

**QEP Leadership Team/ Professional Learning Groups: Multi-Group Meeting
Meeting Minutes
Friday, January 30, 2015
9:30am – 11:00am
Lake Worth Campus, Room CBP 103**

Attendance (Guest participants are PLG members)		
<input checked="" type="checkbox"/> Eliana C. Mukherjee	<input checked="" type="checkbox"/> Carleton Chernekoff	<input checked="" type="checkbox"/> Manuel Larenas
<input checked="" type="checkbox"/> Karen Pain, Chair	<input checked="" type="checkbox"/> Kristy Taylor	<input checked="" type="checkbox"/> David Wells
<input checked="" type="checkbox"/> Shannon Whitman	<input checked="" type="checkbox"/> Elizabeth Wilber	<input checked="" type="checkbox"/> Mindy Yale
<input checked="" type="checkbox"/> Guest: Emmanuel Alvarado	<input checked="" type="checkbox"/> Guest: Debbie Beres	<input checked="" type="checkbox"/> Guest: Joanne Cameron
<input checked="" type="checkbox"/> Guest: Lauren Chambers	<input checked="" type="checkbox"/> Guest: Sandy DeMauro	<input checked="" type="checkbox"/> Guest: Leonie Escoffery
<input checked="" type="checkbox"/> Guest: Mauvette Joseph	<input checked="" type="checkbox"/> Guest: Nancy D. McDonald	<input checked="" type="checkbox"/> Guest: Heather Naylor
<input checked="" type="checkbox"/> Guest: Marcie Pachter	<input checked="" type="checkbox"/> Guest: Sheila Scott Lubin	<input checked="" type="checkbox"/> Guest: Deborah Snowberger
<input checked="" type="checkbox"/> Guest: Jeannette Sullivan	<input checked="" type="checkbox"/> Guest: Megan Tomei-Jameson	<input checked="" type="checkbox"/> Guest: Connie Tuisku

Item 1: PLG progress

Discussion:

Meetings seem to be going very well and the groundwork is being completed for moving forward. Groups are running on all campuses with regular participation.

- 58 faculty and staff members indicated interested when we tried this in the fall; 47 of those who indicated interest are participating voluntarily and regularly (36 have attended 3 or 4 meetings to date, and 11 have attended 1 or 2 meetings as they have been able to participate).
- Discussions during PLG meetings are productive and are leading to enhanced teaching; the summer institute will be a good opportunity for current participants to either plan for formal implementation of some of the ideas discussed or to document the change that is occurring now.
- Karen Pain reported that participation hours should be updated in Panthernet within the week.

Some groups have requested help with goal-setting for remaining meetings this spring. Below is a list that was provided at the meeting. Facilitators can discuss these and make decisions with group members.

- By April, identify a practice, strategy, or assessment to improve (or enhance). Use the spring to develop a plan to improve (or enhance) what you identify; use your PLG to get feedback on that plan.
- Watch the Magna webinar about the intention and explicit integration of critical thinking into the classroom – develop a plan to integrate ideas; use your PLG to get feedback on that plan.
- Share an article or video that is relevant to group members. Use the group to discuss how or why it is relevant. Identify a takeaway and discuss how the concept might be applied in practice.
- Work through the QEP Blackboard course; use the group to discuss relevant findings, practice. Evaluate the course – communicate ideas for improvement to the QEP manager.
- Consider leadership. Ideally, these groups will continue and four new leaders (one per campus) will be developed for 2015-2016. (More about this soon...)

After-meeting note

Faculty and staff who do not have and would like printed workbooks for the Blackboard modules (Faculty Resource and Reflection Guide) or the new assessment/rubric module contributed by Mindy Yale (Crossing the Rubricon), please contact Carleton Chernekov (561-868-3021) to have one delivered.

Action:

Facilitators will continue to document meeting attendance and activity, communicating any resource requests on the reports.

Item 2: Feedback for summer institute

Discussion:

The College has obtained a five-year grant as a designated Hispanic Serving Institute, and professional development to help faculty implement and document best practices is included. A “summer institute” will run for four weeks during Summer A for five years, starting this year. The QEP manager and a part-time PLG coordinator who will help organize the institute and then oversee PLG coordination in coming years. The coordinator, QEP manager, and Title V director will draw up an application and plan for this institute as soon as the coordinator and director are hired (process is reportedly under way now). Ms. Pain had previously sent a survey to all current PLG members to determine logistical preferences and ensure that these preferences are considered when the institute is developed. Twenty-nine faculty and staff opened the survey; 22-25 responses were recorded on most questions. Results were discussed. New suggestion included adjusting the application and notification timeline (currently planned for spring semesters each year) because faculty are already scheduled by the time the process begins.

Action:

Based on survey results and discussion at the meeting on 1/30, Ms. Pain will make the following recommendations to the Title V director and PLG coordinator as soon as they are hired:

- 9am-noon orientation for first meeting on LW campus
- Remaining contact meetings (3) should remain flexible to be scheduled by facilitator with participants once group composition is known; preference is overwhelmingly for some combination of face-to-face and online options, but more than one-third of those who answered the survey do prefer strictly campus meetings. Flexibility will be a huge draw if we can accommodate!
- Offer at least one group on each campus; divide groups on bigger campus if needed to try to accommodate teaching schedules
- Allow participants CHOICES regarding the time spent in the summer institute: document best practices that have already been implemented as a result of PLG participation, develop improved assessment, or develop an enhanced practice to pilot in an upcoming semester, complete the online QEP Blackboard course (or another that might be similar)
- Review timeline with first round of participants to see if it would be better to move application, selection, and notification to the fall semester so that participating faculty can plan summer teaching schedules around participation in the institute; this will be of particular use if the summer schedule cannot be flexible.

Item 3: Discuss QEP assessment results – exercise in data review

Discussion:

Ms. Pain presented a snapshot of student performance on one measure of critical thinking (*California Critical Thinking Skills Test*). In groups, participants discussed the data and presented observations to the large group afterwards. It was noted that the data was very incomplete and that drawing conclusions should be done very great caution; the intent of the exercise was only to facilitate a discussion using data to determine what we might learn when we do. (Full reports are made available annually.) In the examples provided, the following observations were made and questions asked:

- There are some occasions when students perform slightly better when they are taught by faculty who are known to be intentional and explicit in their integration of critical thinking – when we see data like this, can the strategies used by faculty be shared and scaled?
- The data represent different samples, and the samples are very small – can we really draw any conclusions in this case? Is it possible to find ways to re-test the same students to truly measure learning over time?
- Student performance in the general education sample compared to a sample of students taught by faculty who are intentional about critical thinking is very similar
- Good – we have an effort in place to try to measure – conversation is good so we can better at measuring
- Bad – even though we see improvements over time in some cases, many of the results are less than 50% - don't we want better of our students?
- “Evaluate and explain” is the outcome that is consistently lower – why?
- Meaning of skills – “evaluate” for example might mean to evaluate one's conclusions or it might mean to evaluate given or relevant information – we need to improve our own understanding of the skills being measured and, given the lack of confidence many of our students have, if we are talking about evaluating one's own conclusions, that makes our challenge even greater when it comes to teaching critical thinking skills

Action:

To keep this conversation moving forward, similar exercises will be integrated into the summer institute. PLG facilitators are encouraged to consider also integrating such discussion into PLG meetings. Additionally and related, to expand a similar conversation College-wide, faculty will soon be invited to discuss data that is relevant to classroom instruction in February; campus meetings will be scheduled by Ms. Pain, the General Education committee faculty chair, and the committee's faculty liaisons.

Item 4: Transition and opportunity

Ms. Pain reported that as of January 16th, her new role will be that of assessment director (promoted to replace Helen Shub who is now Assistant Dean of Enrollment Management). Until the QEP manager position is posted and filled, Professor Carleton Chernenkoff will assume the responsibilities of coordinating the 2nd Annual Student Contest to Promote Critical Thinking, and she will assist Ms. Pain in other initiatives such as supporting the PLGs and the Blackboard course.

Professor Chernenkoff announced a successful partnership with the speech cluster this year so that the student contest includes opportunities for both essay and speech entries. Speech cluster will handle judging of the speeches, but she requested (and received) volunteers to score the essay entries. The contest will run 2/9 through 3/23; essays will be scored on Development Day. Speeches will be delivered on 4/23. All winners will be announced by May 1 or sooner on the QEP webpage.

Meeting was adjourned at 11:00am.

Respectfully submitted,

Karen Pain
Assessment Director