

11-6-13 QEP Meeting Summary

emailed to team members from Luci Frith

Survey results:

The results of our FSDD QEP survey are in (Thank you, Dory). There were 195 responses which included the FSDD responses, the email survey responses that were sent to all faculty and staff last Monday morning including part-time instructors, and those that submitted paper surveys after FSDD. There will be a summary report at our next meeting. What I was most interested in was the ranking of the topic choices. Among the 195 responders there is less than a 1-point difference in the rankings of the three topics. I interpret that to mean that these are the ideas we need to integrate in our QEP proposal.

Summary of FTIC research from SCF Fact book:

FTIC enrollment in AA @ 83%

FTIC age 20 and under @77%

FTIC Fall 2012= 1,423

FTIC retention rate 2012= 61% compared to Fl. College system 66.5%

Area of opportunity Research Summary: SCF gaps

- Clear Academic pathways
- Support for Learners

(SENSE, CCSSE, SSI, Grad Survey, SEC, Focus groups, QEP survey)

SACS QEP requirements:

- Data driven
- Assessable
- Focused
- Feasibility (institutional capacity/ resources)

Limitations:

- Developmental student placement- no testing
- Dual enrolled influx
- LMS change
- Limited institutional data

Freshman orientation course not feasible at SCF

Chronicle of Higher Ed article (2012) referenced the financial challenges that we would face of hiring or shifting faculty, finding classrooms, and creating curriculums. In our case it would mean 50 faculty, 50 classrooms, and requiring a mandatory course that would need to not only be developed but proposed for approval to the Curriculum Committee. Currently, we do not have the internal resources to manage and administer such a program. Comparable statistical data that supports the impact of a freshman stand alone course is lacking given the nature of the courses that range from no credit to 3 hr. credit courses and inconsistent course content.

Plan for QEP: (handout of possible plan presented to team)

After reams of research and considering our meeting discussions I have a plan that I believe meets the requirements of SCAS (that our plan is integrated, data driven, assessable, and focused). While not easy, the plan is relatively straightforward. Its components are creating our research pool, an early alert process, and learning support modules. The cohesive element in this plan is the Faculty Mentor, the shepherd who represents the connection to the institution, who knows the academic pathways, the support services, and the common pitfalls that create barrier

to student success. If conscientiously implemented, I believe it is likely to enhance student learning, improve retention, and can be statistically assessed. I am comfortable with the plan and I will be eager to share it with you Wednesday.

Next Meeting Prep

Team Chairs will be setting up team meetings to consider the possibilities of the proposed plan

Team #1.

Pathway Chiquita agreed to chair Team #1 and to help us coordinate with Denise in identifying the pre-classroom student experience, our research pool, micro-majors, and the kind of demographic information available in Banner that we will want to capture to track the effectiveness of our plan.

Faculty Mentoring

Since SCAS is designed to be faculty driven we will need a faculty member as co-chair of Team #1. The Faculty Mentor group will investigate the process of establishing academic pathways that were at one time published in our catalogue. Faculty will define the role of the mentor as our student's primary personal connection while discussing what's necessary for mentors to be accurate and knowledgeable about the academic pathways and student support services.

Team#2

Jaquie has volunteered to help guide team 2. We need the benefit of our Student Services members' insight into what barriers our students experience as they navigate through SCF so that we can craft a responsive and *individualized* mentoring system that's connected to more user friendly support services. Since SACS is designed to be faculty driven we will need a faculty member to co-chair Team #2.

Early Alert/ Modules

The Faculty Early (Success) Alert group will be working on establishing referral guidelines and a communications process which connects faculty mentors, teaching faculty, student advisors, and support staff to one another. What will allow the early identification system to contribute to student learning and success is the modules. Given the 'hands on' experience and expertise of Team #2's group members (ARC, the library, labs, student services, financial aid, and at risk classes) we already have knowledge and experience to help develop the modules and multiple delivery systems and locations will be key to the plan's success