Goal 1: Foster student self-sufficiency by implementing a strategic mentoring program for part-time students

**QEP Outcome #1:** Students in “Project ME” will increase their levels of engagement through utilization of student services.

**QEP Outcome #2:** Students in “Project ME” will engage with mentors through the Appreciative Advising process.

**QEP Outcome #3:** Students in “Project ME” will compose a plan to complete their degree within their educational timeline accompanied by a personalized financial plan.

Goal 2: Increase student engagement and completion

**QEP Outcome #4:** Students in “Project ME” will increase their levels of degree completion.

QEP Focus: The focus of the QEP, “Project ME,” is to foster student self-sufficiency by implementing a strategic mentoring program for part-time students that will increase student engagement and completion.

For additional information on the QEP, visit My.Hinds.

Hinds’ part-time* students

24% of Hinds students were part-time in FL15.

The average age of a part-time student is 30.5.

A report from the National Student Clearinghouse tracking Hinds’ 6-year graduation rate from any institution shows that part-time students at Hinds complete degrees at a percentage well below the national average for part-time students at 2-year community colleges. Hinds’ full-time graduation rate is higher than the national average.

<table>
<thead>
<tr>
<th>% of Hinds students</th>
<th>2007 Cohort</th>
<th>2008 Cohort</th>
<th>2009 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time, exclusively</td>
<td>66.19% (57.57%)**</td>
<td>72.72% (57.00%)</td>
<td>67.93% (54.59%)</td>
</tr>
<tr>
<td>Part-time, exclusively</td>
<td>13.63% (19.92%)</td>
<td>10.01% (18.79%)</td>
<td>5.12% (18.32%)</td>
</tr>
</tbody>
</table>

*Dual credit and dual enrollment students are excluded from these numbers.

**National percentage of completions.

How will we know the QEP is successful?

“Project ME” will be successful when trained mentors using Appreciative Advising techniques increase engagement of part-time students with the College’s resources, including personnel, and when students persist each semester to completion at a rate higher than the national average.
The orientation teachers will use Appreciative Advising techniques to help lead students to be self-sufficient.

Appreciative Advising is the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials. It is perhaps the best example of a fully student-centered approach to student development. Appreciate Advising is a framework for mentoring students which includes 6 phases:

- Disarm
- Discover
- Dream
- Design
- Deliver
- Don’t Settle

Implementation of “Project ME” will consist of part-time students taking an orientation course specifically designed to target their needs. Mentors trained in Appreciative Advising will lead students through assignments in the course that will foster student self-sufficiency. The course will include topics such as locus of control and self-efficacy. Mentors will encourage students to engage in college life, student services, and with employees. A capstone project for the course is designed for students to create an individualized educational and financial plan.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin program at</td>
<td>Add Utica Fall 2018</td>
<td>Add Raymond Fall 2019</td>
<td>Add NAHC Fall 2020</td>
<td>District-wide</td>
</tr>
<tr>
<td>Vicksburg/</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rankin/ JATC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2017</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

SACSCOC institutions seeking reaffirmation of accreditation must submit a QEP that will be assessed for its institution-wide impact in the SACSCOC 5th year interim report.

What is a QEP?

“The Quality Enhancement Plan (QEP) is a document developed by the institution that (1) includes a process identifying key issues emerging from institutional assessment, (2) focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution, (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement.” [www.sacscoc.org](http://www.sacscoc.org)

The program will be assessed using direct and indirect measures to document effectiveness.

Assessments include:

Goal 1: Foster student self-sufficiency by implementing strategic mentoring program for part-time students
- Pre-test/post-test to measure student knowledge and engagement of college resources and services
- CCSSE
- Course evaluations from students and mentors
- College-wide perception survey regarding student self-sufficiency
- Student learning outcome assess as capstone project creating an educational and financial plan to complete degree

Goal 2: Increase student engagement and completion
- “Project ME” student progress towards degree and student retention
- “Project ME” student completion (graduation and transfer) rate

For additional information on Hinds Community College’s QEP, visit My.Hinds