

As part of the SACSCOC 2016 decennial review and compliance report Quality Enhancement Plan (QEP), UNG identified an institutional project that improved student learning. After an extensive review process, the institution selected a QEP topic that improves student learning through advising. UNG's QEP uses a blended model of intentional advising and faculty mentoring to develop students' knowledge of and ability to achieve their educational goals and to support student responsibility in accomplishing those educational goals. The QEP goals and student learning outcomes are as follows:

The UNG QEP Will Support Students in Achieving the Following Goals:

- Defining academic goals and taking personal responsibility for developing educational plans.
- Utilizing appropriate campus resources to support educational goals.
- Engaging in appropriate learning experiences to achieve educational goals.

To Accomplish the Goals Stated Above, the QEP Promotes the Following Student Learning Outcomes:

1. Demonstrate knowledge of UNG core curriculum and major requirements.
2. Demonstrate knowledge of impact to time to graduation and cost as a result of multiple major changes, changes to plan of study, and course withdrawal.
3. Demonstrate knowledge of advisor/advisee responsibilities.
4. Articulate how personal interests, strengths, and weaknesses relate to the student's major and career choice.
5. Identify and use institutional, academic, and program resources to support/advance educational goals.
6. Utilize career/educational opportunities related to major/pathway of interest.

To achieve these learning outcomes, the UNG QEP: On Time and On Target developed advising curriculum for mandatory advising sessions, created multiple exposure points for learning outcome constructs, increased the number of Professional Advisors, created Master Faculty Positions to advise/mentor junior and senior level students, and developed [interactive advising tools](#) for included academic programs that empower students to plan and track progress towards their educational goals.

QEP Impact

Development of Advising Structure to Support a Blended Advising Model

UNG began the QEP with seven Professional Advisors and five Master Faculty Advisors. By the end of Spring 2018 and the completion of the second year of the QEP, UNG had 26 Professional Advisors and 21 Master Faculty Advisors that supported nearly 40 associate degree pathways

and baccalaureate programs on four campuses. The table below outlines the majors included in the QEP by Fall 2018 on each of the four campuses.

Fall 2018

Program Major	DAH	GVL	OC	CU
<input type="checkbox"/> Biology	X	X	X	X
<input type="checkbox"/> Chemistry	X			
<input type="checkbox"/> Communications		X	X	
<input type="checkbox"/> Computer Science	X	X		
<input type="checkbox"/> Criminal Justice	X	X		
<input type="checkbox"/> Engineering AS		X		
<input type="checkbox"/> Exercise Science AS		X		
<input type="checkbox"/> Film and Digital Media		X	X	
<input type="checkbox"/> General Studies BS (formerly OO)	X	X	X	X
<input type="checkbox"/> General Studies AA/AS		X	X	X
<input type="checkbox"/> General Studies Health AS		X	X	X
<input type="checkbox"/> History	X			
<input type="checkbox"/> International Affairs	X			
<input type="checkbox"/> Kinesiology	X			
<input type="checkbox"/> Math	X			
<input type="checkbox"/> Physics	X			
<input type="checkbox"/> Physics/Engineering Dual Degree BS	X			
<input type="checkbox"/> Political Science	X			
<input type="checkbox"/> Pre-Nursing (General Studies BSN)	X	X	X	X
<input type="checkbox"/> Psychology	X	X	X	
<input type="checkbox"/> RETP	X	X		
<input type="checkbox"/> Strategic Studies	X			

Under the University’s Quality Enhancement Plan, students in QEP majors receive mandatory advising up to 45 credit hours by professional advisors who specialize in their majors. After 45 credit hours, a faculty member from the student’s major program becomes the primary advisor.

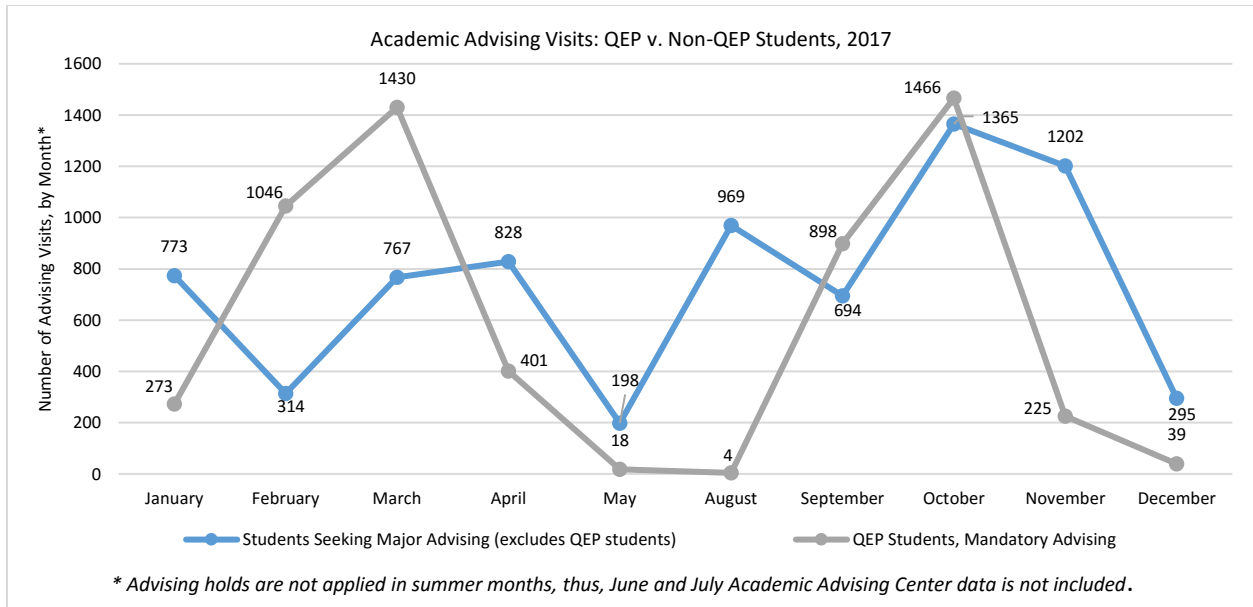
The faculty member also serves as a mentor and shares learning opportunities such as internships and research possibilities, designed to enhance the educational experience for the student. Together, professional advising and faculty mentoring support students in making the most of their college careers.

Shift in Advising Culture

UNG academic advising now utilizes a blended advising model. Advisees work with Professional Advisors for the first two years to understand their interests and strengths as related to their chosen majors, the core curriculum, registration and program policies and procedures, academic support services, and the process to establish academic goals. Students then transition to faculty advisors for the junior and senior years where they receive a greater focus on mentoring and identifying internships and other discipline-specific learning and career opportunities.

Although the ultimate purpose of “On Time and On Target” was to improve student learning, the many elements needed to accomplish this have positively changed the landscape of advising at UNG. Students now experience advising sessions that utilize an “advising as teaching” strategy with a consistent curriculum designed to support student self-efficacy and self-regulated learning and provide accurate and timely advising and program planning tools. The emphasis has shifted to allow the advisor to teach the student the best approach to academic success as well as direct the student to the online and institutional tools. With this support and these tools, the student is able to take the primary responsibility for his or her own academic success.

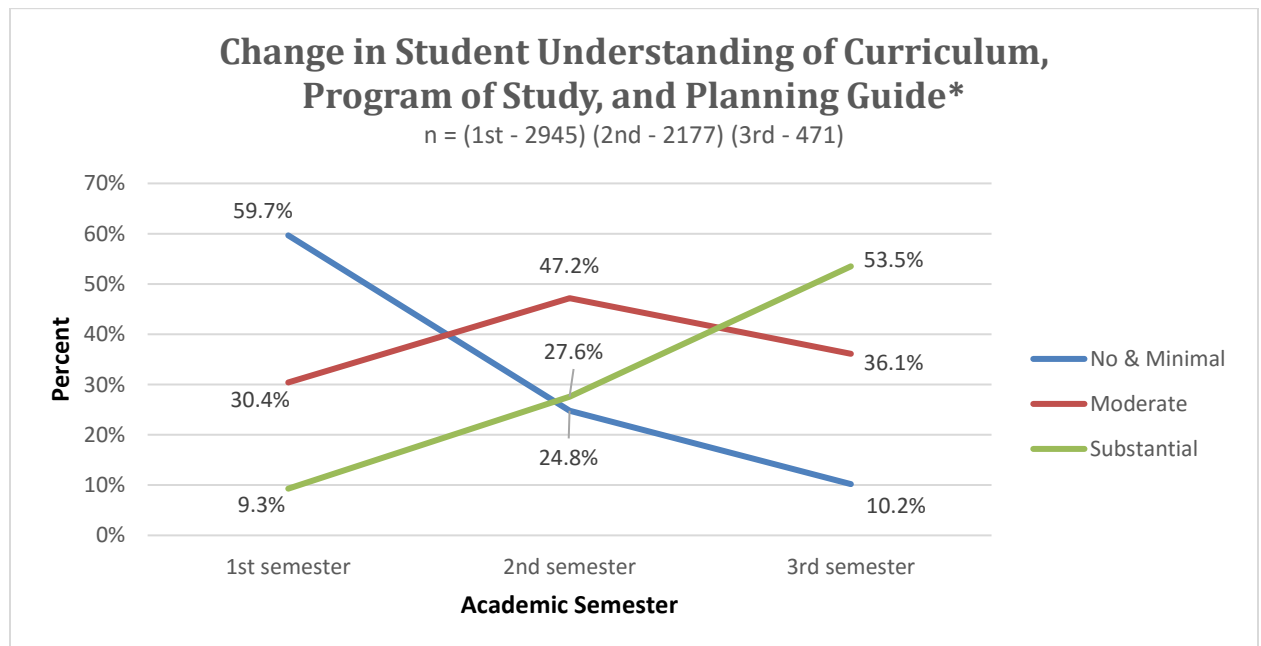
Traditionally, students have sought advising at the time of registration. This limited the time available for developmental advising and the exploration of resources. The QEP has emphasized the importance of seeking advising prior to registration and, consequently, students in QEP major have begun to schedule advising sessions well in advance of the registration period. This has enabled advisors to focus on the advising “curriculum” and support needed for students to be successful. The graph below demonstrates the shift in when students seek advising.



Changes in Student Understanding, Ability, Confidence, and Behavior

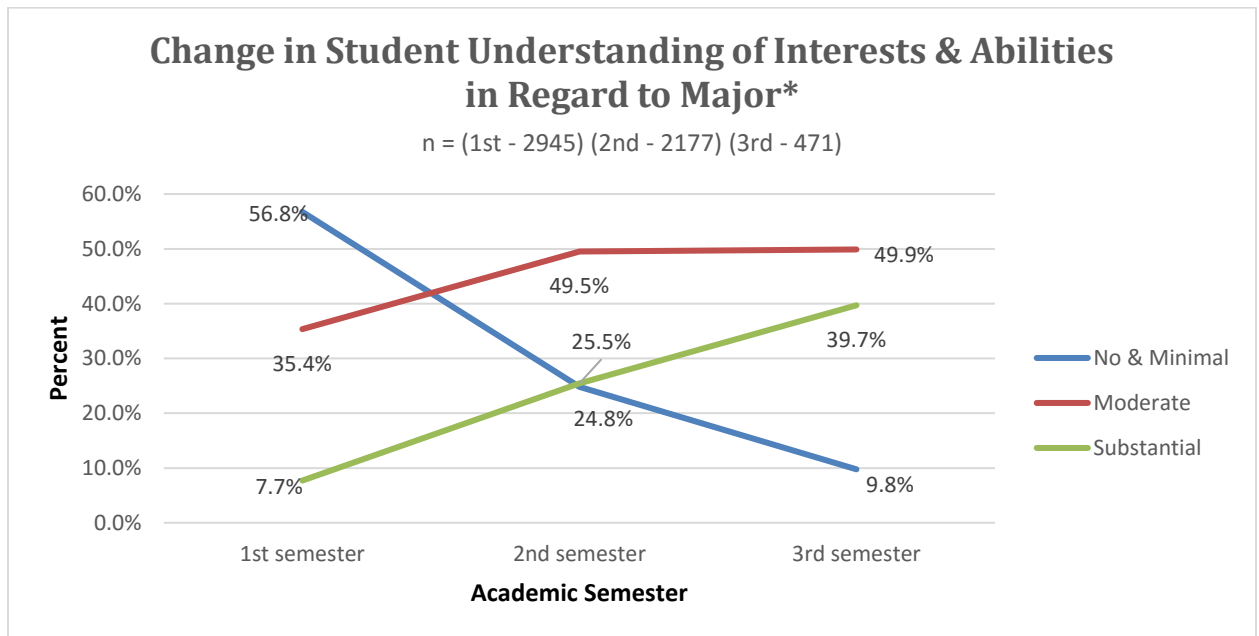
Beginning in the students' matriculating semester and continuing through the course of their UNG academic experience, observational data were collected by Professional Advisors to measure the change in student self-efficacy and self-regulated learning constructs. The narrative below demonstrates the substantial improvement students made in these areas.

Improved Student Understanding



*Sourced from UNG Professional Advisor Observational Assessment 2016 – 2018

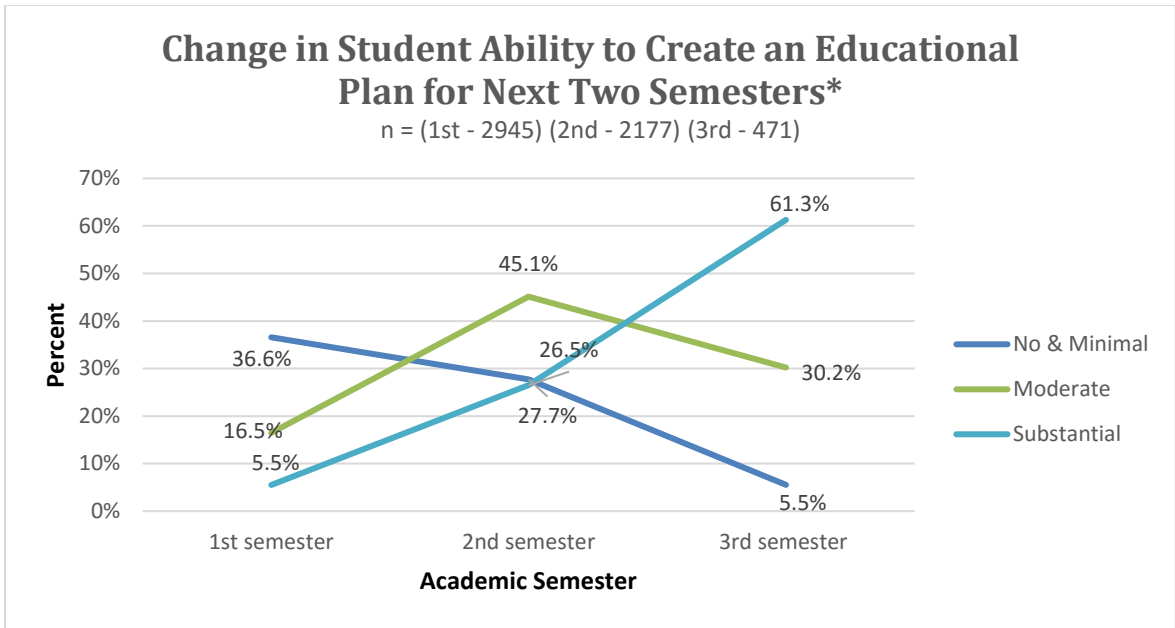
Understanding the core curriculum, program of study, and planning guides and how they work together to map and achieve a student’s educational goals is critical to successful program planning and completion. Observational data from Professional Advisors demonstrated that as QEP students move from their first semester to subsequent semesters, their understanding of the core curriculum, program of study sheet, and course planning guide increases substantially. Professional Advisor data narrated a 44 percentage point increase in the “Substantial” category for third semester students in comparison to the first semester.



**Sourced from UNG Professional Advisor Observational Assessment fall 2016 – spring 2018*

Students must understand themselves and their chosen major well enough to articulate how their strengths, weaknesses and interests support success in a selected major or career. Professional Advisors observed the QEP students’ understanding of their own interests and abilities concerning chosen majors. Observations concluded student understanding increases during each subsequent advising session. The percentage of students that demonstrated “No” or “Minimal” understanding of this concept declined from 57% in the first semester to 10% in the third semester.

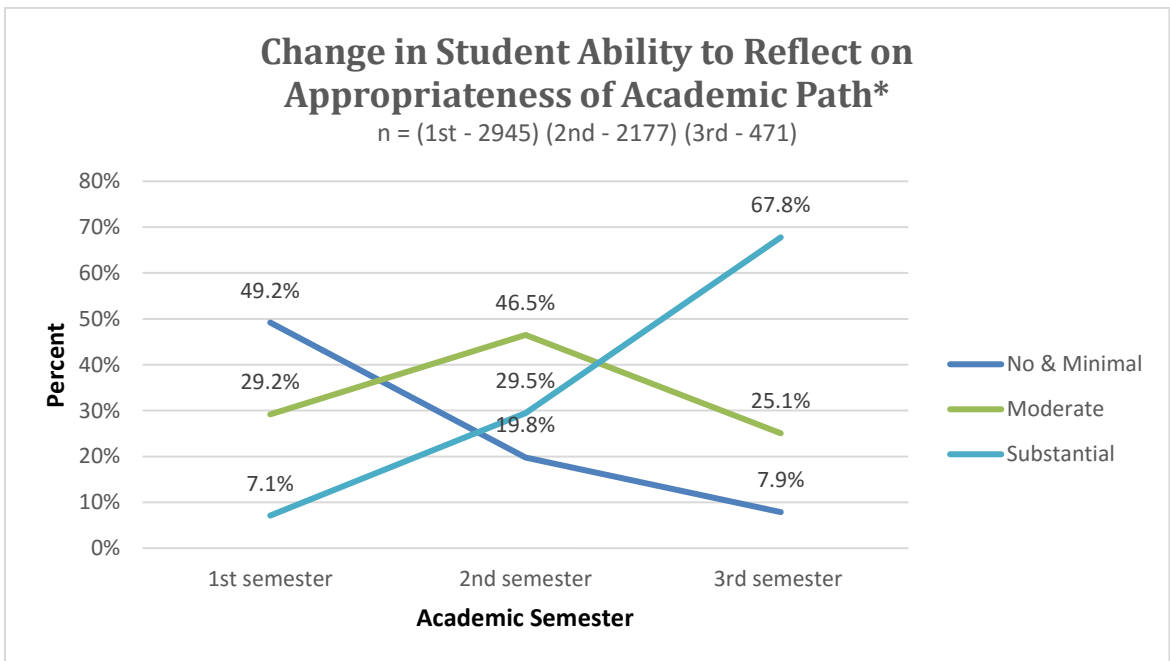
Improved Student Ability



*Sourced from UNG Professional Advisor Observational Assessment fall 2016 – spring 2018

Demonstrating the ability to create an educational plan for subsequent semesters is an important skill in academic planning and degree completion. Data from Professional Advisors reported growth in QEP students' ability to create these educational plans over multiple semesters. QEP students' ability to create an educational plan for the next two semesters based on the Plan of Study increased by over 55 percentage points from their first semester to their third semester.

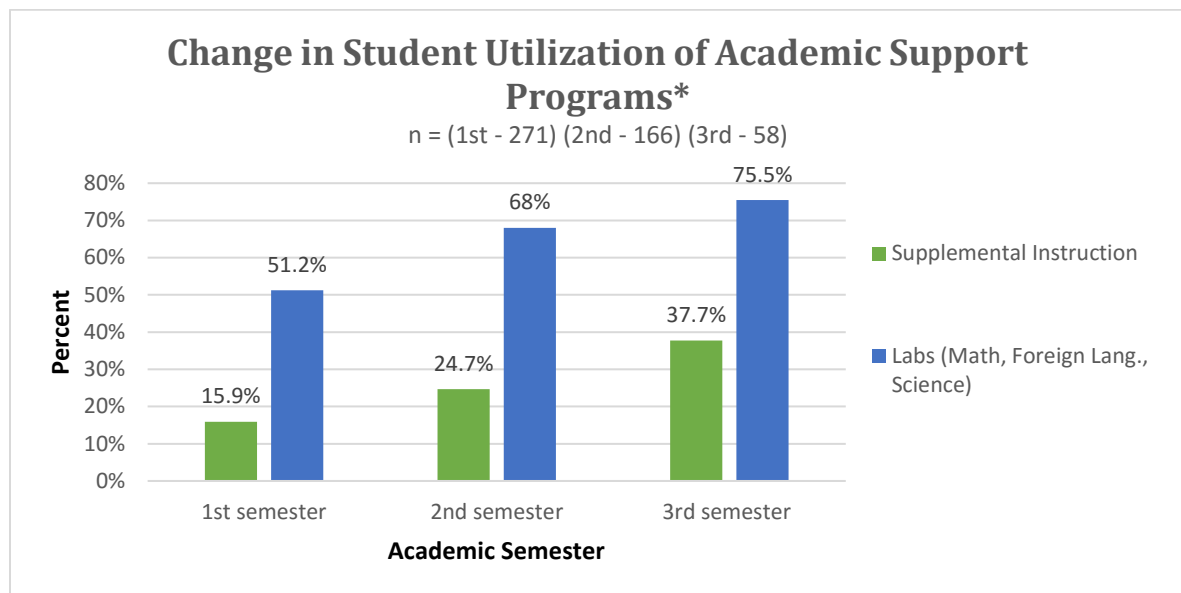
Improved Student Confidence



*Sourced from UNG Professional Advisor Observational Assessment fall 2016 – spring 2018

In addition to creating educational plans, successful students demonstrate the ability to reflect on their academic progress and experiences to determine the appropriateness of their current academic path. Professional Advisors (PA) observed the level of this ability in students during the first three semesters at advising visits and reported an increase in the QEP students' ability to reflect on their individual academic path. The percent of students with "No" or "Minimal" ability in this area declined from 49% in the first semester to 8% in the third semester.

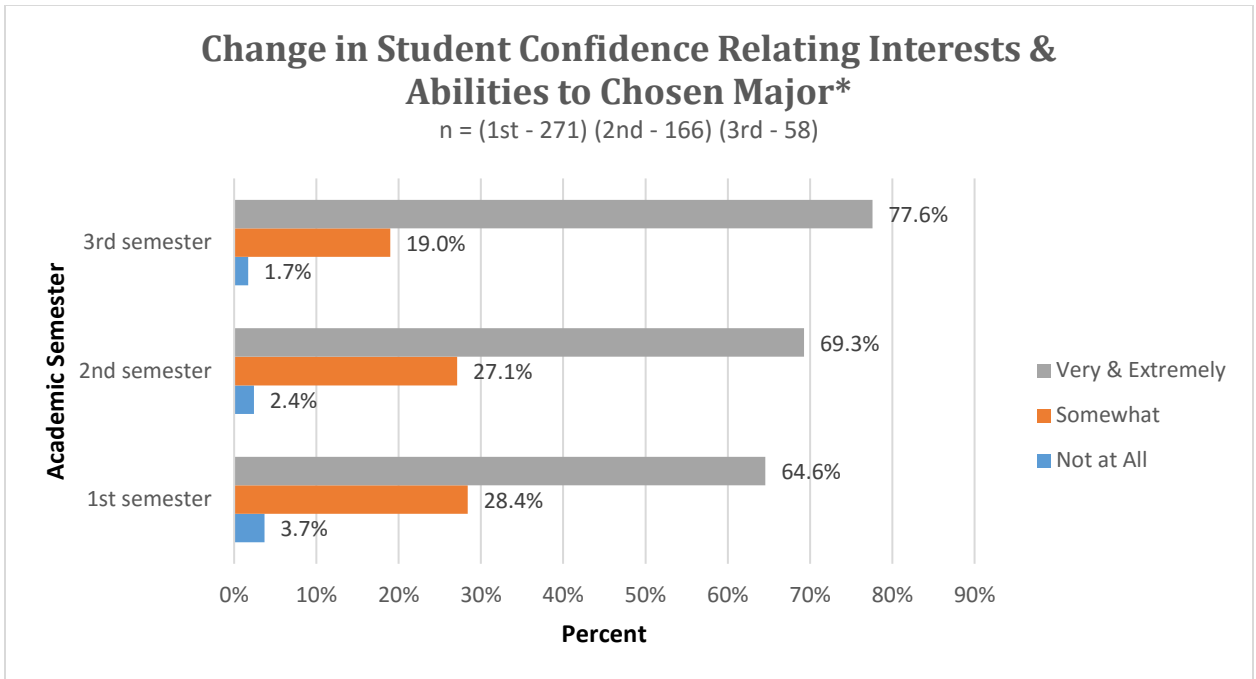
Improved Use of Academic Support Services



*Sourced from UNG Student Self-Assessment Surveys fall 2016 – spring 2018

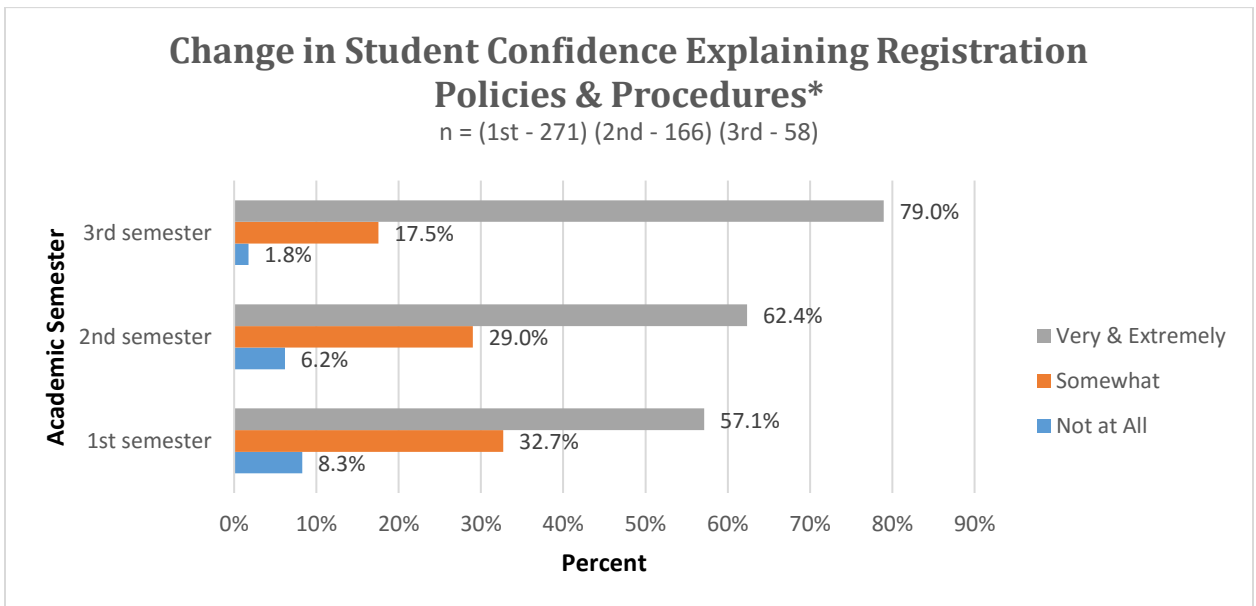
Academic support programs are designed to provide additional academic support and encourage successful study and learning behaviors. Supplemental Instruction and labs have been demonstrated to substantially support students' academic success within the classroom. QEP students reported an increased use of Supplemental Instruction and labs from their first semester to their third semester.

Improved Student Confidence



*Sourced from UNG Student Self-Assessment Surveys fall 2016 – spring 2018

The QEP seeks to provide the tools and support dialog that develops students’ confidence in their ability to achieve their academic goals. Throughout the QEP process, students from all three classifications overwhelmingly reported feeling “Very & Extremely” confident in relating their interests and abilities to their academic major. Over time, the “Not at All” category decreased while “Very & Extremely” categories increased as students developed their confidence.



*Sourced from UNG Student Self-Assessment Surveys fall 2016 – spring 2018

At any academic institution, understanding registration policies and procedures, including schedules and implications of drop/add, can impact a student’s ability to successfully navigate his

or her academic goals. The QEP included multiple points of exposure for this information to ensure student awareness. QEP students reported increased confidence in explaining registration policies and procedures including drop/add and withdrawal from first to third semester.

For additional data from the first two years of the QEP, the “Quality Enhancement Plan Two-Year Report” is available for review (contact Taurean.davis@ung.edu).

Improved Retention and Progression

Although the QEP design was focused on providing students with better tools and guidance to support self-efficacy and self-regulated learning towards their academic goals, two-year data has demonstrated higher rates of retention and progression for students in QEP majors when compared with students in non-QEP majors.

The table below outlines the one-semester persistence and one-year retention rates for students in QEP majors and students in non-QEP majors. Overall, students in QEP majors had a one-semester persistence rate seven percentage points higher and a one-year retention rate that was eleven percentage points higher than students in non-QEP majors. These rates will continue to be tracked for the duration of the QEP.

QEP Students

Degree Level/Time Status	Count	1-Semester Persistence	1-Semester Persistence %	1-Year Retention	1-Year Retention %
Associate	198	176	88.9%	140	70.7%
Full-Time	183	163	89.1%	130	71.0%
Part-Time	15	13	86.7%	10	66.7%
Baccalaureate	825	785	95.2%	691	83.8%
Full-Time	800	766	95.8%	674	84.3%
Part-Time	25	19	76.0%	17	68.0%
Grand Total	1,023	961	93.9%	831	81.2%

Non-QEP Students

Degree Level/Time Status	Count	1-Semester Persistence	1-Semester Persistence %	1-Year Retention	1-Year Retention %
Associate or less	2,082	1,784	85.7%	1,395	67.0%
Full-Time	1,823	1,610	88.3%	1,260	69.1%
Part-Time	259	174	67.2%	135	52.1%
Baccalaureate	953	858	90.0%	731	76.7%
Full-Time	920	839	91.2%	716	77.8%
Part-Time	33	19	57.6%	15	45.5%
Grand Total	3,035	2,642	87.1%	2,126	70.0%

QEP Next Steps:

The QEP could not initially be implemented in full with all majors on all campuses. Each year, continued funding allows the QEP to expand with additional majors on different campuses. That expansion will continue going forward into the third year. Some of the obstacles to growth, including space limitations, will begin to be addressed as well. In addition to expansion, the QEP Co-Chairs will create infrastructure to support the current efforts after the official QEP ends, determine if the student learning outcomes continue to improve through the junior year in collaboration with the Master Faculty Advisors, and identify strengths and weaknesses of the blended advising model at UNG to better support student achievement.

In FY2018, the University System of Georgia initiated multiple student retention and progression efforts including Momentum Year and Gateway to Completion. Momentum Year, in particular, will augment and expand several components of the QEP to majors not targeted by the QEP. In addition to providing Professional Advisors, Master Faculty Advisors, and major-specific advising tools for these majors. Momentum Year focuses on helping exploratory students identify an academic focus area in their first year and then to choose a major that aligns with their interests and abilities.

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