

Bevill State Community College - QEP Development Committee Meeting

Hamilton Campus – Health and Sciences Building – Room K1

Tuesday, November 28, 2018 at 2:00 pm

The Quality Enhancement Plan (QEP) Development Committee held their second meeting on the Hamilton Campus in the Health Sciences Building, Room K1, Tuesday, November 27, 2018, at 2:00 p.m. Committee members present were Lisa Stephens, Sherry Terry, Wendy Wood, Janina Nobles, Linda McCarley, Melissa Mays, Toby Taylor, Laura Crosby, Reitha Cabaniss, Nancy Earnest, Robyn Houston, Beth Gibbs, Todd Ramsey and Wade Nixon. College administrators, Max Weaver and Russell Howton, were also present. Committee members who were linked to the meeting by phone included: Hollie Elmore, Tana Collins, David Wages, Kristie Ramsey, Zonja Coleman, Mary Beth Barber and Tina Dorius.

Dean Max Weaver, QEP Director, welcomed all attendees. The minutes from the QEP Development Committee meeting on September 19, 2018, were sent out electronically earlier to all committee members for review. Dean Weaver presented those minutes to the committee and opened the floor for discussion. With no discussion, Wendy Wood made a motion to approve minutes. Janina Nobles seconded the motion. With unanimous approval from the committee, the minutes were adopted.

Wendy Wood distributed the “Working Topic: Improving Study Strategies” handout to committee members present. All handouts will also be sent out through e-mail to all committee members.

Russell Howton briefly discussed topics covered at the Student Focus Groups sessions held on November 15, 2018. The handout detailed the information received from the students at the Focus Group sessions.

Dean Weaver asked for a report from the Writing Committee – Wendy Wood, Melissa Mays, Todd Ramsey, Toby Taylor and Janina Nobles. Janina Nobles, the first spoke person for the committee, affirmed that after hours of reviewing literature, the Writing Committee endorses the restructuring of ORI107 to include study strategies into the standardized freshman level course (ORI107).

Todd Ramsey’s report continued on component one recommendations with the impact of orientation improving note taking and concentration skills along with test preparedness and test score advancement. Dr. Ramsey briefly discussed “The Lassie” an eighty-five question survey which contains pre- and post-test for note taking and academic improvement. His research concluded that the students are unprepared in these areas coming right out of high school. Also, he stated that all of our students can benefit. The recommendation is for Bevill to consider including study skills inventory into ORI107. Additional research is required in best methods to teach, implement and how to measure.

Melissa Mays and Toby Taylor introduced a discussion on component two - providing unit objectives for select courses. Dr. Mays’ thoughts focused on the need for broad unit detailed student objectives to improve the successfulness of students. Her research also emphasized narrowing down unit objectives into smaller daily objectives. Toby Taylor’s research revealed that standards and unit objectives should be clearly defined stating that these standards and objectives keep all students focusing on the same goal. A discussion followed on managing learning with narrowed objectives and study skills, independent learning verses guidance and unit course objectives. It is the recommendation of the committee to adopt component two – provide unit objectives for select courses.

Dr. Wendy Wood introduced and discussed component three of the writing team’s research assignment: the provision of lecture videos. Lecture videos are recorded CD or web viewable files created by the instructor that present content and course narrative. An instructor-made video should be prepared for each unit objective and

should be approximately ten minutes in length. These videos are used as a supplemental student resource and are not a recording of the classroom lectures. Lecture videos allow students to access content outside of the classroom. Lecture videos can be viewed at the student's own pace. Research suggests that lecture videos empower students when they are working out of the classroom environment, improve student perceptions of learning, and contribute to student success. Lecture videos can be another tool that supports any publisher videos that the department may already use. Today's recording software is easy to use, which enables instructors to easily create lecture videos. Dr. Wood mentioned research outside the scope of this project that suggests that students report a greater feeling of connection when the instructor is visible briefly at the beginning of a lecture video. The bulk of each video, however, should include the voice of the instructor as he/she is progressing through a PowerPoint presentation, working out problems, etc. Lecture videos free up time in the classroom, which allows for more interactive, engaging activities and provides a personal connection to the instructor with a feeling of comfort and calmness for the student. Clear guidelines for the lecture videos can be determined within discussions of our Instructional Discipline Committees to make certain that objectives are covered adequately. Full-time instructors may share lecture videos with adjunct instructors. Instructor lecture videos should be available for students for each objective.

Dr. Howton distributed and discussed the revised QEP timeline. As part of the SACSCOC offsite review, colleges can now submit a brief executive summary. Dr. Howton requested that the QEP Executive Summary be sent to him by February 14, 2019.

Dean Weaver detailed the three QEP components that were approved at the previous meeting and presented by the writing committee at today's meeting. He will follow up with an email summarizing these components to all e-mail users. Dean Weaver asked that suggestions or questions be sent to him at Max.Weaver@bscc.edu. Much appreciation was expressed to the Writing Committee for their presentation. The Assessment and Implementation Committees will need to begin working to create a template on how these recommendations will work. The design and spirit of the QEP is to improve the success of our students. Dean Weaver will establish a date for the Implementation Committee to meet with Orientation instructors to discuss what are most important aspects of that course. Changes or modifications may need to be made as the project moves forward based on feedback. Dean Weaver made note that the revamping of Student Survival Skills could potentially include switching the course from ORI107 to ORI108 which is a "Master Student" course instead of "Student Survival Skills". He stated that this could be discussed as we move forward with our process.

The next QEP Development Committee meeting is set for January 2019. Dean Weaver will notify committee members of the time and place later in an e-mail.

The meeting concluded at 3:40 pm.

Submitted by Martha Kimbrell