COAHOMA COMMUNITY COLLEGE
QEP TEAM MEETING

FEBRUARY 9, 2018

2:00 PM

WELCOME

- Ms. Glynda Duncan, QEP Chair
  - Welcome

- Ms. Margaret Dixon, Institutional Effectiveness/SACS Liaison Director , Office of Institutional Effectiveness
  - The task ahead

THE QEP
HANDBOOK FOR INSTITUTIONS SEEKING R EAFFIRMATION

SACS COC™

THE INSTITUTION HAS A QUALITY ENHANCEMENT PLAN THAT (A) HAS A TOPIC IDENTIFIED THROUGH ITS ONGOING, COMPREHENSIVE PLANNING AND EVALUATION PROCESSES; (B) HAS BROAD-BASED SUPPORT OF INSTITUTIONAL CONSTITUENCIES; (C) FOCUSES ON IMPROVING SPECIFIC STUDENT LEARNING OUTCOMES AND/OR STUDENT SUCCESS; (D) COMMITS RESOURCES TO INITIATE, IMPLEMENT AND COMPLETE THE QEP; AND (E) INCLUDES A PLAN TO ASSESS ACHIEVEMENT.

Contents for the Quality Enhancement Plan generally include the following components:

- I. **Executive Summary** *(one page)*
- II. **Process Used to Develop the QEP:**
  - Evidence of the involvement of all appropriate campus constituencies *(providing support for compliance with CS 3.3.2 "includes a broad-based involvement of institutional constituencies in the development…of the QEP")*
- III. **Identification of the Topic:**
  - A topic that is creative and vital to the long-term improvement of student learning *(providing support for compliance with CR2.12 "focuses on learning outcomes and/or the environment supporting student learning")*
- IV. **Desired Student Learning Outcomes:**
  - Specific, well-defined goals related to an issue of substance and depth, expected to lead to observable results *(providing support for compliance with CS 3.3.2 "identifies goals")*
- V. **Literature Review and Best Practices:**
  - Evidence of consideration of best practices related to the topic *(providing support for compliance with CS 3.3.2 "institutional capability for the initiation, implementation, and completion of the QEP")*

Contents for the Quality Enhancement Plan generally include the following components: (Cont.)

- VI. **Actions to be Implemented:**
  - Evidence of careful analysis of institutional context in designing actions capable of generating the desired student learning outcomes *(providing support for compliance with CS 3.3.2 "institutional capability for the initiation, implementation, and completion of the QEP")*
- VI. **Timeline:** A **logical calendaring of all actions to be implemented**
  - *(providing support for compliance with CS 3.3.2 "institutional capability for the initiation, implementation, and completion of the QEP")*
- VIII. **Organizational Structure:**
  - Clear lines of responsibility for implementation and sustainability *(providing support for compliance CS 3.3.2 "institutional capability for the initiation, implementation, and completion of the QEP")*
- IX. **Resources:**
  - A realistic allocation of sufficient human, financial, and physical resources *(providing support for compliance CS 3.3.2 "institutional capability for the initiation, implementation, and completion of the QEP")*
- X. **Assessment:**
  - A comprehensive evaluation plan *(providing support for compliance with CS 3.3.2 "a plan to assess their achievement")*
- XI. **Appendices** *(optional)*

DEVELOPING A TOPIC

- Initial survey to evaluate needs of the institution (done)

- Evaluate survey findings and develop more focused survey to determine final topic (today)

- Draft/approval of new survey (today)

- Choosing topic – next meeting March 9th
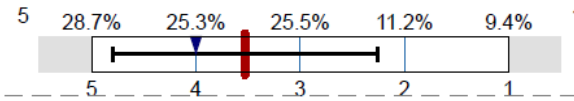
RESULTS INITIAL SURVEY

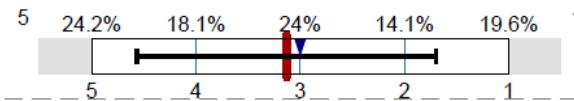| 2. What are the major setbacks in student retention (making it to graduation)? |
|---|

2.1) Communication
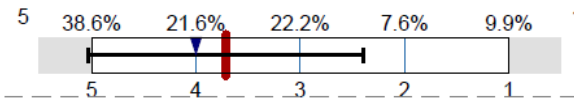
5	38.6%	21.6%	22.2%	7.6%	9.9%	1	n=513 av.=3.7 md=4 dev.=1.3

2.2) Accurate Information

5	28.7%	25.3%	25.5%	11.2%	9.4%	1	n=502 av.=3.5 md=4 dev.=1.3

2.3) Registration Process

5	24.2%	18.1%	24%	14.1%	19.6%	1	n=509 av.=3.1 md=3 dev.=1.4

2.4) Advising
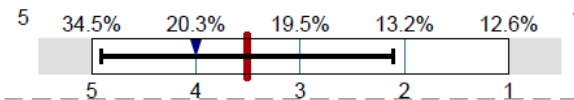
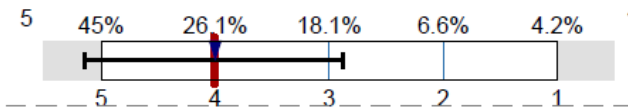| 5	34.5%	20.3%	19.5%	13.2%	12.6%	1	n=493 av.=3.5 md=4 dev.=1.4

RESULTS INITIAL SURVEY

4. What are the major challenges to advising and coaching students in college?

4.1) Time constraints — 5: 45%, 26.1%, 18.1%, 6.6%, 4.2% :1 — n=518, av.=4, md=4, dev.=1.1
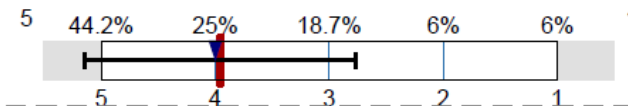
4.2) Communications — 5: 44.2%, 25%, 18.7%, 6%, 6% :1 — n=513, av.=4, md=4, dev.=1.2

4.3) Availability of information to students/advisors — 5: 37.5%, 22.8%, 24.5%, 7.3%, 7.9% :1 — n=518, av.=3.7, md=4, dev.=1.3

4.4) Number of advisees per faculty advisor — 5: 32.7%, 23.5%, 19.3%, 12.2%, 12.2% :1 — n=498, av.=3.5, md=4, dev.=1.4

RESULTS INITIAL SURVEY

2. What are the major setbacks in student retention (making it to graduation)?

2.1) Communication — 5 ... 1 — n=513 av.=3.7 md=4.0 dev.=1.3

2.2) Accurate Information — 5 ... 1 — n=502 av.=3.5 md=4.0 dev.=1.3

2.3) Registration Process — 5 ... 1 — n=509 av.=3.1 md=3.0 dev.=1.4

2.4) Advising — 5 ... 1 — n=493 av.=3.5 md=4.0 dev.=1.4

2.5) Family, jobs, other obligations — 5 ... 1 — n=491 av.=3.8 md=4.0 dev.=1.4
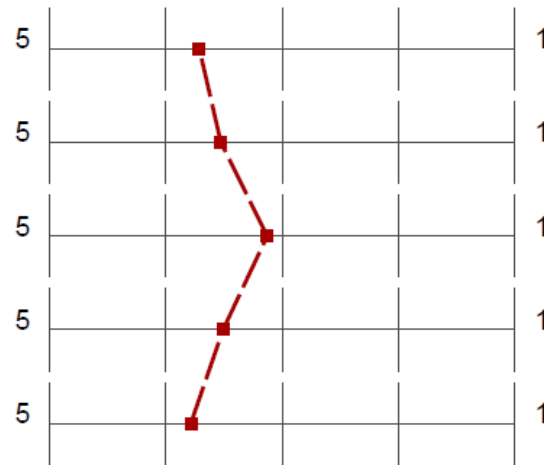
RESULTS INITIAL SURVEY

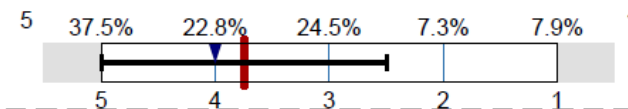4. What are the major challenges to advising and coaching students in college?

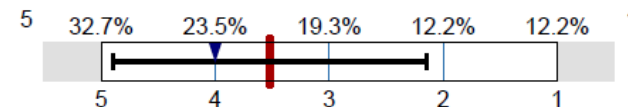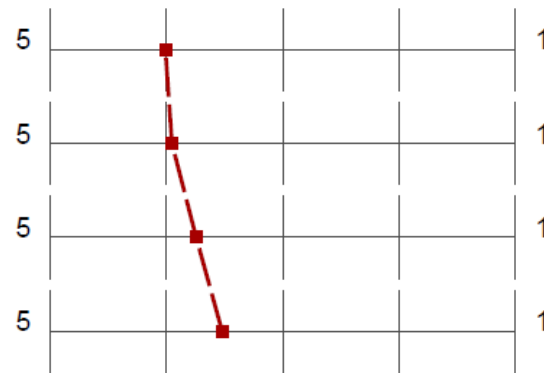|		
4.1) Time constraints		n=518 av.=4.0 md=4.0 dev.=1.1
4.2) Communications		n=513 av.=4.0 md=4.0 dev.=1.2
4.3) Availability of information to students/advisors		n=518 av.=3.7 md=4.0 dev.=1.3
4.4) Number of advisees per faculty advisor		n=498 av.=3.5 md=4.0 dev.=1.4

WRITTEN COMMENTS

Total campus effort is not a priority. We have to go beyond scheduling.

Not prepared for college

Having help with being instructed to where to go.

Students are often met with unpleasant experiences in key areas such as the office in the VMP building (especially with their financial aid & the timeline of it). CCC do not offer enough evening classes to meet student needs/work schedules. All students don't desire online classes.

WRITTEN COMMENTS

Having help with being instructed to where to go.

- Advising is better when you go to the department person. Registration could be better if the people were nicer.

- Advising should take place within the department, not by the counselors or any other party.
  Inaccurate information is shared when it does not come from the department the student is in.

- Having administration to reset the student academic when they are eligible for an academic restart.

- Having no support or anyone to motivate them.

  - People that work there are rude. Workers in the small building across from white side are the worst

  - Some teachers make it hard for students to graduate

WRITTEN COMMENTS

- Their own Immaturity being the leading cause. Their lack of being a goal-oriented student is a setback in itself.

- Well I would like to communicate more, and get some help more.

Staying on students about the information.

Students enrolled at Coahoma needs an intensive orientation class before school begins

WRITTEN COMMENTS

- I know this is probably in professionalism but just to make sure it is addressed....Appearance (dressing)

- It is hard to provide the students with the above when majority of the falculty and staff don't demonstrate this.

- make sure everything is proper in order.

I feel like the advisors are not 100% in the know about certain topics. I also think the advisors should be more clear on the time

students knowing what they want to do

WRITTEN COMMENTS

Admissions repeatedly giving inconsistent or incorrect information to students. Not sending majors to dept. cha

Advising Information is the Bible to graduating on time. The information is different on the Web and the advision off.

Students do not hear the same information from all instructors/advisors/counselors. Lack of consistent information being disseminated because you have the wrong or inadequate people providing information which causes confusion for the students & community for example: Employees off

WRITTEN COMMENTS

- Consistentcy

- Dean and Teachers are not on campus. Counselors are arrogant.

- Just go to Ms. Furdge or Bockert. Stay away from counselors, they have you in wrong classes.

- The biggest challenge faced is when a student seeks help from an advisor or an office staff member (financial aid, registration, ect) and the staff talks down to the students. If it was clear then the student would not seek help. The staff seems annoyed and inconvenienced when students ask questions and seek help. There are certain staff members that have reputations of being difficult and students tend to avoid interacting with these members of the staff,

- When an instructor provdies correct and accurate information, yet the student does not like what they are being told. Instead of the student doing what is right the right way, they go to a counselor or the Dean and now the student is out of sequence, they become frustrated or stressed, now they have to repeat a course; unless the counselor or Dean changes the grade without the instructor knowing.

WRITTEN COMMENTS

Working with new students

CCC needs improvement in assisting students such as the staff in the admission building. The teachers are great!

'Being able to provide students with the proper help and motivation for graduation.

WRITTEN COMMENTS

Be more organized and more clear what to do with work.

The School needs to focus more on the Needs of the students.

Orientation for training students concerning online courses

More online training for faculty, staff & students

WRITTEN COMMENTS

Personal Support, Tutoring

always be available for Students

Telling us more about our fasfa.

- Advise teachers to be calm with students and try to help more if they see the student making an effort to better themselves

WRITTEN COMMENTS

- Being able to communicate with advisors/teachers to know more about your class work, etc sooner

- Better communication between instructors and students

- Better communication skills from instructors with their students.

- Building a relationship with students is very important for retention. Faculty and Staff should both understand that our current students are our MOST PRIZE POSSESSION and we will not be able to have a working relationship with our future students if we are dropping the ball with our current. We must build rapport, relationships and understand that we are not SUPERHUMAN and we should not expect our students to be. Students face hardships in so much a life and attending college and being successful is not easy. Most of our students need that extra encouragement, motivation, and someone to UNDERSTAND.

WRITTEN COMMENTS

- Communication can help students more in college.

- Communication skills

- Communication(effective)

- Communication, communication, communication means CCC that what make us great.

- Computer lab time

- Counseling, Tutorial, Graduation Coach

- Course schedules that allow me to work full or part time; my schedule varies each week

WRITTEN COMMENTS

- Fire everyone in that small building where counselors are' they really don't want to do their job. Skinny online guy is never there. ▮▮▮▮ ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮.The dean is never there, tried for two weeks to see her, can't get her at all. 3secretaries are in ther and they cant do anything

- I believe the attitudes of us, CCC employees: How we respond to the students, what is their first impression of us and how do we keep the line of communication open for the students.   Whereas everyone may not be allowed to do students' scheduling, everyone should be trained on how to attract, captivate and retain students.

- Improvement for student success is to make sure that students needs are fully met, and every faculty member should be mindful to have patience, good attitude, and professionalism. And to add, as faculty/staff, we should be patterns to our students and not their friend. It is the faculty and staff responsibility to make sure that each students is vital and first to be served at any institution.

  - Making sure faculty and staff are available for students

  - More classes available online

  - Nicer and businesslike people need hiring.

WRITTEN COMMENTS

- **PROFESSIONALISM !!!!!**

- Providing advisor with proper student information/records (transcripts, ACT scores, ETC.) so students can be register properly in the correct classes.

- Retention and advising

- Students have to be treated as if they are needed, because they are. Communication between offices and between faculty, staff and students needs to be better. We also have to make sure that we keep up with or "track" the students' progress early on so that students won't get lost.

- Students having one chance to meet their Instructors, probably at the beginning of the course.

- Students need to have more of a connection with the community

- Students need to know all aspects of the campus and how to get to them.

- Students realizing that school is serious. Students take more advantage on how to pass. Teachers making more chances for students. However, not to many.

WRITTEN COMMENTS

- THEY NEED IMPROVEMENS IN COMMCATION.

- Teachers who are actually prepared and ready to run a class

- Telling them not give up in life and keep going

- The ability to learn and time management

- There might be a small precentage of improvements,but for the over all I think the success is great for the students at CCC.

- There need to be more training for the faculty, staff, and students so that we up to date with the new technology.

- This survey made no sense to me. But, the college should focus on soft skills to enhance the quality of what the college is doing.

- To further enhance student success we need to ensure that NO student slips between to cracks of communication and a catalyst to graduation. I would like for us to create an app for students to see where they are (road map to graduation) and what they need to be doing (meeting with your advisor, classes you need to take, applying for financial aid/reminding your parents you need their tax information so that you can go ahead and apply for financial aid).

- To provide resources and advising for our students first and second year to get them to graduation

WRITTEN COMMENTS

- canvas online.
  I think teachers should take a course to learn how to work canvas or something because they be putting our working in canvas in all type of ways and always blame it on canvas server, but don't nothing be wrong with canvas.

SURVEY 1 RESULTS

Survey Results	Responses	Totals	%
Responded N/A	2 2 7 3 3 7 4 5 2 2 5 7 5 14 15 3	86	24.86%
Advising/Communications	4 2 3 4 1 6 5 6 4 6 2 4 4 2 9 7 1	70	20.23%
Personal accountability	6 3 5 2 3 3 3 5 2 3 2 1 5 5 3 2 1	54	15.61%
Problem employee/faculty	2 5 3 1 2 2 2 2 5 2	26	7.51%
Great/no problem	3 2 2 1 8 6 4	26	7.51%
Classroom issue	1 1 4 2 4 7	19	5.49%
Safety (Profanity/Drugs)	1 2 1 1 2 1 1 1 2 1 1	14	4.05%
Tutoring Services	2 2 3 1 1 1 1	11	3.18%
Wifi problems	1 1 1 1 1	5	1.45%
Dorm/study areas	2 1 1 1	5	1.45%
online/canvas	2 2	4	1.16%
Fin. Aid	1 1 1 1	4	1.16%
Orientation	1 2	3	0.87%
Job help	1 1 1	3	0.87%
lack of prog/classes-online	1 1 1	3	0.87%
Unprepared for college	2	2	0.58%
Computer access	1 1	2	0.58%
Need campus activities	2	2	0.58%
Writing Help	1	1	0.29%
Everything	1	1	0.29%
Student Union	1	1	0.29%
food	1	1	0.29%
Library	1	1	0.29%
Honor College	1	1	0.29%
Band	1	1	0.29%
Technology		0	0.00%
		346	100.00%

FINAL RESULTS

- Out of 346 comments, 20 (~20%) was on advising & communications

- A full copy of the survey results is available

NEXT STEP

- Look at existing data to further justify Advising and Communication as the topic of choice
  - Others items that will be used to select a topic.
    - Strategic Plan Results
    - Report Cards
    - Budgets
    - Program Reviews
    - Annual Reports
  - Dixon/Roberson to expand

- Assignment: Review the above to back up the Advising/Communication topic

- Set next meeting (March 9th)