

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.



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.

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.

% of Hinds students	2007 Cohort	2008 Cohort	2009 Cohort
Full-time, exclusively	66.19% (57.57%)**	72.72% (57.00%)	67.93% (54.59%)
Part-time, exclusively	13.63% (19.92%)	10.01% (18.79%)	5.12% (18.32%)

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

**National percentage of completions.

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

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.

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.

Year 1	Year 2	Year 3	Year 4	Year 5
Begin program at Vicksburg/ Rankin/ JATC Fall 2017	Add Utica Fall 2018	Add Raymond Fall 2019	Add NAHC Fall 2020	District-wide

For additional information on Hinds Community College's QEP, visit [My.Hinds](#)

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