

Louisiana State University at Alexandria
Faculty QEP Focus Group
June 17, 2013 1pm

Participants: Dr. Bernard Gallaher and Anne Chevalier

Procedures: Dr. Mary Treuting and Dr. Cathy Cormier contacted the group by email and invited them to attend the meeting. Links to the QEP survey data were included in the email, participants were instructed to review the QEP survey results prior to the scheduled focus group. Mary & Cathy developed focus group questions which were distributed to participants at the beginning of the meeting. The discussion was lead by the QEP Co-Chairs, Dr. Mary Treuting and Dr. Cathy Cormier. Notes were taken during the meeting to capture data provided by participants.

What was your initial reaction to the QEP survey data?

- Students feel that some professors really don't care. We have this spectrum with faculty that really care a lot on one end and some that don't on the other.
- Students need more classes at different times.
- Really need to continue SIs and tutoring. The nursing department needs student mentoring.
- Xavier has a great model for peer tutoring; we need to look at what works for other schools.
- SI and tutoring needs to be expanded. We need to maximize resources that we do have on campus. Make sure students are aware of resources. Reach out to HS using students as recruiters and peer tutors for HS students
- Preparation – we need to review work that is being done by Partnership of Assessment for Readiness for Colleges and Careers. One recommendation is for students to do more primary source reading this is a nationally supportive initiative.
- LSUA needs to have a link to HS to identify and deal with preparedness. We need to help HS prepare students better for college.

Possible Topics

- Students not being prepared
- Students do often identify that they have a problem but the fact that they identified SI and tutoring as important topics on the QEP survey suggests that they are recognizing a need.
- Students are overwhelmed with demands of college classes.
- Reinststitute the USTY study skills class. Start in first semester but keep it going throughout all disciplines as they move forward. Faculty have to motivate students to participate in peer tutoring. Either pay or give credit to student tutors.

Discussion:

- The writing center activities could be a part of every course. All faculty need to reach out to assist students with writing skills not just English Dept.
- We need to change the culture, foster intellectual curiosity.

- Our campus should be a “Community of Minds” how are we developing students to think?
- Faculty need feel that they are valued
- Faculty buy in will be important

Vision

- “Engage Students”
- “Want them to have a Voice”
- “Want them to Complain” this demonstrates thinking
- Reward accomplishment, if they complete the course in 6 weeks let them move on.
- Restructure classes: a modular approach to learning. Active learning verses the traditional classroom with lecture.
- Faculty should “facilitate learning”
- Faculty need to help students understand were the course fits and help them apply to life. Help students understand “What’s in it for me.”
- “Make the connection” “Connect” Listen to students, participate in ongoing conversations.
- Provide virtual online support.
- Anonymous site for student to express themselves and be heard.
- Identify at risk students and require them to attend SI

Possible measurements

- Pre test post test
- Major field test
- Capstone classes in majors
- Comparison groups: peer tutoring participants vs non participants

Respectfully submitted by Cathy Cormier 6/18/13