

The University of Texas Health Science Center at Tyler



ADVISING: PATHWAYS FOR SUCCESS

Quality Enhancement Plan

Presented on behalf of the QEP Leadership Team

The Quality Enhancement Plan



The Quality Enhancement Plan (QEP) is a mandatory component of the Southern Association of Colleges and Schools (SACSCOC) accreditation process and is defined as “a carefully designed course of action that addresses a well-defined topic or issue related to student success.”

The Quality Enhancement Plan



The Quality Enhancement Plan (QEP) is a five-year plan developed by the institution that includes:

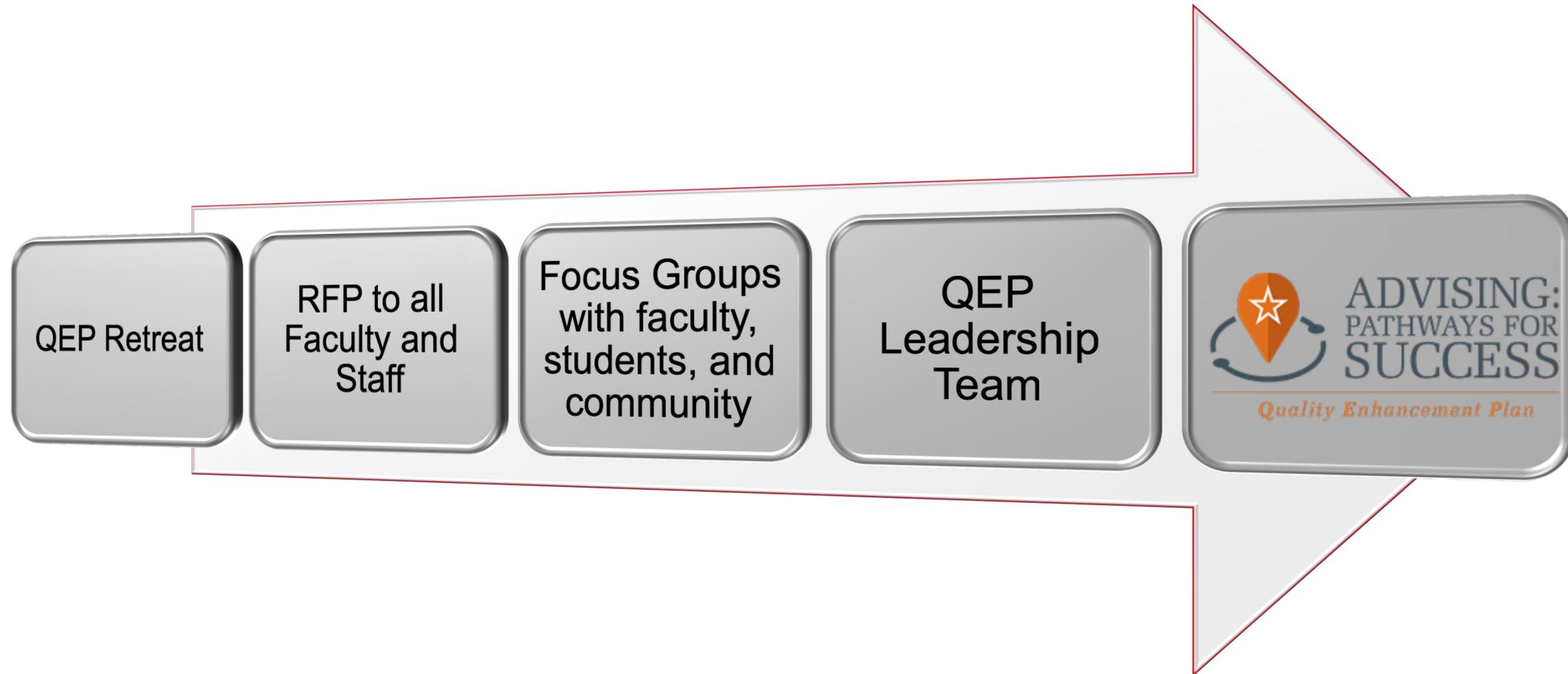
- Broad-based support of constituencies
- Focus on improving student success
- Resources to initiate, implement, and complete
- Plan for assessing achievement

The Quality Enhancement Plan Leadership



Individual	Position	Administrative Title
Jeffrey Levin, M.D., DrPH	Professor	Provost & Sr. Vice President for Academic Affairs
Pierre Neuenschwander, Ph.D.	Associate Professor	Sr. Associate Provost
Kent L. Willis, Ph.D.	Assistant Professor	Associate Provost
Vanessa Casanova, Ph.D.	Associate Professor	Director, Southwest Center for Agricultural Health, Injury Prevention, and Education
Michael Kennedy, Ph.D.	Associate Professor	Chair, Department of Health Policy, Economics and Management
Harrison Ndetan, Ph.D.	Associate Professor	
Rachel Roberts		Director of Public Relations
Torry Tucker, Ph.D.	Associate Professor	Associate Dean, School of Medical Biological Sciences
Christina Tuell	Program Manager, Student Services	Program Manager, Student Services
Noah Burwell	Academic Outreach Coordinator	Academic Outreach Coordinator
Carol Henson		Program Manager, School of Community and Rural Health
Sandra Perez	Graduate Student	
Edward Caldwell	Alumni Representative	
Francisco Parra	Alumni Representative	

Identifying the Top



QEP Retreat

RFP to all
Faculty and
Staff

Focus Groups
with faculty,
students, and
community

QEP
Leadership
Team



ADVISING:
PATHWAYS FOR
SUCCESS

Quality Enhancement Plan

Evidence from Literature



According to Bloom, Propst Cuevas, Hall, and Evans (2007), the literature on academic advisors has identified the position as a **major contributor to the success of graduate students.**

According to Teasley and Buchanan (2013), the academic advisors are the professionals who **bridge the metaphorical gap between the student body and faculty/institutional employees** by allowing professional relationships to emerge in this space.

Khali and Williamson (2014) describe the **academic advisor's role as one that assists students with making decisions about their future career or their major**, and in doing so, are able to build a relationship with the student, which allows them to feel more engaged in their academic environment

Student Satisfaction Survey Data



Student Quotes Relating to Academic Advising

“There needs to be more organization when it comes to academic advising and availability of classes.”

“The enrollment/registration process was painfully confusing and inefficient.”

“During the entire length of the program I met with my advisor, maybe twice. More advising would have been helpful since the communication from professors and other school related staff was poor.”

“Most of the time the students came to me (student respondent) and one other student for help completing their degree plans”

“The advisors have multiple jobs and that results in lack of attention to students”

“There is really not a process in place for academic advising”

Student Focus Group Findings



Student Quotes Relating to Academic Advising

It would be helpful to have a 'go-to' person who is 'knowledgeable in all areas' of the institution according to one participant.

Students said "a lot of the times they [advisors] don't know who to contact" to access certain services.

"It's survival of the fittest" when it comes to preparing for jobs after the degree according to another participant.

Students expressed the need for a single point of contact for advising.

Students expressed concern with a lack of dedicated career advising.

Community Focus Group Findings



Community Quotes Relating to Academic Advising

Advising should include "creating a successful professional social media platform that puts yourself out there appropriately to make you desirable in the market- that's a big thing."

Students need to "create a 'professional brand' or a 'personal brand in general'.

A positive social media presence is an important part of the process to land a job.

Faculty Focus Group Findings



Faculty Quotes Relating to Academic Advising

Faculty agree that student success hinges on advising regardless of degree program,.

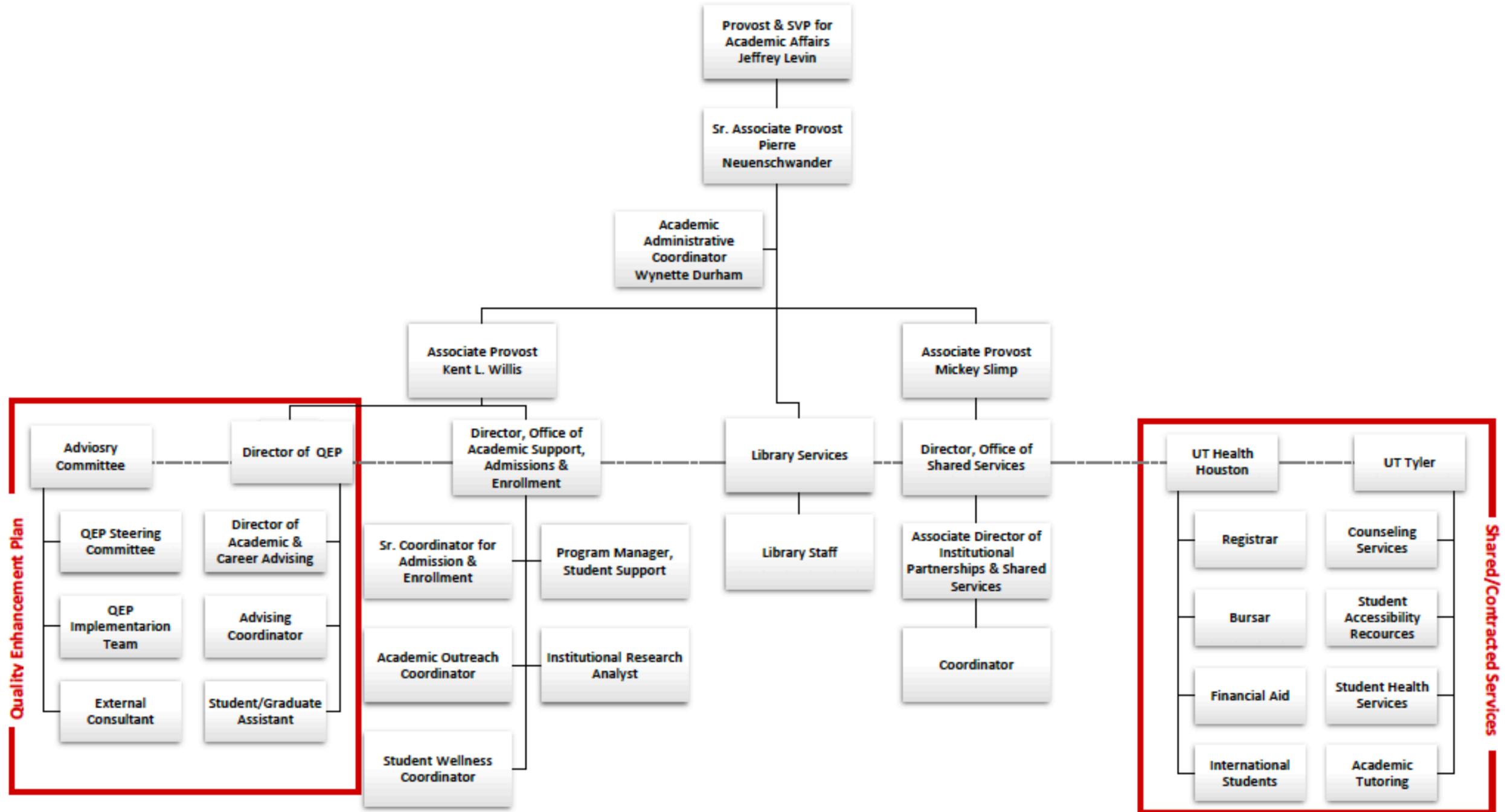
Faculty believe a better process should be in place for documentation.

Faculty value the role of program managers and staff in the process stating “I really find it advantageous that the person that brings them [students] into the program handles the first round of advising.”

Faculty believe career preparation is important in advising but express “we don’t have a formalized process for keeping our finger on the pulse of available jobs.”

QEP Organizational Chart

Academic and Student Support Programs and Services via Internal and Contracted Responsibilities



Goal of the Quality Enhancement Plan



The overarching goal is to enhance student success through comprehensive academic advising.

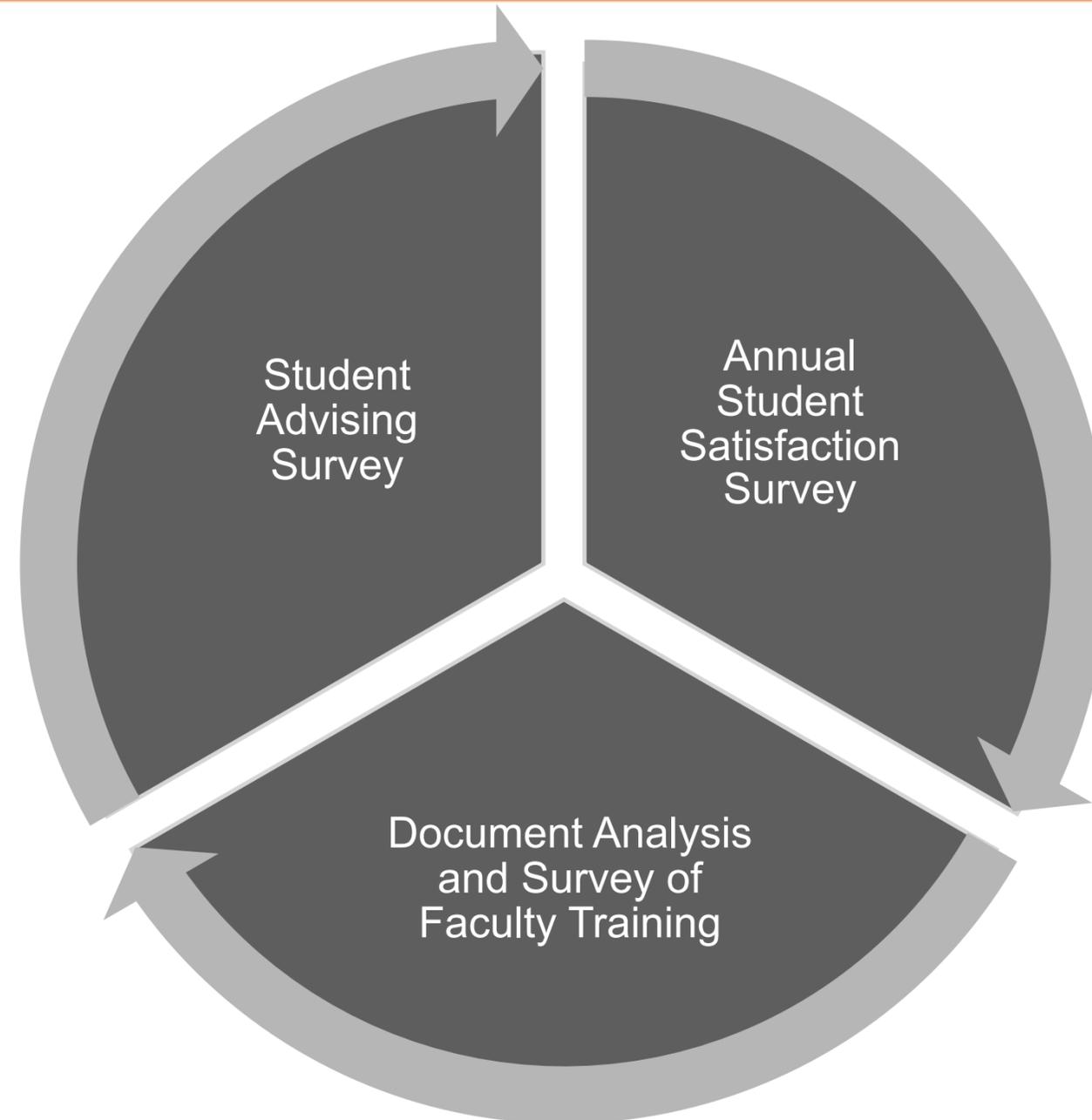
Supporting Aims:

Aim 1: Develop faculty knowledge of and skill in advising through ongoing training.

Aim 2: Increase student and faculty collaboration in the development of academic and career planning through the utilization of scheduling and case management software.

Aim 3: Enhance institutional capacity to support students from different programs and professions through academic, career, and professional advising.

Assessing the Quality Enhancement Plan



QEP Timeline for Implementation



March 2020	<ul style="list-style-type: none">• SACSCOC on-site visit	<ul style="list-style-type: none">• Presentation of QEP
April 2020	<ul style="list-style-type: none">• Initiation of new advising process• Recruitment of new advising staff member	<ul style="list-style-type: none">• Solicitation of advising appointments for all students• Hire appropriate staff support
May 2020	<ul style="list-style-type: none">• Launch advising survey for all students• Explore advising case-management software contract	<ul style="list-style-type: none">• Collect and analyze data on academic advising in IE process• Prepare to integrate new software for Fall 2020
June 2020	<ul style="list-style-type: none">• Faculty Advising Workshop	<ul style="list-style-type: none">• Implement faculty training

Resources



Bloom, J. L., Propst Cuevas, A. E., Hall, J. W., & Evans, C. V. (2007). Graduate students' perceptions of outstanding graduate advisor characteristics. *NACADA Journal*, 27(2). Retrieved from <https://www.nacadajournal.org/doi/pdf/10.12930/0271-9517>

Khali, A., & Williamson, J. (2014). Role of the academic advisors in the success of engineering students. *Universal Journal of Educational Research*, 2(1). Retrieved from <https://files.eric.ed.gov/fulltext/EJ1053985.pdf>

Schlosser, L. Z., Lyons, H. Z., Talleyrand, R. M., Kim, B. S., & Johnson, W. B. (2011). Advisor-advisee relationships in graduate training programs. *Journal of Career Development*, 38(1), 3-18.

Teasley, M. L., & Buchanan, E. M. (2013). Capturing the student perspective: A new instrument for measuring advising satisfaction. *NACADA Journal*, 33(2). Retrieved from <https://www.nacadajournal.org/doi/pdf/10.12930/NACADA-12-132>

White, E. R. (2015). Academic advising in higher education: A place at the core. *The Journal of General Education*, 64(4). Retrieved from <https://www.jstor.org/stable/pdf/10.5325/jgeneeduc.64.4.0263.pdf?refreqid=excelsior%3Abba7da3b9f4623eacc7c914f576d0dda>

Williamson, L. V., Goosen, R. A., & Gonzalez Jr., G. F. (2014). Faculty Advising to Support Student Learning. *Journal Of Developmental Education*, 38(1), 20-24.