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**Inside and Outside Your QEP:  
Looking at the QEP from Both Sides**

Presented by

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SACS Class of 2009 \* For QEP and other SACS materials, go to:  
<http://www.ncf.edu/sacs>

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**Assure Leadership**

**Your President is the key to your QEP's success!**

Leadership at the top is important.

Be strategic

Use QEP as leverage

Be upbeat and optimistic

*SACS Leadership Committee:  
the President, Provost, SACS Liaison, CFO and Key Faculty Member*

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## Manage Campus Politics

Who is needed to spearhead QEP?

- Faculty Leaders
- “Salesmen”
- “Worker Bees”
- Nay-sayers (be inclusive)
- Student Representatives
- Administrators



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## Balance QEP & Compliance Certification Teams

- Parallel tracks – need different teams
- Some folks will wear multiple hats
- QEP Development Committee
- QEP Implementation Committee
- QEP Director and Organizational Structure with clear lines of authority and feedback loop
- Compliance Certification due first for Off-Site Review, then Focused Report and QEP due prior to the On-Site Visit



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## Aligning Your QEP with Your Institutional Strategic Plan

- QEP must support institutional objectives
- Same planning process may be used for both QEP and Strategic Plan
- Different processes can dove-tail but consensus needs to be built and documented

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## Establish Your Timeline

- SACS Leadership Workshop generally two years before due dates of Compliance Certification and QEP
- Go prepared with ideas for QEP
- Get your president and CFO on the SACS train....



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## Establishing Capacity

- What's realistic to do in 5 years?
- What's the institution going to do anyway?
- Whose time will it take?
- Are they on staff already?
- Rewards and incentives
- Direct costs: Consultants, instruments, technology, other faculty development

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## Purpose of QEP: Enhancing Student Learning

- SACS COC broadly defines student learning as changes in student
  - Knowledge
  - Behaviors
  - Values
  - Skills

Consider what improvements in **STUDENT LEARNING** could to be made as the result of a review of your institutional data



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## Researching the QEP Concept

QEP Committee works with IR Director

- All members get assignments and report back
- Improve strengths or strengthen weaknesses?
- Committee determines areas of concentration
- Members research literature relating to areas
- Members report on student learning related to areas
- Read other QEPs, attend conferences, visit other schools, etc.

See SACS website for QEP titles & summaries since 2004 at  
[www.sacscoc.org/inst\\_forms\\_and\\_info1.asp](http://www.sacscoc.org/inst_forms_and_info1.asp)  
Click on Institutional Resources and refer to Information

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## Sample Data- QEP Development Committee

Common Areas in which New College's First Years & Seniors Register Lower Than  
Peer Groups: **NSSE Data in Support of QEP Attention, 2006-2002**

[**Bold** indicates a significant difference in my opinion ]

How often have you...

- 1g. Worked with other students on project during class**
- 1k. Participated in a community-based project as part of a regular course**

During current AY, how much reading and writing have you done?

- 3e. Number of written papers or reports fewer than five pages** (but report more longer papers)

Additional collegiate experience

- 6b. Exercised or participated in physical fitness activities**
- 8a. Quality of relationships with other students**

Time Usage

- 9d. Participating in co-curricular activities (orgs, campus publications, student govt... sports)**
- 10g. Using computers in academic work**

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## Selecting the QEP Topic

- Based on empirical evidence and analysis of data (SACS "culture of evidence")
- Can be improvement in existing program, supported by data
- Can be new initiative, provided case made for its need
- Scope must be significant, but manageable, focused, sharp



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## New College Process of Topic Selection

- Evolved from academic strategic planning consensus survey (405 responses from faculty, students, staff, alums, BOT members)
- Delegated to Educational Policy Committee (Spring 2007)
- Most cited topics:
  - Writing skills (18)
  - Arts, creative writing, dance, theater (16)
  - First Year program (13)
  - Community & civic engagement (11)
  - Enhanced academic advising (11)
  - Critical thinking & analytical skills, argument analysis (9)
  - Research skills (7)
  - Effective oral presentation (4)

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## QEP Development Committee

- QEP topic identified through institutional data and external comparisons- CIRP data, NSSE data, ACT CAAP test, retention data, thesis completion rate, external thesis review committee evaluation, peer institution comparisons, and disciplinary effectiveness assessments.
- Morphed from EPC's "writing development seminars" to "Seminars in Critical Inquiry"
- The data, especially recommendations of the External Thesis Review Panel and the data on which *they* were based, persuaded the QEP Development Committee to consider argument and interpretation of evidence as key foci of 1<sup>st</sup> and 2nd-year seminars.

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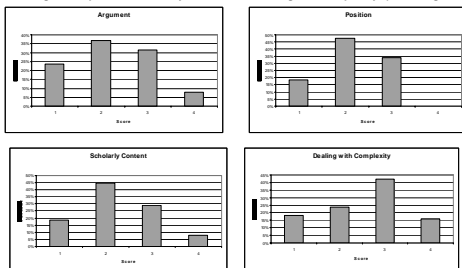
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## Use Clear Visual as Well as Narrative Representation of Data – Tables & Charts

Table 07: Graphs from New College QEP representing the analysis of the theses in areas of argument, position, scholarly content, and dealing with complexity (low to high, 1- 4)




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### Use Footnotes to Document Committee Memberships and Provide Further Info

Don't waste space in the narrative with this info or bury it in a hard-to-find appendix. Keep it at hand, but out of the way.

[5] Quality Enhancement Plan Committee membership, Summer 2007

- Dr. Maribeth Clark, Associate Provost and Associate Professor of Music. Chair of the QEP Committee
- Dr. Jocelyn C. Van Tuyl, Professor of French Language and Literature
- Dr. Nova Myhill, Associate Professor of British and American Literature
- Dr. Paul Scudder, Professor of Chemistry, Chair, Natural Sciences
- Dr. Heidi Harley, Professor of Psychology
- Dr. Barbara Hicks, Associate Professor of Political Science
- Dr. Wendy Bashant, Dean of Students
- Ms. Jessica Bardsley, Student

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### Institutional Outcomes vs. Student Learning Outcomes

*(Avoid This Common Trap)*

- Institutional outcomes are strategies to use in enhancing student learning e.g., establishing a 1<sup>st</sup> yr seminar, enhancing the Center for Teaching & Learning; offering faculty development opportunities
- VS
- Student learning outcomes are changes in the student that are (1) specific; (2) focused; (3) measurable; and (4) lead to observable results

It's as easy as filling in the blanks!

As a result of completing the course or the training....  
students will be able to....



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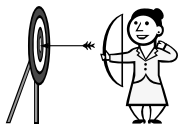
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### Keep Student Learning At The Center

Define the QEP concept in operational terms.



For New College's Critical Inquiry, the skills were:

- (1) Evaluate and use evidence
- (2) Create an argument
- (3) Revise
- (4) Follow grammatical and mechanical conventions

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## SLO Examples from New College's QEP

- Students who complete a Critical Inquiry seminar will be able to ...
  - ...create an argument and write a paper with a main idea that is supported throughout;
  - ... articulate their own ideas and the ideas of others clearly and cogently;
  - ... present ideas with orderly structure & organization, building on what one has written in previous paragraphs;
  - ...identify, locate, and interpret literature, data, and other source materials
  - ...critique and revise one's own writings and the writing of others
  - ...write grammatically and mechanically correct sentences

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## SLOs Are Critical to Good Assessment

- Need baseline data on SLO for measuring progress through QEP
- Need multiple assessment strategies using quantitative and qualitative measures; internal and external measures - at least two for each SLO
- Benchmarks for student progress
- System of monitoring progress and tracking assessments
- Control group?
- Feedback loop to convey the results of assessment from the QEP Director/Assessment Expert to the instructors on the front lines of delivery to the students.

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## Chart Your Assessment Plan

Assessment Plan Overview for Seminars in Critical Inquiry			
Learning Outcomes Addressed	Assignments linked to Learning Outcomes	CLAZWA Assessment Criteria (see levels of rubric below)	Other Assessment Criteria
<p>Students will:</p> <p>A. Evaluate and use evidence</p> <p>A1 Formulate clear, analyzable questions that are appropriate to the area of investigation</p> <p>A3 Interpret literature, data, and other source materials</p> <p>A4 Understand the nature of evidence used to support or refute arguments</p> <p>A5 Frame or situate work in the context of work by others</p>	<p>a. Notebook</p> <p>Summaries, analyses, and bibliographic assignments</p> <p>b. Revisions of writing assignments: two short papers, one longer paper, final research paper</p> <p>c. Student self-assessment: public reflection on the notebook experience.</p>	<p>OSCE</p> <p>Thinking:</p> <p>Outcome A1: Main Idea,<sup>1</sup></p> <p>Outcome A1: Inference,<sup>2</sup></p> <p>Outcome A3: Evaluation,<sup>3</sup></p> <p>Outcome A4: Analytic,<sup>4</sup></p> <p>Outcome A5: Progression of Ideas<sup>5</sup></p>	<p>Who assesses/When assessed</p> <p>a. Seminar instructors will review notebooks at mid-term and at the end of the semester. Narrative evaluation results will be articulated as part of the student evaluation, and stored in the online Student Evaluation System (SES) for future review.</p> <p>b. Seminar instructors will assess the final versions of the four papers against the CLAZWA critical thinking rubric and store the results as part of narratives in the SES. These papers will be available in the CLAZWA online system should the QEP Steering Committee or staff wish to review them at a later date, or for use by external reviewers.</p>

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## Communicate, Communicate, Communicate



- Report to all stakeholders frequently in writing to maintain interest and momentum (and documentation!)
- Via...faculty, divisional. or dept. meetings; student newspaper; President's and Provost's messages (offer a contribution); blogs, internal newsletters; alumni publications
- Talk about needs assessment, institutional data, the CONCEPT, theoretical underpinning, benefits to students and SLOs, impact on faculty and staff, adjustments to faculty loads, stipends or course/time release, professional development opportunities, who is needed to do what, the anticipated outcome of the project, costs, structural organization

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## Generating Buy-In



- Keep the process open and fair
- Consider all ideas
- Articulate the benefits to all
- Recruit a respected leader to direct the QEP
- Make project as attractive as possible to faculty & staff (e.g., offer summer stipends, release time, salary supplements)
- Use incentives for students (involve them in the planning!)
- Get outside opinions of QEP from colleagues experienced with SACSS

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## Timeline Sample – New College

### Faculty Workshops and QEP Steering Committee Meetings

Eight meetings per semester are scheduled in support of the QEP: Four faculty workshops (every other week), and four meetings of the QEP Steering Committee (every other week), to which all interested community members are welcome. These will be scheduled on Tuesdays from 12-1:30 pm.

#### Schedule for Fall 2008

- Friday, September 19, 2008
- "Using Rubrics, Using the CLAQWA,"
- Dr. Teresa "Terri" L. Flateby, Director, Evaluation and Testing, University of South Florida, Tampa
- 9/23 QEP Steering Committee Meeting
- 9/30 QEP Steering Committee Meeting
- 10/7 SACS On-Site Visit
- 10/21 Faculty Workshop: Jan Wheeler will present on peer review.
- 10/28 Faculty Workshop: "How Faculty and Students think Differently about Writing and Time-Saving Assignments." George Meese, Professor of Rhetoric and Composition and Director of the Writing Program, Eckerd College
- 11/4 QEP Steering Committee Meeting: Michelle Barton will present on Self-Determination Theory
- 11/11 Faculty Workshop: "Curricular agreement across the Disciplines: What do we all value?"
- George Meese, Professor of Rhetoric and Composition and Director of the Writing Program, Eckerd
- 11/18 Faculty Meeting: Caroline Reed will share ideas on integrating reference assignments into courses.
- January Interterm
- 1/29 Workshop: Terri Flateby, More on Rubrics and Assessment
- 1/30 Workshop: Chris Anson, Director of the Writing Program, North Carolina State University

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## Timeline – Assessment

### Internal Assessment

- First week of June for spring
- Second week of January for fall

### External Review

- Summer 2010
- Summer 2012

### Schedule for adding new courses to the program.

(Previously designed courses can also be scheduled to increase the number of course offerings.)

### Spring 2009

- Gilchrist, Biology (see syllabus in appendix)
- Clark, Music (see syllabus in appendix)

### Fall 2009

- Myhill, Theater and Society
- Pittman, Social Problems
- Michalson, Faith and Reason

### Spring 2010

- Harvey, The Holocaust
- Savin, Natural Disasters
- Bashant, Naturalist Literature




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## Resources to Support QEP Development, Implementation & Sustainability

Personnel, funding, materials for 5-Year Period

- Redirect full-time personnel
- Redirect funded budget line items
- New funding for outside consultants (how many, what will they do)
- Instructional testing and material, library resources, hardware, software
- Stipends and incentives

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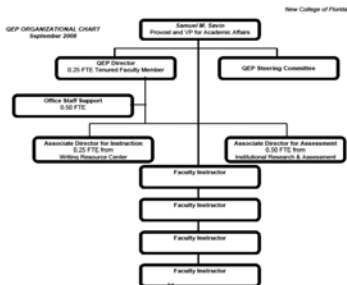
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## QEP Organizational Chart




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## Appendix

- Course descriptions and syllabi
- CFO's Letter
- Background information
- Bibliography
- 25 pages maximum

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## Table of Contents

Use TOC to gauge how well you addressed sections of Core Requirement 2.12 - Reviewers eyeball your Table of Contents!

- Broad-based process of identifying key issues from institutional data
- Focus on learning outcomes per mission
- Institutional capacity for completion
- Broad-based involvement in QEP
- Identifies goals and plan to assess achievement of goals

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## Writing the Executive Summary

- Last Part of QEP to be completed - based on SAS Core Req. 2.12
- Start with the "Golden Paragraph"
  - concept focused on SLO and/or the environment supporting student learning and accomplishing the mission of the institution [2], concept emerged from broad-based institutional process identifying key issues emerging from institutional data [1], includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP [4]; identifies goals and a plan to assess their achievement [5]; and demonstrates institutional capability for the initiation, implementation, and completion of QEP [3].
- Explicate each component in 5 subsequent paragraphs

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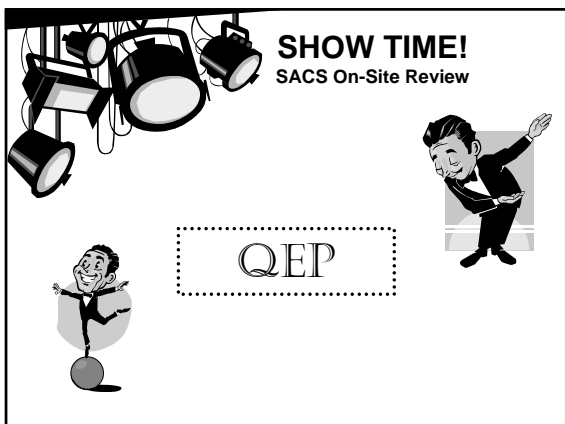
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## Take the On-site Reviewers' suggestions seriously

- Uncanny ability to spot problem areas
- Sustain a 10-year QEP
- Keep structure and assessment simple and on-target
- Build faculty talk across disciplines
- Start a Center for Learning and Teaching
- Assess faculty advising

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## Implementation

- Get started right away
- Faculty development lunches
- Include consultants and faculty experts
- Make it attractive and easy to participate
- Build a community sense



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## Guidelines

- Focus on the student learning outcomes
- Clarify assessment protocols
- Meet with instructors often
- Maintain QEP integrity and focus
- Make it easy
- Build a buzz....
- Keep on schedule!



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## Change is Inevitable

- Instructors drop out
- New instructors step up
- Small classes but good classes
- Budget crisis hits
- Pruning back
- Retain emphasis on student learning
- Keep the momentum going....

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## Hand-Off to New QEP Director

- Explain SACS requirements
- Purpose of QEP: to SACS and to College
- Assessment Critical
- Feedback Loop from Assessment Process to Instructors
- Document Use of Results to Make Improvements in Student Learning
- Require Annual Report on QEP



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***Good Luck with  
your QEP!***



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