

SOUTH PLAINS COLLEGE

Quality Enhancement Plan



Reaffirmation of Accreditation
Dates of on-site review: October 14-16, 2013

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I. EXECUTIVE SUMMARY

The focus of the South Plains College (SPC) Quality Enhancement Plan (QEP) is helping our students learn to set goals, progress through their academic plan and develop long-term career goals. Within this process, students will develop an Educational Success Plan (ESP), thereby leading to the title ESP@SPC.

Students are and have always been the focus of our advising program, but there are missing elements that came to light as we began to research possible topics for our QEP. As we examined our advising process, we found that students were not receiving consistent services throughout and even within various departments. Through a program of professional development and mentoring we will train all faculty and selected staff to become Academic Coaches, with the tools necessary to guide students in the development of academic and career goals.

Our new advising process will require all students to meet with an Academic Coach twice each semester. As part of the initial meeting students will begin completion of their Educational Success Plan housed in our student portal MySPC. This Educational Success Plan will have SPC students complete questions about themselves, including what they want to accomplish while at SPC and challenges they feel they face. Students will develop an academic plan to map out the path to their stated academic goal. They will be referred to resources to assist in career exploration and goal setting. Transfer students will have access to a timeline to help their transition from SPC to a university.

Our goals for our students are to make sure they all have an educational success plan, help in setting academic goals, and help with clarifying their career and life plans. We also determined that our students need additional skills to help them become lifelong learners. To help our students become lifelong learners, the ESP@SPC includes student learning outcomes related to the activities of reflection, responsibility and planning.

ESP@SPC will be implemented through changes in our advising process and with the help of our faculty and staff. ESP@SPC will impact each student's life and give him or her necessary skills and resources to succeed while at SPC and beyond.

II. PROCESS USED TO DEVELOP THE QEP

CR 2.12: The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.

CS 3.3.2: The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement.

The Quality Enhancement Plan (QEP) at South Plains College is the result of a directed effort designed to ensure a broad spectrum of input and support. Planning for the QEP began on April 1, 2011 with an overview of the QEP process to the SACS/COC leadership team by Dr. Donald Crump, former SACS/COC Representative. Following that meeting, two members of the SACS/COC leadership team were named co-chairs responsible for the oversight of the QEP. These two members were Gary Poffenbarger, Chairperson of the English department, and Cathy Mitchell, then Dean of the SPC Reese Center. July 17 – 20, 2011 the co-chairs attended SACS/COC Institute on Quality Enhancement and Accreditation in Dallas, attending workshops geared toward identifying best practices and developing quality plans.

In September of 2011, faculty and staff, representing all SPC areas and locations, were chosen by the SACS/COC Leadership Team to make up the QEP Steering Committee (Appendix A). On October 12, 2011, letters of invitation were sent to the new members and the first organizational meeting was held on October 21, 2011.

At the October 21st meeting, information garnered from Dr. Crump's initial presentation and from the SACS/COC Institute was presented to the group. Items discussed included a description and requirements of the QEP and a general timeline and a review of the SPC mission statement. Each member was given copies of the QEP section of the *SACS/COC Handbook for Institutions Seeking Reaffirmation and of The Principles of Accreditation*. Members were asked to familiarize themselves with these items, as well as Executive Summaries found on the SACS/COC website, before the next meeting.

On November 18, 2011 Dr. Crump returned to campus to meet with the QEP Steering Committee. The group was given a history of the SACS accreditation process and the QEP. Examples of QEP's

from other institutions were viewed and ideas for the South Plains College QEP were discussed. The group was encouraged to consider what SPC does well and identify where we can improve.

The Steering Committee determined that focus groups would be held in order to achieve input from a wide cross-section of the College’s constituents regarding potential QEP topics. On January 27, 2012 committee members gathered and participated in a focus group using “Cascading Agreement” and “Las Vegas Voting”. (Appendix B) The purpose of this exercise was not only to garner input from the Steering Committee, but also to evaluate a structured process for leading focus groups. At the end of the process, the group affirmed that they would like to move forward with focus groups, that the processes they had utilized would be appropriate, and that they would be willing to divide up and lead focus groups with various constituents.

In February 2012 the Steering Committee once again came together to move forward with their plan for focus groups. The committee members brainstormed to identify groups that should be targeted in the process. These target groups included SPC students and employees from the four major locations, as well as community and advisory committee members from Levelland, Lubbock and Plainview. Two Steering Committee members volunteered to assist in coordinating the scheduling of the focus groups.

Focus groups were conducted throughout the months of March and April of 2012 (Appendix C). Twenty-seven (27) different focus groups were conducted with a total of 398 constituents participating. Table II-1 is a summary of the QEP Focus Groups held.

Table II-1 QEP Focus Groups		
Group	Date	Number Attending
Steering Committee	January 27, 2012	21
Levelland Campus Focus Groups		
Community	April 3, 2012	4
Employees	March 9, 2012	20
	March 23, 2012	25
Students	April 6, 2012 (Founders Room)	33
	April 6, 2012 (Sundown Room)	21
	April 16, 2012	8
	April 19, 2012(Speech Class)	8
	April 19, 2012 (Sociology Class)	16
	April 19, 2012 (Speech Class)	14
	April 19, 2012 (Sociology Class)	14
	April 23, 2012 (Sound Tech. Class)	8
	April 23, 2012 (Comm. Music Class)	6

SPC Reese Center Focus Group		
Community	April 17, 2012	13
Employees	March 9, 2012	20
Employees	May 2, 2012	11
Students	April 19, 2012 (Sociology Class)	14
SPC Plainview Center Focus Group		
Community	April 23, 2012	19
Employees	April 23, 2012	17
Students	April 10, 2012 (HUDV Class)	18
	April 16, 2012 (Yoga Class)	10
	April 16, 2012 (Cycling Class)	6
	April 16, 2012 (Water Aerobics)	6
	April 16, 2012 (Yoga Class)	9
	April 17, 2012 (English Class)	15
	April 19, 2012 (Cosmetology Class)	23
	April 20, 2012 (Nursing Class)	19

Each group was presented with the same question (“*Given an ample budget and control of other variables, what can we do to have a positive impact on the quality of SPC student learning?*”) and each meeting was conducted following a prescribed outline (Appendix B) by two or three trained Steering Committee members. Participants were asked to form three-person teams and come up with as many answers to the question as possible within ten minutes. Each team was then asked to identify its three best solutions. Each team then combined with another team to review their solutions and again choose the three best from the combined answers. All of the participants then came back together in the large group and reported on their ideas. Each suggestion was written on flip charts and participants were given the opportunity to “vote” on each suggestion. After completion of all focus groups, the resulting suggestions were taken back to the QEP Steering Committee for analysis and final topic identification.

III. IDENTIFICATION OF THE TOPIC

*CR 2.12: The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying **key issues emerging from institutional assessment** and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.*

*CS 3.3.2: The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) **includes broad-based involvement of institutional constituencies in the development** and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement.*

Topic Selection

The process used to develop the QEP involved almost 400 interested stakeholders. Information gathered from our constituent groups was analyzed by the QEP Steering Committee. After considering a number of factors, such as the number of participants in the focus groups, the members of the Steering Committee assigned a score to each of the ideas that came from the focus groups and then sorted the suggestions into categories (Appendix C).

Several of the suggested items were eliminated as not meeting the parameters of the QEP directions, such as “air printers in every building” and “fixing parking lot entrances.” The top QEP topics or strategies which emerged from the focus groups were:

- Student hub for information and advising
- Resource center staffed by students
- Broad-based tutoring and learning center at Levelland and Reese
- Freshman year required orientation/success course
- Required advising
- Comprehensive human involvement
- Option to complete AA or AS through one method/campus
- Several Plainview focus groups were held; their suggestions all pertained to the Plainview campus and include expanding and improving facilities/resources/course offerings, more tutoring for more subject areas, a childcare/recreation center, updated equipment and materials.

- Improvement of the freshman year experience, including requiring orientation / seminar / HUDV for all first time in college (FTIC) freshmen, mandatory advising, comprehensive degree plans, mentorship, and timely solutions for struggling students.
- Emphasizing the importance and value of a degree from SPC.

The Steering Committee members then evaluated each category from a variety of perspectives, such as whether or not SPC already had a similar program in place, and then investigated similar best practices at other institutions.

Areas included:

- Student self-efficacy, persistence, motivation and involvement.
- Current structure of SPC career exploration courses.
- SPC data related to student success.
- Orientation, here and at other institutions.
- Information, tutoring and help centers
- Mentorship and advising

Committee members met several times to share information gleaned and narrow the scope into a cohesive QEP topic that would improve the quality of education for SPC students. At this point, the QEP Committee membership was expanded to include additional faculty, staff, and students to ensure a broader base of representation from various academic and support groups. As our membership grew alongside our confidence and abilities, we began to consider more concrete data.

Internal Influences

South Plains College Mission

The Mission Statement of South Plains College reflects the College's commitment to a quality learning environment and understanding of the diverse needs of students. The institutional purposes supporting the mission spell out the importance of assessment, advisement and counseling in increasing student success.

South Plains College Mission Statement and Institutional Purposes

Mission Statement: South Plains College provides a quality learning environment. We are a comprehensive, public, open admissions community college that serves a 15-county region comprising the southern portion of the Texas High Plains. We are committed to providing learning opportunities that are high quality, accessible, flexible, and affordable through academic transfer, technical-vocational, continuing education, workforce development and community service programs. We offer these programs in a learning environment that is innovative, stimulating, compassionate, safe, diverse and supportive of the community. We do so by employing dedicated and qualified teachers, staff members and administrators who deliver a broad and dynamic curriculum and quality student support services. Understanding the diverse needs of students and the community, South Plains College seeks to improve the lives of our students and prepare them for lifelong learning.

Institutional Purpose #7: To increase student success by providing assessment, advisement and counseling services that assist students in clarifying personal, academic and career goals; by providing tutoring and other student support services; by providing enrollment, financial aid and job placement services; and by providing opportunities to participate in the academic and social life of the College through social activities, community cultural leadership and wellness-fitness services.

Empirical Data

During the same time period that Focus Groups were being held to garner ideas, a review of current statistics and practices was being conducted to further the understanding of SPC students.

Non-Returning Students:

In the case of the following data, non-returners are defined as students who entered Fall 2011 and did not return to SPC for Fall 2012, nor did they complete a program of study. This data was based on the entire student body.

Table III-2: SPC Fall 2011 Non-Returners	
○	23% (2,836) were non-returners.
○	14% (403) of non-returners were dual credit students.
○	50% (1,223) of non-returners were on Financial Aid
○	78% of non-returners were on academic probation or suspension
○	42% (1,036) of non-returners had a GPA < 2.0
○	33% (795) of non-returners were enrolled in developmental courses
○	51% of non-returners were female
○	54% of non-returners identified themselves as white
○	31% of non-returners identified themselves as Hispanic

Table III-3: Fall 2011 Top Ten Areas of Study of Non-Returners	
Non-Returner Majors	
General Studies	23.52%
Pre-Nursing	6.38%
Business Administration	5.57%
Associate of Arts in Teaching	2.50%
Criminal Justice	2.15%
Associate Degree Nursing	2.15%
Pre-Engineering	2.12%
Agriculture	1.94%
Psychology	1.80%
Emergency Medical Services	1.66%

Early Alert: The South Plains College Early Alert System was developed through a Title V Grant and is designed to assist students who exhibit signs of difficulties in their course work. A survey of students, for which an Early Alert was sent in the 2012 spring semester, indicates only 4.5% of these students visited with their advisor and only 6.8% visited the Counseling Center.

Table III-4: Early Alert Survey		
Spring 2012	Number of Response(s)	Response Ratio
1. As a result of the Early Alert, which of the following actions took place?		
Visited with my instructor	21	47.7%
Made up an assignment	8	18.1%
Made up a quiz/test	3	6.8%
Turned in late work	5	11.3%
Improved my class attendance	17	38.6%
Improved my class grade	7	15.9%
Got tutoring help	3	6.8%
Dropped the class	4	9.0%
Visited an advisor	2	4.5%
Visited the Counseling Center	3	6.8%
Nothing	3	6.8%
Other	7	15.9%

2. What was the number one outcome as a result of the Early Alert?		
Visited with my instructor	13	28.8%
Made up an assignment	2	4.4%
Made up as quiz/test	0	0.0%
Turned in late work	2	4.4%
Improved my class attendance	8	17.7%
Improved my class grade	6	13.3%
Got tutoring help	0	0.0%
Dropped the class	4	8.8%
Visited with an advisor	0	0.0%
Visited the Counseling Center	1	2.2%
Nothing	7	15.5%
Other	2	4.4%

Second Year Assessment: In the fall of 2010 South Plains College administered a Noel-Levitz Sophomore Study Survey. This survey was administered to show the strengths and weaknesses of educational processes at SPC. One of the more important things learned from this survey was that there were many areas students did not feel they were getting the advice they were needing from their advisors. The data below indicates the areas where students received assistance and the areas where they wished to receive assistance. Questions 53 – 58 indicate students realize the importance of academic planning, yet feel they did not get enough assistance in these areas with their advisors at South Plains College.

Table III-5: South Plains College Second-Year Student Assessment, Fall 2010			
I received assistance last year.	Yes	No	% Yes
50. Get help with my study skills (time mgt., concentrating, note-taking, exam skills)	36	120	23%
51. Find tutors for one or more of my courses	27	129	17%
52. Select an academic program or major	91	65	58%
53. Prepare a written academic plan for graduation	24	132	15%
54. Figure out the impact of my grades on my desired major	52	104	33%
55. Discuss transfer questions and issues	43	113	28%
56. Define goals suited to my major/career interest(s)	57	96	37%
57. Explore advantages and disadvantages of my career choice	48	105	31%
58. Identify work experiences or internships related to my major	32	121	21%
59. Find ways to balance the demands of school with work	32	121	21%
60. Discuss options for financing my education	55	98	36%
61. Find better ways to manage my personal finances.	29	124	19%

I would <u>like</u> to receive assistance this year.	Yes	No	% Yes
50. Get help with my study skills	73	83	47%
51. Find tutors for one or more of my courses	62	94	40%
52. Select an academic program or major	64	92	41%
53. Prepare a written academic plan for graduation	91	65	58%
54. Figure out the impact of my grades on my desired major	120	36	77%
55. Discuss transfer questions and issues	117	39	75%
56. Define goals suited to my major/career interest(s)	108	45	71%
57. Explore advantages and disadvantages of my career choice	95	58	62%
58. Identify work experiences or internships related to my major	119	34	78%
59. Find ways to balance the demands of school with work	71	82	46%
60. Discuss options for financing my education	109	44	71%
61. Find better ways to manage my personal finances	79	74	52%

Noel-Levitz Student Satisfaction Inventory: In the fall of 2011 the Student Satisfaction Inventory was completed by 250 students at South Plains College. One of the strengths reported was that the academic advisor is knowledgeable about program requirements, but one of the challenges indicated was that students don't know what courses they need to complete to graduate.

Table III-6: 2011 Noel Levitz Student Satisfaction Inventory	
Strengths	
36.	Tuition paid is a worthwhile investment.
8.	The quality of instruction I receive in most of my classes is excellent.
14.	My academic advisor is knowledgeable about my program requirements.
2.	Classes are scheduled at times that are convenient for me.
13.	The campus is safe and secure for all students.
19.	Registration processes and procedures are convenient.
29.	There are convenient ways of paying my school bill.
34.	Faculty are usually available to students outside of class.
20.	Students are made to feel welcome here.
Challenges	
46.	Campus item: I know what courses I need to graduate from South Plains College.
5.	Financial aid awards are announced in time to be helpful in college planning.
45.	Campus item: Information about scholarship opportunities . . . is available and accessible.
47.	Campus item: Financial aid advisors are helpful.
32.	I am able to take care of college-related business at times that are convenient for me.
23.	This institution helps me identify resources to finance my education.

Orientation: Another area reviewed was the success rate of new students attending voluntary orientation sessions at SPC. The information below shows the success of First Time in College (FTIC) students who participated in orientation compared to those who did not. Orientation at SPC provides students an opportunity to meet faculty advisors as well as providing the incoming student information regarding housing, financial aid, college life, and counseling services. This data would seem to indicate those students who participate in orientation are more successful in terms of credit hours earned and grades than those who do not participate.

Table III-7: Orientation 2011 Success Data		
	Orientation Students	Non-Orientation Students
Number of students studied	588	979
Average Credit Hrs. Attempted	10.16	8.86
Average Credit Hrs. Earned	8.94	7.5
Average Fall 2011 GPA	2.24	1.9
Percentage returning in Spring 2012	85% (498)	68 % (670)
Average Spring Hrs. Attempted	9.97	9.04
Average Spring Hrs. Earned	9.92	7.88
Average Spring 2012 GPA	2.24	2.05

Academic Plans: All students not meeting Texas Success Initiative requirements at SPC are restricted from registering for classes until they meet with an advisor. Students enrolled in developmental courses in the fall of 2012 were asked if their advisor assisted them in developing an academic plan when they had their required meeting. Only 43% of the students said that they did have an academic plan. The remaining students were scheduled into classes without the benefit of an academic plan.

Constituent Comments

Comments made on student surveys and within focus groups provided the QEP Steering Committee strong insight into obstacles our students are facing at SPC.

From the 2012-2013 Survey of Student Support Services:

At least act like they care about my career counseling. When I ask him for ideas on my career options, he slammed a piece of paper in front of me that showed I could be a Physical Therapy Assistant, after all my applied science classes and current healthcare experience, it was a slap in the face. I felt I wasted my time.

I am a transfer student from Texas Tech and I've received advising before but the advising I received at the Reese center was amazing, informative, and the most helpful advice I've received throughout my college career.

I have emailed my adviser several times with no response. I have also email one of my teachers about advising with no response. I have been to the office in Levelland and they tell me something different every time I go in there.

If it was not for the star center I would not be in school.

It's a little hard to be able to see a counselor due to them being so busy and I have been attending several semesters now and still have no idea who my advisor is (I talked to one who was supposed to be mine 2 semesters ago - but she said she no longer was.)

The counselor that i visited advised me to not take a class that I was going to take during the Fall semester. Come to find out I now need it.

The person I spoke with last year was not sure of the classes I needed

Yes I went into the counseling center for assistance in my schedule and I was put in several courses that I didn't need.

My faculty adviser will not email me back.... I mean at all... I have had to go to another instructor for advice.

From student focus groups following the Noel-Levitz Student Satisfaction Inventory:

The degree audit on Campus Connect is confusing

I just got registered for classes and didn't get anything about a degree plan.

My counselor didn't have time for me so I figured it out for myself.

I'm supposed to have an individual advisor?

I'd like to know the courses I need and be able to print it out from the computer.

Some students should be required to see an advisor, if it's their first time to be in college.

It's my second semester and I don't know who my Academic Advisor is.

The Catalog needs to be more detailed. I've taken more classes than what I need.

My advisor set up everything. (Law Enforcement)

They gave me a paper that made it easy. (Music Major)

Better communication on what transfers would be good.

The STAR center is great about offering workshops.

It wouldn't be a problem if I went and talked to someone but right now I don't know. I don't know where to go to find out.

First time coming back after 10 years and my advisor walked me through and made me feel comfortable. The transition was easy. He was my advisor and when I changed my major he was supportive of me and directed me to my new advisor.

The conclusions we drew from the empirical data and student comments showed a need for a comprehensive advising program.

External Influences

Academic advising rose to the top as an issue for our students as we evaluated concerns from our constituents during our focus groups and reviewed our institutional data. During our research we found that advising issues were prevalent across the nation and the state of Texas. Our concerns have also been recognized by the U.S. Department of Education, the American Association of Community Colleges, the Texas Higher Education Coordinating Board as well as several other organizations.

U.S. Department of Education

In February of 2009, President Obama proposed a vision of education for the United States to a joint session of congress. He stated “By 2020, America will once again have the highest proportion of college graduates in the world.” Achieving this goal became a high priority of the U.S. Department of Education. In a report entitled “Evidence Meets Practice: Institutional Strategies to Increase College Completion,” strategies were outlined to be implemented by higher education institutions. The strategies proposed were related to integrating and sustaining student support and included:

1. Transform Developmental Education
2. Bring Advising to the Student
3. Create Structured Academic Pathways
4. Engage and Incentivize Faculty

In reference to strategy 2, bringing advising to the student, the report stated advising should be “proactive, holistic and personalized.” It described campuses where advising has been expanded to include coaching and mentoring. According to the report, “Coaching incorporates a student’s life situation and goals. Mentoring generally focuses on professional skills and career development . . . thereby, offering support, direction and motivation in meaningful ways” (U.S. Department of Education, p.14)

Texas Higher Education Coordinating Board [THECB]

The Texas Higher Education Coordinating Board was not far behind. In planning policy for the state’s colleges and universities, the THECB targeted four areas for improvement: 1) improving students’ access and success; 2) improving quality through enhancing the learning process; 3) assuring excellence through evaluation and assessment; and 4) strengthening funding for undergraduate education (Undergraduate Education Advisory Committee of the Texas Higher Education Coordinating Board, “Designing Texas Undergraduate Education in the 21st Century,” 2009).

Student Access and Success: In addressing students’ success and access (item 1), the THECB recommended strengthening “academic and other advising programs to address the personal, social, financial, career, and academic issues that affect student success.” Their rationale is based on several now-familiar assumptions about quality academic advising.

Academic advising is:

- a cornerstone for successful retention programs
- an important resource leading to student success
- a critical component in an initiative that strives to improve student retention
- positively related to grades and student satisfaction.

Academic advising has been shown to be an important part of an institution's efforts to educate, retain, and graduate students. In fact, quality academic advising, especially extended orientation and advisement programs, have been shown to affect students' decisions to remain enrolled.

Advising, the Coordinating Board stated, "[advising] is the professional role which faculty members are least prepared to perform." The THECB (2009) made the following suggestions about academic advising. Academic advising as a program and academic advisors should

- create purposeful interactions between students, family, and advisors to design integrated, individualized student-centered educational plans
- develop schedules based on students' needs
- establish effective individual academic transfer plans
- offer students career-oriented advising prior to or during their first year, in order to foster good choices in their educational planning

Colleges and universities, THECB (2009) claimed, should "redesign the advising processes to reward faculty for advising within the promotion and tenure system."

Enhancing the Learning Process: The THECB's focus on improving the quality of college-level education in the state of Texas by enhancing the learning process resulted in a state-wide reconfiguration of the core curriculum which will go into effect in the fall of 2014. The improvements to the core curriculum and the learning process allow for colleges and universities to be better equipped to align programs and course-level student learning outcomes with SACS/COC general education outcomes, and with each institution's general education objectives.

The new core curriculum requires a paradigm shift. According to Rex Peebles in his presentation on "A Core Curriculum for the 21st Century: Learning for Life" (2011, November 11), the THECB affirmed that we must "abandon thinking of the Core as a dissociated list of courses to complete." The required courses "are not simply 'the basics' and more"; instead the core is "a coherent approach to the essential college-level skills and knowledge that will prepare students for the rest of their educational experiences and their work lives." (Peebles, 2011). In answering the inevitable question

“why?” the Coordinating Board reasoned that “the world is demanding students to shift from accumulating course credits to building real world capabilities.” (Peebles, 2011)

Not only will Texas colleges and universities graduate students with real world capabilities, but Texas college and university students will be taught critical thinking skills, communication skills, empirical and quantitative skills, teamwork, social responsibility, and personal responsibility. In a press release about the bill, Texas State Senator (21st District) Judith Zaffirini-(2011, March 31) said, “The implementation of a new statewide core curriculum in 2014 *will necessitate even greater collaboration with academic advisors to ensure students learn and are appropriately guided through the new curricular plan.*” [emphasis added]. The Coordinating Board is asking for colleges, faculties, advisors, and academic planners to begin training students to see their education from a much larger perspective. Instead of seeing a series of disjointed courses resulting in a degree, the THECB wants students who understand why each course is important, that it serves the purpose of educating the whole person.

These goals are similar to what we were discussing in our QEP planning sessions. We want Academic Coaches who can help students discover the inter-connectedness of their college curriculum and realize all courses contributed to the creation of the educated student. Both the THECB and SPC see the need to advise the whole student -- that career planning and academic planning need to go hand-in-hand and that students need to become more active agents in the process. No longer would students receive just a class schedule each semester. Instead they would plan their academic progress, semester to semester, year to year based on a plan that was individually tailored.

Academic Advising Assessment: The THECB’s third requirement that excellence through evaluation and assessment will be assured received support in 2011 with the passage of an act entitled *Methods for Increasing Student Success and Degree Completion at Public Institutions of Higher Education*. The bill requires that the method of academic advising assessment must include student surveys and “objective, quantifiable measures for determining the quality and effectiveness of academic advising services”. (Texas 82nd Legislature Regular Session Journal, p. 5150).

American Association of Community Colleges

The American Association of Community College’s 2012 publication entitled *Reclaiming the American Dream: A report from the 21st-Century Commission on the Future of Community Colleges* illustrated the shift that must occur in the way community colleges interact with students in this way: **Table III-8: Institutional Responses Needed to Move Community Colleges Ahead**

Move From	Move To
A focus on student access	A focus on access and student success
Fragmented course-taking	Clear, coherent educational pathways
Low rates of student success	High rates of student success
Tolerance of achievement gaps	Commitment to eradicating achievement gaps
A culture of anecdote	A culture of evidence
Individual faculty prerogative	Collective responsibility for student success
A culture of isolation	A culture of collaboration
Emphasis on boutique programs	Effective education at scale
A focus on teaching	A focus on learning
Information infrastructure as management support	Information infrastructure as learning analytics
Funding tied to enrollment	Funding tied to enrollment, performance & student success

NACADA (National Academic Advising Association)

NACADA continues to lead the research in the field of student advising. Chartered in 1979, NACADA’s mission is to develop the “theory, delivery, application and advancement of academic advising to enhance student learning and development.” NACADA’s publications on or about academic advising recognize and affirm the role of academic advising in student success. (see *sample in Literature Review and Bibliography*). NACADA’s conclusions were soon mirrored in other studies and policy statements.

All of these diverse sources, the SPC mission statement, our own empirical data, our students and external sources, such as the Department of Education, the THECB, and our state legislators, told us the same thing: academic advising that is holistic, that is individualized, and that takes career planning and personal capabilities into account is just good practice because it results in students that are more focused and more successful.

Formation of ESP@SPC

The formation of this QEP topic, clarifying the direction and narrowing the scope of the QEP, and the development of an action plan came from (a) student, faculty, and staff input, (b) comments collected by advisors and counselors, (c) surveys, focus groups, and other empirical studies at SPC, (d) published literature on best practices, and (e) initiatives at peer institutions and agencies. Review of these sources led the QEP committee to come to the following conclusions:

- Many students do not take advantage of advising services.
- New students who do not participate in orientation may not be aware of available advisement services.
- Many students are hesitant to declare a major for a multitude of reasons.
- Many advisors do not feel they have adequate time or training to delve into their advisees' backgrounds and academic goals.
- Students new to SPC often feel lost, unsure of their academic direction or the location of college services to help them.
- Students who talk to mentors, counselors, and advisors benefit from finding direction in their academic life, therefore leading to success.
- Institutions and agencies across the nation are realizing the importance of a strong academic advising program.

During the search for a topic for our QEP, the retention, transfer, and graduation issues as they are related to a well-planned advising program began to surface. Anecdotal reflections from faculty, staff, students, and members of surrounding communities who participated in focus groups indicated that advising needs to play a much larger role in students' lives to improve the quality of their education.

Armed with the data the committee began a serious inquiry into student success, what it means, and methods to ensure and measure it. Several factors potentially influencing the success of students were considered. The factors that rose to the forefront included analysis of student interests and abilities, advising, goal setting, academic planning, and responsibility. In order to address these factors, it was determined the ESP would include the following components:

- Reflection
 - Past educational achievements and struggles
 - Possible challenges or roadblocks
 - Personal strengths and weaknesses
 - Interests and abilities
- Responsibility
 - Problem solving
 - Decision making
 - Accountability
- Planning
 - Goals
 - Academic Plans
 - Career Plans

The concept of each student developing an Educational Success Plan (ESP), with the assistance of his or her advisor, was identified as central to the process. The ESP was determined to be not just an academic plan or degree plan, but to go further and assist the student with learning beyond SPC. “ESP@SPC” is a carefully designed course of action that enhances student success. It is designed to aid students in identifying their educational and career goals, monitoring their progress, and achieving their stated goals. Ultimately, “ESP@SPC” will increase retention, improve completion and graduation rates, and improve each student’s life.

IV. DESIRED STUDENT LEARNING OUTCOMES

CR 2.12: The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.

CS 3.3.2: The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement.

The South Plains College QEP is designed to enhance student success by guiding students through the development and implementation of an Educational Success Plan. Three overall goals, which address requirements of the learning process, are enhanced by ESP@SPC student learning outcomes. These outcomes focus on three key aspects of the Educational Success Plan: reflection, responsibility and planning.

Goals

Goal 1: South Plains College students will develop an Educational Success Plan with the assistance of their Academic Coach.

A primary focus of our ESP involves Academic Coaches helping students plan and achieve goals. The tools to assist in accomplishment of this will be housed in MySPC, the College's portal. The ESP section of MySPC will provide the coach with a blueprint when meeting with the student. It will be a repository of student responses and plans, providing a record of growth within a secure location. It will also provide central access to multiple resources. Our vision is to have our coaches build a relationship with students whom they are advising. We will go beyond general advising and help our students leave SPC with life skills needed to continue beyond our doors, on to future educational and career opportunities. Academic Coaches will guide each student to develop an Educational Success Plan.

Goal 2: South Plains College students will identify and refine their life and career plans.

It is important that our students learn to define clearly what they want from their future. Students often are unclear as to what direction they would like to go with their career or life plans. For students who

come to SPC and are undecided about their future goals, we believe that working with an Academic Coach can help them make decisions that will enhance their education and their success. These coaches will be trained to assist students with goal setting and decision making. Students needing assistance beyond the expertise of the Academic Coach will be referred to the Guidance and Counseling Department for additional testing and advisement. With the guidance of Academic Coaches and the Guidance and Counseling department, SPC students will identify and refine their life and career plans.

Goal 3: South Plains College students will establish and progress through their academic plan.

The academic plan is defined as a timeline detailing the courses required to achieve a chosen academic goal. Our desire is to help students plan and progress through their academic plan on the most direct path possible. Our prior experience and IR data has shown us that often students are not finding the most direct path towards completion of their course of study, leading to extending time-to-completion and additional costs. In addition, students may feel they will never reach the end, and choose to not return. We plan to reduce that issue at SPC through the requirement that all students will develop an academic plan.

Student Learning Outcomes

The student learning outcomes came out of a desire to help our students reflect on their past, make quality decisions for the present, and plan for their future. The three primary components of the learning outcomes are the actions of reflection, responsibility, and planning:

Student Learning Outcome 1: Reflection - South Plains College students will reflect on their past experiences to help shape their future academic goals.

A key part of reflection activities will be having students analyze their past educational achievements and struggles. Identifying their achievements will help our students know what they do well, and identifying their struggles will help them know areas where they may face challenges or roadblocks. Reflection is an integral part of identifying personal strengths, weaknesses, interests, and abilities. All

of these are important for the student and Academic Coach to discuss during the process of identifying an academic goal and deciding on future career plans.

Reflection on past experiences can be used to help students as they face obstacles. According to an interview with Carol Carter, “College instructors, whether math, developmental English, or student success, should be mining the gems of experience students bring with them, and they can do so by using Academic Coaching practices in and out of class. If they can mine these gems, and help students understand the value of their experiences, the students are going to be more committed to working through their obstacles and their difficulties” (Webberman, 2011, p.19)

Student Learning Outcome 2: Responsibility - South Plains College students will develop individual responsibility and accountability.

Responsibility on the part of the student will be enhanced by our Educational Success Plan (ESP) because students will be required to meet with their Academic Coach. The Academic Coach will become a person to whom the student will be accountable. Accountability will be required to ensure students are progressing down the path to their stated academic goal. The Academic Coach, through professional development, will have the tools needed to help guide students in foundational decision making and problem solving.

ESP@SPC will have built-in aspects that help students track their stated goals and their progress towards those goals. Students typically have goals such as transferring to a four-year college, earning a certificate, or earning their associate degree. The degree plan module will help students track their progress toward either a certificate or associate degree. The transfer module will have a guide that will help students through steps towards transfer, including researching schools and application to schools.

The student learning outcome related to responsibility within the ESP will allow SPC to have a broader implementation of the core objective of personal responsibility set forth by the Texas Higher Education Coordinating Board (THECB) (2011). Integrating our QEP and state core objectives strengthens our ability to use resources in a cohesive and effective way. Assessment resources are limited based on budget and human resources.



Student Learning Outcome 3: Planning - South Plains College students will learn to set goals in order to help accomplish their current academic and future career plans.

Setting goals and tracking progress towards accomplishment of those goals are threads that run throughout the entire ESP. Students come to South Plains College to receive education, but many of them are undecided about their future plans. ESP@SPC will help students consider and choose a possible career path, make an informed choice about their academic goal, state that goal, and accomplish that goal.

The Mission of South Plains College will be directly supported through the achievement of ESP@SPC Goals and Student Learning Outcomes. SPC has always believed that the work we do improves each student's life, and ESP@SPC reinforces that commitment.

V. LITERATURE REVIEW

CR 2.12: The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.

CS 3.3.2: The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement.

Academic Advising

In our discussions about what SPC's QEP might become, it was interesting that our personal experiences as college students reflected the history of mid to late twentieth-century thinking about the role of student and advisor in American colleges and universities. Some of us came from the era when advisors merely stamped an official form required for students to register for classes; others came from a time when advisors were a bit more personable and a bit more involved in the process; a few, much younger faculty, came from the academic advisor generation. So many of our experiences and so much of our professional training as faculty, advisors, and administrators are reflected in our QEP. The literature on academic advising also reflects this generational evolution.

National Academic Advising Association (NACADA)

The National Academic Advising Association (NACADA) was chartered in 1979. Its mission is to develop the "theory, delivery, application and advancement of academic advising to enhance student learning and development." Three decades later, NACADA continues to lead the research in the field of student advising. Academic advising is no longer an ancillary part of a college's student services. It has become an integral part of the mission of higher education. Academic advising is no longer focused solely on academic courses ending in a bachelor's degree but is concerned with career counseling and with technical certifications. Academic advising has become a profession with various graduate schools offering graduate studies in student academic advising.

Our QEP, “ESP@SPC,” was clearly influenced by the whole of NACADA’s philosophy and attitude about academic advising. Academic advising is integral to fulfilling the teaching and learning mission of higher education. Through academic advising, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and a global community. Academic advising engages students beyond their own world views, while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution. Regardless of the diversity of our institutions, our students, our advisors, and our organizational structures, academic advising has three components: curriculum (what advising deals with), pedagogy (how advising does what it does), and student learning outcomes (the result of academic advising).

According to NACADA publications (2003, 2005, 2006, 2007), academic advising draws primarily from theories in the social sciences, humanities, and education. The curriculum of academic advising ranges from the ideals of higher education to the pragmatics of enrollment. This curriculum includes, but is not limited to, the institution’s mission, culture and expectations; the meaning, value, and interrelationship of the institution’s curriculum and co-curriculum; modes of thinking, learning, and decision-making; the selection of academic programs and courses; the development of life and career goals; campus/community resources, policies, and procedures; and the transferability of skills and knowledge.

The student learning outcomes of academic advising are guided by an institution’s mission, goals, curriculum and co-curriculum. These outcomes, defined in an advising curriculum, articulate what students will demonstrate, know, value, and do as a result of participating in academic advising. Each institution must develop its own set of student learning outcomes and the methods to assess them. The following is a representative sample from Martin’s “Constructing Learning Objectives for Academic Advising,” (2007):

Students will:

- craft a coherent educational plan based on assessment of abilities, aspirations, interests, and values
- use complex information from various sources to set goals, reach decisions, and achieve those goals
- assume responsibility for meeting academic program requirements

- articulate the meaning of higher education and the intent of the institution's curriculum
- cultivate the intellectual habits that lead to a lifetime of learning
- behave as citizens who engage in the wider world around them

That academic advising has expanded to include career counseling, student retention, student responsibility, and even assessment of advising is demonstrated in Susan Campbell's et al. 2005 CD-ROM, "Guide to Assessment in Academic Advising," published by NACADA; C. L. Nutt's "Academic advising and student retention and persistence" (2003); and Wallace's "Teaching Students to Become Responsible Advisees" (2007). Wallace's (2007) conclusion summarizes the message of the articles: "When we teach students to become responsible advisees, we empower them to take ownership of their educational experiences and develop skills that are transferable to other dimensions of their lives."

Most recently, NACADA associates have written authoritative articles and books on academic advising. Virginia Gordon, Wesley R. Habley, and Thomas J. Grites, editors of *Academic Advising: A Comprehensive Handbook* (2008), compiled a variety of articles covering the field of "academic advising." Articles cover the development of academic advising, student diversity and needs, training of and organizational delivery methods, and assessment of advising services. Quite simply, according to the multitude of NACADA articles, comprehensive advising programs help students succeed.

Reflection

QEP Student Learning Outcome 1: South Plains College students will reflect on their past experiences to help shape their future academic goals.

Increasing student success has, for many years, been the grand goal of many institutions across the nation. Pressures to increase the "shockingly low degree completion" (Rosenbaum, Redline, & Stephan, 2007) among community colleges in particular have risen in recent years. Decades of research into student success factors have yielded a body of research and theory about student success. Cohesion in the literature and a clear theory or direction for institutions has yet to be found, and truly effective processes have yet to be discovered (Tinto, 2006). However some promising

results exist in this same literature indicating institutional and student factors that when fostered can produce desired results.

Institutional factors such as quality of instruction, access to financial resources to pay for college, availability and quality of support services have some impact on whether a student successfully navigates the college culture (Rosenbaum, Deil-Amen, & Person, 2006). Chief among all of these factors are student behavior and ability. Several studies indicate that a huge factor in whether a student is successful or not has to do with individual characteristics of the student (Dietz, 2010; Goble, Rosenbaum, & Stephan 2008). Student behavior encompasses academic habits and lifestyle choices of a student such as time management, off-campus employment, and campus engagement. Student ability is most often gauged by performance on standardized tests (SAT, ACT), and high school GPA and class rank.

Astin (1999) observed that students were often treated as, in his terms, “a black box.” He states, “On the input end of this black box are the various policies and programs of a college or university; on the output end are various types of achievement measures such as the GPA or scores on standardized tests” (Astin, 1999). He was concerned that critical process information was being overlooked by such a simplistic view. Simple behaviorism (Maslow, 1968; Skinner, 1938) does not adequately explain the complexity of decision making that occurs within a student to persist and seek achievement, persist in mediocrity, or drop out / fail out.

Since many of the factors that lead to academic achievement lie within the control of the individual student, it stands to reason that programs and services aimed at students should also be individualized as much as possible given the possible complexity of each student’s situation. Involvement or engagement in the college community has been the subject of inquiry for many years and has been shown to be one of the foundations of student retention (Astin, 1977, 1999; Tinto 1975, 1993). According to Astin (1999), “[Involvement is] the amount of physical and psychological energy that the student devotes to the academic experience.” Simply put there is the thought that the more a student is encouraged and able to put into his or her college experience, the more he or she will get out of it. In his earlier research, Astin (1977) was able to trace factors of students dropping out to how engaged students were with the campus community. In fact, the most important factor discovered at that time was living on campus.

Prior to much of the research conducted in student retention, students were viewed as succeeding or failing largely due to their own merits or faults, and institutions were monoliths to be conquered rather than current models that stress a more service oriented and collaborative approach (Tinto, 2006). In

her recent article on “The Role of Academic Advising in Student Retention and Persistence,” Jayne Drake (2011), past president of NACADA, highlights the human component of academic advising, stating that advising is much more than clerical recordkeeping. Drake (2011) emphasizes how important it is for advisors to build relationships with students and to help them connect their interests and strengths with their academic and personal life goals.

For the SPC QEP project, increasing overall student involvement by direct engagement in the planning process from matriculation to graduation should be effective given the theoretical basis of student involvement. Because of the multitude of factors related to each student, such as socio-economic status of his or her family, college-experienced parents or other family members, emotional support, mental health, physical ability, and cognitive or academic ability, it is difficult to implement system-wide solutions that will produce uniform results. The only way to assess and address all of the factors that are potential problems for students is to work with them in a one-on-one relationship. Students expect and desire career advice and information from academic advising (Damminger, 2001) and from advisors who are specifically trained to know how to connect the student’s academic training to preparation for the specific jobs/careers they wish to pursue.

Responsibility

QEP Student Learning Outcome 2: Responsibility – South Plains College students will develop individual responsibility and accountability.

Self-Efficacy and Problem-Solving

ESP@SPC equips students to identify their career and educational goals, monitor their progress, and achieve their stated goals. Part of the strategy of ESP@SPC is to help students assume responsibility for their success by developing self-efficacy, or problem-solving skills. Karen Kirk, in her article entitled “Self-efficacy: do you believe you can be successful?” (2012), defines self-efficacy as “the belief in one’s capabilities to achieve a goal or an outcome. People with a strong sense of efficacy are more likely to challenge themselves with difficult tasks and be intrinsically motivated. These people will put forth a high degree of effort in order to meet their commitments and goals, and attribute failure to things that are within their control, rather than blame external factors” (p. 73).

Karin Kirk, in a web article entitled “Self-efficacy: helping students believe in themselves,” contrasts students with high and low levels of self-efficacy. She writes that students with a strong sense of

efficacy are more likely to challenge themselves with difficult tasks and be intrinsically motivated. Students with low self-efficacy, on the other hand, believe they cannot be successful and thus are less likely to make a concerted, extended effort and may consider challenging tasks as threats that are to be avoided. Thus, students with poor self-efficacy have low aspirations which may result in disappointing academic performances becoming part of a self-fulfilling feedback cycle.

According to Kirk's research, there are four sources of self-efficacy. Mastery experiences: students' successful experiences boost self-efficacy, while failures erode it. This is the most robust source of self-efficacy. Vicarious experience: observing a peer succeed at a task can strengthen beliefs in one's own abilities. Verbal persuasion: teachers can boost self-efficacy with credible communication and feedback to guide the student through the task or motivate them to make their best effort. Emotional state: a positive mood can boost one's beliefs in self-efficacy, while anxiety can undermine it. A certain level of emotional stimulation can create an energizing feeling that can contribute to strong performances.

Although Kirk's focus was more on teachers rather than academic advisors, her advice is applicable to the advising scenario. In order to help students solve academic problems and enhance self-efficacy where degree and career planning are concerned, advisors need to

- Establish specific, short-term goals that will challenge the students, yet are still viewed as attainable.
- Help students lay out a specific learning strategy and have them verbalize their plan. As students proceed through the task, advisors should ask students to note their progress and verbalize the next steps.
- Compare student performance to the goals set for that student, rather than comparing one student against another or comparing one student to the rest of the class.

A highly pertinent QEP utilizing problem-solving/self-efficacy was developed at McLennan Community College in Waco, Texas, entitled "LEAP: Learning Environment Adaptability Project." In a recent presentation (C5 Conference, Abilene, Texas, May 2013), Fred Hill, Dean of Arts and Sciences and QEP Director at McLennan College, presented a seminar entitled "Fostering Personal Responsibility: Integrating Emotional Intelligence with the Core Curriculum." Dean Hill (2013) defined emotional intelligence (EI) as the ability to observe, assess, and manage emotions. Having strong EI skills can enhance the way we manage ourselves and how we deal with others. He said MCC's LEAP program

is designed “to provide [students] with the EI skills that will help [them] better deal with obstacles that may prevent [them] from doing well in or even completing classes.”

Dean Hill (2013) asserted that many now believe that “self-efficacy affects every area of human endeavor. Determining the beliefs a person holds regarding his or her power to affect situations strongly influences both the power a person actually has to face challenges competently and the choices a person is most likely to make.” High self-efficacy can affect motivation in both positive and negative ways. In general, people with high self-efficacy are more likely to make efforts to complete a task, and to persist longer in those efforts, than those with low self-efficacy. The stronger the self-efficacy or mastery expectations, the more active the efforts. However, those with low self-efficacy sometimes experience incentive to learn more about an unfamiliar subject, where someone with a high self-efficacy may not prepare as well for a task.

Stein, Book, and Kanoy (2013) explain what emotional quotient (a.k.a. emotional intelligence) means and how it contributes to success in school, careers, and relationships. The final chapters of their book are dedicated to the overview of research regarding using EQ in predicting academic and career success. The authors explain that IQ is not necessarily a predictor of success; however, emotional intelligence is. Since emotional intelligence can be learned, advisors can teach these concepts to their students. In particular, problem solving, stress tolerance, and flexibility are common areas of growth among students. The problem solving chapter identifies steps students can take to overcome a problem and three rules of problem solving. The chapter on stress tolerance encourages putting stressful situations into perspective, tackling feelings of being overwhelmed, and cultivating positive coping techniques. Finally, the chapter on flexibility may help advisors to engage students in conversation on the value of a liberal arts education and/or general education courses.

Decision Making

For students, part of assuming responsibility means learning that their actions are responsible for successful outcomes. Therefore, an important facet of ESP@SPC is helping students develop strategies to make effective decisions. Levin and Brazil (2008) highlight the important role that advisors play in helping students learn to make wise decisions:

Advising should teach students the skills necessary for processing information, making personally beneficial decisions, and achieving personal goals. Essentially, advisers teach and students learn how to become effective decision makers. One likely outcome of teaching and learning effective decision making might be an increase in students selecting appropriate majors with a subsequent decrease in students switching majors.

The authors also refer to Levin and Hussey (1993) who point out that “it is widely accepted that students are more likely to function well academically and make rational, informed educational decisions when they understand how their interests and abilities relate to the likelihood of success in their chosen fields of study” (Levin & Brazil, 2008).

Milkman et al. (2009) observe that “decision-making errors are costly and are growing more costly.” This is especially true in higher education, where students end up spending thousands of dollars or incurring significant debt taking courses that do not ultimately count toward their degree program. The amount of time to degree completion is extended beyond what is necessary, thus delaying entry into their chosen career. The authors assert that “decisions shape important outcomes for individuals, families, businesses, governments, and societies, and knowing more about how to improve those outcomes would benefit all of these individuals, collectives, and institutions” (Milkman et al., 2009).

Kirkner and Levinson (2012) point out that “since many students come from an environment in which they are told what to take in order to complete their high school requirements, it is no wonder that they come to us with unreasonable expectations and a desire for ‘prescriptive’ guidance. . . . We need to be equipped to assist our students with moving plans forward.” The authors offer the following guidance to advisors when helping students with decision-making: “Typically the first step is to simply ask the student to identify the specific decision they are trying to make. Instead of deciding on their major, we help them chunk the decision into smaller parts, such as ‘which classes could you take next semester that may help you clarify interests?’”

Simmons (2008) points out that many young college students state that “their parents act as an important sounding board for their decision-making process,” indicating that “these students acknowledge their continuing need for a secure base.” Therefore, advisors need to be aware that students may not be “in a position developmentally to process information, such as career advice, when it is at odds with recommendations made by trusted others.”

Dietrich (2010) summarizes cognitive biases individuals bring to decision making. They include belief bias, “the over dependence on prior knowledge in arriving at decisions”; hindsight bias, where “people tend to readily explain an event as inevitable, once it has happened”; omission bias, where “people have a propensity to omit information perceived as risky”; and confirmation bias, in which “people observe what they expect in observations.”

The Ethics Resource Center (2009) offers this six-step model that is “descriptive of how people intuitively make decisions” and makes the steps explicit:

Step 1: Define the problem

Step 2: Identify available alternative solutions to the problem

Step 3: Evaluate the identified alternatives

Step 4: Make the decision

Step 5: Implement the decision

Step 6: Evaluate the decision

Planning

QEP Student Learning Outcome 3: Planning – South Plains College students will learn to set goals in order to help accomplish their current academic and future career plans.

Goal Setting

ESP@ SPC will guide students to set academic and career goals and make a strategic plan for working toward those goals during their time at South Plains College. P. Bahr (2008) studied the effect of advising on students’ chances of attaining their goals. The author found that “advising is actively beneficial to students’ chances of success, and all the more so for students who face academic deficiencies” (Bahr, 2008).

S. Steingass and S. Sykes (2008) begin their article by observing that the higher education student body is becoming more ethnically, culturally, economically, and academically diverse, and it is their belief that fundamental changes are needed in academic advising to better serve today’s students. The authors assert that “students are more apt to succeed academically, establish clearer educational and lifelong objectives, and tailor their educational experience toward their goals and aspirations when they receive ongoing and meaningful academic advising” (Steingass and Sykes, 2008). In other words, meetings with Academic Coaches are significant because students are guided to set goals and make a plan to reach them, thereby making more efficient and effective use of their time and money investment in higher education.

Kitsantas et al. (2008) mention the importance of goal setting as a success strategy in their study entitled “Self-regulation and ability predictors of academic success during college.” The authors focus on self-regulation and motivation processes that will enable students to maximize their college career paths. They encourage universities to implement better intervention programs to encourage struggling students to persist and complete their educational studies. Kitsantas et al. (2008) encourage college administrators and instructors to focus on developing interventions, such as courses or workshops that are designed specifically for first-year students, to provide them with useful adjustment strategies such as goal setting and effective planning during their first year of college.

A. Mushegyan (2010) studied “The effectiveness of an undecided decision-making, goal-setting workshop on the academic success of college students who have not declared a major.” The purpose of this study was to determine the effectiveness of a workshop on goal setting through an examination of changes in grade point averages for participating community college students. Undecided students were asked to attend the workshop at the beginning of their freshman year, and afterward, the study tracked their academic performance. The author reported that differences in GPA scores from the 2009 spring and summer semesters showed that students who attended the workshop displayed a significant change in GPA during this period compared to students who did not attend.

E. Cheung (2004) analyzed “how students use goal setting as a motivational tool in the process of self-regulated learning.” The author refers to educational research by Zimmerman and Martinez-Pons (1986) that “indicates that high achievers report using goal setting more frequently and more consistently than low achievers.” Furthermore, Cheung (2004) points out that “students are more motivated to accomplish what they have planned for themselves and they tend to work harder on self-made goals than externally imposed goals and that participation in goal setting can lead to high goal commitment.” Cheung cites O’Connell (1991) who advocates that the school should assist students in “developing goals for themselves, and that teachers should reinforce these same goals.” The author states that “workshops for enhancing goal setting techniques can be arranged with the assistance of student development officers or counselors” (Cheung, 2004). The author cites Dembo (2000) when stating that “students who set goals and develop plans to achieve them take responsibility for their own lives.”

Graunke et al. (2006) raise the issue of goal commitment. The authors state that “commitment is largely believed to affect college students' success” (Graunke et al., 2006). The authors studied “the impact of institutional commitment, commitment to an educational goal, and commitment to an

academic major on the probabilities of graduation for a cohort of first-time first-year students” (Graunke et al., 2006). What they found was very interesting. Students who had “high institutional commitment and commitment to an educational goal were the most likely to graduate within 6 years, while commitment to an academic major was negatively associated with probabilities of degree completion” (Graunke et al., 2006). The authors suggest that the student’s bond with the institution is important, and that commitment to an educational goal tends to be a stronger motivator than commitment to an academic major.

M. H. Dembo and H. Seli (2004) analyzed reasons why many students do not benefit from academic support services (such as advising and tutoring) or learning strategies courses, and they found that successful behavioral change must involve “goal setting and strategic planning.” They identified various reasons why students failed to change their unsuccessful academic behaviors: students believe they are unable to change; they have no desire to change; they do not know what to change; or they do not know how to change. The authors describe a four-stage process for behavioral change: “self-observation and evaluation, goal setting and strategic planning, strategy-implementation and monitoring, and strategic-outcome monitoring” (Dembo and Seli, 2004).

The literature bears out the importance of goal setting for student success, so the next topic to investigate is methods of goal setting. Kumar (2007) discusses one approach to goal setting in his book *Personal, Academic and Career Development in Higher Education: SOARing to Success*. SOAR is an acronym for a process to help students set and achieve personal, academic, and career goals in a higher education setting. The “S” of SOAR stands for “Self” and promotes self-awareness. Students learn to discover their strengths within a “self-MAP.” MAP stands for Motivation, Ability, and Personality, which are the core elements of an individual profile. The “O” in SOAR represents “Opportunity,” and encourages students to explore realistic options and opportunities that would be a good “fit” for their individual attributes. The “A” of SOAR is for “Aspirations” that are “realistic and achievable.” The focus in the Aspirations step is on “decision-learning, making choices in learning and in work that are based on sound information about Self matched with Opportunity.” The “R” of SOAR stands for “Results” and looks toward life after higher education. At this time, Kumar (2007) states, “results gained through the SOAR process need to be demonstrated – through self-promotion on applications and self-presentation in person (at interviews and assessment centers).”

Paul J. Meyer (2003) created what has become a widely-known process for setting goals: the SMART process. S is for Specific, rather than general goals. Specific goals tell exactly what is expected, why is it important, who is involved, where it is going to happen, and which attributes are important. M is

for Measurable, and emphasizes the need for measuring progress toward achieving the goal. A is for Attainable, which highlights the importance of goals that are realistic and attainable. An attainable goal will usually answer the question: How can the goal be accomplished? R is for Relevant, which stresses the importance of choosing goals that matter. A relevant goal is worthwhile to pursue and aligns with other goals. T is for Time-bound, which means that goals are given a target date, or deadline. Consideration is given to what can be done six months from now, six weeks from now, today.

Career Planning

South Plains College's QEP also emphasizes career advising, which has been recognized as an integral part of the student advising process. In response to publications dating back to R. M. Orndorff's and E. L. Herr's (1996) in *Journal of Counseling and Development* entitled "A comparative study of declared and undeclared college students on career uncertainty and involvement in career development activities" to the more recent V. Gordon, W. Habley, and T. Crites, editors', second edition of *Academic Advising: a Comprehensive Handbook* (2008) and McCalla-Wriggins's (2009) "Integrating Career and Academic Advising: Mastering the Challenge," we are convinced that if students do not investigate the requirements of their career goals, they cannot choose courses that will prepare them to be successful.

Based on data from four decades of national surveys of students and campus officials, Levine and Dean (2012) describe the results of campus site visits at 31 institutions chosen to represent the diversity of American higher education. Their work describes the goals and obstacles of college-age Americans and illustrates some of the challenges faced by American students, faculty, and college planners. The authors call for more offerings of college courses that provide practical skills students can use in the workforce, as well as "expanded career counseling beginning in the freshman year" (Levine & Dean, 2012).

Assessment

A report by the American Association of Community Colleges stresses the need to overhaul the community college and make it more viable in the 21st century. The report is timely and many of the recommendations will be addressed by ESP@SPC. In particular, the following passage addresses the importance of assessing outcomes and the importance of data in such assessments:

Student support services would be aligned with student's needs and schedules and typically integrated into redesigned courses and curriculum pathways. Teaching strategies would promote active learning and extensive student-student and student-faculty interaction. Assessment of learning outcomes would be embedded in key courses to ensure the quality of the credentials awarded. *As part of this great reinvention effort, community college leaders would preside over a culture of evidence, able to put their hands at a moment's notice on data about student and institutional progress toward essential goals.* [emphasis added]

The Texas Higher Education Coordinating Board's November 2010 *Report on Higher Education Cost Efficiencies to the Governor* stressed the importance of assessing an institution's efforts to increase student success:

Institutions of higher education should identify and adopt tools for measuring learning outcomes. Institutions should be able to demonstrate that their graduates have achieved mastery of disciplinary knowledge and basic intellectual skills such as critical thinking, effective communication, and the ability to synthesize substantial amounts of information and data.

ESP@SPC attempts to address changing student demographics and the changing world students are preparing for. As early as 1998, George R. Boggs, President of Palomar College, stressed how important it is for institutions to accept responsibility for student learning rather than just delivering instruction, and this learning must be measured:

We need a new paradigm for the educational function of colleges and universities, one that defines them as learning institutions. The primary mission of any college or university should be student learning, and *effectiveness should be measured by learning outcomes*. The most important people on any campus are the learners. Everyone else is there to facilitate and support student learning. [emphasis added]

C. Holmes (2012), Consultant for Faculty Development, highlights the important role of assessment and accountability in the report of The Commission on Accountability in Higher Education of the State Higher Education Executive Officers in *Accountability for Better Results: A National Imperative for Higher Education* (2005):

An improved system of accountability is needed that has, as its organizing principles, pride rather than fear, and aspirations rather than minimum standards. It will be rigorous because we cannot afford low aspirations or soft standards. . . . Real improvement in higher education

will come when accountability in higher education is a democratic process through which shared goals are explicitly established, progress is measured, and work to improve performance is motivated and guided. It will include agreement on fundamental priorities and an effective, practical division of labor; it will focus on a few critical goals at every level of responsibility; and it will involve rigorous measurement and public reporting of results, followed by collaborative work to improve.

VI. ACTIONS TO BE IMPLEMENTED

CR 2.12: The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.

CS 3.3.2: The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement.

The South Plains College Quality Enhancement Plan, ESP@SPC, is designed to aid students in identifying their educational and career goals, monitoring their progress, and achieving their stated goals. The student learning outcomes, focusing on reflection, responsibility, and planning, came out of a desire to help our students reflect on their past, use this reflection to make quality decisions in the present, and plan for the future. Ultimately, ESP@SPC will increase retention, improve completion and graduation rates, and improve each student's life.

South Plains College plans to enhance the current advising process by requiring every student to meet with an Academic Coach twice each semester to plan for and review academic progress. Students will be guided to clarify career goals and develop and follow an Educational Success Plan, taking into account individual student challenges and circumstances.

This plan will only be successful with the collaboration and effort of multiple individuals and resources. This includes the student, support personnel, Academic Coaches, and technology.

The Student

Although ESP@SPC addresses the environment supporting student learning, the ultimate focus is the student. The student is responsible for, and must accept ownership of, his or her goals, plans and success. The SPC Academic Coach is provided to guide the student through the process. Through the process of developing an Educational Success Plan, the student will:

- Meet with an Academic Coach a minimum of two times each semester.
- Reflect on past challenges, successes, performance and influences.
- Identify short and long term academic and career goals.

- Develop and make timely progress through an Academic Plan.
- Periodically re-visit and evaluate goals and plans.
- Seek additional assistance as needed.

With the assistance of ESP@SPC, the student will develop the skills necessary to successfully achieve his or her academic and career goals well beyond his or her time at SPC.

The Admissions Advisor

The first step in this plan, after the student has been accepted into SPC, is to connect the student with an Academic Coach. Assignments of students to coaches or specialists will be made automatically through the use of technology, with the guidance of each academic department chairperson and the Director of Guidance and Counseling. The Admissions Advisor, located in the Admissions and Records office, will be responsible for assuring the incoming student is connected with his or her assigned Academic Coach.

It will be the responsibility of the Admissions Advisor to:

- Provide the student with the name and contact information of the assigned.
- Assist the student in setting up the first meeting with the assigned coach.
- Direct the student to complete the My Story section of the ESP prior to the first appointment.
- Confirm that all necessary documents, such as transcripts and testing information are in place and notify the student if additional information is needed.

Admissions Advisors will attend training in customer service and the ESP process.

The Academic Coach

Program Specific Academic Coach

In the planning phase the committee noted that at SPC the term “advisor” had come to be synonymous with “schedule builder” and very little else in many cases. The committee wanted the relationship to be more dynamic and settled on the term “Academic Coach” to identify those faculty members who are trained to assist students through the prescribed ESP process.

The Academic Coach plays a vital role in the ESP@SPC. The program specific Academic Coach is a faculty member which has completed a prescribed course of professional development. By the end of Year Two, all faculty members will be certified as Academic Coaches. Specific professional development activities will be selected by the ESP Advisory Council, but will include items related to:

- Advising best practices.
- Helping students evaluate personal strengths and challenges
- Teaching students to set goals
- Using ESP technology tools
- Assisting students in developing responsibility and accountability.

SPC has a history of utilizing faculty advisors, but in most cases these advisors have been thrown into the role without any formal training. A past project, Master Texan Advisor, provided faculty advisor training on a voluntary basis but fell short of its intended goal.

The *SPC Faculty Handbook 2013-2014* clearly states that the duties and responsibilities of each faculty member include student advisement, although not all faculty members felt comfortable fulfilling that role:

2.1 FACULTY - The faculty of South Plains College shall be defined as all persons employed full-time and whose assignment involves at least 50 percent teaching. Each faculty member shall be directly responsible to his/her departmental chairperson. Specific duties and responsibilities required of each faculty member include:

- a. The instructor prepares necessary documents for teaching, meets his/her assigned courses, and observes office hours according to the Faculty Handbook policy.
- b. The instructor demonstrates thorough knowledge of subject matter.
- c. The instructor assists students in clarifying educational goals and participates in student advisement.

The faculty handbook provides additional information regarding advising in section 4.9.

4.9 FACULTY ADVISORS PROGRAM - The faculty advisors program is under the direction of the director of guidance and counseling. In the faculty advisors program, faculty members participate as advisors of students as assigned by departmental chairpersons. Each student enrolled in South Plains College is assigned an advisor to assist him/her in making educational and occupational choices. Students are encouraged to visit their advisors regularly. All faculty members will have regular office hours posted for the students' use.

The role of advisor is one that has been taken very seriously by many faculty members, yet the program lacked consistency across the various departments and programs. Many times, often because of time constraints and lack of training, advising consisted only of developing a schedule for the student and in some cases a hastily drawn up academic plan.

With ESP@SPC, the Academic Coaches will be given tools to assist with the time-consuming aspects of schedules and academic plans, allowing them time to actually connect with the student. Program Specific Academic Coaches are experts in their subject area, and with ESP@SPC they will be able to share their knowledge and enthusiasm with students of like interests.

Academic Coaches under ESP@SPC will:

- Meet with the students assigned to them at least twice each semester.
- Review the students' past experiences, motivations, challenges, and goals to better guide them in setting goals and career plans.
- Assist the students in the development of an academic plan.
- Assist the students in the evaluation of academic performance, and guide them in making changes if needed based on those evaluations.
- Encourage students to plan for future endeavors after SPC.
- Refer the students to academic specialists and services as needed.
- Assist students with major changes and referral to new Academic Coaches.
- Counsel students wishing to withdraw from classes.

General Academic Coach

Many students come to SPC with little or no knowledge of career or academic goals. They have determined they need to go to college, but their academic and career goals are still unclear. Others come to SPC just to “get the basics,” planning to transfer, possibly with an end goal in mind, or possibly not. Students with undecided or undeclared majors require additional assistance in career and academic goal setting, beyond what the program specific Academic Coach is prepared to offer. Counseling and Guidance staff, as well as others choosing to work with this population, will be designated as General Academic Coaches.

General Academic Coaches will provide the same services as Program Specific Academic Coaches but will utilize training to work more in-depth with students in choosing appropriate academic and

career goals. When the students have identified these goals, the General Academic Coaches will arrange for the students to move to their Program Specific Academic Coach as soon as possible.

One of the tasks to be refined during year zero is the assignment of Academic Coaches. This will require careful examination, consultation with the various departments, and the use of technology. Academic Coaches can expect up to twenty advisees per semester after the second year. The number of students assigned to General Academic Coaches could be larger, due the fact that they do not have additional teaching duties.

The QEP Coordinator will be working with the academic departments to refine the plan to work with new students during the summer months when the majority of Program Specific Academic Coaches will not be on campus. This will include a variety of solutions, including utilizing orientation sessions, summer session faculty, and possibly stipends for faculty or staff assisting outside of their contract.

Academic Support Services

Students and Academic Coaches will have access to additional resources based on the student's needs. Examples include veteran students, students with financial aid struggles, students on academic probation or suspension, and students in developmental education, to name a few. Students choosing to take all of their coursework through distance education will be assigned Academic Coaches well versed in that area. A special Admissions Advisor will be trained to assist students designated as transient students, for example those that are only picking up a class or two during the summer before returning to their university.

Technology Tools

The Educational Success Plan will be developed and placed on MySPC, the SPC portal, during year zero. It will house all of the tools necessary to assist Academic Coaches and students with the ESP process. It will include the following:

- **MyStory** – The student will complete this section prior to his or her first appointment with an Academic Coach. It will include a series of questions designed to enhance discussions regarding goals and challenges facing the student.
- **Career Plan** – This tab will have links to career resources, a journaling area for the student to keep notes on possible career options, a career calendar in which events such as job fairs will be posted, and a link to the SPC Job Database.

- **Academic Plan** – The academic plan will combine several tools and programs currently in use at SPC into a single document that is consistent across the college. The academic plan will be accessed and updated by both Academic Coaches and students. The plan will utilize the historical information found in the current Degree Audit function and the flexibility found in the Financial Aid Success Plan.
- **Transfer** – a tab for students that will be transferring to a university following their time at SPC. It will include timelines and checklists regarding the transfer process, links to degree plans at various popular universities, and other helpful information.
- **Transcripts** – this section will contain direct links to the student’s high school and/or college transcripts stored in SPC’s document imaging system.
- **Goals and accomplishments** – a place where students can document the identification and progress of their short and long-term goals.
- **Resources** – links to various student support resources such as clubs and organizations, activities, finance, and childcare.
- **Schedule Builder** – this will contain the link, with instructions for use, of the new schedule builder software. This software will allow the coach to reduce the time required to develop a schedule. Coaches will be able to utilize the time saved to connect with the student.
- **Notes** – Academic Coaches will use this section to make notes to assist themselves or others in working with the student.

Advisory Council

The ESP@SPC Advisory Council will be made up of faculty and staff trained in the ESP process. It will be utilized as a sounding board for ideas related to the ESP, a planning group for ESP professional development, a source of mentors for new Academic Coaches, a measuring stick of the progress of ESP and a research group for the continual search for current best practices in academic planning. In the beginning the Advisory Council will be led by the QEP coordinator, but by year three that role of chairperson will be turned over to an elected member of the Council and the coordinator will become an ex-officio member. Each elected chairperson will serve a two year term. Consistency and oversight of the program will be maintained by the Vice President for Student Affairs. The QEP Advisory Council will develop and oversee rewards and recognition for both coaches and students of ESP@SPC.

Professional Development

Professional development will begin with our Advisory Council developing the mission, vision, and values of our ESP@SPC Academic Coaching program. To guide these beginning discussions, SPC has purchased 3 CDs on assessment of advising from NACADA. These include *Guide to Assessment of Academic Advising*, *Steps in Developing an Assessment Plan for Academic Advising*, and *Using the CAS Standards, NACADA Core Values, and NACADA Concept of Academic Advising to Assess Your Advising Program*.

Guide to Assessment of Academic Advising is a monograph edited by Sharon A. Aiken-Wisniewski, with several contributing authors. The monograph includes chapters on Mission, Vision, Values, Goals, and Programmatic Learning Objectives as well as many other topics. This monograph will be used as a basis for group discussion topics for professional development sessions.

Steps in Developing an Assessment Plan for Academic Advising is a recorded webinar with Charlie Nutt, Rich Robbins, Sharon Aiken-Wisniewski, and Karen Boston. During the webinar they discuss assessment, student learning, and developing a mission statement, vision, and values for an advising program. They emphasize the importance of a mission statement and how it defines “who we serve, why- our reason for being, and what we strive to achieve.”

Using the CAS Standards, NACADA Core Values, and NACADA Concept of Academic Advising to Assess your Advising Program is also a recorded webinar with Charlie Nutt and Eric White. This webinar guides viewers in how to conduct a self-assessment of their advising program. It discusses aspects such as advising program mission statement, the CAS and NACADA advising standards, and analyzing your advising program. A participant handout as well as the supporting PowerPoint slides can be printed for reference and note taking during the webinar.

The Advisory Council will continue to discuss and research best practices and find other professional development pieces to share with future Academic Coaches. Training sessions will be scheduled throughout the fall and spring semesters of each year with topics varying throughout the year.

Marketing

The QEP marketing subcommittee has developed a marketing plan that will be targeting internal and external constituents over the five-year implementation of ESP@SPC. Technology will be one basis of informing our constituents of ESP@SPC. This will include the use of Facebook, email, and internet. Emails will be sent to faculty and staff to periodically update them on the implementation status, answer questions, and to address other ESP items. Students will receive information via MySPC, the College portal.

Promotional items will also be a key strategy of spreading the word about ESP@SPC. The items will include t-shirts, pens, pencils, sticky note pads, and other promotional items. The first distribution of promotional items will occur at SPC's First Week all-employee breakfast on August 19, 2013. Each employee will receive a pen and sticky notepad with an ESP@SPC logo. At the breakfast all employees will be encouraged to attend an ESP information session on August 20. In addition, QEP presentations will be given at the Arts and Sciences Faculty meeting and at the Technical Departments Chairs and Program Directors meeting during First Week. These QEP update presentations will continue for several semesters into the six-year implementation of ESP@SPC.

The QEP Advisory Council members will become QEP ambassadors to their departments. The QEP ambassadors will speak at their departmental meetings to increase awareness of and generate interest in ESP@SPC. The marketing subcommittee has developed a detailed marketing plan that can be found in the appendix (Appendix D).

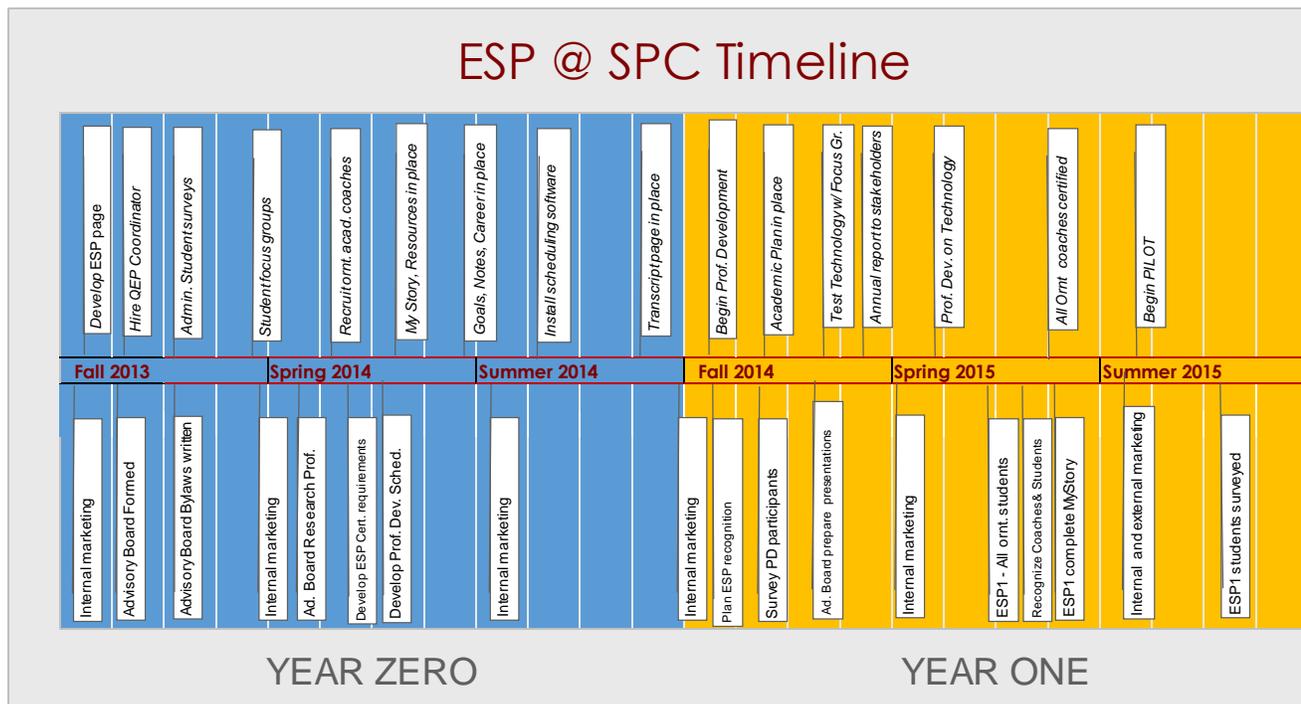
VII. TIMELINE

CR 2.12: The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.

CS 3.3.2: The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement.

Fall 2013 through the summer of 2014 will be used as a development year (Year Zero) for ESP@SPC. Many support resources will be put in place. The QEP Coordinator will be hired and an Advisory Council formed and organized. Year One will see the onset of QEP professional development for all coaches involved in the coming summer orientation sessions as well as all counselors. Summer will bring our first set of ESP students (ESP1). In Year Two all ESP1 students will continue to meet with their assigned Academic Coach, developing their academic plans and identifying their career goals. All new students entering in the summer or fall of Year Two will be advised using the ESP process. By Year Three all SPC students, with the exception of dual credit, will be ESP students. Year Four will see programming for dual credit students. By Year Five ESP should be fully integrated into the culture of SPC.

The following timeline is a brief summary of our actions to be implemented. A more detailed timeline is included in the appendix (Appendix E).



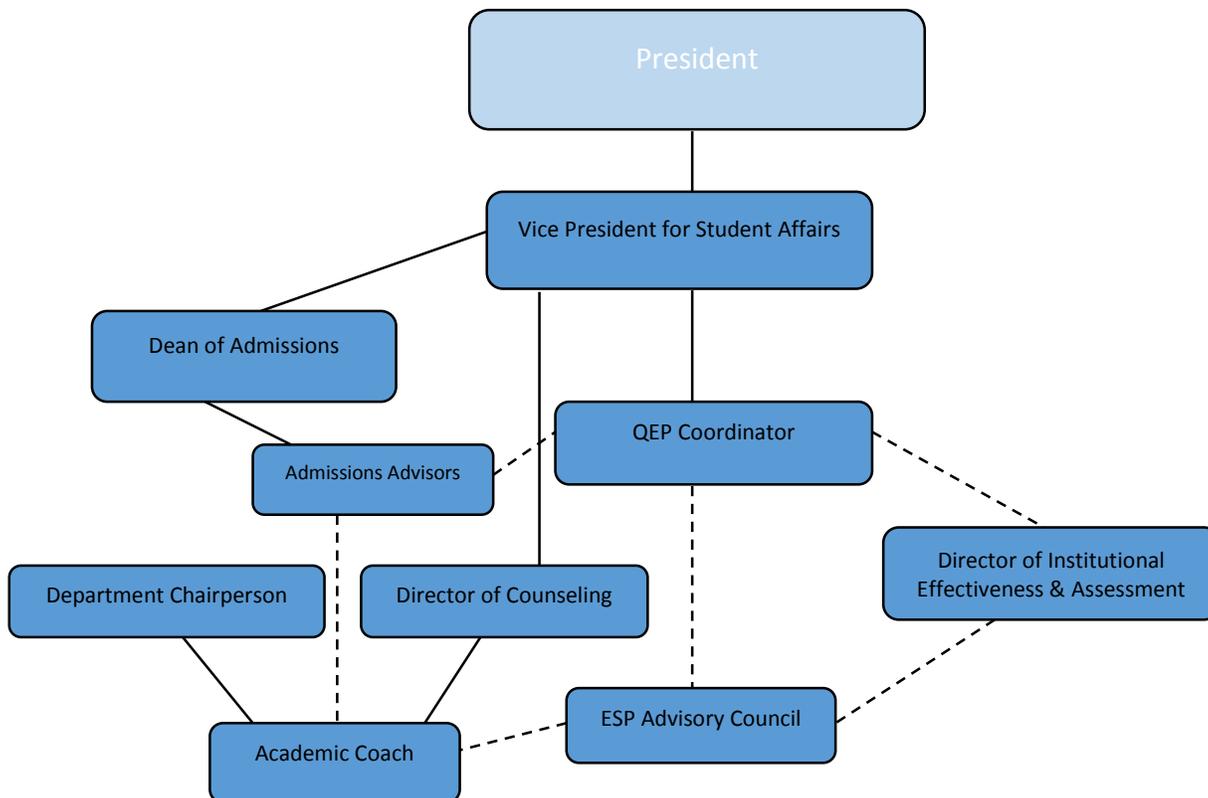
VIII. ORGANIZATIONAL STRUCTURE

CR 2.12: The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.

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The following organizational chart shows the proposed working relationships for the QEP project. A complete SPC organizational chart is included in the appendix. (Appendix F)

Organizational Chart



South Plains College Board of Regents approved a new full-time QEP Coordinator position to oversee the implementation of the QEP. The QEP Coordinator will report directly to the Vice President for Student Affairs. The QEP Coordinator's main charge is to oversee the implementation of the QEP, coordinating efforts of the various key elements, ensuring communication between groups, meeting deadlines, and overseeing the allotted budget. The position of QEP Coordinator will be filled in the fall of 2013.

Job Duties - QEP Coordinator

The QEP Coordinator reports directly to the Vice President for Student Affairs and provides leadership and organization for the development and implementation of the Quality Enhancement Plan. Specific duties include, but are not limited to, the following:

- Directs the development and implementation of the College Quality Enhancement Plans.
- Facilitates cooperation and communication among all areas involved in implementing the QEP.
- Ex-Officio member of any QEP related board or committee.
- Administers budget related to QEP implementation.
- Works closely with Institutional Effectiveness and Assessment to assess and document progress of the QEP.

The QEP Coordinator will work closely with individuals in various existing roles during the inauguration and execution of ESP@SPC. These will include:

- the Director of Institutional Effectiveness and Assessment
- the Associate Dean of Information Technology
- the Director of Guidance and Counseling
- the Dean of Admissions and Records
- the various instructional department chairpersons

Also vital to the success of the ESP@SPC will be Academic Coaches, the institutional research department, the instructional technology department and others. The QEP Coordinator will chair the ESP@SPC Advisory Council until the third year, at which time the Council will elect a new chair for a two year term. The Coordinator will continue to serve as an ex-officio member of the Council, along with the Vice President for Student Affairs.

IX. RESOURCES

CR 2.12: The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.

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Budget

During development of the QEP several factors were considered in the budget. The table below is an overview of the budget for our current development year, year zero and years 1 to 5.

QEP Budget	Development	Year 0 2013-2014	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Year 4 2017-2018	Year 5 2018-2019
Personnel							
Committee Chair Stipend	7800						
Professional Development	140	1000	7500	7500	7500	7500	7500
Software							
Schedule Builder			12000	12000	12000	12000	12000
POISE Support		7000	5000	1000	1000	1000	1000
Appointment-Plus				12000	12000	12000	12000
Testing		1250	1250	1250	1250	1250	1250
Recognition		0	0	1500	1500	1500	1500
Admin. Supplies & Equipment		2000	2000	2000	2000	2000	2000
Marketing		4000	1000	1000	1000	1000	1000
Incentives		1000	1500	1500	1500	1500	1500
Travel		1000	5000	5000	5000	5000	5000
	\$7,940	\$17,250	\$35,250	\$44,750	\$44,750	\$44,750	\$44,750
Personnel (All in-kind)							
QEP Coordinator Salary		33000	33660	34333	35020	35720	36435
QEP Coordinator Benefits		16000	16000	16000	16000	16000	16000
Director IE&A (25%)		14375	14663	14956	15255	15560	15871
	\$ -	\$ 63,375	\$ 64,323	\$ 65,289	\$ 66,275	\$ 67,280	\$ 68,306
	\$ 7,940	\$ 80,625	\$ 99,573	\$ 110,039	\$ 111,025	\$ 112,030	\$ 113,056

We have included categories for personnel, professional development, software, testing, recognition, and marketing. Our major expenses will come in the form of our software pieces and personnel. The personnel costs have been treated as in-kind for our QEP Coordinator and Director of Institutional Effectiveness & Assessment. The creation of the QEP Coordinator position was approved in the April 11, 2013, Board of Regents meeting. Funding for the position was then approved with the 2013-2014 budget during the August 8, 2013, Board of Regents meeting. The Director of Institutional Effectiveness & Assessment, as part of her assessment duties will allocate 25% of her time to assessment of the QEP.

X. ASSESSMENT

CR 2.12: The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.

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Assessment of QEP

ESP@SPC has been developed with three overarching goals and three student learning outcomes that support those goals. Our assessment as described in the following pages will relate to the goals and outcomes stated below.

Goals

- G1. South Plains College students will develop an Educational Success Plan with the assistance of their Academic Coach.
- G2. South Plains College students will identify and refine their life and career plans.
- G3. South Plains College students will establish and progress through their academic plan.

As discussed in previous sections, we have established three student learning outcomes that will be used to assess progress in our quality enhancement plan. Each outcome will have multiple methods of assessment. Our plan is to use these multiple assessment instruments to gauge how much our students are learning through the Academic Coaching and ESP process. Those responsible for gathering data and analyzing the data will be the Institutional Effectiveness & Assessment office, Institutional Research and Reports, the QEP Coordinator, Vice President of Student Affairs, Academic Coaches, and most importantly our students.

Our current means for tracking assessment data is through TaskStream, and a workspace for the QEP will be created and maintained by the Director of Institutional Effectiveness & Assessment and the QEP Coordinator.

Student Learning Outcomes

- SLO1. South Plains College students will reflect on their past experiences to help shape their future academic goals. (Reflection)
- SLO2. South Plains College Students will develop individual responsibility and accountability. (Responsibility)
- SLO3. South Plains College Students will learn to set goals in order to help accomplish their current academic and future career plans. (Planning)

For the purpose of our assessment mapping, goals will be referred to as G1, G2, and G3 and student learning outcomes will be referred to as SLO1, SLO2, and SLO3.

Goal	Supporting student learning outcomes
G1	SLO1, SLO2, SLO3
G2	SLO2, SLO3
G3	SLO2, SLO3

Assessment Methods and Instruments

As can be seen in our timeline we plan over the course of five years plus a pilot year to use various assessment instruments and methods. These instruments and methods will provide data that will be used to determine where changes needs to be made in our ESP@SPC and to identify strengths and weaknesses of our QEP. Most of the data collection and analysis will be done by the QEP Coordinator and the Director of Institutional Effectiveness & Assessment. A report will be created annually during the summer semesters and then will be presented to all stakeholders in the fall semesters. Stakeholders consist of the SPC Board of Regents, administrators, the QEP Advisory Council, the Institutional Effectiveness committee, and others as appropriate. Information will be reported in aggregate form based on various dimensions including First-time-in-college (FTIC), ESP students, transfer students, certificate or associate degree seeking students as well as other groups as appropriate. The mapping to goals and outcomes can be found at the end of the description for each instrument. Our instruments are both direct and indirect and qualitative and quantitative.

Student Surveys

Two of our indirect measures are based on student satisfaction surveys. One is an internally developed Student Services Survey and the other is an external survey that is administered nationally. This is the Noel-Levitz Student Satisfaction Inventory.

The Noel-Levitz Student Satisfaction Inventory (SSI) is administered in fall semesters of odd numbered years. The inventory is administered to a sample of full-time, degree-seeking students representative of programs of each division and from each campus location. It is administered online. The inventory is administered through our Guidance and Counseling office. Data will be shared with Institutional Effectiveness and Assessment and the QEP coordinator. The inventory is 50-items given online to targeted class sections. Announcements are made in targeted sections taking the inventory. The Noel-Levitz SSI is nationally benchmarked giving us the ability to compare our students' satisfaction against those of other schools. This inventory will be offered in Fall 2013, Fall 2015, and Fall 2017. Fall 2013 will provide us with baseline data to be used for comparison with Fall 2015 and Fall 2017. We anticipate that student satisfaction with items relating to advising and personal growth will increase over time. There could be a slight increase in fall 2015 as that will be right after our first group of ESP students go through orientation. (G1, SLO1)

Students are asked to complete the Student Services survey each fall semester. This is an internally developed and administered survey with questions related to the Guidance and Counseling office as well as questions related to all other student support services. The survey is administered by the Vice President of Student Affairs' office. It is administered online via Survey Gold. An email is sent to all students, except dual credit, with a link to the survey. It is also available on MySPC for a period of time. The information from this survey is specific to South Plains College and allows us to solicit comments from students and also their level of satisfaction with various support services they receive. We anticipate as we move through the 5 year implementation that by Year 4 and Year 5 the satisfaction level with the Guidance and Counseling center and other forms of advising will steadily increase. (G1, SLO1)

A survey will be administered during orientation to students as they begin the ESP process (Appendix G). The content of the survey may change as we get closer to administering it, as we determine what information would be most helpful to us. This survey was developed internally and will help us gauge

if our students are getting the information they need from their Academic Coach during orientation. We plan to administer this either on paper or via clickers. We are currently looking at using a clicker system in order for the survey to be more interactive with students during orientation. Asking questions throughout the orientation process on topics such as scholarships, financial aid and Academic Coaching will help our future orientation attendees by using the information collected to improve the orientation and Academic Coaching sessions. (G1, G2, SLO1, SLO2)

Student Focus Groups

During our pilot year as we prepare to begin implementation of ESP@SPC, a student focus group will be formed. The student focus group will meet once to twice each month to work with our ESP technology pieces to see what is working, what students find useful and what needs to be improved. Students will be provided lunch during the focus group meetings and may also receive a marketing incentive such as a T-shirt or gift card for their participation. The focus group will be conducted by the QEP Coordinator. The complete design can be found in the appendix (Appendix H). (G1, SLO1)

A second student focus group will be developed after the first set of students has been coached using ESP. This focus group would be active during the Fall 2015 semester after students have had an opportunity to meet with their Academic Coach and complete portions of the ESP including their My Story page. This focus group will be conducted by the QEP Coordinator and will include open ended questions to guide the discussions. Students will be provided lunch during the focus group meetings and may also receive a marketing incentive such as a T-shirt or gift card for their participation. The complete design for the focus group can be found in the appendix (Appendix G). (G1, SLO1)

Faculty & Staff Surveys

The ESP rely on Academic Coaching and we will provide professional development sessions. We plan to administer an internally developed survey to ensure we are meeting the training needs so they will be successful as they coach students through ESP. The survey will have open ended questions and Likert-type scale questions. We want to gather information that will allow us to find strengths and weaknesses within our professional development. This will enable us to make changes and improve our professional development sessions (Appendix I). (G1)

Advisory Council Focus Group

An Advisory Council group will be formed. These individuals will participate in monthly meetings where discussions will be held on professional development, aspects of ESP@SPC, what is working and what is not working. We plan to use this group to help us develop and change ESP@SPC to fulfill the needs of both faculty Academic Coaches, counselors and students. The complete design for the focus group can be found in the appendix (Appendix I). (G1)

Reflection Rubric

Student reflection on past educational experiences can provide beneficial information that will help both the student and Academic Coach as they plan an academic path at South Plains College. As part of the Educational Success Plan students will be asked to complete the My Story section of the ESP which will include questions about where students see themselves in the future at two years, five years and ten years. We will have the capability to pull this data from our POISE system and will then analyze the level of reflections by our students. At this point it is expected that the majority of our students will have a lower level of reflective ability as this data will primarily be entered by students who attend orientation and are being coached for the first time. A random sample of 100 submissions will be pulled and evaluated based on a rubric (Appendix J). The rubric will be adapted from pieces of the values rubrics from the Association of American Colleges & Universities (AAC&U). Two faculty members will rate the student submissions and this will give us a baseline the first year for future comparisons. Faculty will be chosen from the Institutional Effectiveness Committee, Advisory Council or various assessment committees around campus.

Faculty chosen to rate the student responses will be asked to attend training in order to norm them on the rubric they will be using. As we will be using multiple raters it is important for them to rate reasonably close to one another in order for us to have inter-rater reliability. The first 10 responses that are rated will be analyzed for any large rater difference. We will look at Spearman's ρ or Pearson's r to determine the correlation among raters. We will also look at Cronbach's alpha in order to judge the level of reliability among raters. Validity of the data will be ensured by the training given to faculty members in order to have a high level of inter-rater reliability, and it will be looked at to determine if we are measuring reflection or if something is causing noise in our data set.

Throughout the ESP students' time at SPC, they will be asked to continue to reflect on their academic goals and the experiences they have while at SPC. For comparison purposes we will pull a random sample of later responses from our students and have a two or three faculty member panel rate these base on the same rubric used to rate students initial responses to see how much growth in reflection can be seen. We expect students to move from a basic or low level to a slightly higher moderate level. A T-test will be conducted between unmatched groups of entry into SPC and those who have attended SPC for longer than one semester to determine if a significant difference can be seen in rubric scores. (G1, SLO1, SLO2)

Data from Internal Sources (POISE)

Responsibility will be measured on the basis of meetings being set up with the student's Academic Coach and those meetings being kept. This information will be pulled through our POISE system by Institutional Research. We will look at the percentage of students keeping appointments. As we progress through the five years of the QEP beginning with the pilot year we hope that the percentage of students keeping appointments and not rescheduling them will increase. All students by Year Four of the plan will be required to have contact with their Academic Coach via face-to-face meeting, phone, email, text, Skype or other means prior to registering for classes. (G1, G3, SLO1, SLO2, SLO3)

Students will be required to state an academic goal which will be completion of a certificate, completion of an associate degree or transfer to another college or university. We will monitor the percentage and number of our students who have stated their academic goal. Through the process of gathering stated academic goals in MySPC, we will be able to monitor progress towards the goal and hope to find a decrease in the average number of courses dropped each semester, higher completion rates and higher retention rates. (G3, SLO2, SLO3)

Students with a stated academic goal will have a degree plan to follow and we will be able to monitor the number of hours to completion of their goals. We expect to see a decrease in the number of hours to degree completion. This metric will be referred to as time-to-goal completion. This could also be indirectly linked to the new legislation in Texas to limit the number of hours for an associate degree to 60 hours. We do not currently have an average number of hours to transfer calculated. Our ESP is designed to help students know what courses will transfer and which courses will not transfer. When examining data from a ten year history, we see that our students who earn an associate

degree have taken an average of 73.8 hours. We expect this to be reduced in part based our students taking only courses that will apply to their degree plan. (G3, SLO2, SLO3)

Completion of all aspects of the ESP will also be verified to ensure students have fulfilled all the aspects of the ESP process with the assistance of their Academic Coach. This data will be pulled from POISE by Institutional Research & Reports (IR&R). (G1, G2, G3, SLO1, SLO2, SLO3)

Planning is the third and final outcome for our ESP. Students need a plan to follow beyond just attending classes. The primary aspects of our planning outcome are goals setting, academic plans and career plans. The first goal we will ask a student to set is his or her academic goal. Goal setting is closely related to responsibility and will share some of the same measures. As an Academic Coach meets and works with a student the coach will request the student state his or her academic goal, such as completing a certificate program, earning an associate degree or transferring to another college or four-year university, as well as a field of study. We plan to measure the number and percentage of students who have set an academic goal. At various times we can also pull information from the POISE system to verify that progress is being made towards the students' goals. (G3, SLO3)

Another measure we feel will be useful is to track the changes in students' stated field of study. This will help us to see if there are patterns in students switching from certain fields of study to other either somewhat related or non-related fields. (G3, SLO2, SLO3)

Average drop rates will be compared between 2014-2015 and 2015-2016 and following years to give a baseline. We anticipate a decrease in the average number drop rates based on students having better information to make more informed decisions. The decision about what courses to take and when to take them can impact a student significantly. Drop rates will be calculated by IR&R. Average drop rates can be calculated for a given number of years, a given set of courses, or a given department. The total number of drops (W or X) are divided by the number of years, courses, or courses in the department. A comparison between ESP students and all students will be done each year. (G3, SLO2)

Completion rates for course sections will be calculated and compared to baseline data gathered in 2013-2014 and 2014-2015. Completion rates are based on students who have completed the course with a grade of A, B, C, D, or F. Completion rates should increase as we move further through our five-year QEP implementation as students are asked to be more responsible for their schedules and as students learn more about reflection and responsibility from their Academic Coaches and the ESP process. This data will be calculated by Institutional Research and Reports. (G1, SLO1, SLO2)

Institutional Research and Reports will also pull information about ESP students specifically so we can look at goal completion rates. Goal completion will be determined by verifying what the stated academic goal was and what the student achieved. As we look at this we will also look at the number of credit hours it took students to achieve their goal. (G1, SLO1, SLO2, SLO3)

It is anticipated we will have a higher number of students graduating from our programs as they get the support they need to continue through to completion. This information will also be pulled by Institutional Research and Reports. The number of graduates is divided by the number of students in the original cohort giving the graduation rate. We would also like to look at this data from the standpoint of only ESP students, which will be available in Years Three, Four and Five. Data must be collected at the point of graduation, which would typically be two years from the student's starting date. Those we target in orientation will be the first group starting in Fall 2015 where data can be compared to that of the college as a whole. (G3, SLO2)

XI. APPENDICES

Appendix A - Committee Membership

QEP Leadership Team

Anderson, Christi, Director of Guidance and Counseling
Donica, Shanna, Director of Institutional Effectiveness and Assessment
*Dr. Graves, Laura, Chair, Department of Social Sciences, Professor of History
Hernandez, Lola, Administrative Assistant to VP for Student Affairs
* Mitchell, Cathy, Vice President for Student Affairs
Race, Sharon, Assistant Professor of English
Wardlow, Jack, Associate Dean of Research and Reports

QEP Development Membership

Alonzo, Billy A., Assistant Professor of Radio, Television and Film
Anderson, Christi D., Director of Guidance and Counseling
Awbrey, Brandon L., Transfer Counselor
Beyer, Hope E., Technical Services Librarian
Cooper, Tracey D. Clinical Coordinator for the Center for Clinical Excellence
Escamilla, Mackinzee L. Program Coordinator & Assist. Prof. of Computer Inf. Systems
Gerstenberger, Julie L. Director of Development
Dr. Graves, Laura L. Chair, Department of Social Sciences, Professor of History
Green, Teresa G. Controller
Hernandez, Lola, Administrative Assistant to VP for Student Affairs
Logue, Patrick F., Professor of Computer Information Systems
Dr. Malone, Gail, Director of Teaching and Learning Center and Education Department
Martinez, Kara E. Dean of the SPC Reese Center
Mitchell, Cathy A., Vice President for Student Affairs
Neighbors, Cody (3567), student representative
Perrin, Allison R., Vocational Counselor
Perez, Kathryn, Coordinator of New Student Programs
Poffenbarger, Gary C. Chair, English Department and Professor of English
Quinonez, Gracie Director of the Plainview Extension Center
Race, Sharon R., Assistant Professor of English
Robertson, Randy Chair, Professional Services and Energy, Assist. Prof. of Law Enforcement
Ruiz, Andrew, Registrar
Scott, Lance Director of Instructional Technology
Stracener, Pete, Industrial Technology, Prog. Coordinator and Prof. of Welding Technology
Townsend, Katheryn, Assistant Professor of Chemistry
Wardlow, Jack E, Associate Dean of Research and Reports
Watkins, Ronnie L. Financial Aid Manager
Whitehead, Myrna Coordinator of News and Information
Worley, Alan R. Chair, Mathematics and Engineering, Assistant Professor of Mathematics

QEP Planning Groups

Advising

Alonzo, Billy A. Assistant Professor of Radio, Television and Film
*Anderson, Christi D., Director of Guidance and Counseling
Nichols, Amy, Instructional Technology Specialist
*Perrin, Allison R., Vocational Counselor
Spears, Ron, Dean of Continuing and Distance Education
Stracener, Pete, Prog. Coord. Industrial Technology, and Prof. of Welding Technology
Thompson, David, Student
Watkins, Ronnie L. Financial Aid Manager

Career Planning / Transfer

Awbrey, Brandon L., Transfer Counselor
* Beyer, Hope E., Technical Services Librarian
Robertson, Randy Chair, Prof. Services and Energy, Assist. Prof. of Law Enforcement
Wood, Lesa, Dept. Coordinator & Assist. Prof. Commercial Music

Assessment

* Donica, Shanna Director of Institutional Effectiveness & Assessment
Dr. Malone, Gail, Director of Teaching and Learning Center and Education Department
*Wardlow, Jack E, Associate Dean of Research and Reports
Worley, Alan R. Chair, Mathematics and Engineering, Assist. Professor of Mathematics

Student Life

Lee, Tina, Assistant Professor of Physical Education
Quinonez, Gracie Director of the Plainview Extension Center
Skinner, Peggy, Chairperson Behavioral Sciences Depart. & Professor of Psychology
*Townsend, Katheryn, Assistant Professor of Chemistry

Marketing

Ballentine, Matt, Visual Communications Specialist
Dewbre, Dane, Associate Dean of College Relations
Gerstenberger, Julie L. Director of Development
Mellberg, Adrian, Web Content and Social Media Coordinator
Poffenbarger, Gary C. Chair, English Department and Professor of English
* Race, Sharon R., Assistant Professor of English
Whitehead, Myrna Coordinator of News and Information

Finance Resources

*Green, Teresa G. Controller
Welch, Karla Grants Accountant

* Indicates chairperson

Appendix B - Focus Group Process

Quality Enhancement Plan

Notes from the QEP Steering Committee meeting

January 27, 2012

Our method: "...engage a wide cross-section of the institution's constituents to discuss potential topics and then convene a smaller working group to determine the more focused topic(s)..." SACS Reaffirmation Handbook, p. 42.

Number of participants: 18 is optimal

Time required: about 1 hour

Materials needed:

legal pads for small groups of 3 timepiece
flip charts for small groups of 6 markers
self-stick dots, 1 of each of 3 different colors for each participant

Orientation:

- Welcome and thank participants. Collaboration is a SACS requirement; we need them!
- Our **question:** (Given an ample budget and control of other variables,) what can we do to have a positive impact on the quality of SPC student learning?

Facilitator tips:

Consider writing the parenthetical portion on a separate page of the flipchart. Reveal it after you have presented the question.

- Our **process** (cascading agreement) = 4 steps: create, condense, collaborate, communicate

Facilitator tips:

To create, we will use **brainstorming**. The key to effectiveness here is to generate a large quantity of possible answers to the question in a limited amount of time. Participants should be reminded that quality of answers should NOT be examined in this step. Sometimes the absurd leads to the brilliant. This is a free-flow of ideas in rapid succession. Encourage participants to use the time provided to immerse themselves in the discussion. Assure them that you will monitor the time and even provide a warning a few minutes before it expires.

1) Create

- a) Ask participants to form **three-person teams**.
- b) **Brainstorm** as many answers to the question as possible.
- c) Allow **10 minutes**.

Facilitator tips:

Inevitably, one of the three will take it upon him/herself to be the recorder and jot the ideas on the provided legal pad. This is a point at which using the flip chart may do more harm than good—participants may waste time worrying about penmanship, grammar, etc. In addition, to write on the flip chart one of the three must stand and physically separate from their teams.

*Hands-off. You must disengage from the leader role during small group work. Don't hover, participate, or manage. Consider sitting down so groups are not tempted to look to you for leadership.

*Do offer a loud and clear two-minute warning.

2) Condense

- a) Direct each three-person team to narrow their list to their **three best** solutions.
- b) **Eliminate** some answers, do not consolidate them.
- c) Allow **5 minutes**.

Facilitator tip:

*Do offer a loud and clear one-minute warning

3) Collaborate

- a) Ask each three-person team to **join** with another three-person team.
- b) Direct the newly-formed six-person teams to discuss and agree on their **three best solutions**.
- c) **Eliminate** some answers, do not consolidate them.
- d) Allow **10 minutes**.

Facilitator tips:

*Some participants may find the larger group intimidating, so remind them that effective small groups have balanced participation. Ask each participant to self-monitor by silently answering the questions, 'Am I talking too much?' 'Am I talking too little?' during the discussion. Encourage them to adjust their participation as necessary

*Ask participants to list their three best solutions on the flip chart. Feel free to allow a few extra minutes here—no need to rush the mechanics of this job.

*Do offer a loud and clear two-minute warning.

4) Communicate

- a) In round-robin fashion, ask each group to **report one** of their top three solutions that has not already been shared.
- b) Continue around until **all solutions** have been presented and discussed.
- c) Allow **15 minutes**.

Facilitator tips:

*Facilitator should make a master list on flip chart. If any re-wording is done, be sure to gain the team's approval.

*Time management is crucial in this step. Work to keep the group on task—the task is to list solutions, not to extol their virtues, discuss implementation, past failures or successes, etc. Discussion should be allowed for clarification but reference may also be made to the originally stated time allowance.

5) Complete the focus group's work:

- a) Make reference to the three colored dots each participant has. Explain which color represents the first, second and third choices.
- b) Ask each participant to "vote" by placing their dots by each of their first, second and third choices.
- c) Ask the group to complete this task in silence.

Facilitator tips:

*Consider drawing a line to clearly delineate each of the solutions.

*Some chit chat is inevitable, but do monitor the talk so that it does not contain "campaigning." Another reason for silence is to speed this step along.

Conclusion:

- Ask each group of six to write their names on their flip chart page(s) in case clarification is needed or questions arise (Step 3). Collect these pages.
- Ask each group of three to write their names on their legal pad page(s) in case clarification is needed or questions arise (Steps 1 and 2). Collect these pages.

Appendix C - Topic Selection Focus Groups

	Solutions	Score	#	Rank	Rank	Rank
Faculty & Staff		18				
A1	Comprehensive human involvement	64		13	4	
A2	Mandatory faculty cont. education - pedagogy	34		3	6	2
A3	Freshman year orientation	26		2	4	3
A4	Constituent communication	18			2	6
A5	Textbook provision	9			1	3
A6	Daycare	4				2
A7	Common area on all campuses	0				
Mainly Student Support Staff, Some Faculty - Levelland		33				
B1	Student hub for information and advising	71		15	3	1
B2	Freshman year orientation	56		7	6	5
B3	Adoption/creation of ebooks	37		2	7	4
B4	Integrated student services	37			7	8
B5	Student hub	35		6	3	1
B6	Reduce general studies students and retention	27		2	3	5
B7	Faculty identify student learning styles	15		1	1	4
B8	Quality professional development	7			1	2
B9	Improve transportation	7			1	2
B10	Publicized academic accomplishments	3			1	
Mainly Student Support Staff, Some Faculty - Reese		17				
C1	Availability/option to complete AA or AS through one	39		4	5	4
C2	Better college preparation - require HUDV	36		6	4	
C3	Address personal development - require HUDV	30		6	2	
C4	Provide student family support	19			3	5
C5	Student family life center	17			1	7
C6	Enhance advising and retention	7		1	1	
Mainly Faculty, Some Student Support Staff		18				
D1	Freshman year orientation, require HUDV and advising	56		14		
D2	Latest functional technology for all	31		2	7	1
D3	Flex Hours for students, classes, resources, and support	23		1	5	2
D4	Equal services at all campuses	18			2	6
D5	Mandatory faculty advising training	16				8
D6	Equal class offering at all campuses	9		1	1	1
D7	Faculty on all campuses for classes	6			2	
Levelland Community		5				
E1	Increase offerings for special needs students	16		4		
E2	Improve transition into college level	9			3	
E3	Keep faculty on cutting edge and motivated	8		1		2
E4	Effectively illuminate career options	6				3
E5	Freshman orientation	4				2

Faculty & Staff - Levelland		32				
F1	Resource center led by students	74	8	12	3	
F2	Improve online resources - Web redesign and improve	52	6	6	5	
F3	Mandatory orientation or HUDV	45	7	5	1	
F4	Smart classroom - create and train/use social media	31	6	1	2	
F5	Laptops/ipads/ipods for all students	28	1	4	6	
F6	Free daycare	17	2	1	3	
F7	Universal lending library for textbooks	17		3	4	
F8	Lower enrollment cap for certain courses	14	2	2		
F9	More lounge and study areas on all campuses	10			5	
F10	Weekly/monthly faculty training - collaboration/best p	6			3	
Mainly Faculty - Levelland		42				
G1	Broadbased tutor and learning center - Levelland and I	97	16	7	6	
G2	Mandatory HUDV for all developmental students & FTI	56	6	6	7	
G3	Childcare	47	2	9	6	
G4	Reading and Writing Center staffed by faculty and men	39	6	3	3	
G5	Fine tune faculty evaluations	27	3	3	3	
G6	Mandatory semester long orientation	27	3	5		
G7	All admin teach 1 semester length class per year	27	2	3	5	
G8	Make SPC website more user friendly	21	1	3	4	
G9	Provide laptops or ipad for every incoming student	16	1	2	3	
G10	Free transportation	7		1	2	
G11	Required study time with students	5		1	1	
G12	Internships	4	1			
Students		7				
H1	Healthier food in cafeteria	22	3	2	2	
H2	Longer library and technology lab hours	15	1	3	1	
H3	Required grade postings	13	1	1	3	
H4	Required study groups	10		2	2	
H5	More instructions on homework	8	2			
Lubbock Community		12				
I1	College readiness programs	28	4	2	3	
I2	Extracurricular activities/mentors, business sponsors, i	24	2	4	2	
I3	Communication/hs, colleges, businesses, community s	23	4	1	2	
I4	Expand academic support services/early alert, special s	19	1	3	3	
I5	Expand summer programs/special needs, gifted, multil	14	1	2	2	
Levelland Students - Speech		8				
J1	Air printers in every building	21	1	5	1	
J2	Lower book prices	20	5			
J3	On campus transportation	8		2	1	
J4	More lenient/better quality dorms	7	1	1		
J5	Larger variety/better quality classes	6	1		1	
J6	Student parking	0				

Levelland Students - Sociology		14				
K1	Interactive, hands on learning	44		5	6	3
K2	More scholarships	32		6		4
K3	Cheaper books	21		1	5	1
K4	Amazon for e-books	21			5	3
K5	Better exam reviews	18		1	2	4
K6	Updated dorms/wifi, parking, facilities	11		1	1	2
K7	More variety of classes at other locations	6			2	
K8	More courses at Reese	5			1	1
Levelland Students - Speech		13				
L1	Tables with wifi provided for all students. All professor	49		10	3	
L2	Online lecture notes.	16				8
L3	Departmental social network	10		1	2	
L4	More real work applications for students	9		1	1	1
L5	24 hour rec., cosmetology, complex, coffee, spa in Leve	6		1		1
Reese Students - Sociology		13				
M1	Cheaper books and tuition	30		3	2	6
M2	Athletic facilities at Reese	25		3	3	2
M3	Study area at Reese	25		3	3	2
M4	Science and Art classes at Reese	22		3	2	2
M5	Transportation system	20		1	4	2
Sound Technology Students		8				
N1	Bring creative arts together to produce product for the	27		5	1	2
N2	Scholarship/job/internships for students	24		3	2	3
N3	Networking application	21			5	3
Plainview Community		19				
O1	Expand and improve facilities/resources	49		7	7	
O2	Expand technical/vocational programs/increase male	47		7	3	5
O3	Mentoring/advising/personal connection/personal res	43		4	5	6
O4	K-12 outreach	30		1	4	7
Commercial Music Students		6				
P1	Touring/traveling for all departments allowing student	23		5	1	
P2	More school involvement/activity in each department	17		1	3	2
P3	Give student smart phone	14			2	4

Appendix D – Marketing Timeline

Year Zero, Fall 2013-Summer 2014

Internal marketing will target SPC employees, including administrators, deans, chairpersons, department heads, and student leaders (such as student government and campus ambassadors).

The marketing activities will include:

- Periodic QEP Updates - provided by email to all employees. For example, the *August 19, 2013 QEP Update* will be emailed on that date and contains a thorough overview of the plan.
- QEP information window kept updated in MySPC portal, which includes a link to the SPC QEP webpage
- QEP webpage will be kept updated with the most current information regarding the scope and implementation of the plan.
- A list of Frequently Asked Questions will be developed and posted on the QEP webpage, updated regularly as new questions arise
- Fall 2013 First Week marketing activities include
 - Large ESP@SPC banner hung behind the speaker's podium during the Employee Breakfast on Monday of First Week
 - ESP@SPC sticky note pads and pens on the tables at each employee's place setting
 - QEP Information Session offered on Tuesday of First Week
- QEP Advisory Council will be organized and asked to be QEP Ambassadors to their departments during Year Zero. They will be asked to speak at their departmental meetings to increase awareness of and generate interest in the QEP plan, ESP@SPC.
- Spring 2014 First Week marketing activities will include
 - ESP@SPC logo-bearing chocolate bars at each employee's place setting at the Employee Breakfast
 - An ESP@SPC update session offered, probably on Tuesday of First Week
- In Spring 2014, an overview of ESP@SPC will be provided to administrators, specifically department chairs
- Recruitment of Academic Coaches will be conducted. This first group of coaches will be trained to work with the pilot group of new students during orientation in Summer 2015.
- ESP@SPC promotional items will be ordered to provide to participants in New Employee Orientation, which may include folders, pens, sticky note pads, pennants, t-shirts, hand sanitizer, and flash drives, all bearing the ESP@SPC logo.

Year One, Fall 2014-Summer 2015

- Internal marketing will continue to enhance employee awareness of ESP@SPC, such as through regular QEP email updates on the progress of professional development activities and preparations for the pilot group of students (ESP1) during Summer 2014

- Internal marketing will also continue through the scheduling of First Week QEP Information Sessions offered during Fall 2014 and Spring 2015.
- Promotional items for ESP@SPC will be designed and ordered to be used as needed during Summer 2015 orientation for ESP1 students and for New Employee Orientation. Items may include, but are not limited to, t-shirts, folders, pencils, pens, sticky note pads, hand sanitizer, chapstick, all bearing the ESP@SPC logo.
- Campaign buttons may be ordered for Orientation staff, bearing the logo: “Ask me about ESP@SPC.” T-shirts may be designed and ordered for student helpers and campus ambassadors who help with orientation, bearing the ESP@SPC logo.

Year Two: Fall 2015-Summer 2016

- Internal marketing will continue to saturate all SPC campuses, employees, and current students with ESP@SPC awareness. Marketing tools used will include, but not be limited to:
 - Regular QEP email updates to employees
 - First Week QEP information sessions offered during Fall 2015 and Spring 2016
 - Posters and pennants advertising ESP@SPC, hung in campus buildings and department office areas
 - Social media, such as the SPC Facebook page, will be used to promote awareness as well
- Internal marketing will target all faculty and interested staff for training as Academic Coaches
- External marketing will begin, targeting all new students (ESP2), except dual credit and transient, because new students will need to meet with their Academic Coach before Summer or Fall 2016 registration
- ESP@SPC promotional items will need to be ordered for ESP2 students, New Student Orientation staff, and New Employee Orientation for Summer 2016, such as t-shirts, folders, pens, pencils, etc.

Year Three: Fall 2016-Summer 2017

- Internal marketing will target current students to encourage their ESP progress and remind them to schedule two appointments with their Academic Coach each semester. The following marketing tools may be used:
 - Posters on campus
 - Social media such as Facebook posts
 - Emails to all ESP1 and ESP2 students
 - Mass texts to all ESP1 and ESP2 students, using a program like Remind101.com
- Internal marketing will continue to target all faculty for training as Academic Coaches
- External marketing will continue to new and prospective students regarding the benefits of ESP@SPC, which provides students with a personalized approach to planning and achieving their academic and career goals
- Promotional items for ESP@SPC will be designed and ordered to be used as needed during Summer 2017 orientation and for New Employee Orientation. Items may include, but are not limited to, t-shirts, folders, pencils, pens, sticky note pads, hand sanitizer, chapstick, all bearing the ESP@SPC logo.

- Marketing strategies will be evaluated and revised as necessary for both internal marketing (to current students and employees) and external marketing (to new and prospective students)

Year Four: Fall 2017-Summer 2018

- Internal marketing will target current students to encourage their ESP progress and remind them to schedule two appointments with their Academic Coach each semester. The following marketing tools may be used:
 - Posters on campus
 - Social media such as Facebook posts
 - Emails to all current students
 - Mass texts to all current students, using a program like Remind101.com
- Internal marketing will continue to target all faculty for training as Academic Coaches
- External marketing will continue to new and prospective students regarding the benefits of ESP@SPC, which provides students with a personalized approach to planning and achieving their academic and career goals
- Promotional items for ESP@SPC will be designed and ordered to be used as needed during Summer 2017 orientation and for New Employee Orientation. Items may include, but are not limited to, t-shirts, folders, pencils, pens, sticky note pads, hand sanitizer, chapstick, all bearing the ESP@SPC logo.
- External marketing will expand to include dual credit audiences and high school counselors
- Marketing strategies will be evaluated and revised as necessary for both internal marketing (to current students and employees) and external marketing (to new and prospective students)

Year Five: Fall 2018-Summer 2019

- Internal marketing will target current students to encourage their ESP progress and remind them to schedule two appointments with their Academic Coach each semester. The following marketing tools may be used:
 - Posters on campus
 - Social media such as Facebook posts
 - Emails to all current students
 - Mass texts to all current students, using a program like Remind101.com
- Internal marketing will continue to target all faculty for training as Academic Coaches
- External marketing will continue to new and prospective students regarding the benefits of ESP@SPC, which provides students with a personalized approach to planning and achieving their academic and career goals
- Promotional items for ESP@SPC will be designed and ordered to be used as needed during Summer 2017 orientation and for New Employee Orientation. Items may include, but are not limited to, t-shirts, folders, pencils, pens, sticky note pads, hand sanitizer, chap stick, all bearing the ESP@SPC logo.
- Marketing strategies will be evaluated and revised as necessary for both internal marketing (to current students and employees) and external marketing (to new and prospective students)

Appendix E – Detailed Timeline

Area	Goal / SLO	Activity	Responsibility
Year Zero			
Fall 2013			
Academic Coach			
Advisory Council		"ESP@SPC" Advisory Council Formed	QEP Coordinator
		Develop mission and purpose statements	QEP Coordinator and Advisory Council
		Develop professional development requirements for ESP coach certification.	QEP Coordinator and Advisory Council
		Write bylaws, including rotation of membership.	QEP Coordinator and Advisory Council
Assessment	G1 SLO1	Conduct student focus groups (pilot)	Director IE&A
	G1 SLO1	Administer Noel-Levitz Student Satisfaction Inventory	IE&A, QEP Coordinator, and Retention Specialist
	G1 SLO1	Update & administer student services survey	Director IE&A and VPSS
Marketing		Internal marketing to administrators, deans, chairpersons, department heads, and other employees	Marketing sub-committee, QEP Coordinator and Advisory Council
Planning & Oversight		Hire QEP Coordinator	VP&SA
Professional Development		Identify appropriate professional development activities.	QEP Coordinator and Advisory Council
Student		Selected students will participate in focus groups.	Director IE&A
Admissions Advisor		Reorganize admissions processes to increase time for QEP assignments	VP&SA and Dean of Admissions
Technology		Develop elements of ESP page in MySPC	IT Department and QEP Coordinator
Spring 2014			
Academic Coach		Begin recruitment and selection of Academic Coaches for the pilot.	QEP Coordinator and department chairpersons
Advisory Council		Meet monthly	QEP Coordinator and Advisory Council
		Read and review advising resources	QEP Coordinator and Advisory Council
		Develop professional development schedule	QEP Coordinator and Advisory Council

Assessment	G1	Focus group meeting with Advisement Team	IE&A and QEP coordinator
	G1 SLO1	Continue student focus groups	IE&A and QEP coordinator
Marketing		Continue internal marketing; provide overview of ESP for department chairs; recruit coaches	QEP Coordinator and Advisory Council
Professional Development		Schedule professional development for year one.	QEP Coordinator
Student		Selected students participate in focus groups related to the QEP and current advisement issues.	IE&A and QEP coordinator
		Test technology with student focus groups	IT Department and QEP Coordinator
Admissions Advisor		Train admissions advisors in customer service and the QEP.	VPSA and QEP Coordinator
Technology		Continue development of ESP elements	IT Department and QEP Coordinator
		Test technology with focus groups	Director IE&A
Summer 2014			
Marketing		Internal marketing continues	QEP Coordinator and Advisory Council
Professional Development		Finalize scheduling of professional development for fall and spring.	QEP Coordinator
Student			
Admissions Advisor			
Technology		Continue development of ESP elements	IT Department and QEP Coordinator
Year One			
Fall 2014			
Academic Coach		Begin training	Academic Coach, QEP Coordinator
Advisory Council		Meet monthly	QEP Coordinator and Advisory Council
		Plan ESP recognition for Academic Coaches and students.	QEP Coordinator and Advisory Council
		Gather and disseminate career & education information	Advisory Council members
Assessment	G1 SLO1	Conduct student focus groups (pilot)	IE&A and QEP coordinator
	G1 SLO1	Administer student services survey	IE&A and VPSA
	G1	Survey Faculty after Professional Development	IE&A and QEP Coordinator
Marketing		Continue internal marketing to recruit Academic Coaches	QEP Coordinator and Advisory Council
Professional Development		Monthly ESP PD provided.	QEP Coordinator
		All orientation advisors begin training to be certified as Academic Coaches.	QEP Coordinator

		All new faculty begin training to be certified as Academic Coaches.	QEP Coordinator
		All counselors begin training to become certified as Academic Coaches.	QEP Coordinator
Student		Selected students participate in focus groups.	QEP Coordinator
Admissions Advisor		Admissions Advisors attend customer service and ESP training	VPSA and Dean of Admissions
Technology		Purchase and install scheduling software	IT Department and QEP Coordinator
		Complete installation of ESP modules.	IT Department and QEP Coordinator
Spring 2015			
Academic Coach		Complete training for initial certification.	QEP Coordinator, Academic Coaches
Advisory Council		Review PD and propose training for coming year.	Advisory Council members
		Recognize Academic Coaches and Students.	QEP Coordinator, Advisory Council
Assessment	G1	Survey Faculty after Professional Development Sessions	IE&A and QEP Coordinator
	G1	Focus group meeting with Advisement Team	IE&A and QEP Coordinator
	G1 SLO1	Continue student focus groups	IE&A and QEP Coordinator
Marketing		Internal marketing to continue recruiting Academic Coaches and enhance campus awareness of ESP@SPC; promotional items will be ordered for ESP1 students	QEP Coordinator, Advisory Council
Professional Development		April and May PD on technology pieces	QEP Coordinator & IT Department
Student		Students scheduled to attend orientation (ESP1) will complete MyStory pieces.	Admissions Advisor
Admissions Advisor		Admissions Advisors will encourage students to attend orientation.	Dean of Admissions
Technology		Technology pieces in place by March 2015	QEP Coordinator & IT Department
Summer 2015			
Academic Coach		All orientation students advised using ESP Coach. Review MyStory, discuss goals and challenges, overview ESP. Schedule classes for fall.	Academic Coaches and QEP Coordinator
Advisory Council		Nominate members for next academic year.	Advisory Council & QEP Coordinator
Assessment	G1	Survey Faculty after PD sessions	IE&A and QEP Coordinator

	G1 G2 SLO1 SLO2	Orientation Survey	IE&A and QEP Coordinator
	G3 SLO2	Baseline data for Average Drop Rates	IE&A
		Annual Report and data analysis	IE&A and QEP Coordinator
	Marketing	Internal marketing targeted at ESP1 students	QEP Coordinator, Advisory Council
	Professional Development	Finalize planning for fall activities.	Advisory Council & QEP Coordinator
	Student	All orientation students (ESP1) meet with their Academic Coach.	Academic Coach
Year Two			
Fall 2015			
Academic Coach		First meeting of the semester with ESP1 during 5th - 7th week of the semester - Discuss student's success / challenges. Refer to resources as needed. Continue discussion of career and academic goals. Complete academic plan.	Academic Coach, QEP Coordinator
		Second meeting of the semester with ESP1 after spring registration opens - discuss success / challenges / goals. Review academic plan. Schedule classes for spring.	Academic Coach, QEP Coordinator
Advisory Council		Review data related to ESP@SPC	QEP Coordinator and Advisory Council
		Begin department presentations.	QEP Coordinator and Advisory Council
		Plan coach mentoring program.	QEP Coordinator and Advisory Council
Assessment	G1 SLO1	Conduct student focus groups (ESP advisees)	IE&A
	G1 SLO1	Conduct Noel-Levitz Student Satisfaction Inventory	IE&A and QEP Coordinator

	G1 SLO1	Administer student services survey	IE&A and QEP Coordinator
	SLO2	Percent student completing My Story	IE&A and QEP Coordinator
	G1 SLO2	Percent ESP students meeting with AC two times	IR&R
		Present annual report to stakeholders	IE&A and QEP Coordinator
Marketing		Continue internal marketing, begin external marketing.	Marketing Team
Professional Development		Monthly professional development, all faculty, counseling staff and admissions advisors participate at either certification or re-certification level.	QEP Coordinator
Student		ESP1 students meet with their Academic Coach or Advising Specialist twice, first between the 5th & 7th week of the semester, then again after online registration opens for spring.	Academic Coaches and QEP Coordinator
Admissions Advisor		Admissions advisors training on customer service and appointment software.	QEP Coordinator & Dean of Admissions
Technology		Purchase and install appointment software.	QEP Coordinator & IT Department
Spring 2016			
Academic Coach		First meeting of the semester with ESP1 - Discuss student's success / challenges. Refer to resources as needed. Continue discussion of career and academic goals. Complete academic plan.	ESP Coach and QEP Coordinator
		Second meeting of the semester with ESP1 after fall/summer registration opens - discuss success / challenges / goals. Review academic plan. Schedule classes for spring. If major selected, assist student in setting appointment with Academic Coach.	ESP Coach and QEP Coordinator

		Initial meeting with new students (ESP2). Review MyStory, discuss goals and challenges, overview ESP. Schedule classes for summer and fall.	ESP Coach and QEP Coordinator
Advisory Council		Review data related to ESP@SPC	QEP Coordinator and Advisory Council
		Award ESP awards	QEP Coordinator and Advisory Council
		Continue department presentations.	QEP Coordinator and Advisory Council
		Begin coach mentoring program.	QEP Coordinator and Advisory Council
Assessment	G1	Survey Faculty & Staff after Professional Development (PD) Sessions	IR&R
		Reflection rubric Coaches' training	IE&U and QEP Coordinator
	G1 SLO1 SLO2	My Story Reflection rubric ratings	IE&U and QEP Coordinator
Marketing		Internal marketing targets all faculty for training as Academic Coaches. Marketing targets ESP2 (all new students except DC & transient) who will need to meet with their Academic Coach before summer or fall registration; order ESP promotional items for ESP2 students attending Orientation	QEP Coordinator and Advisory Council
Professional Development		Monthly professional development, all faculty, counseling staff and admissions advisors complete either certification or re-certification.	QEP Coordinator
Student		ESP1 students meet with their Academic Coach or Advising Specialist twice, first between the 5th & 7th week of the semester, then again after online registration opens for spring.	Academic Coaches and QEP Coordinator
		All new students, except DC & transient, will meet with their Academic Coach or Advising Specialist before registering for summer or fall classes. (ESP2)	Academic Coaches and QEP Coordinator
Admissions Advisor		Admissions advisors assist students in setting appointments for incoming students with Academic Coaches or advising specialists.	Dean of Admissions
Summer 2016			
Academic Coach		Initial meeting with new students (ESP2) either as appointment or at orientation. Review MyStory, discuss goals and challenges, overview ESP. Schedule classes for summer and fall.	Academic Coaches and QEP Coordinator

Assessment	G1 G2 SLO1 SLO2	Orientation Survey	IE&A and QEP Coordinator
	G3 SLO2	Annual Average Drop Rate	IE&A and QEP Coordinator
		Data Analysis and annual report	IE&A and QEP Coordinator
	G1 SLO1 SLO2 SLO3	Time to Goal Completion (Credit Hours)	IR&R
	G3 SLO2	Graduation Rates	IE&A and QEP Coordinator
	G1 SLO1 SLO2	Completion Rates	IE&A and QEP Coordinator
Marketing		Internal marketing targets all faculty for training as Academic Coaches. Marketing continues to target ESP1 and ESP2 students who will need to meet with their Academic Coach before fall registration	QEP Coordinator & Advisory Council
Professional Development		Finalize planning for fall activities.	QEP Coordinator
Student		All ESP1 students and new students (ESP2), except DC & transient, will meet with their Academic Coach before registering for summer or fall classes.	Coaches & QEP Coordinator
Admissions Advisor		Admissions advisors assist students in setting appointments for incoming students with Academic Coaches.	Dean of Admissions
Technology			
Year Three			
Fall 2016			
Academic Coach		First meeting of the semester with ESP1 and ESP2 during 5th - 7th week of the semester.	Academic Coach & QEP Coordinator
		Second meeting of the semester with ESP1 and ESP2 after spring registration opens. Assist in registration for Spring semester.	Academic Coach & QEP Coordinator
Advisory Council		Continue work in monthly meetings	Advisory Council members
		Review and make recommendations for QEP.	QEP Coordinator & Advisory Council
		Adv. Council elect new chairperson	Advisory Council members
Assessment	G1 SLO1	Conduct student focus groups	IE&A and QEP Coordinator
	G1 SLO1	Administer student services survey	IR&R
		Present annual report to stakeholders	IE&A and QEP Coordinator
		Reflection rubric faculty training	IE&A and QEP Coordinator
	G1 SLO1 SLO2	My Story Reflection rubric ratings	IE&A and QEP Coordinator

	SLO2	Percent student completing My Story	IE&A and QEP Coordinator
	G1 SLO2	Percent ESP students meeting with AC two times	IR&R
Marketing		Continue internal marketing to current students to encourage ESP progress; continue external marketing to prospective students. Internal marketing continues targeting all faculty for training as Academic Coaches	QEP Coordinator & Advisory Council
Professional Development		Professional development will continue to be required to maintain Academic Coach status. Additional professional development will be added for distance education specialists.	QEP Coordinator & Advisory Council
Student		All students following ESP	QEP Coordinator
Technology		Technology will be in place to assist distance education coaches and students.	QEP Coordinator & IT Department
Spring 2017			
Academic Coach		All faculty and counselors will be trained as Academic Coaches.	QEP Coordinator
Advisory Council		Continue monthly meetings	Advisory Council members
Assessment	G1	Survey Faculty after Professional Development (PD) Sessions	IE&A and QEP Coordinator
	G1	Focus group meeting with Advisement Team for PD	IE&A and QEP Coordinator
	G1 SLO1 SLO2	Goals and Accomplishments Reflection rubric ratings	IE&A and QEP Coordinator
		Reflection rubric Faculty training	IE&A and QEP Coordinator
Marketing		Evaluate marketing strategies and revise as necessary for both internal marketing (to current students and employees) and external marketing (to prospective students)	QEP Coordinator and Advisory Council
Professional Development		PD for new and maintenance	QEP Coordinator
Student		All students, with the exception of dual credit and transient students, will be advised using ESP.	QEP Coordinator
Admissions Advisor		Support services personnel will be assigned to assist transient students in class registration.	Dean of Admissions, VPSA
Summer 2017			
Assessment		Annual Average Drop Rate	IR&R
		Completion Rates	IR&R
		Graduation Rates	IR&R
		Time to Goal Completion (Credit Hours)	IR&R
		Analysis of data and write annual report	IE&A and QEP Coordinator
Marketing		Evaluate marketing strategies and revise as necessary for both internal marketing (to current students and employees) and external marketing (to prospective students)	QEP Coordinator and Advisory Council

Year Four			
Fall 2017			
Advisory Council		Review QEP and make recommendations	Advisory Council members
		Plan Dual Credit implementation	Advisory Council members
Assessment	G1 SLO1	Conduct student focus groups	IE&A and QEP Coordinator
	G1 SLO1	Conduct Noel-Levitz Student Satisfaction Inventory	IE&A and QEP Coordinator
	G1 SLO1	Update & administer student services survey	VPSA
		Present Annual Report to stakeholders	IE&A and QEP Coordinator
		Reflection Rubric Faculty training	IE&A
	G1 SLO1 SLO2	My Story Reflection Rubric ratings	IE&A and Faculty
	SLO2	Percent student completing My Story	IE&A
	G1 SLO2	Percent ESP students meeting with AC two times	IE&A
Marketing		Marketing activities will expand to include marketing to dual credit audiences and high school counselors	QEP Coordinator and Advisory Council
Spring 2018			
Advisory Council		Develop PD sessions for HS Counselors	Advisory Council members
Assessment	G1	Survey Faculty after Professional Development (PD) Sessions	IE&A and QEP Coordinator
	G1	Focus group meeting with Advisement Team for PD	IE&A and QEP Coordinator
		Reflection Rubric Faculty training	IE&A
	G1 SLO1 SLO2	Goals and Accomplishments Reflection Rubric ratings	IE&A and Faculty
Marketing		Marketing activities will include marketing to dual credit audiences and high school counselors	QEP Coordinator and Advisory Council
Professional Development		PD developed for HS Counselors	Advisory Council members
Summer 2018			
Assessment	G3 SLO2	Annual Average Drop Rate	IE&A and QEP Coordinator
	G1, SLO1 SLO2	Completion Rates	IE&A and QEP Coordinator
	G3 SLO2	Graduation Rates	IE&A and QEP Coordinator
	G1 SLO1 SLO2 SLO3	Time to Goal Completion (Credit Hours)	IR&R

Marketing		Evaluate marketing strategies and revise as necessary for both internal marketing (to current students and employees) and external marketing (to prospective students)	QEP Coordinator and Advisory Council
Professional Development		PD sessions for HS Counselors and new employees	QEP Coordinator
Year Five			
Fall 2018			
Assessment	G1 SLO1	Conduct student focus groups	IE&A and QEP Coordinator
	G1 SLO1	Conduct Student Satisfaction Inventory	IE&A and QEP Coordinator
	G1 SLO1	Update & administer student services survey	VP SA
		Present Annual Report to stakeholders	IE&A and QEP Coordinator
		Reflection Rubric Faculty training	IE&A and QEP Coordinator
	G1 SLO1 SLO2	My Story Reflection Rubric ratings	IE&A and QEP Coordinator
		QEP Impact Report	IE&A and QEP Coordinator
	SLO2	Percent student completing My Story	IE&A and QEP Coordinator
G1 SLO2	Percent ESP students meeting with AC two times	IE&A and QEP Coordinator	
Marketing		Continue both internal marketing (to current students and employees) and external marketing (to prospective students)	QEP Coordinator and Advisory Council
Professional Development		PD to maintain cert., new employees	QEP Coordinator
Spring 2019			
Assessment	G1	Survey Faculty after Professional Development (PD) Sessions	IE&A and QEP Coordinator
	G1	Focus group meeting with Advisement Team for PD	IE&A and QEP Coordinator
		Reflection rubric Faculty training	IE&A and QEP Coordinator
	G1 SLO1 SLO2	Goals and Accomplishments reflection rubric ratings	IE&A and QEP Coordinator
Marketing		Continue both internal marketing (to current students and employees) and external marketing (to new and prospective students)	QEP Coordinator and Advisory Council
Professional Development		PD to maintain cert., new employees	QEP Coordinator
Summer 2019			
Assessment	G3, SLO2	Average drop rates	IE&A and QEP Coordinator
	G1 SLO1 SLO2	Completion rates	IE&A and QEP Coordinator

	G3 SLO2	Graduation rates	IE&A and QEP Coordinator
	G1 SLO1 SLO2 SLO3	Time to goal completion (Credit Hours)	IR&R
		Data analysis and annual report	IE&A and QEP Coordinator
	Marketing	Continue both internal marketing (to current students and employees) and external marketing (prospective students)	QEP Coordinator and Advisory Council
	Professional Development	PD for new employees	QEP Coordinator

Appendix G - Survey of Orientation Advising

South Plains College Survey of Orientation Advising

Please indicate your level of agreement with the following statements by circling the appropriate number corresponding to the level of agreement or disagreement.

	Strongly Disagree	Disagree	Neither disagree or agree	Agree	Strongly Agree
My Academic Coach was approachable.	1	2	3	4	5
My Academic Coach was easy to talk with.	1	2	3	4	5
My Academic Coach sufficiently answered all of my questions.	1	2	3	4	5
My Academic Coach clearly told me my next step in the advising process.	1	2	3	4	5
My Academic Coach suggested resources for me to explore regarding my field of study.	1	2	3	4	5
My Academic Coach clearly stated I would need to meet with him/her during the semester.	1	2	3	4	5
My Academic Coach discussed my academic plan with me.	1	2	3	4	5

Appendix H - Assessment Focus Group Design

Student Focus Group (Pilot)

As we begin implementing our new technology pieces we plan to have a diverse group of 10 to 15 students who will help up work through any issues with our technology. Technology being any programs, software or other information pieces we have and will assemble for our ESP at SPC to be successful. Some of these include our degree audit, transcript access, interface with our POISE system so data can be pulled and analyzed, as well as others.

The students will meet monthly throughout September to April. The meetings will take place in either a computer lab, or a conference room with adequate laptops set up to accommodate student participation. We plan to have a time where the student will work with the technology piece and will then be asked questions. The questions are listed below.

The focus group moderator will be the QEP Coordinator. The Director of Institutional Effectiveness and Assessment will assist the moderator. The students will be given lunch during the focus group session and for participation in all or a majority of the sessions we will give them an incentive item. (i.e. a gift card, t-shirt or other item).

Possible Questions (these may vary from one session to the next).

1. What was the first problem you found with the technology piece?
2. Do you feel like this will be useful to you as a student?
3. Would you use the information?
4. What would enhance or make the technology piece more user friendly?
5. The purpose of “technology piece” is to _____, do you think it is fulfilling this?
6. In the advising process how do you think this “technology piece” should be used? Or should it not be used at all?

Student Focus Group (ESP students)

After our first orientation group enters into SPC they will be the focus of our second student focus groups and also of subsequent focus groups. These are students who have been introduced to the ESP and will have an Academic Coach who will work with them. Our focus will shift from the technology to the Academic Coach and student interactions.

We plan to have one or more groups of 10 to 15 students each. These students will meet one to two times and will be given lunch as an incentive for participation. The focus group will also have an incentive item given to students. (i.e. a gift card, t-shirt or other item). The questions will focus on the Academic Coaching process and information students receive.

1. What is an ESP?
2. Has your Academic Coach explained the aspects of the ESP to you?
3. If no, have you met with your Academic Coach, other than the first meeting during orientation?
4. What are some positive aspects of your ESP?
5. What are some of the negative aspects of your ESP?

6. Have you been asked to reflect on your past experiences?
7. Have you set your academic goal yet?
8. If no, are you having trouble deciding on an academic goal?
9. If yes, were you told about resources available?
10. Is any part of the ESP not working well for you?

Advising Team Focus group

It is important that our Academic Coaches feel like they are getting the training and information they need to coach students with the ESP. Our focus group participants will come from either a portion of our advising team or the entire advising team. We want to bring them together for lunch monthly during the Fall and Spring semesters. These team members will be provided lunch during the focus group meeting. We plan to ask questions related to professional development and use of the ESP. This group will also evaluate the technology pieces of the ESP. Members of this group may change over the course of the 5 year implementation of the QEP.

1. Have you received enough professional development training that you feel like you can assist h students with completing their ESP?
2. How many hours each week on average are you spending with students on coaching and their ESP?
0-4
5-8
8-12
12-16
16-20
3. What aspects of the ESP are effective?
4. What aspects of the ESP are you having issues with either technology based or with students, or feeling like you have not had enough training in certain areas?
5. In what areas do you feel like you need more information or training?
6. Do you feel like you have adequate resources for coaching students?

Appendix I - Professional Development Survey

Follow up survey for Faculty and Staff

- As an Academic Coach do you feel like you have adequate training to coach students as they meet with you for coaching?

Yes No
- If your answer to question 1 was no, what additional training topics would you like more information or professional development sessions on?

- Did you feel that the professional development session you attended today was beneficial?

Yes No

For the each of the following statements please mark you level of agreement on a scale of 1-5.

	Strongly Disagree	Disagree	Neither disagree or agree	Agree	Strongly Agree
The topic today was relevant.	1	2	3	4	5
There was adequate interaction among members of the group.	1	2	3	4	5
The delivery method was easy to follow.	1	2	3	4	5
Handouts were relevant to the topic presented.	1	2	3	4	5
Any handouts were clear and easy to understand.	1	2	3	4	5
I would attend another profession development session on Academic Coaching.	1	2	3	4	5

Appendix J - Reflection Rubric

Adapted from the Value Rubrics by AAC&U

The purpose of the reflection rubric is to measure in a very basic way that students are reflection on their past experiences or things they have learned at SPC as they make decisions and move from the initial point of entry into SPC to the point of progress towards their stated academic goal. The rubric will be applied to answers provided by students to questions asked in the My Story area of SPC as a pre/early entry measurement and compared to an unmatched group of students' reflection on their experiences while at SPC. The rubric data will be pulled through our POISE system and rated by two faculty Academic Coaches. We anticipate sample sizes of around 100 entries selected randomly from among students who have completed the ESP sections.

The reflection category on the rubric below was adapted from the AAC&U's Value Rubrics. Specifically from their Foundations and Skills for Lifelong Learning VALUE rubric. These rubrics are free for download from their website http://www.aacu.org/value/rubrics/index_p.cfm?CFID=13106649&CFTOKEN=63156444.

	Fundamental	Intermediate	Advanced
Reflection	Reviews prior life experience or educational events on a surface level, without revealing clarified meaning or indicating a broader perspective about the events.	Reviews prior life experience or educational events with some depths, revealing somewhat clarified meanings or indicating a broader perspective about the events.	Reviews prior life experience or education events in depth and how they apply to their future plans.
Future Plans	The student states a plan with no explanation.	The students states a future plan with a brief explanation that goes into little detail.	The student states a future plan with an in depths explanation of why that plan was chosen.

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