Minutes

QEP development Team Meeting

April 19, 2010

Presiding: Dribbling

Present: Autumn Sutherlin, Brenda Bender, Florah Mhlanga, Jaime Goff, Jeff Arrington, Jennifer Shewmaker, Kaye Price-Hawkins, Kris Evans, Mark McCallon, Kyle Dixon and Rob Byrd

Absent: Allen Teel, Colleen Durrington, Greg Powell, Jared Elk, and Scott Perkins

Dr. Bolin started the meeting by indicating that the goal of the day was to tie the list of the student learning outcomes into the pyramid. She said that she had met with several people over the past few days and received input. She said that a University Faculty Meeting had been scheduled in BSB, room 130 from 4:00pm to 5:00pm today. There would be a short presentation on QEP at this meeting. Dr. Bolin will present the 1st page and she indicated that all QEP speakers should express that “all students due 1 on 1 mentored research”. She also said that during each presentation you should introduce goals, talk about objectives and talk about outcomes. She said that Autumn will talk about definition #5, Jennifer would talk about definition #6, and Brenda would talk about definition #4. She also indicated that the other 3 definitions were up for grabs. Mark said he would discuss this with her later. She said to speak to what we view as expectation never intended for students to participate in 1 on 1 mentored research.

We started today out working on definition #6, our group felt that the definition was too plain and simple. Dr. Bolin took it to the SACS Leadership Team Meeting on Wednesday morning and the committee said they are happy about our progress and the direction what we are going in. Dr. Bolin indicated that she added to definition #4, 2.1. D – Demonstrate the ability to conduct academic research utilizing the resources of a research library, 2.1.E – Apply new and prior information to the planning and creation of a particular product or performance, 2.1.F - Demonstrated effective use of information literacy skills through written and oral communication and 2.1.G. – Demonstrate effective critical thinking as student evaluates, produces and develops a product or performance. She indicated that the top 4 levels are for lots of students.

Jeff asked how will this be resourced? It was suggested that we get Colleen’s input on this. This is our vision now and we think it is appropriate for ACU. We need to get the buy-in at this stage per Kaye. List ways they can give us input and meet our deadlines. Dr. Bolin will post on the BLOG. The people will have to come see one of us or email us. We should also have a list a list of frequent asked questions on there. People do not want to help improve things unless they are right there and most faculty meetings are not well attended. We need to talk more about how we are not going to create new things, just incorporating things. We must represent “NEW”. We need to rethink what we are doing. Set this document aside until we are ready to do assessment. We need to look at the plan now.

We do not have this room next week; perhaps we should meet at Betty Rose’s Restaurant. Members of the QEP committee suggested that Cypress Street Station would be much quieter than Betty Rose’s. So the final decision was to meet at 11:30 am at Cypress Street Station next Monday, April 26th.

I would also like to invite Dr. Mattis in next to talk about the Core or people who are actually doing Core projects. Dr. Bolin will see who she can get from the Core group to visit with us. The big Core document we voted on talks about Cornerstone fitting this. Core 110 is only 60% fixed per Autumn. Is there a place where we can use this information effectively? There are many ways and places where assessment can happen.

We are pulling 15 courses from 30 sections, all using the same rubric and we can pull from those. We should not have to build a rubric. The American Association of Colleges and Universities list rubrics both at student and program levels. We should be able to pull from those. We also need to document the assessment of students for QEP. “All students” should be flexible enough to drop rubrics into outcomes. It should be very broad and not too narrow and not all students must meet each one of these. We need outside assessment when we go through and look at these. We need a second prospective on this random sampling, this could be an uneven process. Cornerstone – Information literacy, no Librarian to help them to use scholarly sources. There is not a planned activity common to all. For on-line tutorials, students learn to do them, resource list to encounter to research. Tutorials need to be rework and will come weather 40% of what faculty will do with. Librarians go into and view papers, a very doable thing if students are actively doing the BLOG.

We need a place to archive this stuff and check students 4 years later. Dr. Milholland suggested that we do something like PASSPORT. Tutorials are very successful in Blackboard; we need to pretest and post-test because we will need 5 to 6 years of data. Do something similar to this for Cornerstone because we need more funding for developing tutorials. We need to invest in resources if we want longevity. We need to embed Librarians for Cornerstone and monitoring is very doable and we need to receive good feedback. In the 60–90 enrolled sections of the IC Courses we need to actually have a Librarian in the room. We should be grading papers together as departmental faculty members, i.e., the English Department; they are currently doing this now. Is there a better way to help the students?

Fall 2010 1060 students + 150 transfer students

Fall 2011 1130 students

Fall 2012 1200 students

We need to be a part of the plan that we need to discuss. We need to have more ideas and we need to know what we want to access in Cornerstone. Proposed Portal - All of Cornerstone, then only available for your section, take out of U100, allow cornerstone to be a rich course. Freshman students could benefit from by using at the end of 1st year project. A 5-minute introduction to Literacy or SANDEL/KBGH.Austin. We need to help package and produce the committee’s message. The course will own it and spotlight speakers. Embed some of these things and students have post-test and then participate in to give us this data. Brenda suggested that we do this. Dr. Bolin said lots of food for thought.

The next meeting will be held at Cypress Street Station at 11:30am on Monday, April 26th. We will dig into planning.

***Written Assessment assignment***: Dr. Bolin said to list out what we see as short term and long term, she will make a print out to bring to the table and we will compare.

The ***5-year plan***; year by year stage.

***Pilot - Cornerstone*** in the fall. The ***Core at your department level*** – dept’l stuff does get included. Do not include interworking of department, but keep on file in departmental office.

Meeting adjourned at 12:45pm

Minutes by Maevonne Corsey

1 Handout