**QEP COMMITTEE MINUTES**

**September 11, 2015**

**12:00 pm**

**Johnson Board Room**

**Unapproved**

**Members:** Jim Colbert (Chair), Vivian Gaylord (Enrollment Management), ~~Tyler Griffin~~ (Junior Student), ~~Heather Jones~~ (The Partnership Alliance), ~~Angelle Laborde~~ (Community Representative), ~~Jason Lee~~ (Sciences and Mathematics), Kelly McWhorter (Community Representative), ~~John Moore~~ (Arts and Humanities), Leland Nielsen (Education),  ~~Catherine Sayre~~ (Sophomore Student), ~~Kim Shannon~~ (Student Affairs), Tracy Clifton (Student Affairs), Joe Franks (Student Affairs), ~~Kaitlin Sherfield~~ (Student~~)~~, Mike Shurden (Business and Public Affairs), Beth Taylor (Community Representative), ~~Cornisha Waller~~ (Student), Lisa Wiecki (Library).

1. Meeting was called to order at 12:00 by Dr. Jim Colbert.
2. Four (4) proposals were developed into White Papers and need to be evaluated. Dr. Colbert asked if any of the white papers needed any clarification. The 4 proposals that were submitted were:
   * + 1. Center for Excellence in Teaching & Learning

2. Lander Enhanced Advising Program

3. B.L.I.N.K

4. The Center for Integrative Studies

1. Dr. Colbert distributed a draft of the rubric that will be used to evaluate the white papers. Discussion was held on what ranking system would be used with the rubric. Several ranking systems were discussed. A decision to use a 10 point scale was made. Each committee member will have the opportunity to score each of the white papers and then an overall ranking will be presented.
2. QEP Webpage. Dr. Colbert stated that he has been working with ITS to develop a webpage for the QEP to post white papers, assessment data, focus group reports and other important QEP items.
3. Next meetings TBA – Dr. Colbert will email out several possible dates.
4. The meeting adjourned at 1:00 pm.

Respectfully Submitted,

Melissa Thompson

Attachments:

* White Paper Format
* Three QEP Pre-Proposals

**White Paper Format**

**Title** to identify your White Paper

Author(s) and Title(s)

I. Describe the general plan you would put in place to address one or more specific learning outcomes at Lander University.

II. Are you aware of Lander assessment data that provides support for your idea? Please cite and analyze any data that is available to you. Jim Colbert can assist you with locating data in various offices as needed.

III. Do you envision development of new assessment strategies as part of your plan? If so, please describe.

IV. Are you aware of related literature sources that might be used in writing a full QEP Proposal? Please identify as many resources as necessary to provide adequate support for your plan and include a bibliography.

V. What departments or administrative units at Lander would play key roles in the implementation of this plan?

VI. What resources would the plan require? You do not need a detailed budget, but should identify general human resources, facilities, and support needed for implementation of the plan.

Jim Colbert will be available throughout the summer to assist authors with questions or to gather data. Please send white papers to Jim Colbert, [jcolbert@lander.edu](mailto:jcolbert@lander.edu), by August 17, 2015.

**QEP Pre-Proposal**

**Supplemental Instruction Groups**

**Dr. Amy England, Associate Professor of English**

1. Learning Outcomes

* **Problem Solving/Inquiry** - Students will apply knowledge of their discipline to address problems in an authentic context.
* **Communication** - Students will effectively communicate with peers and teachers.
* **Collaboration** - Students will collaborate in a manner consistent with expectations of their discipline and the assigned study setting.
* **Maturation** – Students will demonstrate an understanding of the importance of taking responsibility for their own learning and success in class.
* **Time management** – Students will attend supplemental instruction meetings punctually and consistently.
* **Retention of skills** – Students will be able to explain how supplemental instruction improved their performance in class.
* **Application of skills**– Students will be able to apply knowledge and learning strategies from supplemental instruction sessions in the appropriate classes.

1. Plan summary

Supplemental instruction (SI) is a flexible, collaborative enhancement to standard classroom instruction. In SI, small groups of students who are either identified by the instructor as being in need of additional help or self-select for the program meet regularly (once or twice a week, for example) to review material and receive additional help with course material. The exact content of the meetings would depend on the discipline; for example, a chemistry SI group may practice formulas, while a writing SI group may review required reading or practice specific skills such as writing introductions. Students would sign a contract, specifying which SI sessions they would attend and for how long (i.e., a month, six weeks, a semester, etc.).

Traditionally, SI groups are led by expert peers or graduate students, but for the first year of this program, I believe it would be more beneficial for faculty to lead the sessions while training future peer leaders. This will ensure that peer leaders are trained appropriately and enable the instructor to form a stronger bond with students having trouble in the course.

1. Current assessment data

Lander University currently collects assessment data via the National Survey of Student Engagement (NSSE), the ACT Student Opinion Survey (SOS), and the ETS ® Proficiency Profile; these three measurements may provide useful data regarding student satisfaction and proficiency in general education courses. In addition, individual departments collect end of the year assessment data regarding student proficiency which could also prove useful.

1. Related literature

Currently, SI is being used at universities across the country, including Clemson and SUNY Cortland. In the 2009-2010 academic year, nearly half of the students attending Clemson attended at least one SI session (refer to <http://www.clemson.edu/asc/si/> for more information). Multiple academic articles regarding SI’s effect on student learning, motivation, and retention have been written. In addition, there are plentiful resources on tutor training and program assessment. This is a well-documented method of increasing student success.

1. Departments and administrative units

One of the benefits of SI is its flexibility. Once the teachers/peers are trained, it can be housed within individual departments or it can be placed under the control of one administrative or instructional unit, such as the Academic Success Center. It is important, however, to have one central organization person or persons to maintain records, supervise scheduling, and conduct assessments of the program.

**QEP Pre-Proposals**

**Pre-Proposal Format**

**Cross-Curriculum Connections**

Dr. Josie Ryan

1. What learning outcome(s) do you intend to address?

We intend to address the following General education competencies:

1. We will help students demonstrate Comprehension of Information
2. Students will also meet Competency 3, Analysis.
3. Students will also increase in their ability to Communicate effectively and appropriately.
4. Summarize the plan you would put in place to address the learning outcome(s).

The original idea for this type of course came from a conversation that Sean Barnette and I were having about our students’ lack of appreciation for the diversity of courses in their general education curriculum. Math majors complain about English, History, and Art. Humanities majors complain about mathematics and lab sciences. We wanted a course to help them see that the educational world has not always been so partitioned into majors and disciplines. So we designed a class where they read the works of several polymaths and discussed the impact each discipline had on their lives and ideologies.

The structure for a course of this type already somewhat in place, taking the form of the Honors class I team-taught with Sean Barnette. However, there are several restrictions. Due to the nature of the discussions and the material, these classes must not have more than 15 students per section. This lends itself to the necessary level of in-class discussion and participation in projects and group activities. Also, our honors class was able to handle a fairly heavy reading load of several books and articles. I believe this class could be taught as a general education, Global Issues course to any group in the university. However, I also believe the groups should be fairly homogenous in their composition. By that I mean honors students should have their own sections and no one outside of honors should be able to take the class before reaching the year in which they take Global issues, unless receiving permission from the instructors. I believe these restriction are important in order to preserve the integrity of the group discussion and not have anyone intimidated or left out. I also believe that a certain facility with written communication is necessary, so students should have completed at least English 101-102 or the equivalent.

Moreover, it would need to continue to be team taught with two instructors from different colleges within the university. For example, our course had one Mathematics and one English instructor. Other interesting pairings might be any of the Sciences and any of the Humanities, Art and Business, History and Biology, Mathematics and Art… The possibilities are endless and the more creatively we combine disciplines, the more our students would benefit.

To address the Gen-ed competencies:

1. We will help students demonstrate Comprehension of Information by having them discuss ideas and defend their conclusions using data from research given in articles discussing the value of the Liberal Arts education as well as books (or excerpts from books) by a variety of authors: Augustine, Descartes, Khayyam, Aczel, Poe and Abbott. They will also have readings about early and recent polymaths including, but not limited to, Newton, Descartes, Pascal, Leibnitz, Eric Demaine, Sophie Germain, Emily Noether, and Richard Feynman.
2. Students will also meet Competency 3, Analysis. This is accomplished by having them participate in a series of exercises where they must analyze material from an unfamiliar discipline and demonstrate solutions to simple problems. For example, in the course HONS 211-390 which Sean Barnette and I team taught this spring, students were asked to do advanced mathematics on several occasions. We had them do Finite Geometry, Abstract Algebra, and some work with tessellations. They also read Flatland by Edwin Abbott. In all of these situations, students were given minimal guidance in mathematics before beginning the exercise. Most students found they were able decipher unfamiliar vocabulary and infer meaning and solutions.

From these “experiments,” students realize their own analytical abilities and increase in a willingness to question and compare information and ideas in order to learn something entirely new on their own.

1. Students will also increase in their ability to Communicate effectively and appropriately. They will do this by reacting and explaining the reading material in class. The students will be required to write weekly response papers detailing their reactions to the material read and discussed in class the previous week, any questions they still had on the concepts, and any thoughts they had that could move the conversation forward. They will also have a midterm paper and a final exam. If the class occurs during the spring, they may be asked to present posters in the Showcase, depending on the strength of the class.
2. Are you aware of Lander assessment data that provides support for your idea? Please describe the nature of this data. Specific data does not need to be cited in this pre-proposal.

I am not aware of any data at this time. I am aware of how much our students benefited from HONS 211-390. The students for whom it was a 211 class, improved in writing, participation, confidence, and organization.

1. Are you aware of related literature sources that might be used in writing a full QEP Proposal? Please describe the nature of those sources? The pre-proposal does not require a bibliography.

There are several articles challenging or defending the study of the Liberal Arts in Higher Education. The course I am proposing helps students to determine its value in their own educations and lives. The students may actually read some of those articles in the class.

1. What departments or administrative units at Lander would play key roles in the implementation of this plan?

Right now, I am the only person on the proposal, so Mathematics. However, in each term when the course is taught, the departments of the participating disciplines would be involved. However, they would each have to report back to the coordinator for assessment.

Please send pre-proposals to Jim Colbert, [jcolbert@lander.edu](mailto:jcolbert@lander.edu), by May 8, 2015.

Quality Enhancement Plan

Pre-Proposal

Top on “Global Engagement”

Office of International programs

Lander University

Quality enhancement plans of global engagement commit Lander University to provide our students and faculty members knowledge, skills, attitudes, experiences, and opportunities to actively engage in global environments of the 21st century.

1. Promote global learning competencies, knowledge, and opportunities
   1. Increase enrollment of international students and provide services ensuring their academic success and integration
   2. Facilitate internationalization of curriculum at Lander
   3. Increase number of students study abroad and opportunities to engage in globalization
   4. Strengthen study abroad scholarship to fund Lander student to the world
2. Promote intercultural and international campus
   1. Develop intercultural opportunities and integration for students in and outside classrooms
   2. Promote cross-culture and cross-nation understanding and prepare global citizenship for all students
3. Promote faculty involvements & opportunities in globalization
   1. Faculty’s global experience (teaching/learning, research, service) is recognized as a PLUS in tenure, promotion, and reappointment process
   2. Develop faculty Award recognizing contribution in international field
   3. Develop faculty travel support for teaching overseas, attending international conference, and doing research and service overseas