Members in attendance included:

Jenny Buchanan
Jamie Edwards
Susan Evans
Ken Fairbanks
Donna Fender
Teresa Galyean
Kent Glindemann
Crystal Goad
Lorri Huffard
George Mattis
Shawn McReynolds
Natasha Puckett
Keisha Stuart
Renee Thomas

The meeting was called to order by committee chair Teresa Galyean at 12:15 p.m.

Members around the table introduced themselves and presented some of their qualifications that could benefit the development of the Quality Enhancement Plan (QEP).

Teresa Galyean suggested the importance of getting students involved in the development process. It was also suggested that a catchy acronym would be helpful in spreading the word and developing recognition of the QEP.

Committee members reviewed the Proposed WCC QEP Timeline. It was brought to the attention of the committee the importance of defining the Student Learning Outcomes (SLO).

Lorri Huffard posed the question if the QEP was going to contain only full time and how that was going to be defined. Discussion raised the question of dual-enrollment which was decided to be beyond the capacity of this study. Discussion continued as to the importance of part-time students because of the large number of WCC’s students that attend for the first time as part-time students. Kent Glindemann was asked to retrieve data on the number of first year students that were part-time, full-time, and how many were part-time with less than 9 credits. It was suggested that including part-time would create a larger footprint. The committee also discussed the importance of moving those who were attending part-time to full-time.

Susan Evans spoke about the Performance Based Funding Group that she and Crystal Cregger had been participating in noting that 20 percent of the total money must be earned through showing progress earning degrees, certificates, etc. Susan also noted that full-time and part-time were weighted differently. Shawn McReynolds suggested looking at the WCC agency and local interest goals.

Teresa Galyean reiterated to the committee that as the SLOs were developed that we must focus on what we want for our students and what skills will be gained by the students. Workgroups should be brainstorming possible SLOs. Donna Fender reminded the workgroups not to feel confined and to not worrying about the specific language and writing yet, getting good ideas is more important at this time.
The committee discussed creating a buzz and being transparent to get input from all groups. Workgroups should meet to begin creating a topic focus and learning outcomes. The plan must be logically sound but modifications were appropriate.

Kent Glindemann provided some QEP tips from the SACSCOC Annual Meeting that he attended recently. Kent said the focus should be all about student learning and success, what would be enhanced for the students, finding a gap in learning, looking at the data, and finding an innovative idea to fix a problem. Kent noted that it was action research and that it is not about completing a plan but having an impact, if the plan is not working, change is appropriate. The committee was encouraged to remember to consider both human and financial resources. Kent stated that QEP is a good opportunity to get caught doing something good. It was also noted that the QEP should also further the goals and mission of the college.

Shawn McReynolds posed a question about the reasons that people may have selected the topic, first year experience, to help in the creation of the focused topic and SLOs. The committee discussed the importance of every student having a point to point contact and the benefit of a “one stop shop” for students to get all of their initial needs taken care of at one place without being sent to multiple offices and buildings.

At the end of the discussion the work groups were reminded to develop a focus topic statement and Student Learning Outcomes.

The next meeting will be held January 14th at 12:15 p.m. in Grayson Hall room 219.

Minutes drafted by Keisha Stuart - 12-15-14

Minutes approved January 14, 2015