COAHOMA COMMUNITY COLLEGE

QUALITY ENHANCEMENT PLAN

R.O.A.D TO SUCCESS

REVITALIZING ORIENTATION AND ADVISING DEVELOPMENT

RESPONSE TO RECOMMENDATIONS
SACSCOC ON-SITE REVIEW COMMITTEE SEPTEMBER 2020

MARCH 11, 2021

DR. VALMADGE T. TOWNER, PRESIDENT
3240 FRIARS POINT ROAD
CLARKSDALE, MS 38614
662-621-4101

Questions Related to the Quality Enhancement Plan Should Be Directed to:
Margaret M. Dixon, Accreditation Liaison
Coahoma Community College
3240 Friars Point Road
Clarksdale, MS 38614

(662) 621-4670 or (662) 902-7585

mdixon@coahomacc.edu

SACSCOC ON-SITE COMMITTEE – SEPTEMBER 2020

RECOMMENDATION

- **Recommendation 2:** The Committee recommends that the institution revise the QEP assessment plan to include more direct assessment measures.
- **Recommendation 3**: The Committee recommends that the institution revise Student Learning Outcomes to articulate what students will know following the orientation course and add a clear assessment of those Outcomes.

SUGGESTIONS:

Suggestions for Strengthening the QEP

- Connect and clearly articulate how Achieving the Dream data was used to determine and influence the QEP topic.
- Connect and clearly articulate the Achieving the Dream data to the QEP assessments of the enhanced advising process and the revised orientation course.
- Add questions to the Course Evaluation to assess student learning and/or satisfaction with the revised orientation course.
- Add an Advising Feedback survey to gain insight on student learning and satisfaction with the new process.
- Use current CCSSE data as a baseline to assess student engagement in the advising process and the orientation course.

TABLE OF CONTENTS

I. KEY TERMS 1

II. EXECUTIVE SUMMARY 3

III. ANALYSIS OF QUALITY ENHANCEMENT PLAN 4

A. Topic Identification 4

B. Emergence of Possible Themes 6

C. Narrowing of QEP Topic 6

D. **SUGGESTION 1**: Table II: ATD Early Momentum KPIs Data 8

E. **SUGGESTION 2**: Table III: Persistence and Complete KPIs 9

IV. BROAD-BASED SUPPORT 10

F. Survey Results by Ethnic Groups and Participants 11

V. QEP FOCUS 11

G. Exhibit I. ADVISING MAP: Success Points Road Map 12

H. **SUGGESTION 3**: Exhibit II. CCSSE: Success Results 14

I. Goals, Student Success Outcomes (SSOs), and Student Learning Outcomes (SLOs) 14

VI. INSTITUTIONAL CAPABILITY FOR THE INITIATION, IMPLEMENTATION, AND COMPLETION OF THE PLAN 15

J. Table III: Resources 15

K. Table IV: QEP Budget 17

VII. RECOMMENDATION 2 & 3: ASSESSMENT OF THE PLAN 18

L. Table V: QEP Goals and Student Success Outcomes 19

M. Table VI: Orientation Course LLS 1311 Student Learning Outcomes (SLOs) and Student Success Outcomes (SSOs) 22-30

VIII. OTHER RESOURCES 30

N. Table VII: Professional Development 5-Year Plan 30

O. Table VIII: Marketing 5-Year Plan 31

IX. LITERATURE REVIEW 35

X. REFERENCES 48

XI. **APPENDICES 53**

Appendix 1: QEP Team, Subcommittees and Functions 54

Appendix 2: Analysis of Questionnaires 58

Appendix 3: Kickoff Rally Pictures 60

Appendix 4: **SUGGESTION 4:** Advising Feedback Survey 61
Appendix 5: **SUGGESTION 5**: Course Evaluation Questions 63

QUALITY ENHANCEMENT PLAN

ROAD TO Success: Revitalizing Orientation and Advisement Development

I. KEY TERMS

Advising 'Touch' – as pertains to CCC Advising protocol, counselor/advisor and/or instructor will "make a contact" with student in person, by phone, by virtual electronics, computer, email, or text for advising or early alert purposes

Canvas – the Learning Management System (LMS) that allows faculty and students to maintain assignments, grades, projects, take quizzes, and manage each course through the electronic delivery system

College Skills- abilities students need to promote their success in and out of the classroom (note taking, stress management, financial responsibility, time management, etc.)

Early Momentum KPIs - Number and Percentage of FTEIC* students who earned at least 6 or at least 12 credential-bearing credits during the first term; Earned at least 15, 24, or 30+ credits in year 1

Earned 12+ college credits in 1st term - Number and % of fall cohort students who earned 12 or more college-level (i.e., non-developmental) credits (with grade C- or better) in first term (ATD)

Earned 30+ college credits in year 1 - Number and % of fall cohort students who earned 30 or more college-level (i.e., non-developmental) credits (with grade C- or better) in first term (ATD)

Empowerment – giving students the necessary tools to successfully matriculate to graduation; these tools include a revitalized orientation course that emphasizes advising, career choices, financial responsibility, where and how to locate academic resources, how to manage stress, how to take notes, etc.

Engagement – interaction between students and faculty/advisors, students and staff, students and administrators.

Enrolled – to have an official part-time or full-time status according to the Office of Admissions during a term/semester.

First-time Ever in College (FTEIC) - A student who enrolls for the first time in college during the given fall term with no previous college level experience or credential. (ATD)

Finish Line – graduation (ATD)

Guest Facilitators – informational and communicational experts who visit the course (either face-to-face or by video) to relay and facilitate information and action of the impact of that information in a casual and useful way for student comprehension

MyCCC – a component of the electronic database or Student Information System, Jenzabar, that gives students and faculty/advisors access to the advising; unofficial transcripts; grades; past, current and future course enrollment; financial holds on student accounts, and a way to post notes and early alerts to students as a "touch" or to instructors or enrollment manager for early alerts of problems areas for students

Lagging indicators – Lagging indicators are your big goals. They include indicator's such as degree and certificate attainment, transfer rates, and job placement rates.

Leading Indicators – Leading indicators directly influence lagging indicator. Leading indicators are directly actionable. They include indicator's such as term-to-term persistence, credit load, course grades attendance, course pass rates, and completion of basic skills.

Reflection – student's written document commenting on questions or prompts about the transmission of skills and management of the Orientation course, focusing on what they learned and how they learned it.

Retention – student's return or enrollment in a consecutive term or year.

Revitalized Orientation – the development of a new orientation course CCC students will take within the first 21 hours of their program of study; the course focuses more on the importance of student engagement and advising

Persisted from term 1 to term 2 – Number and % of fall cohort students who enrolled in at least one credit-bearing course (including remedial) in term 2 (spring term) (ATD)

Success – an increase FTECI students' persistent rates from term to term and year to year, increase credit hours, and increase student-faculty engagement.

II. EXECUTIVE SUMMARY

Coahoma Community College, an Achieving the Dream (ATD) school, is located in the rural Mississippi Delta where students are faced with many challenges during their educational careers. Coahoma Community College has committed to trying to provide our students with all the necessary tools needed to overcome these challenges and become productive citizens. Coahoma Community College mission and goals are to provides accessible, diverse, quality, equitable educational opportunities and support services that foster holistic growth in a student-centered learning environment. The college is committed to preparing students for college or university transfer and entry into a skilled workforce. These programs empower students' success with support services, emerging technology, exposure and partnerships with community and economic development, and cultural enrichment programs that will encourage life-long learning. After becoming part of ATD, the College had to pull institutional ATD Cohort Kickoff Data. This data consists of a metrics including but not limited to Persistence Key Performance Indicators (KPIs) and the Early Momentum (KPIs), for term 1 to term 2 persistence and credit hours. From Fall 2017 to Fall 2019, data showed that an average of 69% of **First Time Ever in College (FTEIC)** students persisted from term 1 to term 2 and 42% of our **First Time Ever in College (FTEIC)** students earned 12 credit hours during the first term and an average of only 20% of the FTEIC students earned 30 credit hours during the first year. Research shows how some colleges have reacted to the data and have "restructured" the first-year experience as a "community effort…designed to help first-year students successfully adapt to the college campus and surrounding community" and "…focuses on skill development such as time management, self-advocacy, forming allies with faculty and staff and, with the help of a first-year 'Advocate,' choose a career path" (Cherry, Lloyd & Prida, 2015, par. 8).

The QEP's target audience is the FTEIC students. The data below shows the numbers of FTEIC students enrolled in the college over the last four years.

Table I. Four-Year Enrollment for FTEIC:

FTEIC - Fall 2017	FTEIC - Fall 2018	FTEIC - Fall 2019	FTEIC - Fall 2020
469	530	546	433

The College strives to improve student success by developing a five-year Quality Enhancement Plan that engages and empowers **First Time Ever in College (FTEIC)** students to persist from term to term during the first year, increase the rate of student-faculty/advisor engagement/interaction and to increase the number of credit hours earned toward their degree or certificate in year one by providing intrusive advising and ensuring FTEIC students are, within their first 21 hours of college credit, enrolled in a revitalized orientation course that emphasizes the importance of advising and guides them to the necessary resources they need to be successful. Coahoma Community College is using leading indicators, term-to-term persistence and credit loads Ito lead to the lagging indicators degree and certificate attainment, transfer rates, and job placement. The proposed QEP topic is **ROAD to Success: Revitalizing Orientation and Advisement Development.**

Coahoma Community College's goals for the QEP have been established to help students successfully reach the "FINISH LINE" – graduation. The goals are as follows:

1. Increase the term-to-term persistence rates for FTEIC students.
2. Increase the number of credit hours earned by FTEIC students during the first term and first year.
3. Increase the rate of student-faculty/advisor engagement/interaction.

III. ANALYSIS OF QULAITY ENHANCEMENT PLAN

A. Topic Identification

August 2017, Glynda J. Duncan, English instructor, was appointed by Dean of Academic Affairs Dr. Rolonda Brown and approved by Dr. Valmadge Towner, CCC President to serve as Chair of the QEP Team. Mr. Tony Brooks, Respiratory Therapist instructor from the Health Sciences Division, was approved as Co-Director. From this point, the QEP chair met with Director of Research, Assessment, and Strategic Initiatives Mrs. Margaret Dixon and Cynthia Roberson, Coordinator for Assessment, to compile a QEP Steering Committee; all departments and areas of the college were represented as well as student representatives Student Government Association (SGA) President and Mr. and Miss Coahoma Community College. President Towner approved the QEP Steering Committee; subsequently, members were appointed to specialized committees: Professional Development,

Assessment, Marketing, Budget, and later committees were added for Advisement, Orientation, and Best Practices. (See Appendix 1: QEP Committees and Functions)

The QEP Steering Committee (2017) started with an overwhelming 52-member group consisting of QEP Director and Co- Director and faculty and staff from all areas of the campus. The QEP Director and Co-Director and the three divisional deans arranged a plan for a more manageable and productive QEP Team. Each dean and directors of programs nominated 1-2 persons from each area of CCC for the newly assembled QEP Team. This approved plan reduced the committee from a 52-member Steering Committee to a 20faculty/staff QEP Team with three student representatives (the three student participants are SGA President and Mr. and Miss CCC; these three students will change each year.

QEP Steering Committee initially met in September 2017 with the following agenda:

- how stakeholders could be involved in surveys and questionnaires;
- areas of weaknesses at CCC that should be addressed as potential areas of a QEP;
- how to use the QEP rubric;
- three-year timeline to be used;
- areas of concern or suggestions to make our task more efficient.

To begin the process of identifying a QEP topic, questionnaires were administered. The QEP Director and Co-Director analyzed the data of the constituents' questionnaires and presented a breakdown and analysis report to the newly comprised QEP Team in February 2018. Besides an overall analysis provided for the questionnaire, the specific responses were carefully listed and provided on the overview report by Co-Director Tony Brooks. (See Appendix 2: Analysis of Questionnaires)

The QEP Team then 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 results of the questionnaire lead the way to selecting advising and coaching for emphasis for addressing student success. When asked what are some the major setbacks in student retention (making it to graduation), 566 participants responded in the following way:

A. Registration Process 48%
B. Accurate Information 35%
C. Advising 35%
D. Family, jobs, other obligations 33%
E. Communication 30%

Although advising seemed to have ranked third in the major setbacks, when reviewing the comments on the questionnaire, 70 out of 346 (20%) comments addressed advising, ranking advising as the first major setback.

B. 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 Initiatives, 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.

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

C. 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 on 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.

In year two of developing the QEP, the QEP team collaborated with the Achieving the Dream (ATD) team to identify student success measures and to use data already disaggregated by the ATD team to serve as baseline data for key student success goals.

Coahoma Community College actually started the Achieving the Dream (ATD) initiative in January 2018. Coahoma Community College's primary reason for becoming a part of Achieving the Dream was to get support with major institutional factors that would guide us into helping our students identify and achieve their goals through academics and personal growth which will ultimately broaden the opportunity for students to be a part of economic growth in their communities and beyond. ATD introduced scenarios that gave us a clear picture of how our students encountered so many issues upon entry to college, which results in keeping them from reaching the "FINISH LINE" to earning their educational credentials. CCC made the decision to address the major issues within the first 21 hours of enrollment and to continue to provide student support services as guided by ATD during students' entire college career. With the desire to have an external unbiased view of the institution and guidance on how to create a student-centered educational environment, Coahoma launched the ATD initiative. After completing several assignments for ATD, Coahoma identified and reviewed data using the ATD Cohort Kickoff Data Collection Form for our first time ever in college students (FTEIC). The data included persistence rates, completion rates and the early momentum key performance indicators (KPIs); after

reviewing this data, CCC concluded our next initiative would consist of a plan to improve students' success in the aforementioned areas, therefore, leading to the selection of our topic for the Quality Enhancement Plan, **ROAD to Success**. The ATD Cohort Kickoff Data Collection or KPIs included the number of credits earned in the first term and in the first year, persistence from term 1 to term 2 and the total number of credit hours attempted and completed. (See Table II and Table III)

D. Table II. ATD Early Momentum KPIs Data

Achieving the Dream
Community Colleges Count

2018 ATD Cohort Kickoff Data Collection

INSTITUTION: COAHOMA COMMUNITY COLLEGE
Report Initial date: 6/8/2018

Persistence and Completion KPIs: Number and Percentage of FTEIC* students who completed college Math and English in Year 1; Persisted from Term 1 to Term 2; and attempted and completed college credits in Year 1

Cohort →	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total FTEIC Students*	**480**	100%	**521**	100%	**562**	100%	**566**	100%	**469**	100%	**530**	100%	**546**	100%
Gateway math and English completion (Denominator: Total FTEIC Students)														
Completed college math in year 1	103	21%	100	19%	107	19%	87	15%	78	17%	96	18%	106	19%
Completed college english in year 1	149	31%	176	34%	161	29%	145	26%	135	29%	135	25%	150	27%
Persistence (Denominator: Total FTEIC Students)														
Persisted from term 1 to term 2	321	67%	393	75%	415	74%	429	76%	366	78%	341	64%	351	64%
*College course completion** (Denominator: Total College Credits Attempted)*														
Total College Credits Completed	7211	61%	8964	65%	9593	64%	9796	61%	8258	62%	8763	65%	8946	66%
Total College Credits Attempted	*11846*		*13712*		*14945*		*16030*		*13306*		*13390*		*13547*	

*First-time Ever in College (FTEIC): A student who enrolls for the first time in college during the given fall term with no previous college level experience or credential.

**Unit of measurement here is credits associated with students in the cohort, NOT a count of students themselves.

Updated 07.16.2019
Updated 06.26.2020

E. Table III. Persistence and Complete KPIs

Achieving the Dream
Community Colleges Count

2018 ATD Cohort Kickoff Data Collection

INSTITUTION: COAHOMA COMMUNITY COLLEGE

Report Initial date: 6/26/2020

Early Momentum KPIs: Number and Percentage of FTEIC* students who earned at least 6 or at least 12 credential-bearing credits during the first term; Earned at least 15, 24, or 30+ credits in year 1

	Fall 2013		Fall 2014		Fall 2015		Fall 2016			Fall 2017		Fall 2018		Fall 2019	
Cohort →															
	N	%	N	%	N	%	N	%		N	%	N	%	N	%
Total FTEIC Students*	480	100%	521	100%	562	100%	566	100%		469	100%	530	100%	546	100%
Earned 6+ college credits in 1st term	276	58%	331	64%	343	61%	355	63%		319	68%	345	65%	345	63%
Earned 12+ college credits in 1st term	164	34%	209	40%	219	39%	203	36%		212	45%	219	41%	217	40%
Earned 15+ college credits in year 1	215	45%	283	54%	276	49%	272	48%		252	54%	292	55%	327	60%
Earned 24+ college credits in year 1	122	25%	173	33%	184	33%	167	30%		172	37%	193	36%	165	30%
Earned 30+ college credits in year 1	74	15%	88	17%	117	21%	113	20%		104	22%	108	20%	103	19%
FINISH LINE	GRADUATION														

*First-time Ever in College (FTEIC): A student who enrolls for the first time in college during the given fall term with no previous college level experience or credential. **(This will serve as your denominator; remaining rows are all numerators.)**

Updated 07.16.2019

Updated 06.26.2020

IV. BROAD-BASED SUPPORT

The QEP Team received support from all areas of the campus and community. The Constituents and Stakeholders Questionnaire for the CCC five-county district was administered electronically as well as a paper questionnaire distributed by volunteers and the QEP Steering Committee in October-December 2017. The opinions of stakeholders from the analysis of strengths and weaknesses listed in the questionnaire included students, faculty, staff, administration, and citizens in the five-county district with a stake in the progress of CCC. (See Appendix 2: Analysis of Questionnaires).

CCC faculty, employees and QEP committee members volunteered to distribute and collect questionnaires and present questionnaire programs explaining the QEP purpose to churches, civic organizations, fraternities and sororities, service groups, chambers of commerce, etc. Besides collecting data, the questionnaire helped market the QEP before a topic was selected. Constituents from all five counties in the district were represented. Almost 600 (exactly 566 questionnaires) paper and electronic questionnaires were collected and scanned for data in January 2018.

The Workforce Development Personnel contacted the five Chambers of Commerce in the five-county district, enlisting the support of all organizations. Feedback from the Chambers was highly successful in providing needed information from a professional business perspective for prospective students who will graduate and become employed in the Delta, the state of Mississippi and beyond state borders.

Local civic and service organizations, sororities and fraternities, as well as church groups were involved in the questionnaire providing needed information for the local and five-county area and listed needs and ways the college can improve student success which would spell success for these organizations as well.

Besides local business owners taking part in the questionnaires, CCC's Board of Trustee members provided feedback via the questionnaire.

F. Survey Results by Ethnic Groups and Participants

These are the demographics of the Broad-based Support:

Ethnic Group surveyed:

90% African American
0.4% Asian
0.4% Hispanic
0.4% Native American or Pacific Islander
1.5% Two or more Races
6.6% White
0.8% Unknown

Demographics of audience surveyed:

80.1% Students
8.1% Faculty
4.8% Staff
2.1% Administrators
0.2% Board of Trustees
4.6% Community Members

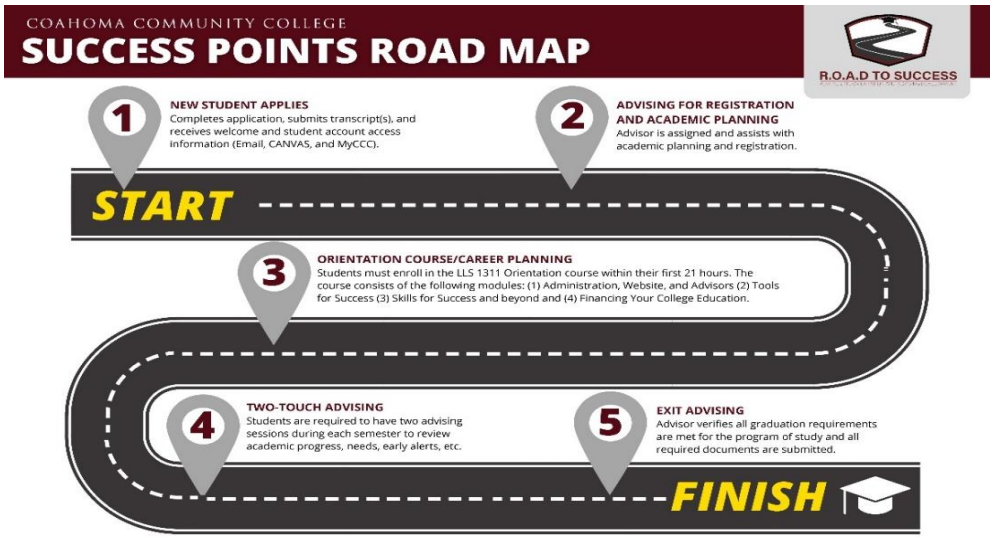
V. QEP FOCUS

The focus of the QEP is advising and coaching and providing student success strategies through an orientation course. The goals of the QEP are to increase persistence, increase the number of credit hours earned among FTEIC students and increase student-faculty/advisor engagement/interaction. 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. Experts have heard about the disadvantages of the first-generation students, but Macias (2017) says, "Instead of cultivating a fear of failure through deficit-oriented perspectives, we must choose to emphasize a capacity for and expectation of success" (19).

Improving advising is a major component of the QEP; however, 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 was revised and revamped to add energy and interactive skills to engage students and guide them to the necessary tools to retain them and aid them in

being successful. As Flynn (2016) describes, these tools include: “a brief individual videoconference interview during the first week of the class, incorporating instructional strategies that appeal to multiple sensory modes and cognitive capabilities, creating an online support learning community, providing links to internal interactive supports, and helping at-risk students learn time management skills” (132). The CCC revitalized Advisement Protocol seeks to use these tools during the process of advising as well as use these tools in the enhanced Orientation course that not only reinforces the Advisement process but provides its own interactive supports, video support with knowledge and personal contacts in Canvas as well as providing specific skills such as management of finances, time, and interpersonal skills.

To increase the persistence rates, number of credit hours earned and increase the student-faculty/advisor engagement/interaction among FTEIC students, the QEP initiatives consist of strongly encouraging students to meet with their advisors at least twice each semester and ensuring students enroll in the revitalized orientation course within their first 21credit hours as shown in the Success Points Road Map below.



G. EXHIBIT I. Advising Map

Many experts name advisement as a major tool in recruiting and retaining students, if it is done correctly. According to Nealy (2005), a major element of retention is correct and repeated advising; he suggests that not only for beginning students but that freshmen should be required to attend an advising session at the end of their freshman year. CCC’s QEP Team is strongly encouraging this “second touch” each semester; therefore, the revitalized Orientation course insists, through various activities, that FTEIC students meet with their advisor at the beginning of the semester and at

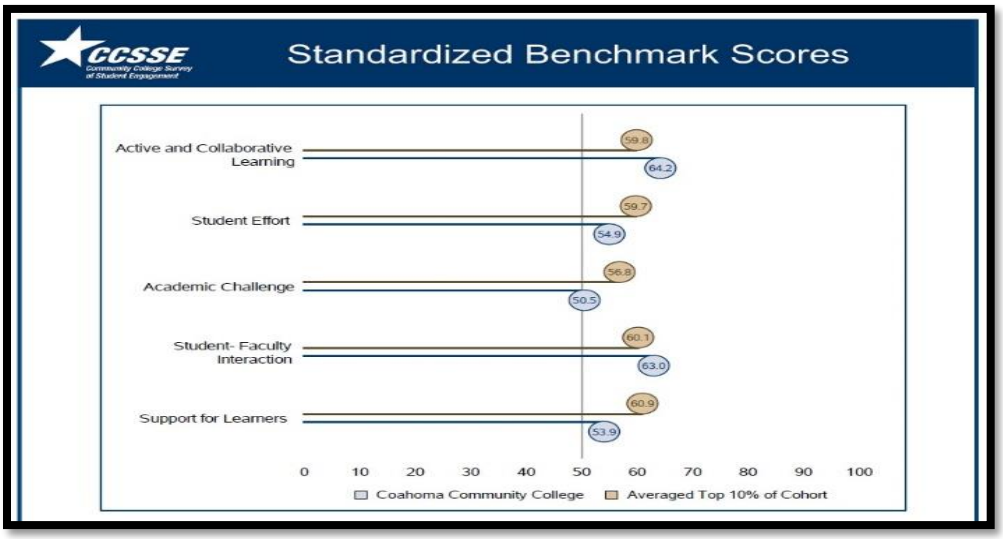
least once more at the end of the semester to check progress and the course schedule for the next semester, all of which will promote persistence, earned credit hours and student-faculty/advisor engagement/interaction.

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 career exploration. The 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 and cultivate awareness of the College's student support systems that would help the students feel more in control and aware of their educational career and what it takes to be successful.

As a member of ATD, Coahoma Community College was asked to administer the *Community College Survey of Student Engagement* (CCSSE) in order for the Foundation that supports the ATD effort to have this data to evaluate the effectiveness of ATD. Coahoma Community College participated in the administration of the CCSSE in Fall 2019. The research-based tool allows Coahoma Community College to compare itself with national norms regarding five areas of student engagement (Active & Collaborative Learning, Student-Faculty Interaction, Student Effort, Support for Learners and Academic Challenge). Additionally, CCSSE serving as a diagnostic tool will enable the ability to recognize areas in which Coahoma Community College can improve students' engagement while enrolled.

CCSSE survey will aid in assessing the outcomes of improvements made in the advising processes "Student-Faculty Interaction" and "Support for Learners." CCC's revised orientation and advising protocols dictate an increase in the number of advising touches that a student has with his/her advisor. The CCSSE benchmarks are sets of conceptually related survey items that report significant areas of student engagement. The five benchmarks signify areas that educational research has revealed to be central to students' college involvements and educational outcomes. Coahoma Community College will use the Student-Faculty Interaction percent of 60.1% as the benchmark to set the outcome goals for the SENSE Special-Focus Module - Academic Advising and Planning. The following figure illustrates comparisons of CCC's benchmark scores.

H. EXHIBIT II. Fall 2019 CCSSE Results for Student-Faculty Interaction



After farther discussion with the Assessment Team, the College has decided to change to the CCSSE SENSE Survey, for the *Survey of Entering Student Engagement* (SENSE) helps institutions focus on good educational practice and identify areas in which they can improve their programs and services for entering students. The Special Focus Surveys will be SENSE Special-Focus Module - Academic Advising and Planning (2016) to assess the QEP Advising and Student Success Orientation course. The first CCSSE SENSE Survey will be administered during the Fall 2021.

Using the ATD Kickoff Data and CCSSE SENSE Data, Coahoma Community College's Quality Enhancement Plan Team has established the following student success outcomes and student learning outcomes:

I. Student Success Outcomes (SSOs) And Student Learning Outcomes (SLOs) Defined

Student Success Outcomes (SSOs)

Goal 1: Increase the term-to-term persistence rates for FTEIC students**.**

- **SSO1**: Increase FTEIC student's persistence from term 1 to term 2 by 3% each year. (change in behavior) ***(ATD KPI)***

Goal 2: Increase the number FTEIC students' credit hours earned per term and year.

- **SSO2**: Increase the number of credit hours earned during the first term and first year by 3% each year. (change in behavior) ***(ATD KPI)***

Goal 3: Increase FTEIC student and faculty/advisor engagement/interaction.

- **SSO3**: Increase FTEIC student interaction with their advisor by 3% each year. (change in behavior) ***(CCSSE)***

Student Learning Outcomes (SLOs)

SLO 1: Students will be able to employ effective college skills to promote academic. Success (change in behavior)

.

SLO 2: Students will be able to develop time management skills. (change in behavior)

SLO 3: Students will be able to Identify positive financial responsibilities. (change in knowledge)

SLO 4: Students will be able to increase utilization of academic resources. (change in behavior)

SLO 5: Students will able to participate in career exploration. (change in knowledge)

SLO 6: Students will be able to establish career goals. (change in behavior)

VI. INSTITUTIONAL CAPABILITY FOR THE INITIATION, IMPLEMENTATION, AND COMPLETION OF THE PLAN

J. Table III: Resources

RESOURCES FOR IMPLEMENTING AND COMPLETING THE QUALITY ENHANCEMENT PLAN PRELIMINARY AND 1-5 YEARS		
Resources (Human and Financial)	**Role**	**Year of the Plan**
CCSSE SENSE Survey	Evaluate Student and Faculty Interaction	Preliminary Year –Year 4
Jenzabar Retention Module	Tracks student advising	Preliminary – Year 5

Information Technology Department	Upgrade Student Information System, Jenzabar, for advising protocols and tracking	Preliminary – Year 5
Jenzabar Retention Suite Software	Aid in the collection of data for early alerts for at-risk students	Preliminary –Year 5
QEP Chair	Oversee the implementation of QEP initiatives, especially the orientation course	Preliminary – Year 5
QEP Co-Chair	Oversee the implementation of OEP initiatives, especially advising tracking from Jenzabar	Preliminary – Year 5
External Evaluator	Provide insight into the progression of the QEP; offer suggestions for improvement; recommend modifications	Year 3 of QEP
Office of Communications	Update QEP webpage Marketing the QEP	Year 1 - Year 5
Band and Choir	Marketing the QEP Provided Kickoff Rally entertainment (Fall 2019) (See Appendix 3)	Preliminary Year
Students from the Art program	Inspired logo for QEP topic	Preliminary Year
College President and other administrators	Promote QEP	Preliminary-Year 5
Coordinator of eLearning/Retention Officer	Create course shells for revitalized orientation course Create course shells for professional development training course for faculty/advisors	Preliminary – Year 5
Community Leaders	Provide recorded lectures in the orientation course (time management, stress management, financial responsibilities, etc.)	Preliminary – Year 5

ATD Teams	Provide disaggregated institutional data and CCSSE (SENSE) data	Preliminary – Year 5
Office of Institutional Research, Assessment and Strategic Initiatives	Ensure the QEP is included in institutional planning and assessment, organization and presentation of data, collection of QEP Annual Report	Preliminary – Year 5
Professional Development and Travel	Provides on-going advising professional development to faculty, counselors and staff	Preliminary – Year 5
Faculty/Advisors	Provide support for students (advising, registration, academic resources, career paths, etc.)	Preliminary – Year 5

K. ROAD to Success Five-Year Budget

The QEP Budget includes costs of training, marketing with video, printing and branding as well as travel and training for QEP Director and Co-Director. The CCC Board of Trustees has approved budgets that have provided the assistance in implementing the actions and initiatives of the plan. The CCC QEP Team has assumed the responsibility of all training for QEP so that there are no additional costs. On-going training and travel each year as well as minimal supplies are annual costs as well as the costs of continuing to market the plan to new and returning students as well as the community. The QEP Budget Committee meets each April to discuss and approve the annual budget; however, the 5-year plan has a budget. The budget is submitted to Mrs. Dixon, Director of Research, Assessment and Strategic Initiatives for inclusion in her report and budget and submitted to the Board of Trustees. Budgetary items besides salaries and training include marketing and branding for the QEP 5-Year plan, travel expenses for attending annual SACSCOC meetings and summer institutes, supplies and equipment.

Table IV: QEP Budget

ACTIVITY		PREP YEAR: 2019-20	YEAR 1: 2020-21	YEAR 2: 2021-22	YEAR 3: 2022-23	YEAR 4: 2023-24	YEAR 5: 2024-25	ITEM TOTALS
FACULTY DEVELOPMENT								
1	Professional Development Faculty/Advisors	$3,000	$2,000	$2,000	$2,000	$2,000	$2,000	**$13,000**
ASSESSMENTS								
2	Instructor and Student Surveys including CCSSE and SENSE	$6,850	0	$6,850	$6,850	$6,850	0	**$27,400**
3	QEP External Evaluator	0	0	0	$5,000	0	0	**$5,000**
EQUIPMENTS AND SUPPLIES								
4	Jenzabar Retention Suite Software	$49,397	$22,834	$23,976	$22,834		0	**$119,041**
5	Resource Materials/Duplicating Supplies	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	**$9,000**
ADMINISTRATIVE/OPERATIONAL COSTS								
6	QEP Director/Asst. Director, Writer	$18,000	$18,000	$18,000	$18,000	$18,000	$18,000	**$108,000**
7	Marketing and Promotion of the QEP	$5,000	$5,000	$3,000	$2,000	$2,000	$2,000	**$19,000**
8	Travel including SACSCOC Conferences/Registration Fees	$5,500	$0	$3,000	$3,000	$3,000	$3,000	**$17,500**
TOTALS		**$89,247**	**$49,334**	**$58,326**	**$61,184**	**$33,350**	**$26,500**	**$317,941**

VII. ASSESSMENT OF THE PLAN

Over the next five years, the QEP will be assessed in terms of student success and student learning. To measure student success, the expectation is to see an increase in the number of FTEIC students who persist from term to term, an increase in student-faculty/advisor engagement/interaction and an increase in the number of credit hours FTEIC students earn at the end of each term and the end of each year. To measure student learning, students will enroll in the revitalized orientation course within the first 21 hours of earning credits and engage in learning activities that promote academic success, reinforce the importance of advising, and successfully complete the course.

L. Assessment Plan: QEP Goals and Student Success Outcomes

Table V. Assessment of Student Success Outcomes

QEP GOALS AND STUDENT SUCCESS OUTCOMES		
Goal 1: Increase the term-to-term persistence rates for FTEIC students.		
Student Success Outcomes	**Annual Performance Indicators**	**Assessment Tools, Procedures and Timeline, Individuals Responsible**
SSO1: Increase FTEIC student's persistence from term 1 to term 2 by 3% each year (change in behavior)	**SSO1, Performance Indicator 1:** 79% of FTEIC students will persist from term 1 to term 2 by the end of year five. **Baseline:** 64% from Fall 2019 ATD KPI Data	**Assessment Tools:** ATD KPI Data **Procedures and Timeline:** The ATD Data Team will collect and disaggregate persistence rate for FTEIC students. Data will be disaggregated by terms for each year of the QEP. **Individuals Responsible:** ATD Data Team will collect and disaggregate the persistence data to share with the QEP Assessment Committee. **Use of Results:** The QEP Assessment Committee will review persistence rates each term to determine student success, make modifications, and report results on the QEP Annual Report.

Goal 2: Increase the number FTEIC students' credit hours earned per term and year.		
Student Success Outcomes	**Student Success Outcomes**	**Assessment Tools, Procedures and Timeline, Individuals Responsible**
SSO2: Increase the number of credit hours earned during the first term and first year by 3% each year. (change in behavior)	**SSO2, Performance Indicator 1***: 55% of FTEIC students will earn 15 credit hours each term* by the end of year five. **Baseline***:* 40% from Fall 2019 ATD KPI Data **SSO2, Performance Indicator 2***: 34% of FTEIC students will earn 30 credit hours each year* by the end of year five. ***Baseline****:* 19% from Fall 2019 ATD KPI Data	**Assessment Tools:** ATD KPI Data **Procedures and Timeline:** The ATD Data Team will collect and disaggregate earned credit hours' data for FTEIC students. Data will be disaggregated by terms and years for each year of the QEP. **Individuals Responsible:** ATD Data Team will collect and disaggregate the earned credit hours data to share with the QEP Assessment Committee. **Use of Results:** The QEP Assessment Committee will review earned credit hours data each term and year to determine student success, make modifications, and report results on the QEP Annual Report.

Goal 3: Increase FTEIC student and faculty/advisor engagement.		
Student Success Outcomes	**Annual Performance Indicators**	**Assessment Tools, Procedures and Timeline, Individuals Responsible**
SSO3: Increase FTEIC student interaction with their advisor by 3% each year. (change in behavior)	**SSO3, Performance Indicator 1:** 78% of FTEIC students will interact with their advisor by the end of year five. Baseline: 63% from 2019 CCSSE **SSO3, Performance Indicator 2:** 70% of students will indicate on the *Advising Feedback Survey* that they met with their advisors twice during the semester. No baseline results for the Advising Feedback Survey as it was recommended by the On-site Committee. (See Appendix 4: Advising Feedback Survey) **SSO3, Performance Indicator 3:** 70% of students will indicate on the *Advising Feedback Survey that they* are satisfied with the new advising protocols	**Assessment Tools:** CCSSE Advising Feedback Survey **Procedures and Timeline:** The ATD Teams will administer the CCSSE every two years and share results with the QEP Team. The Office of Research, Assessment and Strategic Initiatives will administer the Advising Feedback Survey through the Revitalized Orientation course sections in Canvas and share results of the *Advising Feedback Survey* with the QEP Team at the end of each semester. **Individuals Responsible:** ATD Team Office of Research, Assessment and Strategic Initiatives QEP Team QEP Assessment Committee **Use of Results:** The ATD Team will share CCSSE results with the QEP Assessment Committee. The Office of Research, Assessment and Strategic Initiative will share results of the Advising

		Feedback Survey with the QEP Assessment Committee. The QEP Assessment Committee will review results of the CCSSE and Advising Feedback Survey to determine student success of the performance indicators, make modifications, and include results in the QEP Annual Report.

M. Assessment Plan: Orientation Course Student Learning Outcomes

The LLS 1311 Orientation & Student Success course will reinforce the Advisement Protocol. All steps in the process of Advising are repeated in the course curriculum. Also, students must schedule a meeting with advisors in an assignment for an overview of their career plan. A Career Plan, created by students, allows the student to be accountable for his or her educational decisions plus assists them in engagement and success by becoming a part of the CCC community.

Table VI: Assessment of Student Learning Outcomes: Revitalized Orientation Course

ASSESSMENT PLAN ORIENTATION COURSE STUDENT LEARNING OUTCOMES 5-YEAR PLAN		
Student Learning Outcomes	**Annual Performance Indicators**	**Assessment Tools, Procedures and Timeline, Individuals Responsible**
SLO 1 Students will be able to employ effective college skills to promote academic Success. (change in behavior) **SLO 2:** Students will be able to	**SLO 1 & 2, Performance Indicator 1:** The percentage of students who score 70 or above on the module learning quiz on employing effective college skills to promote academic success will increase by 3% each year to 87% by year five. **Baseline:** 72% from Fall 2020 Orientation Courses Averages.	**Assessment Tool:** Canvas Module Learning Quiz Guest Facilitator Video Quiz *LLS 1311 Orientation Course Evaluation* **Procedures and Timeline:** The purpose of the Canvas Module Learning Quiz and the Guest Facilitator Quiz is to help students

develop time management skills. (change in behavior)	**SLO 1 & 2, Performance Indicator 2:** The percentage of students who score 70 or above on the Guest Facilitator Video Quiz on employing effective college skills to promote academic success will increase by 3% each year to 77% by year five. **Baseline**: 62% from Fall 2020 Orientation Courses Averages. **SLO 1 & 2, Performance Indicator 3**: 70% of students will rate their level of satisfaction on the *Revitalized Orientation Course Evaluation* as "agree" and "strongly agree" that the course helped them employ effective college skills to improve their academic success. Note: There is no baseline data for the course evaluation as the course evaluation was implemented after the on-site review. (See Appendix 5: Course Evaluation Questions)	learn to employ effective college skills to promote academic success. Students are advised on topics such as stress management, time management, setting goals, taking notes, and studying effectively. During the five years of the plan, students enrolled in the revitalized orientation course will successfully complete the Canvas Module Learning Quiz and Guest Facilitator Quiz as they learn to employ effective college skills. **Individuals Responsible:** Orientation faculty will facilitate the Canvas Module Learning Quiz and the Guest Facilitator Quiz as a part of the revitalized orientation course. The Research, Assessment, and Strategic Initiatives Office Assessment Coordinator will add questions to and administer the course evaluation through Canvas LMS each semester. **Use of Results:** The Orientation faculty will share the results of the Canvas Module Learning Quiz and the results of the Facilitator Quiz with the QEP Assessment Committee. The Research and Strategic Office Assessment Coordinator will share the results of the course evaluation with the QEP Assessment Committee. The QEP Assessment Committee will review the course evaluation results relating to employing effective college skills. The QEP Assessment Committee and OEP chairs will decide if the learning

		activity is impacting the students' ability to successfully employ college skills to promote academic success. The QEP Assessment Committee will recommend modifications if needed for these learning activities. Results of these outcomes will be documented annually in the *QEP Annual Report.*
Student Learning Outcomes	**Annual Performance Indicators**	**Assessment Tools, Procedures and Timeline, Individuals Responsible**
SLO 3: Students will be able to Identify positive financial responsibilities. *(change in knowledge)*	**SLO 3, Performance Indicator 1:** Upon completion of watching the Guest Facilitator Video on identifying positive financial responsibilities, the percentage of students who will be able to successfully take and pass the quiz at 70% or above will increase by 3% each year to 63**%** by year five**.** **Baseline:** 48% watched the video and pass the quiz **SLO 3, Performance Indicator 2:** The percentage of students who will be able to successfully complete the Loan Counseling & Debt Management Demonstration will increase by 3% each year to 31% by year five. **Baseline**: 16% from Fall 2020 complete the Loan Counseling & Debt Management Demonstration	**Assessment Tools:** Complete Guest Facilitator Video Quiz Complete Loan Counseling & Debt Management Demo (Submit screenshot that shows that students have completed the Loan Counseling and Debt Management Demonstration) Complete Learning Module Quiz (Required) Complete all Financial Aid Checkups Complete the *LLS 1311 Orientation Course Evaluation* **Procedures and Timeline:** Students enrolled in the revitalized orientation course are advised on how to identify positive financial responsibilities as they complete the Guest Facilitator Video Quiz, Loan Counseling & Debt Management Demo, Learning Module Quiz, and the Financial Aid Checkups to successfully identify positive financial responsibilities. This learning module will continue to be a part of the revitalized orientation course. The course evaluation will be administered in the Canvas LMS

	SLO 3, Performance Indicator 3: The percentage of students who will able to complete the Financial Learning Module and pass the quiz on identifying positive financial responsibilities will increase by 3% each year to 78% by year five. **Baseline**: 63% from Fall 2020 Completed the Learning Module and passed the quiz **SLO 3, Performance Indicator 4:** The percentage of students who will be able to successfully complete the Financial Aid Checkups will increase by 3% each year to 37% by year five. **Baseline**: 22% from Fall 2020 completed the Financial Aid Checkups **SLO 3, Performance Indicator 5**: 70% of students will rate their level of satisfaction on the *Revitalized Orientation Course Evaluation* as" agree" and "strongly agree" that the course helped them identify positive financial responsibilities.	each semester over the five years of the QEP. **Individuals Responsible:** QEP faculty will administer the quizzes and facilitate the Loan Counseling & Debt Management Demo and the Financial Aid Checkups. The Research and Strategic Office Assessment Coordinator will administer the course evaluation via Canvas. **Use of Results:** The QEP faculty will share results of the assessments for identifying positive financial responsibilities with the QEP Assessment Committee and QEP Chairs. The Research and Strategic Initiative Assessment Coordinator will share results of the course evaluation with the QEP Assessment Committee. The QEP Assessment Committee will review the course evaluation results. The purpose of the assessments is to help students make sound financial decisions, thereby potentially eliminating a potential barrier to persistence and credit hours earned. The assessment committee will determine if modifications are needed based on students' success rates. Assessment results will also be included in the *QEP Annual Report.*

ASSESSMENT PLAN ORIENTATION COURSE STUDENT LEARNING OUTCOMES 5-YEAR PLAN		
Student Learning Outcomes	**Annual Performance Indicators**	**Assessment Tools, Procedures and Timeline, Individuals Responsible**
SLO 4: Students will be able to increase utilization of academic resources. (change in behavior) **SLO 5:** Students will be able to participate in career exploration. (change in knowledge)	**SLO 4, Performance Indicator 1:** The percentage of students who will able to complete Academic Resources Learning Module and pass the quiz at 70% or above will increase by 3% each year to 81% by year five. **Baseline**: 66% from Fall 2020 complete Academic Resources Learning Module and pass the quiz **SLO 4, Performance Indicator 2**: 70% of students will rate their level of satisfaction on the *Revitalized Orientation Course Evaluation* as "agree" or "strongly agree" that the course helped them ***identify academic resources they can use.*** *No Baseline Data for Course Evaluation as the evaluation was implemented after the on-site review. **SLO 5, Performance Indicator 1:** The percentage of students who will be able to complete the CHOICES Assessment will increase by 3% each year to 73% by year five. **Baseline:** 58% from Fall 2020 completed the CHOICES Assessment	**Assessment Tools:** Complete Learning Module Quiz (Required) *Revitalized Orientation Course Evaluation* Complete Career *CHOICES Assessment* (Required) *Revitalized Orientation Course Evaluation* Complete My Program of Study & Academic Roadmap (Required) *Revitalized Orientation Course Evaluation* **Procedures and Timeline:** Students enrolled in the revitalized orientation course will complete a *My Program of Study & Academic Roadmap*, *CHOICES Assessment*, and the *Utilization of Academic Resources Learning Module Quiz*. Together, these assessments bring awareness to advising and enable students to know what is required in their program of study, who their advisors are, how often they should meet with their advisors, and the best career path for them. Having a clear sense of direction about their career path keeps the students focused on finishing their program of study and promotes student success in persistence and earning credit hours. *The Revitalized Orientation Course Evaluation* will also be a part of the assessments for SLOs 4-6. These assessments

	SLO 5, Performance Indicator 2: 70% of students will rate their level of satisfaction on the *Revitalized Orientation Course Evaluation* as "agree" and "strongly agree" that the course ***helped them identify their career path.*** *No Baseline Data for Course Evaluation as the evaluation was implemented after the on-site review.	will be administered during each semester of the five-year QEP plan. **Individuals Responsible:** Orientation faculty will facilitate the process of the *My Program of Study & Academic Roadmap*. Orientation faculty and Student Engagement Personal will assist students with the *CHOICES Assessment*. Advisors will sign the Advising Form affirming a conversation with students about the findings of the *CHOICES Assessment*. Faculty will administer the learning module quiz via Canvas. These assessments will be a part of the revitalized orientation course over the five years of the QEP.
SLO 6: Students who will be able to establish career goals. (change in behavior)	**SLO 6, Performance Indicator 1:** The percentage of students who will be able to complete the *My Program of Study Roadmap* will increase by 3% each year to 63% by year five. **Baseline:** 48% from Fall 2020 completed *My Program of Study Roadmap* **SLO 6, Performance Indicator 2**: 70% of students will rate their level of satisfaction on the *Revitalized Orientation Course Evaluation* as agree and strongly agree that the course helped them ***set their career goals.*** *No Baseline Data for Course Evaluation as the evaluation was implemented after the on-site review. **SLO6, Performance Indicator 3**. The percentage of students who will be able to complete the Course Reflection of their experience in the Revitalized	Use of Results: Faculty will share results with the QEP Assessment Committee and QEP Chairs. The Research, Assessment, and Strategic Initiatives Office Assessment Coordinator will share course evaluation results with the QEP Assessment Committee. The QEP Assessment Committee will review the results of all assessment to determine if students are successful with this outcome and determine if modifications are needed. Results will be included in the QEP Annual Report.

	Orientation Course will increase by 3% each year 56% by year five. **Baseline:** 41% from Fall 2020 completed the Course Reflection	

ASSESSMENT PLAN ORIENTATION COURSE: STUDENT SUCCESS OUTCOMES 5-YEAR PLAN		
Student Success Outcomes	**Annual Performance Indicators**	**Assessment Tools, Procedures and Timeline, Individuals Responsible**
SSO1: Students-Faculty Interaction will increase by 10% to be shown after the 2022 CCSSE administration. (change in behavior)	**SSO 1, Performance Indicator 1**: Student-Faculty Interaction will increase to 73% for the 2022 CCSSEE administration. **Baseline**: 63% from 2019 CCSSE **SSO1, Performance Indicator 2:** 70% of students will indicate on the *Advising Feedback Survey* that they met with their advisors twice during the semester. **SSO1, Performance Indicator 3:** 70% of students will indicate on the *Advising Feedback Survey that they* are satisfied with the ***new advising protocols***. No Baseline Data for the Advising Feedback as it was implemented after the on-site review.	**Assessment Tools:** *Advising Feedback Survey* *Community College Survey of Student Engagement* (CCSSE) *Student of Entering Student Engagement* (SENSE) **Procedures and Timeline:** For each year of the five-year QEP plan, data will show FTEIC students met with their advisors twice each semester. The *CCSSE* will be administered every two years to gauge student-faculty interaction. The first administration of the SENSE will be Fall 2021 and every other year thereafter. **Individuals Responsible:** IT personnel will share advising data with QEP chairs. The Research, Assessment and Strategic Initiative Office Assessment Coordinator will share results of the *Advising Feedback Survey* with QEP

SSO2: Support for Learners will increase by 10% to be shown after the administration of the 2022 CCSSE	**SSO2, Performance Indicator 1**: 63.9% of the students will be satisfied with the Support for Learners in 2022. Baseline: 53.9% from 2019 CCSSE	Assessment Committee. ATD Data Team will share results of the *CCSSE* and *SENSE* with the QEP Assessment Committee. **Use of Results:** The QEP chairs will share advising data with QEP Assessment Committee. The Research, Assessment and Strategic Initiative Office Assessment Coordinator will share results of the *Advising Feedback Survey* with QEP Assessment Committee. The ATD Data Team will share CCSSE and SENSE results with the QEP Assessment Committee. The QEP Assessment Committee will review all assessment results. An analysis of the results will show whether the students are meeting with advisors for the required number of times, whether the students are satisfied with the support from their advisiors.at what rate to increase the target, and if modifications need to be made. Results will be included in the QEP Annual Report.
ASSESSMENT PLAN ORIENTATION COURSE: STUDENT SUCCESS OUTCOMES 5-YEAR PLAN		
SSO3: The percentage of students who enroll in and complete the Revitalized Orientation Course within the first 21 hours of their program of study will increase by 3% each year.	**SSO3, Performance Indicator 1***: 49.5% of students enrolled in Revitalized Orientation Course will earn 1 credit for completing the course.* **Baseline:** 2019-2020: 34.5%	**Assessment Tools:** *Course Completion Rates* *ATD Data (credit hours earned)* **Procedures and Timeline:** For each year of the QEP, data will be disaggregated to determine the pass rate for the Revitalized Orientation Courses and the number of credit hours earned by FTEIC students.

(change in behavior)		**Individuals Responsible:** IT personnel and ATD Data Team will work together to provide data to QEP Assessment Committee. **Use of Results:** The QEP Assessment Committee will review assessments to determine progress of FTEIC students, make modification if needed, and included results in the *QEP Annual Report*.

VIII. OTHER RESOURCES

N. Professional Development 5-Year Plan

The Professional Development Committee of the QEP is charged with realizing the training involved for following the Advisement Plan and training the instructors who teach the LLS 1311 Orientation and Student Success course. All professional development is facilitated by CCC personnel to defray budget costs and also to allow faculty to have easy access to trainers.

A. Table VII. Professional Development 5-Year Plan

ROAD to Success: Revitalizing Orientation and Advisement Development **PROFESSIONAL DEVELOPMENT TRAINING & BEST PRACTICES TIMELINE** **PRELIMINARY YEAR – YEAR 5 of QEP**			
Activity	**Initiative**	**Timeline**	**Leadership**
Best Practices for LLS 1311 instructors	Once a semester, a discussion of best practices will be discussed to help instructors progress in teaching the LLS 1311 course	Annually	QEP Director, Co-Director, two instructors
Professional Development Training for Instructors for the	Face-to-face training for five (3) instructors teaching LLS 1311; (2)	Annually	QEP Director, Instructors

revitalized LLS 1311 Orientation & Student Success Course	two-hour sessions in Canvas		
Professional Development Training for Advisement, Orientation, and Early Alerts (virtually)	Ongoing training in Canvas QEP Course (4 modules of training with quizzes)	Annually	QEP Director, Co-Director, IT Consultant, and Enrollment Manager
Professional Development Training for Advisement, Orientation, and Early Alerts	Zoom Virtual training (2) one-hour sessions with instructors	Annually	QEP Director, Co-Director, IT Consultant, and Enrollment Manager
Professional Development Training for Advisement, Orientation, and Early Alerts (virtually)	Virtual training for advisors in Canvas QEP Course/Zoom recorded sessions	Annually	QEP Director, Co-Director, IT Consultant, and Enrollment Manager
Professional Development Training for LLS 1311 course and new instructors	Face-to-face training and virtual training for five (5) instructors teaching LLS 1311; (2) two-hour sessions in Canvas	Annually	QEP Director, instructors

O. Marketing 5-Year Plan

The Marketing Committee for the QEP has been tasked with updating the QEP webpage and marketing the plan to the new and returning students and the community.

A. Table VIII: Marketing 5-Year Plan

ROAD to Success: Revitalizing Orientation and Advisement Development MARKETING PLAN TIMELINE PRELIMINARY YEAR – YEAR 5 of QEP		
STRATEGY	**ACTIONS**	**TIMELINE**
Professional Development Training for LLS 1311 Instructors to teach Pilot Course	2-hour training sessions for three instructors to teach Fall 2019 LLS 1311 Pilot courses; Marketing the Orientation course	May 2019
QEP Zoom Training for Faculty/Staff	Marketing the Professional Development for the ROAD to Success	Annually
Continuation of Updating the QEP Website	Tony Brooks and Marriel Hardy upload QEP documents like minutes, agendas, documents, etc. to market the progress of ROAD to success to student body and campus as well as community	Annually
PowerPoint and Presentation to Strategic Planning Team at the annual Fall Retreat	QEP Director presented and Updated PP to Strategic Planning Team for the progress of the QEP Team with curriculum changes, Orientation Pilot course revitalization, enhancements to the Advisement Protocol as of 2 years completed working on the QEP Plan	August 2019
PowerPoint Presentation and QEP Website Review at Annual Fall 2019 Pre-Conference Assembly	QEP Director and Co-Director show updates on progress of ROAD to Success: Revitalizing Orientation and Advisement Development to faculty/staff for marketing and comprehension	Annually
QEP team member completed the ROAD logo for marketing and branding purposes	QEP Marketing committee completed orders for branding and marketing for upcoming ROAD Kick-off Rally	August 2019-October 2019
QEP Team hosted the Official “ROAD to Success: Revitalizing Orientation & Advisement Development: with in an Assembly in The Pinnacle Still photos and videos was taken and uploaded to the QEP website to encourage students to	The QEP handed out free ROAD branding items like tote bags, fanny packs, pens, footballs, etc. at the Rally The CCC Marching Tiger Band performed, the cheerleaders led the crowd in cheers for the QEP Topic, and the CCC choir performing and dancing to theme song “Ease on Down the Road (to Success”. Art Contest winners displayed their winning posters and received cash	November 13, 2019

visit to see themselves and remember the Topic Photos for news outlets and the QEP website Cash prizes encouraged students to continue to be involved Administrative Support of QEP 5-Year Plan	prizes of $100, $60 and $40 and had their photos taken with the artwork for news outlets and QEP website Dr. Rolonda Brown and Dr. Valmadge Towner addressed the crowd on the importance of what the QEP is, the process, and how it impacts students	
QEP distributed more than 500 mousepads with QEP Logo to computer labs, offices, faculty and staff, and library facilities across campus, Health Sciences, and Workforce Development besides making gifts of them to local agencies supporting the college	QEP Team marketing the progress and the Log of the QEP Topic to campus and community.	November - December 2019
QEP Canvas Course for professional development for faculty/staff to train for Advisement, Orientation, and Early Alerts The course is ongoing for adjuncts as well who assist in advising	Training faculty/staff on the elements of the QEP **ROAD to Success: Revitalizing Orientation and Advisement Development** continues to market the QEP	Annually
2 One-Hour Trainings in Zoom Virtual meetings were presented in March, videotaped and added to the QEP Canvas Course for convenient access	Faculty/Staff and adjuncts continue to receive training and the marketing of the QEP continues	Annually
Present and upcoming teachers of the enhanced LLS 1311 Orientation Course receiving training to teach the course	QEP Director trains LLS 1311 instructors on enhanced and revitalized course Continues to market the course as well as the QEP 5-year Plan	Annually

QEP **ROAD to Success: Revitalizing Orientation and Advisement Development** mousepads and basketballs delivered	Mousepads will be redistributed to all offices, labs, library on campus as well Health Sciences and Workforce Development. Off-campus Chambers of Commerce, Industrial Foundations, etc. Continued marketing	May 2020 - June 2020
New **ROAD to Success: Revitalizing Orientation and Advisement Development** Advisement brochures, posters and flags are	Advisement colorful brochures with step-by-step Admissions/ Advisement/Registration Process will be distributed campus wide and to all incoming students, parents, and many distributed to doctors' offices, court house etc. for marketing QEP Colorful posters will be placed on classroom doors, labs, common areas in the Union, tutorial labs, etc. Health Sciences and Workforce Development Large QEP Flags will be hung in Union, Library, Pinnacle, CTE, Health Sciences, Workforce Development, Administration Building and organized registrations	May 2020 – June 2020
Communications Department videotaped two guest facilitators and their 20-minute video presentations for LLS 1311	Community guests volunteer time and expertise for the LLS 1311 course. Marketing the QEP to community	Annually
QEP Director and Co-Director create PowerPoints and Zoom virtual meetings to promote QEP Topic to Community organizations	PowerPoint presentations and Zoom or Google Hangout meetings to Civic Organizations and Sororities and Fraternities Marketing the plan	Annually
QEP Director and Co-Director presented updated timeline and progress for QEP to Board of Trustees	Marketing and timeline report of progress during Board of Trustees meeting	Annually

IX. LITERATURE REVIEW FOR CCC's QEP TOPIC AND 5-YEAR PLAN:

ROAD to Success: Revitalizing Orientation and Advisement Development

Coahoma Community College is dedicated to improving student engagement, student success and student retention by utilizing a revitalized Advisement Protocol Process. This paper focuses on first-generation or First Time Ever in College (FTEIC) students who bring with them more problems, stressors, and obstacles than the more experience college student. Besides monetary concerns, these FTEIC students have problems that include being underprepared academically and emotionally and underserved as well as feelings of lack of connection with the college community and lack of confidence to ask for help when they need it.

This review of literature has researched some of the specific problems, stressors and obstacles facing the FTEIC students and some best practices of dealing with these problems by enhancing Advisement, mentoring, awareness and use of student services as well as providing a revitalized Orientation course that reinforces the advisement tool. By focusing on the FTEIC students and providing them the revitalized advisement process and enhanced orientation course with specific skills focusing on student engagement, mentoring and support services, CCC's 5-year Quality Enhancement Plan can result in student success in the areas of persistence and earned credit hours.

A. Obstacles to Success for the FTEIC

Community colleges are faced with the problem of FTEIC students enrolling for the first time; however, they are most likely to drop out during or after the first semester (Schultz, Colton, and Colton, 2001; Soria & Stebleton, 2012; Orientation program, 2012). First-generation students face more than money problems and family difficulties. The socioeconomic drawback of the poor and working class is a major obstacle (Tucker, 2014; Soria & Stebleton, 2012). "…it has seemed ironic to me that those who could most benefit from college—as measured by the value that would be added to their lives— are least likely to attend" (Oldfield 2007 3). For people not attending college and probably acquiring the same job without a college degree, these potential students would "still gain the most from a college education because it would teach them more

ways to escape the humdrum existence of everyday employment—knowledge that all should receive, not just those raised in privileged circumstances" (Oldfield, 2007, 5). Approximately half of all first-year community college students leave higher education before the beginning of their second year; this has remained the norm for more than 40 years (Schuetz, 2005; Marsden, 2014). There are multiple reasons being studied about the loss of students in college, but the reasons are quite different for the first-time freshmen in their first six-weeks of college than those of other students leaving college in later years (Schuetz, 2005; Oldfield, 2007; and Phinney & Haas, 2003).

Lack of finances, a family emergency, emotional and other stressors or just lack of interest are reasons for dropping out (Beating the Odds, 2019; Marsden, 2014); however, "first-generation students are only 10 percent more likely than continuing generation students to report financial issues as their reason for falling off the college track" (23). Schuetz (2005) notes that other factors for first generation student attrition include part-time enrollment, working full time and not being able to enter college directly after high school graduation (Tucker, 2014; Marsden, 2014).

These students have financial problems, of course, but finances are not the only obstacle. These low-income students also come from families who have never had anyone including parents to attend college (Schultz, Colton, and Colton, 2001; Folger, Carter & Chase, 2004; and Watt, Butcher & Ramirez, 2013; Fowler, Getzel & Lombardi 2018; Collier & Morgan, 2008; Elmi, 1998; Fike & Fike, 2008; Petty, 2014; Oldfield, 2007; and Soria & Stebleton, 2012).

First-generation college students list two major concerns: 1) they are afraid of fitting in with other students of middle and high socioeconomic status, and 2) can they be prepared for the academic rigors of college so they will not fail (Beating the Odds, 2019; Petty 2014; Brost & Payne, 2011; and Marsden, 2014). Fear of not being accepted and small failures can cause what Flynn (2016) and Elmi (1998) call "shamed-based sense of self" (131) which causes students not to ask for help and eventually feel like they will never be successful in college. Although trained instructors and advisors deal with the underprepared student daily, Flynn (2016) emphasizes "they may never know the level of fear or shame that student is experiencing. We often miss the shame-based cues" (131).

Besides finances, these students share academic, social, and cultural challenges. For instance, first-generation and low-income students tend to be less engaged in college activities than their peers (Tucker, 2014; Schultz, Colton, and Colton, 2001; Fischer, 2007; Watt, Butcher & Ramirez 2013; Addus, Chen & Khan, 2007; Brost & Payne, 2011 and Elmi, 1998). Besides low or no coping skills and a lack of belief in one's self, they tend to feel as if they have no support from others like friends or family (Phinney & Haas, 2003: Petty, 2014 and Oldfield, 2007); they are being stressed with academics, family issues and other personal problems. As Phinney & Haas (2003) explain, first-generation students deal with concerns of how well they deal with the many stressors of college life and how they can access and recognize the resources that they need to deal with these situations (Soria & Stebleton, 2012).

Community colleges serve 53% of all first-time students enrolled in public higher education; this includes those who work while going to college, adult attendees, and other traditionally underrepresented students (Schuetz, 2005). In Mississippi, 64% of all freshmen in public higher education are served by community colleges as reported by Mississippi State Board of Community and Junior Colleges. Hermida (2010) states from 2009 statistics, "nearly 75% of all undergraduate students in both four-year and two-year postsecondary institutions are in some way nontraditional. For example, there are 11.5 million community college students. 13% of these students are African-American, 15% are Hispanic, 6% are Asian Pacific, and 1% are Native Americans" (20). Of that number, first time ever in college students have a 39% share of all students (Hermida, 2010). Folger, Carter and Chase (2004) report that the persistence rate for first generation students dropped from 74% to 69% in one year, and the academic probation rate had increased from 10.3% to 11%, likely to the fall persistence rate. In order to prevent further decline, these at-risk freshmen need support (Folger, Carter and Chase 2004).

FTEIC freshmen have transitional needs that are not being addressed such as a feeling of lack of connection with others and the college community. These students also have a real need to develop a sense of academic strengths (Folger, Carter and Chase 2004; Cherry, Lloyd, & Prida 2015; Fike & Fike, 2008)). With the assistance of getting involved in groups, these students can improvement in GPA while those who choose not to get involved are more likely to drop out (Folger, Carter and Chase, 2004).

Social identity and feeling connected to others are important factors when at-risk, first-generation students decide to tough out their first college experience (Walker, 2014); “social status is linked to ability, success, and effort” (24).

Wang & Fredericks (2014) suggests that student engagement includes behavioral, emotional, and cognitive components. Behavioral engagement is defined as participation and task involvement in academic activities (Fredericks, Blumenfeld, & Paris, 2004; Wang & Fredericks, 2014). Emotional engagement includes identifying with the college, a sense of belonging and the enjoyment of learning and valuing success in school-related outcomes (Fredericks, Blumenfeld, & Paris, 2004; Wang & Fredericks 2014). And finally, the cognition includes strategy of self-regulated learning. These three components, according to Wang & Fredericks (2014), impact the students to act, feel, and think.

Failure to engage in school, says Wang and Fredericks (2014), may lead students to turn to the wrong crowd which adds to their alienation from teachers and parents and eventually lead to much more dangerous problems besides dropping out of college; perhaps they begin to use drugs and alcohol (Wang and Fredericks, 2014). As most experts have noted, inadequate preparation is one of the major reasons first time ever in college students face an uncertain future either by becoming an early dropout or experiencing low grades (Addus, Chen & Khan, 2007; Walker, 2014; Schuetz, 2006). Inadequate preparation, lack of resources, and meager expectations (Walker, 2014; Hermida, 2010; Brost & Payne, 2011) are among many of the obstacles. Not having the confidence to speak up when one does not understand or needs help is another major problem. Most FTIEC students experiencing academic problems never face the problems and ask for help or resources from their instructors and counselors (Addus, Chen & Khan, 2007; Hermida, 2010; Brost & Payne 2011). Macias (2017) reverses the negative and notes that “stubborn students” (18) who wait to ask for help at the last minute could be considered just grateful to have the opportunity to be in college. According to Macias (2017), instructors and advisors particularly need to recognize and meet the problem head on. Psychological concerns of first time ever students include stress and copying mechanisms to deal with stress; most of these students have never met “life’s challenges” for the first time on their own (Phinney & Haas, 2003; and Hutter, 2019). Since students come to college with major stressors, part of the engagement

process for students is to train them how to cope with various types of stress. "Facing academic pressures, …simply avoiding or ignoring a stressful situation may neither reduce stress nor alleviate the problem. We expected that a variety of strategies could be effective, if they are appropriate to the situation" (Phinney & Haas, 2003, 741).
In the past, high school scores of GPAs and SAT scores related to intelligence and aptitude; however, they cannot predict student persistence and ability (Walker 2014). Not all high school students are prepared to enter college after high school graduation. According to Oldfield (2007), researchers and others note the strong connection between socioeconomic origins and academic achievement" (3).

Hermida (2010) explains most of the underprepared include "…non-traditional students, particularly mature, aboriginal, international, recent immigrant, first-generation, and visible minorities" (20). The problem, usually stemming from remedial academic support, cannot be fixed by providing the academic skills and knowledge of mainstream students to these non-traditional students; these measures neglect "…acknowledge and incorporate the diverse values, beliefs, and skills that non-traditional students bring to the classroom" (Hermida, 2010, 19). Addressing the needs of these students says Hermida (2010) also includes reflecting "…their cultures, traditions and beliefs" (19).

Another major obstacle relates directly to first generation students and their parents. The students are under a lot of stress just to achieve while trying to keep up family obligations and customs. Phinney and Haas (2003) say that parents who have not attended college may not understand the time pressures of college may interfere with the performance of the student and/or family obligations (Gillian-Daniel & Kraemer, 2015; Hand & Payne, 2008). The parents do not see how much time and effort it takes for their children to succeed in college; they expect the students to continue to work to provide for the family financially while continuing the customs and traditions of the family which are time consuming (Phinney & Haas, 2003; Hayes, 2012).

Goral (2019) states there are lots of really complex problems in the world, "but if we're not developing skills and confidence in our learners in school, we can't expect that they're going to be ready to solve problems when they're out of school" (13). Problem solving involves many talents like setting priorities, managing time, etc. Collier and Morgan (2008) speak about issues of time management and specific aspects of

coursework: “We find definite incongruities between faculty and student perspectives and identify differences between traditional and first-generation college students” (425). Advising for the FTEIC freshmen is ultimately important (Collier & Morgan, 2008) with study habits following in a close second. The needed skills for these students have not been practiced. Flynn (2016) explains that at-risk students want to attend whatever seems easiest to them in the beginning like online classes “anytime/anyplace” (130). With proper support and applying learning skills, “…online courses would seem to be an excellent option for at-risk students that juggle work, family responsibilities and financial constraints” (Flynn, 2016, 130), but they lack the necessary skills on their own. FTEIC students are offered support services such as tutoring, money management, note taking, reading and writing skills, etc. but most of the time they fail to accept it or ask for it. As Confrey (1928) states: “Lectures on how to study avail nothing if the students are not put through the exercise of learning to study…A time budget affords no solution unless it actually put into use and adhered to” (615).

B. Best Practices in Advising

Some of the best practices researched for Advising purposes include: “Defining advisement as a process and not just a one-time end all assists students to recognize the importance of advisement, not just for enrolling in courses, but for support services and needs such as tutoring, counseling, financial aid, scholarship opportunities, extra curriculum opportunities…” (Flynn, 2016, 131). The effectiveness of advisement, says Addus, Chen, and Khan (2007), can be a tool used to supplement a lack of preparedness for college and to assist students in tackling academic challenges that affect their performance (Tucker, 2014; Posser, 1987). Posser (1987) argues that advisors’ roles, not necessarily defined as such, sometimes result in counseling students with family problems and concerns.

As Flynn (2016) describes these tools include: “a brief individual videoconference interview during the first week of the class, incorporating instructional strategies that appeal to multiple sensory modes and cognitive capabilities, creating an online support learning community, providing links to internal interactive supports, and helping at-risk students learn time management skills” (132). The CCC revitalized Advisement Protocol seeks to use these tools during the process of advising as well as use these tools in the enhanced Orientation course that not only reinforces the Advisement process but

provides its own interactive supports, video support with knowledge and personal contacts in Canvas as well as providing specific skills such as management of finances, time, and interpersonal skills.

Many experts name advisement as a major tool in recruiting and retaining students, if it is done correctly. According to Nealy (2005), a major element of retention is correct and repeated advising; he suggests that not only for beginning students but that freshmen should be required to attend an advising session at the end of their freshman year. CCC's QEP Team is requiring this "second touch" each semester; therefore, the FTEIC student will at least meet with his or her advisor at the beginning of the semester and at least once more at the end of the semester to check progress and the course schedule for the next semester. Experts have heard about the disadvantages of the first-generation students, but Macias (2017) says, "Instead of cultivating a fear of failure through deficit-oriented perspectives, we must choose to emphasize a capacity for and expectation of success" (19).

As part of the reinforcement of advising, the curriculum in the CCC revitalized LLS 1311 Orientation & Student Success course requires FTEIC students to meet with advisors in week three of the eight-week course in order for advisors to see and approve of the Student Career Plan, an assignment for the course plus a roadmap for the student throughout his career at CCC. The FTEIC students meet with the advisor to set up his or her schedule, meets again in week three for the course assignment, and again at the end of the semester review of grades, progress, and to enroll for next semester. (Tucker 2014) This follows the idea that these FTEIC students very much need repetition to comprehend and feel a part of the process (Collier & Morgan, 2008; Fischer, 2007).

Walsh (1979) reiterates that advisement is not a one-time thing, but it is a process that works increasingly well when it is repeated. "Advisor's role is not only to keep records and make sure a student has courses in which to graduate… students need assistance in planning academic programs and integrating academic, career, and life goals (Walsh, 1979, 446). This enhanced advising allows students, not only to see the overall picture of their futures, to be a part of the process and become active learners.

Building relationships between instructors, advisors and students is key to successful advisement and student engagement (Tucker, 2014), Students respond well and become engaged "…when the faculty is willing to be available to them, show them the relevancy of the material and actively listen to students" (Watt, Butcher & Ramirez, 2013, 209). Voelkl (1995) states that students who feel like they belong result in "levels of engagement and persistence" (127), and he agrees that school membership is essential for student engagement and achievement in academic work.

Not only is building bonds between faculty and peers important to students feeling a part of the college community, Phinney & Haas (2003) say situational factors, social support, and personal characteristics contribute to successful coping by these students. Folger, Carter, & Chase (2004) relay that student GPAs rise "…significantly higher for those students involved … compared to similar students who chose not to be involved" (472).

Advising and the use of revitalized and specialized courses for the FTEIC student has proven to be successful. "Structured advising opportunities and experiential learning opportunities…complement each other and have proved effective in retaining first-generation students" (Sharpe, Hutchinson, & Bonazzi, 2018, 3). "Positive student-faculty interactions enhance both the social and academic skills of all undergraduates—in particular, those of first-generation and low-income students—which in turn will improve their rates of persistence and graduation…so it is important to strengthen the bond between students and faculty advisors as early as possible" (Sharpe, Hutchinson, & Bonazzi 2018 3). As Hutter (2019) notes, first-generation students seek advice from older classmates simply because their parents cannot give advice on something they have not experienced; therefore, these students need the extra assistance of advisors. As a complement to advising, Addus, Chen, & Khan (2007) suggest that: "…the students' commitment to attain a good education, their study habits and cooperation, their motivation and efforts to seek assistance, when needed, are equally critical for learning" (316). Again, the CCC's revitalized LLS 1311 course's purpose is to engage the FTEIC student to become a part of a group and community, feel confident in his or her place at CCC, and apply the resources, services, support systems, study habits and motivational support to become successful at CCC. "…the former poor and working-class first-generation college students can help today's newcomers survive and

prosper…For one, these accounts can encourage other students and help them see that they are not the first to feel alone and intimidated in the land of higher education (Oldfield, 2007, 3).

Other colleges have enhanced their Orientation courses with much success. These courses provide interactive skills of note taking, study time, quiet environments in which to study, study groups and study buddies along with other study skills taught within the course. As Fischer (2007) explains, "Some students are encouraged to set aside regular "no call" times, when they turn off their cellphones and do nothing but study. Others must lug their notebooks to weekly meetings…" (A21) with tutors or study buddies to be checked for their accuracy in taking proper notes, etc. Fisk University, an Historically Black College and University in Nashville, Tennessee, has employed many of the same tools to be successful (Fischer, 2007).

Some colleges have reacted to the data and have "restructured" the first-year experience as a community effort "…designed to help first-year students successfully adapt to the college campus and surrounding community" (Cherry, Lloyd & Prida, 2015, par. 8) and "…focuses on skill development such as time management, self-advocacy, forming allies with faculty and staff and, with the help of a first-year 'Advocate,' choosing a career path" (par. 8). Oldfield (2007) says colleges should make sure that privileged students have the opportunities to learn and understand the ways of life for the poor and working class; this allows for a better collegiate and life experience. "We want our students to have a positive college experience, complete their academic goals, and enter the workforce" (Fike & Fike, 2008, 69).

One of the best practices involves inviting guests "from non-mainstream traditions, such as an aboriginal elder, a visible minority professional, or a foreign religious leader. They can discuss topics related to your course, and your students can gain insight into their worldviews" (Hermida, 2010, 26). Bailey, Jenkins, & Smith Jaggars (2015) agree that students become more involved and utilize critical thinking skills when introduced to guest speakers in a class setting rather than classic lectures.
"Inviting a guest speaker is most valuable to students when the speaker comes from the industry and interacts face-to-face with the audience through personal examples and career tips rather than a formal slide-based lecture" (Merle & Craig, 2017, 41). Students

prefer "… guest speakers who communicate with the audience rather than adopt a more traditional approach of lecturing student" (Merle & Craig, 2017, 42).

The LLS 1311 course at CCC uses guest speakers from the community, both face-to-face and videotaped, to discuss money management, interpersonal skills, study habits, etc. The FTEIC students meet professionals who are part of their community; students recognize these as volunteers who take the time to visit and share their talents and opinions and the students are encouraged to share as well (Tucker, 2014). Fowler, Getzel, & Lombardi (2018) conclude that students must participate in the interaction of advising and participate in the support services provided which takes place on campus as well in the community. Using community helps the FTEIC students feel a part of the process and helps develop confidence. Cornett (2006) says a student with few skills and limited self-esteem can enter college, and with assistance from advisors and instructors as a team, "… can exit with effective learning strategies, a confident demeanor, and a willingness to try" (313).

Bailey, Jenkins, & Smith Jaggars (2015) note that the process of goal setting is a problem-solving exercise that needs to be recognized as a way these FTEIC students can development "a variety of critical thinking student skills" (58). If advisors can aid students in mastering "career-related problem-solving steps, including the larger emotional and cognitive considerations required to execute each step successfully, students will be able to resolve career-related issues throughout their lives" (58).

Another best practice suggested by Hermida (2010) involves having students work on group projects and interactive presentations in this enhanced orientation course. Working together allows them to learn from different viewpoints and assists them in becoming part of a group. Hermida (2010) notes that this also allows them to discuss facts and problems "from their own tradition" (26). They are becoming confident enough to discuss problems in a group that they know.

The enhanced and revitalized LLS 1311 at CCC provides students the opportunity to hear about global issues and how these issues can affect their lives in the Mississippi Delta. As Hermida (2010) emphasizes, "Show your students how useful it is to be prepared to live and work in different cultures… Even if your students do not plan to move to another country they may have to work for foreign corporations or

international organizations in their own city" (25). These global connections connect the course with the college's Mission Statement and goals.

Keim & Strickland (2004) emphasize that classes that provide "interpersonal, leadership, and social skills… support services and career decision-making strategies; academic planning and time management" (36) can assist student engagement and community. The CCC LLS 1311 course administers a "Choices" electronic assessment given to each student in the course; this assessment shows strengths and weaknesses concerning specific skills and career plans. Students can see what career options are right for them. Grupe, F. H. (2002) agrees that the "use of consultation gathers information about a student's grades, interests, test scores, interests and aptitudes" (573) which aids the student in feeling empowered and taking part in his or her own educational decisions.

Ferris-Berg (2014) encourages instructors to let student be active learners and not stand in front a podium to lecture. Although the classrooms may be a bit noisy, the students will be engaged, interactive, and learning (Ferris-Berg, 2014). In an interactive classroom, students are empowered when they are accountable to co-creating and co-enforcing classroom and community norms (Ferris-Berg, 2014).

The results of focusing on the repetitive nature of Advising as a problem-solving and critical thinking skills reaps student success and retention but also students "enjoy higher rates of employment, higher wages, better nutrition, and longer life expectancies" (Sharpe, Hutchinson, & Bonazzi, 2018, 5). Society benefits as well, because graduates "…enhance economic productivity, 5/7 lower costs for social welfare and health programs, are more engaged with the community, and contribute to a more diverse workforce" (Sharpe et al., 2018, 5).

"Given that first-generation and low-income students are particularly susceptible to being left behind—and left out of experiential opportunities—we view it as our responsibility to provide an advising and academic framework that will enhance success for all students, regardless of the income or education level of their families. Our primary objective is, and will always be, success for every student." (Sharpe et al., 2018, 6).

A small New England college received a grant and initiated Project Compass which included the focus of first-generation and low-income students and why their retention rates were lower from freshmen year to sophomore year (Dalton, Moore, & Whittaker

2009). Project Compass researched internal and external stimuli, studied existing options of success and explored new interventions to lead to student engagement and success, created ways to "fill the gaps" of existing support structures, and ensured "campus buy-in" with a structured professional development training" (Dalton et al., 2009, 26). Project Compass focused on enhancing advisement, mentoring, data collection, and professional development for its instructors and advisors.
CCC's QEP puts into use four of the seven elements that made Project Compass successful in New England: 1) data management, 2) early alert, 3) advisement and mentoring, and 4) professional development (Dalton et al., 2009).

Noting that data collection and analysis is the driving force in instituting change and tracking student success (Dalton et al., 2009), the CCC QEP Team implemented data tracking through the existing system, MyCCC database, that will track student-advisor sessions and document information for each student per visit or "touch." In the same MyCCC database, the early alert system documents instructors and advisors submitting early alerts electronically to track problem areas, absenteeism, etc. directly to the enrollment manager. The third implementation resulted from the advisement tracking (in MyCCC) to improve student advisement and mentoring. The advisement sessions focus on career planning as a whole and not just scheduling of classes. Finally, in order to improve advisement, orientation, mentoring, and tracking of student success, the QEP Team is focusing on faculty development for clearer communication, efficient advisement to meet the students' needs, repetition of students services and support services and documentation of these efforts in order to analyze student success in persistence and earned credit hours.

Another best practice that has led to success in persistence and earned credit hours in Alabama is something the CCC QEP Plan has also implemented. For Lawson State College in Birmingham and Bessemer, AL, "…the pass rate for students in the orientation program increased from approximately 65% to 80%, and, even more importantly, persistence of students in the freshman class increased by 10% in the first year" (Orientation program, 2012, 16). This college uses "captures share" videos online to assist freshmen in engagement and success. In this program, "students now complete coursework online, with the assistance of a classroom teacher who leads discussions and group activities. And the online information is always available, should

they miss a class because of another obligation" (Orientation program, 2012, 16). In a similar way, CCC has incorporated guest facilitators and messages, tutorials on financial aid, registration, advisement, tutoring, etc. on video shares that are uploaded in the Canvas LLS 1311 Orientation course. All videos are available to students at any time during their time within the course.

Utilizing the videos in the Canvas LLS 1311 course will lead to repetitive advisement and mentoring and student engagement and success. According to Lawson State, "…we know a lot of learners are visual. Now they can watch a video that demonstrates how to do something, and that builds their confidence." The orientation course, taken by all first-year students for credit, has seen immediate results, with 80 percent of students passing, versus 60 percent passing the old version… Many Lawson students are in at least one remedial or developmental course, so access to recorded lectures is especially helpful in reinforcing concepts covered during class" (Orientation program, 2012, 16).

X. REFERENCES

Addus, A. A., Chen, D., & Khan, A. S. (2007). Academic performance and advisement of university students: A case study. *College Student Journal*, *41*(2), 316–326.

Bailey, T. R., Jenkins, D., & Smith Jaggars, S. (2015). Redesigning America's community colleges: A clearer path to student success. Harvard University Press.

Beating the odds: Finding success as a first-generation college student. (2019). *Journal of College Admission*, *244*, 23.

Brost, J., & Payne, K. (2011). First-Generation issues: Learning outcomes of the dismissal testimonial for academically dismissed students in the Arts and Sciences. *New Directions for Teaching and Learning*, *127*, 69–79.

Cherry, L., Lloyd, M., & Prida, J. (2015). The future is now: First-Generation students, community engagement and innovative institutions. *New England Journal of Higher Education*.

Collier, P., & Morgan, D. (2008). "Is that paper really due today?": Differences in first-generation and traditional college students' understandings of faculty expectations. *Higher Education (00181560)*, *55*(4), 425–446. https://doi.org/10.1007/s10734-007-9065-5

Confrey, B. (1928). The orientation of college freshmen. *America*, *39*(26), 615–616.

Cornett, K. R. (2006). Empower students with learning disabilities: Strategies that provide structure. *Intervention in School & Clinic*, *41*(5), 310–313.

Dalton, D., Moore, C.A., & Whittaker, R. (2009). First-generation, low-income students: Strategies for success at Lyndon State College. *New England Journal of Higher Education, 23*(5), 26-27.

Elmi, F. N. (1998). The integration of counseling, academic advisement, and academic mission in a community college. *Community Review*, *16*, 32.

Farris-Berg K. A different model for school success: Empower teachers. *Phi Delta Kappan*. 2014;95(7):31-36. doi:10.1177/003172171409500707.

Fischer, K. (2007). A Historically Black College takes a hands-on approach to student success. *Chronicle of Higher Education*, *53*(29).

Fike, D. S., & Fike, R. (2008). Predictors of first-year student retention in the community college. *Community College Review*, *36*(2), 68–88 https://doi.org/10.1177/0091552108320222

Flynn, E. (2016). Should at-risk students take online courses? *College Student Journal*, *50*(1), 130–134.

Folger, W. A., Carter, J. A., & Chase, P. B. (2004). Supporting first generation college freshmen with small group intervention. *College Student Journal*, *38*(3), 472–475.

Fowler, C. H., Getzel, E. E., & Lombardi, A. (2018). Facilitating college supports to ensure student success. *New Directions for Adult & Continuing Education*, *2018*(160), 101–112. https://doi.org/10.1002/ace.20303

Fredericks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, *74*(1), 59–109. https://doi.org/10.3102/00346543074001059

Gillian-Daniel, D.L, & Kraemer, S.B. (2015). Faculty development to address the achievement gap. *Change*, 32-43.

Goral, T. (2019). Igniting a passion for learning: Learner-centered environments empower students to take risks. *District Administration*, *55*(1), 12–14.

Grupe, F. H. (2002). Student advisement: Applying a web-based expert system to the selection of an academic major. *College Student Journal*, *36*(4), 573.

Hand, C., & Payne, E. M. (2008). First-generation college students: A study of Appalachian student success. *Journal of Developmental Education*, *32*(1), 4–15.

Hayes, D. (2012). A winning strategy. *Diverse: Issues in Higher Education*, *29*(16), 14–15.

Hermida, J. (2010). Inclusive teaching: An approach for encouraging non-traditional student success. *International Journal of Research & Review*, *5*(1), 19–30.

Horowitz, Jordan E. & Phillips, Brad C. (2017). *Creating a Data-Informed Culture in Community College*. (3) 4, 7

Hutter, D. (2019). A little help: First---generation college students at William Paterson University cite mentors, family support and the school's environment as keys to their success. *Njbiz*, *32*(22), 10.

Keim, M. C., & Strickland, J. M. (2004). Support services for two-year college student-athletes. *College Student Journal*, *38*(1), 36–43.

Macias, L. V. (2013). Choosing success: A paradigm for empowering first-generation college students. *About Campus*, *18*(5), 17–21.

Marsden, L. M. (2014). The transition to college of first-generation freshmen. *InSight: Rivier Academic Journal*, *10*(2), 1–7.

Merle, P. F., & Craig, C. (2017). Be my guest: A survey of Mass Communication students' perception of guest speakers. *College Teaching*, *65*(2), 41–49.

Nealy, M. (2005). Key to student retention: Strong advising. *Diverse: Issues in Higher Education*, *22*(14), 12.

Oldfield, K. (2007). Humble and hopeful: Welcoming first-generation poor and working-class students to college. *About Campus*, *11*(6), 2–12.

Orientation program uses lecture capture to guide students through community college experience. (2012). *University Business*, *15*(3), 16.

Petty, T. (2014). Motivating first-generation students to academic success and college completion. *College Student Journal*, *48*(2), 257–264.

Phinney, J. S., & Haas, K. (2003). The process of coping among ethnic minority first-generation college freshmen: A narrative approach. *Journal of Social Psychology*, *143*(6), 707–726. https://doi.org/10.1080/00224540309600426

Posser, J. (1987). Sign my card, please: Perspectives to advisement. *ETC: A Review of General Semantics*, *44*(3), 304–306.

Schuetz, P. (2005). UCLA Community College Review: Campus environment: A missing link in studies of community college attrition. *Community College Review*, *32*(4), 60–80. https://doi.org/10.1177/009155210503200405

Shultz, E. L., Colton, G. M., & Colton, C. (2001). The Adventor Program: Advisement and mentoring for students of color in Higher Education. *Journal of Humanistic Counseling, Education & Development*, *40*(2), 208–218. https://doi.org/10.1002/j.2164-490X.2001.tb00118.x

Sharpe, N. R., Hutchinson, K. T., & Bonazzi, D. (2018). Educating the first generation. *BizEd*, *17*(4), 1–7.

Soria, K. M., & Stebleton, M. J. (2012). First-generation students' academic engagement and retention. *Teaching in Higher Education*, *17*(6), 673–685.

Tucker, G.C. (2014). First-generation: Peers are providing academic, moral and social support to a vulnerable population of students. *The Chronicle of Higher Education: Diverse: Issues in Higher Education.* 24-28.

Voelkl, K. E. (1995). School warmth, student participation, and achievement. *Journal of Experimental Education*, *63*(2), 127. https://doi.org/10.1080/00220973.1995.9943817

Walker, A. (2014). Identity, Status, and Culture: Examining Barriers of Success for Students from Low Socioeconomic Backgrounds. *New Directions for Teaching & Learning*, *2014*(140), 23–30. https://doi.org/10.1002/tl.20110

Walsh, E. M. (1979). Revitalizing academic advisement. *Personnel & Guidance Journal*, *57*(9), 446-449. https://doi.org/10.1002/j.2164-4918.1979.tb05433.x

Wang, M.-T., & Fredericks, J. A. (2014). The reciprocal links between school engagement, youth problem behaviors, and school dropout during adolescence. *Child Development*, *85*(2), 722–737. https://doi.org/10.1111/cdev.12138

Watt, K. M., Butcher, J., & Ramirez, E. F. (2013). Advancement Via Individual Determination (AVID) at a postsecondary institution: Support for first-generation college goers. *Journal of Latinos and Education*, *12*(3), 202–214.

X. APPENDICES

Appendix I. Quality Enhancement Plan Team

Appendix 2: Analysis of Questionnaires

Appendix 3: Kickoff Rally Pictures

Appendix 4: Advising Feedback Survey

Appendix 5: Questions added to the Revitalized Orientation Course Evaluation

APPENDIX 1: Quality Enhancement Plan Team

Sub-committees and Functions

Function(s):

(1) To serve as the advisory committee for the total operation of "ROAD to Success: Revitalizing Orientation and Advisement Development"
(2) To review all QEP results and the QEP Annual Progress Report.
(3) To make suggestions for any modifications to the plan's actions, initiatives, andassessment measures

QEP Team

Glynda J. Duncan, Director
Tony Brooks, Co-Director
Kaye Bennett
Trina Cox
Chequita Dixon
Lynda Gayle Elliott
Kimberly Hollins
Delores Richard
Dr. Tony Newson
Margaret Dixon, RASP Director
Rosie Miller
Ezra Howard
Cynthia W. Roberson
Loria Gardner
Mary Suggs
SGA President
Miss CCC
Mr. CCC
Patrick Johnson
Dr. Rolonda Brown
Tolernisa Butler
LaShundra Crittle
Marriel Hardy

Quality Enhancement Plan Team: Advisement Committee

Function(s):

(1) Coordinate the implementation of Advisement protocol
(2) Serve as a liaison between QEP and Academics and Admissions Offices
(3) Serve as a liaison between QEP and Professional Development Committee
(4) Supervise electronic data collected from Jenzabar concerning student advisement
(5) Secure any needed supplies, equipment, or brochures to achieve tasks
(6) Submit a written report of all activities to the QEP Director in May annually

Members:

Tony Brooks, co-director
Dr. Chequita Dixon
Paul Paniccia, IT
Dr. Melvin Newson
Delores Richard
Rosie Miller
Glynda Duncan, director
Patrick Johnson
Loria Gardner
Lynda Gail Elliott
Margaret Dixon

Quality Enhancement Team: Budget Committee

Function(s):

(1) Develop, assess, and balance the QEP's multi-year detailed budget
(2) Requisition and submit requests to the Business Office for all QEP activities and funding
(3) Secure any needed materials and supplies
(4) Submit a financial report in May of each year to the QEP Director

Members:

Glynda Duncan, director
Tony Brooks, co-director
Lynda Gail Elliott
Delores Richard
Dr. Luke Howard
Marriel Hardy
Margaret Dixon

Quality Enhancement Plan Team: Orientation Curriculum Committee

Function(s):

(1) Coordinate the implementation of Orientation & Student Success Course
(2) Serve as a liaison between QEP and CCC Curriculum Committee
(3) Serve as a liaison between QEP and ATD Data Collection group
(4) Supervise scheduling of Orientation and Student Success Course sections
(5) Coordinate scheduling of guest facilitators for the Orientation & Student Success Course
(6) Coordinate data collection from course grades from instructors to present to AssessmentCommittee for analysis
(7) Submit a written report of all activities to the QEP Director in May annually

Members:

Glynda Duncan, director
Delores Richard
Kaye Bennett
Trina Cox
Mary Suggs
Loria Gardner
Dr. Rolonda Brown
Tolernisha Butler

Quality Enhancement Plan Team: Professional Development Committee

Function(s):

(1) Coordinate faculty professional development training including faculty roundtables
(2) Secure any needed professional development supplies, handouts, and refreshments
(3) Reserve rooms and equipment for professional development activities including facultyroundtables
(4) Administer assessments after activities as described in the ROAD to

Success AssessmentPlan
(5) Launch and Maintain a webpage for ROAD to Success
(6) Monitor and assess QEP instructors' classrooms
(7) Submit all completed assessments to the Assessment Committee
(8) Submit a written report of all activities in May of each year to the QEP Director

Members:

Glynda J. Duncan, Director
Tony Brooks, Co-Director
Kaye Bennett
Delores Richard
John Mayo
Aneika Moore
LaShundra Crittle
Cynthia W. Roberson
Loria Gardner
Dr. Rolonda Brown
Dr. Chequita Dixon
Dr. Tony Newson
Margaret Dixon

Quality Enhancement Plan Team: Marketing Committee

Function(s):

(1) Market ROAD to Success activities
(2) Publish a semi-annual newsletter
(3) Take pictures and submit articles to the media for publication
(4) Update the QEP website on twice per semester
(5) Secure any needed materials, supplies, handouts, and incentive programs
(6) Submit a written report of all activities in May of each year to the QEP Director

Members:

Glynda Duncan, chair
Marriel Hardy
Ezra Howard
SGA President Dierdra Gooden
Miss CCC Jessica Haygood
Mr. CCC Russell Furr
Melody Green
Trina Cox
Lynda Gail Elliott

Quality Enhancement Plan Team: Assessment Committee

Function(s):

(1) Coordinate the implementation of QEP assessments
(2) Coordinate data collection for the QEP
(3) Collect, analyze, interpret assessment results and publish findings
(4) Secure any needed materials and supplies
(5) Submit a written report of all activities to the QEP Director in May annually
(6)

Members:

Glynda Duncan, director
Tony Brooks, co-director
Cynthia Roberson
Dr. Melvin Newson
Loria Gardner
Margaret Dixon
Dr. Chiquita Dixon
Rosie Miller

Quality Enhancement Team: Best Practices Committee

Function(s):

(1) Coordinate the twice per semester meetings of instructors of the Orientation and Student Success Course
(2) Record best practices presented by instructors on the course
(3) Serve as liaison with Professional Development Committee on future professional development for instructors of the course
(4) Submit a written report of all activities to the QEP Director in May annually

Members:

Glynda Duncan, director
Tony Brooks, co-director
Joseph McKee
LaShundra Crittle
Sheila Holmes-Carter
Dr. Rolonda Brown
Tolernisha Butler
John Mayo
Aneka Moore

APPENDIX 2: Analysis of Questionnaires

Topic Selection Questionnaire (566 participants on paper and electronic retrieval)

Ethnic Group surveyed:

90% African American 0.4% Asian

1.5% Two or more Races 6.6% White and 0.8% Unknown 0.4% Hispanic

0.4% Native American or Pacific Islander

Demographics of audience surveyed:

80.1% Students 8.1% Faculty 4.8% Staff 2.1 % Administrators

0.2% Board members 4.6% Community

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

A. Registration Process 48%
B. Accurate Information 35%
C. Advising 35%
D. Family, jobs, other obligations 33%
E. Communication 30%

2. **What preparations (focus) can CCC provide for students' life skills training?**

A. Communication 25%
B. Time Management 24%
C. Producing employment-ready graduates 24%
D. Professionalism of student 21%
E. Importance of attendance and being on time 24%

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

APPENDIX 2: Analysis of Questionnaires

A. Number of advisees per faculty advisors 37%
B. Availability of information to students/advisors 31%
C. Communication 26%
D. Time constraints 25%

APPENDIX 3: Kickoff Rally Pictures

APPENDIX 4: Advising Feedback Survey

Advising Feedback Survey

Directions: Please complete the Advising Feedback Survey regarding your satisfaction with advising services.

Demographics

1. What is your area of study? _____

_____Academic (GenEd, English, Criminal Justice, Social Work, etc.)

_____ Career-Technical Division (Ex. Barbering, Carpentry, Culinary Arts, Welding,

etc.)

_____ Health Sciences (PN, ADN, Respiratory, Paramedic, etc.)

2. What is your status?

____First Time Ever in College (Enrolled the **first time** in college during the Fall term

OR Enrolled the **first time** in college during the Spring term)

____ Freshman (Fewer than 30 credit hours successfully completed)

____ Sophomore (At least 30 credit hours successfully completed, but fewer than 60 credit hours)

____ Dual Enrollment (High School student taking college credit)

3. What is your GPA?

_____Below 2.00 _____2.00-2.49 _____2.5-2.99 _____3.00-3.49

_____3.5-4.00

4. What is your ethnicity?

_____African American _____Asian _____Hispanic

_____Native American or Pacific Islander

_____Two or more Races _____White _____Unknown

Personal Experience with Advising Services

1. How many times during this semester have you met with or spoke with your advisor?

   ___None ___1 time ___2 times ___3 or more times

2. What were your main reasons for visiting your advisor?

   ___Course Registration ___Career Goals ___Academic Goals ___ Personal Issues (transportation, food, financial, etc.)

3. Who was your advisor?

   _____ Counselor ____ Faculty _____ Dean _____Other Support Staff

Please rate your satisfaction with your advisor.

Strongly Agree Agree Neutral Strongly Disagree Disagree

1. My advisor was knowledgeable about my program requirements.
2. My advisor cared about my personal concerns.
3. My advisor referred me to helpful resources when necessary (talk to the instructor of a class I'm having trouble in, counseling, tutoring, admissions, financial aid, etc.)
4. I was able to meet with my advisor in a timely manner.
5. My advisor responded to my emails and/or phone calls in a timely manner.
6. I feel comfortable returning to my advisor.
7. My meetings with my advisor were successful.

Student Self-Assessment

1. As an advisee, I made the first step to see my advisor.
2. It is important to meet regularly with my advisor.
3. Overall, I am satisfied with the support received from my advisor.

APPENDIX 5: Questions Added to the Revitalized Orientation Course

Revitalized Orientation Course

Course Evaluation Questions

Course Objectives

I. Employ effective college skills to promote academic success.

II. Develop time management skills

III. Identify positive financial responsibilities

IV. Increase utilization of academic resources

V. Participate in career exploration

VI. Establish career goals

Directions: Please evaluate this course.

Demographics

What is your classification?

____First Time Ever in College (Enrolled the **first time** in college during the Fall term

OR Enrolled the **first time** in college during the Spring term)

____ Freshman (Fewer than 30 credit hours successfully completed)

____ Sophomore (At least 30 credit hours successfully completed, but fewer than 60 credit hours)

____ Dual Enrollment (High School student taking college credit)

APPENDIX 5: Questions Added to the Revitalized Orientation Course

Please rate your satisfaction with the Revitalized Orientation Course.

1. The course helped me employ effective college skills to promote academic success.

_____Strongly Agree ____Agree ____Neutral ____Strongly Disagree _____Disagree

2. Which college skills do you mostly use now after taking this course? Check all that apply.

_____Time Management

_____Studying Effectively

_____Stress Management

_____Setting goals

_____Taking notes

_____Identifying positive financial responsibilities

3. The course helped me develop time management skills.

_____Strongly Agree ____Agree ____Neutral ____Strongly Disagree _____Disagree

4. The course helped me identify positive financial responsibilities.

_____Strongly Agree ____Agree ____Neutral ____Strongly Disagree _____Disagree

5. The course helped me identify academic resources I can use.

_____Strongly Agree ____Agree ____Neutral ____Strongly Disagree _____Disagree

6. Which academic resources do you now use after taking this course? Check all that apply.

_____CCC Catalog (to find information on graduation policies, student expenses, degree programs, instructional policies, etc.)

_____Single Sign On

APPENDIX 5: Questions Added to the Revitalized Orientation Course

_____My CCC Portal

_____CCC Website

_____Advising Protocol Brochure

_____Career CHOICES Assessment

_____Financial Aid Process

7. The course helped me decide my career path.

_____Strongly Agree ____Agree ____Neutral ____Strongly Disagree _____Disagree

8. The course helped me set my career goals.

_____Strongly Agree ____Agree ____Neutral ____Strongly Disagree _____Disagree

9. I needed to change my major after taking the CHOICES Assessment?

____Yes _____No

10. I feel more confident and prepared to succeed after taking this course.

_____Strongly Agree ____Agree ____Neutral ____Strongly Disagree _____Disagree