

QEP Committee
September 9, 2016 11:00am – 12:00pm
Meeting Minutes

Members present: Lara Abels, Seth Buchanan, Scott Byington, Amy Gustavson, Susan Johnson, Aaron Mabe, Heather McCracken, Kaan Ozmeral, Mary Parker, Michelle Powell, Jamee Stiffler, Nick Testa, Amber Thomas,

Members absent: Maryann Aucompaugh, Constance Boahn, David Hartman, Sarah Hoffarth, Robin Kohanowich, Denise Martin, Kevin Pearson, Jessica Rogers, Morgan Steele, Sandra Thompson, Shelly Watkins

MAPP – (my academic pathway)

Getting back to the basic

What is the goal of QEP (any ideas of what it is)

We are ahead of the game but will have to explain in a few months what we are doing and how

Provide students with efficient plan for completion

Best program that suits them

Making informed selection of an academic program, supporting goal

Navigate – What’s needed or next

Understanding classes to take and how long to achieve, complete

Welcoming, resource to students, user friendly

Accessible advisors to facilitate

Build advising app?

Help students reach goals more efficiently, decrease derailments (money, time)

Become independent thinkers (make good academic choices)

Pathway – to goal completion – support – career goals

Goals: how we know they have met them

Summarize (help students make informed choices to make better decisions to reach pathway they want to get to) educating the students

Realized what you have achieved (become a strategy focus)

QEP not confined to CCCC – Nick looking at LEC advising and other elements

Goal of QEP:

A personalized approach, to enable students to make efficient, effective and timely choices, to complete their educational and career goals.

-personalized, powerful

-consistent/concise (same message from all)

What will students learn from QEP – we have to have student learning outcomes. We have to think about how they are different from before QEP to after.

Learning process: What are some of the major things we want them to be able to learn from QEP

Navigate through resources available to them and use them

Taking resources and coming up with a plan and follow through

Set goals to be flexible

Responsible for education/life choices

Academic plan

Support to carry out plans

What is your pathway

All other elements necessary to achieve goals

Financial plan

Respond to change

Apply for resources to develop plan

What do we want students to learn: How will they be changed by the QEP?

What is your end goal and how do you get there

Realistic obtainable goals

Clearer articulation of goals

Rewarding process – career suited to them

Establish network (in and out of college)

Strategies: how can we make learning occur/happen?

Set up appointment w/advisor within ACA classes

Setting smart goals

Communication with student – more opportunities

Career inventories (at intake) more in depth afterwards if needed (Focus II)

Resource success ability

Presentation/visibility of information

Questionnaire (given at intake) ex. Interest, do you have children) then provide the resources

Certificates

Academic pathway mapping

How to address last minute registrations/online

Provide help desk location; hub for students needing help

Check list for staff/faculty

Information will be consolidated for next meeting. Think of ways to communicate better and access this

Have more support services to come to classes and speak about what they do/provide to the students. – Kaan has the AAC staff come to his class and talk about the services that they provide. This is taking it to the students not waiting on them to come to you as they may not be aware of all the programs offered

Amy provided an update from last week on the summer institute that she attended

We need to find a student and member to join

Lead evaluator – Scott working on this

Marketing plan: involve key departments (anyone who does advising)

Be able to identify 3-5 facts @ QEP (read proposal) preparing in advance

Don't ask boring people to present (have someone who is energetic)

Meeting adjourned at 12:10pm.

Next meeting 9/16 @ 10am.