Re-Craft to Re-Engage

INTEGRATING QEP INITIATIVES

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• Established in 1985
• Serves approximately 53,000 credit and continuing education students
• Located in Collin County, part of the Dallas – Forth Worth metro area

QEP Goal and initiatives.
Summative and Student Learning Outcomes

Summative Outcome 1:
To improve completion rates to be at par with peers. Completion Rate is defined as earning an award within 150% of the normal time.

Summative Outcome 2:
Improve satisfaction with advising experience.

Student Learning Outcomes:
• Student identifies academic planning goals.
• Student identifies challenges towards completion of his/her goals.
• Student uses CougarWeb to register, run a degree audit, and manage financial transactions.
• Student knows the degree requirements for completion.

Implementation Timeline:

Year 5:
2019 - 2020
1. Academic Planning Syllabus
2. Coaching Program
3. Advising Space Redesign
4. Degree Audit & Planning Software
5. Clear Pathways Website + Professional Development

Year 4:
2018 - 2019
1. Academic Planning Syllabus
2. Coaching Program
3. Advising Space Redesign
4. Degree Audit & Planning Software
5. Clear Pathways Website + Professional Development

Year 3:
2017 - 2018
1. Academic Planning Syllabus
2. Coaching Program
3. Advising Space Redesign + Professional Development

Year 2:
2016 - 2017
1. Academic Planning Syllabus
2. Coaching Program + Professional Development

Year 1:
2015 - 2016
1. Academic Planning Syllabus

Presentation Goals:

Learn how to recognize maturing programmatic activities as opportunities.

Engage in a discussion on how to facilitate purposeful conversations and implement a strategic listening plan to identify meaningful opportunities.

Utilize these strategies and processes to integrate the QEP.
Faculty Engagement Model

Campus Engagement Strategies

- Communication
- Representative Language
- Senior Leadership
- Focus on Faculty

Personal Dimensions
- Professional Dimension

- Communication
- Representative Language

- Purposeful Conversations
- Strategic Listening
- Communication / Representative Language

Senior Leadership Support

Working From The Ground-Up

Meaningful Opportunities

- Be intentional about the purpose of the conversation
- Take notes and record their perceptions, ideas, systems, values, re-cap three notes before closing
- Focus on Faculty and Staff

- Be prepared to identify 'maturing activities' - make the connection that both your data reports and the voices from the field are saying that there is a need to 'craft'

Integrating the Academic Planning Syllabus

Tool serves as the initial step to encourage all first-time in Collin College students to take ownership of their academic planning process and successfully complete their first year

Student Focus Group

Syllabus Format

- 1st Draft
- 2nd Draft & Integration

Key to the Syllabus Process:
- Universal Color (lime green)
Professional Development to Support the Integration

To shift the advising/academic paradigm and roles through a long-term, sustainable professional development program

- Professional Needs Assessment
- Used Data and Feedback to Plan & Design
- Implemented a Year-Long PD Plan

Enhancing the Professional Development Plan with the Appreciative Advising Framework

- Created Taskforce
- Attended National Institute
- Developed an Action Plan
- Communication & Outreach
- ‘Students First’ Campaign
- Workshops and Promotional Material
- Sample Activities
- Assessed Faculty Interest
- Speaker Series (Fall 2017 & Fall 2018)

Purposeful Conversations – “It’s all about Relationships”...
Academic Planning Coach Program

- Provides additional assistance to FTIC students who desire extra support and mentoring from a faculty coach who helps them navigate the college environment, articulate their goals, and take tangible steps toward completing them
- Structured activities in fall and spring semesters
- 102 faculty coaches, 5 academic advisors
- Over 300 Full-time, first-time in college (FTIC) students
- Peer Academic Leaders support students, faculty coaches, and advisors

Integrating the Academic Planning Coach Program

Subcommittee explored and reviewed different model options

- Centralized model
  - One point of contact for coaching program
- Campus based model
  - One person at each campus responsible for program needs
- Hybrid model
  - One contact to conduct training and student pairings, but one contact at each campus

Integrating the Academic Planning Coach Program cont.

FY2018
- QEP Admin. Team, Demonstrate Program Procedures, Student Pairings, and Peer Academic Leaders

FY2019
- Campus Leads, Student Pairings, and Academic Resource Development
- QEP Admin. Team, Support, and Feedback

FY2020
- Campus Leads, Student Pairings, and Academic Resource Development
- QEP Admin. Team, Support, and Feedback

FY2020
- Campus Leads, Student Pairings, and Academic Resource Development
- QEP Admin. Team, Support, and Feedback

FY2020
- Campus Leads, Student Pairings, and Academic Resource Development
- QEP Admin. Team, Support, and Feedback
Are you ready to re-craft to re-engage?

• How can purposeful conversations and strategic listening assist your QEP Implementation team in re-crafting a visible and shareable message?
• Can you identify a maturing activity and use it as an opportunity to create new ones?