Meeting Notes 4/24/23

In attendance:
Michael Rose
Bonnie Ford
Nick Valcik
Bill Horstman
Brenda Carter
Kirk Lee
Cheri Root
James Wicks

In today's meeting, the development team discussed requiring EDUC 1300 for all FTIC students, as well as new student orientation and an early alert system. Details from the meeting are listed below.

QEP goals and objectives

- QEP goal: Improve FTIC student academic success, persistence, and retention.
  - Tentative QEP Objectives:
    - 1) Introduce programs and initiatives to improve the first-year experience of FTIC students across the district
    - 2) Introduce programs and initiatives to target minority and male populations
    - 3) Require EDUC 1300

EDUC 1300

- If EDUC 1300 is made a requirement, instructor credentialing should be expanded to include graduate degrees in many different disciplines. Staff should also be considered for teaching the course.
- Peer institutions are requiring EDUC 1300/1100 for certain degrees. Other QEPs and websites at peer institutions also show initiatives to require the course (Dallas College and Amarillo College).
- What would the course syllabus look like?
  - Syllabus/curriculum would need to help scaffold students with developmental status
  - Curriculum should be streamlined and standardized for onboarding faculty and for consistent student experience
    - Curriculum should be standardized in a way that protects academic freedom
  - Cannot be an orientation course
  - Needs to have a theoretical foundation
    - One option is to provide a menu of theoretical framework options to help guide faculty
  - A committee would need to be created to build streamlined curriculum and standardized Canvas shell, as well as look into OERs for the course. This committee could also look at a training process for new instructors
  - Course should include some type of assessment that everyone takes, regardless of section

EDUC 1300 Learning Outcomes (Some required by the state and some introduced by faculty):
1. Describe the research and theory in the psychology of learning, cognition, and motivation. (Critical Thinking)
2. Identify and analyze various factors that impact learning. (Critical Thinking)
3. Apply the science of learning to select different strategies and adapt to different learning environments.
4. Demonstrate and apply basic study skills, critical thinking skills, and communication skills. (Communication Skills; Empirical and Quantitative Skills)
5. Demonstrate self-awareness and apply self-regulation strategies within an academic atmosphere. (Social Responsibility)
6. Develop an academic plan by identifying education and career goals.
7. Identify and use college resources. (Social Responsibility)
8. Demonstrate knowledge of key components of student success.

Orientation

- Cannot require On-site orientation because we have iCollin
- FTIC survey is currently connected to online orientation
- Collin currently requires online orientation for all FTIC
  - CAT CAMP right before school starts. More in-depth orientation to Collin
  - Orientation hold ensures that students do the online orientation prior to registration
  - Virtual orientation can be watched any time through student portal in case they need to refresh on anything

Data

- Might be a good idea to create a committee to examine success gaps to explain *why* they exist at Collin rather than just report on them.
  - Possibly consult with Dr. Tom Martin

Canvas/Early Alert System

- Can Canvas be used as an early alert system
- Right now, we don't really have an early alert system aside from EARS. Research might show that this is beneficial for FYE
- Check with Dean of Students Office about conduct/alert system

Timeline

- Proposal draft due around mid-July, 2024.
- Best for the development team to set a day in the calendar to meet monthly. James Wicks will send out a poll to identify what day works best for everyone.
- Team members should be prepared to bring updates to May meeting. These updates will inform QEP outline and structure.

The meeting concluded with the following team assignments:

Bill Horstman – Look into early alert system, Review literature for FYE

James Wicks, Bill Horstman, Bonnie Ford, Cheri Root – Comb through existing QEPs to find examples of what peer institutions are doing

Michael Rose, Brenda Carter – Review literature for FYE, EDUC 1300/1100 scalability (work with Rebecca Burton on this)

Kirk Lee – Review literature for FYE