

Keep the PACE QEP Summary



OVERVIEW

The following summary captures the highlights of Piedmont Community College’s Quality Enhancement Plan, Keep the PACE—Personalized Advising for Career Excellence. Page numbers in this summary reference information location within the Keep the PACE narrative.

KEEP THE PACE—PERSONALIZED ADVISING FOR CAREER EXCELLENCE GOALS

Goal 1: Empower students to share in the responsibility of achieving their goals and making informed decisions (p. 37).

- **Outcome 1.1:** Students will learn to utilize resources to mitigate barriers and foster their success.
- **Outcome 1.2:** Students will learn to secure their registration by utilizing available payment options.
- **Outcome 1.3:** Students will learn to complete attendance and enrollment verification requirements to remain enrolled in courses.
- **Outcome 1.4:** Students will learn to proactively seek academic advising for early course planning and registration.

Goal 2: Create educational plans that align with students’ goals to support successful navigation to program completion (p. 37).

- **Outcome 2.1:** Students will learn to use Program Planning Guides in conjunction with Self-Service to create program maps that incorporate appropriate course sequencing.
- **Outcome 2.2:** Students will learn to use the Progress tool within Self-Service for monitoring grade point average and progress toward completion.
- **Outcome 2.3:** Students will learn to use the View a New Program tool within Self-Service to anticipate how credits will align with a secondary or new program pathway.

Keep the PACE Purpose

The purpose of Keep the PACE is to improve student success through a centralized advising model that proactively addresses students’ needs and empowers them to achieve their aspirations (p.37).

LITERATURE REVIEW

Academic advising utilizes a multi-dimensional approach to provide holistic student support, including intrusive advising and advising as teaching (p. 16). Investing in academic advising yields a return on investment for both students and institutions (p. 15). Research shows that centralized advising supports student success metrics including retention and completion (pp. 15-17).

ESTABLISHING CENTRALIZED ADVISING AT PCC

QEP committees (pp. 6-11), stakeholder input (pp. 12-14), and data analysis (pp. 13-14) led to professional advising via a centralized advising model as the selected focus. This decision was further reinforced during the development process when no response was given to the question, “Who is the one person responsible for advising?” (p. 18).

39 out of 41 curriculum programs included in the centralized advising model—**over 60%** of the entire curriculum student population (p. 18)

Maximum caseloads of **250** students per full-time (equivalent) advisor (p. 19)

Excluded Populations: Excluded populations include Associate Degree in Nursing, Medical Assisting, dual enrollment, and continuing education due to the unique nature and regulations of these programs (p. 18).

Staffing Plan: The 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 (p. 20).

Professional Development: Initial and ongoing professional development (pp. 20-23) as well as modification of resources and facilities have been identified (p. 23).

FIVE FOCUS AREAS

Data collection and analysis identified five areas of concern upon which to focus the centralized advising QEP: yield rate, payment arrangements, enrollment verification, registration, and completion (p. 24). A literary review of best practices informed interventions designed to address student learning and success outcomes related to the five areas of concern (pp. 24-36).

Yield Rate Interventions (p. 25)

- o Email outreach disseminated to students identified as applied but not registered (ANR) conveying warm, friendly tone
- o Pacer Advising New Student Assessment provided to ANR students to assess personal, academic, and career needs

Payment Arrangement Interventions (p. 27)

- o Finalizing Registration flyer provided to students after registering for classes each term
- o Targeted text message and phone outreach to students identified as having not paid tuition

Enrollment Verification Interventions (p. 31)

- o Proactively discuss attendance policies and enrollment verification requirements during the course registration process
- o Pacer Advising Returning Student Knowledge Assessment administered during advising sessions every spring term to determine students' understanding of enrollment verification requirements

Registration Interventions (p. 33)

- o Disseminate Pacer Advising Syllabus during initial advising meeting and reissue as needed
- o Pre-registration advising conferences targeting returning students
- o Monitored progress toward program completion
- o Pacer Advising Returning Student Knowledge Assessment to evaluate their knowledge of PCC resources and information related to student success
- o Advising Session Summary report to be completed by staff after each advising session

Completion Interventions (p. 35)

- o Minimum of one advising session per semester
- o Program planning guides will be used in conjunction with Self-Service planning and registration tools (Progress and View a New Program)
- o Self-Service "how-to" videos
- o Pacer Advising Returning Student Knowledge Assessment to evaluate students' understanding of how to utilize the Progress tool

ASSESSMENT

Student learning outcomes that align with student success will be measured through both formative and summative assessments (pp. 37-48). Keep the PACE findings will be communicated annually to stakeholders (p. 48).

ADDITIONAL INFORMATION

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