



QUALITY ENHANCEMENT PLAN (QEP)


.....Rollin' Rollin' Rollin'

QEP TIMELINE

- Fall 2008 – collected feedback from faculty/staff/students about characteristics of Meredith students and areas to pursue possible QEP topics.
- Early December 2008 – several QEP committee members attended the annual SACS conference along with members of the Meredith SACS leadership team.
- Mid-December 2008 – completed first retreat to brainstorm topics.
- Early January 2009 – completed second retreat to refine topic and develop proposal.
- Mid-January – obtained approval of topic from Meredith SACS leadership team.



QEP TIMELINE

- Late-January 2009 – present proposal to faculty/staff for initial discussion; present proposal to SACS liaison for her feedback on 1/28.
 - February/March 2009 – schedule campus forums with faculty/staff/students and more department visits to brainstorm on the strategies for implementation.
 - March/April 2009 – continue research on critical thinking, begin proposals for faculty/staff development opportunities, and prepare budget.
 - May/June 2009 – begin writing the full QEP document.
 - September/October 2009 – present final draft of the QEP document to Meredith SACS leadership team.
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QEP WEBSITE

<http://www.meredith.edu/sacs/qep>

Give us your ideas and feedback



EDUCATING AND EQUIPPING WOMEN TO EXCEL: IMPROVING CRITICAL THINKING

The focus of the Meredith College Quality Enhancement Plan (QEP) is to enhance student learning at an early stage in the undergraduate experience by engaging students as critical thinkers and communicators in preparation for independent scholarship.



THE MEREDITH COMMUNITY HAS SPOKEN

Strengths include:

- fostering one-on-one relationships with faculty/staff
- small class sizes
- multiple venues of faculty- and staff-student interaction
- emphasis on global awareness, personal growth, and community involvement and volunteerism

Areas for improvement:

- improved critical and independent thought
- more substantive writing
- more analytical thinking
- more critical reading
- more informed speaking
- more purposeful reflecting
- more intellectual curiosity
- increased rigor



RATIONALE

The Meredith QEP utilizes the research of Paul and Elder (2008) to formulate its initiatives.

Meredith's QEP is designed to scaffold student traits with critical thinking tools that both speak to 21st century learners and, perhaps more importantly, equip them for 21st century living. To this end, our focus will include a continuous cycle of assessment of learning outcomes and course development, particularly in upper-level courses where critical thinking skills will be further honed and applied as a signature of the Meredith undergraduate experience.



STUDENT INITIATIVE

- **Implement a seminar that focuses on critical thinking.**
 - Seminars will be content-driven.
 - Seminars will occur early in the undergraduate career.
 - Seminars will be designed to provide and model specific strategies for critical thinking and communicating.
 - Seminars will be both cross-disciplinary and discipline-specific.
 - Seminars will be designed to improve critical thinking, writing and other forms of communicating.



FACULTY INITIATIVE

- **Implement faculty and staff development to support providing students with multiple critical thinking strategies.**
 - Meredith will facilitate professional development in providing and modeling critical thinking strategies for students.
 - Meredith will develop these supports both for seminar instructors and for the faculty and staff overall.
 - Meredith will create a climate where the skills learned early in the undergraduate experience can permeate and mature into the higher-level content and disciplinary paradigms as students advance in their intellectual curiosity, academic pursuits, and co-curricular involvement.



PROGRAM INITIATIVE

- **Implement an assessment system for evaluating entry-level skills in critical thinking.**
 - Meredith will implement a systematic assessment of first-year students' ability to think critically.
 - Meredith will use the findings from these instruments to develop recommendations for improving student reading, writing, and speaking skills.
 - Meredith will integrate these recommendations into further professional development, our first year seminars, and upper-level courses across campus.



Additional Strategies?



QEP COMMITTEE MEMBERS

- Ann Gleason (co-chair)
- Tim Hendrix
- Andrea Irby
- Erin Lindquist
- Chelsea McGlaughlin (student representative)
- Mark O'Dekirk (co-chair)
- Toni Parker
- Kelly Roberts
- Pam Steinke
- Deborah Tippet
- Jill Triana

