

Informal Meeting Notes – October 15, 2010
QEP Steering Committee

Dr. Atkins started the meeting discussing positive changes.

- Maureen McClintock is going to be returning to Edison to assist with the QEP and other projects
- We'll need visibility all over the campus, web-site, newsletter, etc. She will help with that.
- Edith Pendleton will stay on as an editor of the SACS document, but the person closest to the department will be asked to write that section of the SACS document.

Kathy Clark

- We've finished the program outcomes, and today we'll work on Learning Outcomes for the Course. We'll come up with a list today and e-mail them to the committee early in the week. We'll finalize the outcomes next week.
- Next week we'll also e-mail the definition of student learning from SACS as well as some used by QEPs from other colleges.
- Dr. Atkins points out that we want the QEP to contain:
 - Linked courses – meaningfully to other courses (perhaps high impact courses)
 - Students can practice what they learn in FYE course in an academic course
 - Professors meet
 - Materials created
 - Interest-based tracks
 - Could be science track, humanities track, health, arts etc
 - This would create a natural form of advising with faculty members.
 - Florida will require that all students declare a major; we could use that.
 - Research shows that these students do better because they see that their coursework is relevant. Improves retention
 - Could lead to a capstone program down the road.
 - Critical Thinking infused throughout
 - Supplemental Instruction
 - Early Alert (this is a program level outcome)

- We need institutional learning throughout the campus on all these components
- Kevin Shriner and Tom Rath will work on the recommendations for number of hours

New Student Member – Kristen Ralston

- She took the SLS course in her first year
- She's in the Hope Scholarship program which has helped her greatly
- She doesn't think Hope and SLS overlapped too much. Rather they reinforced each other and became personal rather than general.

By the end of November, we will need a title.

Suggested Course Level Learning Outcomes:

- Create a portfolio which contains an educational plan and a profile of a career of interest
- Define the general education competencies and describe the benefits of a general education
- Participate in a student group, activity, or club and critically analyze the experience and its impact on the student and the school
- Participate in a community based learning activity and critically analyze the experience and its impact on the student and community
- Identify and use college resources
- Obtain the skills that contribute to the building of positive relationships with peers, staff, and faculty
- Understand how background experiences impact their own values and assumptions and explain how they influence their personal relationships
- Efficiently find and evaluate information and to use it to answer a question or resolve an issue
- Assess the sources of information for their inherent value or quality and use it appropriately
- Identify relevant academic procedures and policies related to advising, course planning and career exploration
- Develop educational and career goals
- Develop a sense of independence and self-efficacy
- Develop skills in time management

- Take responsibility for academic, personal, financial, and professional success
- Use campus resources toward academic success
- Understand the value of student to student, student to faculty interactions and use them for academic and social growth
- Demonstrate the value of building basic knowledge in order to build complex knowledge and application skills
- Recognize the importance of questioning common beliefs and practices in order to build testable theories based on scientific/acceptable principles
- Demonstrate effectively the ability to construct knowledge from simple activities, experiments and known premises and use them to solve problems
- Drawing on interviews with students and faculty in the intended major, construct a plan for a successful plan into and through completion of a degree or certificate
- With a group, create a project, (e.g. handbook, digital story, website, I movie)that synthesizes what a student needs to know to succeed at Edison State College
- Use critical thinking to analyze, problem-solve, and generate novel ideas
- Review exemplars of assignments and assessments from various disciplines and generate hypotheses about how to successfully complete assignments and assessments from various disciplines
- Recognize the importance and value of academic integrity and describe the key themes of the Edison code of conduct
- Demonstrate competence in the following areas sufficient to master college-level work:

punctual and consistent class attendance, written and verbal communication, focused listening, note taking and study skills, reading, critical thinking and reasoning