

## **2014 QEP: Keys to Success Central Alabama Community College's Quality Enhancement Plan**

Central Alabama Community College's Quality Enhancement Plan (QEP) *Keys to Success* has been developed to support the College's mission to provide "quality, customer-driven educational opportunities to enhance the lives of those we serve." The college has determined that to positively impact student learning, the focus of the QEP should be on "intentional, inescapable engagement" experiences which research shows "[have] strong association[s] with student learning, persistence, and attainment in college" (CCSSE, 2004). Thus, the QEP seeks to *improve student engagement* through a revised advisement process and through the use of success coaching for a targeted high-risk student population.

The QEP steering committee has evaluated quantitative and qualitative data from campus assessments, conducted research on best practices, and enlisted NACADA consultants to audit the College's existing advising practices. As a result of this research, as well as the input and efforts of faculty, staff, and students, representing the broadest range of College stakeholders, it has been determined that the current advising model does not effectively engage students. Therefore, the committee proposes moving to a developmental advising model with faculty serving as the advisor and mentor which will provide more meaningful engagement for students and will better facilitate student learning, particularly regarding educational planning. In addition, success coaching for a specific high-risk student population has been included to facilitate student engagement and learning. The following descriptions will clarify how the QEP will change the current advising model, resulting in a change in learning environment.

**Prescriptive advising** is "linear communication from the advisor to the advisee and places most of the responsibility not on the student, but the advisor" (Crookston, 1972). **Developmental academic advising** "assists students in the clarification of their life and career goals and in the development of educational plans for the realization of these goals. It is a decision-making process by which students realize their maximum educational potential through communication and information exchanges with an advisor" (ACT 1984). Elements of developmental academic advising include exploration of life goals, exploration of vocational goals, program choice, course choice, and scheduling courses" (O'Banion 1972).

The goals of the *Keys to Success* plan are 1) to enhance student engagement, 2) to improve student learning by providing quality advising, resulting in students creating clear educational plans 3), and to enhance student engagement and learning via coaching by connecting students' daily activities to their personal goals.

Based on these goals, the QEP Steering Committee has developed appropriate and measurable operational and student learning outcomes. Implementation actions, organizational structure, resources, and a timeline needed to complete the plan have been developed to achieve these outcomes. In addition, a variety of assessment methods, including direct and indirect methods, will be used to measure success of the individual components of the QEP.

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