

**QEP Committee Meeting**  
June 30, 2005, 9:00-12:00 noon  
Rm. 242 Gray Bldg.

Members present: David Schuermer, Chair; Greg Jewell, Daniel Nance, Beth Moore, John Lowbridge, Elyssa Hurst, Sarah Adams, Mike Dean, Mary Werner, Marlana West, and Linda Winstead

Absent: Jeff Florea

David provided following handouts to committee members:

- David Kolb material from *Experiential Learning: Experience as the source of Learning and Development*
- Paolo Freire material from *Pedagogy of the Oppressed*
- Summary of William Perry's cognitive & ethical development stages
- critical thinking definitions compiled by Greg Jewell from Internet

David opened with the following:

- discussion of group's central challenge—building credibility so that faculty will follow willingly and confidently
- importance of understanding theories (Kolb, Perry, Piaget, etc.)
- importance of identifying a reasonable way of measuring progress
- gave brief overview of Perry's learning stages

Greg presented CAAP (Collegiate Assessment of Academic Proficiency) material:

- compares MCC graduates to sophomores nationwide
- measures critical thinking in different ways, depending upon definition—e.g. scientific reasoning seems to come closer to our early discussions of what the committee thinks critical thinking means
- Currently college uses only in reading, writing, math, and critical thinking—suggestion made to add science
- Discussed when and how administer to CAAP—point made that we must measure students when they enter and exit
- Daniel suggested that more than one test could be used for trial and error purposes, to find the best test for our purposes

Group discussion of QEP objectives:

- Is critical thinking the topic?
- What are the objectives? Are they doable?
- How will the LCQ be used? IF not LCQ, what assessment instrument?
- Discussion of using a “pilot project” and reminder that we need not have a full plan implemented—Daniel made point that we will no doubt refine and adjust as we go along, thereby implementing a closed loop process approach
- Marlana suggested administering LCQ by putting it on-line, like orientation, to capture entering students, then linking it to CAAP assessment or Work Keys upon graduation

- Discussed administering to graduates in December, then in spring and summer for pilot groups
- Marlena suggested bringing in Craig Nelson for training all faculty and mandating attendance; also discussed how that might be done—small groups over several days vs. all at once, etc.; David noted that Title III funds could be use for this since it ties in directly with grant objectives

The Committee agreed that the following issues are critical:

- Agreeing on a description of what we mean by critical thinking for purposes of this project, the sooner the better (John proposed wording for a topic and will distribute it to the committee)
- Assessing learning outcomes
- Choosing a final topic that is doable
- Developing program of professional development that is long term, meaningful and valued

Assignments:

- David researches LCQ and distributes essay from Perry book to committee
- Daniel sets up ListServe
- John drafts distributes draft of topic to committee
- Marlena drafts strategy for implementation of control vs. experimental cohorts

Rest of committee is to:

- Reflect on definition of critical thinking
- Read handouts, especially Kolb
- Decide on topic wording
- Think about establishing QEP timeline (stages, phases, objectives, etc).
- Consider what measurement tool we want to use, LCQ or something else. If something else, what?

Next meeting is Aug 4 with Aug 19 as backup, 8:00-10:00 am, Rm 242 Gray Bldg.