

QEP Informal Notes

May 11, 2011

9:00 a.m. – 10:00 a.m. TLC

The committee discussed Stuart Hunter's visit and the workshop on Friday, May 20.

The following Cornerstone Experience outcomes were discussed and it was decided to wait to finalize the outcomes until after the Stuart Hunter workshop:

Applied Learning: The ability to take skills learned in the Cornerstone Experience course and use them in other college classes. Building on these skills throughout their college career, students will be able to successfully apply them as they engage with the community following graduation.

1. Upon completion of this course, students will be aware of the larger community (both within the College and without) and be able to explore opportunities for engagement with both.
2. Students will have an understanding of the General Education course requirements
3. Students will demonstrate the ability to apply one or more skills learned in the FYE course to another class in which they are currently enrolled.

Relevancy: The foundational concepts of the Cornerstone Experience which promote student engagement in learning activities that connect course content to the students' own academic and career objectives. Through meaningful experiences, students will construct an educational blueprint and implement a plan that will guide them towards a successful completion of their educational goals.

1. Construct a plan for successful path into and through completion of a degree or certificate.
2. Evaluate student-to-student and student-to-faculty interactions, and reflect on their relationship to academic and social growth.

Student Success Strategies: The tools that help students achieve their personal and educational goals, acquire skills and knowledge, become more mature in their thinking, assume greater responsibility for their own lives and learning, develop understanding of diversity and multiculturalism, and prepare them for the professional world.

1. Demonstrate competency in written and verbal communication, focused listening, reading, critical thinking and reasoning.
2. Develop a sense of independence and self efficacy by the effective use of college resources and building positive relationships with peers, staff and faculty.

Critical Thinking: Developing the skills of analysis, evaluation, and justification to improve thinking and guide behavior.

1. Identify and define critical thinking.
2. Effectively analyze through close reading.

Sub-outcomes (for use in grading rubric?)

- a. Students reflect as they read.
- b. Students monitor how they are reading as they are reading - distinguishing between what they understand in the text and what they do not understand.
- c. Students accurately summarize and elaborate texts (in their own words).
- d. Students give examples, from their experience, of ideas in texts.
- e. Students connect the core ideas in a text to other core ideas they understand.

f. Students take the core ideas they obtain through reading and apply them to their lives.

g. Students accurately paraphrase what they read (sentence by sentence). (Level 1)

h. Students accurately and logically explicate the thesis of a paragraph. (Level 2)

i. Students analyze the logic of what they read. (Level 3)

3. Use intellectual skills to analyze, problem-solve, and generate novel Ideas.

4. Explore how background experiences impact your own values and assumptions and explain how they influence personal relationships (Shift purpose of being at college from money to personal growth).

5. Efficiently find and evaluate information and to use it to answer a question or resolve an issue.

1. Other – The next meeting is scheduled for May 25.