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MTC CARES – <u>C</u>onsistent <u>A</u>dvisement to <u>R</u>etain and <u>E</u>ngage <u>S</u>tudents

INTRODUCTION

One of South Carolina's largest two-year colleges, Midlands Technical College (MTC) enrolls approximately 12,000 students each fall seeking to develop career skills or transfer to a four-year institution. MTC is a comprehensive, seven campus, public college serving Fairfield, Lexington and Richland counties in central SC, offering more than 100 associate degree, diploma, and certificate programs of study. A strong college transfer program has evolved since MTC began educating students in 1974 allowing students the opportunity to take the first two years of a baccalaureate degree and transfer to one of the state's four-year institutions. MTC is currently the state's largest provider of transfer students to four-year colleges and universities and is accredited by the Southern Association of Colleges and Schools (SACS).

MTC Mission Statement: *College programs and services provide accessible, affordable, quality education that prepares a diverse student population to succeed in the job market, to transfer to senior colleges and universities, and to achieve their professional and personal goals. The college equitably provides higher education opportunities, strengthens businesses, and enhances the economic and social vitality of the community.*

Emerging from nearly a decade-long economic recession, MTC remains lean on core expenses, well below the program threshold. The continuing decline in state appropriations, currently less than 10%, has led to stagnant growth in faculty and staff, increased course and caseloads, and delays in adopting new technologies to assist with student enrollment. A large portion of the student population enters the college with multiple at-risk factors including low-income, first-generation, and low placement scores, discussed below. As much as 56% are Pell

grant recipients, well over the 34.7% program threshold. Additionally, MTC enrolls half (50%) of the graduating high school seniors attending college in the region each year, which demonstrates the community's dependence on MTC as the primary provider of education and career services.

Low retention and graduation rates continue to challenge college leadership. Efforts to increase student success, particularly for first-time freshmen, became the focus of the college's 2010 SACS Re-Accreditation, Quality Enhance Program (QEP) titled *The New Student Experience*. By 2012, a retention committee was formed with broad representation from across the college to determine the best retention improvement opportunities to meet MTC's mission to prepare students for the job market, transfer to senior colleges, and reach their personal goals. MTC's Title III Activity: **Project MTC CARES - Consistent Advisement to Retain and Engage Students -** will support these efforts through the development of enhanced academic advisement for students aided by new technologies that emphasize relationship building and engagement with college resources.

(a) COMPREHENSIVE DEVELOPMENT PLAN NARRATIVE

(a)(1) The strengths, weaknesses, and significant problems of the institution's academic programs, institutional management, and fiscal stability are clearly and comprehensively analyzed and result from a process that involved major constituencies of the institution.

In 2012, the Executive Council of MTC appointed the Retention Committee to undertake a comprehensive review of the retention and persistence of students and to formulate a strategic, long-term response. The Retention Committee is co-chaired by a representative of Student Development Services and of Academic Affairs. Membership is appointed by Executive Council and is diverse, representing all functions and services from across the college, as shown in Table

1. The committee has met monthly since its inception to examine the institution's academic programs, institutional management and fiscal stability issues impacting retention.

Table 1 - MTC Retention Committee Membership		
Retention Committee	**Title**	**Department**
Allen Sharpe	Program Coordinator	Student Development Services
Angela Williams	Director	Student Financial Services
Brandon Loudermilk	Data Coordinator	Academic Affairs
Cathy Pitts	Executive Director, Program Delivery	Corporate and Continuing Education
Chakisse Newton	Asst. VP Marketing Comm.	Corporate and Continuing Education
Cindy Roof – co-chair	Faculty	Social and Behavioral Sciences
Crystal Rookard	General Counsel	Legal Affairs
Derrah Cassidy	Director	Admissions and Recruiting
Dorcas Kitchings	Director	Assessment, Research, and Planning
Kevin Bray	Associate Director	Assessment, Research and Planning
Keyirra Aiken	President of Student Advisory Board	MTC Student
Marcia Medway	Senior Consultant and Project Liaison	MTC Business Affairs - Retired
Mary Thomas	Chair	Developmental Studies
Paul Livingston	Director of Community Development	Student Development Services
Permelia Luongo	Student Services Manager	Student Information
Phil Morris-Co-Chair	Director	Counseling and Career Services
Richardine Jackson	Student Ombudsmen	Student Development Services
Robert Stuessy	Program Director	Advisement and Orientation Services
Sheila Smith	Director	Budget Department
Tony Hough	Chief Information Officer	Information Resource Management
Wes Abercrombie	Faculty	Social and Behavioral Sciences

In the Spring of 2014, the Committee received support from Executive Council to procure retention consulting services and contracted with **Ruffalo Noel Levitz (RNL)**, a nationally renowned industry leader in higher education research and consulting. RNL began working with the Retention Committee in July of 2014, facilitating focus groups, extracting and analyzing

institutional data, and conducting surveys of students. The following strengths and weaknesses were identified and reviewed with Executive Council and the college community.

Table 2 - STRENGTHS In Academic Programs, Institutional Management and Fiscal Stability related to Retention
• MTC has exceptional credentialed faculty and staff. • During the retention study, the MTC Advising Committee (MAC) was formed to explore and create best practices and to strengthen college-wide advising practices and promote the connection to student success • Mandatory new student orientation (data shows students who attend new student orientation are more likely to be retained) • Mandatory entrance placement tests, and mandatory placement in developmental studies classes, to assist students testing at pre-collegiate levels • Success courses to help students with study skills, career planning and utilization of college resources: COL 105 – Freshmen Seminar and COL 103 – College Skills • Student Development Services provides a wide range of services to students including counseling, disability services, employment services, financial services, testing services, student activities and leadership programs • Academic Success and Life Skills Centers provide academic tutors, success workshops, and computer access • MTC has consistently been awarded and managed a variety of grant programs including Talent Search, Educational Opportunity Center, Upward Bound, Student Support Services, Perkins, and DOLETA • MTC has been recognized for excellence in financial reporting by the Government Finance Officers Association of the United States and Canada (GFOA) for 18 consecutive years. The Certificate of Achievement is a prestigious national award recognizing conformance with the highest standards for preparation of state and local government financial reports.

Table 3 - WEAKNESSES In Academic Programs, Institutional Management and Fiscal Stability related to Retention
• MTC enrolls a high percentage (57%) of first-generation and low income students with high financial needs; 76% are Pell Recipients • 63% for first-time freshmen are enrolled in at least one pre-collegiate course

- Limited numbers of professional and departmental advisors result in less time for advisor/student engagement
- Results of the Student Satisfaction Inventory (SSI) show a significant gap between students' perception of the importance of and their satisfaction with advising
- No common academic advising standards currently exist which results in students having inconsistent advisement experiences
- The current system of making appointments by phone is not efficient or capable of handling current demands, which pushes students later in the advising process and results in increased missed advisement appointments (20% of appointments are no-shows and 15% of students are advised at late registration)
- The high volume of advising appointments at the end of the advisement period results in rushed and less engaging advisor/student interactions
- Current technology is not sufficient to support academic advisement needs
- Limited fiscal resources present challenges for redesigning advising and providing personnel with professional development and training opportunities
- Communication with students about academic program requirements is inconsistent
- The college community does not perceive that the college places enough value on advising
- Evaluation of academic advising performance is currently self-reported by the faculty advisor

Institutional Data. MTC's Office of Assessment, Research, and Planning (ARP) assisted RNL consultants with institutional data extractions to inform the Retention Committee and others. All tables that follow were generated from institutional data managed by MTC unless otherwise noted. Analysis of the Fall 2014 first time, full or part time, degree seeking students revealed that students earning a GPA of 2.0 or above persisted at a higher rate as compared to students who earned a GPA of less than 2.0 during the first semester. Almost ninety percent (89.8%) of students who earned a GPA of 2.0 or higher persisted to Spring of 2015. Half (49.8%) of the students who earned a GPA of less than 2.0 did not persist to Spring of 2015. In other words, students have a 50/50 chance of being retained if their GPA is less than 2.0 in their first semester. See Table 4.

Table 4 - Overall Retention by GPA Fall 2014 – First-time Freshmen						
	2.0 or Above		Less than 2.0			
Retention Status	Number	Percent	Number	Percent	Total Number	Total Percent
Not Retained	160	10.2%	384	50.1%	544	23.2%
Retained	1,415	89.8%	382	49.9%	1,798	76.8%
Grand Total	**1,575**		**766**		**2,341**	

Students who fail to earn a GPA of 2.0 are placed on probation during the next term in which they enroll in the college.   At the end of their Fall 2014 semester (first semester), ***31% of 2014 first-time freshmen students failed to meet good academic standing***.

Table 5 - Academic Standing and GPA – Fall 2014 First-time Freshmen			
	First-Time Freshmen	**Average GPA of Fall 2014 First-Time Freshmen**	**Failed to Meet Good Academic Standing***
Total	2,341	2.36	728 (31%)

Academic Problems. Placement test results for the 2014 first-time freshmen class revealed that 63% scored below college-level English, 29% are required to take remedial Reading, and 34% are required to take remedial Math, indicating low levels of learning readiness. See Table 6.

Table 6 - Placement into Non-curriculum, Non-transferrable Credit Courses 2014 First-Time Freshmen		
Course Placement	**N**	**%**
Remedial Reading Required (N=2,084)	598	29%
Below College-level English (N=1,977)	1,242	63%
Math (non-curriculum/non transfer) (N=2,005)	687	34%

Satisfactory Academic Progress. Federal regulations have set a standard for financial aid recipients that ties academic performance and progress to financial aid eligibility. If low income students are ineligible to receive financial aid, they lack financial resources to pay for tuition. All students who receive federal or state financial aid must meet the following standards to maintain eligibility for financial aid:

- Student must maintain a cumulative 2.0 GPA

- Student must maintain a 67% pass rate on all attempted courses

- Student must complete their program of study within 150% of the total hours required to complete their program

The following table shows the results of the Fall 2014 first-time freshmen cohort academic performance and dependence on financial aid. A total of 55% of the 2,341 freshmen starting in 2014 were eligible for Pell grants. After only one semester **534** (23%) are on academic probation/warning and **33** (1.4%) are on financial aid probation. See Table 7.

Table 7		
Financial Aid and Probation /Warning Status of Fall 2014 First-time Freshmen		
Fall 2014 First-time Students (N=2,341)	**N**	**%**
Pell Recipients	1,292	55.3%
Financial Aid Probation	33	1.4%
Academic Probation/Warning	534	22.8%

MTC is a point of entry into higher education for many first-generation and low-income students. MTC's open admission policy results in a high number and percentage of high-risk students. Almost one out of four (23%) of the Fall 2014 first-time freshmen are both first-generation and low-income students. These students launch their college experience with little knowledge and resources to understand the processes and expectations of college. Any new

student can have high anxiety in transitioning to higher education, but the transitions first-generation students face can be even greater. The proposed project will offer structured and intentional support to help students succeed. See Table 8.

Table 8 - Profile of 2014 First-time Freshmen Full and Part-time		
Fall 2014 First-time student cohort - 2,341	**N**	**%**
Low Income Only	476	20.3%
First Generation Only	324	13.8%
First Generation and Low Income	544	23.2%

Almost *forty percent* (40%) of all current MTC students in degree programs have no family history of a four-year degree. Further examination of the MTC student body in Fall of 2014 as a whole reveals startling numbers on low-income and first generation students as follows:

- High number and percentage of low-income and first-generation students– 6,402 or 57%

- Glaring financial issues for the low-income and first-generation student - $28,121 average household income compared to $74,379 for remainder of students

- High percentage of low-income and first-generation students receiving the Pell Grant – 75.6%

Table 9 - Fall 2014 Student Cohort Financial Issues by Eligibility			
Financial Issues	**Low income and First Generation**	**All Other**	**Difference**
Average Household Income	$28,121	$74,379	- $46,258
Pell Grant Recipients	75.6%	17.0%	+ 58.6
Unmet Financial Need	$6,894	$806	+ $6,088
Financial Aid Probation	16.6%	11.9%	+ 4.7

Source: MTC Financial Aid Office, Fall 2014, 1/2015.

Student Retention Predictor Model. The importance of student finances to the likelihood of staying in college is critical. As seen previously, over half (55%) of the 2014 first-time freshmen utilized Pell grants to attend. Further, 76% of the low-income, first-generation students in the 2014 Fall cohort are using Pell grants to attend college. The RNL consultants examined three fall cohorts of MTC students to identify key variables that influence retention. Three of the five variables were related to student finances: Gift Funds (financial aid not subject to repayment), Expected Family Contribution, and Percent of Need Meet. RNL determined these factors plus a student's English Test Score and Major were the five key factors for predicting student retention at MTC. RNL developed a regression model based on these finding that is the MTC Student Retention Model. See Figure 1.

Figure 1 – MTC Student Retention Predictor Model
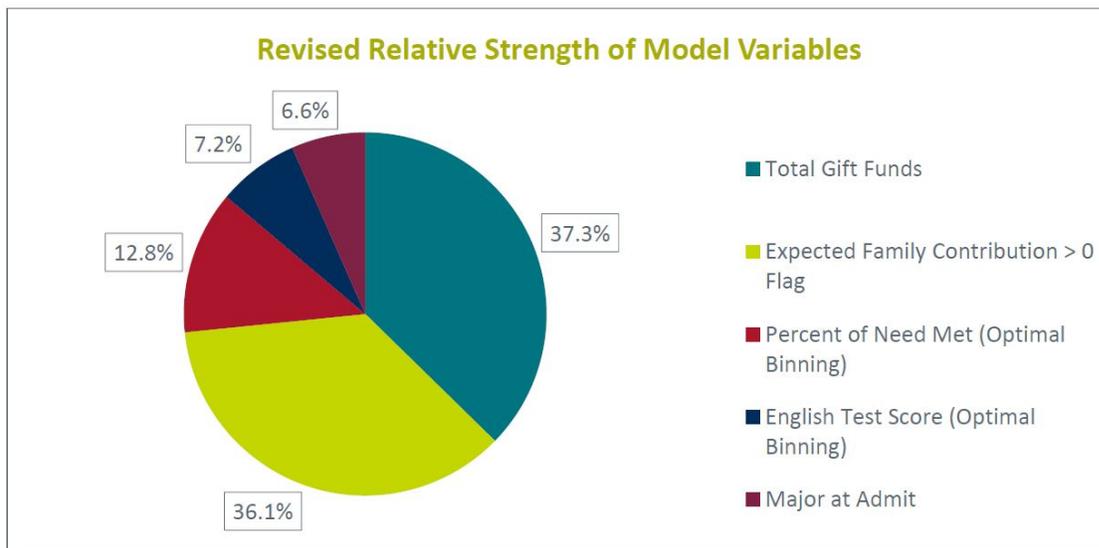
Review of the fall to fall retention of first-time, full and part-time students shows MTC well ***behind*** the national average of two-year postsecondary institutions by four to six, almost seven, percentage points in the most recent years that data is available (2011-12).

Table 10 - Fall to Fall Retention of First-time Students By Year (Full and Part Time)				
Fall Cohorts	**2009-10**	**2010-11**	**2011-12**	**2012-13**
MTC	48.4%	48.0%	46.0%	49.9%
US	54.3%	53.6%	52.7%	Not Available

Source: IPEDS Table 326.30 Retention of degree-seeking students at two-year postsecondary institutions: 2006 to 2012, US data and MTC Research Office for MTC data.

Retention Plan. The year-long extensive review of institutional data trends, retention strategies used at other colleges, and student responses to the RNL Student Satisfaction Inventory (SSI), culminated in the Retention Plan 2015-2017 for the college. MTC planning participants reached consensus on the best retention improvement opportunities and goals for the college. First-time freshmen students will be the focus of retention efforts initially, especially those identified by the Student Retention Predictor Model as high-risk. The six strategies include: advising and mentoring, additional staff to address retention, transitioning programming for new students, financial considerations, early alert and learning readiness, and student life and engagement.

As discovery moved into implementation of strategies, the MTC Advisement Committee (MAC) formed and began addressing the identified strategies. Retention Committee members, and other planning participants, are also serving on the MAC to continue the continuity, vision and diversity of the planning group to implementation. See Table 11.

Table 11 – MTC Advisement Committee (MAC)		
Name	**Title**	**Department**
Alice Davis	Co-Chair: AA/AS Program Director,	AA/AS – Transfer Director and Faculty
Robert Stuessy	Co-Chair: Director for New Student Advisement & Orientation Services	Student Development Services (SDS) - New Student Advisement & Orientation Services
Cindy Rogers	Director, Faculty Development	English
Jan Jake	Academic Advisor, Faculty	English
Amy Scully	CCE Liaison and Quick Jobs	CCE

	Advisor	
Alan Clayton	Department Chair	Industrial Technologies
Donna Hughes	Program Director, Faculty	AA/AS Transfer Program
Mary Cha	Academic Advisor, Faculty	Health Sciences
Patricia Shaw	Academic Advisor, Faculty	Nursing
Allyson Porter	Associate Director	Admissions & Recruitment
Permelia Luongo	Dir. Student & Campus Info. Serv.	Bridge Programs
Wendy Samuel	Site Coordinator	Fairfield Campus
Julie Anderson	Program Director	TRiO - Student Support Services
Donell Butler	New Student Advisor	New Student Advisement & Orientation Services

Retention improvement strategies formulated are listed below:

1. **Academic Advising Culture:** The college community will adopt the MTC Advising Vision, Mission and Values as evidenced by its members ability to (1) identify the varying interactions between students and faculty/staff that constitute "advising," (2) characterize MTC's advising philosophy/methods and (3) describe the parameters of an effective advising process.

2. **Professional Development in Quality Academic Advising:** The project will increase the consistency of academic advisement practices and academic advisors' knowledge and proficiencies across the college through universal professional development and training opportunities designed to assist students in persisting in college to meet their academic and career goals.

3. **Academic Advising Assessment:** The project will establish a common understanding of the features of excellent advising no matter where it occurs at the college; make the student advising experience more consistent for students across the college through

development of standards and measures; raise the quality of advising through proper

assessment; and identify opportunities for improvement in advising.

4. **Value of Academic Advising:** The project will increase student and advisor satisfaction

    with advising; increase the perceived value of advising at the college; publicize the

    standards for good advising; and increase the importance and value the college and

    students place on academic advising by recognizing and rewarding excellence.

5. **Academic Advising Capacity:** The project will increase the amount of time advisors

    have to prepare for advising appointments and time with students enhancing the quality

    of interactions; increase the quality of student advising records to include notes and

    follow up actions; and increase the frequency of contact between advisor and student.

6. **Technology Supporting Academic Advising and Retention:** The project will support

    improvements in technology to support academic advisement in three primary areas –

    a. Online Scheduling of Advisement Appointments – Increase efficiency in the

    advisement appointment process, i.e. advisement appointments are more evenly

    distributed over the advising period, staff time is used more efficiently not

    listening to messages and calling students for appointments, and electronic

    advising folders provide anywhere, anytime access to the more current

    information; to increase effectiveness of the advisement process, i.e. fewer

    continuing students come to late registration, fewer no shows, students get

advising appointments and schedules that aid with academic progress (classes they need).

b. Student Planning Software: Increase appropriate course choices through consistent advising with electronic adherence to registration rules set by major; to increase student use of degree planning services to improve progression and accelerate completion with fewer financial aid complications; and to reduce the number of additional credits students graduate with beyond requirements in major.

c. Retention Analytics and Early Warning Systems: Increase the college's ability to identify students who are at-risk academically and pilot early warning systems with appropriate interventions; to decrease the WDF rate of at risk students identified by predictor model; to increase course completion rate, fall to fall retention rate, and GPA; and decrease rates of academic and financial aid probation and suspension.

(a)(2) The goals for the institution's academic programs, institutional management, and fiscal stability are realistic and based on comprehensive analysis

The goals of the project are based on the analysis of the college's strengths, weaknesses, and significant problems, and are specific to student retention and success. The MTC Retention Committee and subsequently the MAC members have identified two key overall goals to be accomplished with Title III funding shown in Table 12 below:

Table 12
(a)(2) Institutional Goals to be Addressed Using Title III Funds
1. To improve retention and success of high-risk students through enhanced student academic advising emphasizing relationship building and engagement
2. To achieve quality student academic advising through the development of a technology infrastructure that facilitates access to student information, automated appointment scheduling, progress monitoring, and early alert programming as well as more frequent communication

In the five-year funding of the Title III activity, fiscal self-sufficiency, academic quality and institutional management will be bolstered as the newly defined, assessed and supported academic advising process positively impacts student retention. Dedicated efforts by the Title III Project Director and staff on the new academic advising model and new technologies will support both time and methods for more quality advising interactions with students which will improve retention rates and fiscal stability.

(a)(3) The objectives stated in the plan are measurable, related to institutional goals, and if achieved, will contribute to the growth and self-sufficiency of the institution.

Table 13 - Measureable Institutional Objectives Relative to Title III
Goal 1: *To improve retention and success of high-risk students through enhanced student academic advising emphasizing relationship building and engagement*
Objective 1.1 - Increase the effectiveness of student academic advising By 2016, 20% of advisors successfully complete training based on new academic advising standards, increasing by 20% each subsequent year By 2017, student Fall to Fall retention increases for First-time Freshmen by 2% per year on average By 2018, the percentage of targeted First-time Freshmen not meeting Satisfactory

Academic Progress (SAP) for Financial Aid requirements decreases by 2% per year

By 2019, the percentage of targeted First-time Freshmen placed on academic warning/probation will decrease by 2% annually

By 2020, student Fall to Fall retention increases for First-time Freshmen by 8% overall

Objective 1.2 - Increase the perceived value the college places on academic advising

By 2017, 20% of the college community (students, faculty, and staff) report an increase in the perceived value of academic advising at the college per year

By 2018, a 2% reduction per year will be realize in the number of students who take courses not applicable to major

By 2020, the percentage of students, faculty or staff reporting increased value in new academic advising model increases by 80%

Goal 2. *To achieve quality student academic advising through the development of a technology infrastructure that facilitates access to student information, automated appointment scheduling, progress monitoring, and early alert programming as well as more frequent communication.*

Objective 2.1 - Increase access to and use of real time academic advising information for students and advisors through quality online resources

By 2016, 20% of faculty/staff advisors will receive training in new technologies

By 2017, 30% of trained advisors will report frequently accessing online advising information to advise students, increasing annually by 30%

By 2018, 30% of students will report frequently accessing online student planning information, increasing annually by 30%

By 2019, a 5% reduction per year will be realize in the number of students enrolling during late registration

By 2020, 80% of each First-time Fall Freshmen cohort and 90% of advisors will report accessing online academic advising information

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Objective 2.2 - Increase student access to academic advisors through a streamlined process supported by technology

By Fall 2016, 20% of each First-time Fall Freshmen cohort scheduling Spring advisement will make appointments online, increasing annually by 20%

By Fall 2017, 80% of each First-time Freshmen cohort will receive training in the new technologies

By Fall 2018, a 5% decrease per year will be realized in missed student advising appointments

By 2019, 90% of Trained Advisors will document student interactions in digital advisor notes

By Fall 2020, 90% of each First-time Fall Freshmen cohort will meet with an advisor in their first semester and review an academic program plan, if continuing at MTC

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(a)(4) The plan clearly and comprehensively describes the methods and resources the institution will use to institutionalize practices and improvements developed under the proposed project, including, in particular, how operational costs or personnel, maintenance, and upgrades of equipment will be paid with institutional resources.

Redesign of academic advising and activities developed in the operation of the project will continue at the conclusion of Title III funding as practices related to advising will be institutionalized in revised college policies and procedures. MTC proposes to incorporate practices and improvements in the following way.

Policies and Procedures. The Title III Project Director, assisted by MAC, the Academic Affairs Council, the Student Development Services Council and Executive Council will define and adopt the new mission, role, and scope for excellence in academic advising. College Policies and Procedures will be updated as needed to include the new academic advising model and to reflect access to and use of advising information available through the new technologies implemented.

Personnel. The Title III Project Director position is funded at 75 percent for Years 1 – 4 and at 50 percent in Year 5. By the expiration of the grant period, the college anticipates funding 100% of the Project Director position to spearhead continued college-wide academic advisement and student success activities. The Data Analyst and Administrative Assistant will be part of the new Retention Office Staff. The Professional Advisors (three) will be absorbed into the departmental and professional advising staff of the college. The Vice-President for Business Affairs will strategically provide for inclusion of these staff members, as funding is available.

Continuation of Practices and Improvements. Academic advising improvements will become part of the institutional culture as the new mission, vision and scope are adopted and valued by the college. Optimal advising plans will continued to be reviewed and modified to maximize the most contact time with students. Online scheduling for advisement appoints will continue to offer students the greatest flexibility and access to advisors. Digital access to student program plans, academic information, and college resources will provide centralized information and posting capabilities for both advisors and students. The Student Retention Predictor Model will continue to help identify high-risk freshmen students so additional proactive contacts can be made to assist them in navigating the college systems and resources. Revenue generated due to impact of the Title III activities on student retention will augment funds for the college and strengthen fiscal stability.

(b) ACTIVITY OBJECTIVES

(b)(1) The extent to which the objectives for each activity are realistic and defined in terms of measurable results.

Activity One: Redesigning Academic Advising to Improve Student Retention and Success

The single Title III activity has two components: **1) improvement of student retention, engagement, and success through enhanced academic advising, and 2) improvement in access to quality academic advising aided by an effective technology infrastructure.**

Table 14 MTC CARES Objectives		
Goal 1: Increase student retention and success through enhanced academic advising		
Objective	**Methodology**	**Outcome**
1.1 Increase the effectiveness of student academic advising - 80% of advisors successfully complete training based on new academic advising standards by 2020 **1.2 Increase the perceived value the college places on academic advising** - 80% of the college community reports an increase in the college's perceived value of academic advising by 2020	• Develop an intensive first year academic advising model that focuses on academic planning with tracking, interventions, assessment, optimal loading, recognition and goals. • Provide professional development to 80% (200) faculty/staff advisors to embed the new academic advising model, impacting student retention and success.	• Student Fall to Fall retention will increase by 8% for First-time Freshmen by 2020 • Percentage of targeted First-time Freshmen not meeting Financial Aid SAP requirements will decrease by 4% per year by 2020 • Percentage of students, faculty or staff reporting increased value in new academic advising model increases by 80% by 2020

Goal 2: Increase access to quality academic advising aided by an effective technology infrastructure		
Objective	**Methodology**	**Outcome**
2.1 To increase access to and use of real time academic advising information for students and advisors through quality online resources - 90% of trained advisors will report frequently accessing online advising information to advise students **2.2 To increase student access to academic advisors through a streamlined process supported by technology** - 80% of Fall freshmen scheduling Spring advisement will make appointments online by 2020	• Develop an effective technology infrastructure supporting academic advising that is frequently used by students and advisors for student information, resources, appt. scheduling, progress monitoring, early alerts and enhanced communication. • Provide professional development to 80% (200) faculty/staff advisors on new technologies and 80% of First-time Freshmen on new technologies	• 60% of First-time Fall Freshmen will report accessing online academic advising information beginning in Fall 2016 • 90% of First-time Fall Freshmen will meet with an advisor in their first semester and review an academic program plan if continuing at MTC by 2020 • 90% of Trained Advisors will document student interactions in digital advisor notes by 2020

(b)(2) Extent to which objectives for each activity are directly related to the problems to be solved and the goals of the Comprehensive Development Plan

The objectives for each activity are an outgrowth of the college's analysis of the weaknesses in its advising program that keep the college from most effectively supporting students' persistence, retention, and success. The objectives for Goal 1 (increasing the effectiveness and perceived value of student academic advising) are designed to address the college's lack of common academic advising standards, inconsistent communication to students of academic program requirements, and lack of objective evaluation of advising as well as the perception of students and faculty that the college does not place high value on advising and that advising services are not satisfactory. Establishing a college-wide model of advising and training

advisors to this model will increase the effectiveness of student advising across the college by making it more consistent and by providing advisors with the tools they need to contribute to student persistence, retention, and success. Such a model adopted by the entire college will create a culture that shares an understanding of the importance of advising, the characteristics of excellence in advising, and methods of evaluating advising, increasing the perception of the value the college places on advising. This perception will in turn encourage students to be engaged in the advising process and empower advisors to provide consistent, relevant, and timely advising services.

The objectives for Goal 2 (increasing student access to academic advisors and student and advisor access to real time information through an effective technology infrastructure) are designed to address the inefficiencies and inadequacies in the current advising appointment process as well as inconsistencies in advising information. Having technology solutions will encourage more frequent interactions between students and advisors, facilitate timely interactions, and result in a more efficient use of the college's advising resources. In addition, the technology will enable the college to identify specific students who are at risk, to provide timely intervention, and to track their progress through early alerts and enhanced communication.

After two years of studying the college's advising services, the barriers to making the improvements the college knows would increase student retention and success are largely fiscal. With its lean structure and decreased resources, the college has not had funds for redesigning advising, training faculty, or purchasing technology. The goals, objectives, and activities of Project MTC CARES are all designed to provide the college with the fiscal and human resources needed to make changes that are critical to student retention and success.

(c) IMPLEMENTATION STRATEGY

(c)(1) The extent to which the implementation strategy for each activity is comprehensive.

The implementation strategy for the project's two succinct goals is exceptionally comprehensive in that it involves college-wide participation and identifies, for each goal, two major objectives which are supported by activities thoughtfully designed to be implemented and assessed over the five year period of the project.

Goal 1: Increase student retention and success through enhanced student academic advising

The implementation plan (Table 15) designed to address Goal 1: Increase student retention and success through enhanced student academic advising is inclusive of two strategies:

    1.1 increase the effectiveness of student academic advising and

    1.2 increase the perceived value of advising at the college.

Objective 1.1 Increase the effectiveness of student academic advising

The first strategy (1.1) supports activities and performance indicators that would yield evidence of increased effectiveness of student academic advising. The entire college community is surveyed as part of the first activity (1.1 -1) to define and adopt the mission, role, scope and value of academic advising. Over the five years of the project, the college will incorporate the foundational policies and procedures for advising, continue to assess the adoption of the principles and revise the foundational statements. In the second and third activities (1.1 -2 and 1.1-3) the project relies on the established advising committee (MAC), Academic Department Chairs and Student Development Services leaders to incorporate internal and external best practices into an Advising Excellence plan. The plan will guide the college by way of the published institutional definition of "advising", recommendations on optimal advising loads,

marketing campaign strategy to engage students and advising assessment methodology. Recognizing that the strength of an advising initiative lies within the advisors themselves, the fourth activity (1.1 -4) provides for developing and implementing professional training experiences for academic advisors. The training curriculum will be developed in the first year. Academic advisors will be trained in cohorts each year and yearly evaluations of training described in the fifth activity (1.1-5) will be utilized by the Faculty Development Director and the MAC to refine the training program over the period of the grant.

Objective 1.2 Increase the perceived value of advising at the college

The first activity (1.2-1) designed to address the value of advising at the college states that the advising project director will report at the executive level as a means to reveal to the entire college community the value that the President and the Executive Council place on excellent academic advising and its potential impact on student retention and success. The plan also calls for providing administrative support for the director. In the second activity (1.2-2), the plan addresses extending the college's annual Employee Recognition program to include acknowledging excellent advisors.

Goal 2: Increase access to quality academic advising aided by an effective technology infrastructure

The implementation plan to increase access to quality academic advising aided by an effective technology infrastructure also has two strategies:

   2.1 increase access to and use of real time academic advising information for students and

   advisors through quality online resources

2.2 increase student access to academic advisors through a streamlined process supported by technology

Objective 2.1 increase access to and use of real time academic advising information for students and advisors through quality online resources

The first activity (2.1-1) relies on councils from Academic Affairs and Student Development Services to work closely with the college's Information Resources Management unit to identify digital solutions that would automate advisement appointment scheduling, provide round-the-clock access by students and advisors to student programs plans and academic information and yield retention analytics that trigger early alert interventions for high-risk students identified through the Student Risk Profile. Recognizing the complexity of customizing systems to produce quality online interactions, the implementation plan provides for two years to fully deploy the product, with year one focused on investigating, identifying, procuring and customizing the digital products. Year two is devoted to deploying the products with full integration into existing college systems and further modifying as needed to support the project needs. Final upgrades of the products are planned in the fifth year.

The second activity (2.1-2) addresses the need to expand institutional policies and procedures to include the access and use of the information provided through the expanded technologies. The college's Business Affairs Division will provide guidance for institutionally codifying amended policy and procedure the first year of the project. The third activity (2.1 -3) provides for the critical element of training the college community, academic advisors and students, on the new technologies. Year one focuses on developing training, not only on the

utilization of the new technologies, but also on the new policies and procedures. Assessments for evaluating training are also developed in year one. The initial training begins in year two with continued training and revised delivery options being incorporated throughout the project period.

Strategy 2.2 increase student access to academic advisors through a streamlined process supported by technology

While Strategy 2.1 ensures the establishment of advising technologies infrastructure and training, it is recognized that significant promotion will be required to realize college-wide utilization and increased access to advisors via technology. The first activity (2.2 -1) calls for promotion of online advising appointment scheduling by the colleges Marketing Communications unit via multi-modal messaging to begin in year two with promotion, coordination and tracking throughout the remainder of the grant period. The college plans advising interactions beyond the traditional in-office appointment and the second activity (2.2-2) reveals the plan to incorporate technology-supported advisor-student interactions, such as Skype, etc. Promotion of the nontraditional advising interactions will begin in year three, as the first two years of the project provide for investigation, procurement and training on the new technologies. It is expected that advisor notes will reveal increased interaction and satisfaction with improved access to advisors.

(c)(2) The extent to which the rationale for the implementation strategy for each activity is clearly described and is supported by the results of relevant studies or projects.

The college's rationale that student retention and success can be enhanced through student academic advising and that access to quality advising can be aided by an effective technology

infrastructure is supported by relevant studies. A 2013 study on academic advising and first-generation college students at the University of Alabama found that for every meeting with an academic advisor, **the odds that a student will be retained increased by 13%** (Swecker, 2013). As early as 2000, Thayer suggested that increasing the persistence of first-generation and low-income students to achieve maximum retention results be achieved by practical retention solutions such as academic advising (Thayer, 2000). Activities listed in the implementation plan to develop foundational principles and definitions, optimal advising loads, focused advising professional development, assessment and recognition for excellence are supported by Cuseo (2003) and national advising surveys conducted by American College Testing (ACT), as essential to, but often lacking in, academic advisement programs in colleges.

(c)(3) The timetable for each activity is realistic and likely to be attained.

    The implementation plan below (Table 15) displays a timetable for each of the twelve (12) activities that is realistic and attainable over the five year period of the project. Year one activities illustrate the college's commitment to careful planning that involves members of the entire college community, which will strengthen the likelihood that goals can be attained.   The remaining years of the plan Years two through four illustrate judicious deployment of activities and formative assessment that is to be used as feedback for improving the practices designed to improve advising, student interaction with faculty and utilization of technologies to improve student access to academic advisors. The final year of the project is displayed in the implementation plan to institutionalize the best practices and ensure sustainability of an enhanced advising culture that will continue to contribute to improved student retention and success.

Table 15 - IMPLEMENTATION PLAN

Goal 1: Increase student retention and success through enhanced student academic advising							
1.1 - To increase the effectiveness of student academic advising							
Activities	**Implementers**	**Year 1**	**Y2**	**Y3**	**Y4**	**Y5**	**Performance Indicators**
1.1 – 1) Define and adopt the mission, role, scope and value of academic advising	Project Director, MAC, & ARP	-Survey college community to draft statements -Disseminate statements and collect feedback for revision and approval -Adopt and publicize statements	-Incorporate into the academic advising implementation plan	-Administer follow-up surveys to assess adoption into college culture	-Use survey results to improve extent of adoption within the college culture	-Administer follow-up surveys to assess adoption into college culture	-survey for input -statements -surveys on adoption -plan for increasing extent of adoption
1.1 – 2) Define excellence in academic advising and create an assessment methodology (includes student satisfaction)	Project Director, MAC, Data Analyst, Marketing, & ARP	-Review and incorporate internal and external best practices -Draft description of excellence -Attend NACADA -Create assessment methodology -Finalize report on optimal advising load -Develop Academic Advising Implementation Plan -Develop marketing plan to engage new students with advising model	-Incorporate into the academic advising implementation plan		-Revise assessment methodology as needed	- Continuous improvement of assessment methodology	-Definition of advising excellence -Advising assessment methods and instruments -Report on optimal advising load by advisor type -Implementation Plan includes Marketing Plan to engage students

1.1 – 3) Propose and implement strategies for identified optimal advising loads for advisors	Project Director, MAC, Academic Dept. Chairs, & SDS Academic Advisors, Data Analyst		-Propose strategies for supporting optimal advising loads based on review of report. -Begin implementation of strategies	-Continue Implementation strategies – budgeting and hiring	-Continuous improvement of optimal advising loads	-Refine optimal advising loads	-Proposal of optimal advising load strategies -Implementation plan
1.1 – 4) Develop and implement professional development for academic advisors to meet the standards of excellence in advising	Faculty Development Director, MAC, departmental advisors	-Develop training based on the description of excellence in advising (Sum 2016) -Begin training (early Fall 2016) -Evaluate training	-Continue training of advisors	-Continue training of advisors	-Assess training of advisors	-Refine training of advisors	-Training plan -Curriculum materials -Training Schedule -Training evaluation and results
1.1 – 5) Deploy the assessment of advising excellence and analyze results for continuous feedback	Project Director, MAC, Supervisors of Advisors, ARP & Data Analyst		-Assess trained advisors -Analyze results -Plan changes for improvement	-Assess trained advisors -Analyze results	-Enhance training for advisors -Analyze results	-Refine training for advisors -Analyze results	-Assessment results and analysis -Improvement Plan
1.2 To increase the perceived value of advising at the college							
1.2 – 1) Hire project director will report at the executive level to coordinate grant activities who	President and Executive Council	-Create position description -Advertise position -Interview and hire	-Support allocation of resources to assist project director with project	-Support allocation of resources to assist project director with project	-Support allocation of resources to assist project director with project	-Support allocation of resources to assist project director with project	-Position Description -New Project Director

Activities	Implementers	Year 1	Y2	Y3	Y4	Y5	Results
1.2 – 2) Develop and implement a recognition program for advising excellence	MAC and recognition committee		-Develop criteria -Develop process for selection inclusive of student input -Develop methods of recognition	-Recognize excellence in advising	-Recognize excellence in advising	-Recognize excellence in advising	-Recognize excellence in advising	-Criteria for recognition -Process for selection -Publicity for recognition

Goal 2: Increase access to quality academic advising aided by an effective technology infrastructure							
Objective 2.1 - To increase access to and use of real time academic advising information for students and advisors through quality online resources							
Activities	**Implementers**	**Year 1**	**Y2**	**Y3**	**Y4**	**Y5**	**Results**
2.1 – 1) Identify, purchase, deploy technologies that: -Automate advisement appt. scheduling and reminders -Identify students who are high-risk academically (SRP) - Provide 24/7 digital access to student program plans, academic information, and college resources - Restrict student registration to appropriate courses - Host electronic	Project Director, MAC, AAC, SDSC, & IRM	-Investigate potential technologies -Select technologies to support advising -Procure technologies -Install and test new technology including interfacing with existing systems -Customize data capture and reports that support project	-Deploy integrated and customized advising software solutions -Modify technology as needed to meet project needs	-Modify technology as needed to meet project needs	-Modify technology as needed to meet project needs	-Upgrade technology as needed to meet academic advising needs	-Software solutions that support all aspects of advising: -Online appointment scheduling -Student Academic Planning -Retention Analytics and early alert systems

advising folder to include advisor notes - Supports advisement analytics							
2.1 – 2) Expand institutional policies and procedures to include access to and use of advising information provided by the new technology	Project Director, MAC, Business Affairs Division, AAC, SDSC, & IRM	-Review current relevant policies and procedures -Revise as needed to reflect access to and use of advising information -Adopt revised policies and procedures	-Adhere to established college review cycle	- Review and update as needed	-Adhere to established college review cycle	-Review and update as needed	-Revised institutional policies and procedures
2.1 – 3) Develop and implement training on new technology for academic advisors and students	Project Director, MAC, Director of Faculty Development & IRM	-Develop training on new policies and procedures/software solutions related to advising information -Develop assessment of training -Identify and train the trainers	-Schedule training and publicize -Implement training and assessment for advisors and students	-Continue training, revise as needed for continuous improvement and delivery options -Incorporate training into new hire and student orientation activities	-Continue training, revise as needed for continuous improvement and delivery options	-Continue training, revise as needed for continuous improvement and delivery options	-Training Plan and Delivery -Materials and Assessment
Objective 2.2 - To increase student access to academic advisors through a streamlined process supported by technology							
2.2 – 1) Promote student access to schedule advising appointments online 24/7 and receive reminders	Project Director, MAC, AAC, SDSC, & IRM		-Promote student online advising appointment scheduling -Coordinate with college communications for multi-modal	-Revise promotional materials, enhance coordination and tracking	-Continue promotion, coordination and tracking	-Identify best practices in promotion, coordination and tracking	-Analytic reports on usage, earlier advising and reduction of missed appointments and late registrations.

			messaging -Track use of online system				
2.2 – 2) Develop technology supported options for increased advising interaction	Project Director, MAC, & IRM	-Investigate technology to support nontraditional advising interactions, i.e. Skype, etc.	-Purchase technology that supports advising interactions -Develop training -Train advisors and students	-Promote nontraditional advising interactions with students	-Assess nontraditional advising interactions with students	-Refine nontraditional advising interactions with students	-Advisors notes reflect increased number of interactions with students -Increase in student satisfaction with access to advisor

(d) KEY PERSONNEL

(d)(1) The extent to which the experience and training of key professional personnel are directly related to the stated activity objectives.

Each of the Key Personnel to be hired to support the Title III Project MTC CARES will have the experience, training and education to fulfill the duties outlined in the job descriptions below.

(d)(2) The extent to which the time commitment of key personnel is realistic.

Table 16 - Job Description for Title III Project Director – 100% Time Commitment
• Overall project leadership and supervision for activity objectives • Apprise the President and Executive Council of the progress and challenges encountered in the implementation of the Project • Develop and distribute project management guidelines specified in the Title III Policies and Procedures Manual • Establish, in tandem with Assessment, Research and Planning of MTC, the data collection and reporting systems for all project objectives • Approve all grant expenditures in compliance with Federal regulations, state law, MTC requirements and other fiscal accountability as required • Attend periodic MTC Advisory Committee (MAC) meetings to gather input and moderate discussion regarding project implementation and modifications • Prepare quarterly reports for the college community posted to the MTC Intranet • Facilitate institutionalization of project activities into the college's ongoing operations • Provide input and oversight to evaluation of activity • Serve as MTC liaison to the U.S. Department of Education
Qualifications: Master's degree. Minimum of five years' experience in higher education in the community college setting, with demonstrated commitment to academic advising. Clear understanding of outcomes assessment. Excellent organizational, communication and interpersonal skills. Experience working with under-prepared post-secondary students required. Experience with integrated data management systems (Datatel), Microsoft Office (Word, Excel).

Table 17 - Job Description for Professional Advisors - 100% Time Commitment
• Interactive engagement of specified at-risk students • Ability to use academic progress tracking software to monitor student progress • Facilitation of individual and/or group counseling to help at-risk students make satisfactory progress • Ability to manage multiple student cases simultaneously • Personal contact with all students on caseload • Collection of data as requested by MTC ARP on at-risk students • Communication and meeting with Title III Project Director and other faculty/staff as required/requested
Qualifications: Master's degree; or a bachelor's degree plus two years' experience in higher education, preferably in the community college setting. Flexibility in scheduling required due to need to be available to target student population. Excellent interpersonal and communication skills required. Ability to build rapport with non-traditional learners. Intrusive, proactive counseling perspective required. Interventional technique knowledge preferred. Previous experience with post-secondary under-prepared students, implementing success strategies required. Experience with integrated data management systems (Datatel), Microsoft Office (Word, Excel) beneficial.

Table 18 - Job Description for Data Analyst - 100% Time Commitment
• Develop advising assessment methodology, instruments and reports • Report on optimal advising load by advisor type • Revise assessment methodology and revise, as needed • Assist in the assessment of trained advisors • Analyze and report on the results of trained advisors • Assist in improvement plan of trained advisors
Qualifications: Master's degree or Bachelor's degree plus two years' experience in Research,

Social Sciences, Higher Education or related field. Significant experience working with academic data (preferably in higher education), including the development, application and reporting of quantitative and qualitative methods of assessment and evaluation. Demonstrated knowledge of and experience in data collection, statistics, database management, and data analysis and manipulation with statistical software (SAS, SQL).

Table 19 - Job Description for Administrative Assistant - 100% Time Commitment
• Provides advanced administrative assistance to the Project Director
• Responsible for daily administrative functions related to MTC CARES project operations
• Implements office procedures for effective control and maintenance of records
• Manages files in accordance with the State, Federal, and College guidelines
• Manages project calendar and scheduling
• Prepare grant documents and reports
• Prepare meeting agendas and minutes for distribution
• Assist with budget preparation, equipment procurement and inventory
• Answer phones, correspondence and provide excellent customer service
Qualifications: Bachelor's degree and one year related work experience; or an Associate's Degree and three years of related work experience. Knowledge of administrative and clerical procedures and principles and practices of office management; ability or organize and prioritize work assignments and attention to detail. Proficient in Microsoft Office Products and other technologies as needed.

Faculty members of MAC will be granted release time to assist and participate in the following key activities:

| Table 20 – Key Activities for Faculty under Release Time |
|---|
| • Define excellence in academic advising |
| • Define and adopt mission, role, scope and value of academic advising |
| • Create and deploy assessment methodology of academic advising |
| • Development and Implementation of the Project Evaluation Plan |
| • Identify optimal advising load |
| • Develop and implement standards of excellence for academic advisors |
| • Develop professional development for academic advisors |
| • Develop and implement a recognition program for advising excellence |
| • Identify, purchase and deploy technology |
| • Expand institutional policy and procedures to include access to and use of the new technology |
| • Develop and implement training on new technology for academic advisors and students |
| • Promote 24/7 availability of online scheduling and reminders for student academic advising appointments |
| • Develop nontraditional advising interactions with students |

(e) PROJECT MANAGEMENT PLAN

(e)(1) The extent to which procedures for managing the project are likely to ensure efficient and effective project implementation.

Dr. Ronald L. Rhames, President of MTC, will have ultimate responsibility for the leadership and supervision of the Title III grant. The Title III Project Director will monitor implementation of the program of work and develop strategies to institutionalize grant activities. The Director will also be responsible for day-to-day operation of the project. This individual will have full authority and autonomy to administer the project, as evidenced in the organizational chart below.

(e)(2) The extent to which project coordinator and activity directors have sufficient authority to conduct the project effectively, including access to the President or chief executive officer.

The Title III Project Director will report directly to MTC's President and work closely with Executive Council to effectively implement Project MTC CARES. The Data Analyst, Professional Advisors and Administrative Assistant will report directly to the Project Director to ensure achievement of project goal and objectives as shown on the organizational chart below.

MTC CARES
Chart on Lines of Authority
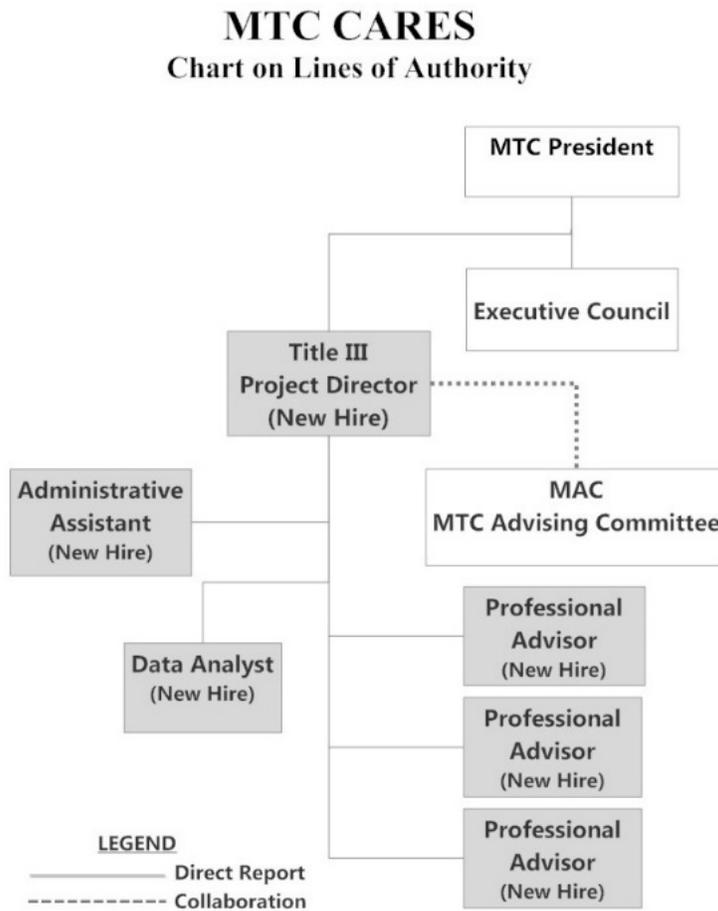
The table below summarizes the college leadership support and commitment to the Title III project.

Table 21- Project MTC CARES Commitment from College Leadership

TYPE	SPECIFIC COMMITMENT
MTC President and Executive Council	◆ Create position description ◆ Advertise and hire the Title III Project Director ◆ Support the allocation of appropriate college personnel to assist with project administration and professional development ◆ Support integration of MTC CARES into the infrastructure of the college
Academic Affairs	*Academic Affairs Council (AAC)* ◆ Develop plan for adoption of New Advising Model mission, role, and scope ◆ Propose and implement strategies for optimal advising loads ◆ Expand Policies and Procedures to include access to and use of advising information provided by new technologies ◆ Participate in professional development on advising and new technologies ◆ Promote student online advising appointment scheduling *Faculty Development Director* ◆ Assist with development of training on new academic advising model and supporting technologies ◆ Assist with development of training plan and assessment ◆ Schedule training for advisors *Academic Success Centers/Life Skills* ◆ Provide academic tutoring for students ◆ Track participant use of services ◆ Assist students referred by Text Nudges (CPP) (Continued Next Page)

TYPE	SPECIFIC COMMITMENT
Student Development Services	***Student Development Services Council (SDSC)*** • Develop plan for adoption of New Advising Model mission, role, and scope • Expand Policies and Procedures to include access to and use of advising information provided by new technologies • Participate in professional development on advising and new technologies • Assists with implementation of advising strategies • Promote student online advising appointment scheduling ***Student Financial Services*** • Design and Implement Text Nudges (CPP strategy) • Monitor and Report on Student SAP status • Develop and train advisors on talking with students about financial aid • Provide student assistance on financial aid issues ***Counseling*** • Work with students on academic, career and personal issues • Provide academic advising for "Undecided" students • Assist students placed on SAP • Assist students referred by Text Nudges (CPP) • Provide accommodations for students with disabilities
Institutional Support	***Assessment, Research, and Planning*** • Survey college community to draft statements • Create assessment methodology • Administer follow-up surveys to assess adoption into college culture • Assist the AAC and SDSC with a continuous improvement plan for academic advising ***Media Services*** • Develop Informational and Instructional Videos for Advising (Continued Next Page)

TYPE	SPECIFIC COMMITMENT
MTC Advisement Committee (MAC)	◆ Define, develop and adopt New Advising Model mission, role, and scope ◆ Review best practices in Advising Excellence and optimum advising loads and make recommendations ◆ Expand Policies and Procedures to include access and use of advising information provided by new technologies ◆ Assist in development and implementation of professional development on advising and new technologies ◆ Promote online academic advisement appointment scheduling ◆ Assist with development and deployment of training plan and assessment ◆ Develop and implement Advisement Recognition Plan
Business Affairs	*Information Resource Management* ◆ Assist the MTC CARES project director with initiatives that address technology needs ◆ Expand Policies and Procedures to include access to and use of advising information provided by new technologies ◆ Customize data capture and reports that support project ◆ Investigate technology to support nontraditional advising interaction ◆ Provide analytical reports on usage, earlier advising and reduction of missed appointments and late registrations *Facilities* ◆ Provide necessary office space *Finance* ◆ Provide budgetary support and reporting for compliance (Continued Next Page)

TYPE	SPECIFIC COMMITMENT
Corporate and Continuing Education	***Marketing and Public Relations*** ♦ Develop and implement marketing plan to engage the college community with the new advising model ♦ Assist Student Financial Services with Text Nudges (CPP strategy)

(f) EVALUATION PLAN

(f)(1) The extent to which the data elements and the data collection procedures are clearly described and appropriate to measure the attainment of activity objectives and to measure the success of the project in achieving the goals of the comprehensive development plan.

(f)(2) The extent to which the data analysis procedures are clearly described and are likely to produce formative and summative results on attaining activity objectives and measuring the success of the project on achieving the goals of the comprehensive development plan.

The Title III project director will assume overall responsibility for implementing the evaluation plan in cooperation with MTC's Office of Assessment, Research and Planning, MAC, and the Title III external evaluator. The Title III project director is responsible for the day-to-day monitoring of project activities, ensuring that all required data is collected in a timely manner, interpreting the data and reporting analysis, and developing future strategies and activities based on those results. The evaluation plan was developed with assistance from Dr. Ed Duffy, President of Duffy and Associates in Rock Hill, SC. Dr. Duffy has extensive experience in federal grant development and evaluation with clients throughout the southeast. Dr. Duffy will serve as the external evaluator on the project.

The external evaluator will work the project director, data analyst, and college's Office of Assessment, Research and Planning to develop annual protocols and procedures, refine data collection and analysis methodologies, and design reports that will provide results on progress towards goals and objectives. The external evaluator conduct at a minimum two visits annually to review project activities, interview participants, and review data collection and reporting. The external evaluator will make recommendations of findings in annual reports and complete a final evaluation report at the end of the five-year grant period.

The MAC Committee members will take a global view of the impact of the Title III project on MTC. They are well versed in MTC's assessment and evaluation process through the use of

data to formulate future strategies and annual objectives. The involvement of this group is critical to the project's success and for the institutionalization of project activities into the fabric of the college. Membership on the MAC is cross-functional and includes representation from the faculty, student development services, student testing, information technology, institutional research, faculty development, educational technology, and other vital support services functions. The President and Executive Council will have responsibility for reviewing the data and conclusions reached by the project director and external evaluator, approving final revisions to the project annual plan, and ensuring that the project objectives are compatible with and support the college's Strategic Plan.

Design: Midlands Technical College has developed an evaluation plan to ensure the highest levels of achievement and impact on MTC student success. The evaluation plan is based upon the measurable objectives and performance indicators of the project activities and involves both formative and summative evaluations. The evaluation plan spans the length of the designated project time period and is focused on determining the overall success and impact of the strategies to be implemented. Programmatic assessment will be a collaborative and ongoing function over the grant's duration, and will link to the goals and priority initiatives identified in the college's Retention Plan. Because of the college's historic focus on planning and evaluation and its national reputation in this area, procedures for collecting, analyzing and reporting data are already in place for the majority of the activity areas being undertaken.

The evaluation plan will: (1) assess the extent to which objectives and strategies of the Title III grant have been implemented; (2) evaluate the effectiveness of the strategies and activities toward achievement of objectives; (3) assess the degree to which the activities have become

	Table 22 Evaluation Logic Model			
Inputs	**Outputs**		**Outcomes - Impact**	
	Activities	Who	Grant Years 1 -5	Post Grant
-**Survey** of college community -**Best practices** in enhanced advising techniques to inform new advising model -**Assessment** of current advising loads and models -**Faculty/Staff** time to develop advising model (definition, training curriculum, assessment method, & recognition) - **New First-time Students** -**Grant Personnel** -**Faculty/Staff** time to evaluate, purchase and customize advising technologies, expand policies and procedures, and technology training -**Faculty/Staff** time to explore multi-modal interaction with students -**Competitive Preference Priority** project: Text Nudges -**Grant funding** to support activities	-**Mission, Role, Scope** of Academic Advising -**Model** for Excellence in Academic Advising -**Plan** for Model adoption -**Advisor Training** in Advising Curriculum -**Advising assessment** methodology and instruments -**Optimal Advising Load** Plan & Staffing Strategies -**Implementation Plan** for New Advising Model -**Marketing Plan** for engaging students with new advising model including orientation -**Advisor Recognition** Program -**Advising Improvement** Plan (ongoing) -**Online Advising** appointment scheduling -**Online Student** academic planning services -**Retention Analytics** and early alert systems -**Revised Institutional** Policies and Procedures -**Training on technologies** for students, faculty and staff -**Assessment Plan** for technology training - **Multi-Modality Interaction Plan** for increased advising interactions (i.e. CPP – Text Messaging) -**Analytical Reports** on usage of new technology -**Survey Reports** on student satisfaction with new advising services -**Evaluation Plan/Report**	Project Dir., Data Analyst, MAC, Mktg., Media Services & ARP Project Dir., Data Analyst, MAC, & ARP MAC Project Dir., Data Analyst, MAC, AAC, SDSC, IRM, & ARP Project Dir., Data Analyst, Evaluator, Mktg., Media Services & ARP Evaluator	***80%** (200) of faculty/staff advisors trained in the new advising model ***80%** of college community reports increase in college's value of advising ***80%** of Fall freshmen schedule Spring advisement appointments online by 2020 ***90%** of trained advisors report frequent use of online advising information to advise students and post online notes ***2% increase per year** in First-time Freshmen Fall-to-Fall retention on average for beginning in 2017 ***20% increase** in the number of advisor/student interactions (online notes) annually beginning 2017 ***5%** reduction in missed student advising appointments ***5%** decrease in continuing students coming to late registration ***2%** annual reduction in the number of students who take courses not applicable to major ***2%** annual reduction in the number of targeted students placed on academic warning/probation 1st year **First-time Fall Freshmen:** ***100% of high-risk group** receive intervention based on student predictor model ***60%** access online academic advising information ***90%** meet with an advisor in their first semester and review an academic program plan if continuing at MTC	- MTC Student retention rates will be maintained at or above the ACT National Average - MTC Advising Committee (MAC) adopted as a standing college committee - MTC continues use of Student Retention Predictor (SRP) Modeling to impact student success - MTC continues to customize advising technologies to engage students - MTC college community continues to attach significant value to advising

institutionalized; and (4) evaluate the extent to which the activities have moved the college toward the successful accomplishment of related goals and priority initiatives outlined in its Strategic Plan.

Methodology – Formative Evaluation: Based on detailed evaluation results from the periodic formative evaluation and findings from the external evaluator, adjustments will be made to the project activities and reallocation of resources, as needed. Through the formative evaluations, quantifiable evidence of the attainment of the objectives of each activity will be collected, analyzed and used in the review and adjustments made for subsequent years of the project. Quantitative data will be collected from the college's student information system (Colleague) and qualitative data will be obtained through surveys of students, faculty and administrators involved in the delivery of project objectives. Data elements collected will primarily focus on student performance and will include:

Table 23 – Data Elements Collected for Evaluation
• Student retention/persistence rates of first-time, full-time and part-time students
• Students' academic progress and students not meeting Satisfactory Academic Progress
• Students' GPA and students placed on academic warning/probation
• satisfaction with the content, delivery and services offered through the project

The Title III Project Director will prepare quarterly written reports indicating all completed implementation strategies and an evaluation of how effectively they were accomplished. The director will also prepare a detailed progress report of all measurable objectives and performance indicators, an assessment of all problems encountered during the period, and the strategies that were deployed to address the problems.

Summative Evaluation: Summative evaluations will be conducted annually and will detail how the project has improved students' persistence (retention) toward their goals and expanded its capacity to provide students with assistance in learning effectively.

The Title III Project Director and staff will prepare an annual report for distribution to and review by the college's leadership team including the President and Executive Council. The report will provide: (1) a description of project activities attempted during the reporting period; (2) budget expenditures; (3) data indicators which address the program's success or failure in accomplishing project activities; and (4) recommendations for corrective actions for project activities. Additionally, each Summative Evaluation will include an update on how the various activities addressed the recommendations made from the previous year.

A final Summative Evaluation report will be prepared at the end of the project time period and will address progress made over the period of the grant. This report will provide:

Table 24 – Final Summative Evaluation Report Content
- a description of the project activities   - summative data related to the results achieved over the five year time period on the various activities   - discussion of appropriate improvements in data collection and analysis and   - recommendations regarding the projects continued integration into the culture of MTC's college community

Additionally, the report will discuss the impact of the project on the college's overall strategic priorities, policies, institutional management, and fiscal allocations.