

Committee Response to Outcome Drafts\_1

Needs	<p style="text-align: center;"><i>What the student will do, know, value, or achieve? Or, what do we want the end result / impact for the student to be?</i></p>					
	Response 1	Response 2	Response 3	Response 4	Response 5	Response 6
<p><b>Internal Communication</b></p>	<p>Increased student engagement with the GPTC departments, admissions, financial aid, advisement, academic affairs, etc. to equip students with necessary tools to succeed and feel empowered, involved and committed to reach their goals.</p>	<p>Served in a timely manner (less forwarding student to another dept) and receive accurate information</p>	<p>Consistent Information: As a result of internal software communication, information would be consistent across platforms. For example, the same advisor would be listed in all software, and the need to consult three different platforms to get help for a struggling student would be eliminated.</p>	<p>Consistent messaging to students regardless of what department/individual staff was contacted; less confusion to students when reaching out for assistance</p>	<p>Provide fewer emails with accurate up to date information.</p>	<p>Students will engage in more active communication with advisors and faculty</p>
<p><b>Outcome Drafts1</b> <b>21.10.18</b></p>	<p><i>Students will actively [meaningfully] engage with the college's faculty, staff, and resources.</i></p>	<p><i>Students will be able to contact relevant departments in a timely manner.</i></p>	<p><i>Students will have access to accurate and consistent resources across multiple departments and platforms.</i></p>	<p><i>Students will have access to a documented, accurate history of their engagements with college staff.</i></p>		<p><i>Students will engage in more active communication with advisors and faculty Outcome above, as submitted.</i></p>
<p><b>Enrollment Process</b></p>	<p>Create a seamless enrollment experience; create real time responses to enrollment questions; harness student motivation("To getting started"), provide them with right information and tool to get them enrolled in a timely manner.</p>	<p>Confident and empowered to successfully begin their academic career also connected to support staff (with their contact info and how they will participate in their success)</p>	<p>Offer what is needed: Students value the ability to enroll in the classes they need when they need them. Perhaps master scheduling software would generate the data needed to provide these classes.</p>	<p>Less confusion and frustration; a seamless registration experience for the student; earlier registration and fewer stop outs</p>		
<p><b>Advising</b></p>	<p>To increase student success at GPTC; To help students make meaning out of their learning experiences within the college</p>	<p>Fewer withdrawals because students are educated on the appropriate classes to take and a clear academic plan beyond first semester.</p>	<p>Good customer service: Advising should be clear, concise, and accurate. When referring a student to an advisor, give the student more information than simply the error screen that has led them to seek help in the first place. Employees making a referral should hand off the student to the next person.</p>	<p>Increased retention and graduation;</p>	<p>Track responses to students for time duration.</p>	<p>Students will have a better understanding of course relationships to program completion</p>
<p><b>Technical Skills (student and staff platforms)</b></p>	<p>The impact desired for students with strong technical skills (increased self-confidence and pride, high wage potential, and accelerated learning.....</p>	<p>Quality peer to peer and student/faculty relationship building.</p>	<p>Microsoft training: There are many possibilities, here. If I had to choose one, I would like to see students trained to use the Microsoft products that are available to them. Some students do not know they have email available to them, much less Word, Teams, Stream, PowerPoint, or Sway.</p>	<p>Increased sense of community and connection to the college; better understanding of college amenities and supports available; improved alumni outcomes</p>		<p>Students will achieve successful program completion of program goals</p>

Request Email

In revisiting upcoming checkpoints for the QEP development, I encountered this language from the SACSCOC Handbook regarding QEP development.

*Initial excitement about the QEP topic frequently results in enthusiasm about actions that might be taken – for example, developing a freshman seminar, establishing learning communities, implementing intrusive advising, or expanding job fairs. While the freshman seminar and job fairs may be viewed as outcomes of the QEP (after all, the intent is to create them), they are **not student learning outcomes nor evidence of student success. Rather, as elements of a new process (the “action” portion of the QEP), they are the means to the end – not the end itself.***

Now that the college has established standout needs, let us be purposeful about **where we are going** before we choose the car, bus, or horse that will take us there.

**Using the table below, respond to the question for each need by October 8<sup>th</sup>.**

Feel free to just get your **ideas** down in a **rough draft form**. This will get us started toward crafting our official, "pretty" outcomes (see below for examples). We will review our next QEP meeting.

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<b>Technical Skills (student and staff platforms)</b>	The impact desired for students with strong technical skills (increased self-confidence and pride, high wage potential, and accelerated learning.....	Quality peer to peer and student/faculty relationship building.	Microsoft training: There are many possibilities, here. If I had to choose one, I would like to see students trained to use the Microsoft products that are available to them. Some students do not know they have email available to them, much less Word, Teams, Stream, PowerPoint, or Sway.	Increased sense of community and connection to the college; better understanding of college amenities and supports available; improved alumni outcomes		Students will achieve successful program completion of program goals

**Examples:**

	Outcome <i>What the student will do, know, value, or achieve</i>	Measure <i>Assessment</i>	Target <i>Benchmark; key performance indicator</i>	Action <i>What the institution will do</i>
<i>Topic Sample 1: Writing Skills</i>	Students will improve the development portion of writing assignments beyond ENGL 1101.	Common rubric for cohesion and coherence.	Rubric score average of 3 out of 4.	Develop common rubric. Training faculty across curriculum; normalized grading sessions. Gather baseline data from course sets. Establish student writing lab, cross-curriculum.
<i>Topic Sample 2: Cross-cultural appreciation</i>	Students will be able to describe similar philosophies from a variety social and ethnic cultures.	Common assignment and rubric within Philosophy, Religion, History, Sociology, and Psychology.	Rubric score average of 3 out of 4.	Faculty and staff training on equity and cross-cultural language/syntax. Establish Diversity Team, comprised of student and staff representatives.
<i>Topic Sample 3: Oral Communication</i>	Students will identify appropriate presentation styles by audience (setting, audience types).	Assignments within FYE 101 and 102 courses	Achievement of 80 percent or higher on FYE oral communication assignments.	Establish communication ambassadors. Conduct and offer oral communication training for staff and students.