***Minutes***

***QEP Development Team Meeting***

May 3, 2010

Presiding: Dr. Bolin

Present: Jeff Arrington, Brenda Bender, Colleen Durrington, Kris Evans, Jaime Goff, Jennifer Shewmaker, and Autumn Sutherlin

Absent: Rob Byrd, Kyle Dickson, Jared Elk, Kaye Price-Hawkins, Mark McCallon, Florah Mhlanga, Scott Perkins, Greg Powell, and Allen Teel

1. Today we discussed the ***“Plan for Implementation and Assessment of Parts 5 and 6*** ***of the QEP”*** document. It was expressed that we need to find faculty that are willing to participate, and we need the University to support us by reducing faculty course loads. We need Internships and two organizations to identify all areas, as well as, write outcomes to support each of them. Under Def #5 students should have faculty-guided work and Def #6 students should have public dissemination; they need to have their own research journal and should publish abstracts. It was suggested that graduate students could use their thesis or case base studies. Dr. Milholland indicated in an earlier conversation with Dr. Bolin that we do not need a base line, but we do need a number by the year 2012 with at least 30% of students participating. It’s just a number that we throw out there. We can throw out numbers and make it look good; otherwise, we are too ambitious. The CCA (Christian Center of Arts) proposed a new film week. We need feedback or we need to couch ORSP because we may not catch graduate students and not all projects go through for IRB approval. They need to have something going on, i.e., paper competition because it is reasonable and easy to assess. Dr. Bolin told us that she shared the green sheet (Curriculum Map for ACU’s QEP form) with the SACS Leadership Team last Wednesday and was told by the committee that it was too broad, as in Defining #4 with two I’s. We just can’t have two I’s. They indicated that Cornerstone is a beginning and there was little information literacy. Dr. Shankle pulled up her TaskStream documents and showed examples. Some will fit in Cornerstone if we can decide on more detailed objectives.

2. Our next discussion was about the ***“QEP Goals and Learning Outcomes”*** form. It was suggested that the information was getting huge and out of control. The committee members took control and started to work on minimizing the goals.

***Goal #1 – Explore,*** students will acquire information literacy competencies and skills at both the basic and more advanced research levels through exploration and inquiry.

***Goal #2 – Create,*** Students will create and produce new information as they write, present and perform.

***Goal #3 – Express***, Students will express their research through independent scholarly and creative work in a public setting.

It was suggested that we pick 2 to 3 for each objective in order to get the finer pieces. We need to decide on Def #5 and Def #6. There are too many expected outcomes on Def #3 and Def #4. Can we narrow down to 1 or 2? We need to remove “B” from Def #5 because it is implied. On Def #6 “C” we need to remove it or rewrite it. On Def #5, 2.2.C, do we need to draw conclusions or draw sound conclusions? It was finally decided on Def #5 to keep “A” and “C” in, but to delete “B”. We need to let each major choose their own rubric; they are generic enough for each major to choose. Some do not have to have IRB approval. Def #5, “B” is definitely out. We draw sound conclusions by going through proper steps. By assessing conclusions do they know or need to have some separation in this? Again, keep “A” and “C” and delete “B” on Def #5.

On Def #6, it has the same problem as Def #5. We need to look at keeping “A” and “C” in and deleting “B”.

Def #4 is in the classroom and affects all students. What do we delete? We can eliminate “B”, “C” and “D”; also “A” and “E” are the same thing, therefore, we can delete “A”. We need to place emphasize on prepare and present. Everybody gets a project, as in preparing a small paper and presenting it to develop and execute strategy.

Dr. Bolin said that she would redo the Curriculum Map, just Gen Ed, not Discipline and we will start with the CORE/Cornerstone 1, 2, and 3.

The meeting was adjourned at 12:55pm.

Minutes by Maevonne Corsey

1 Handout – QEP Goals and Learning Outcomes