

**Your Quality Enhancement Plan**

**Developing a Vision**  
SACS-COC Summer Institute July 21, 2009

**Selected Slides**

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**QEP Getting acquainted**

**Bill Kirkwood**  
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ETSU  
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**QEP Where are you?**

- Just beginning to think about a QEP
- Have a theme; developing plan
- Beginning to implement plan
- Well into implementation
- Approaching 5<sup>th</sup> year Impact Report

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## QEP Overview

- Quick sketch
- ETSU's experience
- QEP design
  - ▶ Theme
  - ▶ Involvement
  - ▶ Goals & objectives
  - ▶ Assessment
- QEP management
- Impact report

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## QEP Quick sketch: Your plan should . . .

- ▶ Respond to issues **emerging from assessment**
- ▶ **Broadly involve** campus constituencies
- ▶ Address **learning** &/or the **learning environment**
- ▶ Define clear **goals & assessments**
- ▶ Show **ability for implementation**

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## QEP What are your concerns?

- Selecting a theme
- Setting goals & objectives
- Getting widespread involvement
- Assessing goals
- Supporting & tracking implementation

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# QEP

## About East Tennessee State University

- ▶ Johnson City, TN
- ▶ 12,000 undergraduate students, 2000 graduate
- ▶ Moderately selective
- ▶ Strong health sciences mission (5 colleges)



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# QEP

## ETSU's experience

### Piloted revised Principles, 2000-01

*Enhancing the Success of Three Populations of Students*

- ▶ Enter as freshmen
- ▶ Transfers
- ▶ Off-campus

39 initial objectives, more added later

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# QEP

## ETSU's experience

### Universal elements . . .

- ▶ Broad-based development—140+ experts in 35+ hours of focus groups
- ▶ Detailed plan for roll-out; annual tracking
- ▶ Careful assessment of results; annual reporting

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## QEP ETSU's experience

### Our QEP . . .

- ▶ Received continuous attention for five years
- ▶ Produced lasting changes in programs & practices
- ▶ Promoted ongoing dialogue across campus
- ▶ Influenced many high-level decisions

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## QEP Themes

- ▶ What have you learned about your students?
- ▶ How can you better fulfill your mission?
- ▶ What will inspire you?

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## QEP Involvement

### ETSU Issue Discovery Process

- ▶ Orientation student leaders
- ▶ Faculty
- ▶ Administrators
- ▶ Staff from support units

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## QEP Involvement

### Issue Discovery Process

- ▶ Administrative aides
- ▶ Transfer partner representatives

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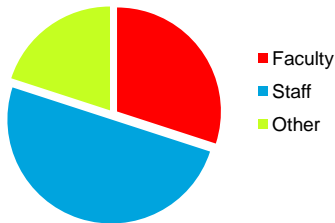
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## QEP Involvement

### ETSU Issue Discovery Process Participants



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## QEP Goals, objectives & outcomes

<b>Goal</b>	An intention or desire
<b>Objectives</b>	Knowledge, abilities or values which, if attained by students, fulfill the goal.
<b>Outcomes</b>	Observations from which attainment of objectives may be inferred

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## QEP Goals, objectives & outcomes

**Goal** To prepare students to take ethical stands that reflect awareness of and concern for the effects of their actions on others

**Objective** Students will be able to recognize ethical conflicts arising in their professional lives

**Outcome** Students are able to define "ethical conflict" using an ethical theory in their field of study

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## QEP Goals, objectives & outcomes

Learning objectives **should** describe knowledge, abilities or values students will possess.

Learning objectives **should not** describe what you or students will do to achieve learning.

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## QEP Assessment options

- ▶ Testing
- ▶ Evaluating student work
- ▶ Student self-reports
- ▶ Faculty discussions

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## QEP Assessments

Assessments should **require** demonstrations of learning, not just invite them.

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## QEP Acting on assessments

Can you **act** on what assessments say?

- ▶ Can you break out findings for use by departments and teachers?
- ▶ Are findings sufficiently detailed?

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## QEP Sample rubric items

	1	2	3
Issue analysis			
Identifies key questions in controversy; describes competing answers fairly and accurately			
Describes competing answers fairly and accurately			

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# QEP Management

## ETSU's management of QEP

- ▶ Director (80% . . . 40% time)
- ▶ Leadership team (met biweekly for 5 years)
- ▶ Annual reports to Strategic Planning Committee

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# QEP Tracking implementation

## Tracking Implementation at ETSU

<b>Task completed, further action not needed</b>
<b>Task partially completed; implementation continues</b>
<b>Task completed, now a routine &amp; recurring activity</b>
<b>Task deleted</b>

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# QEP Tracking implementation

## Tracking Implementation at ETSU

Develop university-wide attendance policy for all 1000 and 2000 courses.
Review need for increased funding and coordination of freshman orientation courses.
Exclude RPT 1000, Introduction to Service Learning, as general education elective.
Assign task force to explore creation of new living and learning communities.
<b>Investigate need to improve academic achievement at ETSU.</b>
Investigate need to improve academic achievement with nondegree certificate programs.
Support academic success by increasing frequency of Alerts as Alerts re-evaluated.
Require faculty participation in Early Semester Program Report process.
Create "Lead Help" web site to improve students' access to help with problems.
Survey transfer student perceptions of ETSU services.
Conduct earlier orientation sessions for transfer students, improve communication with transfers.
Train academic advisors on special topics related to transfer students.
Sponsor meetings of ETSU faculty and counterparts at community colleges.
Encourage direct email faculty to attend ETSU Days at community colleges.
Encourage departments to create transfer advance courses.
Identify links of prospective students to departments, encourage follow up.
Create database to give ETSU and transfer partners more information on transfers' academic success.
Create more visible links, improved web sites for academic/off-campus programs.
Enhance promotion of extended campuses by creating recruitment CD.
Create system to confirm registration for online courses, provide links to student services and orientation.

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# QEP

## “Variorum edition”

Task	Action	
	2001-07	2007-08
Communicate benefits of general education to students	<b>2001-03:</b> Starting summer 2002, the Associate Dean for Special Programs has spoken at orientation sessions . . . <b>2003-04:</b> Ongoing <b>2004-05:</b> Ongoing. Associate Dean of Special Programs also revised information . . . <b>2005-06:</b> Ongoing. <b>2006-07:</b> Ongoing. The theme is now encouragement and inspiration . . .	Ongoing, continuing theme of encouragement and inspiration.

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# QEP

## Impact report

1. Initial goals and intended outcomes
2. Significant changes made; reasons for them
3. Direct impact on student learning
  - Achievement of goals and outcomes
  - Unanticipated outcomes

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# QEP

## Stay in touch

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