



**Trinity Valley Community College
SACS Reaffirmation Project
Quality Enhancement Plan Task Force
Meeting Minutes – March 28, 2005**

**Meeting Held in the Gibbs Academic Building on the Athens Campus
between 2:00 and 3:30.**

QEP Task Force Members

Present: Kay Pulley, Linda Gann, Judy Calliccoat, Vicki Dossett, Dale Cates, Rob Risko, Jeremy McMillen.

Absent: Janet Lumpkin, Russell Self

(1) The meeting began with an overview of the charge of the Quality Enhancement Plan Task Force, which includes

- **PROCESS**--Providing feedback regarding the legitimacy of the process that has been used to select the QEP at TVCC and to make further recommendations for how to proceed in developing the QEP Focus,
- **FOCUS**--Developing a more concrete description of the QEP based upon the results of the extensive focus groups conducted in Spring 2005 by the Dean of Planning and Institutional Effectiveness and the March 10, 2005 recommendations submitted by the Committee on College Planning.

While it is not the primary charge of this committee to go further than this, it is suggested that the QEP Task Force develop initial recommendations regarding the following to the extent that these become major factors for the group in deciding their focus (item 2 above):

- **INSTITUTIONAL CAPACITY** to Carry out the QEP.
- **ASSESSMENT** methods and timelines to demonstrate enhancement of student learning.

(2) Jeremy McMillen, Dean of Planning and Institutional Effectiveness distributed information from SACS regarding the criteria for assessment of the QEP by the on-site visiting team.

(3) Jeremy McMillen, Dean of Planning and Institutional Effectiveness discussed the current timeline for implementation of the QEP (attached).

Prior to January 2005 – Quality Enhancement Plan was to focus on Retention of Students

January 2005 – QEP Focus on Retention Identified as Being in Need of Revision to Focus More Directly on Student Learning.

February-March 4, 2005 – Dean of Planning & IE Conducted 9 Focus Groups with participation from 81 Faculty to Arrive at a QEP that Focused on Student Learning

March 10, 2005 – SACS Orientation Meeting, Focus Group with Committee on College Planning (COCP) regarding QEP Selection. Summary of Focus Group Information from Faculty Shared with COCP. COCP Recommendation on QEP Focus Received.

March 28, 2005 – QEP Task Force Meeting to Discuss QEP Focus recommendations by COCP. Group charged with narrowing focus and evaluating the educationally appropriateness of the QEP focus.

March 28, 2005 – ASAP After this date, appoint QEP Committee

April – August, 2005 – Further develop QEP by seeking further information, develop preliminary implementation plan (timelines, budget, assessment methods), research best practices, establish benchmarks.

Fall 2005 – Spring 2006 – QEP Committee to implement a pilot program and collect preliminary assessment data. If necessary, continue to collect baseline data. Report progress after each semester (December 15, 2005 and May 20, 2006).

June 1, 2006 – Initial Draft of QEP Completed

July 1, 2006 – 2nd Draft of QEP Completed

August 1, 2006 – Final Draft of QEP Completed & Submitted to SACS.

August 1, 2011 (approximately) – Submit Impact Report of QEP to SACS.

(4) Jeremy McMillen, Dean of Planning and Institutional Effectiveness discussed the process that has been used to arrive at the current description of the QEP. The process included conducting focus groups with 81 faculty members (9 groups conducted in February 2005-March 2005), a focus group conducted with the Committee on College Planning (March 10, 2005), the presentation of the results of focus group results to the Committee on College Planning and development of a recommendation from this body regarding the QEP topic (March 10, 2005).

(5) Jeremy McMillen, Dean of Planning and Institutional Effectiveness presented the current conceptualization of the QEP topic to the QEP Task Force, which included the following draft statement and a graphical representation.

The current description of the QEP, as recommended by the Committee on College Planning may be summarized in the following manner:

TVCC will initially focus on enhancing student learning in difficult learning experiences by focusing on engaging students to effectively increase their ability to _____(choose one: read effectively, write effectively, critically think, engage in scientific reasoning, engage in quantitative reasoning).

Difficult learning experiences are defined as those courses, or sets of courses that have:

- a high drop out/failure rate (need to set a cutoff score), *or*
- more than 10 or more students who have attempted the course more than two times (the states' Three-peat rule). These courses include:
 - COSC 1301-Microcomputer Applications,
 - ENGL 1301-English Composition and Rhetoric,
 - ENGL 1302-English Composition and Literature,
 - MATH 1314-College Algebra,
 - HIST 1301-United States History to 1877,
 - GOVT 2301-American and Texas Constitutions I,
 - GOVT 2302-American and Texas Government II,
 - BIOL 2421-Microbiology,
 - BIOL 2401-Human Anatomy & Physiology I,
 - BIOL 2402-Human Anatomy & Physiology II
 - MDCA 1313-Medical Terminology,
- Other Criteria?

Areas of Concern Identified by Faculty Focus Groups included:

***Student Academic Engagement** -- Students need to take responsibility for their learning by engaging more deeply in the academic process. Including, coming to class prepared, utilizing effective study skills, balancing life situations with school in an effective manner, etc... Need an early identification system for all issues effecting engagement.

***Reading Comprehension** -- Students need to enhance their ability to read for understanding and engage in critical reading of texts. This is viewed as a foundational problem to the perceived inability of students to engage in effective written communication, and the inability to "learn to learn."

***Writing Ability** -- Students need to demonstrate more effective written communications skills throughout the academic process at TVCC. Students need to enhance their ability to write sentences, paragraphs, essays, and coherent arguments at the collegiate level. Writing is an

issue in all areas of the curriculum, and each area wants a different style of writing (technical vs. persuasive literary analysis).

Critical Thinking -- Students need to enhance their ability to think critically about course content, attempt to relate content of courses across the curriculum, and solve problems without explicit directions.

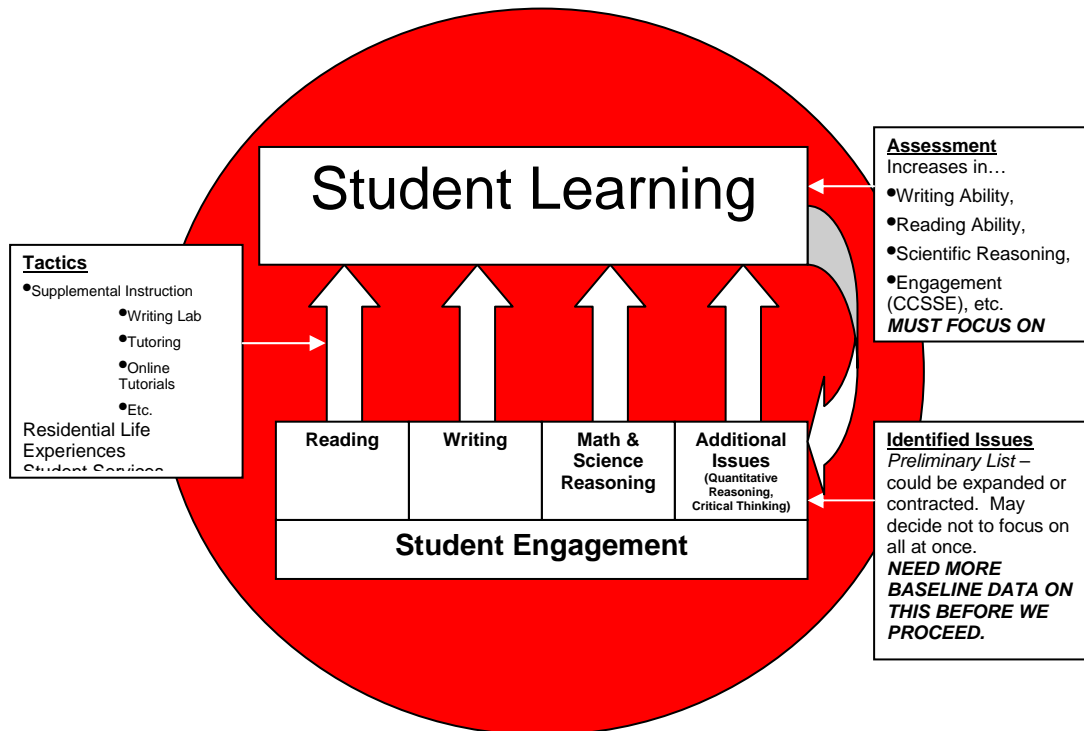
Scientific Reasoning – Students need to be able to transfer the knowledge gained in science to practical applications in the professions

Mathematical Reasoning – Students need to be able to enhance their quantitative reasoning ability. Identified this as a concern because several students experience failure in these courses.

**Every Faculty Focus Group has mentioned these items.*

Preliminary Graphical Representation of the TVCC Quality Enhancement Plan.

**Note – there are too many items (reading, writing, math, science, critical thinking, etc...); therefore, we should choose one focus. This graphic was designed to represent the range of possibilities for us to focus on in the QEP or other College planning and implementation activities.*



(6) The QEP Task Force discussed at length the means through which we arrived at the QEP statement and graphic above and discussed possible means through which we would

(7) Jeremy McMillen, Dean of Planning and Institutional Effectiveness distributed a listing of resources, including:

TVCCs Quality Enhancement Website

<http://www.tvcc.edu/sacs/Enhance/default.htm>

Used as primary point of contact for documentation of all QEP Activities.

Will be updated to include examples of other institution's QEPs.

SACS Principles of Accreditation

<http://www.sacscoc.org/pdf/PrinciplesOfAccreditation.PDF>

SACS Evaluation Guidelines (Part III) – handout.