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Executive Summary

Lubbock Christian University's Quality Enhancement Plan (QEP), *I think; therefore, I write*, will improve students' critical thinking (CT) abilities as measured primarily by their writing. To achieve this goal, students will be instructed in basic concepts and processes of CT and be required to demonstrate CT competency in written assignments appropriate to their discipline of study. In addition, faculty will be trained in ways to enhance their presentation of CT processes more formally in their instruction and to design assignments and discipline-appropriate means to assess CT by their students.

As means of assessing the QEP, the university will measure the following two student learning outcomes. Students will demonstrate

- application of CT in writing, and
- the ability to evaluate CT in written expression.

Although multiple stakeholders of the university, including faculty, staff, administration, students, and the board of trustees, provided input during the process of determining the QEP, the basic problem came to light through assessment and planning processes. To address the problem, a director will oversee the QEP and an Implementation Committee will both ensure compliance and assist in implementation. Over the next five years, LCU will spend about \$428,312 to implement the plan and remunerate key plan personnel. Assessment methods will include measures of data from tests, annual formative and summative reports, faculty participant reviews, and consultation with LCU's Office of Planning and Assessment Support and other qualified professionals. The director will communicate regularly with the university community and other interested parties on the successes of the QEP.

A. Overview of Lubbock Christian University's QEP

Lubbock Christian University's QEP, *I think; therefore, I write*, provides a framework by which faculty and students can deliberately foster a community of critical thinkers that expresses itself well in discipline-appropriate written forms. A fully implemented QEP will provide direct instruction for students in the intellectual standards of CT and basic elements of reasoning while developing the intellectual traits, help faculty further promote evaluative thinking, and enhance the practices of CT within the curriculum of each discipline and in the university culture by utilizing the same conceptual framework. The QEP consists of interrelated initiatives for both students and faculty to improve students' CT abilities and to evaluate that improvement primarily by assessing its presence in students' writing.

A.1. Student Training in CT and Its Use in Writing

The QEP seeks purposely to train students in the essential components of CT and its written expression. To accomplish this goal in part, students will complete written assignments designed to demonstrate CT abilities in designated upper-division majors courses.

Upper-division CT-intensive courses

In order to embed more fully the concepts and processes of CT into the curriculum, departments will designate "CT-intensive courses" from their upper-division offerings. Faculty for these courses will receive training, support, and monitoring from the QEP Director and the Implementation Committee. These supports will be determined in consultation with instructors, department chairs, and deans. Instructors will be required to develop discipline-appropriate writing assignments and mechanisms that purposely incorporate and assess CT elements. Departments will begin designating these courses in Fall 2008 for Spring 2009 scheduling.

A.2. Faculty Development in CT and Its Use in Instruction

The QEP will also influence the student learning environment by encouraging faculty to become more overt in their use of CT-related concepts and vocabulary in their interaction with students and one another. The QEP provides for faculty training and supports in ways to assess students' CT abilities. These ends will be pursued through the following activities: (1) continuing university support of the Scholars Colloquium, (2) creating a nexus for intellectual and pedagogical collaboration termed "The Teaching Commons," and (3) a training program in CT and related pedagogy for thirty faculty over five years.

2.1 The Scholars Colloquium

In Spring 2008, LCU will hold its third annual Scholars Colloquium. Initiated by faculty members dedicated to encouraging undergraduate and graduate student-faculty research collaboration, the Scholars Colloquium allows both faculty and students to showcase original scholarship. Organized like a professional academic conference, faculty members sponsor student papers and posters for presentation. Some presentations receive awards based on faculty evaluations. In 2008, Dr. Stanley Jaki, recipient of the Templeton Prize in Science and Religion, will keynote. Faculty organizers of the Scholars Colloquium believe it encourages CT and have agreed to review submission guidelines for ways to encourage CT competence in sponsored research more formally.

2.2 A Teaching Commons

As faculty engaged in the QEP development process, it became apparent that they, too, desire an outlet where, in Rouseff-Baker's (2002) words, "faculty could focus on the art, science, and scholarship of teaching" (35). University resources cannot yet support a dedicated Center for Teaching Excellence, and the Scholars Colloquium provides only for annual interaction, so faculty voiced the desire for a "Teaching Commons." A strategic part of the QEP, the Teaching

Commons (TC) will for now be more an idea than a place. Huber and Hutchings (2005) describe typical purposes of a TC: TCs serve

as sanctuaries for faculty eager to find colleagues with whom they can trade their pedagogical wares. They are clearinghouses for practical resources and research on teaching and learning, and help connect faculty with wider networks of innovation beyond the campus by bringing in consultants and speakers, for instance. Often they provide small grants for trying out new classroom approaches, or for travel to a conference where pedagogical work can be shared with others. And on many campuses, teaching centers are important crossroads where multiple initiatives intersect and can be coordinated in ways that add value for the institution. (84)

LCU's Teaching Commons, overseen by the QEP Director, will consist of reading and instructional materials placed in a faculty reading room, faculty-wide communication links through a dedicated page on the LCU website or in Moodle[®], sponsorship of seminars, lectures, and workshops where faculty can present their professional work to campus and local colleagues, and similar forums, venues, and activities designed to create a "commons" area for professional faculty interaction.

2.3 Faculty Development Program

Beginning in Spring 2008, the QEP Director, QEP Team, and college administrators will identify three faculty members to serve as the pilot cohort for a new initiative dedicated to CT pedagogy. Sponsored by the Teaching Commons, financial support will be offered to these faculty members to undertake training in CT concepts, processes, and pedagogy. Three faculty members a semester for ten semesters will each receive a total of \$1500 over two semesters (\$1000 in the first semester and \$500 in the second) to revise (or develop) and offer one CT-infused course at least twice. These courses may not necessarily be those designated by departments as "CT-intensive." These faculty are expected to produce a report for the entire faculty on their successes and lessons learned. They will also provide coaching support for later cohorts and departmental colleagues.

The primary goal of Lubbock Christian University's QEP, *I think; therefore, I write*, is to generate more purposeful CT awareness in its students and to have them demonstrate their abilities, in part, through good writing. As a means to this end, the QEP also helps create a sustaining environment for CT among the university's faculty. In truth, the means and the goal are mutually reinforcing.

B. The QEP: Key Problem, Focus, Involvement, Implementation, Assessment

Part B reviews more completely LCU's QEP. Section 1 identifies the key problem addressed by the QEP. Section 2 discusses the QEP's focus in terms of LCU's institutional environment, intended student learning outcomes, best practices, and expected benefits. Section 3 reviews institutional involvement in selecting and developing the QEP. LCU's commitment to implement the QEP appears in Section 4. Finally, Section 5 indicates assessment means and measures appropriate for the QEP and LCU's environment.

B.1. Key Problem

Assessment data drawn from LCU's Collegiate Assessment of Academic Proficiency (CAAP™) scores, when coupled with our desired program outcomes identified through institutional planning, identify the need to address CT in writing.

1.1 Low CAAP™ Writing Skills Rhetorical Skills Subscores

As a final element of LCU's general educational core, students must take the CAAP™. This ACT standardized test measures learning proficiency in CT, science, reading, math, and writing. Students may not sit for this exam until the semester they satisfy their general core requirements; thus, a majority take the test late in their junior year or as a senior. As the table in Appendix 3 shows, LCU has seven semesters of CAAP™ data, Fall 2004–Spring 2007. Cumu-

lately, the weakest areas are Writing Skills and Math; the strongest is CT. Writing Skills scores support LCU faculty's belief that our students generally do not write well.

A closer look at the data reveals an apparent anomaly. The Writing Skills scores represent combined Usage/Mechanics and Rhetorical Skills scores. The Rhetorical Skills questions measure organization (i.e., order, coherence, and contextual relevance of ideas), strategy (i.e., appropriateness for selected audience, argumentative support, and effective word choices), and style (i.e., precision, clarity, and economy of words) (<http://www.act.org/caap/tests/writing.html>). One immediately recognizes these items as elements of CT. LCU students score above national norms on the CAAP™ CT section but below national norms in the CT-related Rhetorical Skills subscores. This unexpected divergence is worth closer attention.

1.2 Program Goals

LCU's planning and assessment processes routinely require each academic unit to identify the desired qualities of their graduates as part of their program goals. Collegiate academic units almost universally include competencies in both writing (Puzon, 1994) and CT (Browne & Meuti, 1999; Paul, Elder, & Bartell, 1997) or problem solving (Jonassen, 2004). As van Gelder (2006) notes, "Almost everyone agrees that one of the main goals of education, at whatever level, is to help develop general thinking skills, particularly critical-thinking skills" (41). A review of all the program goals in July 2006 discovered that LCU's programs' goals nearly universally emphasized the intent to produce graduates able to analyze, evaluate, and synthesize information and to communicate clearly. Thus, it is of some concern that CAAP™ Rhetorical Skills subscores indicate a significant number of our near-graduates cannot express themselves clearly in writing, especially in dimensions closely associated with CT.

1.3 CT in Writing

The CAAP™ data suggest that near-graduates are generally competent in CT, but generally lacking in written rhetorical abilities. Many CT scholars, however, claim CT and writing

well are inextricably linked (Broussard & Oberleitner, 1997; Clifford, 2001; Paul & Elder, 2005).

Paul and Elder (2005) explain the connection:

The development of writing abilities, as well as other intellectual abilities, occurs only through sound theory and routine practice. When students understand the relationship between learning and writing, and are engaged in routine writing practice using the tools of critical thinking, they are able to learn content at deeper and deeper levels, and gradually improve their ability to communicate important ideas. (i)

The National Commission on Writing in America's Schools and Colleges (2003) points in a similar direction: "[W]riting is best understood as a complex intellectual activity that requires students to stretch their minds, sharpen their analytical capabilities, and make valid and accurate distinctions" (13). Between writing and CT, CT is foundational. Puzon (1994) describes this foundation well:

[W]riting, as literacy, means being in possession of language, knowing its shapes and possibilities, being so accustomed to its grammar and rules that the why is unnecessary, *always aware that writing is an expression of thinking, a giveaway of how we think and feel and judge.* (15, emphasis added)

Helping students make the connection between thinking and writing involves the entire faculty: analysis, evaluation, synthesis, and conclusion-drawing are not the sole domain of the English faculty. Thus, each discipline of study will decide how to assess CT in writing within their field.

1.4 Limitation of QEP

The QEP's focus is limited to improving students' rhetorical skills and other CT-related elements, and we measure that improvement chiefly through evaluating students' discipline-specific writing artifacts for evidence of CT. LCU's assessment and institutional planning processes help identify one key problem and an area affected by that problem. LCU will focus sustained effort and resources on improving student CT through more overt engagement with CT in writing.

B.2. Focus

LCU's QEP, *I think; therefore, I write*, aligns our campus-wide desire to produce graduates who think and write well with more focused and sustained attention to CT and its presence in discipline-appropriate writing. This focus (1) is compatible with LCU's learning environment, (2) is driven by clear outcomes and assessable objectives, (3) incorporates best practices, and (4) will produce benefits for students, faculty, and the university.

2.1 LCU's Learning Environment

Founded in 1957 as a comprehensive, Christian university, Lubbock Christian strives to prepare men and women for life-long service and learning through fifty programs of undergraduate and graduate study in three colleges. LCU serves a diverse student body whose nearly 2000 members come from around the world. As an academic community, the university seeks to provide an environment that both supports students and challenges them to critical thinking, an honest and open commitment to truth, and an awareness of their potential service to family, church, and community. These commitments are encapsulated in the university's mission statement, core values, and strategic plan.

Essential to Lubbock Christian University's collective self-understanding is the drive to improve our students, and through them, the world in which we live. It is appropriate that the mission statement of the university inherently includes student learning: "The mission of Lubbock Christian University is to teach students the spiritual dimension to life, *provide a quality education*, and impart a system of values for living and for service to family, church, and community" (emphasis added). This mission statement provides the foundation for our collective core values, vision statements, and strategic plan.

Across the university are posted our four core values: Faith in God / Allegiance to Scripture, People, Continuous Improvement, and Team / Servant Spirit. We describe our third core value this way,

Continuous Improvement: The Christian life is one of growth and transformation. As a Christian institution, we value continuous growth and improvement. Every area of campus life will be expected to improve on a continuing basis. Adequate resources and opportunity will be given, over time, for such improvement to be seen and measured.

Of the four, this value most directly applies to the academic component of the university's mission and to the ultimate purpose of the QEP.

Three vision statements flow from the four core values. One of these statements stresses the importance we place on student growth. As a Christian university, we want to “[s]timulate the whole student through programs that promote growth and development in academics, spirituality, character, and leadership.” To accomplish these, of course, requires more than desire; it requires intentional effort. To this end, our current strategic plan lists nine institutional goals and initiatives designed to accomplish them. The first three goals are aptly named Quality Goals:

- Quality Goal 1: Improve the student environment through the quality and quantity of programs;
- Quality Goal 2: Prepare students to lead and serve as professional, ethical, and spiritual citizens in an increasingly diverse and global community; and
- Quality Goal 3: Enhance Lubbock Christian University's standing as an institution of quality.

Salient initiatives within these goals include the intention to

- identify and implement an organizational structure that supports and enhances academics;
- provide opportunities for faculty development; and
- systematically review programs and services to (1) demonstrate achievement of the university mission and (2) use the results for continuous improvement.

The initiatives in the QEP link directly to Quality Goal 1, support Quality Goal 2, and, when fully implemented, will help fulfill Quality Goal 3. Moreover, the QEP embodies each of these initiatives.

The mission, values, and strategic plan of the university support the goal of the QEP. Moreover, the initiatives of the strategic plan help point out the primary ways by which to pursue the QEP: through faculty development and student instruction. The order is instructive. Faculty instructional development provides the foundation upon which faculty lead students toward the goal of better CT, including writing critically (Brookfield, 1997).

2.2 CT, Writing, and Student Learning Outcomes

2.2.1 Our Definition of CT

A QEP dedicated to improving CT is not without problems, not the least of which is how to understand the term “critical thinking.” Viewpoints in the literature range from a general focus on the processes of critical *thinking* (e.g., Browne & Freeman, 2000; Halpern, 1996; Haskins, 2006; Mayfield, 1994; Paul, 2005; Schafersman, 1991) to detailed lists of skills, subskills, and dispositions possessed by a critical *thinker* (e.g., Bailin, Case, Coombs, & Daniels, 1999; Cheung, Rudowicz, Kwan, & Yue, 2002; Facione, 1990; Paul & Elder, 2005). In as helpful a summation as any (e.g., see Fowler, 1996), Wolcott (1999) identifies the following abilities as essential elements in CT. Critical thinkers are able to

- recognize the uncertainties in a problem that might prevent a single “correct” solution;
- frame a problem adequately (organizing and analyzing information, understanding alternative viewpoints, and recognizing and controlling for initial biases);
- reach, articulate, and defend a solution as most reasonable; [and]
- recognize the limitations of a solution and to consider possible reevaluations as new information becomes available. (4)

This description serves as a framework for our understanding of CT.

2.2.2 Writing within the Disciplines

We recognize that in a university context, not all writing is the same, even though CT abilities are generally transferable from one discipline to another (Halpern, 1996). Each disci-

pline has its own ways of processing and communicating its ideas (Bailin, 1998; Bernstein, Marx, Bender, & Miller, 2005; Ennis, 1989; Haskins, 2006; Paul, 2004). Facione (1990) explains: “[W]hile CT skills themselves transcend specific subjects or disciplines, exercising them successfully in certain contexts demands domain-specific knowledge, some of which may concern specific methods and techniques used to make reasonable judgments in those specific contexts” (5; cf. McPeck 1981). Agreeing with this premise, LCU faculty believe that writing within the disciplines best pairs CT with writing (Bierman, Ciner, Laauer-Glabov, Rutz, & Savina, 2005; Broussard & Oberleitner, 1997; Lavell & Guarino, 2003). Moreover, we concur with Monroe (2003) that

primary responsibility for and ultimate authority over writing rests with individual faculty situated in particular fields. While the scope and coherence of the curriculum as a whole is necessarily a central concern of college and university administrators, individual disciplines remain the sites of the faculty's primary investments in research and teaching. As such, they are the vital link between an institution's vision of undergraduate and graduate education and the role writing plays, or ought to play, in the full realization of that vision. (1)

To this end, LCU faculty will require students to show mastery of CT primarily through discipline-appropriate written assignments.

Despite the diverse forms these assignments take, they are expected to manifest relevant characteristics of the nine universal intellectual standards (clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness) and eight elements of thought (purpose, question at issue, information, interpretation and inference, concepts, assumptions, implications and consequences, and point of view) while demonstrating the development of the eight intellectual traits (intellectual humility, intellectual autonomy, intellectual integrity, intellectual courage, intellectual perseverance, confidence in reason, intellectual empathy, and fairmindedness) identified by Paul and Elder (2007).

2.2.3 Learning Outcomes and Objectives

I think; therefore, I write has two learning outcomes supported by two objectives. Each outcome progressively moves from lower-order to higher-order cognitive abilities as described by Bloom's taxonomy of educational objectives (Bloom, 1956). Our CT-focused outcomes progress from *comprehension* and *application* to *evaluation*. We summarize here.

- **Learning Outcome 1:** Students will comprehend and apply the essential components of CT in their writing.
 - Objective 1.1: Students who complete departmentally-designated upper-division, CT-intensive courses within their major field of study will show they can substantially fulfill the expectations of critical writing for their discipline.

- **Learning Outcome 2:** Students will demonstrate their ability to evaluate CT in written expression.
 - Objective 2.1: Students who complete departmentally-designated upper-division, CT-intensive courses within their major field of study will show they can substantially evaluate written work in their discipline for CT elements.

Assessment measures and success criteria appear in Table 5 in Section B.5.3 below.

2.3 Best Practices

In order to discover useful ways to integrate CT as expressed in writing more formally into the university's learning environment, sixteen faculty members in three groups (see Appendix 10) reviewed literature pertaining to useful practices in (1) the scholarship of teaching and learning, (2) critical thinking, and (3) writing within the disciplines. Although we reviewed these areas separately, the relevant best practices are synthesized here as parts of a whole.

For a CT-infused learning environment to emerge at LCU, focused and sustained attempts to make CT instruction part of the learning environment must occur. Paul (2005) suggests four extensive requirements for long-term success of a CT initiative:

There are certain necessary conditions for successfully implementing a substantive concept of critical thinking: a long-term plan for institutional improvement; links to accreditation, mission statement, and outcomes assessment; a new emphasis on engaging students to think critically and deeply through course content; and a robust concept of critical thinking applied across the curriculum. (29)

Not surprisingly, useful practices that emerged from our literature review generally correspond with these four categories. Here we highlight four germane practices and then describe QEP strategies to incorporate the best practices.

2.3.1 Germane practices

(1) Pervasive use of consistent terminology and concepts. Universally-accepted definitions of key terms in CT are difficult to attain, but certain concepts and terms recur frequently, as Fowler's list of definitions of CT shows (<http://mccck.edu/longview/ctac/definitions.htm>; see also <http://www.surry.edu/about/ct/choosing/choosing.html#other>). To make campus-wide discussions of the terms and concepts of CT possible and fruitful, universities encourage a standard CT vocabulary across disciplines.

Surry Community College in Dobson, NC, has successfully implemented a common CT vocabulary that infuses the concepts campus-wide (<http://www.surry.edu/about/ct/faculty/criteria/index.html#shared>). They explain the educational rationale: "This common language is important because it shows students that *they are being asked to use and improve the same thinking skills in every class*" (emphasis theirs). Moreover, Surry faculty are free to determine what applies for their course or assignment:

Faculty should therefore integrate the language . . . in every assignment that requires critical thinking. This should not be done in a forced manner, as an artificial overlay or afterthought. Critical thinking concepts included on assignments should be *relevant to and essential for* the assigned tasks.

Surry's practice provides both a coherent experience for its students and flexibility for its faculty.

(2) Peer collaboration and administrative accountability. For students to recognize the transferability of skills from one course to another, there must exist, in Paul's (2005, p. 29) words above, "a robust concept of critical thinking applied across the curriculum." This application requires both peer collaboration within and across disciplines and the mutual expectation that language and concepts are used and promoted similarly throughout the learning environment, especially among faculty (cf. Harnish & Wild, 1993). Elder (2005) indicates that universities that have successfully incorporated CT in their curricula have made CT initiatives part of their strategic plans and require faculty to document their integration of CT in their courses as components of faculty assessment reviews. Barnes (2005) and Peirce (2005) draw similar conclusions.

(3) Faculty training in CT concepts. Contrary to many faculty members' self-perception, Paul (2005) asserts that "most faculty lack a substantive concept of critical thinking, though they mistakenly think otherwise" (27). Thus, incorporating CT into a faculty member's repertoire is neither automatic nor easy (Browne & Meuti, 1999; Nelson, 1999; van Gelder, 2006). Helpfully, Barnes (2005) outlines a 10-point plan for successful CT faculty development training:

1. Find a champion, preferably a faculty member, who will motivate and inspire other faculty to become interested and involved.
2. Carefully select participants for training. Choose those who are interested and enthusiastic.
3. Be sure faculty have input in the planning of any activities.
4. Base the program on research, particularly regarding successful activities at other colleges.
5. Decide what model the critical thinking initiative will base itself on and then develop the program.
6. Have faculty coach each other.
7. Make sure the institution fully supports the effort.
8. Assess.
9. Revise efforts based on assessment data.

10. Make changes based on the institution's commitment to enhancing their students' critical thinking skills.

Barnes' observations for training faculty in CT are similar to those of Browne & Meuti (1999), who discuss the benefits of using workshops as one delivery method:

1. Upper administration must demonstrate their commitment to critical thinking.
2. Faculty must play an active role in the development of the program.
3. Both professional development and instructional development must be encouraged on the campus.
4. The workshops should be active, including microteaching and peer review.
5. The workshops should be reinforced with activities, such as faculty observing each other's classes, sharing syllabi and lesson plans, and identifying faculty who will serve as critical thinking mentors.

Our QEP includes strong elements of faculty development, colleague coaching, and voluntary peer review. In addition, faculty are included in decisions about development opportunities. Finally, supporting administrative components are embedded within existing practices such as the annual faculty assessment review.

The literature makes it clear that some frequently used methods of faculty training or curriculum redesign do *not* produce substantive gains in faculty's or students' understanding of CT. Peirce (2005) observes that, at his own Prince George's Community College, infrequent faculty workshops on "pedagogical topics such as learning styles, classroom assessment techniques, reading strategies, metacognition, designing writing assignments to promote thinking, and strategies that promote critical thinking" never seemed to "inspire wide-scale change" (79), primarily because the training was not sustained and pedagogical changes were not systematically supported throughout the curriculum or incorporated by the faculty. Browne and Meuti (1999), Davidson-Shivers, Salazar, and Hamilton (2005), and Tsui (2002) mention other insufficient means, especially the "one shot workshop."

(4) Faculty training in CT pedagogy. Even if faculty have clear understandings of CT, it is uncertain whether they overtly show their students how “to make appropriate use of the concepts, standards, stratagems, and procedures [their discipline] has developed for disciplining thinking” (Bailin et al., 1999, p. 296). Even the best faculty fail to make the connection. In a 1997 study (Paul et al., 1997), randomly chosen faculty respondents from 38 public and 28 private California universities, including Stanford, Cal Tech, USC, and UCLA, responded to one central question: *To what extent were they teaching for CT?* Of the study’s six conclusions, three of them highlight the need for pedagogical training.

- Though the overwhelming majority of faculty claimed critical thinking to be a primary objective of their instruction (89%), only a small minority could give a clear explanation of what critical thinking is (19%). Furthermore, according to their answers, only 9% of the respondents were clearly teaching for critical thinking on a typical day in class.
- Although the majority (67%) said that their concept of critical thinking is largely explicit in their thinking, only 19% could elaborate on their concept of thinking.
- Although the vast majority (89%) stated that critical thinking was of primary importance to their instruction, 77% of the respondents had little, limited or no conception of how to reconcile content coverage with the fostering of critical thinking.

Demonstration and mentoring are essential. Brookfield (1997) notes, “One of the things that teachers of critical thinking need to do is make sure that they model a public commitment to and engagement in critical thinking before they ask their own students to engage in critical thinking” (28; cf. Angelo, 1995; Barlett & Chase, 2004; Brody, 1998; Erklentz-Watts, Westbay, & Lynd-Balta, 2006; Knight, 2006; Thousand, Villa, & Nevin, 2006). This need is as true for students at LCU as it is of those at UCLA.

Although faculty may support their students’ CT in multiple ways (e.g., see Nashville State Community College’s QEP; <http://ww2.nsc.edu/qep/plan/plan.htm>), our efforts focus on students demonstrating CT in writing. The forms such writing takes will vary by discipline and course, yet much of it can more formally include CT elements. For example, Surry Community

College identifies 21 possible kinds of course-based writing assignments assessable for CT (http://www.surry.edu/about/qep/pdfs/comm_writing_outcome.pdf) and has developed a single rubric to evaluate these (see Appendix 4).

More specifically, the literature points to several useful pedagogical practices to facilitate CT within a content-based course. Two of the most frequently mentioned are (1) creating assignments tied to CT outcomes and (2) habitual evaluative questioning.

Create assignments tied to CT outcomes. Frustrated at the difficulty assessing CT in their introductory biology classes at Duke, Bissell & Lemons (2006) developed course-specific assignments with this procedure: (1) develop response questions that require content and CT skills; (2) develop a rubric by which the students will be evaluated for the content and CT skills; (3) seek colleague input; and (4) distribute the rubric to students and grade with it. The use of course- and assignment-specific rubrics is a frequently cited tool for enhancing CT (Olwell & Delph, 2004).

More holistically, the *Critical Thinking Across the Curriculum Project* (<http://mckkc.edu/longview/ctac/toc.htm>) of Longview Community College, Lee's Summit, MO, suggests that faculty colleagues use the following process to integrate CT into their courses:

1. As colleagues, identify what counts as "success" in your discipline. What is the purpose of your discipline and, more narrowly, of your course in that discipline? What does success look like?
2. In your discipline, what patterns of thought, problem solving, or conceptualization are desirable? Identify the essential terms and processes and describe them in a way that is teachable to students. What part of these does your course teach or enhance?
3. For someone proficient in your discipline, what are the skills, presuppositions, abilities, or dispositions that your course highlights?
4. Generate two or three projects, lessons, or assignments that require course students (i) to identify, investigate, describe, explore, engage, or use the items identified in step 3 and (ii) to document their effort in good writing. Assess their success.

These processes foster CT in writing and are discipline driven (cf. Dexter et al., 1997).

Habitual evaluative questioning. Often referred to as “Socratic questioning,” the literature is replete with claims that critical thinkers habitually evaluate how they know what they know, how others know what they claim, and how others evaluated the information they came to rely upon for their views. Browne and Freeman (2000) assert that frequent evaluative questions are an indispensable trait of the critical thinking classroom. Paul and Elder (2006a) include Socratic questioning among their thirty ways to improve student learning; a clear majority of their suggestions includes the advice to get a student to engage in questioning in some fashion or for the instructor to employ Socratic questioning as a teaching tactic. Paul and Elder (2006b) clarify the connection:

In teaching, then, we can use Socratic questioning for at least two purposes:

1. To deeply probe student thinking, to help students begin to distinguish what they know or understand from what they do not know or understand
2. To foster students’ abilities to ask Socratic questions, to help students acquire the powerful tools of Socratic dialogue, so that they can use these tools in everyday life (in questioning themselves and others). To this end, we need to model the questioning strategies we want students to emulate and employ. Moreover, we need directly to teach students how to construct and ask deep questions. Beyond that, students need practice, practice, and more practice. (2)

As faculty model questioning in class, they demonstrate a transferable skill that students can then use to assess information they use in their writing and class discourse.

2.3.2 Strategies for Implementation

The basic strategies for implementing the QEP, *I think; therefore, I write*, have briefly been described above in Part A and are elaborated here. These strategies will be implemented with the collaboration or oversight of the QEP Director and the Implementation Committee. The descriptions reflect our best intentions at present, but specific scheduling and contours of some

activities must be reserved for the judgment of the director, the Implementation Committee, and university administration as the QEP unfolds.

(1) Shared CT vocabulary strategies. In order to facilitate common, campus-wide understandings of the QEP initiative, the nine universal intellectual standards, the eight basic elements of reasoning, and the eight intellectual traits, we will undertake the following efforts.

- Posters will be placed throughout campus beginning in December 2007. The initial set will serve to blitz the campus with the QEP title, *I think; therefore, I write*. Continuing throughout Spring 2008 on a regular schedule to be decided, new sets of posters with the same *Le Penseur* (Rodin's "The Thinker") background will appear, but with different content emphasized;
- Slides with the same content as the posters will be placed into the daily rotation of chapel announcements;
- Regularly scheduled reminders and newsletters on themed e-mail "stationery" will be sent through campus announcements to all students, faculty, and staff.

(2) The Teaching Commons. The value of a Teaching Commons (TC) for faculty is widely recognized in the literature (Cook & Sorcinelli, 2002; Hord, 1997). The description by Huber and Hutchings (2005) indicate the ideal to which the university's TC aspires: TCs serve to build knowledge about teaching and learning in the classroom; to transform our educational institutions so that they support and encourage a scholarly approach to improvement; to invent new forms of documentation that better represent the intellectual work of teaching; to develop models of classroom inquiry that balance concreteness with the possibility of generalization; and to advance visions of what's possible for student learning that matters. (vi)

We believe that LCU students and faculty will benefit from a TC. To these ends, we anticipate these developments over time:

- A physical space for the TC will be determined by April 2008. It will house the office of the QEP Director and perhaps a faculty library, computer, and resource area;

- A TC website will be developed by Fall 2008. It will serve as the informational home for the QEP as it unfolds and for the TC itself;
- The TC website will link to CT and other resources across the Web. By Fall 2008, 30 operational links will be included; new links will be added on a continuing basis;
- As space and personnel permits, over time the TC website will provide space for university faculty to place their own artifacts related to teaching and research scholarship;
- As a significant support element for the QEP, and in collaboration with both full-time and adjunct faculty and other university personnel, the TC will sponsor, co-sponsor, or provide support as needed for seminars, workshops, lectures, reading groups, round-table discussions, and other formal and informal informational and networking opportunities designed to enhance scholarship, pedagogy, service to students, and service to the university;
- In collaboration with the Director of the Library, the TC will purchase (and perhaps house) academic journals, books, and visual media related to the scholarship of teaching and learning, writing within the disciplines, CT and CT pedagogy, and related materials. Ordering has begun and will continue until budgeted book/journal funds are spent each fiscal year;
- In collaboration with the provost and deans, the TC will provide support for faculty recruiting and orientation for new, full-time faculty;
- The TC will sponsor and provide training and monitoring of the faculty development program;
- The TC will sponsor annual CT competitions for two awards, one for a faculty member and one for a student. The nature of the competition and awards will be determined in Fall 2008;
- Beginning in AY 2009–10, the TC will sponsor an annual CT faculty development workshop guided by a leading proponent of CT pedagogy;
- In conversation with university administration, the TC may assist faculty with professional development conference registration expenses;
- In consultation with the university's Office of Planning and Assessment Support, the TC will maintain useful, reliable records for institutional research purposes.

The success of this strategy will be assessed through faculty interviews and surveys and through a summative outside consultant review. Formative assessment will occur through the director's mid-year and annual reports to the faculty and provost.

(3) Faculty development program. The literature on the scholarship of teaching and learning strongly supports in-house faculty instructional development initiatives (Rouseff-Baker, 2002). As of August 2007, LCU's institutional faculty development support consisted primarily of conference travel grants administered through the deans of each college and of tuition subsidies for faculty members pursuing doctorate degrees. Half-year sabbatical release has been sporadic in the past and under the control of the provost.

In November, March, April, and May of the 2007-2008 academic year, the provost and deans assembled nearly sixty-nine faculty members for two and half day leadership development retreats using material produced by FranklinCovey. Participants received seminar workbooks, copies of two leadership books (Covey's *The 8th Habit* and Collins' *Good to Great*), web support, and peer interaction. Follow-up meetings will occur monthly.

In addition to this new faculty development initiative, the QEP will enroll thirty faculty over the next five years to infuse CT concepts and pedagogy throughout the university curriculum. This group is loosely based on the Critical Thinking Institute described by Peirce (2005) at Prince George's Community College in Largo, MD.

The program will be conducted as follows, with some flexibility.

- In consultation with deans, chairs, and interested faculty, three faculty members will be chosen each semester for ten semesters to engage in a semester of formalized CT education and pedagogy, followed by a semester of monitored application in a course of their choice. The pilot cohort will be chosen in early Spring 2008 and begin in Fall 2008.
- These faculty will contract to undertake a weekly semester-long seminar equivalent to a 3 credit hour course facilitated by the QEP Director. The seminar, by nature, will be a dynamic interaction of participants and reflect each one's personalized course of study.

Possible activities may include attendance at a CT-related professional conference for professional development.

- Early in the initial semester, and in consultation with their departments, participants will identify a course they routinely teach in the following semester in which to incorporate up to three CT-focused changes. At least one of these will be a student writing assignment assessable for CT with a rubric. The degree of course revision is left to the participants, in consultation with their departments.
- At the end of the initial semester, participants will submit a final written report of their experience indicating the degree to which they met their goals, a detailed evaluation of the seminar, the actual revised course syllabus, and deliver a 20-30 minute presentation to the faculty.
- During the second semester, participants will meet regularly as a group with the QEP Director to discuss implementation successes and problems. In addition, cohort participants will engage in peer-review of each other's pedagogy.
- Once participants complete their program of study and review, they are expected to improve their courses and pedagogy incrementally, particularly with emphases devoted to CT and writing. Demonstration of improvement changes will be required on faculty evaluation forms submitted to the chairs, with copies to the QEP Director for documentation purposes.
- Participants are expected to facilitate greater CT awareness and adaptation in pedagogy across campus. Graduates will
 - annually make a presentation for the faculty that highlights some element of their teaching or professional development. Venues for these presentations will vary, but may include the Scholars Colloquium, a lecture sponsored by the TC, or an exhibit or performance.
 - serve as university faculty mentors in CT for their colleagues, especially in their departments.
 - generally be available to serve as peer-reviewers and as *ad hoc* facilitators for sessions in subsequent cohorts.
- Remuneration for the two semester program will be \$1500, with \$1000 payable during the first semester and \$500 during the second. Participating faculty will be strongly discouraged from teaching more than 9 hours during the first semester of appointment.

The success of this strategy will be assessed through faculty interviews and surveys and through a summative outside consultant review. Formative assessment will occur through the director's mid-year and annual reports to the faculty and provost.

(4) CT-intensive upper-division courses. While it is desirable for students to encounter teaching for CT from the beginning of their college experience, some researchers (McPeck, 1981) show that "background knowledge in the subject area is a precondition for critical thinking to take place" (Ennis, 1989, p. 8). This observation suggests students in the later stages of their major are better able to assimilate discipline-specific CT training. To encourage greater use of CT in the major, we will formalize and test CT application and evaluation in selected upper-division courses, as follows, with some flexibility.

- In Fall 2008, departments will identify one upper-division Spring 2009 course for their majors which will include CT-based, rubric assessed writing assignments designed to show CT in writing. These will be known as "CT-intensive courses."
- Instructors for these courses, who may not have undertaken the faculty development program, will receive basic training in CT and rubric design and assessment from the TC. These faculty members will make the assessment rubric available to their students as part of the syllabus.
- Incrementally, more CT-intensive written assignments will be added to these courses' requirements. Among the assignments will be one designed to have the student evaluate the quality of CT in a written work selected by the instructor.
- Instructors of these courses will also require students to take the *Ennis-Weir Critical Thinking Essay Test* (see B.5.3 below and http://faculty.ed.uiuc.edu/rhennis/tewctet/Ennis-Weir_Merged.pdf).
- Since the *Ennis-Weir* has been shown capable of being reliably scored by students using a dedicated scoring sheet, faculty may opt to have students score one another's anonymous attempts.

This strategy, addressing both Outcomes 1 and 2, provides substantial flexibility for faculty to determine, in conjunction with their department, the kind of discipline-specific writing assignments that demonstrate CT in their area. Assessment of this strategy will be based on partici-

pating faculty and student interviews and surveys. Summative and formative assessments will occur through the director's mid-year and annual reports to faculty and the provost.

(5) The Scholars Colloquium. The nature of the Scholars Colloquium has been sufficiently described earlier. Since it is already well-established on campus, the QEP efforts will simply provide support as needed to its organizers.

2.4 Benefits

The benefits of implementing this QEP accrue to students, faculty, and the university. Among the many benefits that could be identified, we select these:

2.4.1 For Students

- Enhanced intellectual development and better developed higher order thinking skills
- Writing characterized more fully by clarity, relevance, precision, and depth
- Possession of a set of transferable skills essential to life-long learning
- Improved academic performance as evidenced, for example, by improvements in students' grade point averages over their predicted grade point averages

2.4.2 For Faculty

- Sustained, tangible professional development opportunities
- Sustained, practical instructional development opportunities
- Increased academic rigor of courses
- Greater student participation and obvious comprehension
- Improved faculty camaraderie and professional support

2.4.3 For the University

- Measurable improvement of students' writing abilities
- Measurable improvement of students' CT skills at all curricular levels
- Better pedagogically trained faculty
- Better strategies for assessing student learning outcomes
- More effective professional development opportunities for faculty

B.3. Involvement

LCU's QEP, *I think; therefore, I write*, engaged all appropriate campus constituencies (faculty, staff, students, board members, and administrators) in identifying the topic and developing the plan. Here, we describe the processes of topic selection and QEP development.

3.1 Preparation

As part of the reaffirmation class of 2008, LCU began its self-study processes in late spring 2005 by identifying its Reaffirmation Leadership Team (RLT). Initial members were

- Dr. L. Ken Jones, LCU President
- Dr. Rodney Blackwood, Executive Vice President (later named Provost and Chief Academic Officer)
- Dr. Doyle Carter, Vice President for Academic Affairs (left in June 2006)
- Mr. Randy Sellers, Assistant Vice President for Planning and Assessment Support
- Dr. Iona Baldrige, Faculty Liaison

The RLT accepted the responsibilities outlined in SACS' *Handbook for Reaffirmation of Accreditation*: (1) coordinate and manage the internal review process; (2) undertake an institution wide review of compliance with the Principles; (3) ensure institution-wide engagement in the review process; (4) develop timelines and completion strategies; (5) initiate the QEP process and form a QEP team; and (6) choose a faculty member to implement the QEP.

In July 2005, Drs. Carter and Baldrige attended the SACS-COC Summer Institute in Orlando to learn more about the reaffirmation procedures, particularly the new requirement of creating a QEP. The process of identifying a topic for the QEP began in Fall 2005.

3.2 Identifying the topic

During the AY 2005–06, Drs. Jones and Carter met with multiple constituents, including the Faculty Senate, the Student Senate, faculty groups, and alumni, to educate them about the new SACS procedures. Their meetings stressed the need to identify and develop a QEP that

would strongly enhance student learning and measurably improve the quality of the university.

Dr. Carter stressed that faculty input would be most significant.

In February 2006, eight focus groups (Alumni Board, Student Senate, College of Biblical Studies and Behavioral Sciences, College of Professional Studies, College of Liberal Arts and Education, Faculty Senate, Non-traditional Students, and Library) received a one-question questionnaire (see Appendix 6). It asked, “Given what you know about LCU and the accreditation process, what do you believe should be the focus of the *Quality Enhancement Plan*? In other words, what is the one thing that LCU should do to enhance student learning?” These groups met through April. One hundred one questionnaires were returned. Nine category responses emerged: (1) faculty-student interaction, (2) learning skills, (3) networking, (4) character development, (5) student involvement, (6) first-year experience, (7) technology and online research capabilities, (8) life skills, and (9) curricular changes. These responses were categorized and presented during the Fall Faculty Meeting in August 2006. They appear in Table 1.

Table 1: QEP questionnaire responses by group and category

Category Group	Fac-stud Interaction	Learning skills	Network	Character dev'mnt	Student invlvmnt	1 st year	Tech./ Research	Life Skills	Curricular changes
Alumni Board	1	3	3	4	1	2	1	7	2
Student Senate	-	-	-	-	10	-	-	5	20
Bible / Behavior	4	-	-	-	-	-	-	-	4
Professional	2	5	-	2	-	-	-	7	1
Lib. Arts / Education	1	3	-	5	-	-	1	3	1
Faculty Senate	-	-	-	-	-	-	-	2	-
Non-trads	1	-	-	-	2	-	-	1	-
Librarians	1	-	-	-	1	-	5	-	1

Representative responses included:

- “Student responsibility for educational ownership.”
- “Professional development of the students: health, pre-graduate programs, speaking and writing skills, teaching for practice, not theory.”
- “School spirit is what LCU needs to improve the most . . .”
- “Help students find a passion for their lives.”
- “Helping students learn how to be capable in the real world financially, socially, and as a Christian.”
- “Formalized wellness program to influence mind, body, and spirit.”
- “Enriching the first year experience.”
- “Provide quality materials (books, reference, journals, databases) to support student research and increase teacher/librarian collaborations.”

While the initial survey helped begin conversation, no consistent theme emerged.

In May 2006, Dr. Carter accepted a position at another institution. Before his departure, he helped form a QEP team that would identify a focus for the QEP and see it through development to implementation. The team (with personnel changes listed) includes:

- the Reaffirmation Leadership Team (*ex officio*)
- Dr. Iona Baldrige, Professor of Biology; chair, Natural Sciences; co-chair QEP
- Dr. J. Neil Baldrige, LCU Trustee
- Dr. Susan Blassingame, Professor of English
- Dr. Doyle Carter, VPAA (resigned May 2006)
- Mr. John Delony, Assistant Dean of Students (resigned July 2007)
- Dr. Gary Estep, Professor of Biology; Dean, B. Ward Lane College of Professional Studies (*ex officio*)
- Dr. Brandon L. Fredenburg, Associate Professor of Biblical Studies; co-chair QEP (added July 2006)
- Dr. Michael Hardin, Assistant Professor of Family Studies; chair, Behavioral Sciences
- Dr. Steve Joiner, Professor of Ministry; Dean, College of Biblical Studies and Behavioral Sciences (resigned July 2007)
- Dr. Jesse Long, Professor of Biblical Studies; Dean, College of Biblical Studies and Behavioral Sciences (added August 2007)

- Mr. Matt Paden, Past president of Alumni Board; Dean of Campus Life
- Dr. E. Don Williams, Professor of Communications; Dean, J. E. and Eileen Hancock College of Liberal Arts and Education (*ex officio*)
- Ms. Kari Woods, Director of Campus Housing (resigned July 2006)

In initial meetings in June 2006, the QEP team reviewed the questionnaire responses and determined to focus on enhancing student academic performance. They also consulted available CAAP™ data to sharpen direction. The data showed CT scores at or very slightly above national norms, but the committee thought CT could be improved. Drs. Gary Estep, Steve Joiner, and Don Williams, deans of the university's three colleges, solicited feedback from their faculties about focusing on CT. In addition, QEP team members were asked to survey faculty in their academic areas about pursuing CT or some other focus.

Based on conversations with Dr. Joiner, Dr. Brandon Fredenburg examined the unit goals for each department that were available on the university's website. He noted that program goals across campus consistently emphasized the desire to produce graduates capable of thinking critically and communicating well. He also noted that CAAP™ Writing Skills Rhetorical Skills subscores showed students' inability to identify and implement rhetorical skills in objective questions about a written piece. In July 2006, Dr. Blackwood asked Dr. Fredenburg to present his findings and suggest a course of action. After vigorous discussion over the next several RLT meetings, the RLT and QEP team decided to focus the QEP on CT. Dr. Blackwood asked Dr. Fredenburg to join the QEP team as co-chair with Dr. Iona Baldrige.

3.3 Developing the Topic

In August 2006, Dr. Blackwood introduced the QEP team in an hour long plenary session of the Fall Faculty Conferences. Dr. Iona Baldrige summarized the responses to the February 2006 questionnaire and then the team fielded questions from the faculty. Faculty were positive and supportive of focusing on enhancing students' CT as expressed in writing.

In Fall 2006, the QEP team spent substantial time discussing among themselves ways to address CT in writing. We reached consensus on two fundamental points, both based on an awareness of present campus culture: (1) in order to implement CT well, the QEP must provide for *faculty* development in CT instruction, and (2) “writing within the discipline,” instead of “writing across the curriculum,” was more workable for our campus. By early November, a consensus emerged to investigate the plausibility of creating centers for writing and teaching. In late November 2006, the RLT directed that we not pursue a writing center at this time.

In early January 2007, the QEP team produced an interim report *CTE 123: Fostering a Community of Scholars by Enhancing Critical Thinking Engagement and Expression* in preparation for progress-check meeting with Dr. Donna Wilkinson of SACS. It had three goals, twelve outcomes, and a set of work-product deadlines. Some of the goals and outcomes appear in modified form in this final QEP (see Appendix 7).

The QEP team again solicited substantial input from faculty in January 2007 by creating three self-selecting *ad hoc* committees (see Appendix 10) to review literature and highlight best practices for (1) the scholarship of teaching and learning, (2) critical thinking, and (3) writing within the disciplines. Sixteen colleagues provided their assistance and gave final reports in early March 2007. In the meantime, Dr. Iona Baldrige apprised the entire faculty of our progress in a late February 2007 faculty meeting and solicited input.

The literature reviews prompted the QEP team again to survey the faculty during the 20 April 2007 meeting called by the Faculty Senate, at which we also provided synopses of the reports. The questionnaire (see Appendix 8) had two goals: to ascertain from the faculty the CT skills they deemed most important in their students and to query the faculty about what CT training they desired for themselves. The results were tabulated and the essential concepts were reformulated into the components of the acronyms **THINK** and **WRITE**, which have since been eliminated.

At the August 2007 Fall Faculty Conferences, the QEP team again informed the faculty of the progress of the QEP development. Again, faculty were supportive. During Fall 2007, the QEP team finalized the wording of the outcomes and objectives. From these, and in consultation with the Director of the University Testing Center and the Director of Planning and Assessment Support, the QEP team determined the final assessment measures for the objectives. As part of the university's annual budgeting cycle, the QEP team also submitted a one-year and five-year budget to the provost. Finally, with the assistance of the university's Marketing and Communications (MarCom) staff, we initiated a public relations plan for the QEP with the title, *I think; therefore, I write*. In late November, the QEP document was made available to the university for final review and comment.

B. 4. Implementation

LCU's QEP, *I think, therefore, I write*, is supported by sufficient human, financial, and physical resources to be successful. In addition, the implementation activities and processes are clear and will be monitored on an ongoing basis.

4.1 Human resources

The QEP will be administered by a director authorized to implement, supervise, and enforce all parts of the QEP. The director will be assisted by an Implementation Committee on which s/he will serve *ex officio* and by the deans of the university's colleges. The committee will be populated with faculty, staff, and students on a rotating basis.

4.1.1 QEP Director

The provost will appoint a QEP Director from the university faculty in consultation with the QEP team and the university deans. The director will report to the provost and work closely with the university deans. The initial appointment is for five years with a 50% reduction in teaching load per semester. Compensation terms will be commensurate with the Director of the

Honor's Program at the QEP Director's rank. In collaboration with the Implementation Committee, the director will

- implement faculty development through the TC, including planning and organizing workshops, seminars, and similar activities;
- perform QEP administrative tasks. The director will
 - ensure assessment instruments (tests, surveys, checklists, rubrics) are available as needed;
 - monitor QEP assessment measures and take corrective measures as needed;
 - maintain all QEP-related records, including student QEP files;
 - prepare annual formative and summative assessment reports for the Office of Planning and Assessment Support;
 - communicate regularly and routinely to the university community about the QEP;
 - monitor QEP execution and compliance in the disciplines and departments;
 - replace, with the deans' input, Implementation Committee member vacancies;
 - prepare the five year Impact Report for SACS;
- serve as a faculty resource for adding CT-based writing components to courses;
- consult with department chairs when evaluating the teaching of faculty involved with CT-based writing and/or faculty development;
- manage the combined QEP/Teaching Commons budget;
- serve as an *ex officio* member of the QEP Implementation Committee;
- serve as an *ex officio* member of the university's Academic Leadership Team; and
- perform other actions as needed to ensure the success of the QEP.

4.1.2 QEP Implementation Committee

The Implementation Committee will be appointed in Spring 2008 by the QEP Director in collaboration with the university deans and interested university members. The committee will consist of seven to ten members, with at least one member from each college, staff, and students. The committee will advise, assist, and support the QEP Director. The committee will meet regularly (at least once a month) to address issues regarding the QEP and to monitor its progress. The Implementation Committee will

- assist the director in pursuing professional development, assessment, and other QEP-related functions;
- assist the Director of Planning and Assessment Support to collect information and data related to QEP implementation;
- assist the QEP Director in implementing activities for the purpose of continuous improvement;
- develop, review, and assess the goals of the TC and make recommendations to the director;
- assist the director to support, administer, and oversee faculty development as needed;
- develop, review, and assess the criteria for CT-intensive courses and make recommendations to the director;
- request, review, and recommend faculty proposals for CT-intensive courses and forward these recommendations to the director;
- perform other implementation duties as needed.

4.1.3 Academic Departments and Divisions

Fundamentally, the success of the QEP depends upon the faculty in each discipline and department leadership. The program's success begins, develops, and realizes its goals only through a faculty dedicated to measurably improving their students' CT abilities by modeling and clearly explaining what it means for them to create discipline-specific, CT-infused writing. But writing that demonstrates CT is only one part of a whole campus ethos that values, sustains, and fosters a community of scholars who engage in CT and clear expression. To this end, department chairs and individual faculty will work with the Implementation Committee, the QEP Director, and their CT-trained colleagues to devise CT-specific learning outcomes and assessments for their department plans and course syllabi.

4.1.5 Provost and Deans

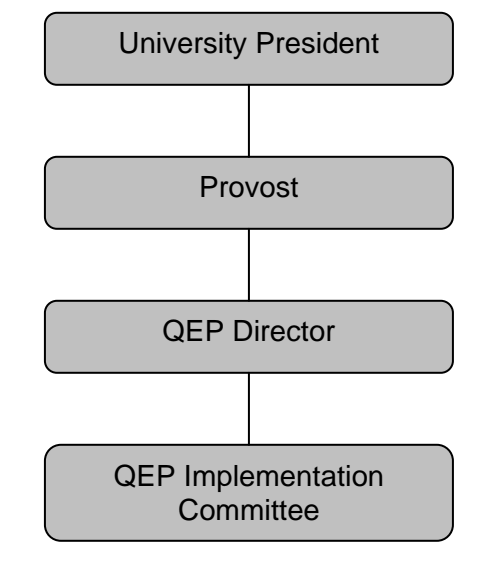
The provost and at least one dean will serve *ex officio* on the Implementation Committee. The provost will also serve as the liaison between the Implementation Committee /

QEP Director and the university President. The QEP Director and the Implementation Committee answer to the provost and collaborate with the deans.

4.1.6 President of the University

The university president has final responsibility for the QEP and those appointed to administer it.

4.1.7 Organizational chart



4.2 Financial and physical resources

The university, through its regular budgeting processes, has made and will continue to make the QEP a fiscal priority. Funds for the QEP will come from yearly general revenue. A condensed and detailed 5-year projected budget appears in Tables 2 & 3 below. In addition, the location of the QEP Director's office and the faculty reading and resources area will be determined by April 2008. The university has multiple large and small venues with varying technological capabilities that are acceptable for conducting seminars, discussions, and conversations. No new physical resources are anticipated.

Table 2: Overview of 5-year budget

Academic/Fiscal Year	Description	Estimates	
2008-2009	Salaries	\$52,229	
	Dues, Fees, etc.	500	
	Travel	72,70	
	Materials (books, etc.)	2,100	
	Technology	25,00	
	Marketing	1,300	
	Professional Development	14,550	
	Office & materials	16,90	
	Total	82,139	\$82,139
2009-2010	Salaries	\$55,424	
	Dues, Fees	500	
	Travel	7,500	
	Materials	1,500	
	Technology	700	
	Marketing	1,000	
	Professional Development	14,000	
	Office	2,040	
	Total	82,664	\$82,664
2010-2011	Salaries	\$57,105	
	Dues, Fees	500	
	Travel	7,500	
	Materials	1,500	
	Technology	700	
	Marketing	1,000	
	Professional Development	15,250	
	Office	2,040	
	Total	85,595	\$85,595
2011-2012	Salaries	\$58,318	
	Dues, Fees	500	
	Travel	7,500	
	Materials	1,500	
	Technology	700	
	Marketing	1,000	
	Professional Development	15,800	
	Office	2,040	
	Total	87,358	\$87,358

2012-2013	Salaries	\$60,566	
	Dues, Fees	500	
	Travel	7,500	
	Materials	1,500	
	Technology	700	
	Marketing	1,000	
	Professional Development	16,750	
	Office	2,040	
	Total	90,556	\$90,556
	5-Year Total		\$428,312

Table 3: Detailed 5-year budget

AY 2008-2009		Estimates	
Salaries			
	QEP Director (half-time)	\$37,639	
	Benefits (QEP Director)	7,090	
	6 CT program trainees	7,500	
	Part Time Help	4,500	
	Total	\$52,229	
Dues, Fees, Memberships			
	To be determined	500	
	Total	500	
Travel			
	Director, committee, resource speaker		
	Transportation	3,030	
	Lodging	2,800	
	Meals	1,440	
	Total	7,270	
Materials			
	Journals (subscriptions)	300	
	Books	1,500	
	Other media (DVDs, videos, etc.)	300	
	Total	2,100	
Technology			
	Technology	1,000	
	Software	1,500	
	Total	2,500	
Marketing			
	Banners, signs, promotion	1,000	
	Incentives, entertainment	300	
	Total	1,300	
Professional Development			
	2 speakers for Faculty Conferences	7,000	

	QEP director development, purchasables	2,000	
	Faculty CT professional development	5,550	
	Total		14,550
Office & Materials			
	Office set-up	500	
	Long distance calls	40	
	Office supplies	550	
	Print & copy	600	
			1,690
Annual Total			\$82,139

AY 2009-2010		Estimates	
Salaries			
	QEP Director (half-time)	\$34,133	
	Benefits (QEP Director)	7,792	
	6 CT program trainees	9,000	
	Part Time Help	4,500	
	Total		55,424
Dues, Fees, Memberships			
	To be determined	500	
	Total		500
Travel			
	Director, committee, resource speaker		
	Transportation	3,200	
	Lodging	2,860	
	Meals	1,440	
	Total		7,500
Materials			
	Journals (subscriptions)	300	
	Books	1,000	
	Other media (DVDs, videos, etc.)	200	
	Total		1,500
Technology			
	Software	700	

Marketing	Total	700
Continued promotion	500	
Incentives, entertainment	500	
Total	1,000	
Professional Development		
Speakers for Faculty Conferences	6,500	
Director, committee members	2,000	
Faculty CT Professional Development	5,500	
Total	14,000	
Office & Materials		
Phone	200	
Long distance calls	40	
Office supplies	1,000	
Print & copy	800	
Total	2,040	
Annual Total		\$82,664

AY 2010-2011	Estimates	
Salaries		
QEP Director (half-time)	\$35,157	
Benefits (QEP Director)	7,948	
6 CT program trainees	9,000	
Part Time Help	5,000	
Total	\$57,105	
Dues, Fees, Memberships		
To be determined	500	
Total	500	
Travel		
Director, committee, resource speaker		
Transportation	3,200	
Lodging	2,860	
Meals	1,440	
Total	7,500	

Materials				
	Journals (subscriptions)	300		
	Books	1,000		
	Other media (DVDs, videos, etc.)	200		
	Total		1,500	
Technology				
	Software	700		
	Total		700	
Marketing				
	Continued promotion	500		
	Incentives, entertainment	500		
	Total		1,000	
Professional Development				
	Faculty Conference Speakers	6,500		
	Director, Committee Members	2,500		
	Faculty CT Professional Development	6,250		
	Total		15,250	
Office & Materials				
	Phone	200		
	Long distance calls	40		
	Office supplies	1,000		
	Print & copy	800		
	Total		2,040	
Annual Total				\$85,595

AY 2011-2012		Estimates	
Salaries			
	QEP Director (half-time)	\$36,211	
	Benefits (QEP Director)	8,107	
	6 CT program trainees	9,000	
	Part Time Help	5,000	
	Total		\$58,318
Dues, Fees, Memberships			
	To be determined	500	

Travel		Total	500	
	Director, committee, resource speaker			
	Transportation		3,200	
	Lodging		2,860	
	Meals		1,440	
	Total	Total	7,500	
Materials				
	Journals (subscriptions)		300	
	Books		1,000	
	Other media (DVDs, videos, etc.)		200	
	Total	Total	1,500	
Technology				
	Software		700	
	Total	Total	700	
Marketing				
	Continued promotion		500	
	Incentives, entertainment		500	
	Total	Total	1,000	
Professional Development				
	Faculty Conference Speakers		6,500	
	Director, Committee Members		2,500	
	Faculty CT Professional Development		6,800	
	Total	Total	15,800	
Office & Materials				
	Phone		200	
	Long distance calls		40	
	Office supplies		1,000	
	Print & copy		800	
	Total		2,040	
Annual Total				87,358

AY 2012-2013		Estimates	
Salaries			

	QEP Director (half-time)	\$37,297	
	Benefits (QEP Director)	8,269	
	6 CT program trainees	9,000	
	Part Time Help	6,000	
	Total	\$60,566	
Dues, Fees, Memberships			
	To be determined	500	
	Total	500	
Travel			
	Director, committee, resource speaker		
	Transportation	3,200	
	Lodging	2,860	
	Meals	1,440	
	Total	7,500	
Materials			
	Journals (subscriptions)	300	
	Books	1,000	
	Other media (DVDs, videos, etc.)	200	
	Total	1,500	
Technology			
	Technology	700	
	Total	700	
Marketing			
	Continued promotion	500	
	Incentives, entertainment	500	
	Total	1,000	
Professional Development			
	Faculty Conference Speakers	6,500	
	Director, Committee Members	2,500	
	Faculty Professional Development	2,750	
	Total	16,750	
Office & Materials			
	Phone	200	
	Long distance calls	40	

	Office supplies	1,000		
	Print & copy	800		
			2,040	
	Annual Total			\$90,556
	FIVE YEAR TOTAL			\$428,312

4.3 Implementation activities

The strategies for implementing the QEP have already been described. The QEP makes extensive use of institution-wide structures and programs (Scholars Colloquium, regular departmental offerings, faculty course planning, department faculty assessments, regular course and program assessments [see B.5 below], and MarCom support) and creates new structures and programs (the TC, the faculty development program, mentoring by CT-trained faculty, and the Implementation Committee) to implement and sustain the QEP and, through the QEP, to effect measurable and sustainable improvements in student learning. Table 4 details aspects of this implementation in a five year timeline.

Table 4: Detailed 5-year timeline of implementation activities

Time Frame	Task	Responsibilities
<i>Spring & Summer 2008</i>		
January	Begin search for TC and QEP Director's space	QEP team
	Review possibilities for faculty development for Fall 2008	QEP team
	Publicity campaign	QEP team, MarCom
February	Continue purchasing journals, books, media to include in the TC	QEP team
	Respond to On-site team's report	QEP team
	Select 3 member cohort 1 for Fall 2008	QEP team
March	Name QEP Director	QEP team, provost, deans
	Choose Implementation Committee (IC)	Director, IC, provost, deans
May	Develop cohort curriculum support material	Director, Cohort 1
	Arrange TC resource material	Director
	Create TC website	Director, MarCom, IC
July	Attend Int'l Conference on CT July 19–24	Director, Cohort 1
	Develop 1-hour session on CT for Fall Faculty Conference	Director

AY 2008–2009

August	Presentation at Fall Faculty Conference	Director, provost
	Cohort 1 intake meeting	Director, QEP team, Cohort 1
	Cohort 1 begins to develop 3 goals each for Fall 2008	Director, Cohort 1

	Draft TC mission statement	Director, Cohort 1, IC
	Continue improving TC site	Director, cohort 1, IC
	Finalize TC mission statement and publish	Director, IC, cohort 1
September	Publicize new round for selection of cohort; meet with departments	Director, IC, MarCom, chairs, faculty
	Begin regular meetings with dept. chairs re: faculty assessment reports to encourage CT infusion, CT-intensive courses (ALT?)	Director, chairs
	Choose and secure outside Faculty Development speaker for following academic year	Director, provost, IC, cohort 1
	Identify 5–8 activities for TC to sponsor in AY 2008–09; implement first by December 1; develop Peer Evaluation procedure & rubric	Director, IC, cohort 1
October	Develop & submit budget to provost for AY 2009-2010	Director, provost, IC
	Develop criteria for faculty and student CT award	Director, IC
	Select Cohort 2 for Spring 2009	Director, IC, chairs
	Designate CT-intensive courses for Spring 2009	Departments, chairs, faculty, director
	Cohort 1 mid-semester progress check	Director, cohort 1
November	Meet with CT-intensive spring course instructors and departments for planning rubrics and assignment changes; introduce <i>Ennis-Weir Critical Thinking Essay Test</i>	Director, cohort 1, instructors, chairs, departments
December	Cohort 1 submit final reports, syllabi	Director, cohort 1, chairs
	CT-intensive spring course instructors submit syllabi with rubric and assignment change	Director, chairs, instructors
	Mid-year progress report to campus	Director, provost, IC, campus
January	Cohort 2 set 3 goals each for Spring 2009	Cohort 2, director, IC
	Cohort 2 intake meeting	Director, cohort 1
	Pilot test Peer Evaluation procedure & rubric on 10 volunteers	Director, IC, volunteer faculty, cohort 1
	Meet with Scholars Colloquium committee re: guidelines	Director, cohort 1
	Publish guidelines for Scholars Colloquium entrants	Scholars Colloquium Committee (SCC)
	Publicize student & faculty CT competition	Director, IC, MarCom
February	Publicize new round for selection of cohort; meet with departments	Director, IC, MarCom, chairs, faculty
	Students and faculty submit papers and posters for Scholars Colloquium	Students, Faculty, SCC
March	Identify CT-intensive courses for Fall 2009	Departments, chairs, faculty
	Select Cohort 3 for Fall 2009	Director, IC
	QEP mid-year Assessment Report	Director, provost, IC, OPAS, campus

	Cohort 1 presentations to campus	Director, cohort 1
March	Scholars Colloquium	Students, Faculty, SCC
	Cohort 2 mid-semester progress check	Director, cohort 1
	Review progress of CT-intensive spring courses with instructors; introduce <i>Ennis-Weir Critical Thinking Essay Test</i>	Director, chairs, instructors, cohorts
	Identify 10–15 activities for TC to sponsor in AY 2009–10; implement first by September 1	Director, IC, cohorts
April	Meet with CT-intensive fall course instructors and departments for planning rubrics and assignment changes	Director, instructors, cohorts, chairs, departments
	First CT awards at student & faculty awards banquets	Director, IC
	Send Incremental Change reminders to cohorts & CT-intensive faculty	Director, chairs, cohorts, instructors
May	Cohort 2 submit final reports, syllabi	Director, cohort 2
	CT-intensive spring course instructors submit results; CT-intensive fall course instructors submit syllabi with rubrics and assignment changes	Director, chairs, instructors
July	QEP AY Assessment Report	Director, provost, OPAS
	Attend Int'l Conference on CT late July	Director, 3 cohort faculty
	Develop 1-hour session on CT for Fall Faculty Conference	Director, cohort 2

AY 2009–2010

August	Cohort 3 intake meeting	Director, cohort 2
	Cohort 3 finalizes 3 goals each for Fall 2009	Cohort 3, director, IC
	Send Incremental Change reminders to cohorts & CT-intensive faculty	Director, chairs, cohorts, instructors
	Cohort 3 presents at Fall Faculty Conferences	Cohort 3, director
	Continue improving TC site	Director, cohort, IC
	Receive Incremental Change reports; discuss with chairs	Director, cohorts, chairs
September	Publicize new round for selection of cohort; meet with departments	Director, IC, MarCom, chairs, faculty
	Begin regular meetings with dept. chairs re: faculty assessment reports to encourage CT infusion, CT-intensive courses (ALT?)	Director, chairs
	Select Cohort 4 for Spring 2010	Director, IC
	Designate CT-intensive UD courses for Spring 2010	Departments, chairs, faculty, Director
	Choose and secure outside Faculty Development speaker for following academic year	Director, provost, IC, cohort
October	Develop & submit budget to provost for AY 2010-2011	Director, provost
	Cohort 3 mid-semester progress check	Director, cohort 2

	Meet with CT-intensive spring course instructors and departments for planning rubrics and assignments;	Director, cohort 3, instructors, chairs, departments
December	Cohort 3 submit final reports, syllabi	Director, cohort 3, chairs
	CT-intensive fall course instructors submit results; CT-intensive spring course instructors submit syllabi with rubric and assignment change	Director, chairs, instructors
January	Cohort 4 intake meeting	Director, cohort 3
January	Cohort 4 set 3 goals for Spring 2010	Cohort 4, director, IC
	Publish guidelines for Scholars Colloquium entrants	SCC
	Publicize student & faculty CT competition	Director, MarCom, IC
February	Publicize new round for selection of cohort; meet with departments	Director, IC, MarCom, chairs, faculty
	Students and faculty submit papers and posters for inclusion in Scholars Colloquium	Students, Faculty, SCC
	Designate CT-intensive courses for Fall 2010	deans, Department chairs, director
	QEP mid-year Assessment Report	Director, provost, IC, OPAS
	Cohort 3 presentations to campus	Director, cohort 3
March	Scholars Colloquium	Students, Faculty, SCC
	Cohort 4 mid-semester progress check	Director, cohort 3
	Select Cohort 5 for Fall 2010	Director, IC
	Review progress of CT-intensive UD Spring courses with instructors	Director, chairs, instructors, cohorts
	Identify 15–20 activities for TC to sponsor or co-sponsor in AY 2010–11; implement first by September 1; include introduction to <i>Ennis-Weir Critical Thinking Essay Test</i> as one activity	Director, IC, cohorts
April	Meet with CT-intensive fall course instructors and departments for planning rubrics and assignment changes; introduce <i>Ennis-Weir Critical Thinking Essay Test</i>	Director, instructors, cohorts, chairs, departments
	Present CT awards at student & faculty awards banquets	Director, IC
	Send Incremental Change reminders to cohorts & CT-intensive faculty	Director, chairs, cohorts, instructors
May	Cohort 4 submit final reports, syllabi	Director, cohort 4
	CT-intensive Spring course instructors submit results; CT-intensive fall course instructors submit syllabi with rubrics and assignment changes	Director, chairs, instructors
July	QEP AY Assessment Report	Director, provost, OPAS
	Attend Int'l Conference on CT late July	Director, 3 cohort faculty
	Develop 1-hour session on CT for Fall Fac-	Director, cohort 4

	ulty Conference	
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AY 2010–2011

August	Cohort 5 intake meeting	Director, cohort 4
	Cohort 5 finalizes 3 goals each for Fall 2010	Cohort, director, IC
	Send Incremental Change reminders to cohorts & CT-intensive faculty	Director, chairs, cohorts, instructors
	Cohort 5 presents at Fall Faculty Conferences	Cohort 5, director
	Continue improving TC site	Director, cohort, IC
	Receive Incremental Change reports; discuss with chairs	Director, cohorts, chairs
September	Publicize new round for selection of cohort; meet with departments	Director, IC, MarCom, chairs, faculty
	Begin regular meetings with dept. chairs re: faculty assessment reports to encourage CT infusion, CT-intensive courses (ALT)	Director, chairs
	Choose and secure outside Faculty Development speaker for following academic year	Director, provost, IC, cohort
October	Develop & submit budget to provost for AY 2011-2012	Director, provost
	Cohort 5 mid-semester progress check	Director, cohort 4
	Select Cohort 6 for Spring 2011	Director, IC
	Designate CT-intensive UD courses for Spring 2011	Departments, chairs, faculty, director
November	Meet with CT-intensive spring course instructors and departments for planning rubrics and assignments; encourage <i>Ennis-Weir Critical Thinking Essay Test</i> as option	Director, cohort 3, instructors, chairs, departments
December	Cohort 5 submit final reports, syllabi	Director, cohort 5, chairs
	CT-intensive fall course instructors submit results; CT-intensive Spring course instructors submit syllabi with rubric and assignment change	Director, chairs, instructors
January	Cohort 6 intake meeting	Director, cohort 5
	Cohort 6 set 3 goals for Spring 2011	Cohort 4, director, IC
	Publish guidelines for Scholars Colloquium entrants	Scholars Colloquium Committee
	Publicize student & faculty CT competition	Director, MarCom, IC
February	Publicize new round for selection of cohort; meet with departments	Director, IC, MarCom, chairs, faculty
	Students and faculty submit papers and posters for inclusion in Scholars Colloquium	Students, Faculty, SCC
	Designate CT-intensive courses for Fall 2011	deans, Department chairs, director
	QEP mid-year Assessment Report	Director, provost, IC, OPAS, campus
	Cohort 5 presentations to campus	Director, cohort 5
March	Scholars Colloquium	Students, Faculty, SCC

	Cohort 6 mid-semester progress check	Director, cohort 5
	Select Cohort 7 for Fall 2011	Director, IC
	Review progress of CT-intensive UD spring courses with instructors	Director, chairs, instructors, cohort
	Identify 18–23 activities for TC to sponsor or co-sponsor in AY 2011–12; implement first by September 1	Director, IC, cohort
April	Meet with CT-intensive fall course instructors and departments for planning rubrics and assignment changes; Introduce <i>Ennis-Weir Critical Thinking Essay Test</i>	Director, instructors, cohorts, chairs, departments
	Present CT awards at student & faculty awards banquets	Director, IC
	Send Incremental Change reminders to cohorts & CT-intensive faculty	Director, chairs, cohorts, instructors
May	Cohort 6 submit final reports, syllabi	Director, cohort 6
	CT-intensive Spring course instructors submit results; CT-intensive fall course instructors submit syllabi with rubrics and assignment changes	Director, chairs, instructors
July	QEP AY Assessment Report	Director, provost, OPAS
	Attend Int'l Conference on CT late July	Director, 3 cohort faculty
	Develop 1-hour session on CT for Fall Faculty Conference	Director, cohort 6

AY 2011–2012

August	Cohort 7 intake meeting	Director, cohort 6
	Cohort 7 finalizes 3 goals each for Fall 2011	Cohort, director, IC
	Send Incremental Change reminders to cohorts & CT-intensive faculty	Director, chairs, cohorts, instructors
	Cohort 6 presents at Fall Faculty Conferences	Cohort 6, director
	Continue improving TC site	Director, cohort, IC
	Receive Incremental Change reports; discuss with chairs	Director, cohorts, chairs
September	Publicize new round for selection of cohort; meet with departments	Director, IC, MarCom, chairs, faculty
	Begin regular meetings with dept. chairs re: faculty assessment reports to encourage CT infusion, CT-intensive courses (ALT)	Director, chairs
	Choose and secure outside Faculty Development speaker for following academic year	Director, provost, IC, cohort
October	Develop & submit budget to provost for AY 2012-2013	Director, provost
	Cohort 7 mid-semester progress check	Director, cohort 7
	Select Cohort 8 for Spring 2012	Director, IC
	Designate CT-intensive courses for Spring 2012	Departments, chairs, faculty, director
November	Meet with CT-intensive Spring course instructors and departments for planning	Director, cohort 7, instructors, chairs, departments

	rubrics and assignments; introduce <i>Ennis-Weir Critical Thinking Essay Test</i>	
December	Cohort 7 submit final reports, syllabi	Director, cohort 7, chairs
	CT-intensive fall course instructors submit results; CT-intensive Spring course instructors submit syllabi with rubric and assignment change	Director, chairs, instructors
January	Cohort 8 intake meeting	Director, cohort 8
	Cohort 8 set 3 goals for Spring 2012	Cohort 8, director, IC
	Publish guidelines for Scholars Colloquium entrants	Scholars Colloquium Committee
	Publicize student & faculty CT competition	Director, MarCom, IC
February	Publicize new round for selection of cohort; meet with departments	Director, IC, MarCom, chairs, faculty
	Select Cohort 9 for Fall 2012	Director, IC
	Students and faculty submit papers and posters for inclusion in Scholars Colloquium	Students, Faculty, SCC
	Designate CT-intensive courses for Fall 2012	deans, Department chairs, director
	QEP mid-year Assessment Report	Director, provost, IC, OPAS, campus
	Cohort 7 presentations to campus	Director, cohort 7
March	Scholars Colloquium	Students, Faculty, SCC
	Cohort 8 mid-semester progress check	Director, cohort 7
	Meet with CT-intensive fall course instructors and departments for planning rubrics and assignment changes; introduce <i>Ennis-Weir Critical Thinking Essay Test</i>	Director, instructors, cohorts, chairs, departments
	Review progress of CT-intensive UD spring courses with instructors	Director, chairs, instructors, cohorts
	Identify 20–25 activities for TC to sponsor or co-sponsor in AY 2012–13; implement first by September 1	Director, IC, cohort
April	Present CT awards at student & faculty awards banquets	Director, IC
	Send Incremental Change reminders to cohorts & CT-intensive faculty	Director, chairs, cohorts, instructors
May	Cohort 8 submit final reports, syllabi	Director, cohort 8
	CT-intensive Spring course instructors submit results; CT-intensive fall course instructors submit syllabi with rubrics and assignment changes	Director, chairs, instructors
July	QEP AY Assessment Report	Director, provost, OPAS
	Attend Int'l Conference on CT late July	Director, 3 cohort faculty
	Develop 1-hour session on CT for Fall Faculty Conference	Director, cohort 8
	Choose and secure outside consultant for summative review of QEP implementation	Director, IC, provost, deans

AY 2012–2013		
August	Cohort 9 intake meeting	Director, cohort 8
	Cohort 9 finalizes 3 goals each for Fall 2012	Cohort 9, director, IC
	Send Incremental Change reminders to cohorts & CT-intensive faculty	Director, chairs, cohorts, instructors
	Cohort 8 presents at Fall Faculty Conferences	Cohort 8, director
	Continue improving TC site	Director, cohort, IC
	Receive Incremental Change reports; discuss with chairs	Director, cohorts, chairs
September	Publicize new round for selection of cohorts; meet with departments	Director, IC, MarCom, chairs, faculty
	Begin regular meetings with dept. chairs re: faculty assessment reports to encourage CT infusion, CT-intensive courses (ALT)	Director, chairs
	Choose and secure outside Faculty Development speaker for following academic year	Director, provost, IC, cohort
October	Develop & submit budget to provost for AY 2013-2014	Director, provost
	Cohort 9 mid-semester progress check	Director, cohort 9
	Select Cohort 10 for Spring 2013	Director, IC
	Designate CT-intensive courses for Spring 2013	Departments, chairs, faculty, director
	Meet with CT-intensive spring course instructors and departments for planning rubrics and assignments; encourage <i>Ennis-Weir Critical Thinking Essay Test</i> as option	Director, cohort 9, instructors, chairs, departments
December	Cohort 9 submit final reports, syllabi	Director, cohort 9, chairs
	CT-intensive fall course instructors submit results; CT-intensive spring course instructors submit syllabi with rubric and assignment change	Director, chairs, instructors
January	Cohort 10 intake meeting	Director, cohort 10
	Cohort 10 set 3 goals for Spring 2013	Cohort 10, director, IC
	Publish guidelines for Scholars Colloquium entrants	Scholars Colloquium Committee
	Publicize student & faculty CT competition	Director, MarCom, IC
February	Publicize new round for selection of cohort; meet with departments	Director, IC, MarCom, chairs, faculty
	Select Cohort 11 for Fall 2013	Director, IC
	Students and faculty submit papers and posters for inclusion in Scholars Colloquium	Students, Faculty, SCC
	QEP mid-year Assessment Report	Director, provost, IC, OPAS, campus
	Cohort 9 presentations to campus	Director, cohort 9
March	Scholars Colloquium	Students, Faculty, SCC
	Designate CT-intensive courses for Fall 2013	deans, Department chairs, director
	Cohort 10 mid-semester progress check	Director, cohort 9
	Outside consultant visit to coincide with	Director, IC, provost, deans,

	Scholars Colloquium, Cohort 10 mid-semester progress check, and Cohort 11 intake meeting	cohort 10, cohort 11
	Review progress of CT-intensive UD spring courses with instructors	Director, chairs, instructors, cohorts
	Identify 23–28 activities for TC to sponsor or co-sponsor in AY 2013–14; implement first by September 1	Director, IC, cohort
April	Meet with CT-intensive fall course instructors and departments for planning rubrics and assignment changes; introduce <i>Ennis-Weir Critical Thinking Essay Test</i>	Director, instructors, cohorts, chairs, departments
	Present CT awards at student & faculty awards banquets	Director, IC
	Send Incremental Change reminders to cohorts & CT-intensive faculty	Director, chairs, cohorts, instructors
May	Cohort 10 submit final reports, syllabi	Director, cohort 10
	CT-intensive spring course instructors submit results; CT-intensive fall course instructors submit syllabi with rubrics and assignment changes	Director, chairs, instructors
	Receive outside consultant’s summative report of QEP success	Director, IC, provost, deans, campus
July	QEP AY Assessment Report	Director, provost, OPAS
	QEP 5-year Impact Report	Director, provost, OPAS, campus
	Attend Int’l Conference on CT late July	Director, 3 cohort faculty
	Develop 1-hour session on CT for Fall Faculty Conference	Director, cohort 10

B. 5. Assessment

LCU’s QEP, *I think; therefore, I write*, contains specific measures for the student learning outcomes and clear procedural goals for plan implementation. Attention to these as the plan unfolds, and making adjustments as necessary, will ensure measurable increases in our students’ abilities in CT as shown primarily in their writing. This section (1) briefly describes how the plan and its implementation are linked to the university’s evaluation processes and planning, (2) describes elements of the formative and summative measures used to ascertain implementation progress, and (3) indicates the direct and indirect measures used to demonstrate the degree to which we attain our two student learning outcomes.

5.1 Evaluation design

As Table 4 (*Detailed 5-year timeline of implementation activities*) describes, the QEP Director, in collaboration with multiple constituencies, will receive, evaluate, and report to the university data and activities relating to the QEP. Sections B.1 and B.2 above have already demonstrated the many links between this QEP, institutional planning processes, institutional assessment measures, and the university's mission, values, and strategic planning process. Having identified the need for students to improve their CT skills, specifically their written rhetorical skills, this QEP undertakes to implement and embed into the curricular structure formalized, sustained attention to evaluative thinking and its expression in writing. In order to begin this process, we will

- initiate a faculty training program in CT and its expression in discipline-specific writing in Fall 2008. Three faculty members a semester for ten semesters will be chosen to participate. Expectations for this program have been described above in B.2.3.2. They will serve as mentors to other faculty.
- create a TC to serve as a discussion and programming hub for CT and its pedagogy. A website will be created by Fall 2008 and continually updated. A resource library will be created by Fall 2008 and continually supplemented. The TC will also create and publish a list of activities for faculty professional and instructional development. These activities will increase about 20% a year for five years.
- designate at least one "CT-intensive course" from each department's upper-division offerings by Spring 2009. Departments are encouraged to add additional CT-intensive courses each semester. This decision is left to department leadership.
- assist incremental faculty assimilation of CT-based pedagogy and writing assignments in their courses. Instructors who undertake to add CT more formally to their courses will be encouraged to make incremental adjustments to those courses.
- encourage greater student and faculty participation in the university's Scholars Colloquium as determined by the number of participants compared to previous years.

5.2 Assessment measures

5.2.1 Formative measures

The mid-year and annual assessment reports (produced in February and July, respectively) will contain the following information (as appropriate and available) that will be used as indicated.

Data	Used (to)
<ul style="list-style-type: none">• number of CT-intensive courses offered by department• number of incremental changes in course pedagogy• number CT-supportive activities sponsored by TC• pre/post faculty surveys on professional development opportunities• CT-intensive writing assignment pass rates• number of participants in the Scholars Colloquium• <i>Critical Thinking Assessment Test by course</i>• <i>Ennis-Weir Critical Thinking Essay Test scores aggregated by course</i>	<ul style="list-style-type: none">• as a measure of institutional effort and distribution over time• as a measure of individual faculty effort and engagement over time• as a measure of institutional effort and distribution over time• as a measure of effectiveness of CT professional development seminars• as a measure of institutional effort• indirect measure of effectiveness of CT-infusion efforts• as a measure for individual courses to determine critical thinking activity and growth by course• measure effectiveness of CT pedagogy in a course

5.2.2 Summative measures

As required by SACS, we intend to provide a summative assessment at the 5-year point to determine the overall success of our QEP. This summative assessment will include an outside consultant's evaluation near the end of the 5-year implementation.

5.3 Measures of Student Learning Outcomes

Our QEP has two desired outcomes supported by two student learning objectives. Table 5 illustrates the relationship between the intended outcomes and learning objectives, the strategies for accomplishment, the means of assessment and criteria for success, and the use of the results.

Table 5: I THINK; therefore, I WRITE in Plan, Do, Check, Act format

PLAN: Desired Outcomes and Student Learning Objectives	DO: Strategies for Accomplishment	CHECK: Means of Assessment and Criteria for Success	ACT: Use of Results
<p>OUTCOME 1: Students will comprehend and apply the essential components of Critical Thinking in their writing.</p> <p>SLO 1.2: Students who complete departmentally-designated, upper-division, CT-intensive courses within their major field of study will show they can substantially fulfill the expectations (appropriately modified for the discipline).</p>	<ol style="list-style-type: none"> Departments will designate one or more faculty members as their CT point person(s). These faculty members will receive training through the Teaching Commons and will lead their departments in facilitating CT-based instruction in their discipline. Department faculty will designate certain major core courses as CT-intensive courses. Department faculty will develop rubrics that evaluate germane, essential CT components for their field. Faculty will make available through effective means the rubrics they will use to assess their students' demonstration of critical thinking in writing. Faculty will encourage students to write presentations suitable for our Scholars Colloquium. The Scholars Colloquium committee will publish guidelines for screening papers accepted for presentation. 	<p>Direct measures:</p> <ol style="list-style-type: none"> Based on rubrics designed by departmentally-designated course faculty, 80% of students in the course will pass germane written assignments with a score equivalent to 70% or better. Based on rubrics used for LCU's Scholars Colloquium to screen papers for presentation, 90% of papers submitted each year from a department for consideration will be accepted for the Colloquium. In every course designated as CT-intensive in which the <i>Critical Thinking Assessment Test</i>, 80% of the students in the course will show at least 10% improvement between the pre-test and post-test scores. <p>Indirect measures:</p> <ol style="list-style-type: none"> The number of proposals submitted for the Scholars Colloquium will increase each year as additional CT intensive writing assignments and projects are incorporated into CT-intensive courses. 	<p>Direct measures</p> <ol style="list-style-type: none"> Failure to meet criteria will result in a discussion with the faculty members and with students from the course who did not improve. Corrective measures, when they can be identified, will be implemented in the next course session and will be monitored by the department chair. Failure to meet the criteria will result in a discussion with the submitters who were not accepted regarding the use of rubrics. They will be encouraged to resubmit. Failure to meet criteria will result in a discussion with the faculty members and with the students from the course who did not improve. Corrective measures, when they can be identified, will be implemented in the next course section and will be monitored by the department chair. <p>Indirect measures:</p> <ol style="list-style-type: none"> Failure to increase the number of submissions will result in a discussion between the Director, department chairs, and CT-intensive course faculty members to create a plan for increasing the number.

PLAN: Desired Outcomes and Student Learning Objectives	DO: Strategies for Accomplishment	CHECK: Means of Assessment and Criteria for Success	ACT: Use of Results
<p>OUTCOME II: Students will demonstrate their ability to evaluate critical thinking in written expression.</p> <p>SLO II.1: Students who complete departmentally-designated, upper-division, CT-intensive courses within their major field of study will show they can substantially fulfill the expectations (appropriately modified for the discipline</p>	<ol style="list-style-type: none"> 1. Continue strategies for Outcome I with adjustments as needed. 2. Seminars & material available through the Teaching Commons will train faculty in how to guide students through processes of evaluating the quality of CT in written selections. 3. Faculty in designated CT-intensive courses will include instruction and opportunity for students to evaluate their own written work using a rubric designed to rate CT. 4. Faculty in designated CT-intensive courses will include opportunity for students to evaluate the quality of CT in instructor-selected written pieces. 5. Faculty in designated CT-intensive courses will require students to take the <i>Ennis-Weir Critical Thinking Essay Test</i>. 6. Faculty in designated CT-intensive courses will require students to evaluate their peers' performance on the <i>Ennis-Weir Critical Thinking Essay Test</i> using the provided scoring sheet. 	<p>Direct measures:</p> <ol style="list-style-type: none"> 1. In every course designated as CT-intensive, 80% of the students in the course will pass a written assignment designed to assess their ability to evaluate CT in writing with a score equivalent to 70% or better. 2. In every course designated as CT-intensive in which the <i>Ennis-Weir Critical Thinking Essay Test</i> is required, 80% of the students will pass with a score of 21 or higher. <p>Indirect measure:</p> <p>80% of the students who take the <i>Ennis-Weir Critical Thinking Essay Test</i> (pretest) and who take the <i>Essay Test</i> again (posttest) in a CT-intensive course will show improved scores.</p>	<p>Direct measures:</p> <p>Failure to meet criteria will result in a discussion with the faculty members and with students from the course who did not improve. Corrective measures, when they can be identified, will be implemented in the next course session and will be monitored by the department chair. Where possible, CT-trained colleagues will be used as a resource.</p> <p>Indirect measures:</p> <p>Failure to meet criteria will result in a consultation with the department faculty in order to improve the area's level of CT infusion.</p>

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D. Appendixes

Appendix 1: Nine Universal Intellectual Standards, Eight Elements of Thought, and Eight Intellectual Traits

Paul and Elder (<http://www.criticalthinking.org/articles/universal-intellectual-standards.cfm>) identify nine universal intellectual standards. These standards, when made the basis for analytical questioning, can be applied to every field of human knowing to assess the quality of reasoning. The standards, in general order of importance, may be explained as follows:

1. **CLARITY:** Could you elaborate further on that point? Could you express that point in another way? Could you give me an illustration? Could you give me an example? Clarity is the gateway standard. If a statement is unclear, we cannot determine whether it is accurate or relevant. In fact, we cannot tell anything about it because we don't yet know what it is saying. For example, the question, "What can be done about the education system in America?" is unclear. In order to address the question adequately, we would need to have a clearer understanding of what the person asking the question is considering the "problem" to be. A clearer question might be "What can educators do to ensure that students learn the skills and abilities which help them function successfully on the job and in their daily decision-making?"
2. **ACCURACY:** Is that really true? How could we check that? How could we find out if that is true? A statement can be clear but not accurate, as in "Most dogs are over 300 pounds in weight."
3. **PRECISION:** Could you give more details? Could you be more specific? A statement can be both clear and accurate, but not precise, as in "Jack is overweight." (We don't know how overweight Jack is, one pound or 500 pounds.)
4. **RELEVANCE:** How is that connected to the question? How does that bear on the issue? A statement can be clear, accurate, and precise, but not relevant to the question at issue. For example, students often think that the amount of effort they put into a course should be used in raising their grade in a course. Often, however, the "effort" does not measure the quality of student learning; and when this is so, effort is irrelevant to their appropriate grade.
5. **DEPTH:** How does your answer address the complexities in the question? How are you taking into account the problems in the question? Is that dealing with the most significant factors? A statement can be clear, accurate, precise, and relevant, but superficial (that is, lack depth). For example, the statement, "Just say No!" which is often used to discourage children and teens from using drugs, is clear, accurate, precise, and relevant. Nevertheless, it lacks depth because it treats an extremely complex issue, the pervasive problem of drug use among young people, superficially. It fails to deal with the complexities of the issue.
6. **BREADTH:** Do we need to consider another point of view? Is there another way to look at this question? What would this look like from a conservative standpoint? What would this look like from the point of view of . . . ? A line of reasoning may be clear, accurate, precise, relevant, and deep, but lack breadth (as in an argument from either the conservative or liberal standpoint which gets deeply into an issue, but only recognizes the insights of one side of the question).
7. **LOGIC:** Does this really make sense? Does that follow from what you said? How does that follow? But before you implied this, and now you are saying that; how can both be true? When we think, we bring a variety of thoughts together into some order. When the combination of thoughts are mutually supporting and make sense in combination, the thinking is "logical." When the combination is not mutually supporting, is contradictory in some sense or does not "make sense," the combination is not logical.

8. **SIGNIFICANCE:** Is this the most important problem to consider? Is this the central idea to focus on? Which of these facts are most important? We want our thinking to be meaningful, not banal. Thoughts that focus on incidental or trivial matters are not significant. Claims may be accurate and precise, but inconsequential to the discussion.
9. **FAIRNESS:** Do I have any vested interest in this issue? Am I representing others' views in ways they would approve? Are all sources of my information acknowledged? Are all significant and relevant positions engaged sympathetically? Fairness relies on the quality of reasoning to embrace a position, rather than favoritism for one's own view or the views of one's friends, community or nation. To be fairminded is to question one's positions with the same vigor as another's.

All reasoning, claim Paul and Elder (<http://www.criticalthinking.org/articles/content-thinking.cfm>), consists of eight elements of thought which can be assessed using the nine universal intellectual standards. The elements may be summarized and described as follows:

Whenever we think, we think for a purpose within a point of view based on assumptions leading to implications and consequences. We use concepts, ideas, and theories to interpret data, facts, and experiences in order to answer questions, solve problems, and resolve issues.

1. All reasoning has a **PURPOSE** or **INTENTION**.
Can I state clearly why or for what reason I am thinking about this?
Is the task significant or relevant?
How is my chosen purpose different from other possible purposes?
2. All reasoning attempts to **FIGURE** something out, settle a **QUESTION**, or solve a **PROBLEM**.
Is this the only way to state the question?
Is this a question with a definitive answer, answers based in preferences or opinion, or capable of multiple correct answers?
What other questions arise from this one?
3. All reasoning is based on **ASSUMPTIONS**.
What are my assumptions and are they justifiable?
How are my assumptions shaping my point of view?
What assumptions lead me to this conclusion?
4. All reasoning is done from some **POINT OF VIEW** or **PERSPECTIVE**.
What is my point of view?
What might another point of view contribute?
What point of view am I ignoring or dismissing and why?
5. All reasoning is based on **DATA, INFORMATION**, and **EVIDENCE**.
Is my information adequate for my conclusion?
What additional information do I need?
Is my evidence accurate and unbiased?
6. All reasoning is expressed through, and shaped by, **CONCEPTS** and **IDEAS**.
What model, theory, or principle is guiding my thinking?
Might other concepts or ideas provide useful insight?
Am I sure I understand the theory or concept I'm using?

7. All reasoning contains **INFERENCES** or **INTERPRETATIONS** by which we draw **CONCLUSIONS** and give meaning to data.

Is this solution supported by the evidence?

If this is true, what else is true (or false)?

Why do I think that exactly?

8. All reasoning leads somewhere or has **IMPLICATIONS** and **CONSEQUENCES**.

If we (do not) do this, what else follows?

How significant are the implications of this decision?

Are there other effects from this that I do not foresee?

Critical thinkers develop the eight intellectual traits through the consistent and continual application of the ten intellectual standards to the eight elements of thought. The intellectual traits can be summarized as follows:

1. Intellectual Humility vs. Intellectual Arrogance: One should understand the limits to his/her knowledge and should understand that personal bias can affect one's views. One should not claim to know more than he/she actually knows.

2. Intellectual Courage vs. Intellectual Cowardice: One needs to have the courage to examine ideas or beliefs without passively dismissing or accepting them without careful consideration, especially those ideas which are considered absurd or those ideas which are readily accepted by society.

3. Intellectual Empathy vs. Intellectual Narrow-mindedness: One should work to put him/herself into the place of another in the attempt to truly understand his/her viewpoint and recognize the tendency to rely too heavily on our own experiences as truth.

4. Intellectual Autonomy vs. Intellectual Conformity: One should have exercise control over one's thinking for the purpose of analyzing and evaluating beliefs on the basis of reason and evidence. Decisions should then be made based on that information rather than for the purpose of simply conforming to a certain belief.

5. Intellectual Integrity vs. Intellectual Hypocrisy: One should be true to his own thinking and hold him/herself to the same intellectual standards of thought as he/she does any other person. One should be able to recognize and admit discrepancies in his/her own thinking as one can in others by using the same processes for both.

6. Intellectual Perseverance vs. Intellectual Laziness: One must have the perseverance to continue to hold the rigorous standards to processes of thought even when difficulties or frustrations arise and maintaining this standard over a long period of time as one works to understand a confusing or unsettling problem or question.

7. Confidence in Reason vs. Distrust of Reason and Evidence: One should have confidence in others' abilities to use reason to determine rational views, beliefs, and thoughts and are able to do this independent of others thinking for them once they have learned how to do so. One should encourage others to think for themselves and develop proper thinking skills which will best serve mankind.

8. Fairmindedness vs. Intellectual Unfairness: One should treat all views fairly without bias from one's experiences, backgrounds, or interests, and should apply the intellectual standards to all views in this way.

Appendix 2: Summary Table of CAAP™ Scores, Fall 2004 – Spring 2007

Writing

Term/Year	# of Scores	Punctuation	Total Points	# of Scores	Basic Grammar and Usage	Total Points	# of Scores	Sentence Structure	Total Points	# of Scores	Strategy	Total Points	# of Scores	Organization	Total Points	# of Scores	Style	Total Points
Fall 2004	83	-3	-249	83	-3	-249	83	-1	-83	83	6	498	83	0	0	83	2	166
Spring 2005	189	-5	-945	189	0	0	189	1	189	189	-5	-945	189	-8	-1512	189	-8	-1512
Summer 2005	117	-6	-702	117	2	234	117	2	234	117	0	0	117	-9	-1053	117	-8	-936
Spring 2006	284	5	1420	284	-8	-2272	284	-5	-1420	284	-7	-1988	284	0	0	284	0	0
Summer 2006	129	6	774	129	-8	-1032	129	-3	-387	129	-7	-903	129	2	258	129	3	387
Fall 2006	43	-9	-387	43	2	86	43	1	43	43	-6	-258	43	-7	-301	43	-6	-258
Spring 2007	162	-14	-2268	162	2	324	162	-10	-1620	162	-3	-486	162	-4	-648	162	-5	-810
Writing Cumulative	1007	-2.3	-2357	1007	-2.9	-2909	1007	-3.0	-3044	1007	-4.1	-4082	1007	-3.2	-3256	1007	-2.9	-2963

Critical Thinking

Term/Year	# of Scores	Analysis of Arguments	Total Points	# of Scores	Evaluation of Arguments	Total Points	# of Scores	Extension of Arguments	Total Points
Fall 2004	79	1	79	79	-8	-632	79	0	0
Spring 2005	184	6	1104	184	2	368	184	1	184
Summer 2005	116	5	580	116	0	0	116	-2	-232
Spring 2006	264	4	1056	264	0	0	264	4	1056
Summer 2006	123	5	615	123	0	0	123	8	984
Fall 2006	42	6	252	42	1	42	42	-3	-126
Spring 2007	154	-1	-154	154	3	462	154	1	154
Critical Thinking Cumulative	962	3.7	3532	962	0.2	240	962	2.1	2020

Appendix 3: Surry Community College Writing Rubric

COMMUNICATION: WRITING OUTCOME

OUTCOME STATEMENT: Students who graduate from Surry Community College should be able to produce writing that is clear, precise, organized, incisive, and correct (according to the guidelines of Standard Written English) for a variety of purposes and audiences.

To be more specific, students who graduate from SCC should be able to produce writing that is clear, accurate, precise, relevant, deep, broad, logical, meaningful, fair, and correct for a variety of purposes and audiences.

RUBRIC: This rubric uses a four-point scale. SCC has stated that it wants its students to be “exemplary” or “satisfactory” writers.

Exemplary: 4 = All the applicable standards are skillfully demonstrated; the writing is particularly marked by excellence in depth, insight, and expression

Satisfactory: 3 = Most of the applicable standards are competently and effectively demonstrated, but the writing lacks the exemplary depth and insight of a 4

Below Satisfactory: 2 = Some of the applicable standards are demonstrated, but there is a lack of consistent competence; writing is marked by mixed thinking and ineffective expression

Unsatisfactory: 1 = A few of the applicable standards are demonstrated, but poorly; writing is marked by a low level of reasoning and expression

TEN WRITING STANDARDS: These writing standards can be used to measure student writing.

Clear: understandable, concise

Do you know exactly what the writer means or could there be several ways to interpret the paper/paragraph/sentence? Does the writer need to refine word choice, add examples, or elaborate to clarify ideas?

Accurate: free of errors or distortions

Does the content conform to fact? Can the statements be verified or tested? Does the writer attempt to verify/test statements for the reader?

Precise: specific, exact to the necessary level of detail

Is the writing specific and focused? Is the wording exact?

Relevant: clearly connected to the matter at hand

Is all the information relevant to the paper’s thesis and purpose? Does every paragraph, every sentence, example, etc., clearly connect to the paper’s focus and purpose? Is there any extraneous discussion?

Deep: intellectually complex, open to multiple interrelationships and complexities

Has the writer addressed the complexities of the topic? Has the writer acknowledged related difficulties and dealt with them reasonably? Has the writer tried to get at the key issue? Has the writer oversimplified a complex situation, issue, problem, or question?

Broad: open to multiple relevant viewpoints (while still being focused)

Has the writer examined all the relevant concepts, issues, and perspectives? Has the writer accounted for/justified any necessary narrowing?

Logical: combining thoughts that are mutually supporting and that make sense in combination; free of contradictions and fallacies

Do the paper's conclusions follow logically from its points? Do the points follow logically from the evidence? Does the first paragraph fit in with the last? Does it all make sense together? Is there a logical chain of reasons to support the point? Are there gaps in the reasoning? Are there fallacies?

Significant: notable, thoughtful, focused on the most important information & ideas

Has the writer considered the most important points, problems, questions, etc.? Is discussion absent that ought to be included? Does the writer address the prompt (if a prompt is given)? If the writer has addressed the prompt and is allowed or asked to choose a focus, is that focus meaningful?

Fair: not merely self-serving or one-sided; consistent with ethics

Does the writer sympathetically or fairly present the views of others? If the assignment calls for sources, has the writer acknowledged those sources clearly and fully and delineated between borrowed and original ideas? Does the writer ignore other perspectives? Does the writer rely on his/her biases to the exclusion of other viewpoints?

Correct: free from errors in grammar, punctuation, spelling, and usage; appropriate and effective in style, tone, and vocabulary; consistent in following requirements

Are grammar, punctuation, spelling, and usage correct? (Do those features conform to the rules of Standard Written English—and if they do not, have the rules been broken for effective reasons?) Are vocabulary, tone, and style effective and appropriate for the chosen purpose and audience? Does the writing follow the expected requirements?

(All but the last criterion are adapted from Richard Paul and Linda Elder's "Intellectual Standards," *The Miniature Guide to Critical Thinking Concepts and Tools*, pp.7-9. Paul and Elder's questions have been modified and expanded to make them more appropriate for evaluating student writing.)

POSSIBLE ASSIGNMENTS: Writing assignments that provide an opportunity for the student to demonstrate the writing standards outlined in this rubric and that are applicable across the curriculum include the following:

Research papers/projects (synthesis papers)
Formal speeches (requiring text)
Essays (personal, descriptive to argumentative, literary)
Proposals
Case studies
Problem analyses
Reports
Reviews/critiques/evaluations
Letters
Memos
Summaries/paraphrases

Response/reflection papers
Detailed PowerPoint presentations
Dialogues
Compare/contrast papers
How-to/process papers
Classification papers
Cause/effect papers
Extended definitions
Editorials
Analyses

Appendix 4: Initial University Questionnaire Regarding the QEP

**QUALITY ENHANCEMENT PLAN
QUESTIONNAIRE**

The LCU Reaffirmation Leadership Team would like you input regarding the university's *Quality Enhancement Plan*, which is a critical component of the accreditation process and, more importantly, a critical component of our desire to enhance Lubbock Christian University's ability to meet the needs of the students that we serve.

Given what you know about LCU and the accreditation process, what do you believe should be the focus of the *Quality Enhancement Plan*? In other words, what is the one thing that LCU should do to enhance student learning? Please limit your comments to the space provided below.

Name: _____ Date: _____

Please circle any and all of the following terms that describe your relationship to LCU.

Current Student

Former Student

Current Faculty

Former Faculty

Current Staff/Administration

Former Staff/Administration

Current Board Member

Former Board Member

Parent of a Current LCU Student

Parent of a Former LCU Student

Prospective Employer of LCU graduates

Other (please explain below)

Appendix 5: Early iteration: CTE 123

**CTE 123:
Fostering a Community of Scholars by Enhancing
Critical Thinking Engagement and Expression**

Goal 1: To enhance faculty use of best-teaching practices through a *Commons for Teaching Enrichment—CTE 1*

- Outcome 1.1: Faculty will increase their knowledge of best-teaching practices.
- Outcome 1.2: Faculty will increase their knowledge of how to teach Critical Thinking.
- Outcome 1.3: Faculty will produce syllabi that incorporate best-teaching practices appropriate for their disciplines.
- Outcome 1.4: Students of faculty members who incorporate best-teaching practices will demonstrate improved student learning.

Goal 2: To increase faculty's and students' overt *Critical Thinking Engagement—CTE 2*

- Outcome 2.1: Faculty will facilitate overt discussion of the elements of Critical Thinking in their instruction.
- Outcome 2.2: Faculty will purposely demonstrate use of Critical Thinking strategies in their instruction.
- Outcome 2.3: Students will participate in learning and problem-solving activities that overtly use Critical Thinking vocabulary and concepts.
- Outcome 2.4: Students will evaluate the performance of themselves, their peers, and their instructors using Critical Thinking concepts.

Goal 3: To improve students' discipline-appropriate communication ability through *Critical Thinking Expression—CTE 3*

- Outcome 3.1: Faculty will assign discipline-appropriate communication assignments that demonstrate Critical Thinking.
- Outcome 3.2: Students will demonstrate command of written communication within their discipline.
- Outcome 3.3: Students will demonstrate command of oral communication within their discipline.
- Outcome 3.4: Students' scores on the writing portion of the CAAP test will improve.

Deadlines:

- | | |
|---|---|
| 01/23/07: Identify chairs and members for 4 of 6 work teams: CTE 1,2,3, PR | 09/04/07: Assessments workplan due |
| 01/30/07: Team workplans from chairs due | 09/25/07: Assessments interim report due |
| 02/13/07: CTE 123 teams interim reports due | 10/16/07: AY 08/09 Budget due; 5 year budget due |
| 03/20/07: CTE 123 teams, PR interim reports due | 10/30/07: Assessments final report due |
| 04/03/07: Identify members of Write-up Team | 11/13/07: QEP final draft published for comment |
| 04/17/07: CTE 123 final reports due; Write-up Team workplan due, PR interim report due | 11/27/07: QEP final copy to RLT for approval |
| 08/21/07: QEP first draft published for comment; PR plan initiated; focus on budget work; Assessments Team chair named | 12/04/07: Mail QEP to SACS |
| | 12/11/07: Drop dead deadline for QEP to SACS |
| | 01/22/08: SACS onsite Visitation Team |

Appendix 6: Faculty Questionnaire Regarding Desired CT Skills

I. Your field of teaching _____

II. Indicate which of these are important components of critical thinking, with 1 being most important and 5 being least important:

Separate facts from inferences	1	2	3	4	5
Identify inappropriate conclusions	1	2	3	4	5
Understand limitations of correlations	1	2	3	4	5
Identify evidence to evaluate hypothesis	1	2	3	4	5
Identify information needed for conclusions	1	2	3	4	5
Separate relevant from irrelevant information	1	2	3	4	5
Learn and apply new information	1	2	3	4	5
Interpret numerical relationships in graphs	1	2	3	4	5
Use mathematical skills to solve a problem	1	2	3	4	5
Integrate information to solve problems	1	2	3	4	5
Explain how new information can change a problem	1	2	3	4	5
Communicate ideas effectively	1	2	3	4	5

III. How important for students is the ability to read and synthesize information from scholarly journals in your field?

1 2 3 4 5

IV. What are some critical thinking skills specific to your discipline?

V. How do you facilitate critical thinking?

VI. On which of the above do you need or want more information or training?

Appendix 7: Acknowledgments and thanks

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