

Minutes – Meeting 3

QEP Development Task Force

Vernon College

December 4, 2015 ▪ 10:00 AM ▪ VER RM 204, CCC RM 712

▪ Call Meeting to Order

- Meeting was called to order by Committee Chair Criquett Lehman, Director of Quality Enhancement, at 10:04 AM.

Position	Member	Present	Not Present
Director of Quality Enhancement	Criquett Lehman, Chair	✓	
Instructional Design & Technology Coordinator	Roxie Hill	✓	
Division Chair: Information & Technology	Mark Holcomb	✓	
Instructor – Education	Teresa Wallace	✓	
Instructor – English	Thomas McNeely		✓
Instructor – English & Read/Write	Misti Brock	✓	
Instructor – Government	Daniel Lowe		✓
Instructor – Mathematics	Brad Beauchamp	✓	
Instructor – Speech	Donnie Kirk	✓	
Director of Institutional Advancement	Michelle Alexander	✓	
Director of Continuing Education	Christina Feldman	✓	
Counselor	Jackie Polk	✓	
Early College Start Coordinator	Melissa Moore		✓
New Beginnings Coordinator	Jane Robinson	✓	
Library Services Associate	Debra Henrion	✓	
Student Support Specialist	Sjohonton Fanner		✓
Tutoring Center Coordinator	Amber Hunsaker	✓	
Student Representative(s)			✓

▪ Approval of Minutes

- Roxie Hill moved to accept the October 2, 2015 minutes. Mark Holcomb seconded, motion was approved.

▪ General Business Reports

- Director of Quality Enhancement (Chair) – it was noted that Music Instructor Donald Bruns withdrew from the task force due to time constraints; QEP updates that were prepared for the College Effectiveness and Student Success by the Numbers Committees and the Board of Trustees were reviewed.

▪ Planning

- Homework #2 – all of the data research has been posted in Blackboard. It was agreed that the focus should be on existing textbooks and course materials as opposed to requiring additional publications. Possible measurements were discussed regarding benchmarking and tracking progress including pre/post tests and signature assignments.
- Based on feedback from faculty and staff as well as information found as part of the homework assignments, the target student population for the Reading QEP will be students in entry level courses to be identified by each discipline and program.
- A sample 5 year outline was discussed. Year one would include the implementation of reading strategies in ENGL 1301 courses, professional development to teach these strategies to faculty in other disciplines and programs, support strategies begin including intrusive advising and referrals to services, and pre and post testing. Year two would include the implementation of reading strategies in other disciplines including pre-identified CTE courses, professional development of faculty continues as well as assessments. By the end of five years, entry level courses in every program

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- and discipline will include reading strategies. Every course syllabus will include one or 2 student learning outcomes tied to a signature assignment.
- Fall 2016 is the target semester to begin piloting the process.

- **Updates/Reminders**

- Spring Dates - TBD

- **Adjournment**

- The meeting was adjourned at 10:52 AM.