

Minutes

Cornerstone Community of Practice

S-117

March 26, 2012, 3:00-4:00

Dr. Eileen DeLuca	<i>Present</i>	Elaine Schaeffer	<i>Present</i>
Myra Walters	<i>Present</i>	Terri Heck	<i>Present</i>
Freida Miller	<i>Present</i>	Martin Tawil	<i>Present</i>
David Hoffman	<i>Present</i>	Gary Rodgers	<i>Present</i>
Jaime Marecz	<i>Present</i>	Dr. Rebecca Gubitti	<i>Present</i>
Lisa Wroble	<i>Present</i>	Dr. Katie Paschall	<i>Present</i>

1. Critical Thinking Test: Freida Miller reviewed the procedures for the Critical Thinking post-test. She will send the guidelines and pass codes to the group.
2. Dr. DeLuca and the faculty reviewed the qualitative and quantitative data from the rubric standardization session.

Qualitative responses:

- The faculty discussion and written responses indicate that the group may lack a shared understanding of the elements of the Elder-Paul Critical Thinking Model. The faculty agreed that they would like to engage in more Critical Thinking Training. Steve Piscitelli will lead a two-day Critical Thinking workshop at ESC on June 28 and 29. Six faculty agreed to attend the International Critical Thinking Conference in July 2012. Regular Critical Thinking Community of Practice sessions are planned for 2012-2013, to be led by faculty who have attended the International Critical Thinking Conference. Rubric training will be built into the QEP Cornerstone Instructor Training Modules.
- One specific rubric criterion that there was disagreement on was "Relevancy." Many faculty disagreed on how to interpret the levels of performance for this criterion.
- There were many comments on how to tweak the wording in some items to make the levels of performance more specific and measurable.

Quantitative data:

- While reliability was established in the inter-rater correlations, in some areas it was a low correlation. The criterion with the lowest correlation was "Relevancy." This supports the faculty's assertion that they lacked a shared understanding of this criterion. Myra will give the faculty guidance on how to score the "Relevancy" criterion.

- There were many criteria that seemed to correlate strongly with others. “Accuracy” was one that seemed to correlate strongly with many of the other criterion. Faculty may consider whether or not this criterion needs to be measured separately from others.

3. The group discussed the results and what changes they would make based on the results. Myra Walters and the curriculum subcommittee will revise the rubric based on the data and discussion. The revised rubric will be used by all faculty as a summative instrument for the final journal submission.

Minutes submitted by Eileen DeLuca