

QEP Discussion from Email Questions

June 26, 2023

11:00 am

Discussion from Email Questions

The following discussion was held concerning notes from the last meeting. An email was sent to Drs. Jones and Arrington seeking support and input. At the request of Dr. Arrington, a Zoom meeting was held to discuss the Design Committee's unanswered questions:

1. Do we get priority in selecting our sample, prior to the assignments done in Freshmen Academy, colleges, departments, etc.? If so, who needs to be notified of this or who approves of it?
2. Our initial plan includes students with 31 plus "completed" hours. We have been told that Freshmen Academy advises students up to 36 hours. Even though sophomore level starts at 37 hours, can we include students with 31 plus? If so, who needs to be notified of this or who approves of it?

Discussion

- Dr. Arrington clarified that sophomore status starts with 31 credit hours. Freshmen Academy and academic advising coordinators work with students who have 31 to 36 credit hours.
- Status of a sophomore level does not need to change in the bulletin. Classification and advising needed clarification. Freshmen Academy, college advisors and QEP will be advising the same students.
- Questions: Will QEP be given first priority? If QEP is given first priority to the assignments, the sample will be pulled out of the population and be advised exclusively within the adopted model which includes advising circles.
- Dr. Arrington inquired if the QEP can advise a different sample? She shared that roles and responsibilities have been outlined for fall 2023. The University is participating as one of 16 HBCUs, in the National Inside Track initiative. In addition to Freshmen Academy and the Advising Coordinators, the University is receiving assistance from Inside Track after receiving the files for students with 30-36 hours. They will begin calling and coaching them.
- Dr. Banks shared that a pilot was planned for fall 2023. It can be pushed to spring 2024, if needed.
- How does the pre-generated learning communities schedule affect this effort? Those students would probably not be included in the sample. How far do learning communities extend? Third semester with assigned faculty advisors.
- The QEP selected advising as a focus in 2021. Many of the actions were decided on after the QEP focus was selected.
- It was recommended that maybe junior year students could be the focus instead of sophomores.
- Questions: How is the QEP impact measured? Assessment is required.
- Can professional development be a focus instead of students? Professional development is already included in the QEP draft. There were 3 student goals and 1 faculty goal.
- It appears that the QEP will not be able to carve out a niche within the FYERP process. The committee may be able to speak with Dr. Jones concerning the sample.
- The QEP draft was shared with those present.
- Academic advising coordinators in all colleges will advise sophomores (as included in the job descriptions).
- Professional development may or may not be an appropriate QEP topic considering SACSCOC requirements. Must decide if this will be a direct impact or indirect impact on student success? Goals and measurable outcomes are required for the plan selected.

- In conclusion, the Design & Implementation Sub Committee should seek another area within the advising realm.

Present: Dr. Pamela Arrington, Dr. Ala'Torya Cranford, Ms. Dawn Miles, Ms. Catharine Strother, Dr. James Walke