Effective Presentation and Assessment of Your Institution's QEP

Kristina M. Cragg, Ph.D.

Formerly:
Assistant to the President for Strategic Research & Analysis
Valdosta State University

Currently:
Associate Vice President of Institutional Research
Bridgepoint Education
kristina.cragg@ bridgepointeducation.com

SACSCOC Institute on Quality Enhancement and Accreditation
Fort Worth, Texas ♦ July 19, 2011

Overview

- <u>Brief</u> 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
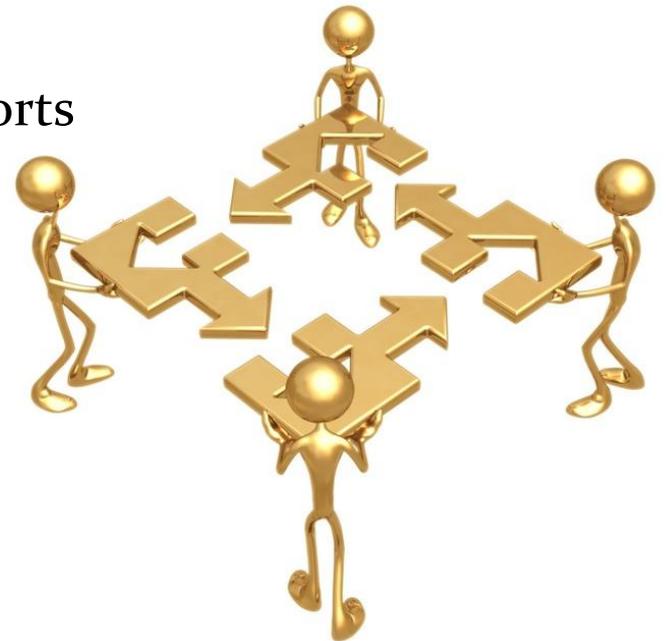 - Sample Assessment Plans

VSU's QEP

- 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.

SACS Leadership Team

- **Task Force I**: responsible for soliciting input and ideas for the QEP from the VSU community
- **SACS Leadership Team**: 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
- **Task Force II**: responsible for researching, conceptualizing, writing, and planning for implementation of the QEP

VSU's QEP Process

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
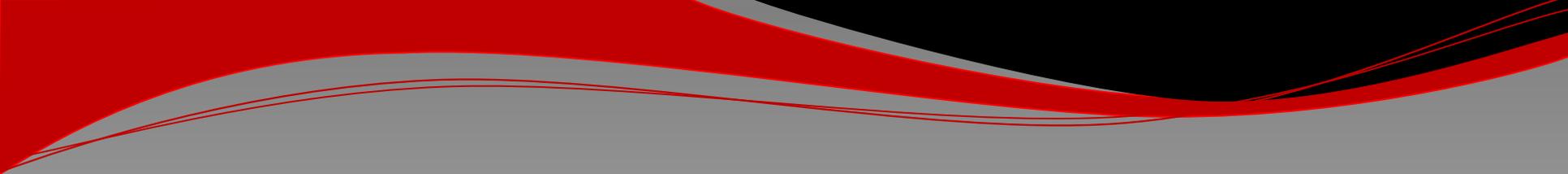- Requesting more developed proposals for the topics

VSU's QEP Process

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

Presentation of Information in QEP Prospectus

Elements of the QEP Report

- Table of Contents

- Timeline/Responsibility

- Conceptual Framework

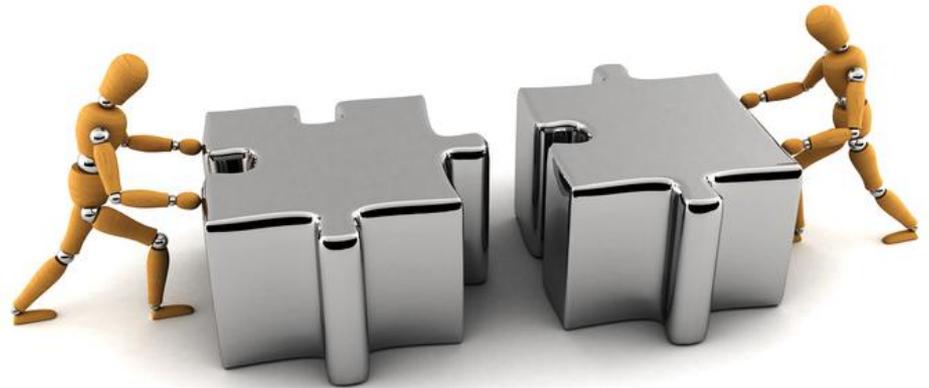- Detailed Budget

- Executive Summary

Table of Contents

- Include a detailed Table of Contents to allow reviewers to easily locate specific information.
  - Chapter Headings
  - Section Headings

To view Valdosta State University's full QEP prospectus, visit **www.valdosta.edu/sacs/qep/index.shtml**

Implementation Timeline

- 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)

Implementation Timeline

#	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	
1	Conduct assessment workshop on intrasubject replication with faculty for Discipline-Based Inquiry Projects for Iteration 1	■																	Assistant to the President for Strategic Research & Analysis
2	Conduct Discipline-Based Inquiry Projects for Iteration 1			■	■														QEP Coordinator
3	Assess Discipline-Based Inquiry Projects from Iteration 1					■													Assistant to the President for Strategic Research & Analysis
4	Provide a progress report regarding results from the Discipline-Based Inquiry Projects in Iteration 1 and make recommendations to the leadership team for changes to second Call for Proposals					■													QEP Coordinator and Faculty Coordinators
5	Conduct second Call for Proposals, review, evaluate, and select Discipline-Based Inquiry Projects for Iteration 2						■												QEP Coordinator
6	Conduct assessment workshop with faculty for Discipline-Based Inquiry Projects for Iteration 2							■											Assistant to the President for Strategic Research & Analysis
7	Conduct Discipline-Based Inquiry Projects for Iteration 2								■	■									QEP Coordinator
8	Assess Discipline-Based Inquiry Projects from Iteration 2										■								Assistant to the President for Strategic Research & Analysis
9	Provide a progress report to the leadership team regarding results from the Discipline-Based Inquiry Projects (Iterations 1 and 2).										■								QEP Coordinator
10	Design, launch, and update QEP website	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■		QEP Coordinator
11	Preplan the Undergraduate Research Symposium	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■		QEP Coordinator
12	Conduct Campus-Wide Undergraduate Research Symposium	■			■		■			■			■						QEP Coordinator
13	Prepare QEP Report for Fifth-Year Interim Report - Due March 2016															■			QEP Coordinator

Conceptual Framework

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

Detailed Budget

- A total budget of nearly **$1.5 million** 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.

Detailed Budget

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		$183,528		$200,000			$383,528
Personnel							
Participating faculty salaries/benefits (.25 FTE)*	$27,418	$274,184	$27,418	$274,184	$27,418		$630,622
Administrative support (AVPR, SRA, FS, IT)*	$16,428	$65,711	$65,711	$65,711	$65,711	$16,428	$295,699
Supplies, Materials, Travel (QEP Coordinator)	$1,000	$1,500	$6,000	$6,000	$6,000	$1,000	$21,500
Assessment							
Assessment Workshop on Intrasubject Replication (two days	$600		$600				$1,200
Supplies, materials, external consultant review, assessment conference	$2,000	$4,000	$5,000	$5,000	$5,000	$3,000	$24,000
Supporting QEP Activities							
Graduate Assistant to develop QEP website	$6,000	$10,000	$10,000	$10,000	$10,000	$10,000	$56,000
Annual Campus-Wide Undergraduate Research Symposium		$5,000	$5,000	$5,000	$5,000	$5,000	$25,000
TOTAL QEP COSTS	**$53,446**	**$543,922**	**$119,729**	**$565,894**	**$119,129**	**$35,428**	**$1,437,549**
* Denotes an in-kind contribution. (See the Personnel description for more details.)							

Executive Summary

- Include an Executive Summary to summarize evidence of compliance and to guide reviewers directly to specific standards.

EXHIBIT 1: EVIDENCE FOR CR 2.12

REQUIREMENT / STANDARD	CRITERION	EVIDENCE	Pages
CR 2.12	**Broad-Based Process for Addressing Key Institutional Issues:** Includes a broad-based institutional process identifying key issues emerging from institutional assessment	The Phase 1 Task Force was comprised of broad-based involvement and representation. (See Phase 1 Task Force Committee Membership, Appendix A).	12; 69-70
		To identify key issues, the Phase 1 Task Force utilized institutional assessments, including a campus-wide needs assessment survey, campus-wide solicitation of QEP topics, and an analysis of results of national surveys conducted at VSU. (See Appendices C and D).	13-19; 73-76

Executive Summary of Evidence

EXHIBIT 2: EVIDENCE FOR CR 2.12

REQUIREMENT / STANDARD	CRITERION	EVIDENCE	Pages
CR 2.12	**Focus of the Plan:** Focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution	The mission is reflected in the QEP through the Discipline-Based Inquiry Projects. VSU's mission is to prepare students to meet global opportunities and challenges through excellence in teaching and learning; expand the boundaries of current knowledge and explore the practical applications of that knowledge through excellence in scholarship and creative endeavors; and promote the economic, cultural, and educational progress of our community and of our region through excellence in service outreach.	8
		The QEP is focused on undergraduate engagement in discipline-based inquiry through Discipline-Based Inquiry Projects that have specific and measureable student learning outcomes.	23-31; 42-61

Executive Summary of Evidence

EXHIBIT 3: EVIDENCE FOR CS 3.3.2

REQUIREMENT / STANDARD	CRITERION	EVIDENCE	Pages
CS 3.3.2	**Institutional Capability for the Initiation and Completion of the Plan:** Demonstrates institutional capability for the initiation, implementation, and completion of the QEP	VSU has the institutional capability to succeed in the proposed QEP as the institution is prepared to allocate necessary staffing and financial resources to ensure the success of the QEP.	32-38
		The proposed timeline has been carefully designed to accomplish all necessary components of the QEP and allow adequate time for each task, including time for initiation (pre-planning), implementation (Years 1-4) and final assessment (Year 5).	32-33

Executive Summary of Evidence

EXHIBIT 4: EVIDENCE FOR CS 3.3.2

REQUIREMENT / STANDARD	CRITERION	EVIDENCE	Pages
CS 3.3.2	**Broad-Based Involvement in Development and Proposed Implementation:** Includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP	Broad-based involvement in the development of the QEP and the proposed implementation was achieved through a call for proposals for Discipline-Based Inquiry Projects, open to the entire campus. Multiple open forums were held to answer questions from proposers. (See Appendices H, I, and J.)	22; 81-88
		Proposals were accepted from any faculty or staff member; a total of 24 proposals for a Discipline-Based Inquiry Projects were received. Six proposals clearly met the criteria outlined in the Call for Proposals.	22
		The Phase 2 Task Force was comprised of broad-based involvement and representation. (See Phase 2 Task Force Committee Membership, Appendix B).	12; 71-72

Executive Summary of Evidence

EXHIBIT 5: EVIDENCE FOR CS 3.3.2

REQUIREMENT / STANDARD	CRITERION	EVIDENCE	Pages
CS 3.3.2	**Assessment of the Plan:** Identifies goals and a plan to assess their achievement	The QEP has the following three goals: Goal #1: Students will develop knowledge of discipline-specific inquiry skills. Goal #2: Students will apply discipline-specific inquiry skills from the classroom to resolve a specific question or problem. Goal #3: Students will learn why and how to present the results of discipline-based inquiry in a professional or academic forum.	6; 20
		Each Discipline-Based Inquiry Project is required to have specific and measureable student learning outcomes that align with the QEP Goals as well as program assessments. (See Exhibits 12 through 23).	42-61
		The QEP contains a detailed assessment plan that assesses student learning outcomes, project goals, and supporting activities. In addition, the assessment plan contains indirect measures using intrasubject replication. Exhibit 11 (p. 41) shows the QEP assessment plan that includes the purpose, the QEP Goals addressed, the method for assessment; implementation and data collection, and the anticipated performance criteria.	39-65

Presentation of QEP information for on-site visit

Elements of the QEP Onsite Presentation

- Agenda

- Open Sessions

- Breakout Sessions

  - Faculty

  - Staff

  - Students

Coming Soon: QEP

Agenda

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

VALDOSTA STATE UNIVERSITY

Commission on Colleges
Southern Association of Colleges and Schools

ITINERARY
REAFFIRMATION COMMITTEE

MONDAY, APRIL 5, 2010
Committee members traveling from distant locations may elect to arrive the evening prior to the start of the next day's scheduled visit. Valdosta State University's SACS liaison will make arrangements individually with any committee members who require airport to hotel transportation.
No activities are planned.

TUESDAY, APRIL 6, 2010			
Time	Location	Event	VSU Attendees
7:00 a.m. – 8:00 a.m.	Camus Room, Hilton Garden Inn	Light breakfast provided in work room (Camus). Full breakfast buffet is available in the hotel restaurant.	
7:30 a.m.	Travel	Dr. Shaw and Jane Kinney depart Hilton Garden Inn for Valdosta Airport. 8:00 a.m. – Depart Valdosta Airport for St. Mary's Airport.	• Jane Kinney, Compliance Certification Coordinator and Professor of English
8:30 a.m. – 10:00 a.m.	VSU Center at King's Bay	Dr. Shaw will meet with representatives of VSU Center at Kings Bay.	• Jane Kinney, Compliance Certification Coordinator and Professor of English • Richard Gilboy, Director of Kings Bay Center • Catherine Christie, Assistant Director of Kings Bay Center
10:00 a.m.	Travel	Dr. Shaw and Jane Kinney depart Kings Bay for St. Mary's Airport. 10:30 a.m. – Depart St. Mary's Airport for Valdosta.	• Jane Kinney, Compliance Certification Coordinator and Professor of English

Open Session

- Who?

  - Any interested campus constituents.

- Preparation?

  - Extensive advertising across campus.

- Content?

  - General information about the QEP.

- SACS Expectations?

  - Reasonable turnout to indicate broad-based input and interest in QEP topic.

Breakout Session: Faculty

- 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.
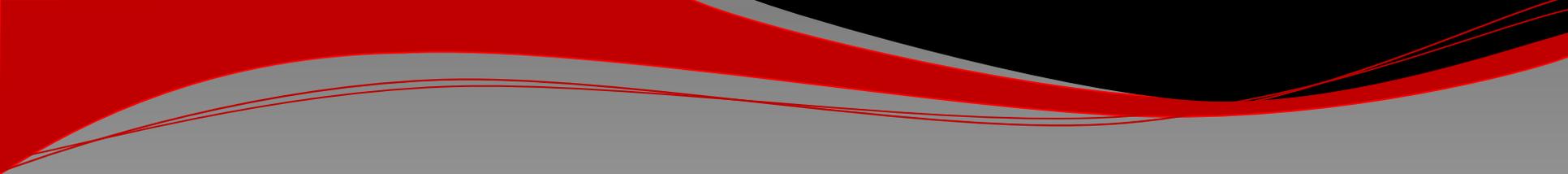
Breakout Session: Staff

- 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.

Breakout Session: Students

- 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.

Focus on Assessment

Assessment of QEP

The purpose of assessing the QEP, including each Discipline-Based Inquiry Model Demonstrations, is two-fold:

- To evaluate the extent to which students have achieved the intended student learning outcomes identified for each model demonstration, and
- To identify opportunities for improvement in subsequent iterations of Discipline-Based Inquiry model demonstrations.

Assessment of QEP

Part I – Student Learning Outcomes:

Assessment of student learning outcomes, comparing the results with those submitted in the proposal.

Part II – Discipline-Based Inquiry Model Demonstration Goals:

Assessment of project goals, comparing the results with those submitted in the proposal.

Part III – Supporting Activities:

Assessment of supporting activities, comparing the results with those submitted in the assessment plan.

Part IV – Indirect Horizontal Analysis:

Analysis of information from indirect assessments across all Discipline-Based Inquiry Model Demonstration.

Assessment of QEP

EXHIBIT 6: QEP ASSESSMENT PLAN

Part	Purpose	QEP Goals	Method	Implementation and Data Collection	Performance Criteria
I - Student Learning Outcomes	At requested intervals and at the conclusion of the project, the faculty coordinator for each project will prepare a formal report assessing the student learning outcomes, comparing the results with those submitted in the proposal. This information will then be analyzed through a peer review process.	1, 2, and 3	- Intrasubject replication using student learning outcomes identified by faculty coordinators - Collect data through BlazeView and/or paper evaluations - Peer Review - External Review	- SRA, in conjunction with the QEP Coordinator, will hold a two-day workshop on intrasubject replication. - SRA, with assistance from IT, will assist faculty in collecting information for intrasubject replication via BlazeView and/or paper. - The QEP coordinator will identify a peer reviewer for each Discipline-Based Inquiry Project and one external reviewer to provide comments on results from student learning outcomes assessments.	-Students gain new knowledge (demonstrated by intra-subject replication).
II - Discipline-Based Inquiry Projects Goals	At requested intervals and at the conclusion of the project, the faculty coordinator for each project will prepare a formal report assessing the project goals, comparing the results with those submitted in the proposal. This information will then be analyzed through a peer review process.	1, 2, and 3	- Faculty collect and report information as identified in their Discipline-Based Inquiry Project Goals - SRA provides assistance as needed - Peer Review	- SRA will provide faculty with assistance as needed in collecting information for their intrasubject data collection. - SRA, with assistance from IT, will assist faculty in collecting information for Discipline-Based Inquiry Project Goals via BlazeView. - The QEP coordinator will identify a peer reviewer for each Discipline-Based Inquiry Project and one external reviewer to provide comments on results from Discipline-Based Inquiry Project Goals assessments.	- Achieve all Discipline-Based Inquiry Project Goals.

Page 41

Intrasubject Replication

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 result in a performance increase for the specific content area assessment.

Assessment Plan - Institution A

- Two-year institution
- Focuses on student strengths and weaknesses, traditional classroom instruction, supplemental instruction by both faculty and peer tutors, and retention counseling.

Relevant formative assessment techniques will include pre-test to posttest comparison and computer based laboratory lessons that assess students' mastery of a subject which will help validate current theories on how students learn.

Desired Outcomes:
- Increase number of students who complete supplemental reading course.
- Increase number of Learning Support students who succeed in subsequent program level coursework.
- Increase number of Learning Support students who graduate from an instructional program.

Institution A

- 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?

Assessment Plan - Institution B

- 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.

Institution B

You are the reviewer

- 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?

Assessment Plans - Institution C

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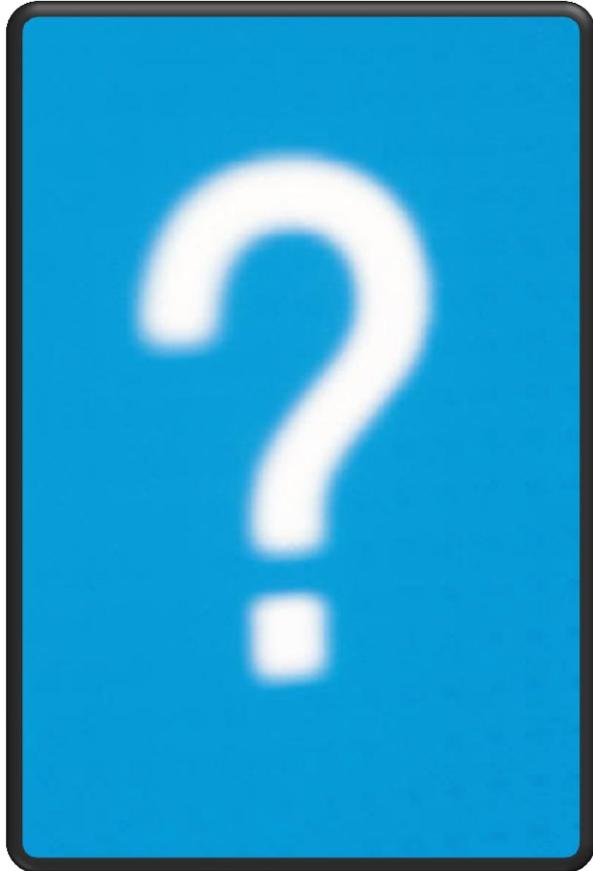- Employs direct and indirect methods to provide both formative and summative evaluation of progress and success.

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

Keys means of assessment:
➢ Comparing existing and future institutional research data
➢ Administering pre- and post-tests in reading comprehension and enhancement courses
➢ Applying rubrics
➢ Embedding test questions
➢ Taking local surveys

Institution C

- 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?

Assessment Plan - Institution D

- Two-year institution
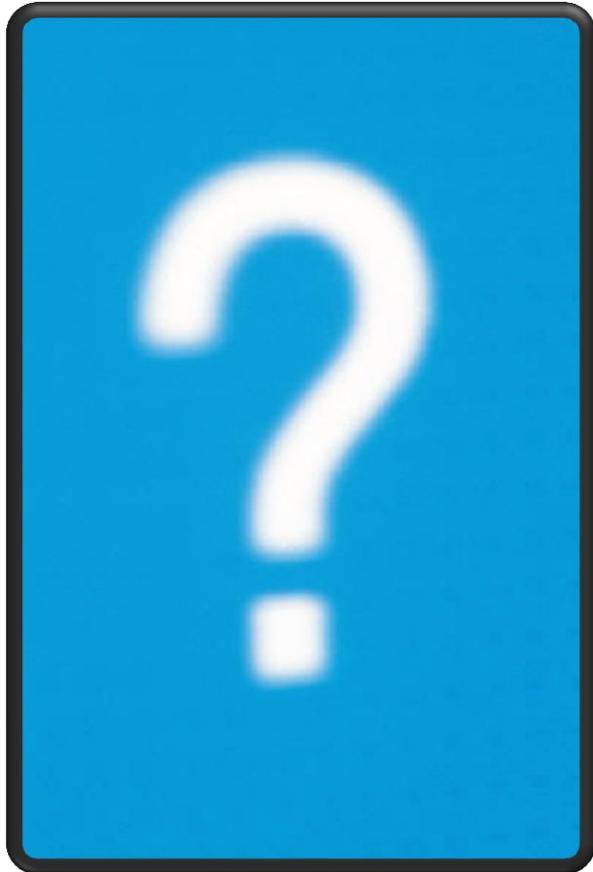- Facilitates the development of students who are able to more effectively use the professional research literature.

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.
- ➢ Designate a class period using search engines, excerpting services, and databases.
- ➢ Graduate students will review papers written by other students.
- ➢ Graduate students will compile annotated bibliographies for specific courses.

Institution D

- 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?
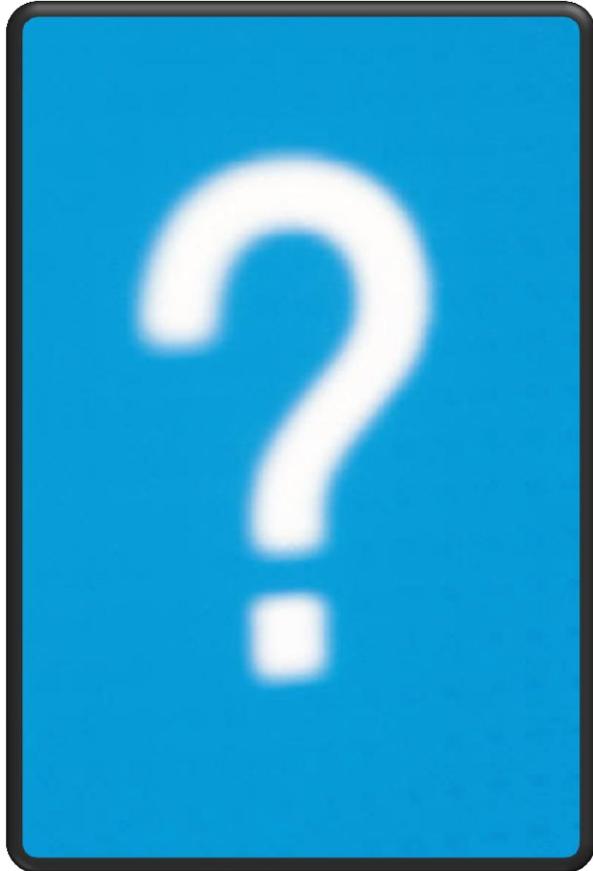
Assessment Plan - Institution E

- 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)

Institution E

You are the reviewer

- 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?

Assessment Plan - Institution F

- Four-year institution
- QEP focuses on global learning. Data for the assessment of the four QEP program goals will be obtained from enrollment data, surveys, assessment matrices, and SLO assessments.
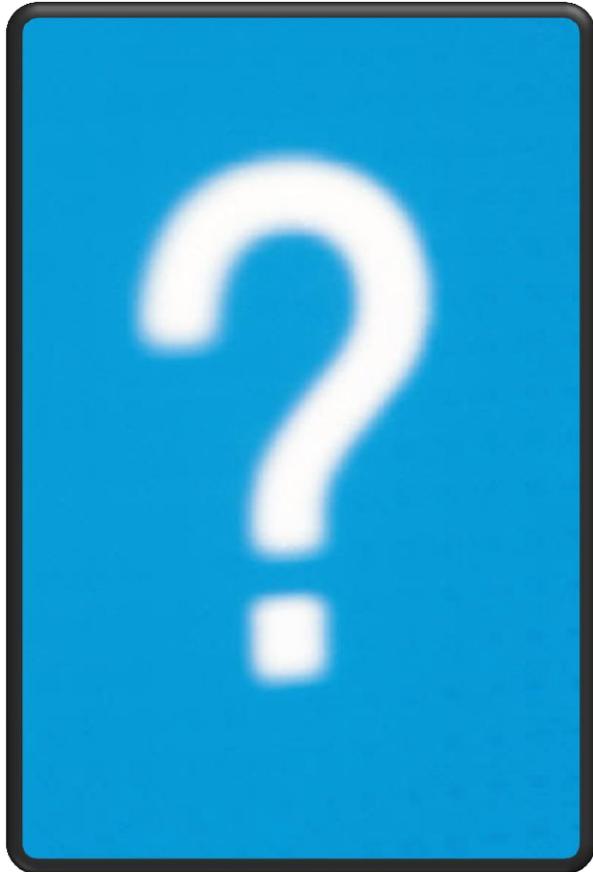
- Three SLOs were established:

  ➢ 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.

Institution F

- 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?
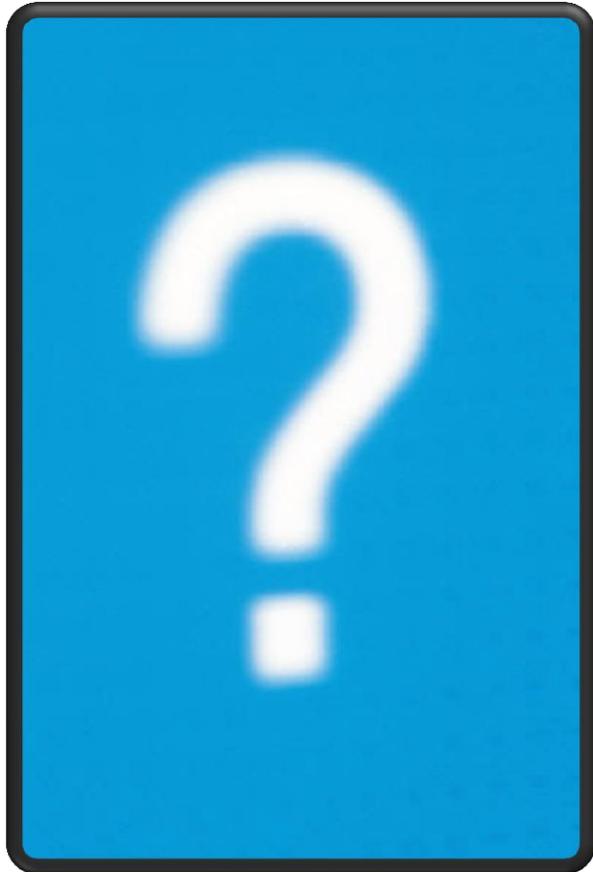
43

Assessment Plan - Institution G

- 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.

Institution G

- 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?
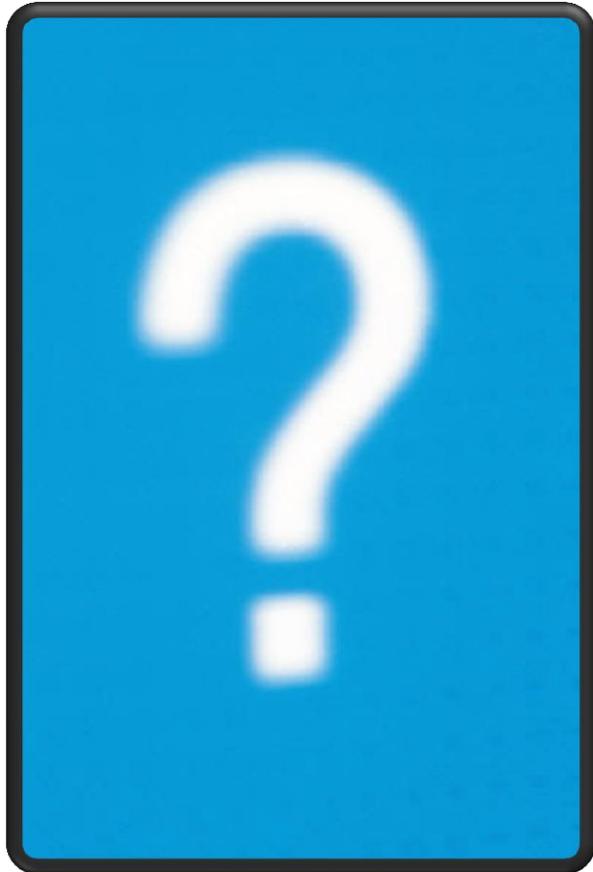
Assessment Plan - Institution H

- 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.

Institution H

- 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?

Questions, Comments, and Discussion