***Minutes***

***QEP Development Team Meeting***

April 12, 2010

Presiding: Dr. Bolin

Present: Dr. Bender, Dr. Byrd, Dr. Durrington, Dr. Goff, Kris Evans, Dr. McCallon, and Dr. Perkins

Absent: Dr. Sutherlin, Dr. Teel, Dr. Mhlanga, Dr. Powell, Dr. Elk, Dr. Arrington, Dr. Shewmaker, Kaye Price Hawkins

Guest Speaker: Dr. Milholland

Dr. Milholland spoke on SLO’s. He indicated that he sent preparatory information early on regarding the QEP at course level. He indicated that On-Site reviewers are looking for practicality of language and what do we want students to think, quality or quantity assessment. CORE 110 close to being rolled out with BLOG and journal entries. There are lots of ways to measure but we should use the Rubric because most people buy into. As far as evaluation and input, the more common the better. The course itself from what Dr. Milholland knows has 5 different sets and he will write prompts about what is a critical thinking piece and how would you write an abstract, add-ons. The test in cornerstone indicates that Core 110 is 60% of the course and flexibility in other 40%; he indicated that we need to try to get 5% of that 40%. Oral presentation can be looked at and put through a final test, which may or may not be graded. We can tinker with this in the fall. It does not need to be a finished product, just do a small piece well.

***Explore, Create, Express*** - He pulled out Dr. Bolin’s handout from a previous meeting and began to discuss. He said for ***Measurement*** – Be literate, do the work; the receiver would be able to respond especially on what else he might do to make work easier.

How far along are the following courses through Counsel?

IC1 to 120 110, 120 & 220

CORE 110

CORE 210

CORE 310

Core 110 does not have much room. Get in on CORE 120’s Summer Institute; participate in this program this summer. They have a bit of a ways to go, need to put an introductory piece. Dr. Willis does 2 sections and Dr. Moore does 3 sections and the more help you can give them it will nudge them along.

He said to ***Measurement Standards*** you would need 2 discussion blogs and/or a 5-minute oral presentation. Plus the standardized test for math hope scores will go up. We may be able to stick an item in or take out of rubric. The heads of CORE meet every Tuesday at lunch and Dr. Bolin will be attending these meetings. Information literacy always comes up in Cornerstone and the activity of creating a paper that must make since to the disciplines. What are the expectations from SACS on scholarships, i.e., resources from other research opportunities? SACS is saying tell us what you are going to do? Looking at a plan and how it is growing, look at yearly over the next 5 years. SACS are looking for rubric and what is our base line? A little bit more than a fresh starts. Get a couple of outcomes embedded into CORE 110 and we are well in the marks. The budget is okay, not very expensive. Levels 5 and 6 students are working 1 on 1 with faculty and may need scholarship to supplement them during this time off from work. Every student must work 1 on 1 with faculty, be creative and not wear people out, example the English Department/Shinnery. Goals should be set for undergraduate research, built in and not an add on.

On the handout is a place for putting SLO’s. Dr. Schubert said it looks good and he is happy about where we are going. Defining Level 4 – last piece for all students, need more product from students per SACS leadership Team at Wednesday meeting last week, class based. Defining Level 5 – Natural instinct. Write a paper or an oral presentation and performance lines should stay between levels 4 and5. Strategy – Media, writing, speaking and team effort. In ***CAPSTONE*** students should bring what they have done before and indicate how they are creating this product. Level 5 and Level 6 are faculty guided research and other selected undergraduates. Level 4 is things that are challenging. SLO appendix 2, page 13, 5 that they said we are going to do. We need to have a deep understanding for hands-on and appendix 8 of the SLO’s. There is a lot there we can put in defining Level 4. In Levels 4, 5 and 6 we are unique. 1.3.0 Fuse/Fusion. Go to definition Level 4 – Student create a produce learning how to become an evaluator. However, this may be too specific. 2.1 Objective, expected outcome is “Effectiveness”. Why use this phrase “assessing scholarly products”, why not “assessing effectiveness”. 1.3.D Discussion on this from the group trying to clarify “To Create Value” has added results appropriate to the field”. Level 3 and Level 4 definitions are a challenge to us, we need to build on and not create. Is it possible that any of this already exist? The new ***CORE*** with ***CAPSTONE***, this fits right in with D, E, and F on Level 3. The word research on E and F in question means gather information, using information, and produce end result. Level 4 does not meet D, E or F, and needs to be changes to revision and/or revise. We need to bridge between steps 3 and 4. 1-4 all students must do, but we don’t say how well. AACU for rubric to pull in their language and improve assessment techniques, being done but leaving no paper trail. Dr. McCallon and Dr. Bolin worked on definitions for Levels 1, 2, and 3 and would like to know if you see something else that they need to add into this. 2.1 D, E, and F bring us up to the next levels 5 and 6 of which was thought pretty good. We need to refine area for definition 4, improve and link to Core for next week. Should we be investigating out there to see if there is something to fit more with our goals? Think about how you can enhance student learning. Push and encourage, assuming the group is pushing the people. Think about how can we improve what we are doing? Work on 4 for next time and prepare for your own Discipline. We will start next week on “The Plan”.

Meeting adjourned at 12:50pm

Minutes by Maevonne Corsey

1Handout