QEP Meeting Notes
Thursday, June 18, 2015
3:00 pm - 4:30 pm

Present:  Marie Dugan, David Moore, Barbara Rodriguez, Patrick Sammon, Jr.

Call-in:  Deborah Posner, Matt Rocco, Suzette Spencer

1. Updates
   A. 2015-2016 Scholars Cadre
      There are 36 new Emerging Scholars confirmed for the upcoming academic year. The
goal was 40 faculty, so the goal was almost met. Barbara acknowledged that she
expects the number to decrease slightly by the time Fall term begins because some
faculty members’ circumstances may have changed. As part of a pilot program, two
librarians (Simone Williams and Lori Albrizio) are included in the number of 36
Emerging Scholars. There will be 16 returning Certified Scholars. These scholars
received an invitation to formally continue in the QEP program.

   B. Scholars’ Works Digital Museum
      The feedback for the campus-based scholars’ works showcases was extremely
positive. Attendance at the exhibits was low, but people who attended recommended
that the QEP office provide electronic copies of the faculty assignments that were
displayed. As a result, the QEP office is developing a digital museum using Articulate
Storyline. The plan is to have a “launch party” for the museum during Fall term. The
museum will be available on the public QEP website.

   C. QEP National/External Exposure
      The QEP program has received some national/exposure recently.
      - Dr. Scott Demsky, a Certified Scholar, has a QEP assignment published on the
        Degree Qualifications Profile’s (DQP) website, which is supported by the National
        Institute of Learning Outcomes Assessment (NILOA).
      - A College of Education doctoral class at Florida Gulf Coast University used BC’s
        QEP as its subject for a class project.
      - A doctoral student from IUPUI requested to use the add-on assignment created
        by QEP program faculty as a part of her study. The add-on assignment focuses on
        Carol Dweck’s growth mindset.
      - Barbara facilitated two sessions on fostering critical thinking through high-impact
        practices at the 6th Annual Broward College Latin Conference hosted by BC’s
        international center in Peru, the Center for Global Education.
      - As a result of the institution reviewing the QEP website, Barbara has been asked
        to serve as the QEP lead evaluator for an institution in Texas.
D. General Education Taskforce

Greg Lindeblom invited Barbara to a meeting in May to discuss the skill of critical thinking in relation to the general education competencies. The General Education Taskforce will be reviewing and making decisions about the general education curriculum, so it wanted to ensure it was fully informed about BC’s QEP on the skill of critical thinking. Barbara’s discussion was based on the following questions: (1). How does or should critical thinking fit into the general education process? (2). Why should we consider a competency on critical thinking when we have one already for problem solving? As part of this discussion, Barbara provided an example of a holistic critical thinking rubric based on the QEP’s analytic rubric, so the taskforce could see how the skill could be assessed simultaneously through the General Education Outcomes Assessment Team (GeOAT) and the QEP program.

E. Fall 2014 Assessment Results

Taskforce members discussed the results from Fall 2014 term. The sample of student artifacts during Fall term was 79 artifacts, which was 40% of artifacts collected. Fall term is limited to the assessment of one class by each of the Certified Scholars, so the sample size is small. The assessment results for Fall 2014 and Winter 2015 will be aggregated and used in data conversations for continuous improvement.

2. Scholars Program

A. New level between Emerging and Certified Scholars

Some 2014-2015 Emerging Scholars expressed interest in continuing in the program, but indicated they were not comfortable serving in a mentor role (Certified Scholar) to Emerging Scholars. They believed they needed additional training and time to learn the CT model, so a middle level would be appreciated and embraced. Barbara asked for the taskforce’s input. Taskforce members brought up some good points about the implications of adding a new layer to the current structure. Some names for this proposed middle level were discussed; these names were Rising Scholar, Associate Scholar, or Deputy Scholar. Based on the feedback, Barbara has some follow up to do.

B. Certified Scholars, 3rd year in program

There are seven Certified Scholars who are going into their third year of participation in the program, and some of these Scholars have been working with the same course. Barbara asked should these scholars be required to “enhance” another course within their discipline? For example, an English professor enhanced English 1101 for two years; should the third year be a different course, such as English 1102? The taskforce thought this was a reasonable request and worth implementing. This conversation led to a conversation about establishing an awards system to acknowledge QEP faculty and their dedication to the program. The taskforce discussed establishing a QEP badge; a Passport reward model; certificate, and an opportunity to share teaching and learning strategies with faculty who teach for international centers and affiliates.

Action items:

Barbara will develop guidelines for the proposed “middle” level of the Scholars program. She will share this information with the QEP Taskforce for input. Barbara will explore the awards system, develop a plan, and share with taskforce for input.
3. **Business Items**

   **A. CCTST administration—Spring 2016**
   The next administration of the CCTST is scheduled for Spring 2016. Barbara brought up her concern about this administration. The concern is based on the original approach to administration and how the baseline was not met, so what purpose would the administration during Spring 2016 serve? Marie, Matt, and David provided a historical context about the decision process for selecting CCTST. Members discussed the potential implications of removing the test from the QEP evaluation and assessment plan. Barbara indicated that she thinks the other components of the evaluation and assessment plan are strong enough to omit the CCTST. The final decision about the CCTST is a College administration decision.

   **Action item:**
   Barbara will craft an explanation to justify discontinuing the CCTST as part of the QEP evaluation and assessment plan. Barbara will also develop a plan for executing the CCTST during Spring 2016. The QEP taskforce will review and provide input. Once both plans are finalized, Barbara will work with David to present to the College administration.

   **B. Taskforce membership**
   Since a College taskforce works differently than a College committee, the members of the QEP Taskforce serve voluntarily. Current Taskforce members who agreed to serve for the 2015-2016 academic year are: Marie Dugan, David Moore, Deborah Posner, Matt Rocco, Barbara Rodriguez, and Patrick Sammon, Jr.

   **Action item:**
   Barbara will follow up with the remaining 2014-2015 QEP Taskforce members to find out if they would like to continue serving. She will also provide the 2015-2016 QEP Taskforce with a few names of faculty members who she thinks would like to serve on the taskforce.

The meeting was adjourned at 4:37 p.m.