

# QEP FAQs

Each of these FAQs is answered with regard to first-time-in-college (FTIC) student success.

## 1) What are the required criteria to take the first-year seminar?

The required criteria to take the first-year seminar (FYS) course are based on students' academic program, their TSI placement, and the year in which the required FYS course objective is being implemented. In QEP implementation years 2 and 3, students who declare the AA or AS major and place into the first level or lower of developmental courses (INRW and MATH 0405) will be required to take the 3-credit hour FYS course. In QEP implementation year 4, students who declare the AA or AS, or AAS major and place into all developmental (i.e. no college-level) courses will be required to take the 3-credit hour FYS course. In QEP implementation year 5, students who declare the AA or AS, or AAS major and place into any developmental course (either INRW or MATH) will be required to take the 3-credit hour FYS course.

## 2) How many credit hours are the required first-year seminar courses, and how would co-enrolled courses be paired? What is the credit hour distribution for paired course instructors?

The required FYS course will be worth 3 credit hours (EDUC 1300). The FYS course and INRW 0405 paired courses will not be available until QEP implementation year 2 (Fall '26). The INRW 0405 paired courses will be optional and will also be initially limited to just several pairs. Then, in implementation year 3, the co-enrolled courses will be expanded to the FYS course and MATH 0405. The FYS course and the co-enrolled pairs will also be expanded to students in AAS programs starting in year 4. Below is a table (Table 1) showing the credit hour requirement by academic program, implementation year, and TSI placement. There are 15 possible placement scenarios for students who place into developmental courses. For each scenario in the table, there is a placement for math (TSIM), reading (TSIR), and writing (TSIW). Based on the scenario, a student would be required to take the FYS course (FYS) for 3 credit hours (Req Hrs). In addition, the column for "Optional Co-Enr Course" indicates what learning community would be in place given a student's placement scenario.

*Table 1: TSI Placement Scenarios and Co-Enrolled Course Pairs*

AA/AS - Year 2 (2026-2027)						
	TSIM	TSIR	TSIW	FYS	Req Hrs	Optional Co-Enr Course
Scenario 1	No Placement	No Placement	No Placement	Required	3	
Scenario 2	No Placement	INRW 0405	INRW 0405	Required	3	INRW 0405 Co-Enr
Scenario 3	No Placement	INRW 0315	INRW 0315	Optional		
Scenario 4	No Placement	ENGL 1301	ENGL 1301	Optional		
Scenario 5	MATH 0405	No Placement	No Placement	Required	3	
Scenario 6	MATH 0405	INRW 0405	INRW 0405	Required	3	INRW 0405 Co-Enr
Scenario 7	MATH 0405	INRW 0315	INRW 0315	Optional		
Scenario 8	MATH 0405	ENGL 1301	ENGL 1301	Optional		
Scenario 9	MATH Co-R	No Placement	No Placement	Optional		
Scenario 10	MATH Co-R	INRW 0405	INRW 0405	Optional		INRW 0405 Co-Enr
Scenario 11	MATH Co-R	INRW 0315	INRW 0315	Optional		
Scenario 12	MATH Co-R	ENGL 1301	ENGL 1301	Optional		
Scenario 13	MATH Coll	No Placement	No Placement	Optional		
Scenario 14	MATH Coll	INRW 0405	INRW 0405	Optional		INRW 0405 Co-Enr
Scenario 15	MATH Coll	INRW 0315	INRW 0315	Optional		

### AA/AS - Year 3 (2027-2028)

	TSIM	TSIR	TSIW	FYS	Req Hrs	Optional Co-Enr Course
Scenario 1	No Placement	No Placement	No Placement	Required	3	
Scenario 2	No Placement	INRW 0405	INRW 0405	Required	3	INRW 0405 Co-Enr
Scenario 3	No Placement	INRW 0315	INRW 0315	Optional		
Scenario 4	No Placement	ENGL 1301	ENGL 1301	Optional		
Scenario 5	MATH 0405	No Placement	No Placement	Required	3	MATH 0405 Co-Enr
Scenario 6	MATH 0405	INRW 0405	INRW 0405	Required	3	MATH or INRW 0405 Co-Enr
Scenario 7	MATH 0405	INRW 0315	INRW 0315	Optional		MATH 0405 Co-Enr
Scenario 8	MATH 0405	ENGL 1301	ENGL 1301	Optional		MATH 0405 Co-Enr
Scenario 9	MATH Co-R	No Placement	No Placement	Optional		
Scenario 10	MATH Co-R	INRW 0405	INRW 0405	Optional		INRW 0405 Co-Enr
Scenario 11	MATH Co-R	INRW 0315	INRW 0315	Optional		
Scenario 12	MATH Co-R	ENGL 1301	ENGL 1301	Optional		
Scenario 13	MATH Coll	No Placement	No Placement	Optional		
Scenario 14	MATH Coll	INRW 0405	INRW 0405	Optional		INRW 0405 Co-Enr
Scenario 15	MATH Coll	INRW 0315	INRW 0315	Optional		

**AA/AS/AAS - Year 4 (2028-2029)**

	TSIM	TSIR	TSIW	FYS	Req Hrs	Optional Co-Enr Course
Scenario 1	No Placement	No Placement	No Placement	Required	3	
Scenario 2	No Placement	INRW 0405	INRW 0405	Required	3	INRW 0405 Co-Enr
Scenario 3	No Placement	INRW 0315	INRW 0315	Required	3	
Scenario 4	No Placement	ENGL 1301	ENGL 1301	Optional		
Scenario 5	MATH 0405	No Placement	No Placement	Required	3	MATH 0405 Co-Enr
Scenario 6	MATH 0405	INRW 0405	INRW 0405	Required	3	MATH or INRW 0405 Co-Enr
Scenario 7	MATH 0405	INRW 0315	INRW 0315	Required	3	MATH 0405 Co-Enr
Scenario 8	MATH 0405	ENGL 1301	ENGL 1301	Optional		MATH 0405 Co-Enr
Scenario 9	MATH Co-R	No Placement	No Placement	Required	3	
Scenario 10	MATH Co-R	INRW 0405	INRW 0405	Required	3	INRW 0405 Co-Enr
Scenario 11	MATH Co-R	INRW 0315	INRW 0315	Required	3	
Scenario 12	MATH Co-R	ENGL 1301	ENGL 1301	Optional		
Scenario 13	MATH Coll	No Placement	No Placement	Optional		
Scenario 14	MATH Coll	INRW 0405	INRW 0405	Optional		INRW 0405 Co-Enr
Scenario 15	MATH Coll	INRW 0315	INRW 0315	Optional		

**AA/AS/AAS - Year 5 (2029-2030)**

	TSIM	TSIR	TSIW	FYS	Req Hrs	Optional Co-Enr Course
Scenario 1	No Placement	No Placement	No Placement	Required	3	
Scenario 2	No Placement	INRW 0405	INRW 0405	Required	3	INRW 0405 Co-Enr
Scenario 3	No Placement	INRW 0315	INRW 0315	Required	3	
Scenario 4	No Placement	ENGL 1301	ENGL 1301	Required	3	
Scenario 5	MATH 0405	No Placement	No Placement	Required	3	MATH 0405 Co-Enr
Scenario 6	MATH 0405	INRW 0405	INRW 0405	Required	3	MATH or INRW 0405 Co-Enr
Scenario 7	MATH 0405	INRW 0315	INRW 0315	Required	3	MATH 0405 Co-Enr
Scenario 8	MATH 0405	ENGL 1301	ENGL 1301	Required	3	MATH 0405 Co-Enr
Scenario 9	MATH Co-R	No Placement	No Placement	Required	3	

Scenario 10	MATH Co-R	INRW 0405	INRW 0405	Required	3	INRW 0405 Co-Enr
Scenario 11	MATH Co-R	INRW 0315	INRW 0315	Required	3	
Scenario 12	MATH Co-R	ENGL 1301	ENGL 1301	Required	3	
Scenario 13	MATH Coll	No Placement	No Placement	Required	3	
Scenario 14	MATH Coll	INRW 0405	INRW 0405	Required	3	INRW 0405 Co-Enr
Scenario 15	MATH Coll	INRW 0315	INRW 0315	Required	3	

The co-enrolled courses would be structured as back-to-back where students would attend one course and then the other course, ideally in the same classroom. This would create a shared learning community experience for the students taking the course. However, FYS and MATH/INRW faculty will not be expected to attend/teach in both the developmental paired course and the FYS course. Instructors would be listed as the instructor of record and be credited with the number of contact hours only for the course that they teach. This means that instructors would not be credited the number of contact hours for both courses in the co-enrolled pair. However, one instructor may be able to teach both courses in a co-enrolled pair, dependent on the credentialing of the faculty.

### 3) Will the required first-year seminar apply to AAS workforce degree programs?

The required FYS course would apply to AAS workforce degree programs in QEP implementation years 4 and 5 following summative assessments of FYS course implementation in the AA and AS programs in years 2 and 3. The FYS course would be worth three credit hours in these degree programs and would replace one of five core curriculum courses.

### 4) Would faculty have to re-design EDUC 1300?

A faculty committee will be convened to re-design EDUC 1300 using the current course curriculum as a foundation. This committee would amend the course to better suit FTIC students as a true first-year seminar rather than as a course focused solely on learning frameworks. The course, however, would keep certain elements to remain core-eligible for the AA/AS and AAS degree plans, including the course description that is currently in the Collin College catalog.

### 5) How will students be convinced of a required first-year seminar?

Students who place into a developmental course after taking the TSI would receive a registration hold requiring them to speak with an academic advisor. When they do, they will be told of the requirement to take the first-year seminar. (This requirement will also be published in the Collin College digital catalog.) During these advising appointments, advisors will explain to students several things, including how the FYS course fits into their degree plan, the purpose and benefits of the course, and what to expect from the course content. Students will also be told of the course's core eligibility and transferability to other Texas state institutions. In addition, when students complete the TSI assessment and place below the college level, their TSI score report from the testing center will have language similar to what is published in the catalog stating that the FYS course is required. Together, the Collin College catalog, TSI score report, and academic advisor meeting will convince students to register for the FYS course in their first semester.

### 6) How many new sections of EDUC 1300 would we need to make it required?

As more students are required to take the EDUC 1300 FYS course, more instructors will be needed to teach the increased number of course sections. Table 2 shows how many new course sections and instructors (not including those that are currently offered) will be needed through the QEP implementation phase.

Table 2: Projected new sections of EDUC 1300

Year	Semester	Sections	PT	PT Pay	PT Sem Total	FT	FT Pay	FT Sem Total	Term Total	FY Total	FY Revenue
2026-	FA 2026	28	21	\$3,264.00	\$ 68,544.00	7	\$4,407.00	\$ 30,849.00	\$ 99,393.00		
2027	SP 2027	0	0	\$3,264.00	\$ -	0	\$4,407.00	\$ -	\$ -		
	SU 2027	0	0	\$3,264.00	\$ -	0	\$4,407.00	\$ -	\$ -	\$ 99,393.00	\$ 130,200.00
2027-	FA 2027	30	23	\$3,264.00	\$ 75,072.00	7	\$4,407.00	\$ 30,849.00	\$ 105,921.00		
2028	SP 2028	0	0	\$3,264.00	\$ -	0	\$4,407.00	\$ -	\$ -		
	SU 2028	0	0	\$3,264.00	\$ -	0	\$4,407.00	\$ -	\$ -	\$ 105,921.00	\$ 139,500.00
2028-	FA 2028	106	80	\$3,264.00	\$ 261,120.00	26	\$4,407.00	\$ 114,582.00	\$ 375,702.00		
2029	SP 2029	15	12	\$3,264.00	\$ 39,168.00	3	\$4,407.00	\$ 13,221.00	\$ 52,389.00		
	SU 2029	0	0	\$3,264.00	\$ -	0	\$4,407.00	\$ -	\$ -	\$ 428,091.00	\$ 562,650.00
2029-	FA 2029	170	128	\$3,264.00	\$ 417,792.00	42	\$4,407.00	\$ 185,094.00	\$ 602,886.00		
2030	SP 2030	33	25	\$3,264.00	\$ 81,600.00	8	\$4,407.00	\$ 35,256.00	\$ 116,856.00		
	SU 2030	0	0	\$3,264.00	\$ -	0	\$4,407.00	\$ -	\$ -	\$ 719,742.00	\$ 943,950.00
<b>Totals</b>										<b>\$ 1,353,147.00</b>	<b>\$ 1,776,300.00</b>

In the table, the column labeled “Sections” indicates how many new sections are being proposed for the specific year and term. The columns labeled “PT” and “FT” indicate how many part-time and full-time instructors, respectively, will be needed to cover the proposed sections. Additionally, the columns labeled “PT Pay” and “PT Sem Total” indicate how much part-time instructors would be paid per credit hour and per semester, respectively, while the columns labeled “FT Pay” and “FT Sem Total” indicate the same for full-time faculty. (This calculation is based on a 3 to 1 part-time to full-time instructor ratio, which is borrowed from the Lone Star College model.) The columns labeled “Term Total” and “FY Total” indicate the total cost of instructors for the term and fiscal year, respectively. Lastly, the column labeled “FY Revenue” indicates the amount of money generated from tuition for the 3-credit hour FYS course.

In Table 2, the number of sections and instructors increases only slightly from implementation years 2 and 3 to anticipate an increase in enrollment even though the FYS requirement criteria does not change. However, the number of proposed sections and instructors increases significantly over implementation year 4 and 5 since the FYS requirement criteria expands to include more students of varying placements in developmental education and AAS degree programs. There are currently no plans to add new sections of the FYS course to summer terms.

**7) How was the projected number of new EDUC 1300 sections calculated?**

The projected number of FYS course sections was calculated using previous years of TSI data compared with current student enrollment data from Collin College’s ZogoTech system. TSI assessment data from September 2021 through September 2023 was collected to establish how many students placed into developmental education (DE) courses. That data was then compared to enrollment data to see how many of them enrolled for spring or fall courses after placing into DE courses. (On average, about 66% - 70% of students who placed into DE courses proceeded to enroll in spring or fall courses.) That total number was then divided by 25 (the FYS course enrollment cap) to get an estimate of how many sections would be needed to accommodate them.

**8) What will the early alert objective entail?**

The early alert objective would entail several steps depending on the implementation year. Between Fall of 2024 and Spring of 2025 (Year 0), a committee of faculty and staff from various Collin departments will be convened to review current early alert processes and software along with potential new processes and software that can be scaled across the district. Based on this review, the committee would recommend new processes to be implemented to expand Collin’s early alert system. This will include recommendations for faculty training as early alert reporters, as well as staff training as early alert intervention responders. (Training would be conducted by the newly created First-Year Experience Office.) New early alert processes would first be rolled out to students taking the first-year seminar as well as MATH and INRW 0405. In subsequent terms, the early alert system would be expanded to capture all FTIC students.

**9) Why make male student success part of the QEP goals rather than just focusing on underserved students?**

Goal 2 of the QEP targets both underserved and male populations. This is because persistence and academic performance gaps exist between the general FTIC population and underserved FTIC students (see a definition of underserved students

in the Glossary of Terms), and especially for male FTIC students. Table 3 details FTIC persistence rates by race and sex between Fall 2022 and Fall 2017. The table is sorted in ascending order and demonstrates a pattern of disparity between male and female populations. Tables 4 and 5 demonstrate disparities by race and sex for academic success rates and withdraw/fail rates, respectively. These tables also show clear patterns of disparity by both race and sex and suggest that male students merit additional consideration.

*Table 3: FTIC Persistence Rates by Race/Sex (Fall 2022 - Fall 2017)*

Race	Fall/Spring Persist	Diff from gen FTIC	Fall/Fall Persist	Diff from gen FTIC
Black/African American Male	72.45%	-6.39%	53.33%	-7.33%
Native Hawaiian/Other Pacific Islander Male*	65.12%	-13.72%	53.49%	-7.17%
Multiple Races Male	72.75%	-6.09%	55.21%	-5.44%
Black/African American Female	76.13%	-2.71%	55.62%	-5.04%
White Male	76.86%	-1.97%	57.51%	-3.14%
American Indian/Alaska Native Male	69.35%	-9.48%	59.14%	-1.52%
Hispanic Male	76.18%	-2.65%	59.68%	-0.97%
Multiple Races Female	78.83%	-0.01%	60.32%	-0.34%
Not Reported or Other Male	76.97%	-1.86%	60.58%	-0.07%
White Female	80.91%	2.08%	60.66%	0.00%
Hispanic Female	79.98%	1.15%	65.64%	4.98%
Native Hawaiian/Other Pacific Islander Female*	81.08%	2.25%	67.57%	6.91%
Not Reported or Other Female	81.42%	2.58%	68.91%	8.25%
American Indian/Alaska Native Female	81.99%	3.16%	70.62%	9.96%
Asian Male	84.91%	6.08%	72.63%	11.97%
Asian Female	87.92%	9.09%	74.86%	14.20%

*Negative number indicates a rate higher than Gen Pop, while positive number indicates rate lower than Gen Pop*

*Table is sorted in ascending order based on fall/fall persistence*

*\*Small, potentially non-representative sample size*

*Operational data from ZogoTech Data Warehouse pulled on 11/1/2023*

*Table 4: FTIC Success Rate by Race/Ethnicity/Sex (Fall 2022 - Fall 2019)*

Race	Success Rate			
	Male	Diff from Gen Pop	Female	Diff from Gen Pop
Black/African American	57.48%	-19.23%	65.52%	-11.19%
American Indian/Alaska Native	68.70%	-8.01%	71.69%	-5.02%
Asian	73.60%	-3.11%	83.07%	6.36%
Multiple Races	64.87%	-11.84%	73.77%	-2.93%
Native Hawaiian/Other Pacific Islander*	66.86%	-9.84%	84.12%	7.41%
White	69.45%	-7.26%	75.17%	-1.53%
Not Reported or Other	67.18%	-9.53%	72.67%	-4.04%
Hispanic	65.95%	-10.75%	71.99%	-4.71%

*Negative number indicates a rate lower than Gen Pop, while positive number indicates rate higher than Gen Pop*

*\*Small, potentially non-representative sample size*

*Operational data from ZogoTech Data Warehouse pulled on 11/1/2023*

Table 5: FTIC Withdrawal-Fail Rate by Race/Ethnicity/Sex (Fall 2022 - 2019)

Race	Withdrawal-Fail Rate			
	Male	Diff from Gen Pop	Female	Diff from Gen Pop
Black/African American	35.70%	16.78%	28.10%	9.18%
American Indian/Alaska Native	28.10%	9.18%	23.34%	4.41%
Asian	20.76%	1.83%	13.49%	-5.44%
Multiple Races	28.53%	9.60%	21.41%	2.48%
Native Hawaiian/Other Pacific Islander*	28.40%	9.47%	12.35%	-6.58%
White	25.05%	6.12%	19.99%	1.06%
Not Reported or Other	26.62%	7.69%	21.90%	2.97%
Hispanic	27.93%	9.00%	22.50%	3.57%

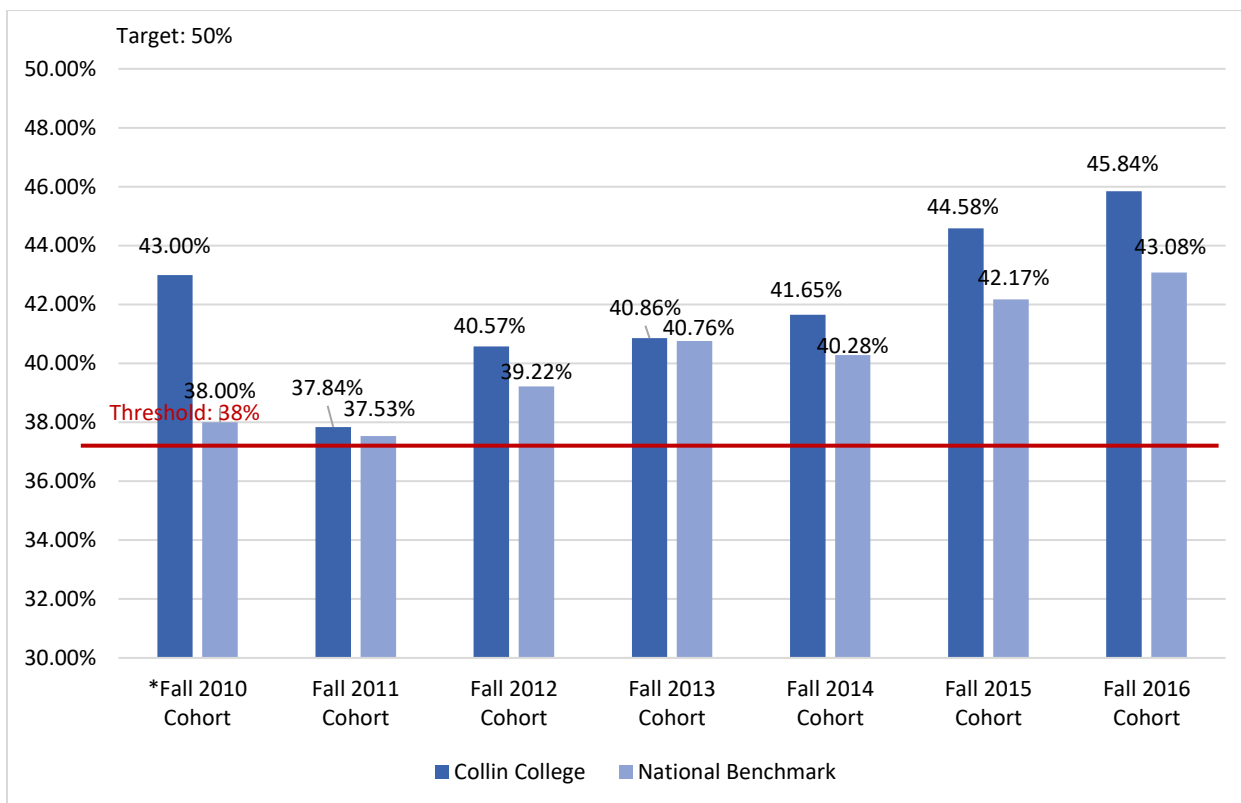
Negative number indicates a rate lower than Gen Pop, while positive number indicates rate higher than Gen Pop

\*Small, potentially non-representative sample size

Operational data from ZogoTech Data Warehouse pulled on 11/1/2023

In addition, the 6-year completion rate for first-time-in-college (FTIC) students at Collin College is, on average, several percentage points lower than the target rate of 50% despite exceeding national benchmarks, which can be seen in Figure 1.

Figure 1: Collin College 6-Year Completion Rates by FTIC Cohort



When stratified by race/ethnicity, the 6-year completion rate for students classified as Black or African American falls well below the 38% threshold. Table 6 also shows that students identifying as Hispanic, White, Multiple Races, and “Other” experience 6-year completion rates below the 50% target mark. When FTIC cohorts are further stratified by sex, male students, on average, fall short of the 38% 6-year completion rate threshold, as shown in Table 7.

Table 6: Collin College 6-Year Completion Rates by Race/Ethnicity

Cohort Year	Hispanic	White	Black/AA	Asian	Multiple	Other
Fall 2011	34%	39%	26%	52%	42%	29%
Fall 2012	38%	46%	32%	50%	39%	46%
Fall 2013	39%	44%	29%	49%	44%	39%
Fall 2014	39%	44%	30%	55%	38%	43%
Fall 2015	40%	46%	36%	58%	41%	47%
Fall 2016	42%	48%	35%	56%	42%	45%

Threshold: 38%

Target: 50%

Operational data from ZogoTech Data Warehouse pulled on 11/1/2023

Table 7: Collin College 6-Year Completion Rates by sex

Cohort Year	Female	Male
Fall 2011	42%	34%
Fall 2012	46%	37%
Fall 2013	46%	37%
Fall 2014	46%	37%
Fall 2015	49%	40%
Fall 2016	52%	39%

Threshold: 38%

Target: 50%

Operational data from ZogoTech Data Warehouse pulled on 11/1/2023

### 10) What would be the primary functions of a centralized FYE office?

The First-Year Experience Office is designed to ease the transition of FTIC students to college life. The goal of the office is to provide students with experiences, tools, resources, and guidance needed to succeed academically, socially, and personally during their first year of college. The office will be staffed with a manager, two coordinators, an assistant to the manager, and student assistants and peer mentors, and will be responsible for 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.

#### 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.)
- Provide a training module for new EDUC 1300 faculty to become “certified” to teach the FYS course.

#### 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.