

QUALITY ENHANCEMENT PLAN (QEP)
COMMITTEE MEETING
OCTOBER 23, 2009

COMMITTEE MEMBERS PRESENT:

M. Wagner, Co-chair
C. Fonville
M. Heikkinen
D. Hicks
K. Hogans
M. Nathanson
T. Pierce

MEMBERS ABSENT:

J. Cason, Co-chair
M. Kane
C. Matthews
D. Reites
K. Urguhart

RESOURCE MEMBERS PRESENT:

S. Brown
G. Sligh

RECORDING SECRETRY

G. Filippello

M. Wagner, Co-chair, called the meeting to order at 12:30 pm and said James Cason and Marion Kane were not able to attend the meeting. She continued that this meeting will give us the opportunity to develop some of Dr. Graber's initial feedback and that a meeting with Dr. Graber is scheduled for November 6th from 1:00 until 3:00 pm in SSB, room 205 and suggested a light lunch be served. G. Sligh will investigate this option and get back to M. Wagner. G. Sligh advised that Dr. Graber will be taking a hard look at what we have and said this is what we want. A guideline prepared by Dr. Graber will be posted and he suggested that we keep our focus on student development and success.

M. Wagner explained to the committee that K. Hogans started a narrative of QEP actions to be implemented, it was forwarded to her and she added a few things and sent it on to T. Pierce and D. Reites who worked on putting in narratives and when it was returned to her she tweaked it and after, sent it out to the committee.. There was a discussion regarding Reading, English, and Math and how these courses could be integrated since each course has its own distinct method of studying. It was further discussed that we brainstorm the list in all of our resources and come up with the things we think students should know. There are certain techniques in Reading that can be used in other areas as with English and Math and there is a general pool of common things to be utilized in all areas. It was mentioned that the SLS class has a list of what is done and the learning styles involved that would be beneficial in the developmental classes. There is the possibility of overlapping of the SLS classes and many agreed that it was beneficial for a student to hear this information once again.

There was discussion about students learning the skill of preparing and taking tests since testing for each developmental course is somewhat different. It was agreed that it would be helpful if the SLS instructor could mentor the student in the preparation for testing in the one hour SLS class, especially at the beginning of the class where more study skills are needed which would be more beneficial to the student than at the end of class. The suggestion was made that the SLS instructor, advisor or faculty, be paid for this, the same as faculty.

M. Wagner stated that the focus is academic skills; what do we do to help the students to learn how to survive in college, take the college class, how to connect with someone in class regarding test taking and understanding the material involved and how to take notes, and use strategies. It was noted that instructors each have their own teaching style and there will be some overlap but it is a good thing that a student may hear the same thing twice as they sometimes don't listen the first time. One of the things that makes students successful is motivation where they can see the light at the end of the tunnel and there was a lengthy discussion as to the methods to keep students motivated such as a "Survival" type of situation and also progress mentoring with students and letting them know one on one where they are in their studies.

The committee was in agreement that Advising is important and sets up the guideline for students to follow. Ms. Fonville stated the students get information at orientation but the question was asked if they retain what is told to them. A student can go to the faculty advisor on some issues but Advising sets up the student's plan which is helpful to the instructor when they are interacting with the student in order to follow the same general guidelines but getting different opinions. There was further discussion about the SLS classes and no one specifically in charge of that program, nobody to coordinate and maybe a Program Coordinator could be assigned.

M. Wagner suggested the expansion of faculty mentoring in one area and questioned S. Brown as to which developmental course has the most enrollment MAT 0012, REA 0002 or ENC 0010. S. Brown responded she did not have the exact figures but gave the fall enrollment figures of 8 sections each for MAC 0012 and ENC 0010 and 14 sections for REA 0001. She will research the exact enrollment numbers for each course and report back to the committee. S. Brown said MAT 0024 has more students than the others and suggested this course be considered and although M. Wagner agreed she explained that T. Kieft was concerned about giving up the hour and maybe we could have further discussion about it with him. K. Hogans agreed MAT 0024 has the largest number of students and will speak with T. Kieft. She continued that this course is critical the first two weeks of the semester and the SLS instructor paring with Math students should be friendly and have an understanding and passion for Math. M. Wagner suggested the committee do polling and we will discuss more at the next meeting.

The meeting adjourned at 1:30 pm.

Respectfully submitted,

Gloria Filippello