

FTCC C.A.R.E.S.

The Quality Enhancement Plan

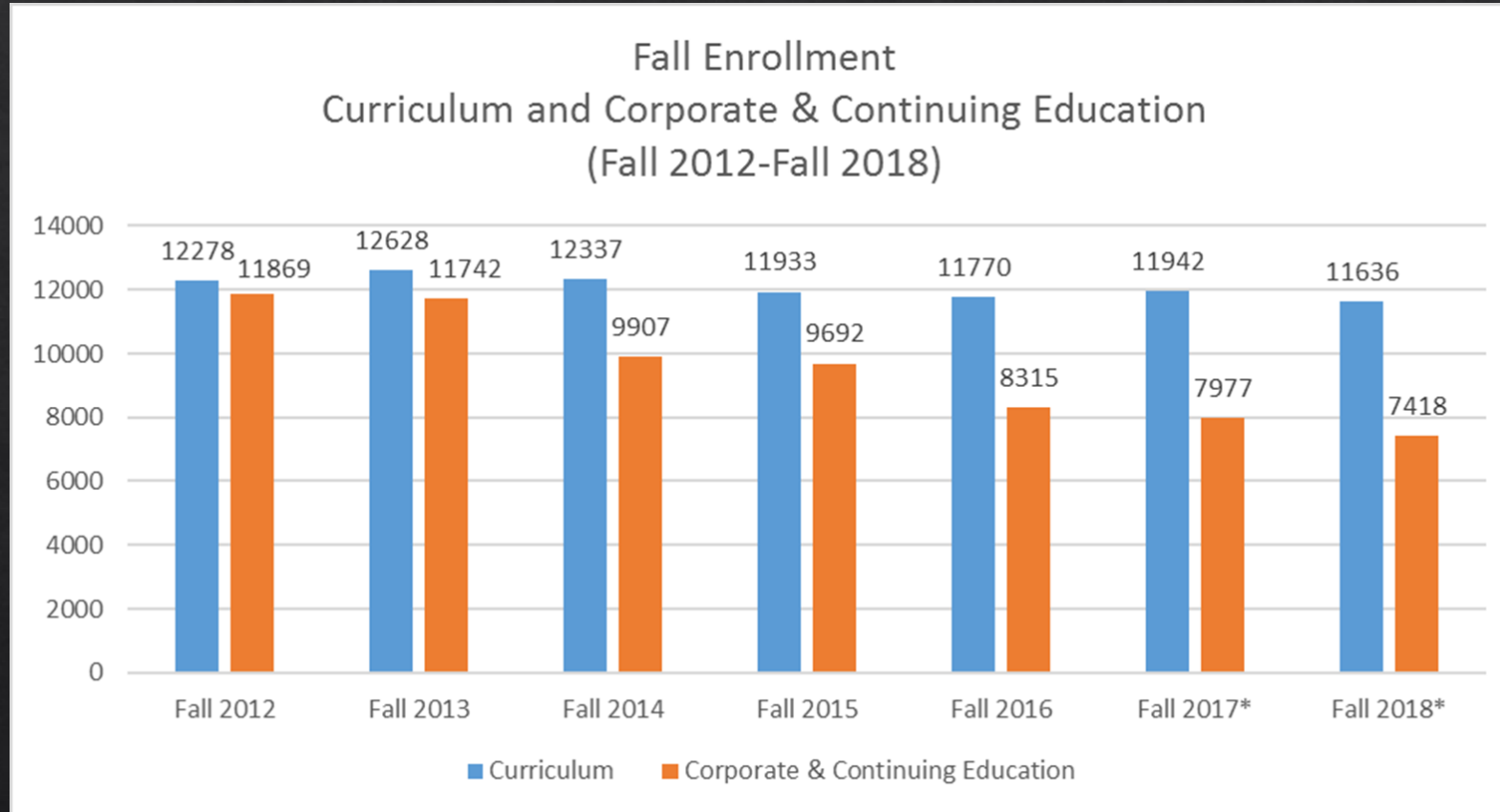
What is the QEP?

- ◆ Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Reaffirmation Process
 - ◆ Self Study – Early 2020
 - ◆ Site Visit – October 5-8, 2020
- ◆ Quality Enhancement Plan (QEP)
 - ◆ Topic identified through “ongoing, comprehensive, and evaluation process”
 - ◆ Broad-based support and involvement of institutional constituencies
 - ◆ Focuses on improving student learning outcomes and/or student successes
 - ◆ Resources committed for implementation and completion
 - ◆ Assessment plan

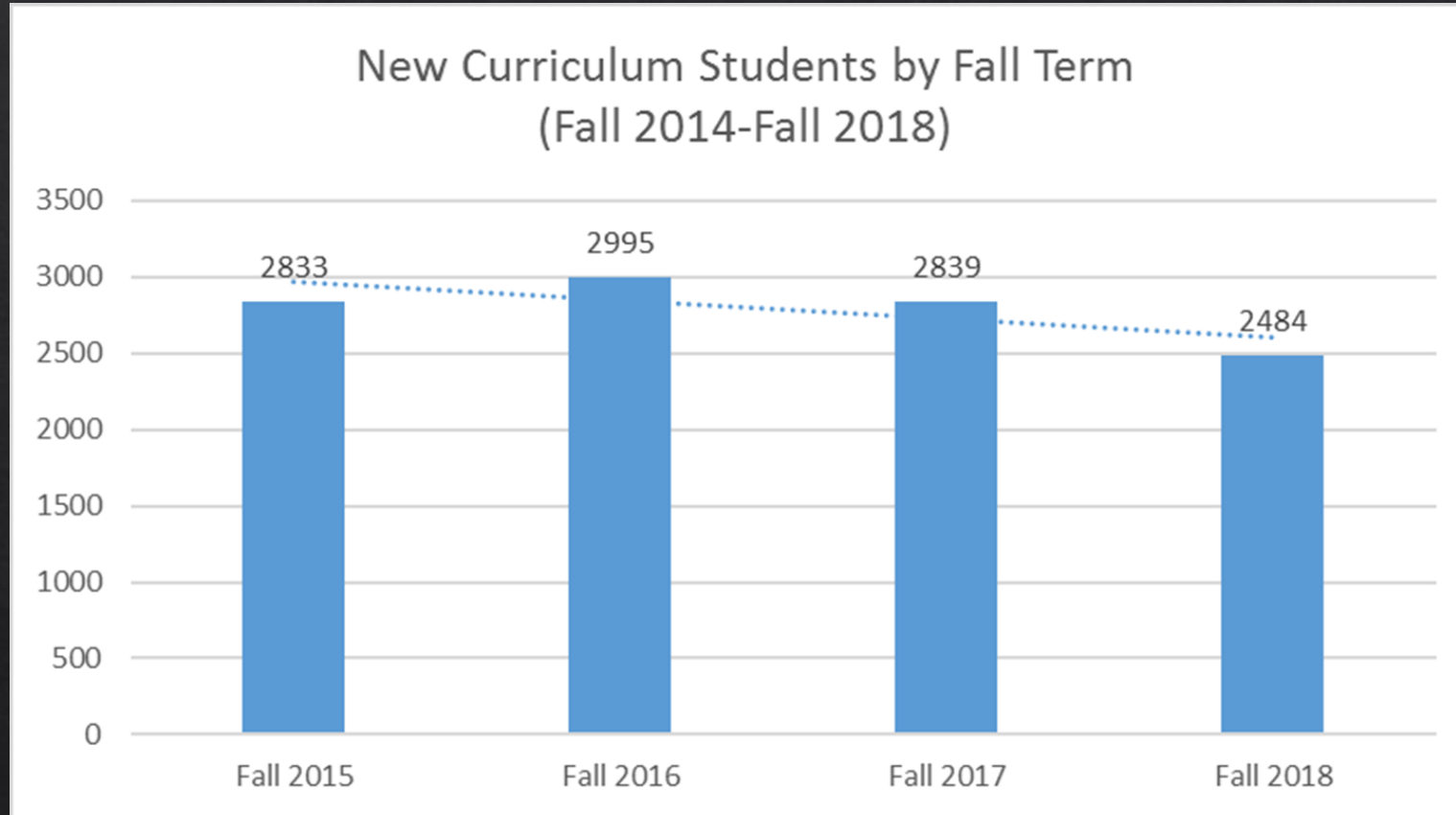
Strategic Plan

- ◆ Institutional Goal 1: Respond to student and community needs through measurable goals
 - ◆ Increase graduation rates to 25% by 2021
 - ◆ Increase headcount enrollment by 3% annually
 - ◆ Increase the number of students transferring to four-year colleges and universities
- ◆ Institutional Goal 2: Maintain a culture of quality customer service
- ◆ Institutional Goal 3: Focus on workforce preparedness supporting economic development initiatives

Enrollment Trends



New Curriculum Students



First Year Progression Rates

College	2016	2015	2014	2013	Average
FTCC	65.1	63.2	50.2	59.5	59.5
Wake	67.7	68.1	67.9	71.6	68.825
CPCC	69.2	71.6	69.8	71.7	70.575
Vance-Granville	66.6	69.3	62.7	70.2	67.2
Guilford	67.2	60.1	63	63.2	63.375
Cape Fear	67.1	71.1	70.2	69.7	69.525
AB-Tech	71.6	70.4	71.8	72.1	71.475

Source: NCCCS Performance Measures for Student Success

O'Banion's Academic Advising Model

1. Exploration of life goals
2. Exploration of vocational goals
3. Program choice
4. Course choice
5. Course scheduling

What increases student success?

- ◆ Student successes increases when:
 - ◆ Expectations are clear and consistent
 - ◆ Colleges provide support for students and students are aware of the support available
 - ◆ Students feel engaged with and valued by the college community
 - ◆ Students can relate to and identify the value in the education they receive (Tinto, 1999)

- ◆ Advising plays a role in at least three of the four

What are students saying?

- ◆ Center for Community College Engagement Surveys
 - ◆ Almost 25% have never met with their advisor
 - ◆ 51% are only somewhat satisfied or not satisfied at all with interaction with advisor
 - ◆ Many only discussed course scheduling with advisor
 - ◆ About 25% discussed balancing outside responsibilities with a realistic course load

FTCC will create a culture of intentional advising
and focused career counseling.



Coaching

Advising

Realizing

Engaging

Succeeding

Goal, Outcomes, & Measures

- ◆ Goal
 - ◆ Redesign the advising process for new students that includes career planning, clear pathways, and appreciative advising practices to promote student success
- ◆ Student Learning Outcomes
 - ◆ Students will identify and select a career pathway based on their life goal.
 - ◆ Students will create an academic plan to support their chosen pathway.
 - ◆ Students will demonstrate measurable progress towards their chosen pathway.
 - ◆ Students will demonstrate satisfactory academic progress towards their chosen pathway.
- ◆ Measures
 - ◆ Fall to Spring persistence
 - ◆ Fall to Fall retention
 - ◆ Program completion/graduation

Initiatives

- ◆ Career counseling prior to selecting major or prior to first term registration
- ◆ Success coach approach to counseling
- ◆ Team approach to advising/interaction between success coaches and advisors
- ◆ Advisor and counselor training
- ◆ Distinction between advising and registration
- ◆ Mode of delivery options for advising (face-to-face, email, phone, Collaborate, group sessions)
- ◆ Assigned advisor in each division for students whose advisor is unavailable

Suggestions

- ◆ Civitas advising software
- ◆ Advising Syllabus
- ◆ Advising Center in TRSC
- ◆ Resource guide for each division
- ◆ Advisor Training
 - ◆ Mandatory
 - ◆ Blackboard
 - ◆ Division specific modules
- ◆ Advising “Ambassadors”

How can we improve advising?

What should be included in the training?