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**QEP Exploratory Committee  
Minutes  
April 4<sup>th</sup> 2019  
2.00pm  
Teaching and Learning Conference Room**

**Attendees:**

Ms. LaTosha Pinckney	Chair, Director of Student Development and Campus Engagement
Ms. Pauline Anderson	Dean of Institutional Research
Mr. Glen Barfield	Director of Campus Centers
Ms. Laura Coale	Executive Director of Strategic Communications
Mr. Michael Erny	Dean of Career and Technical Education
Dr. Deborah Fontaine	Assistant to the President for Accreditation Chair of English/Communications and Social Sciences
Ms. Bryony Harvey	Minutes, SACSCOC Assistant
Dr. Charlotte Kuss	Director of Nursing
Dr. Anne Southard	Dean of General Education and Online Learning

Item		Action
<b>Welcome and Apologies</b>		
1.5.18/19	<ul style="list-style-type: none"><li>Ms. Pinckney welcomed everyone to the meeting.</li><li>Apologies from Dr. Jarrell, Dr. Slaton and Mr. Caywood.</li></ul>	
<b>Tentative Topics- Findings from SENSE Survey</b>		
2.5.18/19	<ul style="list-style-type: none"><li>Ms. Pinckney has studied the results of SENSE and identified areas where NWFSC is underperforming.</li><li>There are six different areas in the SENSE report: Early, Connections, High Expectations &amp; Aspirations, Clear Academic Plan &amp; Pathway, Effective Track to College Readiness, Engaged Learning, and Academic &amp; Social Support Network.</li><li>Early Connections: NWFSC underperforms in this area compared to FL State Colleges on average. Part-time students; Females; Hispanic, Latino, Spanish; and Not First Generation students underperform compared to the NWFSC student average.</li></ul>	

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	<ul style="list-style-type: none"> <li>• High Expectations &amp; Aspirations: NWFSC performs better in this area compared to other FL colleges.</li> <li>• Clear Academic Plan &amp; Pathway: NWFSC has a 5 point gap in this area compared median colleges. Female and Part Time students fall below the NWFSC benchmark.</li> <li>• Effective Track to College Readiness: Results in this area are influenced to some extent by senate bill 17.20. NWFSC underperforms slightly compared to other FL colleges with part-time students, male students and first generation students underperforming in particular.</li> <li>• Engaged Learning: Eight point gap between NWFSC and median colleges in this area. Part-Time students, Male students and Not First Generation students underperform compared to the NWFSC average.</li> <li>• Academic &amp; Social Support Network: A two point gap exists between NWFSC and median colleges, with Part-Time and Hispanic, Latino, Spanish students underperforming compared to other students.</li> <li>• SENSE highlights that part-time students perform lower across all benchmarks, are less engaged and need more support.</li> <li>• 553 students took part in the SENSE survey.</li> <li>• NWFSC was one of eight community colleges in Florida that participated in the survey.</li> </ul>	
<b>Stakeholders Reached</b>		
3.5.18/19	<ul style="list-style-type: none"> <li>• Ms. Pinckney collated feedback from the following stakeholders: Student Government Association, Phi Theta Kappa, Student Success Navigation, Career &amp; Tech Ed, General Education &amp; Online Learning, and NWF Centers.</li> <li>• Reoccurring feedback from stakeholders included: course availability, development of soft skills, course scheduling, the need for clear points of contact, class discussion and interaction. This feedback was placed into the six SENSE report categories by Ms. Pickney.</li> <li>• Clear Academic Pathways and Engaged Learning were the areas most frequently raised, a topic could be chosen that covers both these.</li> <li>• Part-Time students struggle in both of these areas.</li> <li>• Enrollment of Part-Time students has been increasing, however retention and completion rates are low. The longer a qualification takes the more likely a student is to not complete.</li> <li>• Ms. Pinckney believes we could focus on equity and part-time students. Are we creating equitable situations for our students to be able to complete their degree programs?</li> </ul>	
<b>Next Steps</b>		
4.5.18/19	<ul style="list-style-type: none"> <li>• It was felt that focus groups could be away to gather valuable information, they could be ran alongside surveys if needed.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• It was agreed that focus group sessions should not be limited to just the Niceville campus.</li> <li>• Student surveys typically have a low response rate, this could be addressed by providing an incentive for students to complete the survey.</li> <li>• Focus group research needs to be conducted in a timely manner prior to students leaving campus for the summer and to allow a topic to be finalized by 31<sup>st</sup> May.</li> <li>• Dr. Fontaine, Ms. Anderson and Dr. Slaton will meet to discuss questions for a student survey and focus groups.</li> </ul>	DF/PA/NS
<b>Tentative QEP Working Timeline</b>		
5.5.18/19	<ul style="list-style-type: none"> <li>• May 2019 Finalize Topic</li> <li>• Summer/Fall 2019 Begin literature review and draft QEP plan</li> <li>• July 2019 Send representatives to SACSCOC Quality Enhancement Meeting</li> <li>• March 2020 Complete draft of QEP</li> </ul>	
<b>Key Dates</b>		
6.5.18/19	<ul style="list-style-type: none"> <li>• March 2020 Compliance Certificate Due</li> <li>• April 2020 Off-site Review of Compliance Report</li> <li>• Summer 2020 Receive Report from Off-site Review Team</li> <li>• Fall 2020 Focused Report and QEP Due, On-site Review Team Visit</li> </ul>	

Item	Action	Staff Member	Date Due
4.5.18/19	Meet to discuss questions for focus group	DF/PA/NS	04/10/2019

**Date of Next Meeting: Thursday, May 14<sup>th</sup>, 2:00pm, NV 300, Room 214**