

Minutes of QEP Committee – 4/10/17 meeting

I. Topic Selection

In view of the feedback received from the QEP as well as the SACS Leadership Committees, the Mainstreaming and Pathways was selected and some elements of the RISE proposal have been included (see the updated proposal).

Mainstreaming and Pathways were supported by a large majority. It received 57% of the support among the QEP Committee as well as 61% of the SACS Leadership Committee.

II. Lit Review Subcommittee Report

The Subcommittee has been charged with the following three items:

- Summarize the mainstreaming proposal
- Expanding Pathways in the proposal
- Developing a brief survey geared toward two targeted audience: faculty and student.

The committee feedback regarding the proposal was as follows: develop a summary version geared to students, modifying the language and content accordingly, providing definitions to make the document less technical.

III. Questionnaire Feedback

The purpose of the survey is to determine if the proposed QEP would answer the needs of the university and demonstrate a broad-based buy-in for SACS purposes, rather than offering departmental suggestions in ways to mainstream or create pathways.

Question #1 of the faculty survey was deemed too broad-based. It was suggested (Dr. Das, Dr. Mahavier, Mrs. Ravey, Ms. Grechner) that a checklist of Math courses as well as specific skills within the courses.

Dr. Brenda Nichols and Dr. Mahavier felt that the question should be articulated as follows: is there a better alternative than MATH1314 for your degree? Are there specific courses that would better prepare your students? Are we meeting the needs of each constituency?

Regarding question #3, Dr. Mahavier suggested the following wording: Would it be more beneficial to your constituency if you could choose between three courses? Would it improve students' progression within your degree?

The mode of delivery will be mainly paper-based, additionally a digital version will be offered via SurveyMonkey for our online students.