

-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 traditional freshmen in college. Besides monetary concerns, these FTEIC 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 one needs 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 -year Quality Enhancement Plan can result in student engagement, success and retention.

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 the first semester 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. attending college and probably acquiring the same job without a college degree, these p he 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

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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 not

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

relevancy of the material and actively listen to students. (Watt, Butcher & Ramirez 2013 209) V

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)

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)

experience as a community effort designed to help first-year students successfully adapt to the college campus and surrounding community Prida 2015 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 students to have a positive college experience, complete their academic goals, and

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.

nviting 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

and health programs, are more engaged with the community, and contribute to a more
Sharpe, Hutchinson, & Bonazzi 2018 5)

-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

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

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 hopefully will lead to repetitive advisement and mentoring and student engagement and success. According to

course, taken by all first-year students for credit, has seen immediate results, with 80

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