

**Addressing the Missing Piece in the Momentum Pathway: Leveraging “15 to Finish”
Principles to Establish a New Norm for Student Completion at
Paul D. Camp Community College**

The Paul D. Camp Community College (PDCCC) Quality Enhancement Plan (QEP) will improve on-time program completion through implementation of a *15 to Finish* initiative. Currently, only 9% of PDCCC’s degree-and certificate-seeking students are enrolled in 15 or more credits on average per semester. Therefore, most students will not satisfy program requirements for a two-year Associate of Arts and Sciences (AA&S) or Associate of Applied Science (AAS) degree within two years, a certificate within one year, or a career studies certificate (CSC) within one or two semesters. Providing students with the benefits, means, and resources to enroll in and complete 15 credit hours a semester or 30 credit hours in an academic year will better enable students to meet their education and career goals. The Goal of the QEP is to increase, over five years, the on-time program completion rate from 13% to 25% for all new, first-time, degree-, certificate-, and CSC-seeking students entering the College in Fall 2018 and thereafter.

The student success outcomes and objectives associated with this Goal are: [1] At least 40% of the target population (FTIC) will enroll in 15 credits each semester or a total of 30 credits in an academic year including summer; [2] At least 75% of the target population (FTIC) enrolled in 15 or more credits a semester will successfully complete all coursework (grades of A, B, C, or S); [3] At least 82% of the target population (FTIC) will be retained from fall to spring and 65% retained from fall to fall; [4] 70% of the target population will engage with appropriate personnel and processes to identify, verify, and enroll in a primary curricular program of study; and [5] 70% of the target population will engage with appropriate personnel and processes to ensure the completion of an academic map, the selection of courses that support on-time completion, and the discussion of post-completion goals

Implementation consists of three major components: [1] Institutional Enhancement through marketing, purposeful course scheduling, leveraging “Game Changers” (i.e., strategies for student success), and providing student incentives; [2] Academic Advising Development and training for faculty and staff; and [3] Student Development through improved onboarding, academic planning, and student engagement.

PDCCC has identified and committed both new and in-kind resources to the QEP totaling approximately \$300,000 over the next five years. These include: time and effort for an implementation team; funding provided by the Paul D. Camp Community College Foundation for marketing the initiative and incentives to students; professional development; and technology to facilitate student academic planning and course scheduling.

From initial implementation in Fall 2018, and for five years thereafter, PDCCC will utilize an assessment plan that incorporates quantitative and qualitative methods and includes both formative and summative evaluation. Formative evaluation will monitor implementation to inform initiative improvement and identify potential obstacles to success. Summative evaluation addresses the extent to which the initiative meets the stated goal, outcomes, and objectives by comparing results to baseline data and specified targets, which are informed by indicators of student success identified by Complete College America and the Virginia Community College System. PDCCC’s 5th Year Report will document the evaluation findings and focus on the extent to which PDCCC achieved the QEP goal and desired outcomes and objectives.

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