

## **Chattahoochee Technical College Quality Enhancement Plan (QEP) eMAP: educational Master Advising Plan**

**Executive Summary:** Chattahoochee Technical College's (CTC) Quality Enhancement Plan (QEP), eMAP: educational Master Advising Plan, addresses academic advising at the College. Academic advising is of critical importance to student success at an access institution such as Chattahoochee Technical College. Furthermore, the need to address academic advising was identified by each stakeholder group as critical to student success. The process to identify and develop the College's QEP began in the Fall of 2011, when a presentation on the importance and purpose of the QEP was delivered at a College-wide assembly of the faculty and staff. Dialogue, surveys, and other feedback from college stakeholders resulted in the choice of academic advising as the topic that would affect the greatest change in CTC student success.

In the development of eMAP, it was crucial to consider the mission of the college, a portion of which states that "Chattahoochee Technical College, a unit of the Technical College System of Georgia, is a point of access ... in an environment supportive of learning, teaching, retention, and graduation."

Consistent with the mission of CTC, eMAP's mission was established:

*The educational Master Advising Plan (eMAP) will empower students to take charge of their educational careers by sharing responsibility with their academic advisors for developing educational plans that are compatible with career aspirations. The plan creates an environment supportive of learning, teaching, retention, and graduation consistent with Chattahoochee Technical College's educational experience.*

The Council for the Advancement of Standards in Higher Education suggests that through Academic Advising Programs, students will craft a coherent educational plan based on assessment of abilities, aspirations, interests, and values and will assume responsibility for meeting academic program requirements. Based on this foundation, and with the eMAP mission as a guide, CTC seeks to enhance student learning and improve the learning environment at the college by:

- Improving the advising skills and knowledge of the faculty advisors as well as the academic planning skills of students.
- Improving the advising systems at CTC in a manner that shifts the responsibility of initiating the advising relationship from the student to the advisor (i.e. more intrusive) while encouraging students to be more responsible for their educational plan, resulting in a more balanced, proactive advising system.
- Strengthening the relationship between the advisor and the student.

Continued refinement of the plan by the QEP Development Committee provided direction in terms of the target population of Business and Technical program students, student learning outcomes, process development outcomes, advisement process parameters, advisor training, advisor recognition and reward, and assessment of all outcomes and plan goals through direct and indirect means.

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