Goal 1—Assessment & Evaluation Plan

**Goal Statement:** The QEP will enhance students’ critical thinking skills.

### Student Learning Outcomes

1.1. Students will be able to analyze and interpret relevant information.
1.2. Students will be able to explain questions, problems, and/or issues.
1.3. Students will be able to evaluate information to determine credibility of reasoning.
1.4. Students will be able to generate well-reasoned conclusions.

<table>
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<th>Evaluation Questions</th>
<th>Expected Outcomes</th>
<th>Data Sources; Assessment Methods</th>
<th>Tasks</th>
<th>Personnel</th>
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| 1. To what extent did the Critical Thinking QEP increase students' critical thinking skills? | • Increase in students’ overall critical thinking ability scores from first administration of test through final administration  
• Increase in students’ mean scores on analysis, interpretation, inference, evaluation, explanation, induction and deduction scales from first administration of test through final administration | • CCTST: Direct (D)  
Adm. 1: Baseline  
Adm. 2: Formative (F)  
Adm. 3: Summative (S) | • Select course sections for administration of CCTST  
• Faculty Notification of selected class prior to start of semester for administration  
• Draft communication to incent students to participate  
• Administer CCTST  
• Analyze data  
• Provide graduates with results for their CCTST portfolio | • IRPEA  
• QEP District Director  
• Faculty | • Adm. 1: Fall 2013 administer to sample of FTIC associate degree- seeking students (baseline)  
• Adm. 2: Winter 2016 administer to sample of students in high enrollment, sophomore level general education courses (mid-point)  
• Adm. 3: Winter 2018 administer to graduates (end-point) |
| 2. To what extent did students demonstrate critical thinking skills? | • By the end of the QEP, 75% or more of students who participate in critical thinking designated course sections will meet or exceed the “acceptable level” benchmark.  
• Students who participate in critical thinking designated course sections will have higher problem solving skill scores on the general education outcomes assessment than those who took traditional sections | • General education assessment (D,F)  
• Portfolio (D, F)  
• Demonstration (D, F)  
• Test items (D, F)  
• Other artifacts (D,F) | • Develop performance-based and authentic-based measures  
• AAS/AS programs: develop plan to scale and identify courses for participation  
• Assess matched sections in Winter 2014 and all sections incorporating critical thinking | • Discipline full and part-time faculty in targeted general education classes  
• GEOAT  
• CTLS | • Term to term starting in Winter 2014 (baseline) and ending in Winter 2018 (end-point) |
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| 3. To what extent does the College experience contribute to students’ knowledge, skills, and personal development in thinking critically and analytically? | • Increase in percentage of students who report “very much” or “quite a bit” from 71% to 76% by Winter 2017  
• Increase in percentage of faculty who report “very much” or “quite a bit” from 84% to 89% by Winter 2017 | • CCSSSE (Indirect (I), F)  
• CCFSSE (I, F)  
**Winter 2011 Baseline Data**  
• 69% national students  
• 71% BC students  
• 84% BC faculty | • Select course sections for administration of surveys  
• Administer surveys  
• Analyze data | • IRPEA  
• Faculty in selected sections | • Winter 2014  
• Winter 2017 |

| 4. To what extent does the College experience contribute to students’ solving numerical problems? | • Increase in percentage of students who report “very much” or “quite a bit” from 60% to 65% by Winter 2017  
• Increase in percentage of faculty who report “very much” or “quite a bit” from 43% to 48% by Winter 2017 | • CCSSSE (I, F)  
• CCFSSE (I, F)  
**Winter 2011 Baseline Data**  
• 55% national students  
• 60% BC students  
• 43% BC faculty | • Select course sections for administration of surveys  
• Administer surveys  
• Analyze data | • IRPEA  
• Faculty in selected sections | • Winter 2014  
• Winter 2017 |