QEP Townhall Meeting

March 3, 2015

4pm

SC 150

Attendance: Jim Colbert, Jason Lee, Lisa Wiecki, April Akins, Adam Haigh, Teri Lawson, Vivian Gaylord, Barbara Ervin, Leland Nielson

Dr. Colbert, QEP Committee Chair gave a brief power point presentation giving the background, data collected from the survey, and the 5 key elements to address for QEP in SACSCOC Standards 2.12 and 3.3.2. Dr. Colbert also explained how the QEP Process is broken into a two-step process.

The two-step process is:

1. Select a Topic – Deadline October 2015
2. Design a Program (submit a QEP) – Deadline Jan-April 2017

Dr. Colbert then distributed a summary of the Data from the Survey.

The Response rate was presented as 295 participants. Of these, 85 were faculty, 51 staff members, and 159 students. Comments were not distributed but will become public in the future.

Dr. Colbert then led the group to do a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis. Everyone was given 4 pieces of paper and asked to write 1-3 items for each category. A summary is below.

Strengths

1. FALS
2. Enhanced Advising
3. University 101 (Freshman Experience Course)
4. Environment

Recognition of common areas of need

Recognition of need programs can be valuable. Faculty will be invested in.

1. Examination of General Education Program
2. Diverse Faculty

Weaknesses

1. Student retention
2. Students with lack of preparedness, orientation for freshman students, time for faculty to participate in orientation
3. Small Community – small finances
4. Implementation across all majors
5. How to conduct assessment

Opportunities

1. New President as of July 1
2. Programs already in place

Academic Success Center

University 101 (Freshman Experience Course)

Enhanced Advising

Threats

1. Underprepared Freshman students
2. Faculty current workload (spread too thin)
3. Student retention
4. Location

Discussion followed:

1. Faculty are exceptional at Lander. Apathy of students is a current issue. Lander needs more students with a love of learning (more Honors level students). Students see Lander as a rite of passage not an opportunity.
2. Apathy – do the students come into Lander with apathy or do they get it after they arrive and become overwhelmed.
3. University 101 (freshman experience course) has students with issues. Students are not ready for college. Students get beat down and frustrated. A move to support freshman more is needed.
4. Weaknesses and threats exist. We need to thread into what programs we currently have. There is no need to create a new large workload. The steering committee should be mindful of current faculty and staff workload. Faculty are already teaching overloads and can’t do much more than they already are. The QEP should enhance the student’s experience.
5. Students who want to learn are getting annoyed with the students who do not want to learn. Peer pressure is a good way to get students to lift up other students (learning communities)
6. Orientation sessions. Most major’s orientation sessions are not held until the Sophomore level when the students are accepted into the major’s program. Nursing students are given a full day of orientation, education students must pass standards exams and interviews, other majors receive orientation in seminar courses. Most faculty have very little interaction with freshman and sophomores in their majors. Students also tend to change majors in their freshman year
7. Students are coming into Lander underprepared. There needs to be a program in place to help prepare students quickly.
8. Lander has interactions with high school students through Admissions. Could faculty reach out to high school students planning to come to Lander? Compensate faculty? Funding for a program?
9. QEP teams for SACSCOC commonly have a 1 million dollar budget for QEP over a period of 5 years. The funding covers the new aspects of the program and stipend for faculty or staff who participate.
10. Training, recruiting and compensations were key points discussed
11. Some faculty review the emails from Admissions and try to reach out to students that are on campus that day. Other faculty and staff interact with students at Open Houses, but usually speak to parents more than students.
12. First year experience, seminar for majors, but there are other courses for faculty to teach.
13. University 101 (freshman experience course) task force is looking for input. A suggestion of a paired model was made. Pair a faculty member and a staff member together to team teach a freshman experience course. The course should include more intensive reading and writing. Faculty do want to interact with freshman students more. The students should have orientation before classes begin. The task force has some good data on how the freshman experience course was effective, but lectures need tweaking. Student Affairs is open to working on the course.

Adjourned at 5pm