Quality Enhancement Plan (QEP) Planning Committee  
August 5, 2008—9:00-11:00 a.m.


General discussion
- Where are we in terms of our timeline?
  - How do we need to modify or add to it?
- Student learning outcomes: What do we want students to know and do as a result of this?
  - Impact outcomes (# of students it will influence) vs. actual learning outcomes (A student at Mason will be able to...)
  - Student learning outcomes should be driving this process
- The proposals that are put on the website for the public to view should have a specific section about student learning outcomes

Approach to topics
- We can have a broad topic approach or we can try to improve student outcomes in one specific area
- Topics that might be proposed when we solicit community feedback: Living learning communities and sustainability

Our QEP process
- Getting the campus community involved
  - We need to make sure that everyone has the opportunity to provide feedback
- Peer reviewers will interview and talk to different people (can even be random individuals) about the QEP when they’re on campus
  - The university community needs to understand that this is going on
  - Should be simple enough to be described in an elevator ride
- Units other than academic departments could be submitting proposals (i.e. student services, student groups)
- Report to Executive Council once a semester
- Our process: we will polish up a few of the committee’s proposals (through the teams we have identified) and show how they fit our criteria
  - These will be our theme “models”
  - It will give the community an example to work from and a better idea of what we’re looking for in terms of proposal submissions
  - We would be clear that those examples are only drafts so that the community understands that their feedback is welcome
  - These proposals need to be completely flushed out
  - We would allow people to provide feedback (or new proposals) through the website
- Need to explain our process and our matrix with Executive Council and with Deans & Directors; ask them for input
- Show process and models to community
  - Request feedback and additional proposals
  - Find the standouts
  - Then go to Executive Council and Deans & Directors
• Executive Council should know the range of topic ideas and that, after consideration, we’ve narrowed them down by our criteria
• Explain process to Executive Council and ask for their feedback (not a decision). Need to keep process open to fulfill SACS criteria.

Committee proposals
• A lot of overlap around topics and ideas
• Learner-centered education, enhancing active learning, and a piece of the academic challenge
  o Could come together to influence technology initiatives, the libraries, our increasing residential population, and diversity
• 4 different theme clusters: Learner-centered education, Global education, Critical thinking, and gen ed
• Learner centered can be wrapped around any topic
• Academic planning should be a component of whatever we do
  o Have this show up (where relevant!) in each of the other proposals
  o This proposal is meant to address advising in a broader context—advising, mentoring, and career planning until the day of graduation
    ▪ Very learning-centered and it also involves active learning
    ▪ Sets students up for research and internships that will be important for their careers and lives
    ▪ Will provide opportunities for the student to reflect at critical points

Details about topic proposals
• Proposals should address each of the evaluation criteria (because they are listed as required in SACS’ QEP Handbook) and should pull in the other 3 areas
• Put summary paragraph first
• Present topic evaluation criteria and have people write to those items?