

## Minutes

### QEP Implementation Team Meeting

S-250 B

February 2, 2012, 1:00-2:00 p.m.

Eileen DeLuca	<b><i>Present</i></b>	Myra Walters	<b><i>Present</i></b>
Kathy Clark	<b><i>Present</i></b>	Kevin Coughlin	<b><i>Absent</i></b>
Tom Rath	<b><i>Absent</i></b>	Pat Newell	<b><i>Absent</i></b>

1. Survey: The group discussed the QEP Training survey drafts that Eileen sent out. Kevin Coughlin has sent some suggestions for revising some items to get a better measure of “application” of knowledge gained. Kathy wanted to know if we should use a four-point Likert Scale, rather than five-point to avoid the central tendency effect. Eileen will make some revisions and resend to the group.

2. Training Goals: The group discussed the stated QEP training goals.

“By the end of the 2014-2015 academic year, 100% of faculty will have completed certification in Companion Courses, and/or certification as a Cornerstone Experience instructor, and all employees will have completed staff and administrator training.”

Faculty teaching Companion Courses, and all staff and administrators will be required to complete select modules. A matrix of training requirements follows as Figure 16.

Faculty Teaching Cornerstone Course, Academic Deans, Advisors and other Key Personnel	Faculty Teaching Companion Courses	Staff and Administrator Training
<p>Required Modules Through TLC:</p> <ul style="list-style-type: none"> <li>❖ QEP Course Overview and Objectives</li> <li>❖ QEP Course Assignments and Assessments</li> <li>❖ Universal Design Strategies</li> <li>❖ Understanding the First Year Student</li> <li>❖ Diversity on the College Campus and Beyond</li> <li>❖ The Way I Learn</li> <li>❖ Introduction to College Services, Programs, Support</li> <li>❖ Constructivist Pedagogy and the Student-Centered Classroom</li> <li>❖ Critical Thinking</li> <li>❖ Discipline Paradigms and Career Goals</li> </ul>	<p>Required Modules Through TLC:</p> <ul style="list-style-type: none"> <li>❖ QEP Course Overview and Objectives</li> <li>❖ QEP Course Assignments and Assessments</li> <li>❖ Universal Design Strategies</li> <li>❖ Understanding the First Year Student</li> <li>❖ Critical Thinking</li> </ul>	<p>Required Modules Through TLC:</p> <ul style="list-style-type: none"> <li>❖ QEP Course Overview and Objectives</li> <li>❖ Understanding the First Year Student</li> <li>❖ Diversity on the College Campus and Beyond</li> <li>❖ Introduction to College Services, Programs, Support</li> <li>❖ Critical Thinking</li> </ul>
<p>Ongoing:</p>	<p>Ongoing:</p>	<p>Optional Ongoing:</p>

Participation in a Community of Practice with Companion Course instructors	Participation in a Community of Practice with Cornerstone Course instructors	Community of Practice: Faculty/Advising (Expanding or improving advising by developing a stronger partnership with faculty)
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3. The group discussed whether or not the training goals needed to be modified as part of the “narrowing of focus.” Eileen sent an email to deans and the President’s cabinet encouraging administrator and staff attendance. She also talked to Judy and asked her to send the training messages to staff and administrators. She suggested that each department should set QEP training goals and include them in their unit plans.

4. Rubric Standardization: Myra led a discussion on standardization of the Critical Thinking rubric. She discussed the variance she has observed among the professors regarding how they are assessing the journal entries. The group brainstormed ways to collect artifacts and encourage faculty participation. Eileen described how they ran a standardization session in College Prep recently. Myra narrowed down two possible dates for the session: Feb. 11 and March 3. Eileen will send out a message to faculty regarding the collection of artifacts. Eileen will review the budget for a funding source or request a budget from the VPAA for a \$250.00 stipend per participant. Myra will encourage participation with the faculty at the Monday meeting.

5. New position: The group discussed the pending FYE Coordinator position. Before the previous associate dean’s departure, a final candidate had been chosen. Eileen talked to HR and it was agreed that she could call the final candidate in for a second interview. HR suggested a member of the original search committee be present. Myra agreed to participate in the interview. The interview is scheduled for February 8. The group discussed the job description which includes overseeing the peer architect program, leading cross-departmental FYE efforts, leading FYE marketing and staff training.

6. Marketing: The group discussed “resuscitating” the marketing sub-committee. Eileen will talk to Amy Teprovich. This might need to be a co-chaired committee with Amy and the person who is hired as the FYE coordinator.

7. Myra discussed some of the extracurricular activities she had planned including the film screening and the ECHO Farm trip. Student Life has helped out with the budget. Myra discussed the need to consider adding a course fee to ensure a dedicated budget for FYE student activities. She emphasized the importance of these events in regards to the success of the program.

8. Myra discussed the problem with students not be able to purchase the textbook due to financial aid issues, or lack of funding. She wants to review the textbook and brainstorm ways to lower the cost. She wants to make more books available to have on reserve in the library. The group may also want to talk to the Foundation about book scholarships. Eileen suggested that while professors lending books to students is an option, it can be a double-edged sword. Students need to recognize that when they commit to college courses they must also commit to purchasing texts. Students who truly can’t afford texts need to learn that there are other options available (e.g. checking out the book on reserve). This

navigation tool will help them in other college courses, where the professors may not be so patient with their financial struggles.

Minutes submitted by Eileen DeLuca