Attendees were asked to sign the attendance sheet.

Dr. Marion Gillis-Olion, SACS Liaison, presided over the meeting in Dr. Munn’s absence. The committee expressed concern about soliciting White Papers from the campus. The survey attempt was aborted because the surveys went to junk mail. The third approach is for the committee to produce the White Papers to be vetted by the campus and to solicit ideas from the campus about the White Papers. The data dashboard used by the Office of Academic Affairs for Operational Planning was discussed and revealed that critical thinking scores on the CLA were less than desirable. The Accuplacer scores for incoming freshman demonstrate that over 60% of the incoming freshmen are deficient in reading and/or writing. The CBASE (used as the rising junior exam) has failed to document significant success in writing among our students. Students nor faculty are taking advisement seriously. Although the satisfaction with advisement increased significantly when PINs were required for graduation, students still complain about the availability of faculty and the clearance for graduation process shows that students are waiting very late in their careers to identify their majors/minor accurately.

A discussion about possible QEP topics ensured and yielded the following ideas.

- What are the critical thinking dimensions? Which courses focus on those dimensions? What rubric items should be applied in those courses? How can the analysis of those rubric items be tied to our faculty evaluation measures? Data should be collected at transition points that yield a cumulative folder or electronic portfolio. At least one assignment in each discipline related to CLA, accuplacer data, etc. There would be some testing/assessment instruments administered in the 2nd and 3rd years as formative evaluations. All majors would develop capstone courses that encompassed critical thinking. The departments would have to defend what they chose via a presentation similar to that required of online course development. (Lewis and Yew)
- Critical thinking skills cannot be measured without the use of communications skills. $C^2 \times C^2$ – Critical thinking skills and communications skills applied across the curriculum and community. The application of the communication skills in community service and critical thinking activity should be a goal of the QEP. This plan would emphasize using CLA-like activities based on global concepts or service learning/community service issues. (Hinnet-Jones and Gillis-Olion)
- Literacy and Personal Responsibility would involve students and faculty to take personal responsibility for building literacy skills. A closely related or alternate of the same idea is Critical Literacy and Personal Accountability. Making it a goal for students and faculty to be accountable for knowing their respective roles and practicing them. Measurements for personal
responsibility/accountability would include attendance at cultural activities (encourage globalization and internationalization of university experiences), choosing the major in a timely manner (students filing declaration of majors by the end of the freshman year). (Tavakoli and Valenti)

• Similar to the Foundations of Excellence Study, conduct a study of foreign language capabilities with an accuplacer type instrument. (Peacock and Radford Curry)

Various committee members were assigned to write white papers on one of the ideas (see names in parenthesis). A BlackBoard site will be set up for the committee to review the White Papers and as a repository for data that may be helpful in determining the needs of our students.