

## November 3<sup>rd</sup> QEP Meeting Notes

### **Attendance:**

James Wicks  
Heather Darrow  
Bill Horstman  
Bonnie Ford  
Cheri Root  
Ann Mampilli  
Rebecca Burton  
Shannon Kearns  
Brenda Carter  
Kamilah Willis  
Gwen Miller  
Kimberly Gentry  
Linda Kapocsi  
Nick Valcik

### **Notes:**

- 1) The meeting kicked off with the Title and Marketing sub-committee presenting ideas for the QEP title, which are listed below:

#### **Option 1**

Title: **"B.O.S.S. Up at Collin"**

Tagline: "Built On Student Success" or  
"Build/Built On Success Stories" or  
"Be your Own Success Story"

#### **Option 2**

Title: **"Be the G.O.A.T"**

Tagline: **Get On the Achievement Track**

#### **Option 3**

Title: **"De-FY Expectations"**

Tagline: **Destined to Excel First Year**

#### **Option 4**

Choose one of the following: Ampli-FY, Diversi-FY, Edi-FY, Uni-FY, Identi-FY, Solidi-FY

**Tagline:** Find your **First Year**

Upon committee review, option 3 was ruled out, and options 1, 2, and 3 received the most support. However, the committee agreed that the taglines for 1 and 2 should put more emphasis on the first-year experience. The Title and Marketing sub-committee agreed to take the committee feedback and incorporate it before proceeding with a title.

- 2) Next, the committee discussed feedback from district-wide focus groups and surveys, which demonstrated broad support for each QEP initiative. Most of the critical feedback involved the learning community objective. Originally, the learning community initiative was going to be offered in implementation years 2 and 3 for a first-year seminar paired with MATH 0405. However, after feedback from developmental math faculty and focus group attendees, the committee suggested that it would be better to start the learning community initiative with INRW 0405 in years 2 and 3. This is because MATH faculty had concerns over course load and credit hour distribution that might not affect INRW faculty in the same way. The committee ultimately decided that...
- a. In implementation year 2 and 3, EDUC 1300 (3-credit hour course) would be paired with INRW 0405 for 9 contact hours for both instructors in the learning community. (The LC would be co-taught.)
  - b. The learning communities would be taught by pairs of instructors with at least one instructor in each pair having LC experience.
  - c. While the EDUC first-year seminar would be required for all dev-ed students, the learning community would not be required. Instead, it would be optional. This would allow for scaffolding in terms of instructor training and development and distribution of labor. After 2 years of implementation, the learning communities would expand to MATH 0405 and ESL courses.

The committee also discussed the creation of an FAQ resource as a result of the focus group feedback. This resource will be available on the QEP website for all district constituents to review.

- 3) The committee then pivoted to discuss the early alert objective. It was recommended that the QEP team lead meet with the writing center at the Farmersville Campus to see what they do in terms of early alert reporting. Committee member Shannon Kearns suggested that they have a system that works well and can possibly be scaled up to the entire district. In addition, it was discussed that the early alert initiative would likely be a scaling of process and procedure rather than purchasing a new software. This will be reflected in the proposal. Additionally, it was recommended that the newly adopted early alert system be targeted for the first-year seminar rather than other courses. This would allow for more streamlined faculty training and would better lend itself to summative and formative assessment.
- 4) Website updates are being made on <https://inside.collin.edu/gep/>. These updates are live and are viewable by any district constituent who is able to log into CougarWeb. Website links include topic selection, theoretical framework, glossary of terms, development team, objective logic models, implementation timeline, assessment plan, budget (still being developed), district participation, FAQs, QEP documents, and contact information.