Subject: QEP Findings from Dialogue and Note Cards

Date: Tuesday, April 26, 2011 1:19 PM
From: Englert, Suzanne S <Suzanne.S.Englert@lonestar.edu>
To: Carstens, Ryan Ryan.Carstens@lonestar.edu

QEP Findings from Dialogue and Note Cards – Overview/Trends

- Insights & Ideas for Implementation:
  - Advisors: their role; staying in contact with students; how many students each advisor can advise
  - Faculty: training; stipend; mentor to students
  - Students: their job to complete the process; proper placement; indicate major
  - Advising: keep the quality; training offered
  - Other: relationship between 1300 committee & QEP Committee

Implications for Training:
- Types of training: Academic Advising; Angel; Cross-training; iStar
- Requirements: up-to-date; consistent; mandatory or optional
- Who to receive training: faculty; advisors, ISD’s
- Textbook: all campuses use the same textbook?

Questions That Still Remain:
- iStar flags would need to be working-students needing 1300 would need to have their registration blocked
  - How to pinpoint a barrier?
  - Clarification on definition of advising
  - Majors: student changing them, system flagging major changes
  - Advising concerns
  - Students’ continuity, success, degree plan
Suzy Englert
QEP Assistant
Lone Star College System Office
(832) 813-6669