

MINUTES
Quality Enhancement Plan Writing Team
Friday, September 24, 2010, 10:00 am – 12:00 pm
ETA 101, Lake Worth

Attendance:		
<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 Chernehoff	<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 meeting / Focus Groups – updates

Discussion: 29 attended the Advisory Council meeting on 9/17 and participated in four focus groups, sharing current classroom practices or other ideas that will help integrate critical thinking into our courses and co-curricular activities college-wide. Participants have also expressed concerns regarding adequate time in class to incorporate critical thinking exercises and activity, for developing critical thinking exercises for online courses, and for sufficient faculty development.

The same conversation is occurring in campus focus groups: Boca Raton has had one focus group and two have been held on the Palm Beach Gardens campus. Attendance has ranged from seven to 17. It has been primarily faculty but students, staff, and administration have also participated.

Five additional discussion groups are scheduled on or before October 1, 2010. Participation is open to all college constituents and is being encouraged by campus provosts.

Data/source: Focus group worksheets and sign-in sheets; emails from faculty facilitators

Action: Facilitators of upcoming groups should ensure that sign-in sheets, notes, and any submitted worksheets are provided to Karen Pain. Facilitators should also email her an informal list of ideas as soon as possible after the focus group so that ideas are included in the sub-committee report (Item 2) at the 10/8 Writing Team meeting.

ITEM 2: Sub-committee to compile report for the 10/8

Discussion: Karen Pain reported that most of the ideas gathered so far have been easily categorized by course or discipline. This is done to facilitate the selection of ideas to implement within the QEP. Melissa Solla had previously offered to help with this task.

Data/source: n/a

Action: The sub-committee will be comprised by Karen Pain and Melissa Solla. Additional help will be requested by email if needed on October 1.

ITEM 3: Status of QEP sections

Discussion: Karen Pain has been reviewing literature suggested by team members. There is wide-spread emphasis on the need for professional development for successful implementation of a critical thinking focus. Many of the ideas that are coming in for classroom use are validated by the research. Sources being reviewed include approximately 30 scholarly reports and resources on professional development, best practices, and campus activities, all of which focus on helping students acquire and develop critical thinking skills. Other institutional plans continue to be reviewed for additional sources; committee members may submit reviewed sources to Karen Pain before 10/8. Sections for budget will be developed alongside of the initiatives; the introductory section will be further developed using the original background information in the spring proposal.

Data/source: Various sources from electronic academic databases; library sources

Action: Committee members will email Karen Pain any potential sources to include in the QEP literature review. She will continue to work on the review draft with assistance from the committee; final writing and revision will be conducted by the writing sub-committee.

ITEM 4: Development

Discussion: As the time to organize the plan approaches, the team considered possible structures of implementation. Options were discussed as follows.

1. Curricular – Two primary structures were discussed:

(1) A small number of courses could be deemed “target courses” as discussed in the original proposal (April 2010). Success would be monitored with assessment during the first one to two years and other courses would be incorporated in subsequent plan years.

(2) Individual practices that can be integrated or are already being implemented in selected sections of many courses could be identified. A plan would be devised to begin assessment on these practices and use the results to duplicate the practices in other sections of the same course, or in other courses.

Regardless of the approach, it is agreed that common and specific language will be helpful when the plan is written.

The team also discussed the possibility of identifying cohorts of students to follow throughout the plan, and the possibility of offering a course in thinking. At least two (The Art of Thinking under philosophy, and a 1-credit course on critical thinking under strategies) have been available at the College in the past.

- 2. Co-curricular** – Co-curricular activities are defined as those projects, activities, or events outside of the classroom. The goal would be to involve multiple disciplines and student groups or clubs in a college-wide effort on some level, using a themed approach. Two themes were discussed briefly: communal gardens and digital information.

Consensus is that a single theme should be selected to focus on for each plan year that a co-curricular initiative is implemented. This is in contrast to offering different themes each plan year.

There is concern about trying to do too much too soon and about handing down projects that must be completed instead of making them optional.

- 3. Faculty development** – there is strong concern about how we can approach this. The QEP will necessarily require professional development and the writing team is unanimous that budget must be developed to offer financial incentive to faculty who are willing to participate.

Ideas that were considered were release time for training, or possibly a stipend for successfully developing and implementing classroom activities that meet pre-determined criteria.

Data/source: College-wide feedback via email, Web response, focus group worksheets

Action: The writing team will email ideas to organize the plan to Karen Pain before 10/8/10.

ITEM 5: Next meeting (10/8)

Discussion: The October 8th meeting will be used to determine the structure and organization of the initiatives in Item 4 and for selecting specific ideas for each.

Data/source: n/a

Action: To increase productivity at that meeting, team members should send any potential resources or ideas for organization, or for project themes as soon as possible to Karen Pain.

Meeting was adjourned at 12:00 p.m.

Submitted by:
Karen Pain, Chair