Institution Name	QEP	Summary
2012		
The American University in Dubai, Dubai, United Arab Emirates	Writing as a Pillar of Academic Achievement	The quality of students' writing is an AUD issue, and the QEP – born from assessment and integrated into AUD's IE processes committed to continuous improvement – represents a major opportunity for impacting the institution in a substantive way.
Austin Graduate School of Theology, Austin, Texas	"To promote knowledge, understanding, and practice of the Christian faith by equipping Christians and churches for service in the Kingdom of God."	AGST's Quality Enhancement Plan is the product of a three-year planning process which examined the school's history, theological tradition, and mission. Data for the plan emerged from institutional research, faculty discussion, and student input. In keeping with the school's history of practicing and teaching scholarship for the church, the QEP crystalized into a plan designed to improve students' abilities to derive a word for the church from the text of scripture via exegesis.
Christendom College, Front Royal, Virginia	Education for a Lifetime: Christendom's Academic and Professional Integration Program	Christendom College's QEP will enhance the student learning environment by integrating students' career discernment into their liberal arts education. It will accomplish this goal by adding two courses to the required core curriculum. In these courses students will reflect on their education and their opportunities in the world.
Coastal Carolina University, Conway, South Carolina	Experienced@Coastal	The fundamental purpose is to strengthen the abilities of students to link theory with practice by expanding and enhancing Experiential Learning (EL) across the university's educational programs. Through the implantation of the QEP, students will have a heightened sense of value, relevance, and advantage of their collegiate studies to life beyond the university.
Embry-Riddle Aeronautical University, Daytona Beach, Florida	Ignite	ERAU will incorporate research learning as a standard of undergraduate curriculum, giving students the opportunity to develop critical research skills, practice those skills and master them by graduation. The faculty has created a curriculum that presents a blueprint for learning during students' entire tenure at ERAU and prepares them for future positions in industry. The total Ignite curriculum provides undergraduates with a learning experience rooted in the process of discovery through research and inquiry. The initial implementation of Ignite focuses on first-year undergraduate students, and will be followed in subsequent years by a tiered curriculum development plan that will be implemented through their graduation. The enhanced research culture will include course-based research, mentored curricular/co-curricular research, and academic research support services.
Florida Memorial University, Miami Gardens, Florida	FACTS@FMU: Fostering and Applying Critical Thinking Skills at Florida Memorial University	The Florida Memorial University QEP is designed to enhance students' critical thinking skills. Their focus is to improve the critical thinking skills of undergraduate students as we prepare them to function effectively in a highly competitive technological and global society. The

		QEP is centered on preparing their undergraduate students to succeed in college and in society by developing their critical thinking skills in five freshman courses in their General Education Program, and reinforcing these skills throughout the undergraduate courses in the major areas of study.
Georgetown College, Georgetown, Kentucky	Spirit, Mind, Action: Civic Engagement at Georgetown College	Georgetown College's Center for Civic Engagement (CCE) represents the college's commitment to enhancing student identity (spirit), learning (mind) and engagement (action). The CCE was created as part of the college's QEP to support and provide resources to the college and surrounding community to foster the connection between service and academic learning goals. The key to these experiences is the partnership between the college and our community partners. Civic engagement enhances students' understanding of social issues and concerns and fosters leadership, citizenship, organizing, and critical thinking. The CCE serves the college's mission of providing a foundation for shaping informed thought and action in order to prepare students for their place in society.
Houston Baptist University, Houston, Texas	Writing for Wisdom	The QEP is a 5 year project to improve student writing across the campus. It emphasizes critical thinking and clear expression of one's thoughts and beliefs. It consists of three courses in the Liberal Arts core curriculum.
Lenoir-Rhyne University, Hickory, North Carolina	Rise Up! Dig Deep! Nurturing a Culture of Inquiry at LRU	The QEP seeks to improve student learning by increasing academic challenge. LRU identifies academic challenge in terms of the higher order thinking skills as conceived in Bloom's Revised Taxonomy, i.e., analysis, evaluation, and creativity. The University selected Inquiry-Guided Learning (IGL) as a strategy to promote higher-order thinking. This approach challenges students to actively and creatively engage in guided and increasingly independent investigations of complex questions and problems under appropriately supportive conditions created by faculty and peers.
Miami International University of Art and Design, Miami, Florida	Writing Across the Professional Disciplines	QEP designed to help students produce purpose-driven written work that follows the conventions of the professional writing genres. As part of its QEP, the University has introduced several writing initiatives based on pedagogies of active engagement. These initiatives include the implementation of student-centered writing workshops, increased availability of full-time faculty for walk-in tutoring in the University Learning Center, and the development of new writing-intensive curricula in courses that previously required little, if any, written work.
Milligan College, Milligan College, Tennessee	RISE Above: Research Increases Student Engagement	Milligan College's QEP topic is undergraduate research. The goals of the QEP are to equip students to conduct undergraduate research and increase the number of students participating in mentored research activities. In alignment with the College's mission, long-range strategic plans, and general education learning outcomes, RISE Above will build on the solid foundation of critical analysis and writing integral to Milligan's core curriculum and

		provide students and faculty with the resources necessary to take undergraduate research to new levels. RISE Above is designed to address four levels of learning specified through five learning outcomes related to undergraduate research.
Millsaps College, Jackson, Mississippi	Major Health: Enriching Students' Lives Through Health Education	The Millsaps College Quality Enhancement Plan is designed to enhance student learning by adding education, reflection, and goal-setting about the body and health to an existing educational curriculum that already deals thoroughly with the intellectual and spiritual dimensions of student lives. All freshmen at Millsaps currently participate in a required one-semester, one-credit course called Foundations. Foundations is intended to acclimate students to college life and inculcate various skills related to college success. The specific desired outcome for the Major Health program is for students who undergo the health education version of Foundations and goal-setting tasks to demonstrate a statistically significant improvement in health knowledge and skills as measured by assessment instruments
Mississippi College, Clinton, Mississippi	U Research: Engage, Empower, Enhance	U Research is designed to cultivate information literacy competencies among MC undergraduate students, whose academic work will demonstrate that they are discriminating users of information. The aspiration is to engage students in learning activities that can enhance their research and critical thinking skills, empowering them to become productive citizens in the workplace and society.
Mississippi Valley State University, Itta Bena, Mississippi	The "Write" Way to Success	The MVSU QEP is designed to improve the writing proficiency of its undergraduate students by implementing instructional enhancements throughout the general education curriculum. Typically, tremendous emphasis is placed on writing in collegiate freshman English curricula. However, academic support systems at the college level must attend to the deficiencies associated with writing and under preparation at the high school level through proper assessment and efficient evaluation techniques. Accordingly, the intention of the MVSU QEP is to systematically include writing as a major component of the general education curriculum to ensure proper attention to the practice of perfecting student writing ability while focusing on all of the necessary basic skills associated with good writing.
Montreat College, Montreat, North Carolina	Camaraderie of Writers: Increasing Writing Proficiency Across the Curriculum	The QEP is a Writing Across the Curriculum initiative that adds classroom-based peer writing tutors and faculty training to our already successful drop-in center services. The program values: peer mentoring as a means of achieving a culture of academic excellence; writing as a process of thought; and faculty, as well as students, as dynamic learners. Our program model is simple and collaborative. Classroom-based student tutors work with faculty members and their students in one course per semester. The Faculty, Tutor, and student should then begin to cultivate a shared

		knowledge and vocabulary about writing assignments, the writing process, and writing assessment.
Mount Olive College, Mount Olive, North Carolina (undergraduate institution)	On the Write Track	The QEP developed three major components to operationalize desired outcomes: a newly-established Writing Center (envisioned as a small resource center in the original QEP plan), a newly-established First-Year Composition Program, and a newly-established Writing-Across-the-Curriculum program. All of these programs undergo continuous assessment, with evaluations of assessment data informing changes in programming and curriculum.
Oakwood University, Huntsville, Alabama	The Right to Write: Critical Thinking Development through Writing	Oakwood University's QEP topic, The Right to Write: Critical Thinking Development through Writing, emerged from the involvement of a wide spectrum of university constituents whose participation significantly shaped the goals, initiatives, and outcomes of the University's QEP. Critical thinking was identified as most likely to enhance student learning, support development of the whole person, and promote academic excellence—objectives that are all central to the University mission. Convinced that students with strong critical thinking skills, attitudes, and dispositions will produce better writing, faculty selected writing as the vehicle through which students would demonstrate critical thinking skills. The ability of students to express their thoughts coherently in writing was deemed essential for both educational and career success.
Old Dominion University, Norfolk, Virginia	Improving Disciplinary Writing	ODU QEP is intended to improve upper-division undergraduate students' disciplinary writing – that is, writing that demonstrates a reasoning process supported by research and reflection on a problem, topic or issue – through two faculty development and engagement initiatives. Writing is a critical skill that goes beyond demonstrating proficiency with the mechanics and structure of writing per se. Writing is a means to communicate what has been learned. ODU intends to improve students' disciplinary writing skills through the implementation of two faculty initiatives: (1) Faculty Workshops designed to teach faculty the techniques identified as the best practices to teach and assess writing, and (2) Action Projects designed to encourage academic programs to develop and implement best practices to improve writing.
Our Lady of the Lake University, San Antonio, Texas	QuEST – Quality Education for Student Transformation	The plan's goals are to increase the number of first year students that successfully complete college-level math and English by the end of their freshmen year; and to accelerate students' progress into their major. The strategy to achieve the goals is to provide increased instructional contact hours to facilitate intensive focus on English and mathematics college-level learning outcomes. Classes meet daily (four days a week) and include lecture and lab sections. Faculty members are joined by supplemental assistants on the two laboratory days. Individualized instruction also extends the contact hours.

Parker University, Dallas, Texas	Advancing Critical Thinking	Parker University's QEP is designed to improve critical thinking skills essential to the needs of students as they progress in the health care delivery programs offered at the school. The QEP calls for the development and improvement of critical thinking skills for both faculty and students, and includes the development of a Center for Teaching and Learning to support faculty as they strive to enhance student learning and the quality of teaching at all levels within the institution. With the success of our QEP, students will graduate better equipped to attend to those they serve in a variety of health care settings.
Pfeiffer University, Misenheimer, North Carolina	Engaging Students to Think Critically	The Pfeiffer University QEP, Engaging Students to Think Critically, is a composite of both engaged learning and critical thinking. Engaged learning involves student engagement in the learning process, with their object of study, with other disciplines and in the world around them. Likewise, critical thinking involves an "intellectually disciplined process" of active and skillful application, analysis, synthesis and evaluation of information gathered through observation, experiences, reflection, reasoning, or communication (all of which are activities of engaged learning). The QEP is designed such that each dimension of engaged learning can serve an additional goal, that of enhancing the critical thinking skills of students. Therefore, the overall goal of the QEP is to enhance student learning in the area of critical thinking through increased engagement across the curriculum.
Radford University, Radford, Virginia	Scholar Citizen: Create. Connect. Contribute.	The focus of the Scholar Citizen Initiative (SCI) is to promote a teaching and learning culture that fosters a sense of how students can live their lives in ways that best contribute to the world around them. In practice, the goal is to support RU students' effective connection and application of academic skills and knowledge in addressing real-world issues locally, nationally, and globally. The Scholar Citizen implementation centers upon the establishment of awards to support work in three areas (new course development, course-embedded projects, and co-curricular support). In addition, the SCI provides opportunities for ongoing professional education for faculty, staff, and students through a travel and special speaker series fund, as well as institutional support for the development and enhancement of courses, projects, and initiatives that connect academic knowledge with real-world experiences.
Reformed Theological Seminary, Jackson, Mississippi	Our Muslim Neighbors: Improving Student Knowledge of the Diversity of Islamic Faith and Practice	"Our Muslim Neighbors" is Reformed Theological Seminary's systematic and collaborative effort to integrate the study of the diversity of Islamic faith and practice in the seminary's Master of Divinity (MDiv) curriculum. This plan will be accomplished through several curricular initiatives including the following: 1. At the heart of the program is a new course in the MDiv curriculum, "Christian Encounter with Islam." This is a two-hour class in the first year of the

		degree program that introduces students to the history, culture, traditions, beliefs, and practices of Islam. 2. Minimum lecture hours in Islam have been increased in five additional MDiv courses: Apologetics, Church History 1, Evangelism, Missions, and Church History 1. 3. Three artifacts from three different courses have been designed for assessment purposes: a research paper, a book review, and a dialogue between a Christian and a Muslim.
Shorter University, Rome, Georgia	Christ-Centered Critical Thinking	Christ-Centered Critical Thinking is the Quality Enhancement Plan (QEP) focusing on promoting a Christ-centered worldview and on improving critical thinking skills. This QEP focus evolved from broad-based involvement in chosen topic themes, from institutional research, and from a strong desire to fulfill Shorter University's Mission and eight Educational Principles. The Shorter University QEP Team, Curriculum Committee, and SACS Leadership Team approved the program goal of creating a 3-credit hour, general education course, LAR 2514/INTR 2514 Christ- Centered Critical Thinking, to be required of all students in the traditional and in the nontraditional programs.
Southeastern Baptist Theological Seminary, Wake Forest, North Carolina	Arguing the CASE: Critical Thinking through Writing	This plan addresses Southeastern's fifth core competency: "Critical Thinking and Communication: Demonstrate the ability to think critically, argue persuasively, and communicate clearly." The QEP and core competency affirm that critical thinkers and writers have significant advantages as more competent and confident learners, expositors, researchers, and communicators toward fulfilling Southeastern's educational mission focused on the Great Commission. In plan, Southeastern aims "to improve critical thinking through writing arguments" in the College by means of three developed instruments. First, the QEP Committee designated three writing-intensive (WI) courses in the academic areas that are part of general education requirements: Hermeneutics (BTI 1100), focusing on critical analysis and exposition Theology I (THE 3110), focusing on deductive synthesis and application; History of Ideas IV (HOI 2120), focusing on worldview analysis and Western thought. Second, the QEP Committee designed a WI-WC partnership, in which students in WI courses are required to visit a writing consultant in the Writing Center (WC) to receive formative feedback on written drafts, engage in critical dialogue about arguments, and develop a revision plan, thus lengthening students' research-writing processes for developing critical skills and metacognitive awareness. Third, the QEP Committee developed a program-level CASE Rubric for teaching and assessing features of critical thinking through writing arguments advancing a case for a critical audience. By this three-part plan, the QEP aims not only to integrate critical skills with disciplinary content but

		also to develop critical thinkers who can write cogent arguments across the curriculum.
Southern Adventist University, Collegedale, Tennessee	Living in Balance: Physical Activity	To strengthen the pursuit of wholeness, the theme of physical activity was chosen for the QEP. The focus of the plan is to enhance student learning in cardiorespiratory fitness with a goal of increasing cardiorespiratory fitness over time. These outcomes will be achieved through substantial changes in courses and general education requirements and through co-curricular opportunities that promote cardiorespiratory fitness. Changes in the curriculum include: (1) increasing the two required 1-hour general education physical activity courses to four such courses; (2) requiring activity courses to be spread out over four years, and (3) incorporating two specific assessments into all physical activity courses. New co-curricular opportunities include: (1) an organized and promoted mid-semester campus-wide cardiorespiratory fitness assessment week, and (2) a physical activity website.
Southern College of Optometry, Memphis, Tennessee	focus | Facilitating Optometric Curriculum Using Service	The Quality Enhancement Plan (QEP) at Southern College of Optometry is focus | Facilitating Optometric Curriculum Using Service. The over-arching goal of focus is to enhance student learning through service activities. This will be achieved through the incorporation and assessment of formal service-learning components in the optometric curriculum that will occur on campus, in the Memphis community, and throughout the region and Western Hemisphere.
Southwestern Assemblies of God University, Waxahachie, Texas	Learn to Think, Think to Learn: Developing Critical Thinking Skills in SAGU Students	The Quality Enhancement Plan for Southwestern Assemblies of God University is "Learn to Think, Think to Learn: Developing Critical Thinking Skills in SAGU Students," abbreviated as the L40L Program. It is an initiative designed to train the University's students to become proficient critical thinkers, not only in an academic sense, but also in a practical sense in their chosen occupation or ministry. To accomplish these student learning outcomes, the QEP has two components: (a) a Faculty Development program, and (b) critical thinking instruction incorporated into a number of courses. The faculty development portion of the QEP includes professional training in critical thinking instruction for selected faculty members through attendance at seminars and meetings of nationally recognized critical thinking organizations and through online critical thinking courses. Then, those faculty members will train other faculty through on-campus workshops held during in-service periods each academic year. The critical thinking instruction portion of the QEP involves teaching various aspects of critical thinking in selected courses designed to reach the maximum number of on-campus undergraduate students: the introductory freshman course Strategies for Student Success, the Bible Study course required as part of our mandatory Bible and Theology core, and one upper-level course from each major, which will be termed a critical

		thinking-designated course.
Texas A & M University, College Station, Texas	Aggies Commit to Learning for a Lifetime	Texas A&M's QEP aims to enhance student learning through individual and collective purposeful commitment to skills and qualities that foster lifelong learning. The theme was chosen deliberately to challenge their campus to accomplish two overarching goals: 1) create a culture of commitment to high-impact learning, ensuring that opportunities for engagement are pervasive; and 2) ask students to make commitments to high-impact curricular and co-curricular practices that lead to habits of life-long learning.
Texas A & M University System Health Science Center, Bryan, Texas	Critically Appraise Relevant Evidence (CARE)	The Texas A&M Health Science Center (TAMHSC) has developed a Quality Enhancement Plan (QEP), Critically Appraise Relevant Evidence (CARE), that has at its foundation three primary goals; 1) to develop students' skill in critical thinking, 2) to develop students' skill in evidence-based decision making, and 3) develop the faculties' capacity and resources to teach critical thinking and evidence-based decision making. By establishing a firm foundation of effective critical thinking skills, CARE will introduce and enhance the application of evidence-based decision making by students, as well as the teaching of these skills by faculty and preceptors. Success of this project will be ensured by first building the infrastructure needed to support this institution-wide project. The first year of CARE will be devoted to building institutional capacity to fully implement the project through the creation, testing, and modification of online instructional modules to support instruction and the provision of extensive faculty development. Faculty members and preceptors will receive online and workshop-based instruction in critical thinking skills and evidence-based decision making as well as how to best teach, apply, and assess these concepts and skills in classroom, clinical, and practical settings.
Union Presbyterian Seminary, Richmond, Virginia	Nurturing Theological Integration Across the Curriculum: The Advising Relationship as Prompter and Monitor	The QEP for Union Presbyterian Seminary will nurture and monitor students' theological thinking by focusing on the development of integrative skills as students move through the curriculum. The QEP provides a new approach to the faculty-advisee relationship by making room for deliberate conversation and reflection about ways in which coursework, field experiences, and vocational identity are supporting the goal of theological integration in preparation for ministry. It also provides for sustained training to enhance faculty skills and competencies throughout the time of this new initiative in order to support and sharpen ways in which advising conversations can recognize and undergird the work of theological integration in the lives of students.
University of Houston-Clear Lake, Houston, Texas	Applied Critical Thinking (ACT) for Lifelong Learning and	The heart of UHCL's QEP for Applied Critical Thinking for Lifelong Learning and Adaptability is a curriculum revision project that will incorporate key critical thinking skills,

	Adaptability	concepts, and activities into courses, based on best practices. Such skills and practices will form the framework for redesigning the curriculum, helping the university to develop a common definition of Applied Critical Thinking as well as classroom activities that foster these skills in undergraduate students. In order to ensure a successful implementation of the QEP, faculty will be afforded multiple opportunities to participate in professional development workshops and conferences, both on- and off-campus, that center on strategies for teaching and assessing ACT skills. Through these activities, the university hopes to instill critical thinking in all of its students, so that the knowledge they gain during their academic careers at UHCL can translate directly into real world career experiences.
University of North Alabama, Florence, Alabama	Building Success through Discovery	The University of North Alabama's QEP, Building Success through Discovery, focuses on engaging students in undergraduate research, defined as the specific reading, data and information collection, analysis, and presentation skills (written or oral) required to successfully participate in problem-solving within any given discipline and career. Over the course of this multi-year project, the University seeks to infuse research into all undergraduate academic programs and to encourage all undergraduates to participate in research through Building Success through Discovery. Faculty members will mentor and guide students in developing research skills as a part of a required three-course sequence in each academic program. By systematically incorporating Building Success through Discovery into the existing academic programs departments and faculty members will be able to more effectively instruct students in the academic research foundations of their discipline.
The University of North Carolina at Asheville, Asheville, North Carolina	Inquiry Arc	This project will focus on enhancing students' critical thinking through participation in academically rigorous experiences that involve inquiry, application, reflection, and communication. This project aligns closely with the university's mission to provide a quality liberal arts education and university learning objectives that seek to foster life skills such as critical thinking, and the capacity respond to the conditions and concerns of the contemporary world.
University of Pikeville, Pikeville, Kentucky	Moving UP with Experiential Learning	Moving UP with Experiential Learning is a program designed to enhance and increase enriching educational experiences at the University of Pikeville in an intentional, organized, funded, tracked, and assessed manner. Experiential learning activities align with and enhance the University of Pikeville's mission and commitment to education. The undergraduate curriculum rests on a broad liberal arts foundation that emphasizes communicative and quantitative skills; independent thinking; tolerance of diverse points of view; cultural, historical, and ethical awareness; and preparation for leadership, civic responsibility, and lifelong learning. Encouraging more

		experiential learning opportunities out of the classroom supports the institutional goals of (a) emphasizing the value of intellectual development through the promotion of independent and creative thinking; and (b) developing social responsibility and leadership potential through a comprehensive co-curricular program.
University of South Carolina Upstate, Spartanburg, South Carolina	Student Technology Enrichment Program at Upstate (STEP-UP)	The primary goal of the University of South Carolina Upstate's quality enhancement plan is to prepare its students to be ready to participate as responsible citizens in a diverse, global and knowledge-based society, to pursue excellence in their chosen careers and to continue to learn throughout life as we strive for a technology fluent campus. Through STEP-UP, graduates of USC Upstate will be able to demonstrate competent use of technology to gather information; Use technology to correctly process and analyze information; communicate information appropriately to others through technology; and understand and demonstrate ethical use of technology in gathering, processing, analyzing, and communicating information. The faculty development institute is the support needed for the participating faculty. Curricular challenges are tackled and new educational technology is introduced. Faculty evaluate past teaching and student learning related to the levels of technology integration into a technology intensive course. They also must understand the characteristics of a technology intensive course learning environment and how to move towards a goal directed transformative model of technology integration.
Warner University, Lake Wales, Florida	EDGE: Enhancing Digital Growth through Education	The Warner University EDGE project is designed to help equip students for a digital age. Research and literature reviews conducted by a steering committee indicated that the skills needed to lead and serve today's complex marketplace are dramatically different from the skills needed in 1968 when the institution began.
2011		
Abilene Christian University, Abilene, Texas	Pursuit: A Journey of Research and Creative Expression	Through Pursuit, Abilene Christian University will equip undergraduates with the knowledge, skills, behaviors, and values to attain research literacy. These skills are developed and utilized in the creation of a research or creative product and then disseminated in a public environment, making a distinct awareness of and commitment to the body of knowledge in the discipline. The building of a community of research, scholarship, and creative expression is the overarching purpose of ACU's QEP. Pursuit provides for focused curricular experiences through CORE classes, expanded opportunities for research and creative projects, and targeted professional development of faculty to assist in the creation and implementation of research-based courses.
Alcorn State University, Alcorn State, Mississippi	Writing Matters	Their QEP, Writing Matters, is an effort by Alcorn State University to improve the writing proficiency of undergraduate students. Based in best practices in writing

		pedagogy, Writing Matters will increase the amount of writing in selected courses by requiring both "process writing" assignments and "writing to learn" assignments. "Process writing" produces a written document using techniques such as planning, drafting, revising, and editing. It is a recursive process which includes interaction between students and their peers as well between students and their instructor. "Writing to learn" pedagogy employs writing assignments as a method of study and retention of course content.
Baptist Missionary Association Theological Seminary, Jacksonville, Texas	Sharpening the Ax: Cutting-Edge Research and Writing	The focus of the BMATS QEP is quality research and writing. Student learning outcome are as follows. 1. The student will be able to appraise the quality and utility of research materials. 2. The student will be able to formulate a persuasive written argument grounded in research. 3. The student will be able to synthesize research literature identifying areas of agreement and disagreement among sources. 4. The student will apply the rules of English grammar and mechanics to written communication.
Belmont University, Nashville, Tennessee	The Sophomore Year Experience	Sophomores will engage in focused exploration of themselves and their places in the world. The Sophomore Transitions Center will facilitate the Sophomore Year Experience. Student service tasks include guiding and holding accountable individual students as they develop and carry out their focused exploration plans and planning, executing, and assessing a convocation series for sophomores. Some classes have also been revised to better address concerns of sophomore students and to include significant engaged learning experiences. Also they have instituted a "Sophomore Summit" which is held in the fall and focuses on issues of concern to sophomores.
Brenau University, Gainesville, Georgia	Critical Thinking for Extraordinary Lives	Brenau University's QEP "Critical Thinking for Extraordinary Lives" was developed over three years utilizing broad-based institutional involvement. QEP activities began in Fall 2011 and will continue through Spring 2016. There are two complementary goals for the QEP: (1) to graduate students proficient in critical thinking and (2) to build an institutional culture that encourages critical thinking.
Brescia University, Owensboro, Kentucky	Enhancing Student Learning by Enhancing Student Engagement through a First Year Experience Program	The data indicated a need to focus on expanding and strengthening systems to engage and support Brescia students both academically and within the social or co-curricular context. Elements which predict success and which are included in and help drive the Brescia QEP are: early involvement, collaborative efforts among academic and student life personnel, opportunities for academic and social interactions with faculty, peer educators, and the larger campus community, provision of academic support and direction, expanded co-curricular or extracurricular offerings and involvement.
Brite Divinity School, Fort Worth, Texas	Integrating Learning across the Curriculum	This topic reflects a broad-based series of conversations over 18 months with various constituencies of the Divinity

		School: Faculty, Board of Trustees, Students, alumnae/i, and denominational partners who demonstrated clear and strong consensus on this focus. Our QEP supports the implementation of a new Master of Divinity curriculum designed with awareness for the importance of integrative learning. This QEP proposal reflects the faculty's desire to support students' integrative learning. Integrative learning in Master of Divinity theological education fosters students' capacities for reflectively engaging conceptual, practical, and formational resources and experiences in order to offer intellectually imaginative, skillful, and authentically wise ministerial leadership.
Campbell University, Buies Creek, North Carolina	Campbell University Freshman Seminar (CUFS 100)	The focus of the Campbell University QEP is to enhance student learning through the establishment of a Freshman Seminar course. The objective of the Freshman Seminar is to assist incoming freshman students in developing behaviors and knowledge-based skills which allow them to be successful. This one-credit, first-semester Freshman Seminar, is designed to address learning issues identified by ongoing institutional research and input from the university community.
Christian Brothers University, Memphis, Tennessee	Make the Connection: Improving Academic Advising at CBU	CBU has developed a QEP designed to engage students in creating dynamic plans to realize their personal, educational, and career goals and in developing commitments to lifelong learning and service to society. This engagement of students will occur within a culture of shared responsibility among students and advisors. To this end, we will (1) implement essential advising processes and practices, (2) develop a systematic advisor training program, and (3) create a centralized center for academic advising.
Claflin University, Orangeburg, South Carolina	Panther STEPS: Students in Transition Engaged and Preparing for Success	The Strategic Plan establishes the mandate to enhance the first-year experience by "coordinating and integrating college wide activities." In order to address issues, Claflin University has developed Panther STEPS, a comprehensive plan with the following learning outcomes: 1) to improve student higher level thinking skills via enhancement of gatekeeper courses; 2) to increase student preparedness via soft skills training and focus on Freshman Year experience; 3) to increase student engagement in service and community learning activities via the Freshman Year experience. Specifically, Panther STEPS will create a learning community through a placement- assessment that will gauge the fundamental skills of first-time freshmen which will determine their individual educational plan. These students will be placed in regular or extended English 101 or Math 111 courses as warranted. The instruction in these courses will be supplemented with integrated activities in the Literacy Center, the Math Lab, and the Freshman College. The study cohort will also be placed in designated sections of Education (EDUC) 101 and 102, which are designed to engage students in co-

		curricular, service, and leadership development activities. These students will be supported by peer-mentors who have undergone appropriate training and will also be taught by instructors who have undergone professional development in relevant pedagogy.
Columbia College, Columbia, South Carolina	C2it: Columbia College Quality Enhancement Plan	For its QEP, Columbia College plans to revise and enhance the required second-year seminar by including a service-learning component for all students in the Women's College beginning in the fall of 2011. The Sophomore Seminar is subtitled Gender, Diversity and Social Justice. This experiential learning opportunity will be an important part of the total sophomore year and will enable students to develop their commitment to making a difference in the world.
Criswell College, Dallas, Texas	Understanding the Times: Fostering Real-World Training within the Criswell Undergraduate Learning Experience	The current focus of Criswell College's QEP is the first five-year initiative of a fifteen year plan to connect student learning at Criswell College to the types of knowledge and skills students will require as they enter real-world ministry. Overall, this real-world emphasis includes three initiatives: 1) The Communication Initiative to enhance students' ability to produce, present, and defend quality written documents; 2) The Applied Leadership Initiative to prepare students for organizational management tasks; 3) The Discovery Initiative to familiarize students with service in real-world settings. The centerpiece of this initiative is the C.S. Lewis Writing Center, established in 2011 and housed on the third floor of the library building. The writing center offers students working space along with a select library of reference works and on-site writing assistance available during school hours to provide an informal and comfortable one-on-one mentoring environment. Through appointments and walk-in mentoring sessions, students develop the skills necessary to improve the quality of documents produced for the various disciplines of the college. Help includes tutoring in grammar and mechanics as well as in content, organization, and the analytical and critical components of writing assignments.
Elizabeth City State University, Elizabeth City, North Carolina	Think! Write! Revolutionize!	ECSU has created a QEP that will improve student learning in academic writing. For this reason, the QEP will focus upon two major components: A revision of freshman English courses and a Writing Studio. To enhance academic writing, English faculty will revise the first-year English courses: GE 102 and GE 103. The revised courses will engage students in a variety of writing experiences in order to develop their knowledge of rhetorical situations, critical thinking skills, reading skills, writing skills and writing processes. The Writing Studio Director, will develop a Writing Studio that will broaden the capability and availability of personal, peer and instructional support to aid in timely writing development support. The Writing Studio will also provide tutorial assistance for students from their freshman to senior year. To ensure continual support, a writing studio extension, a satellite laboratory, will be

		housed in the G.R. Little Library and will operate during library hours. An E-lab also will be continually available to students during each semester.
Fayetteville State University, Fayetteville, North Carolina	Making Evidence-Based Decisions (MEBD)	FSU's QEP is designed to enhance making evidence-based decisions among juniors and seniors. Facilitators of this enhancement may be major professors or extracurricular activities heads who will participate in professional development over a 2-year period and implement strategies learned. The vehicle for change will be four professional development pathways: Reading Across the Curriculum, Writing Across the Curriculum, Information Literacy, and Collegiate Learning Assessment (CLA) in the University.
Florida Hospital College of Health Sciences, Orlando, Florida	Language Matters	The QEP will foster writing proficiency. In the first phase faculty members will receive training in the creation, delivery, and assessment of writing assignments. The second phase assesses the impact of these efforts. A writing center named Pen Station will also be developed to offer tutoring and workshops to students who are referred by faculty or who have low ACT and/or placement test scores. Pen Station will train exemplary students in each program to help their peers improve writing skills.
Freed-Hardeman University, Henderson, Tennessee	The iLearn Program: Integrating Student Learning and Collaborative Technology	Select faculty, responsible for teaching General Education classes, have been recruited into the iLearn Program and are receiving training in the use of participatory pedagogical technologies that the literature suggests have made demonstrable improvement in student learning. Freed-Hardeman University recently revised its General Education core and has implemented a comprehensive system for assessing the extent to which students are attaining General Education competencies.
George Mason University, Fairfax, Virginia	Students as Scholars: Fostering a Culture of Student Scholarship	The mission of our QEP is to foster a culture of student scholarship through increased participation in and celebration of scholarly activities. Student learning will be enhanced through a process of scholarly inquiry, where scholarship is valued as a core practice of the Mason student experience. The three major goals of the Students as Scholars QEP are to 1) enhance the awareness and visibility of scholarship at Mason, 2) increase opportunities for scholarly inquiry, and 3) develop the infrastructure to support student scholarship.
Georgia Health Sciences University, Augusta, Georgia	Healthy Perspectives: Better Healthcare through Better Understanding	GHSU QEP is designed to provide students, faculty, and staff with the attitudes, knowledge, and skills necessary to develop cultural competency in the context of an academic health center. The learning acquired through the Healthy Perspectives project will ultimately enable the participants to 1) provide more culturally appropriate patient- and family-centered care, 2) assist in reducing disparities in health and healthcare, and 3) improve quality and safety of care of Georgia's and our nation's increasingly diverse population.
Jackson State University, Jackson, Mississippi	Global Education through Analytical	The QEP seeks to enhance the analytical reasoning skills of first and second year undergraduate students through a

	Reasoning (GEAR)	learning community, structured within a global inquiry framework. GEAR is focused on two learning outcomes: students being able to demonstrate competency in English and communication skills and students demonstrating critical multidisciplinary analytical and original thinking through core competencies of global inquiry. In the first three semesters, a seminar is paired with general education courses to help promote the goals of the QEP.
Life University, Marietta, Georgia	LIFE is Learning Together: Engaging Students with Active Learning Strategies throughout the Curriculum	The intent of this QEP is to improve learners' abilities to engage with course material in a way that improves their ability to attain and apply knowledge in academic, community, and future professional context. Further, in support of the institution's mission to help its graduates build lives of success and significance, the use of ALS is conducive to instilling in its graduates a desire to pursue lifelong learning. Students take a more active role in their own education while the instructor assumes the role of a facilitator. The Design Team identified a variety of effective student engagement methods, including use of interactive classroom technology known as Learner Response Systems (sometimes referred to as "clickers") and faculty support to assist in development of their abilities to facilitate active learning in the classroom. These methods, while not exclusive, include training in advanced use of Blackboard course management, Schoolhouse Test writing software, improved MS Office PowerPoint designs, and use of Camtasia Studios for video capture and voice over PowerPoint.
Lynn University, Boca Raton, Florida	The Citizenship Project: Commitment to Community	In The Citizenship Project first-year students take a course as part of the Dialogues of Learning core curriculum in the January Term that focuses on a civic issue, problem or topic and engage in experiential learning opportunities and community service work with local, community-based partners. Thematic areas for the courses include homelessness, environmental sustainability and urban renewal. Within this framework, The Citizenship Project promotes further integration between first-year students' academic and co-curricular experiences. In addition, The Citizenship Project creates a common, required educational experience for all first-year students that links the thematic components of the Dialogues of Learning core curriculum—the Dialogues of Self and Society, the Dialogues of Innovation, and the Dialogues of Justice and Civic Life.
Morehead State University, Morehead, Kentucky	CLEAR Thinking: Consider, Learn, Evaluate, Argue, Reflect	QEP activities are part of a longer-term goal to integrate the teaching of critical thinking and effective communication throughout the undergraduate program. QEP activities involve implementing the first phase of this effort. The objective of this first phase is to introduce critical thinking to students in the First Year Seminar (FYS).
Morehouse School of Medicine, Atlanta, Georgia	Mentoring Students at Morehouse	Our vision is to connect, expand, and enhance the mentoring of MSM students to sustain excellence as programs expand. To achieve this vision, the following learning goals were developed:

		1. Assure the success of mentoring programs through ongoing faculty training. 2. Enhance students' academic success by expanding and enriching peer/near peer mentoring and enhancing the support of challenged students in course enrichment mentoring and tutoring. 3. Enhance student development as professionals through the establishment of learning communities.
Notre Dame Seminary, New Orleans, Louisiana	Communicators of the Faith in the 21st Century	The overarching goal of the QEP is that graduates will be able to communicate the Faith in an articulate manner. Strategies developed to meet the goal and outcomes of the QEP are to emphasize oral presentations in all classes within the principle of 'gradualism', develop an environment and community of communicators of the faith at NDS, utilize formats, such as the Third Theology Theological Reflection, to enhance student ability to integrate and present information on a theological topic, and to expose the students to articulate and accomplished communicators.
Queens University of Charlotte, Charlotte, North Carolina	Connect: Faculty-Student Interaction	Queens University of Charlotte's Quality Enhancement Plan will promote faculty-student interaction in order to enhance inquiry skills. Inquiry is broadly defined as curiosity that results in creative work or research requiring critical and creative thinking. Our purpose will be accomplished with two initiatives: (1) the development of Exploration Seminars for freshmen and sophomores and (2) the implementation of Inquiry Grants in order to strengthen students' inquiry interests and abilities at the junior and senior level within the majors. Each of these programs will focus on enhancing faculty-student interaction in order to enhance students' inquiry skills. Exploration Seminars introduce the process of inquiry through problem-based experiential learning and Inquiry Grants advance inquiry skills through research or creative projects.
Randolph College, Lynchburg, Virginia	Bridges Not Walls: Developing Student's Intercultural Competence	Our QEP affords an opportunity to move beyond the College's traditional commitment to global education and begin to promote intercultural competence, a more comprehensive and significant goal. In a Randolph College context, this will mean establishing both curricular and co-curricular initiatives that will make it possible to achieve clear student learning outcomes, all of which promote elements of intercultural competence.
St. Leo University, Saint Leo, Florida	A Model for a Challenging World	Saint Leo University's QEP equips students with critical thinking skills, helps students explore the Saint Leo University core values while clarifying their personal values, and prepares them to apply and link critical thinking skills and values in their decision making. Students will develop, refine, and apply these skills and abilities through their experiences in a revised general education curriculum and redesigned courses in all academic majors. The redesigned general education curriculum includes an emphasis on developing and applying critical thinking skills. It also includes an emphasis on learning about and applying the

		university core values. Students' experiences in selected courses in each academic program reinforce and expand the critical thinking and core values foundation created through the general education experience.
Southeastern University, Lakeland, Florida	Think it, Link it, Live it: Transforming Minds, Engaging Culture	The purpose of the QEP is to introduce first-year students to three essential elements of Southeastern University's ethos: Academics, Spiritual Formation, and Social Responsibility. These three critical aspects of Southeastern's mission will form the core of the restructuring of the CCU course, its content and context. The QEP will be launched to new traditional freshmen in Fall 2011, to transfer students in Fall 2013, and to evening/online populations in Fall 2014. The three main components of the QEP are Academic Expectations (Foundations of Critical Thinking), Spiritual Formation (Foundations of Personal Awareness), and Social Responsibility (Foundations of Cultural Engagement). Students who successfully complete the redesigned CCU course will be able to, think critically about a Christian worldview (Think it), demonstrate awareness of personal gifts, calling, and temperament (Link it), practice cultural engagement (Live it).
Southern Methodist University, Dallas, Texas	Engaged Learning Beyond the Classroom	The focus of SMU's Quality Enhancement Plan is on student learning beyond the classroom. Engaged Learning Beyond the Classroom (Engaged Learning) provides all undergraduate students, while they are at SMU, opportunities to apply the knowledge and skills of their SMU education in extensive experiential learning activities. Activities include scholarly research, community service, professional internships, or other creative, entrepreneurial endeavors of their choice. The Unbridled Learning Project has five essential components: (1) involvement of a mentor, a SMU faculty, staff or other qualified external field expert in the discipline or professional area of the activity, (2) well-developed proposal, addressing the activity, expectation for impact on the host organization and the learning objective of the student, (3) engagement in the proposed activity plus regular mentor contact and responses to active reflection prompts, (4) presentation of the results at the Engaged Learning Forum or other professional venue, and (5) preparation of a final report suitable for publication.
Southern University at New Orleans, New Orleans, Louisiana	E-Focused! Enhancing Student Learning in Online Courses by Improving Institutional Readiness	The Quality Enhancement Plan (QEP) of Southern University at New Orleans (SUNO) is designed to enhance online learning for freshman students, entering and transfer, who have completed less than 30 credit hours. E-Focused specifically promises a well-planned preparedness for any such future calamities and addresses measurable activities and assessments for increasing student learning, performance and success in online courses.
Southwestern Baptist Theological Seminary, Fort Worth, Texas	As You Go, Write: Communicating the Word to the World	The QEP's goal is to improve student learning in the area of written communication, with a focus on Research-Based Writing (RBW). In light of programs already in place at

		both the undergraduate and doctoral levels to improve the written communication/RBW skills of students at those levels, the institution has chosen to narrow its focus to improving the RBW skills of master's level students, the largest block of students at Southwestern.
Stephen F. Austin State University, Nacogdoches, Texas	Make an Impact @ SFA!	The QEP is designed to achieve a sustainable effect on higher order thinking skills (analysis, synthesis, evaluation) through selected freshman and junior-level gateway courses. The faculty for the selected courses will be trained to incorporate high-impact practices (HIP) into the delivery of the content to primarily improve the higher order thinking skills of students. In addition, the high-impact practices used in the course instruction are expected to have a favorable impact on the institutional strategies relating to overall academic success, student persistence, and student engagement. To accomplish these goals, faculty and staff with teaching responsibilities engage in a yearlong professional development program divided into two semesters. During the first semester, participants study the elements of high-impact educational practices and higher-order thinking, resulting in the development of plan to execute the following semester. During the implementation semester, participants incorporate the plan into a specific course.
Stetson University, DeLand, Florida	Transitions: Enhancing Student Learning and Success Through Transitional Programs	Stetson has developed and begun to implement a QEP designed to improve student learning outcomes as well as retention and graduation rates. By enhancing students' transitions into and through Stetson, we believe they will be more successful in their studies and more successful in their lives after graduation. The plan has two major initiatives: Hatter Trek and Hatter Quest. The first initiative, Hatter Trek, is a summer transition program that involves conducting voluntary retreats for incoming students in the summer months before they begin at Stetson in the fall semester. The students who participated in the Summer 2011 trek have a better-than average Fall GPA and 100% of them retained from Fall 2011 to Spring 2012. The goal is to increase the number of Hatter Trek experiences over the next few years. The second initiative, Hatter Quest, is a thoroughly revised approach to fall orientation for all incoming students. Beginning with the fall of 2011, we intentionally included an academic component into our fall orientation by having students meet with their first-year seminar (FSEM) classes several times before the official start of all courses. During this time, and throughout the semester, instructors were intentional about integrating academic support services with assignments in the class to help students learn how to use resources throughout their time at Stetson.
Sweet Briar College, Sweet Briar, Virginia	Y:1 The First Year	The Sweet Briar College y:1 program is designed to accelerate first-year students' intellectual and academic engagement, provide opportunities for first-year students to improve their critical thinking and digital literacy skills,

		and increase the persistence of first-year students. As a result of participating in the y:1 program, first-year students will demonstrate increased levels of participation in activities associated with active and collaborative learning, demonstrate increased levels of critical thinking and digital literacy skills, and be more successful in persisting to their second-year of college. The Quality Enhancement Plan calls for an initial two-year pilot phase of the program. In the fall of 2011, the y:1 program will be piloted with four groups of 15 first-year students. The program incorporates a full-year of activities including a common reading experience, related orientation programming, first-year seminars, and subsequent enrollment in a writing-intensive English course. Students will also work with digital information and media through activities embedded throughout the program. Further implementation of the Quality Enhancement Plan will be informed by the lessons learned during the pilot phase.
Tennessee State University, Nashville, Tennessee	WRITE: Write, Reflect, Integrate, Transfer, Excel	The Tennessee State University QEP's focus on writing reflects the vital importance of this competency to our faculty, our students, and employers of our graduates and, more fundamentally, its centrality to learning. To participate successfully in both current and future global networking and technologies, each student must have recourse to effective communication strategies and skills. The Tennessee State University QEP confronts this challenge with respect to student writing. The WRITE Program seeks to promote the integration of progressively sequenced writing standards, tasks, and assessments in selected sophomore, junior, and senior-level courses; substantial faculty development resources, programs, and incentives to support sustained, focused attention to writing instruction and assessment in these courses; enhancement of the Writing Center with an emphasis on supporting advanced writing at the upper level; and the introduction of appropriate learning technologies for students including online writing evaluation and campus-wide adoption of an online portfolio system.
Texas Southern University, Houston, Texas	Literacy: Promoting Excellence in Learning	The QEP offers TSU a unique opportunity to provide an enhanced academic component to the freshman experience by focusing on core competencies of information literacy and communication literacy. A major outcome of implementation of the QEP will be the improvement of reading, writing speaking, and research skills of our students beginning with the freshman class. The goal of the QEP is to improve freshman academic achievement by enhancing information literacy and communication skills. The QEP is an academic immersion program, an intervention with enriched activities in information literacy and communication skills, interjected in the various formal instructional components within the freshman year: Freshman Orientation, Freshman Seminar (FS 102), Freshman English I (ENG 131), Speech Communication (SC

		135), and Freshman English II (ENG 132). Students will accomplish the QEP student learning objectives by intensive reading, critical analysis, library research, active discussion, frequent guided writing, and oral and written presentations.
Tulane University, New Orleans, Louisiana	Engaging Learners: The Center for Engaged Learning and Teaching (CELT)	Tulane's QEP implements a program of student engagement that improves student learning and is consistent with Tulane's mission as a selective, independent research university with a strong commitment to community engagement. The focal point of the QEP is the Center for Engaged Learning and Teaching (CELT). CELT is designed to be the nucleus for engaged learning opportunities by providing a central point of entry for students and faculty seeking such activities. The purpose of the CELT is to facilitate engaged learning experiences in order to transform students into creative, inquisitive, ethical, and responsible scholars and citizens of the world. It is for this reason that CELT has four primary cores: classroom engagement (CELT-CE), research engagement (CELT-RE), experiential engagement (CELTEE), and social innovation engagement (CELT-SI).
The University of Georgia, Athens, Georgia	First-Year Odyssey Seminar (FYOS)	The University of Georgia Quality Enhancement Plan (QEP) is designed to transform student learning by providing all first-year students an academically challenging seminar during their first year of residence at the University of Georgia. These new "First-Year Odyssey Seminars" (FYOS) will engage all first-year students in the University's academic culture. In addition, the plan encourages mentoring relationships and provides students with a gateway to critical intellectual programs and resources at the University, including undergraduate research, service-learning, study abroad, and the libraries. The University decided that a faculty-taught, mandatory, academically challenging seminar directed at incoming first-year students during their first semester will improve student learning on campus. These new first-year seminars will promote meaningful academic dialogue between our first-year students and tenured and tenure-track faculty in a small class setting.
University of Mississippi Medical Center, Jackson, Mississippi	Professionalism across the Curriculum: Reaffirmation of a Core Value	The UMMC QEP will utilize the "across the curriculum" concept to embed the new professionalism curriculum content into existing teaching and learning activities, clinical rotations, and inter- and intraprofessional, collegial, and peer training interactions. This vertically integrated instructional technique has a well-documented history of success within academic health science centers. Features of the "across the curriculum" model particularly suitable for UMMC's Professionalism QEP goals are: seamless integration of professionalism instruction with core content, little or no requirement for additional teaching time, utilization of existing course instructors, discipline-specific, stage-appropriate embedding of content, and minimal stress on an already overcrowded curriculum.

University of Montevallo, Montevallo, Alabama	Brick by Brick: Building Information Literacy	The plan will improve student learning through an emphasis on improving information literacy skills, defined as the ability to obtain, evaluate, and effectively use information to become responsible informed scholars and citizens. This QEP is designed to involve all constituencies invested in student learning and is intended to enrich the campus climate with regard to inquiry and investigation. The integration of information literacy as a focus into both the General Education and major curricula supports the University's mission to provide a "higher educational experience of high quality, with a strong emphasis on undergraduate liberal studies and with professional programs supported by a broad base of arts and sciences, designed for their intellectual and personal growth in the pursuit of meaningful employment and responsible, informed citizenship." The goals will be achieved through a three-tiered developmental model that introduces information literacy at the foundational level in the General Education program, advances the skills through designated courses in the General Education program and in the majors, and focuses on mastery in upper-level courses within the majors.
University of South Carolina – Aiken, Aiken, South Carolina	Think DEEP: Discover, Experiment, Evaluate and Perform	The QEP is designed to improve students' Critical Inquiry skills. All USCA first-year students will take a one-credit hour course in Critical Inquiry (CI) based on the First-Year Reading and taught by faculty from across the disciplines. At USCA, the QEP will simultaneously challenge faculty to become more adept at developing the intellectual curiosity of students. Our goal is for most full-time faculty at USCA to teach the CI course at some time during the five-year implementation period. Another aim is for faculty to engage in more intentional development of students' critical inquiry abilities in general education courses, major requirements, and elective credits across the academic disciplines. As USCA faculty integrate CI vertically into the curriculum and students apply CI at every level of learning, we believe our students' college experiences will be enriched. Our intention is to motivate students to reach beyond their accustomed levels of thinking and effort, to look DEEPer into problems and issues related to the First-Year Reading, and to contribute to more meaningful class discussions. In addition to the CI course, students will be afforded opportunities to participate in co-curricular activities linked to the subject of the First-Year Reading to create a more comprehensive and fulfilling learning environment for undergraduates, staff, and faculty.
University of South Carolina-Columbia, Columbia, South Carolina	USC Connect: Integrating Learning Within and Beyond the Classroom	The QEP focuses on students intentionally selecting and engaging in a broad array of within and beyond the classroom experiences and making productive connections between theory and practice to ultimately synthesize and apply learning to new, complex situations. The vision of USC Connect begins with students intentionally selecting experiences which will enrich their lives and academic

		work. Ultimately, our goal is for USC students and graduates to be lifelong learners who effectively and creatively integrate and apply their knowledge, skills, and dispositions to new contexts in ways that result in personal and professional decisions that make a positive difference in their lives and communities.
University of South Florida St. Petersburg, St. Petersburg, Florida	The Success Equation: A Model for Enhancing Student Learning in Gateway Mathematics and Statistics Courses	The QEP is founded on three key elements: a structured math curriculum supplemented by innovative computer-assisted drill and practice modules which provide opportunities for poor performing students to improve performance on exams until reaching a score that facilitates passing the course, specialized pedagogical training for faculty and math tutors, and specialized support from the Academic Success Center.
The University of Tennessee at Chattanooga, Chattanooga, Tennessee	ThinkAchieve: Creating Connections	Our intention is to implement a program in which UTC students are offered both a curriculum and a variety of co-curricular experiences to practice and integrate critical thinking skills through courses, service learning experiences and other experiential learning opportunities, both in and out of the classroom.
Winthrop University, Rock Hill, South Carolina	Global Learning Initiative (GLI)	The purpose of the Global Learning Initiative (GLI) is to infuse global content into the Touchstone (general education) Program at Winthrop University.
2010		
Alabama State University, Montgomery, Alabama	Enhancing the Culture of Learning through Literacy in the First-Year Experience	The Alabama State University Quality Enhancement Plan (QEP) focuses on enhancing the culture of learning by integrating intensive literacy instruction into the curriculum. This enhanced culture of learning will positively impact the first-year retention rate of each entering freshman class and promote successful academic progression through graduation. It will further help create self-directed, lifelong learners with stronger capacity for succeeding in a rapidly changing and increasingly complex global environment.
Bethune-Cookman University, Daytona Beach, Florida	Wildcats Write: Strengthening Writing Among B-CU Students	Bethune-Cookman University's QEP is improving the writing skills of its students by making writing a fundamental value and tool for matriculating students to enhance their overall academic development of basic writing skills, self-esteem, and confidence. Through the Wildcats Write Center, the hub of the QEP, initiatives are focused on three key components: 1) Writing intensive activities and receiving immediate feedback 2) Mentorship and peer tutoring to promote self-esteem and positive attitudes toward writing 3) Portal for faculty development with a focus on best practices in teaching, motivating, and innovative pedagogy needs for pre-college English students who are enrolled in the QEP Wildcats Write Center English courses.
Cabarrus College of Health Sciences, Concord, North Carolina	Enhancing Cultural Competence in Healthcare Delivery	The next generation of healthcare providers will increasingly experience attitudes, values, beliefs, and health behaviors of diverse populations. These healthcare providers must be enabled to respond appropriately with competent patient-centered care. Developing cultural competence is a long-term experiential process best

		learned through numerous personal encounters and subsequent critical reflection.
Carolina College of Health Sciences, Charlotte, North Carolina	The QUEST for Information Literacy	The focus of the Carolinas College of Health Sciences (Carolinas College) Quality Enhancement Plan (QEP) is to prepare students to excel in the expanding information and technology-based health care environment by improving their ability to effectively access and use information, skills that have become identified as information literacy. These goals are that each Carolinas College graduate will be able to: 1) Determine the nature and extent of the information needed; 2) Retrieve needed information effectively; 3) Evaluate information and its sources for currency, relevancy, and reliability; 4) Use information to accomplish a specific purpose; and 5) Use information ethically and legally.
Clearwater Christian College, Clearwater, Florida	Improving Student Learning Outcomes through Enhancing Critical Thinking Skills	This QEP is designed to enhance this goal as students are challenged to become not just educated but learned individuals, wise in decision-making, humble in intellect, and arriving at conclusions that are reasonable and informed by both what students know and what they believe. For the pilot study, the California Critical Thinking Skills Test (CCTST) was administered as a pre- and post-test measure in three general education courses with a cross-section of students. Students in three general education courses, two sections of one course, participated in the Pilot Study. One section was used as a control course, and the faculty in the other two courses implemented teaching critical thinking skills and utilizing critical thinking skills exercises. The two professors in the study pre-selected the critical thinking skills they implemented/taught, and during each course, they utilized a common rubric to assess and document the success or lack thereof in student success with the skills. During the pilot study, the QEP committee and the participating professors refined the QEP process. Beginning with fall 2010, faculty self-reported courses in which critical thinking skills were implemented, utilizing the same common rubric for level of attainment for additional data points. Each year the freshmen class will take the CCSTS, and the data will be analyzed and compared. The CCSTS will be given again as a post-test to the 2010 freshman class as seniors in 2013 to measure gains in critical thinking.
Columbia International University, Columbia, South Carolina	Imbedding Institutional Core Values Within the First-Year Experience	The goal is to stimulate students to not only know the historic core values of the institution, but to embrace those core values in a transformational manner at the cognitive, affective, and behavioral levels. Assessment includes a pre-test/post-test inventory administered in the foundational fall course SOC 1112 (commonly referred to as "CIU 101"). The small class size in the spring renders a spring assessment statistically insignificant. An internally developed instrument, the Spiritual Beliefs and Attitudes Inventory (SBAI), has been utilized to provide the

		quantitative data for this assessment. The SBAI is a statistically reliable instrument that measures the extent to which students resonate with the five core values of the institution. The QEP team will conduct assessments over four years (2009-2013), making formative course adjustments in order to determine which components of the institution serve best in imparting the core values to CIU undergraduate students.
Cumberland University, Lebanon, Tennessee	Scholarship, Learning and Academic Mentoring	The central focus of "Scholarship, Learning and Academic Mentoring" is a new General Education Core course for all first-year students, entitled Foundations of Scholarship and Learning (FSL) 101. Co-curricular activities, such as the Library's iRead (common reading) program, learning communities, and events that foster student-faculty interaction are used to support the central focus on the course. Direct and indirect assessments in the fall and spring semesters measure value-added gains during the first year and benchmark against similar institutions. Indirect assessments of learning, such as the Learning and Study Strategies Inventory (LASSI), the Beginning College Survey of Student Engagement (BCSSE) and National Survey of Student Engagement (NSSE) are all national surveys we administer. Direct assessments of learning in the course include: minute papers on the research process, campus support services, faculty expectations, and active reading; an argumentative research paper; time management portfolio; experiential reflection papers; note-taking assignment; and final exam. Papers and the portfolio are assessed by rubrics approved by the QEP Steering Committee. During the spring semester, individual student interviews take place as well as a direct assessment, the Standardized Assessment of Information Literacy Skills (SAILS).
Eastern Mennonite University, Harrisonburg, Virginia	Peace with Creation: Sustainability from an Anabaptist Perspective	Through the QEP, EMU hopes to 1) strengthen our care for God's creation by enhancing our sustainability knowledge, values, and actions; and 2) increase sustainable practices at the University. Five student learning outcomes are aligned with the first overarching goal and will be implemented throughout the undergraduate curriculum. Specifically, curricular integration will occur in selected courses of the general education program as well as in required courses in each academic major.
Florida International University, Miami, Florida	Global Learning for Global Citizenship	The purpose of the plan is to provide every FIU undergraduate with curricular and co-curricular opportunities to achieve the knowledge, skills and attitudes of global citizenship through global learning. Beginning in fall 2010, FIU phased in a requirement that all undergraduate students take a minimum of two global learning courses and participate in integrated global learning co-curricular activities prior to graduation. Students take a global learning foundations course as part of their core curriculum sequence and a second global learning course in the upper division. Students may meet

		the requirement by taking approved upper-division global learning courses as electives or, where available, in their major.
Fort Valley State University, Fort Valley, Georgia	Enhancing Critical Thinking In The General Education Curriculum	"Enhancing Critical Thinking in the General Education Curriculum" is a strategic initiative designed to improve students' ability to learn with understanding and persevere through complex intellectual tasks. Starting in the fall 2010, foundational skills in critical thinking will be taught and critical thinking will be infused in the teaching/learning of English 1101 and 1102 and Mathematics 1111 and 1113. All new FVSU students must pass at least three of these critical-thinking enhanced courses to meet graduation requirements. Traits of this new environmental culture will be seen in such annual celebrations as "Critical Thinking Day". A featured event of the day's activities will be the presentation of awards to individuals, student organizations or departments that have exemplified noteworthy achievement or accomplishments in enhancing critical thinking.
Graduate Institute of Applied Linguistics, Dallas, Texas	Effective Use of Professional Research Literature	The primary purpose of GIAL's Quality Enhancement Plan (QEP) is to facilitate the development of students who are able to more effectively use the professional research literature. The QEP is designed to develop students' research and research reporting skills. The three major goals of the QEP are to enable students to: 1) Efficiently find professional research literature; 2) Effectively use professional research literature; and 3) Accurately document professional research literature.
Grambling State University, Grambling, Louisiana	The Improvement of Mathematical Skills and Knowledge	GSU has chosen to focus on improving mathematics instruction by adopting novel curricular, instructional, and assessment strategies in select general education courses. These courses include mathematics courses as well as courses in the social sciences. The intent is to improve the mathematical skills and knowledge of all students regardless of major. This Quality Enhancement Plan targets the entire student population. Two goals have been identified in support of improving mathematical skills and knowledge: 1. To increase student knowledge and comprehension of general mathematical concepts. 2. To develop student ability to think analytically and to reason quantitatively in solving real world problems.
The Institute for the Psychological Sciences, Arlington, Virginia	Models of Integration: Using Case Studies for Mentoring Students and Improving Student Integrative Skills Learning Outcomes	To strengthen this aspect of the clinical psychology program, the faculty proposes to develop a portfolio of detailed cases in clinical psychology, which are conceptualized and discussed from an integrative point of view. These cases will bring the more theoretical and philosophical aspects of the Catholic model down to the particulars of different case histories. The purpose of the casebook will be to provide students with examples of integrative reasoning for their own case conceptualizations.
Jefferson College of Health Sciences, Roanoke, Virginia	Work with Me: Foundations for	The overarching goal of Work with Me: Foundations for Interprofessional Healthcare Teams (WwM) is to prepare

	Interprofessional Healthcare Teams	baccalaureate level students to function effectively as members of interprofessional healthcare teams. WwM will consist of three one-credit IPE core courses that will be a required component of the curriculum for all JCHS students enrolled in baccalaureate programs. Since some JCHS programs are entirely or primarily distance, the new IPE courses will be offered primarily in a distance format using Blackboard® technology. However, a required on-campus two-day laboratory experience will be a part of the capstone experience. Students will begin taking IPE courses during their sophomore years. The first course, IPE 200 Fundamentals of Teamwork, will focus on the basic structure and function of teams. IPE 300 Interprofessional Healthcare Discovery and Collaboration, will provide students the framework to learn about other healthcare professionals and their roles and contributions in a team-based, patient-centered environment. The final course, IPE 400 Interprofessional Healthcare Experiences Lab, will have students apply and synthesize effective team dynamics as they coordinate care for patients with multiple healthcare providers in a simulated setting.
Kentucky Christian University, Grayson, Kentucky	Strategies for Building Reading Excellence (SaBRE)	The Student Learning Outcomes for SaBRE consist of changes in two overarching areas: critical reading skills and general reading habits. The central strategy for improving critical reading skills is a series of curricular changes. Students will be required to take a series of select classes, across the curriculum, in which critical interaction with written texts is a significant component. The professors teaching these select classes will receive special training in critical reading, and will pool their resources and experience "as iron sharpens iron." The full faculty will also receive training aimed at improving the way they formulate and assess reading assignments.
Meredith College, Raleigh, North Carolina	PRISM: Purposeful Reasoning, Inquiry, and Scholarship at Meredith	The Meredith College Quality Enhancement Plan (QEP) focuses on equipping students with the intellectual skills and traits that encourage critical thinking and active engagement in the learning process. PRISM will integrate critical thinking through a variety of courses and will enable students to excel in life-long learning, careers, leadership roles, and service. To address critical thinking, PRISM will involve three campus-wide initiatives, implemented incrementally, over a five-year period. Initiative 1: Implement first-year, discipline-based seminars designed to promote critical thinking that will introduce students to a common framework as well as invite students into the discipline through in-depth study of a focused topic. Initiative 2: Infuse the teaching of critical thinking throughout a student's undergraduate career through Critical Thinking (CT)-designated courses that address key critical thinking skills intentionally at the middle and upper levels of a student's major program, through co-curricular activities that apply those skills, and through departmental initiatives to promote deeper levels of critical thinking in

		existing coursework and capstone experiences. Initiative 3: Build capacity to better scaffold student growth in critical thinking abilities by providing faculty and staff professional development in critical thinking research and best practice.
North Carolina A & T State University, Greensboro, North Carolina	Critical Thinking: Learning to Make Informed Decisions	To achieve this, the QEP guides students from randomly selected courses through learning outcomes that stress the basics of critical thinking, working with data, problem solving, reaching solutions, conclusions and decisions, and, finally, communicating effectively. In essence, the QEP aims at changing student behavior in critical thinking through instructional practices integrated in the curriculum and in the assessment activities in each course.
North Greenville University, Tigerville, South Carolina	Becoming a Difference Maker	The mission of this five-year effort is to provide a holistic approach to the first year experience that encourages students to develop spiritually, academically, and socially by means of creative, engaging, and relevant experiences through the framework Becoming a Difference Maker within the context of a Christian worldview. Implementing Becoming a Difference Maker directly involves the participation of a broad cross-section of the University community. A variety of tools and instruments will be utilized for this purpose, some from outside sources and others designed by the University faculty and staff. The First Year Experience Director and the First Year Experience faculty committee will be responsible for ensuring that assessment results are analyzed on an annual basis to enhance the program's effectiveness.
Prairie View A & M University, Prairie View, Texas	iREAD: Increasing Reading and Engagement for Academic Development	The iREAD program will ground theme-based readings in the living learning communities utilizing academic coaching teams. Two Principles of Effective Learning Courses (PELC's) that will be structured as lecture/lab courses, utilizing best practices in applying technology to building skills, habits and the academic self-concept. The Principles of Effective Learning Courses (PELC's) are specifically designed to introduce students to high impact skills and diverse learning styles and behaviors. Academic coaches selected from among faculty, librarians, academic advisors, student affairs professionals, and student peer leaders will undergo extensive training and function in communities of practice. They will be responsible for formulating and identifying activities in academic and academic support areas with potential to enhance the theme-based common reading experiences. Technology will be infused into the program to support this process. The goal of iREAD is to increase reading and engagement for academic development.
St. Vincent de Paul Regional Seminary, Boynton Beach, Florida	Homiletics	This summary was mainly a list of revisions to their current QEP. Changes include: (1) the addition of HOM501E Introduction to Homiletics in the second semester of the second year; (2) the inclusion of a section of a new first year course, THY609E Introduction to Liturgy, on the proclamation of the Word (Scripture) – corresponding to

		the second SLO in preaching regarding "delivery,"; moving HOM610E from second year to third year of the MDiv degree program, and from 2 credit hrs to 3 credit hrs.
Salem College, Winston-Salem, North Carolina	Questions Empower People: Enhancing Student Learning Through a Senior Interdisciplinary Seminar	The Quality Enhancement Plan seeks to enhance student learning through an interdisciplinary senior course that empowers students to evaluate, appreciate and integrate multiple perspectives in a collaborative project as they prepare to be agents of change. The Senior Year Interdisciplinary Seminar offers an integrative learning experience in which seniors assume an active role in exploring a critical question from multiple perspectives; developing a creative response to that question; and communicating that response effectively. The seminars will include a diverse group of scholars from a variety of majors to ensure an interdisciplinary lens through which seminar participants will define and research a central question. As participants in this capstone course, students will integrate various disciplinary perspectives to develop a multifaceted response to the central question posed in the seminar.
The Savannah College of Art and Design, Savannah, Georgia	SCAD Collaborative Learning: A Triptych for Collaboration	The QEP focuses on preparing students for professional careers by enhancing their collaboration expertise through real-world collaboration initiatives. The framework requires active involvement of three anchoring contributors: students, professors, and external partners to create a collaborative and authentic learning environment that results in tangible outcomes.
South Carolina State University, Orangeburg, South Carolina	PUSH Writing: Preparing Undergraduates for Scholarly Holistic Writing	The goal of the PUSH Writing Quality Enhancement Plan (QEP) is to enhance student writing skills in first year composition studies. The General Education Curriculum (GEC) requires that students: (1) complete English 150, College Composition and Communication, with a "C" or better; (2) complete English 151, College Composition and Communication, with a "C" or better; and (3) pass the English Proficiency Exam at the end of English 151. The freshman year curriculum heavily emphasizes writing skills; therefore, the first year composition sequence is well suited as a target for effective intervention to improve these skills. The PUSH Writing QEP has two essential features: (1) supplemental instruction in writing; and (2) instructional technology. The PUSH Writing program will expand over a five-year period. In the first full year of implementation, the PUSH Writing director will identify 5 faculty members to teach the first cohort of 5 sections each of English 150 and of English 151. Faculty and selected student leaders will be trained in leading the Writing Studio and one-on-one writing coaching sessions. They will also receive training in Blackboard and related technology to facilitate student use of the online component. As the program develops, additional faculty and student workers will be recruited and trained as Studio leaders.
Southern University and A & M College at Baton Rouge, Baton Rouge, Louisiana	Improving Student Learning through Writing across the	From this mission are drawn the core values and outcomes of the Institution. One of these outcomes states that graduates will communicate effectively using skills that

	Curriculum	apply to English in general as well as to specific English language modalities at the college level of competence. Southern University's Writing across the Curriculum initiative will facilitate the University's efforts in demonstrating the mission, the purpose, and the institutional outcomes in action. The Quality Enhancement Plan will become an integral part of the strategic planning process and will be sustained with adequate resources including personnel, facilities, funding, and materials.
Southern Wesleyan University, Central, South Carolina	Scholarship Transforming Tomorrow: A Plan for Enhancing Quality of Information Literacy among Southern Wesleyan University Undergraduate Students	Southern Wesleyan's QEP is designed to equip students to address these deficits by developing four skills: (1) recognizing when additional information is needed, (2) determining how to locate necessary information, (3) evaluating the quality of information, and (4) using information appropriately and ethically. Project #1: In order to introduce the concepts of information literacy, first-year students will write a discovery paper in which they will explore a topic of interest in an analytic (rather than synthetic) manner. The paper is embedded in a required general education course, Freshman English II. Students will introduce the topic, provide background, present a clear thesis, and address the reader in an interesting way. The overall length of the paper will be 5 to 7 pages. Project #2: Second-year students will write an 8-10 page paper that is synthetic in nature. This paper, too, is embedded in a required general education course, Basic Christian Beliefs. Students will be expected to seek library guidance and to work collaboratively in gathering information. Project #3: The third project will be completed during students' final year. This paper is embedded in one of the final courses within students' academic major, often a capstone course. The writing project needs to be creative, reflective and generative.
Tarleton State University, Stephenville, Texas	Keeping it R.E.A.L.: Real-world Experiences Applied to Learning	The mission of Tarleton's Quality Enhancement Plan, "Keeping it REAL," is to support the achievement of Tarleton's strategic goals, known campus-wide as the "Four E's," by engaging students in applied learning in order to broaden and strengthen their real-world connections to experiences inside and outside the classroom. This initiative will enhance undergraduate education by integrating applied learning experiences in the areas of undergraduate research, service learning, leadership, internships/practicum experiences, and/or study away into the students' baccalaureate education. One of the requirements of an experience is that the student must submit a written reflection in his/her e-portfolio that addresses the following: describe how the applied learning experience helped you integrate your entire collegiate curriculum and experiences; and analyze the impact of the applied learning experience on the development of your academic, political, social, cultural and economic global view. The student must also submit at least one additional artifact from the experience, such as a poster presentation

		or photo story. With the guidance and mentoring of faculty and staff, the students will think critically and articulate the broader impact of these activities, thus transforming their overall collegiate experience and better preparing them for life beyond college. By successfully completing a number of these activities, students will be able to graduate with special recognition and will have a strong e-portfolio with which to market themselves to employers and graduate schools.
Texas A & M University – Corpus Christi, Corpus Christi, Texas	First-Year Islanders (FYI)	The First-Year Islanders plan will improve the learning experience of first-year students by: Transitioning first-year students to higher education learning through inaugural programs, Redesigning first-year courses through disciplinary-based faculty Communities of Practice (COP), and Creating professional learning communities (PLCs) focused on promoting first-year student learning through reflective practice. To improve the retention and learning of first-year students, A&M-Corpus Christi has implemented an FYI Bridge program for alternatively admitted students, an FYI Convocation for all first-year students, and faculty communities of practice and other professional development focused on first-year student learning, particularly in gateway core curriculum classes such as American History, Political Science, and Biology, and developmental courses in Mathematics. These COP are leading course redesign efforts in areas key to student success.
Texas State University-San Marcos, San Marcos, Texas	Personalized Academic and Career Exploration (PACE): A Focus on Freshmen	The two interrelated goals of the freshman-focused QEP are (I) to help students clarify their career goals and (II) to assist students in developing and implementing an educational plan to meet their goals. Initiatives designed to achieve the goals include the development of a PACE Center, a fully-staffed, one-stop / total-intake advising / mentoring / career exploration location for freshmen that also provides the leadership, development, and services needed for the overall implementation of the QEP; the enhancement of the course US 1100: University Seminar, a required one-credit course that introduces students to the nature and aims of university education where a portion of the curriculum encourages Personalized Academic and Career Exploration through related instruction, guidance, and the development of a portfolio; utilization of Faculty Liaisons from each academic college, who coordinate activities to assist students in exploring academic and career pathways; and enhanced technology providing student scheduling and record keeping software and electronic portfolio applications.
Thomas More College, Crestview Hills, Kentucky	Critical Thinking for Productive Living	The institutional goal of Thomas More College's QEP is to transform our learning environment by developing a culture in which students Discover a framework for critical thinking, Develop the tools to apply problem-solving skills within their disciplines, and Deliver the results through creative application and real-world experiences. The 3D

		Center for Teaching and Learning provides resources and pedagogical support for faculty who work to improve students' proficiency as critical thinkers. The 3D Faculty Learning Community, composed of a rotating set of ten faculty members, engages in improving students' proficiency as critical thinkers by exploring, testing, implementing, and discussing strategies to improve critical thinking learning outcomes within specific courses. Within five years, student-engaged staff will also be brought into the learning community. A focused plan for faculty development will ensure that student outcomes continue to improve by providing pedagogical training and support for all faculty to help students achieve the goals of the QEP. Critical thinking will be established as a fundamental campus value by including the scholarship of teaching critical thinking in the Tenure and Promotion process.
Tusculum College, Greeneville, Tennessee	Problem-Solving with Reflective Judgment	The QEP will include two generally sequential emphases: (A) problem-solving in the classroom and (B) problem-solving in the world. In order to help students with problem-solving and reflective judgment, faculty development will equip professors in targeted courses to teach using problem-based learning, case-study method, and reasoning through moral and ethical dilemmas. This enriched pedagogy is intended to help students apply reflective judgment to ill-structured problems which are designed into the coursework. Having practiced with problem solving and reflective judgment in the classroom, students will address "problem-solving in the world."
The University of Louisiana at Lafayette, Lafayette, Louisiana	University-wide First-Year Seminar: The Cajun Connection	The mission of the University's QEP, "First-Year Seminar: The Cajun Connection" is to stimulate first-year students' intellectual curiosity and social responsibility, and to provide them with the knowledge and insights necessary for fulfillment and success in college and in their subsequent careers. The First-Year Seminar (FYS) will be offered as a 2-credit hour interactive experience led by faculty facilitators and supported by peer mentors, and was developed as a hybrid FYS seminar, combining elements of the academic and extended orientation models. The FYS encourages first-year students to develop into more committed and engaged participants in their education using activities such as shared readings and campus interactions, service learning, and structured self-exploration experiences.
University of North Carolina at Pembroke, Pembroke, North Carolina	Write to the Top: Enhancing Student Writing through a Writing Intensive Program	The goal of the Quality Enhancement Plan is to enhance the ability of students to write effectively and appropriately in the disciplines. The QEP will improve undergraduate student skills in both general writing and professional writing in their disciplines. Students who complete Writing Enriched and Writing in the Discipline courses will improve their ability to employ program-specific writing as a mode of critical thinking and communication and will demonstrate better writing as compared to both internal control groups and students at similar institutions. Four initiatives are

		planned to achieve the goals of the QEP. These include a Writing Intensive Program that continues and expands the Plus-One Program in the six-hour Freshman Composition Sequence and will require students to complete nine additional hours of Writing Enriched and Writing in the Discipline courses. A Faculty Development Plan will provide faculty with training in the best practices for assigning and responding to student writing. Strengthening the University Writing Center and providing for the improvement of student writing through the use technology are the third and fourth initiatives.
University of North Texas Health Science Center at Ft. Worth, Fort Worth, Texas	Building Higher Order Thinking Skills in Tomorrow's Health Care Professionals (the "HOT" plan)	The two goals of UNTHSC's HOT program are to 1) improve and evaluate students' higher order thinking skills and 2) improve and evaluate faculty knowledge and practice in implementing instructional strategies and assessment tools that cultivate students' higher order thinking skills. Faculty in ten targeted courses of the HOT program will define student-learning outcomes using one or more of the top cognitive levels of Bloom's taxonomy. The QEP goals have also been integrated into two essential UNTHSC documents: the Five-Year Strategic Plan for fiscal years 2011-2015 and our 2011 Academic Affairs Tactical Initiatives.
The University of Texas at San Antonio, San Antonio, Texas	Quantitative Scholarship: From Literacy to Mastery	The student learning goals of the QEP will help undergraduate students (a) acquire basic quantitative literacy and numeracy skills, (b) effectively communicate the results of their quantitative analysis, and (c) acquire discipline-specific advanced quantitative skills. The primary focus of enhancing student learning to develop quantitatively trained graduates is achieved through a well-designed curriculum that seamlessly integrates these skills in courses across the undergraduate curriculum. All undergraduate students will be required to complete at least one quantitatively enhanced course (Q-course) prior to graduation.
The University of Texas at Tyler, Tyler, Texas	GATE: Global Awareness through Education	Over the years, the University has built and delivered numerous opportunities for students to experience the world beyond rural East Texas. However, these activities have lacked coordination or integration with the curriculum or extra-curricular activities. To address this shortcoming, GATE will: 1) create on-campus Global Learning Communities for freshmen and sophomores that engage students and faculty and strengthen global learning opportunities in and out of the classroom; 2) strengthen the UT Tyler Core Curriculum by integrating global content and real-world projects into traditional skills and basic knowledge courses; and 3) create a sophomore summer study abroad capstone experience that will expose students in meaningful ways to cultures different from their own.
University of Texas Health Science Center at Houston,	Beyond Silos: Enhancing Ethics Education in and	The goal of this QEP is to develop, implement, assess, refine, and ensure the long-term sustainability of

Houston, Texas	across the Health Professions	interprofessional ethics education at UTHealth by strengthening and building on the Campus-Wide Ethics Program (CWEP). Part of the strategy to overcome these difficulties—in other words, to go "beyond silos"—involves developing online interprofessional ethics education. Some specific strategies for breaking down the silo effect include: • providing professional development for faculty from all schools for the teaching of ethics; • creating online materials, such as annotated bibliographies, for the teaching of ethics; • developing UTHealth-wide online training modules in professionalism, clinical ethics, and research ethics; • incorporating interprofessional ethics cases and teaching resources, such as scripts for standardized patients, into existing curricula; and • promoting venues for interprofessional discussions of clinical, research, and public health ethics.
University of Texas MD Anderson Cancer Center, Houston, Texas	It's Critical to Think Critically	The goal that all students graduating from M. D. Anderson's School of Health Professions will be fully competent as critical thinkers prepared with both the content expertise and experience in critical thinking necessary for success in their chosen profession will be measured by five student learning and faculty development outcomes. The five key components of the QEP were organized into the following "THINK" framework. Targeted Hands-on faculty development student research project Integrated course activities Needs-based faculty resource center support Knowledge/Competency based student outcome model
The University of Texas of the Permian Basin, Odessa, Texas	C4: Enhancing Critical Thinking	Block scheduled sections of the general education writing composition courses, English 1301 and 1302, will pilot the explicit teaching of critical thinking skills using the Paul and Elder paradigm. Course-embedded and global assessments will be used in both the C4 and non-C4 sections. The course-embedded rubrics will be used within the two courses. The global assessment instrument (CAT) will be administered in the ENGL 1301 courses at the beginning of the fall semester and in the ENGL 1302 classes at the end of the subsequent spring semester.
Valdosta State University, Valdosta, Georgia	Undergraduate Engagement in Discipline-Based Inquiry	In the first of two iterations of Discipline-Based Inquiry Projects, six projects were selected to reflect undergraduate engagement in laboratory, classroom, and/or field research and to allow students to interact personally with, and be mentored by, a faculty member.
Virginia Polytechnic Institute and State University, Blacksburg, Virginia	Pathways to Success	The QEP is designed to increase undergraduate student engagement by means of comprehensive first-year experiences. It provides curricular and co-curricular activities that incorporate the required learning outcomes of problem solving, inquiry, and integration of learning that draw upon and customize current best practices with explicit reference to essential learning outcomes.

Virginia Union University, Richmond, Virginia	Write Here, Write Now!	The ultimate goal of Virginia Union University's Quality Enhancement Plan (QEP) is to improve student learning outcomes through enhancing their (students') writing. Virginia Union University formed a multidisciplinary QEP committee comprised of faculty and students to establish the areas of need to be addressed in the university's plan. The entire faculty and solicited alumni were involved in taking a survey that influenced the decision for the QEP topic. The students of VUU participated in a theme contest that inspired the theme, Write Here…Write Now! The theme is being used to publicize the QEP throughout the campus community and the surrounding area to send the message that we take pride in promoting our students' academic success.
William Carey University, Hattiesburg, Mississippi	Mission Possible: Critical Reading for Academic Success	This Quality Enhancement Plan (QEP) Mission Possible: Critical Reading for Academic Success will improve student learning by enhancing undergraduate students' use of critical reading in their programs of study. The primary approach for this QEP is to increase the quality of student reading in specific core courses taken by most first-year students. Faculty in the targeted courses will be trained in teaching critical reading and in ways to incorporate critical reading in their courses. Students who acquire enhanced critical reading ability early in their college programs will experience improved learning throughout their degree programs. Students will be challenged and equipped to make critical reading a key part of their academic experience. The plan also provides an environment that supports student learning by fostering a culture of critical reading beyond the classroom.
Winston-Salem State University, Winston-Salem, North Carolina	Rams Write: Improving Writing in the Major	Thus, students will (1) demonstrate competence in written communication, using appropriate language, conventions, organization, supporting evidence, and content appropriate to the purpose and audience; (2) know/understand and use the writing process to produce WIM papers, drawing upon available resources (writing process—prewriting, drafting, revision, Writing Center, O'Kelly Library, and online resources); (3) understand and use the criteria for judging effective writing (WSSU Holistic Writing Rubric--HWR and the Critical Reading Guide--CRG); and (4) demonstrate confidence in their ability to write effectively and to provide useful feedback to peers (efficacy beliefs, peer review). These goals will be assessed through direct and indirect measures each year; and outside consultants with expertise in writing and assessment will conduct program reviews and make recommendations for improvement.
Xavier University of Louisiana, New Orleans, Louisiana	Read Today, Lead Tomorrow	With the Read Today, Lead Tomorrow initiative, Xavier University of Louisiana has chosen to focus its Quality Enhancement Plan (QEP) on helping students become more active readers and developing a culture of reading on campus. To improve students' strategic reading skills during their first two years at Xavier, the plan includes

		activities that target the Developmental Reading Program, faculty development, and academic departments' entry-level courses. To have students develop into more engaged readers, the plan involves students through activities such as participation in literary communities, literary events, community service, and the Freshman Seminar, and through the use of reader-friendly spaces across campus.
2009		
Air University, Maxwell Air Force Base, Alabama	Cross-Culturally Competent Airmen	The QEP's curricular interventions will be implemented in three phases: • First, given the importance of early and broad intervention, three educational efforts will address the cross-cultural learning needs of junior enlisted Airmen, future officers and junior officers starting in Academic Year 2009-2010, expanding in 2010-2011 and continuing through 2014. • Second, three existing senior educational programs – one for enlisted Airmen and two for officers – with varying degrees of cross-cultural learning will be piloted as they are developed, rolled-out no later than Academic Year 2011-2012 and fully implemented by 2012-2013. • Third, by Academic Year 2013-2014, all six programs will be fully operational, permitting the Director of Academic Affairs' staff to coordinate comprehensive assessment and reporting prior to the Southern Association of Colleges and Schools – Commission on College's impact study.
Asbury College, Wilmore, Kentucky	Cornerstone Project	The Cornerstone Project focuses on "Spiritual Vitality". As part of the coordination of this project, a Cornerstone Council has been established with equal representation from major elements in the campus constituency (faculty, administration/staff and student body.) The Cornerstone Council will have overall direction of the Cornerstone Project. The Cornerstone Project is based upon four Cornerstones reflected in "Spiritual Vitality": Scripture, Holiness, Stewardship and Mission. The Project will impact the campus in academic life, spiritual life and in student residence life; and have impact on our non-traditional, non-residential students as well.
Austin College, Sherman, Texas	The GLOBE Program: International Cultural Awareness For All Students	The Austin College Quality Enhancement Plan (QEP) develops the GLOBE program, which will bring our global learning programs to a new level of quality. We will support those opportunities with tangible resources that will: • Enhance on-campus and study abroad educational opportunities with increased emphasis on cultural awareness; • Establish the infrastructure necessary to support students and faculty through the Center for Global Learning; and • Encourage 100% participation by Austin College students in an off-campus international experience. In order to achieve student learning outcomes of increased attitudes, knowledge and skills of cultural awareness,

		Austin College has created both administrative and assessment oversight.
Austin Presbyterian Theological Seminary, Austin, Texas	Information Quality	The IQ implementation plan calls for activities related to finding, retrieving, analyzing, and using information to be threaded through all required courses and selected electives. In the fall 2009 term, for instance, all entering MDiv students in required courses heard presentations on 12 basic skills of IQ. Both librarians and professors design and teach IQ activities.
Duke University, Durham, North Carolina	Global Duke: Enhancing Students' Capacity for World Citizenship	The overarching program objective is to develop bonds through shared experiences among undergraduate students to strengthen the sense of Duke as a community. Two new curricular initiatives are the Winter Forum and the Global Semester Abroad. Another initiative is the Global Advising Program. The Winter Forum is a 2 ½ day long on-campus experience immediately before the start of the spring semester that includes workshops, group work, and service to expose students to an important global issue. The Global Semester Abroad offers a theme-based, two country experience that focuses on comparing and contrasting specific issues in specific environments and cultures. The Global Advising Program provides a team of specialized resource people to promote the many global opportunities already in place at Duke.
Eastern Virginia Medical School, Norfolk, Virginia	EVMS 2.0: A Quality Enhancement Plan for Eastern Virginia Medical School	The QEP will enhance student learning by systematically integrating educational technologies into the medical curriculum. The curriculum will drive the adoption of this program. A faculty development initiative will help faculty become more knowledgeable and comfortable with integrating educational technologies.
Faulkner University, Montgomery, Alabama	Spiritual Formation: Intellect, Character, and Service	QEP supported by the university's key curricular areas of Christian Literacy (an eight-course sequence) and Cultural Heritage Literacy (a four-course sequence). The university has developed umbrella and component learning outcomes for its Spiritual Formation program.
Fisk University, Nashville, Tennessee	Critical Thinking Across the Curriculum (CTAC)	The Fisk Quality Enhancement Plan (QEP) focuses on the infusion model of critical thinking and innovation across the institution's curriculum over a five-year period using the Paul and Elder model. The Fisk QEP intentionally targets the University's general education sequence – the foundational liberal arts course offerings of mathematics, history, literature, science, and the arts – in order to scaffold critical thinking behaviors throughout the academic program. The first year courses (Core 100: University Seminar and Core 120: Critical Thinking) are designed to promote cooperative learning and self-assessment for incoming students, as well as to provide the initial skills sets that must be developed to demonstrate proficiency in the senior capstone courses across academic disciplines.
Florida A & M University, Tallahassee, Florida	Enhancing Performance in Critical Thinking	Course curriculums will be redesigned to include explicit critical thinking instructional and learning objectives with corresponding assessment instruments. It focuses on select courses in the university's general education curriculum

		that most students complete in their first year. Changes in the curriculum will be introduced by using Bloom's Taxonomy and include special activities such as writing critical essays, preparation and defense of case study analyses, participation in a freshmen critical thinking seminar series, and participation in a freshmen summer reading program.
Frontier School of Midwifery and Family Nursing, Hyden, Kentucky	Creating a Community of Inquiry to Improve Learning Outcomes	The COI model is based in constructivist learning theory and builds on Dewey's practical inquiry model. The COI framework addresses the creation of understanding via teaching, cognitive and social presences and was developed specifically for the online education environment. At the junction of the three presences the higher-order learning, which is a hallmark of higher education, takes place. A plan is in place to develop and grow the community (faculty, staff and students), using a process of induction into the community, acquisition of knowledge and skills to participate in the community translation of knowledge and skills to participate in the clinical setting expansion of the COI in professional practice.
Instituto Centroamericano de Administracion de Empresas, Alajuela, Costa Rica	Critical Thinking for Action	Our QEP is intended to make a measureable impact on the critical thinking abilities and implementation skills of our MBA students by improving course content and strengthening the student-centered method of learning that occurs in the classroom. A review of the masters' program curriculum is currently taking place at INCAE. The QEP is conducting a series of actions to ensure that this curriculum review addresses the need to improve critical thinking skills and dispositions. The curriculum review will also consider alternatives to the traditional classroom for building critical thinking skills and action orientations. Faculty development is occurring through an active program of classroom observation in which pairs of colleagues share their teaching plans and goals for improvement, attend each other's' classes, and provide useful feedback using proven observation methods.
Kentucky State University, Frankfort, Kentucky	Academics with Attitude: Building the Foundation for Student Success	Academics with Attitude: Building the Foundation for Student Success (AWA) is a focused five-year Quality Enhancement Plan at Kentucky State University for academically at-risk students to foster attitudes and habits that lead to greater academic success. Through an emphasis on collaboration among faculty, academic and student support services, the QEP personalizes the college experience for the first-year students in need of extensive developmental coursework, personal growth and development, and acclimation to the academic environment. It promotes holistic student development into the second year as well while continuing to relate activities and services to classroom performance. This occurs through a series of interrelated strategies: • the formation of learning communities, based upon cohorts of 15 students block-scheduled as a group for two-

		years of course work and who will live together in the residence halls • an intrusive advising process woven into the developmental and gateway courses. • a "team" of faculty and support staff assigned to each cohort of students • a cycle of assessments of student attitudes and performance, initiated early in the semester, followed by rapid faculty-staff "team" interventions when problems are detected • a developmental curriculum that integrates its subject matter with that of several "gateway" courses the students will later encounter • A developmental curriculum that integrates innovative course design
King College, Bristol, Tennessee	Communication Skills	The QEP committee chose to address the topic of communication skills, specifically those defined as written and oral skills of presentation, content, and conventions. The format empowers faculty, students, and staff to design and implement proposals that address student learning outcomes related to the two areas.
Lincoln Memorial University, Harrogate, Tennessee	LINC-on: Learning is Now Connected (Information Literacy)	The five-year plan calls for integration of information literacy instruction into classes in every discipline, at every level, university-wide. In the first year of the plan, fundamental, conceptual aspects of information literacy has been integrated into the first-year composition course, English 110, as well as in the campus secondary school, the J. Frank White Academy. In the QEP's second year, basic skills (with a focus on research) will be taught in the sophomore English 210 course. In the third year, discipline-specific information literacy instruction will be coordinated with the university's Sequenced Enhancement of Writing Skills (SEWS) program. This SEWS program requires students to write a competent paper in a junior- and senior-level class within their major. In the third and fourth years of the QEP, discipline-specific information literacy instruction will be integrated into these junior and senior classes in every major. Additionally, the QEP calls for information literacy instruction to be implemented into each of the university's graduate programs during the third and fourth years. In the fifth year of the plan, the university should have achieved its goal of establishing integrated information literacy instruction throughout the university; the fifth year, then, will be devoted to a review of the program's strengths and weaknesses in order to make recommendations towards continued institutional support of information literacy initiatives.
Louisville Presbyterian Theological Seminary, Louisville, Kentucky	Preparing for Ministry in a World of Religious Difference	Louisville Seminary's QEP will focus on enhancing students' learning by preparing them better to provide religious leadership in contexts of religious difference. In order to achieve this goal, we intend to develop a formative process that addresses cognitive, experiential, and vocational dimensions of student learning. During year one (2009-

		2010) we are involved in curricular and extra-curricular planning, planning for assessment, and community education. Years two through four (2010-2013) will involve implementation with particular focus on the M.Div. cohort entering in fall 2010. Year five (2013-2014) will involve summative assessment of the project.
Methodist University, Fayetteville, North Carolina	Get Between the Covers!: Developing a Culture of Reading	Our plan to create a culture of reading utilizes the existing freshman seminar course, IDS110: The Methodist University Experience, which has recently been revised to include a common freshman reading assignment. This assignment is a recently published book chosen from popular literature, selected for its thought-provoking potential. Our QEP will build on this course in several ways. Students will be required to enroll in a genre-based Reading Circle in the freshman or sophomore year. The object of these circles is to encourage students to read self-selected material outside of their assigned coursework. To support this goal, the Davis Memorial Library is creating a collection of fiction and other popular works. To support the development of a culture of reading, we will continue to set up "Reading Nooks" around campus to create reading- friendly environments in academic and recreational settings.
Middle Tennessee School of Anesthesia, Madison, Tennessee	Academic and Clinical Enhancement through Simulation (ACES)	In recent years, faculty and students have witnessed technology developments that have the ability to transform how healthcare education is delivered. While there is no evidence that the traditional method has been unsuccessful, the relatively recent introduction of high fidelity human patient simulators into the educational milieu has the potential to enhance the way healthcare professionals are educated (Groopman, 2005). Thus, MTSA has chosen as its Quality Enhancement Plan The Utilization of Simulated Learning to Enhance Students' Application of Academic Learning to Clinical Settings. This title has been abbreviated to Academic and Clinical Enhancement through Simulation (ACES). While all indicators demonstrate that MTSA is doing a good job with educating the next generation of nurse anesthetists, MTSA believes that students' learning can be enhanced by developing a simulation program where, after pre-simulation teaching, students are exposed to simulated patient events where they are the primary caregivers. Another aspect of this plan includes faculty development regarding using simulation in scenario writing, conducting the simulation sessions, and debriefing.
North Carolina Central University, Durham, North Carolina	Communicating to Succeed	The primary focus of the Quality Enhancement Plan (QEP), Communicating to Succeed, is to enhance NCCU students' oral and written communication skills. A cohort of first-time freshmen and new transfer students will create exit portfolios using electronic portfolios to gather, explore, and store their oral and written artifacts of learning throughout their matriculation. At the end of each academic year, faculty who teach writing and speaking intensive courses,

		as well as writing and speaking consultants from outside the campus, will evaluate the portfolios and develop intervention plans for students to enhance their skills as needed.
Northern Kentucky University, Highland Heights, Kentucky	Student Engagement in Active Learning (SEAL)	The SEAL Project – The primary goal of the Northern Kentucky University quality enhancement plan – "Student Engagement in Active Learning" – is to enhance the ability of students to think critically through the use of active learning strategies. The university initially will imbed discipline-appropriate, active learning strategies in 12 courses in its new General Education program. The active learning strategies will be linked to established QEP rubrics that will assess improvement.
Oblate School of Theology, San Antonio, Texas	Integration of Learning within the Master of Divinity Program	This project seeks to improve student learning by designing and implementing curricular and pedagogical approaches that achieve the desired outcomes of integration of learning in the master of divinity program. Their goal is to enhance this integration. Students will demonstrate the capacity to critically analyze, engage in research, reflect theologically, transfer insights to other instances of learning, and communicate insights in a written or oral manner.
Oglethorpe University, Atlanta, Georgia	Fostering a Culture of Engaged Learning for First Year Students	The two initiatives proposed for achieving these four goals are a co-curricular participation initiative (now known as the "Petrel Points" program) and the establishment of learning communities that link two first year courses with groups of approximately 15 students participating in each of the communities. The Petrel Points program is designed to engage our first-year students more deeply with the Oglethorpe community and with the city of Atlanta. This program requires that students participate in various events both on campus and in the Atlanta community to earn a total of 12 "points" distributed across three categories of events: Arts and Ideas (6 points), Civic Engagement (4 points), and Campus Leadership and Citizenship (2 points). The learning communities comprise a one-hour per week seminar linked to a section of the first-year CORE curriculum class required of all students, Narratives of the Self. These communities, which provide each student with a peer group and faculty mentors, continue throughout the two semesters of the student's first year. Many Petrel Point events (a CORE movie series, trips for the group to Atlanta events) are linked to the learning communities, while other events (the orientation service project and the class orientation trip) specifically provide opportunities for all first year students to engage each other as well as the curriculum and the community. Linking classroom learning with co-curricular learning experiences and with opportunities for service and citizenship, this first year experience fosters a solid foundation for achieving the four goals and for a successful undergraduate experience.

Our Lady of the Holy Cross College, New Orleans, Louisiana	Preparing Students for Success Program	The QEP is designed to improve student learning and academic success opportunities for students enrolled in developmental courses. It is also intended to promote their success in subsequent general education courses. Program features include the hire of a coordinator to oversee the program, encouraging students in developmental courses to attend tutoring, including counseling sessions as a course component, emphasizing advising, and using varied assessment tools, such as pre- and post-testing.
Our Lady of the Lake College, Baton Rouge, Louisiana	Engaged Learning through Writing	Our focus on quality writing experiences--emphasizing the uses of different kinds of writing and encouraging metacognition through reflection—ensures the kinds of holistic learning we want students to achieve. We are implementing the ELW Initiative incrementally, over 8 semesters, to provide all undergraduate students with quality writing experiences across the curriculum. In addition to connecting with the numerous College resources already in place to support our ELW Initiative, we will develop an extensive faculty development program and launch a comprehensive virtual and physical writing center.
Pentecostal Theological Seminary, Cleveland, Tennessee	Missional Leadership Formation: A Plan for Preparing Women and Men to Lead in the 21st Century	Over a five year process, each area of the seminary's activities, overseen by Ministry Teams [Academics, Student Ministries, Resources] will develop programs, courses and activities toward the common goal of preparing our constituents as missional leaders, competent to minister in various 21st Century contexts. As a result of the implementation of the Pentecostal Theological Seminary's Quality Enhancement Plan: a) PTS students will be formed in a seminary environment that is conducive to the learning preferences and styles of Gen-X and Millennial students. b) Pentecostal Theological Seminary Faculty, Administration, Students, and Staff will participate in co-curricular experiences in 2 chapel services, institutional environment, and community schedule supportive of missional leadership learning outcomes in which they discern their call and in which they integrate Pentecostal doctrine and practice with the issues of ministry in the 21st century. c) Graduates will be capable of developing models of Wesleyan-Pentecostal ministry that are contextual, missional and relevant to 21st century postmodernity.
Regent University, Virginia Beach, Virginia	Developing Globally Competent Christian Leaders	The QEP is a five-year initiative designed to impact student learning outcomes and enhance the learning environment. The goal is to increase the global competence of their students. The goal will be achieved through three primary objectives: a) increase global learning in academic programs b) enhance faculty expertise in global teaching and learning c) become a leading resource for Christ-centered global learning.
Rhodes College, Memphis, Tennessee	Rhodes Fellowships: Linking Education and Practice	The QEP seeks to extend learning opportunities to a larger group of students, provide added infrastructural support, and conduct rigorous and consistent assessment of all experiential learning (EL) programs. They will establish

		sufficient EL opportunities to be able to offer every merit and recipient an opportunity to participate in the program. A data management system will be developed to support student identification of appropriate fellowship experiences, advising, reflection work, and assessment. A full-time director of fellowships will be appointed along with a fellowships committee to provide oversight. Substantial support will come from a wide variety of existing offices and programs.
Sam Houston State University, Huntsville, Texas	Foundations of Science: Improving Scientific Reasoning Among Non-Science Majors	To accomplish this goal, a new General Education science course called Foundations of Science (FOS) was implemented in the fall of 2009. As of the spring 2010 semester, ten sections of the course have been offered with a total enrollment of approximately 560 students. This course emphasizes the practice of critical thinking, as embodied in the scientific method, and introduces basic scientific facts from a variety of scientific disciplines.
Schreiner University, Kerrville, Texas	Integrating Students into the Academy of Thought and Knowledge through Interdisciplinary Studies	The QEP replaces the university's existing interdisciplinary studies program (IDST) with an enhanced and integrated core and common curriculum that all undergraduate students take regardless of their degree. The QEP is being implemented through the design and phase-in of four new IDST courses. Each course beyond the freshmen year will be increased from the existing two credit hours to three, and each will have specific objectives directly related to QEP outcomes. The first-year course defines and contextualizes the Academy of Thought and Knowledge and introduces incoming college students to the foundations of research, scholarship, thought, and knowledge. The sophomore year course focuses on critical thinking and the ways in which cultural conditioning shapes and constrains engagement in a community of learners. The junior year course offers students the opportunity to examine and reflect on their own creativity by investigating the motivations behind the human desire to create. In the senior year, students will use the perspectives of other cultures to better understand both the origins of and potential solutions to problems.
Shenandoah University, Winchester, Virginia	Going Global: First Year Seminar	The QEP's mission is to deepen and expand a feeling of belonging to the global community whereby students realize their personal contribution to a community and the world. This seminar is a required course in the general education program. There are multiple sections of the seminar with a different topic and faculty member, but they all must meet the learning outcomes and objectives. This program will take place over 5 years.
Southern Polytechnic State University, Marietta, Georgia	Engaged Communities: Engaging Entering Students through Learning Communities	Our hypothesis is that participation with a cohort in a general orientation course, a major specific orientation course, and a selected general education course will improve the success of students during their time at SPSU. The goal of the Quality Enhancement Plan is to improve student outcomes and provide a stronger safety net to ensure student success. We propose to accomplish this by

		forming cohorts of students with like interests, as indicated by the students' choices of majors. We propose to form cohorts by scheduling students in blocks consisting of a discipline specific orientation course, a general orientation course, and one general education course. Thus, students in the experimental group will be in contact with each other in three classes over a 16-week semester. Each student will register for a general orientation course and a department or school orientation in their expected major. They will also be encouraged to register for one of a few general education courses at the appropriate level. Transfer students will be encouraged to register for specific sections of STS 2400: Science, Technology, and Society. This course was chosen because few transfer students will have fulfilled this requirement, which is unique to SPSU.
Texas Chiropractic College, Pasadena, Texas	From Student to Clinician: Enhancing Clinical Reasoning Across the Curriculum	Programmatic outcomes related to clinical reasoning focus on integration and application of basic science knowledge with the clinical presentation; introduction and application of clinical reasoning strategies in the pre-clinical setting; and application of clinical reasoning skills in the patient care setting. The full curriculum was reviewed and four pilot courses were selected: Spinal Anatomy, Clinical Case Applications, Clinic I, and Orthopedics III. These were implemented during the Summer and Fall 2009 trimesters. For successful QEP implementation, new courses are being added to the curriculum: Clinical Case Applications I, Advanced Communication and History-Taking Skills, and Clinical Case Applications III. Full implementation will be on a two-track basis; the full track for incoming students began in Spring 2010 and runs from trimesters 1-10. The second track encompasses the clinical experience, Clinic I through Clinic IV, culminating in graduation from the Doctor of Chiropractic degree program.
Texas Tech University Health Sciences Center, Lubbock, Texas	Interprofessional Teamwork	The long-term vision is to establish an institutional culture that is committed to the values of interprofessional education and care, including collaboration, communication, and coordination. Implementation focuses on four areas: 1) creating an administrative infrastructure to support interprofessional education 2) providing faculty development opportunities to support the implementation and development of the QEP's pedagogies and modalities 3) establishing a culture of interprofessional education by developing QEP learning opportunities and facilitating the integration of these opportunities into the existing curriculum 4) providing the technical expertise and infrastructure necessary to facilitate interconnectivity among individuals even when they are in different geographic locations.
Troy University, Troy, Alabama	Creating a Culture of Reading	The University's QEP is built upon three major initiatives: a Common Reading Initiative for first year students; a College Reading Initiative, focusing on reading initiatives in the five academic colleges; and a Faculty Development Initiative that will assist faculty as they, in turn, help their

		students become more engaged and active readers. Students at Troy University will be expected to read more and faculty will assign more reading materials to their students. More reading-intensive courses will be included in the general studies and disciplinary curricula. More students will engage in peer engagement and student-faculty engagement over common reading materials. More academic departments/units will initiate common reading experiences for their specific groups of students.
The University of Louisiana at Monroe, Monroe, Louisiana	Engage the Possibilities!	The purpose is to improve student learning through course redesign within the core curriculum. This redesign conceptualizes course delivery so that student learning is more interactive and employs multiple delivery models, is more uniform across sections of core courses, and is more tightly integrated with the technological skills that students possess when entering college. Over the next 5 years, the QEP steering committee will oversee many activities connected to implementation, including sending faculty cohorts to the NCAT conference for training and information on course redesign, supporting peer seminars on course redesign and delivery options, retrieving and analyzing data on student achievement from the redesigns of selected core classes, and the embedding of innovative pedagogies within all course curriculum.
University of Mississippi, University, Mississippi	Write here. Write now. Enhancing Student Writing	The Quality Enhancement Plan recommends the following actions: reshape the Composition Curriculum, including English 101, 102, and Liberal Arts 102; improve and Expand the Writing Center; provide More Support to Teachers of Writing. These actions will be undertaken by the Center for Writing and Rhetoric (CWR), a new center that will absorb responsibility for the following programs and services: 1) Courses in First-Year Writing (currently offered by the English Department) 2) Tutoring Services (writing) for students (currently offered by the Writing Center) 3) Courses in Basic Writing (currently offered by the Developmental Studies Office) 4) Support for the Teaching of Writing (currently offered to English graduate instructors and adjuncts by English; not currently offered to the faculty at large). Also, the CWR will 1) create a writing placement process for first-year students; 2) develop an additional entry-level composition course; 3) adopt an e-portfolio system; and 4) pursue initiatives that support writing within the disciplines.
University of North Florida, Jacksonville, Florida	Community-Based Transformational Learning	The QEP is designed to replicate community-based transformational learning experiences across the curriculum to engage virtually all students. Each experience will be evaluated to ensure that it is founded on pedagogy that maximizes student learning and ensures that students will come to understand the cultural norms within the communities in which they work, while also exploring professional responsibilities. Central to executing the program will be the newly-established Center for Community-Based Learning. The center will collaborate

		with UNF's Office of Faculty Enhancement to assist faculty in designing courses that incorporate community-based learning experiences. These courses will be developed across the curriculum over the next 5 years. The center will also work with community agencies and businesses to nurture and develop new community partnerships to serve as community-based learning sites for students.
University of Texas Southwestern Medical Center at Dallas, Dallas, Texas	Convergence	Convergence is a university-wide initiative to enhance the quality of our students' educational experience by providing activities aimed at interprofessional development and communication. Convergence will create new learning communities, Science of Medicine Interest Groups (SMIGs) in the graduate school and Interprofessional Development, Education & Active Learning teams (IDEAL) in the health professions school. Convergence will expand existing learning communities, the Academic Colleges in the medical school. Over the course of a year, each learning community will participate in activities focused on a specific science of medicine theme, such as cancer. Annual science of medicine themes will be selected in areas of excellence at UT Southwestern, thus providing depth and expertise to support the development of instructional content for the learning communities. Communication skills will be cultivated within learning communities through student presentations and assessments. Twice a year, all of the learning communities will converge to participate in Learning Community Days, focused on interprofessional and lay public communication about the annual science of medicine theme.
Washington and Lee University, Lexington, Virginia	Revitalizing the Spring Term	The heart of the QEP is to restructure Spring Term to become a four–week, educationally transformative experience. Students will take one, and only one, uniquely designed four-credit course that holds their undivided attention in a full-time endeavor of learning, enriched by a small group of peers and the personal mentoring attention of the professor. Since all 1,750 undergraduate students enroll in Spring Term, the QEP requires that the faculty develop about 140 new courses for the first year and about 70-80 additional the year after, that meet newly articulated, higher-order objectives for Spring Term. These courses will have the kind of innovative pedagogy and experiential learning that is possible only in this intensive, full-time-and-attention format. The overarching learning objective is to enhance students' critical and creative thinking abilities.