

QEP Committee Meeting
June 23, 2005, 12:00-3:00 p.m.
Rm. 101A LRC

Members Present: Sara Adams, Jeff Florea, Elyssa Hurst, Greg Jewell, Beth Moore, Daniel Nance, David Schuermer, Marlena West and Linda Winstead

Absent: Mike Dean, John Lowbridge and Mary Werner

David Schuermer began the meeting by outlining the agenda, which consisted of the following five items:

1. Questions regarding QEP
2. Technical faculty and student involvement in QEP
3. Cognitive theory
4. General Education Requirements
5. Tentative discussion of QEP topic

Next, David gave a brief overview of the QEP objective as it relates to the Title III grant.

A goal for the project is that it be tightly focused, have broad-based involvement, and be measurable in more than one way.

Marlena West voiced a concern about not having Technical faculty representation on the QEP committee. After some discussion the committee reached consensus that the representation was fine, but a goal of the group should be to keep people informed. Also, David suggested that Technical faculty involvement in the second Title III grant will be extensive.

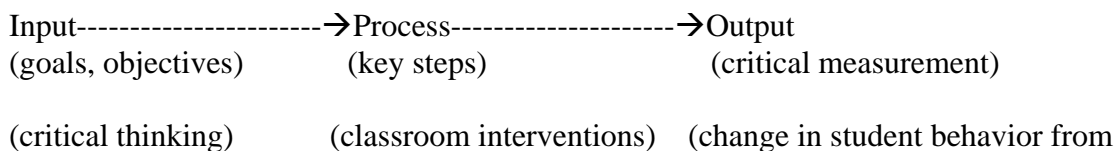
The group also agreed that student involvement is needed so the group would need to consider how to approach this issue.

David mentioned that a stipend of \$250.00 would be given to committee members on 10 month contracts for their efforts over the summer.

Next, Beth Moore presented an overview of Piaget's Theory of Cognitive Development. Afterwards a discussion ensued about the relationship of his theory and critical thinking.

Daniel Nance presented an overview of "closed loop" learning theory. It involves:

"Closed Loop" Controlled Feedback Process



dualism to multiplicity)

The last row of descriptors represent the committee's tentative interpretation of the project plan.

Next, the committee members reviewed the general education competencies. There was a brief discussion about the impact of critical thinking throughout the competencies. Also, there was discussion about the definition and measurement tool for critical thinking. The LCQ instrument was mentioned as a possible alternative, since Dr. Nelson suggested it at the NSF Chautauqua workshop. Marlana West suggested that, were we to use the LCQ, it could be posted on-line, like the new student orientation material.

Before the next meeting, the committee agreed to the following:

- Schuermer will distribute copy of LCQ to all members
- Members will read and evaluate the LCQ to answer question: is it useful for our purposes?
- Members will try to define a particular critical thinking skill they think is important to teach in their disciplines
- Jewell will gather material related to critical thinking on the CAAP exam

With some discussion, committee members agreed that they were comfortable with proceeding with a critical thinking emphasis.

The next meeting will be Thursday, June 30, 9-12, in a "smart room" yet to be identified.

The meeting was adjourned at 3:10 p.m.