

University of Central Florida QEP Concept Paper Guidelines

I. Introduction

UCF is in the process of preparing for the next reaffirmation of accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), which will occur in 2016. As part of the process, the university must develop a new Quality Enhancement Plan (QEP). The QEP is defined as “a carefully designed course of action that addresses a well-defined and focused topic or issue related to enhancing student learning and/or the environment supporting student learning and accomplishing the mission of the institution” (*Handbook for Institutions Seeking Reaffirmation*, 2011).

The QEP Planning and Development Committee has collected, vetted, and synthesized various suggestions for potential QEP topics. These topics will now be further developed into concept papers for presentation to the UCF community. As each small group works on its narrative, you are encouraged to include stakeholders in discussions, planning, and determining student learning objectives. Once the narratives are completed, community stakeholders will be invited to comment on and evaluate each suggested topic. It is important to encourage broad-based involvement of many university constituencies in the selection of the QEP topic as well as in its development and implementation.

II. Objective

The primary objective of the concept paper is to gain additional insight into a specific theme or topic. A thorough examination of the topic will assist in determining whether the topic is relevant for the UCF community, whether data supporting the need for the topic are available, whether the topic is viable in terms of financial and human resources, and whether the topic is measurable through an initial examination of student learning outcomes. Because the QEP will likely involve multiple disciplines, the QEP Planning and Development Committee recommends using a team approach in developing your narrative, involving disciplines and expertise from a variety of units across campus.

III. Submission

- a. 3–5 pages (not including appendices; for example, a proposed schedule, a list of required resources, and/or a bibliography)
- b. Submissions are due via email to the Quality Enhancement Plan office by 5:00 p.m. on Monday, October 6, 2014. Concept papers must be submitted electronically to QEP@ucf.edu.

IV. Executive Summary (one-page summary of the topic)

a. Title

Create a title for the theme or topic that is fewer than 10 words. Think about a title that both describes the topic and can be used in a marketing campaign.

b. Description

Provide a clear and concise description of the critical issue to be addressed. Why is it important for this area of student learning to be addressed now? What evidence is available to indicate that this is an immediate need?

c. Vision

Explain how the proposed topic has the potential to address an issue related to student learning across disciplines (at the institutional level). How will the topic enhance student learning, and why should the university community embrace the topic?

d. Congruence with the university's mission and strategic plan

Demonstrate how the topic is consistent with UCF's [mission](#), [goals](#), and [strategic plan](#). Be specific in describing how the implementation of the topic will assist in achieving the university's mission. Keywords to consider may include undergraduate education, international focus, global/cultural competency, research programs, inclusion, diversity, partnerships, interdisciplinarity, culture of sustainability, excellence, and opportunity.

e. Foundation based on data

The final QEP must be based on data and may use national, state, local, *and* institutional data to justify the need for the topic's inclusion as part of the undergraduate experience at UCF. It must be transparent to UCF stakeholders and the SACSCOC visiting committee which institutional data support the need for the topic. For this narrative, please note which data support your topic and where the data may be obtained. Institutional data sources may include the offices of Operational Excellence and Assessment Support (OEAS) and Institutional Knowledge Management. Additional information may be obtained from the UCF Libraries and from the assessment plans of the individual colleges and administrative support units. Please allow adequate time for each office to assist you in your planning.

V. Student Learning Outcomes and Assessment Methods (major section)

a. Goals and objectives

If selected as the final topic, what goals and objectives of the QEP will illustrate undergraduate student learning? How does literature and previous research support the need for addressing this aspect of student learning?

b. Examples of student learning outcomes

Identify three to five measurable student learning outcomes that the topic will address at the institutional level. When developing the student learning outcomes, consider the following questions:

- Are there nationally normed standards to assist you in determining student learning outcomes (e.g., Association of College and Research Libraries' *Information Literacy Competency Standards for Higher Education*, International Technology and Engineering Educators Association's *Standards for Technological Literacy*)
- What should students know after the QEP is implemented that they don't know now?
- What should students be able to do after the QEP is implemented that they cannot do now?
- How should students' behaviors or values change after the QEP is implemented?

Also consider the requirement that faculty-facing projects must be evaluated at the student learning outcome level. How will you prove that faculty-related projects had a specific effect on student learning?

c. Outcomes and measures

Describe the methods of assessment that could be used to illustrate the effects of the QEP activities on student learning. What kinds of tools and measures are available to evaluate the student learning outcomes identified above? What types of measures and instruments would be used? What assessment schedule should be followed? How would the QEP assessment of student learning be related to the existing UCF assessment program?

VI. Implementation and Scope

a. Possible activities/projects

Suggest tasks, programs, activities, and/or projects related to the outcomes and measures that could be implemented to illustrate an improvement in student learning. Explain which groups of students would be affected by the suggested implementation plans. If you are aware of best practices at other institutions of higher education, please include that information.

b. Resource requirements (this page may be in addition to the 3-5 pages of the narrative)

Based on your experience with the topic, please provide a list of the resources that may be needed to fully support the topic. This may include space and equipment needs, supplies and materials, training and travel, programming, marketing, and so on. Mention human resources that may be involved in the suggested activities and projects, including colleges, offices, academic support personnel, individuals, campus groups, advisory boards, university partners, and more.

VII. Bibliography

Please cite any sources that you used to support your narrative. This page may be in addition to the 3–5 pages suggested for the body of the narrative.

Items in blue will be links to the appropriate website or document.