

QEP MEETING – February 1, 2011

February 1 Meeting

- Overview of the QEP development process up to Feb 2011
 - Identification of the theme – First Year Experience
 - Focus groups in Fall 2010
 - Nov 16 meeting with AtD and other college leaders
 - Selection of two activities:
 - The Best Start Academy academically focused orientation experience
 - Development of first year institute to provide professional development and certification for faculty and staff involved with FYE (EDUC 1300, the Best Start Academy orientation, and advising)
 - QEP Broad Goals for the Two Activities
 - Set student expectations for college
 - Set expectations for the “Lone Star” way
 - Create connections to others
 - SACS Learning Outcomes fall into four areas:
 - Behaviors, Attitudes, Skills, Knowledge
- Focus Group Findings
 - Insights from the focus group discussions fell into the following categories: college awareness, registration and financial aid, advising, goals, financial, college preparedness, orientation, connections, access, and communicate & collaborate. (A synopsis of the insights was included in a previous email attachment).
 - Narratives and report is online at: <http://www.lonestar.edu/QEP>
- Holistic approach: The selected QEP activities build upon prior LSCS initiatives, while the context for implementing the QEP activities focuses on creating a holistic approach to the FYE. This organizational approach will support building stronger relationships among students, and between students and our faculty and staff. The importance of relationships and personal connections has been a consistent theme among FYE institutions and also in our own focus group findings.
- Next Steps for QEP development process
 - Next focus is to develop learning outcomes for the two initiatives
 - Identify direct and indirect assessment tools and methods.
 - Develop specific strategies for implementation and assessment (this process will include other stakeholders, such as orientation staff, professional development, etc.).
- Strategies for QEP Implementation:
 - Align and map learning outcomes for academic orientation, the EDUC 1300 course, advising, etc. Provide seamless relationships with college staff involved in various FYE programs.
 - Create synergy for the FYE by establishing a First Year Experience Council and campus teams (including students, faculty, curriculum teams, and support staff) to coordinate a holistic approach toward nurturing and assessing the learning outcomes associated with each student’s first year experience.
 - As part of the college system’s strategic plan, implement a system-wide Foundations of Excellence Self-Study via the FYE Council, resulting in the execution of separate strategic FYE implementation and improvement plans for each campus and the college system to insure the continuous improvement and sustainability for the first year experience.

- February 17 Conference Day:
 - Ryan will work on a Powerpoint file and share with the team of presenters.
 - Strategy is to have a consistent message at each location.
 - Presenters
 - Ted Lewis and Tory Van Wie – CyFair
 - Brenda Stubbs and Janis Terry – Kingwood
 - Yvonne Stallings and Ryan Carstens – Montgomery
 - David Puller – North Harris
 - Ryan Carstens – Tomball

Timeline (working):

- Early 2011 – first draft of QEP to SACS Steering Committee
- April 2011 – second draft of the QEP document
- June 2011 – third draft of QEP, for formal administrative approvals
- August 2011 – formal submission of QEP to SACS

LEARNING OUTCOMES DISCUSSION:

Given the current EDUC 1300 learning outcomes:

- Apply a variety of learning strategies to college courses.
- Develop self-management skills to increase persistence and motivation.
- Discover and utilize campus resources.
- Explore careers and majors based on individual assessments.
- Demonstrate effective communication skills through written and/or oral reports, journals, and presentations.
- Apply cognitive strategies to solve problems.
- Demonstrate an understanding of learning theory necessary to succeed in college and career by completing assessments, class presentations, and assignments.

... **Identify possible learning outcomes** for the following three areas of FYE

- Best Start Academy (the academically focused orientation)
- Advising
- Professional Development

Learning Outcomes v1 (*X = primary area, * = aligns with, supports other area*):

Best Start Academy Orientation	Best Start	Educ 1300	Adv	Prof Dev
• Identify campus resources and their purpose	X	*	*	
• Successfully utilize LSC technology tools: iStar, MyLoneStar	X	*	*	
• Establish connections to peer mentors	X			
• Understand and explain the Lone Star standards of student behavior	X			
• Identify areas of curricular or co-curricular interest	X			
• Connect with other students having similar interests	X			

- Understand and identify prerequisites and co-requisites
- Develop a learning plan or degree plan in iStar

X		*	
X	*	*	

Advising

- Understand and calculate a sample Grade Point Average (GPA)
 - Identify and explain the various LSC class delivery formats (hybrid, DL, etc.)
 - Develop a learning plan or degree plan in iStar
- Below are already established advising outcomes (under review by advisors):*
- Demonstrate the ability to make effective decisions concerning their educational and career goals
 - Demonstrate an understanding of the value of the general/core education requirements
 - Accurately read and utilize the college catalog and the program evaluation
 - Know and understand the institutional requirements of LSCS
 - Be familiar with the resources and services on campus
 - Select courses each semester that progress toward fulfilling a degree plan and/or transfer requirements
 - Understand the importance of a timely graduation

Best Start	Educ 1300	Adv	Prof Dev
		X	
		X	
*	*	X	
	*	X	
		X	
		X	
*		X	
*		X	
		X	
		X	

FYE Institute Professional Development

- Demonstrate the steps required to pull student learning plan information from iStar

Best Start	Educ 1300	Adv	Prof Dev
*			X

Ideas or Implications for Achieving Outcomes (v1):

Best Start Academy:

- Find ways to instill an appreciation for the importance of learning plans
- Use icebreaker to connect students
- Faculty need to be involved!
- Student Services and experienced students also should be involved.
- Create a culture of fun and engaging activities like a fish camp
- Role play and display standards of student behavior in a positive manner
- Have students go to areas of interest and connect to others with that passion

EDUC 1300 Course:

Advising:

Professional Development:

- Professional development will need to be an ongoing activity year-round

Members and Attendance (* - via phone):

Campus	Name	Role	Feb 01	Feb 15	Mar 01	Mar 22	Apr 05	Apr 19	May 03	May 17
CyFair:	Kelly, Thomas	History								
	O'Brien, Catherine	EDUC	X							
	Marxhausen, Gail	English	X							
	Phillips, Claire	Dean	*							
	Stasney, Rebecca	DS English	*							
	Van Wie, Victoria	Psychology	*							
Kingwood:	Bezette, Noel	EDUC	*							
	Emeka, Franklin	SOCI/Criminal Justice	*							
	Goss, Suzy	Math	*							
	Whileyman, Jean	Chemistry	*							
	Young, Sherry	English & POFT								
Montgomery:	Brandyburg, Lawrence	Dean								
	Eckenfels, Barbara	Counselor & EDUC	X							
	Peyton, Janice	Library Dir								
	Williams, Wendell	VP, Student Success								
North Harris:	Batiste, Seth	DS English								
	Juelg, Butch	OTS								
	McFarland, Michael	SEA Center, English Fac	X							
	Whitley, Martha	DS Fac. & Teach/Lrng Ctr	X							
Tomball:	Carstens, Ryan	Dean	X							
	Davis, Lisa	Counselor								
	Gadde, Fonda	Counselor	*							
	Jackson, Mary Ann	EDUC	*							
	Waters, Victoria	Ext. Lrng. Ctr.	*							
Sys Off:	Dixon, Dorothy	Gates: Model Pathways	*							
	Miner, Karen	AtD	*							
	Rockefeller, Debra	Compliance/Assess.								
Community	Johnson, Jadi	Community member								
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