QEP Meeting Notes – 6/15/23

Attendance
James Wicks
Kamilah Willis
Bonnie Ford
Michael Rose
Bill Horstman
Cheri Root
Raven Hartkopf
Jon Hardesty
Kirk Lee
Nick Valcik
Jay Corwin

Agenda
1. Discussion of FYE programs
    1. Relevant literature and best practices
2. Considerations for program implementation
    1. Definitions
    2. Desired student outcomes
    3. Program inputs and outputs (logic models)
3. Sub-committee assignments

Summary
Several program ideas were discussed during the meeting, including academic coaching and mentor programs, success coaches, career coaches, financial aid advisors, men of color initiatives, early alert, a central office for FYE, bridge programs, and FYE surveys. The team further discussed early alert initiatives, including questions about whether our current systems (Zogotech, Canvas, etc.) can be used in some capacity for early alert. The committee agreed that for Collin, an early alert system would need to conform more to faculty's current reporting requirements. This would maximize buy-in from faculty and prevent them from taking on too many new reporting responsibilities. One of the questions that arose was whether faculty are required to report grades into Canvas, and how consistent is that reporting across departments. **Follow-up is needed here.**

The team also further discussed a central office for FYE. This idea was characterized as a response to all of the siloed activity that Collin currently does for FTIC students. The FYE office would exist to create universal standards and methods of tracking program implementation and student success. It would create a central reporting structure for FYE initiatives and offer support to each individual campus wanting to implement an FYE-targeted program. Budget was identified as the main barrier for creating and implementing an FYE office. **Considerations for moving forward include analysis of possible office space (will need to speak with campus provosts), necessary personnel, and required budget.**

Additionally, the team continued the discussion about requiring a first-year seminar course (EDUC 1300) for all FTIC students. Michael Rose brought up the point that for this initiative to be successful, EDUC and PSYC faculty need to be informed and included in the planning stages. They also need to have a say in the credentialing criteria for future instructors. (This is to support all of the increased number of

sections that would be necessary for this initiative.) The team agreed on this point. Also, the team discussed the possibility of using an in-house text book and Collin-based resources rather than an outside text book. A standardized course shell was also discussed. However, more discussion is needed on who would build the shell and what it would include. **More discussion is needed on proper credentialing methods and criteria, and what a standard course shell would look like.**

The team then moved on to a discussion about QEP definitions and desired student outcomes. The committee agreed that FYE initiatives should move away from classifying students as "at-risk." Also, the team agreed that we need to come up with an alternative definition for students in traditionally "minority" classifications. **Kamilah Willis and Nick Valcik will work to identify new definitions that are useful, accurate, and measurable.**

Regarding student outcomes, the team agreed that it would be best to start with the goal of degree completion and then work backwards. Current student success measures, like academic success, persistence, and retention will still be included. Additional non-academic variables should be included as well. Possibilities include students' sense of belonging (multi-dimensional), attitudes and perceptions, and use of campus support systems/resources. Multiple methods of capturing non-academic variables of students would need to be used, like student surveys and possibly using card swipe technology to capture use of campus resources.

Other notable items of discussion
- Learning communities came up as a possible FYE program. The team will revisit this in future meetings.
- Raven Hartkopf presented the Transition Pedagogy Handbook as a point of reference for FYE best practices.
- Need to consider whether these initiatives will be for gen-ed transferring *and* workforce FTIC students, or just gen-ed transferring. Where would these groups benefit from the same program, and where would they diverge?

Monthly Assignments
James Wicks, Kirk Lee – Early Alert, Measuring non-academic indicators of success, FYE office
Michael Rose, Rebecca Burton – Continue research on scaling EDUC 1300/1100, Generate buy-in from EDUC and PSYC faculty
Kamilah Willis, Nick Valcik – New and measurable terms and definitions
Bill Horstman – Find out what faculty are required to report in Canvas. Create survey to send to the team about Collin's FYE programs.
Bonnie Ford, Cheri Root – Continue to research FYE programs for consideration.