

Louisiana State University at Alexandria
Faculty QEP Focus Group
June 19, 2013 1pm

Participants: Susan Sullivan, Michelle Riggs, Sandra Purifoy, Christof Stumpf

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.

Discussion Questions

What were your initial reactions to the QEP survey data?

- People don't know what happens on campus. For example students' comments indicate that they think the library closes at 4:30p when in fact it is open till 6pm. There seems to be a disconnect regarding information.
- "I don't think students even know how to ask the questions"
- Strong thread of apathy. Students noticing apathy among faculty, staff and faculty commented as well.
- My personal "bent" need a freshmen learning experience. Something to help students get prepared to learn.

What are your experiences regarding hurdles for student success?

- Many do not know what it means to be a college student.
- Students do not understand expectations; how high school differs from college. It is a different set of skills. They need to learn how to follow directions. Often times they are required to multitask, they have information coming from multiple directions and they just don't know how to handle it.
- Students fail because they do not do exercise. Some it takes awhile to adjust and there is so much at risk the first semester.
- They almost need a 'catch up' time or "intervention time"
- Maybe we should have shorter semesters like quarter system where they have fewer classes and can concentrate.

What would a freshmen experience look like?

- Study skills
- Time management

- Library infrastructure – more than one hour
- Writing – students should learn how to structure answers. Often times in short answer or essay questions they make assumptions and omit things because they “assume” the faculty already knows...they also cannot spell and have poor writing skills in terms of sentence structure. Faculty “ I am not finishing your sentences”
- Convince them that studying is needed.
- Reading comprehension – students are memorizing but not looking at the who what why. They don't know simple things like how to use a glossary in the textbook. That they should be looking up words in the text that they do not understand. Many do not understand what they are reading, they do not understand terminology
- How to approach chapter reading assignments.
- How to balance study time with fun. It would be good to have a freshmen social.
- Learn to love your school
- Stress management.
- What is expected in an answer and how to formulate an answer.
- List out all the responsibilities they have to help them realize they cannot do it all.
- What it means to be an expert learner
- Focus group learning communities
- Tools to succeed
- Faculty need to teach students how to learn, how to be inquisitive
- Services/resources available on campus
- Remove embarrassment to ask questions
- Finding faculty offices

How would student learning outcomes be measured?

- Survey before and after how experience helped them
- Comparison groups
- Reading comprehension measure before and after
- Does every student have a study plan
- Use IDEA form
- Could include short answer/essay questions at every level and have a rubric to evaluate writing skills and ability to answer all aspects of the question

Discussion:

- We may have 2 separate projects here: Freshmen orientation and persuasive changes as they progress

Do you think faculty should be evaluated on participation in QEP?

- Yes they have to be. Why not?
- Department Chairs have to take a stern position
- We have a culture of not say anything.
- If we do get raises they should be merit raises

Discussion:

- Faculty are not rewarded for initiatives
- Lack of management to hold faculty accountable
- Coursework should be well planned and well executed, more intentional.
- Community service on faculty evaluation should have less emphasis
- Cut down on committee work so we can focus more on teaching
- We need T-shirts: Keep Calm LOVE QEP
- You notice the TV spots for LSUA do not mention quality education?
- Ineffective faculty need to be counseled.
- We need to look at a 10 point grading scale.
- Foster relationships that make students more comfortable, successful students ask questions.