GOT QEP?

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

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

The QEP will be a model to help the University better establish a culture of scholarship, student engagement, and student assessment.

- **Explicitly** gets undergraduates to improve their critical thinking skills through instruction within the context of their own majors.

- For a selected in-class assignment, it would be like having two grades; a content grade and a critical thinking score.

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

- Departments decide in which *existing* courses the explicit critical thinking instruction should be integrated.
• Instructors will need to have more student engagement in class if their courses are currently, mostly lecture.

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

• Director of Institutional Research
  (1) help instructors understand how to grade in-class assignments that are measures of critical thinking skills,
  (2) help coordinate (and participate in when appropriate) portfolio review, and
  (3) help instructors and departments administer and grade the standardized critical thinking tests (CAT).
Department Responsibilities

1. Identify key courses into which CT is integrated.
2. Attend professional development.
3. Design in-class activities that teach both disciplinary content and CT skills.
4. Begin implementation according to the timeline unless desire to accelerate.
5. Teach critical thinking skills.
6. Assess in-class critical thinking.
7. Administer benchmark CAT (CT test) with help of Assessment Specialist Director of Institutional Assessment according to timeline.
8. Administer benchmark CT portfolio review with Assessment Specialist Director of Institutional Assessment according to timeline.
9. Increase the number of courses integrating CT within the program according to the timeline.
10. Analyze and understand assessment results.
11. Make changes to program.
12. Provide a representative to the QEP Advisory Committee.
Student Learning Outcome 1: Critical Thinking Basics
The student will analyze critical thought (i.e.: 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 (e.g.: 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

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.
## Professional Development Schedule

### Phase In of Professional Development

<table>
<thead>
<tr>
<th>Pilot departments 1 through 4</th>
<th>Departments 5 &amp; 6</th>
<th>Departments 7 &amp; 8</th>
<th>Remaining QEP departments</th>
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</thead>
<tbody>
<tr>
<td>Implement Spring, 2011</td>
<td>Implement Fall, 2012</td>
<td>Implement Fall, 2013</td>
<td>Implement Fall, 2014</td>
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**2010-2011 Academic Year (Year 1)**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Critical Thinking Basics:</td>
<td>Critical Thinking Basics:</td>
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<tr>
<td>including instruction,</td>
<td>including instruction,</td>
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<tr>
<td>assessment, and curriculum</td>
<td>assessment, and curriculum</td>
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<tr>
<td>mapping/planning</td>
<td>mapping/planning</td>
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**2011-2012 Academic Year (Year 2)**

<table>
<thead>
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<th>Fall</th>
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<tr>
<td>“Understanding Content as a</td>
<td>Helping students to read and</td>
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<tr>
<td>Mode of Thinking”</td>
<td>write for substance</td>
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<tr>
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**2012-2013 Academic Year (Year 3)**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Study on a specific approach to critical thinking</td>
<td>Study on a different specific approach to critical thinking</td>
</tr>
<tr>
<td>“Understanding Content as a Mode of Thinking”</td>
<td>Helping students to read and write for substance</td>
</tr>
<tr>
<td>Critical Thinking Basics:</td>
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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.
How It Works in Class

Eleven departments are starting out and are teaching their students critical thinking activities as examples of what to expect.

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.
Academic Affairs Responsibilities

- Identify and hire a QEP Coordinator (coordinates overall QEP).
- Identify a QEP Advisory Committee (assesses and advises QEP).
- Identify a QEP Assessment Taskforce (runs the pilot study; helps adapt assessments).
- Identify and hire Director of Institutional Research (help departments with assessment).
- Identify and get server space for a QEP data management system.
- Make arrangements for professional development over the span of the QEP.
- Provide guidance to chairs during regularly scheduled “chairs retreats.”
- Establish a baseline of critical thinking data.
- Help departments tailor their curricula for implementation of critical thinking student learning outcomes.
- Develop assessment rubrics for tailoring assessment of in-class assignments.
- Help departments develop departmental portfolio assessments of critical thinking student learning outcomes.
- Help departments procure, administer, and analyze the CAT (CT test).
- Conduct the QEP Comprehensive Assessment System.
Promoting the QEP

Whole Campus

Help Spread the Word!

QEP Departments

- Play the QEP Robot Movie located at the bottom of the following webpage. [http://www.ncat.edu/qep/qep.html](http://www.ncat.edu/qep/qep.html)

- SACS Visiting Team; April 6 – 8; will ask about QEP

Students and instructors across campus should know:
• The QEP is critical thinking.
• Critical thinking is Inquiry, Analysis, and Decision Making.
• Critical thinking instruction will be taught in major courses explicitly drawing students’ attention to their own critical thinking skills.
• Eleven departments are starting out and are teaching their students critical thinking activities as examples of what to expect.