

10-7-13 QEP Team Meeting summary

Meeting summary emailed to team members from Luci Frith

I wanted to thank you all for yesterday's discussion.

As you'll see from the discussion points listed below, we DID make progress yesterday. We need to expect (and SACS recognizes --read handbook references below) that the process of selecting our topic is going to be more amorphous initially as we consider: identifying who are our students; what are their shared interests, concerns, and needs; and what is an appropriate *plan of action* to improve learning and/or the environment that supports student learning given our college's mission, strategic plan, physical, human, and financial resources.

The process is Developing a QEP is a recursive rather than a linear process, much like any other important, deliberative, and reflective planning and writing project. An institution should expect the focus and framework for the QEP to shift and evolve as the research, writing, talking, and campus participation occur. Over time, the focus will become sharper, the outline more certain, and the goals better defined. These considerations and reconsiderations are instrumental in the development of greater confidence in the QEP. In fact, a substantial amount of ambiguity is to be expected during the creative phase of the development process. (SACSCOC Handbook 2011)

1. Here's where we are in the process (approach): I have loaded in the SACSCOC handbook on the "S" drive for the insomniacs among us.

Institutions are encouraged to base their selection of the topic for the QEP on an analysis of empirical data. The institution may wish to examine studies that have been done on best practices in higher education and other national and peer group data derived from carefully designed research.

Some institutions conduct initial exploration and research that engages a limited number of faculty, administrators, and students in thinking about the topics for the QEP before involving the larger campus community.....Institutions need to identify a process that harmonizes with their size and governance structure. (SACSCOC Handbook 2011)

Nonetheless...we do need to aim ourselves at a topic area as soon as we can feel confident in doing so.

2. Clarification of SACS topic parameters

The Quality Enhancement Plan (QEP) describes a course of action for enhancing educational quality. Core Requirement 2.12 requires that an institution develop [an acceptable Quality Enhancement Plan that focuses on learning outcomes and/or the environment supporting student learning.](#) (SACS Handbook 2011)

3. Pertinent Research info (full qep reports available on the "S" drive) You'll see the [SCF/ QEP study for 2013](#) which is referred to in our discussion points (below) and it has been loaded into the "S" drive. Check out the SACS Executive summaries (one of the handouts from our orientation)

<http://www.sacscoc.org/2012TrackAQEPS.asp>

QEP's that relate to our discussion topics from yesterday. They are available on the "S" drive. Henderson CC: GPS Advising Plan,, Lone Star College System, Texas: Best Start first year Experience, North Central, Texas: Extreme Academic Makeover, Northern Va. GPS (revised QEP—maybe we can avoid this?—per Tracy)

Full report not yet available..check out their web site.

Palm Beach State

<http://www.palmbeachstate.edu/qep/about-critical-thinking.aspx>

DISCUSSION POINTS QEP 10-7-13

#1 Target student group: seemed to be consensus on FTIC (First time in college)

Discussion about :

- possibly including transfer students in project;
- what sub-groups, if any, to focus on in the qep project (ie., developmental, minority, **dual enrolled); and
- identifying students taking common core courses in Gen ed. (no pre-req.) Meta-majors, ie., ENC 1101,

** dual enrolled group is in flux since previous to this semester Tuition and academic fees were waived for dual enrollment students. Florida law now requires school districts to pay tuition costs..lots of discussion @ additional cost for school districts (estimated \$40 to \$60 million this year) since money that was not in school districts' budgets. Unclear what will happen.

#2 Advising

Discussion about :

- developing multi-year educational plan or career pathway to graduation
 - **Our QEP survey from 2013 of SCF employees (262) and students (39) ranked this as “strongly agree” 62% and 64.% respectively. * numbers rounded.**
- Faculty mentoring and advising that would support career pathway (above)
 - Creating Learning Communities through common majors
 - **Our QEP survey from 2013 of SCF employees (262) and students (39) ranked this as “strongly agree” 39% and 54% respectively. * numbers rounded**
- Early alert/ intrusive advising
- Creating an electronic format for early alert that’s useable by faculty and staff (Denise’s example)

#3 Developing FTIC Student Seminar (required) variable credit

Our QEP survey from 2013 of SCF employees (262) and students (39) ranked 3 hr. course as follows:

Employees :	Strongly Agree 29%	Agree 27.%	Somewhat Agree 21%	Neutral 12%
Students:	Strongly Agree 31%	Agree 28%	Somewhat Agree 8%	Neutral 23%

Discussion about:

- strengthening academic skills and non-academic skills essential to success for success
- having a menu of choices of units as needed/ identified by student

#4 Establishing Early Connections

Discussion about:

Creating an environment that nurtures which involves Faculty, Staff, and experienced students.

Identified by students (13) on the SABRE needs survey from 8-22-13 under Student Engagement for Success there was a 1.8 gap ranking second in needs after Success in Math.

#5 Incorporating Gen Ed Competencies into project

Discussed what they are, where to find them, and that they should be incorporated into our QEP.