

Name of meeting: QEP Mock Review **Date of meeting:** 5/01/2015

Time of meeting: 10:00am – 2:45pm **Place of meeting:** Seminar A

Members present: Erin Balmer, Vanessa Capps, Jay Coomes, Jessie Fletcher, Jennifer Henson, Melissa Johnson,

Alice McCluney, Anne Oxenreider, Adam Petit, Loreen Smith, Kimberly Snyder, Pat Wall

Members absent:

Guests present:

Topic	Discussion	Action
Mock Review/Presentation	<ul style="list-style-type: none">• Pat gave the welcome and thanked everyone for coming. We went around the room and introduced ourselves and our titles.• Anne went over the agenda for the day and then we started the presentation.	
Comments/Suggestions on Presentation from the Panel of Reviewers: Dr. Chad Bledsoe, Dr. Shannon Kennedy, Dr. Robert Crow and Liz Silvers	<ul style="list-style-type: none">• Dr. Crow suggested that it is very important for them to be able to see the broad based involvement.• Dr. Shannon Kennedy: Broad based needs to be explained in the booklet. The development of it. Encouraged us to put the positions so that reviewers can see where the results come from. Need to spell out the acronyms like TALC.• Liz Silvers suggested that we leave out all the flipping. Try to arrange so there isn't so much flipping back and forth. Presentation is great!• Dr. Chad Bledsoe says we have a strong presentation.	

	<p>Suggests that we define acronyms.</p> <ul style="list-style-type: none"> • Suggested that Alice explain more on what Performance Measures are. • Dr. Chad Bledsoe: Student input: How much were the students involved? Were students involved from the beginning? Looks like students had a limited choice in the process. Why did we only give students the themes? Why didn't we let the students come up with the themes? • Dr. Shannon Kennedy: Just do the presentation and don't have them flip. Don't refer to the book. Go deeper and just let them go by the numbers on the slides. The group has already looked at the book and will have their questions ready for you. • Dr. Robert Crow: What is the faculty roll? Seems to be Administration heavy. • Melissa explained to them that there has been heavy faculty input in the process. The ACA portion has been almost exclusively faculty involvement. • Anne mentioned the faculty training not only for ACA, but for educational planning • Pat referred to Tab 1 which lists all the committees and members. • Dr. Crow: Do you think one advising session is going to change the students' outcome? Is there going to be more than one session? Need to make this clear to 	
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	<p>the reviewers that there will still be advising sessions every semester and that there be more advising training for faculty.</p> <ul style="list-style-type: none"> • Dr. Shannon Kennedy: First-time students, going to use ACA 122 as a way to work on the educational plan. What about ACA 115? • Kim Gold: Explained that we have had conversations. There will be a waiver process for students that transfer in. • Melissa explained that there will be flexibility for department specific or degree specific sections. This way there will be certain days that will be devoted to meeting that student learning outcome designated by the state. • Dr. Kennedy: Address that there are other components to ACA 122 so that the reviewers can see. She says that she still thinks it will be challenging. • Dr. Bledsoe: When are they taking ACA 122? If they don't have it within 2 semesters what happens? Why not for certificates? Make sure to address why you aren't asking certificate seeking students to take ACA 122. • Dr. Kennedy: Explain that they need to have ACA 122 within the first 2 semesters because of the diploma seeking students. 	
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	<ul style="list-style-type: none"> • Dr. Bledsoe: Good information in the book that you may want to refer to. If we are not referencing the book we may want to put some more things in the presentation. 	
Questions/Answers	<ul style="list-style-type: none"> • Q: Kim Gold: Does it appear to be a comprehensive plan? • A: Dr. Crow: Yes, it looks like three different plans from the very beginning. He suggests to get rid of the technology measure SLO. • A: Dr. Kennedy: Agrees with the Dr. Crow on the technology piece. Don't measure orientation. Do it, but don't put it in to be measured. Use it as a supporting action. Do degree seeking students and leave all others out. • A: Liz Silvers: Agrees to use the orientation and ACA as supporting actions. 	
Closing Conversation	<ul style="list-style-type: none"> • Q: Anne: How do we narrow down to educational planning? • A: Dr. Bledsoe: Look at what is most easily measured. Pick 3-5 things that can be measured. Out of those, look and find any overlaps. • A: Liz Silvers: Don't go over 3-4 outcomes. You want them to know that you are doing it, but you don't have to measure everything. • A: Dr. Kennedy: Find out what you can measure and then come up with the SLOs. 	

	<ul style="list-style-type: none"> • A: Dr. Crow: Indicators: GPA falls below 2.0, what happens? Emphasize that advising has turned into a new thing. Show where the student gets the advising. They need to know that there is continual advising throughout, not just a one-time thing. • A: Dr. Kennedy: Get rid of Educate, Engage & Empower. Seems like a slogan inside a slogan. Start Strong. Finish Stronger. is enough. • A: Dr. Bledsoe: Don't be afraid to look at something you are already doing, but could be doing better. Find something you can improve upon. • A: Dr. Kennedy: If they have an educational plan, they really shouldn't have to be advised. They should only be building their schedule based on the plan. Track it by using STRK in Datatel. • Q: If you use something as a supporting action, does it go into the budget? • A: Yes and then explain why it is relevant to the plan. • Add a % of others time, Kim Gold, Business Office, etc. • Tell where funds are coming from. Have a back-up plan. • Student-stipend – explain. Add a narrative. • QEP Coordinator – Two course reduction will not 	
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	<p>cut it. They will not like it. Either hire additional help or do half-time.</p> <ul style="list-style-type: none"> • They were okay with half-time at some schools. • Who covers your class load reduction? 	
<p>Where do we go from here? Brainstorming</p>	<ul style="list-style-type: none"> • We have a good QEP that would probably pass, but we may get some dings • Repackage what we have and just emphasize that orientation and ACA are in support of the educational plan • 3-4 SLOs max • Need to show where our student involvement is • SGA meeting emphasized • Snowball shows faculty/staff were involved • Emphasize CCSE for student involvement. High satisfaction rating, but doesn't mean it is effective • Focus groups with ACA • Redirect student involvement. We had the Snowball activity where the long-term professionals say what are the important issues, then we moved from there to confirm that those issues were important to them, and then on to the students input for them to say what approaches would best suit them. • Have a narrative at the beginning that shows how we came to our QEP • 1 measurement per SLO is sufficient • SLO 2.2 will measure diploma and degree 	

	<ul style="list-style-type: none"> • Going toward PO and away from SLOs • Suggested that the Mission be taken out of the presentation • Will still have SLOs for orientation and ACA, but will not be used in the measurement portion 	
Highlights from Brainstorming	<ul style="list-style-type: none"> • We will have 3 measures <ul style="list-style-type: none"> ○ SLO 2.2 will change to a PO and can be measured from ACA ○ 3.1 Will be measured with Academic Alerts ○ 3.2 Vanessa collects the data – progression rate • How will this change the institution? <ul style="list-style-type: none"> ○ Highlight scheduling plan (Blain) ○ Ed planning templates ○ Show how advising is changing over to educational planning • Supporting Roles <ul style="list-style-type: none"> ○ Needs to be in the document, but does not have to be tracked 	
Minutes from 4/10/2015	Jay Coomes made motion to approve. All in favor	
Focus Statement Change?	To empower first-time college students to achieve successful college completion through comprehensive educational planning.	
Discussions at Tables		If you had notes from lunch, please type them up and send to Pat and Anne.

The meeting adjourned at 2:45pm.