

Minutes

QEP Leadership Team
Data Team

April 8, 2009

Present

Laurette Foster
Stephen Shaw
Tony Adam
Harry Adams
Charles Bailey
Clarissa Booker
Kenyatta Phelps
Tonya Scott

Absent

Kimberly Gay
Shayla Wiggins

Meeting convened at 3:00pm

Bailey agreed to provide Team with any previous information regarding past Town Hall-style meetings regarding QEP.

The extant outline of the QEP was disseminated and discussed; it was suggested that future drafts have 'DRAFT' as a watermark.

The contents page was assigned by topic as follows:

- I. Executive Summary **Shaw / Scott**
- II. Process Used to Develop the QEP **Foster / Bailey**
- III. Identification of the Topic **Adams / Team**
- IV. Desired Student Learning Outcomes **Adam / Bailey / Phelps / Scott**
- V. Literature Review and Best Practices **Shaw / Gay / Scott**
- VI. Actions to be Implemented **Bailey / Adams**
- VII. Timeline **Booker / Foster**
- VIII. Organizational Structure **Foster / Shaw**

- IX. Resources **Booker / Foster**
- X. Assessment **Adam / Bailey / Phelps / Scott**
- XI. Appendices **Team**

Shaw has agreed to be the principle writer for the document.

The topic was discussed as tentative; there was discussion of possible topics. Faculty and alumni say persistence is an issue, students would like to see some mentoring, reading is offered as an 'umbrella' term with possible variations as to what 'reading refers to. Reasoning and comprehension were suggested as better terms.

Should the committee, if sophomores become a focus, concentrate on the carry-through from freshman to sophomore years (as surveys say), or focus on the sophomore to junior year (which data suggests)? The data team will provide more information regarding data.

Regarding the question of when the QEP should start, the answer was no later than fall 2010.

A standing meeting time of noon-1 PM on Wednesdays was decided on and Dana Kumar will kindly book the SACS room for us, and will send out a reminder.

The meeting concluded at 4:00.

Minutes

QEP Leadership Team
Data Team

April 15, 2009

Present

Laurette Foster
Stephen Shaw
Tony Adam
Harry Adams
Charles Bailey
Clarissa Booker
Kenyatta Phelps
Tonya Scott

Absent

Kimberly Gay
Shayla Wiggins

Meeting convened at 12:00pm

There was substantial discussion as to (1) data should drive topic selection (2) does the data support a focus upon reading, mathematics, or some combination of the two ('comprehension').

It was noted that close to half of incoming students are conditional in mathematics, and then (in decreasing order of severity) writing and reading. Again, this data comes from the THEA- students are possibly not treating the THEA with appropriate seriousness, and in fact UC is sometimes providing the opportunity for a 'second shot' at the test.

Other measures (than just the THEA) were discussed: coursework (embedded assessment not grades), statistics from writing center (Tony agreed to investigate this source for data. It was also suggested the developmental education faculty be surveyed as to what reading test they employ and if they have extant data.

Bailey agreed to provide Team with any previous information regarding past Town Hall-style meetings regarding QEP.

It was suggested that we create focus groups with both faculty and students. There is an appendix to one of the sample QEPs that has some 'leading' questions we should consider. The FSSE data will also be investigated. It was discussed we need to consider how to market the QEP.

The meeting concluded at 1:00 PM.

Minutes

QEP Leadership Team
Data Team

April 22, 2009

Present

Laurette Foster
Stephen Shaw
Tony Adam
Harry Adams
Charles Bailey
Clarissa Booker
Kenyatta Phelps
Tonya Scott
Shayla Wiggins

Absent

Kimberly Gay

Data Team Members Present

Paul Biney
Paul Johnson
Kenyatta Phelps
Samuel Sampson

Meeting convened at 12:00pm

The group has been charged by the Provost with creating 3-4 slides to be included in the presentation to the EOM tomorrow morning.

Data was provided showing that ~43% (571 out of 1359) of the FTFT students for FA08 were provisional, and that a majority of the students were not spending leisure time on reading of sustained study. Bloom's taxonomy was distributed and discussed in depth, but not as a QEP topic.

Regarding the QEP topic, faculty development needs to have a prominent role, as well as a method of ensuring student involvement somewhere between the level of voluntary and mandatory.

After substantial discussion with the Data Team, it was decided to present 4 slides to the EOM describing a pilot project for the FA09 semester. Training will be conducted during SU09, piloted during FA09 and implemented SP10.

The core model (iREAD) has an initial cohort of 50 students, voluntarily selected from each College proportionally.

There is a list of ~8 books, and each College will choose one book to focus on. Each college will then sponsor a monthly reading activity tied to the book they have chosen, with the activity relevant to their specific field of study.

The contest will culminate in an Elite 8 Competition.

Two tests will be used (Nelson-Denney and MAPP) to assess 3 direct measures: pre/ post test, oral presentation and written project. There will also be an indirect measure of an exit focus group, which will be most useful for this pilot project.

Learning outcomes consist of:

- (1) Increasing the number of books students read outside of class annually by at least 50%
- (2) Develop students' vocabulary
- (3) Advance students' reading comprehension
- (4) Improve students' reading fluency.

The meeting concluded at 3:15 PM.

**QEP
Northwest Center
7/22/2009**

Foster
Phelps
Adam
Shaw

Proposed QEP title:

<p>iREAD to R.E.A.D!</p> <p>Integrating Reading To...</p> <p>Reason & Engage For My Academic Development</p>

Decisions:

- Use the Learning Frameworks (LF) classes as the basis for selecting freshmen, rather than select by classes or UC Building.
- Add a glossary with terms and acronyms to the appendix
- Have the 2000 level reflection papers sent to the writing center to be evaluated (their rubric)
- Try to finalize a smaller sample size (not 1400) (*pace* West Texas)
- Have the initial year be a pilot year; the data will guide next year's iteration
- Discover what courses FTFT can enroll in if they fail to meet THEA
- Parcel out the Bibliography among committee members to create annotated bibliography
- Recognizing that 'mentoring' can cover both active mentoring as well as possibly being mentored, the UC cohort could attend the Tutoring and Writing Centers (among others) to be mentored. Later, the 2000 level students could mentor the UC cohort; this will amplify the 'research buddy' idea below.
- Create subcommittees as follows:
- Technology, Marketing, Community Engagement, Assessment (Pre/Post, Reporting, etc., Mentoring, Reading Selections, Course Oversight/Management, Budget, Faculty Development, Other as Needed.

Recommendations:

- Input housing (UC) data into Banner
- Add ATD data into part 3 of QEP draft
- Integrate service learning into a capstone course
- Decide on a clear definition of 'reading,' 'reading comprehension,' etc.
- Using a SPCH class as an example, create sample project: find a speech by Pres. Obama on the White House web site (ex: health care speech 7/22/2009) and work up through Bloom:
 - 1- With a 'research buddy' practice reading the speech out loud to each other
 - 2- Memorize key passages (quiz)
 - 3- Do background research on the topic (opposing views, historical attempts [Clinton], etc.)
 - 4- Participate in a debate
 - 5- Be subject to a 'White House Press Corps' style interview