CALHOUN COMMUNITY COLLEGE
DECATUR, ALABAMA

WHY is my pizza burning?
AN EPIC JOURNEY IN CRITICAL THINKING

Your Community. Your College. Your Future.

ON-SITE REVIEW DATES
October 19-21, 2021
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EXECUTIVE SUMMARY

The Calhoun Community College QEP titled “Why is My Pizza Burning?” was developed through ongoing institutional review and planning processes, with broad-based stakeholder input of institutional data to include the evaluation of Institutional General Education Learning Outcomes, observations of student challenges by faculty, staff, students, and community representatives, and review of annual ETS Proficiency Profile assessment results. Each source indicated a need to address the critical thinking (CT) skills of our students.

Further, improving students’ CT is in alignment with the following: (1) Institutional Mission: Promote student success and community development through quality education, cultural enrichment, and workforce training; (2) the Vision of the College: Success for every student, the community, and the College; (3) the Institutional General Education Outcome #1: Ability to think critically; and (4) Career-Technical Advisory Boards Necessary Workplace Skills.

Therefore, a literature review of best practices in teaching and assessing CT skills was conducted which clarified the need for students to develop both cognitive skills and the disposition/motivation required to apply CT techniques. Moreover, to effectively incorporate these strategies for both academic and career-technical students, a commitment to faculty professional development was deemed necessary.

The topic identification process led to the following QEP Goal, measurable Learning Outcomes, with an annual average of $101,117 ($606,700 total) in support of the necessary human and financial resources to initiate, implement, and complete the QEP.

QEP GOAL: Students will be able to implement critical thinking techniques necessary to reach reasoned conclusions. Three learning outcomes (LO) were developed along with the appropriate assessment tools (AT) to measure each outcome.

- **LO-1**: Students will be able to demonstrate “competency level” knowledge of critical thinking concepts and strategies.
  - **AT-1.1**: ETS Proficiency Profile –Critical Thinking Exam
- **LO-2**: Students will be able to proficiently implement accepted conventions of critical thinking skills appropriate to one’s academic discipline.
  - **AT-2.1**: Signature Assignment
  - **AT-2.2**: CT Student Behaviors- Values Survey
- **LO-3**: Instructors will implement instructional methods to promote student critical thinking strategies.
  - **AT-3.1**: Section Evaluation Form
  - **AT-3.2**: Faculty Development Report on CT Professional Development Series

Greater academic success should lead to improved retention and progression rates and ultimately to higher graduation rates of students at the college—truly “Success for every student, the community, and the College” (Calhoun Community College, 2021c).
CALHOUN COMMUNITY COLLEGE

“WHY IS MY PIZZA BURNING?”

SECTION A: TOPIC IDENTIFICATION
Calhoun Community College has identified critical thinking as our QEP topic based on institutional data and institutional planning processes. As we developed the QEP, “Why is My Pizza Burning?” we included a wide range of constituents and considered the needs of our college and its capacity to carry out this QEP. The topic identification section outlines multiple components including our planning processes, institutional needs, and the literature review.

**Institutional Planning Processes**

Through surveys, self-evaluation, and a review of Institutional General Education student learning outcomes, we have made the following discoveries: (1) many of our students need enhanced critical thinking skills, (2) faculty should spend more time explicitly teaching critical thinking strategies in the classroom, and (3) a college-wide effort focused on how to teach critical thinking strategies would be instrumental in increasing the critical thinking skills of our students. Critical thinking is one of the three Institutional General Education student learning outcomes (SLO) measured by the college in all courses. The college’s SLO plan states Calhoun Community College graduates are expected to do the following: (1) think critically, (2) communicate effectively, and (3) act professionally.

These three General Education student learning outcomes are the pillars supporting the mission and vision of the college. These learning outcomes are a critical component of Calhoun’s Institutional Effectiveness Plan to improve student learning. As such, Institutional Research promotes the use of an institutional assessment cycle. In a collaborative effort, our Divisions of Business/CIS, Health, Humanities and Social Sciences, Technologies, and the Academic Assessment Committee are tasked with creating an action plan to assess each of the student learning outcomes. Each division is responsible for documenting SLO data and implementing interventions for increased student success.

Enhancing the ability of Calhoun students to think critically will improve the quality of the education received at the college. As our students enter the workforce, this enhanced critical thinking will ultimately impact the community and workforce. Our QEP will also complement efforts on our Pathways to Success grant where the main goal is “to develop a well-trained, flexible, and productive workforce.” The Pathways to Success grant also aims to improve the student’s ability to think critically and solve workforce-based problems.
**Topic Selection & Development**

Our QEP is designed to support the mission and vision of the college. The mission of Calhoun Community College is to promote student success and community development through quality education, cultural enrichment, and workforce training. The vision of the college is success for every student, the community, and the college. Utilizing the framework of the QEP, faculty will focus their efforts on teaching critical thinking strategies to enhance the quality education being delivered to our students to move students from novice to advanced thinkers. The goal of the QEP is for Calhoun Community College students to be able to implement critical thinking techniques necessary to reach reasoned conclusions.

The following outlined timeline provides an overview of the topic selection activities and institutional planning for the QEP. The QEP Focus Committee met weekly via video conference to plan and guide the QEP development process, solicit faculty buy-in, and meet with all constituency groups to update them on progress and to develop implementation strategies. The planning and evaluation process of the QEP for the college was broken down into three main phases: (1) researching and refining the topic, (2) gaining broad-based support, and (3) finalizing the delivery.

1. **Researching and Refining the Topic** (Appendix A Focus Committee Agenda/Minutes Sample)
   a. 7/13/2020 – President Burke invites Mr. Mark Branon to serve as the QEP Focus Committee Chair
   b. 7/21/2020 - QEP Focus Committee holds first meeting via video conference
   c. 8/2020 to 10/2020 – Choose general topic through surveys and discussion
   d. 9/2020 - Conduct scholarly research on topic and begin literature review
   e. 10/1/2020 – 12/1/2020
      i. Narrow Topic to specific focus and expand scholarly research
      ii. Choose project name and logo
      iii. Seek participation from students, faculty, staff, and the community
      iv. Begin development of a delivery plan and program framework
      v. Search out PD and other schools with similar projects from the past

2. **Gaining Broad-Based Support** (Appendix A: Focus Committee Agenda/Minutes Sample)
   a. 12/1/2020 – 5/1/2021
      i. Begin marketing campaign with full implementation by Fall 2021
      ii. Hold student focus group meetings
      iii. Hold Advisory Board and Foundation Board meetings
      iv. Refine delivery plan
         1. Finish literature review
2. Develop instructional design model
3. Finalize QEP Program Purpose and Objective Statement
4. Finalize QEP Learning Outcomes
5. Develop Assessment Plan and measures of success

v. Select professional development activities for faculty for future PD sessions

b. 1/6/2021 – QEP Faculty Kick-off
c. 1/7/2021 – QEP Staff Kick-off
d. 3/8/2021 – Dr. Lee Taylor (QEP Consultant) began work with QEP Focus Team
e. 3/12/2021 – Faculty Professional Development on teaching CT techniques

3. Finalizing Delivery (Appendix A: Focus Committee Agenda/Minutes Sample)

a. 2/23/2021 – Finalize delivery plan and measurable objectives for final project. Begin executive summary overview to submit to Institutional Research (IR) office.
b. 3/1/2021 – Final Draft of Executive Summary Overview to IR office
c. 3/16/2021 – 8/2021 – Collect data and prepare QEP Final Report for submission
d. 5/24/2021 – Summer Pilot Program Initiated in ENG 101
e. 8/2021 – Deliver Pilot Values Survey (students) and Section Evaluation Form (faculty)
f. 8/15/2021 – Submit QEP report to IR office

Calhoun’s Institutional Data

According to the 2019 ETS Proficiency Profile assessment administered to Calhoun’s students during the college’s assessment week, only 2% of Calhoun students were proficient at critical thinking and only 13% were considered marginal. Therefore, 85% of the students lacked CT skills at the competency level. However, while the ETS data were low, our institutional faculty-reported student learning outcome (SLO- Ability to think critically) data were considerably higher. This discrepancy may suggest more professional development is needed to better define CT, its implementation process steps, and its intended outcome, as well as the creation of appropriate CT instructional prompts and assessment strategies.

Based on responses from several surveys and focus groups, it was apparent that students needed more opportunities to think critically and that they could not answer “why” or “how” questions satisfactorily. The development of Calhoun’s QEP topic was a data-driven process that began in early 2020 and became an ongoing process of analysis, evaluation, and re-evaluation. The following narrative outlines the topic selection process.

- December 2019

The Strategic Planning Council met to review current General Education SLO data and the results of the ETS Proficiency Profile. From this institutional data, four potential QEP topic categories emerged:
(1) the three college-wide student learning outcomes (i.e., professionalism, communication, and critical thinking), (2) critical thinking/problem solving, (3) digital literacy, and (4) retention/recruitment. These topics would form the basis of the upcoming survey in January 2020 in an effort to narrow the QEP topic.

- **January 2020**

  A QEP topic selection survey was sent to current students, faculty, staff, alumni, advisory board members, and elected officials. In order of importance, the respondents were asked to rank each of the topics. Table A-1 shows a total of 594 votes were received from this survey, and Table A-2 shows the overall responses from each of these groups.

### Table A-1: QEP Selection Survey Total Votes (January 2020)

<table>
<thead>
<tr>
<th>Strategies to improve</th>
<th>Total Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention/Completion Rates</td>
<td>137</td>
</tr>
<tr>
<td>Professionalism, Communication and Critical Thinking Skills</td>
<td>243</td>
</tr>
<tr>
<td>Digital Literacy Skills</td>
<td>41</td>
</tr>
<tr>
<td>Critical Thinking/Problem-Solving Skills</td>
<td>173</td>
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### Table A-2: Topic Selection Survey (January 2020)

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Staff &amp; Administration</th>
<th>Adjunct Faculty</th>
<th>Full Time Faculty</th>
<th>Community Members</th>
<th>Calhoun Alumni</th>
<th>Elected Officials</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking/Problem Solving</td>
<td>106</td>
<td>29</td>
<td>14</td>
<td>18</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Digital Literacy Skills</td>
<td>20</td>
<td>10</td>
<td>2</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Professionalism, Communication &amp; Critical Thinking</td>
<td>123</td>
<td>54</td>
<td>13</td>
<td>41</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Retention and Completion Rates</td>
<td>85</td>
<td>29</td>
<td>6</td>
<td>14</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
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</tbody>
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Strategies to improve the college’s General Education SLOs received the majority of the votes with 40.9% (243 total votes) while strategies to improve critical thinking and problem-solving skills finished second with 29.1% (173 total votes).

- **March 2020 through May 2020**
  
  Due to the Covid-19 world pandemic, little new progress was made toward selecting a topic. In June 2020, Mark Branon, Dean of Huntsville/Research Park, was appointed as the QEP Focus Committee Chair.

- **June 2020**
  
  The QEP Focus Committee met for virtual weekly meetings. The newly identified QEP Focus Committee used results from the January 2020 QEP Topic Selection survey to quickly identify the highest ranking topics. From these weekly meetings, the committee reviewed additional institutional data, survey results, and advisory board minutes and selected critical thinking as the QEP topic. By doing so, the QEP Focus Committee was able to satisfy not only the top-ranked selection from the survey that focused on the College’s General Education student learning outcomes (especially #1: ability to think critically) but also the second-ranked selection that focused on strategies to improve critical thinking and problem-solving skills.

- **September 2020**
  
  To narrow the topic of critical thinking even further, an additional survey was deployed to the administration, full and part-time faculty, and staff.

The following questions were asked:

- What is your current division or department?
- How many years have you worked in post-secondary education?
- In your own words, how would you define or describe critical thinking?
- What strategies do you use to improve students’ critical thinking in your division or department?
- How do you evaluate students’ critical thinking?
- What professional development opportunities would you suggest for employees to improve students’ critical thinking in your division or department?

The 37-page survey report can be found in the QEP Director’s files. Results from Question 4 can be found in Appendix B of this document. Question 4 states “What strategies do you use to improve students’ critical thinking in your division or department?” A basic analysis of the survey is as follows:

- Sixty-seven percent (67%) of survey respondents identified as working 15 years or less in higher education.
- There was no consistent college definition of critical thinking.
There was no consistent approach to teaching critical thinking.
Evaluation of critical thinking appears to be happening more consistently across all divisions of the college.
Faculty and staff identified a need for teaching strategies that would be useful in teaching students how to think critically.

Naming the QEP

The following is a story as told by QEP Focus Committee Chair, Mr. Mark Branon, during the September 1, 2020, QEP Focus Committee Meeting:

Why is My Pizza Burning? Historical Context

My son Eli was 16 years old and a junior in high school. He had scored well on the ACT, successfully passed high school AP exams and many dual enrollment college courses, and was on track to graduate high school with 25 college credit hours and enter his first year of college as a sophomore. Needless to say, I was a proud dad!

But in spite of his academic success, I had doubts whether he was an accomplished critical thinker. One incident in particular gave me pause.

One summer afternoon my teenage children were at home while my wife and I were both at work. My son called. After we exchanged greetings we had the following conversation:

“Why is my pizza burning?” he asked.

At first I was thankful he was being a responsible son and preparing food for his sister and himself. But then I began to worry, since I thought, “I have no idea why your pizza is burning. I had no idea you even knew how to turn on the oven.” Worrying how bad the situation may be, I asked, “Is the house on fire?” He replied, “No dad...there is no need to call 911.”

As a parent, I was relieved, but as an educator, I begin to process his original question and to think about how I have failed to properly teach my own son analytical reasoning and problem solving skills…the ability to think critically! My response was simple, “How am I supposed to know? Did you follow the directions on the frozen pizza?” Eli retorted, “Yes sir, I can read.” I then asked, “Is it on fire or just smoking?” “Just smoking.” “Ok, that is good. Send me a pic of your pizza.”
The picture to the left is the photo I received from my very intelligent child. Yep, you see it now. That’s cardboard…beneath the pizza…in the oven. Parenting fail! Educator fail!

The motion was made during the September 8, 2020 Focus Committee meeting to name the QEP “Why is My Pizza Burning?” and carried 100% of the vote.

- **October 2020**

  A follow-up survey was deployed to the QEP Focus Committee, Academic Deans, and Department Chairs to (1) determine the goal of the QEP and to (2) formulate an institutional definition of critical thinking.

**Stakeholder Involvement in the Design, Development, Implementation, and Evaluation Plan**

Beginning March 2021, the QEP Focus Committee Chair met weekly with the QEP consultant, Dr. Lee Taylor. Three sub-committees were developed out of the QEP Focus Committee to assist with implementation and progression through the proposed QEP timeline. These are the Literature Review/Writing committee, Assessment Committee, and Public Relations and Marketing Committee. Each of the committees was comprised of multiple stakeholders – faculty, staff, and administrators. Additionally, most of the committee members served on multiple committees to ensure continuity during the planning process.

**Viability of the QEP Plan**

Calhoun Community College has allocated adequate resources over the development and five-year implementation of the QEP. These resources include release time for the QEP Director, QEP Administrative Assistant, faculty assistance, professional development costs, assessment activities and related goals. These resources are adequate to develop, sustain, and complete the college-wide implementation of the QEP. The QEP Director will report directly to the Vice-President of Academic Affairs as previously reported. Our QEP Committees are outlined below:

<table>
<thead>
<tr>
<th>QEP Focus Committee</th>
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<tr>
<td>Houston Blackwood - Workforce Solutions</td>
</tr>
<tr>
<td>Mark Branon - HSV Administration/Focus Committee Chair</td>
</tr>
<tr>
<td>Donna Estill - Interim VP Academic Affairs (Ex-Officio)</td>
</tr>
<tr>
<td>Symmetris Gohanna - Language and Literature/QEPD</td>
</tr>
<tr>
<td>Debi Hendershot - Planning/Research/Grants (Ex-Officio)</td>
</tr>
<tr>
<td>Takeema Johnson - Advising</td>
</tr>
<tr>
<td>John Jones - Natural Science</td>
</tr>
<tr>
<td>Marty Kellum - Mathematics</td>
</tr>
<tr>
<td>Lawrence Miller - Technology/LCF</td>
</tr>
<tr>
<td>Walt Mintz - Business &amp; CIS</td>
</tr>
<tr>
<td>Tanja Mitchell - HSV Admin/QEP AA</td>
</tr>
<tr>
<td>Tori Norris - Social Sciences</td>
</tr>
<tr>
<td>April Nunn - Language and Literature</td>
</tr>
<tr>
<td>Cathy Simpson - Nursing</td>
</tr>
<tr>
<td>Ina Smith - Disability Services</td>
</tr>
<tr>
<td>Suzanne Turner - Language and Literature</td>
</tr>
<tr>
<td>Jennie Walts - Faculty Development</td>
</tr>
<tr>
<td>Reannon Wilkerson - Health Sciences</td>
</tr>
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LITERATURE REVIEW

Critical Thinking Definition

The first step in approaching critical thinking is to define the term. While this may at first seem like a simple step, a cursory review of literature discussing critical thinking quickly makes clear there is no universally accepted definition (Bers, 2005; Nold, 2017; Alsaleh, 2020). Alsaleh (2020) presented an excellent summary of the characteristics of many of the definitions of critical thinking in the literature on the subject, which included engagement with a problem or question, examining and choosing a suitable and logical option, evaluating outcomes of thought processes, calculating decisions, and determining the effectiveness of a solution (p. 21). In summary, Alsaleh concluded, “These definitions indicate that [critical thinking] is the ability to apply cognitive skills, such as analyzing, applying, and evaluating when thinking” (p. 22).

Consequently, rather than come to a consensus on a single definition of critical thinking, researchers either create their own definition, as in the case of Fong et al. (2017), or adopt another’s definition that matches their conception and context, as in the case of Toshpulatova and Kinjemuratova (2020). Calhoun decided a customized definition would best serve us as we entered into this QEP. As previously shown by the September 2020 survey, the college did not have a universally accepted or well-known definition for critical thinking. From the survey, there were common threads among respondents, but there were 165 individual definitions submitted for critical thinking. These common threads include words like “analyze,” “evaluate,” and “interpret.” Upon evaluation of past definitions of critical thinking, it became evident multiple past definitions had been used in various documents by the college and cited in educational literature:
• Critical Thinking - Graduates will be able to evaluate sources, analyze data, and draw logical conclusions (Calhoun Assessment Manual, 2014).

• Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas and events before accepting or formulating an opinion or conclusion (College Critical Thinking Rubric, 2018).

• Critical thinking is the ability to define and develop solutions to problems or situations that are new to them by taking information learned through coursework and applying it to create and test solutions to achieve a positive outcome or resolution (Rahman, 2019).

• Critical thinking is the art of analyzing and evaluating thought processes with a view to improving them (Paul & Elder, 2020).

Using the above definitions, key words from the previous surveys, and other definitions discovered through the literature review process, the QEP Focus Committee developed four potential definitions for critical thinking and issued a third survey to faculty to choose the official definition accepted by Calhoun for critical thinking. The four potential definitions are as follows, with percentage of votes received for each option as it was written in the survey or with small wording changes:

• Option 1: Critical thinking is the ability to analyze, explain, interpret, and evaluate information to form a belief, theory, or plan of action. (17.6%)

• Option 2: Critical thinking is the ability to analyze, evaluate, and interpret information to reach reasoned conclusions. (52.9%)

• Option 3: Critical thinking is the ability to compile information, evaluate the data, and formulate a response to solve a problem or make a judgement. (11.8%)

• Option 4: Critical thinking is the ability to analyze known facts, data, and situations in order to come to a conclusion or a plan. (17.6%)

Over half (52.9%) of respondents chose option 2 as Calhoun Community College’s official definition of critical thinking as it was written in the survey or with suggested wording changes. Consequently, we have adopted this definition of critical thinking, and it will be used in all documents and student learning outcomes referencing “Why is My Pizza Burning?” and teaching critical thinking skills in the classroom environment.

Benefits of Critical Thinking

For community college students who would like to successfully matriculate to four-year institutions, participate in civic engagement, and seamlessly engage in the workforce, critical thinking skills are particularly important. Based on research by Huber and Kuncel (2016) and others (McMillan, 1987), students who enroll in college are more likely to increase their critical thinking skills as they are more likely to be exposed to critical thinking strategies within the classroom. Community college transfer
students seem to have better outcomes than students who enroll in four-year universities after completing high school (Jenkins & Fink, 2016). As a two-year college, transferability is an important goal for our students. As indicated by the Ruffalo Noel-Levitz Assessment of Student Satisfaction administered in the fall of 2019, 68% of our students plan to transfer to four-year institutions (Calhoun Community College, 2021a). There are numerous studies which demonstrate the need for critical thinking as an indicator of student success. Critical thinkers are more likely prepared for civic engagement as it helps them focus on “real-life problems, often involving contested values” (Association of American Colleges and Universities, 2002, p. 44). Other researchers suggest coursework should focus on “complex issues” for developing the capacities of “multiple perspectives on highly charged issues” and “open-minded civil discourse” (Colby, et. al, 2003, p. 265–266). Coursework such as this helps to create more critical thinkers. With 73% of our students already in the workforce (Calhoun Community College, 2021a), application of critical thinking skills is crucial as underdeveloped critical thinking skills in college hamper the ability for students to be successful in the transition to the workforce (Flores et al 2012). Additionally, applying critical thinking skills helps a workforce to decipher real-world situations (Lunney, 2019, p. 15).

Importance of Metacognition in Critical Thinking

It is important for students to learn to think about their own thinking as one of the bases of learning to think critically. The pioneer of metacognition, John Flavell, introduced the term in the seventies (Flavell, 1979). Many researchers have since added to the meaning of metacognition which can be defined as a cognitive process in which one thinks about thinking. According to Kuhn and Dean (2004), it is metacognition which enables a learner to retrieve a strategy and apply it to a problem in various contexts. Some metacognitive approaches allow students to learn to take control of their own learning by defining learning goals and monitoring their progress in achieving them (Bassett, 2016). Valenzuela, Nieto, and Saiz (2011) expand the concept of metacognition and consider the role student motivation plays in implementation of CT skills to complete a task. Specifically, their interest in the expectancy/task value model argues that for students to be motivated to actively engage in the CT process (task of the assignment in this case), they must expect that they have the ability/knowledge/skills to complete the task and recognize personal value in doing so. During this reflection process, students are self-evaluating their beliefs about attainment (the likelihood they will succeed at the task), personal interest (does completing the task bring joy or satisfaction), utility (will their effort bring them closer to their goals), and cost (if they are engaged in this activity, what else will they miss out on). Therefore, Valenzuela, Nieto, and Saiz (2011) created the Critical Thinking Motivational Scale to help predict student engagement level with CT processes, but perhaps more importantly, to be used as an instructional
tool that offers the instructor insight into student values. This information can then be used to modify critical thinking instructional strategies in current use or to intervene with the student as appropriate. Once students understand the concept of metacognition and the role motivation plays in their own success, it is then that they are ready to be introduced to the concepts of critical thinking.

**Explicit Instruction of Critical Thinking Concepts**

Teaching critical thinking is important. Teaching students about logic and reason will allow them to develop a broader mindset to critically evaluate a position and draw their own conclusions. Our college will adopt an integrated and systematic approach to teaching critical thinking in a variety of courses. According to Leskes and Miller (2008), this integrated approach in teaching critical thinking skills is effective. Based on the literature produced by The Foundation for Critical Thinking, the language and process of critical thinking must be taught explicitly and incorporated directly into specific areas of study (Elder, L. & Paul, R., 2008).

In a review of existing research of teaching critical thinking skills, Alsaleh (2020) shows disagreement in two main areas: how critical thinking should be taught and what skills are necessary in developing proper critical thinking. Some argue that critical thinking skills need to be at taught as a stand-alone endeavor, while others contend it needs to be incorporated into the discipline-specific classrooms (Alsaleh, 2020). There are benefits and burdens associated with each approach. Teaching critical thinking in courses specifically designed for this end has the benefit of allowing students to grasp the theory and language of critical thinking, understanding its processes but this strategy may limit their ability to apply these concepts in specific contexts, and they may also be limited by the approaches, skills, and bias of the instructor of these courses (Alsaleh, 2020). The other option is to incorporate critical thinking processes into general courses, making it a central feature in the teaching of all disciplines, which can allow learners to think at a high level in many different contexts and circumstances, but this strategy may limit their ability to adequately explain the theoretical underpinnings of critical thought or to see critical thinking as a repeatable process regardless of the question or problem they face (Alsaleh, 2020).

Paul and Elder (2007) seek to promote classrooms that teach the language and processes of critical thinking within specific disciplines and can be seen as a potential solution to the problem outlined above. Critical thinking here is understood as “the process of analyzing and evaluating thinking with a view to improving it” (Paul & Elder, 2007, p. 6). To achieve this, Paul and Elder (2007) affirm that learners must know how to structure thinking, which is a result of learning the elements of critical thinking, and they must be rigorous in evaluating what they think about, which requires the standards of critical thinking. Critical thinking here then becomes a repeatable process, no matter what question or subject one faces. If we learn the language of critical thinking, we can develop the process required for its consistent employment in any area. In making ‘thinking about thinking’ an integral and explicit part of
classroom design, we can improve student outcomes and the learning process as a whole (Paul & Elder, 2014).

The first step in properly teaching critical thinking for Paul and Elder (2016) is the development of a system that makes the learner aware of how reasoning occurs. All reasoning must contain certain components. The recognition of these components allows thinkers to gain a proper understanding of the logic of whatever they are looking at (situations, problems, course readings, etc.). Paul and Elder (2016) contend all reasoning must contain eight essential elements: a purpose, a problem or question that requires an answer, assumptions, a point of view, data or evidence, concepts or theories, inferences or interpretations to support conclusions, and potential implications (p. 4-5).

Breaking down each element, purpose refers what we are trying to accomplish (Paul & Elder, 2016). Reasoning needs an end goal: the problem we are seeking to solve or the question we are trying to answer. Assumptions refer to what is being taken for granted. The point of view has us recognize where we are coming from in our investigation and serves as a reminder to try and gain as many available perspectives as possible. Data and evidence refer to what systems we are incorporating in our analysis and how this information is necessary to resolve the problem faced. Concepts and theories refer to what language we are using to resolve the question at hand and how are we conceptualizing the situation. Inferences and interpretations refer to how we are reasoning toward our conclusions. Implications and consequences refer to us thinking about potential outcomes for adopting or ignoring the proposed solution (Paul & Elder, 2016).

To put the elements to use in a specific context, Paul and Elder (2016) designed a template to analyze the logic of an article where each element is presented as a question that needs to be answered to gain a full understanding of the article, which is essential before a proper analysis begins. The elements are the first step in conducting a proper inquiry, but they must be combined with intellectual standards to yield consistent, high-level thinking. Elder and Paul (2008) define intellectual standards as a check or measure on our reasoning. They contend these standards are built into every academic discipline and program of study, hence the need to explicitly teach this language to learners to help them navigate what they are investigating. Paul and Elder (2017) stress that meaningful thought must involve both a critical and creative element, neither of which is possible without the constant review of our thinking process, checking our thinking, often, against intellectual standards ensures justified and well-reasoned outcomes.

Elder and Paul (2008) identify nine essential intellectual standards: clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness (p. 7-11). Clarity refers to how well we are communicating our points. Accuracy refers to soundness of the claim. Precision relates to specificity. Relevance refers to whether or not we are staying on topic. Depth refers to how well we are capturing the
intricacies involved in the discussion we are having. Breadth is a reference to the point(s) of view being considered. Logic is relating to the validity and the soundness of the position we face and to the structure and content of our argument. Significance serves as a check to ensure what we include is what matters most in the discussion at hand. Finally, fairmindedness requires that we consider all perspectives with a charitable, accurate, and unbiased approach (Elder & Paul, 2008). Consistent use of intellectual standards ensures that we are creating and considering well-reasoned arguments.

To teach critical thinking and the skills necessary for its consistent use, we will teach the language of critical thinking within general courses themselves. If students are introduced to the language of critical thinking in each area of study, consistent exposure and practice can create minds that grow accustomed to understanding how they review, analyze, and interpret information. The process of reasoning becomes a central focal point, just as important as the conclusion we reach. With this approach, we can combine the best of both worlds – a working understanding of the underpinnings of critical thought within specific disciplines.

Paul and Elder (2020) argue that the final step of this process is to incorporate a sense of universality in learners by focusing on eight essential intellectual traits: intellectual humility, intellectual courage, intellectual empathy, intellectual autonomy, intellectual integrity, intellectual perseverance, confidence in reason and fairmindedness (p. 23).

Breaking down each intellectual character trait, intellectual humility requires that we accept we do not know everything, no matter how seasoned our thinking becomes (Elder & Paul, 2020). Intellectual courage relates to our ability to consider all available viewpoints seriously and openly for relevant or insightful ideas. Intellectual empathy reminds us to consider how someone else may be experiencing or viewing a situation. Intellectual autonomy refers to our ability to take charge of our thinking and to trust ourselves to figure things out in accordance with relevant evidence. Intellectual integrity is a reminder to hold everyone, including oneself, to the same principles and standards of reasoning. Intellectual perseverance reminds us to be longsuffering during the struggle to figure out anything meaningful. Confidence in reason concerns our ability to trust our rational natures. Finally, fairmindedness relates to our ability to consider all viewpoints, giving each the same level of scrutiny (Elder & Paul, 2020).

With the process of critical thinking fully developed, we now turn to discuss how we can teach these skills within specific disciplines. Paul and Elder (2007) argue that every academic discipline uses the same repeatable relationships, which makes learning anything possible: “every subject generates purposes, raises questions, uses information and concepts, makes inferences and assumptions, generates implications, and embodies a point of view” (p. 12). They suggest reworking the basic structure of courses to use the language and the processes of critical thinking outlined above. This can be achieved at all levels of course development. Paul and Elder (2007) develop twenty-five competency standards that
are essential to teaching critical thinking, each coming with “a skill that needs to be demonstrated, a justification for why this skill needs to be developed, a breakdown of abilities needed to fulfil the standard, and measurable outcomes that can be assessed” (p. 14-15).

These competencies can be adopted to fit any course. Before these standards can be implemented, teachers themselves must master these skills and develop comprehensive rubrics aimed to measure the level of thinking that is occurring; this can be attained through a series of professional development offerings, ensuring they do not allow their own bias to influence the assessment of student reasoning (Paul & Elder, 2007).

The competencies developed by Paul and Elder (2007) are broken into two categories: as general necessary skills needed to think in any discipline and as competencies aimed at particular areas of inquiry (p. 14). Together, these two categories deal with elements of critical thinking, standards of critical thinking, intellectual character traits, problems of egocentric and sociocentric thinking, close reading, substantive writing, asking essential questions, ethical reasoning, and detecting media bias (Paul & Elder, p. 14-45).

Each competency can be adapted for inclusion in any course simply by focusing it on the discipline we are teaching. For example, in a Philosophy class, we can take the first element of critical thought, which states, “students who can think critically recognize that all thinking has a purpose, objective, goal, or function” (Paul & Elder, 2007 p. 17) and focus the competency within a philosophical context; students who can think critically in Philosophy understand that all philosophical positions have a purpose, objective, goal, or function. This strategy can be employed with any competency listed above to help instructors begin to make critical thinking the focal point of learning their discipline.

The benefit of this approach is clear; we develop within students the ability to think critically about any problem or situation they face, using the appropriate language and processes of critical thinking. The drawbacks related to this approach concern the time needed to develop this fundamental shift in how we approach teaching. It requires significant buy-in from instructors and time needed to train faculty in the mastery of each skill noted above. Furthermore, each discipline goes about their business in their own unique ways, requiring instructors who plan to utilize this approach to identify which standards are most important to their field and prioritizing these above others. This requires collaboration and agreement amongst departments.

To help in this process, Elder and Paul (2007) recommend applying the elements to a specific field of study to determine its logic, then identifying what standards are most important in assessing this logic (p. 37-38). To successfully incorporate the process of critical thinking to your discipline, Paul and Elder (2014) stress the need to routinely model how students should be thinking through your discipline,
designing questions that focus on the elements and standards of critical thinking, and explicitly teaching the elements as they relate to your field of study (p. 38-42).

**Strategies of Critical Thinking Concepts**

As a college, our institution is dedicated to the idea that our students should be exposed to critical thinking strategies. Some research indicates that students exposed to explicit instruction of critical thinking strategies in a variety of instructional settings have an increased propensity towards critically thinking (Roohr & Burkander, 2020). To that end, the college has an independent Title III grant, “Pathways to Success,” which connects work-based learning with critical thinking/problem-solving. Work-based learning combines with higher education principles, thereby strengthening the learner’s analytical and critical thinking skills (Nottingham, 2016). However, we realize we need to make additional efforts to teach critical thinking strategies across the college.

We aim to offer our students opportunities to practice the critical thinking concepts learned in the QEP focus courses. Our instructors will be offered a variety of critical thinking professional development to complement their content and instructional styles. The students will apply these concepts through independent practice, explicit instruction, and collaboration with peers. According to the research of Nada Alsaleh (2020), 1) problem-based learning, 2) collaborative learning, 3) discussion, 4) writing activities, 5) reading, 6) use of questioning, 7) peer review, and 8) technology enhanced critical thinking are the most frequently and effectively used to teach critical thinking. Most of these techniques are active learning strategies. According to the literature, active learning strategies promote critical thinking and increase retention (Prober 2013; McMahon 2016). Active learning strategies can include a range of activities which requires the learner to take a less passive role in his/her learning. Active learning strategies asks the learner to “construct,” understand, and comprehend the knowledge derived from their educational experience “while simultaneously improving knowledge gain and recall abilities” (Graffam, 2007). When compared to traditional lecture, active learning strategies help to encourage more critical thinking and problem solving in students (Anderson, et.al, 2005; Franco 2019).

**Problem-based Learning**

As cited in literature review article by Alsaleh (2020), problem solving is one of the eight most effective critical thinking strategies used by faculty in classroom instruction. It is believed that good problem-solving skills in almost any field—academic and workforce—could lead to success. Problem-based learning (PBL) can be defined as a technique which negates the passive learner, placing active learning as the preferred way for students to learn (Shamsan & Syed, 2009). The instructional emphasis is on both solving a problem and the active learner (Smith & Hung, 2017). When using PBL as an instructional method, the student works in a collaborative setting with peers and is presented with real-world problems (Klegeris & Hurren, 2011). Using this instructional method, the faculty member and/or
tutor serves as a facilitator. Rather than faculty presenting information in lecture format, the use of PBL encourages the learner to want to experience and decide how to formulate the solution to the problem presented. The problem can act as a trigger for student learning (Monrad & Molholt, 2017). Multiple researchers compared the PBL approach to the traditional lecture approach and found that the students developed an array of critical thinking skills ranging from increased troubleshooting to creative reasoning skills (Kek & Huijser 2011; Woods 2012).

**Collaborative Learning**

Collaborative learning can be presented and/or approached in various ways. One such way is the use of dialectical inquiry, which focuses on utilizing collaborative oppositionality. Collaborative oppositionality is a process where we confront opposing views while still fostering open-minded consideration of those views. The method calls for students to work in groups comparing all sides of an argument where the result is a reasoned judgment reached on collaborative rather than adversarial efforts (Bailin & Battersby, 2020). Another way collaborative learning can be presented is through cooperative learning strategies, which are active learning strategies that allow students to participate with one another in critical practices such as debate or group discussion with current, cultural, or controversial issues and role playing, where students learn and apply knowledge in specific contexts.

**Discussions**

Use of structured, quality discussion promotes critical thinking, as it promotes deeper thinking (Nold, 2017). An effective discussion should include associative, analogical, and reverse thinking. Associative thinking should combine unrelated ideas to create new concepts. Analogical thinking should help students to link from a known concept to new insights. Reverse thinking should help students to modify their perspective.

**Writing Activities**

There is a connection with writing and critical thinking; however, the writing assignments should be designed to promote higher-order thinking (Langer and Applebee, 1987). Though the research is limited (Quitadamo & Kurtz, 2007), it has been noted that the use of think-alouds coupled with writing assignments such as responding to questions, note taking, and writing an analytical essay promotes a learner’s ability to synthesize and evaluate ideas.

**Reading Strategies**

Students are inundated with shorter works through social media and other digital tools. As such, when presented with larger more academic readings, “the traditional paper-based or lengthier texts may seem less important than they really are” (Hewett, 2015, p. 41). Additionally, the shorter readings seem to disrupt the reading process, thus “rendering students unable to engage in higher-level reading unless they are explicitly taught to use active reading strategies” (Hewett, 2015, p. 49). Based on research, use of
active reading strategies can not only increase reading comprehension but also increase critical thinking. Use of annotation, schema, inference, questioning, and relevance are active reading strategies that can be useful.

**Use of Questioning**

Use of Socratic questioning prepares students for the study of critical thinking (Lunney, 2019). When asked questions of almost any type—“factual, descriptive, clarifying, or value seeking”—students are able to explore what they do not know. The effort of seeking unknown answers to even the simplest of questions leads students down a path of discovery engaging the cognitive skill of information seeking. If students are asked more complex questions, they may engage both analytical and logical reasoning. Lunney (2019) noted, “These types of questions generate the cognitive skill of transformation of knowledge and development of the habits of mind of flexibility and creativity” (p. 86). Instructors should be encouraged to move beyond memorization and recitation questions and instead focus on asking open-ended, referential questions that require analyzation, inference, and evaluation.

**Peer Review**

Use of peer review can deepen a student’s critical thinking; however, there are several considerations when using peer review. Students should be given well-defined tasks and clear parameters, but they should also be knowledgeable about the task. It is important that the student have the appropriate knowledge and skill-level prior to conducting the peer review (Kiefer, 2018).

**Technology Enhanced Critical Thinking**

The traditional classroom approach enables the learner to hear information once per class session; however, online learning offers the student an almost unlimited access to course content. The student can engage with the content multiple times offering more time to think. This opportunity “enhances the ability to learn, reflect, and problem solve through the use of critical thinking strategies” (Lunney, 2019). Faculty members then have the opportunity to coach, redirect, ask questions, and maintain student engagement in the learning process. Lunney (2019) contrasted online teaching and the traditional classroom by noting “[online] teaching methods enable a kind of ‘stick to it’ format that is not possible in in-class teaching based on a number of factors such as insufficient time, verbose versus quiet students, intimidation, and environmental issues” (p. 88).
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SECTION B: BROAD-BASED SUPPORT
The college has identified numerous college stakeholders to support the QEP. These groups have been instrumental in developing and initiating our plan. In every facet of our process, the stakeholders have been informed and engaged. As the QEP progresses, our plan is to continue to include our constituents. The broad-based support outlines how our QEP has engagement in all facets of the QEP, including assessment.

**QEP Stakeholder Engagement**

Our QEP and other initiatives have an impact on multiple facets and support from each of our institutional stakeholders including administrators, faculty, staff, students, and members of our advisory boards. The development of Calhoun’s QEP topic was a broad-based project that began December 2019.

- **December 2019**

  The Strategic Planning Council met to review current General Education SLO data and the results of the ETS Proficiency Profile. The broad-based support in this meeting can be seen from the collaborative efforts of the Institutional Research office staff, college administrators, and division chairs. Our SLO data comes as a result of efforts from all instructional divisions. The ETS Proficiency Profile is generally deployed to at least 10% of our student population.

- **January 2020**

  To reach a broader audience, a QEP topic selection survey was deployed by the Office of Institutional Planning, Research, and Grants to multiple stakeholders:

  - Current Students
  - Staff and Administration
  - Full-Time and Adjunct Faculty
  - Alumni
  - Community Members (serving on Advisory Boards)
  - Elected Officials
We received 594 votes from the survey. Of the 594 votes, 56.2% of votes were cast by currently enrolled students, 20.7% by Staff and Administration, 19.5% by Full-time and Adjunct Faculty, and 3.5% from other vested parties including Alumni and Elected Public Officials.

**Table B-1: QEP Topic Selection by Respondents Role**

<table>
<thead>
<tr>
<th>Role</th>
<th>Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>334</td>
</tr>
<tr>
<td>Staff Member or Administrator</td>
<td>123</td>
</tr>
<tr>
<td>Full-Time Faculty Member</td>
<td>81</td>
</tr>
<tr>
<td>Adjunct Faculty Member</td>
<td>35</td>
</tr>
<tr>
<td>Community Member</td>
<td>7</td>
</tr>
<tr>
<td>Calhoun Alumni</td>
<td>6</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
</tr>
<tr>
<td>Elected / Appointed Official</td>
<td>2</td>
</tr>
</tbody>
</table>

From Table B-1, it is evident students had the most votes from this survey. Individuals who responded as “Other” identified themselves as employers, high school seniors, dual enrollment students, or parents of duel enrollment students.

- **June 2020: Support from Advisory Boards – Meetings from 2020-2021**

  During the month of June, the QEP Focus Committee met monthly to review additional institutional data, survey results, and advisory board minutes. As an institution, we have degree programs in Business & CIS, Health Sciences, Humanities & Social Sciences, General Studies, Mathematics & Natural Sciences, and Technologies. For each of our programs using Perkins funds, a federally funded grant to aid in technical education, an advisory board is a required component. The purpose of the advisory board is to provide industry feedback to our students, faculty, and staff as a means of solidifying the connection between education and industry. Our AAS degree programs use Perkins funds. We carefully choose
members of our advisory boards. In some instances, the accrediting bodies set the standards for the advisory board members, for example, industry partners who employ the graduates, elected officials, practical or clinical site administrators, current and former students, and public members. Not all accreditation bodies have these standards. In this case, the advisory board is made of local employers and clinical sites as well as graduates and current students. Other advisory members are senior administrators of local agencies and employers hiring our graduates. The advisory boards could meet up to two times per year.

For several years, the local advisory boards for our technical and health programs have requested Calhoun increase the amount of time dedicated to teaching critical thinking skills so graduates who become employees can be workforce ready and prepared to solve problems and/or reach reasoned conclusions while working.

After reviewing the advisory board minutes, many of our Advisory Board members request that our students increase their critical thinking skills. In some limited cases, they may praise the critical thinking skills the student already exemplifies. Since our QEP focuses on building the students’ critical thinking skills, our industry partners support our initiative – this support further solidifies the broad-based support. Table B-2 includes some excerpts from Advisory Board minutes with focused comments related to critical thinking.

**Table B-2: Advisory Boards Examples of Critical Thinking Impact**

<table>
<thead>
<tr>
<th>Advisory Board</th>
<th>Meeting Date</th>
<th>Critical Thinking Skills</th>
</tr>
</thead>
</table>
| Physical Therapist Assistant Program         | Spring 2020 April 27, 2021 | Students in PTA 290 should be able to complete case studies to include exercises for a diagnosis to match lecture content of PTA 232. The final lab has been modified to develop critical thinking skills that are required to successfully follow the POC and appropriately treat a patient.  
Discussion of students who seem to find success in on-campus learning but are unable to perform effectively and safely during clinical learning experiences. |
| Physical Therapist Assistant Program         | Spring 2019 March 27, 2019 | “We love having (student name redacted) on our team but had to invest a lot of mentoring in the first couple of months on how to interpret and implement the written plan of care, rather than trying to address everything she thought could benefit the patient and also to avoid overlap with the Occupational Therapy plan of care and to decrease trying to address chronic problems that were not part of the current plan.” Dr. Heather MacKrell, PTA Program Director noted that Calhoun Community College |
Institutional Learning Outcomes include the ability of a graduate to “think critically”. This valuable employer input was an example of the ongoing need and focus of faculty to incorporate into the curriculum teaching students to recognize, evaluate, and select appropriate actions in positions. Committee members discussed the difficulty of transition into practice.

<table>
<thead>
<tr>
<th>Program</th>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HVAC Program</td>
<td>Fall 2020</td>
<td>HVAC students are required to complete continuing education units and train using the latest technology to enhance their critical thinking. . .</td>
</tr>
<tr>
<td>HVAC Program</td>
<td>Spring 2021</td>
<td>Student focus on newest technology and how to use</td>
</tr>
<tr>
<td>PRL</td>
<td>Fall 2020</td>
<td>One employer in attendance mentioned the students were “hired without fail; and the graduates can perform proficiently in all areas.” Another employer stated he hired two graduates and “each were head and shoulders above any hires.” The students were able to draft legal documents on the first day!</td>
</tr>
<tr>
<td>CIS-AS</td>
<td>Fall 2020</td>
<td>For students entering the program at UAH, Beth Allen mentioned the students should have hands-on programming in arrays, beefed-up problem-solving skills, and heavy math reinforcement. They would also like students to work on collaboration and engage in discussion questions. For students entering UNA, Daniel Ray stated he would like for students not to give up immediately, so to increase problem solving/troubleshooting skills.</td>
</tr>
<tr>
<td></td>
<td>October 30, 2020</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Administration</td>
<td>Spring 2021</td>
<td>Recent change to the BUS 289 course:  Student teams are formed to fulfill need(s) for business where they are able to apply what they have learned in real world applications. Suggestions for the AAS program:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Communications</td>
<td>Spring 2021</td>
<td>Some board members were pleased to see the incorporation of assignments that reinforce critical thinking skills and problem solving.</td>
</tr>
</tbody>
</table>

- **September 2020-October 2020**

In September 2020, an additional survey regarding critical thinking was deployed to multiple institutional stakeholders to include our college administrators, full and adjunct faculty, and staff. Responses were submitted from all academic areas, student services areas, adult education, non-credit division, and most all administrative areas of the college. There were a total of 165 responses to the
survey. Refer to Appendix B for results of question 4 of this survey. All results may be found in the QEP Director’s files.

**Student Engagement and Support**

Our students have been involved in the planning of the QEP by participating in the January 2020 survey. Due to Covid-19 pandemic, we were limited to student access and engagement beyond this initial survey. However, a meeting with PTK members was held during the summer of 2021 and other meetings are scheduled for the fall with our student leaders in SGA and the Warhawks. The Warhawks will assist with engaging our student leaders in facilitating student engagement with our QEP. During the informational meetings, the following information was discussed with student focus groups: Why the QEP was chosen, how critical thinking will be taught in the classroom, the timeline for implementation, and the greater impact improving critical thinking will have on the community. Students were then allowed to ask questions about the QEP (Appendix C – Presentation Explaining the QEP). As we continue our QEP, the students will have the opportunity to participate in college-wide contests focusing on critical thinking skills.

Stakeholders at all levels will be a very important factor in the assessment and deployment of the QEP. Faculty will collect data and various staff members and administrators will analyze the data. Data will be used to make data informed decisions in the classroom about improving critical thinking skills of students.
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SECTION C: IMPROVING STUDENT LEARNING
The college has developed three outcomes related to student learning/student success of critical thinking.

- **LO-1**: Students will be able to demonstrate “competency level” knowledge of critical thinking concepts and strategies.
- **LO-2**: Students will be able to proficiently implement accepted conventions of critical thinking skills appropriate to one’s academic discipline.
- **LO-3**: Instructors will implement instructional methods to promote student critical thinking strategies.

Each of the outcomes is topic specific and can be measured using appropriate assessment tools. We have also included institutional baseline data and analyzed the data to help us narrow our critical thinking focus. In our discussion of improving student learning, we have also included student success targets/percentages.

**QEP Focus Course Selection**

As indicated in the previous sections, “Why is My Pizza Burning?” is a faculty-led, student-focused effort to improve Calhoun Community College student’s ability to think critically. This will be accomplished by focusing on teaching critical thinking in the classroom using proven, literature-reviewed techniques in the selected QEP focus courses.

Each instructional division of the college will engage in learning and teaching critical thinking strategies to help fulfill our learning. By selecting key courses from across the college, we are able to impact up to 50% of our student population. In the first three years of the QEP, the college will use a staggered deployment strategy in our QEP focus courses as outlined below:
Table C-1: QEP Focus Course Deployment

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 0</td>
<td>BIO 103 - Principles of Biology I</td>
</tr>
<tr>
<td>2021-2022</td>
<td>ENG 101 - English Composition I</td>
</tr>
<tr>
<td></td>
<td>PSY 200 - General Psychology</td>
</tr>
<tr>
<td>Year 1</td>
<td>BIO 201 - Human Anatomy &amp; Physiology I</td>
</tr>
<tr>
<td>2022-2023</td>
<td>MTH 100 - Intermediate College Algebra</td>
</tr>
<tr>
<td></td>
<td>ORI 110 - Freshman Seminar</td>
</tr>
<tr>
<td>Year 2</td>
<td>CIS 146 - Microcomputer Applications</td>
</tr>
<tr>
<td>2023-2024</td>
<td>HIS 201 - United States History I</td>
</tr>
<tr>
<td></td>
<td>MTH 112 - Precalculus Algebra</td>
</tr>
<tr>
<td></td>
<td>SPH 107 - Fundamentals of Public Speaking</td>
</tr>
<tr>
<td>Year 3</td>
<td>ADM 111 - Manufacturing Safety Practice</td>
</tr>
<tr>
<td>2024-2025</td>
<td>ECO 231 - Principles of Macroeconomics</td>
</tr>
<tr>
<td></td>
<td>NUR 112 - Fundamental Concepts of Nursing</td>
</tr>
</tbody>
</table>

Student Learning/Success Outcomes

After surveys and discussion with students and faculty about topic selection and the greatest impact on students, the QEP Focus Committee discussed and eventually voted on and approved the QEP’s learning outcomes. Representatives from all academic areas of the college elected to focus on the knowledge, behaviors, values, and learning environment of our students.

Calhoun Community College’s Quality Enhancement Plan (QEP) “Why is My Pizza Burning?” targets three core student success goals to improve students’ ability to think critically. All targets for improvement should be achieved by year five of the QEP. For the QEP focus courses and faculty teaching the courses:

- **LO-1:** Students will be able to demonstrate “competency level” knowledge of critical thinking concepts and strategies.
- **LO-2:** Students will be able to proficiently implement accepted conventions of critical thinking skills appropriate to one’s academic discipline.
- **LO-3:** Instructors will implement instructional methods to promote student critical thinking strategies.
**Learning Outcome 1 (LO-1):** Students will be able to demonstrate “competency level” knowledge of critical thinking concepts and strategies.

<table>
<thead>
<tr>
<th>Learning Outcome (LO)</th>
<th>Assessment Tool (AT)</th>
<th>Target for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO-1: Students will be able to demonstrate “competency level” knowledge of critical thinking concepts and strategies</td>
<td>AT-1.1: ETS Proficiency Profile – Critical Thinking Exam</td>
<td><strong>Aspirational:</strong> 25% competency on the ETS Proficiency Profile – Critical Thinking Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Baseline:</strong> 14% Competency (2021 ETS)</td>
</tr>
</tbody>
</table>

The first learning outcome (LO-1) will focus on the knowledge level application of habits of critical thinking. As previously stated in the Topic Selection section of this document, the college, its faculty, and even the community identified a weakness in the ability of Calhoun Community College’s students’ ability to think critically. The ETS Proficiency Profile will be utilized to measure learner performance in
this area. As previously discussed in the Topic Selection section of this document, only 14% of Calhoun Community College students scored as competent critical thinkers, with only 4% being deemed as proficient critical thinkers during the 2021 College Assessment Week administration of the ETS Proficiency Profile. Calhoun Community College students will be able to demonstrate competency level knowledge of critical thinking concepts and strategies by the fifth year of the QEP. This is our target for improvement for LO-2. Competency is defined as students scoring either proficient and/or marginal in the area of critical thinking on the ETS Proficiency Profile Critical Thinking Exam. The exam will be administered according to the ETS Proficiency Profile User’s Guide random sampling recommendations to achieve the greatest reliability statistics based on the recommendations of Educational Testing Services (ETS).

**Learning Outcome 2 (LO-2):** Students will be able to proficiently implement accepted conventions of critical thinking skills appropriate to one’s academic discipline.

<table>
<thead>
<tr>
<th>Learning Outcome (LO)</th>
<th>Assessment Tool (AT)</th>
<th>Criteria for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO-2: Students will be able to implement accepted conventions of critical thinking skills appropriate to one’s academic discipline with proficiency</td>
<td>AT-2.1: Signature Assignment</td>
<td>70% of students will earn a proficient score on the signature assignment</td>
</tr>
<tr>
<td></td>
<td>AT-2.2: Critical Thinking Student Behaviors/Values Survey</td>
<td>70% of students will indicate the value of critical thinking as it impacts their success, education, and career</td>
</tr>
</tbody>
</table>

The second learning outcome (LO-2) will focus on the skills and behaviors necessary to be a proficient critical thinker. There will be two assessment tools to measure learner performance for this learning outcome: **AT-2.1: Signature Assignment** and **AT-2.2: Critical Thinking Student Behaviors/Values Survey**.

**AT-2.1: Signature Assignment**

Each QEP focus course will identify the signature assignment, which is a culminating learning task intended to measure a specific outcome. A critical thinking instructional design model has been established (SMOKE) to assist the departments and faculty in developing a signature assignment for each course, allowing departments the flexibility and freedom to implement the same signature assignment across multiple sections of the same course. When implementing the signature assignment, we ask that each instructor utilize the five-step process to critical thinking about a problem, situation, research, publication, or assignment requiring analytical reasoning developed in the Foundation for Critical
Thinking’s *Guide to Critical Thinking: Concepts and Tools* (Paul and Elder, 2020). The critical thinking instructional design model will:

- Facilitate faculty to discuss the topic of critical thinking.
- Utilize faculty and class time to teach critical thinking.
- Demonstrate critical thinking as a practical concept and not a theoretical concept.
- Establish a process for students to remember the order of events and habits of a critical thinker.
- Allow faculty and students to see how critical thinking habits may already be incorporated in the classroom.
- Prepare students to solve everyday life and workforce problems.
- Help students see how simple questioning techniques can be used to become a critical thinker.

Based on the critical thinking instructional design model, we asked that signature assignments have the following components: (1) use specific “pool of language” related to critical thinking, (2) develop and state a rationale for using a critical thinking signature assignment, and (3) utilize the strategies for teaching critical thinking in their instructional practice.

**Specific Language related to Critical Thinking: Pool of Language**

To develop signature assignments, the instructors are asked to use the specific language (pool of language) related to critical thinking as outlined in the diagram to the left. The use of this language will be used to develop the signature assignment and used in directions for the signature assignments.
Develop and State Rationale: Critical Thinking Signature Assignment

When developing the signature assignments, faculty provide a rationale for using the particular critical thinking signature assignment. The rationale for using the signature assignment will be included on the syllabi of each of the QEP focus courses. The rationale should answer how the assignment satisfies the five points of the instructional design model and the “pool of language” used to create the directions for the signature assignments in the QEP focus courses. (Appendix D: ENG 101 Sample Syllabus with Signature Assignment)

Strategies for Teaching Critical Thinking

To develop signature assignments, we asked that faculty utilize strategies for teaching critical thinking in their instructional practice. As stated earlier, our faculty will have numerous professional development opportunities for learning about critical thinking strategies and how to better teach critical thinking.

At the close of each semester, faculty are asked to submit the student performance of the signature assignment in Blackboard. Distance Learning and Institutional Research will compile the data to be forwarded to the academic deans and other stakeholders identifying courses with the greatest success on the signature assignment. This data will then be used to identify best practices and strategies used to teach critical thinking in the classroom in an effort to continually improve student learning.

AT-2.2: Critical Thinking Student Behaviors/Values Survey

The Critical Thinking Student Behaviors/Values Survey will be used to measure student motivation to implement CT techniques necessary to reach reasoned conclusions. Specifically, do
students value the Utility of CT techniques (Q3, Q5, and Q8) and recognize the role possessing strong CT skills will have in their ability to make decisions and how it may impact their future both personally and professionally?

Dr. Donna Estill, Dean of Humanities and Social Sciences & Interim Chief Academic Officer, Dr. Tori Norris, Psychology Instructor, and Dr. John Jones, Biology Instructor adapted the Valenzuela, Nieto, & Saiz (2011) *Critical Thinking Motivation Scale (CTMS)* to create the Critical Thinking Student Behaviors/Values Survey. In addition to measuring student motivation to implement CT techniques, the other components of the survey will provide vital formative evaluation information as will be explained later in this document. Further, the Critical Thinking Student Behaviors/Values Survey was used during the pilot periods to ensure the ability to deploy the instrument via Blackboard LMS.

**Learning Outcome 3 (LO-3):** Teachers will be able to implement instructional methods to promote student knowledge and application of critical thinking strategies.

<table>
<thead>
<tr>
<th>Learning Outcome (LO)</th>
<th>Assessment Tool (AT)</th>
<th>Criteria for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO-3: Instructors will implement instructional methods to promote student critical thinking strategies</td>
<td><strong>AT-3.1:</strong> Section Evaluation Form</td>
<td>80% of faculty will teach critical thinking strategies in classroom instruction</td>
</tr>
<tr>
<td></td>
<td><strong>AT-3.2:</strong> Faculty Development Report on Critical Thinking PD Series</td>
<td>80% of faculty will include the signature assignment on syllabi</td>
</tr>
<tr>
<td></td>
<td><strong>AT-3.2:</strong> Faculty Development Report on Critical Thinking PD Series</td>
<td>25% of faculty professional development hours will focus on critical thinking</td>
</tr>
</tbody>
</table>

Our first two outcomes, LO-1 and LO-2 focus on students, and the third outcome (LO-3) focuses on the student’s learning environment and institutional impact. There will be two assessment tools to measure learner performance for this learning outcome: **AT-3.1:** Section Evaluation Form and **AT-3.2:** Faculty Development Report on Critical Thinking PD Series.

**AT-3.1: Section Evaluation Form**

Each semester, our faculty will complete the Section Evaluation Form to track the following items: critical thinking strategies used in classroom instruction, course name and section, number of students enrolled, inclusion of signature assignment on syllabi, number of students attempting the signature assignment, and number of students with proficient scores on the signature assignment.
AT-3.2: Faculty Development Report on Critical Thinking PD Series

Each year, our Faculty Development Division offers professional development to our faculty. For the years during this QEP, a minimum of 25% of faculty professional development offered at Calhoun will be dedicated to teaching and assessing critical thinking per year. All faculty members—in the QEP focus courses and those not teaching QEP focus courses—will have access to this professional development. Many of the college’s professional development sessions will have a theme of Teacher’s Toolbox: Strategies for Teaching Critical Thinking and will provide education on the eight strategies for teaching critical thinking: 1) problem-based learning, 2) collaborative learning, 3) discussion, 4) writing activities, 5) reading, 6) use of questioning, 7) peer review, and 8) technology enhanced critical thinking. Our faculty may also seek professional development hours in addition to those hours offered by Calhoun to satisfy college requirements.

Strategies of Enhancement

The primary goal of Calhoun Community College’s QEP is to implement critical thinking techniques necessary for students to reach reasoned conclusions. As such, we will offer our students opportunities to practice the critical thinking concepts learned in the QEP high enrollment courses. Our instructors will be offered a variety of critical thinking professional development focused on Teacher’s Toolbox: Strategies for Teaching Critical Thinking. This opportunity is designed to complement their content and instructional styles.

The students will apply these concepts through independent practice, explicit instruction, and collaboration with peers. Based on the September 2020 faculty survey (Appendix B), our faculty most frequently use the following activities leading to critical thinkers in the classroom: 1) problem-based learning, 2) collaborative learning, 3) discussion, 4) writing activities, 5) reading, 6) use of questioning, 7) peer review, and 8) technology enhanced critical thinking. As noted in the document above, these eight strategies are among the most effective for teaching CT (Alsaleh, 2020).

When these Strategies for Teaching Critical Thinking are combined with other instructional resources and tools, faculty will have been offered appropriate professional development to teach critical thinking in the classroom. These strategies combined with the freedom and flexibility to utilize different tools for the appropriate situation are the most current literature-reviewed techniques needed to promote the concepts and skills of critical thinking.

During our pilot/preparation phase of the QEP, a professional development model and a professional development session have been offered on the Strategies for Teaching Critical Thinking. On March 12, 2021, our Faculty Development division provided a faculty-led professional development which focused on the eight critical thinking strategies discussed above. Each of our faculty could have attended up to three sessions; at least 85% of our full-time faculty participated in this activity. Based on
our professional development plan for our QEP, faculty will have participated in robust professional development in critical thinking.

The Faculty Development Division has developed a professional development plan to aid faculty in learning about critical thinking and teaching critical thinking. The plan includes discussion time, question and answer time, and practice on each critical thinking strategy.

**Criteria for Success**

The overall goal of the QEP is to ensure students will be able to implement critical thinking techniques necessary to reach reasoned conclusions. Ultimately, the QEP will be deemed successful by achieving the desired measures of success on all three QEP learning outcomes. The QEP Director will work with the college’s administration to ensure the QEP is successful by utilizing the yearly data as a means to enhance quality improvement. Table C-4 identifies the performance targets for each of the learning outcomes.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Performance Targets</th>
</tr>
</thead>
</table>
| **LO-1:** Students will be able to demonstrate “competency level” knowledge of critical thinking concepts and strategies. | **Aspirational:** 25% competency on the ETS Proficiency Profile – Critical Thinking Exam  
**Baseline:** 14% Competency |
| **LO-2:** Students will be able to implement accepted conventions of critical thinking skills appropriate to one’s academic discipline with proficiency. | 70% of students will earn a proficient score on the signature assignment.  
80% of faculty will teach critical thinking strategies in classroom instruction |
| **LO-3:** Teachers will be able to implement instructional methods to promote student knowledge and application of critical thinking strategies. | 80% of faculty will teach critical thinking strategies in classroom instruction  
80% of faculty will include the signature assignment on syllabi  
25% of faculty professional development hours will focus on critical thinking |

The formula for success is simple. Success in all three learning outcomes equals Student success.

**Faculty Professional Development Plan**

On January 6, 2021, Calhoun began the professional development journey into the QEP focus topic of improving students’ ability to critically thinking. All faculty were given copies of *The Miniature Guide to Critical Thinking*, Bloom’s Taxonomy Slider, and other swag related to critical thinking.
The event kicked off with an overview of the topic selection process and relevant data related to the ability of students to think critically at Calhoun Community College. Next, faculty were presented an overview of the elements and standards of critical thinking. Mr. Tyler Andrews, Calhoun philosophy instructor, facilitated this session. Faculty were then assigned to random, cross-disciplinary groups of 15 or fewer to work on an exercise that allowed them to apply the elements and standards of critical thinking. These sessions were facilitated by a faculty member, and data were collected and submitted to the Faculty Development office. This data consisted of strategies, assignments, and assessments faculty reported as being used to teach students to think critically. Many of these techniques were also identified in the literature review as proven methods to teach critical thinking.

The next professional development event, held on March 12, 2021, focused on the eight identified strategies of the “Teacher’s Toolbox.” Each strategy’s session was repeated three times over the course of the professional development session to allow faculty to attend three sessions of their choosing. Each session was a facilitated discussion with a description of the strategy and how it is used in the classroom to teach critical thinking. Faculty in attendance were then invited to share how it could be applied or modified to their specific discipline. Faculty were encouraged to share other ideas related to critical thinking strategies, assignments, or assessments.

As Calhoun moves forward with implementation of the QEP, faculty will have numerous opportunities to engage in professional development. The table below represents Calhoun’s QEP Professional Development plan by year.
### Table C-5: QEP Professional Development Plan

<table>
<thead>
<tr>
<th>Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021-2022</td>
<td>2022-2023</td>
<td>2023-2024</td>
</tr>
<tr>
<td><strong>Workshops</strong></td>
<td><strong>Workshops</strong></td>
<td><strong>Workshops</strong></td>
</tr>
<tr>
<td>• What does Critical Thinking Look Like?</td>
<td>• Critical Thinking Question Writing</td>
<td>• Critical Thinking Keynote Address to Faculty</td>
</tr>
<tr>
<td>• Proper Assessment of Critical Thinking</td>
<td>• Refresh My Syllabus</td>
<td>• Refresh My Syllabus</td>
</tr>
<tr>
<td>• Providing Feedback to Students About Critical Thinking</td>
<td>• Signature Assignment Development</td>
<td>• Signature Assignment Development</td>
</tr>
<tr>
<td>• SMOKE Instructional Design</td>
<td>• SMOKE Instructional Design</td>
<td>• SMOKE Instructional Design</td>
</tr>
<tr>
<td>• 8 Critical Thinking Strategies - Faculty led</td>
<td>• 8 Critical Thinking Strategies - Faculty led</td>
<td>• 8 Critical Thinking Strategies - Faculty led</td>
</tr>
<tr>
<td>• <strong>Literary Circle</strong></td>
<td>• <strong>Blackboard</strong></td>
<td>• <strong>Blackboard</strong></td>
</tr>
<tr>
<td>• Critical Thinking Crisis by Pearlman</td>
<td>• Critical Thinking Toolbox</td>
<td>• Critical Thinking Toolbox</td>
</tr>
<tr>
<td>• <strong>New Faculty Onboarding</strong></td>
<td>• <strong>Literary Circle</strong></td>
<td>• <strong>Literary Circle</strong></td>
</tr>
<tr>
<td>• Critical Thinking Teaching Module</td>
<td>• Journal Articles</td>
<td>• Journal Articles</td>
</tr>
<tr>
<td>• <strong>Adjunct Faculty Training</strong></td>
<td>• <strong>New Faculty Onboarding</strong></td>
<td>• <strong>New Faculty Onboarding</strong></td>
</tr>
<tr>
<td>• Critical Thinking Teaching Module</td>
<td>• Critical Thinking Teaching Module</td>
<td>• Critical Thinking Teaching Module</td>
</tr>
<tr>
<td>• <strong>Critical Thinking Webinar and Discussion</strong></td>
<td>• <strong>Critical Thinking Webinar and Discussion</strong></td>
<td>• <strong>Critical Thinking Webinar and Discussion</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2024-2025</td>
<td>2025-2026</td>
<td>2026-2027</td>
</tr>
<tr>
<td><strong>Workshops</strong></td>
<td><strong>Workshops</strong></td>
<td><strong>Workshops</strong></td>
</tr>
<tr>
<td>• Repeat Professional Development from Year 0/1 for newer faculty</td>
<td>• Refresh My Syllabus</td>
<td>• The Results are in! Faculty Presentations on Critical Thinking Results</td>
</tr>
<tr>
<td>• Refresh My Syllabus</td>
<td>• Signature Assignment Development</td>
<td>• Reflection</td>
</tr>
<tr>
<td>• Signature Assignment Development</td>
<td>• SMOKE Instructional Design</td>
<td>• Lessons learned and steps moving forward to maintain gains.</td>
</tr>
<tr>
<td>• SMOKE Instructional Design</td>
<td>• 8 Critical Thinking Strategies - Faculty led</td>
<td>• <strong>Continued use of:</strong></td>
</tr>
<tr>
<td>• 8 Critical Thinking Strategies - Faculty led</td>
<td>• <strong>Blackboard</strong></td>
<td>• SMOKE</td>
</tr>
<tr>
<td>• <strong>Literary Circle</strong></td>
<td>• Critical Thinking Toolbox</td>
<td>• <strong>Critical Thinking Teaching Module for New and Adjunct Faculty</strong></td>
</tr>
<tr>
<td>• Critical Thinking Text TBD</td>
<td>• <strong>Literary Circle</strong></td>
<td>• Literary Circles</td>
</tr>
<tr>
<td>• <strong>New Faculty Onboarding</strong></td>
<td>• Journal Articles</td>
<td>• <strong>Blackboard Critical Thinking Toolbox</strong></td>
</tr>
<tr>
<td>• Critical Thinking Teaching Module</td>
<td>• <strong>New Faculty Onboarding</strong></td>
<td>• Faculty Led Critical Thinking Workshops</td>
</tr>
<tr>
<td>• <strong>Adjunct Faculty Training</strong></td>
<td>• <strong>New Faculty Onboarding</strong></td>
<td>• <strong>Adjunct Faculty Training</strong></td>
</tr>
<tr>
<td>• Critical Thinking Teaching Module</td>
<td>• <strong>New Faculty Onboarding</strong></td>
<td>• Critical Thinking Teaching Module</td>
</tr>
<tr>
<td>• <strong>Critical Thinking Webinar and Discussion</strong></td>
<td>• <strong>New Faculty Onboarding</strong></td>
<td>• <strong>Critical Thinking Webinar and Discussion</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As previously discussed, **LO-3** will focus on the professional development series for the college and focus its impact on the learning environment for the classroom as identified strategies are applied to promote student knowledge and application of critical thinking. A minimum of 25% of all of the college’s professional development for faculty will be in the area of teaching and assessing critical thinking. A specific focus will be made to promote the eight literature reviewed techniques of the “Teacher’s Toolbox” to faculty, including opportunity to discuss best practices with college peers, implementation into any classroom, and an opportunity to practice the skill as both the teacher and student. Other professional development focuses will be on practicing the critical thinking instructional design model, strengthening the QEP signature assignment portion module of the classroom syllabus, and literary circles between faculty to read books or scholarly articles related to teaching critical thinking and its impact on students and the workforce.

For faculty participating in external professional development, a minimum of 25% of obtained professional development should be in the area of critical thinking as documented on conference agendas or other appropriate documentation. This will be evaluated annually by the Director of Faculty Development. Academic Deans will evaluate the appropriateness of travel to conferences and ensure the 25% standard can be met before approving this type of travel. The Director of Faculty Development will complete annual audits and host virtual workshops for faculty in the summer who are lacking the appropriate amount of professional hours dedicated to teaching and assessing critical thinking.

**10% Pledge Challenge**

Faculty will be encouraged to dedicate at least 10% of their instruction to teaching critical thinking strategies. This is the 10% Pledge. Challenge Coins will be awarded to any faculty participating in the 10% Pledge. All faculty can participate in this challenge. The faculty will be responsible for the following to complete their role in participating in the 10% Challenge:

- Syllabus review ensuring documentation of the Signature Assignment
- Completion of the Section Evaluation Form

Faculty will be awarded the QEP 10% Challenge Coin after successful completion of their first semester participating in the QEP and successful submission of the Section Evaluation Form (AT-3.1). Side A represents the QEP Logo with the 10% Pledge mark, and Side B represents the Calhoun Community College Great Seal.
Overview of Baseline Data

The learning outcomes for the QEP were guided by the baseline data that the QEP focus group obtained, indicating in every area that critical thinking was a problem. On the 2021 ETS Proficiency Profile – Critical Thinking Exam, 4% of Calhoun students scored at the Proficient level, with 10% scoring Marginal. Of the three Student Learning Outcomes—Communicate Effectively, Think Critically, and Act Professionally—Think Critically has consistently been the lowest score (success defined as scoring at least a 70% on the assessment instrument for the course) (see Table below). Additionally, Advisory Boards from across the College, including Physical Therapy Assistant, Heating/Ventilation/Air Conditioning, Paralegal, Computer Information Systems, Business Administration, and Visual Communications, recommended higher level critical thinking for students.

<table>
<thead>
<tr>
<th>Course</th>
<th>Communicate Effectively % Success</th>
<th>Act Professionally % Success</th>
<th>Think Critically % Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>47</td>
<td>53</td>
<td>47</td>
</tr>
<tr>
<td>Business</td>
<td>86</td>
<td>85</td>
<td>78</td>
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<tr>
<td>CIS</td>
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<td>80</td>
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</tr>
<tr>
<td>ART</td>
<td>76</td>
<td>81</td>
<td>75</td>
</tr>
<tr>
<td>Music Tech</td>
<td>69</td>
<td>77</td>
<td>62</td>
</tr>
<tr>
<td>Math</td>
<td>93</td>
<td>93</td>
<td>84</td>
</tr>
</tbody>
</table>

Table C-6: Student Learning Outcome scores in a selection of subjects, 2019/20

A survey of Calhoun’s faculty and staff indicated a lack of consistency in defining, assessing, and teaching critical thinking. In fact, only 36% identified specific strategies for teaching critical thinking. The baseline data made it clear that the Learning Outcomes needed to include formative goals to improve the student learning environment and summative goals related to student achievement of proficiency in critical thinking.

Formative assessments include the Signature Assignment, Critical Thinking Student Behaviors/Values Survey, and the Section Evaluation Survey. Since none of these have been assessed before, the baseline data will include year 0 (2021/22 academic year). The goal of the Signature Assignment is to have 70% of the students score proficient at stated target. For the Critical Thinking Student Behaviors/Values Survey, the committee established a goal of having 70% of students show “agree” or “strongly agree” that critical thinking is valuable to them by year five. The goal for the Section Evaluation Form is to have 80% of instructors report that they teach critical thinking strategies in their classes. The formative assessments allow the College to use the data to improve processes and strategies before summative assessment.
Summative assessments include the ETS Proficiency Profile – Critical Thinking Exam and the Institutional General Education Outcome – Think Critically. On the baseline data of the ETS Proficiency Profile – Critical Thinking Exam, 4% of Calhoun students scored at the Proficient level, with 10% scoring Marginal. The aspirational outcome of 25% is a lofty increase, but one that is achievable through the activities of the QEP. The goal for the Institutional General Education Outcomes CT data, is an increase from the 2020-21 score of 77% to 85%, a 10% increase.
CALHOUN COMMUNITY COLLEGE

“WHY IS MY PIZZA BURNING?”

SECTION D: RESOURCES TO IMPLEMENT THE QEP
As a college, we have both the human and financial resources to implement our QEP. We have identified our resources for each stage of the process to include the implementation and completion of the plan. Our institutional stakeholders are involved in the planning and evaluation of the QEP with the understanding that we apply flexibility if our institutional capability changes.

**Institutional Organization**

Implementation of Calhoun Community College’s QEP is supported by an organizational structure that provides comprehensive collaboration and communication at multiple levels. This framework enables ongoing formative and summative assessment of both student outcomes and institutional outcomes. One full-time QEP Director will be chosen from existing full-time faculty to administer the QEP through release time for the five-year project. The QEP Director will be named by or before January 2022.

Ultimate supervision of the QEP falls under the executive administration of the College. The president has oversight of budgetary, physical, and human resource needs required to implement and execute the QEP. The Vice President of Academic Affairs will provide administrative support in the form of campus resources and instructional resources. The Vice President of Student Services will provide student services support. In addition, the QEP Director will work with the college’s Chief Financial Officer and Dean of Institutional Research and Planning on budgetary needs, assessment, evaluation and compliance with all SACSCOC requirements of the QEP. The figure below illustrates the overall reporting lines and communication flow for the QEP.
Table D-1: QEP Organization and Communication Flow

<table>
<thead>
<tr>
<th>President</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Financial Officer</td>
</tr>
<tr>
<td>Dean of Planning, Research, and Grants</td>
</tr>
<tr>
<td>Director of Public Relations</td>
</tr>
<tr>
<td>Vice President of Student Services</td>
</tr>
<tr>
<td>Vice President of Academic Affairs</td>
</tr>
<tr>
<td>Director of Faculty Development</td>
</tr>
<tr>
<td>QEP Director</td>
</tr>
<tr>
<td>Academic Deans</td>
</tr>
<tr>
<td>Department Chairs</td>
</tr>
<tr>
<td>Advisory Boards</td>
</tr>
<tr>
<td>Faculty</td>
</tr>
</tbody>
</table>

Support Structure

QEP Director

The QEP Director will be responsible for coordinating with the faculty in the QEP high enrollment courses. She/he will be housed in a faculty office space in either Huntsville or Decatur with access to a computer laboratory, classrooms for faculty training, and conference rooms on all college sites. The Director will be responsible for working with each year’s scheduled sections of the QEP focus courses to ensure the instructional design model and program framework are implemented in the classroom and recorded in each course syllabus. The Director will also be responsible for collecting data required for the QEP. This includes the needed syllabus information of the signature assignment, the section evaluation form, and the critical thinking values survey. A complete job description for the QEP Director is as follows:

QEP Director (QEPD) Job Description

Position: Quality Enhancement Plan Director (QEPD): Why is My Pizza Burning?

The position will be a D schedule salaried position with a three-course release time every semester during the lifecycle of the QEP for outlined QEP responsibilities. The QEPD will report to the Vice President of Academic Affairs.
Duties: Serve as the primary operational Director of the QEP: “Why is My Pizza Burning?” and be responsible for the day-to-day effectiveness of the QEP as well as the assessment of the impact the QEP has on students, the College, and the community.

Qualifications:
- Effective oral and written communication skills and competence for conducting presentation
- Ability to meet deadlines for reports and assignments
- Knowledge, skills, and ability to initiate and follow through on concepts related to improving student learning as related to critical thinking
- A commitment to the College’s mission
- Ability to work with others and lead committees
- Capable of service as a leader to a diverse population of students, faculty, and staff
- Long range planning and budgeting experience
- Minimum of a Master’s degree from a regionally accredited university

Responsibilities:
- Collaborate with department chairs and academic deans to train and supervise faculty on QEP focus courses
- Work closely with the Vice President of Academic Affairs and QEP focus course faculty to provide leadership in all aspects of planning, developing, implementing, and monitoring the QEP
- Develop the short- and long-range goals, objectives, and budgets related to the QEP
- Manage the QEP budget
- Publicize the QEP to the campus community through newsletters, printed material, QEP website, social media, in-service, and professional development by working alongside the College’s Public Relations Department and Office of Faculty Development
- Provide follow-up, as requested by SACSCOC on-site review team, and prepare all follow-up reports and impact reports
- Coordinate QEP Professional development of faculty and staff with the Director of Faculty Development
- Work in collaboration with the College’s Information Technology Department, Office of Institutional Research, and Distance Learning Department to deploy survey and evaluation instruments to capture appropriate assessment data
- Disseminate and evaluate assessment data and results to the appropriate personnel and supervisors
The QEP Administrative Assistant will be assigned to the QEP Director to assist with the facilitation of all QEP related duties. The QEP Administrative Assistant is responsible for maintaining all QEP related meeting minutes, coordination of data collection associated with Signature Assignment related syllabus data and program alignment data from Blackboard, values survey data, and section evaluation form responses. The QEP Administrative Assistant will be established from a current full-time employee on the E scale of the ACCS current pay scale. The QEP Administrative Assistant will receive a 10% pay stipend over their assigned rank on the pay scale for the duration of the QEP. A complete job description for the QEO Administrative Assistant is as follows:

QEP Administrative Assistant (QEP AA) Job Description

Position: Quality Enhancement Plan Administrative Assistant (QEP AA): Why is My Pizza Burning?

The position will be an E schedule hourly position with a 10% salary stipend for the lifecycle of the QEP for outlined QEP responsibilities. The QEP AA will report to the QEP Director (QEPD).

Duties: Serve as the administrative assistant to the QEP Director for “Why is My Pizza Burning?”

Qualifications:

• Ability to meet deadlines for reports and assignments
• A commitment to the College’s mission
• Ability to work with others
• Organized with experience scheduling and preparing meeting minutes
• Ability to utilize Blackboard and other online tools to administer surveys and gather data
• Microsoft Office experience
• Currently employed at the College on the E scale

Responsibilities:

• Document all QEP meeting minutes
• Deploy and collect data from various QEP assessments in accordance with the QEP Assessment Responsibility Matrix
• Assist the QEP Director with the attainment of short and long range goals and objectives
• Maintain and sort databases related to relevant QEP data
• Work with other College departments to promote the success of the QEP

QEP Focus Courses

To ensure the maximum impact on the student learning we chose specific courses. Approximately 50% of our enrolled students will participate in “Why is My Pizza Burning?” QEP. All
faculty will receive professional development in teaching critical thinking. The implementation plan by course is outlined below:

**Table D-2: Focus Course Deployment Schedule**

| Year 0 | BIO 103 - Principles of Biology I |
| Year 0 | ENG 101 - English Composition I |
| Year 0 | PSY 200 - General Psychology |
| Year 1 | BIO 201 - Human Anatomy & Physiology I |
| Year 1 | MTH 100 - Intermediate College Algebra |
| Year 1 | ORI 110 - Freshman Seminar |
| Year 2 | CIS 146 - Microcomputer Applications |
| Year 2 | HIS 201 - United States History I |
| Year 2 | MTH 112 - Precalculus Algebra |
| Year 2 | SPH 107 - Fundamentals of Public Speaking |
| Year 3 | ADM 111 - Manufacturing Safety Practice |
| Year 3 | ECO 231 - Principles of Macroeconomics |
| Year 3 | NUR 112 - Fundamental Concepts of Nursing |

**QEP Faculty**

Faculty are crucial to the success of “Why is My Pizza Burning?” All faculty including those involved in the QEP focus courses will receive professional development related to teaching critical thinking and the use of the techniques from the “Teacher’s Toolbox” to implement in the classroom. Faculty will have direct responsibilities related to **LO-1** and **LO-2**. For **LO-2**, faculty will be tasked with the following:

**Responsibilities:**

- Development of the Signature Assignment
  - Identification of the signature assignment
  - The rationale of use of the signature assignment (SMOKE Instructional Design model)
  - The metric used for measure of critical thinking proficiency
- Completion of the Section Evaluation Form
  - Teaching techniques used in the course from the “Teacher’s Toolbox”
  - Number of Students enrolled in the course
  - Number of students attempting the signature assignment
  - Number of students with a proficient score on the signature assignment

---

48
Significant Number of Students

Once we reach full implementation of the QEP focus courses, up to 50% of our students will be impacted by the QEP. For example, in the spring semester of 2019, 1,633 students were enrolled in ENG 101 alone. ENG 101 is included in the degree plan for all AS and AAS degree programs. Since there are 13 QEP Focus courses and the vast majority are high enrollment courses like ENG 101, it is highly likely more than 50% of Calhoun students will be directly impacted by this QEP.

Students will take the ETS Proficiency Profile only once per year during the college’s assessment week in April to measure the competency level knowledge of critical thinking concepts and strategies. This will be used to measure Learning Outcome #1. The ETS Proficiency Profile will be administered to 1,000 students in QEP Focus Courses according to the ETS Proficiency Profile Random Sampling guidelines. According to the ETS Proficiency Profile guidelines for a college the size of Calhoun Community College with an average of 8,500 students, 385 students should be tested (Table D-3). Testing 1,000 students far exceeds this minimum number. See reference calculation below. The ETS Proficiency Profile will be administered once per academic year to reduce cost and eliminate duplication of efforts.

Table D-3: ETS Proficiency Profile Random Sampling Calculation

\[
n = \frac{\left[ z^2 p (1 - p) \right]}{E^2} \left( 1 + z^2 p (1 - p) \right) \frac{E^2 N}{E^2 - E^2 N}
\]

\[
= \frac{1.96^2 \times 0.5 \times (1 - 0.5)}{0.025^2} \left( 1 + \frac{1.96^2 \times 0.5 \times (1 - 0.5)}{0.025^2 \times 8,500} \right)
\]

\[= 385 \text{ students}\]

Where
\( z = 1.96 \) for a two-tailed confidence level of 95% (\( \alpha = 0.05 \))
\( p = \) proportion (expressed as a decimal) = 0.5
\( N = \) population size = 8,500
\( E = \) margin of error = 0.025 (\( \alpha/2 \))

Training

A five-year comprehensive professional development program will be implemented utilizing multiple media including online programs, email information sharing, and professional development for
all faculty including full and part-time faculty. Refer to Section C Professional Development Plan and 5-year outline (Table C-5). This training is essential to the achievement of all three learning outcomes and ultimately the achievement of the QEP Goal.

**Webpage & Marketing**

The QEP Focus Committee has a sub-committee dedicated to public relations and marketing. This sub-committee works alongside the college’s Public Relations Department. This gives the QEP committee full access to the PR Director, webmaster, and graphics designer. The QEP logo and banner were developed by the college’s graphics designer (see appendix). The story behind “Why is My Pizza Burning?” will be told to faculty, staff, students, and the community through the marketing campaign managed by the college’s PR department and QEP Focus Committee. The marketing campaign will focus on using the college’s digital signage system, banners, flyers, and other printed and digital communication avenues to drive all vested members to the QEP Website. This marketing strategy was developed by the PR department and QEP Focus Committee. The marketing plan will use the various messaging capabilities of the college to send all participants to the QEP website (www.calhoun.edu/qep) using techniques such as the use of hyperlinks and QR codes.

The website (screenshot left) will serve as the hub of QEP communication to all vested parties. Important QEP records such as QEP Focus Committee agendas, meeting minutes, and survey data will be hosted on the webpage. The webpage will have a “Burning Questions” section where information about the college, its programs, and other sources of information can be hyperlinked. The webpage will host a “Test Your Critical Thinking Ability” quiz section so individuals can test themselves. Each time a participant accesses the quiz, she/he will be given five random critical thinking questions. Individuals who participate in the quiz will be entered into a monthly drawing for pizza gift certificates. The critical thinking quiz will also allow questions written by faculty to be hosted and tested by random students. To align with the college’s professional development
plan, faculty will be improving their ability to write critical thinking questions. These test questions will be implemented in the random question generator, and data will be collected on individual questions. Faculty will be entered into routine drawings for prizes such as grants to be used to enhance critical thinking activities in the classroom, travel to attend the annual Foundation for Critical Thinking conference, or other rewards a faculty member can use to improve their teaching of critical thinking. The website will serve as a central location for everything related to Calhoun Community College and the QEP.

**Continuous Quality Improvement**

Each strategy implemented will adhere to the following cycle with the faculty yearly cohorts providing ongoing reports to the QEP Director who will analyze and disseminate information to the college community. These faculty cohorts will begin in Year 0 and run through all 5 years of the QEP. The QEP Director will form a QEP Faculty Advisory board to meet at least twice per year to discuss the progress of the QEP and discuss the Section Evaluation Forms results. This process will help identify areas where critical thinking is being more successfully taught than other areas, allowing for best practices to be identified and then reproduced in areas which may be struggling. The following diagram will be the process for **Administrative Process for Assessing the QEP**:

**Table D-4: Administrative Process for Continuous Quality Improvement of the QEP**

![Diagram](image)

**Institutional Capability and Commitment**

The role of the QEP Director (QEPD) will be filled by a faculty member with experience in the area of assessment of institutional outcomes and in the QEP focus area of teaching critical thinking in the classroom. The QEPD will receive at least a three-course release for the duration of the project and will be assisted by an hourly administrative assistant for at least 10 hours per week. These release times will
be evaluated after each year to see if additional time is needed. These are minimum releases, and time will not drop below these levels. The decision will be evaluated by the Vice President of Academic Affairs annually during the annual employee evaluation period. The QEPD will also report to the Dean and Direct Report to the Vice President of Academic Affairs monthly meetings. The Director will be given access to a campus office, computer labs, classrooms, and conference rooms on both campuses for QEP related activities. The QEPD will identify professional development activities alongside the college’s PD Director, identify conferences for affected faculty and seek out qualified consultants for in-house training.

The QEPD will collaborate with Academic Deans and Department chairs to identify faculty cohorts for the scheduled academic year. The scheduled timeline for the QEP focus courses will foster the opportunity for one cohort to be mentored or shadowed by the next cohort. A complete job description of the QEPD can be found in a previous section of this document and a five-year projected budget can be found in the following section.
Table D-5: Five-Year QEP Budget

<table>
<thead>
<tr>
<th></th>
<th>Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>In Funds</th>
<th>Kind Location</th>
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<td>1. Professional Development</td>
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<td>2. Marketing</td>
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IR/QEP $24,100 $28,000 $28,000 $28,000 $31,600 $31,600
PD DEPARTMENT $2,000 $4,500 $4,500 $4,500 $4,500 $4,500
HSV CAMPUS ADMIN $6,700 $4,200 $4,500 $7,000 $4,500 $4,500
Calhoun Foundation $2,000 $5,000 $5,000 $5,000 $5,000 $2,000
Specific Academic Area $35,000 $64,100 $64,100 $64,100 $64,100 $64,100
Total $69,800 $105,800 $106,100 $108,600 $109,700 $106,700
Annual Average $606,700 $101,117

Budget Narrative

The QEP Implementation Budget is broken down into five areas. The preceding chart indicates the breakdown of these five areas and indicates the broad-based support across the college by the in-kind funds being earmarked in other areas of the college outside of the direct QEP budget line. The first of these areas is the professional development. This area of the budget will be delivered out of the college’s Faculty Development Office (Professional Development Department) and directly from the QEP budget.
line. All travel and webinar expenses for the QEP Director over the course of the project will come from this line as well as funds for literary circles, professional development honoraria, and food expenses during professional development. Funds will be made available for Calhoun Community College faculty to receive compensation through an instructional contract to facilitate and/or develop professional development activities. Many of these professional development activities will be identified by the QEP Director and Faculty Development Director as best practices as section cohorts advance from year-to-year using the college’s previously identified administrative process for continuous quality improvement. Faculty will annually lead round table discussions promoting and practicing the literature reviewed strategies of the “Teacher’s Toolbox” to enhance teaching of critical thinking skills in the classroom. This section of the budget will be tied to QEP LO-3.

The second section of the budget focuses on the public relations marketing campaign associated with “Why is My Pizza Burning?” Funds for this section of the budget will be derived from the QEP budget line, the Huntsville Campus Administration line, and Calhoun Community College’s Foundation line. Again, this collaboration exhibits the broad-based support of the college’s QEP. Funds in the marketing campaign will focus on the swag to be given to faculty, students, staff, and the community as well as advertising and participation incentives. Some examples of swag already being given include “Why is My Pizza Burning?” tote bags, notebooks, folders, and lapel pins. These have been used and will be used at the kick-off event and other professional development events.

Funds will be earmarked to boost information about the QEP to the community using the college’s social media accounts and digital signage at all campus sites. As previously discussed, all marketing will focus on directing individuals to the QEP website. Calhoun Community College’s Foundation has agreed to support initiatives to incentivize faculty and student participation. Students will receive swag and pizza gift certificates for various activities of participation during the QEP Time Frame. Faculty incentives will revolve around grants for classroom improvement, professional development, and participation dinners. Lastly, challenge coins engraved with Calhoun Community College’s great seal and the QEP logo will be purchased from the Huntsville Administration Budget and given to the QEP as an in-kind donation. As previously discussed, all full and adjunct faculty will receive a challenge coin after implementation of the QEP in their classroom. This includes satisfying the syllabus requirement, signature assignment requirement, and completion of the section enrollment form. It will be directly linked to LO-2.

The third section of the QEP budget will be associated with the assessment of LO-1. Funds in this section will be used to fund the administration of the ETS Proficiency Profile. As discussed previously, the ETS proficiency profile will be given to a random sample of students in the QEP focus courses in accordance with the ETS User’s Manual. The random sample procedure will be followed from the ETS User’s Manual and administered to approximately 1000 students during the April Assessment period.
According the ETS User’s Manual for a college the size of Calhoun Community College, approximately 350 exams should be administered for a valid sample with 95% confidence (See calculation on page 51). The QEP Focus Committee felt higher confidence could be achieved with greater sampling as well as fall within the financial means of the college.

The fourth section of the budget will focus on QEP personnel. The QEP Director (QEPD) will be given a minimum of a three-course release during the duration of the QEP. This will be funded from the division of the college to which the QEPD is primarily assigned. The approval of release will be submitted by the Vice President of Academic Affairs. The role of QEP Administrative Assistant is assigned to the Faculty Secretary of the College’s Huntsville Site. A 10% salary stipend will be assigned for these duties. Funds will be available to award release time to additional faculty as needed for duties such as professional development or other QEP assigned duties on an as-needed basis as requested by the QEPD and approved by the appropriate Academic Dean and/or Vice President of Academic Affairs. Lastly, a QEP consultant will be used during the development/pilot year of the QEP and during the final two years of the QEP as success and total impact are quantified and reported.

The last section of the QEP Budget will be used for miscellaneous expenses. These funds may be needed to purchase or supplement the budget as the QEP develops and the needs change. Ultimately, this budget indicates the college’s support of the QEP and its success. This planned budget represents one aspect of the broad-based support the QEP receives from across the college.
CALHOUN COMMUNITY COLLEGE

“WHY IS MY PIZZA BURNING?”

SECTION E: ASSESSMENT OF ACHIEVEMENT
As stated in the Improving Student Learning section, our QEP outcomes are specific, measurable, and clearly related to student learning and/or student success. We use both formative and summative assessments that directly measure the stated learning outcomes. We have identified Institutional personnel responsible for gathering and analyzing assessment data. Additionally, we have a timeline for interim formative analysis with the understanding that adjustments to our assessment plan may occur after data analyzation.

**Yearly Assessment Cycle**

Multiple assessment tools will be used to measure student learning outcomes. For each learning outcome in our QEP, there are assessment tools to measure the success. The data gathered will be used to aid with our internal process of continuous improvement of student learning. Each assessment tool will be further discussed in this section.

<table>
<thead>
<tr>
<th>Learning Outcome (LO)</th>
<th>Assessment Tool (AT)</th>
<th>Assessment Collection Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO-1:</strong> Students will be able to demonstrate “competency level” knowledge of critical thinking concepts and strategies.</td>
<td><strong>AT-1.1:</strong> ETS Proficiency Profile – Critical Thinking Exam</td>
<td>Assessment week</td>
</tr>
<tr>
<td><strong>LO-2:</strong> Students will be able to implement accepted conventions of critical thinking skills appropriate to one’s academic discipline with proficiency.</td>
<td><strong>AT-2.1:</strong> Signature Assignment</td>
<td>Every Semester</td>
</tr>
<tr>
<td></td>
<td><strong>AT-2.2:</strong> Critical Thinking Student Behaviors/Values Survey</td>
<td>Assessment Week</td>
</tr>
<tr>
<td><strong>LO-3:</strong> Instructors will implement instructional methods to promote student critical thinking strategies</td>
<td><strong>AT-3.1:</strong> Section Evaluation Form</td>
<td>Every semester</td>
</tr>
<tr>
<td></td>
<td><strong>AT-3.2:</strong> Faculty Development Report on Critical Thinking PD Series</td>
<td>Spring</td>
</tr>
</tbody>
</table>
**LO-1/AT-1.1: Educational Testing Services® (ETS) Proficiency Profile—Critical Thinking Exam**

The ETS Proficiency Profile will be used to assess LO-1: Students will be able to demonstrate “competency level” knowledge of critical thinking concepts and strategies. While there are numerous standardized testing measures available to measure critical thinking, the college has chosen to utilize the ETS Proficiency Profile Test. ETS Proficiency Profile Test not only tests critical thinking skills but also tests students in reading, writing, and mathematical skills. The selection of an exam testing multiple areas is the most cost-efficient approach to the use of state-appropriated funds. The student performance data from this assessment was used in part to choose our QEP topic. Internal data already exist on Calhoun student performance on the critical thinking portion of the ETS Critical Thinking Assessment to be used for comparison. According to the ETS Proficiency Profile User’s Guide, the critical thinking portion of the test measures the student’s ability to “distinguish between rhetoric and argumentation, recognize assumptions, recognize the best hypothesis, infer and interpret a relationship between variables, and draw valid conclusions” (4).
The College utilized the ETS Proficiency Profile beginning in 2019 and continues to utilize it during the spring Assessment Week. In 2019, the college administered the ETS Proficiency Profile to 1,000 students. In spring 2021, the exam was administered using the online, un-proctored version. The constraints of Covid-19 impacted the delivery of the 2020 and 2021 exam. The exam was not administered in April 2020. Only 193 students completed the April 2021 ETS Proficiency Profile. Due to the Covid-19 implications, this limited number of successful test takers limited the statistical reliability of the administration of the exam for April 2021 test takers. Even in this small testing sample, only 4% of students scored proficient at critical thinking and 10% marginal. Therefore, only 14% of the sample were deemed competent critical thinkers. The exam will be administered to a statistically valid, random number of students participating in the QEP focus courses as the learning measurement tool for LO-1. The baseline data from the 2019 and 2021 administration of the exam will be used in establishing the target goal for this learning outcome.

During Assessment Week, the college will administer the ETS Proficiency Profile to at least 1,000 students. The Office of Institutional Research will target 500 students in the QEP focus courses and 500 students not enrolled in the QEP focus courses. The college has budgeted for a total of 1000 exams to be administered on an annual basis. On Monday and Tuesday of assessment week, 500 exams will be targeted to be administered to students enrolled in QEP focus courses. On Wednesday and Thursday of assessment week, 500 exams will be administered to students enrolled in non-QEP focus courses. This effort will be coordinated through the Office of Institutional Research, and the data will be shared with the QEP Director. As a criteria for success, our aspirational goal is 25% competency on the ETS Proficiency Profile over the course of the five-year assessment plan.

**AT-1.2:** Institutional General Education SLO report

The college Student Learning Outcomes (SLO) report will be used as an assessment measure for LO-1. Each spring Calhoun assesses our three Institutional General Education Student Learning Outcomes in all courses: (1) think critically, (2) communicate effectively, and (3) act professionally. For each outcome, the college considers a score of 70% or greater to be proficient. Institutional Research collects, collates, and distributes the data from the assessment college wide. Stakeholders and faculty then review the data and determine strategies to be implemented to improve student scores.

**LO-2/AT-2.1 and AT-2.2 Signature Assignment (AT-2.1) & Critical Thinking Student Behaviors/Values Survey**

The signature assignment (AT-2.1), the Critical Thinking Student Behaviors/Values Survey (AT-2.2), and the Section Evaluation Form (AT-2.3) will be used to assess LO-2: students will be able to implement accepted conventions of critical thinking skills appropriate to one’s academic discipline with proficiency.
**Signature Assignment (AT-2.1)**

The QEP Signature Assignment will be used as the assessment measure for LO-2. This assessment tool will measure skills and behaviors of students’ learning. For successful achievement of LO-2, 70% of students will earn a proficient score on the Signature Assignment. Signature Assignments should have the following components: (1) specific “pool of language,” (2) develop and state a rationale for using a critical thinking signature assignment, and (3) utilize the strategies for teaching critical thinking. The development of the Signature Assignments may vary across classes, but the course syllabus will include the QEP Signature Assignment and the rationale for its use. The scoring rubric should clearly outline how the student will be assessed. Faculty will have the ability to establish the limits of a proficient score. An example of course syllabus and QEP Signature Assignments rationales are provided in Appendix D. Faculty will use the eight critical thinking strategies in the Teacher’s Toolbox to teach critical thinking as the foundational strategies for Signature Assessment.

**Critical Thinking Student Behaviors/Values Survey (AT-2.2)**

The Critical Thinking Student Behaviors/Values Survey will be the second assessment tool used to assess LO-2. For successful achievement of LO-2, 70% of students should either agree or strongly agree with Q3, Q5, and Q8 of the survey.

This survey was developed internally by Dr. Donna Estill, Dean of Humanities and Social Sciences, Dr. Tori Norris, Psychology Instructor, and Dr. John Jones, Biology Instructor, using the work of Valenzuela, Carracedo, and Saiz (2011). The researchers identified factors motivating individuals to think critically. The five factors potentially motivating individuals to value the enhancement of their own ability to think critically are (1) utility, (2) interest, (3) expectancy, (4), cost and (5) attainment.

The 10 question Likert scale survey will focus on the value students place on the utility, interest, expectancy, cost and attainment of critical thinking skills learned in the classroom while at Calhoun Community College. The survey will be administered to all students enrolled in the QEP focus courses during the college’s assessment week in the spring of every year. The survey will also be administered to students enrolled in random non-QEP sections of courses during assessment week. The survey was initially deployed in the pilot courses. (Appendix E: Critical Thinking Behavior and Values Survey)

**Section Evaluation Form (AT-2.3)**

The Section Evaluation Form will be the third assessment tool used to assess LO-2. For successful achievement of LO-2, 80% of faculty will teach critical thinking strategies in classroom instruction. One of the components of LO-2 is a focus on the faculty implementation of the eight critical thinking skills (strategies from the Teacher’s Toolbox) appropriate to one’s academic discipline with proficiency. Faculty will have primary reporting responsibility for data related to this learning outcome.
After the course is completed, the QEP Administrative Assistant will send emails with links to the Section Evaluation Form (Appendix F), to all instructors of the QEP focus courses. The form will have the following components: (1) teaching strategies used from the “Teacher’s Toolbox,” (2) course name and section number, (3) number of students enrolled in the section, (4) number of students attempting the Signature Assignment, and (5) number of students with a proficient score on the Signature Assignment.

**Assessment Responsibilities**

The QEP Director has the overall supervision of the QEP, its delivery, and assessment of goals. Other employees of the college will be responsible for assisting in data collection throughout the process of the QEP. The following chart will break down the assessment responsibilities for each learning outcome.

### Table E-3: QEP Assessment Responsibilities Matrix

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<thead>
<tr>
<th>Learning Outcome (LO)</th>
<th>Assessment Tool</th>
<th>Tool Deployment Responsibility</th>
<th>Data Collection Responsibility</th>
<th>Data Evaluation Responsibility</th>
<th>Data Results End Users</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO-1:</strong> Students will be able to demonstrate “competency level” knowledge of critical thinking concepts and strategies.</td>
<td>AT-1.1: ETS Proficiency Profile – Critical Thinking Exam</td>
<td>Office of Institutional Research</td>
<td>Office of Institutional Research</td>
<td>Dean of Institutional Research and QEPD</td>
<td>President and VP Academic Affairs</td>
</tr>
<tr>
<td><strong>LO-2:</strong> Students will be able to implement accepted conventions of critical thinking skills appropriate to one’s academic discipline with proficiency.</td>
<td>AT-2.1: Signature Assignment</td>
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<td>Faculty</td>
<td>QEPD and Academic Deans</td>
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<tr>
<td></td>
<td>AT-2.2: Critical Thinking Student Behaviors/Values Survey</td>
<td>QEP Administrative Assistant</td>
<td>Office of Distant Learning</td>
<td>QEPD</td>
<td>Academic Deans and Faculty</td>
</tr>
<tr>
<td></td>
<td>AT-2.3: Section Evaluation Form</td>
<td>Faculty</td>
<td>Academic Deans</td>
<td>Academic Deans and QEPD</td>
<td>Academic Deans</td>
</tr>
<tr>
<td><strong>LO-3:</strong> Instructors will implement instructional methods to promote student critical thinking strategies</td>
<td>AT-3.1: Section Evaluation Form</td>
<td>Office of Faculty Development</td>
<td>Office of Faculty Development</td>
<td>Director of Faculty Development and QEPD</td>
<td>Academic Deans</td>
</tr>
<tr>
<td></td>
<td>AT-3.2: Faculty Development Report on Critical Thinking PD Series</td>
<td>Office of Faculty Development</td>
<td>Office of Faculty Development</td>
<td>Director of Faculty Development and QEPD</td>
<td>VP of Academic Affairs and Academic Deans</td>
</tr>
</tbody>
</table>
Assessment Results – Plan of Action

The QEP Director will use the QEP Assessment Matrix above to ensure the lines of communication remain open between departments assisting with assessment, deployment, and evaluation of data. This is yet another indicator of broad-based support of the College’s QEP efforts. The College’s data-driven decision process will be implemented to evaluate the impact of the QEP and determine any modifications to the overall operation of the program or specific areas needing attention. Ultimately, the QEP Director will retain the responsibility of evaluating each learning outcome and reporting on the overall progress of the QEP to achieving its goal of teaching students to implement critical thinking techniques necessary to reach reasoned conclusions. Below are the QEP assessment tools:

- **AT-1.1:** ETS Proficiency Profile – Critical Thinking Exam
- **AT-2.1:** Signature Assignment
- **AT-2.2:** Critical Thinking Student Behaviors/Values Survey
- **AT-3.1:** Section Evaluation Form
- **AT-3.2:** Faculty Development Report on Critical Thinking PD Series

The QEP Director will develop and discuss a Continuous Quality Improvement (CQI) Plan of Action with the College’s administration and Office of Institutional Research. The QEP Director will produce an end-of-semester QEP Data Report to the College’s Academic Deans, Vice President of Academic Affairs, Dean of Institutional Research, and President. The End of Semester QEP Data Report will provide the following information:

- QEP Focus Course Participation Update
- Signature Assignment Statistics
- Critical Thinking Values Survey Data

The CQI Plan of Action update will use the information provided in the End of Semester QEP Data Report to identify both faculty compliance with the QEP implementation guidelines as well as courses, sections, and faculty excelling at the art of teaching critical thinking. These “All Stars” will be highlighted and their best practices identified to be used in other courses in the college. Also, these metrics will be used as part of the scoring process for identifying both academic and technical faculty to be nominated by the QEP Director for the Alabama Community College Chancellor’s Award for Faculty Member of the Year.

The End of the Year QEP Data Report will be compiled each May beginning in May 2022 and continue throughout the QEP process to report on the annual results of the QEP. This report will be made available as a part of the College’s Annual Report to the entire college, student body, and other communities of interest. The collection and processing of this data will be compiled and utilized in the
production of the QEP 5 Year Impact Report submitted to SACSCOC and other communities of interest. The QEP Annual Report will feature the following information:

- QEP Focus Course Implementation Progress
- ETS Proficiency Profile Critical Thinking Competency Results
- Section Evaluation Form & Signature Assignment Annual Averages
- Critical Thinking Values Survey Assessment Week
- QEP Faculty Development Report Statistics
- Narrative of results and other actions taken

The table below includes a list of forms, surveys, and reports to be used and/or produced by the QEP Director in the process of measuring the success of Learning Outcomes and the Goal of the QEP, as well as reports to be produced to inform all parties of the QEP’s progress.

<table>
<thead>
<tr>
<th>Assessment Forms, Surveys, and Reports</th>
<th>Description of Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection Evaluation Form</td>
<td>This is a form emailed to all faculty participating in QEP Focus courses to collect specific data related to the course and the signature assignment by the QEP Administrative Assistant at the end of each semester. Data collected in this form include the eight critical thinking strategies to teach critical thinking, the number of students enrolled in the course, the number of students attempting the signature assignment, and the number of students who scored proficient on the course’s signature assignment. This form will be used in the assessment of <strong>LO-2</strong>.</td>
</tr>
<tr>
<td>Critical Thinking Values Survey</td>
<td>This is a survey will be administered in QEP focus courses. The survey will be deployed by the QEP Administrative Assistant with the assistance of the Office of Distance Learning. Questions 3, 5, and 8 of this survey will be used to assess <strong>LO-2</strong>.</td>
</tr>
<tr>
<td>QEP Faculty Report</td>
<td>This report will be completed in May of each year by the Director of Faculty Development and reported to the QEP Director. It will be the follow up of <strong>LO-3</strong>. The report will be on all QEP Focus Course Faculty who have completed 25% of their annual professional development in the area of teaching and assessing critical thinking. For faculty found to be deficient in the required professional development hours in this area, summer workshops will be required to be completed prior to the beginning of the next fall semester.</td>
</tr>
<tr>
<td>End of Semester QEP Data Report</td>
<td>This report will be produced by the QEP Director at the end of every semester of the QEP process and disseminated to the College’s Academic Deans, Dean of Institutional Research, Vice President of Academic Affairs, and President. It will report QEP Focus Course Participation Update (Yr. 0 to Yr. 5), Signature Assignment Statistics (Section Evaluation Form), ORI 110 – Critical Thinking Values Survey Data</td>
</tr>
<tr>
<td>QEP Annual Report</td>
<td>This report will be produced annually at the end of every Spring semester of the QEP and disseminated to the College and other vested communities by the QEP Director. It will serve as guide to maintaining the focus of the QEP and evaluate its impact and pursuit of its overall goal. Information contained</td>
</tr>
</tbody>
</table>
QEP Pilot

In the spring semester of 2021, the QEP Focus Committee identified an ENG 101 course to participate in some QEP focused activities. For this course, the goal was to implement use of the signature assignment, administer the Critical Thinking Values survey, and administer the Section Evaluation form. The Signature Assignment implementation included the update of the ENG 101 course syllabus to reflect the rationale for use of the chosen signature assignment as outlined by the Critical Thinking Instructional Design Model, the tool being used to score proficiency on the signature assignment, and the minimum proficient score on the assignment. The ENG 101 updated syllabus will be used as a model going forward for other programs that participate in the QEP focus courses and can be found in the appendix for review.

The Critical Thinking Behavior and Values Survey will be deployed during the pilot period to assess the best technique for administration and receiving the data from the assessment. At the end of the semester, faculty participating in the pilot will receive the Section Evaluation Form from the QEP Administrative Assistant. This form will be distributed to establish the best methods to administer the assessment and collect data. After the approval of the QEP, the Critical Thinking Values Survey will be deployed in the QEP focus courses according to the timeline for implementation.
CALHOUN COMMUNITY COLLEGE

“WHY IS MY PIZZA BURNING?”

REFERENCES


https://calhoun.edu/overview/planning-research-grants/assessment-tools-surveys/

Calhoun Community College. (2021b). Title III Grant. https://calhoun.edu/overview/title-iii-grant/


Hewett, B. L. (2015). *Reading to learn and writing to teach: Literacy strategies for online writing*. Bedford/St. Martin’s.


CALHOUN COMMUNITY COLLEGE

“WHY IS MY PIZZA BURNING?”

APPENDICES
Appendix A

QEP Meeting Agenda and Meeting Minutes Sample

(ENTIRE FOLDER OF AGENDAS AND MINUTES LOCATED IN QEP DIRECTOR FILES)

Calhoun Community College

Quality Enhancement Plan (QEP)

Microsoft Teams

Date: September 1, 2020

Time: 3:00 pm

Current Phase: 1.b
Next Goal Date: 10/1/2020

Immediate Goal:
1.) Narrow Topic to specific focus and expand research,
2.) Seek Participation from involved parties,
3.) name project,
4.) develop delivery plan and
5.) seek out professional development.

• Think tank on narrowing topic (Current Phase Goal 1)

• Preliminary Survey Data. Survey closes 9/2 (Current Phase Goal 2)

• Homework – Project Name (Current Phase Goal 3)

• Next Meeting via TEAMS – 09/08/2020 - 3:00 PM
QEP Meeting Minutes September 1, 2020

Quality Enhancement Plan (QEP)
Calhoun Community College Phase: 1.b
Meeting Minutes
September 1, 2020

The meeting of Calhoun’s QEP Committee started at 3:00 PM on September 1, 2020 via Microsoft TEAMS.

Present
Mark Branon (Chair)  Tori Norris  Walt Mintz
Cathy Simpson  Symmetris Gohanna  Houston Blackwood
Donna Estill  John Jones  April Nunn
Ina Smith  Marty Kellum  Suzanne Turner
Jennie Waits  Reannon Wilkerson  Tanja Mitchel (recorder)

Absent
Brett Kinzer
Lawrence Miller

Immediate Goal: 1.) Narrow Topic to specific focus and expand research, 2.) Seek Participation from involved parties, 3.) name project, 4.) develop delivery plan and 5.) seek out professional development.

The objective of this meeting was brainstorming.

Preliminary Survey Results
Many survey responses were assuming that critical thinking is equal to problem solving. The committee agreed that this is a fallacy to be avoided as critical thinking is not the same as problem solving. Language Arts is doing more of analytical reasoning than problem solving whereas the technologies and mathematics use more of actual problem solving.

The overall consensus of the responses was that how to measure/teach or what critical thinking is, is unknown. Employees would professional development in critical thinking/how to teach critical thinking. The related SLO needs to be shored up. A scenario problem could be used to measure critical thinking across all disciplines.

Bloom’s Taxonomy uses the term Higher-Order Thinking. Calhoun’s definition should be comprised of industry standard words for the same understanding across the board, from student to employer. Calhoun has to have a common definition but does not have to have common measures. Some schools use the California Critical Thinking Exams others use Internal Measures. The budget funds are limited.

Action:
Committee members who are good analyzing data are asked to look at the complete survey results after September 2, 2020 and search for a common theme, a general direction. Report back at the September 8, 2020 meeting to discuss.
Calhoun Community College

Quality Enhancement Plan (QEP)

Microsoft Teams          
Current Phase: 2
Date: November 3, 2020   
Next Goal Date: 12/1/2020
Time: 3:00 pm

Immediate Goal: 1.) Begin marketing campaign. 2.) Refine delivery plan/framework. 3.) Select Professional development activities for faculty.

- Framework Objective Discussion (Phase 2.2)
  a) Goal Discussion
  b) Objective and Strategies Discussion
- Objective Measures (Phase 2.2)
  a) Literature Review Sub-Committee
  b) Classroom Strategy Selection
- Assessment Review Sub-Committee (Phase 2.2)
  a) Assessment Committee Partnership
  b) Pre/Post Test Assessment
  c) National Normalized Assessment
- Marketing Campaign Meeting Update (Phase 2.1)

• Marketing Campaign Meeting Update (Phase 2.1)

• Next Meeting via TEAMS – 11/10/2020 at 3:00 PM
QEP Meeting November 3, 2020

Quality Enhancement Plan (QEP)

Calhoun Community College Phase: 2.0

Meeting Notes

November 3, 2020

The meeting of Calhoun’s QEP Tech Team started at 3:00 PM on November 3, 2020 via Microsoft TEAMS.

Present

Mark Branon (chair)
Marty Kellum
Jennie Walts
Houston Blackwood
Walt Mintz
Ina Smith
Tori Norris
Tanja Mitchell (recorder)
The Committee discussed the following revised framework:

QEP Meeting November 3, 2020

**Changes to the Goal:**

This week’s homework was to rethink the goal. One suggestion was, ‘Improve students’ critical thinking ability for their future progression.’

Mark Branon will meet with Dr. Debi Hendershot and Dr. Alan Stephenson in about two weeks to discuss the following suggestion to the QEP Goal: ‘Improve Calhoun Community College students’ ability to think critically as they prepare to transfer and/or enter the workforce.’

**Changes to the Measurable Objectives:**

The Objective ‘Implement a common framework/rubric for measuring the Critical Thinking SLO in XX% of top 10 high enrollment general education courses’ will have to get guidance from the Assessment Committee. The Assessment Committee has been charged but have not met yet. The QEP Committee will work closely with the Assessment Committee to formulate the Measurable Objectives. Jennie Walts will provide Mark Branon with the draft of the Assessment Manual. Mark Branon will try to be an Ex-Officio on the Assessment Committee to make collaboration easier. This objective’s measurement strategies is ‘Administer nationally normalized exam to compare student’s ability to critically think compared to their peers.’

The Objective ‘XX% of students will be able to demonstrate the ability to think critically as compared to their peers’ will have the pre- and post-test. Symmetris Gohanna, Tyler, Andrews, Jennie Walt and others are looking at test options. Additionally, Professional Development is tied to this objective. The objective was changed to ‘XX% of students will be able to demonstrate the ability to think critically at or above the national average on XXX exam.’

To meet the Objective ‘XX% of students will demonstrate an increase in critical thinking in top ten high enrollment general education courses’ a Literary Review Committee will be created on how to incorporate literature based critical thinking strategies in 70% of the top 10 high-enrollment general education courses. It is imperative not to create extra work for the faculty. The pre- and post-test could be the same article analysis to measure the improvements.

The Objective ‘Integrate a series of research-based work-based learning strategies designed to increase critical thinking (analytical reasoning and problem solving) skills in XX% of AAS degree programs’ is taken from the Title III Grant. Dr. Hendershot was not too fond of using a grant objective because the QEP may become too big. She suggested focusing on the top 10 high-enrollment courses, and not including work-based learning, AAS. The Objective was changed to ‘Integrate a series of work-based learning strategies designed to increase critical thinking (analytical reasoning and problem solving) skills in XX% of AAS degree programs.’ The strategies ‘Increase the pool of Calhoun students ready for WBL opportunities by 25%’ and ‘Increase the number of students with WBL experiences in their declared major by 50%’ belong to this objective.

**Homework**

Refine the wording for the four objectives (but do not change the context).

QEP Meeting November 3, 2020

**Changes to Strategies of Measurement:**

Literature Review Team will develop the strategies for the ‘Incorporate literature based critical thinking strategies in 70% of the top 10 high-enrollment general education courses’ measures.

‘Increase the number of employers participating in WBL by 30%’ was removed.
The strategies ‘Increase the pool of Calhoun students ready for WBL opportunities by 25%’ and ‘Increase the number of students with WBL experiences in their declared major by 50%’ emphasize WBL too much; they should emphasize workforce.

Homework:

Combine these two strategies.

Literature Review and Strategies Selection: Donna Estill, Symmetris Gohanna, Tori Norris, and Mark Branon volunteered for the lit review committee. Others can join.

The revised framework:

Homework:

Walt Mintz, Houston Blackwell, Cathy Simpson, Ina Smith: Research nationally normed exams, such as the ETS HEighten Critical Thinking Assessment and the California Critical Thinking Exam. Take the sample exams and report.

QEP Meeting November 3, 2020

Logo/Banner

A vote of 8:2 approved the following logo/banner:

Swag Bags for Professional Development contain Bloom Taxonomy Sliders, The Miniature Guide to Critical Thinking, bookmarks (banner with essential elements of critical thinking on the back), and folder with materials.

Later, t-shirts, lapel pins, pizza shaped bookmarks, etc.

QEP Webpage Update

The page will have links to the events calendar, resources for Faculty and Students, Outcomes and/or Other Data, Meeting Minutes and Quizzes/Games.

Homework

Think of free Brain Games that can be placed on the webpage or on Facebook.

During spring 2021, this QEP project will be heavily marketed to students and faculty; several pilots will be run. SACSCOC has to approve the QEP plan before we can initiate it. The Executive Summary is due March 2021.

Meeting adjourned at 3:55 PM.

Next meeting will be held on November 10, 2020 at 3:00 PM via Microsoft Teams.
Appendix B

Q4 – What strategies do you use to improve student’s critical thinking in your decision or department?

1. Offer opportunities for students to practice and perform individually and in an ensemble through varied methods to best accommodate individual students. Ask the class for problem solving ideas which were helpful for them in musical goals. 9/2/2020 8:46 PM

2. We give easy physics problems to solve, which has room to make common mistakes. 9/2/2020 1:10 PM

3. I like to ask open-ended questions as well as follow-up questions. Use personal or anecdotal stories to help students draw parallels. Allow for reflection (ask the “why” and be okay with the silence) 9/2/2020 12:11 PM

4. Focus on the concepts of the matter, analyze what is being considered and evaluate the situation. 9/2/2020 11:08 AM

5. Ask them if they have looked at their MyCalhoun accounts or walked them through it. 9/2/2020 9:15 AM

6. Case studies, testing at the level of application or higher, class discussions 9/2/2020 9:07 AM

7. Use higher order of thinking questions-Bloom’s taxonomy, case studies, group discussion, read, read, read-your view is not the only view-reflection. 9/2/2020 8:09 AM

8. One strategy I use is introducing extra components, procedures or problems in existing labs. 9/2/2020 7:22 AM

9. Walk the students thorough case studies and examples. 9/2/2020 7:21 AM

10. I give student scenarios/case studies and then ask them questions about the information to lead them in the right direction. 9/1/2020 8:16 PM

11. Teaching students about a topic and then making them utilize that knowledge in relation to a current event or controversial topic that is related to that topic. Showing two sides of a situation and asking the students to consider both sides and discuss them at length. 9/1/2020 2:27 PM

12. In my courses students answer discussion questions on plays they watch using correct theatre vocabulary. They also write a critique/play review near the end of the semester. 9/1/2020 1:05 PM

13. Encourage to read the instructions 9/1/2020 12:43 PM

14. Ask many questions to help them answer their own questions and make plans toward their academic goals. Encourage student research and less dependency on advisors to figure everything out for them. 9/1/2020 12:13 PM

15. I asked my students about possible scenarios and with their design have the same meaning across different cultures. I also allow them to make mistakes and then analyze those mistakes and see how they could improve them. 9/1/2020 12:05 PM

16. As our focus is primarily testing, we mostly approach from a customer-service point of view: minimal signage with the most important instructions only, hand-outs with logical instructions, etc. We utilize reflection and explanation, and involve the student when problem solving is needed. Examples: If a web-based class test is not functioning as it should the student observes the proctor modeling critical thinking to problem-solve the system; the student may be asked to review communication from their instructor to see if there has been a change in the testing schedule or other directions; the student is included (copied) on email communication with the instructor if email communication is needed. 9/1/2020 11:58 AM

17. A multitude of scenarios for the individual as well with working in pairs to learn from each others. 9/1/2020 11:58 AM

18. Advising gets less of an opportunity to do this, but I ask the student to consider the workforce opportunities, the length of time spent in college and how that relates to earnings and benefits, and the student’s schedule and availability for college. 9/1/2020 11:11 AM

19. Case studies, simulation, discussion 9/1/2020 10:58 AM
In support of learning outcomes, we provide students with the tool set that enable the gathering of data points. We teach logical reasoning and data interpretation as the basis for the analysis of data.

Use learning activities which lend themselves to critical thinking development. Critical Thinking is a skill which is developed over a period of time. Troubleshooting systems or devices is Critical Thinking.

Case studies, simulations, critical reflection activities

I have students explain how literature written in the past reflects or influences current events.

Scenarios in the lab aspect of class, and case studies in cognitive portions of class where students must make difficult decisions after analyzing all the information given to them.

Reliance on Why questions to force a deeper analysis of content

Making sure the student knows the correct way to file the correct paperwork. Helping the student but not doing the documentation for them.

Being in health sciences, scenario-based skills assessments are utilized.

Students are given case studies for them to observe, analyze, and create solutions/solve the issue presented. We have discussions, research assignments, and group discussions with spokespersons representing each group’s and Sharing solution to the entire class.

I present math problems to students, I explain the first few then ask the students to perform the same analysis of thought to new problems themselves to figure out. - If they get hung up, I try to ask them questions that get them back on track to figuring out the problem.

I have developed a critical thinking handbook that I use in my courses. Step one is to teach students how to critically think (using the elements and standards of critical thinking from The Foundation for Critical Thinking). Step two explains the intellectual character traits associated with being a fair-minded critical thinker. Finally, students are introduced to techniques that show them how to avoid egocentric and sociocentric thinking, how to question dogmatic and relativist thinking, how to close read, how to differentiate between the three kinds of questions we might ask, how to question concepts, how to ask essential questions, and how to analyze the logic of an argument.

1. exam/quiz questions which demand students consider different models for concepts, analyze data, and draw conclusions. 2. in labs, create hypotheses, design tests, analyze data to draw conclusions.

To have students solve their own problems, provide them the tools or the scaffolding for them to succeed on their own - but not the solutions.

Discussion Questions, Higher Order Multiple Choice Test Questions

Students must take a Writeplacer in the Bridge Program and score a 5 to be eligible for English 101. Most students do not have the experience or knowledge on the makings of a critical argument. I break down the prompts and provide supporting details to bring logical reasons to clarify and build the argument. This is a very needed skill in our classroom. I use this each semester with my students.

We begin each semester talking about what the term means in general and specifically to our particular course. An excellent approach is using critical thinking to find relevance between two or more things. One can’t just define and assign; early on doing it as a class is a good idea and continuing throughout the course.

Discussions, exams, writing assignments.

I develop the delivery methods for each course based on the five canons of rhetoric: inventio, dispositio, elocutio, memoria, and pronunciato. I rely heavily on the Socratic method of instruction during course meetings, and I require students to produce handwritten analytical work throughout the course.

Encourage students to have self awareness, take a moment to think before responding, and to listen more than speak.
Challenging questions during lectures/discussions, shared clinical scenario activities, exam questions designed to encourage critical thinking. 8/28/2020 3:35 PM

Allow students to speak freely, but air on the side of caution. Expression with experience is the greatest gift. 8/28/2020 10:33 AM

I encourage students to make connections between what we learn in the classroom to their other classes and/or what they witness in the world around them. Those connections should then grow into new models of thinking/processing information or situations. 8/28/2020 10:17 AM

Give students what they need to solve problems, and then give them some space to complete the task. 8/28/2020 9:20 AM

By asking them to work out a problem and explain the concept in their own words 8/28/2020 7:50 AM

With students I like to ask questions that assist them in thinking critically about a situation, problem, issue of concern. Your goal is to get them to think and ask themselves the critical questions. 8/28/2020 7:26 AM

I create problems, the student will find solutions 8/27/2020 5:09 PM

I encourage students to not try and just fix any mistakes or problems they have but to understand how it happened in the first place. 8/27/2020 5:03 PM

Making them more independent and updated on information useful to them in their college life. 8/27/2020 1:37 PM

I am not sure of all strategies used in the division, but would suggest occasionally presenting exercises where there are no "correct" answers in the traditional sense. Rather, these exercises must allow students to work through a problem or question and arrive at a solution. Make it clear from the start that there is no one correct answer; this will allow students to use their own critical thinking skills. 8/27/2020 1:25 PM

Trying to help them come up with a plan of action to address certain issues that could come up in the field of welding, fabrication, and construction. Use of trade terms for example, used in field but maybe not heard or read about when studying such information in text books. (one example) 8/27/2020 12:45 PM

ORI 110 classes 8/27/2020 1:06 PM

In music we teach shared vocabulary of concepts and terms so that we can talk about music. We learn different ways of listening to music, analyzing the many ways it is created, what it is (and that varies around the world), its histories, how to make music (by performing, improvising, and composing), how to appreciate it as a listener as well as a performer. And we teach how to teach it, because that requires a deeper level of analysis and conceptualization. We also discuss how important it is in society not just for entertainment, but to bring groups together, add meaning to ceremonies and other occasions. 8/27/2020 12:45 PM

With cultural concepts, or grammar structures, I always try to make the content relevant to things they already know. Establishing a connection or common ground is important to lay a proper foundation to develop critical thinking. 8/27/2020 12:14 PM


There are various methods that involve problem exercises, hands-on activities, and group activities. 8/27/2020 11:48 AM

get them more involved by asking have have them ask questions relevant to what they believe 8/27/2020 11:32 AM

Constant and clear communication to ensure the best decisions are made. 8/27/2020 11:30 AM
Asking questions that leads them to thinking more intensely about the materials  8/27/2020 11:20 AM

Problem solving assignments, discussions  8/27/2020 11:12 AM

Interpret and evaluate canonical, popular, and temporal literature including all genres of fiction and non-fiction (including but not limited to literary texts, historical documents, essay, etc.) We deconstruct these texts and then reconstruct them for evaluation and interpretation based on critical thinking about each piece to get to critical thinking about the whole text.  8/27/2020 11:10 AM

At this time, I can’t think of any specific strategies that I have implemented for this purpose.  8/27/2020 10:56 AM

I present them with information that is sometimes controversial and uncomfortable, and challenging the students to consider the other side.  8/27/2020 10:54 AM

True classroom conversations, not just lecture. Encourage application/demonstration and discussion questions on homework and exams.  8/27/2020 10:52 AM

I have a strategy I refer to as 'MAP' = Motivation / Application / Potential 1. Motivation: What is your personal connection to the topic at hand? 2. Application: Why does this matter to you and your future, and specifically define the importance of such, in terms of short term & long term academic and professional goals? 3. Potential: How could you parlay your skills in critical thinking to achieve higher educational goals and real-world skills for employment & professional development?  8/27/2020 10:35 AM

Normally, we ask questions that require the student to apply the information learned in the material to a real world question or problem. These questions may take the form of multiple choice, short answer, or essay.  8/27/2020 10:30 AM

We strive to use best practices gathered from hundreds of educational facilities management throughout North America and National Law Enforcement Agencies.  8/27/2020 10:28 AM

Assign writing assignments that encourage students to think critically about what they read and express this criticism through their writing.  8/27/2020 10:24 AM

I am not an instructor, but when I did teach, I found that writing compare/contrast essays and argumentative essays promoted critical thinking.  8/27/2020 10:22 AM

case studies, live and static simulation  8/27/2020 10:13 AM

n/a  8/27/2020 10:10 AM

Provide interaction with students on their financial aid issues such as FATV or information provided on our website.  8/27/2020 10:10 AM

There are several reading skills books that have been my go to over the years.  8/27/2020 10:05 AM

Model and practice active reading strategies Practice student-driven inquiry through active learning Practice problem solving through collaboration with peers Practice evaluation and analysis of scholarly work through writing  8/27/2020 9:59 AM

Essay assignments about periods of art or artworks.  8/27/2020 9:55 AM

Acting exercises and discussions; written play critiques and analysis; rehearsing and producing a production in which students are asked to develop roles of characters in a play and/or help to execute technical and aesthetic elements in the production such as scenery, costumes, props, lighting  8/27/2020 9:52 AM

I have students use real world experience.  8/27/2020 9:49 AM

Problem solving.  8/27/2020 9:41 AM
Follow up questions making students think. 8/27/2020 9:20 AM

I ask students to write essays based on their own research, to determine relevance of historical facts on their own by including class discussions, etc. 8/26/2020 7:33 PM

High level Bloom's taxonomy educational questions 8/26/2020 7:09 PM

Create assignments, labs, and exams that require the use of all of Bloom’s Taxonomy. Assignments, labs, and exams require a lot of problem-solving, troubleshooting, group work, planning, designing, decision-making, clear documentation, and clear communication. 8/26/2020 2:28 PM

Reading curriculum 8/26/2020 1:16 PM

I utilize exercises that are not just multiple choice and true/false. I also utilize group work to enhance critical thinking. 8/26/2020 11:18 AM

Socratic teaching, document analyses, writing responses, classroom discussions, peer engagement, and peer review. 8/26/2020 1:40 AM

Lecture Case Studies 1-minute Care Plan Use of concept maps and nursing care plans Find the error in the pt room activity 8/25/2020 3:55 PM

I try to improve a student’s soft skills. 8/25/2020 2:48 PM

With the students I have, I would tap into the uniqueness of each student. Using techniques on an individual and collective level. I will often encourage their efforts. 8/25/2020 2:11 PM

Thinking and writing about symbolism 8/25/2020 1:08 PM

Resources used for critical thinking are: Career Coach and Focus2 Assessment 8/25/2020 11:40 AM

Case studies Analysis of clinical photographs Individual and group discussion questions 8/25/2020 11:23 AM

For public speaking, the ideal way to improve students' critical thinking is by teaching students how to research credible material, to be able to evaluate what is fact vs. fiction. This leads to the persuasive speech assignment, where students try to convince the audience to take on their point of view. This has to be done with logic, which is borne from excellent research. 8/25/2020 11:07 AM

1) Present the course material in a way that engages their minds. 2) Pose problems to be solved, or situations to be resolved, as you prefer, and then work through these, applying rigorous logic, to reach a conclusion. 8/25/2020 9:07 AM

Utilize the who, when, where, and what strategy. 8/24/2020 10:44 PM

Define the end results that are needed Increase your situational awareness 8/24/2020 9:58 PM

Ask questions such as "what if" and encourage students to come up with "if so then what" type of questions. 8/24/2020 9:23 PM

Case studies, socratic questioning 8/24/2020 8:11 PM

Modeling 8/24/2020 8:10 PM

Having students apply key principles/concepts to address real world examples/cases. 8/24/2020 8:06 PM

In my department, I would improve students' critical thinking skills by asking students to apply these skills by participating in Blackboard discussion assignments. 8/24/2020 7:54 PM

Giving scenarios, or group work. 8/24/2020 7:45 PM

Assignments, application questions on exams, use of examples in lectures, choice of discussion questions, etc. 8/24/2020 7:21 PM
I try to help students know what questions to ask if they have a problem. 8/24/2020 7:06 PM

Students must create proper signal flow from source to recorder. Often there are technical issues with equipment and students must also find the issue following a logical plan. 8/24/2020 6:45 PM

I had never thought about it. 8/24/2020 5:18 PM

Operationalizing terms, clarifying problems, and seeking peer reviewed or credible sources for information 8/24/2020 5:06 PM

N/A 8/24/2020 4:35 PM

Asking questions promoting thinking (i.e. using the Socratic Method) 8/24/2020 4:25 PM

By asking questions and waiting for a response 8/24/2020 4:22 PM

Not students, rather coworkers, I ask them questions that prompt them to thinking about what they know to arrive at the answer all by themselves and then confirm them. It empowers them by realizing the knowledge they possess but just lack the confidence. 8/24/2020 4:20 PM

It's a science class, so I try to show them how to interpret data and also that it's often possible to interpret the same data in different ways. 8/24/2020 4:20 PM

I ask students to figure out an issue that has not been directly taught by using previously learned facts. 8/24/2020 4:16 PM

I ask them to read a selection and either discuss the main points and respond with their thoughts; or I ask them to apply it to their lives in some way so they can relate to it (if it is an older text). 8/24/2020 4:05 PM

We discuss case studies and concepts that are not easily explained. 8/24/2020 4:03 PM

Open ended questions and discussion. The correct answer, if there is one, is only given at the end of the brainstorming session. I guide using the seven problem solving steps. 8/24/2020 4:01 PM

I like to ask questions to get students to discover a new lesson rather than tell them "how" to work a problem. If they discover it, they are less likely to forget it. 8/24/2020 4:01 PM

I incorporate assignments that put the learned lesson to work in a practical situation. I use assignments that force immediate application in real world scenarios. 8/24/2020 3:57 PM

Engage in workplace scenarios 8/24/2020 3:53 PM

I do assignments in which students are asked to analyze problems and issues and then use evidence to support their proposed solution or conclusions 8/24/2020 3:47 PM

Case studies Increasing level of comprehension and higher difficult problems 8/24/2020 3:47 PM

I use weekly discussions and discussion questions on exams. I also engage students during weekly online office hours. 8/24/2020 3:41 PM

I create assignments, including essays, that require that students answer open-ended "how" and "why" questions to analyze and evaluate or argue a point. 8/24/2020 3:33 PM
Explaining the situation and asking for feedback. 8/24/2020 3:33 PM
On the job working and training. 8/24/2020 3:22 PM
Giving students a "step by step" approach and breaking a problem down into smaller steps. 8/24/2020 3:01 PM
We have critical thinking questions as part of homework assignments and exams. Many instructors use case studies and/or shorter case scenarios in class for modeling critical thinking and having students practice. 8/24/2020 2:55 PM
Open-ended questions that students can either address at the moment or think about for longer while at home. Identifying contrasting scenarios between actions and wants/objectives. 8/24/2020 2:47 PM
Essay questions on tests, writing requirements in discussion forums, and a term paper assignment. 8/24/2020 2:45 PM
I provide students with "problem solving" assignments. They are given all the tools and concepts they need to create a design, but I don't give them the steps. They must create the process on their own to achieve the desired finished product. 8/24/2020 2:41 PM
Nurse care planning during clinical, lab or classroom activity. 8/24/2020 2:37 PM
Multi-step word problems. 8/24/2020 2:29 PM
I encourage students to understand "why" something is the answer, instead of just "what" the answer is. I focus on teaching theory, and demonstrating examples of application, of that theory. Student assignments focus on application, of theory. 8/24/2020 2:28 PM
Practice problems In class, Socratic lectures, and case studies. 8/24/2020 2:27 PM
Teaching the skills and techniques for thinking critically. Requiring assignments that demonstrate these skills and techniques. Then helping the students to grow by evaluating their work and progress with positive, constructive feedback. 8/24/2020 2:27 PM
Discussion groups and discussion questions, gaming/problem solving. 8/24/2020 2:23 PM
Telling them how to find something, but having them do it for themselves. 8/24/2020 2:22 PM
Two of the most effective strategies are close critical readings of non-fiction texts and a system for evaluating sources known as CRAAP analysis (Currency, Relevance, Authority, Accuracy, Purpose). 8/24/2020 2:20 PM
Open ended questions, application of knowledge. 8/24/2020 2:15 PM
I give them opportunities to develop and practice critical thinking by giving them a problem or issue to consider and then showing them how to think through (and use different bit of information) an issue and arrive at a solution. 8/24/2020 2:12 PM
Listen to how they view the world. Try to help them to discover how the pieces fit to the subject at hand. 8/24/2020 2:11 PM
Case Studies and problem solving opportunities from the projects that they complete for the class. 8/24/2020 2:08 PM
Work Based Learning and clinical rotations as well as high fidelity simulations. 8/24/2020 2:05 PM
Use application problems. Case studies. 8/24/2020 2:04 PM
Incorporate more "word" problems. Talk to students about strategies for solving problems and model examples. 8/24/2020 2:04 PM
Many times, my contact with a student is when they have a complaint. After talking with the student, there are times that I ask them what they would like us to do to assist them, especially when we have exhausted all of the options and the student is still not satisfied. This makes them have to think.

We teach students to solve problems which can be expressed mathematically. This involves taking a problem, translating it into mathematics, using logic and algorithms to solve it, and translating the solution back into real-world language.

We assist all departments within the college to present information to the students as well as the general public. We try to be as clear and concise as possible in presenting our information so as to not hinder their critical thinking.

Instructional methods such as case studies, role play, or other means that allow students to take concepts learned in the course and apply those concepts to solve a problem.

Ask basic questions or give basic challenges

case study discussions
Appendix C
Explaining the QEP PPT Presentation

Why are we doing it?
QEP Goal
Improve Calhoun Community College students’ ability to think critically.

How will we do it?
Definition
Critical thinking is the ability to analyze, evaluate, and interpret information to reach reasoned conclusions.

SMOKE Instructional Design Model
- State your question or problem
- Make Inquiries
- Options for action and/or resolution
- Know your option and keep a plan
- Evaluate the results of your decision and explore other points of view

Teaching Strategies of Enhancement
- Problem-based learning
- Collaborative learning
- Discussion
- Writing activities
- Active Reading Strategies
- Use of Questioning
- Peer Review
- Technology Enhanced Critical Thinking
How will we assess it?

- LO #1 - SWBAT Demonstrate “competency level” knowledge of critical thinking concepts and strategies.
- ETS Proficiency Profile during Assessment Week
- Institutional General Education Critical Thinking SLO report
- LO #2 - SWBAT implement accepted conventions of critical thinking skills appropriate to one’s academic discipline(s) with proficiency.
- Signature Assignment in the classroom
- Critical Thinking Values Survey

Who will we assess it?

- LO #3 - TWBAT implement instructional methods to promote student knowledge and application of critical thinking strategies:
  - Section Evaluation Form (100% Pledge)
  - Faculty Development Report
  - 25% minimum PD dedicated to teaching and assessing critical thinking

Where will we do it?

This will be accomplished by focusing on teaching critical thinking in the classroom using proven, literature reviewed techniques and the SMOKE instructional design model in QEP Focus Courses.

Who will be impacted?

- Students in QEP Focus Courses
- Faculty teaching in QEP Focus Courses
- Non-QEP Faculty
- The College
- The local community and workforce

<table>
<thead>
<tr>
<th>Year</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021-2022</td>
<td>MATH 110 - College Algebra</td>
</tr>
<tr>
<td>2022-2023</td>
<td>MATH 113 - Linear Programming</td>
</tr>
<tr>
<td>2023-2024</td>
<td>COM 105 - Communications I</td>
</tr>
<tr>
<td>2024-2025</td>
<td>COM 106 - Communications II</td>
</tr>
</tbody>
</table>
Appendix D

ENG 101 Course Sample Syllabus with Signature Assignment

Department Syllabus
ENG 101, English Composition I

This syllabus should not be copied and given to students. Instead, instructors should create a custom syllabus following these guidelines and including the specifics of the instructor’s course.

Information in red should be customized to fit the parameters of each instructor’s class. Information in black should be copied and pasted into each syllabus intact.

I. Instructor Information
   A. Instructor’s name
   B. Instructor’s office location
   C. Office hours
   D. Office phone number
   E. E-mail address

II. Course Information
   A. ENG 101, English Composition I. 3 credits.
   B. Section number and reference/synonym number
   C. Class (and laboratory) meeting time (days and times) and location(s)
   D. Prerequisite: ENR 094/098 with a C or better OR ENG 093 with a C or better OR 18 or above on English on the ACT OR 480 or above on the Verbal SAT OR 70 or above on the Compass Writing Test OR a score of 5 or above on the Accuplacer WritePlacer
   E. Course description: English Composition I provides instruction and practice in the writing of at least four extended compositions and the development of rhetorical strategies, analytical and critical reading skills, and basic reference and documentation skills in the composition process. English Composition I may include instruction and practice in library usage and information literacy.
   F. Course objectives: At the conclusion of this course, students should be able to do the following to a degree of 70% or higher:

      CO1. Write well-supported, focused, and coherent essays from development of subject through revision of the essay;
      CO2. Apply basic reference and documentation skills (e.g., MLA and APA) with emphasis on ethical use of sources;
      CO3. Demonstrate, in writing, analytical and critical reading skills of non-literary texts; and

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CO4. Use written Standard American English in academic contexts.

III. The purpose of this course is to develop students’ critical thinking skills through objectively discussing, analyzing, and evaluating textual and visual arguments about a variety of contemporary and literary subjects and from a variety of perspectives. Individual instructors are allowed the academic freedom to assign readings they choose based on their own discretion, and readings will come from the Composition Department’s assigned textbooks as well as other sources. Students may find that some course texts are about controversial topics, run counter to their personal values, or make them uncomfortable. However, students are in no way expected to adopt viewpoints with which they disagree, nor will they be assessed based on whether they personally agree or disagree with a particular viewpoint.

IV. Textbooks

**Required for All Sections**


1. **Custom A Writer’s Reference**
   ISBN: 9781319453701
2. If you wish to use both *A Writer’s Reference* and *Inquiry*, see A.1 below.

**Required for Adjunct Instructors**


1. **Inquiry + Custom Writer’s Reference + 2-term Achieve**
   ISBN: 9781319453671
2. **Inquiry without Achieve**
   ISBN: 9781319244019

V. Instructional Methods

- Lecture and discussion of readings from the textbook
- Writing assignments
- Quizzes and tests
- Group work
- Audio-visual presentations
- Online assignments
- Guidance on library resources (Library and LRC resources and services are accessible on-line at https://calhoun.edu/library/.)

VI. Grading

Grades will be given based upon A=90-100%, B=80-89%, C=70-79%, D=60-69%, and F=below 60%.

Grading must be based on at least 80% of grades earned on compositions.
The final exam should include, and may consist entirely of, an essay. Instructors may use the English Department Grading Policy,* or each writing assignment should be assessed in accordance with assignment criteria. *To be discussed and revised later.

VII. Course Assignments
- Students must write at least four extended compositions or equivalent assignments.
- Of the four compositions, the following two assignments must be included:
  - Five-paragraph essay
  - Source-based synthesis argument*
- All composition topics must be non-literary, including topics based on readings from the current textbook.
- Students must use multiple documentation styles (e.g., MLA and APA).

*The source-based synthesis argument serves as the signature assignment for both the Learning Outcomes Measurement and the Quality Enhancement Plan. When approaching the signature assignments in English 101 and English 102, students will employ the following five-step critical-thinking process:

1. Identify the question
2. Gather credible facts and information
3. Outline a response using the gathered credible facts and information
4. Draft a logical, informed response
5. Reflect to ensure the response addresses the original question

Each student’s signature assignment will be assessed and scored using the Composition Department’s Student Learning Outcomes Rubric, with a score of 3 to 5

Specify course assignments and point/weight values.

VIII. Attendance
[Statement concerning attendance policy. See College Syllabus: Policies and Procedures for more information.]

Administrative Withdrawal for Excessive Absences
[If you plan to withdraw students for excessive absences using the college policy, include a statement about administrative withdrawal here. See College Syllabus: Policies and Procedures for more information.]

Administrative Withdrawal Appeals
[If you plan to withdraw students for excessive absences using the college policy, include a statement concerning the administrative withdrawal appeal procedure. See College Syllabus: Policies and Procedures for more information.]

Final Examination
[Date, time, and location. **NOTE:** Instructors are required to convene class for final exams and to do so at the time specified in the final exam schedule published in the course schedule each semester. See College Syllabus—Policies and Procedures for more information.]

IX. Make-Up Policy
[Statement concerning makeup policy/how to make up missed work.]

SEE COLLEGE SYLLABUS FOR REQUIRED INFORMATION REGARDING THE FOLLOWING ITEMS:

X. Withdrawal Policy
XI. Disability Statement
XII. Student Code of Conduct
XIII. Cheating and Plagiarism
XIV. Student Complaint Procedures
XV. Communication
XVI. Institutional Outcomes

XVII. Support Services for Student Writers

**STAR INSTITUTE – DECATUR and HUNTSVILLE **FREE TUTORING**
[The statement below is subject to change. STAR will email updates each semester.]
The STAR Institute on the Decatur Campus has moved to Chasteen Student Center Room 230. STAR Huntsville is in the Sparkman Building, Room 206, just beside the Student Center. Many resources are provided including one on one tutoring in most subject areas. Students can also attend group study sessions. STAR hours are Monday-Thursday, 8:00 a.m. to 8:00 p.m. and Friday, 8:00 a.m. to 11:45 a.m. For more information, call (256)306-2594 in Decatur or (256)713-4882 in Huntsville. Tutoring appointments can be made by using the TutorTrac button in your MyCalhoun portal. Visit our web site at [http://calhoun.edu/student-resources/tutoring](http://calhoun.edu/student-resources/tutoring) for information and directions.

Library Usage
Students are encouraged to take advantage of the many resources offered through Calhoun Community College Libraries (Decatur and Huntsville Campus). Librarians offer and facilitate academic research Instruction/Orientation to classes as well as one on one Research/Resource consultations. A professional Librarian is always on duty to help with Research/Resource needs. Whatever the assignment may be, a Librarian will be there to guide students through the various research

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methods required. In addition, research questions can be sent to reference@calhoun.edu. The Library also provides quiet study areas and study rooms.

Hours: Monday –Thursday 7:45am – 8:00pm Fridays 7:45 – 11:45am (both locations)
Phone: Decatur (256) 306-2777 or Huntsville (256) 890-4777

For more information and services provided by the Library, please visit: https://calhoun.edu/library/

**XVIII. Microsoft Office**
All Calhoun students have free access to Microsoft Office through their MyCalhoun portal. In addition to using the online software, students have the option to install a full version of Office on their personal computers.

**XIX. Course Schedule**
[Weekly or daily list of assignments, including tentative dates and topics]
Appendix E

Critical Thinking Values Survey, AT-2.2

1. Compared to others, I am a good critical thinker.
   - Strongly agree
   - Agree
   - Neither agree nor disagree
   - Disagree
   - Strongly disagree

2. I like to reason properly before making a decision.
   - Strongly agree
   - Agree
   - Neither agree nor disagree
   - Disagree
   - Strongly disagree

3. Thinking critically will be useful for my future personally.
   - Strongly agree
   - Agree
   - Neither agree nor disagree
   - Disagree
   - Strongly disagree

4. I like doing things that challenge me mentally.
   - Strongly agree
   - Agree
   - Neither agree nor disagree
   - Disagree
   - Strongly disagree

5. Thinking critically is useful to me in making decisions.
   - Strongly agree
   - Agree
   - Neither agree nor disagree
   - Disagree
   - Strongly disagree

6. I expect that I will have to think critically in the courses I will take.
   - Strongly agree
   - Agree
   - Neither agree nor disagree
   - Disagree
   - Strongly disagree

7. I am capable of learning how to reason well.
   - Strongly agree
   - Agree
   - Neither agree nor disagree
   - Disagree
   - Strongly disagree

8. Thinking critically will be useful for my future professionally.
   - Strongly agree
   - Agree
   - Neither agree nor disagree
   - Disagree
   - Strongly disagree

9. I would like to learn more about thinking critically.
   - Strongly agree
   - Agree
   - Neither agree nor disagree
   - Disagree
   - Strongly disagree

10. It is worth investing time and effort to learn and use critical thinking.
    - Strongly agree
    - Agree
    - Neither agree nor disagree
    - Disagree
    - Strongly disagree
Appendix F

Section Evaluation Form (AT-2.3)

Course Number: _______________  Course Name: _________________________  
Course Section Number: _______________  Course Instructor: _______________  
Semester: ______________________

1.) Number of students enrolled in section: _________________

2.) Number of students attempting Signature Assignment: _________________

3.) Number of students with a proficient score on the Signature Assignment: _________________

4.) What literature reviewed strategies for teaching critical thinking did you use in this section of the course: (Check all that apply)

___ Problem Based Learning
___ Collaborative Learning
___ Discussion
___ Writing Activities
___ Reading
___ Use of Questioning
___ Peer Review
___ Technology Enhanced Critical Thinking
___ None of the Above