CENTRAL CAROLINA COMMUNITY COLLEGE

M.A.P. My Academic Pathway
Goals Progress Success

QUALITY ENHANCEMENT PLAN

Submitted September 1, 2017
to The Commission on Colleges
of the Southern Association of Colleges and Schools
On-Site Committee Visit: October 24-26, 2017

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Executive Summary

During 2013-2014, Central Carolina Community College (CCCC) underwent an intensive strategic planning process, through which stakeholders reviewed institutional data and identified several areas of potential growth and improvement. This process, and the resulting Strategic Plan adopted in 2015, served as the foundation for CCCC's Quality Enhancement Plan titled **MAP: My Academic Pathway**. MAP is guided by GPS, which stands for Goals + Progress leads to Success.

Student outcome data and results of QEP-related surveys demonstrate the typical CCCC student changes majors at least once. Data also shows students who switch majors take longer to complete their degree or credential, putting them at potential risk of encountering financial and/or external challenges as they strive to obtain their degree or credential.

MAP is designed to address these issues by focusing on three goals:

- **Goal 1: Enable each student to select an appropriate academic program (Goals)**
- **Goal 2: Consistently enhance each student's pathway to goal completion (Progress)**
- **Goal 3: Facilitate timely completion of each student's academic goals (Success)**

The intended plan outcome is to enable each student to make an informed program selection based on his or her individual interests, encourage the student to define distinct academic goals, and to create a clear pathway resulting in timely completion of those goals. Specifically, the outcomes include:

1. Each student will make an informed program selection upon enrollment.
2. Each student will create a complete academic plan for his or her program of study.
3. Each student will be aware of and utilize career services and faculty advising to enhance timely progress toward goal completion.
4. Each student will achieve continued, measurable progress toward academic goals.

To achieve these outcomes CCCC has created an action plan focused in three main areas:

Informed program selection upon enrollment - CCCC will incorporate an interest assessment, a career-decision readiness indicator, and more detailed program information into the student admission process. Students who are not ready to make an academic program selection will receive career-decision assistance based on a tiered model.

Changes to student success courses - CCCC will incorporate an introduction to academic planning and campus resources into student success courses (ACA). Students will be encouraged to take these courses within their first two semesters, and advisors will be prompted when a student has not taken a success course.

Enhanced academic advising - CCCC will provide enhanced advising to students via professional development for advisors and the implementation of tools, resources, and best practices designed to support academic planning.

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1. Institutional Process

1.A. Institutional Process Used to Develop the QEP

Institutional Profile

Central Carolina Community College (CCCC) is a comprehensive, two-year public community college, one of 58 in the North Carolina Community College System (NCCCS). Founded in 1961, CCCC serves approximately 6,600 curriculum and 9,700 continuing education students annually at 17 locations in Chatham, Harnett, and Lee counties. CCCC's programs include over 140 associate degrees, diplomas, and certificates, as well as robust Adult Basic Education, High School Equivalency, and Industry Services programs.

Of the curriculum population, the majority of the students are pursuing an associate degree (63%), are female (64%), are receiving some form of financial aid (64%), and are under 24 years of age (62%). Additionally, 44% of curriculum students are the first in their families to attend college and, as reported to the Integrated Postsecondary Education Data System (IPEDS), less than 33% complete a curriculum program within 200% of normal time. The breakdown of CCCC's overall population is 57% White, 20% Black, 17% Hispanic, and 6% other.

Forty-three percent of CCCC's students are 18-23 years old, with remaining students falling into the following ranges: 24-29 (15%), 30-35 (8%), 36-44 (8%), 45-56 (6%), and 57+ (1%). As a result of hosting an early college program and College and Career Promise (dual-enrollment) students, CCCC also has a sizable population (19%) who are under 18 years old.

Strategic Planning (2015-2019)

To effectively serve this diverse student population, CCCC established and continues to nurture a culture of evidence-based continuous improvement. In 2015, CCCC adopted a robust and ongoing strategic planning process to ensure all employees and resources are dedicated to fulfilling its mission. The Central Carolina Community College 2015-2019 Strategic Plan states:

> *Central Carolina Community College serves as a catalyst for individual, community, and economic development by empowerment through accessible lifelong learning.*

The mission is further supported through its vision, values, and institutional goals:

> ***Vision***
> *Central Carolina Community College is a nationally recognized, world-class leader providing learning opportunities that contribute to economic progress and cultural enrichment for the students and communities we serve.*
>
> ***Values***
> *Learning, People, Excellence, Integrity, Communication, Community, Access, Innovation, Stewardship*

Institutional Goals

Goal 1: *Learning First - Learning is everyone's responsibility. All faculty and staff are educators committed to engaging students as full partners in the learning process.*

Goal 2: *Student Access - Central Carolina is committed to learning by providing broad and intentionally planned access to its programs and services, and to removing barriers to enrollment and progression.*

Goal 3: *Student Success - Central Carolina is committed to learning by supporting and assisting students in achieving their educational goals.*

Goal 4: *Employees - Central Carolina is committed to learning by attracting, developing, and sustaining high-performing employees.*

Goal 5*: Partnerships - Central Carolina is committed to learning by establishing and maintaining partnerships that support the College mission.*

Goal 6: *Financial Foundations - Central Carolina is committed to learning by maintaining and enhancing a strong financial foundation.*

Goal 7: *Collegiate Environment - Central Carolina is committed to learning by fostering a culture that optimizes the student experience and the learning environment.*

The Strategic Plan was created by the College's Strategic Planning Council as a result of institutional dataset reviews, discussions, and planning meetings throughout the 2013-2014 academic year. This same culture and focus used to develop CCCC's Strategic Plan has driven the QEP planning and implementation process.

Development of the QEP Core Team (May 2014)

The QEP development process started in May 2014 with the nomination of QEP Core Team members, whose role was to engage the college community in the active selection of the QEP topic and serve as the early face of the QEP. Nominations came from a cross-sectional representation of all stakeholders on campus. From the nominations, the President's Council made the final selections, composing the team of the following members:

Table 1: QEP Core Team Members

Name	Role
Shelly Watkins	Biology Instructor
Michelle Powell	Developmental Math Instructor
Kevin Pearson	College Success Coordinator/Advisor
Scott Byington*	Math & Science, Chair
Amy Gustavson	Reference Instruction and Emerging Technologies Librarian
Constance Boahn	Networking Technology Instructor/Engineering & Computer Information Technologies, Chair (starting 1/2015)
Heather Willett*	Dean of Student Support Services
Kaan Ozmeral	Math Instructor

*Co-chairs

In compliance with SACSCOC Comprehensive Standards 2.12 and 3.3.2, the Core Team was assigned responsibility for creating a QEP that:

- identifies key issues emerging from institutional assessment;
- focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution;
- demonstrates institutional capability for the initiation, implementation, and completion of the QEP;
- includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and
- identifies goals and a plan to assess their achievement.

In June 2014, committee co-chairs were selected by the administration and the Core Team held their first meeting. Biweekly meetings followed, which continued through the final topic selection. Meetings from June 2014 to September 2014 focused on finalizing team responsibilities, reviewing existing internal data, planning and implementing marketing strategies, and participating in QEP-relevant professional development.

Building a Foundation from Institutional Planning

During this initial phase, one of the team's primary undertakings was reviewing the Strategic Plan and related data to help provide more direction to the QEP process. With support from the Department of Institutional Effectiveness and Research, the team conducted an intensive review of institutional data gathered for the Strategic Plan, which revealed challenges in student learning and the environment supporting student learning.

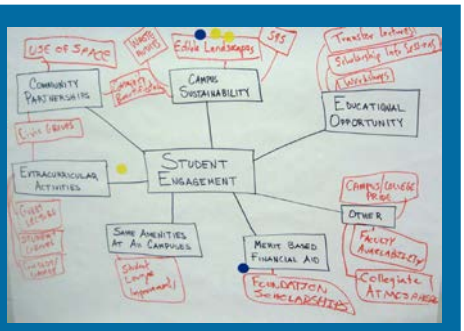
The initial data included CCCC's 2015 NCCCS Performance Measures, shared by the Vice President of Student Learning, along with questions for consideration:

- **First Year Progression [First-year, full-time students who attempted 12 credits/earned 12 credits.]**: While the College was above average in this measure, results held steady between 65-68% for the past 3 years. The team was asked to consider the remaining 32-35% and how to improve learning outcomes for those students. In addition to the College's first-year experience (including ACA classes and enhanced New Student Orientation) implemented in Fall 2013, the team recognized the need to identify other ways to encourage students to meet the milestone of 12 or more credits earned within their first year.
- **College Transfer Performance [Students who completed at least 30 credits or graduate and earned a 2.0 GPA or higher at the senior institution during their first academic year]**. CCCC was above 90% during the previous three years, and then dropped to 81.9%. The team was asked to consider who those students were and potential causes for the lower average.
- **Developmental Student Success in College-Level English.** Only 58% of previously developmental students passed their college-level English and 25% of those not passing were due to withdrawals. The team was asked to consider questions such as: Why did these students withdraw? How are those 25% doing now? Are they still enrolled? Most importantly, do the transcripts for these 42% tell us anything about how we can better support our student learning environment?

Beyond the initial phase, the Strategic Plan continued to play a critical role in the formation of the QEP. Goals and objectives from the Strategic Plan were used as conversation starters during brainstorming sessions with faculty and staff at the college-wide Professional Development Day 2014. Here, small groups were provided with a goal from the Strategic Plan and asked to brainstorm potential related QEP topics. In addition, comments from these brainstorming sessions, as well as numerous surveys, were divided and categorized by Strategic Plan goal. The Strategic Plan provided a strong foundation for the QEP as the team continued through the data gathering phase.

Data Gathering (October 2014 - May 2015)

Data gathering to facilitate topic selection began in the fall of 2014. Survey questions were developed to solicit feedback from constituents including students, faculty, staff, community members, and the Board of Trustees. These questions were incorporated into a variety of tools including online and paper surveys (Appendix A), interviews, brainstorming tools, professional development activities, and focus group sessions. From October 2014 to May 2015, the team focused on gathering constituent feedback via the following selected activities:



Sample "tree" structure from focus group session.

Table 2: Constituent Input and Feedback Activities

Activity	Constituents	Description
Online surveys	Curriculum students on all campuses, faculty and staff, community (via advisory boards, and local employers)	Online surveys using SurveyMonkey were used throughout the topic development process. Polls for initial feedback (Appendix B) started in October 2014, when surveys were sent via email, as well as made available to students on netbooks at fall Student Activity Days. Final topic selection voting was conducted via an online survey (Appendix C) for two weeks in October 2015.
Focus groups	Faculty, staff, and students	Focus groups were used in Fall 2014 to help identify topics, and again in Fall 2015 to help solidify the focus of the final four topics. Focus groups included discussions, brainstorming activities, and games.
Brainstorming activities	Faculty, staff, and students	Students participated in brainstorming activities to help identify potential QEP topics during Student Activity Days in Fall 2014 and Spring 2015 and were also recorded as they made suggestions on potential improvements at CCCC. At the college-wide Professional Development Day 2014, all faculty and staff were grouped and provided with worksheets including Strategic Plan goals and objectives to guide conversation. Each group suggested ideas for QEP topics related to that goal. Faculty and staff participated in "QEPeggories", a brainstorming game that resulted in mind map-style "QEP trees," shown in the image above.

Activity	Constituents	Description
Classroom visits	Students	Committee members met with students to explain the QEP process and ask for feedback on how to improve student learning at CCCC during Fall 2015.
Postcard surveys	Con-Ed students, Board of Trustees, curriculum advisory boards, prison programs, ESL	The original faculty/staff/student survey was shortened to five questions and distributed by postcard for feedback.
Board of Trustees presentation	Board of Trustees	Team members presented topics to and received feedback from the Board of Trustees.

Constituent Awareness

In conjunction with the gathering of data and feedback, the Core Team launched various outreach activities aimed at engaging all constituents in the QEP process. **Table 3** outlines the awareness activities. Sample topic development marketing materials appear in Appendix D.

Table 3: Constituent Awareness Activities

Activity	Constituents	Description
Student Activity Days (2014, 2015)	Students on all 3 campuses	2014: Served as student “launch party” for the QEP. QEP tent set up at event. Mascot in QEP shirt with sidewalk chalk, balloons. Students participated in interactive brainstorming activities, completed online surveys, and were videoed asking for suggestions on improvements at CCCC. 2015: Topic voting on laptops and end of voting for final topics.
QEP promotion videos	Students, faculty, and staff	Short, engaging videos were designed and distributed to promote the QEP process. Themes included a Mission Impossible-style movie trailer, a Top 10 list, a dance performance by a dean and the Chief Academic Officer, and a Blues Brother-themed video. These videos were shown at staff Professional Development Days, made available on the QEP website, and distributed electronically via email and social media.
Professional development webinars	Faculty and staff	Sessions in Fall 2014, Spring 2015, and Fall 2015 provided basic info about the QEP process and its importance, introduced the Core Team, described how to recommend QEP topics using data and feasibility as guidelines, encouraged attendees to suggest topics, and provided initial feedback.

Activity	Constituents	Description
Professional Development Day presentations	Faculty and staff	In Fall 2014, the Core Team provided an overview of the QEP process to date and showed the Top Ten video and participants completed brainstorming activities. In Fall 2015, the presentation announced the final QEP topic. In Fall 2016, all faculty and staff were able to complete a career inventory, one of the key tools ultimately selected to be used in implementation of the QEP.
Poster campaign	Students, faculty, and staff	Initial posters designed with “I want YOU for the QEP” and “Rosie the Riveter”-style themes were used on all three campuses to generate interest in the QEP. In Fall 2015, new posters representing the four topic candidates were posted on campus to promote campus-wide voting.
“Sweet Treats” reception	Faculty, staff, and trustees	Faculty, staff, and trustees were invited to a reception in October 2014, where the QEP process and timeline were reviewed and they were encouraged to participate in the development of the topic.
Promotional items	Students, faculty, and staff	Promotional items including buttons, pens, and bookmarks were distributed over all three campuses to generate interest in the QEP. T-shirts were provided to committee members, who wore them at QEP events, and were given away as door prizes.
Web presence	Students, faculty, staff, and community	A QEP website (http://www.cccc.edu/qep/), email address (qep@cccc.edu), and Instagram account (@ccccqep) were launched and used to generate interest and provide updates. Links to the QEP page were created from other CCCC pages and included in emails. Meeting minutes, timelines, and contact information were supplied on the website, along with related QEP content.
CCCC.edu hijacking	Students, faculty, staff, and community	The cover image of CCCC.edu was replaced with a QEP image in October 2014 to help promote the process.
Holiday card	Students, faculty, staff, and community	A holiday card featuring the Core Team in holiday sweaters was shared electronically.
iPod giveaway	Students	An iPod was offered as an incentive to complete the initial QEP survey. The winner was selected randomly from all who completed the survey.
Blackboard announcements	Distance Education students	Provided QEP information and voting links to distance education students.
Screen saver	Faculty, staff, and students	All faculty, staff, and public computers had screensavers changed to a QEP-centric theme for 6 months.
Newsletter articles	Faculty, staff, and students	The QEP Team wrote short articles for the Cougar Bytes newsletter to update the community on QEP progress

Data Analysis and Trend Identification (May - August 2015)

The online surveys and the Professional Development Day brainstorming activities conducted in Fall 2014 provided the Core Team with initial feedback on topics. After reviewing both open- and closed-ended responses, the team grouped the suggestions into main themes which included advising, communication, contextual learning, critical thinking, distance education, life skills, technology, and tutoring. These themes served as the starting point for focus group discussions, and prompted the distribution of surveys to additional constituents including continuing education students, prison students, and the Board of Trustees, which were conducted in March 2015.

During this time, the team also reviewed the compiled results of several institutional tools from preceding years: The College Services Survey, Enrolled Curriculum Student Satisfaction Survey, and Non-Completer Survey, which provided quantitative data and qualitative insights in the form of comments from students, faculty, and staff. Areas of interest indicated by data included:

- Admissions and Orientation - while still over 90% in satisfaction, both showed a strong decline from previous surveys
- Advising (including Admissions, Faculty, and Success Coach Advising) - dropped from a range of 90-96% to 60-76%
- Course Scheduling - dropped from 86% to 59%

Common themes from student comments included:

- Additional support from instructors
- Improved communication
- Expanded course offerings

Responses from all feedback tools were compiled and the Core Team performed a qualitative analysis of the results during the late spring and summer of 2015. Topics directly or indirectly connected to student learning were isolated for consideration and reviewed using a modified SWOT (strengths, weaknesses, opportunities, threats) analysis against criteria of viability, measurability, and the presence of institutional data to support need. Specifically, the team considered the following questions:

1. Does the possible topic influence or impact student learning or the student environment?
2. Are there means to collect and measure data to support the topic?
3. Is the potential topic financially and logistically feasible?
4. Is the idea data-driven?

Topics unrelated to student learning (e.g., food service, campus signage, etc.), and therefore not suitable for the QEP, were shared with the administration for review and consideration. Topics determined not to be feasible due to inability to be measured were submitted to the Director of Organizational Development for consideration for professional development activities.

As the number of potential topics narrowed, the Core Team met with the Director of Institutional Effectiveness and Research to understand data resources that could be utilized in objectifying the ideas for support, and then worked to solidify general information regarding each topic's potential budget and required resources. The team specifically discussed the need to consider

data related to the graduation rates, time to completion, and the number of programs students enrolled in before graduation.

The result of this process was the identification of six topics meeting the necessary criteria.

Presentation of QEP Data to President's Council (September 2015)

Detailed profiles were created for each topic, including a description, objective, data support, financial needs, support from the Strategic Plan, and future assessment tools. The team also compiled a list of all data supporting the selection of each topic, including survey responses, video comments, emailed suggestions, brainstorming activity mentions, and 2014 strategic planning sessions. A total of six potential topics were presented to the President's Council.

Following the presentation, the President's Council selected three topics for consideration and directed the Core Team to split the Distance Education topic, considered too broad in scope, into two more focused topics.

Identification of Final Four Topics

The final four topics were:

1. I AM Advising!: Advising Matters - Ensure academic advising is a personalized, student-centered, consistent, and effective learning process.
2. MAP: My Academic Pathway - Ensure students make the most informed decisions about potential educational pathways to careers and transfer opportunities when they start at CCCC.
3. BOSS: Boost Online Student Success - Evaluating students' distance education readiness in order to provide support mechanisms for success and to maximize their online learning experience.
4. Can you DIG IT?: Developing Innovative Guidance for Instructional Technology - Identifying and implementing best online educational practices to enhance our online learning environment.

With the topics identified, the Core Team conducted a final topic review to solidify the profiles of each topic prior to campus-wide voting. This process included:

- Additional data related to advising and distance education were provided by Institutional Effectiveness and Research
- Discussions with faculty and staff working within the selected topic areas
- Think-Pair-Share professional development activity (focus group) during Fall 2015
- Focus groups on all campuses to identify likes, dislikes, and suggestions related to each topic

Campus-wide Vote and Final Topic Selection

With the prospective topic profiles finalized (Appendix E), a campus-wide vote to select the final topic was held from October 20 - 30, 2015, using SurveyMonkey. Voting links were distributed through email messages to all students, faculty, staff, and Board of Trustees, as well as via announcements on campus websites and Blackboard. The final topic, as selected by the highest number of votes, was officially announced at Professional Development Day on December 16, 2015. At this point, the Core Team ended its role and prepared to hand the project to the Implementation Team.

1.B. Identification of Key Issues and Topic Selection

Throughout the process, the QEP team remained focused on creating a plan that was specific, measurable, feasible, and which targeted student learning. Having recently completed a five-year strategic planning process, the College had abundant data gathered by the Strategic Planning Council and had clear directives tied to Goals 1, 2, and 3 of CCCC's Strategic Plan:

- ***Learning First*** *- Learning is everyone's responsibility. All faculty and staff are educators committed to engaging students as full partners in the learning process.*
- ***Student Access*** *- Central Carolina is committed to learning by providing broad and intentionally planned access to its programs and services, and to removing barriers to enrollment and progression.*
- ***Student Success*** *- Central Carolina is committed to learning by supporting and assisting students in achieving their educational goals.*

The topic selected, **MAP: My Academic Pathway**, met all the necessary requirements. The topic description, as presented to the College community, was:

> ***MAP: My Academic Pathway*** *gives students an initial snapshot of what educational paths most align with their interests, values, or skills so that they can better select programs most consistent with their academic goals. A diagnostic assessment and subsequent advisement during application and enrollment will enable students to begin their most appropriate academic pathways. Improved career and program selection will help reduce program changes and delayed program completion, preserve more financial aid by reducing time to program completion, and improve student persistence. Subsequent advising will facilitate student engagement in their learning goals and provide a clearer pathway to academic success.*

The selection of this topic was supported both by constituent interest and institutional baseline data:

Table 4: Constituent and Institutional Data Supporting Topic Selection

Data used in topic identification	Baseline institutional data
QEP Final Topic Voting - Every constituent group selected MAP as their top choice: Vote Breakdown 1st Place / 2nd Place / 3rd Place / 4th Place Faculty: MAP (37.5%) / I AM Advising! (27.43%) / BOSS (26.79%) / Can you DIG IT? (9.73%) Staff: MAP (38.19%) / I AM Advising! (31.94%) / BOSS (21.23%) / Can you DIG IT? (9.73%) Students: MAP (43.11%) / I AM Advising! (22.16%) / BOSS (22.09%) / Can you DIG IT? (12.57%) BOT: MAP (40%) / I AM Advising! (40%) / BOSS (10%) / Can you DIG IT? (10%) Advisory: MAP (44.19%) / I AM Advising! (23.81%) / Can you DIG IT? (29.27%) / BOSS (4.88%)	2011 full-time, first-time cohort data (Appendix F): ● A typical student changed his or her program at least once within the first 2 years. ● Of students who did not change their program, 30% completed a credential within 2 years. ● Of students who changed their program one time or less, 27% completed a credential within 2 years. ● Of students who changed their program 2 or more times, 9% completed a credential within 2 years.

Data used in topic identification	Baseline institutional data
QEP Survey Comments and Email Suggestions - Mentions of advising relating to major selection, selection of proper classes for selected curriculum, assistance in career selection, use of career interest surveys, pre-career advising, focus on career pathways, and use of ACT WorkKeys 2013 Enrolled Curriculum Student Satisfaction Survey - Quality of advising ranked low, advising ranked weak for distance education students, consistent advising practices needed Non-Completer Survey - Six year trend of need for improvement in advising, registration, and admissions	2015 IPEDS Data Feedback Report: ● While CCCC's full-time fall enrollment is higher than the comparison group's (2,166 vs 1,653), the number of associate degrees awarded by CCCC is lower (496 vs 521) ● CCCC's full-time retention rate is lower than the comparison group's (58 vs 59) 2016 IPEDS Data Feedback Report: ● While CCCC's full-time fall enrollment is higher than the comparison group's (2,062 vs 1,488), the number of associate degrees awarded by CCCC is lower (533 vs 561) ● CCCC's full-time retention rate is lower than the comparison group's (58 vs 60) IPEDS 2016-2017 Graduation Rate Data: ● 33% of full-time, first-time degree seeking students complete a curriculum program within 200% of normal time

The baseline data supported the idea that students who don't have clear academic plans or goals take longer to graduate than those who do, and that students might benefit from receiving more direction related to academic planning and goal completion. The team was very conscious of the significant constituent support for the second place topic, *I AM Advising: Advising Matters*, and worked to include advising improvements into the MAP implementation. The result was a more robust plan addressing academic planning by incorporating enhanced advising practices.

This concept was also supported by feedback received from the Aspen Institute—a nonpartisan educational and policy studies organization—in May 2016, directing the College to be more deliberate with strategies for developing academic pathways and fostering goal completion. Of the three recommendations made in *Aspen's Feedback Report for Central Carolina Community College*, two of them were directly related to advising: 1) Address advising by defining a division of labor and clarifying roles and 2) Improve onboarding. Even the final recommendation, to extend pathways beyond the College, referenced the need to help students make early and appropriate program selections: "Structures that encourage thoughtful and early identification of a program major and transfer institution within the first semester at CCCC would permit students to more efficiently navigate the course selection process, fulfill pre-major requirements without taking extra courses and complete the associate degree, increasing the likelihood of completing the baccalaureate within the equivalent of two years of full-time study at the transfer institution" (Aspen Institute, 2016, p. 5).

The viability of the plan was supported by its measurability, which could include tracking the number of times students changed their major, comparing persistence rates after the first year, comparing the length of times utilized to reach degree completion, and measuring satisfaction ratings for programs of study.

2. Focus of the Plan

2.A. Student Learning Outcomes

The data gathered during the College's strategic planning process as well as the QEP selection process clearly indicated students were changing majors often and taking longer to acquire degrees. In addition, those who switched programs were less likely to graduate than those who didn't. Anecdotally, advisors shared stories of students who enrolled under a program with little or no knowledge of the types of classes they would be required to take. After starting classes, these students often would find the skills required for the program did not align with their own interests. In other situations, students enrolled in programs they thought would lead to transfer options, when, in reality, they did not. Both situations often resulted in a change of major.

> ***"I wish I would have been able to figure out earlier that I wanted to be an engineer. I went through a few different major options before I finally decided. Maybe at our freshman orientation we should have taken a quiz to figure out what our career choice should be."***
>
> Student comment on 2016-2017 Enrolled Curriculum Student Satisfaction Survey

Helping students identify their interests and strengths prior to class registration, educating them on potential related careers and necessary credentials, and providing them with a pathway and necessary steps required to reach their goal could assist with this problem. Once enrolled, helping them set clear goals and teaching them about the resources available on the pathway would keep them moving in the right direction. From this institutional need, three clear goals were defined:

- **Goal 1: Enable each student to select an appropriate academic program (Goals)**
- **Goal 2: Consistently enhance each student's pathway to goal completion (Progress)**
- **Goal 3: Facilitate timely completion of each student's academic goals (Success)**

To achieve these goals, CCCC identified four desired student learning outcomes:

- **SLO 1. Each student will make an informed program selection upon enrollment**
- **SLO 2. Each student will create a complete academic plan for his or her program of study**
- **SLO 3. Each student will utilize career services and faculty advising to enhance timely progress toward goal completion**
- **SLO 4. Each student will achieve continued, measurable progress toward academic goals**

The following logic model outlines the selected goals and outcomes and defines how they relate to CCCC's Strategic Plan and current institutional challenges:

Table 5: Plan Goals and Student Learning Outcomes

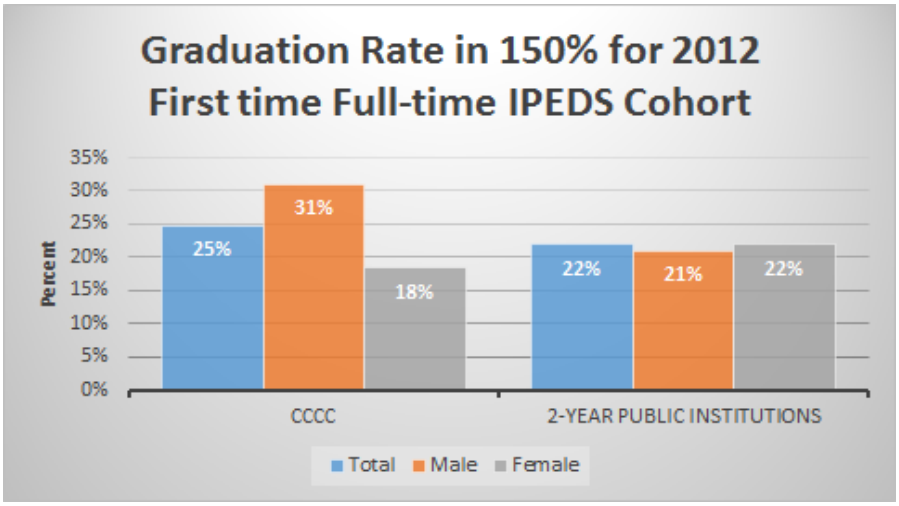
Goal	Strategic Plan Support	Outcome	Current Institutional Challenges
Goal 1: Enable each student to select an appropriate academic program (Goals)	Goal 1: Learning First Goal 2: Student Access Goal 3: Student Success	SLO 1: Each student will make an informed program selection upon enrollment.	• Students not required to take career assessment prior to enrollment. • Students not aware of program requirements prior to enrollment. • Students not aware of all programs matching their interests. • Students not aware of the range of credentials and programs available.
		SLO 2: Each student will create a complete academic plan for his or her program of study.	• Students not required to speak to an academic advisor prior to class registration. • Students not required to create an academic plan. • Not all advisors trained on career pathway/interest alignment. • Students not recognizing the number of hours required each semester to complete programs in a timely way.
Goal 2: Consistently enhance each student's pathway to goal completion (Progress)	Goal 1: Learning First Goal 2: Student Access Goal 3: Student Success	SLO 3: Each student will utilize career services and faculty advising to enhance timely progress toward goal completion.	• Students not aware of available resources. Students not using available resources. • Personnel not trained on career pathway/interest alignment. • No clear process for how to address students with interest and program selection incongruence.
Goal 3: Facilitate timely completion of each student's academic goals (Success)	Goal 1: Learning First Goal 3: Student Success	SLO 4: Each student will achieve continued, measurable progress toward academic goals.	• Students changing majors frequently. • Students who change programs are taking longer to complete or may not complete at all. • Students may accumulate excess hours that create problems upon transfer.

2.B. Focus on the Learning Environment

Literature Review and Best Practices

With the QEP topic defined in broad terms and the desired student learning outcomes drafted, the Implementation Team completed a literature review to identify tools, methods, and best practices which would be most successful in helping students meet the desired learning outcomes. To narrow the focus, the team looked specifically at the challenges faced by CCCC and the broad categories defined by the selected student learning outcomes.

Introduction: Institutional Challenges



According to the National Center for Education Statistics (NCES), at 2-year public degree-granting institutions, only 22 percent of first-time, full-time undergraduate students who began seeking a certificate or associate degree in Fall 2012 attained it within 150 percent of the normal time required for these programs (2017). An example of completing a credential within 150 percent of the normal time is completing a 2-year degree within 3 years. CCCC's rate is only slightly higher than this average at 25%, as shown in the image above.

Many students enter higher education without a clear idea of what to study, what career path to pursue, or even an understanding of what educational options a college offers. Lewallen (1993) indicates being exploratory or undecided should be considered the norm rather than the exception. A 2013 ACT report of college-bound students found only two in five were very sure of their planned major choice; 62% indicated that they needed help with their educational and career plans. Only 47% of students who stated they were going to a two-year school indicated they planned to enter a program that matched their career interests. Over 20 years of research has consistently reported that between 20% and 50% of all entering students are undecided about their academic major and future career (Anderson, Creamer, & Cross, 1989; Gordon, 1995b; McCalla-Wriggins, 2000).

This indecision can remain with students, even after their education has ended. According to the Education Consumer Pulse survey, which interviewed 90,000 U.S. adults aged 18-65 from all 50 states and the District of Columbia about their education paths and experiences, "approximately half of all U.S. adults who pursued or completed a postsecondary degree would change at least one aspect of their education experience if they could do it all over again, including their major or field of study, the institution they attended, or the type of degree they obtained" (Marken & Auter, 2017).

While Central Carolina Community College offers numerous continuing education courses and more than 140 credentials, students often select a narrow range of programs, typically those that are more familiar (e.g., nursing or cosmetology) and in some cases, programs for which they are not well-suited based on their own skills, interests, or time demands.

An analysis of CCCC full-time, first-time student enrollment data over the last five years (Appendix F) supported this notion that students are not always clear on their academic plans or goals. A typical student in this cohort changed majors at least once in their first two years.

As shown in **Table 6**, CCCC students who changed majors were less likely to graduate than those with no change in major. Changing majors two or more times had a more significant impact on graduation rate.

Table 6: CCCC 2011 Full-time, First-time Cohort

	In 2 years	In 4 years
Percent who graduated	24%	37%
Graduation rate for 0 major changes	30%	39%
Graduation rate for 1 major changes	27%	38%
Graduation rate for 2 major changes	9%	34%

To add to the challenge, many community college students face financial hardship. According to Juszkiewicz (2014), without federal student aid, a substantial percent of community college students, most of whom are nontraditional and low- or middle income, could not afford to attend school. Limited financial resources combined with student indecision creates a tenuous situation; as students change majors and take longer to complete, more of their financial resources (including financial aid) are spent. Financial aid that would have covered them completing in two years, might not cover them for the three or four years needed following one or more major changes, resulting in potential non-completion and impaired ability to attain other potential goals, such as a baccalaureate degree.

Making Informed Program Selections (Student Learning Outcome 1)

The first of CCCC's desired student learning outcomes is to ensure students are making an informed program selection upon enrollment; however, many students are not ready to make such a decision. Buyarski (2009) noted, since many community college students are undecided, it is critical to differentiate between those who will be able to decide on their own and those who need additional support in the form of career counseling. Programs or services designed for exploratory students will not be successful without the individual's readiness to participate (Apple, Haak, & Witzke, 1970; Sampson et al., 2013). Different levels of readiness for academic or career decision-making contribute to an intervention being successful for one student and unsuccessful for another (Sampson, Dozier, & Colvin, 2011).

As such, identifying which students are in the mindset to make a decision is a critical step in the process. One tool to help determine that mindset is the Career State Inventory (CSI), which is comprised of three dimensions relating to career certainty, satisfaction, and clarity, and is used as a measure of career decision-making readiness. The CSI usually takes no more than five minutes to complete and score and shows high reliability and validity (Leierer et al, 2017).

Using the CSI, advisors can identify those students who are not ready to make a career decision. Buyarski (2009) further explained, “Career decision making is clearly a complex, nonlinear process in which academic advisors need to understand a variety of variables and student characteristics when seeking to provide career advising. By developing knowledge of multiple frameworks for career decision making, advisors will be better equipped to facilitate career decision making. Further, advisors will be able to recognize when a student’s career indecision needs to be supported by working with a professional counselor.”

For students who are ready to make a career decision, helping them make informed program selections based on their own interests can have a profound impact on their academic career. One tool designed to help in this process is the RIASEC assessment, which measures six personality traits defined by John Holland: realistic, investigative, artistic, social, enterprising, and conventional. Research by Holland (1997), Oleski and Subich (1996), Betz (2009), Tracey & Robbins (2006) and others indicates people are most satisfied in majors and career areas that align best with their own interests; this manifests in college success (Jones and Jones, 2012).

51% of Americans surveyed indicated they would change at least one of their education decisions. **Of those responders, 36% indicated they would choose another major or field of study.**

Gallup and Strada Education Network, “*On Second Thoughts: U.S. Adults Reflect on Their Education Decisions*,” June, 2017.

Conversely, students who opt for careers incongruent with their interests tend to change programs, delay completion, graduate with too many hours, and utilize extra terms of financial aid. “Weak academic performance may be an indicator of either lack of interest in a declared major or a mismatch between a declared major and academic ability,” which can also impact degree completion (Theophilides, Tereznini and Lorang, 1984, p. 275).

Multiple assessments (e.g. SIGI Plus, Focus II, DISCOVER, O-Net, CareerScope) are available for career information, interest assessment, and exploration and can be more effectively utilized when interpreted by a skilled advisor (Gordon, 2006); however, students often have no access to career services or fail to utilize them prior to college enrollment and thus tend to rely heavily on family and friends to provide academic and vocational advice. A Summer 2016 pilot study at CCCC indicated 64% of entering CCCC students had no career assessments or guidance, and approximately two-thirds of entering students listed family and friends as the primary influencers of their program choice. In contrast, according to Gordon (2006), most career advising experts recommend students deeply reflect on their interests, skills, values, and complete active career research during the academic planning/career choice process.

Institutional data suggest CCCC students could benefit from early program interest and goal assessments. A typical student changes their program at least once within their first 2 years. In addition, many students change their program deep into the program’s requirements. While students should be encouraged to change programs to follow their goals, a significant number of these students changed because the program was not a good academic fit or they did not fully understand what the program was about. The impact of changing programs is substantial; as discussed in the Topic Selection and Literature Review sections, the average student who changed programs took longer to complete a program than a student who did not change. In

addition, those who changed programs were less likely to complete any credential than those students who did not.

The 2016 CCCC pilot study used the RIASEC assessment during New Student Orientation. More than 300 students completed the assessment and from this group, a sample (110 students) was advised by Admissions Counselors using the students' RIASEC scores. The pilot revealed:

- Additional adjustments were needed to fine-tune the map tying RIASEC scores to distinct academic programs.
- Of the students who found incongruence between their initial program choice and their RIASEC score, all but one changed to a program more consistent with their RIASEC results.
- More the 94% of the students felt the RIASEC was a useful tool and would recommend it for future students.

Like many other institutions, CCCC's admissions counseling historically was limited to short sessions focused mainly on course registration. According to Bailey (2017), the limited resources of community colleges means advisors are often responsible for hundreds of students and not all of those students will receive the comprehensive advising needed to help them navigate their institution. Often advising takes the form of a brief, non-mandatory intake session focused on course registration. Most schools do not offer an organized process for initial long term goal setting and academic planning, nor do they closely monitor students' progression through programs toward their goals.

Moving away from registration-focused admissions sessions toward more in-depth academic and career advising can help undecided students get on track, and ultimately, persist and graduate. As Bogenschutz (1994) noted, setting career goals does not typically happen in one 30-minute advising appointment. Providing pre-enrollment counseling including talking with students about their hopes, dreams, and reasons for considering enrollment gives students realistic expectations about the journey they are about to undertake (Spellman, 2007). In a 2017 report by Campbell, Nutt, & Joslin (2017), the National Academic Advising Association indicated academic advising plays a key role in retention, persistence, and graduation (RPG) or retention, persistence, and completion (RPC) by students.

Creating an Academic Plan Consistent with Goals (Student Learning Outcome 2)

Assisting students in creating a developed pathway toward an educational goal is the second of CCCC's student learning outcomes. This assistance starts with the student's earliest experiences with the academic institution. According to McClenney & Dare (2013), the average community college loses untold numbers of students between the first contact and first class day, while double-digit percentages of first-time enrolled students do not complete a single credit in their first term, and about a quarter of entering students don't return for the second academic term. They suggest, "Colleges must make intentional efforts to establish personal connections with students, to create cohorts at every opportunity, and to ensure feedback on performance early and often" (McClenney & Dare, 2013, p. 22). The academic planning process serves as a mechanism to make these personal connections and to create ongoing opportunities to communicate with students as they work toward their goals.

Defined pathways to specific educational goals are often seen as a key component of the academic planning process. Donaldson, McKinney, Lee, and Pino (2016), found the

development of an Individual Academic Plan (IAP) was one of the most commonly reported student success factors. Such plans show a pathway for completing an educational goal, such as getting a degree at a college or transferring to a university. They found students expressed a better understanding of their degree plan and the required courses than when they first enrolled. McClenney & Dare (2013) expressed similar support for pathways models that weave high-impact, evidence-based practices into clear structured routes that focus on the student experience.

Similarly, Bailey (2017) recently discussed the *guided pathways model,* which comprises "an intentional and cohesive package of components, built around the development of simplified, well-organized, and easy-to-understand college-level programs of study." This model also includes designing the college intake process to assist students in selecting a program and identifying academic weaknesses that would prevent them from reaching their goals, as well as supporting through their entire college career through the use of frequent feedback and support.

Such models are not without their challenges, however. Research suggests degree planning tools enabling students to map their courses over multiple semesters as well as register in a single portal also required the schools to "systematize program requirements, course prerequisites, the timing of courses within programs of study, and if and how courses transfer (Fletcher & Karp, 2015, p. 4)." Additionally, even students who seem to have a pathway don't always reach their goal. According to Horn & Skomsvold (2011), of the nearly two million students who enter community colleges each year, 80 percent indicate an intention to transfer and earn a bachelor's degree, but only about a quarter actually transfer to a four-year institution (Jenkins & Fink, 2016; Shapiro et al., 2013).

Awareness and Use of Career Services and Faculty Advising (Student Learning Outcome 3)

Resource Awareness

CCCC's third student learning outcome focuses on helping students make progress toward their goals through awareness and use of career services and faculty advising. Such resources can help students in this process, but only if students are aware of and use them. Research indicates giving students information about college increases the likelihood that they will access college services (Engstrom & Tito, 2008; Keenan & Gabovitch, 1995).

One method to encourage such knowledge and usage is through the use of first year experience (FYE) and student success programs. According to the Center for Community College Student Engagement in an undated report, "student success courses help students build knowledge and skills essential for success in college, from study and time-management skills to awareness of campus facilities and support services. Students who enroll in student success courses are more likely to obtain degrees and transfer to four-year institutions." O'Gara, Karp, and Hughes (2008) also found literature supported a positive association between taking a student success course and positive academic results. Pascarella and Terenzini (2005) found increased persistence among males, females, minority students, students of various ages, and at-risk students who took a first year experience course.

Faculty Advising

Faculty advising is also recognized as a critical resource for helping students reach their academic goals. According to research by various teams, academic advising programs are emerging as a promising means to increase graduation rates (Habley & McClanahan, 2004;

McClenney & Waiwaiole, 2005; Ruffalo Noel Levitz, 2006). In *Making the Most of College,* Richard Light went as so far as to say “good advising may be the single most underestimated characteristic of a successful college experience” (Light, 2001, p. 81). Others found effective student advising may lead students to stay enrolled and make progress toward graduation. (Bryant, Bodfish & Stever, 2015; Noel-Levitz, 2016).

Donaldson, McKinney, Lee, and Pino (2016) suggested the earlier a student utilized advising, the better. Participants in their study reported “mandatory advising encouraged them to participate in degree planning early, so that they did not delay creating a long-term view toward their goals” (Donaldson, McKinney, Lee, & Pino, 2016, p. 34). Similarly, a Ruffalo Noel-Levitz report (2016) expressed an important change colleges could make is connecting students with faculty advisors early in their academic experience.

The type of advising provided can also play a role, with newer research focusing on adaptable and continuous “toolbox” style practices. Wilcox (2016) quotes Elizabeth Storer in stating effective advisors “understand that every advising interaction is unique” and advisors should have “the ability to adapt their style, technique, and strategies to meet individual needs and situations” by applying the right method(s) at the right time and by blending and synthesizing methods as needed. Furthermore, “the new advising toolbox then, is better described as a *continuum*, with active and passive end points, than as a *box* of disparate strategies.” As a result, the advising is tailored to individual student needs, circumstances, and objectives and helps the advisor personalize the learning process and experience (Wilcox, 2016).”

Training for Advisors

The effectiveness of faculty advising is also dependent on the staff receiving the proper training to provide such services. Habley (2004) found that even though faculty often provide some or all of academic advising in higher education, less than one-third of institutions require faculty advisor training. Successful proactive advising programs require advisors “with both the time and ability to give individualized attention to advisees” (Donaldson, McKinney, Lee, & Pino, 2016, p. 38)

In one national survey of faculty advisors from two- and four-year institutions, less than a third felt they had received adequate training to advise (Brown, 2007). Given academic advising is an essential element in the success and persistence of postsecondary students (Klepfer & Hull, 2012), substantive advising training is necessary.

Using first year experience and student success courses to educate students on the services available to them can have lasting effects resulting in increased persistence, degree attainment, and transfers to four-year institutions. Similarly, continuous, adaptive academic advising provided by appropriately trained faculty can play a critical role in student success.

Continuous Measurable Progress Toward Academic Goals (Student Learning Outcome 4)

CCCC’s final student learning outcome is to ensure students make continuous and measurable progress toward their academic goals. Buyarski (2009) and Ting (1997) both found having long-term academic goals significantly predicted academic performance. Having goals, however, is not enough. Ensuring student progress doesn’t stagnate is critical. Tinto (2012) compares student momentum to the first law of motion: Once in motion, an object tends to stay in motion. Once at rest, it tends to stay at rest. Tinto (2012) also found, “gaining and maintaining

momentum is key to student completion. Students who progress more quickly through the curriculum are considerably more likely to complete their degrees than those who do not."

The student development theory/student integration theory attributed to Tinto (1993) suggests a student progresses through stages from being an incoming college student to a mature student. Other researchers found these stages are "influenced by academic and social integration; working together, both lead to the student's decision to remain in or to leave college" (Fike & Fike, 2008, p. 69).

Intermediate points of attainment and the ability to adapt advising to student needs along the way appear to be important as well. "Community college students need advising that helps them set and maintain long-term goals" and that a clear path and regular advising "keeps students focused because it shows how each course brings them closer to a key milestone and ultimately, to the certificate or degree they seek" (Kuh, Kinzie, Schuh, & Whitt, 2010, p. 11). White et al. (1995) found first year experience programs "should be understood not as single events, but as processes that should be linked programmatically."

Additional research also supported this concept: "Programs such as Valencia Community College's LifeMap and Century College's GPS LifePlan, now widely used in Minnesota, have used such programs to increase goal setting and in turn retention and completion. Other institutions, such as Saddleback College, utilize predictive analytics to construct real-time on-line advising systems that respond directly to student advising needs as they progress through the institution" (Tinto, 2012).

Conclusion

The challenges faced by CCCC students are not uncommon. A majority of students enter post-secondary education undecided about programs of study and academic goals. A variety of effective tools are available to help students identify their strengths and weaknesses and even determine if they are ready to make a long-term career decision. Once an academic goal is identified, creating a plan which shows a structured route to the destination can have a significant impact on the student's ability to persist toward that goal. While en route to their goal, educating students about available resources through first year experience or success programs can increase the likelihood they will use such resources. Use of these resources, along with continuous, adaptive advising provided by trained faculty can increase persistence and progress toward graduation. Finally, the use of intermediate milestones that help students maintain momentum toward goals may also help improve persistence and completion.

Program Development

Creation of Implementation Team (December 2015)

With the topic selected, an Implementation Team, co-chaired by the Dean of Admissions and Dean of Arts, Sciences, and Advising, was formed to develop the final topic for launch. This team, consisting of 23 members who represented multiple curriculum and staff roles, was appointed by the President's Council:

Table 7: Implementation Team Members

Name	Role
Scott Byington	Dean of Arts, Sciences, & Advising - Co-chair, Implementation Team
Jamee Stiffler	Dean of Admissions - Co-chair, Implementation Team (later left CCCC)
Constance Boahn	Department Chair, Engineering and Computer Information Technologies (CIT), Co-chair, Implementation Team (originally served as Co-chair, Assessment Team and later filled the vacant Implementation Team Chair position when Jamee Stiffler left)
Amber Thomas	Career and Technical Education (CTE) Faculty, Lillington
Kaan Ozmeral	University Transfer (UT) Faculty, Pittsboro
David Hartman	UT Faculty, Sanford
Susan Johnson	CTE Faculty, Lillington
Maryann Aucompaugh	CTE Faculty, Sanford
Robin Kohanowich	CTE Faculty, Pittsboro
Denise Martin	Health Sciences Faculty
Michelle Powell	Developmental Studies Faculty, Pittsboro
Seth Buchanan	Success Coach/Aviso Manager
Lara Abels	Career & College Advisor (CCW)
Nick Testa	Lee Early College Success Coach
Aaron Mabe	Admissions Counselor
Sandra Thompson	Career and College Readiness Coordinator
Mary Parker	Career Center Coordinator
Morgan Steele	Director of Web and Creative Strategies, Marketing
Heather McCracken	Business Office (later left CCCC)
Rosemarie Hughes	Student
Amy Gustavson	Assistant Director of Institutional Effectiveness & Research
Kevin Pearson	Success Coach/Student Success (ACA) Instructor
Shelly Watkins	UT Faculty
Sarah Hoffarth	Success Team/First in the World (FITW) Project Director
Ryan Flood	Student
Ruvi Suarez	Student

Initial Planning (Jan 2016 - March 2016)

Following an overview of the topic selection process and a primer on logic model frameworks, the Implementation Team's initial task was brainstorming thoughts and goals related to the topic. Common themes centered on:

- Advising at CCCC and in high schools
- Career assessment tools
- Application and admissions processes
- Reasons why students change majors
- Potential changes to ACA courses

Subcommittees for processes, outcomes, and assessments were formed. The Assessment Committee was tasked with identifying and analyzing potential career assessment tools and making recommendations to the Implementation Team. The Processes Committee was responsible for identifying target populations for a potential pilot, as well as the resources needed. The Outcomes Committee was tasked with identifying the student learning objectives and their desired outcomes.

During this time the team reviewed 35 career-related assessment tools, narrowed the potential field to 7 (Ability Profiler, Career Exploration Inventory EZ, Career Priorities Profile, College Major Scoreboard, O'Net, RIASEC, and Work Activities), and conducted pro/con comparisons on them. Meanwhile, additional discussions centered on how to advise students after taking the assessment and options for presenting suitable academic programs, including clustering programs. Initial plan goals were identified:

- Open dialogue between students and advisors
- Lower incidence of students changing majors
- Increase retention
- Increase student satisfaction

Assessment Pilot Development and Implementation (April - August 2016)

The team decided to conduct a pilot for the assessment tool with Spring 2016 ACA classes and students attending New Student Orientation (NSO) in Summer 2016. Following internal testing and cost analysis, the RIASEC assessment was selected for the pilot. Development of a follow-up survey to give to pilot participants following the assessment began.

At the same time, the team mapped all CCCC programs to the RIASEC interest areas (Appendix G), with a goal of creating a tool to help students better identify a field of study that aligned with their interest area. At the Spring 2016 Department Chair Summit, chairs also took a version of the RIASEC assessment and were given the draft map tools for review and feedback.

The pilots with the ACA students provided the team with feedback on how long the assessment took to complete, whether the assessment results matched the students' expectations, whether the students felt it was useful, and whether they would recommend it to others. This, combined with department chair feedback, was used to create a defined plan for how to administer the assessment during NSO sessions.

More than 300 students attended a NSO session and participated in the pilot, providing the team with additional support for the need for a QEP focused on academic planning and career exploration. Results of surveys conducted at NSO sessions revealed:

- 64% of the students had never received any prior career counseling and/or had never done any career exploration assessments.
- The majority of students reported family and friends were the primary influence on their program choice.
- When provided a career interest assessment (RIASEC) to complete, 94% of the students indicated they would recommend the inventory to others and 98% said it was easy to complete.
- 15% of the students chose a different program after completing the RIASEC inventory, with all but one student choosing a program consistent with the RIASEC score.

With the pilot program complete, and the assessment tool selection confirmed, the team moved into further development of the overall QEP plan. While the career assessment was the starting point on the map, the rest of the route needed to be determined.

Implementation Team Subcommittee Creation (September 2016 - May 2017)

Team members brainstormed concepts related to QEP assessment. (How can we show students are learning what we need them to learn? Who is responsible and what resources are needed?) Themes began to emerge:

- Creating a plan
- Setting SMART goals
- Understanding and using available resources
- Graduation rates
- Selecting a career suited to interests and abilities

Key points in the student journey were also identified:

- Admissions
- Advising
- ACA
- Potential program changes
- Graduation

Additional feedback came from a presentation to the Board of Trustees, where attendees asked, “How can we get to students earlier?” The team discussed options for extending the QEP to high school students through the existing Central Carolina Works initiative, Lee Early College, the College and Career Ready program (GED Adult High School), and the Summer Bridge Program.

At the Fall 2016 Professional Development Day, all faculty and staff took the RIASEC assessment to provide feedback on the process (Appendix H) and the potential materials provided to students after the assessment. They also provided feedback related to ways to make sure the faculty understood how to use the results during advising throughout a student’s academic career.

With the focus of the topic now narrowed, the Implementation Team split into three sub-committees with defined tasking:

- Admissions/Interest Assessment - Define how, when, and where the inventory is completed, and how and where the results are recorded.
- Advising - Define how to incorporate the assessment results into advising best practices, how to address students who are undecided, how to follow up using a career/academic planning focus, and what training to provide to advisors.
- ACA - Define what tools/resources and measurements need to be included in ACA classes to best support students early in their program of study.

The focus of these teams was to define the specific actions, resources, and assessment tools needed in each area to ensure students could create and execute a clear academic pathway to a credential, ultimately leading them to a career in line with their strengths and interests. These areas are defined in the following sections.

Actions to be Implemented

The focus of CCCC's QEP, **MAP: My Academic Pathway**, encourages students to select programs based on their interests, goals, and relevant career information; develop academic plans; utilize appropriate campus resources; and work with an academic advisor to ensure goal completion. Students who complete MAP should make more informed program decisions, be equipped to respond to setbacks, and more smoothly navigate their academic pathway to goal completion.

Specifically, the core components of **MAP: My Academic Pathway** are:

1. Informed program selection upon enrollment, by incorporating career-decision readiness, interest assessment, and more detailed program information into students' program selection.
2. Tiered career-decision assistance for those students who need it.
3. An introduction to academic planning and campus resources via an ACA class taken early in a student's program.
4. Ongoing academic advising to support students along their academic pathway.

Seven actions emerged as the principal strategies to support students in MAP:

1. Students will take a MAP: Embark Assessment—a combined assessment of career decision readiness and interests—as part of the admissions and enrollment process.
2. Admissions Counselors will assist students in determining their career decision readiness at enrollment and refer students to a Faculty Advisor, a Developmental Faculty Advisor or Career Counselor as needed.
3. ACA 115 and ACA 122 will be taken by all first-time, full-time students in their first or second semester.
4. A revised version of ACA 122 and eventually ACA 115 ("Pathway ACAs") will incorporate more elements of academic planning, overcoming barriers, and campus resource utilization.
5. Faculty Advisors will receive professional development to deliver effective academic and career advising.
6. Enhanced advising will utilize effective practices to provide ongoing assistance toward goal completion and advising satisfaction.
7. Students will use and develop the MAP Passport: GPS, a guide that identifies and encourages the use of resources necessary to assist goal completion.

These actions are directly related to the institutional needs and the identified learning outcomes as shown in the following table:

Table 8: Learning Outcomes and Related Actions to be Implemented

Student Learning Outcome	Institutional Challenges	Actions
SLO 1. Each student will make an informed program selection upon enrollment.	• Students not required to take career assessment prior to enrollment. • Students not aware of program requirements prior to enrollment. • Students not aware of all programs matching their interests.	• Action 1-Students will take a MAP: Embark Assessment—a combined assessment of career decision readiness and interests—as part of the admissions and enrollment process.
SLO 2. Each student will create a complete academic plan for his or her program of study.	• Students not required to speak to an advisor prior to class registration. • Students not required to create an academic plan. • Not all advisors trained on career pathway/interest alignment.	• Action 2-Counselors will assist students in determining their career decision readiness at enrollment and refer students to a Faculty Advisor, a Developmental Faculty Advisor or Career Counselor as needed. • Action 4 - A revised version of ACA 122 and eventually ACA 115 (“Pathway ACAs”) will incorporate more elements of academic planning, overcoming barriers, and campus resource utilization.
SLO 3. Each student will utilize career services and faculty advising to enhance timely progress toward goal completion.	• Students not aware of available resources. • Students not using available resources. • Resources need to be trained on career pathway/interest alignment. • No clear process for how to address students with interest and program selection incongruence.	• Action 3- ACA 115 and ACA 122 will be taken by all first-time, full-time students in their first or second semester. • Action 4 - A revised version of ACA 122 and eventually ACA 115 (“Pathway ACAs”) will incorporate more elements of academic planning, overcoming barriers, and campus resource utilization. • Action 5 - Faculty Advisors will receive professional development to deliver effective academic and career advising. • Action 6 - Enhanced advising will utilize effective practices to provide ongoing assistance toward goal completion and advising satisfaction.
SLO 4. Each student will achieve continued, measurable progress toward academic goals.	• Students changing majors frequently. • Students who change programs are taking longer to complete or may not complete at all.	• Action 7 - Students will use and develop the MAP Passport: GPS, a guide that identifies and encourages the use of resources necessary to assist goal completion.

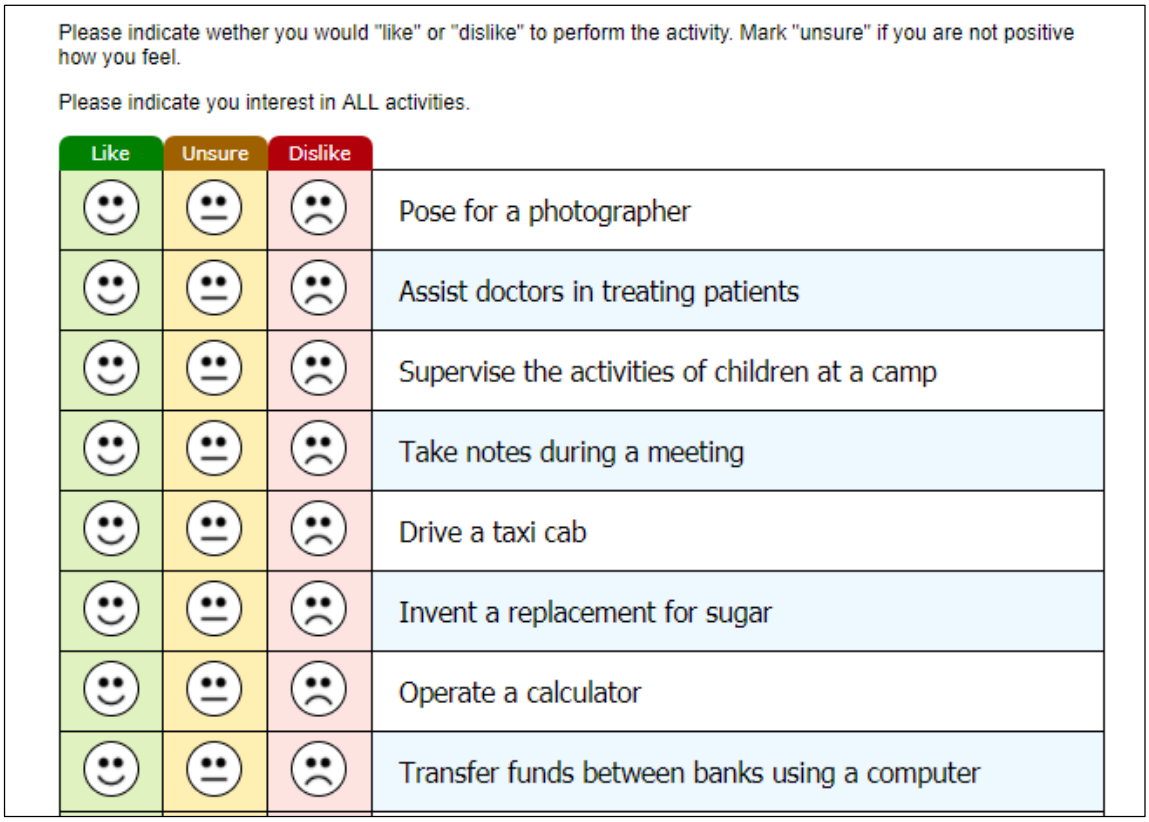
Action 1: Students will take a MAP: Embark Assessment—a combined assessment of career readiness and interests—as part of the admissions and enrollment process.

CCCC's literature review showed most college-bound students are unsure of their program major and career plans. In an ideal situation, students would thoroughly investigate college program options upon college entry, but unfortunately, most do not. In general, admission processes (including CCCC's) do not provide students the opportunity to explore career options before declaring a program, and since financial aid programs typically require a program declaration, students often must indicate a program of study when they apply.

The large number of programs and credentials from which to choose (CCCC, for example, offers 140 credentials in curriculum alone), combined with the compressed one and two-year program time frame, requires students to make prudent initial program selections if they want to complete on time. Additionally, many students begin the initial college admission process just prior to the next academic term, without much thought to program options and career goals. The result: Students are often less prepared to define career goals or make appropriate academic decisions toward achieving them.

By Summer 2018, all first-time, full-time students entering CCCC will be required to take an online MAP: Embark assessment, which includes two components. These components were piloted separately and will be implemented in phases:

1) A version of the RIASEC (the same version appearing on O-Net) - piloted Summer 2016. Sample screens from the online assessment appear below:

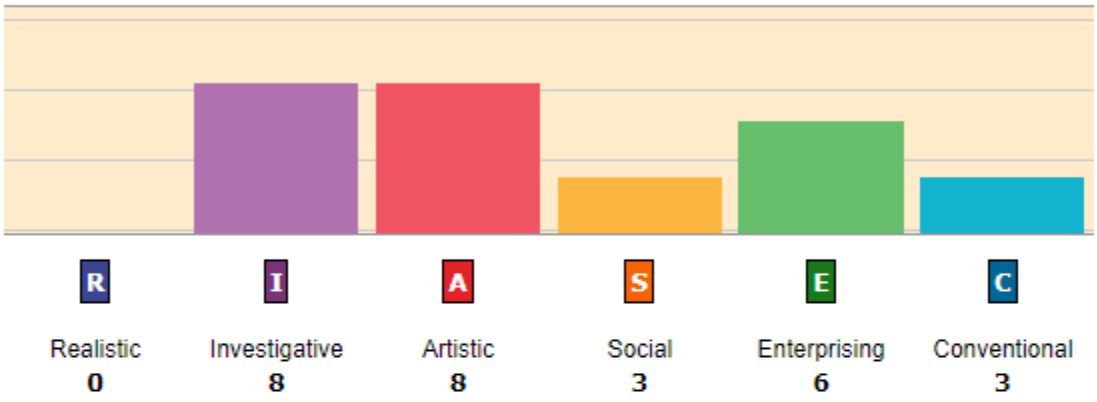


Please indicate wether you would "like" or "dislike" to perform the activity. Mark "unsure" if you are not positive how you feel.

Please indicate you interest in ALL activities.

Like	Unsure	Dislike	
			Pose for a photographer
			Assist doctors in treating patients
			Supervise the activities of children at a camp
			Take notes during a meeting
			Drive a taxi cab
			Invent a replacement for sugar
			Operate a calculator
			Transfer funds between banks using a computer

Your Overall Results



Realistic	Investigative	Artistic	Social	Enterprising	Conventional
0	8	8	3	6	3

Programs That Match Your Interests

Career research indicates that people are more satisfied with their career choice if it corresponds to their higher RIASEC scores. These CCCC programs may fit YOU!

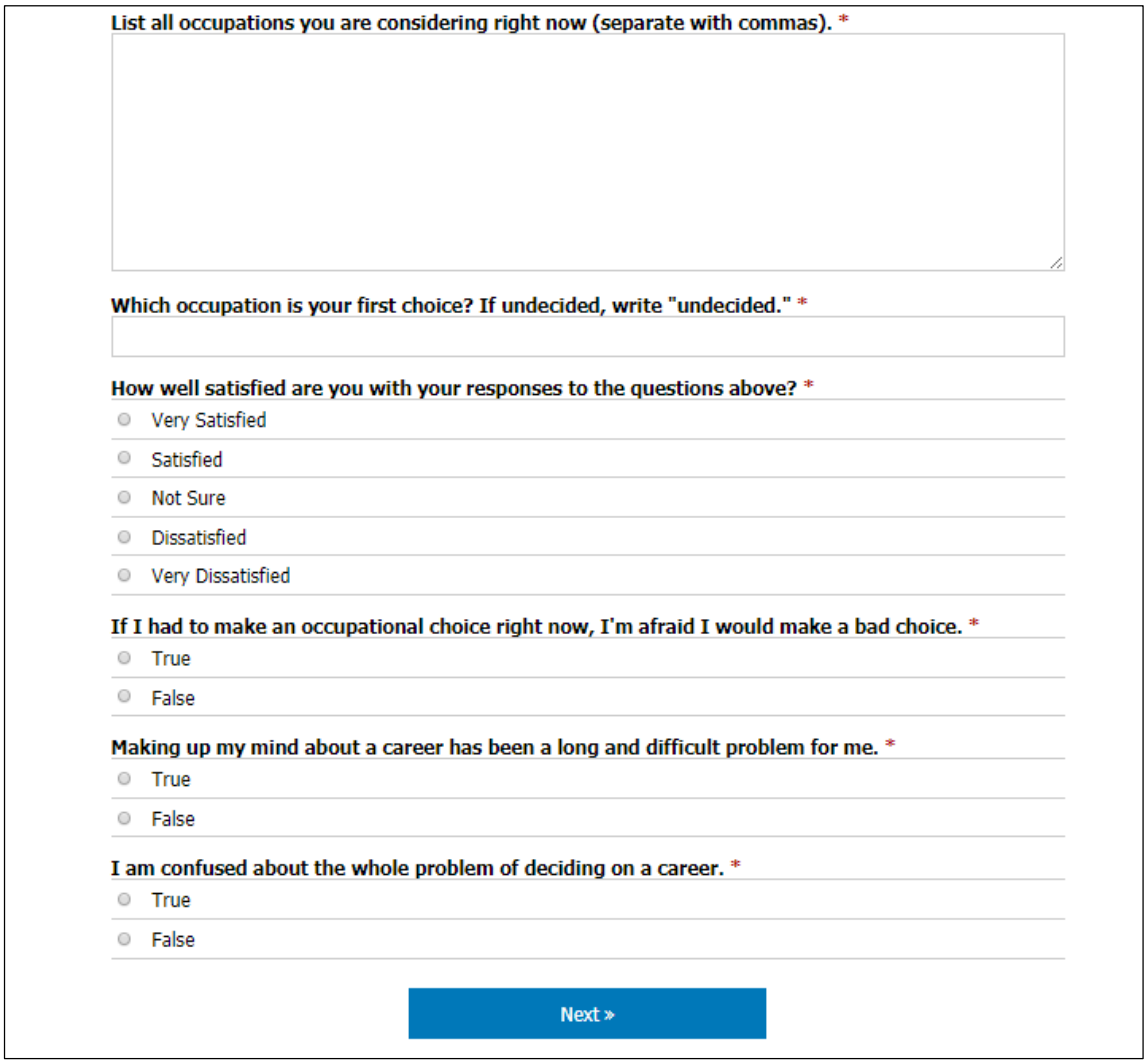
Accounting

Associate Degree Nursing

Automotive Systems Technology

Many programs have transfer options to senior institutions. If you are considering transferring to a senior institution or university, please make sure you work

2) A Career Decision Inventory (CDI), a brief career decision readiness assessment based on the Career State Inventory (CSI), that gives a strong indication of career decision readiness - piloted Summer 2017. A sample screen appears below:



The completion of MAP: Embark will be the required first step in the application process. For the first time, CCCC Admissions Counselors will have objective data about students' interests to use as part of the initial admissions counseling. Counselors will explore the results with the student and use the CCCC Program/RIASEC profile map to indicate whether the student's selected program is consistent with their RIASEC profile. When the RIASEC results are consistent with the student's program choice, the counselor will acknowledge these results and share information about additional programs in the same area, in case the student would like to consider them.

When the results are inconsistent, the Admissions Counselor will discuss this and suggest other programs that appear to be more compatible with the student's RIASEC-expressed interests. The student will not be compelled to change programs, but if the student expresses an interest, the counselor will share the steps required to switch programs. The Admissions Counselor will also share information linking CCCC programs to specific careers and related professional

information. Students can use this information to confirm that their selected program will lead to their desired career goal(s).

Unfamiliarity with higher education curricula and being genuinely undecided about a program and career goals add stress as a student starts a pathway toward program completion. Through the assessment process, students can make more informed decisions about program choices, ask questions, and be assured they have been understood. Understanding potential program choices and how they relate to the student's interests can help set them on the right academic path and lead to successful goal achievement.

The second component of the MAP: Embark, the CDI, is discussed further in Action 2.

Action 2: Admissions Counselors will assist students in determining their career decision readiness at enrollment and refer students to a Faculty Advisor, a Developmental Faculty Advisor or Career Counselor as needed.

Given the relationship between early program selection and likelihood of program completion, it is critical for the student and counselor to know at enrollment if the student's program decision is sound. In CCCC's 2016 pilot, some students indicated a low degree of confidence in their program; *the students with the lowest confidence scores subsequently had a significantly lower GPA in their first semester at CCCC*. While confidence is an important measurement, a student may not be able separate their anxiety about making a program choice from other factors. For this reason, an objective career decision readiness assessment would be more beneficial.

During enrollment, students will take the Career Decision Inventory (CDI) as part of the MAP: Embark, prior to meeting with an admissions counselor. This career decision readiness assessment is based on the Career State Inventory, which offers an objective, tested means of determining a student's readiness to select a program field upon entry (Leierer et al, 2017). The CDI will identify the student's career decision-making aptitude as high, moderate, or low.

Following the assessment, the Admissions Counselor will score the results using a defined process (Appendix I) and will then meet with the student to discuss the results. The Counselor will make sure the student understands the result and will outline the next steps, as defined in the following table:

Table 9: Career Decision Readiness Action Matrix

Career Decision Readiness	High	Moderate	Low
Indicated by	Low CDI score; high RIASEC differentiation	Moderate CDI score; moderate RIASEC differentiation	High CDI score; low RIASEC differentiation
Referral to	Faculty Advisor within selected program	Developmental Faculty Advisor	Career Counselor

Career Decision Readiness	High	Moderate	Low
Intervention	Basic career exploration as part of academic and career advising	Intermediate level of assistance with career interest surveys, appropriate questions, hands-on career development activities	Exploration of psychosocial and developmental concerns which could inhibit clear career decision making
Length of intervention	Persists with Faculty Advisor unless the student indicates uncertainty or concerns about their career decision	Two months or less; the student will then be referred to an Faculty Advisor or Career Counselor as needed	Varies; when the student and Counselor feel the student is more prepared to engage in career advising, the student will be referred to a Faculty Advisor

Students will receive the level of support necessary to ensure they can make a career decision. CCCC students displaying a high degree of career decision readiness score will be assigned to a Faculty Advisor in their selected program, who will continue to engage the student through academic and basic career advising, directing students to career counseling if needed.

Students with an intermediate career decision readiness score will be placed with Developmental Faulty Advisors (DFA) for up to two months. DFAs will have a much smaller advising load to allow them to devote substantial time and follow-up to each student. DFAs can reassure students that indecision is a natural stage in the career development process and, with their advisees, may undertake a variety of interventions designed by the CCCC career counseling staff. These may include a review of the RIASEC and CDI results, and the use of other tools designed to help students understand the many variables involved in selecting a career.

DFAs will encourage students to actively explore career interests, which will assist with career decision readiness. If the DFA finds a student begins to express low career decision readiness, the student will be referred to a Career Counselor for more assessment. Otherwise, the student will be referred to a Faculty Advisor within two months, if moderate career interests and readiness are confirmed.

Students with the lowest career decision readiness will initially be referred to a Career Counselor. Together, the Career Counselor and student will explore reasons for their low career readiness, review additional interest inventories, and consider issues related to high external complexity that might be complicating the career decision. The Career Counselor will be able to offer special, specific services related to career decision making and ensure the student has a higher career decision readiness. When the Career Counselor and student have reached a point where a student is ready for career and academic advising, he/she will be assigned a Faculty Advisor, who will then engage the student in academic planning.

Combining an interest and career decision state assessment upon entry may serve as a proactive approach for best assisting students who need specific career assistance services.

This approach will give students the level of assistance needed during their critical first semester, allow them to get a sound academic and career planning footing sooner, and permit the College to allocate its staff to best support entering students.

To support the Career Center staff's ability to provide focused career counseling as a part of the MAP initiative, professional development opportunities and career-related resources will be provided. The staff will attend annual meetings of the National Career Development Association (NCDA) to enhance skills, identify career services needed to support MAP, and to explore resources to further develop career pathways. FOCUS 2, a software application to assist students in career and educational planning, will be incorporated into career services counseling as a part of MAP.

Action 3: ACA 115 or ACA 122 (academic success courses) will be taken by all first-time, full-time students in their first or second semester.

CCCC currently requires all first-time, full-time students to take either ACA 122 (for University Transfer students) or ACA 115 (for Career and Technical Education students). Although completing an ACA one-hundred level course became a graduation requirement for CCCC associate degree students beginning in Fall 2013, the College has not seen large numbers of students take it in the first two semesters as intended. On average, only 24% of students successfully complete the ACA 122 in their first two semesters. Many students opt to wait to take the course, not realizing its content—related to campus resources, academic planning, and acclimation to the college environment—offers more value early in the college career. Other students misunderstand the nature of the course, thinking it is only to help one transfer, and thus should be taken in the later stages of a transfer degree.

Institutional data confirm students who take an ACA course in their first or second semester are more likely to persist, to perform better academically, and to complete programs. *Students who take ACA 122 in the first or second semester have a 13%-32% higher GPA by semester on average and about a 19% higher GPA for program completers than students who do not take ACA early in their academic pathway.*

Although admissions counselors assist students with their first semester schedule and frequently place students in an ACA course, many students withdraw if there are academic or external challenges, resulting in students not completing the course during the first semester when it could be most beneficial. A renewed effort will be made to emphasize the importance of taking the course in the first or second semester. Faculty Advisors will reinforce that message to increase the number of students who successfully complete the course.

CCCC has offered training to advisors regarding the nature of the course and emphasizing its value, but some advisors forget to check if the student still has not taken the course during registration for the second and subsequent semesters. To assist with this challenge, a previously created "success hold," which was developed by the Registrar's Office and never fully executed, will be re-implemented. This notification will appear on an advisor's screen when a student has not successfully completed (with a C or better) an ACA course after the student's first semester. This prompt is designed to remind the advisor to have the student sign up for the course and it will appear each registration cycle until the student signs up for and completes the course.

Completing an ACA course will be part of a publicity campaign focused on strategies for goal completion upon enrollment and during the student's first year. The campaign will also include

reminders of other practices associated with timely student goal completion such as completion of all developmental courses, attainment of required math and English course requirements, and regular meetings with Faculty Advisors.

Action 4: ACA 122, which will incorporate more elements of academic planning, overcoming barriers, and campus resource utilization, will be revised to “Pathway ACA 122” to reinforce goal setting, program completion and career advising. “Pathway ACA 115” will also incorporate similar core strategies to enhance student success.

Given student success has been linked to early participation in an ACA course, ACA 122 was extensively analyzed to identify its strengths and determine if it included the elements necessary to produce student pathway success.

The ACA Team Chair led a study in Fall 2016. A survey of ACA 122 instructors revealed that while instructors found the variety of assignments and focus on resources and academic planning useful, an emphasis on problem-solving, goal setting, and more directed career exploration was needed. ACA 122 did not adequately emphasize elements of career exploration and development, especially related to questions raised by transfer students. In addition, many students did not establish clear academic or career plans and experienced setbacks to goal completion, which some instructors felt should be addressed in the course.

The ACA Team Chair made similar observations as an instructor and evaluator for the ACA 122 experience. A student reflection assignment offered at the end of the ACA 122 course revealed student satisfaction with academic planning, but also indicated a need to connect academic goals beyond transferring to deeper career exploration.

As part of the self-study, the ACA Team Chair led a team of administrators, department chairs, and faculty in a detailed review of the ACA 122 course. The team was charged with aligning the curriculum and assignments to concepts envisioned for MAP. Revisions to the course were made in Spring 2017, and tested through review of student and faculty feedback. These changes led to a significantly revised version of the course, dubbed “Pathway ACA 122.”

Revisions to the ACA 122 course include:

- Relocating the SMART goals assignment to week 1, where students state and explain their career and educational goals
- Modifying an existing assignment related to O-Net, a career exploration site, to include more open-ended questions to invite fuller answers and a deeper understanding of careers
- Revising the advising planning worksheet, to help students prepare to discuss goals with their advisor and start the beginning elements of academic course planning

“This course also allowed me to identify my academic strengths and weaknesses and possible solutions to address these issues. This portfolio gives me the tools to apply to achieving my personal and academic goals. Throughout this course I have prepared myself for transferring to a four year university and implementing the necessary skills to be successful in that major and preparing for my intended career field."

Student reflection on
revised ACA 122 pilot course

Additions to the ACA 122 course include:

- A “Your Story” discussion board assignment, where students write about their career goals and how they arrived at them
- A pre-interview assignment, where students research elements of a specific career before interviewing someone in that career field
- A dream job flier assignment, where students research and present career information
- A “what if” scenario assignment, in which students identify possible barriers to program and goal completion, and then develop a plan utilizing campus resources to overcome those barriers
- The development of an academic plan in Aviso, a third-party advising software, for not just the next semester, but for their entire academic goal to program completion
- The collection of student information cards during the first week, asking for the student’s name, program, and advisor
- A resource scavenger hunt, allowing students to locate and learn about campus resources in an interactive manner
- The incorporation of an academic advising syllabus to educate ACA students on the advisor and advisee roles
- The creation of a post-interview O-Net survey asking students to assess if they feel their selected program is a good fit for them and providing them with direction to seek out assistance of their advisor or the Career Center if they answer negatively

Based on feedback received from follow-up surveys, there may be small additional modifications made to ACA 122 surrounding goals, interest exploration, and alignment to career fields.

While the original intent of the ACA 122 study was not to recommend changes to ACA 115, the equivalent class geared toward career and technical program students, the results suggested these same strategies may be effective with this student population as well. As a result, “Pathway ACA 115” will be developed to incorporate similar strategies. This enhanced version of Pathway ACA 115 should produce similar career exploration learning opportunities for career and technical students.

Action 5: Faculty Advisors will receive professional development to deliver effective academic and career advising

Key components of MAP are to support students with effective academic advising throughout their tenure at CCCC, to view advising as teaching (and not simply registration), and to make sure students’ progress toward their academic goals. MAP actions in the admission process and ACA courses are targeted as early interventions in the student’s experience at the College. Competent academic advising focusing on student need, ensuring student learning, directing students to appropriate resources, and providing appropriate academic and career advising are also necessary and must span the duration of a student’s enrollment at the College.

Academic advising at CCCC, however, traditionally has been regarded by most Faculty Advisors as synonymous with registration. Faculty Advisors have focused efforts largely on assisting students by lifting registration holds, helping students with course selection, and completing graduation applications. Training for Faculty Advisors has been inconsistent and sporadic, with department chairs and program directors providing different levels of training and guidance to new Faculty Advisors. Many advisors have never received formal training. The training that has been provided focused primarily on registration procedures. In short,

professional development for Faculty Advisors has been largely absent in CCCC's decentralized advising model. The professional development to enhance academic advising to support MAP will occur in these ways:

- A multi-part advising course, delivered by Blackboard, was developed to introduce Faculty Advisors to basic elements of student development and student issues, overview academic polices, profile available resources, and assist Faculty Advisors with best practices related to registration. Future expansion of this training will feature modules related to specific student populations, such as student athletes, students with disabilities, and first generation students, among others. Faculty Advisors will be encouraged to take this course as a part of their professional development.
- More opportunities will be provided for Faculty Advisors to participate in NACADA (National Academic Advising Association) workshops and conferences. Historically, very few faculty and staff have participated or attended NACADA trainings.
- CCCC has already implemented technology from Aviso, which provides student demographic information, current term academic status reports, transcripts, and other basic advising features to Faculty Advisors. The newest version of the software provides a robust, interactive platform for students and advisors to create and edit academic plans. Faculty training on these planning features, as well as best practices for their use, will be created and required for all Faculty Advisors.
- Specialized training for distance advisors will be offered to Faculty Advisors who have a significant number of online advisees. Training to enhance the use of video software for meetings and specialized advising materials for distance students will be developed and training will be offered to advisors.
- An "Advisor's Toolkit" will be developed and implemented. Since Faculty Advisors often feel they lack critical advising resources, a team of CTE and UT advisors attended the 2017 NACADA Summer Institute to develop an advising resource kit. These resources are being compiled and will be available in printed and electronic form.

The Advising Implementation Team, Dean of Arts, Sciences and Advising, and the Center for Academic Excellence will oversee and develop the training opportunities for Faculty Advisors.

Action 6: Enhanced advising will utilize effective practices to provide ongoing assistance toward goal completion and advising satisfaction.

Through the QEP surveys and focus groups, students and faculty identified weaknesses in academic advising. Historically, student satisfaction with faculty advising has been lower than other college services and has been substantially lower among non-completing students. While some advisors are lauded in graduating student surveys, others have been severely criticized for not providing what the students perceive as key academic advising services. The Aspen Institute's 2016 study of CCCC recommended CCCC clarify advising responsibilities, provide more training (especially for university transfer advisors), and to articulate a mission and vision for academic advising.

Advising is a critical student service, especially for community college students. Deil-Amen (2005) found students who had frequent interactions with faculty and advisors had higher retention rates and overall higher academic success. Advising therefore plays an important role in student persistence, and can assist students in completing their academic goals.

There are numerous approaches and models of advising in higher education (Drake, Jordan, & Miller, 2013) and the most successful models consider specific needs, resources, and personnel at each institution. To date, the best advising practices at CCCC have not been identified. To identify the advising practices that will be implemented, an advising pilot made up of 16 advisors has been launched. These advisors are testing candidate practices, including frequency of advisor-advisee contact, use of the RIASEC and CDI scores, formulation of academic plans, use of enhanced resource guides and check sheets to confirm student progress toward academic goals, and the use of an advising syllabus. Emphasis will be placed on advising as teaching, ensuring students learn problem-solving and decision-making skills, putting the college experience in perspective, and valuing the learning process (Core Values, National Academic Advising Association). Following the pilot, training on the identified best practices will be provided to all Faculty Advisors. The timeline for implementation of this action item is Fall 2018.

To help determine the effectiveness of these practices, an advising assessment team, comprised of faculty, staff, and administration, attended the NACADA Assessment Institute in February 2017. The team formulated measurable student learning outcomes for advising including:

- Students will meet with the correct advisor.
- Students will create an initial academic plan through graduation.
- Students can correspond with advisor via email.
- Students can choose classes in WebAdvisor.
- Students can register for courses according to their Aviso plan.
- Students will know the role of the Faculty Advisor.
- Students will meet with their advisor about graduation requirements prior to their final term.
- Students will submit a graduation application by the deadline.
- Transfer students will identify at least one major at a university.
- Transfer students will complete a 4-year plan when half of their degree is complete.

To confirm the selected advising practices are appropriate, sound, and effective, the College will invite a consultant from NACADA to campus in year three of implementation. The resulting recommendations will be evaluated for possible inclusion in the advising training and advising implementation.

Action 7: Students will use and develop the MAP Passport: GPS, a guide that identifies and encourages the use of resources to assist goal completion.

Central Carolina has a wealth of resources to support students and help them complete their goals, but it can be difficult for students to remember them, especially if the resources are not immediately needed. Access to and use of these resources may be critical to success; institutional data show students who use available resources have a higher rate of program completion and satisfaction than those who do not. The 2015-16 CCCC Graduate Survey showed an average satisfaction score of 94% with individual service satisfaction ranging from 80-100%. In contrast, the Non-Completer Survey (withdrawal) showed an average satisfaction score of 85% with individual service satisfaction ranging from 64-98%. In addition, data shows that non-completers are more likely to select “not applicable” when rating college services (27%) than completers (22%), indicating they are less aware of and/or use services less than completers.

To facilitate the introduction to and use of resources, students will be given a resource guide at New Student Orientation (or by the Admissions Counselor if the student did not attend NSO) called MAP Passport: GPS. Playing on the themes of MAP and navigation, students will get a "passport guide" to help them navigate their own GPS (goals, progress and success). The Admissions Counselor will offer the passport as a tool to assist the student as he or she "travels" to goal completion. Students will be able to add their own information to the guide, making it a more personal resource and increasing its value to the student.

The MAP Passport: GPS will include several sections to help the student navigate the College and progress toward their goals:

- Destination: the student's academic and career goals
- MAP: Embark results from the RIASEC and CDI
- The Admission Counselor's name and when to see him or her
- The Faculty Advisor's name and when to see him or her
- Progress pages, such as visiting the Career Center, taking and completing ACA; faculty and staff can sign off when these areas are completed
- Space to complete a program of study

The guide will be referenced and used in ACA and by the advisor during academic advising appointments. Longer term plans include developing the MAP Passport: GPS as a component of an app, which would include links to RIASEC, Aviso, Passport, college resources, advising information, and the student's Faculty Advisor.

Conclusion

These actions will result in an enhanced student learning experience, marked by these events:

MAP: The Student Experience

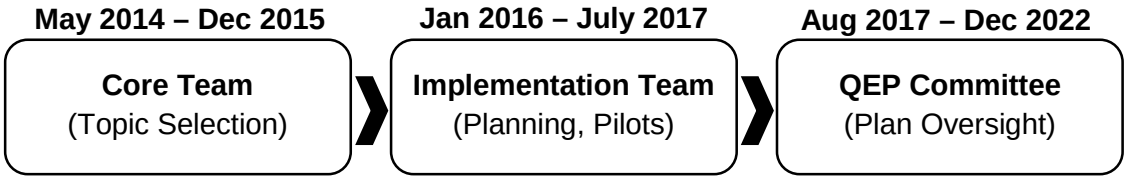
- All students will explore their career interests via MAP: Embark as a part of the admissions process, and learn if their selected academic program complements those interests.
- Following MAP: Embark, each student's level of career decision readiness will be assessed and students will be referred to a Faculty Advisor, a Developmental Faculty Advisor or Career Counselor as needed.
- All first-time, full-time students will take an academic success course (ACA) in their first or second semester, designed to help them acclimatize to the college environment, understand campus resources, overcome barriers, and plan their academic career.
- Students will receive enhanced academic and career advising services from faculty who have received training on best practices related to providing ongoing assistance toward goal completion.
- Students will track their progress using MAP Passport: GPS, a guide that identifies and encourages the use of resources to assist goal completion.

3. Institutional Capability to Initiate, Implement, and Complete the Plan

3.A. Resources

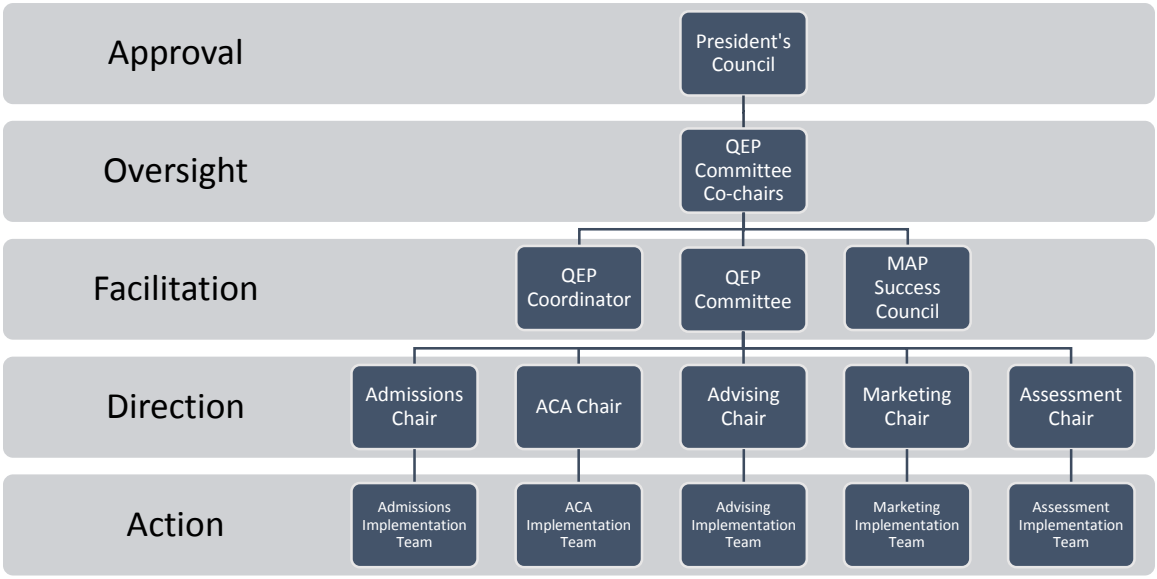
Organizational Structure

To ensure all stakeholders remain engaged in the QEP, the organization structure includes representatives from multiple departments, committees, and levels within the College. The name, composition, and purpose of the QEP team evolved from the start of the project to its current format, as shown in the following diagram:



QEP Oversight

Oversight of the QEP has been organized to provide clear lines of reporting responsibility:



QEP Roles and Responsibilities

President's Council

The President's Council has final approval over all decisions related to the QEP. The President's Council includes the College's President, Vice Presidents, and Provosts.

QEP Committee Co-chairs (formerly Implementation Team Co-chairs)

The QEP Committee Co-chairs are responsible for oversight of the QEP implementation, including making strategic recommendations based on implementation activities and results, as well as feedback and suggestions from constituents and the MAP Success Council. The Co-chairs report to the President's Council. In addition to overseeing the QEP Coordinator, QEP Committee and MAP Success Council, they are responsible for communication of QEP status, updates, and recommendations to the President's Council.

QEP Committee (formerly Implementation Team)

The QEP Committee provides long-term institutional facilitation of the QEP implementation, and reports to the QEP Committee Co-chairs. In the initial phases of the QEP, the team (then called the Implementation Team) consisted of faculty, staff, and students from across the College community, as shown in Table 7: Implementation Team Members and was led by two Co-chairs. Once the QEP actions were defined, this committee narrowed to include:

- QEP Committee Co-chairs (formerly referred to as the Implementation Team Co-chairs)
- QEP Coordinator
- College's SACSCOC Accreditation Liaison (Associate Vice-President of Assessment, Planning, and Research)
- Director of Institutional Effectiveness and Research
- Implementation Team Chairs

MAP Success Council

The Council serves as an advisory committee and will be responsible for providing feedback to the QEP Committee. Membership will include representatives from each academic and student service department, the Faculty Association President, and student representatives. Members will serve as representatives of their respective departments/areas and campus locations, and will bring suggestions and concerns to the attention of the QEP Committee for review and consideration.

QEP Coordinator

The QEP Coordinator, in partnership with the QEP Committee, facilitates the day-to-day implementation of QEP initiatives and strategies, administration duties, and collection of assessments related to the QEP. The QEP Coordinator also receives feedback from, and works with, the CCCC community during implementation. The Coordinator provides updates to internal and external constituents, and recommends appropriate adjustments in QEP initiatives and strategies, assessments, and implementation schedules, as needed to achieve the stated goals and adapt to institutional capacity. The QEP Coordinator reports to the QEP Committee Co-chairs. A job description for the QEP Coordinator appears in Appendix J.

Implementation Team Chairs

The Team Chairs will work with the QEP Coordinator, QEP Committee, and each other to ensure successful implementation of the QEP actions and achievement of student learning outcomes. Chairs will lead their respective implementation team staff in completion of tasks according to the project timeline, collaborate with other implementation teams as needed, and communicate progress on a regular basis to the QEP Coordinator and QEP Committee.

Implementation Teams

The following implementation teams are responsible for implementing the specific tasks necessary to accomplish the designated QEP actions. They report to their respective team chairs.

Admissions - Create, test, finalize assessment tool(s); implement policies and procedures for integrating assessments into existing admission processes; and create and provide training and training materials to Admissions Counselors. The Admissions Team includes the Admissions Team Chair, Admissions department staff, Admissions Counselors, and Web Development Staff (creation of online career assessment tool). The College's program and department chairs will provide feedback and expertise in program material creation.

ACA - Make adjustments and additions to ACA course curriculum to support academic planning and student exposure to tools and resources; and create and provide training and training materials to ACA instructors. The ACA team includes the ACA Team Chair and Success Course (ACA) Instructors.

Advising - Identify best practices related to academic planning, career goal setting, and advising; develop tools to disseminate information to advisors; and create and provide training and support materials. The Advising Implementation Team includes the Advising Team Chair, Developmental Faculty Advisors, Faculty Advisors, Career Services Staff, Center for Academic Excellence (development of advising related professional development), and the College's existing Advising Committee (which includes 11 CCCC faculty and staff members). CCCC Computer Science students will also be a part of this team when they work on the online application version of the MAP as a part of their course curriculum.

Marketing - Provide outreach support through the development of QEP related graphics, brochures, presentations, press releases, social media posts, and other related tools; and make updates to QEP website. The Marketing Team includes the Marketing Team Chair, Marketing Staff and Web Development Staff, as well as representatives from the student body.

Assessment - Identify critical data points required to support learning outcomes; develop new technology tools and adjust existing ones to support the implementation of new assessment and academic planning processes; and capture baseline, interim and final data for use in implementation and reporting. The Assessment Team includes the Assessment Team Chair and Institutional Effectiveness and Research Staff.

Personnel

The following CCCC personnel are involved in the QEP implementation:

QEP Coordinator – In 2017, a hiring process took place to identify a full-time faculty member who will devote 50% effort toward oversight and management of the QEP. This position will be filled by an existing chemistry instructor, whose teaching load will be partially delegated to other faculty.

QEP Committee Co-chairs – These are full-time 12 month employees, who will devote a percentage of their effort toward overseeing the QEP implementation effort and co-chairing the QEP Committee. One of these positions is currently filled by the Dean of Arts, Sciences & Advising (50% QEP effort), who was hired specifically to help manage the QEP. The second

position is currently filled by the Department Chair, Engineering and Computer Information Technologies (25% QEP effort), whose existing job description includes serving on college committees. Her course load has been reduced to accommodate the additional QEP responsibilities.

Admissions Team Chair - This is a full-time 12 month employee who will devote 10% effort toward overseeing the actions implemented in the Admissions Department. This position is currently filled by the Director of Admissions, whose existing job description includes serving on college committees.

ACA Team Chair - This is a full-time 12 month employee who will devote 10% effort toward overseeing the actions implemented in the ACA courses. This position is currently filled by the Director of College Success & Student Transitions, whose existing job description includes serving on college committees.

Advising Team Chair - This is a full-time 12 month faculty member who will devote 10% effort toward overseeing the advising actions implemented. This position is currently filled by the Lead Instructor, Medical Office & Office Administration, whose existing job description includes serving on college committees.

Marketing Team Chair – This is a full-time 12 month staff member who will devote 10% effort toward overseeing the marketing actions to be implemented. This position is currently filled by a College Success Coordinator/Advisor, whose existing job description includes serving on college committees.

Assessment Team Chair - This is a full-time 12 month staff member who will devote 10% effort toward overseeing the capture and management of data needed for the assessment plan. This position is currently filled by a biology instructor, whose existing job description includes serving on college committees.

The following employees will participate in QEP implementation tasks that are integrated into their existing job responsibilities:

Admissions Counselors – These are full-time 12 month staff members who are responsible for administering/directing new students to take the MAP: Embark assessment.

Developmental Faculty Advisors (DFA) – These are full-time 9 month faculty members who are responsible for providing developmental advising to students who have mid-range levels of Career Decision Readiness following their initial MAP: Embark assessment. Summer contracts to faculty may be extended to provide advising to summer students, if required by caseloads.

Faculty Advisors – These are full-time 9 or 12 month faculty members who are responsible for providing faculty advising to enrolled students. Summer contracts to faculty may be extended to provide advising to summer students, if required by caseloads.

Success Course (ACA) Instructors – These are 9 or 12 month faculty members who are responsible for teaching ACA courses.

Career Services Staff - These are full-time 12 month Career Center staff members who are responsible for providing career counseling to students with low levels of Career Decision

Readiness following their initial MAP: Embark assessment. An additional part-time staff member may be added if referrals to the Career Center exceed the capacity of the current staff. This work is managed through the Career Center Coordinator.

Web Development Staff - This is a full-time 12 month marketing staff member responsible for providing technology development and maintenance for the MAP: Embark assessment and other technology driven QEP tasks. This work is currently managed by the Director of Web and Creative Strategy.

Marketing Staff - These are full-time 12 month staff members responsible for providing design services for QEP-related materials. This work is managed through the Executive Director of Marketing and Communication.

Institutional Effectiveness and Research (IER) – The IER department includes three full-time 12 month staff members responsible for providing data collection and measurement for QEP reports and assessments. This work is managed through the Director of Institutional Effectiveness and Research.

Aviso Development Team – CCCC contracts with the external developers from Aviso software to develop new reporting tools and capture data from the Aviso platform.

Center for Academic Excellence Staff - These are full-time 12 month staff members responsible for creating professional development materials to support the QEP. This work is managed through the Executive Director of Center for Academic Excellence.

Program Chairs and Directors - These are full-time 12 month faculty and staff members responsible for providing feedback on program materials to be given to students at enrollment.

Student Representation

Students also play a critical role in the QEP:

Computer Science Class - These students will assist with the development of the MAP Passport: GPS application as a part of their course curriculum.

CCCC Ambassadors: These faculty- or staff-nominated student leaders, who represent the College on campus and in the community, will continue to be trained on the new policies related to admissions, advising, and resources. Such training allows them to answer student questions during New Student Orientation and throughout the academic year. The ambassadors will also present the QEP to ACA classes each semester.

Budget

CCCC has allocated appropriate financial resources to support the implementation of **MAP: My Academic Pathway**, as demonstrated in **Table 10** on page 42. The planned expenditures represent less than 0.5% of the College's approximately $50M annual budget.

Fund Sources

The majority of the budget is supported by state funds, as generated by FTE enrollment. Personnel budget is based on current salaries and benefit costs. State funding allocations will increase to cover state-mandated salary increases, bonuses, or increases in benefit costs. A portion of the software budget ($120,000 for Aviso software in Years 0-3) will be covered by an existing U.S. Department of Education First in the World Grant. The marketing budget will be supported by a combination of state funds and CCCC's "For Good of School" fund, which is generated by fees from on-campus vending.

In 2014-15 CCCC began an institutional restructuring to focus on advising. **MAP: My Academic Pathway** is a natural continuation of that process. The budget represents a refocusing of institutional priorities on this topic, which supports the College's mission and has been identified as having a potentially high impact on student success.

Table 10: Plan Budget

	Topic Identification		Planning & Pilot						
			Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Item	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	
Personnel									
QEP Core Team Co-chairs 2 Co-chairs (10% each), includes base salary plus benefits, provided in-kind.	17,102.00	17,102.00							**34,204.00**
QEP Leadership 2 Co-chairs (1 at 50%, 1 at 25%), QEP Coordinator (at 50%), includes base salary plus benefits, provided in kind.			76,072.00	102,514.00	108,442.00	108,442.00	108,442.00	108,442.00	**612,354.00**
Implementation Team Chairs 5 Chairs (1 for each of 5 committees at 10% each), includes base salary plus benefits provided in-kind (Pre-implementation covers ACA and Admissions Chairs only).			17,452.40	43,631.00	43,631.00	43,631.00	43,631.00	43,631.00	**235,607.40**
Additional part-time/summer staff Includes $500 stipend plus benefits for 20 Advisors for Advising Pilot (Y1 only), salary and benefits for additional part-time Career Counselor (summer only), and salary for contract-based Summer Advisors (Y2-Y5).				13,985.10	10,382.50	10,382.50	10,382.50	10,382.50	**55,515.10**
Professional Development									
SACSCOC Annual Meeting Includes travel and registration costs for 3-5 staff to attend. Number of staff will vary depending on location and travel costs.				7,500.00	7,500.00	7,500.00	7,500.00	7,500.00	**37,500.00**
NACADA Includes travel and registration costs for 3-5 staff to attend annual meetings/ conferences. Number of staff will vary depending on location and travel costs.				7,000.00	7,000.00	7,000.00	7,000.00	7,000.00	**35,000.00**

Item	Topic Identification 2014-2015	Topic Identification 2015-2016	Planning & Pilot Year 0 2016-2017	Year 1 2017-2018	Year 2 2018-2019	Year 3 2019-2020	Year 4 2020-2021	Year 5 2021-2022	Total
NCDA Includes travel and registration cost for 2 staff to attend annual meetings/ conferences.					3,800.00	3,800.00	3,800.00	3,800.00	**15,200.00**
On-campus Training Includes training costs (facilitator fees, travel, and resources) for Faculty Advisors and student development staff (Admissions staff, Recruiters, Success Coaches, Financial Aid staff, and Academic Assistance staff).				5,100.00	2,500.00	1,500.00	1,000.00	1,000.00	**11,100.00**
NACADA Consultation Includes fees and travel for Consultant to evaluate efforts and provide feedback to inform professional development.						7,000.00			**7,000.00**
Software									
Aviso Includes cost of Aviso student retention and tracking software (*Y0-Y3 covered by existing First in the World grant funds).			*30,000.00	*30,000.00	*30,000.00	*30,000.00	30,000.00	30,000.00	**180,000.00**
Aviso Reporting Includes cost for custom reporting tools to support QEP data collection.				11,000.00					**11,000.00**
Focus-2 Includes cost for career and educational planning software for Career Center.				1,400.00	1,400.00	1,400.00	1,400.00	1,400.00	**7,000.00**
Admissions and Advising Resources									
Evaluation Instruments Includes cost of printed RIASEC assessments at $1.90 each (online version being developed in-house from free version for use Y0-Y5).		1,100.00							**1,100.00**

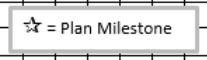
	Topic Identification		Planning & Pilot						
			Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Item	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	
iPads for Admissions Includes cost of 8-9 iPads to be used by Admissions for administering RIASEC assessment and CDI to students.					5,500.00				**5,500.00**
Career Center Resources Includes costs for Developmental Faculty Advisor training materials, career exploration activities, books, and software.				1,100.00	500.00	400.00	400.00	300.00	**2,700.00**
Marketing									
Promotional Materials Includes cost of outreach materials (posters, flyers, postcards, etc.) for on-campus purposes, as well as promotional materials (cups, pens, etc.)		500.00	1,000.00	3,000.00	6,000.00	2,000.00	2,000.00	2,000.00	**16,500.00**
Total:	**17,102.00**	**18,702.00**	**94,524.40**	**196,230.10**	**196,655.50**	**193,055.50**	**215,555.50**	**215,455.50**	**1,267,280.50**

3.B. Capability to Implement and Complete Plan

Project Timeline

Table 11: Project Timeline

Event	Responsibility	2015 Spring	2015 Summer	2015 Fall	2016 Spring	2016 Summer	2016 Fall	2017 Spring	2017 Summer	2017 Fall	2018 Spring	2018 Summer	2018 Fall	2019 Spring	2019 Summer	2019 Fall	2020 Spring	2020 Summer	2020 Fall	2021 Spring	2021 Summer	2021 Fall	2022 Spring	2022 Summer	2022 Fall
Overall Project Timeline																									
QEP implementation team formed	President's Council			■																					
Annual attendance at SACSCOC & NACADA conferences	Implementation Team, Advising Team			■																					
Dean of Arts, Sciences & Advising created (QEP oversight)	President's Council				■																				
QEP goals and outcomes defined	Implementation Team				■	■																			
QEP logic model created, goals and outcomes refined	QEP Implementation Team						■																		
Presentation to SACSCOC VP	QEP Co-chairs						■																		
Presentation to the President's Council; Board of Trustees	QEP Co-chairs						■																		
QEP logo developed and selected	QEP Implementation Team							■	■																
Assessment plan developed	Assessment Team							■																	
QEP Coordinator hired	QEP Co-chairs							■																	
Assessment baselines established and validated	Assessment Team								■	■	■														
Select QEP Evaluator	SACSCOC Liaison								■																
Complete QEP document final review	QEP Oversight Team								■																
Identify students for inclusion in QEP cohort	Assessment Team								■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Collect and analyze data for assessment	Assessment Team								■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Establish QEP Oversight Committee, begin meetings	QEP Co-chairs									■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Establish MAP Success Council, begin bi-semester mtgs	QEP Oversight Committee									■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Begin MAP soft marketing campaign	Marketing Team									■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
MAP Newsletter begins (published periodically)	Marketing Team									■	■														
SACSCOC onsite visit	-									★	■														
Revise MAP based on site committee feedback	QEP Oversight Committee									■	■														
Develop and run campus wide marketing campaign	Marketing Team										■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Analyze first year data	Assessment Team																								
Full implementation of all QEP initiatives	-												★	■	■	■	■	■	■	■	■	■	■	■	■
Visit from NACADA Advising Consultants	QEP Oversight Committee																		■						
Revise advising protocols based on consultant feedback	Advising Team																			■					
Final Assessment Reporting and Impact Report	QEP Oversight Committee																								★



Event	Responsibility	2015 Spring	2015 Summer	2015 Fall	2016 Spring	2016 Summer	2016 Fall	2017 Spring	2017 Summer	2017 Fall	2018 Spring	2018 Summer	2018 Fall	2019 Spring	2019 Summer	2019 Fall	2020 Spring	2020 Summer	2020 Fall	2021 Spring	2021 Summer	2021 Fall	2022 Spring	2022 Summer	2022 Fall
Action 1 Timeline: Students will take a MAP: EMBARK Assessment--a combined assessment of career decision readiness and interests--as part of the admissions and enrollment process.																									
Admissions interest assessment instrument selected	Implementation Team				■																				
College curriculum programs mapped to RIASEC	Implementation Team				■																				
Admissions QEP pilot developed	Implementation Team/Admissions Staff				■																				
Admissions pilot with RIASEC assessment conducted	Admissions staff					■																			
Admissions pilot data analyzed	Implementation Team Co-chairs						■																		
RIASEC professional development conducted	Implementation Team							■																	
Online career interest assessment developed	Implementation Team							■																	
New Student Orientation survey modified	Implementation Team Co-chairs							■	■																
Admissions counselors trained	Imp.Team Co-chairs, QEP Coord., Admissions Team								■																
Implementation of CSI portion of Admissions initiative	Admissions Team								■																
Develop and validate academic program templates	Implementation Team, Dept Chairs, Directors, Faculty								■	■	■														
Admissions initiative implemented	-											★													
Action 2 Timeline: Admissions counselors will assist students in determining their career decision readiness at enrollment and refer students to a program advisor, a developmental faculty advisor or career counselor as needed.																									
Career readiness indicator matrix developed	Admissions Team							■																	
New Student Orientation survey modified	QEP Committee Co-chairs								■																
Admissions counselors trained	QEP Comm. Co-chairs, QEP Coord., Admiss. Team								■																
Implementation of CSI portion of Admissions initiative	Admissions Team								■																
Develop DFA (developmental faculty advising) initiative	Admissions Team								■																
Conduct DFA training	Admissions Team								■			■			■			■			■			■	
Conduct student focus groups (DFA/career counseling)	Admissions Team										■														
Tiered career advising implemented	-										★														
Action 3 Timeline: ACA 115 and ACA 122 will be taken by all first-time, full-time students in their first or second semester.																									
Begin using flags to identify students missing ACA	Advising Team										■														
Advisor training on ACA adjustment, course content	Advising Team										■														
Action 4 Timeline: A revised version of ACA 122 and eventually ACA 115 ("Pathway ACAs") will incorporate more elements of academic planning, overcoming barriers, and campus resource utilization.																									
ACA Self-study, ACA initiatives developed	ACA Chair						■																		
ACA course piloted	ACA Chair							■																	
Prof. development for ACA instructors conducted	ACA Team							■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Student Success professional development conducted	Implementation Team							■																	
ACA initiative implemented	-									★	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Action 5 Timeline: Faculty advisors will receive professional development to deliver effective academic and career advising.																									
Online advising training course developed	QEP Co-chair					■																			
Online advisor training conducted	Advising Team					■																			
Advising initiative piloted	Advising Team							■	■	■	■														
Develop advising toolkit (advisor resources)	Advising Team								■																
Attend NACADA Summer Institute	Advising Team								■																
Develop professional development plan for faculty advisors	Implementation Team									■	■														
Conduct faculty advisors professional development	Advising Team										■		■			■			■			■			■
Advising initiative implemented	-											★													

Event	Responsibility	2015 Spring	2015 Summer	2015 Fall	2016 Spring	2016 Summer	2016 Fall	2017 Spring	2017 Summer	2017 Fall	2018 Spring	2018 Summer	2018 Fall	2019 Spring	2019 Summer	2019 Fall	2020 Spring	2020 Summer	2020 Fall	2021 Spring	2021 Summer	2021 Fall	2022 Spring	2022 Summer	2022 Fall
Action 6 Timeline: Enhanced advising will utilize effective practices to provide ongoing assistance toward goal completion and advising satisfaction.																									
Advising outcomes developed (NACADA institute)	Implementation Team																								
Advising initiative piloted	Advising Team																								
Finalize advising interventions	Implementation Co-chairs, Advising Team																								
Develop advising toolkit (advisor resources)	Advising Team																								
Attend NACADA Summer Institute	Advising Team																								
Attend NACADA Conferences	Advising Team																								
Develop professional development plan for faculty advisors	Implementation Team																								
Conduct student focus groups (advising)	Advising Team																								
Determine advising interventions using pilot feedback	Advising Team																								
Advising initiative implemented	-											★													
Action 7 Timeline: Students will use and develop the MAP Passport: GPS, a guide that identifies and encourages the use of resources necessary to assist goal completion.																									
Develop MAP: Passport	Advising Team																								
Develop of MAP App	Computer Science Class/Co-chairs																								
Develop online version of MAP:Passport	Advising Team																								
Map passport implemented	-											★													

Ongoing activities, every year after implementation:

- Identify students for inclusion in QEP cohort
- Identify students who did not take ACA in the first semester
- Regular meetings of the QEP Committee
- Professional development for ACA instructors
- Professional development for advisors
- Annual attendance at SACSCOC and NACADA conferences and institutes
- Ongoing data collection and analysis
- MAP Success Council to meet twice a semester

4. Involvement of Institutional Constituencies

4.A. Involvement of Constituencies in Plan Development

Throughout the development of the QEP, CCCC strived to include all relevant constituents in the process. Initial planning and meetings focused on issues and data gathered during the strategic planning process completed in the 2013-2014 academic year. As **Table 12** demonstrates, the Strategic Planning Council included faculty and staff representatives from a wide range of College departments.

Table 12: 2013-2014 Strategic Planning Council

Name	Role
Lisa Baker	Dean of Health Programs
Michelle Bodily	Coordinator of Accreditation and QEP
Virginia Brown	Director of Secondary Partnerships
Mitchell Carr	Math Instructor/Coordinator of Evening Programs
Jamie Childress	Dean of Enrollment/Registrar
Marcie Dishman	Executive Director of Marketing & Public Affairs
Ayanna Hamilton	Director of Continuing Ed, Lee County
Emily Hare	Executive Director of the Foundation
Tommy Holder	Director of Information Technology
Stormy Mascitelli	Coordinator of Institutional Research
Brian Merritt	Vice President of Student Learning/Chief Academic Officer
Mike Messersmith	Executive Director of Human Resources
Summerlin Page	English Instructor
Willie Palme	Mail and Print Shop Specialist
Kevin Pearson	Coordinator of Accreditation & QEP
Michelle Powell	Developmental Math Instructor
Tammie Quick	Instructor, College and Career Readiness
Linda Scuiletti	Associate Vice President, Student Learning & Strategic Planning
Morgan Steele	Coordinator of Marketing & Public Affairs
Jamie Wicker	Director of Correctional Education
Heather Willett	Dean of Student Support Services
Cathy Woelfle	Cosmetology Instructor

As shown in Table 1: QEP Core Team Members, the Core Team included a similarly diverse group representing a variety of CCCC departments. More importantly, the Core Team made concerted efforts to ensure constituent input was solicited using multiple avenues. The activities outlined in Table 2: Constituent Input and Feedback Activities demonstrate feedback and input was obtained from students, faculty, staff, trustees, and community members.

4.B. Involvement of Constituencies in Plan Implementation

Once the plan topic was finalized, the Core Team disbanded in December 2015 and the Implementation Team (later referred to as the QEP Committee) took over responsibility for putting the plan into action. As shown in Table 7: Implementation Team Members, this team included faculty, staff and student representatives from different CCCC campus and departments. Section 3.A. Resources provides further definition of the roles and reporting structure for the actions to be implemented as a part of the QEP.

5. Assessment of the Plan

The purpose of the Assessment Plan is to set a clear baseline for measuring student outcomes, investigate the effects of the interventions included in the MAP plan, and provide a roadmap for ongoing improvements needed to reach target student outcomes, and ultimately the College's strategic goals.

Each assessment measurement is tied directly to a learning outcome, which, in turn, is tied closely to an overall plan goal, as well as the actions to be implemented. The global scope of these relationships is shown in the plan's logic model in Appendix K.

Assessment targets are determined based on available information specific to that assessment. To reach the desired outcomes, established targets must be realistic, yet ambitious. Targets are determined using criteria including, but are not limited to, the number of students affected, current baseline data, and state or national comparison data. More focused descriptions of the assessments, including their relationships to specific goals and outcomes, and their proposed baselines, targets, and methodologies are defined in the following sections.

Data gathered from the defined assessments will be reviewed by the Implementation Teams at the end of each semester to determine if plan interventions are advancing students toward the desired learning outcomes. Based on assessment results, Implementation Teams may recommend changes to project tasks and timelines as necessary to continue progress toward overall plan goals. The results of assessment measurements, as well as any recommended changes to project actions or timelines, will be reviewed by the QEP Committee each semester. The QEP Co-chairs will present this information to the MAP Success Council after each semester, and to President's Council annually, unless the results require more immediate action.

5.A. Identified Plan Goals

The assessment plan for the QEP is tied directly to the overall project goals and student learning outcomes as shown in Table 13, on the following page. The methodology for the selected assessments is shown in Table 14, in section 5.B.

To ensure all levels of learning were included, the assessment plan was measured against Bloom's Taxonomy, which provides a framework for classifying learning objectives. Learning levels range from lower stages such as recalling and understanding facts, to higher levels including evaluating and creating original work.

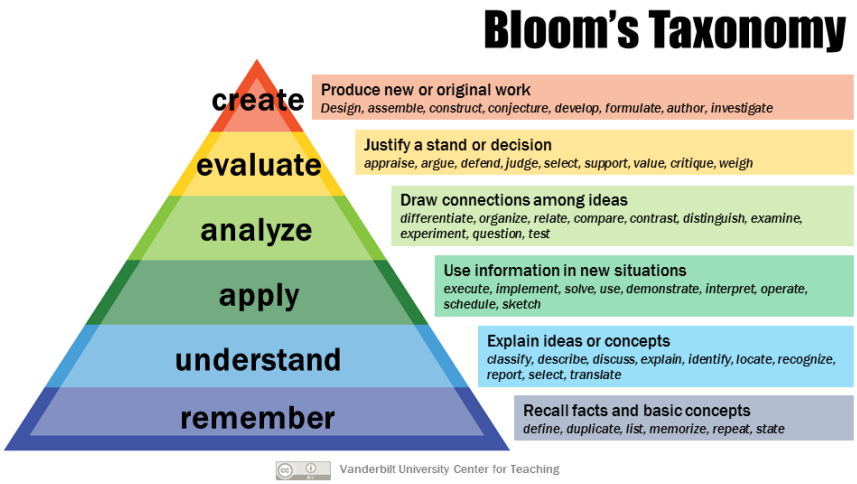


Table 13: Plan Goals, Outcomes, Actions, and Assessments

Goal	Outcome	Actions	Assessments	Bloom's Taxonomy Level
Goal 1: Enable each student to select an appropriate academic program (Goals)	SLO 1. Each student will make an **informed** program **selection** upon enrollment.	Action 1-Students will take a MAP: Embark Assessment--a combined assessment of career readiness and interests--as part of the admissions and enrollment process.	1.1.A: Percentage of cohort students who **select a program of study consistent with their top tier RIASEC interest assessment results** at time of first enrollment	Evaluate
			1.1.B: Percentage of cohort students who **have a "high readiness" Career Decision Inventory score AND select a program of study consistent with their top tier RIASEC interest assessment results**	Evaluate
			1.1.C: Of cohort students who change their major within the first term, percentage who **changed to a program within their top tier results** vs. other programs	Evaluate
	SLO 2. Each student will create a complete academic plan for his or her program of study.	Action 2 - Counselors will assist students in determining their career decision readiness at enrollment and refer students to a Faculty Advisor, a Developmental Faculty Advisor or Career Counselor as needed. Action 4 - A revised version of ACA 122 and eventually ACA 115 ("Pathway ACAs") will incorporate more elements of academic planning, overcoming barriers, and campus resource utilization.	1.2.A: Percentage of cohort students who **complete an academic plan** in Aviso by end of 1st semester	Create
			1.2.B: Percentage of cohort students who **complete an academic plan consistent with their program of study** by end of 1st semester	Create
Goal 2: Consistently enhance each student's pathway to goal completion (Progress)	SLO 3. Each student will utilize career services and faculty advising to enhance timely progress toward goal completion.	Action 3 - ACA 115 and ACA 122 will be taken by all first-time, full-time students in their first or second semester. Action 4 - A revised version of ACA 122 and eventually ACA 115 ("Pathway ACAs") will incorporate more elements of academic planning, overcoming barriers, and campus resource utilization. Action 5 - Faculty Advisors will receive professional development to deliver effective academic and career advising. Action 6 - Enhanced advising will utilize effective practices to provide ongoing assistance toward goal completion and advising satisfaction.	2.3.A: Percentage of cohort students who **indicate awareness of Career Services**	Remember
			2.3.B: Percentage of cohort students who **use Career Services** in the first term, first year	Apply
			2.3.C: Percentage of cohort students who **indicate awareness of Faculty Advising**	Remember
			2.3.D: Percentage of cohort students who **use Faculty Advising** based on Aviso notes	Apply

Goal	Outcome	Actions	Assessments	Bloom's Taxonomy Level
Goal 3: Facilitate timely completion of each student's academic goals (Success)	SLO 4. Students will achieve continued, measurable progress toward academic goals.	Action 7 - Students will use and develop the MAP Passport: GPS, a guide that identifies and encourages the use of resources necessary to assist goal completion.	3.4.A: Percentage of cohort students who **enroll in an ACA** course in the first 2 terms	Apply
			3.4.B: Percentage of cohort students enrolled in an ACA course who **score 80% or better on Career Summary assignment** (See Appendix L)	Understand
			3.4.C: Percentage of cohort students enrolled in an ACA course who **score 80% or better on Career Interview assignment** (See Appendix M)	Analyze
			3.4.D: ACA **Course Success Rate**	Apply
			3.4.E: Percentage of students who **change majors** after first semester	Apply
			3.4.F: Percentage of associate degree seeking cohort students who successfully complete credit bearing English/math course within their first two years	Apply
			3.4.G: **Retention rates**: Percentage of cohort students who are retained: Fall to spring, fall to fall	Apply
			3.4.H: **Graduation rates**: 100% of normal time, 150% of normal time	Apply

5.B. Plan to Assess Achievement of Goals

Table 14: Assessment Baselines, Targets, and Measurements

QEP cohort is defined as: Full-time, first-time, credential seeking students who have completed the RIASEC and received results and program information prior to enrollment and program selection. Each entering cohort will be tracked for two years. Selected indicators (such as 150% graduation rate) will be tracked for three years.

Assessment	Measurement Group	Method	Baseline	Target	Implementation Date/Frequency	Owner
Goal 1: Enable each student to select an appropriate academic program						
SLO 1. Each student will make an informed program selection upon enrollment.						
1.1.A: Percentage of cohort students who **select a program of study consistent with their top tier RIASEC interest assessment results** at time of first enrollment	Students in the QEP cohort	Numerator: Of measurement group, total who selected a program that was identified in their top tier of results Denominator: All of measurement group	Pilot baseline revealed a need to realign academic programs to career inventory. New baseline to be determined Spring 2018.	Will be determined after baseline established	Summer/Fall entrants 2018; annually	Admissions Implementation Team
1.1.B: Percentage of cohort students who **have a "high readiness" score on the Career Decision Inventory AND select a program of study consistent with their top tier RIASEC interest assessment results**	Students in the QEP cohort with a "high readiness" score	Numerator: Of measurement group, total who selected a program that was identified in their top tier of results Denominator: All of measurement group	Baseline will be determined Spring 2018	Will be determined after baseline established	Spring entrants 2018; annually	Admissions Implementation Team
1.1.C: Of cohort students who change their major within the first term, percentage who **changed to a program within their top tier results** vs. other programs	Students in the QEP cohort who change their major within the first term (defined as a CHANGE in program, not adding a program)	Numerator: Of measurement group, total who changed into another program identified in their top tier of interest Denominator: All of measurement group	Baseline will be determined Summer 2018	Will be determined after baseline established	Spring entrants 2018; annually	Assessment Implementation Team

Assessment	Measurement Group	Method	Baseline	Target	Implementation Date/Frequency	Owner
SLO 2. Each student will create a complete academic plan for their program of study						
1.2.A: Percentage of cohort students who **complete an academic plan** in Aviso by end of 1st semester	Simple random sample students in the QEP cohort	Numerator: Number in measurement group who have a completed academic plan by end of first semester Denominator: All of measurement group	Baseline will be determined at the end of Fall 2017	Will be determined after baseline established	Fall 2017; each term	Advising Implementation Team
1.2.B: Percentage of cohort students who **complete an academic plan consistent with their program of study** by end of 1st semester	Simple random sample students in the QEP cohort	Numerator: Number in measurement group who have a completed academic plan that matches their program of study Denominator: All of measurement group	Baseline will be determined at the end of Fall 2017	Will be determined after baseline established	Fall 2017; each term	Advising Implementation Team
Goal 2: Consistently enhance each student's pathway to goal completion						
SLO 3. Each student will utilize career services and faculty advising to enhance timely progress toward goal completion.						
2.3.A: Percentage of cohort students who **indicate awareness of Career Services**	a. Cohort students in the QEP cohort who complete the Enrolled Curriculum Student Satisfaction Survey b. Cohort students in the QEP cohort who complete the Graduate Student Survey	Numerator: Number in measurement group who indicate awareness of Faculty Advising Denominator: All of measurement group	Baseline to be determined 2017-18	Will be determined after baseline established	2017-18; annually	Assessment Implementation Team
2.3.B: Percentage of cohort students who **use Career Services** in the first term, first year	Students in the QEP cohort	Numerator: Number in measurement group who used Career Services in the first term, first year Denominator: All of measurement group	2% of pilot group used Career Services in the first year	10% in first term, 20% in the first year with a 5% increase each year	Fall 2017; each term	Assessment Implementation Team

Assessment	Measurement Group	Method	Baseline	Target	Implementation Date/Frequency	Owner
2.3.C: Percentage of cohort students who indicate **awareness of Faculty Advising**	a. Cohort students in the QEP cohort who complete the Enrolled Curriculum Student Satisfaction Survey b. Cohort students in the QEP cohort who complete the Graduate Student Survey	Numerator: Number in measurement group who indicate awareness of Faculty Advising Denominator: All of measurement group	Baseline to be determined 2017-18	Will be determined after baseline established	2017-18; annually	Assessment Implementation Team
2.3.D: Percentage of cohort students who **use Faculty Advising** based on AVISO notes	Students in the QEP cohort	Numerator: Number in measurement group who have notes in Aviso indicating they used Faculty Advising Denominator: All of measurement group.	20% of the pilot cohort utilized advising in their first year	50% first term, 60% in first year- 5% increase each year	2017-18; annually	Advising Implementation Team
Goal 3: Facilitate timely completion of each student's academic goals						
SLO 4. Each student will achieve continued, measurable progress toward completion of academic goals.						
3.4.A: Percentage of cohort students who **enroll in an ACA** course in the first 2 terms	QEP Cohort	Numerator: Number in measurement group who enroll in an ACA course in the first two terms. Denominator: All of measurement group	**2016FA and 2017SP enrolled** in ACA in first 2 terms: 60%	95% enroll in ACA in the first 2 terms	Fall 2017; annually	Assessment Implementation Team
3.4.B: Percentage of cohort students enrolled in an ACA course who **score 80% or better on Career Summary assignment** (See Appendix L)	Cohort students enrolled in an ACA course.	Numerator: Number of students in measurement group who score 80% or better on Career Summer assignment Denominator: All of measurement group	Baseline will be determined at the end of Fall 2017	Will be determined after baseline established	Fall 2017; each term	ACA Implementation Team
3.4.C: Percentage of cohort students enrolled in an ACA course who **score 80% or better on Career Interview assignment** (See Appendix M)	Cohort students enrolled in an ACA course.	Numerator: Number of students in measurement group who score 80% or better on Career Interview assignment Denominator: All of measurement group	Baseline will be determined at the end of Fall 2017	Will be determined after baseline established	Fall 2017; each term	ACA Implementation Team

Assessment	Measurement Group	Method	Baseline	Target	Implementation Date/Frequency	Owner
3.4.D: ACA **Course Success Rate**	All students enrolled in ACA	Numerator: Number in measurement group who complete the course AND earn a C or better) in ACA Denominator: All students who enroll in ACA and earn an A, B, C, D, F, W or WF	2016FA ACA course success rate=68% (withdrawal=13%)	2% increase each year	Fall 2017; each term	Assessment Implementation Team
3.4.E: Percentage of students who **change majors** after first semester	QEP Cohort	Numerator: Number of students in measurement group who change majors after the 1st term of enrollment Denominator: All of measurement group	2016FA IPEDS cohort 24%	Decrease by 5% for each entering QEP cohort	Summer 2018; bi-annually	Assessment Implementation Team
3.4.F: NC Community Colleges statewide Performance Measures 2 & 3* Percentage of associate degree seeking cohort students who successfully complete credit bearing English/Math course within their first two years *methodology modified to track this metric internally for the defined QEP cohort	Associate degree seeking students in the QEP cohort.	Numerator: Number in measurement group who successfully complete (earn an A, B, C in) the identified course Denominator: All of measurement group	Successful completion of Math within first two years=47% Successful completion of English within first two years=58%	5% increase each year	Fall 2017; bi-annually (monitor progress each term)	Assessment Implementation Team

Assessment	Measurement Group	Method	Baseline	Target	Implementation Date/Frequency	Owner
3.4.G: **Retention rates**: Percentage of cohort students who are retained: Fall to spring, fall to fall	QEP Cohort	a. Numerator: Number in measurement group who complete their credential in 100% of normal time Denominator: All of measurement group b. Numerator: Number in measurement group who complete their credential in 150% of normal time Denominator: All of measurement group	(Baseline uses IPEDS cohort) Fall 2016 to Spring 2017 retention=86% Fall to fall not yet available	2% increase each year TBD	Fall 2017; annually	Assessment Implementation Team
3.4.H: **Graduation rates**: 100% of normal time, 150% of normal time	QEP Cohort	a. Numerator: Number in measurement group who complete their credential in 100% of normal time Denominator: All of measurement group b. Numerator: Number in measurement group who complete their credential in 150% of normal time Denominator: All of measurement group	2013 full-time IPEDS cohort: 100% grad rate=14.4% 2013 full-time 150% grad rate=25% (baseline was determined using IPEDS cohort	2% increase each year 3% increase each year	Fall 2017; annually	Assessment Implementation Team

Alternate Internal Assessments

In addition to the formal assessments listed above, CCCC has identified additional institutional data points to be reviewed on an informal basis to help assess the progress of the QEP. These include:

- Percentage of students whose academic program is consistent with their academic goal
- Percentage of students who indicate awareness of Career Services via pre/post NSO Surveys
- Percentage of students who indicate they would use Career Services via ACA SMART goals assignment
- Percentage of students who indicate awareness of faculty advising via pre/post NSO Surveys
- Percentage of students who indicate they would use faculty advising via ACA SMART assignment

- Percentage of students who withdraw from developmental courses
- Percentage of cohort students who withdraw from a gateway course
- Of the students who had an initial low confidence score on MAP: Embark assessment, percentage whose program matches RIASEC after 2nd attempt
- Percentage of cohort students who indicate satisfaction with Career Services
- Percentage of cohort students who indicate satisfaction with faculty advising
- GPA of cohort students after the first year of enrollment based on initial CSI readiness score

Conclusion

In the summer of 2017, in preparation for the inclusion of QEP related surveys and tools in New Student Orientation (NSO), the Implementation Team conducted training for College student ambassadors who staff activities at NSO. As part of the training, the ambassadors were asked to select a piece of candy from various bowls set before them and then describe why they selected what they did. Next, they were asked what city they would like to live in, given the choice. Again, they were asked to describe the reasons for their choice. Finally, they were asked what academic program they selected when they enrolled at CCCC. When they were asked why, one ambassador paused in thought before responding that she spent more time thinking about her candy selection than she did about her academic selection.

Both anecdotal evidence, like the story above, and institutional data indicate CCCC students often do not take part in career research activities prior to enrollment. Data also demonstrates students are changing their majors often, and those who do are taking longer to complete than those who don't, if they compete at all. While selecting the right program the first time is critical, so is ensuring students have an academic plan and are making consistent and measureable progress toward their goal.

CCCC's **MAP: My Academic Pathway** plan has a goal of addressing these issues through an integrated system of improvements. This includes career readiness and career interest surveys at enrollment, tiered career advising, changes to college success (ACA) courses, development of new professional development in advising, and creation of a student "passport." Together, these changes result in outcomes throughout a student's academic career including:

- Informed program selection at enrollment
- Completion of an academic plan
- Ongoing awareness and use of career services and faculty advising
- Continued, measurable progress toward academic goals

Through **MAP: My Academic Pathway**, Central Carolina Community College intends to create a culture of academic planning and support that will easily integrate into the College's existing processes, will enable students to select appropriate academic programs, and will consistently enhance the students' pathways to timely completion of their academic goals.

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Appendix

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Appendix A: Sample Paper Survey

SURVEY CARD

Name: _____ Email: _____

1. Why did you choose CCCC as your educational provider? _____
_____

2. What could community colleges like CCCC do to maximize student learning
_____

3. "There are several themes our topic selection team is exploring. Based on the topics listed below, which area do you think would have the most impact on student learning at CCCC?"

Select one:

- ❑ Team Work
- ❑ Communication
- ❑ Student Engagement
- ❑ Technology
- ❑ Lifelong Learning
- ❑ Campus Life/Space
- ❑ Other _____

Why did you select this topic? _____
_____

Appendix B: Survey Results - Initial QEP Feedback

Q1 Please choose the top three areas that you feel improvement would benefit the learning process most

Answered: 705 Skipped: 33

Answer Choices	Responses	
Critical Thinking	45.96%	324
Written and Oral Communication Skills	40.71%	287
Math Knowledge/Quantitative Literacy	26.10%	184
Information Literacy	17.30%	122
Teamwork and Problem Solving	26.95%	190
Reading Skills	28.23%	199
Technology Literacy	28.09%	198
Civic Knowledge and Engagement (local)	9.65%	68
Civic Knowledge and Engagement (global)	9.08%	64
Intercultural Knowledge and Competence	10.35%	73
Ethical Reasoning and Action/Leadership	14.89%	105
Foundations and Skills for College Success and Lifelong Learning	23.55%	166
Integrative and Applied Learning	15.32%	108
Total Respondents: 705		

Q3 What is your role here at CCCC?

Answered: 724 Skipped: 14

Answer Choices	Responses	
Student	74.17%	537
Staff	12.02%	87
Faculty	14.64%	106
Community Member	0.83%	6
Total Respondents: 724		

Q4 What division do you belong to?

Answered: 104 Skipped: 634

Answer Choices	Responses	
Student Learning	92.31%	96
Economic & Community Development	7.69%	8
Total		104

Q5 What division do you belong to?

Answered: 85 Skipped: 653

Answer Choices	Responses	
Student Learning	34.12%	29
Economic & Community Developmen	16.47%	14
Student Services	24.71%	21
Administrative Services	16.47%	14
other	0.00%	0
Human Resources	2.35%	2
Other	5.88%	5
Total		85

Q6 Please indicate the statement below that best describes you

Answered: 519 Skipped: 219

Answer Choices	Responses	
Full-Time Curriculum Student	67.05%	348
Part-Time Curriculum Student	29.87%	155
Continuing Education Student	3.08%	16
Total		519

Q7 Are you currently taking, or have you ever taken, a distance education course or a course with a distance component (i.e. hybrid or web assisted)?

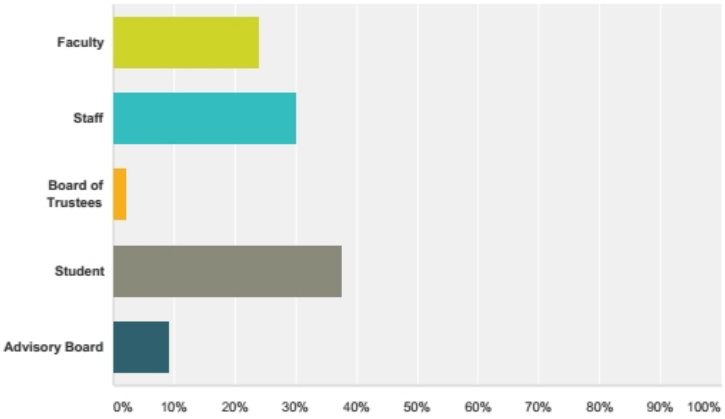
Answered: 521 Skipped: 217

Answer Choices	Responses	
Yes, currently	72.17%	376
Yes, in the past	15.36%	80
No	11.13%	58
I don't know	1.34%	7
Total		521

Appendix C: Survey Results - Final Topic Voting

Q1 What is your role here at CCCC?

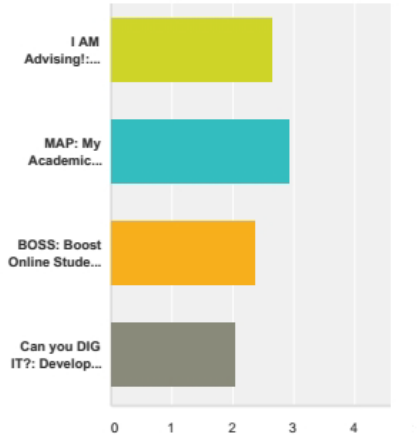
Answered: 504 Skipped: 9



Answer Choices	Responses	
Faculty	24.01%	121
Staff	29.96%	151
Board of Trustees	1.98%	10
Student	37.50%	189
Advisory Board	9.13%	46
Total Respondents: 504		

Q2 Please rank the following topics on a scale of 1 to 4, where 1 is your first choice and 4 is your last choice. Topic Overviews:I AM Advising!: Advising Matters focuses on engaging students in an enhanced, more effective advising experience. MAP: My Academic Pathway gives students an initial snapshot of what educational paths most align with their interests, values, or skills so that they can better select programs most consistent with their academic goals. BOSS: Boost Online Student Success ensures that students have the tools to be successful in the online learning environment. Can you DIG IT?: Developing Innovative Guidance for Instructional Technology ensures that faculty members are best prepared to offer quality online instruction. For more information on each topic, visit cccc.edu/qep

Answered: 498 Skipped: 15



	1	2	3	4	Total	Score
I AM Advising!: Advising Matters	26.91% 127	32.42% 153	19.07% 90	21.61% 102	472	2.65
MAP: My Academic Pathway	40.25% 190	27.54% 130	19.49% 92	12.71% 60	472	2.95
BOSS: Boost Online Student Success	21.17% 101	21.17% 101	31.03% 148	26.62% 127	477	2.37
Can you DIG IT?: Developing Innovative Guidance for Instructional Technology	12.53% 59	18.68% 88	30.15% 142	38.64% 182	471	2.05

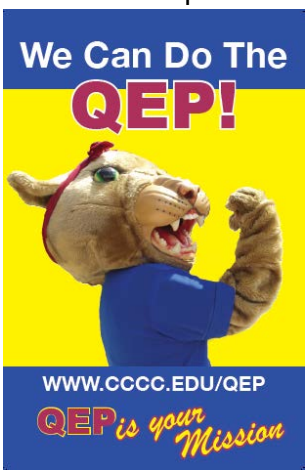
Appendix D: Sample QEP Development Marketing Materials

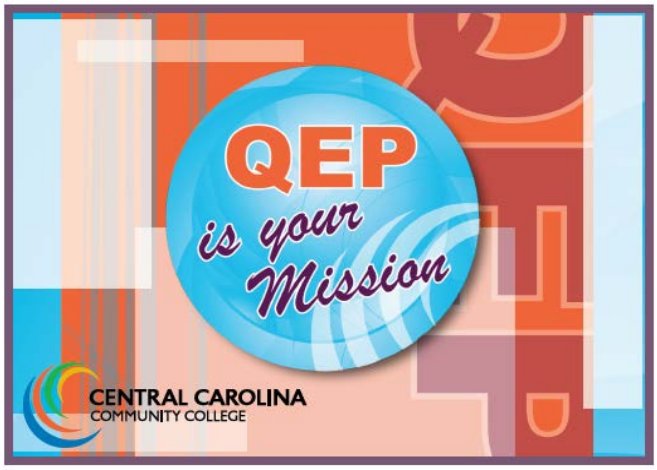
Promotional videos (screen shots):

QEP: Mission Impossible

QEP Mission Possible

Postcard and posters:





Event photos:

Appendix E: Detailed profiles of final QEP topics

"**I AM Advising!: Advising Matters**", consistent with the CCCC Learning First Strategic Plan, focuses on better (or more effectively) utilizing technology, advisor training and assessment of student knowledge related to advising to engage the student in an enhanced, more effective advising experience. More intentional training for advisors, to perhaps include advisor certification, a departmental advising checklist, and the development of student learning outcomes related to advising, will result in improved student success, more on-time completion, higher overall program completion and a more seamless transition to future academic goals or employment opportunities. Advising as Learning will give definition and structure to academic advising and re-focus it as a learning outcome for students.

- **Objective:** To utilize technology, advisor training, and assessment of student knowledge related to advising in order to reduce the time to degree completion and the overall time spent obtaining a CCCC credential.
- **Data Support:** Advising concerns were mentioned on multiple surveys of students, faculty and staff including the 2014-2015 QEP online survey, the December 2014 Professional Development Day forum, the Student Non-completer survey, and the 2013 Enrolled Curriculum Student Satisfaction Survey. National data suggest that community college students are not fully aware of how to use academic advising and in many cases accumulate extraneous courses, extending their time unnecessarily, and for those receiving financial aid, may be needlessly wasting it, endangering a student's opportunity to complete a program of study.
- **Strategic Plan Support:** Learning First (Goal #1)
- **Future Assessment:** Measuring the effectiveness of this QEP may include survey data looking at advising satisfaction, tracking students' academic goals (intent), time to degree completion, an analysis of credits taken that do not apply to students' exit major, and new metrics to assess student understanding about academic advising.

"MAP: My Academic Pathway" focuses on providing students an up-front snapshot of what educational paths fit their interest, values, or skills in order to select a program that is most consistent with their skillset. A diagnostic assessment during the application phase of enrollment will result in reduced student major changes, improved student persistence, improved student success (graduation), and more on-time program completion. Students will be actively engaged in the optimization of their learning goals and provided a clearer pathway to academic success based on their individual aptitude and personality. Early Advising for improved career and major selection will help reduce delayed program completion, exhausting financial aid prior to completing a program of study, and to help students reach employment in less time.

- **Objective:** To provide early advising for career and program selection in order to reduce delayed program completion, exhausting financial aid prior to completing a program of study, and to help students reach employment in less time.
- **Data Support:** This area of focus was mentioned in multiple surveys by students, faculty, and staff, including the QEP online survey and the 2014 Professional Development Day faculty and staff forum.
- **Strategic Plan Support:** Learning First (Goal #1)
- **Future Assessment:** Measurement of this QEP topic may include tracking and comparing the number of times students change their major, comparing persistence rates after the first year, comparison of the length of times utilized to reach degree completion, and satisfaction ratings for programs of study.

“BOSS: Boost Online Student Success” focuses on ensuring that students have the tools to be successful in the online learning environment. Students vary in their technological abilities, time management, organizational skills and ability to learn well in a more independent learning environment which can have a significant impact on their academic success. Among the elements to be addressed by this QEP will be the development and refinement of an assessment to be used to gauge a student's readiness for online coursework, new educational support strategies for students to enhance their ability to learn as an online student, and focused faculty training to identify and address academic challenges for these students. To assess this QEP, we will examine students' readiness scores and compare them to students' academic success in distance courses.

- **Objective:** To ensure that students have the skills and tools to be successful in the online learning environment.
- **Data Support:** This was identified as an area of improvement in the QEP surveys, video surveys, email suggestions, and strategic planning sessions.
- **Strategic Plan Support:** Learning First (Goal #1)
- **Future Assessment:** Measuring the effectiveness of this QEP could be completed using comparison of results and enrollment numbers from distance courses to past courses, comparison between distance and seated sections of the same course, and by using student satisfaction surveys. With the implementation of a specialized distance education certificate, comparison of results and persistence in course sections could be done to those that are not certified by the new certificate

“Can you DIG IT?: Developing Innovative Guidance for Instructional Technology” will ensure that faculty members are best prepared to offer quality online instruction. Students report being challenged by the inconsistent nature of online Blackboard course design, expectations for learning, and practices that do not engage students. Student performance in many distance courses is lower (and some cases significantly lower) than seated versions of courses. Faculty teaching online classes will have specialized training in best online andragogy, online course peer assessment, Quality Matters and Universal Design. Expanded use of videos and interactive elements will be emphasized as part of this QEP. Online faculty will be certified and will serve as peer mentors for newer online faculty. To assess this QEP, we will measure student learning as a function of improved course design and practice.

- **Objective:** To ensure that faculty members are best prepared to offer quality online instruction.
- **Data Support:** This was identified as an area of improvement in the QEP surveys, video surveys, email suggestions, and strategic planning sessions.
- **Strategic Plan Support:** Learning First (Goal #1)
- **Future Assessment:** Measuring the effectiveness of this QEP could be completed using comparison of results and enrollment numbers from distance courses to past courses, comparison between distance and seated sections of the same course, and by using student satisfaction surveys. With the implementation of a specialized distance education certificate, comparison of results and persistence in course sections could be done to those that are not certified by the new certificate

Appendix F: 2011 Full-time, First-time cohort data

CENTRAL CAROLINA COMMUNITY COLLEGE

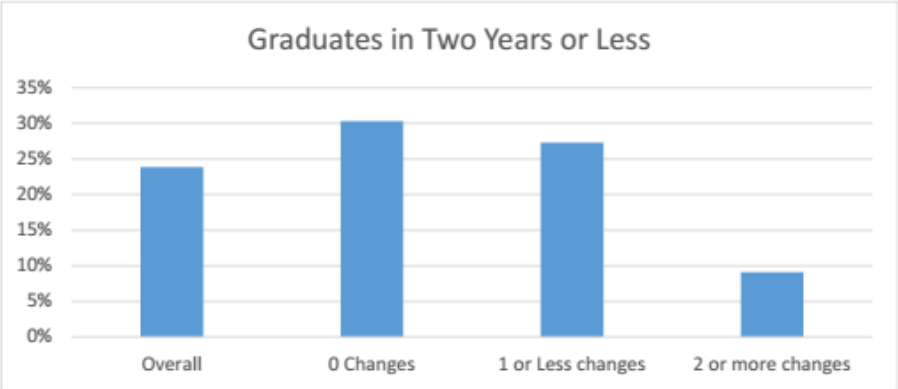
2011 Full-Time First-Time Cohort

Number of Students in Cohort	465
Number of Graduates	160.00

Average Active Programs in First 2 Years	2.00
Average Number of Changed Programs First 2 Years	1
Minimum Program Changes First 2 Years	0
Maximum Program Changes First 2 Years	6
Percent of Cohort who Graduated First 2 Years	24%
Two Year Graduation Rate for 0 Major Changes in First 2 Years	30%
Two Year Graduation Rate for 1 or Less Major Changes First 2 Years	27%
Two Year Graduation Rate for 2 or More Major Changes First 2 Yea	9%
Percent of Cohort who Graduated by June, 2017	34%

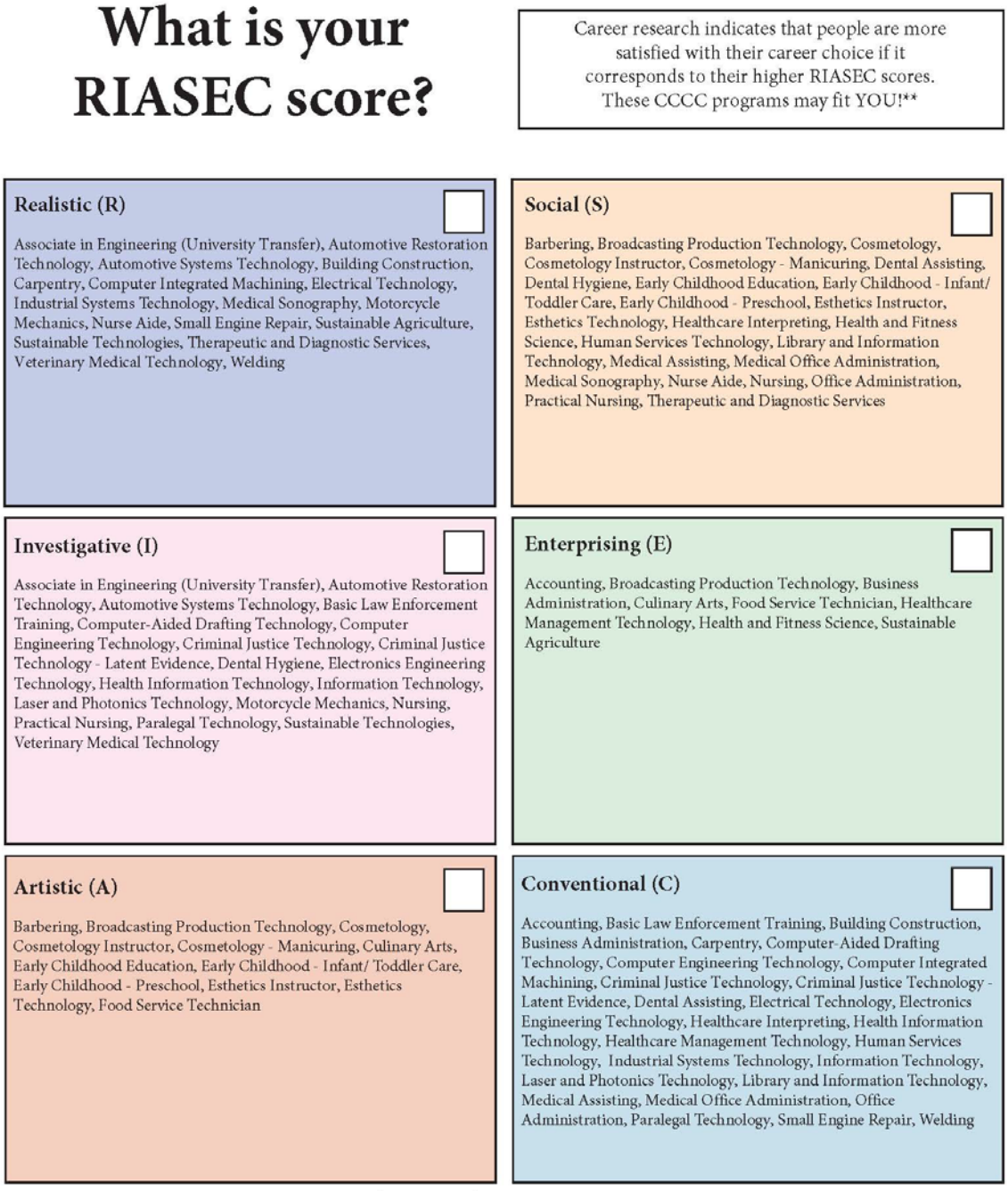
Two Year Grad Rate of Cohort who Did Not Change Major after 1st	27%
Two Year Grad Rate of Cohort who Did Change Major after 1st Ter	15%

Percent of Cohort who Graduated First 4 Years	37%
Four Year Graduation Rate for 0 Major Changes in First 4 Years	39%
Four Year Graduation Rate for 1 or Less Major Changes First 4 Year	38%
Four Year Graduation Rate for 2 or More Major Changes First 4 Yea	34%



**Note- a student is counted as a graduate if they have completed ANY credential*

Appendix G: RIASEC to Program Map



Academic Program to RIASEC Coding Worksheet

Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals, and real-world materials like wood, tools, and machinery. Many of the occupations require working outside, and do not involve a lot of paperwork or working closely with others.	**Investigative** occupations frequently involve working with ideas, and require an extensive amount of thinking. These occupations can involve searching for facts and figuring out problems mentally.	**Artistic** occupations frequently involve working with forms, designs and patterns. They often require self-expression and the work can be done without following a clear set of rules.
Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.	**Enterprising** occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with business.	**Conventional** occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.

RIASEC Code Descriptions	Realistic	Investigative	Artistic	Social	Enterprising	Conventional
Academic Programs	**R**	**I**	**A**	**S**	**E**	**C**
Accounting					X	X
Automotive Restoration Technology	X	X				
Automotive Systems Technology	X	X				
Barbering			X	X		
Basic Law Enforcement Training		X				X
Broadcasting Production Technology			X		X	
Building Construction	X					X
Business Administration					X	X
Carpentry	X					X
Computer Aided Drafting Technology		X				X
Computer Engineering Technology		X				X
Computer Integrated Machining	X					X
Cosmetology			X	X		
Cosmetology Instructor			X	X		
Cosmetology - Manicuring			X	X		
Criminal Justice Technology		X				X
Criminal Justice Technology - Latent Evidence		X				X
Culinary Arts			X		X	
Dental Assisting				X		X
Dental Hygiene		X		X		
Early Childhood Education			X	X		
Early Childhood - Infant/Toddler Care			X	X		
Early Childhood - Preschool			X	X		
Electrical Technology	X					X
Electronics Engineering Technology		X				X
Esthetics Instructor			X	X		
Esthetics Technology			X	X		
Foodservice Technician			X		X	
Healthcare Interpreting				X		X
Health Information Technology		X				X
Healthcare Management Technology					X	X
Health and Fitness Science				X	X	

RIASEC Code Descriptions	Realistic	Investigative	Artistic	Social	Enterprising	Conventional
Academic Programs	**R**	**I**	**A**	**S**	**E**	**C**
Human Services Technology				X		X
Industrial Systems Technology	X					X
Information Technology		X				X
Laser and Photonics Technology		X				X
Library and Information Technology				X		X
Medical Assisting				X		X
Medical Office Administration				X		X
Medical Sonography	X			X		
Motorcycle Mechanics	X	X				
Nurse Aide	X			X		
Nursing		X		X		
Office Administration				X		X
Practical Nursing		X		X		
Paralegal Technology		X				X
Small Engine Repair	X					X
Sustainable Agriculture	X				X	
Sustainable Technologies	X	X				
Therapeutic and Diagnostic Services	X			X		
Veterinary Medical Technology	X	X				
Welding	X					X

Appendix H: QEP Mapping Feedback Form

QEP Feedback

- Review the profiles where your group (and other groups) are described. Comments? Do the interests listed seem to describe your group?

- Review the draft of the RIASEC cards- so you agree with where your program(s) is/are classified? Please note any concerns or possible changes.

Finally, please discuss with others in your group these questions. Please note any thoughts that the QEP Implementation team should consider.

- You might see how this will be used in initial advising. How do you see this being used in subsequent advising?

- How do we present this to faculty so that they will begin to use interests in advising, becoming more aware that students have different interests?

- How can you help ensure that students who are in your program really should be in the program (based on their interests and goals)?

- Other thoughts/suggestions/comments for the QEP Implementation Team?

Appendix I: MAP: Embark Scoring Instructions

CAREER DECISION INVENTORY

Name: _____ Date:_____

Student number: _____

1. Are you a first time college student?
   _____ Yes _____No _____Unsure
2. Will you be a full-time student (taking 12 credit hours or more per semester)?
   _____ Yes _____No _____Unsure
3. List all of the occupations you are considering right now:

   _____ _____

   _____ _____

   Which occupation is your first choice? (if undecided, put "undecided")

   _____
4. How well satisfied are you with your occupation first choice (above)?
   Place a checkmark next to the appropriate statement below:
   ___ Very satisfied ___ Satisfied ___ Not Sure ___ Dissatisfied ___ Very dissatisfied
5. Please circle True (T) or False (F) for each statement below:
   T F If I had to make an occupational choice right now, I'm afraid I would make a bad choice.
   T F Making up my mind about a career has been a long and difficult problem for me.
   T F I am confused about the whole problem of deciding on a career.

SCORING the Career Decision Inventory (questions 3-5)

Certainty (1 – 4)
1 = First choice only (only write one occupation for consideration and for first choice)
2 = First choice plus alternatives (write multiple occupations AND a first choice)
3 = Alternatives only (write multiple occupations but leaves first choice line blank)
4 = No options or blank (nothing on occupations for consideration or first choice)

COUNSELOR GUIDE- Using and Scoring the Career Decision Inventory

This guide should help you understand and effectively use the Career Decision Inventory. If you have questions, please direct them to Adam or Scott.

Students will complete this inventory on a card (shown at the left) while waiting to see a counselor.

If a student answers YES to questions 1 and 2, he/she will likely be included in the QEP Cohort.

If a student is not a first-time college student (he/she has college credits) and/or will not be full-time, he/she will NOT be in the QEP cohort. You are still welcome to refer any student to a developmental advisor or career counselor if you deem it appropriate.

Satisfaction (1 – 5)
1 = Very satisfied, 2 = Satisfied, 3 = Not sure, 4 = Dissatisfied, 5 = Very dissatisfied

Clarity (0 – 3)
One point for each TRUE response.
All FALSE = 0, All TRUE = 3.

Example 1: A student puts down "doctor", "nurse" and "EMT" in the first blanks, indicates her first choice is doctor.

She marks "very satisfied" for satisfaction and marks "false" for all the questions. What is her career decision score? Her score is a 3 (2 + 1 + 0)

Example 2: A student puts down nothing in the first blanks, nothing as his first choice.

He marks "not sure" for satisfaction and marks "true" for two of the T/F questions. What is his career decision score? His score is a 9 (4 + 3 + 2)

Example 3: A student puts "business owner", "chef", "secret agent" for the first blanks; he leaves the first choice blank

He marks "satisfied" for satisfaction and marks "true" for one T/F question. What is his career decision score? His score is a 6 (3 + 2 + 1)

Referral ranges. A career decision score of 2-6 (no referral- faculty advisor)

A career decision score of 7-8 (indicate faculty advisor, **referral to developmental advisor**)

A career decision score of 9 or above (indicate faculty advisor, **referral to career counselor**)

Counselor Use:

Referral to advisor, if applicable:

- ❑ Mary Parker (Career Counselor, Lee Campus)
- ❑ Lisa Key Brown (Developmental Advisor, Lee Campus)
- ❑ Debra Champion (Developmental Advisor, Harnett Campus)
- ❑ Danette Foster (Developmental Advisor, Lee Campus)
- ❑ Latasha McIver (Developmental Advisor, Chatham Campus)
- ❑ Karen Owen-Bogan (Developmental Advisor, Lee Campus)
- ❑ Michelle Powell (Developmental Advisor, Chatham Campus)

Contact Information:
Office: _____
Email: _____
Phone: _____

CENTRAL CAROLINA COMMUNITY COLLEGE

Central Carolina Community College cares about your success! If you need additional assistance with your academic or career planning or connecting to campus resources, please contact your advisor.

M.A.P. My Academic Pathway
Goals Progress Success

The Admissions Inventory questions are from the Career State Inventory (CSI), Research Version 7.0, Florida State University. The authors are Stephen J. Leierer, Gary W. Peterson, Robert C. Reardon, and Debra S. Osborn. The CSI is published under a Creative Commons Attribution-No Derivatives 4.0 license.

You will complete the Admissions Google form for all students. **You SHOULD refer all first-time, full-time students whose scores indicate that a referral is warranted to the appropriate resource.** You MAY refer other students (part time, returning to college, etc.) as you deem appropriate.

When referring a student to a developmental advisor or career counselor, REALLY promote the benefit of getting some extra help making a program and career decision. "These folks are trained to help you make a good program and career decision, etc."

Write in the contact information on the card and return it to the student.

Finally, do send a quick e-mail to the developmental advisor or career counselor with the student's name and ID number so she may follow up.

Appendix J: QEP Coordinator Job Description

Central Carolina Community College is recruiting for a QEP (Quality Enhancement Plan) Coordinator/Instructor (12 months). The QEP Coordinator/Instructor reports to the Dean of Arts, Sciences and Advising and the appropriate academic department chair. The QEP is a college-wide initiative that is a component of the College's reaccreditation for the Southern Association of Colleges and Schools. This position will also develop and teach approximately 8-10 college-level contact hours per semester.

QEP Coordinator--50%

1. Facilitate the day-to-day implementation of initiatives and strategies related to the QEP
2. Work collaboratively with CCCC community to successfully implement the QEP
3. Provide updates and results of the QEP to internal and external audiences
4. Visit ACA classes to educate students on the QEP
5. Assist in the design, facilitation and assessment of professional development for faculty and staff
6. Facilitate administration duties and collection of assessments related to the QEP
7. Assist in the compilation, analysis, and dissemination of data from surveys and student learning outcomes, and other aspects of assessment of the QEP, including reporting to SACSCOC in collaboration with the College's SACSCOC Liaison
8. Maintain an updated QEP website in collaboration with the Marketing Department
9. Serve as a member of the QEP Implementation team
10. Recommend appropriate adjustments in QEP initiatives and strategies, assessments, and implementation schedule, as needed to achieve the stated goals and adapt to institutional capacity
11. Perform other duties as assigned

Instructor--50%

1. Teach 8-10 college-level contact hours per semester depending on advising load and responsibilities.
2. Prepare, maintain, and distribute for all scheduled courses current course outlines and syllabi that support accreditation standards
3. Prepare for and meet classes as assigned, promptly evaluate student progress within one week and maintain a safe learning environment.
4. Demonstrate concern for student retention by employing best practice strategies.
5. Assist in the annual Compliance Assist Assessment.
6. Assist in maintaining department/curriculum equipment, supplies, and materials, and library and support resources.
7. Participate in scheduled and called departmental, faculty, staff meetings and other College activities.
8. Keep supervisor informed of matters pertaining to the curriculum.
9. Assume other duties as requested by the supervisor and the College.
10. Follow policies stated in the policies and procedures manual as it relates to instructor responsibilities.
11. Serve on College committees as assigned.
12. May teach an ACA college success course as part of instructor load.

Overall

- Complete the five-hour staff development requirement.
- Submit records and forms in a timely fashion as required in the policy and procedures manual.
- Encourage and support College activities, policies, procedures, and philosophies.
- Actively participate in professional organizations.

Other requirements

- Travel required within service area
- Travel for professional development opportunities/conferences

Minimum:

- Master's Degree in Social and Behavioral Sciences (e.g. Psychology, History, Sociology), Mathematics, English/Humanities/Communication, Natural Sciences) or master's degree in a closely related area with 18 or more graduate semester credit hours in one of the aforementioned subject areas. (Applicants not qualified to teach college-level coursework will not be considered).

Preferred:

- Experience working with a Quality Enhancement Plan and/or actively contributing to a college's reaccreditation process
- Higher education teaching and/or academic advising experience
- Experience in training or working in an educational environment
- Experience using an LMS, Blackboard
- Experience teaching courses online
- Experience teaching high school students
- Experience teaching students in both technical and transfer programs

Appendix K: QEP Logic Model

Goal	Strategic Plan Support	Outcome	Institutional Challenges	Actions	Assessments	Task Owners
Goal 1: Enable each student to select an appropriate academic program (Goals)	Goal 1: Learning First Goal 2: Student Access Goal 3: Student Success	SLO 1. Each student will make an informed program selection upon enrollment.	• Students not required to take career assessment prior to enrollment. • Students not aware of program requirements prior to enrollment. • Students not aware of all programs matching their interests.	Action 1-Students will take a MAP: Embark Assessment--a combined assessment of career readiness and interests--as part of the admissions and enrollment process.	1.1.A: Percentage of cohort students who **select a program of study consistent with their top tier RIASEC interest assessment results** at time of first enrollment	Admissions Implementation Team
					1.1.B Percentage of cohort students who **have a "high readiness" Career Decision Inventory score AND select a program of study consistent with their top tier RIASEC interest assessment results**	Admissions Implementation Team
					1.1.C. Of cohort students who change their major within the first term, percentage who **changed to a program within their top tier results** vs. other programs	Assessment Implementation Team
		SLO 2. Each student will create a complete academic plan for his or her program of study.	• Students not required to speak to an advisor prior to class registration. • Students not required to create an academic plan. • Not all advisors trained on career pathway/interest alignment.	Action 2 - Counselors will assist students in determining their career decision readiness at enrollment and refer students to a Faculty Advisor, a Developmental Faculty Advisor or Career Counselor as needed. Action 4 - A revised version of ACA 122 and eventually ACA 115 (“Pathway ACAs”) will incorporate more elements of academic planning, overcoming barriers, and campus resource utilization.	1.2.A: Percentage of cohort students who **complete an academic plan** in Aviso by end of 1st semester.	Advising Implementation Team
					1.2.B: Percentage of cohort students who **complete an academic plan consistent with their program of study** by end of 1st semester.	Advising Implementation Team

Goal	Strategic Plan Support	Outcome	Institutional Challenges	Actions	Assessments	Task Owners
Goal 2: Consistently enhance each student's pathway to goal completion (Progress)	Goal 1: Learning First Goal 3: Student Success	SLO 4. Each student will achieve continued, measurable progress toward academic goals.	Students not aware of available resources. Students not using available resources. Resources need to be trained on career pathway/interest alignment. No clear process for how to address students with interest and program selection incongruence.	Action 3 - ACA 115 and ACA 122 will be taken by all first-time, full-time students in their first semester. Action 4 - A revised version of ACA 122 and eventually ACA 115 ("Pathway ACAs") will incorporate more elements of academic planning, overcoming barriers, and campus resource utilization. Action 5 - Faculty Advisors will receive professional development to deliver effective academic and career advising. Action 6 - Enhanced advising will utilize effective practices to provide ongoing assistance toward goal completion	2.3.A: Percentage of cohort students who **indicate awareness of Career Services**	Assessment Implementation Team
					2.3.B: Percentage of cohort students who **use Career Services** in the first term, first year.	Assessment Implementation Team
					2.3.C: Percentage of cohort students who **indicate awareness of Faculty Advising**	Assessment Implementation Team
					2.3.D: Percentage of cohort students who **use Faculty Advising** based on Aviso notes.	Advising Implementation Team
Goal 3: Facilitate timely completion of each student's academic goals (Success)	Goal 1: Learning First Goal 3: Student Success	SLO 4. Each student will achieve continued, measurable progress toward academic goals.	Students changing majors frequently. Students who change programs are taking longer to complete or may not complete at all.	Action 7 - Students will use and develop the MAP Passport: GPS, a guide that identifies and encourages the use of resources necessary to assist goal completion	3.4.A: Percentage of cohort students who **enroll in an ACA** course in the first 2 terms	Assessment Implementation Team
					3.4.B: Percentage of cohort students enrolled in an ACA course who **score 80% or better on Career Summary assignment**	ACA Implementation Team
					3.4.C: Percentage of cohort students enrolled in an ACA course who **score 80% or better on Career Interview assignment**	ACA Implementation Team
					3.4.D: ACA **Course Success Rate**	Assessment Implementation Team
					3.4.E: Percentage of students who **change majors** after first semester.	Assessment Implementation Team

Goal	Strategic Plan Support	Outcome	Institutional Challenges	Actions	Assessments	Task Owners
					3.4.F: Percentage of associate degree seeking cohort students who successfully complete credit bearing English/Math course within their first two years	Assessment Implementation Team
					3.4.G: **Retention rates**: Percentage of cohort students who are retained: Fall to spring, fall to fall	Assessment Implementation Team
					3.4.H: **Graduation rates**: 100% of normal time, 150% of normal time	Assessment Implementation Team

Appendix L: ACA Career Summary Assignment

Career Summary

Attached Files: Example 1.pdf (390.117 KB)
Example 2.pdf (160.733 KB)

PORTFOLIO ASSIGNMENT

Create a flyer or poster describing a position that you would like to pursue. The flyer or poster should **illustrate the career and work environment** as well as answer the following questions. This project is due as a part of your Career & College Portfolio, but you can get ahead by completing the assignment now.

Questions

1. What is the starting salary?
2. What is the ending salary?
3. What kind of degree do you need (associate, bachelor's, master's, PhD, etc.)?
4. What is the job lookout (slow, average, or above average)?
5. What majors feed this job field?
6. What companies employ this career?
7. Include the URL of the website or book that you use to locate information for your project.

NOTE: THIS ASSIGNMENT WILL BE SUBMITTED IN MODULE 13.

Appendix M: ACA Career Interview Assignment

Pre-Interview Assignment

PORTFOLIO ASSIGNMENT

The purpose of this assignment is to connect you with a person who is currently working in your desired career. This interview assignment can help you learn what it takes to obtain and be successful in the field you wish to enter upon graduation. This assignment will count towards your assignment grade and it will become a component of your College & Career Portfolio

As a part of the Pre-Interview Assignment you must complete the following steps:

Step 1: Select a person that currently holds a position in career you would like to enter upon graduation.

Step 2: Ask the selected interviewee permission to either interview them in person or via the telephone, if permission is granted set-up a time to conduct the interview.

Note: In setting up the interview process, state clearly that the project is to help you understand the position and what it takes to be in the career of your choice. The data collected will be confidential, limited to the purpose of completing coursework. Offer to use pseudonyms for company name, work unit, and the manager. Also offer to share a summary report of your findings.

Step 3:Develop a list of 6-10 questions that you would like to ask your interviewee for prior approval (Please e-mail at least 48 hours before the time of your interview). The questions you develop should center on the interviewee's position and what it takes to succeed in such a role. I encourage you to ask questions concerning the requirements of the position such as skills but also ask questions concerning education requirements and interpersonal skills.

Sources of good interview questions are linked below.

***Step 4*:** Submit your interview questions as well as the name and title of the person you want to interview as a Word Document via this Blackboard link.

NOTE: FOR THIS ASSIGNMENT, PLEASE SUBMIT THE QUESTIONS YOUR INTENDED TO ASK YOUR INTERVIEWEE. THE FULL INTERVIEW WILL NOT BE DUE UNTIL MODULE 7.

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