

MINUTES
Quality Enhancement Planning
Action Plan Subcommittee
March 27, 2013
3:00 – 4:30

- Student Learning Outcomes remained unchanged.
 - Describe various aspects of cultural diversity. (*Knowledge*)
 - Articulate a shared understanding and support of cross-cultural experiences. (*Skill*)
 - Evaluate cultural perspectives with openness and respect. (*Attitude*)

- “Program Goals” are now “QEP Goals.”
 - Provide opportunities for students to explore their own cultural communities.
 - Provide opportunities for students to experience, understand, and appreciate other cultures.
 - Provide opportunities for students to enhance their cross-cultural communication and interaction skills.

- Strategies have been changed to more precise statements:
 - Introduce cultural awareness into the first year experience.
 - Incorporate or enhance cultural analysis required in selected general education courses.
 - Incorporate or enhance cultural analysis in selected upper-level courses of all majors.
 - Enhance the offerings of culturally rich events on campus.

- Regarding Strategy 1, “the first year experience,” members agreed that creating an online module, or toolkit, in the university’s course management system for GST 100 would be the best route. The committee agreed to seek the Diversity Committee’s help in creating this module.
 - A pre- and post-test will be administered.
 - After the first application, the QEP director and Dr. Houston will assess and modify the practice if necessary.
 - Members also agreed that the same testing instrument should be given to seniors to track progress.

- Regarding Strategy 2, “general education courses,” members agreed that it makes the most sense to track and report courses that list cultural awareness as a general education purpose.
 - It is the group’s general consensus that departments will use the same reporting tool for both general education courses and upper-level courses.
 - One suggestion is, during the 5-year plan, to increase the number of gen. ed. courses whose course objectives relate to cultural awareness.

- Regarding Strategy 3, “upper-level courses of all majors,” members spent a great deal of time:
 - For *all* majors, departments will identify those courses (at least one, preferably more) that are relevant to the QEP, improving cultural competence. Additionally, they will be responsible for the following:
 - Matching course objectives to the QEP SLOs or creating new course objectives that correspond to the QEP SLOs.
 - Determining how the learning outcomes will be measured and assessed.
 - Providing rationale.
 - Showing how they will use this data to make changes or improvements.
 - Much of this reporting will be done in the traditional and familiar style of the departmental annual reports. Moon and Salinero will draft a QEP annual report template that departments will use.
 - Departments will be encouraged to incorporate AACU’s VALUE rubric on intercultural knowledge and competence.

- Regarding Strategy 4, “culturally rich events on campus,” the committee only discussed this topic in generalities. A firm plan is still needed.

- The broader QEP goals will be tracked by measuring numbers of departments, courses, and students involved in improving cultural competence.

- Rollout: Everything does not have to be done by fall 2013 although Dr. Houston suggested that GST 100 might be able to pilot its module then. The actual QEP must be completed by fall 2013, and all strategies must be firmly in place and implemented by fall 2014.