QEP Meeting Notes  
Thursday, July 10, 2014  
3:00 pm -4:30 pm

Present:  
Monique Blake, Peter D’ettore, Deborah Posner, Barbara Rodriguez, Matt Rocco, Suzette Spencer

Call-in:  
Yinka Tella

1. Updates  
   A. Student Affairs and Co-curricular Activities Template  
The activities template was discussed briefly, and the decision was made to remove the outcomes that did not pertain to QEP data collection unless the sub-committee members planned to use this data internally. There also needs to be a strategy developed to introduce the template to the Student Affairs division. It was discussed that a sub-committee member and Barbara could attend a Student Dean’s Council meeting to introduce the activities template.

   B. Scoring Session  
The scoring session is scheduled for July 19, 2014 at Central Campus. As of July 10th, 11 people agreed to participate in the scoring session. The goal is 16 people because there are over 200 student artifacts. Barbara and Marilou Cayubit have been working on the logistics and redacting any identifiers from the artifacts. The model being used is similar to the one used at Texas A&M University. Once all the artifacts are scored, the Office of the QEP will enter data into Excel spreadsheets and then send to IRPEA for analysis.

   Action item:  
Barbara will work on the frequency of each score to determine baseline data.

   C. Critical Thinking Event—October 3, 2014  
Kathleen Gabriel, author of the book, Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education, has confirmed. This college-wide workshop will be the large event sponsored by the QEP for Fall term. The QEP Taskforce will need to start thinking about what it would like to do for Winter term, keeping in mind the budget constraints.

   D. Critical Thinking Event—Fall 2014 Update  
Matt Rocco had spoken to Erick Perez, so Matt was able to provide an update on the planning. Barbara inquired about whether or not Erick intended the event to be a QEP event or a QEP endorsed event.
Action item:
Barbara will follow up with Erick for clarification.

E. **QEP Website**
The taskforce discussed strategies to increase exposure of the QEP website. It was brought to Barbara’s attention that some people may not know that the QEP Transparency Framework is interactive, so this should be noted on the page. Pat indicated she would add a link on the professional development webpage.

2. **Business Items**
   
   **A. QEP Focus Groups Report**
   Deborah Posner provided a copy of the focus group report to taskforce members. Deborah explained the methodology and the results, which are outlined in the report. She indicated the focus groups were successful and definitely an effective way to gather data for the QEP process and other processes. Deborah thanked both Matt Rocco and Suzette Spencer for serving as scribes during the focus group sessions. The taskforce was complimentary of Deborah’s work.

   **B. QEP Training for Fall term**
   Scheduling the QEP training was more difficult than scheduling last year’s training because the training could not take place on a non-duty day for faculty, so to accommodate the situation, the training is scheduled in three components:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic(s)</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/22/2014</td>
<td>12P-6P (6 hours)</td>
<td>Paul-Elder Model of critical thinking (Brian Barnes from the Foundation)</td>
<td>Central, 9/227</td>
</tr>
</tbody>
</table>
   | 8/27/2014 | 4P-7P (3 hours) OR 1P-4P (3 hours) | QEP process, conceptual framework, implementation strategies, critical thinking enhanced syllabus, learning-centered environment, significant learning model, metacognition, growth-mindset | Central, 17/425  
   |           |                     |                                                                                                  | Central, 17/419          |
   | 9/3/2014  | 4P-7P (3 hours) OR 1P-4P (3 hours) | Applying the critical thinking scoring guide, teaching and learning strategies, classroom assessment techniques, developing critical thinking assignments | Central, 17/425  
   | OR 9/5/2014 |                     |                                                                                                  | Central, 17/425          |

   **C. QEP 2014-2015 budget and strategic plan**
The QEP taskforce received a copy of the 2014-2015 budget to discuss. Barbara expressed concern that the budget was approximately $88k less than the proposed budget outlined in the QEP approved by SACSCOC. Barbara wanted to make the taskforce aware because this could impact the taskforce’s ability to implement the QEP as outlined in the plan.

Action item:
Barbara will schedule a meeting with budget office to discuss the budget implications.
The 2012-2017 Strategic Plan has been revised to a 2014-2017 Strategic Plan. Based on the revisions, the QEP is no longer identified as an initiative to support Goal 1: To be the best in class amongst all Florida peer colleges on student success. Barbara expressed concern about the omission because the perception may be that the QEP is no longer important, and a key to QEP momentum is to have it on the radar college-wide. The taskforce members expressed commitment to developing strategies to continue momentum.

D. Meeting schedule for 2014-2015 academic year
The taskforce made the decision to have formal meetings during the following months: September, November, February, and March. The committee did not determine if it would meet in April or May of 2015. This will be discussed based on what needs to be accomplished. Some taskforce members suggested that the campus location be rotated more to include WHC since so many members are located there. As a result, the meeting in September is scheduled for WHC.