PIEDMONT
COMMUNITY COLLEGE

REVISED QUALITY ENHANCEMENT PLAN | 2023

KEEP THE PACE

PERSONALIZED ADVISING FOR CAREER EXCELLENCE

RESPONSE REPORT | MARCH 20, 2023

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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 students' needs and empowers them to achieve their aspirations. 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 seven outcomes—Goal 1, to empower students to share in the responsibility of achieving their goals and making informed decisions, has four outcomes; Goal 2, to create educational plans that align with students' goals to support successful navigation to program completion, is supported by three outcomes.

The four outcomes associated with Goal 1 address four of five areas of concern identified as Yield Rate, Payment Arrangements, Enrollment Verification, and Registration. The three outcomes related to Goal 2 address the remaining area of concern identified as 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 2022, PCC enrolled 60% Caucasian, 28% Black, 7% Hispanic students, and 5% 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 over 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 2022 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 visited classrooms, shared information, and quizzed students on their knowledge of the QEP. Students won small prizes for correct responses and earned the opportunity to win a grand prize near the end of the semester, all of which generated interest and promoted visibility of Keep the PACE among students, faculty, and staff (see Figure 2). Advising Center awareness activities will continue, to maintain student awareness of Keep the PACE and the importance of advising.

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 have been shared across PCC social media accounts. Student Prize Patrol members visited 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 illustrate 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

SACSCOC Leadership Team	
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 which were voted on by the college community to select the final topic.

Table 2

Topic Selection Committee Membership

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

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. This committee provides the needed structure to oversee and monitor Keep the PACE implementation so that improvements can be made quickly as the need arises. 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

Keep the PACE Steering Committee	
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
Allegra Modlin*	Director, Advising/QEP (Chair, September 2022 - present)
Kathy Oakley*	Coordinator/Instructor, Human Services (Co-Chair, ended August 2022)
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
Shannon Turner	Chair, University Transfer & General Education/Mathematics Instructor
Norwood Walker	Adjunct Instructor
Hillary White	Instructor, Criminal Justice Technology; Chair, Faculty Association (August 2022 to present)
Tasha Williams*	Dean, Enrollment Services (Co-Chair, ended August 2022)

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, with the new Director, Advising/QEP assuming the duties of the former QEP co-chairs.

Table 4

Assessment Committee Membership

Keep the PACE Assessment Committee	
Hunter Ashworth*	Institutional Researcher
Kathy Oakley	Coordinator/Instructor, Human Services (QEP Co-Chair, ended August 2022)
Allegra Modlin	Director, Advising/QEP (September 2022 - present)
Lisa Palmer	Director, Admissions and Recruitment
Tasha Williams	Dean, Enrollment Services (QEP Co-Chair, ended August 2022)
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, with the new Director, Advising/QEP assuming the duties of the former QEP co-chairs.

Table 5

Budget Committee Membership

Keep the PACE Budget Committee	
Laurie Clayton*	Controller
Allegra Modlin	Director, Advising/QEP (September 2022 - present)
Kathy Oakley	Coordinator/Instructor, Human Services (QEP Co-Chair, ended August 2022)
Tasha Williams	Dean, Enrollment Services (QEP Co-Chair, ended August 2022)

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

Keep the PACE Development Committee	
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) promotes recognition and understanding of the College's QEP to students, faculty, staff, and community members. This group designed the logo and marketing slogan, 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, with the new Director, Advising/QEP assuming the duties of the former QEP co-chairs.

Table 7

Marketing Committee Membership

Keep the PACE Marketing Committee	
Sarah Barham	Graphic Designer/Website Editor
Kathy Oakley	Coordinator/Instructor, Human Services (QEP Co-Chair, ended August 2022)
Allegra Modlin	Director, Advising/QEP (September 2022 - present)
Kayla Rice	PCC Student
Tiffany Skouby	Director, Student Engagement
Daniel Statum*	Communications Specialist
Tasha Williams	Dean, Enrollment Services (QEP Co-Chair, ended August 2022)
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.

Derived from our ongoing evaluation and planning processes, an advising QEP aligns nicely with the College's 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 the plan (Piedmont Community College, 2021, p. 3).

Literature Review

Advising

More than ever, college advisors are paramount to student success both in college and beyond (Center for Community College Student Engagement, 2018). 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 (Center for Community College Student Engagement, 2018, 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 (Center for Community College Student Engagement, 2018). 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

Woodson (2017) reported significant differences in retention and graduation rates between three student groups, with retention being the highest among students utilizing two-year planning services of a 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 (Chiteng 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 (Woodson, 2017).

There is no singular theory of academic advising that is all encompassing to meet the complex and varied needs of higher education institutions and the diverse students they serve (Hagen & Jordan, 2008 as cited in Kelly, 2018). Advising approaches should be multi-dimensional to provide holistic student support (Kelly, 2018). 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 show 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 a face-to-face format (Gravel, 2012).

Advising as teaching is an approach that reinforces holistic student support. According to Hines (1981), advising is an integral part of teaching where advisors communicate and exchange information with students to help them realize their maximum potential. Through the advising relationship, academic advisors are able to "teach students about educational plans and lifelong learning" (Pitts & Myers, 2022). This includes helping students value their education, prioritize, develop critical thinking skills, and make decisions (Kelly, 2018).

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

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academic advisors. Additionally, colleges looking to implement new advising models should note that collaborative and proactive strategies yield higher success rates for both traditional and strictly online students. Research has helped to define best practices for specific interventions to improve student success within centralized advising models (Gravel, 2012).

Establishing the 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. The College's decision to focus on professional academic advising versus onboarding 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 students' needs and empowers them to achieve their aspirations. 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 students' needs and empowers them to achieve their aspirations.

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 (Robbins, 2013).

Staffing

To affect the needed paradigm shift, the development committee identified several necessary adjustments to successfully implement Keep the PACE. First, academic advising services for the target population 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 and filling them by Spring 2023 was necessary. The first new position is the Director, Advising/QEP. This position has the primary responsibility for coordinating advising services for students and facilitating the implementation of Keep the PACE. This position also carries an advising caseload. The second position is for an academic advisor, who advises students from application to completion regarding academic goals, course registration, academic progress, career aspirations, and support services needed, both educationally and personally.

In addition to the two new advising positions, the Advising Center is supplemented by Student Development staff who 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 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 learning 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.

The Director, Advising/QEP has developed a staffing schedule in collaboration with the advisors and their respective primary 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 (see Appendix B). 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.

Table 8

Staffing Plan

Job Title	Percentage of Time Devoted to Advising Center	Maximum Number of Advisees (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 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 enrollment growth, 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 requires all academic advisors to participate in both initial and on-going training to ensure students receive efficient, consistent advising. 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 Microsoft Teams group to house advising resources and training tools for 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 utilizing the Program Information Form (see Appendix C). These forms will capture details related to specific course sequences, scheduling, and other requirements unique to the program. Once completed, these forms will be compiled to help form an academic advising manual to be used by 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 stipulates that full-time advisors must earn an average of 5 points each academic year for training related to academic advising. Professional development points are tracked annually on the Professional Development Activity Log 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

Day 1: Onboarding with Human Resources	**Day 2:** Departmental Overview and System Access Granted	**Days 3 & 4:** Train with Student Development Staff; Join N3C2A	**Day 5:** Train with DE Instructional Design Specialist
Week 2. Meet with program representative for each program listed; additional training* and duties as needed	1. Healthcare Management Technology 2. Healthcare Management Technology-Medical Coding 3. Medical Coding & Billing-Online 4. Human Services Technology (3 tracks)		
Week 3. Meet with program representative for each program listed; additional training* and duties as needed	1. Associate in Arts 2. Associate in Arts-Teacher Preparation 3. Associate in Fine Arts-Visual Arts 4. Associate in Science 5. Associate in Science-Teacher Preparation		
Week 4. Meet with program representative for each program listed; additional training* and duties as needed	1. Associate in General Education 2. Associate in General Education-Nursing 3. Information Technology (5 tracks)		
Week 5. Meet with program representative for each program listed; additional training* and duties as needed	1. Electrical Power Production 2. General Occupational Technology 3. Industrial Systems Technology 4. Mechatronics Engineering Technology 5. Welding Technology		
Week 6. Meet with program representative for each program listed; additional training* and duties as needed	1. Accounting and Finance 2. Agribusiness 3. Business Administration 4. Digital Effects and Animation Technology 5. Office Administration		
Week 7. Meet with program representative for each program listed; additional training* and duties as needed	1. Early Childhood Education (3 tracks) 2. Cosmetology 3. Emergency Medical Science		
Week 8. Meet with program representative for each program listed; additional training* and duties as needed	1. Public Safety Administration (4 tracks) 2. Gunsmithing 3. Criminal Justice Technology		
*Aviso, Blackboard, Self-Service, Colleague, Financial Aid, English and math placement, Registrar, Grants, Scholarships, messaging templates, and College policies and procedures.			

Week 9 and beyond
- Advisors review Keep the PACE implementation plan.
- Consult with program experts as needed to remain current with program requirements.
- Advisors review baseline data and prepare for assessment of outcomes.
- Holistic training and role play training, round table discussions with current advisors.
- Training conferences and/or in-house workshops.
- Training on how to enhance the advisor/student relationship.
- Advisors seek regional or national certifications, training new advisors.

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 have been updated to support the new advising model. All Keep the PACE academic advising services and providers are housed within a designated physical location. 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 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 has been added to the College website providing access to all advising services (see Appendix D).

The advising webpage includes appointment service options to help students identify and schedule with their academic advisor. Furthermore, links to video tutorials will be added for a variety of services including how to use Self-Service to register for classes, monitor program progress and GPA, 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 areas of concern 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 areas for support to be provided by 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 were disaggregated by term. The compiled data were reviewed and analyzed by the Keep the PACE Development Committee. This data analysis yielded five areas upon which Keep the PACE is focused. These five focus areas are presented below, along with interventions supported by best practices found in the literature.

Yield Rate

Data Analysis

Review of the data over a five-year period beginning with Summer 2017 revealed, on average, 40% of students who applied to PCC registered for the term indicated on their application. The percentage of students applying and registering each semester during that period ranged from 25.37% to 46.64%. Since the Keep the PACE advising model incorporates a holistic application to graduation approach, the development committee selected yield rate as one area 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, a welcome letter can be a positive message to create an atmosphere for 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, et al., 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, et al., 2017).

Interventions

To successfully guide students from application to enrollment, targeted email outreach will be sent to students identified through an Aviso report as applied but not registered (ANR). This outreach will project a friendly, welcoming tone and provide next steps in the enrollment process, including scheduling an appointment with an advisor (see Appendix E). Included with next steps, messaging will share information about resources for student success, including financial aid and scholarships to address potential barriers to enrollment (see Appendix F). The email will provide a link to the Pacer Advising New Student Assessment (see Appendix G). This survey will evaluate students' academic, career, and personal needs to identify specific support resources needed.

When academic advisors run the ANR report to perform student outreach, they will exclude any students that are registered for the corresponding term of application. Those who have responded to the Pacer Advising New Student Assessment will also be excluded as academic advisors will conduct targeted follow-up outreach to connect respondents to specific resources that may mitigate barriers to the enrollment process. Messages will be sent at the start of the registration period and on a monthly basis leading up to the start of the term.

As new students meet with academic advisors, they will be shown campus resources and information to support their success. Academic advisors will show students where to locate this information and discuss how it relates to student success. This will not only inform students about available support but also help them understand the value of these resources.

Payment Arrangements

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 because these students were only two steps away from entering classes and pursuing their educational goals. They would have benefitted from personalized advising outreach.

Figure 5

Fall Non-Payment Trends

Figure 6

Spring Non-Payment Trends

Best practices

According to Pellegrin and Zabokrtsky (2009), "financial aid is every advisor's concern because it is every student's concern." It is important for advisors at minimum to understand the basics of financial aid in order to advise well (Pellegrin & Zabokrtsky, 2009). Discussions surrounding payment and financial aid can help advisors proactively identify and address potential barriers to students' success (Pellegrin & Zabokrtsky, 2009).

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 educating students about payment options through effective communication of payment requirements and deadlines, personalized communication, and encouraging students to complete the FAFSA.

To ensure students are aware of various payment options available to them and provide effective communication of 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 created a Finalizing Registration flyer from Student Development to make sure the information is clear and relevant (see Appendix H).

Approximately three weeks prior to the first non-payment purge, Financial Aid 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 is shared with PCC advisors, and as a follow-up, advisors initiate a personalized communication campaign for non-payment. A series of targeted texts and phone calls are utilized to connect students to financial resources and reduce the percentage of students purged from classes due to non-payment (see Appendix I).

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 promote this, the final intervention requires advisors to send supplemental text communications reminding students of FAFSA days and deadlines for completion.

Enrollment Verification

Data Analysis

All PCC students must complete enrollment verification by adhering to course attendance policies and completion of icebreaker activities by the census deadline to avoid being removed from the course as a "no-show." An initial review of the data indicated that the percentage of students not verifying their enrollment in courses for which they have registered and paid steadily increased from Fall 2019 to Fall 2021 (see Figure 7) and Spring 2020 to Spring 2022 (see Figure 8).

Figure 7

Fall No-Show Trends

Figure 8

Spring No-Show Trends
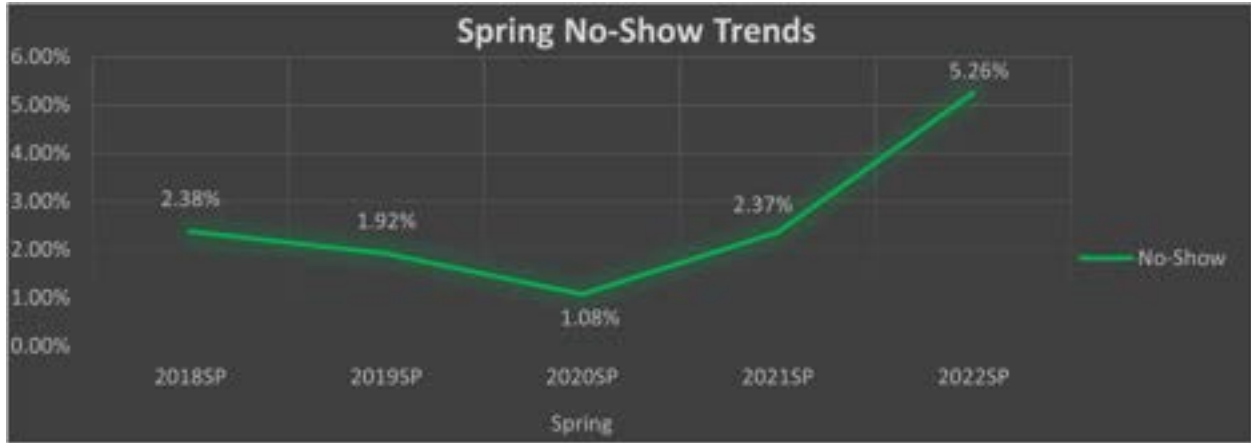
Further analysis of the data revealed dramatic differences in the no-show rates for courses offered during the second 8-week sessions compared to courses offered during the first 8-week and 16-week sessions. Fall data shows a significant spike in the percentage of no-shows in second 8-week sessions from 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
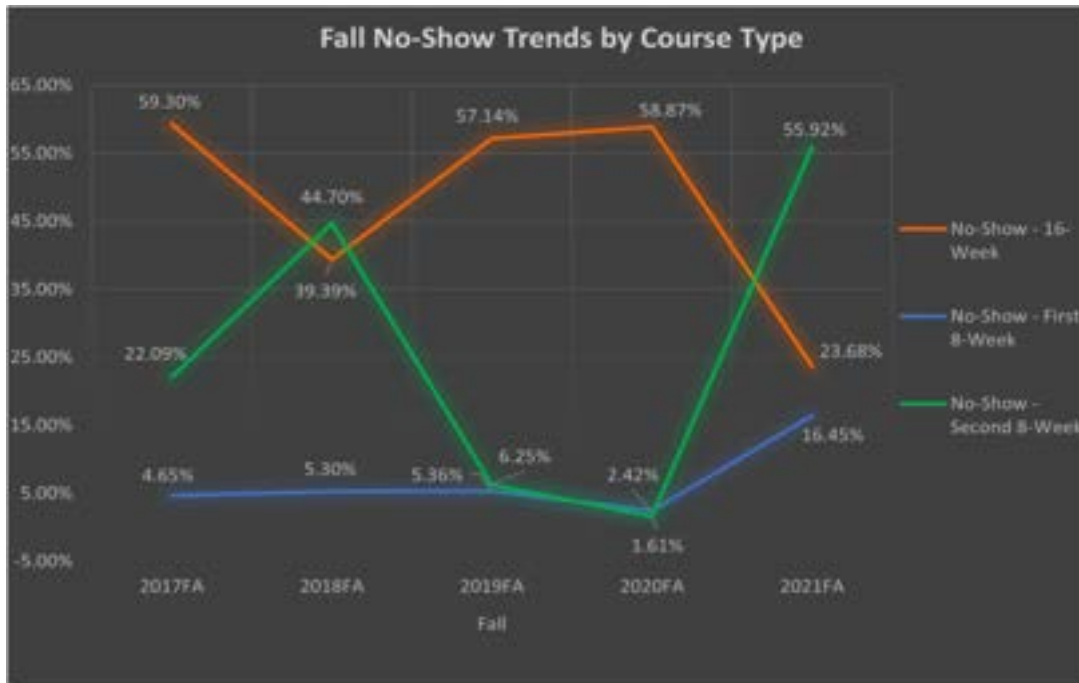
Figure 10

Spring No-Show Trends by Course Type
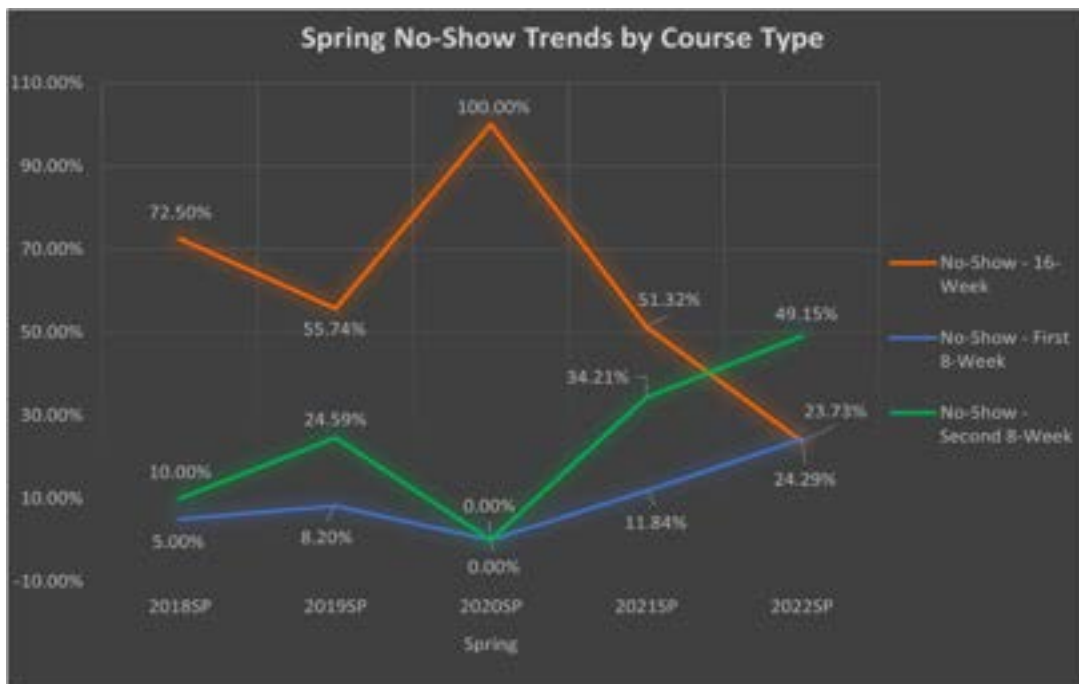
Best practices

King (1993) considers advising as the center of student services, wherein connections are made to other support services such as financial aid, tutoring, and career planning. Advisors are essential in helping students integrate into their academic and social systems as this supports growth, satisfaction, persistence, and retention (King, 1993). In a quantitative study of a centralized advising model, research showed that using centralized advising services had a positive impact on students' first-year GPA and enrollment behavior during the second term of enrollment (Chiteng Kot, 2014).

To help students successfully integrate with their academic systems, 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 reach out to students who have not yet attended class (Mainstay, 2021).

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. To allay this concern, advisors will proactively engage students by discussing attendance policies and enrollment verification requirements during the course registration process. Academic advisors will determine students' understanding of enrollment verification requirements by implementing the Pacer Advising Returning Student Knowledge Assessment every spring term (see Appendix J). In addition to this student learning outcome, an additional metric, the no-show purge rate, will be tracked to gauge the overall impact of this educational intervention.

Registration

Data Analysis

The development committee reviewed data from Fall 2019 to Spring 2022 regarding three specific outcomes assessing the benefits to returning students of pre-registration for courses as opposed to late registration. These outcomes 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, 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%
Fall Total		**73.77%**	**83.19%**	**12.57%**	**5.78%**	**9.02%**	**6.11%**
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%
Spring Total		**70.27%**	**85.19%**	**10.42%**	**6.21%**	**12.93%**	**4.30%**

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).

In addition to timely registration, 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). According to Eccles-Parsons et al. (1983), expectancy-value theory of achievement motivation identifies students' expectations for success and task values as significant factors impacting their motivation and academic outcomes (as cited in Rosenzweig, Wigfield, & Eccles, 2019). 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 proven successful with assisting students in completion (Glaze, 2020; Levesque, 2022).

An advising syllabus is a tool that can increase advising effectiveness and frame advisor and student expectations (McKamey, 2007). Advising syllabi can support students' transition to college (McKamey, 2007) and outline the advising relationship and experience for students (Trabant, 2006). An advising syllabus is typically comprised of several elements, including recommendations and resources (McKamey, 2007). These recommendations provide an opportunity to define student and advisor responsibilities such as proactively seeking advising for timely registration.

Interventions

To structure the advising process, including student and advisor responsibilities, new students will receive an electronic and/or hard copy of the Pacer Advising Syllabus during their initial advising meeting (see Appendix K). The Pacer Advising Syllabus will articulate the mission and values of academic advising, student and advisor responsibilities, and highlight calendar events such as suggested times to proactively seek advising services. The advising syllabus will be housed on the academic advising webpage and reissued to returning students each term on an as-needed basis.

In addition to outlining student and advisor expectations via the Pacer Advising Syllabus, pre-registration conferences will be implemented for all returning PCC students to foster timely registration. During the pre-registration meeting, the student will be made aware of their progress toward program completion by their advisor and assisted with course registration. Students will also be asked to complete the Pacer Advising Returning Student Knowledge Assessment to evaluate their knowledge of PCC resources and information related to student success. The assessment will be provided to returning students once every spring term during regularly scheduled advising sessions. Responses to this assessment will allow advising staff to identify student knowledge gaps and make meaningful connections between students and resources that promote their success. At the end of the pre-registration conference, students will be given a copy (either electronic or hardcopy) of reminders for the start of the semester. Pre-registration conferences will target returning students as new students typically do not apply before the pre-registration time period. 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 L). If a meeting is not scheduled after the initial email communication, phone calls and/or text messages will be sent to prompt students to schedule a meeting through the academic advising webpage. Aviso's ability to track this outreach will prove beneficial in providing a record of contact with students.

To help students make meaningful connections between their education, aspirations, and choices they make to support their own success including timely registration, academic advisors will utilize Expectancy-Value (EV) questions during each advising session as part of the Advising Session Summary Report (see Appendix M). 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 provide encouragement to stay on track to completion. Academic advisors will use students' responses over time to identify areas for reinforced support to promote student success. The College anticipates that regular meetings in which students are helped to understand student and advisor responsibilities will have a positive effect on student retention.

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 lower for the chosen program of study, the Keep the PACE Development Committee determined that these numbers were indicative of an issue in the current advising model that could be addressed by an effective advising intervention. Helping students complete a high-quality credential of value in a timely manner 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. According to a national report from the Center for Community College Student Engagement (CCCSE, 2020), a key component of guided pathways is helping students begin with the end in mind by having clearly defined course sequences. Developing a complete program plan with a clear end goal reduces excess credit hours and expenses and may improve student persistence (CCCSE, 2020).

Developing a complete program plan is also useful when students reroute by changing their path. According to the U.S. Department of Education National Center for Education Statistics (2017), about 30 percent of undergraduate students in associate or bachelor's degree programs changed their major at least once within the first 3 years of enrollment. About 1 in 10 students changed their major more than once (U.S. Department of Education NCES, 2017). Changing majors can have implications such as requiring students to stay in college longer to make up courses required for their new major or registering for a heavier course load (Student Research Foundation, 2017). This also means added expenses and potential stress (Student Research Foundation, 2017).

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.

Interventions

Academic advisors will require students on their caseloads to attend at least one advising meeting per semester via an advising registration hold placed on their accounts. This hold will prompt students to meet with an advisor to plan and register courses for the upcoming term. Academic advisors will engage students using a personalized approach that helps students map a clear pathway to completion. Second and subsequent meetings will be encouraged to nurture a proactive and holistic advising relationship. During each meeting, the advisor will complete the Advising Session Summary Report to track meetings and pertinent advising tasks.

Academic advisors will educate students on how to access and use program planning guides which are aligned with aspects of the guided pathways model (CCCSE, 2020). These planning guides provide an overview of the selected program, outline suggested course sequencing, and indicate criteria such as credit hours and term availability per course. The guides will be housed on the PCC Programs of Study webpage and used in conjunction with the Self-Service registration site to appropriately sequence courses and map courses to completion. Academic advisors will utilize program planning guides when working with students to select courses for registration as well as plan courses for future terms in Self-Service (see Appendix N). Course plans will be archived in Self-Service for future review. Advisors will utilize a proactive approach when course planning and program mapping with students to anticipate factors such as work scheduling, family or dependent care, transportation, and/or technology needs.

Academic advisors will educate students on how to use the Progress tool within Self-Service to monitor their grade point average (GPA), final course grades, and progress toward program completion. The Progress section of Student Planning within Self-Service "shows an approximate percentage of program requirements components that a student has completed for a particular academic program" (Ellucian, 2022, p.51). The Progress tool delineates course requirements by program categories such as English composition and mathematics to track students' progression toward completion. One of the categories in the Progress tool is labeled as Other Courses. This component identifies if a planned or registered course is not aligned with the student's current program of study. This feature may help students identify if they have planned a course not aligned with their educational plan thus saving them time and money. The Progress tool also tracks final grades earned in courses and provides GPA information. Academic advisors will assess students' understanding of how to utilize the Progress tool through the Pacer Advising Returning Student Knowledge Assessment.

The heightened focus on program planning led to the inclusion of a global metric of program completion, which is expected to improve following this intervention.

In addition to program planning guides and the Progress tool, advisors will teach students how to use the View a New Program tool within Self-Service to anticipate how credits will align with a secondary or new program of study. PCC students are allowed to have up to two active programs of study simultaneously. The View a New Program tool within Self-Service allows students to gauge what new or additional course requirements must be fulfilled if considering adding or changing a program. This will also allow students to see how completed or in-progress courses may apply. Although implications to

program changes such as additional time and expenses may not be avoidable, this Self-Service tool will empower students to make informed decisions about their path and timeline to completion. Self-Service course registration, Progress, and View a New Program "how-to" videos will be developed and housed on the advising webpage and shared with students.

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.

Student learning outcomes developed by the Assessment Committee are specific, measurable, and clearly aligned with 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 students' needs and empowers them to achieve their aspirations.

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

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.

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.

The Plan establishes two overarching goals. The brief summaries below introduce the assessment activities or metrics that address the four outcomes associated with Goal 1 and the three outcomes associated with Goal 2. The Keep the PACE Assessment Plan is detailed in a series of tables separated by the individual activities or metrics and performance targets. The tables provide additional information regarding the assessment method, baseline data, and assessment timelines for each activity or metric being assessed. Given the significant paradigm shift the new advising model has produced, many of the processes and assessment tools were created during the QEP development process. Thus, baselines for these are still being measured and will be recorded by the end of the spring 2023 term.

Goal 1

Goal 1 is to empower students to share in the responsibility of achieving their goals and making informed decisions. Based on the foundation of a centralized advising model, achieving this goal requires proactive strategies designed from best practices tailored to identified areas of concern.

Table 11

Goal 1, Outcome 1.1

QEP Goal 1: Empower students to share in the responsibility of achieving their goals and making informed decisions. Outcome 1.1: Students will learn to utilize resources to mitigate barriers and foster their success.						
Activity or Metric Being Assessed	Formative VS Summative	Direct VS Indirect	Assessment Methods	Baseline Performance Determined	First Assessment Results and Frequency of Subsequent Assessments	Performance Target
Targeted Outreach	Both**	Indirect	Aviso Reporting Tool /Informer Enrollment Report	2021-22 AY – 40%	• Spring 2023* • Annually upon completion of spring term	Achieve and maintain a yield rate of 50% or higher
Identify Barriers	Formative	Indirect	Pacer Advising New Student Assessment	TBD based on Spring 2023 data	• Spring 2024 • Annually upon completion of spring term	10% of ANR students will complete the Pacer Advising New Student Assessment
Campus Resources	Both**	Direct	Pacer Advising Returning Student Knowledge Assessment	TBD based on Spring 2023 data	• Spring 2024 • Annually upon completion of spring term	Correct response rate of 75% or higher on Question 2
Curriculum Enrollment	Formative	Direct	Informer Report	2021-22 AY – 1,509	• Spring 2023* • Annually upon completion of spring term	Increase the number of curriculum students enrolled (unduplicated headcount) by 5% during each academic year

*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 1.1, shown in Table 11, focuses on connecting students to resources that mitigate barriers to enrolling and successfully progressing through college. Two interventions have been designed to make meaningful connections between students' needs and resources that move students from application to registration. A third intervention has been created to assess students' knowledge of campus resources after their first term of enrollment to continue to foster their success.

Students who have applied to the College but not registered will be identified using Aviso. Advising staff will send targeted outreach to students identified as ANR that welcomes them to PCC and guides them through enrollment steps. This outreach will also provide a link to the Pacer Advising New Student Assessment to gauge students' needs. This will allow advisors to facilitate purposeful connections to resources that may mitigate barriers preventing students from moving forward with the enrollment process. Outreach will be tracked using the Aviso Reporting Tool. The performance targets for this intervention are to achieve and maintain a yield rate of 50% or higher and obtain at least a 10% response rate on the Pacer Advising New Student Assessment.

To assess students' knowledge of campus resources after enrollment, returning students will be provided the Pacer Advising Returning Student Knowledge Assessment to determine their understanding of campus resources that foster success. The assessment will be provided to returning students once every spring term. The performance target for this intervention is to have a correct response rate of 75% or higher on question 2 regarding campus resources at the College. Knowledge gaps identified through this assessment will prompt additional outreach to clarify available resources.

A global metric, curriculum enrollment, will be utilized to assess the impact of these interventions with the objective of increasing enrollment by 5% each academic year.

Table 12

Goal 1, Outcome 1.2

QEP Goal 1: Empower students to share in the responsibility of achieving their goals and making informed decisions. Outcome 1.2: Students will learn to secure their registration by utilizing available payment options.						
Activity or Metric 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 Session Summary Report	TBD based on Spring 2023 data	• Spring 2023* • Annually upon completion of spring term	100% of registered students receive Finalizing Registration Flyer each term
Payment Options	Both**	Direct	Pacer Advising Returning Student Knowledge Assessment	TBD based on Spring 2023 data	• Spring 2024 • Annually upon completion of spring term	Correct response rate of 75% or higher on Question 3
Personalized Communication Campaign	Both**	Indirect	Informer Report	2021-22 AY – 5.27%	• Spring 2023* • Annually upon completion of spring term	The percentage of course registrations purged due to non-payment will be less than or equal to 3%
Timely FAFSA Completion	Both**	Direct	FAFSA Completion Report	2021-22 AY – 69%	• July 2024 • Annually, in July, upon completion of the previous fiscal year	Achieve and maintain a timely FAFSA completion rate of 80% or higher

*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 1.2, presented in Table 12, aims to educate students on how to secure their course registration by utilizing available payment options. Four interventions were identified for this outcome, including the distribution of a flyer detailing the steps needed to finalize registration, an effort to educate students regarding payment options, 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 the Advising Session Summary Report. The performance target for this intervention is to have all registered students receive the flyer each term.

Academic advisors will gauge students' understanding of payment options at the College by using the Pacer Advising Returning Student Knowledge Assessment. This Microsoft Forms survey will be provided to returning students once every spring term during regularly scheduled advising sessions. Responses to this assessment will allow advisors to address knowledge gaps and connect students to financial resources. The performance target for this intervention is to have a correct response rate of 75% or higher on question 3 regarding payment options at the College.

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 to 3% or less. This measure will be assessed using an Informer Report.

The final 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 achieve and maintain a timely FAFSA completion rate of 80% or higher.

Table 13

Goal 1, Outcome 1.3

QEP Goal 1: Empower students to share in the responsibility of achieving their goals and making informed decisions. Outcome 1.3: Students will learn to complete attendance and enrollment verification requirements to remain enrolled in courses.						
Activity or Metric Being Assessed	Formative VS Summative	Direct VS Indirect	Assessment Methods	Baseline Performance Determined	First Assessment Results and Frequency of Subsequent Assessments	Performance Target
Enrollment Verification	Both**	Direct	Pacer Advising Returning Student Knowledge Assessment	TBD based on Spring 2023 data	• Spring 2023* • Annually upon completion of spring term	Correct response rate of 75% or higher on Question 4
No-Show Purge	Both**	Direct	Informer Report by Schedule Formats	2021-22 AY - 12%	• Spring 2023* • Annually upon completion of spring term	The percentage of course registrations in second 8-week classes purged due to no-show will be no greater than 2%

*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 1.3, indicated in Table 13, will be accomplished through an educational process that will teach students to complete attendance and enrollment verification requirements to remain enrolled in courses.

To assess students' knowledge of enrollment verification procedures, returning students will be provided the Pacer Advising Returning Student Knowledge Assessment to determine their understanding of the process. This Microsoft Forms survey will be provided to returning students once every spring term during regularly scheduled advising sessions. Responses to this assessment will allow advisors to clarify enrollment verification policies and requirements to facilitate student attendance and engagement in class. The performance target for this intervention is to have a correct response rate of 75% or higher on question 4 regarding enrollment verification requirements for PCC courses.

An additional metric, the no-show purge rate, will be utilized to assess the impact of this educational intervention. The metric's target is to reduce the percentage of course registrations in second 8-week classes purged due to students not meeting attendance and enrollment requirements to no greater than 2%.

Table 14

Goal 1, Outcome 1.4

QEP Goal 1: Empower students to share in the responsibility of achieving their goals and making informed decisions. Outcome 1.4: Students will learn to proactively seek academic advising for early course planning and registration.						
Activity or Metric Being Assessed	Formative VS Summative	Direct VS Indirect	Assessment Methods	Baseline Performance Determined	First Assessment Results and Frequency of Subsequent Assessments	Performance Target
Student Responsibilities	Both**	Direct	Pacer Advising Returning Student Knowledge Assessment	TBD based on Spring 2023 data	• Spring 2024 • Annually upon completion of spring term	Correct response rate of 75% or higher on Question 5
Expectancy-Value Questions	Formative	Direct	Advising Session Summary Report	TBD based on Spring 2023 data	• Spring 2024 • Annually upon completion of spring term	Advising Session Summary Report is completed for 100% of registered students each term
IPEDS Fall-to-Fall Retention Rate	Both**	Direct	IPEDS Fall Enrollment Report	2021-22 (Fall 2020 cohort) – 63%	• Spring 2023* • Annually upon completion of spring term	Achieve and maintain a retention rate of 70% or higher

*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.

Per outcome 1.4, shown in Table 14, students will learn to proactively seek academic advising for early course planning and registration. This behavior will be encouraged by providing an advising syllabus and scheduling pre-registration conferences for all returning PCC students. Personalized outreach to returning students will be disseminated, encouraging them to schedule a meeting with their advisor. Students may meet with advisors via walk-in services or scheduling an appointment through the academic advising webpage.

Academic advisors will determine students' understanding of their responsibilities in the academic advising process by using the Pacer Advising Returning Student Knowledge Assessment. This Microsoft Forms survey will be provided to returning students once every spring term during regularly scheduled advising sessions. Responses to this assessment will allow advisors to determine students' understanding of their role in the collaborative advising process. The performance target for this intervention is to have a

correct response rate of 75% or higher on question 5 regarding student responsibilities as it relates to academic advising.

Academic advisors will complete an Advising Session Summary Report at the end of each session that incorporates Expectancy-Value questions to track students' understanding of the value of their education and their choices as it relates to their success. The performance target for this measure is the Advising Session Summary Report will be completed for all registered students each term.

Another metric, the IPEDS fall-to-fall retention rate, will be utilized to assess the impact of these interventions with the objective of achieving and maintaining a retention rate of 70% or higher.

Goal 2

Goal 2 is to create educational plans that align with students' goals to support successful navigation to program completion. This goal will help students map a clear route through their program of study and actively participate in monitoring their progress toward completion.

Table 15

Goal 2, Outcome 2.1

QEP Goal 2: Create educational plans that align with students' goals to support successful navigation to program completion. 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.						
Activity or Metric Being Assessed	Formative VS Summative	Direct VS Indirect	Assessment Methods	Baseline Performance Determined	First Assessment Results and Frequency of Subsequent Assessments	Performance Target
Program Planning Guides	Both**	Direct	Pacer Advising Returning Student Knowledge Assessment	TBD based on Spring 2023 data	• Spring 2024 • Annually upon completion of spring term	Correct response rate of 75% or higher on Question 6
Credential Plan	Formative	Direct	Advising Session Summary Report	TBD based on Spring 2023 data	• Spring 2024 • Annually upon completion of spring term	100% of returning students will have credential plans developed by the end of their second term of enrollment

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

As indicated in outcome 2.1, shown in Table 15, students will learn to use Program Planning Guides in conjunction with Self-Service to create program maps that incorporate appropriate course sequencing. Academic advisors will teach students how to access and use program planning guides housed on the PCC Programs of Study webpage in conjunction with the Self-Service registration site to appropriately sequence courses and map program requirements to completion. Academic advisors will utilize program planning guides when working with students to select courses for registration as well as plan for future terms in Self-Service.

Academic advisors will determine students' understanding of program planning guides by using the Pacer Advising Returning Student Knowledge Assessment. This survey will be provided to returning students

every spring term. The performance target for this intervention is to have a correct response rate of 75% or higher on question 6 regarding program planning guides as it relates to course and program planning in Self-Service.

The Advising Session Summary Report will capture data regarding students' completion of a credential plan. The target for this metric is for 100% of returning students to have credential plans developed by the end of their second term of enrollment.

Table 16

Goal 2, Outcome 2.2

QEP Goal 2: Create educational plans that align with students' goals to support successful navigation to program completion. Outcome 2.2: Students will learn to use the Progress Tool within Self-Service for monitoring grade point average and progress toward completion.						
Activity or Metric Being Assessed	Formative VS Summative	Direct VS Indirect	Assessment Methods	Baseline Performance Determined	First Assessment Results and Frequency of Subsequent Assessments	Performance Target
Progress Tool	Both**	Direct	Pacer Advising Returning Student Knowledge Assessment	TBD based on Spring 2023 data	• Spring 2023* • Annually upon completion of spring term	Correct response rate of 75% or higher on Question 8
Completion	Formative	Direct	NCCCS Dashboards	2021-22 AY – 312	• Spring 2023* • Annually upon completion of spring term	Increase the number of completions for each academic year by 3%

*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, shown in Table 16, aims to educate students on how to use the Progress tool within Self-Service to monitor their grade point average, final course grades, and program progress toward completion. Academic advisors will assess students' understanding of how to utilize the Progress tool through the Pacer Advising Returning Student Knowledge Assessment. This assessment will be administered to returning students every spring term. The performance target for this intervention is to have a correct response rate of 75% or higher on question 8 regarding the Progress tool in Self-Service.

The NCCCS Dashboards will be used to capture data regarding students' completion of a credential. The target for this metric is to increase the number of completions for each academic year by 3%.

Table 17

Goal 2, Outcome 2.3

QEP Goal 2: Create educational plans that align with students' goals to support successful navigation to program 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.						
Activity or Metric Being Assessed	Formative VS Summative	Direct VS Indirect	Assessment Methods	Baseline Performance Determined	First Assessment Results and Frequency of Subsequent Assessments	Performance Target
View a New Program Tool	Both**	Direct	Pacer Advising Returning Student Knowledge Assessment	TBD based on Spring 2023 data	• Spring 2024 • Annually upon completion of spring term	Correct response rate of 75% or higher on Question 9

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

Outcome 2.3, shown in Table 17, is to teach students how to use the View a New Program tool within Self-Service to anticipate how credits will align with a secondary or new program of study. This student learning outcome will be assessed through the Pacer Advising Returning Student Knowledge Assessment. This assessment will be provided to returning students every spring term. The performance target for this intervention is to have a correct response rate of 75% or higher on question 9 regarding the View a New Program tool in Self-Service.

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
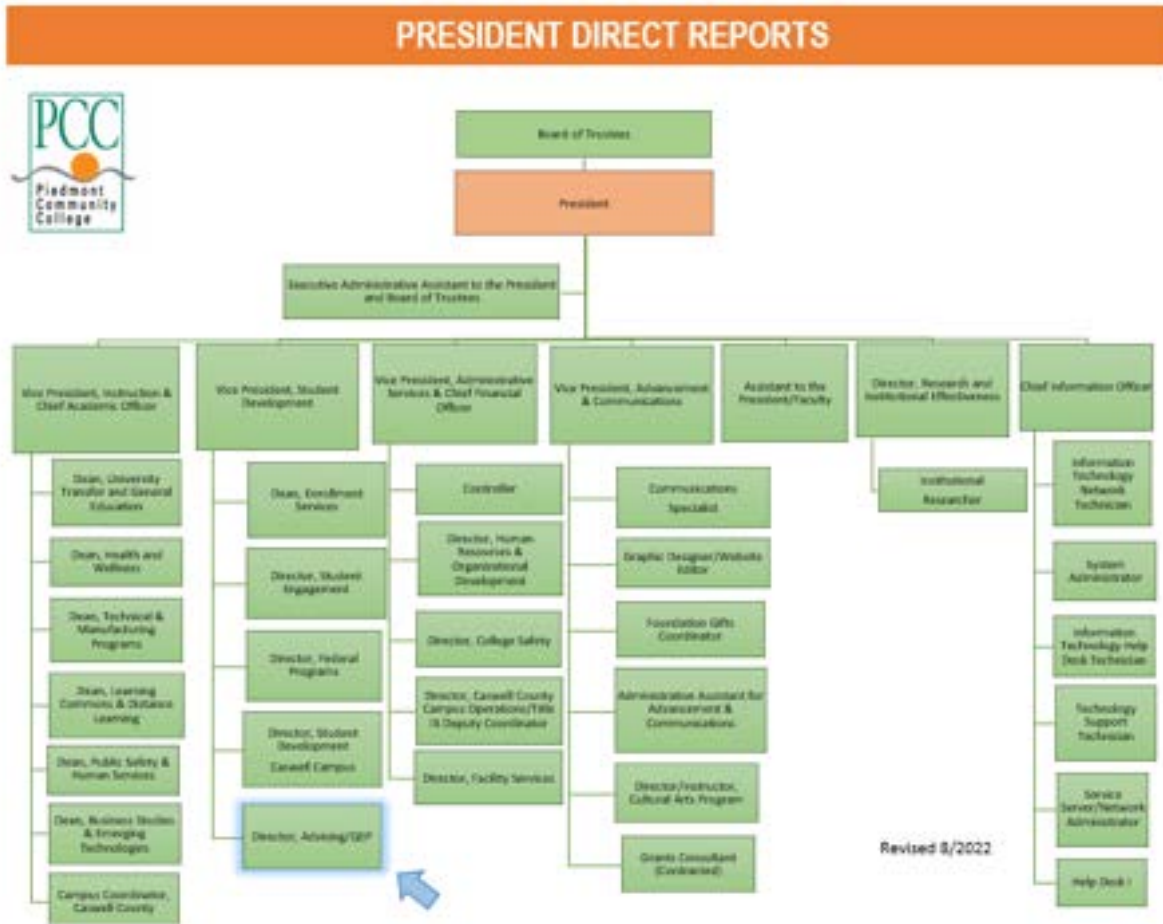
Keep the PACE Timeline

Keep the PACE implementation is separated into three phases (see Table 18). 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 18

Keep the PACE Timeline

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
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
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

Organizational Structure and Resources

Administrative Oversight

Administrative oversight of Keep the PACE is provided by a new position, Director, Advising/QEP, 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 O).

Figure 12

Administrative Oversight for Keep the PACE Implementation
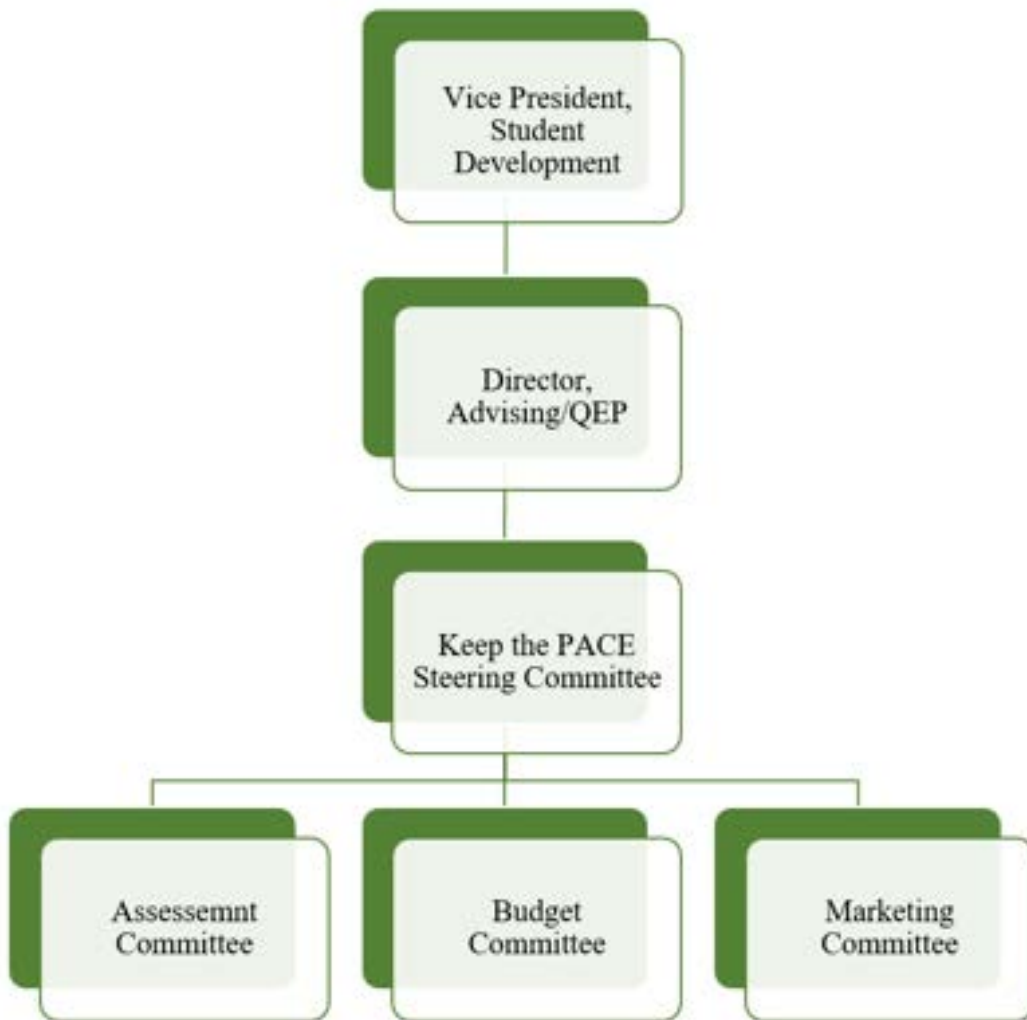
Implementation and Operation

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 19. 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 19, 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 19

Five-Year Budget Plan

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

Budget Details

The Keep the PACE budget presented in Table 19 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.
2. **(Full-time) Academic Advisor:** Salary for the new full-time academic advisor who will be hired, Fall 2022, to staff the Advising Center.
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 student needs.

A development committee consisting of a variety of institutional stakeholders analyzed data, identified five focus areas (Yield Rate, Payment Arrangements, Enrollment Verification, Registration, and Completion), researched best practices, and developed advising interventions to address each area of concern. Keep the PACE incorporates seven measurable outcomes which support two main goals and help fulfill its purpose to improve student success through a centralized advising model that proactively addresses students' needs and empowers them to achieve their aspirations.

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.

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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.

Completion—a term used interchangeably with graduation to refer to completed certificate, diploma, and/or associate degree programs.

Executive Council—a collection of college leadership representing each area of the College, which serves in an advisory capacity to the President and as a conduit for information presented to the PCC Board of Trustees.

Expectancy-Value Theory— "a theory of motivation that describes the relationship between a student's expectancy for success at a task or the achievement of a goal in relation to the value of task completion or goal attainment" (Mathew et al., 2022, para. 1).

Expectancy-Value (EV) Questions—items within the Advising Session Summary Report developed in accordance with Expectancy-Value Theory and used to guide advising discussions when exploring student expectations and how those expectations impact their success.

Guided Pathways—an institution-wide approach to student success that is based on giving students clear, coherent, and structured educational experiences that build in a variety of academic and non-academic supports (CCCSE, 2020).

IPEDS—an acronym that stands for Integrated Postsecondary Education Data System. It is a system of interrelated surveys conducted annually by the U.S. Department of Education's National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs (National Center for Education Statistics, n.d.).

Informer— a reporting and business intelligence software that delivers ad-hoc reporting, self-service data analysis, and interactive dashboards all in one intuitive, user-friendly environment (CabinetM, n.d.).

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

Microsoft Forms—a Microsoft Office product which lets you quickly create a form, collect responses in real time, and view automatic charts to visualize data.

Microsoft Sway—a Microsoft Office product which allows one to combine text and media to create and share interactive digital content.

Microsoft Teams—a cloud-based Microsoft Office product which allows collaboration among team members including business messaging, calling, video meetings and file sharing.

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.

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.

Program Planning Guide—a document that provides an overview of a particular program of study and suggested course sequencing to fulfill requirements.

Progress—a tool located in the Student Planning section of Self-Service that provides an estimated percentage of program requirements that have been completed for a particular program of study.

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).

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.

Title III— a federally funded program wherein PCC offers a three-pronged approach to improving success and retention rates of at-risk students to ensure equal access to education and to promote educational excellence.

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.

View a New Program—a tool located in Self-Service that allows students to anticipate how credits will align with a secondary or new program of study.

Yield Rate—the percentage of students that enroll for the term indicated on their completed application for admission.

Appendices

A. **Mission, Vision, Values of the College**
B. **Staffing Schedule Sample**
C. **Program Information Form / Training Log**
D. **Advising Webpage Sample**
E. **Welcome Letter Email Template**
F. **Academic Advising Checklist**
G. **Pacer Advising New Student Assessment**
H. **Finalizing Registration Flyer**
I. **Payment Arrangements Communication Sample**
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K. **Pacer Advising Syllabus**
L. **Pre-Registration Conference Email**
M. **Advising Session Summary Report**
N. **Program Planning Guide Sample**
O. **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

1 LEARNING   2 COMPLETION   3 TRANSFER

4 ECONOMIC DEVELOPMENT & COMMUNITY PARTNERSHIPS   5 INSTITUTIONAL CULTURE

Appendix B: Staffing Schedule Sample

Staff Member	PCC Title	Percentage Devoted to Advising Center	Hours Devoted to Advising Center	Week Days & Times Devoted to Advising Center	Bookings Available Appointment Hours	Campus Site
Allegra Modlin	Director, Advising and QEP	50%	20	M: 1:00 PM- 5:00 PM T: 9:00 AM- 1:00 PM, Caswell all day W: 8:00 AM- 12:00 PM Th: 9:00 AM- 12:00 PM Th: 1:00 PM- 5:00 PM F: 12:00 PM- 1:00 PM	M: 1:00 PM- 4:00 PM T: 9:00 AM- 11:00 AM W: 8:30 AM- 10:30 AM Th: 11:00 AM- 1:00 PM	Both
Bernadette Ragland-Bailey	Academic Advisor (FT)	100%	40	M-Th: 8:00 AM- 5:00 PM, Th Caswell all day F: 8:00 AM- 4:00 PM	M: 8:30 AM- 12:30 PM T: 1:00 PM- 4:30 PM W: 8:30 AM- 12:30 PM Th: 1:00- 4:30 PM F: 8:30 AM- 10:30 AM	Both
Aubree Williams	Title III Success Coach	100%	40	M-Th: 8:00 AM- 5:00 PM F: 8:00 AM- 4:00 PM	M: 1:00 PM- 4:30 PM T: 8:30 AM- 12:30 PM W: 1:00 PM- 4:30 PM Th: 8:30 AM- 12:30 PM F: 10:00 AM- 12:00 PM	Person County
Dr. Patricia Alghali	Title III Success Coach	100%	40	M-Th: 8:00 AM- 5:00 PM F: 8:00 AM- 4:00 PM	M: 9:00 AM- 1:00 PM T: 1:00 PM- 4:30 PM W: 9:00 AM- 1:00 PM Th: 1:00- 4:30 PM F: 1:00 PM- 3:00 PM	Person County
Deborah Flowers	Coordinator, Transition Center	50%	20	M: 2:00 PM- 4:00 PM T: 8:00 AM- 12:00 PM W: 10:00 AM- 12:00 PM W: 2:00 PM- 4:00 PM F: 9:00 AM- 12:00 PM F: 2:00 PM- 4:00 PM	T: 9:00 AM- 12:00 PM W: 2:00 PM- 4:00 PM F: 2:00 PM- 3:30 PM	Person County
Edna Brown	Director, Student Development, Caswell County Campus	20%	8	M: 8:00 AM- 11:00 AM W: 1:00 PM- 3:30 PM F: 9:00 AM- 11:30 AM	M: 9:00 AM- 11:00 AM W: 1:00 PM- 2:00 PM F: 10:30 AM- 11:30 AM	Caswell County
Karla Sears	Counselor/Advisor (CA)	20%	8	M: 8:00 AM- 12:00 PM T: 1:00 PM-5:00 PM	T: 1:00 PM- 4:30 PM	Person County
Sam Liao	Student Recruiter/Advisor (SRA)	20%	8	W: 12:00 PM-3:00 PM Th: 8:00 AM- 1:00 PM	Th: 8:30 AM- 12:00 PM	Person County

Appendix C: Program Information Form / Training Log

PIEDMONT

Program Information Form

Interview Details

Advisor Name: _____   Date: _____

Interviewee
Name: _____

Interviewee Title: _____   Phone/Building/Room
Number: _____

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	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.	Contact Name of Trainer
	Department	Campus	
	Business Studies and Emerging Technologies		
_____	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	_____
	Health and Wellness		
_____	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	_____
	Public Safety and Human Services		
_____	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	_____
	Technical and Manufacturing		
_____	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	_____
	University Transfer and General Education		
_____	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 D: Advising Webpage Sample

Appendix E: Welcome Letter Email Template

Student's ID: «Studentsid»
Dear «Firstname»:

I am so excited to welcome you as a Piedmont Community College 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.

The link below will connect you to the Pacer Advising New Student Assessment. If you have a few minutes, please complete the brief survey so that I can connect you to resources to support your success at PCC.

Pacer Advising New Student Assessment

I look forward to hearing from you soon!

Sincerely,

 {Academic Advisor Signature and contact information}

Appendix F: Academic Advising Checklist

Welcome Pacers!

We are so excited to welcome you to Piedmont Community College. Academic Advisors at PCC care about you and are here to help you create a clear path toward achieving your goals. Our team can help you through your next steps including reviewing your program of study, registering for classes, and preparing for the start of the upcoming term. Check out the new student reminders below for more tips. We look forward to meeting you!

Schedule an Academic Advising Meeting

You can schedule a meeting with your academic advisor through the Pacer Advising webpage or stop by one of our office locations for walk-in assistance during PCC business hours. We offer face-to-face, virtual, and phone advising.

Person County Campus	**Caswell County Campus**
Advising Center	Advising Center
Student Center (Building E)	Building K
(336) 322-2159	(336) 694-5707

Complete NC Residency

Have you completed the North Carolina Residency Determination Service? It is an important step for all new students to determine whether you are considered in-state or out-of-state.

Submit Official Transcripts

Have you submitted all your official transcripts? This might include high school, high school equivalency, and previous colleges. Test scores are optional, but academic advisors encourage students to send additional information such as Advanced Placement (AP), SAT, or ACT scores via College Board. This information helps determine your placement into English and math courses.

Transcripts may be sent electronically to admissions@piedmontcc.edu.

Attend Welcome Orientation

New Student Welcome Orientation is recommended for all PCC students. Do not forget to RSVP!

Prepare for Payment

Need a copy of the *Finalizing Registration Flyer?* Ask your advisor!

Tuition and Fees I Financial Aid I Scholarships

Resource for Your Success

PCC offers many resources for your success. Check out Resources for Your Success and talk to your advisor for more information.

Piedmont Community College I Student Development I Academic Advising I 2023

Appendix G: Pacer Advising New Student Assessment

7. For the following personal statements, please read carefully and indicate how they apply to you.

	Yes	No
I am comfortable asking for help when I have a personal challenge.	○	○
I am concerned about my mental health.	○	○
I am concerned about my physical health.	○	○
I am concerned about paying for college.	○	○
I am concerned about balancing work and school.	○	○
I have access to a computer at home.	○	○
I have access to internet at home.	○	○
I have reliable transportation to and from school.	○	○
I have secure and safe housing.	○	○
I have regular access to food.	○	○
I have regular access to clothing and hygiene products.	○	○
I have regular child and/or dependent care.	○	○

Pacer Advising New Student Assessment

Demographic Information

The following questions may assist academic advisors with future research and strategic support services. Your responses to these questions are completely optional.

8. What is your race/ethnicity?
- ☐ American Indian or Alaska Native
- ☐ Asian or Pacific Islander
- ☐ Black or African American
- ○ White or Caucasian
- ☐ Multiple race/ethnicities
- ○ Not listed

9. What is your gender?
- ○ Male
- ○ Female
- ○ Transgender
- ○ Non-binary/non-conforming
- ○ Not listed

10. What is your age in years?

[Enter your answer]

11. Are you a first-generation college student?
- ○ Yes
- ○ No
- ☐ Not sure

12. Do you have plans to transfer to a four-year college or university?
- ○ Yes
- ○ No
- ○ Maybe

[Back] [Submit]

Appendix H: Finalizing Registration Flyer

Appendix I: Payment Arrangements Communication Sample

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).

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).

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)

Appendix J: Pacer Advising Returning Student Knowledge Assessment

Appendix K: Pacer Advising Syllabus

PACER ADVISING *Syllabus*

Our *Mission*

The mission of Pacer Advising is to engage students in a collaborative partnership where students are empowered to develop meaningful goals and skills and provide access to impactful resources that support students' personal and professional attainment.

Our *Values*

Pacer Advising exemplifies PCC values through:

- **Connections**: Connecting students to caring people in an inclusive and supportive environment.
- **Transformative Learning**: Fostering transformative learning experiences through clear educational pathways and increasing access to resources that promote student success.
- **Diversity**: Celebrating diversity and demonstrating high standards of integrity and excellence through continuous professional development.

Goals for *Student Learning*

Students will work in partnership with academic advising to establish their goals and develop educational plans to achieve those goals. Through this collaborative relationship, students will:

- Learn how to utilize program planning guides, Self-Service, and additional tools to map their program of study to completion and beyond.
- Learn how to utilize Self-Service to monitor their program progress and grade point average.
- Learn about PCC academic policies and procedures.
- Learn about campus resources that support student success.
- Learn about proactively seeking academic advising for timely course planning and registration.

Student Responsibilities

Actively participate in the advising process, including asking questions, and completing advising activities

Communicate goals, values, and interests

Abide by college policies and procedures

Learn how to access and regularly monitor online communication tools, including PCC student email

Learn how to access and utilize online programming tools to track progress, GPA, and explore new programs

Seek and utilize campus resources to support student success and wellbeing, including academic advising

Be mindful of important dates and deadlines

Accept responsibility for decisions and actions

Advisor Responsibilities

Proactively engage students in the advising process, including reaching out to students and responding to questions

Help students connect PCC programs and courses to their goals

Help students understand college policies and procedures

Help students learn how to access and utilize online communication and programming tools

Help students connect to campus resources that support their success and wellbeing

Assist with program planning and course registration

Communicate important PCC dates and deadlines

Piedmont Community College | Student Development | Academic Advising

Academic Advising *Calendar*

January
- Add/drop courses before spring classes begin to finalize schedule
- Attend Welcome Orientation
- Review important dates & course syllabi
- Attend classes & complete assignments

July
- Monitor course progress and grades
- Connect to campus resources as needed
- Meet with advising as needed

February
- Monitor course progress & grades
- Utilize campus resources as needed
- Schedule with your advisor to review program progress
- Submit graduation application before deadline

August
- Add/drop courses before fall classes begin to finalize schedule
- Attend Welcome Orientation
- Review important dates & course syllabi
- Attend classes & complete assignments

March
- Schedule with your advisor to review course plan for summer & fall
- March classes begin- review course syllabi & complete assigned activities

September
- Monitor course progress & grades
- Utilize campus resources as needed
- Schedule with your advisor to develop a complete program plan in Self-Service

April
- Register for summer & fall courses in Self-Service
- Review Finalizing Registration flyer & prepare for tuition payment
- Prepare for spring term final activities & exams

October
- Schedule with your advisor to review spring course plan
- Complete FAFSA application for the next academic year & review scholarships
- October classes begin- review course syllabi & complete assigned activities

May
- Add/drop courses before summer classes begin to finalize schedule
- Review spring final grades
- Participate in graduation activities

November
- Register for spring courses in Self-Service
- Review Finalizing Registration flyer & prepare for tuition payment
- Prepare for fall term final activities & exams

June
- Monitor course progress & grades
- Connect to campus resources as needed
- Meet with advising as needed

December
- Review fall final grades
- Meet with advising as needed

Note: Academic Advising Calendar reminders vary by student and their program progress

Website: https://www.piedmontcc.edu/advising/ | Email: advising@piedmontcc.edu | Phone: 336-322-2159

Appendix L: Pre-registration Conference Email

Dear «Firstname»*,*

To prepare for the upcoming semester, please take a moment and schedule a meeting with me for academic advising. In this meeting, I can help you plan classes, prepare for registration, connect you to resources, and answer any questions you have. You can schedule your meeting online through the Pacer Advising webpage linked below.

Pacer Advising Webpage

I look forward to meeting with you soon!

Appendix M: Advising Session Summary Report

Appendix N: Program Planning Guide Sample

Piedmont Community College Agribusiness Technology

Agriculture is the economic sector that employs the most people in the world! In this program, you will learn the fundamentals of agriculture, with emphasis place on entrepreneurial and field training.

- PCC has and articulation agreement with NC A&T for an easy transfer option.
- Full tuition scholarships available for full-time students from Caswell or Person counties. Other funding available for part-time students in or out of the county.

TRACK YOUR PROGRESS WITH THIS AGRIBUSINESS TECHNOLOGY PROGRAM PLANNING GUIDE

Course #	Course Name	CL. Hrs.	LB. Hrs.	CLIN. Hrs.	Credit Hrs.	Term Offered	Term Completed	Grade
Fall Semester								
ACA 122	College Transfer Success	0	2	0	1	F		
AGR 139	Intro to Sustainable Ag	3	0	0	3	F		
AGR 140	Agricultural Chemicals	2	2	0	3	F		
ANS 110	Animal Science	3	0	0	3	F		
ENG 111	Writing and Inquiry	3	0	0	3	F		
CIS 110	Intro to Computers	2	2	0	3	F		
	Semester Totals:	13-14	4-6	0	16			
Spring Semester								
AGR 160	Plant Science	2	2	0	3	S		
AGR 214	Agricultural Marketing	3	0	0	3	S		
COM 231	Public Speaking	3	0	0	3	S		
BUS 110	Intro to Business	3	0	0	3	S		
HUM 115	Critical Thinking	3	0	0	3	S		
	Semester Totals:	14	2	0	15			
Summer Semester								
WBL 112	Work-Based Learning I	0	0	10	2	SU		
	Semester Totals:	0	0	10	2			
Fall Semester								
AGR 263	Vegetable Production	2	2	0	3	F		
AGR 170	Soil Science	2	2	0	3	F		
AGR 212	Farm Business Management	3	0	0	3	F		
MAT 143	Quantitative Literacy	2	2	0	3	F		
PSY 150	General Psychology	3	0	0	3	F		
AGR 121	Biological Pest Management	3	0	0	3	F		
	Semester Totals:	15	6	0	18			
Spring Semester								
AGR 262	Weed ID & Control	2	3	0	3	S		
AGR 213	Ag Law & Finance	3	0	0	3	S		
BUS 137	Principles of Management	3	0	0	3	S		
AGR 130	Alternative Ag Production	3	0	0	3	S		
AGR 111	Basic Farm Maintenance	1	3	0	2	S		
	Semester Totals:	12	6	0	15			
	Program Totals:	54-55	15-17	10	65			

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Last updated: 11/7/2022

Appendix O: 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;

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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.

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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.

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