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QEP Title: Professional Advising Individual Responsibility

School Name: Southeast Kentucky Community & Technical College

Executive Summary: *Professional Advising: Individual Responsibility (PAIR)*, an initiative focused on advising, is the title of Southeast Kentucky Community and Technical College's (SKCTC) Quality Enhancement Plan (QEP). The plan will be implemented to improve student academic success through a shared advising process between student and advisor. Advising sessions will be used not only to develop a clear path toward a credential but also to teach students that they must take ownership of their academic success.

The results from multiple surveys among students, faculty, and staff showed dissatisfaction with academic advising and revealed systematic breakdowns. Students believe that SKCTC advisors do not provide proper advising information or show a lack of interest toward advisees. SKCTC faculty and staff, on the other hand, believe students do not want to take ownership of their academic plans, depending on the advisor to "make out a schedule." Symptoms include an excessive number of credit hours completed toward a degree, significant numbers of students requiring Satisfactory Academic Progress (SAP) appeals for financial-aid eligibility, and advisor shopping. The QEP resulted from the input and efforts of faculty, staff, and students representing the broadest range of SKCTC stakeholders. Data from multiple campus assessments and outputs and best practices from the literature and other SACSCOC institutions serve as a foundation for the development of the plan.

The QEP has five student outcomes. 1) Students will develop a clear idea of who their advisor is, the role of their advisor in their academic progress, and how to manage the student-advisor relationship. 2) Students will develop meaningful and effective engagement with their academic advisors throughout the creation and execution of their academic plan. 3) Students will develop an ability to self-manage graduation or transfer requirements. 4) Students will develop a detailed and practical credential-earning plan beginning with the first semester of study. 5) Students will develop the ability to access academic and student support services to complete their degree plan. There is also one Institutional Goal: SKCTC will develop an effective advising model, including equipping advisors with the knowledge base and skills necessary for them to empower students to work actively with them to achieve academic goals.

The plan to improve the culture of advising includes several elements: using an advising syllabus, developing holistic advisor training, implementing an Individual Graduation Plan (IGP), and creating student service centers on each campus. Twenty-seven (27) assessment measures will focus on the engagement of the student and advisor, numbers of students using the IGP and the advising syllabus, credit hours completed, graduation rates, and use of additional resources for academic and career planning. The institution will be using data sources such as surveys, retention rates, attendance logs, graduation lists, and the Community College Survey of Student Engagement (CCSSE), among others, to measure success.

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