**The University of North Carolina at Pembroke**

**QEP Committee Minutes**

**December 2, 2014, 1:00PM**

**University Center Room 233**

Members Present: Michael Alewine, David Nikkel, Steward Thomas, Mark Canada, Polina Chemishanova, Rachel Smith, Sherry Edwards, Elizabeth Normandy (chair)

Members Absent: Anita Guynn, Tony Curtis, Cherry Beasley, Cynthia Miecznikowski, Marian Wooten

The meeting was called to order at 1:07 PM.

The minutes from the 11/4/2014 meeting were approved after changes to the list of members present.

Next semester will be last official call for courses to be designated as WD/WE. One proposal for a WE/WD course must still be reviewed by the Committee.

The Committee made plans for the completion of the QEP Impact Report. Dr. Normandy circulated a draft of the Executive Summary of the QEP Impact report and an outline of the remainder. Only the WPA rubric categories which are measured by our matrix are included rather than all twenty-eight. The impact report will need to make clear and justify which of those we chose to focus on.

Dr. Nikkel distributed a list of changes to the QEP. Other QEP reports from other institutions are organized differently so that these changes could be discussed throughout. The main changes discussed should be changes to initiatives, then changes to structure, QEP direction, instruction, etc. In order to provide structure, the changes would be organized based upon initiatives they relate to. The Impact report will also need to explain why each of the changes was made. Specific changes which were discussed include:

* There were technology challenges posed by the use of the Waypoint Outcomes software and other budgetary and logistical.
* The Plus One Program was funded through other sources. The computer lab for the Plus One Program was not funded.
* Portfolios were not used in assessment because of lack of resources.
* Professional tutors: Graduate Assistants were used in some departments to substitute for this. Also online tutoring for the Writing Center was implemented band supported by QEP funds part of the time.
* The administration of the QEP used existing resources instead of hiring QEP director.

The following data will be used in third section of report: Waypoint (benchmark was previously set at 80% achievement of a score of 3 or 4 on the rubric), NSSE, CLA, and results from the Library on information literacy.

The fourth and final section of the Impact Report on reflection should include a highlight of the sustainability of the project. Members felt overall it had been very successful and was able to change the culture and climate and conversation on campus.

Respectfully Submitted

Rachel Smith

Secretary in Rotation