QEP Task Force Meeting
April 12, 2011
ASC Room B445
Minutes

PRESENT: Hamdan Ahmad, Allison Bruce, Michael Coulehan, Gloria Estrada, Charles Fitzgerald, Maria T. Gomez, Dr. Dolores Gross, Grace Haddox, David Henry, Dr. John Lencyk, Mark Norbeck, Becky Perales, Maria Prospero, Joyce Ritchey, Janine Rudnick, Antonio Vargas, Michelle Watkins

ABSENT (Called?) Dr. Linda Brown, Dr. Dolores Gross, Daniel Perez, Ernesto Soto, Emma Gomez, Evelyn Macias

SECRETARY: Maria T. Gomez

HANDOUTS
1. Agenda
2. Minutes for March 2, 2011
3. Student Focus Group – Burgess High School Dual Credit Class—April 11, 2011
5. Student Focus Group—Transmountain—March 29, 2011
6. QEP Recommendations—Transmountain—March 24, 2011
7. QEP Faculty Focus Groups—Northwest Campus—March 29, 2011
8. QEP Focus Group Questions—Rio Grande—March 24, 2011
9. Focus Group at ASC
10. Focus Group—Mission Campus—March 24, 2011

WELCOME/CALL TO ORDER

Grace Haddox, QEP Task Force Chair, welcomed everyone and called the meeting to order at 3:30 p.m.

APPROVAL OF MINUTES

The QEP Task Force Meeting Minutes for March 2, 2011 were read. Upon noting a correction on page 2 whereby the word “students’ should be used rather then “faculty, the minutes were approved by consensus.

STUDENT FOCUS GROUPS

Grace requested that task force members skip to Agenda Item #5 “Student Focus Groups.”

It was noted that the student focus groups were not productive. The facilitators were feeding suggestions for topics because the students were not producing or focused on a QEP topic. This observation is noted by the topics listed in the Student Focus Groups models. The topics tended to lean more toward personal concerns rather educational. The Early College and Dual Credit sessions were most productive.
PRESENTATION OF FOCUS GROUPS RESULTS

Members present then turn their attention to Agenda Item #3, “Presentation of Focus Groups Results.” It was mentioned that there were about 7 groups scheduled. Time was given to review the lists of ideas that resulted from the focus group sessions. It is important that EPCC come up with a QEP idea and make it viable. Members reviewed the list sto look for an idea that jumps out. At Northwest Campus, Janine Rudnick and Grace noted the idea of using FACEBOOK tying it to the QEP topic. Interfaced ideas on how to utilize FACEBOOK were

- Put syllabus
- Communicate with teacher
- Have a FACEBOOK page for the class
- Put Class Updates
- Do a Critique on
- Do an Assignment
- Do short videos
- Have voice messages

It was noted that students look at it daily on a frequent basis. However, a comment was made that a significant number stopped using FACEBOOK.

A question was asked, “Do they (the students) feel like they belong?” The QEP should communicate to the student. Our students can sense progress if they feel like they belong.

It was mentioned that the Focus Group at ASC focused on SharePoint. No administrator was present at this focus group session.

To utilize SharePoint as a QEP would require training sessions. SharePoint could be utilized as a communication tool for the QEP.

Task Force members decided not to organize additional focus groups. An idea could be culled or developed from the lists.

DISCUSSION OF QEP TOPICS

Members present continued to review the lists; discussion ensued on what would be a strong topic. The group was reminded that the QEP topic is a student-focused learning initiative that will be carried forth for five years. It is an initiative from which the student will benefit and from which there will be a district-wide collaborative effort involving faculty and staff.

David Henry noted that upon looking at the topics for a common thread, he noted, and summarized, that “Discover Your Community” tended to stand out. He asked members to review the list to see if they concurred with him. He pointed to the Mission del Paso handout and noted “interview community people idea.” Students across the community have a wealth of information with the individuals who live in our community.
Allison Bruce also noted that at her focus group session, there were students who suggested “go out and discover the community.”

More discussion on knowing the community ensued. Interchange of dialog and ideas included:

- Choose something that fits the community. Look at what El Paso has to offer.
- How it is structured would be up to the instructor.
- Becky Perales and Mark Norbeck mentioned that “Ethics” was another topic that came forth at their session. There is a lack of ethics. David’s idea of “Discover Your Community” would be good for ethics. Students would take pride and develop respect for the community.
- Michelle Watkins stated that the topic could cover careers. It involves people who know where their place is in the community. How do you fit within the community? It is personal. You know where you stand.
- With this theme, start small then enhance.
- The topic of “Discover Your Community” could have a different theme each semester.
- As an example of having a different theme each semester, Mark noted that during Black History month, he tends to bring in the activity of storytelling and hopes to bring in all disciplines. The following year for Women’s History Month, he plans to have an interdisciplinary theme.
- How would we integrate technology with this theme?
- How can you measure that it is succeeding?
- The SLOs will identify what we are measuring.
- The topic would represent an awareness of what makes up a community.
- The QEP focuses on a fundamental need. “Discover Your Community” is a fundamental need.
- The topic does not necessarily need to have the student focus on the general El Paso area. The student can focus on the community area in which he or she lives or on a community section of El Paso.
- It was recommended that the idea be run through a current English class to gauge student interest and feedback.
- John Lencyk strongly advocated the theme by noting all the possibilities involved within all disciplines. In science, our geology classes have the history of the area terrain. In Math, simple statistical studies and analysis could be planned around the demographics of the area. English 1301 could have one of their essay topics of the theme. “Getting to Know My Community” could be made the sixth essay in English 1301. This theme can be made generic and not prescriptive and the faculty will have buy-in. Of course, this would need to be discussed in the English Discipline to determine acceptance and guidelines. With respect to technology, videos can be made by the students. We do not need to teach the theme to all students. Speech students, history students—it works in any of the disciplines. It ties in with EPCC’s Mission. Students will buy into it with the idea of the video and they can utilize U-Tube. Have students do interviews. Make it simple and meet the requirement for the QEP.

As a result of the lengthy dialog, members present agreed that “Discover Your Community” would be a viable QEP topic. Enthusiasm for the topic was evident.
SUMMER 2011

Grace informed the group that she would spend summer 2011 doing a review of the literature on the topic selected for the QEP. Her review will include best practices. She might call upon Becky and Albert Villegas, Librarians, to assist with best practices.

“Getting to Know Your Community” was the theme of choice at today’s meeting.

ADJOURNMENT

Prior to adjourning, Grace sincerely in a “most, long way” thanked everyone present. She appreciated the group for their involvement and support of the focus groups and for being good sports during the past academic year.

Grace reminded everyone that EPCC’s QEP proposal is due six weeks before the SACS onsite visit. She also mentioned that during Faculty Development Week she will give an update on the QEP.

The QEP Task Force will not meet during the summer.

Meeting adjourned at approximately 5:00 p.m.