

February 2nd QEP Meeting Notes

Attendance: 16

Notes:

The meeting began with a review of what is posted to the QEP website on <https://inside.collin.edu/qep/>. The website does not yet have any visuals. This is because the communications/PR department is currently working on a QEP logo/event mark. Once this is created and approved, it will be used to inform the visual theme of the website.

Next on the agenda was an announcement of faculty member Sharon Eaves' IRB-approved study to conduct original research to better understand which factors are most likely to influence students' intentions to enroll in classes the next semester. This study will include FTIC students, which means that the results will be relevant to QEP initiatives. QEP Team members were encouraged to share information with students about how to participate in the study.

The discussion then shifted to an overview of responsibilities for the proposed FYE Office, which include the following:

- Oversight
 - Create, implement, and administer intervention programs targeting all FTIC students that promotes semester to semester and year to year persistence ultimately leading to increased completion of academic credentials.
 - Create, implement, and administer in-person and virtual new student pre-term orientations.
 - Work collaboratively with the Office of Student Engagement and Student Enrollment Services to facilitate new student orientation.
 - Coordination and oversight of all Collin College first year initiatives, including those hosted by departments and offices other than the FYE, to increase efficiency, maximize resources, and eliminate duplication of efforts.
 - Provide intentional support and resources to FTIC students from underserved populations, including but not limited to first-generation students, male students of color, and students who receive TSI developmental placement.
 - Build partnerships with other offices across the district to create district-wide intervention programs.
 - Recruit Collin College faculty, staff, and students to participate in FTIC intervention programs.
 - Assist campus-specific FTIC intervention programs with mass communication campaigns, strategic planning, and data collection and storage.
 - Hire student assistants and peer mentors to assist with new student orientation and first-year intervention programs.
 - Oversee the allocation of the FYS instructor training stipend.
- Assessment & Feedback
 - Create and maintain FTIC pre- and post-test surveys to be conducted during pre-term orientation, first-year seminars, and FYS learning communities.

- Maintain and store early alert reports as well as early alert intervention response data.
- Create and administer faculty end-of-term surveys on using the early alert system.
- Conduct needs-assessments of Collin's FTIC student population to inform targeted intervention programs.
- Conduct formative and summative assessment of targeted intervention programs.
- Conduct detailed program reviews.
- Work closely with IRO to examine FTIC data for intervention opportunities.
- Faculty/Staff Training & Support
 - Train FYS faculty on using the early alert system.
 - Train early alert intervention response team on early alert response procedures.
 - Train faculty and student service personnel on a common vision for a first-year seminar and learning communities. (This will provide faculty and staff with a clear purpose for the FYS course along with common language to encourage students to enroll in the course and its optional learning community pair.)
- Communications & Marketing
 - Manage CRM platform to improve FTIC students' awareness and use of formal support resources.
 - Create and administer mass email and text campaigns.
 - Maintain an FYE website with information related to student success, including hyperlinks, landing pages, video tutorials, and other resources.

The office would report to the Associate VP Student Enrollment Services and would include a manager (likely the QEP Director), two coordinators, an assistant, and student workers as needed. The office would work directly with students for orientation and intervention programs as required. However, students would not seek assistance from this office as they would academic advising, counseling, tutoring, career services, etc. Instead, the office would serve in an administrative capacity, working primarily behind the scenes to create and implement programs, collect and store data, train faculty and staff (and allocate training stipends), manage an early alert system, and provide support to other district-wide student support services wishing to implement first-year initiatives.

Some initiatives created by the FYE Office will likely need student workers (e.g. student workers for a peer mentor program). The team discussed how that might affect the QEP budget. Stephen Rogers from the Student Engagement Office recommended **not** relying on work study (financial aid) for student workers and to include a significant amount in the QEP budget for them. Student Engagement reps guessed that maybe 10% of the students they hire are supported by work study financial aid.

Details are still being worked out regarding the procurement of space for the office.

After discussing the proposed FYE Office, the topic shifted to discussing the first-year seminar. For the proposal, it will be necessary to articulate a mission and vision statement for the course and provide a framework to aide faculty in their efforts to redesign the course curriculum. The new mission statement will inform the course SLOs as well as the new course curriculum. We will also need to anticipate the time it will take for the new curriculum to go to the Curriculum Advisory Board (CAB) if the SLOs change from what they are currently. LoneStar College will serve as a model for the course since they have a required first-year seminar (EDUC 1300). Team member Leah Beck recommended that the new FYS curriculum go to CAB just to ensure that more faculty can learn about the new curriculum and the students it will be designed to serve.

Next, the team discussed possible budget scenarios. The team considered four budget scenarios with funding items for FYS instructors, an early alert system, a First-Year Experience Office, new INRW full-time instructors to aide with learning communities, and a customer relations management (CRM) platform. In each scenario, the greatest percentage of the budget came from instructors to teach the new FYS. The team chose a scaffolded model for the FYS, meaning that starting with year 2 of QEP implementation, only FTIC students placing into both 0405 courses and below on the TSI would be required to take the new FYS course. Year 3 would maintain this requirement while adding a few more sections to account for increases in enrollment. Then in year 4, the requirement would be moved up to include FTIC students placing into all developmental (no college-level placement). Finally, in year 5, the requirement would change FTIC students placing into any level of developmental for *either* INRW or MATH.

The next most expensive item in the budget is the proposed First-Year Experience Office, which will have a director/manager, two coordinators, an assistant, and a line for student workers as needed. The budget also includes items for travel, marketing and events, memberships, dues & subscriptions, and an FYS Instructor Training Stipend. The training stipend borrows from Lonestar College's model which offers a training stipend for FYS course instructors to be "certified" to teach the course. This allows for expanding the credentials of eligible FYS course instructors. The total budget approved from this meeting is **\$3,720,290.45**.

After discussing the budget, the team moved to discussing the remaining QEP development timeline. The team is aiming for a second draft by early March, then another in May, and then something close to a final draft by June/July. Four members of the team are attending an FYE conference in February to discuss FYE initiatives among thought leaders for the topic.

A next QEP team meeting date was not scheduled. Meetings will be scheduled as needed moving forward.

Takeaways:

- Members of the QEP team will work to develop an FYS course mission and vision statement and a framework to guide faculty who will be redesigning the course curriculum.
- A QEP logo/event mark is being developed to inform the visual theme of the QEP.
- The proposed FYE Office would work directly with students for orientation and intervention programs as required. However, students would not seek assistance from this office as they would academic advising, counseling, tutoring, career services, etc. Instead, the office would serve in an administrative capacity, working primarily behind the scenes to create and implement programs, collect and store data, train faculty and staff (and allocate training stipends), manage an early alert system, and provide support to other district-wide student support services wishing to implement first-year initiatives.
- The rollout of the FYS course would be scaffolded and would target different levels of DE students based on the implementation year.
- The total budget approved from this meeting is **\$3,720,290.45**.