
QEP Implementation Team Members

Faculty

Dr. Max Abbassi	Math and Science – Biology, Chair
Enrique Arredondo	Developmental Studies – Math
Pablo Cortez	Developmental Studies – Math, Interim Chair
Dr. Mahmoud Fathelden	Math and Science – Math
Dr. Aparna Ganguli	Developmental Studies – Math
Javier Garcia	Developmental Studies – Math
Rosana Maldonado	Developmental Studies – Math
Todd Meisel	Math and Science – Math
Mario J. Morin	Math and Science – Math
Lyda L. Neal	Developmental Studies – Math
Edward Wagner	Faculty Senate, Developmental Studies – Math
Rene R. Zuniga	Liberal Arts and Social Sciences – Education

Administrators and Staff

Michelle A. Balani	Public Relations – Specialist
Luzelma G. Canales	Grant Development/Accountability and Management Services – Director
Mary G. Elizondo, MBA, CPA	Finance and Administrative Services – Business Office, Comptroller
Helen Escobar	Public Relations – Coordinator
Dr. Ali Esmaeili	Bachelor Programs and University Relations – Dean
Lee H. Grimes	Professional Development – Director
Oscar O. Hernandez	Student Learning Outcomes and Assessment – Director
Paul Hernandez Jr.	Student Services and Development – Student Support Services, Dean
Wesley T. Jennings	Research and Analytical Services – Quantitative Researcher
David C. Plummer	Finance and Administrative Services – Chief Project Administrator
Dr. Jinhao Wang	Institutional Effectiveness and Assessment (IEA) – Director

Resource Personnel

Laura B. Talbot	Curriculum and Accreditation – Officer
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Minutes

QEP Implementation Team

November 21, 2008

A meeting of the QEP Implementation Team was held on November 21, 2008 in the Board Room D104 at 12:-00PM.

Present Were:

Oscar Hernandez
Laura Talbot
Dr. Max Abbassi
Dr. Jinhao Wang
Edward Wagner
Rene Zuniga

Lee Hudson Grimes
Luzelma G. Canales
Lyda L. Neal
Pablo Cortez
Anahid Petrosian (guest)
Enrique Arredondo

Absent Were:

Curtis Robinson
Dr. Aparna Ganguli
Rosana Maldonado

Mary G. Elizondo
Wesley T. Jennings
David Plummer

Call to Order

Oscar Hernandez, Interim Director for Student Learning Outcomes and Assessment called the meeting to order at 12:00pm on November 21, 2008 and Norma González recorded the minutes. The meeting, having been duly convened, was ready to proceed with business.

First Order of Business:

Developing Math strategies: Pablo Cortez presented the updates on the strategies, which were presented for review at the last meeting.

Primary Strategy: Offer combination courses 80/85, 85/90, and 90/1414 or 1332, accelerated course schedule.

- Must enroll concurrently
- An assigned peer tutor in the classroom
- Integrated syllabus and topic list

- More active and contextual learning daily
- Meet in the lab biweekly
- Organized lab folder
- Mastery based courses
- 4-5 Module courses
- Assessment by computer with reassessment in a module
- Faculty will have periodic meetings
- Mini-mester courses schedule
- Promoted to increase student motivation
- Incorporate early Career Counseling
- Enrollment by majors

Secondary Strategy: Early intervention, identify students at least to succeed in traditional course and provide alternative path for success through support services, special advising and counseling.

- Administer an assessment early during the semester
- Identify student with problems
- Actions to consider
 - Mandate advising
 - Mandate tutoring
 - Extra contact hours
 - Grouping students with peers
 - Self-pace computerized curriculum
 - Two semester course

Obstacles spending more time in remediation may motivate less the student.

- ❖ Our goal is to increase success rate of student in the lowest performing developmental math course.
- ❖ Educating the first-time student to the advantage of the combination courses on how they can benefit them.

Sub-committee's meeting and deadlines:

Recommendations were made that committees initiate the marketing and budgeting, assessments, and professional development strategy plans on the Developmental Math strategies presented. Acquisition of the strategy plan for further action has been requested for revision. A recommendation was made that recruitment of several other participants from other departments, which affects their area as well, was made.

Open Discussion:

Discussion was summarized on the Primary Strategy to assessing the outcome of the

lesson plan. The learning outcomes perceptions will be as mastery and not as a competency assessment.

Closed Session:

The team was in accordance with the strategic plans presented. A detail draft of the plan with elaborations has been requested for review by Laura Talbot.

Adjournment:

There being no further business the meeting was adjourned at 2:00pm.

Respectfully submitted,

Norma González
Administrative Assistant

Minutes

QEP Implementation Team

January 14, 2009

A meeting of the QEP Implementation Team was held on January 14, 2009 in Room D104 at 8:30AM – 10:00AM.

Present:

Oscar O. Hernandez

Dr. Ali Esmaili

Rene R. Zuniga

Lyda Neal

David Plummer

Lee H. Grimes

Helen Escobar

Mario Morin

Pablo Cortez

Dr. Max Abbassi

Dr. Jinhao Wang

Dr. Aparna Ganguli

Jose A. Perez

Anahid Petrosian (guest)

Javier Garcia

Ed Wagner

Rosana Maldonado

Mary Elizondo

Paul Hernandez, Jr.

Absent:

Laura Talbot

Luzelma Canales

Meeting Purpose:

General QEP Implementation Team Meeting, Timeline, Lead Writer, QEP Lead Evaluator, External Consultant, and Subcommittees.

Call to Order

Oscar Hernandez, Interim Director for Student Learning Outcomes and Assessment, called the meeting to order at 8:30am on January 14, 2009 and Norma González recorded the minutes. The meeting, having been duly convened, was ready to proceed with business.

Agenda Items:

Information Items:

Two new members added to the QEP Implementation Team:

Helen Escobar – Marketing Sub-Committee

Jose Perez – Lead Writer

Lead Writer: Mr. Jose Perez was introduced as the Lead Writer. His charge of will be to write the QEP document, keep contact with subcommittee chairs, and have weekly meetings for updates and deadlines with QEP Director.

TimeLine: A timeframe - Subcommittees will need to look over their timeframes, possibly having more meetings. These meeting are left to the subcommittee chairs' discretion.

Action Items:

- ❖ QEP Lead Evaluator: January 30th, 2009; A PDF Form will be submitted via email for submission of names for the new QEP Lead Evaluators. These requests must be made at least three months in advance to SACS.
- ❖ Rules:
 - QEP Lead Evaluator cannot be part of the school team but can be part of SACS anywhere in the 13 states, except for Texas.
 - No relationship with school

Another request is willingness of that person's participation be confirmed. The Lead Evaluator will not and cannot be a consultant.

External Consultant : An external consultant will be hired to review our QEP. Work is expected to come around April 20th.

Open Discussion:

Discussion of the major design of the QEP is needed before subcommittees can start their work. Literature Review committee is to meet at least twice a week. Other questions that arose were; what is going on with the design at this time, what are the objectives for the first and second year, and what will the learning outcomes be.

Pablo Cortez conveyed an idea of the design to be presented during the month of January.

Several meetings containing updates and changes of the design will be scheduled. A handout was presented during the meeting by Mr. Cortez for review and feedback.

Sub-Committee Chairs:

Pablo Cortez –Literature Review Sub-Committee

Mary Elizondo – Budget Sub-Committee

Dr. Jinhao Wang – Assessment Sub-Committee

Lee H. Grimes – Professional Development Sub-Committee

Helen Escobar – Marketing Sub-Committee

During discussions of the Literature Review design deadline, a question of the process in which the review has to go through was brought to our attention. There are several components to the QEP that take part in the planning and updating process. The QEP is divided into (11) eleven major components which are as follows:

- | | | |
|-------------------|---------------------------|--|
| 1 st : | Executive Summary | Outcomes |
| 2 nd : | Process | 5 th : Literature Review/Best |
| 3 rd : | Identification | Practices |
| 4 th : | Desired Standard Learning | 6 th : Action to be implemented |

7th: 5-year report - Timeline

10th: Assessment

8th: Structure

11th: Appendices (optional)

9th: Resources

Next meeting:

* **Friday, January 30th, 2009 8:30-10:00 am.**

Adjournment:

There being no further business the meeting was adjourned at 10:00am.

Respectfully submitted,

Norma González

Administrative Assistant

Minutes

QEP IMPLEMENTATION TEAM

January 30, 2009

A meeting of the QEP Implementation Team was held on January 30, 2009 in Room H-216 at 8:45AM – 9:45AM.

Present:

*Ed Wagner
Dr. Jinhao Wang
Helen Escobar
Pablo Cortez
Enrique Arredondo
Laura B. Talbot
Dr. Ali Esmaili
Aparna Ganguli
Oscar O. Hernandez
Jose A. Perez
Javier Garcia
Dr. Max Abassi
Rosanna Maldonado
Rene Zuniga*

Absent:

*David C. Plummer
Lee H. Grimes
Luzelma G. Canales
Lyda L. Neal
Mario J. Morin
Mary G. Elizondo
Michelle A. Balani
Paul Hernandez, Jr
Wesley T. Jennings*

Meeting Purpose:

General QEP Implementation Team Meeting, Subcommittees-Updates, New design proposal, QEP Lead Evaluator, and External Consultant.

Agenda Items:

Information Items:

College-Wide Professional Development Work Meeting; February 13, 2009 (12:00-5:00PM):

Will be at the Rainbow Room Bldg F.

QEP Implementation Team Retreat: February 27-28 at SPI.

Need RSVP before February 6th to get the paperwork ready on time. An agenda detailing the meeting will be forwarded to the QEP team as soon as it is ready. A template will also be in place for your travel authorizations.

Mr. Jose A. Perez also mentioned needing a ride back from the Island on Saturday the 28th. So if anyone can help him out please get together with him.

Updates from Subcommittees:

Professional Development: *Met on Tuesday (2/27/09) started on new strategies which may be needed in terms of faculty professional development and advising. These strategies will be discussed during the next meeting on 2/11/09.*

Marketing: *Decided to compile a list of different tag lines for the entire project with positive themes on accelerating developmental math.*

Budget: *No feedback at this time, subcommittee has not met.*

Assessment: *Dr. Jinhao Wang has not met with the Assessment subcommittee and suggested that the design subcommittee and assessment subcommittee should join since both are related.*

Assessment plans have been discussed with the design subcommittee on the levels of the modules, assessing learning outcomes, and achievements. Dr. Wang proposed putting QEP Assessments on WEAVEonline to track results.

Action Items:

Lit/Review and Design Subcommittee new proposal:

Mr. Cortez presented a new design with different strategies for review and feedback from the team.

QEP Lead Evaluator:

No lead evaluator named as of now. Need names to be turned in. It is crucial to get names in for QEP review. Deadline has been extended to see if we can get names. Voting will be done on the 11th of February. Dr. Wang suggested the UTPA QEP Director for the Lead Evaluator.

External Consultant:

No consultant named as of now, but still in the process of hiring someone for this position. A week has been extended to see if we can get names. Voting should commence on the 11th of February.

Should no one be chosen, a backup plan will be in place.

Open Discussion:

Open discussion was on the new design of the developmental math combo. Several topics such as having a lab assistant for individualized help for the student, easier in finding what objectives are lacking for students, faculty won't be tied-up the whole time with the course, and fundamental skills will be assessed a lot easier. Mandatory attendance and absences are to be more specific and to conform with school policy. Students can go to CLE for tutoring; tutors will be able to log in and find out what objectives the students are lacking. Number of hours to complete course was also discussed and more contact hours for the students.

Next meeting: *February 11, 2009 Room F-102 (8:30 to 10:30am)

Adjournment:

There being no further business the meeting was adjourned early at 9:45am.

Respectfully submitted,

*Norma González
Administrative Assistant*

Minutes

QEP Implementation Team

February 11, 2009
Pecan Campus F-102
12:00-2:00pm

A meeting of the QEP Implementation Team was held on February 11, 2009 in Room F-102 at 12:-00 to 2:00 PM.

Present Were:

Dr. Ali Esmaeili
Helen Escobar
Oscar Hernandez
Laura Talbot
Dr. Max Abbassi
David Plummer

Enrique Arredondo
Mario Morin
Lee H. Grimes
Dr. Aparna Ganguli
Pablo Cortez
Wesley Jennings

Absent Were:

Curtis Robinson
Rosana Maldonado
Mary G. Elizondo
Edward Wagner
Javier Garcia
Dr Jinhao Wang
Jose Perez

Luzelma Canales
Lyda Neal
Mary Elizondo
Michelle Balani
Paul Hernandez, Jr
Rene Zuniga
Rosana Maldonado

Call to Order

Oscar Hernandez, (Interim Director for Student Learning Outcomes and Assessment) called the meeting to order at 12:00pm on February 11, 2009 and Norma González recorded the minutes. The meeting, having been duly convened, was ready to proceed with business.

First Order of Business:

Meeting Purpose: General QEP Implementation Team Meeting, QEP Updates, QEP external Consultant, and QEP Lead Evaluator.

- Information Items:
 - College-Wide Professional Development Work Meeting:
February 12, (12:00-5:00PM)
 - QEP Implementation Team Retreat: February 27-28 at SPI,
- Updates from Subcommittees;
 - Lit. Review and Design
 - Handout was given by Mr. Cortez, specifying the design with basic sequence condensing, proposal goals, Math 100 & Math 200 Learning Outcomes/Objectives, Developmental Math Program Learning Outcomes, and a course time option and design.
 - Professional Development
 - Lee Grimes conveyed that sub-committee has met once, but they have been working on an individualized approach to the professional development faculty members to connect with the students, and bringing lab assistants to help the professional development with some needs. Building on the positive areas and finding ways of new techniques to try. Focus on faculty, motivating them, and how to give the support that is needed to do the best job you can. Reinvigorating the Master Teacher's Certification Program, looking for successful models for mentoring which can be partnered with Mario's grants, finding out what strategies are being used and see if we can apply to the classroom. Researching on what other colleges are using which may be helpful to us. Talk also to Rosa Gutierrez about the Summer Reach Program and make that successful for them. Focus of pedagogy and how we can work with our students on changing their attitudes and get them excited about what they are doing. Creating a stem centers where we are able interact with other disciplines within the math science technology.
 - Marketing
 - Sub-committee is at a stand still and waiting for updates from the Professional Development sub-committee.

- Budget
 - Sub-committee is at a stand still and looking at different ideas for the budget. Met with Gerry Rodriguez and talked about connecting QEP with the college. If anyone is interested in being part of the discussion, next Meeting will be on February 18, at 10:00 at Mr. Rodriguez conference room in building N.
- Assessment Plan
 - Mr. Cortez has been working closely with Dr. Wang with the assessment and design of the Literature Review.
- QEP Lead Evaluator Update
 - No names yet, but Pablo has a couple of names to turn in.

- Action Items:

- External Consultants:

- Oscar and Laura have been working on a timeframe, and discussing the budget needed. Two possible leads for our External consultants were

- ❖ Pat Huber, Vice President of Instruction and Student Services, New River Community College, Dublin, Virginia
- ❖ Dr. Thomas S. Cleary, Vice Chancellor for Planning, Performance, and Information Systems, Alamo Community College.

Open Discussion:

Lee Grimes commented that for each of the activities we host or put together, Mary will indicate a financial manager so that we have that money next year. Insight on Dr. Thomas Cleary was given by Laura. She shared that Dr. Thomas's background is not in Developmental Math, but in assessment planning and he does consultant for QEP and he is very detailed and knowledgeable. She acknowledged that his fee for compliance documents was \$5000.00, but not sure how much his fee will be with as QEP external consultant.

Both Laura and Oscar will be talking with possible external consultants as to what their fees associated with the position will be.

Adjournment:

There being no further business the meeting was adjourned @ 1:30pm.

Respectfully submitted,

Norma González
Administrative Assistant

QEP IMPLEMENTATION TEAM SPI RETREAT

Minutes

February 27 & 28, 2009

A meeting of the QEP Implementation Team was held on February 27 & 28, 2009 at South Padre Island in Conference Room 100 at the Holiday Inn Express Hotel from 9:00AM – 5:00PM.

Present:

*Mario J. Morin
Lyda L. Neal
Lee H. Grimes
Pablo Cortez
Enrique Arredondo
Laura B. Talbot
Dr. Ali Esmaeili
Aparna Ganguli
Oscar O. Hernandez
Jose A. Perez
Javier Garcia
Dr. Max Abassi
Rosanna Maldonado
Rene Zuniga*

Absent:

*David C. Plummer
Luzelma G. Canales
Mary G. Elizondo
Michelle A. Balani
Paul Hernandez, Jr
Wesley T. Jennings
Edward Wagner
Helen J. Escobar
Dr. Jinhao Wang
Michelle A. Balani
Paul Hernandez, Jr
Wesley T. Jennings*

Meeting Purpose:

Finalize the QEP Subcommittee reports, review preliminary draft, make recommendations for reviews, and budget changes or additions.

Agenda Items:

Information Items:

Overall Review of Design

QEP Assessment Plan

QEP Marketing Plan

QEP Budget

Finalize reports and work on QEP documentations with lead writer

Finalize QEP document draft.

Mr. Pablo Cortez presented an Overall Review of Design. Discussions and elaborations were in the area of program learning outcomes assessment, contact hours, mastering Math 0100 and 0200, and proposing more contact hours. Elements associated with commonality of Math 0100 & 0200 were linking the course learning outcomes with the

program learning outcomes, modules' sequence (3) modules, linking assessments, and measuring both course sequences. Measure open-ended test-students work out the problems and then enter answer to computer. The final exam will be paper (scantron) and pencil.

Tutors are to specialize for those specific areas, without compromising other students who require their services also. An approximation of 90 hours was proposed for the Math 0100 & Math 0200 for tutors, designating an area at the student center for tutor availability during prime hours, also offering a variety of options and support.

QEP Marketing Plan only minor changes, such as: rewording and removal of certain items irrelevant and/or not needed. Sticky decals were replaced with buttons. Newspaper highlights of the program was also removed from the plan. Overall, the Marketing Plan was fine and was acceptable by the group.

Mr. Oscar Hernandez presented an example of a Detailed Assessment Report 2009-2010 for comparison. Minor changes were made in rewording, specifying specifics to the goals and measures related to the learning outcomes measures. The question that had arisen was strategies linking goals to Learning Outcomes and Measure. How are they assessed? Are we meeting our goals to learning outcomes? Those will eventually be available once assessments on the critical areas are made during the course, at the end of the course, or at the end of the program. If need be, strategies will be changed accordingly.

The QEP Budget was discussed and revisions were made to meet the needs of the pilot program for the first and proceeding years. Among the discussions were needs such as; furniture, labs, mobile labs, chairs, consultant, tutors, expanding classes, faculty and staff, travel, food, and other incidentals required to facilitate the program. Overall, the budget was established and accepted with all revisions and additions.

A copy of all reports will be forwarded to Mr. Jose Perez, who is the QEP Lead writer for finalization of the QEP draft report. These reports are to be turned in no later than Friday, March 6th.

Open Discussion:

Discussions over the Math 0100 & 0200 sequences and modules were elaborated and detailed to conform to the goals and learning outcomes. Elements of the Developmental Math sections were discussed as to when assessment will be made and measured. Budget and marketing plans were revised and additions made to an

acceptable level. Overall, progress was made to achieve a finalize draft, which will be drawn up by Mr. Jose Perez.

Next meeting:

Friday March 13, 2009 8:30am to 10:30am Room F-102

Adjournment:

There being no further business the meeting was adjourned early at 3:20p 02/28/09.

Respectfully submitted,

*Norma González
Administrative Assistant*

Minutes

QEP Implementation Team

March 13, 2009
Pecan Campus F-102
8:30-10:30am.

A meeting of the QEP Implementation Team was held on March 13, 2009 in Room F-102 at 8:30 to 10:30am.

Present:

*Oscar O. Hernandez
Rosana Maldonado
Ed. Wagner, Jr.
Pablo Cortez
Dr. Aparna Ganguli
Lyda Neal
Dr. Max Abbassi
Dr. Jinhao Wang
Javier Garcia
Laura Talbot
Michelle Balani
Enrique Arredondo
Mary Elizondo*

Absent:

*Dr. Ali Esmaeili
David C. Plummer
Helen J. Escobar
Jose Perez
Lee H. Grimes
Luzelma G. Canales
Mario J. Morin
Paul Hernandez, Jr
Rene R. Zuniga*

Call to Order

Oscar Hernandez, Interim Director for Student Learning Outcomes and Assessment called the meeting to order at 8:30am on March 13, 2009 and Monica Perez recorded the minutes. The meeting, having been duly convened, was ready to proceed with business.

Purpose of Meeting:

Review of QEP Assessment Plan

Information Items:

- SACS Update – Laura Talbot mailed in documentation to off-site team members
- QEP Lead Evaluator Update – Mr. Hernandez will be working on contacting lead evaluators named during the coming week after Spring Break. The more names the better at least up to three names.
- QEP External Consultant – An e-mail was sent out that Dr. Cleary has been selected, but Laura still needs to contact him to see if he will be helping us.

▪ **Action Items:**

Review of QEP Assessment Plan

Note: A couple of minor changes in the budget plan had been made in terms of the staffing plans. We are attempting to develop a position, in which the person hired will be able to work different areas of the QEP Plan. Mr. Hernandez is to meet with Jeff to work on the pay level or levels for the position. Position will be paid by the institution. Another change was on the tutoring portion decided to go with a direct-wage pool for student and non-student for hiring as needed basis. A correction on budget, numbers of tutors set up for (6) six tutors \$9600.00 for 1st and 2nd year, but it was calculated for only the 1st semester and not the year. A new update budget will be submitted with the changes. Mr. Hernandez and Mr. Cortez have been in contact by e-mail with Mr. Perez with requests for the write-up and he has been working on it.

Assessment Plan a couple of corrections that were made at the retreat and also on the related action plan changes in the staffing plans to one person instead of three, also tutors to direct-wage pool. All of these changes will be made and a revised version will be forwarded.

Dr. Wang suggested that we not link action plan from the assessment plan. Assessment plan should be very clear and focused assessment plan, but the action with the budget plan should be separate, otherwise it becomes very confusing for the SACS reviewer teams. The implementation plan, budget plan, and assessment plan should all be separate. The Assessment Plans should be only goals, objectives, and achievement plans separate from the budget plan. This is to be kept for our purposes. Mr. Hernandez suggests assigning codes such “budget” or

otherwise and when report is made it separates or places all of the same code in one area. This coding will create an alphabetical order and will be easier to describe or sort out. Ms. Talbot suggest to keep WEAVEonline as is, but have the Assessment Plan typed out in the format that SACS requires to be blended within the narrative. If we delink the budget plans than it will not be tied into the Budget Plan. As for SACS we do not need to use what is online, and we can separate them for that purpose. Dr. Wang and Mr. Hernandez conveys that Mr. Perez should write a narrative and than we can make the changes or revisions. Mr. Hernandez, we don't know if are going to take to administrators to be reviewed and they will be able to differentiate between budget or assessment portion. On action plan tracking you can view the new costs on WEAVEonline. A separate document will submitted and not our internal one, which is for the institutional purpose only. Mr. Hernandez states that he will be working on the assessment and will make the changes and deletions will be made before final is made.

Open Discussion:

A comment about Academic Math (1332) going down to the minimum of 63 score was made, but was later explained as being only a proposal by Ms. Talbot at this point and nothing to worry about at this point. Mrs. Wang explains that collecting data every semester or as the outcomes demands, keeping track and making it less work when needed by the end of the 5th year. For each outcome 1 through 8(PLOs) start collecting data until the Fall semester because Math 200 won't happen until that Fall when we can gather data and every semester and produce results according to the outcomes and achievement targets; basically comparing data on Math 90 & Math 200 with the same test, for which Mr. Cortez has a method currently by using an E-form and then run the results.

Number 9 is about course completion rate, for which we can start on the very first semester compared to the lower two levels. But number 10 is about Math 200 which we can start until the Fall 2010 (2nd semester). Number 11 through 14 collect data until at the end of the 2nd year and collected every Fall. However, the pilot students as compared to non-fundamental and compared to the traditional 3-course sequence until

every Fall, needing to collect Spring data along within that year, summing up both as cohort to gather enough data collecting yearly data instead of a semester data for statistical values. For number 15, collect data from TSI completion rate for Math 100 cohort as compared to Math 80 within a 2-year window. For 16 & 17, refer to footnote #2, where Spring cohort student should include students enrolled subsequent year in either subsequent summer or fall.

Mr. Hernandez's concern in data collection on Math 200 will begin Spring 2010, but the pilot course in Fall 2009. Collection should include Math 100 and Math 200 and will there be enough data for those sections? Data will mostly be used by Mr. Hernandez and Mr. Cortez.

Mr. Cortez relates that they have started on the assessment tools this week, meeting in the classroom actually doing the design process, creating a module, creating assignments, quizzes, and exam for Math 100 with trial runs finding out how long the students take, students doing their work, getting it perfected, and getting out all kinks as much as we can with MyMathLab. We may create all the modules while the assessments work out or create module than all the videos.

Next Meeting:

Friday, April 3, 2009 @ 8:30 to 10:30am, Room D-104

Adjournment:

There being no further business the meeting was adjourned @ 10:15am.

Respectfully submitted,

*Norma González
Administrative Assistant*

Minutes

QEP Implementation Team

April 3, 2009
Pecan Campus D-104
8:30-10:30am

A meeting of the QEP Implementation Team was held on April 3, 2009 in Room D-104 @ 8:30 to 10:30am.

Present:

Oscar O. Hernandez
Enrique Arredondo
Pablo Cortez
Dr. Aparna Ganguli
Lyda Neal
Mireya Olvera for Mary Elizondo
Wesley Jennings
Jose Perez

Edith Ramos - Guest

Absent:

Dr. Ali Esmaeili
David C. Plummer
Helen J. Escobar
Lee H. Grimes
Luzelma G. Canales
Mario J. Morin
Paul Hernandez, Jr
Rene R. Zuniga
Michelle Balani
Laura Talbot
Javier Garcia
Dr. Jinhao Wang
Rosana Maldonado
Ed. Wagner, Jr

Call to Order

Oscar Hernandez, Interim Director for Student Learning Outcomes and Assessment called the meeting to order at 8:30am on April 3, 2009 and Edith Ramos recorded the minutes. The meeting having been duly convened was ready to proceed with business.

Purpose of Meeting:

Updates, QEP First Draft

Information Items:

- **Budget Updates**
It was informed that the Budget system had been populated for the first two years and had entered two labs, along with the new position of data technician. The other change made was the removal of the title of tutor, and a request for a direct wage account for about ten people (5 students & 5 nonstudents) with flexibility to work with it.
- **QEP Lead Evaluator Update**
SLOA Interim director had attempted contact with the candidates from the list provided for the QEP Lead Evaluators by a subcommittee member. There were two contacts made and the SACS Lead Evaluator information will be sent to them for their review. A notification of interest should be received within the next two weeks. At this point, we are right on track. We have until June to finalize this and forward to SACS the names at least three months prior to our on-site visit.

Action Items:

- **QEP First Draft:**
First hard copy of the updated draft was handed out for evaluation and feedback. A comment on the fact that the draft still needs cleaning up was made. At this point, changes such as titles missing and the use of PD on page 14, in Lit Review to be changed to its regular term as “Program Design”. Reason being, we have a committee that deals with Professional Development and they use “PD” as their acronym. Using PD for the program design may be confusing.

Open Discussion:

A request for updates on the new members of the implementation team on page 12 along with their titles was, to make revisions on document. It was also suggested that an email be sent to all members with the draft for review and make their corrections where need be accordingly and return correspondence with their corrections. Also, the word “Chair” should be entered in bold on the draft.

An expression of concern about the QEP minutes summary showing combination courses and then condensed courses. Should the detailed process be mentioned or should the statement show the “process” we decided to go with ...? The topic was not changed, but the strategy was broken down to best suit the plan. On page 15 modifications from the original “some members expressed reservations” to one which states that “there was a consensus and people agreed with the final outcome”.

On pages 14-19, "Topic Development" and Desired Learning Outcomes" changes were taken from the minutes during the semester meetings. Lead writer blended changes with the program design and implementation team planning which were related and support the data. Mentioned also, were the overall goals of the program, which had been provided by lit review subcommittee member along with the Lit Review and Best Practices. Another portion in questions; which had not been identified, but is shown in context, was the "Active Learning". The lead writer suggested that a review be made and convey any changes or suggestions that need to be included and/or revised.

On page 31, a concern was made about the table. It was pointed out that the table should be used as a description for referral and not as part of the plan. The table is intensive according and was suggested that a chart to be added along with this table.

On page 35, stating the "Implementation Sequence Redesign", and on page 37 the "Instruction" are different aspects and actions of the new implementation of the new courses. It was pointed out that on page 35 on the last completed sentence, "students spend one meeting a week strictly in the classroom and the other meeting in lab between one hour lecture and one hour lab". This has to specify that the first meeting is a two hour session. Editing will be made toward the end, making sure it is consistent and accurate. The lead writer voiced if there were any other changes in the plan or will it stay as is for the time being? It was commented that the plan was 90% complete and no major changes are needed at this point.

There was question about the scale on page 39, is the Accuplacer the only scores being used for the two-course sequence? The other ones show the THEA scores for the courses or do we want to include it also? It was commented as to what term does this apply to, because it changes with each semester? Member of lit review subcommittee indicated only the most common one was being used, which is the Accuplacer. The committee decided that if students come in with other scores from other schools, a consideration will be made accordingly. Basically, they would have to take the Accuplacer for placement purposes. It was suggested that we should follow the development studies' plans in place for placement, unless changes have been made, which the Accuplacer still needs to be completed.

On page 45 of the organizational chart outlined represented the clear lines of duties and communication that will be used throughout the implementation. Suggestion had been made that it would be better to implement an actual chart showing who reports to whom.

On page 47, it was expressed that the Marcom Plan (marketing?) not sure if it should be placed in parenthesis stating abbreviation for marketing? Report was also included because it was in outlined form, but was concerned with it being too detailed. However, changes or modifications are expected to be made. Marketing Department will be asked to pick out the key points and make suggestions in the changes and/or revisions. The process was included, because it summarizes how the college came together through the various events.

There was expressed concern over page 59, and questioned if modifications were made due to a very detailed format? It was concluded that it was too detailed and modifications had to be made. There was a question about the process of assessment if

it was going to be included in the document? It was acknowledge that just by illustration of the goals, outcomes, and the measures is enough for the report. It was articulated that a minor correction made on report sent to the lead writer, was retrieved from WEAVEonline; thereby, removing the findings and actions plans on page 59 and 62, which are not ready yet. A request was made that all heads of committees look at specific keywords or dialogues to be use as a reference to an appendix or to be able to create one.

It was concluded that groups should break down into parts so the entire document does not have to be reviewed by just a few and information should be easier for revisions. Assignments were made to about four groups sectioning the document from pages 1-19, 20-45, and 47-57. As for the budget, it had been entered into the system, changes and adjustments had been already made. The updated budget will be forwarded to lead writer and comptroller as soon as possible. The Assessment section only rewording may require changes which had been taken care by the assessment team. References will be left up to the lead writer as to MLA or APA form.

A timeline was requested for recommendations and revisions for late Wednesday, April 08, 2009.

Next Meeting:

Friday, April 24, 2009 @ 8:30 to 10:30am, Room D-104

Adjournment:

There being no further business the meeting was adjourned @ 10:30am.

Respectfully submitted,

*Norma González
Administrative Assistant*

Minutes

QEP Implementation Team

April 24, 2009
Pecan Campus D-104
8:30-10:30am

A meeting of the QEP Implementation Team was held on April 24, 2009 in Room D-104 @ 8:30 to 10:30am.

Present:

Oscar O. Hernandez
Enrique Arredondo
Pablo Cortez
Dr. Aparna Ganguli
Lyda Neal
Dalinda Gamboa for Mary Elizondo
Wesley Jennings
Jose Perez
Dr. Jinhao Wang
Lee H. Grimes
Ed. Wagner, Jr
Dr. Max Abbassi
Javier Garcia
Rosana Maldonado
Rene R. Zuniga

Absent:

Dr. Ali Esmaeili
David C. Plummer
Helen J. Escobar
Luzelma G. Canales
Mario J. Morin
Paul Hernandez, Jr
Michelle Balani
Laura Talbot

Call to Order

Oscar Hernandez, Director for Student Learning Outcomes and Assessment called the meeting to order at 8:30am on April 24, 2009 and Edith Ramos recorded the minutes. The meeting having been duly convened was ready to proceed with business.

Purpose of Meeting:

Lead Evaluators, Consultant, Artwork, QEP Draft

Information Items:

- QEP Consultant
Ms. Talbot spoke with Dr. Tom Cleary, the QEP Consultant, and he is ready to review the document.
- QEP Lead Evaluator Update
Contact was made with several candidates. Three of them responded. Ultimately, one retracted her interest due to a conference that will take place around the same time of the on-site visit.

Action Items:

- Candidates for QEP Lead Evaluators
 - *Lizette M. Thompson, Ph.D.
Instructor/Coordinator Foundations Mathematics for Lees-McRae College from Banner Elk, NC.*
 - *Bernard J. Piña, Ph.D.
Interim Dean of General Studies for Dona Ana Community College, from Las Cruces, NM.*
- QEP Artwork
 - *Mr. Hernandez stated that in regards to the artwork, Ms. Grimes and Ms. Talbot were in possession of extra funds to begin the purchase of banners and other items for professional development. The QEP Marketing Subcommittee got together for a short meeting with Public Relations to see what could be ordered prior to exhausting funds in our accounts. Items that were considered were large banners primarily used for recruiting students during registration, the on-site visit. For Professional Development Day College-Wide pens with the logo, stress balls, buttons, mouse pads for the lab, and T-shirts for QEP team and for some of the faculty members were also considered. The main focus was on items for the coming fall semester. Dr. Wang had proposed a logo on a cover sheet for the QEP.*
 - *Samples of the artwork were chosen for general feedback on the images, color, design, and recommendations. On the image, it was mentioned that it should represent everyone not just “man”. Several other differences were the color shades and formulas which*

represent Math. There will be final samples forwarded by PDF file for quick decision.

- QEP Draft
 - There were minor modifications needed on the draft.
- Questions for Analysis
 - Mr. Hernandez referenced some of the questions from the QEP handbook. Dr. Abbassi had concerns about some titles which he felt needed revising. Also, Timeframes which were labeled by brief statements. Page 15, Business Math & Science Division to be changed to Math & Science. Mr. Hernandez had commented on removing the tables, but the consensus was to leave the tables for visual effects to see the general view, unless the tables become too long. The focus was more on content by providing more data to support the reason for choosing math and not the other five subjects. Specific review of statistics which are in the minutes was suggested. Percentages on the votes showing the number of ballots were also pointed out. Showing enough data to support reasoning for the committee's decision in choosing one from another was the main issue.

Open Discussion:

Further discussions on the logos were referenced with various ideas on the logo and design for the artwork. There will be a final draft forwarded by PDF file for a final decision. An overview of the draft brought up minor editing and focusing on narratives for each topic mentioned. Detailed data to be retrieved to support all the data points and success factors, course completion, and teaching effectiveness and many various topics to how we came about to the following decision on the QEP planning and design. Mr. Perez conveyed support from a member from one of the committee to identify and make the document as coherent as possible. Suggestion of meeting twice a week to finish draft was proposed by Mr. Hernandez and accepted by Mr. Perez. Dr. Wang also expressed concern on the tone of the narrative, it must not be minute by minute. The narrative should flow evenly through each phase. Mr. Hernandez recognized that on the QEP handbook specific questions arise on topics such as the Assessment Plan, Marketing Plan, which we do have. There was also the timeline which had not been in place, an important component to implementing the courses. Ms. Talbot pointed out that the draft should be 100 pages and that includes the appendixes. The consultant will thoroughly review draft and feedback will be given. Mr. Hernandez advised that we were a week behind on our timeline and we should have it ready by Thursday for Friday's meeting on May 1st. The following week on Wednesday it should be reviewed by the committee, the document completed, and forwarded to the consultant by Friday of that week.

Next Meeting:

Friday, May 1, 2009 lunch meeting @ 12:00 to 2:00pm, Room D-104 and on May 8th a lunch meeting also in Room D-104.

Adjournment:

There being no further business the meeting was adjourned @ 10:30am.

Respectfully submitted,

*Norma González
Administrative Assistant*

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Minutes

QEP Implementation Team

May 1, 2009
Pecan Campus D-104
8:30-10:30am

A meeting of the QEP Implementation Team was held on May 1, 2009 in Room D-104 @ 8:30 to 10:30am.

Present:

*Dr. Ali Esmaeili
Oscar O. Hernandez
Pablo Cortez
Dr. Aparna Ganguli
Lyda Neal
Jose Perez
Rene R. Zuniga
Rosana Maldonado
Laura Talbot
Dr. Jinhao Wang
Ed. Wagner, Jr*

Absent:

*Helen J. Escobar
David C. Plummer
Lee H. Grimes
Luzelma G. Canales
Mario J. Morin
Paul Hernandez, Jr
Michelle Balani
Javier Garcia
Wesley Jennings
Mary Elizondo
Enrique Arredondo*

Call to Order

Oscar Hernandez, Director for Student Learning Outcomes and Assessment called the meeting to order at 8:30am on May 1, 2009 and Norma González recorded the minutes. The meeting, having been duly convened, was ready to proceed with business.

Purpose of Meeting:

QEP Lead Evaluator, QEP Artwork, QEP Draft

Information Items:

New candidate for QEP Lead Evaluator.

Action Items:

Candidate for QEP Lead Evaluator:

One of the candidates for QEP Evaluator declined because she, (Ms. Elaine Baker) is currently serving under the Gates Foundation Post Secondary Success Initiative. Ms. Baker did name a successor which is Dr. Ruth Brancard of the University Colorado of Denver.

QEP Artwork:

Marketing has been working on the artwork and has the two finalists today. The artwork still needs just minor changes for the final sample. The second chosen one will be replaced with a different formula, not being very bold, and the gray circle will be removed. The final versions of the artwork will be sent out labeled as number 1 and 2 for feedback. Information and input has been very helpful.

QEP Draft

The QEP draft feedback; lead writer initiated the changes on pages 1 – 5 in the introduction to the institution from the Fact book data; still having questions as to references and year of the fact book.

The second concern was on page 7, QEP- Topic Selection, added headings to the sections on pages 7 – 25 keeping the months in parenthesis, providing illustrations of accomplishment during that period. Within the text showed more of outcomes than accomplishments. Due to these change the draft was condensed the narratives on the draft to 20 pages, which is good because still pending tables and charts.

On page 13, an inclusion of additional information on topics justification for the selection, Academic Preparation as number 1 QEP topic, including were the percentages out of the 621 ballots.

On page 13, 14, and 15, each of the top 5 topics data that was considered was illustrated to inform. A suggestion was proposed that illustrations should be more summarized to let others be informed by introducing bullets as explanatory information, and know more about us.

On page 15 the Topic of Developmental Math was chosen, still needing to provide more specific data. The percentages justification as to why Math and not English was chosen. The Roman numerals which were included to show what section is being addressed but ultimately will not be on the actual draft. The word "edit" is reference an insertion of tables or charts which are still pending. A comment on rewording of the draft was made by showing specific data and breakdown of "subcommittee" meetings and summarizing a more detailed reasoning toward each timeline. Most of the data points used were discussed and were gathered from the overview of the minutes, which were included in the draft.

Another change that was made was a monthly strategy on page 18 on the Topic Development and changed the narrative from specific dates.

An observation was made concerning page 20, in the usage of individualized names may need to be changed. It was defended as it was used as the breakdown of sections by page 18 as the team, page 19 as the committees, and on page 20 the actual beginnings of the work itself and timelines. An additional table was also suggested to relate with each section.

There was a concern about the title on page 15 the "Implementation Team" which needs to be defined as QEP Implementation Team. An articulation detailing participation of the subcommittees if they will be serving two functions implementation and developing. The QEP Implementation Team will continue to serve as advisors.

Categorization of tables within the content mentioned and relate were requested to support the data. It was also conveyed that on page 21 looks more like a minute analysis and introduced by timeline.

On page 69, suggestion that Program Learning Outcomes and Other Outcomes" needs to be change accordingly to "QEP Student Learning Outcomes" or "QEP Project Outcomes".

An elaboration of page 25 as narrative and consistent. Of the original goals, there were only 3 but 2 more has since been added and included on the draft. Goals also called QEP Outcomes, expressed removal of QEP Outcomes. The title of Math 100 Students to changed, it is confusing as may mean to some as 100 students in math. Indication of Introduction of Algebra I & II was suggested other than Developmental Math. Indicate "Section I or Section II" relating to the outlines. Literature review section minor changes were made. On page 30, 32, 33, & 38 paraphrases and quotes changes were made. Sources and references to rewritten.

Lead writer reference the fact book OIRE and institutional departments are they reference according to APA or is it internal and need not be cited? Data points come from the OIRE and are not published reference but they do need a reference.

Note: A comment on Professional Development not mentioned which was felt that they had some involvement and should be at least mentioned.

Open Discussion:

QEP Implementation Team went through an overview of the complete draft and made various suggestions in the completion of the draft. Still pending were table and charts to support data. There were many changes made and suggestions on the draft, none of which were major. The draft was evaluated and critiqued by the committees. A timeline of the complete draft was mentioned and expected by late Wednesday and review over on Thursday for Friday's meeting. As soon as it has been completed it will be forwarded to Dr. Cleary. It was a common conclusion that the draft was looking better and coming to a completion.

Next Meeting:

Friday, May 8, 2009 @12:00 to 2:00pm, Room D-104

Adjournment:

There being no further business the meeting was adjourned @ 2:00pm.

Respectfully submitted,

*Norma González
Administrative Assistant*

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Minutes

QEP Implementation Team

May 8, 2009
Pecan Campus D-104
12:00-2:00am

A meeting of the QEP Implementation Team was held on May 8, 2009 in Room D-104 @ 12:00 to 2:00pm.

Present:

*Enrique Arredondo
Oscar O. Hernandez
Pablo Cortez
Dr. Aparna Ganguli
Lyda Neal
Jose Perez
Rene R. Zuniga
Rosana Maldonado
Laura Talbot
Javier Garcia
Dr. Max Abbassi*

Absent:

*Helen J. Escobar
David C. Plummer
Ed. Wagner, Jr
Luzelma G. Canales
Mario J. Morin
Paul Hernandez, Jr
Michelle Balani
Wesley Jennings
Mary Elizondo*

Call to Order

Oscar Hernandez, Director for Student Learning Outcomes and Assessment called the meeting to order at 12:20am on May 8, 2009 and Norma González recorded the minutes. The meeting, having been duly convened, was ready to proceed with business.

Purpose of Meeting:

QEP Lead Evaluator, QEP Artwork, QEP Draft

Information Items:

Mr. Hernandez thanked Mr. Joe Perez for his special assignment, as Lead Writer, which ends today.

Action Items:

Candidate for QEP Lead Evaluator:

The new nominee Dr. Ruth Brancard has declined the invitation because of other commitments that she presently has which will conflict with the on-site visit.

Of the candidates, at this point, there are only two candidates that will be forwarded to SACS. It was agreed to move forward with the two candidates remaining.

QEP Artwork:

There were three samples were brought to a vote; number one and three were the most popular. Final vote was given to number one for the most popular design.

QEP Draft

After reviewing the draft, there were minor changes required and noted by the committee. Table of contents, title page, editing, spelling errors, and other details on the assessment plan were among the changes. Changes mainly occurred from page 9 through 17 plus the additions of the chart and appendix tables. On the Related measures and Achievement Targets the changes were that of repeated phrases and modifying to past tenses. Action plans also needing implementing on the plan. Groups of three were made to go over the Lit. Review, Assessment, and Marketing for any needed revisions and feedback.

Open Discussion:

QEP Implementation Team went through the draft and made various suggestions in the completion of the draft. The charts and tables were consistent and supported data content. There were minor changes made and suggestions on the draft on pages 9 through 17, none of which were major. Rewordings on several pages were made to make them parallel structure to each other. On page 74 it was noted that rewording on subject Math 1414 to avoid the confusion of combining students to the number as 1414 students. On page 77, making sure it is consistent with matching the charts with the table. Missing references still needed updating, which will be done before the draft is expedited. Concerning a reference that was made to South Texas College on pages 80 and 81 for the Office of Institutional Research and Effectiveness, requires further review for change.

A timeline to complete draft by the following week on Wednesday was requested with a deadline by noon, before expediting to Dr. Cleary for consulting.

Next Meeting:

This was the last meeting, any other communication will be done by email or telephone should there be any questions concerning the draft.

Adjournment:

There being no further business the meeting was adjourned @ 1:20pm.

Respectfully submitted,

*Norma González
Administrative Assistant*

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