



Quality Enhancement Plan

The RIGHT Path

Realistic Individual Goals Happen Through Advising

On-Site Review November 2015
Revised February 2016



TABLE OF CONTENTS

TABLE OF CONTENTS	2
EXECUTIVE SUMMARY	4
ABOUT DELGADO COMMUNITY COLLEGE	7
Students Served	8
TIMELINE FOR TOPIC DEVELOPMENT	10
PROCESS USED TO DEVELOP THE QEP	14
Mission Alignment	15
Vision, Values Commitment	15
Vision	16
Values	16
Alignment with Strategic LA 2020 Plan	16
Alignment with Other College Initiatives	17
Early Planning and Announcements	18
Institutional Assessment and Identification of Need	18
Benchmark Data	19
Internal Student Satisfaction Survey Results	19
External Student Satisfaction Survey Results	20
Focus Groups	23
Focus Group Findings & Final Topic Selection	25
Revisiting the Data and Final Approval	27
The General Studies Situation	27
LITERATURE REVIEW & BEST PRACTICES IN ADVISING	28
Defining Academic Advising	29
Impact of Academic Advising	29
Recommendations for Building an Advising Model and Best Practices	31
Learning Plans = Learning Outcomes	34
Interventions	35
Training and Assessment	36
Dimensions Model-O’Banion	38
Summary	39
GOALS, STUDENT LEARNING OUTCOMES AND STRATEGIES	40
The <i>RIGHT Path</i> QEP Purpose	40
Goals and Student Learning Outcomes	40
ACTIONS & IMPLEMENTATION TIMELINE	43
Pre-Implementation Phase – August 2015 through December 2015	43
Create <i>RIGHT Path</i> Implementation Teams	43
QEP DIRECTOR	44
Develop CAPP	44
Create Canvas Site	44
Phase I – January 2016 through July 2016 (1st Year Impact Report)	46
Phase II – March 2016 through Fall 2017	47
THE <i>RIGHT PATH</i> INTERVENTIONS AND COMMUNICATIONS	47

Identification of Faculty/Staff Advisor Groups	48
Professional Development	48
Student Communication Action Plan	49
Purposeful Interventions.....	50
QEP ORGANIZATION STRUCTURE.....	53
Resources & Budget.....	55
ASSESSMENT STRATEGY	58
Assessment and Reporting	59
Table 9: Assessment & Reporting Tool.....	64
SUMMARY	69
REFERENCES.....	70
APPENDIX A: ACADEMIC ADVISING AT DELGADO COMMUNITY COLLEGE	76
APPENDIX B: GENERAL STUDIES MAJORS AS OF FALL 2015.....	78
APPENDIX C: SURVEY RESPONSE RESULTS FOR QEP TOPIC	79
Student Response Results for QEP Topic Survey.....	79
Faculty Response Results for QEP Topic Survey.....	79
Administrative Staff Response Results for QEP Topic Survey	79
APPENDIX D: EFFECTIVE ADVISOR SKILLS, FROM TERRY O'BANION	80
APPENDIX E: MASTER ACADEMIC ADVISING SYLLABUS	81
APPENDIX F: QEP DIRECTOR JOB DESCRIPTION	85
APPENDIX G: WEST BANK INTERVENTIONS AND COMMUNICATIONS.....	87
APPENDIX H: ADVISOR/STUDENT ROLES DEFINED.....	92
I. Role of the (Academic) Advisor.....	92
II. Role of the (Faculty) Advisor.....	92
III. Role of the Student	92
APPENDIX I: QEP TEAMS.....	94
APPENDIX J: COLLEGE ORGANIZATION CHART.....	99
ENDNOTES	100

EXECUTIVE SUMMARY

Delgado Community College is a multi-campus, comprehensive community college situated in urbanized areas in the Greater New Orleans region with enrollment over 15,000 students. The College serves students of all academic competency levels, including Adult Basic Education students, developmental/remedial students, degree seeking students, as well as those students who desire to transfer to four-year institutions. Given the levels of academic preparation combined with the life skills deficiencies many of our students face, the College has a need for a structured program that helps support both the academic and personal growth of its students.

Delgado Community College's Quality Enhancement Plan (QEP) is Realistic Individual Goals Happen Through Advising (*RIGHT Path*). The *RIGHT Path* QEP is focused on the development of a comprehensive plan for advising that will assist students in the identification, implementation, and successful completion of educational, career, and personal goals. The purpose of the plan is to develop a system-wide approach to advising that cultivates a learning environment where students achieve realistic and attainable goals. The *RIGHT Path* QEP provides a systematic, proactive set of interactions and interventions that facilitate students' achievement of educational and career goals through earning a credential, certificate or degree. Implementation of The *RIGHT Path* QEP will be a strategically phased process.

During the past 10 years, following hurricanes Katrina, Rita, and Isaac, Delgado Community College has faced many challenges; in particular, these include staffing levels and inadequate resources. In facing these challenges, the College has often been forced to adapt quickly and sometimes without opportunity to strategically address programs for student success to the detriment of students reaching their goals. The *RIGHT Path* QEP will serve as an opportunity to refocus the College's efforts to help students achieve their goals. Recognizing that students often arrive at institutions of higher education in need of goal identification and/or

clarification, The *RIGHT Path* QEP embeds opportunities, through the advising process, for students to engage in meaningful discussion with professional advisors. The College's intention is that The *RIGHT Path* QEP will support students through the advising process and provide foundational experiences that students will be able to use throughout their lifetimes.

Delgado Community College is committed to the holistic development of students, acknowledging that skills learned through co-curricular experiences are critical to educational success. Over the past 10 years, the College has continued to note that advising was one area where improvement was needed. The results from both surveys and community dialog indicated that a systematic, proactive advising model was desired. This was reaffirmed during the process of selecting a QEP topic. During the development of the QEP, the College solidified its position that advising was the right strategy in developing a student's ability to set and achieve goals. The College has developed strategies and timelines as well as identified resources and budget, which will ensure The *RIGHT Path* QEP can be effectively implemented and assessed.

The *RIGHT Path* QEP is closely tied to the College's mission, strategic plan, and Louisiana (LA) 2020 goals set forth by the College's governing education system, Louisiana's Community and Technical Colleges. The mission of Delgado Community College is

Delgado Community College, a comprehensive community college, offers programs through the Associate degree. The College provides a learning-centered environment through face-to-face and distance education to prepare students from diverse backgrounds to attain their educational, career, and personal goals, to think critically, to demonstrate leadership and to be productive and responsible citizens.

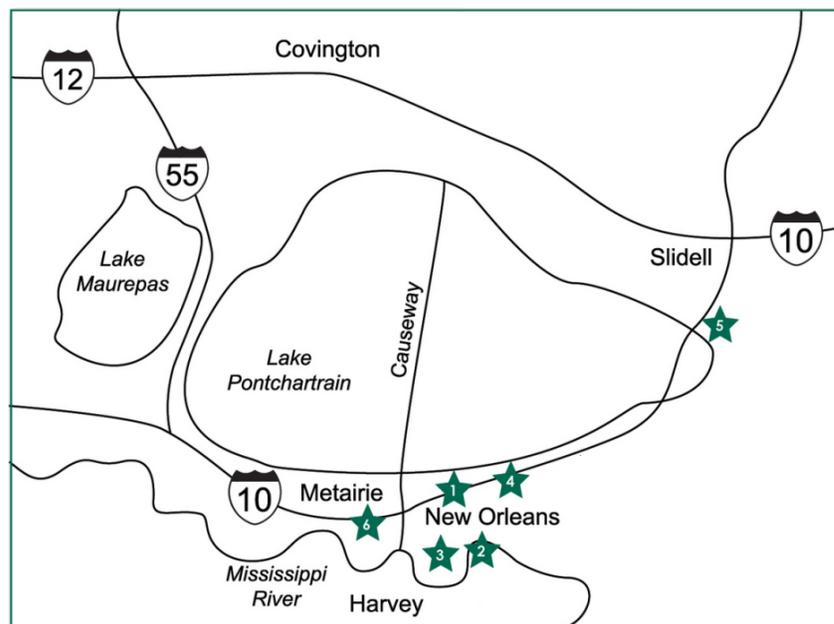
The mission specifically mentions that in working with our diverse student body, we are called to prepare students to attain their educational, career, and personal goals. The heart of our institution is in essence the purpose of The *RIGHT Path* QEP. In the process of developing our QEP, we have learned how to improve our own processes based on data. As a result, we are

creating a learning environment to support student learning through broad-based engagement across the institution. We are creating a learning centered environment where students will discover how to set goals and have a clear path to achievement. Our QEP outcomes are centered on students becoming self-directed learners who can recognize, choose, and create as they move along their career path to success. We believe, by attaining their goals, our students have the capability to be productive and responsible citizens to uphold the mission of our institution. The College believes that successful implementation of The *RIGHT Path* QEP is essential to successfully accomplishing our mission and LA 2020 goals. The College is prepared to commit to the successful planning for, implementation, and assessment of The *RIGHT Path*.

ABOUT DELGADO COMMUNITY COLLEGE

Founded in 1921, Delgado Community College is Greater New Orleans' largest higher education institution and Louisiana's oldest and largest community college. Delgado's locations (Figure 1) include the (1) City Park Campus, (2) West Bank Campus, (3) Charity School of Nursing, (4) Sidney Collier Site, (5) Northshore-Slidell Site, and (6) Jefferson Site.

Figure 1. Map of Delgado Locations

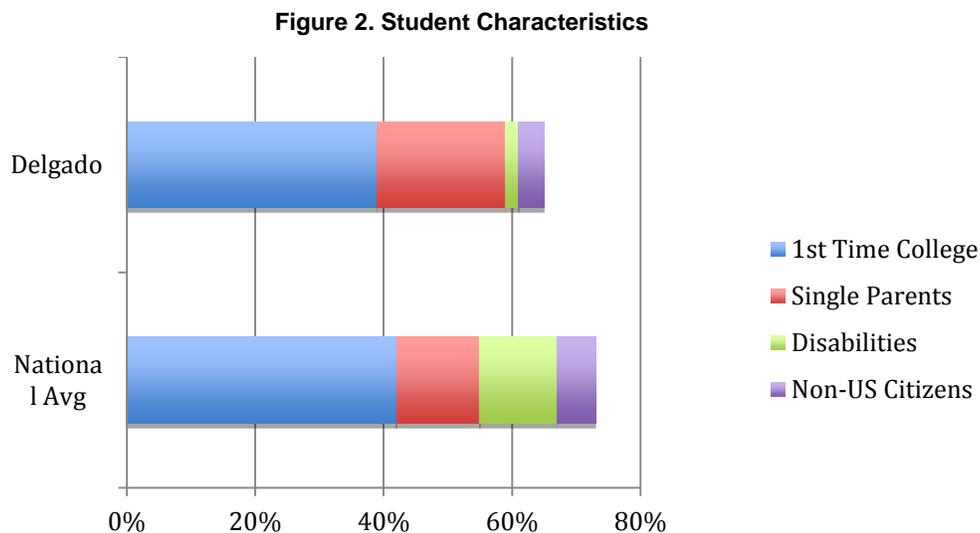


Delgado provides students with the most comprehensive array of education and training services available in the Greater New Orleans region. The College has articulation agreements with most of the state's four-year colleges and universities, allowing students to transfer credits seamlessly into partnering baccalaureate programs. Furthermore, The Louisiana Transfer Degree Guarantee offers assurance and easy transfer of 60 credit hours for students graduating from a two-year community college with an Associate of Arts (AALT) or Associate of Science (ASLT) to a public university in Louisiana. With 36 associate degree programs, 76 certificate, technical competency area and technical diploma programs, adult basic education, and more than 100 non-credit courses, Delgado proudly serves the needs of every type of student, regardless of entry point or individual goals.

Students Served

The College's various locations form a center for professional and advanced technology career education, academic pre-baccalaureate education, and traditional occupational training. Delgado serves students of all academic competency levels, including Adult Basic Education students, developmental/remedial students, degree seeking students, honors and international students, veterans and non-traditional students, students with special needs and students who identify English as a second language. Additionally, Delgado serves transfer students who desire to complete a degree at Delgado with credits from another institution or to transfer with Delgado credits to a four-year institution.

Delgado has a current enrollment of 15,808. The student population is 39% first-generation college students. The average age of our students is 27, with 54% between the ages of 22-39. Delgado students come from every parish in Louisiana and from more than 30 states. The College is socio-economically and ethnically diverse, with African American students making up the majority of the student population at 44.9% and substantial increases in Hispanic students and students indicating "two or more races"ⁱⁱ (Delgado Community College, 2015). Figure 2 compares Delgado Community College's student characteristics to the national average of college student characteristics.



Two-thirds of Delgado students are enrolled in programs which prepare them for a career or help them advance in their present career. The other third is enrolled in programs that prepare students to transfer to four-year institutions. In a recent survey of new freshmen, 44% said they chose Delgado because the College offered a specific program of study. About 25% cited Delgado's affordable tuition as the primary reason for their choice. Delgado Community College prepares students for careers in high-demand industries with associate degree programs, certificates, awards for technical training, and on the job internships. According to Delgado's 2010 Comprehensive Economic Analysis, more than 90% of Delgado graduates are employed, and 80% of those graduates work in professions related to their Delgado education.

It is important to recognize that many of the students Delgado serves face issues that research has shown to negatively impact academic performance, including financial stress, relationship problems, lack of goal clarity, and low motivation (Braxton, Hirschy, & McClendon, 2004). For example, difficulty adjusting to the college environment can lead to an additional set of obstacles and can influence students' perceptions of control. Some of the issues that students may unexpectedly face in the college setting include pressure to excel, frequency of academic failure, lack of preparation for academic assignments, and lack of the awareness that decisions will impact career success (Perry, 1991). Given the spectrum of academic preparation combined with the life skills deficiencies that many of our students face, the College has a need for a structured program that helps support both the academic and personal growth of its students. The *RIGHT Path* QEP is focused on assisting students to achieve academic and personal growth. The *RIGHT Path* QEP will embed learning opportunities through the advising process for students to engage in meaningful interactions with faculty and advisors, building the foundational relationships that research highlights as a best practice to promote retention and program completion (McClellan & Moser, 2011; Ryan, Carlstrom, Hughey, & Harris, 2011).

TIMELINE FOR TOPIC DEVELOPMENT

The following chronology serves as an overview to illustrate the process and trajectory of the QEP from inception to final approval. Further details of each step follow in the “Process Used” section. This timeline illustrates the final collaboration and resilience required of faculty, staff, and administrative leadership to reach College-wide consensus on and commitment to Delgado Community College's *RIGHT Path* Quality Enhancement Plan.

JANUARY 2013

- The first formal announcement to 450 faculty and staff about the upcoming SACSCOC reaffirmation was given during Spring College Convocation. At that time, the Vice Chancellor of Academic Affairs, Deborah Lea reviewed the process of reaffirmation, which included the development of a new Quality Enhancement Plan for the College. Vice Chancellor Lea indicated that the College community would begin determining areas of interest in the upcoming year, when planning for the QEP began.

FEBRUARY 2013 – JUNE 2013

- The College abolished 46 filled administrative/staff positions due to a projected budget deficit for the remainder of fiscal year 2013.
- The College abolished another 115 positions: 34 unclassified positions, 17 classified positions, and 64 full-time faculty.

NOVEMBER, 2013

- Vice Chancellor of Academic Affairs, Deborah Lea called the first meeting of a QEP Launch Team. They created a plan that would jump-start the development of a topic through broad-based participation. As a result, students, faculty, and staff across the College locations were informed of this process.

JANUARY 2014

- A Reaffirmation Leadership Team was formed and traveled to Atlanta for a leaders' summit and would work in tandem with the QEP teams to prepare for reaffirmation.
- At the 2014 Spring Convocation, Patrick Conroy, Chair of Business Studies and Interim QEP Director, reminded the faculty and staff attendees about the QEP process and its relationship to Delgado's upcoming SACSCOC reaffirmation visit in Fall of 2015. After the morning break, Focus Group #1 met to get their input in areas in need of improvement at the College that might be used as a QEP Topic (see p.23 for details and results).

FEBRUARY 2014

- The first meeting of the QEP Launch Team met with Academic Affairs Council and the Academic Deans while Mr. Conroy traveled to different Delgado's campuses and learning sites where a series of inclusive focus groups were held.
- Focus Groups #2 and #3 convened (see p.24 for details and results).
- A change in leadership occurred, including the Chancellor and Vice Chancellor of Academic Affairs. The Chancellor, Dr. Monty Sullivan, left the institution to lead the Louisiana's Colleges and Technical Colleges System (LCTCS), Debbie Lea, Vice Chancellor of Academic Affairs became Interim Chancellor, and Harold Gaspard, Dean of Allied Health, became Interim Vice Chancellor of Academic Affairs.

MARCH 2014

- Focus groups #4, #5, and #6 with students convened (see p.245 for details and results).

APRIL 2014

- The QEP Launch Team analyzed focus group results, concluding their work in the planning process.

- Results of focus group deliberations were compiled and distributed as a link in two e-mails sent to all faculty, staff, and students as a survey to the greater College community.

MAY 2014

- Ruffalo Noel-Levitz was engaged by the institution to focus on retention and recruitment initiatives to meet the upcoming LA 2020 system goals.

JULY 2014

- Interim Chancellor Deborah Lea retired as Joan Y. Davis began her position as Chancellor of Delgado Community College. She was chosen after a national search led by Dr. Monty Sullivan, LCTCS President.

SEPTEMBER 2014

- The QEP “Better Delgado” Task Force was created and convened to narrow the topic and determine priorities. The search began for new Vice Chancellor of Academic Affairs; the existing Interim Vice Chancellor of Academic Affairs sat as chair of the hiring committee.

OCTOBER 2014

- LCTCS launched a six-year strategic plan, *Our Louisiana 2020: Building the Workforce of Tomorrow*.

JANUARY 2015

- At Spring Convocation, Patrick Conroy updated faculty and staff on the QEP status and prepared to reconvene the QEP “Better Delgado” Task Force in order to prepare the QEP. The “Better Delgado” Task Force was expanded to include additional members whose roles were critical to the QEP process. This group became the “QEP Task Force”.

FEBRUARY 2015

- New Vice Chancellor of Academic Affairs, Dr. Kathleen Curphy, began service, filling an important void in leadership for the QEP planning directive.

MARCH 2015

- The QEP Task Force met to address low meeting attendance. The Ruffalo Noel-Levitz Overview Visit convened.

MAY 2015.

- The QEP Task Force met for a working/writing session, where individual members were given sections of the QEP document.
- Ruffalo Noel-Levitz, working with the Vice Chancellor of Student Affairs, Dr. Arnel Cosey, created an Advising Task Force, duplicating efforts in place by the QEP.

JUNE 2015

- Ruffalo Noel-Levitz issued a report identifying advising as an area of concern.

JULY 2015

- A meeting convened between the QEP Task Force and the Ruffalo Noel-Levitz Advising Task Force for the purpose of clearly defining a centralized advising model. The centralized advising model was not supported within the institution.

AUGUST 2015

- Patrick Conroy presented what the QEP Task Force had been able to compile. Vice Chancellor of Academic Affairs, Dr. Kathleen Curphy engaged a consultantⁱⁱ to support the QEP process.

- Dr. Curphy developed the QEP Core Writing Team, pulling from the QEP Task Force. Individuals were added for comprehensive representation across the College. That team met to discuss a strategy for writing the document and began the writing process.

SEPTEMBER 2015

- A meeting was held between Ruffalo Noel-Levitz and the Vice Chancellor of Academic Affairs to clearly define the scope of the Ruffalo Noel-Levitz project. Ruffalo Noel-Levitz agreed to remove centralized advising as a strategy.
- The QEP Consultant met with the expanded QEP Task Force Team to discuss expectations for Quality Enhancement Plans and strategies for completing the QEP Document.
- Over the next month, the QEP Writing Team convened all day to resolve issues in the document and to produce an acceptable product prior to the arrival of the Reaffirmation Team.
- Dr. Curphy traveled to each of the College sites as part of the consultative process of the QEP and was successful in convening with various institutional councils across the College.

PROCESS USED TO DEVELOP THE QEP

The journey that this College has taken in route to today's written purpose, actions, timeline, and implementation trajectory for The *RIGHT Path* QEP has been both a marathon and a sprint.

Those partially, actively, or even remotely engaged in the process of developing Delgado's QEP topic and plan have persevered through unanticipated challenges. In the past three years alone, the College has had three different Chancellors, three different Vice Chancellors of Academic Affairs, three different Vice Chancellors of Business Affairs, budget

constraints, reductions in force, internal duplication of efforts, and a growing population of students in need of services that the College knows the students need to succeed. The educators and advisors involved in the process of developing Delgado's QEP topic and plan have been aware of the College's challenges and are conscious about working towards improvements.

The following section explains the core components that define Delgado's *RIGHT Path* QEP and how the components emerged from an analysis of the College Mission, LA 2020 strategic plan, the QEP's alignment of other College initiatives, institutional assessment, institutional history and culture, unit assessment data and planning documents, and state and national reports.

Mission Alignment

The *RIGHT Path* QEP is closely aligned with the College's mission to provide "a learning-centered environment through face-to-face and distance education to prepare students from diverse backgrounds to attain their educational, career, and personal goals, to think critically, to demonstrate leadership and to be productive and responsible citizens". This mission reminds us that in working with our diverse student body, the College is called to prepare each one of them to attain achievable goals and to be better citizens. In essence, the QEP is an explicit expression of the College's mission, realized through the collaborative efforts and commitment of Delgado faculty, staff, and administrative leaders. Successful implementation is, then, successful fulfillment of our mission; and to that end, the College moves forward in the delivery, assessment, support, and continual improvement of The *RIGHT Path* QEP.

Vision, Values Commitment

The College's direction and area of concern for quality enhancement of student learning is at its core a commitment to the vision and values below. These were adopted in early 2004.

Vision

Delgado Community College is a diverse, dynamic, comprehensive community college committed to student success through innovative leadership, to excellence in teaching and learning, and to the cultural enrichment of the community it serves.

Values

We, at Delgado Community College, value:

- The worth of each individual
- Lifelong learning and the pursuit of knowledge
- Excellence in teaching in an accessible learning centered environment
- Meeting the needs of a changing workforce
- The cultural diversity of our students, faculty, staff, and administration
- Public trust, and personal and professional integrity and accountability
- Our responsibility to community, state, nation, and world

The decision and consensus that Delgado Community College needs to focus attention, resources, and innovative strategies on advising could not be more institutionally grounded. Furthermore, the College's position on advising as a key to student success could not be more solidified than it is today. This decision is affirmed as it has been through careful assessment of internal data, review of scholarship and best practices in this area, and the years of experience that Delgado faculty and staff has had with this student population and with teaching and learning in this unique and complex culture that is Delgado Community College.

Alignment with Strategic LA 2020 Plan

In Fall 2014, LCTCS launched LA 2020 strategic plan. These goals place a clear focus on producing students who complete meaningful exit points (associate degrees, certificates, technical diplomas and/or industry-based certifications) resulting in high demand, high wage

employment. As a result, recent efforts have been concentrated on those career fields labeled as four- or five-star within the Louisiana Workforce Commission's Star Rating System.

The system ranks jobs in the state based on four criteria: projected demand, projected percentage job growth, the number of advertised job openings in the past year and wages (Louisiana Workforce Commission, 2015). The stronger the demand and growth of a particular job and the higher the pay, the more stars are awarded resulting in the best occupations getting five stars. For example, occupations that pay well but have few job openings and poor prospects for the future get fewer stars. Similarly, those that may have many openings but pay poorly receive fewer stars.

The goal, objectives, and learning outcomes for The *RIGHT Path* QEP have each been aligned to support goals that have been set forth by LCTCS strategic LA 2020. Specifically, The *RIGHT Path* QEP will contribute to achieving the LA 2020 goals of (1). Doubling graduates to 40,000 annually, (2). Doubling the annual earning of our graduates to \$1.5 billion, and (3). Quadrupling student transfers to four-year universities to 10,000 annually. The *RIGHT Path* QEP is centered on assisting students to achieve academic and personal growth through the learning environment of academic advising. Through the enhanced advising system, students will become self-directed learners who as a result will complete degree programs and enter into the work force, or transfer to four-year universities. Delgado Community College will contribute to LA 2020 by encouraging our students to become self-directed learners.

Alignment with Other College Initiatives

The College has several initiatives that will work in conjunction with this QEP by strengthening the students' learning environment. These include:

- *Ruffalo Noel-Levitz*: recruiting and enrollment task forces.
- *Career Showcases*: introduce students to and inform students about specific majors at Delgado.

- *Navigating New Waters*: provide parents and high school students with Delgado specific information such as tuition, academic programs, and enrollment steps.
- *Delgado on Site (DOS)*: strategic and interactive from high school to college transition to help students make a successful transition to Delgado. Students complete a series of sessions such as college readiness, career exploration, goal setting, and financial aid assessment.
- *Tracking and monitoring of freshman cohort in GRAD Act*: advising as needed, especially those at risk of not returning to school.

Early Planning and Announcements

Although the first mention of the new Quality Enhancement Plan process occurred in the Spring of 2013, it would be December of that year when the QEP Launch Team (Appendix I) began early planning and brainstorming. The plan was to prepare the College for active and representative engagement in communicating the process and generating a meaningful topic for the next QEP. To that end, College-wide notifications were delivered via email and posted to web pages that contained schedules, deadlines, milestones, and reminders. The first College-wide opportunity to learn more would be the upcoming 2014 Spring Convocation.

The QEP Launch Team agreed to appoint Patrick Conroy as the leader of the project plan and presented him with an outline for conducting focus groups, beginning at Spring Convocation 2014. He was also given a list of attendees and leading topics and assessment data to ignite the conversations along with the outcomes from the Convocation focus group.

Institutional Assessment and Identification of Need

In January of 2014, focus groups were convened to begin discussion of possible QEP topics. Before these meetings, the QEP Launch Team collected the data illustrated in Tables 1-4 to inform these initial discussions. These surveys were distributed during the College's graduation check out event called Grad Fest as well as the Graduate and Intent Survey issued

to graduates six months after students' completion of a Delgado program of study. The QEP Launch Team compiled benchmark data and presented an overview of the data to the focus groups to serve as a foundation for the discussions.

Benchmark Data

The benchmark data below was presented to initial focus groups to help inform the conversations and also to ensure the topic would be grounded in the needs of the institution. Benchmarks included a variety of surveys that had been previously conducted by the College over a period of years that illustrate on-going themes in institutional needs. This gave Delgado's process of selecting the QEP topic a foundation grounded in research and empirical evidence.

Internal Student Satisfaction Survey Results

Table 1: Grad Fest Survey Student Services Satisfaction 2013-2014

Question	1= very dissatisfied			5 = very satisfied		
	Fall 2013 Average	Spring 2014	Fall 2014			
Overall satisfaction with Delgado	3.9	3.9	3.9			
Convenience of courses	4	4	4.2			
Tutoring services	3.7	3.8	3.9			
New Student Orientation	3.8	3.7	3.8			
Financial Aid Office	3.2	3.2	3.2			
Academic Advising	3.7	3.7	3.8			
Career Services	3.8	3.7	3.8			

Table 2: Grad Fest Survey Overall & Advising Satisfaction 2007-2010

	Academic Advising	Overall Satisfaction
2010	66%	78.2%
2009-2010	70.5	80%
2008-2009	66.6%	76.0%
2007-2008	67.3%	77.7%

Table 3: Graduate & Intent Survey Student Services Satisfaction 2010 and 2011

Question	1= very dissatisfied		5 = very satisfied	
	Fall 2010 Average	Spring 2011		
Overall Satisfaction	4.10	4.14		
With Academic Advising	3.79	3.68		
With Employment Services	3.73	3.57		
With Financial Aid	3.60	3.55		
With Registration	3.59	3.82		
With Parking	3.15	3.08		

Table 4: Graduate & Intent Survey Overall & Advising Satisfaction 2009-2011

	2009-2010	2011
Overall satisfaction with your Delgado experience	89.6%	77.7%
Academic Advising	70.5%	63.3%

External Student Satisfaction Survey Results

In the Spring of 2012, Ruffalo Noel-Levitz conducted a Student Survey of Satisfaction. Strengths noted were the quality of instruction, intellectual growth, scheduling, and engagement with faculty. Some services that students ranked very important were ranked well below their importance in satisfaction. Delgado students expressed greater dissatisfaction with certain services than did their peers at other community colleges.

Table 5: CCSSE Importance of Advising Comparison with Other Community Colleges

	Delgado			National Community Colleges			Mean Difference
	Import	Satis/SD	Gap	Import	Satis/SD	Gap	
Academic Advising/Counseling	6.53	5.06/1.49	1.13	6.01	5.20/1.33	0.97	-0.04
The personnel involved in registration are helpful	6.49	4.95/1.96	1.54	6.20	5.34/1.58	.86	-0.39
My academic advisor is approachable.	6.57	5.30/1.94	1.27	6.24	5.40/1.63	0.84	0.10
My academic advisor helps me set goals to work toward.	6.49	5.04/2.01	1.45	6.04	5.03/1.72	1.01	.01
My academic advisor is concerned about my success as an individual.	6.47	5.05/1.94	1.42	6.13	5.05/1.71	1.08	0
There are adequate services to help me decide upon a career.	6.45	5.21/1.70	1.24	6.07	5.20/1.54	.87	0.01
I seldom get the "run-around" when seeking information on this campus.	6.48	4.38/2.20	2.10	6.06	5.09/1.65	0.97	-0.71
Scale is 1 to 7, 7 = Very Important/Very Satisfied. SD = Standard Deviation Mean Difference = Difference in Satisfaction Levels * Difference statistically significant at the .05 level, ** significant at the .01 level, *** significant at the .001 level							

In addition to internal and externally administered surveys, College focus groups comprised of faculty, staff, and students were provided baseline enrollment information and student demographics, for example, retention rates of first-time freshman in Table 6.

Table 6: Enrollment Data 2012-2014

All First-Time Freshman					
Fall	Total Enrolled	Persisted Spring	%	Retained Fall	%
2012	2761	2017	73%	1366	49%
2013	2736	1693	62%	1185	43%
2014	2690	1951	73%	1168	43%
First-Time Full-Time Freshman					
Fall	Total Enrolled	Persisted Spring	%	Retained Fall	%
2012	1928	1495	78%	1040	54%
2013	1906	1289	68%	891	47%
2014	1825	1421	78%	878	48%
First-Time Part-Time Freshman					
Fall	Total Enrolled	Persisted Spring	%	Retained Fall	%
2012	833	522	63%	326	39%
2013	830	404	49%	294	35%
2014	865	530	61%	290	34%

From the institutional data shared with the focus groups, themes emerged in relation to possible QEP topics, which were then forwarded to additional focus groups for consideration. Subsequent focus groups from the ranks of faculty and administrative staff would draw inspiration for their topic ideas from data with which they were more familiar, such as their own experience with students, as reflected in annual unit assessment plans and an analysis of the topic outcomes from the Convocation focus group. Advising surfaced as a critical area of focus for enhancement and improvement in 24% of annual unit assessment plans, including 15 Educational Programs, two Administrative Support Services, and two Educational Support Services units.

Once the QEP topic had been narrowed down to academic advising, the process for further development of the topic and plan became the responsibility of the QEP Task Force. The QEP Task Force also embedded institutional assessment into their process. Early discussions amongst the Task Force indicated an initial approach that would include all students enrolled at Delgado Community College. After only a short period of time, it became evident to the Task

Force that implementation across the College would be too large a project to be manageable for the QEP. In a review of the student population, and identification of which students would likely gain the most from a proactive, intrusive advising experience, the Task Force reviewed a number of student demographics. The Task Force quickly realized that one population of students, those majoring in General Studies, was struggling with many of the issues that the QEP was designed to remedy.

From this data, it was determined that approximately 20% of enrolled students at Delgado had selected General Studies as their major. Additionally, 90.5% of these students had not selected a concentration in the major, as is required for completion. The Task Force was able, after a review of the General Studies curriculum, to theorize that students in this major who had not selected a concentration would have difficulty not only completing the program, but also finding a clear pathway to employment or further education. In addition to the completion rate of these students, the Task Force found that after one year only 43% of students in General Studies were successfully continuing their studies in their degree program. It was from this data, that the Task Force came to agreement that the population of focus for the QEP would be students in the General Studies program.

Once again the QEP process returned to institutional data to further clarify and focus the efforts of the QEP. During the final stages of development, the Task Force, which had been modified into the QEP Writing Team, held extensive discussions on the implementation of the plan. There were concerns about the viability of and expected success from an implementation on the largest campus, City Park. These concerns included that initial implementation at the City Park campus might be difficult given the variety of advising models in use on the campus (Appendix A) combined with the concerns expressed during the Ruffalo Noel-Levitz discussions. The Task Force strongly desired an opportunity to see successful implementation of the proposed advising model and therefore reviewed data on individual campuses to determine if

another campus would be better suited for first implementation. A detailed outline of Fall 2015 General Studies majors can be found in Appendix B.

As of Fall 2015, the West Bank campus had 333 General Studies students. Based on the numbers of students, combined with the current advising model already in place at the campuses, the West Bank Campus of Delgado Community College was selected to be the first site to implement the new model with General Studies students. The Task Force then determined a timeline for implementation at each campus within the QEP timeframe.

Focus Groups

Throughout the process of identifying and developing the QEP, members of the College community relied upon institutional data to drive discussions and decisions. Concurrently, the various QEP teams reviewed other sources of inspiration, such as national projections, benchmarks for the state's GRAD Act, and other performance measures. Members of the College community engaged in process-driven discussions that resulted in a collaborative, comprehensive plan for a meaningful project that the entire institution could embrace.

Focus Group #1: January 10th, 2014, Convocation 2014

This focus group was comprised of 40 administrators, faculty and staff, who were responsible for the unit assessment planning process for their respective academic or services area of the College. Not only were these individuals familiar with the process of using results of assessment data for improvements and measuring that effort, they were familiar with the topic of student advising appearing in various forms and for various purposes within a number of unit assessment plans.

As project leader, Mr. Conroy delivered detailed information to the group about the QEP process for selecting a topic and plan. The group analyzed assessment data and began to connect existing issues with the data, their experience, and the strategic goals of the College.

The group made recommendations for topics and issues to consider further based on common themes.

They examined the most prevalent themes, reaching consensus on the top two:

1. improved student advising
2. improved Freshman Orientation

Focus Group #2: February 5th, 2014, Department Chair Council

On February 12th, 2014, the department chair focus group convened. Mr. Conroy reviewed the QEP process and expectations with the group again. After analyzing several possible areas of concern for common themes and overlap, the chairs came to consensus on two key topics they felt would impact student learning more than any other:

1. Advising – include aptitude testing prior to choosing major, re-do admissions website to provide information before applying, more admissions advising including explaining why they were placed at a certain level, employ student-user friendliness in admission procedural design, build centralized advising that fosters student interaction and connection with a Delgado advisor/advocate/mentor.
2. Early alert – Provide specialized advising, advisors, and early alert system for developmental students, consider best practices with cohorts, block schedules.

Mr. Conroy regularly updated the College through email messages, inviting all to join what was to be an exciting process of synthesizing results, discussions and prioritizing themes that emerged from those group discussions.

Focus Group #3: February 12th, 2014, Student Services and Adult Education at City Park

Mr. Conroy facilitated a third focus group representing Admissions, Advising, Adult Education, the Office of the Registrar, and Facilities staff. Following a recap of previous focus group discussions and results of those deliberations, participants discussed common

frustrations with confused and underprepared students who were unaware of institutional processes and procedures, such as deadlines to file for graduation or withdraw from courses, holds on their accounts and other procedural barriers that regularly derailed their progression towards completion.

Focus Groups #4, 5, 6: Student Voices, February 12th, February 25th, March 26th 2014

Sections of College Career and Success Skills (CCSS) from City Park, West Bank, and Slidell locations were targeted for student focus groups led by Mr. Conroy. CCSS was chosen because the students are typically first semester freshmen; they represented first semester students in the developmental course progression and none of them had declared General Studies as a major.

The combined findings from these students about areas they believed could improve their learning experience were consistent:

1. more tutors in all academic areas
2. improved admissions process and better academic advising

Another student group contributed their voices to the QEP conversation, the Student Government Association (SGA), which is a College-wide student organization.

They reached consensus on two key areas they felt would make an impact not only on student learning but also on student motivation to learn:

1. better student advising
2. job placement services

Focus Group Findings & Final Topic Selection

The QEP Launch Team revisited sources of data, such as national projections, commitments to targets made by the College, benchmarks for the state and other performance measures, including internal student satisfaction surveys, the Grad Fest Survey, the Graduate Intent and Satisfaction Survey, and the latest Ruffalo Noel-Levitz CCSSE results. This effort

was expressly intended to provide a determining set of data as evidence for widespread agreement that Delgado Community College would benefit in many critical areas from a comprehensive effort on student learning through advising. The focus group deliberations were compiled and distributed to the greater College community in the form of a survey, upon which respondents were to vote for a suitable QEP topic, given the top choices that emerged from the previous discussions.

The survey was distributed College-wide electronically and included an invitation to contribute further to the planning phase or otherwise be welcomed on the team. Well over 700 responses (Appendix C) were received from faculty, staff, and students.

Findings from the focus groups were narrowed to three specific topics by the QEP Advisory

Team:

1. Create a student-focused advising system that will combine advising for admissions, academic advising, financial aid, career services, and social services.
2. Provide greater support and special services for students who have placed into courses below 100 in English, Reading, and Math and creating an academic division for this group.
3. Hold in-person orientations for each program major.

Final Topic Choice:

In summary, key groups across the College were targeted to participate in determining a suitable topic for the College's QEP. This included 480 individuals who received the announcement, approximately 65 directly involved in the initial Convocation round table discussions, approximately 40 other individuals directly involved in the second round of focus groups, 740 individuals who responded to the survey, 45 individuals involved in the Buffalo

Noel-Levitz project, academic deans and chairs, directors of all student services and advising areas, five executive deans, three different chancellors, and the president of LCTCS.

Survey results provided a relevant majority for grassroots consensus and did so from a broad-based institutional process that considered empirical data, results of assessments, research into best practices, local knowledge, and historic wisdom in validating the final topic choice: Create a student-focused advising system.

Revisiting the Data and Final Approval

The QEP Launch Team met with Mr. Conroy at the end of the Spring 2014 semester to review the focus group and survey results. These stakeholders drew upon these results as well as more high-level sources in their consideration of the overall impact that the plan could have on student learning. They discussed the results of the focus groups and survey with regards to the potential benefits that the chosen topic would have on institutional benchmarks and those that would further the College's commitment to the strategic goals of LA 2020, job placement for graduates, job ready graduates for employers, and the revenue impact that increases in retention could have for the College. The QEP Launch Team agreed that advising was an appropriate focus for improving student learning at the College and in line with the strategic goals of the College, mission statement, and LA 2020.

The General Studies Situation

With 2,482 declared majors, General Studies is Delgado's second highest declared major, only just under pre-nursing, and is in need of investigation and attention. The General Studies program consists of general education courses and a concentration which the student must choose prior to graduation. It is unlikely that many of those 2,482 students realize they have chosen the one major with the worst prospects in the curriculum because the General Studies concentrations often do not map to any career fields where students could get

employment with an associate degree. The more usable and transferrable program would be the "Louisiana Transfer Degree."

The College has a large number of declared General Studies majors. The assumption is that the volume is due to the number of undecided students who were obliged to declare a major for financial aid purposes (a myth that many believe), and advised to do so with General Studies if they could not decide otherwise. Grubb (2006) explains the consequences of this apparently common practice by advisors. He claims that the practice introduces students to a very minimalist experience with advisors, anticipating their interactions to be ones of "approval" for schedules and rarely at points other than registration or withdrawal. *RIGHT Path QEP* targets these General Studies students in particular, with the intent of increasing their ability to choose a more appropriate major and strategize a plan to complete it. The *RIGHT Path QEP* should have an impact on the number of overall Louisiana Transfer Degrees declared and the success of those transfer students.

LITERATURE REVIEW & BEST PRACTICES IN ADVISING

As stated in Rainer Maria Rilke's *Letters to a Young Poet* (1903),
"For one person to be able to advise or even help another, a lot must go well, a whole constellation of things must come right in order to once succeed."

We cannot control constellations but can put methods in place to provide students with the tools they need to be successful through effective advising, to enable them to move forward on the road to success, removing roadblocks so they can attain their career or personal goals.
Patrice Moore, Dean, Division of Arts & Humanities, City Park, 2015

The goal of the literature review was to understand academic advising, its role in college students' education, and analyze the evidence on how to develop a strategy to address the pressing needs and desired outcomes expressed by students, faculty, and staff during the data collection period for The *RIGHT Path QEP*. It was also important to determine the degree to which enhanced academic advising would in fact lead to a more successful student. The following literature review begins by defining academic advising, reviewing the importance of academic advising, and offering recommendations for building an advising model and best

practices. It will conclude with a review of the Dimensions Model created by Terry O'Banion (1972/1994).

Defining Academic Advising

The academic advising relationship is built upon the foundations of mentoring. In the field of higher education, a comprehensive definition for mentoring is, "Mentors are colleagues and supervisors who actively provide guidance, support, and opportunities for a protégé. The functions of a mentor consist of acting as a role model, a consultant/advisor, and a sponsor" (Schmidt & Wolfe, 2009, p. 372). The mentoring relationship can be formal or informal in higher education (Campbell & Campbell, 1997; Lee, 1999). In the case of academic advising, the mentoring relationship is formally defined by the institution (O'Banion, 1972/1994).

Developmental academic advising was first introduced as a partnership between the student and advisor to plan the student's academic future. Crookston defined developmental academic advising as being "...concerned not only with a specific personal or vocational decisions 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). While much has changed since Crookston (1972) first introduced developmental advising, the foundation of providing students holistic development through academic advising still remains relevant. The role of academic advising has moved beyond course registration for students into the holistic development of students.

Impact of Academic Advising

Academic advising is a means to which students can connect to their institution and be provided educational support (Campbell & Nutt, 2008; Nutt, 2003; Young-Jones et al., 2013). As outlined by The Council for the Advancement of Standards (CAS) in Higher Education, academic advising is a "crucial component of the college experience" (2011, p.2). Academic advising is also recognized by students as an important and essential part of their college

tenure (Freeman, 2008). The results of strong academic advising have shown to have positive impact on students' academic experiences.

In the early 1970s, research began to highlight that student retention was linked to students' learning environments (Astin, 1977; Spady, 1971; Tinto, 1975) and student retention may be affected by academic and non-academic factors (Pascarella & Terenzini, 1979; Tinto, 1987). Student retention began to be considered the responsibility of both students and institutions (Hunter, 2006; Ishler & Upcraft, 2005; Tinto, 1975; Tinto, 1999). In fact, retention is an effort of the entire institution (Ishler & Upcraft, 2005). Academic advising is considered to be the hub of student retention (Nutt, 2003) and combines both students' academic and non-academic integration into their institution. Research has shown that academic advising can increase students' academic progression, grade point averages, and their autonomy (Young-Jones et al., 2013). Additionally, it is important to provide quality academic advising because of its impact on student retention in the traditional classroom (Pascarella & Terenzini, 2002; Tinto, 2002).

Specifically for first-year students, academic advising can be instrumental in their college progress. First-year college students face tremendous challenges when adjusting to college (Feldman & Zimbler, 2011; O'Keeffe, 2013; Schrader & Brown, 2008). First-year students have the highest attrition rates compared to the other years in the students' college tenure (Herzog, 2005; Ishler & Upcraft, 2005; Veenstra, 2009). The relationship they establish with their academic advisor can influence the students' academic career (Young-Jones et al., 2013). It is recommended to increase retention of first-year students. They must meet with an academic advisor prior to registering for classes so the students can develop an educational plan with their advisor (Brinkworth et al., 2009; Cuseo, 2005; Johnson & Morgan, 2005; Tinto, 1999). This will ensure that academic advisors are meeting first-year student needs (Robbins, 2012). First-year students are more inclined to have higher academic achievement when they engage in a

faculty mentoring relationship outside of the classroom (Campbell & Campbell, 1997; Pascarella et al., 1978; Salinitri, 2005). Advising first-year students during the initial stages of their college careers will help to increase retention and graduation rates for a college, as well as impact student motivation.

Indeed, Steven Howey (2008) brings motivational theory into the “advising as teaching” framework in the community college. Although it is common practice to provide interventions to at-risk students through remedial education, this is focusing on only one facet of the problem. Most students who are considered at-risk are also unmotivated, a problem that is usually not addressed in the classroom. Student-faculty mentoring relationships outside of the classroom, such as academic advising, have been shown to increase students’ motivation (Jaasma & Koper, 1999; Komarraju et al., 2010; Pascarella, 1980). Advisors should seek to instill problem-solving skills and self-regulation through intervention sessions. Specifically, these mentoring relationships can increase academic performance of at-risk college students (Santos & Reigadas, 2005).

John Dewey in 1933 emphasized the importance of students taking ownership or interest in their own future. This enables the student to be a part of the process. When students learn decision making skills, they are able to choose a clear career path. The goal is not just for the student to make a decision but to be aware of how to a make decision and become a critical thinker (Lang, 2012). When students are able to develop their own strategies to foresee problems and come up with a solution, their likelihood of success increases (Garcia, McKeachie, Pintrich, & Smith, 1991).

Recommendations for Building an Advising Model and Best Practices

In developing an academic advising model, academic advising needs to be directly connected to the institution’s mission (Campbell & Nutt, 2008; McClellan, 2013). The institution must be cognizant of the campus and the student population which they are serving (Bigger,

2005; Hunter & White, 2004; O'Banion, 1972/1994). By providing enhanced academic advising, institutions will need to create a culture where, "students and faculty can expect quality advising" (Johnson & Morgan, 2005, p.17). Quality advising needs to move beyond just a service that is offered to students. Quality advising should be a service that provides students efficient time with an academic advisor that allows them to develop a fostering relationship (Cuseo, 2005; Drake, 2011; Lau, 2003; Robbins, 2012; Roberts & Styron, 2010).

In "Designing a System for Strategic Advising," Karp and Stacey ask, "What is good advising, and how does one know it?" and answer with, "academic and career advising is a multiphase process that occurs over a prolonged period of time" (2013, p.12). This process involves students analyzing themselves and identifying their "strengths and interests." By doing so, students can begin developing a learning a plan. According to Karp and Stacey, community colleges acknowledge that there are issues when it comes to advising, and "that brief and infrequent advising is not sufficient for many students" (Karp & Stacey, 2013, p.13). Academic advising is not accomplished in just one visit; the advisor and advisee relationship must evolve over time (Cuseo, 2005; Drake, 2011; Lau, 2003; Robbins, 2012; Roberts & Styron, 2010). O'Banion (1972/1994) recommends academic advising at least once a semester for students. When applicable, enhanced advising would be beneficial to students because it "consists of mandatory meetings and longer advising sessions with a single assigned advisor" (Karp & Stacey, 2013, p.13).

Given the diverse student body studying in community colleges, the exercises recommended by Karp and Stacey (2013) are especially important. Students at the community college are often juggling multiple priorities including but not limited to child rearing, working part or full-time and caring for elderly parents. These competing responsibilities often cause disruption in a student's ability to clearly evaluate the priorities in alignment with what the student truly values. Whatever their individual circumstances, it is an intrinsic responsibility for

faculty and advisors alike to understand what those needs are and how to find out what they are (Bland, 2003).

McClenney and Dare (2013), from "The Center for Community College Student Engagement", examine the issues facing community colleges, including fiscal challenges, students' needs and retention, and the underlying success factors of institutions that are making it through this challenging journey. They have acknowledged an emerging consensus that certain design principles are critical for student success. No matter what program or practice a college implements, it is likely to have a greater impact if its design follows certain principles that echo those that have driven the Delgado mission statement, LA 2020 and, indeed, the *RIGHT Path* QEP as well. These principles include: "a strong start, clear, coherent pathways, integrated support, high expectations and high support, intensive student engagement, design for scale, professional development" (McClenney & Dare, 2013, p. 21).

Maura Reynolds (2010) in, "An Advisor's Half Dozen: Principles for Incorporating Learning Theory into our Advising Practices," addresses fourteen principles raised by Tom Angelo in his work, "A Teacher's Dozen". Reynolds focuses on six principles that she believes will enhance advising. The six principles cover topics including active learning, goals, high expectations, motivation, feedback, and interaction between the student and the advisor. These principles can assist the students in strengthening their higher learning skills.

Schockley-Zalabak (2012) warns of the consequences of advising without these principles. She contends that many institutions are not designed to facilitate communication between departments and services (academic advisement, financial aid, career planning, etc.), that they "do not meet modern efficiency and productivity standards. More importantly, they do not meet effectiveness standards because they do not help students with a whole experience. Simply put, most institutions are not designed correctly" (Schockley-Zalabak, 2012, p. 14). A problem faced by many community colleges is the limited number of advisors. Because many

colleges are unable to hire additional advisors, different approaches may be needed so the students' needs may be met. This could lead colleges "to undertake a strategic reallocation of resources to develop an integrated approach to academic advising." This would include integrated academic and career advising that would be defined by the students' learning plans.

Learning Plans = Learning Outcomes

In 2006, the National Association of Academic Advising developed a concept of Academic Advising. The concept builds upon Crookston's (1972) definition and outlines academic advising as being composed of three equal parts: learning outcomes, curriculum, and pedagogy. Advising is a form of teaching (Campbell & Nutt, 2008; Drake, 2011), and all effective teaching (thus advising) begins with the identification of student learning outcomes. Academic advising must be focused in order to achieve specific learning outcomes with the student (Campbell & Nutt, 2008; McClellan, 2013). Student learning plans will drive the direction of academic advising to encourage students' educational, career, and personal goals. A best practice for articulating learning outcomes to students is through the use of an advising syllabus (Campbell & Nutt, 2008; Trabant, 2006). Both students and advisors must be aware of their roles and responsibilities in academic advising (Hunter & White, 2004; McClellan & Moser, 2011). Often students are unaware of the resources and services that are provided to them through academic advising (Hunter & White, 2004). The advising syllabus can outline roles and responsibilities as well as highlight the resources provided through advising.

The advisor's role in this process is to connect students from their academic program to graduation, and then to their career field (Bigger, 2005). Helping a student clarify and set career goals becomes a paramount task in the academic advising process. Knowing when to give information, and understanding what kind and how much information is needed, requires expertise and attention from an advisor. Advising is a personal experience; academic programs are impersonal. The advising process serves as the venue for personalizing the academic

program, as it provides for curricular adaptations, pacing, and, possibly, a more relaxed definition of progression and retention (Glennen & Vowell, 1995). Advising helps students to align skills with educational, career, and personal goals to make a difference in their real world success in the workforce.

Viewing academic advising as an educational process moves it from a paradigm of teaching that focuses on information or inputs to a paradigm of learning that focuses on outcomes for student learning. In this way, academic advising supports key institutional conditions that have been identified with promoting student success. Such conditions include setting high expectations, providing support, offering feedback, and facilitating involvement in learning through frequent student contact with faculty and staff (Tinto, 2002).

Interventions

According to Crockett (1987), academic advising is a developmental process, which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. It is a decision making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multifaceted, and the responsibility of both student and advisor.

In an effort to provide guidance to students who seek clarification of goals, it becomes necessary to have a strategic advising plan in place that's accessible to all students who may be at various points in their academic progression. Because of the variability of student schedules and conflicting demands, advising should utilize multiple contact methods, including email, phone, web, and face-to-face meetings. Non-traditional students seek ways to map their goals in a concrete way, such as through questionnaires and student networks that demystify the entire academic process. The advisor's role should include methods to help students discover their strengths, ensure they understand the expectations of their program, and know where to

locate resources for such as childcare, tutoring and financial aid (Peters, Hyun, Taylor, & Varney, 2010).

Often large student to advisor ratios make it difficult for advisors to provide quality academic advising (Freeman, 2008; Bigger, 2005). Bigger (2005) advocates the use of groups, setting objectives, academic advising, parental involvement that adheres to FERPA guidelines and student interaction with fellow students to retain students while increasing graduation rates for each class. A recommended best practice is for campuses to offer group advising, which will allow for advisors to manage time efficiently and for more students to be served (Cuseo, 2005; Johnson & Morgan, 2005; Robbins, 2012). Other campuses have adopted virtual advising to increase the number of students seen by an advisor (Thompson & Prieto, 2013).

Training and Assessment

A large part of the success of The *RIGHT Path QEP* will fall on the skills and effectiveness of the advisors themselves. Because this role will be partially covered by faculty and staff who may not have formal academic advising experience, proper training is critical to ensure that each session is positive and productive. Other colleges borrow from models of leadership coaching, where the advisor-student relationship moves through stages with a strong emphasis on personal accountability and responsibility (Whitmore, 1996). In Rich Robbins and Kathy Zarges' (2011), "Assessment of Academic Advising: A Summary of the Process," the authors discuss the importance of students assessing academic advising and academic advisors. Because there is a strong connection between student success and advising, it is important that feedback is provided on a regular basis. The authors make a distinction between evaluation and assessment.

When the process of assessment begins, it is important to have a range of measurements. These might include the following: qualitative, quantitative, direct, and indirect measurements and data. Qualitative assessment might include open-ended questions about the

experience. Quantitative assessment is a bit more structured and objective. “Quantitative methods may include surveys and questionnaires, with the key being that the responses to the items are forced-choice (for example, multiple choice, rating scale, true-false) rather than open-ended (or qualitative)” (Robbins, 2012, p. 54). Teasley and Buchanan (2013) created an “evaluative tool” for students, so they could provide feedback on their advising experiences. “Questions were originally designed to measure satisfaction with prescriptive functions (e.g., class scheduling and graduation requirements), developmental functions (e.g., developing career goals), and overall advisor traits (e.g., personality, professionalism)” (Teasley & Buchanan, 2013, p. 4). The University of North Carolina at Charlotte has developed an insightful and research-based methodology and instruments for assessing academic advising. In Izabela Szymanska’s (2011) report on “Best Practices for Evaluating Academic Advising,” she breaks down their assessment strategy into 5 recognizable dimensions, all of which have surfaced in discussions leading up to and from the development of The *RIGHT Path* QEP.

These dimensions of assessment are:

1. The nature of the advising relationship
2. Frequency of different types of activities that take place during advising sessions
3. Student’s satisfaction with advising
4. Students’ outcomes (increasing knowledge or academic environment, understanding of career goals, etc.)
5. Advisors’ satisfaction

Using social cognitive theory, an instrument was developed for advisors to assess self-regulated learning of students. Students were required to set goals and evaluate their progress after receiving a specific set of interventions. These cycled the student through three self-regulated learning phases: recognizing, choosing, and creating an educational degree pattern

(Erich & Russ-Eft, 2013). Recognizing, choosing and creating have been incorporated into The *RIGHT Path* learning outcomes in order to assist students in becoming self-directed learners.

Dimensions Model-O'Banion

Delgado is committed to the holistic development of students, acknowledging that traditional, prescriptive course advising does not provide the self-reflective, experiential and relevant experiences that are so critical to educational success. In keeping with the findings in a recent study by Melinda Karp for the Community College Research Center at Columbia, Delgado's *RIGHT Path* QEP maintains that “. . . the purpose of advising is not merely to impart information to students but rather to facilitate a process by which students are aided in learning about themselves, their goals, and how to attain them (2013, p. 5).”

In the Fall of 2014, the QEP Task Force convened to narrow down the QEP topic that had emerged from focus groups and follow-up surveys. In the process of examining current literature in best practices in advising models, the team began to see stark contrasts between the effective models and Delgado's typical advising practices. Indeed, there were far more similarities between Delgado's advising practices and those described as “limited” in the literature because of an almost exclusive focus on scheduling classes for students. There was general agreement from the QEP Task Force that Delgado should evaluate those practices and use the QEP to expand their roles and scope of advisement to better serve the students and their own fulfillment.

Of the many advising models found in the literature and in the case studies of effective practices, those that impacted non-cognitive, affective behaviors would fit well with the needs of our student population, the Delgado culture, our learning-centered mission, LA 2020 goals, and would complement the suggestions for interventions that had been collected from the focus group and advisory sessions. In forming a strategy for improving Delgado's own advising model, the Task Force took the principles behind Terry O'Banion's (2012) dimensions model to inform

Delgado Community College's Quality Enhancement Plan's academic advising interventions and communications.

In Terry O'Banion's (2012) recently revised process of advising, he blends simplicity with mindfulness. It speaks to the dialogue that the QEP Task Force has had in developing the interventions they included in Delgado's *RIGHT Path QEP*. His five steps, which are dimensions of developmental advising, provide a theoretical and practical methodology for use in developing advisors, interventions, and scripts for engaging students in the advising process (Appendix D). While historically, systems of academic advising have been designed as "faculty advising" systems or "counselor-based" systems, this model strongly supports academic advising as a system-wide team approach where everyone has a role. The student is the primary decision-maker throughout the advising process. Faculty advisors should have a sensible load (no more than 15 advisees without a reduced teaching assignment), and they should be required to participate in staff development that targets the advising process (O'Banion, 2012, p. 43-45).

Summary

This analysis of research and current best practice has helped Delgado to determine strategies for implementing The *RIGHT Path* QEP in addition to articulating the purpose and goals that would become the basis of the plan. The *RIGHT Path* QEP Task Force recognizes that a systemic approach to advising would allow students to formulate the goals outlined in the College mission statement and enable them to create strategies to achieve them. Upon a review of both theory and practice, it became clear that our advising plan should include the critical components of frequent interaction, tools for academic and career exploration, clearly defined program requirements, and methods to evaluate goal progress. Because much of the literature focuses on the relative urgency of helping those who are first time or undecided students, the implementation plan will begin by addressing a group of undecided learners, General Studies

students. Then, each implementation team will proceed with providing a framework that will become accessible to all students in future phases.

GOALS, STUDENT LEARNING OUTCOMES AND STRATEGIES

In creating a learning environment for students to define their educational plans, students will experience distinct interventions before the end of their first semester. These interventions will explore educational, career, and personal goals in order to meet our student learning outcomes outlined herein.

The *RIGHT Path* QEP Purpose

The purpose of The *RIGHT Path* QEP is to develop a system-wide approach to advising that cultivates an environment where students learn to be self-directed in achieving realistic and attainable goals.

Goals and Student Learning Outcomes

While Delgado recognizes that adults are self-directed individuals, students at Delgado are not self-directed in their educational journeys. In establishing an environment where students can learn to be self-directed, to create and to achieve educational plans, the following goal and outcomes were created:

Goal 1. Provide enhanced academic advising for students.

Student Learning Outcomes

1.1 Students will **recognize** the roles and responsibilities of advisors and advisees.

1.2 Students will be able to **recognize** campus resources and services available and know how to access them.

1.3 Students will identify their fields of study, **choose** majors based on their goals, and **create** plans to achieve.

1.4 Students will learn to **recognize** the structure of educational plan requirements and select the appropriate courses to **create** and fulfill their educational plans.

The goal of The *RIGHT Path* QEP is to provide enhanced academic advising for Delgado Community College students. In order to establish a learning environment through advising, we must focus our attention on student learning outcomes, advising outcomes, and the strategies needed to achieve our desired outcomes. Additionally, our goal and outcomes are tied into our College's mission, our institutional goals, and the goals of LA 2020.

Students who participate in The *RIGHT Path* enhanced academic advising will walk away with the ability to recognize the roles and responsibilities of advisors and advisees. Students will be able to describe their academic responsibilities, identify their academic advisors, and explain their advisors' roles in their education. The implementation of The *RIGHT Path* QEP will create the advising outcome that Delgado will provide a consistent and accurate academic advising system for students. Just as in academia, creating a Master Academic Advising syllabus (Appendix E) will provide a common standards and expectations as well as a universal structure for academic advising that may be tailored to each campus and student population yet still accomplish the same learning outcomes College-wide. In the end, advising will be consistent for all students with an assigned advisor to assist them through the process of attaining their realistic educational goals.

The enhanced academic advising system will give students the ability to recognize the available campus resources and services and the knowledge to access these resources and services. Specifically, students will be able to find and to utilize the college catalog and explain important dates and policies as they relate to their academic progress. Students will identify the resources that are available at their specific campuses, and learn how to utilize those services. The outcome for advising is to use supportive technology to provide centralized student friendly information, which will allow students to find important academic information in an easy to access virtual location.

An additional student learning outcome from The *RIGHT Path* QEP is students will have the ability to identify their fields of study, choose majors based on their goals and create plans to achieve. Students will be able to describe their educational, career, and personal goals. They will be able to select majors and identify how that major will help them to achieve their goals. They will also have the ability to select courses that are specific to their programs of study and aligned with their goals. The academic advising outcome will be for the academic advisor and student to work together and to identify the student's career and educational goals. Assigned advisors will instruct students in recognizing, choosing, and creating their individualized educational plans. After creating their educational plans, students will follow their plans in a self-directed manner. Students' educational plans will include their goals as well as their academic plans to completion.

Finally, by participating in *The RIGHT Path* QEP enhanced advising system, students will have the ability to recognize the structure and requirements of their educational plans and select the appropriate courses to create and fulfill their educational plans. In particular, students will be able to define general education requirements compared to General Studies degrees. Students will be able to explain their curriculum requirements. They will be able to apply course sequencing needed to complete their degrees, and be able to select courses and register independently through LOLA, the College's online student management system. When applicable, students will be able to define transfer credits and requirements to transfer to another institution. Overall, students will be able to illustrate effective decisions concerning their educational, career, and personal goals. As an outcome of advising, the academic advisor and student will develop educational plans/degree audits that will guide the student to complete his/her degree.

ACTIONS & IMPLEMENTATION TIMELINE

To accommodate the unique needs and operations of each campus and site, The *RIGHT Path* QEP implementation follows a phased progression. Additionally, Delgado will implement a Master Academic Advising syllabus (Appendix E). This syllabus will serve as guidelines for campuses to implement The *RIGHT Path* QEP. Each campus is unique and serves unique student needs, but the overall goal of this QEP is to create a system-wide approach to academic advising. The use of a master syllabus will be the tool to ensure consistent academic advising expectations and standards throughout the College. The College will use online resources, such as Curriculum, Advising and Program Planning (CAPP), and Canvas (Learning Management System) to carry out The *RIGHT Path* goal and objectives. Delgado campuses and sites vary widely in enrollment and programs offered. A staggered implementation, Master Academic Advising Syllabus, and online tools will allow for observation, and the sharing of lessons learned across the College and will give each campus' and site's *RIGHT Path* QEP team the flexibility to cater the interventions to the resources and culture of each site, while maintaining consistent quality standards and processes.

Pre-Implementation Phase – August 2015 through December 2015

Create RIGHT Path Implementation Teams

A College-Wide Implementation Team with representatives from the various Delgado functional units and locations has been created. Under the direction of the QEP Director, this team coordinates implementation efforts across the College. In addition to the College-Wide Implementation Team, cross-functional teams have been created at each of the six Delgado locations to accommodate the relative strengths and needs therein. This team is responsible for collecting data to be used in yearly reporting and to be shared with the College-Wide QEP Implementation Team. The data collected will be used to make improvement to the process and help advise the other sites during their individual implementation.

QEP DIRECTOR

Dr. Cherié Kay LaRocca was selected to serve as Delgado Community College's QEP Director. As Director, she leads the QEP Implementation Teams, engages faculty, staff, and students, in fulfilling the purpose of the QEP by producing favorable student outcomes (Appendix F). Dr. LaRocca's research combined with her experience and leadership will be instrumental in the implementation and assessment of our QEP plan. Dr. LaRocca has conducted extensive research surrounding academic advising, and most recently, she studied the effects of academic advising and success coaching on first-year student retention at a four-year public institution in Louisiana. Additionally, Dr. LaRocca brings her experience of working with students through her previous roles in Student Affairs and her experience with advising and curriculum while serving as an academic advisor at Delgado. The results of the data she collected provide insight to academic advising best practices in Louisiana, and her experience has enhanced our QEP plan.

Develop CAPP

CAPP (Curriculum, Advising and Program Planning) is a software tool used through the College's existing Banner software to develop a function for degree auditing. This tool will assist the students, faculty, and/or advisors in auditing the degree programs offered at the College. This tool is essential in ensuring students are on the "RIGHT Path" because it will track students' progress throughout their declared programs, which is essential to student retention and completion. This tool will be used to assist in facilitating advising practices and student self-advising.

Create Canvas Site

Canvas by Instructure is a cloud-based Learning Management System (LMS) platform. Canvas is used by all current students, faculty, and staff for content delivery, activity participation, and student assessment. The platform is efficient since Instructure focuses on

providing a LMS, and its features and enhancements are provided via apps integrated using Learning Tools Interoperability (LTI). Canvas supports faculty, staff, and students in multiple ways, such as data usage reports, and visual analytics to help improve teaching and learning. Other features include integration with third-party, instructor, and student created media (video and audio) and connecting learning outcomes to specific measurable goals using rubrics.

Canvas will support the *RIGHT Path* QEP by providing a way to post supplemental student support information. Canvas will provide instructions and examples for students to complete their academic plans, as well as provide students with orientations to programs and software that will help students learn about time-management, goal setting, choosing the appropriate courses, and understanding transferability of program requirements. Canvas provides a real-time, online, self-service support for students that may be used in addition to on-campus, in person support and telephone or email support. Canvas removes the barrier of only being able to access advising Monday-Friday from 8:00am-4:30pm. Through Canvas, advising information is available at all times to students, faculty and staff.

The QEP Director will be responsible for creating and uploading all activities on the Canvas learning platform. The platform will be the main point of contact between the students who are participating in the QEP interventions and the College. The site will contain links to all of the materials, inventories, and assignments that will be required of students participating in the QEP. Students will be expected to utilize this site to complete much of the work between intervention steps with advisors, and it will be used to monitor and to assess students' progress through The *RIGHT Path's* interventions.

A dashboard will be created for each student. Advisors will use this dashboard for assessing students' completion of interventions. The dashboard will allow students and advisors to recognize each student's advancement to becoming a self-directed learner and accomplishing the learning outcomes set forth by The *RIGHT Path*. Canvas will allow the

interventions of The *RIGHT Path* to be adapted to each student's needs yet provide consistent academic advising throughout the College. Appendix G includes those measures that will be contained in the Canvas dashboard, the learning outcomes that are related to the dashboard measures, and when the learning outcomes should occur during the academic advising process. Please note the timeframe outlined is based on the West Bank's implementation. All of the campuses will need to accomplish the dashboard measures and learning outcomes, but they will create their own means of delivery and timeframes as outlined in the Master Advising syllabus (Appendix E).

Identify the Advising Group for Phase 1 Implementation

Delgado's *RIGHT Path* QEP will be launched and implemented as a pilot on the West Bank Campus. The groundwork for the pilot includes selection of advisors based upon the number of students enrolled in the General Studies program.

Phase I – January 2016 through July 2016 (1st Year Impact Report)

The pilot launch on the West Bank campus headlines Phase 1 with the first series of interventions. The West Bank was chosen because of its optimal size, the size of the target student population (389 General Studies Students, Fall 2015), and the existing advisor structure.

Following the foundation set forth by the Master Academic Advising syllabus, the West Bank campus has implemented changes to achieve the goal and learning outcomes of The *RIGHT Path* QEP. Professional advisors have been assigned to students based on the students' programs of study. The West Bank Implementation Team saw the need to change the campus' culture from the assumption that seeing an academic advisor meant registering for classes. The team also saw the need to convey to students the importance of academic advising and academic advising's role in the students' education. In an effort to shift the advising and campus culture and provide ample time to develop relationships with students,

advisors meet with students by appointment only. This has created responsibility for both the students and the advisors.

The West Bank campus is following the interventions and communication plan as outlined by The *RIGHT Path* QEP. In order to meet all learning outcomes, advising outcomes, and objectives of The *RIGHT Path* QEP, the West Bank advisors will hold two one-on-one meetings with students, student orientations, and workshops specific to students' programs of study. The content of each of these interventions is outlined (Appendix G). In the week following the last intervention on the West Bank, collected data will be analyzed by The *RIGHT Path* QEP Implementation Team and the College-Wide QEP Task Force. The two teams will evaluate the process and the results of the interventions. They will structure the annual impact report from those conclusions, including assessment results and recommendations for policies, procedure, or best practices in improving upcoming cycles of interventions.

Phase II – March 2016 through Fall 2017

Phase II marks the rolling launch of the intervention process for all other sites. The sites include Northshore-Slidell and Charity School of Nursing (Summer 2016), Jefferson and Sidney Collier (Spring 2017), and City Park (Summer 2017). Assessment data, findings, and best practices that have emerged from the previous pilot will serve as valuable input into the campus- and site-specific launches. The execution timeline will vary according to each campus' or site's *RIGHT Path* Implementation Team. However, each implementation will have the same goal, outcomes, and strategies as outlined in the Master Academic Advising syllabus.

THE *RIGHT PATH* INTERVENTIONS AND COMMUNICATIONS

The following narrative outlines standard advising interventions and communications that will be incorporated to each site's adoption of The *RIGHT Path* QEP.

Identification of Faculty/Staff Advisor Groups

The *RIGHT Path* enhanced academic advising system includes the incorporation of faculty/staff advisors. Each individual campus will identify current faculty and staff that have significant contact with the QEP student population and will serve as official Faculty/Staff QEP advisors. Each campus will also define a point at which a student will move from seeing a program academic advisor to faculty/staff advisor. The West Bank campus, as the initial campus to implement The *RIGHT Path* QEP, plans for General Studies students to transition to faculty/staff advisors once they have successfully completed 30 hours of their degree plans.

Each faculty/staff advisor will be trained on all of the current software used for the QEP implementation, and each will be responsible for specific portions of the QEP implementation, to include working with other advising personnel to help the student progress through the interventions outlined in the student's Canvas dashboard. The Master Academic Advising syllabus will be followed by faculty/staff advisors to ensure common standards and expectations as well as a universal structure for academic advising are provided to students. Specifically, faculty/staff advisors will continue the conversation on career paths and keep students on track to degree completion. The faculty/staff advisor will be expected to maintain an advising relationship with each student for the full term of the student's educational career at Delgado. Appendix H outlines the roles of students, advisors, and faculty/staff advisors.

Professional Development

Faculty and staff will be trained on the software that will be used in the implementation of The *RIGHT Path* QEP including CAPP and Canvas. A comprehensive list of resources available at each campus/site for students at Delgado will be created, and an advising manual will be developed. A calendar of professional development opportunities for each location will be created.

Student Communication Action Plan

A comprehensive communication plan will be created at each campus/site for purposefully timed intrusive messaging. The Canvas site will be used to streamline information to students in an online instructional format. This tool will be used as part of the QEP communication plan with students. The standardized communication plan for The *RIGHT Path* is summarized in Table 7. Campuses and sites may expand on the standard communication plan that is outlined as part of the Master Academic Advising syllabus. The West Bank campus' full communication plan is outlined in Appendix G.

Table 7: The *RIGHT Path* Communication Plan

Communication	Timeframe	Content
Email	First week of classes	Introduction/Welcome Back email to introduce students to advisor, promote The RIGHT Path, encourage students to meet with advisors
Email/one-on-one meetings	After midterm grades are posted	Contact students regarding midterm grade performance
Email/one-on-one meetings	After final grades are posted	Contact students regarding final grade performance
Online	Available throughout the semester	Resources and Services provided in Canvas

Once advisors have received their caseload of students, which will take place by the 14th day of classes, the introduction letter will be emailed to each student. This initial communication will be a pre-scripted introduction email to inform students of their advisors names, to encourage students to meet with their advisors, and to explain the advisors' role in their education. The task of emailing all students should be completed within 1-2 days of advisors receiving their caseloads. Furthermore, advisors will email their advisees after midterm and final grades have been posted. The purpose of these emails is to check in with the students about their academic performance. The initial communication is an email, but based on the student's performance, the advisor can request additional follow-up from the student, including but not limited a one-on-one meeting with advisor, or the student meeting with tutoring services.

Canvas will allow advisors to communicate important information to students that will be available throughout the semester. This online tool will be beneficial in providing consistent information to students regarding advising and their programs of study.

Purposeful Interventions

It is intended that once advisors have their caseload of students assigned to them, purposeful interventions with these students will take place by the end of the first semester. Below are the purposeful interventions outlined by The *RIGHT Path*. These interventions have been informed by the research reviewed and best practices. Each site will have the ability to create how learning outcomes will be delivered to their student population and the timeframe of delivery.

1. Unofficial Degree Audit/Degree Plan on File: Students and advisors will work together to create students' unofficial degree audits or degree plans. An unofficial degree audit shows the student his/her program of study, as outlined by the college catalog, and confirms which courses have been completed and which courses still remain. A degree plan is specific for General Studies students, and it lists every course that the student intends to complete in order to attain his/her degree. General Studies students must file their degree plans with the College Registrar's Office in order to graduate. This information will be saved in students' Canvas dashboard so that advisors and students can access it at all times.
2. Course Sequence: Once a degree audit and plan have been created, the student and advisor will work together to map out the student's course selections until graduation. Course sequencing sheets will be available in the Fall 2016 Catalog and will be used as a tool in creating each student's path to completion. The sheets will help students to visualize their requirements to graduation, the timeline to complete, and help them to

become self-directed learners. This information will be saved in the students' Canvas dashboards so that advisors and students can access it at all times.

3. *Advisor's Indication of Students' Proficiency of College Catalog:* In an effort to assist students in becoming self-directed learners, it is important that students are able to explain College's policies and procedures as well as identify the campus resources and services that are available. The college catalog is a tool for students to use during their academic tenure. Advisors will work with students to ensure they are familiar with this tool and able to utilize the catalog to find important information. Advisors will use Canvas to note students' proficiency of the college catalog.
4. *Advisor's Indication of Students Being Able to Recognize Their Educational Plan and How the Plan is Appropriate for Their Goals:* To guide students to the RIGHT Path, we must ensure that students are able to identify how their current educational plans links to their future aspirations. Advisors will work with students to identify their fields of study and to choose majors that align with their current and future goals. Then together, they can create a plan to achieve students' realistic goals. Advisors will use Canvas to note students' recognition of their educational plans and how they link to their goals.
5. *When Applicable, Academic Advisors' Observation of Students' Transfer Credit and Requirement Knowledge:* Delgado serves many students who are transferring into the College from other institutions and/or plan to transfer to a four-year institutions in pursuit of bachelor's degree. When students fall into the transfer category, it is important that they can define transfer credits and the requirements to transfer. Students transferring into Delgado must be able to recognize which previously earned credits have been accepted by Delgado and which courses can be applied to their programs of study. Those transferring out of Delgado must be able to recognize which courses from

Delgado will be accepted by their future institutions, which credits apply to their future degrees, and the requirements to be admitted into their future institutions. Advisors will use Canvas to note students' recognition of transfer credits and requirements.

6. Stated Career Goal: The *RIGHT Path* will guide students to recognizing their academic progression and how it leads to their future career goals. By recognizing their field of study, choosing majors based on their goals and creating plans to achieve their goals, students will be focused on their own success. Advisors will work with students to articulate their intended career goals. This information will be saved in the students' Canvas dashboard so that advisors and students can access it at all times.
7. Completed Career Exploration: Students may need additional guidance when selecting a major that is connected to their future goals or narrowing a career. The use of tools such as My Life, My Way and Career Cruising as well as encouraging students to participate in career exploration will inform students' decisions about their futures.
8. Quiz: To assess the students' knowledge of resources and services available on campus, their knowledge of advisors' and advisees' responsibilities, and to gauge students' ability to illustrate effective decisions, quizzes have been created in Canvas. Advisors will ensure that students participate in the Canvas quizzes to assess the students' progression and document learning outcomes as well as The *RIGHT Path's* success.

The Master Academic Advising syllabus outlines the above criteria that must be followed as well as the learning outcomes that must be accomplished when advising students. For the West Bank campus, face-to-face meetings, orientations, and program workshops will take place during the pilot stage. However, the use of technology, such as email, videoconferencing, and software should not be discounted. As Delgado moves from the pilot stage to full

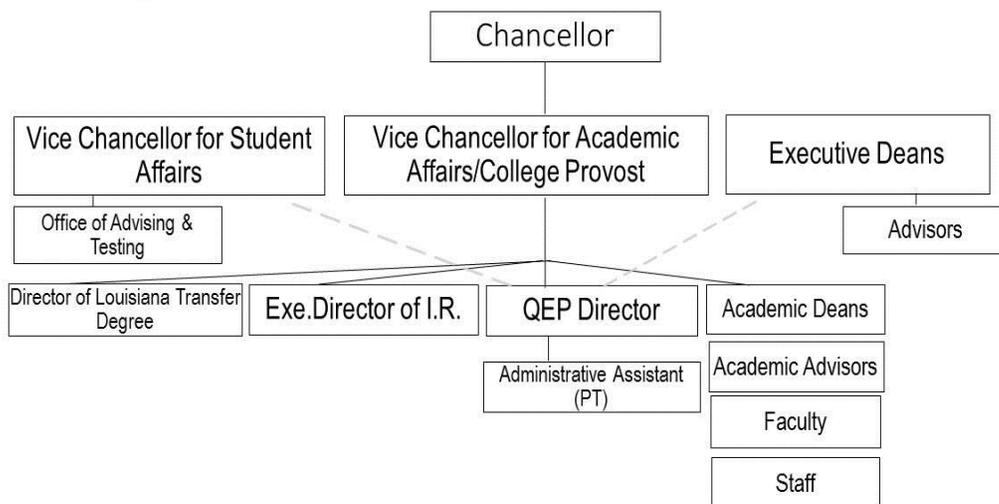
implementation, the use of technology will become more necessary for the College and more prevalent in advising in general. Appendix G outlines the content and interventions taking place at the West Bank campus.

QEP ORGANIZATION STRUCTURE

The *RIGHT Path* QEP addresses the importance of enhanced advising at the very beginning of a student's academic career. The correct advising can prevent unnecessary detours along the way. The development of the QEP has included input from a huge cross-section of the College, representing the executive leaders, faculty, staff, and students. Positioned with this strong, representative voice, the QEP Team has painted a picture of the need to redesign student advising. Leading the path for this redesign is Chancellor Joan Y. Davis, who has committed her support for the staffing, financial resources, and modifications to policies and College procedures that are necessary to ensure a viable "RIGHT Path" for all students. The support of Chancellor Davis ensures the resources will be available to carry out and to sustain the innovations developed to benefit the future of the College through this *RIGHT Path* QEP.

Figure 3. *RIGHT Path* Organizational Chart

Right Path Organization Chart



Delgado's first journey along The *RIGHT Path* QEP involves the West Bank Campus, which is under the leadership of an Executive Dean. The Executive Deans, along with the Vice Chancellors for Academic Affairs and Student Affairs, are all members of the Chancellor's Executive Council, which provides the Chancellor with various QEP updates and progress reports. This reporting structure builds a two-lane highway of communication between these leaders who are instrumental to the success of this QEP. The executive leaders have been deeply involved through the development and facilitation of discussions for The *RIGHT Path* QEP. Together, the QEP Director and the West Bank Executive Dean work side by side to implement the initial phase of The *RIGHT Path* QEP.

The *RIGHT Path* QEP journey is guided by a QEP Director. The QEP Director, Dr. LaRocca, has an understanding of our student population, a working knowledge of the current advising structure and the overall culture of the College. She leads a convoy of QEP Implementation Teams, engaged faculty, staff, and students in fulfilling the purpose of the QEP by producing favorable student outcomes. Dr. LaRocca has the skills of an advisor, the analytical skills of a researcher, the forward thinking of an administrator, and a passion for student success. The QEP Director reports to the Vice Chancellor for Academic Affairs.

The Core Team and College-Wide Implementation Team work with the QEP Director to guide the process. Each site has a QEP Implementation Team. The members of the QEP Implementation Teams will be well versed in The *Right Path* QEP and will work jointly with the QEP Director. Academic advisors will continue to report to the Vice Chancellor for Academic Affairs, Vice Chancellor for Student Affairs, and Executive Deans, but they will be intrinsically involved and guided along the "RIGHT Path" by the QEP Director and the QEP Implementation Teams. The advisors, along with faculty and staff volunteers, will receive extensive professional development and technical training from the QEP Director and the QEP Implementation Teams, designed to lead students along the "RIGHT Path" to achieving their goals.

Resources & Budget

Delgado Community College's human capital, financial, and technology resources are an integral part to the implementation and sustainability of The *RIGHT Path* QEP.

Organizational changes will cause some of these resources to be readily available while others will require new sources of staffing. Even so, the College is committed to ensuring required resources are available.

The budget reflects shared existing salary and fringe benefits for the Vice Chancellor for Academic Affairs who will oversee The *RIGHT Path* QEP. Salaries of personnel from the Office of Institutional Research will be shared within the existing budget expenses due to the amount of data and research needed to guide and sustain The *RIGHT Path* QEP. New positions have been created for a full-time QEP Director as well as a part-time administrative assistant, which will be selected. There may be occasion to seek assistance from faculty or staff outside the regular The *RIGHT Path* structure. An allocation for extra services contracts has been made available for this purpose. The QEP administrative assistant will serve as support staff throughout the QEP. This position will work closely with the QEP Director as well as with the support staff serving the areas involved. The *RIGHT Path* QEP incorporates advisors from academic divisions, Louisiana Transfer Degree, the Office of Advising and Testing and site based advisors.

The *RIGHT Path* QEP embraces technology as a tool rather than as a resource. While the QEP Director and the advisors represent the valuable human resources, technology provides avenues for reaching the *RIGHT Path*.

- Curriculum, Advising, and Program Planning (CAPP) is a tool for evaluating a students' coursework against their degree requirements of their declared majors. CAPP will be an instrumental tool for advising and for learning to make decisions about a course of study. The

tool has been purchased by the LCTCS Office in Baton Rouge; therefore, the annual cost to the College is minimal.

- In addition, the Office of Career Services has used Career Cruising for some time and absorbs the small annual licensing costs. This tool allows students to examine their interests and skills and link them to programs of study and careers.

- The State of Louisiana Office of Workforce Development has also launched My Life/My Way: a free career surfing and exploration tool. This tool aligns with the goals of The *RIGHT Path* QEP with no additional cost attached.

As a new department within the College, a budget line item will be included to cover the necessary printing costs, as the College no longer has onsite printing services, as well as supplies. The budget also accounts for assets, such as computers, printers, and related supplies for the *RIGHT Path* Office. Funds have been allotted for the marketing and promotion materials needed to publicize the purpose and availability of The *RIGHT Path* QEP. The Vice Chancellor for Academic Affairs, the QEP Director, the QEP administrative assistant, the QEP Implementation Teams, and other faculty and staff involved will participate in professional webinars. Travel expenses to SACSCOC annual conference and summer institute, as well as other relevant conferences, are included in the QEP budget.

Over the next five years, the implementation of The *RIGHT Path* QEP will cost the College approximately \$829,400.00. Upon completion of the five-year *RIGHT Path* plan, the budgeted items listed below will be absorbed by the College, which stands to benefit financially from the success and institutionalization of the project.

Table 8: QEP Budget

QEP Budget 2015-2020	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
EXPENSES	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
SALARIES FRINGE BENEFITS	EXISTING	NEW	EXISTING	NEW	EXISTING	NEW	EXISTING	NEW	EXISTING	NEW
Vice Chancellor for Academic Affairs/partial salary	\$10,000		\$10,000		\$10,000		\$10,000		\$10,000	
Office of Institutional Research Personnel	\$15,000		\$15,000		\$15,000		\$15,000		\$15,000	
QEP Director		\$30,000		\$68,000		\$68,000		\$68,000		\$68,000
QEP Assistant, 29 hours per week		\$12,500		\$25,000		\$25,000		\$25,000		\$25,000
Faculty-Staff Extra Service Contracts		\$5,000		\$11,600		\$11,600		\$11,600		\$11,600
SOFTWARE										
CAPP	\$6,000		\$3,000		\$3,000		\$3,000		\$3,000	
Career Cruising	\$3,500		\$3,500		\$3,500		\$3,500		\$3,500	
My Life My Way	\$0		\$0		\$0		\$0		\$0	
PRINTING										
Printing and copying		\$3,000		\$3,000		\$3,000		\$3,000		\$3,000
SUPPLIES										
Office supplies		\$3,500		\$3,500		\$3,500		\$3,500		\$3,500
EQUIPMENT										
Desktop Computers (2)		\$4,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Printers (2)		\$2,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
MARKETING & PROMOTION										
PR material, brochures,etc		\$15,000		\$10,000		\$7,000		\$5,000		\$5,000
PROFESSIONAL DEVELOPMENT										
Professional Development Webinars		\$2,000		\$3,000		\$3,000		\$3,000		\$3,000
SACS Meetings		\$10,000		\$15,000		\$15,000		\$15,000		\$15,000
Other Conferences		\$5,000		\$8,000		\$8,000		\$8,000		\$8,000
MEMBERSHIPS										
NACADA-QEP Director		\$300		\$300		\$300		\$300		\$300
MISCELLANEOUS					\$25,000		\$25,000		\$25,000	
Items not listed		\$25,000		\$25,000						
SUBTOTALS	\$34,500	\$92,300	\$31,500	\$147,400	\$31,500	\$144,400	\$31,500	\$142,400	\$31,500	\$142,400
TOTAL	\$829,400									

ASSESSMENT STRATEGY

Assessment measures used to evaluate the QEP will be both summative and formative. These assessments occur throughout the process of implementation and will be used for continuous improvement and to define success. During the implementation process, the QEP Director, working collaboratively with QEP Implementation Teams, will review the data to assess the progress toward goal achievement and to make necessary adjustments along the way. One of the strengths of the QEP assessment and implementation plan is that by implementing the program in a phased approach at each campus/site, the team will have adequate time to evaluate the outcomes of each phase and make any necessary adjustments prior to the next phase of implementation. As noted in Table 9, the assessment measures are outlined in relation to the student learning and advising outcomes, the targets, strategies for assessment, and the process of assessment for the QEP plan.

Along those lines, assessment will continue to occur throughout the life of the project. Specifically, there are assessment timelines for implementation at each campus, as well as annual reports and finally the Fifth Year Impact Report. Table 9 includes targets for each year of the QEP plan. Additionally, these interim reports will encapsulate the data and experiences of the QEP Implementation Teams including but not limited to participation, persistence, and completion rates. Furthermore, QEP Implementation Teams will provide qualitative feedback on their experiences in implementing the QEP to provide direction for the future. Following annual assessments, the results will be reported to the College Council, a decision-making body of the College, which will review the results, suggest modifications, and ratify those recommendations. In areas where the assessment indicates that the institution is not achieving the stated goals, corrective measures will be identified and implemented prior to the next phase implementation.

The *RIGHT Path* QEP is equipped with internal processes for continual improvement and evaluation of progress towards the goal of a sustainable model for advising and teaching

students to make and to achieve their academic goals. Regular debriefing and evaluation of the process is instrumental to the initial roll out across the various campuses and sites. Exploration into effective practices is in line with the culture of teaching and learning at Delgado, as is the collaboration between colleagues in sharing practices.

Assessment and Reporting

Each student learning outcome and academic advising outcome has been linked to assessment targets, strategies, measures, baselines, and yearly targets. Strategies have been identified as either being linked to student learning, faculty/staff learning, or the process of creating the learning environment. This was done to assure that our assessment, just as our quality enhancement plan, is directly connected to enhancing the learning environment at Delgado. Our commitment to providing this learning centered environment includes our students as well as our faculty and staff.

It should be noted that several benchmarks will start from zero. This is because the data that will be collected for The *RIGHT Path* QEP has not been previously collected by the College.

Learning outcome 1.1: Students will recognize the roles and responsibilities of advisors and advisees.

Advising outcome 1.1: Provide a consistent and accurate academic advising system.

In order to measure 1.1 outcomes, three targets have been outlined. First, every current semester student will be assigned an academic advisor by the end of same semester. The strategy for this target is students will be assigned to academic advisors and the target will be assessed on the number of current students assigned to academic advisors using Banner. The strategy is linked to the process of creating the learning environment. Delgado has never formally assigned students to academic advisors, so the baseline for the target is set at zero percent. Second, 75% of students will identify that they are knowledgeable of academic advising roles and responsibilities. A quiz has been created to assess students' knowledge of academic advising roles and responsibilities. Based on students who participated in the pilot quizzes, the

baseline is 47% of students understand advisor roles and responsibilities while 8% understand their roles and responsibilities as a student. This strategy is related to student learning. To assess our progress, the percentage of students quizzed on academic advising roles and responsibilities will be evaluated. The final target for 1.1 is 75% of faculty and staff participating each year will indicate they are following the Master Academic Advising syllabus. The strategy for this target is to create a Master Academic Advising syllabus to will provide a common standards and expectations as well create standardize processes for academic advising including comprehensive communication plan and purposeful interventions. The percentage of faculty and staff quizzed on Master Academic Advising syllabus will be used to assess this target as it is related to faculty/staff learning. The baseline for this target is also zero percent since this data is not currently being collected.

Learning outcome 1.2: Students will be able to recognize campus resources and services available as well as know how to access.

Advising outcome 1.2: Through the use of supportive technology, academic advising will provide centralized student-friendly information.

Learning outcome 1.2 has four targets. The first target is College-wide use of CAPP and Canvas to enhance academic advising. The strategy for this target is linked to the process of creating the learning environment and includes CAPP and Canvas. Implementation of CAPP and Canvas at each campus to enhance academic advising will be used to assess this target. The baseline is zero percent because currently there is no College-wide coordinated use of technology in advising. The second target is 75% of students will be knowledgeable of at least one campus resource or service. A quiz has been created to assess students' knowledge of resources and services and is connected to student learning. The baseline is 54.2% of students are able to identify one campus resource or service. The percentage of students quizzed on campus resources and services will be used to assess this target. The third target is 75% of students will be able to find and utilize the college catalog. The strategy to accomplish this

target will be for academic advisors to observe students' use of the college catalog and the assessment will be measured by the academic advisor indicating student's proficiency of college catalog. The advisor will input this information into the students' Canvas dashboard. This target is linked to students' learning. This data is not currently being collected and the baseline is zero. The final target for 1.2 is 75% of faculty and staff participants each year rate themselves as knowledgeable and using CAPP and Canvas. A quiz will be created to assess faculty and staffs knowledge and use of CAPP and Canvas. The current baseline is zero. This target is related to faculty/staff learning. The percentage of faculty and staff quizzed on knowledge and use of CAPP and Canvas will be used to assess this target.

Learning outcome 1.3: Students identify their fields of study, choose majors based on their goals, and create plans to achieve.

Advising outcome 1.3: Academic advisor and student will identify student's career and educational goals.

Learning outcome 1.3 has three targets. Target number one is for 80% of students to identify and to create an educational plan. The strategy to enhance student learning is through the use of CAPP. Students will identify their majors and create their educational plans. This outcome will be assessed by the number of educational plans on file in Canvas. Currently, zero students have an educational plan on file in Canvas. The second target is 80% of students are able to recognize how educational plan is appropriate for their goals. The strategy for this target is goal exploration and will enhance student learning. The academic advisors will assess and document student knowledge in Canvas. The baseline is zero because currently the College does not assess this data. The third target is for 80% of the students to select appropriate courses based on program of study and goals. The strategy for this student learning target is to monitor students' educational plan of study. Through the use of CAPP, academic advisors will monitor students' progress. The baseline is zero because no students have educational plans on file in Canvas or degree audits on file in CAPP.

Learning outcome 1.4: Students learn to recognize the structure of educational plan requirements and select the appropriate courses to create and fulfill their educational plans.

Advising outcome 1.4: Academic advisor and student develop educational plan/degree audits.

The final outcome, 1.4, will have three targets. All three of these targets are connected to enhanced student learning. The first target is 80% of students will demonstrate progress towards educational plans created. CAPP will be the strategy. Student learning will be assessed through the use of reports including excess credits, students taking courses outside of their major, midterm and end of semester, which will include Satisfactory Academic Progress (SAP) reports. To establish a baseline, a report will be available at the end of Spring 2016 once CAPP is fully implemented. The total number of students not meeting SAP for Fall 2015 was 8,797. Second target is 75% of eligible students will have knowledge of transfer credits and transfer requirements. The strategy is for academic advisors to observe students' transfer credit and requirement knowledge. For transfer students (both incoming and outgoing), the advisor will indicate students' knowledge of transfer credits and transfer requirements in Canvas. The baseline is zero because the College does not currently assess this data. The final target is for 75% of students will be able to illustrate effective decisions. A quiz has been created to assess students' ability to make effective decisions. Based on students who participated in the pilot quizzes, the baseline is the baseline is 19% of students believe they can illustrate effective decisions. This target will be assessed by the percentage of students quizzed on ability to make effective decisions.

Overall, as a formative assessment measure, The *RIGHT Path* QEP Task Force has developed the Canvas dashboard to evaluate "successful" students, which will be used to assess students' progress and to track the students' progress through the QEP interventions. This dashboard, which was previously outlined, is a direct assessment measure that will be

used as a standard instrument for use at different campuses and sites to determine consistency in the levels of learning found across the College.

Finally, to ensure College-wide participation, each unit will include at least one *RIGHT Path* related desired outcome in their annual assessment plan. This process reminds everyone across the College that they have a role and responsibilities in The *RIGHT Path* and Delgado student success.

Table 9: Assessment & Reporting Tool

GOAL 1: Provide enhanced academic advising for students.									
Student Learning Outcome 1.1	Advising Outcome	Target	Strategy	Assessment	Baseline	Y1 Target	Y2 Target	Y3 Target	Y4 Target
Students will recognize the roles and responsibilities of advisors and advisees.	Provide a consistent and accurate academic advising system. Students will be able to: <ul style="list-style-type: none"> Describe their academic responsibilities. Identify their academic advisor and explain their advisors' role. 	100% of every current semester student will be assigned to an academic advisor by end of same semester reporting.	Assign students to academic advisors. <i>(process)</i>	Number of current students assigned to academic advisors.	0% ¹	15%	26%	50%	100%
		75% of students will identify that they are knowledgeable of academic advising roles and responsibilities.	Create quiz to assess students' knowledge of academic advising roles and responsibilities. <i>(student learning)</i>	Percentage of students quizzed on academic advising roles and responsibilities.	<i>Advisor's Role</i> 47%	62%	73%	75%	75%
					<i>Student's Role</i> 8%	23%	34%	58%	75%
		75% of faculty and staff participating each year will indicate they are following the Master Academic Advising syllabus.	Create Master Academic Advising syllabus to will provide a common standards and expectations as well create standardize processes for academic advising including	Percentage of faculty and staff quizzed on Master Academic Advising syllabus.	0%, A Master Academic Advising syllabus was not previously used.	75 % of West Bank, Slidell, and Charity School of Nursing faculty and staff will indicate	75 % of Sidney Collier, Jefferson, and City Park faculty and staff will indicate they are following	75% of all faculty and staff will indicate they are following the Master Academic	75% of all faculty and staff will indicate they are following the Master Academic Advising syllabus.

¹ Percentages are based on the number of General Studies students impacted by QEP

Delgado Community College's RIGHT Path

			comprehensive communication plan and purposeful interventions. <i>(faculty/staff learning)</i>			they are following the Master Academic Advising syllabus.	the Master Academic Advising syllabus.	Advising syllabus.	
GOAL 1: Provide enhanced academic advising for students.									
Student Learning Outcome 1.2	Advising Outcome	Target	Strategy	Assessment	Baseline	Y1 Target	Y2 Target	Y3 Target	Y4 Target
Students will be able to recognize campus resources and services available and know how to access them.	Through the use of supportive technology, academic advising will provide centralized student friendly information. Students will be able to: <ul style="list-style-type: none"> Find and utilize college catalog. Explain important dates and policies as they relate to academic progress. Identify the resources available at student's campus and how to utilize those services. 	College-wide use of CAPP and Canvas to enhance academic advising.	CAPP Canvas <i>(process)</i>	Implementation of CAPP and Canvas at each campus to enhance academic advising.	0% Currently, there is no College-wide coordinated use technology in advising.	West Bank, Slidell, and Charity School of Nursing campuses will fully use the tools of CAPP and Canvas.	Sidney Collier, Jefferson, and City Park campuses will fully use the tools of CAPP and Canvas.	All campuses will use the tools of CAPP and Canvas.	All campuses will use the tools of CAPP and Canvas.
		75% of students will be able to identify of at least one campus resource or service.	Create quiz to assess students' knowledge of resources and services <i>(student learning)</i>	Percentage of students quizzed on campus resources and services.	54%	69%	75%	75%	75%
		75% of students will be able to find and utilize the college catalog.	Academic advisors observation of students' college catalog use. <i>(student learning)</i>	Academic advisor will indicate students' proficiency of college catalog in Canvas.	0%, Currently this data is not being collected.	15%	26%	50%	75%

Delgado Community College's RIGHT Path

		75% of faculty and staff participants each year rate themselves as knowledgeable and using CAPP and Canvas.	Create quiz to assess faculty and staffs' knowledge and use of CAPP and Canvas. <i>(faculty/staff learning)</i>	Percentage of faculty and staff quizzed on knowledge and use of CAPP and Canvas.	0%, Currently this data is not being collected.	75 % of West Bank, Slidell, and Charity School of Nursing faculty and staff rate themselves as knowledgeable and using CAPP and Canvas.	75 % of Sidney Collier, Jefferson, and City Park faculty and staff rate themselves as knowledgeable and using CAPP and Canvas.	75% of all faculty and staff rate themselves as knowledgeable and using CAPP and Canvas.	75% of all faculty and staff rate themselves as knowledgeable and using CAPP and Canvas.
GOAL 1: Provide enhanced academic advising for students.									
Student Learning Outcome 1.3	Advising Outcome	Target	Strategy	Assessment	Baseline	Y1 Target	Y2 Target	Y3 Target	Y4 Target
Students will identify their fields of study, choose majors based on their goals, and create plans to achieve.	Academic advisor and student will identify student's career and educational goals. Students will be able to:	80% of the students identify and create an educational plan.	Through the use of CAPP students will identify their majors and create their educational plans. <i>(student learning)</i>	Educational plan on file in Canvas.	Zero students have an educational plan on file in Canvas.	15%	26%	50%	80%

Delgado Community College's RIGHT Path

	<ul style="list-style-type: none"> Describe educational, career, and personal goals. Select majors and identify how major is appropriate for educational, career, and personal goals. Select courses based on program of study and goals. 	80% of students are able to describe how educational plan is appropriate for their goals.	Goal exploration. <i>(student learning)</i>	Academic advisor will assess and document students' knowledge in Canvas.	0% Currently, the college is not assessing this data.	15%	26%	50%	80%
		80% of the students select appropriate courses based on programs of study and goals.	Monitoring of students' educational plans of study. <i>(student learning)</i>	Through the use of CAPP academic advisors will monitor students' progress.	Zero students have an educational plan on file in Canvas and degree audits on file in CAPP.	15% of current eligible participants	26%	50%	80%
						15% of all General Studies students.	26%	50%	80%
GOAL 1: Provide enhanced academic advising for students.									
Student Learning Outcome 1.4	Advising Outcome	Target	Strategy	Assessment	Baseline	Y1 Target	Y2 Target	Y3 Target	Y4 Target
Students will learn to recognize the structure of educational plan requirements and select the appropriate courses to create and fulfill of their educational plans.	Academic advisor and student develop educational plan/degree audits. Students will be able to: <ul style="list-style-type: none"> Define general education requirements compared to General Studies degrees. 	80% of the students will demonstrate progress toward educational plan created.	CAPP <i>(student learning)</i>	Report of excess credits. Report of students taking courses outside of majors. Report at midterm and end of semester,	To establish a baseline, a report will be available at the end of Spring 2016 once	15%	26%	50%	80%

Delgado Community College's RIGHT Path

<ul style="list-style-type: none"> • Explain their curriculum requirements. • Define transfer credits and transfer requirements if applicable. • Illustrate effective decisions concerning their educational, career, and personal goals. • Apply course sequencing for degree completion. • Select courses and register through LOLA independently. 			which includes Satisfactory Academic Progress (SAP) report.	CAPP is fully implemented. Current total number of students not meeting SAP for Fall 2015 was 8,797.					
	75% of eligible students will be able to define transfer credits and transfer requirements.	Academic advisors' observation of students' transfer credit and requirement knowledge. <i>(student learning)</i>	For transfer students (both incoming and outgoing), advisor will indicate students' knowledge of transfer credits and transfer requirements in Canvas.	0% Currently, the College is not assessing this data.	15% of transfer students	26%	50%	75%	
	75% of students will be able to illustrate effective decisions.	Create quiz to assess students' ability to make effective decisions. <i>(student learning)</i>	Percentage of students quizzed on ability to make effective decisions.	19%	34%	45%	69%	75%	

SUMMARY

The *RIGHT Path* QEP develops an enhanced academic advising model that will assist students with the identification, implementation, and successful completion of educational, career, and personal goals. By implementing The *RIGHT Path* QEP, the College will more effectively promote student progress through a comprehensive advising system that cultivates a clear path to completion of goals. Thus, the system provides the student with a more focused learning and educational experience. The use of technology will allow academic advisors to monitor student progress and intervene when necessary. Advisors, faculty, and staff will work collaboratively to ensure the achievement of the students' academic goals. Through communications and interventions outlined by The *RIGHT Path* QEP, students will become self-directed learners who can recognize, choose, and create their future as they move along their career paths to success. As a result of being self-directed learners, students will have strong skill sets including setting goals, planning to reach their goals, and accessing support and resources. Delgado will cultivate students' lifelong skills for evaluating and prioritizing information, goal setting, and goal achievement. Students will be on a pathway to goal completion and will make effective decisions for achieving those goals. Overall, students who participate in The *RIGHT Path* will spend less money taking excess courses, will be self-directed individuals who will be able to set and achieve goals.

REFERENCES

- Astin, A. W. (1977). *Four critical years: Effects of college beliefs, attitudes, and knowledge*. San Francisco, CA: Jossey-Bass Publishers.
- Bigger, J. J. (2005). Improving the odds for freshman success. Retrieved from <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-first-year-students.aspx>
- Bland, S. M. (2003). Advising adults: Telling or coaching? *Adult Learning*, 14(2), 6-9.
- Brinkworth, R., McCann, B., Matthews, C., & Nordström, K. (2009). First year expectations and experiences: Student and teacher perspectives. *Higher Education*, 58(2), 157-173. doi:10.1007/s10734-008-9188-3
- Braxton, J. M., Hirschy, A. S., & McClendon, S. A. (2004). Understanding and reducing college student departure. *Higher Education Reports*, 30, 1–97.
- Campbell, T. A., & Campbell, D. E. (1997). Faculty/student mentor program: Effects on academic performance and retention. *Research in Higher Education*, 38(6), 727-742. doi: 10.1023/A:1024911904627
- Campbell, S. M., & Nutt, C. L. (2008). Academic advising in the new global century: Supporting student engagement and learning outcomes achievement. *Peer Review*, 10(1), 4-7. Retrieved from <http://www.aacu.org/publications-research/periodicals/academic-advising-new-global-century-supporting-student-engagement>
- Council for the Advancement of Standards (CAS). (2011). *The role of academic advising programs*. Retrieved from <http://standards.cas.edu/getpdf.cfm?PDF=E864D2C4-D655-8F74-2E647CDECD29B7D0>.
- Crockett, D.S. Ed. (1987). *Advising Skills, Techniques and Resources: A Compilation of Materials Related to the Organization and Delivery of Advising Services*. Iowa City, Iowa. ACT Corporation:
- Crookston, B. B. (1972). A developmental view of academic advising as teaching. *Journal of College Student Personnel*, 13, 12-17. Article reprinted in *NACADA Journal*, 14(2), 5-19.
- Cuseo, J. (2005). Decided, undecided, and in transition: Implications for academic advisement, career counseling, and student retention. *Improving the first year of college: Research and practice*, 27-48.
- Delgado Community College. (2015). *Office of Research and Planning*. Retrieved September 11 from <http://www.Delgado.edu/departments/ir/>
- Dewey, J. (1933). *How We Think. A restatement of the relation of reflective thinking to the educative process* (Revised edn.), Boston: D. C. Heath.
- Drake, J. K. (2011). The role of academic advising in student retention and persistence. *About Campus*, 16(3), 8-12. doi:10.1002/abc.20062

- Erlich, R. & Russ-Eft, D. (2013). Assessing Student Learning in Advising Using Social Cognitive Theory. *NACADA Journal*, Vol 33,(1), p. 16.
- Feldman, R. S., & Zimbler, M. S. (2011). Engendering College Student Success: Improving the First Year and Beyond.
- Freeman, L. C. (2008). Establishing effective advising practices to influence student learning and success. *Peer Review*, 10(1), 12-15.
- Garcia, T., McKeachie, W.J., Pintrich, P.R., & Smith, D. A. (1991). *A manual for the use of the motivated strategies for learning questionnaire* (Tech. Rep. No. 91-B-004). Ann Arbor, MI: The University of Michigan, School of Education.
- Gardner, J. (1995). Perspectives on academic advising for first year students: Present and future. In: *First Year Academic Advising: Patterns in the Present Pathways to the Future. Monograph Series, no 18*, National Resource Center for the Freshman Experience and Students in Transition, University of South Carolina, Columbia, S.C.
- Glennen, R. E., & Vowell, F. N. (Eds.). (1995). Academic advising as a comprehensive campus process. *National Academic Advising Association Monograph Series, 2*.
- Grubb, W. N. (2006). "Like, what do I do now?": The dilemmas of guidance counseling. In T. Bailey & V. S. Morest (Eds.) *Defending the community college equity agenda* (pp. 195-222). Baltimore, MD: Johns Hopkins University Press.
- Herzog, S. (2005). Measuring determinants of student return vs. dropout/stopout vs. transfer: A first-to-second year analysis of new freshmen. *Research in Higher Education*, 46(8), 883-928. doi:10.1007/s11162-005-6933-7
- Howey, S.C. (2008). Factors in students' motivation. Retrieved from NACADA Clearinghouse of Academic Advising Resources.
<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Motivation.aspx>
- Hunter, M. S. (2006). Fostering student learning and success through first-year programs. *Peer Review*, 8(3), 4-7. Retrieved from
<http://archive.aacu.org/peerreview/documents/PRSU06.pdf#page=4>.
- Hunter, M. S., & White, E. R. (2004). Could fixing academic advising fix higher education? *About Campus*, 9(1), 20-25. doi: 10.1002/abc.91
- Ishler, J. L. C., & Upcraft, L. M. (2005). The keys to first-year student persistence. In M. L. Upcraft, J. N. Gardner, & B. O. Barefoot (Eds.), *Challenging and supporting the first-year student: A handbook for improving the first year of college* (pp. 27- 46). San Francisco: Jossey-Bass Publishers.
- Jaasma, M. A., & Koper, R. J. (1999). The relationship of student-faculty out-of-class communication to instructor immediacy and trust and to student motivation. *Communication Education*, 48(1): 41-47. doi: 10.1080/03634529909379151

- Johnson, E. J., & Morgan, B. L. (2005). Advice on advising: Improving a comprehensive university's program. *Teaching of Psychology*, 32(1), 15-18.
doi:10.1207/s15328023top3201_3
- Karp, M. M. (2013). Entering a Program; Helping students make academic and career decisions. (CCRC Working Paper No. 59). New York, NY: Columbia University, Teachers College, Community College Research Center.
- Karp, M. M., O'Gara, L., & Hughes, L. L. (2008). Do support services at community colleges encourage success or reproduce disadvantage? An exploratory study of students in two community colleges (CCRC Working Paper No. 10). New York, NY: Columbia University, Teachers College, Community College Research Center.
- Karp, M. M. and Stacey, G. W. (2013). Designing a System for Strategic Advising. *Strategic Advising*. Columbia University, Teachers College, Community College Research Center.
- Komarraju, M., Musulkin, S., & Bhattacharya, G. (2010). Role of student-faculty interactions in developing college students' academic self-concept, motivation, and achievement. *Journal of College Student Development*, 51(3), 332-342.
- Lang, J.M. (2012). Metacognition and student learning. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/MetacognitionStudent/130327//>
- Lau, L. K. (2003). Institutional factors affecting student retention. *Education*, 124(1), 126-136.
- Lee, W. Y. (1999). Striving towards effective retention: The effect of race on mentoring African American students. *Peabody Journal of Education*, 74(2), 27-43. doi:10.1207/s15327930pje7402_4
- Louisiana Star Jobs. (2015). Louisiana Workforce Commission. Retrieved September 12, 2015 from <http://www.laworks.net/Stars/default.aspx>
- McClellan, J. L. (2013). Contributing to the development of student leadership through academic advising. *Journal of Leadership Education*, 12(1), 207-233.
- McClellan, J., & Moser, C. (2011). A practical approach to advising as coaching. Retrieved from <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/advising-as-coaching>
- McClenney, K. & Dare, D. (2013). A Matter of degrees: Promising practices for community college student success (A First Look); Designing New Academic Pathways, Community College Journal, June, p. 21-26. <http://ccrc.tc.columbia.edu/publications/introduction-assessment-of-evidence.htm>
- National Academic Advising Association. (2006). NACADA concept of academic advising. Retrieved from www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Concept-Advising
- Nutt, C. L. (2003). Academic advising and student retention and persistence. *National Association of Academic Advising*. Retrieved from <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/retention.htm>.

- O'Banion, T. (1994). An academic advising model. In *NACADA Journal*, 29(1), 83-89.
(Reprinted from *Junior College Journal*, 42, (1972), 62, 64, 66-69).
- O'Banion, T. (2012). Be advised. *Community College Journal*, 83(2), 42.
- O'Keefe, P. (2013). A sense of belonging: Improving student retention. *College Student Journal*, 47(4), 605-613.
- Pascarella, E. T. (1980). Student-faculty informal contact and college outcomes. *Review of Educational Research*, 50(4), 545-595. doi: 10.3102/00346543050004545
- Pascarella, E. T., & Terenzini, P. T. (1979). Student-faculty informal contact and college persistence: A further investigation. *The Journal of Educational Research*, 72(4), 214-218. doi:10.1080/00220671.1979.10885157
- Pascarella, E. T. & Terenzini, P. T. (2002). Student-Faculty Informal Relationships and Freshman Year Educational Outcomes. *The journal of educational research*. 71,(4), 11-32.
- Pascarella, E. T., Terenzini, P. T., & Hibel, J. (1978). Student-faculty interactional settings and their relationship with predicted academic performance. *The Journal of Higher Education*, 49(5), 450-463. Retrieved from <http://www.jstor.org/stable/1980509>.
- Perry, R. P. (1991). Perceived control in college students: Implications for instruction in higher education. In J. Smart (Ed.), *Higher education: Handbook of theory and research* (Vol. 7, pp. 1-56). New York, NY: Agathon Press.
- Peters, L., Hyun, M., Taylor, S., & Varney, J. (2010). Advising non-traditional students: Beyond class schedules and degree requirements. *Academic Advising Today*, 33(3).
- Reynolds, M.M. (2010). An advisor's half dozen: Principles for incorporating learning theory into our advising practices. Retrieved from the *NACADA Clearinghouse of Academic Advising Resources Web* site: <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Learning-theory-in-academic-advising.aspx> - See more at: <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Learning-theory-in-academic-advising.aspx#sthash.AZ6rL1PI.dpuf>
- Rilke, R. N. (2012). Letters to a young poet. info@snowballpublishing.com: Snowball Publishing. <http://www.uaa.alaska.edu/advising-testing/upload/09-12-Resource.pdf>
- Robbins, R. (2012). Everything you have always wanted to know about academic advising (well, almost). *Journal of College Student Psychotherapy*, 26(3), 216-226. doi:10.1080/87568225.2012.685855
- Robbins, R., & Zarges, K. M. (2011). Assessment of academic advising: A summary of the process. *NACADA Clearinghouse of Academic Advising Resources*.

- Roberts, J., & Styron, R. (2010). Student satisfaction and persistence: Factors vital to student retention. *Research in Higher Education Journal*, 6(3), 1-18. Retrieved from <http://m.aabri.com/manuscripts/09321.pdf>.
- Ryan, S. W. Carlstrom, A. H., Hughey, K. F. & Harris, B. S. (2011). From Boots to Books: Applying Schlossberg's model to transitioning American veterans. *NACADA Journal*, 31,(1), 55-63.
- Salinitri, G. (2005). The effects of formal mentoring on the retention rates for first-year, low achieving students. *Canadian Journal of Education/Revue canadienne de l'education*, 28(4)853-873.
- Santos, S. J., & Reigadas, E. T. (2005). Understanding the student-faculty mentoring process: Its effects on at-risk university students. *Journal of College Student Retention*, 6(3), 337-357.
- Schmidt, J. A., & Wolfe, J. S. (2009). The mentor partnership: Discovery of professionalism. *Journal of Student Affairs Research and Practice*, 46(3), 739-749. doi:10.2202/1949-6605.5015
- Schrader, P. G., & Brown, S. W. (2008). Evaluating the first year experience: Students' knowledge, attitudes, and behaviors. *Journal of Advanced Academics*, 19(2), 310-343. doi: 10.4219/jaa-2008-775
- Shockley-Zalabak, P. (2012). Advisors as interaction designers. *NACADA Journal*, 32(1), 12-17. Retrieved from <http://www.nacada.ksu.edu/resources/journal.aspx>
- Spady, W. G. (1971). Dropouts from higher education: Toward an empirical model. *Interchange*, 2(3), 38-62. doi:10.1007/BF02282469
- Szymanska, I. (2011). Best Practices for Evaluating Academic Advising. USC Charlotte.
- Teasley, M. L., & Buchanan, E. M. (2013). Capturing the student perspective: a new instrument for measuring advising satisfaction. *NACADA Journal*, 33(2), 4-15. doi:10.12930/NACADA-12-132<http://www.nacadajournal.org/doi/pdf/10.12930/NACADA-12-132>
- Thompson, L. R., & Prieto, L. C. (2013). Improving retention among college students: Investigating the utilization of virtualized advising. *Academy of Education Leadership Journal*, 17(4), 13-26.
- Tinto, V. (1975) Dropout from higher education: A theoretical synthesis of recent research *Review of Educational Research*, 45(1), 89-125. Retrieved from <http://www.jstor.org/stable/11700>.
- Tinto, V. (1987). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago, IL: The University of Chicago Press.
- Tinto, V. (1999). Taking retention seriously: Rethinking the first year of college. *NACADA Journal*, 19(2), 5-9. Retrieved from <http://nacadajournal.org/doi/pdf/10.12930/0271-9517-19.2.5>.

- Tinto, V. (2002). Enhancing student persistence: Connecting the dots. In *Optimizing the Nation's Investment: Persistence and Success in Postsecondary education*. Conf. Univ. of Wisconsin, Madison (pp. 23-25).
- Trabant, T.D. (2006). Advising syllabus 101. Retrieved from NACADA Clearinghouse of Academic Advising Resources website:
<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Creating-an-Advising-Syllabus.aspx>.
- Venezia, A., Kirst, M. W., & Antonio, A. L. (2003). *Betraying the college dream: How disconnected K-12 systems undermine student aspirations*. Retrieved from Institute for Higher Education Research:
<http://www.stanford.edu/group/ncpi/documents/pdfs/betrayingthecollegedream.pdf>.
- Whitmore, J. (1996). *Coaching for performance* (2nd ed.) London: Nicholas Brealey Publishing.
- Young-Jones, A. D., Burt, T. D., Dixon, S., & Hawthorne, M. J. (2013). Academic advising: Does it really impact student success?. *Quality Assurance in Education*, 21(1), 7-19. doi:
<http://dx.doi.org/10.1108/09684881311293034>

APPENDIX A: ACADEMIC ADVISING AT DELGADO COMMUNITY COLLEGE

OVERVIEW OF CURRENT SYSTEM:

Despite purporting a “one-college” philosophy, Delgado actually conducts academic advising using at least two different models at its various campuses and learning sites and possibly a third if Sidney Collier and Jefferson Sites are brought into the discussion. The predominant model for each campus/learning site is as follows:

City Park Campus (CP):

Advising at the Delgado City Park Campus has a shared structure that utilizes the split model of advising. In this type of structure and model, advising takes place in a central office **and** in academic divisions or departments. The central office advises students until they reach certain academic thresholds; then they are referred to the academic division or department that houses their major.

The Office of Advising and Testing (OAT) is the central office that assists students on the City Park Campus. The OAT-CP provides academic advising to all first-time freshmen at Delgado and assists them with registration for their first semester. Students who do not require developmental English or reading are referred to their academic division or department for advising beyond their first semester. The OAT-CP remains the advising unit for all students who do require developmental English or reading until that requirement is fulfilled. Upon completion of the required developmental English or reading courses, students are referred to the divisions of their majors for further advising. Transfer-In students are referred to the divisions of their majors for advising. Faculty members may assist with advising during the “arena registration” events that take place each semester.

In addition to these advising duties, the OAT-CP also offers other academic support services such as but not limited to:

- Disability Services
- Veteran's Educational Benefits Assistance
- Career Services
- Transfer Out Advising
- Academic Suspension Advising
- Academic and Career Seminars

West Bank Campus (WB):

Although originally intended to mirror City Park's shared structure-split model of advising, funding limitations have forced the West Bank Campus to operate under a centralized structure that utilizes the Self-Contained Model of Advising. In this type of structure and model, advising is housed in one central office that is staffed primarily by professional academic advisors. All students are advised through this office. However, faculty may assist with advising at certain points during the academic year.

The Office of Advising and Testing (OAT) funds the advisors that assist students on the West Bank Campus, but they report directly to the Executive Dean of that campus. The WB advisors

provide academic advising to all first-time freshmen at Delgado and assist them with registration for their first semester. They remain the advising unit for all of these students for the duration of their time at Delgado in addition to also advising all transfer-in students. Faculty members may assist with advising during the “arena registration” events that take place each semester.

In addition to these advising duties, the WB advisors also offer other academic support services such as but not limited to:

- Disability Services
- Veteran's Educational Benefits Assistance
- Transfer Out Advising
- Academic Suspension Advising
- Academic and Career Seminars

Northshore-Slidell Learning Site (NS):

Much like the West Bank Campus, the Slidell-Northshore Learning Site operates under a centralized structure that utilizes the Self-Contained Model of Advising. In this type of structure and model, advising is housed in one central office that is staffed primarily by professional academic advisors. All students are advised through this office. However, faculty may assist with advising at certain points during the academic year.

The Office of Advising and Testing (OAT) funds the advisors that assist students at the Northshore site, but they report directly to the Executive Dean of that campus. The NS advisors provide academic advising to all first-time freshmen at Delgado and assist them with registration for their first semester. They remain the advising unit for all of these students for the duration of their time at Delgado in addition to also advising all transfer-in students. Faculty members may assist with advising during the “arena registration” events that take place each semester.

Because the Northshore is designated a Learning Site and not a full campus, not all the services offered at the City Park and West Bank campuses are offered on the Northshore. Many of the support services are funneled through the City Park Campus (Disability Services, VA, etc.) In addition to the previously mentioned advising duties, the NS also offers other academic support services such as but not limited to:

- Transfer Out Advising
- Academic Suspension Advising

Sidney Collier & Jefferson Sites:

Unlike the other Delgado locations, full-time professional academic advisors are not currently housed in any capacity at Sidney Collier or Jefferson Sites. These sites operate under a decentralized structure that utilizes the Faculty-Only Model of Advising. In this type of structure and model, advising is provided by an instructor in the student's academic discipline. Because of the hands on nature of the programs offered at Sidney Collier and Jefferson, the faculty members at these sites have been identified as the best source of guidance to the students pursuing majors at these sites. Many programs have only one or two faculty members who will teach a majority of the classes a student will take in a given program.

APPENDIX B: GENERAL STUDIES MAJORS AS OF FALL 2015

Row Labels	Count of CAMP_DESC	Count of STYP_DESC
General Studies	2186	2186
DCC Charity Sch of Nursing	13	13
Continuing	12	12
Returning	1	1
DCC City Park	1568	1568
Continuing	887	887
First-Time Freshman	289	289
Returning	201	201
Transfer	191	191
DCC Jefferson	7	7
Continuing	7	7
DCC Northshore-Slidell	235	235
Continuing	140	140
First-Time Freshman	40	40
Returning	21	21
Transfer	34	34
DCC Sidney Collier	30	30
Continuing	16	16
First-Time Freshman	8	8
Returning	3	3
Transfer	3	3
DCC West Bank	333	333
Continuing	222	222
First-Time Freshman	46	46
Returning	44	44
Transfer	21	21
General Studies (No FA)	296	296
DCC Charity Sch of Nursing	28	28
Continuing	28	28
DCC City Park	164	164
Continuing	152	152
First-Time Freshman	1	1
Returning	6	6
Transfer	5	5
DCC Jefferson	3	3
Continuing	3	3
DCC Northshore-Slidell	43	43
Continuing	38	38
First-Time Freshman	1	1
Returning	2	2
Transfer	2	2
DCC Sidney Collier	2	2
First-Time Freshman	1	1
Transfer	1	1
DCC West Bank	56	56
Continuing	54	54
First-Time Freshman	1	1
Returning	1	1
Grand Total	2482	2482

APPENDIX C: SURVEY RESPONSE RESULTS FOR QEP TOPIC

Student Response Results for QEP Topic Survey

Topic 1: Create a student-focused advising system that will combine advising for admissions, academic advising, financial aid, career services, and social services.	60.39%
Topic 2: Provide greater support and special services for students who have placed into courses below 100 in English, reading, and math by creating an academic division for this group of students.	14.29%
Topic 3: Hold in-person orientations for each program major.	25.32%

Faculty Response Results for QEP Topic Survey

Topic 1: Create a student-focused advising system that will ...	58.31%
Topic 2: Provide greater support and special services for students ...	25.08%
Topic 3: Hold in-person orientations for each program major.	16.61%

Administrative Staff Response Results for QEP Topic Survey

Topic 1: Create a student-focused advising system that will ...	56.85%
Topic 2: Provide greater support and special services for students ...	23.97%
Topic 3: Hold in-person orientations for each program major.	19.18%

APPENDIX D: EFFECTIVE ADVISOR SKILLS, FROM TERRY O'BANION

No model of academic advising can succeed unless supported by a team of committed, qualified advisors, who assist students in each of the five steps. The following is a tentative list of the skills required of effective advisors:

1. Explore Life Goals

- Knowledge of:
 - a. student characteristics and development
 - b. decision-making processes
 - c. psychology and sociology
 - d. counseling techniques
 - e. individual differences
- Belief in:
 - a. worth and dignity of all students
 - b. all students have potential

2. Explore Vocational Goals (includes all elements of #1 above, plus the following)

- Knowledge of:
 - a. vocational fields
 - b. the changing nature of work in society
- Skill in:
 - a. interpretation of tests
 - b. Acceptance of all fields of work as worthy and dignified

3. Choose a Program

- Knowledge of:
 - a. programs available at the College
 - b. program requirements, including special entrance requirements, fees, and time commitments
 - c. university requirements for transfer programs
 - d. how others have performed in the program
 - e. follow-up success of those who have completed the program

4. Choose a Course

- Knowledge of:
 - a. courses available
 - b. special information
(prerequisites, offered only at certain times, transferability, graduation requirements, appropriate sequence for transfer)
 - c. rules and regulations regarding probation and suspension, and course load limit, including academic and work limitations
 - d. honors courses or remedial courses
 - e. instructors and their teaching styles
 - f. student's ability via test scores, high school record, et cetera
 - g. course content

5. Schedule Courses

- Knowledge of:
 - a. schedule
 - b. the systems of scheduling and changing the schedule
 - c. work and commuting requirements

APPENDIX E: MASTER ACADEMIC ADVISING SYLLABUS



The RIGHT Path MASTER SYLLABUS ACADEMIC ADVISING

ADVISOR CONTACT INFORMATION:

Name:
Office location:
Campus:
Email:
Phone number:
To make an appointment:

THE RIGHT PATH PURPOSE: Develop a system-wide approach to advising that cultivates an environment where students learn to be self-directed in achieving realistic and attainable goals.

STUDENT LEARNING OUTCOMES:

Through the interventions of The *RIGHT Path* academic advising student the students will be able to:

- Describe their academic responsibilities.
- Identify their academic advisors and explain their advisor's role.
- Find and utilize college catalog.
- Explain important dates and policies as they relate to academic progress.
- Identify resources available at students' campuses and how to utilize those services.
- Describe educational, career, and personal goals.
- Select majors and identify how majors are appropriate for educational, career, and personal goals.
- Select courses based on programs of study and goals.
- Define general education requirements compared to General Studies degrees.
- Explain their curriculum
- Define transfer credits and transfer requirements if applicable.
- Illustrate effective decisions concerning their educational, career, and personal goals.
- Apply course sequencing for degree completion.
- Select courses and register through LOLA independently.

ROLE OF THE STUDENT:

- Complete any required testing and provide required educational documents, such as transcripts, test scores, etc. to Admissions for evaluation well before advising session.
- Be knowledgeable of graduation requirements and ensure eligibility the semester prior to graduation.
- Maintain regular contact with your advisor each semester.
- Ask questions if you do not understand an issue or have a specific concern.
- Keep a personal record of your progress toward meeting your goals.
- Clarify personal values and goals and provide your advisor with accurate information regarding your interests and skills. (Easily accessible career assessment tool.)

- Accept responsibility for your decisions.
- Attend and participate in class, study, and take responsibility for final grade received.
- Complete your own online registration each semester after advisement if no holds in place preventing it. (Link to LoLA)
- Pay attention to deadlines for registration, payment, drop dates, graduation application, financial aid, scholarships, etc. (Link to calendar.)
- Become aware of and follow institutional policies, procedures, and requirements. (Link to Handbook.)
- Follow through with any plan of action suggested during each advising session in a timely manner.
- Seek academic assistance, tutoring, or other help as needed.
- Contact your transfer institution early to confirm you are completing proper courses toward intended upper level major.
- When communicating with an Advisor, include your name, L#, major, and other pertinent information in the first email sent when asking a question or requesting other assistance.

ROLE OF THE (ACADEMIC) ADVISOR:

- Follow Master Academic Advising syllabus.
- Manage students' progress through *RIGHT Path* interventions.
- Understand and effectively communicate the curriculum, graduation requirements, and College policies and procedures.
- Review test scores and previously evaluated credit located in LOLA, and suggest appropriate semester courses.
- Assist Student Advisee's progress toward educational goals and plans by assisting with degree audits.
- Discuss courses for registration, drops, withdrawals, and program options.
- Refer students to other resources on campus and in the community as needed. (Provide link to the RISCC brochure on the main Advising page.)
- Assist Student Advisee in identifying career opportunities and transfer institutions.
- Provide transfer information and guidance.
- Inform Student Advisee of special services available to them for tutoring, remediation, academic assistance, and other needs.
- Participate in advisor training sessions to keep up to date on current information that benefits the student.
- Maintain confidentiality regarding your educational record in accordance with FERPA.

ROLE OF THE (FACULTY) ADVISOR:

- Follow Master Academic Advising syllabus.
- Manage students' progress through *RIGHT Path* interventions.
- Understand and effectively communicate the curriculum and graduation requirements.
- Review previously evaluated credit located in LOLA, and suggest appropriate semester courses.
- Assist Student Advisee's progress toward educational goals and plans by assisting with degree audits.
- Discuss courses for registration, drops, withdrawals, and program options.
- Refer students to other resources on campus and in the community as needed.
- Assist Student Advisee in identifying career opportunities and transfer institutions.
- Participate in faculty advisor training sessions to keep up to date on current information that benefits the student.
- Maintain confidentiality regarding your educational records in accordance with FERPA.

INTERVENTIONS AND COMMUNICATION:

Communication	Timeframe	Content
Email	First week of classes	Introduction/Welcome Back email to introduce students to advisor, promote The RIGHT Path, encourage students to meet with advisors
Email/one-on-one meetings	After midterm grades are posted	Contact students regarding midterm grade performance.
Email/one-on-one meetings	After final grades are posted	Contact students regarding final grade performance
Online	Available throughout the semester	Resources and Services provided in Canvas

ASSESSMENT:

Dashboard measure	Learning Outcome	Intervention/ Communication <i>(To be determined by campus/site.)</i>	Timeframe <i>(To be determined by campus/site.)</i>
Unofficial degree audit/degree plan on file	Students will identify their fields of study, choose majors based on their goals, and create plans to achieve. Students learn to recognize the structure of educational plan requirements and select the appropriate courses to fulfill their educational plans.		
Course sequence/four semester plan on file	Students will identify their fields of study, choose majors based on their goals, and create plans to achieve. Students learn to recognize the structure of educational plan requirements and select the appropriate courses to fulfill their educational plans.		
Advisor's indication of students' proficiency of college catalog	Students will be able to recognize campus resources and services available and know how to access them.		
Advisor's indication of students being able to recognize their educational plan and how the plan is appropriate for their goals.	Students will identify their fields of study, choose majors based on their goals, and create plans to achieve.		
When applicable, academic advisor's observation of students' transfer credit and requirement knowledge.	Students learn to recognize the structure of educational plan requirements and select the appropriate courses to fulfill their educational plans.		
Stated career goal.	Students will identify their fields of		

	study, choose majors based on their goals, and create plans to achieve.		
Completed my life my way/career exploration	Students will identify their fields of study, choose majors based on their goals, and create plans to achieve.		
Quiz-campus resource/services, academic advising roles and responsibilities, students' ability to make effective decisions.	Students will recognize the roles and responsibilities of advisors and advisees. Students will be able to recognize campus resources and services available and know how to access them.		

DISABILITY STATEMENT: It is the general policy of Delgado Community College to assure equal opportunity for all qualified persons. Reasonable accommodation for qualified persons with disabilities will be made provided the students have self-identified with the Office of Disability Services and have provided required documentation. Individual instructors will modify the methods, requirements, and procedures of courses and examinations appropriately to accommodate the special needs of students with disabilities, provided the academic integrity of the course or examination is not violated, and the health and welfare of all students are safeguarded. No accommodations will be made without "letters of accommodations" from the Office of Disability Services. See *College Catalog* for more information.

ACADEMIC HONESTY STATEMENT: Delgado Community College requires that students adhere to the highest standards of academic integrity. Students are entrusted to be honest in every phase of their academic life and to present as their own work only that which is genuinely theirs. Cheating, plagiarism, violation of test conditions, complicity in dishonest behavior, or other falsification of academic work is a serious breach of College standards.

Plagiarism is defined as any attempt to represent the work of another as one's own original work. More specifically, plagiarism is the direct appropriation of the language, thoughts, or ideas of another--either literally or in paraphrase--without appropriate notation on the source and in such fashion as to imply that the work is one's own original work.

Depending upon the nature of the case, a student guilty of academic dishonesty may receive penalties ranging from a grade of "F" for the work submitted to expulsion from the College. Such penalties may be of both an academic and disciplinary nature. Please see the *College Catalog* for additional information.

APPENDIX F: QEP DIRECTOR JOB DESCRIPTION

	<h2 style="margin: 0;">UNCLASSIFIED FACULTY/STAFF POSITION DESCRIPTION</h2>
---	---

HUMAN RESOURCES USE ONLY

POSITION TITLE:		
JOB CODE:		
EMPLOYMENT CLASS:		
BANNER POSITION NUMBER:		
EMPLOYMENT STATUS:	<input type="checkbox"/> Full Time	<input type="checkbox"/> Part Time
FSLA STATUS:	<input type="checkbox"/> Exempt	<input type="checkbox"/> Non-Exempt
SALARY TYPE:	<input type="checkbox"/> Salaried	<input type="checkbox"/> Hourly

DEPARTMENTAL USE

Revised Description: Yes No

POSITION DETAILS:	
Incumbent:	
Department:	L, 610011, Institutional Effectiveness
Position Working Title:	Director, Quality Enhancement Plan and Academic Pathways
Supervisor (Title):	Executive Director, Planning and Research
Time Sheet Approver (Title):	Executive Director, Planning and Research
Campus/Site:	City Park
JOB SUMMARY (Maximum of 2 Sentences):	
The Director of Quality Enhancement Plan (QEP) establishes the framework and enacts the QEP to improve the learning environment per the goals of the plan and executes the QEP program as per the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements and the College's mission and vision.	
MINIMUM QUALIFICATIONS:	
Minimum Education:	Master's degree from a regionally accredited institution
Minimum Work Experience:	Five years of work experience in higher education Proficiency in Microsoft Office applications (Word, Excel, PowerPoint) and electronic collaborative tools; Ability to conduct and analyze research with limited guidance; Ability to maintain an electronic record system for assessment. Experience in Student Affairs including but not limited to freshman advising, student life. Experience in Academic Advising including but not limited to degree planning, graduation evaluation, career pathways.
Preferred Education:	An earned doctorate degree from a regionally accredited institution
Preferred Work Experience:	Knowledge and understanding of College organization, goals and objectives, and policies and procedures. Possess general understanding of SACSCOC requirements.
Required Licenses or Certifications:	
Other Minimum Qualifications:	
Preferred Qualifications (if applicable):	
Physical Demands (if applicable):	Some travel required
Work Week:	
FULL JOB DESCRIPTION:	

ALL SECTIONS MUST BE COMPLETED. FORWARD THIS FORM ALONG WITH ALL SUPPORTING DOCUMENTATION TO HUMAN RESOURCES.

<p>The Quality Enhancement Plan (QEP) describes a carefully designed course of action that addresses a well-defined and focused topic or issue related to enhancing student learning and/or the environment supporting student learning and accomplishing the mission of the institution. The intent of our QEP is to create a long term effect on the culture of Delgado Community College.</p> <p>The purpose of Delgado Community College's Right Path QEP is to develop a system wide approach to advising that cultivates a learning environment where students achieve realistic and obtainable goals.</p> <p>The Director provides transformational leadership to support faculty and staff in the development and implementation of the QEP. S/he establishes the framework and enacts the QEP to improve the learning environment per the goals of the plan and executes the QEP program as per the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements and the College's mission and vision.</p>	
<p>JOB DUTIES: (As Many as Needed; % MUST = 100%):</p>	
15%	Direct all aspects of the QEP including SACSCOC compliance; implementing the QEP initiatives and outcomes; and assessing the results and dissemination the results. Responsible for the implementation, evaluation, data collection, and enhancement of the College's Quality Enhancement Plan (QEP).
15%	Regularly disseminate information on QEP activities and research both internally and externally, via such means as presentations, conferences, workshops and web-based technologies. Produces annual reports on the QEP's progress for the campus community. Produces the Impact Report for the Fifth Year Interim Report according to the SACSCOC requirements.
15%	Implement and improve systems to enhance student achievement, retention, and completion related to the QEP.
20%	Coordinates QEP-related assessments, professional development, technology tools, marketing activities, budgets, grants, and data collection/analysis/reporting.
20%	Develops a system-wide approach to advising including but not limited to creation and coordination of career pathways, degree planning, program sequences, scheduling practices, transcript/course evaluations, and graduation check-out.
15%	Coordinates, and leads the QEP Implementation Committee. Chairs the QEP Advisory Group and participates in the Curriculum Committees as well as other College committees, councils, teams as assigned.
5%	Other duties as assigned.
%	
%	
%	
%	
%	
%	
%	
%	
%	
100%	TOTAL JOB DUTIES

THIS POSITION HAS BEEN APPROVED FOR GENERAL USE:

Supervisor / Department Head / Division Dean

Date

Executive Dean / Vice Chancellor

Date

ALL SECTIONS MUST BE COMPLETED. FORWARD THIS FORM ALONG WITH ALL SUPPORTING DOCUMENTATION TO HUMAN RESOURCES.

APPENDIX G: WEST BANK INTERVENTIONS AND COMMUNICATIONS

Academic Advisor communication and intervention plan:

Intervention/ Communication	Timeframe	Content
Email	First week of classes	Introduction/Welcome Back email to introduce students to advisor, promote The RIGHT Path, encourage students to meet with advisors
"Meeting" 1	Prior to end of first semester	Detailed below
"Meeting" 2		Detailed below
Classroom visits	After 14 th day and prior to LOLA opening for registration	Advisors will visit entry level courses to promote students registering for classes, making appointments and upcoming program workshops
Email	Two weeks prior to program workshops beginning	Promotion of program workshops
Faculty Announcement	Two weeks prior to registration opening	Remind students of registration, and encourage students to set up appointments to meet with an advisor, highlight advisor's role.
Program workshops	After LOLA opens for registration	Detailed below
Email/one-on-one meetings	After midterm grades are posted	Contact students regarding midterm grade performance.
"Push Cards"	Between midterms and end of semester	Faculty members deliver "push cards" to students in classrooms to reach those students who have not yet seen their academic advisors
Email/one-on-one meetings	After final grades are posted	Contact students regarding final grade performance
Orientation	After midterms, orientations are held throughout the semester	Detailed below
Online	Available throughout the semester	Resources and Services provided in Canvas

Canvas Dashboard

Dashboard measure	Learning Outcome	Intervention/ Communication	Timeframe
Unofficial degree audit/degree plan on file	Students will identify their fields of study, choose majors based on their goals, and create plans to	"Meeting 1"	Student's first semester

	<p>achieve.</p> <p>Students learn to recognize the structure of educational plan requirements and select the appropriate courses to fulfill their educational plans.</p>		
Course sequence/four semester plan on file	<p>Students will identify their fields of study, choose majors based on their goals, and create plans to achieve.</p> <p>Students learn to recognize the structure of educational plan requirements and select the appropriate courses to fulfill their educational plans.</p>	"Meeting 1"	Student's first semester
Advisor's indication of students' proficiency of college catalog	Students will be able to recognize campus resources and services available and know how to access them.	"Meeting 2"	Student's first or second semester
Advisor's indication of students being able to recognize their educational plan and how the plan is appropriate for their goals.	Students will identify their fields of study, choose majors based on their goals, and create plans to achieve.	"Meeting 1"	Student's first semester
When applicable, academic advisor's observation of students' transfer credit and requirement knowledge.	Students learn to recognize the structure of educational plan requirements and select the appropriate courses to fulfill their educational plans.	"Meeting 1 or Meeting 2"	Student's first or second semester
Stated career goal.	Students will identify their fields of study, choose majors based on their goals, and create plans to achieve.	"Meeting 1 or Meeting 2"	Student's first or second semester
Completed my life my way/career exploration	Students will identify their fields of study, choose majors based on their goals, and create plans to achieve.	Available in Canvas for students to complete	Student's first or second semester
Quiz-campus resource/services, academic advising roles and responsibilities, students' ability to make effective decisions.	<p>Students will recognize the roles and responsibilities of advisors and advisees.</p> <p>Students will be able to recognize campus resources and services available and know how to access them.</p>	Available in Canvas for students to complete	Student's first semester

Advising Meeting 1

Check List

Name: _____ Term: _____ LOLA ID: _____

The academic advising session one should address the following issues and topics:

1. Review academic advising syllabus. Highlight academic advising roles and responsibilities for advisors and students.
2. Verify student's enrollment status i.e. classification, holds, academic standing.
3. Verify that student has taken Compass or Accuplacer placement test, submitted appropriate ACT test scores or has a copy of their transcript.
4. Determine student's academic intentions, expectations, and verify major. Help student to align educational plans with goals. Indicate in Canvas if students are able to recognize their educational plans and how the plans are appropriate for their goals. If the student is ready, state student's career goals in Canvas. (If needed, continue conversation in 2nd follow up meeting).
5. If transfer students-confirm where student plans to transfer and how Delgado curriculum aligns with the students' academic plans. For transfer students (both incoming and outgoing), advisor will indicate students' knowledge of transfer credits and transfer requirements in Canvas. (If needed, continue conversation in 2nd follow up meeting).
6. Review student's transcript, check GPA, and conduct unofficial degree audit.
7. Explain the nature of developmental courses and /or college level courses and what a student needs to do to successfully complete them.
8. If applicable, determine if student understands his/her individual schedule, class location and how to contact individual teachers if required to do so.
9. Provide student a quick reference sheet and show the student how to access college catalog and college handbook.
10. Determine if referrals are appropriate:
 - Career Counseling
 - My Life, My Way/Career Cruising
 - Office of Disabilities Services
 - Office of Veterans Affairs
 - Single Stop
 - Trio Student Support Services
 - Tutoring Labs
11. Provide student copy of unofficial degree audits/plans and course sequencing sheets. Save digital copy and email student copy.
12. If necessary, schedule a follow up appointment to discuss career exploration.
13. Encourage student to complete The *RIGHT Path* quiz in Canvas.

Advising Meeting 2

Check List

Name: _____ Term: _____ LOLA ID: _____

The academic advising session one should address the following issues and topics:

1. Discuss student's semester. How student is handling course load, etc.
2. Review with the student his/her academic intentions, expectations, and verify major. Discuss how major links to career aspirations. State student's career goals in Canvas.
3. Provide student a quick reference sheet and show the student how to access college catalog and college handbook. Evaluate student's knowledge and use of college catalog and indicate in student's Canvas dashboard.
4. Explain tools that are available to help the student succeed.
5. Determine if referrals are appropriate:
 - Career Counseling
 - My Life, My Way/Career Cruising
 - Office of Disabilities Services
 - Office of Veterans Affairs
 - Single Stop
 - Trio Student Support Services
 - Tutoring Labs
6. Schedule a follow up appointment if needed.
7. Encourage student to complete The *RIGHT Path* quiz in Canvas.

Orientations

*****Sign in sheets and pre/posttest will be collected*****

1. Introduction
2. Review of Admission documents
3. Emergency Alert System
4. Students Rights and Responsibilities
5. Degree requirements including credit hours. Explain the nature of developmental courses and /or college level courses and what a student needs to do to successfully complete them.
6. Student Handbook
7. Explain LOLA, how to register for courses.
8. Delgado email and Delgado ID card
9. Important offices of campus

10. If student is receiving financial aid, explain the importance of checking financial aid tab in LOLA or refer student to D-Flow kiosk to get a ticket to speak with a financial aid counselor. Review SAP.
11. Parking
12. Course syllabus and textbooks
13. Explain to student the use of the Canvas site. Highlight that the student can find services and resources on his/her advising Canvas site.
14. Encourage student to complete The *RIGHT Path* quiz in Canvas.

Program Workshops
(specific to each division/program)

*****Sign in sheets and pre/posttest will be collected*****

1. Introduction
2. Faculty Introduction
3. Registering for courses in LOLA
4. Advising appointments
5. Program requirements/degree plan/sequencing sheets
6. Explain to student the use of the Canvas site. Highlight that they can find services and resources on their advising Canvas site
7. Provide program handouts if applicable

Canvas

1. Dashboard
2. Career Counseling
3. My Life, My Way/Career Cruising
4. Office of Disabilities Service
5. Office of Veterans Affairs
6. Single Stop
7. Trio Student Support Services
8. Tutoring Labs
9. Campus Resources
10. Program specific information

APPENDIX H: ADVISOR/STUDENT ROLES DEFINED

Defining the roles or responsibilities of the advisor and the advisee will help to guide both parties through the process. Clear expectations will allow for more meaningful interactions. The roles of the academic advisor, faculty advisor, and student have been defined as follows:

I. Role of the (Academic) Advisor

- Follow Master Academic Advising syllabus.
- Manage the student's progress through *RIGHT Path* interventions.
- Understand and effectively communicate the curriculum, graduation requirements, and College policies and procedures.
- Review test scores and previously evaluated credit located in LOLA, and suggest appropriate semester courses.
- Assist Student Advisee's progress toward educational goals and plans by assisting with degree audits.
- Discuss courses for registration, drops, withdrawals, and program options.
- Refer students to other resources on campus and in the community as needed. (Provide link to the RISCC brochure on the main Advising page.)
- Assist Student Advisee in identifying career opportunities and transfer institutions.
- Provide transfer information and guidance.
- Inform Student Advisee of special services available to them for tutoring, remediation, academic assistance, and other needs.
- Participate in advisor training sessions to keep up to date on current information that benefits the student.
- Maintain confidentiality regarding your educational records in accordance with FERPA.

II. Role of the (Faculty) Advisor

- Follow Master Academic Advising syllabus.
- Manage students' progress through *RIGHT Path* interventions.
- Understand and effectively communicate the curriculum and graduation requirements.
- Review previously evaluated credit located in LOLA, and suggests appropriate semester courses.
- Assist Student Advisee's progress toward educational goals and plans by assisting with degree audits.
- Discuss courses for registration, drops, withdrawals, and program options.
- Refer students to other resources on campus and in the community as needed.
- Assist Student Advisee in identifying career opportunities and transfer institutions.
- Participate in faculty advisor training sessions to keep up to date on current information that benefits the student.
- Maintain confidentiality regarding your educational record in accordance with FERPA.

III. Role of the Student

- Complete any required testing and provide require educational documents, such as transcripts, test scores, etc. to Admissions for evaluation well before advising session.
- Be knowledgeable of graduation requirements and ensure eligibility semester prior to graduation.
- Maintain regular contact with your advisor each semester.
- Ask questions if you do not understand an issue or have a specific concern.
- Keep a personal record of your progress toward meeting your goals.
- Clarify personal values and goals and provide your advisor with accurate information regarding your interests and skills. (Easily accessible career assessment tool.)
- Accept responsibility for your decisions.

- Attend and participate in class, study, and take responsibility for final grade received.
- Complete your own online registration each semester after advisement if no hold is in place preventing it. (Link to LoLA)
- Pay attention to deadlines for registration, payment, drop dates, graduation application, financial aid, scholarships, etc. (Link to calendar.)
- Become aware of and follow institutional policies, procedures, and requirements. (Link to Handbook.)
- Follow through with any plan of action suggested during each advising session in a timely manner.
- Seek academic assistance, tutoring, or other help as needed.
- Contact your transfer institution early to confirm you are completing proper courses toward intended upper level major.
- When communicating with an Advisor, include your name, L#, major, and other pertinent information in the first email sent when asking a question or requesting other assistance.

APPENDIX I: QEP TEAMS

QEP Launch Team (Established November 2013)	
Stanton McNeely	Vice Chancellor, Institutional Advancement
Karen Laiche	Specialist, Policy & Accreditation
Tim Stamm	Dean, Library Services Executive Director, Curriculum & Program Development SACSCOC Accreditation Liaison
Missy LaCour	Dean, Distance Learning & Instructional Technology
Kristine Strickland	Executive Dean, West Bank campus-West Bank
Patrick Conroy	Department Chair, Business Studies, QEP Lead
Deborah Lea	Vice Chancellor, Academic Affairs
Ashley Chitwood (added later)	Executive Dean, Northshore-Slidell Site

Reaffirmation Leadership Team (Traveled to Atlanta, GA January 2014)	
Deborah Lea	Vice Chancellor, Academic Affairs
Tim Stamm	Dean, Library Services Executive Director, Curriculum & Program Development SACSCOC Accreditation Liaison
Ronnie Rodriguez	Vice Chancellor, Business Affairs
Monty Sullivan	Chancellor
Patrick Conroy	Department Chair, Business Studies, QEP Lead

QEP Original Task Force (2014)		
**Ashley Chitwood	Executive Dean, Northshore-Slidell Site	Slidell
René Cintrón	Interim Executive Director, Institutional Research & Planning	College-wide
Patrick Conroy	Department Chair, Business Studies, QEP Lead	College-wide
**Melanie Deffendall	Director, Irma Thomas Center for W.I.S.E. Center Assistant Professor, Sociology & CCSS	City Park
Elizabeth Feltey	Associate Professor, English Department Chair, Communication Northshore-Slidell Site	Slidell
Hilton Guidry	Webmaster, Public Relations	College-wide
Lacour, Melissa	Dean, DLIT	College-wide
Erin Landry	Lead Teacher, Adult Basic Education	City Park
Fran Langlow	Associate Professor, Ophthalmic Medical Assistant	City Park
Cherie Kay Larocca	Advisor, Business & Technology	City Park

QEP Original Task Force (2014)		
Stanton McNeely	Vice Chancellor, Institutional Advancement	College-wide
Jim Newchurch	Assistant Director of Advising at Delgado	City Park
Amanda Rosenzweig	Instructor, Biology	City Park
Deborah Skevington	Educational Coordinator	Charity
Kayla Smith-Jones	Director, Louisiana Transfer Degree Program	City Park
Janet Gauthier-Stephens	Coordinator, Allied Health Admissions	City Park
Kristine Strickland	Executive Dean, West Bank Campus	West Bank
Darlene Williams	Department Chair, Math	City Park
David Yeats	Specialist, HRIS Analytics & Quality Assurance	City Park
** Jean Samuel	Director, Faculty & Staff Development	
** Jasper Frank		
**Critical participants added to original group of task force members		

QEP Core Writing Team (2015)	
Kathleen Curphy	Vice Chancellor, Academic Affairs
René Cintrón	Interim Executive Director, Institutional Planning and Research
Kristine Strickland	Executive Dean, West Bank Campus
Ashley Chitwood	Executive Dean, Northshore-Slidell Site
Patrice Moore	Dean, Arts & Humanities
Patrick Conroy	Associate Professor, Business and Technology
Melanie Deffendall	Director, Irma Thomas Center for W.I.S.E. Center Assistant Professor, Sociology & CCSS
Kayla Smith-Jones	Director, Louisiana Transfer Degree Program

QEP Writing Team (2015)	
Amy Trainor	Advisor, Advising and Testing
Andrea Hoffman	Instructor, Allied Health
Ashley Chitwood	Executive Dean, Northshore- Slidell
Brett Heintz	Professor, Arts and Humanities
Cherie LaRocca	Academic Advisor, Business and Technology
Darlene Frederic	Professor, Science and Mathematics
Darlene Williams	Assistant Professor, Science and Mathematics
Elizabeth Fetley	Associate Professor, Communication
Harold Gaspard	Dean, Allied Health
Hilton Guidry	Web Master, Public Relations and Marketing
Jeanne Samuel	Dean, Distance Learning and Instructional Technology

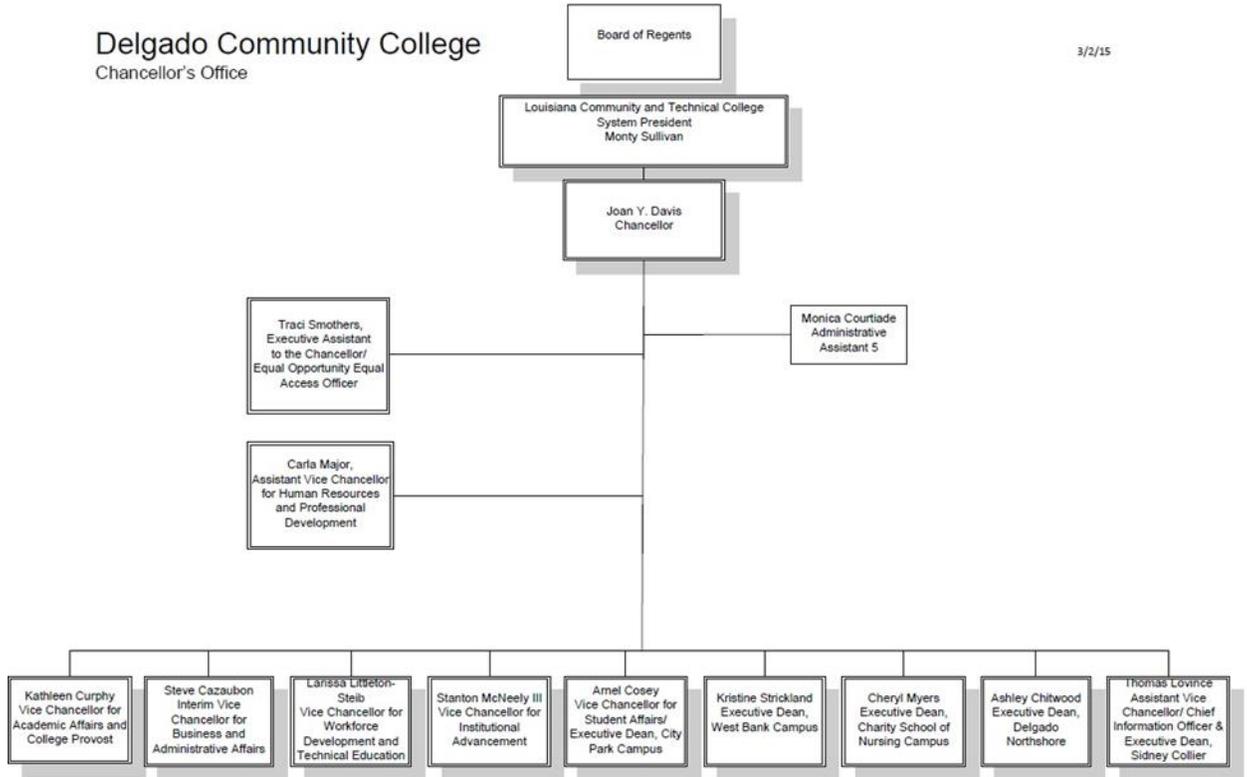
QEP Writing Team (2015)	
Jim Newchurch	Assistant Director, Advising and Testing
Juan Ren	Research Associate, Institutional Research
Kathleen Curphy	Vice Chancellor for Academic Affairs
Kayla Smith-Jones	Director, Louisiana Transfer Degree Program
Kiedra Williams	Director, Technical Programs
Kimberly Benberry-Jones	Career Counselor, Advising
Kristine Strickland	Executive Dean, West Bank Campus
Lesha Coulon	Site Manager, Technical Division
Leslie Salinero	Publications Coordinator, Public Relations and Marketing
Linda Kieffer	Professor, Arts and Humanities
Lisa Melson	Associate Professor, Arts and Humanities
Mark McLean	Instructor, Business and Technology
Melanie Deffendall	Assistant Professor, Communication
Patrice Moore	Dean, Arts and Humanities
Patrick Conroy	Associate Professor, Business and Technology
Peter Cho	Professor, Arts and Humanities
René Cintrón	Interim Executive Director of Planning and Research
Shelly Tyler	Professor, Communication
Tiquiena Varnado	Associate Professor, Science and Mathematics
Tony Cook	Assistant Director, Public Relations and Marketing
William Traylor	Associate Professor, Technical Division
Yvette Alexis	Assistant to the Vice Chancellor for Academic Affairs

QEP Implementation Team College-Wide	
Lesha Coulon	Site Manager, Technical Division
Cherie Kay Larocca	Academic Advisor, Business and Technology
Bianca Davis	Academic Advisor, Allied Health
Kayla Smith-Jones	Director, Louisiana Transfer Degree Program
Amy Trainor	Advisor, Advising and Testing
Rene Cintron	Executive Director, Planning & Research
Kathleen Curphy	Vice Chancellor for Academic Affairs
Michelle Greco	Director, Student Life
Yvette Alexis	Assistant to the Vice Chancellor for Academic Affairs
Tammy Scott	Advisor, Northshore- Slidell
Kimberly Benberry-Jones	Career Counselor, Advising
Warren Punecky	Dean, Business and Technology
Harold Gaspard	Dean, Allied Health
Tania Carradine	Director, Advising and Testing
Jim Newchurch	Assistant Director, Advising and Testing
Ashley Chitwood	Executive Dean, Northshore – Slidell
Elizabeth Felty	Associate Professor, Communication
Kenya Jackson	Instructor, Arts and Humanities

QEP Implementation Team College-Wide	
Linda Kieffer	Professor, Arts and Humanities
Amy Buckle	Assistant Professor, Mathematics
Kristine Strickland	Executive Dean, West Bank
Melanie Deffendall	Director, Irma Thomas Center for W.I.S.E. Women Coordinator, College & Career Success Skills
QEP Implementation Site Teams	
Sidney Collier	
Yvette Alexis	Assistant to the Vice Chancellor for Academic Affairs/ Site Manager
Brittany Rixner	Administrative Coordinator
Larisa Jones	Instructor, Cosmetology
Janet Colleti	Associate Professor, CADD
Erien Watson	Advisor, Office of Advising and Testing
Lisette Ganier	Professor, CCSS
City Park	
Tania Carradine	Director, Advising and Testing
Jim Newchurch	Assistant Director, Advising and Testing
Michelle Greco	Director, Student Life
Warren Punecky	Dean, Business and Technology
Harold Gaspard	Dean, Allied Health
Kathleen Curphy	Vice Chancellor for Academic Affairs
Rene Cintron	Executive Director, Planning & Research
Cherie Kay Larocca	Academic Advisor, Business and Technology
Kayla Smith-Jones	Director, Louisiana Transfer Degree Program
Melanie Deffendall	Director, Irma Thomas Center for W.I.S.E. Women Coordinator, College & Career Success Skills
Amy Trainor	Career Services Advisor
Darlene Williams	Assistant Professor, Mathematics
Peter Cho	Professor, Arts and Humanities
Kenya Jackson	Instructor, Arts and Humanities
Linda Kieffer	Professor, Arts and Humanities
Amy Buckle	Assistant Professor, Mathematics
Ashanti LaRoche	Instructor, Allied Health
Fran Langlow	Professor, Allied Health
Patrice Moore	Dean, Arts and Humanities
Lynn Murphy	Program Advisor
West Bank	
Kristine Strickland	Executive Dean, West Bank
Kimberly Benberry-Jones	Career Counselor, Advising
Joseph Williams	Advisor
Alfreda Bell-Pilgrim	Advisor
Frank Payne	Advisor
Jason Callico	Coordinator, Student Affairs Answer Center

QEP Implementation Team College-Wide	
Ashley James	Testing Specialist, Advising and Testing
Dena Frickey	Professor, Science and Mathematics
Mark McLean	Instructor, Business and Technology
Jefferson Site	
Kiedra Williams	Director, Technical Programs
Lesha Coulon	Assistant Dean/ Site Manager
Ed Van Avery	Executive Director, Technical Division
Lisette Ganier	Professor, CCSS
Northshore	
Ashley Chitwood	Executive Dean
Stephanie Davis	Student Success Specialist
Tammy Scott	Advisor
Gloria Baudouin	Advisor
Elizabeth Feltey	Associate Professor, Communication
Dolores Smith	Science Department Chair
Amanda Brammer	Assistant Professor, Biology
Stacy Wyllie	Arts and Humanities Department Chair
Donna Faucheux	Instructor, Business and Technology
Charity School of Nursing	
Faculty	TBA

APPENDIX J: COLLEGE ORGANIZATION CHART



ENDNOTES

ⁱ From 2010 – 2014 DELGADO's Hispanic population increased 14.3% and 91.6% for those indicating “two or more races” (DELGADO IR Enrollment Report, 2014)

ⁱⁱ A former SACSCOC evaluator