

Quality Enhancement Plan Executive Summary

QEP Title: Critical Thinking through the WRITE Plan: Writing and Reasoning to Improve Thinking Effectiveness

Institution: South Georgia College

Contact Information: Dr. Carl B. McDonald
Vice President for Academic Affairs
Carl.mcdonald@sgc.edu

Purpose of the QEP: South Georgia College seeks to develop the critical thinking skills of its students through five student learning outcomes directly related to (1) the College's definition of critical thinking, (2) the five subscales of the California Critical Thinking Skills Test (CCTST), and (3) the College's critical thinking rubric. Student written artifacts produced in a variety of core curriculum courses constitute the majority of direct assessment measures.

Definition of Critical Thinking: Critical thinking is the process of drawing conclusions and solving problems through evaluating, analyzing, making inferences, and using deductive and inductive reasoning.

Student Learning Outcomes:

- Students will demonstrate the ability to analyze.
- Students will demonstrate the ability to evaluate.
- Students will demonstrate the ability to infer.
- Students will demonstrate the ability to reason deductively.
- Students will demonstrate the ability to reason inductively.

Assessment of the QEP: The QEP assessment plan employs multiple direct and indirect measures of student learning outcomes, as follows:

- Written student responses to embedded course assignments
- Written student course capstone assignments
- Student developmental portfolios of course written work
- The California Critical Thinking Skills Test (CCTST)
- The Measure of Academic Proficiency and Progress Test (MAPP)
- The Community College Survey of Student Engagement (CCSSE)
- Surveys of currently enrolled students nearing graduation
- Surveys of alumni at senior transfer institutions

Targeted Improvements: The QEP assessment plan includes targeted improvements for each of the five student learning outcomes and for each of the above assessment measures.

Constituency Involvement: The broad-based QEP development involves input from the institution's President, administrators, faculty, students, staff, alumni, and community stakeholders. In addition, the QEP takes into account the strategic plan of the University System of Georgia, as well as the mission, vision, and goals of the College. The plan is faculty-driven, and its annual assessment includes feedback from steering, assessment, professional development, resources, and community stakeholders committees.