

December 1st QEP Meeting Notes

Attendance: 19

Notes:

The meeting started with a discussion about TSI data over the last two years. A spreadsheet was shared with the team showing a breakdown of how many students have taken the TSI Assessment and placed into developmental course work. From this data, a likely number of sections needed of a first-year seminar was calculated. Projections for the first-year seminar was calculated for students in two sets of criteria: 1) students who take the TSI and place into *any* developmental course, and 2) students who take the TSI and place into *all* developmental courses (no college-level work). From these calculations, two concerns emerged:

- 1) How will we ensure that there are enough instructors to teach the number of new first-year seminar sections?
- 2) Is the cost for all of these instructors manageable?

To the first question, the committee discussed the options of hiring all-new instructors vs expanding the credentialing of the course so current employees can teach it. The committee agreed that the latter would be preferred. (It was shared during the meeting that the pay scale for faculty has increased, which was not reflected in the initial model.)

The next topic of discussion was the overall QEP budget. With projected budget lines for each of the QEP initiatives, the total cost of the QEP over 5 years is projected to be \$4,360,014.48. This is based on the FYS requirement criteria of placing into *any* developmental course after taking the TSI. If the criteria is changed to require the FYS for students who place into *all* developmental courses, the budget goes down to \$3,342,870.48. However, a majority of the committee agreed that the best course of action is to use the criteria that incorporates the greatest number of students.

Following that topic, the discussion shifted to learning communities. Notes from the last focus group meeting with INRW and MATH developmental faculty suggested that INRW faculty would not support the learning community initiative unless the LC implementation time was pushed back to year 3 and two additional instructors were hired to teach INRW 0405. This was added to the overall budget for consideration. (There was no pushback on this suggestion.)

The next topic of discussion was QEP title updates. The following titles were put forward for consideration:

- First-Year Experience: Successful Transitions at Collin College (STACC)
- First-Year Experience: Growing, Overcoming, Achieving Together (GOAT)
- First-Year Experience: Amplifying Academic Achievement (AAA)
- First-Year Student Success: Growing, Overcoming, Achieving Together (GOAT)
- First-Year Student Success: Amplifying Academic Achievement
- First-Year Student Success: Successful Transitions at Collin College (STACC)
- A+ First-Year: Amplifying Academic Achievement

- Collin 365: First-Year Student Success

The QEP team lead said that in the coming days a survey would be sent out for QEP team members to vote.

The meeting wrapped up with the team lead saying that a first draft of the proposal had been uploaded to Teams for the QEP development team to review. The team lead also mentioned that it would be a good idea to start thinking about who would be a good fit for the QEP implementation team once the proposal is completed.

The next meeting is tentatively scheduled for Friday, February 2nd.

Takeaways:

- Most of the cost of the QEP is attributable to instructors and personnel.
- The committee agrees that it is better to prioritize impact and students reached over budget considerations.
- The committee agrees that expanding credentials to teach the FYS is preferable to hiring all new full-time instructors.
- The LC initiative will not receive faculty support without hiring more INRW faculty.