

# PALM BEACH STATE COLLEGE

**QEP Support Committee  
Meeting Minutes  
Friday, January 29<sup>th</sup>, 2016  
10:00 am – 12:00 pm  
Lake Worth Campus, Room CBP 320**

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<b>Attendance</b>		
<input checked="" type="checkbox"/> Mauvette Joseph	<input checked="" type="checkbox"/> Olimpia Lukacs	<input checked="" type="checkbox"/> Carleton Chernehoff
<input checked="" type="checkbox"/> Janell W. Carroll	<input checked="" type="checkbox"/> Holly Larson	<input checked="" type="checkbox"/> Connie Tuisku
<input checked="" type="checkbox"/> Pam Mason-Egan	<input checked="" type="checkbox"/> Luke Rogers	<input checked="" type="checkbox"/> Timi Storms
<input checked="" type="checkbox"/> Marc Fedderman	<input checked="" type="checkbox"/> Megan Tomei-Jameson	<input checked="" type="checkbox"/> Karen Pain
<input checked="" type="checkbox"/> Mollie Rhodes (Guest)	<input checked="" type="checkbox"/> Eliana Mukherjee (attended alternate meeting on 1/22)	<input checked="" type="checkbox"/> Andy Plotkin
<input checked="" type="checkbox"/> Cara Good (Guest)	<input checked="" type="checkbox"/> Joe Pick	<input checked="" type="checkbox"/> Elizabeth Wilber
		<input checked="" type="checkbox"/> Dave Wells, Chair

**Item 1: Title V Summer Institute**

**Discussion:**

Mollie Rhodes, Title V Director and Cara Good, Title V Program Coordinator presented an overview of the planned 2016 Title V Summer Institute. This year’s Summer Institute will have a diversity focus and will take place over four days in May. The plan is to target 20-30 faculty who teach gateway courses taken by new students at the beginning of their college career (such as SLS1501, MAT1033, ENC1101 and Developmental Education courses). This part of the institute will train faculty in tools to help them support a diverse student population. Included in this toolkit will be a grounding in the case management approach student affairs departments have implemented through the use of the new Starfish software. A second part, still under consideration, will be available to faculty interested in applying critical thinking best practices to their instruction and assessment of students. A stipend will be offered to completers of both parts of the training.

Additionally, the guest speakers mentioned an interest in presenting the Summer Institute plans during a Spring Development Day session. By mid-February, Title V leadership hopes to have firm plan for Summer Institute in writing. There was some discussion about offering the institute during the break between Spring Semester and Summer Session A.

**Action:**

Dave Wells, QEP Manager, asked members to consider if the currently proposed Title V Summer Institute can meet the needs of critical thinking development in a similar manner to what was accomplished last summer. Also, some concerns were raised whether a faculty member would attend a second training on critical thinking after a four day session on diversity. QEP will need to decide whether to participate in Summer Institute or develop a separate program solely focused on critical thinking instruction and assessment.

## **Item 2: Critical Thinking “App”**

### **Discussion:**

Dave Wells reported that he met with Tony Calabrese, computer science instructor, in early January to explore the purpose and scope of a critical thinking “app” and how to assemble a team of faculty and students to help create a proof of concept or proposal for a prototype. Dave Wells also explained that Professor Calabrese has advanced PBSC students who can work on the app project and also that it will be important to get the input of students who regularly use apps to know what captures a typical user’s imagination and interest and which apps are most popular. Timi Storms, Megan Tomei-Jameson, and Joseph Pick volunteer to participate in the workgroup.

**Action:** Set meeting of workgroup to begin developing proof of concept.

## **Item 3: Quick Guide Campaign**

### **Discussion:**

Dave Wells shared the results of the Quick Guide Survey. Members noticed the sizable number of survey respondents and the variety of uses of the guide.

Dave Wells offered a brief rundown of recent and upcoming Quick Guide workshops through the SLC and PTLC that help participants explore critical thinking issues that arise in tutoring and instruction. Dave Wells also shared a sample of the results of the work created in these workshops, and he is compiling, on an ongoing basis, a variety of subject-based Quick Guides. Holly Larson, Professor of English, described how she used the Quick Guide format to create a companion resource for her students to use while reading assigned literature and articles for her courses and how to students could use the guide to help them think about the text in preparation for an upcoming assignment.

## **Item 4: QEP Webpage Updates**

Dave Wells informed the committee that he has made some updates and changes to the QEP webpage. First, he informed the committee that he added a “Quick Guide” navigation link to the page that leads to a Quick Guide Section and includes information and links to the Quick Guide, Student Quick Guide, and the Subject Quick Guide. Dave Wells is also working with Jeannine Burgess of e-Learning to create an e-book version of the Quick Guide. This e-guide will offer easy access for PBSC faculty, staff, and students in the future and address the limited access of hard copies due to a dwindling supply. Members shared that it would also be useful to include a link to POLO in the Quick Guide section and that Critical Thinking Subject Guides could be housed on POLO in addition to or instead of the QEP webpage. Karen Pain recommended discussing POLO option and ideas with Susan Setterlund, the POLO contact.

Dave Wells also shared that he is planning to consolidate the 2012-2013 Workshop, 2013-14 Workshop and Virtual Workshop navigation sections into one navigation section and re-format the content in Kaltura with the help of MTIS.

Lastly, Dave Wells stated that the QEP Support Team membership has been loaded to the Faculty and Staff Teams section and that the meeting minutes are in the process of being loaded.

### **Action:**

Dave Wells will load the Subject Critical Thinking Quick Guides to the QEP webpage and include an announcement of the guide location of the webpage in an upcoming college-wide email. Dave Wells will meet with Susan Setterlund to explore how to utilize POLO for QEP Quick Guide and other Critical Thinking Learning Objects

**Item 5: Assessments**

Dave Wells discussed the results of the California Critical Thinking Dispositions Inventory (CCTDI) and stated that in Year 4 we have met the target score. There was robust discussion around the value of the inventory, what insight into student critical thinking dispositions it provides, and how to utilize the results. Karen Pain suggested that since we have met the target, maybe the CCTDI administration has fulfilled its purpose and the QEP might consider other measurements of critical thinking dispositions. One suggestion shared was the idea to use the CCTDI as a pre/post assessment around a measureable critical thinking assignment to gauge what change in disposition occurs. To add, Megan Tomei-Jameson mentioned the use of a formative assessment “app” called Socrativ that she uses repeatedly in her Communication courses to track student learning. It was suggested that Socrativ could be used to assess and instruct various critical thinking dispositions/skills.

Dave Wells also discussed the results from both the QEP sample and PBSC sample for the Critical Thinking Scenarios. The score for the QEP sample was slightly lower than the previous year while the PBSC sample had the same score as the previous year’s score. For both years, the samples did not come close to approaching the targeted score. Karen Pain explained that while the baseline scoring rubric was the same as the rubric used this year and each year, the scenario was completely different in 2012. Since 2012 the scoring team has remained consistent which lends credibility to the consistency of how the scenario is scored each year. Also, one instructor mentioned that in reviewing her course section’s scenario results, she observed a difference between the student’s pattern of classroom critical thinking behavior and what the scenario score expressed as the student’s critical thinking skills.

Lastly, Dave Wells explained that the Community College Survey of Student Engagement (CCSSE) will be administered this spring and that nine of the survey questions specifically measure student perception of how their learning addresses critical thinking application.

**Action Item:** Explore Socrativ application and potential to use application in classroom instruction along with a pre/post CCTDI assessment

**Item 6: Spring Development Day**

Dave Wells mentioned that he expects to know more about the theme and format of the Spring Development Day after a planning meeting occurs on Monday, February 1<sup>st</sup>. He also stated that he expects there to be breakout sessions and that he is seeking volunteers to present or train. Several members mentioned the desire to have more workshop-based sessions that seek to train faculty and staff in a particular skill rather than a presentation that offers limited participation. We also discussed the possibility of having a break out session for current and potential PLG leaders.

**Action Item:** Begin recruiting QEP leaders to develop breakout sessions

**Item 7: Professional Development**

Dave Wells mentioned that there have been several workshops and presentations conducted in January for the SLCs and the PTLC and that there will be additional workshops for the SLCs and PTLC in February. Workshop topics include using the Quick Guide for instruction and tutoring, and various topics related to the 2015 Summer Institute project implementation

**Item 8: Professional Learning Groups (PLGs)**

Elizabeth Wilber suggested that a PLG leadership meeting be planned in the near future and for it possibly to occur during a Development Day session and/or have a meeting towards the end of the academic year. The purpose of these meetings would be to check on progress and participation of the PLGs and to consider goals and purpose for the rest of this academic year and the next academic year. Dave Wells mentioned that he is in the process of developing a PLG survey to measure participant involvement, participant outcomes, and interest in training to be a facilitator.

**Action Item:** Set date for a PLG leadership meeting and possibly include data gathered from PLG survey.

**Item 9: Next Meeting**

Dave Wells reminded members that the next and final meeting of the 2015-16 academic year will be held the morning of Friday, April 1<sup>st</sup> (no kidding). Dave Wells thanked members for their many contributions and then adjourned the meeting.

Respectfully submitted,

Dave Wells  
Manager, Quality Enhancement Plan