Professional Development Sub-committee – Meeting #2

June 6, 2024

Here to Succeed!

QEP Sub-Committee Members – Professional Development

- Amanda M – co-chair (faculty)
- Amanda F – co-chair (faculty)
- Ann Proudfit – VP Student Services (staff)
- Ashley M-W – CCP Coach (staff)
- Brad Spielman – CAE Director (staff)
- Carla Ugboro – HR Faculty Dev. (staff)
- Jay Smith – Chair (faculty)

- Jeremiah Underwood – 5-G (faculty)
- Johnathan Skeen – (faculty)
- Krista Neelley – AA English/HUM (staff)
- Kristen Corbell – Director IR (staff)
- Martha Barham – (faculty)
- Nicholle Stone – e-Learning (Patricia Watson today!) (staff)
- Nick Zavediuk – 5-G (faculty)

Working Sub-Committee Objectives

▶ Procedural Piece - To design training for faculty ==(and some staff)== to complete attendance-related procedures.

▶ Engagement Piece - To coach ==faculty== on course-related design concepts that might encourage stronger engagement.

▶ Engagement Piece - To communicate a consistent message to **all** GTCC employees regarding the QEP and its importance.

▶ Knowledge Piece – To define what each community *(students, staff, and faculty)* need to know to make plan work.

Shuffle Order of Objectives for Today

▶ Knowledge Piece – To define what each community *(students, staff, and faculty)* need to know to make plan work.

▶ Engagement Piece - To communicate a consistent message to **all** GTCC employees regarding the QEP and its importance.

▶ Procedural Piece - To design training for faculty (and some staff) to complete attendance-related procedures.

▶ Engagement Piece - To coach faculty on course-related design concepts that might encourage stronger engagement.

How will these tools/activities be communicated to faculty and staff?

Engagement Piece - To communicate a consistent message to all GTCC employees regarding the QEP and its importance.

Elevator Pitch

- SACS-COC is the accrediting body that allows us to confer degrees and for that degree to mean something. A Quality Enhancement Plan (QEP) is instrumental in our SACSCOC approval.   For the past few years, GTCC has been seeking ways to improve student matriculation at GTCC. As part of that research, the college has determined that improving student success within their first twelve credit hours will go a long way towards this goal. Instrumental to that success is working to improve student success both in and out of the classroom. Another strategy for improving engagement is to institute a college-wide attendance policy with administrative withdrawal. GTCC understands that its students have to be "here to succeed" - both engaged and present.

Marketing Sample Table – What Works for YOU?

Is this what we need? When do we need it?

How do we prepare faculty for changes to recording, tracking, procedures, and policies?

Procedural Piece - To design training for faculty (and some staff) to complete attendance-related procedures.

How do we prepare staff for changes to recording, tracking, procedures, and policies? Which staff are most impacted?

Procedural Piece - To design training for faculty (and some staff) to complete attendance-related procedures.

How do we prepare faculty to better engage students in class, especially in their first 12 credit courses?

Engagement Piece - To coach faculty on course-related design concepts that might encourage stronger engagement.

What proof do we have – at GTCC and in current research (lit review) – that the types of faculty preparation we want to include in the QEP will make a positive impact on student success in the first 12 credit hours?

Procedural Piece – Note TEAMS site as repository

Request for Literature (Lit Review Part of QEP)

- Due by Next Week

- If referencing a theoretical construct, try to use original sources. <mark>Do you know of any sources internally that might help our professional development planning?</mark>

- If referencing best-practices for your activities, try to use sources no older than 2018. <mark>Do you have any resources that actively reference best practices in professional development planning?</mark>

- Find current sources that provide evidence that your activity is a best-practice (aka – it works). <mark>Do you have any resources that promote a certain practice as being effective for professional development (especially post-COVID)?</mark>

- If you have such resources that are available online, please send to the committee as a whole and add the link and/or attach the document and let me know original source if not readily apparent. THANK YOU!

In the QEP timeline, where do these activities need to be completed for the best implementation for students, faculty, and staff?

Engagement Piece - To communicate a consistent message to all GTCC employees regarding the QEP and its importance.

Tentative Broad Timeline

- Summer 2024 – QEP submitted as draft

- October 2024 – SACS visit with QEP focus

- Spring 2025 - focus on what is already planned for Faculty Development Day / make reference to the QEP at some point in that day with someone's presentation (I am not sure where that would work best).

- Throughout Spring 2025, start working on professional development pieces for roll-out.

- June 2025 – QEP approved or not approved

- Fall 2025 - August sessions talking about engaging students / Lunch and Learns and other events throughout Fall 2025 on that topic and on the "record-keeping" piece as well. (potential relationship-rich focus and potential Cameron Campus)

- PARALLEL in Fall 2025 – 8-week roll-out (full college)

- PARALLEL in Fall 2025 – Developmental Education re-design

		Year 0		
		2024FA	2025SP	2025SU
Sub-Committeed & QEP Initiatives				**APPROVAL FOR QEP JUNE**
Pilot Group		Atttendance Taking Pilot		
Attendance Policy / Reporting		Policy crafted prior to Fall 2024 and used with pilot		
Student Engagement				
Professional Development				
Marketing		Determine branding and roll-out small marketing		
Financial Aid Distribution Process				

Brainstorming from Last Meeting (May 2, 2024)

- Engagement Piece - To communicate a consistent message to all GTCC employees regarding the QEP and its importance.

1) General message shared multiple ways through branding tied in with mission.

2) Concept of laminated information card with mission on flipside and QEP on other distributed early on.

3) Message all GTCC faculty, staff, and students prior to October SACS visit to be aware of QEP name.

Follow-up from last meeting – who maintains Faculty/Staff pages . . .

I mostly maintain the MyGTCC (SharePoint) pages, and I'll be training Kim Mills to help. There are some folks who've requested to maintain their own subsites or pages. For example, ---- has just been given access to edit the ---- subsite.

Herb Everett

Marketing Systems Manager

Brainstorming from Last Meeting (May 2, 2024)

- Procedural Piece - To design training for faculty (and some staff) to complete attendance-related procedures.

1) "Soft" professional development that invites faculty members to continue taking attendance using their current attendance policy in Self-Service. Faculty will be instructed to avoid entering any last date of attendance and only use "A" for absence rather than "E" or "L" (does that work best?). Note: Concern expressed in meeting and confirmation of use from Arnessa and Lisa.

2) Selling point for faculty - What's in it for me as a faculty member? Take away progress reports with attendance concerns.

3) Selling point for faculty – College takes away individual attendance policy concern and supports faculty who ultimately makes administrative withdrawal case.

Samples of Soft PD

Attendance Screen   Final Grading Screen

| Sub-Committeed & QEP I | 2025SU | Year 1 | |
		2025FA	2026SP
Pilot Group	APPROVAL FOR QEP JUNE		
Attendance Policy / Reporting			
Student Engagement			
Professional Development		development starts for Spring	college - just in time PD for
Marketing			
Financial Aid Distribution Proces			

If QEP is approved – content needs to be ready to be front-facing after June 2025.

Brainstorming from Last Meeting (May 2, 2024)

- Procedural Piece - To design training for faculty (and some staff) to complete attendance-related procedures.

1)Craft LearnerWeb training required for appropriate staff and all faculty that clarifies QEP and attendance policy relevant to their roles.

2)Create "tile" in LearnerWeb

3)Add print hand-outs and/or information at on-boarding for new faculty.

- Engagement Piece - To coach faculty on course-related design concepts that might encourage stronger engagement.

1)Craft resources in CANVAS specific to student engagement that can be embedded in all classes and selected "a'la carte" depending upon method of delivery and/or faculty teaching style

2)PD sessions specific to creating student engagement in the classroom.

Brainstorming from Last Meeting (May 2, 2024)

▶ Engagement Piece - To communicate a consistent message to all GTCC employees regarding the QEP and its importance.

1)Potential "relationship-rich" focus on Cameron Campus in August 2025 or January 2026 kick-off.

2)Marketing ties in both semesters. Use of "swag" at kick-off events.

	Year 2		Year 3		Year 4		Year 5	
	2026FA	2027SP	2027FA	2028SP	2028FA	2029SP	2029FA	2030SP
Sub-Committeed & QEP Ini								
Pilot Group								
Attendance Policy / Reporting								
Student Engagement								
Professional Development								
Marketing								
Financial Aid Distribution Process								

How will these activities be assessed while in process (formative) and once fully implemented (summative)?

Procedural Piece

==Student Focus== /Question Brainstorm
(Knowledge Piece – To define what each community (students, staff, and faculty) need to know to make plan work.)

- -What do feel you gain by being actively engaged in class?

- -How do you benefit from being connected to resources outside of the classroom at GTCC? Personally (if you are comfortable sharing), which resources matter to you most?

- -What impact do you believe attending class regularly has on your grades?

- -What is Satisfactory Academic Progress (SAP) and why does it matter to you? If you do not know this, please let us know you do not know and don't look it up. It's a point we have been kind of focusing on.

- -How would you best like to receive your communications on a topic like the QEP?

- -What marketing "swag" works best for you as a student or do you enjoy most?

Next Steps?

- If you have any literature that you believe might be beneficial to support any points we have noted here today, please share as soon as possible in the FILES in our TEAMS site and/or send to me by email for me to add. If you only have a link, please hit reply all in email that contains this PowerPoint.

- If you have suggestions for additions to membership (possibly even later additions), please email them to Amanda x2.

- If you have any suggestions and/hints/tools to add, please do not hesitate to share them in our group email.

- Does this date work for another meeting? July 9 @ 1 PM?