



MINUTES
Quality Enhancement Plan Development Team
Friday, November 20, 2009
11:30 am – 2:30 pm
ETA 101, Lake Worth

Attendance:	<input checked="" type="checkbox"/> Steve Brahlek	<input checked="" type="checkbox"/> Gail Burkett
<input checked="" type="checkbox"/> Carleton Chernekoff	<input checked="" type="checkbox"/> Robert Gingras	<input checked="" type="checkbox"/> Dana Hamadeh
<input checked="" type="checkbox"/> Judy Maxwell	<input checked="" type="checkbox"/> Joe Millas	<input checked="" type="checkbox"/> Jeanne Murcia
<input checked="" type="checkbox"/> Jeanne Murcia	<input checked="" type="checkbox"/> Karen Pain	<input checked="" type="checkbox"/> David Pena
<input checked="" type="checkbox"/> Lynn Trezise	<input checked="" type="checkbox"/> Mindy Yale	

ITEM 1. Welcome and Introductions

Discussion: Each member introduced themselves with a response to “What is a QEP?”

Data source: n/a

Action: Informational only

ITEM 2. Define purpose of committee

Discussion: The QEP Development Team is charged with the task of facilitating college-wide discussions to solicit and narrow down potential topics that might be the focus of the College Quality Enhancement Plan which is required to maintain our accreditation status with the Southern Association of Colleges and Schools (SACS). The QEP Team will also develop three written proposals, representing the three most-favored topics among college-wide constituents, to submit to administration for final QEP topic selection.

Data source: n/a

Action: None – purpose accepted as is.

ITEM 3. Discuss timeline and responsibilities for committee

Discussion: Spring and Fall 2010 responsibilities were outlined. Two concerns were noted.

1. Adjunct inclusion - It was suggested that team members address adjuncts at the scheduled adjunct orientations in January to ensure they are included in the QEP process.
2. QEP forum conflict – English workshop on LW campus is scheduled for 2/5/10. This may involve many who would otherwise attend the LW forum.

QEP requirements were also discussed to give each member a more clear idea of exactly what a QEP is, what it is not, why it is important to the college, how it will benefit student learning, and how it is different than the smaller departmental QEP's that were created in 2007. Examples were provided regarding how other institutions have met SACS requirements as they developed and presented their QEP's.

Data source: n/a

- Action:
1. Karen Pain will obtain the schedule for the adjunct orientations – QEP members who are able will address adjuncts to provide an update for them and encourage them to be involved by submitting topics and/or considering forum attendance.
 2. Karen Pain will contact Dr. Sass to ensure anyone who would like to attend a forum on LW campus but is scheduled for the workshop can attend a forum on a different campus.

ITEM 4. Determine best day/times for spring semester meetings

Discussion: All in attendance are available to meet on Lake Worth campus as needed in the spring term on Fridays between 12:30pm and 2:30pm.

Data source: n/a

- Action: All will check for potential conflicts on any particular Fridays and respond to Karen Pain with those dates if applicable; Karen Pain will schedule meetings for spring as soon as possible and send Outlook invitations.

ITEM 5. Web page

Discussion: Karen Pain asked all to continually review the QEP Web page, responding with any feedback as appropriate. Dana Hamadeh was asked to be a back-up maintainer. She agreed.

Data source: n/a

- Action: All will check Web page and report any necessary edits or comment with suggested changes as needed. Karen Pain will request that Dana Hamadeh be granted access to the QEP page.

ITEM 6. Discuss currently suggested QEP topics

Discussion: To date, 49 ideas have been suggested. There is much overlap so broader topics were created and ideas placed within them as components. Some ideas did not fit into any category but are not broad enough to be the focus of a five-year plan.

It was suggested that as idea descriptions are written, they are uploaded to a share drive or “Wiki” site so all team member can make contributing edits.

The following topics were discussed as focus topics, not components. It was noted that ideas that were eliminated from the college-wide online vote may still be considered where possible as components of other focus topics. Results are indicated.

First-year experience: eliminated because action plans are already underway.

Service learning: eliminated because action plans are already underway.

Peak-time management, enrollment policy changes: eliminated because action plans are already underway.

Online enrollment manual: eliminated because it is not broad enough for a five-year plan.

Building relationships: keep for college-wide online vote. Some concern that suggested components exist but are not well-communicated; faculty and students are not aware of resources, do not know who to turn to for help, more cross-training may be warranted.

Enhance instruction and instructional support: keep for college-wide online vote.

Peer Coaching Institute: keep for college-wide online vote.

Smart Start (better orientation and first-year strategies for students): eliminated because action plans are already underway.

Students teaching students: eliminated because it is viewed as a specific teaching strategy and not broad enough for a five-year plan.

Interactive model of faculty/administration engagement: keep for college-wide online vote. It was suggested that title be changed to include the word “transformation” or “transforming” to indicate a fresh start for communication, a transformed culture of participation, and a resulting improvement in student learning.

Incorporate Microsoft Excel and Excel Visual Basic for Applications into more courses (math, physics, engineering, statistics, computer): eliminated because it is not broad enough for a five-year plan.

Improve physical learning environment: keep for college-wide online vote. It was noted that different title may be needed to better reflect how this would improve student

learning. Many ideas are directly related to space and resources that are not available but needed.

Integrate health and wellness into course curriculum: keep for college-wide online vote.

Redesign developmental mathematics college-wide: keep for college-wide online vote but broaden topic to include *all disciplines in developmental education*.

Integrate holistic personal development into course curriculum: keep for college-wide online vote. Some concern noted about the presentation of this idea, but all agreed it should be considered because it directly addresses one of the General Education Learning Outcomes.

Improve placement of students into all English and reading courses: keep for college-wide online vote.

Course redesign of MAT1033: keep for college-wide online vote.

Develop database of math videos created by PBCC professors: eliminated because it is not broad enough for a five-year plan.

Integrate ethical decision-making into course curriculum: eliminated because action plans are already underway.

Integrate sustainability into course curriculum: eliminated because action plans are already underway.

Data source: Web and email submissions

Action: Karen Pain will revise current descriptions and send to QEP Development Team for comment before posting online and find out about getting access to a college share drive or “Wiki” site.

Meeting was adjourned at 2:30 p.m.

Submitted by:

Karen Pain, Chair