**QEP Committee**

**Minutes**

**Tuesday, February 27, 2018**

**1:00 pm in Lumbee Hall 436**

**Members Present:** Michael Alewine, Polina Chemishanova, Sherry Edwards, Angela McDonald, Elizabeth Normandy (Chair), Derek Oxendine, Rosemarie Pilarczyk, Christie Poteet, Mohammad Rahman, and Cornelia Tirla

Meeting was called to order at 1:02 pm.

The committee continued the discussion of UNCP’s “working” QEP topic of “increasing student engagement through the use of high impact practices for the purpose of increasing student learning or student success.” Engaging in high impact practices would not be a requirement for every student. The QEP can be based on existing initiatives or programs but they will need to be significantly modified in order to meet SACSCOC requirement. The QEP period will 2020-2025.

The committee discussed the following concepts related to the QEP topic of increasing student engagement:

* the need for operational definition of what student engagement means to us. The literature on student engagement defines it as either individual engagement in the classroom or opportunities by the institution for students to be engaged.
* the need for clearly articulated student learning outcomes (SLOs) which can fall into one of two categories:
	+ student learning in terms of knowledge, skills, or values
	+ student success in terms of graduation rates, retention rates, course completion rates, course success rates, job placement rates, licensure pass rates, etc. Not many QEPs use student success rates as their SLOs.
	+ the QEP needs to assess whether or not we achieved whatever SLOs we have identified in the QEP document.
	+ QEP tends to be the highest cited standard during on-site visits typically because of too many or not enough SLOs or because of the assessment component.
* high impact practices (HIPs) which can be course- and/or curriculum-based
	+ freshman seminar/first year experience
	+ common intellectual experience—general education
	+ learning communities
	+ writing intensive courses
	+ collaborative learning
	+ undergraduate research
	+ diversity and global learning
	+ service-learning and community-based learning
	+ internships
	+ capstone courses

There are several QEPs that deal with high impact practices (e.g. University of Texas at El Paso and Tri-county Technical College in South Carolina, etc); the number of high impact practices institutions require students to engage in varies from one school to another. Discussion ensued on how many high impact practices UNCP should try to incorporate in a QEP focusing on student engagement. After some deliberation the committee tentatively selected internships and capstone courses as the two high impact practices we should consider adopting for UNCP’s QEP.

For the next meeting, QEP committee members should review some of the literature on internships and capstone courses.

Next meeting of the QEP Committee is scheduled for March 13, 2018 at 1:00 pm in Lumbee Hall 436.

Meeting adjourned at 2:30 pm.

Minutes submitted by Polina Chemishanova.