



QUEST FOR SUCCESS

QEP: Quest for Success

October 2018

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Why Quest for Success?

What are the goals of the QEP? To help students develop self-direction and decision-making skills related to their academic success. To foster student success through improved academic planning skills.

Why are these goals meaningful for students? Quest for Success aims to increase the value of the student experience at GHC by emphasizing advising as a core component of learning. With purposeful and holistic advising, students will experience increased persistence and success rates.

Why are these goals meaningful to the institution?

Quest for Success will empower students to make better academic decisions and will, as a result, positively impact retention, progression, and graduation at GHC.

Quest for Success Updates

The Quest for Success pilot is underway. The pilot students consist of first time GHC students at the Cartersville site who selected General Studies as their pathway. These students were introduced to Quest for Success at Charger Orientation.

Quest pilot students completed the group advising session (Advising Activity 1) with their professional advisor. In this group advising session, students discussed any challenges they may be facing and GHC resources that may be helpful to them.

After completing the group advising session, students are able to set up a one on one appointment (Advising Activity 2) with their professional advisor. In this session, a student will create his or her academic plan and register for the next semester. During this appointment, the student is notified which faculty advisor he or she will be assigned to for the following semester.

Three faculty advisors were nominated for the Quest for Success pilot; Sharryse Henderson, Laura Ralston, and Josh Stovall. These faculty will begin advising in Spring 2019.

“By capitalizing on the benefits of quality advising, colleges can more effectively help students select the programs and courses that will help them stay on track toward achievement of their education and career goals.” ACT 2004 Annual Report. P. 18. Iowa City, IA:ACT

“Advising is a key to student retention. The best way to keep students enrolled is to keep them stimulated, challenged and progressing toward a meaningful goal. The best way to do that – especially among new students- is through informed academic advising.” Anderson, Edward. (1997). Academic Advising for Student Success and Retention. Noel-Levitz, Iowa City, IA.

Quest for Success training for the professional advisors and faculty advising specialists is scheduled for November 19, November 28, and December 7, 2018. This group will be trained first since they will be advising the Quest for Success students in Spring 2019.

Navigate Updates

The Navigate platform launch will take place in phases. The target for launch of the New Student Onboarding part of the Navigate platform is November of 2018. The target for launch of the Navigate Staff/Advisor platform is December 2018/January 2019.

Navigate consultants are guiding teams of GHC employees with the implementation of Navigate. These teams include the communication engagement team, the onboarding engagement team, the academic planning engagement team, and the technical team. The Navigate consultants will be on campus on October 18, 2018, for site validation training and October 22-23, 2018, for super user training. Once more information is available about campus-wide training opportunities, we will share that information with the college community.

As a GHC employee, you have access to information and tutorials provided about the Navigate tool and how it will help GHC put the needs of the student first, as well as create a path for academic success. [EAB Navigate Website](#)

If you have any Navigate related questions or would like more detailed information on the process, please email Jennifer Hicks at jhicks@highlands.edu.

Academic Advising Resources

<https://www.chronicle.com/article/Student-Needs-Have-Changed/243797>

<https://www.chronicle.com/article/How-Faculty-Advisers-Can-Be/244757>

<https://www.nacada.ksu.edu/Resources/Pillars/Concept.aspx>