

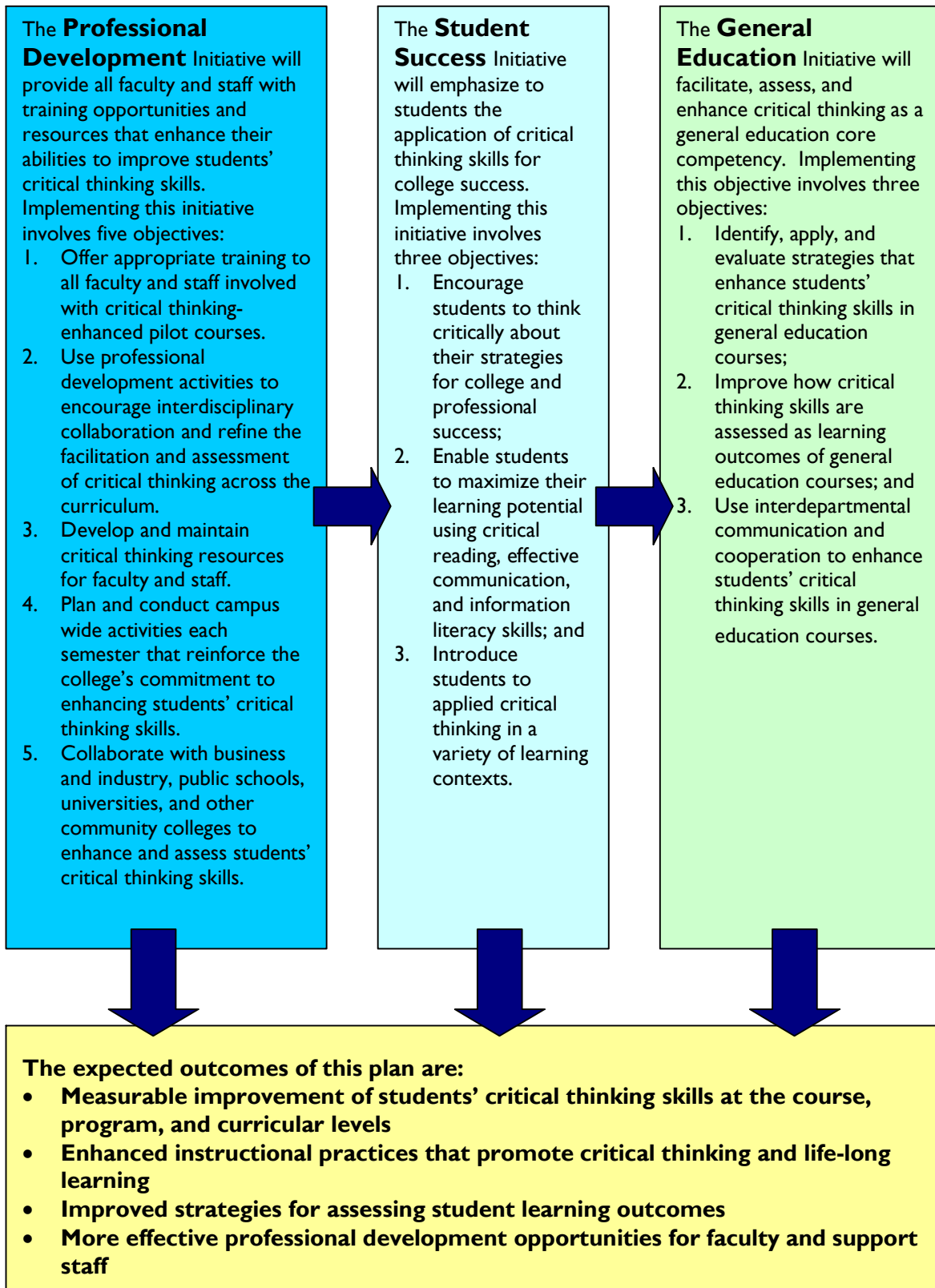
Attachment I References

- Ackerman, D., Gross, B., & Perner, L. (2003). Instructor, student, and employer perceptions on preparing marketing students for changing business landscapes. *Journal of Marketing Education*, 25 (1), 46-56.
- Astin, A. W. (1993). *What matters in college?: Four critical years revisited*. San Francisco: Jossey-Bass.
- Baker, R. L. (2000). *Learning outcomes for the 21st century: Report of a community college study*. Mission Viejo, CA: League for Innovation in the Community College.
- Bailin, S., Case, R., Coombs, J. R., & Daniels, L. B. (1999). Conceptualizing critical thinking. *Journal of Curriculum Studies*, 31(3), 285-302.
- Bailin, S. (2002). Critical thinking and science education. *Science & Education*, 11(4), 361-375.
- Battersby, M. (1999). So what's a learning outcome anyway? Centre for Curriculum, Transfer, and Technology. ERIC report.
- Brandt, B. L., Farmer, J. A., & Buckmaster, A. (1993). Cognitive apprenticeship approach to helping adults learn. *New Directions for Adult and Continuing Education*, 59, 69-78.
- Browne, M. N., & Freeman, K. (2000). Distinguishing features of critical thinking classrooms. *Teaching in Higher Education*, 5(3), 301-309.
- Chaffee, J. (2006). *Thinking critically* (8th ed.). Boston: Houghton Mifflin.
- Cox, M. D. (1999). Peer consultation and faculty learning communities. *New Directions for Teaching and Learning*, 79, 39-49.
- Elder, L. (2000, July). Why critical thinking is essential to the community college mission. Retrieved June 13, 2005 from The Critical Thinking Community Web site: <http://criticalthinking.org/resources/articles/why-ct-is-essential.shtml>
- Elder, L. (2005). Critical thinking as the key to the learning college: A professional development model. *New Directions for Community Colleges*, 130, 39-48.
- Ennis, R. H., Millman, J., & Tomko, T. N. (2005). Cornell critical thinking tests administration manual (5th ed.). Seaside, CA: The Critical Thinking Co.
- Facione, P.A. (1990). *Critical thinking: A statement of expert consensus for purposes of educational assessment and instruction, Executive summary*. Millbrae, CA: California Academic.
- Garcia, T., & Pintrich, P. R. (1992, August). *Critical Thinking and Its Relationship to Motivation, Learning Strategies, and Classroom Experience*. Paper presented at the annual meeting of the American Psychological Association, Washington, DC.
- Halpern, D. F. (1999). Teaching for critical thinking: Helping college students develop the skills and dispositions of a critical thinker. *New Directions for Teaching and Learning*, 80, 69-74.
- Horstman, B., & White, W. G. (2002). Best practice teaching in Student Success courses: integrating best practice teaching methods into Student Success courses. *The Journal of Teaching and Learning*, 6(1), 6-15.
- Ikuenobe, P. (2002). Epistemic foundation for teaching critical thinking in group discussion. *Interchange*, 33(4), 371-393.
- Johnson County Community College. (2005, July). *Problem solving outcome*. Retrieved November 3, 2006 from <http://www.jccc.net/home/depts/S00015/site/plan/problem>

- Kelder, R. (1992). *Epistemology and determining critical thinking skills in the disciplines*. Paper presented at the Annual Conference of the Institute for Critical Thinking, Montclair, NJ.
- Kelly-Riley, D., Brown, G., Condon, B., & Law, R. (2001). *Washington State University critical thinking project*. Pullman, WA: The Writing Programs, The Center for Teaching, Learning, Technology, and General Education Programs
- Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: an overview. *Theory Into Practice*, 41(4), 212-218.
- Kurfiss, J. G. (1988). *Critical thinking: theory, research, practice, and possibilities*. ASHE-ERIC Report No. 2. Washington, D.C.: Association for the Study of Higher Education.
- Levine-Brown, P. et al. (1993, May). *The Paideia program*. Paper presented at the Annual International Conference for the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators, Austin, TX.
- Longview Community College. (1996). *Critical Thinking across the Curriculum Project*. Retrieved June 5, 2005 from <http://www.mcckc.edu/longview/ctac/index.htm>
- Lynch, C. L., Carter-Wells, J., & Chambers, Toni. (2000). Conceptually linking outcomes for more efficient assessment plans. *Assessment Update*, 12(3), 1-2, 14-15.
- Maiorana, V. P. (1991). The road from rote to critical thinking. *Community Review*, 11, p53-64. Retrieved May 31, 2006, from Academic Search Premier.
- McKendree, J., Small, C., Stenning, K., & Conlon, T. (2002). The role of representation in teaching and learning critical thinking. *Educational Review*, 54(1), 57-67.
- Middendorf, J. & Pace, D. (2004). Decoding the disciplines: A model for helping students learn disciplinary ways of thinking. *New Directions for Teaching and Learning*, 98, 1-12.
- Moore, T. (2004). The critical thinking debate: How general are general thinking skills? *Higher Education Research & Development*, 23(1), 3-18.
- Nickerson, R. (2004). Teaching reasoning. In J. Leighton and R. Sternberg (Eds.), *The nature of reasoning* (pp. 410-442). Cambridge, UK: Cambridge University Press.
- Norris, S. P. & Ennis, R. H. (1989). *Evaluating critical thinking*. Pacific Grove, CA: Midwest.
- Nussbaum, M. C. (1997). *Cultivating humanity: a classical defense of reform in liberal education*. Cambridge, MA: Harvard University Press.
- Paul, R. & Elder, L. (2005) *A Guide for educators to critical thinking competency standards*. Dillon Beach, CA: Foundation for Critical Thinking.
- Peterson, A. et al. (1994). *Measuring the general education outcomes: practical strategies*. Columbus, OH: Columbus State Community College, Arts and Sciences Division.
- Pithers, R. & Soden, R. (2000) Critical thinking in education: A review. *Educational Research*, 42(3), 237-249.
- Prince George's Community College Faculty Members. (2004). *The year of critical thinking: 2004-2005*. Compiled by Bill Peirce.
- Robotham, D. (2004). Developing the competent learner. *Industrial and Commercial Training*, 36(2), 66-72.
- Schoenberger, R. L. (2000). *Learning outcomes for the 21st century: Report of a community college study*. Mission Viejo, CA: League for Innovation in the Community College.
- Seybert, J. A. & O'Hara, K. A. (1997). Development of a performance-based model for assessment of general education. *Assessment Update*, 9(4), 5-7.
- Smith, G. F. (2001). Towards a comprehensive account of effective thinking. *Interchange*, 32(4), p. 349-374.
- Smith, G. (2002). Are there domain-specific thinking skills? *Journal of Philosophy of Education*, 36(2), 207-227.

- Surry Community College. (2005). *Project Description*. Retrieved October 1, 2005 from <http://www.surry.cc.nc.us/about/qep/index.html>
- van Gelder, T. (2005). Teaching critical thinking: some lessons from cognitive science. *College Teaching*, 53(1), 41-46.
- Wilson, C. D., Miles, C. L., Baker, R. L., & Schoenberger, R. L. (2000). *Learning outcomes for the 21st century: report of a community college study*. Mission Viejo, CA: League for Innovation in the Community College.
- Wolcott, S. K. (1999). Developing and assessing critical thinking and lifelong learning skills through student self-evaluations. *Assessment Update*, 11(4), 4-5, 16.

Attachment II The Objectives and Outcomes of CFCC's Quality Enhancement Plan



Attachment III

What Is CCSSE and What Does It Have To Do With Our QEP?

By Nicole Bennett, Institutional Researcher

The Community College Survey of Student Engagement (CCSSE) is a survey instrument that was developed to assess the quality of community college education. This evaluation focuses on questions that pertain to college practices and student behaviors. It is a key indicator of learning, which highlights the quality of education students are receiving.

The Community College Survey of Student Engagement (CCSSE) was administered to a stratified random sample of 745 CFCC students (as selected by CCSSE) during the spring semester of 2005. The results of the survey provide further justification for a critical thinking QEP and represent a starting point that may be used for comparison when CCSSE is administered in the future.

The value of CCSSE to our institution includes using results for direction to lead efforts towards improvement in the areas of encouraging critical thinking in student learning and also retention. CCSSE benchmarks provide utility with regard to comparing our performance and practice to similar institutions nationally and as compared to the North Carolina community college consortium.

The graphic below provides an example of actual survey questions and results from the 2005 CCSSE.

CCSSE 2005: Selected Questions and Responses

<u>Survey Questions:</u>		<u>All Students Surveyed (includes FT and PT)</u>					
During the current school year, how much has your coursework at this college emphasized the following mental activities?		CFCC		NC Consortium Colleges		All Other 2005 Colleges Surveyed	
		Count	%	Count	%	Count	%
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	Very little	40	5.3	328	6.5	9524	7.2
	Some	217	29.1	1424	28.2	38770	29.4
	Quite a bit	287	38.5	1970	39.0	51165	38.7
	Very Much	201	27.0	1327	26.3	32596	24.7
	Total	745	99.9	5049	100.0	132055	100.0
Analyzing basic elements of an idea, experience, or theory	Very little	45	6	248	5	7792	6
	Some	220	29.6	1490	29.6	40138	30.5
	Quite a bit	307	41.3	2237	44.4	55891	42.4
	Very Much	171	23.0	1060	21.0	27854	21.2
	Total	743	100.0	5035	99.9	131675	100.0
Synthesizing and organizing ideas, information, or experiences in new ways	Very little	71	9.6	406	8.1	11179	8.5
	Some	271	37	1767	35	46842	36
	Quite a bit	267	36.2	1926	38.4	49246	37.5
	Very Much	130	17.6	921	18.3	23963	18.3
	Total	739	100.1	5020	100.0	131230	100.0
Making judgments about the value or soundness of information, arguments, or methods	Very little	77	10.3	641	12.8	17317	13.2
	Some	276	37.1	1851	36.8	50173	38.2
	Quite a bit	264	36	1712	34	43909	33
	Very Much	126	17.0	822	16.4	20017	15.2
	Total	743	99.9	5026	100.1	131416	100.0
Applying theories or concepts to practical problems or in new situations	Very little	68	9.1	498	9.9	14999	11.4
	Some	276	37.0	1843	36.7	47834	36.4
	Quite a bit	272	36.5	1792	35.6	45567	34.6
	Very Much	129	17	896	18	23153	18
	Total	745	99.9	5029	100	131553	100
How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?							
Thinking critically and analytically	Very little	56	7.5	322	6.5	9605	7.4
	Some	191	25.9	1273	25.6	35553	27.3
	Quite a bit	336	45.5	2076	41.8	54469	41.8
	Very Much	156	21.2	1297	26.1	30599	23.5
	Total	739	100	4968	100	130226	100

Attachment IV QEP Team and Contributors

- | | |
|--|--|
| <ul style="list-style-type: none"> • Catherine Ballard (Allied Health/Pharmacy Tech) • Nicole Bennett (Institutional Researcher) • Marie Bergh-Cook (Early Childhood Education) • Chris Bingham (SGA Senator) • Ben Bowie (Engineering/Machining Tech) • Jenna Call (English) • Jason Chaffin (English, QEP Chair) • Jim Dishaw (Bus/Hotel & Restaurant Mngt.) • Jerry Duncan (Public Services/Criminal Justice Tech) • Margaret Harris (Business Adm.) • Gary Hurley (English) • George Isham (Philosophy/Religion) • Joe Justice (Industrial Systems Tech) • Mandi Lee (Communication/Speech) • Vilma Legendre (Counselor) | <ul style="list-style-type: none"> • Deanna Lewis (LRC) • Valerie Maley (Math) • Thomas Massey (History) • Jennifer McBride (English) • Ann McCray (English) • Meredith Merrill (English) • John Metzger (English) • Debbie Michaels (LRC) • Mark Miller (Marine Tech) • Anita Phillips (Allied Health/Radiography) • Patrick Pittman (Director, Career and Testing Services) • Marsha Proctor (LRC) • Subi Rajendra (Coordinator, Learning Lab) • Duncan Trout (English) • Jill Wall (Student Ambassador) |
|--|--|

Additional Contributors

- **Deborah Basket** (Sociology)
- **Chazz Clevinger** (SGA President)
- **Monica DeTure** (Assistant VP for Instructional Operations)
- **David Hardin** (Public Information Officer)
- **Michelle Jenkins** (Student Ambassador)
- **Kim Lawing** (VP of Institutional Effectiveness)
- **Patsy Lackey** (Administrative Assistant to VP of IE)
- **Cindy Parker** (Engineering/Interior Design)
- **Holly Tucker** (Basic Skills)
- **CFCC College Council**
- **Faculty Association**
- **General Education Assessment Committee**
- **Printing Services**
- **SACS Leadership Team**
- **Student Government Association**
- **Summer Assessment Team: Alicia Alexander** (English Instructor); **Stephanie Andersen** (English Instructor); **Christian Beer** (Economics Instructor); **Glenn Davis** (Architectural Technology Instructor); **Meredith Merrill** (English Instructor); **Omar Noor Al-Deen** (Computer Information Systems Instructor); **Melissa Reynolds** (Communications Instructor); **John Schulte** (Psychology Instructor); **Joy Smoots** (Biology Instructor); **Diane Withrow** (Lead Instructor, Hotel/Restaurant Management).
- **Jon Reaves** and **Kristin Strickland** (CFCC students and winners of the QEP cover art contest)

Attachment V
Verifying Examples of Critical Thinking Rubric (Master)

<p align="center">3 (COMPETENT)</p> <ul style="list-style-type: none"> • Most key concepts, questions, issues, and definitions are identified, clarified, and focused • Most purposes, perspectives, positions, and assumptions are considered • Most pertinent information is evaluated for quantity: breadth, depth, and detail • Most pertinent information is evaluated for quality: credibility, conflict of interest, fact vs. opinion, logic • Most pertinent information is evaluated for usefulness: essential information is sorted from trivial • Solution, decision, or position is articulated • Solution, decision, or position is based on sound reasoning and substantial evidence • Solution, decision, or position addresses the problem, scenario, or argument at hand • Response is appropriate for intended audience • Reasoning is thorough and systematic • Any potential weaknesses in reasoning (contradictions, oversimplifications, distractions) are addressed • Multiple viewpoints are considered • Information is presented and used accurately and fairly • Personal assumptions, biases, and preferences do not skew reasoning 	<p align="center">4 (ADVANCED)</p> <ul style="list-style-type: none"> • All key concepts, questions, issues, and definitions are identified, clarified, and focused • All purposes, perspectives, positions, and assumptions are considered • All pertinent information is evaluated for quantity • All pertinent information is evaluated for quality: credibility, conflict of interest, fact vs. opinion, logic • All pertinent information is evaluated for usefulness: essential information is sorted from trivial • Solution, decision, or position is clearly articulated • Solution, decision, or position is based on thoroughly sound reasoning and compelling evidence • Solution, decision, or position effectively addresses the problem, scenario, or argument at hand • Response is ideally appropriate for intended audience • Reasoning is careful, thorough, systematic, and easy to follow • Any potential weaknesses in reasoning (contradictions, oversimplifications, distractions) are fully addressed • Multiple viewpoints are considered fairly • Information is presented and used accurately and fairly • Personal assumptions, biases, and preferences are acknowledged and do not skew reasoning
<p align="center">1 (DEFICIENT)</p> <ul style="list-style-type: none"> • Few key concepts, questions, issues, and definitions are identified, clarified, and focused • Few purposes, perspectives, positions, and assumptions are considered • Little pertinent information is evaluated for quantity: breadth, depth, and detail • Little pertinent information is evaluated for quality: credibility, conflict of interest, fact vs. opinion, logic • Little pertinent information is evaluated for usefulness: essential information is sorted from trivial • Solution, decision, or position is unclear or absent • Solution, decision, or position shows little reasoning or supporting evidence • Solution, decision, or position does not adequately address the problem, scenario, or argument at hand • Response is inappropriate for intended audience • Reasoning is unsystematic and hard to follow • No multiple viewpoints are acknowledged • Information is presented and used inaccurately and/or unfairly • Personal assumptions, biases, and preferences skew reasoning a great deal 	<p align="center">2 (DEVELOPING)</p> <ul style="list-style-type: none"> • Some key concepts, questions, issues, and definitions are identified, clarified, and focused • Some purposes, perspectives, positions, and assumptions are considered • Some pertinent information is evaluated for quantity: breadth, depth, and detail • Some pertinent information is evaluated for quality: credibility, conflict of interest, fact vs. opinion, logic • Some pertinent information is evaluated for usefulness: essential information is sorted from trivial • Solution, decision, or position is evident • Solution, decision, or position is based on reasoning and some evidence • Solution, decision, or position somewhat addresses the problem, scenario, or argument at hand • Response is partially adequate for intended audience • Reasoning is somewhat systematic • More than one viewpoint is acknowledged • Information is presented and used fairly • Personal assumptions, biases, and preferences skew reasoning somewhat

Verifying Examples of **Critical Thinking Rubric** (Worksheet)

ARTIFACT:	DEFICIENT	DEVELOPING	COMPETENT	ADVANCED	SCORE	
OUTCOMES						
QUESTIONING	<u>1</u> Central issues/ideas are not clarified and/or focused	<u>2</u> A few central issues/ideas are clarified and/or focused	<u>3</u> Several central issues/ideas are clarified and focused	<u>4</u> All central issues/ideas are clarified and focused		
EVALUATING	<u>1</u> Little or no analysis and evaluation of information	<u>2</u> Some analysis and evaluation of information	<u>3</u> Considerable analysis and evaluation of information	<u>4</u> Thorough and insightful analysis and evaluation of information		
RESPONDING	<u>1</u> Response is missing, unclear and/or unsound	<u>2</u> Response is partially clear and/or partially sound	<u>3</u> Response is clear and reasonably sound	<u>4</u> Response is articulate, thoughtful, and sound		
REFLECTING	<u>1</u> Reasoning is unsound and/or skewed by bias	<u>2</u> Reasoning is partially sound and/or partially biased	<u>3</u> Reasoning is sound and unbiased	<u>4</u> Reasoning is sound, unbiased, and acknowledges multiple viewpoints		
0-4 = Deficient (1) 5-8 = Developing (2) 9-12 = Competent (3) 13-16 = Advanced (4)					Total:	
COMMENTS:					HOLISTIC	
					1	2
					3	4

Attachment VI

General Education Portfolio Assessment Procedure

Phase I: Summer/Fall 2006

Action: Establish baseline CT level for ENG 111 common writing samples and select samples that “model” each level of VECTR assessment by applying VECTR to Fall 05 and Spring 06 sample groups (approximately 240 artifacts)

Responsibility: QEP Committee and QEP Chair

Phase II: Spring 2007

Action: Establish College Learning Community (CLC) of 16 Arts & Sciences and VoTech faculty; CLC to complete first CT Short Course (self-paced); meet weekly to discuss and share ideas; provide with CT materials (Paul and Elder, etc.); CLC to produce first Instructional Portfolio (lesson ideas, assignments, examples of student work, etc.) after completing Short Course

Responsibility: Deans, Department Chairs, CLC, Professional Development Committee

Action: Request student work from selected Gen Ed sections (25 total) at beginning of spring semester; collect by end of semester (450-500 artifacts); remove all instructor and student identifiers

Responsibility: Institutional Research

Phase III: Summer 2007

Action: CLC will assess the collected artifacts over two or four day period (16 faculty @ 16 hours); CLC will score artifact batches (25) in teams of two (2-4 batches per team); grading teams will prepare a report for each batch that provides average score and comments; CLC will prepare a summary report for cumulative assessment results; CLC will share assessment results with VP of Instruction, Deans, Department Chairs, and IE office

Responsibility: CLC

Phase IV: Fall 2007—ongoing

Action: CLC will advise Professional Development Committee based on assessment results and recruit new faculty for second CLC

Responsibility: CLC

Action: Institutional Research will collect student work from 13 sections fall semester and 12 sections spring semester

Responsibility: Institutional Research

Logistics:

Sampling Explanation

- Sections will be randomly selected from the most populated courses (minimum 6 sections per semester) in each Gen Ed area (Communications; Humanities/Fine Arts; Math; Natural Sciences; Social/Behavioral Sciences)
- ENG 111 and HUM 115 (Critical Thinking) will be assessed each year
 - ENG 111 common writing sampling (250+ essays from spring and fall semester)
 - 2 HUM 115 sections per year
- Distribution of Sections to Be Sampled:
 - Communications: (2) from ENG (non 111 section) and COM (2 total)
 - Humanities/Fine Arts: (2) HUM 115; (3) from ENG, MUS, and REL (5 total)
 - Math: (4) from CIS and MAT (4 total)
 - Natural Sciences: (4) from BIO, CHM, or GEL (4 total)
 - Social/Behavioral: (6) from PSY, SOC, POL, and HIS (6 total)

- There will be no duplication of instructors per assessment cycle (no more than one section from one instructor per cycle)

Collection

- Instructors in selected sections will receive notice within the first three weeks of the semester; this notice will include:
 - A description of the assessment process
 - CFCC's definition of critical thinking, CT learning outcomes, and CT rubric
 - Submission instructions and suggestions
 - Student consent form
 - Contact information
- Batches will be copied and returned to instructors within 24 hours (electronic submission is also feasible); instructor and student identifiers will be coded and removed
- Each batch will include the assignment/exam/activity the student is responding to, as well as any special instructions the instructor wishes to include

Evaluation Process

- 8 teams of 2 graders (16 total) will assess 2-4 batches (50-70); each team will spend 10-12 hours assessing artifacts and 4-6 hours preparing batch and summative reports; this process will take place over 2 to 4 days during the summer (16 @ 16hrs @ \$20/hr = \$5120)
- If a batch is determined to be unusable for assessment purposes, that batch will be returned to the instructor with a brief explanation; the instructor can petition to resubmit another batch the following semester
- Batches will be evaluated using VECTR; each sample will be scored by two graders; scores will range from: 0-4 Deficient; 5-8 Developing; 9-12 Competent; 13-16 Advanced. These scores are based on a 4 point scale for each of the 4 outcomes addressed by VECTR; the maximum score for an artifact is therefore 16
- Scorers will norm scores in case of discrepancy
- Scoring teams will prepare a report for each batch to include:
 - Average score for sample
 - Scores for each sample
 - Brief analysis of scores (strengths and weaknesses)
 - Comments and recommendations

Analysis and Use of Results

- Potential factors for data analysis: credit hours earned, program of study, ACA completion, student demographics
- Holistic score for Gen Ed, average scores for general ed areas
- Identify topics for focused professional development

Attachment VII Summer 2006 Assessment Summary

PARAMETERS:

- **Artifacts:** common final essays from fall 2005 and spring 2006 English 111 sections. Three essays were randomly selected from each section. All essays were written in class during a 50-minute period. One prompt was used for fall sections; three prompts were used for spring sections. All prompts addressed Elie Wiesel's speech, "The Perils of Indifference" (1999), which all sections read and discussed two weeks prior to the exam.
- **Assessors:** interdisciplinary team of 10 instructors. This team was comprised of instructors from the following areas: economics, psychology, architectural engineering, hotel/restaurant management, biology, speech communication, business technology, and English. The team worked in five, two-person groups.
- **Process:** 252 essays were gathered for assessment. Each two-person group was given 6 batches of 9-12 essays. One group (Team 5) was given duplicate batches in order to derive inter-group deviations in scoring. The assessment work took place over the course of two days with the assessment team working 5 hours each day. On the first day, the team was given 4 versions of CFCC's critical thinking rubric, VECTR (verifying examples of critical thinking rubric). Using feedback from the team, an improved version of VECTR was developed for the final assessment day. 243 of 252 essays were evaluated (one group did not finish its final batch). 65 duplicate essays were scored by Team 5. Assessors evaluated each essay independently, assigned a score of 1 for deficient, 2 for developing, 3 for competent, and 4 for advanced. Assessors then compared scores with their partner, recorded any deviation, and reached a consensus score for each essay.

RESULTS:

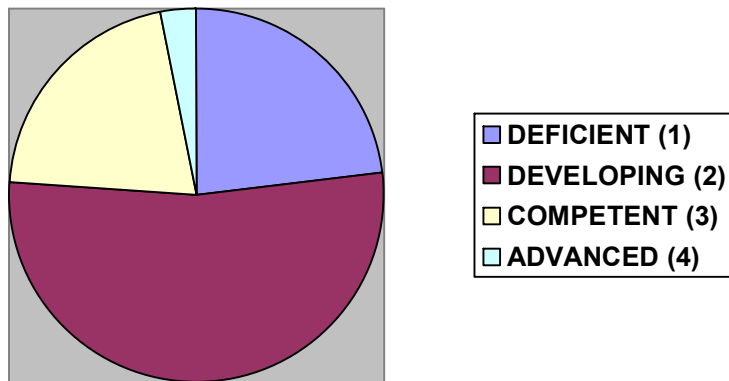
BATCH	# ESSAYS	CONSENSUS (TOTAL)	CONSENSUS (AVERAGE)	DEVIATION (TOTAL)	DEVIATION (AVERAGE)
1	11	28	2.5	14	1.27
2	11	28	2.5	7	0.64
3	11	25	2.3	6	0.55
3 (duplicate)	11	19	1.7	7	0.64
4	11	22	2.0	3	0.27
5	11	16	1.5	1	0.09
6	11	18	1.6	2	0.18
6 (duplicate)	11	21	1.9	8	0.73
7	11	20	1.8	7	0.64
8	11	22	2.0	5	0.45
9	12	25	2.1	7	0.58
9 (duplicate)	12	24	2.0	4	0.33
10	12	25	2.1	2	0.17
11	11	22	2.0	10	0.91
12	12	30	2.5	4	0.33
13/1	10	20	2.0	3	0.30
14/1	10	20	2.0	4	0.40
15/1	10	26	2.4	3	0.27
16/1	12	17	1.4	10	0.83
16/1 (duplicate)	12	24	2.0	10	0.83
17/2	9	14	1.6	5	0.56

BATCH	# ESSAYS	CONSENSUS (TOTAL)	CONSENSUS (AVERAGE)	DEVIATION (TOTAL)	DEVIATION (AVERAGE)
19/2	9	22	2.4	3	0.33
19/2(duplicate)	9	14	1.6	2	0.22
20/2	9	17	1.9	4	0.44
21/3	10	19	1.9	5	0.50
22/3	10	24	2.4	1	0.10
22/3(duplicate)	10	16	1.6	3	0.30
23/3	10	25	2.5	5	0.50
24/3	9	22	2.4	2	0.22
Cumulative:	308(243+65dpl.)	625	2.03	147	0.48

- Average scoring deviation between duplicate batches (6 batches): **0.53**

RESULTS ANALYSIS (using Team 5 duplicate batches)

- **“DEFICIENT” ESSAYS: 57/243 = 23%**
- **“DEVELOPING” ESSAYS: 128/243 = 53%**
- **“COMPETENT” ESSAYS: 51/243 = 21%**
- **“ADVANCED” ESSAYS: 7/243 = 3%**

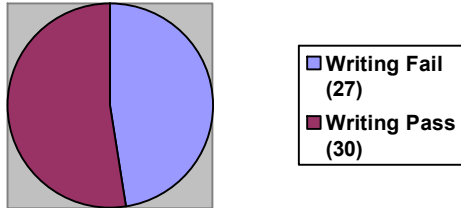


DISCUSSION:

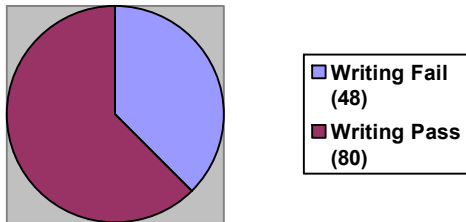
Overall, this assessment process yielded quality information about students' critical thinking skills in ENG 111: Expository Writing. It also refined the assessment instrument, VECTR, and confirmed that this type of interdisciplinary assessment process, though logistically challenging, is a feasible and worthwhile activity for the college. Baseline measures can be derived from both the cumulative average (2.03) and the percentage analysis of scored essays. The average for intra and inter-group deviation (0.48 and 0.53 respectively) was also indicative of the validity of this assessment approach.

CORRELATION BETWEEN CRITICAL THINKING LEVELS AND PASS/FAIL WRITING SCORES FOR ENG 111 COMMON WRITING (FALL 05/SPRING 06)

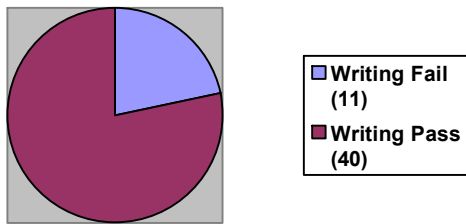
“Deficient” Essays (1 on 4-point scale): 47% Writing Fail (n=27); 53% Writing Pass (n=30)



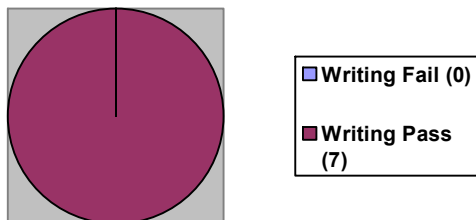
“Developing” Essays (2 on 4-point scale): 37.5% Writing Fail (n=48); 62.5% Writing Pass (n=80)



“Competent” Essays (3 on 4-point scale): 22% Writing Fail (n=11); 78% Writing Pass (n=40)



“Advanced” Essays (4 on 4-point scale): 0% Writing Fail (n=0); 100% Writing Pass (n=7)



Attachment VIII
Cape Fear Community College 2006-2010 College Goals

1. Deliver quality programs and effective instruction that result in students achieving identified learning outcomes with an emphasis on critical thinking as outlined in CFCC's Quality Enhancement Plan.
2. Provide facilities that support the growth of the college and that are well maintained, safe and secure for students, faculty, staff and visitors.
3. Incorporate the appropriate use of technology for students, faculty and staff and provide training in accessing and applying the technology.
4. Enhance the teaching and learning process through the provision of adequate, up-to-date equipment and learning resources that are accessible to users and in formats consistent with prevailing technologies suitable to the college's needs and goals.
5. Provide increased access to educational opportunities through distance learning.
6. Strengthen partnerships with business and industry, public schools, universities and others that are mutually beneficial and that maximize resources in meeting the educational needs of the service area.
7. Provide a comprehensive program of student development services that assist students in achieving their goals including appropriate placement in courses and curricula, financial assistance, counseling and advisement, career guidance, and student activities and athletics.
8. Cultivate an excellent, highly qualified faculty and staff through recruitment, retention, recognition and professional development.
9. Promote diversity at all levels of the college and maintain a diverse faculty, staff and student body that reflect the college service area.
10. Effectively manage the college's fiscal resources and seek external funding through grants and donations to support the mission of the college.
11. Strengthen and refine the college's continuous improvement process to ensure institutional effectiveness and public accountability.
12. Foster and maintain a positive public image of the college and effectively promote college services and programs to the community.
13. Enhance internal communication among faculty, staff and students.

Approved by the CFCC Board of Trustees November 16, 2005.

Attachment IX

Cape Fear Community College QEP Director Job Description

DEFINITION

- The QEP Director facilitates and oversees the implementation of the college's Quality Enhancement Plan (QEP). The QEP Director works with administrators, instructors, and support staff to achieve and evaluate the desired outcomes of the QEP.
- The QEP Director has part-time instructional responsibilities in the area(s) of his or her qualifications with duties as specified in the CFCC Instructor's job description.

SUPERVISION RECEIVED AND EXERCISED

- Receives direction and supervision from Vice President of Instruction for QEP responsibilities.
- Receives direction and supervision from Department Chair for instructional responsibilities.

ESSENTIAL FUNCTIONS

- Facilitate and oversee the implementation and assessment of the college's Quality Enhancement Plan (QEP).
- Assign and coordinate committees for implementing the QEP.
- Provide faculty and staff with information, research, and resources for enhancing student learning as described in the QEP.
- Serve as liaison between Instruction, Student Development, and Institutional Effectiveness in order to facilitate an integrated, on-going process of enhancement, assessment, and planning as described in the QEP.
- Advises on human and fiscal resources for implementing the QEP.
- Fulfill assigned instructional responsibilities.

IMPORTANT FUNCTIONS:

- Facilitate cooperation and communication between all areas involved in implementing the QEP.
- Manage and apply all information generated during the QEP implementation process; share pertinent information with appropriate faculty, staff, and administrators.
- Communicate vital information about the QEP, including important dates, accomplishments, and findings to the college community.
- Stay current on best practices in post-secondary education enhancement and assessment.

QUALIFICATIONS

Knowledge of:

- SACS requirements and guidelines for implementing a QEP.
- Institutional effectiveness requirements of the Commission on Colleges of the Southern Association of Colleges and Schools.
- Modern principles and practices of community college administration.
- Student learning outcomes.
- Assessment of student learning.
- Technology to enhance student learning.
- Curriculum design and enhancement.
- Best practices in General Education.
- Subject area sufficient for instructional responsibilities.

Ability to:

- Lead and manage.

- Develop documents that are clearly and succinctly written without spelling or grammar errors and in an appropriate format and writing style.
- Demonstrate excellent oral and written communication skills.
- Compile, analyze, and use assessment data from diverse instructional areas.
- Perform research and literature reviews.
- Conceptualize and articulate ideas and concepts.
- Understand and apply basic research methodologies.
- Work closely with faculty, staff, and administrators to enhance and assess student learning.
- Use appropriate technology to organize, synthesize, and communicate data.
- Define problems, collect and conduct statistical analysis of data, establish facts, draw conclusions, and recommend solutions.
- Speak to groups and present concepts and ideas effectively.
- Develop, interpret, and apply college policies, procedures, rules and regulations.
- Analyze problems, identify alternative solutions, and project consequences of proposed actions and implement recommendations in support of goals.
- Gain cooperation through discussion and persuasion.
- Plan and conduct college-level instruction in area of qualification

EXPERIENCE AND TRAINING GUIDELINES:

Any combination of experience and training that would likely provide the required knowledge and abilities.

Experience:

- Should have experience with: writing and assessing student learning outcomes; conducting research in postsecondary education; managing committees; faculty and staff professional development; facilitating cooperation between diverse college areas.
- Post-secondary teaching experience.

Training in:

- Educational assessment, educational research, pedagogy, and/or a discipline related to the QEP topic.

Education:

- Masters or Doctorate in a General Education discipline.

Attachment X Glossary of Terms

ACA: prefix for Academic Related courses. ACA 111: College Student Success is an important component of the Student Success Initiative.

CCSSE: Community College Survey of Student Engagement.

CCTT: Cornell Critical Thinking Test

CT: abbreviation for critical thinking.

CLCs: college learning communities. A CLC will consist of 10-15 faculty and support staff who will participate in common professional development activities such as self-paced online courses (SPOCs). CLCs will meet informally to share ideas throughout a professional development experience of two to four semesters.

Critical Thinking: Cape Fear Community College defines critical thinking as the deliberate process of questioning, evaluating, and responding to problems, scenarios, and arguments in order to reach sound solutions, decisions, and positions.

ENG: prefix for English composition, literature, and creative writing courses. ENG 111: Expository Writing is an important component of the General Education Initiative.

General Education: refers to a core academic curriculum that serves multiple programs of study in both college transfer and vocational/technical areas. General education requirements range from 3-15 hours for Vocational/Technical programs to 44 hours for college transfer programs.

HUM: prefix for Humanities courses. HUM 115: Critical Thinking encourages students to develop critical thinking skills in the context of human conflict.

IDEAs: instructional design enhancement actions. IDEAs document how faculty and support staff have used professional development experiences to develop or improve upon instructional strategies that improve learners' critical thinking skills. Every college learning community (CLC) will develop an IDEA collection upon the completion of its professional development experience.

Institutional Portfolio: process of assessment using a comprehensive rubric based on the model developed by Johnson County Community College (Overland Park, Kansas) and adopted by many other colleges. The institutional portfolio model evaluates examples of student work ("artifacts") from randomly selected general education courses (Seybert & O'Hara, 1997, p.5).

Metacognition: thinking about one's thinking; the consideration of the soundness of one's reasoning with the intention of improving one's reasoning process.

SPOCs: self-paced online courses. A series of SPOCs on the topic of critical thinking will be developed as professional development resources for college learning communities (CLCs).

Student Learning: student learning is the process by which learners enhance their skills, dispositions, and human potential. Student learning involves building new knowledge, skills, and habits on foundations of prior learning. A mutual commitment between instructor and learner based on hard work, inquiry, and integrity is necessary for student learning.

Attachment XI

Quick Facts About Cape Fear Community College

PRESIDENT: Dr. Eric B. McKeithan

BOARD OF TRUSTEES: (2005-2006)

Mr. Carl A. Byrd, Sr.

Mrs. Jennifer C. Casey

The Honorable W. Allen Cobb, Jr.

Mr. Charles Edward Crowell, Chair

Mr. R. Theodore Davis, Jr.

The Honorable Leithia S. Hankins

Mr. Kenneth J. McGee

Dr. Wendell McCullen Murray, Jr.

Mr. William N. Rose

Mrs. Barbara S. Schwartz

Mr. Robert H. Williams

Mrs. Connie S. Yow

Mr. Chazz Clevinger, President, Student Government Association

LOCATION:

Wilmington Campus

411 North Front Street

Wilmington, New Hanover County,

North Carolina 28401-3993

Burgaw Center

101 East Industrial Drive

Burgaw, Pender County,

North Carolina 28425

North Campus

4500 Blue Clay Road

Castle Hayne, New Hanover County,

North Carolina 28429

ACCREDITATION: Cape Fear Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees.

TYPE: Two year Public Co-Educational Comprehensive Community College serving New Hanover and Pender Counties

DEGREES OFFERED:

Associate in Applied Science (AAS)

Associate in Arts (AA)

Associate in Fine Arts (AFA)

Associate in General Education (AGE)

Associate in Science (AS)

Cape Fear Community College also offers:

Diplomas

Certificates

CALENDAR: Semester

ENROLLMENT: (2004-2005 Unduplicated Headcount)

9,335 Curriculum Students

19,304 Continuing Education Students

TOTAL ANNUALIZED FULL TIME EQUIVALENT (FTE): (2004-2005)

6,699

FACULTY: (Fall 2005)

425 Full-Time

533 Part-Time

Notes

Notes