December 13, 2010

***Minutes***

***QEP Development Team Meeting***

Presiding: Dr. Phyllis Bolin

Present: Jeff Arrington, Brenda Bender, Rob Byrd, Colleen Durrington, Mark McCallon, Florah Mhlanga, Scott Perkins and Greg Powell

Absent: Jared Elk, Kris Evans, Kyle Dickson, Jaime Goff, Greg Straughn, and Autumn Sutherlin

The meeting opened with prayer by Dr. Bolin

Lunch from 11:30am – 12:15pm

Dr. Bolin indicated that she needed to catch us up on where we are. Earlier this year she went to a meeting in North Carolina and it was quite good. However, the people did not know about QEP’s, just SACS. Also, from December 4-7, 2010 Dr. Bolin attended the SACS-COC 2010 Annual Meeting in Louisville, KY and attended several of the QEP breakout sessions. She discovered that our QEP is more ambitious than any of theirs. Many focused on First-Year Experiences or Capstone Experiences. She is afraid we will receive recommendations because of the magnitude of our QEP. Dr. Schubert and Dr. Varner both attended various sessions.

***Input from student and faculty.*** In the next few months Dr. Bolin and Dr. Arrington need to meet with various student groups to inform them of the QEP and promote discussions on how the QEP will work for them. Because Faculty Informational Sessions in the Adams Center were not well attended. Dr. Bolin will also schedule meetings with all departments to provide information for them and see how research and faculty mentoring is carried out in their department.

The group has done well with the planning of our QEP. Dr. Bolin should use help with the writing. She hopes that someone will volunteer. [This is a joke.] As the document is finalized, Dr. Bolin will be sending the chapters out one at a time for edits. She really needs us to read and comment on the clarity and wording of the document. Discussion followed about the best way to send out the files. Rob Byrd suggested we send it out as a pdf to keep the formatting in place. Dr. Bolin will begin sending out the QEP document, one chapter each week. She NEEDS us to send revisions and edits to her.

We need to know how detailed the On-Site Committee is going to want us to be. It was discussed at the SACS conference that the QEP will not be accepted and/or approved until next December 2011. We could find out if they would like us to narrow our focus at the on-site visit in April. Dr. Bolin thinks that we have a good plan. Discussion followed about ways to narrow our focus and streamline our plan. Currently, our QEP is focusing on seven classes in the CORE and in COMS. We are collecting assessments in all seven of those classes. This QEP process is over a 5-year period. That is a lot of assessments. Maybe we need to drop some of the seven things, just do three areas, and in several years switch the areas.

***Lead Evaluator*** – We are in the process of submitting names for a lead evaluation for the QEP. Two names are submitted to Dr. Williams and then she chooses the person that will becomes our lead evaluator.

The ***Report from SACS-COC Off-Site Compliance Certificate Committee*** is that the overall report is good, however, we need to follow-up on 27 of 90 items. About 17 need minor information or clarification; the remaining 10 are more substantial. None of these were QEP related. Dr. Bolin said that we could submit more documents for the QEP between February and the on-site visit in April.

***Discussion.*** What does the committee think? Do we need fewer assessments? Should we delete an area or what? It was suggested that Information Literacy could have been QEP and maybe we should not have gone so big. We should have just built on the CORE and pass the assessment off to someone else. Our discussions from last summer when Dr. Williams came allowed us to narrow our focus and eliminate graduate students. We have a great plan. It is an ambitious plan. If we do cut, what should we cut out? Cornerstone will have revisions before it is taught again so it is a natural place for us to work with the faculty and planners to make sure we see our foundation for information literacy there. Then, Core 220 is very well planned and has a direct link already to the QEP. Capstone experiences and capstone courses are currently being written so they are easily adaptable to fit the QEP.

A committee has been formed to work at bringing CORE Courses and Library staff together. We need to get everyone pumped about Information Literacy and how the library staff can work with the faculty to help in the teaching. Cornerstone is a real good bookend and Capstone is the other end. QEP does not have to fit all of your students. Working with Cornerstone, 220 and Capstone will streamline our plan. What about assessing? COMS 211- where does it fit in? It certainly fits well with the goals of the QEP, but do we need to collect assessments there?

***Capstone Guidelines.*** Greg Straughn is working on writing a listing of guidelines for capstone experiences as they go through academic councils. Laura Carroll, the director of Writing Across the Curriculum [WAC] and Dr. Bolin met with Greg and discussed the elements that need to be included in the capstone experiences and courses. The Liberal Arts Core Curriculum document approved by faculty has a paper as a part of the capstone experience. Straughn, Carrroll and Bolin are suggesting that there be a paper and a presentation as elements of all capstone experiences, though the paper will be required and the presentation will be optional. Dr. Bolin said that we may get the paper part through, however, the presentation part we may not get through the councils.

***Writing Intensive vs Capstone.*** Can we do either/or, Writing Intensive where everyone submit a paper that is graded? No, that is what a lot of faculty think at first, but the QEP is assessing a sample of students enrolled and they [WAC] are assessing all students enrolled in the course. WAC uses papers written in response to prompts, 3-5 pages. These papers allow no teacher input. Our paper [QEP] should include more research and exceeds the needs of WAC papers. We are suggesting a minimum of pages; 3 to 5 pages is a bit short. However, we did not specify a maximum; the QEP papers could be 5-8 pages with a minimum of 2000 words.

The development team decided if we focus on collecting assessments in CORE 110 and 220 and then again in the capstone experiences, we would be simplifying the collection and assessment a lot. It was decided that this idea would be good to discuss in the Compliance Workgroup meeting.

***Help.*** Dr. Bolin will send a draft and need your help with clarity of wording. Our goal is the Development Plan, which is about one third done. The QEP Director’s position has been submitted for ½ time budget funding for next year. It was asked about reassigned time Dr. Bolin has currently for working on the QEP plan. When told that she has a ¼ reassigned time, it was discussed and strongly recommended she ask for ½ reassigned time to allow for the completion of the QEP documents and to meet with student and faculty groups.

***Budget Approval*** - We do not have budget approval yet, however, we are meeting with Dr. Schubert and Dr. Varner on Wednesday, December 22nd to present our revised budget.

***Next Meeting*** - Dr. Bolin said that she does not know when we will meet again because she does not know your availability for Spring Semester 2011. She will be contacting members of the team for help, especially in finalizing details of our plan and in editing the document.

Meeting adjourned at 1:25pm.

No handouts

Minutes by Maevonne Corsey