



Because We CARE – Comprehensive Advising Reaches Everyone

Midway University

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EXECUTIVE SUMMARY

First, the primacy of the need to improve Midway's program and processes of academic advising has been validated. The data clearly reveal that students have not benefitted from a mature and robust program of academic advising and this, in turn, has negatively impacted the retention, engagement and completion agenda of students and of the University. Because "students don't do optional," a developmental advising model has been designed. This model has been architected using best and promising-practices adopted by other colleges and universities and then adapted to fit Midway's unique students, programs and academic mission.

The ultimate goal of academic advising is to set students on defined pathways to success. Historically, the majority of Midway students self-advised which yielded negative results for both the student learner and for the University. At the end of the day, academic advising is a means to an end; it is a tool that can help leverage Midway's student retention and completion agenda. The literature provides clear evidence that programs of developmental advising can have a significant and substantial positive impact on both student progress and persistence. With this in mind, the revised goals of Midway's QEP are as follows:

1. Increase student fall-to-fall retention rates through a comprehensive program of student academic advising;
2. Increase student engagement rates with advising and their advisors;
3. Increase student satisfaction rates with the University's advising program;
4. Increase the contact between students and their advisors; and
5. Increase the percentage of students creating a formal academic degree plan.

In accordance with SACSCOC standards (Core Requirement 2.12 and Comprehensive Standard 3.3.2), a QEP can focus on "an environment supporting student learning and/or student learning outcomes." Midway's efforts, based upon domain-specific feedback from various sources (SACSCOC onsite team, external consultants, NACADA, etc.) and the designs adopted by sister institutions, are focused on strengthening its student support environment (via its academic advising program). The goals are also in congruence with the University's statement of mission and strategic plan which both focus on promoting student success.