

**MINUTES**  
**Quality Enhancement Plan Writing Team**  
**Friday, September 10, 2010, 10:00 am – 12:00 pm**  
**ETA 101, Lake Worth**

<b>Attendance:</b>		
<input checked="" type="checkbox"/> Jackie Berg	<input checked="" type="checkbox"/> Diane Bifano	<input checked="" type="checkbox"/> Gail Burkett
<input checked="" type="checkbox"/> Jennifer Campbell	<input checked="" type="checkbox"/> Joanne Cameron	<input checked="" type="checkbox"/> Thomas Caughman
<input checked="" type="checkbox"/> Carleton Chernekoff	<input checked="" type="checkbox"/> Jim Duffie	<input checked="" type="checkbox"/> Brian Findley
<input checked="" type="checkbox"/> Rob Gingras	<input checked="" type="checkbox"/> Robin Johnson	<input checked="" type="checkbox"/> Judy Maxwell
<input checked="" type="checkbox"/> Dan McGavin	<input checked="" type="checkbox"/> Sallie Middleton	<input checked="" type="checkbox"/> Marcella Montesinos
<input checked="" type="checkbox"/> Jeanne Murcia	<input checked="" type="checkbox"/> Karen Pain	<input checked="" type="checkbox"/> David Pena
<input checked="" type="checkbox"/> Syeda Qadri	<input checked="" type="checkbox"/> Diane Ramos	<input checked="" type="checkbox"/> Cathy Seyler
<input checked="" type="checkbox"/> Helen Shub	<input checked="" type="checkbox"/> Melissa Solla	<input checked="" type="checkbox"/> Lynn Trezise
<input checked="" type="checkbox"/> Mindy Yale		

**ITEM 1.      Advisory Council update**

**Discussion:** Council currently has 33 members; first meeting scheduled for 9/17/10 to discuss broad-based participation in development and to discuss initiatives in focus groups.

**Data/source:** Advisory Council roster

**Action:** Karen Pain will include QEP Writing Team on correspondence to Council and on meeting invitations.

**ITEM 2:      Discuss survey results and define critical thinking**

**Discussion** Two of six choices presented surfaced to top, with 61% of respondents choosing one of the two definitions. 39 of 691 respondents wrote in a free-response selection, many of which included similar word choices and meanings. The favored choices were:

- "...the deliberate process of questioning, evaluating, and responding to problems, scenarios, and arguments in order to reach sound solutions, decisions, and positions" (Cape Fear Community College QEP, [http://cfcc.edu/SACS/QEP/documents/QEPFinalDraftAug242006\\_000.pdf](http://cfcc.edu/SACS/QEP/documents/QEPFinalDraftAug242006_000.pdf)) and
- "...a wide range of skills needed to effectively identify, analyze, evaluate arguments and truth claims; to discover and overcome personal prejudices; to formulate and present convincing reasons in support of conclusions; and to make reasonable, intelligent decisions about what to believe and what to do." (Georgia State University QEP, as adapted from Moore and Parker, and by Bassham, Irwin, Nardone, and Wallace, [http://www.gsu.edu/sacs/files/GSU\\_QEP\\_CTW.pdf](http://www.gsu.edu/sacs/files/GSU_QEP_CTW.pdf) )

After much discussion about specific vocabulary words and a desire to capture the essence of these definitions, the following working definition was agreed upon by consensus of committee members present: Critical thinking is

*the skills needed to explore, evaluate, express, and engage in purposeful reasoning in order to reach sound conclusions, decisions, positions, or solutions.*

**Data/source:** Raw data and summary reports from IRE

**Action:** Website will be updated to announce working definition, with a note to indicate that editing may be necessary as initiatives, goals, and the assessment plan are developed. The update will also provide constituents the opportunity to share ideas for in and out of the classroom to help students develop critical thinking skills.

**ITEM 3: QEP reviews and best practices discovered**

**Discussion:** Ideas that work for other institutions or that have been shared by our own instructors that may be considered for “conversation starters” as focus groups are held this month (as reported from committee members who read other QEPs and/or spoke to colleagues):

- Capstone projects – these are good for four-year institutions but may not work at Palm Beach State
- Course identification – in what courses is critical thinking already “taught” or emphasized? Can we emulate those practices in other courses, adapting as needed? Examples: ENC1101, ENC1102, SLS1501
- One faculty per department to be formally trained, then share with others in that area
- Target first-year students or courses or programs
- Integrate into communication curriculum and courses
- Develop a “studio” for students to gather to “think and explore ideas” (as relevant to suggested topics, projects, problems)
- Faculty development: summer institute with paid stipend
- Team teaching
- Peer collaboration
- Assess with essays, case studies
- Reading programs (common books)
- Faculty development required for faculty teaching targeted courses, but open and available to all who are interested
- Include emphasis on information literacy
- Stay as close to mission as possible
- Get students to “think” and to “act”
- Incorporate service learning
- Incorporate learning communities on campus and to serve the community off-campus
- Incorporate student leadership
- Socratic Method (get students to question more)
- “Think Tanks” – in class and on campus
- In English course work: deeper examination and discussion of relevant articles and literary works

**Data/source:** Previous Web and email submissions: other QEPs

**Action:** All committee members are encouraged to review other Quality Enhancement Plans that focus on critical thinking in an effort to become familiar with these and other initiatives. Karen Pain will provide above list to faculty who will facilitate focus groups. Faculty will use these ideas and others to initiate and facilitate discussion regarding what we can do at Palm Beach State to help students develop critical thinking skills.

**ITEM 4: Team brainstorm – what initiatives make sense for Palm Beach State?**

**Discussion:** Intention was to discuss ideas to present at focus groups but time was too limited; faculty will use the list developed in Item 3.

**Data/source:** n/a

**Action:** Focus groups will be held as planned; faculty will use list above to start conversation; Karen Pain will send sign-in sheets and guidelines by email.

**ITEM 5: Grant funding**

**Discussion:** Karen Pain met recently with Dana Zorovich regarding possible grants and learned the best opportunities may reside within initiatives planned for science, technology, engineering, and mathematics.

**Data/source:** n/a

**Action:** Team will be mindful of any suggestions at focus groups that might fit within these topics and report back at next meeting.

**ITEM 6: Focus Groups – scheduling**

**Discussion:** Faculty on each campus will work together to coordinate as much as possible the days/times that focus groups are offered. Provosts will be asked to encourage participation; a link to the schedule will be sent to all-users when all groups have been scheduled.

**Data/source:** n/a

**Action:** Faculty should contact Karen as soon as possible with dates, times, and locations. She can help as needed by attending or scheduling. All groups should be scheduled on or before October 1, 2010.

Meeting was adjourned at 12:00 p.m.

Submitted by:

Karen Pain, Chair