

QEP Minutes
October 9, 2006

Present:

Michelle Adkerson
Jim Formosa
Faye Jones
Linda Lyle
Carol Martin Osorio
Janusz Polanowski
Dale Rogers
Ellen Weed

1. Dale Rogers reported on the webpage. He noted that our page will mirror the format of the new NSCC website. He is working on a mock site for the committee to evaluate.
2. The Student Support Committee is researching the ways other schools have provided student support for their QEPs.
3. Jim Johnson, Dean of Technologies, talked about his recent experience of being an evaluator on a SACS visit. He distributed some relevant pages from the *SACS Handbook for Review Committees*. He made the following observations:
 - a. The whole campus does not have to be included in the QEP, but whatever portion is included must be thoroughly represented.
 - b. Relevant stakeholders should be included.
 - c. The biggest weakness of the QEP is often the lack of definition of goals and the assessments tied to them.
 - d. Milestones are more important than individual activities.
 - e. There should be a clear connection between the stated problem and the activities and assessments used to solve that problem.
4. A suggestion was made that we develop a QEP mission statement.
5. Michelle Adkerson reported on the meeting at Tennessee Tech with Barry Stein. She and Donna Whitehouse found it to be quite helpful. She made the following points:
 - a. The SACS team is looking at budget/release time issues as evidence that the college is behind the initiative.
 - b. In general, Tennessee Tech used many of the same campus-wide assessments that we have in place already: IDEA, CCTST, CCSSE, alumni and employer surveys.
 - c. It was suggested that we use the CAT as an assessment tool for at least one group of students.
 - d. Another idea is to track the frequency that faculty choose certain critical thinking objectives on IDEA over the next five years.

6. Carol Martin Osorio reported on the meeting she and Michelle had. They are looking at various ways for Student Services to support the QEP, such as the student newspaper, student handbook, and advising.
7. Jim Formosa suggested making the current practice questions for the CCTST more formative by adding explanations of why the wrong answers are wrong. Janusz Polanowski will investigate this.
8. Jim Formosa distributed a handout on formative assessment. Formative assessment is an extremely effective way in helping low achievers. Jim noted that he had used this in his classes with impressive results.
9. It was suggested that after the project begins its implementation phase, the QEP committee remain its present structure.

The next meeting will be November 13, 2006