

QEP Meeting – 5/18/23

Attendance

Mike Rose
Brenda Carter
Ann Mampilli
Raven Hartkopf
Bill Horstman
Jon Hardesty
Kim Gentry
James Wicks
Kamilah Willis
Nicole Donawho
Kirk Lee
Jay Corwin
Rebecca Burton

This meeting was dedicated to further discussing EDUC as a required first-year seminar, as well as an overview of literature surrounding successful FYE programs.

EDUC 1300/1100 as a required first-year seminar

Many community colleges across the state of Texas require first-year seminar courses, including Dallas College, which allows broad credentialing of faculty for the course. Dallas College also does not have the one-credit hour course, just the three-credit hour course. Would this be practical for Collin College? Would we want to require the one-credit hour course or three-credit hour course? For FYE purposes, several team members suggested that the three-credit hour course would be better for first year student success and have more of the desired impact. The Dallas College model also requires that all FTIC students pursuing AA/AS/AAT with less than 12 credit hours take the first-year seminar course. Workforce students are not required to take it, along with dual credit students with 3 classes or more, and students over the age of 65. Some team members suggested that workforce students would benefit from the course, and that dual credit students should take it regardless of how many courses completed.

Collin already has a standardized course shell for EDUC 1300, but it would likely need some updates to streamline training for instructors outside of Psychology and Education disciplines. Instructors for the course could come from exempt full-time staff as well as faculty from other departments, particularly those with declining enrollment. Some faculty (dual credit) may need to look at the possibility of teaching this course given their standard course loads. Would this require course overload for them? Instructors would need to be limited to those with Master's degree or higher.

Course curriculum and content currently addresses college resources, academic planning, and theories of learning. The current curriculum helps students identify how they learn and how to apply it to their long-term success. It also helps with choosing the right degree and career path.

In order to “require” a first-year seminar, we need to identify what that looks like and how it would be implemented. How are other institutions requiring the course, and how are they enforcing it? One team member mentioned that maybe it should be required only after a student has had a bad first term. Are other institutions doing this?

If Collin requires a first-year seminar course, there would need to be some kind of training/course shell/handbook for campus personnel to communicate to students *why* this course would be required. It would also be good to have functional area standards and cross-functional framework standards for the course. This is to prevent students from simply skipping the course and transferring to a university without taking it. The course would still count towards the component area option portion of the core curriculum. There should also be a part of the FYE website to explain the purpose of the course. Website could use some revamping as well.

Major selection is currently an issue with students often selecting the wrong major through ApplyTexas. We need better procedures for students to select the proper major so that we correctly identify who would need EDUC 1300. Workday and advising are working on setting up more touch points to get students to correctly select a major and get the correct designation early on. Legally, a degree plan must be selected and on file by 30 credit hours.

FYE Programs

According to the literature, two of the most common best practices for FYE are the first-year seminar and orientation. There is also much literature stressing the importance of first-year intrusive advising, learning communities, and programs for social support. Also discussed were first-year mentor programs, college readiness surveys, and early alert systems.

A common theme in the literature is that FYE programs struggle with a lack of resources, lack of centralization, lack of integration, and lack of inter-department communication. Collin offers a lot of support programs, but do so in silos. This is detrimental to a successful FYE program. What are possible ways that Collin could centralize its FYE programs that would be practical for a large district?

We should also consider more initiatives at the high school level for students transitioning from high school to college.

Theoretical Framework

Transition theory was discussed as a possible foundation for the QEP. Other members of the team recommended looking at other theories, like the W-Curve Transition Model to compliment transition theory to have a more comprehensive framework. QEP goals, objectives, and recommendations would reflect a transitional framework.

Action Items

- Continue to look at EDUC 1300 as a required first-year seminar.
 - How would we require/enforce it?
 - Budget considerations for the sections needed
- Have a more concrete idea of what programs we’d like to propose by mid- to late-June.
- Further develop theoretical framework to inform proposed programs/program implementation.

- Identify variety of student success assessments that would be applicable to various stages of students' transition into their first year.

Assignments

- First-year seminar development – Bill, Rebecca
- Theoretical Framework – James
- Student Surveys/Assessments – Bill
- FYE Program research and development – Kirk, James, Ann, Bonnie, Brenda, Cheri, Kamilah, Kimberly, Mike, Nick, Raven