QEP Meeting Minutes 5-23-2017

Present: Dr. Suely Black, Mrs. Monique Harris, Dr. Leroy Hamilton, Dr. Charles Ford (QEP Director), Page Laws, Dr. A. Clifton Myles, Dr. Andrew T. Carrington, Dr. Andrew Arroyo, Dr. Khadijah Miller, Dr. Lydia Figueroa, Ms. Lynne Harrison

- Dr. Hamilton, acting as convener, welcomed attendees to the meeting and spoke briefly about the task ahead of us.
- Copies of the following documents were distributed for review
  - The minutes of earlier meetings
  - The executive summary of the QEP2 draft
  - Dr. Arroyo has presented a proposal based on information from the first QEP that shifted the emphasis from Service Learning to Learning Communities. This proposal is being presented this week to the General Education Council and to the University Curriculum Committee for approval.
- History of current work on the QEP2
  - There was a university wide opportunity for submission of suggestions based on the assessment data from the QEP1. There were gaps in the assessment data.
  - Discussion
    - One instrument used was the Prof Pro (Proficiency Profile)
    - There were deficiencies in the acquisition of skills needed
    - Some of the major deficiencies include reading and writing skills (as evidenced by performance on the EWC), not just critical thinking skills. A suggestion to remedy this was to use the QEP to develop and staff a Communications Center that would focus on professional tutoring and support rather than peer tutoring.
    - Data from the first QEP needs to be mapped, but results were uneven.
    - Dr. Black mentioned that much of what was done was activity oriented, not student outcomes oriented. The QEP needs to focus on changing students’ academic behaviors.
    - QEP2 needs to complement the QEP1. We need a new acronym to identify it (≈ R. E. A. S. O. N.)
    - Dr. Miller brought up 2 points
      - A number of “home grown” assessment instruments that are culturally sensitive we created (2008) to assess Critical Thinking
      - The issue with the QEP was, and could be again, that there was no faculty buy-in for. There needs to be a push for faculty buy-in and participation. There needs to be a shift in the faculty mentality. We must also remember that we are trying to deal with the results of public school education failures.
    - There is a movement in SACS from environment to student learning outcomes. There needs to be faculty development in mapping SLO’s (Student Learning Outcomes). A suggestion to develop a survey for the faculty.
Harrison indicated that there is a real need for the development of research skills for the students and the faculty. Faculty at the junior and senior levels assume that somewhere earlier in their academic careers, students have been taught how to use the library and how to conduct library research. This is not something students can learn in a “one shot” library instruction session in their Freshman English class. These are skills that need to be built slowly beginning with simple assignments to locate materials and continuing with increasingly demanding assignments in all classes at every academic level. In addition, faculty needs to learn what resources are available as well as how to use these new, predominantly digital, resources.

Adjustments to the original QEP were made based on two factors: Cuts in the proposed budget to support the QEP and new goals were developed based on the assessment data.

The new QEP writing committee needs

- A copy of the report (?) (Is this data about the first QEP?)
- Outline of the goals and objectives for the new QEP

One connection can be the need to improve writing and critical thinking skills based on the results of the first QEP.

Retention has improved. Learning Communities were identified as a HIP (High Impact Practice).

Learning communities are part of the pre-proposal (Dr. Arroyo) – intentional selective engagement.

- Dr. Myles noted that we need specific “activity measurements”. These can be different in QEP2 than in QEP1, but they need to be more intentional.
- Proposal
  - Every entering student would be a member of a learning community.
  - Improve the evaluation and assessment of co-curricular activities
  - Note – learning communities were moved from Student Affairs to Academic Affairs; funding from Student Affairs will no longer be available
  - The Writing/communication Center – a focus here was suggested
  - Strategies vary – do we use skills to engage students for success?
  - Professional learning to acquire skill sets to present to students (Faculty Communities of Inquiry were one highly useful and successful part of QEP1)

- We have too many ideas and need to focus on our goals
  - Student Learning Communities (SLC)
    - What are the goals of the SLC proposal?
      - Self-identity
- Academic identity
- Professional/career identity.
  - Used in conjunction with the 2 + 2 advising model.
  - Seminars which are proposed to replace IUL will include the use of some Cengage software – MindTap – including the development of an electronic portfolio
  - Learning Communities and writing (including writing/communication center, English classes, writing across the curriculum)
  - Creation of committees to investigate/refine
    - SLC’s – Drs. Laws, Miller, Ford, Black & Hamilton
    - Fine tuning REASON and reading (core text?)
    - Faculty engagement – Drs. Black, Figueroa, Arroyo

Harrison is researching a list of topics suggested by Dr. Ford in conjunction with the QEP2 effort. You will be e-mailed the following:
- A link to a folder in EBSCO which will house a collection of articles on each designated topic. You must create a personal EBSCO account in order to access these. Directions will be forwarded to you after this meeting.
- A separate e-mail with a screen capture of the search strategy (history) and a url link that can take you to the search results so you can select articles for yourself. If you have questions, contact Lynne Harrison – 823-2422; clharrison@nsu.edu

Next meeting: July 10 at 11 am

Other deadlines: 6/30 (for SLC’s); 8/28; 9/25; 10/30

Commented [SB1]: Laws, Miller, Ford and Hamilton make up the Student Outcomes sub-committee. Arroyo, Black, Figueroa make up the Learning Communities-QEP connection sub-committee (Dr. Sasha Johnson-Coleman has been added since)