

QEP Steering Committee – Informal Meeting Notes
October 29, 2010

In attendance: Maureen McClintock, Amy Trogan, Pat Newell, Myra Walters, Theo Koupelis, Kathy Clark, Tom Rath, Kevin Koupelis, Pam Mangene, Scott VanSelow, Fred Morgan, Don Brantley, Steve Atkins, Kevin Shriner, Bill Wilcox, Christy Gilfert, George Manacheril, Ed Smith

- Tom Rath began by presenting the QEP Overview Document which briefly discusses how we decided on a First Year Experience Course as our QEP and how it will be organized (See Edison State College QEP Overview) We now need to build the course.
- Kathy Clark asked the group to decide what we want to call this: a course, a seminar, or a seminar course? Kevin Coughlin argued for course because seminar suggests it will be taught by a facilitator rather than a professor. Myra Walters replied that the definition of teacher has changed to encompass facilitator, so it could be called a seminar. Theo Koupelis suggests that we call it Cornerstone Experience. Maureen McClintock suggests that all who teach a course to ask their students what name they would prefer: course, seminar or cornerstone experience.
- Tom Rath presented the concept graphic created by Kevin Shriner. This gives a good visual presentation (see Foundation of Self Reliant Learning graphic). It explains how this all fits together. Kevin will update this, and we'll send it out again.
- The committee worked on dividing the proposed learning outcomes into one of the four areas of the Cornerstone with the results as follows:
 - **Relevancy**
 - 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 the community
 - Identify relevant academic procedures and policies related to advising, course planning, and career exploration
 - Develop educational and career goals
 - Understand the value of student to student, student to faculty interactions and use them for academic and social growth

- 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, that synthesizes what a student needs to know to succeed at Edison State College

- **Critical Thinking**

- 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 the community
- 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
- Demonstrate effectively the ability to construct knowledge from simple activities, experiments and known premises and use them to solve problems.
- 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
- 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

- **Applied Learning (Formerly Linked Courses)**

- **No learning outcomes created**
- **This is where skills learned in the course are applied and practiced**

- **Success Strategies (formerly Supplemental Learning)**
 - Identify and use College resources
 - Obtain the skills that contribute to the building of a positive relationship with peers, staff, and faculty
 - Develop a sense of independence and self-efficacy
 - Develop skills in time management
 - Take responsibility for academic, personal, financial success,
 - Use campus resources toward academic success
 - 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
- Next week the committee members will join one of these four sub-committees to begin developing the content for the course
- All committee members who teach will survey their classes to see if students prefer the title: Cornerstone Course, Cornerstone Seminar, or Cornerstone Experience. All will report next week.
- During the next meeting, the committee will work on our definition of Student Learning, as required by SACS. We agree to include references to “self-reliance” into the definition.