

QEP Steering Committee Informal Notes
January 21, 2011

In attendance: Tom Rath, Eileen DeLuca, Kevin Shriner, Kathy Clark, Tom Rath, Maureen McClintock, Myra Walters, Theo Koupelis, Pat Newell, Ed Smith, George Manacheril, Sandra Seifert, Mike Chiacchiero, Pam Mangene

- Please arrive a few minutes early next week, so that we can be prepared to start on time with the visit from our SACS liaison, Dr. Goldstein.
- Kevin Shriner has volunteered to look at the course description along with Eileen DeLuca and Sandra Seifert to consider the three sample course descriptions and come up with a proposed course description for the Cornerstone Experience which can be sent to the state for a confirmation of course number. We can then take it to Curriculum Committee for approval.
- Representatives of our group will visit the Student Services groups on all the campuses to offer a mini-assembly for those who were unable to attend at the beginning of the semester. We'll give an update on SACS and the QEP.
- We're also creating a list of questions which will be used in student focus groups. We'll ask them to react to the course outcomes, among other things, to assure that we have student input on the proposed course at this point in its development.
- Maureen McClintock offered a preparation for our visit with Dr. Goldstein next week. We'll have about 45 minutes to speak with him. We need to have some representative questions, so please e-mail them to Pam Mangene, and she'll send them out to the group along with the agenda for next week.
- Maureen took us briefly through the document to see where the holes are.
 - Page 1 – Revise the 100% of faculty to 100% of QEP faculty (those teaching this course) and a certain percentage of all fulltime faculty. By the end of the five years, this kind of training should permeate all teaching in the institution. We need to clarify the basic goals of this course, and that they should be written here. **The primary goal of the QEP is to support and engender academic success, student retention, and lifelong learning.**
 - She led us through the document, making a first pass at what must be revised.
 - The Professional Development section all came out of Title III, so it needs a lot of work. Eileen DeLuca will send the report from her Training and Development Committee. Scott VanSelow says that he will help with creating a course on-line for faculty training.
 - Budget. The first year with pilot will cost at least \$200,000 plus.

- Bottom of page 14 – Broad-based involvement of institutional constituencies. It is time to get student input at this critical juncture in the development of the content of the course.
- Page 17 – This all comes from Title III, and will need to be revised. Math should be removed from this table. The data that we have at Edison suggests that there isn't room for 20% increase in success rates in English and Reading. All percentages and language need to be revisited and revised using actual past data.
- Page 23 – This is a suggested staffing plan. Look at how it corresponds to the budget notes on page 24.
- Recap
 - Kevin will chair a committee on the course description.
 - Pat Newell will create a list of questions for the student focus groups.
 - We'll all arrive a few minutes early next week so that we're prepared for Dr. Goldstein. The most important thing is that we're authentic in what we say. We do need to be clear about why we're doing the Cornerstone Course.