

QEP Design/Implementation Sub Committee

Meeting Minutes

April 13, 2023

I. Call to Order: The meeting was called to order at 12:35 by Dr. Banks.

II. Approval of Agenda: The agenda was approved with a motion by Dr. Stone and a second by Mrs. Hayes.

III. Approval of Minutes of Last Meeting (March 9, 2023): The minutes were approved with a motion by Dr. Stone and a second by Mrs. Hayes.

IV. Unfinished Business

a. Working Group Reports

- Table of Contents (Hayes, Walker-Parker)
- AAMU Historical background, college demographics, etc. (Stone, Stanley) Dr. Stone shared (in the chat) his contribution to the historical background. He will review other schools' QEPs.
- Literature Review (Stanley) Dr. Stanley asked for clarification on the literature review. Dr. Banks suggested starting with the list of other colleges' QEPs. Dr. Banks shared a document via OneDrive for the committee to amend and for additions. A listing of other colleges' QEPs used for ideas should be submitted in order to give the universities credit. There is a plethora of literature on intrusive advising and most of the documents will end up with the same references.
- Appendices (Massey) Dr. Banks stated that the appendices are getting larger. The literature review will provide additional references and the arrangement of the items will be discussed.

Following reports from working groups, Dr. Banks asked for any contributions for the draft to be submitted prior to the week of finals which starts April 28, 2023.

The advising research data will be included in the section on Justification for an Advising QEP. This section was written by Mrs. Lam, the data analyst. Once we get a narrative in each section, the draft can be shared.

b. Discussion

- Intrusive Advising definition (to include in the document)
 - Kennedi (student assistant) has been seeking different intrusive advising definitions. Most will have the same components. It has not been finalized. Other terms will be defined. One of those is "student success". There is a page in the shared folder that committee members should be using. The committee can access One Drive and contribute to the analysis and definition of intrusive advising.
- Faculty development/volunteers
 - Dr. Banks informed the committee that an email was sent asking for volunteers: faculty advisors and faculty mentors which will require professional development.
 - For faculty development, this would include arranging for a speaker to provide a presentation (which may be conducted online or in person) and/or an engaged

workshop presenter. Recorded webinar participation will be gathered later, and this will indicate time spent by each volunteer in training. There will be a faculty advisors and mentors Zoom meeting on April 14 at noon for all interested faculty. The process takes time, but the QEP cannot be successful without volunteers.

- Dr. Banks asked how many committee members would be interested in becoming a QEP Faculty Advisor and explained that it may not be too different from the current advising assignment, or it may be different depending on individual circumstances. Only sophomore level students will be assigned to the QEP. Dr. Cranford and Mrs. Thompson will provide the list. The biggest difference will be assessment duties.
 - Student volunteers
 - Dr. Banks informed the committee that there is a need for student mentors. This can include student workers or simply finding students willing to become mentors. She will speak with Dr. Talley about supporting the idea of using student workers.
 - Fall pilot (Volunteers/# of students) A fall pilot is being planned with a select number of students. Kennedy (QEP student assistant) and another biweekly student have already volunteered to mentor two sophomores.
 - QEP Participation Agreement: Dr. Banks discussed that there is an agreement in the works for those students wishing to participate in the pilot. Students will not be forced to participate.
- There is an advisor/advisee agreement already in draft form.

c. Other

- Dr. Banks is proposing a stipend for faculty advisors but cannot say if it will be approved. The budget subcommittee has not met. For the 2014 QEP, faculty were given a one course release for participation. If an advisor has a substantial number (to be determined, maybe 25-30) of sophomore advisees, would a course release be possible? It may depend on the number of times an advisor would be required to meet. The shared folder has some narrative on the requirements along with the surveys.
- Suggestions on surveys were given by committee members. Effort will be made to make the surveys short/brief so that participants do not mind completing them.
- Duties of faculty mentors were discussed - “coaching, cheerleader, go-to when advisor is not available (but not to perform duties of faculty advisors), facilitating on how to use resources, forms, etc.” Student mentor duties will need to be discussed also.
- Ms. Strother developed a flow chart of steps to be used by students when she was the academic coordinator. She suggested a “how to” sheet to be used during the advisor-advisee session. She had an e-advisor page that answered a lot of student questions and forms were provided. The site would need to be updated regularly. Dr. Banks and Ms. Strother will collaborate on this idea.
- Someone is needed to edit the QEP page. It has not been updated for months.
- Career Development Services will play a crucial role in this initiative. Handshake was discussed with them. Other requirements will be worked on.
- A detailed plan showing the number of students impacted is required and will be completed.

V. New Business- None

- a. Next Meeting Date- None for this semester. Meetings will be informal during summer with those working.

VI. Adjournment: The meeting was adjourned at 1:28 pm.

Members Present: Ms. Judith Hayes, Dr. Sheri Stanley, Dr. Bonnie Mcquitter-Banks, Dr. William Stone, Dr. Johanna Massey, Ms. Catharine Strother, Dr. James Walke

ONGOING REMINDERS FOR DISCUSSION PURPOSES
(collected from previous meetings)

1. **Design selected:**
 - d. Program advisor, Faculty Mentor, Peer Mentor, Financial Aid and Career Coaches for **Sophomores only** (defined by university classification)
2. **Sample will consist of:**
 - a. A percentage of students within the design chosen (50% of average sophomore enrollment)
 - b. Selected through the Freshmen Academy to include **programs (majors)** across campus
 - c. Volunteers and/or college recommendations
3. **QEP Design Description:** Intrusive
4. **QEP Title:** "A²A" Advising to Advance Student Success