microsoft products

2 Academic Advisors - 100% advising duties (approximately 300-400 advisees per person)

Essential Job Duties	• Provides advisement services for specific student populations, such as first time college students, developmental, probation and suspension students • Assesses student's knowledge of chosen program/career • Interprets placement test scores and explains course placement • Makes referrals to career counselor as needed • Verifies student's program/career choice • Assists students with developing an educational plan (includes a plan per semester, review of academic program checksheet, and student's educational and career goals • Reviews the advising syllabus with students • Maintains contact with students throughout their initial semester (via email, phone calls, in-person contact) • Conducts Transition Meeting when students are ready to be assigned to a faculty advisor • Enters periodic updates, including all correspondence, academic progress, program/career changes, and other notations in Starfish software for tracking purposes • Discusses college policies with all students (drop/withdrawals, course repeat, grade forgiveness, grievance procedures, etc)
Education Requirements	• Bachelor's degree in education, counseling, human services, or a related field
Experience	• Minimum 1 year experience in academic advising (community college setting preferred) • Excellent interpersonal and organizational skills and attention to detail. • Effective oral, written communication skills, and computer skills

Position Descriptions for Academic Advising Center

Career Counselor - **85% career & general counseling duties; 15% advising duties (50 advisees)**

Essential Job Duties	***Career Development duties:*** • Provides information and expertise in the area of career exploration and career development for students • Conducts individual career counseling sessions; administers and interprets career assessment tools • Conducts career presentations for ACA courses, capstone courses, and other courses that incorporate a career component in the course content • Oversees the career center to ensure that timely resources and other information are available • Coordinates on-campus recruitment visits from four year institutions • Coordinates annual fairs (College Transfer Fair, Jobs Fair) • Assists students with job preparation assistance and resume reviews • Manages the online jobs posting board • Provides updated college transfer information to students • Assists students with personal counseling issues • Makes mental health referrals as needed ***Academic Advising Duties*** • Provides advisement services for specific student populations, such as first time college students, developmental, probation and suspension students • Assesses student's knowledge of chosen program/career • Interprets placement test scores and explains course placement • Makes referrals to career counselor as needed • Verifies student's program/career choice • Assists students with developing an educational plan (includes a plan per semester, review of academic program checksheet, and student's educational and career goals • Reviews the advising syllabus with students • Maintains contact with students throughout their initial semester (via email, phone calls, in-person contact) • Conducts Transition Meeting when students are ready to be assigned to a faculty advisor • Enters periodic updates, including all correspondence, academic progress, program/career changes, and other notations in Starfish software for tracking purposes • Discusses college policies with all students (drop/withdrawals, course repeat, grade forgiveness, grievance procedures, etc)
Education Requirements	• Master's degree in Counseling, Student Development, or related field.
Experience	• Minimum 2 years college counseling experience (community college setting preferred) • Demonstrated knowledge of personal academic counseling skills, specifically with a career development focus • Excellent interpersonal and organizational skills and attention to detail. • Effective oral, written communication, and computer skills

Position Descriptions for Academic Advising Center

Disabilities Counselor - 85% disability & general counseling duties; 15% advising duties (50 advisees)

Essential Job Duties	***Disability Services duties:*** • Meets with disability students to discuss process (requesting accommodations, appropriate documentation, etc) • Conducts follow-up appointments with disability students for assessment • Schedules meetings with student, instructor, and counselor to discuss accommodations • Conducts workshops with faculty on guidelines/regulations for disability services • Ensures the college adheres to the ADA guidelines • Manages student disability files, to ensure documentation is current and appropriate • Maintains and updates the disability handbook • Maintains current knowledge of disability regulations and best practices • Orders books for disability students • Assists students with personal counseling issues • Makes mental health referrals as needed • Provides updated college transfer information to students • Assists students with personal counseling issues • Makes mental health referrals as needed ***Academic Advising Duties*** • Provides advisement services for specific student populations, such as first time college students, developmental, probation and suspension students • Assesses student's knowledge of chosen program/career • Interprets placement test scores and explains course placement • Makes referrals to career counselor as needed • Verifies student's program/career choice • Assists students with developing an educational plan (includes a plan per semester, review of academic program checksheet, and student's educational and career goals • Reviews the advising syllabus with students • Maintains contact with students throughout their initial semester (via email, phone calls, in-person contact) • Conducts Transition Meeting when students are ready to be assigned to a faculty advisor • Enters periodic updates, including all correspondence, academic progress, program/career changes, and other notations in Starfish software for tracking purposes • Discusses college policies with all students (drop/withdrawals, course repeat, grade forgiveness, grievance procedures, etc)
Education Requirements	• Master's degree in Counseling, Student Development, or related field.
Experience	• Minimum 2 years college counseling experience (community college setting preferred) • Demonstrated knowledge of personal academic counseling skills, specifically with a disabilities services focus • Excellent interpersonal and organizational skills and attention to detail. • Effective oral, written communication, and computer skills