

QEP Title: **Addressing the ALFAA Bs: Identifying Barriers and Setting Benchmarks through Purposeful Advising**

Institution: **Central Georgia Technical College**

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Executive Summary

The academic decision-making process can be one that is challenging to students, especially at-risk students, based on their limited understanding of operational functions in place at institutions of higher learning. The student body at Central Georgia Technical College (CGTC) is made up of a variety of student types, e.g. first-time, traditional, on-line, full-time, evening, commuter, international, and academic transfer. In addition, CGTC's student body is a diverse racial mix, ranging in ages from 16 – 60, with their own distinctive needs either as individuals or as a member of a group. Each student has his or her own unique set of challenges or *barriers* external and internal to the College, which may hinder or stop his/her progression towards a credential. CGTC's Quality Enhancement Plan is devised to address specific barriers and to assist students with setting purposeful benchmarks towards success. The Plan is designed to improve the environment surrounding student learning for at-risk students, those who are first-time, first-generation, and/or academically challenged, by implementing a three-pronged intervention strategy: 1) a purposeful advising approach (ALFAA – The Five-Step Advisement Process); 2) academic support, including a college readiness course (COLL 1500); and 3) student support services, including an early alert system (TEAMS). The College utilized broad based participation and an institutional data review in the discovery and development of the focus and Plan. Therefore, to meet the College's Mission and the educational needs of a very diverse student body, more specifically the at-risk population, CGTC has established the following goals as a result of this Plan's implementation:

1. Students will be knowledgeable of purposeful advising and techniques which support student learning
2. Students will be able to access and use College resources
3. Students will be successful in their academic support and program-level courses

The Plan will be assessed by various direct and indirect means, including student learning within a first-year experience course, faculty/staff advisor competence and use of advising resources, such as production of individualized academic plans, student participation in the advisement process using DegreeWorks platform, student progression, and strategic goal annual reviews.