



---

QUALITY ENHANCEMENT PLAN | 2022

---



***KEEP THE PACE*** 

***PERSONALIZED ADVISING FOR  
CAREER EXCELLENCE***

On-site Review | October 17 - 20, 2022

**Table of Contents**

**List of Tables** ..... ii

**List of Figures** ..... iii

**Executive Summary** ..... 1

**Introduction to Piedmont Community College**..... 2

**Quality Enhancement Plan Development Process**..... 3

**Topic Identification Process**..... 12

**Literature Review** ..... 15

**Establishing a Centralized Advising Model** ..... 17

**The Five Focus Areas** ..... 23

**Desired Student Outcomes and Assessment**..... 35

**Keep the PACE Timeline** ..... 48

**Organizational Structure and Resources** ..... 50

**Conclusion** ..... 56

**References**..... 57

**Glossary** ..... 60

**Appendices**..... 62

**Appendix A: Mission, Vision, Values of the College** ..... 63

**Appendix B: Program Information Form / Training Log**..... 64

**Appendix C: Welcome Letter / Email**..... 66

**Appendix D: Admissions Checklist**..... 67

**Appendix E: Orientation Invitation (Welcome Weekend)**..... 68

**Appendix F: Applied Not Registered Communication Samples**..... 69

**Appendix G: Finalizing Registration Flyer** ..... 70

**Appendix H: Non-payment Communication Samples** ..... 71

**Appendix I: No-show Communication Samples**..... 73

**Appendix J: Pre-registration Conference Email** ..... 75

**Appendix K: Advising Conference Checklist**..... 76

**Appendix L: Expectancy Value Tool**..... 77

**Appendix M: Director, Advising/QEP Job Description** ..... 78

**List of Tables**

1	SACSCOC Leadership Team Membership .....	6
2	Topic Selection Committee Membership .....	7
3	Steering Committee Membership .....	8
4	Assessment Committee Membership .....	9
5	Budget Committee Membership.....	9
6	Development Committee Membership.....	10
7	Marketing Committee Membership.....	11
8	Staffing Plan .....	19
9	Professional Development Plan.....	20
10	Returning Student Success by Registration Status .....	31
11	Goal 1, Outcome 1.1 .....	36
12	Goal 1, Outcome 1.2.....	37
13	Goal 1, Outcome 1.3.....	38
14	Goal 2, Outcome 2.1 .....	39
15	Goal 2, Outcome 2.2.....	41
16	Goal 2, Outcome 2.3.....	43
17	Goal 2, Outcome 2.4.....	44
18	Goal 2, Outcome 2.5.....	45
19	Keep the PACE Timeline .....	48
20	Five-Year Budget Plan .....	53

**List of Figures**

1 Keep the PACE Logo ..... 4

2 Prize Patrol Member with Swag ..... 4

3 Keep the PACE Development Phase Committees ..... 5

4 QEP Topic Development Overview ..... 12

5 Fall Non-Payment Trends ..... 26

6 Spring Non-Payment Trends ..... 26

7 Fall No-Show Trends ..... 28

8 Spring No-Show Trends ..... 28

9 Fall No-Show Trends by Course Type ..... 29

10 Spring No-Show Trends by Course Type ..... 29

11 College Organizational Chart ..... 47

12 Administrative Oversight for Keep the PACE Implementation ..... 50

13 Key Collaborative Working Relationships for Keep the PACE Implementation ..... 52

## Executive Summary

After a broad and collective process to identify needs to enhance student learning and/or success, Piedmont Community College (PCC) selected a plan to improve student success through a centralized advising model that proactively addresses barriers and provides assistance from application through graduation. Keep the PACE: Personalized Advising for Career Excellence is the title given to this initiative. The new model will help students start, navigate, and complete their chosen program of study through an effective and meaningful advising process thus preparing them for success in their future career. Keep the PACE will transform the College's shared advising model in which many disparate employees advise into a centralized model led by a director who supervises a dedicated advising staff.

Topic selection was the result of broad-based input from college faculty and staff who indicated that developing a more effective advising model was a priority. This plan was reinforced later in the process of development when it became apparent there was no single employee who was ultimately responsible for the oversight of advising at the College. A review of the literature and subsequent data analysis refined the topic and led to the identification of five areas of concern upon which to focus. This work, performed by several development committees, resulted in a project with two goals and eight objectives—Goal 1, to establish a centralized advising model, has three associated outcomes; Goal 2, to mitigate the five identified problem areas related to student success, is supported by five outcomes.

The three outcomes associated with Goal 1 support the establishment of a centralized model of advising include creating a centralized advising staff, providing professional development to the academic advisors, and modifying physical spaces and resources to facilitate the shift in advising models. The five outcomes related to Goal 2 address the five areas of concern identified as Applied not Enrolled, Non-Payment, No Shows, Late-Registration, and One Course to Completion.

Keep the PACE implementation is scheduled over the course of five years, with benchmarks to measure the effectiveness of the new centralized advising model. The Assessment Committee determined how best to accurately and appropriately assess the chosen outcomes using both formative and summative measures, identified the parties responsible for gathering and analyzing that data, and established a timeline for annual analysis, allowing for adjustments to the plan as needed.

The College is committed to supporting Keep the PACE, providing both human and financial resources. An adequate and affordable budget supports the initiative throughout its five-year span to support all stages of implementation.

Keep the PACE: Personalized Advising for Career Excellence ushers in a new era in advising at PCC, bringing new staff, new processes, and new thinking, all aimed at providing students with advising services focused specifically on the individual student from application to graduation. Ultimately, Keep the PACE will enhance students' overall college experience and set the stage for future career excellence.

## **Introduction to Piedmont Community College**

Serving Person and Caswell counties, Piedmont Community College (PCC) is a public two-year institution operating under the direction of a local Board of Trustees and a dedicated leadership team. PCC strives to be recognized nationally for achieving exceptional levels of success in student learning and completion, gainful employment, equity, and affordability, and seeks to transform lives, strengthen communities, and inspire individuals to excellence (see Appendix A).

One of fifty-eight colleges in the North Carolina Community College System (NCCCS), PCC subscribes to the open-door admissions policy established by the North Carolina State Board of Community Colleges and is open to all high school graduates or those who are age 18 or older (with exceptions for dual enrollment students). PCC serves a diverse student population; in Fall 2021, PCC enrolled 60% Caucasian, 29% Black, 7% Hispanic students, and 4% with other racial identities. Sixty-three percent of the student population is female.

PCC is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees, diplomas, and certificates. To meet the service-area needs, PCC offers face-to-face, online, and hybrid classes, and employs about 250 full-time and part-time employees.

## **Quality Enhancement Plan Development Process**

Driven by its mission to transform lives, strengthen communities, and inspire individuals to excellence (see Appendix A), PCC launched a process almost two years ago to develop a meaningful quality enhancement plan (QEP) focused on improving outcomes related to student learning and/or student success while at PCC and beyond. In October 2020, college leadership selected co-chairs to lead a committee of faculty and staff to explore potential topics for the QEP. Over the next year and a half, representatives from all stakeholder groups were recruited to help with the various phases of QEP development.

### **Involvement of Key Constituencies**

#### ***SACSCOC Leadership Team***

Formed in 2020, the SACSCOC Leadership Team, composed of key college positions, charged the QEP topic selection co-chairs with forming the Topic Selection Committee (TSC). The committee was to examine data from on-going assessment and evaluation processes with the goal of presenting potential QEP topics to the college community. The SACSCOC Leadership Team members made a conscious effort not to influence the decision-making process, thereby ensuring the QEP grew from an organic process that fostered employee involvement from various levels of the College.

#### ***Students, Faculty, and Staff***

Students, faculty, and staff routinely serve on college standing and other committees including the Strategic Planning Committee, Institutional Effectiveness Committee, and QEP Steering Committee. As development of the new strategic plan kicked off in the spring of 2020, all were invited to participate in focus groups to provide insights regarding the future of the College. Individuals who were unable to attend focus groups were provided an opportunity to share input through a strategic planning survey. Data collected during the strategic planning process were mined by student, faculty, and staff volunteers for both strategic planning purposes and identifying potential QEP topics. These data were considered by the TSC in addition to several annual college surveys and assessments.

Once data analysis progressed to the point where two potential QEP topics had emerged, all college constituents were given the opportunity to vote for their preferred QEP topic. After centralized advising was chosen as the College's next QEP, students were given another opportunity to share their ideas via focus groups and surveys specifically related to their own advising experiences and needs. Given the topic, this expanded student input was deemed critical. During the planning phase of Keep the PACE, the Marketing Committee brainstormed ideas for names and logos, which were then passed on to the Steering Committee for final approval. Student, faculty, and staff voices were represented in the adoption of the Keep the PACE name and logo (see Figure 1) in June 2022.

**Figure 1**

*Keep the PACE Logo*



As the fall semester approached, students, faculty, and staff volunteered to serve as Prize Patrol members, a group tasked with raising awareness and generating excitement for Keep the PACE. The Prize Patrol plans to visit classrooms, share information, and quiz students on their knowledge of the QEP. Students will win small prizes for correct responses and earn the opportunity to win a grand prize near the end of the semester, all with the intent to generate interest and promote visibility of Keep the PACE among students, faculty, and staff (see Figure 2).

**Figure 2**

*Prize Patrol Member with Swag*



### ***Community***

To ensure community members were involved in the future direction of the College, industry partners, community leaders, and members of the Board of Trustees were invited to participate in strategic planning focus groups. Those individuals unable to attend in person submitted their input through a strategic planning survey. Two community members volunteered to participate in strategic planning teams and were integral to the data mining needed for strategic planning and ultimately the QEP. Community members were also provided an opportunity to vote on the proposed topics.

Continuing efforts to involve the local communities, Keep the PACE Prize Patrol images will be shared across PCC social media accounts. Student Prize Patrol members will visit the PCC Board of Trustees' September 2022 Executive Committee meeting to quiz the trustees and award prizes, engaging the Board in the College's ongoing campaign to maintain awareness of the QEP.

### **Committee Organization**

Figure 3 illustrates the relationships among groups involved in the process of developing Keep the PACE. The SACSCOC Leadership Team, the QEP Topic Selection Committee, the Keep the PACE Steering Committee, and the four committees established by the Steering Committee all played active roles in the development phases of the plan (see Figure 3).

**Figure 3**

*Keep the PACE Development Phase Committees*



Descriptions of the committees and their membership demonstrate the broad-based involvement in Keep the PACE which includes faculty, staff, students, and community. Three factors were considered when determining membership for each committee: 1) expertise related to the committee’s function; 2) campus location and job position to ensure all constituents were represented in the planning, design, and implementation processes; 3) personal interest of the committee member. The asterisks in the tables below denote the chairperson(s) of each committee.

***SACSCOC Leadership Team***

This team oversees all aspects of PCC’s reaffirmation of accreditation with SACSCOC. Membership is comprised of select members from the College’s Executive Council, QEP Leadership, the On-Site Arrangements Committee Chair, and a (former) faculty representative (see Table 1).

**Table 1**

*SACSCOC Leadership Team Membership*

<b>SACSCOC Leadership Team</b>	
Dr. Pamela G. Senegal	President
Roy Allen	Dean, Public Safety and Human Services
Dr. Barbara Buchanan	Vice President, Instruction
Lisa Cooley	Assistant to the President/Faculty
Dr. Michele Mathis*	Director, Office of Research and Institutional Effectiveness
Beverly Murphy	Vice President, Administrative Services/CFO
Kathy Oakley	Coordinator/Instructor, Human Services
Sandy Parker	Administrative Assistant, Vice President, Advancement & Communications
Dr. Shelly Stone-Moye	Vice President, Student Development
Elizabeth Townsend	Vice President, Advancement & Communications
Tasha Williams	Dean, Enrollment Services

***QEP Topic Selection Committee***

Prior to the appointment of the Keep the PACE Steering Committee, the QEP Topic Selection Committee (see Table 2) engaged the College community to collect data and perspectives toward identifying areas of interest for possible QEP topics. The Committee presented two potential QEP topics to be voted on by the college community.

**Table 2**

*Topic Selection Committee Membership*

<b>QEP Topic Selection Committee</b>	
Roy Allen	Dean, Public Safety and Human Services
Janet Bottoms	Instructor, Web Technologies
Edna Brown	Director, Student Development, Caswell County
McKenzie Burk	Career Coach, Caswell County
Lisa Cooley*	Assistant to the President/Faculty
Lisa Covington	Instructor, Psychology & Sociology
Kathy Duncan	Instructor, Associate Degree Nursing Program
Paula Eubanks	Instructor, Medical Coding/Coordinator, Healthcare Management Technology
Scott Keen	Director, Small Business Center
Dr. Michele Mathis*	Director, Office of Research and Institutional Effectiveness
Leia Rollins	Coordinator, College High School Programs
Shannon Turner	Chair, University Transfer & General Education/Mathematics Instructor; Chair, PCC Faculty Association (ended August 2022)

***Keep the PACE Steering Committee***

The Keep the PACE Steering Committee (see Table 3) provided oversight and worked closely with the Keep the PACE Assessment, Budget, Development, and Marketing Committees in all facets of designing and initiating the plan and will oversee and monitor Keep the PACE implementation. This committee is one of the College’s standing committees and will be active over the course of the QEP.

**Table 3**

*Steering Committee Membership*

<b>Keep the PACE Steering Committee</b>	
Hunter Ashworth	Institutional Researcher
Latasha Bradford	PCC Student
Edna Brown	Director of Student Development, Caswell Campus
Emily Buchanan	Director, Caswell County Campus Operations
Deanna Burch	Community Member; PCC Alumnus
Laurie Clayton	Controller
Tammy Duncan	Coordinator, Foundation & Gifts
Rachel Johnson	Director, Financial Aid & Veterans Affairs
Kathy Oakley*	Coordinator/Instructor, Human Services
Lisa Palmer	Director, Admissions and Recruitment
Leia Rollins	Coordinator, College High School Programs
Daniel Statum	Communications Specialist
Dr. David Townsend	Dean, University Transfer & General Education
Norwood Walker	Adjunct Instructor
Hillary White	Instructor, Criminal Justice Technology; Chair, Faculty Association (August 2022 to present)
Tasha Williams*	Dean, Enrollment Services

***Keep the PACE Assessment Committee***

The Assessment Committee (see Table 4) proposed and developed the Keep the PACE assessments, both formative and summative. This committee will continue to provide assessment support throughout the implementation of Keep the PACE.

**Table 4**

*Assessment Committee Membership*

<b>Keep the PACE Assessment Committee</b>	
Hunter Ashworth*	Institutional Researcher
Kathy Oakley	Coordinator/Instructor, Human Services
Lisa Palmer	Director, Admissions and Recruitment
Tasha Williams	Dean, Enrollment Services
Vennesa Williams	EOC Program Coordinator/Data Manager

***Keep the PACE Budget Committee***

The Budget Committee (see Table 5) worked in conjunction with the Keep the PACE Co-Chairs as well as the Development Committee to judiciously develop an affordable budget that adequately supports the QEP for the five-year period. This committee will continue to monitor the budget throughout the implementation of Keep the PACE.

**Table 5**

*Budget Committee Membership*

<b>Keep the PACE Budget Committee</b>	
Laurie Clayton*	Controller
Kathy Oakley	Coordinator/Instructor, Human Services
Tasha Williams	Dean, Enrollment Services

***Keep the PACE Development Committee***

The Keep the PACE Development Committee’s task was to assist the Keep the PACE Steering Committee with the design and implementation of the QEP (see Table 6). Members reviewed and documented scholarly works pertaining to the advising topic, identified best practices in the field, and shared their findings. Further, in conjunction with the Steering Committee, this group compiled information and wrote, edited, and prepared the Keep the PACE narrative for college use and for submission to SACSCOC on-site reviewers.

**Table 6**

*Development Committee Membership*

<b>Keep the PACE Development Committee</b>	
Dr. Patricia Alghali	Student Success Counselor
Lisa Cooley	Assistant to the President/Faculty
Dr. Chandler Fry	Instructor, English
William Hatchett	Instructor, Business Administration
Payton Lea	Administrative Assistant, Director, HROD
Dr. Michele Mathis	Director, Office of Research and Institutional Effectiveness
Dr. Don Miller	Dean, Learning Commons
Kathy Oakley*	Coordinator/Instructor, Human Services
Sandy Parker	Administrative Assistant, Advancement & Communications
Christina Perry	Counselor/Advisor
Dr. Bryan Ruffin	Instructor, Education/Articulation Coordinator
Ryan Smith	Instructor, English
Shannon Turner	Chair, University Transfer & General Education/Mathematics Instructor; Chair, Faculty Association (ended August 2022)
Donna Whitlow	Distance Education Instructional Specialist
Tasha Williams*	Dean, Enrollment Services

***Keep the PACE Marketing Committee***

The Marketing Committee (see Table 7) promoted recognition and understanding of the College’s QEP to students, faculty, staff, and community members. This group worked with the marketing slogan (Keep the PACE), compiled a list of activities and strategies, and developed a timeline for implementation. The Marketing Committee will continue to promote Keep the PACE throughout the project.

**Table 7**

*Marketing Committee Membership*

<b>Keep the PACE Marketing Committee</b>	
Sarah Barham	Graphic Designer/Website Editor
Kathy Oakley	Coordinator/Instructor, Human Services
Kayla Rice	PCC Student
Tiffany Skouby	Director, Student Engagement
Daniel Statum*	Communications Specialist
Tasha Williams	Dean, Enrollment Services
Darrick Woods	Director, Associate Degree Nursing

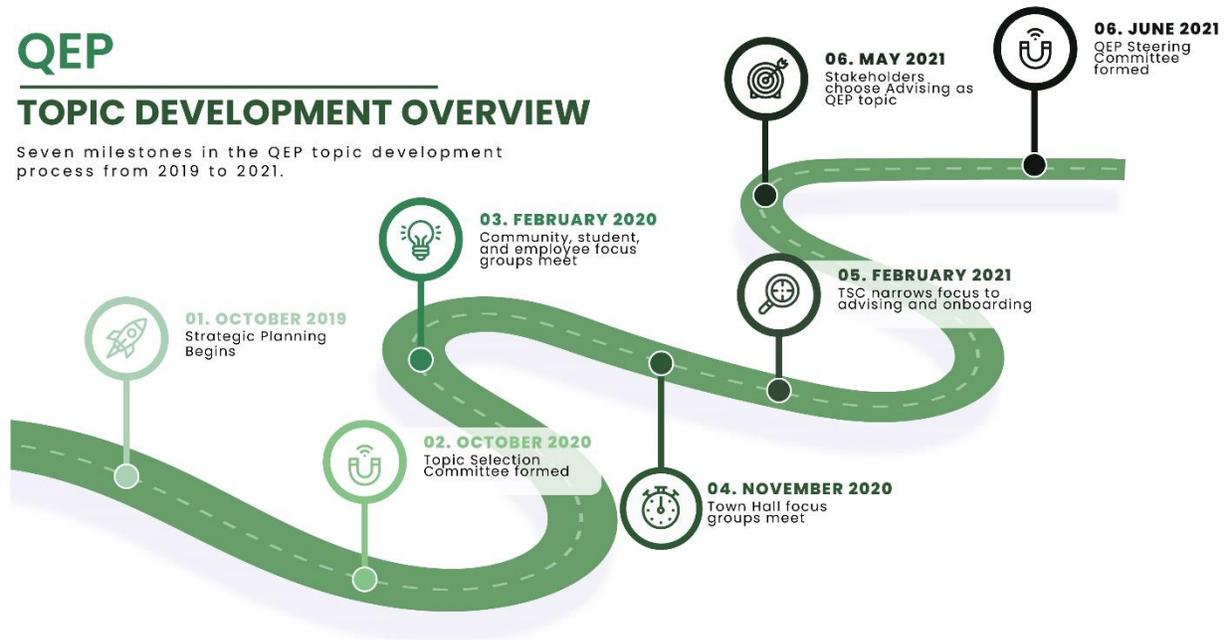
## Topic Identification Process

### Broad-based Support

The QEP Topic Selection Committee (TSC) was formed in October 2020 and remained active through May 2021. An intentional effort was made to include a wide variety of employees on the TSC to ensure the QEP would be integrated into the structure of the College. Faculty members accounted for 41.7% of its membership, and four out of the College’s five academic departments were represented. Additionally, the committee included staff representation from Instruction, Student Development, the Office of Research and Institutional Effectiveness (ORIE), High School Programs, and the Small Business Center. The TSC membership roster is shown in Table 2, and an overview of the process used to select the topic is graphically shown in Figure 4.

**Figure 4**

*QEP Topic Development Overview*



### Ongoing Comprehensive Planning and Evaluation Process

All stakeholders—students, faculty, staff, and community members—contributed data to determine potential QEP topics. The following data sources were utilized:

- Annual Student Satisfaction Survey (AY 2018-19; AY 2019-20)
- Annual Needs Assessment (AY 2018-19; AY 2019-20)
- Annual Program Area Outcomes (PAO) assessments (AY 2018-19; AY 2019-20)

- 2020-21 Focus Group Data (students, faculty, staff, and community)
- October 2020 Strategic Planning Survey (students, faculty, staff, and community)
- Local student retention, probation, and success rate data per TSC request

### *Data Analysis*

TSC members individually reviewed two years of data from the Student Satisfaction Surveys and the Needs Assessments to identify trends related to student success. Administered every spring semester to all registered students, the Student Satisfaction Survey requests students' ratings of all the College's service areas. The Needs Assessment is administered every fall semester to students enrolled in ACA 122 College Transfer Success, a class required of most PCC students. This survey assesses students' academic and personal needs as well as services needed. After reviewing the data, each TSC member noted the top five trends observed from both the Student Satisfaction Survey and the Needs Assessment. Although none of the TSC members listed advising as a trend per se, a comparison of the individual rankings revealed that 62.9% of the identified trends fell under the umbrella of advising and soft skills.

PAO assessments are completed by senior faculty and/or program coordinators towards the end of each academic year. This evaluation includes data from select student learning outcomes during the academic year. The report also includes a summary of strengths and weaknesses and an action plan for improvement. For each individual PAO report from within the chosen timeframe, ORIE noted student weaknesses that had been identified. This summary data was presented to the TSC for consideration and used to further the discussion of the top five trends previously noted. PAO data provided further evidence that advising and soft skills were areas of potential concern encompassing 46.8% of the weaknesses noted, followed by math and written communication at 15.6% each.

Focus groups were conducted to collect qualitative data from a variety of stakeholder groups and in various locations and modalities (Person County Campus, Caswell County Campus, virtual platform) to seek input to develop both a strategic plan and a quality enhancement plan. Focus groups involving students, faculty, and community members were held in the Spring 2020 semester and revealed a collection of concerns including student access to current technology, soft skills, and advising. Additional focus groups with faculty and staff were held during a college-wide town hall meeting in November, 2020, with questions designed to reveal barriers to student success, equity issues encountered by students, impactful student experiences, and items noted as needing improvement. Resulting data were coded in accordance with the theme of each response. ORIE noted and provided the frequency of response codes for each question for TSC discussion. For each question, the top two codes—barriers (technology access, expenses), equity (academic support services, social support services), experience (campus resources, technology), and needs improvement (soft skills, oral and written communication)—supported ongoing discussions regarding possible QEP topics.

In October 2020, students, employees, trustees, and community members were invited to complete a Strategic Planning Survey to expand the scope of participation and ensure broad-based involvement in the QEP topic selection process. ORIE compiled the data and coded the qualitative comments. TSC reviewed the comments to confirm the relevance of potential QEP topics that were emerging from previous data analysis. Among others, comments related to soft skills, advising, improved distance learning skills, and

better onboarding/first-year experiences (FYE) for students were noted. When participants ranked student skills they felt PCC should focus on improving, 20.6% of respondents ranked “distance learning” as most important, with “career readiness” and “experiential learning” following at 15.6% and 14.6%, respectively. FYE was ranked as most important by 14.4% of respondents and “advising” and “leadership” were identified as most important by 11.6% and 11.7%, respectively. With an initiative already underway to add work-based learning and/or service learning to academic programs, the TSC decided career readiness and experiential learning would be less effective QEP topics. Because this was the first and only occurrence of “leadership” as an identified area for improvement, the TSC condensed the topics under consideration to distance learning, onboarding/FYE, advising, and soft skills.

As the TSC conversations unfolded and questions emerged, additional data requests were made to ORIE to provide further information for the TSC to consider. The group reviewed student retention data, academic probation rates, and success rates across all courses. Retention data showed similar success rates between students in online and hybrid courses. Data on probation and success rates did not reveal any new problem areas regarding student success.

### ***Findings***

TSC discussions in the spring 2021 semester addressed the overlapping nature of the topics that had emerged from the data analysis, and four topic areas were chosen for further investigation—distance learning, onboarding, advising, and soft skills. Subgroups were assigned from the TSC membership to research best practices on each of the four topics and report back to the whole TSC for discussion. In the discussions that followed, the TSC considered which of the four topics would likely have the greatest effect upon student success at PCC. The TSC noted that certain soft skills could be addressed either as part of a student’s onboarding process or advising and narrowed the list of topics to three—distance learning, advising, and onboarding. Given the similar retention rates between students in online and hybrid courses, the group explored the value of helping students be more successful in online components of all course modalities and supporting students who struggle with online coursework via the advising process. As a result, the potential topics were reduced to two—advising and onboarding.

### **Selection**

Wanting to ensure broad-based support and involvement in the chosen QEP topic, the TSC opted to present both topics—advising and onboarding—to students, faculty, staff, and community members. A Microsoft Sway presentation for each topic was developed and shared in the May 2021 college-wide town hall meeting and via email to all stakeholder groups. All recipients were invited to vote, and 70.4% (n = 115) chose advising as the College’s QEP topic.

## Literature Review

### Advising

More than ever, college advisors are paramount to student success both in college and beyond. Research indicates successful advising models include skilled advisors dedicated to outlining students' course sequences, offering guidance regarding personal and career goals, and facilitating orientations, while simultaneously building a meaningful, caring relationship with each student served. Further, advisors should create and regularly review educational pathways, celebrate successes, assist with transfer and career planning, analyze retention and completion data, and take appropriate steps to promote student success. A national report from the Center for Community College Student Engagement (2018) indicates that while the benefits of advising are well established, data suggests that not all students are receiving the advising attention they require. According to the report, only 78% of students report having met with an advisor while enrolled in college, and of those students, less than half report being very satisfied with their experience. If colleges consider the 22% of students who report not meeting with an advisor at all, along with others who report doing so, but being only somewhat or not at all satisfied, it becomes clear that many students need more when it comes to this important service (p. 2). Colleges successful at remedying this issue do so by asking more of their advisors and the advising process, namely that it be more centralized, intrusive, and equitable (p. 6).

Data show some institutions are experiencing improvements in retention and completion rates, as well as overall satisfaction with advising practices, by hiring additional college advisors and providing adequate training and resources to these professionals as the needs of today's college students shift. While this requires an investment upfront, the pay-off for both students and institutions is considerable. This may be especially true for students of color, low-income students, and first-generation students (Center for Community College Student Engagement, 2018, p. 2). Thus, a commitment to ensuring student success in personal development and professional achievement may be better handled through a centralized advising model.

### *Centralized Advising*

Research showed significant differences in retention and graduation rates between three student groups, with retention being the highest in students utilizing two-year planning services of the Transfer Advising Center. The program employed a centralized advising model to assist students as they completed their programs of study; retention and graduation rates were lowest in students who chose not to use the Center's services during the study (Woodson, 2017, p. 11). This finding supports the value of a centralized model also demonstrated in other studies (Kot, 2014; Simpson, 2018).

Woodson argues that quality advising is shown to serve as a positive source of institutional engagement with students, which increases their chances for success. Institutional engagement is a factor that has been linked with student success in other research (Center for Community College Student Engagement (2018; Simmons, et al., 2017). Further, academic advising should be at the center of support services on campus and can be used to link students to other types of assistance on campus (Woodson, 2017, p. 14-15). Many

colleges utilize technology to provide individualized feedback and support to each student (Woodson, 2017, p. 16).

Interestingly, Woodson also suggests that, to have a successful centralized advising model, colleges should carefully examine which professionals serve as academic advisors. She defines academic advisors as “institutional faculty or staff charged with providing guidance and information to assist students in planning career and life goals” (Woodson, 2017, p. 22). It is significant to note that while a core function of advising is to help students choose a program of study and register for classes, it is not the only important function of advising. Therefore, those serving as academic advisors must be willing and able to guide students through the discovery of how life and career goals relate to institutional programs and course offerings.

Although faculty advisors may have expertise in a particular field, professional academic advisors are solely dedicated to advising students, which makes them highly accessible, easily located in a centralized area, and well-versed in student development best practices (Woodson, 2017, p. 22). Most successful colleges with robust centralized advising models employ professional academic advisors to help better meet the demanding needs of their students.

One increasingly popular advising practice used to increase student success outcomes is intrusive advising, which is successful because it employs a proactive approach (Herget, et al., 2017). Given that students seem to be coming to campus with more academic and personal challenges, a preemptive approach to working with students to identify issues, concerns, or roadblocks ahead of time may yield better success. This approach may help communicate that the institution cares for the success of its students (Herget, et al., 2017). Interactions between individual students and institutional staff are extremely important as research on student retention reveals that lack of interaction is a key factor in a student’s decision not to complete a course of study (Gravel, 2012).

Data shows collaborative and intrusive academic advising practices can also benefit online students. By employing specific strategies such as frequent phone calls, virtual/live orientations, online introductions to key faculty and advising staff, and formal and informal chat sessions, student success outcomes can be comparable to students who receive such services in face-to-face format (Gravel, 2012).

While a variety of successful advising models can be found at colleges throughout the country, it is significant to note that students can benefit from having dedicated, professional staff who serve as academic advisors. Additionally, colleges looking to implement new advising models should note that providing collaborative and proactive strategies, see higher success rates for both traditional and strictly online students. Research helps to define best practices for specific interventions to help improve student success within centralized advising models (Gravel, 2012).

## Establishing a Centralized Advising Model

Based upon the literature review and in collaboration with the Keep the PACE Development Committee, the Steering Committee began to plan the implementation for the centralized, holistic advising model proposed by the TSC and chosen by the College. This decision was further reinforced during the development process when the question arose, “Who is the one person responsible for advising?” and there was no answer. Much committee work and many conversations inspired the purpose for Keep the PACE—to improve student success through a centralized advising model that proactively addresses barriers and provides assistance from application through graduation. This decision represented a clear departure from the College’s current model of advising shared between student development and faculty and would therefore require several substantive changes regarding the organization and structure of advising processes.

**Keep the PACE Purpose:** to improve student success through a centralized advising model that proactively addresses barriers and provides assistance from application through graduation.

### Target Population

PCC offers forty-one curriculum programs, which include a variety of transfer and career/technical programs. Of these, students in thirty-nine curriculum programs will shift into the new centralized advising model. Students in the Associate Degree Nursing and Medical Assisting Programs will be excluded due to regulations from their accrediting organizations; they must be advised by experts in their programs of study.

Additionally, students in dual enrollment programs will not be included in the shift to the centralized advising model because these programs already have advisors specifically trained and assigned to this population who work within the guidelines for high school students provided by the North Carolina Department of Public Instruction. Due to the nature of continuing education classes, students who are solely taking continuing education classes are also not covered in this plan.

The resulting number of students who will be included in the new centralized advising model is estimated to be between 800 and 900, which is approximately 63% of the entire curriculum student population. Guidelines associated with the National Academic Advising Association (NACADA) were used to determine the staffing needs of the advising center to ensure students are provided the proactive and personalized advising services proposed by Keep the PACE.

## **Staffing**

To affect the needed paradigm shift, the development committee identified several necessary adjustments to successfully implement Keep the PACE. First, academic advising services will be solely provided through the Student Development Division.

In addition, for Student Development to accommodate the advising services currently provided by the faculty, the development committee determined that creating two new positions was necessary. The first new position is the Director, Advising/QEP. This position would have the primary responsibility for coordinating advising services for students and facilitating the implementation of Keep the PACE. This position will also carry an advising caseload. The second position is for an academic advisor, who will advise students from application to completion regarding academic goals, course registration, academic progress, career aspirations, and support services needed, both educationally and personally. Additionally, the advising center will be supplemented by Student Development staff who currently provide advising services either to specific student populations such as Title III or as a limited percentage of their assigned duties. Including these additional academic advisors who are currently employed by the College will result in reasonable advising caseloads for all advisors (see Table 8).

### ***Advising Caseloads***

A median caseload of 296 per full-time advisor has been reported across all institution types, with a higher reported median for 2-year institutions (Robbins, 2013). When designing Keep the PACE, the committees wanted to allow time for academic advisors to implement the various interventions planned to improve student success outcomes, thus a maximum caseload of 250 students per full-time (equivalent) advisor has been set and will be monitored using an academic advisor caseload report. This target will also allow adequate time to assist students who walk into the advising center when their assigned advisor is not available.

Several current employees have advising as a portion of their current job duties. These staff members will be redeployed in the advising center for that time, in keeping with the centralized model. Table 8 displays the initial load assignments to allow for the provision of services for up to 1150 students. The Director, Advising/QEP will develop a staffing schedule in collaboration with the advisor and their supervisor (if they are not full-time advising center employees) to provide coverage for the advising centers at both the Person County and Caswell County locations.

**Table 8**

*Staffing Plan*

<b>Job Title</b>	<b>Percentage of Time Devoted to Advising Center</b>	<b>Maximum Number of Advisees (approximate)</b>
Director, Advising, QEP	50%	125
Academic Advisor (FT)	100%	250
Title III Success Coach	100%	250
Title III Success Coach	100%	250
Coordinator, Transition Center	50%	125
Director, Student Development, Caswell County Campus	20%	50
Counselor/Advisor	20%	50
Student Recruiter/Advisor	20%	50
<b>Total human resources</b>	<b>4.6 FTE employees</b>	<b>1150</b>

Given the current estimate of 800 to 900 students included in the new advising model, this staffing plan allows for a 5% annual increase in the number of students served by Keep the PACE through AY 2027-28 before additional advising staff would need to be hired. As PCC experiences growth in the number of students, advising caseloads will be monitored by the Director, Advising/QEP. If additional advisors are needed, part-time advisors will be hired to ensure adequate human resources for successful implementation.

**Professional Development for Academic Advisors**

Implementation of the Keep the PACE centralized advising model will require all academic advisors to participate in both initial and on-going training to ensure students receive efficient, consistent advising with a minimum of errors. To support this intention, the College has budgeted for a combination of local, state, and national professional development and training opportunities for its academic advisors.

Nationally, organizations such as the National Academic Advising Association (NACADA), the National Association for College Admissions Counseling (NACAC), and the Berkley University Advisor Training Website offer regional and national conferences, newsletters, and training. At the state level, the North Carolina Community College System Office “recognizes that effective academic advising is at the core of student success” (North Carolina Community Colleges, 2022) and provides an Advising Toolkit of resources including best practices, professional development webinars, and North Carolina advising associations. Of note is the North Carolina Community College Advising Association (N3C2A) which provides community college advisors with a collaborative means to give and receive professional support regarding academic advising. All Keep the PACE advisors will be members of the N3C2A.

Two advisors per year will be encouraged to attend a regional or national conference. Upon return, a train-the-trainer framework will be employed to propagate lessons learned regarding current advising trends and topics and to stimulate new thinking and approaches to advising. For example, the College has

used the Aviso tool since 2020 yet Keep the PACE advisors will learn to use Aviso in new ways (e.g., messaging options, reporting) which will benefit students.

Locally, the College’s Center for Excellence in Teaching and Learning (CETL) provides a variety of in-house training tailored to college professional development needs. CETL staff will be tasked with offering training opportunities to meet the needs of academic advisors. In addition to the use of CETL trainings and other in-person or virtual platform meetings, demonstrations, and/or role-play exercises, the Director, Advising/QEP will utilize a dedicated Blackboard site as a repository of advising resources and a tool for training Keep the PACE advisors. The director will be responsible for maintaining and updating content within the site. Regular assignments will be developed for continuous training throughout the years. Advisors will use the content for independent learning along with a repository of advising and student success related books housed in the advising center.

Table 9 outlines initial onboarding and training requirements for new full-time advising center staff. The Director, Advising/QEP and other academic advisors will receive onboarding during week one, and information and training for weeks 2-8 from each program at PCC (see Appendix B). Once completed, these forms will be compiled to help form an advising center manual to be used by part-time advisors for reference and future training. Additionally, advisors will consult with program experts annually, and more often as needed, to be sure they are well-informed of program changes as they occur.

Once full-time advisors have completed their initial 8-week training program, they will be expected to continue to participate in professional development activities in accordance with college policy. While PCC policy requires all full-time employees to earn a minimum of ten professional development points per year, Keep the PACE adds the additional requirement that at least five of those ten points must be directly related to academic advising. Professional development points are tracked annually in the PeopleAdmin Human Resources software system utilized by the College.

Full-time advisors (including the Director, Advising/QEP) will provide training to staff who are assigned to the advising center for a portion of their job duties and to other part-time advisors who may be hired to fill needed positions to promote consistency in advising services.

**Table 9**

*Professional Development Plan*

<b>Day 1:</b> Onboarding with Human Resources	<b>Day 2:</b> Departmental Overview and System Access Granted	<b>Days 3 &amp; 4:</b> Train with Student Development Staff; Join N3C2A	<b>Day 5:</b> Train with DE Instructional Design Specialist
<b>Week 2.</b> Meet with program representative for each program listed; additional training* and duties as needed	<ol style="list-style-type: none"> <li>1. Healthcare Management Technology</li> <li>2. Healthcare Management Technology-Medical Coding</li> <li>3. Medical Coding &amp; Billing-Online</li> <li>4. Human Services Technology (3 tracks)</li> </ol>		

<p><b>Week 3.</b> Meet with program representative for each program listed; additional training* and duties as needed</p>	<ol style="list-style-type: none"> <li>1. Associate in Arts</li> <li>2. Associate in Arts-Teacher Preparation</li> <li>3. Associate in Fine Arts-Visual Arts</li> <li>4. Associate in Science</li> <li>5. Associate in Science-Teacher Preparation</li> </ol>
<p><b>Week 4.</b> Meet with program representative for each program listed; additional training* and duties as needed</p>	<ol style="list-style-type: none"> <li>1. Associate in General Education</li> <li>2. Associate in General Education-Nursing</li> <li>3. Information Technology (5 tracks)</li> </ol>
<p><b>Week 5.</b> Meet with program representative for each program listed; additional training* and duties as needed</p>	<ol style="list-style-type: none"> <li>1. Electrical Power Production</li> <li>2. General Occupational Technology</li> <li>3. Industrial Systems Technology</li> <li>4. Mechatronics Engineering Technology</li> <li>5. Welding Technology</li> </ol>
<p><b>Week 6.</b> Meet with program representative for each program listed; additional training* and duties as needed</p>	<ol style="list-style-type: none"> <li>1. Accounting and Finance</li> <li>2. Agribusiness</li> <li>3. Business Administration</li> <li>4. Digital Effects and Animation Technology</li> <li>5. Office Administration</li> </ol>
<p><b>Week 7.</b> Meet with program representative for each program listed; additional training* and duties as needed</p>	<ol style="list-style-type: none"> <li>1. Early Childhood Education (3 tracks)</li> <li>2. Cosmetology</li> <li>3. Emergency Medical Science</li> </ol>
<p><b>Week 8.</b> Meet with program representative for each program listed; additional training* and duties as needed</p>	<ol style="list-style-type: none"> <li>1. Public Safety Administration (4 tracks)</li> <li>2. Gunsmithing</li> <li>3. Criminal Justice Technology</li> </ol>
<p>*Aviso, Blackboard, Self Service, Colleague, WebAdvisor, Financial Aid, English and math placement, Registrar, Grants, Scholarships, messaging templates, and College policies and procedures.</p>	
<p><b>Week 9 and beyond</b></p> <ul style="list-style-type: none"> <li>• Advisors review Keep the PACE implementation plan.</li> <li>• Consult with program experts as needed to remain current with program requirements.</li> <li>• Advisors review baseline data and prepare for assessment of outcomes.</li> <li>• Holistic training and role play training, round table discussions with current advisors.</li> <li>• Training conferences and/or in-house workshops.</li> <li>• Training on how to enhance the advisor/student relationship.</li> <li>• Advisors seek regional or national certifications, training new advisors.</li> </ul>	

### **Modifications of Resources and Facilities**

As advising services at the College are expanded to a more proactive, personalized approach, the resources for students and the location for these services will be updated to support the new advising model. All Keep the PACE academic advising services and providers will be housed within a designated physical location. Currently, PCC has dedicated a suite of offices in the Student Center on the Person County Campus, and two centrally located offices in Building K on the Caswell County Campus as the advising centers. As the development team made plans to identify these spaces, the College began the process of designing a new Campus Master Plan. Feedback from college employee focus groups has led to prioritizing spaces for advising centers which should increase the likelihood that Keep the PACE will be a successful initiative, and student success outcomes will be achieved. In the interim, all Keep the PACE academic advising services will remain housed physically in the Student Development Division.

As part of the College's normal processes, Information Technology Services follows a Technology Refresh Plan that regularly upgrades and replaces equipment to avoid a decrease in productivity due to obsolete resources. Additionally, a webpage dedicated to advising will be added to the College website with links to access all advising services. This webpage will include information and checklists designed specifically for new students and information and checklists designed specifically for returning students. Furthermore, links to video tutorials will be provided for a variety of services including how to register for classes, how to access college email, and how to access the learning management system for distance learning. These resources will be especially valuable for providing the same level of advising services to distance learning students.

## **The Five Focus Areas**

After the TSC completed its work in helping the College choose advising as the overall topic for the Quality Enhancement Plan, further data was needed to narrow the focus. There was broad-based support for a paradigm shift to a centralized model, but the specific problems which would need to be addressed by the new advising model had yet to be determined.

To ensure the student voice was included in the plan and to strengthen involvement from students in the development of Keep the PACE, a student focus group was conducted in June 2022. Because most summer courses are offered in an online modality, only three students attended the student focus group held on campus. Subsequently, the focus group questions were sent in an online survey format to all students registered for the Spring 2022 Semester. Data from an additional thirty-eight students was collected. In addition to this qualitative student data, an extensive list of quantitative data was compiled and analyzed, to identify specific problems within our advising. Data included completion rates, Free Application for Federal Student Aid (FAFSA) completion rates and timing of completions (how far in advance), number of applications completed and percent of students who subsequently enrolled, number of no-shows, number of students missing one course needed for graduation, number of students purged for non-payment, number of withdrawals over time, percent of pre- and late registrations, student grades, and time to completion.

Where relevant and available, data were collected beginning Spring 2018 through Spring 2022, and was disaggregated by term. The compiled data were reviewed and analyzed by the Keep the PACE Development Committee. This data analysis yielded five problem areas upon which Keep the PACE will focus. These five focus areas supported by best practices with the chosen interventions are presented below.

This data analysis provided further evidence that Keep the PACE was derived from our ongoing evaluation and planning processes. The five issues that were identified as focal points for the plan's interventions aligned with aspects of the College 2021-2031 Strategic Plan. Specifically, under the "completion" initiative goal one states, "strengthen support services and advising," with objectives related to "targeted support," "training opportunities focusing on retention and completion," and "improve retention and time to completion," which will be addressed by Keep the PACE.

### **Applied Not Registered**

#### ***Data Analysis***

Review of the data over a five-year period beginning with Summer 2017 revealed, on average, 60% of students who applied to PCC did not register during the term indicated on their application. The percentage of students applying but not registering each semester during that period ranged from 53.36% to 74.63%. Since the Keep the PACE advising model plans to incorporate a holistic application to graduation approach, the development committee selected this problem area as one issue upon which to focus.

### ***Best practices***

As students go through the steps necessary to become enrolled in college, many issues may arise, including a disinterest in changing the status quo, lack of student identity, hassles and negative feedback during the process and procrastination (Ideas42, 2016). Therefore, the first written email/text welcome letter can be a positive message to create an atmosphere for our students that encourages them to continue in the enrollment process. Also being proud and creating their own student identity by participating in early college activities has the potential to help with persistence through the registration process (Ideas42, 2016). Best practices for communicating with students after the application process include getting the attention of the students when sending a message, making sure the message is easy to understand when received, and ensuring that the follow-up actions are as simple as possible. Sending an attention-grabbing email followed by easy-to-understand next steps will encourage students to enroll with ease (Neuert, 2019).

Digital support services for students are important to have since many community college students may have careers, families, and other responsibilities outside of the college during business hours (Fishman, 2017). Offering application and enrollment advising on a digital platform will make the process much easier for busy students. Providing resources such as “How To” videos on the college’s website allows students to navigate and solve problems without having to make a trip to campus to speak with support staff face-to-face (Fishman, 2017).

Some community colleges have also had success with an online orientation and studies found that orientation courses “significantly impacted student engagement, student satisfaction, academic achievement, and retention.” Students who participated in orientation showed higher levels of engagement, satisfaction, and retention than those who did not participate (Colucci, et al., 2020). Providing an online orientation option for students prevents scheduling conflicts and ensures resources are easily accessible. Students may have life changes in between enrollment and registration that could impact their ability to attend in-person sessions. By promoting other options, students are encouraged as well to have the knowledge and resources they need to be successful, which is another piece of advising (Colucci, et al., 2020).

### ***Interventions***

One intervention to address the significant percentage of students who have applied to the College but failed to register for classes in a timely manner is to send out a welcome letter via email and mail (see Appendix C). That letter will be student specific by including information directing them to make an appointment to see their academic advisor. This letter will project a friendly, welcoming tone to create positive lines of communication with the student. Also provided in the letter will be a QR code that will direct them to how-to videos and a checklist of the next actionable steps to take to get registered (see Appendix D). The how-to videos will help walk the student through the step-by-step with tasks such as: how to register for PCC classes, how to log onto Blackboard, how to access the distance education orientation, how to log into student PCC email and WebAdvisor or Self Service. Students will also be informed of upcoming events, such as orientation (see Appendix E).

A second intervention that will address this problem is to send targeted outreach messages that include updated visual aids such as instructional “how-to” videos to accepted students. Academic advisors will utilize Aviso to filter a report of students identified as applied but not registered (ANR). The list derived from the filter will be used to send targeted messages to students that have the ANR status. Advisors will add a tag (reason not registered—RNR) in Aviso to help with tracking students who decided not to continue with the registration process. The following are the RNR tag options for academic advisors to label students who did not enroll at the College: A—enrolled at another institution, B—financial difficulties (staff-initiated alert: Financial Emergency), C—conflicts with work schedule/family responsibilities (staff-initiated alert: Outside Resources), D—issues with trying to enroll at PCC (staff-initiated alert: Student Support Services), and E—other (requires adding a note in Aviso with specifics).

To help with engagement and providing additional resources to students, students tagged with B, C or D will have a staff-initiated alert (noted above) by the academic advisor through Aviso to address the student stated issue or barrier.

Any students who have not enrolled within two weeks of completing their application will receive a follow-up postcard (see Appendix F) in the mail from their academic advisor, with a gentle reminder on registration and resources available (this will include the link/QR code to the College’s website and “how-to” videos). After this outreach, the students will be emailed, texted, or called on the phone with an increasingly shortened duration of time between contacts until the end of the first week of classes for that current semester if they remain under the ANR status in Aviso. Emails and text messages will also include the link/QR code to the College’s website and “how-to” videos. When academic advisors run the filters to perform their student outreach, they will exclude the RNR student tag and any students that are registered for the corresponding term of application. This will ensure that registered students and those who have already been contacted and provided a reason for not registering for classes will be excluded from this outreach.

If a student’s application does not allow time for the scheduled outreach described above, academic advisors may escalate to a phone call immediately following a student’s application to allow enough time to get the student registered prior to the beginning of classes.

Our goal is to effectively communicate a clear and simplified process for students to get enrolled. There are many steps in the transition to college; keeping the prospective student in mind when creating how-to videos and checklists will make those steps easier to manage. Small details such as logging into WebAdvisor or Self Service may seem minor to staff, but to a prospective student could be a huge barrier.

## **Non-payment**

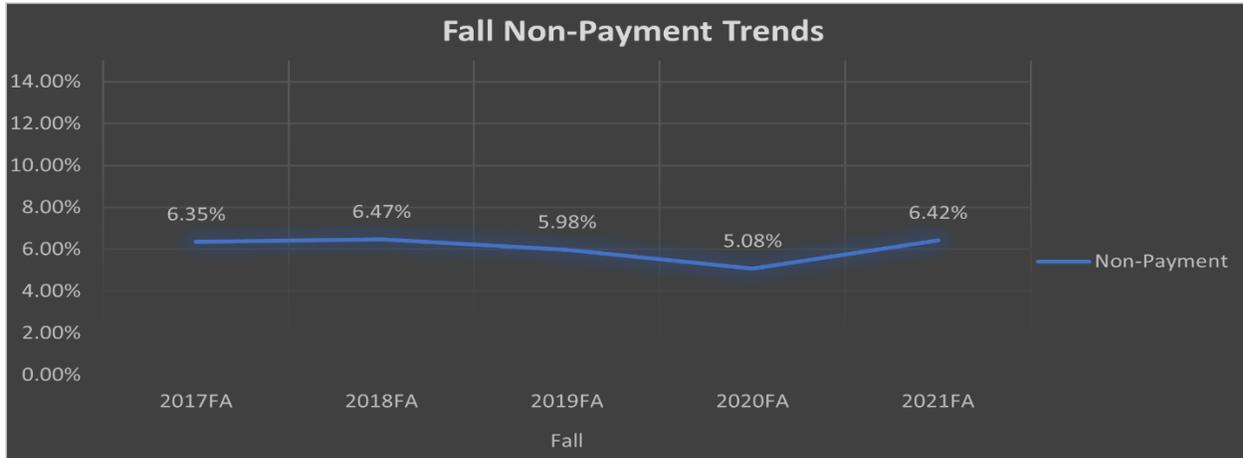
### ***Data Analysis***

Although a review of the data revealed the percentage of students who registered for courses but did not pay tuition decreased during summer terms, the Fall 2020 to Fall 2021 (see Figure 5) and Spring 2021 to Spring 2022 (see Figure 6) comparisons showed an upward trend with rates increasing in both comparison time periods. The Keep the PACE Development Committee determined this trend warranted

intervention within the new advising model because these students were only two steps away from entering classes and pursuing their educational goals, and they would surely have benefitted from personalized advising outreach.

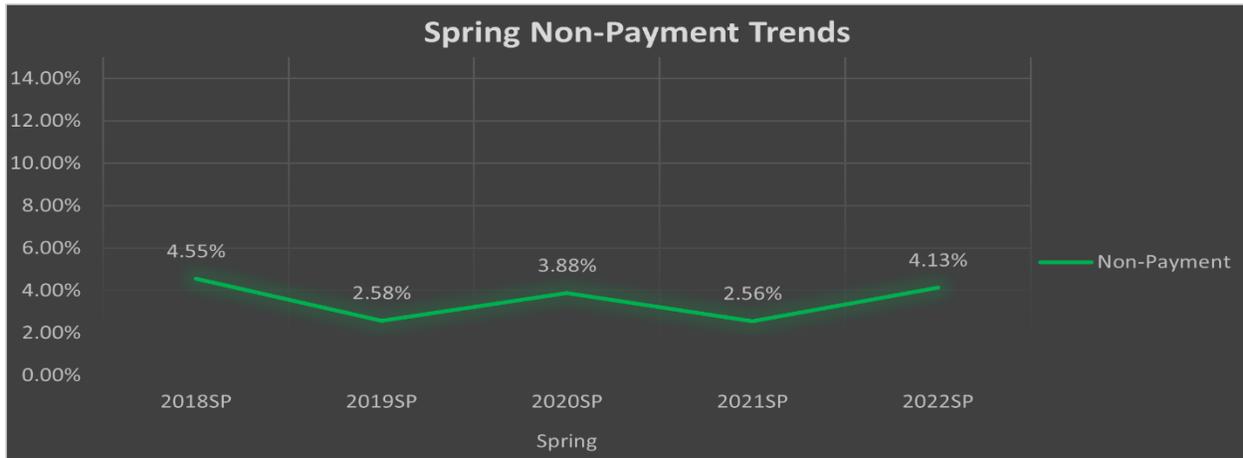
**Figure 5**

*Fall Non-Payment Trends*



**Figure 6**

*Spring Non-Payment Trends*



***Best practices***

To encourage students to pay in a timely manner and secure their enrollment, it is important to provide students with clear information on payment requirements and timelines. Personalized communication also helps provide reminders and clarity to students around these requirements. (University of California

Merced, n.d.). Students who are not aware of certain funding opportunities could potentially increase their student debt (University of California Merced, n.d.).

Studies report a stigma surrounding the completion of the FAFSA. Some students do not take the time to complete it because they assume they will not qualify. According to Nerdwallet, “the FAFSA is your ticket into the financial aid arena. Submitting it puts you in the running to receive financial aid including federal grants, work-study opportunities, student loans, and some state and school-based aid” (Nykiel & Helhoski, 2021). Students should be asked to complete it as soon as possible, preferably as soon as it is available, since some institutions award on a first-come, first-served basis. Research shows high school graduates may leave billions of dollars in unclaimed federal Pell Grant money on the table through a failure to complete the FAFSA (Nykiel & Helhoski, 2021).

### ***Interventions***

For students who have registered but have not paid their tuition and fees, the danger is that these students may lose their classes during a non-payment purge if satisfactory payment arrangements are not made. The interventions designed to alleviate this problem include effective communication of payment requirements and deadlines, personalized communication, and encouraging students to complete the FAFSA.

To effectively communicate clear and reasonable payment requirements and deadlines, advisors will provide all students with a flyer each term after they register for classes outlining these details. PCC’s Graphic Designer has redesigned a “Finalizing Registration” flyer from Student Development to make sure the information is clear and relevant (see Appendix G).

Approximately three weeks prior to the first non-payment purge, Student Development currently sends an email to registered students who have not paid in full for their tuition. With Keep the PACE, the list of students who have not paid their tuition will be shared with PCC advisors, and as a follow-up, advisors will initiate a personalized communication campaign for non-payment. A series of targeted emails, texts, and phone calls will be initiated until such time the student has paid their tuition (see Appendix H).

Students are encouraged to complete the FAFSA to qualify for federal financial aid and scholarships via a weekly email from the Financial Aid Department. To supplement this, the final intervention requires advisors to send follow-up communications to students who have not completed their FAFSA via email, text messages, and phone calls reminding students of FAFSA days and deadlines for completion. Advisors will also reach out to students in-person during on-campus events and classroom visits.

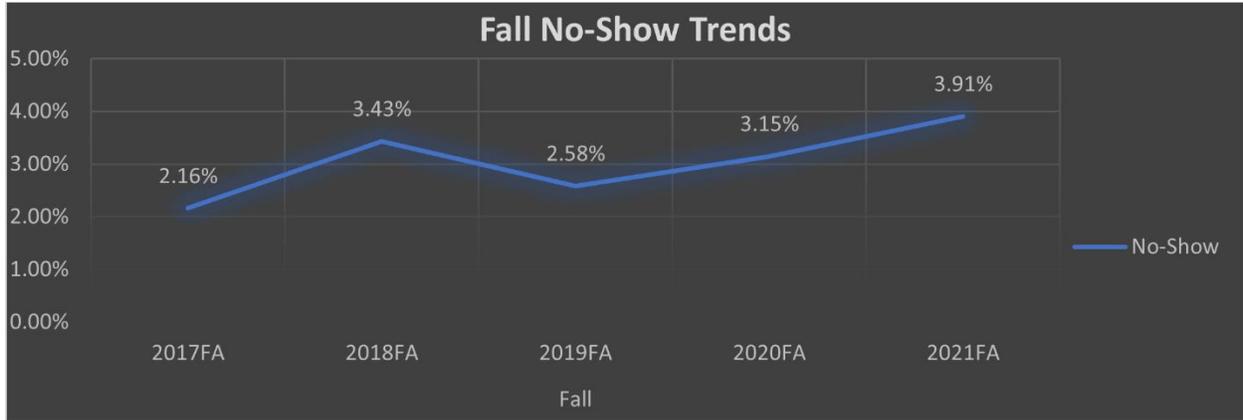
### **No-shows**

#### ***Data Analysis***

An initial review of the data indicated that the percentage of students not showing up to courses for which they have registered and paid steadily increased from Fall 2019 to Fall 2021 (see Figure 7) and Spring 2020 to 2022 (see Figure 8).

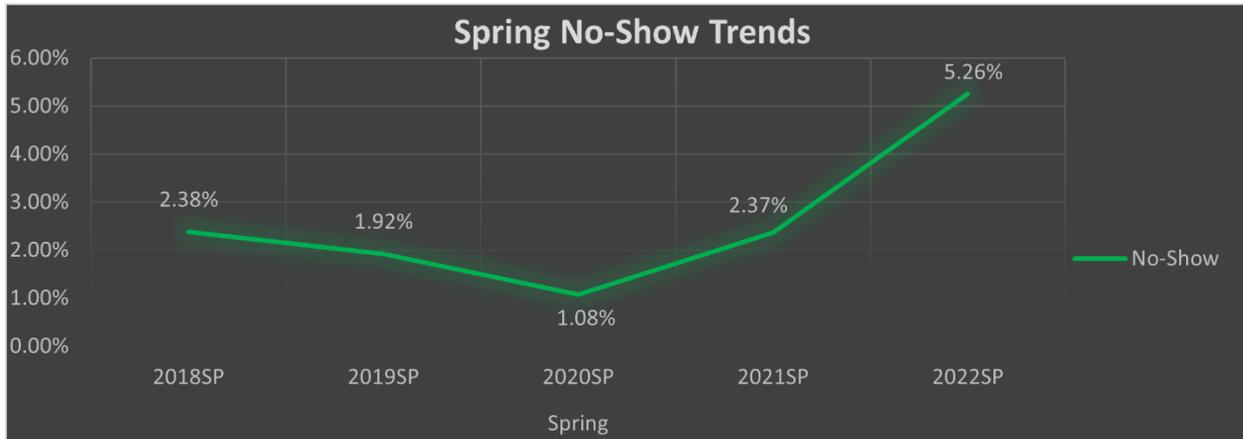
**Figure 7**

*Fall No-Show Trends*



**Figure 8**

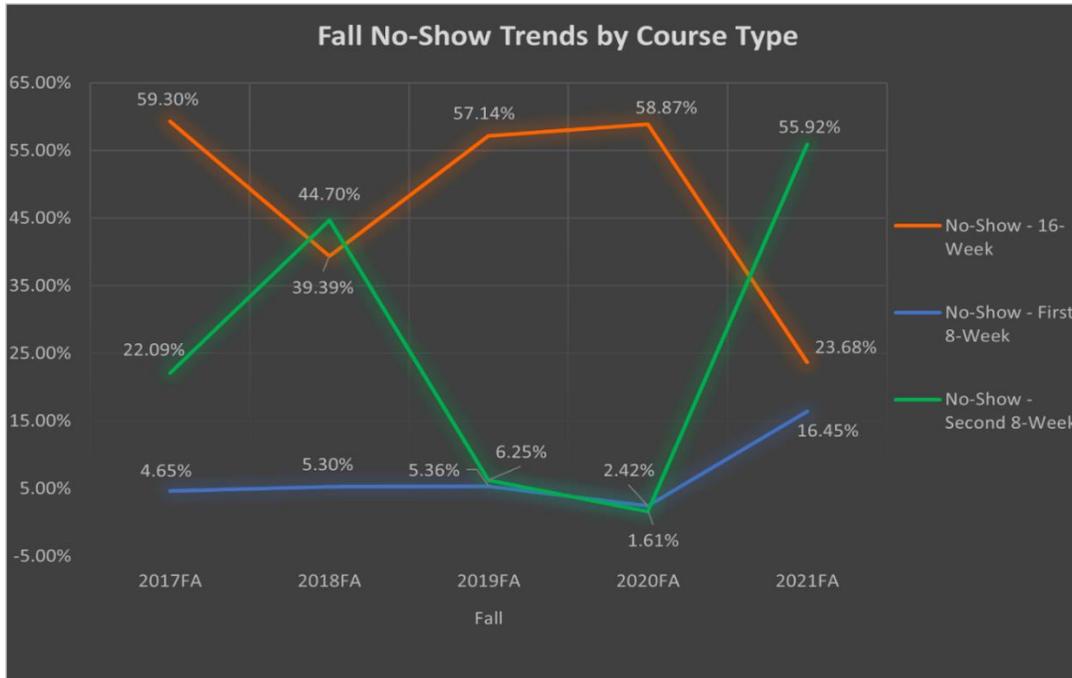
*Spring No-Show Trends*



Further analysis of the data revealed dramatic differences in the no-show rates for courses offered during the second 8-week sessions compared to courses offered during the first 8-week and 16-week sessions. Fall data shows a significant spike in the percentage of no-shows from 2020 to 2021 (see Figure 9). Spring data shows a similar trend (see Figure 10). The Keep the PACE Development Committee determined an effective advising intervention was needed to encourage students' attendance for courses offered during the second 8-week sessions.

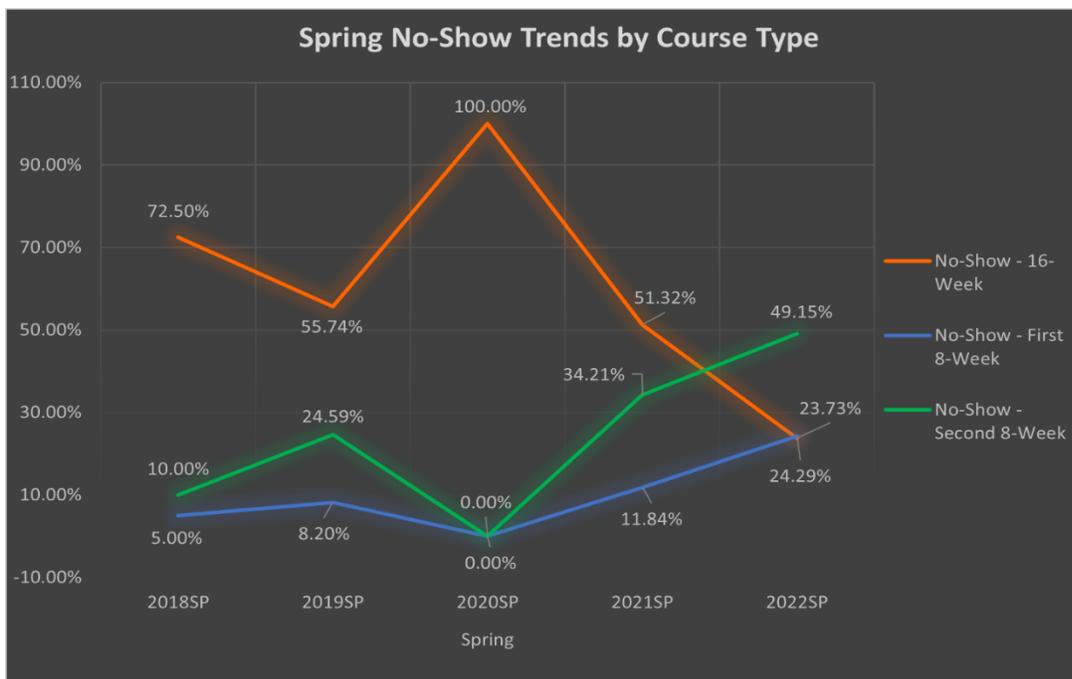
**Figure 9**

*Fall No-Show Trends by Course Type*



**Figure 10**

*Spring No-Show Trends by Course Type*



### ***Best practices***

Colleges and universities are using multiple methods to ensure that students show up for classes. Educational technology tools like Aviso and Mainstay can be helpful for contacting students via text or e-mail about class start dates, drop dates, etc. (Anderson, 2018). With these tools, advisors/faculty can also send automated and personalized messages in which they check in on a student who has not yet attended class (Mainstay, 2021).

Some colleges require mandatory orientation sessions in which students learn about basic college services, like the learning management system, e-mail, and academic tools. Another approach is to meet students where they are by not just using academic retention tools, but also social media applications to reach out to students (Murugan & Badawi, 2020). Other schools have found that increasing student activities makes students feel more tied to the college, thus improving retention (Koenig, 2019). For example, mandatory face-to-face advising meetings can decrease the chance that students will not show up for class (Koenig, 2019).

### ***Interventions***

A situation in which students have applied, registered, and paid for their classes but do not show up is especially problematic since students have successfully navigated all previous steps of the registration process and all that remains is for them to attend class. Proposed interventions for this issue include automated reminder messages, personalized reminder messages, and incentivized student orientation.

The first recommended intervention is to use educational technology tools like Aviso and Mainstay to send automated text messages or emails to students, reminding them about class start dates to ensure they show up, either in person, or in the learning management system in the case of online classes. Examples of automated messages are presented in Appendix I.

While automated messages give general information, personalized messages with more specific information might be more effective. For example, an instructor used Aviso to send this text: “Good afternoon! This is just a reminder for you to login to Blackboard and complete your icebreaker activity for your ACA 122 class. Please complete this as soon as possible to ensure you preserve your status in the course.” For this intervention to work, advisors would need to prompt faculty to send such personalized messages and provide templates of effectively worded personalized messages (see Appendix I).

Another intervention that will be utilized is to encourage and incentivize new students to attend orientation sessions in which they learn how to access college e-mail, use the Microsoft Suite, access the College’s learning management system and other tools the College uses (see Appendix E). Since the College offers many eight-week classes, orientation will be offered not just before the semester starts, but throughout the semester as well. To put this intervention into action, a team will be assembled to determine what will be covered and who will cover it during the orientations. Since some students take all online classes, an online version using a virtual platform and the College’s learning management system will be created.

**Late Registration**

*Data Analysis*

The development committee reviewed data from Fall 2019 to Spring 2022 regarding three specific variables assessing the benefits to returning students of pre-registration for courses as opposed to late registration. These variables included receiving a failing grade, withdrawing from a course, and earning a grade of C or higher. Except for failing grades in Fall and Spring 2020 and the percent withdrawing from a course in Fall 2021, as Table 10 shows, the overall semester totals of returning students indicate pre-registered students earned fewer failing grades, submitted fewer course withdrawals, and earned higher grades (more C or better).

Although the numbers have fluctuated a bit over time, for the academic year 21-22 only 45% of course registrations by returning students occurred during the pre-registration period. Further, were 6% of course registrations by returning students occurred during the late registration period in the same year, and that percentage has remained relatively stable at around 5-6% for three academic years. Given the demonstrated detriment to returning students who register late, the Keep the PACE Development Committee chose this as an area of focus.

**Table 10**

*Returning Student Success by Registration Status*

Returning Student Success by Registration Status							
		C or better		Withdrawal		Fail	
Term	Enrolled Term	Late_Reg	Pre_Reg	Late_Reg	Pre_Reg	Late_Reg	Pre_Reg
Fall	2019FA	62.93%	81.14%	23.28%	7.68%	13.79%	5.34%
	2020FA	80.34%	86.43%	11.11%	4.89%	1.71%	5.32%
	2021FA	77.44%	82.77%	4.51%	4.61%	11.28%	7.44%
<b>Fall Total</b>		<b>73.77%</b>	<b>83.19%</b>	<b>12.57%</b>	<b>5.78%</b>	<b>9.02%</b>	<b>6.11%</b>
Spring	2020SP	71.03%	85.45%	22.07%	8.63%	2.07%	2.48%
	2021SP	73.52%	84.91%	5.48%	4.57%	15.07%	5.95%
	2022SP	64.94%	85.09%	6.49%	4.06%	20.13%	5.38%
<b>Spring Total</b>		<b>70.27%</b>	<b>85.19%</b>	<b>10.42%</b>	<b>6.21%</b>	<b>12.93%</b>	<b>4.30%</b>

***Best practices***

Studies have shown that students who delay their registration process have enhanced difficulties in terms of student academic success and retention (Shriner, 2014). This is especially true for students who have other risk factors (low-income, first-generation, etc.) that are common at community colleges. The reasons for delayed registration are varied. They may include general confusion about the process, indecision on choosing a field of study, financial issues, and lack of time due to work or family commitments. Research demonstrated a link between pre-registration counseling and earlier student registration resulting in lower withdrawal rates with higher levels of satisfaction with their program of study (Chen, 2022).

***Interventions***

To alleviate this issue of students who register late for classes, a pre-registration conference will be implemented for all returning PCC students. This intervention cannot effectively be done with new students because most do not apply before the pre-registration time period. Ideally, new students will receive advising services as soon as their application is completed.

The pre-registration conference will be scheduled two to three weeks before the beginning of the registration period. Each returning PCC student will receive a personalized email sent through Aviso to both their personal and school email accounts (see Appendix J). If a meeting is not scheduled after the initial email communication, phone calls and/or text messages will be sent to prompt students to select a meeting time. Aviso's ability to track this outreach will prove beneficial in providing a record of contact and in reducing overlap. An appointment will then be scheduled with the student. This appointment will be conducted through whatever modality provides the most convenience for the student.

During this conference, the academic advisor will review the student's progress with a current academic evaluation (see Appendix K). Evaluations will also include any transfers credits (TC's) from other institutions and any course substitutions that have been approved. Other items that should be covered include any updates or any changes in student information, a review of what PCC offers in terms of tutoring and other support services, as well as scholarship opportunities. During this conference, the student may also be referred to financial aid to review and update any necessary paperwork.

During the pre-registration meeting, the student will be made aware of their progress towards program completion by their advisor. At the conclusion of the pre-registration meeting, the student will be registered for the upcoming semester. All students will be given a copy (either electronic or hardcopy) of reminders for the start of the semester. Students will know how to use Self Service to register and review their own registration record and progress towards completion.

## **One Course to Completion**

### ***Data Analysis***

The data indicated there were 228 current students missing one course to completion in their chosen program of study at the end of the Spring 2022 term, with the highest number occurring in certificate programs. There were 385 current students with one course remaining in any program of study at the end of the Spring 2022 term, again with the highest number occurring in certificate programs.

Although the number of students missing one course to completion is less for the chosen program of study, the Keep the PACE Development Committee determined that these numbers were indicative of an issue that could be addressed by an effective advising intervention. Helping students achieve a high-quality credential of value without increasing their time to completion would benefit students in terms of time, financial resources, and potential career options.

### ***Best practices***

Studies show that to help students complete a pathway in a timely manner, advisors should present information frequently and in multiple formats (Glaze, 2020; Nodine et al., 2011). Further, research supports the fact that community colleges most successful with student completion rates are those with systems designed for completion specifically. In many institutions that adopt these best practices, “students were required to visit with their advisors twice per month in the first semester and as directed based on need thereafter” (Miller, et al., 2020, p.16). Institutions that implemented this strategy, within a framework of student support, experienced increases in both graduation rates and the proportion of students transferring to a four-year institution. One study showed multiple visits with an advisor may be more effective when combined with tools (such as an expectancy-value assessment) to help students see the connections between their coursework to their career and education goals (Levesque, 2022). Levesque (2022) recommends academic advisors utilize this type of expectancy-value intervention during each advising session with students. The effective use of such interventions serves as a structural improvement to institutions’ advising models (Levesque, 2022). Based on the research, inviting students to have regular and personal interactions with an academic advisor during each academic semester and having academic advisors use expectancy-value interventions to document and track student progress are strategies that have been proven successful with assisting students in completion (Glaze, 2020; Levesque, 2022).

### ***Interventions***

Two interventions have been created to reduce the number of students who are approaching graduation (end of Spring term) with one course remaining in their program of study: 1) regular meetings with academic advisors, and 2) help students connect their coursework to their goals.

Academic advisors will be required to meet with each student on their caseloads at least twice per semester. This is intended to help students select a pathway and experience a personalized approach from an academic advising professional to help them stay on the pathway and complete it. During each meeting, the advisor will complete the advising conference checklist (see Appendix K). The Director,

Advising/QEP will be responsible for reviewing data from the advising conference checklist to ensure academic advisors are meeting regularly with students.

The second intervention to improve the “one course to completion” rate is to have academic advisors use an Expectancy Value (EV) Tool during each advising session with each student to document and track students’ understanding of the value of their education and the choices they can make to ensure their own success (see Appendix L). This strategy is intended to help students have a more personalized, engaging support experience, to help them see the connections between their coursework and their personal and career goals, and to encourage students to stay on track to completion. The Director, Advising/QEP will be responsible for including this EV Tool in training materials for academic advisors and ensuring its use during advising sessions. Academic advisors will use students’ responses over time to track their progress towards completion and to identify barriers that may be hindering a student’s success.

## Desired Student Outcomes and Assessment

The Keep the PACE initiative supports the College Mission, Vision, and Values statements (see Appendix A) by improving student success through personalized advising for career excellence in today's workforce. Keep the PACE aims to inspire individuals to excellence through an effective advising model that proactively works to remove barriers as students strive for their goals. The Keep the PACE Assessment Committee collaborated with the Steering and Development Committees to develop a comprehensive assessment plan to evaluate the impact of the interventions in the plan.

Outcomes developed by the Assessment Committee are specific, measurable, and clearly related to student success. The plan includes direct assessments that are both formative and summative. In collaboration with the Steering Committee, the Assessment Committee will be responsible for gathering and analyzing assessment data according to the planned frequency for each measure. As the data indicate areas where adjustments to the plan need to be made, those decisions will be made by the Steering Committee.

The Keep the PACE purpose statement, goals, and outcomes define the initiative.

**Keep the PACE Purpose:** to improve student success through a centralized advising model that proactively addresses barriers and provides assistance from application through graduation.

**Goal 1:** Establish a centralized advising model.

**Outcome 1.1:** Hire and redeploy academic advising staff.

**Outcome 1.2:** Provide training/professional development to academic advisors regarding centralized advising.

**Outcome 1.3:** Modify current resources and facilities to support a centralized advising model.

**Goal 2:** Mitigate the five identified problem areas related to student success.

**Outcome 2.1:** Decrease the percentage of students that apply to the College but do not register for classes.

**Outcome 2.2:** Decrease the percentage of courses purged due to non-payment.

**Outcome 2.3:** Decrease the percentage of no-shows for second 8-week classes.

**Outcome 2.4:** Decrease the percentage of late registrations (received on or after the course start date) of returning students.

**Outcome 2.5:** Improve PCC's one course to completion rate.

The Plan establishes two overarching goals; the brief summaries below introduce the assessment methods addressing the three outcomes associated with Goal 1 and the five outcomes associated with Goal 2. The Keep the PACE Assessment Plan is detailed in a series of tables separated by the individual goals and their objectives. The tables provide additional information regarding the assessment method, baseline data, assessment timelines, and performance targets for each activity assessed.

**Goal 1**

Goal 1, to establish a centralized advising model, facilitates the organizational re-structuring needed to affect the paradigm shift that is central to Keep the PACE. Achieving this goal requires modifications in three specific areas.

**Table 11**

*Goal 1, Outcome 1.1*

<b>QEP Goal 1: Establish a centralized advising model.</b>						
<b>Outcome 1.1: Hire and redeploy academic advising staff.</b>						
Activity Being Assessed	Formative VS Summative	Direct VS Indirect	Assessment Methods	Baseline Performance Determined	First Assessment Results and Frequency of Subsequent Assessments	Performance Target
Director, Advising/QEP Position	Formative	Direct	Human Resources Payroll Report	None	<ul style="list-style-type: none"> <li>• Spring 2023</li> <li>• Annually upon completion of the spring term</li> </ul>	Position filled by the beginning of Spring 2023
Academic Advisor Position	Formative	Direct	Human Resources Payroll Report	None	<ul style="list-style-type: none"> <li>• Spring 2023</li> <li>• Annually upon completion of the spring term</li> </ul>	Position filled by the beginning of Spring 2023
Cadre of Academic Advisors	Formative	Direct	Staffing Schedule/ Academic Advisor Caseload Report	Spring 2023	<ul style="list-style-type: none"> <li>• Spring 2023</li> <li>• Annually upon completion of the spring term</li> </ul>	Caseload assigned and evaluated to align with the Staffing Schedule

Outlined in Table 11, outcome 1.1 centers around installing a dedicated academic advising staff to relieve faculty of the responsibility for academic advising. Three tasks will be completed to accomplish this outcome, including the hiring of two new staff positions (Director, Advising/QEP and Academic Advisor) as well as reassigning current Student Development staff to the advising center.

The method of assessing the two new staff positions is a Human Resources Payroll Report with a target of filling both positions no later than the beginning of the Spring 2023 semester. Subsequently, the Assessment Committee will monitor the report annually to verify the positions remain filled.

Additional staffing needs for the advising center have been determined and caseloads will be established beginning in the Fall 2022 semester and fully shifted into the new model by the end of the semester. The Assessment Committee will utilize the director’s staffing schedule and the Academic Advisor Caseload Report to confirm the maximum caseload limits have not been exceeded.

**Table 12**

*Goal 1, Outcome 1.2*

<b>QEP Goal 1: Establish a centralized advising model. Outcome 1.2: Provide training/professional development to academic advisors regarding centralized advising.</b>						
Activity Being Assessed	Formative VS Summative	Direct VS Indirect	Assessment Methods	Baseline Performance Determined	First Assessment Results and Frequency of Subsequent Assessments	Performance Target
Program Information Repository	Formative	Direct	Program Information Repository	Fall 2022	<ul style="list-style-type: none"> <li>• Spring 2023</li> <li>• Annually, in March, prior to fall registration</li> </ul>	Create Program Information Repository to be updated annually
Academic Advising PD Participation	Formative	Direct	People Admin point system	Spring 2023	<ul style="list-style-type: none"> <li>• Spring 2023</li> <li>• Annually upon completion of the spring term</li> </ul>	Full-time advisors earn a minimum of 5 points in advising per academic year

Outcome 1.2, shown in Table 12, focuses on required training and professional development opportunities for academic advisors related to centralized advising. Two activities aligned with this outcome will be assessed, the development of a Program Information Repository and required participation in professional development activities focused on advising.

As part of the initial training, academic advisors are required to meet with each program coordinator and complete a program information form that captures details related to specific course sequences, scheduling, and other requirements unique to the program. These forms will be compiled and serve as evidence that the required training has occurred, beginning Fall 2022. The Assessment Committee will monitor the process to ensure the training is occurring and the repository is updated annually.

To assess on-going professional development of full-time advising center employees, points will be tracked annually in the PeopleAdmin software system utilized by the College. Baseline data will be

determined in Spring 2023 and assessed annually thereafter. The performance target is at least five points earned each academic year for training related to academic advising.

**Table 13**

*Goal 1, Outcome 1.3*

<b>QEP Goal 1: Establish a centralized advising model.</b>						
<b>Outcome 1.3: Modify current resources and facilities to support a centralized advising model.</b>						
Activity Being Assessed	Formative VS Summative	Direct VS Indirect	Assessment Methods	Baseline Performance Determined	First Assessment Results and Frequency of Subsequent Assessments	Performance Target
Advising Webpage Design	Formative	Direct	PCC Website	Fall 2022	<ul style="list-style-type: none"> <li>• Spring 2023</li> <li>• Annually upon completion of the spring term</li> </ul>	Steps for enrollment clearly outlined in the proper sequence, specific to new/returning status, reflect current operating procedures, and include links to resources
Welcome Center/ Advising Space	Formative	Direct	Facilities Inventory and Utilization Report	Spring 2023	<ul style="list-style-type: none"> <li>• Spring 2023</li> <li>• Annually upon completion of the spring term</li> </ul>	Welcome Center/Advising Space defined in the Facilities Inventory and Utilization Report

Outcome 1.3, presented in Table 13, focuses on modifying current resources and facilities to support a centralized advising model. Two tasks associated with this outcome will be assessed, the development of an advising webpage and the establishment of a centralized location for advising services.

The advising webpage will be created in Fall 2022 as one step in the establishment of a centralized advising model. Once created, the webpage will be reviewed annually upon the completion of the spring term to ensure it remains properly maintained and up to date.

A principal component to the new advising model is a centrally located space for advising staff to work with students. The Facilities Inventory and Utilization Report will be reviewed in Spring 2023 to assess whether a space is designated for advising on both the Person County Campus and the Caswell County Campus (Off-Campus Instructional Site), and annually at the completion of each spring term.

**Goal 2**

Goal 2 is to mitigate the five identified problem areas related to student success. Based on the foundation of a centralized advising model, achieving this goal requires interventions designed from best practices tailored to each specific problem.

**Table 14**

*Goal 2, Outcome 2.1*

<b>QEP Goal 2: Mitigate the five identified problem areas related to student success. Outcome 2.1: Decrease the percentage of students that apply to the College but do not register for classes.</b>						
Activity Being Assessed	Formative VS Summative	Direct VS Indirect	Assessment Methods	Baseline Performance Determined	First Assessment Results and Frequency of Subsequent Assessments	Performance Target
Welcome Letter	Formative	Direct	Colleague Communications Management Module/Aviso Reporting Tool***	Spring 2023	<ul style="list-style-type: none"> <li>• Spring 2023*</li> <li>• Annually upon completion of the spring term</li> </ul>	100% of students that apply to the College but do not register for classes received a personalized welcome letter (email and mail)
Targeted Outreach	Both**	Indirect	Aviso Reporting Tool/Informer Enrollment Report	2021-22 AY – 60%	<ul style="list-style-type: none"> <li>• Spring 2023*</li> <li>• Annually upon completion of the spring term</li> </ul>	Decrease the percentage of students that apply to the College but do not register for classes by 5% over the previous AY or until a 30% threshold is attained

\*First assessment will not reflect a full year of Keep the PACE implementation.

\*\*Annual assessment conducted for adjustments is formative; Final assessment at the end of five years is summative.

\*\*\*Email template will be used to run a report determining the students that received a personalized welcome letter.

Outcome 2.1, shown in Table 14, focuses on decreasing the percentage of students that apply to the College but do not register for classes. Two interventions have been designed to encourage more

applicants to enroll in classes, including sending a welcome letter to applicants and following up with targeted outreach messages.

Students who have applied but not registered will be identified using Aviso. The personalized welcome letter from advising staff to applicants will be sent via U.S. mail and email. The U.S.-mailed version will be tracked using the communications management module in Colleague; the emailed letter will be tracked using the Aviso Reporting Tool. The performance target for this intervention is to have 100% of students identified as applied not registered receive a personalized welcome letter.

Personalized follow-up messages are triggered when an application reaches an age of 14 days with no subsequent enrollment corresponding with the term of application. The performance target for this intervention is to decrease the percentage of students that applied to the College but did not register for classes by 5% annually or until a 30% threshold is attained.

**Table 15**

*Goal 2, Outcome 2.2*

<b>QEP Goal 2: Mitigate the five identified problem areas related to student success.                      Outcome 2.2: Decrease the percentage of classes purged due to non-payment.</b>						
Activity Being Assessed	Formative VS Summative	Direct VS Indirect	Assessment Methods	Baseline Performance Determined	First Assessment Results and Frequency of Subsequent Assessments	Performance Target
Finalizing Registration Flyer	Formative	Direct	Advising Conference Checklist - Part 1	Fall 2022 (spring pre-registration)	<ul style="list-style-type: none"> <li>• Spring 2023*</li> <li>• Annually upon completion of the spring term</li> </ul>	100% of students that register for classes received Finalizing Registration Flyer each term
Personalized Communication Campaign	Both**	Direct	Informer Report	2021-22 AY -5.27%	<ul style="list-style-type: none"> <li>• Spring 2023*</li> <li>• Annually upon completion of the spring term</li> </ul>	Decrease the percentage of classes purged due to non-payment by 1% over the previous AY or until a 1% threshold is attained
Timely FAFSA Completion	Both**	Direct	FAFSA Completion Report	2021-22 AY - 69%	<ul style="list-style-type: none"> <li>• July 2024</li> <li>• Annually, in July, upon completion of the previous fiscal year</li> </ul>	Increase the rate of timely FAFSA completion by 3% over the previous AY or until a 90% threshold is attained

\*First assessment will not reflect a full year of Keep the PACE implementation.

\*\*Annual assessment conducted for adjustments is formative; final assessment at the end of five years is summative.

Outcome 2.2, presented in Table 15, aims to decrease the percentage of classes purged due to non-payment. Three interventions were identified for this outcome, including the distribution of a flyer detailing the steps needed to finalize registration, a personalized communication campaign, and an intentional effort to encourage students to complete their FAFSA in a timely manner.

The “finalizing registration flyer” will be shared with students when they register for classes. Advisors will track this distribution on Part 1 of the Advising Conference Checklist. The performance target for this intervention is 100% of students that register for classes receive the flyer each term.

The personalized communication campaign is activated upon receipt of a list of students who have not paid. The performance target is to decrease the percentage of classes purged due to non-payment by 1% over the previous AY or until a 1% threshold is attained. This measure will be assessed using an Informer Report.

The third intervention is designed to motivate students to complete their FAFSA in a timely manner using a variety of communication methods. The performance target is to increase the rate of timely FAFSA completion by 3% each year or until a 90% threshold is attained.

**Table 16**

*Goal 2, Outcome 2.3*

<b>QEP Goal 2: Mitigate the five identified problem areas related to student success. Outcome 2.3: Decrease the percentage of no-shows for second 8-week classes.</b>						
Activity Being Assessed	Formative VS Summative	Direct VS Indirect	Assessment Methods	Baseline Performance Determined	First Assessment Results and Frequency of Subsequent Assessments	Performance Target
Automated Communication for Course Start Dates	Summative	Direct	Informer Report by Schedule Formats	2021-22 AY – 2.16%	<ul style="list-style-type: none"> <li>• Spring 2023*</li> <li>• Annually upon completion of the spring term</li> </ul>	Decrease the percentage of no-shows in second 8-week classes to <1% to approximate the percentage in other schedule formats (e.g., 16-week, first 8-week)
Personalized Text Campaign	Summative	Direct	Aviso Reporting Tool***	Spring 2023	<ul style="list-style-type: none"> <li>• Spring 2023*</li> <li>• Annually upon completion of the spring term</li> </ul>	90% of faculty sent personalized texts regarding course specific messages related to class assignments which confirm enrollment in the course
Incentivized Orientation Sessions	Both**	Direct	Orientation Attendance Record	Spring 2023	<ul style="list-style-type: none"> <li>• Spring 2023*</li> <li>• Annually upon completion of the spring term</li> </ul>	Increase the rate of new students that attended orientation by 10% over the previous AY or until a 90% threshold is attained

\*First assessment will not reflect a full year of Keep the PACE implementation.

\*\*Annual assessment conducted for adjustments is formative; final assessment at the end of five years is summative.

\*\*\*Email template will be used to run a report determining the students that received a personalized text regarding class start and census dates.

Outcome 2.3, indicated in Table 16, to decrease the percentage of no-shows in the second 8-week classes, will be achieved using three interventions. A combination of automated communications, personalized text messages, and incentivized orientation sessions will be used.

Automated communications are sent to all registered students reminding them of class start and class census dates. An Informer Report will be run to determine the percentage of no-shows in the second 8-week class. The performance target is to decrease the percentage to <1% to approximate the percentage observed in other schedule formats.

A personalized text campaign will ensue when advisors prompt faculty to send course specific messages to their students. Advisors will share message templates in Aviso which can be tracked to measure the number of faculty sending these messages. The performance target is for 90% of faculty to send personalized texts regarding class start and census dates.

The final intervention for this outcome involves incentivizing attendance of orientation sessions. In conjunction with the Keep the PACE Marketing Team, Student Development will advertise prizes and giveaways for attendance. The performance target is to increase the rate of new students that attend orientation by 10% over the previous academic year or until a 90% threshold is attained.

**Table 17**

*Goal 2, Outcome 2.4*

<b>QEP Goal 2: Mitigate the five identified problem areas related to student success.                      Outcome 2.4: Decrease the percentage of late registrations (received on or after the course start date) of returning students.</b>						
Activity Being Assessed	Formative VS Summative	Direct VS Indirect	Assessment Methods	Baseline Performance Determined	First Assessment Results and Frequency of Subsequent Assessments	Performance Target
Pre-Registration Conferences	Both**	Direct	Informer Report by Registration Status	2021-22 AY – 6%	<ul style="list-style-type: none"> <li>• Spring 2023*</li> <li>• Annually upon completion of the spring term</li> </ul>	Decrease the percentage of late registrations of returning students by 1% over the previous AY or until a 2% threshold is attained

\*First assessment will not reflect a full year of Keep the PACE implementation.

\*\*Annual assessment conducted for adjustments is formative; final assessment at the end of five years is summative.

Outcome 2.4, shown in Table 17, seeks to decrease the percentage of returning students who register on or after the course start date. One intervention, requiring pre-registration conferences, has been designed to support this outcome.

A pre-registration conference with an advisor must occur before a returning student may register for classes. An Informer Report by Registration Status will be generated for each term to determine the percentage of late registrations among the returning students, with a performance target for decreasing that percentage by 1% annually or until a 2% threshold is attained.

**Table 18**

*Goal 2, Outcome 2.5*

<b>QEP Goal 2: Mitigate the five identified problem areas related to student success. Outcome 2.5: Improve PCC’s one course to completion rate.</b>						
Activity Being Assessed	Formative VS Summative	Direct VS Indirect	Assessment Methods	Baseline Performance Determined	First Assessment Results and Frequency of Subsequent Assessments	Performance Target
Course Caseload/ Pathway Meeting	Formative	Direct	Informer Report	Spring 2022 – 228	<ul style="list-style-type: none"> <li>• Spring 2023*</li> <li>• Annually upon completion of the spring term</li> </ul>	Decrease the number of students who are one course away from completing their chosen program of study at the end of the academic year by 25% each year or until a threshold of 25 students is attained
EV Tool	Formative	Direct	Advising Conference Checklist – Part 2	Spring 2023	<ul style="list-style-type: none"> <li>• Spring 2023*</li> <li>• Annually upon completion of the spring term</li> </ul>	The EV tool is completed for 100% of enrolled students each term

\*First assessment will not reflect a full year of Keep the PACE implementation.

Outcome 2.5, shown in Table 18, is to improve PCC’s one course to completion rate. Two interventions have been chosen to achieve this outcome, including meetings between the student

and advisor to discuss the student's course load and chosen pathway, and the use of an EV tool during that meeting.

Course load/pathway meetings are a key means by which the student/advisor relationship develops. To that end, students will meet with their advisor twice each term to discuss their pathway to completion. A performance target of decreasing the number of students who are one course away from completing their chosen program of study at the end of the academic year by 25% each year or until a threshold of twenty-five students is attained.

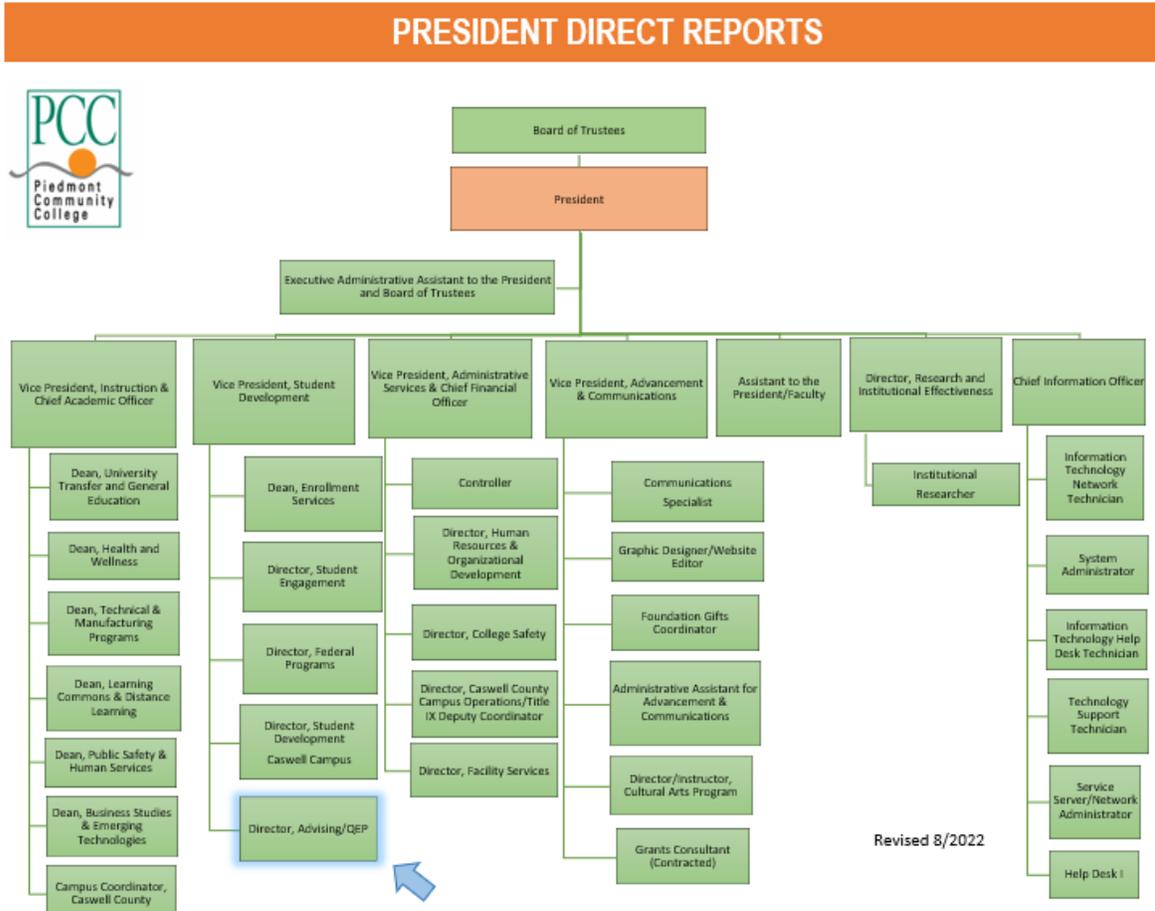
During the course load/pathway meetings, academic advisors will employ an EV tool to guide their conversations. Use of this tool will be tracked using part 2 of the Advising Conference Checklist, and the performance target is for the EV tool to be completed for 100% of students.

### **Communicating Keep the PACE Findings**

PCC's organizational structure incorporates Keep the PACE implementation into the existing administrative structure of the College (see Figure 11). The Director, Advising/QEP (Keep the PACE) will collaborate with the Institutional Researcher (Chair, Assessment Committee) to assess and report Keep the PACE student success outcomes annually. The director, who chairs the Keep the PACE Steering Committee, will ensure that the Keep the PACE working teams provide updates to the Steering Committee on a regular basis and will report Keep the PACE findings to the Executive Council annually. The director reports directly to the Vice President, Student Development who, in turn, will provide quarterly updates to the Board of Trustees Curriculum Committee. The overall college community will receive reports of Keep the PACE findings via town hall meetings, the Pacer Preview (College newsletter), the SACSCOC pages on the College's website and in scheduled Faculty Association, SGA, and staff meetings.

**Figure 11**

*College Organizational Chart*



**Keep the PACE Timeline**

Keep the PACE implementation is separated into three phases (see Table 19). The first phase, anticipated to be completed in three months, launches the paradigm shift to the new advising model by establishing a centralized space for advising, employing sufficient staff to advise students, and increasing awareness of the plan among college stakeholders. The longest phase is the second, which activates the designed interventions along with annual evaluation of their impact over the five-year span of the initiative. The final year of Keep the PACE is characterized by final evaluation of impact and preparation of the impact report for submission to SACSCOC.

**Table 19**

*Keep the PACE Timeline*

<b>Keep the PACE Timeline</b>		
<b>Phase 1</b>	<b>Setting the Stage August – October 2022</b>	<b>Responsible Parties</b>
	Establish a centralized advising model	Vice-President, Student Development; Director, Advising/QEP
	Hire and train Director, Advising/QEP and Academic Advisor	Vice-President, Student Development
	Marketing kick-off (prize patrol)	Marketing Committee
	Shift student advisees from faculty advisors to academic advisors, weekly, as training progresses	Director, Advising/QEP
	Redeploy Student Development staff (advisors)	Vice-President, Student Development; Director, Advising/QEP
	Monitor and support the transition from shared to centralized advising model	Director, Advising/QEP; Steering Committee; Budget Committee
<b>Phase 2</b>	<b>Continued Implementation October 2022 – December 2027</b>	<b>Responsible Parties</b>
	Begin implementation of five interventions	Director, Advising/QEP
	Continue professional development of existing advisors	Director, Advising/QEP

	Maintain marketing campaign to keep stakeholders aware of Keep the PACE	Marketing Committee
	Monitor and support the implementation of the interventions	Director, Advising/QEP; Steering Committee
	Collect and analyze data on interventions annually	Director, Advising/QEP; Chair, Assessment Committee
	Monitor impact of interventions and adjust as needed	Director, Advising/QEP; Chair, Assessment Committee
	Monitor and recommend adjustments to the budget	Director, Advising/QEP; Budget Committee
	Onboard new advisors as needed	Director, Advising/QEP
	Write annual impact report	Director, Advising/QEP
<b>Phase 3</b>	<b>Summarize Impact January 2028 – August 2028</b>	<b>Responsible Parties</b>
	Compile and summarize all QEP data	Director, Advising/QEP; Chair, Assessment Committee
	Write QEP impact report	Director, Advising/QEP
	Support development of the impact report	Steering Committee; Assessment Committee; Budget Committee; Marketing Committee
	Submit QEP impact report to SACSCOC with fifth-year interim report	Director, Research and Institutional Effectiveness

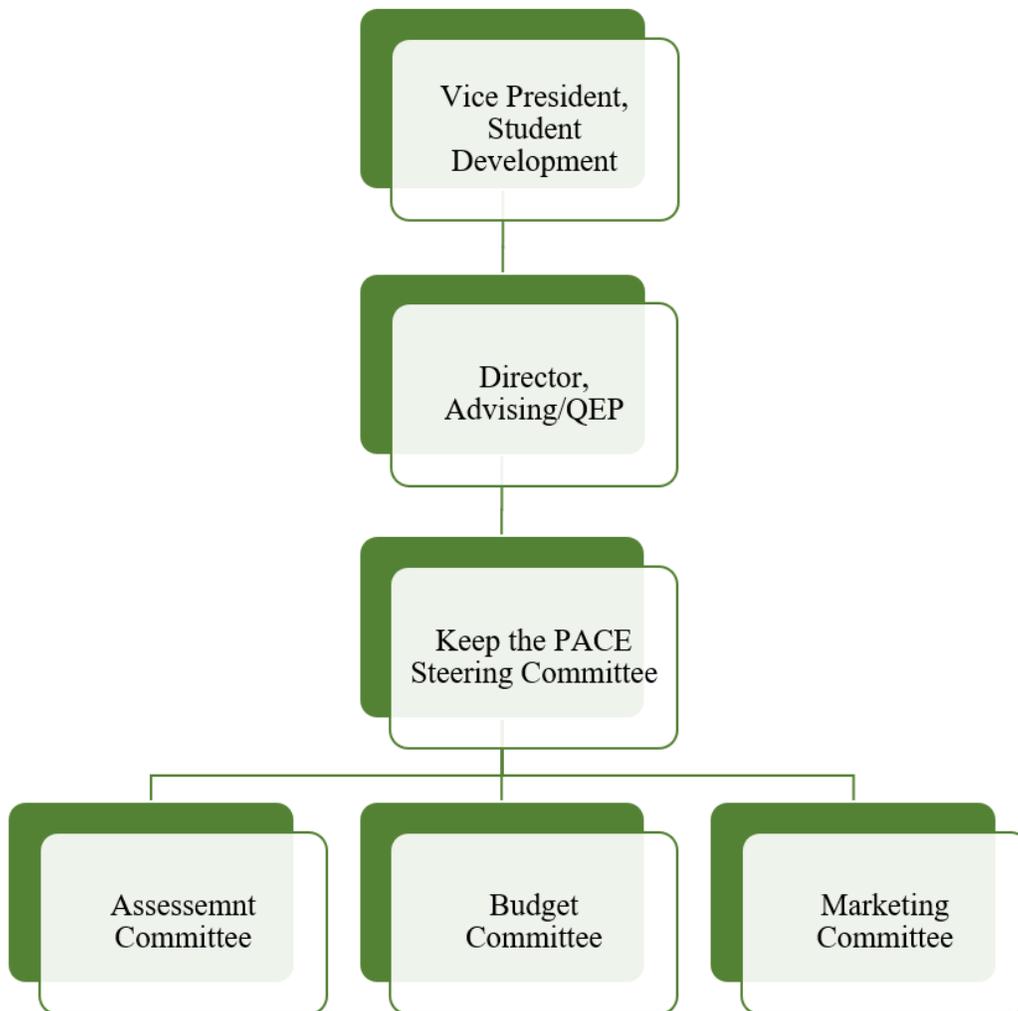
## Organizational Structure and Resources

### Administrative Oversight

Administrative oversight of Keep the PACE is provided by a new position, Director, Advising/QEP (when hired), and the Keep the PACE Steering Committee. The Director, Advising/QEP reports directly to the Vice President, Student Development (see Figure 12). The director provides leadership for Keep the PACE and has supervisory responsibility for the administration and operation of its centralized academic advising model. Duties of the director include working with the Keep the PACE Assessment Committee to evaluate the plan’s objectives and analyze the impact on student success and to promote holistic advising that supports students as they work toward achieving their personal, academic, and career goals. (see Appendix M).

**Figure 12**

*Administrative Oversight for Keep the PACE Implementation*



## **Implementation and Operation**

Four committees from the development phase will continue to be involved with Keep the PACE throughout its five-year campaign. The Steering Committee is one of the College's standing committees and will provide additional oversight for the duration of the implementation and operation of Keep the PACE. Assisting in the campaign along with the Steering Committee are the Assessment Committee, the Budget Committee, and the Marketing Committee (see Figure 12). As Keep the PACE is implemented, committee functions will evolve from development activities to ongoing supportive tasks.

The Assessment Committee will continue to monitor student success data related to both formative and summative assessments aligned with the plan's objectives. When the data highlight modifications that should be made, the Assessment Committee will make those recommendations to the Steering Committee.

The Budget Committee will be tasked with ongoing monitoring of the Keep the PACE budget to ensure adequate funding is in place to support the plan. Any changes to the budget will be communicated to the Steering Committee as needed.

The Marketing Committee will shift from Keep the PACE kick-off activities to a steady promotional campaign intended to ensure students, faculty, and staff remain aware of the important work being done. The ongoing promotional campaign will involve print media, social media, and campus events.

## **Working Relationships**

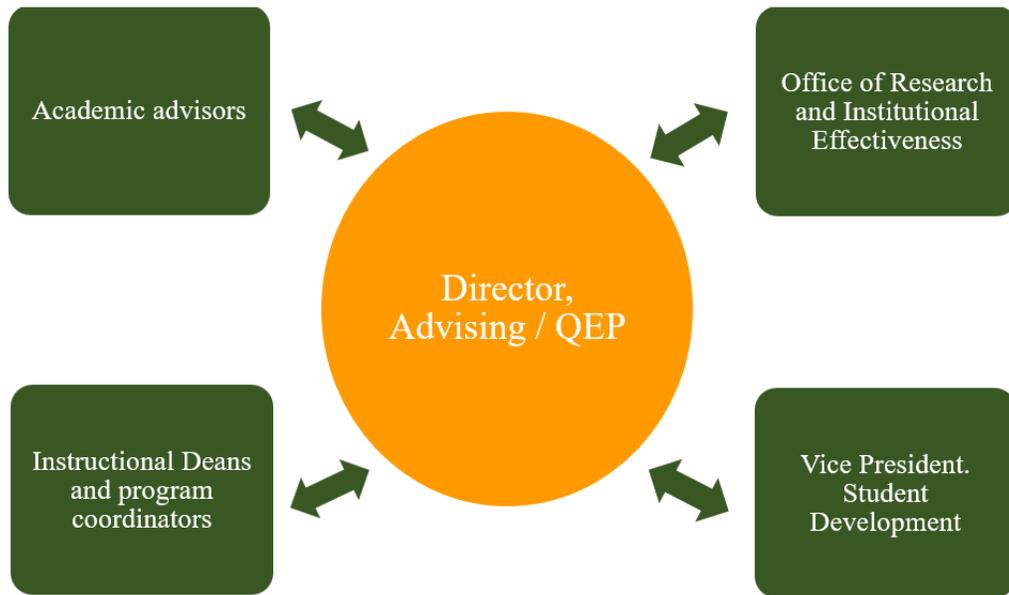
The Director, Advising/QEP (Keep the PACE) reports to the Vice President, Student Development. The Director, Advising/QEP (Keep the PACE) collaborates with instructional deans, program coordinators, academic advisors, and the Office of Research and Institutional Effectiveness throughout the implementation phase.

Figure 13 illustrates key working relationships among these College entities:

- Director, Advising/QEP (Keep the PACE)
- Vice President, Student Development
- Academic advisors
- Instructional deans and program coordinators
- Office of Research and Institutional Effectiveness

**Figure 13**

*Key Collaborative Working Relationships for Keep the PACE Implementation*



**Resources**

PCC is committed to providing sufficient resources in support of the successful implementation of Keep the PACE and has established an adequate and affordable five-year budget for the initiative. Human resources are identified above, with salary information delineated in Table 20. Financial resources for other aspects of Keep the PACE are included as well, providing evidence of PCC’s commitment to this project. The Keep the PACE budget of \$2,248,853 for the five-year implementation period appears in Table 20, and the budget narrative follows the table. As implementation progresses, the Director, Advising/QEP in collaboration with the steering, assessment, and budget committees, will oversee ongoing planning and evaluation of the plan and be prepared to adjust the resources, if necessary.

**Table 20***Five-Year Budget Plan*

<b>Budget Category</b>	<b>Year 0 2021-22</b>	<b>Year 1 2022-23</b>	<b>Year 2 2023-24</b>	<b>Year 3 2024-25</b>	<b>Year 4 2025-26</b>	<b>Year 5 2026-27</b>	<b>Total</b>
1. <b>Director, Advising/QEP</b>	--	\$57,000	\$58,140	\$59,303	\$60,489	\$61,699	<b>\$296,631</b>
2. <b>Academic Advisors</b>	--	\$43,000	\$162,582	\$165,834	\$169,151	\$172,534	<b>\$713,101</b>
3. <b>New Staff Benefits</b>	--	\$47,300	\$97,162	\$99,105	\$101,087	\$103,109	<b>\$447,763</b>
4. <b>Academic Advisors (in kind)</b>	--	\$146,180	\$30,382	\$30,990	\$31,610	\$32,242	<b>\$271,404</b>
5. <b>Existing Staff Benefits (in kind)</b>	--	\$59,919	\$12,201	\$12,445	\$12,694	\$12,948	<b>\$110,207</b>
6. <b>Admin and Support (in kind)</b>	\$56,337	--	--	--	--	--	<b>\$56,337</b>
7. <b>Admin and Support Benefits (in kind)</b>	\$18,758	--	--	--	--	--	<b>\$18,758</b>
8. <b>Summer stipends</b>	--	\$9,920	--	--	--	--	<b>\$9,920</b>
9. <b>Professional Development</b>	--	\$4,168	\$7,000	\$7,350	\$7,700	\$8,000	<b>\$34,218</b>
10. <b>Professional Development (in kind)</b>	--	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	<b>\$15,000</b>
11. <b>Marketing, Office Supplies, and printing</b>	--	\$6,149	\$1,500	\$1,530	\$1,561	\$1,591	<b>\$12,331</b>
12. <b>IT Equipment</b>	--	--	--	--	\$11,499	--	<b>\$11,499</b>
13. <b>IT Equipment (in kind)</b>	--	\$10,848	--	--	--	--	<b>\$10,848</b>
14. <b>Aviso</b>	--	--	--	--	\$50,000	\$52,000	<b>\$102,000</b>
15. <b>Aviso (in kind)</b>	--	\$44,040	\$46,242	\$48,554	--	--	<b>\$138,836</b>
<b>Sub-total</b>	--	\$167,537	\$326,384	\$333,122	\$401,487	\$398,933	<b>\$1,627,463</b>
<b>Sub-total (in kind)</b>	\$75,095	\$263,987	\$91,825	\$94,989	\$47,304	\$48,190	<b>\$621,390</b>
<b>Totals</b>	<b>\$75,095</b>	<b>\$431,524</b>	<b>\$418,209</b>	<b>\$428,111</b>	<b>\$448,791</b>	<b>\$447,123</b>	<b>\$2,248,853</b>

## Budget Details

The Keep the PACE budget presented in Table 20 includes both new expenditures and in-kind monies allocated to the plan. Recurring salary items have been increased by two percent per year to allow for potential cost of living adjustments awarded by the state legislature. Non-salary items have been given a similar increase to account for market inflation. Yearly implementation budget totals range from \$418,209 to \$448,791; specific line items are detailed below.

1. **Director, Advising/QEP:** Salary for the director who will facilitate and oversee the advising center and the implementation of Keep the PACE. The director works with administrators, advisors, and support staff to achieve and evaluate the desired outcomes of Keep the PACE. The director will carry a 50% advising load in addition to their managerial responsibilities. The salary represents an estimate of what the director will be paid upon hire.
2. **(Full-time) Academic Advisor:** Salary for the new full-time academic advisor who will be hired, Fall 2022, to staff the advising center. The salary represents an estimate of what the advisor will be paid upon hire.
3. **New Staff Benefits:** The College provides retirement and health benefits to full-time employees that have been estimated and factored into the budget.
4. **Academic Advisors (in kind):** Six current college employees will be reassigned to the advising center for some portion of their weekly work schedule. The percentage ranges from 20% to 100% and is based on the estimated amount of time currently spent on advising duties. This line item represents the portion of their salaries dedicated to Keep the PACE.
5. **Existing Staff Benefits (in kind):** The portion of retirement and health benefits provided to full-time employees who have been reassigned to the advising center have been factored into the budget.
6. **Admin and Support (in kind):** Development of Keep the PACE has required administrative and support staff assistance. This amount represents a portion of the salaries paid to employees who have provided leadership and support.
7. **Admin and Support Benefits (in kind):** The portion of retirement and health benefits provided to full-time employees who have provided support to develop Keep the PACE have been factored into the budget.
8. **Summer stipends:** Remuneration provided to 9.5-month employees who dedicated time to the development of Keep the PACE during summer 2022.
9. **Professional Development:** Funding to support memberships, registration, and travel to advising-related conferences for full-time advising staff professional development. The amount budgeted is sufficient to send two full-time advisors to conferences each year, on a rotating basis.
10. **Professional Development (in kind):** Professional development provided through the Center for Excellence in Teaching and Learning (CETL), the College's in-house professional development provider.
11. **Marketing, Office Supplies, and printing:** The College will utilize a variety of marketing tools to educate students, staff, and the community about Keep the PACE. Funds to cover printing costs and office supplies needed for the advising center have been included.
12. **IT Equipment: Computers,** printers, and other peripheral items needed to function within the advising center, budgeted in accordance with the College's three-year technology refreshment plan.
13. **IT Equipment (in kind):** Existing computers, printers, and other peripheral items needed to function within the advising center will be utilized.

14. **Aviso:** The subscription fee charged to the College for use of the Aviso software, a key tool used to support advising interventions. These fees will require a new contract and funding.
15. **Aviso (in kind):** The subscription fee charged to the College for use of the Aviso software, a key tool used to support Keep the PACE advising interventions. These fees are currently encumbered through AY 2024-25.

### **Adequate and Affordable**

The five-year Keep the PACE budget of \$2,248,853 is based on needed resources identified during the development process. This level of spending is considered by the Keep the PACE Steering Committee to be adequate to support the functions of the QEP. The Vice-President, Administrative Services, and the Controller, who chairs the Keep the PACE Budget Committee and is a Keep the PACE Steering Committee member, certify that it is affordable to the College. The first year Keep the PACE budget of \$431,524 represents 1.44% of PCC's most recently approved (2021-2022) college budget of approximately \$29.9 million. The College can support the proposed budget for Keep the PACE.

Keep the PACE committees designed the plan and its budget to ensure both adequacy and affordability. The PCC President and Executive Council are committed to supporting the Keep the PACE budget throughout the five-year cycle, viewing it as an investment in student success, student retention, and ultimately, successful student completion (Executive Council minutes, August 22, 2022). Keep the PACE is woven into the fabric of the institution, and as a core component of PCC, college leadership understands the need to sustain it for the long term. PCC's Business Office will be responsible for providing budget and expenditure reports to the director.

## Conclusion

As a result of a data-driven, decision-making process spanning almost two years, PCC has developed a comprehensive quality enhancement plan aimed at increasing student success through a reimagined advising model. The decision to move from a shared advising model with no ownership to a centralized system with clear leadership and intentional strategies to improve student success signals a significant shift in thinking regarding how advising is structured, administered, and delivered at PCC.

The planning and development of Keep the PACE incorporated data from various institutional surveys, assessments, focus groups, and reports. Broad-based constituency groups consisting of faculty, staff, students, trustees, and community members contributed their expertise in identifying institutional needs.

A development committee consisting of a variety of institutional stakeholders analyzed data, identified five focus areas (Applied Not Registered, Non-Payment, No Shows, Late Registration, and One Course to Completion), researched best practices, and developed interventions to address each area of concern. Keep the PACE incorporates eight measurable outcomes which support two main goals and helps fulfill its purpose to improve student success through a centralized advising model that proactively addresses barriers and provides assistance from application through graduation.

An affordable budget that adequately provides for the initiation, implementation, and completion of the project has been developed and embraced by the College's leadership team. Sufficient human and financial resources have been allocated.

Keep the PACE: Personalized Advising for Career Excellence ushers in a new era in advising at the College, bringing new staff, new processes, and new thinking, all aimed at providing students with advising services focused specifically on the individual student throughout their academic journey at PCC. Ultimately, Keep the PACE will enhance students' overall college experience and set the stage for future career excellence.

## References

- Anderson, N. (2018, August 25). *Students are dropping out of college before even starting. Here's how educators are trying to stop the trend.* [https://www.washingtonpost.com/local/education/the-fight-against-summer-melt-some-think-texting-can-keep-college-plans-on-track/2018/08/22/bd6d7c7c-9ef8-11e8-83d2-70203b8d7b44\\_story.html](https://www.washingtonpost.com/local/education/the-fight-against-summer-melt-some-think-texting-can-keep-college-plans-on-track/2018/08/22/bd6d7c7c-9ef8-11e8-83d2-70203b8d7b44_story.html)
- Center for Community College Student Engagement (2018). *Show me the way: The power of community college advising.* [https://www.ccsse.org/nr2018/Show\\_Me\\_The\\_Way.pdf](https://www.ccsse.org/nr2018/Show_Me_The_Way.pdf)
- Chen, G. (2022, March) Community college counseling academic and personal support. *Community College Review.* <https://www.communitycollegereview.com/blog/community-college-counseling-academic-and-personal-support>
- Colucci, L. R., & Grebing, R. E. (2020). The impact of an online orientation program on student success at a community college. *Journal of College Orientation, Transition, and Retention*, 27(1). <https://doi.org/10.24926/jcotr.v27i1.2251>
- Fishman, T., Ludgate A., & Tutak J. (2017). Success by design. *Deloitte Insights.* <https://www2.deloitte.com/us/en/insights/industry/public-sector/improving-student-success-in-higher-education.html>
- Glaze, L. (2020, February 12). How to improve community college completion rates. *Michigan Future.* <https://michiganfuture.org/2020/02/how-to-improve-community-college-completion-rates/>
- Gravel, C. A. (2012). Student-advisor interaction in undergraduate online degree programs: A factor in student retention. *NACADA Journal* 39(1), 5-21.
- Herget, A., Lundin, R. W., & Schall, K. (2017). *The use of technology in academic advising.* Pennsylvania State University. <http://www.personal.psu.edu/kkc3/blogs/csa/Assets/CSA%20597A%20Issues%20Paper%20Final.pdf>
- Ideas42 (2016). *Making it through enrollment.* [http://www.ideas42.org/wp-content/uploads/2016/12/I42-718\\_Brief\\_LGCC\\_2.pdf](http://www.ideas42.org/wp-content/uploads/2016/12/I42-718_Brief_LGCC_2.pdf).

- Koenig, R. (2019, September 12). To retain college students, look to academic support and campus activities, new report finds. *EdSurge*. <https://www.edsurge.com/news/2019-09-12-to-retain-college-students-look-to-academic-support-and-campus-activities-new-report-finds>
- Kot, F. C. (2014). The impact of centralized advising on first-year academic performance and second-year enrollment behavior. *Research in Higher Education*, 55(6), 527-563.  
<https://www.jstor.org/stable/24571798>
- Levesque, E. M. (2022, March 9). *5 ways to boost community college completion rates*. Brookings. Retrieved June 29, 2022, from <https://www.brookings.edu/interactives/5-ways-to-boost-community-college-completion-rates/#:~:text=%205%20ways%20to%20boost%20community%20college%20completion,emerging%20technologies%20to%20reduce%20structural%20barriers%2C...%20More%20>
- Mainstay. (2021). *How Georgia State University uses behavioral intelligence to improve student retention and persistence*. <https://mainstay.com/case-study/how-georgia-state-university-uses-behavioral-intelligence-to-improve-student-retention-and-persistence/>
- Miller, C., Headlam, C., Manno, M., & Cullinan, D. (2020, January). Increasing community college graduation rates with a proven model: Three-year results from the Accelerated Study in Associate Programs (ASAP) Ohio demonstration. MDRC.  
[https://www.mdrc.org/sites/default/files/ASAP\\_OH\\_3yr\\_Impact\\_Report\\_1.pdf](https://www.mdrc.org/sites/default/files/ASAP_OH_3yr_Impact_Report_1.pdf)
- Murugan, E. & Badawi, N. (2020, February 12). Eight simple ways to increase student retention in higher ed. *Faculty Focus*. <https://www.facultyfocus.com/articles/effective-classroom-management/eight-simple-ways-to-increase-student-retention-in-higher-ed/>
- Neuert, H., Kenney, S., Davis, K., & Yates-Berg, A. (2019). *Getting students to day one: A communications toolkit for the California Community Colleges*. Ideas42  
<https://www.ideas42.org/wp-content/uploads/2020/02/CCC-Matriculation-Toolkit-Final.pdf>
- Nodine, T., Venezia, A., and Bracco, K. (2011). *Changing course: A guide to increasing student completion in community colleges*. San Francisco, CA: WestEd.

[https://www.completionbydesign.org/servlet/fileField?entityId=ka66A0000000fYWQAY&field=file1\\_name\\_s](https://www.completionbydesign.org/servlet/fileField?entityId=ka66A0000000fYWQAY&field=file1_name_s)

North Carolina Community Colleges (2022) *Academic advising*.

<https://www.nccommunitycolleges.edu/student-services/student-support/academic-advising>

Nykiel, T. & Helhoski, A. (2021) How to pay for college: 8 expert-approved tips. *NerdWallet*.

<https://www.nerdwallet.com/article/loans/student-loans/how-to-pay-for-college>

Robbins, R. (2013). *Advisor load*. NACADA Clearinghouse; Academic advising resources.

<https://nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advisor-Load.aspx>

Shriner, K.(2014) Late registration: Continued impact on student success, *Community College Journal of Research and Practice*, 38:6, 588-591, DOI: [10.1080/10668926.2013.790857](https://doi.org/10.1080/10668926.2013.790857)

Simmons, D. R., Creamer, E. G., & Yu, R. (2017). Involvement in out-of-class activities: A mixed research synthesis examining outcomes with a focus on engineering students. *Journal of STEM Education*, 18(2), 10-16.

Simpson, R. (2018). Changing how we think about advising online students: One-stop student service advising model. *College and University*, 93(1), 2-9.

<https://www.proquest.com/docview/2032394948/fulltext/3A330BFF64A347EFPQ/1?accountid=13190>

University of California Merced (n.d.) *Drop for non-payment*.

<https://registrar.ucmerced.edu/policies/drop-non-payment/>

Woodson, H. M. (2017). The impacts of a centralized advising model on the retention and graduation rates of transfer students at a mid-sized community college

<https://www.proquest.com/openview/c4999e997a39e136deabfabe90615824/1?pq-origsite=gscholar&cbl=18750>

## Glossary

**Advising**—a collaborative process to provide students guidance and support through a proactive approach that encourages student engagement, retention, and completion.

**ANR**—an acronym for the “applied not registered” status that is given to a student that has completed an admissions application to the College that has reached an age of at least 14 days but has not yet registered for classes for the corresponding term of application.

**Aviso**—student success software which allows advisors to keep track of how students are doing in their courses, alerts when students have an issue, helps to plan students’ future semesters, and provides a streamlined communication hub.

**Centralized Advising**—having academic advisors housed in a single departmental unit

**Expectancy Value (EV) Tool**—a questionnaire based on Expectancy Value Theory that poses a variety of questions about expected career goals and achievements to help students develop an expectation of success and understand their perceived value of higher education.

**Human Resources Payroll Report**—a list of all college employees currently in active pay status.

**Late registration**—registering for a course(s) on or after the start date of the course.

**Microsoft Sway**—a Microsoft Office product which allows one to design to combine text and media to create a presentable website.

**New student**—Students who have applied to PCC for first-time admission or readmission (after stopping out for the previous three terms).

**No-show**—students who register and pay for classes but fail to attend by the required census date to confirm their enrollment in the course. Since students may elect to pay for some but not all their classes, no-shows are counted by class rather than by student.

**Pathway**—an intentional educational structure within a school system which includes a rigorous academic course of study, authentic contextual learning experiences, caring adults to provide guidance and advising, and social, emotional, and learning supports designed to prepare students for college and career.

**PeopleAdmin point system**—the mechanism by which credit for completed professional development activities are tracked and included as part of the employee’s annual performance evaluation.

**Prize Patrol**—students, faculty, and staff who have volunteered to work with the Keep the PACE Marketing Committee visiting classrooms and college events to increase awareness of Keep the PACE through engaging and informative interactions. The group will instantly award prizes for correct answers to questions about Keep the PACE.

**Returning Student**—a student that had an enrollment in at least one of the three terms immediately preceding the currently enrolled term (e.g., a Fall 2022 returning student was enrolled in Summer 2022, Spring 2022, and/or Fall 2021).

**RNR**—an acronym for “reason not registered” used by advisors to indicate in Aviso why a newly applied student has not registered for classes.

**Self Service**—a platform that allows students to register online, review course options, review financial aid, and access their student information.

**Timely FAFSA completion**—the practice of submitting all required paperwork by the priority deadline set by the Free Application for Federal Student Aid (FAFSA) program so that funding is in place by the time classes start.

**Train-the-trainer format**—the Director, Advising/QEP or full-time academic advisor attends a training or conference provides the training and materials to the other advisors.

**TSC**—an abbreviation which refers to the QEP topic selection committee.

**WebAdvisor**—a platform that allows students to register online, review course options, and access their student information.

## **Appendices**

- A. Mission, Vision, Values of the College**
- B. Program Information Form / Training Log**
- C. Welcome Letter / Email**
- D. Admissions Checklist**
- E. Orientation Invitation (Welcome Weekend)**
- F. Applied Not Registered Communication Samples**
- G. Finalizing Registration Flyer**
- H. Non-Payment Communication Samples**
- I. No-Show Communication Samples**
- J. Pre-Registration Conference Email**
- K. Advising Conference Checklist**
- L. Expectancy-Value Tool**
- M. Director, Advising/QEP Job Description**

## Appendix A: Mission, Vision, Values of the College

### OUR MISSION

Piedmont Community College transforms lives, strengthens community, and inspires individuals to excellence.

### OUR VISION

Piedmont Community College strives to be recognized nationally for achieving exceptional levels of success in student learning and completion, gainful employment, equity, and affordability.

### OUR VALUES

#### LEARNING

Learning by committing to PCC's core competencies -- writing, reading, communication, math, and computer skills - and engaging instruction and training in a supportive environment that inspires each person to learn at the highest levels of achievement for personal and professional success.

#### PEOPLE

People by creating a caring, inclusive, and safe environment that inspires all people to achieve their goals, express their creativity, share their successes, and encourage others.

#### DIVERSITY

Diversity by fostering, understanding, and appreciating the dimension it adds to our quality of life.

#### ACCESS

Access by reaching out to our communities and inviting and supporting all learners and partners to achieve their goals, thereby improving the economic prosperity of our students, our community, and the surrounding regions.

#### INTEGRITY

Integrity by respecting the ideals of freedom, civic responsibility, academic honesty, personal ethics, and courage to act.

#### CONTINUOUS IMPROVEMENT

Continuous improvement by ensuring that all employees engage in ongoing meaningful professional development that will produce ever evolving, data-driven policies, procedures, and practices to ensure excellence in every area of the College.

### STRATEGIC INITIATIVES



**Appendix B: Program Information Form / Training Log**



**Program Information Form**

**Interview Details**

Advisor Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Interviewee Name: \_\_\_\_\_  
Phone/Building/Room Number: \_\_\_\_\_  
Interviewee Title: \_\_\_\_\_  
Program of Study: \_\_\_\_\_  
Department: \_\_\_\_\_  
Department Dean: \_\_\_\_\_

**Questions to Ask Interviewer**

Question #1: What is most important for me to know about advising students in this program/department?  
\_\_\_\_\_

Notes: \_\_\_\_\_

Question #2: What guidelines or sequencing requirements do I need to be aware of to advise students for this program/department? Are there any courses that are not scheduled every term? (If so, what are they and when are they scheduled? (Fall only? Spring only?)  
\_\_\_\_\_

Notes: \_\_\_\_\_

2 | Page

Question #3: For a part-time student who cannot follow the suggested (full-time student) course sequence as written, what sequence should they follow?  
\_\_\_\_\_

Notes: \_\_\_\_\_

Question #4: Will you share your student advising technique? (Role play with me as the advisee.)  
\_\_\_\_\_

Notes: \_\_\_\_\_

**Additional Notes**

Advisor Name: \_\_\_\_\_ Advisor Departmental Training Log



Date & Time	Department	Campus	Contact Name of Trainer
	Schedule to meet with a minimum of five programs per week to learn information regarding pathway completion and registration specific to each program.		
	Utilize the College Directory Set Appointments.		
	<b>Business Studies and Emerging Technologies</b>		
	Accounting and Finance	Person County Campus	
	Agribusiness Technology – Plant Science	Caswell County Campus	
	Business Administration	Person County Campus	
	Digital Effects & Animation Technology	Caswell County Campus	
	Information Technology – Business Support	Person County Campus	
	Information Technology – Computer Programming	Person County Campus	
	Information Technology – Gaming	Person County Campus	
	Information Technology – Security	Person County Campus	
	Information Technology – Web Design	Person County Campus	
	Office Administration	Person County Campus	
	<b>Health and Wellness</b>		
	Cosmetology – Diploma/Certificate	Person County Campus	
	Emergency Medical Science	Caswell County Campus	
	Healthcare Management Technology	Person County Campus	
	Healthcare Management Technology – Medical Coding	Person County Campus	
	Medical Coding & Billing – Online	Person County Campus	
	<b>Public Safety and Human Services</b>		
	Criminal Justice Technology	Caswell County Campus	
	Gunsmithing	Person County Campus	
	Human Services Technology	Person County Campus	
	Human Services Technology – Gerontology	Person County Campus	
	Human Services Technology – Substance Abuse	Person County Campus	
	Public Safety Administration – Correction Services	Caswell County Campus	

Director, Advising/ QEP Signature: \_\_\_\_\_

Advisor Name: \_\_\_\_\_ Advisor Departmental Training Log

	Public Safety Administration – Emergency & Fire Management Services	Caswell County Campus	
	Public Safety Administration – Law Enforcement Services	Caswell County Campus	
	Public Safety Administration – Security and Loss Prevention	Caswell County Campus	
	<b>Technical and Manufacturing</b>		
	Electrical Power Production	Person County Campus	
	General Occupational Technology	Person County Campus	
	Industrial Systems Technology	Person County Campus	
	Mechatronics Engineering Technology	Person County Campus	
	Welding Technology	Caswell & Person County	
	<b>University Transfer and General Education</b>		
	Associate in Arts	Person County Campus	
	Associate in Arts in Teacher Preparation	Person County Campus	
	Associate in Fine Arts – Visual Arts	Person County Campus	
	Associate in General Education	Person County Campus	
	Associate in General Education—Nursing	Person County Campus	
	Associate in Science	Person County Campus	
	Associate in Science in Teacher Preparation	Person County Campus	
	Early Childhood Education – Career Option	Person County Campus	
	Early Childhood Education – Transfer (Non-Teaching)	Person County Campus	
	Early Childhood Education – Transfer (Teaching Licensure)	Person County Campus	

Director, Advising/ QEP Signature: \_\_\_\_\_

**Appendix C: Welcome Letter / Email**

**Welcome Letter Template**

July 20, 2022

Student's ID: «Studentsid»

«Ltreqaddress1»  
«Ltreqaddress2»  
«Ltreqaddress3»

Dear «Firstname»:

I am so excited to welcome you as a PCC Pacer. Take pride in this accomplishment; your success is our success!

As your Academic Advisor, I hope to guide you through your academic journey and answer any questions you may have. Attached, please find your student checklist and orientation invitation to help you get started with us at PCC. Fall Registration is currently open for enrollment. Please contact me via phone or email (listed below) to register for classes. I am happy to help you through this process.

I look forward to hearing from you soon!

Sincerely,

{Academic Advisor Signature and contact information}

---

**Welcome Letter Email Template**

Student's ID: «Studentsid»

Dear «Firstname»:

I am so excited to welcome you as a PCC Pacer. Take pride in this accomplishment; your success is our success!

As your Academic Advisor, I hope to guide you through your academic journey and answer any questions you may have. Attached, please find your student checklist and orientation invitation to help you get started with us at PCC. Fall Registration is currently open for enrollment. Please contact me via phone or email (listed below) to register for classes. I am happy to help you through this process.

I look forward to hearing from you soon!

Sincerely,

{Academic Advisor Signature and contact information}

## Appendix D: Admissions Checklist



### ADMISSIONS PROCESS CHECKLIST

- ✓ **Choose your program**  
Learn about the various programs available at PCC and select the program that best fits your needs and goals.
- ✓ **Complete your residency determination/PCC application.**  
Step 1: Obtain a residency determination at [pccresidency.cnc.org/residencyinfo](http://pccresidency.cnc.org/residencyinfo).  
Step 2: Complete a PCC application at [www.piedmontcc.edu/applynow](http://www.piedmontcc.edu/applynow).
- ✓ **Submit your official, completed high school (or high school equivalency) transcript.**  
Transcripts should be submitted to the PCC Admissions Office via email at [admissions@piedmontcc.edu](mailto:admissions@piedmontcc.edu), or mailed to:  
  

Piedmont Community College  
 P.O. Box 1197  
 Roxboro, NC 27573
- **Complete the financial aid application (FAFSA)**  
Financial aid information and application are available at [www.piedmontcc.edu/payingforcollege](http://www.piedmontcc.edu/payingforcollege).
- **Determine if placement testing at PCC is needed.**  
Placement test are no longer required for all curriculum students at PCC. Students are placed into English and Math courses based upon high school transcripts that meet a specific GPA, GED/HSET scores, or SAT/ACT scores ([SEE Placement Test Guide](#)). The College may require placement tests for international students and those without a GPA. For more information please email: [admissions@piedmontcc.edu](mailto:admissions@piedmontcc.edu).  
  
Note: For those who need to test, fully accessible practice tests for the ENG and MAT HSE placement tests are available - [English](#) and [Math](#).
- **Attend advising/registration appointment**  
After the orientation, schedule an advising/registration appointment with your advisor (listed on previous page).
- **Attend an orientation (Caswell & Person Orientations Available)**  
Attend one of our two welcome weekend orientations. During orientation, you'll:
  - Get connected to resources and services
  - Meet current students, Faculty, and Staff
  - Focus on what it takes to be successful as a new college student
  - Discover opportunities to make connections as a new student at PCC

<https://www.piedmontcc.edu/welcome-weekend/>
- **Begin Classes at PCC**

### WHAT YOUR ADVISOR CAN HELP YOU WITH



#### Academic Advising

**Main Goal:** Long-term planning and connecting to outside resources

**Timing:** Year round

**Topics of Discussion:**

- College transfer process
- Resources on campus
- Job opportunities
- So much more!



#### Course Registration

**Main Goal:** Class schedule for next semester

**Timing:** Before and during the open registration period

**Topics of Discussion:**

- Class schedule
- Class availability
- Course load
- Required classes for programs
- Electives
- Class prerequisites
- So much more!

It is important to reach out to your advisor whenever you need assistance in any of these topics!

**Questions?**  
The Admissions Office is here to help!  
(336) 322-2199 or [admissions@piedmontcc.edu](mailto:admissions@piedmontcc.edu)

**Questions?**  
The Admissions Office is here to help!  
(336) 322-2199 or [admissions@piedmontcc.edu](mailto:admissions@piedmontcc.edu)

67

Appendix E: Orientation Invitation (Welcome Weekend)



**PIEDMONT**  
COMMUNITY COLLEGE

# Welcome *Weekend*

Join us at PCC's Welcome Weekend orientation. This is your chance to learn how things work on campus, meet faculty, staff, and other students. Orientation is also a chance for us to get to know you!

► **Fun, food, activities, and much more!** ◀

**Person & Caswell County Campus**  
Saturday, August 6 | 9:30 a.m. - 2:30 P.M.

**QUESTIONS?** ☎ (336) 322-2167 ✉ tiffany.skouby@piedmontcc.edu

**RSVP TODAY**



[WWW.PIEDMONTCC.EDU/WELCOME-WEEKEND](http://WWW.PIEDMONTCC.EDU/WELCOME-WEEKEND)



**PIEDMONT**  
COMMUNITY COLLEGE

# Welcome *Weekend*



@PIEDMONTCC

[WWW.PIEDMONTCC.EDU](http://WWW.PIEDMONTCC.EDU)

Person County Campus | 1715 Collogo Drive, Roxboro, NC 27574  
Caswell County Campus | 331 Piedmont Drive, Yanceyville, NC 27379

TO:  
(StudentFirstName) \_\_\_\_\_  
(AddressLineOne) \_\_\_\_\_  
(AddressLineTwo) \_\_\_\_\_

## Appendix F: Applied Not Registered Communication Samples

### Sample Postcard



Dear {StudentFirstName},

**Need assistance registering for classes?**

PCC is here to help!

You have been accepted as a student here at PCC but are not registered for classes and we want to ensure that you have everything you need to enroll with us at Piedmont Community College!

Contact your Academic Advisor, {AdvisorFullName} at {AdvisorPhone} or {AdvisorEmail} to get help registering for classes.

**FALL CLASSES BEGIN AUGUST 15**

Don't delay...register today.

**Can't wait to see you at PCC!**

*Sarah B.*

PCC Team Member

**WWW.PIEDMONTCC.EDU**

Person County Campus | 175 College Drive, Roxboro, NC 27572  
Crawell County Campus | 331 Piedmont Drive, Yanceyville, NC 27378

{StudentFirstName}  
{AddressLineOne}  
{AddressLineTwo}

---

### Sample Text Template

Hi «Firstname»,

Welcome to the Pacer Promise family! PCC class registration is now open. Need help with registering? Please click here for how to videos! (link) and student checklist.

## Appendix G: Finalizing Registration Flyer



### Need Help? Give us a call today.

#### Person County Campus

Financial Aid | (336) 599-1181 EXT. 4004

Student Services | (336) 599-1181 EXT. 2159

#### Caswell County Campus

Financial Aid: (336) 694-5707 EXT. 8046

# FINALIZING FALL 2022 PAYMENT

All students must finalize registration through payment by doing either of the following:

## WAYS TO FINALIZE PAYMENT



### Financial Aid

If you have completed the Free Application for Federal Student Aid (FAFSA), you will be notified by mail of your eligibility.

Priority application date is June 23, 2022, and all missing documents requested must be returned by July 14, 2022.



**If Financial Aid is not approved and completed by July 28, 2022, you must pay in full, or a PCC payment plan must be in place to hold your class schedule.**



### Out-of-Pocket or Payment Plans

To pay for your classes, visit the cashier's office:

Person County Campus -- Building A, Room 123

Caswell County Campus – Reception Desk



**You may also pay online or enroll in the payment plan by logging into your Self-Service account.**

<https://www.piedmontcc.edu/self-service/>

## PAYMENT FOR FALL MUST BE FINALIZED BY:

Thursday, July 28 | By 5 p.m.

### Changes To Schedule

If you need to drop and/or add a class on or after August 15, you must do the drop/add at the same time to save money. If done at separate times, the system will reimburse you 75% of the tuition for the dropped class and charge you 100% for the added class. The Business Office will not be able to reimburse you the remaining 25%.

### Tuition Refund Policy

Tuition refunds will be made upon request by the student as follows:

**August 14:** Last day to drop classes with 100% refund. Any course dropped between August 15 and August 24 will incur a 25% tuition charge.

**August 24:** Last day to drop with 75% refund. **No refunds will be issued for withdrawals.**

## CLASSES START MONDAY, AUGUST 15

## Appendix H: Non-payment Communication Samples

### Personalized Communication #1 (email)

Hello «Firstname»,

**Payment is due for Fall 2022 classes by July 28, 2022.** If you wish to keep your current class schedule, please be sure to secure your payment. We have some options below that may assist you in finalizing your registration payment.

#### FINANCIAL AID

If you have not done so, please make sure you have completed a 2022-2023 Free Application for Federal Student Aid (FAFSA) even if you think you do not qualify. Completing the FAFSA is required for other scholarships. Be sure to list Piedmont Community College's school code 009646. We are available to assist with FAFSA completion. For assistance, you can contact us by phone (336-599-1181 ext. 4004) or email ([financialaid@piedmontcc.edu](mailto:financialaid@piedmontcc.edu)).

If you have submitted your FAFSA, please review your status in Self Service by clicking the green button below.

#### SCHOLARSHIPS

To be considered for a scholarship, you must complete the 2022-2023 FAFSA. To see available scholarships, go to ([www.piedmontcc.edu/scholarships](http://www.piedmontcc.edu/scholarships)).

#### PCC PAYMENT PLAN

To sign up for the school's payment plan click on this link: [Payment Plan](#)

All students must secure payment for their classes by **5:00 p.m. on July 28, 2022.**

If you have any questions or concerns, please contact Student Development at (336) 322-2159.

STUDENT DEVELOPMENT OFFICE HOURS | Mon. – Thurs. 8 a.m.- 8 p.m. | Fri. 8 a.m.-4 p.m. (hours may vary during the summer)

[If a student owes a balance at the time the pre-purge list is sent out internally, the student is sent a second email by Student Development. An example of that email is below].

---

### Personalized Communication #2 (email, phone, text)

Hello «Firstname»,

According to our records, you still have a balance due. **Payment is due for Fall 2022 classes by July 28, 2022.** If you wish to keep your current class schedule, please be sure to secure your payment. We have some options below that may assist you in finalizing your registration payment.

#### FINANCIAL AID

If you have not done so, please make sure you have completed a 2022-2023 Free Application for Federal Student Aid (FAFSA) even if you think you do not qualify. Completing the FAFSA is required for other

scholarships. Be sure to list Piedmont Community College's school code 009646. We are available to assist with FAFSA completion. For assistance, you can contact us by phone (336-599-1181 ext. 4004) or email ([financialaid@piedmontcc.edu](mailto:financialaid@piedmontcc.edu)).

If you have submitted your FAFSA, please review your status in Self Service by clicking the green button below.

### **SCHOLARSHIPS**

To be considered for a scholarship, you must complete the 2022-2023 FAFSA. To see available scholarships, go to ([www.piedmontcc.edu/scholarships](http://www.piedmontcc.edu/scholarships)).

### **PCC PAYMENT PLAN**

To sign up for the school's payment plan click on this link: [Payment Plan](#)

All students must secure payment for their classes by **5:00 p.m. on July 28, 2022**.

If you have any questions or concerns, please contact Student Development at (336) 322-2159.

STUDENT DEVELOPMENT OFFICE HOURS | Mon. – Thurs. 8 a.m.- 8 p.m. | Fri. 8 a.m.-4 p.m. (hours may vary during the summer)

---

### **Personalized Communication #3 (email, phone, text)**

Students who were purged due to non-payment will be contacted by their advisor via a phone call and given the option to re-register if able to pay or secure other funding at that time.

Students who registered after the purge and owe a balance will be sent an email and text message by their advisor one week prior to the start of classes. This email and text message will be similar to previous communications above. These students will also be contacted by their advisor via a phone call up until the day before classes start.

## Appendix I: No-show Communication Samples

### Sample Automated Messages:

Good afternoon! Spring classes are starting soon. Make sure you attend your face-to-face classes or complete the ice breaker in your online classes to secure your enrollment status.

The census date for the first 8-week term ends tomorrow. This is the deadline to confirm your enrollment in your classes, so log-on today!

---

### Sample email to prompt faculty to send students a personalized message.

Dear Faculty,

As you know, students who do not show up for class before the census date and/or fail to complete their ice breaker assignment in time is a problem we are trying to solve at the campus advising center. To help us with this initiative, please send your students a personalized message to encourage their compliance with this requirement. Some suggested messages are provided below to assist you, please feel free to modify the wording to reflect the details of your course, and your writing style.

Thank you for your assistance in this matter!

Sincerely,  
Advisor 1

### Sample Personalized Messages:

#### Outreach #1- Email Notification (Sent to Personal and PCC Email)

Good afternoon «Firstname»!

This is just a reminder for you to login to Blackboard and complete your icebreaker activity for your HIS 131 class. Please complete this as soon as possible to ensure you preserve your status in the course.

Best,  
Mr. Ward

#### Outreach #2- Text Notification (Sent ~ 12 hours after Email Notification)

Good afternoon! This is just a reminder for you to login to Blackboard and complete your icebreaker activity for your ENG 111 class. Please complete this as soon as possible to ensure you preserve your status in the course. If you have any questions, please email Dr. Fry ([chandler.fry@piedmontcc.edu](mailto:chandler.fry@piedmontcc.edu)).

Outreach #3- Second Email Attempt (Sent to Personal and PCC Emails)

Good afternoon!

The deadline to complete your icebreaker activity is quickly approaching (May 28). Please login to Blackboard and be sure to complete your assignment for your ACA 122 course. Failure to complete this assignment by the deadline will result in not being able to complete the course this summer, so please do not delay.

Reach out if you have any questions.

Dr. T

Outreach #4- Second Text Attempt

Important Announcement from PCC MAT 152 Class: The deadline to complete your icebreaker activity is quickly approaching (May 28). Please login to Blackboard and be sure to complete your assignment for your MAT 152 course. Failure to complete this assignment by the deadline will result in not being able to complete the course this summer, so please do not delay. Reach out if you have any questions. ~Ms.

Cooley

**Appendix J: Pre-registration Conference Email**

Dear «Firstname»,

*To prepare for the upcoming «term» semester, please take a moment and select your preferred meeting modality, and available days, and times for your preregistration meeting. I look forward to assisting you in this process and welcome back to Piedmont Community College!*

Preferred Modality (choose one)

- Face-to-face
- Virtual platform (e.g., Zoom)
- Phone call
- Email

Available Days (choose all that apply)

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday (until 4pm)
- Saturday (8-12 only)

Time(s): (choose all that apply)

- 9-10 am
- 10-11 am
- 11-12 am
- 1-2 pm
- 2-3pm
- 3-4 pm
- 4-5 am
- 5-6 pm
- 6-7pm
- 7-8 pm
- Other (please specify)

## Appendix K: Advising Conference Checklist



# Advising Conference Checklist

Use the following checklist to ensure you're covering the essential elements of a scheduled advising conference. If the student is a "walk-in," take time to determine the purpose of their visit.

### Part 1—Registration Conference

- Welcome; explain your role as an advisor in first meeting with student and offer business card.
- Verify application status (SHAP) and authenticate student identity.
- Verify transcripts have been processed (ST-IASU); view transfer credits (STAC).
- Ask clarifying questions to determine student's interest in Curriculum vs. Continuing Education programs. Explain options, if needed.
- Discuss EVAL (how it relates to their interests; is declared major accurate or does it need to change?); explain sections and degree requirements; give student EVAL printout.
- Show student how to access Aviso/Destiny One/Self-Service/WebAdvisor, as appropriate.
- Ask about student's availability and course scheduling preferences.
- Ask about reliable internet service for online students; share on-campus options (e.g., internet access, study spaces, [laptop](#) and hot spot availability).
- Determine other barriers and offer solutions (e.g., transportation, childcare).
- View the recommended sequence of courses for their program.
- Make schedule recommendations (e.g., ACA 122 in 1<sup>st</sup> semester, placement for math and English courses, other program requirements).
- Work through a trial schedule (student and advisor both sign the trial schedule form)
- Set RGSD to correct semester/year; enter schedule into RGN screen.
- Address flags that appear (e.g., residency/expiration, business office hold, academic probation).
- Print and review enrollment/billing statement; highlight significant items (e.g., class start dates).
- Give student the "Finalizing Registration Flyer;" highlight key information (e.g., payment due dates, refund dates), and discuss tuition payment options.
- Provide an overview of "Online Tools" from the college website; provide student with username and password.
- Provide and discuss DL handout (e.g., icebreaker activity, when Blackboard opens, email).
- Discuss the "Resources for Success" webpage (e.g., links for tutoring, textbooks, student assistance program, career services).
- Ask if student has any questions.
- If available, offer a Student Planner, t-shirt, or other swag.
- Setup next appointment.

### Part 2—Course Load/Pathway Discussion

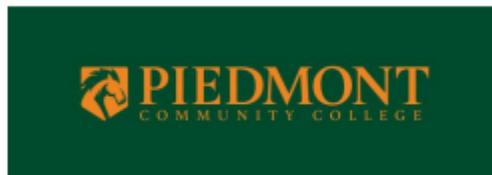
- Using the EV tool, engage the student in conversation about career goals and expectations.
- If undecided about their professional interests and goals, employ Career Coach software to help clarify student interest and discuss the resulting options.
- If not addressed when completing the EV tool, consider these follow-up questions:
  - What is your plan to perform well as you work towards graduation?
  - What motivated you to choose this program of study?
  - What is your plan to perform well as you work towards graduation?
  - What do you consider to be the pay-off for your work?
- View the recommended sequence of courses for their program and discuss the course plans/pathway to completion.

**Appendix L: Expectancy Value Tool**

**Academic Advising Sessions- Expectancy Value Tool**

**Directions to Academic Advisor:** During each academic advising session with students, ask these questions and make general notes of the student’s answers. These notes can be recorded in Aviso and referenced at any point during the student’s educational journey.

Question	Student’s Response
<i>What are your future career goals?</i>	
<i>What level do you want to reach in your career, or what do you want to achieve?</i>	
<i>How have your career goals changed over time, and how has your path adapted to these changes?</i>	
<i>How is your current coursework helping you prepare to achieve these career goals?</i>	
<i>What has challenged you academically at PCC?</i>	
<i>Have you met with me as often as needed, or would you like to schedule additional advising sessions?</i>	
<i>What career services do you plan to participate in this semester?</i>	
<i>What else do you need from your experience here at PCC to help you achieve these career goals?</i>	



## Appendix M: Director, Advising/QEP Job Description

### PIEDMONT COMMUNITY COLLEGE Job Specifications

#### Director, Advising and Quality Enhancement Plan (QEP)

Position Number:  
Location: Person County Campus  
Job Category: Faculty OCR  
Code: 2  
Department: Student Services  
Division: Student Development  
Supervisor: Vice President, Student Development

---

#### Job Summary

The Director of Advising and QEP has the primary responsibility for coordinating advising services for students and facilitating the implementation of the QEP. This position will be required to collaborate with administrators, support staff, and faculty to achieve and evaluate academic advising and QEP goals. The Director will be a champion of the QEP, promoting and encouraging the adoption of team-focused pedagogy based on best practices and research on advising, retention, and student success.

#### Essential Duties

##### *Advising*

- Plan, develop, implement, and evaluate an advising program for all students.
- Use student academic data to assign and evaluate caseloads of students for academic advising.
- Collaborate with deans and VP, Student Development to oversee and evaluate all academic advising.
- Ensure confidentiality of students' educational records in compliance with FERPA.
- Collaborate with program coordinators to develop best practices for advising and meeting students' needs.
- Collaborate with the Director of Admissions and Recruitment to develop and implement recruitment/outreach strategies that align with the advising model.
- Oversee academic advisors' usage of Aviso while partnering with the Director of Student Engagement.
- Work closely with academic advising and faculty to proactively identify at-risk students and provide necessary follow-up.
- Make data-informed recommendations concerning overall advising and faculty concerning Aviso.
- Provide ongoing professional development and training for existing and new academic advisors to include online training, seated workshops for academic advising and faculty concerning Aviso.
- Assist in developing and updating advising information listed on the website.
- Create and maintain a written operations manual that documents and standardizes college practices for advising.
- Complete assessments to evaluate advising program goals.

##### *QEP*

- Supervise the day-to-day activities of the QEP initiative, including budget and staff.
- Chair the institutional QEP Implementation Committee and serve as a resource to all department/unit level QEP committees.

Position Title: Director, Advising and Quality Enhancement Plan (QEP)

- Partner with the Office of Research and Institutional Effectiveness (ORIE) to conduct needs assessments and facilitate institution-wide faculty and staff development efforts related to the QEP.
- Collaborate with the College's Accreditation Team to oversee assessment efforts related to the QEP and to analyze the impact of the QEP on the campus.
- Prepare results and findings for annual institutional progress reports and a five-year QEP evaluation report to SACSCOC.
- Provide support for all college-wide strategic initiatives as it relates to student success.
- Promote holistic advising that supports equitable outcomes and students as they work toward achieving their personal, academic, and career goals.

Additional Duties

- Serve on various committees.
- Advise students for registration as needed.
- Perform other duties as assigned by supervisor.

Supervisory Responsibilities

The position oversees the professional advisors and manages advising plans.

Minimum Qualifications

Education and Experience:

Master's Degree;  
Three (3) years of experience in advising in higher education;

Preferred Qualifications

Education:

Master's degree in advising, counseling, higher education administration, leadership, student development or related field is preferred.

Licenses and Certifications: N/A

Specialized Training: N/A

Knowledge, Skills, and Abilities

- Knowledge of SACSCOC requirements and guidelines for implementing a QEP;
- Knowledge of organization or department operations, services, and policies;
- Knowledge of general office procedures and protocols;
- Knowledge of Aviso, Colleague, and Self-Service;
- Skilled in Microsoft Office;
- Ability to make decisions, solve problems, and resolve conflicts;
- Ability to communicate with diverse populations;
- Ability to communicate effectively, orally and in writing;

Position Title: Director, Advising and Quality Enhancement Plan (QEP)

- Ability to be organized and detail oriented with attention to accuracy of data entry.

Physical Demands

This job requires continuously talking or hearing, occasionally standing, occasionally walking, frequently reaching with hands and arms, frequently gripping, or feeling with hands, typing/repetitive movement, occasionally climbing or balancing, occasionally stooping, kneeling, crouching, or crawling, never tasting or smelling, frequently sitting. Occasionally required to lift up to 25 pounds.

Working Conditions

While performing the duties of this job, the employee may be exposed to indoor environment, outdoor environment.

Position Title: Director, Advising and Quality Enhancement Plan (QEP)

**ACKNOWLEDGEMENT**

I certify that this description is a true reflection of the major responsibilities, requirements, and duties of this position. This certification is made with the knowledge that the information is to be used for the purposes of selection, classification, appraisal, and compensation.

Prepared by Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_  
Vice President

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_  
President

I have read this description and understand the major responsibilities, requirements, and duties of this position.

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Piedmont Community College is an equal opportunity employer committed to achieving excellence and strength through diversity. Americans with Disabilities Act (ADA) compliance requires the College to provide reasonable accommodations to qualified individuals with disabilities. Prospective and current employees are invited to discuss accommodations.*