

## QEP Assessment Sub-Committee Meeting Minutes November 13, 2015

Attendees: Jo-Ann Ewalt, Ashlyn Hochschild, Deborah Mihal, Michael O'Brien, Marcia Snyder, Jolanda-Pieta Van Arnhem, Brian Fisher, Karin Roof, Divya Bhati, Ashleigh Parr

1. Overview of Reaffirmation - The reaffirmation process was discussed and the timeline was highlighted. Committee members were asked to hold the on-site visit dates on their calendars.
  - a. Reaffirmation Timeline
    - i. Compliance Certification (submitted to SACSCOC by September 12, 2016).
    - ii. QEP (Submitted to SACSCOC six weeks prior to onsite visit - early February 2017).
    - iii. On-Site Visit (SACSCOC peer review visit dates are March 28-30, 2017).
  - b. Reaffirmation Leadership Structure (College's Reaffirmation Leadership Team; Reaffirmation Steering Committee; Reaffirmation Working Groups; QEP Leadership Team and QEP Working Groups).
  - c. CofC Reaffirmation Leadership Team
    - i. Glenn McConnell (President), Brian McGee (Provost), Stephen Osborne (CFO), Todd McNerney (Faculty member), Debra Hammond (President's Office), Divya Bhati (SACSCOC liaison), Amy Orr (Staff member)
2. Overview of QEP standards (CR 2.12 and CS 3.3.2) was provided.
  - a. What is a QEP (SACSCOC requirement)
    - i. Project that enhances student learning or the learning environment (action plan).
    - ii. Reviewed onsite (interviews).
    - iii. Scope: significant to the institution (strategic plan) and a major enhancement to student learning.
    - iv. Focused: manageable framework for development and implementation.
    - v. Institutional capacity/commitment (affordability and achievability).
3. Charge of the Committee outlined below was discussed. This working group plays an integral part in the broad-base participation. It will refine and develop the QEP.
  - a. Direct the assessment of the implementation plan.
  - b. Develop an assessment plan to effectively assess student learning in the curricular and co-curricular elements of the QEP, to include:
    - i. Development of measurable student learning outcomes.
    - ii. Appropriate measures and performance targets.
    - iii. Development of an assessment process.
    - iv. A plan for disseminating assessment results to promote continuous improvement.
  - c. Assist in creating and maintaining a culture of assessment around the QEP topic, Sustainability Literacy.
  - d. Motivate faculty and staff in all steps of the assessment process.
  - e. Collaborate with institutional assessment committees as appropriate, including the Deans' Assessment Committee (DAC), the Administrative Assessment Committee (AAC), and the faculty senate committee on Assessment of Institutional Effectiveness.
  - f. Record minutes of all meetings and file with OIEP.
  - g. Provide monthly updates to the Steering Committee.

4. Opening remarks about Sustainability Literacy - Brian Fisher, interim QEP Director will attend each working group meeting and facilitate communication among the groups. He is open to receiving feedback, ideas and questions as the QEP proposal moves from the infancy stage to the final QEP report. A sustainability presentation will be conducted for each working group and Brian will additionally share previous Office of Sustainability assessment activities.

Before the next meeting, the Committee actions items are:

1. Review the notebook contents.
2. Read the QEP proposal paying particular attention to the goals, outcomes and measures.
3. Review the SACSCOC QEP resources (QEP rubric; QEP section and appendix from *Handbook for Institutions Seeking Reaffirmation*).