Name of meeting: QEP Development Team Date of meeting: 9/19/2013

Time of meeting: 12:30-1:30 pm  Place of meeting: Business Sciences, Red Room

Members present: Alice McCluney, Vanessa Capps, Patricia Robinson, Johnny Smith, Ngina Smith, Patricia Wall, Deborah Wiltshire

Members absent: Adam Petit, Jamie Smith

The meeting was called to order at 12:30 pm by Alice McCluney.

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<th>Topic</th>
<th>Discussion</th>
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<td>Attendees to the SACS Annual Meeting in Atlanta December 7-10, 2013</td>
<td>Johnny informed the group that someone other than him needed to go to the meeting since he attended last year.</td>
<td>After some discussion, it was decided that Deborah Wiltshire would attend with Ngina Smith.</td>
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| Summarize high points from research articles | Each member that was present presented a brief summary of their findings from the research articles. | Topics identified from the presentations include:  
- Advise the whole person  
- Build relationships  
- Enroll in groups of courses  
- Get students out of developmental courses quickly and get them to complete the first three courses in a program  
- Put students in courses that they like first  
- Scaling up/engagement/strong start  
- Intrusive advising  
- Academic planning/engagement planning  
- Scale up success coach  
- Advisors can help students to explore life goals and vocational goals; choose programs, courses; and schedule classes  
- Re-evaluate and/or remove flags  
- Life mapping—possibly connect with ACA  
- Design a completion template  
- Make use of prior learning assessments to grant credit  
- Need to address the “pout of school” aspects of student’s lives  
- Need to bridge education and social policy  
- Re-organize student services and financial aid into coordinated student success centers |
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| Identify potential barriers to completion | Each member that was present presented a brief summary of their findings from the research articles. | Topics identified from the presentations include:  
- Financial difficulties  
- Most difficult—finding money for school with less income from working so they have time to study  
- Life gets in the way  
- Often the first one in the family to go to college  
- Informational challenges  
- Language challenges  
- Time to study, take the course, and care for the family  
- No scholarships for part-time students  
- Lack college knowledge  
- Lack of family support |
| Identify potential target groups | Each member that was present presented a brief summary of their findings from the research articles. | Topics identified from the presentations include:  
- Persons with some college, but no degree---non-completion rates as high as 70%  
- Low-income individuals  
- Students on academic probation  

It was decided that the group needed to look at models that address barriers. |
| Discuss further research for academic planning models, i.e. AB Tech, Valencia | Each member that was present presented a brief summary of their findings from the research articles. | Topics identified from the presentations include:  
- USC—Alice will review further  
- Single stop—works to connect low-income individuals with existing resources and services; includes a screening and managements tool to assist students—Benefits Enrollment Network (BEN)  
- Become part of “Achieving the Dream”  
- Review the website—successnc.org  
- Review “Completion by Design”  

Each member was encouraged to research other models. |
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<td>Determine data needed from Anne</td>
<td>The members discussed types of data that could be useful to assist with our research.</td>
<td>Topics identified from the presentations include:</td>
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<td>• Use AACC for data—need 5 numbers that are critical to your institution</td>
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<td>• Review ICC completion rates—by program, target groups, and students on probation</td>
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<td>Alice will ask Anne Oxenreider what data can be obtained.</td>
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<td>QEP Team assignments for next meeting</td>
<td>Alice summarized the assignments for the next meeting.</td>
<td>Alice instructed the members to obtain more research and look for models. Review CPCC Life Map based on O’Banion. If you find a model that interests you, send it to Alice.</td>
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<td>Vanessa Capps</td>
<td>Vanessa was new to the meeting.</td>
<td>She attended the meeting since she will be part of the implementation team.</td>
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<td>Future meeting dates</td>
<td>The Team decided that we should meet at least every two weeks. We reviewed calendars and set potential meeting times.</td>
<td>Future meeting times for Fall Semester 2013 include:</td>
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<td>• October 10 at 12:30 pm (to identify a potential target group and model)</td>
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<td>• October 25 at 9:00 am (to begin writing the paper)</td>
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<td>• November 1 at 11:00 am (to continue writing the paper)</td>
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<td>• November 15 at 9:00 am (to proof the paper)</td>
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<td>• December 2 at 9:30 am (to prepare for the presentation)</td>
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<td>• December 5 at 2:00 pm (to give presentation to the SACS Steering Committee)</td>
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The meeting was adjourned at 1:30 pm.