CARE PLAN
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Quality Enhancement Plan

Piedmont Technical College

SACSCOC On-site visit

October 23-26, 2017

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I - Executive Summary

Advising of pre-program health and nursing students is a complicated process. The complexity is heightened by the need to consider many factors, such as specific pre-requisite coursework, grade point averages, testing requirements, and timelines for program application and program acceptance. Students often select majors in healthcare based on limited information which may portray healthcare as glamorous and fun-filled, leaving the rigorous academic and skill requirements unconsidered. Review of the best practices shows that developing streamlined pathways with individualized degree planning helps students to persist toward their goals or get back on track if they deviate. Institutional data shows that this population has below average term-to-term persistence and year-to-year retention when compared to other departments and divisions of the college.

Piedmont Technical College has developed a Quality Enhancement Plan, the CAREplan, designed to promote success for students seeking careers in healthcare through the redesign of the advising process specifically for these students.

The **goal** of the CAREplan is to establish an environment where pre-program students in limited enrollment health science and nursing majors actively participate in the advising process to develop relationships, behaviors, and skills that lead to student success.

Success of the CAREplan will be measured by (1) fall-to-spring persistence (2) fall-to-fall retention, and (3) completion of the "program readiness" requirements to be eligible to apply for the clinical portion of a health science or nursing program *or, alternatively,* change of major to a non-health science or nursing program more suited to the student's interests and skills.

Student Learning Outcomes: Through active engagement with advising, pre-program health science and nursing students will:

1. Select a career path appropriate to their interests and skills.
2. Develop a degree plan to health science or nursing program readiness.
3. Follow the developed degree plan to program readiness.
4. Describe and identify the roles and responsibilities of advisors and advisees.

Through a newly-designed **guided pathway** that will include **early connection activities,** a **common first semester**, and a required **Health Care Careers course,** students will start forming relationships with advisors, faculty and other students with similar career interests. In the CARE Planning Center, a designated **centralized location** for advising for pre-program health science and nursing students, students and advisors will collaboratively develop **individualized degree plans.** These students will participate in related student activities and leadership development through the establishment of a **student organization** for students pursuing careers in healthcare. Advisors will monitor student progress to program readiness, and students needing additional assistance will participate in a **case management advising** process. **Career validation** will be included into the Health Careers course as well as in each advising appointment. A critical component for effective advising, **advisor training and support,** will begin with face-to-face training of all pre-program health science and nursing advisors. Additionally, a competency-based online advisor training program will be developed and implemented, to provide advisors with access to individualized training based on their skill level and needs. The advisor training will incorporate NACADA core competencies and values.

II - About Piedmont Technical College

Institutional Profile

Piedmont Technical College, a member of the South Carolina Technical College System, founded in 1966, is a public comprehensive two-year post-secondary institution. The college contributes to the economic growth and development of the largest and most diverse region of the technical college system, Abbeville, Edgefield, Greenwood, Laurens, McCormick, Newberry and Saluda counties, and to the state.

In 2015-2016, Piedmont Technical College had an annualized unduplicated headcount of 7,144 students who enrolled in a total of 111,238 credit hours. For the same period, the college consisted of 63 percent female and 35 percent male students. The most common student age was 19. The college's placement rate, which includes students who continued their education, was 89 percent for 2014-2015 graduates.

The institutional vision, mission, mission goals, and core values detailed below drive the daily operations of the college.

Institutional Vision

Piedmont Technical College will become a premier community college with a shared commitment to create vibrant learning communities through relentless pursuit of student success and economic prosperity for all stakeholders.

Institutional Mission

Piedmont Technical College transforms lives and strengthens communities by providing opportunities for intellectual and economic growth.

The College, a member of the South Carolina Technical College System, is a public comprehensive two-year post-secondary institution. Piedmont Technical College contributes to the economic growth and development of the largest and most diverse region of the technical college system, Abbeville, Edgefield, Greenwood, Laurens, McCormick, Newberry and Saluda counties and to the state. The College responds to the academic, training and public service

needs of the community through excellence in teaching and educational services. Piedmont Technical College's open admissions policy provides accessibility for individuals with diverse backgrounds the opportunity to acquire the knowledge and skills for employment in engineering technology, industrial technology, agriculture, business, health, and public service. Piedmont Technical College graduates develop competencies in communication, mathematics, problem solving and technology.

The College offers university transfer; associate degrees, diplomas and certificates in technical and occupational areas; college preparatory programs; student development programs providing academic, career and individual support; and custom-designed credit and non-credit programs to provide training for business and industry and to meet the needs of the community. To optimize access to higher education in the rural seven-county service area, Piedmont Technical College offers distance learning courses through multiple modes of delivery. (Revision approved by the PTC Area Commission on April 21, 2015. Approved by the Commission on Higher Education on June 30, 2015.)

Mission Goals

Piedmont Technical College fulfills its mission through a comprehensive planning process focused on annual operational plans in support of the following mission goals:

Mission Goal 1:
The college will play a critical role in improving the lives of its stakeholders by ensuring widespread access to our educational services; by promoting excellence in teaching and learning; and by providing responsive enrollment and student services to ensure that our students are well positioned for success in associate degrees, diplomas, and certificates in career and technical fields and in university transfer.

Mission Goal 2:
Foster a cooperative, accessible, safe and healthy environment that enhances the awareness, understanding, and celebration of differences.

Mission Goal 3:
Use data and assessment results to make well-informed academic and operational decisions

and to provide professional development opportunities regarding the continuous improvement of the College's financial and physical resources.

Mission Goal 4:
Promote community and workforce development and economic prosperity through new and existing partnerships with business, industry, government, community agencies, and educational institutions.

Mission Goal 5:
Exercise efficient and responsible stewardship of the College's financial, and physical resources and ensure widespread recognition of the College's role and scope.

Core Values

Piedmont Technical College is guided by the practice of these Core Values: (approved by PTC Area Commission, June 23, 2009)

- Leadership and Innovation
- Integrity, Accountability, and Transparency
- Collaboration and Collegiality
- Inclusivity, Diversity, & Accessibility
- Student Success and Customer Service
- Entrepreneurship and Workforce Development
- Lifelong Learning and Community Improvement
- Data-driven Decision Making
- The Ongoing Pursuit of Excellence
- Commitment to Lean Principles

III - Process Used to Develop the QEP

Connection to the Strategic Plan

Beginning in 2014, the process of SACSCOC reaffirmation was reviewed at each faculty/staff meeting in order to familiarize the college community with the required tasks involved in the reaffirmation process for institutional accreditation. In 2015, an initial presentation about the upcoming QEP and its components was introduced to the campus community at a faculty/staff meeting. A college-wide professional development day in March 2015 incorporated a workshop focusing on accreditation with opportunities to learn more about the QEP and to solicit volunteers to serve on the QEP Selection Committee.

Concurrently, the college formed a strategic planning team whose purpose was to develop a new strategic plan to replace the plan expiring at the end of the 2014-15 year.

The new three-year plan, entitled *Pathways to Success*, resulted from a review of institutional data, socioeconomic data from the service region, and input from students, employees, and community members. After reviewing institutional input, focus group feedback, and institutional data, four themes or priorities emerged and served to guide the development of the new strategic plan. These emerging priorities were "direct pathways," "integrated support," "engagement and connections" and "college and career preparedness." Each of these themes were identified after reviewing institutional performance data and input from college constituents. Once the themes were identified, a series of strategies and tactics were developed to support each theme, and to operationalize the plan.

Figure III.1 – Strategic Plan Themes
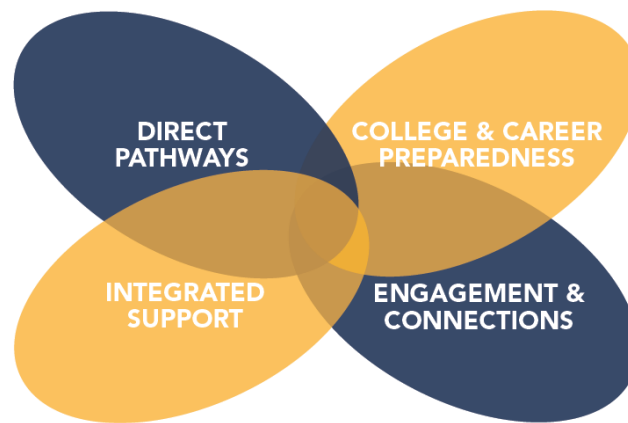
The CAREplan's holistic approach to advising, career planning and student success arises out of the foundation established by the college's 2015-2018 Strategic Plan, *Pathways to Success*.

Specifically, Pathways to Success has sought to improve student outcomes by focusing efforts in several key areas. Areas where the strategic plan intersect with the QEP are detailed below:

- Strategy A.1. Create individual graduation plans for all students to enable them to see a direct path toward their educational goals, and establish a mechanism to intervene when students are deviating from their plan.
- Strategy A.2. Introduce structured career planning and validation at pre- and post-enrollment phases to ensure students have chosen a career path that aligns with their goals.
- Strategy A.3. Establish a "Proactive Advising" model.
- Strategy A.4. Create Early Connection opportunities in all programs for students to engage with program faculty earlier.
- Strategy C.2. — Refine course schedules by campus, modality, etc. to ensure maximum access and flexibility for learners with different scheduling needs.
- Strategy D.2. Integrate soft skills instruction into the curriculum and student life.
- Strategy D.3. Address the needs of business and industry in a proactive and responsive manner.

Pilot initiatives have been underway for each of these areas since the inception of the plan, focusing on different segments of the college's student body.

The CAREplan brings this work together into a cohesive approach to advising and career planning for a single, significant student population, integrating these related pilot initiatives into a well-structured, focused college initiative. The project introduces and will operationalize the ideas of a common first semester, guided pathways, and required coursework as unifying structures to ensure the approaches detailed in the Strategic Plan work in concert to produce improved student outcomes.

QEP Topic Selection Process

Piedmont Technical College Procedure 1-1-2010.3 Quality Enhancement Plan Development and Implementation (Appendix A), SACSCOC Core Requirement 2.12 and Comprehensive

Standard 3.3.2, and the 2015-18 PTC Strategic Plan *Pathways to Success* tactics and related initiatives provided a roadmap for the selection of the topic of Piedmont Technical College's quality enhancement plan.

PTC Procedure 1-1-2010.3 Quality Enhancement Plan Development and Implementation outlined the step-by-step process for selecting the topic of the quality enhancement plan. The first steps included a call for topics and the formation of a topic selection committee. The QEP Topic Selection Committee's purpose was to review and narrow the list of submitted possible QEP topics.

The QEP Topic Selection Committee was formed in fall 2016 and tasked with solicitation and selection of QEP Topics. David Martin, Program Director/Instructor, Funeral Service Education, was chosen to lead the selection process.

The Topic Selection Committee included representative faculty from the academic divisions, staff on the Greenwood campus and personnel from off-campus instructional sites for broad-based input.

Table III.1 – QEP Topic Selection Committee

David Martin	Program Director/Instructor, Funeral Service Education
Donna Foster	Associate Vice President, Assessment and Compliance, Institutional Research, Planning, and Effectiveness
Jenney Johns	Statistical Research Analyst, Institutional Research, Planning and Effectiveness
Josh Lindsay	Program Director/Instructor, Criminal Justice
Joyce Brown	Instructor, College Preparatory and Transitional Reading, Coordinator, College Skills
Lisa Crawford	Instructor, Mathematics
Lynn Baker	Administrative Specialist, Abbeville County Campus
Meredith Daniel	Head Librarian
Sandy Warner	Department Head/Instructor, Engineering Technologies
Suzy Murray	Instructor, Business

A total of 13 topics were submitted, and the team ranked the topics based on the Quality Enhancement Plan Guideline indicators:

- focus on student learning/environment to support student learning
- relationship to institutional mission
- impact on a signification student population

- connection to institutional assessment data.

Faculty and staff were invited to submit a white paper for further review on the top seven topics. Ultimately, five white papers were submitted in April 2016 on the following topics:

1. Should This Test Be Proctored? (Accountability and Quality in the Online Learning Environment)
2. How We Speak is not Always Write* (Improving Grammar and Spelling through Writing)
3. Soft Skills*
4. Information Literacy*
5. Proactive Advising*

*Finalist

In addition to soliciting feedback on potential QEP topics from faculty and staff, the college used the administration of the Ruffalo Noel Levitz Student Satisfaction Inventory in March 2016 to ask a question designed to solicit student input on the QEP selection. The question and results are presented in Table III.2 below.

Table III.2 – Survey Question from Ruffalo Noel Levitz Survey

Question	Responses choices	Results by Topic (N= 1037)
The college will have an opportunity to develop and implement a quality enhancement plan to improve some aspect of student learning. Which of the following topics most interest you?	Information Literacy	11.86%
	Improving Grammar and Spelling through Writing	17.74%
	Proactive advising	22.28%
	Accountability and Quality in Online Learning Environment	16.68%
	Use of On-line Platforms	30.09%
	Soft Skills	31.24%
	Other topics	5.88%

Each white paper addressed the topic, targeted student populations, described potential impact on the institutional mission and supporting goals, and included strategies to address the topic. The white papers were reviewed by the QEP Topic Selection Committee and the top choices were sent to the President's Leadership Team (PLT). The PLT reviewed and discussed the submitted white papers. The discussion of the white papers focused on the topic's application to the current strategic plan and the ability of the topic to improve institutional performance on a key set of institutional performance measures included on the institutional scorecard. These measures are related to student success, workforce development, organizational sustainability, student and community access, and student satisfaction and engagement.

Faculty and staff who were writing white papers in support of potential topics were asked to consider and use existing college data as they wrote. As such, college data from multiple sources served to inform the planning process from the beginning states of the work to identify and select the college's next QEP. Sources of data included: multiple administrations of the Noel Levitz Student Satisfaction Inventory; the Priorities of Students in Online Learning Survey; the Community College Survey of Student Engagement; program enrollment; graduation rates; time to graduation; average credit hours enrolled and earned; and graduate placement data.

Table III.3 illustrates some of the data elements considered by those submitting topics.

Table III.3 – Data Elements for Each Potential QEP Topic

Topic	Data Elements
Grammar and Punctuation	• Sample helpdesk tickets • Course Placement Data • Course Success Data
Workforce or Soft Skills	• Results from a College DACUM • Graduate Placement Data • National Data
Information Literacy	• Library Usage Data • Libguide usage data from information literacy and library tutorials • Observations from assisting students
Advising	• Feedback from students on advising • Feedback from advisor training sessions • Data from Title III Grant on Career Planning, TRIO Grant Student Support Services, and PBI Grant using case management approaches to serve students • Change of Major Data • Student Survey Data
Proctored Testing	• Types of assessments requiring proctors • Staffing at proctored sites • Student feedback • Average length of time to complete a proctored assessment

Working collaboratively, the PLT and the QEP Topic Selection Committee chose four finalists in June 2016. Faculty and staff prepared brief presentations to present the four finalists at the August 15, 2016 Faculty/Staff meeting. Prior to the meeting, the white papers were e-mailed to

all full time faculty and staff for review. Faculty and staff had the opportunity to ask follow up questions during the presentations. Emphasis was placed on the topic selection, noting that the selected topic could take on a variety of directions and activities once selected and further developed by a QEP Development Team.

Following the meeting, full time and part time faculty and staff were provided opportunities to rank the topics. On August 30, each of the four finalists met with the college leadership to answer questions about their respective topics. Each finalist was asked to address the following components:

- What present state will your topic address?
- What do you envision as future state?
- Describe the focus
- Share any pilot results or research explored
- What data is needed to support and assess the topics?
- How will we know if we are making progress?
- Outline a hypothetical budget for the plan

The final decision about the QEP topic was made by the PLT in October 2016 after considering all feedback from employees and students, institutional data, college mission, vision, core values, strategic plan and mission goals, and other college processes. Because of the opportunity to build on the success of similar projects utilizing case management, degree and career planning, through Title III and Predominantly Black Institution (PBI) grants, the promising pilots conducted by the Strategic Plan Proactive Advising Work Team, and the topic's applicability to the strategic plan, advising was selected as the topic of PTC's QEP.

The QEP Development Team Co-Chairs were identified and the Development Team was formed in December 2016.

QEP Development Process

Development of the QEP involved faculty, staff, administrators and students from across the college. Initial membership of the QEP Development Tem included representation from each academic division, Student Affairs, County Campuses, Dual Enrollment, Institutional Effectiveness, Information Technology (IT), Enrollment and Communications, Library Services,

and Academic Affairs. As seen in Table III.4 below and in the Sub-committee rosters (Appendix B), involvement included college employees and students from both a cross section of campus divisions, but also levels of responsibility.

Table III.4 – QEP Development Team

Carol Paguntalan, co-chair	Director. Academic Advising
Tia Adger, co-chair	Instructor, College Preparatory and Transitional Reading and Math (December 2016 - August 2017)
Ann Piggott	Instructor, Coordinator, Respiratory Care (added June 2017)
Catherine Terry	Instructor, Sociology
Danny Stovall	Instruction, Mechatronics Technology
Deidre Stidom	Administrative Assistant, Nursing (added June 2017)
Greg Colley	Instructor, Math
Janean Reish	Associate Dean, Center for Advanced Manufacturing & Dual Enrollment
Jenney Johns	Statistical Research Analyst, Institutional Research, Planning, and Effectiveness
Jennifer Stroud	Administrative Coordinator, Information Technology
Josh Lindsay	Program Director, Criminal Justice
Kindel Atkins	Program Director, Patient Care Technician
Lisa Martin	Dean, College Preparatory and Transitional Studies
Lynn Slater	Executive Assistant, Vice President for Academic Affairs
Meredith Daniel	Head Librarian
Pleshette Elmore	Director, McCormick and Abbeville Campuses
Rachael Holloway	Instructor, College Preparatory and Transitional English
Russell Martin	Director, Marketing and Public Relations
Sharon Saxon	New Student Advisor
Stephanie Cannady	Instructor, Nursing
Tamatha Sells	Dean of Students Services, Registrar
Tara Harris	Dean, Nursing and Interim Dean, Health Science
Tina Magnussen	Student, Nursing
Tyler Gibert	Student, Criminal Justice

Initial subcommittees met to research and develop plans for required advising, centralized advising processes, advisor training, and case management for all first year students.

As the committee worked through the various activities to improve student outcomes through an enhancement of the college's advising process, it became increasingly evident that the initial scope of the QEP was too broad. This conclusion was reached with input from faculty and staff on the committee (and the discussions these representatives had with the areas of the college they represented), input from the PLT, and input gleaned from sending team members to a summer NACADA Summer Institute and the SACSCOC Summer Institute.

During the time that the QEP Development Team was working on refining the focus of the QEP and discussions were underway to identify the best target audience, a few particularly influential factors came to the attention of the team. Specifically:

1. The health science and nursing divisions were engaging in the college Annual Program Performance Review process. This process is triggered when programs underperform in one of the areas that feed the college's Key Performance Indicators. While going through this process, the divisions were focused on low retention rates in the pre-program majors. Repeatedly, advising was raised as an area of concern.
2. The national trend of shortages in healthcare workers has hit our local communities, and meetings with local employers began to highlight the urgency of taking action to address these shortages.

College personnel convened a series of meetings with Self Regional Healthcare (SRH) in Greenwood, SC. In one gathering, representative faculty from the college met with colleagues from SRH and discussed approaches to addressing the shortages in the healthcare fields, including how to better prepare students to clearly understand the demands of healthcare; how to more effectively prepare students to meet the challenges both in the classroom and in the workplace; and how to ensure students had an adequate understanding of the various career paths available to them in healthcare.

Narrowing the QEP Focus to Pre-program Health Science and Nursing

Initially, these discussions with SRH were not part of the college's QEP design process, but as the QEP Development Team members worked to refine the focus of the QEP, the synergy that could be achieved between the QEP and the needs of SRH (and other providers) presented a unique opportunity to refine the QEP, while focusing on achievement of the institutional mission through activities perfectly aligned with the college's current strategic plan. As discussions with SRH continued, college personnel shared the progress of the QEP. The VP for Human Resources at SRH, a driving force behind the work being undertaken by the two institutions, shared a letter of support for this initiative that has been included as Appendix C.

As the decision to focus on pre-program health care and nursing students was made, additional representatives were added to the QEP Development Team from the health science and

nursing divisions, a student representative was added, and student feedback was sought on the new direction. Sub-committees recruited additional members from the Admissions and Career Planning departments. Appendix D provides a set of sample minutes illustrating the activities of the subcommittees.

Additionally, committees evolved to address the new direction of the plan: redesign guided pathways for pre-program health science and nursing students; incorporate career planning and validation processes; refine advisor training plans; and add early connection activities.

Throughout the development of the QEP, the college community was kept abreast of progress, and opportunities for input were provided in a variety of ways including the following:

- Team members reported out during departmental and divisional meetings, including:
  - Enrollment Operations Team, July 2017
  - Strategic Planning Advising Team, April 2017
  - Student Affairs Leadership Team Meeting, May 2017
  - Student Affairs Divisional Meeting, March 2017
  - Health Science and Nursing Divisional Meetings, July 2017
  - Weekly updates to Health Science and Nursing Faculty beginning July 2017
  - Math Department Meeting, March 2017
  - Arts and Science Divisional Meeting, August 2017
  - Industrial and Engineering Divisional Meeting, July 2017
- QEP Chair/Co-Chairs presented at the following:
  - Faculty Meetings, January 2017, May 2017, August 2017
  - Combined Faculty/Staff Meetings, January 2017; July 2017
  - County Campus Director Training, March 2017
  - Health Science and Nursing Divisional Meeting, August 2017
  - Adjunct Expo, August 2017
  - Faculty In-service Training, Aug. 2017

- Surveys were provided to students in class and through D2L Brightspace regarding their advising experience, January 2017.
- Faculty and staff were asked to participate in a survey about the initial QEP goals and activities, March 2017.

In addition to the activities, data, and broad-based input described in this document, PTC has a long history of advising upon which to draw. The QEP Development Team discussed this history at length and used the lessons learned from past activities and endeavors along with an examination of the current literature to help shape the desired learning outcomes and activities of the QEP. The following sections of this document will present an Institutional Background and a Literature Review pertinent to the topic.

CAREplan was selected as the title of PTC's QEP to reflect the connection between the QEP and the healthcare community that will be served. As students learn to develop health "care plans," the CAREplan will help them to plan their career path.

IV - Institutional Background Related to QEP Topic

History of Advising at PTC

In the 1980's and 1990's, admitted students were invited back to the college for a registration day, where all advising and registration was completed in an arena style session, with long lines and short, registration focused advising sessions. Most advising was provided by faculty members in the students' majors, with the exception of pre-program health science and nursing students who were advised by counselors in the Student Success Center. Students had a short window of time in which to meet with advisors to register for classes. Those who missed the registration period would then come to a one-day registration event.

By the early 2000's, registration periods expanded in length, and did not close until after the end of the first week of classes. In 2002, with the help of a Title III grant new students were admitted, and began being advised by admissions counselors. New students were provided with more time with a staff advisor prior to registration, and were directed to meet with a faculty advisor for subsequent registration. Term-by-term registration was still the primary focus of advising at that time. While the function of the admissions counselors/enrollment advisors remained focused on new students, the location and name changed to Admissions in 2011.

In 2013, with the implementation of DegreeWorks, a shift towards academic planning began. DegreeWorks is a degree audit software program that includes a module to develop a degree plan for students. At the same time, students were given the ability to register for classes via the college's web-portal. Students were not required to see an advisor prior to registration for courses each semester. In fall 2014, due to college restructuring, the Admissions and New Student Advising functions were separated and a new department for New Student Advising was created. Admissions counselors relinquished advising responsibilities to focus on recruitment and admission. One Admissions counselor was reassigned to New Student Advising, and two-part time professional advisors were hired. Back up advising assistance was provided by Student Affairs personnel housed in the New Student Advising Center and the Student Success Center. With Title III and PBI grants ending, two new professional advisors were reassigned to New Student Advising in 2016 and 2017. One of these will be reassigned to the CARE Planning Center in 2018. In February 2017, the college opened a new Enrollment Center to create a one-stop location for new student, housing Admissions, Financial Aid, Testing, and New Student Advising.

In the 2015-2018 Strategic Plan, an initiative was introduced to develop a proactive advising model. As a part of this model, new student advisors developed pilots to reach out to new students throughout their first year. This interventional project showed promise. In spring 2015, with a broad range of incoming new, transfer and returning students on the Greenwood campus, students in the pilot were 21 percent more likely to persist to the fall 2015 term to similar students who were not served through the New Student Advising Center. In fall 2016, a group of First Time in College (FTIC) students was selected that included students in transfer, business and a few health science majors from across all PTC campuses. Students in this pilot program who developed a written degree plan with the professional advisor were 20 percent more likely to persist to the spring term than students who did not have a written degree plan. In fall 2017, the proactive advising pilot will include FTIC students in pre-program health science and nursing majors on the Greenwood campus.

Background of Pre-Program Advising

Students desiring a career in nursing and health care professions are motivated by a number of factors including desire to help others, job security in a growing field, and personal experiences in the healthcare field. Some students have a clear understanding of the challenges and expectations in the modern healthcare environment while others gain information from the glamour of the latest TV shows and movies. Some students are unprepared for either the academic rigor or the physical realities of a career in health care. Current college data shows that pre-program students in health care fields are the least likely to persist and be retained to eventual success - see Table IV.1 below. In addition, the pre-program students have often found navigating the advising process to be a daunting task. It includes specific coursework, GPA and testing requirements, secondary application timelines, and the challenge of accessing an advisor due to the various office locations and schedules of pre-program health science and nursing advisors.

Table IV.1 – College Persistence for All Pre-Health and Pre-Nursing Students

Fall Term	FTIC Pre-Health and Pre-Nursing	College Wide Persistence All Students
2013	60.05%	77.10%
2014	50.20%	74.50%
2015	49.82%	74.50%
3 year average	53.36%	75.38%

In reviewing of the college data for program persistence and retention, first time in college (FTIC) pre-program health science and nursing students show average persistence rates that are lower than the overall college persistence rates.

Tables IV.2 and IV.3 show the fall and spring non-returner rates for pre-health science and nursing programs. Pre-health program rates for fall ranged from a low of 27.1% to a high of 33.8% from 2013-14 through 2015-16. Spring non-returner rates for this same period ranged from 32.5% to 38.8%. A non-returner is a student who leaves the college and does not attend the next spring or fall term and has not returned to the college. For pre-nursing programs the data are similar. Fall non-returner rates range from 25.8% to 33.5%, and spring non-returner rates range from 23.8% to 37% over the same three-year period.

Table IV.2 – Fall Non-returner Rates

Fall Term	Pre-Health programs	Pre-Nursing programs	College-wide All Students
2013	27.1%	25.8%	22.9%
2014	32.2%	31.6%	25.5%
2015	33.8%	33.5%	25.5%
3 year average	31.0%	30.3%	24.6%

Table IV.3 – Spring Non-returner Rates

Spring Term	Pre-Health programs	Pre-Nursing programs	College-wide All Students
2013	32.5%	23.8%	29.3%
2014	32.8%	29.6%	32.1%
2015	38.8%	37.0%	30.8%
3 year average	34.7%	30.1%	30.7%

In the 1990's, the pre-program health science and nursing majors were advised by counselors in the Student Success Center. In the mid-2000's, while counselors managed initial advising for new students, subsequent advising of this population was shifted to faculty in the Arts and Science and College Preparatory and Transitional Studies divisions. In 2014, Nursing program faculty took over the subsequent term advising duties for pre-program nursing students. Advising of pre-program health science students was split, with a few majors advised by Health Science program faculty, with the remainder advised by Arts and Sciences faculty. Students reported confusion identifying and accessing their assigned academic advisor.

Each set of assigned advisors, faculty and professional, brings a different skills and knowledge to the advising of these students. Faculty in the college preparatory and general education

areas are best able to address specific course requirements, delivery methods, and course content. Faculty in nursing and health science majors are able to share their enthusiasm for the profession and provide a reality check about the mental and physical rigors of a career in healthcare. Professional advisors generally are the most accessible and have broad knowledge of student development theory and counseling, and due to the higher volume of students they see, have a better grasp of the advising technology and have more experience with a variety of student situation.

For this reason, a blended approach to advising, in a central location, provided by a mix of professional and faculty advisors was selected as the approach to implement the QEP. Advisors will have the benefit of proximity to one another to share knowledge, experiences and best practices. Students will benefit by having advisors available to meet their needs and to guide them through the advising process.

V - Literature Review

Through an extensive selection process, Piedmont Technical College has chosen advising as its QEP topic. Specifically, the QEP will focus on advising for pre-program health science and nursing students with multiple tactics designed to improve retention, persistence, and eligibility for acceptance into the clinical phases of the students' chosen programs. The following literature review summarizes the research related to advising and the various tactics of the QEP.

Academic Advising

The National Academic Advising Association (NACADA) provides the following description of academic advising:

> Academic advising, based in the teaching and learning mission of higher education, is a series of intentional interactions with a curriculum, a pedagogy, and a set of student learning outcomes. Academic advising synthesizes and contextualizes students' educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes (NACADA Summary, 2005).

The widely known O'Banion model of advising is based on a definition which emphasizes the importance of the relationship between student and advisor. This model is one "in which advisors and advisees enter a dynamic relationship respectful of the student's concerns" (O'Banion, 1994) with the advisor serving as "teacher and guide in an interactive partnership aimed at enhancing the student's self-awareness and fulfillment" (1994). One focus of the QEP is on building these early relationships between student and advisor through the CARE Community.

Centralized Advising

A centralized advising process for pre-program health science and nursing students plays a crucial role in the success of the QEP. Some research concludes that a centralized advising process, with professional advisors playing a fundamental role, can actually be a cost-effective means of providing excellent advising to students in the long term (Drake, 2011). Other

literature recounts the positive experiences of institutions in their goals of creating an advising center organized by curriculum which also provides the training necessary for faculty advisors to continue the strong advising practices begun by professional staff (Steinglass & Sykes, 2008). One researcher goes so far as to make the case that centralized advising is one of four "academic factors that predict persistence" (Stewart, 2010).

When the connection is made between intervention and professional advising, the results are even more positive and pronounced. The objective is to "increase the retention and graduation rates of students through linking counseling intervention strategies with developmental academic advising" (Kadar, 2001). Centralized advising creates a space and offers a consistency which proves beneficial to students. Such a space also increases "campus awareness about advising" (Freeman, 2008). In other words, once this aspect of the QEP is promoted, students will soon understand the beneficial impact of the centralized advising center on their success.

Guided Pathways and Degree Planning

During the early phases of the QEP development process, it was noted that students would benefit greatly from an advising model which emphasizes not only connections and relationship-building, but also early planning and guided pathways to completion. The literature references the value of this approach in advising as it relates to student retention and success (O'Banion, 2011) (Salaman, et al., 2014). Guided pathways allow students to "piece together their own path…" (Boerner, 2016). Furthermore, the institutional commitment to retention and completion is enhanced when students "choose a program and develop an academic plan early on, have a clear road map of the courses they need to take to complete a credential, and receive guidance and support to help them stay on plan" (CCRC, 2015). With a common first semester as part of the QEP, the path towards completion will be laid out clearly for the students.

One effective complement to a guided pathways approach is an emphasis on degree planning in academic advising. As these students chart their paths in their desired fields, many are unaware of the actual requirements of the majors they have chosen and the skill sets that are necessary to succeed in their coursework. The QEP specifies individualized academic plans for pre-program health science and nursing majors. The literature validates the merits of degree planning (Jenkins & Cho, 2013) and clearly defining courses and milestones that students should follow in order to achieve better outcomes. (Scott-Clayton, 2011).

Case Management

Research definitively points to the importance of choosing the right major, appropriate credit enrollment and financial literacy for all students, especially those students considered "at risk" (McElwee, 2017). Therefore, successful case management may be comprised of several elements, including identification of at-risk students, career validation and planning when a change of major occurs, required advising through program application, as well as teaching the lessons of financial literacy, necessary for affordability and completion.

In order to enhance advising services at PTC, the QEP will focus on improving how at-risk students are served by implementing a case management model of advising. Research regarding various groups of at-risk students, from remedial to nontraditional to disabled as well as other subgroups, overwhelmingly indicates the appreciable benefits to those students' success, as well as to the overall institutional success in regard to retention and completion (Heisserer & Parette, 2002) (Hollis, 2009) (Truschel, 2015). A win/win situation occurs when at-risk students are engaged in a relationship with advisors who can focus on their particular needs and strengths.

Advisor Training and Support

Whether professional or faculty advisor, initial and ongoing training and support are necessary to ensure that each advisor is prepared to serve the needs of the variety of students represented at PTC. Some research supports the creation and use of an advisor handbook (Ford, 2003), while other research focuses on building networks for advisors, offering more substantial opportunities for professional development over time, rather than just initial training (Bryant et al., 2006). The area of professional development for advisors has often been neglected (Huggett, 2000) and is, thus, another important component of the QEP. Furthermore, advisor training and support must be layered, consistent, and ongoing in order to effect the improvements desired by the institution (Koring, 2005).

In conclusion, the literature reviewed supports the various tactics and objectives of the QEP. The essential components of the plan – Guided Pathways, Degree Planning, Case Management, Centralized Advising, and Advisor Training and Support – have been proven hallmarks of successful academic advising. Additionally, they have been shown to improve student success, which is the ultimate goal of the QEP.

VI - Goals and Student Learning Outcomes

After reviewing institutional data in support of advising, the selection of the population to serve, and conducting a review of current literature on advising, the two QEP Development co-chairs and one academic dean and one staff member from the QEP Development Team attended the NACADA 2017 Summer Institute held in Daytona, Florida. With guidance from peer and professional NACADA members, and through constant communication with the full development team and institutional officers, the subgroup at NACADA framed the overarching goal for the QEP and identified eight student-learning outcomes (SLOs) that could be used to support the goal. A later discussion of relevant, needed assessment measures helped the full team further refine the QEP goal and narrow the SLOs. The table that follows presents the goal of the QEP (our CAREplan), how its success will be measured, and the four purposeful SLOs the team selected to see student success in the chosen population increase.

Table VI.1 – Goal and Student Learning Outcomes of the CAREplan

Goal: The **goal** of the CAREplan is to establish an environment where pre-program students in limited enrollment health science and nursing majors actively participate in the advising process to develop relationships, behaviors, and skills that lead to student success. Success of the CAREplan will be measured by (1) fall-to-spring persistence (2) fall-to-fall retention, and (3) completion of requirements to be eligible to apply for a secondary application health science or nursing program *or, alternately,* change of major to a non-health science or nursing program more suited to the student's interests and skills.
Student Learning Outcomes: Through active participation in and engagement with student advising, pre-health science and pre-nursing students will: 1. Select a career path appropriate to their interests and skills. 2. Develop a degree plan to health science or nursing program readiness. 3. Follow the developed degree plan to program readiness. 4. Describe and identify the roles and responsibilities of advisors and advisees.

VII - Actions to be Implemented

Review of current literature and best practices of academic advising was conducted to provide guidance in the development of a plan to address institutional concerns about the advising process and its impact on student success. The implementation of the CAREplan will involve changes to the current advising of pre-program health science and nursing students and will be implemented starting in year one on the Greenwood campus. In year two, the initiative will expand to our two largest county campus locations, Newberry and Laurens. In year three, the CAREplan will roll out to students at the smaller campuses in Abbeville, Edgefield, McCormick and Saluda counties and adjustments will be made to better address the needs of online students. Key to the success of the plan is the close collaboration of students, faculty advisors, and professional advisors. The activities of the plan are designed to provide structured opportunities for students to learn more about healthcare careers, participate in comprehensive career planning, and identify academic and support resources to build plans for success.

Guided Pathways

Each major will have a defined Guided Pathway to completion of program ready requirements, and certificate completion. A sample Guided Pathway is displayed in Appendix E. The development of the guided pathway allows for simpler course selection for the initial term of enrollment, and a clearly developed map to program completion.

Included in the first term for all college-ready or transitional students is AHS 180, Health Careers Preparation Course, a 3.0 credit hour course. Appendix F shows a draft of the course syllabus. Students who place into developmental coursework also need early exposure to the health professions, but AHS 180 may be above their initial reading and math skills. AHS 161, Introduction to Health Careers is a 1.0 credit hour course, offered within the current Health Care Certificate, will be taken during the first semester for developmental students.

Many of the college's health science programs and both nursing programs require students to complete specific general education course requirements prior to being accepted into those majors. Currently, the college offers two certificate programs where students can complete these "program ready" requirements. The Health Care Certificate is available for students interested in health science majors and a Nursing Care Certificate is available for those

students pursuing nursing majors. Students often find it difficult to switch from one track to another due to variations in the required coursework, and lack of consistency in the order in which courses would be taken. As a component of the CAREplan, it is proposed that the two certificates be merged into one redesigned Health Care Certificate. Appendix G is a draft, which incorporates a common first semester for health science and nursing students. The proposed certificate changes will allow for flexibility due to the varying program-ready requirements within differing health care and nursing majors, day/evening schedules, and part time/full time requirements.

CARE Community

Building mutually beneficial and supportive relationships between students and advisors (Yarbrough, 2002) is an essential foundation for student success. The advising relationship – or relationships – that develop can certainly have a profound effect on the student's total academic experience (Harrison, 2009). Built on the understanding of the importance of students' connections to the college and those with whom they will work and interact, the CARE Community is a foundational component of the Quality Enhancement Plan. The community component provides a forum for students with similar healthcare career interests to build relationships that support their academic and personal success. The implementation of this CARE Community component will be realized through early connection activities, designating a centralized location for the advising of pre-program health science and nursing students, individualized degree planning and required advising, and outside of class activities, including the establishment of a student organization uniquely focused on pre-program health science and nursing students.

Ongoing and meaningful academic advising plays an essential role in creating a foundation for a successful college experience. Advisors can help students feel more connected to the institution by establishing a regular pattern of meaningful contact. As a result, students are able to make more informed educational decisions, persist at higher rates and experience higher levels of success (Steinglass & Sykes, 2008). To that end, students will have regular contact with peers in their major and members of the advising community. They will also have the opportunity to form study groups for common courses and to reach goals collaboratively.

The CARE Community is a way to help students gain the understanding that advising is more than registration, but is a relationship based on collaboration, personal growth, shared knowledge, and collective success.

Early Connection Activities

As part of the QEP, Piedmont Technical College has developed **Early Connection** activities designed to start all new pre-program Health Science and Nursing students off in the right direction**.** These activities are an effort to help students develop relationships with peers, program faculty and advising staff while gaining critical knowledge, and are designed not only to encourage students to connect, but also to orient students to the college, and to the Nursing and Health Science programs. As a vital part to students' overall success, these activities have been designed for all new Nursing and Healthcare students entering into their first academic week. The activities consist of three components that will be completed before and during their first academic term: (1) "Orientation" (2) Early Connection Assignments and (3) Meet & Greet Mixer

1. **Orientation -** An expanded New Student Orientation program will be offered two times prior to the beginning of fall and spring semesters on the Greenwood campus beginning Year 1 and expanding to Laurens and Newberry campuses in Year 2. The purpose of New Student Orientation will be to provide students with the necessary information to successfully start college. The QEP Advisor and Student Life Coordinator, along with Health Science and Nursing faculty will coordinate this program. The Student Affairs Division will introduce students to important orientation materials to help them become acclimated to college life. Ice breakers and team building activities will be included to allow students to meet other students, faculty and advisors. Staff will also encourage participation in social life programs on campus. New Student Orientation will last approximately three hours and will conclude with a campus tour.

2. **Early Connection Assignments -** These assignments will be embedded into the AHS 180, Health Careers Preparation, and AHS 161, Introduction to Health Careers, to be completed within the first week of class. The purpose of these assignments will be to educate pre-program Health Science and Nursing students on a variety of issues to increase their potential success. The assignments are specifically designed

to be "freshman friendly" and give students a feel for their coursework. The assignments will be accessible during the first full week of AHS 180 and AHS 161 through D2L BrightSpace platform. D2L Brightspace is the college's course management system and there will be four assignments corresponding with the words that make up the CARE acronym.

To begin the week, the students will log in to D2L Brightspace to review and complete the CARE assignments. (See Appendix H):

3. **Meet and Greet Mixer -** Designed for all new pre-program Health Science and Nursing students, the purpose of the meet and greet mixer is for pre-program Health Science and Nursing to have an opportunity to learn more about the college and the Health Science and programs. The activities at the event will include a meet and greet session with their cohort of students, the Health Science and Nursing faculty, CARE Planning Center advisor(s), and administrators. The event will also consist of team building activities, informational sessions, and a mini-career fair. The QEP Director, along with the QEP faculty advisors, and professional advisor, will be responsible for the implementation of the Meet and Greet Mixer. Support will be provided by the Student Life Coordinator.

Each year in April, the Admissions Office hosts Senior Rush events where accepted students from area high schools are invited to the college to complete the enrollment process. These students have brief sessions with advisors and register for fall classes. Follow up appointments are scheduled after high school graduation to ensure that students are on track to begin in the fall semester. This creates an additional opportunity to reach out to students interested in health science and nursing careers. A group advising session, utilizing the guided pathways, will provide an opportunity to reach out to this group and provide the first **Early Connection** activities. Pre-program Health Science and Nursing students will be encouraged to attend the Orientation, to complete the CARE assignments within the first week and to participate in the Mixer to help the students value the relationships in the CARE Community as a pivotal aspect of their academic success.

CARE Planning Center

As indicated by Steinglass & Sykes (2008), changing to a centralized advising center organized by curriculum has produced immediate positive results for some institutions. The CARE Planning Center will serve students in pre-program health science and nursing majors. The center will be housed in Suite 149-A, which is currently the Veteran Services area. Veterans Services will be relocated. There are six offices, a reception area with student seating, computers for student use, and space for administrative support staff.

Staffing will include faculty advisors from the Health Science, Nursing, Arts and Sciences, and College Preparatory and Transitional Studies divisions, with 30 faculty available from among these divisions. Faculty advisors would utilize two of their required eight weekly office hours in the CARE Planning Center. A full-time professional advisor will be included beginning year 1. A part time contractual advisor will be hired for peak times, for the months of August, December, January and May.

In order to support the efforts of the Work Ethic Skills Strategic Planning initiatives, students would be expected to make an appointment to meet with an advisor. Efforts will be made to match students with faculty members in their specific discipline, but all advisors would be cross-trained on each health science and nursing program admission requirements. Walk-ins would be available in extenuating circumstances or during peak times, during the months of August, December, January and May.

All advising offices will be equipped with the necessary hardware and software to allow for effective advising. Standardized advising materials will be easily accessible. In addition, all offices in the CARE Planning Center will be set up as Campus Connect offices – allowing students to schedule appointments with program faculty housed at the Newberry campus (Occupational Therapy, Veterinary Technology and Patient Care Technology). It will also allow the center to be accessible from all campus locations as the CAREplan is rolled out. Campus Connect is a series of kiosks at each county campus that enable students to speak with student support personnel on the Greenwood Campus, when necessary, via CISCO video phones. See Appendix I for a flyer regarding Campus Connect.

Following updated advisor training, a standardized advising process will be followed. A CARE Planning Center checklist will be adapted from the current New Student Advising Checklist (Appendix J), to address various components of the advising process. The following

components will be included in advising sessions for pre-program health science and nursing students:

- Development of Rapport – Initial open-ended questions to establish a comfortable, collaborative advising environment.

- Career Validation – Review of students' career goals, demonstrated skills, and articulated interests and values. Referral to Career Planning services when student indicates uncertainty or skills, interests or values do not match the selected major.

- Academic Review – Review of students' academic goals, progress to date and initial Degree Plan. Finalize or adjust Degree Plan through to program readiness, including pertinent deadlines, testing requirements, and program ready GPA requirements.

- Work Ethics Skills Discussion – Discuss of time commitment, attendance, work/family/school balance, advisor and advisee responsibilities

- Financial Review – Review of financial aid, payment plan, scholarships, deadlines, and responsibilities for fulfilling financial obligations.

- Resource Referral – Identification of appropriate campus resources to meet students' needs.

Degree Planning

Guided Pathways create a map for students to understand what is required to reach his or her academic goals. "Degree Planning" helps to develop an individualized plan, specific to the unique needs of each student, including not only coursework required, but semester by semester checkpoints, necessary college preparatory or transitional coursework, program entrance GPA and testing requirements. Notes can be included in the degree plan to remind students of future deadlines and resources. The Degree Planning software also includes a tracking function that will alert both student and advisor if the student is off-track in their degree plan. In fall 2016, a pilot group of first time in college students from all majors and campuses was identified. Students were encouraged to meet with a New Student Advisor and develop a degree plan as part of the initial advising process. Results of this pilot showed that for students in the pilot group (287 students), 67.97% of those who developed a degree plan persisted to Spring 2017 whereas only 47.8% of those who did not have a degree plan persisted to spring

2017. A total of 128 of the 287 pilot students had a degree plan prior to the opening of registration for the spring 2017 term.

<u>Required Advising</u>

CAREplan components that include Guided Pathways and the CARE Planning Center set the stage for an excellent advising experience for students. Beginning summer 2017, first time in college students have been required to meet with a New Student Advisor prior to first time registration. A registration code has been added to prevent new students from self-registration without consultation with an advisor. The CAREplan initiative would expand this required advising process to include students in pre-program health science and nursing majors, until such time as the student has met program ready requirements to apply to his/her program of study. Students who transition to a non-health science or nursing major will be referred to the assigned academic advisor in the new major.

<u>Student Organization - HOSA</u>

As a component of the CARE community, a student organization will be established. HOSA - Future Health Professionals, a national organization for healthcare students, has been selected as current health science and nursing faculty have ties to this organization and will serve as club advisors. The mission of the HOSA organization is to empower HOSA - Future Health Professionals to become leaders in the global health community through education, collaboration, and experience. Through participation in HOSA, students will have the opportunity to develop leadership skills, provide community service, and make connections with a broader community of healthcare professionals. The advisors will be one nursing and one health science faculty member.

Case Management

<u>Students Identified for Case Management</u>

For many first time college students, the process of navigating college can be daunting. It is certainly different from high school, with more out of class expectations, varying course expectations, and a greater financial commitment. Certain factors can contribute to a higher risk for a student failing to complete his/her program of study. The College Student Inventory (CSI) by Ruffalo Noel Levitz is a tool designed to identify at-risk students as they enter college,

providing details regarding each student's academic motivations, areas of risk, and receptivity to specific student services. Over the past year, the CSI has been administered to incoming first time in college (FTIC) students during the enrollment process, usually prior to initial advisement. Students with a CSI Overall Risk Indicator value that indicates that they are at greater risk than their peers and enrolled in developmental or transitional courses for the first semester will be considered **"**at-risk**"** students and will be provided a case management approach to advising.

The Case Management Society of America (2008) describes case management as a "collaborative process of assessment, planning, facilitation and advocacy for options and services to meet an individual's needs through communication and available resources to promote quality cost-effective outcomes." Students identified as "at-risk" will be assigned to a professional advisor who will provide case management. This professional advisor will: (1) develop a one-on-one relationship with the students through frequent communication,(2) work collaboratively with the student to develop a degree plan (3) track student progress on the degree plan, (4) help the student identify and implement strategies to address challenges they encounter and (5) refer students to additional college services and resources as necessary.

Case Management Process

These identified "at-risk" students will be required to participate in the following aspects of a case management approach to advisement:

- Meet or communicate with their assigned case management advisor at least three times per semester, whether face to face, by phone, by email, or other approved avenues of communication. These required meetings will include:
    - Degree Plan development and periodic review
    - Career validation at each advising contact. Referral to Career Planning services if student expresses uncertainty, requests a change or major, or student's stated goal does not match his/her intended major.
    - Discuss academic progress at midterm, and identify any strategies needed to improve where needed.
    - Early advising session prior to opening of registration for the upcoming term
    - Assess end-of-term progress and possible revisions with Degree Plan
- Enroll in and complete AHS 180, Health Careers Preparation, and actively participating in class activities including those related to career exploration and awareness.
- Utilize college services and resources as recommended by the case manager.

The professional advisor will follow-up on "early alerts" for students within his/her caseload. Early Alerts are submitted by faculty via an established online early alert system when a student is exhibiting signs of academic or personal issues that are affecting (or may affect) their class performance and course success.

The advisor will monitor the academic progress of each student in his/her caseload, checking for successful completion of courses on the Degree Plan and adherence to the Degree Plan until they are program ready for a health science or nursing major OR enroll in an alternate program. The advisor will work with each student to make adjustments to the degree plan when needed. Additional students will be added to the case management activities each fall and spring semester.

Each semester, a satisfaction survey will be sent to students participating in case management advising to allow them the opportunity to provide their feedback on the case management advising program and their advisor.

Expansion of the CAREplan Student-related Activities in Years 2 - 5

Activities of the CAREplan will continue on the Greenwood campus in Years 2 and 3, with students added for monitoring during each enrollment period. Additional students will be added to receive Case Management services, based on demonstrated need. Students who are accepted to a nursing or health science program, or change major, will no longer receive advising services through the CAREplan.

Year 2 (2019-2020)

In Year 2, the CAREplan will be expanded to students at the two largest of the Piedmont Technical College's County Campus locations: Laurens and Newberry.

1. Staffing:
   - QEP Advisor - a second Professional Advisor for the CAREplan will be added for the Laurens and Newberry campuses. This advisor will be housed at the Laurens campus and travel two days per week to the Newberry campus. Initial training will be provided at the CARE Planning Center on the Greenwood campus.

- Faculty advisors – Health Science, Nursing, Arts and Sciences and College Preparatory and Transitional Studies faculty housed on the Laurens and Newberry campuses will be integrated into the advising structure at these campuses.

2. Guided Pathways adaptations

- AHS 180 will be offered on the Laurens and Newberry campuses in a face-to-face format in fall semesters and via the Piedmont Educational Network (PEN), a synchronous video-conferencing system used to deliver courses between the seven county campuses, during the spring semesters.
- Guided Pathways will be organized to demonstrate pathways that include any variation in course offerings on the Laurens and Newberry campuses.

3. CARE Community:

- Early Care Connection Activities – Students from Laurens and Newberry campuses will be included in all Early Care Connection Activities. The QEP Advisor and faculty advisors, in coordination with the Campus Directors, will be responsible for planning and conducting:
  - o New Student Orientation – on Laurens and Newberry campuses.
  - o CARE Community Mixer – on Laurens and Newberry campuses.
  - o HOSA – Club participation via the PEN system and/or in person

4. Case Management

- The QEP Director will assist in the identification of students meeting the criteria for case management at Laurens, Newberry and Online campuses.
- The County Campus/Online QEP Advisor will follow the Case Management procedures established during Year 1.

5. Advisor Training and Support

- Advisors at these campuses will complete advisor training modules, and competency checks. Advising materials at the campuses will be reviewed and adjusted to reflect local resources and needed.

Year 3 (2020-2021)

In Year 3, the CAREplan concept will be extended out to the four smaller county campuses: Abbeville, Edgefield, McCormick and Saluda. In addition, adaptations to the advising model will be made to better serve the needs of students taking online classes. The following adaptations to the model will be added:

1. The County Campus QEP Advisor will add responsibility for the additional County Campuses.

   - Guided Pathway adaptations:
   - During Year 2, an online version of AHS 180 will be developed. This online section will be offered beginning fall 2020. AHS 180 will be offered via the Piedmont Educational Network (PEN) to the Abbeville, Edgefield, McCormick and Saluda campuses.
   - Versions of pathways will be created, including courses which must be taken on specific campuses, such as biology labs. This will address offerings on the smaller campuses and online.

2. Functionality within D2L Brightspace will be utilized to facilitate online advising sessions.

3. All health science and nursing programs require on-campus enrollment during the clinical phase. Pre-program students will be encouraged to participate in on-campus activities, even if schedules require online enrollment during the pre-program phase. HOSA Club participation will be available through the PEN to Abbeville, Edgefield, McCormick, and Saluda campuses.

4. Advising will be offered by phone, or e-mail as needed. Students will also be provided the opportunity to meet with an advisor at the CARE Planning Center or any of the seven county campus locations, either face-to-face or through the Campus Connect system.

5. Case Management

   - These students will be identified and served using the same criteria as on-campus students. The D2L Brightspace shell, e-mail, and text will all be utilized to interact with online students. As new technologies emerge and D2L Brightspace functionality improves, other opportunities for interaction may emerge and will be incorporated, as appropriate.

6. Advisor Training and Support

   - Newly hired or identified advisors will be provided training as outlined in the Advisor Training and Support section.
   - Professional development opportunities will include a webinar on advising students taking online classes.

Years 4 – 5 (2021-2023)

Activities of the plan continue with services provided to all pre-program health science and nursing students at all physical campus locations and those taking online courses.

Advisor Training and Support

In order to provide students with a valuable advising experience, it is imperative that all advisors involved with the CAREplan are well prepared through comprehensive training to deliver current information, guidance, and focused support during the advising process. Because of the additional complexity of healthcare majors, this need for high quality advising is especially true of students in pre-program health science and nursing programs.

The literature available examining the relationship of exceptional advisor training and student success is clear.

McArthur (2005) cites a collection of studies that found poor academic advising as the strongest negative influence on retention while one of the most positive influences was "high quality" academic advising. Additionally, Newell (2003) gives a summary of literature emphasizing the importance of positive and supportive advising, claiming better advisor training is the method to reach that goal. Furthermore, Swanson (2006) cites lack of training and professional development as one of the direct barriers to successful and engaging student advising methods. For these reasons, a substantial Advisor Training Program is an important element of the CAREplan.

Advisor Training and Support Implementation Plan

    Year 1 (2018- 2019)

- Expand current advisor training for pre-program advisors to include one day of training for all advisors who serve pre-program health science and nursing students. The focus of Year 1 training will be for current health science and nursing faculty advisors, general education and college preparatory faculty who currently advise pre-program health science and nursing students, and professional advisors who will be working with students in the selected majors.
- Advising Syllabus - Trabant (2006) notes that an advising syllabus is a beneficial tool that outlines the "advising relationship and experience" for students. Trabant also states that the importance of this tool being developed for a specific campus or office. In pursuit of the potential benefits of using this tool, an advising syllabus will be

developed to standardize the advising process, using input from faculty advisors, professional advisors, and students. The advising syllabus will be introduced to the college community in the spring of Year 1 (2018-19) with implementation beginning in Year 2 (2019-2020). The syllabus will be included in the PTC Student Handbook.

- Recognition, Evaluation, and Rewards **–** As part of the advisor training development, a component will include a process to foster advisor recognition, evaluation, and reward. The evaluation component will be included in the college's Faculty Performance Management System and Employee Performance Management System

- Competency-Based Advisor Training Modules **–** Content will be developed in a modular format using the college's learning management system to standardize the advising process. Advisors with more experience may exempt modules based on successful completion (90% or higher) of a pretest. Modules will be designed in a tiered system. Within each tier (see tier structure below), components will include conceptual, informational, and relational elements. The faculty member with lead responsibility for development of the D2L Brightspace course will be given one course release for summer and fall 2018 semesters. The Director of Advising and QEP Director will be co-instructors for the training course. NACADA is the Global Community for Academic Advising. Training developers will attend the NACADA 2018 Summer Institute for peer evaluation and guidance.

Tier Structure:

Tier 1 – Basic Advising components

Tier 2 – "Major specific" advising- short modules specific to each major in health science and nursing

Tier 3 – "Master Level" advising- includes intensive overview of financial aid and academic probation processes which impact student progress

Year 2 (2019-2020)

- Advising Syllabus **–** The advising syllabus will be presented at the summer 2019 Faculty/Staff meeting, August 2019 Faculty In-service, and August 2019 Adjunct Faculty Expo, a professional development day specifically for adjunct faculty, and incorporated into New Student Orientation sessions beginning fall 2019.

- Advisor Training –Tiered advisor training will begin in spring 2019. Tier 1 modules will encompass the basic components of advising. Tier 2 modules will be short modules specific to each major within health science and nursing. Tier 3 will include an intensive overview of the financial aid and academic probation processes that impact student advising. Those advisors completing Tier 3 training will be designated as Master Advisors. They will serve as mentors to Tier 1 and Tier 2 advisors.

Years 3-5 (2021-2023)

- Module Review and Revision- updates to the modules will be developed annually, based on catalog changes to curriculum, college policy and procedural changes, and advisor feedback. The QEP Director will work with Health Science and Nursing faculty and Director of Advising to accomplish these changes by March each year. New advisors will complete Tier 1 training prior to the assignment of an advising caseload.
- Assessment of Advisor Training - The assessment of the Advisor Training program will be imbedded in the ongoing Institutional Effectiveness Outcomes Assessment Planning and Reporting process for the Advising Department.

VIII - CAREplan Implementation Timeline

Table VIII.1 – Implementation Timeline

Activity	Tactic	Time	Responsibility
Year 0 – (2017-2018)			
Hire QEP Director	Identify and Hire QEP Director	Fall 2017	VP for Academic Affairs / President's Leadership Team
Guided Pathways	Development of Health Careers Certificate	July 2017	QEP Development Team Subcommittee
	Development of AHS 180, Health Careers Preparation	July 2017	
	Development of semester-by-semester outlines	September 2017	
CARE Community	CARE Planning Center: • Hire CARE Planning Center Administrative Assistant	Summer 2018	QEP Director & Director of Advising
	• Reassign Professional Advisor for Greenwood	Summer 2018	QEP Implementation Team
	• CARE Planning Center Set up	Summer 2018	
Advisor Training & Support	Revamping of current face-to-face training for health science and nursing content advising	Fall 2017	Director of Advising
	Initial training for QEP faculty advisors	Spring 2018	
	Development of Advising Syllabus	Spring 2018	QEP Implementation Team, Advising Team
Year 1 (2018-2019)			
Guided Pathways	AHS 180 begins, Greenwood campus	Fall 2018	AHS 180 Faculty
	AHS 180 adapted for Laurens, Newberry	Spring 2019	QEP Implementation Team
CARE Community	CARE Planning Center opens, Greenwood	Fall 2018	QEP Implementation Team
	Early CARE Connection activities: Greenwood, Y1	Summer 2018 & Spring 2019	AHS 108 Faculty QEP Professional Advisor
	Y1 Activities begin, Greenwood: • Required advising • Degree planning • Students apply: Fall 2019 programs	Begins: Fall 2018 Fall 2018 May 2019	QEP Faculty Advisors QEP Professional Advisor
	HOSA Club begins	Fall 2018	HOSA Faculty Advisor

Activity	Tactic	Time	Responsibility
Case Management	Case management of identified at-risk students begins - Greenwood	Fall 2018	QEP Professional Advisor
Advisor Training & Support	Development of competency-based D2L Brightspace Advisor Training course	Summer/Fall 2018	Faculty - course developer Director of Advising
	Implement of Advising Syllabus	Fall 2018	College Community
	Advisor Training Course opens	Spring 2019	Faculty - course developer Director of Advising
Year 2 (2019-2020)			
CARE Community	Early CARE Connection activities: add Laurens, Newberry	Summer 2019, Spring 2020	AHS 108 faculty QEP Professional Advisors
	Professional Advisor for County Campuses	Fall 2019	Director of Advising QEP Director
	Year 2 Activities begin (Greenwood, Laurens, Newberry): • Required Advising • Degree Planning • Monitor Progress of Y1 & Y2 cohorts • Students apply: Spring 2020 programs Students apply: Fall 2020 programs	Begins: Fall 2019 Fall 2019 Fall 2019 Fall 2019 September 2018 May 2019	Students/QEP Faculty Advisors
Case Management	Case management – Greenwood, Laurens & Newberry	Fall 2019	QEP Primary Role Advisors
Guided Pathways	AHS 180 online course developed	Spring 2020	QEP Implementation Team
Advisor Training & Support	Updated training modules; training for new advisors	Spring 2020	Director of Advising
	Development of advisor training module: Online Advising	Spring 2020	Director of Advising, QEP Director
Year 3 (2020-2021)			
CARE Community	Early CARE Connection activities: add Abbeville, Edgefield, McCormick, Saluda	Summer 2019, Spring 2020	AHS 180 faculty, QEP Primary Role Advisors
	Year 3 Activities begin (All campuses)	Fall 2020	
Case Management	Case management – All campuses	Ongoing	QEP Primary Role Advisors

Activity	Tactic	Time	Responsibility
Advisor Training & Support	Updated training modules; training for new advisors	Spring 2021	Director of Advising
Years 4 & 5 (2021-2023)			
CARE Community	Continuation of Activities, Years 4 & 5 – All Campuses	Fall, Spring	QEP Director
	Early CARE Connection Activities	Summer, Spring	AHS 180 faculty, QEP Primary Role Advisors
Case Management	Case Management	Ongoing	QEP Primary Role Advisors
Advisor Training & Support	Updated Advisor Training	Spring - annually	

IX – Institutional Capability

Organizational Structure

Piedmont Technical College is committed to the successful implementation of the Quality Enhancement Plan (QEP) by providing the personnel needed to execute the roles and responsibilities as set forth in the organizational structure. The CAREplan organizational structure fits directly in with the overall structure of the institution as illustrated in Figure IX.9. The Implementation Team will consist of the following:

Table IX.1 – Proposed Implementation Team

QEP Director	TBD – Health Science/Nursing Faculty with course release time (see budget)
Director of Advising	Carol Paguntalan
QEP Advisor, CARE Planning Center	Sharon Saxon
Nursing Faculty Advisor	TBD
Health Science Faculty Advisor	TBD
Arts and Science QEP Faculty Advisor	TBD
College Preparatory and Transitional Studies QEP Faculty Advisor	TBD
Institutional Research, Planning, and Effectiveness	Donna Foster
Information Technology	Joel Griffin
Controller	Wendy Hughes
Career Planning	Susan Hendricks
Dean of Student Services/Registrar	Tamatha Sells
Dean of Nursing and Interim Dean of Heath Science	Tara Harris

The QEP Director will report to the Vice President of Academic Affairs, and will maintain a shared office part time with the Director of Advising in the CARE Planning Center. The QEP Advisors and Administrative Assistant will report to the Director of Advising.

The QEP Director will be responsible for the coordination of the faculty advisor coverage in the CARE Planning Center. A complete Job Description can be found in Appendix K.

The QEP Implementation Team will meet quarterly to review progress, identify areas of concern and make appropriate adjustments.

One faculty member with extensive D2L Brightspace course development experience will be identified to work with the Director of Advising to develop the D2L Brightspace Advisor Training course.

As the college's 2015-2018 Strategic Plan draws to a conclusion, the Strategic Planning Proactive Advising Team will transition to a standing college committee for Advising. The QEP Director will be an active member of this committee.

Development of the QEP Budget

An Institutional Capability committee was formed including the Associate VP for Student Affairs, the Associate VP for Assessment and Compliance, the Associate VP for Human Resources, the Director of Advising/QEP Development Committee Chair, the Dean of Student Services/Registrar, and the Controller. The committee worked together to develop a sufficient budget for the 2018-2023 Quality Enhancement Plan (QEP) for Piedmont Technical College. The committee presented the QEP budget to the College Leadership Team early fall 2017, and received approval as presented.

Several members of the committee have also attended SACSCOC Summer Institutes and Annual Meetings and participated in sessions covering budget development. At these events, the committee members were able to get a solid background on what it takes to fund a successful QEP.

The Leadership of the College is in complete support of the QEP as well its funding plan over the next five years. The QEP budget will become part of the normal reporting and planning processes.

On the following pages, two budgets are presented. Table IX.2 illustrates the total budget of the plan as set forth. Table IX.3 illustrates the "new money" that will be budgeted to support the implementation and continuation of the CAREplan during the five year implementation period.

Figure IX.9 – Organizational Chart

Piedmont Technical College
QEP Organizational Structure
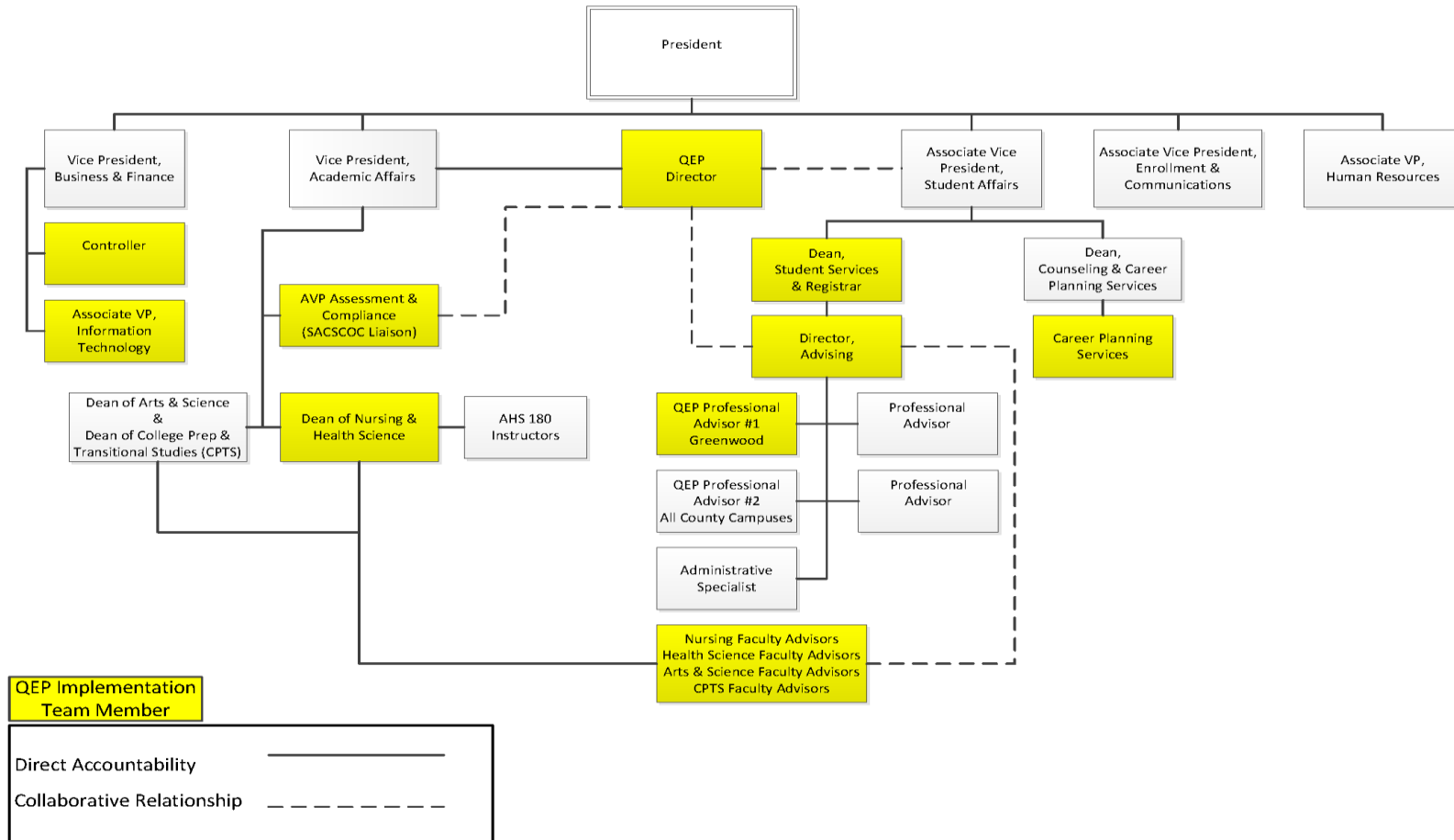
Table IX .2 – CAREplan Total Budget

In-Kind %	QEP: CAREplan Connect. Access. Reach. Engage. 2018 - 2023 Proposed Budget						
In-Kind %	Personnel (Salary and Fringe) (2% annual increase)	Development Year 0 2017-18	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021 -22	Year 5 2022-23
	QEP Director*	$15,912.00 3 course release per year	$26,520.00 5 course release per year	$27,050.00 5 course release per year	$27,592.00 5 course release per year	$28,144.00 5 course release per year	$28,707.00 5 course release per year
25%	Director of Advising		$19,617.00	$20,009.00	$20,410.00	$20,818.00	$21,234.00
	QEP Professional Advisor #1 - CARE Planning Center		$57,316.00	$58,462.00	$59,632.00	$60,825.00	$62,042.00
	Administrative Assistant - CARE Planning Center*		$34,000.00	$34,680.00	$35,374.00	$36,081.00	$36,803.00
	QEP Professional Advisor #2 - CARE Planning Center*			$54,400.00	$55,488.00	$56,598.00	$57,729.00
	Advisors for peak time periods (temporary) - CARE Planning Center*		$6,000.00	$12,000.00	$12,000.00	$12,000.00	$12,000.00
	Advisor Training developer - faculty course release Summer 2018 & Fall 2018*	$5,304.00	$5,304.00				
	Subtotal	**$21,216.00**	**$148,757.00**	**$206,601.00**	**$210,496.00**	**$214,466.00**	**$218,515.00**
	Professional Development	Development Year 0 2017-18	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021 -22	Year 5 2022-23
	NACADA Summer Institute - 3 advisors	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00
	NACADA Regional Conference - 3 advisors	$3,000.00	$3,000.00	$3,000.00	$3,000.00	$3,000.00	$3,000.00
	SACSCOC QEP Institute, QEP Director*	$2,500.00	$2,500.00	$2,500.00	$2,500.00	$2,500.00	$2,500.00
	Campus Presenter/Consultant for Proactive Advising*		$3,500.00				
	Advisor Training materials and supplies*	$500.00	$500.00	$500.00	$500.00	$500.00	$500.00
	Subtotal	**$11,000.00**	**$14,500.00**	**$11,000.00**	**$11,000.00**	**$11,000.00**	**$11,000.00**
	Technology	Development Year 0 2017-18	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021 -22	Year 5 2022-23
20%	DegreeWorks Annual Contract and Upgrades		$1,130.00	$1,130.00	$1,130.00	$1,130.00	$1,130.00
20%	College Scheduler		$3,000.00	$3,000.00	$3,000.00	$3,000.00	$3,000.00
20%	Zogotech Annual Contract and Upgrades		$11,800.00	$11,800.00	$11,800.00	$11,800.00	$11,800.00
20%	Portion of D2L for training shell and resources related to advising*		$2,200.00	$2,200.00	$2,200.00	$2,200.00	$2,200.00
20%	Portion of Compliance Assist Planning Modules		$950.00	$950.00	$950.00	$950.00	$950.00
	Subtotal		**$19,080.00**	**$19,080.00**	**$19,080.00**	**$19,080.00**	**$19,080.00**
	Supplies	Development Year 0 2017-18	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021 -22	Year 5 2022-23
20%	Administration of CCSSE or RNL SSI annually		$1,000.00	$1,400.00	$1,000.00	$1,400.00	$1,000.00
	Administration of SOSE				$1,090.00		
	Administration of RNL CSI (for case management)*		$800.00	$800.00	$800.00	$800.00	$800.00
20%	Administration of Priorities Survey of Online Learners				$400.00	$400.00	$400.00
	Computers for 5 offices in CARE Planning Center*		$6,000.00				
	Campus Connect phones for 5 offices in CARE Planning Center*		$1,000.00				
	Food supplies for Early Connection actvities*		$1,000.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00
	HOSA Charter and Club Activities*		$750.00	$750.00	$750.00	$750.00	$750.00
	QEP Promotional Items*	$3,500.00	$2,500.00				
	Subtotal	**$3,500.00**	**$13,050.00**	**$3,950.00**	**$5,040.00**	**$4,350.00**	**$3,950.00**
	Travel	Development Year 0 2017-18	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021 -22	Year 5 2022-23
	QEP Advisor travel to County Campuses*			$3,340.00	$3,340.00	$4,000.00	$4,000.00
	Subtotal			**$3,340.00**	**$3,340.00**	**$4,000.00**	**$4,000.00**
	Annual Totals	**$35,716.00**	**$195,387.00**	**$243,971.00**	**$248,956.00**	**$252,896.00**	**$256,545.00**
	Grand Total Without Year 0				**$1,197,755.00**		

* Represents "new" money committed for QEP
Note: In-Kind percentages based on estimated impact of QEP Activities

Table IX.3 – CAREplan "New Money" Budget

QEP "New Money" Budget						
Personnel (Salary and Fringe) **(2% annual increase)**	**Development Year 0 2017-18**	**Year 1 2018-19**	**Year 2 2019-20**	**Year 3 2020-21**	**Year 4 2021 -22**	**Year 5 2022-23**
QEP Director	$15,912.00	$26,520.00	$27,050.00	$27,592.00	$28,144.00	$28,707.00
Administrative Assistant - CARE Planning Center		$34,000.00	$34,680.00	$35,374.00	$36,081.00	$36,803.00
QEP Professional Advisor #2 - CARE Planning Center			$54,400.00	$55,488.00	$56,598.00	$57,729.00
Advisors for peak time periods (temporary) - CARE Planning Center		$6,000.00	$12,000.00	$12,000.00	$12,000.00	$12,000.00
Advisor Training developer - faculty course release Summer 2018 & Fall 2018	$5,304.00	$5,304.00				
Subtotal	**$21,216.00**	**$71,824.00**	**$128,130.00**	**$130,454.00**	**$132,823.00**	**$135,239.00**
Professional Development	**Development Year 0 2017-18**	**Year 1 2018-19**	**Year 2 2019-20**	**Year 3 2020-21**	**Year 4 2021 -22**	**Year 5 2022-23**
SACSCOC QEP Institute, QEP Director	$2,500.00	$2,500.00	$2,500.00	$2,500.00	$2,500.00	$2,500.00
Campus Presenter/Consultant for Proactive Advising		$3,500.00				
Advisor Training materials and supplies	$500.00	$500.00	$500.00	$500.00	$500.00	$500.00
Subtotal	**$3,000.00**	**$6,500.00**	**$3,000.00**	**$3,000.00**	**$3,000.00**	**$3,000.00**
Technology	**Development Year 0 2017-18**	**Year 1 2018-19**	**Year 2 2019-20**	**Year 3 2020-21**	**Year 4 2021 -22**	**Year 5 2022-23**
Portion of D2L for training shell and resources related to advising		$2,200.00	$2,200.00	$2,200.00	$2,200.00	$2,200.00
Subtotal		**$2,200.00**	**$2,200.00**	**$2,200.00**	**$2,200.00**	**$2,200.00**
Supplies	**Development Year 0 2017-18**	**Year 1 2018-19**	**Year 2 2019-20**	**Year 3 2020-21**	**Year 4 2021 -22**	**Year 5 2022-23**
Administration of RNL CSI (for case management)		$800.00	$800.00	$800.00	$800.00	$800.00
Computers for 5 offices in CARE Planning Center		$6,000.00				
Campus Connect phones for 5 offices in CARE Planning Center		$1,000.00				
Food supplies for Early Connection actvities		$1,000.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00
HOSA Charter and Club Activities		$750.00	$750.00	$750.00	$750.00	$750.00
QEP Promotional Items	$3,500.00	$2,500.00				
Subtotal	**$3,500.00**	**$12,050.00**	**$2,550.00**	**$2,550.00**	**$2,550.00**	**$2,550.00**
Travel	**Development Year 0 2017-18**	**Year 1 2018-19**	**Year 2 2019-20**	**Year 3 2020-21**	**Year 4 2021 -22**	**Year 5 2022-23**
QEP Advisor travel to County Campuses			$3,340.00	$3,340.00	$4,000.00	$4,000.00
Subtotal			**$3,340.00**	**$3,340.00**	**$4,000.00**	**$4,000.00**
Annual Totals	**$27,716.00**	**$92,574.00**	**$139,220.00**	**$141,544.00**	**$144,573.00**	**$146,989.00**
Grand Total Without Year 0		**$664,900.00**				

X– Assessment of the CAREplan

Assessment of the CAREplan, PTC's QEP, is designed to utilize summative and formative, qualitative and quantitative, and direct and indirect assessment measures to determine the institution's performance toward the goal and student learning outcomes of the QEP. Quantifiable baseline data and annual targets have been established to track institutional and student performance over the five-year period. Where baselines or targets are to be established during the lifecycle of the QEP, the college may adjust annual targets to reflect the baseline data.

The assessment of the QEP integrates easily into the institutional effectiveness framework (Appendix L) at PTC and the institutional effectiveness outcomes assessment reporting (IEOAR) process for administrative units, educational programs, and academic and student support service units. These annual plans and reports include the unit's purpose statement, a list of program and student learning outcomes, annual assessment of a subset of these outcomes to include multiple assessment measures, data analysis, and improvement actions taken. The QEP Director will be responsible for coordinating the assessment of the administrative unit of the QEP to include assessment of the goal and the student learning outcomes of the QEP. The QEP Director is also responsible for communicating the results of the annual assessment activities to the college community.

The pre-health science and pre-nursing programs will continue to participate in the IEOAR process for educational programs to assess student attainment of the SLOs of these educational programs or of the revised certificate, if approved. The Director of Advising may also include outcomes related to the QEP such as assessment of advisor training and effectiveness of case management in the IEOAR for the advising unit.

 Each unit's assessment plan includes multiple assessment measures for each expected outcome. All administrative and educational units including those of the QEP have access to student and institutional data through Zogotech, a set of data warehouse and analytics tools providing all college employees the ability to leverage real time data to improve institutional and programmatic performance. The collection of data from multiple assessment measures allows for the triangulation with institutional data from Zogotech or other sources and provides a stronger indication of the program's impact on the population served.

Goal and Learning Outcomes

The **goal** of the CAREplan is to establish an environment where students in pre-health science and pre-nursing programs actively participate in the advising process to develop relationships, behaviors, and skills that lead to student success. Student success is defined as reaching program ready status for a health science or nursing program or advancing toward program completion in an alternative major. Assessment of the program outcome (goal of the QEP) is further described below.

In addition to the overall goal, the CAREplan has four student learning outcomes (SLOs) that further define the relationships, behaviors and skills to be developed through the common first semester, the CARE Planning Center, and CARE Community. Through active participation in and engagement with the advising activities of the QEP, pre-program health science and nursing students will:

1. Select a career path appropriate to their interests and skills.
2. Develop a degree plan to health science or nursing program readiness.
3. Follow the developed degree plan to program readiness.
4. Describe and identify the roles and responsibilities of advisors and advisees.

The assessment of the goal and SLOs of the QEP is explained in the narrative that follows.

Program Assessment Outcomes

The mission goals of the college are the program outcomes of the administrative, academic and student support service units, and educational programs at Piedmont Technical College. The goal of the QEP aligns well with the institutional mission and mission goals 1 and 3. The mission of PTC includes the following elements:

- A responsiveness to the academic, training and public service needs of the community
- Provide accessibility to acquire the knowledge and skills for employment in healthcare fields to individuals with diverse backgrounds
- Offer student development programs that provide academic, career and individual support

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These elements of the PTC mission relate well to the activities and outcomes of the CAREplan. Establishment of the CARE Planning Center will provide responsive advising services to students enrolled in the pre-health science and pre-nursing programs as stated in Mission Goal 1.

Mission Goal 1: *The college will play a critical role in improving the lives of its stakeholders by ensuring widespread access to our educational services; by promoting excellence in teaching and learning; and by providing responsive enrollment and student services to ensure that our students are well positioned for success in associate degrees, diplomas, and certificates in career and technical fields and in university transfer.*

Expanding advising services to the online environment will provide increased access to the advising community. The common first semester curriculum, AHS 180 Health Careers Preparation course, and CARE Community will provide students enrolled in the pre-health science and pre-nursing programs opportunities to explore career options and validate major selection. This exploration and validation of major will position students for success in an associate degree, certificate or diploma program leading to a career or university transfer as stated in Mission Goal 1.

Advisor training aligns well with Mission Goal 3's emphasis on professional development.

Mission Goal 3: *Use data and assessment results to make well-informed academic and operational decisions and to provide professional development opportunities regarding the continuous improvement of the College's financial and physical resources.*

Including professional development for advisors as an activity of the QEP will communicate advising expectations and instill common practices among those who advise students in pre-health science and pre-nursing programs. Common advising expectations and practices will help to support pre-health and pre-nursing students as they complete their guided pathway and detailed degree plan to program readiness. A common program of training for advisors helps to validate the assessment results for the CAREplan.

Table X.1 - Assessment of the QEP Goal presented below provides the outcome measurements for the goal of the CAREplan, baseline data, annual targets and the progress expected throughout the five-year QEP implementation cycle. The baseline retention and persistence data provided in Table X.1 represent three-year averages for the 2013–2015 fall terms for students enrolled in pre-health and pre-nursing programs. Term tracking will be used to

measure the institutional success of the QEP goal. The Office of Institutional Research, Planning and Effectiveness will assist the QEP Director with the collection and analysis of the annual data for the measurements presented in the table below. The QEP Director will complete an administrative IEOAR annually to include these data.

Table X.1 - Assessment of the QEP Goal

Assessment of the Goal of the QEP							
Purpose/Goal: To establish an environment where pre-program students in limited enrollment health science and nursing majors will actively participate in the advising process to develop relationships, behaviors, and skills that lead to student success. (Mission Goals 1 and 3)							
Measurements	**Baseline**	**Annual Target**	**Target Yr 1** **2018-2019**	**Target Yr 2** **2019-2020**	**Target Yr 3** **2020-2021**	**Target Yr 4** **2021-2022**	**Target Yr 5** **2022-2023**
Fall-to-fall retention rate of students who participate in the QEP advising process	60.74% (Current baseline data for pre-health and pre-nursing student)	2% increase	62.74%	64.74%	66.74%	68.74%	70.74%
Fall-to-spring persistence rate of students who participate in the QEP advising process.	53.36% (Current baseline data for all pre-health and pre-nursing student)	2.5% increase	55.86%	58.36%	60.86%	63.36%	65.86%
Number students participating in the QEP advising process who reach program readiness	Baseline to be established at Yr 3	10% increase annually after Yr 3				10% Increase over Yr 3	10% Increase over Yr 3

Student Learning Outcomes (SLOs) Assessment

There are four SLOs of the CAREplan. These SLOs are tied directly to institutional needs to increase the persistence and retention of pre-health and pre-nursing students to program ready status. Table X.2 below provides completion and enrollment data for this population.

Table X.2 - 2013 and 2014 Completion Statistics for Pre-health and Pre-Nursing Students

Fall Term	Number of students who entered the college in a pre-health or pre-nursing program	Number of students who completed a credential	Number of students who completed a health or nursing credential	Number of students who left the college without earning a credential	Number still enrolled and pursuing a health or nursing credential
2013	387	70	47	276	27
2014	284	37	33	211	28
2015	302	12	11	183	95

From the data presented in Table X.2, the need to increase pre-health and pre-nursing student persistence and retention is evident as well as is the need to provide support to students so that additional students can become program ready.

Assessment of the student learning outcomes of the QEP will be completed by the QEP Implementation Team under the leadership of the QEP Director. All students served in the CARE Planning Community by QEP methodology trained advisors will be tracked in order to determine fall-to-fall retention and fall-to-spring persistence rates. Zogotech features will be used to maintain the list of students served by the CARE Planning Community. In addition, the number of students who reach program-ready status, as defined by the three program pathways, will be tracked. Students who enter the college ready pathway and follow the semester outline are expected to take one semester to become program ready; students who enter the transitional pathways and follow the semester outline are expected to take two semesters to become program ready; and students who enter the college preparatory pathway and follow the semester outline are expected to take three semesters to reach program ready status.

In Year 1, the QEP will serve pre-health and pre-nursing students advised in the CARE Planning Center on the Greenwood campus. In Year 2, the QEP will serve pre-health and pre-nursing students who are advised in the CARE Planning Center on the Greenwood campus and pre-health and pre-nursing students advised by advisors trained in the QEP advising

methodologies on the Laurens and Newberry Campuses. In Years 3, 4, and 5 the QEP will serve pre-health and pre-nursing students who are advised in the CARE Planning Center on the Greenwood campus, or by QEP methodology trained advisors at all County Campus locations.

PTC's QEP seeks to provide an environment where students in pre-health and pre-nursing program through active participation in and engagement with student advising will:

1. Select a career path appropriate to their interests and skills.
2. Develop a degree plan to health science or nursing program readiness.
3. Follow the developed degree plan to program readiness.
4. Describe and identify the roles and responsibilities of advisors and advisees.

The following tables outline the assessment measures for each student learning outcome. Each table presents the outcome measures, available baseline data, and annual targets.

Assessment of Student Learning Outcome 1

SLO 1 focuses on health career exploration so that students can make an informed decision of a career path that aligns well with their interests and skills rather than relying on past emotional experiences or the glamour of television drama as a major influence in their selection. AHS 180 Health Career Preparation is designed to explore health careers and the skills needed to be successful in a health-related career. After completing the course, students are expected to be able to validate their career path or make a well-informed decision to change their career path to one that better fits their interests and skills.

At PTC, submitted major changes are effective the following term. By examining the number of change of major forms submitted after the completion of the health careers preparation course, the AHS 180 faculty will obtain an indication of the effectiveness of the Introduction to Health Careers Unit in AHS 180 Health Careers Preparation and the advisor-student discussion and use of career planning tools. Student surveys at mid-term and end-of-term during the AHS 180 Health Careers Preparation course will provide an indirect measure of student confirmation of major selection. The academic progress of students who change their major to majors outside of health care and nursing will also be monitored. The QEP Director working with Student Records staff, Institutional Research, Planning, and Effectiveness staff, and faculty teaching AHS 180 Health Careers Preparation will be responsible for the collection, analysis, and reporting of student learning outcome one.

Table X.3 - Student Learning Outcome 1

Student Learning Outcome 1: Students will select a career path appropriate to their interests and skills.							
Measurements	Baseline	Annual Target	Yr 1 2018-2019	Yr 2 2019-2020	Yr 3 2020-2021	Yr 4 2021-2022	Yr 5 2022-2023
Percentage of AHS 180 Completers with No Changes in Major from Semester after AHS 180 until Program Admission	Baseline data to be established in year 3	10% increase annually after year 3				10% Decrease from Year 3	10% Decrease from Year 4
AHS 180 student survey responses gathered at midterm and end-of-term validating confidence in major selection	50% at Midterm 75% at End of Term	50% mid-term 75% End-of-term	50% mid-term 75% End-of-term	50% mid-term 75% End-of-term	50% mid-term 75% End-of-term	50% mid-term 75% End-of-term	50% mid-term 75% End-of-term

Assessment of Student Learning Outcome 2

The literature on advising suggests that guided pathways and degree plans are effective in helping students to reach their post-secondary goals and complete academic programs (O'Banion, 2011) (Salaman, et al., 2014). SLO 2 of the CAREplan includes the development of a degree plan to create a path to program readiness. A semester-by-semester plan will help to simplify the complexity of program readiness for pre-health and nursing students. Piedmont Technical College has utilized degree planning with entering pre-health and nursing students since 2015. Table X. 4 shows that degree planning is on the rise for the population served by the QEP.

Table X.4 – Pre-health and Nursing Degree Plan Data

Term	Total enrollment in pre-health and pre-nursing programs	Total number of degree plans developed	Percentage of pre-health and pre-nursing students with degree plans
201510	891	340	38.16%
201610	771	360	46.69%
201710	840	375	44.64%
Total	2502	1075	42.96%

Through the advising activities of the QEP and common first semester, all QEP-served students will create and maintain an initial degree plan to reach program ready status in a health care, nursing, or other program. Advisors will assist students with the creation and use of the degree plan as a tool to monitor progress toward program readiness.

Table X.5 - Student Learning Outcome 2

Student Learning Outcome 2: Student will develop a degree plan to health science or nursing program readiness.							
Measurement	Baseline	Annual Target	Yr 1 2018-2019	Yr 2 2019-2020	Yr 3 2020-2021	Yr 4 2021-2022	Yr 5 2022-2023
Percentage of QEP served students who have created a degree plan (by mid-term of their first semester attended.)	43%	75%	75%	75%	75%	75%	75%
Percentage of QEP served students who have created a degree plan (by the end of their first semester.)	43%	100%	100%	100%	100%	100%	100%

Institutional reports at mid-term and at the end of term will provide the data on the number of degree plans developed. The target is to develop degree plans to program ready status for at least 75% of the new pre-health science and pre-nursing students served by the QEP by midterm of their first enrolled term and to extend the target to 100% of the QEP served students by the end of their first semester at PTC. The QEP Director, with assistance from the CARE

Planning Center, Information Technology, and Institutional Research, Planning, and Effectiveness staff, will be responsible for the data collection, analysis, and reporting for SLO 2.

Assessment of Student Learning Outcome 3

SLO 3 addresses the expectation that students will follow their degree plan to program readiness. The number of students who follow their plan will be tracked to determine the effectiveness of degree plans as a tool to enable more students to reach program ready status as outlined in the guided pathway model for their selected health science or nursing program.

Table I.5 - Student Learning Outcome 3

Student Learning Outcome 3: Students will follow the developed degree plan to program readiness.							
Measurement	Baseline	Annual Target	Yr 1 2018-2019	Yr 2 2019-2020	Yr 3 2020-2021	Yr 4 2021-2022	Yr 5 2022-2023
Percentage of QEP served students with degree plans who are on track with their degree plan at the end of the fall term.	Baseline data will be established in year 1	70%	70%	70%	70%	70%	70%
Percentage of QEP served students with degree plans who are on track with their degree plan at the end of the spring term.	Baseline data will be established in year 1	75%	75%	75%	75%	75%	75%

Advisors will monitor institutional reports each semester to determine if a student is progressing according to their degree plan. These time specific reports, generated by Information Technology, will assist the QEP Director with determining the percentage of students who are on track with their plan each semester. Institutional Research, Planning and Effectiveness staff will assist the QEP Director with data tracking and analysis. The QEP Director will be responsible for reporting student achievement of student learning outcome three.

Assessment of Student Learning Outcome 4

SLO 4 incorporates expectations and outcomes for both advisees and faculty advisors. In order to gain active participation in the advising process both students and advisors must first be able to describe and identify good advising practices from both the student and advisor viewpoint.

Students

Students will receive direct instruction on the roles and responsibilities of the advisor and advisee in AHS 180 Health Careers Preparation and through pre-enrollment activities utilizing D2L Brightspace, the college's learning management system. AHS 180 course and pre-enrollment activity assessments will provide opportunities to measure student attainment of student learning outcome four. These assessments will ask students to describe and identify the roles of advisees and advisors. A pre-test during the pre-enrollment activities will establish a baseline for students. A post-test assessment in AHS 180 Health Careers Preparation will assessment student ability to describe and identify the roles and responsibilities of advisors and advises. D2L Brightspace quiz and grading tools will effectively manage these assessments and their results. Indirect instruction will be provided during visits to the CARE Planning Center or other locations to reinforce student learning.

Table X.6 - Student Learning Outcome 4

Student Learning Outcome 4: Students and QEP-trained advisors *will describe and identify the roles and responsibilities of advisors and advisees.*							
Measurement	**Baseline**	**Annual Target**	**Yr 1 2018-2019**	**Yr 2 2019-2020**	**Yr 3 2020-2021**	**Yr 4 2021-2022**	**Yr 5 2022-2023**
The percentage of AHS 180 Health Careers Preparation students who correctly identify and describe the roles and responsibilities of an <u>advisor</u>.	70% - based on desired outcome for Yr 1	5% increase	70%	75%	80%	85%	90%
The percentage of AHS 180 Health Careers Preparation students who correctly identify and describe the roles and responsibilities of an <u>advisee</u>.	70% - based on desired outcome for Yr 1	5 % increase	70%	75%	80%	85%	90%

Surveys such as the Community College Survey of Student Engagement (CCSSE) and the Survey of Online Student Engagement (SOSE) and the Ruffalo Noel Levitz Student Satisfaction

Inventory (SSI) and the Priorities Survey of Online Learners (PSOL) will provide additional data on advising. Where possible, the QEP population will be identified as a special population in order to disaggregate their responses in a separate report.

Faculty

Faculty with advising responsibilities in the CARE Planning Center will participate in advisor training and will be able to describe and identify the roles and responsibilities of advisors and advisees. At the conclusion of the advisor professional development training, participants will complete a survey to gain feedback on the content and delivery of the advisor training. This feedback will be used to assessment advisor attainment of the training and QEP student learning outcomes. The feedback received will be used to improve the advisor professional development training.

Table X.7 - Student Learning Outcome 4

Student Learning Outcome 4: Students and QEP-trained advisors *will describe and identify the roles and responsibilities of advisors and advisees.*							
Measurement	**Baseline**	**Annual Target**	**Target Yr 1 2018-2019**	**Target Yr 2 2019-2020**	**Yr 3 2020-2021**	**Yr 4 2021-2022**	**Yr 5 2022-2023**
The percentage of pre-health science and pre-nursing advisors who, after completing advisor training, correctly describe and identify the roles and responsibilities of an <u>advisor</u>.	80% - based on desired outcome for Yr 1	5% increase	80%	85%	90%	95%	100%
The percentage of pre-health science and pre-nursing advisors who, after completing advisor training, correctly describe and identify the roles and responsibilities of an <u>advisee</u>.	80% - based on desired outcome for Yr 1	5% increase	80%	85%	90%	95%	100%

PTC employee satisfaction surveys may provide additional information to assess the importance of and satisfaction with advisor professional development. Collection, analysis and reporting of the data for student learning outcome four is the shared responsibility of the faculty of AHS 180 Health Careers Preparation, staff providing professional development, QEP Director, and Director of Advising.

The results of the assessment of the QEP's program and student learning outcomes and those of related educational programs coupled with institutional data on retention, persistence, and program ready status for the pre-health science and pre-nursing students served will allow the college to determine the impact of the established advising environment as a catalyst for student success in pre-health science and pre-nursing programs.

Communication of the Assessment of the CAREplan

Several avenues exist to communicate the activities and results of the QEP. Primary responsibility for the QEP communication plan is the duty of the QEP Director who reports to the Vice President of Academic Affairs.

The QEP Director will provide semester updates on the process of the QEP to the President's Leadership Team and the college community. The update is expected to include activities implemented and planned, challenges to overcome, and results of the assessment of the program and student learning outcomes of the QEP. Avenues for the presentations include the weekly President's Leadership Team meetings, quarterly faculty and staff meetings, division meetings, PTC Area Commission meeting, and the weekly college newsletter, *Pointers.* QEP accomplishments will be included in the institutional accomplishments summary prepared by Institutional Research, Planning, and Effectiveness and the annual college Accountability Report presented to the SC Technical College System and the SC Legislature.

Compliance with CR 2.12 and CS 3.3.2

At every step of the development of the CARE plan, PTC has worked to ensure compliance with Core Requirement 2.12 and Comprehensive Standard 3.3.2. As the culmination of this narrative, Tables X.8 ad X.9 are presented as additional guides to how the processes and plans presented in this document comply with the expectations regarding the development of an appropriate QEP.

Table X.8 – Compliance with Core Requirement 2.12

	Indicator	Demonstrated by	Page #
1.A	An institutional process	Institutional Procedure 1-1-2010.3	Appendix A
		Process used to select QEP Topic	p. 3
1.B	Key issues identified that emerge from institutional assessment	Connection to Strategic Plan	p.8-9
		Table III.3 – Data Elements for Each Potential QEP Topic	p. 12
		Table IV.1 – College Persistence for All Pre-Health and Pre-Nursing Students	p. 19
		Tables IV.2 & IV.3 – Fall Non-Returner Rates & Spring Non-Returner Rates	p. 20
		Results of Degree Planning pilots	p. 31
		Table X.2 – 2013 & 2014 Completions Statistics for Pre-Health and Pre-Nursing Students	p. 52
		Table X.4 – Pre-Health and Pre-Nursing Degree Plan Data	p. 55
2.A	Focus on learning *outcomes* and accomplishing the mission of the institution	Executive Summary	p. 4
		Table VI.1 – Goal and Student Learning Outcomes of the CAREplan	p.25
		Actions to be Implemented	p. 26- 39
		Assessment of the CAREplan – Goal and Learning Outcomes	p. 48
2.B	Focus on the *environment* supporting student learning and accomplishing the mission of the institution	Executive Summary	p. 4
		Table VI.1 – Goal and Student Learning Outcomes of the CAREplan	p.25
		Actions to be Implemented	p. 26- 39

Table X.8 – Compliance with Comprehensive Standard 3.3.2

	Indicator	Demonstrated by	Page #
3.A	Capability to initiate the plan	Institutional Capability	p. 43- 47
		Organizational Structure Narrative	p. 43
		Table IX.1 – Proposed Implementation Team	p. 43
		Figure IX.9 – Organization Chart	p. 45
		Development of the QEP Budget Narrative	p. 44
		Tables IX.2 & IX.3 – CAREplan Total Budget & CAREplan "New Money" Budget	p. 47-48
3.B	Capability to *implement* and *complete* the plan	Institutional Capability Organizational Structure Narrative	p. 43- 47
		Table IX.1 – Proposed Implementation Team	p. 43
		Figure IX.9 – Organization Chart	p. 43
		Development of the QEP Budget Narrative	p. 45
		Tables IX.2 & IX.3 – CAREplan Total Budget &	p. 44
		CAREplan "New Money" Budget	p. 46-47
4.A	Broad-based involvement institutional constituencies in the *development* of the plan	Table III.1 - QEP Topic Selection Committee	p. 10
		Table III.2 – Survey Question from Ruffalo Noel Levitz Survey	p. 11
		Faculty and staff input in topic selection	p. 9-15
		Table III.4 – QEP Development Team	p. 14
		Presentations to Faculty and Staff by QEP Development Team	p. 16
		QEP Development Team Subcommittees	Appendix A
4.B	Broad-based involvement institutional consistencies in the proposed	Institutional Capability – Organization Structure Narrative	p. 43
		Table IX.1 – Proposed Implementation Team	p. 43
		Figure IX.9 – Organization Chart	p. 45

	implementation of the plan		
5.A	Identified goals for the quality enhancement plan	Executive Summary	p. 4
		Table VI.1 – Goal and Student Learning	p. 25
		Outcomes of the CAREplan Assessment of the CAREplan – Goal and Learning Outcomes	p. 48-49
5.B	A Plan to assess the achievement of the goals of the quality enhancement plan	Assessment of the CAREplan	p. 48-59
		Table X.1 – Assessment of the QEP Goal	p. 51
		Student Learning Outcomes Assessment Tables X.3, X.5, X.6 & X.7	p. 53-59

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Appendices

Appendix A
PTC Procedure 1-1-2010.3
QEP Development and Implementation

PIEDMONT TECHNICAL COLLEGE

PROCEDURE

PROCEDURE NUMBER: 1-1-2010.3

PAGE: 1 of 5

TITLE: Quality Enhancement Plan Development and Implementation

RELATED POLICY
AND PROCEDURES: 1-1-2010 Accreditation and Substantive Change Policy

DIVISION OF
RESPONSIBILITY: Academic Affairs

June 24, 2013

_____   _____   _____
Date Approved by President   Date of Last Review   Date of Last Revision

Administrative Responsibilities
It is the responsibility of the Vice President for Academic Affairs and the College's Southern Association of Colleges and Schools (SACS) Liaison to review and revise this procedure.

Procedure
The following process is used to develop the Quality Enhancement Plan (QEP) of the College. The Vice President for Academic Affairs solicits members for three committees: Topic Selection, QEP Development, and QEP Implementation. Committees are selected as the QEP process develops. The first committee to be formed is the Topic Selection Committee.

A. **Step 1: Topic Selection**

1. The Vice President for Academic Affairs, with assistance from the Institutional Southern Association of Colleges and Schools (SACS) Liaison, announces the Call for Quality Enhancement Topics to the College community and solicits Quality Enhancement Plan (QEP) Topic Selection Committee membership whose charge is to recommend a final list of topics for the QEP. The Vice President for Academic Affairs or designee develops a timeline for the topic selection process. In the event the SACS Liaison is not the designee, the SACS Liaison will serve as a member of the QEP Topic Selection Committee.

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PIEDMONT TECHNICAL COLLEGE

PROCEDURE

PROCEDURE NUMBER: 1-1-2010.3

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2. The QEP Topic Selection Committee uses a variety of methods to solicit topics and to promote broad-based involvement in the topic selection process. Some suggested methods include campus surveys, employee and student focus groups, and email. Topics are reviewed according to the following criteria:
   a. Relationship to institutional mission.

   b. Focus on student learning and/or the environment supporting student learning. If addressing the student learning environment, the topic must demonstrate the relationship to student learning.

   c. Impact on a significant student population or a broad group of students.

   d. Manageability and data-supported.

   Topics meeting these criteria are compiled and presented to the College faculty and staff for consideration.

3. Once the list of topics is narrowed, individual faculty and staff, departments or divisions are invited to submit brief white paper proposals in support of one of the topics. Directions for development of the white paper proposal are in Attachment A.

4. The white paper proposals are reviewed by the QEP Topic Selection Committee. The most compelling papers are forwarded for review to the Institutional Officers who, upon considering college-wide input, make the final decision of the QEP topic.

5. The Vice President for Academic Affairs announces the topic to the College community.

B. Step 2: Quality Enhancement Plan Development

1. The Vice President for Academic Affairs solicits membership for the QEP Development Committee. The SACS Liaison shall be a standing member of this committee. The charge for this committee is to develop the QEP according to guidelines provided by the Southern Association of Colleges and Schools

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Commission on Colleges (SACSCOC). The latest guidelines can be located on the SACSCOC website at www.sacscoc.org.

2. The QEP Development Committee defines the specific outcomes, researches appropriate educational initiatives related to the topic, designs effective implementation strategies, and identifies assessments to measure achievement of the QEP goals. Specifically, the committee will:
   a. Design the QEP.

   b. Ensure broad-based participation in the plan development process.

   c. Complete all major steps in the QEP plan development process.

   d. Publicize and promote the QEP to the College community with assistance from Marketing and Public Relations.

   e. Produce a complete written draft of the entire QEP, meeting the content requirements of the SACSCOC.

   f. Secure a QEP Consultant with expertise in the area of the topic, if warranted.

   g. Identify and nominate a QEP Lead Evaluator (to serve on the SACSCOC on-site review).

3. Once the QEP is developed, the Vice President for Academic Affairs with assistance from the QEP Development Committee informs the College community of the plan.

C. Step 3: Quality Enhancement Plan Implementation

1. Membership on the Quality Enhancement Implementation Committee includes representatives from the areas of student learning addressed in the QEP and a Director. The Director is responsible for the implementation and continuation of the QEP. The QEP Director works closely with the members of the Quality Enhancement Implementation Committee, the Office of Institutional Research,

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PROCEDURE

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Planning, and Effectiveness; and the Institutional SACS Liaison to provide oversight of the program and to monitor the assessment of the program and student learning outcomes of the QEP. Committee members are responsible for implementing the plan and documenting achievement of the program and student learning outcomes of the QEP. The Director, with assistance by the SACS Liaison, is expected to provide semester updates on the implementation and assessment of the QEP to the Vice President for Academic Affairs.

2. The QEP Director is named by the Vice President for Academic Affairs. The Director receives a course release for each semester of service and serves at the discretion of the Vice President for Academic Affairs.

3. The duties of the QEP Director include:
    a. Serving on the SACS Reaffirmation and Fifth Year Report Committees.

    b. Monitoring and maintaining the implementation of QEP.

    c. Providing regular updates about the QEP implementation to the College community.

    d. Assisting with the production of annual QEP assessment reports.

    e. Maintaining the annual budget of the QEP, as assigned by the Vice President for Academic Affairs.

    f. Participating in the drafting of the QEP Impact Report.

    g. Submitting an annual Institutional Effectiveness Outcome Assessment Report (IEOAR) of the program and student learning outcomes of the QEP in conjunction with the Office of Institutional Research, Planning and Effectiveness.

    h. Assisting the QEP Implementation Committee and the SACS Liaison with producing an annual QEP Summary Report.

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    i.   Presenting updates to the College community on accomplishments of the QEP.

    j.   Assisting the QEP Implementation Committee and SACS Liaison with Developing the QEP Impact Report.

D. Step 4 QEP Evaluation

1. Annually the QEP is assessed as part of the Institutional Effectiveness Outcomes Assessment reporting. It is the responsibility of the QEP Director to lead the Institutional Effectiveness Outcomes Assessment Report (IEOAR) planning and reporting process.

2. Annually, the QEP Director and SACS Liaison lead the QEP Implementation Team in the development of a summary impact report on the QEP. This report provides an annual update on the student learning outcomes of the QEP and of the overall goal(s) of the QEP.

3. During the fifth year of implementation, the QEP Director leads the QEP Implementation Team and the SACS Liaison in the development of a comprehensive QEP Impact Report that becomes part of the College's SACS Fifth Year Report.

Appendix B
Quality Enhancement Plan Development Team
Subcommittees

Guided Pathways and AHS course design	
Brad Griggs	Dean, Arts and Science
Catherine Terry	Instructor, Sociology
Danny Stovall	Instructor, Mechatronics Technology
Jack Bagwell	Vice President, Academic Affairs
Kindel Atkins	Program Director, Patient Care Technician
Lynn Slater	Executive Assistant, Vice President for Academic Affairs
Tara Harris	Dean, Nursing and Health Science
Early Connection Activities	
Amelia Shill-Jackson	Coordinator, Student Life
David Rosenbaum	Associate Dean of Students
Jalissa Adger	Admissions Counselor, Event Coordinator
Josh Lindsay	Program Director, Criminal Justice
Staci Setzler	Student, Nursing
Tia Adger	Instructor, College Preparatory and Transitional Studies
Branding and Promotion	
Jennifer Stroud	Administrative Coordinator, Information Technology
Russell Martin	Director, Marketing and Public Relations
Tyler Gibert	Student, Criminal Justice
Centralized Advising	
Ann Piggott	Program Director, Respiratory Care
Carol Paguntalan	Director, Academic Advising
Deidre Stidom	Administrative Assistant, Nursing
Rachael Holloway	Instructor, College Preparatory and Transitional English
Sharon Saxon	New Student Advisor
Case Management	
Janean Reish	Associate Dean, Center for Advanced Manufacturing
Pleshette Elmore	Director, Abbeville and McCormick Campuses
Sharon Saxon	New Student Advisor
Assessment	
Jenney Johns	Statistical Research Analyst
Lisa Martin	Dean, College Preparatory and Transitional Studies
Tamatha Sells	Dean of Students Services, Registrar

Literature Review	
Catherine Terry	Instructor, Sociology
Meredith Daniel	Head Librarian
Rachael Holloway	Instructor, College Preparatory and Transitional English
Tamatha Sells	Dean of Students Services, Registrar
Institutional Capability	
Alesia Brown	Associate Vice President, Human Resources
Andy Omundson	Associate Vice President, Student Affairs
Carol Paguntalan	Director, Advising
Wendy Hughes	Controller
Advisor Training and Support	
Brad Griggs	Dean, Arts and Sciences
Carol Paguntalan	Director, Academic Advising
Lisa Martin	Dean, College Preparatory and Transitional Studies
Rachael Holloway	Instructor, College Preparatory and Transitional English

Appendix C
Letter of Support from Self Regional Healthcare

SELF REGIONAL
HEALTHCARE

August 17, 2017

Dear SACSCOC Evaluation Team,

Self Regional Healthcare (SRH) has collaborated with Piedmont Technical College (PTC) through the years and the two entities have enjoyed a strong working relationship. Many of the staff members at SRH have received training through various PTC programs.

Like every other healthcare provider in South Carolina, SRH is facing increased pressures associated with maintaining adequate staffing and filling position vacancies. SRH expects the pressures and challenges associated with staff shortages to only continue as recruiting and competition for skilled workers intensifies. This environment has been the genesis of a renewed urgency in working with our colleagues at PTC and in the South Carolina Technical College System. Over the past several months, SRH staff has been working with PTC's faculty and staff to reexamine our partnership and explore new opportunities. These discussions have already paid dividends in a few programs, but these discussions have also been serendipitous with respect to timing, given PTC's work to refine their Quality Enhancement Plan (QEP).

College staff shared they were working on developing their QEP around advising improvements at the college. However, after further discussions, we learned the college saw opportunities to refine their QEP topic in a way that would allow them to enhance their advising processes while also addressing some pressing needs at SRH.
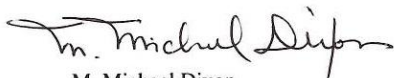
As I understand PTC's QEP, the college is presenting a QEP entitled CARE Plan which will focus on the areas of:
- Guided Pathways
- Establishing a CARE Community
- Case Management
- Advisor Training and Support

As SRH's point person for the recent work we have been doing with PTC, I've had the opportunity to hear about the work the college is doing and I find it exciting and on-point with respect to what healthcare organizations and our community needs. PTC's focus on helping students identify the healthcare program that best matches their skills and interests; providing resources to help these students stay on track in their program of study; and working to connect these students to peers, faculty members, and members of the healthcare community will pay considerable dividends to SRH and other healthcare providers in the college's service area.

SRH stands at the ready to assist PTC's faculty and staff any way we can. We appreciate that PTC has chosen to undertake this important work and look forward to continuing our collaboration with them.

Respectfully,

M. Michael Dixon
Vice President, Human Resources
864.725.4118 office
email: mdixon@selfregional.org

1325 Spring Street • Greenwood, South Carolina 29646-3875 • 864-725-4111

Appendix D
Sample QEP Team Meeting Minutes

QEP Development Team Meeting

July 13, 2017 Minutes

3:30 p.m. 102K

Members Present: Tia Adger, Carol Paguntalan, Tara Harris, Brad Griggs, Kindel Adkins, Danny Stoval, Lisa Martin, Jenney Johns, Ann Piggott, Janean Reish, Susan Hendricks, Katja, Jennifer Stroud, Josh Lindsey, Tamatha Sells, Sharon Saxon, Meredith Daniel, Deidre Stidom, Russell Martin, Tyler Gibert, Tina Magnussen

Team Champions: Donna Foster and Andy Omundson

Absent: Donna Dumont, Jalissa Adger, Greg Colley, Rachael Holloway, and Stephanie Cannady

Handouts: See links to subcommittees report outs

Discussed adjusted timeline. Work needs to done and submit subcommittee narrative drafts by Monday, July 24th

Subcommittees and report out: QEP Subcommittee Healthcare Certificate (Combined Nursing & Health Science) Draft 7.13.17, QEP Subcommittee Pre-enrollment Activities 7.13.17, QEP Subcommittee Case Management Activities 7.13.17, QEP Subcommittee Promotion Campaign 7.13.17, QEP Subcommittee Centralized Advising for Pre-program health science and nursing students 7.13.17

Each subcommittee reported out and the full team provided feedback on each report.

Activities:

1. Guided Pathways & Certificate design
2. AHS 119 course design – update: this group has been absorbed by Guided Pathways, Certificate design
3. Pre-enrollment activities
4. Centralized advising
5. Case management/coaching
6. Advisor training and support – not yet met (committee to be identified) update: identified and will meet by e-mail
7. Required advising – will be included in Centralized advising or case management update: include in centralized advising

Other subcommittees:

1. Literature review – no report; listening to be sure all elements addressed
2. Assessment (QEP Assessment Subcommittee (meeting minutes 7.12.17))
3. Branding and promotion

4. Institutional capability – not yet met (committee to be identified) update: Andy, Alesia, Wendy H., Tia and Carol. Will need information about budget needed from subcommittees

Other elements of the plan:

- Table of content
- Executive summary
- Process to develop the QEP
    - PTC profile
    - History of advising & background for topic proposal
    - QEP selection process
- Goals and SLO's
- Implementation Timeline
- Appendix

Appendix E
Sample Guided Pathway

Draft: Pre-program LPN

College Ready

Semester 1		Semester 2**	
MAT 120 (Section I)*	3.0	AHS 163 (Section II)	5.0
ENG 101 (Section I)*	3.0	AHS 102 (Section I)	3.0
PSY 201 (Section I)*	3.0	Humanities (Section IV)	3.0
BIO 112 (Section I)*	4.0	Choose up to 4 credits from Section III**	1.0 – 4.0
AHS 180 (Section I)	3.0	Choose up to 3 credits from Section IV**	

* Program ready coursework
** Apply for clinical program during the Application period closest to the end of Semester 1.

Transitional

Semester 1		Semester 2**		Semester 3	
RWR 100 or RDG 100 & ENG 100	3.0 or 6.0	MAT 120 (Section I)*	3.0	AHS 163 (Section II)	5.0
MAT 152, 101 or 155	3.0 or 5.0	ENG 101 (Section I)*	3.0	AHS 102 (Section I)	3.0
AHS 180	3.0	PSY 201 (Section I)*	3.0	Humanities (Section IV)	3.0
		BIO 112 (Section I)*	4.0	Choose up to 4 credits from Section III	1.0 – 4.0
				Choose up to 3 credits from Section IV	

* Program ready coursework
** Apply for clinical program during the Application period closest to the end of Semester 2.

College Prep

Semester 1		Semester 2		Semester 3**		Semester 4	
RWR 032 + 012 or RDG 032 + 012 + ENG 032 + 012	4.0 or 8.0	RWR 100 or RDG 100 + ENG 100	3.0 or 6.0	ENG 101*	3.0	AHS 163 (Section II)	5.0
MAT 032 + 012	4.0	MAT 101	3.0	MAT 120*	3.0	AHS 102 (Section I)	3.0
AHS 161	1.0	AHS 180	3.0	PSY 201*	3.0	Humanities (Section IV)	3.0
				BIO 112*	4.0	Choose up to 4 credits from Section III	1.0 – 4.0
						Choose up to 3 credits from Section IV	3.0

* Program ready coursework
** Apply for clinical program during the Application period closest to the end of Semester 3.

Appendix F
Draft Syllabus for AHS 180

Piedmont Technical College Course Syllabus

COURSE INFORMATION

INSTRUCTOR NAME: CREDENTIALS:

Course Prefix/Number: AHS 180

Title: Health Careers Preparation

Responsible Division: Nursing/Health Science

Course Description: *This course includes selected topics such as study skills, test taking skills, critical thinking, problem solving, ethics, health careers test preparation, and other topics to promote student success.*

Total Course Hours: (3/0) 3 Credit hours /3 Lecture hours

Placement of Course within the Program of Study:

This course is placed in the 1st semester of the Healthcare Certificate Program.

Prerequisites: RDG 032 and MAT 032 or appropriate test placement scores

Course/Clinical Student Learning Outcomes

Upon successful completion of this course, each student will be able to:

1. Explain the role of the health care professionals in relation to the interpretation of written and oral communication using medical terminology. (**Mission Goal 2**)
2. Employ critical thinking skills during test-taking to successfully identify and solve 5 types of multiple choice questions. (**Mission Goal 4**)
3. Compare and contrast the various healthcare career pathways. (**Mission Goal 3**)
4. Identify how math is used in the medical field. **(Mission Goal 4**)
5. Identify what skills are needed to keep a job and become a professional leader. (**Mission Goal 1 & 5**)
6. Discuss desirable attitudes and behaviors when providing healthcare to diverse patients. (**Mission Goal 2**)
7. Demonstrate understanding in the advising process and validate health career pathway. (**Mission Goal 3**)

Teaching Methods and Evaluation Methods:

Teaching Methods: Lecture Capture, PowerPoint presentations, handouts, role playing, group projects, situational awareness activities, case scenarios, class discussion

Evaluation Methods: Quizzes, Unit Tests, Final Exams, Project Rubrics, Journaling

Grading Scale:

A final grade will be calculated as follows:

Major Unit Tests	75%
Final Exam	20%
Assignments/Quizzes/HW	5%
	100%

Course Content:

Unit 1: Introduction to Health Careers: History of healthcare, overview of careers and learning to become a healthcare worker, self-exploration and validation of healthcare career

Learning Activities: Tour of Hospital, Emersion Activities of Healthcare Programs

Assessment Measures: Tests, Quizzes, Journaling

Unit 2: The Healthcare Student's Role: Critical thinking skills, study skills, clinical expectations, time management, advising process for health career educational pathway

Learning Activities: Critical thinking presentation and various speakers, Meet Your Advisor Activity

Assessment Measures: Advising Activity, Critical thinking test/quizzes

Unit 3: Professionalism in Healthcare: Teamwork in the healthcare field, effective communication in the healthcare providers and patients, professional skills in the healthcare environment

Learning Activities: Simulated Experiences, Emersion Activities of Healthcare Programs specific to healthcare communication

Assessment Measures: Tests, Quizzes, Journaling, Communication

Simulation

Unit 4: Healthcare Math and Terminology: Medical terminology, dimensional analysis, conversions, rounding, metric system

Learning Activities: Simulated Experiences, Emersion Activities of Healthcare Programs specific to math.

Assessment Measures: Tests, Quizzes, Journaling, Math Skills check-off

Unit 5: Understanding Healthcare Systems: Legal and ethical implications in healthcare, roles of responsibilities of the healthcare provider, cultural diversity in healthcare

Learning Activities: Cultural Diversity Simulation, Cultural Presentation

Assessment Measures: Tests, Quizzes, Cultural Competency Project

Learning Experiences (include rationale):

Nursing and Health Science tours, Hospital tours, Simulation Healthcare Experiences, Advising Activity

Last Day to Withdraw from this Course: For the last date to withdraw from this course, consult the current *Student Calendar*.

Textbook and Other Materials:

For textbook information and additional required and/or supplemental materials, visit the college bookstore (www.ptc.edu/bookstore).

Proctored Examinations:

Proctored examinations for distance learning courses taken at non-PTC campuses may require a proctoring fee for each exam taken.

COURSE POLICIES

Course policies are available online through the *Academic Catalog* and *Student Handbook*. Visit the Course Policies page (www.ptc.edu/syllabus/policies) for a detailed list of important policies and more information.

GRADE POLICY

Detailed grading policy information can be found on the Grading Policy webpage (http://www.ptc.edu/grading-policy). Final grade appeal information is available in the *Academic Catalog* (http://www.ptc.edu/catalog/).

ACCOMMODATIONS

Accommodations for ADA:

Information is available on the Student Disability Services webpage (http://www.ptc.edu/ada).

RATIONALE

Why do I need this course?

This course is designed to have students begin thinking, writing, and discussing creatively and critically about their educational and professional goals in a healthcare profession.

PROGRAM INFORMATION

For program information including required courses, program learning outcomes, gainful employment information and advisement information, refer to the Academic Program webpage. Go to Academics (http://www.ptc.edu/academics), select your program, and then select Credentials Offered.

GENERAL EDUCATION COMPETENCIES

Piedmont Technical College General Education Competencies for All Graduates:

This course may address one or more of the following General Education Competencies (assessment will be stated when applicable):

Communicate effectively.

Assessment:

Demonstrate the ability to read with comprehension as assessed by written tests and quizzes.

Apply mathematical skills appropriate to an occupation.

Assessment:

Demonstrate mathematical skills used by healthcare professionals on test and quizzes

Employ effective processes for resolving problems and making decisions.

Assessment:

Demonstrate the ability to critically think and solve problems as assessed by unit tests and quizzes, as hands on simulation experiences.

Demonstrate the ability to summarize information and draw conclusions as assessed by unit tests and completion of assigned homework, case studies, or group activities.

Demonstrate the basic computer skills necessary to function in a technological world.

Assessment:

Demonstrate the ability to locate and retrieve digital information as evidenced by use of the D2L system.

Demonstrate the ability to utilize information in electronic format as assessed by ability to access and utilize word, PowerPoint and PDF documents via D2L system.

To validate proficiency in the general education competencies, students in some programs will be tested using Work Keys.

Appendix G
Draft Course Display for Revision of Health Care Certificate

Required Course Information:

ENG 101	English Composition 1	3.0
PSY 201	General Psychology	3.0
MAT Requirement*		3.0
BIO Requirement*		4.0
AHS 180	Health Careers Preparation	3.0
AHS 102	Medical Terminology	3.0

Primary Specialty (choose one)

AHS 163	Long Term Care	5.0
or		
AHS 155	Special Topics in Health Care	3.0

Choose (4-8) credits from

BIO 211	Anatomy and Physiology 2	4.0
AHS 106	Cardiopulmonary Resuscitation	1.0
AHS 154	Culture and Wellness	1.0
AHS 170	Fundamentals of Disease	3.0
AHS 205	Ethics and Law for Allied Health Professionals	3.0
AHS 161	Introduction to Health Careers	1.0
COL 103	College Skills	3.0

Choose (3-10) credits from:

SPC 205	Speech Communication	3.0
CPT 101	Introduction to Computers	3.0
PSY 203	Human Growth and Development	3.0
PSY 212	Abnormal Psychology	3.0
BIO 150		1.0
Elective Humanities/Fine Arts		3.0

Total Credit Hours 27.0 - 37.0

MAT Requirement options: MAT 102, MAT 120, or MAT 155
BIO Requirement Options: BIO 102, BIO 112, BIO 115, BIO 210

Appendix H
Sample Early Connection Activities

Proposed Activities Being Considered for Use in AHS 161 and 180 Courses

Activities:

- **Module 1: Connect** with your advising community
    - Virtual Tour of the campus
    - Introductions and welcome messages from
        - Dr. Brooks
        - Dr. Bagwell
        - Sharon Saxon, Professional Advisor
        - Tara Harris, Dean of Nursing and Health Science
        - Dr. Griggs, Dean of Arts and Sciences or someone from each of the General Education areas (English, Math, Psychology)
        - Lisa Martin, Dean of CPTS
    - **Module 1 Quiz**

- **Module 2: Access** resource necessary for your success
    - Career Services
    - Tutoring
    - Library
    - Scavenger Hunt (prize for completion at mixer)
    - **Module 2 Quiz**

- **Module 3: Reach** your goals
    - College Success
        - Bio-prep
        - Reading major-specific textbooks
        - Math prep
        - Study and Success Skills
    - **Module 3 Quiz**

- **Module 4: Engage** in your career field
    - Student Organization
    - Quick career exploration videos
    - Pre-term assignment based on career exploration
    - **Module 4 Quiz**

- **Discussion Board**
    - **Topic 1: Who Are You?** An introduction activity for all of the cohort students to meet each other
    - **Topic 2: Need to Know**-An opportunity for all students to ask questions about the program (these can be answered at the mixer)

Meet and Greet Mixer

Title: The CARE Community Mixer

Activities:

- Meet and greet
  - Other students in the cohort
  - Faculty from Healthcare programs
  - Faculty from Gen Ed and College Prep
  - Primary Role/Professional Advisor
- Team-building activities
- Overview of Foundation Scholarships (in their curricula)
- Introduction of Student Organization
- Career Fair-career professionals set up tables to answer questions about various career options within healthcare
- Interactive activity table-Healthcare program faculty
- General Education and College Prep faculty host mini workshops (College Success, Bio-prep, ENG tips, etc.)
- Incentives
  - Food
  - T-shirts (possibly designed by the current healthcare students)
  - Bookstore vouchers
  - Other giveaways
  - Scavenger Hunt "prize"

Appendix I
Campus Connect Poster

Appendix J
Sample Advising Checklist

Name: _____ Major: _____ ID#: _____ Code: _____

PIEDMONT TECHNICAL COLLEGE

NEW STUDENT AND ADVISOR CHECKLIST

☐ **DISCUSS STUDENT'S GOALS AND MAJOR**
How sure are you about your major? Do you plan to transfer? Students who have clearly defined goals are much more likely to graduate. Our career counselor will be glad to meet with you to help you set your goals. Contact Career Counseling at **(864) 941-8356***.*

☐ **DISCUSS TIME CONSTRAINTS, WORK, FAMILY OBLIGATIONS, ETC.**
Let's have a conversation about your responsibilities and make a realistic plan for success.

☐ **REVIEW CLASSES REQUIRED FOR PROGRAM**
Check DegreeWorks, the college catalog or the PTC website for the required classes and timeline for your major.

☐ **DISCUSS PLACEMENT SCORES AND PRIOR COURSEWORK**
Our placement test is designed to help define your starting point — classes in which you can succeed without major struggles. Academic history and transcripts serve the same purpose for returning students. Start where you are and work to get where you need to be.

☐ **FINANCIAL AID REVIEW**
SAP= Satisfactory Academic Progress. Keep at least a 2.0 GPA, successfully complete at least 67 percent of the courses you attempt, and complete your program within a maximum time period to remain qualified for Title IV financial aid. Questions? Contact Financial Aid at **(864) 941-8365***.*

☐ FAFSA complete   ☐ SAP Review
☐ Pathway forms/verification ☐ LIFE Affidavit
☐ Contact your Financial Aid Counselor
☐ Veterans Benefits   ☐ Other Scholarships

Your last name starts with...	Your Financial Aid Counselor is...
A - E	Debi Williams **(864) 941-8546**
F - J	Amelia Fricks: **(864) 941-8375**
K - Q	DeShawn Morgan: **(864) 941-8549**
R - Z	Chevy Duncan: **(864) 941-8550**

Veterans Services (864) 941-8764

Life Scholarships/Greenwood Promise
Grace Warner: **(864) 941-8366**

☐ **DEVELOP A DEGREE PLAN WITH YOUR NEW STUDENT ADVISOR**

RECOMMENDED FIRST SEMESTER CLASSES

YOUR NEXT STEPS AS A PTC STUDENT

☐ **REGISTER FOR RECOMMENDED CLASSES**
At your New Student Advising appointment, you will learn to navigate PTC Pathway and how to register for your classes and print your class schedule.

☐ **OBTAIN PTC IDENTIFICATION CARD AND PARKING PERMIT**
Take your class schedule and your vehicle tag number to the library (located on the top floor of the "K" building of the Lex Walters Campus-Greenwood), or to your closest county campus to receive your identification card and parking permit.

☐ **PURCHASE YOUR BOOKS AT THE CAMPUS SHOP** *(located in the "F" Building),* **YOUR CLOSEST COUNTY CAMPUS OR THROUGH PTC PATHWAY**
To use financial aid funds to purchase your books, take your schedule, your student statement showing your financial aid award, and your student identification card with you when you go to buy your books. Check the student calendar to make sure that bookstore charges have opened, but if you are paying for your books out of pocket, you can get them at any time. You can also purchase your books at **www.ptc.edu/college-resources/bookstore***, and have them mailed to you.*

☐ **FINALIZE YOUR FINANCIAL AID/PAY YOUR ACCOUNT BALANCE**
Pay your tuition and fees and/or set up a payment plan. Payment may be made at the Business Office, which is located on the front hall of the "A" building (151A) or call **(864) 941-8322***. The payment plan can be set up in your PTC Pathway account.*

☐ **EXPLORE PTC'S RESOURCES**
Reset your password and set up your email in PTC Pathway. Explore D2L, an online class management tool. Problems? Contact the ITS Helpdesk at **(864) 941-8627***. Review your Student Resource Guide to learn about Disability Services, tutoring, open computer labs, federal grant programs and many other resources.*

☐ **COMPLETE NEW STUDENT ORIENTATION**
You may complete the orientation online, or register for a live orientation at **www.ptc.edu/orientation***.*

County Campuses

Abbeville County Campus **(864) 446-8324**
Edgefield County Campus **(803) 637-5388**
Laurens County Campus **(864) 938-1505**
McCormick County Campus **(864) 852-3191**
Newberry County Campus **(803) 276-9000**
Saluda County Campus **(864) 445-3144**

QUESTIONS?
Call New Student Advising at **(864) 941-8388***.*

P IEDMONT Technical College

Updated: July 2017

Appendix K

QEP Director

Job Description

Minimum requirements for position: A master's degree with a master's degree in health care related field preferred, and three (3) years' experience as a faculty member in a health-related field.

Knowledge, skills, and abilities needed: Knowledge of the basic principles and theories of student development and educational administration. Knowledge of the policies and procedures affecting advising and instruction. Ability to establish and maintain effective working relationships with students, parents, faculty, staff, and the general public; relate well to persons from different backgrounds. Must possess effective oral & written communication skills, excellent customer service skills, and intermediate computer skills.

Guidelines and supervision employee receives: Receives general, informal supervision as needed. Expected to function independently, exercise leadership, initiative, be a self-starter, multi-tasker, use professional training in providing student guidance & advisement. Make discretionary decisions daily guided by the college's policies and procedures. Must honor confidentiality and FERPA requirements.

Additional comments regarding position: Requires a flexible work schedule with some evening and weekend work. May require travel, possibly overnight, for professional development to attend trainings, worshops, seminars, and/or conferences required. May require travel to County Campuses for student advisement/counseling and to work with faculty and staff as needed. Some lifting is required.

Job Purpose: The QEP Director oversees the activities of the College's QEP, works collaboratively with the Director of Advising, QEP Professional Advisor, QEP Administrative Specialist, and the QEP Faculty Advisors to provide comprehensive advising services to new, first-time-in-college (FTIC) students in the pre-clinical phase of health science and nursing programs. The QEP Director will also coordinate with the faculty in the covered programs to ensure QEP activities are implemented and evaluated appropriately.

Job Duties:

1. Lead and direct the day-to-day activities of the College's QEP in collaboration with the College's Director of Advising and academic leadership of the covered areas.

2. Manage the QEP budget and track all QEP-related expenditures.

3. Coordinate the assessment of the QEP (through normal institutional assessment mechanisms) with assistance from the Director of Advising, Associate Vice President of Assessment and Compliance, and faculty in the covered academic areas.

4. Maintain regular weekly hours in CARE Planning Center. Serve as liaison between nursing/health science divisions and other advisors and staff in CARE Planning Center.

Participate in CARE Community activities. Complete all required training in order to maintain appropriate advising skills and knowledge.

5. Keep college stakeholders (internal and external) updated on the progress of the QEP. Present on-going assessment results regularly during faculty/staff meetings, Area Commission meetings, faculty senate meetings, etc.

6. Must attend all college functions as required; initiate & apply LEAN principles and practices into daily activities in pursuit of continuous improvement.

7. Other duties as assigned by supervisor.

Appendix L
Institutional Effectiveness Framework

PIEDMONT TECHNICAL COLLEGE
INSTITUTIONAL EFFECTIVENESS
FRAMEWORK

Reviewed on an annual basis by the President's Leadership Team. All changes approved by the Area Commission.

Mission
Mission Goals
Strategic Plan
Assessment & Planning System
Assessment Reports (IEOAR Documents)
Operational Plans
Budget Planning & Reporting
Program Review (Annual & Five Year)
Individual Performance (EPMS/FPMS)