

3. Institutional Capability

The implementation of this plan is a major component of the college's long-term planning and institutional effectiveness process. This plan was developed to function within the college's mission, goals, and capabilities. Accordingly, the college will dedicate the human and fiscal resources necessary to achieving this plan's objectives over the next five years and beyond.

3.1 The QEP and College Goals

Every objective of the three initiatives comprising this plan correlates with at least one of the college's thirteen goals for 2006-10 (**Attachment VIII**). Additionally, the Institutional Effectiveness Committee recommended in September 2005 revising the college's first goal to read:

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.

This revision was unanimously approved by the CFCC Board of Trustees November 16, 2005. The tables below illustrate the integral relationship between the objectives of each QEP initiative and the College Goals for 2006-10.

The Student Success Initiative will emphasize to students the application of critical thinking skills for Student Success.	
Initiative Objectives	College Goals Addressed
1. Encourage students to think critically about their strategies for college and professional success	CG1. "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." CG3. "Incorporate the appropriate use of technology for students, faculty and staff and provide training in accessing and applying the technology." [Information literacy emphasis]
2. Enable students to maximize their learning potential using critical reading, effective communication, and information literacy skills	CG5. "Provide increased access to educational opportunities through distance learning." [Online sections of ACA course] CG7. "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." [Enhanced orientation process]
3. Introduce students to applied critical thinking in a variety of learning contexts	

The General Education Initiative will facilitate, assess, and enhance critical thinking as a general education core competency.	
Initiative Objectives	College Goals Addressed
1. Identify, apply, and evaluate strategies that enhance students' critical thinking skills in general education courses	CG1. "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." CG4. "Enhance the teaching and learning process through the provision of adequate, up-to-date equipment and learning resources

<p>The General Education Initiative will facilitate, assess, and enhance critical thinking as a general education core competency.</p>	
<p>2. Improve how critical thinking skills are assessed as learning outcomes of general education courses</p>	<p>that are accessible to users and in formats consistent with prevailing technologies suitable to the college's needs and goals." [Faculty will identify technologies needed for instructional innovations]</p> <p>CG5. "Provide increased access to educational opportunities through distance learning." [Online sections of general education courses will be included in enhancement efforts]</p>
<p>3. Use interdepartmental communication and cooperation to enhance students' critical thinking skills in general education courses</p>	<p>CG8. "Cultivate an excellent, highly qualified faculty and staff through recruitment, retention, recognition and professional development." [Professional development will be provided for all Gen Ed faculty, starting with pilot courses]</p> <p>CG11. "Strengthen and refine the college's continuous improvement process to ensure institutional effectiveness and public accountability." [Assessment strategies in Gen Ed will be refined and used to supplement the IE process]</p> <p>CG13. "Enhance internal communication among faculty, staff and students." [As described in third objective]</p>

<p>The Professional Development Initiative will provide all faculty and staff with training opportunities and resources that enhance their abilities to improve students' critical thinking skills.</p>	
<p>Initiative Objectives</p>	<p>College Goals Addressed</p>
<p>1. Offer appropriate training to all faculty and staff involved with CT-enhanced pilot courses</p>	<p>CG1. "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."</p>
<p>2. Develop and maintain a critical thinking resource center for faculty and staff</p>	<p>CG4. "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." [Critical thinking resource center]</p>
<p>3. Enable faculty and support staff in all programs to identify specific critical thinking student learning outcomes, instructional strategies, and assessment techniques</p>	<p>CG6. "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." [Fifth objective]</p> <p>CG8. "Cultivate an excellent, highly qualified faculty and staff through recruitment, retention, recognition and professional development."</p>
<p>4. Plan and conduct campus wide activities each semester that reinforce the college's commitment to enhancing students'</p>	<p>CG11. "Strengthen and refine the college's continuous improvement process to ensure institutional effectiveness and public accountability." [Third objective]</p>

The Professional Development Initiative will provide all faculty and staff with training opportunities and resources that enhance their abilities to improve students' critical thinking skills.	
critical thinking skills	CG12. "Foster and maintain a positive public image of the college and effectively promote college services and programs to the community." [Fifth objective]
5. Collaborate with business and industry, public schools, universities, and other community colleges to enhance and assess students' critical thinking skills	CG13. "Enhance internal communication among faculty, staff, and students." [Second and fourth objectives]

That the QEP is an outgrowth of the college's mission (as discussed in "Background and rationale") and regular planning process ensures its sustainability over the next five years. Linking the QEP to the goals that drive the college's daily operations also makes the implementation of this plan the shared responsibility of all faculty, support staff, and administration.

3.2 Implementation Responsibilities

Faculty, staff, and administrators share in responsibilities for the implementation and assessment of this plan. These responsibilities are designated to a number of committees and implementation teams that ensure an effective division of labor and the most efficient use of human resources. Each committee and implementation team is assigned specific tasks to achieve the objectives of this plan. Individuals may serve in multiple capacities and will be assigned implementation responsibilities by supervisors based on qualifications and interest.

The ultimate responsibility for successfully implementing this plan rests with the college's leadership, including the President, the Executive Vice President, and the Board of Trustees. **CFCC's College Council** will oversee and support the implementation efforts described in this plan. This body will elect to modify, expand, or focus this plan as it sees fit and advise all college constituents as needed.

The **QEP Committee** will oversee the implementation of this plan. This committee will provide direct supervision and support to all implementation and assessment efforts. This committee will provide detailed progress reports and recommendations to the Leadership Team. This committee will also keep the entire college community informed of the plan's progress and assessment findings. A faculty member will be appointed **QEP Director** to lead this committee and oversee the implementation details of the QEP (see **Attachment IX** for position description). As the QEP initiatives become fully integrated into the college's operations, the responsibilities of the QEP Director will be gradually absorbed by existing administrators and faculty leaders (position expires 2009). Three committees will work with the QEP Committee to achieve the objectives described in this plan:

- **Student Success Committee (to be formed)**
- **General Education Committee (existing)**
- **Professional Development Committee (existing)**

The initiative committees will be responsible for the objectives, implementation actions, and measures of success described in each initiative. Each of these committees will be supported by implementation teams focusing on the specific tasks of each initiative. These committees will provide regular updates to the QEP Committee. The committee structure described above

ensures that responsibilities for the implementation and assessment of this plan are shared across the college's instructional and administrative areas. This structure also requires regular and effective communication at all levels.

3.2.1 Committees

College Council (existing)

Membership: President, Executive Vice President, Executive Director of CFCC Foundation, VP of Instruction, VP of Institutional Services, VP of Student Development, VP of Business Services, VP of Institutional Effectiveness, North Campus Provost, Dean of Arts & Sciences, Dean of Vocational/Technical Education, Dean of Continuing Education, Director of LRC, Faculty Association President, Student Government Association President, Public Information Officer, Executive Administrative Assistant, Personnel Director

Responsibilities: Oversee, advise upon, and review for approval the QEP Committee's recommendations and actions

QEP Committee (to be formed)

Membership: QEP Director (chair); Assistant VP for Instructional Operations; Professional; Development Committee Chairperson ; Student Success Committee Chairperson; General Education Committee Chairperson; Faculty Association President; Faculty (3 Arts and Science, 2 Vocational/Technical); Vice President of Instruction (ex officio); Dean of Arts and Sciences (ex officio); Dean of Vocational/Technical Education (ex officio); Institutional Researcher (ex officio)

Purpose: To guide the implementation of CFCC's Quality Enhancement Plan (QEP). The QEP Implementation Committee coordinates the activities of individuals, departments, and other committees, particularly Student Success, Professional Development, and General Education toward meeting the goals and objectives of the QEP. The committee meets regularly to review the status of the QEP and provides progress reports to CFCC's College Council.

Professional Development Committee (existing)

Membership: Vocational Technical Department Chair (chair); Faculty (3 Arts and Science, 2 Vocational/Technical, preferably members of the College Learning Community); Student Development representative; BIG Center Director (ex officio); Personnel Director (ex officio); Tier A Coordinator (ex officio); VP of Faculty Association (ex officio); Administrative Assistant to the President (ex officio); QEP Director

Purpose: To assist the administration, faculty and staff in identifying, developing and budgeting for professional development opportunities with an emphasis in the area of critical thinking as specified in the college's Quality Enhancement Plan (QEP). In that regard, the committee provides regular reports on professional development activities to the QEP Implementation Committee.

Student Success Committee (to be formed)

Membership: Director of Career and Testing Services (chair); Student Development Counselor (1); Coordinator of Developmental English; Coordinator of Developmental Math; Faculty (3); Student Government representative (1); Assistant to VP of Student Development (ex officio); Basic Skills Director (ex officio); Learning Lab coordinator (ex officio); Vice President of Student Development (ex officio); Learning Resource Center Director (ex officio); Dean of Vocational/Technical Education (ex officio); QEP Director

Purpose: To facilitate student success activities, particularly those outlined in the Student Success Initiative of CFCC's QEP. This committee develops and promotes activities that foster students' achievement of college success and development as critical thinkers. This committee coordinates its efforts with counselors, developmental and basic skills instructors, LRC staff, Learning Lab staff,

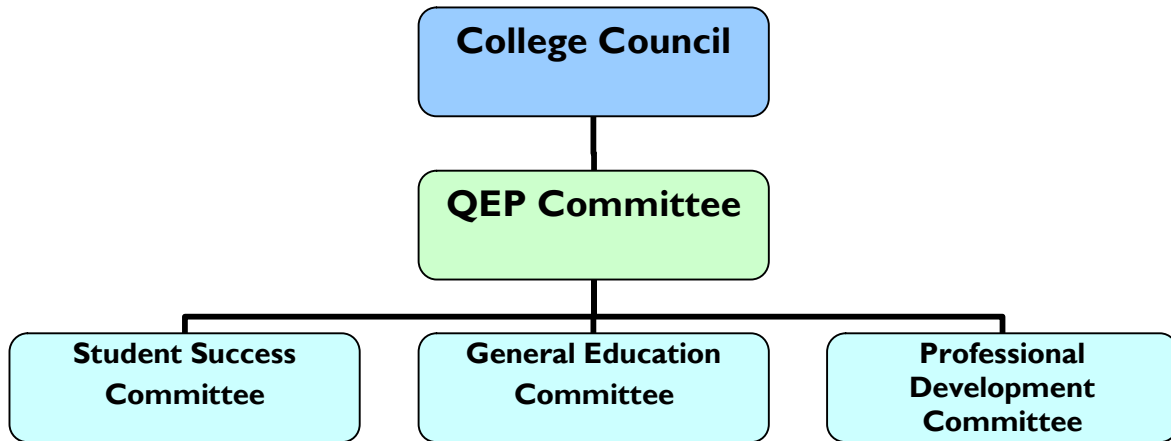
and testing and career services. This committee provides regular reports on the progress of the Student Success Initiative to the QEP Implementation Committee.

General Education Committee (existing)

Membership: Dean of Arts and Science (chair); Faculty (2 Arts and Science, 1 Vocational/Technical); Basic Skills representative; Vice President of Institutional Effectiveness (ex officio); Humanities and Fine Arts Department Chair (ex officio); Math, Science and Physical Education Department Chair (ex officio); Social and Behavioral Sciences Department Chair (ex officio); English Department Chair (ex officio); Business Department Chair (ex officio); Distance Learning Department Chair (ex officio); Learning Lab Coordinator (ex officio); Director of Counseling (ex officio); Director of Career and Testing (ex officio); QEP Director

Purpose: To monitor and review the following: the mission of the committee, the general education core competencies, the methods of assessment, the list of courses being assessed, and the data resulting from the assessment instruments, thus creating a more unified process of evaluating student learning outcomes in the core general education curriculum.

3.2.2 Organizational Structure to Support Implementation



3.3 Implementation Resources

3.3.1 Budget Estimates by Year (Overview)

Academic/Fiscal Year	Description	Estimates
2006/2007	Professional Development	18600
	Materials	3000
	Assessment Resources	1000
	Personnel	49120
	Promotion	1320
	Total	\$73,040

Academic/Fiscal Year	Description	Estimates
2007/2008	Professional Development	36100
	Materials	2500
	Assessment Resources	8500
	Personnel	42304
	Promotion	1320
	Total	\$90,724

Academic/Fiscal Year	Description	Estimates
2008/2009	Professional Development	22000
	Materials	2000
	Assessment Resources	6000
	Personnel	28746
	Promotion	1320
	Total	\$60,066

Academic/Fiscal Year	Description	Estimates
2009/2010	Professional Development	28000
	Materials	2000
	Assessment Resources	1000
	Personnel	14912
	Promotion	1320
	Total	\$47,232

Academic/Fiscal Year	Description	Estimates
2010/2011	Professional Development	14250
	Materials	500
	Assessment Resources	19000
	Personnel	17888
	Promotion	1320
	Total	\$52,958

Academic/Fiscal Year	Description	Estimates
Total Projected Expenditures for 2006—2011	Professional Development	118,950
	Materials	10,000
	Assessment Resources	35,500
	Personnel	152,970
	Promotion	6,600
	Total	\$324,020

3.3.2 Detailed QEP Budget Estimates by Year

Academic/Fiscal Year 2006—2007

Description	Estimates
Professional Host colleagues from Surry CC to advise on critical thinking assessment and enhancement strategies (Fall 2006)	1000

Description		Estimates
Development Activities	Two-day workshop with consultants from the Center for Critical Thinking or the Collaboration for the Advancement of College Teaching and Learning (Spring 2007)	7000
	Two CLC members to attend the National Center for Teaching Thinking February Critical Thinking Conference (Spring 2007)	4000
	Two CLC members to attend the Teaching Professor Conference (Spring 2007)	3400
	Four ENG 111 faculty to attend National Paideia Conference (Spring 2007)	3200
	Total:	18600
Materials	Binder (3-ring) of critical thinking resources including lesson ideas, scholarly articles, publications, and assessment instruments for first CLC participants (30 x \$20 per binder) (Spring 2007)	600
	Memory stick (256 MB) for first CLC participants (30x \$30) (Spring 2007)	900
	Scholarly books on integrating critical thinking into the vocational and academic curriculum (including 10 complete sets of the "Thinker's Guide Library" from the Center for Critical Thinking) (Fall 2006/ Spring 2007)	1500
	Total:	3000
Assessment Resources	Objective assessment for graduating students (CCTT Level Z)	1000
	Total:	1000
Personnel	QEP Director	44000
	Summer assessment team (256 contract hours @ \$20/hr) (Summer 2007)	5120
	Total:	49120
Promotion	QEP Newsletter (4 runs @ \$80 per)	320
	Miscellaneous	1000
	Total:	1320
Total		\$73,040

Academic/Fiscal Year 2007—2008

Description		Estimates
Professional Development Activities	Two CLC/QEP members to attend International Conference on Critical Thinking (Summer 2007)	4000
	Three ACA instructors to attend college success workshop/conference (Summer 2007)	4500
	Two-day workshop with consultants from On Course college success program (Fall 2007)	7000
	One-day workshop for ENG 111 faculty conducted by National Paideia Center (Fall 2007)	3000
	Two-day workshop with consultants from the Center for Critical Thinking or the Collaboration for the Advancement of College Teaching and Learning (Fall 2007)	7000
	Two CLC members to attend the National Center for Teaching Thinking February Critical Thinking Conference (Spring 2008)	4000
	Four ENG 111 faculty to attend National Paideia Conference (Spring 2008)	3200
	Two CLC members to attend the Teaching Professor Conference (Spring 2008)	3400
	Total:	36100
Materials	Binder (3-ring) of critical thinking resources including lesson ideas, scholarly articles, publications, and assessment instruments for second CLC participants (30 x \$20 per binder) (Fall 2007)	600
	Memory stick (256 MB) for second CLC participants (30 x \$30) (Fall 2007)	900
	Additional scholarly books on integrating critical thinking into the vocational and academic curriculum (Fall 2007/ Spring 2008)	1000
	Total:	2500
Assessment Resources	Objective assessment for graduating students (CCTT Level Z) (Ongoing)	1000
	CCSSE (Spring 2008)	7500
	Total:	8500
Personnel	Summer assessment team (256 contract hours @ \$20/hr) (Summer 2008)	5120

Description		Estimates
	Pilot 10-12 sections of CT enhanced ACA course (\$27/contact hour)	5184
	QEP Director	32000
	Total:	42304
Promotion	QEP Newsletter (4 runs @ \$80 per)	320
	Miscellaneous	1000
	Total:	1320
Total		\$90,724

Academic/Fiscal Year 2008—2009

Description		Estimates
Professional Development Activities	On-site and off-site professional development activities (to be determined)	22000
	Total:	22000
Materials	Binder (3-ring) of critical thinking resources including lesson ideas, scholarly articles, publications, and assessment instruments for third CLC participants (30 x \$20 per binder) (Fall 2008)	600
	Memory stick (256 MB) for each third four CLC participants (30 x \$30) (Fall 2008)	900
	Additional scholarly books on integrating critical thinking into the vocational and academic curriculum (Fall 2008/ Spring 2009)	500
	Total:	2000
Assessment Resources	Objective assessment for graduating students (CCTT Level Z)	1000
	Formative evaluation of QEP progress (professional consultation)	5000
	Total:	6000
Personnel	Summer assessment team (256 contract hours @ \$21/hr) (Summer 2009)	5376
	Pilot 12-15 sections of CT enhanced ACA course (\$28/contact hour)	6720
	QEP Director	16650
	Total:	28746
Promotion	QEP Newsletter (4 runs @ \$80 per)	320
	Miscellaneous	1000
	Total:	1320
Total		\$60,066

Academic/Fiscal Year 2009—2010

Description		Estimates
Professional Development Activities	On-site and off-site professional development activities (to be determined)	28000
	Total:	28000
Materials	Binder (3-ring) of critical thinking resources including lesson ideas, scholarly articles, publications, and assessment instruments for fourth CLC participants (30 x \$20 per binder) (Fall 2009)	600
	Memory stick (256 MB) for fourth CLC participants (30 x \$30) (Fall 2009)	900
	Additional scholarly books on integrating critical thinking into the vocational and academic curriculum (Fall 2009/ Spring 2010)	500
	Total:	2000
Assessment Resources	Objective assessment for graduating students (CCTT Level Z)	1000
	Total:	1000
Personnel	Summer assessment team (256 contract hours @ \$22/hr) (Summer 2010)	5632
	Pilot 15-20 sections of CT enhanced ACA course (\$29/contact hour)	9280
	Total:	14912
Promotion	QEP Newsletter (4 runs @ \$80 per)	320
	Miscellaneous	1000
	Total:	1320
Total		\$47,232

Academic/Fiscal Year 2010—2011

Description		Estimates
Professional Development Activities	On-site and off-site professional development activities (to be determined)	14250
	Total:	14250
Materials	Additional scholarly books on integrating critical thinking into the vocational and academic curriculum (Fall 2010/ Spring 2011)	500
	Total:	500
Assessment Resources	Objective assessment for graduating students (CCTT Level Z)	1000
	CCSSE (Spring 2011)	8000
	Summative evaluation of QEP in preparation for five-year impact report (professional consultation) (Summer 2011)	10000
	Total:	19000
Personnel	Summer assessment team (256 contract hours @ \$23/hr) (Summer 2011)	5888
	Pilot 20-25 sections of CT enhanced ACA course (\$30/contact hour)	12000
	Total:	17888
Promotion	QEP Newsletter (4 runs @ \$80 per)	320
	Miscellaneous	1000
	Total:	1320
Total		\$52,958