

## Executive Summary

**Quality Enhancement Plan:** *Pirate PATH to Success*

**Institution:** Pensacola State College

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As a result of a logical and methodical process that garnered information and ideas from a wide range of constituents and included key issues that emerged from institutional assessment, Pensacola State College (PSC) identified its focused topic and subsequent Quality Enhancement Plan (QEP): *Pirate PATH to Success*. Concentrating on the environment that supports student learning and in direct support of the College's mission, this QEP is focused on the implementation of an institutionally designed guided pathways model.

The College adapted the nationally recognized guided pathways model, customizing it to meet the needs of PSC students. The PSC guided pathways model is enhanced with an intentional advising component to assist with keeping each student on the path toward completion. The four major student treatment components of the *Pirate PATH to Success* are aimed at first-time-in-college students and include 1) mandatory orientation for first-time-in-college students, 2) intentional advising, 3) clear, structured degree plans, and 4) referrals to quality academic and student support services. The acronym PATH underscores this four component focus.

**Preparing Students for Success Through Orientation**

**Advising Students for Success**

**Tracking Degree Plans to Guide Students to Success**

**Helping Students Through Academic and Student Support Services to Ensure Success**

These four major student treatment components are research-based and rest firmly on best practices.

Because all first-time-in-college students will be affected by this QEP, the scope of this initiative is significant to the College and will serve as a major enhancement to retention and program completion. More specifically, the *Pirate PATH to Success* includes the following key components for first-time-in-college students: required orientation; career assessment as a part of orientation; an assigned advisor; a review of the career assessment with the assigned advisor; required advising through successful completion of 50% of the required credit or clock hours in the program of study; defined points of contact during the semester for advisors to contact assigned students; degree MAPs (Minimum Academic Pathways) based upon the national guided pathways model to keep students on track to completion; and referrals by advisors to appropriate academic and student support resources.

These components are intended to work in concert to ensure students are on the most effective path to completion by 1) helping students decide on a goal through career assessment and select the appropriate degree program and 2) helping students stay on the path to completion through intentional advising, structured degree plans, and appropriate academic and student support services.