

## Part III. Assessment of the Quality Enhancement Plan

*To be completed by the On-Site Reaffirmation Committee.*

### **Brief description of the institution's Quality Enhancement Plan**

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Coahoma Community College's Quality Enhancement plan focuses on First Time Ever in College (FTEIC) students' success. After a three-year process and pursuing input from multiple stakeholders including community members, faculty, staff, and students, CCC, identified advising processes and an orientation course as interventions to assist them in meeting the following goals:

1. FTEIC students will become engaged with faculty in a well-designed, well-orchestrated advising plan that leads to student success.
2. FTEIC students will become actively engaged in their education by completing a revitalized orientation course within the first 21 hours of enrollment at CCC.
3. FTEIC students will be retained from semester one to semester two and throughout their careers at CCC through commencement.

To ensure that these goals are met, the college has committed significant human resources and professional development/training. CCC's QEP will be assessed using data from multiple tools including MyCCC, Jenzabar, Course enrollments (Canvas) and grades, FTEIC student enrollment report, and IPEDS retention reports.

The institution's interventions for an enhanced advising process and orientation course are intended to improve retention and student engagement and promote success and completion.

### **Analysis of the Quality Enhancement Plan**

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- A. **Topic Identification.** *The institution has a topic identified through its ongoing, comprehensive planning and evaluation processes.*

The institution provided sufficient evidence that the development of the QEP was an institutional process that began in August 2017. The QEP committee has had dynamic membership from the original 52-member Steering Committee to a more streamlined 22-25 member QEP Team, including student representation. Various members reviewed and assessed institutional data derived from faculty, staff, and student inputs, primarily from institutional surveys and a pilot course. Based on these data, the institution identified revising orientation and advising of first-time first-year students as the QEP topic. The institution has enacted appropriate procedures for review and approval of the plan by the President, Provost, and other senior administrators. The plan also makes it clear that the institutional review process will continue throughout the life of the QEP using surveys and review committees to evaluate and adjust implementation based on assessment data.

B. **Broad-based Support.** *The plan has the broad-based support of institutional constituencies.*

The QEP Steering Committee began their work in September of 2017. This initial group of 52 members included department chairs, directors, deans, faculty members, and students. During their process of discovery, the group reviewed pertinent literature on student retention and closely reviewed institutional data to determine the greatest areas of student need.

The college conducted a survey and collected over 600 responses from students, faculty and staff, and community members from their service area. The college included various members of the campus community during the development of the QEP topic and in the initial stages of the plan's development.

Academic representation on the QEP Team is cross disciplinary and includes representatives from general education disciplines, health sciences, workforce development, and career and technical education. The college also made student involvement a priority and included representatives from their Student Government Association as well as other campus leaders.

C. **Focus of the Plan.** *The institution identifies a significant issue that focuses on improving specific student learning outcomes and/or student success.*

The institution has established three goals for success with their QEP titled Road to Success: Revitalizing Orientation and Advisement Development

- First Time Enrolled in College (FTEIC) students will become engaged with faculty in a well-designed, well-orchestrated advising plan that leads to student success.
- FTEIC students will become actively engaged in their education by completing a revitalized orientation course within the first 21 hours of enrollment at CCC
- FTEIC students will be retained from semester one to semester two throughout their careers at CCC through commencement.

The institution has not clearly outlined how the goals will measure student success. For example, Goal 1 focuses on increasing the FTEIC students engagement with faculty and counselors in a well-designed, well-orchestrated advising plan that leads to student success. It is not clear how student success will be measured for this goal. Increasing the number of FTEIC students required to meet with their advisor/counselor at least two times per semester does not assess student success. How will student success for this goal be measured?

The second goal of the institution's QEP focuses on increasing the number of FTEIC students who will become actively engaged in their education by completing a revamped orientation course, but there are no student learning outcomes for the orientation course. What assessment measure will be used that will determine what the student learned in the course? The institution states that 41% of students enrolled in the newly designed LLS 1311 course will complete this class with a 70% or higher grade. The pass rate of the

course does not measure whether the students were actively engaged in their education or what they learned in the course.

The final goal of the institution's QEP is to increase the persistence rate of FTEIC students by 3% over five-year period. It is not clear how the revised orientation course and advising plan will be instrumental in student success and persistence from semester one to semester two. What is the assessment measure that will determine whether the revised orientation class and advising contributed to student retention ?

- D. **Institutional Capability for the Initiation, Implementation, and Completion of the Plan.** *The institution provides evidence that it has committed sufficient resources to initiate, implement, and complete the QEP.*

Institutional capability has been demonstrated for the initiation, implementation, and completion of the QEP. The QEP asserts that the college is ready to initiate; the first year of planning and development are clearly mapped. There is ample evidence of broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP budget. The report also indicates changes in organizational structure and budgeting that is needed to execute the plan. Budget, planning, leadership, continuous assessment as documented in the Coahoma QEP will be key components in the ability of the college to fully implement and sustain the QEP to completion.

Based on the QEP document and information from interviews, the resources CCC has committed, and plans to commit, to initiate, implement, and complete the QEP are integrated throughout the framework of the proposal. Many individuals and offices have contributed to the QEP planning and the initial efforts to implement the QEP. These efforts will continue and expand throughout the CCC community (and even beyond) through the execution of the plan.

- E. **Assessment of the Plan.** *The institution has developed an appropriate plan to assess achievement.*

The institution has identified goals and a plan to assess the achievement of these goals. However, the current assessment plan has few, if any, direct measures of student learning. The plan aspires (1) engage first-time ever in college (FTEIC) students with faculty in an advising plan that leads to student success; 2) engage FTEIC students in their education by completing a revitalized orientation course within the first 21 hours; and 3) assess how many FTEIC students persist from semester to semester.

Assessment of the QEP is outlined in the *Coahoma Community College Academic Year Annual Report, Preliminary Year 2019-2020*, which indicates how the QEP outcomes are aligned with the institution's mission. The tables included list the outcomes as they relate to the goals of connection, communication, and consistency and include a timeline for implementing each component, the unit responsible for implementation, targets/benchmarks, and what the QEP committee identifies as assessment measures. The measures include multiple enrollment reports, grades, and IPEDS data. However, the On-Site Reaffirmation Committee did not find any direct measures of student learning

that is part of the QEP presented to the evaluators. As a result, the institution is missing opportunities to assess student learning as the institution begins to pilot elements of the QEP.

The On-Site Reaffirmation Committee interviewed the QEP committee to discuss details of the QEP assessment plan. The institution indicated that *Achieving the Dream*(ATD) data was used as baseline data and has recently launched the *Community College Survey of Student Engagement* (CCSSE). Both are credible measures and will yield appropriate data to better facilitate the assessment the QEP.

Although the institution indicated that their focus was student success in lieu of student learning, by virtue of including an orientation course, student learning should be assessed. By assessing what the institution expects students to be able to do, think, or know as a result of completing the orientation class, the institution will be able to fully document student success and achievement as it relates to their QEP.

**To assist with strengthening the QEP, the Committee has two Recommendations:**

**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.**

### **Analysis and Comments for Strengthening the QEP**

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CCC's Quality Enhancement Plan is a comprehensive, broad-based initiative which involves many different departments/divisions throughout the institution. The QEP focuses on increasing FTEIC student engagement and retention through enhanced advising and a revised orientation course (LLS 1311). The topic selection came about as a result of the analysis of *Achieving the Dream* data as well as survey results sent out to students, faculty, staff, community members, and other stakeholders. The final topic selection and focus, *R.O.A.D. to Success*, intentionally aligns with the college's Strategic Plan and is clearly enthusiastically supported by CCC's faculty and staff. Resource allotment and a clear budget were also outlined in the QEP and included the possibility of a reduction of fiscal resources. This inclusion is especially relevant due to the current COVID pandemic and the drop in enrollment that many institutions are facing. Nevertheless, the institution is taking steps to ensure the success of their students and the QEP by providing training for both the enhanced advising protocol and the instruction of the revised LLS 1311 course.

The enhanced advising protocol requires that students meet with an advisor at least twice during a semester to ensure that students are taking courses that will lead them to program completion and to ensure that students are registered for the LLS 1311 within the first 21 hours of attending the institution. There are measures in place to ensure students meet with an advisor and take LLS 1311 within the first 21 hours. This provides strong assurance that students are getting the

attention and assistance needed at the beginning of their college career. Additional assurance follows at the end of the registration period when students' schedules are reviewed to ensure that they are in the correct courses. These steps provide a clear path for students to meet their goals. Assessing the success of the enhanced advising protocol will primarily be based on the reports of the students' advising meetings.

The revised orientation course, LLS 1311, is taught by faculty members who have participated in specific training to teach the course. The revised orientation course will serve to support the enhanced advising protocol and provide students with additional support in areas such as navigating the Library, career planning, financial planning, Financial Aid assistance, college success skills, and group work. Assessing the success of students in this course is currently based primarily on the students' grades.

The plan to implement the QEP beyond the initial momentum phase appears strong as the college continues to hold meetings for this specific purpose. The enthusiasm and dedication to student success exhibited by the institution's President, faculty, and staff is clearly evident.

**To further assist with strengthening the QEP, the Committee has the following Suggestions:**

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

<b>Part IV. Third-Party Comments</b>
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*To be completed by the On-Site Reaffirmation Committee.*

If an institution receives Third-Party Comments, the institution has an opportunity to respond to those comments and the On-Site Reaffirmation Committee reviews the response as part of its comprehensive evaluation of the institution.

The Committee should check one of the following: