Quality Enhancement Plan

2012-2013 Annual Report
Palm Beach State College

November 12, 2013

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2012-2013

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Introduction

An annual Quality Enhancement Plan (QEP) report serves a three-fold purpose: it maximizes the potential for continuous improvement as it relates to QEP initiatives; it allows for transparent communication to College constituents; it ensures the availability of appropriate documentation required for continued accreditation status.

Progress of the QEP will be reported in a format similar to what is required in the Fifth-year QEP Impact Report that must be submitted in the 2016-2017 year to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for continued accreditation. Annual documentation will provide the College with immediate access to necessary data and narrative for the submission to SACSCOC for the 5th-year report. The following sections are required for the 5th-year report and will be included annually.

- SACSCOC Section 1: Goals and intended outcomes of the QEP
- SACSCOC Section 2: Discussion of changes to the plan
- SACSCOC Section 3: Description of impact on student learning
- SACSCOC Section 4: Reflection on what the institution learned

Additionally, annual reports will include brief definitions of a QEP and the Palm Beach State College QEP specifically for the benefit of those who may be unfamiliar with either, and until the fourth year, it will also include recommendations for the subsequent year.

Defining a Quality Enhancement Plan

A Quality Enhancement Plan (QEP) is a requirement of Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for any regional institution applying for reaffirmation of accreditation. Colleges and universities must submit a QEP about six weeks prior to an onsite visit. The plan undergoes a peer review process which culminates with an onsite review by members of the SACSCOC Visiting Committee. In general, a college's QEP must

- be found acceptable by the SACSCOC committee before it is implemented;
- be designed to improve student learning or the student learning environment as demonstrated by the assessment of measureable student learning outcomes;
- be faculty-driven;
- be broad enough to maximize impact while clearly defining a focus topic.

Defining the Palm Beach State College QEP

The Palm Beach State College QEP focuses on critical thinking, which is defined as *using the skills needed to explore, evaluate, express, and engage in purposeful reasoning in order to reach sound conclusions, decisions, positions, and/or solutions.* The plan is intended to position faculty and staff to help students improve their abilities to interpret and analyze, to draw sound and relevant conclusions using a reasoning process, to evaluate and explain information, and to become more willing to think critically. The QEP is formally in effect from the fall of 2012 until the spring of 2017.

SACSCOC Section 1: Goals and intended outcomes of the QEP

The goal and learning outcomes of the Palm Beach State QEP are listed below. Success of the QEP is measured by the outcomes, and to maximize results, the College has dedicated funding to support the initiatives. In 2012-2013, budget allocations covered the cost of resources and staffing necessary to implement the plan as required by SACSCOC.

- The goal of the QEP is: Students will develop and apply critical thinking skills.

- The QEP has four student learning outcomes.
  1. Students will analyze and interpret relevant information.
  2. Students will reach sound conclusions based on a demonstrated reasoning process.
  3. Students will evaluate and explain relevant information.
  4. Students will exhibit affective dispositions known to characterize critical thinkers.

"The plan provides a framework to unite faculty, instructors, staff, and administrators in a venture to create a learning environment that includes a common understanding of what critical thinking is and of the skills and characteristics that are associated with critical thinking… the result will be a cultural shift to a pervasive awareness of the importance of critical thinking as a life- and career-enhancing skill."

Excerpt from the QEP executive summary, February 2012

SACSCOC Section 2: Discussion of changes to the plan (Year 1)

There were no significant changes to the QEP in the 2012-2013 academic year; all required actions were implemented and all assessment required to monitor student learning was completed. However, there were some adjustments to the planned assessment of institutional processes.

- Specific survey content for professional development actions would have been premature and was postponed until 2013-2014. This will not have an effect on the 5th-year Impact Report to SACSCOC as the specific content will be included in remaining years of the plan as appropriate.

- The requirement for sections selected for QEP assessment was that the mean number of credits earned was 35, not 45 as was written in the plan. This revision occurred as a result of changes to the general education assessment process that went into effect during the first year of QEP implementation. The QEP assessment plan was designed to be integrated with the general education process to ensure institutional capability, so this minor change in sample selection was in line with the original intent of the plan.

Initiatives for 2012-2013

- Continue development of appropriate one-time opportunities for professional development including the means for online access
- Continue pilot efforts to establish collaborative professional learning cohorts
- Complete alignment of outcomes in career programs and educational support areas
- Initiate availability of critical thinking resources for check-out on all campuses
- Determine technology and protocol for sharing strategies to teach and assess critical thinking

SACSCOC Section 3: Description of impact on student learning

Required assessment of student learning in the 2012-2013 year included five instruments: the *California Critical Thinking Skills Test* (CCTST)*, ETS Proficiency Profile,* Scenarios*,* the *California Critical Thinking Disposition Inventory* (CCTDI)*,* all of which are direct measures, and the *Graduating Student Survey*, an indirect measure*.* Students are sampled during the General Education Assessment Cycle from the general population of students in sections with a median of 35 credits earned, and they are sampled from among sections taught by faculty and instructors involved in QEP implementation and the collaborative cohort. The 2012-2013 results represent the first full cycle of implementation and were compared to the baseline data.

- There was observed improvement on the current year results for the CCTST, CCTDI, and the *Graduating Student Survey*.
- There was no change in student performance on the *ETS Proficiency Profile* and in the case of *Scenarios*, scores decreased. It is believed, however, that the decline is related more to improved scoring and use of the analytic rubric than it is to student performance.
- Students taught by QEP cohort faculty performed better than both the baseline group and the students in the fall 2012 general education assessment sample.

The tables and figures that follow are used to present the data and results.

Table 1: Description of measures and data collection

Instrument	Description of instrument	Data collection process
California Critical Thinking Skills Test	Multiple-choice test with reporting scales that directly measure the three skills-based outcomes (page 3): analysis and interpretation; inference; evaluation and explanation	(1) 107 students in five sections randomly selected during the General Education Outcomes Assessment cycle. Median number of completed credits in each section was 35 or more. Tests were administered during the first half of the fall semester 2012. (2) 119 students in six sections selected from among sections taught by cohort faculty. Cohorts met in the spring or fall 2012. Sections were selected in spring 2013 and were sub-divided into those with and without critical thinking enhancements (see page 9).
Scenarios	Faculty-developed situation to which students are asked to provide a written response – scores directly measure the three skills-based outcomes (page 3): analysis and interpretation; inference; evaluation and explanation	90 students in sections randomly selected during the General Education Outcomes Assessment cycle. Students in each section averaged at least 35 completed credits, and tests were administered during the first half of the fall semester 2012. Responses were scored with an analytic rubric developed to measure the QEP student learning outcomes.
California Critical Thinking Disposition Skills Inventory	Survey on which students respond to statements designed to measure willingness to think critically; directly measures QEP Outcome 4 (page 3)	136 students in eight classes taught by faculty who were selected from those on QEP committees; administered during the last weeks of the spring semester 2012.
ETS Proficiency Profile	Multiple-choice test that includes total score for student proficiency in critical thinking ; global measure of outcomes	360 students in sections randomly selected during the General Education Outcomes Assessment cycle. Students in each section averaged at least 35 completed credits, and tests were administered during the first half of the fall semester 2012.
Graduating Student Survey	Palm Beach State College internal survey; indirect measure of outcomes	722 students responded to question regarding how well the College prepared them to think critically; collected June 2012 through May 2013

Table 2: Summary of progress to date by QEP student learning outcome (SLO)

QEP outcomes	Measure	Baseline score	**Mean score in 2012-2013**	Improvement observed?
SLO #1: Analysis and interpretation	CCTST, N=107	2.89	**3.3**	Yes
	Scenarios, N=90	3.03	**2.70**	No
SLO #2: Drawing conclusions	CCTST, N=107	6.25	**7.8**	Yes
	Scenarios, N=90	3.08	**2.52**	No
SLO #3: Evaluation and explanation	CCTST, N=107	3.19	**4.0**	Yes
	Scenarios, N=90	3.00	**2.57**	No
SLO #4: Affective dispositions*	CCTDI, N=136	302.3	**304.9**	Yes

***Details regarding CCTDI categorical scores are provided in Table 4*

Table 3: ETS Proficiency Profile and Graduating Student Survey results

Purpose	Measure	Baseline score	**Mean score in 2012-2013**	Improvement observed?
Direct total measure	CCTST; N=107	12.3	**15.1**	Yes
Direct total measure	ETS Proficiency Profile; N=360	110: 50th percentile	**110: 50th percentile**	No (no change)
Indirect total measure	Graduating Student Survey; N=722	4.14 (5-pt scale)	**4.2 (5-pt scale)**	Yes

Table 4: CCTDI results by category

CCTDI dispositions and QEP outcome	2011-2012	**2012-2013**	Undergraduate test-takers who score <40[1]
Truth-seeking	36.041	**36.735 – ambivalent**	60%
Open-mindedness	41.029	**42.706 – positive**	15%
Analyticity	44.836	**45.853 – positive**	23%
Systematicity	43.205	**42.757 – positive**	44%
Confidence in reasoning	45.216	**46.118 – positive**	25%
Inquisitive	48.860	**47.537 – positive**	14%
Maturity in judgment	43.111	**43.478 – positive**	17%
Total score on CCTDI (used to measure the 4th QEP outcome: "Students will exhibit affective dispositions known to characterize critical thinkers.")	302.3	**304.9**	n/a

* score ranges from 0-29.99=low; 30-39.99=ambivalent; 40-49.99=positive; 50-60=high[2]

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[1] Source: CCTDI Instrument User's Manual, Insight Assessment / The California Academic Press 2010.
[2] Source: CCTDI Instrument User's Manual, Insight Assessment / The California Academic Press 2010.

Figure 1 provides a different view with a comparison of baseline results to the results in 2012-2013 as percentages (total score / total possible score) on all instruments.

Figure 1
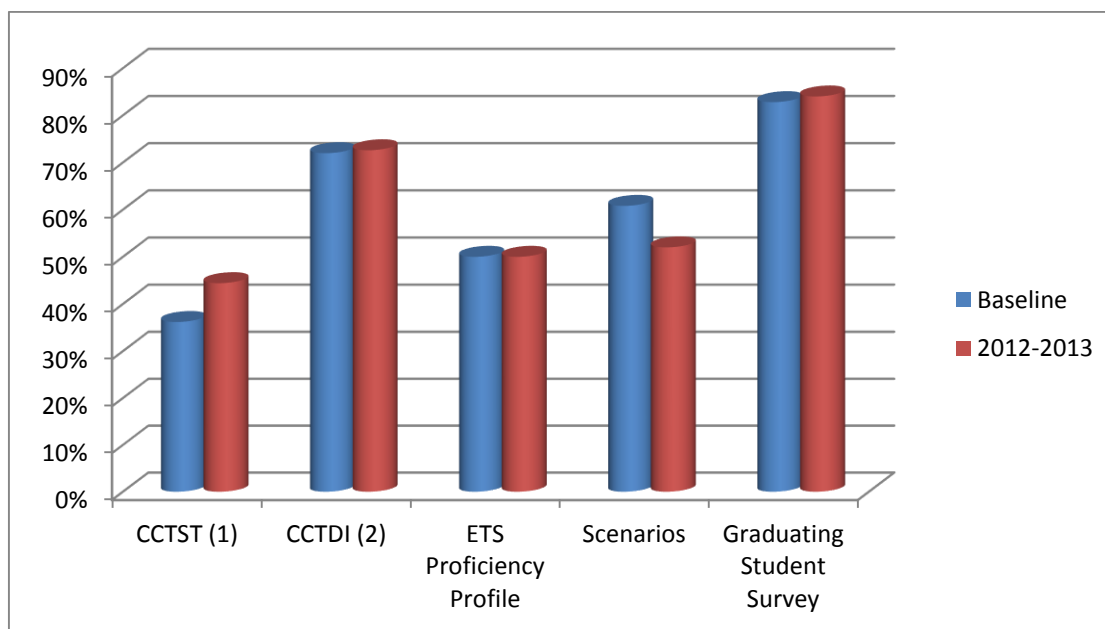
(1) CCTST – California Critical Thinking Skills Test
(2) CCTDI – California Critical Thinking Disposition Inventory

The QEP includes an effort to establish collaborative cohorts as part of professional development. A process measure to determine the effectiveness of collaborative cohorts as they are developed includes the administration of the CCTST in sampled sections taught by cohort faculty. Table 5 below shows the results of this assessment for 2012-2013.

Table 5: Comparing mean scores and percentiles of students taught by cohort faculty to students in the baseline and general population

QEP outcomes and total score[1]	Baseline N=175	General Education Sample N=107	Students taught by cohort faculty (with critical thinking enhancements); N=48
(1) Analysis and interpretation; max. 7	2.9	3.3	**3.7**
(2) Drawing conclusions; max. 16	6.3	7.8	**7.9**
(3) Evaluation and explanation; max. 11	3.2	4.0	**4.2**
Total score (sum of outcomes, max. 34)	12.4	15.1	**15.8**
Percentile Rank	28th-36th[2]	52nd	**56th**

[1]CCTST recommended categorical cut scores for demonstration of skills
- *Analysis and interpretation: 0-2 = not manifested; 3-4 = moderate; 5-7 = strong*
- *Inference (drawing conclusions): 0-5 = not manifested; 6-11 = moderate; 12-16 = strong*
- *Evaluation and explanation: 0-3 = not manifested; 4-7 = moderate; 8-11 = strong*
- *Total score: 0-7=not manifested; 8-12=weak; 13-18=moderate; 19-24=strong; 25-34=superior*

[2]*Percentiles were reported as a range when baseline data was collected*

Figure 2 provides a comparison of the baseline results to those obtained on 2012-2013 CCTST assessment in both the General Education assessment process and sampled sections taught by cohort faculty. Only the skills-based outcomes are included in this comparison.

Figure 2
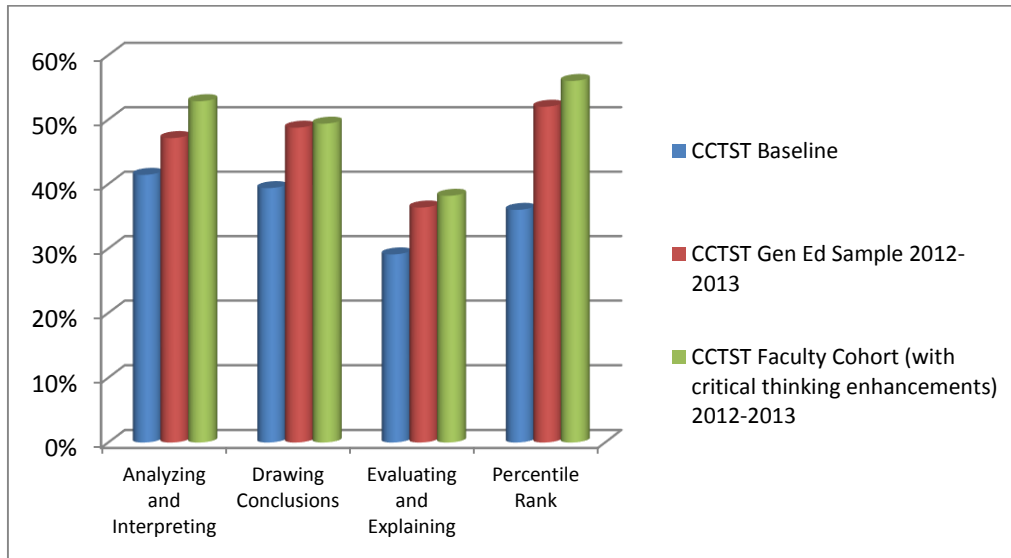
Note: Percentile rank for spring 2012 baseline was reported as a range (28th-36th); "36th percentile is selected for the purpose of comparing percentiles in the above graph. Reporting practices by Insight Assessment changed to a single rank in fall 2012.

Figure 3 shows the differences between the baseline and the 2012-2013 results. It is believed that the decline is in large part because the scenario used for the baseline had been written prior to the creation of the critical thinking rubric that was developed with the QEP. The scenario used for 2012-2013 was revised for better measurement and the current results appear to be more reflective of student performance.

Figure 3
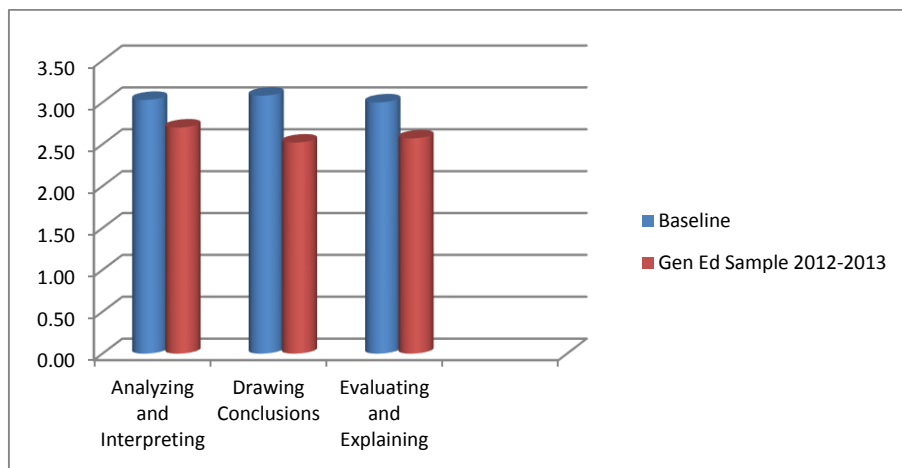
Additional sections were sampled from the faculty cohort for the purpose of comparing students taught by faculty who were intentionally learning more about critical thinking and its instruction. Some sections were assessed prior to the integration of critical thinking enhancements. Results were used to determine whether or not students scored better if they were taught by an instructor who was actively engaged in conversations about teaching critical thinking without implementing any instructional changes. Without the faculty intentionally changing strategies, students performed essentially the same as students in the baseline group. Students performed better when they were taught by faculty who had implemented instructional changes. Scores are shown below.

Table 6: Comparing mean scores and percentiles of students in sections with and without critical thinking enhancements – all sections taught by cohort faculty members

QEP outcomes and total score	Baseline N=175	Students taught by cohort faculty - without critical thinking enhancements; N=71	Students taught by cohort faculty – with critical thinking enhancements; N=48
(1) Analysis and interpretation; max. 7	2.9	2.9	**3.7**
(2) Drawing conclusions; max. 16	6.3	6.6	**7.9**
(3) Evaluation and explanation; max. 11	3.2	2.9	**4.2**
Total score (sum of outcomes, max. 34)	12.4	12.4	**15.8**
Percentile	28th-36th	33rd	**56th**

Figure 4 provides the results as percentage scores (total score / total possible score) for a different view that emphasizes the difference in sections taught by cohort faculty that intentionally integrate critical thinking strategies into their instruction.

Figure 4
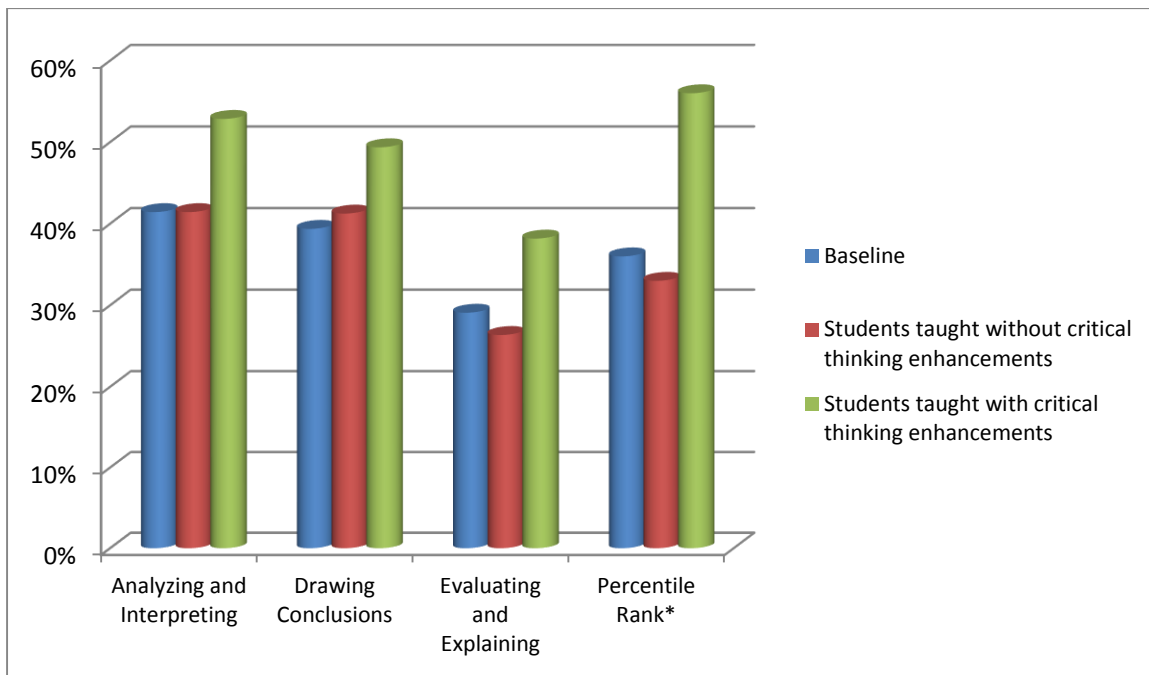
Percentile rank for spring 2012 baseline was reported to be in a range of 28th-36th; "36th percentile is selected for the purpose of comparing percentiles in the above graph. Reporting practices by Insight Assessment changed to a single rank in fall 2012.

SACSCOC Section 4: Reflection on what the institution learned

Student learning is the ultimate measure of the QEP success. Primary actions to improve student learning are centered on professional development, the inclusion of critical thinking outcomes in career programs and educational support areas, and the provision of resources to faculty and staff. These actions are assessed as QEP processes and are also evaluated as a part of institutional reflection upon the success and challenges of QEP implementation. In this section and for each relevant action, a summary description of the results is provided, followed by the insights gained through reflection.

Results and insights gained by assessing student learning

Description: The College is using a multi-faceted approach to assessment. The results indicated that, as a community, Palm Beach State did well to select critical thinking as a focus topic for the QEP. Learning gains are evident but inconsistent. Progress has begun, but there is still much to do over the next four years to ensure a College-wide focus on helping students develop and apply critical thinking skills and to maximize gains in student learning.

Insights gained:
- Instruction in general education may have some effect on improving students' skills and willingness to think critically, as evidenced by an increase in scores on both the *California Critical Thinking Skills Test* and *California Critical Thinking Disposition Inventory* (Tables 2-4, Figure 1). These instruments are a direct measure of the student learning outcomes.
- Students are "evaluating and explaining" to a lesser degree than they are achieving other outcomes (Figure 2). This information may be useful to faculty and should be shared because evaluation and explanation are higher-order critical thinking skills.
- Further refinement of the critical thinking scenarios is needed, and more faculty members should be introduced to the critical thinking rubric and become involved in its use for continued efforts to ensure its validity and reliability as an assessment instrument (Table 2, Figure 3).
- The results of the *Graduating Student Survey* reveal a gap between students' perception of how well Palm Beach State College instruction has increased their competency to think critically and how well they demonstrate critical thinking skills (Figure 1). This measure indicates that students believe they are getting sufficient opportunities to think critically, but student performance hovers only near the half-way mark on any given assessment thus creating a gap between student perception and student performance. This outcome has not been previously discussed and may be worth investigating as QEP efforts move forward.
- The differences observed between CCTST results in sections taught by faculty indicate that faculty desire to help students develop and apply critical thinking skills must be coupled with intentional enhancements to instruction. It may be informative to compare additional sections taught by faculty again in the 2013-2014 cycle if time and instruments are available. It may also be instructive to administer scenarios in some of these sections taught by cohort faculty instead of only the CCTST.

Results and insights gained by implementing professional development opportunities

Multiple opportunities for professional development are provided through QEP implementation and much is being learned.

Level 1 opportunities
Description: These are one-time events such as workshops and are open to all faculty and staff. They are introductory in nature, provide an overview of critical thinking topics or QEP outcomes, and are facilitated by those in a QEP cohort (level 2) or by faculty and staff who volunteer to share their expertise on a specific topic related to critical thinking. A summary and results of level 1 opportunities are provided in Tables 5 and 6.

Table 7: Summary of single-event opportunities for professional development

Event	Pilot (spring 2012)	1st year (2012-2013)	Increase observed
Workshops	Introductory only 11 offered; 92 attended None online	Varied topics 18 offered; 107 attended 15 online	yes
Development Day Sessions	Faculty facilitated 4 sessions 49 reported attendance	Faculty facilitated 7 sessions 79 reported attendance	yes

Table 8: Combined survey results for level 1 opportunities

Survey Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I expect what I learned in the session/workshop to have a positive effect on my job.	26.57%	44.26%	21.81%	5.20%	2.14%
I consider this session/workshop to have been time well-spent.	32.71%	39.83%	17.05%	8.62%	1.78%

Insights gained: In short, what was learned in the first year is that many, but not all, faculty and staff members appreciate opportunities to learn from and collaborate with each other.
- The majority who responded to surveys regarding level 1 opportunities said they expected the content to have a positive effect on their job (70.8% strongly agreed or agreed) and that they considered the time well-spent (72.24% strongly agreed or agreed).
- Survey comments indicated that workshop content in particular was beneficial for both professional practice and personal reflection, but one hour was not long enough for desired application. It is this feedback in particular that results in a recommendation later in this report to develop a one-day "institute" in 2014, affording more time in sessions for active reflection.
- Less than half of participants responded to an emailed electronic survey after the spring workshops in 2013 compared to 77% who completed the paper survey administered at the end of the workshops in the pilot semester (spring 2012). A recommendation will be made later in this report for an improved method of survey administration.

Level 2 opportunities
Description: In 2012-2013, a second pilot collaboration cohort was initiated with 21 participants. They reviewed critical thinking literature and provided the applicability of topics to student learning, and they participated in refining the critical thinking scenario for the General Education assessment cycle. Cohort members also participated in assessment grading sessions to score student responses, identified and documented critical thinking strategies, and developed and presented level 1 workshops on the strategies. An ad hoc team within the cohort participated in a year-end retreat for reflection and evaluation on practices and to provide feedback for continued collaborative efforts.

Insights gained:
- Exposure to critical thinking content leads to reflection on professional practice and accordingly, the one-time (level 1) opportunities should be continued, even expanded.
- It is in the regular and ongoing conversation that those reflections are more likely to make sense in ways that can be applied to teaching and assessing critical thinking.
- Ad hoc participants suggested that the "cohort" had become the equivalent of a "professional learning group" and as such had been a valuable tool for their professional development.
- Professional learning groups should be pursued on a wider scale, and should become a focus of the level 2 component of the QEP as it is implemented in 2013-2014.

Conference participation
Description: Three faculty/instructors were selected to attend a one-day institute offered by St. Petersburg College in October 2012 and used the information to facilitate workshops or classroom strategy revision in the spring 2013 semester. Two faculty members participated in a one-day virtual Habits of Mind Conference and another attended the Teaching Professor Conference in New Orleans in May 2013. Information gleaned will be used to facilitate professional learning in the fall 2013 semester.

Insights gained:
- The reflection and collaboration that are possible during a conference result in fresh ideas and motivation among those who attend.
- Participants return with renewed ability to increase productivity and expansion of improved practices at the College, but the focus on critical thinking is not as intense as the QEP teams would like to see.
- Critical thinking remains a nebulous and challenging topic, despite the fact that the QEP provides a definition and specific outcomes. The lesser expensive options are proving helpful, but the external training that is available at the Critical Thinking Foundation each summer, or a training opportunity with similar components, may still offer the best hope of equipping a larger number of faculty and staff to help students develop and apply critical thinking skills.

Results and insights from critical thinking outcomes in career programs and educational support areas

Description: All career programs were reviewed by the end of fall 2012; 100% of career programs have outcomes that are specific to critical thinking. Each outcome has been documented and associated with specific QEP outcomes.

Review of educational support service areas continued into spring 2013 because the outcomes in these areas were being restructured. Outcomes that support critical thinking were identified in Library Learning and Resource Centers, the Student Learning Centers (SLC), and the Honors College. In the case

of Student Services, it was determined in meetings between the QEP manager, Vice President of Student Services and Enrollment Management, and staff from the Office of Research and Institutional Effectiveness, that because all students filter through at least one of four areas in student services, all departments can be represented by these four: Advising, Career Counseling, Student Life, and Wellness. These areas all have outcomes that support critical thinking, but most are newly developed and have not yet been assessed.

Table 9: Critical thinking outcomes in career programs and educational support areas

Area	Number of critical thinking outcomes identified and aligned to QEP outcomes*	Number assessed in 2012-2013 cycle	Number that met established benchmark	Percent that met established benchmark
Career programs	235	182	143	78.57%
Educational support	10	2	2	100.00%

as reported to the Office of Research and Institutional Effectiveness by June 2013

Insights gained:
- It has become apparent in this review process that career programs have clearly defined critical thinking outcomes and assessments that measure what is being taught at the course or program level. Further, because some of the assessment is done program-wide by multiple instructors, calibration is sometimes required within departments to ensure that all instructors are measuring, when applicable, in the same way with the same standards. As the QEP teams begin to share the critical thinking rubric College-wide, it may be helpful to meet with career program staff to learn more about how they are able to elicit similar use of assessment instruments in their areas.
- The idea behind critical thinking outcomes in educational support areas is to "foster" critical thinking in these areas. The process of restructuring the outcomes was an exercise that itself promoted critical thinking among the many staff members who participated. Over time, it is believed that additional focus on helping students develop and apply critical thinking skills will occur as a result of this initial activity, but only if these staff members are supported in their efforts to do so. It will be helpful to these departments to be included in professional development opportunities as often as possible.

Results and insights gained by establishing critical thinking resource centers

Description: The plan calls for resources to be provided to faculty and staff on each campus. In formal "centers" located in the Professional Teaching and Learning Centers (PTLCs), an inventory of books and instructional strategies will be expanded each year of the QEP. The centers were established and initiated in the spring of 2013 with three books specific to critical thinking in the classroom, available for check-out by faculty and staff beginning in the summer 2013 semester. The QEP also funded the purchase of a critical thinking resource guide for 1500 faculty and staff in spring 2013 (to be disbursed at the start of fall term 2013). The QEP Implementation Team partnered with staff on a north campus project called the Panther Online Learning Objects (POLO) repository to establish an online inventory of strategies to teach and assess critical thinking.

Table 10: Resources purchased or developed in 2012-2013

Resource	Availability
A Guide for Educators to Critical Thinking Competency Standards by Richard Paul and Linda Elder, published by the Foundation for Critical Thinking (2007)	Fall 2013: copies delivered to all faculty, instructors, and adjuncts; additional copies provided for selected staff members
Becoming a Critically Reflective Teacher by Stephen D. Brookfield, published by Jossey-Bass (1995)	Summer 2013: check-out and return Available on each campus through PTLC
Teaching for Critical Thinking by Stephen D. Brookfield, published by Jossey-Bass (2012)	Summer 2013: check-out and return Available on each campus through PTLC
Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom by John C. Bean, published by Jossey-Bass (2011)	Summer 2013: check-out and return Available on each campus through PTLC
Multiple strategies developed by faculty and staff to teach/assess critical thinking	37 available online within the POLO repository for teaching

Insights gained:
- It was expected that the documentation of strategies would begin this year and simply continue, but it is becoming clear that the logistics of building a quality repository will be an ongoing evolutionary process. Components involved, namely, creating the protocol for submitting a best practice, establishing criteria, and developing a peer review process, were not as evident as expected and will likely be changed over time.

Recommendations for improvement in 2013-2014

QEP initiatives should continue into the second full year of implementation in 2013-2014 with all elements as planned. No significant changes to the QEP are proposed, but the following recommendations for improvement are suggested based upon evaluation and review of the first year results by the QEP Implementation Team and Advisory Council.

Recommendation for improvement	Comments / updates
1. Develop a workshop on using and adapting the QEP critical thinking rubric. Include program staff in meetings to develop, and include the topic of inter-rater reliability.	This recommendation is carried over from the previous year. Development was initiated, will continue in fall 2013 for spring 2014 delivery.
2. Share critical thinking rubric online and encourage interested faculty to attend the instructional workshop (Recommendation 1).	Rubric is available online as of fall 2013.
3. Develop a one-day institute to offer in spring 2014 that can be open to all faculty/staff from PBSC and neighboring colleges.	On track to host this in March 2014.
4. Send at least six faculty and/or staff to the 2013-2014 St. Petersburg College's (SPC) Critical Thinking Institute for Teaching and Learning if it is offered again.	This recommendation is based on the feedback of those who attended in 2012. It is a very cost-effective investment as there is usually no registration fee and travel is in-state. However, SPC did offer this in 2013.
5. Send at least three faculty and/or staff to the 2013 International Conference on Critical Thinking offered by the Foundation for Critical Thinking, July 2014.	This recommendation is carried over from the previous year. Palm Beach State has significant talent among its faculty members and staff. An investment in them will yield a positive return as a critical thinking institute will be more successful with the knowledge gained at the conference.
6. Return to paper surveys or use response systems (clickers) during workshop to elicit more workshop survey responses.	This is being implemented as of fall 2013.
7. Use QEP Implementation Team as a model "Professional Learning Group" and develop additional groups to act as the "collaborative cohorts" that can work together to identify best and high impact practices. Include opportunities for student services staff.	
8. Assess more sections taught by cohort faculty if possible.	
9. Include in 2013-2014 discussions the identified gap between student perception and student performance and the lower performance on SLO #3 (evaluation and explanation skills).	
10. Pursue development of faculty/staff activities with students that can be supported through available student activities funding.	This is being discussed in fall 2013 for implementation in spring 2014.

PALM BEACH STATE

COLLEGE

Explore, Evaluate, Express, and Engage
2012-2017
A Quality Enhancement Plan to improve student learning
by focusing on critical thinking

2012-2013 Annual Report