***Minutes***

***QEP Development Team Meeting***

May 24, 2010

Presiding: Dr. Phyllis Bolin

Present: Jeff Arrington, Brenda Bender, Colleen Durrington, Kris Evans, Kaye Price-Hawkins, Mark McCallon, Florah Mhlanga, Scott Perkins, Greg Powell, Tom Winter

Absent: Rob Byrd, Kyle Dickson, Jared Elk, Jaime Goff, Jennifer Shewmaker, Autumn Sutherlin, Allen Teel

Dr. Bolin started the meeting with a discussion about the revised ***QEP Goals and Learning Outcomes -- Curricular Goals*** and the ideas that Brenda and Mark incorporated into the document. We need to review the Assessment column and we need to decide upon a plan for implementation. We can use ***ACU’s QEP Explore Rubric*** (a handout) for each area we are looking at. Brenda and Mark completed Def 1, 2, 3, and 4. We need to compare the first three parts of the definition to the Explore Rubric. Also “reinforce” comes after practices and mastery is in reinforcements. Rubric comes in at the practice level per Dr. Winter and he also emphasized that it is not necessary to do a pre-test or a post-test. Dr. Bolin asked the committee what did they think or did they have any questions. Which immediately brought up a brief discussion about the second page of the QEP Goals and Learning Outcomes document under Create, COMS 211. It was also indicated that in Core 220 everything is assessed and could be split into separate Rubrics. The question was then asked do we need application in the Rubric on QEP – Create 2.1 Rubric. A brief conversation followed.

Dr. Bolin distributed a document: ***Timeline for QEP Development Team*** and indicated that by June 7th we should be able to finish with concluding pieces to the Curricular Goals worksheet with Assessments (including rubrics & Evidence for each course, the Mission Statement and the QEP Brand chosen. The question was asked where does application fit in? We need to review access because we need capabilities to view. We need a report from Autumn, Jaime and Jennifer on Def 5 and Def 6 in order to get some of that filled in. Also on Def 6 Express under Assessment: Measurement Log, we need input from Capstone. We may need to add another assessment to definition 6, doing both Creating and Expressing. Select Capstone experience: Product produced under Create and productive products under Express. It needs to be external to the classroom, not internal, that would limit us. Both levels must be internal to classroom and external to ACU. Do we need another definition? We must have a process of particular quality and be more competitive. How many do we need and how well done? At this point ***A Plan for Implementation and Assessment of Parts 5 and 6 of the QEP*** document was introduced and discussed. We discussed faculty-mentored scholarships. At least at the Graduate level we can look at the thesis and should this process include internal publications? It lacks no peer reviews and makes an impact, example: CAS/Theater uses peer reviews. Sometimes on Fridays they have presentations from students for locals and sometimes on Saturdays have other people flown in to review and discuss findings. Therefore, the classroom covers both professionalism and the presentation. The intermediate stage is really important to this capacity. Dr. Bolin distributed and briefly discussed the ***Standing Requirements for the Student Learning Outcome*** document. She then distributed and discussed the ***2009-2010 Outcomes Assessment Report - Assessment Plan***. She indicated that most of the work over the next week or so will be working on the Assessment Plan. We then reviewed Dr. Milholland’s sample of Outcome 1.1.A. This gives us an idea of what we need to do.

Once again look at the Timeline for QEP Development Team document. This is where we are headed. This room has been scheduled for every one of these dates and a task has been scheduled to be completed by each date. Kaye, Colleen and Jeff are working the Mission Statement and Dr. Bolin is working on the writing of narrative of QEP. We should just about be through with basics and we need to focus on using the same language, point value and exceeds & meets on the rubrics. The Curriculum Goals add practice as another measure. Instrument used is the same, one practice and one reinforcement and artifacts in comparison year to year. The goal is to get everyone to the QEP Goals and Learning Outcomes level.

Please remember what your assignment is for June 7th.

The groups broke out into break out sessions to work on their individual projects.

Meeting Adjourned

Minutes by Maevonne Corsey

7 Handouts: QEP Goals and Learning Outcomes—Curriculum Goals

Timeline for QEP Development Team—Draft

2009-2010 Outcomes Assessment Report – Assessment Plan

Standing Requirements – Student Learning Outcome

ACU QEP Explore and Create Rubrics

A Plan for Implementation and Assessment of Part 5 and 6 of the QEP

Draft for Discussion May 2010