

Critical Thinking Development through Writing

*Oakwood University
Quality Enhancement Plan*

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Oakwood University
The Right to Write: Critical Thinking Development through Writing

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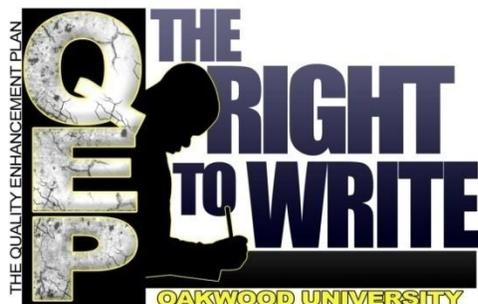
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Oakwood University
The Right to Write: Critical Thinking Development through Writing

Committee Members



**Quality Enhancement Plan
Subject Committee
2009-2010**

James Mbyirikira, Chair
Benson Prigg, Co-Chair
John Anderson
Wayne Bucknor
Rupert Bushner
Leah Caldwell
Lewis Eakins
Safawo Gullo
Isariah Hannah
Emory Horne
Victoria Miller
Janis Newborn
Mervyn Warren
Paula Wilson
Victor Wongk
Andrew Young

**Quality Enhancement Plan
Development Committee
2010-2012**

Theodore Brown, Chair
Lela Gooding, Co-Chair
Faye Brathwaite
Pamelea Cook
Ingrid Enniss
Glenn Phillips
Janice Watson
Anne Smith-Winbush
Tara Young
Roengsak Cartwright
Patricia Stewart Daniel
Ethel Griffin
Tracey Holiday
Heather Rodriguez James
Paulette Johnson
Kerry Joseph
Steve McWilliams
Victoria Miller
Marjorie Robinson
Kara Baxter
Myron Donley
Zachary Weems
Leslie Pollard, ex-officio
John Anderson, ex-officio
Garland Dulan, ex-officio
Janis Newborn, ex-officio
Melonie Gurley, recorder

Additional thanks to all those who contributed time and effort as readers and editors and provided other forms of support to the committees.

Oakwood University: Our Story

Oakwood University, which began as an industrial school, was founded by the Seventh-day Adventist Church in 1896 to provide a Christian education for African-Americans in the South. The school was erected on 380 acres of land purchased during the previous year for \$6,700. Additional property purchased in 1918 nearly tripled its land holdings. The present-day campus of Oakwood University has a beautiful natural setting on 1,185 acres of land located in the city of Huntsville, Alabama, a cosmopolitan city of approximately 185,000 people and a major center for the U.S. space and rocket industry.

Oakwood has transitioned through several name and level changes over its 115-year history:

- Oakwood Industrial School, 1896;
- Oakwood Manual Training School, 1904;
- Oakwood Junior College, 1917;
- Oakwood College, 1943.
- Oakwood University, 2008

On January 1, 2008, when Oakwood College became Oakwood University, it also began to offer its first master's degree in pastoral studies.

Student enrollment and graduation statistics have grown significantly since Oakwood's inception. When the school first opened in 1896, there were 16 students. By 1917, there were more than 100 students. Enrollment peaked at 200 in 1927 and first topped 1000 during the 1974-75 academic year. In spring 2008, Oakwood enrolled its first 22 graduate students. Oakwood's current enrollment of 2006 students is its highest enrollment to date.

The institution's first graduating class in 1909 numbered five (5) people. Nine years later, in 1918, the first two graduates of Oakwood Junior College received degrees. The first senior college graduating class, spring 1945, consisted of nine (9) students. Twenty-eight years later, in 1973, the first class in the history of the college to exceed 100 members graduated (124). The next milestone was reached in 1982 with the first graduating class to exceed 200 people. In 2008, 295 students made history when they became the first students to graduate under the name Oakwood University. The most recent graduating class (2011) included 2 associate degrees, 260 baccalaureate degrees, 14 master's degrees, and 23 certificates, a total of 299 students completing their programs.

Oakwood University offers 47 majors and 27 minors through 16 academic departments in the following undergraduate degrees: Associate of Science, Bachelor of Arts, Bachelor of Business Administration, Bachelor of Science, Bachelor of Social Work, and Bachelor of Music. The Religion and Theology Department offers a Master of Arts degree in Pastoral Studies. Oakwood has approximately 104 full-time and 75-80 part-time faculty members. Over 60% of the culturally diverse, full-time faculty hold doctoral degrees from a wide range of national and international universities. The student body comes from approximately 40 states (including U.S. territories and the District of Columbia) and 30 foreign countries.

Our Mission: *The mission of Oakwood University, a historically black, Seventh-day Adventist institution, is to transform students through biblically-based education for service to God and humanity.*

Our Vision: *Oakwood University graduates leaders in service to God and humanity.*

Oakwood University Quality Enhancement Plan

The Right to Write: Critical Thinking Development through Writing

I. Executive Summary

The Oakwood University mission statement:

The mission of Oakwood University, a historically black, Seventh-day Adventist institution, is to transform students through biblically-based education for service to God and humanity.

- 2.12** *The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution. (Quality Enhancement Plan)*

The Oakwood University Process

As part of the re-affirmation process, Oakwood University has developed a Quality Enhancement Plan (QEP) which addresses critical thinking. The plan began with the selection of a QEP Subject Committee that utilized three sets of pre-existing data that were identified as the most appropriate for determining topic selection. These included (1) the mission and strategic planning initiatives of the university, (2) results from the Student Satisfaction Inventory, and (3) recommendations based on the results of the SWOT Analysis/ environmental scan conducted by an external consulting firm.

Utilizing the results of the data, the QEP Subject Committee developed a list of possible topics and surveyed faculty, staff, students, administrators, alumni and Board of Trustees to refine the topic selection list. Critical thinking was the topic that was identified as most likely to enhance student learning and promote academic excellence, support development of the whole person, and prepare students for service.

Once the topic was selected, a new committee was named to develop the QEP.

- 3.3.2** *The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. (Quality Enhancement Plan)*

1. Oakwood University has the capability for the initiation, implementation, and completion of the QEP

Chapter X of the document describes the resources that will be necessary for the initiation, implementation, and completion of the QEP. The budget to cover these expenses has been approved by administration and funding identified. The resources include:

- a. Personnel: The work required for the implementation of the QEP will necessitate additional staffing. New staff will include a QEP director and a part-time data coordinator/clerical support staff person.
- b. Facilities and Equipment: Provision has been made for office space and equipment for the QEP director and the support staff person.
- c. Assessment Activities: The budget provides funding for purchase and analysis of assessment tools and related expenses.
- d. Faculty Development: Provision has been made for faculty development workshops and seminars to be conducted each year during the first five years of the plan. Greater budget has been assigned to the first two years to support initiation of the plan.
- e. Course Development: The plan calls for the implementation of the QEP in courses that are currently being taught at Oakwood. However, each course will need to be revised to support the QEP student learning outcomes. Funds are allocated to support development of new syllabi.
- f. General and Administrative Support: The budget includes funding to support the operations of the QEP office.

To demonstrate that the budget will support initiation, implementation, and completion of the QEP, anticipated expenses have been broken down by year and are summarized below:

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	TOTAL
Personnel	\$120,700	\$122,700	\$124,700	\$126,700	\$128,700	\$623,500
Facilities & Equipment	10,200	200	200	200	200	11,000
Assessment	13,000	13,000	13,000	13,000	13,000	65,000
Faculty Dev	39,500	12,500	7,500	7,500	7,500	52,500
Course Dev	42,000					42,000
Administrative	5,500	5,500	5,500	5,500	5,500	27,500
TOTAL	\$230,900	\$153,900	\$150,900	\$152,900	\$154,900	\$843,500

2. Oakwood University has provided documentation of broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP

Broad-based Development: Oakwood University used a broad-based process to develop its QEP. Two committees were named by administration to facilitate the process. These committees were composed of representatives from administration, faculty, staff, and students to help ensure that the suggestions of each group would receive a hearing.

- a. The Subject Committee was given the responsibility of identifying the topic. Membership on the committee included six faculty members, two administrators, six

- staff members, and two students. The process followed by the committee included focus groups and surveying of students, faculty, staff, administrators, board of trustees, and alumni. The input of each of these constituencies impacted the final choice of critical thinking as the subject of the QEP.
- b. The QEP Development Committee was responsible for developing the plan. Membership on this committee included eleven faculty members, eight staff members, three students, and three administrators. The process included additional surveying of faculty to refine the topic. Throughout the development process, the various university constituents were apprised of QEP progress through formal and informal meetings, presentations, and on the QEP website. Feedback was invited and received. Additionally, committee meetings were open to administrators, faculty, staff, and students who were not members of the committee, but wished to attend.

Broad-based Implementation: The University QEP will be implemented in the general education program which provides for broad-based implementation. Four courses have been selected as part of the plan. These courses are all required courses, and as such, must be taken as part of the general education requirements. In addition, the course instructors will be prepared to implement instruction through a series of professional development sessions and workshops. The opportunity to participate in professional development activities will be extended to all faculty and staff throughout the University. Further, each department is invited to identify a faculty member to teach one section of OU101.

The QEP functioning process will include a Coordinating Council, Data Coordinator, Advisory Committee, QEP Course Coordinators and four Committees. The Coordinating Council will serve as part of the governance structure that will assure appropriate and broad based support for sustaining an effective program. The Council will be chaired by the Assistant Vice-President for Academic Administration and receive reports from the QEP Director and Committees of the Council. The membership will reflect the University-wide learning community and include Deans of Schools, faculty and student representatives and program directors. A part-time data coordinator will manage all incoming data and other office operations. The Advisory Committee will provide expertise and perspective to the QEP Director. Course coordinators will meet with instructors to review, revise and maintain quality of the course, syllabi and instructional delivery. Four Committees: Assessment, Curriculum & Instruction, Professional Development, and Research will carry out tasks in those areas necessary to meet the QEP goals.

3. Oakwood University has identified goals and a plan to assess their achievement

The title of the Oakwood QEP is *The Right to Write: Critical Thinking Development through Writing*. The QEP goal/purpose, to equip Oakwood University students with critical thinking skills that will enhance their educational experience, is a statement of the desired impact of the QEP. Oakwood anticipates that implementation of this plan in the specified courses will impact student performance in all other coursework, both in general education and within their majors. It is expected that the impact of the emphasis on critical thinking will be especially evident in the quality of written work produced by students.

QEP Goal/Purpose: *To equip Oakwood University students with critical thinking skills that will enhance their educational experience.*

Student Learning Outcomes:

1. Students will demonstrate the ability to apply critical thinking skills through the writing process as they:
 - a. Develop well-supported inquiry statements that demonstrate clear purpose
 - b. Evaluate the quality and credibility of information
 - c. Make connections and informed conclusions

2. Students will demonstrate the ability to apply critical thinking skills to written information as they:
 - a. Identify well-supported inquiry statements that demonstrate clear purpose in written information
 - b. Evaluate the quality and credibility of information in written information
 - c. Identify connections and informed conclusions in written information

3. Students will demonstrate the ability to apply critical thinking skills to their Christian beliefs, faith system and personal goals as they:
 - a. Develop well-supported inquiry statements that demonstrate clear purpose
 - b. Evaluate the quality and credibility of information
 - c. Make connections and informed conclusion

Initiatives:

1. Embed Critical Thinking skills within selected general education courses.
2. Provide professional development for faculty with an emphasis on how to integrate and assess critical thinking in writing
3. Establish an office to coordinate the implementation of the QEP

Assessment Plan:

The Pre-test: Pre-test data will be collected in OU 101 Freshman Orientation. The proposed changing of OU 101 from a one-credit to a two-credit course will facilitate the QEP's Critical Thinking/Writing focus, allowing for specific instruction in critical thinking development through writing. A battery of assessment instruments will be used in OU 101 to measure student critical thinking abilities as entering freshmen, including:

1. The California Critical Thinking Skills Test (CCTST)
2. An analytical reading assessment based on the Elements of Reasoning
3. A written composition in response to a specific writing prompt
4. The Nelson-Denny Reading Test to establish initial reading level

Assessment through Writing: Oakwood University is particularly concerned that students apply critical thinking skills in meaningful ways. In order to measure whether this is occurring, writing samples will be collected over time and compared. Collecting and scoring writing samples from EN 111, EN 112, and ED 250 will enable the institution to track changes in student learning resulting from the writing focus.

Each writing sample will be scored using the same rubric (see Appendix E). Inter-rater reliability will be established at 80% agreement using the point-by-point method and multiple scorers. The targeted writing samples include:

1. A pre-test writing sample collected in OU 101 Freshman Orientation Seminar
2. A preliminary writing sample in EN 111 Freshman Composition
3. An advanced writing sample in EN 112 Freshman Composition
4. Reflection papers in ED 250
5. The final writing sample in ED 250 will be collected during the post-test (described below).

The Post-test: The post-test will be administered at the end of ED 250. It will consist of the first three parts included in the pre-test and described above, namely:

1. The California Critical Thinking Skills Test (CCTST)
2. An analytical reading assessment based on the Elements of Reasoning
3. A written composition in response to a specific writing prompt

Program Assessment: The QEP Assessment Committee will be responsible for overseeing the QEP assessment processes and reviewing/evaluating all QEP assessment results. Analysis of assessment results, including satisfaction survey results, will be used to help evaluate program strengths and weaknesses. The purpose of the assessment processes is to improve instructional effectiveness within the QEP program.

Subsequent pages provide details for each of the elements of a Quality Enhancement Plan as described in the *Handbook for Institutions Seeking Reaffirmation*, pages 44-45.

II. Process Used to Develop the QEP

Oakwood University used a broad-based process to develop its Quality Enhancement Plan (QEP). Two committees were named by administration to facilitate the process. These committees were composed of representatives from administration, faculty, staff, and students to help ensure that the suggestions of each group would receive an adequate hearing.

The Subject Committee: The first committee, the QEP Subject Committee, was named by administration in February 2009. Committee members, who began their work in earnest in Fall Semester 2009, were given the task of coordinating the process for identifying the QEP topic.

The Membership of the Subject Committee

Name	Position	Represented
<i>James Mbyirukira (Chair)</i>	<i>Chair, Education Department</i>	<i>Faculty</i>
<i>Benson Prigg (Co-Chair)</i>	<i>English Faculty</i>	<i>Faculty</i>
<i>John Anderson</i>	<i>Vice President for Academic Affairs</i>	<i>Administration</i>
<i>Wayne Bucknor</i>	<i>Music Faculty</i>	<i>Faculty</i>
<i>Rupert Bushner</i>	<i>Chaplain, Spiritual Life</i>	<i>Staff</i>
<i>Leah Caldwell</i>	<i>Residential Life Coordinator</i>	<i>Staff</i>
<i>Lewis Eakins</i>	<i>Director of Public Safety</i>	<i>Staff</i>
<i>Safawo Gullo</i>	<i>Biology Faculty</i>	<i>Faculty</i>
<i>Isariah Hannah</i>	<i>Family & Consumer Sciences Faculty</i>	<i>Faculty</i>
<i>Emory Horne</i>	<i>Student</i>	<i>Student</i>
<i>Victoria Miller</i>	<i>Director of WJOU Radio</i>	<i>Staff</i>
<i>Janis Newborn</i>	<i>Director of Institutional Effectiveness</i>	<i>Staff</i>
<i>Mervyn Warren</i>	<i>Provost</i>	<i>Administration</i>
<i>Paula Wilson</i>	<i>Director of Student Accounts</i>	<i>Staff</i>
<i>Victor Wongk</i>	<i>United Student Movement Academic VP</i>	<i>Student</i>
<i>Andrew Young</i>	<i>Health & Physical Education Faculty</i>	<i>Faculty</i>

The Subject Committee developed a timeline which would permit it to meet the January, 2010 deadline set by administration for the selection of the topic. The committee identified the following activities as parts of the topic selection process to ensure broad-based participation.

Activities in the Topic Selection Process

ACTIVITY	RESULTS
Identify university stakeholders	The committee identified students, faculty, staff and administrators, board of trustees, and alumni as the essential stakeholders.

ACTIVITY	RESULTS
Obtain broad-based input through a survey of stakeholders	The QEP Team conducted focus groups and surveys to identify areas of perceived need as possible QEP topic suggestions. Groups surveyed included students, faculty, staff, administrators, board of trustees, and alumni.
Review survey results and compare them to other committee findings to make the final topic determination	All five groups identified critical thinking among the top five choices for a QEP topic, and three of the five groups selected critical thinking as their first choice. The committee evaluated all the feedback it received and agreed to support the survey results when making its final decision about the QEP topic. Survey results are included in Appendix A.

The QEP Development Committee: Once the QEP Subject Committee had completed its work, the university administration established a second committee to develop the plan. The members of this committee were also selected to represent faculty, staff, students, and administrators, but consideration was also given to their interest and/or expertise in the area of critical thinking. The committee mandate was to define and develop the QEP topic of critical thinking in a way that would enhance the overall quality of instruction, increase the effectiveness of educational programs, and improve student learning in and out of the classroom.

The Membership of the QEP Development Committee

Name	Position	Representing
<i>Theodore Brown (Chair)</i>	<i>Business & Information Systems Faculty</i>	<i>Faculty</i>
<i>Lela Gooding (Co-Chair)</i>	<i>English Faculty</i>	<i>Faculty</i>
<i>Faye Brathwaite</i>	<i>Business & Information Systems Faculty</i>	<i>Faculty</i>
<i>Pamelea Cook</i>	<i>Psychology Faculty</i>	<i>Faculty</i>
<i>Ingrid Enniss</i>	<i>Education Faculty</i>	<i>Faculty</i>
<i>Heather Rodriguez James</i>	<i>Catalog Librarian/Faculty</i>	<i>Faculty</i>
<i>Paulette Johnson</i>	<i>Director of Library Services/Faculty</i>	<i>Faculty</i>
<i>Glenn Phillips</i>	<i>Chemistry Faculty</i>	<i>Faculty</i>
<i>Janice Watson</i>	<i>Communications Faculty</i>	<i>Faculty</i>
<i>Anne Smith-Winbush</i>	<i>History & Political Science Faculty</i>	<i>Faculty</i>
<i>Tara Young</i>	<i>Mathematics Faculty</i>	<i>Faculty</i>
<i>Roengsak Cartwright</i>	<i>Ass't VP for Technology</i>	<i>Staff</i>
<i>Ethel Griffin</i>	<i>Director, Center for Academic Success</i>	<i>Staff</i>
<i>Tracey Holiday</i>	<i>Residential Life Coordinator</i>	<i>Staff</i>
<i>Kerry Joseph</i>	<i>Staff Accountant</i>	<i>Staff</i>
<i>Steve McWilliams</i>	<i>Webmaster</i>	<i>Staff</i>
<i>Victoria Miller</i>	<i>Director, WJOU Radio</i>	<i>Staff</i>
<i>Janis Newborn</i>	<i>Director of Institutional Effectiveness</i>	<i>Staff</i>
<i>Marjorie Robinson</i>	<i>Residential Life Coordinator</i>	<i>Staff</i>

Name	Position	Representing
<i>Kara Baxter</i>	<i>Student</i>	<i>Students</i>
<i>Myron Donley</i>	<i>Student (replaced Zachary Weems)</i>	<i>Students</i>
<i>Zachary Weems</i>	<i>Student</i>	<i>Students</i>
<i>Leslie Pollard</i>	<i>President</i>	<i>Administration</i>
<i>John Anderson</i>	<i>Special Assistant to the President</i>	<i>Administration</i>
<i>Patricia Stewart Daniel</i>	<i>Assistant VP for Service Learning</i>	<i>Administration</i>

One of the early tasks of the QEP Development Committee was to agree upon the definition of critical thinking that would be used by the committee. After a review of several available definitions, the committee voted to accept the following slightly modified version of a definition written by Michael Scriven and Richard Paul (<http://onestar.texas.net/~mseifert/crit2.html>). Words in italics were added by Oakwood.

“Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to *decision-making*, belief and action.”

After identifying a working definition, the committee proceeded to develop a goal, student learning outcomes, and initiatives to guide in the QEP development process. Initially, the committee’s plan was too broad, focusing on critical thinking in general, targeting all four years, identifying one or more courses in every major at the upper division level, and including co-curricular programs. The first student learning outcomes and initiatives developed were too comprehensive to be satisfactorily managed and assessed. Therefore, the committee decided to narrow the focus in two ways: (1) to limit the QEP to the general education program; and (2) to focus on critical thinking development through writing. These changes were made with the underlying understanding that a second QEP, if the institution chooses, could build on the foundation laid by the first and include some of these other areas. While the wording of the goal, student learning outcomes, and initiatives went through several reviews and revisions during the planning process, the basic expectations remained the same. The final wording of each is as follows:

QEP Goal/Purpose: *To equip Oakwood University students with critical thinking skills that will enhance their educational experience.*

Student Learning Outcomes:

1. Students will demonstrate the ability to apply critical thinking skills through the writing process as they:
 - a. Develop well-supported inquiry statements that demonstrate clear purpose
 - b. Evaluate the quality and credibility of information
 - c. Make connections and informed conclusions

2. Students will demonstrate the ability to apply critical thinking skills to written information as they:

- a. Identify well-supported inquiry statements that demonstrate clear purpose in written information
 - b. Evaluate the quality and credibility of information in written information
 - c. Identify connections and informed conclusions in written information
3. Students will demonstrate the ability to apply critical thinking skills to their Christian beliefs, faith system and personal goals as they:
 - a. Develop well-supported inquiry statements that demonstrate clear purpose
 - b. Evaluate the quality and credibility of information
 - c. Make connections and informed conclusion

Initiatives:

1. Embed Critical Thinking skills within selected general education courses.
2. Provide professional development for faculty with an emphasis on how to integrate and assess critical thinking in writing.
3. Establish an office to coordinate the implementation of the QEP.

Once the initial versions of the goal, outcomes, and initiatives had been developed, the committee began in earnest to develop the plan. To effectively accomplish all aspects of its assignment, several sub-committees were established, each with a specific assignment. The results of each committee's work are described in the chapters that follow. Committee assignments are shown in the following table.

Sub-Committee Membership List

COMMITTEE	MEMBERS	JOB POSITION
Budget Committee Charge: Prepare a budget that addresses all the funding needs identified by the QEP Committee and each sub-committee.	<i>Faye Braithwaite, Chair</i>	<i>Faculty, Business & Information Systems</i>
	<i>Kerry Joseph</i>	<i>Staff, Federal Accounting</i>
	<i>Roengsak Cartwright</i>	<i>Staff, Technology</i>
Assessment Committee Charge: Develop an assessment plan that measures achievement of each student learning outcome and plan initiatives.	<i>Ingrid Enniss, Chair</i>	<i>Faculty, Education</i>
	<i>Jan Newborn</i>	<i>Staff, Institutional Effectiveness</i>
	<i>Janice Watson</i>	<i>Faculty, Communication</i>
	<i>Ethel Griffin</i>	<i>Staff, CAS</i>
	<i>Kara Baxter</i>	<i>Student</i>
Marketing (PR) Committee Charge: Develop a comprehensive marketing plan to educate and inform students, faculty, staff, and other stakeholders about the QEP and QEP Committee progress.	<i>Tracey Holiday, Chair</i>	<i>Staff, Holland Hall</i>
	<i>Victoria Miller</i>	<i>Staff, WJOU</i>
	<i>Marjorie Robinson</i>	<i>Staff, Wade hall</i>
	<i>Kristina Desir</i>	<i>Student</i>

COMMITTEE	MEMBERS	JOB POSITION
	Corey Johnson	Student
	Myron Donley	Student
Curriculum Committee Charge: Design a curriculum plan to achieve the intended student learning outcomes.	Tara Young, Chair	Faculty, Mathematics
	Patricia Stewart-Daniel	Administrator, Student Services
	Lela Gooding	Faculty, English
	Anne Smith-Winbush	Faculty, History/Political Science
	Steve McWilliams	Staff, Technology
	Pamelea Cook	Faculty, Psychology
	Glen Phillips	Faculty, Chemistry
Literature Review Committee Charge: Research and report on critical thinking literature that addresses the chosen topic and provides foundational knowledge to support planning.	Paulette Johnson, Chair	Staff, Library
	Heather Rodriguez-James	Staff, Library
	Ingrid Enniss	Faculty, Education
Writing Committee Charge: Create one document, the QEP plan, as the parts are received from the various sub-committees; make revisions based on feedback; and prepare the final document for submission.	Jan Newborn, Chair	Staff, Institutional Effectiveness
	Faye Brathwaite	Faculty, Business & Information Systems
	Ingrid Enniss	Faculty, Education
	Lela Gooding	Faculty, English
	Pamelea Cook	Faculty, Psychology
	Theodore Brown, ex-officio	Faculty, Business & Information Systems

As the QEP began to take shape, the committee discovered that there was a level of confusion about the topic. Because critical thinking is a broad topic that can be developed in many different ways, it became important for the committee to define more closely the parameters of the plan. A second survey was given to faculty (see Appendix B) at the beginning of Fall Semester, 2010, to help to focus the topic. The results suggested that faculty would be most satisfied with a critical thinking focus that strengthened students' ability to express themselves well in writing.

After a review of the literature, the committee recognized the need to decide what model it wanted to adopt for its critical thinking curriculum. The committee saw value in several models, but finally decided to follow the curriculum of The Foundation for Critical Thinking and adapt it as necessary to accomplish Oakwood University's goal and student learning outcomes.

In order to obtain expert feedback and assistance in the development of the plan, the committee sought the advice of a consultant. The institution contracted with Dr. Gerald Nosich, professor at Buffalo State University and a renowned expert in critical thinking.

Dr. Nosich is very familiar with the curriculum of The Foundation for Critical Thinking. He provided feedback on the QEP and made a visit to campus. During the visit, he interacted extensively with the committee and made a presentation to faculty that was very helpful in clarifying the focus of the document among committee members and beyond.

To identify a meaningful name for the QEP, the committee sponsored a logo/slogan contest among faculty, staff, and students and provided financial incentives. The committee narrowed the list of entries to the three that it felt best captured the spirit of the QEP as envisioned by the committee. These three entries were made into posters and posted at key locations on campus and on the university website. Voting during assembly was advertised in advance to encourage participation from faculty, staff, and students. The winning entry, as seen on the cover page of this document, became the logo for the QEP and has been used on the QEP website and other marketing materials. The slogan became the first part of the QEP name, *The Right to Write: Critical Thinking Development through Writing*.

Summary

The development of the university's QEP spanned a two-year period that included significant and valuable contributions from all the stakeholders of the university community including board members, administrators, faculty, staff, students, and alumni. Throughout the development process, the various university constituents were apprised of the QEP progress through formal and informal meetings, presentations, and on the QEP website. The website is a vital link between the committee and the stakeholders. Using the website, stakeholders can track the progress of the Oakwood University QEP, learn about the QEP process, and identify committee members through whom they can provide feedback. Additionally, committee meetings were open to administrators, faculty, staff, and students who were not members, but wished to attend.

During the QEP development phase, regular consultation meetings were held between the QEP chairperson and the Vice President for Academic Affairs regarding significant directions and decisions made pertaining to the progress of the QEP. The Vice President for Academic Affairs presented the initial summary of the plan to the Board of Trustees, which voted to adopt the plan, in concept, pending review of a more fully developed document. The Board Executive Committee approved the developed document in February, 2011. The 2010-2011 Vice President for Academic Affairs (now serving as Special Assistant to the President for Accreditation) was an active member of the committee and served as liaison between the QEP Committee and the President's Council to keep them abreast of QEP progress and to bring the administration's recommendations to the committee.

On January 3, 2011, Dr. Leslie N. Pollard became president of the institution. Since becoming president, Dr. Pollard has been actively engaged in the work of affirming, encouraging and supporting the work of the QEP Development Committee. The support of administration throughout the process has facilitated the development of a viable and sustainable QEP for Oakwood University.

The development of the QEP is a continuous process of improvement and refinement, which will continue even after the QEP has been implemented in 2012. The committee recognizes that as the topic continues to be explored, concepts and strategies will emerge that may call for further refinement to better assist students in achieving the desired outcomes.

III: Identification of the Topic

Oakwood University began the process of identifying a topic for the QEP during Spring Semester 2009. Dr. Delbert Baker, then President of Oakwood University, appointed a QEP subject/topic selection committee. Dr. James Mbyirukira, professor of Education, was asked to serve as the chair of the topic selection committee. Dr. Benson Prigg, professor of English, was asked to serve as the co-chair and was the principal writer of the final report submitted by the committee to administration. Based on the analysis of existing data and input from Oakwood University constituents, a list of potential topics was identified, narrowed, and a final selection made.

The committee identified several activities to be included in the topic selection process to ensure a broad-based, data-driven outcome. The results of this process led to the selection of a topic that received widespread approval across campus. The following table indicates the key activities in the topic selection process and the results obtained.

ACTIVITY	RESULTS
Identify university stakeholders	The committee identified students, faculty, staff and administrators, board of trustees, and alumni as the essential stakeholders.
Review existing data	<p>Three sets of existing data were identified as most appropriate for impacting topic selection:</p> <ol style="list-style-type: none"> 1. Recommendations from Bermultinational Limited, a consulting firm which conducted a SWOT analysis/ environmental scan for Oakwood University and made recommendations for strengthening and/or improving functions of the university 2. Results from the most recent Student Satisfaction Inventory 3. The mission, vision, goals, strategic planning initiatives, and outcomes of the university
Identify possible topics from existing data	<p>Based on their review of existing data, the committee developed a preliminary list of possible QEP topics.</p> <p>Possible topics taken from the Student Satisfaction Inventory included:</p> <ol style="list-style-type: none"> 1. Strengthening course content 2. Technology 3. Advising 4. Tutoring Services 5. Early inclusion of real world career practices in the classroom 6. Diversity 7. Service Learning <p>Possible topics taken from the Consultant's Report included:</p> <ol style="list-style-type: none"> 1. Advisement 2. Tutoring services 3. Diversity 4. Service learning 5. Student research opportunities 6. Interdisciplinary instruction 7. More student/faculty interaction 8. Strengthening curriculum 9. Early inclusion of real world career practices in the classroom 10. Honors program 11. Technology

ACTIVITY	RESULTS
Evaluate feasibility of topics	<p>The committee determined that each of the topics identified:</p> <ul style="list-style-type: none"> • was consistent with the mission of the university • could be adequately developed as a QEP • could be supported by the institution's Strategic Plan
Develop a survey instrument to collect stakeholder opinion.	<p>A sub-committee developed a survey instrument utilizing the results from the review of existing data. Participants were asked to:</p> <ul style="list-style-type: none"> • select their top five choices for a QEP topic from the list provided and/or • name one to three other possible options for the QEP topic.
Conduct initial survey/focus groups to generate QEP topic suggestions.	<p>The committee divided itself into smaller sub-committees to conduct focus groups/surveys among stakeholders. Results were collected in keeping with an established timeline and each set of results was reviewed and analyzed by the committee.</p>
Review faculty survey results.	<p>A total of 91 Faculty (87.5%) participated in the survey. Faculty results were in two parts:</p> <p>Part I. The top five areas of greatest need identified by the faculty, in order of preference, included:</p> <ol style="list-style-type: none"> 1. Critical thinking 2. Writing competency 3. Reading competency 4. Strengthening the curriculum 5. Early introduction to career practices <p>Part II. Faculty identified eleven additional areas of concern; the top three were:</p> <ol style="list-style-type: none"> 1. Practical, hands-on courses (suggested by six faculty) 2. Enhanced library resources & facilities to support student/faculty research (suggested by four faculty) 3. Spiritual formation (suggested by three faculty)
Review student survey results.	<p>A total of 107 students, mostly student government leaders, participated in the survey. The top 5 areas of greatest need identified by students included:</p> <ol style="list-style-type: none"> 1. Early introduction to career practices 2. Strengthening curriculum 3. Critical thinking 4. Technology 5. Advising
Review administrator/staff survey results.	<p>A total of 112 administrators and staff participated in the survey. The top 5 areas of greatest need identified by administrators and staff included:</p> <ol style="list-style-type: none"> 1. Critical thinking 2. Early introduction to career practices 3. Writing competencies 4. Advising 5. Technology
Review board of trustees survey results.	<p>A total of 26 board members participated in the survey. The top 5 areas of greatest need identified by trustees included:</p> <ol style="list-style-type: none"> 1. Critical thinking 2. Writing competency 3. Oral communication 4. Technology 5. Reading competency

ACTIVITY	RESULTS
Review alumni survey results.	A total of 34 alumni participated in the survey. The top 5 areas of greatest need identified by alumni included: <ol style="list-style-type: none"> 1. Strengthening curriculum 2. Writing competency 3. Oral communication 4. Critical thinking 5. Early introduction to career practices
Evaluate findings.	The committee determined that the results strongly favored critical thinking as the topic. All five groups identified critical thinking among the top five choices, and three of the five groups selected critical thinking as their first choice.
Further evaluate the topics to narrow the number on the list of options.	The committee generated suggestions to refine the short list of topics. The guidelines included: <ul style="list-style-type: none"> • Eliminate topics that cannot be assessed • Eliminate topics that do not affect student learning • Fuse/combine related topics • Define each topic so that we all agree on what it entails • Determine what student learning outcomes might result from each topic <p>After eliminating and fusing topics, the committee compiled the following short-list of possible topics:</p> <ol style="list-style-type: none"> 1. Critical thinking and related competencies, including: <ol style="list-style-type: none"> a. Writing competency b. Reading competency c. Oral communication d. Information literacy 2. Technology 3. Practical competencies, including: <ol style="list-style-type: none"> a. Practical, hands-on courses b. Early introduction to career practices
The committee selects the QEP topic.	The committee voted to select critical thinking competencies as the QEP topic.

Summary

Throughout the topic identification process, the committee focused on the most effective ways to enhance student learning at Oakwood University. Members engaged in many thoughtful discussions pertaining to strategies for gathering ideas and determining which were most viable and assessable and which would have the greatest impact on student learning. The mission of the university was central to each discussion. The final decision of the committee to accept critical thinking competencies as the QEP topic for Oakwood University was based on the survey results from the various constituent groups.

IV. Desired Student Learning Outcomes

Oakwood University mission statement:

The mission of Oakwood University, a historically black, Seventh-day Adventist institution, is to transform students through biblically-based education for service to God and humanity.

Vision:

Oakwood University graduates leaders in service to God and humanity.

The Oakwood University mission and vision were central to the discussion of student learning outcomes for the Quality Enhancement Plan (QEP). While desiring to provide the best quality Christian education possible, with an emphasis on academic excellence, the institution has historically opened its doors to a wide variety of students, including the underrepresented and disadvantaged. For all to participate in the vision of the university, development of critical thinking is essential.

The integration of faith and learning is foundational to providing a quality Christian education. The QEP Development Committee members embraced this concept from the beginning. They determined that the plan they developed would support the integration of faith and learning by strengthening the critical thinking skills of the students in relationship to their beliefs, as well as other aspects of life and learning. The processes of selecting a definition for critical thinking and identifying student learning outcomes for the QEP were driven by this commitment.

The definition of critical thinking selected by the committee is very appropriate for the integration of faith and learning. The Oakwood definition is a slightly modified version of one written by Michael Scriven and Richard Paul, accessible at <http://criticalthinking.org/pages/defining-critical-thinking/766>, and written below. Italicized words were added by the QEP Development Committee.

“Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to *decision-making*, belief and action.”

The QEP Development Committee considered both the Oakwood University mission and the critical thinking definition when developing the goal and student learning outcomes for the QEP. Initially, the committee decided on one goal/purpose, four student learning outcomes, and four initiatives. As development progressed, it became obvious to committee members that the task the committee was laying out for the institution was too big to be well-managed and adequately assessed. After a series of revisions, the committee voted one goal and three student learning outcomes:

QEP Goal/Purpose: To equip Oakwood University students with critical thinking skills that will enhance their educational experience.

Student Learning Outcomes:

1. Students will demonstrate the ability to apply critical thinking skills through the writing process as they:
 - a. Develop well-supported inquiry statements that demonstrate clear purpose
 - b. Evaluate the quality and credibility of information
 - c. Make connections and informed conclusions

2. Students will demonstrate the ability to apply critical thinking skills to written information as they:
 - a. Identify well-supported inquiry statements that demonstrate clear purpose in written information
 - b. Evaluate the quality and credibility of information in written information
 - c. Identify connections and informed conclusions in written information

3. Students will demonstrate the ability to apply critical thinking skills to their Christian beliefs, faith system and personal goals as they:
 - a. Develop well-supported inquiry statements that demonstrate clear purpose
 - b. Evaluate the quality and credibility of information
 - c. Make connections and informed conclusion

The QEP goal/purpose, to equip Oakwood University students with critical thinking skills that will enhance their educational experience, is a statement of the desired impact of *The Right to Write: Critical Thinking Development through Writing*. Oakwood anticipates that implementation of this plan in specified courses will indirectly impact student performance in other coursework, both in general education and within their majors. It is expected that the impact of the emphasis on critical thinking will be especially evident in the quality of written work produced by students across the curriculum. The current plan specifically targets the general education program, but an expanded focus could become a valuable follow-up study.

Developing the Student Learning Outcomes

During the QEP development process, the development committee identified the California Critical Thinking Skills Test (CCTST) from Insight Assessment as the instrument of choice to measure students' basic critical thinking skills. The committee also chose the Paul and Elder model to guide implementation of the QEP. After the University received the On-site Reaffirmation Committee report, in which Oakwood was asked to revise student learning outcome 1 to include specific critical thinking skills, the QEP writing subcommittee was given the task of revising student learning outcome 1. In order to accurately specify the critical thinking skills that would be the focus of instruction and assessment during QEP implementation, the subcommittee developed the following matrix to align the critical thinking skills of the CCTST with the Elements of Thought from the Paul and Elder model.

Table 1.1 Elements of Thought Aligned With CCTST

Elements of Thought (Paul & Elder)	California Critical Thinking Skills Test (CCTST)						
	Analysis	Interpretation	Inferences	Evaluation	Explanation	Inductive Reasoning	Deductive Reasoning
Purpose	X		X	X			
Question at Issue/ Problem	X			X		X	X
Point of View			X			X	X
Information/ facts/ evidence				X	X		
Concepts			X				
Assumptions	X		X	X			
Interpretation and Inference		X	X			X	X
Implications, Consequences	X			X			

The results of this analysis helped the subcommittee to select critical thinking skills consistent with both interpretations of critical thinking assessment. To further clarify the skills to be assessed, the subcommittee grouped the items from the matrix to reflect a conceptual framework showing three parts of full-fledged critical thinking and their elements. The framework will better inform instruction and assessment during implementation of the QEP. Table 1.2 Three Parts of Critical Thinking and Related Elements shows the framework. It shows the elements of thinking divided in three parts (i.e., Inquire, Examine, Conclude), the critical thinking elements that fit within each and the related student learning outcomes that will be assessed.

Table 1.2 Three Parts of Critical Thinking and Related Elements

Labels	Critical Thinking Elements	Desired Student Learning Outcomes
Inquire	<ul style="list-style-type: none"> •Purpose •Questions 	The ability to develop well supported inquiry statements that demonstrate clear purpose
Examine	<ul style="list-style-type: none"> •Assumptions •Implications/ Consequences •Point of View •Information •Concepts 	The ability to evaluate the quality and credibility of information
Conclude	<ul style="list-style-type: none"> •Inferences/ Conclusions •Deductive conclusions •Inductive conclusions 	The ability to make connections and informed conclusions

Student Learning Outcome 1: *Students will demonstrate the ability to apply critical thinking skills through the writing process as they:*

- a. Develop well supported inquiry statements that demonstrate clear purpose
- b. Evaluate the quality and credibility of information
- c. Make connections and informed conclusions

The first student learning outcome addresses the student's ability to sort through the abundance of information available, select that which is most reliable and useful, create new meaning and new ideas, and be able to communicate those ideas effectively in writing. For outcome 1, students must think about and monitor what they are writing as they write. They will also be expected to evaluate and self-correct what they have written. These competencies will not only improve their educational experience at Oakwood, but will benefit them as they pursue graduate school, careers, and lifelong learning.

Student Learning Outcome 2: *The ability to apply the following basic critical thinking skills to written information:*

- a. Identify well-supported inquiry statements that demonstrate clear purpose in written information
- b. Evaluate the quality and credibility of information from written sources
- c. Identify connections and informed conclusions in written information

The second student learning outcome addresses the student's ability to read closely and apply critical thinking elements to the analysis of what is written. There is an intimate relationship between reading well and writing well. Both writing and reading require that we use multiple perspectives and the ability to reason well. Thus students who apply critical thinking skills to what they are reading will do so with minimum distortion of the author's intent. They will learn that applying the Elements of Thought to their reading requires active engagement in thinking skills that can impact their writing.

Student Learning Outcome 3: *The ability to apply critical thinking skills to their Christian beliefs, faith systems, and personal goals as they:*

- a. Develop well supported inquiry statements that demonstrate clear purpose
- b. Evaluate the quality and credibility of information
- c. Make connections and informed conclusions

The third student learning outcome is designed to promote the application of critical thinking skills in students' personal lives. Of the three outcomes, it is the most directly related to the integration of faith and learning. At least 70% of our students come from Seventh-day Adventist homes¹. It is very easy for them to develop a Christian culture instead of a personal faith. Instruction for this student learning outcome will challenge students to examine their beliefs and faith system and make a personal commitment. In addition, students on the committee and other students in a focus group indicated the need for more help with decision-making related to career choice and other life goals. This student learning outcome, which will be addressed specifically in ED 250, is designed to address this need also.

¹ Oakwood University Fact Book 2010-2011, p. 101

For student learning outcomes 1 and 3, students will engage in substantive writing as described by Paul and Elder. Unlike writing based on impression, substantive writing requires the student to reflect on what is being written. The main difference between substantive, critical writing and non-critical writing is the degree to which it reflects specific intellectual standards--is clear, relevant, precise, accurate, and logical; has breadth and depth; and is significant, fair, and complete. These are the intellectual standards identified by Paul and Elder (Elder & Paul, 2006). Students are taught to be critical thinkers by applying the intellectual standards to Paul and Elder's eight basic elements of reasoning to their writing (Elder & Paul, 2003). The eight basic elements are:

- Writing with a purpose
- Raising questions
- Using information
- Interpreting and making inferences
- Utilizing concepts
- Making assumptions
- Generating implications and consequences
- Embodying a point of view

Additionally, students will understand the process of inductively or deductively making interpretations and drawing conclusions.

All written work in the identified QEP courses will be assessed by faculty using a common rubric. The QEP Assessment Subcommittee selected the rubric of the Foundation for Critical Thinking as its basic assessment instrument (www.criticalthinking.org) for written work. It adapted the rubric by adding two rows specific to reflecting their recognition of reasoning as deductive or inductive as described in the CCTST manual. The rubric is included in Appendix E.

Summary

The ability to think critically requires a higher level and order of thinking which goes beyond the process of simply recalling facts, figures, and information. Equipping students to think and write critically requires intentional curriculum development and instructional methods that provide students with opportunities to practice and enhance their skills in higher-level reasoning in both scholarly and practical applications. Therefore, the university must facilitate an environment of learning that will foster the development of a critical thinking disposition that will continue to impact the student's thought processes and decision-making beyond the university classroom.

V. Literature Review and Best Practices

Overview

Teaching learners to think more critically is an enduring ideal and a practical education outcome. Accomplishing this goal involves a dynamic and rigorous process of thinking, questioning and communication between teacher and student. The relationship between Socrates and Plato provides the classic example of the teacher (Socrates) who challenges the student (Plato) to clarify his thinking, question assumptions, examine the meaning of life, and to remain skeptical and humble (Carroll, 2004). Psychologists, educators, politicians and industry have since developed varying definitions of critical thinking and have advanced theories to explain how one thinks critically, and why critical thinking is essential for successful living in the 21st Century. The *SCANS Report* (1991) identified critical thinking (the ability to reason, to solve problems, to make decisions, and to know how to learn) and desirable personal traits such as integrity and self-regulation as necessary for success in the new global economy. However, more than a decade later, a report by the *Commission on the Future of Higher Education* (2006) found that college graduates were not prepared for the workforce because they lacked critical thinking, problem-solving, and writing skills. Critical thinking skills and dispositions continue to be demanded by employers who seek graduates equipped to make decisions and solve problems in an uncertain global economic, political and social landscape.

Exploring Critical Thinking: (Concepts, Definitions, and Theories)

There are many definitions of critical thinking. While they vary in depth, they have common themes.

- Ennis (1987) defines critical thinking as “reasonable reflective thinking focused on deciding what to believe or do”. Ennis also describes the tasks that a critical thinker should be able to complete, for example, to judge the quality of an argument, to evaluate sources, to identify conclusions, reasons and assumptions, to be open-minded and well-informed.
- Scriven and Paul, (1987) specify similar actions in their definition which describes “the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action” (para. 3).
- Fluellen (1994) defines critical thinking as the “ability to question one’s own frame of thought, to understand the arguments and rationale of others, and to reason dialectically in such a way as to determine when one’s own point of view is at its weakest and when an opposing point of view is at its strongest” (p. 1).
- Mayer and Goodchild (1990) observe that “critical thinkers acknowledge that there is no single way to understand and evaluate arguments and that all attempts are not necessarily successful” (p. 4).
- Paul and Elder (2006) underscore the possibility of improving the capacity to think critically through “the process of analyzing and assessing thinking with a view to improve it” (pp. xiii, xix). They also developed critical thinking standards and outlined the dispositions a critical thinker possesses, as well as the barriers to critical thinking.
- Nosich (2009) elaborates on what critical thinking is *not*. While negative feedback is important, “critical thinking is not negative” and “does not have negative overtones,” rather, critical thinking is “thinking things through accurately, clearly, sufficiently and

reasonably.” He posits that “critical thinking is not emotionless thinking” and does not require one to discard his feelings; rather, critical thinking is “linked to having feelings” that reasonably inform or provide data (pp. 13-16).

- Other definitions highlight the need for personal characteristics such as intellectual humility, open-mindedness, and moral courage (Chaffee, 1998).

Constructivism: There are many theories of critical thinking also. This section will focus on constructivism because its tenets closely match the ideals of Oakwood’s working definition of critical thinking for this QEP:

Critical thinking is “the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to [decision-making], belief and action” (Scriven & Paul, 1987, para. 3). Decision-making was added by Oakwood’s QEP Committee.

Constructivism is an all-inclusive learning theory that describes the active process of creating meaning from different experiences. Constructivism embodies elements from a number of learning theorists from Dewey (1916, 1963) to Paul and Elder (2006).

Paul & Elder (2007a) – Critical thinking can be improved and this improvement can be measured by established standards. Critical thinking employs the eight elements of reasoning; is applicable to all disciplines and is inter-disciplinary; deals with real issues; is reflective; addresses barriers to critical thinking, and results in the development of intellectual dispositions.

In constructivist classrooms, teachers ask good questions, and use a variety of active learning strategies such as experimentation, collaboration, journaling, and problem-solving. Facts and skills are integrated and students are given time to think about how they learn as well as the content shared. The learning environment is challenging without being threatening. A comparison of the traditional and the constructivist classroom is depicted in the chart below.

Comparison of the Traditional and Constructivist Classroom

Traditional Classroom	Constructivist Classroom
Curriculum begins with the parts of the whole. Emphasizes basic skills.	Curriculum emphasizes big concepts, beginning with the whole and expanding to include the parts.
Strict adherence to fixed curriculum is highly valued.	Pursuit of student questions and interests is valued.
Materials are primarily textbooks and workbooks.	Materials include primary sources of material and manipulative materials.
Learning is based on repetition.	Learning is interactive, building on what the student already knows.
Teachers disseminate information to students; students are recipients of knowledge.	Teachers have a dialogue with students, helping them to construct their own knowledge.
Teacher's role is directive, rooted in authority.	Teacher's role is interactive, rooted in negotiation.

Traditional Classroom	Constructivist Classroom
Assessment is through testing, correct answers.	Assessment includes student works, observations, and points of view, as well as tests. Process is as important as product.
Knowledge is seen as inert.	Knowledge is seen as dynamic, ever changing with our experiences.
Students work primarily alone.	Students work primarily in groups.
Source: http://www.resources.scalingtheheights.com/Constructivism.htm	

Seventh-day Adventist Philosophy of Education as Related to Critical Thinking

From its inception, Seventh-day Adventist education has embraced the integration of faith and learning as an essential concept for Christian education. Ellen White, one of the founders of the church and also a founder of Oakwood University, wrote extensively about the role and purpose of establishing educational institutions to support the mission of the church. The philosophy of education that she expressed continues to provide the foundation for the Seventh-day Adventist school system. She wrote:

Our ideas of education take too narrow and too low a range. There is need of a broader scope, a higher aim. True education means more than the pursuit of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come. (White, 1903, p. 13)

Regarding critical thinking, White commented that God has given every person the power to reason. Those who develop this power will become influential leaders and will be entrusted with responsibilities. In regard to developing critical thinking, she stated:

It is the work of true education to develop this power, to train the youth to be thinkers, and not mere reflectors of other men's thought.... Instead of educated weaklings, institutions of learning may send forth men strong to think and to act, men who are masters and not slaves of circumstances, men who possess breadth of mind, clearness of thought, and the courage of their convictions. (White, 1903, p. 17)

She encouraged lifelong learning and continuous development of the reasoning abilities, stating that students should not be satisfied with under-developed or poorly developed reasoning powers, but apply themselves so that their reasoning abilities "may be developed to the utmost, refined, sanctified, ennobled, and used..." Further, she states, "None should consent to be mere machines, run by another man's mind. God has given us ability, to think and to act... Never think that you have learned enough, and that you may now relax your efforts. The cultivated mind is the measure of the man. Your education should continue during your lifetime; every day you should be learning and putting to practical use the knowledge gained." (White, 1905, pp. 498-499)

Literature on the Critical Thinking Framework for the Oakwood University QEP

Oakwood University bases its critical thinking framework on the Paul and Elder model. The QEP Development Committee determined that this model was consistent with a commitment to the integration of faith and learning and with White's sentiments regarding true education. Elder and Paul (2010) further define critical thinking as "the ability and disposition to improve one's thinking by systematically subjecting it to intellectual self-assessment" (para. 7). They outlined a stage development theory of critical thinking. This theory assumes each critical thinker passes through defined stages of critical thinking development; that passage from one stage to the next requires deliberate effort; that successful/effective instruction is connected to quality of student learning and that it is possible to regress in development.

The six stages are the:

- Unreflective Thinker
- Challenged Thinker
- Beginning Thinker
- Practicing Thinker
- Advanced Thinker
- Accomplished Thinker

Oakwood University faculty believe students can improve their critical thinking skills, attitudes, and dispositions by practicing critical thinking in their written assignments. This type of writing is called substantive writing because it is purposeful, not fragmented; it reflects the writer's disciplined thinking and it is a tool for learning and improvement. Substantive writing generates purposes, raises questions, uses information, utilizes concepts, makes inferences, makes assumptions, generates implications, and embodies a point of view. The purposes for writing are many but there are intellectual standards that student writing must meet: accuracy, clarity, precision, relevance, depth, breadth, logic, significance and fairness. In addition, the ultimate goal is to develop dispositions like fair-mindedness, humility, courage, autonomy, empathy, perseverance, integrity, and reason (Paul & Elder, 2007b).

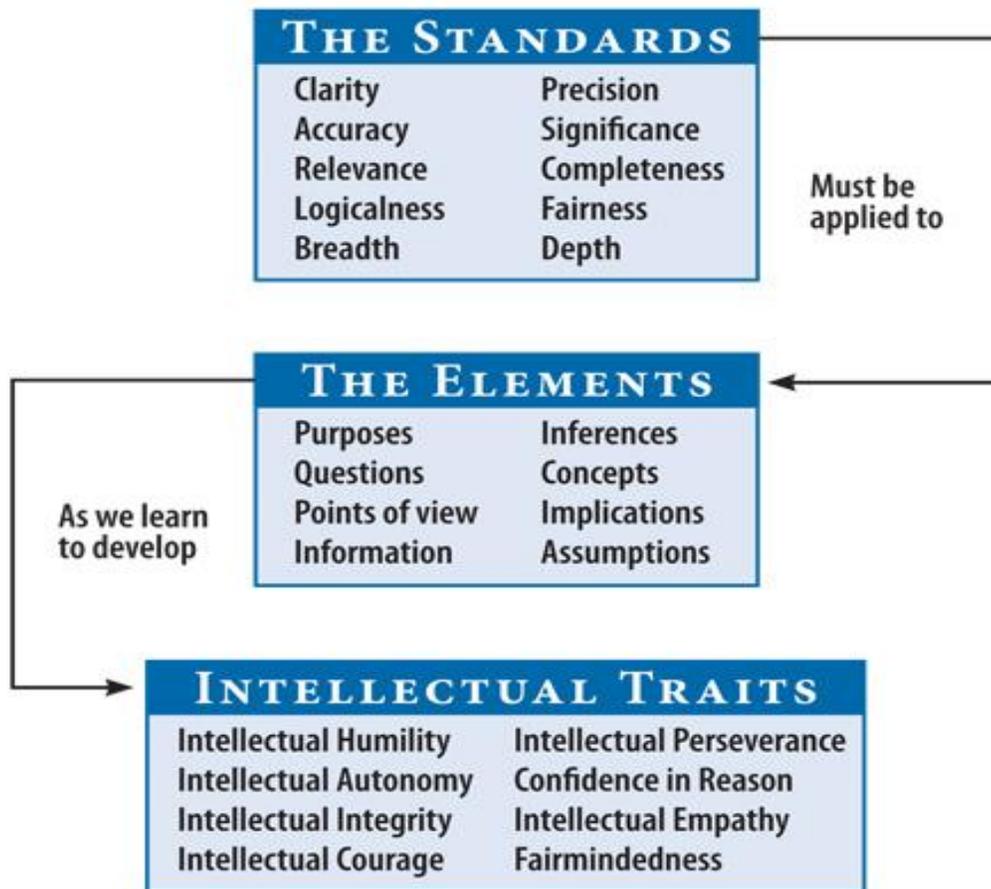
As students write more critically, they:

- Think about what they write as they write
- Monitor how they are writing based on their understanding of the text
- Paraphrase the texts they read
- Give examples of their experience to illustrate important ideas
- Connect main ideas to other main ideas
- State the main point of what they are saying
- Elaborate on the main point
- Create analogies and metaphors to help readers understand what they mean
- Demonstrate the ability to identify the eight elements of critical thinking (Paul and Elder, 2007b)

The Paul and Elder model for critical thinking instruction is illustrated on the following page.

The Paul and Elder Model for Critical Thinking Instruction

Critical Thinkers Routinely Apply Intellectual Standards To The Elements Of Reasoning In Order To Develop Intellectual Traits



Reproduced with permission from the Foundation for Critical Thinking (FCT), Richard Paul and Linda Elder, www.criticalthinking.org

Literature on Best Practices in Teaching Critical Thinking

Institutions of higher learning want graduates who are able to identify, articulate, and evaluate the source, context and credibility of information in order to make decisions. Only by adopting proven strategies and instructional approaches and by providing an atmosphere where students can practice these strategies will that goal be realized. Some instructional strategies that have proven to be valuable include:

Substantive Writing: Writing is the key to acquiring content from which students connect dots for knowledge. Substantive writing is writing something worth reading for depth and significance (Paul & Elder, 2005). Rather than just writing based on impression, substantive writing requires the student to reflect on what is being written. It is writing with purpose, clarity, precision, accuracy, and other intellectual standards identified by Paul and Elder (Elder & Paul, 2006). Students are taught to be critical thinkers by applying Paul and Elder's (2003) eight basic elements of reasoning to their writing:

- Writing with a purpose
- Raising questions
- Using information
- Interpreting and making inferences
- Utilizing concepts
- Making assumptions
- Generating implications and consequences
- Embodying a point of view

Although writing may be the vehicle through which an institution assesses its students' ability to think critically, other activities might also be employed as instructional tools.

Active learning: This instructional method is defined as involving "students in doing things and thinking about the things they are doing" (Bonwell & Eison, 1991, p. 2). It is a method that could be used in all classes, not just those targeted as the "CT" classes. The instructor would engage the students in hearty discussions with questions that would have the students engaged in exploring the subject matter. Techniques such as small group presentations, debates, online discussions, (Jowallah, 2008) and role-play could be used to enhance learning. "Teachers and mentors are crucial elements of bridging the chasms to active learning and it is critical that an effective learning environment exists." (Sigette, 2009, p. 3).

Collaborative Learning (a group form of active learning): Collaborative Learning "refers to an instructional method in which students at various performance levels work together in small groups toward a common goal. The students are responsible for one another's learning as well as their own" (Gokhale, 1995, para. 1). Types of collaborative learning that could be used in instruction include: brainstorming sessions, team projects, case studies and discussions. In an investigation conducted by Papanikolaou and Boubouka (2011), it was determined that specially scripted collaborative activities were vital in promoting metacognitive knowledge and individual and socially shared reflective thinking.

Socratic questioning/dialog: "Thinking is driven not by answers but by questions" (Paul and Elder, 2007b, pp. 2-3). Paul and Elder suggest that one should ask questions of purpose, information, interpretation, assumption, implication, point of view, relevance, accuracy, precision, consistency, and logic. Socratic questioning and critical thinking both share a similar end. Critical thinking pursues meaning and truth and Socratic questioning ensures the quality of that pursuit, or perhaps guides that pursuit.

In using this instructional method, teachers, with continuous questions, encourage students to fully develop their thinking. Two examples of the use of Socratic dialog stood out during the literature review:

- The report from SCALE-UP at NC State stated that the students who were part of their SCALE-UP program, which combined collaborative/active learning with Socratic dialogs, “are better problem solvers, achieve nearly four times the gain on some conceptual tests, have better attitudes toward science, and report greater satisfaction with their instruction. Failure rates for females in the SCALE-UP program are half those in regular classes. For minorities, the failure rate drops by a factor of four” (Beichner, Saul, Allain, Deardorff, & Abbott, 2000, p.2).
- The other example was the positive experience of an instructor as he integrated the Socratic questioning method in his General Psychology class. Students reported that they were self-motivated, and felt responsible for their thoughts and knowledge. In the words of the professor, “Implementing a process to give students more responsibility for their own education, to get them more actively involved, and to promote their critical thinking was an energizing experience for them and for me” (Ferguson, 1986, p. 218).

The ability to “see” a situation from a variety of perspectives, and then to evaluate those perspectives for their relative merit is what allows one to think critically (Leeman, 1987).

Infusion: This method interweaves thinking skills with the content of the lesson. It makes use of all the methods previously mentioned. Critical thinking involves the integration of information into personal experience and previous knowledge (Paul, 1995). While one or two courses may be created specifically for critical thinking, it would be wise to infuse critical thinking across the curriculum to reinforce the skills learned and show students how these skills can be applied in everything they do.

Literature on the Assessment of Critical Thinking in Writing

Assessment is an essential feature of the QEP. The theoretical framework for the assessment of the Oakwood University Quality Enhancement Plan lies in the assumption that writing is an effective medium through which we can assess the instruction, presence, and growth of critical thinking. Writing samples will provide the evidence needed to demonstrate the effect of systematic critical thinking approaches and strategies in instruction.

Historically, assessment of critical thinking focused on the presence of requisite skills and dispositions. Traditionally, standardized tests provided the data required for determining the presence of critical thinking skills and dispositions. Robert H. Ennis (2009) identified some commonly used critical thinking tests, namely:

- The Watson Glaser Critical Thinking Appraisal (WGCTA), Watson and Glaser (1980)
- The California Critical Thinking Skills Test: College Level (CCTST), Facione (1990)
- The Cornell Critical Thinking Test, Level Z (CCTT), Ennis and Millman (2005)
- The Critical Thinking Test (CTT), ACT CAAP Operations (1989)
- Collegiate Learning Assessment (CLA), The Council for Aid to Education

Other tests specific to writing (or with writing options) include:

- The Ennis-Weir Critical Thinking Essay Test (EWCTET), Ennis and Weir (1985)
- ICAT Critical Thinking Essay Examination, The International Center for the Assessment of Thinking (under the leadership of Richard Paul)(1996)

- Measure of Academic Proficiency and Progress (MAPP), Educational Testing Service (2005)(essay option)

General standardized tests which incorporate some critical thinking assessment include:

- American College Test (ACT), The American Council of Education
- The Law School Admission Test (LSAT), The Law School Admission Council
- Medical College Admission Test (MCAT), The Association of American Medical Colleges
- Graduate Record Exam (GRE), General Test, Educational Testing Service, (revised 2011)

Another standardized test that could also be included in the final category is the Scholastic Aptitude Test (SAT), The College Board (2005).

Aretz, Bolen, & Devereux (1997) recommend a comprehensive assessment that includes one assessment per component of three essentials: critical thinking knowledge, thinking skills, and critical thinking attitudes (critical thinking as abilities and dispositions). Blattner & Frazier (2002) recommend the complementing of a multiple-choice standardized critical thinking test with performance-based assessments.

The literature also includes consideration of numerous assessment instruments for ascertaining the presence of critical thinking dispositions. Qualitative research studies provide evidence of effective, non-traditional critical thinking assessment instruments. Of particular note are those that explore the value of writing processes, such as journaling and reflective writing, in the development of critical thinking habits.

Writing is “a powerful tool for stimulating thinking and learning,” (Greenberg, 1988 p. 47). It is the medium through which, traditionally our thoughts can become visible enough for scrutiny (Levy & Campbell, 2000). It gives writers and thinkers their voice (Siegel & Carey, 1989). “Writers share opinions, reason their way through arguments, ask questions, and articulate understandings of concepts” (Ennis 2006, p. 52). Research shows that disciplines such as psychology (Esterling, L’Abate, Murry, and Pennebaker, 1999) and nursing (Niedringhaus, 2001) have established the value of writing as the assessment tool of choice for documenting the presence of critical thinking skills in their practitioners. The field of education now considers reflection to be a key attribute for teachers at all stages in their professional growth and development. Furthermore, Vacca and Vacca (2008), leading researchers in content literacy instruction, identify writing to learn as a vital approach to meaningful learning of content. Finally, writing provides the showcase for reflective thinking (Prater, Sileo, & Black 2000) and fosters critical reflection and thought (Langer, 2002).

Improvement in critical thinking in student writing can occur through facilitating substantive writing (Paul and Elder, 2005). Substantive writing demands that the writer go beyond the superficial to the significant. It involves clear, purposeful, precise, writing that is accurate and reflective (Elder and Paul, 2006).

Assessment of student written work will be the main focus of the Oakwood QEP assessment process. The improvement in student written work will be the best evidence the institution can provide to demonstrate the success of the student learning outcomes, the initiatives, and ultimately the success of the QEP.

Summary

There is a wealth of literature on critical thinking, critical thinking models, critical thinking instruction, and critical thinking assessment. By choosing to adopt the Paul and Elder model, Oakwood will be using a well-tested model with highly developed materials and guidelines to support the success of the Oakwood QEP.

VI. Actions to be Implemented

The QEP Development Committee identified three initiatives to be implemented to support accomplishment of *The Right to Write* outcomes. The initiatives are:

1. Embed critical thinking skills in selected general education courses.
2. Provide professional development for faculty with an emphasis on how to integrate and assess critical thinking in writing.
3. Establish an office to coordinate the implementation of the QEP.

Addressing these initiatives in reverse order may best explain the significance of each to the successful achievement of the student learning outcomes.

Office of Critical Thinking

The committee determined that two administrative personnel would be essential to the success of the QEP. First, the program needs a full-time director with faculty appointment in an appropriate discipline whose priority will be the success of the QEP. The responsibilities of the director will include:

- Providing leadership in the implementation and modification of plan initiatives, curriculum, assessment, and evaluation
- Coordinating plan activities with the overall general education program
- Team building and conducting monthly QEP faculty meetings
- Arranging for and coordinating faculty development
- Facilitating on-campus discussions of on-line course material
- Conducting faculty and staff performance evaluations
- Scheduling and chairing regular meetings with critical thinking faculty
- Providing leadership for program planning and assessment activities
- Processing and synthesizing data and preparing data briefs
- Managing the QEP budget

The second person identified by the committee as essential for plan implementation is a part-time data coordinator/clerical support staff person. This person would need a minimum of a baccalaureate degree and have experience in data analysis. They would assist the director and be responsible for:

- Coordinating pre- and post-testing of the California Critical Thinking Skills Test
- Managing all incoming data
- Coordinating all office operations and activities
- Assisting the director with office management
- Generating purchase and check requisitions
- Completing and submitting time sheets
- Maintaining files of QEP related minutes, assessment results, etc.
- Other related duties as assigned

The Office of Critical Thinking will maintain critical thinking resources to assist faculty with course development and instruction. It will also organize assessment activities and maintain assessment files. A well-functioning office is critical to the success and sustainability of the Quality Enhancement Plan.

Professional Development for Critical Thinking Faculty

The QEP Development Committee identified certain criteria as essential for successful instruction in critical thinking:

- Faculty teaching the courses identified as part of the QEP curriculum must be CT (critical thinking) trained
- QEP faculty must demonstrate a willingness to embrace the curriculum they will be teaching by participating in CT exercises
- The course syllabus for each selected course must include one or more of the student learning outcomes of the QEP, demonstrate an adequate focus on CT, and describe the instructional strategies that will be used to promote the student learning outcomes
- The course description must support the goal of the QEP
- The course will have a CTW (critical thinking development through writing) designation in the Oakwood Bulletin

The Foundation for Critical Thinking model that Oakwood has chosen to use for *The Right to Write* is unfamiliar to most, if not all, of the general education faculty that will be teaching the courses selected to be a part of the plan. Therefore, the success of the plan will depend greatly upon the faculty development opportunities that are provided by the institution to prepare the faculty to use the model when preparing and delivering instruction in the designated courses. In accordance with the Paul and Elder Model, targeted faculty will be provided professional development training in levels of reasoning, closer reading, and substantive writing in order to teach and assess critical thinking through a variety of writing based strategies. The commitment of the faculty to continuous improvement in instructional methods is an essential component of the plan.

The committee recognized from the beginning that faculty development would be essential to the success of the QEP—that the plan could not move forward without preparing the faculty and designing the curriculum first. Therefore, the first year of the plan, 2012-2013, is set aside for faculty development and preparation of the curriculum. During that year, the committee has planned for two faculty development workshops and a fall semester online course for intensive instruction for *The Right to Write* faculty, including all OU 101 faculty, all EN 111 and EN 112 faculty, and all ED 250 faculty. Each academic department will be asked to identify one faculty member to teach the expanded OU 101 (from 1 credit hour to 2 credit hours) and participate in QEP training. All faculty will be invited and encouraged to attend the workshops, but attendance will be required for QEP faculty.

The workshops will be presented by educators experienced in teaching critical thinking through writing. Dr. Gerald Nosich, consultant with the Foundation for Critical Thinking, has worked with Oakwood during the QEP development process and has agreed to continue this relationship during implementation. He, and/or others familiar with the instructional and assessment methods of the Foundation, will be the workshop presenters.

Between the two workshops presented the first year, *The Right to Write* faculty will participate in an online course designed to help them with preparation of the curriculum and course syllabi for the identified courses. Faculty will select some concrete, assessable critical thinking activities and strategies to be used in the courses they teach. They will then try out the activities and strategies in courses they are currently teaching, share their experiences—both successes and problems/obstacles—with other members in the course,

receive feedback and discuss ways to improve their methods. QEP faculty will also receive training in the use of the writing rubric to evaluate written assignments.

Faculty who receive the first year of intensive faculty development will be able to serve as mentors and provide workshops for other faculty who join the QEP team later or for faculty who desire to implement critical thinking teaching methods in subjects other than those that are part of the QEP. They will serve, not as experts, but as facilitators of an ongoing conversation about critical thinking instruction.

Faculty development will continue after the first year of the plan, but on a less intense schedule. Two faculty development workshops per semester are planned for the second year and one annually is planned for the third, fourth, and fifth years. To extend the benefits of the QEP curriculum to other areas of instruction, non-targeted faculty will also be provided basic professional development opportunities in levels of reasoning, closer reading, and substantive writing in order to promote and assess student written work based on the Paul and Elder Model. This will help us achieve the second part of our goal—that the student's total educational experience will be enhanced by the critical thinking skills developed during *The Right to Write* program.

Embedding Critical Thinking Development in Selected General Education Courses

The QEP Development Committee selected four required general education courses to be part of *The Right to Write* plan.

Each course was selected because of its natural fit with a critical thinking curriculum, either because it already incorporates some elements of critical thinking and/or because it has a strong writing curriculum. The four courses selected are:

- **OU 101 Freshman Orientation Seminar:** all entering freshmen are required to take this course. It is designed to help them successfully transition into college life. It currently provides instruction in critical thinking, but as one of the many tools for college success. As a part of the QEP, this course will be expanded from one credit hour to two credit hours (expansion is part of an overall revision of general education requirements), and will have a much stronger emphasis on critical thinking development. The textbook selected as the basic resource for the QEP is Nosich *Learning to think things through: A guide to critical thinking across the curriculum (4th ed.)*. Boston: Pearson. This textbook will be introduced in OU 101 and used to teach critical thinking skills. It will provide practice activities which require students to apply critical thinking skills in their writing. The textbook will continue to be a resource for the other courses that are part of the QEP.

The California Critical Thinking Skills Test (CCTST) will be administered during the second meeting of OU 101. The committee will use the CCTST to gather pre-test data for comparison purposes as each cohort completes the QEP coursework. Other baseline data that will be collected in OU 101 include a reading analysis sample, a writing sample, and a personal assessment of life goals.

- **EN 111 and EN 112 Freshman Composition:** the freshman composition classes are also currently required courses, but the QEP would make some modifications to the courses. Presently, most students take the courses in their freshman year, but this is not mandatory. The QEP would require that students take the courses in the

freshman year as preparation for more advanced college work. The interim writing sample will be collected at the end of EN 111 and a post-instruction writing sample will be collected at the end of EN 112. Critical thinking development will be integrated with writing throughout each course. Writing samples will be assessed by faculty using the same rubric (see Appendix E).

- **ED 250 Philosophy of Education:** This required course explores the fundamental principles, concepts, and aims of Christian education. As part of the QEP, it will be extensively revised to integrate critical thinking as a major component of the course. Because of the nature of the course, it is well suited for students to examine their beliefs, faith systems, and personal goals. Students will apply critical thinking skills to their faith system and beliefs through a common guided reflection written at the beginning and again at the end of the semester. In addition, each will again complete the personal goals assessment. OU101, EN 111, and EN 112 will be prerequisites to ED 250. Students will be expected to take ED 250 in their sophomore year. The final writing sample for the QEP will be collected in this course and will be scored using the same rubric and method as the samples collected from the other QEP courses. Post-test activities—The California Critical Thinking Skills Test, the reading analysis test, and the writing test—will be administered the second time toward the end of ED 250.

Faculty teaching each of the selected courses will develop a common syllabus for the course to ensure that students receive the same basic critical thinking instruction and assignments, regardless of who is teaching the course. In each of the four courses selected, students will receive at least one identical assignment regardless of who is teaching the course. During the 2012-2013 academic year, *The Right to Write* prospective faculty will participate in professional development workshops that will provide training in teaching critical thinking and assistance with course development. The faculty will be required to participate in the training before being assigned to teach one of the four identified QEP courses.

Oakwood has chosen to use the Paul and Elder model as the theoretical framework for its QEP. The substantive writing process will be utilized by faculty to help students learn to manage information, construct knowledge, and produce original thought. Substantive writing has depth and significance (Paul & Elder, 2005) and requires the student to reflect on what is being written.

Paul and Elder identify ten universal intellectual standards which should be applied to thinking and which, if explicitly taught, may become part of the inner voice of a student, guiding them to think more critically. These standards include clarity, precision, accuracy, significance, relevance, completeness, logicalness, fairness, breadth, and depth (Paul & Elder, 2009). Students are taught to be critical thinkers by applying the intellectual standards to the eight basic elements of reasoning in their writing (Paul & Elder, 2009). The basic elements include:

1. Writing with a purpose
2. Raising questions
3. Using information
4. Interpreting and making inferences
5. Utilizing concepts
6. Making assumptions
7. Generating implications and consequences

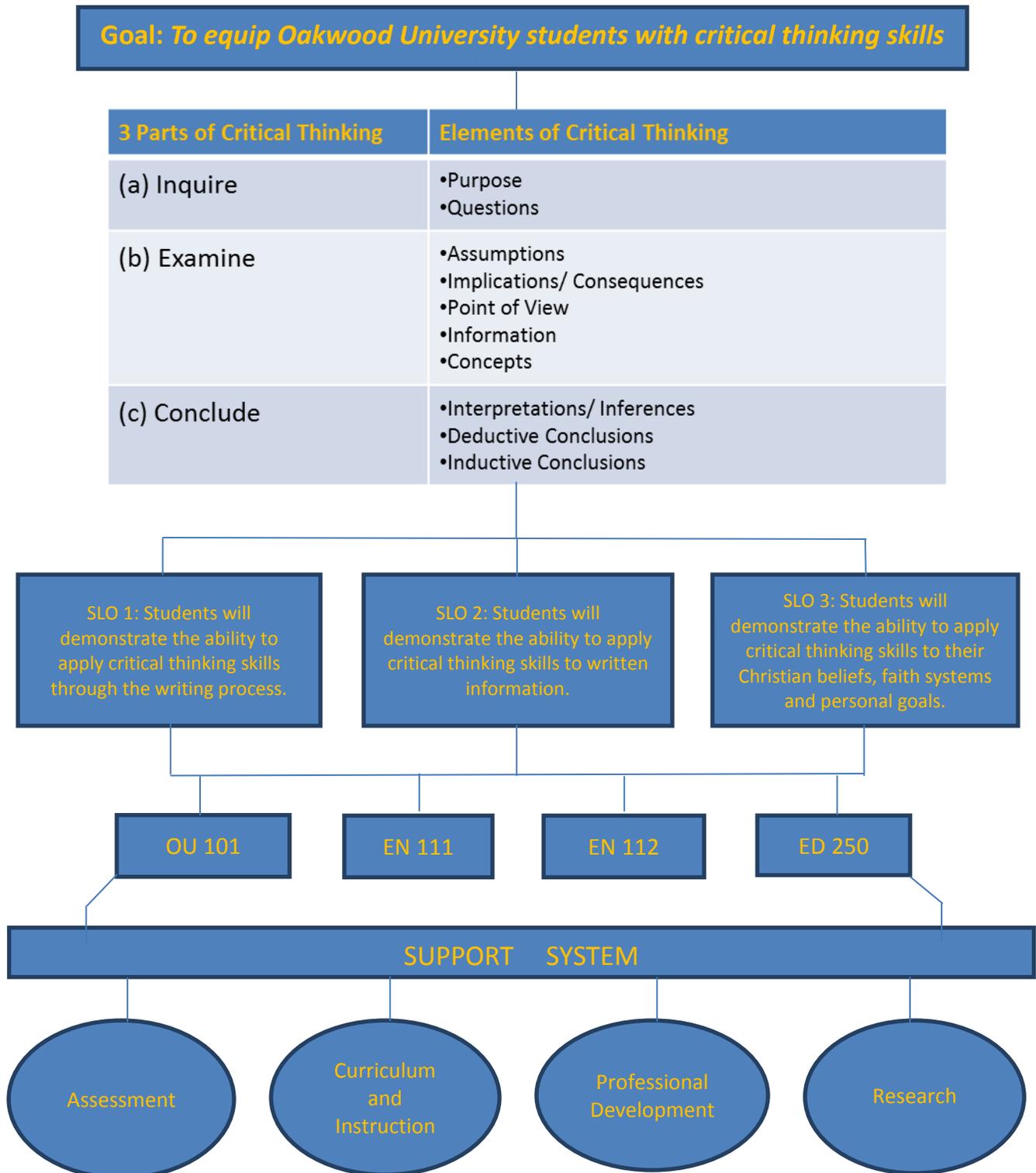
8. Embodying a point of view

Paul and Elder present a metacognitive approach to critical thinking that defines it as the “art of thinking about thinking while you’re thinking to make thinking better. It involves three interwoven phases: it analyzes thinking, it evaluates thinking, and it improves thinking” (Paul and Elder, 2012, p. xix) . This is essentially the goal of *The Right to Write*—acquiring critical thinking skills that will continue to benefit the student in all further educational pursuits. This is the nature of the curriculum to be implemented in the selected general education courses.

The QEP Graphic Design

The QEP Graphic Design (Figure 1) depicts the plan to accomplish the goal. It lists the critical thinking skills on which the curriculum is focused, the three student learning outcomes (SLO) that explicate the goal, the four general education courses in which the concepts will be embedded and the committees that provide support for successful implementation of the plan.

**Figure 1:
QUALITY ENHANCEMENT PLAN (QEP)/ PROGRAM DESIGN**



The QEP Implementation Planning Guide

The QEP Implementation Planning Guide on the following pages shows the relationship between student learning outcomes, initiatives, key activities, responsible units, and timeframe.

The Right to Write Implementation Planning Guide

QEP Goal/Purpose: To equip Oakwood University students with critical thinking skills that will enhance their educational experience

Student Learning Outcomes:

1. Students will demonstrate the ability to apply critical thinking skills through the writing process as they:
 - a. Develop well-supported inquiry statements that demonstrate clear purpose
 - b. Evaluate the quality and credibility of information
 - c. Make connections and informed conclusions
2. Students will demonstrate the ability to apply critical thinking skills to written information as they:
 - a. Identify well supported inquiry statements that demonstrate clear purpose
 - b. Evaluate the quality and credibility of information
 - c. Identify connections and informed conclusions
3. Students will demonstrate the ability to apply critical thinking skills to their Christian beliefs, faith system, and personal goals.
 - a. Develop well supported inquiry statements that demonstrate clear purpose
 - b. Evaluate the quality and credibility of information
 - c. Make connections and informed conclusions

Initiatives:

1. Embed critical thinking skills in selected general education courses.
2. Provide professional development for faculty with an emphasis on how to integrate and assess critical thinking in writing.
3. Establish an office to coordinate the implementation of the QEP.

The Right to Write Implementation Planning Guide

Timeframe	Student Learning Outcomes	Initiative, Key Activities	Targeted Participants	Responsible Unit(s)
2011-2012	N/A (Pre-implementation activities)	<ul style="list-style-type: none"> Administer CCTST test to first year students in early fall (OU101) and sophomores in late spring (ED250) to collect <u>baseline data</u> (not official cohort data) Identify QEP Director Identify Assessment Council 	Students	QEP Committee Administration
2012-2013	N/A (Pre-implementation activities) <i>Strategic Outcomes:</i> <ul style="list-style-type: none"> Office of Critical Thinking is functional August 2012 	(3) <i>Establish an office of critical thinking to coordinate the implementation of the QEP.</i> Establish an office to support faculty, staff, and students in developing critical thinking skills. <ul style="list-style-type: none"> Identify location Partner with OU writing lab Identify staff support Identify and obtain necessary resources 	QEP staff	QEP Director/ Administration
2012-2013	N/A (Pre-implementation activities) <i>Strategic Outcomes:</i> <ul style="list-style-type: none"> A minimum of three professional development training sessions are conducted using the Paul/Elder Model. At least 75% faculty satisfaction with readiness after training. <i>Faculty outcome:</i> <ul style="list-style-type: none"> Faculty will demonstrate ability to use effective teaching methods to enhance critical thinking skills. 	(2) <i>Provide professional development for faculty in teaching and assessing CT and writing skills with emphasis on integrated learning.</i> <ul style="list-style-type: none"> Provide training for faculty in effective approaches to teaching and assessing critical thinking through writing (CTW) (Paul/Elder model). Provide training and assistance in designing and selecting curricula and curriculum support materials 	Prospective QEP faculty (All faculty welcome)	QEP Director and Administration

Timeframe	Student Learning Outcomes	Initiative, Key Activities	Targeted Participants	Responsible Unit(s)
2012-2013	<p>N/A (Pre-implementation activities)</p> <p><i>Strategic Outcomes:</i></p> <ul style="list-style-type: none"> • General Education course syllabi for OU101, EN111-112, and ED250 are revised to support <i>The Right to Write</i> student learning outcomes • Credit hours for OU101 increased from one to two credit hours • All general education revisions are approved by faculty before the end of spring semester 2013 • Resource materials are selected and approved by May 2013 	<p>(1) <i>Embed critical thinking in selected coursework in the general education curriculum</i></p> <ul style="list-style-type: none"> • Revise selected general education course syllabi; incorporate critical thinking essays into curriculum <ul style="list-style-type: none"> ○ Expand OU101 to a 2 credit hour course to include an emphasis on CTW and obtain all necessary approvals ○ Revise EN 111 Freshman Composition: Diagnostic pre- and post-essay testing at the beginning and end of the semester will assess the progress made through the semester. During the semester, at least three critical thinking essays will be assigned. ○ Revise EN112 Freshman Composition: Classroom assignments will reflect opportunity for students to demonstrate the elements of good reasoning and standards for critical thinking. • Review textbook options for OU 101 and make selections 	CTW Faculty	QEP Director & Staff
Beginning 2012-2013 and continuing annually	<p>1. Students will demonstrate the ability to apply critical thinking skills through the writing process as they:</p> <ol style="list-style-type: none"> a. Develop well supported inquiry statements that demonstrate clear purpose b. Evaluate the quality and credibility of information c. Make connections and informed conclusions 	<p>(1) <i>Embed critical thinking in selected coursework in the general education curriculum</i></p> <ul style="list-style-type: none"> • Administer CCTST pre-test in OU101 • Administer CCTST post-test in ED250 (2012-2013 pre- and post-test data is baseline data only, not official cohort results)* • Identify selections for reading analysis pre-test/ post-test 	First and second year students	QEP Director, staff, and <i>The Right to Write</i> faculty

Timeframe	Student Learning Outcomes	Initiative, Key Activities	Targeted Participants	Responsible Unit(s)
	2. Students will demonstrate the ability to apply critical thinking skills to written information as they: <ol style="list-style-type: none"> a. Identify well supported inquiry statements that demonstrate clear purpose b. Evaluate the quality and credibility of information c. Identify connections and informed conclusions 	<ul style="list-style-type: none"> • Identify writing prompts for writing pre-test/post-test 		
Beginning 2013-2014 and continuing annually	<ol style="list-style-type: none"> 1. Students will demonstrate the ability to apply critical thinking skills through the writing process as they: <ol style="list-style-type: none"> a. Develop well supported inquiry statements that demonstrate clear purpose b. Evaluate the quality and credibility of information c. Make connections and informed conclusion 2. Students will demonstrate the ability to apply critical thinking skills to written information as they: <ol style="list-style-type: none"> a. Develop well supported inquiry statements that demonstrate clear purpose b. Evaluate the quality and credibility of information c. Make connections and informed conclusions 	<ol style="list-style-type: none"> (1) <i>Embed critical thinking in selected coursework in the general education curriculum</i> <ul style="list-style-type: none"> • Implement new course syllabi in OU101, EN111-112, and ED250 (students in ED250 are not officially part of a QEP cohort) • Collect baseline writing sample and personal goals assessment in OU 101 • Collect interim writing sample in EN111 • Collect second writing sample at the end of EN112 • Collect final writing sample in ED250 (2012-13 data in ED 250 is baseline data only, not official QEP results) • Collect final personal goals assessment in ED 250 • Collect guided reflections about their beliefs and faith system at the beginning and again at the end of the semester in ED 250 	First and second year students	QEP Director, staff, and <i>The Right to Write</i> faculty

Timeframe	Student Learning Outcomes	Initiative, Key Activities	Targeted Participants	Responsible Unit(s)
	<p>3. Students will demonstrate the ability to apply critical thinking skills to their Christian beliefs, faith system, and personal goals as they:</p> <ul style="list-style-type: none"> a. Develop well supported inquiry statements that demonstrate clear purpose b. Evaluate the quality and credibility of information c. Make connections and informed conclusions 			

*All data collected before Fall Semester 2013 is pre-implementation and therefore baseline data. It will be used to compare the results of those who receive *The Right to Write* instruction with those who did not. This data will help with the assessment of the QEP. The first official cohort of the QEP is the Fall Semester 2013 entering freshmen. This group is scheduled to complete all QEP coursework, including post-tests, during the 2014-2015 academic year.

Summary

The Right to Write focuses on helping students develop critical thinking skills through a writing process. It teaches them to improve their writing by asking themselves pertinent questions and refining their written work to address areas of self-identified weakness. The primary target of Oakwood's QEP implementation is first and second year students in required general education courses. The institution hopes to enhance their educational experience well beyond the first two years and the general education program.

While the focus of the QEP is the development of critical thinking skills, they must be expressed in order to be observable and assessable. Oakwood has chosen a writing method as the means of expression; therefore, writing skills should also improve as a result of the writing method used to teach critical thinking. Students will benefit from the QEP by becoming better writers—more accurate, more precise, and better able to assess their own writing and make the necessary revisions. These skills should serve them well in their upper division courses, as they approach all learning more critically.

VII. Timeline

QEP Development Phase

The development of the QEP was a collaborative effort of the QEP Subject Committee and the QEP Development Committee. This process began in the Fall Semester 2009 and concluded in Spring Semester 2012. The significant aspects of each committee pertaining to the identification and development of *The Right to Write (R2W)* are reflected in the timeline provided below.

Timeframe	Activity
2009 - 2010	<ul style="list-style-type: none"> • QEP Subject Committee appointed <ul style="list-style-type: none"> ▪ Data collection and review completed ▪ QEP subject identified: critical thinking ▪ Subject ratified by administration and board of trustees • QEP Development Committee appointed <ul style="list-style-type: none"> ▪ QEP Development Committee organized and given its charge ▪ Working definition for critical thinking established ▪ First draft of goal, student learning outcomes, and initiatives identified
2010 – 2011	<ul style="list-style-type: none"> • Faculty Survey and Topic refinement: critical thinking in writing • Sub-committees established and assignments carried out • Website developed • Consultant identified and hired: Dr. Gerald Nosich <ul style="list-style-type: none"> ▪ Consultant visit, January 2011 • SACS Representative Visit, April 2011
Fall Semester 2011	<ul style="list-style-type: none"> • Draft of <i>R2W</i> refined and completed • Marketing Campaign designed and implemented • Internal and external reviewers read QEP and comment • Final Draft presented to board of trustees for approval • Final editing completed
February 2012	<ul style="list-style-type: none"> • QEP submitted for visiting team review
March 2012	<ul style="list-style-type: none"> • Feedback from visiting team received and incorporated
July 2012	<ul style="list-style-type: none"> • Implementation of QEP begins

QEP Implementation Phase

Oakwood University's QEP covers a 5-year period beginning in Fall Semester 2012 and concluding in Spring Semester 2017. The significant aspects of *The Right to Write (R2W)* implementation are reflected in the timeline presented below.

Timeframe	Key Activities
Fall 2011 (Pre-implementation)	<ul style="list-style-type: none"> • Administer California Critical Thinking Skills Test (CCTST) to first year students in early fall (OU101) to collect baseline data
Spring 2012 (Pre-implementation)	<ul style="list-style-type: none"> • Submit QEP to SACSCOC and on-site committee – February, 2012 • On-site review – March 26-29, 2012 • Identify QEP Director • Identify QEP faculty • Identify Assessment Council • Finalize selection of curriculum and materials • Validate CTW rubric • Administer California Critical Thinking Skills Test (CCTST) to second year students in late spring (ED250) to collect baseline data
Fall 2012 (Year of preliminary activities)	<ul style="list-style-type: none"> • Establish an office of critical thinking to support faculty, staff, and students in developing critical thinking skills • Administer pre-test battery in OU 101 (Fall 2012 data is baseline data only, not official QEP results) • Administer post-test battery in ED250 (Fall 2012 data is baseline data only, not official QEP results) • Provide one faculty development workshop (all faculty welcome) • Provide an online course for <i>R2W</i> faculty • Develop curriculum and course syllabi for <i>R2W</i> courses • Develop Satisfaction Surveys; pilot test in courses where QEP teaching strategies are being pilot tested
Spring 2013	<ul style="list-style-type: none"> • Administer pre-test battery in OU 101 (Spring 2013 data is baseline data only, not official QEP results) • Administer post-test battery in ED250 (Spring 2013 data is baseline data only, not official QEP results) • Provide one faculty development workshop (all faculty welcome) • Obtain all necessary approvals for curriculum changes and QEP course pre-requisites • Work with General Education Committee to expand OU101 to a 2 credit hour course with an emphasis on CT; obtain all necessary approvals
Fall 2013 (Year 1 of R2W implementation)	<ul style="list-style-type: none"> • Provide one faculty development workshop (all faculty welcome) • Implement <i>R2W</i> in OU 101, EN 111, EN112, and ED 250 • Administer pre-test battery in OU 101 • Administer post-test battery in ED250

Timeframe	Key Activities
	<ul style="list-style-type: none"> • Collect writing samples from EN 111, EN 112, ED 250 (ED 250 Fall 2013 data is baseline data only, not official QEP results)
Spring 2014	<ul style="list-style-type: none"> • Provide one faculty development workshop (all faculty welcome) • Administer pre-test battery in OU 101 • Administer post-test battery in ED250 • Collect writing samples from EN 111, EN 112, ED 250 (ED 250 Spring 2014 data is baseline data only, not official QEP results) • First annual review of <i>R2W</i> assessment results • Prepare data briefs to keep the university community informed of progress
Fall 2014 (Year 2 of R2W implementation)	<ul style="list-style-type: none"> • Provide one faculty development workshop (all faculty welcome) • Administer pre-test battery in OU 101 • Administer post-test battery in ED250 • Collect writing samples from EN 111, EN 112, ED 250 (First group in ED 250 to complete <i>R2W</i>)
Spring 2015	<ul style="list-style-type: none"> • Administer pre-test battery in OU 101 • Administer post-test battery in ED250 • Collect writing samples from EN 111, EN 112, ED 250 • Annual review of <i>R2W</i> assessment results with particular focus on those having completed the plan • Prepare data briefs to keep the university community informed of progress
Fall 2015 (Year 3 of R2W implementation)	<ul style="list-style-type: none"> • Provide one faculty development workshop (all faculty welcome) • Administer pre-test battery in OU 101 • Administer post-test battery in ED250 • Collect writing samples from EN 111, EN 112, ED 250
Spring 2016	<ul style="list-style-type: none"> • Administer pre-test battery in OU 101 • Administer post-test battery in ED250 • Collect writing samples from EN 111, EN 112, ED 250 • Annual review of <i>R2W</i> assessment results with particular focus on those having completed the plan
Fall 2016 (Year 4 of R2W implementation)	<ul style="list-style-type: none"> • Provide one faculty development workshop (all faculty welcome) • Administer pre-test battery in OU 101 • Administer post-test battery in ED250 • Collect writing samples from EN 111, EN 112, ED 250
Spring 2017	<ul style="list-style-type: none"> • Administer pre-test battery in OU 101 • Administer post-test battery in ED250 • Collect writing samples from EN 111, EN 112, ED 250 • Comprehensive review of <i>R2W</i> assessment results with particular focus on those cohorts having completed the plan • Impact report submitted to SACSCOC

VIII. Organizational Structure

Overview

The organizational structure of the Oakwood University QEP is simple, emphasizing clarity in the roles, responsibilities and relationships of the QEP Director with the organizational structure of the institution. The organizational chart for the program provides the line of authority from the board of trustees to the director and those bodies for which the director has responsibility.

Administrative Framework to Implement and Sustain the QEP

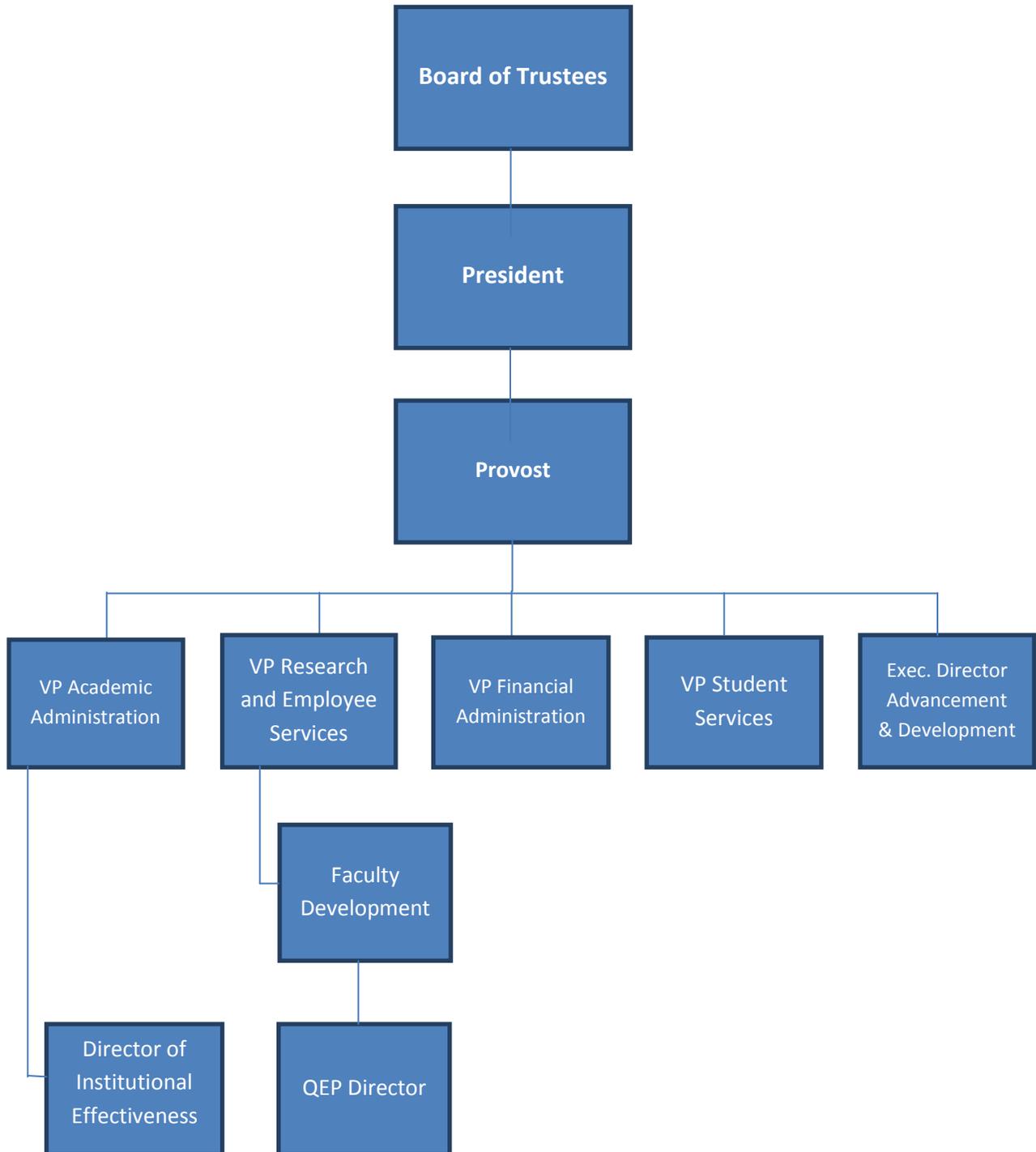
The university administration, represented by the Vice President of Academic Administration, has been very active in laying a foundation for the development of the QEP. Throughout the identification and development of the Quality Enhancement Plan, there has been ongoing encouragement and support from the administrative leaders of the university. At different stages in the work of the committee, each university administrator, including the President, has participated in the process. The visible involvement of university administrators and leaders in the QEP process has heightened the level of interest and participation from all university stakeholders (board members, faculty, staff, students, alumni and community). The reorganization of Administration led to the development of the Office of Vice President for Research and Employee Services with a Faculty Development component which will provide support to the QEP initiative.

Oakwood administration understands the importance of providing an organizational structure with clear lines of responsibility to ensure the success of the QEP. To that effect:

- Oakwood University will administer its QEP through the Office of Faculty Development; the QEP Director will report to the Vice President for Research and Employee Services.
- The QEP office will facilitate faculty and curriculum development, assessment activities, data management, and plan enhancement, as necessary.
- QEP committees, composed of university faculty and staff, will be established to provide assistance and support to the QEP Director in monitoring and assessing the QEP goal, initiatives and outcomes, in curriculum and instruction support to faculty and students, and assistance to faculty in professional development and research using QEP data.
- The Director of Institutional Effectiveness, who reports to the Vice President for Academic Administration, will provide assistance with data management.

The lines of authority are illustrated in the organizational chart on the next page.

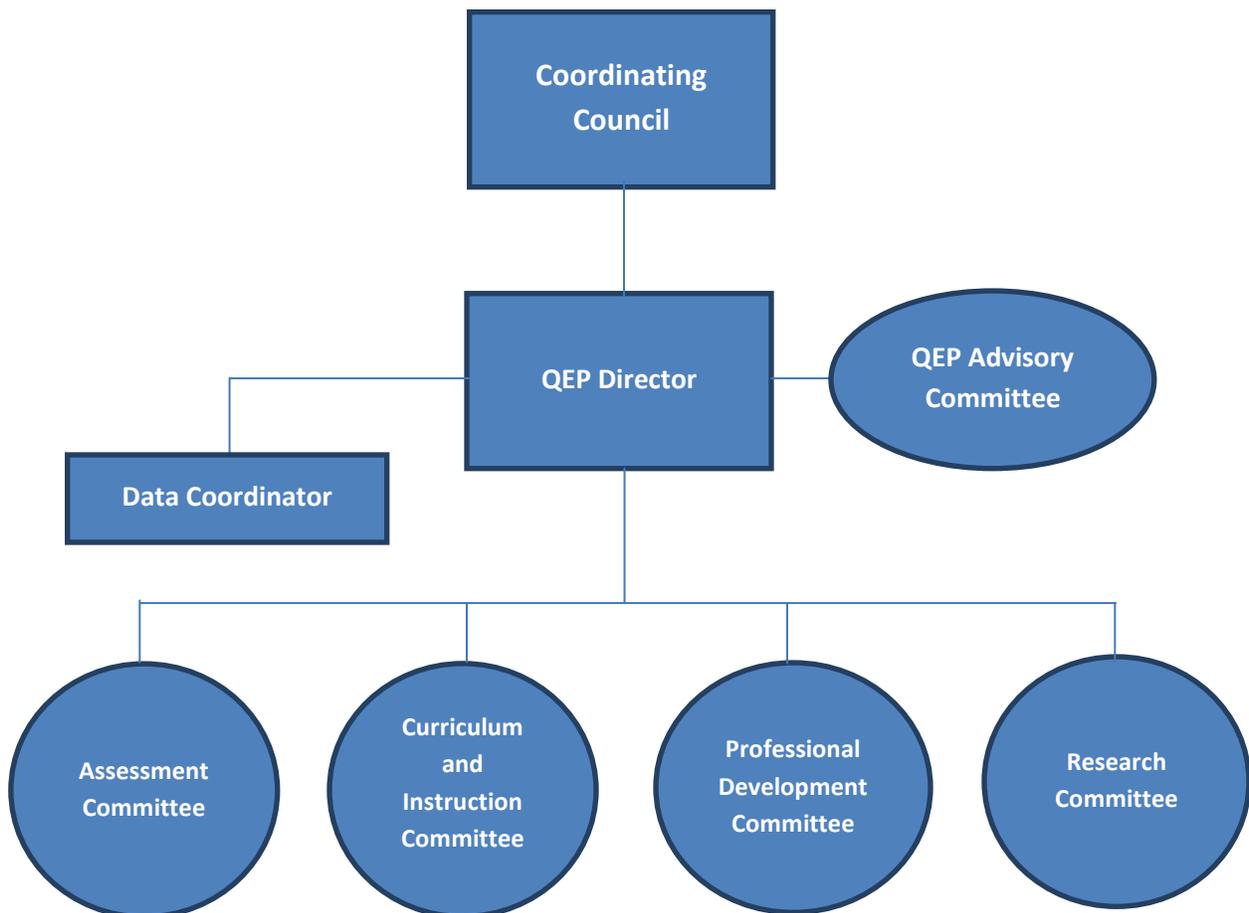
Figure VIII-1: QEP Organizational Structure Chart



The QEP Director will be responsible for facilitating the implementation of the QEP in accordance with the goals and objectives outlined in the plan. In addition to the routine and daily management of the QEP, the Director, in collaboration with QEP committees will provide support services for professional development workshops, curriculum and instruction enrichment, assessment processes/ analysis and research opportunities. The QEP Director will also collaborate with the Office of Institutional Effectiveness to ensure that the plan is in compliance at all times and to obtain assistance with assessment and data management.

Effective implementation of the QEP is more likely with a viable structure and process that contributes to the sustainability of the plan whose concepts will continue beyond this initiative. Figure VIII-2: QEP Functioning Process is a graphic illustration of the process.

Figure VIII-2: QEP Functioning Process



The process is an inclusive one. The *Coordinating Council* is an important part of the QEP governance structure and its membership reflects a cross section of the University administration, faculty, staff and student representatives. The Council receives and reviews reports and makes recommendations regarding QEP activities. Two administrative personnel comprise the office of the QEP: *The QEP Director* (full-time) who provides leadership in the implementation and modification of the plan and *The Data Coordinator* (part-time) who assists the Director and is responsible for managing all incoming data and coordinating office operations and activities. The *Advisory Committee* meets on a regular basis and advises the Director regarding issues in meeting the goals of the QEP.

Four committees of the QEP are involved with sustaining initiatives of the QEP in areas of Assessment, Curriculum & Instruction, Professional Development and Research. The committee chairs and selected members meet regularly and participate in overall development and achievement of the QEP goals. Committee assignments are shown in the following table.

QEP Committee and Membership List

COMMITTEE	MEMBERS	UNIVERSITY POSITION
<p>Assessment Committee</p> <p>Charge: Monitor QEP data collection processes; review and analyze data for interpretation, application; recommend intervention in monitoring student learning outcomes.</p>	<p>Ingrid Ennis, Chair John Davis Regina Jacob Janis Newborn Pauline Sawyers Arlene Wimbley Deril Wood</p>	<p>Faculty, Education Faculty, Mathematics Director, Fr Studies & Retention Institutional Effectiveness Faculty, Psychology Institutional Effectiveness Faculty, Education</p>
<p>Curriculum & Instruction Committee</p> <p>Charge: Support the integration of Critical Thinking into the Oakwood University curriculum that includes collaboratively reviewing syllabi of QEP courses for embedded critical thinking learning experiences related to student learning outcomes and provide critical thinking instructional resource information for faculty and students.</p>	<p>Pamelea Cook, Chair Olivia Beverly Regina Jacob James Hutchinson Heather James Dorothy Patterson Sonia Paul Elizabeth Wright Steven McWilliams</p>	<p>Faculty, Psychology Faculty, Education Director, Fr Studies & Retention LEAP Staff Library Faculty, English Career Planning Staff CAS Staff Information Technology Staff</p>
<p>Professional Development Committee</p> <p>Charge: Provide information sessions and forums for University faculty and staff regarding critical thinking skills, concepts and applications related to student learning outcomes, in coordination with the Office of Leadership Development.</p>	<p>Olivia Beverly, Chair Christopher Howard Ifeoma Kwesi William Mitchell Eva Starner Cheri Wilson</p>	<p>Faculty, Education Faculty, Business & Information Faculty, Religion Manager, D2L Faculty, Psychology Director, LEAP</p>

COMMITTEE	MEMBERS	UNIVERSITY POSITION
<p>Research Committee</p> <p>Charge: In coordination with the Office of Research, support faculty in scholarly contributions to the critical thinking knowledge base in their respective disciplines; provide information sessions and forums for University faculty regarding use of QEP data for evaluation and research; review proposals for research using QEP data; coordinate support for faculty research with research consultant.</p>	<p>Octavio Ramirez, Chair Cherryl Galley Maxine Garvey Paulette Johnson Kenneth LaiHing Alexandrine Randriamahefa Janice Watson Lucy Cort</p>	<p>Faculty, Social Work Faculty, Psychology Faculty, Allied Health Library Faculty, Chemistry Faculty, Biology Faculty, Communications Grants/ Management Office</p>

Summary

The organizational structure of the QEP is housed in the Research and Employee Services Division of the University in which Faculty Development Services are located. There will be close collaboration between the QEP office, targeted academic departments, and other university entities whose services align with QEP activities, goals, and initiatives.

IX. Resources/Financial Plan

Overview

Oakwood University realizes that the level of success and likelihood of sustainability for the QEP will be heavily dependent on the level of institutional resources allocated to the plan. University leadership is committed to providing the necessary resources to ensure that the QEP is successful. The following budget reflects the projected financial resources required to fund the QEP. Each category reflects the line-item allocations essential for the implementation and sustainability of the QEP. Financial consideration is also provided for future modifications to the QEP that may arise.

Oakwood University's commitment to the QEP is evidenced by the funding allocations for the following areas:

- Personnel
- Equipment
- Assessment activities
- Faculty development
- Departmental and faculty incentives
- General and administrative expenses

Personnel

The work required for the implementation of the QEP will necessitate additional staffing. The University administrators have also recognized the importance of providing the necessary personnel to ensure the success of the QEP. New staff will include a QEP director and a part-time data coordinator/clerical support staff person. The QEP director will have faculty status, which will facilitate the involvement of university faculty in the implementation and leadership of QEP initiatives. The table below shows anticipated personnel costs for the first five years of implementation for the QEP.

Personnel	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Totals
QEP Director (Salary/Benefits)	\$84,000.00	\$85,000.00	\$86,000.00	\$87,000.00	\$88,000.00	\$430,000.00
QEP Director Travel (Con/Mgt)	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$20,000.00
QEP Director (Member/Fees)	\$700.00	\$700.00	\$700.00	\$700.00	\$700.00	\$3,500.00
Data Coordinator (Salary/Benefits)	\$32,000.00	\$33,000.00	\$34,000.00	\$35,000.00	\$36,000.00	\$170,000.00
Subtotal	\$120,700.00	\$122,700.00	\$124,700.00	\$126,700.00	\$128,700.00	\$623,500.00

Equipment

The university has made provision for office space and equipment for the QEP director and a part-time data coordinator/clerical support staff person. Allocations are provided for computer workstations, budgeted at \$3,000.00 each. A notebook computer will also be provided for the

QEP director to facilitate flexibility, and enhance productivity of work away from the office or while traveling.

Equipment	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Totals
Computer Stations	\$3,000.00					\$3,000.00
Notebook Computer/Software	\$2,200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$3,000.00
Furniture (Office)	\$5,000.00					\$5,000.00
Subtotal	\$10,200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$11,000.00

Assessment Activities

The QEP will require funding for purchase and development of assessment instruments. The costs for the assessment is based on estimated and projected costs of assessment instruments used for critical thinking that may be purchased from The Foundation for Critical Thinking or from Insight Assessment. The estimated costs for standardized assessment tools and institutionally developed tools are reflected in the budget. Specific costs will be determined during the first year of implementation of the QEP. Provision is made for the QEP director and those assisting in the assessment work of the QEP to receive onsite training in assessment, or to attend meetings where training is provided. Provision is made to fund assessment software over the five-year period of the QEP, with the possibility of continued assessment funding should the University expand its emphasis on critical thinking development to other courses and beyond the initial QEP implementation phase.

Assessment Activities	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Totals
Assessment Instruments (Standardized)	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$50,000.00
Travel and Training	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$10,000.00
Software and Maintenance	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$5,000.00
Subtotal	\$13,000.00	\$13,000.00	\$13,000.00	\$13,000.00	\$13,000.00	\$65,000.00

Faculty Development

Learning the necessary skills to be able to teach critical thinking will require extensive training to be conducted by experts in the field. *The Right to Write* faculty will participate in regular workshops designed to help them to incorporate critical thinking concepts in their own thought processes and in *The Right to Write* courses. The intent of these professional development workshops is to enhance faculty pedagogy. The hope is that faculty will become more adept in the teaching and assessment of critical thinking through writing. The seminars, workshops and an annual luncheon will also provide faculty with a forum and opportunity to discuss and learn more about critical thinking from facilitators and peers in their professions. We propose to contract with the Foundation for Critical Thinking to provide faculty professional development

training. Dr. Gerald Nosich, facilitator and scholar, will be asked to serve as the primary trainer in this process. Funding is included in the QEP budget for selected faculty to attend the University of Louisville's annual conference for continuing education in critical thinking.

Faculty Development	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Totals
Faculty Development Workshops	\$15,000.00	\$10,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$40,000.00
On-line Course	\$22,000.00					\$22,000.00
Faculty Seminars/Conventions	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$7,500.00
CT Faculty Luncheon	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$5,000.00
Subtotal	\$39,500.00	\$12,500.00	\$7,500.00	\$7,500.00	\$7,500.00	\$74,500.00

Course Development

The funds allocated for course development will be used to encourage the departments and faculty members whose courses will be impacted by QEP initiatives to embrace critical thinking development through writing as outlined in *The Right to Write*. In addition to participation in intensive faculty development workshops, QEP faculty will also have to be actively engaged in revising the curriculum and syllabi in the identified courses. The QEP Development Committee is cognizant of the fact that increasing faculty responsibility without recognizing the potential negative impact it may have on faculty motivation and morale could jeopardize the success of the targeted QEP outcomes. Therefore, financial remuneration for course development is budgeted to encourage faculty engagement in the course development process and to demonstrate appreciation for their active support of the QEP in their respective areas.

Course Development	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Totals
English/EN 111 & 112	\$14,000.00					\$14,000.00
Education/ED250	\$14,000.00					\$14,000.00
Oakwood Orientation/ OU 101	\$14,000.00					\$14,000.00
Subtotal	\$42,000.00					\$42,000.00

General and Administrative

The operations of the QEP office will require materials and supplies to support the functions and services that are rendered. The University recognizes this need and has allocated funds and resources to support operational expenses.

General and Administrative	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Totals
Publications/Resources	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$10,000.00
Photocopy, Office Supplies, etc.	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$15,000.00
Miscellaneous Contingencies	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$2,500.00
Subtotal	\$5,500.00	\$5,500.00	\$5,500.00	\$5,500.00	\$5,500.00	\$27,500.00

A. Summary

The total estimated QEP budget is \$843,500 over five years. Oakwood University will cover \$300,000 of the five-year budget from its institutional budget. The remaining \$543,500 will come from Title III appropriations (approximately \$1.7m annually) or from the institution's non-capital, unrestricted net assets (\$10.9m at June 30, 2011).

The financial resources designated for the plan will facilitate the integration of critical thinking in the targeted general education courses, cover the salaries of budgeted personnel, provide for professional development, and furnish office space, equipment and supplies. The identified budget provisions demonstrate institutional capacity for the implementation and sustainability of the QEP.

Summary of the Oakwood University Five Year QEP Budget Proposal

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Total
Personnel						
QEP Director (Salary/Benefits)	\$84,000.00	\$85,000.00	\$86,000.00	\$87,000.00	\$88,000.00	\$430,000.00
QEP Director Travel (Con/Mgt)	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$20,000.00
QEP Director (Member/Fees)	\$700.00	\$700.00	\$700.00	\$700.00	\$700.00	\$3,500.00
Data Coordinator (Salary/Benefits)	\$32,000.00	\$33,000.00	\$34,000.00	\$35,000.00	\$36,000.00	\$170,000.00
Subtotal	\$120,700.00	\$122,700.00	\$124,700.00	\$126,700.00	\$128,700.00	\$623,500.00
Equipment						
Computer Stations	\$3,000.00					\$3,000.00
Notebook Computer/Software	\$2,200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$3,000.00
Furniture (Office)	\$5,000.00					\$5,000.00
Subtotal	\$10,200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$11,000.00

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Total
Assessment Activities						
Assessment Instruments (Stand)	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$50,000.00
Travel and Training	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$10,000.00
Software and Maintenance	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$5,000.00
Subtotal	\$13,000.00	\$13,000.00	\$13,000.00	\$13,000.00	\$13,000.00	\$65,000.00
Faculty Development						
Faculty Development Workshops	\$15,000.00	\$10,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$40,000.00
On-line Course	\$22,000.00					\$22,000.00
Faculty Seminars/Conventions	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$7,500.00
CT Faculty Luncheon	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$5,000.00
Subtotal	\$39,500.00	\$12,500.00	\$7,500.00	\$7,500.00	\$7,500.00	\$74,500.00
Course Development						
English/EN 111 & 112	\$14,000.00					\$14,000.00
Education/ED 250	\$14,000.00					\$14,000.00
Oakwood Orientation/OU 101	\$14,000.00					\$14,000.00
Subtotal	\$42,000.00					\$42,000.00
General and Administrative						
Publications/Resources	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$10,000.00
Photocopy, Office Supplies, etc.	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$15,000.00
Miscellaneous Contingencies	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$2,500.00
Subtotal	\$5,500.00	\$5,500.00	\$5,500.00	\$5,500.00	\$5,500.00	\$27,500.00
TOTALS	\$230,900.00	\$153,900.00	\$150,900.00	\$152,900.00	\$154,900.00	\$843,500.00

X. Assessment Plan

Overview

In general terms, the dual purpose of a QEP assessment plan is (1) to determine the success of the QEP—program level assessment and (2) to establish specific benchmarks or student learning outcomes to be met by students in the program—student-level assessment. The goal/purpose of the Oakwood University QEP is to equip OU students with critical thinking skills that will enhance their educational experience. The QEP will focus on improving critical thinking through writing. In order to document gains in critical thinking through writing, assessment will focus on two main areas: (1) value-added assessment measures to document improvement in student learning outcomes over time and (2) the success of the initiatives through which the institution plans to achieve those outcomes. Success in these two areas means success for the QEP.

Assessment of student learning outcomes and initiatives

For the next five years, the QEP will target the first-year orientation course OU 101, the two Freshman Composition courses (EN 111 and EN 112), and ED 250 Fundamentals of Christian Education as the focus of its initiatives for improving student learning in critical thinking. This will allow the institution to document any gains in critical thinking related to the student learning outcomes. These courses will serve as key points of data collection for the QEP (see Figure X-1 QEP General Education Assessment Model).

The Pre-test. Pre-test data will be collected in OU 101 Freshman Orientation. The proposed changing of OU 101 from a one-credit to a two-credit course will facilitate the QEP's Critical Thinking/Writing focus, allowing for specific instruction in critical thinking development through writing. A battery of assessment instruments will be used in OU 101 to measure student critical thinking abilities as entering freshmen, including:

1. The California Critical Thinking Skills Test (CCTST)
2. An analytical reading assessment based on the Elements of Reasoning
3. A written composition in response to a specific writing prompt
4. The Nelson-Denny Reading Test

Each of these assessments is described below.

1. The CCTST is a forty-five (45) minute standardized test that measures whether subjects possess particular critical thinking skills. Insight Assessment (www.insightassessment.com), the company that markets the CCTST, describes the test this way:

The CCTST uses items with short problem scenarios in a multiple choice response format. No discipline-specific or profession-specific content knowledge is presumed on the CCTST, allowing this instrument to be used with all adult populations with an 8th grade (USA middle school) reading level or above.

...The items on the CCTST assess critical thinking skills with questions that use the contexts of everyday life, selected to be culturally appropriate to the language form. To assess skills in contexts which approximate the complexities of reasoning in real world decision making contexts, some of the

test items employ controversial topics. The items, ranging from simple to complex, evoke the use of a wide variety of thinking skills including analysis, interpretation, inference, evaluation, explanation, induction and deduction.

Preliminary data gathered from the California Critical Thinking Skills Test (CCTST) that was administered as a pre-test in the second week of the current academic year (2011-2012) provided the committee with baseline data to assess the level of performance for entering freshmen before they receive instruction in critical thinking development at Oakwood University. The group mean score of 13.17 (out of a possible 34 points) supports the committee's decision to focus on critical thinking in the QEP. The test will be administered again during Spring Semester 2012 at the end of ED 250 Fundamentals of Christian Education to begin to build a data bank for comparison purposes, once the QEP curriculum has been implemented. The data collected now will be used to determine if the average difference in total group score is greater for those who receive instruction in critical thinking development through writing than for those who did not. The CCTST will continue to be administered in the same courses throughout the QEP and will provide the committee with the requisite direct assessment data.

2. A second part of the pre-test administered in OU 101 will be an analytical reading assessment. Entering freshmen will be given a structured critical thinking assignment focused on analytical reading. Students will be given a brief essay (one page or less) to analyze using the elements of reasoning (see p. 19) described by Richard Paul and Linda Elder (Paul and Elder, 2009) of the Foundation for Critical Thinking. Students will be asked to:
 - a. Read the essay.
 - b. Identify the author's purpose.
 - c. Identify the main question(s) at issue that the author is addressing.
 - d. Identify relevant supporting evidence or information essential to the issue.
 - e. Identify key concepts: are they clear and justifiably used?
 - f. Identify assumptions: are they reasonable or questionable?
 - g. Identify inferences: is there evidence or information to support conclusions and should other inferences also be considered?
 - h. Identify point of view: does it demonstrate fair-mindedness?
 - i. Identify the implication(s) or consequences of the point of view presented.
3. Part three of the pre-test will be a written composition. All entering freshmen in every section of OU 101, before instruction in critical thinking, will be given the same identical writing prompt and asked to write a composition, one-half to one page long. Each writing sample will be assessed using the critical thinking development through writing (CTW) rubric. Both the composition and the assessment results will be saved for comparison purposes when the student completes ED 250.
4. The Nelson-Denny Test comprises part four of the pre-test. It is a standardized reading test that can be administered in a group format. Total administration time is 45 minutes which includes time spent instructing examinees. It measures the reading ability of high school and college students. The test includes two parts: The first part, Vocabulary (15 minutes) consists of 80 multiple-choice items, each with five response options. The second part, Comprehension (20 minutes) requires examinees to read five short passages and respond to 38 multiple-choice questions about the content of the passages. A total reading score is derived by summing the Vocabulary score with the Comprehension score. (The latter score is doubled so as to compensate for the larger

number of items on the first part. After the two scores are added together, the score is then converted into a grade-level equivalent (9.8, 11.2, etc.). Part way through the first passage in the Comprehension subtest, reading rate is also assessed. Since the CCTST is reported to have a reading level of 8th grade, the Nelson Denny can provide information that serves as an explanatory variable.

Assessment through Writing. Oakwood University is particularly concerned that students apply critical thinking skills in meaningful ways. In order to measure whether this is occurring, writing samples will be collected over time and compared. Collecting and scoring writing samples from EN 111, EN 112, and ED 250 will enable the institution to track changes in student learning resulting from the writing focus.

To improve the consistency of assessment data collected, the writing prompt for the collected samples will be identical, regardless of the faculty member teaching the course. Students will have many opportunities for varied writing assignments. However, these specific writing assignments, earmarked for collection as part of the QEP assessment process, will be identical for all relevant students in all relevant sections of the targeted courses. Faculty teaching those courses will determine all common writing assignments during the curriculum development process. These assignments may change from year-to-year by common agreement of course faculty.

Each writing sample will be scored using the same rubric (see Appendix E) and multiple scorers. The targeted writing samples include:

- A pre-test writing sample collected in OU 101 Freshman Orientation Seminar (described above)
- A interim writing sample in EN 111 Freshman Composition will provide formative data for critical thinking in writing. Students will have time to write, reflect on what they have written, make changes, and submit a final product that demonstrates their best writing.
- An advanced writing sample in EN 112 Freshman Composition: students in this course will have received instruction in critical thinking development through writing in both OU 101 and EN 111. Toward the end of the semester, they will complete an advanced writing sample. The assignment for this writing sample will require that they demonstrate that they have met the requirements of student learning outcome 1: The ability to apply critical thinking skills through the writing process. The writing sample from EN 112 will provide a preliminary assessment of the success of the QEP and help the Assessment Committee determine the need for adjustments.
- Guided reflection papers in ED 250 will demonstrate student understanding of student learning outcome 3: The ability to apply critical thinking skills to their Christian beliefs and faith systems. Two reflection papers will be collected: one early in the semester and one toward the end of the semester. The writing prompt for both papers will be identical. This will allow the student to demonstrate growth and maturity in the ability to apply critical thinking skills to their Christian beliefs and faith systems.
- The final writing sample in ED 250: this sample will be collected during the post-test (described below).

The Post-test. The post-test will be administered at the end of ED 250. It will consist of the first three parts included in the pre-test and described above, namely:

1. The California Critical Thinking Skills Test (CCTST)

2. An analytical reading assessment based on the Elements of Reasoning (the reading to be analyzed will be very similar or even identical to the pre-test reading selection; students will again analyze the essay using the Elements of Reasoning); faculty reviewers will look for evidence of improvement in students' critical thinking abilities since the pre-test.
3. A written composition in response to a specific writing prompt; the writing prompt will be very similar or even identical to the pre-test writing prompt in OU 101; faculty reviewers will again look for evidence of improvement in students' critical thinking abilities since the pre-test.

Assessment of Student Work. The QEP Assessment Committee will be responsible for overseeing the QEP assessment processes and reviewing/evaluating all QEP assessment results. The Assessment Committee will be chaired by a faculty member selected by the Advisory Committee, approved by the President and confirmed by the Coordinating Council. Membership on the Committee will include faculty representatives with assessment related experience, the Vice President for Research and Employee Services, and the Director of Institutional Effectiveness. The President of the university will approve the faculty representatives on the council, at least one of whom will possess the expertise to guide in the analysis and interpretation of the data.

Student work will be assessed in one of two ways:

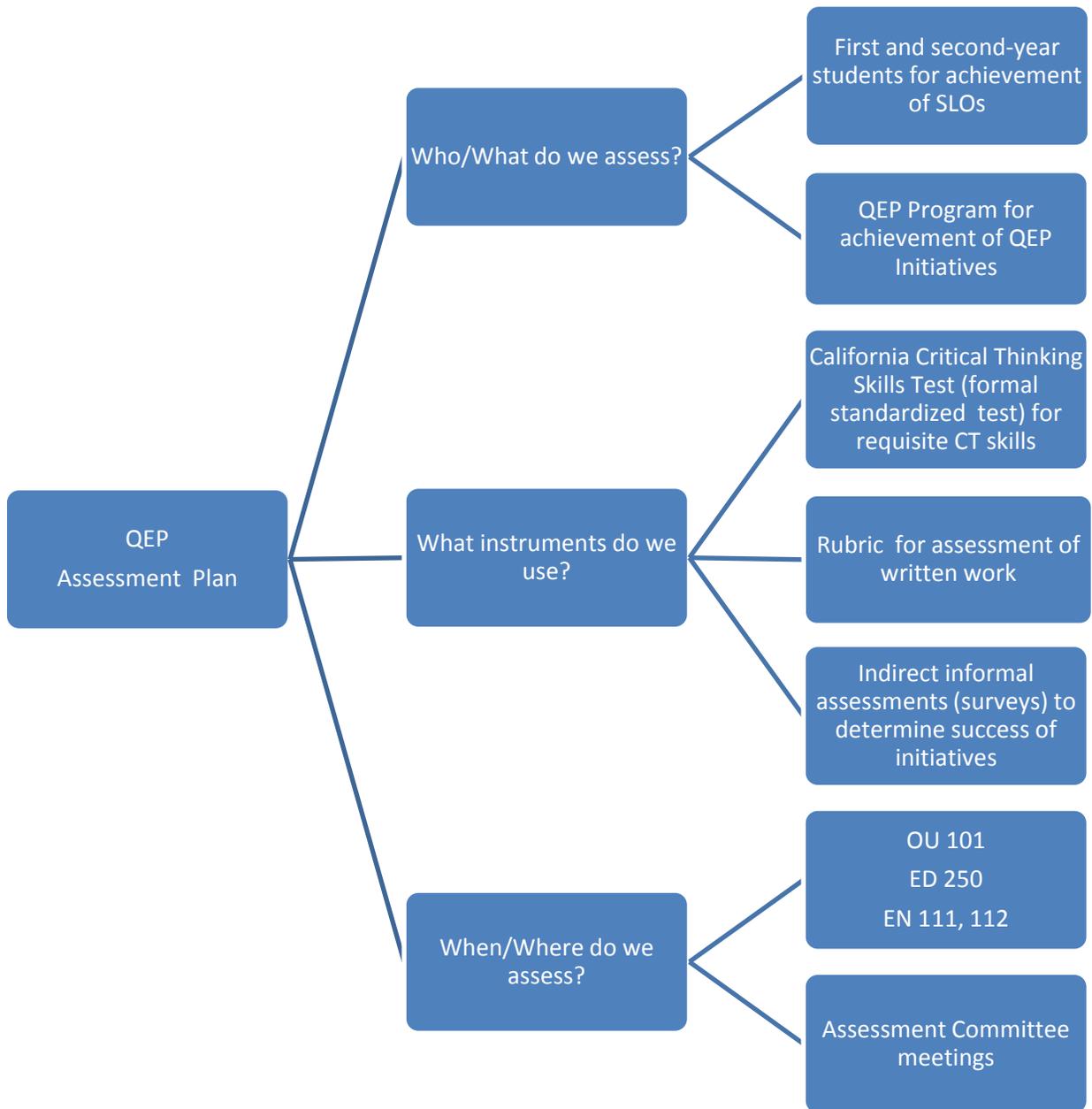
1. The California Critical Thinking Skills Test (CCTST) will be scored by Insight Assessment, the company which produces the test. The results will be shared with the Assessment Council.
2. All student written work that is completed in OU 101, EN 111, and ED 250 will be scored by faculty in the appropriate departments. Interim assessments will be collected in EN 111, EN 112 and assessed by English faculty. Results will be compiled and shared with the Assessment Committee and reported to the Coordinating Council.

Assessment results will be used to improve instructional effectiveness within the QEP program. In addition, academic department chairs will be asked to evaluate critical thinking instruction as part of their annual performance evaluation of QEP faculty and provide the Assessment Committee with aggregated results. Peer observations among QEP faculty will also provide valuable feedback. Analysis of all assessment results will be conducted by the QEP Assessment Committee and the Director of the QEP to determine program strengths and weaknesses.

After completing their evaluation of assessment results, the Assessment Committee will share any insights gathered on teaching effectiveness with Department Chairs and will make appropriate recommendations. Department Chairs will then share the Assessment Council's findings and recommendations with the QEP faculty and make any necessary administrative adjustments. The QEP faculty as a group will then determine what changes to implement to address the weaknesses identified. Formative assessment of student success in demonstrating critical thinking in writing, evaluation of the results, and implementation of appropriate corrective measures will all contribute to the chances for success in attaining the desired student learning outcomes.

The QEP General Assessment Model is provided on the following page.

Figure X-1: QEP General Assessment Model



The Assessment Committee with the Director of the QEP will be responsible for reviewing all assessment results and evaluating the success of the QEP. They will document the results of their evaluation in the annual planning and assessment report. When the council determines that an adjustment to the plan is necessary, it will make a recommendation to the QEP faculty. If the QEP faculty approves the change, they will recommend it to the next appropriate body (depending on the nature of the change) for approval before the change is implemented.

QEP Assessment Timeline

The assessment timeline covers the first three (3) years of the QEP. The first year is set aside for faculty development, curriculum refinement, and course syllabi development. Critical thinking instruction begins in year two of the QEP. One complete implementation cycle for *The Right to Write (R2W)* is two (2) years/ three semesters. During the first year:

- Entering freshmen take OU 101 Freshman Orientation; the California Critical Thinking Skills Test (CCTST), the Nelson Denny Reading Test, the reading analysis test, and the writing test are administered. Critical thinking skills, critical thinking development through writing, and the grading rubric are introduced.
- Entering freshmen take EN 111 English Composition I during fall semester; an interim writing sample is collected at the end of the semester for formative intervention purposes; critical thinking development through writing is emphasized; and students become familiar with the grading rubric. OU 101 and EN 111 will be pre-requisites for EN 112.
- During spring semester, freshmen take EN 112 English Composition II; critical thinking development through writing is reinforced and practiced extensively; a second writing sample is collected, and evaluated using the same grading rubric introduced in OU 101 and EN 111. EN 112 will be a pre-requisite for ED 250.
- The Assessment Committee evaluates all assessment results and makes decisions that will strengthen and/or improve the program. These decisions are recommended to the full QEP faculty for approval.

During the second year of the cycle:

- Students who have completed year one of the QEP cycle take ED 250 Fundamentals of Christian Education during either fall or spring semester.
- Two guided reflection papers in which students apply critical thinking skills to their faith system and beliefs are collected, one early in the semester and the second near the end of the semester.
- Toward the end of the course, the post-test is administered, including the CCTST, the reading analysis test, and the writing test. The results are compared with earlier results from the pre-test to find evidence of improvement.
- The Assessment Committee compares early writing samples and initial level of proficiency with later writing samples and assessed level of proficiency to measure improvement.
- The Assessment Committee evaluates all assessment results and makes decisions that will strengthen and/or improve the program. These decisions are recommended to the full QEP faculty for approval.

Each year, a new group of entering freshmen begin the two year cycle of the QEP. The timeline will move forward as described, except for adjustments that may be implemented as a result of assessment and evaluation decisions. The Assessment Timeline is provided in Figure X-2.

Figure X-2: The Right to Write Assessment Timeline

This timeline represents the first cycle of assessment activities. Once implemented, each process continues annually. The first cycle finishes in year 3 of the QEP; the second cycle finishes in year 4; and the third cycle finishes in year 5.

Year			Activities	Assessment Tool	Student Learning Outcomes Assessed	By Whom
Pre	2011-2012	Fall	Administer Pre-test to entering freshmen to collect baseline data	California Critical Thinking Skills Test (CCTST); essay and rubric for reading analysis; rubric for evaluation of students' written composition	2. Students will demonstrate the ability to apply critical thinking skills to written information as they <ol style="list-style-type: none"> Identify well supported inquiry statements that demonstrate clear purpose in written information Evaluate the quality and credibility of written information Make connections and informed conclusions in written information 	QEP Development Committee
		Spring	Administer Post-test to ED 250 students to collect baseline data	California Critical Thinking Skills Test (CCTST); essay for reading analysis; rubric for evaluation of students' written composition	2. Students will demonstrate the ability to apply critical thinking skills to written information as they <ol style="list-style-type: none"> Identify well supported inquiry statements that demonstrate clear purpose in written information Evaluate the quality and credibility of written information Identify connections and informed conclusions in written information 	QEP Development Committee
			Assessment Council (AC) identified & organized	N/A		Administration
1	2012 – 2013	Fall & Spring	Intensive Year of Faculty Development	Faculty Satisfaction Survey(s)	N/A	Administration
		Fall & Spring	Course Syllabi for OU 101, EN 111, EN 112, and ED 250	N/A	N/A	CTW Faculty

Year			Activities	Assessment Tool	Student Learning Outcomes Assessed	By Whom
			revised to reflect critical thinking through writing (CTW) emphasis			
			OU 101 expanded to 2 credit hours	Faculty approval process	N/A	General Education Committee; Faculty; Administration
2	2013 – 2014	Fall	Expanded OU 101 implemented	Externally developed standardized test (pre-test): CCTST; reading analysis rubric; writing rubric	2. Students will demonstrate the ability to apply critical thinking skills to written information as they <ol style="list-style-type: none"> Identify well supported inquiry statements that demonstrate clear purpose in written information Evaluate the quality and credibility of written information Identify connections and informed conclusions in written information 	Assessment Committee (AC)
			EN 111 (CTW emphasis) implemented	1 st writing sample collected; evaluated using the CTW Rubric	1. Students will demonstrate the ability to apply critical thinking skills through the writing process as they: <ol style="list-style-type: none"> Develop well supported inquiry statements that demonstrate clear purpose Evaluate the quality and credibility of information Make connections and informed conclusion 	English Faculty and AC
		Spring	EN 112 with CTW emphasis is implemented	Second writing sample is collected and evaluated using the CTW Rubric	1. Students will demonstrate the ability to apply critical thinking skills through the writing process as they: <ol style="list-style-type: none"> Develop well supported inquiry statements that demonstrate clear purpose Evaluate the quality and credibility of 	English Faculty and AC

Year		Activities	Assessment Tool	Student Learning Outcomes Assessed	By Whom
				information c. Make connections and informed conclusions	
		First annual review of <i>The Right to Write</i> progress	Student work to date; CTW course evaluations; CTW faculty survey; annual report	All	AC
3	2014 – 2015	Fall and Spring ED 250 Philosophy of Education with CTW emphasis is implemented; Administer Post Test	Guided reflection papers; Post-test: CCTST; reading analysis test; writing test	<p>3. Students will demonstrate the ability to apply critical thinking skills to their Christian beliefs, faith system, and personal goals as they:</p> <ul style="list-style-type: none"> a. Develop well supported inquiry statements that demonstrate clear purpose b. Evaluate the quality and credibility of information c. Make connections and informed conclusions <p>2. Students will demonstrate the ability to apply the following basic critical thinking skills to written information as they:</p> <ul style="list-style-type: none"> a. Identify well supported inquiry statements that demonstrate clear purpose in written information b. Evaluate the quality and credibility of written information c. Identify connections and informed conclusions in written information 	Education Faculty and AC
		Annual review of <i>The Right to Write</i> progress	Student work to date; CTW course evaluations; CTW faculty survey; annual report	All	AC
Assessment processes continue annually.					

Direct Assessment Tools

The QEP will utilize formal and informal instruments as direct measurements to assess improvement in student learning with respect to critical thinking in writing. The assessment plan proposes collecting data from three main sources:

1. **California Critical Thinking Skills Test:** The CCTST has been selected as the standardized instrument for collection of pre-test critical thinking data from students in OU 101 and again as post-test data from students in ED 250. The CCTST will directly measure gains in critical thinking skills.
2. **Reading Analysis Rubric:** For one of the assessments included in the Pre- and Post-tests, students will be asked to read an essay and respond to a group of questions based on the Elements of Thought, also referred to as the Elements of Reasoning, from the Paul and Elder model (Foundation for Critical Thinking). A rubric has been developed to evaluate the students' responses and determine their ability to apply critical thinking skills in the evaluation of another person's written work. The assessment is designed to measure the student's ability to identify the critical thinking elements related to the issue under discussion by the author and reflects both the basic critical thinking skills of the CCTST and the eight Elements of Thought (see rubric in Appendix F).
3. **Writing rubric:** A writing rubric adapted from the Foundation for Critical Thinking, www.criticalthinking.org and the Written Communication Value Rubric, www.aacu.org/value/rubrics/index.cfm will be used to score all writing samples from the courses and examinations identified. Trained faculty will score writing samples. Careful analysis of data from the scores will provide evidence of improvement in the quality of writing over time, if present. Scores from writing samples in EN 111, EN 112, and ED 250 will all be based on the same rubric. Consistent use of one rubric will help the students become familiar with the grading criteria and help them better meet the expectations. The critical thinking/ writing rubric is included in the appendices as Appendix E.
4. **Nelson Denny:** This reading test was selected as the instrument to measure reading grade level as an explanatory variable of student performance on the CCTST.

Indirect Assessment Tools

Satisfaction Surveys will provide the university with feedback on the effectiveness of faculty training and instructional activities. Classroom assessments and course evaluations will provide supplementary feedback to faculty and to the Assessment Committee about the effectiveness of instructional methods and about perceptions of student learning. The committee has set a target of 70% satisfaction on satisfaction surveys.

The combined use of direct and indirect value-added assessments will be used to document improvement in student learning over the duration of the QEP.

Program Assessment Tools

Satisfaction surveys and aggregated student learning data from the assessments for each student learning outcome will provide evidence of program success or lack of success.

Program satisfaction and other indirect data collection include:

- Preliminary data collection assisted the QEP Development Committee in the planning process: when attempting to refine and narrow the topic, the committee administered a faculty perception survey to determine what elements the university most needed to focus on in the QEP.
- Satisfaction surveys will provide data on faculty perceptions of the effectiveness of training received; for example, survey data will be collected on faculty perceptions of their readiness to provide critical thinking instruction.
- Course evaluations will provide student perceptions of the effectiveness of instruction received in *The Right to Write* courses.

Analysis of QEP Data

Finally, the Oakwood QEP assessment plan includes establishing an Assessment Committee. The Assessment Committee will evaluate the collected data and share observations and recommendations for improvement of the QEP. Analysis of the results of the assessments will provide the Committee with the understanding necessary to make meaningful recommendations for continuous improvement in the program. The Assessment Committee will annually review and interpret data and document the implications for full and continued implementation of the initiatives and/or any need for program adjustments. The Committee will also review the data to ensure that Oakwood is achieving its goal with respect to the student learning outcomes. The **planning and assessment report form** for the Assessment Committee is provided in Figure X-3 on the pages that follow.

The university will identify the members of the Assessment Committee early, so that the Committee can begin its work as soon as data from the pre-test has been collected. The Committee will manage the data and keep departments and administration informed of the results. The committee recommends that the council members include the QEP Director, four faculty representatives, the Vice President for Research and Employee Services, and the Director of Institutional Effectiveness.

Assessment must inform and improve teaching within the program. Implementation of formative data based assessment will inform trained writing center tutors of the needs. Proper handling of the data generated will keep the conversation and the teaching-learning cycle moving forward. The Assessment Committee will make recommendations to the QEP faculty for the use of results for program improvement, which includes course revisions and interventions for students who do not achieve the expected outcomes. Recommendations must be approved by the department chairs and faculty in the participating departments before implementation. Any approved program changes will be implemented at the beginning of the next academic year with the start of a new cohort of entering freshmen.

Summary

The QEP Assessment Plan addresses both program assessment and assessment of student learning outcomes. It provides for the collection of preliminary data, formative data, and summative data. It establishes an Assessment Committee to manage and oversee the process. The committee will analyze all data and keep the university informed about gains and areas for possible improvement. Assessment of the initiatives and the overall success of the QEP will be ongoing.

Figure X-3: QEP Planning and Assessment Report Form

Director: [Name]

QEP Assessment Committee: [Member Names]

Institutional Mission: The mission of Oakwood University, a historically black, Seventh-day Adventist institution, is to transform students through biblically-based education for service to God and humanity.

Related Institutional Goal: Educational Effectiveness: Oakwood University’s Academic Division will ensure academic effectiveness in teaching and learning.

QEP Goal: To equip OU graduates with critical thinking skills that will enhance their educational experience

I. Operational Plan

Initiatives	Outcome Measure	Results	Use of Results/Improvements
1. Embed CT skills in coursework within general education	1. OU 101 is revised and expanded to 2 credit hours with an emphasis on CTW by May 30, 2013 2. EN 111 and EN 112 include CTW emphasis by May 30, 2013 3. ED 250 includes CTW emphasis by May 30, 2013		
2. Provide professional development for faculty and staff with an emphasis on how to integrate and assess CT in writing.	1. A minimum of 3 professional development workshops/courses in CTW are conducted during 2012-2013. 2. At least one professional development workshop on CTW is conducted annually 2013 – 2017. 3. CTW Faculty survey results indicate minimum satisfaction with training provided as follows: SP 2013: 50% SP 2014: 60% SP 2015: 70% SP 2016: 75%		
3. Establish an office to coordinate the implementation of the QEP	1. An office is created and equipped by Fall 2012. 2. Faculty Satisfaction survey indicates at least 70% satisfaction with CTW support services provided by the QEP office by SP 2015.		

II. Student Learning Outcomes

Student Learning Outcomes	Target	Assessment Instrument	Outcome Measure	Results	Use of Results/ Improvements
1. Students will demonstrate the ability to apply critical thinking skills through the writing process as they:					
a. Develop well supported inquiry statements that demonstrate clear purpose	Mean ≥ 3.0	Writing Rubric	1. Students in EN112 have an aggregated mean score of at least 3 on the writing rubric for inquiry		
	Mean ≥ 3.0	Writing Rubric	2. Students in ED250 have an aggregated mean score of at least 3 on the writing rubric for inquiry		
b. Evaluate the quality and credibility of information	Mean ≥ 3.0	Writing Rubric	1. Students in EN112 have an aggregated mean score of at least 3 on the writing rubric for evaluation of information		
	Mean ≥ 3.0	Writing Rubric	2. Students in ED250 have an aggregated mean score of at least 3 on the writing rubric for evaluation of information		
c. Make connections and informed conclusions	Mean ≥ 3.0	Writing Rubric	1. Students in EN112 have an aggregated mean score of at least 3 on the writing rubric for informed conclusions		
	Mean ≥ 3.0	Writing Rubric	2. Students in ED250 have an aggregated mean score of at least 3 on the writing rubric for informed conclusions		
2. Students will demonstrate the ability to apply the following basic critical thinking skills to written information as they:					
a. Identify well supported inquiry statements that demonstrate clear purpose in written information	1. Mean ≥ 75	1. CCTST	1. Students in ED250 have an aggregated mean score of at least 75 in analysis on the CCTST		

Student Learning Outcomes	Target	Assessment Instrument	Outcome Measure	Results	Use of Results/Improvements
	2. Mean \geq 3.0	2. Reading Rubric	2. Students in ED250 have an aggregated mean score of at least 3.0 in analysis on the Elements of Reasoning Reading Rubric		
b. Evaluate the quality and credibility of written information	1. Mean \geq 75	1. CCTST	1. Students in ED250 have an aggregated mean score of at least 75 for inference and interpretation on the CCTST		
	2. Mean \geq 3.0	2. Reading Rubric	2. Students in ED250 have an aggregated mean score of at least 3.0 for inference on the Elements of Reasoning Reading Rubric		
c. Identify connections and informed conclusions in written information	1. Mean \geq 75	1. CCTST	1. Students in ED250 have an aggregated mean score of at least 75 in evaluation on the CCTST		
	2. Mean \geq 3.0	2. Reading Rubric	2. Students in ED250 have an aggregated mean score of at least 3.0 in evaluation on the Elements of Reasoning Reading Rubric		
3. Students will demonstrate the ability to apply critical thinking skills to their Christian beliefs, faith system, and personal goals as they:					
a. Develop well supported inquiry statements that demonstrate clear purpose	Mean \geq 3.0	Writing Rubric	1. Students in ED250 (Guided Reflection Paper 2) have an aggregated mean score of at least 3 on the writing rubric for inquiry		
	Mean \geq 3.0	Writing Rubric	2. Students in ED250 (Writing Sample 1) have an aggregated mean score of at least 3 on the writing rubric for inquiry		

Student Learning Outcomes	Target	Assessment Instrument	Outcome Measure	Results	Use of Results/Improvements
b. Evaluate the quality and credibility of information	Mean \geq 3.0	Writing Rubric	3. Students in ED250 (Guided Reflection Paper 2) have an aggregated mean score of at least 3 on the writing rubric for evaluation		
	Mean \geq 3.0	Writing Rubric	4. Students in ED250 (Writing Sample 1) have an aggregated mean score of at least 3 on the writing rubric for evaluation		
c. Make connections and informed conclusions	Mean \geq 3.0	Writing Rubric	5. Students in ED250 (Guided Reflection Paper 2) have an aggregated mean score of at least 3 on the writing rubric for informed conclusions		
	Mean \geq 3.0	Writing Rubric	6. Students in ED250 (Writing Sample 1) have an aggregated mean score of at least 3 on the writing rubric for informed conclusions		

QEP Curriculum Map

Student Learning Outcomes	Course Numbers			
	OU101	EN 111	EN112	ED 250
1. Students will demonstrate the ability to apply the critical thinking skills through the writing process as they:				
a. Develop well supported inquiry statements that demonstrate clear purpose	I, E*	I, E	R, A	E, R, A
b. Evaluate the quality and credibility of information	I, E	I, E	R, A	E, R, A
c. Make connections and informed conclusions	I, E	I, E	R, A	E, R, A

Student Learning Outcomes		Course Numbers			
		OU101	EN 111	EN112	ED 250
2. Students will demonstrate the ability to apply the following basic critical thinking skills to written information as they:					
	a. Identify well supported inquiry statements that demonstrate clear purpose in written information	I, E	I, E	R, A	E, R, A
	b. Evaluate the quality and credibility of written information	I, E	I, E	R, A	E, R, A
	c. Identify connections and informed conclusions in written information	I, E	I, E	R, A	E, R, A
3. Students will demonstrate the ability to apply CT skills to their Christian beliefs, faith system, and personal goals as they:					
	a. Develop well supported inquiry statements that demonstrate clear purpose	I, E			E, R, A
	b. Evaluate the quality and credibility of information	I, E			E, R, A
	c. Make connections and informed conclusions	I, E			E, R, A

*I = Introduced; E = Emphasized; R = reinforced; A = Assessed

QEP Assessment Matrix: Part I

Student Learning Outcomes		Assessment Instruments									
Assessment		Pretest: Skills		Pretest: Analytical Reading Test 1		Pretest: Writing Sample 1: OU101		Writing Sample 2: EN111		Writing Sample 3: EN112	
Instrument		California Critical Thinking Skills Test		Elements of Reasoning Assessment Rubric		Critical Thinking Writing Assessment Rubric		Critical Thinking Writing Assessment Rubric		Critical Thinking Writing Assessment Rubric	
		D or I*	Target	D or I*	Target	D or I*	Target	D or I*	Target	D or I*	Target
1. Students will demonstrate the ability to apply the critical thinking skills through the writing process as they:											
	a. Develop well supported inquiry statements that demonstrate clear purpose							D	Mean ≥3.0	D	Mean ≥3.0
	b. Evaluate the quality and credibility of information							D	Mean ≥3.0	D	Mean ≥3.0
	c. Make connections and informed conclusions							D	Mean ≥3.0	D	Mean ≥3.0
2. Students will demonstrate the ability to apply the following basic critical thinking skills to written information as they:											
	a. Identify well supported inquiry statements that demonstrate clear purpose in written information	D	Est. baseline data	D	Est. baseline data	D	Est. baseline data	D	Est. baseline data	D	Mean ≥3.0
	b. Evaluate the quality and credibility of written information	D	Est. baseline data	D	Est. baseline data	D	Est. baseline data	D	Est. baseline data	D	Mean ≥3.0
	c. Identify connections and informed conclusions in written information	D	Est. baseline data	D	Est. baseline data	D	Est. baseline data	D	Est. baseline data	D	Mean ≥3.0
3. Students will demonstrate the ability to apply CT skills to their Christian beliefs, faith system, and personal goals as they											
	a. Develop well supported inquiry statements that demonstrate clear										

Student Learning Outcomes		Assessment Instruments									
Assessment		Pretest: Skills		Pretest: Analytical Reading Test 1		Pretest: Writing Sample 1: OU101		Writing Sample 2: EN111		Writing Sample 3: EN112	
Instrument		California Critical Thinking Skills Test		Elements of Reasoning Assessment Rubric		Critical Thinking Writing Assessment Rubric		Critical Thinking Writing Assessment Rubric		Critical Thinking Writing Assessment Rubric	
	purpose										
	b. Evaluate the quality and credibility of information										
	c. Make connections and informed conclusions										

*D = Direct Assessment; I = Indirect Assessment

QEP Assessment Matrix: Part II

Student Learning Outcomes		Assessment Instruments									
Assessment		Guided Reflection Paper 1: ED250		Guided Reflection Paper 2: ED250		Post-test: Skills		Post-test: Analytical Reading Test		Post-test: Writing Sample: ED250	
Instrument		Critical Thinking Writing Assessment Rubric		Critical Thinking Writing Assessment Rubric		California Critical Thinking Skills Test		Elements of Reasoning Assessment Rubric		Critical Thinking Writing Assessment Rubric	
		D or I*	Target	D or I*	Target	D or I*	Target	D or I*	Target	D or I*	Target
1. Students will demonstrate the ability to apply critical thinking skills through the writing process as they:											
	a. Develop well supported inquiry statements that demonstrate clear purpose	D	Mean ≥3.0	D	Mean: ≥3.0					D	Mean ≥3.0
	b. Evaluate the quality and credibility of information	D	Mean ≥3.0	D	Mean ≥3.0					D	Mean ≥3.0
	c. Make connections and informed conclusions	D	Mean ≥3.0	D	Mean ≥3.0					D	Mean ≥3.0
2. Students will demonstrate the ability to apply the following basic critical thinking skills to written information as they:											
	a. Identify well supported inquiry statements that demonstrate clear purpose in written information					D	Mean ≥75	D	Mean ≥3.0	D	Mean ≥3.0
	b. Evaluate the quality and credibility of written information					D	Mean ≥75	D	Mean ≥3.0	D	Mean ≥3.0
	c. Identify connections and informed conclusions in written information					D	Mean ≥75	D	Mean ≥3.0	D	Mean ≥3.0
3. Students will demonstrate the ability to apply CT skills to their Christian beliefs, faith system, and personal goals as they:		D	Mean ≥3.0	D	Mean ≥3.0					D	Mean ≥3.0
	a. Develop well supported inquiry										

Student Learning Outcomes		Assessment Instruments									
Assessment		Guided Reflection Paper 1: ED250		Guided Reflection Paper 2: ED250		Post-test: Skills		Post-test: Analytical Reading Test		Post-test: Writing Sample: ED250	
Instrument		Critical Thinking Writing Assessment Rubric		Critical Thinking Writing Assessment Rubric		California Critical Thinking Skills Test		Elements of Reasoning Assessment Rubric		Critical Thinking Writing Assessment Rubric	
	statements that demonstrate clear purpose										
	b. Evaluate the quality and credibility of information										
	c. Make connections and informed conclusions										

*D = Direct Assessment; I = Indirect Assessment

V. Program Assessment Matrix

Initiatives	Assessment Instruments					
<i>Oakwood University will measure the success of its QEP initiatives. They are:</i>	Course Evaluations	Faculty Satisfaction Surveys	Personnel Evaluations			
1. Embed CTW skills in selected general education courses. <ul style="list-style-type: none"> a. Revise and expand OU 101 to a 2-hour course to include an emphasis on CTW. b. Include CTW instruction and assessment in EN 111, 112 (writing samples over time). c. Revise ED 250 to include a CTW emphasis and make it a sophomore year course with OU101, EN111, and EN112 as pre-requisites 						
2. Provide professional development for faculty with an emphasis on how to integrate and assess CT in writing.	*					
3. Establish an office to coordinate the implementation of the QEP.						

*Student evaluation of the effectiveness of CTW instruction will be considered as an indirect assessment of the effectiveness of faculty development.

| = Indirect Assessment

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Appendix A: QEP Topic Selection Survey

September 28, 2009

To Constituents of Oakwood University (OU):

OU is beginning the process of reaffirmation of accreditation. Part of this process requires the University to systematically identify an aspect of student learning (including the conditions for student learning) and develop a Quality Enhancement Plan (QEP) that enhances that skill in our students. Once implemented, the QEP will be a long-term program.

As you consider your role in student learning at OU, give some thought to an area in which OU needs to improve student learning. Your input is important in this process! The purpose of the attached survey is to gather data leading to a topic that impacts student learning. Please return the completed survey to the designated person and pray for the Holy Spirit to guide in the process.

Thank you for taking the time to complete this survey and for your continued prayer support for OU to experience a new thing in the LORD.

QEP Topic Committee 2009

I. CHECK APPROPRIATE SPACE (check all that apply):

STUDENT FACULTY STAFF ADMINISTRATION ALUMNI BOARD MEMBER

II. From the list below, please select the FIVE items that you believe represent the areas of greatest need for the future success of Oakwood University students; write the number of the most important item on the first blank below the list, the number of the second most important item on the second blank, etc.

- | | | |
|----------------------|---|---|
| 1 Computer Literacy | 7 Diversity | 12 Writing Competency |
| 2 Service Learning | 8 Advising | 13 Interdisciplinary Instruction |
| 3 Oral Communication | 9 Strengthening Curriculum | 14 Technology |
| 4 Critical Thinking | 10 Student-Faculty Research | 15 Honors Program |
| 5 Reading Competency | 11 Enhancing Student-Faculty Engagement | 16 Early introduction of real world career practices in the classroom |
| 6 Tutoring Services | | |

- _____ Most Important
- _____ Second Most Important
- _____ Third Most Important
- _____ Fourth Most Important
- _____ Fifth Most Important

III. Please list 1-3 other topics not mentioned above that you would like to see OU develop as a Quality Enhancement Plan to improve student learning.

- 1. _____
- 2. _____
- 3. _____

**QEP Topic Committee
Survey 1: Faculty Results**

	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	TOTAL	Total/1363	Rank
Computer Literacy	10	16	3	8	5	42	3%	
Service Learning	10	8	18	10	7	53	4%	
Oral Communication	5	36	9	16	3	69	5%	
Critical Thinking	140	44	45	12	4	245	18%	1
Reading Competency	40	44	36	16	4	140	10%	3
Tutoring Services	25	20	15	12	6	78	6%	
Diversity	10	8	3	8	4	33	2%	
Advising	10	0	9	14	3	36	3%	
Strengthening Curriculum	50	28	27	6	5	116	8%	4
Student-Faculty Research	20	20	9	24	7	80	6%	
Enhancing Student-Faculty Engagement	5	12	3	4	8	32	2%	
Writing Competency	70	68	51	12	2	203	15%	2
Interdisciplinary Instruction	15	8	3	2	6	34	2%	
Technology	20	24	21	18	5	88	6%	
Honors Program	0	16	3	0	5	24	2%	
Early Intro to Career Practices	25	12	18	20	15	90	7%	5
					TOTALS	1363	100%	
Rank 1 = 5 points								
Rank 2 = 4 points								
Rank 3 = 3 points								
Rank 4 = 2 points								
Rank 5 = 1 point								
Faculty Participation	91/104	87.5%						

**QEP Topic Committee
Survey 1: Student Results**

	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	SUBTOTAL	Subtotal/1593	Rank
Computer Literacy	15	8	18	4	4	49	3.1%	
Service Learning	25	8	6		6	45	2.8%	
Oral Communication	50	20	12	10	13	105	6.6%	
Critical Thinking	65	48	21	8	8	150	9.4%	3
Reading Competency	15	20	9	10	1	55	3.5%	
Tutoring Services	25	20	36	10	5	96	6.0%	
Diversity	35	32	18	24	12	121	7.6%	
Advising	20	44	36	28	4	132	8.3%	5
Strengthening Curriculum	65	28	42	24	12	171	10.7%	2
Student-Faculty Research	15		12	22	5	54	3.4%	
Enhancing Student-Faculty Engagement	15	12	21	18	3	69	4.3%	
Writing Competency	15	20	12	12	8	67	4.2%	
Interdisciplinary Instruction	10	16	6	4	5	41	2.6%	
Technology	50	56	24	12	4	146	9.2%	4
Honors Program	25	24	12	10	7	78	4.9%	
Early Intro to Career Practices	85	72	36	14	7	214	13.4%	1
					TOTAL	1593	100%	
Rank 1 = 5 points								
Rank 2 = 4 points								
Rank 3 = 3 points								
Rank 4 = 2 points								
Rank 5 = 1 point								
Student Participation (mainly leadership; representative)			107/1727	6.2%				

**QEP Topic Committee
Survey 1: Administration and Staff**

	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	SUBTOTAL	Total/1675	Rank
Computer Literacy	25	32	30	12	7	106	6.3%	
Service Learning	25	44	6	6	12	93	5.6%	
Oral Communication	25	44	24	22	6	121	7.2%	
Critical Thinking	115	36	48	16	9	224	13.4%	1
Reading Competency	25	32	21	8	4	90	5.4%	
Tutoring Services	5	16	12	12	3	48	2.9%	
Diversity	15	12	9	6	8	50	3.0%	
Advising	75	40	12	16	5	148	8.8%	4
Strengthening Curriculum	30	20	24	22	4	100	6.0%	
Student-Faculty Research	20	16	12	10	2	60	3.6%	
Enhancing Student-Faculty Engagement	20	20	3	10	9	62	3.7%	
Writing Competency	25	60	48	24	7	164	9.8%	3
Interdisciplinary Instruction	30	8	3	4	4	49	2.9%	
Technology	40	28	31	24	10	133	7.9%	5
Honors Program		4	3	2	1	10	0.6%	
Early Intro to Career Practices	85	36	54	24	18	217	13.0%	2
					TOTAL	1675	100%	
Rank 1 = 5 points								
Rank 2 = 4 points								
Rank 3 = 3 points								
Rank 4 = 2 points								
Rank 5 = 1 point								
Admin/Staff Participation	112/230	48.7%						

**QEP Topic Committee
Survey 1: Results for the Board of Trustees and Advisors**

	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	SUBTOTAL	Subtotal/368	Rank
Computer Literacy		8	3	2	4	17	4.6%	
Service Learning	5	12	3	2	1	23	6.3%	
Oral Communication	20	12	6	8		46	12.5%	3
Critical Thinking	30	16	18	2	4	70	19.0%	1
Reading Competency	5	8	6	8		27	7.3%	5
Tutoring Services				4	1	5	1.4%	
Diversity	5		6	2	3	16	4.3%	
Advising	10		6		4	20	5.4%	
Strengthening Curriculum	10	8		2	2	22	6.0%	
Student-Faculty Research			3	2	1	6	1.6%	
Enhancing Student-Faculty Engagement	5	8		2		15	4.1%	
Writing Competency	30	8	18	6	1	63	17.1%	2
Interdisciplinary Instruction						0	0.0%	
Technology		20	9	4	2	35	9.5%	4
Honors Program					1	1	0.3%	
Early Intro to Career Practices	10	4		8	2	2	0.5%	
					TOTAL	368	100%	
Rank 1 = 5 points								
Rank 2 = 4 points								
Rank 3 = 3 points								
Rank 4 = 2 points								
Rank 5 = 1 point								
Board Member/Advisor Participation	26/55	47%						

**QEP Topic Committee
Survey 1: Alumni Results**

	Rank 1	x5	Rank 2	x4	Rank 3	x3	Rank 4	x2	Rank 5	x1	Value Pts.	VP/491	Rank
Computer Literacy		0	2	8	3	9	2	4	5	5	26	5.3%	
Service Learning	3	15		0	1	3	2	4	3	3	25	5.1%	
Oral Communication	4	20	2	8	7	21	2	4	2	2	55	11.2%	3
Critical Thinking	3	15	4	16	4	12	3	6		0	49	10.0%	4
Reading Competency	1	5	2	8	2	6	1	2	1	1	22	4.5%	
Tutoring Services		0		0		0	2	4	1	1	5	1.0%	
Diversity	2	10		0		0	1	2	2	2	14	2.9%	
Advising	1	5	1	4		0	2	4	2	2	15	3.1%	
Strengthening Curriculum	9	45	5	20	1	3	1	2	2	2	72	14.7%	1
Student-Faculty Research		0	3	12	4	12	3	6	3	3	33	6.7%	
Enhancing Student-Faculty Engagement		0	3	12		0		0	3	3	15	3.1%	
Writing Competency	2	10	7	28	3	9	4	8	1	1	56	11.4%	2
Interdisciplinary Instruction		0	1	4	1	3	1	2	1	1	10	2.0%	
Technology	4	20	2	8	1	3	4	8	2	2	41	8.4%	
Honors Program		0		0	2	6	2	4	1	1	11	2.2%	
Early Intro to Career Practices	4	20	1	4	4	12	2	4	2	2	42	8.6%	5
TOTALS											491	100.0%	
Alumni Participants (10-30-09): Online	19												
Paper	15												
TOTAL PARTICIPANTS	34												

**QEP Topic Committee
Survey 1: Composite Results**

	Faculty	Admin/Staff	Students	Board	Alumni	Value Points	Composite Rank
Computer Literacy							
Service Learning							
Oral Communication				3	3	6 (8.0%)	
Critical Thinking	1	1	3	1	4	20 (26.7%)	1
Reading Competency	3			5		4 (5.3%)	
Tutoring Services							
Diversity							
Advising		4	5			3 (4.0%)	
Strengthening Curriculum	4		2		1	11 (14.7%)	3
Student-Faculty Research							
Enhancing Student-Faculty Engagement							
Writing Competency	2	3		2	2	15 (20.0%)	2
Interdisciplinary Instruction							
Technology		5	4	4		5 (6.7%)	
Honors Program							
Early Intro to Career Practices	5	2	1		5	11 (14.7%)	3
Total Value Points						75 (100.1%)	
Rank 1 = 5 points							
Rank 2 = 4 points							
Rank 3 = 3 points							
Rank 4 = 2 points							
Rank 5 = 1 point							

Appendix B: Survey for QEP Topic Focus

Quality Enhancement Plan (QEP)

Topic: Critical Thinking

Survey for QEP Topic Focus/Theme

QEP Topic Definition: Critical Thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to decision making, belief, and action.

Instructions:

First: Please select one of the following focus areas listed as an emphasis in Critical Thinking topic for the QEP.

- Writing Competency
- Reading Competency
- Usage of Technology
- Information Literacy
- Oral Communication
- Other_____

Second: Answer the following question for the focus area selected. ***“What is the change of thinking you want to see in your students after they have completed your class? (If administrator or staff; think about an activity such as chapel, dorm worship, lecture series, activity or event etc.) Student Learning Outcome***

Department (Optional) _____

Thank You!!!!

Survey for QEP Topic Focus/Theme

Results

A survey to narrow the focus of the QEP topic was administered during Faculty/Staff Colloquium in August 2010. 95 People completed and submitted surveys. The results of the survey were as follows:

Focus Area	N	% of Total
<i>Writing Competency</i>	38	40%
<i>Reading Competency</i>	23	24%
<i>Usage of Technology</i>	5	5%
<i>Information Literacy</i>	17	18%
<i>Oral Communication</i>	11	12%
<i>Other</i>	1	1%
TOTAL	95	100%

Appendix C: Results for QEP Logo Contest

From: Melonie Gurley [mailto:mgurley@oakwood.edu]
Sent: Tuesday, January 18, 2011 5:30 PM
To: Theodore Brown
Subject: QEP Logo/Slogan Contest Results

Hi Dr. Brown,

Votes for the QEP Logo/Slogan Contest have been tallied. The results are as follows:

Entry 3 = 335 votes

Entry 2 = 300 votes

Entry 1 = 156 votes

Hanging/dimpled chads = 4

Thanks.

Melonie

(Sample ballot included on the following page)

OAKWOOD UNIVERSITY

QEP Logo/Slogan Contest Ballet

PLEASE SELECT ONLY ONE

Entry 1

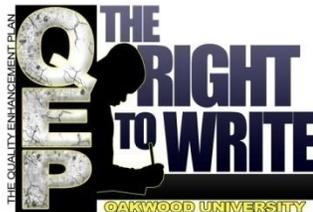


THINK IN INK

Entry 2



Entry 3



Insight Assessment

 Report Results - CCTST English - 00.1.00 - Oakwood Univ - September 15, 2011

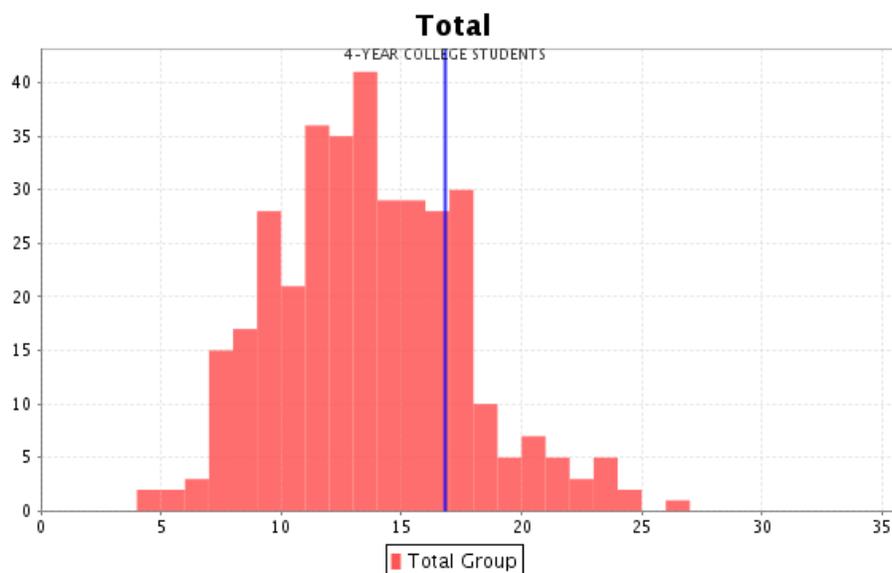
Descriptive Statistics: Total Group

Skill Name	Group	Size	Mean	Median	Truncated Mean	Standard Deviation
Analysis And Interpretation Scale Score	1	354	4.01	4.00	4.02	1.40
Inference Scale Score	1	354	5.73	6.00	5.69	2.26
Evaluation And Explanation Scale Score	1	354	3.44	3.00	3.41	1.69
Inductive Reasoning Scale Score	1	354	7.60	8.00	7.58	2.47
Deductive Reasoning Scale Score	1	354	5.57	5.00	5.53	2.16
Total	1	354	13.17	13.00	13.10	3.89

Skill Name	Group	Standard Error Of Mean	Min	Max	Q1	Q3
Analysis And Interpretation Scale Score	1	0.07	0.00	7.00	3.00	5.00
Inference Scale Score	1	0.12	0.00	14.00	4.00	7.00
Evaluation And Explanation Scale Score	1	0.09	0.00	8.00	2.00	5.00
Inductive Reasoning Scale Score	1	0.13	2.00	14.00	6.00	9.00
Deductive Reasoning Scale Score	1	0.11	1.00	14.00	4.00	7.00
Total	1	0.21	4.00	26.00	10.75	16.00

Based on a mean score of 13.17, the average test-taker in this group scores between the 23rd and 31st percentiles compared to an aggregated sample of 4-YEAR COLLEGE STUDENTS for Total.

Comparison to 4-YEAR COLLEGE STUDENTS from our Aggregated Sample for Total



Insight Assessment

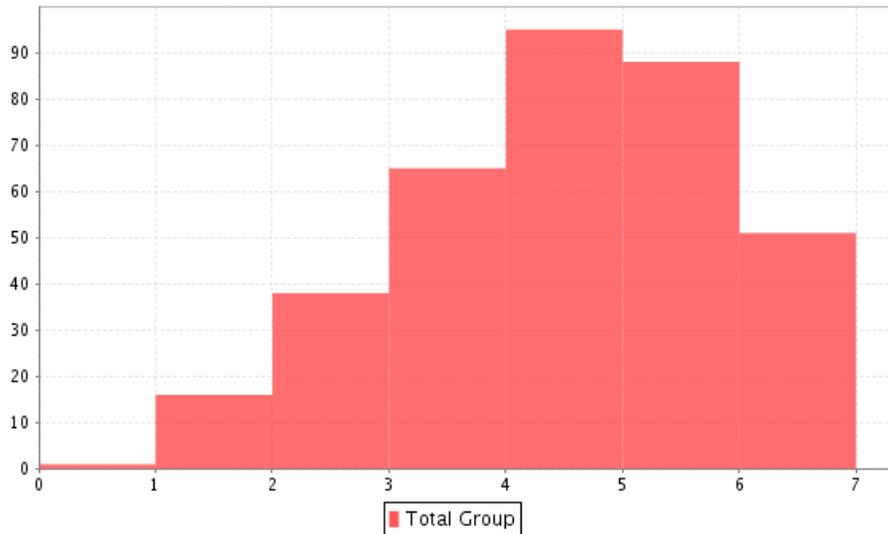
Report Results - CCTST English - 00.1.00 - Oakwood Univ - September 15, 2011

Descriptive Statistics: Total Group, Analysis And Interpretation Scale Score

Skill Name	Size	Mean	Median	Truncated Mean	Standard Deviation
Analysis And Interpretation Scale Score	354	4.01	4.00	4.02	1.40

Skill Name	Standard Error Of Mean	Min	Max	Q1	Q3
Analysis And Interpretation Scale Score	0.07	0.00	7.00	3.00	5.00

Analysis And Interpretation Scale Score

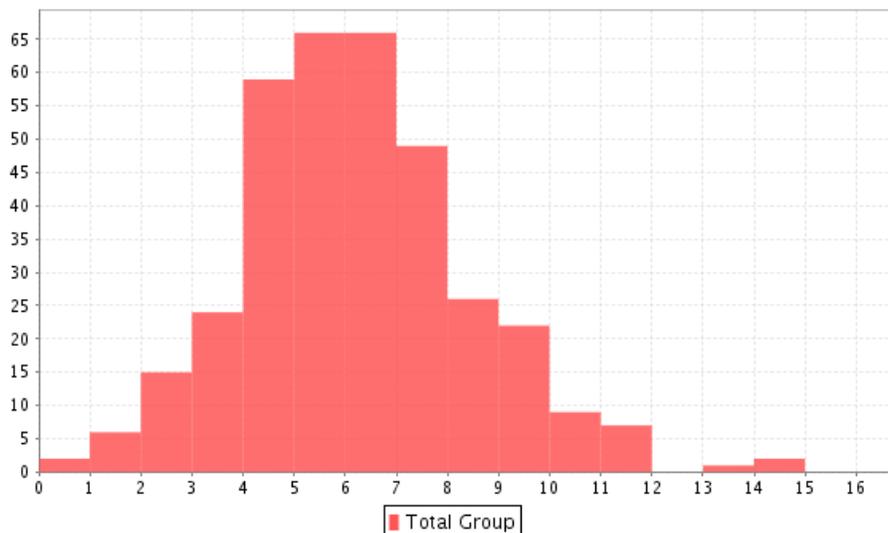


Descriptive Statistics: Total Group, Inference Scale Score

Skill Name	Size	Mean	Median	Truncated Mean	Standard Deviation
Inference Scale Score	354	5.73	6.00	5.69	2.26

Skill Name	Standard Error Of Mean	Min	Max	Q1	Q3
Inference Scale Score	0.12	0.00	14.00	4.00	7.00

Inference Scale Score



Insight Assessment

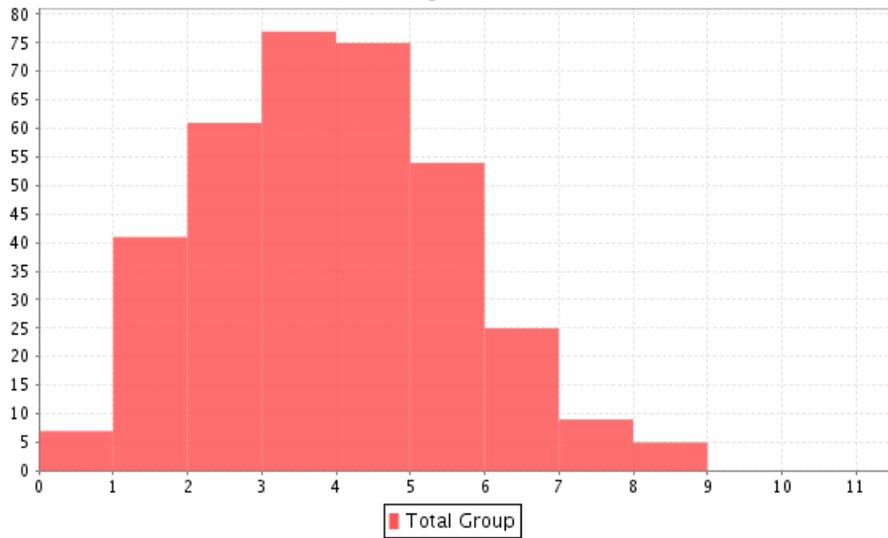
Report Results - CCTST English - 00.1.00 - Oakwood Univ - September 15, 2011

Descriptive Statistics: Total Group, Evaluation And Explanation Scale Score

Skill Name	Size	Mean	Median	Truncated Mean	Standard Deviation
Evaluation And Explanation Scale Score	354	3.44	3.00	3.41	1.69

Skill Name	Standard Error Of Mean	Min	Max	Q1	Q3
Evaluation And Explanation Scale Score	0.09	0.00	8.00	2.00	5.00

Evaluation And Explanation Scale Score



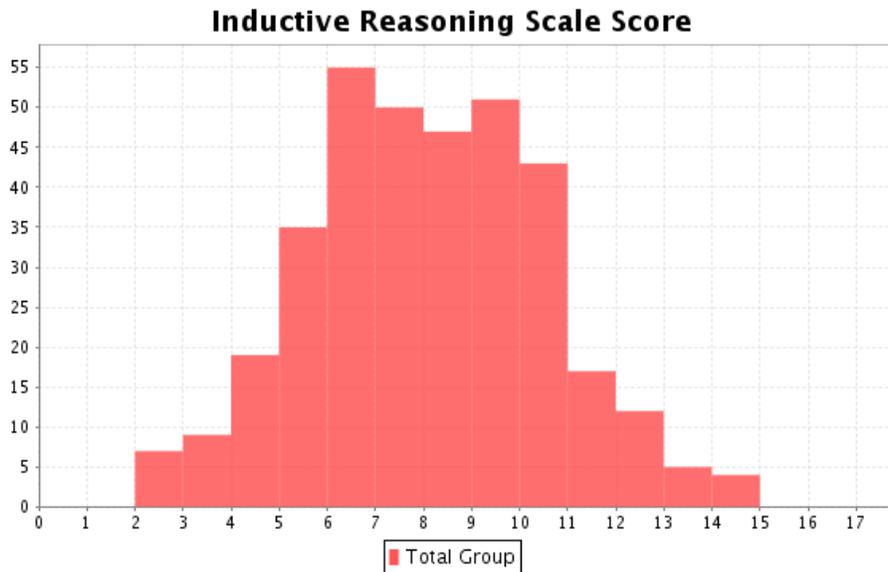
Insight Assessment

Report Results - CCTST English - 00.1.00 - Oakwood Univ - September 15, 2011

Descriptive Statistics: Total Group, Inductive Reasoning Scale Score

Skill Name	Size	Mean	Median	Truncated Mean	Standard Deviation
Inductive Reasoning Scale Score	354	7.60	8.00	7.58	2.47

Skill Name	Standard Error Of Mean	Min	Max	Q1	Q3
Inductive Reasoning Scale Score	0.13	2.00	14.00	6.00	9.00



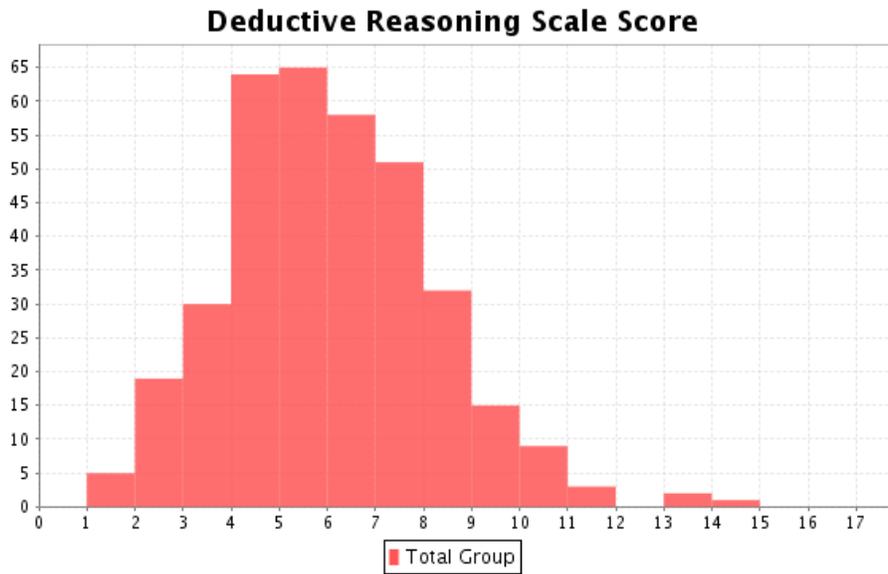
Insight Assessment

Report Results - CCTST English - 00.1.00 - Oakwood Univ - September 15, 2011

Descriptive Statistics: Total Group, Deductive Reasoning Scale Score

Skill Name	Size	Mean	Median	Truncated Mean	Standard Deviation
Deductive Reasoning Scale Score	354	5.57	5.00	5.53	2.16

Skill Name	Standard Error Of Mean	Min	Max	Q1	Q3
Deductive Reasoning Scale Score	0.11	1.00	14.00	4.00	7.00



Appendix E: Oakwood University Critical Thinking/Writing (CTW) Assessment Rubric

Elements of Thought	Exemplary 4	Competent 3	Developing 2	Emerging 1	Score
	If applicable, consistently does all or almost all of the following	If applicable, consistently does most or many of the following	If applicable, consistently does most or many of the following	If applicable, consistently does all or almost all of the following	
Inquire					
Purpose States the purpose or goal	-Clearly stated, credible and achievable -Clear understanding of context and audience related to purpose -Clear consistent coherence	-Adequately stated, credible and achievable -Adequate understanding of context and audience related to purpose -Adequate consistent coherence	-Somewhat clear and achievable -Some understanding of context and audience related to purpose -Some but inconsistent coherence	-Unclear statement -Limited or no understanding of context and audience related to purpose --Limited or no coherence	
Key Question, Problem or Issue States the main question, problem or core issue	-Clearly states the main question at issue or central problem -Clearly states a significant question or problem -Clearly states a relevant question or problem	-Adequately states the main question at issue or central problem -Adequately states a significant question or problem -Adequately states a relevant question or problem	-Some clarity of the question at issue or central problem -Some clarity of the significance of the question or problem -Some clarity of the relevance of the question or problem	-Unclear about the question at issue or central problem -Insignificant question or problem -Irrelevant question or problem	
Examine					
Assumptions (Things that are taken for granted) are identified and justified by sound evidence of beliefs	-Clear about the assumptions -Makes assumptions that are consistent with each other, reasonable and justifiable	-Adequately identifies the assumptions -Adequately makes assumptions that are consistent with each other, reasonable and justifiable	-Somewhat clear about the assumptions -Some clarity about assumptions that are somewhat consistent with each other, reasonable and justifiable	-Unclear about the assumptions -Unclear assumptions that are inconsistent with each other, unreasonable and unjustifiable	
Implications, Consequences Thinks through the logical claims in the situation	-Clearly identifies the most significant implications and consequences of the reasoning (positive and/or negative) -Distinguishes likely from unlikely implications and possible consequences	-Adequately identifies the significant implications and consequences of the reasoning (positive and/or negative) -Adequately distinguishes likely from unlikely implications and possible consequences	-Somewhat identifies the significant implications and consequences of the reasoning (positive and/or negative) -Somewhat distinguishes likely from unlikely implications and possible consequences	-Unclear about the significant implications and consequences of the reasoning (positive and/or negative) -Unclear about what are likely and unlikely implications and possible consequences	
Point of View Thinks through own and others view of the situation	-Clearly identifies and evaluates own points of view and its strengths and limitations -Carefully examines relevant reasons of other points of view in order to understand them	-Adequately identifies and evaluates own points of view and its strengths and limitations -Adequately examines relevant reasons of other points of view in order to understand them	-Somewhat identifies and evaluates own points of view and its strengths and limitations -Somewhat identifies reasons of other points of view in order to understand them	-Does not identify points of view that are different from their own. -Does not reason with empathy (understanding) from another point of view	

Elements of Thought	Exemplary 4	Competent 3	Developing 2	Emerging 1	Score
	If applicable, consistently does all or almost all of the following	If applicable, consistently does most or many of the following	If applicable, consistently does most or many of the following	If applicable, consistently does all or almost all of the following	
Information Reasoning is based on accurate relevant evidence, facts, or experiences used to figure things out	-Claims are fully based on sufficient evidence stated clearly and fairly -Includes information that opposes as well as supports their own position	-Claims adequately reflect sufficient evidence that is stated clearly and fairly -Adequately reflects information that opposes as well as supports their own position	-Claims are based on somewhat sufficient evidence -Includes some limited use of information that opposes as well as supports their own position	-Claims are based on insufficient evidence -Does not include sufficient information that opposes or supports their own position	
Concepts and Ideas Clear about the concepts, theories and ideas guiding their reasoning	-Clearly identifies and accurately explains the relevant key concepts they use -Clearly distinguish standard use of words and phrases from nonstandard uses	-Adequately identifies and explains the relevant key concepts they use -Adequately distinguish standard use of words and phrases from nonstandard uses	-Somewhat identifies and explains the relevant key concepts they use -Somewhat able to distinguish standard use of words and phrases from nonstandard uses	-Does not use concepts accurately or in ways appropriate to the subject or issue -Does not recognize when their use of a word or phrase departs from educated (standard) usage	
Conclude					
Interpretations, Inferences Conclusions logically follow from evidence	-Clearly explain the inferences (conclusions) they are making -Conclusions clearly follow from the evidence or reasons presented -Conclusions are clearly consistent with one another	-Adequately explain the inferences (conclusions) they are making -Adequately form conclusions that follow from the evidence or reasons presented -Adequately form conclusions that are consistent with one another	-Somewhat explain the inferences (conclusions) they are making -Conclusions somewhat follow from the evidence or reasons presented -Conclusions are somewhat consistent with one another	-Unclear about inferences (conclusions) they are making -Conclusions do not follow from the evidence or reasons presented -Conclusions are not consistent with one another	
Deductive Infer from a general principles in order to apply that principle to a specific instance	-Chooses approach with clearly reasoned sequence of thought moving from general statement to particular instances depending on the relationship between evidence and position taken	-Chooses approach with reasoned sequence of thought moving from general statement to particular instances depending on the relationship between evidence and position taken	-Chooses approach with somewhat reasoned sequence of thought moving from general statement to particular instances depending on the relationship between evidence and position taken	-Chooses approach with poorly reasoned sequence of thought moving from general statement to particular instances without regard for the relationship between evidence and position taken	
Inductive Used when it is not possible to examine all the data available. Reasons from the particular to the general.	-Chooses approach with clearly reasoned sequence of thought moving from particular instance to a more general conclusion depending on the relationship between evidence and position taken	-Chooses approach with reasoned sequence of thought moving from particular instance to a more general conclusion depending on the relationship between evidence and position taken	-Chooses approach with somewhat reasoned sequence of thought moving from particular instance to a more general conclusion depending on the relationship between evidence and position taken	-Chooses approach with poorly reasoned sequence of thought moving from particular instance to a more general conclusion without regard for the relationship between evidence and position taken	

- 4=Thinking is exemplary, skilled, marked by excellence in clarity, accuracy, precision, relevance, depth, breadth, logicity and fairness
- 3=Thinking is competent, effective, accurate and clear, but lacks the exemplary depth, precision and insight of a "4"
- 2=Thinking is inconsistent, ineffective; shows a lack of consistent competence: is often unclear, imprecise, inaccurate and superficial
- 1=Thinking is unskilled and insufficient, marked by imprecision, lack of clarity, superficiality, illogicality, inaccuracy and unfairness

Adapted from Foundation for Critical Thinking, www.criticalthinking.org and The Delphi Report (1990) In California Critical Thinking Skills Test Manual. Milbrae, CA: Insight Assessments. www.insightassessment.com

QEP Assessment.Rubrics/QEP Current/QEP WritingRubric 5.16.13

Appendix F: Oakwood University Critical Thinking/Reading (CTR) Assessment Rubric

Elements of Reasoning	Exemplary - 4	Competent - 3	Developing - 2	Emerging - 1	Asmt
	If applicable, consistently does all or almost all of the following	If applicable, consistently does most or many of the following	If applicable, consistently does most or many of the following	If applicable, consistently does all or almost all of the following	
Inquire...about the author's ideas					
Purpose <i>What is the author's intent? What is the author trying to accomplish?</i>	__The reader accurately states the author's purpose and intent in writing the article. __Clearly identifies what the author is trying to accomplish and if it is justifiable	__The reader adequately states the author's purpose and intent in writing the article. __Adequately identifies what the author is trying to accomplish and if it is justifiable	__The reader partially states the author's purpose and intent in writing the article. __The reader partially identifies what the author is trying to accomplish and if it is justifiable	__The reader does not or poorly states the author's purpose and intent in writing the article. __Does not or poorly identifies what the author is trying to accomplish and if it is justifiable	
Key Question, Problem, or Issue <i>What was the key question addressed in the article?</i>	__The reader clearly defines the question or problem; accurately identifies the core issues the author addresses __Clearly identifies if the author considered the complexities of the problem	__The reader adequately defines the question or problem; identifies the core issues the author addresses __Adequately Identifies if the author considered the complexities of the problem	__The reader partially defines the question or problem; identifies the core issues the author addresses __The reader partially identifies if the author considered the complexities of the problem	__The reader does not or poorly defines the question or problem or the core issues the author addresses __Does not or poorly Identifies if the author considered the complexities of the problem	
Examine...the author's perspectives					
Assumptions <i>What are the main assumptions? What is taken for granted?</i>	__The reader clearly and accurately identifies assumptions the author is making (things taken for granted).	__The reader adequately identifies assumptions the author is making (things taken for granted)	__The reader partially identifies assumptions the author is making (things taken for granted)	__The reader does not or poorly identifies assumptions the author is making (things taken for granted)	
Implications, Consequences <i>What are the implications? What consequences are likely to follow?</i>	__The reader clearly and accurately identifies the most significant implications and consequences of following or not following the author's reasoning	__The reader adequately identifies the most significant implications and consequences of following or not following the author's reasoning	__The reader partially identifies implications and consequences of following or not following the author's reasoning	__The reader does not or poorly identifies implications and consequences of following or not following the author's reasoning	
Point of View <i>What is the author looking at? How is</i>	__The reader clearly and accurately identifies what the author is looking at and	__The reader adequately identifies what the author is looking at and how he/she	__The reader partially identifies what the author is looking at and how he/she	__The reader does not or poorly identifies what the author is looking at and how	

Elements of Reasoning	Exemplary - 4	Competent - 3	Developing - 2	Emerging - 1	Asmt
	If applicable, consistently does all or almost all of the following	If applicable, consistently does most or many of the following	If applicable, consistently does most or many of the following	If applicable, consistently does all or almost all of the following	
<i>he/she seeing it?</i>	how he/she sees it	sees it	sees it	he/she sees it	
Information <i>What are the facts, experiences, data used to support conclusions?</i>	_The reader clearly and accurately identifies the most important information the author used or presupposed in the article to support his/her main argument(s)	_The reader adequately identifies the most important information the author used or presupposed in the article to support his/her main argument(s)	_The reader partially identifies the important information the author used or presupposed in the article to support his/her main argument(s)	_The reader does not or poorly identifies the important information the author used or presupposed in the article to support his/her main argument(s)	
Concepts and Content Development <i>What are the most important ideas you need to know to understand the article?</i>	_The reader clearly and accurately identifies the author's ideas/ line of reasoning and elaborates on what the author means by those ideas	_The reader adequately identifies the author's ideas/ line of reasoning and somewhat elaborates on what the author means by those ideas	_The reader partially identifies the author's ideas/ line of reasoning and partially elaborates on what the author means by those ideas	_The reader does not or poorly identifies the author's ideas/ line of reasoning and does not elaborate on what the author means by those ideas.	
Conclude...identify the author's conclusions					
Interpretations, Inferences <i>What are the conclusions the author comes to and presents?</i>	_The reader clearly and accurately identifies the most important conclusions the author comes to and presents in the article	_The reader adequately identifies the most important conclusions the author comes to and presents in the article	_The reader partially identifies the important conclusions the author comes to and presents in the article	_The reader does not or poorly identifies the conclusions the author comes to and presents in the article	
Deductive <i>Does the author infer from general principles to make applications to a specific instance?</i>	The reader clearly and accurately identifies the sequence of thought moving from general to particular instances	The reader adequately identifies the sequence of thought moving from general to particular instances	The reader somewhat identifies the sequence of thought moving from general to particular instances	The reader does not or poorly clearly identifies the sequence of thought moving from general to particular instances	
Inductive <i>Does the author infer from a specific instance to a general principle?</i>	The reader clearly and accurately identifies the sequence of thought moving from a specific instance to a general principle	The reader adequately identifies the sequence of thought moving from a specific instance to a general principle	The reader somewhat identifies the sequence of thought moving from a specific instance to a general principle	The reader does not or poorly identifies the sequence of thought moving from a specific instance to a general principle	

- 4=Thinking is exemplary, skilled, marked by excellence in clarity, accuracy, precision, relevance, depth, breadth, logicity, significance and fairness
- 3=Thinking is competent, effective, accurate and clear, but lacks the exemplary depth, precision and insight of a "4"
- 2=Thinking is inconsistent, ineffective; shows a lack of consistent competence: is often unclear, imprecise, inaccurate and superficial
- 1=Thinking is unskilled and insufficient, marked by imprecision, lack of clarity, superficiality, illogicality, inaccuracy and unfairness

Adapted from Foundation for Critical Thinking, www.criticalthinking.org and The Delphi Report (1990) in the California Critical Thinking Skills Test Manual. Milbrae, CA: Insight Assessments.
www.insightassessment.com

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