***Minutes***

***Quality Enhancement Plan Meeting***

April 5, 2010, called to order at 11:35am

Presiding: Dr. Jeff Arrington

Present: Rob Byrd, Colleen Durrington, Kris Evans, Jaime Goff, Kay Price Hawkins, Mark McCallon, Florah Mhlanga, Jennifer Shewmaker, Autumn Sutherlin, and Alan Teel

Absent: Brenda Bender, Phyllis Bolin, Jared Elk, Scott Perkins, and Greg Powell

Dr. Bolin was away from campus, therefore, the meeting was co-Chaired by Dr. Jeff Arrington and Dr. Jennifer Shewmaker. Before the meeting started Dr. Arrington distributed 6 handouts, all of which would be discussed during the meeting.

***Document #1 – QEP Definitions***

After calling the meeting to order Dr. Arrington started out by discussing the 1st Document, QEP Definitions. He discussed the 6 levels listed on the left side of the first page.

***Explore – Information Literacy,*** ***Comprised of Levels 1, 2, and 3***, and are covered on pages 1 through 5. It is followed by works cited.

***Create – Comprised of Levels 4 and 5*** starts on page 7 and looks at the works of other universities. On the left side of Page 9 level 5 is defined as “Conduct faculty-guided original work relevant to the field of study”. It deals with how other Universities aid students in conducting faculty-guided original work relevant to the field of study. The final working draft should give up the foundation to move forward. Our summer and fall may have to be spent cleaning up, but for now it is a place to work, and is not the last phase.

***Express – Level 6*** deals with how other Universities aid students in publicly disseminating independent scholarly and creative work. This information is covered on pages 18 and 19.

***Document #2 - Student Learning Outcomes: S.M.A.R.T.***

Document #2 defines Student Learning Outcomes. Effective statements on intended learning outcomes, provides a broad framework. If we claim the program it must fit what ACU expects, broad and complex but durable.

***Specific*** – Be specific as possible

***Measurable*** – Can be assessed in more than one-way. Getting to data & having multiply views,

***Aggressive and Attainable*** – Moves the program or unit forward

***Result-oriented*** – Tells us what standards are expected from students or aspect of the functional area being assessed.

***Time-bound*** – Describes a specific time period for accomplishing the outcomes.

***Document #3 – Catalog Descriptions & Available Outcomes for CORE Courses***

One the front side of the document are descriptions that have been approved. On the backside are outcomes that have been approved at this point.

***Document #4 – Agenda and Additional Thoughts On Our Task of Writing SLO’s***

On the agenda page additional information has been shared with us by Dr. Arrington. He went through and gave specific examples on each. Think about this information as committees meet, remember one outcome from each level. Choose one SLO per year as that year’s focus for assessment, cover all areas every 5 years and focus on student learning. The challenge is in developing SLO’s. We should set outcomes that push us to new levels of student learning. Build on what we have and get better. SACS warns us to avoid trying to be so broad, there is a balance. What are we going to leave on the table?

***Document #5 - Developing Learning Goals***

This is reading material that can help us better prepare our drafts.

***Document #6 – QEP Goals and Learning Outcomes***

Dr. Bolin shared this document for each committee to review and to incorporate information when preparing drafts. She also reserved rooms in the Foster Science Building (Rooms 203, 204 and 205) for the various groups to use in order to work on their projects immediately after this meeting.

Level 1 – Jeff Arrington, Rob Byrd, Mark McCallon, Phyllis Bolin

Level 2 – Same

Level 3 – Same

Level 4 – Brenda Bender, Alan Teel

Level 5 – Jaime Goff, Autumn Sutherlin

Level 6 – Florah Mhlanga, Greg Powell

Dr. Bolin said that these were the original pairings. She thinks that Jennifer Shewmaker is helping Florah on Level 6. She also indicated that at this point anyone can work on any part.

The meeting was adjourned at 12:20pm for break out sections.

Minutes by Maevonne Corsey

6 Handouts