

MINUTES

Quality Enhancement Planning Committee
Wednesday, February 8, 2012
H. L. Nowell Union, Room 306
4:00 - 5:00 PM

Chair: David Salinero

Secretary: Joi Phillips

Members Present: Marcie Behrens, Vicki Bingham, Gary Bouse, Robin Boyles, John Cassibry, Edwin Craft, Leslie Fadiga-Stewart, Dan Glenn, Paul Hankins, Vicki Hartley, Rebecca Hochradel, Richard Houston, Teresa Houston, Jamye Long, Douglas Mark, Jeremy McClain, Beverly Moon, Ann Margaret Mullins, Joi Phillips, David Salinero, and Vicki Webster.

Members Absent: Michael Gann, Paulette Meikle-Yaw, Marilyn Schultz, Temika Simmons, and Julie Speakes

Chair David Salinero called the meeting to order at 4:04 p.m. and recognized John Cassibry as the student member serving on the QEP Committee.

Salinero then explained the results from the topic questionnaire. Twenty-one out of twenty-six committee members participated in the survey and ranked “student preparation (academic skills)” and “student responsibility (college readiness, responsibility)” as the two most important topics to consider.

Salinero reminded everyone that the topic must have learning outcomes that are specific and measurable.

Then the committee discussed methods to solicit feedback from students that would identify a topic:

- **Surveys** - Online surveys would require an incentive to increase the response rate whereas surveys administered to students in class would not require an incentive. Indirect questions or questions about peers might produce better answers than asking students to identify their personal needs or weaknesses.
- **Focus Groups** - Students might offer a fresh perspective or a new topic for consideration by answering open ended questions. Members recommended that sophomores and juniors should be targeted for their unique input. Food and other incentives could be offered for participation. The focus group would consist of a random sample of students (perhaps by college).

Other Discussions and Suggestions:

The committee needs to:

1. Review ACT’s report that provides a definition and profile of a *successful student*.
2. Look for commonalities in students that have dropped out of DSU (e.g., ACT score, GPA, financial aid, academic major, etc.).
 - a. The Accounts Receivable Task Force could provide this type of data.
3. Provide a clearer picture of what it means to be a *prepared student* and a *responsible student*.
4. Develop a subcommittee to work on student focus groups and ask experts on campus for assistance (e.g., Albert Nylander and Paulette Meikle-Yaw).

Salinero announced that the next step would be working on student focus groups. Meeting adjourned at 5:00 PM.