



**CAREER | ADVISING | PATH | SUCCESS**

# CAPS ON THE WAVE: Fostering Student Success Through Excellence in Advising

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Prepared for the Southern Association of Colleges and Schools Commission on Colleges

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## Executive Summary

The purpose of the Quality Enhancement Plan (QEP) is to improve student success by enhancing onboarding and advising practices to support students as they choose, enter, and obtain their pathway goals at Roanoke-Chowan Community College and beyond. The college formed a QEP committee to identify a topic of focus based on broad based support and feedback from institutional stakeholders that support R-CCC's goal of student success. The committee engaged in the collection and analysis of data to identify gaps that impact outcomes and developed a plan for improvement. The comprehensive review led to the Quality Enhancement Plan selection of intentional advising. This model, "CAPS Career Advising Path for Success" (CAPS) will support student success, retention, and completion, with implications for overall student learning.

CAPS includes a redesign of orientation and freshman experience classes to include the utilization of technology to aid students as they explore pathway and transfer options. The new advising practices support engagement and actively monitor student progress at required checkpoints allowing an opportunity to address any barriers that may impact progress. Ongoing professional development will be provided for advisors to ensure quality and consistent advising practices supporting students in goal obtainment.

### Goals and Learning Outcomes

Goal	Learning Outcomes
Goal 1 To support and assist students in exploring career pathways and the selection of an academic program.	SLO1 Students will explore career pathways and make an informed program decision.  SLO2 Students will complete an academic or transfer plan for program of study.
Goal 2 To facilitate ongoing engagement to assist students' progress toward completing their career, academic and/or transfer goals.	SL03 Students will achieve progress toward academic and/or transfer goals.
Goal 3 To support quality advising through ongoing professional development and relevant support tools.	ALO4 Advisors will be knowledgeable about best practices in advising through on-going professional development and certification opportunities.

The goals and outcomes support success and completion. Assessment plans will rely on analysis of both direct and indirect and will be utilized to modify and improve aspects of the Quality Enhancement plan.

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## Introduction

Roanoke-Chowan Community College (R-CCC) is located in Ahoskie, North Carolina, where it serves a diverse population of students. As stated in the mission, Roanoke-Chowan Community College, a member of the North Carolina Community College System and located in Hertford County, is a public, two-year institution of higher education offering associate degrees, diplomas, certificates, college and career readiness, and customized business and industry training in a variety of delivery modes promoting public service, transfer, and workforce development for a diverse student body, leading them to contribute to the vitality of an increasingly global community.

The College currently has twenty curricular programs in which students may seek degrees, diplomas, and short-term skills-based certificates.

Roanoke-Chowan Community College was originally established in 1967 as Roanoke-Chowan Technical Institute. The institution has a strong tradition of building from the past and improving the present as it moves toward meeting the needs of tomorrow. While the College is proud of its past, it realizes that its longevity is merely a steppingstone to the future.

At present, R-CCC rates fifty-seven out of fifty-eight on the transfer performance measure established by the North Carolina Community College System (NCCCS). This measure considers Associate Degree completers and those who have completed thirty or more articulated transfer credits. Of those students who subsequently transfer to a four-year university or college during the fall semester, the percentage who graduate prior to or remain enrolled at any four-year college or university the subsequent fall semester is considered successful. NCCCS establishes a baseline level based on the most recently completed reporting period, and the baseline for transfer reflect 79.4%. Roanoke-Chowan's students reflect 79.2% for the most recently reported year (18-19 cohort).

Considering that this metric is based on students graduating from their transfer college or staying enrolled, advising could play a significant role in students' ability to persist. Certainly, a strong academic foundation is also critical for success on this student performance measure and will also be an area of focus for the college's instructional team. Transfer shock (Hills, 1965) is typically associated with transfer students suffering a dip in their GPAs upon enrollment at their four-year college or university, and subsequent studies have considered how acclimation and other factors can impact students' ability to succeed upon transfer (Berger & Malaney, 2003). However, if students are making a choice in a major or for a college that does not align with their academic interests and strengths, it is reasonable to assume that they will be vulnerable to attrition.

## Topic Identification and Development

The college began its topic investigation in the spring of 2019. The QEP Director was named by the Interim President of the Institution. The original QEP Committee was formed that was inclusive of the following employees: IR Director (Chair), Math faculty (Co-chair), a TRIO staff member, and six faculty members from health sciences, industrial maintenance, nurse aide, health sciences, biology, student services, office administration, and the CAO as "Resource Staff."

In this initial meeting, the committee reviewed the past QEP, the college's Fifth-Year Interim Report, and CCSSE results.

Working from this information, they discussed the following new topics: Student retention, student academic self-efficacy, and technology proficiency (QEP Minutes, January 30, 2019). The group determined that a campus exploratory survey would be a productive way to further develop these ideas into potential topics and to gain broad-based buy-in. With the committee's assistance, the Director of Institutional Effectiveness created and disseminated the exploratory topic survey to faculty, staff, and students. Meetings were held on February 15, 2019, March 4, 2019, and June 9, 2020. Area survey and planned dissemination in the February meeting and the results were reviewed. Responses were limited and a plan was established for the IR Director to deploy paper surveys to increase the response rate. Response rates were low for the first topic selection and topic selection veered toward technology proficiency. After researching QEP's from other institutions, it was determined that it was difficult to assess technology proficiency. The committee discussed that it was difficult to assess technology proficiency. The selection was removed from the next survey. Survey results for the second survey indicated that the students, faculty and staff chose advising as the topic.

Topics generated from the survey included self-efficacy and advising. At a January 12, 2021 meeting, the QEP committee revisited topic selection and the Director of IE also shared retention and progression statistics as indicated below:

	2017-18	2018-19	2019-20	2020-21
<b>Fall-to-Fall (Retention)</b>	53%	51%	47%	*
<b>Fall-to-Spring (Persistence)</b>	77%	78%	76%	83%

*\*The Director did present fall-to-fall 2020-21 during the January 2021 meeting, as the fall 2021 data was not available at that time.*

The college experienced turnover in key positions on the committee. As such, QEP Committee established a session on the QEP at the fall 2021 professional development sessions which included the information that had been gathered prior with a new opportunity for faculty to vote on a topic. The topic was also voted on by students and staff. The following percentages indicate a strong demand for the topic of advising: Faculty 78%, Staff 52%, Students 47.50%. A new QEP Director was also chosen at this time and given a course reduction for her responsibilities. During opening days in Fall 2022, the Quality Enhancement Plan was presented to faculty, staff. Students were introduced during orientation.

The general process for the topic selection is depicted below.

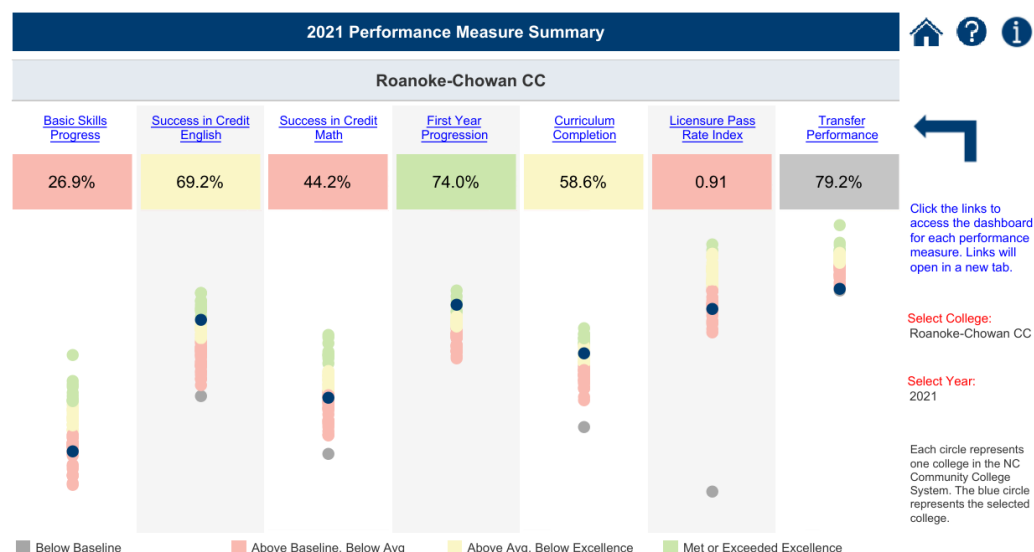
QEP Committee Formed (10/22/2018)	Call for Topics (01/2019 - 08/2019)	Data Review	Constituent Involvement/ Discussion	QEP Proposal Implementation
Chair and Co-Chair Identified (Fall 2018)	Tentative Committee topic discussion (02/18/2019)	CCSSE and Aviso data (08/2021)	QEP Committee Professional development with feedback from constituents (08/2022)	Committee meetings ongoing, New Director identified (08/2022)
Reviewed previous QEP (01/29/2019)	Emailed Survey to students (02/18/2019)	Institutional Data (Performance Measures, Transfer data, Institutional Data) (2021)	Discussion with faculty, staff and students (02/2019 - FA 2022)	Review of data, goals, initiatives, ongoing planning, and timeline development (01/2021 - 08/2021 - 04/2022)
Fifth Year Report (2017) & (2022)	Emailed survey to staff (02/18/2019)	Strategic Plan, Mission, and Vision (2021)	Presentations to Board, discussion, and vote (4/2021)	Submission of final proposal and Institutional approval (08/2022)
CCSSE Results (From 2017 was sent on 01/29/2019)	Emailed survey to faculty (02/18/2019)	Tentative budget development (03/2022)	Presentations to faculty, staff, students (08/2022)	Marketing and branding (Logo – 04/2022) (Shirts – 09/2022) Koozie, pen, sticky flags 10/22)

## Data Review

It was noted to constituents that the topic for the Quality Enhancement Plan should emerge from the strategic plan, align, and connect with the mission and vision and arise from data related to student success and/or a critical need. The former QEP Director, Biology Instructor Jessica Goninan, shared the North Carolina Community College System (NCCCS) Performance Measures data with faculty at the August 2021 fall kick-off meeting. These data points were familiar to some of the faculty, but the faculty had not recently been engaged in analysis and discussion about the reasons for Roanoke-Chowan Community College's performance.

The college's overall performance for 2021 was presented, as indicated in TABLE: one.

**TABLE 1: Roanoke-Chowan Community College Performance Measure Summary**



System Benchmarks (2021)	Basic Skills Progress	Success in Credit English	Success in Credit Math	First Year Progression	Curriculum Completion	Licensure Pass Rate Index	Transfer Performance
NCCCS Excellence Level	42.5%	70.4%	54.5%	71.8%	61.3%	1.09	91.1%
NCCCS College Average	33.5%	62.6%	46.3%	66.8%	55.3%	0.98	87.2%
NCCCS Baseline	15.7%	47.1%	29.9%	56.8%	43.1%	0.75	79.4%
NCCCS Totals (All Students)	34.4%	62.0%	45.2%	66.2%	54.1%	1.00	87.8%

Sources: CCSR, Diploma Sender, Graduation Extract, LACES, LEIS, Licensing Agencies, & NSC

Of particular concern was the transfer performance measure, which was below the baseline established by NCCCS. The faculty were asked to consider reasons for the lagging performance. Discussion included academic rigor, students making uninformed choices about the best four-year college for them, transfer/culture shock, too much freedom/autonomy before maturing, and so forth.

After a review of data that included NCCCS performance measure data, student, faculty, and employee surveys, the college community chose the broad topic of *advising*. Broad based support was garnered related to improving student success measure outcomes. One of the most compelling data points was the college's position as fifty-seven out of fifty-eight in terms of student transfer performance, a measure of students' persistence and completion at their respective transfer college. This comparison allowed the committee to find a useful starting point for conversations related to the need for career exploration through advising and an emphasis on career exploration in professional development.

Results of the Community College Survey of Student Engagement in 2021 revealed the lowest aspects of student engagement for Roanoke-Chowan Community college was in question 12. 1.b. related to how often students have engaged with career counseling. This support for learner's benchmark revealed that the Community College 2021 Cohort was 19.9% (for two or more times) compared to 5.1% for the college.

As part of the college's involvement in the Rural Leaders program, historical reports have been generated through Institutional Effectiveness that include Credit Momentum Metrics. Results

reflect a four-year average of 10.5% of first-time students not earning college level credits (only F and W grades) at the end of the first semester.

After QEP Committee and faculty analysis, these key stakeholder groups surmised that students' lack of awareness of the best pathway and transfer college for their needs could be negatively impacting their transfer performance, which is borne out by student development research. Faculty were also concerned that students were not receiving sufficient information during the advising process to make wise career decisions.

### **QEP Planning and Progress**

The fall 2021 professional development included a session on refining the QEP topic. Due to resignation, a new QEP Director was selected. The new QEP Director (who also had the advantage of being one of the initial QEP Committee members from 2019) was able to bring the faculty up-to-speed on the history and current direction of the QEP work. The Director presented key data points for the faculty's consideration at the professional development session for the faculty's consideration. Faculty were provided a QR code so that they could vote on QEP topics again, including advising. The faculty response was resoundingly in support of advising as the QEP topic.

The QEP Director divided the larger QEP committee into subcommittees, including literature review, marketing and branding, budget, and assessment. She also established a Teams site so that all activities of the QEP committee could be captured.

The marketing and branding committee created a logo for the QEP entitled *CAPS on the Waves*. This logo was approved for use by the Board of Trustees and the Board was also given opportunity to discuss the QEP topic and any additional ideas or recommendations they had for shaping the topic.

The budget for the QEP was developed as well as the literature review which provided a strong theoretical base for the refinement of the advising model. The QEP Committee worked together to develop a marketing plan, timeline, select QEP lead evaluators for nomination, develop an organizational plan, create a logo, review best practices, develop a budget, and assessment plan. The committee set aside meetings to assign tasks, discuss results, and make decisions to continue to move the development forward. Once the topic area was decided upon goals, areas of focus and student success measure outcomes were determined.

On August 10, 2022, the topic was presented to faculty and staff at the Fall Opening Days. A QEP kick-off was led by Ms. Kristen Fajardo, QEP Director. The presentation engaged the audience with a Jeopardy game focused on the Quality Enhancement plan. Key components of the college's CAPS were shared along with upcoming work of the committee and particularly implications for students, faculty, and staff.

Students were introduced to the QEP topic at fall orientations on August 12, 2022, and August 15, 2022.



## Literature Review

Advising's role in higher education is traced to the 19<sup>th</sup> century, particularly to the use of advisors at Johns Hopkins University and the shift to more elective options for students (McGill, 2019). In the earliest stages of advising, the work was primarily focused on course selection and less about the supportive, mentoring aspect. Advising's focus on the development of the student and the professionalization of the work of the advisor was further enhanced by the development of The National Academic Advising Association (McGill, 2019). In addition to faculty advisors, colleges began expanding advising roles to staff members. Early change agents in broadening the scope of advising also included O'Banion, Crookston, Tinto, and Pascarella. As the research base for advising grew, so did new theoretical frameworks about advising outcomes, models, and best practices.

### Student Development Theory

The expanded concept of advising was also aided by an increasing focus on students' holistic development and growing awareness of the importance of student retention. Higher education's emphasis through the mid-century was the expansion of education. What had previously been the privilege of the elite became increasingly accessible to middle class America, aided by the GI Bill and other legislation aimed at making higher education more affordable. As a wider range of students began entering higher education, the disparate needs of this more heterogeneous group were becoming apparent. Theories of student development provide the underpinning for many college advising models, specifically, Perry (1970), Chickering (1992), and Belenky, Clinchy, Goldberger, and Tarule (1986).

Perry's scheme of intellectual development traces a distinctive number of "positions" students move through as their mental competence increases: dualism, to multiplicity, relativism, and commitment (1970). Perry does acknowledge that with movement to commitment comes students' growing awareness that while they must make decisions alone, they can be supported through community ties. Realizing "our separateness and aloneness in theses affirmations," he writes, "we are sorely in need of community" (p. 97). Perry acknowledges the important role that support systems play in students' abilities to navigate substantial challenges.

Chickering's (1979) student development theory also has implications for the importance of holistically supporting students and the role community plays in student success. Chickering's theory of identity development focused on vectors versus stages, including the following:

1. Developing competence.
2. Learning to manage emotions.
3. Transitioning from autonomy to inter-dependence.
4. Developing and maintaining interpersonal relationships.
5. Establishing a personal identity.
6. Developing a personal purpose.
7. Understanding the definition of integrity.

Unlike sequential stages posed by other theorists, the Chickering's vectors are not necessarily linear. His early work focused on traditional residential college students, though he did revise his theory to consider other factors in identity development (Chickering & Reisser, 1993).

Students' navigation through the college experience provides ample opportunities for students to engage in the types of tasks that would support their movement through the vectors. Of particular interest to advising models is the opportunity for students to learn self-advocacy through their college experiences and to figure out the person they want to be. If advising is to play a role in developing these student abilities, then students must assume responsibility for their program and career choices, which entails figuring out their personal values and priorities. This development cannot occur in a strictly prescriptive, transactional registration process; instead, it is dependent upon an advisor-advisee relationship that is learner-centered. Belenky, Clinchy, Goldberger, and Tarule (1986) built on Perry's theory but with an emphasis on women's construction of knowledge. They posit the following ways of knowing for women: received knowledge, subjective knowledge, constructed knowledge, procedural knowledge, and silence (Belenky, Clinchy, Goldberger, and Tarule (1986). As women embark on their journey to self-development, their stage of growth will affect their participation in the advising process. Women in "silence" will have a limited voice, others will be overly differential to authority voices, and so forth. Advisors can play a key role in supporting women's development through the advising process, though more recent research has expanded on Belenky et al (1986) and has taken into consideration the impact of women's culture and environment on their epistemological framework (Khine & Hayes, 2010).

### **From Theory to Practice: Advising Models**

Crookston was an early champion of the transition from the advising role as merely a prescriptive process outlining the proper sequence of courses for students to take. Instead, he emphasized that the students' development and self-awareness were critical outcomes of successful advising sessions. Crookston writes, "Advising is concerned not only with a specific personal or vocational decision but also with facilitating the student's rational processes, environmental and interpersonal interactions, behavior awareness, and problem-solving, decision making, and evaluation skills" (1972, p. 5).

Crookston's position was further developed through O'Banion. His theory establishes five key elements of academic advising: "Exploration of life goals, exploration of vocational goals, program choice, course choice, and scheduling classes" (1972, p. 11). Like Crookston, O'Banion is considered a pioneer in developing the full understanding of the scope and significance of the advisor role.

Tinto's (1993) research focuses on the importance of students' connection and integration into the college environment for their success. His theory states that "students must progress through rites of passage, which include the phases of separation, transition, and incorporation— separation from their home environment, transition to their new and unfamiliar college environment; and finally, their incorporation in to the college system" (p. 1). Clearly, the advisor, with the appropriate training and investment in the role has an opportunity to be one of the earliest "connectors" to students.

Pascarella & Terenzini (2005) emphasize the importance of students' varying sociodemographic traits, academic abilities, and levels of preparation in student persistence. In order to support students as individuals with highly divergent needs, developmental advising approaches are critical, with advisors playing a critical role in referring students to appropriate resources and self-

efficacy. Pascarella & Terenzini (2005) also connect student persistence to students' ability to gain access to financial resources, and advisors are critical connectors in this regard. Smith and Allen (2014) further support this research, as they found that strong advisor contact increased the likelihood of students' knowledge of resources.

## **Faculty and Professional Advisors**

As the earliest advising models involved the faculty serving in both capacities—instruction and areas of focus within the discipline—the groundwork was laid for today's expectation of advising being part of a faculty's role. In terms of advising becoming a professional role, many trace its origins to the 19<sup>th</sup> century, though more recent research questions whether advising has reached professional status (Larson, Barkemeyer, & Johnson, 2015).

Through the years, advising models to have continued to evolve, with Habley (1983) outlining seven structural models:

- *Faculty-Only Model: Instructional faculty complete all academic advising. There are no professional advising offices.*
- *Supplementary Model: All students are assigned a faculty advisor. Advising offices exist for general information and referral.*
- *Split Model: Specific groups of students are advised in an advising office, while others are assigned to faculty advisors or academic units.*
- *Dual Model: Each student has two advisors. Instructional faculty advise students on major requirements, while an advising office advises students on general requirements, procedures, and policies.*
- *Total Intake Model: Administrative units are responsible for all advising until a specific event or requirements have been met. At this point instructional faculty take over advising, for example, after a specified set of foundational courses have been completed.*
- *Satellite Model: Each school or college within the institution has established its own approach to advising.*
- *Self-contained Model: Staff in centralized units advise students from matriculation to graduation (pp. 535-540).*

Cuseo (2015) outlines the seven critical roles of academic advisors, namely educator, interpreter, mentor, networker, coach, advocate, and counselor. He also posits that these varying roles allow advisors to “address the student as a ‘whole person’ and, in combination, have the potential to exert a synergistic (multiplicative effect) on student learning outcomes” (p. 8).

Other researchers categorize advising as prescriptive or developmental (Crookston, 1994). In describing prescriptive advising, Crookston (1994) notes, “The relationship is obviously based on authority; the advisor is the doctor and the student the patient” (p. 12). Crookston goes on to elaborate a metaphor that likens an advising session more to a diagnosis, after which a remedy is prescribed. In a very different vein, developmental advising is based on a relationship between

advisor and advisee which results in “varying degrees of learning by both parties” (Crookston, 1994, p. 13).

He & Hutson (2016) describe yet another advising approach as proactive or intrusive. They clarify that this type of advising is “intervention-based” and “allows advisors to intervene and prevent academic challenges by offering support to targeted student groups”—usually those identified as high-risk (He & Huton, 2016, p. 215).

### **Advising’s Connection to Student Success**

The college’s hypothesis that effective advising can positively impact student success—academic performance, persistence, completion, and transfer success—is also borne out by the literature. According to Smith & Allen (2012, p. 1), “it is through academic advising that students acquire the knowledge and learn the skills and predisposition to successfully navigate the educational environment and earn a degree.” Mu & Fosnacht (2019) also recognize the significance of advising and posit that the full extent of advising’s impact may not be known owing to “spillover effects” (p. 1301). Light is more emphatic, writing that “Good advising may be the single most underestimated characteristic of a successful college experience” (as cited in Elliot, 2020, p. 105). Hutton’s (2015) study of North Carolina Community College transfer students’ “survival analysis” suggests that the biggest predictors of transfer student success are “stop-out, part-time, and semester GPA,” (p. 70); however, he does recommend that more research be devoted to the impact of advising practices that have a positive impact on transfer student success.

As the research suggests, students’ ability to connect positively to the college environment and to build connections and systems of community are critical to student persistence and completion—all necessary precursors to transferring to university. During the advising process at the community college, students are supported in choosing a program of study that they will pursue throughout their four-year experience; therefore, advising can support strong decisions related to program of study and best fit in terms of transfer institution. Any slippage in the decision-making processes could negatively impact students’ transfer experience. Thus, advising is viewed by R-CCC faculty and staff as a potential critical area for improving student outcomes in transfer completion, along with two-year persistence and completion rates.

### **Shared-Split Model**

After a thorough review of the literature and best practices in advising, the college determined that it would focus the QEP on improving the college’s current “Shared Split” model. While the data did lead the college to identify advising as an area that could be improved, the QEP Committee determined that a thorough review of the present system would be needed as a baseline.

The Committee agreed that the advising system encompasses the critical areas of orientation, advising, career counseling, the college success course, the early alert system, and the academic warning, probation, and suspension system, as all of these systems are intended to support student success and overlap with the advising functions of the college. The Committee’s hypothesis is that a strong advising system, properly connected to these other college The following initial assumptions were verified as accurate:

- The college does not have a career counseling center, nor does it have a staff member dedicated to career coaching or advising.
- The transfer advising process was not formalized.
- The college orientation does not include an intake form to determine students' needs upon entry.
- The college orientation does not include a career advising component.
- The college success course is not regularly evaluated for meaningful overlap with orientation and for consistency.
- The college has an early alert system, but the system is not fully utilized to support good advising and student success.

## Action Plan

The purpose of the Quality Enhancement Plan (QEP) is to improve student success by enhancing onboarding and advising practices to support students as they choose, enter, and obtain their pathway goals at Roanoke-Chowan Community College and beyond. The actions in the plan represent new initiatives and enhancements to current processes.

Students who are not on an academic pathway are less likely to be retained. They may also lack motivation if a clear plan of action has not been established. Students who do not have a clear path identified may spend time taking courses in pathways that do not match with their skills and abilities and/or that do not count in their major of choice. When this happens the students may also deplete financial aid dollars that are needed. CAPS supports student completion by helping students begin with an appropriate pathway from the beginning of their college journey.

The new Advising Director position is intended to support students and faculty by serving as point of contact for undecided students before students are assigned program advisors. As one of the most critical components of student success, the advisor will answer questions, provide information on programs offered, engage students in the establishment of a customized educational and career goal setting plan, and assist and support students throughout their time at the college. Two additional staff members will be hired to assist the Advising Director.

An enhancement to the traditional advisement will be the addition of a formalized Career Assessment to determine interests, skills, abilities. The 'begin with the end in mind' planning process will start in orientation and will be further developed in ACA 122. A revision is also planned for the course to incorporate employability skills into the curriculum. With transparency while assessing students' academic journey, career assessments, via Career Coach offers intricate options on possible career paths, projection of salaries, listing of agencies and how hands on experience can assist them with securing their job of interest. This is done through work-based learning experiences.

Professional development plays a critical role in building institutional capability for implementation of CAPS. Advisors, faculty, and staff understand that we cannot use a cookie-cutter approach to advising. Each student has individual strengths and weaknesses, skills, abilities,

aptitudes, and life experiences. To accommodate the unique needs of students, a variety of approaches will be needed. Comprehensive faculty development programs will be ongoing and will promote best practices and innovative strategies that move the needle. Professional development programs increase awareness and promote student engagement and retention. Faculty and staff will be required to participate in two professional development sessions related to advising per term.

The new focus will be to move away from the “light touch” philosophy on advising. It is critical during the initial term that students are introduced to and learn to navigate resources and services at the college. Advisors will monitor academic process and continuous engagement with advisees which will allow for a deeper connection and improve student success outcome measures.

Roanoke-Chowan Community College will utilize Aviso Enterprise software to create a plan for student success, track attendance, provide early alert notifications and gather intuitive reports that allows for proactive engagement with students. An advising website will be established allowing a single place to access all advising and career resources. Job outlook and salary information for each of the programs we offer, links to resources by program, Aviso and Career Coach can be accessed from this one platform.

Students will be able to set up virtual or face to face appointments with advisors and make orientation appointments. Guided pathways with program maps will be available as well as transfer pathway guides. The focus will be on a continuation of integrated advising throughout the time the student is enrolled at the college in preparation for transition into the workforce or transfer.

### Advising Model Overview



### Advising has many components involved:

- Communication between staff members, faculty, and students to continually know and meet student needs. This will include results of Career Coach and intake forms to devise better planning and adjustment of goals if needed.
- Shared-split model for professional advisors to begin the process, but faculty who are knowledgeable about specific career/educational plans to take over
- Tools available to help make advising better including career coach, Advising Manual, and Professional Development
- ACA classes to include career exploration, skills to be successful
- Orientation to start Career planning and determine students' needs

### Roles and Responsibilities

The college is committed to providing the resources needed to successfully initiate, implement, and complete CAPS on the Wave. It is very important to R-CCC that CAPS on the wave factors in the overall impact, sustainability, and expandability. The College stands firmly with its mission committed to student success. To accomplish this, the planning and development has included broad based involvement of many members, divisions, and offices. The Student Services Division will provide the orientations to incoming students that include career and transfer exploration, assign advisors, engage in planning, and provide ongoing support for advisees and faculty advisors. The Instruction Division will revamp ACA Courses to include career planning, develop program maps, refer students to support services (as needed), and routinely engage students to help them reach their educational and career goals. The Office of Institutional Effectiveness will provide ongoing assessment support and data collection/analysis. The Finance and Administration Office will provide support as needed for any budgeting matters. The QEP Committee will have IT support and dedicated clerical support from the division administrative assistants.

Ensuring adequate oversight for the administration of the program is crucial. The QEP Director oversees the implementation of all strategies. R-CCC secured a full-time QEP Director to ensure continuity between the planning and implementation phases of the project. The QEP Director serves as the Chair of the QEP team and leads the transition from development to implementation, monitors QEP goals and outcomes to ensure continued alignment with the mission, works to identify professional development opportunities related to the QEP, manages the annual QEP budget, leads assessment efforts to ensure continuous improvement and prepares internal and external reports. (QEP Director Job Description Exhibit A) To fully implement all of elements of the QEP, the Director is aided by the College's Director of Advising (**hired March 1, 2023**). The Director of Advising provides the direct oversight of advising's day to day operations and ensures long range planning and review of students plans and outcomes

(Director of Advising Job Description Exhibit B) The Director of Advising and the Director of the QEP work closely together to ensure the fulfillment of the goals of the QEP and identify professional development needs for advisors, faculty and related staff.

Two part-time professional advisor positions will be supervised by the Director of Advising. (Advisor Job Description Exhibit C. The Reporting structure of the Director of the QEP and Director of Advising is included as Exhibit D. The Director of Advising and two Professional Advisors will be housed in the Career Advising Center (formerly known as the Davis Building).

### **Director of Advising**

One of the critical needs that emerged during the development of the QEP was the need for a Director of Advising. The Director of Advising will provide the direct oversight of advising's day-to-day operations and ensure long-range planning and review of student success metrics, such as those identified in the North Carolina Community College System Performance Measure. According to NACADA National Survey of Academic Advising the median case load of advisees per full-time professional is 296 to one. The advising load for the new Director of Advising will be around 60 students (new/undecided). The Director will spend approximately 20 hours per week advising student services and 20 hours per week performing administrative services related to advising. The Director will be able to provide group sessions by cohort along with individual sessions. Technology will allow virtual appointments and group sessions for online students.

Additional roles will include researching, developing, and conducting regular professional development programs for professional and faculty advisors, supporting on-campus recruitment and yield efforts in collaboration with the Office of Admission, analyzing student retention and success data to identify potential barriers to student success and collaborating with faculty and staff to implement strategies to eliminate or reduce those barriers, collaborating with offices to support campus wide student success and retention initiatives, and working with community college partners and the Office of Admissions to promote transfer and CCP enrollment and degree completion. The Director of Advising also provides the professional development for transfer advising and communicates all critical transfer information to the faculty and staff. Professional development topics examples include Best Practices in Advising, Holistic Student Success and Achieving Student Success. The five-year professional development plan is included in Exhibit E.

### **Advisors Part-time**

The Director of Advising will oversee two part-time professional advisors. These advisors will be hired in year two to work with at-risk and CTE students. The advising load for part-time advisors will be 30 students each. The part-time advisors will work 25 hours each week. Twenty hours per week will be spent on direct student services and five hours allocated to planning, attending meetings, etc.

To support the advising work in the interim, students who meet the eligibility requirements of the TRIO Student Support Services Program will be advised by the TRIO counselor and/or TRIO SSS Director. These professionals also respond to early alerts for this student population and provide career coaching. Additionally, grant funding has been secured for a Minority Male Mentoring Coach who will assist in advising minority male at-risk students. Admissions personnel are cross trained to provide additional support of the advising function.



The following represents the total number of students enrolled in the last three consecutive fall semesters: 590 Fall 2022, 628 Fall 2021, 530 Fall 2020. On average, the college admits approximately 120-150 new students each semester. The number of professional advisors will be adequate to keep our ratio below average and allows for a manageable caseload providing the opportunity to build lasting relationships.

As students move from undecided to a declared major, students are assigned faculty advisors mid-way through their first semester and are subject-matter experts. Faculty advisors bring awareness and understanding of career opportunities while guiding students to relevant resources. All faculty advisors are required to document in Aviso communication with their advisees. To ensure the best possible student outcomes, collaboration with professional advisors is critical.

To support the QEP, many components are currently implemented. Examples include new student orientation, ACA (first semester experience) course, utilization of Aviso student management software, Career Coach, and other professional development options. Previously, there was not a career exploration component in orientation. With the implementation of the QEP, career exploration has been added to orientation and is continued throughout a students' educational experience—through the required first semester college success course and in individual advising sessions with faculty advisors. As the student prepares for graduation, further career preparation is offered through the Human Resource Development division. CAPS on the Wave bridges the college's previous fractured approach to career exploration and decision-making. The new, holistic model provides a continuum of career research opportunities throughout the students' education so that students may reevaluate their path at critical junctures and make any needed changes without significant loss of momentum. The QEP will also result in a more seamless, collaborative relationship between professional advisors and faculty advisors, thereby creating a more unified, effective support system for students as they navigate programmatic and career decisions.

The following depicts the QEP lines of responsibility.

**Approval:** President's Cabinet, Board of Trustees

**Oversight:** QEP Committee Chair- makes recommendations based on analysis and results to the QEP Committee and the President's Cabinet

**Implementation:** QEP Committee Team

**Action/Activities:** Student Services Team, Assessment Team, Instruction Team, Committee Chairs, Advising Team, Marketing Team

### **QEP Committee Team**

#### **Members**

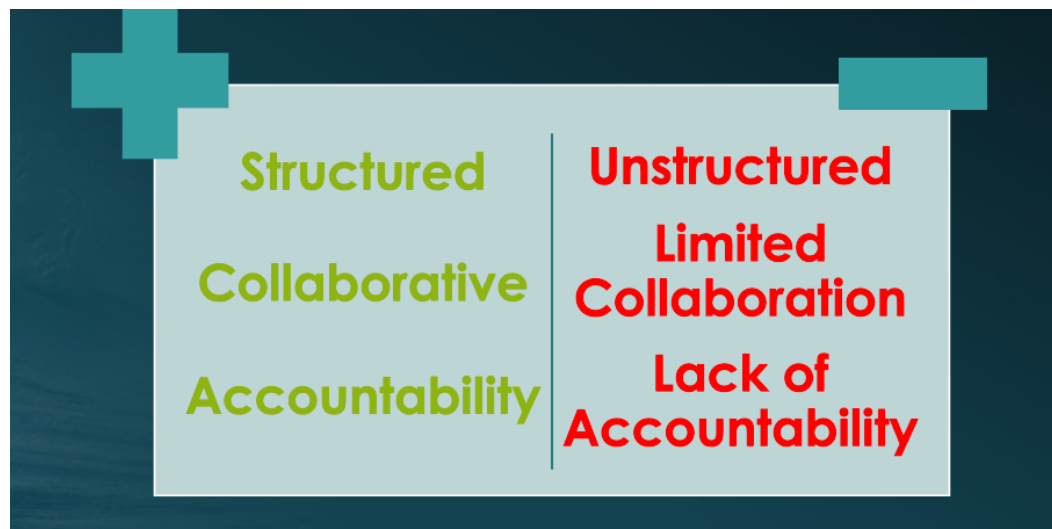
- Kristen Fajardo, (QEP Director) (Chair)
- Beverly Sessoms (Medical Office/OST Instructor)
- Michael Jefferson, (Division Director, Transfer and Health Sciences)

- Stephanie Benson (EVP and IE)
- Teresa Drew, Recorder
- Dwayne Ponton (Division Director, Business, Technologies, and Public Service)
- Deshon Whitaker (Program Coordinator EDU)
- Dwayne Ponton ( Division Director, Program Coordinator, CJC)
- SGA President
- William Nelson (Industrial/Mechatronics Instructor)
- Kim Harrell (Associate Dean, Instruction)
- Dr. Tanya Oliver (AVP, Student Services)
- Stacey Futrell (ADN Director)
- Shellie Saxby (Director of Admissions and Advising)
- Dr. Jami Woods (VP of Instruction and SS)
- Lamont Brown (Director of Advising)

### **Distinctions Between the Former and Current Advising Models**

<b>Old Model</b>	<b>New Model</b>
No staff member dedicated to career coaching or advising	Director of Advisement hired and all advisors- professional and faculty- will be trained in Career Coach software so that they can provide career development support.
Transfer advising not formalized	Director of Advising and Division Director, Transfer and Health Sciences formalized process and information loaded into Aviso for transparency
Orientation does not include career component	Intake form to determine career interests is included
Orientation not required	Orientation is required for all new students
Students not aware of all programs that match their interests	Program pathway information is shared based on interest
No dedicated space for advising and career coaching	Davis Building renovation provides an advising hub
Students not required to complete an academic plan	Students must complete a two-year academic plan
No career focus in ACA courses	ACA courses redesigned to include Career Coach and a focus on career goals. The redesign will also ensure that there is meaningful redundancy in critical concepts between orientation and the college success course (ACA).
Limited advising engagement	Require three touch points with advisees each semester. Online advising meetings may be utilized by all faculty and professional advisors.
Limited resources for advisors/advisees	Checklist included in new Advising Manual

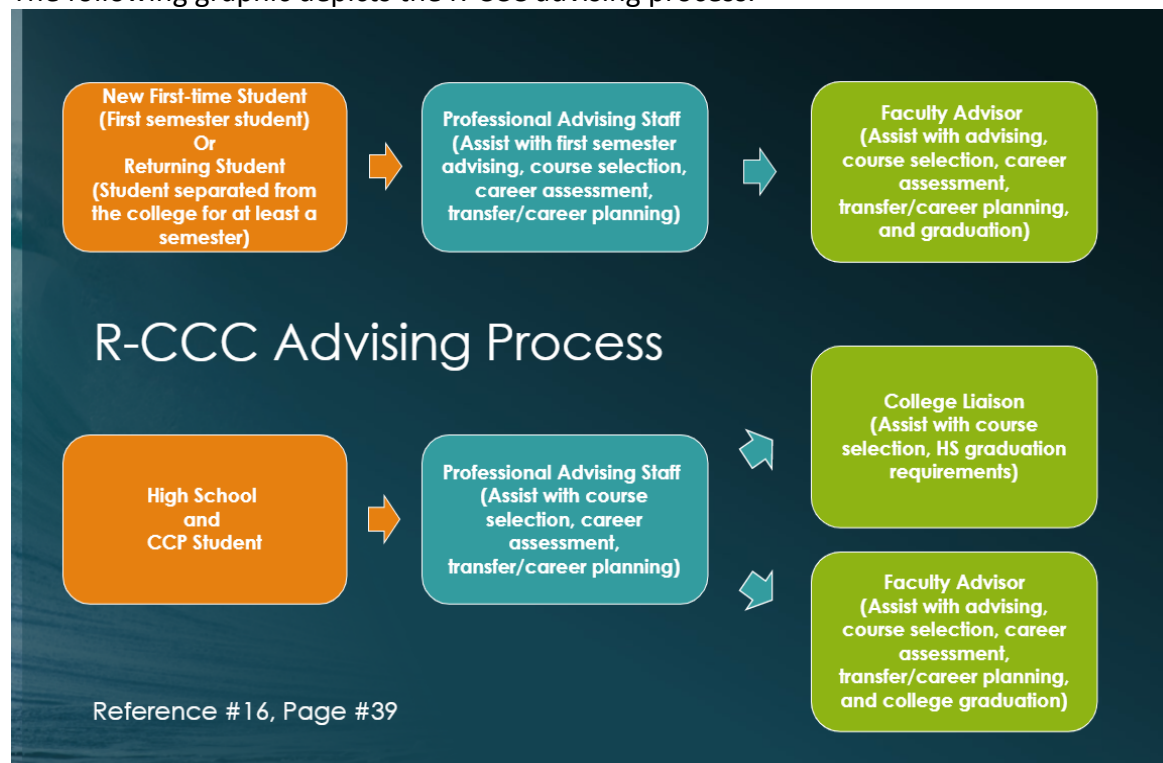
Limited number of Early Alerts	Established deadlines each semester for early alerts to support student success. College is requiring all faculty to maintain an up-to-date electronic gradebook that will allow accurate, automated AVISO alerts to be sent.
Limited reports on course completion rates/ Performance measure outcomes	Routine reports will be shared to inform progress
No program map/sequencing for all programs for full-time, part-time	Program maps will be available for all programs to assist advisee and advisor with planning
No program transfer maps	Transfer program maps will be established with universities we share articulation agreements with
No formalized professional development schedule	A 5-year professional development plan/schedule has been formalized and will be adapted to meet the needs of faculty and staff (Exhibit E)
Limited professional development provided on advising	A variety of sessions will be provided each year, NACADA conferences and SACSCOC conferences will be attended and Train the Trainer sessions held. Faculty and staff will provide input on type of training needed.
No repository is available to share resources, recordings or workshops, training materials	A dedicated repository will be established for all advising related resources, tools, training materials and workshop recordings.
Limited consistency in advising quality	Certification courses will be provided to ensure quality academic advising utilizing best practices.



### Structure

The primary difference between the former model and the current advising model is the identified structure of the process. There was not a formal advising model. The current advising model is a collaborative, shared split advising model where advisors support students as they

become proactive in making thoughtful, informed decisions about their own education. While the College continues to use a shared-split model, the QEP committee has clearly communicated the model to professional and faculty advisors through professional development and the advising handbook. The committee has determined that student advisees move from their professional advisors to their faculty advisors halfway through their first semester of enrollment with exceptions being made on a case-by-case basis in the best interest of the student. The following graphic depicts the R-CCC advising process.



### Collaborative

To enhance communication between professional and faculty advisors, all advisors must use AVISO to capture critical advising notes, to submit academic performance alerts, to motivate and encourage, and to direct to resources.

### Accountability

Faculty advisors are evaluated on advising through the faculty advising portfolio system. Faculty must document AVISO notes and a minimum expectation has been established for the number of contacts per student. The quality of advising will also be accessed through the annual administrative unit review process. Professional advisors' evaluations will encompass specific advising criteria to include number of alerts closed, the number of contacts per student, and quality of advising as measured by AVISO notes and student focus group feedback.

Advising support services are used throughout the student experience. Prospective students are evaluated via the intake form regarding their needs and desires towards advising support services. Students are then connected to a member of the Student Services Advising team where a plan is created. This enables R-CCC to surround the student with proactive support tailored to their individual needs. This may include transportation, applying for financial aid, residency determination, and researching grants and additional scholarships that can eliminate financial

barriers. With transparency while assessing students' academic journey, career assessments, via Career Coach offers intricate options on possible career paths, projection of salaries, listing of agencies and how hands on experience can assist them with securing their job of interest. Once a student declares a major, usually after the first semester, they are transitioned to their academic advisor who will continue to assist the student towards successful academic progress, graduation, transfer and employment opportunities.

A support system that begins upon looking at programs and evolves during their academic experience with the assignment of a success coach and/or assistance from TRIO Student Support Services. Intervention and intrusive advising strategies include guidance to navigate program requirements, utilization of AVISO software (Early Alerts, etc.), which allows the academic advisor or a member of the advising success team to engage in discussions, to schedule appointments, the building of rapport and respect, thus making it more likely that students will be engaged and actively communicate feeling their concerns are being heard, resources allocated to assist them with their completion of study.

The process of academic advising promotes the overall college mission by partnering faculty and staff with students as they work to attain academic and personal goals. This partnership is strengthened through a collaborative, shared split advising model where advisors support student as they become proactive in making thoughtful, informed decisions about the educational and career goals.

Academic advising is an integral part of the learning process. The desired outcome is that students learn to make increasingly independent choices as they move toward realizing their full potential. Advisors can support students in this process by providing guidance in the exploration of academic programs and career pathways, by encouraging the practice of self-discovery, and by acting as agents of referral to campus resources. Student check points and successes will be celebrated.

## **Student Advising Process**

Below is an overview of the student success roadmap:

- Register for Orientation
- Complete Career Assessment
- Review transfer equivalency
- Register for ACA 111 and ACA 122
- Complete Career Coach Software program
- Establish Academic Plan

**Meet regularly with assigned advisor for the following recurring:**

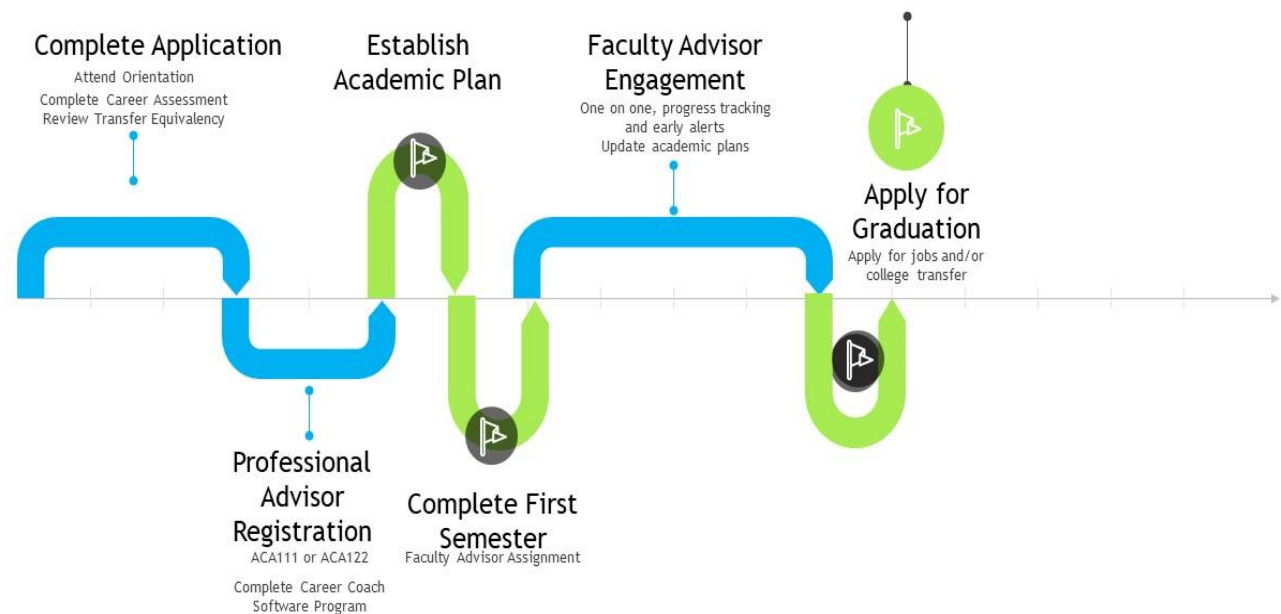
- Registering for classes/ Drop-Add
- Withdrawal Period
- Review mid-semester grades

- Identify resources for academic support
- Update Academic Plans
- Early Alert Referrals (if applicable)

#### Last semester:

- Apply for graduation
- Apply for jobs and/or college transfer

## Caps on the Wave Roadmap Success Points



## Career Planning

Career exploration begins at R-CCC's new student orientation. Student Services staff members lead students through the Career Coach software during orientation. Information about students' career profile is uploaded in Aviso so that the faculty and professional advisor are aware of the students' initial interests. Career interests are further explored in ACA 111, the college success course for AAS degree-seekers, and university interests and pathways are explored in ACA 122, the college success course for transfer students. Faculty and professional advisors are encouraged to continue the conversation about students' intended career goals, as career interests are often in flux throughout the college journey. Faculty advisors in particular have an important role to play in sharing insights about the students' chosen field and future profession. Good career

## Implementation Timeline

## Project Timeline and Responsibilities

[illegible]

[illegible]



## Budget

Over the course of the CAPS implementation, R-CCC has budgeted over 1.7 million dollars to ensure that the QEP has the appropriate resources for success.

The QEP Committee estimates that R-CCC will invest **\$ 1,725,241** in the proposed five-year period beginning with AY2022-2023.

The QEP budget is detailed below. Annual planning and evaluation of the QEP will provide an opportunity to adjust resources and budget allocations as needed.

Category	Description	AY 2022-2023	AY2023-2024	AY2024-2025	AY2025-2026	AY2025-2026
Marketing/ Technology	Advertising, signage, dedicated website space, social media ads/etc.	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00
Supplies and Materials	Office supplies and related expenses	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00
Training and Professional Development	Professional training, faculty training	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00
QEP Director	Stipend for QEP Director	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00
Aviso	Advising Software	41,000.00	41,000.00	41,000.00	41,000.00	41,000.00
Advising Director	Full-time Advising Director (salary and fringe)	83,000.00	83,000.00	83,000.00	83,000.00	83,00.000
Contingency funds	Funds in place for longer/higher than expected costs	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00
Advising staff	Part-time advising staff (2) (\$32 per hour)	61,440.00	61,440.00	61,440.00	61,440.00	61,440.00
Capital Investment Davis Building to Create Student Advising Center	Renovation of the Davis Building to establish Center		494,541			
Division Director, Transfer and Health Sciences (In-kind)	Portion of full-time salary and fringe	30,000	30,000	30,000	30,000	30,000
EMSI Career Coach	Software to help students find careers to match their strengths	4,000	4,000	4,000	4,000	4,000
CCSSE Survey	Survey that asks about practices correlated with retention	5,000	5,000	5,000	5,000	5,000
<b>Totals</b>		<b>246,140</b>	<b>740,681</b>	<b>246,140</b>	<b>246,140</b>	<b>246,140</b>

## **Budget Narrative**

**Marketing-** Funds have been set aside for marketing CAPS on the Wave. The college employs a marketing coordinator who will promote CAPS on the Wave. Costs associated with marketing such as printed banners, promotional items, printing/duplicating costs are included in this budget category.

**Supplies and Materials-** General office supplies are included in this budget category.

**Training and Professional Development-** Funds have been appropriated for ongoing professional development for advisors, faculty and staff. This funding will also cover SACS COC conference meetings, NACADA conferences, etc. Certification Course expenses are included in this budget category.

**QEP Director-** The QEP Director receives a stipend and release time from teaching to ensure time for QEP responsibilities

**Aviso-** Watermark higher education software to provide transparency, document engagement and provide insights to improve student success outcomes.

**Advising Director-** This new position was funded by the college to lead the advising function. Payscale lists a \$47,026 average based salary for full-time Academic Advisors. The QEP budget includes an annual salary of \$50,000 and \$33,000 is allocated for the full-time benefits package.

**Contingency Funds-** Funds are reserved to address any unforeseen increases, additional items, software, technology, or personnel costs/benefits.

**Advising Staff-** Two professional part-time Advisors will be hired to support the Advising Director beginning in 2024. In order to ensure competitive salaries, market research was conducted. ZipRecruiter indicates the average salary in the United States for part-time academic advisors is \$23 per hour. The average salary per month in the United States is 3,968 monthly and \$3,532 in Ahoskie. The QEP budget includes an hourly salary of \$32.00 per hour for part-time instructors to offer a competitive wage. In addition, the college received grant funding to support advising with a minority male success coach who will work closely with advising staff.

**Capital Investment- Davis Building-** This project will create advisor offices, meeting spaces, and serve as the central hub for advising. The college has obtained a current cost estimate from Michael Bradley Development, LLC to renovate the Davis Building for \$494,541 creating a space dedicated as the advising hub on campus.

**Division Director, Transfer and Health Sciences-** (in-kind portion) The Division Director will actively support students who aspire to transfer. The Division Director will be involved in program mapping to colleges that we have current articulation agreements with. The Division Director works closely with local high school counselors to help dual enrollment students reach their transfer goals.

**EMSI Career Coach-** Software license to provide prospective and new students with information on programs that match their interests and skills. Information on local labor market demand and

average wages are included. This will assist students with making informed program selection decisions.

**CCSSE Survey-** The Community College Survey of Student Engagement will be deployed each Spring. This survey is focused on student engagement and will allow us to compare student feedback to previous administrations at the college as well as national norms.

## Assessment Plan

Roanoke-Chowan Community College engages in ongoing, comprehensive, and integrated research-based processes that focus on institutional quality and effectiveness and incorporated a systematic review of institutional goals and outcomes consistent with its mission. The college planning processes are ongoing, comprehensive, integrated (informing budget decisions) and data driven.

The college's QEP was initiated during the 2015-2021 Strategic Plan and clearly aligns with the Institutional Goal # 1, Students: "Provide resources and services to meet the academic, economic, social, career and leadership needs of a diverse student population. In recognition of the college's ongoing commitment to student support in the form of services, a similar institutional goal was also developed for the most current Strategic Plan, 2022-2026. Goal three focuses on enrollment management, with a specific strategic objective of "Increasing student support and student success.

Helping students explore career pathway options that match their skills, abilities and interests and providing them with the critical support and steps to reach their goals is vital to the success of CAPS on the Wave. Out of this need, three overall goals were defined:

- **Goal 1: To support and assist students in exploring career pathways and the selection of an academic program.**
- **Goal 2: To facilitate ongoing engagement to assist students' progress toward completing their academic and/or transfer goals.**
- **Goal 3: To support quality advising through ongoing professional development and relevant support tools.**
- 

To achieve these goals, R-CCC identified the following learning outcomes:

- **SLO 1 Students will explore career pathways and make an informed program decision.**
- **SLO2 Students will complete an academic or transfer plan for program of study.**
- **SLO3 Students will achieve progress toward academic and/or transfer goals.**
- **ALO4 Advisors will be knowledgeable about best practices in advising through on-going professional development and certification opportunities.**

## QEP Assessment Plan

The three goals and related student outcomes are below. Each assessment method is tied directly to a learning outcome that related to the overall CAPS Goal as well as the activities to be implemented. Routine assessment will help the committee determine if strategies and interventions are contributing to the overall goals of CAPS. The effectiveness of the QEP will be assessed by direct and indirect measures and it is embedded in ongoing, integrated college-wide planning model and evaluation processes.

<b>QEP GOAL 1</b>	<b>Career Pathway and Goal Establishment</b> To support and assist students in exploring career pathways and the selection of an academic program.		
<b>SLO 1:</b>	<b>Activities</b>	<b>Assessment and Timeline</b>	<b>Task Owners Involved</b>
Students will explore career pathways and make an informed program selection.	Students will take a career assessment as part of the admissions and onboarding process.	2023: Baseline will be established based on percentage of students who select a program of study consistent with their assessment results. Goal is to reduce the percentage of students who change majors in first term by 2% annually.	Student Services Team Advising Team
		2027: Decrease from 26% (2021 baseline) to 16% of students answering “never” on CCSSE 4I. (Have you talked about career plans). Decrease by 2% each year.	Assessment Team
<b>SLO2:</b> Students will complete a career, academic or transfer plan for program of study.	Students will complete Lightcast Career Coach.	2023: Establish Emsi/Lightcast usage baseline. Ongoing: Increase the percent of students completing Career Coach assessments by 2% each year.	Advising Team
	Advisors will assist students in their career decision and establish an academic or transfer plan.	2023: Baseline will be established on percentage of students who complete an academic plan in Aviso by the end of the first semester. Increase goal will be established based on baseline results.	Advising Team Instruction Team

GOAL 1 Activity Timeline	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026	Fall 2026	Spring 2027	Fall 2027
Require Career Assessment as part of onboarding										
CCSSE benchmark related to talking about career plans										
Lightcast Career Coach requirement										
Career decision and plan establishment										

<b>QEP GOAL 2</b>		<b>Improve Student Engagement</b> To facilitate ongoing engagement to assist students' progress toward completion of academic and/or transfer goals.	
<b>SLO 3</b>	<b>Activities</b>	<b>Assessment and Timeline</b>	<b>Task Owners Involved</b>
SLO3: Students will achieve progress toward academic and/or transfer goals.	ACA course will be redesigned and will be taken by all first-time students.	2023 Baseline established for redesigned ACA Course Success rate. Goal is to increase pass rate by 2% each year.	QEP Team
	Create program maps for each pathway	2024: Complete Phase one of program for full-time students 2025: Complete Phase two of program pathways for part-time 2026: Complete Phase three for transfer	Instruction Team Advising Team Marketing Team
	Student Success Measures will be analyzed	2023: Curriculum Completion (PM5) Baseline: 58.6% Goal is to increase by 2% annually 2027: 60.1%  Annually: Transfer Performance (PM7) Baseline: 79.2% Goal is to increase by 2% annually 2027: 91.2%	Assessment Team
	Require regular and on-going interaction between advisors and	Ongoing: Require three touch points with students and advisors each semester. (Aviso reports will be utilized each semester)	QEP Team Advising Team
		2027: Decrease from 45% (2021 baseline) to 35% of students answering "never" or "one time" on CCSSE item 12.1a (frequency of use of academic advising/planning services). Decrease 2% each year.	Assessment Team

GOAL 2 Activity Timeline	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026	Fall 2026	Spring 2027	Fall 2027
ACA Course Redesign complete										
Advising Manual Checklist Utilization										
Complete Program Maps			Phase 1	Phase 2		Phase 3				
Analyze Student Success Measures										
Require three touch points each semester										
Conduct CCSSE Survey to gather feedback										

<b>QEP GOAL 3</b>	<b>Ensure Effective Advising Practices</b> To support quality advising through ongoing professional development and relevant support tools.		
<b>ALO 4</b>	<b>Activities</b>	<b>Assessment and Timeline</b>	<b>Task Owners Involved</b>
Advisors will be knowledgeable about best practices in advising through ongoing professional development and certification obtainment.	Advisors complete Career Certification Course	2024: 80% of advising staff and faculty obtain certification. Goal is to increase 2% annually.	Committee Chair Advising Team
		2023 and ongoing: Evaluation survey of advisors completing Certification Course: Baseline will be established related to direct impact on student advising. Increase goal will be established based on baseline results.	Advising Team Committee Chair
	Provide on-going professional development opportunities and a repository of tools and resources to meet advising needs.	Ongoing : 5 professional development opportunities will be provided each year related to advising and/or tools.	Advising Team
		Ongoing: 80% of faculty and staff will complete the required annual advising professional development and training hours annually. Goal is to increase completion by 2% annually. New hires will be included in their first year.	Advising Team
		2023: Determine advising resource and training needs. 2025: Distribute tools and resources in repository.	Committee Chair Assessment Team QEP Team



GOAL 3 Activity Timeline	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026	Fall 2026	Spring 2027	Fall 2027
Advisors complete Certification Course										
Provide ongoing professional development										
Determine advising resource and training needs										
Establish repository for resources and tools	Repository established									

## Institutional Challenges and Strategy Crosswalk

<b>Goal 1</b> To support and assist students in exploring career pathways and the selection of an academic program.		
<b>Learning Outcomes</b>	<b>Institutional Challenges</b>	<b>Related Activities/ Strategy crosswalk</b>
SLO1 Students will explore career pathways and make an informed program decision.	No staff member dedicated to career coaching or advising.	Director of Advisement hired FY23 to oversee the process of advisor assignment.
	Orientation did not include an intake form to determine students' interests or career component. All students were not attending orientation. Students not aware of all programs that match their interests/skills or available resources.	Required orientation will provide information on the value proposition for enrolling at R-CCC, and a program pathway that matches interests and abilities through providing career focused orientation, pre-advising sessions for undecided students, career exploration, career assessment, etc.
	No building or center designated for the advising/onboarding function.	The renovation of the Davis Center will provide an advising hub on campus and will allow a designated space for onboarding and advising.
SLO2 Students will complete an academic or transfer plan for program of study.	Students not required to complete an academic plan.	Students are required to complete a two-year plan. Plans are uploaded into Aviso.
	Limited career focus in Student Success ACA courses. Students not required to utilize Career Coach	A redesign of ACA 111 and 122 (transfer) includes a focus on career goals and incorporates use of Lightcast EMSI Career Coach

<b>Goal 2</b> To facilitate ongoing engagement to assist students' progress toward completing their academic and/or transfer goals.		
<b>Learning Outcomes</b>	<b>Institutional Challenges</b>	<b>Related Activities/ Strategy crosswalk</b>
SLO 3 Students will achieve progress toward academic and/or transfer goals.	No required number of touch points between advisor and advisee.	A minimum of three touch points per semester has been established.
	No Advising Manual or resource for faculty related to advising.	Advising Manual with a checklist was established for the Advisor and Advisee to serve as a resource.
	Limited number of Early Alerts – not utilized to support good advising or student success.	Early Alert deadlines established.
	Limited reports on course completion/performance measures.	Analysis of success rates by course and performance measures will be shared and distributed.
	No clear process on program mapping/sequence in congruence with student interests/skills.	Program maps to be established for full-time, part-time and as part of CAPS.
	Transfer rate is low in comparison to state outcomes	Transfer maps will be established to align with our articulation agreements. Transfer intent will be loaded into Aviso.

<b>Goal 3</b> To support quality advising through ongoing professional development and relevant support tools.		
ALO 4	No annual professional development schedule.	Schedule developed and implemented, allowing for advisor input on future training needed.

Advisors will be knowledgeable about best practices in advising through on-going professional development and certification opportunities.	Limited advising focused sessions offered annually.	Requiring a minimum number of professional development sessions each year, offering a variety of evidence based professional development best practice sessions.
	No repository to share information/training materials.	Creating a repository of advising resources and training materials to support the advising process.
	No requirement for certification of advisors to ensure quality.	Implementing certification of advisors and survey feedback for continuous improvement.

### **Incremental Progress**

Assessment benchmarks have been established along with a timeline for monitoring. The process will include tracking incremental progress toward our final established goals over a five year period and include multiple reporting checkpoints on the way. Goals may need to be adjusted during the year if things are progressing more rapidly than expected as well as if they are not. Missed benchmarks may signal a need for additional support, activities, and/or professional development. The QEP Committee will meet routinely to review data, reflect and make timely decisions for interventions if needed. Results will be used to inform planning and identify areas of opportunity.

### **Goal/ Activity Implementation Plan**

#### **Goal 1. To support and assist students in exploring career pathways and the selection of an academic program.**

According to the National Alumni Career Mobility Annual Benchmark Report, research has demonstrated that career advising is one of the most likely support practices that increases career mobility. Hull-Banks notes students who create career related goals are more likely to make positive persistence decisions than those who do not (2020).

A Director of Advising was hired to provide support for students who are undecided on their program or transfer goals. The Director of Advising will be trained in Career Coach software so that they can provide career development support. The Director of Advising will work closely with the Student Services Team and to revamp the orientation for new students to include an intake assessment to determine students interests. The college will move away from a registration-based admission sessions into a more focused approach. This career focused orientation will share information on pathways and embedded certificates, diplomas, degrees and transfer options available to help students make informed program selection upon enrollment which can have a significant impact on their academic journey.

The Davis Center will be renovated in order to provide a dedicated space on campus for orientations, career exploration, advising workshops, and one-on-one meetings. The space will promote growth and development of students as they select programs, develop educational plans and choose career and/or transfer goals. This supportive environment will provide a space for support, encouragement, and assistance for students throughout their time at R-CCC.

Students will utilize Career Coach software from EMSI/ Lightcast. The college has purchased a license for the software that can be utilized to research careers that match their interest and see the average earnings, projected demand and the program credentials needed to secure employment. This software can assist new and prospective students in the identification and selection of a career pathway.

The freshman ACA 111 and ACA 122 courses will be redesigned and focus on careers. As part of this course, students will develop a two-year career plan. These plans show a pathway for completing a credential at the college, employment and/or transfer goals.

**Goal 2. To facilitate ongoing engagement to assist students' progress toward completing their career, academic and/or transfer goals.**

The linkage of effective advising's correlation with a positive impact student on student success—academic performance, persistence, completion, and transfer success—is supported by the literature. Advising is only second to teaching. (O'Banion, 2013). As noted in the literature review, "it is through academic advising that students acquire the knowledge and learn the skills and predisposition to successfully navigate the educational environment and earn a degree" Smith & Allen (2012, p. 1). Mu & Fosnacht (2019) also recognize the significance of advising and posit that the full extent of advising's impact may not be known owing to "spillover effects" (p. 1301). Light notes that "Good advising may be the single most underestimated characteristic of a successful college experience" (as cited in Elliot, 2020, p. 105). As the research indicates, students' ability to connect positively to the college environment and to build connections and systems of community are critical to student persistence and completion—all necessary precursors to transferring to university.

The college recognizes that knowing which classes to take is not the extent of advising needed to support students in their educational journey. Students who are advised are more engaged. The structure of required touch points and deadlines for early can have a positive impact on outcomes. Pascarella & Terenzini reveal that effective academic advising is recognized as the cornerstone to academic retention. A minimum of three touch points each semester has been established to facilitate ongoing advising. Academic advising has a strong correlation with student success and has been linked to student satisfaction and understating the connections between their educational activities and goals. (Fosnacht et al., 2017)

The roles of advisors and advisees in providing students' focused academic advising are clarified through the Advising Manual. Expectations and checklists are included to improve engagement and improve consistency.

The college has developed a proactive approach to Early Alerts by now establishing deadlines prior to the mid-point and requiring up to date grade book maintenance that enables the Aviso software to send out automatic notifications to provide additional support.

To support the work and inform progress course completion rates and performance measures will be shared. A designated share point will be secured to provide transparency in the process and provide internal stakeholders with timely information that can be used in decision-making.

Advising program maps will be established by program for part-time and full-time students that will include suggested schedules, gatekeeper courses that will help students stay on track and graduate on time, future education opportunities and career wage and outlook information.

Transfer maps will be established for all articulation agreements to ensure congruence and help students maintain momentum toward goals. Transfer intent and program map information will be loaded into Aviso to provide college-wide advising transparency.

The Community College Survey of Student Engagement will be deployed annually during the Spring semester to gather feedback from our students on behaviors that are correlated with retention and identify areas for opportunity.

**Goal 3. To support quality advising through ongoing professional development and relevant support tools.**

Professional development requirements have been established related to advising. A five year professional development plan has been established and approved that provides training on evidence-

based best practice strategies. To prepare advisors and ensure consistent quality advising, at least 5 sessions annually will focus on resources and tools that assist with the advising function. Evaluations will be conducted on training sessions and results will be utilized for continuous improvement and the identification of future professional development needs. R-CCC will require advisors to complete a Certification Course which can play a critical role in supporting student success.

A repository will be established to share information, training materials and recordings of professional development sessions. Categories will include Advising Events and Workshops, Early Alert Resources, Student Success Resources, Academic Success Resources, Program and Transfer Maps, Career Orientation Resources and Certification Course Resources.

In addition to local professional development, advisors will have the opportunity to attend NACADA conferences to bring back information to share in Train the Trainer workshops.

### Advising Professional Development

A five year professional development plan has been established to meet the needs of faculty and staff. The schedule will be adapted to meet the needs of faculty and staff, as needed. (Exhibit H) Funds have been set aside for QEP team members to attend NACADA conferences. Train the Trainer sessions will be held to share information. To assess the professional development sessions a brief survey will be sent out to ask the following:

Choose one:  
Faculty | Staff

Participant Satisfaction (1 Poor -5 Excellent)

- PD was well organized?
- PD proceeded at an effective pace?
- Objectives for the PD were clearly stated
- Necessary materials were provided or made available

Impact on Professional Practice (1 Poor -5 Excellent)

- This activity provided skills needed to analyze and use supportive resources in decision making for advising.
- This activity provided information on aspects of advising specific to my role at the college

Comments

- What knowledge have you gained or had been reinforced through this PD? How do you plan to implement it in the future?
- What information was of the best value for you?
- Share any additional comments or concerns.


An Assessment and Accountability for Advisors Deliverables plan has been developed and is included in Appendix H.

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## Appendix A- Strategic Planning Goals and Priorities

The goals for the strategic plan grew out of a very inclusive process of focus group discussions. The focus groups represented Board members, administrators, faculty, staff, students, community groups and business leaders. Each stakeholder was asked to provide input on various aspects of the institution, including what the goals and priorities of Roanoke-Chowan Community College should be going forward. There was approximately ninety-five percent congruency among the various groups. This reality bodes well for the successful implementation of the plan. The goals that emerged are listed below:

- Goal I: Institutional Stability
- Goal II: Marketing and Branding
- Goal III: Enrollment Management
- Goal IV: Program Expansion
- Goal V: Community Engagement

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*The goals for the strategic plan grew out of a very inclusive process of focus group discussions.*

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**Goal 1: Maintain institutional stability through sound management of human and fiscal resources.**

Maintain Institutional Stability		
Strategic Objectives	Action Steps	Indicators of Success
1.1 Recruit and retain exceptional administrators, staff, and faculty	<ul style="list-style-type: none"> <li>• Develop a professional development program</li> <li>• Conduct a Campus Climate survey</li> <li>• Strengthen the onboarding program</li> </ul>	<ul style="list-style-type: none"> <li>• Number of personnel hired and retained: <ul style="list-style-type: none"> <li>• <b>Recruitment Baseline:</b> 15</li> <li>• <b>Retention Baseline:</b> 80%</li> <li>• <b>Target:</b> Increase retention by 2% year over year</li> </ul> </li> <li>• Amount of dollars dedicated to professional development.</li> <li>• Number of personnel taking part in professional development activities: <ul style="list-style-type: none"> <li>• <b>Baseline:</b> 80%</li> <li>• <b>Target:</b> 100%</li> </ul> </li> </ul>
1.2 Annual implementation of the planning and budgeting process	<ul style="list-style-type: none"> <li>• Budget is linked to the priorities of the institution</li> <li>• Implement budget hearing for all units</li> <li>• Develop training, forecasting, and budget reports</li> </ul>	<ul style="list-style-type: none"> <li>• Budget is linked to the goals and action steps in the strategic plan</li> <li>• Allocation of dollars directly linked to priorities</li> <li>• Submission of financial reports tied to assessment</li> </ul>
1.3 Enhance technologies in all aspects of institutional operations	<ul style="list-style-type: none"> <li>• Develop a technology plan</li> <li>• Upgrade technology across the campus</li> <li>• Work with the county and the state to address bandwidth and connectivity issues</li> </ul>	<ul style="list-style-type: none"> <li>• A completed technology plan</li> <li>• All processes evaluated and streamlined where possible</li> <li>• Number of systems and labs upgraded</li> <li>• Actual increase in bandwidth and wireless access</li> <li>• Number of technology upgrades each year</li> <li>• Reports on responses and timeliness to helpdesk request</li> </ul>
1.4 Maintain financial stability	<ul style="list-style-type: none"> <li>• Maintain compliance with all state and federal policies</li> <li>• Budget and fund only agreed upon priorities</li> <li>• Enhance enrollment in existing programs</li> <li>• Reevaluate all contracts and vendor relations</li> </ul>	<ul style="list-style-type: none"> <li>• Clean biannual audits</li> <li>• Actual budget reports for each unit with spending tracked in real time</li> <li>• Finalized Enrollment management plan with specific targets for existing programs</li> <li>• Other revenue streams identified and tapped</li> <li>• Increase in net assets</li> </ul>
1.5 Increase Funding	<ul style="list-style-type: none"> <li>• Revitalize the Foundation</li> <li>• Renegotiate current contracts</li> <li>• Increase FTE</li> </ul>	<ul style="list-style-type: none"> <li>• Number &amp; percent of funds raised annually from new and difference sources</li> <li>• Number of contracts renegotiated, and the amount of dollars saved</li> <li>• FTE and performance funding increases</li> </ul>

	•	•
1.6 Address deferred maintenance	<ul style="list-style-type: none"> <li>• Renovate the industrial building and repurpose to Universal Technical Training Center</li> <li>• Renovate the Freeland building and repurpose as the Allied health building</li> <li>• Prioritize deferred maintenance and budget accordingly</li> </ul>	<ul style="list-style-type: none"> <li>• Completed renovation of the industrial building</li> <li>• Expanded capacity in Allied health labs</li> <li>• Number of deferred maintenance projects finished</li> </ul>
1.7 Construct new facilities	<ul style="list-style-type: none"> <li>• Construct a cross functional Fine Arts Building</li> </ul>	<ul style="list-style-type: none"> <li>• Completed Fine Arts Building</li> </ul>
1.8 Maintain accreditation	<ul style="list-style-type: none"> <li>• Engage in the ongoing process of self-assessment for continuous improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Remain in good standing with SACSCOC to assure constituents and public of quality and integrity of R-CCC</li> </ul>

## 2. Establish a distinctive brand and image that reflects the unique characteristics and values of the service area

Marketing and Branding		
Strategic Objectives	• Action Steps	Indicators of Success
2.1 Develop a brand that resonates with the campus, community, business, and students (current and potential)	<ul style="list-style-type: none"> <li>• Poll internal and external stakeholders to determine perceptions of the College</li> <li>• Develop and communicate the Roanoke-Chowan Community College brand to increase knowledge and visibility of the college</li> <li>• Revise the website to communicate the brand</li> <li>• Market the brand for institutional support and recruitment</li> </ul>	<ul style="list-style-type: none"> <li>• Finalize poll and act on findings</li> <li>• A fully developed and standardized college brand</li> <li>• Brand communication plan developed and implemented</li> <li>• Constituents, industry &amp; business leaders' feedback on campus image</li> <li>• A completed revised website</li> </ul>
2.2 Image Building	<ul style="list-style-type: none"> <li>• Create a positive image and communicate to all constituents of the college</li> <li>• Cultivate internal workplace satisfaction</li> <li>• Increase social media presence</li> </ul>	<ul style="list-style-type: none"> <li>• Revamped website</li> <li>• Implement internal satisfaction surveys and act on findings</li> <li>• Number of persons accessing social media accounts</li> <li>• Number of reposts and "Likes"</li> <li>• Number of events that are live streamed</li> </ul>

### Goal 3: Increase student access and success.

Enrollment Management		
Strategic Objectives	Action Steps	Indicators of Success
3.1 Increase the enrollment to an optimum level to sustain the institution	<ul style="list-style-type: none"> <li>• Develop a student profile for Roanoke-Chowan Community College to target students likely to succeed at the institution</li> <li>• Develop an Enrollment Management Plan to manage recruitment, retention, and graduation of students to reach the following targets: 1000 FTE as a high, 875 mid, and 645 as low targets.</li> </ul>	<ul style="list-style-type: none"> <li>• Publish the student profile to all internal personnel</li> <li>• Implement a holistic Enrollment Management Plan</li> <li>• Increased diversity in the student population</li> <li>• Improved student outcomes for diverse learners</li> </ul>
3.2 Increase Student Support and Student Success	<ul style="list-style-type: none"> <li>• Assess the needs of students and the campus climate</li> <li>• Develop a student intake form to proactively identify and respond to student resource needs.</li> <li>• Create a holistic student support system, inclusive of checkpoints for intrusive advising.</li> <li>• Develop a system for measuring the quality and effectiveness of academic advising.</li> <li>• Support ongoing professional development in advising.</li> </ul>	<ul style="list-style-type: none"> <li>• Number and quality of student support programs</li> <li>• Number of student referrals to resources and student use of resources</li> <li>• R-CCC transfer performance measure: <ul style="list-style-type: none"> <li>• <b>Baseline: 79.2</b></li> <li>• <b>Target: 91</b></li> <li>• Rationale: Reach System excellence level</li> </ul> </li> <li>• R-CCC performance measure English: <ul style="list-style-type: none"> <li>• <b>Baseline: 69.2</b></li> <li>• <b>Target: 70</b></li> <li>• Rationale: Reach System excellence level</li> </ul> </li> <li>• R-CCC math performance measure: <ul style="list-style-type: none"> <li>• <b>Baseline: 44.2</b></li> <li>• <b>Target: 54.5</b></li> <li>• Rationale: Reach System excellence level</li> </ul> </li> <li>• Results of student satisfaction survey of support services</li> <li>• Hire advisors</li> <li>• Professional development in advising and career counseling, with faculty evaluating the PD as highly effective</li> <li>• Establishment of an evaluation system for advising</li> </ul>
3.3 Program enhancements to increase enrollment	<ul style="list-style-type: none"> <li>• Expand and develop new continuing education programs</li> <li>• Creation of additional articulations between CE and CU.</li> </ul>	<ul style="list-style-type: none"> <li>• New programs in electrical (Nucor), hospitality, culinary, marines skills training, construction, plumbing</li> <li>• CAAHEP/CoAEMSP accreditation</li> <li>• Number of CE to CU credits</li> </ul>



*Figure 6: R-CCC Early College graduate*

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*Create a holistic student support system, inclusive of checkpoints for inclusive advising*

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**Goal 4: Develop and revise existing programs to meet labor market demands and to ensure graduates can earn a living wage.**

Program Expansion		
Strategic Objectives	Action Steps	Indicators of Success
4.1 Ensure Program Quality	<ul style="list-style-type: none"> <li>Conduct program reviews on a three-year cycle</li> <li>Conduct general education assessment through General Education Council each June.</li> <li>Review of NCCCS performance measure data.</li> <li>Conduct annual assessment of academic programs</li> </ul>	<ul style="list-style-type: none"> <li>Institution-wide program review within the cycle</li> <li>Number of programs purged and/or redesigned from the College's offerings</li> <li>Number of students meeting or exceeding general education outcomes</li> <li>At or above excellence level on NCCCS performance measure data</li> <li>Students' attainment of program learning outcomes (majority meeting or exceeding expectations as indicated on rubrics)</li> </ul>
4.2 Provide programs that address industry and workforce development needs	<ul style="list-style-type: none"> <li>Conduct an industry and workforce development needs assessment and align new certificates and programs to those needs</li> <li>Identify businesses and industries that will financially support workforce programs to meet workforce needs</li> <li>Develop new LPN</li> <li>Develop new certificates and programs in the following areas: electronics, advance manufacturing</li> <li>Strengthen existing programs in early childhood, emergency management, criminal justice, and mechatronics</li> </ul>	<ul style="list-style-type: none"> <li>Completed needs assessment</li> <li>Number of businesses and industries that sign agreements with the College to support certificates or academic programs</li> <li>Number of programs supported by business and industry partners</li> <li>Number graduates hired by industry partners</li> <li>Number of academic programs and certificates created to meet workforce and community needs and demand</li> <li>Number of repackaged programs to meet business and industry needs</li> <li>Number of stackable credentials created</li> </ul>

**Goal 5: Support the growth and the development of the community's workforce and partnerships.**

Community Engagement		
Strategic Objectives	Action Steps	Indicators of Success
5.1 Enhance the engagement of the community with the college	<ul style="list-style-type: none"> <li>• Determine the intersection of community and college needs</li> <li>• Implement a brand and image project</li> <li>• Create an e-blast to the community to keep them informed about the campus and its events</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a community engagement survey</li> <li>• Number of forums sharing and discussing the brand</li> <li>• The creation of a "Signature" event that the community can embrace</li> <li>• Number of campus events attended by the community</li> <li>• Number of events the President and staff attend in the community</li> <li>• Number of community leaders and business and industry partner receiving the e-blast</li> </ul>
5.2 Increase partnerships with business and industry	<ul style="list-style-type: none"> <li>• Revive industry and business councils for each academic and workforce program</li> <li>• Continue quarterly roundtable meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Take an inventory of industry and business councils</li> <li>• Number &amp; percent of business/industry partners added each year</li> </ul>
5.3 Increase partnerships with K-12	<ul style="list-style-type: none"> <li>• Create a new push for Early College to increase numbers</li> <li>• Increase opportunities for 7th-12<sup>th</sup> grade students to attend campus events</li> <li>• Increase opportunities for high school counselors to interact with college staff</li> </ul>	<ul style="list-style-type: none"> <li>• Number of Early College Students enrolled compared to prior year</li> <li>• The number of activities K-12 students attend on campus</li> <li>• The number of activities counselors engage with staff on a yearly basis.</li> </ul>

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*Action Steps: Enhance the engagement of the community with the college*

*Increase partnerships with business and industry*

*Increase partnerships with K12*

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*Figure 7: Mission-related Program in Nursing*





**Roanoke-Chowan Community College  
Advising Manual  
2002-23**



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## Purpose of Advisement Manual

R-CCC's Quality Enhancement Plan is ***CAPS on the Wave: Fostering Student Success Through Excellence in Advising***. The *R-CCC Advising Manual* is one of the outcomes of the college's renewed focus on advising, along with more consistent, effective professional development in best advising practices.

The manual is intended to help advising staff and faculty advisors effectively serve students. Suggestions or comments about the contents of the manual may be conveyed to the AVP of Student Services.

### College Mission and Advising

Roanoke-Chowan Community College, a member of the North Carolina Community College System and located in Hertford County, is a public, two-year institution of higher education offering associate degrees, diplomas, certificates, college and career readiness, and customized business and industry training in a variety of delivery modes promoting public service, transfer, and workforce development for a diverse student body, leading them to contribute to the vitality of an increasingly global community.

The process of academic advising promotes the overall college mission by partnering faculty and staff with students as they work to attain academic and personal goals. This partnership can be strengthened through a collaborative, shared split advising model where advisors support students as they become proactive in making thoughtful, informed decisions about their own education.

### A Note About Using the Advising Manual

A copy of the current *R-CCC Catalog* includes many items in this manual. All information which is published in the catalog is referenced in the manual rather than repeated unless deemed important to repeat and otherwise noted.

Occasionally, problems or situations arise that are above and beyond the expertise and scope of training of the advisor being presented with the problem. In this event, advisors should not hesitate to refer students to Student Services for additional assistance.

## Advising Populations

The procedures contained in this manual provide guidelines to be used by all advising staff and faculty advisors whose duties include academic advising. Advising services are delivered to various student populations at key intervals during enrollment. Advising practices are the same for online learners, though advising sessions are often virtual.

### New Students

R-CCC has established enrollment steps information to guide new students who are interested in taking college-level, credit courses. Advising is an integral part of the enrollment process.

New students must participate in new student orientation. New students are advised by staff in the Student Services Division located in the Student Services Building. During their first semester, new students who are admitted to a program will be assigned a faculty advisor in their academic area.

### Special Credit, Non-Degree

These students take only a few courses (no more than 18 credit hours total) and are not pursuing a college degree, diploma, or certificate program at R-CCC. These students sometimes transfer credits to another college or enroll in courses for personal enrichment and are advised by the curriculum registrar.

## Returning Students

Students who previously applied to or were enrolled in R-CCC and are returning after an extended absence of two or more semesters must reapply by completing a new online CFNC application. Returning students are individuals who have been admitted to a program during a previous semester and have enrolled in courses at least once during the previous two semesters. Returning students are advised by a faculty advisor. *In the event that a student has a program change or does not successfully complete a course during the summer, returning students may receive advising services in the Student Services Office.*

## Advising Philosophy

### Overview

Academic advising is an integral part of the learning process. The desired outcome is that students learn to make increasingly independent choices as they move toward realizing their full potential. Advisors can support students in this process by providing guidance in the exploration of academic programs and career pathways, by encouraging the practice of self-discovery, and by acting as agents of referral to campus resources.

Effective academic advising will lead students to the following:

- Students will identify clear goals and establish an educational and career plan with defined goals based on their personal interests and abilities.
- Students will engage with advisors routinely to achieve academic success.
- Students will achieve measurable progress toward their educational and career goals.
- Assess interests, abilities, and career goals.
- Define their educational objectives.
- Understand the courses required to complete a degree and register for courses appropriate to their skill levels and program of study.
- Be knowledgeable about various policies and procedures.
- Develop strategies to be successful in the college environment and beyond.

Academic advising is one of the most important partnerships a student will form while in college. To meet advising objectives, both the advisor and the student must be engaged participants.

Advisors should help students understand education and graduation requirements, explore academic and career options, set goals, and make informed decisions about the R-CCC course schedule and educational plan. Advisors should also adhere to the principles and guidelines outlined by The Council for the Advancement of Standards in Higher Education (CAS) and the National Academic Advising Association (NACADA), which include the following:

- Advisors work to strengthen the importance, dignity within the academic setting, potential, and unique nature of each individual.
- Advising, as part of the educational process, involves helping students develop a realistic self-perception and successfully transition to the postsecondary institution.
- Advisors encourage, respect, and assist students in establishing their goals and objectives.
- Advisors seek to gain the trust of their students and strive to honor students' expectations of academic advising and its importance in their lives.

### Advising Ethics

Advisors' work should be grounded in the knowledge that students:

- Have diverse backgrounds that can include different ethnic, racial, domestic, and international communities; sexual orientations; ages; genders and gender identities; physical, emotional, and psychological abilities; political, religious, and educational beliefs

- Are responsible for their own behaviors and the outcomes of those behaviors.
- Can be successful based upon their individual goals and efforts.
- Have a desire to learn.
- Have learning needs that vary based upon individual skills, goals, responsibilities, and experiences.
- Use a variety of techniques and technologies to navigate their world.

*Students bring unique experience, expectations, and knowledge to the advising process – each advising partnership will be different.*

All professionals who engage in academic advising must ensure that students are provided access to services on a fair, equitable basis. Advisors must avoid any personal conflict of interest so they can deal objectively and impartially with persons within and outside of the institution. Advisors must not participate in any form of harassment that demeans persons or creates an intimidating, hostile, or offensive environment.

All advisors must recognize the limits of their training, expertise, and competence and perform only those functions for which they are qualified. Advisors should refer students in need of further expertise to persons possessing appropriate qualifications. Advisors must ensure the accurate presentation of information to the public, students, parents, colleagues, and subordinates. Advisors must not provide counsel or aid students in circumventing institutional policies or regulations. When confronted with situations in which students have violated or circumvented established policy or norms, the advisor is obliged to address the issue and to refer students to the appropriate person or program.

### **Advising in Practice**

Key components of a collaborative, shared split advising model are listed below:

- Dialogue.
- Two-way flow of ideas and information (recognizing that the advisor may have specialized knowledge that the student does not).
- Question-and-answer approach.
- Cross-training, in-depth knowledge of resources, partnerships between academic and student services units occurs within and beyond the registration period formally and informally.
- Advising faculty and staff adopt an attitude of learning.

What might this look like in practice?

- Discuss options, both supporting and challenging plans to encourage rigorous critical thinking, self-assessment, and reflection.
- Integrate career exploration as part of the first year advising.
- Help students connect with the campus community and a broad array of resources.
- Be open to imagining new goals and possibilities.

### **Professional Development**

Advisors are expected to participate in professional development activities. These activities may include departmental or seasonal training sessions, advisor development workshops, or professional webinars and conferences. Many resources, including journals, presentations, and upcoming event information are available on the NACADA website. Communications regarding on-campus professional development opportunities and information updates will be distributed via email.

## Career Planning

Career exploration and planning has become an integral part of most advocacy and advisor/advisee programs. While your expertise and training may be in areas other than career development, you are essential in the implementation of a college-wide comprehensive career development program.

The goals of a career development program are to teach the process of

- Knowing yourself
- Exploring careers
- Job Search strategies

Career decision making is influenced by one's family, environment, and learning experiences. Parents are the most influential persons in a student's life concerning career decision making. Career decision making is a skill which can be learned. The more knowledgeable students are about themselves (interests, skills, personality, values) the more capable they are of making good career decisions. The more knowledgeable students are about the work world, the more capable they are of making good career decisions.

Each student has a unique pattern of measurable traits; each occupation has a unique pattern of measurable traits; the closer the match between the two, the greater the productivity and satisfaction of the student as an employee. Each student qualifies for a number of occupations. Therefore, each student needs to consider the probabilities of success in a variety of occupations. Occupational choices are a lifelong series of decisions in which people seek to find the optimal fit between their career goals and the realities of the work world.

Career exploration begins at R-CCC's new student orientation. Student Services staff members lead students through the Career Coach software during orientation. Information about students' career profile is uploaded in Aviso so that the faculty and professional advisor are aware of the students' initial interests. Career interests are further explored in ACA 111, the college success course for AAS degree-seekers, and university interests and pathways are explored in ACA 122, the college success course for transfer students.

Faculty and professional advisors are encouraged to continue the conversation about students' intended career goals, as career interests are often in flux throughout the college journey. Faculty advisors in particular have an important role to play in sharing insights about the students' chosen field and future profession. Good career coaching should include information about salary ranges, educational requirements, working conditions, and job opportunities with local employers. Students who decide to change their program of study should be prompted to reconnect with their initial career inventory results and/or take another inventory.

## Purpose and Role of the Advisor

Advisors play a critical role in student success. R-CCC supports intrusive advising that is proactive and student-centered. While part of the advising process involves thoughtful course selection and adherence to the program of study, effective advising is more than transactional, it is transformational. Advisors should seek to develop students holistically and to support their intellectual growth and self-awareness. R-CCC has professional and faculty advisors. Their roles are delineated as follows:

**Faculty Advisors** Faculty advisors are assigned to students following their first semester and are subject-matter experts for students and for professional advisors. They support students' awareness and understanding of career opportunities while guiding them to relevant academic resources and supports. All faculty advisors are required to document key advising points in Aviso about their advisees and to work collaboratively with the professional advisors to ensure the best possible student outcomes. Faculty are also expected to participate in all on-campus advising professional development (minimum of two sessions/year).



**Professional Advisors** Professional advisors are those staff members in Student Services assigned to students upon entering R-CCC. They are responsible for attending professional development on advising twice a year and regularly communicating with their faculty advising partners about student progress. All notes about students are to be maintained in Aviso. Professional advisors will receive training on career assessments and are encouraged to attend as many program advisory meetings as possible.

## Advisor Responsibilities

As an advisor, you should utilize all the resources available to you. These include the *Advising Manual*, *R-CCC Academic Catalog*, and policy and procedure manuals as needed. Advisors are also encouraged to use the twelve advising tips from the National Academic Advising Association (NACADA) and other NACADA resources available on their [website](#).

1. It is not about you. Avoid using the first person singular. Instead, draw students out by asking them to articulate their thoughts, ideas, and points of view.
2. Know their names. There is nothing sweeter than the sound of our own names, so learn the names of advisees and use them. Doing so will create a warm, open atmosphere conducive to productive conversations.
3. Be respectful of your advisees. Remember to be careful with information they disclose and follow the legal guidelines which are meant to encourage student independence. Determine your campus legal resources and ask questions regarding confidentiality.
4. Listen to verbal and nonverbal cues. What students say is sometimes not what they really mean. Be alert to the non-verbal cues that body language often reveals.
5. Ask “why?” Engaging students in advising conversations is not always easy, but if you remember to ask “why,” you will challenge them to be reflective even in short conversations.
6. Use open-ended questions. Use who, what, when, and where questions rather than those that can be answered with a simple “Yes” or “No”. Encourage students to explain their thought processes.
7. Be available. Establish clear ways advisees can contact you. Schedule your office hours at times when students are most likely to be on campus and be there during those times. Let them know any other ways you can be contacted.
8. Learn your institution’s basic policies, procedures, requirements, rules and regulations. There is no way around it! This information forms the foundation upon which advising relationships are built.
9. Learn your campus resources. Administrative offices and the people who oversee advising at your institution can be best allies. Get to know the staff; find out their direct phone numbers and email addresses. These people are your lifelines in helping figure out degree requirements, translate policies and procedures, and helping you contact campus offices and services that are resources for students.
10. Never guess. If you don’t know the answer to students’ questions, admit it and make a point of finding the right answers or referring students to the appropriate offices. Do not perpetuate the institution’s “runaround” reputation. Keep handy a list of campus resources along with their telephone numbers, email addresses, and contact people (see Tip 9).
11. Set limits. While it is important to be available, you do not have to be available all the time. There are advisees who seem constantly to be at your office door to complain, seek sympathy, or find a familiar comfort. For these frequent visitors, set limits.
12. Embrace technology. If you have a large advising load and need to communicate information relevant to all students, consider using alternative strategies and technologies familiar to students.

The following checklist should be used by R-CCC advisors to ensure quality advising sessions:



## Advisor Checklist

### Before the advising session:

- \_\_\_ Establish appointment times for your advisees, making provisions for virtual sessions for online advisees or for those with transportation challenges
- \_\_\_ Reach out to advisees at least one week prior to the opening of the registration period. Use Aviso to make messaging more efficient.
- \_\_\_ Review your advisees' gpas, notes, intake forms, etc.

### During the advising session:

- \_\_\_ Listen carefully.
- \_\_\_ Hold advisees accountable for planning their schedule. Ask them to consider other responsibilities like work and family when determining their course load.
- \_\_\_ Ask about successes and areas of concern. Specifically ask students about any challenges they referenced on their intake form.
- \_\_\_ Make resource referrals if relevant, appropriate.
- \_\_\_ Approve the advisee's course selection for the next semester; encourage the advisee to plan the entire degree.
- \_\_\_ Ensure that students have enrolled in and successfully completed gateway math and English courses. All advisees should complete math and English in their first year of college.
- \_\_\_ Ensure that students enroll the appropriate ACA course in their first semester (111 for AAS-degree seekers; ACA 122 for transfer students).
- \_\_\_ Be sure students understand when course pre-requisites are offered; if students miss a pre-requisite that is only offered once a year, they could add another year to their degree.

### After the advising session:

- \_\_\_ Follow-up with students at the close of the semester through mass email or text.
- \_\_\_ Remind students about the importance of reregistering for any courses in which they were unsuccessful, particularly English and math.
- \_\_\_ Check your advisees' grades at the close of the semester.

No checklist can fully encompass the specific support and information needed for each individual student. Transfer students have specific needs and should be reminded about choosing a transfer university early and visiting the campus. They should also be advised to follow the baccalaureate degree plan posted by their respective university.

Students seeking AAS degrees should be coached on the importance of WBL, apprenticeships, and internships. They may need guidance about the job market and local employers.

The best way to support your advisees is to take the time to get to know them—their skills, abilities, aptitudes and their long-term goals. In many cases, you will play a key role in shaping and refining those goals. Be sure that you have equipped yourself with the necessary knowledge and skills to fully support your advisees' success, recognizing that advisees must be equal partners in this journey.

## Aviso

All advisors are required to document advising notes in Aviso. This centralized repository of student information ensures that the professional and faculty advisor can effectively share important information about their advisees. Aviso also allows advisors to help students retain important advising points that they can reference later in the semester and throughout their time at the college.

Other important tools in Aviso include student messaging: student email, text, and mass/group messages. Faculty are encouraged to use Aviso proactively to send students communications about upcoming important dates—not only those for their classes (paper deadlines, tests, etc.) but also campus-wide important dates, particularly those related to advising, registration, withdrawal, etc. Advisees should receive regular communication as well. Ms. Daphne Drew, TRIO Director, can provide training on fully utilizing the software's functionality. Professional and faculty advisors should understand that the use of Aviso is not confined to warnings about poor performance; instead, it is a robust tool that allows employees to stay connected to students.

## Notes

A few reminders about Aviso Notes. The best notes are clear, concise, and accurate. Do not editorialize and/or speculate about students. Below are some sample notes that exemplify good advising.

- Student and I discussed the challenges of completing the AA degree and meeting the program requirements for the film school he intends to attend in LA. We discussed possible general options (Drama Appreciation, Art Survey courses, etc.). However, I explained that for students choosing to enter a very specialized college--and one outside of the CAA protections--it is often in the student's best interest to transfer sooner rather than later. A few of the computer-oriented classes he had hoped to take are not included within the approved AA courses, so those would pose problems for his FA, and I reminded him of those concerns.
- Student had to withdraw from BUS 110 and ACC 131. She noted that she only wants to take seated courses from this point forward. We also discussed how this will affect her planning and put her behind an additional semester.
- Student wants to try taking 4 classes per semester. We have worked out a plan to graduation with 4 classes per semester. We may reevaluate if she decides to take summer classes or feels comfortable with more classes. Also, she wanted to keep classes to either Tuesday/Thursday or Monday/Wednesday.
- Tiffany and I discussed her only taking 4 classes this semester. She felt overloaded in Fall 2016. She admitted she does not like to take online classes. She is scheduled to take 2 online classes in the Spring so I will keep an eye on her progress.
- Autumn plans to pursue degree in meteorology from NCSU. She has reviewed the degree plan and needs to complete MAT 271 in the summer in order to meet prereqs for PHY 251 and MAT 272 in the fall semester. Proficiency through SPA 112 is required for graduation from NCSU in this program so she is investigating her options for FL - at R-CCC and/or proficiency at NCSU.

## Advisee Responsibility

It is the student's responsibility to contact his/her advisor upon receiving the advisor assignment from the Enrollment Services/Registrar's office. Further, each student must assume responsibility for ensuring that he/she knows the academic requirements for the degree or program that is being pursued at R-CCC. If transfer is the student's plan, then the student bears an additional responsibility of ascertaining and knowing what is required at the four-year college or university to which he/she later plans to transfer. All NC universities must publish and maintain baccalaureate degree plans, frequently referred to as BDPs. More information about transfer is provided further in the manual.

The following checklist should be shared with students so that they understand their role in the advising partnership:

**Advisee Checklist:****Before Advising Session:**

- \_\_\_ Know the name and office location of your academic advisor if you are meeting face-to-face
- \_\_\_ Schedule appointment with your advisor via email, phone, or in person
- \_\_\_ Be prepared to discuss details of your academic performance (midterm grades) and any other points that have been documented in Aviso
- \_\_\_ Gather all relevant decision-making information (time of day, online, hybrid, number of credits)
- \_\_\_ Accept responsibility for your decisions and actions
- \_\_\_ Be courteous and plan ahead (schedule appointments early and cancel or reschedule if necessary)

**During Advising Session:**

- \_\_\_ Be on time for your scheduled appointment
- \_\_\_ Please turn off cell phone during your meeting
- \_\_\_ Come to appointments prepared with questions and/or topics to discuss

**After Advising Session:**

Register for classes that were put on the tentative schedule during advising meeting (Self-Service). If you need to change class times or if tentative classes are full, make those changes according to your preference and class availability. If you wish to change the enrolled courses and are unsure about appropriate alternatives, it is recommended that you consult with an advisor from your chosen major.

### Information to Share with Advisees

Students are responsible for reading the *R-CCC Academic Manual* and for adhering to the policies and procedures outlined therein. Unfortunately, students often become familiar with the policy or procedure after they are out of compliance and need your help. Encourage your advisees to be aware of the following critical resources. Point out the electronic version of the *R-CCC Academic Manual*, electronic forms, and other key information on the website. Remind them about the most commonly referenced procedures, policies, and requirements referenced below.

**Academic Calendar**

For the actual dates of registration, consult the Academic Calendar section of the current catalog and any applicable addendum or the "Important Registration Dates and Deadlines".

**Advisee Assignments**

All advisee assignments are made by the Enrollment Services/Registrar's office and every effort is made to keep each advisor's load manageable. In certain cases, including Student Services advisors and high-demand programs, it may be necessary to assign additional students.

Whenever possible, assignments will be made to match the student's program interest with a faculty member who teaches in that particular area. Again, this may not be possible in all instances, and thus some advisors may be expected to advise certain students outside the faculty member's area of expertise. An effort will be made to assign new students to faculty advisors who teach them in class. In this manner, faculty advisors will have established rapport with their new advisees before their first academic advisement meeting.

During the New Student Orientation (NSO), students are told that all official college communication will be delivered via their R-CCC email account or Self Service. Each student admitted to a program will receive an advisor during the first fall or spring semester. Advisors are not assigned in the summer. The Enrollment Services/Registrar's office will send an email following advisor assignments, and students can view advisor information in Self Service.

## **Student Information Change Form Information**

Students should complete a Status Change Form in the Student Services Office if they change their name, address, phone number, or program of study.

A Status Change Form is required for the following:

- Name Change
- Social Security Number Change
- Address Change
- Phone Number Changes
- Email Address Change
- Campus Location Change
- Program Major Change
  - Major Codes may be changed during registration.

## **Family Educational Rights and Privacy Act (FERPA)**

Unless the student has completed the FERPA form and given written consent, information contained in student records or disclosed in individual advising sessions must remain confidential. In addition, advisors must comply with all requirements of FERPA and information contained in students' educational records must not be disclosed to third parties without appropriate consent, unless one of the relevant statutory exceptions applies. View more FERPA information on the [US Department of Education website](#)

## **Financial Information**

Acceptance of financial aid requires an understanding of the terms of the package.

- When students withdraw or stop attending classes for any reason, they may be required to repay a portion of the financial aid received, and future eligibility for financial assistance may be affected.
- Students must inform the Financial Aid Office of any additional resources including all outside awards that become available to them from any source during the period that they are receiving aid from the College and report any change in the family's circumstances which could affect the resources available to a student. Should a student's eligibility change during the period covered by the aid, the financial aid will be adjusted accordingly, or the student may need to repay all, or a portion of the funds received.
- Generally, financial assistance is awarded for an academic year (9-month period). Students should plan their finances accordingly and may need to secure funding for the summer semester.
- Please be aware that all funds listed on a student's Award Letter are contingent upon receipt of funding from the U.S. Department of Education or other sources and may be adjusted or denied at any time.
- Generally, students do not have to be enrolled full-time to be eligible to receive funds. Students should check with the Financial Aid Office for specific eligibility requirements. Requirements vary for each source of funding. Twelve semester hours is considered full-time status for enrollment purposes.
- Generally, students receiving scholarships must maintain full-time enrollment. There are a few exceptions to this requirement. Students must check with Financial Aid Office for individual scholarship requirements.
- The Satisfactory Progress eligibility criterion will be evaluated before disbursing Title IV funds for each payment period. Students will be provided written notification of probation status or suspension of eligibility.

General information relating to financial aid is available on the R-CCC website.

## **Satisfactory Academic Progress**

Federal regulations require students receiving Title IV financial assistance to maintain satisfactory academic progress (SAP). In general, satisfactory academic progress includes maintaining a 67 percent completion rate

and a 2.0 cumulative grade point average. Failure to maintain satisfactory academic progress will result in the suspension of aid. Students must maintain satisfactory academic progress regardless of enrollment status (full time, part time) or admitted program status.

Consult the Satisfactory Academic Progress Requirements To Maintain Financial Assistance document to review the methods of assessment, time limitations, various statuses, consequences, grades, program requirements, and appeals procedure for satisfactory academic progress. Students who wish to appeal suspension of financial aid due to failure to meet satisfactory academic progress must complete the Satisfactory Academic Progress Appeal form and submit it to the Financial Aid office.

### **Registration Procedures**

Students should be instructed that the advising process is related to, but separate from, registration. Students may use Self Service to enroll in classes.

Advisors should meet with each of their advisees during the registration period to assist them in planning their course schedules prior to actually registering the students by or by the student in Self Service. The registration period usually begins shortly after the R-CCC Class Schedules is available online. The specific times for registration are noted on the "Important Registration Dates and Deadlines" on R-CCC's website.

NOTICE: A payment schedule for the current semester is also included in the "Important Registration Dates and Deadlines." Paying is a part of the Registration process and students will be dropped from their classes if they are not paid when payment is due.

Many students on financial aid try to schedule 12 hours to be full time and obtain maximum financial aid benefits.

### **Schedule Change/Drop Add**

For the benefit of the student, instructors, and the college, dropping and adding should be done prior to the beginning of the semester.

In some instances, it is necessary for students to make adjustments in their schedules. Students may make schedule changes up until the established census date. After classes have started, students should see their advisors to add or drop classes.

After the refund period and prior to the completion of seventy-five percent of a class 10-percent point, students withdrawing from classes must complete the Course Withdrawal Form. The advisor and student must sign the form which will then be forwarded to the Enrollment Services/Registrar's office for processing. Students need to be aware of the last date to withdraw without penalty of a poor grade which is published in the "Important Registration Dates and Deadlines."

Students who have met with an advisor may add or drop courses by accessing Self Service through the last day of registration. Students do not need to meet with an advisor again unless they are registering for courses not previously approved or if they require additional assistance. Students who do not plan to attend courses must drop them through Self Service. Simply not showing up does not equate to dropping or withdrawing from a course, and the student will be charged.

Students may not use Self Service to add courses to their class schedules or change sections after the last day of registration. If there are extenuating circumstances that require a student to request a schedule adjustment, the student should report to the Admissions Office on the first day of classes. The college reserves the right to reassign students to different sections or courses if it is determined that such reassignments are in the best

interests of the student and/or of the teaching and learning process.

**Student-initiated Drops and Withdrawals.** Beginning the first day of classes, students who wish to drop courses may do so via Self Service prior to the 75 percent tuition refund date (see “Important Registration Dates and Deadlines”) without the enrollment showing on the transcript. Students who drop a course may be eligible for a refund and must complete the necessary refund request process. View the “Important Registration Dates and Deadlines.”

After the 75 percent tuition refund date and prior to the advertised “Last day to receive a W,” students may officially **withdraw** from one or all courses with a grade of “W”. Students may earn a grade of “F” due to lack of attendance. Failure on the part of the student to withdraw officially from a course could result in a grade of “F”. Therefore, all students should refer to the attendance policy included on the course syllabus, and students with questions or concerns should consult with the instructor.

If the student drops their class(es) at least one day prior to the class start date (use status code “X”), the student will receive a 100% refund. If the student drops the class prior to the 10% point (use status code “D”), the student will receive a 75% refund. After the 75% refund, students will be withdrawn from the class (use status code “W”).

### **Withdrawing From All Classes**

Students who withdraw from the college must complete the **Course Withdrawal Form**. Financial aid recipients must also confer with the financial aid staff.

If students are unable to confer with their advisor, they should promptly advise Director of Enrollment Services/Registrar in writing or by phone of their decision to withdraw and state the reasons for discontinuing attendance.

Students with medical situations that necessitate requesting withdrawal from all credit courses past the normal deadlines should complete the **Course Withdrawal Form**, attach appropriate documentation, and submit the form and documentation to R-CCC’s Student Services Office. For more information, call 252-862-1200.

### **Faculty-initiated Withdrawals**

**Consecutive Absences.** Any student with consecutive absences equaling or exceeding 10 percent of the instructional hours for the course prior to the official withdrawal date for the course may be withdrawn from the course by the instructor with a grade of “W”.

Students should refer to the instructor’s attendance policy included on the course syllabus, and students with questions or concerns should consult with their instructor.

A student who has withdrawn from a course or been withdrawn from a course may request reinstatement subject to the approval of and conditions set by the instructor. To be reinstated, the student must have been in good academic standing in the course at the time of withdrawal and must provide the instructor with evidence that the extenuating circumstances that necessitated the withdrawal.

### **Course Load Overrides**

Students wishing to register for more than 18 hours must seek approval from the Associate Vice President, Student Services.

### **Request for Waiver of the Course Repeat Policy**

Students may not enroll in the same course more than three times without departmental approval. Students

requesting a waiver of the course repeat policy must meet with the Vice President, Instruction and Student Services for the course in question. Override forms will need to be completed by the Director of Enrollment Services/Registrar and then processed in Admissions.

### **Grading**

For an explanation of the grading scale used at R-CCC, please see the current *R-CCC Academic Catalog* located on the R-CCC website.

### **Grade Change – Removal of Incomplete**

Grade changes are usually only done when an instructor has made a mistake on the student's grade or given the student an Incomplete "I".

All Incomplete "I" grades must be removed by the end of the semester following the one in which the Incomplete "I" was received, regardless of whether or not the student is officially enrolled (includes the summer semester). If not removed within this time, the Incomplete "I" becomes a Failure "F". Grades of Incomplete "I" are not computed in the GPA until they have been converted to a letter grade.

### **Academic Integrity**

Advisors should become familiar with the college's Student Code of Conduct and Academic Catalog located on the R-CCC website.

### **Counseling Services**

If a student is experiencing personal difficulties, please refer them to Associate Vice President, Student Services. Advisors should also become familiar with the Student Code of Conduct & Academic Integrity Manual located on the R-CCC website.

### **Advising and Registration**

Students may register online after meeting with an advisor. To find out who the student's advisor is, the student should go to their profile in Self Service. Afterwards, students may register for classes at Self Service.

### **Residency**

R-CCC along with the North Carolina Community College System utilizes the Residency Determination System (RDS) to determine in-state residency. The RDS is a requirement of the admissions application. For more information, please visit: <https://ncresidency.cfnc.org/residencyInfo/>

A student who is determined to be a nonresident of North Carolina is subject to a significantly higher tuition charge than a resident. A student who is determined to be a nonresident based on information provided through the RDS, should appeal the decision using the RDS instructions.

### **Request for GED Transcript**

To request a GED transcript, students should visit [www.ged.com](http://www.ged.com).

### **Transcripts**

R-CCC charges a \$5 fee for each official transcript. To request transcripts, visit the Business Office or the college website at [www.roanokechowan.edu/payment-options](http://www.roanokechowan.edu/payment-options). R-CCC accepts cash, checks, and credit cards (MasterCard, Discover, American Express and VISA). Requests may also be faxed to 252-862-1356 or mailed to Roanoke-Chowan Community College, Attn: Transcripts, PO Box 1248, Ahoskie, NC 27910. When paying by mail, please include a check or money order for \$5.00. Any financial hold will prevent the college from fulfilling the transcript request. Every effort will be made to process official transcript requests within two to three business days after the request has been received.

Please include the following when requesting transcripts:

- First, middle, and last name
- Approximate dates of attendance
- R-CCC student ID number or last four digits of Social Security number
- Signature

Students may access an unofficial copy of their transcript through Self Service for up to one year after the end of the last semester attended at R-CCC.

### **College Transcripts from Another Institution and Prior Coursework**

All students entering with prior college credit are required to submit **official** transcripts from previously attended higher education institutions to verify course prerequisites have been met.

To be official, a transcript must be received in a sealed envelope. The transcript should have the following information:

- School signature
- Date of signature
- School seal
- Date of graduation (only required for high school transcripts unless student received GED)

The Enrollment Services/Registrar's Office reviews official transcripts for possible transfer credit. During registration, the advisor can use an unofficial copy. To be eligible, the college must be accredited (use the Accredited Institutions of Postsecondary Education). Opened, faxed, or emailed transcripts from the student are considered unofficial transcripts and will not be accepted. Additionally, if a prerequisite override is required, students should be referred to the Registrar for registration assistance.

### **Academic Progress Policy**

All students enrolled at R-CCC should access their transcript through Self Service to check their cumulative grade point average (GPA) at the end of the semester. If the cumulative GPA is not 2.0 or higher, students should see their assigned Academic Advisor. Students cannot earn a degree or diploma from R-CCC unless their cumulative GPA is 2.0 or higher.

### **Academic Warning**

Students who fail to maintain the minimum academic requirements will be placed on academic warning for the next semester and notified in writing of their status by the Registrar. Students on academic warning must consult with their advisor before registering again and can register for no more than 10 semester hours during the warning semester or term. Approval to enroll in more than 10 semester hours is allowed based upon extenuating circumstances and at the recommendation from the advisor. Students who registered early for more than 10 semester hours for the next semester will need to make the necessary schedule adjustments to meet the requirements during the academic warning period.

Students who fail to reestablish the required average during the warning semester will be placed on academic probation the next semester.

### **Academic Probation**

Students who fail to reestablish the required average after the warning semester will be placed on academic probation and notified in writing of their status by the Registrar. Students on academic probation can register for no more than six semester hours until the minimum academic requirements are achieved.



Approval to enroll in more than 6 semester hours is allowed based upon extenuating circumstances and at the recommendation from the advisor. Students on academic probation are making unsatisfactory progress and, therefore, are not eligible for financial aid or VA benefits.

Student status is calculated each semester for all full- and part-time students, excluding Special Credit students.

The Academic Advisor should help students understand their GPA and the consequences it has towards continued enrollment at R-CCC and financial aid.

## **Advising Process**

### **Admissions**

Apply for admission online through College Foundation of North Carolina (CFNC). Depending on the date of the application, it takes a minimum of two business days to process.

Most programs follow an open-door admissions policy; however, some limited enrollment programs require additional criteria. Programs that require additional enrollment criteria follow program manuals that are updated annually.

### **Educational Planning and Goals**

In the ACA course, students begin to explore whether the program they selected during the enrollment process is a good fit in terms of their educational and career goals. Students will share these goals with their advisor. It is important that advisors check in with each student and ask questions about their long-term educational and career goals.

Students will be developing an educational plan that outlines their pathway to degree or goal completion. Advisors will also be able to access AVISO notes outlining details of previous advising sessions.

### **Programs of Study**

Students should follow a plan within their Program of Study to make course selections. A student admitted to a degree, diploma, or certificate program must meet the requirements listed on the curriculum's program of study for the academic year during which the student was accepted.

Programs of Study outlines are available on the R-CCC website. Once you access the electronic version, you will see specific course requirements and prerequisite information. In some programs, approved course substitutions may be used to meet requirements on the program of study.

Due to their specialized nature, health sciences programs require a secondary admissions process. Program entry requirements are clearly outlined on each program of study webpage. For detailed information about Health Sciences programs, please refer to the website.

### **Tuition Payments/e-Cashier**

Tuition payments are due according to the schedule on the "Important Registration Dates and Deadlines" web page.

College tuition can be made easier to pay for with a tuition payment plan. Tuition payment plans break down the tuition balance into affordable monthly payments. There is no interest, payment options are flexible, setup fees are affordable, and it's easy to enroll. Payment can be made by either Automatic bank payment (ACH) or Credit card/Debit card. Payments are processed on the 5<sup>th</sup> of each month and will continue until the balance is paid in full. Costs to participate are a \$25 enrollment fee per semester, \$2 enrollment fee for an immediate full

payment, and \$30 returned payment fee if a payment is returned. All down payments are processed immediately. Visit <https://mycollegepaymentplan.com/roanoke/> for more information.

### **Course Audit**

A student who wishes to enroll in and regularly attend a course on a noncredit basis may audit the course. Enrollment is subject to space availability and the instructor's prior approval. The audit student, like the credit student, is subject to R-CCC's attendance policy. The student may not change from credit-to-audit or audit-to-credit status after class registration. Students may not audit Developmental Education courses.

### **Early Alert**

Early Alert is a system designed to allow an instructor to alert the advisor to concerns they have about a student. Concerns may include grades, attendance, or time and stress management. Once an advisor receives an alert, the student will be contacted, and the student and the advisor will work together to formulate a plan for success. Contact with the reporting instructor will be maintained while also respecting the privacy rights of the students.

### **Books**

For bookstore information before registering, a student may access the Follett Bookstore website at [www.rccshop.com](http://www.rccshop.com). Read the information on the R-CCC Online Bookstore screen and follow the instructions to reach the Follett Bookstore website. A listing of the courses in which a student is registered, and the books required for each course will appear. The student should select the items he/she wishes to purchase and add them to their cart. The student may then proceed to the checkout or save the items in their account until it is time to order. Online payments are accepted using VISA, MasterCard, American Express, or approved Financial Aid.

### **Graduation Requirements**

One of the key ingredients of a successful advisement program is the role of the advisor in encouraging students to graduate from the college. Realizing that all our teaching and counseling efforts culminate with graduation, advisors should always emphasize the importance of graduation. That process should begin at the latest after the student has completed his/her first semester. It should begin with the advisor and student reviewing the program of study for student's chosen program.

The college catalog states the number of semester hours required to obtain a degree for each program of study.

Graduation applications are due November 6 for December completion, March 2 for May completion, and May 10 for July completion. Students are encouraged to complete the application for an early analysis of missing requirements. Applications received after the deadline may not be evaluated in enough time for the student's name to appear in the graduation program.

### ***How to Submit the Graduation Application***

1. Download the application at [Graduation - Roanoke Chowan College](#)
2. An application is necessary whether you choose to participate in the graduation ceremony. Be sure to list your name exactly as you want it to appear on your credential. (No nicknames) \*\*\*Only the highest credential for which the student is eligible will be awarded in a given semester.
3. Meet with your advisor for credential verification. Your advisor must attach a program evaluation from your respective catalog and staple it to your application. A form without an advisor's signature or without an advising sheet attached will not be processed!

There is no fee for submitting the application; however, there is a cost associated with purchasing the cap and gown for participation in the May ceremony.

To be eligible for graduation, students must complete all courses and credit hours required in the program of study under which they were admitted with a minimum grade point average of 2.0 "C". In addition, specific programs may require a grade of no less than "C" in some courses as designated in the appropriate program of study.

Every academic year, each curriculum program produces a program of study for students admitted in that specific year. A student who applies for readmission is accepted under the program of study in effect at the time of readmission, **not** under the program of study in effect at the time of the original admission. Students who change their curriculum program are also admitted to the new program under the current year's program of study.

Students should complete an Application for Graduation for their degree, diploma, or certificate one semester before their anticipated date of graduation. For example, students should apply for graduation when they register for fall semester if they plan to graduate at the end of spring semester. Students must apply for graduation to have degree, diploma, or certificate completion information officially recorded on their transcripts.

Additional graduation requirements are located on the R-CCC website.

### **Career and College Promise**

R-CCC has partnered with area high schools to provide Career and College Promise (CCP), a seamless dual-enrollment program to help high school students accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills.

CCP allows high school students to take community college courses. For policies guiding high school course enrollment, please see the R-CCC website.

For additional information, contact the Director of Admissions.

### **VA Regulations**

Advisors are urged to read the VA regulations found in the current catalog related to veterans' benefits. In addition, the Director of Financial Aid may be consulted for questions and is the point of contact for all veterans. Following are a few important things to know about using your GI Bill at R-CCC:

- You can only receive VA funds for approved curriculum programs.
- VA approves most degree programs, but if you are unsure, contact the VA Certifying Official (VACO). Continuing education courses are not approved by VA.
- VA will only pay for courses required for your major.
- Therefore, it is important to register/get advice on what to register for from your advisor. VA will not pay for independent study, audited classes, or credit by exam.
- You are responsible for paying your tuition and fees up front as your enrollment certifications will not be processed by VA until after classes have begun.
- Unless you have other funds such as financial aid or tuition assistance, we will not be able to hold your schedule or make special arrangements for you. It is your responsibility to make arrangements to cover your tuition, fees, and books each semester.

- If you change your major, you must notify us and complete a Change of Program form. (See the VACO for more details.)
- Any change in personal information (address, name, etc.) must be reported to the VACO, if you wish for us to notify VA.
- Students must maintain Satisfactory Academic Progress (SAP) in order to continue to receive VA benefits. (See the Online Catalog.)
- It is your responsibility to notify us of any changes in your schedule– dropping a class, adding a class, withdrawing from a class, etc. Bring copies of the appropriate forms to your Certifying Official to ensure that all payments are correct.
- If you withdraw from classes or don't report changes when verifying your enrollment, you may owe back money to VA.
- Contact the VA Certifying Official when making changes to your schedule to double-check or if you have any questions.

## **GI Bill**

Veterans are invited to take advantage of the student services and educational programs offered by the college. R-CCC cooperates with the Office of Veterans Affairs (OVA) and the North Carolina Department of Veterans Affairs in assisting veterans and dependents of disabled or deceased veterans. For information and application forms, students should contact local Veterans Affairs offices.

Ask your advisees if they have veteran status. If you are working with a veteran student who is not receiving educational benefits, please refer the student to the Financial Aid Office. If the student is not a veteran, but states that a parent or spouse is in the military, please refer the student to the Financial Aid Office for more information. Parents and spouses can transfer educational benefits to their children and/or spouse.

Additional information is available on the R-CCC website, <https://www.roanokechowan.edu/veterans>.

## **Assessment and Course Placement**

Take Placement Assessment, if required. "Reinforced Instruction for Student Excellence (RISE) is a statewide initiative to improve the completion rate of gateway level English and Mathematics courses. Starting in the Fall of 2020, students began placing students according to the RISE multiple measures criteria. The placement criteria will utilize multiple guidelines in the past ten years including, but not limited to, SAT, ACT, General Education Development (GED), High School Equivalency Test (HiSET) 14 Roanoke-Chowan Community College 2022 - 23 Catalog and RISE placement tests. Students entering a North Carolina community college can also be placed by unweighted high school gpa regardless of the timeframe of high school graduation.

Students with an unweighted high school GPA of 2.8 or higher can enroll in any gateway course without mandatory additional supports. Students with a GPA of 2.2 to 2.799 can enroll in gateway courses with a mandatory co-requisite course. Students with a GPA of less than 2.2 are required to enroll in a transition course in one of two areas: Basic Skills, which is self-paced, or Curriculum, which is one semester in "length". RISE Placement Test Information

The RISE Placement Test may take two to four hours to complete. Students may take the RISE Placement Test in sections over several days, if preferred.

The RISE Placement Test is by appointment only. To schedule an appointment, contact the Testing Specialist at (252) 862-1200.

Students must present a valid photo ID to take the RISE Placement test. Children are not allowed in the testing lab.

Students requiring accommodations with a documented disability should contact the ADA Counselor at (252) 862-1267 prior to testing.

Upon completion of the RISE Placement Test, students will receive a summary of their results and placement for the required gateway math and English courses needed for their chosen program of study

**RISE Placement Retesting Policy** Students are allowed to retake each tier only once. Students will not be allowed to retake the RISE test within a 10-year period. The results of the test will place students into gateway math and English with or without a co-requisite or into a transition course. Mastery of the transition course will allow students to achieve levels.

## Academic Policies

### Independent Study

Independent Study refers to a course that is completed via faculty-student 1:1 contact for the designated hours of the course.

#### Criteria for enrollment in Independent Study:

- Student must have a cumulative GPA of 3.0 or higher.
- Independent Study will be granted ONLY in the student's last semester of enrollment for the following reasons:
  - When only one section of a class is being taught which results in a conflict for a student who must have the course to graduate or transfer from R-CCC: or
  - When the needed class is not being taught and the student must have the course to graduate from R-CCC.

#### Requirements for an Independent Study:

- The student must have successfully completed 16 semester hour credits, maintaining at least an overall B (3.0) average or obtain special permission from the Division Director.
- The student must meet departmental prerequisites for the existing course and must provide a transcript of work already completed to the instructor.
- The student must meet any requirements for independent study set by the specific department.
- The student may take a maximum of 6 credits of independent study and may not engage in more than 6 credits of independent study per session.

Students who desire to register for Independent Study are responsible for initiating, consulting, and obtaining the appropriate faculty/staff signatures on the Request to Register for Independent Study Form before the last day of the scheduled period in which students may drop and add courses in the semester.

### Academic Forgiveness

Any former R-CCC student who has experienced a lapse of enrollment at R-CCC for a period of two completed, consecutive academic years may petition only once to the Vice President, learning to have all course work not related to a new program of study, or any below average grades (grades "D" or "F"), disregarded in calculating the student's grade point average (GPA). Hours disregarded under this policy will not count toward credits for any program completion. Upon re-enrolling following the lapse of enrollment, the student must first complete 12 semester hours of credit course work with a minimum 2.0 GPA before requesting academic forgiveness. If the request is approved, the record of the earlier course work affected remains on the student's transcript, but it is

not calculated in the cumulative GPA and does not apply toward graduation. Honors, if applicable, will be awarded based upon the new, Fresh Start GPA.

### **Course Substitutions**

If it is necessary for the student to request a course substitution for a stated graduation requirement, the course used as a substitute must have credit hours that are at least equal to the number of credit hours of the original course, relevance to the curriculum, congruency to the course for which the substitution is made and meet program requirements set for the North Carolina Community College System. To substitute one course for another, students must contact the appropriate Program Coordinator. If approved, the Program Coordinator will submit a Notification of Approval for Course Substitution Form to the Vice President for Instruction and Student Services for final approval. Upon the VP's approval, the form is forwarded to the Registrar's Office for record-keeping purposes and graduation credit. A Course Substitution Form on the website at, [Course Substitution Form2020.pdf \(roanokechowan.edu\)](https://www.roanokechowan.edu/Course%20Substitution%20Form2020.pdf)

### **Student Records**

Advisors are urged to review the appropriate pages of the current R-CCC catalog which cover student records and confidentiality and to keep restrictions in mind when talking to anyone, including a student's family member, about a student. Beyond that, advisors must keep student records in a locked secure cabinet or desk. Records must not be left unattended in an opened office, particularly on desks. Computers with Colleague accessibility should be secured when the advisor leaves his/her office.

### **Disability Support Services**

The purpose of Disability Support Services (DSS) is to adapt the College's general services to the specialized individual needs of otherwise qualified students with disabilities, for the purpose of providing equal access to all programs and facilities. Consistent with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, R-CCC is committed to equality of educational opportunity and ensures that no qualified person shall by reason of a disability be denied access to, participation in, or the benefits of any program or activity operated by the College. Each qualified person shall receive reasonable accommodations to ensure equal access to educational opportunities, programs, and activities.

Students who request reasonable accommodations must self-identify and complete a request for accommodation form and submit documentation of the disability (as defined by the ADA and Section 504) by a qualified professional.

The student and the Associate Vice President of Student Services will develop an accommodation plan based on sufficient documentation and individual needs.

Educational Accommodation Notices will be provided to instructors on behalf of the student. Self-identification and providing documentation can be initiated at any time; however, the student must allow reasonable time for some accommodations to be implemented.

Students with disabilities are expected to maintain the same responsibility for their education as other students. Students with disabilities are expected to exhibit appropriate behavior as listed in the Student Rights, Regulations and Responsibilities section of the catalog.

For more information regarding Disability Services, please visit <https://www.roanokechowan.edu/disability-services>.

### **Work-Based Learning**

Work-Based Learning (WBL) gives the student the opportunity to apply class instruction in an actual workplace setting by working for an employer in a position directly related to their program of study.

WBL helps develop the employment skills a student needs to succeed in the workplace including communication, interpersonal skills and teamwork, and problem solving.

## Distance Education

Distance education is a convenient way for adult learners to begin or continue their education, by attending classes at home, work, or any other location that has a computer connected to the Internet. Distance Education Programs are primarily responsible for the Learning Management System (LMS) (referred to as Moodle), which

R-CCC uses to deliver instruction online for all Internet and Hybrid classes (combinations of face-to-face and online instruction). Supplementary instruction materials for face-to-face classes are also posted in the LMS for easy access. Internet and Hybrid courses are delivered from the instructor to student's desktop. Accessibility is anywhere there is a computer with a reliable Internet connection and appropriate software. Technology requirements might vary among courses. Speakers, microphones, and/or webcams may be required for some classes. Additionally, some courses require proctored exams monitored by impartial individuals (proctors) to help ensure the security and integrity of each exam. Unique software, hardware, or proctoring requirements for a course will be listed on the course schedule beneath the course listing.

Any student who does not have access to the requirements listed in the course schedule is welcome to use the open computing laboratories located on campus in the library and in the Student Services building.

If in doubt as to whether an Internet course is the right choice or for questions concerning the technical aspects, the student should contact his/her advisor, the instructor.

## Registering Developmental Students

Students should complete all developmental Reading and English classes before taking any of the following:

No developmental student should ever take any college level course without having the appropriate test scores or having successfully completed all related education requirements. Placement Tests are for placement only. They are not to be used as exit exams. Advisors should direct their questions about other specific courses for developmental education students to the Dean.

## Transfer Information

### Comprehensive Articulation Agreement (CAA)

The North Carolina [Comprehensive Articulation Agreement \(CAA\)](#) is a statewide agreement governing the

transfer of credits between NC community colleges and NC public universities and has as its objective the smooth transfer of students. The CAA provides certain assurances to the transferring student, for example:

- Assures admission to one of the 16 UNC institutions (Transfer Assured Admissions Policy)

- Enables NC community college graduates of two-year Associate in Arts and Associate in Science degree programs who are admitted to constituent institutions of the University of North Carolina to transfer with junior status.

**Transfer Credit Appeal Procedure**

If a transfer student perceives that the terms of the CAA have not been honored, he or she may follow the

Transfer Credit Appeal Procedure.

**Associate in Arts and Associate in Science**

- **The Associate in Arts (AA) degree** is designed for students who want to pursue a four-year degree in one of the liberal arts disciplines or training at a professional school that requires a strong liberal arts background.
- **The Associate in Science (AS) degree** is designed for students who want to pursue a four-year degree in areas of study such as computer science, engineering, mathematics, the sciences, or professional programs that require strong mathematics and science backgrounds.



## Appendix C-Assessment and Accountability for Advisors

### Assessment and Accountability for Advisors Deliverables Project

- Review of *Aviso Notes* for quality and identification of quality markers.
- Establish minimum number of contacts for advisees per semester.
- Consider setting minimum outreach at key “high risk” junctures in the semester based on data.
- Clear expectations for using Career Coach.
- Advising requirements codified in key documents (*Faculty HB*, contracts, Faculty Evaluation Plan, Professional Advisor evaluations).
- Identify critical advising assessments that may be missing (advisee evaluations at close of each semester, etc.) AND directly after an advising experience

### REVIEW OF AVISO NOTES FOR QUALITY AND IDENTIFICATION OF QUALITY MARKERS

- Advisor reviews the notes to ensure that student(s) is receiving continuity of care from services.

**AVISO ALERT:** Sally Student has received three alerts within the past month regarding not logging into courses for 8 days or more as well as has grade of 0.00 in ENG 011.

**Response/Comment:** Talked with student and is working with a tutor. Encouraged student keep up communication with her teachers and the tutor.

You have been identified in your ENG-011 class of having a grade of 0.00. According to your instructor you are not attending class on Friday. If there is a reason that you are not attending the Friday class, please contact your instructor and explain the issue.

#### **General email of introduction to students from Advisor:**

Welcome to R-CCC for a great academic year! My name is Tommy Tim and I will be your Academic Advisor. You will hear from me regarding class attendance, grades, registration and general academic support. My office is located in Student Services, Room 208. Feel free to reach out via email ([tdtim@roanokechowan.edu](mailto:tdtim@roanokechowan.edu)) or my office phone (252) 862-1200. We are here to help you succeed!

### MINIMUM CONTACTS EACH SEMESTER AND MINIMUM OUTREACH AT KEY “HIGH RISK” JUNCTURES IN THE SEMESTER BASED ON DATA

Faculty Advisors should have a minimum of 3 contacts with advisees per semester, and minimum of 6 total for the academic school year (2 of the 6 required contacts will include both Fall and Spring Course Registration).

Minimum outreach should occur at the onset of the semester with email and text messages being sent on a weekly basis until improvement is shown. This may include team meetings, face to face, telephone consults, emails, and communications with course instructors.

### CLEAR EXPECTATIONS FOR USING CAREER COACH.

Career Coach should be utilized by Faculty Advisors for the first time once a student transitions to them from the Student Success Coach advising team following the Advisee First Academic Semester. Doing this will ensure that the student career goals are still the same, and it will further confirm that the student is within the correct degree program.

## ACTIVITY II: CAREER RESEARCH

Learn more about the careers you are interested in



1. Log into Career Coach.
2. Using the search box at the top of the page, search for an occupation you would like to learn about.
3. Answer the questions below

Name of the Job: \_\_\_\_\_

What job duties do I think I would enjoy the most?

\_\_\_\_\_

What job duties do I think I would not enjoy?

\_\_\_\_\_

How much is the salary? \_\_\_\_\_ Is this salary acceptable? \_\_\_\_\_

How many job openings are expected annually? \_\_\_\_\_

Am I relatively confident I will find a job after I graduate based on the number of job openings expected? \_\_\_\_\_

What kind of training is required? \_\_\_\_\_

Roughly how many years will it take to complete the training? \_\_\_\_\_

Is the length of training acceptable to me? \_\_\_\_\_

What program of study will best prepare me for this career? \_\_\_\_\_

What kind of companies or organizations could I find work at if I was in this position?

\_\_\_\_\_

What are 2 (or more) additional careers that I would like to learn about?

\_\_\_\_\_

**PLEASE CONTACT CAREER SERVICES** to schedule an appointment to discuss your goals with a career counselor:

CAREER SERVICES  
contact info  
goes here

## ADVISING REQUIREMENTS CODIFIED IN KEY DOCUMENTS (FACULTY HB, CONTRACTS, FACULTY EVALUATION PLAN, PROFESSIONAL ADVISOR EVALUATIONS).

Faculty advisors should go over Career Coach with their advisee twice a year (Fall and Spring with exception to the Advisee first academic school year; the Faculty Advisor will go over Career Coach in the Fall or Spring depending on which semester the student first enrolled into R-CCC) to ensure student goals are still in alignment and if any updates are needed; notes should be recorded in AVISO.

- Example Career Coach Activity is Below.
  - [Career Coach Activity.pdf](#)

### FACULTY ADVISING GUIDELINES

- Faculty Advisors should have a minimum of 3 contacts with advisees per semester, and minimum of 6 total for the academic school year (2 of the 6 required contacts will include both Fall and Spring Course Registration).
- Provide adequate meeting time for advising with your students. For first-year students plan to offer at least 20-30 minutes each. Ensure notes are recorded in AVISO.

- Be familiar with Roanoke-Chowan Community College graduation requirements and check your advisee's progress each semester in Colleague.
- Encourage your advisees to identify areas of interest and help them select a balanced course of study  
- leading to a possible if not already in one.
- If you are notified that an "Alert" has been initiated for one of your advisees within AVISO, ask your advisee to stop by your office to discuss how things are going.
- If your advisee has grade of C or lower reported in AVISO, ask them to make an appointment with you within the next week to discuss their difficulty.
- Make sure your advisees know that they can meet with you during the year beyond course request/registration times. Encourage them to take the initiative.
- Find opportunities to let your advisees know that they can talk about non-academic concerns, if they want to. Use your role as an advisor to help them seek and find the help they need.
- In the course of your conversations, make sure your advisees know about the resources and opportunities available to them at R-CCC (TRIO Services and Success Coach's, Career Coach, Scholarship Funding, and Internships (Program Specific)).
- Ask periodically about future plans (beyond R-CCC and ensure that you notate in AVISO and Career Coach (Whenever Possible). Encourage exploration and flexibility in course selection and activities beyond the classroom.
- If you are contacted by parents and are comfortable talking with them, be sure there is a FERPA waiver (in the student's record in the Registrar's Office or check AVISO) before discussing specific information with them. In all cases feel free to refer parents to the Registrar's office Mrs. Wiggins.

Student files are confidential. You should never discuss a student's record with another student. Conversations with colleagues about students should be limited to a legitimate educational interest. As an advisor, you may need to be in touch with an advisee's faculty members if there are problems or concerns, and similarly you may have other faculty members contacting you about concerns with one of your advisees. It is useful to keep the [Associate Dean of Instruction](#) informed of concerns about a student, and you should expect to hear from the [Associate Dean of Instruction](#) when information has been received that you, as advisor, should know.

#### ADVISING REQUIREMENTS CODIFIED IN KEY DOCUMENTS (*FACULTY HB*, CONTRACTS, FACULTY EVALUATION PLAN, PROFESSIONAL ADVISOR EVALUATIONS).

- **Handbook Recommendation**
  - The Faculty Advising Guidelines posted above should be included before the "Professional Development" Section on Page 19 of the Faculty Handbook.
- **Website Recommendation**
  - The Faculty Advising Guidelines should be inputted as a tab under "Faculty and Staff" on R-CCC Website and have a dedicated "Resources Tab" for Academic Advising.
  - Or
  - In the "Forms and Documents" Section within the Faculty and Staff tab within the R-CCC Website.
- **Contract Recommendation**
  - Combine the two following contracts showcased below; the first contract showcases the offer letter and the second showcases the duties and responsibilities of the faculty position.
  - The "Responsibilities" contract needs to also have a line that states the following: "Will adhere to the "Advising Guidelines" set forth in the Faculty Handbook.
  - [Contract Example.pdf](#)

Please save this document on your machine  
Before editing it in Adobe Acrobat Pro

## Performance Evaluation – Academic Advisor

Employee Name:

Position Title:

Supervisor Name:

Division:

Type of Review: ☐ Annual ☐ Partial Year

Department:  Date:

<b>Consistently Exceeds Expectations</b> <input type="radio"/> <b>Exceeds Expectations</b> <input type="radio"/> <b>Meets Expectations</b> <input checked="" type="radio"/> <b>Needs Improvement</b> <input type="radio"/> <b>Unsatisfactory</b> <input type="radio"/>	
<b>Assigned Professional Responsibilities</b> <ol style="list-style-type: none"><li>1. Maintains individual student records as appropriate, updating and evaluating as new information is received.</li><li>2. Consistently reviews student records to verify that progress is being made toward degree completion and Provides outreach and support to students on probationary status.</li><li>3. Provides timely answers to student inquiries and assists students in the selection of appropriate courses and concentrations in terms of students' stated preferences.</li><li>4. Regularly assists students in identifying curricular and scheduling issues that may affect their time to degree.</li><li>5. Prepares accurate summaries and reports as requested.</li><li>6. Maintains confidentiality of information and performs duties in compliance with applicable laws, policies and procedures related to primary and college/department specific responsibilities.</li><li>7. Provide dependable year-round specialized academic advising for specified students.</li><li>8. When applicable, demonstrates satisfactory instruction to students in assigned courses.</li></ol>	<b>Comments:</b>

Consistently Exceeds Expectations <input type="radio"/> Exceeds Expectations <input type="radio"/> Meets Expectations <input checked="" type="radio"/> Needs Improvement <input type="radio"/> Unsatisfactory <input type="radio"/>	
<b>Professional Development</b> <ol style="list-style-type: none"> <li>1. Participates in scholarly and professional development activities related to student advising, retention, and student success.</li> <li>2. Communicates effectively with faculty, department chairs/heads, lead advisors, program coordinators, department leadership and dean's office personnel to ensure that accurate data and information is provided to students.</li> </ol>	<b>Comments:</b>
Consistently Exceeds Expectations <input type="radio"/> Exceeds Expectations <input type="radio"/> Meets Expectations <input checked="" type="radio"/> Needs Improvement <input type="radio"/> Unsatisfactory <input type="radio"/>	
<b>Service</b> <ol style="list-style-type: none"> <li>1. Participation is ' , College, and/or departmental committees.</li> <li>2. Actively participates in registration activities (e.g. summer orientation, pre-registration, late registration, ect.)</li> <li>3. Prepares communication in support of advising activities.</li> <li>4. Provides information and referrals regarding 'College' policies, additional resources, programs, and services that will support student success.</li> </ol>	<b>Comments:</b>

An additional section for planning and employee comments is included for feedback.

IDENTIFY CRITICAL ADVISING ASSESSMENTS THAT MAY BE MISSING (ADVISEE EVALUATIONS AT CLOSE OF EACH SEMESTER, ETC.). AND DIRECTLY AFTER AN ADVISING EXPERIENCE

## Roanoke-Chowan Community College Advising Survey

Access link to Survey Monkey R-CCC Advising Survey:

<https://www.surveymonkey.com/r/72FMKN9>

Survey questions below only provided for review.

1. For the questions on this survey, which of the following best describes who you would refer to as your 'advisor'?

Student Support Services Counselor

Disability Services Counselor

My Faculty Advisor

Don't know

Other (please specify)

2. How satisfied have you been overall with your academic advising experience at Roanoke-Chowan Community College?

Very satisfied

Satisfied

Neither satisfied nor dissatisfied

Dissatisfied

Very dissatisfied

I have not had any contact with an advisor

3. Where would you seek assistance to find out what courses are required to graduate in your major?

Campus Friend

Disability Services Counselor

My Faculty Advisor

Roanoke-Chowan Community College website

Don't know

4. Have you discussed your Program Evaluation with your Advisor?

Yes

No

I don't know what a program evaluation is

5. Choose a statement below that best describes your experience with the last registration period (check all that apply)

I was prepared and registered successfully

I did not know what classes I needed but registered anyway

I could not register online

I needed assistance but could not get an advising appointment

I registered late and did not get the classes I wanted

6. Where would you seek assistance to discuss the financial consequences of changing your major and/or dropping or adding a class?

My Faculty Advisor

Financial Aid Counselor

Roanoke-Chowan Community College website

Don't know

7. During the past year, how often did you contact (visit in-person, email, phone) your Academic Advisor?

Never

Once

Twice

Three

More than three times

8. I am aware of campus resources designed to support my academic success and know how to access them?

Strongly agree

Agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Disagree

Strongly disagree

Other (please specify)

9. I have a general understanding of my degree program and requirements?

Yes					
No					

10. My advisor provides accurate assistance in selecting appropriate courses?

Access link to Survey Monkey R-CCC Advising Survey:

<https://www.surveymonkey.com/r/72FMKN9>

## APPOINTMENT MANAGEMENT SYSTEM?



- The subcommittee is recommending the utilization of Microsoft Teams Meeting Scheduler for the main Advising Appointment Management System; instructions are below.
- [Microsoft Team Meeting Scheduling.pdf](#)

Schedule a meeting in Teams

Microsoft Teams  
Desktop/Mobile

Your calendar in Teams is connected to your Exchange calendar. In other words, when you schedule a meeting in Outlook, it'll show up in Teams, and vice versa.

Every meeting scheduled in Teams is automatically made into an online meeting. Scheduling from Outlook? [Learn how to add Teams to your Outlook meeting.](#)

- Select **Schedule a meeting**  in a chat (below the box where you type a new message) to book a meeting with the people in the chat.
- Go to **Calendar**  on the left side of the app and select **New meeting** in the top right corner.
- Select a range of time in the calendar. A scheduling form will pop open.

The scheduling form is where you'll give your meeting a title, invite people, and add meeting details. Use the **Scheduling Assistant** to find a time that works for everyone.



**New meeting** Details **Scheduling Assistant**

Time zone: (UTC-08:00) Pacific Time (US & Canada) ✓



Mar 10, 2020

4:00 PM ✓

Mar 10, 2020

4:30 PM ✓ 30m

Once you're done filling out the details, select **Save**. This will close the scheduling form and send an invite to everyone's Outlook inbox.

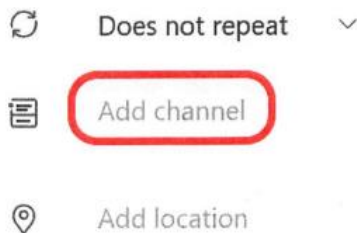
**Invite people outside your organization**

Teams lets you invite people outside your organization, including those who don't have a Teams license. You'll need their full email address to invite them.

1. Go to where it says **Add required attendees**. If anyone is an optional attendee, select **Optional** instead.
2. Type the person's full email address (ex: Joe@example.com).
3. Select **Invite**. They'll receive an email with a link to the meeting.

#### **Make it a channel meeting**

1. Select **New meeting**.
2. Type the name of a channel where it says **Add channel** (under the time and date fields).



Channels can't be edited or added once the invite is sent. You'll need to send a new invite with the updated channel.

**Note:** When you have a meeting in a channel, everyone in the team will be able to see it and join it in that channel.

Once you've added the people you want, select **Scheduling Assistant** to find the best time.

If it's a recurring meeting, open the dropdown menu next to **Does not repeat** (just below the date). Choose how often you want it to occur from the default options, or select **Custom** to create your own cadence.

#### **Change the calendar view**

By default, you'll be shown your work week and can be changed from the dropdown menu at the top right of your calendar. Here are your current view options:



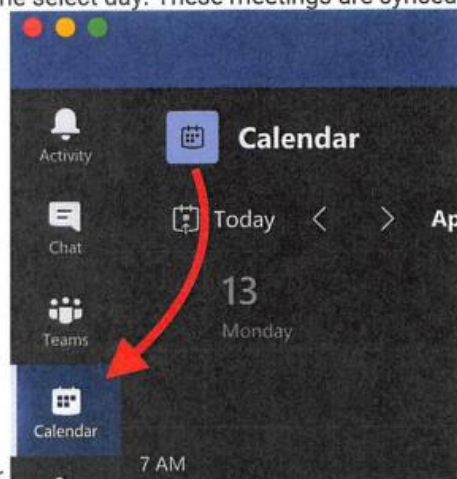
Teams meetings will show a join button on an event in your calendar five minutes before the start of a meeting. Once someone joins the meeting, the event will change colors to let you know they're online.

Select **Join** to open the meeting settings window to confirm your preferred camera and mic settings before joining the online meeting.

**Note:** If you have overlapping meetings in your calendar, the join button won't be available. But you can still right-click the event and select **Join online**.

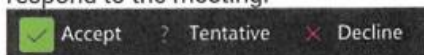
### **View meetings**

1. Select **Calendar** from the left side-bar. This will display all meetings and appointments for the select day. These meetings are synced with your UVM



Exchange calendar.

2. Select a meeting invite to see what the meeting's about, who's attending, and to respond to the meeting.



## Appendix D: QEP Director Job Description



### **QEP Director**

The QEP Director plays a vital role in the college's decennial reaffirmation. The Director reports directly to the VP of Instruction and Student Services and works closely with the Associate Dean of Instruction, the Division Directors, and the IE office in fulfilling the QEP expectations.

The position has a course reduction during the initial planning stages (three hours), and the instructor's load will be reevaluated every semester that the faculty member remains in the position with a possible 50% reduction during any intensive work periods (e.g., semester of on-site visit).

### **Duties and Responsibilities**

- Provide general oversight of the QEP implementation
- Ensure QEP implementation is sustained through continuous input and participation from students, faculty, staff, and administration
- Lead and coordinate QEP-related assessments at the academic department and broader college levels
- Ensure QEP remains in compliance with SACSCOC requirements
- Manage and coordinate the assessment process to include program and student learning objectives
- Request and analyze relevant data from IE as needed to evaluate the effectiveness of the QEP
- Provide regular reports (quantitative and qualitative), feedback and recommendations to the college community and academic departments
- Develop and manage the QEP budget
- Plan, initiate, and execute the delivery of professional development for academic departments
- Prepare and present annual QEP status reports for the QEP Steering Committee, college leadership, and other relevant constituencies
- Develop and execute QEP marketing and faculty outreach in partnership with QEP marketing subcommittee and marketing personnel
- Assist with the preparation of reports to SACSCOC
- Serve as a liaison between faculty, staff and all QEP activities
- Chair the QEP Steering Committee
- Provide leadership and coordination for institutional effectiveness activities
- Analyze and disseminate information about the college in support of institutional planning and reporting

## Appendix E: Director of Advising Job Description



### **Director of Advising**

The Director of Advising provides direct counsel and advice to students on issues related to their academic performance and personal functioning, helping students develop effective learning strategies. Assists with course registration, course and degree planning, class scheduling, and transitions associated with a student's change of major. Oversees student academic advising and retention. Serves as a point of contact for academic advising best practices. Utilizes an effective advising model and approach that supports strong faculty-student mentoring and engagement. Researches, develops, and conducts regular professional development programs for professional and faculty advisors. Analyzes student retention and success data to identify potential barriers to student success and collaborates with faculty and staff to implement.

### **Duties and Responsibilities**

- Provides direct counsel and advice to students on issues related to their academic performance and personal functioning, helping students develop effective learning strategies.
- Assists with course registration, course and degree planning, class scheduling, and transitions associated with a student's change of major.
- Oversees student academic advising and retention.
- Serves as a point of contact for academic advising best practices.
- Utilizes an effective advising model and approach that supports strong faculty-student mentoring and engagement.
- Researches, develops, and conducts regular professional development programs for professional and faculty advisors.
- Analyzes student retention and success data to identify potential barriers to student success and collaborates with faculty and staff to implement strategies to eliminate or reduce those barriers.
- Collaborates with offices to support campus wide student success and retention initiatives.
- Works with division directors and the Office of Admissions to promote transfer and CCP enrollment and degree completion.
- Maintains accurate records in all advising matters.
- Assists with the development, implementation, and assessment of annual goals and objectives for advising.

## Appendix F: Part-Time Advisor Job Description



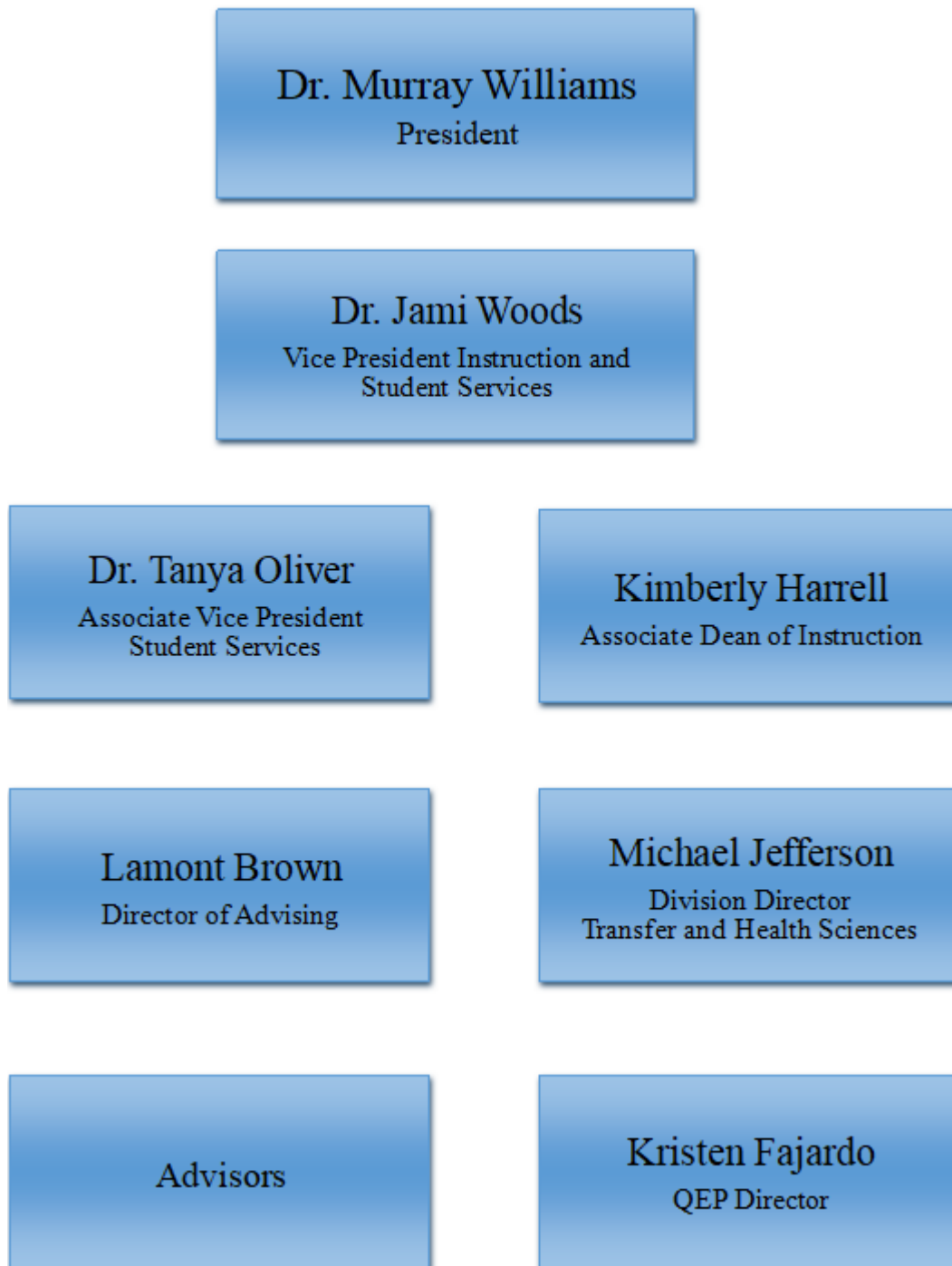
### **Advisor (Part-time)**

The part-time advisor will report to the Director of Advising. The advisor is responsible for providing coaching and intervention techniques to an assigned case load of students.

### **Duties and Responsibilities**

- The advisor will ensure student access to programs, services and resources
- Monitor students' progress using the college's retention and advising software
- Focus on aligning students' career goals and educational abilities with appropriate pathways
- Identify at-risk students
- Respond to faculty alerts related to any student
- Empowering advisees to effectively communicate with faculty and student services and to develop self-advocacy skills
- Connect advisees to resources and support services such as financial aid, career services, and disability services;
- Attend assigned divisional meetings
- Remain current with divisional and college policies and procedures

## Appendix G: Reporting Structure for Director of QEP and Director of Advising



## Appendix H: Professional Development 5 Year Plan

### Professional Development Plan

#### Specific Training Plan (1-5 years) \*

##### 2022- 2023 – Professional Development sessions:

- 8/10/2022 - (Professional Development before classes start)
  - Topic: QEP Presentation to Faculty and Staff with specific understanding of the need for documentation with advising appointments and student interactions
- 8/11/2022 - (Professional Development before classes start)
  - Topic: AVISO training for new staff members with refresher for those not using it effectively
- 10/27/2022 - (Spring Registration open)
  - Topic: Advising and faculty training introducing Advising Manual with specific training on self-service
- 01/04/2023 - (Professional Development before classes start)
  - Topic: NACADA Core Values and how they relate to quality advising. Overview of the new advising model versus past advising model, the advising process and manual. And assessment and accountability measures to go in place for quality advising sessions.
- 03/08/2023 - (Week before registration for next Summer/Fall semesters)  
(Summer/Fall registration starts 3/14/23)
  - Topic: Technical Training on new Self-Service features (if available)  
OR
  - Topic: Current technology and Advising manual (if needed)

##### 2023-2024 – Professional Development sessions:

- Moodle LMS live (8/9/2023) for Moodle training with quizzes on:
  - Advising Manual
  - RCCC Website Resources for Advising
  - NACADA
    - Competencies
  - RCCC Website Resources for Advising
  - Advising Technology
    - Self Service
    - Aviso
    - Career Coach
- 8/10/2023 - (Professional Development before classes start)
  - Topic: Technical Training on new Self-Service features (if Self-Service was not ready for previous training on 3/8/22).  
OR
  - Topic: Reinforced Instruction for Student Excellence (RISE):
    - Placement Criteria Math
    - Placement Criteria English
    - Co- and Pre-requisites

- 10/18/2023 - (Week before registration for next Spring Registration opens)
  - Topic: What works for student retention?
- 01/03/2024 - (Professional Development before classes start)
  - Topic: NACADA Core Competencies and Best Practices
- 03/06/2024 - (Week before registration for next Spring Registration opens)  
(Registration for Summer/Fall 2024 semesters is on 3/11/22)
  - Topic: College Transfer (Registration for Spring 2024 opens 10/25/2022)
    - Programs and Requirements
      - AA, AS, AFA, ADN, AGE
    - Articulation Agreements Overview
    - Baccalaureate Degree Plans
    - Common Numbering System (Advisor and Student Use)

#### **2024-2025 – Professional Development Sessions**

- 08/2024 (Professional Development before classes start)
  - Topic: R-CCC model of advising
- 10/2024 (Week before registration for next Spring Registration opens)
  - Topic: NACADA Best Practices – Why Transactional Advising is not enough
- 01/2025 (Professional Development before classes start)
  - Topic: Advising Transfer Students
- 03/2025 (Week before registration for next Summer/Fall semesters)
  - Topic: Advising Technology at R-CCC

#### **2025-2026 – Professional Development Sessions**

- 08/2025 (Professional Development before classes start)
  - Topic: Articulation Agreements
- 10/2025 (Week before registration for next Spring Registration opens)
  - Topic: R-CCC Websites and advising resources
- 01/2026 (Professional Development before classes start)
  - Topic: Pirate Promise and NC Promise Programs
- 03/2026 (Week before registration for next Summer/Fall semesters)
  - Topic: Aviso and other technology training and refresher

#### **2026-2027 – Professional Development Sessions**

- 08/2026 (Professional Development before classes start)
  - Topic: NACADA Core Competencies and Best Practices
- 10/2026 (Week before registration for next Spring Registration opens)
  - Topic: Theory and Practice of Advising
- 01/2026 (Professional Development before classes start)
  - Topic: Reinforced Instruction for Student Excellence (RISE):
    - Placement Criteria Math
    - Placement Criteria English
    - Co- and Pre-requisites
- 03/2026 (Week before registration for next Summer/Fall semesters)
  - Topic: Advising First Gen Students

*\*Training topics and dates are subject to change based on need.*