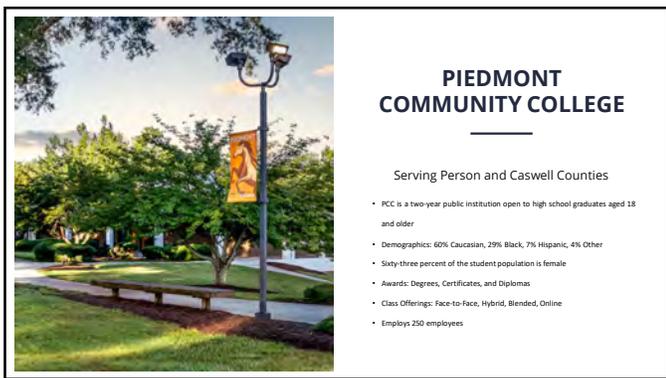




1



2



3



MISSION STATEMENT

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.

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DEVELOPMENT PROCESS

Quality Enhancement Plan

1 COMMITTEE ORGANIZATION	2 SACS/COC LEADERSHIP	3 TOPIC SELECTION	4 STEERING COMMITTEE
In October 2020, college leadership selected co-chairs to explore potential topics for the QEP. Throughout the next year and a half, stakeholder groups were recruited to help with various phases of QEP development.	Formed in 2020, composed of key college positions, the SACS/COC Leadership Team charged the co-chairs to form the Topic Selection Committee. The leadership team made a conscious effort not to influence decisions.	Students, faculty and staff were invited to be part of focus groups and provide insights regarding PCC's future. Data was collected and considered in two potential QEP topics were selected, then voted upon by college constituents.	Centralized Advising was chosen as the topic, a Steering Committee was developed, and students participated in more focus groups to glean critical information. Students and employees helped decide the QEP name and logo.

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COMMUNITY PARTICIPATION

Industry partners, community leaders, and members of the Board of Trustees were invited to participate in strategic planning focus groups and surveys.

Community member involvement in strategic planning teams were integral to the data mining needed for strategic planning and the QEP.



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COMMITTEE ORGANIZATIONAL STRUCTURE

SACSCOC Leadership Team	
Dr. Pamela G. Sirogal	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

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COMMITTEE ORGANIZATIONAL STRUCTURE

QEP Topic Selection Committee	
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	
Hunter Adworth	Institutional Researcher
Larasha Bradford	PCC Student
Edna Brown	Director of Student Development, Caswell Campus
Emily Buchanan	Director, Caswell County Campus Operations
Deanna Burch	Community Member; PCC Alumnus
Laurel 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
Hilary White	Instructor, Criminal Justice Technology; Chair, Faculty Association (August 2022 to present)
Tasha Williams*	Dean, Enrollment Services

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COMMITTEE ORGANIZATIONAL STRUCTURE

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

Keep the PACE Marketing Committee	
Sarah Barham	Graphic Designer/Web/Bible Editor
Kathy Oakley	Coordinator/Instructor, Human Services
Kayla Rice	PCC Student
Tiffany Shouby	Director, Student Engagement
Daniel Statum*	Communications Specialist
Tasha Williams	Dean, Enrollment Services
Darick Woods	Director, Associate Degree Nursing

Keep the PACE Development Committee	
Dr. Patricia Alghal	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, IR/CO
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 Budget Committee	
Leaia Clayton*	Controller
Kathy Oakley	Coordinator/Instructor, Human Services
Tasha Williams	Dean, Enrollment Services

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COMMITTEE DUTIES

Keep the PACE

ASSESSMENT COMMITTEE	BUDGET COMMITTEE	DEVELOPMENT COMMITTEE	MARKETING COMMITTEE
The Assessment Committee proposed and developed the Keep the PACE assessment, both formative and summative. This committee will continue to provide assessment throughout the QEP.	The Budget Committee worked in conjunction with the Keep the PACE Co Chairs and the Development Committee to develop an affordable budget that supports the QEP for the five-year period. This committee will continue to monitor the budget throughout the QEP.	Design and implementation: Members reviewed and documented scholarly works pertaining to advising, identified best practices in, and shared their findings. This group compiled information and wrote, edited, and prepared the Keep the PACE narrative.	Promoted recognition and understanding of the College's QEP to students, faculty, staff, and community members. This group compiled a list of activities and strategies and developed a timeline for implementation.

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TOPIC IDENTIFICATION PROCESS

ONGOING PLANNING AND EVALUATION All stakeholders — students, faculty, staff, and community members — contributed data to determine potential QEP topics.

- The QEP Topic Selection Committee (TSC) was formed in October 2020 and remained active through May 2021.
- Faculty members accounted for 43.7% of its membership, and four out of five academic departments were represented.
- 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.

QEP TOPIC DEVELOPMENT OVERVIEW
Seven milestones in the QEP topic development process from 2020 to 2021

- 01. JANUARY 2020: Strategic Planning Report
- 02. APRIL 2020: QEP Topic Selection Committee Formed
- 03. NOVEMBER 2020: QEP Topic Selection Committee Meeting
- 04. FEBRUARY 2021: QEP Topic Selection Committee Meeting
- 05. FEBRUARY 2021: QEP Topic Selection Committee Meeting
- 06. MAY 2021: QEP Topic Selection Committee Meeting
- 07. JUNE 2021: QEP Topic Selection Committee Meeting

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DATA ANALYSIS

TSC discussions addressed the overlapping nature of the topics, and four topic areas were chosen for further investigation—distance learning, onboarding, advising, and soft skills.

- Topic Selection Committee (TSC) members reviewed two years of data from the Student Satisfaction Surveys and Needs Assessments.
- Office of Research and Institutional Effectiveness (ORIE) noted student weaknesses from each individual Program Area Outcomes report within the chosen timeframe. This was used to further the discussion of the top five trends.
- Focus groups were conducted to collect qualitative data from a variety of stakeholder groups to develop a strategic plan and a quality enhancement plan.
- Students, employees, trustees, and community members were invited to complete a Strategic Planning Survey to ensure broad-based involvement in the QEP topic selection process.
- As questions emerged, additional data requests were made to ORIE to provide further information.

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TOPIC SELECTION

The potential topics were reduced to two—advising and onboarding.

- Both topics were presented to employees, students, and community members through a Microsoft Sway presentation.
- All recipients were invited to vote.
- **70.4%** chose advising.

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LITERATURE REVIEW: CENTRALIZED ADVISING

- Research shows retention is highest in students utilizing two-year planning services of the Transfer Advising Center; retention and graduation rates is lowest in students who chose not to use the Center's services.
- Academic advisor definition: "Institutional faculty or staff charged with providing guidance and information to assist students in planning career and life goals."
- One increasingly popular advising practice used to increase student success outcomes is intrusive advising, which is successful because it employs a proactive approach.
- 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.



Resources: Woodson, 2017; Hergel, et al., 2017

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Keep the PACE Purpose Statement



"The purpose of Keep the PACE is to improve student success through a centralized advising model that proactively addresses barriers and provides assistance from application through graduation."

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GOAL 1

Establish a centralized advising model.

- **Outcomes**
 - 1.1: Hire and redeploy academic advising staff.
 - 1.2: Provide training/professional development to academic advisors regarding centralized advising.
 - 1.3: Modify current resources and facilities to support a centralized advising model.



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ESTABLISHING CENTRALIZED BRANDING MODEL

Keep the PACC's Purpose: to improve student success through a centralized advising model that proactively addresses barriers and provides assistance from applications through graduation.

Target Population:

- PCC offers 41 curriculum programs, which include a variety of transfer and career/technical programs. Of these, students in 39 curriculum programs will shift into the new centralized advising model.
- Students in dual enrollment programs will not be included in the shift because these programs have advisors specifically trained and assigned to this population.
- The resulting number of students included in the new centralized advising model is estimated to be between 800 and 900, approximately 63% of the curriculum student population.

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STAFFING

For Student Development to accommodate the advising services, the development committee determined that creating two new positions was necessary:

1. Advising, QEP Director
2. Academic Advisor

A maximum caseload of 250 students per full-time advisor has been set and will be monitored using an academic advisor caseload report.

Job Title	Percentage of Time Devoted to Advising Center	Maximum Number of Advisors (approximate)
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
Total human resources	4.6 FTE employees	1150

Given the current estimate of 800-900 students included in the new advising model, this staffing plan allows for a 5% annual increase in the number of students served through BY 2027-28 before additional advising staff would need to be hired.

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PROFESSIONAL DEVELOPMENT

The Keep the PACE centralized advising model will require all academic advisors to participate in initial and on-going training to ensure students receive efficient, consistent advising with minimum errors.

- NACADA
- NACAC
- Berkeley University Advisor Training
- NCCCS Advising Toolkit
- CETL

Two advisors per year will be encouraged to attend a regional or national conference.



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RESOURCE & FACILITY MODIFICATIONS



All Keep the PACE academic advising services and providers are housed within a designated physical location in Student Development on both the Person and Caswell County campuses.

Additionally, a webpage dedicated to advising will be added to the College website with links to access all advising services. This webpage will include specific checklists for both new and returning students as well as video tutorials for a variety of services.

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GOAL 2

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

- **Outcomes**
 - 2.1: Decrease the percentage of students that apply to the College but do not register for classes.
 - 2.2: Decrease the percentage of classes purged due to non-payment.
 - 2.3: Decrease the percentage of no-shows for second 8-week classes.
 - 2.4: Decrease the percentage of late registrations (received on or after the course start date) of returning students.
 - 2.5: Improve PCC's one course to completion rate.



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NON-PAYMENT

Best Practices

- Provide students with clear information about payment requirements and deadlines in a timely manner
- Send personalized communication to provide reminders and clarity about payment requirements as well as funding opportunities
- Destigmatize FAFSA and encourage students to submit their application early

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NON-PAYMENT

Interventions

- Advisors will provide all students with a "Finalizing Registration" flyer each term after they register for classes clearly outlining payment requirements and deadlines
- Practice in place: Student Development sends an email to registered students who have not paid tuition approximately 3 weeks prior to the first non-payment surge
 - Advisors will supplement this through personalized communication via a series of targeted emails, texts, and phone calls until such time the student has paid their tuition
- Practice in place: Students are encouraged to apply for the FAFSA via a weekly email from the Financial Aid Department
 - Advisors will send follow-up communications to student who have not completed their FAFSA via email, text, and phone calls to remind them of FAFSA date and deadlines
 - Advisors will also reach out to student in person during on-campus events and classroom visits

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NO SHOWS

Best Practices

- Utilize educational technology tools like Aviso and Mainstay to contact students via text or email about pertinent academic dates such as class start and drop dates
- Utilize education technology tools to set up automated and personalized messages for students who have not attended class
- Mandatory orientation sessions
- Utilize social media outlets to connect with students
- Increased student activities to make students feel more connected to the college
- Mandatory face-to-face advising meetings

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NO SHOWS

Interventions

- Automated reminder messages via Aviso and Mainstay to remind students about class start dates
- Personalized messages with more specific information relevant to their courses
 - Requires advisors to prompt faculty to send personalized messages and provides messaging templates (Appendix I)
- Encourage new students to attend orientation sessions in which they learn how to access college email, use Microsoft Office Suite, and additional tools (Appendix E)
 - Orientation will be offered throughout the semester given 8-week session offerings
 - Online orientation will be created

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LATE REGISTRATION

Best Practices

- Late registration occurs for a variety of reasons, including non-academic risk factors that are common at community colleges
- Research demonstrates a link between pre-registration counseling and earlier student registration resulting in lower withdrawal rates with higher levels of program of study satisfaction



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LATE REGISTRATION

Interventions

- Implement a pre-registration conference for all returning PCC students
 - Scheduled 2 to 3 weeks prior to the beginning of registration
 - Advisors will review students' progress toward completion via academic evaluation (Appendix K), student information updates or changes, review of PCC resources, and scholarship opportunities
 - Students will be registered at the end of the conference meeting and given a copy of reminders for the upcoming term
 - Students will know how to utilize Self-Service to register and review progress
- Conference communication strategies:
 - Students will receive personalized email to personal and student email accounts (Appendix J)
 - Phone calls or text messages will follow for students who have not scheduled an advising meeting after initial email is sent
- New students will ideally receive advising upon application completion



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ONE COURSE TO COMPLETION

Best Practices

- Advisors should present information frequently and in multiple formats
- Multiple advising visits in conjunction with tools (such as the expectancy-value assessment) may help students see connections between their coursework, education, and career goals
- Inviting students to regular and personal interactions with advising during each semester and employing expectancy-value interventions to document and track students' progress have proven successful with assisting students to completion



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ONE COURSE TO COMPLETION

Interventions

- Establish regular meetings with academic advisors
 - Academic advisors will be required to meet with all students on their caseloads at least twice per semester
 - Academic advisors will complete advising conference checklist (Appendix K) during each meeting
 - The Director of Advising and QEP will be responsible for reviewing data collected from the advising conference checklist to ensure advisors are regularly meeting with students
- Help students connect their coursework to their goals
 - Academic Advisors will utilize an Expectancy Value (EV) Tool during each advising session to document and track students' understanding of the value of their education and the choices they can make to ensure their own success (Appendix L)
 - Academic Advisors will track students' responses over time to monitor their progress toward completion and identify barriers that may be hindering a student's success



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Keep The PACE Assessment Plan

- Goal 1: Establish a centralized advising model.**
 - Outcomes**
 - 1.1: Hire and redeploy academic advising staff.
 - 1.2: Provide training/professional development to academic advisors regarding centralized advising.
 - 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.**
 - Outcomes**
 - 2.1: Decrease the percentage of students that apply to the College but do not register for classes.
 - 2.2: Decrease the percentage of classes purged due to non-payment.
 - 2.3: Decrease the percentage of no-shows for second 8-week classes.
 - 2.4: Decrease the percentage of late registrations (received on or after the course start date) of returning students.
 - 2.5: Improve PCC's one course to completion rate.

Assessment Methods

- Academic Advisor Caseload Report
- Advising Conference Checklist
- Aviso Reporting Tool
- Colleague Communications Management Module
- Facilities Inventory and Utilization Report
- FAFSA Completion Report
- Human Resources Payroll Report
- Informer Reports (enrollment, schedule formats, registration status)
- Orientation Attendance Record
- PCC Website
- People Admin point system
- Program Information Repository
- Staffing Plan

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Desired Student Outcomes and Assessment

Goal 1: Outcome 1.1

QEP Goal 1: Establish a centralized advising model. Outcome 1.1: Hire and redeploy academic advising staff.						
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"> • Spring 2023 • Annually upon completion of the spring term 	Position filled by the beginning of Spring 2023
Academic Advisor Position	Formative	Direct	Human Resources Payroll Report	None	<ul style="list-style-type: none"> • Spring 2023 • Annually upon completion of the spring term 	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"> • Spring 2023 • Annually upon completion of the spring term 	Caseload assigned and evaluated to align with the Staffing Schedule

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Desired Student Outcomes and Assessment

Goal 1: Outcome 1.2

QEP Goal 1: Establish a centralized advising model. Outcome 1.2: Provide training/professional development to academic advisors regarding centralized advising.						
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"> • Spring 2023 • Annually, in March, prior to fall registration 	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"> • Spring 2023 • Annually upon completion of the spring term 	Full-time advisors earn a minimum of 5 points in advising per academic year

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Desired Student Outcomes and Assessment

Goal 1: Outcome 1.3

QEP Goal 1: Establish a centralized advising model. Outcome 1.3: Modify current resources and facilities to support a centralized advising model.						
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"> • Spring 2023 • Annually upon completion of the spring term 	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"> • Spring 2023 • Annually upon completion of the spring term 	Welcome Center/ Advising Space defined in the Facilities Inventory and Utilization Report

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Keep the PACE Timeline

Phase 1	Setting the Stage August-October 2022	Responsible Parties
	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

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Keep the PACE Timeline

Phase 2	Continued Implementation October 2022-December 2027	Responsible Parties
	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

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Keep the PACE Timeline

Phase 3	Summarize Impact January 2028-August 2028	Responsible Parties
	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

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ORGANIZATIONAL STRUCTURE AND RESOURCES

Administrative oversight of Keep the PACE is provided by a new position, Director, Advising/QEP and the Keep the PACE Steering Committee.

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    graph TD
      VP[Vice President Student Development] --> DAQ[Director, Advising/QEP]
      DAQ --> KPACE[Keep the PACE Steering Committee]
      KPACE --> AC[Academic Committee]
      KPACE --> BC[Budget Committee]
      KPACE --> MC[Marketing Committee]
    
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IMPLEMENTATION AND OPERATION

The Steering Committee will provide additional oversight for the duration of the implementation and operation of Keep the PACE.

The Assessment Committee will continue to monitor student success rate data related to both formative and summative assessments aligned with the plan's objectives.

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.

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.

Four committees from the development phase will continue to be involved with Keep the PACE throughout its five-year campaign.

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WORKING RELATIONSHIPS

Figure 13 illustrates key working relationships among these College entities:

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

```

    graph TD
      DAQ((Director, Advising/QEP))
      AA[Academic advisors]
      ID[Instructional Deans and program coordinators]
      ORE[Office of Research and Institutional Effectiveness]
      VPSD[Vice President, Student Development]
      DAQ <--> AA
      DAQ <--> ID
      DAQ <--> ORE
      DAQ <--> VPSD
    
```

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BUDGET PLAN



-  Two new positions to accommodate advising services
-  Five-year KEEP the PACE budget \$2,248,853 based on needed resources
-  Advising Center
-  Yearly implementation budget totals range from \$418,209 to \$448,791

The Keep the PACE budget includes both new expenditures and in-kind monies allocated to the plan. The 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 certify that it is affordable to the College.

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INTENDED CONSEQUENCES OF THE QUALITY ENHANCEMENT PLAN

- Paradigm shift for the College as a whole;
- Led by the creation of a centralized advising location and appointment of an Advising leader with their subsequent team;
- Improve the quality of life for students and employees, retention, and completion bringing high levels of success for PCC.

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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

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