

Western Carolina University SACS Review
The Quality Enhancement Plan (QEP)
SACS Core Requirement 2.12
UC Cardinal Room
1:00 p.m., January 26, 2006
Meeting Minutes

Attended:

Troy Barksdale- University Planning; Jennifer Brown- Athletics; Heidi Buchanan- Library; Carol Burton- SACS Director; Phil Cauley- Admissions; David Coffee- Accountancy, Finance and Entrepreneurship; Elizabeth Frazier- Registrar's Office; A.J. Grube- Office of the Provost; Bill Haggard- Student Affairs; Tammy Haskett- Orientation; Patsy Miller- Asheville Programs; Irene Mueller- Health Sciences; Bob Orr- Office of the CIO; Kadence Otto- Health and Human Performance; Co- Chair Scott Philyaw-History; Nory Prochaska- Math and Computer Science; Co-Chair Brian Railsback- Honors College; Newton Smith-Chair of the Faculty Senate; Mike Stewart-Administration and Finance; Bill Studenc- Public Relations Julie Walters-Steele- University Center; Brian Gastle-SACS Editor

Absent:

Grace Allen- Accountancy, Finance and Entrepreneurship; Cindy Atterholt- Chemistry and Physics; Kyle Carter- Provost; Jane Eastman- Anthropology & Sociology; Wade Livingston- CSP Graduate Student; Gordon Mercer-Public Policy Institute

Note: February 23, 2006 is the deadline for subcommittee reports to be submitted to Brian, Carol, and Scott.

Agenda:

I. Introduction of New Members

- New members to the QEP committee were introduced. The new members are, Mardy Ashe, Director of Career Services, Melissa Wargo, Director of Institutional Assessment, and Raymond Barclay, Director of University Planning.

II. Learning Outcomes - Questions and Discussion

- Synthesis is the overarching theme of the QEP as it relates to student learning.
- The QEP will begin with a focus population.
- The Plan will approach this population's education using synthesis as a framework; emphasis will be on how we synthesize the educational experience to show students how elements of their education fit together.
- The QEP committee needs to clarify the QEP student learning outcomes, distinguishing between broad learning outcomes and programmatic learning outcomes.
- The QEP should help address the question: "What is the final outcome employers want to see?"
- What are students learning and how does it affect their life?
- The subcommittee discussions should be identifying student learning outcomes so they can be written into the QEP document.

III. Implementation Discussion

- The Implementation subcommittee will meet at 3:00 on January 27.
- A pilot program was suggested in the first year to get the University on board.
- The pilot program would invite maybe one or two departments per College to participate.
- Traditional, residential undergraduate students would be the pilot program study group.
- After one year, the results of the pilot program would be assessed.
- Concern was expressed for faculty and advisers involved with implementation issues.

IV. Electronic Portfolio Questions and Discussion

- Question: What are the means for assessing the electronic portfolios?
- It was suggested there might be a need for a committee to do the electronic portfolio analysis.
- Should external reviewers such as employers be engaged?
- What is the educational goal of the electronic portfolio?
- Is the electronic portfolio instructional or not?
- The electronic portfolio helps engage students in their own learning.
- The issues of portfolio assessment and analysis still need to be addressed.
- We must define learning outcomes first. The electronic portfolio is a vehicle not a learning outcome.
- What student learning outcome is the electronic portfolio assessing?
- The electronic portfolio is an assessment tool not a student learning outcome.

V. QEP Draft Introduction - Questions and Discussion

- As we read the introduction, what was our rationale for the bigger picture?
- What about University buy in?
- Should external reviewers such as employers be engaged?
- How is the QEP incorporated into the curriculum?
- How is the impact on the value of the curriculum defined?
- Should the QEP be multidisciplinary or disciplinary?
- What are the learning outcomes?
- How do we give structure to what we want to accomplish?
- What do we want the QEP to accomplish at Western Carolina University?

VI. Subcommittee Assignments

- Think about the introductory draft as it relates to your subcommittee.
- Your facilitator will contact you about your next meeting.
- "Learning Reconsidered: A Campus-wide focus on the Student Experience" was a reading suggested by Julie Walters-Steele and earlier by Bill Haggard. This document summarizes the integrated higher education experience for students.
- **February 23, 2006 is the deadline for subcommittee reports.** Scott, Brian, and Carol are meeting weekly to review drafts from the subcommittees to make sure they are on track and connected.

Meeting adjourned at 2:05 p.m.