

Minutes: QEP Student Learning Outcomes/Assessment Subcommittee

Thursday, September 18, 2014: 2:00-3:00 p.m.

Michelle Boyer-Pennington called the meeting to order at 2:00. Committee members introduced themselves and updated their availability for meetings on Tuesdays and Thursdays.

Michelle gave an overview of the task at hand for the subcommittee. Student learning outcomes (3 or 4) and goals (no more than 2 or 3) need to be developed by the end of the Fall semester. Assessments and a timeline for assessment should be developed by the end of the Spring semester. The QEP is one focusing on student engagement. The subcommittee must determine what outcomes students should be able to demonstrate as a result of increased engagement. Committee members noted that the term “engagement” has not yet been defined. Michelle said that the research subcommittee is working on an operational definition of engagement and that she would provide more information at the next meeting.

There was discussion regarding the scope of the QEP—2 years v. 4 years. Committee members agreed that the QEP should encompass a students’ major courses (for majors that opt in) but that engagement would start in the beginning general education courses. Student learning could be assessed after general education courses are completed and at graduation. The subcommittee discussed the role of the eportfolio as a way to document student learning.

As a starting point, Sheila suggested the group look at the general education learning outcomes. She agreed to send them to Michelle to send out to the group. Dianna suggested the group look at the value rubrics developed by AACU; there are 16 different ones for 16 different outcomes. Michelle agreed to send them out. We also discussed the EXL program’s rubrics and noted that those would be a possibility to consider, as well.

Carol Swayze “volunteered” to be the assistant subcommittee chair. She will take minutes at future meetings.

Finally, a discussion was had regarding the timing of the next meeting. Michelle noted that her information regarding times that faculty were unavailable was incomplete. The group determined that Tuesdays at 1:30 was a better time for most.

Meet ended at 3:00.