QEP Implementation Committee Notes
February 13, 2014

Present: Jorge Borda, Erick Perez, Matt Rocco, Pat Senior, Suzette Spencer, and Barbara Rodriguez

1. Critical Thinking Learning Society
   A. Scoring Guide Finalized
      The scoring guide was shared with the committee. There are two versions even though the scoring guide has been “finalized.” The sticking point for faculty was the descriptions for learning outcome #4. The plan is to test the scoring guide during the scoring sessions to determine which version works best (version 4 or version 5).

   B. Scoring Guide Showcase
      The scoring guide will be introduced by faculty during the roundtable discussions that will be hosted by each campus. The Central campus faculty have selected April 8, 2014. Barbara is waiting to receive proposed dates from South and North campus faculty, so she can schedule roundtable discussions and work with PDT office to advertise roundtable discussions.

2. Sub-Committee Reports
   A. Student Affairs and Co-curricular Activities (Yinka, Jorge, and Adrian)
      The majority of sub-committee was not present, so an update was not provided. However, based on the committee’s discussion, this subcommittee and the CT forums and roundtable sub-committee will collaborate to organize a critical thinking event for Fall term.

   B. Critical Thinking Forums & Roundtable Discussions (Erick, Nandan, and Matt)
      This sub-committee discussed ideas for CT forums. The roundtable discussions will be covered by faculty mentors. Erick and Matt have discussed some possibilities. This committee will collaborate with the Student Affairs and co-curricular to plan and organize an event that will occur during the upcoming Fall term.

   C. Faculty Mentor and Mentee Recruitment Strategies (Marie, Donna, and Mary)
      Sub-committee members were not present, so the larger committee discussed strategies to recruit new faculty. A potential issue is the terminology being used—mentor and mentee. Currently, faculty who have expressed interest want to be mentors not mentees. The committee debated the potential reasons (i.e. stipend amount and perception). Regardless of motivation, the committee realized that changes need to occur, but the committee does not want to make changes for the upcoming academic year. The committee came to a consensus about establishing a process were faculty are required to be mentees for a year prior to becoming mentors, proposed for 2015-1016. Terminology of faculty participants needs to be discussed more (mentor/mentee). The description of responsibilities for continuing faculty mentors needs to be reviewed and finalized before March 24, 2014 because some current faculty mentors want to have this information prior to making their decision about continuing or not. Joe Castillo will not continue because he is retiring.
3. **Business Items**

   A. **CCTST baseline**
   The baseline was not met, so Barbara received assistance from IRPEA to select students for Winter 2014 who still met an acceptable definition of an FTIC students. The FTIC students selected were enrolled in mentor and mentee courses. Barbara asked faculty to consider encouraging students to complete the CCTST. Faculty were amenable, so some students have taken the CCTST. The alternative assignment that was previously developed was also used by some faculty who wanted to include non-FTIC students. The deadline for taking the CCTST to reach the baseline is March 31, 2014. If the baseline is still not met, the QEP Implementation Committee will need to discuss the implications with assistance from IRPEA (as needed).

   B. **BC Critical Thinking Faculty Focus Survey**
   The committee reviewed the results and discussed some of the questions and how faculty would probably not respond to these questions negatively. The committee also discussed the low response rate.

   C. **Action Research**
   As part of the action research this semester, faculty mentors have agreed to administer a student perception survey. Barbara worked with Amy to finalize the survey and presented it to faculty. Mentors had some suggestions for the survey. Barbara made the suggested changes. After reviewing the survey, Pat made a suggestion about omitting the introduction to each question and just having it at the beginning of the survey, so students do not have to read the same phrase over and over. This change will be made.

   D. **Planning for Focus Groups**
   QEP Implementation Committee will need to plan and facilitate focus groups for the mentors and mentees as part of the action research. A sub-committee needs to be established during the next meeting to ensure the focus groups take place. Barbara has discussed the focus groups with Amy, and Pat has experience facilitating focus group sessions.

   E. **Scoring sessions**
   Barbara discussed the potential challenges with the scoring sessions of the student artifacts in terms of timeframe and who would score this. Barbara briefly discussed the approach she would like to take, which is similar to the people who are “hired” to score essays written for the English as a Second Language program. Barbara indicated that she planned to attend a workshop on planning and executing scoring sessions while she was at the Texas A&M assessment conference later in the month of February.
F. **Professional Development Needs (Math discipline)**
Barbara expressed that faculty who teach math and statistics have asked for additional professional development that will help them incorporate critical thinking in mathematics. The current professional development faculty were exposed to applies more to other academic disciplines.

G. **Planning for Fall 2014 training of new mentors and mentees**
A plan needs to be developed, discussed, and finalized. Barbara will ask the professional development and training sub-committee (Pat, Elena, and Suzette) to brainstorm about a possible structure.