



## Frequently Asked Questions

- 1. What is the timeline for the QEP rollout?**  
<https://sites.highlands.edu/qep/timeline/>
- 2. What will a typical advising load look like?**  
A typical advising load will be approximately 25-30 students.
- 3. Will I get new students each semester?**  
No. Once you reach your assigned 25-30, you will only get a new student if one of your assigned students graduates, transfers, or stops out. At this time, we are using Admissions guidelines to determine when a student has "stopped out," which states students must reapply for admission if they are continuously not enrolled for three semesters.
- 4. How will my advisee load change if my primary teaching location changes?**  
The QEP Action Team realizes life may change which may result in a primary campus change. We will do our best to work with individual faculty members who may need to make changes to assigned advisees if it becomes unmanageable to continue to meet with your advisees on your old campus. Faculty are also encouraged to utilize collaboration technologies to meet with students when a face-to-face is not feasible.
- 5. How will my advising load change with the proposed and anticipated college enrollment growth?**  
Advising load is not expected to change. Should enrollment increase, the QEP Action Team will provide supporting evidence to Academic Deans for the hiring of new faculty.
- 6. Will my load grow beyond 25-30?**  
The QEP Action team will carefully monitor faculty loads each semester. If we see that a majority are nearing the max, we will talk with Academic Deans and other administrators about the need to hire more faculty. If advising loads are high, class demand will be too, which will point to the need for more faculty.
- 7. How will my advisees be assigned?**  
Advisees will be manually assigned based on a combination of primary location and a student's focus area.
- 8. How will my advisees be assigned if I am the only divisional faculty on a given instructional site?**  
Students will not be assigned based on divisions, so being the only divisional faculty on a site will not mean you will be assigned all of the students from your division. We are also not basing assignments primarily on a faculty's home campus. Many faculty teach on more than one campus. The QEP Action Team will give faculty the opportunity to share which campuses they are interested in and available to advise.
- 9. Will I be expected to advise someone outside of my field?**  
Starting fall 2019, in addition to a pathway, students will also be placed in a focus area. This is still in development, but the currently identified focus areas are Business, Education, Fine Arts, Health Professions, Humanities, Social Science, STEM, and Health Sciences. We realize the faculty to student ratio is not the same across each focus area, so we will work with faculty to identify which focus areas they are comfortable advising and provide focus area specific training. We will include faculty who teach in the focus area in the training development.
- 10. How will faculty be chosen for training and thus progression into the QEP model?**  
Training will occur for faculty at different times. Each semester, the QEP Action team will determine who will be in the cohort of faculty who will need to be trained to advise the following semester. This determination will be based on the number of students new to GHC and their focus areas.
- 11. When will I get assigned students?**  
It depends. Each semester, the QEP Action Team will identify how many faculty will be needed for the following semester based on the number of new to GHC students on each campus/site and the number in each focus area. Someone will contact you to ask if you are ready to be included in the new advising model and will invite you to training. How many faculty we need each semester will be determined by how many new to GHC students we have.
- 12. Where can I find the most up to date version of the QEP action plan?**  
<https://sites.highlands.edu/qep/wp-content/uploads/sites/17/2018/03/Revised-Version-QEP1.pdf>
- 13. Who do I contact if I have questions about the QEP?**  
Elizabeth Tanner; [etanner@highlands.edu](mailto:etanner@highlands.edu); 706-295-6773
- 14. How many (consecutive) semesters will I meet with any one advisee?**  
This depends. Only one semester is required of the student, but the hope is a relationship will grow that will encourage the student to continue to interact with his or her advisor in subsequent semesters.

**15. Will I have to travel for advising appointments such as the group session?**

Currently, the QEP Action team does not envision a need for faculty to travel specifically for advising. If calendars and location are not working between the advisor and advisee, faculty always have the option of conducting the advising session online through a platform like Collaborate. Only Professional Advisors and Faculty Advising Specialists will conduct group sessions, and students will be assigned to these two advisor types based on campus.

**16. Can I use office hours to advise?**

Yes.

**17. How many hours per week can I expect to spend advising?**

Once you get to 25-30 students, you can expect to spend 1.5-2 hours each week during weeks 6-13 of the semester (8 weeks). Each appointment is designed to be 30 minutes. This is, of course, assuming that all 25-30 students seek an advising appointment every semester they are enrolled at GHC. Advising with faculty is only required during the student's second term. After term 2, it will be encouraged, but not mandatory.

**18. What can faculty expect to happen in Advising Activity 3 (A3)? What does the advising process look like for this activity?**

In semester one, a student will work with a professional advisor or faculty advising specialist to create an academic plan. A3 will be a check-in for the students to work with their assigned faculty advisor to make sure they are on track. This session is a time to review goals the student set in their first semester and address any concerns or challenges. A3 will be similar to EBA without the emphasis on course selection.

**19. Will faculty have the opportunity to provide feedback about A3?**

Yes, and faculty feedback has driven the design of A3. Faculty will certainly be encouraged to give feedback as we move forward in the QEP advising model.

**20. Can I advise electronically?**

Yes, if you are using a software that allows live conversations like Collaborate or Zoom. Real-time conversations between students and advisors can help encourage relationship-building. Advisors should avoid simple email exchanges as the only method of advising.

**21. What is the difference between Faculty Advising Specialists, Faculty Advisors, and Professional Advisors?**

Professional Advisors and Faculty Advising Specialists will be assigned a group of students in their first semester at GHC and will participate in two advising activities: Advising Activity 1 (A1) and Advising Activity 2 (A2). A1 will consist of hosting small group advising meetings in weeks 3-6 to engage students in conversations about campus resources, discuss challenges they may be facing, and facilitate community building. Students in their first term will also meet one-on-one in weeks 6-13 with their assigned advisor to discuss the student's academic plan and course scheduling. Faculty Advisors will be introduced in the student's second semester at GHC and will conduct Advising Activity 3 (A3). A3 will be a one-on-one advising session where the faculty advisor will check in with the student to discuss the student's degree progression and address any issue that may have arisen. Detailed role expectations for all three can be found in the QEP document on pages 45-47.

**22. What happens with continuing students and QUEST?**

The QEP was designed to be scaled over a period of a couple of years. Current students will follow the same advising model they always have: optional advising that is self-initiated. Current students will continue to be encouraged to meet with faculty to participate in what we formerly called EBA. Faculty who have not been included to participate in a QEP cohort will continue to advise current students. At this point, no student (those in QUEST or EBA) will be given an opportunity to register early, but the QEP team plans to explore the possibility of registration dates based on credit hours obtained.

**23. When will I receive training for QEP advising?**

Training will occur for faculty at different times. Each semester, the QEP Action team will determine who will be in the cohort of faculty who will need to be trained to advise the following semester. This determination will be based on the number of students new to GHC and their focus areas.

**24. What will training be like?**

There will be two components of training. The first is a self-paced module in d2L which will consist of short videos, readings, and discussions. The second is a work-shop style group meeting where you will engage in scenario/case-based training.

**25. What is the purpose of training?**

Training has two purposes. One, to learn the specifics of the advising activity in which you will participate (A1, A2, A3). Two, training will help you grow as an advisor so you will be able to effectively advise.

**26. What does the assessment look like?**

The primary focus of the QEP is to enable students to be successful learners through an improved holistic advising process. To this end, the QEP is structured by two overarching goals and five connected SLOs. The QEP will be assessed throughout its implementation, addressing the overall goals (through summative assessment measures) and each SLO (through formative measures) at regular intervals. This assessment plan layers qualitative and quantitative data, as well as direct and indirect measures, to provide regular feedback regarding how effectively this new advising model is contributing to student success. This regular feedback will allow GHC to monitor the QEP and make data driven changes as necessary. For a more detailed description please see page 53 of the QEP document at [quest.highlands.edu](http://quest.highlands.edu).