Notes from various QEP discussions
March 2011

CASA meeting (Mar 1)

- Look at faculty advising as the QEP focus. It represents something that is unique and is truly new for LSCS, and the proposal for advising was developed by faculty.
- Can we determine the impact of EDUC 1300 by itself (separate from advising)? That is unknown at this time. Can we gather data on EDUC 1300 in Fall 2011?
- Can we gather student success and retention data for FTIC who are college ready?
- SACS may advise that we are still too broad with the best start orientation as an initiative.
- Narrow the target group students by field of study? Would the “school to work” population be an example?
- We could use CE to enroll students into a best start orientation? If so, this would allow us to then track success and retention for students who participate in orientation.

Orientation Meeting (Mar 1)

- QEP ideas are reasonable and correlate well with the 2009 orientation proposal.
- Concern for how to broaden the depth and scope of orientation at this point in time.
- Currently focusing on absorbing the impact of the recent decision to require the three-hour pre-registration orientation for all entering students.

SACS Administrator Visit (Mar 2)

- Many schools struggle with the language in 2.12 – learning outcomes and/or learning environment. Caution is in doing a QEP that attempts both (the “and” instead of “or”).
- What one thing do you want to do? Need a thesis statement. Do you have a gap to fill? What is the sequence to follow for improvement? What impact will you have in five years? State this in terms of impact. “Success” in the QEP is not about achieving what you thought you would achieve, but in measuring what you did, describing your new insights, and explaining what you did next – actually it is about showing successful CQI processes of doing, assessing, planning and doing.
- If you seek to change the environment in the QEP, your assessments can be indirect measures if it addresses your goal. For advising or the EDUC 1300 course, this is changing the environment. You should be able to use similar metrics from AtD (success and retention) to measure if you have had an impact.
- Best Start and orientation concept – “new” issue is not a problem
- Advising – could be questioned whether it is significant enough unless we show good numbers. Try to list the largest group of students possible within a realistic grouping.
There is still time for you to work out the details, but we need to finish soon!
Assessment can be indirect. But you need to have an appropriate assessment structure for the purpose of your QEP.
If you seek to affect a change in student expectations, you could use surveys to gauge that. For example, students think that they can “do” college when perhaps they can’t. Did you change this perspective?
Caution will emerge if the committee has doubts about the assessment. Don’t make it complex and multi-layered.
Assess – set a number for the goal you seek to achieve.
Noel Levitz could provide ideas for assessing student support if that is an area you move toward.
If you are focusing on FTIC, you could track success and level of achievement.
Capability – show the budget – regardless whether reallocated or new funds.
The library is important for the QEP. You should try to include it somehow. (This was also stated at the SACS Annual Conference).
October Visit
  o Expect the first day to include an overview discussion, remaining questions about compliance.
  o Ideally, the committee is then free to go to the campuses and discuss the QEP.
The QEP Lead Evaluator – can not be in the same state. Can be from outside SACS region.

EDUC 1300 Curriculum Team (Mar 3)

Tentatively accepts the idea of the course being a focus for the QEP. The team will meet again on March 23 to discuss the idea further.
Ryan will return to a team meeting on April 7 to discuss further – possibly.
Is there a way to use a Title V grant to assist with the QEP?
Advising needs to remain part of the model for EDUC 1300.
Training is needed for EDUC instructors.
Common reader would be a helpful tool for the course – Donna Willingham.
A common reader and faculty advising piloted at NHC via mentoring (in a Title III grant).
Faculty advising piloted at CyFair – currently under way.
We could check with someone at TSU (Rod Fluker?) who developed a mentoring program.
Also could check with Paulette Golden at Montgomery, who developed student mentoring. Develop capacity to provide 2 student mentors per 1300 section?
Library – SACS representative has mentioned twice that the library should be somewhere in the QEP. Can we look at including information literacy in the EDUC 1300 course? Tentatively this can work. Ryan will meet with the library instruction committee to discuss, will share more info with the team on April 7.
Curriculum Team will meet March 23 to discuss whether and how it might be feasible to scale capacity to offer the 1300 course to all entering students. Training will be an issue.
ORIE Staff (Mar 4)

- Discussed technology and data needs mentioned in the document prepared for the January 28 SACS Strategy meeting.
- Siobhan Fleming, Associate Vice Chancellor for Research and Institutional, recommends we focus on WEAVEonline. She has observed that many institutions are purchasing this solution. We should check to see if the software supports batch uploads and downloads of data.
- Starfish could be an option for tracking advising. Check with Link Alander, Susan Rush, or Juan Garcia about status and timeline for implementing its use.
- ORIE will work on a report for early April, containing 2 years’ worth (Fall 2008-Present) of Completion, Success, and Persistence data for the following:
  - FTIC (Zero Hours) testing into College Level
  - FTIC (Zero Hours) testing into 1 Developmental Studies
  - FTIC (Zero Hours) testing into 2+ Developmental Studies
  - FTIC (Zero Hours) vs. Other students
  - FTIC (Zero Hours) testing into College Level and Schedule Type (Day, Evening, Weekend)
  - And Demographics of these students. (Ethnicity, Age Range, Gender)
  - Enrollment predictions for the next five years.

Dean’s Council (Mar 10)

- Larry Rideaux (NHC) would like to attend the upcoming meetings. He has people who could also help with planning.
- Asked Deans to forward other names who might help with the FYE Council concept.
- Suggestion: use the EDUC 1300 faculty to be the advisor for their students!!
  - Write this as an option in the QEP.
  - Other schools – how much do they pay the adjunct to do advising?
- “Forced” advising – require students to receive their iStar “PIN” from an advisor – then work with them to decide their course needs.
- David Putz – was asked to work on faculty advising proposal. The proposal provides flexibility in participating in the program (not mandatory)
  - Advise according to major field of study
  - Special populations (such as after earning 15 hours, others)
  - At risk students, FTIC, EDUC 1300
  - Work at advising center when students are coming through the door
  - Students could select their preferred faculty advisor?
- Faculty will participate on an advising council.
- Working on training. May have modules to test this summer.
- Proposing monthly modules for certification study – can be certified within one semester.
- Colleges will handle training (via advisors providing training?)
- Revisiting the calculations for advising loads in the proposal. May try to allow for partial load allowance.
- Need to understand/allow for program heads who handle advising for program/workforce students.
• May need Dean approval for participation. Other committee needs still exist and the Deans would need to manage who and how many faculty participate in advising while also maintaining capacity for committee work.

• CyFair currently piloting faculty mentoring:
  o Has a formula for load for mentoring (which is not the same as advising)
  o Release from one committee assignment when working with 25 students?

• Faculty coordination?
  o Probably won’t work – maybe work this through student services, advising office.

Advising Council (Mar 10)

• Can look at working on training plans, how to absorb the additional student load.
• Starfish is coming online in the summer. We might be able to use this to track which students are advised and then correlate with iStar student success and retention information.
• Can look at adding faculty to the group to participate in planning.
• Will need to draft a training and certification process, prefer to use NACADA materials to create a Lone Star Academic Advising Certification.
• Each type of advising might have specific training content.
• Would need to collaborate with faculty on what types of advising, and when faculty would participate in the advising process, but those details can be discussed.

Campus VP of Instruction (Mar 10)

• Will there be a way to include ESL students and courses?
• Will we be able to include early intervention in the process? If advising is the QEP focus, would early intervention be a form of advising?

Library Meeting (Mar 23)

• Because of the role of the library service desks fielding all types of informational questions from students, we could provide Best Start training for library staff to allow them to know how to steer students to various support areas.
• Faculty advising proposal – this could also support librarians being able to participate in assisting in the Best Start activities.
• Some librarians will be teaching EDUC 1300 sections next Fall. Perhaps some of them can consider being part of the pilot in Spring 2012 for the Best Start activities added to EDUC 1300 classes.
• We will want to clarify the roles for library service desks to make sure we direct students to resources but do not attempt to handle advising tasks at the service desk (which would not be the intent of the training).
• We should be able to work on the Best Start lessons to incorporate the library information literacy component for the planned assignments.