HONORS AND QEP

A MATCH MADE IN ACADEMIC HEAVEN
LEARNING OUTCOMES FOR THIS PRESENTATION

At the end of the presentation, attendees will be able to:

• Recognize Broward College’s definition of critical thinking
• Recognize the Four “pillars” of the Broward College’s Robert “Bob” Elmore Honors College
• Recognize at least 2 of the critical thinking learning outcome statements
• Recognize at least 2 ways the critical thinking learning outcomes relate to the Honors mission
• Identify teaching and learning strategies related to critical thinking skills
BROWARD COLLEGE’S QEP PLAN
QEP – QUALITY ENHANCEMENT PLAN

• 2011- COLLEGE BEGAN THE PROCESS OF SELECTING AND DEVELOPING A QUALITY ENHANCEMENT PLAN TO IMPROVE STUDENT LEARNING

• BY 2013 – THE QEP WAS CHOSEN “QUESTION EVERY POSSIBILITY – THINK CRITICALLY” AND TWO GOALS WERE IDENTIFIED WHICH WERE SUPPORTED BY STUDENT LEARNING OUTCOMES AND OPERATIONAL OUTCOMES AND THE CRITICAL THINKING LEARNING SOCIETY, LED BY DR. BARBARA RODRIGUEZ, WAS CREATED TO MEET BOTH GOALS
QEP STUDENT LEARNING OUTCOMES

Goal 1: Enhance students' critical thinking skills

1.1. Explain questions, problems, and/or issues
1.2. Analyze and interpret relevant information
1.3 Evaluate information to determine potential conclusions
1.4. Generate a well-reasoned conclusion
QEP Faculty Outcomes

Goal 2: Enhance pedagogical practices that focus on critical thinking

2.1 Participate in targeted professional development and training
2.2 Develop in-house training modules on critical thinking
2.3 Incorporate teaching and learning strategies that focus on critical thinking skills
2.4 Produce a portfolio with revised syllabi and assignments that emphasize critical thinking
TO SUPPORT THE COLLEGE’S QEP PLAN, “CRITICAL THINKING IS A PROCESS OF EVALUATING INFORMATION BY QUESTIONING AND TESTING ASSUMPTIONS, ACCEPTING AND REJECTING ARGUMENTS AND/OR PERSPECTIVES, AND APPLYING REASONING TO MAKE INFORMED DECISIONS.”
ROBERT “BOB” ELMORE HONORS INSTITUTE

• FOUNDED IN 1982

• PAST DIRECTORS:
  • DR. MARY JO HENDERSON
  • DR. BILL SENIOR
  • DR. IRMGARD BOCCHINO
  • DR. LULRICK BALZORA
  • DR. TAI HOUSER
  • DR. SHEILA JONES – PRESENT DIRECTOR

• NUMBER OF STUDENTS CURRENTLY ENROLLED: 1300*

• NUMBER OF STUDENTS WHO HAVE EARNED CERTIFICATE: 3800*
POINTS OF PRIDE

• THE HONORS INSTITUTE IS NOW THE HONORS COLLEGE!
• **POINTS OF PRIDE**
  
  • BC HI GRADUATES HAVE WON 16 **JACK KENT COOKE UNDERGRADUATE TRANSFER SCHOLARSHIP WINNERS**, SECOND IN THE NATION
  
  • **OUR JKC WINNERS:**
    
    • 2004: SARAH WIGGILL
    • 2006: SALLY-ANNE MCDONNELL
    • 2007: BEN WALKER*, MICHELLE MILLS*
    • 2008: PAOLA MARISELLI AND SARAH SANTOS
    • 2010: WHITNEY JOHNSTON *
    • 2011: FAITHFUL OKOYE*
    • 2012: RONALD BRAY, JOSEPH O’NEILL
    • 2013: MIKLOS HARANGHY, DUCKENSON JOSEPH
    • 2014: PAUL HARVEL
    • 2015: MALAK BENKHADRA, DAVID MILLAR, JARREDD SIMPSON
    
    • *DENOTES STUDENTS WHO ALSO WENT ON TO WIN THE JKC GRADUATE SCHOLARSHIP AWARDS
What Makes a Class “Honors”

• WHAT HAPPENS IN AN HONORS CLASS
THE FOUR PILLARS OF THE HONORS COLLEGE ARE:

- CRITICAL THINKING
- INTERDISCIPLINARY LEARNING
- INDEPENDENT RESEARCH
- LEADERSHIP
Critical Thinkers Routinely Apply Intellectual Standards To The Elements Of Reasoning In Order To Develop Intellectual Traits

**The Standards**
- Clarity
- Accuracy
- Relevance
- Logicalness
- Breadth
- Precision
- Significance
- Completeness
- Fairness
- Depth

**The Elements**
- Purposes
- Questions
- Points of view
- Information
- Inferences
- Concepts
- Implications
- Assumptions

**Intellectual Traits**
- Intellectual Humility
- Intellectual Autonomy
- Intellectual Integrity
- Intellectual Courage
- Intellectual Perseverance
- Confidence in Reason
- Intellectual Empathy
- Fairmindedness

As we learn to develop Must be applied to
Elements of Thought

Point of View
frame of reference, perspective, orientation

Purpose
goal, objective

Question at issue
problem, issue

Information
data, facts, observations, experiences

Interpretation and inference
conclusions, solutions

Concepts
theories, definitions, axioms, laws, principles, models

Assumptions
presupposition, taking for granted

Implications and Consequences
TYPES OF ASSIGNMENTS

MAY 2014 FOCUS GROUPS: SOME PROMISING PRACTICES

• DEBATING EVENTS
• QUESTIONING ASSUMPTIONS (HOW, WHY, WHAT-IF’S AND SOCRATIC METHOD)
• THINK, PAIR, SHARE MODEL
• JOURNALING
• ROLEPLAY
• SEE-I EXERCISE
• CASE-SCENARIO
OTHER TOOLS

- Develop a Critical Thinking SoftChalk Learning Module
- Use of booklet produced by the Foundation for Critical Thinking
- Provide images of the Elements of Thought, Intellectual Standards, Intellectual Traits in D2L shells (see slides 15 and 16)
END OF PRESENTATION

VISIT:

- **BROWARD.EDU/QEP** – JOIN CRITICAL THINKING LEARNING SOCIETY
- **BROWARD.EDU/HONORS** – JOIN HONORS FACULTY