



QEP Design Team Workshop 1 - Minutes

May 12, 2015

9:00 am – 4:00 pm – Faculty Center



In attendance:

Stephanie da Silva (co-chair), Jennifer Newbrey (co-chair), Jennifer Brown, Kyle Christensen, Mark Flynn, Susan Hrach, Yuichiro Komatsu, Kimberly McElveen, Amanda Rees, Lyn Riggsby-Gonzalez, Iris Saltiel, Joy Sautter, Susan Tomkiewicz

Workshop Details:

- Stephanie started the workshop by asking members of the Design Team to write examples of learning objectives on the board. Afterwards she led a discussion about the good and bad qualities of each of the objectives.
- After the discussion on learning objectives, the members of the Design Team broke into small groups to work on the learning objectives for the QEP. Each of the three groups focused on one of the key terms that was generated during the opening discussion; Discover, Design and Deliver. Afterwards all members of the design team discussed and refined the learning outcomes that were brainstormed in the small groups:
 - DISCOVER
 - Identify and critically analyze problems from multiple perspectives.
 - Explore and reflect upon one's own values and knowledge.
 - DESIGN
 - Evaluate information critically and competently.
 - Test and/or experiment with problem solving strategies to select or create appropriate solutions.
 - DELIVER
 - Synthesize experiences in and out of the classroom to deepen understanding of contemporary problems.
 - Articulate creative solutions to varied audiences.
- During the lunch break Yuichiro updated the Design Team about his work on the QEP logo and asked for feedback. The Design Team suggested that the logo should show the interconnectedness of the 3 D's action words (Discover, Design and Deliver).
- Also during lunch, Stephanie, Jennifer and Kimberley gave a brief summary of their experience at Georgia Gwinnett College's STEM Symposium that they attended on May 5, 2015. The focus of the Symposium was on informing other Georgia institutions about GGCs Undergraduate Research and Creative Experience (4YrURCE) Program. GGC faculty also

shared the successes and challenges that they had had with incorporating course-embedded research experiences for all STEM majors at their institution.

- After lunch, the Design Team worked on a brainstorming activity to think about potential programs to enhance student problem-solving skills and ways to assess the growth in problem-solving in our students. The Design Team came up with the following list of teaching practices that have been shown to increase the problem-solving skills of students:
 - Undergraduate Research Experience
 - Internships/Co-Ops
 - Study abroad programs
 - Capstone Courses and Projects
 - First-Year Seminars and Experiences
 - Common Intellectual Experiences
 - Learning Communities
 - Writing Intensive Courses
 - Collaborative Assignments and Projects
 - Diversity/Global Learning
 - Service Learning, Community-Based Learning, etc.

- For ways to measure the growth in problem solving in our students the following list was generated:
 - Enrollment data in relevant courses, such as independent study, internship, and study abroad.
 - Senior survey data
 - NSSE (National Survey of Student Engagement)
 - FSSE
 - PLUM-x
 - EvaluationKIT - extra items added by instructors (about engagement)
 - VALUE Rubrics, etc.

- Stephanie ended the workshop with a short overview of potential pilot programs and focus groups for the summer and fall of 2015.

- The workshop ended at 4:00 pm.