

1. Foundations & Skills for College Success and Lifelong Learning
2. Critical Thinking/Inquiry/Analysis Skills
3. Written & Oral Communication Skills



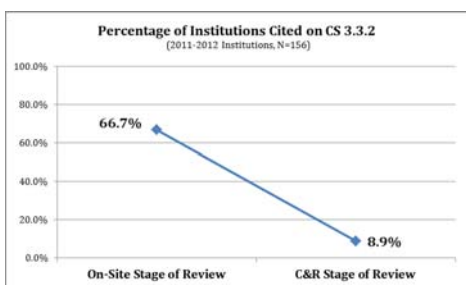
QEP Basics

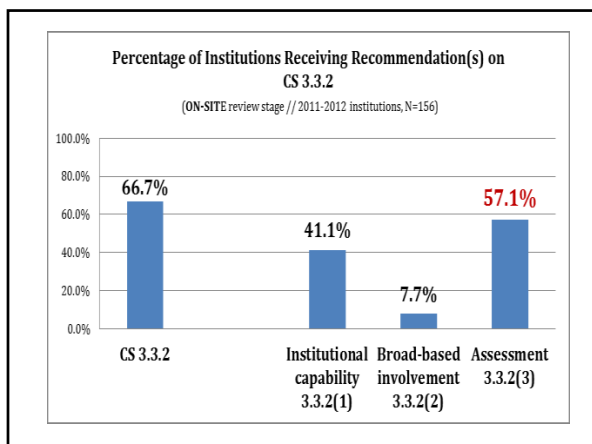
- **Mission-driven** topic identification, plan design, and implementation approach
- **Flexibility**
 - Conceptualizing QEP
 - Selecting topic
 - Designing interventions, implementation steps, and assessment activities
- **Transparency**
 - What compliance components set the scope for evaluation of QEP assessment plans?

- **Institutional Fit**
 - Reflect local institutional contexts
 - Reflect local community contexts

Brief Review of QEP Process

- QEP Planning & Development Committee
- Development of White Papers
- Campus surveys, focus groups, etc.
- Topics presented to President's Leadership Team
- Topic selected and announced (end of Nov. 2014)
- FCTL Winter Conference-development of topic
- Consultant(s) hired to assist in developing plan
- Development of Advisory Board
- Implementation of Projects
- Determination of QEP Lead Evaluator
- On-site Visit





Expected Student Learning Outcomes: Sample Questions

- What should students know post-implementation of the QEP that they don't know now?
- What should students be able to do then that they can't do now?
- How should their behavior change?
- What changes in values are anticipated?




Most scientists regarded the new streamlined peer-review process as 'quite an improvement.'

“Think like a reviewer!”

Surveys of 2012-2014 On-Site Reaffirmation Committee Members

"Please offer practical pointers for institutions that are about to start designing their QEPs."

Feedback from Peer Evaluators – QEP Assessment Plan

Conceptualization--Clarity

Statements of Expected Outcomes

"[T]he Committee struggled to gain a clear picture of the relationship between the goals of the plan and the articulated student learning outcomes: in other words, the student learning outcomes are not necessarily linked to the stated goals of the plan..."

"...of the three student learning outcomes,...two were framed in terms of instructional objectives and should be rewritten to more explicitly state what the students will either know, do, or value."

Conceptualization--Comprehensiveness

Implementation Monitoring

"Process assessments should focus on ensuring timely, successful implementation. What will be completed by when and who is responsible?"

Outcomes Assessment

Formative

"Formative data are essential in helping the institution understand how effective the QEP initiatives are in moving students toward the outcomes."

Summative

"Do not get bogged down in the formative assessment methods. Yes, they are important to evaluate the effectiveness of various QEP activities. However, it's critical to keep the bigger picture in mind and make sure you establish summative methods of assessment to evaluate the overall effectiveness of the QEP."

Conceptualization--Coherence

Agreement Among Stakeholders- Consensus About Goals

"While faculty, students, and staff expressed enthusiasm and support for the program initiatives, they disagreed about what they perceived to be the intended goals of the initiative. Identifying and successfully implementing the most effective assessment strategies depend upon the QEP's intended focus...being clearly articulated for and understood by the whole campus community."

Structured Presentation-Logical Linkages

"There are many assessment efforts occurring throughout the project. It is unclear how they are all connected..."

Methodology--Research Design

Isolation of the Effect

"There is no plan to assess whether or not the same results could have come from existing courses and students who are not enrolled in [QEP title] designated sections of the same course."

"[I]t will not be possible from this assessment to determine if the [QEP title] program is associated with larger gains than would normally occur..."

Best Effort

"[T]he college should consider the issue of student motivation with respect to participation in all elements of assessment of their critical thinking skills. What strategies are in place to ensure that students will attempt to do their best work on the planned assessments?"

Methodology--Data Collection

Assessment Instruments-Specification / Description

"Some course-embedded assessment measures are listed (e.g., rubric-graded reflective narrative, summative quiz, etc.), but there is no description of these assignments or the rubrics that will be used to assess them."

Relevant/Appropriate

"Use tools that are directly relevant to the expected outcomes. Do not try to make a tool fit the outcomes if it is intended for measuring something else."

Quantitative/Qualitative

"The ambitious vision and general goals of the QEP need to be matched more clearly with a methodology that will allow both quantitative and qualitative assessments."

Methodology--Reference Points

Value-Added

"Without baseline information, it will be extremely difficult to measure the impact on student learning."

Pre-Implementation

"[A]ttention should be given to ensuring that appropriate baseline data has been gathered for each assessment measurement, preferably prior to the official launch of the QEP."

Established

"[T]he assessment plan describes a pattern of data collection but does not set out objectives to be achieved. In the absence of objectives, it is not possible to ascertain the extent to which the QEP is accomplishing its purpose."

Manageability--Intentionality

Selectivity

"Emphasis on quality versus quantity in terms of assessment."

Resources/Assessment Budget

"Make sure [your proposed assessments] are something your people [faculty, staff, IR, etc.] can do with the resources you have available."

"Data collection and analysis for the QEP will be complex and intertwined with data collection for other priority initiatives ... The assessment plan for the QEP lacks sufficient discussion about the capacity for data collection and analysis..., priorities for data collection, and the human, financial, and technological resources required for data collection needed for high-level analysis of the impact of individual interventions on student learning and success of the QEP."

Manageability--Administration

Timeline-Schedule of Assessment Activities

"The one-page timeline is included in the QEP mentions assessment but only in very general terms. More detailed information is needed if [Institution] hopes to properly assess a very ambitious and complex undertaking."

"Without a clearly identified assessment timeline, it will be difficult to engage in formative evaluation."

Accountability-Roles, Responsibilities, and Reporting Lines

"[T]he following items do not appear to be specified in the assessment plan as it now stands: ... Specific responsibilities assigned to individuals or groups (administration of assessments, collection of data, analysis of data, reporting to governance structure, recommending changes, communicating results to college community, etc.)...."
