

## **I. Identification of the Topic**

The QEP Director and Co-Director analyzed the data of both the constituents' questionnaires and the faculty/staff survey and presented a breakdown and analysis report to the newly comprised QEP Team in February 2018.

Besides an overall analysis provided for both the questionnaire and survey, the specific responses were carefully listed and provided on the overview report by Co-Director Tony Brooks. (See appendix 2: Analysis of Questionnaires and Surveys)

The QEP Team reviewed the analysis of data as well as focused on the "specific" comments made on both surveys to begin a discussion focusing on the QEP prospective topic. The February 2018 meeting also saw the QEP Team review the QEP task and SACSCOC standards, QEP rubric, and other criteria that would be the major focus of student engagement, student success and student retention. (See appendix 3: QEP Rubric PP)

## **Emergence of Possible Themes**

The QEP Team reviewed CCC annual Report Cards, Retention Rates, Remediation Reports, Comparisons of Enrollments, etc. Margaret M. Dixon, the Director of Research, Assessment and Strategic Planning, also a QEP Team member, strongly suggested that one focus point would be a target audience of First Time Ever in College (**FTEIC**) students. Improving the educational experience for this group will result in their engagement, success, and retention. (See Appendix 4)

Research into "obstacles to student success in college" and the "best practices for assisting students in engagement, success, and retention" were the team's charges when researching educational materials, books, scholarly journals, higher education periodicals, etc. Research and meetings continued February-April 2018, and discussions identified the following topic areas:

- Writing
- English
- Math
- Advising and Coaching
- Critical Thinking.

## **Narrowing the QEP Topic**

After many discussions of research materials and specific focus topics at several QEP Team meetings from February-April 2018, QEP members eliminated English and Math. The remediation problems of CCC students for better Writing and English skills as well as math remediation were already being addressed at CCC by the Academics Division and Student Support Services. CCC has provided tutoring for math students via MyMath Lab and other software programs available to assist students with mathematical shortcomings as well as face-to-face tutoring services. The Math and Science Department has increased the number of Intermediate Algebra courses being taught to help better prepare students for College Algebra.

The focus of CCC's last QEP was reading comprehension which dealt directly with reading and English skills. Reading Apprentice Skills used in the iREAD QEP are still being used at the college and support services are also available. Finally, after discussion of other colleges that focused Critical Thinking as a five-year plan, the CCC QEP Team learned that the General Education Studies Program at CCC is also providing support in the area of Critical Thinking. Therefore, this topic was also eliminated.

## **QEP Focus**

The focus was on advising and coaching. The statistics and research conducted showed how important advising is to student success; as most of the QEP are educators in the classroom, the team had seen students "fall through the cracks" due to missed advisement, a lack of application of advisement and many other reasons.

Advisement is the main objective, but the team knew just concentrating on one aspect of advising would probably not gain the results expected. Many successful advisement protocols included a reinforcement of a special class, a first-year student success focus, and a way to let first-time students feel part of a community in which they want to continue as a member. Therefore, the orientation course at CCC would be revised and revamped to add energy and interactive skills to engage students and retain them.

Advisement includes information about all facets of Coahoma Community College: admissions process, financial aid process, registration for classes, major opportunities for tutoring, scholarship opportunities and mentoring or personal counseling in academics and social behavior and concerns.

Upon reviewing all topics that involved these subject areas, the team decided to focus on the personal advisement of each student especially focusing on the FTEIC students.

An orientation course, LLS 1311, is required at CCC for graduation. Employing the use of the course in the QEP will assist and reinforce the advising protocol. Thus, the topic was named **ROAD to Success: Revitalizing Orientation and Advisement Development** in May 2018. The QEP Team created goals and outcomes for the topic at that time, but further work and specific initiatives and actions have been developed for the plan by the QEP Team.