GOT QEP?

We teach students *how to think, not what to think.*

Dr. Warmoth Thomas Gibbs, fourth President of A&T, 1960
QEP and You!

Critical Thinking: Inquiry – Analysis – Decision Making

The QEP, *Critical Thinking*, will help you better compete with students from other universities.

The QEP is available at [http://www.ncat.edu/~childres/QEP.pdf](http://www.ncat.edu/~childres/QEP.pdf)
QEP Features

• *Explicitly* gets you to improve your critical thinking skills through instruction within the context of your own major.

• You should be more interested in critical thinking if it is taught along with the things in which you are already interested.

• Since critical thinking is taught in your major courses, you would end up getting two grades for some projects/assignments; a content grade and a critical thinking grade.

• There won’t be a new course in critical thinking; existing courses will be used.

• Departments decide in which *existing* courses the explicit critical thinking instruction should be integrated. (See Appendix H of the QEP for an example.)
• There will be more student engagement in class if a course is currently, mostly lecture.

• Students must be more willing to participate in discussions, in-class activities, and do more reading and writing assignments both in class and for homework.

• There will be more student assessment required if the instructor’s course currently, mostly uses multiple choice, written testing.

• But there is not a critical thinking graduation requirement. We are simply looking for growth in your critical thinking skills.

• You will have to start keeping a portfolio that shows different evidence of your own critical thinking skills.
Outcomes/Skills

Student Learning Outcome 1: Critical Thinking Basics
The student will analyze critical thought (ie: debate, writings, issues, problems) using the following criteria: (“clarity, precision, accuracy, relevance…

Skills to be taught in the freshman/sophomore classroom:
Diagram arguments.
Develop arguments.
Judge one’s own and others’ arguments…

Student Learning Outcome 2: Working with Data
The student will evaluate information (eg: data) critically to judge decisions, problems, and conclusions.

Skills to be taught in the freshman/sophomore/junior classroom:
Determine what information is needed in order to make a decision.
Determine the usefulness of information. Determine the credibility of sources.
Student Learning Outcome 3: Problem Solving
The student will *design* the most appropriate and effective strategies to solve both disciplinary and interdisciplinary problems.

**Skills to be taught in the sophomore/junior/senior classroom:**
- Map strategies to solve problems. Test a hypothesis…
- Brainstorm effectively and determine alternatives.

Student Learning Outcome 4: Reaching Solutions, Conclusions, and Decisions
The student will *synthesize* findings to show patterns and develop conclusions and recommendations to solve both disciplinary and interdisciplinary problems.

**Skills to be taught in the sophomore/junior/senior classroom:**
- Identify patterns for use in decision making.
- Make decisions and conclusions based on reasoning or analysis.
- Know the difference between a decision and the quality of the decision.
- Test a hypothesis…
Student Learning Outcome 5: Communicating
The student will demonstrate critical thinking skills through effective written and oral communication both within and across disciplines.

Skills to be taught in the freshman/sophomore/junior/senior classroom:
Use writing and reading skills to effectively communicate an argument.
Use speaking skills to effectively communicate an argument.
Department Phase-In

• Includes a variety of disciplines from the highly technical to the fine arts.

**Academic Year 2010-2011**
Start with Marketing, Nursing, Graphics, Human Performance.
  - **Fall**: Participate in professional development and conduct planning.
  - **Spring**: Pilot study begins with implementation in classes.

**Academic Year 2011-2012**
Continue with Marketing, Nursing, Graphics, Human Performance.
  - **Fall**: Pilot study continues.
  - **Spring**: Pilot study ends.

**Academic Year 2012-2013**
Add Foreign Languages and Journalism & Mass Comm.

**Academic Year 2013-2014**
Add Visual & Performing Arts and Natural Resources & Environmental Des.

**Academic Year 2014-2015**
Add Electrical & Computer Engineering, Accounting, and Mathematics.
Student Class Phase-In

Department’s First Year
Recommend targeting courses with freshmen and sophomores.

Department’s Second Year
Recommend adding target courses with sophomores and juniors.

Department’s Third Year
Recommend adding target courses with juniors and seniors.

Department’s Fourth Year
Recommend adding target courses with seniors and senior capstone.
Your professors will get training on how to integrate critical thinking instruction into what they are already teaching.
Benchmark Assessment

**Incoming Freshmen**
Standardized critical thinking test (CAT)

**End of Sophomore Year**
Standardized critical thinking test (CAT)
Interim portfolio review

**End of Senior Year**
Standardized critical thinking test (CAT)
Final portfolio review

**Remedial Testing Junior Year**
Not a benchmark, but interim assessment may be needed for failing students.
Discussion:

*Critical discussions* require students to consider dilemmas, problems, arguments, and ongoing debates within the profession of marketing. On Monday, Chris receives the professor’s assignment regarding what marketing related article to read in order to prepare for critical discussion. On Wednesday, students come prepared to provide a logical argument for or against a position taken in the reading. This content is discussed within the context of marketing. Students are learning to diagram arguments and judge their own and others’ arguments. Are arguments clear, precise, accurate, relevant, significant, fair, logical, and in-depth? Throughout the semester, the professor makes sure that the students are self-aware of their own critical thinking. Chris is instructed in the marketing course that students must save the work for their portfolios and as reference material for whatever they end up pursuing as a major project in the capstone course senior year.

See QEP - Connecting CT to Student Learning: A Vignette (p. 10 of QEP)
Promoting the QEP

Whole Campus

QEP Departments

Help Spread the Word!

• SACS Visiting Team; April 6 – 8; will ask about QEP
• Students and instructors across campus should know what the QEP is.
• Students and instructors in the QEP departments should know more, such as Critical Thinking is Inquiry, Analysis, and Decision Making...

Run Movie