BOARD OF TRUSTEES
GRAYSON COUNTY JUNIOR COLLEGE DISTRICT
Tuesday, September 28, 2021
Grayson College
6101 Grayson Dr
Denison, TX 75020

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3:00 PM
WORK SESSION

AGENDA:

1. Call to Order
2. Discussion of the QEP 2
3. Discussion of Board Targets 100
4. Adjournment

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

Persons with disabilities who plan to attend this meeting and who may need auxiliary aids or services are requested to contact the Office of the President two (2) work days prior to the meeting so that appropriate arrangements can be made.

Grayson College is an equal opportunity/affirmative action institution.

Grayson College
Presentation of the Quality Enhancement Plan
September 28, 2021

In advance of the on-site visit by the accreditation team from the Southern Association of Colleges and Schools – Committee on Colleges, the administration would like to update the Board on the Quality Enhancement Pan that the team will be reviewing.

The activities of "Grayson Pathways to Success (GPS)" are directly linked to Board Target #2 – career pathways. Please find the attached QEP Report. The administration will also provide a presentation during the meeting.

Recommended Action: Receive report and discuss

Quality Enhancement Plan (QEP)

A new initiative to enhance the student advising experience

through career and pathway exploration

and proactive advising.

On-site Review October 18 – 20, 2021

Grayson College

Table of Contents

Executive Summary 4

Institutional Setting 5

SACSCOC Leadership Team 8

Appointment of QEP Director 8

QEP Steering Committee 9

College Success Council 10

G8 Council 10

Student Feedback Data Sources 11

Ongoing Institutional Planning 12

QEP Selection Process 14

Eleven Initial Topics 15

Eleven Topics Narrowed to Three 16

Six Topics Narrowed to Three Topics for Final Selection 18

Selecting the Final Topic 19

Process Used to Develop the QEP 20

Steering Committee 20

Organizing for Success 21

Development Timeline 22

Subcommittees 23

Literature Review and Best Practices 24

Proactive Advising 25

Advising Caseloads 26

Major or Degree Plan Selection 28

Intrinsic Factors 28
Extrinsic Factors 29
Interpersonal Factors....29
Sociodemographic Factors....30
Benefits of Early Career Planning 30
Advising Tools....32
Early and Emerging Technology 34
Career Planning Tools 35
Transfer Evaluation, Benefits, and Wellness....35
Student Success and Technology....36
Dedicated Career Center 39
Literature Review/Best Practices Implications for Grayson College 41
Proactive Advising....42
Major or Degree Plan Selection....42
Benefits of Early Career Planning 43
Advising Tools....44
Dedicated Career Center 44
Application of the Literature Review and Best Practices 45
Actions to be Implemented 46
Dedicated Career Center 47
Inclusion of Faculty Mentors 48
Technology Support....50
Professional Development 51
QEP Steering Committee....53

Student Success Outcomes and Assessment....53
Assessment Plan....57
Assessment Schedule....57
Implementation Timeline....58
Benefits to the Institution....62
Budget……....63
Resources…....65
Appendix A. SACSCOC Leadership Team....72
Appendix B. College Success Council....73
Appendix C. G8 Council (G8)....74
Appendix D. Email Call for QEP Proposals....75
Appendix E. Email to Vote for Initial Proposals Via Online Survey....77
Appendix F. Results from Online Survey from 11 Proposals....78
Appendix G. Email to Vote for Final Topic Via Online Survey....80
Appendix H. Results from Online Survey from Top Two Proposals....81
Appendix I. QEP Organizational Structure....82
Appendix J. Job Description for Career and Pathway Coach....83
Appendix K. QEP Steering Committee....86
Appendix L. QEP Steering Committee Sub-Committee Membership....87
Appendix M. Purpose, Goals, and Objectives of the QEP....89
Appendix N. Example of a Full-time Faculty Job Description....90
Appendix O. GC Board Policy DJ (Local)....93

Executive Summary

The members of Grayson College (GC) have chosen an advising redesign centered on career exploration as the focus of their Quality Enhancement Plan (QEP), directed toward improving educational outcomes for first-time-in-college (FTIC) students based on the results of a focused, campus-wide initiative that included all stakeholders. The results of the initiative indicated that GC students are not adequately advised on career pathways at GC and the careers associated with each pathway at the level the institution deems acceptable. This failure is preventing students from pursuing their educational and career goals in a timely manner. GC has made an institutional commitment to researching and reviewing best practices in advising and career planning, as well as enacting changes that will serve to close this gap. The college is committed to providing early career planning to students for them to make an educated selection of career pathway and major within the first term and successfully continue and complete this pathway.

The QEP Steering Committee worked throughout the fall of 2020 to develop a plan to redesign advising. The plan involves launching a dedicated career center, staffed with a dedicated Career and Pathway Coach, as well as incorporating Faculty Mentors to support the advising staff more. This endeavor will be accomplished by meeting the establish goals of the QEP, which are:

> **Goal 1**: CONNECT – FTIC students will connect to their career pathway.
> **Goal 2**: COMMIT – Students will commit to staying on their chosen career pathway.
> **Goal 3**: COMPLETE – Students will successfully complete their career pathway.

Several student success outcomes in the form of objectives have been established to make these goals a reality at GC:

Objective 1.1: 100% of FTIC students will attend the session for the Career Center and pathway exploration during mandatory orientation.

Objective 1.2: 100% of FTIC students will participate in their designated first career course before completion of 15 credit hours.

Objective 2.1: Fall-to-spring retention rate of FTIC students will increase from 74% to 80% by Spring 2026.

Objective 2.2: Fall-to-fall retention rate of FTIC students will increase from 55% to 60% by Fall 2026.

Objective 3.1: The 150% normalized time-to-degree will increase from 13% to 18% for the fall starting cohort (2017 and 2018 fall cohorts were 13%).

Objective 3.2: The first term course completion rate of FTIC students will increase from 78% to 83%.

Objective 3.3: The first term successful course completion rate of FTIC students will increase from 72% to 77%.

The overall purpose of the QEP is to connect students to a career pathway and provide the appropriate supports to help students commit to a chosen career pathway and complete in a timely manner. The QEP will enhance student success by providing robust academic coaching, advising, and early access to career planning. The assessment cycle that has been developed for the QEP will guide the college's efforts to refine and continually improve these processes. The college will support its members and students as it begins the task of making career exploration a priority.

Institutional Setting

Grayson College (GC) is in the heart of Grayson County, Texas, and provides a vital link for higher education. GC's central location makes it easy for high school graduates to obtain an affordable education close to home or for older adults to begin or continue a college-bound track and/or meet professional licensing requirements.

Unique course and program offerings are among GC's diverse curriculum, including Viticulture and Enology (i.e. grape growing and wine making, respectively). The college also offers a highly-respected nursing program, as well as traditional one- and two-year degrees in general academic, business, technical, and other health-related fields. Students may select courses in more than 60 academic and technical programs.

As of August 2021, GC's student body was comprised of an unduplicated headcount of 3829 students, with 68% classified as Caucasian. The largest minority groups representing the student body are African American with 9%, Native American with 3%, and Hispanic with 16%. Less than 1% of GC's student body is made up of international students and less than 1% classified as Asian or Pacific Islands.

Currently, GC does not have dedicated and well-defined career counseling for students. GC has administered the Community College Survey of Student Engagement (CCSSE) to students since 2008, and advising and career planning are included in the surveyed topics. According to the GC 2018 CCSSE survey results, 14.4% of student respondents have not met with a success coach, and 22% of students reported they receive advising assistance from friends, family, or other students. In interviews with GC students as a part of the Texas Pathway Initiative focus group in Spring 2019, students indicated that they were not using the assigned advisors by career pathway, but an advisor used in previous semesters. In addition, students reported that advisors had heavy caseloads and appeared to not have time for them.

According to the GC 2020 CCSSE survey results,

- 62% of students have never used career counseling,
- 58% selected "not applicable" on satisfaction with career counseling, and

- 75% of students say career counseling services is somewhat to very important.

The majority of GC students have no clear career plan, thus making uninformed decisions about a course of study, which results in changing majors, increased college expenses, and excess credits. Confronted with an overwhelming number of majors, all students should have access to a quality onboarding experience that supports them in making informed choices toward a "credential of value" and a rewarding career. In addition, for those intending to transfer to a university, effective transfer advising is essential to ensure transferability of credits.

Results from the 2020 CCSSE survey revealed

- 52% of students surveyed intend to transfer, yet 71% of students report never using transfer advising,
- 65% of students marked "not applicable" for their level of satisfaction with transfer advising, and
- 40% report transfer advising as very important.

In preparing for the selection of a Quality Enhancement Plan (QEP), the administration ensured that the support structure for the QEP process was in place. GC organized teams including the SACSCOC Leadership Team, the QEP Steering Committee, and appointed a QEP Director. These are all supported by the College Success Council (CSC), which is the strategic planning committee for the college, and the G8 Council (G8), which focuses on improving college actions among various departments to help student success. These teams and the QEP Director provided leadership and served as guides through accreditation and the selection of the QEP.

SACSCOC Leadership Team

A SACSCOC Leadership Team (Appendix A) was developed to guide the institution through the reaccreditation process, comprised of the college president, vice president of instruction, vice president of business services, dean of planning and institutional effectiveness, dean of the south campus, dean of academic and workforce instruction, dean of health sciences, director of teaching and learning, two faculty representatives, and the director of admissions and registrar. The SACSCOC Leadership Team was created in August of 2019, and its purpose and responsibilities were aligned with the directives of the *Handbook for Institutions Seeking Reaffirmation* upon its creation. In particular, the SACSCOC Leadership team is charged with the responsibility of overseeing the development and implementation of the Quality Enhancement Plan.

Appointment of QEP Director

Once a topic was selected, Dr. Logan Maxwell, current Dean of South Campus, was appointed as QEP Director. Serving previously as the Chair of Mathematics and Engineering, Dr. Maxwell provided key guidance in the college's previous QEP on redesigning its developmental mathematics program. Familiar with the responsibilities, expectations, and reporting aspects of the QEP, Dr. Maxwell had the knowledge and experience to develop a successful QEP. In addition, her continuous communication and work with the advising team with developmental math students on the last QEP already enabled her to work well with the Success Coaches and help redesign the advising department for this QEP.

QEP Steering Committee

Work toward the development of a QEP topic began in September 2019 with the selection of Brad Bankhead, previous Dean of South Campus, as the Chair of the QEP Steering Committee. Dean Bankhead was charged with leading the campus through the identification and selection of an appropriate QEP topic. To aid Dean Bankhead in the process, GC's College Success Council guided and informed the campus of the decision-making process in an effort to define a plan that would focus on the key issues of student learning and/or success.

Upon the establishment of the QEP Steering Committee, Dean Bankhead invited several individuals to serve on the team and to assist with the selection of eleven initial topics put forth by GC faculty, staff, and administrators. The initial team included the following individuals:

Mr. Giles Brown – Vice President of Business Services

Dr. Debbie Smarr – Dean of Planning and Institutional Effectiveness

Ms. Jennifer Steed – Assistant Director of Financial Aid

Ms. Nancy Luthe –Student Success Coach

Mr. Dwayne Barber – Criminal Justice Professor, Faculty Association President

Mr. Jonathan Warner – Nursing Professor

Ms. Dana Kermanian – Education/Government Professor

Dr. Chad Tomaselli – History Professor

Mr. Phil Le – Mathematics Professor

Ms. Sarah Garrett – Speech Professor

Ms. Dayna Ford – Mathematics Professor

Mr. Jim Johnson – Computer Science Professor

Ms. Sherry Cooke – Sociology Professor

College Success Council

The College Success Council (CSC) (Appendix B), chaired by the dean of student affairs, consists of the college president, the vice president of instruction, instructional deans, the director of teaching and learning, director of admissions and registrar, director of administrative computing, the director of financial aid, director of success coaches, and faculty representatives. The purpose of the CSC is to emphasize student success through the use of data, planning, and effectiveness to integrate continuous improvement campus-wide into all programs and services. Results of surveys, strategic planning data, and institutional data briefs are reviewed by the CSC for the identification of improvements departmentally or campus-wide.

G8 Council

The G8 Council (G8) (Appendix C), chaired by the dean of student affairs, consists of the college president, the vice presidents, instructional deans, director of admissions and registrar, director of administrative computing, the director of financial aid, director of marketing and communications, executive director of the GC Foundation, and faculty representatives. Others may attend at the request of the college president. The general purpose of G8 is to have instructional services, business services, information technology, marketing and student affairs execute, monitor, and improve the College District's collective actions to help student success.

Student Feedback Data Sources

GC regularly seeks student feedback via several institutional data sources including a bi-annual administration of the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering New Student Engagement (SENSE), the annual administration of the Real Colleges Hope Lab survey, the annual administration of the Trellis Financial Wellness Survey, and the use of student focus groups to assess gaps in student preferences and needs. These data sources are used by the college to identify areas of needed improvement from a student perspective.

Within the student focus groups, students offered the following suggestions when discussing pathways.

1. Connect with the students.
2. Develop early peer-based programs and please do it at the very beginning.
3. Offer more provider education and training on Pathways
4. Increase publicity and media information about Pathways campus wide.

Everyone at GC is responsible in helping to promote the Pathways Initiative and assist students in understanding the Pathways movement. Many students talked about a lack of connection first coming to the college, or a lack of connectedness. In general, students still reported only seeing their advisor when they needed to enroll. Students also discussed not feeling connected to the college early in their relationships, particularly those with no formal start or launching point.

During the initial process of identifying a topic for the QEP, all of the above mentioned data sources were shared with the broader campus community for use when developing topic proposals to ensure the student voice was being considered in the development process. In addition, these data reports and surveys were shared with the

QEP Steering Committee for review and used throughout the process of identifying the QEP topic.

Ongoing Institutional Planning

Grayson College (GC) has been engaged in targeted and strategic ongoing institutional planning processes and has joined its annual strategic planning work with its Achieving the Dream (ATD) student success work for one integrated process. This ongoing work requires annual reflection reports. These annual reports allow GC to identify gaps in student success, set planning priorities for the upcoming year, and evaluate its progress on an annual basis. In addition, the college has adopted the Pathways work and combined these efforts with its strategic plan and ATD.

The mission of Grayson College is student success. The college strategically focuses on three central student success priorities: connect students to the college and their careers; build a community that inspires students to commit to timely completion of pathway milestones; and having students complete their pathway. Our efforts to help students navigate a clearer path have resulted in students graduating a year earlier and with 21 hours less credit than prior to joining ATD. The four-year graduation rate has climbed from 18% for the fall 2012 cohort to 23% for the fall 2015 cohort.

Overall, the college has a predominantly White student population of 67%, followed by Hispanic students at roughly 14% and African American students at 10%. From scrutinizing structural barriers to success and then executing an intentional approach to creating a climate of success through equity-minded policies, practices, and behaviors, the college has closed equity gaps among its Black, Hispanic and White students as seen in the evidence section. Examples of strategic improvements are the

removal of barriers at the front door (ongoing at scale); implementing Grayson Cares to assist students with basic needs (ongoing at scale); and the use of open education resources (OER) (scaling).

As a part of its student success work, the college has developed and adopted an equity statement, which highlights the institution's commitment to success for all students. The Board of Trustees reaffirmed our equity statement in June 2018, which begins with "At Grayson College, equity refers to providing what students need to be successful through the intentional design of the college experience." This focus creates a strategic, student-centered, and equity-focused culture. CCSSE 2020 results for GC reflects an increase in its Support for Students benchmark score over the last two years. Specifically, "Encouraging contact among students from different economic, social, and racial or ethnic backgrounds," where the college increased the mean with the cohort remaining flat.

GC has a dedicated fund targeted at short-term or start-up student success initiatives. In addition, to be resourceful, the college has engaged in partnerships with local economic development and workforce boards, writing and obtaining local, state and federal grants in excess of $4.4 million dollars to aid us in our student success work.

Grayson has a commitment to innovative change and adaptation of its programs, services, and resources to meet the needs of its students. Examples of this commitment, all at scale, include Math Pathways, corequisite developmental education reform, Texas Pathways, 8-week term model, development of a student planner and course sequencing, and an annual data summit with presentations to the Board of Trustees.

Fueled by a desire to be inquisitive, data-informed and learning-centered, the annual data summit focuses on successful course completion improvements. GC has increased successful course completion rates from 66% in 2016 to 72% in 2019. The college has become a fluid, unified, and responsive institution that has implemented multiple communication methods, focused on professional development, and improved its use of social media to promote equity, inclusion and belonging.

The following strategic priorities provide a framework for our budget construction and plans for the 2021-2022 academic year: build a welcoming culture, transform more lives, lean in to student success, and remove barriers. These were chosen to ensure we are supporting our students and continuing our student success work amid the current pandemic.

QEP Selection Process

A systematic process for selecting the QEP topic was established and led by Dean Bankhead. With the assistance of the QEP Steering Committee, Dean Bankhead invited the faculty, staff, and students of Grayson College to submit topic proposals for GC's next QEP via on online proposal submission form. Pertinent information regarding the development, implementation, and assessment of the QEP and its relation to the reaffirmation process was included in the email call for submissions (Appendix D). In addition, the data sources listed previously were shared with the campus community for their use in establishing a topic proposal which was based on data and alignment with the college strategic plan. The topic submissions were also required to ensure that the proposal was in alignment with the ongoing strategic plan and student success work. The identification of student achievement gaps utilizing the Grayson College CCSSE,

SENSE, ATD and student focus group result was central to ensuring alignment with the ongoing strategic planning work of the college.

In the first round of proposal submissions, faculty and staff were asked to submit the following items: (1) a topic overview which described the proposed QEP topic; (2) a brief narrative that addressed how the topic would improve student learning or student success; (3) a needs analysis with a review of institutional data to support the need for the topic; (4) a description of how the topic aligned with the college mission; and (5) a brief narrative describing the intended outcome of the proposed topic.

Eleven Initial Topics

The original call for submissions was sent in September of 2019, with topic submissions due November 1, 2019. Based upon the responses from the campus community, the eleven topics put forth were as follows:

1. Lecture Capture
2. Enhanced Advising and Registration Program
3. Open Educational Resources (OER) Degree Pathway
4. Pathways at the Front Door: Admissions and Advising
5. Service Towards Success
6. Refine Current Pathways Operations to Empower Student to Complete
7. Implementing the Universal Design for Learning
8. Improved Independent Learning Through Campus-wide Notetaking Platform
9. Success for the 21st Century Student: Alignment with Student Learning Outcomes and/or Student Success
10. Reading, Writing, Resources: Improving Reading Comprehension, Writing Skills, Information Literacy and Access to Library Resources
11. Academic Support and the First-Year Experience

Eleven Topics Narrowed to Three

To narrow the field of eleven topics to three, GC employees and students were provided a summary of each of the proposed topics and asked to vote via an online survey for their top three topics (Appendix E). All votes were made anonymously, and the votes were weighted equally. The response to the survey resulted in 119 votes (Appendix F).

The top six topics were identified in the survey for improvement were, in no particular order:

1. Pathways at the Front Door: Admissions and Advising

   GC should engage students at the very beginning of their experience. Improving processes in application, admissions, and advising for all students should increase the connection, commitment, and subsequently students' completion of a certificate or degree at GC.

2. Enhanced Advising and Registration Program

   The advising experience has a tremendous impact on the student's ability to get accepted, enrolled, and make progress toward successful completion. Streamlined admissions and enrollment is bound to result in higher completion rates. Overall, improved completion rates would be impacted.

3. Academic Support and the First-Year Experience

   GC needs to focus intensely on student's academic and personal support through similar approaches made by Texas South College, Faulkner University, and other institutions of higher education that concentrate on the Academic Support and the First Year experience. Implementing robust academic coaching and advising, improving and expanding supplemental instruction and support for students, and creating an Academic Center for Excellence would all improve grades and attitudes towards students' coursework and academic experience, which in turn would improve retention and graduation.

4. Refine Current Pathways Operations to Empower Students to Complete

   The mission of the Academic Advising and Counseling Center is empowering students for academic and personal success. If students have a specific goal to work toward, they can maintain their motivation and persistence to

completion. Results from the 2018 GC CCSSE indicate that 14.4% of student have not met with an academic advisor, and those that are serviced on a walk-in basis often do not visit with an advisor by pathway, but one that is first available. In addition, advisor caseloads do not allow for proactive advising to take place, and College Connections students are not placed into the course by pathway. With an advising redesign, students should be advised and placed into College Connections by pathway. Hiring more advisors to meet the National Academic Advising Association (NACADA) guidelines would also allow for in-depth career planning and proactive advising.

5. Service Towards Success

   Students are currently assigned a Success Coach based on their academic pathway. However, many students bypass this assignment and see the first available or another they have seen before. Students are also required to take College Connections, but may have an instructor outside of their pathway or different from their Success Coach. The Service Towards Success plan aligns with the student learning outcomes and student success by creating consistent and individualized advising effectively promoting increasing student trust with staff and faculty and student retention. The goals of Service Towards Success are to 1) increase the effectiveness of campus advising for first-year students, 2) increase and strengthen student relationships with staff and faculty, 3) promote a collaborative and encouraging environment among staff and faculty, and 4) capitalize campus resources for first-time, first-year students.

6. OER Degree Pathway

   Based on our current available OER courses, we would identify the degree path that is currently closest to being compliable by students taking all OER classes and advertise an OER degree at Grayson College. Over the past 20 years only the cost of hospital services has risen at a percentage rate equal to that of the cost of college textbooks. By identifying and completing our first OER Degree pathway student enrollment can increase, student debt can lower, and students can be able to access crucial learning material. This would impact ALL student outcomes at the most fundamental level; access.

   The college would increase student learning by 1) providing day 1, stress-free and FREE access to learning resources and 2) potentially introducing collaborative Open Educational Practices, which the scholarship of teaching and learning continues to recognize as exceptional.

Six Topics Narrowed to Three Topics for Final Selection

After a careful review of the survey results for the top six proposals and a review by the College Success Council for alignment with the college strategic plan, the topic OER Degree Pathway was determined to already be available, and the proposal was withdrawn by the submitting party. The remaining five topics were discussed with three closely related topics surrounding advising getting the highest vote count. The QEP Steering Committee approached the writers of the top three proposals that focused on advising to request combining the three proposals into one. One of the writers felt doing so would change the outcome in the voting process, so proposals were left as submitted, resulting in the following top three topics, in no particular order.

1. Pathways at the Front Door
2. Academic Support and the First-Year Experience
3. Current Pathways Operations to Empower Students to Complete

These three topics were drafted as mini proposals, formatted using identical categories for evaluation based on the following criteria.

1. Topic Overview
2. Alignment with Student Learning Outcomes and/or Student Success
3. Needs Analysis
4. Alignment with College Mission
5. Intended Outcomes of the Proposed Topic
6. Evidence of Broad-based Involvement
7. Evidence of Departmental Buy-in
8. Feasibility of the Plan (S.W.O.T Analysis)
9. Literature Review

10. Assessment of the Plan

These fully developed proposals were due in February 2020. Only two proposals, *Academic Support and the First-Year Experience* and *Grayson Pathways to Success* (original proposal title – *Current Pathway Operations to Empower Students to Complete*), were submitted for final consideration. A final campus-wide vote of the two proposals with video presentations was conducted in April 2020 (Appendix G). With 101 votes cast, *Grayson Pathways to Success* submitted by Nancy Luthe received the most votes (Appendix H). In addition to the campus-wide vote, the two proposals were reviewed by the College Success Council, G8, and the Executive Leadership Team to provide a final recommendation to the Board of Trustees.

Selecting the Final Topic

The Board of Trustees (BOT) and the Executive Leadership (EL) Team were central to the final topic selection. It is important to note that the BOT is an elected body at GC that also includes a student liaison, and, as such, represents the interests of the community at large. Securing its input was vital to ensure that GC had the support of the community in moving forward with any proposed plan. After securing a positive vote from EL to move forward with the top-ranked proposal, the next step was to prepare a presentation for the BOT. Dean Maxwell presented to the BOT during the June 2020 board meeting and was available to answer any questions. The proposal *Grayson Pathways to Success (GPS)* was unanimously approved by the board on June 23, 2020. The final choice of topic was announced to the college community during Communications Council on June 25, 2020 and mentioned in the June 2020 President's Note.

Process Used to Develop the QEP

Once the QEP topic was selected, GC moved to the task of identifying the specific goals for the project, as well as the strategies that would be employed to achieve them. The first order of business was to adjust the current QEP Steering Committee to include individuals who were deemed appropriate to support the chosen QEP topic. As the previous chair of the QEP Steering Committee, Dean Bankhead, retired from Grayson College, his replacement, Dr. Logan Maxwell, was chosen for the role of QEP Director and would also serve as the chair of the QEP Steering Committee.

Steering Committee

With a topic identified and QEP Director solidified, the focus shifted to identifying the best ways to improve the area of advising, specifically career exploration. The first action undertaken by Dr. Maxwell was to work with the leadership of the college to adjust the QEP Steering Committee (Appendix K) that would be representative of all stakeholders. The team includes faculty from across the curriculum, Success Coaches, Admissions staff, Marketing staff, and administrators.

The QEP is first and foremost an advising initiative, so input from the Success Coaches was vital to the development process. The Director of Success Coaches was selected to serve on the QEP Steering Committee as a key member to solicit feedback from her and her team. In addition, the Director of Advising and Outreach with the Center for Workplace Learning was also invited to offer a different perspective on the advising model. Also, with the focus of the QEP being on early career planning and exploration, being cognizant of what is required of students during the admissions process was also important. Thus, a member of the Admissions staff was invited to serve.

In order to acknowledge the important connection and need for collaboration from the faculty on campus, several faculty members were invited and agreed to offer their time and experience. Members from both academic and workforce disciplines were selected in the areas of Science, Business, Nursing, and Humanities. Other stakeholders included administrative members serving as chairs or deans in various capacities. Lastly, in order to successfully communicate the plan across campus, the Director of Marking was invited to serve on the committee. The final composition of the QEP Steering Committee serves as a testament to the institutional recognition that advising, especially career and pathway exploration, is a concern for everyone at GC.

Organizing for Success

To facilitate the necessary work required to develop the QEP, Dr. Maxwell worked together with the college leadership to develop an organizational structure that would demonstrate the QEP's integral relationship to Instructional Services and would serve to spread the responsibilities of development across as many areas of the college as possible. The structure evolved during the fall of 2020 to take the form shown in Appendix I, as leadership gained a better understanding of how best to utilize and structure the resources of the college.

Dr. Logan Maxwell, Dean of the South Campus and QEP Director, will continue to meet with the QEP Steering Committee on a regular basis to facilitate communication and ongoing feedback and improvement. Nancy Luthe, Director of Success Coaches, will continue to work with Success Coaches on the new advising process and also supervise the new Career and Pathway Coach, who will help students explore career options and provide advisement on GC's career pathways and majors. Dr. Maxwell will work closely

with Ms. Luthe to ensure actions are taken to ensure successful attainment of the goals and objectives set by the QEP Steering Committee. Dr. Maxwell will also work closely with Dr. Utley, Dean of Health Science, and Dr. Machen, Dean of Academic and Workforce Instruction, to ensure successful implementation and continuation of the work of the Faculty Mentors. Both Dr. Utley and Dr. Machen supervise faculty on campus and will play an integral role in assisting Dr. Maxwell in the responsibilities and duties required by the faculty advisement of students. All of these key members are under the supervision of Dr. Dava Washburn, Vice President of Academic Instruction, who will provide essential guidance and communication flow.

Development Timeline

In order to ensure timely completion of the tasks necessary to the development process, the following organizational timeline was developed. For a list of subcommittee members, refer to Appendix L.

Who	Task	Due Date	Year
QEP Steering Committee	Develop Goals for QEP	December	2020
Assessment Subcommittee	Work Alongside QEP Steering Committee to Develop Student Learning Outcomes	January	2021
Technology Subcommittee	Research New and Current Technologies Available to Support Advising and Career Exploration	February	2021
Marketing Subcommittee	Develop Concepts for Logo and Slogan	March	2021
Literature Review Subcommittee	Prepare Draft of Initial Literature Review	March	2021
Technology Subcommittee	Identify New Career Exploration and Early Alert Technologies for Implementation	April	2021
Budget Subcommittee	Prepare Draft of Five-Year Budget for the QEP	April	2021
Literature Review Subcommittee	Refine and Add to Literature Review based on Feedback	May	2021
QEP Steering Committee	Prepare Faculty Mentor Training for Return of Faculty, Fall 2021	May	2021

Marketing Subcommittee	Develop Full-Marketing Blitz Campaign for Fall Implementation	June	2021
QEP Steering Committee	Prepare Final Report for Submission	July	2021

In order to obtain broad-based input for the development of the project, Dr. Maxwell approached the Faculty Association during the Spring 2021 semester to solicit their thoughts on the direction of the QEP and specifically the role and expectations of the Faculty Mentor. The faculty were very open to the ideas presented by the QEP Steering Committee, while also offering their own thoughts and concerns. As new elements of the project are brought forth each semester, training will be offered to faculty and feedback will be solicited.

In addition, with several pieces of technology being considered, the QEP Steering Committee sought assistance and support from the Information Technology (IT) department. Members of the Technology subcommittee consulted with IT to ensure successful integration of the proposed technology with existing structures. Dr. Maxwell also reached out to the Website Coordinator in the Marketing department to confirm that the suggested career planning tools would work well with our current website platform.

Subcommittees

Potential members for each subcommittee were nominated by the QEP Steering Committee and presented to the GC leadership teams for final consideration. For each of the five subcommittees, Assessment, Budget, Literature Review, Marketing, and Technology, individuals were chosen to serve based on relevancy of their current positions at GC and potential contribution to the QEP. The Budget, Marketing, and Technology subcommittees began meeting immediately to begin brainstorming and

outlining essential items necessary to accomplish a successful QEP. In addition, the Literature Review subcommittee began researching and drafting the proposal.

The Assessment subcommittee assisted the QEP Steering Committee in developing the goals and objectives of the QEP. Their suggestions were taken to G8 and the Executive Leadership team for discussion and approval. The process was a fluid one, and the initial recommendations were fine-tuned as the program began to be more fully developed. Ultimately, the purpose, goals, and objectives of the QEP took the form shown in Appendix M.

These goals and objectives honor the findings of the literature and best practices in the redesign of the advising model. In addition, the objectives also show a clear correlation to the feedback received from the student focus group and from the CCSSE surveys regarding advising and career counseling. Many students admitted to not visiting with a Success Coach by Career Pathway and never having used career services, even though these services were deemed important. These issues are clearly addressed in the proposed objectives.

Literature Review and Best Practices

To obtain as much information as possible regarding current best practices in advising and career planning, the Literature Review Subcommittee looked into a number of research studies concerning these issues. This preliminary inquiry suggested the following topics for future research: proactive advising, factors affecting major selection, benefits of early career planning, advising tools, and dedicated career centers. A summary of the research follows.

Proactive Advising

Engagement in proactive advising is a key component of colleges and universities deciding upon quality enhancement plans to expand advising services for improved student success. Such expansions often involve practices referred to as proactive advising. “Proactive advising” is the current terminology used for what was previously known as “intrusive advisement” (Varney, 2013). W. R. Earl (1988) defined intrusive advising as, “A deliberate, structured intervention at the first indication of academic difficulty in order to motivate a student to seek help” (p. 28). In contrast, a more recent redefinition from J. Varney (2013) contends that intrusive advising involves intentional contact with students with the goal of developing a caring and beneficial relationship that leads to increased academic motivation and persistence. As such, intrusive advising can be an important part of improving retention and decreasing attrition. Even more, research suggests that a student’s decision to remain in college can be greatly influenced by contact with a significant representative of the institution like an advisor (Heisserer & Parette, 2002).

The defining characteristic of proactive advisement involves interaction with the student as initiated by the advisor and is not dependent upon the student making the initial contact (Jeschke, Johnson, & Williams, 200). Interactions with the student are intentional and deliberate and come at times when most needed. Advisors initiate contact with students at critical times throughout the semester and help students develop key skills for academic, personal, and career success. Advantages of proactive advising include the following:

- Advising support that begins during orientation and continues through graduation;
- Probability of student success;
- Problems addressed before they escalate through frequent contact (i.e. the first three weeks of the semester, at midterm, just prior to drop date deadlines, and in between semesters);

- Monitored progress of students to determine how well they are using the information provided;
- Customized, targeted interventions; and
- Personalized plans developed with student assistance for long-term and short-term goals.

A number of studies emphasize the importance of providing proactive advising as an institutional process that forms a significant and meaningful connection between the student and the academic institution on a consistent basis (Swecker, et al., 2013). This advising model differs from completing a fixed set of institutional interventions; rather, effective advisors follow a student-centered paradigm where timely advising is provided in much the same way an effective instructor also focuses on the student and provides timely interventions that provide "an opportunity to enhance the student's personal development" (Lowenstein, 2020, p. 67).

Advising Caseloads

Quality advising of this kind requires realistic caseloads. In many instances, a proactive advising model increases the advisor workload past the point of effective advising, which undermines proactive advising. Therefore, advisors must be assigned a manageable number of students in order to achieve the objectives of a proactive advising model. Considerable debate exists over what constitutes an appropriate student-to-advisor ratio. According to the 2011 NACADA National Survey of Academic Advising, the median ratio for two year colleges is 441 students per full-time advisor (Robbins, 2013). Many institutions strive for a ratio of 300-to-one; however, no uniform standard exists given the multitude of variables that go into developing an advising program and the unique characteristics of an institution (Applegate & Hartleroad, 2011). Institutions are

offsetting the greater workload by increasing advising staff, instituting faculty advising, or implementing a combination of both strategies (Bailey, et al., 2015).

Based on the NACADA 2011 National Survey of Academic Advising (Carlstrom, 2013), the median caseload of advisees per full-time professional academic advisor is 296, or a ratio of 296 students to one full-time advisor. In addition, many advisors have additional responsibilities to advising students, such as teaching first-year seminars, evaluating transcripts, contacting students from early alert warnings, workshopping, performing committee work, serving at institutional events, and completing various other duties that take time away from direct advising of students.

The Council for the Advancement of Standards in Higher Education (CAS) states that Academic Advising programs must provide adequate resources to ensure that academic advising caseloads are consistent with the institutional mission and stated goals. Factors that affect advising caseloads include mode of delivery, advising approach, additional advisor responsibilities, student needs, and time required for this activity. In addition, advisors may work with students not officially assigned to them and have advising related responsibilities beyond direct contact with students, so their assigned workload should reflect these realities. Although meaningful caseload comparisons have been frequently requested of NACADA, these comparisons remain elusive because too many factors affect advising delivery. Therefore, rather than focusing on comparing caseloads, leadership should consider all of the factors that determine the optimal caseload for meeting student needs and programmatic goals (Robbins, 2013). All this is to say that an effective proactive advising model should prepare students to make an informed major or degree plan selection.

Major or Degree Plan Selection

One of the most important factors for student success relates to student major or degree plan selection. Major selection is fundamental, as it will shape a student's career options (Arghode et al., 2020). A 2019 Gallup poll stated that more than a third of college graduates regretted their choice of major. When colleges support students through a developmental process of reflection and awareness of their own interests, values, and strengths, students are then able to set realistic professional goals through real-world exposure. As a result, students will be well-served, institutions will be more successful, and the global workforce will be more vibrant and engaged. There are many factors appearing in the literature that motivate students' major selection, including intrinsic factors, extrinsic factors, interpersonal factors, and sociodemographic factors.

Intrinsic Factors

Both intrinsic and extrinsic factors influence students in their choice of major. A student's personal interests (Sultana & Mahmud, 2020) and personality (Kunnen, 2013) are key players in major selection. In addition, students are motivated by personal growth and development opportunities offered within a career path (Thampoe, 2016). Many students are looking for a meaningful career that will foster their professional development and give them opportunities to solve challenging problems. In addition, students place high importance on the quality of the work environment in particular career fields (Salleh et al. 2020; Thampoe, 2016). While autonomy and friendliness to family dynamics and work balance are determining factors in career choice, external factors play an important role in career path selection as well.

Extrinsic Factors

External factors that influence career choices often dictate major or degree selection as well. The most important extrinsic factor governing career choice for students is that they receive adequate financial compensation for their work (Abbasi & Sarwat 2014; Salleh et al., 2020; Thampoe, 2016). Along with wages, fringe benefits and high starting salaries guide students to choose certain career fields. In addition, proximity of the workplace to family and friends is another external aspect that plays a role in the selection of a career (Thampoe, 2016). Though students are not always acutely aware of the job market, their perceptions of job availability and market gaps funnel students toward or away from various career paths (Lunsford et al., 2018). On a related note, there are also certain people who have significant influence on students by guiding them to various careers.

Interpersonal Factors

Interpersonal factors likewise play a role in selection of a major linked to a future career choice. Many students seek and value the opinions of others concerning their future career prospects (Sultana & Mahmud 2020; Thampoe, 2016). Parents have the greatest influence when it comes to career selection (Thampoe, 2016). Students are motivated to make their parents proud and rely on them for key insights about themselves. Students also look to their peers' preferences and are influenced by their friends' career and major choices (Kazi & Akhlaq, 2017). Society has an impact on students' career selection as well (Thampoe, 2016). What is considered prestigious work that garners respect from others also constitutes an interpersonal draw towards various fields. Educators also have a more targeted role to play in students' career choices

(Abbasi & Sarwat, 2014). Particularly, students find faculty advisors to be knowledgeable guides on their career pathways (Vespia et al., 2018). Moreover, career advisors and academic advisors provide one of the most crucial influences on students who are unsure of their career pathway.

Sociodemographic Factors

Along with interpersonal factors, sociodemographic factors also contribute to student career path selection. Gender is a factor in student career decision-making but not an obstacle to any specific career fields (Kazi & Akhlaq, 2017). For instance, female students are more influenced by their social groups and societal expectations than their male counterparts when it comes to major choice (Abbasi & Sarwat, 2014). Also, there is a gap in achievement between students of low and high socioeconomic status (SES) (Jury et al., 2017). The most crucial difference is that students with low SES have fewer opportunities and avenues available to them, which creates conditions that make them less prepared to work in certain fields. While many factors motivate students' major selection, awareness of career paths and the job market are also vital.

Benefits of Early Career Planning

Many students do not have a career plan or educational goal in mind when they sign up for courses, which hurts their odds of success; they are not always aware of the needs of the current job market or the wages paid for various careers either (Lunsford et al., 2018). Within community college programs, the career options are varied, including many options that lead to high wages as well as those that may not produce a living wage (Bahr, 2016). Therefore, it is crucial to student success that career selections are made

thoughtfully, and that community colleges increase student awareness of the labor market (Lunsford., 2018).

Researchers have viewed career indecision as an important topic, seeking to identify characteristics common to career indecision. Brown and Rector (2008) identified over fifty variables as possible elements in indecision. A few of these variables include career information needs, vocational identity, career choice anxiety, career self-efficacy, lack of motivation, career myths, dysfunctional career thoughts, internal and external barriers, chronic indecisiveness, and career decision-making difficulties.

When confronted with numerous career and major choices, many students choose a course of study not knowing if it aligns with their personal interests, values, or strengths. Uninformed decisions about a course of study can lead students to "spin their wheels" and cause them to accumulate excess credits, which extends the time-to-degree. Data reveals that time is the enemy of completion, leading students to drop out after having achieved some college credit but no degree or credential of value. For those who do complete, the additional time results in increased costs and makes it difficult for graduates to build a solid financial foundation (Complete College America, 2019).

A 2019 report from Complete College America stated that it is imperative that students have a purpose when they start college and stresses the importance of restructuring the onboarding process to ensure students identify their interests, explore possible careers, and understand important job market data that could impact their financial future. Equipped with this information, students are better positioned to choose a program of study and start earning credits toward their degrees. The report recommended integrating comprehensive interest assessments into the admissions and

application process to ensure admissions counselors, advisors, or career counselors follow up with students (Complete College America, 2019). In addition, J. Cuseo (2003) emphasized the importance of comprehensive academic support services for first-year students. Programming for first-year undecided students, or "front loading," was shown to ensure the greatest long-term impact on students. Students without commitment to an academic direction within a reasonable amount of time often flounder and drift if not acknowledged and supported upon entry.

It is important to connect students with careers related to their personal values, life experiences, skills, and competence. Students choosing a career choice related to their interests and personality maintain higher levels of self-efficacy and self-esteem (Kunnen, 2014). On the other hand, students who are in careers that are not aligned with their interests and abilities are less productive and find little satisfaction in their work (Kazi & Akhlaq, 2017). Thus, career counseling is of the utmost importance early on for students who are undecided on their career path (Chakrabarty, 2018). When career centers, academic advisors, and faculty integrate career conversations as a part of the collegiate culture, students are provided with the most opportunity to explore and find a career pathway best suited to them (Schwartz et al., 2018). Offering this type of service to students requires access to advising resources that are tailored to career exploration.

Advising Tools

Use of advising technologies is a central component of college and university plans to redesign advising services for improved student success and career planning. As such, postsecondary institutions are leveraging advising technology as a means of enhancing student support and increasing student success (Klempin & Pellegrino, 2020).

The question of what is an effective use of such technology has even led the U. S. Department of Education to reflect in their report, "Reimagining the Role of Technology in Higher Education," that for technology to have a transformative impact on student learning and success, it must meet the specific goals, needs, and interests of the students themselves (King & South, 2017). Perhaps this is why over the past few years, the number of advising-related tools in the education technology industry has grown exponentially to reflect student goals, needs, and interests, and technology is now viewed as the primary means of creating advising support in institutions with fewer resources.

The sheer number of available advising technologies now can be quite surprising. A national survey conducted in 2019 indicated that more than 200 companies provide higher education technologies, with advising-related tools accounting for close to 65% of the market (Bryant et al., 2019). Technology systems related to advising, such as education planning, risk identification, early alerts, predictive analytics, communication, and case management have the potential to enhance student support by providing advisors and other staff access to information about students and making it easier to monitor students' academic progress, identify students at risk of falling off track, and engage in targeted interventions with those students (Klempin & Pellegrino, 2020). Approximately 80 percent of the companies offering technology solutions for advising and student success have products that serve a specific function within the academic advising process. The solutions are divided into fourteen product categories covering five workflow areas, as can be seen in Figure 1. Targeted tools, such as those reflected in Figure 1, often are part of an effective advising model.

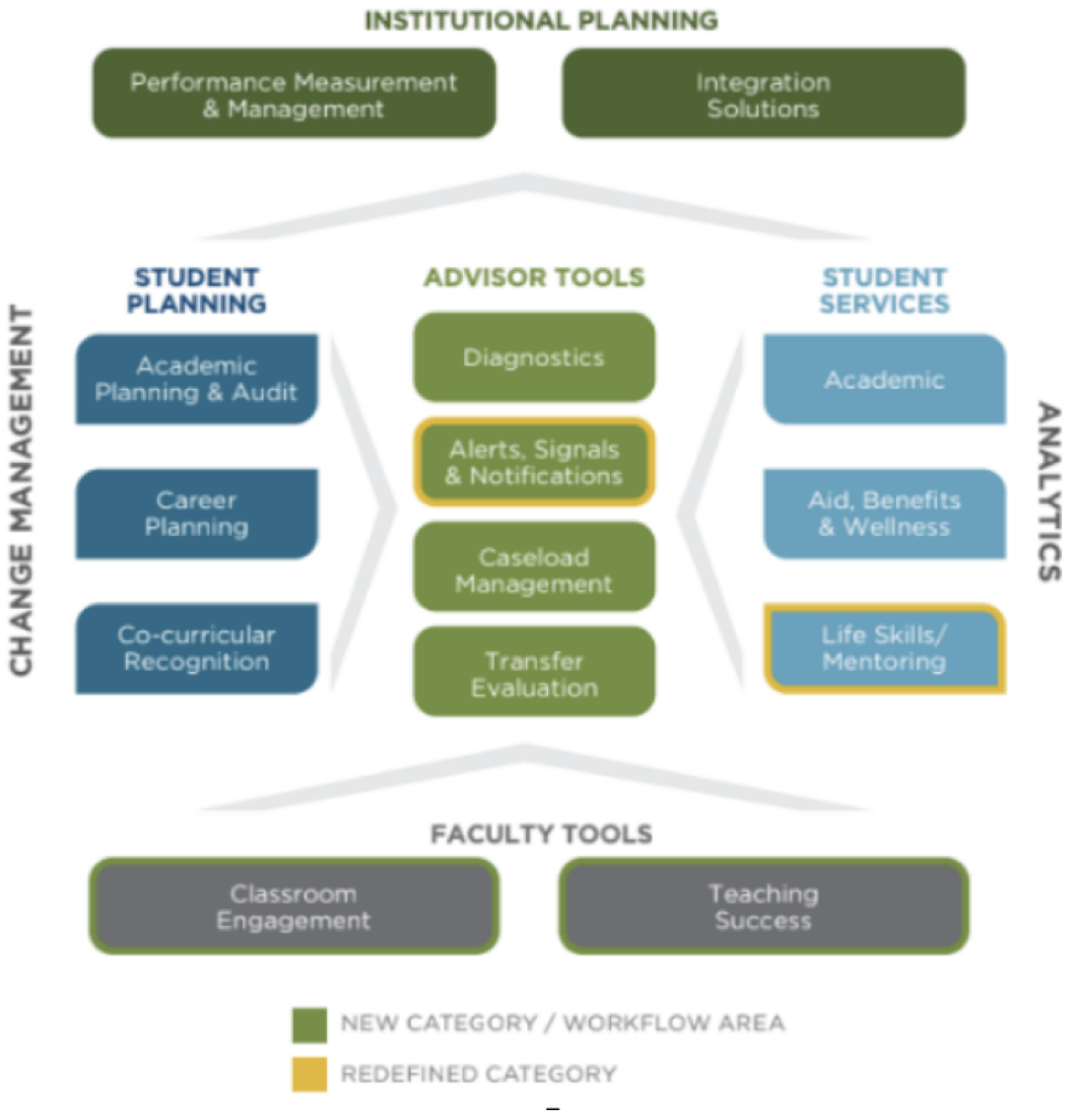

Figure 1. Advising Product Categories

Early and Emerging Technology

As part of an effective advising model, now early advising technology platforms cover academic planning and degree audits, early alerts for absences and performances, tutoring and study guides, and diagnostics designed to inform advisors on multiple risk factors for each student. The emerging technologies include features such as caseload management, career planning, transfer evaluation, aid, benefits and wellness, and life

skills. One of the most significant benefits of the new technology is housing the information in one portal shared between departments to allow for more effective and early intervention.

Career Planning Tools

These advising technologies include career planning as one of their central tools. Career planning tools have evolved over the last two to three years. Early career planning is one of the most important elements in student success and retention. Fifty-six percent of institutions are at least piloting career planning technology tools that can help students better direct their major or degree planning efforts based on their desired career path (Tyton, 2017). Many products in this category are using career assessments on interests and abilities and comparing those skills with specific careers, as well as using salary and jobs data to predict potential earnings. What separates products in this category is the integration with academic planning and audit products to map career interests to degree plans and delivery through a mobile application. Both advisors and students are likely to find such tools helpful in decision making.

Transfer Evaluation, Benefits, and Wellness

Even better for two year institutions now, transfer evaluation technology provides students with a specific school search that includes the ability to view transfer equivalencies and optimize credits and tuition costs across several institutions. This gives the student the option to search for colleges that will maximize the use of transfer credits. It also assists the college in completing transfer evaluations. Emerging technology also assists students with aid, benefits, and wellness. The three most evolved product features for this category include providing students access to benefits through easy to use mobile

applications, personalized support for on-site and online resources, and benefits tailored to the institution's regional support network (Tyton, 2019). Again, advisors and students are likely to find these technologies useful for arranging their university transfer degree plans.

Student Success and Technology

As another part of effective advising strategies for two year schools, technology systems related to core advising functions such as education planning, risk identification (e.g., early alerts, predictive analytics), communication, and case management have the potential to enhance student support by providing advisors and other staff access to more information about students and make it easier to monitor students' academic progress, identify students at risk of falling off track, and engage in targeted interventions with those students (Klempin & Pellegrino, 2020). Recent research has supported these claims. EDUCAUSE described Integrated and Advising Services (IPAS) as an institutional capability that creates shared ownership for educational progress by providing students, faculty, and staff with holistic information and services that contribute to the completion of a degree or other credential (Yanosky, 2014). Such ownership has been supported by a partnership of leading educational programs. The Community College Research Center (CCRC), EDUCAUSE, and Achieving the Dream (ATD) provided technical assistance to twenty-six colleges who participated in the Integrated Planning and Advising for Student Success (IPASS) initiative. The Colleges used grants from the Bill & Melinda Gates Foundation and the Leona M. and Harry B. Helmsley Charitable Trust to purchase technology designed to improve student success. The IPASS initiative started in 2012 and continued to 2018. This research demonstrated that colleges are approaching technology-

mediated advising work thoughtfully and treating it as an opportunity to implement widespread institutional changes to improve student success (Karp & Fletcher, 2014).

Colleges involved in IPASS made the following changes to advising:

- Moving from drop-in, generalist advising (where students in all programs see any available advisor) to a more personalized system of assigned, case-management advising (where advisors work with particular students in a limited number of programs throughout their time at college);
- Increasing faculty involvement in orientation and advising;
- Ensuring students are supported to create academic plans from entry through graduation or transfer;
- Connecting education planning to career planning;
- Using data from predictive analytics and early alerts to intervene sooner with students who may be struggling; and
- Sharing case notes to improve communication between advisors and faculty members (Klempin & Pellegrino, 2020).

Early research from colleges implementing these strategies demonstrated modest gains in key performance indicators at a few colleges with almost double the graduation rates at a university. A study of the results at California State University, Fresno, Montgomery County Community College, and the University of North Carolina at Charlotte showed some gain in key performance indicators. Georgia State University demonstrated major gains. Over the past decade, the university has increased graduation rates by 23 points. According to GSU, "We're graduating 2,800 more students a year than just five years ago, and we've reduced the time-to-degree by half a semester, saving students $18 million a year. We've eliminated achievement gaps based on race, ethnicity or income." GSU attributes the success to using EAB predictive analytics and a system of more than 800 alerts to track students daily, as well as the addition of advising staff

(Georgia State, 2021). The EAB analytics and risk alert software required additional demand for student-advisor contact, so GSU hired more than forty academic advisors to lower its student-to-advisor ratio to 300:1 and offered centralized advising support until a student had ninety credit hours (Bailey et al., 2019).

Early research from colleges implementing these strategies demonstrated a range from modest gains in key performance indicators to one college with almost double graduation rates. A study of the results at California State University, Fresno, Montgomery County Community College and the University of North Carolina at Charlotte showed some gain in key performance indicators. However, at Montgomery County Community College there was an issue with placing registration holds on student accounts. The registration holds prompted more students to meet with an adviser at UNCC and Fresno State. But at MCCC, advisers reported that classes rarely filled up early. Thus, students may have been less motivated to come in early for an advising appointment. The additional barrier to registration created by the registration hold may have discouraged students from registering for additional classes or reenrolling (Miller, Cohen, Yang, & Pelligrino 2020).

The Bill & Melinda Gates Foundation contracted Boston Consulting Group to conduct a return-on-investment study of these colleges in the IPASS group. The BCG study found that the student success initiatives at Montgomery County Community College, Georgia State University, Florida State University, and the University of Texas at Austin significantly improved student outcomes and contributed to an increase in on-time graduation rates of as much as 21 percentage points. Georgia State even expanded the student-success initiatives during an economic recession, a period when Georgia State

lost $40 million in state appropriations. Despite those losses, Georgia State University revenues increased every year. By holding on to hundreds and then thousands of additional students, the institution recovered millions of dollars in revenues from tuition and fees (Bailey et. al., 2019).

The above study has shown the importance of advising technologies. The reality is that first-year students today are more likely to claim first-generation status, cite financial gain as the primary reason to attend college, present with mental health issues and learning disabilities, and experience challenges in achieving academic success. Now, more than ever, faculty and advisors bear responsibility for facilitating academic success and, with the help of technology, can provide help when it is most needed to help students succeed (Fox and Martin, 2017). With the help of technology, students can select careers related to their abilities and interests that will lead to jobs paying a living wage. Intake surveys show student needs as they enter college, and services can be customized to meet those needs. As students encounter roadblocks, technology will allow faculty and advisors to proactively reach out to students at the first indication of struggle to help them succeed.

Dedicated Career Center

Beyond the tools that advising technologies offer, career centers also benefit students. Senior leaders in higher education are recognizing the direct link career services have to recruitment, retention, and revenue for an institution (Ceperley, 2013). The conversation about return on investment and the value of higher education has elevated career centers on college campuses. For colleges and universities that put career services at the top of their strategic plans, it will become one of the most important drivers of

enrollment growth as students and parents seek career outcomes as their top reason for attending (Busteed, 2020). For instance, career development activities that allow students to explore the world of work and consider the real-world applications of academic subject matter can engage students in their school work and motivate them to accomplish both short- and long-term goals (Flores et al., 2006; Solberg et al., 2002). There is also some evidence that students who receive support in the form of career guidance in college report experiencing more "adaptive" transitions and greater job satisfaction later in life (Blustein et al., 1997).

The importance of career centers and dedicated career advising services has created the need for standards, so the National Association of Colleges and Employers (NACE) has developed professional standards for college and university career services. The following are NACE standards for effective career center facilities (NACE, 2019):

- Career services must have adequate, accessible, and suitably located facilities appropriate for constituents served, to support the unit's mission and goals.
- Consistent with the unit's goals and mission, the career services office should be accessible, located conveniently, and project a welcoming, professional atmosphere for students, employers, alumni, faculty, staff, parents and families, and the community. Parking for visitors, if available, should be adequate and convenient.
- Career services facilities should be compliant with universal design principles.
- If acquiring capital equipment as defined by the institution, career services must take into account expenses related to regular maintenance and life-cycle costs. Facilities and equipment must be evaluated on an established cycle, including consideration of sustainability, and be in compliance with codes and laws to provide for access, health, safety, and security.
- Career services staff members must have work space that is well equipped, adequate in size, and designed to support their work and responsibilities. For activities and interactions requiring privacy, staff members must have private space that is appropriately furnished and proximate.

- Career services should provide professional staff with private offices for advising, counseling, coaching, or other work situations requiring privacy; work space for support and student staff; a reception and/or student waiting area; and sufficient storage space.

- Career services should provide a career resource center relevant to the populations of the unit and school.

- Equipment and facilities must be secured to protect the confidentiality and safety of records. All staff members must be provided with a location to secure their own work.

- For career services centers offering campus and remote interviews, facilities and technology must be available for students, alumni, and employers to interact and conduct private interviews consistent with the unit's mission and goals. The number of employment interview rooms and technology should meet employer, student, and alumni needs.

- An employer lounge or flexible and accessible space should be made available.

- The career services facility must have internet connectivity and access to conference rooms and large-group meeting rooms that have an appropriate level of technology to support service delivery.

- Information technology specific to enhancing awareness of career resources must be available for students and staff to support career services functions.

- Career services facilities must be accessible to all persons in compliance with all applicable local, state, and federal laws.

- Accommodations for clients with special needs must be provided by career services preferably in cooperation with the department or organization serving the client.

- Career services must provide office hours at times appropriate for its constituencies.

Literature Review/Best Practices Implications for Grayson College

The above review of the literature gave the Grayson QEP Steering Committee the direction needed to decide on an overall strategy that could be employed to reach the goals developed by the team. The review took a broad look at the best practices in advising, with a special focus on career planning and the tools necessary to help a student

successfully plan for future careers. Of particular interest to GC in the area of advising is the importance of proactive advising, which in turn requires realistic caseloads.

Proactive Advising

While GC Success Coaches currently advise students on their pathway and major, how to use their student planner, course availability, and course scheduling, Success Coaches rarely have the time to engage in proactive advising and career counseling as encouraged by the literature. According to the GC 2018 CCSSE survey results, 14.4% of student respondents have not met with a success coach, and 22% of students reported they receive advising assistance from friends, family, or other students. In interviews with GC students as a part of the Texas Pathway Initiative focus group in Spring 2019, students indicated that they were not using the assigned advisors by career pathway but an advisor used in previous semesters. To assist with caseload, the literature recommended using faculty advisors. By utilizing Faculty Mentors to advise students with a chosen major after 15 earned credit hours, Success Coaches could focus on advising FTIC students, as well as students still exploring career pathways at this point.

Major or Degree Plan Selection

The majority of GC students have no clear career plan and as such are likely to make uninformed decisions about a course of study, which results in changing majors, increased college expenses, and excess credits. Confronted with an overwhelming number of majors, all students should have access to a quality onboarding experience that supports them in making informed choices toward a credential of value and a rewarding career. Hiring a dedicated Career and Pathway Coach who focuses on career exploration

and information relating to GC's various career pathways will help students make more informed decisions regarding selection of a major.

In addition, for those intending to transfer to a university, effective transfer advising is essential to ensure transferability of credits. Results from the GC 2020 CCSSE survey revealed that 52% of students intended to transfer, but 71% of students reported never using transfer advising. Also 65% of students marked "not applicable" for their level of satisfaction with transfer advising. With Success Coaches focusing on FTIC students and Faculty Mentors assigned to assist with advising by discipline, students could receive real guidance on transfer options.

Benefits of Early Career Planning

Currently, one of the GC Success Coaches offers career counseling to students needing these services. However, this is in addition to the normally assigned duties of a Success Coach. As indicated by the literature, when confronted with numerous career and major choices, many GC students choose a course of study not knowing if it aligns with their personal interests, values, or strengths. Being able to explore career options and the career pathways offered at GC that relate to these career fields prior to visiting with the assigned Success Coach will help students choose an appropriate major and select the most appropriate classes in the first semester. Having a dedicated Career and Pathway Coach whose sole purpose is to educate students on potential careers and the career pathways associated with them is essential to help students stay on path and not constantly doubt their selection of major. In addition, requiring a mandatory session with the Career and Pathway Coach during orientation will allow students' access to this necessary information at a crucial time in their educational journey.

Advising Tools

The Success Coaches and other individuals on campus utilize various career advising tools currently available, including TypeFocus, O'Net, My Next Move, and Career One Stop. However, few of the career service tools are used by students prior to visiting with a Success Coach to best select their major, and none directly relate to the career pathways at GC. Most of the current tools are used in College Connections, GC's first-year success course, which is taken during students' first semester at GC. Having access to career planning tools that relate back to GC's career pathways prior to selection of a major and classes would allow students to make a more informed decision for a major.

In addition, GC utilizes an in-house Student Planner that allows Success Coaches and students to view degree plans, course sequences, course schedules, and other functions. However, no alerts are provided when a student veers from their degree plan. Having access to early alert dashboards would enable Success Coaches and Faculty Mentors to engage in the proactive advising endorsed in the literature.

Dedicated Career Center

Currently, GC has no dedicated career center. While 62% of students indicated they had never used career counseling according to the GC CCSSE survey results, 75% noted the importance of career counseling services. Without a physical location and necessary resources to provide proper career counseling, it would be very difficult to ensure students are receiving adequate career planning. Establishing a Career Center with a dedicated Career and Pathway Coach will offer students the opportunity to explore various careers based on their interests and strengths that best match the career pathways

offered at GC. Clearly, a dedicated career center can play a vital role in providing the needed support for students to succeed.

Application of the Literature Review and Best Practices

The QEP Literature Review subcommittee carefully analyzed literature related to advising theory and advising best practices to form a comprehensive foundation for developing a plan to leverage academic advising to improve student success at our institution. Primary emphasis was placed on exploring research related to best practices in the field of early career exploration and planning, proactive advising, faculty mentoring, the utilization of technology to bolster student support, and the overall effects on student success and completion. Findings from the literature review were then applied toward the development of a comprehensive action plan for implementation of Grayson Pathways to Success. A summary of the research most influential to the project, organized by topic, follows.

- Early Career Planning: One of the most comprehensive plans for early career planning is the Complete College America, College, On Purpose report. It lays out the components of a Purpose First experience focused on helping students explore interests and careers, make informed career choices and hit early benchmarks toward on-time graduation. The CCA strategy creates a "missing link" between career choice, guided pathways, and first-year momentum and will be used as a model in proceeding with early student career planning.

- Career Center: The National Association of Colleges and Employers (NACE) professional standards for college and university career services guidelines will serve as a model for the development of our Career Center and provide guidance in facilitating the creation, maintenance and delivery of programs, resources, and services by the Career and Pathway Coach.

- Career Planning Technology: Career Coach will provide labor market data and relevant information such as job demand, starting salary, benefits, associated skills, and education requirements for each major and associated careers. In addition, MyMajors will provide students with diagnostic tools for students to explore their options when deciding a college major. It also features a customizable intake survey that can be used to identify student needs, and Success

Coaches can use the results to provide referrals to student services before students begin college.

Actions to be Implemented

Reflecting on the goals of the QEP gives direction and purpose to the actions planned for implementation. The goals and objectives are reiterated below:

Goal 1: CONNECT – FTIC students will connect to their career pathway.

Objective 1.1: 100% of FTIC students will attend the session for the Career Center and pathway exploration during mandatory orientation.

Objective 1.2: 100% of FTIC students will participate in their designated first career course before completion of 15 credit hours.

Goal 2: COMMIT – Students will commit to staying on their chosen career pathway.

Objective 2.1: Fall-to-spring retention rate of FTIC students will increase from 74% to 80% by Spring 2026.

Objective 2.2: Fall-to-fall retention rate of FTIC students will increase from 55% to 60% by Fall 2026.

Goal 3: COMPLETE – Students will successfully complete their career pathway.

Objective 3.1: The 150% normalized time-to-degree will increase from 13% to 18% for the fall starting cohort (2017 and 2018 fall cohorts were 13%).

Objective 3.2: The first term course completion rate of FTIC students will increase from 78% to 83%.

Objective 3.3: The first term successful course completion rate of FTIC students will increase from 72% to 77%.

These goals and outcomes will be reached through a careful rethinking and redesigning of the current advising system in order to provide more meaningful student success outcomes and the support needed to attain those outcomes. The following set of actions to be implemented concerns the actual redesign of the advising department, including a dedicated career center, inclusion of faculty mentors, technology support, and professional development.

Dedicated Career Center

It has been established that a Career Center can be of great benefit to students. The GC Career Center will play an integral role in the overall QEP design. While much work has been done to help students succeed in the classroom, the institution recognizes that many students need support prior to entering the classroom with more proactive advising. GC envisions the Career Center as serving several roles in the overall planned advising redesign.

- Career exploration utilizing assessments that link student's interests and abilities to careers and connect to GC's career pathways to assist in major selection
- Seminars/workshops centered on GC's career pathways
- Job search workshops to include resume writing tips and interview skills

The Career Center will be housed in the Student Affairs building and will include a small computer lab for information sessions and spotlights, as well as an office for the Career and Pathway Coach. The Student Affairs building was recently renovated in April of 2019, so the updated facilities were ideal for a new Career Center. In addition, the chosen computer lab and office space will serve as a benefit to students, as the location is in close proximity to the Advising offices. As the new Career and Pathway Coach will be under the direct supervision of the Director of Success Coaches, this location would also help facilitate communication between the Career and Pathway Coach and the Success Coaches.

The Career Center will be open weekdays from 8:00AM – 5:00PM, with the knowledge that additional hours may be added at a later date should the Career Center require additional staffing. It will be staffed by a full-time Career and Pathway Coach (Appendix J) with at least a master's degree in counseling, education, social science, or a

related field with appropriate experience. The Career and Pathway Coach will be charged with the following responsibilities:

- Proactive student career advising and exploration
- Data collection regarding Career Center usage and outcomes
- Coordination of workshops for career pathway spotlights and job search workshops
- Facilitation of workshops for career pathway spotlights and job search workshops
- Researches and maintains current information on labor market trends and occupational outlook for a wide range of careers
- Assists with student resumes and mock job interviews

Inclusion of Faculty Mentors

In order to meet the additional demands of a proactive advising model, the inclusion of Faculty Mentors is essential to providing continual support to students. One action to be implemented that has already been taken is the designation of Faculty Mentors by program and focus. At least one faculty member has been selected to serve as a Faculty Mentor for each program. In addition, programs that could be broken down by field of study or focus were expanded further to ensure each discipline was represented by the appropriate Faculty Mentor. For example, the General Studies program was broken into several areas of focus: Exploring, English, Psychology, Sociology, History, Government, Economics, and Communication. Once a student has selected a major or focus of study, Faculty Mentors will take over advising duties after a student has earned 15 credit hours. If a student is still Exploring, Faculty Mentors will advise students to visit the Career Center and work with the Career and Pathway Coach to select a career pathway best suited to their interests.

Faculty Mentors will be charged with the following responsibilities:

- Check-in with non-General Studies (Exploring) students at 15, 30, and 45 credit hours.
- Assist students in registering for classes.
- Direct students to appropriate department if student has any holds or alerts.
- Maintain a working knowledge of the Student Planner and report problems as encountered.
- Act as a role model to facilitate the development of the student's skills, work ethic, and professional behavior.
- Maintain a good working relationship with the Success Coaches.

A discussion regarding the need for additional release time or stipends to offset these advising duties was brought forward to the QEP Steering Committee and extended to the Faculty Association. The committee ultimately determined that since the Workforce faculty and some Academic faculty were already undergoing these duties without additional compensation, no releases or stipends would be awarded. In addition, the job description of any full-time faculty member includes student advising. See an example of a full-time faculty job description in Appendix N. Careful thought and consideration went into the assignment of each Faculty Mentor to ensure a practical student advising load, and with the addition of automated early alerts and technology aids, Faculty Mentors should not be overwhelmed with these new duties. However, the committee will collect feedback and assess after the first year of implementation in the event any adjustments are necessary. In addition, faculty have the opportunity to address workload requirements via the normal chain-of-command and per GC Board Policy DJ (Local) (Appendix O).

Technology Support

In addition to Faculty Mentors, technology will also play an essential part in providing proactive advising to GC students. Two areas of implementation that are crucial to providing these services involve career planning software and a more sophisticated early-alert system. GC has already set aside funds for three key pieces of technology to help support the Career and Pathway Coach, Success Coaches, and Faculty Mentors in their work.

The first piece of technology that will be used by the Career and Pathway Coach to help students with career exploration and career pathway selection is MyMajors. MyMajors offers diagnostic tools for students to explore their options when deciding a college major. By presenting questions that help the student sort through their varied interests, goals, likes and dislikes, it helps clarify the direction they might want to proceed in their careers. Furthermore, it provides links to specific majors that allow the student to explore areas they are considering in-depth. MyMajors also features an intake survey that can be customized to determine student needs, and Success Coaches can use the results to provide referrals to student services before students' first semester in college.

The second piece of technology that will be utilized by the Career and Pathway Coach, as well as any user of the GC website, is Career Coach. Career Coach offers students various resources to help solidify their educational and career goals. Integration with GC's website will allow future and current students to have access to up-to-date information regarding careers linked to GC's career pathways and majors. Upon logging into the Career Coach portal, GC students will be able to take a career assessment that

evaluates their interests, skills, and knowledge, and aligns those traits with possible program and career-training opportunities offered at the college. In addition, students can browse through program and career specific data, including median salary information and regional demand, to help them make more informed decisions regarding the selection of their career pathway and major. Moreover, students can learn how to build an effective and professional resume using the Career Coach portal. Strategies outlined within the QEP seek to integrate utilization of the Career Coach interface within the institution's admissions and orientation processes to provide students with the knowledge and data required to make informed decisions regarding the selection of their pathway.

The last piece of technology that will assist both the Success Coaches and Faculty Mentors in providing proactive advising will be the implementation of Zogotech Dashboards. These dashboards will provide up-to-date information for Success Coaches to reach out to students needing resources and provide them with appropriate information to get students back on track in a timely manner. In addition, dashboards for Faculty Mentors will be able to identify students falling behind on assignments, earning low GPAs, or have fallen off of their degree plan and need to schedule an appointment to intervene. With this information, Success Coaches and Faculty Mentors can preemptively take action to help support students and keep them on track to graduate and succeed.

Professional Development

As noted above, many of the changes being proposed will involve a transition from current practices to a new model of proactive advising. Therefore, proper training and professional development must be provided to ensure success. A concentrated effort

will be made to properly train and develop both the new Career and Pathway Coach and the Faculty Mentors chosen to advise students.

Two of the current Success Coaches will be providing career advising services to the first pilot group of students. Once the new Career and Pathway Coach is selected and onboarded at GC, the two current Success Coaches will work with this individual on the advising procedures required for this position. In addition, training on the new career technology elements will be provided, so the Career and Pathway Coach will be able to utilize all resources to assist students in career advising and pathway selection. The Career and Pathway Coach will also be invited to attend the Texas Pathways conferences offered each year with other GC stakeholders to stay apprised on GC's career pathways and options for students. This individual will also be able to attend one other career-centered conference each year for professional development.

Faculty Mentors will be provided professional development during Faculty Return Week each semester to review and update them on using the GC's Student Planner, which keeps track of students' degree plans, schedule, and other important educational information used in advising. In addition, once Zogotech Dashboards are available, additional training will be offered to Faculty Mentors on using the dashboards for advising students proactively. After implementation, continual training and updates will be offered on the dashboards for faculty each semester.

In this manner, GC will continually assess and improve its strategies and implementation of best-practice techniques. It will take time to find the right fit for GC and its students, but Success Coaches and faculty will support each other and students every step of the way.

QEP Steering Committee

Upon approval and full implementation of the QEP, the QEP Steering Committee will continue to serve as the institutional-level body charged with directing the Quality Enhancement Plan efforts. The purpose of this committee moving forward will be to coordinate and implement improvements that are deemed necessary as a result of assessment, as collected and presented by the QEP Assessment Subcommittee. In short, this committee is charged with closing the assessment loop and making sure that all stakeholders have a voice in GC's ongoing efforts.

Student Success Outcomes and Assessment

In order to assess the achievement of the goals of the QEP, GC has developed student success outcomes that will assess, analyze, and use the results of this analysis to improve the area of advising and student success overall. The student success outcomes, in the form of objectives, and the associated goals are listed below:

Goal 1: (CONNECT) FTIC students will connect to their career pathway.

> **Objective 1.1**: 100% of FTIC students will attend the session for the Career Center and pathway exploration during mandatory orientation.
>
> **Objective 1.2**: 100% of FTIC students will participate in their designated first career course before completion of 15 credit hours.

Goal 2: (COMMIT) Student will commit to staying on their chosen career pathway.

> **Objective 2.1**: Fall-to-spring retention rate of FTIC students will increase from 74% to 80% by Spring 2026.
>
> **Objective 2.2**: Fall-to-fall retention rate of FTIC students will increase from 55% to 60% by Fall 2026.

Goal 3: (COMPLETE) Students will successfully complete their career pathway.

Objective 3.1: The 150% normalized time-to-degree will increase from 13% to 18% for the fall starting cohort (2017 and 2018 fall cohorts were 13%).

Objective 3.2: The first term course completion rate of FTIC students will increase from 78% to 83%.

Objective 3.3: The first term successful course completion rate of FTIC students will increase from 72% to 77%.

Note that all student success outcomes and associated goals align with GC's strategic plan to Connect, Commit, and Complete. The assessment process and measures for each of these initiatives will be described in turn.

Goal 1: (CONNECT) FTIC students will connect to their career pathway.

To assess the extent to which GC will accomplish this goal, two student success outcomes or objectives have been developed that focus on the use of the new Career Center and career exploration within the first 15 credit hours. The target for this measure is to see an increase in the number of students taking advantage of early career exploration tools through the use of the Career Center, as well as continued pathway exploration by enrolling in a first designated career course before the completion of 15 credit hours.

For each of the objectives intended to support this goal, measures and targets have been developed to assess success.

Objective 1.1: 100% of FTIC students will attend the session for the Career Center and pathway exploration during mandatory orientation.

To assess this outcome, attendance will be recorded for all FTIC students who participate in orientation and who also attended a session with the Career Center to undertake the

career exploration assessment. Data will be collected for both face-to-face orientation, as well as virtual orientations. Currently, students undertake a career assessment during College Connections, which is usually taken in the first semester. However, not all students are required to take College Connections, and GC aims for students to explore careers and career pathways earlier to aid in major selection. The first year's data will serve as a baseline.

Objective 1.2: 100% of FTIC students will participate in their first designated career course before completion of 15 credit hours.

To assess this outcome, data will be collected on FTIC students by major and courses taken in the first 15 credit hours. The first designated career course for each program or program focus has already been selected by faculty to help in collecting this data. Fall 2020 will serve as a baseline with 51% of FTIC students taking their first career course within completion of their first 15 hours of credit.

Goal 2: (COMMIT) Students will commit to staying on their career pathway.

To assess the extent to which GC will accomplish this goal, two student success outcomes or objectives have been developed that focus on student retention. The target for these measures is to see an increase in student retention through the efforts of the QEP. Through earlier career exploration, students will be connected to an appropriate major and coursework. In addition, linking students with a Faculty Mentor associated with their career pathway and discipline area to monitor students will ensure continuous progress.

For each of the objectives intended to support this goal, measures and targets have been developed to assess success.

Objective 2.1: Fall-to-spring retention of FTIC students will increase from 74% to 80% by Spring 2026.

Objective 2.2: Fall-to-fall retention of FTIC students will increase from 55% to 60% by Fall 2026.

To assess these outcomes, fall-to-spring retention and fall-to-fall retention of FTIC students will be measured each year. The 2018-2019 academic year was utilized as a baseline for this measure.

Goal 3: (COMPLETE) Students will successfully complete their career pathway.

To assess the extent to which GC will accomplish this goal, three student success outcomes or objectives have been developed that focus on course completion and program completion. The target for these measures is to see an increase in not only course completion, but also in normalized time-to-degree. Undergoing check-ins with Faculty Mentors at the 15, 30, and 45 credit hour marks will assist in keeping students on path. Utilizing the early alert dashboards, Success Coaches and Faculty Mentors will be able to monitor student progress and intervene when necessary to ensure students receive appropriate resources to complete their career pathway.

For each of the objectives intended to support this goal, measures and targets have been developed to assess success.

Objective 3.1: The 150% normalized time-to-degree will increase from 13% to 18% for the fall starting cohort (2017 and 2018 fall cohorts were 13%).

Objective 3.2: The first term course completion rate (A, B, C, or, D) of FTIC students will increase from 78% to 83%.

Objective 3.3: The first term successful course completion rate (A, B, or C) of FTIC students will increase from 72% to 77%.

To assess these outcomes, the internal 150% normalized time-to-degree rate will be measured in Fall 2024 for the Fall 2021 cohort and in Fall 2025 for the Fall 2022 cohort. The Fall 2018 cohort was used as a baseline measurement. The first term completion rate and the first term successful course completion rate will be measured once a year for the fall and spring semesters. The 2018-2019 academic year was utilized as a baseline for both of these measures.

Assessment Plan

At the heart of the ongoing process of review and continual improvement is the QEP Assessment Subcommittee, which will be responsible for collection and review of all measures. This review of assessment data will take place at the end of each academic year to facilitate a continuous process of improvement. After a thorough review each year, necessary improvements and recommendations will be implemented for the following fall.

Assessment Schedule

The following is a detailed schedule of all assessment that will be carried out to measure the success of the QEP. The pilot semesters are designated, as important data will be collected and will serve to determine the success of the interventions relative to the advising program currently in use at GC. Each of the interventions is listed, along with the measure that will be used to assess its success. The party responsible for the administration of each measure is listed.

Pilot Semesters (Summer 2021 and Fall 2021)

Date	QEP Goal	Objective	Measure	Responsible Party
Summer 2021	1	Pathway exploration	First career course enrollment	QEP Assessment Committee
Fall 2021	1	Career exploration	Career center attendance	Career and Pathway Coach
	1	Pathway exploration	First career course enrollment	QEP Assessment Committee
	3	Course completion	First term course completion	QEP Assessment Committee
	3	Successful course completion	First term successful course completion	QEP Assessment Committee

Full Implementation

Date	QEP Goal	Objective	Measure	Responsible Party
Spring	1	Career exploration	Career center attendance	Career and Pathway Coach
	1	Pathway exploration	First career course enrollment	QEP Assessment Committee
	2	Student retention	Fall-to-spring retention	QEP Assessment Committee
	2	Student retention	Fall-to-fall retention	QEP Assessment Committee
	3	Course completion	First term course completion	QEP Assessment Committee
	3	Successful course completion	First term successful course completion	QEP Assessment Committee
	3	Program completion	150% normalized time-to-degree*	QEP Assessment Committee
*150% normalized time-to-degree will be assessed for the Fall 2021 cohort in Fall 2024 and for the Fall 2022 cohort in Fall 2025. Review of all assessment results will be conducted by the QEP Assessment Subcommittee. Recommendations for improvement will be carried out by the QEP Steering Committee.				

Implementation Timeline

An implementation timeline has been developed to assist the QEP Steering Committee through the five year implementation and execution of the QEP. This timeline

will serve as a general guide and may change as the implementation and evaluation of the plan unfolds.

Date	Action
Fall 2020 Year-0	• Determine role of Career Center to the college • Outline job expectations of a full-time Career and Pathway Coach • Establish expectations and requirements of Faculty Mentors
Spring 2021 Year-0	• Investigate technology needs and current resources • Develop technology plan for implementation and/or addition of new resources • Identify "first career course" for each program/major • Identify Faculty Mentor for each program/major • Assign additional duties to two individuals to provide career counseling prior to visiting with Success Coaches • Pilot group of 30 FTIC students – Summer 2021 • Create training materials for Faculty Mentors
Fall 2021 Year-1	• Train Faculty Mentors on Student Planner and Zogotech Dashboards • Establish Career Center at Denison (Main) campus • Hire full-time Career and Pathway Coach for the Main campus • Career and Pathway Coach takes over duties of previous individuals to provide career counseling prior to visiting with Success Coaches • Pilot group of 100 FTIC students • Implement handoff of students from Success Coach to Faculty Mentor after completion of 15 hours or the first certificate in a Workforce program • Assess, evaluate, and modify, as necessary o Participation in designated "first career course" of FTIC students before completion of 15 credit hours o First term course completion rates of FTIC students o First term successful course completion rates of FTIC students • Review results of all assessment o QEP Director will compile report for review by QEP Assessment Committee
Spring 2022 Year-1	• Operate Career Center at Denison (Main) campus • Full implementation of career counseling to FTIC students • Assess, evaluate, and modify, as necessary o Participation in designated "first career course" of FTIC students before completion of 15 credit hours o Fall-to-spring retention of FTIC students o First term course completion rates of FTIC students o First term successful course completion rates of FTIC students

	• Review results of all assessment ○ QEP Director will compile report for review by QEP Assessment Committee

Fall 2022
Year-2
	• Operate Career Center at Denison (Main) campus
	• Implement recommended changes to Career Center, Career and Pathway Coach, and Faculty Mentors
	• Continue professional development
	• Assess, evaluate, and modify, as necessary
	  ○ Attendance of FTIC students in Career Center session for career exploration during orientation
	  ○ Participation in designated "first career course" of FTIC students before completion of 15 credit hours
	  ○ Fall-to-spring retention of FTIC students
	  ○ Fall-to-fall retention of FTIC students
	  ○ First term course completion rates of FTIC students
	  ○ First term successful course completion rates of FTIC students
	• Review results of all assessment
	  ○ QEP Director will compile report for review by QEP Assessment Committee

Spring 2023
Year-2
	• Implement recommended changes to Career Center, Career and Pathway Coach, and Faculty Mentors
	• Continue professional development
	• Continue data collection and assessment process
	• Assess, evaluate, and modify, as necessary
	  ○ Participation in designated "first career course" of FTIC students before completion of 15 credit hours
	  ○ Fall-to-spring retention of FTIC students
	  ○ Fall-to-fall retention of FTIC students
	  ○ First term course completion rates of FTIC students
	  ○ First term successful course completion rates of FTIC students
	• Review results of all assessment
	  ○ QEP director will compile report for review by QEP Assessment Committee

Fall 2023 Year-3	• Implement recommended changes to Career Center, Career and Pathway Coach, and Faculty Mentors • Continue professional development • Review results of all assessment ○ QEP Director will compile report for review by QEP Assessment Committee

Spring 2024 Year-3	• Implement recommended changes to Career Center, Career and Pathway Coach, and Faculty Mentors • Continue professional development • Continue data collection and assessment process • Assess, evaluate, and modify, as necessary o Participation in designated "first career course" of FTIC students before completion of 15 credit hours o Fall-to-spring retention of FTIC students o Fall-to-fall retention of FTIC students o First term course completion rates of FTIC students o First term successful course completion rates of FTIC students • Review results of all assessment o QEP Director will compile report for review by QEP Assessment Committee
Fall 2024 Year-4	• Implement recommended changes to Career Center, Career and Pathway Coach, and Faculty Mentors • Continue professional development • Continue data collection and assessment process • Assess, evaluate, and modify, as necessary o Attendance of FTIC students in Career Center session for career exploration during orientation o Participation in designated "first career course" of FTIC students before completion of 15 credit hours o Fall-to-spring retention of FTIC students o Fall-to-fall retention of FTIC students o First term course completion rates of FTIC students o First term successful course completion rates of FTIC students o 150% normalized time-to-degree for the Fall 2021 cohort • Review results of all assessment o QEP Director will compile report for review by QEP Assessment Committee
Spring 2025 Year-4	• Implement recommended changes to Career Center, Career and Pathway Coach, and Faculty Mentors • Continue professional development • Continue data collection and assessment process • Assess, evaluate, and modify, as necessary o Participation in designated "first career course" of FTIC students before completion of 15 credit hours o Fall-to-spring retention of FTIC students o Fall-to-fall retention of FTIC students o First term course completion rates of FTIC students o First term successful course completion rates of FTIC students o Graduation rate for 2021 cohort • Review results of all assessment

	○ QEP Director will compile report for review by QEP Assessment Committee
Fall 2025 Year-5	• Implement recommended changes to Career Center, Career Advisor, and Faculty Advisors • Continue professional development • Continue data collection and assessment process • Assess, evaluate, and modify, as necessary ○ Attendance of FTIC students in Career Center session for career exploration during orientation ○ Participation in designated "first career course" of FTIC students before completion of 15 credit hours ○ Fall-to-spring retention of FTIC students ○ Fall-to-fall retention of FTIC students ○ First term course completion rates of FTIC students ○ First term successful course completion rates of FTIC students ○ 150% normalized time-to-degree for the Fall 2022 cohort • Review results of all assessment ○ QEP Director will compile report for review by QEP Assessment Committee • Begin draft of 5th-year impact report
Spring 2026 Year-5	• Implement recommended changes to Career Center, Career Advisor, and Faculty Advisors • Continue professional development • Continue data collection and assessment process • Assess, evaluate, and modify, as necessary ○ Participation in designated "first career course" of FTIC students before completion of 15 credit hours ○ Fall-to-spring retention of FTIC students ○ Fall-to-fall retention of FTIC students ○ First term course completion rates of FTIC students ○ First term successful course completion rates of FTIC students • Review results of all assessment ○ QEP Director will compile report for review by QEP Assessment Committee ○ QEP Assessment Committee will compile yearly report for the SACSCOC Leadership Team and College Success Council • Prepare the 5th-year impact report for submission to SACSCOC

Benefits to the Institution

The elements of the QEP are aligned with the College Mission of Student Success. Research indicates that students who select their major following career and

self-exploration find their academic choices to be more personally meaningful than those who are uninformed. As a result, they are more likely to persist within the major in which they entered and graduate within the expected timeframe. In addition, students who select a major congruent with their personality type and life goals are more likely to have a better GPA than their counterparts. Research also indicates that students who make informed choices related to their major are ultimately more satisfied and successful in their careers.

The Career Center will serve all students on campus in addition to prospective students who may be interested in attending college. The Career and Pathway Coach will conduct monthly Career Pathway presentations and provide community outreach featuring the Career Pathways that are offered at GC, which will promote and enhance enrollment.

Positive connections through proactive advising with Success Coaches and Faculty Mentors will foster a sense of student belonging and will increase levels of persistence. The direct result will be student completion of pathways in less time by improving persistence, graduation and transfer rates.

Budget

The five-year budget to support implementation of the QEP is projected as $**492,142**. The following budget projection represents fair estimates for personnel, departmental operating expenses (including technology expenses and supplies), communication expenses, professional development (including travel), and advertising expenses. Estimates beyond the initial implementation year will further be determined based on ongoing assessment results, faculty and staff responses, and available resources.

QEP 5-Year Budget Projections					
	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026
Personnel					
Career and Pathway Coach	48,102	49,305	50,538	51,801	53,096
Departmental Operating Expenses (DOE)					
Technology Supplies	69,000 3,400	21,000 1,800	21,000 1,800	21,000 1,800	21,000 1,800
Communication					
Communications Expenses	1,800	1,800	1,800	1,800	1,800
Travel					
Travel	8,000	8,000	6,500	6,500	5,000
Advertising					
Marketing/Promotional Items	15,900	4,200	4,200	4,200	4,200
TOTAL	**146,202**	**86,105**	**85,838**	**87,101**	**86,896**

Five Year Total: $492,142

Rationale:

Personnel — Career and Pathway Coach—Salary and Benefits

DOE — Technology—Career Planning Software; Early-alert dashboards for Success Coaches and Faculty Mentors
Signage and Banners for new Career Center
Miscellaneous Office Supplies

Communication — Copier lease for new Career Center

Travel — Professional Development for Career and Pathway Coach
Texas Pathways Conference
NCDA Conference in Anaheim, California

Advertising — Advertising of the QEP to GC stakeholders and community
Collateral printing for the new Career Center
Marketing of the QEP to engage faculty and students in the project
Promotional Items to communicate the QEP and its purpose

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Appendix A.

SACSCOC Leadership Team

Dr. Jeremy McMillen	College President
Dr. Dava Washburn	Vice President of Instruction
Giles Brown	Vice President of Business Services
Dr. Debbie Smarr	Dean of Planning and Institutional Effectiveness
Dr. Logan Maxwell	Dean of the South Campus
Dr. Chase Machen	Dean of Academic and Workforce Instruction
Dr. Jordan Utley	Dean of Health Sciences
Dr. Molly Harris	Dean of Student Affairs
Brandi Furr	Director of Admissions and Registrar
Todd Ellis	Director of Teaching and Learning
Dr. Keri Harvey	Faculty – Education
Dr. Richard Davis	Chair for Arts and Humanities, Faculty

Appendix B.

College Success Council

Dr. Molly Harris	Dean of Student Affairs, Chair
Dr. Jeremy McMillen	College President
Dr. Dava Washburn	Vice President of Instruction
Giles Brown	Vice President of Business Services
Dr. Debbie Smarr	Dean of Planning and Institutional Effectiveness
Dr. Logan Maxwell	Dean of the South Campus
Dr. Chase Machen	Dean of Academic and Workforce Instruction
Dr. Jordan Utley	Dean of Health Sciences
Brenda Madore	Associate Dean of Academic and Workforce Instruction
Brandi Furr	Director of Admissions and Registrar
Amanda Howell	Director of Financial Aid
Robbie Trissell	Director of Administrative Computing
Nancy Luthe	Director of Success Coaches
Rhea Bermel	Director of Marketing and Communications
Dr. Jamie McKinney	Director of Nursing
Kelli Bowen	Associate Degree Nursing Professor and Clinical Assistant
Vicki Anderson	Faculty – Business and Accounting

Appendix C.

G8 Council (G8)

Dr. Molly Harris	Dean of Student Affairs, Chair
Dr. Jeremy McMillen	College President
Brandi Furr	Director of Admissions and Registrar
Robbie Trissell	Director of Administrative Computing
Danny Hyatt	Director of Fiscal Services
Dr. Dava Washburn	Vice President of Instruction
Dr. Chase Machen	Dean of Academic and Workforce Instruction
Dr. Jordan Utley	Dean of Health Sciences
Amanda Howell	Director of Financial Aid
Joanna Bryant	Faculty – Workforce, Faculty Association President
Dr. Debbie Smarr	Dean of Planning and Institutional Effectiveness
Gary Paikowski	Vice President of Information Technology
Dr. Logan Maxwell	Dean of South Campus
Brenda Madore	Associate Dean of Academic and Workforce Instruction
Giles Brown	Vice President of Business Services
Randy Truxal	Executive Director of the Grayson Foundation
Rhea Bermel	Director of Marketing and Communications
Karen Bollinger	Office of the President Coordinator, *Ex officio*

Appendix D.

Email Call for QEP Proposals

GRAYSON COLLEGE

Logan Maxwell <maxwelll@grayson.edu>

[GCpeople] Call for QEP Proposals

Brad Bankhead <bankheadb@grayson.edu> Thu, Sep 26, 2019 at 5:12 PM
To: GCPeople <gcpeople@grayson.edu>

College Community,

Members of the Quality Enhancement Plan Steering Committee invite the faculty, staff and students of Grayson College to submit topic proposals for Grayson's next Quality Enhancement Plan (QEP). The QEP is a multi-year project designed to improve the student experience at Grayson in some important aspect of student learning or success. The development, implementation and assessment of the QEP at Grayson is an essential component of the 2021 Reaffirmation of Accreditation through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

As a member of the Grayson community, this is a unique opportunity to see your good idea for improving the student experience become a reality. As with our math QEP initiative, many more of our current and future students could benefit significantly from your taking a few minutes to turn your thoughts into a proposal and make a submission (or two). Here's a link to other two year college's QEP summaries from 2018: http://www.sacscoc.org/2018trackaqeps.asp that might be helpful in formulating ideas and crafting proposals. Data relevant to the student experience at Grayson and useful in supporting the rationale for your proposal is available at: https://www.grayson.edu/about-us/institutional-effectiveness/research/institutional-data-sources.html

The SACSCOC, in its Principles of Accreditation defines the QEP as:
"an integral component of the reaffirmation of accreditation process and is derived from an institution's ongoing comprehensive planning and evaluation processes. It reflects and affirms a commitment to enhance overall institutional quality and effectiveness by focusing on an issue the institution considers important to improving student learning outcomes and/or student success."

Further, the QEP:

1. has a topic identified through its ongoing, comprehensive planning and evaluation processes;
2. has broad-based support of institutional constituencies;
3. focuses on improving specific student learning outcomes and/or student success;
4. commits resources to initiate, implement and complete the QEP;
5. includes a plan to assess achievement.

The proposal is a brief, general description and narrative explanation of the QEP topic arranged in the following format:

- Topic Overview
- Alignment with Student Learning/Success
- Need Analysis
- Alignment with College Mission
- Intended Outcomes

The proposal format is located at https://www.surveymonkey.com/r/9TNLVN6 and submissions can be completed online. QEP topic proposals may be submitted at any time prior to the **deadline of 5PM on Friday, Nov. 1, 2019.**

Proposals will be reviewed by the QEP Steering Committee and will be followed by a vote of the campus community, with the top three proposals being identified by November 18, 2019.

Once the top three proposals have been identified, further development of the proposal to include additional narrative and rationale will occur. These three proposals will be evaluated by the SACSCOC Steering Committee, the College Success Council, G8, and the Executive Leadership Team. An additional opportunity for input by the campus community will happen in spring of 2020. The final QEP topic will be identified in April 2020. The selected topic will become the new Quality Enhancement Plan (QEP) and may be resourced and launched as a pilot in spring 2021.

If you have an idea that may increase student success, please take the time so submit your topic! For questions contact Brad Bankhead, Chair of the Steering Committee, at bankheadb@grayson.edu

Thank You!

The QEP Steering Committee

Brad Bankhead
Dean, South Campus
Grayson College
1455 West Van Alstyne Parkway
Van Alstyne, TX 75495
bankheadb@grayson.edu
903-415-2601

Appendix E.

Email to Vote for Initial Proposals Via Online Survey

GRAYSON COLLEGE

Logan Maxwell <maxwell@grayson.edu>

[GCpeople] Voting Open for QEP Proposal Topics

Brad Bankhead <bankheadb@grayson.edu>
To: GCPeople <gcpeople@grayson.edu>

Tue, Nov 12, 2019 at 3:20 PM

GC People,

The QEP Steering Committee has received 11 QEP Topic Proposals to be considered for selection in Grayson's 2021 Reaffirmation of Accreditation. Our sincere thanks goes out to all of our colleagues who care about improving the student experience at Grayson and submitted these thoughtfully constructed ideas. The next step in choosing the QEP for 2021 is to narrow the topics down to the top three. Your feedback is very important at this point in the process. **Please** take a few moments now to take the survey and rank the topics in order of your preference: https://www.surveymonkey.com/r/969W56Y
Voting ends at 5 P.M. on Monday, Nov. 18.
Once the top three proposals have been identified, further development of each proposal to include additional narrative and rationale will occur. These final three proposals will be evaluated by the SACSCOC Steering Committee, the College Success Council, G8, and the Executive Leadership Team. An additional opportunity for input by the campus community will occur in spring of 2020. The final QEP topic will be identified in April 2020. The selected topic will become the new Quality Enhancement Plan (QEP) and may be resourced and launched as a pilot in spring 2021.

For questions contact Brad Bankhead, Chair of the Steering Committee, at bankheadb@grayson.edu

Thank you!
QEP Steering Committee

Brad Bankhead
Dean, South Campus
Grayson College
1455 West Van Alstyne Parkway
Van Alstyne, TX 75495
bankheadb@grayson.edu
903-415-2601

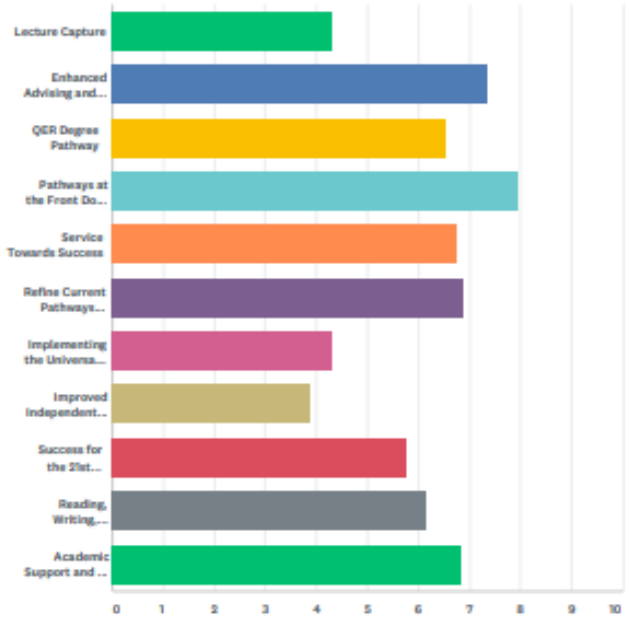
Appendix F.

Results from Online Survey from 11 Proposals

After reading each of the following 11 QEP proposal topics, please rank order them by your priority preference at the bottom of the survey.

Q1 Please Rank Your Choices

Answered: 119 Skipped: 0



	1	2	3	4	5	6	7	8	9	10	11	TOTAL	SCOR
Lecture Capture	2.78% 3	5.56% 6	4.63% 5	10.19% 11	6.48% 7	6.48% 7	7.41% 8	3.70% 4	9.26% 10	15.74% 17	27.78% 30	108	4.3
Enhanced Advising and Registration Program	13.91% 16	19.13% 22	10.43% 12	13.04% 15	8.70% 10	8.70% 10	2.61% 3	11.30% 13	3.48% 4	2.61% 3	6.09% 7	115	7.3
QER Degree Pathway	12.73% 14	7.27% 8	17.27% 19	5.45% 6	7.27% 8	11.82% 13	10.00% 11	6.36% 7	7.27% 8	7.27% 8	7.27% 8	110	6.5
Pathways at the Front Door: Admissions and Advising	20.18% 23	22.81% 26	11.40% 13	7.89% 9	12.28% 14	2.63% 3	8.77% 10	1.75% 2	6.14% 7	4.39% 5	1.75% 2	114	7.5
Service Towards Success	6.19% 7	14.16% 16	8.85% 10	8.85% 10	19.47% 22	12.39% 14	7.96% 9	7.08% 8	7.96% 9	6.19% 7	0.88% 1	113	6.7
Refine Current Pathways Operations to Empower Student to Complete	12.28% 14	9.65% 11	8.77% 10	14.91% 17	7.02% 8	16.67% 19	8.77% 10	7.89% 9	7.89% 9	3.51% 4	2.63% 3	114	6.8
Implementing the Universal Design for Learning	6.36% 7	1.82% 2	4.55% 5	2.73% 3	5.45% 6	4.55% 5	14.55% 16	13.64% 15	12.73% 14	16.36% 18	17.27% 19	110	4.3

1 / 2

After reading each of the following 11 QEP proposal topics, please rank order them by your priority preference at the bottom of the survey.

Improved Independent Learning through Campus-wide Notetaking Platform	1.82% 2	2.73% 3	3.64% 4	2.73% 3	5.45% 6	4.55% 5	6.36% 7	19.09% 21	20.91% 23	19.09% 21	13.64% 15	110	3.9
Success for the 21st Century Student: Alignment with Student Learning Outcome and/or Student Success	9.01% 10	3.60% 4	9.91% 11	7.21% 8	7.21% 8	10.81% 12	14.41% 16	13.51% 15	11.71% 13	7.21% 8	5.41% 6	111	5.7
Reading, Writing, Resources: Improving Reading Comprehension, Writing Skills, Information Literacy and Access to Library Resources	8.93% 10	11.61% 13	8.93% 10	8.04% 9	8.93% 10	9.82% 11	10.71% 12	8.04% 9	7.14% 8	8.93% 10	8.93% 10	112	6.1
Academic Support and the First Year Experience	11.30% 13	6.96% 8	14.78% 17	17.39% 20	9.57% 11	10.43% 12	6.09% 7	6.09% 7	3.48% 4	7.83% 9	6.09% 7	115	6.8

Appendix G.

Email to Vote for Final Topic Via Online Survey

GRAYSON COLLEGE

Logan Maxwell <maxwelll@grayson.edu>

[GCpeople] QEP Final Voting

Brad Bankhead <bankheadb@grayson.edu> Mon, Apr 20, 2020 at 11:01 AM
To: GCPeople <gcpeople@grayson.edu>
Cc: Brad Bankhead <bankheadb@grayson.edu>

GC People,

In September of 2019, Grayson College launched a process to identify the next Quality Enhancement Plan (QEP) to coincide with the 2021 Reaffirmation of Accreditation process. In response to a call for proposals, eleven excellent submissions were received by the QEP Steering Committee. After a campus wide vetting and voting process, two of these proposals were chosen for further development and presentation to the college for a final choice to be made this month.

Video presentations and narratives by Nancy Luthe and Dr. Patrice Parsons, the authors of these two proposals, are provided below. The QEP Steering Committee would like to thank them for the many hours during difficult times to provide these videos and written narratives. We would ask you to please honor their work by taking uninterrupted time to listen to their thoughts and read their plans before you cast your vote for the next QEP. In addition, please express your gratitude to them as you are able.

Academic Support and the First Year Experience – Dr. Patrice Parsons

Presentation: https://youtu.be/SO0RKedHY0o

Narrative: *see attached*

Grayson Pathways to Success – Nancy Luthe

Presentation: https://www.youtube.com/watch?v=ir91MVF80Kw&feature=youtu.be

Narrative: *see attached*

To place your vote for the next QEP topic for Grayson College, please click on the following link: https://www.surveymonkey.com/r/9ZNCZWV and cast your vote for the QEP proposal that you believe will best improve student success at Grayson College. Voting ends at midnight on Wednesday, April 22nd. The final steps to the QEP selection process will be a review of the top two proposals by the College Success Council, G8, and the Executive Leadership team with a final recommendation presented to the Board of Trustees.

Thank you.

Brad Bankhead, Chair QEP Steering Committee
Dean, South Campus
Grayson College
1455 West Van Alstyne Parkway
Van Alstyne, TX 75495
bankheadb@grayson.edu
903-415-2601

2 attachments

QEP proposal - P Parsons.docx
34K

QEP Proposal - N Luthe.pdf
470K

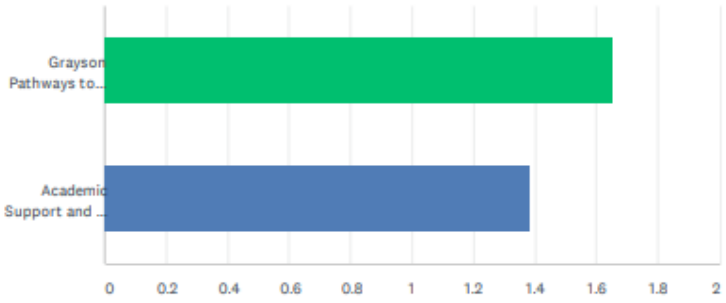
Appendix H.

Results from Online Survey from Top Two Proposals

Grayson College QEP Selection

Q1 After reading each proposal and watching the video presentations of each of the QEP proposal topics, please rank each proposal in order, with 1 being the highest for your preference in improving student learning at Grayson College.

Answered: 101 Skipped: 0

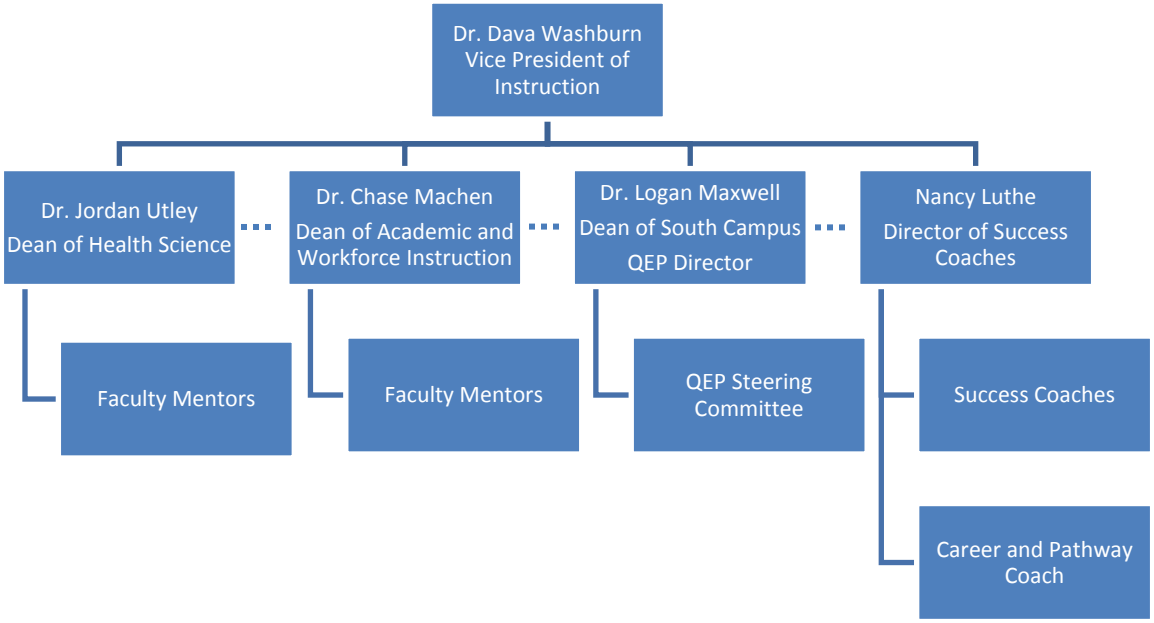


	1	2	TOTAL	SCORE
Grayson Pathways to Success by Nancy Luthe	64.65% 64	35.35% 35	99	1.65
Academic Support and the First Year Experience by Dr. Patrice Parsons	37.76% 37	62.24% 61	98	1.38

1 / 1

Appendix I.

QEP Organizational Structure



Appendix J.

Job Description for Career and Pathway Coach

Grayson College

Structured Compensation - Job Description

Career and Pathway Coach

Data Year: 2020
Prepared On: 05/05/2021

Department:	10-13120-12-5140	Grade:	11
Reports To:	Director of Success Coaches	Classification:	Exempt
Supervises Direct:	0	Supervises Indirect:	0
Approved By:	HRD	Effective Date:	08/09/2021
FLSA Basis:	Professional	Revised Date:	04/09/2021

Role:

Supports students from enrollment through graduation by administering various tools for assessment of interests, values, aptitudes and skills and uses the results to assist students in informed Pathway selection that leads to a career which will provide a living wage. Provides guidance to students individually or in group settings regarding career decisions, degree plans, and transfer opportunities. The position also includes coaching students in all aspects of the job search and managing the Grayson College career services platform.

Essential Functions & Responsibilities:

E	40%	Provides proactive student career advising that links career goals, interests and abilities with appropriate program of study, course selection/course sequencing and related support services for the programs offered by the college and at transfer institutions. Advises students on academic planning, career exploration, major selection, academic standards, educational strategies, transfer information and other areas as needed. Researches and maintains current information regarding labor market trends and the occupational outlook for a wide range of careers. Assists students with registration during peak advising months.
E	20%	Prepares reports and tracks key assessment data regarding results and outcomes. Compares outcomes over time and by program. Establishes and maintains tracking and reporting processes. Assesses current operations and provides evaluative feedback in an effort to improve student outcomes to meet strategic goals of the college.
E	20%	Provides job search workshops which include resume writing tips and interview skills. Assists students with resume writing in conjunction with the writing center. Manages the college's career services platform(s) like Purple Briefcase.
E	10%	Organizes and presents student focused Career Services events and Pathway seminars on campus and in the community. Develops a Pathway of the Month presentation in person and through video conferencing technology. Delivers on-site presentations as requested by schools and community organizations. In collaboration with the College's Marketing Team, creates, modifies, maintains and promotes career planning on the college's website and other mediums.
E	5%	Maintains student information files in accordance with all school and company policies and procedures, all applicable federal regulations, state regulations and all accrediting agencies standards and requirements.
N	5%	Performs other duties as assigned.

Performance Measurements:

1. Demonstrates Viking Values of balance, clarity, gratitude, service, teamwork, and trust.

2. Creates and maintains effective relationship with students, faculty, and staff in order to provide a high level of quality service and support.
3. Provides student registration assistance during peak advising periods.
4. Promotes the values of diversity, equity, and inclusion when assisting students or faculty.
5. Serves as a role model to students on the campus.
6. Maintains current knowledge of Grayson College programs and Pathways.
7. Makes effective presentations.
8. Maintains acceptable record of timeliness and attendance.
9. Represents Grayson College well; serves as an ambassador for the college in the community.
10. Complies with all laws and regulations related to higher education.

Knowledge and Skills:

Experience	Two years to five years of similar or related experience.
Education	A Master's degree in Counseling, Education, Social Science or related field from a regionally accredited institution and two years of related experience OR equivalent combination of education and experience. A Master's degree in Counseling with a focus on career development is preferred.
Interpersonal Skills	A significant level of trust and diplomacy is required, in addition to normal courtesy and tact. Work involves extensive personal contact with others and/or can be of a personal or sensitive nature. Work may involve motivating or influencing others. Outside contacts become important and fostering sound relationships with other entities (companies and/or individuals) becomes necessary and often requires the ability to influence and/or sell ideas or services to others.
Other Skills	CAEL case management certification training must be completed within the first 12 months of employment. Ability to use a computer and learn new software or applications to complete daily work; Ability to establish rapport and develop relationships; Strong oral and written communication skills, including the ability to make public presentations; Ability to work independently to complete projects and meet objectives.
Physical Requirements	The work is typically sedentary. However, there may be some walking, standing, bending, carrying of light items, driving an automobile, etc. No special physical demands are required to do the work.
Work Environment	Regular exposure to favorable conditions such as those found in a typical office.

This Job Description is not a complete statement of all duties and responsibilities comprising the position.

Printed Employee Name

Date

Employee Signature

Appendix K.

QEP Steering Committee

Dr. Logan Maxwell	Dean of South Campus, Chair
Nancy Luthe	Director of Success Coaches
Rhea Bermel	Director of Marketing and Communications
Dr. Richard Davis	Chair of Arts and Humanities
Dr. Wade Graves	Chair of Business and Entrepreneurship
Lori Hoover	Associate Degree Nursing Professor
Dana Kermanian	Chair of Public Services
Dr. Patrice Parsons	Biology Professor
Marlene Phillips	Director of Advising and Outreach, CWL
Avery Wageman	Admission Specialist

Appendix L.

QEP Steering Committee Sub-Committee Membership

Assessment:

Lori Hoover, Associate Degree Nursing Professor

Nancy Luthe, Director of Success Coaches

Dr. Logan Maxwell, Dean of South Campus

Anderson Zhu, Statistician

Budget:

Giles Brown, Vice President of Business Services

Nancy Luthe, Director of Success Coaches

Carol Pace, Accounting Professor

Dr. Patrice Parsons, Biology Professor

Marlene Phillips, Director of Advising and Outreach, CWL

Literature Review:

Dr. Richard Davis, Chair of Arts and Humanities

Dana Kermanian, Chair of Public Services

Nancy Luthe, Director of Success Coaches

Dr. Logan Maxwell, Dean of South Campus

Mark Taylor, Director of Testing, Tutoring, and Disability Services

Marketing:

Rhea Bermel, Director of Marketing and Communications

Joanna Bryant, Culinary Arts Chef Professor

Dana Kermanian, Chair of Public Services

Dr. Patrice Parsons, Biology Professor

Marlene Phillips, Director of Advising and Outreach, CWL

Avery Wageman, Admission Specialist

Technology:

Dr. Wade Graves, Chair of Business and Entrepreneurship

Robbie Trissel, Director of Administrative Computing

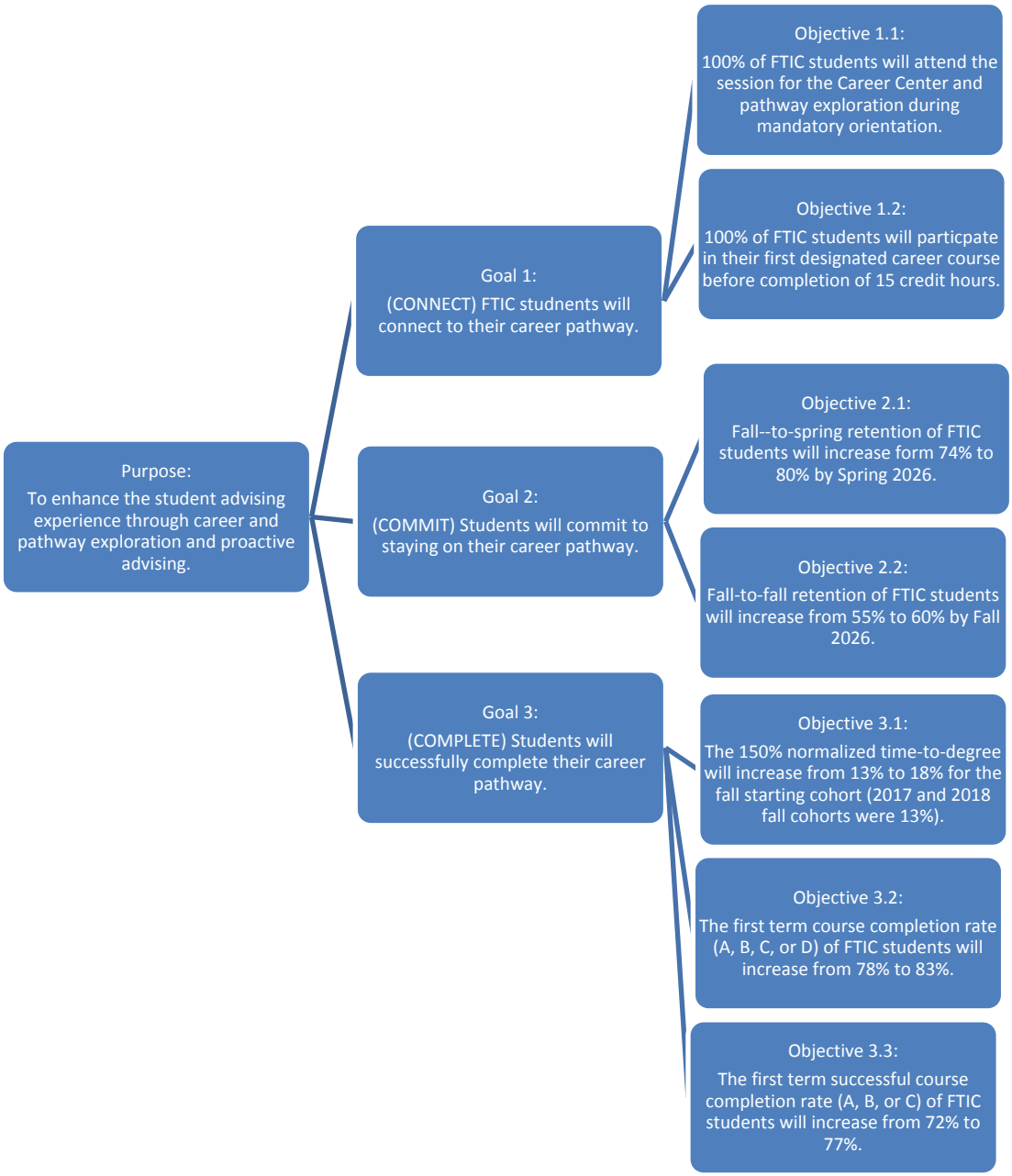
Nancy Luthe, Director of Success Coaches

Brandi Furr, Director of Admissions and Registrar

Anderson Zhu, Statistician

Appendix M.

Purpose, Goals, and Objectives of the QEP



Appendix N.

Example of a Full-time Faculty Job Description

Job 2021-1443: English Professor

Detail: General Information

ID	2021-1443
Internal Candidates Only?	No
Job Folder	Closed (Filled)
FLSA Status	Exempt
Title	English Professor
*GP Department/Budget	ENGLISH FACULTY 10-11129-10-5110
EEO Category	Professionals
Department/Budget	ENGLISH FACULTY 10-11129-10-5110
Category	Faculty
Class ID	FACULTY
Type	Regular Full-Time
Schedule	40 hours (average)
Is this position funded in whole or part by a grant?	No
Hire Type	Replacement
Replacing	Karen Campbell
# of Openings	1 (0 remaining)

Detail: For Faculty or Administrators – SACSCOC accredited positions

Education	Master's Degree

Detail: Assignment

Recruiter	Elise Stone,stonel@grayson.edu
Hiring Manager/Committee Chair	Brenda Madore,madoreb@grayson.edu
Location	Main Campus 6101 Grayson Drive Denison, Texas 75020 United States TX

Detail: Selection committee for full-time positions (minimum of 4 required)

Committee Member

Richard Davis davisre@grayson.edu

Brenda Madore madoreb@grayson.edu

Thomas Halloran halloran t@grayson.edu

Karen Campbell campbellk@grayson.edu

Marlea Trevino trevinom@grayson.edu

Description: Job Description

Overview

Teaches lower-division undergraduate sections of the general education courses in English and/or American/British/World literature as well as integrated reading and writing (INRW). Summer teaching assignments may be available but are not guaranteed. This position instructs in a variety of settings and formats, including dual credit, online, hybrids, distance learning, and occasionally weekend/evenings.
The salary for this position is based on the Grayson College 2020-2021 Faculty Salary Scale. https://pol.tasb.org/Policy/Download/523?filename=DBE(LOCAL).pdf.

Responsibilities

- 65% Teaches at least 15 SCHS of English and/or INRW courses per long semester; meets classes as assigned and provides assistance to students outside of class; assists Chair in coordination of the co-requisite INRW model at Grayson College.
- 10% Works as a team member in the Arts & Humanities Department; complies with the "faculty responsibilities" as outlined in the Faculty Handbook and the College's Policy and Procedure Manual.
- 10% Develops and updates curriculum as updated by the State of Texas, participates in college committees and assists in registration, advisement and recruiting of students.
- 10% Contributes to the campus assessment process by measuring and reporting student learning outcomes as directed to meet THECB Core Objectives and SACSCOC requirements.
- 5% Performs other duties as assigned by the Dean and Department Chair.

Performance Measurements:

1. Demonstrates Viking values of balance, clarity, gratitude, service, teamwork, and trust.
2. Places student success at the center of all decision-making.
3. Uses a wide range of learning resources, tools and technologies to improve access and student success in higher education.
4. Creates and facilitates authentic integrated learning experiences for students and promotes the development of critical thinking so students can apply their learning to the world of work and further education.
5. Embraces the community college mission and the faculty role of contributing to the technical and general education of students who will apply learning to the world of work and transfer their education to a university or the workplace.
6. Assesses student knowledge, skills, and abilities regardless of how or where the learning and skills were acquired.
7. Collaborates with the Arts and Humanities faculty.
8. Participates in professional development and stays current in both the professional field and in current teaching/learning best practices.

This Job Description is not a complete statement of all duties and responsibilities comprising the position.

Qualifications

- A Master's degree or higher in English and/or related field with a minimum of 18 hours of graduate English classes from an accredited university is required.
- Previous successful experience teaching English and/or Developmental English in a high school, university and/or community college is required.
- Experience tracking student learning outcomes, analyzing resultant data, and implementing improvement plans is required.
- Must have strong organizational skills and ability to handle multiple assignments.
- Must have demonstrated ability to engage students in the learning process and proven commitment to student success.
- Must maintain collegial attitude with college community as well as outside entities.
- Must exhibit cooperative attitude and excellent team skills.
- Position requires excellent computer and multimedia skills.
- Position requires excellent communication and organizational skills.

To be considered for this position a Grayson College application, resume or vitae, and three professional references must be submitted. Also include responses to the following requirements:

1. Teaching philosophy
2. Sample syllabus
3. Letter of interest

If your degree is from a country other than the United States, you must also include an evaluation from a NACES member evaluation agency indicating the U.S. equivalency of your degree.

Please submit unofficial transcripts or e-copies for each institution of higher education attended with your application (If selected, official transcripts from each degree-granting institution will be required upon date of hire). This position is considered a security sensitive position and will require a criminal background check.

GRAYSON COLLEGE IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY INSTITUTION PROVIDING EDUCATIONAL AND EMPLOYMENT OPPORTUNITIES ON THE BASIS OF MERIT AND WITHOUT DISCRIMINATION ON THE BASIS OF RACE, COLOR, NATIONAL ORIGIN, RELIGION, GENDER, AGE, DISABILITY, OR ANY OTHER BASIS PROHIBITED BY LAW.

The employer actively supports the Americans with Disabilities Act and will consider reasonable accommodations. For more information, please contact the human resources office at 903-463-8770 or gcjobs@grayson.edu.

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Appendix O.

GC Board Policy DJ (Local)

Grayson College
091501

ASSIGNMENT, WORK LOAD, AND SCHEDULES — DJ (LOCAL)

Assignment

All employees shall be subject to assignment and reassignment by the College President at any time.

Teaching Load

The College District shall have a published policy for determining faculty teaching loads.

The policy for determining faculty teaching loads shall be periodically reviewed by the faculty association and administration representatives. Their findings and recommendations shall be presented to the College President.

The policy for determining teaching loads for faculty shall be presented to the Board and shall be approved by the Board before implementation.

The policy for determining full-time teaching loads and overload and any updates shall be promptly published in the College District's policies and procedures manual.

Teaching Load Full-Time Professors

Background

All full-time faculty members shall be defined as full-time salaried employees. Though faculty assignments vary from department to department and from individual to individual within a department, all full-time faculty members shall be responsible for teaching, advising, recruiting, maintaining office hours, providing College District service (including committee work), and participating in various College District events (graduation ceremonies, general faculty and departmental meetings, registration, UIL, fall and spring professional development meetings, and similar College District events as they develop). Some faculty members shall have additional responsibilities such as administrative tasks, equipment maintenance, lab supervision, rehearsals and productions of arts events, extensive evaluation of large quantities of student work, club sponsorship, and student tutoring. Others must spend part of their workweek traveling between campuses. As a part of normal work, faculty may be expected to teach courses via distance education, at night, or on weekends. To give reasonable and equitable teaching assignments to all full-time faculty members, the College District has established a formula for calculating teaching loads based on load hours and student contact hours.

Definitions

The following definitions shall apply:

- Semester hours: The credit a student receives for a course.
- Contact hours: The number of scheduled weekly hours of contact for formal instruction between a professor and students in the classroom, laboratory, or clinical-type setting. Contact hours may include continuing education courses taught by the professor as part of his or her load. This shall

not include individual meetings during the professor's office hours.

- Student contact hours: The number of scheduled weekly hours of contact between a professor and students in a course multiplied by the number of students enrolled in the course.
- Load hour: The value of a load hour is as follows:

Description	Weight
Lecture	1 per contract hour
Clinical instruction (ADN, VN, and EMS)	1 per contract hour
Lab instruction	0.75 per contract hour

Procedures

During the fall and spring semesters of an academic year, any professor shall have a full instructional load if the following conditions are met: 15 load hours per week and 270 student contact hours per week.

These minimum load requirements shall have been met for both semesters if the load hours for the academic year total 30 and the student contact hours total 540.

Full-time faculty members shall be expected to consider the costs of instruction as an element of program review and as a factor in meeting budgetary goals established through both the planning and evaluation measures of institutional effectiveness. Furthermore, full-time faculty members shall be charged with providing high-quality instruction within these parameters of cost effectiveness. Therefore, a faculty member's load hours and student contact hours must meet the needs of students and the institution while respecting the faculty member's need for professional development and service.

The numbers in a practicum, co-op, or internship course shall be treated in terms of credit hours as indicated in the course number. Class size shall be set by appropriate instructional deans.

When a teaching assignment is shared, each participating professor shall be credited with the course load proportional to his or her instructional assignment.

Registration limits in all internet classes shall be set at a multiple of 35 (exceptions are listed in the faculty handbook).

Overload and Supplemental Compensation

Professors with more than 15 load hours during a semester, and 300 or more student contact hours, shall receive overload compensation in the amount of $600 per load hour above 15 or $4 per student contact hour above 450, whichever amount is greater.

Overload Compensation

Overloads may vary among faculty members and disciplines. The calculation of instructional loads shall be the responsibility of the instructional deans and shall take into account such factors as number of preparations, number of students taught, nature of subject, and help available from support staff.

It is also the instructional dean's responsibility to make certain that faculty members are not assigned or do not assume a load that detracts from the quality of the work they are employed to perform for the institution.

Overload contract commitments shall be finalized the day prior to the first day of class for the semester.

When all minimum load factors (indicated in the previous table) are met and at least one maximum load factor has been exceeded, the faculty member shall be paid overload compensation.

Overload compensation shall be paid in only one category, whichever category is most remunerative to the professor.

Overload compensation shall be prorated if the class size is less than 14 students. Exceptions may be made by the vice president of instruction and the appropriate dean.

Courses taught in the same time slot shall be treated as a single course insofar as load hours are counted.

Faculty members working overloads must add the number of overload contact hours to their 40-hour workweek.

If a teaching assignment is shared, the compensation shall be shared proportionally.

Class Assignment

Professor class assignments shall be made by the appropriate instructional administrator.

Teaching assignments of professors in the College District shall conform to the current standards of the College Delegate Assembly of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

A professor teaching a class, where there is a possible safety risk to students due to potentially dangerous equipment (welding, heating, refrigeration, air conditioning, electronics, and auto body), may receive a lab assistant when lab enrollment exceeds 18 students in

	a course. The lab assistant shall be compensated on an hourly basis at a rate established by the College District.
Full-Time Professors (Teaching Minimester or Summer Sessions) or Adjunct Professors	Full-time professors teaching minimester or summer session(s) or adjunct professors teaching any semester (session) shall receive compensation as determined annually. Compensation may be prorated if the class size is less than 14 students. Exceptions may be made by the vice president of instruction and the appropriate dean.
Prorated Full-Time Contracts	Prorated contracts shall be issued to persons whose assignments are considered permanent and whose time and duty requirements are a proportionate share of full-time faculty assignments.
Part-Time Contracts	Part-time (adjunct) contracts offered to employees whose assignments are considered temporary and/or whose time and duty requirements are no more than 18 hours/week (contact hours x 2).
Summer Four-Day Schedule	Each year the four-day week schedule start and end dates shall be determined by the College President. Hourly employees in the maintenance and College District police departments and all 12-month, full-time salaried employees shall continue the 40-hour workweek during the summer schedule. Faculty members shall report to work in accordance with their class schedule. Instructional personnel should make themselves readily available before and after class for adequate student availability.

Grayson College
Consideration of Board Targets
September 28, 2021

As promised, the leadership team is bringing forward specific data on the last complete year of results for Board Targets and is proposing targets for each of the next 5 years. Board discussion of targets is requested. Administration will bring final target recommendations to the October 2021 Board meeting after additional internal discussion.

Recommended Action: Discussion