

# QEP IMPLEMENTATION PLAN

Angelina College has identified three critical thinking learning outcomes consequent to the implementation of critical thinking skills in the curriculum: (1) Angelina College administration, faculty, and staff will have a common understanding of the tools and concepts of critical thinking; (2) all Divisions will execute tools for teaching critical thinking across the curricula; and (3) graduates of Angelina College will have the ability to adapt and apply critical thinking skills and strategies in their academic, professional and personal lives.

To evaluate the implementation process and to assess student learning outcomes as they relate to critical thinking, six assessment tools will be utilized: the Community College Survey of Student Engagement (CCSSE), International Critical Thinking Basic Concepts and Understandings Test, Faculty Learning Community (FLC) Student Learning Survey, Student Perception of Critical Thinking in Instruction, Critical Thinking Rubrics, and the Student Learning Outcomes Assessment (SLOA).

## Assessment Tools

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### **Community College Survey of Student Engagement (CCSSE):**

The CCSSE provides information on student engagement which is a key indicator of learning. The survey asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. The CCSSE contains questions that refer to students' perceptions of their ability to think critically. This survey will only be administered in the spring of 2005, 2007, and 2009.

### **International Critical Thinking Basic Concepts & Understanding Online Test**

The International Critical Thinking Basic Concepts and Understandings Test is a three part, 100 item test (developed by Dr. Linda Elder, Dr. Richard Paul, and Rush Cosgrove) that focused on the five essential dimensions of critical thinking:

1. Analysis of thought
2. Assessment of thought
3. Dispositions of thought
4. The skills and abilities of thought
5. Barriers to critical thought

### **Faculty Learning Community (FLC) Student Learning Survey:**

Over the course of three semesters, faculty from each discipline will be involved in a training and implementation cycle. This cycle will involve training, peer consultation, self-directed learning, and evaluation. This concept is known as a **Faculty Learning Community (FLC)**. In general, an FLC involves a group of 6 – 15 faculty members from various disciplines engaging in an active, collaborative, yearlong program with a curriculum that focuses on enhancing teaching and student learning. Research suggests (Cox, 2004) that peer consultation over an extended period of time has been found to be more effective in achieving professional development in the area of student learning than workshops facilitated by expert consultants.

The FLC Student Learning Survey is an instrument that measures student learning outcomes as perceived by the instructor.

### **Student Perception of Critical Thinking in Instruction**

An instrument developed by the Foundation for Critical Thinking that measures critical thinking instruction as perceived by the student.

**Critical Thinking Rubric/Critical Thinking Grid:**

The Critical Thinking Rubric and the Critical Thinking Grid (developed by the Foundation for Critical Thinking) are instruments designed to enable instructors to gather data that measures an identified critical thinking learning outcome.

**Student Learning Outcomes Assessment (SLOA):**

The SLOA provides a structure for faculty to specify in written format the learning outcome to be measured, how it will be measured, and the actual results of the analysis.

**Implementation Cycle (Three Phases)**

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**Phase 1 – (fall semester) – Professional Development Component**

In the spring, representatives (division facilitators) from each division will begin consulting with the QEP Coordinator. In addition, these facilitators will attend the annual assessment conference that is held at Texas A&M University.

Beginning in the fall, the facilitators will attend a planning retreat to initiate the FLC process and schedule critical thinking training sessions.

The facilitators will be participating in several critical thinking training sessions. These training sessions involve compiling information and discussing content based on the Paul/Elder model of critical thinking. The curriculum followed is based on information from the text *Critical Thinking: Tools for Taking Charge of Your Learning and Your Life, 2<sup>nd</sup> Edition (2006)* by Richard Paul and Linda Elder.

<b>Month</b>	<b>Sessions/Topics</b>
September	Introduction/Planning Session
September	Becoming a Fair-minded Thinker (Chapter 1) The First Four Stages of Development (Chapter 2) Self Understanding (Chapter 3)
October	The Parts of Thinking (Chapter 4) The Standards of Thinking (Chapter 5) Asking Questions that Lead to Good Thinking (Chapter 6)
October	Master the Thinking, Master the Content (Chapter 7) Discover How the Best Thinkers Learn (Chapter 8) Redefining Grades as Levels of Thinking and Learning (Chapter 9)
October	Making Decisions and Solving Problems (Chapter 10) Deal With Your Irrational Mind (Chapter 11) How to Detect Media Bias and Propaganda (Chapter 12)
November	Fallacies (Chapter 13) Developing as an Ethical Reasoner (Chapter 14) Learning and Using Information Critically and Ethically Part 1 (Chapter 15) Learning and Using Information Critically and Ethically Part 2 (Chapter 16)
November	Strategic Thinking Part I (Chapter 17) Strategic Thinking Part II (Chapter 18) Becoming An Advanced Thinker (Chapter 19)

## Phase 2 – (spring semester) – Course Development Component

The facilitators will use the spring semester to plan for critical thinking implementation. Each facilitator will select a course to implement formal strategies for teaching and measuring critical thinking based on the Paul/Elder model. Course portfolios will be utilized for planning. These portfolios will serve as lesson plans for the course. Each will include information specific to the course, such as the syllabus, course materials, sample assignments, and how the teaching method and course materials will enhance learning outcomes. Critical thinking instruction and assessment will be delineated in these portfolios. Upon completion of these course portfolios, the facilitator will have designed a critical thinking enhanced curriculum (CTEC) course.

## Phase 3 – (fall semester) – Implementation and Assessment Component

At the beginning of the semester, students enrolled in CTEC courses will be administered the International Critical Thinking Basic Concepts and Understanding Test as a pre-test.

One week prior to final exams, the International Critical Thinking Basic Concepts and Understanding Test will be re-administered to assess the attainment of critical thinking skills. In addition, the assessment of teaching strategies and learning outcomes will be measured by utilizing the FLC Student Learning Survey for Faculty and the Student Perceptions of Critical Thinking in Instruction.

The pre and post-test scores from the International Critical Thinking Basic Concepts and Understanding Test will be compared to baseline scores on the California Critical Thinking Skills Test that was collected in April 2007.

The QEP Advisory Committee and the facilitators will review all collected data and determine the effectiveness of instruction. The group will then use the compiled data to recommend additional strategies and any changes for continuous improvement for the teaching and learning of critical thinking skills.

This cycle will begin Fall 2007 and end in Fall 2010. At the end of this implementation process, the institution will have completed three cycles of training, development, implementation and assessment:

Fall 2007 – Fall 2008 – FLC 1  
Fall 2008 – Fall 2009 – FLC 2  
Fall 2009 – Fall 2010 – FLC 3

## Implementation Cycle

