

## **Bevill State Community College - QEP Development Committee Meeting**

**Fayette Campus – Guthrie Smith Civic Room  
Wednesday, September 19, 2018 at 2:00 pm**

The Quality Enhancement Plan (QEP) Development Committee met on the Fayette Campus in the Guthrie Smith Civic Room on Wednesday, September 19, 2018, at 2:00 p.m. Committee members present were Nancy Earnest, Stephen Rizzo, Dr. Wendy Wood, Toby Taylor, Dr. Kristie Ramsey, Melissa Mays, Hollie Elmore, Dr. Todd Ramsey, Tana Collins, Tammy Sanders, Dr. Wade Nixon, David Wages, Linda McCarley and Sherry Terry. Committee members who were linked in to the meeting by telephone include Dr. Reitha Cabaniss, Zonja Coleman, Tina Dorius, Dr. Beth Gibbs, and Mary Beth Barber. College administrators, Dr. Leslie Hartley, Dr. Russell Howton and Dean Max Weaver were also present. The Development Committee is similar to the Steering Committee in composition with more faculty and Student Support Services representatives.

Dr. Howton expressed his appreciation to everyone for their attendance and passed out the agenda and handouts for the meeting. The QEP Timeline of Events handout was reviewed with the committee. Dr. Howton discussed the results for possible QEP themes from the SACSCOC 2020 college-wide survey administered in April 2017 sent out to everyone by e-mail from Dr. Ennis. At the Faculty Professional Development meeting on May 10, 2017, faculty were presented a presentation about the QEP and asked to vote for themes to narrow down the topics based on their experience with students in their class. Faculty could also submit additional themes that were not listed. The original sixteen topics were narrowed down to six topics: Critical Thinking Skills, Reading Comprehension Skills, Information/Media Literacy, Study Skills, Implementation of Learning Committees and Technology Literacy. A second survey was sent to faculty on June 5, 2017, asking them to rank in order of importance the six topics. The top three topics were Critical Thinking, Reading Comprehension and Study Skills. At the first meeting on March 16, 2018, the QEP Steering Committee presented their research on the three topics areas. After researching the topics, the QEP Sub-Committees recommended to look further into the study skills topic with a tie back into student success as a possible QEP theme.

The upcoming QEP undertaking is the same type project that we did ten years ago. This process will include research, proof of case, implementation report and results. Each piece will need to be defined and include a tool allowing it to be measured. A discussion then was introduced by Tina Dorius on the differences between study skills and learning. Dr. Hartley stated that Dr. Ennis had appointed Dean Max Weaver as the QEP Director and acknowledged that Dean Weaver has accepted that position. Dr. Hartley went over the QEP Development Committee Structure handout which lists the four QEP Development Sub-Committees: Writing Committee, Implementation Committee, Marketing Committee and Assessment Committee. As well, input from representatives from the entire College's Service Area will also be included as research is gathered from inside and outside the College. Dr. Hartley informed the QEP Developmental Committee that the College's Instructional Discipline Division Chairs are currently participating in the new interactive and collaborative year-long Instructional Leadership Academy (ILA) offered at Bevill State through the Alabama Community College System. These presentations are led by Tony Holland and address topics such as why we do what we do and provide professional development activities that lead to the implementation of effective instruction and support strategies that can be incorporated into Bevill's Improving Study Strategies QEP.

Dr. Hartley reviewed the SACSCOC QEP standard: The QEP (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement.

A general discussion began on various thoughts and questions. Some of those discussions included:

*What specific learning outcomes and/or student successes do we want to accomplish?*

*How many outcomes do we measure and how do we measure?*

*Measures could include things like student engagement, sense of confidence, better grades.*

*All student successes could be tied back to QEP.*

*Can student success include retention?*

*Study skills topic will impact a broad base of the College.*

*Time management, improving reading and problem solving can be covered if ORI107 was revamped.*

*Topics could pick best methods to study for different type classes.*

*Establish process to determine student's weakness.*

*Appoint "success coach" to each student.*

*Have early alert system driven by faculty from software that would notify student who is at 70 or less in a class.*

*QEP budget was discussed.*

*Establish open communication line with students.*

*Administer survey to students with questions like 'how much time do you spend outside class room studying' – include a pretest and post-test.*

*Include topics on note-taking, active listening, reading skills, technology resources, time management and confidence.*

*Develop a more standardize teaching format for like classes.*

The QEP Development Committee then talked over the development and implementation of phases. Their suggestions include a first phase with ORI107, a second phase expanding to ENG101, PSY200, BIO103, MTH100 and CIS146, and a third phase that would be developed for nursing and career tech students.

First step will be working with Orientation instructors. The QEP Development Committee will get back together in November 2018. All sub-committees will begin preliminary work and will work with Dean Weaver.

The meeting concluded at 4:30 p.m.

Submitted by Martha Kimbrell

Addendum:

QEP Director Max Weaver talked with the Assessment Team and will be recommending that the phases only include Academic Transfer. Their recommendation is that including Health Science and Career Tech would make for difficult assessment.