GHC

GEORGIA HIGHLANDS COLLEGE

QUEST FOR SUCCESS

A Quality Enhancement Plan for Advising

Georgia Highlands College
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Executive Summary

Quest for Success, the Quality Enhancement Plan (QEP) developed for Georgia Highlands College (GHC), places advising at the forefront of student academic and personal success. GHC believes, and research supports, that with purposeful and holistic advising, students will be able to develop a meaningful educational plan, set academic and career goals, and achieve these with increased persistence and success rates. Quest for Success aims to increase the value of the student experience at GHC by emphasizing advising as a core component of learning in a two-pronged effort. First, students will participate in ongoing, goal-focused advising enriched by investigations into cognitive and non-cognitive factors influencing the student's progress towards goal completion. Second, faculty and staff advisors will undergo intensive advising training as a required component of ongoing professional development.

Designated learning outcomes encourage students to identify and reflect on the many factors that contribute to college success. First-time GHC students will participate in a three-step advising process that connects them with professional advisors, faculty members, institutional resources, and other students. During the first two terms of enrollment, new students will work within their advising network to formulate an individualized plan for success, an online, evolving record of the student's progress and experience at GHC. In crafting a success plan, students will also learn to recognize factors that can impede progress toward their goals. As a second branch of Quest for Success, GHC's Center for Excellence in Teaching and Learning (CETL) will contribute to the development of an intensive advising training program modeled on NACADA best practices.

Process Used to Develop the QEP

GHC's mission is to provide access to excellent educational opportunities for the intellectual, cultural, and physical development of a diverse population through pre-baccalaureate associate degree transfer programs, career associate degree programs, and targeted baccalaureate degree programs that meet the economic development needs of the region. To aid this mission, GHC followed a multi-step, inclusive process to develop its Quality Enhancement Plan.

In November 2015, GHC President Donald Green initiated the decennial SACSCOC reaffirmation efforts by delivering an open letter to GHC faculty and staff. In the letter he charged Dr. Renva Watterson, Vice President for Academic Affairs, with overseeing the creation of the college's QEP, while emphasizing that the development process should include "an institutional assessment, the identification of key issues, and the modification of learning outcomes and our environment to enhance student learning." In January 2016, Dr. Cathy Ledbetter assumed the roles of GHC's SACSCOC liasion as well as Special Assistant to the President for Planning, Continuous Improvement, and Accreditation.

Subsequently, in April 2016, three teams were assigned with reaffirmation activities: 1) an overall leadership team, 2) a compliance certification team, and 3) a QEP team. The QEP team was broad based, including GHC faculty, administrators, staff, and students as well as representatives from GHC's service community. Two faculty members, Sharryse Henderson, Professor of Biology, and Jessica Lindberg, Instructor of English, agreed to serve as chair and vice chair respectively of the QEP team, while Dr. Watterson served as liaison between the QEP team and the overall leadership team (see Appendix A: QEP Team Roles).

The QEP team held its first meeting on April 27, 2016, during which time Dr. Watterson and Dr. Ledbetter issued the following charges to the team:

- Develop strategies for achieving an acceptable QEP
- Engage the college and its constituents in identifying topics and areas as essential toward improved student learning
- Identify an agreed upon topic for the QEP
- Research the need for and the benefits of the selected topic
- Develop the QEP and create the QEP document
- Ensure that all GHC constituents are informed about the goals and status of the QEP
- Identify resource needs associated with strategies and propose priorities among those alternatives
- Determine how improvements in student learning will be measured and documented
- Develop an assessment plan and relevant assessment instruments
- Propose an implementation plan, including assignment of responsibilities and a schedule

Topic Exploration

Following its initial meeting in April, the QEP team solicited ideas for potential topics from across the GHC community. The search for an answer led to reviews of available college data including GHC retention rates, graduation rates, and demographics. The QEP team also reviewed national educational reports as well as GHC's responses to Community College Survey of Student Engagement (CCSSE) and Presently Attending Student Survey (PASS). The team sought the input of faculty, staff, students, and alumni through surveys, focus groups, town hall meetings, and more.

By June 2016 the team accumulated a list of more than twenty-five suggested topics. Over the summer the team analyzed the potential topics, weighed benefits and challenges of each, and

eventually reduced the number of possibilities to seven. The remaining seven potential QEP topics were assigned to subcommittees of the overall QEP team, for in-depth exploration and investigation (see Appendix B: Topic Exploration Teams).

These focus teams generated abstracts associated with their assigned topics. The abstracts were designed to be persuasive in nature and provide supporting evidence as to why the assigned topic should be selected as the GHC QEP. Each focus team considered the following questions while developing their abstract:

- What need does this topic address?
- What evidence do we have to support that this is not only important to the institution but will also improve student learning?
- What projects or activities would allow us to implement the topic within all disciplines or within the college curriculum?
- How will this topic span and engage all areas of the college (Academic Affairs, Student Affairs, at all campus locations, to a broad range of our student population, etc.)?
- Can the college provide the infrastructure and finances to support this effort? What kind of finances or infrastructure would be needed?
- What type of assessment measures could be used?
- What type of results are likely to be generated and how we would use those results to improve the implementation over three to five years?

The full QEP team met throughout July 2016 to review the abstracts and to analyze supporting evidence as presented by each focus team. Eventually, five proposals emerged from the focus team analysis:

- Academic Advising
- Gateways to Completion (G2C)

- Global Curriculum
- Math Skills
- GHC Reads

Each of these topics exhibited the potential to provide a lasting and positive impact on student learning at GHC while operating within the current college infrastructure and budgets. Webmaster Marc Hannah worked with other members of the QEP team to develop an extensive survey asking for feedback, review, and comment on the detailed proposals. A variation of the SASCOC document, “Quality Enhancement Plan Guidelines: Indicators of a Quality Enhancement Plan,” was developed as a rubric for scoring the proposals. In addition, all members of the college community (faculty, administration, staff, students and community leaders) were asked to review the proposals through the following lens:

- The next QEP topic should meet an institutional need.
- The next QEP topic should focus on learning outcomes and/or the environment supporting student learning.
- The next QEP topic should become part of the culture at GHC.
- The next QEP topic should allow for broad-based involvement of all institutional constituencies in its implementation.
- The next QEP topic should be achievable within the capabilities of the institution and its staff (with finances, infrastructure, personnel, etc.).
- The next QEP topic should be measureable, generating both qualitative and quantitative results.
- The next QEP topic and its assessments should be formative and summative for at least five years.

Distribution methods for the survey included the following:

- Email to faculty and staff

- Email from the director of student life to all currently enrolled students
- Email to all alumni
- Reminders in the Weekly Event feed and Flush Flash calendars, ongoing Student Life communications
- Reminders scheduled in GHC Inform, the community-wide daily news alert
- Encouragement from academic deans to their departments to participate
- Encouragement from QEP team members to colleagues to participate

Identification of the Topic

The results of our institution-wide survey of potential QEP topics were compiled in late September 2016 and subsequently reviewed by the QEP team, as well as the President's Cabinet. The survey results indicated strong, college-wide support for focusing on improvements to advising as the GHC QEP.

As demonstrated by Table 1 below, academic advising received the highest agreement values in the areas of 1) supporting the mission of GHC, 2) being verifiable by evidence, 3) demonstrating financial feasibility, and 4) having the most potential for impacting student learning and success.

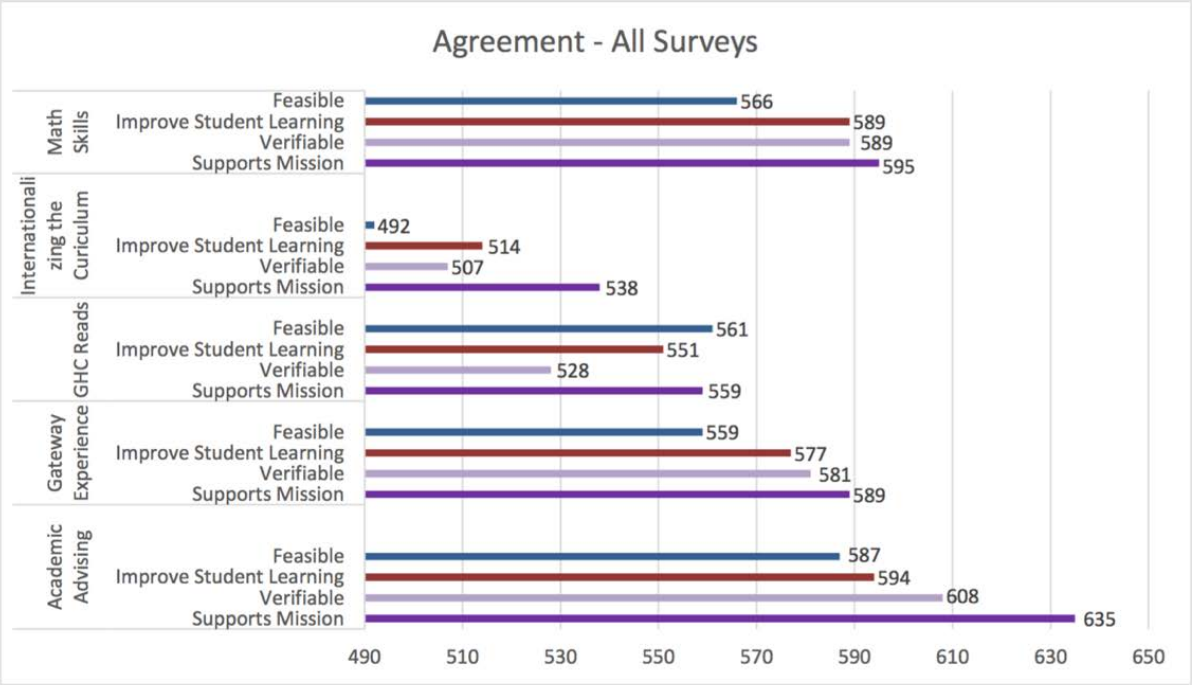


Table 1

Furthermore, Table 2 demonstrates that GHC faculty, staff, administration, and students prefer an academic advising QEP and believe that it should result in significant, even transformative, improvements in the quality of student advising and the improvement of student learning at the college.

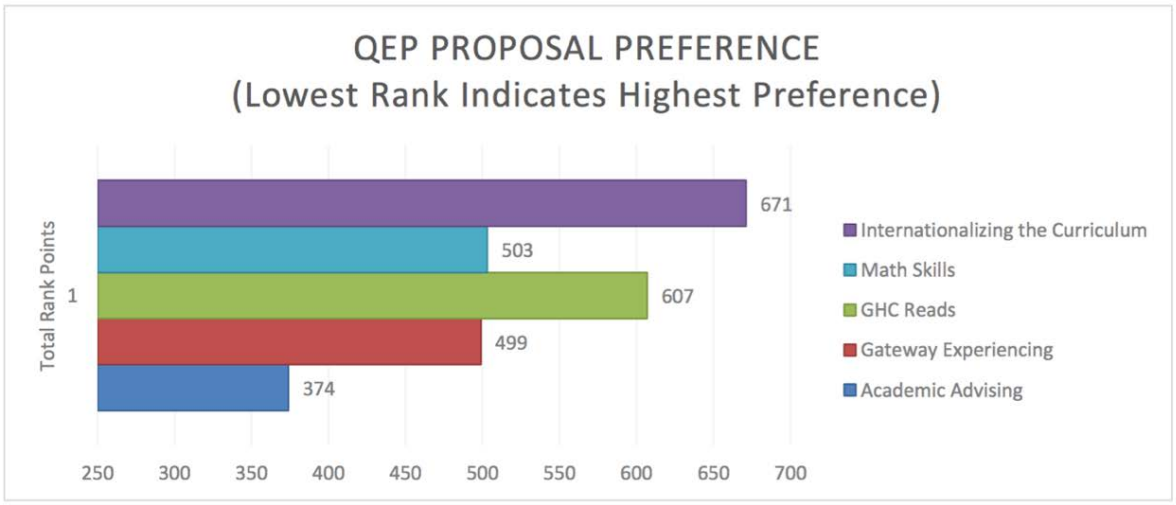


Table 2

Based on these results from the college community, the QEP team recommended advising as GHC's QEP. The topic selection was approved by the President's Cabinet in October (see Appendix C: President Cabinet Meeting Minutes).

Conceptualization of the Plan

During Fall 2016, the QEP team changed its focus from identifying a topic to conceptualizing a plan of action related to advising. The team analyzed existing advising processes within GHC and began reviewing advising best practices from around the nation. New team members were added with specific experience and expertise in advising, and exploratory committees were established to help facilitate the implementation of an effective QEP focused on advising:

Research	Student Learning Outcomes	Planning
Data Collection	Goal Setting	Timeline
Literature Review	Implementation and Planning	Budget
Best Practices	Assessments	Marketing

In November of 2016, the exploratory committees began the process of creating the QEP. The data collection team marshaled existing college data related to academic advising. This included reviewing the most recent CCSSE results from 2014 and the latest PASS from 2015-16. Advisors were surveyed regarding their understanding of academic advising processes, and PASS survey questions sought student feedback regarding academic advising.

CCSSE data indicated that students lacked sufficient career counseling and discussions of academic goals beyond the GHC degree pathway. 34.2% of survey participants reported that they never talked about career plans with an instructor or advisor, which was below the cohort mean for both part-time and full-time students. PASS survey data pointed to general student satisfaction with advising services at GHC. 86.5% of students completing the survey (n=306)

report being able to easily contact an academic advisor, while 93.1% report understanding the requirements of their programs of study. Yet, only 67.7% of students met with either a faculty or professional advisor and even fewer (56.2%) strongly agreed that their professional or faculty advisor was helpful in assisting with the development of their academic plan. Additionally, only 73.2% of respondents agreed that a professional or faculty advisor discussed their educational goals and plans beyond GHC (see Appendix D: PASS Survey Data).

The team conducted a second community-wide survey, which was sent to faculty and staff on November 28. Survey results were used to identify the elements of effective advising overall, as well as to gain a general sense of GHC's strengths and weaknesses related to advising. Survey results indicated a widespread belief that the QEP should focus its attention on five key components of effective advising:

- individualized academic planning
- broad-based goal setting including both academic and career advice
- accessibility
- personalized, cognitive and non-cognitive support
- timely and effective course selection.

Suggestions for improvement for advising at GHC included mandatory visits with assigned advisors, developing a mechanism for increasing faculty participation in advising across all disciplines and sites, creating a comprehensive training plan for all advisors, and utilizing software to facilitate a more streamlined advising experience at GHC (see Appendix E: Faculty and Staff Advising Survey).

Developing the Plan

Throughout Spring 2017, the QEP team revised the vision statement for advising in alignment with the college goals. In particular, the QEP supports the following college goals:

- Effect quality teaching and learning focused on academic achievement and personal and professional growth;
- Provide comprehensive student services that encourage and enable all students to be successful learners.

Clear expectations for advising were refined and student learning outcomes (SLOs) were established. Additionally, the members reviewed processes to ensure that all GHC students would meet with an advisor to develop a plan for success during their first semester of enrollment with the college. The comprehensive plan would serve as a guide for progression toward transfer, graduation, or entry into a career.

Student Learning Outcomes

Advising at GHC has long been a joint effort between professional advisors and faculty advisors. In the early 2000s, the college was recognized for its advising efforts. Professional advisors once worked closely with faculty advisors, but a reorganization in 2013 reduced the clarity of roles. In the spring of 2016, another reorganization occurred forming a comprehensive Academic Success Center to include advising, tutoring, and early alert. As the department began to clearly define roles and responsibilities to meet students' needs, the GHC community selected advising as the QEP.

Using data from surveys of the college community, the implementation team worked with other key stakeholders to identify what students should be able to do as a result of Quest for Success. These discussions resulted in two overarching goals and five specific student learning outcomes, which encompass both academic (cognitive) factors and non-academic (non-cognitive) factors as outlined in holistic student development literature.

Overarching Goal 1: To help students develop self-direction and decision-making skills related to their academic success.

SLO A: Students will determine their reason(s) for attending college.

SLO B: Students will assess their academic strengths and weaknesses.

SLO C: Students will identify and utilize appropriate resources for addressing weaknesses and developing strengths.

Overarching Goal 2: To foster student success through improved academic planning skills.

SLO D: Students will develop a success plan tailored to their academic needs and professional interests.

SLO E: Students will participate in a comprehensive advising process.

Overarching Goal 1:

SLO A: Students will determine their reason(s) for attending college.

Students will assess their career interests and opportunities in order to to develop a plan for timely completion of their goals. Currently, there is no systematic, institutional effort to have students complete career inventories. Many students come to GHC convinced they want to be nurses, only to discover they panic at the sight of blood or lack basic dispositions toward being caregivers. Many come lacking a clear understanding of why they are attending, but discover their purposes almost accidentally. Research indicates that students' motivations for attending college are correlated with their overall success (Guffrida, Lynch, Wall, & Abel, 2013). Asking students to examine their reasons for attending GHC will thus contribute to student success.

SLO B: Students will assess their academic strengths and weaknesses.

Students will use a variety of resources to assess their academic strengths and weaknesses using a variety of resources and inventories. Knowing these parameters can help students and advisors design support structures and capitalize on academic opportunities. Helping students to understand their own strengths and weaknesses, a concept under the larger umbrella of metacognitive strategies, has been correlated with improved student success (Young & Fry, 2008).

SLO C: Students will identify and utilize appropriate resources for addressing weaknesses and developing strengths.

By participating in mantadory small group advising meetings, students will engage with professionals who can direct them to institutional resources and peer support. Ongoing advising with trained faculty members and advising specialists will provide a platform for monitoring and encouraging students' use of resources.

Overarching Goal 2:

SLO D: Students will develop a success plan tailored to their academic needs and professional interests.

Students will develop self-direction and demonstrate decision-making skills by taking more responsibility for their course selection. In recent years, advising at GHC consisted mostly of course selection rather than the more holistic and comprehensive approach to developmental advising advocated by experts in the field (Koring, 2005). To this end, students in the new advising model will work with advising professionals to create a success plan, including current and future course selection, to help guide them along their individual pathways.

SLO E: Students will develop self-direction and decision-making skills related to their academic success.

Rather than offering the Quest for Success as an optional advising plan, this project requires that students participate in mandatory advising activities, offered at key moments in their academic careers. “Students don’t do optional” is a refrain attributed most often to Kay McClenney at the Center for Community College Student Engagement (Mangan, 2013; O’Banion 2013). By week five of the first term, students will meet with an advisor in a small-group setting to discuss the process of creating a success plan. Future advising sessions in the first two terms of college will put students on the path to realizing that success plan. Holds on the students’ accounts will prevent them from registering for the next term’s classes until they resolve their required advising activities.

Literature Review and Best Practices

Topic Selection

During the rigorous topic selection process, the QEP committee determined that students, faculty, staff, and community members desire an improved advising process at GHC. Once the topic of advising was chosen, a literature review was conducted to help clarify the role of advising in student learning and identify best practices in advising that could be incorporated into a redesign of our advising process. In particular, the committee sought to understand how excellent advising can enhance the student learning experience at GHC.

A review of the literature indicates that, ideally, academic advising not only improves student retention and success (Nutt, 2003; Pascarella & Terenzini, 2002; Tinto, 2002), but also positively impacts the environment for student learning. According to Campbell and Nutt (2008), academic advising is a student experience that has the potential to “create, foster, and cultivate student curiosity and engagement in learning.” Advisors “help students identify pathways to academic and social success” by encouraging students to “take advantage of the learning and personal opportunities their school makes available” (Kuh, 2006). Academic advising is “perhaps the only structured campus endeavor that can guarantee students sustained interaction with a caring and concerned adult who can help them shape a meaningful learning experience for themselves” (Hunter & White, 2004). Additionally, academic progression and grade point averages can be improved through academic advising (Young-Jones et al., 2013). Thus, effective academic advising can make students more engaged learners in the classroom and positively impact classroom outcomes.

Student learning, however, does not stop at the classroom. Hemwall and Trachte (2005) argue that academic advising should be seen as central, and not peripheral, to the learning mission of

the college, a position echoed by NACADA: “Academic advising is integral to fulfilling the teaching and learning mission of higher education” (2006). As part of its mission statement, GHC has articulated a goal of “effect[ing] quality teaching and learning focused on academic achievement and personal and professional growth” (“Mission and Goals”). While academic achievement may be seen as the traditional realm of classroom learning, personal and professional growth certainly falls within the purview of academic advising and highlights its centrality to student learning. Likewise, Campbell and Nutt (2008) argue that advising is a form of teaching.

In its *Concept of Academic Advising* (2006), NACADA outlines a vision for student learning through academic advising that is based upon “a series of intentional interactions with a curriculum, a pedagogy, and a set of student learning outcomes.” The document states, “through academic advising, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and global community.” This vision articulates the foundation of the academic advising curriculum, through which students learn how to effectively navigate their roles as learners in higher education. By establishing an academic advising curriculum that emphasizes the teaching role of advisors, it is clear that academic advising has the potential to improve not just the environment for student learning but student learning itself.

Implementation

It is imperative to GHC that the redesigned academic advising process reflects best practices in the field in order to strengthen the teaching/learning relationship between advisors and students as well as to improve student learning both inside and outside of the classroom. One of the first resources consulted was NACADA, which serves as a global leader in the field. NACADA has compiled a list of “Definitions of academic advising” (2003) that describe different academic

advising theories as well as activities that constitute the academic advising relationship between advisor and student. One formative definition from Enders, Winston, and Miller (1982) defines academic advising as a process that "assists students in the clarification of their life/career goals and in development of educational plans for the realization of these goals." In contrast, the academic advising program at Georgia Highlands currently focuses on course selection and registration. The new advising protocol, Quest for Success, changes this by helping students create individualized plans that help them identify and overcome cognitive and non-cognitive barriers to academic and personal success through small-group meetings with advisors and individual advising sessions.

Additionally, Campbell and Nutt (2008) put forth several guidelines for academic advising programs that informed the process of designing an implementation plan for Quest for Success. These guidelines include:

1. *Widely sharing a philosophy/mission for academic advising that links it to the teaching and learning mission of the institution*. Through the QEP's marketing strategy, students, faculty, staff, and the community will be aware of GHC's advising mission. Additionally, sharing information about the advising process will be a featured part of new student orientations.
2. *Identifying clear outcomes for student learning within advising that are derived from the philosophy and mission of the college.* In developing the new advising process, the team articulated clear learning outcomes that interface with GHC's advising mission to create learning opportunities for our students. These learning outcomes have guided the design of the initiatives and assessments that make up Quest for Success.
3. *Designing systemic and systematic processes of assessment to inform and support changes in philosophy and practice*. Assessment of the QEP layers qualitative and quantitative data, as well as direct and indirect measures, into a model that relies on

both formative and summative outcomes to provide regular feedback regarding how effectively this new advising model is contributing to student success. The assessment plan is thus designed to provide broad-based data with which to continually improve the culture of advising at GHC.

4. *Implementing comprehensive and ongoing professional development programs that are informed by the identified outcomes for student learning and the delivery of academic advising*. Quest for Success hinges on a professional development program for both professional and faculty advisors at GHC. In particular, all advisors will go through a comprehensive training protocol facilitated by the CETL before engaging in an advising/teaching relationship with students as part of the QEP.

Furthermore, Kuh (2006) argues that "connecting early with advisees is essential," which is why Quest for Success requires a mandatory small group meeting between advisees and a professional advisor within the first five weeks of the first semester.

Additionally, one of the resources the Quest for Success process will utilize is a student success software platform, Student Success Collaborative-Navigate by EAB (EAB Navigate). EAB Navigate will assist our advisors in teaching students how to plan for success by allowing students to create individualized guided pathways through their interaction with the platform. According to the Complete College Georgia website: "guided Pathways…ensure that students receive guidance to complete degree programs efficiently, without taking excessive courses that will not count toward degrees. Overall, the goal is to increase guidance to students by providing clear degree roadmaps and intrusive advising to keep them on the path to a degree." Furthermore, *The Chronicle of Higher Education* recently identified EAB Navigate as a key technology used by colleges to help students declare a major and stay on track (Mangan, 2017).

Actions to be Implemented

Quest for Success Advising Program

Quest for Success is an advising protocol that facilitates connections between students, faculty, and support staff, beginning with admission to the college for students new to GHC. By targeting this group, advisors work with the largest population of students and help shift the advising culture for all GHC students and faculty. Quest for Success does not include transient students, post baccalaureate students, athletes, and high school dual enrollment students, but the advising skills developed in our Quest for Success training program for faculty and staff advisors will enhance all students' learning experiences regardless of the student's status.

Orientation: Introducing Students to Quest for Success

All new GHC students will participate in orientation, where they are introduced to the Quest for Success initiative. Orientation staff will provide sample documents representing a variety of hypothetical student profiles, such as transfer students, or adult learners. Orientation staff will explain communication tools like GHC email, text messaging, and EAB Navigate notices, while emphasizing free campus resources available to help students acclimate to their first weeks of college. Students will gain access to tools allowing them to begin a personal student inventory of their academic strengths and weaknesses, identify their potential academic and career interests, and acknowledge factors that might influence their ability to reach their goals. These tools may include the GRIT survey (Duckworth 2007), a Mindset assessment (Dweck 2006), and other cognitive and non-cognitive assessments built into EAB Navigate.

Self-Inventory

Throughout the first weeks of the term, students will attend classes, establish a weekly routine, identify personal study habits, and continue to work on the inventory assessments assigned during orientation. Although students may have taken similiar inventories before, assessment

about their attitudes toward learning and career paths can be understood in a more useful way within the context of the daily routine of balancing classes, study, work, and non-academic life. This metacognitive process facilitates longer-term thinking about goals and ambitions beyond GHC. During this window, students will also self-register for Advising Activity #1 via EAB Navigate for a mandatory small group session at the time and campus that best fits their schedule.

Advising Activity #1

This mantadory, first-term activity is designed to allow new students to work together in small groups to build community. Led by a professional advisor or faculty advising specialist, these sessions will emphasize resource availability and answer questions frequently asked by first-time GHC students. The goal of these conversational, informal sessions is to inventory the students' learning process at this point in the term, identify shared experiences, and encourage connection between students and between the students and the advisor. These student-focused, small group sessions will allow students to reflect on how students view their experience as college students, with emphasis on the relationship between study skills, time management, and success in classes (see Appendix F: Small Group Lesson Plan). The next steps on the Quest for Success are explained, and students are instructed to complete the following in preparation for Advising Activity #2:

- Reflect on personal inventory as a result of completed assessments
- Reflect on lessons learned to date about academic strengths and weaknesses
- List challenges or obstacles that might impede progression
- Identify a preferred major
- Identify two or three career paths linked to that major.

To reduce the number of first-term students who miss the opportunity to complete Advising Activity #1, a series of protocols aims to provide students with clear direction. First, all students

will have registration hold preventing them from course registration, and the holds will be released as soon as they satisfy the mandatory advising requirements. Second, concentrated marketing and communication efforts for Quest for Success during the first weeks of each term will remind students to select their time slot for this mandatory activity. Students will be incentivized to participate by being eligible to receive promotional items related to the Quest for Success. On every campus, advisors will be proactive by contacting students who either do not register for a small group time or who miss their small group meetings. Finally, the QEP Coordinator will be responsible for facilitating development of an alternative Advising Activity #1 Module, an online, activity-based resource. Rather than advertise this online option, advisors will offer it on a case-by-case basis to students who, for whatever reason, cannot attend a session on campus (See Appendix G: Communication with Students Flowcharts 1-3).

Advising Activity #2

Again, all students enter term one with two holds. When they compete Advising Activity #1, they must meet individually with a professional advisor or faculty advising specialist to release their second hold. In this one-on-one meeting, the professional advisor or faculty advising specialist and the student review student-created success plans. The goal is to pair students with the same advisor who led their small group session, whenever possible. After discussing the student's success plan, reviewing the student's progress in courses, and addressing any additional concerns, the advisor removes the second hold and assists the student to register for Term II classes. The advisor also connects the student to a faculty member who has completed Quest for Success advisor training. Aided in logistics by EAB Navigate, the advisor links faculty and students sharing similar interests, backgrounds, locations, or schedules (see Appendix H: Advising Meeting Agenda). EAB Navigate will also help advisors and advisees communicate to complete this mandatory advising step.

Advising Activity #3

All students in the Quest for Success program enter the second term with one registration hold. The student attends a mandatory meeting with the recommended faculty advisor to share achievements and challenges with that student's individualized success plan, an online, evolving record of student's progress and experience at GHC. The faculty advisor asks about other factors that may influence the student's ability to achieve the listed goals, offers suggestions, and listens to the student's concerns. As a result of case-based, active-learning advisor training, faculty advisors should be motivated to empower students while respecting their individual journeys. Faculty advisors will maintain a student-centered mindset, while using their knowledge of the institution and of educational systems to augment information the student needs to succeed. If questions arise that the faculty advisor cannot answer, as is invariably the case with most advising appointments, the faculty member will have been trained in how to walk the student through the steps necessary to answer the questions together. This marks a shift in the advising culture at GHC, empowering advisors to use these opportunities as a way to demonstrate the value of life-long learning, resource application, and research. During this appointment, the faculty advisor will assist in registration. The term two hold is removed. The student and the faculty advisor will also establish check-in points when they will communicate again to discuss the student's progress towards goal completion. As the student moves forward each term, the student and faculty advisor will meet as often as necessary to help the student amend or adapt the success plan as appropriate.

Professional Development

According to Robert Berdahl, University of California Berkeley, "advising should be at the core of an institution's educational mission rather than layered on as a service" (1995). At GHC, a combination of factors have contributed to a culture where advising is regarded by some as a

burdensome chore, a task to be endured a few times a year in addition to “regular” duties. Other faculty and staff members relish the one-on-one time with individual students and dedicate hours to office conversations, emails, or texting. Some students meet to discuss their futures with faculty members and then forget those conversations when it comes time to register for classes, so they meet again with professional advisors. This is an ineffective use of resources and an inefficient use of time. In a November 2016 survey on academic advising at GHC, faculty and staff members responded to an open-ended question about improving advising by asking for guidance on how to “nurture self-direction and advocacy” in our students, how to “be a mentor,” and how to “advise like professional advisors.” In the same survey, over 65% of participants said they would benefit from academic advising workshops designed to improve advising knowledge and skills (Appendix E). By emphasizing through professional development opportunities that advising *is* teaching, Quest for Success aims to enrich the advising experience for students and faculty.

As part of the QEP, a QEP coordinator will be hired (see page 33). The QEP coordinator will partner with the CETL, the Academic Success Center (ASC), and the QEP action team to create a training process for faculty and staff that reframes advising as a core element of the GHC experience. The goal is to create a series of mandatory training sessions built from best practices as outlined by the NACADA Academic Advising Core Competencies and others. These sessions will become valued opportunities for professional development toward promotion and tenure and support GHC’s goal to be a learning-focused institution on all levels, not just for our students. A tiered structure for advising training and development will be implemented where faculty can move through the levels to become certified in academic advising. The academic deans will consider the completion of this training on faculty evaluations and use it as a determining factor for promotion, tenure, and merit increases.

Advisor Awards & Rewards

Recognizing achievement is an important element of motivation for many. In order to recognize the work of faculty advisors, in conjunction with the professional development program, individuals will be recognized as they achieve new levels of proficiency and mastery with academic advising. Although all faculty will be required to meet minimum expectations, faculty will be encouraged to go beyond this threshold of training as they will be able to earn advanced certificates for training completed. These achievements will be documented so that faculty can include their work in promotion and tenure, annual evaluation, and merit increase considerations.

Likewise, the CETL will develop a new set of awards to recognize advising-as-teaching. The CETL will oversee a process for nominating three new awards: Advising-Is-Teaching Faculty Advisor of the Year, Advising-Is-Teaching Advising Professional of the Year, and smaller student-nominated “Thank a Teacher: Advisor Edition” awards.

- AIT Faculty Advisor of the Year: Open only to faculty advisors (not professional advisors or advising specialists), this award will be nominated by students, faculty, or staff. The CETL Awards Committee will review applications and make a decision based on the quality and quantity of nominations tied to the Quest for Success student learning outcomes.
- AIT Advising Professional of the Year: Open to professional advisors and advising specialists, this award will be nominated by students, faculty, or staff. The CETL Awards Committee will review applications and make a decision based on the quality and quantity of nominations tied to the Quest for Success student learning outcomes.
- “Thank-a-Teacher: Advisor Edition” will be an online form to be filled out by students. Awards can be given throughout the year and used in the course of nomination for other

awards, promotion and tenure, annual evaluations, and/or merit increases. The CETL will process the submissions and deliver printed awards to recipients monthly.

Training Leadership

Overseeing the full scope of the training program falls to the QEP coordinator, with the support of the QEP action team. The advising department will provide guidance for developing training materials based on best practices in advising and their knowledge of the needs of GHC's student population. The CETL will facilitate the training, working with the QEP Coordinator to provide physical space, logistical support, and supplies as needed. Housing advising training in the CETL establishes this training as integral to faculty and staff performance evaluations. The CETL will record attendees and provide that information to academic deans and managers.

Development of Program Materials

The advising department, select faculty advisors, the CETL, and the QEP action team will work as a training team to develop lesson plans for advising training sessions. Training will be developed using NACADA best practices as a model for content development and delivery. As Givans Voller notes, "Training new academic advisors takes time and energy; providing professional development for experienced academic advisors can be even more challenging" (2012, n.p.). Building on Habley's Model for advisor training, faculty at GHC will be trained across five components of advising: the conceptual, the informational, the relational, the personal, and the technological (McClellan, 2007, n.p.). While there are some good practices in place at the institution, the goal of this project and the associated training is to "lift the level of advising effectiveness" (McClellan, 2007, n.p.) Faculty will be trained in cohorts each April and October, allowing ample time for curriculum development and revision to the training protocols.

Implementation of Training

Cohort 1:

This group consists of professional advisors, current faculty advising specialists, and a designated group of faculty advisors. As the leaders in advising and registration, this group has valuable insight to contribute to the ongoing development of the training materials. They will complete their training in the term before Quest for Success begins for students.

Cohort 2:

Newly hired faculty members will attend training sessions with a designated group of established faculty members. Training recent hires in the new protocol for advising will help to accelerate the shift in faculty expectations and attitudes towards improved advising. At the same time, long-time faculty advisors can offer their invaluable perspectives to shape and improve the training protocol. Cohort 2 will complete their training in the first term Quest for Success opens to students.

Cohorts 3-5:

These cohorts include groups of faculty and staff members who will be called on to advise students. Training for each of these cohorts will occur in April and October each academic year. Once the fifth faculty cohort has been trained, the institution will be in a position to sustain training activities as new personnel are hired into the institution. Throughout the process, input and observations from previous cohorts will continue to shape training protocol.

Ongoing Professional Development:

GHC emphasizes life-long learning and development. As such, the QEP Coordinator will work with the CETL and the ASC to develop supplemental training sessions for members of each cohort, offered several times after they begin advising students under the new protocol. Although not mandatory, these training sessions may focus on specific issues encountered

during the life of our QEP. In addition, EAB Navigate will house up-to-date resources and best practice guides for faculty. Advisors who attend post-training sessions will be recognized through certification and advisor awards for their passion for quality advising.

Marketing Campaign

Phase One: QEP is Coming

The goal of the first phase of marketing is to familiarize faculty and staff with the language of the QEP and Quest for Success. An important element of phase one is a faculty and staff-facing campaign incorporating video as well as static and dynamic quest imagery with a simple message that the QEP is coming. The tone of the marketing campaign draws on cultural references while using humor to pique interest and curiosity. Phase one will be introduced to faculty and staff at the annual In-Service Meeting on 25 August 2017. Since currently enrolled students are not part of the target audience for the QEP, phase one marketing will focus on educating faculty and staff in preparation for the changes in advising approaches and enrichment of professional development surrounding advising.

Phase Two: QEP is Here

Phase two will be piloted with select students beginning in fall 2018. Phase two marketing will consist of videos, printed materials, and promotional items targeting students enrolling for spring 2019. Once again, the goal of the campaign is to pique interest among stakeholders. As a result of the phase one marketing campaign, faculty and staff will be able to contribute to the Quest buzz by promoting and explaining the program in individual meetings, campus activities, and in the classroom. Also, the Quest for Success website will provide more information on how students can schedule appointments, use EAB Navigate, understand the advising process, and begin to develop their individual Quest for Success plan. The student-facing marketing plan includes a rewards program, incentivizing students to complete steps along their Quest for Success.

Timeline

Year	Semester	Charge	Tasks	Accountability	Supporting Documents
Year 0	Spring 2016	A. Form the QEP Steering Committee	A.1) Nominate representative members from faculty, staff, and student body. A.2) Select chair and vice chair	List developed and vetted by Renva Watterson (VPAA); Approved and announced by President Green, 18 April 2016	Appendix A
		B. Topic Selection Phase 1: Consider Possible QEP Topics	B.1) Review national education reports and CCSSE B.2) Seek input from faculty, staff, students, and alumni through surveys, focus groups, and town hall meetings. B.3) Develop list of possible QEP topics B.4) Discuss options and narrow list	Office of Planning, Assessment, Accreditation, and Research (PAAR); VPAA's office; QEP team	Appendix D
		C. Topic Selection Phase 2: Research Top Seven Topics	C.1) Create focus groups to evaluate seven possible topics C.2) Narrow list to top five topics	QEP team	Appendix B

Year	Semester	Charge	Tasks	Accountability	Supporting Documents
Year 0	Fall 2016	A. Topic Selection Phase 3: Select a QEP Topic	A.1) Faculty, staff, and students vote on final topic selection A.2) Propose advising as topic A.3) Obtain President's Cabinet approval A.4) Announce QEP topic	QEP team and President's Cabinet	Pg. 6
		B. Narrow Focus of Advising QEP	B.1) Gather information on current state of advising: conduct GHC-wide survey B.2) Based on survey results, determine specific QEP initiatives: a) Individualized academic planning b) Academic and career goal setting c) Accessible and approachable point of contact d) Personalized, holistic support e) Timely and effective course selection	QEP team; Academic Success Center Director Jennifer Hicks; Webmaster Marc Hannah	Appendix E
Year 0	Spring 2017	Conceptualize Advising QEP from Training to Assessment	Reorganize QEP team into five teams: 1. implementation 2. assessment 3. writing 4. marketing 5. budget	VPAA Watterson; Special Assistant Cathy Ledbetter; QEP chair, QEP vice chair, and Director of Academic Success, Jennifer Hicks	Pg. 11 Table

Year	Semester	Charge	Tasks	Accountability	Supporting Documents
Year 0	Summer 2017	A. Post QEP coordinator position	Develop job description	QEP implementation team; QEP chair; advising council; academic deans	Pg. 41
		B. Develop Implementation Plan	B.1) Develop specific advising initiatives and activities B.2) Craft training protocol and timeline	QEP implementation team; assessment team; QEP chair; QEP vice chair	
		C. Develop Assessment Plan	C.1) Determine specific goals of QEP C.2) Finalize SLOs C.3) Develop assessment instruments and determine benchmarks	C. QEP assessment team; PAAR	Appendix J
		D. Establish Budget	D.1) Develop overall QEP budget through year five D.2) Develop and present yearly budgets	QEP budget team; VPAA Watterson; GHC Office of Finance and Administration	Pg. 48
		E. Write QEP Document	Compose the final QEP proposal to be sent August 21, 2017.	QEP writing team; QEP team	
		F. Create Marketing Campaign	Develop a faculty and staff-facing marketing campaign to increase awareness and support for the new advising initiatives	QEP marketing team; GHC Advancement Office; GHC Office of Marketing and Communications	Pg. 29

Year	Semester	Charge	Tasks	Accountability	Supporting Documents
Year 0	Fall 2017	A. Introduce Quest for Success to Faculty and Staff	Plan presentation for all faculty and staff at Fall 2017 in-service	QEP marketing team; GHC faculty and staff	
		B. Hire QEP Coordinator	Interview and hire	Search committee	
		C. Welcome SACSCOC Site Visit		Full GHC Community	
		D. Design Advising Training Program	Create training team	QEP coordinator; QEP implementation team; the CETL; GHC Academic Success Center	
		E. Attend annual NACADA Conference	Identify first three participants	QEP coordinator	
Year 0	Spring 2018	A. Kickoff Quest for Success among Faculty and Staff	Charlie Nutt presentation at general faculty meeting	Full GHC faculty and select staff	
		B. Begin implementation of EAB Navigate	Process map onboarding; begin data extraction	QEP action team Technology Sub-team; GHC IT; President	
		C. NACADA Brown Bag Workshops	NACADA conference attendees conduct lunch-n-learn sessions	QEP coordinator; the CETL; conference attendees	
		D. Begin Advising Training Program for Pilot Cohort	Identify and notify cohort 1 participants	QEP coordinator; QEP action team; the CETL	

Year	Semester	Charge	Tasks	Accountability	Supporting Documents
Year 0	Spring 2018 Continued	E. Refine Quest for Success Program to Prepare for Pilot	E.1) Define student activities E.2) Identify career inventories available to students	QEP coordinator; QEP action team; the CETL; Academic Success	
Year 0	Summer 2018	A. Identify Student Batch Pilot	Identify and notify students as they enroll as first-time GHC students for Fall 2018.	QEP coordinator; QEP action team	
		B. Market Quest for Success Program to Student Batch Pilot	Distribute Quest for Success information during the student on-boarding process.	QEP coordinator; GHC Marketing and Communications Department	
		C. Identify and notify NACADA 2018 attendees		QEP coordinator; QEP action team	
		D. Continue EAB Navigate implementation		QEP action team	
Year 1	Fall 2018	A. Market Quest for Success Program		GHC Office of Marketing and Communications; QEP coordinator	Pg. 29
		B. Launch Quest for Success Program with Student Batch Pilot (n=<200)	B.1) Advise student batch pilot B.2) Gather regular feedback from all stakeholders.	Advisor cohort 1 with support of the CETL; QEP coordinator; GHC Academic Success director; Student Services	Pg. 21
Year 1	Fall 2018 Continued	C. Train Advisor Cohort 1 (n=20)	C.1) Gather feedback on training process from advisor cohort 1 C.2) Identify members of cohort 2.	QEP coordinator; the CETL; advisor cohort 1	Pg. 27

Year	Semester	Charge	Tasks	Accountability	Supporting Documents
		D. Develop Post-Training Continuing Education Program	D.1) Identify participants willing to share their advising experience D.2) Work with academic deans to support training as professional development for promotion and tenure.	Training team; CETL; QEP coordinator	
		E. Attend NACADA Conference		QEP coordinator; selected faculty and staff	
		F. Soft Launch of EAB Navigate Software for Batch 1 pilot	F.1) Provide training for all stakeholders F.2) Coordinate with EAB Navigate team F.3) Identify and resolve conflicts	QEP action team; GHC IT	
Year 1	Spring 2019	A. Assess Advising Program and Revise Based on Launch Experience	A.1) Assess student progress from batch pilot A.2) Gather feedback from advisors, faculty, and students A.3) Adjust protocol as needed	QEP action team-Training Sub-team; the CETL; QEP coordinator; advisor cohort 1; batch pilot; batch 1	
		B. Adjust Quest for Success Program Based on Pilot Experience	B.1) Assess student progress from batch pilot B.2) Gather feedback from advisors, faculty, and students B.3) Adjust protocol	QEP action team-Training Sub-team; the CETL; QEP coordinator; advisor cohort 1; batch pilot; batch 1	
		C. Train Advising Cohort 2 (n=20)	C.1) Identify members of cohort 3 C.2) Recruit members of cohorts	QEP action team-Training Sub-team; the CETL; QEP coordinator;	

Year	Semester	Charge	Tasks	Accountability	Supporting Documents
Year 1	Spring 2019 Continued		1 and 2 to contribute to training	advisor cohorts 1-2	
		D. Full Launch Student Batch 1 (n=700)	Advisor Cohorts 1 & 2 work with Batch 1	Advisor cohorts 1-2 with support of the CETL, QEP coordinator; Academic Success	
		E. Student Pilot Batch Moves to Faculty Advisors	E.1) Consider student preferences and faculty expertise to make faculty advisor recommendations E.2) Assign Faculty Advisors	QEP coordinator; advising; academic deans; faculty	
		F. Full launch EAB Navigate		QEP action team – Technology Sub-team	
Year 1	Summer 2019	A. Launch Student Batch 2 (n=200)	Advisor cohorts 1-3 work with student batch 2	Advisor cohorts 1-3 with support of the CETL, QEP coordinator; Academic Success	
Year 2	Fall 2019	A. Assess Training Program and Revise Based on Assessment and Launch Experience	A.1) Assess student progress from recent batches. A.2) Gather feedback from advisors, faculty, and students A.3) Adjust protocol as needed	QEP action team-Training Sub-team and the CETL; QEP coordinator; representatives from advisor cohorts 1-3	
	Fall 2019 Continued	B. Assess Quest for Success Program and Revise Based on Assessment and Launch Experience	B.1) Assess student progress from recent batches. B.2) Gather feedback from advisors, faculty, and students B.3) Adjust protocol as needed	QEP action team-Training Sub-team and the CETL; QEP coordinator; representatives from advisor cohorts 1-3	

Year	Semester	Charge	Tasks	Accountability	Supporting Documents
Year 2		C. Train Advising Cohort 3 (n=40)	C.1) Identify members of cohort 4 C.2) Recruit members of earlier cohorts to contribute to training	QEP action team-Training Sub-team; the CETL; QEP coordinator; representatives from advisor cohorts 1-3	
		D. Post-Training Continuing Education Program	D.1) Identify participants willing to share their advising experience D.2) Work with academic deans to support training as professional development for promotion and tenure.	QEP action team-Training Sub-team; the CETL; QEP coordinator	
		E. Launch Student Batch 3 (n=1,700)	Advisor cohorts work with student batch 4	Advisor cohorts 1-3 with support of the CETL, QEP coordinator; Academic Success	
		F. Student Batch 1 and 2 Move to Faculty Advisors	F.1) Consider student preferences and faculty expertise to make recommendations F.2) Assign faculty advisors	QEP coordinator; advising; academic deans; faculty	
Year 2	Spring 2020	A. Assess Quest for Success Program and Revise Based on Assessment and Launch Experience	A.1) Assess student progress from recent batches. A.2) Gather feedback from advisors, faculty, and students A.3) Adjust protocol as needed	QEP action team-Training Sub-team; the CETL; QEP coordinator; representatives from advisor cohorts 1-4	

Year	Semester	Charge	Tasks	Accountability	Supporting Documents
Year 2	Spring 2020 Continued	B. Train Advising Cohort 4	B.1) Identify members of cohort #5 B.2) Recruit members of earlier cohorts to contribute to training	QEP action team-Training Sub-team; the CETL; QEP coordinator; representatives from advisor cohorts 1-4	
		C. Post-Training Continuing Education Program	C.1) Identify participants willing to share their advising experience C.2) Work with academic deans to support training as professional development for promotion and tenure.	QEP action team-Training Sub-team; the CETL; QEP coordinator; representatives from advisor cohorts 1-4	
		D. Launch Student Batch 4 (n=700)	Advising cohorts 1-4 advise student batch 5 using Quest for Success Program	Advisor cohorts 1-4 with support of the CETL, QEP coordinator; Academic Success	
		E. Student Batch 3 Moves to Faculty Advisors	E.1) Consider student preferences and faculty expertise to make recommendations E.2) Assign faculty advisors	QEP coordinator; advising; academic deans; faculty	
Year 2	Summer 2020	A. Launch Student Batch 5	Advising Cohorts 1-5 Advise Student Batch 6 Using Quest for Success Program	Advisor cohorts 1-5 with support of the CETL, QEP coordinator; Academic Success	

Year	Semester	Charge	Tasks	Accountability	Supporting Documents
Year 3-5	All Semesters	A. Assess Training Program and Revise Based on Assessment and Launch Experience	A.1) Assess student progress from recent batches. A.2) Gather feedback from advisors, faculty, and students A.3) Adjust protocol as needed	QEP action team-Training Sub-team; the CETL; QEP coordinator; representatives from advisor cohorts	
		B. Assess Quest for Success Advising Program and Revise	B.1) Assess student progress from recent batches. B.2) Gather feedback from advisors, faculty, and students.	QEP action team-Training Sub-team; the CETL; QEP coordinator; representatives from advisor cohorts	
		C. Train Advising Cohorts	C.1) Identify members of cohorts C.2) Recruit members of earlier cohorts to contribute to training	QEP action team-Training Sub-team; the CETL; QEP coordinator; representatives from advisor cohorts	
		D. Post-Training Continuing Education	D.1) Identify participants willing to share their advising experience D.2) Work with academic deans to support training as professional development for promotion and tenure.	QEP action team-Training Sub-team; the CETL; QEP coordinator	
		E. Launch Student Batches	Advising cohorts advise student batches using Quest for Success program	Advising department; QEP coordinator; advisor cohorts	
		F. Student Batches Move to	F.1) Consider student preferences and faculty expertise	Advising department;	

Year	Semester	Charge	Tasks	Accountability	Supporting Documents
Year 3-5	All Semesters	Faculty Advisors	to make recommendations F.2) Assign faculty advisors	academic deans; faculty	

Organizational Structure

The coordinator of the QEP will facilitate day-to-day implementation of Quest for Success by working closely with the ASC and professional advisors (see Appendix I: Organizational Chart). In addition, this position coordinates with the SACSCOC leadership team, Academic Affairs, Student Affairs, the office of Planning, Assessment, Accredidation, and Research, the CETL, IT, Marketing and Communications, and other departments integrally involved in the QEP implementation. As a new hire, the coordinator of the QEP will be charged with engaging faculty, staff, and administrators to maintain the momentum of the QEP and to achieve and evaluate the desired outcomes of Quest for Success.

The coordinator will also manage documentation and reporting requirements as outlined by SACSCOC. The coordinator will manage the QEP budget, provide status reports, participate in budget planning, and pursue resources through grant-writing and development activities.

In order to ensure the success of the plan, the QEP Coordinator will be supported by a newly-formed action team, consisting of members who have been instrumental in the QEP planning stages as well as stakeholders in the advising culture at GHC.

QEP Action Team

After a December 2017 transition period spent working with the QEP Planning Committee, the QEP action team will assume responsibility for GHC's Quest for Success Advising QEP on January 1, 2018. This task force will lead GHC's efforts to implement, assess, and document the QEP.

QEP Action Team Responsibilities

- Hold bi-monthly full team meetings (more when needed)

- Hold monthly Sub-team meetings (more when needed)
- Review QEP budget intermittently and provide recommendations to the QEP coordinator
- Relay monthly status reports/updates to organizational units represented by each team member (more often when needed)
- Publish minutes for all full team and sub-team meetings, which will be taken by a Sub-team Team Leader and/or his or her designee. Minutes will be archived in a publically accessible location to be determined by the QEP Coordinator.
- Publish a monthly QEP newsletter for distribution via email to all faculty and staff.
- Establish Four Sub-Teams and Identify Members
    - Marketing/Website Sub-team
        - Design and produce internal and external marketing of the QEP
        - Maintain QEP website
        - Develop a plan for communicating QEP updates, success stories, special recognition, etc. to faculty, staff and students (may utilize existing modes of communication such as GHC-Inform, social media, and/or Flush Flash, and may involve development of new modes)
        - Share revisions and additions of all marketing plans with the QEP action team regularly
    - Training Sub-team
        - Design a comprehensive advisor training program for faculty and staff, including an incentive program to encourage continued participation beyond minimal training requirements
        - Schedule guest speakers
        - Determine NACADA conference participants each year

- Gather feedback from faculty and staff advisors on training needs and opportunities
- Communicate training requirements to the QEP action team and to faculty, academic deans, academic advisors and the Director of Academic Success

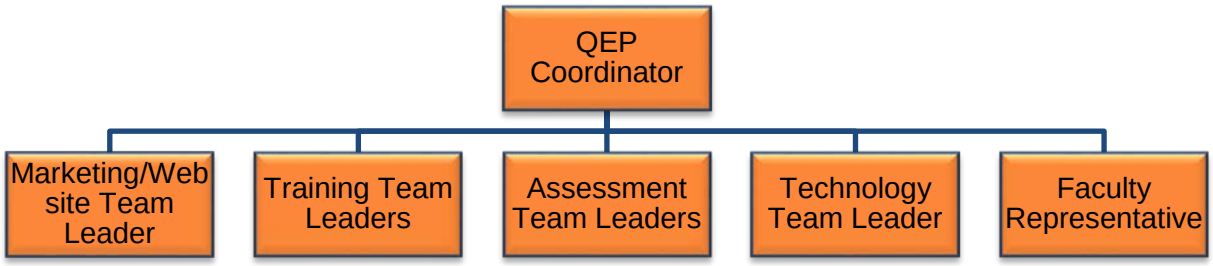
o Assessment Sub-team

- Revise assessment strategies as needed
- Track and analyze student participation in the pre-participation survey, career inventory, exit survey and Motivated Strategies for Learning Questionnaire
- Track and analyze student completion rates for the resource plan and utilization of identified/recommended resources
- Track and analyze graduation rates, retention rates, time to completion, and excess hours outside of degree requirements.
- Communicate results of data analysis and suggestions for use of those results to the QEP action team regularly

o Technology (EAB Navigate) Sub-team

- Coordinate implementation of EAB Navigate
  - Coordinate between EAB and relevant college stakeholders during the design and implementation of the system and throughout the life of the Navigate contract
  - Coordinate with the Training Sub-Team regarding EAB Navigate training for faculty and staff
  - Coordinate with the Marketing/Website Sub-Team to market Navigate to faculty, staff, and students
- Provide implementation updates to the QEP action team regularly

QEP Action Team Leadership



QEP Action Team Membership

The QEP action team needs to be proactive and respond rapidly to unexpected challenges as the QEP moves forward, making sure that all stakeholders are represented. To that end, the team will remain small with an even smaller group of sub-team leaders, who will act as a "cabinet" for the QEP Coordinator. Members of this sub-team must be prepared to meet on a weekly basis (more often as needed) and to communicate several times a month, both to the full action team and to their respective organizational units. The Marketing/Website, Training Team, Assessment, and Technology (EAB Navigate) Team Leaders are identified below. The Faculty Team Leader will be a volunteer taken from the Faculty Advising Specialists (FAS) or Faculty Representatives (FR). Should more than one person volunteer, the FAS and FR will vote to determine their representative on the Leadership Sub-team.

- QEP Coordinator (Chair)
- CETL Representative (Training Team Leader, Faculty)
- Academic Success Center Representative (Technology Team Leader)
- Advising Representative (Training Team Leader, Advisors)
- Faculty Advising Specialists
- Faculty Representatives
- Retention Representative
- IT Representative

- PAAR Representative (Assessment Team Leader)
- Student Affairs Representative
- MarCom Representative (Marketing/Website Team Leader)
- Faculty Senate Liaison
- SGA Liaison
- Special Assistant to the President for Planning, Continuous Improvement and Accreditation, Ex-Officio Member

The QEP action team Coordinator and Ex-Officio member will be permanent members of the action team who will continue to serve throughout the project. Faculty Representatives will serve two year terms only. Going forward, departmental representatives will be determined by the department heads and may rotate on or off the team per departmental staffing needs. The Faculty Senate Liaison and the SGA Liaison will be determined by those governing bodies. Liaisons will be asked to attend full team meetings, but they will not be required to serve on subcommittees.

To effectively change the culture of advising at GHC, the duties of all stakeholders in the advising project must be clearly delineated. A joint committee consisting of members of the QEP implementation team, academic deans, faculty senate, and GHC's advising council outlined specific roles and responsibilities for the following positions: faculty advising specialist, professional advisors, and faculty advisors.

Faculty Advising Specialist

1. Act as a liaison between the advising department and faculty; communicate advising information to faculty in the division: important dates, curriculum updates; communicate to advising department division curriculum changes and QEP updates
2. Serve as a faculty representative on advising council and QEP action team

3. Collaborate with the advising department to co-present the academic success portion of new student orientations
4. Collaborate with the CETL, the advising department, and the QEP coordinator to create, maintain, and conduct a comprehensive advisor-training curriculum
5. Collaborate with other advising specialists and professional advisors as needed
6. Monitor faculty advising participation and recruit faculty as needed for Quest for Success initiatives, new student orientation, and drop/add registration sessions
7. Report faculty participation to divisional academic deans
8. Participate in ongoing professional development
9. Advise a caseload of first term students
    a. Lead two small groups
    b. Advise at least 30 students

Professional Advisors

1. Manage an assigned caseload of new students by providing academic advising, registration if needed, and academic support and guidance
2. Organize, advertise, and conduct a small group advising session in the first few weeks of each term; facilitate these student-driven, small group conversations
3. Schedule one-on-one appointments with assigned students in their first term
4. Utilize advising software to its fullest potential
5. Track advising sessions for assessment purposes
6. Register students with academic holds, those who experience computer-generated prerequisite blocks, and those approved for overrides
7. Assist students in the development of career plans
8. Coordinate advising, course selection, and academic success portions of new student orientations

9. Deliver accelerated orientations
10. Refer students to appropriate institutional departments for non-advising related concerns
11. Attend training and meetings
12. Serve on search committees as requested
13. Travel to other campuses to assist with advising and orientation
14. Perform related duties

Faculty Advisors

1. Participate in Quest for Success second-term advising with an assigned caseload of 25-30 students each semester
    a. Individual student sessions last from thirty minutes to an hour.
    b. Sessions may include reviewing the student's current success plan, suggesting any necessary changes, discussing transfer and/or graduation options, discussing the student's career goals, and helping students complete a degree audit at the end of term two.
2. Participate in advising at a minimum of six student orientations per year
3. Participate in drop/add advising, two hours each semester
4. Utilize advising software to its fullest potential
5. Track advising sessions for assessment purposes
6. Refer students to appropriate institutional departments for non-advising related concerns
7. Attend ongoing advisor training

Resources and Budget Estimate

In order for the QEP to be successful, GHC must commit adequate resources: physical, material, and human.

Physical Resources

The Quest for Success Program will require little investment in physical space. Office and meeting spaces are currently available on every campus: Training sessions will take place in the CETL office or classrooms, and group advising sessions will take place in libraries and classrooms.

Material Resources

The largest investment required to support the QEP will be the purchase of software to facilitate effective communication between faculty, students, and staff. All stakeholders must share information such as success plans, academic progress records, student support service utilization, and advising records. GHC purchased EAB Navigate to support the Quest for Success program. Until EAB Navigate is fully functional, expected October 2018, we will implement stop-gap solutions to meet the needs of the QEP and our students. For the pilot batch, the QEP Coordinator will manually assign students to staff advisors. Because the pilot batch will be centralized to one instructional site, this matching will be manageable. Two holds will be placed on the pilot batch upon admission to the college: (1) Small-Group Advising Session (Advising Activity #1) and (2) One-on-one Advising Appointment (Advising Activity #2).

In order to ensure we are able to track the progress of the pilot batch without the assistance of EAB Navigate, advisors will utilize a BANNER report already in existence to retrieve lists of students who have the two holds and will engage in targeted communication to encourage

students to participate. Emails will be sent to these students with instructions on how to sign up for both advising activities.

The two holds will be manually removed by the assigned advisor once the student has participated in the advising activity. A note will also be added to the student's ScoreCard account indicating participation.

In addition to software, marketing materials to launch the QEP, including videos, promotional materials, and banners, are included in the budget estimate. Advising materials and office supplies will also be required, and they are reflected in the budget.

Human Resources

To ensure success of the QEP, GHC will make a substantial investment in human resources. GHC will hire a QEP coordinator who will be charged with the following responsibilities:

- Oversee day-to-day implementation of initiatives and activities of the QEP. Coordinate regular assessment of QEP goals, initiatives, and student learning outcomes. Time Allocation: 65%
- Chair the QEP action team. Convene QEP subcommittees or other working groups as needed. Report regularly to the College's SACSCOC leadership team, Executive Cabinet, Faculty Senate, and Advising Council. Time Allocation: 10%
- Collaborate with the CETL to provide development activities and opportunities for QEP stakeholders. Time Allocation: 10%
- Manage an assigned caseload of students in their first term at GHC by providing academic advising, course registration, and academic support and guidance. Time Allocation 5%

- Serve as the budget manager for QEP. Identify grant opportunities, develop grant proposals, monitor and assess grant budgets. Time Allocation: 5%
- Promote college-wide participation. Coordinate the creation and implementation of an internal public awareness campaign to increase knowledge of QEP. Assist in the creation and maintenance of the QEP website. Time Allocation: 5%

Professional development is also an essential element of the program. All of GHC's professional advisors and faculty advising specialists will be trained to advise using Quest for Success and most will attend NACADA conferences. In addition, all advisors will be trained in Quest for Success protocols. The initial training and ongoing continuing education is estimated at approximately five hours per year, and this time will count toward the professional development expectation for faculty and staff.

The launch of the Quest for Success program will require a reallocation of faculty and staff time. Fall semesters have the greatest new student population, and therefore will require the greatest expenditure of time. In fall 2016, there were 1772 new to GHC students. Using this number as a baseline for planning, we are confident we are situated to handle a significant increase in enrollment over the coming years. Faculty Advising Specialists will be assigned 150 of these (30 each). The remaining students will be divided between the eight professional staff advisors and the QEP Coordinator, a load of approximately 180 for each advisor. While we anticipate this load will grow each year as enrollment increases, there is a quite a gap between the national median case load noted by NACADA, which allocates 296 students to one full-time advisor (Robbins 2013).

Advising Activity #1 will include approximately 12-15 students and will take approximately an hour; Advising Activity #2 will take between forty-five minutes and one hour. During the first year

of the launch, professional advisors will devote the majority of their time to advising new students using Quest for Success but will also advise returning GHC students as needed. Faculty advising specialists will lead group and one-on-one advising sessions. Under our current advising model, faculty advisors are required to set aside 30 hours in the fall and 20 hours in the spring for individual advising appointments, for a total of 50 hours each year. Our current model does not make advising mandatory and students are not assigned to a specific advisor, resulting in some faculty advising well beyond the expected 50 hours and some falling significantly under. The new model will not require more time of faculty, but instead the time will be more prescriptive with assigned and mandatory advising. When the new advising model has been fully implemented after five years and every student enrolled has been assigned an advisor, the caseload expected of faculty will level off at 25 to 30 students. Prior to this time, it is possible that faculty will advise fewer students than they have in the past. The expectation is that Advising Activity #3, the one-on-one appointment with faculty, will last between 30 minutes and one hour, keeping the time faculty spend advising on par with past expectations of 50 hours each year.

Since each faculty advising specialist currently receives a course-release or stipend as compensation for their advising responsibilities, the QEP time is considered a reallocation of compensated time, not an additional expense. This time is a reallocation of advising responsibilities from the existing advising model to the Quest for Success plan.

Budget Estimate

The budget estimate for the QEP program is as follows:

QEP Budget 2017-2022							
Category: Event	**Year 0 2017-18**	**Year 1 2018-19**	**Year 2 2019-20**	**Year 3 2020-21**	**Year 4 202122**	**Year 5 2022-23**	**Total**
Salary	$61,785	$63,201	$64,281	$65,567	$66,878	$68,216	**$389,928**

Marketing	$5,000	$5,000	$3,000	$3,000	$1,500	$1,500	**$19,000**
Professional Development	$6,100	$3,900	$3,900	$3,100	$3,100	$3,100	**$23,200**
Supplies	$1,400	$1,000	$1,000	$1,000	$1,000	$1,000	**$6,400**
Travel	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	**$30,000**
Software	$171,400	$135,000	$135,000	$135,000	$135,000	$135,000	**$846,400**
Totals by Year	**$250,685**	**$213,101**	**$212,181**	**$212,667**	**$212,478**	**$213,816**	**$1,314,928**

Salary Detail							
Salary Calculation	**Hours**	**Hourly Wage**	**Taxes**	**TRS**	**Total Wages**	**Est. Benefits**	**Total**
Year 1	2080	$19.23	$3,060	$5,708	$39,998	$13,000	$61,785

Professional Development Detail

Category: Event	**Year 0 2017-2018**	**Year 1 2018-2019**	**Year 2 2019-2020**	**Year 3 2020-2021**	**Year 4 2021-2022**	**Year 5 2022-2023**
SACSSOC	$1,600	$1,600	$1,600	$1,600	$1,600	$1,600
NACADA	$1,200	$1,200	$1,200	$400.	$400	$400
Webinars	$450	$450	$450	$450	$450	$450
Speaker	$2,200					
Resources	$650	$650.	$650	$650	$650	$650
Total	**$6,100**	**$3,900**	**$3,900**	**$3,100**	**$3,100**	**$3,100**
Travel	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000

EAB Navigate Software Detail

Category: Event	**Year 0 2017-2018**	**Year 1 2018-2019**	**Year 2 2019-2020**	**Year 3 2020-2021**	**Year 4 2021-2022**	**Year 5 2021-2022**
Technical Implementation	$36,400					
Annual Service Fee	$135,000	$135,000	$135,000	$135,000	$135,000	$135,000
Total	**$171,400**	**$135,000**	**$135,000**	**$135,000**	**$135,000**	**$135,000**

Assessment

The primary purpose of GHC's 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.

Overarching Goal 1:

To help students develop self-direction and decision-making skills related to their academic success.

> Supports college mission goal 1: Effect quality teaching and learning focused on academic achievement and personal and professional growth; and 2: Provide comprehensive student services that encourage and enable all students to be successful learners.

Formative Assessment for Goal 1:

SLO A: Students will determine reason(s) for attending college.

> Supports college mission goal 2: Provide comprehensive student services that encourage and enable all students to be successful learners.

SLO A, focused on students' reasons for attending college, will be assessed through three measures:

1. A pre-participation survey, which asks students to identify their career path, describe their reasons for choosing that path, and rate their confidence that their chosen career is the right one for them
2. A career inventory, which helps students identify their particular career interests and talents
3. An exit survey, which asks students to reflect on their career path in light of the inventory.

All three of these artifacts will be delivered and stored digitally, so that the QEP coordinator and action team can easily analyze the data and make recommendations based on the results.

Multiple measures will be used to assess SLO A. First, the action team will track the completion rate of both the pre-participation survey and career inventory, with a goal of 80% participation among all new GHC students on each measure. Because GHC does not currently have a similar mandatory program, there is no direct baseline from which to work. The closest advising program currently used at GHC is Early Bird Advising, in which students are encouraged (through multiple reminders) and incentivized (with early registration), but not required, to meet with a faculty member during the semester to discuss their college and career plans. Participation in this optional program currently stands at just under 40%. Making the advising activities in this QEP mandatory will result in a dramatic increase in participation, though GHC's semester-semester retention rate is around 85% fall-to-spring and 70% fall-to-fall. Accounting for these students and accounting for a perceived need to have alternate pathways in place for students who cannot attend these sessions, the participation goal is 80% for this (and other) advising activities.

The pre-participation survey will further establish a baseline of confidence in each student's current career choice with the expectation that participation in the career inventory will increase

student confidence, as measured in the exit survey. Since this is an entirely new program, our goal will be a 50% increase in career confidence between pre-survey and post-survey, though we will re-examine this goal at the end of each program year and make evidence-based changes as necessary.

SLO B: Students will assess academic strengths and weaknesses.

> Supports college mission goal 1: Effect quality teaching and learning focused on academic achievement and personal and professional growth; and 2: Provide comprehensive student services that encourage and enable all students to be successful learners.

SLO B, which focuses on students' ability to evaluate their own individual academic strengths and weaknesses, will be assessed using tools available through EAB Navigate. These assessments will be delivered and housed digitally, so that the QEP coordinator can easily access the records for analysis. The primary measure for this assessment will be completion rate, with a goal of 80% participation among all new GHC students on each measure. Again, this 80% goal was chosen using our rationale for participation in the new advising activities established by this QEP (see SLO A, par. 2 for detailed explanation). The expectation is that participation in these assessments will increase students' awareness of their academic strengths and weaknesses, which will prepare them for their work on SLO C: identifying and utilizing appropriate resources for addressing weakness and developing strengths.

SLO C: Students will identify and utilize appropriate resources for addressing weaknesses and developing strengths.

> Supporting college mission goal 2: Provide comprehensive student services that encourage and enable all students to be successful learners.

In many ways, SLO C builds on what students learned about themselves in SLOs A and B, so assessment of this SLO must take the results of those earlier activities into account. Assessment will be based on two artifacts: 1) a student-produced success plan for using resources to address their weaknesses and develop their strengths; and 2) student follow-through on advisor recommendations and referrals for resources to both address weaknesses and develop strengths. These recommendations will be based on a careful review of the student's plan and on individualized discussions at a one-on-one meeting between the student and a professional advisor.

Assessment of this SLO will be based on two measures: completion of the success plan and student response to the recommendations and referrals made within that plan. The plan itself will be evaluated via completion rate, with a goal of 80% participation among all new GHC students (see SLO A, par. 2 for detailed explanation). Measuring the student response to advisor referrals and recommendations will be a two-step process.

1. All advisor recommendations will be tracked using EAB Navigate throughout the first semester, as will student visits to success resource centers such as tutoring and student success services.
2. At the end of the first semester, the QEP Coordinator will calculate how many of the identified/recommended resources were visited or used, tracking the percentage of students who followed up on at least one recommendation (with a goal of 50%).

Since there is no previous data on this topic, we used a previous program (Student Success Coaching) that used voluntary recommendations to students as our guide. Data for this program showed that 38% of students followed up on voluntary recommendations provided to them by their success coach. The QEP is designed to improve student follow-through on voluntary recommendations due to better training of advisors to make the proper recommendations, as well as the fact that, while it is not mandatory, students would be aware that their advisor would

be checking to see if students followed up on their recommendations. 50% is an initial target. However, this goal will be revisited again after each year of the QEP and modified as indicated by evidence.

Summative Assessment for Goal 1:

Summative assessment of overarching goal 1 (helping students develop self-direction and decision-making skills related to their academic success) will be measured through periodic assessments of students' learning gains. In particular, advisors will assess students' demonstrated understanding in the following categories:

- Interests and abilities with regard to chosen major/career choice
- Students' academic strengths/weakness
- Campus resources to support academic success
- Pathway map
- Long term/post-degree plan

Assessment will be done in the form of a brief survey, completed by the advisor immediately after Advising Activity #2 and Advising Activity #3. The survey results will be tracked in EAB Navigate so that improvement can be measured over time. Because there is no existing model for this type of assessment at GHC, data from the University of North Georgia's (UNG) QEP implementation, which also focused on academic advising, was used to establish Quest for Success assessment target. An important part of UNG's assessment plan relied on advisor assessment of students' understanding of key SLOs as demonstrated during two distinct advising sessions and measured on a Likert scale that ranges from "no understanding" to "significant understanding." This allowed UNG to track student improvement over the course of QEP implementation, specifically measuring the percentage of students who improved from no

or minimal understanding to moderate or significant understanding. Based on their results, the following goals for improvement in the aforementioned categories have been established:

Percent Improvement from Advising Activity #2 Survey Results to Advising Activity #3

Interests and abilities with regard to chosen major/career choice (SLO A)	35% improvement
Students' academic strengths/weakness (SLO B)	35% improvement
Campus resources to support academic success (SLO B)	55% improvement
Pathway maps (SLO C)	50% improvement
Long term/post-degree plan (SLO C)	35% improvement

Overarching Goal 2:

To Foster Student Success through Improved Academic Planning Skills

Supports college mission goal 1: Effect quality teaching and learning focused on academic achievement and personal and professional growth; and 2: Provide comprehensive student services that encourage and enable all students to be successful learners.

Formative Assessment for Goal 2:

SLO D: Students will develop a plan, tailored to their academic needs and professional interests.

Supports college mission goal 1: Effect quality teaching and learning focused on academic achievement and personal and professional growth; and 2: Provide comprehensive student services that encourage and enable all students to be successful learners.

SLO D, developing the success plan, will be an extension of the work done by students in SLOs A, B, and C. The primary artifact for assessment of SLO D will be the success plan itself, although review of the plan with a faculty advisor will be a secondary component of evaluating

the plan's impact on student success. The plan will be housed in EAB Navigate, so that both students and advisors can refer to it easily when it is time to make decisions about students' future goals. Thus, the goal will be to have 80% of new GHC students build a success plan within EAB Navigate. This 80% goal is in line with other completion rate goals (see SLO A, par. 2 for detailed explanation).

Additionally, students will be surveyed to evaluate the degree to which constructing and using their success plan contributed to efficient progression towards their academic goals. Faculty advisors will conduct this first-year completion survey as part of their one-on-one meeting with students in their second semester at GHC. Results from the survey will be used to assess the value of the success plan to students and will allow the action team to make evidence-based changes to the plan as necessary.

SLO E: Students will participate in a comprehensive advising process

> Supports college mission goal 2: Provide comprehensive student services that encourage and enable all students to be successful learners.

SLO E, which focuses on students' participation in a comprehensive advising process, will be assessed via multiple measures, based on completion of assigned activities. Student participation will also be tracked and categorized according to the number of recommended advising activities in which they took part. The first assessment measure for this SLO will therefore be completion rate, with a goal of 70% participation in at least one new advising activity among new GHC students (in line with other completion goals). Beyond mere completion numbers, this SLO will also be assessed through a first-year completion survey, using questions about the topics covered in advising sessions that are currently asked of students in the PASS. The goal will be to maintain a high rate in student perceptions of how

often advisors discuss course scheduling, success strategies, and educational goals beyond GHC (all currently at 84%), while improving rates in career exploration and anticipated graduation date (currently 41% and 47% respectively). The goal for improving those two categories will be 80%. Students will complete the survey as part of their one-on-one meeting with a faculty advisor in their second semester at GHC. Therefore, survey questions will be written in a manner that reminds students to think holistically about advising in the both first and second semesters.

Summative Assessment for Goal 2:

To assess the effects of this QEP on "student success through improved academic planning skills," student participation in the QEP process will further be measured against more traditional benchmarks of student success, particularly those identified by the state of Georgia as a priority, such as retention rates, course completion rates, and timely progression towards graduation. These student success measures will be used to assess the overarching goals for the QEP, which align with GHC's mission goals 1 (effect quality teaching and learning focused on academic achievement and personal and professional growth) and 2 (provide comprehensive student services that encourage and enable all students to be successful learners). These measures will therefore create a sort of summative assessment of the QEP's efficacy and its contribution to GHC's mission.

GHC is part of the state college sector of the University System of Georgia (USG), a group whose primary function, according to the USG's website is "to serve as the associate-level access institution in the local area and to offer a limited number of baccalaureate programs targeted to serve the economic development needs of their region." Moreover, the state college sector is charged with providing "a high quality general education program that supports a variety of well-chosen associate programs and prepares students for baccalaureate programs,

learning support programs designed to insure access and opportunity for a diverse student body, and a limited number of certificate and other career programs to complement neighboring technical institute programs." Thus, GHC's primary responsibility is to help the students of northwest Georgia complete a degree, whether here or at another institution.

This emphasis on preparing students for transfer means that retention, progression, and graduation for the majority of students must be contextualized within the bigger picture of the State College's role in the USG. The expectation is that participation in Quest for Success will empower students to make better academic decisions and will, as a consequence, positively impact these traditional measures of student success. Therefore, GHC will evaluate students' performance in these metrics, overall (for external reporting) and disaggregated by the number of advising activities completed (for internal review).

Retention Goal

In terms of retention, the office of Planning, Assessment, Accreditation and Research currently tracks and publishes student achievement data for GHC, which will serve as the baseline for assessment. For the first time in 2016-2017, GHC reached 70% year-over-year retention among full time students, after several years with a rate between 60% and 65%. In the same year, part-time student retention was 56%, a slight decline from the year before, but in line with a longer trend of 50-55% dating back to 2010-2011. Because GHC's mission includes preparing students for transfer to baccalaureate programs, our primary goal with regard to retention is to remain the state leader in retention within the state college sector in the University System of Georgia, with a secondary goal of maintaining the 50% retention rate for full-time students and increasing the retention rate for part-time students to 60%.

Course Completion Rates & Timely Progression Goals

The QEP coordinator will conduct degree audits each semester to ensure that second-semester students are making timely progression towards degree at the end of term 2. Distinct goals have been set for full-time and part-time students, as the needs and pace of each group is different. Timely progression will thus be defined:

- For full-time students at the end of their second semester
    - Being on track to graduate within 3-4 semesters (6 semesters total).
    - Successful completion of 24 course hours by the degree audit checkpoint
    - Currently, 48% of full-time students are on track to graduate at this point
    - New goal: 50%
- For part-time students at the end of their second semester
    - Being on track to graduate within 9-10 semesters (12 semesters total)
    - Successful completion of 12 course hours by the degree audit checkpoint
    - Currently, 57% of part-time students are on track to graduate at this point
    - New goal: 60%

These course hours may include both degree and non-degree hours because GHC's co-requisite model of learning support (taking learning support courses alongside credit-bearing courses) allows full-time students who successfully complete their learning support requirements within their first year at GHC to remain on track for timely completion. GHC's goal is to have 50% of full-time students and 60% of part-time students making timely progress by the end of their second semester of enrollment.

Students who remain enrolled, but not on track, will be identified during these audits. Follow-up phone calls and texts will be conducted during term 3 to determine the reasons behind their lack of timely academic progress. Furthermore, through the phone calls and texts, advisors will seek

to facilitate further discussion with these students in order to help them “course correct” in the pursuit of their educational goals. The expectation is that 50% of targeted students will schedule follow up appointments with advisors. Much like with our tracking of advisor recommendations, we have no existing program from which to establish a baseline.

Graduation Goals

Approximately 48% of FT GHC students are on track to graduate within 3-4 semesters at end of Year-1. Of those students, about 25% eventually graduate from GHC on-time, resulting in an overall graduation rate of FT students of about 12%. This is slightly below the USG average of 14%. We believe our QEP will result in GHC seeing increases in both the number of FT students on track at the end of Year-1 as well as an increase in the number of those students who eventually graduate on time. With this data in mind, in addition to GHC’s goal of increasing graduation numbers above the USG average, we have set a goal of having 50% of our FT students on track by the end of Year 1. Of those, we set a goal of having 30% graduate on time (within 6 semesters for full-time students), for an overall FT graduation rate of 15%. For part-time students. GHC has set a goal of having 60% of part-time students on track to graduate at the end of Year 1. Applying the same rationale to these students, we aim to have 30% of these on-track students graduate on time (within 12 semesters for part-time students), resulting in an overall graduation goal of 18% for part-time students at GHC.

Assessment Summary

The results of this assessment plan, to include both quantitative and qualitative data, based on direct and indirect measures of student learning, will provide a full picture of the effects of Quest for Success on student performance and the advising culture at GHC. These data will then serve as the foundation for evidence-based decisions regarding the advising and training activities that constitute the QEP, decisions that will be made jointly by the QEP coordinator, the CETL, and the action team.

Appendix A: QEP Team Roles

EMPLOYEE	DEPARTMENT ROLE	QEP ROLE (S)
Sharryse Henderson, Chair	Natural Sciences Faculty	Goal Setting Team
Jessica Lindberg, Vice-Chair	Humanities Faculty	Lead Writer, Activities & Initiatives Team
Renva Watterson	Vice President of Academic Affairs	Leadership Liaison to QEP Team, Goal Setting Team
Cathy Ledbetter	Special Assistant to the President	Leadership Liaison to Compliance Team and SACSCOC Liaison
Marc Hannah	Webmaster	Data Collection Team, Web Development
Alan Nichols	Dean of Social Science	Goal Setting Team Assessment Team
Alex MacMurdo	Humanities Faculty	Marketing Team
Bentley Gibson-Wallace	Social Science Faculty	Budget Team
Brent Griffin	Mathematics Faculty	Data Collection Team, Writing Team
Christin Collins	Library Faculty	Writing Team
Cindy Davidson	Humanities Faculty	Best Practices Team, Writing Team
Diane Langston	Dean of e-Learning	Assessment Team
Jason Hitzeman	Natural Sciences Faculty	Data Collection Team, Assessment Team
Jayme Feagin	Social Science Faculty	Best Practices Team, Writing Team, Assessment Team Lead
Jayme Wheeler	Mathematics Faculty	Marketing Team
Jeff Davis	Vice President of Finance and Administration	Budget Team (interim)
Jennifer Hicks	Director, Academic Success	Data Collection Team, Implementation Team Lead
Jesse Bishop	Director, Center for Excellence in Teaching and Learning	Activities & Initiatives Team, Implementation Team Lead
Laura Walton	Advising Specialist	Best Practices Team, Implementation Team
Libby Gore	Mathematics Faculty	Marketing Team
Lillian Robertson	Academic Affairs Staff	Data Collection Team
Lyric Sprinkle	Student Affairs Staff	Marketing Team Lead
Maggie Murphy	Library Faculty	Literature Review Team, Writing Team
Mark Greger	Faculty Senate President and Social Science Faculty	Literature Review Team, Assessment Team

Megan Davidson	Fiscal Affairs Staff	Budget Team
Melanie Largin	Learning Support and Mathematics Faculty	Assessment Team, Implementation Team
Melissa Wood	Head Coach, GHC Softball	Marketing Team
Michelle Abbott	Humanities Faculty	Activities & Initiatives Team, Implementation Team
Patricia Vincent	Health Science Faculty	Literature Review Team Budget Team
Sheila Jones	Senior Director, Marketing and Communications	Marketing Team
Tera Phillips	Health Science Faculty	Budget Team Lead
Holly Chaney	Student, SGA President	Assessment Team
Justin Jones	Student, PTK President	Budget Team
Eriq Colon	Student, B2B Liaison	Activities & Initiatives Team
Luis Lopez	Student	Activities & Initiatives Team
Theresa Arthen	Student, HANS President	Assessment Team
Linda Benton	Community Representative/President Cartersville City School Board	

Appendix B: Topic Exploration Teams

Gateways to Completion (G2C)	Renva Watterson, Leadership Liaison, VPAA Cindy Davidson, Humanities Faculty Maggie Murphy, Library Faculty Melanie Largin, Learning Support and Mathematics Faculty
Academic Advising	Lillian Robertson, Academic Affairs Staff Brent Griffin, Mathematics Faculty Jennifer Hicks, Academic Success Director Cathy Ledbetter, Advisor, Special Assistant to the President
Student Engagement	Melissa Wood, Athletics Staff Michelle Abbott, Humanities Faculty Justin Jones, Student, PTK President Jessica Lindberg, Vice Chair
Digital Literacy	Jesse Bishop, Director, CETL Marc Hannah, Liaison to Online Team Diane Langston, Tenured Administrator, Dean e-Learning Jayme Feagin, Social Sciences Faculty
Math Skills	Jason Hitzeman, Natural Sciences Faculty Libby Gore, eLearning and Mathematics Faculty Bentley Gibson-Wallace, Social Science Faculty Alex MacMurdo, Humanities Faculty
Global Curriculum/Curriculum Diversity	Lyric Sprinkle, Student Affairs Staff Mark Greger, Faculty Senate President Eriq Colon, Student, B2B Tera Phillips, Health Science Faculty
Student Success	Megan Davidson, Fiscal Affairs Staff Sharryse Henderson, Chair, Natural Sciences Faculty Patricia Vincent, Health Science Faculty Holly Chaney, Student, SGA President

Appendix C: President's Cabinet Meeting Minutes

Monday, October 3, 2016
9:00 a.m.
VidCon

Present for the meeting were Don Green, Alan Nichols, Brenda Haverkos, Cathy Ledbetter, Connie Watjen, Diane Langston, Ginni Siler, Greg Ford, Jeff Davis, Jon Hershey, Ken Reaves, Leslie Johnson, Mark Greger, Mary Transue, Phillip Gaffney, Susan Vines, Tim Floyd, and Tammy Nicholson. Unable to attend were Jeff Patty, Michelle Boyce, Renva Watterson (Complete College Georgia, Macon), Sheila Jones (vacation), and Todd Jones (vacation). Attending for Jeff Patty was Rob Laltrello. Guest attendees to present with Ginni Siler were Terri Cavender, Megan Davidson, and Judith Norwood.

The meeting was convened by Don Green with a welcome to Susan Vines returning to Cabinet following Elijah Scott's departure from GHC. [0:06]

1. **FSLA (Fair Standards Labor Act w/ attachment) Terri Cavender** for Gini Siler with Megan Davidson and Judi Norwood [0:07]. Comprehensive packets have been assembled for immediate distribution and include a letter of explanation, pay estimation, resource guide and checklist, overtime election form, and tax form. Cell phone plans, deductions, and vacation pay-out have been calculated and will be presented at scheduled manager training sessions to follow.

2. **Minor Children on Campus: GHC Policy 2nd Read (w/ attachment) Ginni Siler**

[0:11] No comments were received following the first read in August. Distinction was made between this agenda item (GHC policy re: minor children of employees and students) and Jeff Davis's (BOR policy re: minor children attending campus events). Multiple concerns remain about inconsistencies of staff and students having children on campus; and clarity of language is important. **ACTION:** Policy will be re-routed for a more thorough read.

3. **Minor Children on Campus: BOR Policy (w/ attachment) Jeff Davis**

[0:14] BOR recently implemented significant changes related to minor children attending activities on campus. GHC will need to implement tracking changes by end-of-calendar-year with policy effect May 2017. Continuing Education has registration mechanisms and a web presence in place. Therefore, CE will become responsible for registration and administration to track minors and volunteers, identification of volunteers and necessary back-ground checks, agreements, fee assessments, etc. One-day field trips will be exempt, but camps will not be. Distinctions between these two will need to be identified. **ACTION:** Policy will be routed for review. **ACTION:** Cabinet members who wish to be a part of this working group to draft procedures should email Jeff.

4. **GHC Bookstore, Publishers, & Loose Leaf Books Don Green**

[0:24] A GHC student emailed a complaint surrounding unrecoverable expenses associated with loose leaf books. Investigation revealed that neither Bookstore nor Business Office encourages loose leaf options to faculty. Faculty who opt to customize loose leaf books are bringing about added expenses to students. Discussion disclosed that some loose leaf books are not customized or otherwise requested but rather are substituted for bound books by the publisher. Publishers present loose leaf options as more economical for print, however the savings are on the publishing side rather than that of GHC or the students because loose leaf books allow no rental or buy-back options. These cases should be rejected by faculty to

thwart publishers' activities. **ACTION:** Mark Greger will relay information to Faculty Senate for interest to present to small group and the potential for scheme.

5. Strategic Directives: Discussion & Finalization Cathy Ledbetter

[0:29] Leadership determined that Strategic Plan initiatives and associated tasks needed to be reviewed. Request deadline of October 7 in order to have final document mid-month and published end-of-month to allow progress for SACS. Mid-October will be one-year countdown prior to SACS 2017 reaccreditation visit. **ACTION:** End-of-October campus tour to review, update, and encourage GHC community as Compliance Certification is completed and QEP begins. Faculty and staff should be encouraged to attend.

6. QEP: Final Proposed Topic Cathy Ledbetter

[0:38] Results have been gathered from 180 responses of recent survey distributed to employees, students, trustees, and alumni. The topic that surfaced across the board was academic advising which affects retention, progression, and completion. A potential QEP implementation is to strengthen advising with an advising syllabus, training, and guidance and resources. Costs would likely be related to tracking software, marketing, training, consultant fees, and travel. Advising is a QEP that has been identified at other institutions which would provide available material. Gateway to Completion, Math, and Advising are all effective QEPs. QEP Team will require some level of support; a called vote indicated majority supporting Advising. Development of QEP will go through next six months. **ACTION:** Cathy and committee will need to identify timeline, budget, and plan.

7. MISC

[0:53] Student Life. OSL is now incorporating a broadened base of activities. A recent "Start Your Own Business" series had 60+ attendees at Cartersville. **ACTION:** Ideas for activities based around learning opportunities should be forwarded to Student Life. Health Challenge. Many employees are involved and are encouraged to stay involved with fall challenge and to log progress. Douglasville Event, November 3rd. This is not a "preview date" but more to establish connections. Long-term plan is to host similar events at all campuses.

Appendix D: PASS Survey Data

PASS SURVEY RESULTS FALL 2016		ALL CAMPUSES
I was easily able to find a professional or faculty advisor at my campus or online.		
Answer	**Count**	**Percentage**
Yes	329	82.25%
No	29	7.25%
I did not seek a professional or faculty advisor	42	10.50%
TOTAL	400	100.00%
Which of the following methods did you use to contact a professional or faculty advisor?		
Email		
Answer	**Count**	**Percentage**
Yes	348	87.00%
No	52	13.00%
TOTAL	400	100.00%
Phone		
Answer	**Count**	**Percentage**
Yes	128	32.32%
No	268	67.68%
TOTAL	396	100.00%
In-person		
Answer	**Count**	**Percentage**
Yes	334	83.71%
No	65	16.29%
TOTAL	399	100.00%
GHC411 Ticket System		
Answer	**Count**	**Percentage**
Yes	97	24.43%
No	300	75.57%
TOTAL	397	100.00%

A professional or faculty advisor and I discussed:		
Course scheduling for at least two semesters		
Answer	**Count**	**Percentage**
Yes	335	83.75%
No	65	16.25%
TOTAL	400	100.00%
Career exploration		
Answer	**Count**	**Percentage**
Yes	165	41.35%
No	234	58.65%
TOTAL	399	100.00%

My expected graduation date		
Answer	**Count**	**Percentage**
Yes	185	46.60%
No	212	53.40%
TOTAL	397	100.00%
Ways to be a successful student		
Answer	**Count**	**Percentage**
Yes	192	48.36%
No	205	51.64%
TOTAL	397	100.00%
My educational goals beyond GHC		
Answer	**Count**	**Percentage**
Yes	206	51.89%
No	191	48.11%
TOTAL	397	100.00%
Identifying the obstacles I need to overcome to reach goals		
Answer	**Count**	**Percentage**
Yes	189	90.00%

No	210	52.63%
TOTAL	399	100.00%
The impact of my choices and decisions on my success		
Answer	**Count**	**Percentage**
Yes	172	43.32%
No	225	56.68%
TOTAL	397	100.00%
A professional or faculty advisor and I discussed academic support resources.		
Answer	**Count**	**Percentage**
Yes	231	57.75%
No	115	28.75%
I did not meet with a professional or faculty advisor	54	13.50%
TOTAL	400	100.00%
A professional or faculty advisor assisted me with the development of my		
Answer	**Count**	**Percentage**
Yes	312	78.20%
No	41	10.28%
I did not meet with a professional or faculty advisor	46	11.53%
TOTAL	399	100.00%
Which of the following advising resources did you use to select classes and develop future schedules at GHC?		
Answer	**Count**	**Percentage**
I had an individual advising meeting with a professional or faculty advisor.	254	63.50%
I discussed advising via email, advising chat room, 411 ticket system, or telephone with a professional or faculty advisor.	88	22.00%
I participated in Early Bird Advising with a professional or faculty advisor.	230	57.50%
I did not seek help in putting together my class schedule or planning future	37	9.25%

schedules at GHC.		
Other	13	3.25%
OTHER ANSWERS: TAG My wife used these tools to help me pick. i looked for someone in my major and i was not able to find an advisor. I had no convenient options so I to pick other classes I did not need Used my score card Met with a KSU advisor I did it myself even before meetings I asked about class missplacement It is set for us Mr.Williams office hours I also used the course sheets located at my school. Duall enrollment so I met with my counselor and talked to Lauren Baker. MOWR		
I would rate my advising experience at GHC as positive.		
Answer	**Count**	**Percentage**
Yes	355	88.75%
No	21	5.25%
I did not meet with a professional or faculty advisor	24	6.00%
TOTAL	400	100.00%
If you have not taken advantage of advising services in the past six months, what		
Answer	**Count**	**Percentage**
I do not think I need advising	28	7.00%
I could not get an appointment	4	1.00%
I could not find an advisor, I don't know where to go	4	1.00%
Advising is not required of me	9	2.25%
I do not like to ask for help	10	2.50%
I had a bad experience once and I chose not to return	2	0.50%
I felt the advisor did not care, was not friendly	4	1.00%
I felt the advisor did not listen, did not take the time to help me	3	0.75%
I did not have the time	11	2.75%
Does not apply	325	81.25%
TOTAL	400	100.00%

Appendix E: Faculty and Staff Advising Survey

November, 2016; 121 participants

1. How do you define effective academic advising?

Top responses:
- Academic planning
- Goal setting
- Career advice/goals
- Point-of-contact/mentor/connection/relationship
- Personalized, holistic support
- Course selection

Other responses:
- Students come prepared
- Provide accurate information
- Concern with student needs
- Assigned advising
- Teaching self-reliance
- Registration information
- Balancing school/life

2. Based on your current understanding of the academic advising process, what advising-related services or initiatives most positively impact students (regardless of whether GHC employs them)?

Top responses
- EBA and early registration
- Mandatory advising
- Assigned advisors
- Creating relationships/acting as a mentor
- Training
- Empowering students to be active participants
- Making connection at orientation
- One-on-one and face-to-face (not through email)
- Advisor availability (faculty availability and enough staff)

Other responses
- None
- Involved faculty
- Advising plus scheduling simultaneously
- Office-hours advising
- Course scheduling
- Career center
- Registration stations
- Early alert/intervention
- Departmental info sessions at orientation
- Long-range course schedule availability
- Understanding student needs
- Drop/add advising
- Transfer advising

- Scorecard
- Instructor signature for withdrawal
- Advising syllabus
- Classroom announcements
- Timely communication
- Orientation manuals and blue advising sheets
- Graduation checklist

3. How can academic advising in its various forms at Georgia Highlands (new student orientation, drop/add advising, Early Bird Advising, office hours advising) best help students achieve their academic and career goals?

This question produced the same response as Question 2

4. Based on your current understanding of the academic advising process, what would you suggest for improvement of academic advising at Georgia Highlands?

Top responses:

- Assigned advisors
- Training
- Mandatory advising
- More/consistent faculty advising
- Fix Scorecard/Banner

Other Responses:

- Ask students
- Extend EBA
- One-on-one advising sessions
- Empower students to do it themselves
- Pre-appointment checklist
- Stipend for large advising loads
- Drop-in advising
- Texting alert system
- Easy to find info about GHC services
- Consistency
- Support/understanding from leadership
- Advisor availability
- Virtual advising (video)
- Early Alert/Intervention
- Faculty EBA loads should be equal
- Hold to a registration deadline
- Early release of course schedule
- Advising/Registration triage day
- Train staff not in advising to advise
- Not all faculty should advise
- More full-time advisors
- Do away with EBA
- Better electronic scheduling
- Fix the catalog format
- Reevaluate faculty advising specialist role
- Have professional advisors help during EBA
- Advising syllabus

5. Explain your current role in the academic advising process at Georgia Highlands and how you might see your role change in order to improve academic advising.

The majority of responses came from faculty, but the following areas were also represented:

- Student success
- Registrar's office
- Athletics
- Part-time faculty
- Advising specialists
- Professional advisors

- Finance
- IT
- Testing
- Recruiting
- Tutoring
- Deans
- Customer Service Representatives
- Leadership
- Student Support Services
- Library

6. What percentage of your time is committed to academic advising related duties and responsibilities?

Percent	Count
0	28
1-10	34
11-20	11
21-30	7
More than 30	11

7. I feel students are engaged in and take personal responsibility for their role in academic advising at Georgia Highlands.

Yes	27
No	42
Some are/Some are not	36
Not sure	11

8. I feel I am recognized/appreciated for the time I spend on academic advising responsibilities.

Yes	49
No	27
Sometimes	5
N/A or Not Sure	36

9. My department or division values my contribution to academic advising.

Yes	76
No	4
N/A or Not Sure	37

10. My supervisor considers my role in academic advising during my annual evaluation.

Yes	49
No	12

N/A or Don't Know	61

11. My supervisor provides clear expectations regarding my role in and responsibility for academic advising.

Yes	68
No	17
Sometimes	5
N/A or Not Sure	29

12. I have difficulty keeping current about institutional regulations, policies, procedures, and instructions concerning academic advising.

Yes	52
No	49
Sometimes	5
N/A or Not Sure	15

13. I am satisfied with the present advisor training process/opportunities.

Unaware	44
Yes	33
No	32
N/A or Not Sure	10

14. I could benefit from attending academic advising workshops designed to improve my knowledge and skills as an effective academic advisor.

Yes	80
No	21
N/A or Not Sure	19

15. As Georgia Highlands develops a more comprehensive training program for academic advisors, what topics would you like to see included?

The following training topics were suggested in no specific order:

- How to
  - nurture self-direction/advocacy
  - reach lost students
  - be a mentor
  - break the ice
  - advise like professional advisors
  - use scholarships
  - use eScheduler
  - direct students down different paths
  - use Banner/Scorecard
  - deal with emotional students
  - get students to participate
- Two-year planning
- Advising vs. scheduling
- Learning support and testing
- Basic overview

- When to refer
- STEM majors
- Transfer advising
- Career exploration and opportunities (though some said this should not be the job of advising)
- Campus resources
    - Disabilities
    - Financial aid
    - Counseling
    - Veteran affairs
    - Athletics
    - Tutoring
- Using advising time efficiently
- Expectations of being an advisor
- Curriculum changes
- Divisional cross-training (being a generalist)
- Health Sciences
- Exceptions/odd rules
- MOWR rules/regulations/expectations
- Adult learners
- CPC deficiencies
- Use real examples/cases
- Customer service
- Advising cheat sheets

Training format recommendations:

- Divisional training
- Faculty mentors
- D2L Course
- Mock advising scenarios
- Advisor certification proces

Appendix F: Small Group Lesson Plan

Objectives:
- facilitate connections between students
- develop relationships with advisors
- emphasize available resources
- introduce the next Quest step
- troubleshoot any first semester issues

Time: one hour

Materials:
- Video demonstration of how to sign up for an individual advisor appointment
- Handout of commonly used college resources
- A "hat" or other container filled with slips of paper. Each slip has a student scenario described.

Procedure:
Minutes 0-5: Welcome
- Explain the purpose of the meeting.
- Have students introduce themselves and/or lead an icebreaker activity

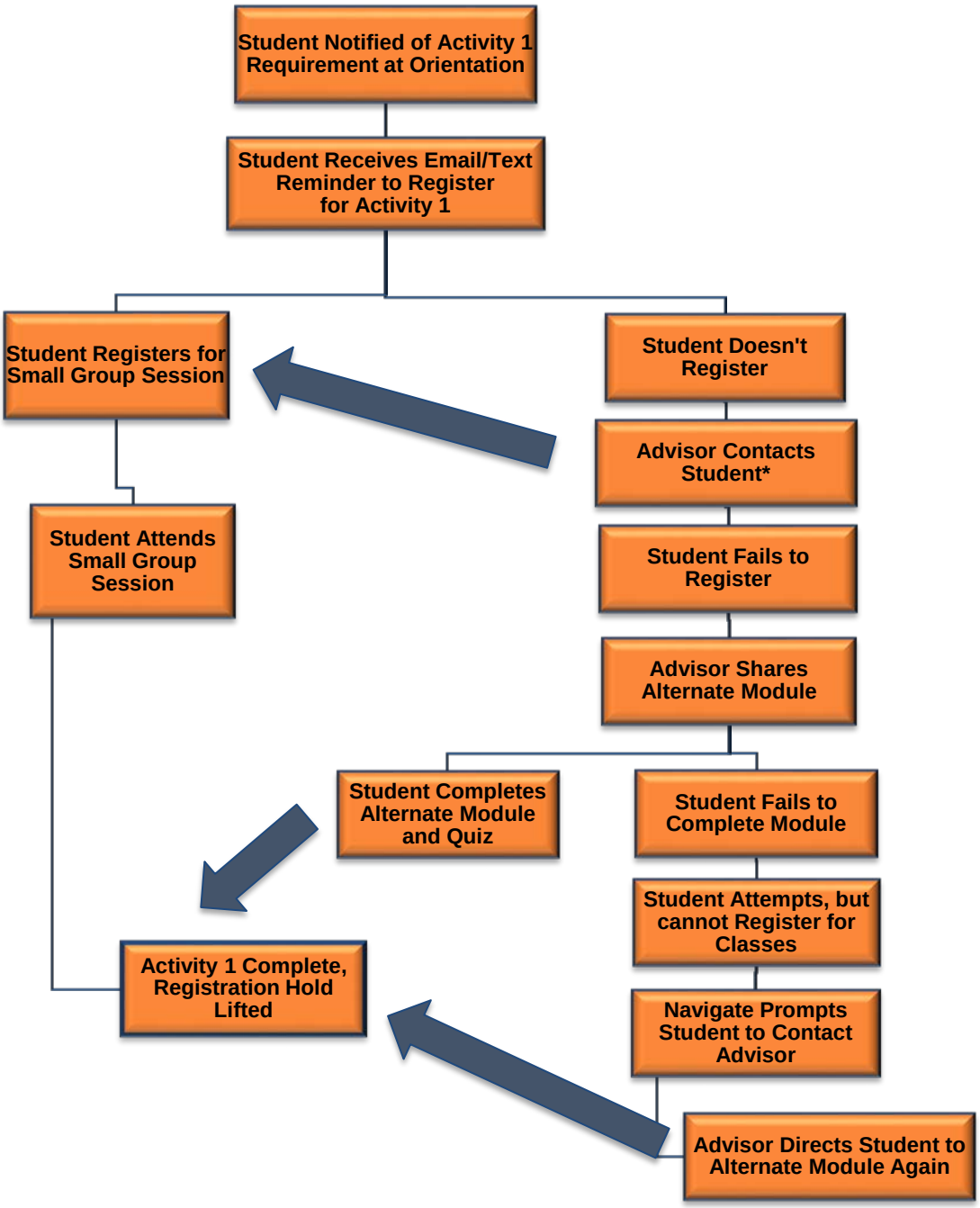
5-20: Open conversation
- Begin the conversation by asking how everyone feels after a week or so in class
- If the conversation stalls or students do not readily provide issues, concerns, accomplishments, the following questions can serve as prompts:
    - What problems have students encountered? How have they tried to solve those problems?
    - What is one surprising discovery you made about college since you started?
    - Has anyone used any college resources? If so, ask students to share their experience if they are open to sharing.

20-45: Identifying resources activity
- Break class into groups of two or three
- Each group selects two slips of paper from the "hat." These contain stories of students having trouble—one has failed a math test, one can't access their email, one is feeling depressed, etc.
- The small group works with the handout of common resources to identify the best path for this student to take to resolve the problem.
- Each group shares their scenario and possible solution. This is used as a way to continue the conversation about college resources.

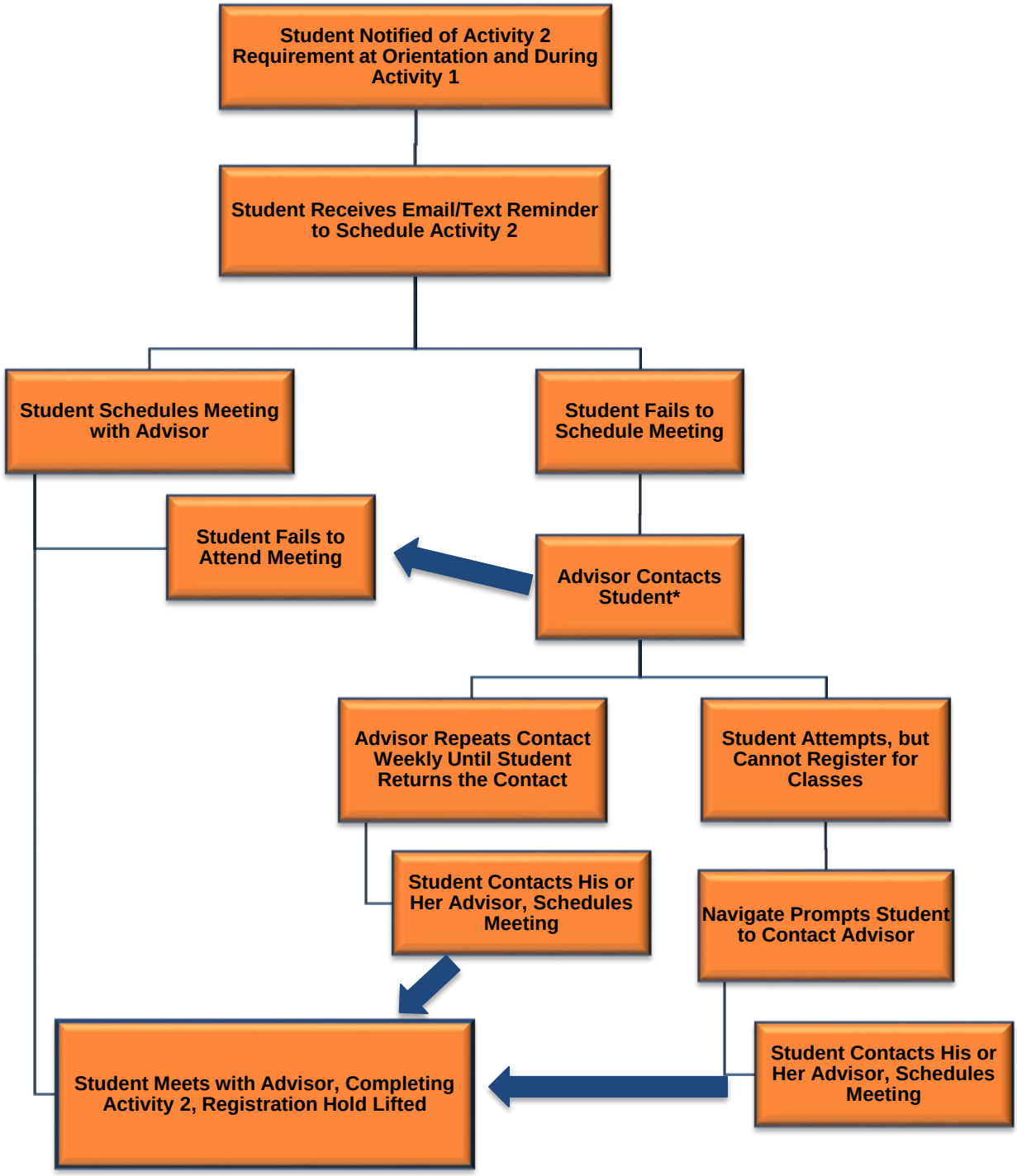
45-60: Explain next steps for Quest
- Explain the one-on-one advising requirement
- Explain the students' role in preparing for that conference
- Explain how to set up one-on-one meeting and provide dates

Closing: Encourage students to exchange contact information and get involved in the GHC community.

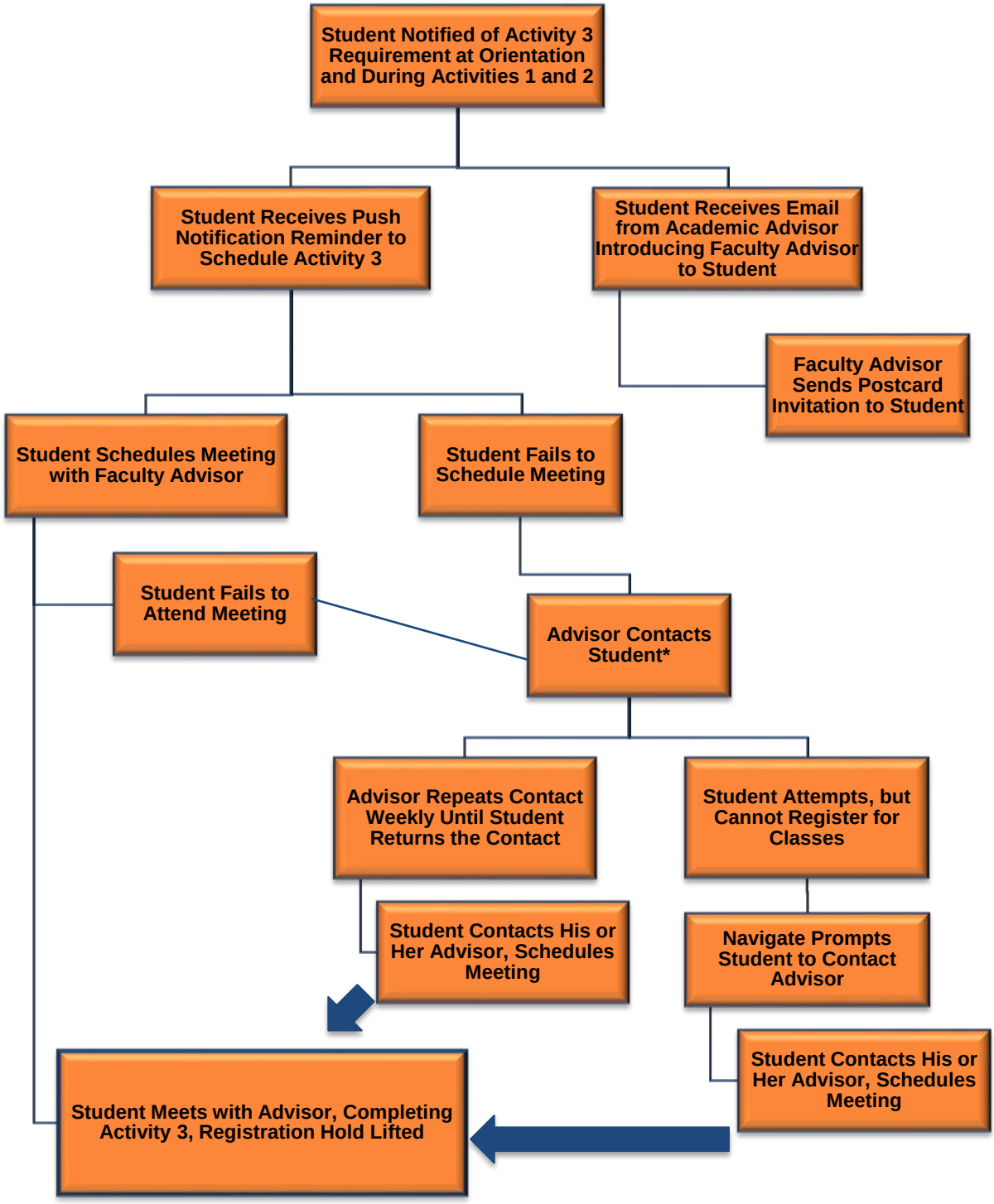
Appendix G: Communication for Advising Activity 1



Communication for Advising Activity 2



Communication for Advising Activity 3



Appendix H: Advising Meeting Agenda

Objectives:

- strengthen relationships with advisors
- emphasize available resources
- review student's planned pathway
- review student's self-assessments
- introduce next steps for Quest
- troubleshoot any first semester issues

Time: 30 minutes to one hour

Materials:
Prior to the meeting, advisors should review the student's records in EAB Navigate and have a basic knowledge of the student's pathway, current schedule, any notes in the system on the student, and record of student's attendance at the small group meeting.

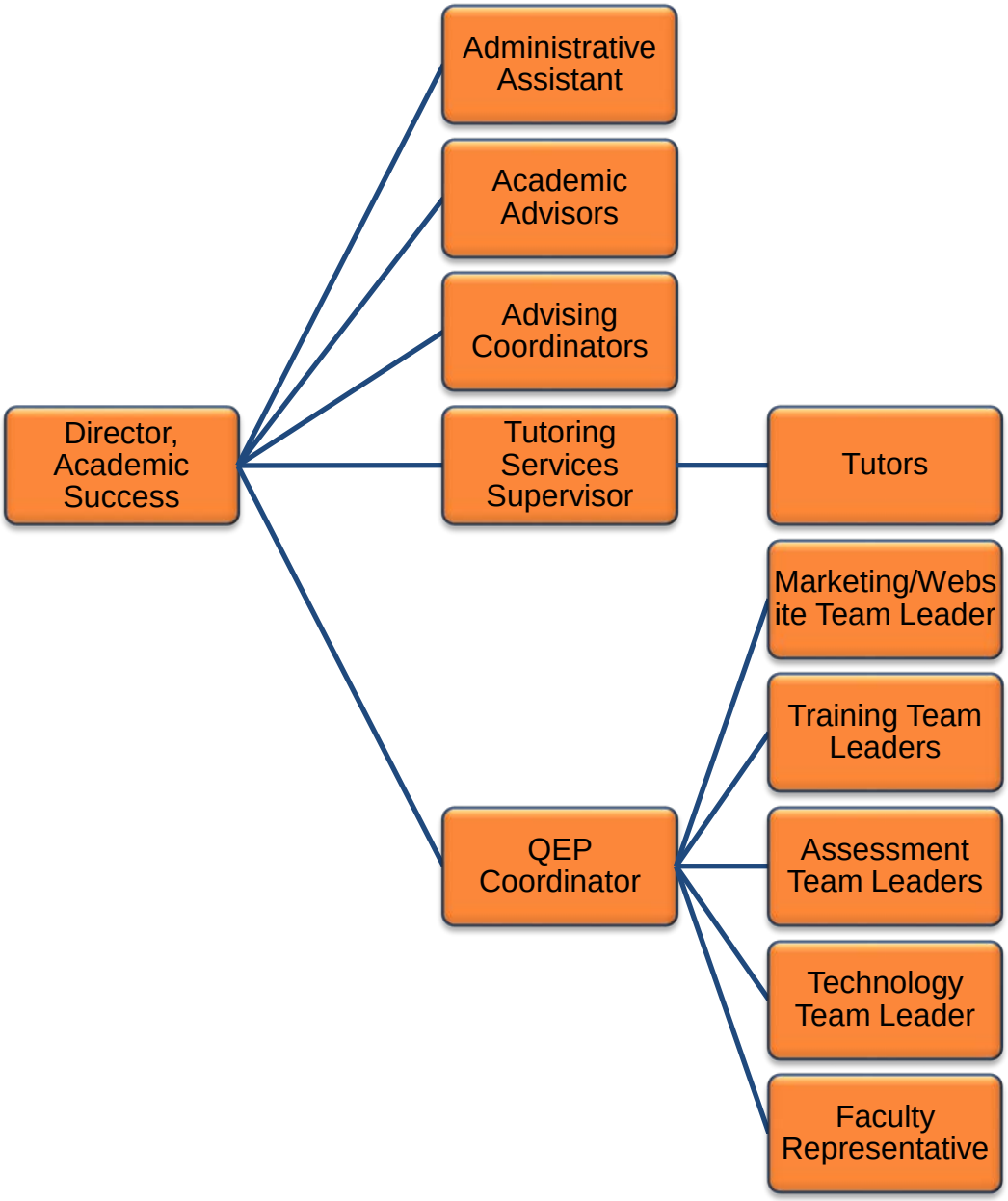
Procedure:

- Start the conversation positive (You've made it so far! Way to go! Etc.)
- Ask how things are going this semester. Listen carefully. Try to engage the student with specific questions about classes or homework or social life at GHC to get an answer beyond "fine."
- Deal with any housecleaning issues, such as outstanding holds, confirming most recent contact information
- Review results from the student's personal inventory research and discuss how students can use results to make good decisions
- Ask if there is anything specific the student needs help with and connect them with the right resources
- Show students how to use EAB Navigate to schedule courses and explain the sequence of courses suggested by the system
- Register students for following semester or check box in EAB Navigate approving plan so student can self-register
- Explain how they connect with a faculty advisor in term 2 or connect them with a faculty advisor for term 2

Closing:

- Encourage students to contact faculty advisor as soon as possible to establish that connection.
- Remind student of specific activities coming up to get involved in the GHC community.

Appendix I: Organizational Chart



Appendix J: Assessment Matrix

Goal 1: To help students develop self-direction and decision-making skills related to their academic success.

	Assessment Activity	Artifact	Measure	Goal		Overseer
SLO A: Students will determine reason(s) for attending college.	Pre-participation survey	Question About Confidence in Career Choice	Confidence in Career Choice % Baseline	80% participation among all new GHC students		PAAR Office
	Career Inventory	EAB Navigate Assessment Tools	Completion Rate (%)	80% participation among all new GHC students		QEP Coordinator and action team
	Exit Survey	Question About Confidence in Career Choice	Confidence in Career Choice % Increase	**Baseline** Established by pre-participation survey	**Goal** 50% increase	PAAR Office
Tied to GHC Mission Goal 2						
SLO B: Students will assess academic strengths & weaknesses.	Non-Cognitive Assessment (will list once Implementation Team finalizes plan 6/13)	EAB Navigate Assessment Tools	Completion Rate (%)	80% participation among all new GHC students.		QEP Coordinator and action team
Tied to GHC Mission Goal 1 & 2						

Goal 1: To help students develop self-direction and decision-making skills related to their academic success.

	Assessment Activity	Artifact	Measure	Goal	Overseer
SLO C: Students will identify and utilize appropriate resources for addressing weaknesses and developing strengths.	Students will develop an individual plan for finding and using appropriate resources, based on their identified strengths and weaknesses	EAB Navigate Assessment Tools	Completion Rate (%)	80% participation among all new GHC students	QEP Coordinator and action team
	Advisors will make referrals for individual students, based on individual circumstances, and will track student follow-through on those recommendations	EAB Navigate Assessment Tools	How many of the recommended resources were visited or used, as measured at end of first semester:		QEP Coordinator and action team
			Percent of students who followed up on at least one recommendation	50%	
Tied to GHC Mission Goal 2					

Goal 1: To help students develop self-direction and decision-making skills related to their academic success.

	Assessment Activity	Artifact	Measure	Goal		Overseer
Overarching Goal 1 Summative Assessment	Advising Session Assessment of Student	Navigate Assess-ment completed after each 1-on-1 session	**Advisor will assess the student's demonstrated understanding of:**	**Baseline**	**Goal**	QEP Coor-dinator and action team
			Interests and abilities with regard to chosen major/career choice	N/A	35%	
			Program of study sheet and degree map, including how they work together to create an educational plan and timeline	N/A	50%	
			Their academic strengths/weaknesses	N/A	35%	
			Campus Resources to Support Academic Success	N/A	55%	
			Long term/post-degree plan	N/A	35%	
Tied to GHC Mission Goal 1 & 2						

Goal 2: To foster student success through improved academic planning skills.

	Assessment Activity	Artifact	Measure	Goal		Overseer
SLO D: Students will develop an academic plan, tailored to their academic needs and professional interests.	Completion of Plan & Review with Advisor(s)	EAB Navigate Assess-ment Tools	Completion Rate (%)	80% participation among all new GHC students		QEP Coor-dinator and action team
		Year 1 Completion Survey: question regarding whether students found constructing the plan to be useful	% of students who found the plan useful	80% participation among all new GHC students		QEP Coor-dinator and action team
Tied to GHC Mission Goal 1 & 2						
SLO E: Students will participate in a com-prehensive advising process	Participation in asssigned activities	EAB Navigate Assess-ment Tools	Completion Rate (broken down by % of students who completed X number of of the activities)	80% participation among all new GHC students in all assigned advising activities	Internal: Breakdown by # of activities completed, Annual Improvement	QEP Coor-dinator and action team
Tied to GHC Mission Goal 2						

Goal 2: To foster student success through improved academic planning skills.

	Assessment Activity	Artifact	Measure	Goal		Overseer
				Baseline	**Goal**	
Overarching Goal 2 Summative Assessment	Degree Audit	See how many full-time students are on track to complete in 3-4 semesters	Percent on Track to graduate within 3-4 semesters at End of Year 1 (6 enrolled semesters to completion)	48%	50%	QEP Coordinator and action team
		See how many part-time students are on track to complete in 9-10 semesters	Percent on Track to graduate within 9-10 semesters at End of Year 1 (12 enrolled semesters to completion)	57%	60%	
	Identifying/Following up with students not on track	Individual follow up - calls and/or texts, depending on preferred form of contact	% if students who make follow up appts with an advisor after "not on track" notifications	No existing data (Closest Program/Success Coaching: 38%)	50%	QEP Coordinator and action team
	Retention Rate	PAAR Tools	Retention Rate (%) - Full-time students	70%	70% maintenance	PAAR Office

				Retention Rate (%) - Part-time students	56%	60%	
		Graduation Rate	PAAR Tools	Graduation Rate for FTFT, as measured by USG	12.60%	15%	
				Graduation Rate for FTPT, as measured by USG	12.50%	18%	PAAR Office

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