**QEP Workshop Evaluation**

Inquiring Minds Want To Know

Kathleen Gabriel

9:00 am - 1:00 pm

October 3, 2014

**Survey Participants:**

<table>
<thead>
<tr>
<th>Role</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Faculty</td>
<td>20</td>
<td>40%</td>
</tr>
<tr>
<td>Part Time Faculty</td>
<td>14</td>
<td>28%</td>
</tr>
<tr>
<td>Administrator</td>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td>Staff</td>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>Did Not Specify</td>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

*100% of respondents said they would recommend this workshop to others.*

**I am better prepared to:**

On a scale of 1 (None) – 5 (A Great Deal)

<table>
<thead>
<tr>
<th>Item</th>
<th>Avg Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify strategies to engage students</td>
<td>4.66</td>
</tr>
<tr>
<td>Identify strategies/approaches that enable students to develop academically</td>
<td>4.52</td>
</tr>
<tr>
<td>Recognize BC’s critical thinking definition</td>
<td>4.25</td>
</tr>
<tr>
<td>Recognize at least two of BC’s critical thinking learning outcomes</td>
<td>4.22</td>
</tr>
<tr>
<td>Identify teaching and learning strategies related to critical thinking skills</td>
<td>4.53</td>
</tr>
<tr>
<td>Teach critical thinking skills in the classroom or through a learning experience</td>
<td>4.52</td>
</tr>
</tbody>
</table>

**To what degree did the presenter/presentation:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Avg Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide strategies I could apply in the learning environment</td>
<td>4.62</td>
</tr>
<tr>
<td>Meet my expectations</td>
<td>4.65</td>
</tr>
</tbody>
</table>

Office of the Quality Enhancement Plan

October 14, 2014
What was the key take-away you learned from this session?

Names
Excellent examples for use in the classroom.
Student engagement.
Meta-Cognition evaluations
The Science of Learning.
No consideration of ONLINE
The importance of students' reflection on their own learning process.
Faculty can make a difference
Even though it is ultimately the student's responsibility for their own learning, we should realize that many of them are not equipped to take on this task. It is our responsibility to facilitate their growth and learning.
A good refresher on how to engage students
The importance of actively engaging students to participate in their learning experience.
That CT + learning-centered MUST be evident in ALL arenas, depts., areas, etc!
The variety of ways to engage students.
Continue to challenge students and hold them to your standards.
How to apply the info in the classroom environment.
Ways to engage students in so many ways!
Meta-cognitive learning; Prognosis inventory.
All the activities!
Being able to experience tasks to: see how implement; get feel for student might feel doing
When students work in groups, make sure they are EACH writing answers/reflections; Spend more time targeting at-risk students.

Classroom strategies
The importance of engaging students with in-class activities.
Multiple techniques - can pick and choose
The note cards with drawings
The many uses of notecards!
Never do for students what they do for themselves
Techniques to engage students
Exam wrapper activity
Ask for a commitment; Keep groups small; Importance of remembering student's names; Exam wrappers
That all students can learn
Being aware of the challenges our students face and creative, engaging ways to address and overcome them.
Specific student-focused strategies
Plan for assessment which is real-time and engaging.
Interactive lecture. Vocabulary cards with pictures.
Test reflection questions/student engagement.
The key takeaway I learned is that engagement does NOT equate to a "watering down" of the curriculum.
Engaging students in meaningful fashion.
Excellent ways to engage students in staying involved in the class presentation.
Engaging the student; get the class involved.
Focus on tapping student's existing knowledge; reflective writing; Write-pair-share.
Think more about what could do to assist students with critical thinking skills.

Please provide any additional comments you may have.

Very useful.
Thanks. Very engaging. Kept my attention throughout.
Great workshop! Every teacher should attend. Dr. Gabriel was very eloquent in her lessons.
Change the Employee Category ADJUNCT to ADJUNCT FACULTY.
Higher education research is preoccupied with ice breaker techniques.
Please limit the number of camera flashes.
Make and/or all tips, strategies, books, etc. available in single handout PPT.
Excellent workshop. The speaker Dr. Gab was awesome.
Great!
Presenter's experience was very valuable!
Engaging!
Structure of Lunch and Learn with discussion was good way to wrap up the session.
(Except no veggie meals) :-(
Have presenter back again.
I loved the presenter's enthusiasm and energy
Thanks!
An hour more would have been awesome!
Very engaging and high energy presenter!
Be sure that tables include a MIX of faculty and non-faculty
I would like to say a big "Thank You" to the presenter. The presentation came right from heart!

Excellent presentation!

Excellent speaker/presenter – worthwhile

Little, if any, of the information presented addressed students' inability to read and/or write at the college level.

Dr. Gabe is phenomenal! Thank you for inviting her to BC.

Excellent. Fabulous.

Lunch and Learn discussion opportunity solidified some of the content right away!

Great session