In-Progress Draft QEP available at:
http://www.ncat.edu/~childres/QEP.pdf

Input Sessions Scheduled:
Stallings Ballroom – B
11:00 am to 1:00 pm
September 24
October 13
November 17
SACS Criteria for QEPs

• Purpose is to improve some aspect of student achievement or the learning environment

• QEP idea selected based on input from the broader university community

• Idea selected based on empirical data (eg: NSSE)

• Idea selected to relate to the University’s strategic plan, mission, vision (FUTURES and UNC Tomorrow)

• Must be well focused. (“improve advisement” is too vague)

• Use actual student learning outcome achievement data (not course grades) to evaluate the success of the QEP once it is implemented
QEP = Critical Thinking

QEP Topic Identification Process

Not a top-down process. SACS requires community input.

Input; Phase I

University Data

Input; Phase II

UNC Tomorrow

Buy-In & Input Summer & Fall

Write QEP this Summer & Fall

$ Marketing $ Fall & Spring
University Community Input Phase I

- **Nominal Group** Technique with all schools/colleges, for faculty, staff, and administrators (400+ participated). Resulted in Top 5 Improvements: Study Skills, Reading Skills, Critical Thinking Skills, Writing Skills, and Experiential Learning.

- **Staff focus group** (1 group). Ranked top concern from faculty list and added to list of improvements.

- **Student focus groups** (4 groups). Ranked top concern from faculty list and added to list of improvements. (SoT, SoAg, CoEng, Student Athletes)

- **Student survey** (700+). Ranked faculty list. Study Skills, Critical Thinking Skills, Reading Skills, Writing Skills, and Experiential Learning.

- **Alumni blog**; listed improvements that included more internships, start coops, better career planning, analytical skills.

- **Alumni survey** (low return rate, 6%, 30 out of 500) Made up for

- **Board of Trustees** (8 of 13, 61%) listed improvements: retention skills, student services
Existing University Data Collected

- **Sophomore and senior surveys**: Sophomores rated career related services and advising related items low; seniors had higher rates of satisfaction.

- **Collegiate Learning Assessment**: Near lowest among schools, slightly lower than expected based on SAT scores, gains during school similar to other schools.

- **National Survey of Student Engagement**: Lower faculty support, less class prep, less writing, less speaking/presentation, less quantitative analysis, less advisement, more critical thinking, more computer use.

- **Faculty Survey of Student Engagement**: Require less writing, advise less, structure courses to foster critical thinking.

- **Wabash** (used CLA and NSSE-type questions): Lower critical thinking, lower SATs, lower positive attitudes toward reading, higher at wanting succeed at business, higher at wanting to make a lot of money.

- **Others**
• All groups were able to see input from other groups.

• Each group rated the importance of an area of achievement improvement AND rated how well the University is performing in that area.

• Results provided us with a matrix.
QEP = Critical Thinking

Importance-Performance Analysis with Faculty, Staff, Admin – Alumni – Student Data


Adjusted IP Analysis

- Faculty
- Student
- Alumni
- Grand Mean

We teach students how to think, not what to think.
Final QEP Survey

• Asked faculty to vote for one area to be the focus of the QEP.
• Choices: writing skills, reading skills, critical thinking skills, oral communication skills, analytical skills
• Schools/Colleges: all 9
• Departments: 32
• Return rate: 40%
• Writing: 75
• Critical thinking: 88
• Oral communication: 16
• Reading: 38
• Analytical: 42
QEP = Critical Thinking

Critical Thinking

- Primary Focus: Critical Thinking
- Related Writing, Reading, Analysis, Speaking
- Global context – connect to UNC-Tomorrow
- Undergraduate student research as vehicle
- Outcomes defined by CLA rubric
- Builds on UNST but not done by UNST; does not even depend on UNST
- Freshman to Senior & and may include the graduate level
- Departments integrate the student learning outcomes with current curriculum content
- Requires student outcome assessment
- Benchmarks for QEP evaluation
- Should become part of strategic plan for SACS to view it with confidence
Components of *Critical Thinking*

- **Student learning outcomes**
- Goal 1: The student will explain critical thinking and its criteria.
- Goal 2: The student will “Use thinking skills to evaluate information critically” (University Studies, 2005, p. 2).
- Goal 3: The student will construct logical, ethical conclusions, decisions, and problem solutions.
- Goal 4: “Effectively employ critical thinking skills in written and oral communication” (University Studies, 2005, p. 2).
- Goal 5: The student will transfer critical thinking skills from one situation to another.
QEP = Critical Thinking

Components of *Critical Thinking*

- **Review of Related Literature: Best Practices**
- Rationale
- Critical thinking basics
- Teaching and learning critical thinking: Methods & contexts
- Assessment of critical thinking
- Professional development
Components of *Critical Thinking*

- **Responsibilities**
- QEP Coordinator and 2 support staff
- Assessment Taskforce
- QEP Advisory Committee
- Unit Assessment Coordinators
- ATL and HR for PD

- VC for Institutional Planning, Assessment, and Research
- Department Chairs
- Faculty
- Others
QEP = Critical Thinking

### Five-Year Budget

<table>
<thead>
<tr>
<th>Personnel Description</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>QEP Coordinator (1)</td>
<td>$86,800</td>
<td>$86,800</td>
<td>$86,800</td>
<td>$86,800</td>
<td>$86,800</td>
<td>$434,000</td>
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<tr>
<td>$70,000 salary, with benefits (@.24) = $16,800. Total = $86,800</td>
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<tr>
<td>Support Staff (2)</td>
<td>$49,600</td>
<td>$49,600</td>
<td>$99,200</td>
<td>$99,200</td>
<td>$99,200</td>
<td>$396,800</td>
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<td>One person the first two years at approximately $40,000 salary. With benefits (@.24) = $9,600. Total = $49,600. A second person added thereafter at same rate = $99,200/year</td>
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<td></td>
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<tr>
<td>Assessment Coordinators (11)</td>
<td>$1,486,443</td>
<td>$1,486,443</td>
<td>$1,486,443</td>
<td>$1,486,443</td>
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<tr>
<td>(11 coordinators X$72,651) / 2 for half-time appointment = $399,581</td>
<td>$495,481</td>
<td>$495,481</td>
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<tr>
<td>$399,581 x 0.24 = $95,900 in benefits</td>
<td>$495,481</td>
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<td>Assessment Taskforce (4)</td>
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<tr>
<td>$72,651 x 4 taskforce members at 1/4 time is $72,651. With benefits (@.24) = $17,437. Total = $90,087 x 2 for 1/4 time first two years = $180,174</td>
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<td>Information Management System Administrator (1)</td>
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<tr>
<td>$45,000 salary. With benefits (@.24) = $10,800. Total = $55,800</td>
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</table>

<table>
<thead>
<tr>
<th>Equipment and Operating Costs</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Total</th>
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<td>Telephone (4)</td>
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<td>Computer and Printer (4)</td>
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<td>$1,500</td>
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<td>Equipment/Operating Subtotal</td>
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<td>$6,500</td>
<td>$6,500</td>
<td>$6,500</td>
<td>$32,500</td>
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<table>
<thead>
<tr>
<th>Instructional Support</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collegiate Learning Assessment for Institutional Assessment Development (400 seats @ $22)</td>
<td>$8,800</td>
<td>$8,800</td>
<td>$8,800</td>
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<td>Assessment Instrument Development Consultant</td>
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<table>
<thead>
<tr>
<th>Professional Development</th>
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<th>Year 4</th>
<th>Year 5</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Professional Development Presenters, fees</td>
<td>$12,000</td>
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<td>$12,000</td>
<td>$12,000</td>
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<td>Professional development presenters, travel</td>
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<td>$3,000</td>
<td>$3,000</td>
<td>$15,000</td>
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<tr>
<td>Professional development supplies/materials = $7,000</td>
<td>$7,000</td>
<td>$7,000</td>
<td>$7,000</td>
<td>$7,000</td>
<td>$7,000</td>
<td>$35,000</td>
</tr>
<tr>
<td>Faculty &amp; AC attendance at critical thinking conferences = 11 people x $2,500 = $27,500</td>
<td>$27,500</td>
<td>$27,500</td>
<td>$27,500</td>
<td>$27,500</td>
<td>$27,500</td>
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<tr>
<td>Professional Development Subtotal</td>
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<td>$49,000</td>
<td>$49,000</td>
<td>$245,000</td>
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</tbody>
</table>

Total | $441,674 | $435,174 | $882,118 | $879,368 | $879,368 | $3,517,702 |
QEP = Critical Thinking

Components of Critical Thinking

• **Assessment**
• **Standardized Institutional Assessment**
• Incoming freshmen and
• End of:
  – Freshman year
  – Sophomore year
  – Junior year
  – Senior year
  – Graduate students?
• **In-Class Project Assessments**
• **Portfolio Assessment**
  – Sophomore year
  – Senior year (capstone)
• **Other Satisfaction Survey Assessments with Students, Faculty.**
QEP = Critical Thinking

Marketing Critical Connections

• Everyone must know what the QEP is or SACS will make a recommendation.

• Print Materials:
  – Parking hang tags
  – Banners on key buildings
  – Posters in dorms and all buildings
  – Poster on closed circuit TV
  – Aggie Report, Register, A&T Magazine
  – Materials that each professor can teach to his or her own students
  – University homepage
  – Sports ticker at the stadium /gym
  – Give-a-ways at key locations [pencils, calculators, note pads]
  – Tent cards in the cafeteria and in student lounge areas across campus, in the library
  – Screen savers across campus

• Human Intervention:
  – Radio show
  – Regular radio ads
  – Promotional contests across all groups of students: Greeks, department clubs, dorms, cafeteria, etc.
  – Information sessions with school/college administrators, faculty, and staff
  – Information sessions with ALL divisions, NOT JUST Academic Affairs
  – Visit each department
  – Visit each office
  – Contest rewards (iTunes gift cards)
  – Critical Thinking Critter (circulates among students, quizzes them, gives out rewards)
Quality Enhancement Plan

Critical Thinking

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Dr. Warmoth Thomas Gibbs, fourth President of A&T, 1960