

The Citadel, The Military College of South Carolina



**SACSCOC Quality Enhancement Plan
Reaffirmation Class of 2024**

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EXECUTIVE SUMMARY

Mission

The Citadel shall further its mission to develop principled leaders by supporting all students, with a specialized focus on second-year students, in achieving academic, career, and life goals through effective, individualized advising.

Vision

The Citadel will provide exemplary advising to support student engagement contributing to the development of tomorrow's principled leaders.

Definition of Advising

Advising is a partnership between the student and the advisor, in which the student assumes a leadership role in exploring and pursuing informed academic, career, and life goals.

Objective

The Citadel will enhance advising processes starting with second-year students. Through advising, students will develop actionable plans to explore their academic, career, and life goals. As teacher, counselor, and coach, advisors will connect students with the resources needed to achieve success, to graduate on-time (4 years) while maximizing opportunities for growth both as a student and a principled leader. Advising synthesizes and contextualizes students' educational experiences within the frameworks of their aspirations and abilities. Effective advising empowers Citadel students to become principled leaders and productive citizens.

Overview

Ensuring first and foremost our next Quality Enhancement Plan (QEP) is aligned to the strategic plan, arose from institutional needs, is focused on student success, and working from a *Good to Great* model (Collins, 2001), The Citadel selected advising as the topic through a comprehensive, evidence-based review and analysis of institutional data, external empirical research, and internal stakeholder input. Throughout the process the Taskforce solicited feedback through a variety of methods. The resulting analyses and review process identified the need for:

- (1) more effective advising for students, with an initial focus on cadet second-years for the purposes of scalability and manageability;
- (2) greater alignment of advising outcomes across academic support units;
- (3) improved reporting structures between academic and support units allowing for increased results-sharing;
- (4) enhanced data capture of embedded indicators across academic and support units;
- (5) an on-campus annual advising professional development event; and
- (6) an annual retreat to discuss advising outcomes and progress made toward the QEP outcomes.

The Citadel plans to develop a new, shared, proactive advising model consisting of faculty, a limited number of professional advisors, a learning community committed to professional development in the areas of advising skills and pedagogy, and access to advising related policies, procedures, and resources through an Advising Hub, housed in the division of Academic Affairs. A clarification of roles, reinforced infrastructure, and a sustainable budget of almost \$2 million to support achieving these deliverables.

The assessment plan includes multiple measures to demonstrate achievement of program, student, and professional development outcomes and determine areas of opportunity.

Over-arching Outcome (OO)

(aligned with CAS standards for Academic Advising Programs)

OO 1: Increase 4-year graduation rates for SCCC, minority cadets, and female cadets.

Key metrics: 4-year graduation rates, year to year retention rates, in disaggregated form for each of the identified groups.

Student Success Outcomes (SSO)

(aligned with NACADA best practices and CAS standards for Academic Advising Programs)

SSO 1: Students assume a leadership role in the advising partnership by scheduling the appointment, attending the appointment with a written course plan and prepared to discuss HIPs or other developmental opportunities.

Key metrics: Data rubric from second year advisors on all relevant topics.

SSO 2: Students demonstrate achievement in their academic success metrics.

Key metrics: DFW rates, students on academic probation, major migration, survey data.

SSO 3: Students report strong levels of satisfaction in the advising process.

Key metrics: Survey data.

SSO 4: Students have positive post-graduation outcomes in the form of employment, commissioning into the military, or post-graduation educational opportunities.

Key metrics: Survey data.

Professional Development Competency Outcomes (PDO)

(derived from NACADA professional development competencies)

PDO 1: Teams attend a minimum of 1 national and 1 regional NACADA conference annually.

Key metrics: Conference attendance data.

PDO 2: Faculty and staff participate in on-campus trainings on best practices of advising.

Key metrics: Participation in trainings, Advising Summit evaluation surveys, review of submitted presentations, survey data.

Institutional Support

The Citadel leadership demonstrates its support for the Quality Enhancement plan through the alignment to our strategic plan, the development of an institutional committee for oversight and guidance through the Advising and Retention Council (ARC), a rigorous assessment plan, and a healthy budget.

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I. Institutional Context

The Citadel, The Military College of South Carolina, is a landmark in Charleston and South Carolina, noted for its educational reputation and graduating students who serve the nation. The Citadel was established in 1842 and continues to serve the South Carolina Low Country and beyond as a public, master's comprehensive, and co-educational military college with a rich tradition of producing leaders in the military, private enterprise and public service. The Citadel is one of six senior military colleges in the country and a primary commissioning source for the U.S. military with about 30% of each graduating class commissioning. For over a decade, *US News & World Report* has recognized The Citadel as the number one public college in the south for institutions granting up to a master's degree. The Citadel boasts the highest four-year graduation rates and first-time, full-time, freshman retention rates of all the South Carolina public comprehensive universities. The Citadel offers nine undergraduate degrees with 31 major offerings, five master's degrees in 26 academic areas, the education specialist degree in two areas, and a graduate certificate in 10 areas.

The institution employs approximately 200 full-time faculty, 150 part-time faculty, and over 450 staff. The Citadel has three distinct student populations:

- (1) The South Carolina Corps of Cadets (SCCC), Veteran, and Active Duty students who take day classes;
- (2) undergraduate transfer students in evening or online degree completion programs; and
- (3) graduate students in evening or online programs.

The Citadel's current enrollment stands at nearly 2,350 cadets from across the country and internationally and more than 1,000 students enrolled through The Citadel Graduate College. The Citadel is best known nationally for its Corps of Cadets which draws students from almost all 50 states and over a dozen countries. The men and women in the SCCC live and study under a classic military system which encompasses four pillars of a holistic undergraduate experience: academic, character, fitness, and military. The Citadel believes and holds at its core that these four pillars develop principled leaders who are prepared to serve in all walks of life.

The cadet lifestyle includes living within a fourth-class system in the barracks under a 24-hour accountability system. Serving under the ultimate leadership of the Commandant of Cadets, cadets are expected to inculcate the following mission:

“Our mission is to develop Principled Leaders – men and women of virtue and character – imbued with our core values of Honor, Duty, Respect. Here we build “inner-citadels” of character replenished with a deep reservoir of resiliency. Character development is a choice. You choose to submit yourself to the rigors of a four-year system, overcome personal challenges, and pursue virtue. These decisions, repeated over time become habits of thought and action that provide a framework for living a disciplined honorable life.” (Office of the Commandant website)

Upon arrival, one must earn their way into the Corps of Cadets through their first-year as a “knob”, proving themselves to their peers. The “knob” experience begins with challenge week, offered the week before classes start to introduce students into the cadet lifestyle. The “knob” experience culminates with recognition day in March where the first-year class is officially recognized as full members of the SCCC. Observing rank structures aligned to the Army, cadets have opportunities to apply for rank-holding positions within the Corps; typically, in the third-year and fourth-years. Operating since 1842, this system has produced principled leaders for nearly 200 years. Culturally, the second year presents a gap after the high-touch military training of the first-year, and the majority of cadets will not enter rank-holding leadership positions until their third-year or fourth-year, which again is a high-touch part of the

experience. Citadel students face the same challenges any college student faces with the added complexity of a military lifestyle; addressing the “sophomore slump” is an opportunity to help our students excel.

The Citadel has a consistent history of engaging in ongoing, integrated, and institution-wide research-based planning and evaluation processes. Specifically, the college reviews its mission, goals, and outcomes and integrates data-based reporting of results to ensure continuous improvement and to demonstrate that the institution is achieving its mission to educate and develop principled leaders. The QEP proposed is aligned to multiple strategic initiatives in the *Our Mighty Citadel, 2026 Strategic Plan* including:

- (1) Strategic Initiative 1: Educate and develop principled leaders
 - a. Objective 1.1: Increase integration of the leadership model in curricular, co-curricular, and athletic programs
 - b. Objective 1.2 Provide high-impact experiences for Citadel cadets and students through international education abroad and domestic programs
 - c. Objective 1.3: Grow cadet and student participation in high-impact Service Learning and Community Engagement
- (2) Strategic Initiative 2: Enhance the learning environment through academic programs of distinction and student success services
 - a. Objective 2.2: Implement processes and systems that facilitate excellence in experiential learning and scholarship
 - b. Objective 2.3: Infuse career development and readiness programs into the campus culture

The academic year 2023-2024 marks the final year long strategic plan “refresh” process where objectives are reviewed and discussed and new objectives are considered. It is anticipated that advising will be more heavily emphasized in the strategic plan as a result of this refresh.

II. Institutional Intent

The Citadel’s Quality Enhancement Plan (QEP) Topic is: *Advising Tomorrow’s Principled Leaders*, starting with second-year cadets. The Citadel selected advising as the topic through a comprehensive, evidence-based review and analysis of (1) institutional data; (2) external empirical research; and (3) internal topic selection feedback solicited by the utilization of multiple, strategic campus-wide methodologies. The review and analysis of this triad of quantitative and qualitative data revealed a campus-wide consensus that advising is a crucial component to student success at The Citadel, and the development of a student success QEP would be most opportune to enhance the advising experience for Citadel students, i.e., move the Citadel advisor-student partnership from *Good to Great* (Collins 2001). As shared above, “knobs” or first-year students are expected to reach high standards and are held accountable to those standards by their upper-class peers. Third- and fourth-year cadets are well established in their majors, have completed an internship, have held a leadership position, have completed an ROTC summer camp, have developed research interests, or started planning what they will do after graduation. In comparison, second-years are not likely to be serving in leadership roles, may be unsure of their academic major, and may be uncertain of their pursuits after graduation. Advising plays a crucial role in supporting second-years as they grapple with the uncertainties and find their academic and leadership path at The Citadel.

The data review and analysis also identified the following needs which the QEP will address:

- (1) more effective advising for students, with an initial focus on cadet second-years for the purposes of scalability and manageability;
- (2) greater alignment of advising outcomes across academic support units;
- (3) improved reporting structures between academic and support units allowing for increased results-sharing;
- (4) enhanced data capture of embedded indicators across academic and support units;
- (5) annual on-campus advising-related professional development event; and
- (6) annual retreat to discuss advising outcomes and progress made toward the QEP outcomes.

The development of the QEP was guided by three primary principles: (1) it must contribute to the furthering of The Citadel's mission to educate and develop principled leaders; (2) it should support The Citadel's definition of advising; and (3) it is designed to enhance student success.

- **The Citadel's Mission:** "...to educate and develop our students to become principled leaders in all walks of life by instilling the core values of The Citadel in a disciplined and intellectually challenging environment..." (College Regulations, 2023, p. 1).
- **The QEP Mission:** The Citadel shall further its mission to develop principled leaders by supporting all students, with a specialized focus on second-year cadets, in achieving academic, career, and life goals through effective, individualized advising.
- **The Citadel's Definition of Advising:** Advising is a partnership between the student and the advisor, in which the student assumes a leadership role in exploring and pursuing informed academic, career, and life goals.

To help ensure QEP success, The Citadel has institutionalized three key initiatives: the Advising and Retention Council (ARC), a QEP centralized budget, and ongoing assessment and evaluation. The centralized budget represents an institutional investment of almost \$2 million to support student success through the scalability and sustainability of its QEP over the first five years. The foundation for the assessment of the QEP is three-fold: (1) an over-arching plan outcome; (2) student success outcomes and (3) professional development outcomes. A subcommittee of the ARC will review assessment data, assist in the development of data-informed continuous improvement initiatives, and share the review of this data and proposed improvement initiatives with the ARC as a whole.

As demonstrated by the totality of this report, the Citadel has developed a QEP that aligns with Standard 7.2 of the SACSCOC's Resource Manual for The Principles of Accreditation: Foundations for Quality Enhancement 2020, P. 58. The Citadel has developed a QEP that (a) has identified a topic through ongoing, comprehensive planning and evaluation processes; (b) has garnered broad-based support from institutional constituencies; (c) has focused on improving specific student learning outcomes and student successes; (d) has committed resources to initiate, implement, and complete the QEP; and (e) has included a plan to assess achievement.

In the following sections, we provide more detail on the proposed QEP, which is organized by four phases:

- (1) Phase 1: Topic Selection
- (2) Phase 2: Topic Development
- (3) Phase 3: Implementation
- (4) Phase 4: Sustainability

In addition, Appendix A provides a glossary of terms specific to The Citadel.

PHASE 1: TOPIC SELECTION

III. QEP Theme Development Committee

As part of ongoing, inclusive, and comprehensive planning and evaluation processes, a QEP Theme Development Committee included members selected from diverse units shown in Table 1. The QEP Theme Development Committee provided recommendations for the topic of The Citadel’s next QEP using a broad-based and data-informed approach. Potential QEP themes had to:

- (1) directly support The Citadel’s mission and strategic initiatives as outlined in the current strategic plan;
- (2) engage Citadel assessment data;
- (3) demonstrate potential to benefit a large proportion of students.

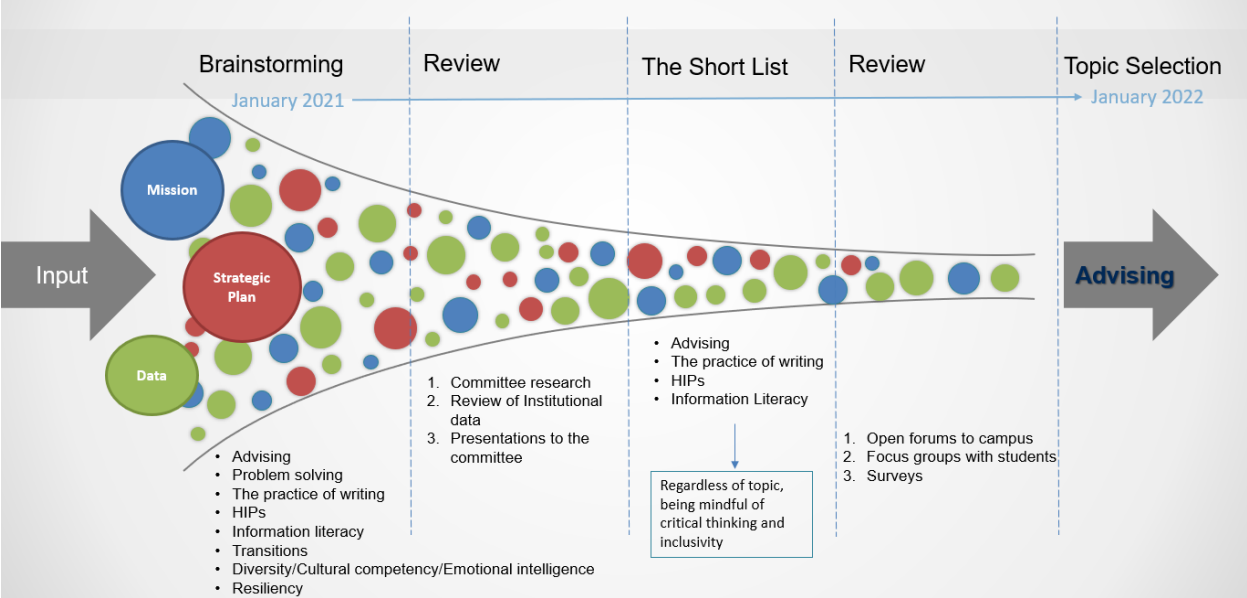
Table 1. QEP Theme Development Committee Members Appointed by the Provost

Name	Title	Department	College/Division
Bower, Kevin	Associate Provost for Academic Affairs and Dean of General Studies	Academic Affairs	Provost
Brown, Kevicia	Senior Associate Athletic Director	Athletics	Athletics
Clark, Tom	Executive Director	Krause Center for Leadership and Ethics	Provost
Collins, Carl	Director of Admissions and Strategic Recruiting	Graduate Admissions	Citadel Graduate College
Edwards, Shawn	Chief Inclusive Excellence Officer	President	President
Ghanat, Simon	Associate Professor	Civil, Environmental, and Construction Engineering	Engineering
Guenther, Catherine	Cadet	Student	SCCC
Jones, Brian	Dean	Humanities and Social Sciences	Humanities and Social Sciences
King, Pam	Senior Associate Director of Institutional Research	Institutional Research	Provost
Klein, Kara	Marketing Director	Marketing and Communications	Marketing and Communications
Little, Samuel	Cadet	Student	SCCC
McDonald, Alexandra	Associate Professor	Psychology	Humanities and Social Sciences
McKenzie, Shannon	Assistant Director	Student Success Center	Provost
Moss, Michelle	Training and Program Manager	Center for Excellence and Innovation in Teaching and Learning	Provost
Norman, Grant	Cadet	Student	SCCC
Robinson, Richard	Assistant Professor	Math	Science and Mathematics

Name	Title	Department	College/Division
Robinson, John	Executive Director of Student Affairs and Academic Services	Student Affairs and Academic Services	Provost
Sigler, Tracey	Associate Professor	Management and Entrepreneurship	Business
Skinner, Eric	Academic NCO	Student	SCCC
Tisdale, Page	Director of the Career Center	Career Center	Provost
Towers, Ashley	Veteran Student Club President	Student	Citadel Graduate College
Walton, Margaret	Graduate Student	Student	Citadel Graduate College
Wimer, Aaron	Director of Daniel Library	Library	Provost

Figure 1 illustrates the process of identifying and refining the QEP topic that occurred over the course of 2021. The QEP Theme Development Committee was developed to bring representation from across campus and to communicate the discussions of the committee in a continual flow of information. The Committee began meeting in January 2021, reviewed institutional data and needs to guide brainstorming of potential QEP topics that would align with institutional planning processes. From this process, a list of topics was developed: ethics; high school-to-college transition; information literacy; leadership; resiliency; teamwork; written communication; High Impact Practices (HIPs); experiential learning; cultural competence; and advising. The campus-wide outreach campaign (illustrated in the QEP events timeline presented in Appendix B) resulted in eight short-listed topics for more in-depth conversation and consideration.

Figure 1. QEP Topic Selection



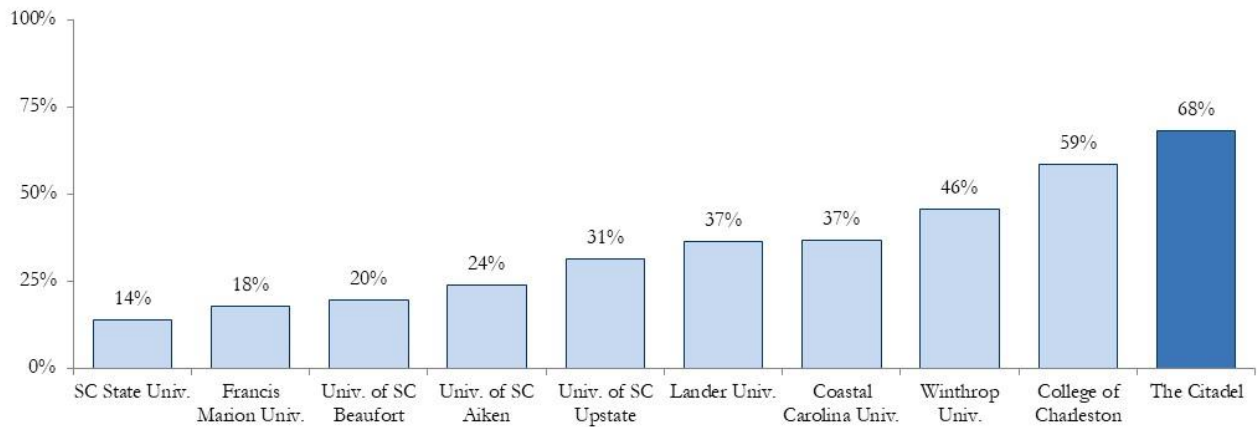
IV. Review of Key Institutional Metrics

To guide this process, institutional data and resources were shared with the committee through the Offices of Institutional Research and Accreditation and Assessment. Several areas were a strength for The Citadel, but uncertainty in the post-COVID-19 environment urged the committee to enlist new methods to maintain these strengths.

Four-year Graduation Rates of the South Carolina Corps of Cadets

Graduation rates are a common metric used in measuring the effectiveness of an institution. As such, The Citadel takes pride in graduating principled leaders, consistently holding the highest four-year graduation rate among South Carolina Public Comprehensive Institutions, as seen in Chart 1. The Citadel continually strives to develop initiatives that will maintain or exceed this high marker.

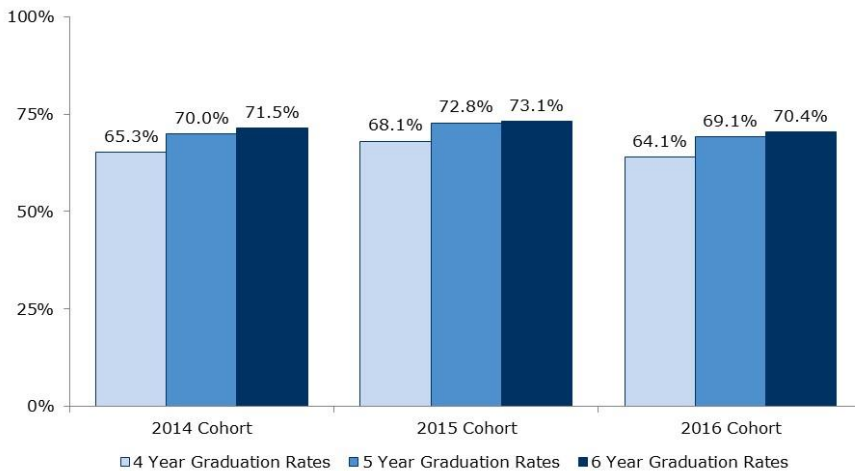
Chart 1. South Carolina Public Comprehensive Institution Comparison: 4-Year Graduation Rates



Source: IPEDS Graduation Rates Report

The Citadel also maintains strong 5-year and 6-year graduation rates, as demonstrated for the three most recent cohorts of the Corps of Cadets, shown in Chart 2.

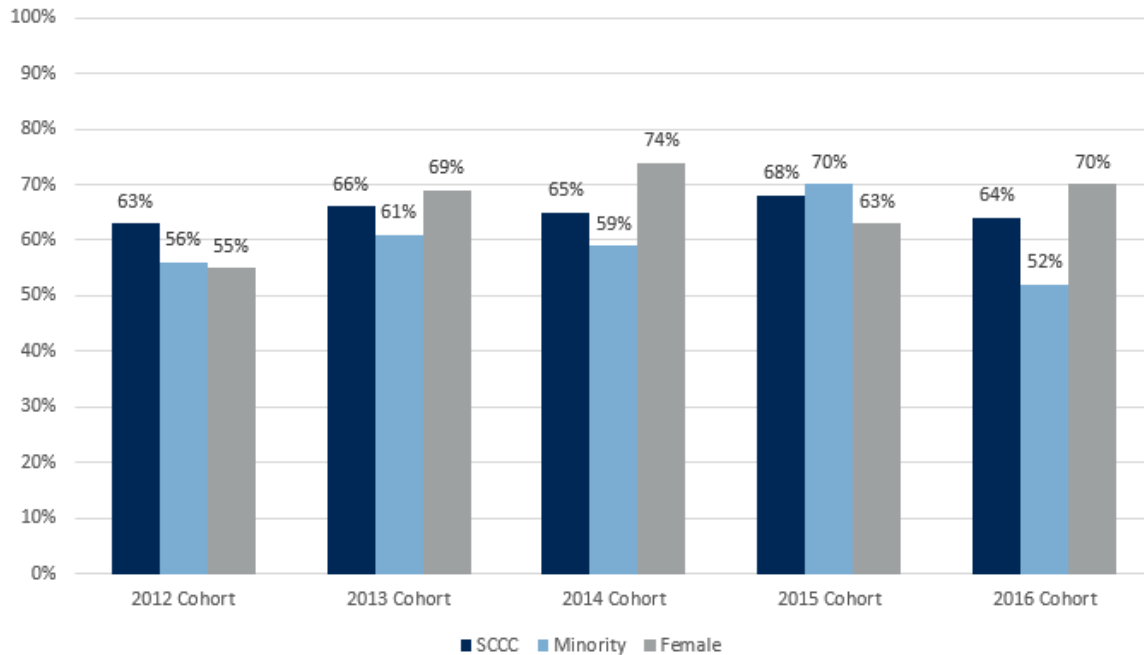
Chart 2. Four, Five, and Six-Year Graduation Rates for the Three Most Recent Cohorts of the SCCC



Source: Institutional Research, Graduation Rates Report

Minority students tend to have slightly lower graduation rates than the overall cadet population. For example, the 2016 cohort had a four-year graduation rate of 52%, 12 percentage points lower than the overall rate. Over the last five years, minority four-year graduation rates were lower than the overall SCCC rate in four of the five years (see Chart 3). Female four-year graduation rates fluctuate a bit more which could be due to the small numbers in some cohorts, as seen in Chart 3. However, as a fairly small proportion of the SCCC (13%), females are a population that warrants our attention and analysis.

Chart 3. Four-Year Graduation Rates for the Five Most Recent Cohorts of the SCCC: For Minorities and Females

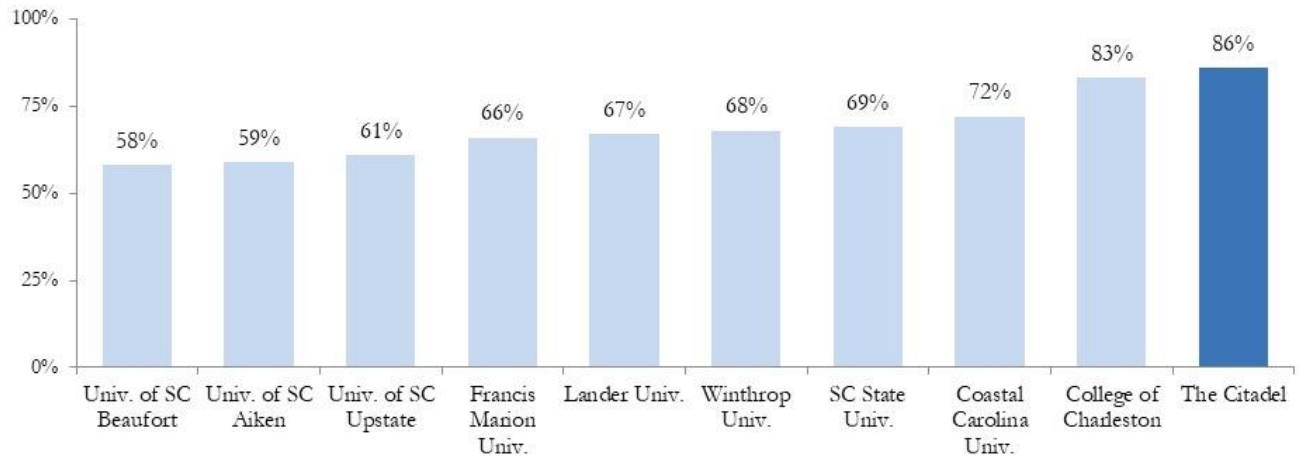


Source: Institutional Research, Graduation Rates Report

Retention rates

Tracking retention year over year is critical in understanding and targeting areas to improve our four-year graduation rate. A second key metric is our high freshman to second-year retention rates (see Chart 4), consistently the highest among our SC peers.

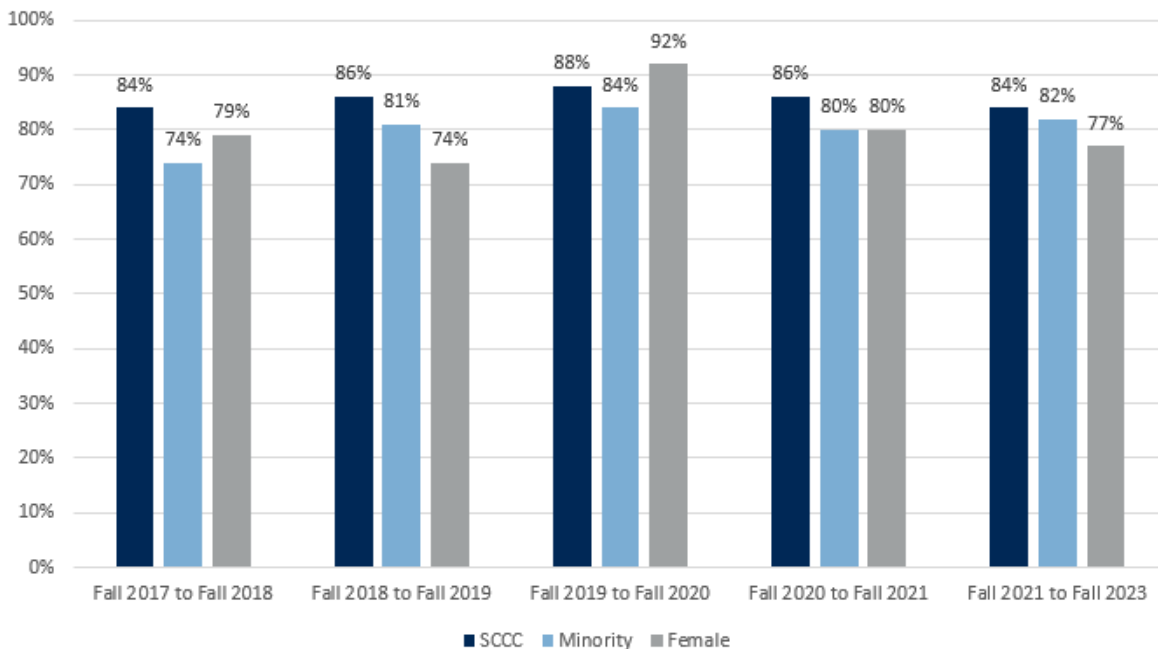
Chart 4. First-Time, Full-Time Retention Rates for South Carolina Public Comprehensive Institution Comparison Fall 2020 to Fall 2021



Source: IPEDS

Minority students consistently have slightly lower retention rates. For example, in AY 2021-2022, minority students had an 82% retention rate (2 percentage points lower than the overall retention rates). See Chart 5 for trends over the past five years. Also, female retention rates were lower than the SCCC in four of the five years reported.

Chart 5. First-Time, Full-time Retention for Minority and Female Cadets



Source: Institutional Research

Table 2 highlights student retention by their cadet standing (as opposed to academic standing). First-year (C1) retention indicates the percentage of first-year cadets who were retained to their second-year (C2) standing; second-year (C2) retention indicates the percentage of second-years who were retained to their third-year (C3) standing; and third-year (C3) retention indicates the number of third-years who were retained to their fourth-year (C4) status. Table 2 demonstrates fairly high retention rates for second- to third-year cadets, averaging over the 10-year period at 91.6%. However, given the nature of the SCCC and the culture of the institution, we believe this retention rate could exceed 95% or more with effective interventions.

Table 2. Fall to Fall Retention for Corps of Cadets

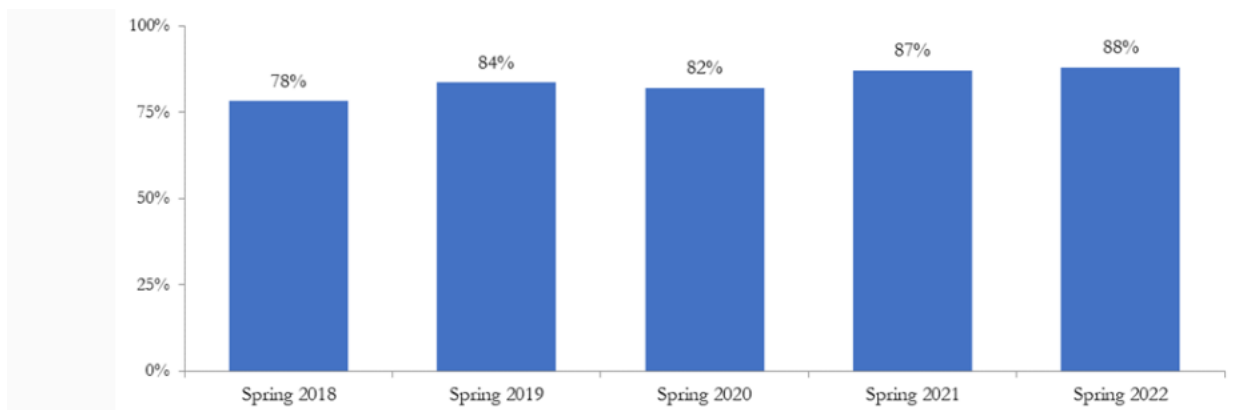
	Fall to Fall Retention		
	Freshman (C1) Retention	Sophomore (C2) Retention	Junior (C3) Retention
Fall 2013 - Fall 2014	85.8%	90.9%	86.9%
Fall 2014 - Fall 2015	85.4%	86.9%	89.9%
Fall 2015 - Fall 2016	84.6%	89.1%	88.9%
Fall 2016 - Fall 2017	85.0%	94.5%	87.8%
Fall 2017 - Fall 2018	84.2%	90.7%	91.3%
Fall 2018 - Fall 2019	85.9%	92.6%	87.0%
Fall 2019 - Fall 2020	86.8%	90.5%	86.4%
Fall 2020 - Fall 2021	85.8%	93.5%	88.5%
Fall 2021 - Fall 2022	85.1%	93.4%	91.3%
Fall 2022 - Fall 2023	85.2%	93.9%	89.5%

Source: Corps Projections, Institutional Research

Principled Leadership Data

The data in Chart 6 shows almost a fifth of our cadets are graduating without inculcating the mission of becoming principled leaders into their values. Targeting institutional efforts in advising is an opportunity The Citadel sees to diminish this gap.

Chart 6. SCCC Experience Survey Questions: “Attending The Citadel Enhanced my Ability to be a Principled Leader.” Agree/Strongly Agree, Spring 2018 to Spring 2022

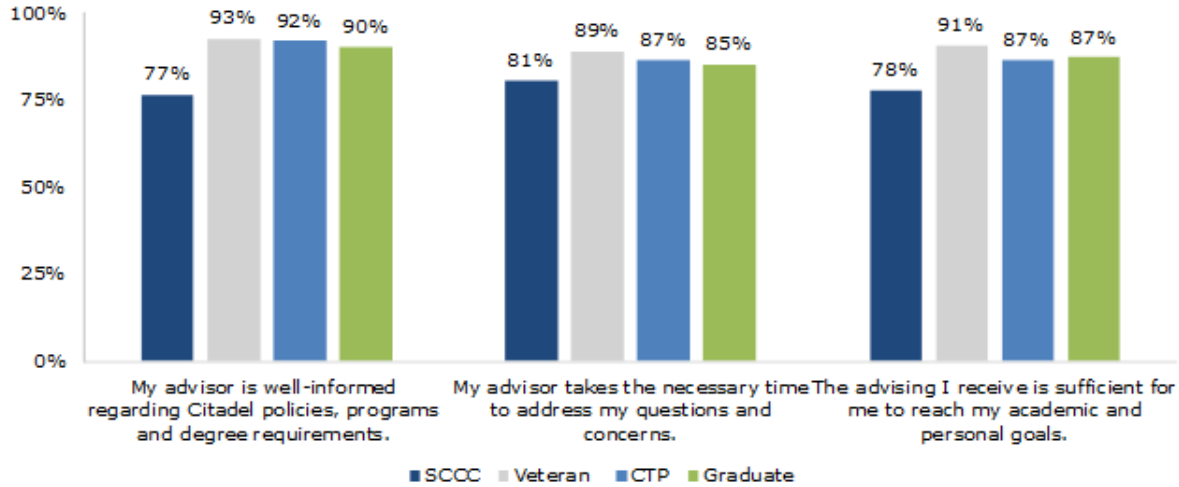


Source: Citadel Experience Surveys

Advising Data

Overall, many students reported satisfaction with the current advising experience based on surveys given to all graduating students (see Chart 7). Of note, students in the SCCC, the largest component of the student population, reported the lowest levels of satisfaction.

Chart 7. Advising Questions from Institutional Research Citadel Spring 2020 Experience Surveys



Source: Citadel Experience Surveys

While the satisfaction data was good news, there were a few items indicating room for improvement and potential pitfalls in faculty support discovered in the NSSE survey. Table 3 provides advising elements in which The Citadel’s average score (range 1-4) was statistically significantly lower than our Carnegie Peers, these indicators are key to effective advising.

Table 3. NSSE 2021 Topical Module on Academic Advising – SCCC Seniors Only

Question	Citadel Average (Range 1-4)	Carnegie Peers Average (Range 1-4)	Statistical Significance
Thinking about academic advising, how much have people and resources at your institution done the following?			
Actively listened to your concerns	2.5	2.7	P<.05 with an effect size less than .3 in magnitude
Provided prompt and accurate information	2.6	2.8	P<.05 with an effect size less than .3 in magnitude
Notified you of important policies and deadlines	2.6	2.7	P<.05 with an effect size less than .3 in magnitude
Respected your identity and culture	2.8	3.1	P<.05 with an effect size at least .3 in magnitude

V. Exploration of Initial Topics

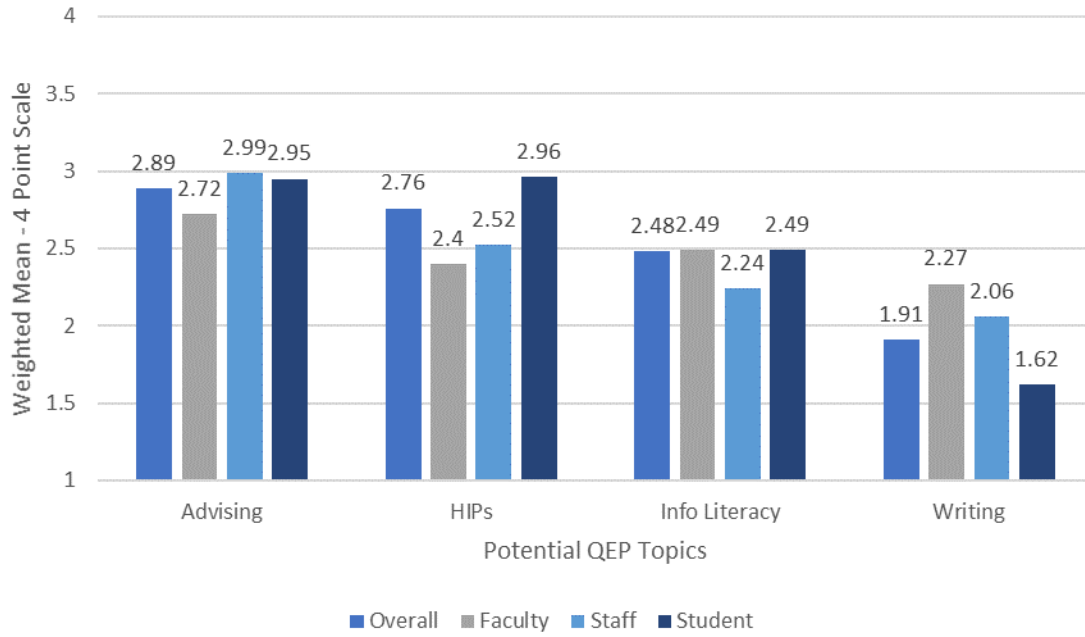
In the totality of the data reviewed, the QEP Theme Development Committee researched eight potential QEP topics. During a detailed workshop, committee members and other campus representatives engaged in a data informed discussion of researched QEP topics (see the list under “brainstorming” in Figure 1). To guide conversation around these topics, a workshop format was offered and presentations were given on advising, high impact practices (HIPs), resiliency, writing, and information literacy. The topics of problem solving, transitions, and diversity lacked a committed champion to research and present on topic, eliminating them from consideration. Through a collective full day of workshopping, committee members decided to present the advising, HIPs, information literacy, and writing topics for campus-wide review and consideration. Appendix C includes the topics as presented and discussed in college-wide open forums.

Rigorous, ongoing panel presentations around the four short-listed QEP topics were presented across multiple campus venues including Faculty Senate, Assessment Committee meetings, Campus-wide QEP discovery events, and the QEP Theme Development Committee meetings. In March 2021, Faculty Senate received a briefing on the QEP process, topic selection procedures, historical precedents, and upcoming faculty and staff QEP discovery events. Faculty senators went on to share information with their relevant departmental constituencies and academic units.

In August 2021, Faculty Senate received another briefing highlighting the forthcoming survey. Throughout September 2021, the committee met with key stakeholders at monthly leadership meetings including Department Head Roundtables, Academic Leadership (Deans) meetings, and Faculty Senate. October 2021 featured meetings with faculty, cadet leadership, the Office of Communications and Marketing, and the Veterans’ Student Success Center. The committee was able to create a cohesive narrative and messaging around the QEP topic through structured emails to faculty, staff, students, and external stakeholders including alumni. In November 2021, a four-day QEP open forum was held soliciting input and interest from the whole campus. Committee members also engaged the Staff Council and freshmen students in the introductory leadership course (LDRS 101). During a campus-wide QEP discovery event, faculty and staff were invited to an informational event featuring a series of stations, staffed by members of the QEP Theme Development Committee. At each station, faculty and staff could hear a pitch for a candidate QEP topic, ask questions, interact, and document concerns or comments with the committee member. Following the event, the campus community voted on the QEP topic through a survey link from the Office of Institutional Research, ranking the four candidate QEP themes (advising; HIPs; information literacy; and writing) and soliciting open-ended feedback.

In spring 2022, results of the survey were shared with faculty, staff, and students. A total of 437 faculty, students, staff, and others participated in the survey. Advising came in very high in the rankings, as the first choice for all constituent groups with a tie for advising and HIPs with the student population (see Chart 8). Several challenges and areas for opportunity were identified through qualitative data captured from free-text responses.

Chart 8. Weighted Mean for Topic Selection by Constituent Group: Overall, Faculty, Staff, and Students (higher mean indicates great preference)



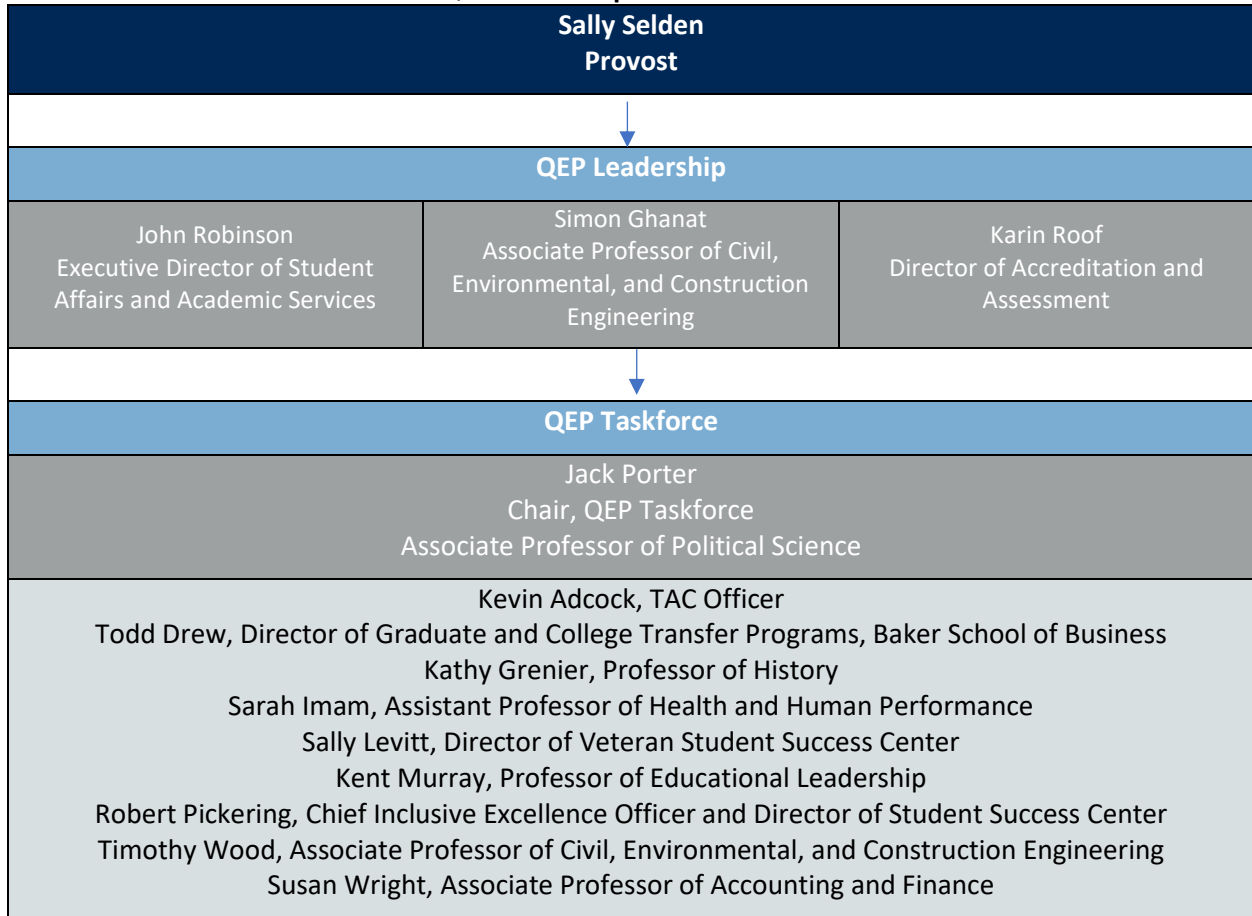
Source: Institutional Research

PHASE 2: TOPIC DEVELOPMENT

VI. QEP Development Structure

After the topic was selected, the QEP Development Structure was refined to include representative constituents invested in the advising process as seen in Table 3.

Table 3. QEP Leadership and Taskforce Structure



In the fall of 2022 and spring of 2023, following the announcement of the QEP survey results, a second round of discovery events were held to engage the campus community in focused discussions on the topic of advising. These events were open forums with exercises intended to outline the various student populations with unique advising needs, to identify the campus constituents currently involved in some form of advising or pre-advising, and to reflect on the most common organizational models for advising. The forums revealed that the institution had many student populations with unique needs, perhaps more so than non-military colleges, and many people advising students in some capacity. A shared model emerged as the consensus preference for The Citadel where transparent advising documentation and practices coupled with proactive, intensive, advising would improve student outcomes and retention. See Appendix C for additional detail.

VII. Importance of the Topic

Impactful advising improves student success at every stage of the student life cycle. Faculty and staff cite advising as a major component of curriculum planning and co-curricular engagement. Institutionally, several concurrent advising pathways have been identified: faculty advisor, professional advisor, athlete advisors, TACs, and company advisors. With the implementation of the QEP, the aim is to more accurately articulate advising pathways based on student need; enhance advising effectiveness through a central hub of information-sharing; and formalize a pro-active advising model that encourages students to reach out early, often, and in alignment with institutional schedules. Institutional consensus is that advising is key to achieving improved student success, higher student retention, maximizing four-year graduation rates, and the production of principled leaders. A comprehensive plan for evaluating QEP achievement includes robust assessment expertise and resource commitments necessary for effective and sustainable improvement.

Because The Citadel has a decentralized advising model, advising is implemented diversely depending on academic department and program, number of majors, student needs and interests, and student status. Advising follows various pathways including faculty-driven advising, professional advising, student-veteran and active-duty military advising, athlete advising, leadership advising, career advising, and student success advising. However, our primary advising is conducted by academic year, with our current model having a very high-touch experience for our first-year (knob) cohorts.

The result is a multi-layered advising schema that offers many opportunities for interaction and contributes to The Citadel's established success in producing principled leaders. Yet, this success is challenged by gaps in information-sharing and inefficiencies in the advising referral and documentation processes. Historically, The Citadel has not provided centralized training for advisors or had a Director of Advising to lead advising strategically for the college. The institution's current advising model relies on three independently functioning pathways: academic programs; student support services; and the leadership learning lab exhibited through a residential military régime.

Seeking broad and granular alignment across the institution, The Citadel's QEP supports commitments and aspirations captured in the 2026 *Our Mighty Citadel* Strategic Plan, as approved by the Board of Visitors in October 2020. Additionally, the QEP was rigorously developed through extensive formal panel presentations with faculty, staff and students, Taskforce selection and review, and selected through a ranking process that included stakeholders at every level of faculty, staff and students as discussed in Section II.

Strategic Plan and Quality Enhancement Plan Alignment

The Board of Visitors, the institution's external steering body, approved *Our Mighty Citadel 2026: Advancing our Legacy of Leadership* as The Citadel's strategic plan in October of 2020. Strategic Initiative 1 is central to our mission and focuses on, "Educating and developing principled leaders." Effective advising improves self-efficacy and leadership skills by encouraging students to self-advocate and plan their future.

Strategic Initiative 2 commits to "enhance the learning environment through academic programs of distinction and student success services". These services contribute to an inclusive environment, preparing students for their academic and professional careers, and the development of principled leaders. The QEP on advising lends support to Strategic Initiative 2, deepening student-advisor engagement, thereby increasing exposure to HIPs, engaged learning, and an ambient culture of belonging for students.

VIII. Literature Review

Historically, academic advising's goal was to help students with course selection. Academic advising with this focus developed throughout the mid to late 19th century (Cook, 2001). By the 1930's, most colleges and universities had an academic advising practice in place. The 1970's saw higher education experience the "professionalization of the field" through the reframing of the practice of academic advising models based on developmental advising, a five-stage academic advising model and the emergence of The Council for the Advancement of Standards in Higher Education (CAS) and the National Academic Advising Association (NACADA) (Crookston, 1972; O'Banion, 1972; Habley, 1988; NACADA, 2017; CAS, 2019; Tuttle, 2000). The evolution from course selection to developmental student learning outcomes continues today. Modern academic advising is an integral part of the academic mission embracing student-centered concern for holistic educational development and encouraging students to share responsibility for their education (Winston and Associates, 1984; Habley, 1988; Frost, 1991). Academic advising fundamentally consists of developmental and transactional elements as described below (College of New Jersey, 2021):

Developmental elements of academic advising include Improving study skills, planning courses of study, improving interpersonal skills, understanding one's own values, and exploring career options (Fielstein and Lammers, 1992) as well as setting life and vocational goals (O'Banlon, 1972). Developmental elements of advising should lend to building self-insight and esteem while broadening interests and establishing meaningful relationships with others (Creamer and Creamer, 1994), all while helping student become agents of their own lifelong learning and development as a person (Chickering, 1994). Used effectively, the advising relationship will aid students in their exploration of activities and attitudes that lead to success (Frost, 1994).

Transactional elements of advising may be considered the traditional role of advising. These include educating students on the academic calendar, helping them navigate online resources, advising on course sequencing in both majors and minors, and communicating information regarding forms, policies, and procedures pertaining to academic requests and deadlines (College of New Jersey, 2021).

Research shows outlining both developmental and transactional elements will help in selecting an appropriate advising model-centralized, decentralized, or shared. Centralized advising models house all advisors under one unit while decentralized advising locates professional and faculty advisors in their respective academic departments (Pardee, 2004). A shared model, where both centralized and decentralized models are used, may also be employed on some campuses (Pardee, 2004).

The Citadel is currently one of the minority of schools continuing to use the decentralized advising model (Carlstrom & Miller, 2013). Because academic advising is complex, the shared model is gaining in popularity (King, 2008). Combining faculty academic advisors and professional academic advising provides a more holistic approach to advising students. The Citadel's unique and diverse student body adds additional complexity, making the implementation of a shared model an ideal way to improve the advising experience. A shared model of advising encourages collaboration across academic departments and student support services and will foster a more integrated advising experiences for cadets.

The Importance of Second-Years in the Advising Process

Second-years across higher education are an often-neglected cohort (Tobolowsky, 2008). Second-year students often struggle as the high intervention programs targeting freshmen fall away before students have invested in the discipline specific communities populated by juniors and seniors (Tobolowsky, 2008). Second-years typically experience challenging transitions during this year as they seek to settle on their purpose, identify, belonging and career directions and chart a more focused path through the rest of their academic career (Olcott and Kotovich, 2007). In attempting to address the issue of the second-

year slump, most reviewed sources recommended an emphasis on advising as an integral part of successful institution intervention.

Facilitating High Impact Practices

High Impact Practices (HIPs) in higher education are recognized as change agents in a student's experience during their tenure with an institution. Though there is a growing body of literature supporting advising as a HIP in its own right, The Citadel sees advising as a way to empower student engagement in other HIPs. The second year of college is the ideal time to begin education on HIPs; our first-year students are focused on adapting to the military lifestyle of The Citadel, and planning for HIPs ideally occurs in the fall semester of the second year. Academic advisors have the unique opportunity to mentor students to gain the greatest benefit from HIPs already incorporated in their Citadel experience such as (a) first-year seminars and experiences, (b) common intellectual experiences, (c) learning communities, (d) writing-intensive courses, (e) collaborative assignments and projects, (f) diversity and global learning, (g) service learning and community-based learning, (h) internships, and (i) capstone courses and projects (Keup & Young, 2021). Academic advisors are key to helping students establish the conditions of HIPs by setting expectations, investing time and energy, and facilitating interactions with faculty and peers (Keup & Young, 2018; Kuh, 2008).

The ability of the academic advisor to inspire student engagement and foster students' future professional identities hinges on targeted conversations with each student. Natural conversations help students understand how learning in one class complements another, see the beauty of the student's chosen curriculum, or reflect on growing intellectual interests (White, 2012).

Effective Assessment of Advising

Assessment of academic advising as a student learning outcome can be demonstrated through statements and conversations in which students articulate what they know (cognitive learning), do (behavioral learning), and value (affective learning) as a result of their involvement in the academic advising experiences (Aiken-Wisniewski, et. al., 2010, Campbell, et.al., 2005, Robbins 2009a, 2011). Summative indicators that the advising process is working are reflected in retention, progression, and graduation rates. The heart of assessment in higher education is student learning and success rather than evaluation (Schuh, 2008).

Furthermore, institutions can close the opportunity gap through academic advising. For historically underserved students, the [*Primary-role advisor/Faculty advisor*] relationship becomes even more critical to their likelihood of continuing along their educational path (Lawton, 2018).

Advisor-delivery outcomes are concerned with the effectiveness of advisors—what they know (competencies), are able to do (delivery), and values/appreciate (core values) in order to advise (Megyesi, et. al., 2018). While student learning outcomes measure impact, advisor-delivery outcomes focus on efficiency and effectiveness (Robbins, 2011; Troxel, 2008). Ultimately, “collaboration with stakeholders is critical during the assessment process to promote a shared feeling of trust, motivation, terminology, agreement of advising goals, language, support, and ownership and belief in the assessment process” (NACADA, 2011, p. 2).

PHASE 3: IMPLEMENTATION

IX. Implementation Plan

As The Citadel has shifted from the initial QEP selection process into the implementation of the QEP, the next step is the transition of the QEP Taskforce to the Advising & Retention Council (ARC). The purpose of the ARC is to strengthen communication, collaboration, and coordination among student support services college-wide.

The ARC is tasked with the following responsibilities:

- Provide expert guidance on the development and implementation of the *Advising Tomorrow's Principled Leaders* initiative.
- Contribute to the creation of a comprehensive advising framework that aligns with institutional goals and student needs.
- Recommend evidence-based strategies for improving student retention and success.
- Collaborate with faculty, staff, and students to ensure the initiative's effectiveness.
- Promote the *Advising Tomorrow's Principled Leaders* initiative within The Citadel.

ARC membership will include members of the initial QEP Taskforce who wish to continue serving in an advisory capacity. QEP Leadership put out a call for membership in December 2023 and final selection of ARC membership will occur by February 2024. Co-chair of the committee is COL John Robinson along with a faculty member to be named in February 2024. Membership will include Dr. Kevin Bower, Associate Provost for Academic Affairs and Dean of General Studies, the Associate Provost of Enrollment Management, representatives from each academic school, support services across campus, the Commandant's Office, the Office of Communications and Marketing, admissions, financial aid, and students from each population served by The Citadel. The committee is expected to meet monthly during the fall and spring semesters beginning February 2024. Additional commitments may include participation in subcommittees or working groups. The length of service is one year, renewable at the end of the year. Members will nominate a replacement member when their term has concluded.

Implementation of the QEP involves the following key components:

- Communications Plan & Marketing
- Organizational Model
- Hire Advising Staff
- Advising Resources & Syllabus
- Training & Professional Development
- Assessment
- Advisor Recognition
- Advising Technology

The implementation plan, outlined in Appendix D, was developed by the QEP Taskforce and refined by the Director of Advising and Director of Accreditation and Assessment. Aligned with NACADA best practices, the plan outlines key activities, professional development opportunities, staffing, budget, administrative functions, and assessment. The plan begins with year zero (2023-2024) featuring the action items needed to prepare for the implementation of an enhanced advising model. Years one through five (2024-2029) focus on the implementation and sustainability of the model. The items

outlined in the plan ensure that The Citadel will realize the mission for *Advising Tomorrow's Principled Leaders* and positions the institution to achieve success on the presented outcomes.

X. Communication and Marketing Plan

To select the QEP title, The Citadel's Office of Communications and Marketing was asked to create a list of slogans promoting the selected topic. The faculty and staff then selected, and the president approved the title *Advising Tomorrow's Principled Leaders*. The senior administration selected the final logo from three options.

To ensure broad-based knowledge and support of the QEP, an extensive communication plan includes activities similar to those in developing the topic, such as presentations at Faculty Senate, Staff Council, the President's cabinet, and division-level meetings. Information sessions were, and will continue to be, offered for key student groups: the academic officers for the SCCC, Veteran students, and graduate students.

To expand campus-wide knowledge of the QEP initiative, The Citadel's Office of Communications and Marketing planned four articles focused on advising, which will be published throughout the academic year 2023-2024. The first, in August 2023, provided an introduction of the new position, Director of Advising (see Appendix E). The second, in November 2023, was about the college's pre-health advising with a specific focus on one pre-health professor and advisor (see Appendix F). The third article will feature the QEP Taskforce. The final article is a comprehensive overview of the QEP, its goals, and the plan for the next five years.

To maintain communication moving forward, a web-based advising newsletter will be developed. Members of the ARC are responsible for sharing information and keep the campus up to date. Finally, at least once a year, a formal briefing will be given to the President's Leadership Team, Academic Leadership Team, Faculty Senate, Commandant's leadership team, Staff Advisory Council, and cadet academic officers.

In addition to the steps taken in 'Creating a Name and Communications Plan', The Citadel has displayed flags and promotional pop-up banners across campus featuring the QEP logo. Cadets are required to wear a specific uniform for physical training (PT) and the QEP logo has been added to the back of those t-shirts, carrying our brand community-wide. A proportion of Veteran and graduate students (who are not required to wear uniforms) will receive a branded polo shirt. Additional promotional products have been purchased including branded tumblers to be distributed to all full-time employees, mouse pads, and tote bags which will be distributed to key stakeholders across campus, all designed to increase awareness of the QEP.

On any campus, but particularly on a tight-knit campus like The Citadel's, campus awareness is crucial to the success of changes in organizational elements of the institution.

XI. Organizational Model for Advising

Following NACADA descriptions of advising approaches, key features are described in Table 4.

Table 4. Integrated Advising Approaches and Features

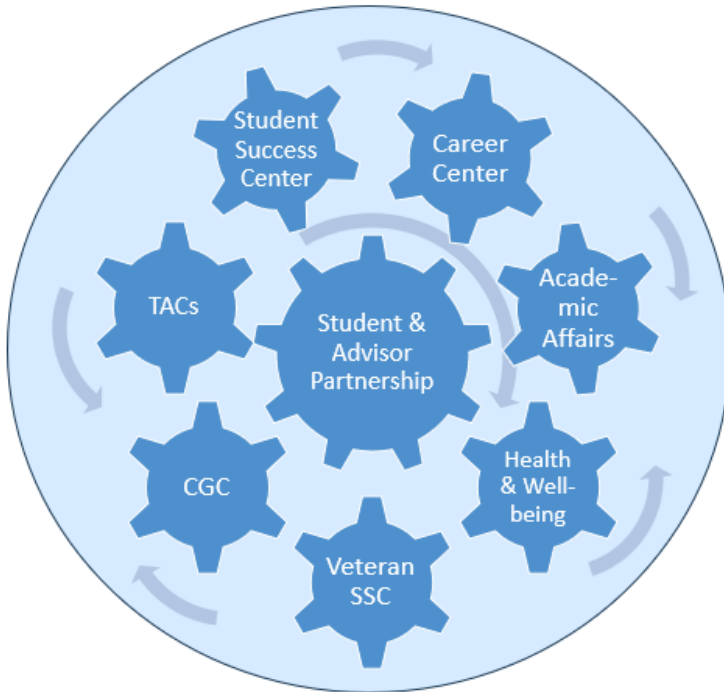
Advising Approach	Features
Transactional	<ul style="list-style-type: none">• Academic calendar• Course sequencing• Policies and procedures
Developmental	<ul style="list-style-type: none">• Shared responsibility between advisor and student• Relational in nature• Student utilizes critical thinking in developing academic, career, and life goals• Advisor works collaboratively to make referrals and ensure student follow-up• Increase knowledge of and exposure to High Impact Practices (HIPs)
Intrusive/Proactive	<ul style="list-style-type: none">• Improve upon existing early-alert strategies• Active interest in student's academic preparation• Assist student in exploring high-impact practices, support resources, and potential post-graduation opportunities

A campus-wide shared model addresses the expressed interest from the faculty to remain engaged in the advising process while decreasing the transactional burden and increasing the developmental outcomes. The shared model will also accommodate expressed needs for increased support for students struggling academically, clearer guidance on policies and procedures, and more extensive professional development. Advising will expand beyond transactional advising and ensure all advisors are incorporating elements of a developmental approach while integrating intrusive and proactive strategies.

Advising Hub

Implementation begins with a collaborative advising model. The Advising Hub will serve as a central point for resources and professional development and training, coordinating the annual Advising Summit, organizing advising training and programming, and providing additional advising for struggling students. The Advising Hub will be led by the newly hired Director of Advising, with the intention of coordinating efforts across campus, and also provide a just-in-time advising service when faculty advisors are not available. The Advising Hub falls under Student Affairs and Academic Services and in the Provost's domain. Utilizing these resources, The Citadel will transition from a largely effective but inefficient decentralized advising model to an integrated, shared advising model. Figure 2 illustrates the dynamic, collaborative nature of the proposed advising model.

Figure 2: Conceptual Model of Advising

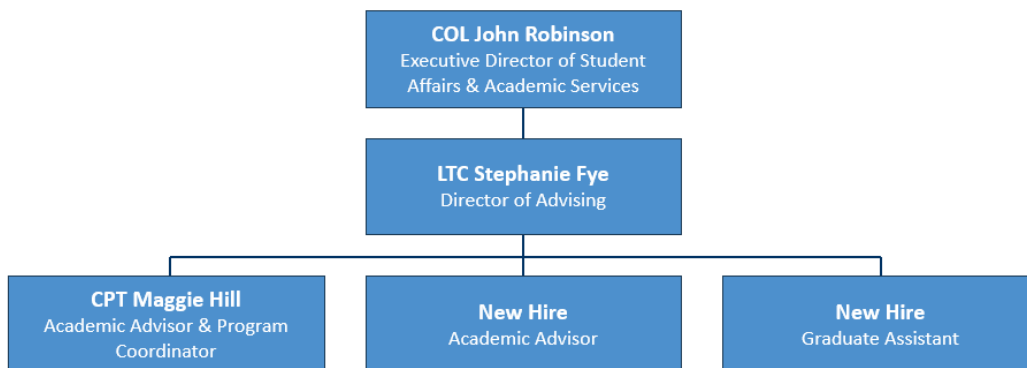


Hire Advising Staff

The Citadel hired the first Director of Advising in August 2023, Stephanie Fye. (See Appendix G). The Director will work collaboratively and in accordance with the QEP, assisting in enhancing campus-wide advising services, developing and implementing a strategic plan for advising, developing and providing training and development for advisors, and assisting in coordinating the assessment and evaluation of the QEP and campus-wide advising services and initiatives. The Director of Advising’s domain includes programming, leadership responsibilities, advising, and assessment.

Additional advising staff will be hired throughout the implementation of the QEP. In year one an additional professional advisor will be hired to support each school along with an additional graduate assistant dedicated to supporting the QEP. In year two, an additional professional advisor will be hired in Student Affairs.

Figure 3. Organizational Structure



XII. Advising Resources and Syllabus

Advising resources will be housed in a digital resource center on The Citadel’s Student Affairs website. An ARC subcommittee will assist in developing the following resources that will be available to all students and advisors.

- Advising syllabus
- Advising guide(s)
- Advising module in Canvas
- Advising content in Principled Leadership Skills (PLS)

The advising syllabus will outline expectations for the advisor-student partnership, providing a framework for advising sessions. The advising guide will be a detailed handbook for advisors which will outline key policies and procedures in addition to helpful techniques and resources. The advising module in Canvas is a training program and resource repository for advisors. PLS is a cadet leadership training program offered multiple times throughout the semester. One or two of these course offerings will be instructional regarding the student role in the advising process.

XIII. Training and Professional Development

Professional advisors will attend the national and regional NACADA conferences each year. Additionally, interested faculty and staff may apply for funding to attend conferences. Selection will be based on predetermined selection criteria and determined by the ARC.

The Citadel will host an annual Advising Summit, the inaugural event being held in year one, with a central theme of second-year student advising. Professional advising staff and faculty will present key takeaways from the NACADA conferences. The summit will include interactive sessions focused on advising best practices and creating an inclusive environment, guest speakers, break out workshops, student and advisor panel discussions, and the opportunity to share questions, concerns, and successful advising practices. The event will be open to faculty advisors, professional advising staff, battalion and company advisors, and graduate assistants involved in advising across campus. Year one will target multiple themes including: technology, inclusion, flipped advising, leveraging HIPs for career success, and avoiding the sophomore slump.

On-demand training will be available to advisors through The Citadel's LMS, Canvas, providing advisors with 24/7 access to training material in a module format. Modules cover topics such as Advising Fundamentals, Advising for Second-Year Success, why HIPs matter, and Onboarding Procedures for New Faculty and Professional Advisors. Information will be relayed using a variety of instructional materials including videos, handouts, reading samples, and PowerPoint presentations. Learning will be assessed at the conclusion of each module through quizzes. As modules are successfully finished, advisors will receive recognition in the form of electronic badges. The badging process provides a way for both trainers and trainees to track the completion of modules.

A subcommittee of the ARC will plan and implement the annual Advising Summit, ensuring that representation is included from faculty, staff, and student perspectives. The subcommittee will also review training modules in Canvas annually, ensuring topics are up to date with current Citadel policies and procedures, as well as NACADA best practices.

XIV. Desired Outcomes and Assessment Plan

The Citadel is committed to ongoing, systematic assessment with the goal of fostering a culture of continuous improvement. Through the efforts of the QEP, The Citadel will enhance and maintain a culture of assessment for advising with appropriate mechanisms for reporting results and coordinating the implementation of any data-informed changes. To this end, the assessment of the QEP will follow the institutional process for tracking and reporting assessment plans, data, and findings, via the Watermark online platform, *Planning and Self-Study*.

Aligned with best practices, assessment of advising will be a positive, ongoing process focused on continuous feedback about, and improvement of, services to students. To track achievement of the outcomes presented, an assessment plan has been developed (see Appendix G). This plan includes an over-arching outcome, four student success outcomes, and two professional development outcomes. The assessment plan also includes opportunities for success which present engagement touchpoints.

Progress towards our over-arching plan outcome will be monitored with summative measures: four-year graduation rates and year-to-year retention indicators; particularly the retention of second-year cadets (C2) to third-year cadets (C3) and third-year cadets (C3) to fourth-year cadets (C4) (baseline data presented in Table 2). The desired result is to improve four-year graduation rates to 70% by the end of the initial five-year period and increase second-year (C2) to third-year (C3) retention to 95%. Thresholds for success were also determined for minority and female cadets, reducing or eliminating any negative gap (see Appendix G). These and other appropriate targets are based on baseline data previously presented. For data not previously tracked, baseline data will determine appropriate targets after the first year's data collection and improved through ongoing standard assessment processes.

The four student success outcomes will be assessed through multiple formative and summative measures. A *Second-Year Experience Survey* currently administered in the spring of the second year includes advising questions that will be refined to better align to QEP outcomes. Survey data regarding leadership and advising data of seniors through the *Citadel Experience Survey* and the *National Survey of Student Engagement (NSSE)* are also included. In addition, a "point of service" tool for advising meetings will be created to track students' leadership role in the advising process, including scheduling the appointment, attending the appointment with a written course plan and prepared to discuss HIPs or other developmental opportunities. This tool will be administered by the sample of advisors who advise second-year cadets. This sample will be drawn from representatives serving on the ARC which ensures representation across each academic school. Finally, DFW rates and the percent of students on

academic probation will be reviewed annually, at the institutional-level, by academic school, and for minorities and females.

The professional development outcomes will be assessed by maintaining records of all faculty and staff who attend the regional or national NACADA conference and those faculty and staff who apply for funding to attend. As NACADA attendees are expected to give trainings following their attendance, we will convene a panel of ARC members to review proposed presentations submitted for training at the Advising Summit and evaluation surveys will be given to summit attendees. The Director of Advising will track participation in the Canvas training modules to build capacity over time.

Over-arching Outcome (OO)

(aligned with CAS standards for Academic Advising Programs)

OO 1: Increase 4-year graduation rates for SCCC, minority cadets, and female cadets.

Key metrics: 4-year graduation rates, year to year retention rates, in disaggregated form for each of the identified groups.

Student Success Outcomes (SSO)

(aligned with NACADA best practices and CAS standards for Academic Advising Programs)

SSO 1: Students assume a leadership role in the advising partnership by scheduling the appointment, attending the appointment with a written course plan and prepared to discuss HIPs or other developmental opportunities.

Key metrics: Data rubric from second year advisors on all relevant topics.

SSO 2: Students demonstrate achievement in their academic success metrics.

Key metrics: DFW rates, students on academic probation, major migration, survey data.

SSO 3: Students report strong levels of satisfaction in the advising process.

Key metrics: Survey data.

SSO 4: Students have positive post-graduation outcomes in the form of employment, commissioning into the military, or post-graduation educational opportunities.

Key metrics: Survey data.

Professional Development Competency Outcomes (PDO)

(derived from NACADA professional development competencies)

PDO 1: Teams attend a minimum of 1 national and 1 regional NACADA conference annually.

Key metrics: Conference attendance data.

PDO 2: Faculty and staff participate in on-campus trainings on best practices of advising.

Key metrics: Participation in trainings, Advising Summit evaluation surveys, review of submitted presentations, survey data.

A timeline for interim and formative analyses and plan adjustments has been established. The ARC assessment subcommittee will review data twice a year. Mid-year the group will review semester data and look for opportunities for immediate interventions. This process consists of interim formative analyses of assessment data and evaluation of the need for plan adjustments. During the annual, collaborative Assessment Retreat led by the ARC, further evaluation of both formative and summative assessments will be evaluated. The Director of Advising will take the lead in coordinating plan adjustments.

XV. Advisor Recognition

To encourage participation in advisor training available on campus, faculty and staff will receive recognition after completing all training available. Completion of the training will also be a key factor when reviewing applications for funding to attend NACADA conferences.

The Citadel will award an Advisor Award annually to a faculty or staff member that has gone above and beyond in terms of advising. The first award will be given in year one. A rubric will be developed by the ARC and a subcommittee with review award nominations and make a final recommendation to the Chair of the ARC and Provost for a final decision.

XVI. Advising Technology

In year one the ARC technology subcommittee will work with faculty advising and support units to document all advising information, services provided, and communication required between units. In year two the ARC technology subcommittee will research different options for advising platforms and those that are appropriate for The Citadel. Once research has been completed, if it is determined that an advising platform would be beneficial in the implementation of advising, the procurement process will begin. If approved, The Citadel will aim to implement an advising platform in year three. Implementation will be based on recommendations from the ARC technology subcommittee and comprehensive training will be conducted for all users.

PHASE 4: SUSTAINABILITY

XVII. Advising & Retention Council

To help ensure QEP success, The Citadel has institutionalized the Advising and Retention Council (ARC), a The ARC has been charged with overseeing and guiding the development and implementation of campus-wide advising and retention initiatives. As discussed previously, ARC members represent faculty and staff from each of the five schools, students, the Office of the Provost, the Office of the Commandant, as well as representation from campus-wide, key advising and academic support programs. The ARC will also play a crucial role in the QEP. A subcommittee of the ARC will review assessment data, assist in the development of data-informed continuous improvement initiatives, and share the review of this data and proposed improvement initiatives with the ARC as a whole.

XVIII. Resources

In support of the QEP, The Citadel has committed resources to successfully initiate, implement and complete the QEP (see Table 3 and Appendix H). Annually, the ARC will evaluate outcomes to ensure appropriate human and financial resources are optimized for continued success. Recommendations for any human or financial resource changes, will come from the ARC through the chain of command to the Provost for decision. At the conclusion of the QEP, the items in the budget will be institutionalized ensuring that the momentum gained during the QEP is successfully continued into the future.

Table 3 summarizes the QEP budget, and more detailed budget information is shown in Appendix H.

Table 3. QEP Centralized Budget Summary

Spending Area	Items	Total Cost by Area
Personnel	Director of Advising (FT)	\$1,208,706
	Graduate Assistant	
	Professional advisors	
Professional Development	NACADA Conferences	\$116,000
	Annual Advising Summit	
Technology	Advising Platform	\$250,000
Assessment	Assessment Instruments	\$82,500
	Assessment Stipends	
	Benchmarking	
Marketing & Supplies	Marketing Materials	\$67,000
	Office Supplies	
Contingency Fund	TBD	\$120,000
TOTAL Project Cost		\$1,844,206

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XX. Appendices

**Appendix A
Citadel Terminology**

Cadet Terminology	
ACUs	Camouflaged uniform for the Army
Alcove	Corner room in barracks that sleeps more than two cadets
All In	All cadets assigned to a room are present
Blitzed	Outstanding personal appearance
Blue Book	The book containing the cadet regulations
Brace	To pull in chin and stomach and to pull shoulders back and down
BT (Battalion Transfer)	A reassignment to another battalion, usually for disciplinary reasons
Bust	To revoke rank
C1	First-year cadet (also called “knob”), labelled a C1 for first-year status but holding fourth-class status, or lowest rank, in the fourth-class system.
C2	Second-year cadet
C3	Third-year cadet
C4	Fourth-year cadet
Cadre	Cadets of the upper three classes who train the freshman
CAS	Class Accountability System
CISCO	Cadet Information System
Civvies	Civilian clothes (not allowed)
CO	Commanding Officer
Commandant	The officer in charge
Confinements	Cadet must study in room in uniform, not PTs
Corps squad	Cadet athletes’ participation in NCAA sports
Cover	Cadet hat
CTM (Citadel Training Model)	A five-step process designed to achieve results and develop people
Demerit	Unit given to measure punishment
Division	Level (floor) in the barracks-4th division=4th floor
DL	Demerit list
Drop	Drop for push-ups or drop a course
Duty	Grey shirt and pants cadets wear on campus
ERW	Explanation required in writing to explain a delinquency report
ESP	Evening Study Period from 1950-2230
First Class	Senior Cadet
Fourth Class	Knob
Furlough	When cadets can return to their homes for a specified time
Galleries	Throughways that extend around the four divisions in barracks
Give me twenty	Upper classman orders freshman to do twenty push ups
Guard	When cadet stand guard at different places on campus
Guidon	Knob year booklet on the college or Company ensign
HV	Honor Violation
Junior Sword Arch	A Citadel drill team comprised of selected juniors
Knob	Freshman Cadet
Knobby Bag	Black canvas briefcase freshmen carry

Cadet Terminology	
Leathers	Black leather shoes
LEP	Leadership Education Program
Letter	The designation of each cadet company painted on the stairwell and worn on the uniform
LTP (Leadership Training Program)	An hour-long period held most Tuesdays in which leader development training is conducted
MESS	Place where cadets eat
MRI	Morning room inspection
MSP	Morning study period or retention program run in the evening
Muster	Any formation
Night OC (Officer in Charge)	The staff member on duty to monitor the barracks overnight
OC	Officer in charge
OD	Officer of the day
Old Corps	The mythical Citadel glory days of which each alumnus considers his or her class to be the last member
Parade deck/field	Summerall Field
PO	Punishment order
Pop Off	Command for an instant answer
PR (Performance Report)	The cadet form on which reports of suspected regulations violations are made
PT	Physical training
PTs	Blue Citadel shirt with blue shorts worn for physical training
Pull	To write a Performance Report for a regulations violation
Quad	Checker Broad are in the center of the barracks
Rack	Cadet bed or to yell at
Racked Out	To have been yelled at
Recognition	Day when upper classmen recognize freshmen
ROTC	Reserve Officers' Training Corps
Sally port	The arched passageway that provides an entry to the barracks
Shako	Cadet full-dress cover; Cadet literary magazine
SMI	Saturday Morning Inspection
Special Orders	Orders assigning a cadet certain duties and relieving him or her from others
Spike	The Citadel Mascot
Squared Away	Cadet who looks, acts, and is sharp
Summer Leave	Uniform worn off campus with white shirt and grey pants
Summerall Guards	The Citadel drill team comprised of selected seniors
TAC	Tactical Officer; Oversees cadet activities in company/battalion
Taps	Bugle call signaling lights out
Tour	Cadet punishment served by marching back and forth across the quad with a rifle for 50 minutes.
White Book	The book describing the organizations, functions, and standard operating procedures of the corps
White Slip	A punishment slip that professors/cadets can write
XMD	Excused from military duty; status given to sick/injured cadets which exempts them from certain duties (drill, PT, rifle)
XO	Executive Officer, second in command

Appendix B Timeline of Events

Date	Audience	Presenters
Spring 2021	QEP Theme Development Committee is formed to develop list of topics appropriate for the next QEP at The Citadel	
August 24	Faculty Senate	Dr. Karin Roof
January 20	QEP Theme Development Committee	Group discussion
February 17	QEP Theme Development Committee	Group discussion
March 9	QEP Theme Development Committee	Group discussion
April 9	QEP data meeting with IR	Pam King, Karin Roof
April 16	QEP workshop presentations: <ol style="list-style-type: none"> 1. Advising 2. Writing 3. Resilience 4. High Impact Practices (HIPs) 5. Information Literacy 	<ol style="list-style-type: none"> 1. Pam King, Karin Roof 2. Richard Robinson 3. Alexandra McDonald 4. Simon Ghanat 5. Aaron Wimer
Fall 2021	Campus outreach activities begin to discuss short-listed topics: Advising, Writing, HIPs, and Information Literacy	
August 24	Faculty Senate	Karin Roof
September 1	Academic Leadership (Deans)	Dr. Karin Roof, Dr. Sally Selden
September 8	Department Head Roundtable	Dr. Karin Roof, Dr. Kevin Bower
September 16	QEP Theme Taskforce	Dr. Karin Roof
September 17	Faculty Senate	Pam King
September 28	QEP Theme Taskforce (presenters)	Pam King, Dr. Karin Roof
October 6	QEP Theme Taskforce (presenters)	Pam King, Dr. Karin Roof
October 7	Dr. John Robinson (Executive Director Student Affairs)	Pam King, Dr. Karin Roof
October 11	Cadet Leadership (1SG and CSM)	Dr. Karin Roof, Pam King
October 11	Dr. Joelle Neulander – Faculty Liaison	Dr. Karin Roof
October 12	Office of Communications and Marketing	Dr. Karin Roof, Pam King
October 13	Department Head Roundtable	Dr. Karin Roof
October 14	Veteran’s Center/Group Representatives	Dr. Karin Roof, Pam King
October 15	Faculty Senate	Dr. Joelle Neulander
October 21	Veteran Student Success Center/Lunch and Learn	Dr. Karin Roof, Pam King
October 22	Regimental Academic Officer Pre-brief	Dr. Karin Roof, Pam King
October 27	All Campus Email (all staff, all faculty, all students)	Dr. Karin Roof
October 28	Academic Officers Meetings (Battalion and Company)	Dr. Karin Roof, Pam King
November 1 – November 4	QEP Open Forum – Open to campus (Monday – Thursday)	QEP Theme Presenters (from Taskforce Development Committee)
November 10	Department Head (Roundtable)	Dr. Karin Roof, Dr. Kevin Bower
November 15	All Campus Email (all staff, all faculty, all students)	Dr. Karin Roof
November 17	Academic Infrastructure Team	Dr. Karin Roof, Dr. Kevin Bower
November 18	Staff Council	Pam King
November 18 – December 7	All LDRS 101 Courses (31 sections, approx. 486 Freshmen)	Institutional Research Staff: Cara Dombroski, Kelley Kinney, Pam King
Spring 2022	Topic of Academic Advising is announced to campus and research continues	
February 11	Faculty Senate	Sally Selden

Date	Audience	Presenters
February 23	Final meeting of QEP Theme Development Committee	Group discussion
March 11	Presentation to Faculty Senate: Topic Announcement	Karin Roof
March 11	Commandant Briefing	Karin Roof
May 10	QEP research volunteers	Simon Ghanat, John Robinson, Maggie Hill, Pam King, Karin Roof
May 18	Presentation to Board of Visitors (BOV) Education and Leadership Development (ELD) Committee	Karin Roof
Fall 2022	QEP Taskforce is formed and plan development begins	
August 30	QEP research volunteers	Simon Ghanat, John Robinson, Stephanie Fye, Pam King, Karin Roof
September 27	QEP Taskforce Meeting	Karin
October 5	Academic Leadership QEP planning meeting	John Robinson, Kevin Bower, Karin Roof, Simon Ghanat
October 14	QEP Discussion with newly appointed Taskforce Chair	Karin Roof, Jack Porter
October 25	QEP Taskforce	Jack Porter
November 3	QEP Taskforce	Jack Porter
November 10	QEP Taskforce	Jack Porter
November 30	QEP Open Forum	Kevin Adcock, Sarah Imam, Tim Wood
December 1	QEP Taskforce	Jack Porter
Spring 2023	Work of the Taskforce continues and community engagement begins again	
January 12	QEP Taskforce Meeting	Jack Porter
January 17	QEP Leadership Team	
January 19	Jack Porter	Jack Porter
January 24	QEP Leadership Team	
January 27	QEP Open Forum	Kevin Adcock, Sarah Imam, Tim Wood
January 31	QEP Leadership Team	
February 1	QEP Open Forum	Kevin Adcock, Sarah Imam, Tim Wood
February 7	QEP Leadership Team	
February 19	QEP Taskforce	Jack Porter
February 21	QEP Leadership Team	
February 27	Marketing the QEP	Karin Roof, Zach Watson, Chelsea Harper
March 9	QEP Taskforce	Jack Porter
March 23	NACADA Mid-South Region 3 Conference	John Robinson, Susan Wright
June 5	Marketing the QEP	Sally Selden, Karin Roof, Cardon Crawford, Philip Reichner
June 29	Provost Briefing	Karin Roof
Fall 2023	QEP Leadership conducts interviews with key constituents connected to advising	
August 10	Director of Advising (QEP Director) is hired	Stephanie Fye
September 11	School of Business	Michael Weeks, Stephanie Fye, John Robinson, Karin Roof
September 13	School of Humanities and Social Sciences	Brian Jones, Stephanie Fye, John Robinson, Karin Roof
September 14	School of Science and Mathematics	Darin Zimmerman, Stephanie Fye, John Robinson, Karin Roof

Date	Audience	Presenters
September 15	Zucker Family School of Education	Evan Ortlieb, Britnie Kane, Stephanie Fye, John Robinson, Karin Roof
September 18	Center for International and Special Programs	Zane Segle, Stephanie Fye, John Robinson, Karin Roof
September 20	Veteran Student Success Center	Sally Levitt, Melissa West, Sarah McCuiston, Frank Sullivan, Stephanie Fye, John Robinson, Karin Roof
September 21	Honors Program	Dierdre Regan, John Robinson, Stephanie Fye
September 25	Department of Leadership Studies	Tracey Sigler, John Robinson, Stephanie Fye
September 28	Student Success Center	Robert Pickering, Stephanie Fye, John Robinson, Karin Roof
October 11	General Education	Joel Gramling, Stephanie Fye, John Robinson
November 14	Company Advisors and LDRS 101 Courses	Todd Shealy, Stephanie Fye

Appendix C
Open Forum Posters



A Centralized and Holistic Student Advising Model

Vision

Develop a centralized, holistic advising model providing a consistent and appreciative method of advising for all students from matriculation to degree completion. It would include the development of a small, professional advising office staffed with full-time advisors supplementing faculty and staff by carrying a caseload of high-need students and providing training across campus.

Relevance

Academic advising correlates to student persistence and success. Effective advisors help students "... become members of their higher education community, think critically about their roles and responsibilities as students and prepare to be educational citizens of a democratic society and a global community" (NACADA, 2006, Preamble, para. 7).

NACADA, Concept of Academic Advising. Accessed August 12, 2021.



Figure 1. Current Advising Structure at The Citadel

Goals and Objectives

1. Develop students' ability to think critically and reflectively, empowering students in their own abilities
2. Provide a supportive model for faculty advisors through supplemental advising and training
3. Increase opportunities for students to participate in multiple high impact practices
4. Provide students a comprehensive and clear path to success
5. Reduce student attrition rates
6. Improve student completion rates

Possible Assessment Tools

- Exit Survey/Student Satisfaction Surveys
- NSSE Engagement Indicators
- Institutional Retention and Completion
- Self-assessment instruments: utilization

Connections to Our Mighty Citadel 2026

(Strategic Plan):

Strategic Initiative 1 (Objectives 1.1, 1.2, 1.3)

Strategic Initiative 2 (Objectives 2.1, 2.2, 2.3, 2.4, 2.5)

Strategic Initiative 3 (Objectives 3.1, 3.3)

Strategic Initiative 5 (Objectives 5.2, 5.3)

of academic support programs, proficiency in explaining registration policies and procedures, ability to create long-term academic plans which include HIPs



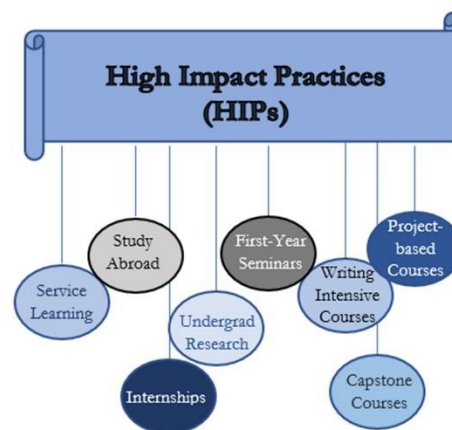
Increase Student Exposure to High-Impact Practices (HIPs)

Vision

The QEP would organize, develop, expand, and communicate the role and impact of HIPs.

Relevance

High-impact practices (HIPs) promote meaningful learning in students and prepare them for life after college. Exposing students to a variety of HIPs makes it possible for students in all programs to participate in transformative experiences as a part of their degree requirements.



Goals and Objectives

1. Enhance critical thinking skills, produce new knowledge, and communicate results to faculty and administrative stakeholders.
2. Improve student engagement through HIPs.
3. Improve student success outcomes and retention by creating and promoting a culture of HIPs.
4. Enhance student learning through professional development opportunities for faculty focusing on HIPs.

Possible Assessment Tools

- Exit survey / student satisfaction survey
- E-Portfolio and a guided reflection on the experience
- NSSE Engagement Indicators:
 - Examples: Higher Order Learning, Reflective and Integrative Learning, Collaborative Learning

Connections to Our Mighty Citadel 2026

(Strategic Plan):

Strategic Initiative 1 (Objectives 1.1, 1.2, 1.3)

Strategic Initiative 2 (Objectives 2.2, 2.3)

Strategic Initiative 5 (Objective 5.2)



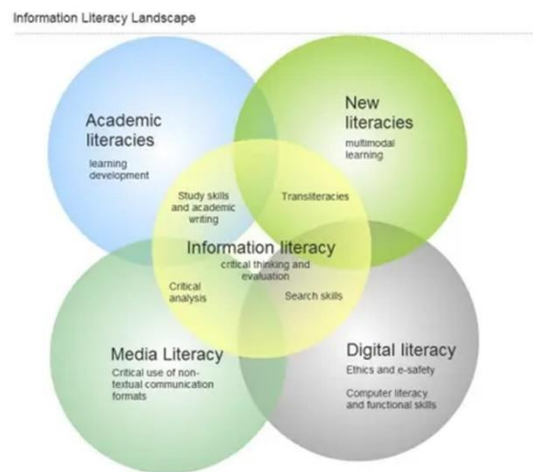
Cultivate Information Literacy Skills to Develop Effective Researchers

Vision

Develop an information-literate student body able to identify useful, accurate, and factual information, resulting in applied knowledge products such as academic research, project planning, strategic readiness, etc.

Relevance

Information literacy skills build a well-rounded and well-informed citizen and leader, one who is able to discern factual information from misinformation/disinformation and use that information to create appropriate plans to lead others into the future.



Goals and Objectives

1. Navigate library resources and services
2. Effectively search databases for books and scholarly journal articles
3. Understand the research process
4. Identify different types of sources and apply those sources to various research needs appropriately
5. Build search strategies using appropriate techniques
6. Evaluate sources appropriately based on currency, authority, accuracy, relevance, & purpose
7. Avoid plagiarism in all of its forms

Possible Assessment Tools

- AAC&U VALUE Rubric (Information Literacy)
- Pre and post assessments

Connections to Our Mighty Citadel 2026

(Strategic Plan):
Strategic Initiative 2 (Objectives 2.1,2.2,2.3,2.4)
Strategic Initiative 5 (Objective 5.2)

Information Literacy defined: "To be information-literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."

ALA Presidential Committee on Information Literacy: Final Report, released January 10, 1989. Accessed April 7, 2021.



Ensure All Students are Exposed to Writing Intensive Courses

Vision

Ensure students are asked to write substantially throughout their time at The Citadel and provide students with guidance and support.

Relevance

Writing-Intensive courses can support student learning and engagement, student persistence, and prepare students for a successful future. As a high-impact practice, writing courses have a ripple-effect throughout several other HIP practices. Furthermore, The AACU explains that students need to practice writing for multiple purposes, for different audiences, and in different disciplines (Kuh, 2008).



Kuh, G. D. (2008). Excerpt from high-impact educational practices: What they are, who has access to them, and why they matter. *Association of American Colleges and Universities*, 14(3), 28-29.

Goals and Objectives

1. Enhance student learning by improving student writing.
2. Convey explanations, analyses, and arguments effectively through students' written assignments.
3. Synthesize information and/or multiple viewpoints related to the problem, question, or topic.
4. Reflect on or evaluate what was learned.

Possible Assessment Tools

- AAC&U's Value Rubrics
- NSSE
- Exit survey
- Writing portfolio
- Changes in program requirements and syllabi which indicate students are being required to do more writing

Connections to Our Mighty Citadel 2026

(Strategic Plan):

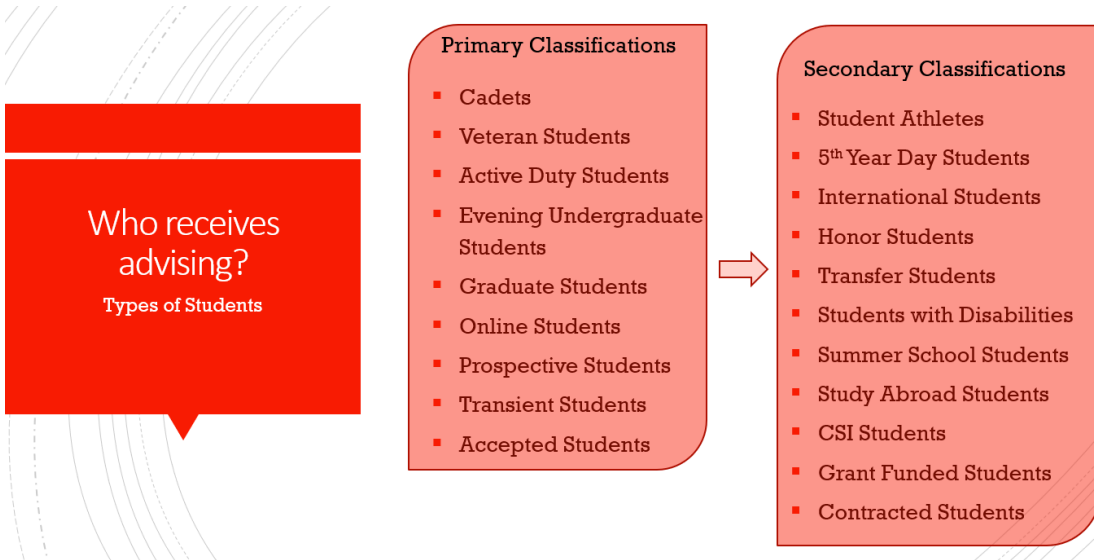
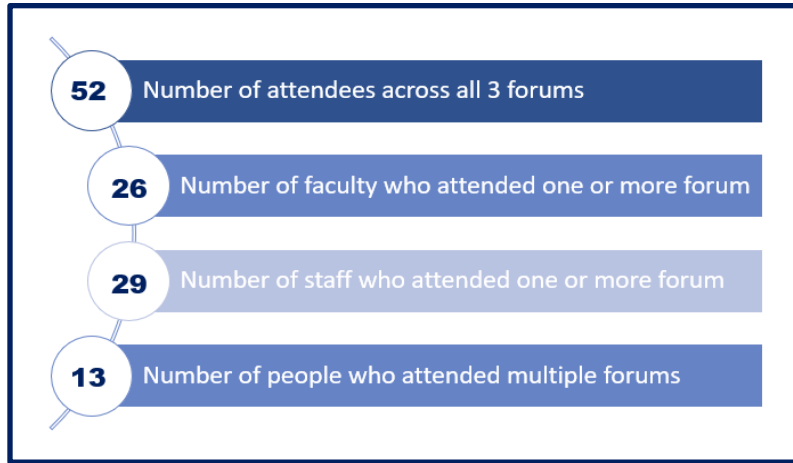
Strategic Initiative 1 (Objective 1.3)

Strategic Initiative 2 (Objectives 2.1, 2.2, 2.3, 2.4, 2.5)

Strategic Initiative 3 (Objectives 3.1, 3.3)

Strategic Initiative 5 (Objectives 5.2, 5.3)

Results from Open Forums Spring 2023



**Appendix D
Implementation Plan**

Task	Point Person	Campus Partners	Approval
2023-2024 (year 0)			
Hire Director	Col John Robinson	Hiring committee	Provost
Hire GA	Stephanie Fye	HR	John Robinson
Attend NACADA conferences	Stephanie Fye	Attendees - Stephanie Fye, Sarah Imam, Kristin Sigalas (SSC funded)	Provost and Supervisors
Determine Advising & Retention Council (ARC) membership and subcommittees	Col John Robinson	Stephanie Fye, Karin Roof	Provost
Market QEP & execute Communication Plan	Phil Reichner & Zach Watson	Stephanie Fye, Karin Roof, John Robinson, Jane Clegg	Provost
Develop assessment plan	Karin Roof	ARC Assessment subcommittee	Stephanie Fye
Design resources and advising syllabus	Simon Ghanat	QEP Taskforce, CEITL&DE	Stephanie Fye
Discuss inclusion of advising in sophomore PLS (Principled Leadership Skills)	Chuck Dunne	Stephanie Fye, Karin Roof, John Robinson, Maggie Hill	ARC - Information only
Develop policies and procedures	Stephanie Fye	John Robinson, Academic Leadership, Robert Pickering	Provost and/or academic leadership
Update advising page on Student Affairs website	Stephanie Fye	John Stabinger, Arissa McNeal	
Develop proposal for annual advising award(s)	Kamryn Evans, Tim Wood	Stephanie Fye	Provost
Host Site Visit & give QEP presentation	Karin Roof	Stephanie Fye, Hospitality committee	Provost
2024-2025 (year 1)			
Attend NACADA conferences	Stephanie Fye, selected Academic Advisors	TBD	John Robinson, Supervisors
Host 1st annual Advising Summit	Stephanie Fye	ARC Planning subcommittee - Sarah Imam, Kristin Sigalas, Brittany Guthrie, Arissa McNeal, Brandon Gellard, Maggie Hill, Danielle Recinos	Stephanie Fye
Finalize proposal for annual advising award(s) and award to first recipient(s)	Stephanie Fye, Tim Wood	John Robinson	Provost
Review and refine resources, policies, and procedures	ARC	John Robinson	Provost
Implement new advising syllabus	Stephanie Fye	Academic Advisors/students	Stephanie Fye
Roll out advising in sophomore PLS (if approved)	Chuck Dunne	Stephanie Fye, Karin Roof, John Robinson, Maggie Hill	ARC - Information only
Roll-out assessment plan	Karin Roof	ARC Assessment subcommittee	Stephanie Fye

Task	Point Person	Campus Partners	Approval
Begin technology audits	ARC Technology subcommittee	ITS, Registrar, CEITL&DE	Provost
Gather assessment data	Stephanie Fye	ARC Assessment subcommittee	Karin Roof
Host 1st Annual Assessment Retreat	Karin Roof	ARC Assessment subcommittee	Stephanie Fye
Year 1 assessment report	Authors: Stephanie Fye, Karin Roof	Review: ARC Assessment subcommittee	Karin Roof
2025-2026 (year 2)			
Attend NACADA conferences	Stephanie Fye	TBD	John Robinson, Supervisors
Host 2nd annual Advising Summit	Stephanie Fye	ARC Planning subcommittee - Sarah Imam, Kristin Sigalas, Brittany Guthrie, Arissa McNeal, Brandon Gellard, Maggie Hill, Danielle Recinos	Stephanie Fye
Review mission, vision, and definition	Stephanie Fye	ARC subcommittee	Karin Roof
Review and refine resources, advising syllabus, policies, and procedures	Stephanie Fye	ARC subcommittee	Provost
Review assessment plan	Stephanie Fye	ARC Assessment subcommittee	Karin Roof
Review advising platforms	ARC Technology subcommittee	ITS, Registrar, CEITL&DE	Provost
Gather assessment data	Stephanie Fye	ARC Assessment subcommittee	Karin Roof
Host 2nd Annual Assessment Retreat	Karin Roof	ARC Assessment subcommittee	Stephanie Fye
Year 2 assessment report	Stephanie Fye	ARC Assessment subcommittee	Karin Roof
2026-2027 (year 3)			
Attend NACADA conferences	Stephanie Fye	TBD	John Robinson, Supervisors
Host 3rd annual Advising Summit	Stephanie Fye	ARC Planning subcommittee - Sarah Imam, Kristin Sigalas, Brittany Guthrie, Arissa McNeal, Brandon Gellard, Maggie Hill, Danielle Recinos	Stephanie Fye
Review and refine resources, advising syllabus, policies, and procedures	Stephanie Fye	ARC subcommittee	Provost
Review assessment plan	Stephanie Fye	ARC Assessment subcommittee	Karin Roof
RFP for advising platform (if needed)	ARC Technology subcommittee	ITS, Registrar, CEITL&DE	Provost
Gather assessment data	Stephanie Fye	ARC Assessment subcommittee	Karin Roof
Host 3rd Annual Assessment Retreat	Karin Roof	ARC Assessment subcommittee	Stephanie Fye
Year 3 assessment report	Stephanie Fye	ARC Assessment subcommittee	Karin Roof

Task	Point Person	Campus Partners	Approval
2027-2028 (year 4)			
Attend NACADA conferences	Stephanie Fye	TBD	John Robinson, Supervisors
Host 4th annual Advising Summit	Stephanie Fye	ARC Planning subcommittee - Sarah Imam, Kristin Sigalas, Brittany Guthrie, Arissa McNeal, Brandon Gellard, Maggie Hill, Danielle Recinos	Stephanie Fye
Review and refine resources, advising syllabus, policies, and procedures	Stephanie Fye	ARC subcommittee	Provost
Review assessment plan	Stephanie Fye	ARC Assessment subcommittee	Karin Roof
Implement advising platform (if needed)	ARC Technology subcommittee	ITS, Registrar, CEITL&DE	Provost
Gather assessment data	Stephanie Fye	ARC Assessment subcommittee	Karin Roof
Host 4th Annual Assessment Retreat	Karin Roof	ARC Assessment subcommittee	Stephanie Fye
Year 4 assessment report	Stephanie Fye	ARC Assessment subcommittee	Karin Roof
2028-2029 (year 5)			
Present at NACADA conference(s)	Stephanie Fye	ARC	John Robinson
Host 5th annual Advising Summit	Stephanie Fye	ARC Planning subcommittee - Sarah Imam, Kristin Sigalas, Brittany Guthrie, Arissa McNeal, Brandon Gellard, Maggie Hill, Danielle Recinos	Stephanie Fye
Review and refine resources, policies, and procedures	Stephanie Fye	ARC subcommittee	Provost
Fully implement new advising model	Stephanie Fye	ARC subcommittee	Provost
Host 5th Annual Assessment Retreat	Karin Roof	ARC Assessment subcommittee	Stephanie Fye
Write QEP Impact Report	Stephanie Fye, Karin Roof	ARC	Provost

Appendix E The Citadel Today Article 1

Stephanie Fye named first-ever director of advising at The Citadel

September 7, 2023 last updated on October 4, 2023 at 13:40 Faculty & Staff Featured Students



The Citadel community is welcoming Stephanie Fye to her new role as The Citadel's new director of advising. Though new to this role, Fye is not new to The Citadel. She was part of the School of Engineering for three years as a student services program coordinator in the Civil, Environmental and Construction Engineering Department, and then went on to work at the Career Center as the assistant director. Now, she will promote the newest academic initiative – Advising Tomorrow's Principled Leaders.

"I'm thrilled to be back on campus and excited for a new chapter. I believe in a proactive, holistic approach to student success and am very much looking forward to advocating for our cadets and students and seeing what we're able to achieve as a team," said Fye.

In her new role as director of advising, Fye will work collaboratively and in accordance with the SACSOC Quality Enhancement Plan, or QEP, to enhance campus wide advising services. One of the primary functions of her role will be the development and implementation of a plan to improve advising services for all students. Coordinating the assessment and evaluation of the QEP and campus-wide advising services will be an important area of focus for Fye.

"At The Citadel, the core goal of our educational model is to support each cadet and student as they pursue their academic goals. I'm excited to announce Stephanie Fye as our new director of advising as we start down a transformative route with our new QEP," said Sally Selden, Ph.D., provost of The Citadel. "As we focus on Advising Tomorrow's Principled Leaders, we will also reinforce our commitment to fostering the growth and development of those who attend The Citadel."

Returning to The Citadel was an easy decision for Fye. She cites the environment on campus as one of her biggest reasons for returning, as well as the core values aligning with her personal approach to both life and work. For her, The Citadel holds a special place in her heart, and she loves being able to work with cadets and students, as well as to collaborate with colleagues.



Featured Posts



Gold stars for fall 2023 awarded to Citadel cadets and students

January 24, 2024



Most distinguished cadets named to fall 2023 President's List

January 23, 2024



The Citadel celebrates 25 years of female cadet alumnae, featuring panels, a parade and more

January 19, 2024

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Gold stars for fall 2023 awarded to Citadel cadets and students

January 24, 2024

“We are thrilled that Stephanie has started her newest journey at The Citadel. Her previous experience on campus will benefit her cadet and student interaction tremendously. Our accreditation process is incredibly important for the college, and our focus on advising will be improved for our cadets, students and faculty,” said Karin Roof, Ph.D., director of accreditation and assessment at The Citadel.

Fye hopes to work collaboratively with colleagues in order to highlight the exceptional advising already underway, to support faculty and staff in their advising roles and to develop mentoring opportunities that best serve cadets and students.

“We have the opportunity to develop increased advising capacity and reinforce NACADA’s framework of ‘advising as a form of teaching.’ My goal is to increase cadets’ and students’ exposure to high-impact practices, increase awareness and use of our campus resources and help all students develop individualized educational growth plans,” said Fye. “In contributing to the QEP, I see my role as a collaborative approach supporting faculty and staff colleagues to strengthen student success services to best support our students in their academic and professional endeavors. We are in a great position to further develop student-advisor relationships and ensure a true sense of belonging on campus for all our student populations.”

Fye holds a bachelor’s degree from The University of Sheffield as well as a master’s degree in higher education leadership from The Citadel. Fye’s previous roles at The Citadel made an impact on her newest position, as they allowed her to gain insight into what life is like for cadets and students who are in a unique environment with many opportunities and challenges. Her experience in engineering – particularly through developing the Engineering Student Success Program – has given her invaluable experience in advising students on how to be successful academically, and for advising cadets on how to balance their academics with the extra commitments required of them. During her time at the Career Center, she was able to encourage students to participate in high-impact practices that set them up for success after graduation.



Most distinguished cadets named to fall 2023 President’s List

🕒 January 23, 2024



The Citadel celebrates 25 years of female cadet alumnae, featuring panels, a parade and more

🕒 January 19, 2024

Appendix F The Citadel Today Article 2

Advising tomorrow's medical leaders: A close look at the pre-health advising program at The Citadel

November 29, 2023 last updated on November 30, 2023 at 15:01 Academics Featured News Releases Students



Photo: Citadel cadets and students at the medical camp in Kenya, a service opportunity offered to those in the pre-health program.

Advising at The Citadel is an important part of every cadet and student's academic journey. For one group of academic advisors on campus, advising has been an integral part of their program for years as they support the next generation of healthcare professionals.

The [pre-health advising program](#) at The Citadel provides extensive support and resources to cadets and students who are preparing to apply to all types of health related program. Some of these resources include pre-professional clubs, service opportunities, personal advising, access to enrichment activities, a summer study abroad and service trip and a mentorship program.

Kathy Zanin, Ph.D., the pre-health advisor at The Citadel, took over the role in 2011. Since then, the program has grown exponentially. Currently, pre-health advising is shared between four professors: Zanin, Patrice Capers, Ph.D., Sarah Imam, M.D., and Kimbo Yee, Ph.D. Their roles are all-encompassing, from helping their students learn about the different options in health care careers to preparing them for their medical school interviews.

The Citadel's pre-health advisors are well informed on every single health profession available, as well as the academic requirements to pursue those careers. They must be, to ensure their students can have the best advantage possible when applying to medical schools.

"What we see on websites and official information is very brief, just the basic requirements, but that does not mean that you'll be accepted into the program. As advisors, our role is to be as knowledgeable as possible, so then we can truly help all of the students," said Imam.

Another important component of pre-health advising at The Citadel is the mentorship program. Zanin currently runs this program, which connects a group of Citadel alumni volunteers with pre-health students, allowing for mentorship through shadowing or just giving general advice. It's another way that Citadel cadets and students are connected to distinguished alumni who have experienced success in a similar field. Between five to ten students are connected to a mentor in an academic year, according to Zanin.

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The Pre-Health Society is also a great option for Citadel cadets and students interested in pursuing careers in the medical field. Meetings can include presentations from representatives of medical schools, dental schools, pharmacy schools, public health schools and others. Students who have participated in health-related internships can also give presentations.

“We host meetings once a month, sometimes more and sometimes less, to help students learn what different options are available in terms of health careers or what the expectations are if you want to go to dental school versus medical school, when to apply, how to apply and more,” said Zanin. “We’ve done all kinds of different things over the years at those meetings. So those are good enrichment opportunities for students to learn what it takes to be competitive.”

In addition to the Pre-Health Society, The Citadel also has the Alpha Epsilon Delta Honor Society, or AED. While AED also helps students prepare for interviews and shares other similarities with the Pre-Health Society, their primary focus is on community service activities and volunteering. One of these service efforts is the Feed a Friend Friday Program, which helps feed those who are homeless.

“This is a fantastic experience for our students because it’s not just service, it also teaches them to respect everyone, which I hope students can bring into healthcare. You need to be able to work with people from all walks of life, be able to respect all patients, and it’s with these experiences that they learn that, which is really important,” said Imam.

Pre-health students at The Citadel are also offered a unique study abroad opportunity during the summer – [running a medical camp in Kenya](#), which is the largest, free general medicine provider in Nairobi. The camp first opened in 2022, and the cadets and students who have volunteered have treated nearly 11,000 patients while receiving hands-on experience. Imam says cadets and students who were involved in the Kenya program have an edge over other candidates. As an added bragging point for this group, Citadel cadets and students [were recently recognized by the mayor of Charleston](#) for their work.

“The Kenya program is one of a kind. When our students get to the point of getting an interview, the bulk of the interview is often about the Kenya program because everyone’s fascinated as to what they did and what they learned,” commented Imam.

For guidelines on advising, Imam looked to the highest professional organization in the medical field – [the American Association of Medical Colleges](#).

“The American Association of Medical Colleges, or AAMC, is the governing body. All medical schools and all the other health professions follow the rules that AAMC conveys. AAMC has a set of 15 competencies, and those competencies are what they want to see within students that are applying and what they want medical schools to assess. That has trickled into all of the other health professions. So, I started off with that, and as I go through them, I ask what we are doing for our students to ensure they have all these competencies,” said Imam. “One of the hardest ones is cultural competency. How do you demonstrate that? How do you share that? So, that’s why we have programs like Feed a Friend Friday, why we have the Kenya study abroad program – we want to ensure our students are above and beyond any competitor.”

The Citadel’s pre-health advising program also offers a Pre-health Professions Committee. This committee is comprised of professors from departments across campus where most pre-medical and pre-dental students come from, such as chemistry, biology and exercise science.

“Basically, what our committee does is collect the individual letters of recommendation from the students’ individual professors, maybe doctors they’ve shadowed or community service leaders that they’ve worked with. We read those letters, and we look at the students’ leadership and academic transcripts. We consider all the enrichment activities and volunteer work that they’ve done, research they’ve done, and we also discuss what we know about them personally from having them in our classes. Then we decide on a level of recommendation from the Citadel Pre-Health Professions Committee. As chair of the committee, I write the committee letter on behalf of my colleagues on how we recommend each student based on their individual letters, but also based on everything else we know about them from being here at The Citadel. Then we submit that letter to the application service on behalf of the student, and as an appendix, we attach the individual letters that were written as well,” explained Zanin. “That process takes a lot of time and energy, but it gives the students a little bit of an advantage to be able to have a committee letter of recommendation, instead of just individual letters.”

Between the Pre-health Society, AED, the Kenya program, a mentorship program, the Pre-health Professions Committee and individual counseling, pre-health cadets and students at The Citadel are well prepared to pursue their post-undergraduate education and, eventually careers, in the medical field.



The Citadel celebrates 25 years of female cadet alumnae, featuring panels, a parade and more

January 19, 2024

But Zanin and Imam both agree – the earlier the better when it comes to deciding to pursue a career in the medical field.

“Junior year is imperative. You have to apply to programs pretty much at the end of your junior year for the majority of them, so what that means is the more time the better in being able to get our students ready in order to be a position to apply at the end of their junior year,” stated Imam. “I think a lot of students don’t realize it’s a whole year, so the advising part is really important. You have to make yourself a good candidate, and I and the other advisors will help. We make sure that they have shadowing experience, volunteering experience and the ability to demonstrate their own research project.”

Zanin echoed that, saying that most students don’t realize the prerequisites needed for medical school, nor the time and preparation it takes for the MCAT, the medical college admission test.

This year, for the first time, The Citadel will hold an in-person summer Kaplan MCAP Prep Course for 25 Citadel cadets, students or alumni. Those interested should contact one of the pre-health advisors, [listed here](#), to receive application information. All applications are due by Dec. 6.

“Most of our students go to in-state institutions, but let me tell you, that’s impressive enough. It’s extremely competitive to get into medical school. Only about 42% of applicants are accepted. That means 58% are rejected, and those 58% are good students. The problem is a lot of people can’t get in the first time they apply, so then they go on and get a master’s degree or they go to work in a hospital, or they do some impressive research and then they apply again,” said Zanin.

When asked about cadet and student success stories, both Zanin and Imam have trouble talking about them – not because there’s not one that comes to their minds, but because there are countless success stories, showing a true testament to the effectiveness of The Citadel’s pre-health advising program.

“We have collected tons of testimonials and success stories from our students over the years. I have emails, text messages and things like that, and all of the other advisors do too, that we have received from students telling us how grateful they are for the guidance we gave them, and for the opportunities we provided for them that helped them to be successful,” said Zanin.

The Citadel’s QEP, or Quality Enhancement Plan, is the college-wide plan for enhancing campus wide advising services. While pre-health advising is just one part of the institution’s QEP, these advisors are excited for everyone on campus to see the value in advising.

“What we are doing with pre-health advising directly aligns with the QEP, because we are ‘Advising Tomorrow’s Principled Leaders.’ We are trying to prepare people to get into the health care careers that they want, so that they can become leaders as healthcare providers,” said Zanin.

The Citadel provides extensive support and resources to pre-health cadets and students who are preparing to apply to medical, dental, veterinary, PA or PT school, or any other health-related program. The Citadel offers many majors that prepare cadets and students well, and they experience a very high acceptance rate to medical school, as compared with the national average.

Appendix G Assessment Plan

Assessment Plan				
Opportunity for Success	Timeline	Outcome Measure(s)	Minimum Performance Criteria/ Threshold for Success	Data Collection Point
Over-Arching Outcome				
OO1: Increase 4-year graduation rates for SCCC, minority cadets, and female cadets				
1. Implementation of enhanced advising model 2. ARC 3. Advising Hub	Annually	Key Measure: 4-year graduation rates 1. 4-year graduation rates (overall, minority, female) Supporting Measure: Year to year retention 2. Second year (C2) to third year (C3) retention rates (overall, minority, female) 3. Third year (C3) to fourth year (C4) retention rates (beginning in year 2) (overall, minority, female)	1. Increase 4-year graduation rate from 65% to 70% 2. Increase minority 4-year graduation rate from 60% to 63% 3. Increase female 4-year graduation rate from 66% to 69% 4. 95% second year (C2) to third year (C3) retention rate 5. 95% third year (C3) to fourth year (C4) retention rate (beginning year 2)	IR
Student Success Outcomes				
SSO1: Student assume a leadership role in the advising partnership by scheduling the appointment, attending the appointment with a written course-plan and prepared to discuss HIPs or other developmental opportunities				
1. Pre-advising preparation 2. Advising appointments	By conclusion of advising period in fall and spring	1. Scheduling notes 2. Advisor checklist (DegreeWorks notes)	1. 90% of second-year students scheduled and kept their advising appointment within the advising window 2. 90% of students come with written course-plan and questions about developmental opportunities	Sample of second-year advisors
SSO2: Students demonstrate achievement in their academic success metrics				
1. Advising appointments 2. Student Success Center 3. Faculty/student engagement 4. Participation in HIPs	End of second and third year	1. Second-year DFW rates 2. % of students on academic probation (<1.5GPA) 3. Number of students who change major as second- or third- year students (<i>major migration reports</i>) 4. Students attitudinal data on resilience and self-efficacy (<i>Second-Year Experience Survey - new questions</i>)	1. Currently at 11%, goal of decreasing to 8% 2. Set baseline in year 1 after further study 3. Number of students who change majors in second year may increase, but number of major changes in third year should decrease 4. Set baseline in year 1 after further study	IR Registrar
SSO3: Second-year students report strong levels of satisfaction in the advising process				
1. Advising appointments 2. Faculty/student engagement	Spring semester of second year	1. Student satisfaction data towards advisor, advising hub (<i>Second-Year Experience Survey</i>) 2. Third-year cadet focus groups 3. NSSE Engagement Indicators for Seniors (<i>student/faculty engagement</i>)	1. 60% of respondents 'strongly agree' (<i>Second-Year Experience Survey</i>) 2. Set baseline in year 1 after further study 3. Increase current mean score of 31.8 to 35	IR Office of Accreditation & Assessment
SSO4: Students have positive post-graduation outcomes in the form of employment, commissioning into the military, or post-graduation educational opportunities				
1. Career Center 2. Career Fairs 3. Ready, Set, Hire! Event 4. Advising appointments	Fourth-year students	1. C4 student report on the Post-Graduation Plan Survey that they will be gainfully employed or enrolled in post-graduate education at the time of graduation	1. 75% of the SCCC will be employed (including military), currently at 69% 2. 15% attending graduate school, currently at 11%	IR
Professional Development Outcomes				
PDO1: Teams attend a minimum of 1 national and 1 regional NACADA conference annually				
1. NACADA Region 3 Conference 2. NACADA National Conference	Annually	1. Track attendance at conferences	1. 2 faculty and/or staff members attend NACADA national conference annually (by internal application) 2. 3 faculty and/or staff members attend NACADA regional conference annually (by internal application) 3. All NACADA attendees contribute to future on-campus trainings	Director of Advising
PDO2: Faculty and staff participate in on-campus trainings on best practices of advising				
1. Advising Summit 2. Canvas course(s) 3. Web-based resources 4. Other professional development events	Annually	1. Track trainings provided at Advising Summit 2. Session evaluation results 3. Number of advisors that have completed Canvas course 4. Advisor feedback on effectiveness and applicability of resources (<i>Advisor Survey - new</i>) 5. Student satisfaction data towards advisor, advising hub (<i>Second-Year Experience Survey</i>)	1. Presentations on at least 5 advising topics 2. 80% or higher satisfaction rate (<i>session evaluations</i>) 3. In year 1, 15 advisors complete the Canvas training. Additional 15 advisors each year. 4. 80% or higher satisfaction rate (<i>advisor survey</i>) 5. 60% of respondents 'strongly agree' (<i>Second-Year Experience Survey</i>)	Director of Advising IR

Appendix H
QEP Centralized Budget

QEP2024 ANNUAL CENTRALIZED BUDGET = \$252,177	Year 0 (QEP Development) 2023-2024	Year 1 2024-2025	Year 2 2025-2026	Year 3 2026-2027	Year 4 2027-2028	Year 5 2028-2029
Personnel						
QEP Director (Director of Advising) - \$75,000 x 1.4445 (Frg) + 3% Inc. (CoL Yrs 1-5) + .5% Inc. (Frg Yrs 1-5)	\$108,338	\$112,146	\$115,510	\$118,976	\$122,545	\$126,221
Professional Advisor - Student Affairs - \$45,000 x 1.4445 (Frg) + 3% Inc. (CoL Yrs 3-5) + .5% Inc. (Frg Yrs 3-5)	0	0	65,003	\$69,306	\$71,386	\$73,527
Graduate Assistant (\$15,000 + 1% Frg)	0	15,150	15,150	15,150	15,150	15,150
* Professional Advisors (Funded by Schools + Provost \$30K Seed Funding)	0	30,000	30,000	30,000	30,000	30,000
Professional Development and Training						
** Advising Summit Conference	7500	10,000	10,000	10,000	10,000	10,000
Attendance at regional NACADA conference (team of 3)	6,000	4,500	4,500	4,500	4,500	4,500
Attendance at NACADA National conference (team of 2)	5,000	5,000	5,000	5,000	5,000	5,000
Technology						
Advising Software/Platform	0	50,000	50,000	50,000	50,000	50,000
Assessment						
Assessment tools/resources	0	5,000	5,000	5,000	5,000	5,000
Assessment stipends	2,500	5,000	5,000	5,000	5,000	5,000
Benchmarking/Best practices/Assessment Inst (NACADA)	10,000	10,000	10,000	0	0	0
Marketing and Supplies						
*** Marketing materials (outside of one-time marketing funding plan)	25,000	10,000	5,000	5,000	5,000	5,000
Office supplies	2,000	2,000	2,000	2,000	2,000	2,000
Contingency Fund	20,000	20,000	20,000	20,000	20,000	20,000
Annual QEP Centralized Budget [Actual Budget is \$252,177]	\$186,338	\$278,796	\$342,162	\$339,932	\$345,581	\$351,398
Six Year Cumulative QEP Centralized Budget	\$1,844,206					

* Continue discussions with deans regarding funding for in-school/dedicated advising positions.

** Includes stipend for Advisor of the Year, guest speakers, workshop facilitators, etc.

*** Includes video testimonials, etc.

