



G.P.S. – Goals/Priorities/Success - Developing a Goal Based Advising Plan

The development of the Quality Enhancement Plan at Henderson Community College involved a campus-wide dialogue about changing the college's culture of advising. In a fall 2009 employee survey, the top area of need for change at HCC (as noted by both staff and faculty groups) was to “*Enhance a student’s understanding of academic requirements, student learning outcomes, and the development of a personal education plan/career blueprint.*” The second most often chosen issue was to “*Improve advising processes and the quality of the advisor/advisee interaction.*” The same area was identified by surveys from HCC students, Henderson County High School employees, and various community groups.

The QEP began with the overall level of dissatisfaction with the current advising model and broad suggestions for improvement. The plan has emerged as a focused, widely-supported, well-researched, and carefully designed course of action to revitalize the academic advising our students receive by empowering students to take an active role in planning both their academic path and life goals, ultimately taking control of their own success. HCC faculty, staff, administration, and students agree this QEP can and should result in significant, even transforming, improvements in the quality of student advising and learning. The College believes with a change in the advising culture and processes at HCC students will be able to develop a meaningful educational plan, set academic and career goals, and achieve them with increased persistence and success rates.

The QEP includes three main goals to transform the culture of advising: 1) create new advising training, processes, and procedures to foster student academic success; 2) help students and staff discover and connect with HCC campus resources; 3) foster a sense of individual responsibility in all HCC students.

Our plan to improve the culture of advising includes several interconnected elements: the use of advising syllabi, building of a goal-based academic agreement (GBAA), the development of advisor training modules, and the creation of a Start Center and a First-Year Experience course. The QEP will be assessed formally and informally on many levels, including advisor competence, student satisfaction with advising, student satisfaction with the new Start Center and First-Year Experience course, and student preparedness to build and follow a GBAA.

A variety of assessments have been established for the three main goals for the QEP. Direct assessment of the QEP will occur through pre- and post-tests of student knowledge and use of the GBAA, the number of students who have completed the GBAA, and results from CCSSE, student learning outcome scoring rubrics, and other assessment tools. Indirect assessment of student success will be exhibited through increased year-to-year student retention and improved graduation rates as well as decreased number of students who change their program of study.

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