



MINUTES

Welcome & Agenda Review

Attendees:

Kelly Reed-Hirsch
Dr. Adams
Cancee Lester
Natalie Oswald
Cheri Lambert
Mickie Cash, Secretary

Not Present:

Troy Caserta
Lindsey Hibbard
Don Clinton
Teresa Brooks
Roberta Collingsworth
Michael Pace
Kelli Vicars Coordinator
Reanna Hart

Dean Reed-Hirsch called the meeting to order by stating that after the last meeting over the Full Measure Presentation she felt that the committee was wanting more than just the Learning Framework. In looking back over notes where the decision was made to use Learning Framework and taking into consideration what Dr. Powell's recommendation was in picking one thing and focus on it she decided that she needed more information before re-working it. She pulled up the Survey Monkey Questionnaire and pulled information and looked at the data that she felt was specifically related to first time experience and presented it to the committee for their input.

Discussion of Additional Aspects of First Year Experience QEP

Data was pulled from Survey Monkey questionnaire that was comprised of questions that was specifically related to the Learning Framework and QEP and ranked in the order in terms of where they ranked in the discussion. Below are the items ranked 1- 4 that seems to be the areas that students feel needs improvement:

1. *Connected or Engaged*
 - *64.65% (N=529) less than "Very Connected or engaged"*
2. *Advising*
 - *28.57% (N=525) less than "Easy" or "Very Easy"*
 - *Complete an education or career plan = 3.24/5.0*
3. *Access to resources*
 - *26.57% (N=527) less than "Easy" or "Very Easy"*
4. *Know who will be their Advisor will be = 2.59/5.0 Enrollment*
 - *24.43% (N=528) less than "Easy" or "Very Easy"*
5. *Learning Framework*
 - *Use of effective study skills = 3.41/5.0*
 - *Practice personal reflection habits = 3.08/5.0*
 - *Practice long- and short term goal setting – 3.06/5.0*

There was discussion regarding the areas that students feel like there is a problem:

- *Engagement and connectedness*
- *Knowing what resources were available*
- *Who their advisor was*
- *Assistance by an advisor with selecting education/career path*

Dean Reed-Hirsch shared information about a software platform (Full Measure Education - FME) that the QEP Committee was invited to attend last month. The entire presentation is available as attachment to these minutes and can be found in the QEP Committee folder. Several committee members attended (Cheri, Cancee, Reanna, Dean Reed-Hirsch, Troy Caserta and Dr. Adams).

Below are a few highlights about FME and its two key parts - immersive admissions and strategic advising using managed communications, 2-way messaging, and mobile application and content deployment. FME is designed to increase engagement and communication with students. FME is a mobile communication app that students download and receive push notifications and managed communications from the college. FME helps students stay on track using push notifications to alert, nudge, and nurture both prospective and current students throughout student lifecycle.

1) Immersive Admissions

a) Inquiry nurturing

- i) Uses social media to attract and identify potential students and then provides soft leads to the college to follow-up on with based on their interest indicator that the student completed (ie. a student interested in OTA would receive OTA-specific content).*

b) Application completion

c) Onboarding

2) Strategic Advising

a) Current student mobile content and adoption

b) Intrusive advising

- i) Students who received “intrusive advising communications” re-registered at a rate 2x greater than students who did not receive the same communications.*
- ii) 44% increase in graduation applications*

c) Academic risk intervention

- i) 30% of at-risk students confirmed their attendance within first 6 days after receiving FME communications.*
- ii) Increased student mentoring by 10%.*
- iii) Drove 35% more students to log-in to Learning Management System (like Canvas) when they were detected to have not logged-in in past 5 days*
- iv) Drove 13% of students to complete past due quizzes.*

d) Financial Aid

- i) Students who received push notifications were 3.2x more likely to complete FAFSA than those who received email about FAFSA only*

e) Enrollment boost

- i) One college saw a \$108K in tuition revenue increase in summer enrollment*

Data was presented that demonstrated effectiveness of FME as a tool to (among others) increase and measure student engagement, indicators that impact completion, and graduation.

Possible ways to implement FME were discussed. Dean Reed-Hirsch volunteered the Health Sciences department to use it (and partially pay for first two years using a grant). Dean Oswalt shared that some academic students don't see an advisor as often as some students in Health Sciences would. Those present discussed how in addition to Health Science students receiving access to FME, we'd need another cohort to use it to see if it works for us. It was agreed that it would be best to get at least one Advisor from Student Success to help pilot this program with the students they advise.

QEP members present discussed meeting with stakeholders and key informants to discuss thoughts and concerns about the concept of "strategic or intrusive advising" and whether a software platform (FME or sometime similar) should be considered as a strategy to better engage students. Additional suggestions included the possibility of providing the selected Advisor with a stipend for the extra work that participating may entail. The selected Advisor could help champion and train other Advisors.

The cost for FME is \$60,750 a year - for a two-year commitment with a third year renewal option. Troy Caserta suggested that other funding may be available beyond a grant through Health Sciences.

Cancee showed the committee the layout of the student planner that all students who sign up for the Learn Framework course would receive. The purpose of the planner is to help teach goal-setting and long and short term planning.

Meeting was dismissed at 11:30

Next Meeting

July 19th 10:00-11:30

Recorder: Mickie Cash