



Quality Enhancement Plan

Georgia Piedmont Technical College

October 3 – 6, 2022

MAPPING 
THE WAY FORWARD

I. Executive Summary

QEP Focus Selection

The focus of Georgia Piedmont Technical College's Quality Enhancement Plan is to **strengthen internal communication**, creating

- a solid, working knowledge of processes and information that impact students
- reliable, in-time communication between college staff and departments

When the College began QEP development, the topic and challenge of communication emerged clearly as a recurring need. As experienced and seen by the QEP Committee members and broached during the pursuit of other college-wide initiatives and efforts, knowledge and information was present but scattered among departments, faculty members, and students; the correct information needed consistency, sustainability, and good stewardship. This topic continued to reappear during student focus groups and the College's community-wide needs assessment survey to ascertain a focal topic for QEP.

GPTC identified the following student success outcomes in concert with significant checkpoints in the student journey: beginning and continuing within strength in pursuit of program completion.

QEP Student Success Outcomes
Student will be able to choose a major at application that supports their interests, aptitudes, and skills.
Student will be able to create and follow a term-to-term academic plan.
Student will be able to access timely support and resources to persist.

The student and the College must make plans, keep momentum, and adapt to changes along the way to support student success. The role communication plays in these needs speaks to a metaphorical vision of informed guidance underlying sustained movement toward a destination. Through the QEP strategies and actions - to include earlier engagement with programs, clarified expectations in advising, professional development of new and existing central advising and resource platforms, and sustainable, accurate, accessible resources for students and staff – the College will lead students in “Mapping the Way Forward.”



II. Identification of the QEP Topic

Institutional Planning and Evaluation

Georgia Piedmont Technical College's institutional planning process set the foundational guidance for QEP work. The QEP Committee, at its inception, was first charged with thinking about ongoing factors affecting student success as they reviewed various documents from within and generated by pursuit of the College's Strategic Plan and institutional planning and evaluation documentation.

The College's cycle of ongoing review, assessment, and planning is depicted in the following table.

Institutional Planning Activity	Semi-Annually	Annually	Bi-Annually	3-Year Cycle	5-Year Cycle
Strategic Plan Developed (including mission, vision, values, and goals)					X
Unit Planning Assessments (including academic program SLOs)	X	X			
Academic Program Review				X	
Community Needs Assessment			X		

Georgia Piedmont Technical College establishes an institutional-level Strategic Plan and Master Facilities Plan every five years. Georgia Piedmont Technical College's current [Strategic Plan](#) and Master Plan were implemented in 2020 and are effective through 2025.

The institution began collaboration, review, and data collection for the [2020-2025 Strategic Plan](#) in 2018. A timeline of development activities is provided below:

Date	Event	Activities
November 30, 2018	Senior Leadership Strategic Planning Meeting (Agenda)	Presentation of strategic priorities, with data <ul style="list-style-type: none"> • Academic Affairs including credit programs, library, distance education, and curriculum • Adult Education • Institutional Effectiveness • Economic Development including the conference centers • Information Technology • Institutional Advancement/Marketing • Facilities and Maintenance • Safety and Security (Campus Police) • Student Affairs (including dual enrollment) SWOT (Strengths, Weaknesses, Opportunities, Threats) Discussion and Evaluation Charge to draft institutional objectives
January 22, 2019	Strategic Plan Survey Deployed	Four open ended questions sent to all GPTC faculty and staff.
February 2, 2019	Joint Board Retreat (GPTC Local Advisory Board and GPTC Foundation (Trustees) Board)	Review of Compiled Senior Leadership Developed SWOTs and Draft Objectives Review of Strategic Plan Survey Results Cross-functional Breakout Teams, SWOT discussion

April 15, 2019	Executive Leader Work Session	Review of SWOTs and draft objectives: <ul style="list-style-type: none"> • Senior Leadership • Faculty and Staff (Survey Results) • Local Advisory Board and Board of Trustees Development of Goals and Objectives
April through June 2019	N/A	Drafting and proofreading Strategic Plan publishing document.
June 13, 2019	Strategic Plan Draft Feedback Request	Strategic Plan was distributed to all faculty and staff for open feedback. Emphasis was placed on the revision to the College's mission statement.
July 2019	Strategic Plan published	Final, designed Strategic Plan document published to website. Website update to match revised Mission, Vision, Core Values, Goals and Objectives, as reflected in the revised Strategic Plan.
July 11, 2019	Facilities Master Plan Survey	Survey distributed by the President.
August 2019	Facilities Master Plan Published	Facilities Survey results analyzed along with the Strategic Plan development. Combined evaluation used to write the Master Plan.

As the College moved through the strategic planning process, common themes and topics emerged that would become focal areas of need.

Strategic Planning Process	Strategic Planning Feedback
Senior Leadership Strategic Planning Session	Weaknesses (Internal) <ul style="list-style-type: none"> • toxic undertone • recent happenings • finances • misalignment • lack of communication x2 • morale and motivation • losing good faculty and staff • professional development • technology • fear • ourselves
Strategic Planning Survey Results Distributed to all faculty staff to ascertain open-ended strengths and weaknesses.	75 percent of respondents cited faculty and staff as the College's greatest internal strength. 23 percent cited culture and communication as the most significant weakness. 20 percent cited lack of processes and procedures .

Strategic Plan. Goals and Objectives

GPTC's Mission:

Georgia Piedmont Technical College, a unit of the Technical College System of Georgia, promotes workforce development within a learner-centered environment through adult education, technical education, and customized business and industry training in DeKalb, Newton, and Rockdale counties.

GPTC's Values:

Our values guide the attitude and intention with which we approach our work.

Learning

Be teachable. Use knowledge effectively. Challenge others to learn. Recognize the need for change.

Service

Be mindful of people's needs. Engage positively when interacting. Be forgiving of inconveniences.

Leadership

Influence with integrity. Own the work. Respect diversity. Take initiative developing solutions.

GPTC's Strategic Goals:

Promote Student Success. In whatever manner students engage with the college, we will build an environment that supports their success.

Foster Engagement. Both internally and externally, we will connect with intention and remain unified in pursuit of our mission.

Strengthen Infrastructure. From physical facilities to processing procedures, we will operate with strength and stability.

Focal Issues at the Time of QEP Inception

As the QEP Committee work began, data and documentation were shared with the Committee on initiatives and efforts that had already been initiated and were either ongoing or stalled. Underlying issues were affecting departments in different ways. The QEP Committee was charged to consider these efforts and issues that had already emerged from the Strategic Plan and departmental efforts.

Retention

- In May 2020, in preparation for the AY 2021 planning cycle and the 2021 fiscal year, the Institutional Effectiveness office led a college-wide development of annual planning outcomes, measures, and assessments. During this time, each reporting unit lead was asked to ensure the outcomes and goals of the unit aligned to a strategic goal or objective.

Student Affairs identified student retention or persistence as an emerging need. This is reflected in the initial establishment of the [Student Affairs AY 2021 Midyear Plan](#).

- As the QEP Committee work began, the executive leadership was also reviewing annual student achievement data. The College had recently revised its metrics from the previous year due to a reporting change at the Technical College System of Georgia office. Retention rate was highlighted because of its significant decrease in the last year academic years ([AY 2020 Student Achievement](#)).
- While it was clear the College was losing students, the average course success rate – at the time of the QEP Committee's formation – was 70 percent, a three-year average ([PLANAR Data Summary 2021](#)). Additionally, the students indicated agreement or strong agreement in the value and quality of academic instruction ([Voices for Change Survey, Student Results](#)).

Holistic Student Needs

- Student results from the institutional survey ([Voices for Change Survey, Student Results](#)), deployed as part of the bi-annual comprehensive needs assessment in Fall 2020, were reviewed by the QEP Committee. Within the survey, students indicated **lack of finances** would be the most influential factor in withdrawing from a course.
- When an attempt was made to survey students who were admitted to the college but who never enrolled, **service and consistency of accurate information** to the student were highlighted as culprits, even when presented with the "standard" reasons for not enrolling ([App to Attend Survey Results](#)).
- Though the focus groups were small, they voiced their needs as external to academic – **support with technology** being most frequently mentioned ([Focus Group Analysis](#)).

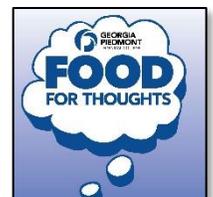
QEP Topic Development Timeline

A cross-functional QEP Committee was developed and first met in January 2021. This initial team was comprised of the individuals in Table 1. The QEP Committee began its work by reviewing comprehensive needs data and institutional strategic goals and objectives.

Table 1: QEP Committee, 2021

Name	Job Title
Adrienne Caldwell	Faculty, Marketing
Jean Jones	Faculty, Early Childhood Care and Education
Kelly Pollard	Director, Admissions <i>(formerly Business and Industry Services Coordinator)</i>
Kristin Corkhill	Director, Grants and Special Initiatives <i>(formerly Director of High School Initiatives)</i>
Robert Reno	Faculty, English
Tyreece Echols	Special Populations Coordinator

Date	Activity
*Meeting Minutes Linked	
January 2021	<p>In January 2021, the College's Strategic Plan had been in effective for just over a year, implemented in 2020.</p> <p>The College had been closed for seven months in response to the COVID-19 pandemic. In Fall 2020, students and staff returned to campus in limited capacity.</p> <p>The purpose of the Quality Enhancement Plan, its placement within the reaffirmation work of the College, and the philosophy underlying that work was communicated to the QEP Committee. Several other initiatives, customer service, retention, and enrollment, were presented as existing but slow-moving efforts of various committees, departments, and groups.</p>
February 2021	<p>In January 2021, when the QEP Committee began its discussion and work, the College's most recent comprehensive needs assessment results (PLANAR Report) had just been finalized from Fall 2020, a month before the QEP Committee's first meeting.</p> <p>This data, along with other ad hoc surveys that had been conducted within individual departments, was provided to the QEP Committee.</p> <p>Aligned to Strategic Goal 1: Promote Student Success, the College was undergoing revision of its Student Achievement benchmarks, in response to a restructure of the Technical College System of Georgia (TCSG) leadership and the delay in reporting.</p> <p>Retention was chosen as one of the Student Achievement metrics, and the change in AY 2020 from prior years was stark. This discussion was broached separately with the senior leadership team; the QEP Committee was also provided this contextual data.</p>
March – May 2021	<p>Student Focus Groups were planned in March (Focus Group Planning Notes, March 2021) and April; final sessions were scheduled for May 2021.</p> <p>Though there were still challenges due to COVID, the QEP Committee supported and moved to hold live focus groups.</p>



	<p>This required pre-registration to attend the focus group. The College, in partnership with Student Life, offered lunch or dinner during the focus groups.</p> <p>The turnout to the focus groups was very low (5 participants total) (Focus Group Registrant Report), though the students were very open in the small groups.</p>
June 2021	<p>Focus group results (Focus Group Analysis QEP), along with the other needs data and current initiatives, were discussed.</p> <p>The QEP Committee began combining and narrowing of broad ideas to focused topics.</p> <p>A follow-up email, requesting the QEP Committee to review Broad Topic List that was developed, was sent June 25, 2021.</p>
July 2021 <i>(minutes not available – Meeting Recording is linked.)</i>	<p>The QEP Committee’s draft list of broad topics was organized and labeled in preparation for a brief, institution-wide survey to all constituents (Broad Topic Survey Prep).</p> <p>The survey would be deployed to faculty, staff, business and industry partners, public secondary partners, local board, and students. The deployment aligned with the August 2021 Reaffirmation Kick-Off Meeting (virtual, institution-wide).</p> <p>The QEP Committee reviewed drafts of the survey prior to distribution.</p>
August 2021 <i>*Kick-off in lieu of meeting (beginning of term)</i>	<p>The QEP Needs Survey was deployed to constituents.</p> <ul style="list-style-type: none"> ● Faculty/Staff (QR code within Kick-Off presentation and via follow-up email) ● Students (posted in Blackboard and provided to SA for distribution) ● Board of Trustees (distributed by Foundation Director)) ● Local Advisory Board (distributed by IE Coordinator; introduced in August 2021 Board meeting by VP of Institutional Effectiveness) ● K12 partners (distributed by Director of High School Initiatives) <p>Reaffirmation Kick-Off was held, incorporating the QEP’s purpose and timeline of events, on August 27, 2021 (Reaffirmation Kick-Off QEP Portion).</p>
September 2021	<p>The QEP Needs Survey Results were discussed, with strengthening internal communication being the top choice with 61 respondents. The results were discussed as broken down by respondent type.</p> <p>The QEP Committee began preliminary talks of its next steps, crafting outcome statements, accompanying measures, best practices (literature review), and action items.</p>

The focus of Georgia Piedmont Technical College’s Quality Enhancement Plan is to **strengthen internal communication**, creating

- a solid, working knowledge of processes and information that impact students and
- reliable, in-time communication between college staff and departments.

III. Topic Refinement and QEP Outcomes

Outcome Development

Topic refinement occurred in tandem with development of outcomes, potential strategies, and assessment measures. There was a present danger of leaving the QEP topic too broad and abstract. To guide the work, the QEP Committee continued to consider the other areas of need that emerged during the data review and topic development. The guiding work was to keep strengthening internal communication as the foundational issue to address and draft concrete goals using the other actionable areas. The Committee needed an area of focus for strengthening internal communication rather than attempt to address all communication and processes college-wide.

The processes of refining the topic (via branding and clear “theme”), outcomes, and actions overlapped. Each component was illustrative of the other – the theme needed clear outcomes to make topical connections and the outcomes needed actions to discuss how assessment would occur.

Thus, the development of these elements is discussed in detail below, but represented visually, chronologically in this model:



The QEP Committee members were asked to submit draft outcomes using the guidance below ([QEP Outcome Draft Request](#)). Note the guidance still included the more concrete topics that appeared in development, to help in focusing the group towards more student success outcomes. The responses were discussed during the [October 2021 QEP meeting](#).

Request Email

In revisiting upcoming checkpoints for the QEP development, I encountered this language from the SACSCOC Handbook regarding QEP development.

*Initial excitement about the QEP topic frequently results in enthusiasm about actions that might be taken – for example, developing a freshman seminar, establishing learning communities, implementing intrusive advising, or expanding job fairs. While the freshman seminar and job fairs may be viewed as outcomes of the QEP (after all, the intent is to create them), they are **not student learning outcomes nor evidence of student success. Rather, as elements of a new process (the “action” portion of the QEP), they are the means to the end – not the end itself.***

Now that the college has established standout needs, let us be purposeful about **where we are going** before we choose the car, bus, or horse that will take us there.

Using the table below, respond to the question for each need by October 8th.

Feel free to just get your **ideas** down in a **rough draft form**. This will get us started toward crafting our official, "pretty" outcomes (see below for examples). We will review our next QEP meeting.

Needs	<p><i>What will the student be able to do, know, or achieve if we're successful?</i></p> <p><i>What do we want the end result or impact for the student to be?</i></p>
<p>If the college successfully ...</p>	<p><i>..., then the positive impact on students will be ____</i></p>
<p>Strengthens Internal Communication</p>	
<p>Strengthens Enrollment Process</p>	
<p>Strengthens Advising</p>	
<p>Strengthens Student Engagement</p>	
<p>Strengthen Technical Skills (student and staff platforms)</p>	

QEP Committee members drafted outcomes, and common themes were identified (as highlighted in the [QEP Draft Outcomes – Committee Response](#) document). These ideas were combined into three success outcomes and presented to QEP Committee members for feedback ([October 2021 QEP Meeting](#)) and voting ([QEP Outcome Vote](#)) ([QEP Outcome Survey](#); [QEP Outcome Survey Results](#)).

The goals appearing consistently were:

- Clear direction and plan for students; fewer withdrawals (“stop outs”); course relationships to program completion; and retention and graduation
- Consistent information and messaging; clear and accurate information (from faculty and staff); ability to connect to support staff

As one QEP member noted in the outcomes voting and response, the QEP Committee needed to keep the identified need of “strengthening internal communication” central to work.

The outcomes voted and approved were:

<p>QEP Student Success Outcomes</p>
<p>Student will be able to choose a major at application that supports their interests, aptitudes, and skills.</p>
<p>Student will be able to create and follow a term-to-term academic plan.</p>
<p>Student will be able to access timely support and resources to persist.</p>

Topic Refinement and Branding

To help the QEP Committee with branding the effort, Marketing and Communications was folded into the group work. The Executive Director of Marketing and the Creative Design Coordinator attended the QEP Committee Meeting in [March 2022](#). With the goal of announcing the QEP topic and outcomes together at a college-wide meeting in April 2022, the group began working towards a metaphor, imagery, and visuals to assist in concretely representing strengthening internal communication with student outcomes (ends) in mind.

Following the meeting, the team was asked to use a collaborative document to share ideas for potential “branding.” This would be the basis for the “visual” representations of the QEP – logos, documents, and other resources that would unify the communication of QEP work to the College ([QEP Brand Theme Share](#)).

The mapping visual appealed to the team given its logical parallel to communication – laying out a clear direction for the students’ academic journey – and expanding that to the guidance provided to them along the

way, rather than a static and rigid “to do” list. The Marketing and Communications team created a set of optional logos based on the feedback, and the QEP Committee voted, via email ([QEP Logo, Email](#)).

The team’s final topic and logo:



QEP Student Success Outcomes
Student will be able to choose a major at application that supports their interests, aptitudes, and skills.
Student will be able to create and follow a term-to-term academic plan.
Student will be able to access timely support and resources to persist.

The topic, logo, and outcomes represent the combined intent, direction, and goals of the QEP.

This logo, theme, and outcomes were presented to the College on March 31, 2022, at an institution-wide meeting ([QEP Logo Unveil](#)).

The topic, logo, and outcomes were also presented to the GPTC local board on April 19, 2022 ([Board Report, IE, April 2022](#)).

IV. Literature and Best Practices Review

Prior to the QEP Committee developing its actions, the team engaged in a literature and best practices review. This research and review were conducted virtually ([LitReview Call 2021](#)). QEP Committee members were assigned impact functions to research in context of internal communications. This process began November 3, 2021.

Using a shared folder via SharePoint/Teams, QEP Committee members submitted articles, presentations, or other resources that spoke to the relevant topics and needs already identified by the Committee. All members could access and read the articles prior to the next QEP Committee meeting in January 2022.

The group discussed QEP Committee's literature and best practice reviews during the [January 28, 2021 QEP Meeting](#). Each member that participated in the review presented verbal or written summaries – or both – for discussion.

One of the most significant data points in the initial data was retention rate, calculated by the Technical College System of Georgia (Figure 1). With this metric in mind, driving questions of the QEP Committee were:

- What strategies could the College employ to ensure consistent information and resources are given to the students?
- How might improving communication-dependent functions – such as advising and early enrollment activities (application, orientation, first-term enrollment) – affect retention and persistence?
- How could the College practically affect the service quality, motivation, and engagement of its faculty and staff...a critical piece of strengthening internal communication?
- On what tasks should the College dedicate work, resources, and time to achieve the QEP outcomes?

Among the literature review and best practice resources discussed, there were a few particularly relevant practices and sample cases that spoke to potential solutions.

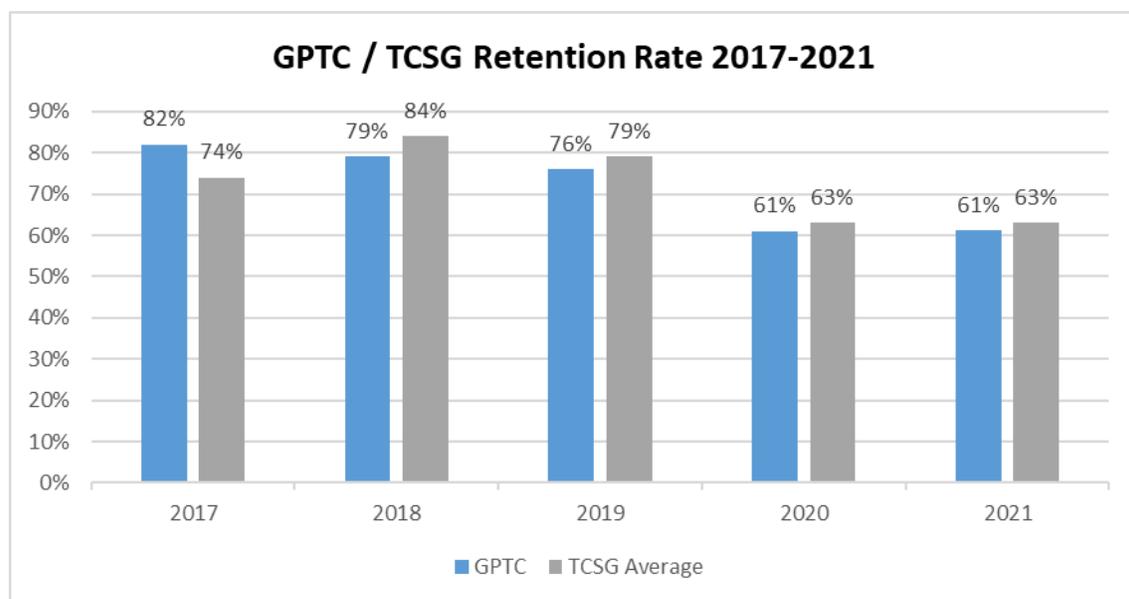


Figure 1: Retention Rate

Key Points from Best Practices and Literature Review

Communication

Without effective, consistent internal communication, students can be left without guidance, and faculty and staff can be left without collaborative relationships that lead to greater institutional and departmental understanding of roles. Employee to employee and employee to student communications are integral components of student academic success. Key points emerged and resonated with the QEP Committee during the literature review; the following points summarize insights as the College seeks to strengthen internal communication, with specific effect on advising and student support.

Employee to Employee Communications

Ensuring consistency of communication with students must begin and continue with consistency of communication between employees. Klempin et al. (2019) state structured collaboration between advisors and faculty is essential to the success of employee-student communications. When collaborative measures are implemented, advisors and faculty can build upon the knowledge of each other's roles, both within and outside of advising, develop student support language, and establish work team norms (Klempin, et al., 2019). Further, Klempin et al. (2019) stress the importance of leadership support when implementing these measures.

Leaders must play an active role in continually outlining their vision, ensuring the vision is clearly communicated, and then organizing the collaboration of support units within the college (Klempin et al., 2019). When advisors and faculty work independently of one another, communication is limited (Klempin et al., 2019). Here, then, the need for leadership's guidance and support in establishing and continuing effective communication between employees for the purpose of maintaining or improving student success is irrefutable.

Working within "silos" has also been emphasized as a concern to employee-employee and employee-student communications. Oftentimes, advising processes are not inclusive of all student enrollment and advisement needs (Klempin et al., 2019). While exclusion of other support departments or services may not be intentional, students can get lost in the navigation of college, especially if departments are not instructed or trained with a baseline of consistent information. Klempin et al. (2019) state that student support services can be better aligned to assist if processes are coordinated to include staff from advisement, financial aid, and career counseling.

Employee to Student Communications

In contrast to corporate communication, the approach to communication in education must differ in both mindset and practice. Specifically, Pember et al. (2014) posit that interactions with students should "promote long-term customer relationships" as opposed to engaging in simple customer transactions. Klempin et al. (2019) support this idea in stating that advising should not be a transactional experience but rather a continued process of relationship engagement and interaction. This relationship of engagement, then, should promote a shared responsibility of learning and teaching, which Pember et al. (2014) note is a key component of education.

Communication at Major Selection & Academic Planning

The most critical step in a student's academic career is selecting his or her pathway. Students may not have a clear credential in mind but rather a general goal of advancement, success, and interest; colleges have a responsibility to outline the steps to achieving an academic credential. Klempin et al. (2019) discuss the use of guided pathways in supporting advisement. These pathways provide an upfront means of communication to with a student that outlines an academic plan of study. Therefore, from the start, the student knows what courses must be taken and passed throughout the academic career.

Klempin et al. (2019) provide four principles for implementing guided pathways:

- Provide students with thorough programs of study
- Assist students with selecting a program and develop an academic plan for the student
- Keep students on the academic path
- Confirm that students are learning within their pathway

These four principles not only address the student's movement through and graduation from a program; they also address the need for appropriate major selection. Ideally, students know the exact, appropriate major at application; that same major aligns with their interests, skills, and abilities. However, major changes are frequent (along with attrition), and the advisement guiding or respond to major changes may be inconsistent. Hubbard (2021) illustrates that the current state of major selection advising is conducted in a silo. Majors are selected without a student having the resources or knowledge to know what the college offers, the academic plan that aligns with that major, and how that major aligns with the student's interests and skills. Additionally, Hubbard (2021) depicts the process of a student changing a major as merely sending an email. Instead of communicating with an advisor for input, students may request a major change without guidance. These ideal and not-so-ideal processes will need to be addressed as the QEP Committee moves forward.

Student Support Through Consistent Resources

Klempin et al. (2019) posit that training advisors and faculty can start with standardized language, which serves to improve time-management of interactions, but also allows consistency when needed. Interactions can still be customized; however, standardizing communications ensures students are provided with consistent information and resources (Klempin et al., (2019). Interactions and engagement would be customizable, but at a minimum, faculty and staff use a standard framework to ensure the critical information is shared. While the use of these templates would primarily be used in email, text message, or phone call situations, in-person and virtual meetings can also engage students with these templates to confirm basic information is covered while also interacting on a more personal level. Faculty and advisors should be trained and equipped with a baseline of consistent, accurate information and resources to effectively guide students to and through a career pathway.

Advising Best Practices

The health of the College's internal communication is evidenced in advising. Advising, as a term, is used generally here, as advising may begin as soon as the student engages with the college. This, then, affects the appropriateness of students' chosen program and the academic and holistic support students receive as they proceed through their program.

Klempkin et al. (2019) discuss key components for consideration when revising advising models. Klempkin et al. (2019) use the SSIPP Advising Framework to provide guidelines for advising reform. Some of these key elements speak to the critical nature of communication of information – not just provision of or existence of information.

Before Klempkin et al. (2019) begin the discussion of advising reform, they emphasize the nature of organizational change and the need for institutions to consider the “structures that facilitate implementation” of those changes. They incorporate the structure tenet into their discussion of advising reform. Potential strategies and practices include:

- Clear **timelines** for touch points – general outreach, targeted groups, and individual. As discussed further into this narrative, this practice demands careful use of technology and diligent, sustained training and development of faculty and staff.

- **Codify the characteristics** of students. The researchers encourage colleges to identify what students need outreach when. For GPTC's QEP, the practical element would mean determining when students need information and if that changes by student group, helping to determine the most effective way and timing of that information.
- **Advisor assignment.** Determining advisor caseload and structure are particular challenges. Klemplin et al. (2019) attach this element of structure to the College's ability to connect and response to students individually, in a personalized way.
- **Process Sustainability.** The literature notates the importance of clear processes. These processes need to be documented, developed in faculty and staff, and sustained by leadership. Changes are inevitable; initiatives and reforms that are developed to respond to changes are more likely to be sustained. Examples of these efforts include communication plans, central communications platform usage and training, specified duties and responsibilities of personnel, and recurrent synchronization meetings are key to keep change moving and ensuring accountability.

Hubbard (2021) also echoed many of the same concerns about collaborative communication and student supports in her presentation, "Breaking the Stalemate." Rather than support any specific system, Hubbard (2021) challenges institutions to think about how it has clarified the process and roles of faculty and "professional" advisors in the student experience. She promotes a consistent, standard advising experience that incorporates support for any student – first-term, returning, at risk, or new to the major. Within that consideration, Hubbard (2021) emphasizes the need for a clear faculty role. This is particularly relevant to Georgia Piedmont Technical College, wherein the faculty role in advising is inconsistent among program areas.

V. Institutional Commitment of Resources

Strategy Development

Action and strategy development were formalized beginning with preparation work for the April 29, 2022, QEP meeting ([QEP Actions Request Com, Email](#)). QEP Committee members were asked to provide concrete actions or strategies that align to the approved outcomes. During the [April 29, 2022, QEP Meeting](#), the responses were discussed. As a follow up to determine specifics, the QEP Committee and Forward Council volunteers (a cross-functional, central institutional committee) worked in groups to propose strategies and their timeline of execution, needs (personnel, contacts, efforts), and cost ([QEP Actions Request Teams](#)).

Table 2: QEP Action Work Groups

Name	Job Title
Andre David	Faculty, Business Administration and Technology
Antwanna Massey	Faculty, Cosmetology
Maureen Watt	
Jean Jones	Faculty, Early Childhood Care and Education
Kelly Pollard	Director, Admissions <i>(formerly Business and Industry Services Coordinator)</i>
Kristin Corkhill	Director, Grants and Special Initiatives <i>(formerly Director of High School Initiatives)</i>
Robert Reno	Faculty, English
Tyreece Echols	Special Populations Coordinator

Three teams worked on the three outcomes. Responses were submitted and then each team discussed their proposal during the [June 2022 QEP meeting](#). The submissions and organized proposals were organized into the Team Developed Actions document.

The QEP Committee was asked to review the compiled strategies based on the timelines, needs, and costs proposed by the teams. The Committee voted electronically, using the [QEP Actions for Motions document](#) as an abbreviated guide, and the results showed two strategies with no reservations or opposition:



Advising

Documented process and responsibilities (EARS and advisors)
Expectations
Tracking

Outcome 2:
Create and follow academic plan.

Outcome 3:
Access timely support and resources.





Employee Development

New employee orientation
Platform training, kick-off and cyclical
Online repository of resources
Synchronization methods*

Outcome 2:
Create and follow academic plan.

Outcome 3:
Access timely support and resources.

Strategies

The strategies below stem from the action items determined the QEP Committee, as organized into work groups. The deliverables are viewable on the [QEP Timeline](#).

Strategy	Description	Deliverables
Clarify and Revise Advising Procedure	<p>Though a standard operating procedure exists within the Student Affairs department, the QEP Committee observed a lack of consistency in following that procedure. Additionally, there are holes within the procedure and an absence of or limited inclusion of the faculty role.</p> <p>The work cannot move forward until both roles – faculty advisors and “academic” advisors (or, “Enrollment and Retention Specialists”) – have clear expectations defined and communicated.</p>	<p>Advising Manual (<i>expectations of roles; MOUs among advisors and specialists</i>)</p> <p>Advising MAP (<i>resource guide – “How” and “Where” To’s for faculty and staff</i>)</p>
Determine and Implement Advisor Assignment and Caseload.	<p>This is paired with the work above.</p> <p>It could, and likely will, be appropriate to have variations in procedure depending on programs (for example, competitive programs like Practical Nursing).</p> <p>This should be clarified, documented, and maintained.</p>	<p>Advisor assignment document.</p> <p>Caseload Evaluation</p> <p>Consistent publication of advisor to students (<i>Navigate, Degree Works, BANNER</i>)</p>
Unify academic program degree auditing. Degree Works	<p>The College has access to Degree Works, an online auditing platform. This product, an Ellucian product – the same company that owns the College’s student information system – is provided at no cost to the College.</p> <p>Consistent use is absent across the College.</p> <p>Because of outdated information (both informal and formal, hardcopy documents) and low adoption of Degree Works among staff, the information communicated to students and among faculty and staff is inconsistent.</p>	<p>Degree Works Revival</p> <p>Regular Degree Works training incorporated into semesterly faculty and staff meetings.</p> <p>Degree Works section in Advising MAP Resource Guide</p>
Clarify academic program requirements by eliminating curriculum sheet PDFs and linking program pages to SmartCatalog.	<p>For many years, each academic program used curriculum sheets (also once called “advising sheets”) as the source of course requirements for each major.</p> <p>If an update were required, the Word document or PDF posted to the website had to be changed by one individual, sent to the website user or IT, and uploaded.</p> <p>There was no guarantee that change was communicated to the College, though catalogs may have been updated accordingly.</p> <p>The College implemented SmartCatalog in Spring 2022. This allows online, singular, and tracked program requirements to be managed and published centrally, by the Director of Curriculum. Changes are updated immediately.</p>	<p>Eliminate curriculum sheets.</p> <p>Link to program requirements within SmartCatalog.</p>

Strategy	Description	Deliverables
	Then ensures we have only one, central document for program requirements – the College’s course catalog.	
Develop Navigate advisor appointment, tracking, appointment summaries, and communications standards.	<p>Navigate is a robust online platform that has been available to the College since 2017. However, the platform is severely underused by the College at large, mainly restricted to select Student Affairs staff for mass emails/texts and announcements.</p> <p>Currently, advisors are encouraged to enter advising session notes into Degree Works. But this is not the common, working practice. Additionally, advising meetings and request tracking occur in four different online systems, making tracking and evaluation unmanageable.</p> <p>Standardizing these practices would ensure one platform for communication and common knowledge of those interactions. But college-wide adoption is paramount.</p>	<p>Navigation section in Advising MAP Resource Guide</p> <p>Increased usage of Navigate evidenced in Navigate Usage Reports</p>
Implement syncing activities between “academic” advisors and faculty advisors.	<p>The double label of “academic” advisors and faculty advisors confuses both internal staff and faculty and students.</p> <p>There are often anecdotal complaints about one group misguiding students in opposition to the other advising group.</p> <p>The two groups rarely meet together in a manner that supports synchronization and unity.</p> <p>Though clarity of roles will help, the two groups must feel unified in the QEP work, general student support, and support of one another’s role with students. Unless this is overcome, conflict and barriers will remain.</p>	Cross-training and shadowing, one day per term.

Personnel

The following personnel are proposed for the sustainability and momentum of QEP work. The newest, full-time role – QEP Director – would lead, coordinate, and oversee the activity of the QEP. The existing QEP Committee would remain as a collaborative review group for the functional departments’ action plans. The QEP Committee would also provide guidance to QEP Director and functional departments, using the QEP outcomes, strategies, deliverables, and assessment plan.

New

New personnel and related items have accompanying lines on the New Resources QEP Budget.

Table 3: New Personnel or Role

Position	Reports to	QEP Connection
QEP Director (Job Description)	Vice President of Institutional Effectiveness	<p>The QEP Director leads the implementation efforts of the QEP.</p> <p>The responsibilities of the position are to:</p> <ul style="list-style-type: none"> Develop and follow an implementation timeline for QEP strategies and actions. Maintain documentation of QEP work and its assessment.

Position	Reports to	QEP Connection
		<ul style="list-style-type: none"> Coordinate the QEP budget, with the VPIE's oversight. Serve in a role designated within the QEP action plan, as appropriate and relevant. Plan, organize, and lead QEP development and training sessions for faculty, staff, and students. Collaborate with Marketing and Communications to ensure college-wide awareness of QEP goals, actions, and progress; monitor and publish content with M&C's oversight on the College's website. Collaborate Student Affairs, Academic Affairs, and relevant departments to ensure successful execution of QEP action items, collection of data, and assessment of progress.
Faculty Champions, one per academic school	Respective Academic Dean	<p>Faculty Champions would be QEP representatives for their academic school and drivers of the resource development, action items, and other deliverables during each term. They would retain their teaching responsibilities but be granted one course release or monthly stipend.</p> <p>These individuals would engage in meetings, cross-training, and lead in new processes or changes as a result of QEP work.</p> <p>Faculty Champions would be assigned a QEP deliverable, as appropriate.</p>
Navigate Champion, Faculty	Respective Academic Dean	<p>Navigate Champions would lead and implement training and develop QEP deliverables to support the advising communication strategy. They would retain their teaching responsibilities but be granted one course release or monthly stipend.</p>
Navigate Champion, EaRs	Dean of Students	<p>Navigate Champions would meet with the Navigate Coach (EAB Staff Coach provided to the institution for strategy and ongoing training) bi-weekly to work through ongoing processes and initiatives. They would then incorporate that development into the faculty and staff trainings and resources to support revival.</p>
Degree Works Champion, Faculty	Respective Academic Dean	<p>Similarly, Degree Works Champions would lead and implement training and develop QEP deliverables as they related to term planning and Degree Works role in that planning. They would retain their teaching responsibilities but be granted one course release or monthly stipend.</p>
Degree Works Champion, EaRs	Dean of Students	<p>Degree Works Champions would focus on reviving knowledge and use of Degree Works and preparing to rollout and implement DW Plans.</p>

Existing

The existing roles below are key stakeholders in successful execution of the QEP.

Executive Leadership, listed below, has oversight of applicable policies as strategies are developed and evolve.

- President
- Vice President of Academic Affairs
- Vice President of Student Affairs
- Vice President of Institutional Effectiveness

Table 4: Existing Personnel

Position	Report(s) to	QEP Connection
Dean of Students	Vice President of Student Affairs	The Dean of Students oversees the EaRs (Enrollment and Retention Specialists nee "Academic" Advisors.).

Position	Report(s) to	QEP Connection
		<p>The Dean supports the implementation of changes to procedure and use of technology and resources.</p> <p>Accountability of performance and consistency fall to this role.</p>
"Academic" Advisors (Enrollment and Retention Specialists) (x6)	Dean of Students	<p>Enrollment and Retention Specialists (EaRs) are often one of the first staff members with which students have an extended encounter.</p> <p>Their support, engagement, and collaboration with the faculty drive the work of the QEP. Though the College could have clear processes, if this group invalidates or resents those processes, the College will not see progress.</p> <p>Though the main role of these individuals is to advise concerning first term course selection and placement, students often return to them for other issues – such as withdrawals, change of majors, and financial aid concerns.</p> <p>The change itself will impact the additional work of this group.</p>
Retention Coordinator	Dean of Students	<p>The Retention Coordinator's main role is reviewing and coordinating Early Alerts (submitted by faculty and staff via Navigate) and directing them appropriately. Currently, the Retention Coordinator responds to many of the Early Alerts herself. However, if the delineation of tasks were more clearly defined, the Retention Coordinator could share the response with the EaRs, as appropriate, given their support role.</p>
Director of Curriculum	Vice President of Academic Affairs	<p>The Director of Curriculum is the point of contact and lead for Degree Works Scribe, the programming side of how Degree Works audits for program requirements.</p> <p>The Director of Curriculum is also the owner and point of contact for SmartCatalog.</p> <p>This role is key in the accuracy, consistency, and completeness of program requirements in both of those locations.</p>
Faculty Advisors (program faculty, approx. 55)	Respective Academic Deans	<p>Faculty advisors are full-time program faculty in occupational program areas.</p> <p>This group will have a significant role of QEP's implementation and success.</p> <p>All faculty bring different preferences and philosophies about advising. Thus, the QEP Director, QEP Committee, Deans, and Vice President of Academic Affairs need unity and balance in the approach to delineation of duties and processes to follow.</p> <p>Faculty advisors will be participating in revival training specific to the strategies and deliverables discussed above.</p>
Academic Deans (x4)	Vice President of Academic Affairs	<p>Academic Deans support the efforts of QEP by leading their faculty and enabling their involvement.</p> <p>Beginning August 2022, as the implementation phase begins, the Academic Deans will attend all QEP meetings, to speak into the strategies</p>

Position	Report(s) to	QEP Connection
		and relevant deliverables (such as caseload and selection of Faculty Champions).
Director of Information Technology	President	<p>The Director of Information Technology oversees the stewardship of security policy and procedures and execution of processes; this most impacts QEP's use of third-party platform Navigate.</p> <p>His role is typically ad hoc, when new processes are established or when old processes need troubleshooting.</p>
BANNER Support Specialist	Director of Information Technology	The BANNER support specialist provides technical support and assistances in scribing Degree Works (a programming process on the technical side of the platform, which is managed in-house by the Director of Curriculum).
Research Analyst	Vice President of Institutional Effectiveness	<p>The Research Analyst collects, crafts, and provides data reports for the College.</p> <p>The assessment plan includes benchmark data from the College's system (Technical College System of Georgia) and the cohort data has a set SQL scribe to obtain from the BANNER student information system.</p>
Executive Director of Marketing	President	<p>The Executive Director of Marketing oversees public and internal mass communications.</p> <p>The QEP Webpage is published, and as the QEP scales to implementation, she will oversee its design and publication.</p> <p>She also provides support on promotional items for outreach.</p>
Creative Design Coordinator	Executive Director of Marketing	The Creative Design Coordinator crafts logos, photographs and videos college events, and implements website changes.

Timeline. QEP

The timeline below outlines the historical and planned activities of the QEP and the College.

	Calendar Year																										
	2020			2021			2022			2023			2024			2025			2026			2027			2028		
	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA
QEP Development																											
QEP Committee Formed, based on recommendations from Executive Leadership																											
QEP Committee, Monthly Meetings Begin																											
Data Review, QEP Committee																											
Focus Group, Planning and Execution																											
Focus Group Evaluation																											
Needs and Topic Refinement																											
College-wide Reaffirmation Kick-Off; QEP topic survey deployed																											
Outcomes drafted (in response to QEP topic survey)																											
Literature and Best Practices Review																											
Marketing and Branding Theme (to clarify topic)																											
Outcomes draft and baseline data review																											
Data Refinement																											
Action Items and strategies developed																											
QEP Director Hired																											
Outreach Plan - College-wide																											
Marketing and Communications Plan for QEP																											
QEP Marketing Rollout																											
QEP Student Outreach and Promotion																											
QEP Faculty/Staff Outreach and Promotion																											
Strategy Deliverables																											
Advising Manual (expectations of roles)																											
Advising MAP (resource guide for faculty and staff)																											
Advisor assignment document																											
Caseload Evaluation																											
Consistent publication of advisor to students ((Navigate, Degree Works, BANNER))																											
Eliminate curriculum sheets.																											
Link to program requirements within SmartCatalog.																											
Cyclical QEP Strategies																											
Advising, Process and Task Delineation																											
Advising, Implement Documented Processes																											
Advising, Process Review																											
Advising, Resources Developed																											
Advising, Resources Reviewed and Refined																											
Advising, Resources Implemented (Published)																											
Advising, DW Plans Built																											
Advising, DW Plans Implemented																											
F/S Development - Degree Works																											
F/S Development - Navigate																											
Assessment																											
Assessment Plan - Measure 1, Attrition Rate by Program																											
Assessment Plan - Measure 2, Graduation Rate for QEP Cohort																											
Assessment Plan - Measure 3, Re-Enrollment Rate, QEP Cohort																											
Assessment Plan - Measure 4, Retention Rate, Fall to Spring																											
Assessment Plan - Measure 5, Institutional Satisfaction Survey																											
Sustainability and Accountability Support																											
QEP Annual Plan																											
Advising Department, Annual Plan																											
Academic Affairs Division, Annual Plan																											
Student Affairs Division, Annual Plan																											



Budget

New Resources

	Fiscal Year						
	2023	2024	2025	2026	2027	2028	
Personnel							
<i>(COLA est. 4%)</i>							
QEP Director (salary and fringe)	\$ 97,800	\$ 101,712	\$ 105,780	\$ 110,012	\$ 114,412	Fifth Year Interim	
Course Release, Faculty Champions (4 faculty, each summer) <i>Estimated part-time course pay - \$2,300 per course.</i>	\$ 9,200	\$ 9,568	\$ 9,951	\$ 10,349	\$ 10,763		
Enrollment and Retention Specialist, Stipend (\$500) <i>Summer terms (for development support and process work)</i>	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000		
Navigate Champion, Release (Faculty) <i>Estimated part-time course pay to offset release - \$2,300 per course. Three courses annual, except 2023.</i>	\$ 4,600	\$ 6,900	\$ 7,176	\$ 7,463	\$ 7,762		
Navigate Champion, Stipend (EARS) <i>\$200 per month</i>	\$ 1,200	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400		
Degree Works Champion, Release (Faculty) <i>Estimated part-time course pay to offset release - \$2,300 per course. Three courses annual, except 2023.</i>	\$ 4,600	\$ 6,900	\$ 7,176	\$ 7,463	\$ 7,762		
Degree Works Champion, Stipend (EaRs) <i>\$200 per month</i>	\$ 1,200	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400		
Professional Development							
SACSCOC Annual Meeting (varies, depending on meeting location) <i>20 attendees *\$1000 registration fee; 20 attendees *\$2000 travel fees</i>	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000		
SACSCOC Summer Institute (20 attendees) (varies depending on meeting location) <i>20 attendees *\$1000 registration fee; 20 attendees *\$2000 travel fees</i>	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000		
NACADA (Fall annually; 5 attendees, rotating annually) <i>5 attendees *\$1000 registration fee; 5 attendees *\$2000 travel fees</i>		\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000		
Ellucian / Degree Works Training (on campus) <i>Degree Works Training on campus, to strategize use and develop DW plan templates.</i>		\$ 2,000		\$ 2,000			
Technology Equipment and Services							
Navigate (EAB) Student Success Platform	\$ -	\$ 148,000	\$ 148,000	\$ 148,000	\$ 148,000		
Marketing and Outreach Equipment and Services							
BANNERS and Backdrops	\$ 3,000	\$ 3,000					
Promotional items	\$ 2,500	\$ 2,500					
Printing	\$ 2,600	\$ 2,600	\$ 2,600	\$ 2,600	\$ 2,600		
TOTAL, Annually	\$ 255,700	\$ 431,980	\$ 429,483	\$ 436,687	\$ 440,098		

Existing Resources

	Fiscal Year						
	2023	2024	2025	2026	2027	2028	
Personnel							
<i>(includes salary, fringe (est. 63%), and annual COLA est. 4%)</i>							
Student Affairs							
Dean of Students	\$ 141,810	\$ 147,482	\$ 153,382	\$ 159,517	\$ 165,898	Fifth Year Interim	
Enrollment and Retention Specialists (x6)	\$ 391,200	\$ 406,848	\$ 423,122	\$ 440,047	\$ 457,649		
Retention Coordinator	\$ 97,800	\$ 101,712	\$ 105,780	\$ 110,012	\$ 114,412		
Academic Affairs							
Director of Curriculum	\$ 114,100	\$ 118,664	\$ 123,411	\$ 128,347	\$ 133,481		
Program Faculty (full-time faculty advisors – x55)	\$ 5,827,250	\$ 6,060,340	\$ 6,302,754	\$ 6,554,864	\$ 6,817,058		
Academic Deans (x4)	\$ 521,600	\$ 542,464	\$ 564,163	\$ 586,729	\$ 610,198		
Institutional Effectiveness							
Research Analyst	\$ 89,650	\$ 93,236	\$ 96,965	\$ 100,844	\$ 104,878		
Marketing and Communications							
Executive Director of Marketing	\$ 133,660	\$ 139,006	\$ 144,567	\$ 150,349	\$ 156,363		
Creative Design Coordinator	\$ 79,516	\$ 82,697	\$ 86,005	\$ 89,445	\$ 93,022		
Information Technology							
Director of Information Technology	\$ 131,622	\$ 136,887	\$ 142,362	\$ 148,057	\$ 153,979		
BANNER Support Specialists	\$ 82,150	\$ 85,436	\$ 88,853	\$ 92,408	\$ 96,104		
Training and Development							
EAB Navigate – Two-day Strategic Support <i>(included with annual fee)</i>	\$ -	\$ -	\$ -	\$ -	\$ -		
Technology Equipment and Services							
EAB Navigate	\$ 148,000						
Ellucian Degree Works	\$ -	\$ -	\$ -	\$ -	\$ -		
SmartCatalog (online catalog platform)	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000		
TOTAL, Annually	\$7,766,358	\$7,922,772	\$8,239,363	\$8,568,618	\$8,911,042		

VI. Assessment Plan

Assessment Plan Overview

In keeping with GPTC's efforts to build assessment and analysis into the College's overall operating procedures, the QEP initiatives will be routinely measured and studied for guidance on how to proceed from each checkpoint. Broadly, the assessment measures fall into two categories: as a result of the QEP, are students re-enrolling at a greater rate, and are they graduating at a higher rate?

Five assessment measures have been identified and developed to track student success indicators of strategy. Capturing and analyzing the data at determined checkpoints, both short-term and long-term, will allow monitoring and adjustment as needed. Direct over indirect measures have been favored when possible; data will be collected and analyzed from both a fall "QEP" cohort and the larger student body.

Cohort Definition

The QEP cohort is defined as all new-to-GPTC semester students entering each fall semester, excluding transients and dual enrollment students. The College has a large number of transfer and non-traditional students, so a cohort made up of only first-time, full-time students would be quite small. Transients and dually enrolled students will be excluded; the majority of these groups do not enroll at GPTC with the intention of completing a program, so tracking their re-enrollment and graduation progress would not be as meaningful. We also plan to take measurements from a larger swathe of the student population to assess whether the interventions have widespread impact. The comparison **baseline cohort from Fall 2021 was made up of 614 students**; for context, the total enrollment for that term was 2,577 students.

Linked outcomes, actions and measures are outlined below.

Summary Chart of Assessment Plan

The table below shows an overview of each student success outcome and its associated actions and assessment measures.

Outcome	Strategy	Assessment Measures	Schedule
Student will be able to choose a major at application that supports their interests, aptitudes, and skills.	Clarify and Revise Advising Procedure	Attrition Rate by Program	Annually at the end of each fall semester
		Graduation Rate for QEP Cohort	After each term and annually for the overall academic year average
Student will be able to create and follow a term-to-term academic plan.	Determine and Implement Advisor Assignment and Caseload. Unify academic program degree auditing. Clarify academic program requirements by eliminating curriculum sheet PDFs and linking program pages to SmartCatalog.	Re-Enrollment Rate for QEP Cohort	After each term and annually for the overall academic year average
		Retention Rate Fall to Spring for all students	Annually each spring semester

Outcome	Strategy	Assessment Measures	Schedule
Student will be able to access timely support and resources to persist.	Develop Navigate advisor appointment, tracking, appointment summaries, and communications standards. Implement syncing activities between “academic” advisors and faculty advisors.	Targeted Institutional Survey questions regarding advisor relationship and support services	Biennially beginning Fall 2022

At each checkpoint, the QEP Director, with the assistance of the Institutional Effectiveness office, will collect the assessment data and perform an initial analysis. The raw data and analysis will then be shared with the QEP Committee and the specific business units responsible for effecting action so they can review and act to ensure continuous improvement or to shift gears as necessary. A visual representation of these checkpoints is shown below.



Figure 2: Assessment Measure Timeline

Measure Summary

Measure	Group Measured	Baseline Time Period	Baseline Data	Type of Measure	Target	Schedule	Owner
Graduation Rate	QEP Cohort	AY 22	5.7%* <i>(does not yet include summer 2022 data)</i>	Direct	To be determined after AY 22 data is complete	Each term and annually	QEP Director/IE
Re-Enrollment Rate	QEP Cohort	AY 22	44.3%	Direct	2% annually	Each term and annually	QEP Director/IE
Retention Rate Fall to Spring	All students enrolled fall semester	Fall Semester 2021	62.3%	Direct	1% annually	Each spring semester	QEP Director/IE
Attrition Rate by Program	All students enrolled fall semester	Fall Semester 2021	6.6%	Direct	Decrease by .1% annually	After each fall semester	QEP Director/IE
Institutional Satisfaction Survey	All students	Fall 2020		Indirect		Biennially; Fall 2022 will be next deployment	QEP Director/IE

Measure Details

Measure One: Attrition Rate by Program

Methodology: The Technical College System of Georgia Knowledge Management System (KMS) Attrition ... Program Report (TEC0177) will be reviewed annually at the end of the fall semester. This assessment will provide a granular view of program-level data at snapshots in time.

The report description is as follow:

Attrition... based on the student's home campus and primary major: the starting enrollment in the major; the number of students in that major who **dropped all their classes** (received grades like "W%"; and the ending enrollment).

Attrition is calculated for each major as:

Number Dropped / Starting Enrollment. Additional report logic is as follows:

- Start Enrollment: All students taking credit courses with that program as their primary major, with registration status code AU, K%, or RE.
- Number Dropped: Number of students who received a grade of "W%" for ALL courses they enrolled in.
- End Enrollment: Number of students who received at least one grade that was not "W%."
- Course Attrition Rate: Students who dropped all their courses as a percentage of all students, by major: Number Dropped / Start Enrollment.

Note: ... Students who changed majors during the year will appear once for each program they were enrolled in.

Overall, the college **attrition rate was 6.6%** for Fall 2021 ([QEP Attrition Rate](#)). Figure 3 below shows the 10 programs with the highest attrition rates.

Major Code	Major Description	Attrition Rate	Start Enrollment	Number Dropped	End Enrollment
AI21	Apartment Industry Management	100.0%	1	1	0
LAS2	Logistics and Supply Chain Management	100.0%	1	1	0
AE41	Automotive Electrical/Electronic Systems Tech..	50.0%	2	1	1
CD61	Child Development Specialist	50.0%	2	1	1
OD11	Oracle Database Administrator	50.0%	2	1	1
TPS1	Tax Preparation Specialist	40.0%	5	2	3
EF12	Electronics Fundamentals	33.3%	3	1	2
HRM1	Human Resource Management Specialist	33.3%	3	1	2
PH11	Photographer	25.0%	4	1	3
BA23	Business Technology	23.1%	13	3	10

Figure 3: Attrition Rate, Top 10, Fall 2021

As additional data element, Figure 4 below shows the programs with at least 10 students starting enrollment with an attrition rate below 5%. This features programs in which students are succeeding in addition to those in which students are struggling.

Major Code	Major Description	Attrition Rate	Start Enrollment	Number Dropped	End Enrollment
ACT2	Air Conditioning Tech	0.0%	40	0	40
ACT3	Air Conditioning Tech	0.0%	23	0	23
AT23	Automotive Technolo	0.0%	46	0	46
BA22	Business Technology	0.0%	15	0	15
BPC1	Basic POST Certificat	0.0%	18	0	18
CJT2	Criminal Justice Tech	0.0%	35	0	35
CP24	Computer Programm	0.0%	18	0	18
CT61	Commercial Driving -	0.0%	19	0	19
DS13	Database Specialist	0.0%	15	0	15
DS14	Database Specialist	0.0%	12	0	12
EP12	EMS Professions	0.0%	12	0	12
ET13	Electronics Technolo	0.0%	15	0	15
MM13	Marketing Managem	0.0%	16	0	16
NS14	Networking Specialis	0.0%	14	0	14
WAJ2	Welding and Joining T	2.7%	73	2	71
CFT3	Cyber Forensics Tech	2.9%	34	1	33
HR13	Human Resource Ma	3.7%	27	1	26
AT14	Automotive Technolo	3.8%	26	1	25
RAT3	Recording Arts Techn	4.5%	22	1	21
CN21	Nurse Aide	4.8%	21	1	20
PT21	Phlebotomy Technici	4.9%	41	2	39

Figure 4: Attrition Rate 2022, Below 5 percent

Measure Two: Graduation Rate for QEP Cohort

Methodology: A local script was written to identify the cohort and an additional SQL query was used to determine how many students in the cohort completed a program each term after enrolling. Basic cohort analysis was then completed in Excel. Note: Since GPTC offers programs as short as one term in length, some students graduate at the end of their first (and potentially last) term of enrollment.

Figure 5 below shows the raw number of graduates and the graduation rate thus far for the baseline QEP cohort from Fall 2021. AY 2022 numbers are not yet finalized as Summer 2022 awards are being recorded at the time of this writing. The QEP Cohorts from Years One through Five, beginning Fall 2022, are expected to show improvement.

Graduation				
Term	0	1	2	
Baseline Cohort	Fall 2021	Spring 2022	Summer 2022	AY22
	614	26	9	35
		4.2%	1.5%	5.7%

Figure 5: Graduation Rate, QEP Cohort

Figure 6 below shows the framework for how each cohort and its progress will be monitored.

Term	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Overall						
Baseline Cohort	Fall 2021	Spring 2022	Summer 2022	AY22	Fall 2022	Spring 2023	Summer 2023	AY23	Fall 2023	Spring 2024	Summer 2024	AY24	Fall 2024	Spring 2025	Summer 2025	AY25	Fall 2025	Spring 2026	Summer 2026	AY26	Overall	
	614	26	9	35																		35
		4.2%	1.5%	5.7%																		5.7%
QEP Cohort 1	Fall 2022	Spring 2023	Summer 2023		Fall 2023	Spring 2024	Summer 2024		Fall 2024	Spring 2025	Summer 2025		Fall 2025	Spring 2026	Summer 2026		Fall 2026	Spring 2027	Summer 2027			
QEP Cohort 2	Fall 2023	Spring 2024	Summer 2024		Fall 2024	Spring 2025	Summer 2025		Fall 2025	Spring 2026	Summer 2026		Fall 2026	Spring 2027	Summer 2027		Fall 2027	Spring 2028	Summer 2028			
QEP Cohort 3	Fall 2024	Spring 2025	Summer 2025		Fall 2025	Spring 2026	Summer 2026		Fall 2026	Spring 2027	Summer 2027		Fall 2027	Spring 2028	Summer 2028		Fall 2028	Spring 2029	Summer 2029			
QEP Cohort 4	Fall 2025	Spring 2026	Summer 2026		Fall 2026	Spring 2027	Summer 2027		Fall 2027	Spring 2028	Summer 2028		Fall 2028	Spring 2029	Summer 2029		Fall 2029	Spring 2030	Summer 2030			
QEP Cohort 5	Fall 2026	Spring 2027	Summer 2027		Fall 2027	Spring 2028	Summer 2028		Fall 2028	Spring 2029	Summer 2029		Fall 2029	Spring 2030	Summer 2030		Fall 2030	Spring 2031	Summer 2031			

Figure 6: Graduation Rate, QEP Cohort Tracking Template

Measure Three: Re-Enrollment Rate for QEP Cohort

Methodology: A local script was written to identify the cohort and an additional SQL query was used to determine how many students in the cohort re-enrolled in each subsequent term. Basic cohort analysis was then completed in Excel. Raw re-enrollment data was used instead of other common retention measures which often “count” graduates as retained; this represents a true account of students who start and return over time. Data will be collected and reviewed each term but assessed and incorporated into QEP plans year-over-year. A combined review of short-term and long-term exit point patterns may provide insight and inform adjustments to interventions accordingly.

Figure 7 below shows the raw number of enrollees and the re-enrollment rate thus far for the baseline QEP cohort from Fall 2021. The QEP Cohorts from Years One through Five, beginning Fall 2022, are expected to show improvement.

Re-Enrollment				
Term	0	1	2	
Baseline Cohort	Fall 2021	Spring 2022	Summer 2022	AY22
	614	374	170	272
		60.9%	27.7%	44.3%

Figure 7: Re-Enrollment Rate, QEP Cohort Baseline

Figure 8 below shows the framework for how each cohort and its progress will be monitored.

Term	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Overall						
Baseline Cohort	Fall 2021	Spring 2022	Summer 2022	AY22	Fall 2022	Spring 2023	Summer 2023	AY23	Fall 2023	Spring 2024	Summer 2024	AY24	Fall 2024	Spring 2025	Summer 2025	AY25	Fall 2025	Spring 2026	Summer 2026	AY26	Overall	
	614	374	170	272																	272	
		60.9%	27.7%	44.3%																		44.3%
QEP Cohort 1	Fall 2022	Spring 2023	Summer 2023		Fall 2023	Spring 2024	Summer 2024		Fall 2024	Spring 2025	Summer 2025		Fall 2025	Spring 2026	Summer 2026		Fall 2026	Spring 2027	Summer 2027			
QEP Cohort 2	Fall 2023	Spring 2024	Summer 2024		Fall 2024	Spring 2025	Summer 2025		Fall 2025	Spring 2026	Summer 2026		Fall 2026	Spring 2027	Summer 2027		Fall 2027	Spring 2028	Summer 2028			
QEP Cohort 3	Fall 2024	Spring 2025	Summer 2025		Fall 2025	Spring 2026	Summer 2026		Fall 2026	Spring 2027	Summer 2027		Fall 2027	Spring 2028	Summer 2028		Fall 2028	Spring 2029	Summer 2029			
QEP Cohort 4	Fall 2025	Spring 2026	Summer 2026		Fall 2026	Spring 2027	Summer 2027		Fall 2027	Spring 2028	Summer 2028		Fall 2028	Spring 2029	Summer 2029		Fall 2029	Spring 2030	Summer 2030			
QEP Cohort 5	Fall 2026	Spring 2027	Summer 2027		Fall 2027	Spring 2028	Summer 2028		Fall 2028	Spring 2029	Summer 2029		Fall 2029	Spring 2030	Summer 2030		Fall 2030	Spring 2031	Summer 2031			

Figure 8: Re-Enrollment Rate, QEP Cohort Tracking Template

Measure Four: Retention Rate Fall to Spring for all Students

Methodology: The Technical College System of Georgia Knowledge Management System (KMS) Retention: Fall to Spring Report (TEC0362) will be pulled each spring for a short-term assessment of student persistence from the previous fall term. This will provide a good balance for the measurements more focused on longer-term progress and will encompass students at all points of their academic careers, not just those newly beginning their programs as in the QEP cohorts.

The KMS report describes its methodology as follows:

This report provides students’ fall enrollment.... Of those fall students, it also shows the count and percent that returned in spring. This report captures enrollment only. Students who graduated in fall and did not re-enroll in spring are marked as not-retained. Shows fall-to-spring retention for the college overall and by program.

The **baseline retention rate from Fall 2021 to Spring 2022 was 62.3%** ([Retention Rate Fall to Spring, 2022](#)). The College expects to see an upward trend in this rate year over year, throughout implementation.

Measure Five: Institutional Satisfaction Survey

The biennial institutional satisfaction survey was last distributed and analyzed in 2020 ([2020 Institutional Survey, Students](#)), and the next iteration will be deployed Fall Semester 2022. The College will review questions specific aligned to QEP Outcomes and action strategies and begin to track longitudinally for the five-year implementation period.

Because the survey will be revised to assessment the effect of interventions to be implemented in academic year 2023, the Fall 2022 survey results will serve as baseline data.