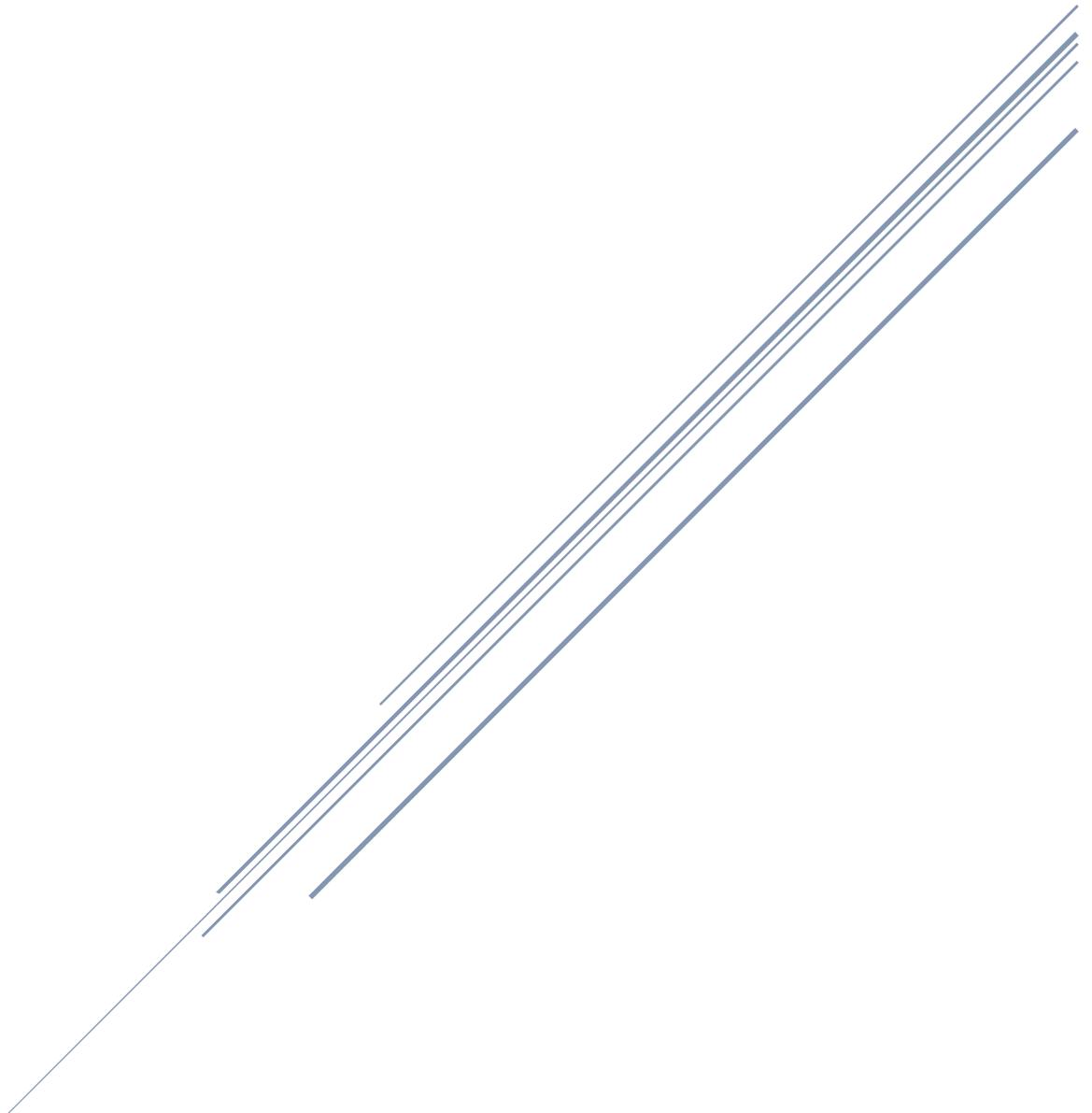


# QEP IMPACT REPORT 2012-2017

Pitt Community College

[www.pittcc.edu](http://www.pittcc.edu)



## Goals and Intended Outcomes

Pitt Community College (PCC), set in rural Eastern North Carolina, enrolls approximately 11,214 curriculum students per year in various degree, diploma, and certificate programs. To identify a Quality Enhancement Plan (QEP) topic that best met the particular needs of these students, both external and internal data was collected. Through focus groups and surveys, PCC gathered input from faculty, students, staff, alumni, board of trustees, and many others on how PCC could best enhance student learning and the environment supporting student learning. After analyzing two years' worth of data, PCC determined that improving PCC's career planning and academic advising processes and services would have the greatest impact on student success and degree completion. The Career and Academic Planning (CAP) Quality Enhancement Plan was developed. This QEP focused on changing the environment through improved access to meaningful career planning and academic advising.

The QEP focused on two goals:

1. Increase student use of and engagement with career planning resources, and
2. Improve and support student access to quality academic advising.

The QEP plan had seven outcomes:

1. Students will complete the CFNC Interest Profilers, be able to interpret results and to identify appropriate programs of study.
2. Students will indicate an increased knowledge of career options.
3. Students will research, record, and be able to articulate information about their career choices.
4. Students will create Student Education Plans (SEP) using the MyPittCC Web Advisor and be able to use them to successfully matriculate through their programs of study.
5. Students will utilize the Academic Advising Centers.
6. Students will report an increase of satisfaction with academic advising.
7. Students visiting the Advising Centers will report being more knowledgeable about their educational pathway.

Four interventions were developed and implemented in order to assist outcome achievement:

1. Established a CAP Steering Team and Academic Advising Team,
2. Integrated career planning into pre-enrollment processes for AAS students,
3. Established additional advising spaces for AAS majors, and
4. Redesigned ACA 111 College Student Success.

## Implementation and Changes

### ***Implementation***

PCC determined that a restructuring of the advising system was necessary in order to fully actualize the outcomes of the QEP. Formerly working under a split advising model in which students accessed both faculty advisors and the advisors at the Student Success Center, the college determined that a more centralized and comprehensive advising focus, specifically for first-time students, would yield greater gains in student success. Recognizing that early intervention, intrusive advising, and pathway creation were needed early in a student's educational journey, PCC designed and implemented an advising system with professional advisors, called Student Success Navigators, for first year students.

PCC's original QEP was designed to specifically target students in Associate in Applied Science (AAS) degree programs. However, as implementation progressed, we recognized that a more comprehensive

restructuring of career planning and academic advising was necessary to serve all students. The lines separating AAS and traditional transfer programs (Associate in Arts and Associate in Science) are blurring with more and more AAS students selecting transfer to a senior institution after completion of the AAS degree. Therefore, these students need more intensive advising to inform them of all the available career and academic opportunities. Furthermore, even as we implemented the interventions targeting AAS students, students still voiced a lack of satisfaction with the advising process. In fall 2015, PCC was one of eight North Carolina community colleges to be awarded a *Road to Excellence* grant by the Aspen Institute. Aspen representatives visited campus and interviewed various college stakeholders (faculty, staff, students, business and industry, educational partners) in order to identify strengths and weaknesses of the institution. The Feedback Report from Aspen identified academic advising as an area in need of significant review and adjustment. At this time, the President's Leadership Team determined that in order to better serve all students in their academic and professional pursuits, a comprehensive restructuring of career guidance and academic advising needed to take place. The QEP had evolved from a targeted approach aimed at AAS students to a more extensive and inclusive undertaking designed to benefit all students.

As a first step, we moved the Career Services Department out of Student Development Services into Academic Affairs and created the new department of Academic Advising and Career Services. This organizational restructuring was designed to better connect career and academic advisement as a single concept rather than two separate processes. In addition, Career Services serves the College in its role as a crucial link to business and industry. Career Services personnel now work closely with individual academic programs within Academic Affairs to design events and opportunities for students to interact with local employers. Importantly, career guidance and academic advisement are no longer two distinct operations but are instead interrelated activities that provide students with access to available opportunities and with clear and guided pathways to achieve their academic and professional goals.

### ***Enrollment through Orientation***

Members of the CAP Steering Team, Career Planning Team, and Academic Advising Team, originally established as organizational support for the CAP QEP, formed the new Advising Team and were charged with researching and devising a new career and academic advising structure for the college. After reviewing successful national advising and first-year experience models, this group proposed a split model of professional first-year advisors followed by faculty program advisors. They also designed an enrollment process that immediately connected students with clear, effective career and academic advising.

PCC committed itself to provide a stronger support and guidance system for new students and to further align college resources to support core values. As a result, PCC revamped the First-Year Experience. Effective fall 2016, first-year students:

- Are assigned to an Admissions Counselor at the point of application
- Are required to attend New Student Orientation (NSO)
- Are reassigned to a Student Success Navigator (first-year academic advisor) at NSO
- Must enroll in the College Student Success (ACA) class by the end of their first semester at PCC

**Admissions Counselors**-All first-year students are assigned to an Admissions Counselor at the point of application. The Admissions Counselors assist first-year students with completing each step in the

enrollment process, including placement testing, financial aid forms, admissions application, transcript submission, and initial major selection. Once students have completed all of the enrollment steps, the Admissions Counselors assist students with registering for the required NSO.

**New Student Orientation (NSO)**-After completion of enrollment steps, first-year students attend New Student Orientation. At New Student Orientation, students learn about college resources, review major requirements, and meet with a Student Success Navigator to register for classes.

### ***Academic Advising Restructuring***

#### **Phase 1: Student Success Navigators**

In fall 2016, PCC re-purposed eleven (11) current or vacant positions as Student Success Navigators to provide intensive, and at times intrusive, advising to first-year students. The Navigators advise first year students from the moment of acceptance to PCC until they complete two semesters at the college. The mission of the Success Navigators is to empower students through collaborative mentoring relationships and the development of academic, career, and financial plans. The Success Navigators assist students with academic planning and course selection by working with them on their required Student Education Plans (SEP). Although housed in the Academic Advising and Career Services Department, the Student Success Navigators were assigned to individual academic units within the college (Health Sciences, Business, Construction and Industrial Technology, Arts and Sciences-University Transfer, and Public Services and Fine Arts). They participated in an extensive training program focused on career planning, academic planning, financial planning, and college and community resources. Once trained, the Success Navigators were assigned a caseload of students to manage within their assigned units. Success Navigators assist first-year students with:

- Career, academic, and financial planning
- Course selection for current and upcoming semesters (SEP)
- Advisement and planning during times of academic difficulty
- Referrals to college or community resources

Navigators are charged with maintaining Early Alert interventions designed to intercede at key points in a student's semester to address any academic or attendance issues. Instructors are required to post student grades in the college's Learning Management System (Moodle) at the 25%, 50%, and 75% points of the semester, as well as to record attendance weekly. Academic Affairs worked with the Office of Institutional Technology Services to develop an Advising Dashboard for the Navigators to track student class performance. Student grades and attendance are downloaded from Moodle into the Dashboard for easy Navigator access and tracking. In addition, students not performing well or experiencing absences are red-flagged for interventions. Instructors are also able to fill out an Early Alert form on the Dashboard requesting intervention that is then sent to the appropriate Navigator for follow-up. Navigators also teach division specific College Student Success courses (ACA 111 or 122), which keeps them in close contact with their respective advisees during this critical first year. During this first semester, students develop an individualized Ellucian Self Service Student Education Plan (SEP) that details the specific courses leading to credential acquisition that the student needs to enroll in and to successfully complete. Previously, PCC employed student plans that outlined the specific courses but allowed students to register for courses outside their major program. The new SEP must be advisor-approved and limits the courses students can enroll in and prevents them from registering for courses that do not advance them in their program of study. If students wish to change their courses, they must

receive advisor approval before registering. Students are locked into the Plan, which prevents unnecessary credit and debt accumulation.

*\*Table 1: SEP Approvals FA2015-FA2017*

SEP Approvals						
Term	Overall	AAS	Certificates	Diplomas	UT	Non-Degree
FA2015	0	0	0	0	0	0
FA2016	11	4	1	0	6	0
FA2017	2668	1034	386	156	1070	22

*\*Throughout Fall Semester 2017 and Spring Semester 2018, faculty advisors made a concerted effort to develop SEPs for all continuing students. At the conclusion of Spring Semester 2018, Planning and Research reported over 10,000 approved SEPs, unduplicated.*

At the conclusion of two semesters in their major at PCC, first-year students are reassigned from a Student Success Navigator to a faculty advisor in their program. Evaluation strategies used for this initiative included reviewing fall to spring and fall to fall retention data, facilitating the Noel Levitz Student Satisfaction Survey, and conducting student focus groups. Rates are calculated after the census date for the term. The data illustrate increased student retention.

*Table 2: Student Success Navigator Cohort Retention Rates*

Fall to Spring Retention		Fall to Fall Retention	
FA16-SP17	76.80%	FA15-FA16	46.85%
FA17-SP18	79.20%	FA16-FA17	58.00%

Student satisfaction with academic advising also increased and exceeded national averages.

*Table 3: Noel Levitz Student Satisfaction Survey Data*

Question	2015-PCC	2017-PCC	National Avg.
My academic advisor is approachable.	60%	68%	64%
My academic advisor helps me set goals to work toward.	55%	60%	54%
My academic advisor is concerned about my success as an individual.	51%	59%	55%

#### **Student Focus Group Feedback (Spring 2017 and Spring 2018)**

- "Having a Success Navigator/advisor who knows about your program and what you need really helps."
- "Having a person who cares about my school, work, and life balance has been key to my success."
- "I seek out my Success Navigator whenever I need help, because I have a great relationship with her, and I know she cares about my success."

#### **Phase 2: Faculty Advisors**

At the time of transition to faculty advisors, students will have an advisor-approved SEP and clear career and academic pathways to goal attainment, as well as a viable financial plan. Faculty are tasked with ensuring these students stay on track and complete their program of study at PCC. Any changes to the SEP must be approved by the faculty member. Faculty advisors continue to monitor student performance and attendance. A Faculty Advising Dashboard was designed by the Office of Institutional Technology Services with faculty input and mirrors the Navigator Advising Dashboard. Training on the Dashboard and on advising in general has been provided by the college's Teaching and Learning Center,

which provides professional development for faculty and staff. Throughout Fall Semester 2017 and Spring Semester 2018, the Teaching and Learning Center offered multiple advising professional development opportunities, including Intrusive Advising Strategies, Academic Advising Overview, and Change of Major Training. Over 240 faculty and staff (duplicated) participated in the advising professional development.

After students transition from Navigators to faculty, faculty advisors continue the Early Alert oversight and intervene when necessary. Furthermore, a Faculty Advising Team was charged with constructing a Faculty Advising Manual that will help guide advisement. The Manual begins with the PCC philosophy on advising: "Academic advising is founded on the establishment of a professional relationship between the student and the advisor based on mutual respect, effective communication, and shared responsibility for the purpose of guiding students toward attainment of their personal, professional, and academic goals." The Manual also includes Expectations of Faculty Advisors, Advisor Resources, and Intervention Resources, with links to various college forms and information. In addition, through our Title III: Strengthening Institutions Grant, we have been able to identify and fund Faculty Advising Resource Specialists for each academic division, including Continuing Education. These individuals serve as point personnel for advising issues and as valuable resources for faculty members with advising questions or concerns.

### ***ACA 111 Redesign***

One of the proposed interventions for the QEP was to redesign ACA 111 (College Student Success) to help achieve the QEP goals, particularly Goal 1: Increase student use of and engagement with career planning resources. Career preparation and exploration is highly embedded within the redesigned ACA classes. In fall 2014, ACA 111 adopted a new text that aligns well with the learning outcomes of the course with a large focus on career and academic planning. Unit One in the text is Goal Discernment with the focus on Self-Assessment, Academic Goal Exploration, Career Goal Exploration, and Goal Setting.

Since the inception of the QEP, ACA 111 has maintained embedded assignments focused on meeting the QEP goals. The first embedded assignment is a Goal Setting Activity utilizing Google docs and providing an in-depth exercise in writing both academic and professional goals. Utilizing the SMART goal method, students compose goals that are Specific, Measurable, Attainable, Realistic, Time-bound.

All students who take ACA 111 complete an extensive Career Exploration Activity to identify their Holland Code using a product purchased by the college, Virtual Job Shadow (VJS). A predecessor to the VJS was Career Coach software. Career Coach initially replaced the College Foundation of North Carolina (CFNC) Interest Profiler tool. The introduction of the VJS was coordinated with the Admissions Counselors and Career Services personnel to provide career assessments prior to enrollment and to give students information to make an informed initial major program choice. The VJS additionally provides students with a robust system that empowers students to confirm that their academic pursuits align with their career goals. Career Services counselors administer the ONET Interest Profiler survey in all ACA classes to help students determine personal interests and how they relate to the world of work. With the use of VJS, students can also: a) discover passions and interests, b) explore careers & choose their direction, c) prepare for next steps, and d) get motivated to achieve personal goals.

The Career Clusters Interest Inventory is used outside of the classroom. The ONET Interest Inventory is the assessment tool within the VJS that is used by students in the ACA course. With Career Services counselors, students can further explore career interests utilizing ONET Work Importance Locator. Career counselors also make classroom visits to ACA classes each semester to assist the students in synthesizing the information generated from the Career Exploration Activity.

The VJS has proven an indispensable resource to students and allows them to view videos and conduct research related to their career interests. Students can easily access the tool on the launch pad of their student portal using their PCC username and password. After students have set goals and explored majors and careers, instructors arrange an informational interview so students can ask questions of someone who is currently working in their selected field of interest. A set of questions is provided to guide the interview. A student reflection is also required so that they can incorporate some of the major program and job research they have gathered during the course. The redesigned ACA 111 course places a heavy emphasis on career assessment, exploration, and goal setting. The pre-/post-ACA 111 Learning Outcomes Survey illustrates the steady improvement of students to increase the use of and engagement with career planning resources.

As a marked QEP intervention, the newly designed ACA 111 class was developed with appropriate assignments and assessments implemented with both QEP goals in mind: (1) Increase access, knowledge, and application of career planning resources, and (2) Improve access to informed academic advising. Table 4 and Table 5 illustrate the percentage of increase in student success for QEP goal #1 and #2 respectively as it relates to the newly developed ACA 111 assignments and assessments.

*Table 4: QEP Goal 2 Assessment Results*

Measure	FA2012 Pre	FA2012 Post	% ↑↓	FA2017 Pre	FA2017 Post	% ↑↓
I am aware of career planning resources available to me either on campus or online.	83.90	93.70	↑ 10.46%	80.86	97.09	↑ 16.72%
I have spoken with someone who works in the career field I plan to enter.	74.00	92.10	↑ 19.65%	69.59	89.47	↑ 22.22%
I am aware of job market information, such as wages and employment opportunities, for my intended career field.	85.4	96.7	↑ 11.69%	84.65	93.02	↑ 9.00%
I have participated in some type of career exploration activities such as CFNC's Interest Inventory.	68.1	88	↑ 22.61%	48.08	90.06	↑ 46.61%

*Table 5: QEP Goal 2 Assessment Results*

Measure	FA2012 Pre	FA2012 Post	% ↑↓	FA2017 Pre	FA2017 Post	% ↑↓
I am confident of my choice of major.	89.30	91.70	↑ 2.62%	95.25	91.86	↓ -3.69%
I know my academic advisor.	65.90	80.10	↑ 17.73%	79.05	93.60	↑ 15.54%
I know how to contact my academic advisor.	76.5	88.7	↑ 13.75%	86.23	97.67	↑ 11.71%
I am aware of the courses appropriate for my intended major.	91.1	95.7	↑ 4.81%	94.1	97.67	↑ 3.66%
I have clearly defined my educational and career goals.	86.7	92	↑ 5.76%	89.39	90.7	↑ 1.44%
I know my projected graduation date.	67.2	85.5	↑ 21.40%	69.82	82.56	↑ 15.43%

### ***Career Services***

The coordination and collaboration between Career Services and the advising and academic areas, including ACA instruction, has proven invaluable in allowing students to explore possible career paths and in developing attainable career goals. Career Services has also partnered with advising and academic personnel to hold events aimed at connecting students with area business and industry.

#### *CareerFest*

Each fall semester, the Career Services office hosts CareerFest, a career exploration event designed for first-year students. At the event, students learn about career clusters and their many associated career pathways by conversing with employers who work in the pathways. Students are encouraged to ask questions about majors, typical work days, skills necessary for success, and the jobs available to graduates. In the fall 2017 semester, 450 students attended CareerFest and spoke with more than 25 employer representatives.

#### *Career Fair*

First-year students are encouraged to attend PCC's Career Fair in spring semester each year. ACA instructors teaching classes on the day and during the hours of the Career Fair require students to attend. Facilitated by the Career Services office, the Career Fair provides students with another opportunity to connect what they are learning in the classroom to internships and career paths. Students meet with community employers, and they learn about workforce opportunities through conversations and printed materials. For the spring 2018 Career Fair, 37 employers were in attendance, each representing an academic division at the college. The Career Fair recorded the highest student attendance in five years with 415 students attending.

#### *Employer Engagement Report*

This report tracks the instances in which an employer is on the college campus and engages with students about career-related topics at a Career Services sponsored event. In 2015-16, Career Services, in collaboration with advising and academic areas, sponsored 20 career events with 97 unduplicated employers and attended by 1,520 students. In 2017-18, there were 32 career events with 105 unduplicated employers and attended by 2,388 students. The integration of Career Services as a critical and effective piece of the student experience is evident in the increasing employer engagement and student interest in such events.

#### *Career Coaches*

In 2016, PCC received a grant from the North Carolina Community College System, funded by the General Assembly, to hire and station three Career Coaches in the six public high schools in the Pitt County college service area. The purpose of these Coaches in the high schools is to assist students with determining career goals and identifying community college programs that would enable students to achieve these goals. The Coaches work with Student Development Services, Career Services, and the academic programs to inform students of the career opportunities available to them and the role PCC can play in helping them realize their professional goals. In 2016-17, 967 high school students were counseled by a Career Coach and 52 completed a career assessment tool. For fall semester 2017, 605 senior high school students applied to PCC for admission and 376 ultimately enrolled at the college. These Coaches serve a critical role in informing students of available career options at the college and in guiding them through the initial application and enrollment steps.

### ***Institutional Investment***

The College is committed to allocating necessary funding, both in personnel and infrastructure costs, for the implementation the QEP and the accompanying advising restructuring.

#### *Total department budget:*

Career Services (2015):	\$142,776
Academic Advising and Career Services (2016):	\$227,991
Academic Advising and Career Services (2017):	\$1,102,970

#### *Infrastructure investment:*

Goess Phase II Construction (Career Services):	\$2,956,557
Career Services Furniture:	\$71,200
Career Services Computer Lab:	\$35,000
Student Engagement Area:	\$36,902
Success Navigator Furniture:	\$36,568
Navigator and Faculty Advising Dashboards:	<u>\$25,000</u>
Total infrastructure investment:	\$3,161,227

### ***Additional Outcomes***

The implementation of the Success Navigators led to other initiatives that enhanced student success. In 2016, the College rolled out the new Student Education Plan (SEP). With the assistance of the ACA instructors, Student Success Navigators, and faculty, almost every student at PCC currently has a developed SEP. In order to best implement the new requirement of the SEP, the college embedded the SEP as an assignment into the newly designed ACA 111 class. The SEP assignment was also integrated into ACA 122 (College Transfer Success), a course designed for students intending to transfer to a senior institution. Further, faculty advisors worked to develop SEPs with continuing students who had enrolled prior to advising restructuring. By expanding the SEP requirement to all new students and then all continuing students, the college has seen increased retention and completion across all student groups.

*Table 6: Institutional Retention and Credentials Issued*

<b>Institutional Student Retention</b>		<b>Curriculum Credentials Issued (unduplicated)</b>	
FA13-FA14	55.35%	2014-2015	1,736
FA14-FA15	58.60%	2015-2016	1,645
FA15-FA16	59.59%	2016-2017	1,874

### ***Impact on the Environment***

One of the College's primary methods for assessing environmental shifts is leveraging data from the Noel-Levitz Student Satisfaction Inventory. In the original decision for the QEP, PCC recognized career and academic planning as important areas needing improvement based on the results of the 2008 and 2011 Noel-Levitz results. Through the implementation of the CAP and additional career and advising initiatives, the college has seen a significant improvement across the board with the Noel-Levitz results through 2015. Table 7 provides the data from the comparative years of 2011, 2013, and 2015 with the percentage of overall improvement.

*Table 7: Noel-Levitz Comparative Results for Standard Questions*

Question	Overall % $\uparrow\downarrow$	2011	2013	2015
#32 My academic advisor is knowledgeable about program requirements.	$\uparrow$ 3.21%	5.30	5.68	5.47
#25 My academic advisor is concerned about my success as an individual.	$\uparrow$ 3.00%	5.00	5.36	5.15
#6 My academic advisor is approachable.	$\uparrow$ 4.02%	5.23	5.62	5.44
#40 My academic advisor is knowledgeable about the transfer requirements of other schools.	$\uparrow$ 4.96%	5.04	5.50	5.29
#12 My academic advisor helps me set goals to work toward.	$\uparrow$ 5.47%	4.94	5.44	5.21
#30 The career services office provides students with the help they need to get a job.	$\uparrow$ 6.26%	4.95	5.13	5.26

These results provided an opportunity for expanded assessment in order to better capture the changes. As a result, in the Noel-Levitz 2015 survey, the college added the following 10 questions:

1. PCC has resources to help me identify a major which meets my career interests.
2. PCC has resources to help me understand career opportunities which align with my major.
3. PCC has resources to help me research additional career and employment information.
4. PCC has resources to help me establish career goals.
5. PCC has resources to help me make informed career decisions based on knowledge of myself, my major and career planning, and exploration activities.
6. My advisor discusses with me what would be my best course schedule to complete my educational goals in a timely manner.
7. My advisor and I talk about vocational opportunities in conjunction with academic advising.
8. My advisor discusses with me what I need to know about academic courses and programs.
9. My advisor assists me in identifying realistic academic goals based on what I know about myself as well as about my test scores and grades.
10. My advisor assists me with developing or modifying my student education plan (a multi-term plan outlining required courses for a major).

The questions were asked again in 2017. Table 8 illustrates the comparative years of assessment for the new questions and the overall percentage of improvement.

*Table 8: Noel-Levitz Comparative Results for Added Questions*

Question	Overall % $\uparrow\downarrow$	2015	2017
#71 PCC has resources to help me identify a major which meets my career interests.	$\uparrow$ 4.82%	5.39	5.65
#72 PCC has resources to help me understand career opportunities which align with my major.	$\uparrow$ 5.06%	5.34	5.61
#73 PCC has resources to help me research additional career and employment information.	$\uparrow$ 4.93%	5.27	5.53
#74 PCC has resources to help me establish career goals.	$\uparrow$ 4.50%	5.33	5.57
#75 PCC has resources to help me make informed career decisions based on knowledge of myself, my major and career planning, and exploration activities.	$\uparrow$ 4.46%	5.38	5.62
#76 My advisor discusses with me what would be my best course schedule to complete my educational goals in a timely manner.	$\uparrow$ 8.83%	5.21	5.67
#77 My advisor and I talk about vocational opportunities in conjunction with academic advising.	$\uparrow$ 8.40%	4.88	5.29
#78 My advisor discusses with me what I need to know about academic courses and programs.	$\uparrow$ 7.22%	5.26	5.64
#79 My advisor assists me in identifying realistic academic goals based on what I know about myself as well as about my test scores and grades.	$\uparrow$ 9.20%	5.11	5.58
#80 My advisor assists me with developing or modifying my student education plan (a multi-term plan outlining required courses for a major).	$\uparrow$ 9.02%	5.21	5.68

## QEP Experience Reflection

The QEP has served as the catalyst for cultural and operational transformation at PCC. The original QEP goals of increased student use of and engagement with career planning resources and improved academic advising targeting a specific subset of the student population (AAS) now seem relatively modest in light of the college-wide career and advising restructuring that has taken place. However, this evolution would not have been possible without the first steps the QEP provided. By examining the data of AAS students, we realized that we were conducting registration approval and not effective career assessment and academic advisement. Students were accumulating unnecessary credit hours and debt and this accumulation was adversely impacting student satisfaction, retention, and completion. It was not a large leap to conclude that this condition harmed all student groups, and it was our institutional obligation to address and remedy this situation for all students.

The QEP has helped produce a data-conscious institution and encouraged data-informed decision-making on multiple levels, from course success rates to instructional delivery methods to programmatic retention and completion. The college has developed a data repository for faculty and staff and provided professional development on data analysis. Instructors, departments, and divisions are now using data to identify and address student success issues. Furthermore, the expansion of QEP has fostered a spirit of collaboration across campus in pursuit of student success. The Student Success Action Council with its committees of Data, Recruitment, Process Analysis, and Retention and Completion is comprised of representatives from across the college, including Academic Affairs, Student Development Services, Institutional Advancement, Planning and Research, Institutional Technology, and others. Student success is now recognized as a college-wide initiative that requires input and assistance from all areas.

Career and academic advising are remarkably complex in today's post-secondary environment. The lines between academic areas such as university transfer and traditional technical areas are blurring, as well as between curriculum and continuing education programming. Students are more mobile between programs and career and academic opportunities are plentiful. With more choices, students can easily make decisions that impede the attainment of their career and academic goals. Effective career and academic advising is an essential element of student success, and faculty and staff advisors need readily available professional development to remain current and correct in their guidance.

Overall, the CAP QEP, its accompanying student success momentum, and the associated initiatives have been embraced by college personnel, have transformed the culture and operations of the college, and have so far produced positive results in student satisfaction, retention, and completion.