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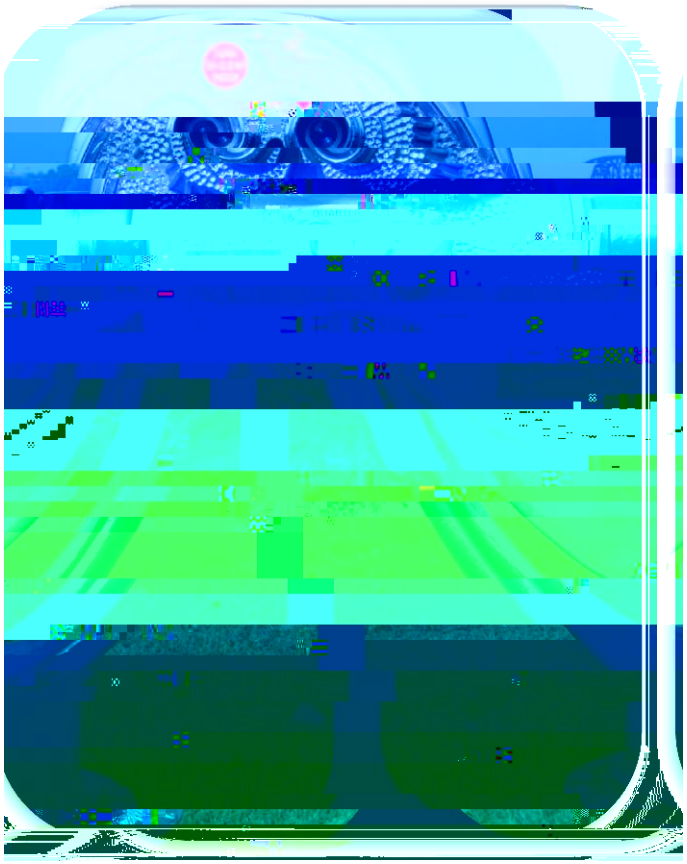
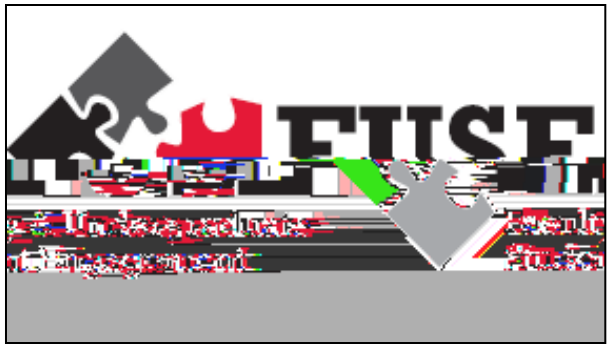
- Brief overview of VSU's QEP process
- Presentation of information in QEP prospectus
- Presentation of QEP information for on-site visit
- Focus on assessment
  - You are the Reviewer – Evaluating Sample Assessment Plans



Development of the QEP was facilitated by two broad-based task forces appointed by the Leadership Team to focus on different stages of the QEP.

Task forces were given charges by the Leadership Team and asked to report findings and suggestions to the Leadership Team.

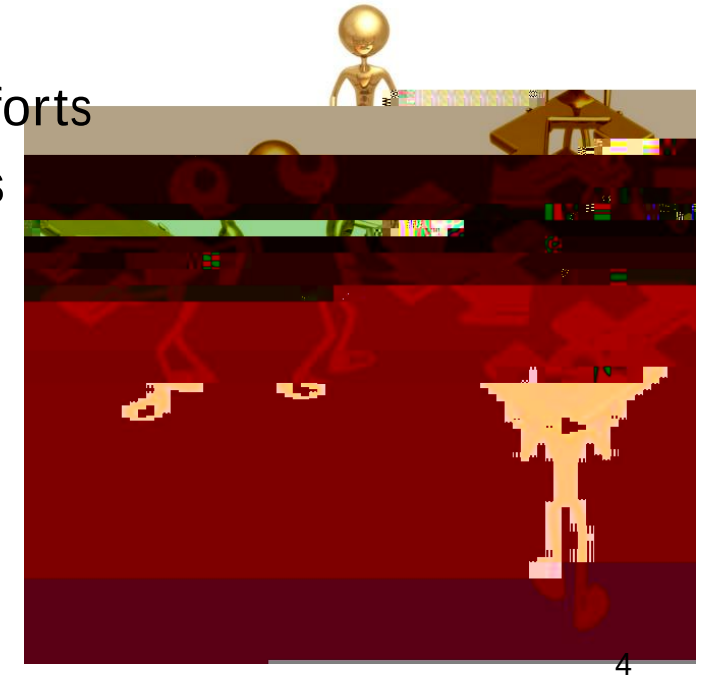


: responsible for soliciting input and ideas for the QEP from the VSU community

: comprised of the President, Vice Presidents, SACS Liaison, Director of Information Technology, and the Compliance Certification Coordinator. Their roles include:

- guiding the institutional accreditation efforts
- providing guidance to the QEP taskforces
- overseeing QEP implementation

: responsible for researching, conceptualizing, writing, and planning for implementation of the QEP

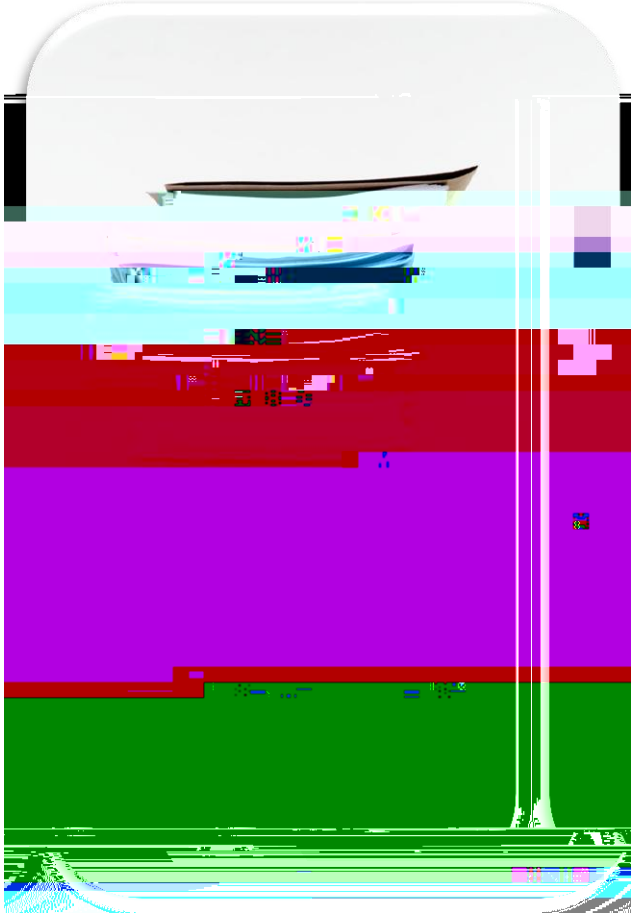


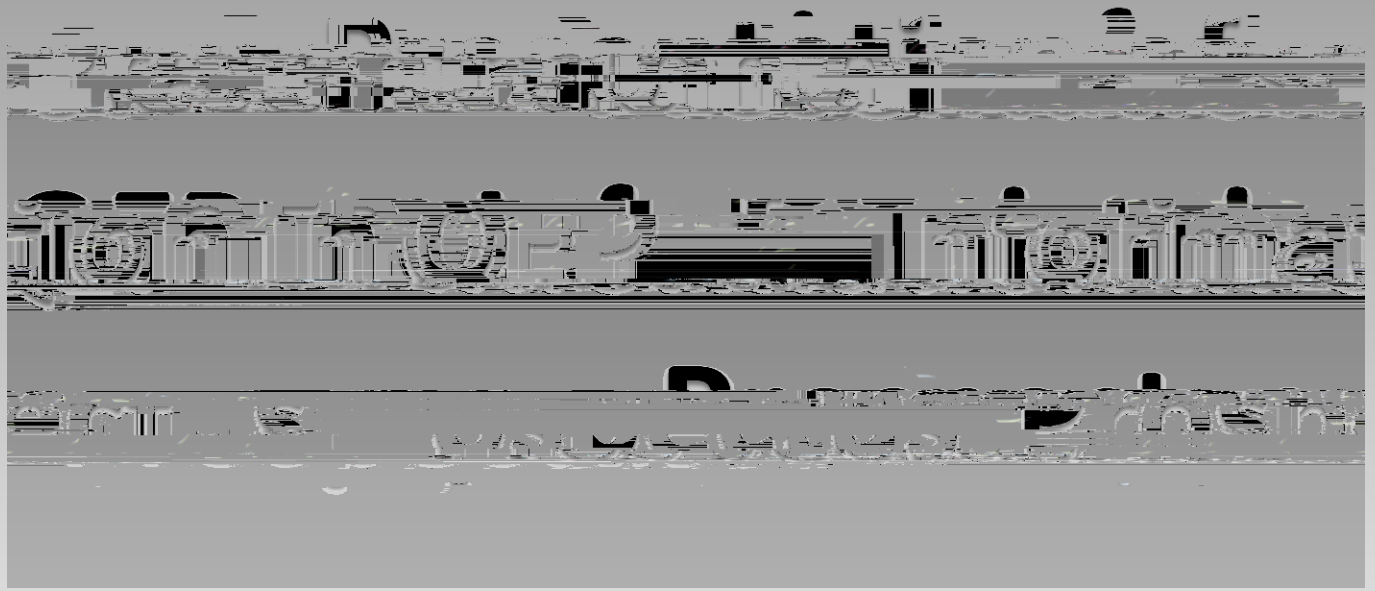
Tasks of Phase I Task Force:

- Developing the means of initially publicizing the QEP
- Developing a proposal form for suggestions
- Setting timelines for collection and selection processes
- Narrowing down number of suggestions
- Requesting more developed

Tasks of Phase II Task Force:

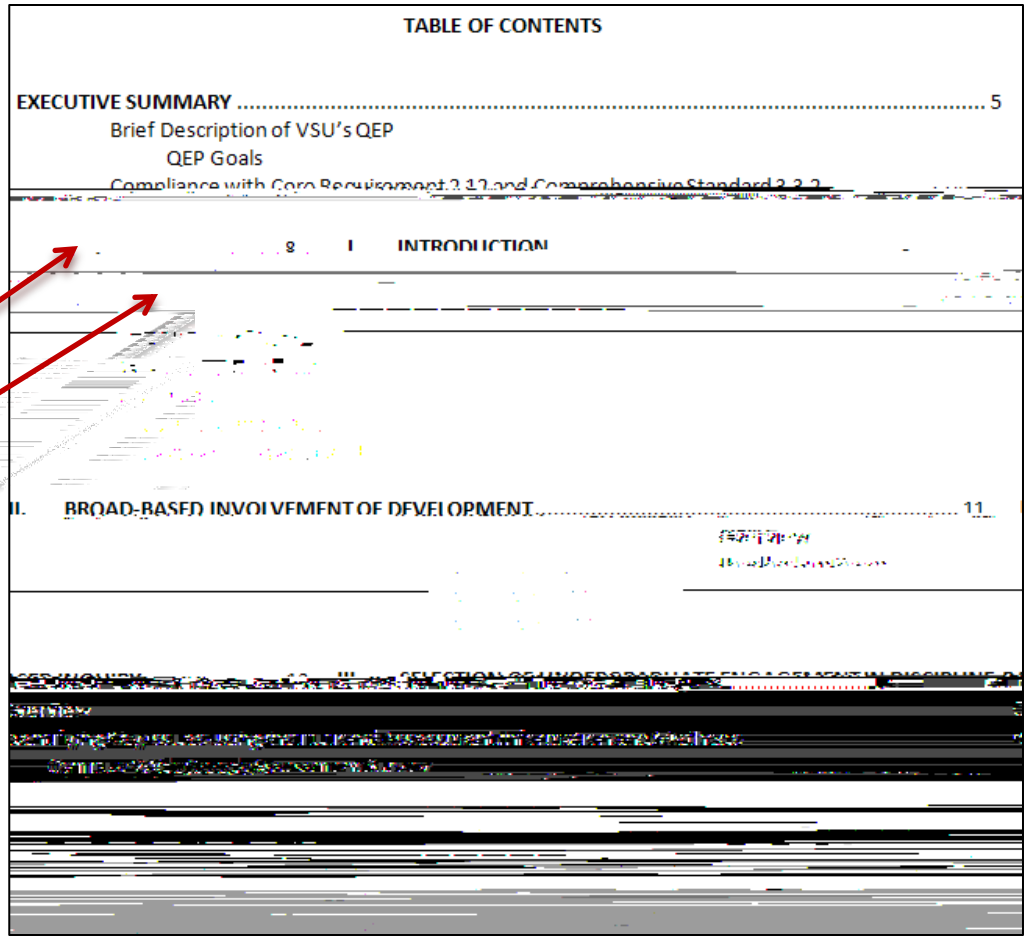
- Focusing/Refining the Topic: Spring Semester 2009
- Researching/Writing the Prospectus and the Call for Proposals: Fall Semester 2009





Include a detailed Table of Contents to allow reviewers to easily locate specific information.

- Chapter Headings
- Section Headings



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EXECUTIVE SUMMARY 5

Brief Description of VSU's QEP

QEP Goals

Compliance with Core Requirement 2.12 and Comprehensive Standard 3.3.2

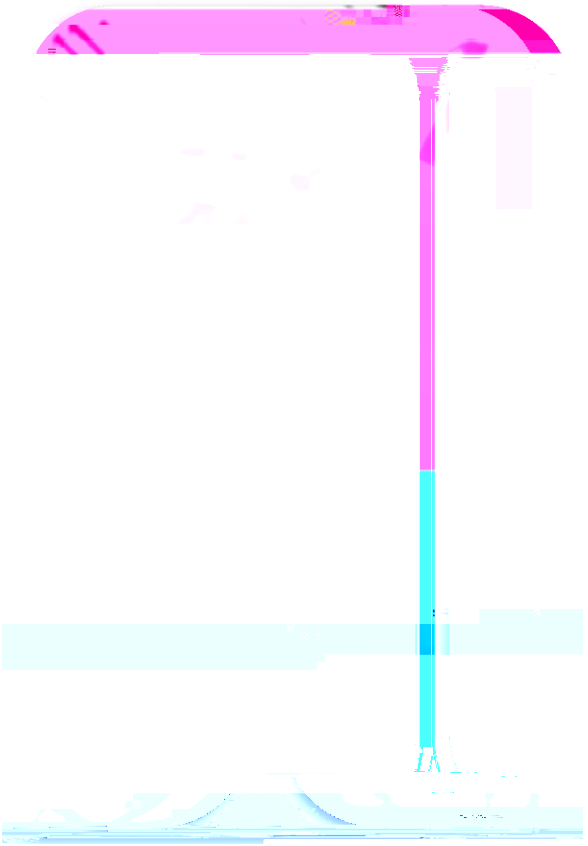
I. INTRODUCTION

II. BROAD-BASED INVOLVEMENT OF DEVELOPMENT 11

With implementation of 13 major tasks planned for between Spring 2011 and Spring 2016, a detailed timeline is vital.

For each task, a person is assigned responsibility:

- (e.g., Conduct Discipline-Based Inquiry Projects for Iteration 1)
- (e.g., Assess Discipline-Based Inquiry Projects from Iteration 1)



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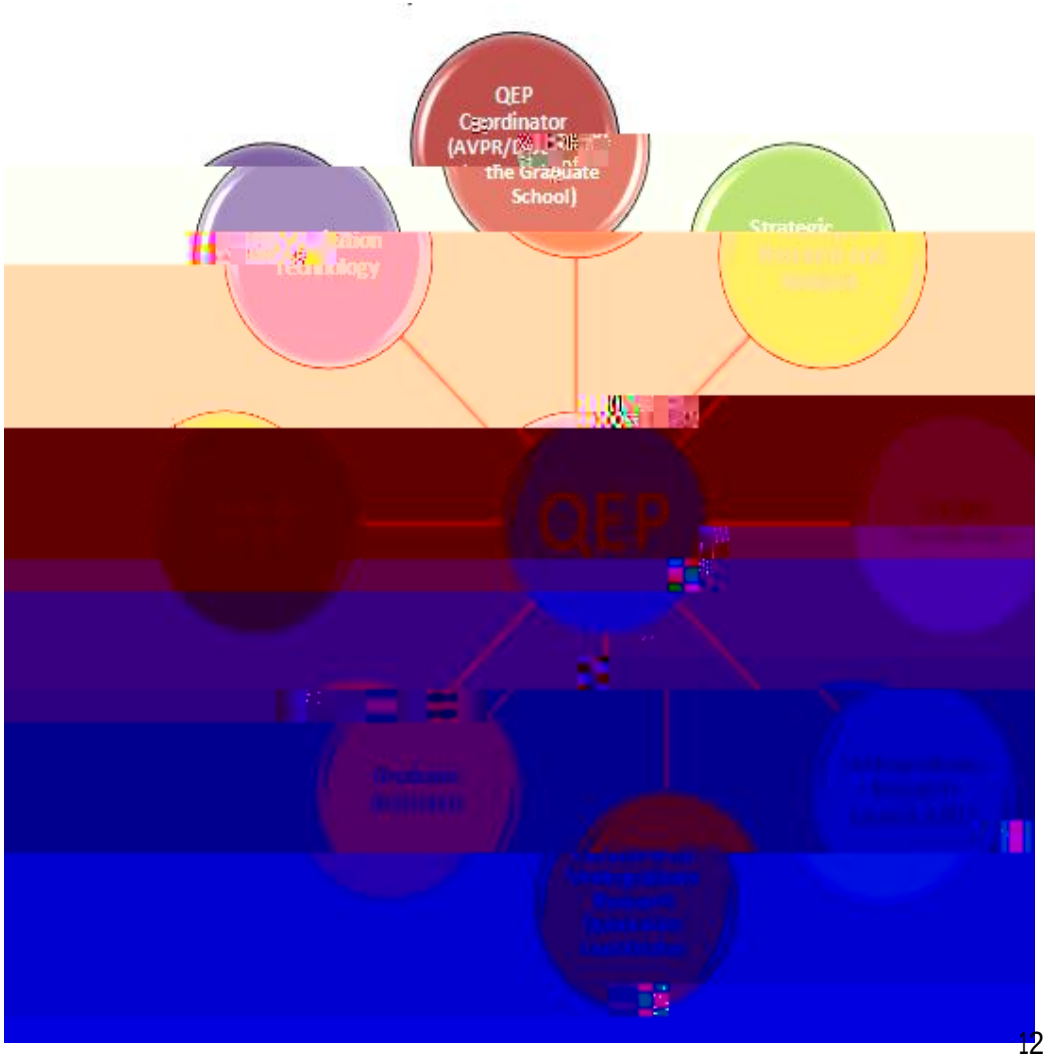
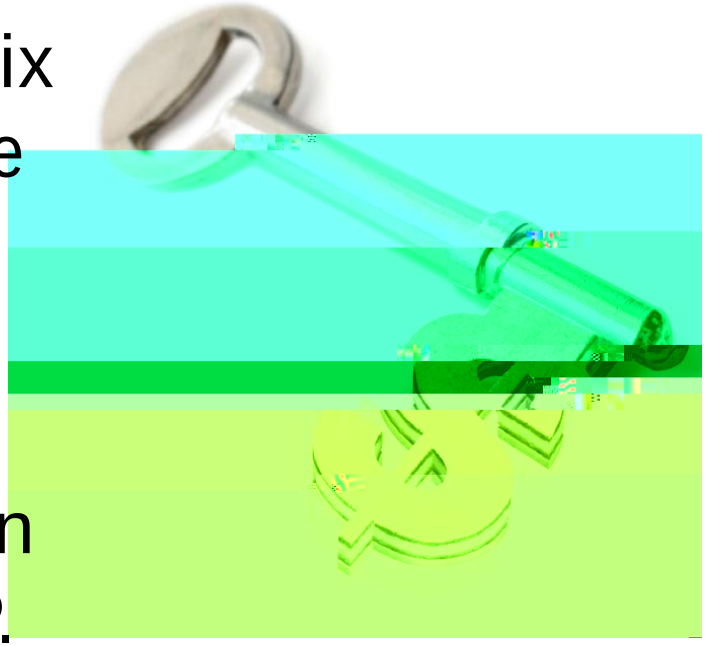
Task
Pre-Planning Jan - July 2011
Year 1 2011-2012
Year 2 2012-2013
Year 3 2013-2014
Year 4 2014-2015
Year 5 2015-2016
Person Responsible
Spr Sum Fall Spr Sum Fall Spr Sum Fall Spr Sum Fall Spr Sum Fall Spr Sum

Visually illustrate the Conceptual Framework to show which departments are involved in supporting the QEP



A total budget of nearly
was allocated for the six month planning period and the five years of the QEP.

Including a detailed budget summary allows reviewers to easily see how funding has been distributed to support the QEP.



ITEM	Pre-Planning Jan - July 2011	Year 1 2011-2012	Year 2 2012-2013	Year 3 2013-2014	Year 4 2014-2015	Year 5 2015-2016	Totals
Discipline-Based Inquiry Projects							
Personnel							
Supplies, Materials, Travel (QEP Coordinator)							

REQUIREMENT / STANDARD

REQUIREMENT / STANDARD	CRITERION	EVIDENCE	Pages

Agenda

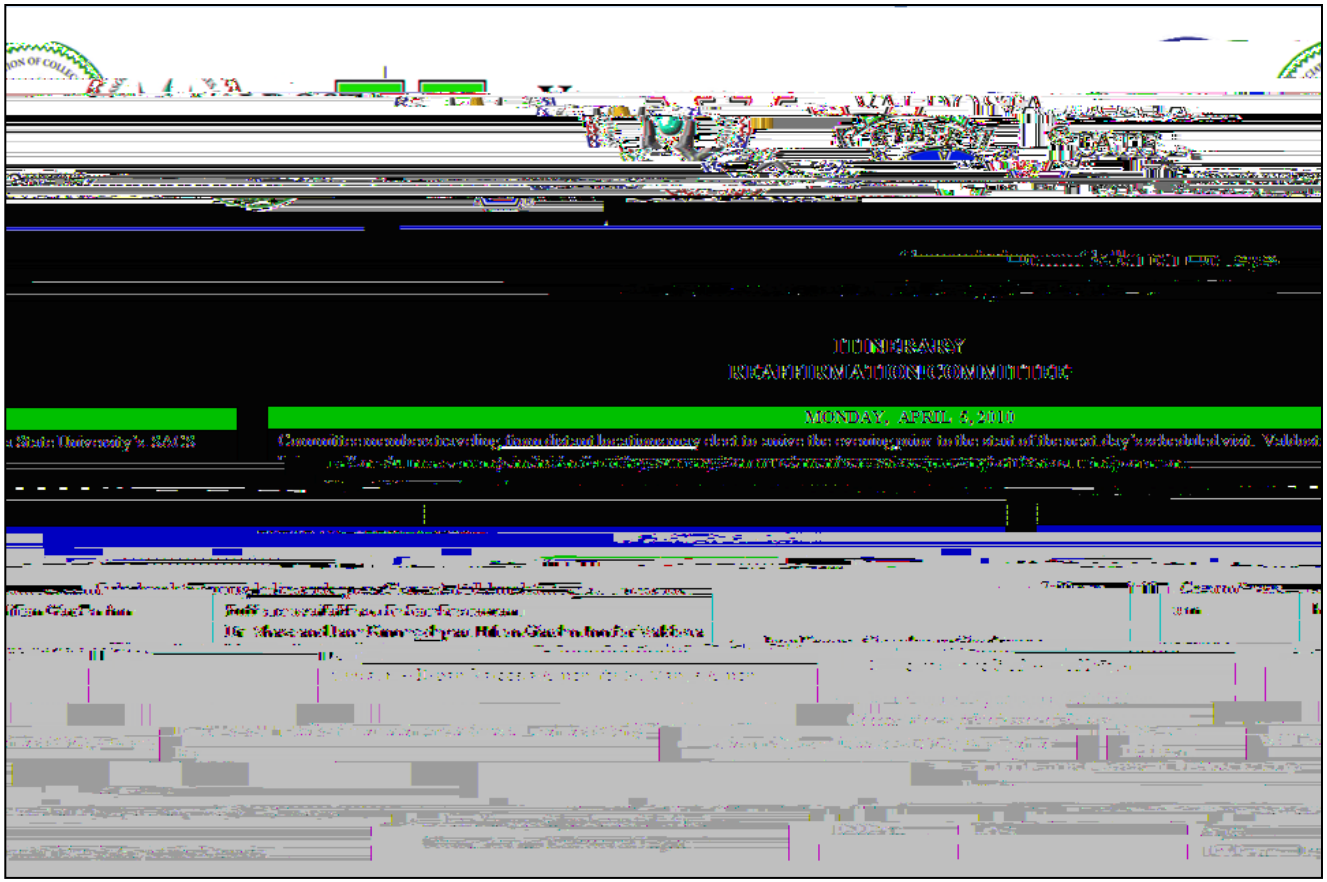
Open Sessions

Breakout Sessions

- Faculty
- Staff
- Students

Coming Soon:
QEP

Prepare a detailed agenda with the time, location, description, and attendees for each event.



Who?

Faculty members; specifically faculty members who are actively involved with the QEP.

Preparation?

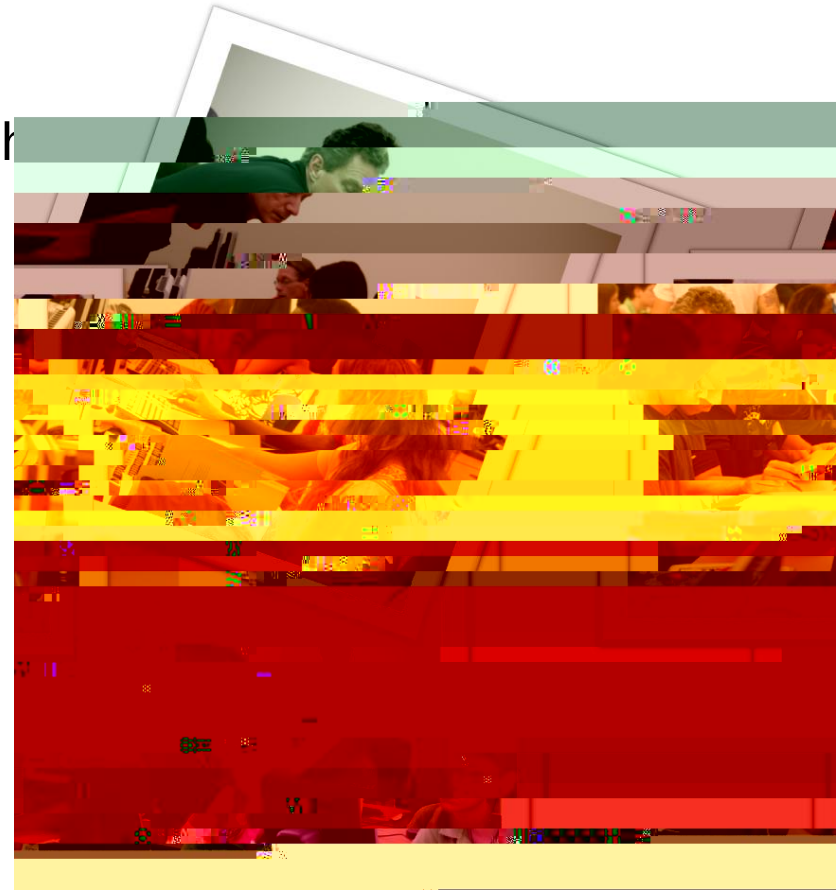
Advertising and reminders to specific faculty involved with the QEP.

Content?

General information about the QEP.

SACS Expectations?

Reasonable turnout to indicate faculty input and interest in QEP topic.



Who?

Staff members; specifically staff members who are actively involved with the QEP.

Preparation?

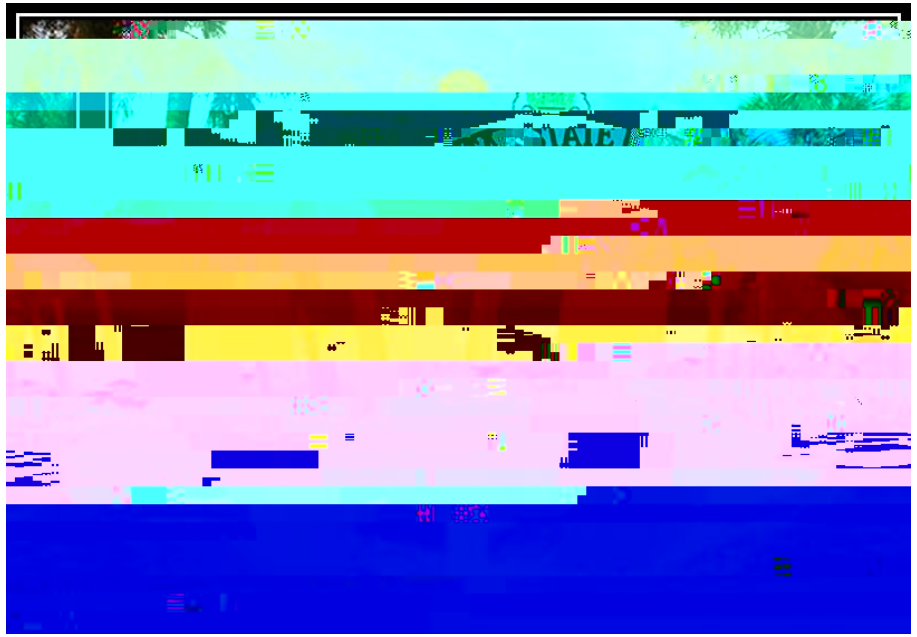
Advertising and reminders to specific staff involved with the QEP.

Content?

General information about the QEP.

SACS Expectations?

Reasonable turnout to indicate staff input and interest in QEP topic.



Who?

Students.

Preparation?

Extensive advertising across campus. Email reminders to students actively involved in the QEP. Reminder text messages to students on day of presentation.

Content?

General information about the QEP.

SACS Expectations?

Reasonable turnout to indicate student input and interest in QEP topic.

The purpose of assessing the QEP, including each Discipline-Based

Intrasubject replication tests each student multiple times at prescribed intervals before and after manipulation of an independent variable.

- Content areas are identified and measured repeatedly, using brief evaluation (i.e., quiz, short answer, etc.).
- Performance in each area will be charted separately for each student.
- Following a stable baseline phase, instruction will begin in the first content area.
- The effectiveness of instruction will

Is the assessment plan appropriate for the project? Do the assessment match what is being evaluated?

Is there a coordinated effort of assessment?

Fast forward to the QEP report due at the 5th year. What type of assessment information will they have to share? Is it sufficient?

Two-year institution

Focuses on student learning related to improvement of reading comprehension skills and vocabulary development of students enrolled in the Nursing program.

The outcomes of the QEP will strengthen student reading comprehension throughout the general education college curriculum. During the fourth and fifth year, the college will expand the best practices model into the general education curriculum of all associate degree students.

Institutional Outcomes:

Faculty will integrate effective research-based learning into the learning environment.

Student learning and success will increase.

Is the assessment plan appropriate for the project? Do the assessment match what is being evaluated?

Is there a coordinated effort of assessment?

Fast forward to the QEP report due at the 5th year. What type of assessment information will they have to share? Is it sufficient?

- Two-year institution
- Employs direct and indirect methods to provide both formative and summative evaluation of progress and success.

Goals for the QEP:

- ¾ Implement new guidelines and standards for the advising and scheduling
- ¾ Expand and enhance the current developmental reading program to include an elective intermediate course
- ¾ Integrate critical reading instruction within the course discipline
- ¾ Foster a reading-conducive environment to encourage self-initiated reading

Keys means of assessment:

- ¾ Comparing existing and future institutional research data
- ¾ Administering pre- and post-tests in reading comprehension and enhancement courses
- ¾ Applying rubrics
- ¾ Embedding test questions
- ¾ Taking local surveys

Three major goals of the QEP enable students to:

- Efficiently find professional research literature.
- Effectively use professional research literature.
- Accurately document professional research literature.

Four interventions:

- Teachers will compile and distribute annotated bibliographies for specific graduate courses.
-

Institution D.39. •Is the assessment plan appropriate for the project? Do the assessment match what is being evaluated? •Is there a coordinated effort of assessment?

•Fast fo

Four-year institution

Focuses on revitalizing the culture of learning starting with the students' first-year (freshman) experience, including infusing into the core curriculum a dynamic focus on specific forms of literacy coupled with the development and use of innovative and engaging approaches to teaching and learning.

QEP Assessment and evaluation strategies:

- In course assessments:
  - Formative strategies (e.g., rubrics, checklists, anecdotal records)
  - Summative strategies (e.g., exam, test, quiz, essay)
- Program evaluations:
  - ETS Proficiency Profile
  - Information Literacy Test (ILT)
  - Standardized Assessment of Information Literacy Skills (SAILS)

Is the assessment plan appropriate for the project? Do the assessment match what is being evaluated?

Is there a coordinated effort of assessment?

Fast forward to the QEP report due at the 5th year. What type of assessment information will they have to share? Is it sufficient?

Three SLOs were:

- Demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
- Demonstrate the ability to conduct a multi-perspective analysis of local, global, international, and intercultural problems.
- Students will demonstrate willingness to engage in local, global, international, and intercultural problem solving.

Program goals:

- A sufficient number of global learning courses will be provided.
- an increasing number of global learning co-curricular activities will be implemented into the baccalaureate curriculum.
- High-quality faculty and staff development workshops will be provided.
- Students will gain proficiency in the knowledge, skills, and attitudes of global citizenship.

Is the assessment plan appropriate for the project? Do the assessment match what is being evaluated?

Is there a coordinated effort of assessment?

Fast forward to the QEP report due at the 5th year. What type of assessment information will they have to share? Is it sufficient?

Four-year institution

QEP focuses on critical thinking development.

The assessment of the QEP outcomes will utilize measures that are both direct and indirect. Not all assessments will take place each year, but all outcomes will be assessed each year.

Types of assessment:

Utilizing the Watson- Glaser Critical Thinking Appraisal (WGCTA).

Administering qualitative assessments such as focus groups and interviews.

Utilizing feedback from students to determine the extent to which they feel each of the QEP learning outcomes is being met.

Four-year institution

QEP focuses on developing and improving critical thinking skills.

The QEP seeks to improve the university's performance on extending critical thinking skills beyond the general education core to the department curricula.

As the QEP is implemented, students will be:

- Learning about critical thinking, inquiry, analysis, and decision making.
- Reflecting on their critical thinking.
- Applying critical thinking skills by solving problems, researching, and making decisions in the contexts of their majors.