

Thinking and Beyond: Critical Thinking at San Jacinto College

San Jacinto College

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Executive Summary

General Characteristics of the Quality Enhancement Plan (QEP)

The initial objective of the San Jacinto College QEP Steering Committee was to design a plan that will make a meaningful improvement in the critical thinking skills of students. Faculty and staff from across the College collaborated during an extensive series of focus groups to determine the topic that would most effectively assist San Jacinto College students to achieve their goals. As such, the Steering Committee developed the QEP to be as inclusive as possible for students and faculty.

QEP Goal

The Steering Committee's goal is that the QEP will engage the College community in a strategic effort to enhance development of critical thinking skills among students.

QEP Student Learning Outcomes (SLOs)

Through participation in the QEP initiatives, students will be able to:

- explain an issue/problem;
- evaluate the quality and source of evidence;
- evaluate their own and others' contexts and assumptions;
- acknowledge the perspectives and complexities of an issue/problem; and
- develop clear, consistent, and logical conclusions that consider possible implications.

QEP Engagement Outcome

The associated engagement outcome for the QEP is that faculty College-wide will choose to engage in the improvement of the teaching and learning of critical thinking skills.

QEP Assessment

The primary direct assessment instrument for the QEP will be the Association of American Colleges & Schools (AAC&U) critical thinking rubric the College currently uses as part of the general education outcomes assessment process. Secondary indirect assessments will include analysis of the critical thinking elements of existing licensure/certification pass-rates, program accreditation reports, and faculty-generated classroom assessments. The Steering Committee will also review specific elements of the Community College Survey of Student Engagement (CCSSE) related to critical thinking. This review will record student perceptions of direct critical thinking instruction they receive at the College. The Steering Committee will assess faculty engagement using the Stages of Concern questionnaire, a research-based instrument for determining responses to change. The Steering Committee believes that the combination of the three student performance assessments, the student perception assessment, and the faculty engagement assessment provides a holistic and cohesive view of the effect of the QEP, which the College will detail in the QEP fifth-year Impact Report.