



QUALITY ENHANCEMENT PLAN



Prepared for the
Southern Association of Colleges and
Schools Commission on Colleges
(SACSCOC) March 22, 2019

Office of Institutional Effectiveness and Research (OIER)

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The QEP topic selected for reaffirmation of accreditation is Advancing Academic Advisement. During the planning phase of the college's strategic plan 2015-2020, the decrease in student retention, graduation, and graduate school enrollment was identified as major issues of the college.

Also, during the fall 2015 September faculty meeting, the Office of Institutional Effectiveness and Research (OIER) and the Provost engaged in a more extensive conversation amongst faculty to identify current issues of the college. The need to improve student retention, graduation, and graduate school enrollment were identified as top priorities to promote student success. Faculty agreed that many students begin their education at Talladega College undecided about their major. The majority of students change their majors after only taking a few courses in their field of study. Faculty also agreed students do not complete the required courses within four years. This leads to taking extra courses during their senior year and delays them from graduating on time. The faculty believes student retention, graduation, and postgraduate enrollment rates will increase with the utilization of intrusive advising.

OIER then proposed "advising" as the QEP topic to administration, staff, students, and alumni. Surveys were distributed to receive their input and they too believe the current advising system needs improvement.

OIER later conducted a literature review to understand the relationship between advising and retention rates, advising and graduation rates, as well as, advising and postgraduate efforts. The literature review was conducted to not only gain a deeper understanding but also to research literature best practices on advising. It was concluded from the literature review that academic advisors play a pivotal role in preparing students for a career path and their response to student academic behavior is vital in increasing student retention.

A QEP Steering Committee was established to provide support, guidance, and oversight in the development of the QEP. The QEP Steering Committee identified the need for an Implementation Committee to develop an effective timeline and to provide definitive action towards the establishment of the QEP.

The QEP Implementation Committee identified an overall QEP objective and a framework of student learning outcomes that focus on advising as a strategy to improve student success. The overall QEP objective is ***to improve student retention and completion rates while creating an environment that supports student growth and development through advising.***

A goal for each student learning outcome was created with a list of action items for student success. Therefore, an advising model was developed to meet the overall QEP objective and the goals for each student learning outcome. The advising model will create a shift in the advising structure that will include faculty, staff, peer mentors, and career alumni advisors.

A combination of indirect and direct assessment tools will be used to assess each student learning outcome. The college's QEP will be developed and implemented with the institution's capability in mind. Realistic resources and timelines will be used for the successful implementation of the QEP and the responsibility for implementation will be a joint effort among administration, faculty, staff, alumni, and students. The QEP will be implemented into Talladega College's strategic planning process, including

institutional effectiveness, assessment and use of results to ensure ownership, implementation, and sustainability.

Section II. Introduction to Talladega College

The history of Talladega College began on November 20, 1865, when two former slaves, William Savery, and Thomas Tarrant, both of Talladega, met in convention with a group of new freedmen in Mobile, Alabama. From this meeting came the commitment, "...We regard the education of our children and youth as vital to the preservation of our liberties, and true religion as the foundation of all real virtue, and shall use our utmost endeavors to promote these blessings in our common country.

With this as their pledge, Savery and Tarrant, aided by General Wager Swayne of the Freedmen's Bureau, began in earnest to provide a school for the children of former slaves of the community. Their leadership resulted in the construction of a one-room schoolhouse, using lumber salvaged from an abandoned carpenter's shop. The school overflowed with pupils from its opening and soon it was necessary to move into larger quarters.

Meanwhile, the nearby Baptist Academy was about to be sold under mortgage default. This building had been built in 1852-53 with the help of slaves, including Savery and Tarrant. A speedy plea was sent to General Swayne for its purchase. General Swayne then persuaded the American Missionary Association to buy the building and 18 acres of land for \$8,000. The grateful parents renamed the building Swayne School and it opened in November of 1867 with about 140 pupils. Thus, a building constructed with slave labor for white students became the home of the state's first college dedicated to servicing the educational needs of blacks.

In 1869 Swayne School was issued a charter as Talladega College by the Judge of Probate of Talladega County. Twenty years later, in 1889, the Alabama State Legislature exempted properties of the College from taxation.

Swayne Hall has remained in service as the symbol and spirit of the beginning of the College. Foster Hall, erected for girls and teachers in 1869, was the first building added after the College was chartered. Stone Hall, for boys and teachers, was built the next year. Other buildings were added over the school's first hundred years and at the conclusion of its centennial observance, Talladega counted 21 major buildings and more than a dozen residence buildings for faculty and staff.

The training of leaders in education was the first and has been a continuing interest of the institution. The first courses offered above elementary grades were normal courses for teachers. An outline for collegiate level coursework first appeared in the catalog for the year 1890. In 1895, the first class graduated with a bachelor's degree.

Peterson's Guide "Top Colleges for Science" identified Talladega College as one of 200 colleges and universities in the United States that offers an outstanding undergraduate program in science and mathematics. Peterson's is a major publisher of college guidebooks. Top Colleges for Science is the first-ever college guide to the nation's leading undergraduate science programs.

Talladega College was selected from nearly 1,500 four-year colleges and universities initially identified according to the classifications listed in the 1994 Carnegie Classification of Institutions of Higher Education. Selection was based on the number and percentage of baccalaureate alumni who earned

doctorate degrees in each of the basic sciences and mathematics from 1988 through 1992, the number and percentage of undergraduates who earned a baccalaureate degree in each of the basic sciences and mathematics for 1988 through 1992, and the number and percentage of baccalaureate alumni who were awarded National Science Foundation Fellowships in the sciences and mathematics from 1990 through 1994.

Talladega College is comprised of a sufficient amount of faculty and staff with desirable expertise to meet the needs of enrolled students. As of April 12, 2017, of the 2016-2017 academic year, a total of 66 faculty members are employed to provide academic services within their division or department. Of those 66 faculty members, 44 members are full-time versus 22 part-time members.

Talladega College is part of a diverse global society and seeks to instill an understanding and appreciation of diversity and equality through its multicultural faculty, staff, and students. For the 2016-17 academic year, there was an estimate of 20 non-US citizens, 575 African Americans, 32 Hispanic/Latino Americans, 15 White Americans, 1 Native Hawaiian, 23 students of two or more races, and 9 students identified as a race or ethnicity unknown. Although the student population is predominately African American, Talladega College was the first institution in the state of Alabama to admit qualified persons of any race or ethnic origin. The college actively recruits individuals of all races and religions from all regions of the country and around the world.

The Office of Academic Affairs at Talladega College advocates a low student-faculty ratio that is contributory to academic achievement and advancement. Currently, the student-faculty ratio is 12:1 for the 2017-18 academic year. The advantage of being a smaller institution of approximately 846 enrollees, provides an opportunity for students and faculty to cultivate educational affiliations. The educational affiliations developed through faculty and student rapport have ignited a continuation of four core academic units: Business Administration, Humanities and Fine Arts, Natural Sciences and Mathematics, and Social Sciences and Education. Each division contains credentialed faculty that offer knowledge in a major or discipline transferable to postgraduate studies and/or employment. Talladega College's Organizational Chart is located in **Appendix A. (Organizational Chart)**.

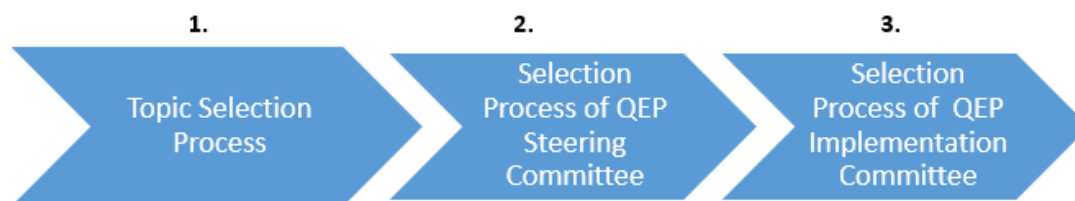
Section III: Process Used to Develop QEP

Evidence of the involvement of all appropriate campus constituencies *(providing support for compliance Section 7, standard 7.2 (b): includes broad-based involvement of institutional constituencies in the development of the QEP).*

Overview of the QEP Development Process

Talladega College's quality enhancement plan (QEP) was developed as a part of its reaffirmation of accreditation with the Southern Association of Colleges and School Commission on Colleges (SACSCOC). The interim Director of Institutional Effectiveness and Research, the Provost, and select members of faculty proposed a QEP development process. The QEP development process consisted of three steps. **Figure A. Process of QEP Development** demonstrates the steps that were taken to develop the QEP.

Figure A. Process of QEP Development



Evidence that the institution has a Quality Enhancement Plan that has a topic identified through its ongoing, comprehensive planning and evaluation processes *(providing support for compliance Section 7, standard 7.2 (a): topic identified through its ongoing, comprehensive planning and evaluation process.*

1. Topic Selection Process

The QEP topic selected for the following academic years, 2018-2022, is Advancing Academic Advisement. The college's topic selection was thoroughly discussed amongst the board of trustees, administration, faculty and staff, alumni and students over the course of 14 months. Efforts for the selection of the QEP topic began in September 2015 and ended in Spring 2016.

Overview of Selection Process:

During the Fall September 2015 faculty meeting, faculty were asked by the Provost and Interim Director of Institutional Effectiveness and Research the following questions to initiate a conversation:

- (1) What challenges are your students facing academically to complete their degree?
- (2) Upon graduation, what kind of educational experience do you want your students to have?
- (3) How can we prepare our students to meet their challenges of the 21st century?
- (4) What interferes with student persistence and completion?
- (5) What are your concerns regarding student success?
- (6) What info/data do you need to impact change?
- (7) Are you aware of your students' career goals?

The Provost also suggested select members of the faculty review QEP topics and supporting literature from other universities on the listed topics.

October-November 2015:

The previous conversation led to an agreement amongst faculty to choose an area of concern where students need intrusive assistance that is consistent with Talladega College's mission and vision. The following topics suggested by faculty included:

- Writing Across the Curriculum
- Academic Advising
- Retention

- Instructional Technology
- Enhancement of Student Engagement
- Career Readiness
- Co-curricular Activities

In addition to the topics suggested, faculty discussed many students begin their education experience undecided about their major. Majority of the students change their majors and withdraw from courses in their field of study. It was also discussed students do not complete their required courses within four years. This leads to students taking extra courses during their senior year and delays them from graduating on time. The faculty believes these issues effect persistence rates, which furthermore contributes to the decline in student retention, graduation, and postgraduate enrollment rates. To help improve these rates, it was collectively decided by the faculty to improve the academic advising system. The QEP topic proposal was presented at a faculty meeting by the Interim Director of Institutional Effectiveness and Research and was voted as the QEP topic. **Appendix B. (QEP Topic Proposal)**

Spring 2016:

It was proposed by the Office of Institutional Effectiveness and Research (OIER) to discuss "advising" as the QEP topic to all constituents: (administration, staff, students, alumni, and the board of trustees). The opinions of the constituents were:

- incoming freshman are not graduating within 4-6 years
- students are misinformed of who their advisors are [miscommunication]
- there is a high rate of withdrawals from select courses
- students are taking more than 18 credit hours by their senior year to graduate on time
- [reduction in
- internship participation]
- there are no field career advisors
- advisors are not present during their office hours and ask staff for assistance
- students only engage with advisors during registration
- advisors are not using the course catalog that was in effect during the student's freshman year

It is evident from the concerns listed that administration, staff, students, and alumni also believe the current model of advising needs improvement and possibly contributes to the decline in student retention, graduation rates, and post-graduate efforts. To further research the concerns of faculty, administration, staff, students, and alumni, (OIER) studied the retention rates from Fall 2013 and the graduation and postgraduate enrollment rates from Fall 2015 and 2016 and developed a series of surveys on the advising structure of Talladega College. The surveys included a:

1. Faculty, Staff, and Student Satisfaction Survey

2. Graduation Exit Survey

3. Freshman Orientation Survey

4. Alumni Engagement Survey

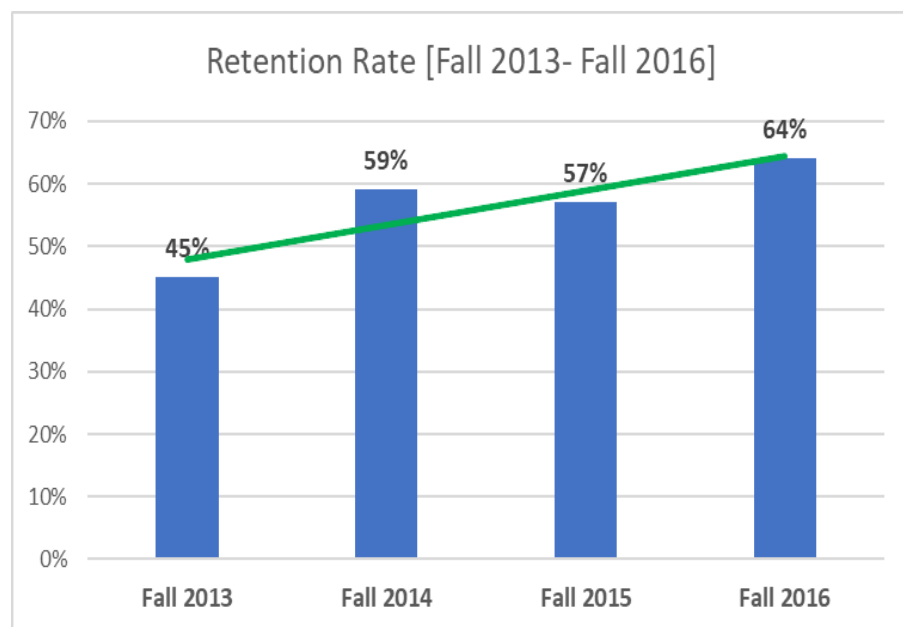
All surveys were distributed to each of the institution's constituent groups (faculty, staff, students, and alumni).

Though the surveys primarily consisted of multiple-choice questions, (OIER) provided opportunities for written responses to obtain a more accurate assessment of need. OIER also requested a report from the Student Success Center detailing the number of withdrawals from all courses.

Baseline Data to Support QEP Topic:

Retention Rates: Talladega College's retention rate for first-time, degree-seeking students is approximately 64%. However, the retention rates between Fall 2014 and Fall 2015 were significantly low. The retention rates were 45% for Fall 2013, 59% for Fall 2014, 57% for Fall 2015, and 64% for Fall 2016. **Figure B. Talladega College's Retention Rate** demonstrates the retention rate of first-time freshmen from Fall 2013.

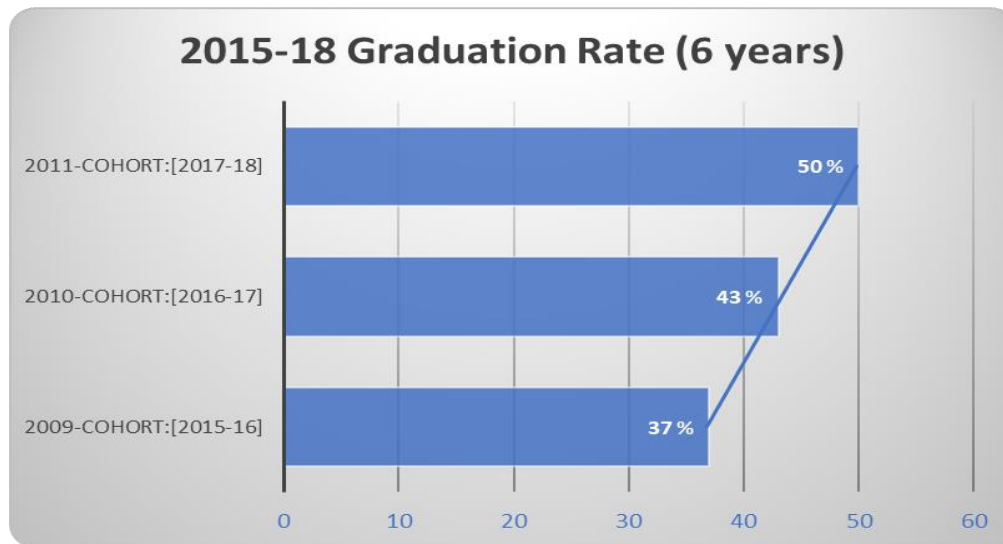
Figure B. Talladega College's Retention Rate



OIER reports the retention rates to the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). Talladega College has a goal of at least a 60 percent retention rate. Although the retention rates have increased from 45% to 64%, the projected retention rate for the 2018-19 IPEDs reporting cycle is significantly lower than 64%. Talladega College also has a goal to sustain a retention level that is at least comparable or higher than surrounding academic institutions. The median retention rate for private institutions is 79% (J.J. Selingo, 2015) and it is highly recommended for institutions to provide appropriate resources and use faculty advisors to retain more students (Tinto, 1990).

Graduation Rates: The six-year graduation rate for the freshmen class of 2009, 2010, and 2011 are as follows: 37%, 43%, and 50%. **Figure C. Talladega College's Graduation Rate** demonstrates the graduation rates from 2015-2018.

Figure C. Talladega College's Graduation Rate



OIER also monitors the graduation rates and reports them to IPEDS. Talladega College has an annual goal of a 60 percent graduation rate. The graduation rates have improved from 2015, but the projected graduation rate for the 2018-19 IPEDS reporting cycle is low. The college desires to maintain a graduation rate that meets or exceeds the average graduation rate of peer institutions. The median completion rate of private institutions within six years is 64%(J.J. Selingo, 2015) and it is recommended to provide early and frequent advising because it can positively shape a student's experience and timeline for graduation (Ellucian, 2014).

Post- Graduate Enrollment Rates: The number of students reported to enroll in graduate school is considerably low. Currently, 24% of the 2017 graduates enrolled in graduate school, while 23% and 22% enrolled in graduate school from the 2016 and 2015 graduating classes. These rates are demonstrated in **Table 1. Post-Graduate Enrollment Rates.**



Graduating Class	Number of Graduates	Number of Graduates in Graduate School	Percentage of Graduates in Graduate School
2017	102	25	24%
2016	128	30	23%
2015	90	20	22%

The data was collected from the National Student Clearinghouse. Although the percentage of graduates to enter graduate school is increasing, none of the graduates have received a graduate degree from the institution in which they enrolled. The office of Institutional Effectiveness and Research plans to collect postgraduate enrollment and employment data of previous years because "undergraduate advisors can best assist students to consider graduate school "(Bloom, J.L. & Uiga, S. (2011).

Faculty, Staff, and Student Satisfaction Survey

The questions listed in the Faculty and Staff Satisfaction Survey and the Student Satisfaction Survey included:

- (1) Please rate your level of satisfaction with academic advising,
- (2) How helpful is the academic advising staff
- (3) Please provide any additional comments about academic advising.

Forty-five percent (45 out of 101) of faculty and staff participated in the survey and shared their opinion about academic advising. An estimate of twenty-six percent of the faculty and staff were satisfied with academic advising and an estimate of sixty-eight percent of students was satisfied with academic advising. However, there was a low percentage of student participation in the Student Satisfaction Survey. Twenty-two percent (29 out of 133) of student surveys were collected. The faculty, staff, and student satisfaction survey data responses may be found in **Appendix C. (OIER Data)**.

Graduation Exit Survey

Graduating seniors from 2016-2018 were surveyed with questions, such as: How satisfied are you with the following items at Talladega College: Academic advising by instructors, preparation for employment, accessibility of instructors outside the classroom, and tutorial services. The 2017-18 Graduation Exit Survey was completed by 57 % of graduates and 84% of graduates completed the 2016-17 Graduate Exit Survey. Graduating seniors' highest percentage of data from 2016- 2018 included:

- 21.43 % in tutorial services
- 20.69% in preparation for employment
- 49.12% in academic advising by instructors, and
- 47.76% inaccessibility of instructors outside the classroom

Tutoring services and preparation for employment were the primary concerns of the graduating seniors. The Graduating Senior Survey data may be found in **Appendix C. (OIER Data)**.

Freshman Orientation Survey

The freshman class of 2017 rated their orientation experience in **Appendix C. (OIER Data)**. The Freshman Orientation Survey was completed by 38% of the Freshman class. Nineteen percent of those students were not satisfied with their advising during Freshman Week because they were misinformed of who their advisors were. Therefore, there is a need to improve the advising process during registration.

Alumni Engagement Survey

Recently, an alumni engagement survey was distributed to alumni during alumni weekend 2018. In the Alumni Engagement Survey, the following questions were asked:

Q28. According to the Quality Enhancement Plan at Talladega College, in your opinion, which area does Talladega College need to focus on in the next 5 years? Please remember, as you make your selections, that the purpose of the QEP is to enhance student learning. More specifically, SACSCOC notes “The QEP describes a carefully designed and focused course of action that addresses one or more critical issues related to enhancing student learning.

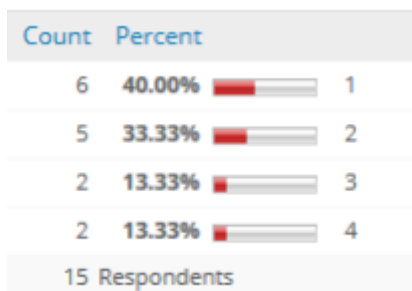
Once you have identified the top four, please rank them in order of most important (“1”) to least important (“4”). - Advising: My Academic Pathway



Results: Nineteen percent (19%) of alumni (7 out of 37) participated in the survey and 57% agreed that advising should be the topic for the QEP.

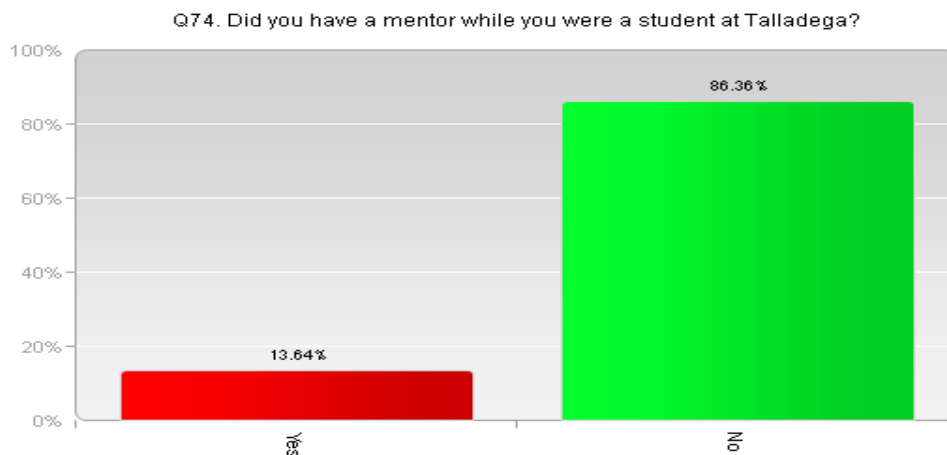
Q29. According to the Quality Enhancement Plan at Talladega College, in your opinion, which area does Talladega College need to focus on in the next 5 years? Please remember, as you make your selections, that the purpose of the QEP is to enhance student learning. More specifically, SACSCOC notes “The QEP describes a carefully designed and focused course of action that addresses one or more critical issues related to enhancing student learning.

Once you have identified the top four, please rank them in order of most important (“1”) to least important (“4”). – Retention



Results: Forty-one percent (41%) of alumni (15 out of 27) participated in the survey and 40% agreed retention is an issue at the college. Alumni were also asked if they had a mentor while at Talladega College. **Figure D. Alumni with Mentors** demonstrates the percentage of alumni who had mentors during their tenure as a student.

Figure D. Alumni with Mentors



Results: Fifty –nine percent (59%) 22 out of 37 alumni participated in the survey and 86% did not have a mentor when they were a student at the college.

Withdrawal Data:

The Student Success Center reported a course withdrawal table and pie chart by classification for the Fall 2018 semester. Table 2. Fall 2018 recorded course withdrawal reasons by students represent the actual reason stated by the student for withdrawing from a course and Figure E. Course Withdrawals by Classification Fall 2018 is a representation of the number of withdrawals each classification submitted before finals.

Table 2. Fall 2018 recorded course withdrawal reasons by students

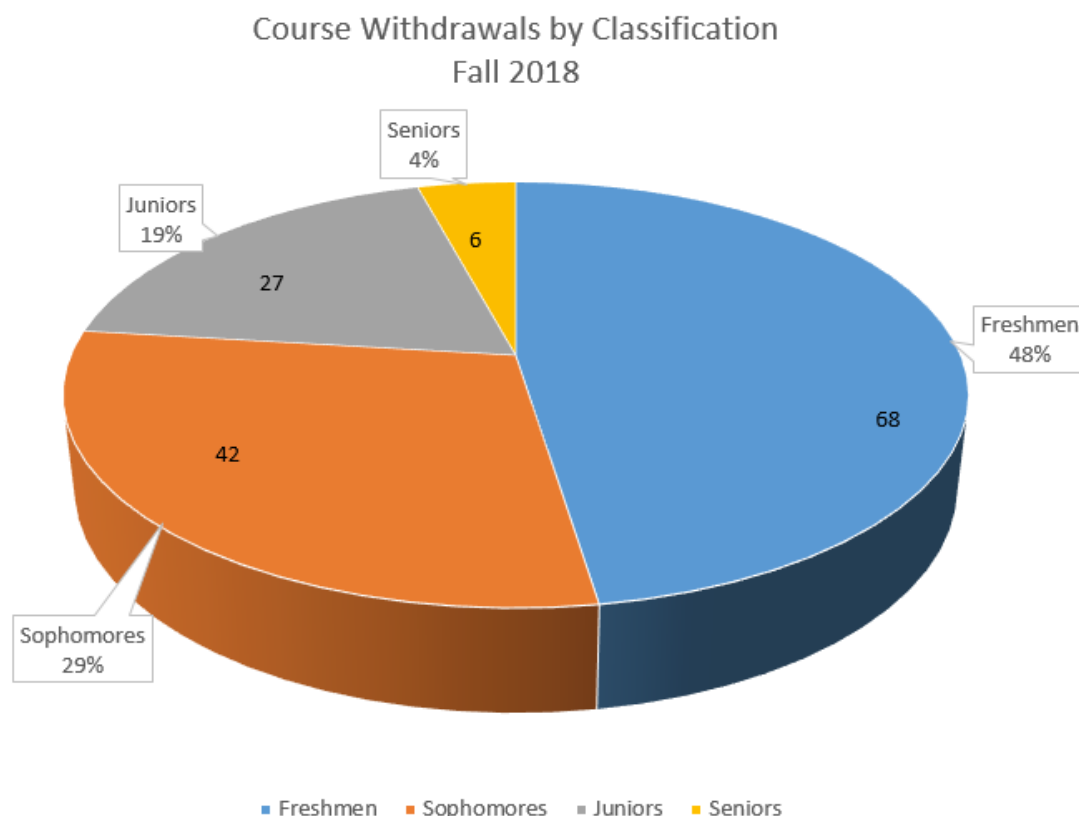
Course Withdrawal Reason	No. of Students	% of Total Withdrawal
Didn't meet my potential	1	0.70
It's complicated	1	0.70
Time Management	3	2.10
Conflict with outside employment	2	1.40
Family/Health/Personal Reasons	15	10
Failing/Unable to Pass	38	26.20
*Reason Not Listed (Blank Field)	*40	*27.60
Plan to take course next semester	2	1.40
Instructor Recommended Course Withdrawal	3	2.10
Lack of Tech Support/Poor Wi-Fi	2	1.40
Confusion about course	2	1.40
Bad fit	2	1.40
Course Pace is too fast	9	6.20
Lack of academic preparation	4	2.80
Lack of resources (laptop)	1	0.70
Issues with Instructor	13	9.00
Field Experience Hours	1	0.70
Poor Advisement	6	4.10

*Possibly non-attendance related.

Results indicate that 27% of the total reasons why students withdraw from a course was “Blank” or not listed followed by “Failing/Unable to Pass” and “Family/Health/Personal Reasons” at 26.2% and 10% respectively. In addition, this data is parallel, based on past reasons why students stop-out. Also, reasons not listed on a withdrawal form could possibly be related to non-attendance or not having

enough support academically to feel the need to explain. As such, data supports previous data that shows a significant indication of First-Year challenges and a need for expanded First-Year interventions.

Figure E. Course Withdrawals by Classification Fall 2018



Results show that there is a highly significant difference between the freshmen and senior classification withdrawal submissions at 68 and 6 respectively. In addition, the freshmen class is 2% less of being half of all withdrawal submissions for Fall 2018. This also proves the need to create an intervention plan for Freshman.

Data Summary:

Talladega College has attributed its retention rates and graduation rates to "advising" based on the data that has been provided. The utilization of surveys to all constituents at Talladega College showcases a concern for current and future retention and graduation rates. Also, the institution does not want the number of course withdrawals to lead to withdrawals from the institution. Withdrawal from any course can delay graduation and Course withdrawals have a negative impact on students' chances of retaining to the second year. Therefore, the need to improve the advising system is essential towards creating an atmosphere of early intervention during freshman year.

OIER later conducted a literature review to understand the relationship between advising and retention rates, advising and graduation rates, as well as, advising and postgraduate efforts. The literature review was conducted to not only gain a deeper understanding but also to research literature best practices on advising.

Literature Review: How is Advising Related to Retention, Graduation, and Post-Graduation Efforts?

An advisor's response to student behavior is vital in increasing retention rates and graduation rates. A student's behavior can stem from academic difficulty, adjustment problems, lack of clear academic and career goals, uncertainty, and lack of commitment. Concurrently, it may be a result of circumstantial life occurrences. When students showcase disengagement it is merely a sign of stress and fear, which activates a fight or flight response of the body (Curley, C. (2017, September).

The students of Talladega College exhibit lack of clear academic and career goals and lack of commitment. Currently, there is a significant number of class absences reported by the Faculty to the Student Success Center and the students also continuously drop courses throughout their tenure which leads to taking more than 18 hours in their senior year. To resolve this issue, advisors can create a shift in the environment during an advising session to better understand their absences in the classroom and possible course withdrawals. According to the article, *Survival in the Face of Stress and Fear*, advisors can:

- (1) demonstrate confidence and composure with the student while advising
- (2) view the student's response as a biological reaction and not a misinterpretation of character.
- (3) practice strength-based advising reminding the student of their strengths and abilities.
- (4) remind students of their past accomplishments for motivation.

When advisors recognize a link between student behavior and how they respond, they can mentor and guide students to success. (Curley, C. 2017, September).

Student retention is also based on the development of academic advising programs with a collaborative agreement to prioritize academic advising. For example, advisors should know the policies and procedures of the Financial Aid Office to refer students to appropriate personnel.

Currently, Talladega College has an advising system that includes only academic advisors. Academic advisors play a pivotal role in preparing students for a career path. Advisors have the capability to break the mindset that employment opportunities only align with a specific major. Research has shown majoring in a specific discipline has little correlation to a graduate's current employment and the term "major" does not define an individual's occupation (Ehrlich, Marianne 1992, September).

During the 2017-18 academic year, Talladega College launched a Career Pathways Initiative with Inroads, a career consultant company. Inroads provide students with career readiness activities to help increase their opportunity to secure internships and full-time positions. This initiative is a major asset in the continuance of improving the advising structure of Talladega College. By integrating this initiative with academic advising, positive outcomes can transpire beyond graduation. This integration will provide students the opportunity to evaluate their options and explore their strengths while developing decision-making skills. According to the article, *Career Connection with Advisors*, advisors can integrate career advising into their academic advising by:

- (1) recognizing the similarities and differences between academic and career advising
- (2) identifying the needs of competency for a particular career
- (3) developing a precise plan to link academic advising and career advising

Topic Selection Summary:

Due to the fluctuations of leadership in OIER and the QEP, additional evidence of all constituents supporting the QEP was needed. Therefore, during the Fall 2018 Faculty and Staff Institute, the QEP director conducted a presentation re-introducing the QEP topic to all constituents. The QEP director received signatures from all faculty and staff present. Their signatures acknowledged their support in the QEP topic, ***Advancing Academic Advisement***. The Provost also presented the QEP topic to the Board of Trustees at the summer 2018 board meeting and received their signatures of support. Administration, faculty, staff, and alumni, believe choosing "advising" as the QEP Topic will make a difference in a student's Talladega College experience.

The second step that was taken to develop the QEP included the selection of the QEP Steering Committee.

2. Selection Process of the QEP Steering Committee:

The QEP Steering Committee was developed during the Fall 2016 September faculty meeting. During the faculty meeting, faculty, staff, and administration volunteered their commitment and services towards the development of the QEP. At that time, the Interim Director of Institutional Effectiveness and Research served as the director of the Steering Committee for approximately over a year prior to the appointment of an official QEP director in February 2018. Currently, the QEP Steering Committee consists of staff, administration, faculty, and a student representative. **Table 3. QEP Steering Committee Members** lists all QEP Steering Committee members and their college affiliation.

Table 3. QEP Steering Committee Members

QEP Steering Committee	
QEP Director	Vandrea Watts; PharmD - Assistant Director of Institutional Research and Effectiveness
Committee Members	Rebecca McKay; PhD- Dean of Social Sciences and Education
	Pernella Deams; PhD- Psychology Chair Division of Social Sciences and Education
	Gladys Swain; M.S.- Associate Professor Division of Natural Sciences and Mathematics
	Jane Bailey; Ed.S. – Student Success Center Director
	Sherissa Gaitor; B.A.- Career Pathways Director
	Seddrick Hill; MPA- Vice President of Institutional Advancement
	Emmanuel Pina; M.S.- Director of Alumni Affairs
	Ivree Datcher; Junior-Chemistry Major

The QEP Steering Committee members that volunteered their commitment towards the development of the QEP were approved to serve by the Provost and the Academic Excellence Committee. The approval process included:

- (1) providing up to three reasons for volunteering their commitment towards the development of the QEP
- (2) explaining their qualifications and experience to serve on the committee
- (3) stating their expectations to be a committee member

To serve as an official committee member, each member received a notice of approval from the Provost and the Academic Excellence Committee.

The student representative was nominated by the QEP Steering Committee in March 2018 because of the student's dedication as a leader in academics and student activities. The qualifications to be nominated as a student representative include a:

- (1) grade point average of 3.5
- (2) classification of at least a sophomore
- (3) public speaking ability
- (4) voted unanimously by QEP Steering Committee

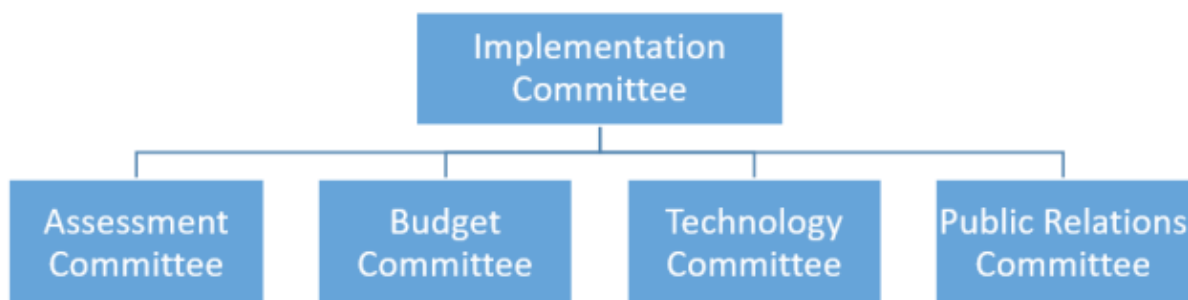
3. Selection Process of QEP Implementation Committee

The QEP Implementation Committee Members were nominated by the QEP Steering Committee and the Provost in Spring 2018. The nomination letters were hand-delivered to representatives of each department listed:

- Institutional Effectiveness and Research
- Administration and Finance
- Title III
- Information Technology
- Institutional Advancement

The nomination letters addressed their expectations and responsibilities toward their commitment to implementing the QEP. All letters were signed with an acceptance to serve on the Implementation Committee. The Provost and the QEP Director co-signed the letters signifying their approval. **Figure F. QEP Implementation Hierarchy** demonstrates the Implementation Committee divided into four subset committees: QEP Assessment Committee, QEP Budget Committee, QEP Technology Committee, and the QEP Public Relations Committee.

Figure F. QEP Implementation Hierarchy



To assist the Public Relations Office in the advertisement of the QEP, the Student Government Association and the Talladega College National Alumni President was asked to assist in promoting the QEP to students and alumni.

The QEP Implementation Committee is held responsible for the following actions:

- develop goals and student success and/or student learning outcomes of the QEP
- assess student success and/or student learning outcomes for improvement in the advising system
- file and store appropriate data for development of QEP Impact Report
- develop and approve the proposed budget for QEP
- make financial adjustments when necessary
- meet with QEP Director annually for assessment of QEP budget
- assist QEP Assessment Committee in managing, monitoring and assessing the faculty advising module (Jenzabar)
- research latest updates to Jenzabar
- create a promo video for QEP Launch and for the college website
- promote and advertise QEP
- develop a communication timeline

Section IV: Current Advising Model

Currently, all degree-seeking students of Talladega College are required to have at least one advisor and all full-time faculty are obligated to advise students. Each academic year, the registrar provides the academic dean of each division, with a list of new students, based on their major. The academic deans collaborate with the department chairs to assign students an advisor. To effectively advise the students of Talladega College, the advisors are required to provide each student with a:

- Curriculum Pattern
- Current College Catalogue

- Student Handbook
- Advisees transcript(s) and academic history (available on the student's My-Talladega (web portal)

Faculty advisors have the freedom to use their personal advising techniques as their method of advising. Each advisor is required to meet regularly, at least one time per semester (preferably once a month) and maintain files on each of his/ her advisees. If enrolled in an online program, faculty should have virtual meetings with their students. The advisor is required to review the grades of each advisee at the completion of each semester and at midterm. The advisee and advisor should in each instance devise a corrective action plan, if necessary. Students on academic probation should not take more than twelve (12) credit hours. An Academic Plan and Student Targeted to Achieve Retention (STAR) Plan should be developed by the advisor to monitor the student's progress with referral for tutoring, counseling, and other academic support services provided by Talladega College. Advisors are to conduct senior audits prior to the year

of graduation and each senior is responsible for meeting with their advisor to ensure they are enrolled in appropriate courses for completion of their program. Seniors and their advisors must complete an:

- (1) Application for Graduation
- (2) Degree Audit Worksheet and a
- (3) Senior Clearance Form

For more information regarding the advising process for the students of Talladega College is located in **Appendix D. (The Academic Advisement Manual)**. The Curriculum Pattern, Current College Catalogue, and the Student Handbook may be found on the college website at <http://www.talladega.edu/academics/default.asp>.

Section V: Proposed Advising Model

Description of the QEP Advising Model:

The deficiencies in the current structure of advising include:

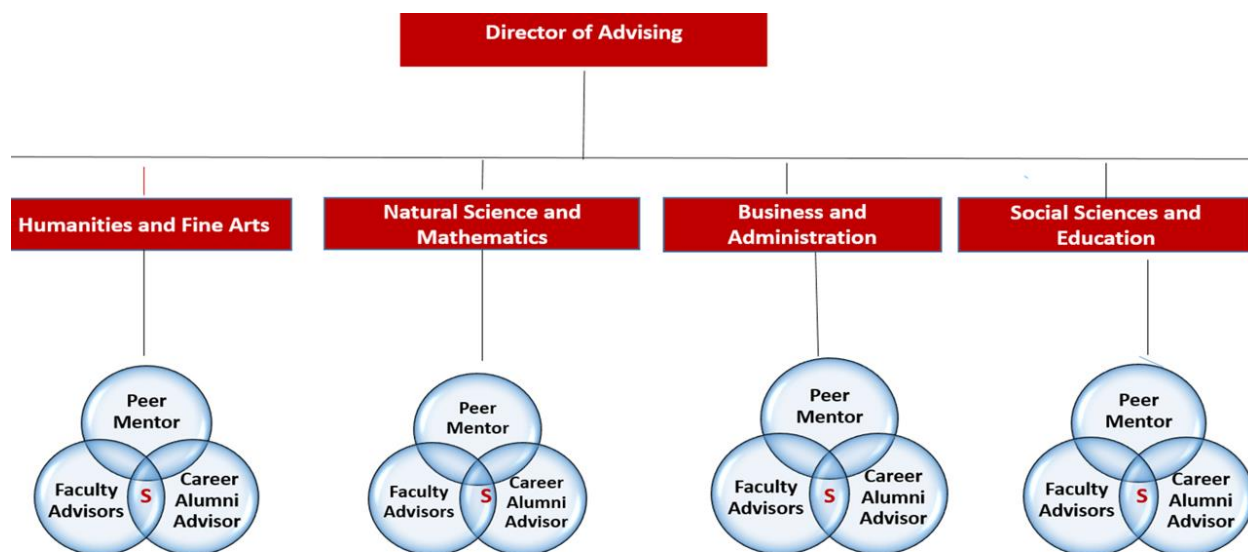
- Each student is designated only a faculty advisor
- There are no field Career Advisors
- There are no peer mentors to mentor and assist faculty
- There is no advising training

All of these deficiencies can play a role in the reduction of retention, graduation, and postgraduate school enrollment rates and cannot be continued as a strategy to improve student success.

The institution encourages faculty to use their personal advising techniques, but desire a consistent method of advising. **Academic Advising for Talladega College means "situations in which an institutional representative gives insight or direction to a college student about an academic, social, or personal matter. The nature of this direction might be to inform, suggest, counsel, discipline, coach, mentor, or even teach" (p. 3). Kuhn, T. (2008).** The proposed advising model will include not only faculty advisors but also career alumni advisors. Faculty advisors will be provided peer mentors for support in advising and mentoring their advisees. By incorporating peer mentors for support to faculty, and providing Career Alumni Advisors, we believe will significantly change the culture of advising at

Talladega College. The students will have an array of support from faculty, peers, and alumni. This support will ignite students to continue their education at Talladega College and motivate them to pursue careers in fields like their Career Advisors. **Figure G. Proposed Advising Model** demonstrates the proposed advising model. The proposed advising model will be monitored and reviewed each year as a part of the institution's strategic planning process.

Figure G. Proposed Advising Model



In order for the proposed advising model to be successful, the QEP Steering Committee decided to focus on at-risk Freshman students only. The at-risk freshman population will be identified as persons with a high school GPA of less than 2.5 and/or an ACT score of less than 17. A list of goals was also developed to ensure the proposed advising model is successful. The proposed advising model goals are to:

- Create a collaborative advising structure starting at the freshman level
- Develop a network of advisors for the duration of the student's college experience
- Promote advising as a priority amongst employees of Talladega College
- Cultivate accountability in all involved in the proposed advising model

The proposed advising model goals will significantly improve student retention and completion rates while creating an environment that supports student growth and development.

Collaborative Advising Structure Starting at the Freshman Level

The Director of Advising will oversee that each incoming freshman student has a faculty advisor(s) prior to freshman week orientation. The Director of Advising will request a list of incoming freshman students from the Registrar's Office and meet with each academic dean to ensure each student has a primary faculty advisor. The faculty advisor will collaborate with the Student Success Center to select the student's peer mentor. The qualifications and/or requirements to be a peer mentor are located in **Table 4. Qualifications to be a Peer Mentor/ Career Alumni Advisor**. The student may request another peer mentor after their second semester if warranted by their faculty advisor and the Student Success Center. Students will be assigned a Career Alumni Advisor based on completion of a Career Assessment

at the end of their sophomore year by Career Services. The qualifications to be a Career Alumni Advisor are also located in **Table 4. Qualifications to be a Peer Mentor/Career Alumni Advisor.**

Table 4. Qualifications to be a Peer Mentor/Career Alumni Advisor

Peer Mentor Qualifications	Career Alumni Advisor Qualifications
<ul style="list-style-type: none"> • Hold a cumulative 3.0 minimum GPA • Have at least a junior standing (credits) • Reference Letter from faculty advisor • Enrolled as a full-time student at Talladega College • Not be on academic or social probation 	<ul style="list-style-type: none"> • Hold at least bachelor's degree • Have at least (3) years of career experience • Must be an Alum of Talladega College

A network of Advisors for the Duration of the Student's College Experience

The faculty advisor will remain the student's advisor for the duration of their tenure at Talladega College. A student may submit a request for an additional faculty advisor for any reason to their division dean. The goal is for students to have as much access to advisors and/or mentors during their tenure at Talladega College. Each advisor will be responsible for meeting regularly with their advisee (at least 4 times within an academic year). All advisors will be encouraged to meet with their advisees as much as possible. If for some reason, an advisor cannot meet with their advisee due to an unforeseen circumstance, they may designate another faculty member within their division to advise their advisee. Faculty Advisors may utilize their peer mentors for advising reinforcement. Peer mentors will be responsible for meeting with their mentees regularly. The peer mentors will report their findings using a Session Report Form to the Student Success Center and to the student's faculty advisor. Peer Mentors will be provided to the at-risk Freshman population until the end of their sophomore year. If the mentee wishes to continue their developed relationship they are more than welcome to continue what they have established. However, the peer mentor will not be requested to submit further information about the student to the Student Success Center. Career Alumni Advisors will be provided at the end of the sophomore year until the end of their senior year. Career Alumni Advisors will actively work with Career Services to ensure job readiness and professionalism. The faculty advisors, peer mentors, and career alumni advisors will meet at the end of each semester to discuss their findings, frustrations, and ways to improve advising collaboratively and individually.

Advising as a Priority Amongst Employees at the College

To promote advising as a priority amongst all employees of the college, each non-academic unit (Financial Aid, Registrar's Office, Administration, and Finance Office, Student Success Center, Career Services i.e...) will encourage students to meet regularly with their advisor. This will create a trusting and caring environment between students, faculty, and staff. The registrar's office and faculty chairs for each academic division will proactively perform degree audits each semester. The register's office will also proactively list all academic advisors in Jenzabar (a student information system) for each student. The Student Success Coach, from the Student Success Center, will be responsible for managing the Peer Mentors and Mentees interaction with one another as well as with faculty advisors. The CPI Career

Coach, from Career Pathways, will provide career assessments and assign Career Alumni Advisors to students.

By having faculty advisors collaborate with the Student Success Center and Career Services, advising will be made a priority amongst employees of the college.

Accountability in all Involved in Advising Model

Faculty Advisors and Director of Advising:

Currently, faculty advisors are accountable for adhering to the Advising Manual and the Faculty Handbook. To hold each faculty advisor accountable, they will be required to use Jenzabar® EX Advising and it will be incorporated into the Advising Manual by the 2019-2020 academic year. Faculty advisors may use their personal advising techniques as an additional method of advising. Jenzabar® EX Advising will help advisors and students engage in a more active partnership facilitating the advising process. Jenzabar EX Advising lets both the advisors and students know that something related to the advising process needs to be done and when it needs to be done. It brings them directly to the place to get it done no matter where they are or what kind of device they are using. Jenzabar® EX Advising removes all of the guesswork out of mapping a curriculum. Students can generate a complete list of courses required to graduate, showing complete or incomplete status. Students will know from one term to the next exactly what courses they should be taking to graduate on time. The entire history of the collaboration between the advisor and student is noted and can aid in seeing the total picture. Jenzabar® EX Advising also lets advisors and students collaborate easily to create a personalized academic program. It makes it easy for advisors to manage appointments, especially during critical registration periods. It has the ability to reach students with automated emails to express important advising and registration deadlines. Advisors will have a complete, up-to-date picture of each student's academic progress in time to help them plan a tailored curriculum. Jenzabar® EX Advising can also monitor metrics related to retention of a student's, major, and on the institutional level. It can provide enrollment errors, or even if course approval is needed to keep the registration process moving forward.

The Director of Advising is held accountable to adhere to the responsibilities listed in his/or her job description as related to the QEP. For example, the director is responsible for overseeing faculty use of Jenzabar EX, provide quality advising training, and collaborate with the staff of the Student Success Center and Career Pathways to ensure support for all QEP endeavors.

Student Success Coach and CPI, Career Coach:

The Student Success Coach and CPI, Career Coach will be held accountable to adhere to their job descriptions. For example, the Student Success Coach will be responsible for overseeing the implementation of the Peer Mentor Program that involves identifying at-risk freshman students and pairing them with a peer mentor. The CPI, Career Coach will be responsible for managing application and pairing of Career Alumni Advisors with students, as well as assists with Career Alumni Advisor training.

Peer Mentors:

Peer Mentors will be held accountable by adhering to the Peer Mentor Handbook. The Peer Mentor Handbook will be provided to the peer mentors with a list of expectations, communication suggestions, moral ethical and legal obligations. The selected peer mentors will be required to sign an agreement with their mentee and the mentee's faculty advisor prior to the start of the mentor-mentee relationship and submit a session report form at the end of each month. Peer Mentors will be encouraged to set

goals with their mentees using the S.M.A.R.T. model. The results and progress of the SMART goals will be included in an Academic Challenge Report Form. The Peer Mentors will be responsible for assisting the at-risk freshman population with filling out the Academic Challenge Report form and to submit via Google Docs. If a Peer Mentor does not report their Peer Mentor Session Report Forms or any Academic Challenge Report Forms for 2 consecutive months, they will be ineligible to serve as a mentor for the remainder of the academic year.

Each peer mentor will also be required to attend four annual training sessions per academic year (2 each semester) and to develop a portfolio at the end of each academic term to receive an annual stipend. The portfolio will need to be reviewed by their faculty advisor and the Student Success Center to receive a stipend. The outline of the portfolio will be provided by the Student Success Coach.



Career Alumni Advisors will be held accountable to connect with the CPI Career Coach from Career Pathways at Talladega College frequently. The CPI Career Coach, with the assistance of the Director of Alumni Affairs from the Office of Institutional Advancement, will facilitate contact between students and alumni. The Director of Alumni Affairs will also be responsible for adhering to his/her job descriptions as related to the QEP. The main duty of the Director of Alumni Affairs is to facilitate alumni recruitment to become a Career Alumni Advisor and provide assistance when needed by the CPI Career Coach. As a committed alum, the career alumni advisor will be required to assist students in career planning. The career planning component will allow students to discover career options in their desired fields and create a realistic plan or achieving desired objectives. The CPI Career Coach will offer Career Assessment Tests to ensure students are placed with an advisor who is able to offer insight and direct guidance to the authenticities and challenges (within) of their desired professions. The CPI Career coach will also inform students of internship opportunities. The Career Alumni Advisors will only be required to meet with their advisees twice a semester to shape their self-confidence and stimulate academic and professional growth. The meetings may be held on campus or via Skype only from 8:00 a.m.- 5:00 p.m. Monday- Friday. Career Alumni Advisors will be provided an advisor policy form prior to the start of their commitment as advisors and will be required to complete an annual virtual training session provided by the Human Resource office. The Career Alumni Advisors will not be able to advise until the form is signed by the advisor, Career Services Director, the Director of Alumni Affairs, and the Vice President of Student Affairs. If a Career Alumni Advisor does not meet with the student at least twice a semester, they will lose the opportunity to connect with the students of Talladega College and the opportunity to give back to their alma mater. Alumni who fully participate will be rewarded with a brick acknowledging their commitment to serve along the walk-way of Savery Library.

Lastly, students will be held accountable for adhering to each student learning outcome. Consequences and rewards for adhering or not adhering to each student learning outcome are discussed in Section VII. of this document.

Section VI: Student Learning Outcomes

Evidence the institution has a Quality Enhancement Plan that focuses on improving specific student learning outcomes and/or student success *(providing support for compliance Section 7, standard 7.2 (c) improving specific student learning outcomes and/or student success.*

With student success being the focus of the QEP and keeping the institution's Strategic Plan 2015-2020 in mind, the QEP Implementation Committee identified an overall QEP objective and a framework of student learning outcomes. A goal for each student learning outcome was created. The QEP Implementation Committee reviewed the QEP section of the SACSCOC resource manual to ensure the student learning outcomes were specific, focused, and measurable. The goals and student learning outcomes identified by the QEP Implementation Committee included:

Overall Objective of the QEP, "Advancing Academic Advisement": ***to improve student retention and completion rates while creating an environment that supports student growth and development through advising.***

Goal (1): Increase percentage of at-risk freshman students to complete a 4-year academic plan.

SLO (1): At-risk freshman students will develop a 4- year academic plan to understand their degree requirements to graduate in 4 years.

Note: The at-risk freshman population will be identified by the Director of Advising and the at-risk freshman population will be identified as persons with a high school GPA of less than 2.5 and/or an ACT score of less than 17.

Goal (2): Increase the percentage of at-risk Freshman students to develop career goals related to their major.

SLO (2): At- risk freshman students will develop career goals to understand the value of their major and how it relates to a career choice.

Goal (3): Increase the percentage of at-risk freshman students to identify their academic challenges.

SLO (3): At- risk freshman students will identify their academic challenges to understand how their obstacles can have an impact on their course performance.

By developing a 4-year academic plan, will create an atmosphere of student accountability. By encouraging students to address their challenges with a peer will help them not feel alone in their first-year experience and will encourage them to return the following year. By encouraging students to plan their careers will create a sense of responsibility for their success. Students will be encouraged to graduate on time and further their education post-undergraduate school.

Therefore, the goals and student learning outcomes provided will contribute to reaching the overall QEP objective, ***which is to improve student retention and completion rates while creating an environment that supports student growth and development through advising.***

Talladega College expects the retention rate and 4-year graduation rate to increase by 20% by 2023 and 2021. The institution also expects the 6-year graduation rate to decrease by 20% by 2021.

The overall QEP objective aligns with the college's mission and the student learning outcomes align with two of the college's core values. Talladega College's mission is ***to equip its graduates for the global community through academic excellence, moral values, community service, and professional development.*** This QEP will prepare the students to develop characteristics, such as independence and accountability that can transfer into their journey as graduate students and/or working citizens.

The core values that align with the QEP goals and student learning outcomes include:

STUDENTS FIRST: The main stakeholders are students

ACCOUNTABILITY: Faculty and Staff promote planning that builds on a culture of responsibility and transparency, including the provision of benchmarks for measuring progress.

Each student learning outcome represents the core values, Students First and Accountability because each of them requires the student to take leadership in their academic success and the goals specifically promote a culture of responsibility between students, faculty, and staff. **Table 5. Alignment of Core Values** demonstrates the comparison between the two.

Table 5. Alignment of Core Values

Core Values	Goals	Student Learning Outcomes
STUDENTS FIRST: The main stakeholders are students.	Increase the percentage of at-risk freshman students to complete a 4-year academic plan.	At-risk freshman students will develop a 4- year academic plan to understand their degree

ACCOUNTABILITY: Faculty and Staff promote planning that builds on a culture of responsibility and transparency, including the provision of benchmarks for measuring progress		requirements to graduate in 4 years
STUDENTS FIRST: The main stakeholders are students. ACCOUNTABILITY: Faculty and Staff promote planning that builds on a culture of responsibility and transparency, including the provision of benchmarks for measuring progress	Increase the percentage of at-risk Freshman students to develop career goals related to their major.	At- risk freshman students will develop career goals to understand the value of their major and how it relates to a career choice
STUDENTS FIRST: The main stakeholders are students. ACCOUNTABILITY: Faculty and Staff promote planning that builds on a culture of responsibility and transparency, including the provision of benchmarks for measuring progress	Increase the percentage of at-risk freshman students to identify their academic challenges.	At- risk freshman students will identify their academic challenges to understand how their obstacles can have an impact on their course performance.

Section VII: Assessment

The Office of Institutional Effectiveness and Research (OIER) expressed to the QEP steering committee the importance of assessing the proposed advising model. The following six factors were discussed with the QEP committee to develop effective tools for student assessment: 1) determine the content of the assessment instruments 2) create the structure of the assessment instrument, 3) develop the purpose of delivering the assessment tool, 4) analyze and summarize the assessment results, 5) report results, and 6) use the results to improve the academic advising structure.

Tables 6-9 demonstrate the assessment, collection of data, and benchmarks for each student learning outcome and goals.

Table 6. Assessment of Goal (1) and SLO (1)

Goal 1: Increase percentage of at- risk freshman students to complete a 4-year academic plan		
SLO-1: At-risk freshman students will develop a 4- year academic plan to understand their degree requirements to graduate in 4 years		
Assessment	Collection of Data	Benchmark
<ul style="list-style-type: none"> Percentage of at-risk freshman students to complete a 4-year academic plan and receive their faculty advisors signature 	<ul style="list-style-type: none"> Freshman Orientation Class as an assignment for a grade 	<ul style="list-style-type: none"> Cohort Fall 2018-19, 4- Year Academic Plan Completers enrolled in Freshman Orientation

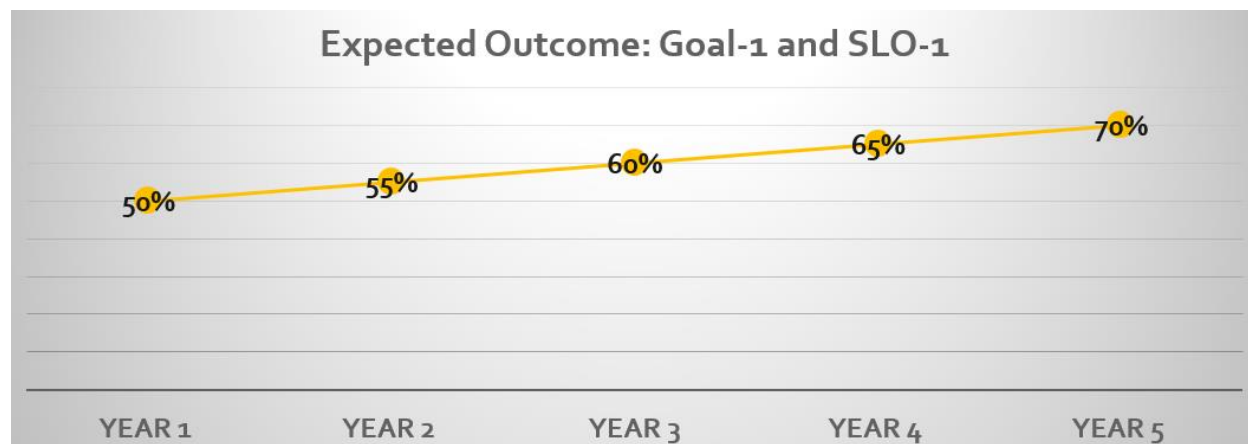
How: The 4 year- academic plan template will be provided by the faculty freshman orientation instructor. All freshman will be assigned the assignment, however, the instructor will be responsible for submitting only the at-risk student's 4- year academic plan to the QEP director for record keeping. The 4-year academic plan template may be found in Appendix E. (College Credit Planner in Excel).

When: The freshman orientation instructor will submit the number of at-risk freshman to the QEP director each semester and notify the QEP director if the student understands their degree requirements. Note: the faculty advisor must also sign the print out version of the 4-year academic plan for approval.

Where: The assessment will take place in the Semester Freshman Orientation class. Freshman Orientation is taught by the Faculty of the Social Sciences and Education department.

The QEP Implementation Committee has a goal for at least 70% of the at-risk freshman population to complete a 4-year academic plan and understand their degree requirements to graduate by the 5th year of implementation. The expected outcome for Goal (1) and SLO (1) is described in Figure. H. Expected Outcome: Goal (1) and SLO (1).

Figure. H. Expected Outcome: Goal (1) and SLO (1).



The Consequence for SLO (1): If the student does not meet with their advisor to receive their signature of approval on the 4- year academic plan print-out, the freshman orientation instructor will submit an Early Alert Form to the Student Success Center for non-participation. The Student Success Center will then notify the Registrar's office to place an academic registration hold for the following semester. The student will have to meet with their advisor to pre-register for the following semester.

The Reward for SLO (1): The at-risk freshman population will now have an additional one on one with their faculty advisor to review their 4-year academic plan.

Table 7. Assessment of Goal (2) and SLO (2)

Goal 2: Increase the percentage of at-risk freshman students to develop career goals related to their major		
SLO-2: At- risk Freshman students will develop career goals to understand the value of their major and how it relates to a career choice		
Assessment	Collection of Data	Benchmark
<ul style="list-style-type: none"> Based on the number of at-risk freshman students who completed the career assessment in freshman orientation will be asked to develop career goals related to their major Career Pathways Center staff will evaluate their Career Goals form to make sure their career goals are aligned with their major 	<ul style="list-style-type: none"> Career Pathways Center staff will send an alert to the students who completed the Career Assessment in Freshman Orientation Career Goals form will be stored and filed in the Career Pathways Center 	<ul style="list-style-type: none"> Cohort Spring 2019 at-risk freshman who submit the Career Goals Form

How: All freshman students who are registered in Freshman orientation will be required to complete a career assessment for a grade. The Career Pathways Coach will provide the Assessments using Prep-Step, a career assessment tool frequently used by the Career Pathways Center. Prep Step allows the students to map a career path using a multiple choice exam and matches their answers to the most suitable job categories, industries, and occupations. The use of Prep Step will identify how many students are in the right major based on their career match results. Upon completion of the assessment, the Career Pathways Coach will send an email alert to only the at-risk freshman to fill out a career goals form.

When: The at-risk freshman population will be welcomed to complete the career goals form at any time, preferably before their sophomore year in the Career Pathways Center. The CPI, Career Coach will be responsible for notifying the QEP director of how many career goals forms have been completed and if the students understand the value of their major and how it relates to their career choice.

Where: The Career Assessments will be taken in the library to ensure enough computer access for all Freshman orientation classes and the career goals form will be located in the Career Pathways Center.

The QEP Implementation Committee has a goal for at least 60% of the at-risk freshman population to complete a career goals form and understand the value of their major and how it relates to a career

choice by the 5th year of implementation. The expected outcome for Goal (2) and SLO (2) is described in Figure. I. Expected Outcome: Goal (2) and SLO (2).

Figure. I. Expected Outcome: Goal (2) and SLO (2)



The consequence for SLO (2): If the students do not develop career goals, the student will not have the opportunity to have a Career Alumni Advisor. In order for any at-risk freshman student to have a Career Alumni Advisor they must complete and submit the following materials:

1. Career Assessment
2. Career Goals Form
3. Applied for at least one internship – must show proof
4. Copy of a resume and cover letter

The reward for SLO (2): The students will have the opportunity to receive advising and mentorship from a Career Alumni Advisor.

Table 8. Assessment of Goal (3) and SLO (3)

Goal 3: Increase the percentage of at risk freshman students to identify their academic challenges		
SLO-3: At- risk freshman students will identify their academic challenges to understand how their obstacles can have an impact on their course performance		
Assessment	Collection of Data	Benchmark
<ul style="list-style-type: none"> Percentage of at risk freshman students to complete an Academic Challenge Report Form The percentage of at-risk freshman who develop SMART goals with a Peer Mentor in their major, using the Academic Challenge Report Form The Student Success Center will evaluate the student's SMART GOALS to determine if the student's SMART Goals are related to their academic challenge 	<ul style="list-style-type: none"> The Student Success Center will collect the Academic Challenge Forms and Peer Mentor Session Report Forms from the Peer Mentors. However, at-risk freshman students may also submit an Academic Challenge Form to their faculty advisor. Both forms submitted by the peer mentors will be stored and filed in the Student Success Center. 	<ul style="list-style-type: none"> Cohort Fall 2018 -19 at- risk freshman who develop SMART GOALS using the Academic Challenge Report Form

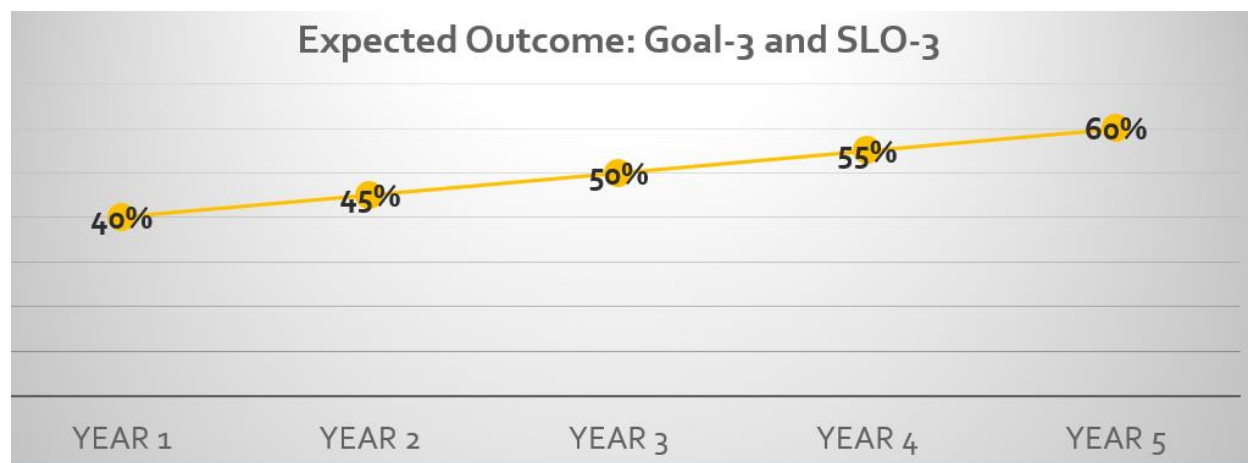
How: The at-risk freshman population identified by the Director of Advising will be paired with a Peer Mentor in their major. The Academic Challenge Report form and Session Report Form will be accessible via Google doc for Peer Mentors and Faculty Advisors to fill out with their mentees or advisees to assist in identifying their academic challenges. The Student Success Director will pair each at-risk freshman student with a peer mentor and the Director of Advising ensures all at-risk freshman students have at least 2 advisors.

When: Peer mentors will be paired each semester with an at-risk freshman student until the end of their sophomore year. Faculty Advisors are assigned during freshman week orientation. The Academic Challenge Report form and the Session Report Form in Google docs will populate data for the QEP director to manage for yearly reporting.

Where: The Academic Challenge Report forms and Session Report Forms will be accessible to all at-risk freshman as long as they stay in contact with their faculty advisor and/or mentor. The template that will be used to address academic challenges is located in **Appendix F. (Academic Challenge Report)**.

The QEP Implementation Committee has a goal for at least 60% of the at-risk freshman population to complete an academic challenge report form with a peer mentor and/or faculty advisor by the 5th year of implementation. The expected outcome for Goal (3) and SLO (3) is described in Figure. J. Expected Outcome: Goal (3.)

Figure. J. Expected Outcome: Goal (3) and SLO (3)



The consequence for SLO-3: If a student does not identify their academic challenges in a course, it can prevent them from passing the course(s) and hinder them from graduating on time.

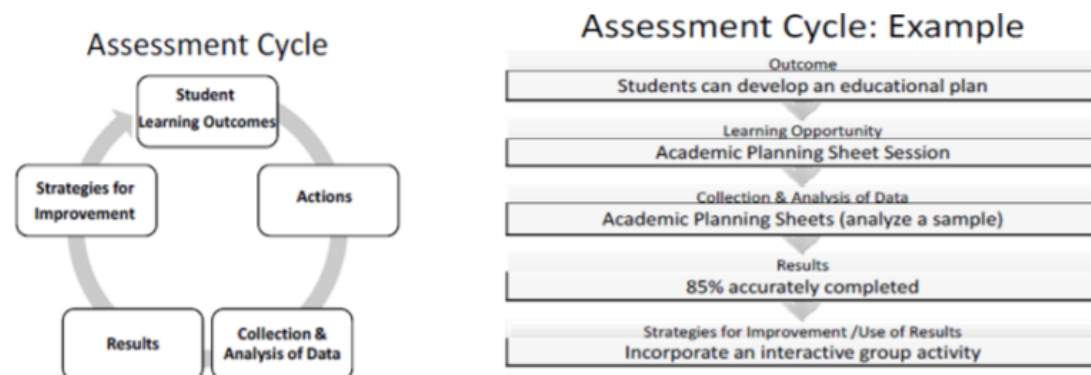
The reward for SLO-3: The student will have a network of support in addressing their challenge and will feel motivated to continue their education at Talladega College with a high expectancy to graduate within 4 years.

OIER also expressed the importance of an advising assessment cycle. An advising assessment cycle will:

1. Establish expectation for the faculty advisors and Peer Mentors
2. Identify special needs for future training and professional development.
3. Evaluate the activities and additional personnel used to assess the advising structure (i.e. 4- year academic plan, career assessments, career goals form, SMART goals, Peer Mentors, Career Alumni Advisors)

Figure K. Assessment Cycle and Example demonstrate the process of assessment that will be used.

Figure LK Assessment Cycle and Example



Section VIII: Implementation Plan

The QEP Implementation Committee created an implementation timeline that allows the college to implement the QEP over the next five years. The QEP Implementation Committee determined that the first cohort of at-risk freshman students to benefit from the proposed advising model will be the freshman class of 2018-2019. The Implementation Plan was separated by a Pre-Implementation Plan and an Implementation Plan for the following academic years: 2018-2019, 2019-2020, 2020-2021, and 2021-2022.

Year	Activities	Timeline	Status
Year (2015-16)	Hire Director of Advising	Fall 2015	Not completed
	Hire QEP Director	Spring 2016	Not Completed
	Initiate QEP Topic	Fall 2015-Spring 2016	Completed
	Finalize QEP Topic	Spring 2016	Completed
Year (2016-17)	Formulate QEP Steering Committee	Fall 2016	Completed
	Appoint Interim QEP Director	Fall 2017	Completed
	Finalize the QEP Topic	Fall 2017	Completed
	Developed QEP Advising Model	Fall 2017	Completed
Year: (2017-18)	Hire Official QEP Director	Fall 2017	Completed
	Formulate Implementation Committee	Spring 2018	Completed
	QEP logo Development	Spring 2018	Completed
	QEP Draft Report	Spring 2018	Completed
	Developed Goals and Student Success Out-Comes	Spring 2018	Completed
	QEP Proposed Budget	Summer 2018	Completed

Year (2018-19)	Hire Director of Advising	Fall 2018-Spring 2019	Not completed
	Formulate Peer Mentors	Fall 2018 (annual)	In Process
	Train Peer Mentors	Fall 2018 (annual)	In Process
	Assign students to Peer Mentors	Fall 2018 (annual)	In Process
	Assign students to Faculty Advisors	Fall 2018 (annual)	Completed
	Train Faculty Advisors	Fall 2018 (annual)	Completed
	At-Risk Freshman Students will complete a 4-year academic plan	Fall 2018 (annual)	In-Process
	At-risk Freshman students will develop career goals	Fall-2018-Spring 2019 (annual)	In-Process
	At-risk freshman students will develop SMART Goals using Academic challenge Report Form	Fall 2018-Spring 2019 (annual)	In-Process
	Peer Mentors will submit Session Report Forms	Fall 2018-Spring 2019 (annual)	In-Process
	At-risk freshman students will complete Career Assessment	Fall 2018 (annual)	Completed
	Hire QEP Director Assistant	Summer 2019	Not- Completed
	Hire an additional Student Success Coach to manage Peer	Summer 2019	Not-Completed

	Mentor Program		
	Recruit Career Alumni Advisors	Summer 2019 (annual)	Not- Completed
	Develop Career Alumni Advisor Handbook/ Policy	Summer 2019	Not- Completed

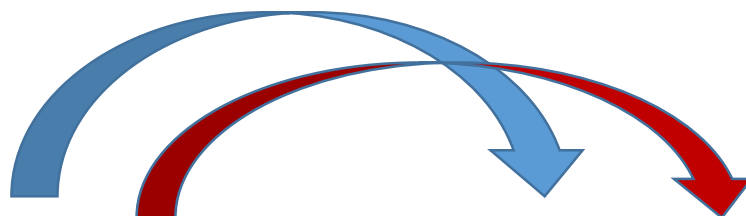
Year (2019-2020)	Provide virtual training to Career Alumni Advisors	Fall 2019 (annual)	Not- Completed
	Student Success Center and Faculty Advisors will assess students' progress in their academic plan	Fall 2019-2020 (annual)	Not Completed
	Student Success Center and Faculty Advisors will assess the use of developing SMART GOALS	Fall 2019-2020 (annual)	Not Completed
	Student Success Center and Faculty Advisors will monitor and assess student challenges in their courses	Fall 2019-2020 (annual)	Not Completed
	QEP Steering Committee will develop 2-year Impact Report	Spring 2020	Not Completed
Year: (2020-2022)	QEP Steering Committee will develop 3 Year Impact Report	Spring 2021	Not Completed
	QEP Steering Committee will develop 5 year report	Spring 2022	Not Completed

Section IX. Resources

Evidence the institution has a Quality Enhancement Plan that commits resources to initiate, implement, and complete the QEP; *(providing support for compliance Section 7, standard 7.2 (d) commits resources to initiate, implement, and complete the QEP.*

Talladega College commits human and fiscal resources to initiate and implement the QEP by providing additional personnel, clarifying new job descriptions, expanding the number of Career Alumni Advisor and Peer Mentor training sessions, expanding the budget and narrowing the focus group to only “At-risk Freshman”. At-risk freshman will be identified annually with a high school GPA less than 2.5 and/or ACT score less than 17. **Table. 9. Revised QEP**, showcases a summary of the changes that have been made for the recommendation that was provided.

Table 9. Revised QEP



Original QEP Included:	Revised QEP will include:
<ul style="list-style-type: none"> • The entire freshman population 	<ul style="list-style-type: none"> • The at-risk freshman population (only)
<ul style="list-style-type: none"> • 25 Peer Mentors annually 	<ul style="list-style-type: none"> • Addition of 5-10 peer mentors each year to accommodate unprecedented enrollment growth
<ul style="list-style-type: none"> • 44 Full-time Faculty 	<ul style="list-style-type: none"> • An addition of full-time faculty to serve as advisors each academic year and part-time faculty are welcome to advise
<ul style="list-style-type: none"> • More than one advisor for each at-risk freshman student 	<ul style="list-style-type: none"> • One faculty advisor per at-risk freshman student
<ul style="list-style-type: none"> • Career Alumni Advisors signing an agreement (advisor policy form) as their form of training) 	<ul style="list-style-type: none"> • Career Alumni Advisors signing an agreement (advisor policy form) and completing two virtual training sessions annually (one each semester).
<ul style="list-style-type: none"> • An annual peer mentor session 	<ul style="list-style-type: none"> • Ongoing-robust training for peer mentors (4 per academic year)
<ul style="list-style-type: none"> • No additional Student Success Coach, Career Coach, or Director of Alumni Affairs 	<ul style="list-style-type: none"> • Additional hires: (Student Success Coach included in QEP Budget; Career Coach and Director of Alumni Affairs included in institutional budget)
<ul style="list-style-type: none"> • Total Budget:1,148,750 	<ul style="list-style-type: none"> • Total Budget: 1,200,150

Human Resources

Additional Personnel:

The department for Academic Affairs plans to increase the number of faculty each academic year and is offering adjunct faculty the opportunity to advise. Only one faculty advisor will be assigned to each at-risk freshman student and the department for Academic Affairs plans to increase the number of faculty from 44 to 59 by the 5th year of implementation. The number of Peer Mentors increased from 25 to 35 for the 2018-19 academic year and will increase to 75 by the fifth year of implementation. The number of Peer Mentors will also increase with the addition of sophomore mentor participation each second semester.

The personnel that will be used to successfully implement the QEP include a QEP Director, a QEP Director Administrative Assistant, a Director of Advising, a Student Success Coach, a CPI, Career Coach, an Alumni Affairs Director, Career Alumni Advisors, Faculty Advisors, and Peer Mentors. A summary of the responsibilities of all personnel are as follows and additional personnel titles have been highlighted in “red” that was not previously mentioned in the original QEP document.

QEP Director: The director collaborates with the Director of Advising to monitor the implementation of the QEP and oversees the assessment of the QEP. The director also collaborates with the QEP Steering and Implementation Committees to prepare and submit the 5th Year Impact Report.

QEP Director Administrative Assistant: The assistant is responsible for organizational and clerical support tasks. This may include communication reporting, scheduling, and organizing files of all QEP related content.

Director of Advising: The Director of Advising is charged with coordination, oversight, and assessment of undergraduate advising practices to ensure quality academic advising for all students. The Director of Advising collaborates with the Quality Enhancement Plan (QEP) Director to monitor the implementation and oversees the assessment of the QEP.

Faculty Advisors: Faculty advisors are accountable for adhering to the Advising Manual and the Faculty Handbook. To hold each faculty advisor accountable, they will be required to use Jenzabar® EX Advising and meet with their advisee (at-risk freshman student) at least 4 times within an academic year.

Alumni Affairs Director: The Alumni Affairs Director is responsible for recruiting and retaining alumni as career advisors. The director also coordinates meetings and events to bridge the gap between alumni, students, and faculty. **The Alumni Affairs Director’s salary and fringe benefits are already approved through the Institutional Budget under the line item for the Office of Institutional Advancement unit budget.**

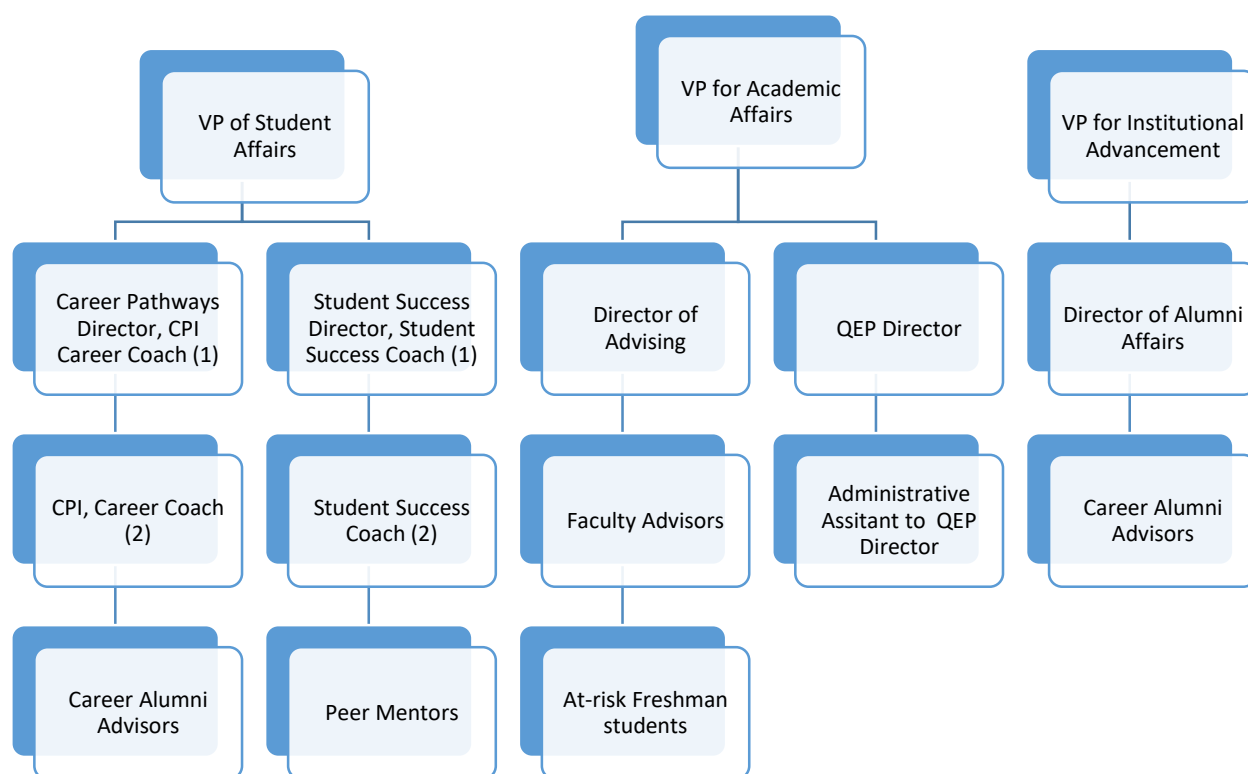
CPI Career Coach: The CPI, Career Coach manages application and pairing of Career Alumni Advisors with students as well as assists with Career Alumni Advisor training. The CPI Career Coach also collaborates with the Alumni Affairs Director to develop a handbook for all Career Alumni Advisors. **The CPI Career Coach’s salary and fringe benefits are already approved through the Institutional Budget under the line item for the CPI grant associated with Student Affairs Unit. The grant is funded by UNCF for five years. Upon completion of the five year grant cycle, the institutional is committed to maintaining the cost.**

Career Alumni Advisors: The Career Alumni Advisors provide instruction and mentorship to advisees through a virtual relationship using Zoom Video Communications. The Career Alumni Advisors are also responsible for completing an annual training course provided by Human Resources.

Student Success Coach: The Student Success Coach is responsible for all Peer Mentor related activities. This may include peer mentor-mentee recruitment, identifying the at-risk freshman population, peer mentor-mentee pairing, and monitoring the success of mentees, as a result of having a peer mentor. **The Student Success Coach's salary and fringe benefits are already approved through the Institutional Budget under the line item for the Student Affairs Unit budget supported by Title III Funds.**

Peer Mentors: The Peer Mentors serve as liaisons between faculty and the at-risk freshman population. The Peer Mentors mentor the at-risk freshman population and should maintain relationships with these students for the duration of each academic year. They submit Session Report Forms to the Student Success Coach. **Figure L. QEP Organizational Chart** showcases the reporting of all employees involved in the QEP.

Figure L. QEP Organizational Chart



Employees of the Career Pathways Center, the Student Success Center and Institutional Advancement play a vital role in the success of the QEP. Therefore, an additional CPI Career Coach and a Student Success Coach will be hired to fulfill the Career Alumni Advisor and Peer Mentor duties. Currently, the Directors of the Career Pathways Center and Student Success Center are responsible for Career Alumni Advisor and Peer Mentor duties. Also, An Alumni Affairs Director was recently hired to assist with the recruitment of Career Alumni Advisors.

Clarified New Job Descriptions:

Alumni Affairs Director- Thirty percent of the Alumni Affairs Director's workload is allocated towards the QEP and the remainder of the director's workload is dedicated towards the office of Institutional Advancement. The director is responsible for actively recruiting Career Alumni Advisors to advise the students of Talladega College towards a promising career path. The National Alumni Association has a number of alumni willing to advise students and are willing to give back in an effort to enhance student success beyond graduation.

CPI, Career Coach - Forty-percent of the CPI Career Coaches duties will be allocated towards the QEP and sixty percent will be allotted to the Career Pathways Center. The Career Pathways Center received a grant to partner with INROADS, a career consulting company from UNCF (the United Negro College Fund). The grant included a budget to hire an additional CPI Career Coach. A consultant from INROADS actively participates in activities and events held by the Career Pathways Center weekly, which provides additional personnel to support the QEP. The grant requires students to complete the following:

1. A career assessment offered in Freshman Orientation
2. Career Goals form offered by the Career Pathways Center
3. Apply for an internship through INROADS
4. Cover letter and resume

All material listed is required to be assigned a Career Alumni Advisor.

Student Success Coach- Forty percent of the Student Success Coach responsibilities will be allocated towards the QEP and sixty percent will be apportioned to the Student Success Center. The Student Success Center (SSC) was conceptualized in 2014 to provide students with the tools and resources needed to be successful – including early alert, appreciative counseling, tutoring, academic success workshops, retention solution strategies, and academic coaching. The center has been positioned as a “one-stop-shop” for academic support and services on campus.

The Student Success Coach will be responsible for an increasing number of Peer Mentors throughout the implementation of the QEP with an expectancy in an increase of enrollment.

Expansion of Training Sessions:

To ensure the Career Alumni Advisors and Peer Mentors are prepared to advise and mentor, they will be required to complete annual training sessions. The Career Alumni Advisors will be required to complete two virtual training sessions (one each semester) provided by the Human Resource office and an advisor policy form prior to the start of their commitment as advisors. The Career Alumni Advisors will not be

able to advise until they have received a certificate of completion signed by the Career Alumni Advisor, the Career Pathways Director, and the Director of Alumni Affairs.

Each peer mentor will be required to attend four annual training sessions per academic year (2 each semester to receive an annual stipend. Their attendance will be recorded with the Student Success Coach and their training will be provided by the Student Success Center staff.

Fiscal Resources

Expanding the Budget:

To ensure the projected budget accounts for the unprecedented growth of Talladega College, the following changes have been made:

1. A Student Success Coach has been recently added to the QEP budget for hiring.
2. The Director of Advising, Student Success Coach, and the QEP Director's Administrative Assistant will be hired prior to the second year of implementation.
3. All salaries within the QEP budget have a 2% increase yearly.
4. Faculty Advisor stipends will increase from \$500 to \$750 by the second year of implementation because implementation was postponed until Spring 2019.
5. Faculty Advisor stipends decreased, while peer mentor stipends increased.
6. Peer Mentor stipends will increase from \$100 to \$350 by the second year of implementation because implementation was postponed until Spring 2019.
7. Faculty Advisor training was decreased to \$2,500 because faculty currently have a professional development budget that comes from institutional funds.
8. A \$500 budget has been allocated for Career Alumni Advisor Virtual Training to begin by the second year of implementation.
9. The Jenzabar EX Advising module (new software/hardware) will be updated annually starting the third year of implementation, with a \$10,000 annual budget.
10. The overall budget has increased by \$51, 400.

The revised budget is subject to change based on annual assessments from the Office of Administration and Finance and the Implementation Committee. The revised budget is comprised of personnel, professional development, marketing and promotion, technology and travel. **The revised budget is as follows:**

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total
	2018-19	2019-20	2020-21	2021-22	2022-23	
Personnel						
QEP Director Salary (2% increase)	55,000	56,100	57,200	58,300	59,400	286,000
Director of Advising Salary (2% increase)	0	55,000	56,100	57,200	58,300	226,600
Student Success Coach Salary (2% increase)	0	40,000	40,800	41,600	42,400	164,800
QEP Director Administrative Assistant (2% increase)	0	25,000	25,500	26,000	26,500	103,000
Faculty Advisors (FA) Stipends	11,000 (44 FA × 500)	33,000 (44 FA × 750)	36,750 (49 FA × 750)	40,500 (54 FA × 750)	44,250 (59 FA × 750)	165,500
<i>Talladega College is committed to increasing the Academic Affairs Unit Budget to support Faculty Salaries upon hiring additional Faculty as enrollment increases.</i>						
Peer Mentor (PM) Stipends	3,500 (35 PM × 100)	15,750 (45 PM × 350)	19,250 (55 PM × 350)	22,750 (65 PM × 350)	26,250 (75 PM × 350)	87,500
Professional Development						
Faculty Advisor Training	2500	2500	2500	2500	2500	12,500
Career Alumni Advisor Training (Virtual)	0	500	500	500	500	2,000
Peer Mentor Training	1,000	1,000	1,000	1,000	1,000	5,000
Supplies	350	400	450	500	550	2,250
Marketing and Promotion						
Promotional Materials/Events	10,000	10,000	10,000	10,000	10,000	50,000

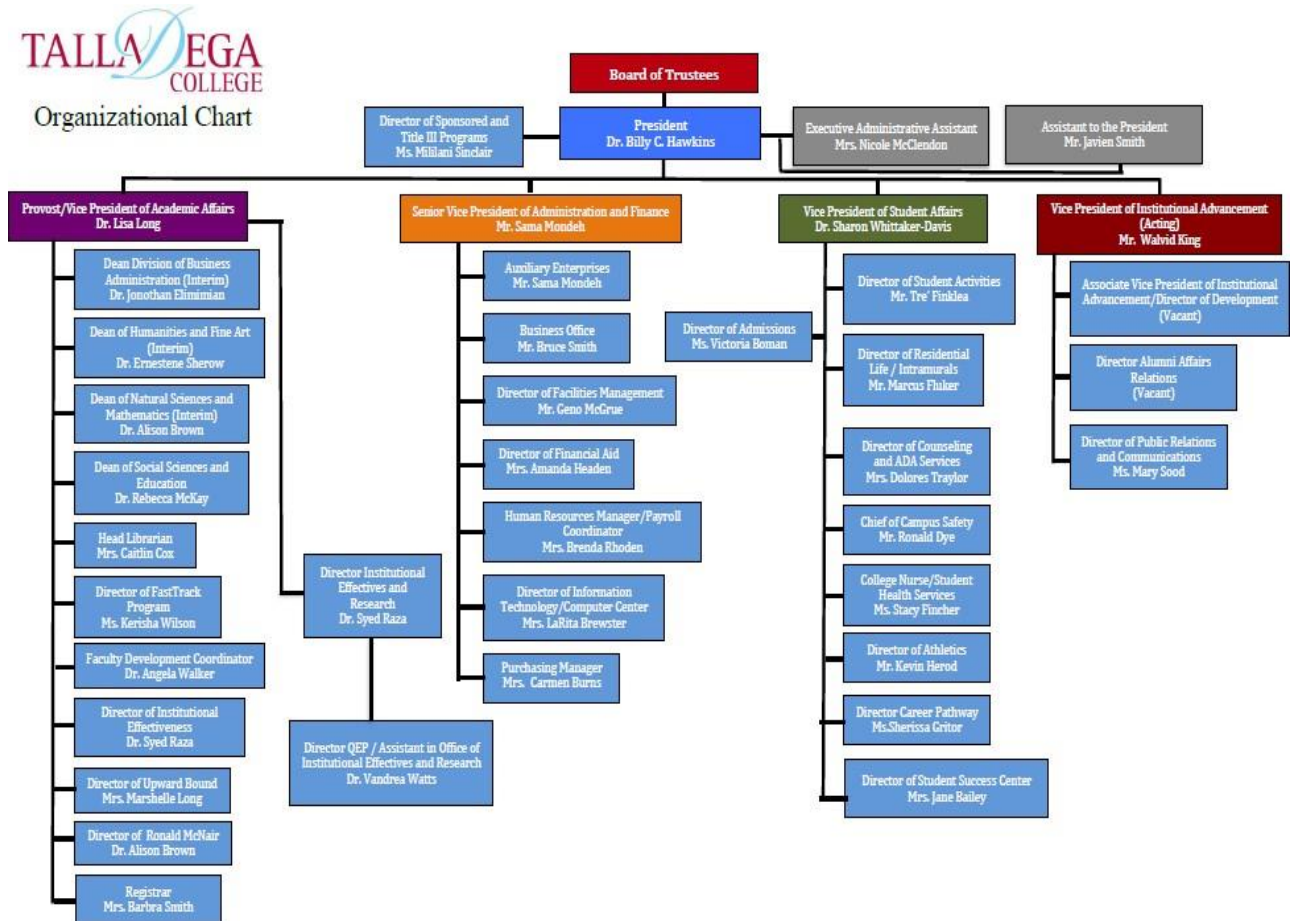
(QEP document Included)						
Technology						
New Software/Hardware	0	0	10,000	10,000	10,000	30,000
Travel						
QEP Director Travel	3,000	3,000	3,000	3,000	3,000	15,000
Professional Readiness Travel (Conferences)	10,000	10,000	10,000	10,000	10,000	50,000
Total Budget	96,350	252,250	273,050	283,850	294,650	1,200,150

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Section XI. Appendices

Appendix A. (Organizational Chart)



Appendix B. (QEP Topic Proposal)

SACSCOC Evaluation of the QEP

Review committees expect the College to demonstrate its commitment to the QEP by providing a realistic operational plan for implementing, maintaining, and completing the project. The following are guidelines used in evaluating an institution's QEP:

- The institution identifies a critical issue(s) related to student learning and justifies its use for the QEP.
- The institution provides evidence that it has sufficient resources to implement, sustain and complete the QEP.
- The institution prepares an assessment plan that will demonstrate the success of the plan.
- The institution demonstrates that all aspects of the institution's community have been involved in the process including trustees, students, and alumni.

Overview:

Many students arrive at Talladega College campus completely undecided, or alternatively, they change their minds about their major after taking a few courses in a particular major. Therefore, the college must provide assistance to address the needs of the student.

Benchmark Data: Through IPEDS

Cohort: 2008

2014 IPEDS Graduation Rate: 44%

Retention Rate: 45%

Completion Rate: Total number of completers within 150% of normal time =105

Courses Taken outside their Curriculum: ----

Talladega College advisors are providing academic advising to the students in their required discipline but there is a need to improve the academic advising system. Therefore, Talladega College's QEP goal is

Goal: Improve Academic Advising

Core Value: Accountability

The outcome of the QEP's plan at Talladega College is to improve retention and completion rate by engaging students in developing an advising plan for successful completion of their academic goals.

Objectives:

1. Create an environment to support students in learning.
2. Engage students in developing plans for the successful completion of their academic and career goals
3. Improve the existing freshman advising structure
4. Improve advisee and advisor relationship

Academic advising can help support these efforts by engaging students on their first visit to the college before beginning the discussion of their majors and course schedules.

QEP Implementation Plan:

Before, creating the implementation plan, it is always good to know “Advising is a process, not an event”. Therefore, we will:

1. Develop design group advising approaches.
 - 1.1. Professional Advisors (if possible)
 - 1.2. Faculty advisors
 - 1.3. Student peer advisors

Appendix C. (OIER Data)

2017-18 Faculty and Staff Satisfaction Survey: Advising

Q51. Please rate your level of satisfaction with Academic Advising:

	Count	Percent	
<input type="checkbox"/>	12	26.67%	Very satisfied
<input type="checkbox"/>	20	44.44%	Moderately satisfied
<input type="checkbox"/>	6	13.33%	Neither satisfied nor dissatisfied
<input type="checkbox"/>	5	11.11%	Moderately dissatisfied
<input type="checkbox"/>	2	4.44%	Very dissatisfied
45 Respondents			

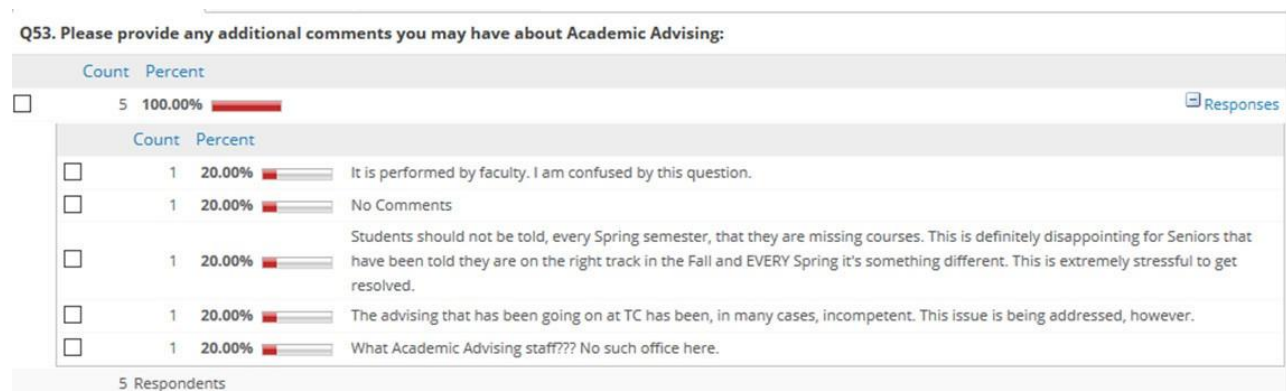
Q52. How helpful is the Academic Advising staff?

	Count	Percent	
<input type="checkbox"/>	11	24.44%	Extremely helpful
<input type="checkbox"/>	17	37.78%	Very helpful
<input type="checkbox"/>	14	31.11%	Moderately helpful
<input type="checkbox"/>	3	6.67%	Not very helpful
<input type="checkbox"/>	0	0.00%	Not at all helpful
45 Respondents			

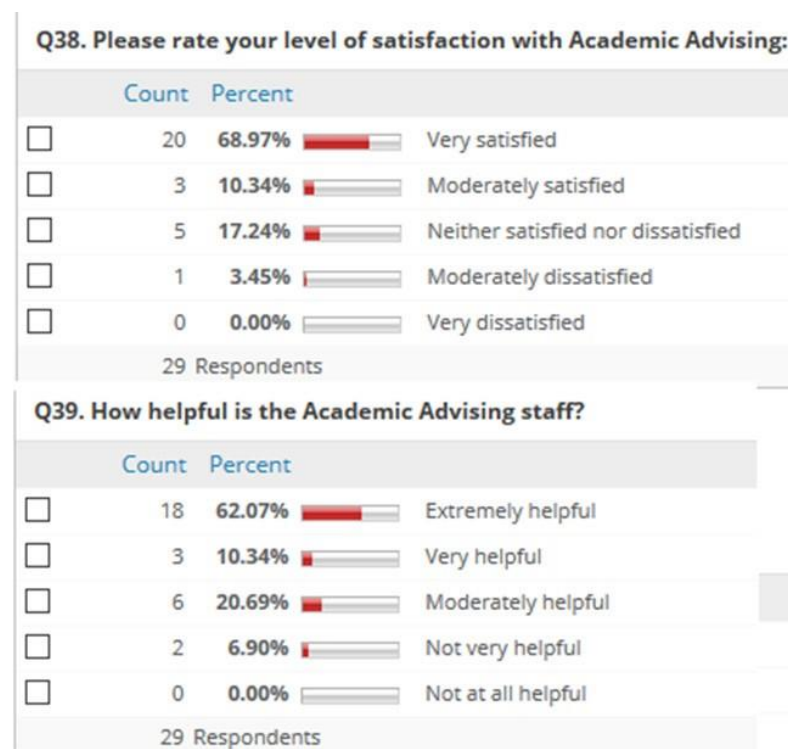
Q53. Please provide any additional comments you may have about Academic Advising:

	Count	Percent	
<input type="checkbox"/>	10	100.00%	
Responses			
	Count	Percent	
<input type="checkbox"/>	1	10.00%	Excited that Academic Advising is a potential topic for the QEP
<input type="checkbox"/>	1	10.00%	Friendly Staff
<input type="checkbox"/>	1	10.00%	If not already being done, there should be a meet and greet at the beginning of each semester where students meet (exchanging information) and mingle with advisers.
<input type="checkbox"/>	1	10.00%	Just make sure the right persons advise the right students. Every one advising is not aware of the student's desired major curriculum, especially at the entering freshman level.
<input type="checkbox"/>	1	10.00%	love
<input type="checkbox"/>	1	10.00%	More student engagement and advising, increased course selection effectiveness, more availability.
<input type="checkbox"/>	1	10.00%	None
<input type="checkbox"/>	1	10.00%	Since all faculty are involved maybe some refresher training would be good.
<input type="checkbox"/>	1	10.00%	Students complain about availability
<input type="checkbox"/>	1	10.00%	Students constantly complain about availability, and advising as a whole.
10 Respondents			

2016-17 Faculty and Staff Satisfaction Survey: Advising



2017-18: Student Satisfaction Survey: Advising



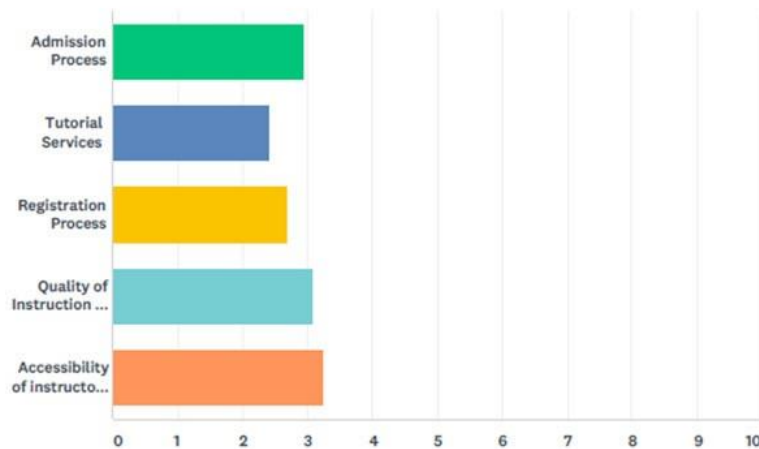
Q40. Please provide any additional comments you may have about Academic Advising:

Count	Percent	Responses
5	100.00%	
1	20.00%	Dr. Susan Henderson and Dr. Pernella Deams have both served as my advisors throughout these 4years and have been amazing! They listened to my goals and helped me in every way possible to achieve them. Because of them I have a job lined up after graduation and am confident in my abilities to perform well there.
1	20.00%	Great guidance
1	20.00%	I had a great experience up until I found out that my advisor is also the head of the criminal justice department and when I had a bad experience with one of his coworkers instead of understanding my dilemma he sided with his coworker just because both of his job titles compromise each other.
1	20.00%	I'm glad Dr. Ray came to Talladega College to teach and that he actually cares about students succeeding.
1	20.00%	Ms. Wilson is very helpful

2017-18 Graduating Senior Survey:

Q2 How satisfied are you with the following items at Talladega College?

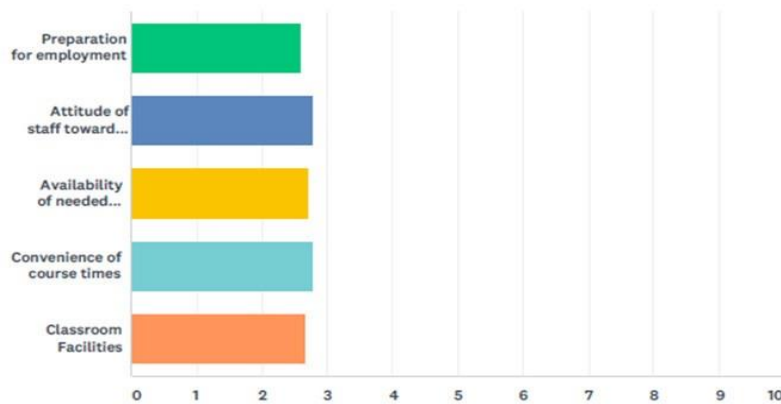
Answered: 59 Skipped: 0



	VERY SATISFIED	SATISFIED	DISSATISFIED	VERY DISSATISFIED	HAVE NOT USED	TOTAL	WEIGHTED AVERAGE
Admission Process	27.12% 16	50.85% 30	11.86% 7	8.47% 5	1.69% 1	59	2.93
Tutorial Services	21.43% 12	39.29% 22	16.07% 9	5.36% 3	17.86% 10	56	2.41
Registration Process	23.21% 13	42.86% 24	12.50% 7	21.43% 12	0.00% 0	56	2.68
Quality of Instruction in your program	33.90% 20	50.85% 30	5.08% 3	8.47% 5	1.69% 1	59	3.07
Accessibility of instructors outside of class time	47.46% 28	35.59% 21	10.17% 6	6.78% 4	0.00% 0	59	3.24

Q3 How satisfied are you with the following items at Talladega College?

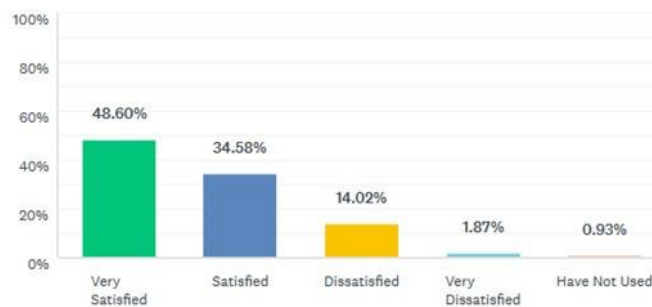
Answered: 58 Skipped: 1



	VERY SATISFIED	SATISFIED	DISSATISFIED	VERY DISSATISFIED	HAVE NOT USED	TOTAL	WEIGHTED AVERAGE
Preparation for employment	20.69% 12	39.66% 23	24.14% 14	8.62% 5	6.90% 4	58	2.59
Attitude of staff toward students	18.97% 11	50.00% 29	22.41% 13	8.62% 5	0.00% 0	58	2.79
Availability of needed courses	21.05% 12	43.86% 25	19.30% 11	15.79% 9	0.00% 0	57	2.70
Convenience of course times	20.69% 12	48.28% 28	20.69% 12	10.34% 6	0.00% 0	58	2.79
Classroom Facilities	18.97% 11	43.10% 25	24.14% 14	12.07% 7	1.72% 1	58	2.66

Academic advising by instructors

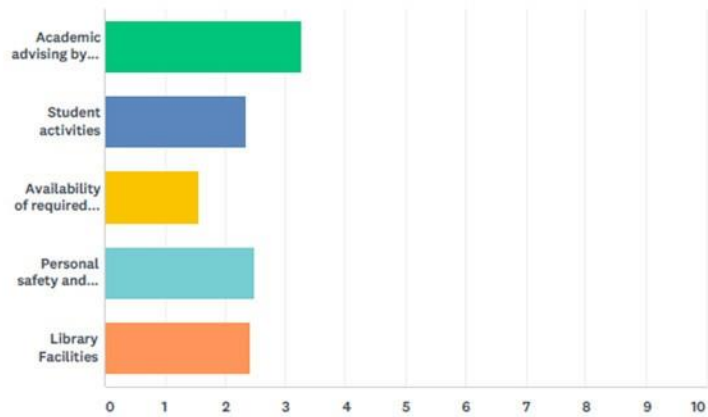
Answered: 107 Skipped: 0



ANSWER CHOICES	RESPONSES
Very Satisfied	48.60% 52
Satisfied	34.58% 37
Dissatisfied	14.02% 15
Very Dissatisfied	1.87% 2
Have Not Used	0.93% 1
TOTAL	107

Q5 How satisfied are you with the following items at Talladega College?

Answered: 58 Skipped: 1

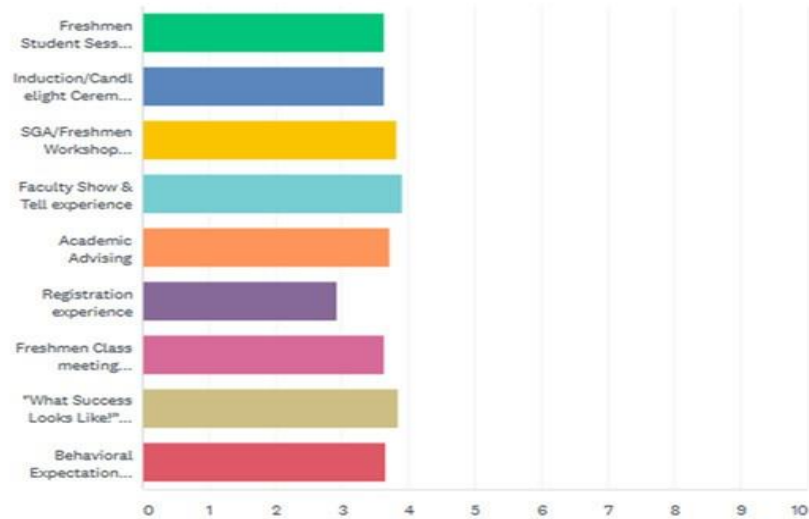


	VERY SATISFIED	SATISFIED	DISSATISFIED	VERY DISSATISFIED	HAVE NOT USED	TOTAL	WEIGHTED AVERAGE
Academic advising by instructors	49.12% 28	35.09% 20	8.77% 5	7.02% 4	0.00% 0	57	3.26
Student activities	13.79% 8	41.38% 24	18.97% 11	15.52% 9	10.34% 6	58	2.33
Availability of required materials in bookstore	12.28% 7	14.04% 8	10.53% 6	42.11% 24	21.05% 12	57	1.54
Personal safety and security	15.79% 9	43.86% 25	17.54% 10	15.79% 9	7.02% 4	57	2.46
Library Facilities	17.24% 10	44.83% 26	12.07% 7	12.07% 7	13.79% 8	58	2.40

2017 Freshman Orientation Survey

Rate your Orientation

Answered: 87 Skipped: 1



	POOR	FAIR	GOOD	VERY GOOD	EXCELLENT	DID NOT ATTEND ORIENTATION.	TOTAL	WEIGHTED AVERAGE
▼ Freshmen Student Session	3.49% 3	17.44% 15	29.07% 25	23.26% 20	16.28% 14	10.47% 9	86	3.63
▼ Induction/Candlelight Ceremony experience	4.71% 4	18.82% 16	29.41% 25	14.12% 12	20.00% 17	12.94% 11	85	3.65
▼ SGA/Freshmen Workshop experience	4.65% 4	11.63% 10	27.91% 24	22.09% 19	19.77% 17	13.95% 12	86	3.83
▼ Faculty Show & Tell experience	2.33% 2	13.95% 12	31.40% 27	16.28% 14	15.12% 13	20.93% 18	86	3.91
▼ Academic Advising	3.53% 3	15.29% 13	31.76% 27	16.47% 14	20.00% 17	12.94% 11	85	3.73
▼ Registration experience	19.77% 17	19.77% 17	29.07% 25	13.95% 12	13.95% 12	3.49% 3	86	2.93
▼ Freshmen Class meeting experience	5.81% 5	12.79% 11	32.56% 28	18.60% 16	19.77% 17	10.47% 9	86	3.65
▼ "What Success Looks Like" experience	3.49% 3	12.79% 11	27.91% 24	22.09% 19	18.60% 16	15.12% 13	86	3.85
▼ Behavioral Expectation experience	4.60% 4	10.34% 9	35.63% 31	21.84% 19	18.39% 16	9.20% 8	87	3.67

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MISSION STATEMENT

Talladega College is an institution rich in history whose mission is to equip its graduates for the global community through academic excellence, moral values, community service and professional development.

VISION STATEMENT

Talladega College aspires to be a center of academic excellence in liberal arts higher education; thus preparing students not only for graduate studies but also for the global community.

CORE VALUES

Talladega College promotes its core values through:

STUDENTS FIRST:	The main stakeholders are students.
ACCOUNTABILITY:	Faculty and Staff promote planning that builds on a culture of responsibility and transparency, including the provision of benchmarks for measuring progress.
INTEGRITY:	Foster honesty by acting in a candid, fair, and ethical manner, creating a culture of trust that is evident in all College activities and decision-making.
DIVERSITY:	Expose students to diversity inherent in the world in which we live.
EXCELLENCE:	To teach high-quality educational programs and perform innovative research, thus being preeminent in all that we do.

ACADEMIC ADVISEMENT

General

Academic advising is an important responsibility of the faculty at Talladega College. Advising consists of the transmittal of accurate and current information regarding academic majors and minors, career options, resources and institutional policies for students.

Each major has a course curriculum that lists the courses required for graduation. It is used to ensure that students complete the required courses. However, it is important to remember that academic advisement is more than course selection. Effective academic advisors coordinate their efforts with all other segments of the College, such as counseling, career placement, student activities, etc.

Brian Bridges (2016, p 1) offers wisdom from lessons learned at HBCUs regarding increased persistence rates. Bridges discusses actions that make a difference in HBCU student achievement and student persistence rates. Here are articles explaining the two actions:

1. Promoting high levels of student-faculty interaction. (Bridges, Kinzie, Nelson Laird, Kuh 2008; Flowers, 2002, Nelson-Laird, Bridges, Morelon, Williams, Salinas-Holmes, 2007; Pascarella & Terenzini, 2005; Terenzini, Yaeger, Bohr, Pascarella, & Nora, 1997)
2. Employing intrusive advising/proactive advising. (Earl, 1988; Schilling and Schilling, 1999)

Role of the Advisor

In order to be a successful advisor, a faculty member must be flexible, knowledgeable, willing, and available. The advisor should help students with their problems while recognizing the fact students have the right to make some of their own decisions.

1. **General Information** - The Advisor should discuss the various degree programs, core course requirements, majors, career possibilities, and departmental and institutional rules and regulations, such as attendance at convocations.
2. **Financial Resources** - Advisors should make students aware of financial resources, scholarships, jobs, etc., which are available in the student's field.
3. **Academic Program Plan** - A major responsibility of the academic advisor is to help the student plot his/her course of study, showing the student what he/she should do in order to graduate within a certain period. Students should be given a four-year plan during their first advising session.

4. **Academic Difficulty Resolution** - The academic advisor should assist with the solutions of problems of students experiencing academic difficulty. Each advisor must have posted office hours, during which time students can discuss their schedules, challenges, etc. However, advisors may schedule other mutually agreeable times. Solutions to a student's academic challenges may consist of a reduced course load, change of major, establishment of effective study habits, or referral to counseling or tutorial services.
5. **Career Counseling** - The academic advisor should be able to show how the student's major relates to the student's career choices. The Advisor should also have access to material regarding the student's major.
6. **Availability and Confidentiality** - All faculty members at Talladega College **must** post office hours. The Advisor may also arrange other mutually agreeable times to meet. Successful advising requires that the advisor recognizes the student's right to confidentiality.

The Advising Process

All degree-seeking students are required to have an advisor. All full time faculty are obligated to advise students.

1. The registrar provides the academic deans with lists of new students. The academic deans work with department chairs in determining the assignment of advisees.
2. Each Advisor should meet regularly (at least once a month) with, and maintain files on, each of his/her advisees.
3. The Advisor should review the grades of each advisee at the end of each semester and at midterm. The advisee and advisor should, in each instance, devise a corrective action plan, if necessary. A referral to the Student Success Center may be necessary.
4. In order to do an effective job of advising, the advisor should have on hand:
 - curriculum pattern
 - current college catalogue
 - student handbook
 - this advising manual
 - advisee transcript/s and academic history

Advising the Undeclared Major

Students, according to financial aid regulations, must declare majors, even those who are not at all certain about their career choices. Fortunately, because Talladega College is a liberal arts institution all students must take the same core courses and therefore have at least a year to be definitive about their major.

The Advisor should encourage undecided students to take core courses and the introductory courses of the major they are interested in.

The Advisor should also watch for signs of discouragement among undecided students and make sure that the students' options remain open.

Advising seniors can sometimes be an extreme challenge. Although there is nothing magical about four years, all students want to, and some need to, graduate in four (4) years. Seniors are not ready or eligible for graduation for a variety of reasons which constitute not meeting graduation requirements. They are:

- not enough hours
- missing course requirements
- failing in key courses
- a GPA below 2.0

Both the Advisor and the students share the responsibility for the students being on track. The Advisor should be available and dispense sound advice and the senior should meet with his/her advisor regularly, follow the plan, and study hard.

1. Department chairs are normally advisors to seniors.
2. Seniors must utilize the completed (between student and advisor) curriculum checklist as a check and balance with the Degree Audit Worksheet to determine if all requirements are met for graduation.
3. In August of each year, the Registrar submits an analysis of the academic standing of each senior and submits it to the student's advisor. The analysis shows what the student needs to graduate. This information can be obtained through the Degree Audit Worksheet.
4. The Advisor should discuss the analysis with the senior in preparation for his/her last year.
5. If there are inaccuracies or compromises, the advisor should so note (with corrections) on the form and return to the Registrar. Waivers should be put in writing.
6. Waiving of a departmental requirement, whether course or otherwise, must be approved by The department chair and dean of the division. The advisor should initial departures.
7. Advisors should complete four-year-plans for freshmen with input from them. These should be updated each semester.

Seniors and/or their advisors must complete three (3) important forms before the seniors are permitted to graduate.

- Application for Graduation
- Degree Audit Worksheet
- Senior Clearance Form

Students on Academic Probation

Students on academic probation may not take more than twelve (12) credit hours. The Advisor should also prepare an Academic Plan to monitor the student's progress. The Advisor should also prepare a STAR Plan for each student on academic probation, or who have successfully appealed suspension or termination.

Academic advisors should refer students, as part of the Academic Plan, to tutoring, counseling and other academic support services. Follow-up is critical.

Incompletes (I's)

Academic advisors should insist that students see the appropriate instructor and arrange to do the work required to have I's removed. If a faculty member gives an "I", he/she is obligated to tell the student what he/she needs to do, to remove the "I", and to be available to assist the student,

before the "I" turns into an "F". Students must be aware that attempting the assignment designed to remove an "I" does not guarantee a passing grade. The student must sign the completed Incomplete Form.

Family Education Rights and Privacy Act (FERPA)

Academic advisors maintain student educational records and are, therefore, subject to FERPA, which requires that students be provided with access to their advisement files. The Buckley Amendment also ensures students that only institutional officials, with a legitimate need to know, may see their file.

Academic Advising Tips

1. All faculty are required to provide academic advising.
2. All faculty are required to meet one-on-one with every student in the major at least one time per semester. Preference once a month.
3. Completely online programs – faculty should have virtual meeting with their students.
4. Chairs should work with faculty to distribute advising equally among faculty in the major.
5. Senior audits by advisors should be completed prior to the year of graduation.
6. Each senior should have a face-to-face meeting with their advisor in August prior to the last day to add a class to ensure the potential graduate is on target for graduation and enrolled in the appropriate courses for completion.
7. Course curriculum pattern/guide/checklist must be shared with each major on the first visit with the advisor.
8. The advisor must update the advisee's file each semester with final grades from the previous semester.
9. At-risk students (students with a 2.0 GPA or below, probation, suspension, etc) should meet with their advisor once a month.
10. Advisors are required to keep written notes after each contact/communication with their advisees.
11. Advising is more than just course registration, discussion should occur regarding tutoring, career goals, financial aid, student development, and lifelong learning.
12. Advisors should have consistent collaboration with colleagues regarding students' grades after the first month of the semester to prevent late intervention at midterm.
13. Students must follow the same curriculum in the catalog of the year that they enrolled at Talladega College.

Sample of Effective Academic Advisement Forms



Academic Advisement Meeting Recordkeeping Form

Advisee _____ Semester _____

Meeting Day _____ Meeting Time _____

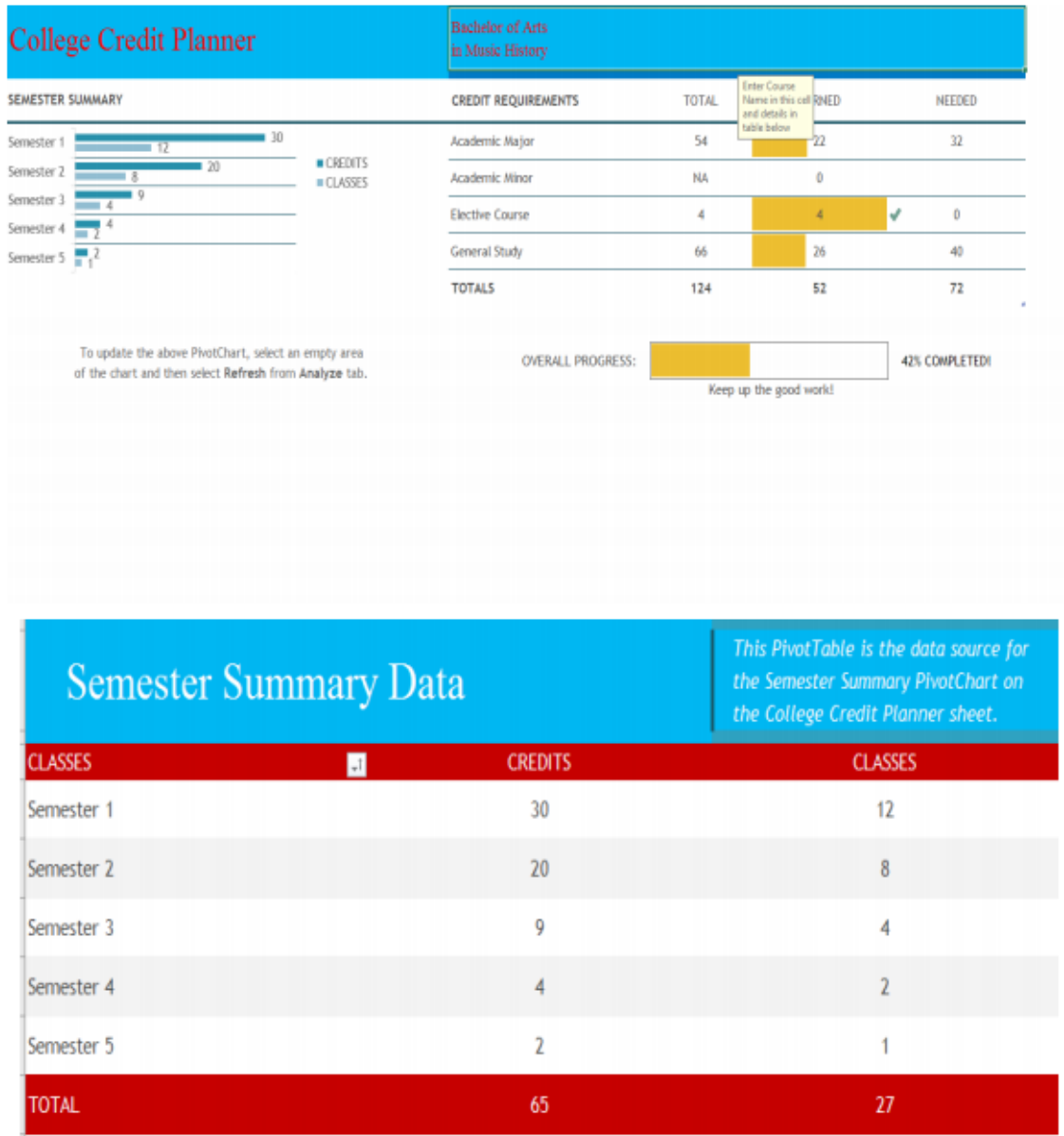
RECORD OF MEETINGS

DATE	TIME	Discussion Items	Advisor's	Advisee's
			Initials	Initials

Advisor's Signature _____ Date _____

Advisee's Signature _____ Date _____

Appendix. E. (College Credit Planner in Excel)



College Courses

COURSE TITLE	COURSE #	DEGREE REQUIREMENT	CREDITS	COMPLETED?	SEMESTER
Anthropology	GEN 108	General Study	4	Yes	Semester 1
Applied Music	MUS 215	Academic Major	3		Semester 3
Art History	ART 101	General Study	2	Yes	Semester 1
Art History	ART 201	General Study	2	Yes	Semester 2
Aural Skills I	MUS 113	Academic Major	2	Yes	Semester 1
Aural Skills II	MUS 213	Academic Major	2	Yes	Semester 2
Aural Skills III	MUS 313	Academic Major	2		Semester 3
Aural Skills IV	MUS 413	Academic Major	2		Semester 4
Conducting I	MUS 114	Academic Major	2	Yes	Semester 1
English Writing	ENG 101	General Study	3	Yes	Semester 1
English Writing	ENG 201	General Study	3	Yes	Semester 2
Form and Analysis	MUS 214	Academic Major	2	Yes	Semester 2
Intro to Anthropology	GEN 208	General Study	3	Yes	Semester 2
Mathematics 101	MAT 101	General Study	3	Yes	Semester 1
Music History in Western Civilization I	MUS 101	Academic Major	2	Yes	Semester 1
Music History in Western Civilization II	MUS 201	Academic Major	2	Yes	Semester 1

Appendix F. (Academic Challenge Report)

In reviewing your academic performance, what obstacles have impacted your grades? ☒ Check all that apply (that you are comfortable discussing with your advisor) and (circle) the top 2 obstacles that have impacted your academic progress.

<u>Academic</u> <input type="checkbox"/> Ineffective study skills/unprepared for exams <input type="checkbox"/> Undeveloped time management skills <input type="checkbox"/> What worked in high school doesn't work anymore <input type="checkbox"/> Difficult classes/not prepared for course level <input type="checkbox"/> Unable to understand course content <input type="checkbox"/> Unable to understand professor/ <input type="checkbox"/> conflict with professor	<u>Personal</u> <input type="checkbox"/> Working too many hours <input type="checkbox"/> Lack of motivation <input type="checkbox"/> Over-involved with extra-curricular activities <input type="checkbox"/> Stress, anxiety or tension <input type="checkbox"/> Health problems <input type="checkbox"/> Financial problems <input type="checkbox"/> Extenuating circumstances
<u>Major/Career</u> <input type="checkbox"/> Changed Major one or more times <input type="checkbox"/> Uncertain about major <input type="checkbox"/> No clear career goals	<u>Family/Social Adjustment</u> <input type="checkbox"/> Hard to make friends/connections on campus <input type="checkbox"/> Roommate or Relationship issues <input type="checkbox"/> Family situation/lack of family support
<u>Other</u> <input type="checkbox"/> please explain _____	

Now, explain in detail the two most significant obstacles that affected your academic performance.

Obstacle	Explain each obstacle's impact on your success.	How can you eliminate that obstacle?
1.		
2.		

Plan of Action

Think about a plan of action for re-focusing. Include meetings with your advisor & instructors, tutoring, and other resources. Discuss this plan with your advisor who can offer additional ideas.

	GOAL	ACTION PLAN (dates, follow-up meetings, etc.)	AVAILABLE RESOURCES (tutoring, professors office hours)
1.			
2.			
3.			

Student Initials _____

Advisor Initials _____

Date _____