Virginia Highlands Community College

SACS Reaffirmation of Accreditation
Quality Enhancement Plan

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VHCC Quality Enhancement Plan
SOAR with the QEP:
Strengthening Orientation, Advising & Retention

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SOAR with the QEP: Strengthening Orientation, Advising & Retention:

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Executive Summary

Core Requirement 2.12
The institution has developed an acceptable Quality Enhancement Plan (QEP) that (1) includes a broad-based institutional process identifying key issues emerging from institutional assessment, (2) focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution, (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement.

(Virginia Highlands Community College (VHCC) has developed a Quality Enhancement Plan that focuses on improving student success by revising the advising process. The plan is called SOAR: Strengthening Orientation, Advising & Retention, which reflects the key areas of emphasis. VHCC’s plan emerged from a broad-based institutional assessment of the students’ first-year experience. The plan focuses on supporting student learning, which is consistent with the mission of the College. It demonstrates institutional capability for initiation, implementation, and completion of the plan. Broad-based involvement of various constituencies has been a key strength of the development of the QEP. Goals have been identified and a plan for assessing their achievement is in place.

VHCC selected this topic as a result of an intense self-study process. In February 2005, the College was selected as one of ten founding institutions for the pilot Foundations of Excellence project for two-year colleges. During the 2005-2006 academic year, VHCC completed a comprehensive review of its current practices including extensive surveying of faculty, staff, and students. Thirty-eight faculty, staff, and students participated in the Foundations of Excellence task force. The process was externally guided by the Policy Center on the First Year of College. The resulting reports analyzed our current practices in nine dimensional areas (Philosophy, Organization, Learning, Campus Culture, Transitions, All Students, Diversity, Roles & Purposes, and Improvement) and developed an action plan for improvement.
The Philosophy Dimension explores whether the institution has a written philosophy describing how it supports the first year experience. Although the survey results indicated that most faculty and students felt that VHCC had a philosophy for supporting first year students, it had never been put in writing. VHCC has since developed, approved, and disseminated the following philosophy statement:

Virginia Highlands Community College believes every student, especially first-year students, can succeed in a welcoming, engaging, and supportive environment. By always putting students first, we cultivate valuable learning opportunities in and out of the classroom. Our dedication to students and commitment to excellence ensure every student is poised for future success.

This philosophy statement forms the basis for our QEP and is consistent with the following item from the VHCC Mission Statement:

- Providing comprehensive support services that enhance learning opportunities and enable all students to achieve their educational, personal, and career goals.

While the Foundations of Excellence Task Force completed its work, the QEP Team Leader reviewed the literature on the effect of advising and orientation on student learning. Best practices at other institutions were researched as well. Results of previous student satisfaction surveys including the Community College Survey of Student Engagement (CCSSE), which was administered in Spring 2005 and the Foundations of Excellence surveys, which were administered in Fall 2005 were analyzed.

The QEP Team Leader read all nine dimension reports and compiled the action items into a categorized list. This list was reviewed by the Steering Committee of the Foundations of Excellence Task Force. The QEP Team Leader asked the committee to recommend three or four areas as the basis for the QEP. The committee members recommended that VHCC focus on the developmental model of advising and specifically look at 1) Orientation, 2) Advising, 3) Communication, and 4) Early Intervention.

A QEP Team was recruited in the Fall 2006. It had representation from teaching faculty, counselors, staff, administrators, students, and a Career Coach. A Career Coach is a VHCC employee who serves as a liaison between the local high schools and the college. The coach advises high school students on academic and career choices, financial aid availability, college application procedures, and placement testing.

The twenty-three QEP team members were divided into four groups and were charged with the task of developing objectives, strategies, outcomes, a timeline, means of assessment, persons responsible, and estimated budget for their assigned area.
The goals for each area are:

- Provide students with an orientation program that will develop their lifelong learning skills and enhance their college experience.
- Move from a prescriptive advising model to a comprehensive, developmental model.
- Improve both printed and online communication to enhance the advising process.
- Develop early intervention strategies that identify at-risk students and ensure they receive the appropriate services.

Draft plans from the four groups were submitted by the end of the Fall semester. A new team was formed in the Spring 2007 term to refine the plan. Twenty more faculty, staff, and students were recruited to provide broad-based involvement. Some members served on both the fall and the spring teams to provide continuity. The QEP Team Leader organized both groups and provided leadership.

The Spring QEP Team was charged with developing an advising mission statement, determining the feasibility of the draft strategies, refining the timeline, assessment, and budget items, and determining the overall organizational structure for the implementation of the plan. The team also helped narrow the selection of logo designs for SOAR so that an online survey of faculty, staff, and students could determine the final logo.

The resulting plan represents a unique blend of human interaction and technological assistance. Faculty development to train the faculty to be better advisors and to understand how to apply the developmental model of advising is crucial to the success of the plan. An emphasis on transition sessions and New Student Seminars will result in more effective communication with the Student Success Center’s counseling professionals. Increased faculty/student interaction through semester-long orientation classes is another strength of the plan. The use of technology is a key element of the plan, as well. Strategies are included in the plan to improve the VHCC website, to develop an online preview of the College, to adopt tools for virtual advising, to use early alert software so steps can be taken to help the student, and to find better ways to communicate with advisees.

A detailed budget and timeline for implementing the SOAR strategies between Fall 2007 and Spring 2012 was formulated and approved by the President in consultation with the President’s Advisory Council (PAC). A QEP Director was selected to administer and oversee the implementation of the plan. The QEP Director will be supported by the SOAR Implementation Team, which includes representation from students, faculty, student development, institutional effectiveness, and the SACS Leadership Team.
An Advising Mission Statement has been developed and approved by the faculty. In addition, Student Learning Outcomes for both Advising and Orientation have been established. A comprehensive assessment plan is detailed within this report. It includes multiple means of assessment—both direct and indirect measures of student learning. Pre-tests/post-tests, embedded assignments evaluated by a rubric, and Core Competency assessments (on communication, critical thinking, information literacy, personal development) are some of the direct measures. Indirect measures include various nationally standardized surveys as well as in-house surveys, focus groups, and institutional measures like retention and graduation rates. Furthermore, the QEP assessment process will be integrated with the College’s strategic planning process and with the outcomes assessment program maintained in WEAVEonline, which VHCC has adopted as its assessment management system.

This document provides details of VHCC’s five-year SOAR plan for Strengthening Orientation, Advising & Retention. The following chapters will demonstrate that this QEP has met the five criteria of Core Requirement 2.12. The College looks forward to implementing these important initiatives and making continuous improvements to SOAR so that it can have a positive impact on student learning.
Institutional Profile

Demographics
Virginia Highlands Community College (VHCC) is located on a hilltop in Abingdon, Virginia with a view of Mt. Rogers, the highest point in Virginia (Wilson, 2006, p. 1). It serves Washington County, the western portion of Smyth County, and the City of Bristol, Virginia.

Enrollment in 2005-2006 was 3,364 headcount with a full-time equivalent (FTE) of 1,513 (Table 1.12, VHCC Fact Book). VHCC employed 122 full-time and 204 part-time faculty and staff to serve these students.

Virginia Highlands Community College is one of 23 community colleges in the Virginia Community College System. Total system enrollment for 2005-2006 was 233,465 headcount with an FTES of 93,201. Although VHCC has more than three times the FTES of the smallest school within the system, it stills ranks as a relatively small school. Only four others have a lower FTES.

VHCC’s service region has a population of 101,276. High school graduates comprise 71% compared to 82% for the state of Virginia. College graduates account for 15% compared to the state average of 30% (Table 1.1, Fact Book). Of those service region residents that attend an in-state school, 54% chose VHCC (Table 1.6, Fact Book). The demographics of the region lack diversity, with only 4% of the population classified as non-white (Table 1.3, Fact Book).

In the Fall of 2006, 2,431 students were enrolled, with 42% full-time and 58% part-time. Females slightly outnumber males (57% female; 43% male). Although many students enter VHCC directly from high school, VHCC has a slight majority of students who are over 24 years old (52%). Only 3% of the study body are classified as minorities. (Information from Admissions Office)

VHCC offers degrees and certificates in both transfer and occupational/technical areas. In Fall 2005, 28% of the students were classified as transfer students while 42% were enrolled in occupational/technical programs that are intended to prepare students to enter the workforce after completion of the degree. The remaining 30% were unclassified (Table 1.67, Fact Book).

Some students come to VHCC underprepared for college-level courses. In Fall 2005, 16% of the students were taking either developmental English or developmental math courses with 3% of them requiring both English and math remediation (Table 1.69, Fact Book).
Strategic Planning

In 2003, the Virginia Community College System (VCCS) adopted seven strategic goals entitled Dateline 2009. These goals were developed by the State Board of Community Colleges, the VCCS Chancellor, and the presidents of the twenty-three community colleges. VHCC has since aligned its strategic plan with these seven goals. The following two system goals have a direct impact on VHCC’s Quality Enhancement Plan:

- Serve at least 16,000 new students.
- Rank in the top 10 percent of the nation’s community college systems in rates of student graduation, retention, and job placement.

VHCC’s QEP will strive to increase enrollment, retention rates, and graduation rates by implementing the SOAR (Strengthening Orientation, Advising & Retention) program. The focus of assessment will be on retention and graduation rates since these are more directly influenced by the SOAR initiative.

The VCCS has made steady progress towards its goal of 16,000 new students. From 2003 to 2007, headcount increased by 11,406 students (a 5% increase). During the same period, VHCC gained 97 students for a 3% increase (VCCS IR site - system.vccs.edu/vccsasr/Research). The SOAR initiative will attempt to improve enrollment statistics by improving retention and the reputation of the College, thus enticing more students to enroll.

VHCC’s graduation rate in 2006 (for Fall 2003 cohort) was 20% compared to the VCCS rate of 16% (Graduation Rates on VCCS IR site). The 90th percentile target for the VCCS is between 30-35%, so there is still work to be done to meet this goal (Dateline 2009 Halftime Progress Report).

Retention of full time students from Fall 2005 to Fall 2006 was 58%, which is close to the VCCS average of 59%. The top ten percent of fall-to-fall retention rates for community colleges across the nation are much higher: 67% for full-time students and 51% for part-time (Dateline 2009 Halftime Progress Report).

The College’s strategic planning objectives have been merged with these Dateline 2009 goals. During the development of the QEP, the SOAR objectives for the first year of the QEP became specific items under the retention section of the VHCC Plan for 2007-2008. VHCC will begin development of a new strategic plan in July 2009. The QEP goals will continue to be tightly integrated with this plan.
VHCC’s Strategic Plan is influenced not only by the system level goals of Dateline 2009, but also by the College’s mission statement, which guides the entire process (see Appendix G). Of the seven items that fulfill the College’s mission, the following three speak directly to the intent of the SOAR project:

- Utilizing a variety of instructional methods and resources to accommodate the diverse backgrounds, interests, and ability levels of students.
- Providing comprehensive support services that enhance learning opportunities and enable all students to achieve their educational, personal, and career goals.
- Offering a comfortable, safe and welcoming environment for students and community members to explore the talents, programs and facilities available on campus.

**The VHCC Philosophy**

Virginia Highlands Community College has adopted the slogans of “Dedicated to Students/ Committee to Excellence” and “Students Come First”. Recently, VHCC developed, approved, and disseminated the following philosophy statement:

Virginia Highlands Community College believes every student, especially first-year students, can succeed in a welcoming, engaging, and supportive environment. By always putting students first, we cultivate valuable learning opportunities in and out of the classroom. Our dedication to students and commitment to excellence ensure every student is poised for future success.

**A Brief History of Virginia Highlands Community College: 1967-2006** traces the early beginnings of the college up to the present awarding of its 10,000th credential. VHCC’s commitment to student success is summarized as follows:

The College will continue to make students a priority. The school will adapt to changing needs, change what can be made better, revise ways of thinking and doing to make sure that students are provided with the best and most affordable educations possible, and use innovative technology to give those same students those learning experiences that they can take with them into the future, be that business, industry or further education.

Sitting high on the hill is not just a physical position for VHCC. The school continues to aim high in all of its plans for the future. These plans include high hopes for its graduates, high expectations of its faculty, staff and administration, and – most of all – a high sense of the responsibility it owes now and in the future to the region that it serves. (Wilson, 2006, p. 24)
Review of the Literature

Many VHCC faculty, including student development personnel, have for years expressed the belief that improved advising and increased faculty/student contact is crucial to student success and, thus, student learning. This belief is supported in the literature as demonstrated in this section.

Early Research Studies

Pascarella and Terenzini’s cite numerous examples of the effect of improved advising programs in their book *How College Affects Students*, which summarized twenty years of research. One study found that institutions that had comprehensive orientation and advising programs had nine percent higher graduation rates than those institutions in the study that did not have comprehensive programs (Pascarella & Terenzini, 1991, p. 385). Pascarella and Terenzini also found some evidence that “high-quality advising has a positive but indirect impact on persistence through its positive effect on grades and satisfaction with college and its negative influence on intent to withdraw” (p. 420).

VHCC’s goals for improving advising ultimately reinforce the Dateline 2009 retention goal for the Virginia Community College System (VCCS). Although retention and persistence are not measures of student learning, there is a connection. Tinto (1999) explains the relationship as follows:

> Simply put, students who learn and find value in their learning are students who stay. Lest we forget the point of retention is not that students stay, but that they learn and graduate having acquired the knowledge and skills needed for participation in society. (p. 3)

*Student Development in the First College Year: A Primer for College Educators* explores various models of student retention, including Tinto’s theory as applied in a commuter institution like a community college. It was concluded that “efforts must be institution-wide and tailored to address the unique needs of the students a campus serves.” (Skipper, p. 73) VHCC’s QEP has attempted to follow this guideline.

More Recent Research

Many examples of the connection between improved advising and student success and satisfaction can be found in the literature. According to *A Family Guide to Student Advising*, “frequency of student-advisor contact is a proven factor in student success” (Smith & Gordon, 2003, p. 7). Keup and Kinzie point out that the National Survey of Student Engagement shows that “the quality of academic advising is the most powerful predictor of satisfaction with the college environment” (Keup & Kinzie, 2007, p. 19).
A significant research study of the first year of college is detailed in *Achieving and Sustaining Institutional Excellence for the First Year of College* (Barefoot & Gardner, 2005). Thirteen colleges and universities were selected for the study based on their exemplary approaches to improving the first year experience. These institutions represent a wide variety of sizes, locations, and types of student bodies. Although only two of the schools were community colleges, there were still many ideas and approaches that could be applied to VHCC.

One of the study’s findings was that “excellence flourishes in a culture that encourages idea generation, pilot projects, and experimentation” (p. 383). This statement inspired the SACS Leadership Team to showcase creative initiatives and pilot projects that already were taking place on the VHCC campus. This led to a *Showcase for Change* activity at the October 2006 in-service that presented ten recent/on-going campus projects to the faculty and staff. The projects were grouped under the headings: technology, assessment, student engagement, marketing, and first-year experience improvements. The presentations were short but effective. They served to highlight the fact that VHCC is an institution that encourages and supports experimentation and change.

The Lumina Foundation for Education published *Paths to Persistence: An Analysis of Research on Program Effectiveness at Community Colleges*, which describes current research on student engagement. One of the recommendations is that community colleges attempt to improve their research practices since there is not as much true academic research occurring at two-year colleges as at four-year institutions (Bailey & Alfonso, January 2005, p. 2). Thorough assessment practices and increased use of Institutional Research data are important steps towards this effort.

Bailey and Alfonso found that “the one place where the engagement model may be most relevant at the community college is in the classroom:” (January 2005, p. 14). They suggest that increasing student and faculty interaction within the classroom setting could be an effective strategy. VHCC’s QEP has attempted to do this through semester-long orientation courses taught by faculty advisors.

**Best Practices**

The QEP Teams studied many different institutions to uncover best practices at other colleges that might be applied to VHCC. In addition to the case studies mentioned earlier, a companion book called *Challenging & Supporting the First-Year Student: A Handbook for Improving the First Year of College* provided information about best
practices (Upcraft, Gardner, & Barefoot, 2005). Once the QEP Team had narrowed the focus, Chapter 19: Academic Advising and Chapter 23: Designing Orientation Programs were particularly helpful.

Another helpful resource for best practices is “The Teaching-Advising Connection” available in the online *The Mentor: An Academic Advising Journal* (Appleby, 2001). In the series of five articles, Appleby contends that teaching and advising require some of the same skill set. He gives several practical suggestions for developing these skills and putting them into practice. The Fall QEP Team was supplied the link to these articles for background information on successful developmental advising strategies.

**Other Resources**

Many other informal resources were used by the QEP Teams to gather information about best practices. The Orientation Group made several calls to other community colleges, both neighboring ones and those in other states, to inquire about their practices. The Advising Group leader posted a question to a student development listserv and got several responses describing advising initiatives at other community colleges. Several team members participated in webcasts about an e-portfolio tool called Epsilen and a student self-assessment tool called MAP-Works.

The National Academic Advising Association (NACADA) website ([www.nacada.ksu.edu](http://www.nacada.ksu.edu)) proved a valuable resource for research of best practices. In addition, two speakers visited campus to give their own perspective on student engagement. Dr. Randy L. Swing, Co-director of the Policy Center on the First Year of College, visited campus in November 2005 as part of the Foundations of Excellence Project. Dr. Joni Petschauer, Director of Freshman Learning Communities at Appalachian State University, presented a workshop entitled “Strategies for Student Success” in August 2006. Both speakers provided their expertise to the entire faculty and staff and met with smaller groups during their visit.
Broad Based Involvement

QEP Teams

VHCC’s QEP is the result of the hard work and cooperation of many different constituents. There were three formal teams that led to the development of the SOAR plan, supported by a multitude of behind-the-scenes work and other contributions. Student involvement was seen as critical to the success of the plan so students were recruited and willingly served. Some of these students also held leadership roles in the Student Government Association, and their participation proved invaluable.

In 2005-2006, a self-study process was completed by the Foundations of Excellence Task Force. Alma Rowland, Dean of Business, Humanities, and Social Sciences, led the Task Force through a study of the first-year experience for a VHCC student. The names and titles for the thirty-eight members of this group are listed in Appendix A. Debbie Rasnick, Professor of Information Systems Technology, served on the Task Force to prepare her for her role as QEP Team Leader.

In the Fall of 2006, the Foundations of Excellence Task Force Steering Committee met with Ms. Rasnick to determine the focus of the QEP. Four areas emerged and thus four QEP groups were formed: orientation, advising, communication, and early intervention. Many members of the steering committee volunteered to serve on these QEP groups to draft the plan. Other members were recruited, and the teams met, drafted their goals, objectives, and strategies, and suggested budget and assessment items. These drafts were completed by the end of the Fall term. The composition of these groups that comprised the Fall QEP team is also listed in Appendix A.

In an effort to involve a greater number of constituents, a new Spring QEP Team was formed in Spring 2007. Several Fall QEP Team members volunteered to continue their work. This provided continuity, while the new members provided a fresh view of the plan. The Spring Team met several times, including an all day work session during February in-service. This team looked at the whole plan instead of just one of the four sections. They discussed feasibility and budget concerns and refined some of the strategies. In the afternoon, they broke up into four workgroups to consider specific aspects of the plan: advising mission statement, timeline, assessment plan, and organization structure. The participants on the Spring QEP team, broken down by workgroup, are listed in Appendix A.

Other Constituents

In addition to the various team members, other constituents were informed of the progress and given the opportunity for comments and input. Surveys were administered after several college-wide activities to provide a mechanism for feedback and comments.
Faculty and Staff were introduced to the SACS process including the development of the QEP in February 2006. In August 2006, pre-service activities included two guest speakers. Dr. Jack Allen, SACS COC Vice President, spoke about the evolution of the reaffirmation process and provided the faculty and staff with insight into how the new process works. In the afternoon, Dr. Joni Petschauer, Director of Freshman Learning Communities at Appalachian State University, presented a workshop entitled “Strategies for Student Success”. After her session, an online survey was administered to solicit ideas for focusing the QEP.

Faculty, staff, and a few students participated in an October in-service that showcased several on-going initiatives that might impact the QEP. For example, the results of a pilot orientation course and student focus group feedback were discussed. The Fall QEP Team also met during this in-service, while other faculty participated in an Advising Roundtable led by previous Faculty Senate President Julie Little. An evaluation form was distributed to participants and forwarded to the QEP Team Leader. Another online survey was administered to collect feedback about all the in-service activities.

In April 2007, after the teams had developed and refined the QEP, the SOAR plan was unveiled to all faculty and staff. Students that had participated in the development of the plan were also invited. VHCC’s President Wilkin spoke about the importance of the plan. Vice President Clear reminded everyone of the Foundations of Excellence process that helped support the development of our QEP. QEP Team Leader Rasnick presented a basic overview of the elements of the plan and the impact it would have on various constituents. (PowerPoint slides in Appendix B)

Throughout the year, the QEP Team Leader also updated various campus groups about the development of the QEP. She spoke briefly to students at the Fall 2006 Orientation program. She also gave an introduction to the QEP process at a meeting for adjunct faculty in August and at a joint meeting of all citizens’ advisory committees in September. The members of the citizens’ advisory committees were asked to participate in an environmental scanning activity. The compiled results of this activity helped validate the importance of the selected focus on advising and communication.

The College Board was apprised of the College’s progress towards SACS reaffirmation through more formal presentations and board discussions. The former SACS Liaison gave an overview of SACS in March 2006. The QEP Team Leader updated the College Board at the November meeting about work that had been completed to that point. She led a board discussion at the March 2007 meeting and introduced the new SOAR logo to the Board.
The QEP Team Leader also updated the Foundation Board, the President’s Advisory Council, and the Vice President’s staff about the status of the QEP. Informal meetings with the Student Success Center staff, the Admissions staff, the webmaster, the database administrator, and the accountant allowed these individuals to provide input on feasibility of certain ideas and resulted in some minor modifications to the plan.

Throughout the whole process, the SACS Leadership Team has met at least twice a month and reviewed the progress of the plan. Debbie Rasnick, QEP Team Leader, has served on the team as the faculty representative from the beginning. Dr. Mimi Hull, former SACS Liaison, established and chaired the team until June 2006 when she moved out of the area and took another job. The QEP Team Leader was asked to chair the SACS Leadership Team after that point. The present team consists of:

- Ms. Debbie Rasnick, Professor of Information Systems Technology, QEP Team Leader, and chair of the SACS Leadership Team
- Dr. David Wilkin, President
- Dr. Debbi Clear, Vice President of Instruction and Student Services
- Dr. Paul Conco, Vice President of Financial and Administrative Services
- Ms. Melinda Leland, Dean of Center for Business and Industry
- Ms. Jennifer Addison, Administrative Officer of Institutional Effectiveness and SACS Liaison
- Ms. Nikelle King, Webmaster/Media Specialist
- Ms. Virginia Pippin, Institutional Advancement Assistant and secretary for the SACS Leadership Team

Selecting the SOAR Logo

A critical stage in achieving broad based involvement occurred during the selection of the theme and logo for the project. As the draft of the plan was being developed in the fall, three VP staff members (that are informally called the “creative team”) brainstormed several ideas for an acronym or title for the project. Their ideas were discussed at a Marketing Team meeting, where it was decided that Strengthening Orientation, Advising, and Retention (SOAR) would encompass the components of the plan and create an identity for the program.

The next task was to select a logo that would represent the essence of the program. Nikelle King, Webmaster/Media Specialist, designed several different logos and four of them were presented to the Spring QEP Team. Jackie Craft, Director of Project Excel, volunteered to show the logos to various informal groups of student to gauge their reaction. The results were very positive with some students commenting it made them think about the heights they could reach with their education. That was exactly the message we were hoping for!
This informal survey was then followed by a web survey that allowed all faculty, staff, and students to vote on their favorite design. The email announcing this survey gave a brief description of the purpose as follows:

VHCC is trying to select a logo for our SOAR (Strengthening Orientation, Advising, and Retention) project. This project emerged from the Foundations of Excellence study of our students’ first-year experience that we conducted last year. We are using the results of this study as the focus of our Quality Enhancement Plan (QEP) that we are preparing for our SACS reaffirmation of accreditation. A QEP is a five-year plan that enhances student learning. Ours focuses on improving our orientation and advising processes in order to enhance learning opportunities and enable students to achieve their educational, personal, and career goals.

The winning logo, which was announced on March 6th, depicts an eagle flying above mountains with the SOAR letters prominently displayed. Participation in the survey was excellent, with 248 votes and many insightful comments including:

My first impression is that the logo is about goal-setting and achieving success.

I like the eagle and the mountains and the layout with the dark letters. Retention is such a vital part of helping students realize their dream and receive their degree.
**Marketing**

Communicating the purpose and progress of the plan during both development and implementation is essential. Monthly newsletter articles about the QEP have been a standard feature in the VHCC newsletter since August 2006. These articles document and inform constituents about the progress of QEP development. A compilation of the QEP articles is included in [Appendix C](#).

Plans for promoting the implementation of the QEP this fall are under way. Items with the SOAR logo including t-shirts, Frisbees, and dry erase boards have been purchased to give away at certain fall events. The t-shirts include the web address of the new SOAR webpage ([www.vhcc.edu/soar](http://www.vhcc.edu/soar)), which will be used to inform students and other constituents about the on-going activities of the SOAR program. A bulletin board in a prominent location also is being designed. In addition, a short description of SOAR along with the logo is included in many campus publications, such as the Fall Schedule of Classes and the Student Handbook. New students will hear a brief description of SOAR during orientation and faculty also will give a brief talk in their classes about it at the beginning of the term. The QEP Team Leader supplied a list of talking points to facilitate this discussion (see [Appendix D](#)). All faculty, staff, and students will receive email updates about the QEP as we count down to the on-site visit.
Process to Identify Key Issues

Although the VHCC Faculty and Staff were formally introduced to the QEP development process during August 2005 and February 2006 in-services, the process that led the College to identify key issues for the QEP began much earlier than that. Surveys, strategic planning retreats, and SACS meetings were the initial steps that led VHCC to identify its QEP topic.

Early Initiatives

In the fall of 1999, the Noel-Levitz Student Satisfaction Inventory and companion Institutional Priorities Survey was administered. An Executive Summary Workshop to present the results was held on February 17, 2000, including a morning summary session for the entire college and an afternoon planning workshop for the Title III Team, President’s Advisory Council, and invited guests. The Noel-Levitz studies are designed to analyze student and employee satisfaction across a wide range of college experiences, including areas such as academic advising and counseling, campus climate, safety and security, and service excellence. Seven hundred twenty-nine students participated in the survey, as well as 174 employees and 10 college and foundation board members.

The results of the 1999 Student Satisfaction Inventory (SSI) revealed that the largest gap between importance and satisfaction occurred in the Academic Advising/Counseling area. On the other end of the spectrum, the smallest gap was on the Student Centeredness category. The SSI breaks the ratings down by three target groups: Associate degree, Vocational/technical, and Transfer to another institution. The Transfer target group had the largest gap between importance and satisfaction with respect to the Academic Advising/Counseling function.

The Institutional Priorities Survey also indicated a statistically significant difference between VHCC’s rating of Academic Advising/Counseling and the national mean for community, junior and technical colleges in that category. Thus, VHCC faculty and staff seemed to be in agreement with the students that this was an area that needed improvement. Campus Support Services also were rated below the national mean by VHCC personnel.

In 2001, VHCC embarked on a major strategic planning initiative, which included two college-wide planning retreats held on August 16 and October 4, 2001, and facilitated by Dr. James Selby. This project also encompassed the summer 2001 efforts of a newly formed Environmental Scanning Team that includes both college and community representatives. Literally hundreds of ideas surfaced during the planning retreats. These individual ideas were then organized into major areas of institutional need (i.e., improve campus environment, improve academic programming, etc.) with subheadings for various priorities (i.e., landscaping, parking and access roads, course scheduling, distance learning, etc.). Each of these areas was then analyzed using the results of the Noel-Levitz and Institutional Improvement projects, data from the Environmental...
Scanning Team, VCCS strategic goals, and input from the President’s Administrative Staff, Faculty Senate, and Classified Support Staff Association.

The following institutional need and priority is evidence of early emphasis on improving VHCC’s advising processes. It reflects the concern of the college community that the newly implemented online registration system might negatively impact advisor/advisee interaction.

To enhance student services with an emphasis on being student-centered and service-oriented.

- VHCC will review and revitalize its counseling/advising system to ensure that student needs are met as the College implements the PeopleSoft Student Information System.

Another event that helped form the basis for later development of the QEP was a SACS meeting in Atlanta in February 2003. Two faculty members, the SACS Liaison, and the Institutional Research representative attended this meeting, which explained the changes in the SACS requirements and introduced the QEP process. The faculty returned to the college and presented these changes to the Faculty Senate so they could begin thinking about identifying key issues that might be considered for the QEP.

Faculty continued to be involved in the process by attending various SACS-sponsored activities, including several SACS Annual Conventions and the 2006 Institute of Quality Enhancement and Accreditation. The QEP Team Leader and another faculty member attended the institute in the summer of 2006. They attended many helpful sessions and also made contacts with others that had been through or were going through the reaffirmation process. They were able to promptly share this information with other VHCC faculty and staff as the Fall QEP Team began to focus on advising as its main topic.

Identifying advising as an area that needed improvement was supported by the results of the Community College Survey of Student Engagement (CCSSE), which was administered at VHCC in Spring 2005. Of the five CCSSE benchmarks, VHCC’s lowest rating (47.1) was on the Support for Learners category. In this area, VHCC scored significantly lower than the small college cohort on frequency of use of academic advising/planning services during the current school year (1.64 compared to 1.80).

Under the Student-Faculty Interaction category on CCSSE, VHCC rated significantly higher than peers on using email to communicate with instructors. However, they received a much lower rating on talking about career plans, discussing ideas outside of class, etc. The faculty and staff discussed this issue during a workshop to review the CCSSE results. Some faculty expressed the concern that technology (email, in this instance) might actually be an impediment to true student-faculty interaction. Although
increased use of technology helps meet students’ needs, particular attention to how we communicate with students should be emphasized.

VHCC administers two surveys annually that also provide data to identify key issues. The Graduating Student Questionnaire is given to students preceding their May graduation. The Graduate Follow-up Survey is sent out six months to a year after graduation. One question on the Graduating Student Questionnaire asks students to rate various services, including Academic Advising Activities, Counseling Services, and Orientation. While Quality of Instruction and VHCC in General are rated excellent or good by 90% or more of the respondents, the advising, counseling, and orientation services’ ratings are lower. For example, 70% of the respondents rated Academic Advising Activities as good or excellent in 2007. 63% gave a good or excellent rating to Counseling Services and 73% said Orientation was good or excellent. A longitudinal comparison for 2002 to 2007 shows that these numbers have fluctuated slightly but not shown significant improvement.

Similarly, the 2006 Graduate Follow-up Survey showed that 70% of the respondents said that they were very much or somewhat satisfied with VHCC advising services. The SOAR project will attempt to improve these satisfaction ratings.

*Foundations of Excellence Pilot Project*

In February 2005, VHCC was selected as one of only ten two-year colleges nationwide to participate as a founding institution in the Foundations of Excellence project (www.fyfoundations.org). The project involves a comprehensive, guided self-study and improvement process for the first year that enhances an institution’s ability to realize its goals for student learning. The purpose of the project is to evaluate achievement of excellence and produce an action plan for institutional change and improvement. Its key strength is it uses local campus expertise of people who know the campus best.

The process is intended to:

- Revitalize an institution’s approach to the first year
- Focus on institutional behavior rather than student behavior
- Move the retention conversation to a more intentional focus on educational quality
- Move away from a piecemeal approach to the first year toward an intentional, comprehensive approach

A diagram detailing the Foundations of Excellence process is included in Appendix E.

Dr. Randy L. Swing, Co-director of the Policy Center on the First Year of College, provided consulting expertise and helped guide VHCC through the intense self-study process. Thirty-eight faculty, staff, and students participated in the Foundations of
Excellence Task Force (list of participates included in Appendix A). Two surveys were administered in Fall 2005: one to faculty and selected staff and the other to students. VHCC was proud to report a 98% response rate to the faculty survey and a 39% response rate to the student survey.

The responses to the faculty survey and the student survey both revealed a need to improve advising. When faculty were asked to “rate the overall effectiveness of academic advising for students at this institution”, 56.0% gave a high or very high rating. Similarly, 55.6% of student respondents gave a high or very high rating to the question “to what degree have faculty/staff at your college explained the requirements for specific programs and majors.”

A smaller number of students (47%) responded that faculty/staff explained courses outside their program/major (e.g., core curriculum, general education) to a high or very high degree. This indicates that advising at VHCC might be more prescriptive (focused on telling students to take certain courses) in nature rather than developmental (teaching students about how courses help them reach their overall academic goals). Eventually, this led to an advising student outcome that states that “students will demonstrate an understanding of the value of general education courses to their overall educational goals.”

Only 44.5% of the student respondents indicated that faculty/staff had discussed future enrollment plans (e.g., stay, drop-out, transfer) to a high or very high degree. This indicates that VHCC might benefit from early intervention strategies that work within a developmental advising framework.

Alma Rowland, Dean of Business, Humanities, and Social Sciences, led the Foundations of Excellence Task Force at VHCC. She is quoted in an article in Images magazine (Cody, 2007) as follows:

We have been taking our findings and doing something about them...We want to be more purposeful in helping our students through the college experience. We want to not only make sure a student has the right schedule to see them through to graduation, but also whether they’re being advised about transfer options, career options and work placement options. (p. 14)

A crucial step in the self-study process is completion of the Current Practices Inventory. This includes information about first year programs, committees and councils, first-year policies, gateway courses, demographic information, and first-year data/assessments. The Current Practices Inventory was analyzed by nine subcommittees that addressed the following dimensions: Philosophy, Organization, Learning, Campus Culture, Transitions, All Students, Diversity, Roles & Purposes, and Improvement. Each
subcommittee submitted an electronic report that included a recommended action plan for improvement in its area.

Although the nine dimensions yielded many action plan items that eventually became the focus of VHCC’s QEP, the Improvement Dimension summarized it best. Two relevant action items included:

- Develop improvement plan for faculty advising based on College data and best practice information.

- Develop improvement plan for new student orientation based on College data and best practice information.

A study of best practices and assessment of these plans is crucial to implementing an effective program. As outlined by the Policy Center, too few initiatives are subject to rigorous assessment and there is a sense of isolation or lack of exposure to what others are doing well. Since VHCC had the opportunity to participate in the Foundations of Excellence project, these pitfalls can hopefully be avoided.
Focus

Determining the Focus

The Foundations of Excellence self-study was instrumental in determining a focus for VHCC’s QEP. Although the earlier development of the strategic plan and survey results from the Student Satisfaction Inventory and the Community College Survey of Student Engagement suggested a need for improvements in the advising area, it was the Foundations of Excellence action plan items that helped pinpoint the specific areas that needed to be addressed.

The QEP Team Leader met with the Foundations of Excellence Task Force Steering Committee on August 31st, 2006. She distributed a categorized list of potential QEP items as compiled from the action items in the nine Foundations of Excellence Dimension reports. She also included ideas generated during the August 16th “Strategies for Student Success” workshop with Ms. Joni Petschauer and communicated on the follow-up survey to this event. This list is included in Appendix F.

The Foundations of Excellence Task Force Steering Committee discussed the list and agreed to focus on four areas: orientation, advising, communication, and early intervention. It was agreed that advising would be the central focal point with the others areas supporting this initiative. For example, the QEP would not try to improve all areas of communication—just those that affect students as they attempt to navigate through registration and advising. Likewise, a comprehensive early intervention system would be beyond the scope of the QEP. Instead, the team would look at areas where advisors could have a direct impact.

The selection of the topic was validated through discussions during Fall in-service, follow-up surveys of faculty and staff, a faculty roundtable discussion, and a student focus group that analyzed the effectiveness of a pilot orientation program for a select cohort. The Five-Year Transfer Programs Review, which was completed in the Fall 2006, also included recommendations for advising improvements in the transfer areas that supported the QEP initiative.

The decision to focus on advising is congruent with the College’s mission and first-year philosophy. As stated earlier, part of the VHCC mission is to provide “comprehensive support services that enhance learning opportunities and enable all students to achieve their educational, personal, and career goals.” (Appendix G) Similarly, the newly adopted philosophy statement for the first-year experience stresses that “by always putting students first, we cultivate valuable learning opportunities in and out of the classroom”.

Definitions

VHCC embraces the definition of student learning included in the Learning Dimension of the Foundations of Excellence’s aspirational model. It is stated on their website (Foundational Dimensions® (Two-Year College Version), 2005) as follows:

**Foundations Institutions deliver curricular and co-curricular learning experiences that engage new students in order to develop knowledge, skills, attitudes, and behaviors consistent with the institutional mission, students’ academic and career goals, and workplace expectations.** Both in and out of the classroom, these learning experiences promote critical thinking, ethical decision making, and the lifelong pursuit of knowledge. (Learning)

The realization that, ideally, a student’s first year experience should enhance his/her critical thinking and decision-making skills led to the decision to adopt the developmental model of advising. Prescriptive advising, which is most often the practice at VHCC, is only concerned with making sure that the student takes the right classes to graduate. Developmental advising, on the other hand, strives to develop lifelong learning skills that will benefit the student far beyond graduation.

As the QEP Teams began to concentrate on the developmental advising model, many faculty requested a definition to help clarify the concept. Of course, student development personnel were familiar with this theory, but many teaching faculty from other disciplines were not.

Several definitions from the National Academic Advising Association (NACADA) website help explain the model (Advising Definitions, 2005). Kaufmann’s (1997) definition approaches advising from a business angle by describing students as “responsible consumers of their own education”.

Academic advising is a process of teaching students how to become responsible consumers of their own educations. It’s also a process that involves teaching students how to make viable academic decisions. (p. 1)
Crockett’s (1987) definition gives more insight into the **process** of developmental advising.

Academic advising is a developmental process which assists students in the clarification of their life/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; it is ongoing, multifaceted, and the responsibility of both student and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and academic progress review, and an agent of referral to other campus agencies as necessary.

Although these definitions help explain the concept, faculty need to develop strategies for implementing this model of advising. The timeline for implementing the QEP includes an initial faculty development in-service to take place in Spring 2008 that will address new advising strategies. As new faculty are hired, they will undergo advisor training, as well. In addition, working luncheons to continue to evaluate and improve advisor effectiveness will take place on a yearly basis.

Another definition that needed to be addressed during the development of the QEP was the term “at-risk student”. Dr. Melba Taylor, who led the Early Interventions group, reported that her team members initially were struggling to define the term so they could focus on how they could help these students. An article entitled “Advising At Risk Students” provided some insights for the group. Walsh (2005) discusses various reasons why students might be considered at-risk and provides links to programs that help address their needs. Once the group had a better understanding of the at-risk student, it decided to focus its efforts on attendance problems and underprepared students that need developmental classes. Although there are many other areas that could be addressed, the group felt that the advisor could have a direct impact by intervening on these types of potential problems. An Early Alert Committee most likely will deal with a wider variety of at-risk students, but the advisor can concentrate on attendance issues and underprepared students.

**Student Learning Outcomes**

The decision to focus on advising as the central theme of the QEP project led to the development of an advising mission statement for VHCC. This statement is shown in **Appendix H** and includes expectations for both advisors and advisees. It was developed by one of the Spring QEP workgroups, disseminated to all faculty, revised, and approved by the Faculty Senate on April 17, 2007. The workgroup was given guidance on what to include in an advising mission statement through several examples and excerpts from *Challenging & Supporting the First-Year Student: A Handbook for Improving the First Year of College* (Upcraft, Gardner, & Barefoot, 2005).
Once the Advising Mission Statement was approved, the next step was to develop Student Learning Outcomes for the Advising Program. The National Academic Advising Association (NACADA) has several useful examples on its website. These include Ivy Tech Community College, University of Arkansas – Fayetteville, and Oregon State (Webinar 4 - Learning Outcomes, 2005). Using these as models, VHCC developed nine Student Learning Outcomes for the Advising Program. These nine outcomes are listed in Appendix I and are consistent with the developmental model of advising adopted by the college. They include outcomes that address the ability of students to recognize the importance of academic advising, locate information, demonstrate time management skills, set goals, communicate with their advisor, understand the importance of placement testing and general education courses, recognize opportunities to participate in campus life, and access appropriate support services.

Participation in orientation and in advising sessions with the advisor will help the student achieve these outcomes. There are other venues of the college experience that will affect these outcomes as well. For example, student learning in the classroom can contribute to various general education outcomes such as communication, critical thinking, information literacy, and personal development. These areas, known as Core Competencies, are assessed by the VCCS and are clearly linked to the Advising Student Learning Outcomes.

In addition to Student Learning Outcomes for the Advising Program, outcomes also are being developed for SDV 101, the Orientation course. The preliminary list of twenty outcomes is shown Appendix J. The QEP timeline shows that the development of a common syllabus for the SDV 101 course will occur in Fall 2007. The Coordinator of the Student Success Center was asked to identify a possible textbook and preliminary student outcomes much earlier so that the assessment plan for the QEP could be finalized. He suggested Effective College Learning (Holschuh & Nist, 2007) as the textbook. He also developed a list of student learning outcomes and categorized them according to the six levels of Bloom’s Taxonomy: knowledge, comprehension, application, analysis, synthesis, and evaluation. These may be revised and more specific learning objectives will be developed by a team from the Student Success Center during the fall in preparation for piloting the SDV 101 course in Spring 2008.

The Assessment chapter of this document will give more details about assessing the advising and orientation student learning outcomes.
Components of the Plan

As a result of an intense self-study process during the Foundations of Excellence project and through further refinement of the focus for the QEP, four areas were selected: orientation, advising, communication, and early intervention. The core of the plan centers on advising. Revisions to the methods of delivering orientation, methods of communicating with advisees, and strategies for early intervention to help at-risk students are included to support this advising focus.

The tables in the following sections list strategies for accomplishing specific objectives in each of the four areas. They will be referenced later by the letter representing the area (for example, O for Orientation), the number of the objective, and the number of the strategy. For example, O-3.1 would refer to the first strategy for the third Orientation objective. Reference this section of the report to see the details about that strategy. In the next chapter, you will see a timeline that shows when each strategy will be implemented.

This chapter details the scope of the SOAR plan for the five-year period (2007-2012). Other initiatives will take place on campus during that timeframe and some may interact with the plan. For example, there are action plan items generated during the Foundations of Excellence project that will be implemented. Those that don’t relate directly to the advising focus of this plan will not be listed, but instead will be implemented outside the scope of the QEP.

A current project on the VHCC campus that will have an impact but is not addressed in the QEP is the redesign of the Instruction and Student Center (ISC) building. Preliminary plans include relocating the offices of various counseling providers to a central location with a redesigned reception area and space for students to complete their online registration. The QEP Team Leader participated in a design charette and communicated with the architect concerning items in the QEP that might influence the redesign project. Details of the construction project are not included here since they are still being formulated and are contingent on funding. It is anticipated that the remodeling will be completed by Fall 2008, which coincides with year two of the QEP plan when full implementation takes place.

The goals, brief description of initiative, objectives, and strategies for each of the four areas are outlined in the following sections.
**Orientation**

**Goal:** Provide students with an orientation program that will develop their lifelong learning skills and enhance their college experience.

**Description of Initiative:**
Provide a comprehensive Orientation Program to include online “Preview”; New Student Seminar; and 1-credit full semester, academically rigorous course. The complete orientation program is designed to provide students with life skills education, academic success strategies and career and academic planning experience. Additionally, the orientation experience will promote campus community and aid in the holistic development of self.

**Orientation (O) Objective 1:** Develop online VHCC “Preview”.

<table>
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<tr>
<th>Specific Strategies for Orientation (O) Objective 1</th>
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<tbody>
<tr>
<td>1.1 Identify informational components of the online “Preview” including:</td>
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<tr>
<td>• Virtual tour/Podcasts</td>
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<td>• Buildings and room numbering system</td>
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<td>• Student resources</td>
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<tr>
<td>• Enrollment Checklist</td>
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<tr>
<td>• Process for obtaining signatures</td>
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<td>• College Calendar</td>
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<td>• Online Survey (Fall 2007)</td>
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<tr>
<td>1.2 Locate and contact resource to provide virtual “Preview”. Investigate using the same company that is redesigning the website. (Fall 2007)</td>
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<tr>
<td>1.3 Implement virtual “Preview”. (Summer 2008)</td>
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**Orientation (O) Objective 2:** Revise New Student Seminar (NSS) component of Comprehensive Orientation Program. NSS is completed before the student’s first term (in the summer for those entering VHCC in the fall).

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<tr>
<th>Specific Strategies for Orientation (O) Objective 2</th>
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<tr>
<td>2.1 Increase number of summer New Student Seminar offerings from 10 to 20 so that class size does not exceed 25 students. (Develop Spring 2008; Implement Summer 2008)</td>
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<td>2.2 Improve student understanding of Financial Aid process through NSS.</td>
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<td>2.3 Provide instruction on building class schedules. Some preliminary information will be provided in the Online Preview so there will be more class time in NSS to devote to this.</td>
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<td>2.4 Provide instruction on “reading” course catalog and schedule (current practice).</td>
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<td>2.5 Improve student understanding of the importance of COMPASS testing, COMPASS scores, and subsequent placement. Most students will have already taken COMPASS so emphasis will be on what the placement recommendations mean.</td>
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<td>2.6 Provide students with information regarding major and faculty advisor.</td>
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Table 1 | Orientation (O) Objective 1: Develop Online Preview

Table 2 | Orientation (O) Objective 2: Revise New Student Seminar (NSS)
Orientation (O) Objective 3: Revise core orientation components consisting of 1-credit orientation courses taught by qualified counselors, faculty, staff, administrators, and/or adjuncts.

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<tr>
<th>Specific Strategies for Orientation (O) Objective 3</th>
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<tr>
<td><strong>3.1</strong> Revise pre-enrollment activities. Instead of an all-day orientation, concentrate on activities to promote community and foster faculty/student interaction (with a festival-type atmosphere). Perhaps schedule a last-minute New Student Seminar for those that enroll right before classes begin. Use pre-enrollment period for more individual counseling/advising sessions instead of all-day orientation. (Full implementation Fall 2008)</td>
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<tr>
<td><strong>3.2</strong> Develop full and/or partial semester student development course. Common syllabus might include the following components: study skills, time management, career exploration, faculty advisement, self discovery. Classes will be tailored to a specific theme such as Peer Ambassador Training, Service Learning, Servant Leadership, Student Government, Honors Program, Team Building, Campus Beautification, Distance Learning, etc. Students will complete experiential projects in their area of interest. (Fall 2007)</td>
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<tr>
<td><strong>3.3</strong> Pilot the partial semester orientation classes during Spring 2008 term where fewer sections (approximately 5) will be needed. Dean of Business, Humanities, and Social Sciences will select faculty (counselors, teaching faculty, staff, administrators, and/or adjuncts) to teach the various sections of SDV 101. Course folders for the course will reside in the BHSS office. (Spring 2008)</td>
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<tr>
<td><strong>3.4</strong> Offer 20-30 sections of orientation starting in Fall 2008. Use feedback from Spring pilot evaluations to improve these courses.</td>
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Table 3 | Orientation (O) Objective 3: Revise core orientation components

Orientation (O) Objective 4: Add a family orientation component.

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<th>Specific Strategies for Orientation (O) Objective 4</th>
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<tr>
<td><strong>4.1</strong> Explore holding a family orientation day by combining alumni picnic with an open house for prospective students and their families. Determine best date for this (May or August). (Spring 2009)</td>
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<tr>
<td><strong>4.2</strong> Develop or purchase an “Advising Guide for Families“ to be distributed to new students’ families. (Summer 2009)</td>
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Table 4 | Orientation (O) Objective 4: Add a family orientation component.
Advising

Goal: Move from a prescriptive advising model to a comprehensive, developmental model.

Description of Initiative:
Advising will follow the Total Intake Model where students start their college experience with a Transition Session with the counselor. Once the student articulates his/her goals, the counselor will assign an academic advisor that most closely matches the student’s area of interest. Faculty will be trained in the developmental model of advising so that they can continue to work with the student to help them meet academic and personal goals.

Advising (A) Objective 1: Increase effective contact between the student and the various advising providers. (Full implementation Fall 2008)

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<th>Specific Strategies for Advising (A) Objective 1</th>
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<tr>
<td>1.1 When the student completes his/her application, a counselor will be assigned as their initial advisor by PeopleSoft. After the Transition Session with the counselor, they will be assigned a faculty advisor. The secretary of the Student Success Center will have access to the panel to change advisor assignments. (Summer 2008)</td>
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<td>1.2 Transition Session: EVERY full-time, curricular student begins his/her study at VHCC with a Transition Session with an academic counselor (after taking the COMPASS test). These may be conducted individually or in small groups of 4 or 5 students. During the Transition Session, COMPASS results are given (not provided to the student anymore upon completion of test forcing students to meet with counselor), an assessment of the student’s goals and intentions is explored, an appropriate faculty advisor is assigned (based on the students’ plans &amp; faculty interests/ strengths/availability), and NSS, Orientation, &amp; first semester classes are scheduled. (Summer 2008)</td>
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<td>1.3 Undecided students will stay with the academic counselors until they decide on a major. Students will be encouraged to select a potential major but they will still be assigned to the counselor until they have completed 15 credits. During this time they will be encouraged to meet with various advisors to learn about their curriculum and meet with the career planning office to learn about resources for exploring various career options. (Fall 2008)</td>
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<td>1.4 Contact with Counselors: During peak advisement times, back-up counseling is provided by Career counselor, career coaches, TRIO counselors, and professional tutors to catch late walk-ins – after appropriately trained. Counselors are still available to students to answer curriculum questions throughout their education at VHCC, but students will be encouraged to meet with their academic advisor once one has been assigned. (Fall 2008)</td>
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<td>1.5 Mandatory meeting with advisor during the first year: Explore ways to ensure that students have contact with their advisors. Possible strategies include 1) blocking the student’s ability to enroll online until they have met with their advisor, 2) having faculty do a post enrollment audit of students selected courses, or 3) integrating advisors meetings into the orientation class requirements. For this to be feasible there needs to be a limit on number of advisees assigned to each faculty member. (Fall 2008)</td>
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Advising (A) Objective 2: Provide comprehensive training to those providing advising.

### Specific Strategies for Advising (A) Objective 2

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<thead>
<tr>
<th></th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Initial Faculty Development In-service: Host an in-service which will provide faculty, adjunct advisors, peer ambassadors, and other invested people with the difference between prescriptive and developmental advising, ways to improve effective advising, and comprehensive training. Bring on campus an expert in developmental advising to kick-off new direction. (Recommend speaker Fall 2007; Conduct in-service Spring 2008)</td>
</tr>
<tr>
<td>2.2</td>
<td>Advising Manual: Student Success Center will develop an advising manual to aid advisors. (Spring 2008)</td>
</tr>
<tr>
<td>2.3</td>
<td>New Advisor Training: New faculty would not advise during their first semester of employment, but would instead be mentored by an experienced advisor. All new advisors will attend training and orientation activities. They will observe the orientation classes being offered during the present term and New Student Seminars that are being conducted for the next term. If replacing a retiring faculty member in a curriculum with no other faculty advisors, retired member could provide mentoring. (Fall 2008)</td>
</tr>
<tr>
<td>2.4</td>
<td>On-going Communication: Continual training, meetings, and communication between counselors &amp; faculty/adjunct advisors throughout year. Mandatory training on PeopleSoft upgrades including how to interpret degree progress reports needs to be conducted periodically. (Evaluate needs Spring 2009; Begin working luncheons 2009-10)</td>
</tr>
</tbody>
</table>

Table 6 | Advising (A) Objective 2: Provide comprehensive training to those providing advising.

Advising (A) Objective 3: Provide a virtual supplement to improve advising.

### Specific Strategies for Advising (A) Objective 3

<table>
<thead>
<tr>
<th></th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>As soon as faculty/adjunct advisor receive assigned new students from academic counselors, they will send them an email welcoming them to VHCC, offering help, informing them of their office hours and inviting them to schedule first meeting. Division Deans will be responsible for ensuring that the faculty member completes this task. (Fall 2008)</td>
</tr>
<tr>
<td>3.2</td>
<td>All students will be required to have and maintain an online portfolio. Blackboard and Epsilen are two possible tools for accomplishing this. The VCCS is presently exploring whether they will support the eportfolio feature of Blackboard (<a href="http://www.blackboard.com/portfolio">www.blackboard.com/portfolio</a>). Epsilen is an alternative solution that has a MySpace-type interface, but is a more academically oriented site (<a href="http://www.epsilen.com">www.epsilen.com</a>). Training will occur in the orientation classes. (Committee review alternatives Spring 2008; Develop guidelines and training materials Fall 2008; Pilot test in orientation classes Spring 2009)</td>
</tr>
<tr>
<td>3.3</td>
<td>Provide a full-service advising website under the Student Success Center that includes virtual advising, scheduled real time chats, and podcasts. (Debut new website Fall 2008, some features may be added later)</td>
</tr>
</tbody>
</table>

Table 7 | Advising (A) Objective 3: Provide a virtual supplement to improve advising.
Communication

Goal: Improve both printed and online communication to enhance the advising process.

Description of Initiative:
Since students need access to information that is reliable, consistent, and easy to find, the VHCC Website will be professionally redesigned to use a content management system. This system helps assure that information like tuition rates and dates for certain activities are consistent across the entire website. The enforcement of publication guidelines will be improved so that consistent word usage will help eliminate confusion on the part of the reader. E-portfolios and other student communication tools will be explored as well.

Communication (C) Objective 1: Redesign VHCC Website: Hire an off-campus firm to redesign the website, creating a new navigation system that makes it easy to quickly find information and developing an attractive look that is consistent with the “VHCC experience.”

<table>
<thead>
<tr>
<th>Specific Strategies for Communication (C) Objective 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Carry out RFP process for hiring web site development consultants. Include VHCC Online Preview for Orientation in the RFP. Also include virtual supplement to improve advising. (Prepare RFP Summer 2007; Begin redesign Fall 2007)</td>
</tr>
<tr>
<td>1.2 VHCC staff work with consulting firm to develop website. (Spring 2008)</td>
</tr>
<tr>
<td>1.3 Content added to newly developed site. (Summer 2008)</td>
</tr>
<tr>
<td>1.4 Debut new website. (Fall 2008)</td>
</tr>
<tr>
<td>1.5 Explore staffing levels for maintaining website after development. (Fall 2007 and ongoing)</td>
</tr>
</tbody>
</table>

Table 8 | Communication (C) Objective 1: Redesign VHCC Website

Communication (C) Objective 2: Develop and enforce publication guidelines.

<table>
<thead>
<tr>
<th>Specific Strategies for Communication (C) Objective 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Refine the guidelines for the development and printing of all new campus publications and include a style guide of preferred terms. (Fall 2007)</td>
</tr>
<tr>
<td>2.2 Once written, the guidelines should be reviewed by the administration and the VHCC Marketing Team. (Fall 2007)</td>
</tr>
<tr>
<td>2.3 Distribute the guidelines to all departments to ensure students get a consistent message and that all publications are professional and accurate. All publications will be reviewed by the PR/Marketing office to ensure adherence to the guidelines. (Spring 2008)</td>
</tr>
</tbody>
</table>

Table 9 | Communication (C) Objective 2: Develop and enforce publication guidelines.
Communication (C) Objective 3: Provide a tool for students to communicate with each other about issues that impact advising and other campus-life issues.

<table>
<thead>
<tr>
<th>Specific Strategies for Communication (C) Objective 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1</strong> Evaluate tools such as MySpace, Blackboard, and Epsilen to determine the best communication tool for an academic setting. <em>(Spring 2008)</em></td>
</tr>
<tr>
<td><strong>3.2</strong> Coordinate with Orientation classes to encourage the use of this tool for both eportfolios and student community building. <em>(Pilot Spring 2009)</em></td>
</tr>
<tr>
<td><strong>3.3</strong> Train faculty and students on the use and features of the selected tool. <em>(Train Spring 2009; Implement in orientation classes Fall 2009)</em></td>
</tr>
</tbody>
</table>

Table 10 | Communication (C) Objective 3: Provide a tool for students to communicate with each
**Early Intervention**

**Goal:** Develop early intervention strategies that identify at-risk students and ensure they receive the appropriate services.

**Description of Initiative:**
Although there are many types of at-risk students, this project will focus on two areas that faculty advisors might be able to impact: placement in developmental courses and attendance problems. An early-alert committee will be formed to develop strategies for early intervention with students that have been identified as at-risk. Promoting interactions between faculty advisors and their student advisees is a critical component in the success of this goal as well.

**Early Intervention (E) Objective 1:** Identify at-risk students through COMPASS placement scores and advise these students appropriately.

<table>
<thead>
<tr>
<th>Specific Strategies for Early Intervention Objective 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Identify At-Risk Students: By using COMPASS scores, students who are required to enroll in two or more developmental courses will be identified as at-risk. Ideally this status will be indicated on the PeopleSoft record. <em>(Spring 2008)</em></td>
</tr>
<tr>
<td>1.2 Mandatory Testing: Enrollment for the next semester will be blocked if a curricular student has not taken the COMPASS tests and they have accumulated at least 15 credit hours. Blocking of student record should also be applied to those students that haven’t taken orientation during their first 15 credit hours. <em>(This is a VCCS requirement.)</em> <em>(Spring 2008)</em></td>
</tr>
<tr>
<td>1.3 Advise Students on Importance of COMPASS Testing: Develop a method for talking to students before they take the COMPASS tests to emphasize the importance of taking the tests seriously. Ideally this will be done by trained testing center employees. Include an option for a hands-on computer session to build confidence for re-entering adult students who may not feel comfortable with computer technology. <em>(Fall 2008)</em></td>
</tr>
<tr>
<td>1.4 Advising Manual: Develop a section in the advising manual with talking points for advisors when dealing with at-risk students. <em>(Spring 2008)</em></td>
</tr>
<tr>
<td>1.5 Advising At-Risk Students: Faculty will advise students that they must begin development courses by second semester and continue until completion. Redesign COMPASS printout so recommendation for placement is easy for advisor to interpret. <em>(Summer 2008)</em></td>
</tr>
</tbody>
</table>

*Table 11 | Early Intervention [E] Objective 1: Identify at-risk students*
Early Intervention (E) Objective 2: Develop a means for tracking attendance and for intervention on a case-by-case basis.

<table>
<thead>
<tr>
<th>Specific Strategies for Early Intervention Objective 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Attendance Tracker (or other software) needs to be explored for automated e-mail messages which can be sent to the student, instructor, advisor, and Early-Alert Committee upon the student’s recorded third absence. <em>(Fall 2007)</em></td>
</tr>
<tr>
<td>2.2 Early-Alert Committee: Form a committee to evaluate attendance and other student issues on a case-by-case basis. Committee will develop a strategy for contacting the student in cases that they deem necessary. <em>(Explore best practices Fall 2007)</em></td>
</tr>
</tbody>
</table>

Table 12 | Early Intervention (E) Objective 2: Develop a means for tracking attendance and for intervention on a case-by-case basis.

Early Intervention (E) Objective 3: Promote Faculty Advisor/Student Advisee Interactions

<table>
<thead>
<tr>
<th>Specific Strategies for Early Intervention Objective 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Explore methods for scheduling time for faculty advisors to meet with their new advisees to develop and encourage avenues of communication and to share information about the curriculum. Faculty advisors will have lunch with their respective advisees to develop social and personal interactions. This was previously done during full-day orientation program. Changes in orientation will necessitate that we reevaluate how this could be accomplished. <em>(Fall 2008)</em></td>
</tr>
<tr>
<td>3.2 Faculty advisors will receive a list of advisees that are assigned to them. <em>(Fall 2007)</em></td>
</tr>
</tbody>
</table>

Table 13 | Early Intervention (E) Objective 3: Promote Faculty Advisor/Student Advisee Interactions
Institutional Capability

Timeline

The SOAR project will be implemented over a five-year period from 2007 to 2012. Some initial steps already have begun such as preparing the Request for Proposal for the redesign of the VHCC website including the development of an Online Preview module. In addition, the SOAR strategies for the first year have been incorporated into the VHCC Plan for 2007-2008 which includes all College goals and aligns with the VCCS Dateline 2009 goals.

The first year of the project (Fall 2007 to Summer 2008) will prime the College for full implementation of SOAR in year two (Fall 2008 to Summer 2009). For example, the Student Success Center will develop and pilot the new semester-long SDV 101 orientation course. The pilot will take place in Spring 2008 since there are a smaller number of students who start in the Spring than in the Fall requiring only five sections of SDV 101. By Fall 2008, a larger number of faculty will be required for the full implementation of SDV 101 with approximately twenty sections needed.

Also during Year 1 of the plan, the advising component will address faculty development needs by holding an in-service on advising. This will prepare the faculty for full implementation of the developmental model of advising in Year 2.

Concurrent with the orientation and advising preparations, the redesign of the website will take place in Year 1 so that it can be debuted in Fall 2008 as Year 2 begins. Similarly, early intervention strategies to explore best practices and technology that might assist in these efforts will be conducted in Year 1 so they can be implemented later.

While most of the major strategies will be put into practice in Year 2, some minor ones will occur in Years 3 and 4. Assessment data will be collected and the College will use that data in Years 4 and 5 to refine the plan.
## Implementation Timeline for QEP Strategies

<table>
<thead>
<tr>
<th>Area</th>
<th>QEP Strategies</th>
<th>Description of Strategies</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparing for Year 1: Summer 2007</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td>Marketing</td>
<td>Marketing the QEP</td>
<td>QEP Team Leader</td>
</tr>
<tr>
<td>Orientation O-1.1</td>
<td>Identify</td>
<td>components of online &quot;Preview&quot;</td>
<td>SSC</td>
</tr>
<tr>
<td>Communication C-1.1</td>
<td>Begin</td>
<td>RFP process for hiring web site development consultants.</td>
<td>VHCC Webmaster</td>
</tr>
<tr>
<td><strong>Fall 2007</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership QEP Director begins (50% release time)</td>
<td>VP of I&amp;SS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Evaluate</td>
<td>effectiveness of current website (Survey)</td>
<td>Webmaster/IE and IR Offices</td>
</tr>
<tr>
<td>Orientation</td>
<td>O-3.2</td>
<td>Develop SDV 101 common syllabus including Student Learning Outcomes</td>
<td>SSC</td>
</tr>
<tr>
<td>Advising A-2.1</td>
<td>Recommend</td>
<td>speaker for Feb In-service</td>
<td>QEP Director; SSC</td>
</tr>
<tr>
<td>Communication C-1.1 (+O-1.2 + A-3.3)</td>
<td>Carry out RFP process for hiring web site development consultants. Include VHCC &quot;Preview&quot; development in RFP. Include virtual supplement to improve advising in RFP.</td>
<td>VHCC Webmaster SSC</td>
<td></td>
</tr>
<tr>
<td>C-1.5</td>
<td>Web staffing</td>
<td>support</td>
<td>Webmaster</td>
</tr>
<tr>
<td>C-2.1</td>
<td>Refine</td>
<td>publications/style guidelines</td>
<td>PR/Mktg Office</td>
</tr>
<tr>
<td>C-2.2</td>
<td>Review/approve</td>
<td>publications/style guidelines</td>
<td>Marketing Team; PAC</td>
</tr>
<tr>
<td>Early Intervention</td>
<td>E-2.1</td>
<td>Explore Attendance Tracker system and make recommendations to Faculty Senate and PAC.</td>
<td>QEP Director; Ad Hoc Committee</td>
</tr>
<tr>
<td>E-2.2</td>
<td>Form Early Intervention Study Team to investigate Best Practices and make recommendations to Faculty Senate</td>
<td>QEP Director; Ad Hoc Committee</td>
<td></td>
</tr>
<tr>
<td>E-3.2</td>
<td>Send accurate</td>
<td>list of advisees to each faculty advisor</td>
<td>SIS Dept.</td>
</tr>
<tr>
<td><strong>Spring 2008</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Core</td>
<td>Competency Assessments (Personal Development &amp; Cultural Understanding)</td>
<td>IE Officer/ VP of I&amp;SS</td>
</tr>
<tr>
<td>Assessment</td>
<td>Student</td>
<td>evaluation of SDV 101 instruction</td>
<td>Deans/ IE Officer</td>
</tr>
<tr>
<td>Assessment</td>
<td>Administer</td>
<td>CCSSE</td>
<td>IE/IR Offices</td>
</tr>
<tr>
<td>Area</td>
<td>QEP Strategies</td>
<td>Description of Strategies</td>
<td>Responsible Party (SSC = Student Success Center)</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td><strong>Orientation</strong></td>
<td>O-2.1 to 2.6</td>
<td>Begin development of NSS including scheduling more sessions so that class size does not exceed 25 students.</td>
<td>SSC</td>
</tr>
<tr>
<td></td>
<td>O-3.3</td>
<td>Pilot new SDV classes. Approx. 5 sections needed. Taught by counseling staff plus one adjunct. Evaluate effectiveness of course.</td>
<td>SSC</td>
</tr>
<tr>
<td><strong>Advising</strong></td>
<td>A-2.1</td>
<td>Provide in-service for new comprehensive, developmental advising model at VHCC</td>
<td>QEP Director; SSC</td>
</tr>
<tr>
<td></td>
<td>A-2.2 (+E-1.4)</td>
<td>Develop advising manual. Print and post online.</td>
<td>SSC</td>
</tr>
<tr>
<td></td>
<td>A-3.2 (+C-3.1)</td>
<td>Form committee to review and select e-portfolio/communication tool for students</td>
<td>QEP Director</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>C-1.2</td>
<td>Website development work with consulting team and VHCC staff</td>
<td>Webmaster</td>
</tr>
<tr>
<td></td>
<td>C-2.3</td>
<td>Distribute publication guidelines and start reviewing all outgoing publications</td>
<td>PR/Mktg Office</td>
</tr>
<tr>
<td><strong>Early Intervention</strong></td>
<td>E-1.1</td>
<td>Identify (on PeopleSoft) students needing two or more developmental courses</td>
<td>SIS Dept.</td>
</tr>
<tr>
<td></td>
<td>E-1.2</td>
<td>Block students with at least 15 credits who still need SDV or developmental classes.</td>
<td>SIS Dept.</td>
</tr>
<tr>
<td><strong>Summer 2008</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Orientation</strong></td>
<td>O-1.3</td>
<td>Debut online preview with new students</td>
<td>Webmaster; SSC</td>
</tr>
<tr>
<td><strong>Advising</strong></td>
<td>A-1.1</td>
<td>Assign counselors as initial advisors; SSC changes to faculty advisor; Additional Clerical Support in SSC;</td>
<td>Admissions Office; SSC</td>
</tr>
<tr>
<td></td>
<td>A-1.2</td>
<td>Conduct Transition Sessions with new students</td>
<td>Counselors</td>
</tr>
<tr>
<td></td>
<td>A-1.8</td>
<td>Hire three faculty advisors for summer</td>
<td>SSC; Division Deans</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>C-1.3</td>
<td>Add content to website</td>
<td>Webmaster</td>
</tr>
<tr>
<td><strong>Early Intervention</strong></td>
<td>E-1.5</td>
<td>Redesign COMPASS printout</td>
<td>LIS Division</td>
</tr>
</tbody>
</table>

Table 14 | QEP Timeline Year 1
<table>
<thead>
<tr>
<th>Area</th>
<th>QEP Strategies</th>
<th>Description of Strategies</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>(SSC = Student Success Center)</td>
</tr>
<tr>
<td><strong>Fall 2008</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td>Continued: QEP Director</td>
<td>VP of I&amp;SS</td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
<td>Student evaluation of SDV 101 instruction</td>
<td>Deans/IE Officer</td>
</tr>
<tr>
<td>Orientation</td>
<td>O-3.1</td>
<td>Festival Back-to-School kickoff</td>
<td>SSC</td>
</tr>
<tr>
<td>Orientation</td>
<td>O-3.4</td>
<td>Offer 20 sections of orientation</td>
<td>BHSS Dean</td>
</tr>
<tr>
<td>Advising</td>
<td>A-1.3</td>
<td>Undecided students stay with counselors</td>
<td>SSC</td>
</tr>
<tr>
<td>Advising</td>
<td>A-1.4</td>
<td>Back-up Counselors for peak advisement times</td>
<td>SSC; Various counseling providers</td>
</tr>
<tr>
<td>Advising</td>
<td>A-1.5</td>
<td>Explore ways to ensure students have contact with their advisors</td>
<td>QEP Director</td>
</tr>
<tr>
<td>Advising</td>
<td>A-1.6</td>
<td>Redistribute advising workload and implement adjunct advisors</td>
<td>SSC; Division Deans</td>
</tr>
<tr>
<td>Advising</td>
<td>A-1.7</td>
<td>Changing Advisors: Update form to include new advisor</td>
<td>Admissions; SSC</td>
</tr>
<tr>
<td>Advising</td>
<td>A-1.9</td>
<td>Revise advisor evaluation form and seek approval from Faculty Senate</td>
<td>Deans; IE Officer; Faculty Senate</td>
</tr>
<tr>
<td>Advising</td>
<td>A-2.3</td>
<td>New Advisor Training</td>
<td>Deans; SSC</td>
</tr>
<tr>
<td>Advising</td>
<td>A-3.1</td>
<td>Advisors email welcome to new students</td>
<td>Deans; Advisors</td>
</tr>
<tr>
<td>Advising</td>
<td>A-3.2</td>
<td>Develop guidelines and training materials for eportfolio tools</td>
<td>QEP Director; SSC; Selected faculty</td>
</tr>
<tr>
<td>Communication</td>
<td>C-1.4</td>
<td>Debut VHCC website</td>
<td>VHCC Webmaster</td>
</tr>
<tr>
<td>Communication</td>
<td>C-1.5</td>
<td>Web staffing support; Explore staffing levels/redistribution of duties for maintaining website after development</td>
<td>Webmaster</td>
</tr>
<tr>
<td>Early Intervention</td>
<td>E-1.3</td>
<td>Advise students on importance of COMPASS testing</td>
<td>Advisors; Testing Center Personnel</td>
</tr>
<tr>
<td>Early Intervention</td>
<td>E-1.5</td>
<td>Advise students to begin developmental courses early. Use redesigned COMPASS printout.</td>
<td>Advisors; SIS Dept.; Testing Center</td>
</tr>
<tr>
<td>Early Intervention</td>
<td>E-3.1</td>
<td>Explore ways to improve advisor/advisee interaction based on feedback from back-to-school activities</td>
<td>SSC; Faculty Senate</td>
</tr>
<tr>
<td><strong>Spring 2009</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
<td>Student evaluation of SDV 101 instruction</td>
<td>Deans/IE Officer</td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
<td>Core Competency Assessments</td>
<td>IE/IR Offices</td>
</tr>
<tr>
<td>Orientation</td>
<td>O-4.1</td>
<td>Explore combined family orientation day/alumni picnic</td>
<td>SSC</td>
</tr>
<tr>
<td>Advising</td>
<td>A-1.9</td>
<td>Administer advisor evaluations (online)</td>
<td>Deans; IE Officer</td>
</tr>
<tr>
<td>Advising</td>
<td>A-1.10</td>
<td>Outstanding Teacher of the Year Awards: one advising &amp; one teaching</td>
<td>VP of I&amp;SS</td>
</tr>
<tr>
<td>Advising</td>
<td>A-1.12</td>
<td>Survey faculty and students about activity hour</td>
<td>QEP Director; IR Office</td>
</tr>
<tr>
<td>Advising</td>
<td>A-2.2</td>
<td>Update advising manual. Reprint and repost online</td>
<td>SSC</td>
</tr>
</tbody>
</table>
## Year 2

<table>
<thead>
<tr>
<th>Area</th>
<th>QEP Strategies</th>
<th>Description of Strategies</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A-2.4</td>
<td>Evaluate communication needs between advisors and SSC; recommend on-going training</td>
<td>SSC; Faculty Senate</td>
</tr>
<tr>
<td></td>
<td>A-3.2</td>
<td>Pilot test eportfolios in orientation classes</td>
<td>SSC</td>
</tr>
<tr>
<td>Communication</td>
<td>C-3.3</td>
<td>Train faculty and students on eportfolios</td>
<td>QEP Director will select trainer</td>
</tr>
<tr>
<td>Summer 2009</td>
<td>Assessment</td>
<td>Launch new Strategic Plan to include QEP goals and strategies</td>
<td>IE Officer</td>
</tr>
<tr>
<td>Orientation</td>
<td>O-4.2</td>
<td>Develop/purchase advising guide for families</td>
<td>SSC</td>
</tr>
<tr>
<td>Advising</td>
<td>A-1.1</td>
<td>Continued: Additional Clerical Support in SSC</td>
<td>Admissions Office; SSC</td>
</tr>
<tr>
<td></td>
<td>A-1.8</td>
<td>Hire three faculty advisors for summer</td>
<td>SSC; Division Deans</td>
</tr>
<tr>
<td></td>
<td>A-1.11</td>
<td>Hire and train peer ambassadors</td>
<td>SSC</td>
</tr>
<tr>
<td></td>
<td>A-1.13</td>
<td>Recruit Career Mentors</td>
<td>QEP Director; SSC</td>
</tr>
</tbody>
</table>

Table 15 | QEP Timeline Year 2
## - Year 3 -

<table>
<thead>
<tr>
<th>Area</th>
<th>QEP Strategies</th>
<th>Description of Strategies</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 3: Fall 2009</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td>Continued: QEP Director</td>
<td>VP of I&amp;SS</td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
<td>Administer FoE student survey and compare to Fall 2005 survey data</td>
<td>IE/IR Offices</td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
<td>Student evaluation of SDV 101 instruction</td>
<td>Deans/IE Officer</td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
<td>Administer survey to evaluate effectiveness of new website</td>
<td>IE/IR Offices; Webmaster</td>
</tr>
<tr>
<td>Orientation</td>
<td>O-3.1</td>
<td>Continued: Festival Back-to-School kickoff</td>
<td>SSC</td>
</tr>
<tr>
<td></td>
<td>O-3.4</td>
<td>Continued: Offer 20 sections of orientation</td>
<td>BHSS Dean</td>
</tr>
<tr>
<td>Advising</td>
<td>A-1.4</td>
<td>Continued: Back-up Counselors for peak advisement times</td>
<td>SSC; Various counseling providers</td>
</tr>
<tr>
<td></td>
<td>A-1.6</td>
<td>Continued: Redistribute advising workload and implement adjunct advisors</td>
<td>SSC; Division Deans</td>
</tr>
<tr>
<td></td>
<td>A-1.12</td>
<td>Consider results of activity hour survey</td>
<td>QEP Director; Faculty Senate; SGA</td>
</tr>
<tr>
<td></td>
<td>A-1.13</td>
<td>Implement Career Mentor program</td>
<td>SSC</td>
</tr>
<tr>
<td></td>
<td>A-2.3</td>
<td>New Advisor Training</td>
<td>Deans; SSC</td>
</tr>
<tr>
<td></td>
<td>A-2.4</td>
<td>Schedule working luncheons to provide ongoing advisor training</td>
<td>SSC</td>
</tr>
<tr>
<td></td>
<td>A-3.1</td>
<td>Advisors email welcome to new students</td>
<td>Deans; Advisors</td>
</tr>
<tr>
<td></td>
<td>A-3.2 (+C-3.3)</td>
<td>Implement eportfolio use in all orientation classes</td>
<td>SSC; Orientation faculty</td>
</tr>
<tr>
<td>Communication</td>
<td>C-1.5</td>
<td>Continued: Web staffing support; Explore staffing levels/redistribution of duties for maintaining website after development</td>
<td>Webmaster</td>
</tr>
<tr>
<td>Early Intervention</td>
<td>E-3.1</td>
<td>Explore ways to improve advisor/advisee interaction based on feedback from back-to-school activities</td>
<td>SSC; Faculty Senate</td>
</tr>
<tr>
<td><strong>Spring 2010</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
<td></td>
<td>IE/IR Offices</td>
</tr>
<tr>
<td>Orientation</td>
<td>O-3.3</td>
<td>Revise/update orientation classes based on assessment data</td>
<td>SSC</td>
</tr>
<tr>
<td></td>
<td>O-4.1</td>
<td>Continue: Combined family orientation day/alumni picnic</td>
<td>SSC</td>
</tr>
<tr>
<td>Advising</td>
<td>A-1.9</td>
<td>Continued: Administer advisor evaluations (online)</td>
<td>Deans</td>
</tr>
<tr>
<td></td>
<td>A-1.10</td>
<td>Continued: Outstanding Teacher of the Year Awards: one advising &amp; one teaching</td>
<td>VP of I&amp;SS</td>
</tr>
<tr>
<td></td>
<td>A-2.2</td>
<td>Update advising manual. Reprint and repost online</td>
<td>SSC</td>
</tr>
<tr>
<td>Area</td>
<td>QEP Strategies</td>
<td>Description of Strategies</td>
<td>Responsible Party</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
<td>--------------------------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(SSC = Student Success Center)</td>
</tr>
<tr>
<td><strong>Summer 2010</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation</td>
<td>O-4.2</td>
<td>Continued: Develop/purchase advising guide for families</td>
<td>SSC</td>
</tr>
<tr>
<td>Advising</td>
<td>A-1.1</td>
<td>Continued: Additional Clerical Support in SSC</td>
<td>Admissions Office; SSC</td>
</tr>
<tr>
<td></td>
<td>A-1.8</td>
<td>Hire three faculty advisors for summer</td>
<td>SSC; Division Deans</td>
</tr>
<tr>
<td></td>
<td>A-1.11</td>
<td>Hire and train peer ambassadors</td>
<td>SSC</td>
</tr>
<tr>
<td></td>
<td>A-1.13</td>
<td>Recruit Career Mentors</td>
<td>QEP Director; SSC</td>
</tr>
</tbody>
</table>

Table 16 | QEP Timeline Year 3
<table>
<thead>
<tr>
<th>Area</th>
<th>QEP Strategies</th>
<th>Description of Strategies</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2010</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td>Continued: QEP Director - Reduced to 1/3 release time</td>
<td>VP of I&amp;SS</td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
<td>Student evaluation of SDV 101 instruction</td>
<td>Deans/IE Officer</td>
</tr>
<tr>
<td>Orientation</td>
<td>O-3.1</td>
<td>Continued: Festival Back-to-School kickoff</td>
<td>SSC</td>
</tr>
<tr>
<td></td>
<td>O-3.4</td>
<td>Continued: Offer 20 sections of orientation</td>
<td>BHSS Dean</td>
</tr>
<tr>
<td>Advising</td>
<td>A-1.4</td>
<td>Continued: Back-up Counselors for peak advisement times</td>
<td>SSC; Various counseling providers</td>
</tr>
<tr>
<td></td>
<td>A-1.6</td>
<td>Continued: Redistribute advising workload and implement adjunct advisors</td>
<td>SSC; Division Deans</td>
</tr>
<tr>
<td></td>
<td>A-1.13</td>
<td>Continued: Career Mentor program</td>
<td>SSC</td>
</tr>
<tr>
<td></td>
<td>A-2.3</td>
<td>New Advisor Training</td>
<td>Deans; SSC</td>
</tr>
<tr>
<td></td>
<td>A-2.4</td>
<td>Schedule working luncheons to provide on-going advisor training</td>
<td>SSC</td>
</tr>
<tr>
<td></td>
<td>A-3.1</td>
<td>Advisors email welcome to new students</td>
<td>Deans; Advisors</td>
</tr>
<tr>
<td></td>
<td>A-3.2 (+C-3.3)</td>
<td>Implement eportfolio use in all orientation classes</td>
<td>SSC; Orientation faculty</td>
</tr>
<tr>
<td>Communication</td>
<td>C-1</td>
<td>Contract with web design firm to re-evaluate VHCC website</td>
<td>Webmaster</td>
</tr>
<tr>
<td></td>
<td>C-1.5</td>
<td>Continued: Web staffing support; Explore staffing levels/redistribution of duties for maintaining website after development</td>
<td>Webmaster</td>
</tr>
<tr>
<td>Early Intervention</td>
<td>E-3.1</td>
<td>Continued: Explore ways to improve advisor/advisee interaction based on assessment data</td>
<td>SSC; Faculty Senate</td>
</tr>
<tr>
<td><strong>Spring 2011</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
<td>Administer CCSSE</td>
<td>IE/IR Offices</td>
</tr>
<tr>
<td>Orientation</td>
<td>O-3.3</td>
<td>Revise/update orientation classes</td>
<td>SSC</td>
</tr>
<tr>
<td></td>
<td>O-4.1</td>
<td>Continue: Combined family orientation day/alumni picnic</td>
<td>SSC</td>
</tr>
<tr>
<td>Advising</td>
<td>A-1.9</td>
<td>Continued: Administer advisor evaluations (online)</td>
<td>Deans</td>
</tr>
<tr>
<td></td>
<td>A-1.10</td>
<td>Continued: Outstanding Teacher of the Year Awards: one advising &amp; one teaching</td>
<td>VP of I&amp;SS</td>
</tr>
<tr>
<td></td>
<td>A-2.2</td>
<td>Update advising manual. Reprint and repost online</td>
<td>SSC</td>
</tr>
<tr>
<td>Area</td>
<td>QEP Strategies</td>
<td>Description of Strategies</td>
<td>Responsible Party</td>
</tr>
<tr>
<td>----------</td>
<td>----------------</td>
<td>---------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Summer 2011</strong></td>
<td></td>
</tr>
<tr>
<td>Orientation</td>
<td></td>
<td><strong>O-4.2</strong> Continued: Develop/purchase advising guide for families</td>
<td>SSC</td>
</tr>
<tr>
<td>Advising</td>
<td></td>
<td><strong>A-1.1</strong> Continued: Additional Clerical Support in SSC</td>
<td>Admissions Office; SSC</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>A-1.8</strong> Hire three faculty advisors for summer</td>
<td>SSC; Division Deans</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>A-1.11</strong> Hire and train peer ambassadors</td>
<td>SSC</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>A-1.13</strong> Recruit Career Mentors</td>
<td>QEP Director; SSC</td>
</tr>
</tbody>
</table>

Table 17 | QEP Timeline Year 4
<table>
<thead>
<tr>
<th>Area</th>
<th>QEP Strategies</th>
<th>Description of Strategies</th>
<th>Responsible Party</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>Leadership</td>
<td>Cont.: QEP Director - 1/3 release time</td>
<td>VP of I&amp;SS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment</td>
<td>Student evaluation of SDV 101 instruction</td>
<td>Deans/IE Officer</td>
<td></td>
</tr>
<tr>
<td>Orientation</td>
<td>O-3.1</td>
<td>Continued: Festival Back-to-School kickoff</td>
<td>SSC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>O-3.4</td>
<td>Continued: Offer 20 sections of orientation</td>
<td>BHSS Dean</td>
<td></td>
</tr>
<tr>
<td>Advising</td>
<td>A-1.4</td>
<td>Continued: Back-up Counselors for peak advisement times</td>
<td>SSC; Various counseling providers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-1.6</td>
<td>Continued: Redistribute advising workload and implement adjunct advisors</td>
<td>SSC; Division Deans</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-1.13</td>
<td>Continued: Career Mentor program</td>
<td>SSC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-2.3</td>
<td>New Advisor Training</td>
<td>Deans; SSC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-2.4</td>
<td>Schedule working luncheons to provide on-going advisor training</td>
<td>SSC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-3.1</td>
<td>Advisors email welcome to new students</td>
<td>Deans; Advisors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-3.2 (+C-3.3)</td>
<td>Implement eportfolio use in all orientation classes</td>
<td>SSC; Orientation faculty</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>C-1.5</td>
<td>Continued: Web staffing support; Explore staffing levels/redistribution of duties for maintaining website after development</td>
<td>Webmaster</td>
<td></td>
</tr>
<tr>
<td>Early Intervention</td>
<td>E-3.1</td>
<td>Continued: Explore ways to improve advisor/advisee interaction based on assessment data</td>
<td>SSC; Faculty Senate</td>
<td></td>
</tr>
<tr>
<td>Spring 2012</td>
<td>Assessment</td>
<td>Core Competency Assessments (Personal Development &amp; Cultural Understanding)</td>
<td>IE Officer/ VP of I&amp;SS</td>
<td></td>
</tr>
<tr>
<td>Orientation</td>
<td>O-3.3</td>
<td>Revise/update orientation classes</td>
<td>SSC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>O-4.1</td>
<td>Continue: Combined family orientation day/alumni picnic</td>
<td>SSC</td>
<td></td>
</tr>
<tr>
<td>Advising</td>
<td>A-1.9</td>
<td>Continued: Administer advisor evaluations (online)</td>
<td>Deans</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-1.10</td>
<td>Continued: Outstanding Teacher of the Year Awards: one advising &amp; one teaching</td>
<td>VP of I&amp;SS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-2.2</td>
<td>Update advising manual. Reprint and repost online</td>
<td>SSC</td>
<td></td>
</tr>
<tr>
<td>Summer 2012</td>
<td>Orientation</td>
<td>O-4.2</td>
<td>SSC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advising</td>
<td>A-1.8</td>
<td>SSC; Deans</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-1.11</td>
<td>Hire and train peer ambassadors</td>
<td>SSC</td>
<td></td>
</tr>
</tbody>
</table>

Table 18 | QEP Timeline Year 5
**Budget**

In order to implement the SOAR strategies, the College needed to make a commitment of financial resources for the five-year period. Budget items were proposed by the Fall QEP Team. At that time, the groups were told to include all items that they felt were desirable for implementing the plan and that the budget would be scaled back later based on realistic analysis of feasibility.

The Spring QEP Team considered the feasibility of many of the items and made adjustments to the budget in February. The QEP Team Leader continued to meet with Dr. Paul Conco, Vice President of Financial and Administrative Services, and Mary Snead, Accountant, throughout the spring to further refine the budget. A detailed spreadsheet was prepared linking budget items with the strategies according to a semester-by-semester timeline. On-going and one-time costs, as well as personnel and OTPS (other than personnel services) costs, were identified. In addition, the source of funding was determined. The College budget, which is designated as E & G (Educational and General fund) in the summary table, is the source for most of the items. Some local funds and grant funding also is used. Additional grant funding is being requested and, if successful, will replace some of the E & G funds.

The finalized budget includes a yearly cost adjustment factor of 4% for payroll-related costs and 3% for OTPS. The entire detailed budget document is not included in this report because of its length. Instead, it is being used in-house for budget information. For the purposes of this report, a summary of the budget items for each of the five years is included on the next page.

The QEP budget was discussed with the SACS Leadership Team and presented to the President’s Advisory Council (PAC) on May 24th. The budget was approved with $80,000 of E&G funds earmarked for the first year of the QEP. President Wilkin considered the funding for the remaining years of the plan and approved the entire five-year budget in consultation with PAC. The SACS Leadership Team Minutes of May 31st are shown in Appendix K and reflect the College’s financial commitment to the plan.
## Summary of QEP Costs over 5 Year Period

<table>
<thead>
<tr>
<th>QEP Strategies</th>
<th>Description of Item</th>
<th>Year 1: 2007-08</th>
<th>Year 2: 2008-09</th>
<th>Year 3: 2009-10</th>
<th>Year 4: 2010-11</th>
<th>Year 5: 2011-12</th>
<th>Source of Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing</td>
<td>SOAR t-shirts, buttons, etc.</td>
<td>1,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Student Fees/Local</td>
</tr>
<tr>
<td>Leadership</td>
<td>QEP Director</td>
<td>19,393</td>
<td>20,169</td>
<td>20,976</td>
<td>17,274</td>
<td>17,965</td>
<td>E &amp; G</td>
</tr>
<tr>
<td>Assessment</td>
<td>Administer FoE student survey and compare to Fall 2005 survey data</td>
<td></td>
<td></td>
<td>2,546</td>
<td></td>
<td></td>
<td>E &amp; G</td>
</tr>
<tr>
<td>O-3.1</td>
<td>Food for Back-to-School Festival</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Student Activity Fee</td>
</tr>
<tr>
<td>O-3.2</td>
<td>Training funds for counselors</td>
<td>5,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>E &amp; G</td>
</tr>
<tr>
<td>O-3.3</td>
<td>Books/materials for orientation courses (every other year)</td>
<td>500</td>
<td>530</td>
<td>563</td>
<td></td>
<td></td>
<td>E &amp; G</td>
</tr>
<tr>
<td>O-3.3</td>
<td>SDV 101 Pilot - Adjunct for one class</td>
<td>700</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>E &amp; G</td>
</tr>
<tr>
<td>O-3.4</td>
<td>SDV 101 Faculty</td>
<td></td>
<td>11,084</td>
<td>11,527</td>
<td>11,988</td>
<td>12,468</td>
<td>E &amp; G</td>
</tr>
<tr>
<td>O-4.1</td>
<td>Family picnic</td>
<td>5,150</td>
<td>5,305</td>
<td>5,464</td>
<td>5,628</td>
<td></td>
<td>Student Activity Fee</td>
</tr>
<tr>
<td>O-4.2</td>
<td>Purchase family advising guide</td>
<td>1,236</td>
<td>1,273</td>
<td>1,311</td>
<td>1,351</td>
<td></td>
<td>E &amp; G</td>
</tr>
<tr>
<td>A-1.1</td>
<td>Additional clerical support in SSC</td>
<td>5,598</td>
<td>5,822</td>
<td>6,055</td>
<td>6,297</td>
<td></td>
<td>E &amp; G</td>
</tr>
<tr>
<td>A-1.4</td>
<td>Back-up Counselors</td>
<td>11,196</td>
<td>11,643</td>
<td>12,109</td>
<td>12,594</td>
<td></td>
<td>E &amp; G</td>
</tr>
<tr>
<td>A-1.6</td>
<td>Five Adjunct Advisors</td>
<td>7,277</td>
<td>7,568</td>
<td>7,871</td>
<td>8,186</td>
<td></td>
<td>E &amp; G</td>
</tr>
<tr>
<td>A-1.6</td>
<td>Purchase 5 laptops for Adjunct Advisors</td>
<td>10,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ETF</td>
</tr>
<tr>
<td>A-1.8</td>
<td>Hire three faculty advisors for summer</td>
<td>5,167</td>
<td>10,748</td>
<td>11,178</td>
<td>11,625</td>
<td>12,090</td>
<td>E &amp; G</td>
</tr>
<tr>
<td>A-1.10</td>
<td>Two Outstanding Teacher of the Year Awards (plaques and PG&amp;D)</td>
<td>258</td>
<td>4,258</td>
<td>4,385</td>
<td>4,517</td>
<td></td>
<td>E &amp; G</td>
</tr>
<tr>
<td>A-1.11</td>
<td>Hire five peer ambassadors</td>
<td>1,722</td>
<td>12,539</td>
<td>13,041</td>
<td>13,562</td>
<td>14,105</td>
<td>E &amp; G</td>
</tr>
<tr>
<td>A-2.1</td>
<td>Speaker/Food for developmental advising model in-service</td>
<td>6,500</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Perkins/CTE</td>
</tr>
<tr>
<td>A-2.2 E-1.4</td>
<td>Print advising manual</td>
<td>400</td>
<td>412</td>
<td>424</td>
<td>437</td>
<td>450</td>
<td>E &amp; G</td>
</tr>
<tr>
<td>A-2.4</td>
<td>Food for working luncheons to provide ongoing advisor training</td>
<td></td>
<td></td>
<td>1,591</td>
<td>1,639</td>
<td>1,688</td>
<td>Perkins/CTE</td>
</tr>
<tr>
<td>A-3.2</td>
<td>Subscription fee for e-portfolio system</td>
<td>3,090</td>
<td>3,183</td>
<td>3,278</td>
<td>3,377</td>
<td></td>
<td>E &amp; G</td>
</tr>
<tr>
<td>C-1</td>
<td>Replace web server</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6,556</td>
<td>ETF</td>
</tr>
<tr>
<td>C-1.1 O-1.2 A-3.3</td>
<td>Outsource Redesign of VHCC Website and include online preview; Re-evaluate in Yr 4</td>
<td>40,000</td>
<td>10,000</td>
<td>20,000</td>
<td></td>
<td></td>
<td>E &amp; G</td>
</tr>
<tr>
<td>C-1.5</td>
<td>Web staffing support</td>
<td>6,459</td>
<td>6,717</td>
<td>6,986</td>
<td>7,265</td>
<td>7,556</td>
<td>E &amp; G</td>
</tr>
</tbody>
</table>

**E & G Totals** $79,341 $100,523 $100,955 $117,161 $101,516  
**Other Sources** $7,500 $17,725 $9,548 $16,391 $10,130  
**Fiscal Year Totals** $86,841 $118,048 $110,503 $133,552 $111,645  

*Note: The following cost adjustment factors have been applied in Years 2, 3, 4, and 5: Payroll – 4%; OTPS-3%*
Leadership

VHCC has created a new QEP Director position to administer and oversee the implementation of the plan. The Organization Structure workgroup of the Spring QEP Team suggested that this position 1) report to the Vice President of Instruction and Student Services, 2) be half-time in years 1 through 3, 3) be one-third time in years 4 and 5, and 4) be supported by a committee.

The strategies of the QEP have been assimilated into key administrators’ yearly goals as part of the strategic planning process and thus it could be argued that implementation could occur as part of the normal college operation. As illustrated in the timeline section, many individuals have been given administrative responsibility for each section. Since so many diverse areas of the College will be involved in the plan, it was decided that a QEP Director was needed to coordinate the various departments. The QEP Director will be responsible for ensuring that the various groups communicate, meet deadlines, and have the resources that they need. The QEP Director also will have specific responsibility for certain strategies. The QEP Director’s position description is shown below:

<table>
<thead>
<tr>
<th>Director – Quality Enhancement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Director reports directly to the Vice President of Instruction and Student Services and provides leadership and organization for the development and implementation of the Quality Enhancement Plan.</td>
</tr>
<tr>
<td>1. Serves as champion of the SOAR project</td>
</tr>
<tr>
<td>2. Facilitate cooperation and communication between all areas involved in implementing the QEP</td>
</tr>
<tr>
<td>3. Chair the SOAR Implementation Team; coordinate monthly meetings and ensure effective communication of team members between meetings</td>
</tr>
<tr>
<td>4. Coordinate with applicable campus community members to ensure QEP timeline and deadlines are met</td>
</tr>
<tr>
<td>5. Supervise the development and implementation of each QEP objective; provide leadership on identified objectives</td>
</tr>
<tr>
<td>6. Track budget items related to the QEP; consult monthly with the VP of Instruction &amp; Student Services on the status of the budget</td>
</tr>
<tr>
<td>7. Research student development and technology issues that haven’t been finalized in the plan; make recommendations to applicable constituents</td>
</tr>
<tr>
<td>8. Coordinate the assessment of the QEP; work closely with the Administrative Officer of Institutional Effectiveness and the Research &amp; Assessment Specialist</td>
</tr>
<tr>
<td>9. Communicate vital information about the QEP, including important dates, accomplishments and findings to the college community</td>
</tr>
<tr>
<td>10. Utilize experience and education in student development, advising, teaching and administration to effectively facilitate the implementation of the QEP and improve the College by Strengthening Orientation, Advising and Retention</td>
</tr>
</tbody>
</table>
Kim Morton, Career Planning/Placement Specialist, was selected for the QEP Director position. Ms. Morton has been involved in all phases of the QEP development process from serving on the Steering Committee of the Foundations of Excellence Task Force, to leading the Advising group on the Fall QEP Team, to volunteering to continue to serve on the Spring QEP Team. Because she subscribes to several listservs, has numerous student development contacts, and stays current on the latest research on advising and the first-year experience, she was instrumental in researching best practices.

Ms. Morton’s education and experience are well suited to lead the SOAR Team (see Resume in Appendix L). She has a Master of Education in Student Affairs in Higher Education and experience in several student affairs positions. She has been involved with teaching, advising, assessment, and leadership activities. Her colleagues have commented on her exemplary ability to organize projects and see them through to completion. The College is fortunate that she has agreed to serve as QEP Director.

The QEP Director will be supported by the SOAR Implementation Team (see organizational chart in Appendix M). This team will consist of the following representatives:

- Student Success Center Representative
- Project Excel Representative
- Career Coach
- Full-time Faculty Member from Nursing Division
- Full-time Faculty Member from Business, Humanities, and Social Sciences Division
- Full-time Faculty Member from Science & Engineering Technologies Division
- Adjunct Faculty Member
- Full-time First Year Student
- Full-time Second Year Student
- Institutional Effectiveness Administrative Officer
- QEP Team Leader (who led the development of the plan)
- Webmaster

Representatives for the 2007-2008 SOAR Team already have been selected and will meet on a monthly basis to administer and oversee the implementation of the QEP. They also will be responsible for ensuring that assessment data is collected and used to make improvements to the plan.
Assessment

The purpose of this section is to describe how QEP goals will be assessed to measure their effects on student learning. This assessment plan is comprehensive yet flexible enough to allow necessary adjustments. Assessments for the QEP will focus both on the actual student or faculty learning and on the effectiveness of the initiative itself. Assessments also will occur at the institutional, program, and course level. The results of these assessments will be used to make continuous improvements to the strategies for each initiative.

Outcomes for each objective of the QEP have been developed and, where applicable, will be assessed for effectiveness and improvement in student learning. The College has a mission statement for advising that clearly defines goals and defines expectations for advisors and advisees. Student Learning Outcomes for advising have been developed and will be assessed to determine the impact of the QEP on student learning. Student Learning Outcomes also have been developed for the orientation course, SDV 101. More specific measures for assessing student learning in SDV 101 will be determined as a common syllabus is developed in Fall 2007.

The QEP will be built directly into the next VHCC Strategic Plan, fully integrating the use of QEP evaluation findings for improvement as a part of the College’s institutional effectiveness process.

As part of the College’s existing Institutional Effectiveness process, all academic programs and administrative and educational support units produce Annual Outcomes Assessment—a system based upon improvement driven by outcome results. Annual Outcomes Assessment is entered into WEAVEOnline, an assessment management system. Beginning with the 2007-2008 year, all academic programs and administrative and educational support units will link their applicable outcomes to the QEP initiatives. This will allow us to fully track the effectiveness of the QEP and use the results to make improvements to the plan. Each year, the SOAR Implementation Team will evaluate the accomplishments and will determine an appropriate course of action.

Assessment at the Institutional Level

QEP strategies already have been incorporated into the College’s goals (2007-2008 goals). The strategies also will be incorporated into the next Strategic Plan, which is scheduled to begin July 2009. Assessments will be given for various core competencies that we believe will be impacted by the SOAR plan. These assessments are administered to graduating students during their last semester at the College. These core competencies are determined at the state level and include communication, critical thinking, information literacy, and personal development. The results will be reviewed to gauge the impact of the SOAR plan on student learning at the institutional level. The Foundations of Excellence (FoE) Student Survey, the Community College Survey of Student Engagement (CCSSE), the Student Satisfaction Inventory (SSI), the VHCC Graduating Student Questionnaire, and the VHCC Graduate Follow-Up Survey will be
given and the results will be viewed longitudinally to assess the impact of the QEP. Other institutional data, such as retention data and graduation rates, will be tracked as indicators of progress toward QEP goals.

It is projected that the SOAR plan will start to have an impact on retention and graduation rates after most of the initiatives are implemented in Year 2 (2008-2009) of the plan. A target performance level of a 2% increase in the retention rate for Years 2 through 5 is projected. Similarly, it is anticipated that graduation rates will improve by 2% at the end of Year 4. The graduation rate for students who begin their college experience in Fall of 2008 will be determined in 2011. If these levels are not met, the College’s assessment process with be used to analyze the results and decide on appropriate actions.

Although the SOAR plan should have an impact on enrollment, there are many other non-QEP programs and factors that could contribute to enrollment increases. Since retention and graduation rates are more likely to increase as a direct result of the SOAR strategies, retention and graduation rate increases will be used as methods of evaluating the success of the plan.

Assessment at the Program Level

Outcomes assessment occurs at the program and unit level. All academic programs and administrative and educational support units complete annual outcomes assessment and this process is maintained in WEAVEonline, an assessment management system. The progress of the QEP can be monitored in outcomes assessment when each program and unit links applicable outcomes to the QEP objectives. The WEAVE program allows VHCC to set Institutional Priorities and Strategic Planning items. By doing so, program coordinators can link their outcomes to specific priorities, thus making it possible to prepare summary reports to show progress toward those priorities. VHCC decided to use the QEP objectives as its Institutional Priorities. The following list shows how these items appear in WEAVE.

<table>
<thead>
<tr>
<th>QEP Goals in Institutional Priorities:</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td></td>
</tr>
<tr>
<td>I-1 Online Preview</td>
<td>III-1 Redesign website</td>
</tr>
<tr>
<td>I-2 Revise New Student Seminar</td>
<td>III-2 Develop/enforce publication guideline</td>
</tr>
<tr>
<td>I-3 Restructure SDV 101</td>
<td>III-3 Student communication tool</td>
</tr>
<tr>
<td>I-4 Family Orientation</td>
<td></td>
</tr>
<tr>
<td>Advising</td>
<td>Early Intervention</td>
</tr>
<tr>
<td>II-1 Increase contact with advisors</td>
<td>IV-1 Identify and advise at-risk students</td>
</tr>
<tr>
<td>II-2 Advisor training</td>
<td>IV-2 Attendance tracking and intervention</td>
</tr>
<tr>
<td>II-3 Virtual supplement</td>
<td>IV-3 Promote advisor/advisee interaction</td>
</tr>
</tbody>
</table>

Table 20 | QEP Goals in Institutional Priorities
In addition to being able to link any outcome in WEAVE to the QEP, advising has been added as a separate program area. Advising Student Learning Outcomes will be assessed and results used for improvement in WEAVE. Specific measures include the Core Competency Assessments, which were mentioned in the previous section on Institutional Level Assessments. Other outcomes will be assessed during the advising process and also during the orientation class SDV 101.

**Assessment at the Course Level**

Course level student learning outcomes have been established for the orientation course, SDV 101. A syllabus will be developed as part of the QEP and specific assessment measures at the course level will be developed at that time. Several methods of evaluating the student learning outcomes for SDV 101 have been suggested, including an embedded assignment such as a reflective writing piece that could be evaluated using a rubric and/or an experiential project evaluated using a rubric. A pre-test/post-test attitudinal assessment and a common exam are other means of assessment that will be considered. The Student Success Center will recommend appropriate means of assessment to the SOAR Implementation Team for approval. After the pilot course, the selected assessment tool will be evaluated to see if it yielded useful data for improving student learning.

**Assessment Plan**

The following tables specify the specific outcomes, method of evaluating, assessment timeframe, and person(s) responsible for assessing each of the objectives of the plan. Each table shows one of the four goals. Multiple measures of assessment have been utilized for many of the outcomes.
### Orientation Goal: Provide students with an orientation program that will develop their lifelong learning skills and enhance their college experience.

<table>
<thead>
<tr>
<th>WEAVE Inst. Priority</th>
<th>Specific Outcome</th>
<th>Method of Evaluating</th>
<th>Timeframe</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-1</td>
<td><strong>Orientation Goal: Provide students with an orientation program that will develop their lifelong learning skills and enhance their college experience.</strong></td>
<td><strong>Upon completion of the Online Preview, students will have a basic understanding of VHCC resources, office locations, college calendar, office locations and the enrollment process.</strong></td>
<td>Pre-test/Post-test; Online survey</td>
<td>Begin testing/surveying when online preview debuts in Summer 2008</td>
</tr>
<tr>
<td></td>
<td>Students will use campus resources such as the tutoring center and career placement office more frequently</td>
<td>Outcomes assessment for various units will track any increase in services</td>
<td>Begin with 2008-2009 assessment cycle</td>
<td>Financial Aid; Tutoring Center; Career Placement</td>
</tr>
<tr>
<td></td>
<td>Students will access the online preview</td>
<td>Number of website hits</td>
<td>Begin Summer 2008</td>
<td>Webmaster</td>
</tr>
<tr>
<td></td>
<td>Students will be able to successfully navigate and manage their own VHCC records</td>
<td>FoE surveys</td>
<td>Fall 2009</td>
<td>IE/IR Office</td>
</tr>
<tr>
<td></td>
<td>={['1. Be able to identify and comprehend college resources and procedures', '2. Demonstrate an improvement in their understanding of the Financial Aid process', '3. Demonstrate effectiveness in using the course catalog and schedule', '4. Develop an understanding of the importance of COMPASS testing, scores and placement', '5. Demonstrate an understanding of the role of their faculty advisor and their role as advisee']</td>
<td>CCSSE</td>
<td>Spring 2008 and 2011</td>
<td>IE/IR Office</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduation Rate</td>
<td>2008-2011</td>
<td>IE/IR Office</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outcomes Assessment Planning</td>
<td>Annually</td>
<td>QEP Director; SSC; Admissions</td>
</tr>
<tr>
<td>I-2</td>
<td><strong>Revised New Student Seminar</strong></td>
<td>By completion of the NSS, the student will:</td>
<td>Pre-test/Post-test during NSS</td>
<td>Begin Summer 2008</td>
</tr>
<tr>
<td></td>
<td><strong>QEP Objective: Revise New Student Seminar (NSS) component of Comprehensive Orientation Program. NSS is completed before the student’s first term (in the summer for those entering VHCC in the fall).</strong></td>
<td>1. Be able to identify and comprehend college resources and procedures</td>
<td><strong>NSS Survey</strong></td>
<td>SSC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Demonstrate an improvement in their understanding of the Financial Aid process</td>
<td>Begin Summer 2008</td>
<td>SSC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Demonstrate effectiveness in using the course catalog and schedule</td>
<td></td>
<td>SSC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Develop an understanding of the importance of COMPASS testing, scores and placement</td>
<td></td>
<td>SSC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Demonstrate an understanding of the role of their faculty advisor and their role as advisee</td>
<td></td>
<td>SSC; Financial Aid; Development Studies; Other student services areas</td>
</tr>
</tbody>
</table>
### Orientation Goal:
Provide students with an orientation program that will develop their lifelong learning skills and enhance their college experience.

<table>
<thead>
<tr>
<th>WEAVE Inst. Priority</th>
<th>Specific Outcome</th>
<th>Method of Evaluating</th>
<th>Timeframe</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class size of NSS will not exceed 25 students per section</td>
<td>Enrollment through web-based sign-up will be capped at 25. SSC will monitor that enough sections are available to accommodate number of students</td>
<td></td>
<td>Begin Summer 2008</td>
<td>SSC</td>
</tr>
<tr>
<td>I-3 Restructure SDV 101 QEP Objective: Revise core orientation components consisting of 1-credit orientation courses taught by qualified counselors, faculty, staff, administrators, and/or adjuncts.</td>
<td>See Preliminary Student Learning Outcomes for SDV 101 in Appendix J. More specific objectives will be developed in preparation for the pilot course.</td>
<td>Suggested Assessment methods used in SDV 101 course: common course embedded assignment (writing assignment) evaluated using a rubric. Pre/Post attitudinal assessment, common test, experiential projects evaluated using a rubric.</td>
<td>Assessment method selected in Fall 2007 as course is developed. Pilot in spring 2008. Revise as necessary.</td>
<td>SSC and IE Officer</td>
</tr>
<tr>
<td>Students will rate the piloted SDV 101 course as effective.</td>
<td></td>
<td>Course Evaluation</td>
<td>Spring 2008</td>
<td>Dean of BHSS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Focused groups in pilot course</td>
<td>Spring 2008</td>
<td>Dean of BHSS; SSC</td>
</tr>
<tr>
<td>I-4 Family Orientation QEP Objective: Add a family orientation component.</td>
<td>Family Involvement in orientation will increase in order to support the development of students’ success</td>
<td>Orientation Survey (family and student) and informal feedback from students and family members.</td>
<td>Begin Spring 2009</td>
<td>SSC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Family Self-Assessment Checksheet (modeled after A Family Guide to Academic Advising checklists)</td>
<td>Begin Spring 2009</td>
<td>SSC</td>
</tr>
</tbody>
</table>

Table 21 | Assessment Plan Orientation Goal
### Advising Goal: Move from a prescriptive advising model to a comprehensive, developmental model.

<table>
<thead>
<tr>
<th>WEAVE Inst. Priority</th>
<th>Specific Outcome</th>
<th>Method of Evaluating</th>
<th>Timeframe</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>II-1</td>
<td>Increase contact with advisors</td>
<td>Student Success will increase as a result of increased contact with advisors</td>
<td>FoE survey</td>
<td>Fall 2009</td>
</tr>
<tr>
<td></td>
<td>QEP Objective: Increase effective contact between the student and the various advising providers.</td>
<td>CCSSE</td>
<td>Spring 2008 and 2011</td>
<td>IE/IP Office</td>
</tr>
<tr>
<td></td>
<td>Advisor Evaluations</td>
<td>Begin Spring 2009</td>
<td>Deans/IE Office</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty Feedback</td>
<td>Spring 2009</td>
<td>QEP Director</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Retention Rates</td>
<td>Data collected annually</td>
<td>QEP Director; IR Office</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduation Rates</td>
<td>Data collected annually</td>
<td>QEP Director; IR Office</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduating Student Survey; Graduate Follow-up Survey</td>
<td>Data collected annually</td>
<td>QEP Director; IR Office</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SSI</td>
<td>Given in 2008-2009</td>
<td>QEP Director; IE/IP Office</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advising Student Learning Outcomes will be achieved (see Appendix I)</td>
<td>Core Competency Tests; Advising Program Assessment in WEAVE</td>
<td>Annually</td>
<td>QEP Director; Deans; IE Officer</td>
</tr>
<tr>
<td>II-2</td>
<td>Advisor training</td>
<td>70% of faculty will report “good” or “excellent” satisfaction with in-service training.</td>
<td>Pre-test/ post-test; Workshop evaluations to gauge faculty satisfaction</td>
<td>Spring 2008</td>
</tr>
<tr>
<td></td>
<td>QEP Objective: Provide comprehensive training to those providing advising.</td>
<td>In-service; Ongoing workshops after Fall 2008</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All advisors will attend training sessions during the first year of service</td>
<td>Workshop Attendance</td>
<td>Begin Fall 2008</td>
<td>Deans</td>
</tr>
<tr>
<td></td>
<td>Advisor Feedback (Survey)</td>
<td>Begin Fall 2008</td>
<td>SSC</td>
<td></td>
</tr>
<tr>
<td>II-3</td>
<td>Virtual supplement</td>
<td>Students’ knowledge of the advising process will be enhanced by the use of a virtual supplement.</td>
<td>Student focus groups and surveys as a result of the pilot test in SDV 101</td>
<td>Spring 2009</td>
</tr>
<tr>
<td></td>
<td>QEP Objective: Provide a virtual supplement to improve advising.</td>
<td>Faculty Feedback after full implementation</td>
<td>Fall 2009</td>
<td>QEP Director</td>
</tr>
<tr>
<td></td>
<td>Note: This overlaps with III-3</td>
<td>SDV 101 Course Evaluations</td>
<td>Begin Spring 2009</td>
<td>Dean of BHSS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FoE Survey</td>
<td>Fall 2009</td>
<td>IE/IP Office</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCSSE Survey</td>
<td>Spring 2008 and 2011</td>
<td>IE/IP Office</td>
</tr>
</tbody>
</table>

Table 22 | Assessment Plan Advising Goal
**Communication Goal:** Improve both printed and online communication to enhance the advising process.

| III-1 | Redesign website
QEP Objective: Redesign VHCC Website: Hire an off-campus firm to redesign the website, creating a new navigation system that makes it easy to quickly find information and developing an attractive look that is consistent with the “VHCC experience.” | Students, Faculty, Administrators, and Staff will rate the new website as effective, in terms of attractiveness, content, and ease of navigation | Focus Groups | Fall 2008 | Webmaster; IE/IR Offices

| III-2 | Develop/enforce publication guidelines
QEP Objective: Develop and enforce publication guidelines. | Students will obtain a consistent message from VHCC | Review campus literature and materials, press releases, media presentations, etc. | Begin Spring 2008 | PR/Mktg Office

| III-3 | Student communication tool
QEP Objective: Provide a tool for students to communicate with each other about issues that impact advising and other campus-life issues. Note: This overlaps with II-2 | A sense of student community will increase as a result of a new on-line communication tool. | Student focus groups and surveys as a result of the pilot test in SDV 101 | Spring 2009 | QEP Director SSC; Dean of BHSS

| Evaluation of Faculty Training | Spring 2009 | QEP Director; Trainer

| SDV 101 Course Evaluations | Begin Spring 2009 | Dean of BHSS

| FoE Survey | Fall 2009 | IE/IR Office

| CCSSE Survey | Spring 2008 and 2011 | IE/IR Office

Table 23 | Assessment Plan Communication Goal
Early Intervention Goal: Develop early intervention strategies that identify at-risk students and ensure that they receive the appropriate services.

<table>
<thead>
<tr>
<th>WEAVE Inst. Priority</th>
<th>Specific Outcome</th>
<th>Method of Evaluating</th>
<th>Timeframe</th>
<th>Responsible Party (SSC = Student Success Center)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV-1</td>
<td>Identify and advise at-risk students</td>
<td>Students required to enroll in 2 or more developmental courses will be identified in PeopleSoft</td>
<td>Number of students identified in PeopleSoft; advisor feedback; Outcomes assessment</td>
<td>Develop method to identify students in Spring 2008; Assess in Fall 2008</td>
</tr>
<tr>
<td></td>
<td>QEP Objective: Identify at-risk students through COMPASS placement scores and advise these students appropriately.</td>
<td>Curricular students will complete the COMPASS tests before registering for their second semester</td>
<td>Advisor feedback; Outcomes Assessment; PeopleSoft Reports</td>
<td>Spring 2009</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pass rates will increase on the Compass placement test as the importance of the Compass placement testing will be emphasized</td>
<td>Advisor feedback; Outcomes Assessment; Pass rate on Compass placement test</td>
<td>Begin Fall 2008</td>
</tr>
<tr>
<td></td>
<td></td>
<td>At-risk students will begin developmental courses by their second semester</td>
<td>Number identified through PeopleSoft</td>
<td>Collect data during 2008-2009 planning cycle</td>
</tr>
<tr>
<td>IV-2</td>
<td>Attendance tracking and intervention</td>
<td>At risk students will be identified so that an appropriate intervention can be provided</td>
<td>Attendance data; Retention data; Early Alert Committee evaluation</td>
<td>Best practices will be explored in 2008-2009; Assessment will take place in following years</td>
</tr>
<tr>
<td>IV-3</td>
<td>Promote advisor/advisee interaction</td>
<td>80% of new students will be satisfied with the interaction with their advisor</td>
<td>FoE surveys</td>
<td>Fall 2009</td>
</tr>
<tr>
<td></td>
<td>QEP Objective: Promote Faculty Advisor/Student Advisee Interactions</td>
<td></td>
<td>CCSSE</td>
<td>Spring 2008 and 2011</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Advisor evaluations; Feedback from back-to-school activities</td>
<td>Begin Fall 2008</td>
</tr>
</tbody>
</table>
Measures for the Plan

In the QEP assessment plan, there are a variety of methods to assess student learning outcomes. They include qualitative, quantitative, direct, and indirect measures; nationally-normed standardized surveys; and in-house assessment tools. Where appropriate, the QEP team has used multiple measures of assessment to ensure breadth and depth of information.

The following **direct measures** of student learning are incorporated in the plan:

- **Student Learning Outcomes for SDV 101 course:** Assessed through pre-test and post-test items, assignments evaluated by a rubric, and performance on cognitive tests.
- **Student Learning Outcomes for Advising:** SOAR Team will explore having an advisee portfolio of assignments and exercises evaluated using a rubric. Several outcomes will be assessed using the Core Competency assessments (communication, critical thinking, information literacy, personal development)
- **Faculty Learning:** Assessed through pre-test and post-test items upon completing advisor training
- **COMPASS Placement Scores:** Used to assess student understanding of importance of placement testing

The following **indirect measures** are listed in the plan:

- **FoE Surveys:** Assess satisfaction with advising and other services. Administered in Fall 2009. Results compared to original Fall 2005 surveys.
- **CCSSE:** Indirectly measure core competency areas, student engagement, familiarity with library and other academic support services, and timely use of appropriate support services. Administered in Spring 2008 and Spring 2011.
- **Noel-Levitz SSI:** Used to gauge impact on advising satisfaction as a result of QEP efforts. Administered in 2008-2009. Results compared to Fall 1999 data.
- **In-house Satisfaction Surveys:** Graduating Student Survey and Graduate Follow-Up Survey, SDV 101 course evaluation, On-line Preview Survey, New Student Seminar survey, Family Orientation Survey, Online surveys after training, Advisor/Counselor Feedback, etc.
- **Unit Level Outcomes Assessment:** Use of certain campus services such as the Library, Financial Aid, Career Planning, and Student Success Center will be tracked to see if students are effectively utilizing the services available.
- **Focus Group:** Focus groups will be used to assess the effectiveness of the website and also to assess effectiveness of the SDV 101 pilot course.
• Institutional Measures: Retention rates, graduation rates, attendance, tracking developmental students

**Strengths of the Assessment Plan**
In developing the assessment plan for the QEP, a balance between sufficient detail and flexibility was sought. The resulting plan focuses on direct measures of student learning while also including multiple means of assessment. The plan is facilitated by the clear description of student learning outcomes for both advising and orientation. These outcomes emanated from an Advising Mission Statement that was developed and approved by faculty with input from students and staff. The Advising Mission Statement clearly delineates the responsibilities of both students and their advisors; therefore, the assessment plan evaluates faculty learning in addition to student learning.

Assessment of the QEP is being integrated into the College’s assessment program. A primary tool for accomplishing this is the use of WEAVE assessment management system to monitor various program areas with outcomes that contribute to the SOAR program. A separate Advising program area also will be used to assess specific advising outcomes.

Some target performance levels have been included in this assessment plan. Others will be established as the entire plan is implemented, however, in order to maintain flexibility and ensure that realistic levels are set. Oversight for assessment of the QEP, which includes establishing these performance levels, will be the responsibility of the QEP Director. She will be supported by the SOAR Implementation Team, which includes the Institutional Effectiveness Officer.

An additional strength of the SOAR assessment plan is that the QEP goals have already been integrated into the College’s Goals and will be incorporated in the next Strategic Plan, which will be developed in Spring 2009.

In summary, this plan will access student learning, employ multiple means of assessment, integrate with the College’s overall assessment process, and provide leadership to ensure that the assessment is carried out.
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A: Membership of Teams

Foundations of Excellence Task Force

*Leader: Alma Rowland, Dean of Business, Humanities, & Social Sciences
Virginia Alvis, Professor Emeritus
Dennis Bailey, Student
Carolyn Bales, Financial Aid Advisor
Karen Cheers, Educational Advisor, Talent Search
* Debbi Clear, Vice President of Instruction and Student Services
* Karen Copenhaver, Tutor Coordinator, Talent Search
Sandra Davis, Instructor of Chemistry
Anne Dunham, Public Relations & Marketing Specialist
* Janet Estep, Personal Counselor/Learning Specialist, Project Excel
Judy Fairbanks, Adjunct Faculty
* Patty Fullen, Financial Aid Officer
* Kevin Hamed, Assistant Professor of Biology
Ben Hollandsworth, Student
* Mimi Hull, Director of Institutional Advancement
Nan Jones Associate Professor of Admin Support Technology
* Paige Kelly, Counselor for Nursing & Allied Health
Jim Kroll, Associate Professor of AC, Refrigeration, and Heating
Dona Lee, Acting Counselor/Career Coach
Brenda Legge, Counselor for Science & Engineering Technologies
David Matlock, Director of Admissions, Records, & Financial Aid
Abram McConnell, Student
Tyrel McPherson, Building & Grounds Office Assistant
Kathy Mitchell, Dean of Nursing & Allied Health
Rhonda Moore, Student
* Kim Morton, Career Planning/Placement Specialist
Jean Murray, Associate Professor of Biology
* Beth Page, Coordinator of Upward Bound
Jonathan Pippin, Student
Kim Prabhakar, Student
Debbie Rasnick, Professor of Information Systems Tech
* Jeff Russell, Research & Assessment Specialist
Beth Smith, Assistant Professor of Nursing
Shirley Sneed, Adjunct Faculty
* Mary Sullivan, Associate Professor of Information Systems Tech
Dolly Tarver, Associate Professor of English
Vota Thomas, Office Manager—Center for Business and Industry
* Pansy Waycaster, Professor of Mathematics

* Members of Steering Committee
Fall QEP Team

Orientation
Leader: Karen Copenhaver, Acting Counselor
Sandy Davis, Instructor of Chemistry
Deb Hale, Human Resource Manager
Paige Kelly, Counselor for Nursing & Allied Health
David Matlock, Director of Admission, Records, & Financial Aid
Kim Prabhakar, Student
Brandi Trail, Student

Advising
Leader: Kim Morton, Career Planning/Placement Specialist
Ashley Blaylock, Student
Dave Collins, Associate Professor of Economics
Kevin Hamed, Assistant Professor of Biology
Barbara Lucy, Career Coach
Mary Snead, Accountant

Communication
Leader: Anne Dunham, Public Relations & Marketing Specialist
Patty Fullen, Financial Aid Officer
Nikelle King, Webmaster/Media Specialist
Brenda Legge, Counselor for Science & Engineering Technologies
Tony Williams, Student, Vice President of SGA

Early Interventions
Leader: Melba Taylor, Professor of Admin Support Technology
Melodi Carrier, Student
Ed Daugherty, Adjunct Faculty
Janet Estep, Personal Counselor/Learning Specialist, Project Excel
Nan Jones, Associate Professor of Admin Support Technology

Institutional Research Advisor:
Jeff Russell, Research & Assessment Specialist
Spring QEP Team

QEP Team Leader: Debbie Rasnick

Workgroups:

Advising Mission
*Leader: Julie Little, Assistant Professor of Biology*
Emily Blesi, Instructor of English
Lynn Moretz, Associate Professor of Nursing
Kim Morton, Career Planning/Placement Specialist
Janet Shubert, Student, Treasurer of SGA

Timeline
*Leader: Deb Robertson, Director of Library & Instructional Services*
Roger Spencer, Business Manager
Karen Cheers, Educational Advisor, Talent Search
Ronnie Frye, Associate Professor of Electricity
Jimmy Seals, Student, Secretary of SGA

Assessment
*Leader: Jennifer Addison, Administrative Office of Institutional Effectiveness*
Sara Combs, Assistant Professor of Political Science/History
Anne Dunham, Public Relations & Marketing Specialist
Beth Page, Coordinator of Upward Bound/Talent Search
Jim Kroll, Associate Professor of AC, Refrigeration, and Heating

Organizational Structure
*Leader: Richard Hutton, Professor of Accounting/Business Management*
Jackie Craft, Coordinator of Project Excel
Glen Johnson, Senior Computer/Electronics Technician
Virginia Pippin, Institutional Advancement Assistant
Kim Prabhakar, Student
SOAR with the QEP

April 3, 2007

The institution has developed an acceptable Quality Enhancement Plan and demonstrates that the plan is part of an ongoing planning and evaluation process.

- Process to Identify Key Issues (new!)
- Focus (student learning)
- Institutional Capability for the Initiation and Continuation of the Plan
- Assessment of the Plan
- Broad-Based Involvement of the Community

SOAR with the QEP

Fall QEP Team

Orientation
- Karen Copenhaver
- Sandy Davis
- Deb Hile
- Paige Kelly
- David Melick
- Kim Prabhakar
- Aashley Miller

Advising
- Kim Albert
- Dave Collins
- Kevin Hamed
- Beth Lyons
- Mary Broad
- Ashley Miller

Communication
- Anne Dunham
- Patty Fullen
- Nellie King
- Brenda Legge
- Tony Williams
- Early Intervention
- Martha Taylor
- Ed Dougherty
- Janet Easter
- Nan Jones
- Method Center
- Institutional Research Advisor
- Jeff Russell

Spring QEP Team

- Kim Prabhakar
- Jimmy Sears
- Janet Shubert
- Jennifer Adrian
- Emily Blesi
- Karen Cheers
- Sara Combs
- Jackie Craft
- Anne Dunham
- Ronnie Frye
- Richard Horton

- Glen Johnson
- Jim Kroli
- Jaffe Little
- Lynn Moretz
- Kim Morton
- Beth Page
- Virginia Pippen
- Debbie Rankin
- Deb Robertson
- Roger Spencer
Website Redesign

- Redesign website to include a content management system
- Revise publication guidelines to ensure consistent terminology
- Integrate podcasts and e-portfolio tools

Early Alert

- Identify students who need developmental courses
- Identify attendance problems
- Form an Early Alert Committee to recommend actions

Impact on:

- Students
- Faculty
- Student Success Center
- Staff
- Administrators

Smother transition to VHCC
- Easier access to reliable online resources
- Early intervention for at-risk students
- Opportunity to serve as Peer Ambassadors
- Opportunity to develop time management, goal setting, and other life skills

Faculty

- Training to become better advisors
- More information to better advise
- More equitable advisor/advisee ratio
- Teacher of the Year Awards
- Opportunity to assist students in becoming better consumers of their education

Student Success Center

- Support during peak advisement periods
- Key influence on orientation core content
- Key leaders in the development of a new advising manual
- Virtual advising resources
- Opportunity to impact student lives
SOAR with the QEP: Strengthening Orientation, Advising & Retention

Staff

- Substantial impact on the plan especially for Admissions, Financial Aid, Computer Services, Learning Lab, Webmaster, and Marketing departments
- Opportunity to become Career Mentors

Administrators

- SACS Reaffirmation
- Improved retention (=$$$
- Improved student learning

Me

- Researched new topics
- Learned about on-campus initiatives
- Experienced pride in VHCC
- Discovered that VHCC family supports each other and is dedicated to students!

What’s Next?

- Assessment piece still being developed
- Budget not yet finalized
- Write-up due in August (100 page max.)
- Plan evaluated by SACS on-site reviewers in October

Q&A

- Any questions before we eat?
- Direct follow-up questions to:
  Debbie Rasnick
drasnick@vhcc.edu
739-2503
SOAR with the QEP: Strengthening Orientation, Advising & Retention | 68

C: Newsletter Articles

QEP Purpose, Details Outlined
August 2006

The Quality Enhancement Plan now in the preliminary stages of development will track the changes implemented as a result of VHCC’s participation in the Foundation of Excellence Project and how those changes impact student learning.

Information about the QEP was presented during VHCC’s Aug. 16 in-service session by Debbie Ranick, QEP team leader. Much work already has been done regarding the compliance certification that is one major component of VHCC’s reaffirmation of accreditation by the Southern Association of Colleges & Schools. Ranick said, and it is time now to recruit volunteers and begin dividing the QEP.

The plan will include:
• An institutional profile that describes VHCC
• A description of how we arrived at our topic (including a summary of the Foundations of Excellence project)
• A “review of the literature” related to student learning, orientation, advising and the first-year experience
• Specific goals
• An implementation plan including a budget and specific persons responsible for various components
• Student outcomes and measures of assessment that demonstrate whether or not the plan is truly affecting student learning.

QEP Teams Formed
September 2006

Debbie Ranick, QEP Team Leader, met with the Steering Committees of the Foundations of Excellence project on Thursday, Aug. 31, and using a categorized list of action plan items, decided to focus on advising as the central issue.

Advising emerged as a need for additional focus during the Fall study of the First Year Experience and, therefore, the committee decided to focus on advising as the central issue of the QEP.

Four teams have been formed and will be responsible for the following areas:
• Orientation (revising Student Success Seminar)
• Advising (including faculty development and the “developmental model” of advising)
• Communication (involving web and printed materials for advising/orientation)
• Early Interventions (placement in developmental studies, identifying at-risk students, etc.)

Representatives from student development, full-time faculty, adjunct faculty, staff, advisory committees, area high schools (career coaches and/or guidance counselors), and the student body will comprise each team.

The QEP’s activities will be based on the developmental model of advising. Faculty development initiatives will be needed to help advisors learn how to implement this model.

According to the National Academic Advising Association (NACADA) website, academic advising is “a developmental process which assists students in the clarification of their life/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; it is ongoing, multifaceted, and the responsibility of both student and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences through courses and career planning and academic program review, and an agent of referral to other campus agencies as necessary.”
QEP Teams Begins Drafting Plan
October 2006

Those charged with developing goals, objects and strategies for inclusion in the Quality Enhancement Plan that is a key component of SACS re-affirmation have been appointed and charged with drafting a preliminary plan by Jan. 12.

Teams have been appointed to address orientation, advising, communication and early intervention. These are all issues that were identified during the Foundations of Excellence project as areas that needed to be improved to provide a more successful first year experience for students. Between five and seven members have been appointed to each team and each team includes at least one student.

As the teams develop goals and objectives, they must also create a list of desired outcomes, methods for assessing success, a timeline, a list of those responsible for accomplishing each task, and a budget.

As QEP leader, Debbie Rasnick is responsible for drafting the final plan. The goal is to get the plan drafted by Jan. 12 so that much of next semester can be spent refining it. Other VHCC employees will be asked to participate in refining the plan.

Members of the QEP team are Karen Copenhaver, Paige Kelly, Sandy Davis, David Matlock, Deb Hale, Kim Morton, Dave Collins, Kevin Hamed, Mary Snead, Anne Dunham, Nikelle King, Patty Fullen, Brenda Legge, Melba Taylor, Nan Jones, Janet Estep, Barbara Lucy, Ed Daugherty, and students Melody Carrier, Tony Williams, Ashley Blalock, Brandi Trail, and Kim Prabhakar.

QEP Teams Make Significant Gains
November 2006

QEP groups have been meeting weekly since the Oct. 6 kickoff and are continuing to make progress in establishing goals, objectives, and strategies.

Some examples of the preliminary discussions in each group include:

• The Orientation group determined the types of skills, knowledge, and abilities that students need to develop during their first year.
• Members of the Advising group each conceptualized an ideal model for advising at VHCC and then blended their ideas into one model.
• The Communication group has discussed using student focus groups to evaluate the effectiveness of publications and has explored alternative strategies for delivering online information to students.
• The Early Intervention group agreed on a definition of the “at-risk student” and then explored methods of tracking these students.

All four groups have made tremendous progress since these early discussions and will be ready to forward their draft plan to the QEP Team leader between Thanksgiving and January 12th.

While the QEP Team was busy drafting the plan, Debbie Rasnick, QEP Team Leader, participated in an on-site SACS visit to Cape Fear Community College on October 17-19. The primary purpose of the on-site visit is to confirm that the plan meets the four criteria of focus, institutional capability, means of assessment, and broad-based involvement. In addition, the SACS committee provides consulting advice on areas of the plan that might be improved. The opportunity to observe another institution going through this process will be invaluable for VHCC when we have our on-site visit in October 2007.
VHCC Team Presents at SACS Convention

Participation in FoE Project Identifies Subject of QEP

December 2006

During the recent SACS Annual Convention held in Orlando, representatives from VHCC presented a concurrent session detailing the College’s participation in the Foundations of Excellence Project and how it was the catalyst for the developing Quality Enhancement Plan.

The presentation was entitled “Using a Model for First-Year Excellence to Identify the QEP,” and included input from Dr. Debbi Clear, Vice President for Instruction and Student Services; Alina Rowland, Dean of the Division of Business, Humanities and Social Sciences; Debbie Rasmick, QEP team leader; and accreditation advisor Dr. Mimi Hull.

“I am so proud of the success of our team and the Foundations of Excellence project,” VHCC President David Wilkin said. “It was evident that attendees at the SACS presentation also recognized the importance of VHCC’s participation as a pilot institution in determining the QEP focus.”

VHCC was one of 10 two-year colleges nationwide chosen to participate in the Foundations of Excellence pilot project in 2004-2005. The Project is led by the Policy Center on the First Year of College and helped VHCC identify weaknesses in its student advising process. Because student advising is crucial to the success of first-year students, the findings were used to develop the improvement plan.

In the months since, campus teams have been studying Orientation, Advising, Communication, and Early Intervention to determine how the student advising process can be improved. With these reports now nearing completion, a new group is being assembled to draft the final report.

To learn more about VHCC’s participation in the Foundations of Excellence Project and how it led to the QEP now being developed, view the PowerPoint presentation online at www.vhcc.edu/sacs2006foc.

Spring QEP Team to Meet Feb. 1

New Group to Ensure Report Addresses SACS Criteria

January 2007

- Strengthening Orientation, Advising, and Retention (SOAR) has been adopted as the theme for the five-year QEP project.
- The marketing committee initiated this idea.
- Nikelle King has developed several designs for the SOAR logo that will eventually be used on buttons, stickers, t-shirts, etc. to market the QEP.
- The logos were presented to the QEP Team, PAC, and a group of thirty students. They confirmed that the SOAR theme sends a powerful message.
- The next step is to poll all faculty, staff, and students to select the winning logo among four of the favorite designs.
- The Spring QEP Team participated in an all-day work session on Thursday, February 15th.
- In addition to the list of team members released in last month’s newsletter, two additional students have been added to the team: Jimmy Seals and Janet Shubert.
- Outcomes from this meeting included a refined list of strategies, a timeline, an organizational chart for QEP implementation, and an Advising Mission statement.
- PAC and the SACS Leadership Team will be reviewing the plan and considering the budget requests.
- The entire plan will be unveiled to faculty and staff in a special meeting in April.
QEP Team Decides to SOAR

Campus asked to vote on logo for QEP Theme
February 2007

The theme “Strengthening Orientation, Advising, and Retention” (SOAR) has been adopted as the theme for the five-year QEP project currently under way and the campus community now has an opportunity to choose their favorite logo. The theme was first proposed by the VHCC Marketing Team and then sent to Media Specialist Nikelle King, who has drafted a series of possible logos for inclusion on buttons, stickers, t-shirts, and marketing materials. Each of the logos incorporates the word SOAR, as well as an eagle. Mountains were included in two of the designs to represent the mountainous terrain of the region.

Already the theme has been approved by the QEP Team, PAC and a group of about 30 students, all of whom agreed that SOAR sends a power message. In recent days, an email survey was sent to faculty, staff and students to gather input on the four logo possibilities. The deadline for completing the survey is March 5.

In other QEP News:
- Students Jimmy Seals and Janet Shubert have been added to the QEP Team.
- The QEP Team met on Feb. 15 and refined a list of strategies, and developed a timeline, an organizational chart for QEP implementation, and an Advising Mission statement.
- PAC and the SACS Leadership Team will be reviewing the plan and considering the budget requests.
- The entire plan will be unveiled to faculty and staff in a special meeting on April 3 at 2 p.m.

SOAR Logo Chosen for QEP
March 2007

About 250 faculty, staff and students recently elected a logo to identify VHCC’s Quality Enhancement Plan, which is currently being drafted as part of the effort to gain reaffirmation of accreditation by the Southern Association of Colleges and Schools.

Designed by Media Specialist/Web Manager Nikelle King, the logodepicts an eagle flying above mountains and represents the theme “SOAR—Strengthening Orientation, Advising and Retention.” The logo was chosen through a web survey.

“I like the eagle and the mountains and the layout with the dark letters,” one student said in the survey. “Retention is such a vital part of helping students realize their dreams and receive their degree.”

This year marks the first time VHCC has followed a revised SACS process. Rather than the self-study that was conducted in past years, colleges now complete a compliance audit that measures 76 requirements and standards. That audit was submitted by VHCC earlier this month and is being reviewed by nine SACS auditors, who will draft a detailed report. VHCC will receive that report in June.

VHCC will have an opportunity to review any problem areas identified in the report before the on-site team arrives in October. The visiting team will conduct a follow-up evaluation and evaluate the QEP.

For additional information about the accreditation process, contact Debbie Rasnick at (276) 739-2503 or drasnick@vhcc.edu.
QEP Initiatives Identified
April 2007

Website redesign and the development of orientation classes, transition sessions with counselors, a development model of advising and an early alert system have emerged as the main initiatives of the Quality Enhancement Plan now being developed.

The QEP is one step in the process toward reauthorization of accreditation by the Southern Association of Colleges and Schools. The plan will be submitted in August and a team of on-site reviewers will evaluate the plan in October.

VHCC chose SOAR — Student Orientation, Advising and Retention — as the focus of the QEP after participating in the Foundation of Excellence Project. During that study, campus leaders identified the need to strengthen advising services, the orientation process, communication and early intervention programs.

Already the Faculty Senate has approved a new advising mission statement and a process has been established to assess advising processes.

SACS Committee Issues Favorable Review
On-Site Visit Slated for Oct. 21-23, Committee being formed
June 2007

The Southern Association of Colleges and Schools off-site reaffirmation committee gave VHCC a favorable review on its recently submitted Compliance Certification website and report, identifying only slight areas that require follow-up information and additional documentation.

President David Wilkin said most of the findings were "quite routine," adding that work is already under way to provide the information requested. In some cases, the College simply failed to include information that already was on file, he said.

The information being gathered will be submitted prior to the on-site visit, which is slated for Oct. 21-23. Dr. Jack Allen, vice president for the Commission on Colleges for SACS, currently is forming an on-site team to conduct the October review.

In addition to reviewing the requested information, that team will spend time evaluating the Quality Enhancement Plan (QEP).

VHCC several months ago adopted the SOAR theme - Strengthening Orientation, Advising, and Retention - and has since established many goals related to the theme. Most recently, an advising mission statement and nine student learning outcomes were developed. A five-year budget to accomplish these goals also has been approved by the College.

The mission of the Southern Association of Colleges and Schools is "to help schools improve student learning through accreditation."
Talking Points for SOAR

Student Version

Please take a few minutes at the beginning of the term to talk to your students about SOAR. Here are some items that you might mention.

- SOAR is a new 5-year plan to improve advising.
- It stands for Strengthening Orientation, Advising & Retention
- We developed it as our QEP (Quality Enhancement Plan) which is a requirement for SACS
- SACS (Southern Association of Colleges and Schools) is our accreditation agency. We are already accredited and are getting reaffirmed.
- SACS will visit campus on October 22nd and 23rd to review our SOAR plan.
- SACS accreditation is important to students because it means
  - Courses will transfer
  - VHCC can dispense federal dollars for financial aid
  - They will receive a quality education at VHCC
- SOAR is important to students because
  - It will improve advising and ultimately improve student learning
  - Many changes will take place in orientation, advising, communication, and early intervention
- Telling a story about your own positive experiences with advising (like Sara Combs did at Monday’s faculty introductions) would be helpful
- For more information, students should visit www.vhcc.edu/soar and read their student email for updates

Thanks!
Debbie W. Rasnick
QEP Team Leader
drasnick@vhcc.edu
276-739-2503
E: Foundations of Excellence Process

Foundations of Excellence® Process

Review the Foundational Dimensions®

Structure the Task Force
Liaison/Co-Liaison – Steering Committee – Dimension Committees
Create Member Accounts in FoElec® (Web-based workspace for the self study)

Sources of Evidence
Current Practices Inventory (CPI)
Foundations of Excellence Surveys – Faculty/Staff and Student
Existing Resources – Assessment Data, Documents, Focus Group Results, etc.

Discussion and Deliberation!
Answer Each Performance Indicator and Describe
• The Current Situation
• The Opportunities and Challenges
• Sources of Evidence Used

Develop Recommended Action Items
Establish a Recommended Grade for each Dimension
Request Policy Center Advisor’s Feedback (formative)

Steering Committee Review – Pulling It All Together
Review each Dimension Report
Establish Final Grade for Each Dimension
Prioritize Action Items and Develop the Implementation Plan

Final Report
Executive Summary
Report Card (9 Grades)
Final Report Narrative
Nine Dimension Reports
Implementation Plan

Implementation Periodic Review Adjustment

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Figure 1 | Foundations of Excellence Process
**F: Categorized List of Action Plan Items**

**Advising**
- Need formal process for evaluating advisee-advisor interactions (build on previous study in 1998).
- Need improvement plan for advising.
- Need structure for follow-up advising and way to track that students stay on the correct academic plan.
- Allow choices—faculty can select to be an advisor; students can select their advisor.
- Academic Advising Journals (blogs?)
- Use of Blackboard for virtual advising (modeled after Business Admin)
- Enforce that students revisit their faculty advisor before beginning their second year (30 credits).
- Provide faculty with an accurate list of advisees and more information via PeopleSoft.
- Encourage faculty to connect with their advisees once a semester (phone, email, postcard).
- Have designated faculty advisors on campus in the summer.

**Faculty Development**
- Faculty development/training for advisors
- Advisors sit through New Student Seminar
- Improve communication between faculty and counselors.
- Develop faculty in-service training introducing a “developmental model” of advising.
- Look at what other colleges are doing (best practices).

**Orientation**
- Extend orientation into a semester-long course
- Enforce that students take orientation within their first 15 credit hours
- College readiness focus
- Develop clear goals and learning outcomes for orientation.
- Teach “life skills” – time management, critical thinking, goal setting, computer skills, etc.
- Develop orientation course based on *Seven Habits of Highly Effective College Students*
- Student cohort groups (learning communities)
- Include library tour, service learning, community building, etc.
- Use results for student evaluations of orientation activities to improve the program.
Communication/Disseminating Information

- Revise VHCC Website
- Produce podcasts on orientation topics that can be reviewed at leisure
- Update Faculty Advising Manual
- Create Student Success Manual
- Develop an Advising Matters newsletter.
- Create handouts describing the drop/add process
- Integrate Career Planning Services with other First-Year information.
- Use Breeze and/or Blackboard for virtual advising
- Faculty/Staff forum for sharing ideas

Increasing Interaction Among Faculty/Students/Staff/Families

- A VHCC Welcome Week similar to ETSU Pride Week.
- Need more ways to get VHCC students (who may be retaining relationships with “old” friends) to try new relationships and experiences on campus.
- Sponsor a Family Day
- Sponsor a High School Senior Day (start early to include potential students).
- Increase number of out-of-class opportunities to interact with faculty.

Other

- Need institution-wide goals and strategies for working with New Students
- Tie QEP goals to Strategic Plan
- Co-curricular opportunities
- Use of Gateway courses for supplementing orientation activities.
- Placement in developmental course
- Peer Mentoring/Peer Leader program
- Early intervention programs
- CARE (Creating Awareness, Respect, and Education) – SGA sponsored
- STAY (Start Talking About You)
- Incorporate QEP components into Title III submission in 2008
G: VHCC Mission Statement

Virginia Highlands Community College promotes lifelong learning by providing quality, affordable higher education, including workforce training programs, that enable community members to succeed in today’s world.

As a responsible and accountable member of the Virginia Community College System, VHCC offers an effective learning environment, especially for all who live and work within Washington County, the western portion of Smyth County, and the city of Bristol. The College fulfills its mission by:

- Meeting the needs of community members by providing a diverse array of instructional programs, including career-technical programs, college transfer education, general education, developmental education, dual enrollment with area high schools, service learning and honors initiatives, continuing education, cooperative education, and workforce development services.
- Cultivating responsible citizens by broadening student perspectives.
- Utilizing a variety of instructional methods and resources to accommodate the diverse backgrounds, interests, and ability levels of students.
- Providing comprehensive support services that enhance learning opportunities and enable all students to achieve their educational, personal, and career goals.
- Fostering meaningful, productive partnerships with neighboring educational institutions and community service organizations as a means for enriching learning opportunities and enhancing the quality of life in the region.
- Offering a comfortable, safe and welcoming environment for students and community members to explore the talents, programs and facilities available on campus.
- Creating high standards and effective measures of success for every program and service.

http://www.vhcc.edu/aboutus/mission.htm
H: VHCC Academic Advising Mission Statement

At VHCC, we are committed to providing our students with an advising experience that will strengthen the relationship between the student and the VHCC community. Effective advising will enable students to achieve their educational and career goals. To assist students in meeting their goals, VHCC counselors and academic advisors have adopted the developmental model of advising. This model of advising seeks to integrate the student’s personal needs, academic requirements, and career goals.

Goal: VHCC counselors and academic advisors want to empower students so they can understand and take control of their education and career goals. We will encourage our students to become involved with campus life to enhance their collegiate experience.

To achieve this goal, counselors and advisors will:

- Provide a mentoring role in the advisee’s transition from college entry to the declaration of a chosen academic program to graduation
- Guide the student in choosing classes that will meet the academic requirements of his/her degree
- Provide accurate and timely information tailored to the needs of the individual student’s academic and career goals
- Teach the student the most effective way of reading the college catalog
- Provide information about all academic deadlines
- Advise students on the importance of placement testing and encourage them to prepare for these tests prior to taking them

Expectations for advisors:

- Be friendly, caring, engaged, and sensitive to the needs of each individual advisee
- Have a thorough understanding of course offerings and degree requirements in their advising field
- Know when and where to send a student for additional support
- Provide undivided attention during each advising appointment
- Be aware of the diversity that exists among advisees
- Provide office hours for advising

Expectations for advisees:

- Review the college catalog
- Schedule and attend meetings with their academic advisor each semester
- Ask their advisor questions about curricula of interest
- Be aware of all academic deadlines
- Understand that the advisee’s future is ultimately in his/her own hands
I: Advising Student Learning Outcomes

Students will:

1. Understand the importance of academic advising by being able to discuss the purpose and benefits of academic advising, as well as their role and responsibility vs. their advisor’s role and responsibility in the advising process.

2. Access the college catalog, VHCC website, and myVHCC effectively and efficiently to develop an understanding of the College’s educational opportunities, requirements, policies, and procedures.

3. Develop time management skills as demonstrated by their ability to meet academic deadlines and schedule and keep appointments with their advisor.

4. Develop and utilize an academic plan to assist in meeting their educational and career goals.

5. Effectively communicate by maintaining regular contact with their advisor to articulate problems, ask questions, and evaluate their educational progress.

6. Understand the importance of placement testing by preparing for the tests and following placement recommendations in a timely manner.

7. Demonstrate an understanding of the value of general education courses to their overall educational goals.

8. Demonstrate an awareness of opportunities to participate in campus life activities to enhance their collegiate experience.

9. Manage education and career goals by accessing appropriate support services to accommodate their unique needs.
**J: Orientation Student Learning Outcomes**

Note: The syllabus for SDV 101 (first-time student’s semester long orientation class) is being developed in Fall 2007 and will be piloted in Spring 2008. Therefore, these outcomes may be revised as necessary. They are grouped according to the six levels of cognitive domain within Bloom’s Taxonomy.

The student will:

**Knowledge**
1. know the basic concepts and principles explored in each class.
2. know the vocabulary used in each chapter.
3. master competency in listening to new material and expressing the ideas through writing.
4. know the socio-cultural influences to learning and time management.
5. understand how to develop a strategy and set personal goals.

**Comprehension**
6. interpret the concepts learned in class in relationship to their personal academic needs.
7. understand the strategies presented as they relate to their community college experience.
8. translate information into personal concepts and expressions.

**Application**
9. apply the concepts and strategies to their classroom experience.
10. employ skills such as listening, note taking, and rehearsal for use in their classroom experience.
11. demonstrate organization strategies for use in classes.
12. use material from class to develop personal mastery of time management.

**Analysis**
13. recognize the personal and cultural myths and fallacies of organizing time and information and distinguish from appropriate means of organizing time and information.
14. select appropriate learning strategies according to multiple learning theories.
15. reflect on the material learned in class and develop an understanding of how the material learned, and skill developed, will transfer into job skills and lifelong learning skills.

**Synthesis**
16. present through appropriate written and oral means a proposal to succeed in their college experience.
17. formulate a personal learning strategy to be employed in their academic career.
18. design strategies in light of culture, gender and experience.

**Evaluation**
19. evaluate the material and judge the effectiveness of the material in the experience of practice.
20. judge their strengths and weaknesses and develop a course of action to develop their strengths.
### SACS Leadership Team Meeting

**MINUTES** May 31, 2007 9:00 am  
**BOARD ROOM**

<table>
<thead>
<tr>
<th>Meeting called by</th>
<th>Debbie Rasnick</th>
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</thead>
<tbody>
<tr>
<td>Type of meeting</td>
<td>SACS Leadership Team</td>
</tr>
<tr>
<td>Facilitator</td>
<td>Debbie Rasnick</td>
</tr>
<tr>
<td>Note taker</td>
<td>Debbi Clear</td>
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<tr>
<td>Timekeeper</td>
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<tr>
<td>Attendees</td>
<td>David Wilkin, Debbi Clear, Paul Conco, Debbie Rasnick, Jennifer Addison</td>
</tr>
</tbody>
</table>

#### Agenda topics

1. **REVIEW OF MINUTES FROM APRIL 19, 2007**
   - **DEBBIE RASNICK**
     - **Discussion**
       - Request for additions or corrections to the minutes of April 19, 2007.
     - **Conclusions**
       - There were no additions or corrections to the minutes of April 19, 2007.
     - **Action items**  
       - Post minutes of April 19, 2007 to OutLook  
         - **Person responsible** Virginia Pippin

2. **REVIEW OF ACTION ITEM ASSIGNMENTS**
   - **DEBBIE RASNICK**
     - **Discussion**
       - 1) QEP Director – Results of Polling – Debbie Rasnick polled the members of the QEP teams and reported the results.
       - 2) QEP Budget Presented to PAC – Debbie Rasnick presented the QEP budget to the President’s Advisory Committee (PAC) at the May 24th PAC meeting.
     - **Conclusions**
       - 1) Debbi Clear will follow up on the names presented.
       - 2) David Wilkin approved the QEP budget in consultation with PAC members.

3. **IE TASK FORCE**
   - **JENNIFER ADDISON**
     - **Discussion**
       - Jennifer Addison reported that the Institutional Effectiveness Task Force will continue to meet.
     - **Conclusions**
       - Tim Harrison, Coordinator of Student Success Center, will be asked to serve on this committee. David Matlock will be consulted to see if he wants to continue to serve on the IE Task Force. David Wilkin will ask members to continue to serve. Jennifer Addison will schedule a summer meeting. Paul Conco will check to see if additional members of his staff want to serve.
     - **Action items**
       - Institutional Effectiveness Task Force summer meeting  
         - **Person responsible** Jennifer Addison

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*Note: The highlighted text indicates important details or actions that were discussed during the meeting.*
### 4. STRATEGIC PLANNING

**Discussion**
Jennifer Addison presented the Strategic Planning Costs for Fall 2001 to PAC. We are on schedule to develop a new Strategic Plan to begin July 2008.

**Conclusions**
PAC approved up to $10,000 for the upcoming Strategic Planning. The SACS Leadership Team agreed to recommend to PAC to extend the plan an additional year so that it can integrate with the VCCS Strategic Plan with updates as appropriate.

### 5. INSTITUTIONAL EFFECTIVENESS HANDBOOK

**Discussion**
Jennifer Addison sent copies of the IE Handbook to each member of the SACS Leadership Team to review prior to this meeting.

**Conclusions**
The SACS Leadership Team agreed it was great to have everything in one document. Suggestions included: including Dateline 2009 goals. The final document will be introduced to the staff this summer during an Institutional Effectiveness training session.

**Action items**

<table>
<thead>
<tr>
<th>Action</th>
<th>Person responsible</th>
<th>Deadline</th>
</tr>
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<tbody>
<tr>
<td>Introduction of IE Handbook to staff</td>
<td>Jennifer Addison</td>
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### 6. SACS ANNUAL CONVENTION

**Discussion**
The 2007 SACS-COC annual meeting will be held Dec. 7 – 12 in New Orleans, LA.

**Conclusions**
The SACS Leadership Team recommended that Jennifer Addison and the QEP Director attend the 2007 SACS-COC annual meeting.

### 7. QEP EVALUATOR NOMINATION

**Discussion**
Dr. Clear has contacted Randy Swing for input on potential QEP Evaluators that would be familiar with the Foundations of Excellence project and he has made several recommendations. We will forward our nomination to Dr. Allen at SACS for approval.

### 8. QEP BUDGET PROGRESS

**Discussion**
This item was on the agenda so we could report the results of a scheduled meeting with David Wilkin, Debbi Clear, and Debbie Rasnick. That meeting was cancelled but David Wilkin has given his support and final approval of the five-year QEP budget.

### 9. SUMMER SCHEDULE OF MEETINGS?

**Discussion**
The SACS Leadership Team will decide on summer meetings after receiving Compliance Audit feedback.

### 10. ADDITIONS?

**Discussion**
There were no additions to the meeting.
L: Resume for QEP Director

Kimberly A. Morton
276-739-2574 kmorton@vhcc.edu
www.vhcc.edu/career

Dedicated, student focused professional with over nine years experience in multiple facets of higher education. Committed to the success of all students through academics, personal growth, and professional achievement.

Education
East Tennessee State University, Johnson City, TN
Non-Degree Graduate Student; Courses: Adult Learner, Spring 2007

Kutztown University of Pennsylvania, Kutztown, PA
Master of Education, August 2002; Program: Student Affairs in Higher Education; Summa Cum Laude

Gettysburg College, Gettysburg, PA
Bachelor of Arts, May 1997; Major: Management with an emphasis in Entrepreneurship; Minor: English

Murdoch University, Perth, Australia
Semester abroad, Spring 1996

Teaching Experience
Adjunct Instructor, Virginia Highlands Community College, Abingdon, VA
Preparation for Employment (Spring 2006, Fall 2006), Orientation/Strategies for College Success (Fall 2006)
Piloted 10 week Orientation class as College explored new ways of assisting students transitioning to college.

Professional Experience
Career Planning/Placement Coordinator, Virginia Highlands Community College, Abingdon, VA
Direct all aspects of the career center; provide career education and counseling, develop and present workshops, administer and interpret assessment and placement tests, initiate and maintain employer relations, designed initial site map and maintain career website, and design career guidebooks and promotional materials. Provide academic advising to new and returning students. Develop, coordinate and implement student activities as part of Student Success Center. Counsel students on transfer plans. Aid in planning and execution of orientation. Advise the Student Government Association and Phi Theta Kappa. Designed and coordinate annual Career Success Fest and National Career Development Month. Write and disseminate semester newsletters to students, faculty, and employers. Co-coordinate 2 annual career fairs. Maintain office budget and supervise work-study students. October 2004 – present.

Assistant Director of Judicial Affairs, Fairfield University, Fairfield, CT

Intern, Office of Student Conduct Standards, Kutztown University, Kutztown, PA
Certifications/Qualifications

**Myers-Briggs Type Indicator Qualified**, Type Resources of Effectiveness Enhancement Inc., May 2006

Presentations
- *Putting Your Leadership Skills to Work*, 2006 Virginia Community College System Student Leadership Conference
- *Career Development of the First-Year Student*, 2006 Virginia Association of Colleges and Employers Annual Conference
- *Academic Advising, Above and Beyond the Signature*, 2002 National Association of Student Personnel Administrators, Region II Conference
- *Career Planning*, National Association of Student Personnel Administrators Region II New Professionals and Graduate Students Knowledge Community 2002 Drive-In Conference
Institutional Service

- Advisor, Student Government Association, Virginia Highlands Community College
- Co-Advisor, Phi Theta Kappa, Virginia Highlands Community College
- SACS Quality Enhancement Plan Advising Issue Leader, Virginia Highlands Community College
- Foundations of Excellence in the First College Year Steering Committee Member and Transition Dimension Leader, Virginia Highlands Community College
- Institutional Effectiveness Task Force Member, Virginia Highlands Community College
- Marketing Committee, Virginia Highlands Community College
- Human Resource Committee, Virginia Highlands Community College

Leadership

- Chair, Virginia Community College System Career Services Peer Group, 2005 – Present
  - Planned and coordinated 3 peer meetings
  - Championed for system-wide job database system
  - Coordinated efforts to establish core career services throughout 23 colleges
- Committee Member, Virginia Community College System 2006 Student Leadership Conference
- LEAD! Bristol, Bristol VA/TN Chamber of Commerce, 2005-06 graduate
- Graduate Student Liaison, 2002 National Association of Student Personnel Administrators Regional II Conference Committee
- Graduate Student Liaison, National Association of Student Personnel Administrators Region II New Professionals and Graduate Students Knowledge Community 2002 Drive-In Conference Committee
- 2002 Pennsylvania Representative, National Association of Student Personnel Administrators New Professionals & Graduate Student Knowledge Community

Awards

- 2002 National Association of Student Personnel Administrators Regional Outstanding New Professional Award

Professional Membership

- National Association of Colleges and Employers, 2004-present
- Virginia Association of Colleges and Employers, 2005-present
- National Association of Student Personnel Administrators, 2001-2005
M: Organizational Structure for SOAR Team

Figure 2 | Organization Structure/Composition of SOAR Team