



QEP Design Team Meeting 2

April 30, 2015
9:00 a.m.



In attendance:

Stephanie da Silva, Jennifer Newbrey, Susan Hrach, Mark Flynn, Iris Saltiel, Shamim Khan, Amanda Rees, Kyle Christensen, Kimberly McElveen, Joy Sautter, Susan Tomkiewicz, Brenda Ivey

Old Business

- **Questions and Concerns**

- **QEP & Mission** - There was some concern about the lack of information across campus about QEP and SACS and what accreditation means. Stephanie asked how we could do better about getting the information out. After some discussion, Stephanie said she would talk with John Lester about having information put in "*In The Know*". It was also suggested that at the "Welcome Back Address" in August, the President make a brief statement to say we have a new QEP program and here's where you can find the information.
- **2016-2021 Focus** – No questions or concerns were addressed about this topic.
- **Google Drive Access** – Stephanie asked if everyone was able to access the documents she's been sharing in Google Drive. Everyone thought they were very well organized and easy to access.

- **Baseline Measures – Update & Discussion**

- **Student Inventory** –
 - **Solicitation Statements** - Jennifer passed out revisions to the solicitation statements for the surveys. She asked everyone to look over the surveys and make sure they are still modifiable. Susan stated that some thought needs to be given on what a good subject line would be when sending out the surveys. Kyle suggested it be something very simple and direct. After a lot of discussion and suggested ideas, everyone liked "Is CSU Working For You?" Stephanie then asked about the subject line for the faculty survey. Kyle stated that in his experiences with surveys, the subject line really didn't have an effect on the response rate. He also mentioned that one thing missing in the survey subject lines is that there is no discussion of the IRB Informed Consent Criteria, which deals with confidentiality responses. He suggested that a statement that says "The anonymity of your responses will be protected based on CSU IRB" be included in the email sent out with the faculty survey. Stephanie said instead of the word "anonymity", it should be "confidentiality".
 - **Additional Items** - Jennifer passed out a handout with some additional questions that Mark Flynn and his library staff would like to see added to the survey. She and Stephanie have looked over them and are trying to come up with ways to broaden them to include more spaces on campus other than just the library. Stephanie stated that once she and Jennifer looked over the questions, they realized they were a little more specific than the ones already on the survey. After some discussion, one of the

questions that everyone felt needed to be on the survey was “How often do you actually use social spaces on campus?”

- **Plans for Data Collection** – Kimberly suggested that they break out in focus groups to have some qualitative feedback from the students and ask them what kind of atmosphere they feel most engaged in with their professor. In other words, get more specific to get ideas from both students and faculty on high impact practices. Iris suggested the Faculty Center have some seminars on high impact practices over the summer so that there is time to put it into your class. Susan stated that the Faculty Center is having an FRLC Institute on May 14 and 15 where they would potentially start some type of pilot things. She said every college is represented at the Institute. Stephanie said she would start working up the IRB to conduct the focus groups. She also stated that they were going to try to survey at least the outgoing seniors this semester and they would do the faculty and institutional surveys in the fall.

- **Faculty & Institutional Inventories**

- **Cost** - Stephanie said she contacted the publishing company for the surveys and they want ten cents for every email that receives the survey. Everyone agreed that was very reasonable.
- **Plans for data collection** – Stephanie suggested waiting until fall semester to administer these due to concern about educating faculty and staff about QEP initiatives prior to requesting information from them. The group concurred. These inventories will be administered beginning fall of 2015.

- **Logo & Branding**

Yuichiro update the group via email about logo and branding developments. This process seems to be moving forward smoothly.

- **GA Gwinnett STEM Workshop**

Jennifer, Kimberly, and Stephanie will attend this workshop on May 5 and report back.

New Business

- **Learning Objectives**

- **Review literature/examples in Google Drive** – Stephanie passed out a handout that Susan provided regarding 21st Century skills definitions.
- **Homework for Workshop #1 (May 12)** - Stephanie stated for the first workshop, one of the main things to get done is get our objectives written and then move on into measurements. Then maybe at the end of the workshop, discuss the pilots and the Freshman Learning Communities.
- **Bring three written learning objectives** - Stephanie showed everyone a folder that she placed on the Google Drive that contains several resources on how to write learning objectives, etc. She asked that everyone show up at the May 12 workshop with three written learning objectives that they really like.

There was then some discussion about the critical thinking and problem solving area, creativity and innovation area, and communication and collaboration area and how they overlap a bit. Susan suggested to just keep the words from the topic in mind when writing your objectives. Stephanie stated that in the dialog, some key things that came up were people want broad perspectives understood, so they want problem solving that involves understanding global awareness and multiple perspectives. People also wanted creative. In the surveys last fall, faculty mentioned that problem solving needs to involve interpersonal relationships. These are just a few things that people want addressed.

Susan stated that John Finley forwarded her an announcement from UGA that states they have declared a new graduation requirement that requires all students to participate in a certain number of high impact learning experiences. They include study abroad, undergraduate research, service learning and a few others. They already have this simple website designed with FAQs for students and faculty. Mark asked how many of our students participate in high impact practice and Susan said she thought we were at 40%. Kimberly stated that was a good baseline to start increasing this number. Susan said these high impact practices include study abroad, student/faculty research, internships, and learning communities.

The meeting adjourned at 10:00 a.m.