Bright Ideas for USF Sarasota-Manatee’s QEP

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QEP Steering Committee
What is the QEP?

More presentations by Bonnie Jones
Mind Mapping Template by Bonnie Jones
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QEP Steering Committee

What is the QEP?
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Bright Ideas for USF Sarasota-Manatee's QEP
QEP Steering Committee
What is the QEP?
Must meet this requirement . . . or jeopardize accreditation.
SACSCOC Core Requirement: 2.12
The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.

“The Quality Enhancement Plan (QEP) describes 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.”*


What you absolutely, positively need to know about the QEP

The Dirty Dozen
SACSCOC Comprehensive Standard 3.3.2

The institution has developed a Quality Enhancement Plan that

(1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP;

(2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and

(3) identifies
goals and a plan
to assess their achievement.

Must meet this standard or may have a follow-up report.
of institutions had at least one problem with their QEP that caused the SACSCOC site visit team to issue a recommendation. This requires written follow-up reports and is something we want to avoid.

67%
High Impact Activities
First-Year Seminars and Experiences
Common Intellectual Experiences
Learning Communities
Writing-Intensive Courses
Undergraduate Research
Collaborative Assignments and Projects
Read this document for detailed explanations of each activity.

Left-click your mouse on the text below and hold it down while moving your mouse up to read the excerpt.

Since the final step of the QEP is to write an "Impact Report," examining some high impact activities may be helpful, such as:

Diversity/Global Learning
Service Learning, Community-Based Learning
Internships
Capstone Courses and Projects
By George D. Kuh

Kuh’s (2008, p. 21) has noted: “when I am asked, what one thing we can do
to enhance student engagement and increase student success? I now have an answer: make it possible
for every student to participate in at least two high- impact activities during his or her
undergraduate program, one in the first year, and one taken later in relation to the major field.
The obvious choices
for incoming students are first-year seminars, learning communities, and service learning.” The
following are brief descriptions of those high-impact activities for student engagement and success.

Excerpt below accessed via https://secure.aacu.org/PubExcerpts/HIGHIMP.html

A Brief Overview
The following teaching and learning practices have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts. On many campuses, assessment of student involvement in active learning practices such as these has made it possible to assess the practices’ contribution to students’ cumulative learning. However, on almost all campuses, utilization of active learning practices is unsystematic, to the detriment of student learning. Presented below are brief descriptions of high-impact practices that educational research suggests increase rates of student retention and student engagement. The rest of this publication will explore in more detail why these types of practices are effective, which students have access to them, and, finally, what effect they might have on different cohorts of students.

First-Year Seminars and Experiences
Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students’ intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members’ own research.

Common Intellectual Experiences
The older idea of a “core” curriculum has evolved into a variety of modern forms such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.
Learning Communities
The key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link “liberal arts” and “professional courses”; others feature service learning (see below).

Writing-Intensive Courses
These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects
Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research
Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students’ early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement
that comes from working to answer important questions.

Diversity/Global Learning
Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning
In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships
Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for “course credit,” students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects
Whether they’re called “senior capstones” or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they’ve learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. Capstones are offered both in departmental programs and,
increasingly, in general education as well.

See also:
National Postsecondary Educational Cooperative. 151 pp.

Major focus of SACSCOC Reaffirmation and Visit Committee’s time on our campus.

1
SACSCOC expects us to meet all Core Requirements, Comprehensive Standards, and Federal Requirements as a given. The QEP is above and beyond.

2
Topic must be a means to improve student learning or the student learning environment.

3
Must have wide participation of USFSM constituencies: faculty, students, staff, community – even Campus Board and Board of Trustees.

4
Similar to a grant proposal or a research study.
Uses institutional data and analysis to identify gaps in student learning that can be narrowed by QEP implementation.

Extends over a five-year period. Results reported in SACSCOC Fifth-Year Report in 2021.

QEP Steering Committee selects topic, writes plan, recommends a QEP Evaluator, and pilots some activities/measures.

QEP Evaluator serves as an expert on the topic and is the lead evaluator on the SACSCOC visit committee. Chosen by USFSM but must be from outside Florida.

QEP Implementation Committee carries out activities and measures impact over the five years.

QEP director has expertise in the topic selected and guides activities over five years.

The budget is a part of the QEP plan, but SACSCOC does not require a minimum amount be spent, just that it can be accomplished within the budget we present.
Resources to Peruse at Your Leisure

QEP Assessment:

QEP Questionnaire to Student Government Members (n=6)
Survey Date: 8/20/2014
Bonnie Jones presented USF Sarasota-Manatee's need for a Quality Enhancement Plan (QEP) to comply with the SACSCOC Compliance Report and the university's desire to provide quality education to meet the needs of its students. The questionnaire consisted of two questions recapped below.

Question 1: Think back to one of your courses that you were interested in but experienced some challenges in learning the material. What academic difficulties kept you from being as successful as you would have liked?

Categorized Responses to Q1:
1 Lack of resources.
2 Mathematics: Difficulty understanding faculty accent/concepts.
3 Uncomfortable going to tutoring.
4 Not enough Spanish classes.
5 Length of classes too long (3 hours).
6 Online learning courses with too many students (100+).

Synopsis: Smaller student-to-faculty ratios are appreciated by students as well as shorter class meeting times. Students are also concerned about job readiness.

Question 2: If USF Sarasota-Manatee had all the funding in the world and faculty/staff had all the time in the world, what would you suggest to help you be an even more successful student?

Categorized Responses to Q2:
1 More elective/diversified classes (e.g., astronomy, music, photography, language with study-abroad component).
2 Better study areas (e.g., on-campus library and inviting study nooks for single and group study).
3 More interaction with professors.
5 Discontinuation of online courses that are easy credits (Issues in Sport).
6 Classes held in the professional workforce environment.
7 Internships guaranteed with certain courses.
8 Not requiring purchase of a new textbook edition with few revisions.
9 Increase in passion of faculty and staff for student learning.
10 Civic engagement.

Synopsis: Students would like more and varied choices for elective subjects. Students would also be interested in internship opportunities allowing them to apply knowledge learned in their course work.

SGA Questionnaire
Click your mouse below and hold down to scroll through results.
Faculty Questionnaire
Click your mouse below and hold down to scroll through results.
QEP Questionnaire to USF Sarasota-Manatee Faculty Members

On 8/22/2014 Bonnie Jones, SACSCOC Institutional Liaison, presented to faculty attending the Faculty Welcome Seminar USF Sarasota-Manatee's need for a QEP plan to comply with the SACSCOC requirement to develop a five-year Quality Enhancement Plan as part of Reaffirmation of Accreditation.

Question 1:
Think back to one of your students who had great potential but struggled to learn the material. What academic difficulties kept this student from being successful? (n=55)

Question 2:
If USF Sarasota-Manatee had all the funding in the world and faculty had all the time in the world, what would you suggest to help this student be more successful? (n=54)
Q1 Synopsis: Recurring themes in faculty response include:
Financial
Time-related (outside commitments, failure to study, job, family, organizational skills)
Learning environment
Underdeveloped skills (critical thinking, foundational, i.e., math, computer, absenteeism, writing)
Personal Student Issues (lack of interpersonal skills, communication, laziness, language, learning style, confidence)

Q2 Synopsis: Recurring themes in faculty response include:
Smaller classes
Personal Student Issues (family counseling, child-care, job placement, sensitivity training, spending more time identifying student needs)
Tutoring, writing help
Critical thinking
Motivation, common sense
Prep courses, high school outreach
Counselor/professor meetings with students
Financial assistance
Individualized course design, mapping, learning student's native language

QEP Topic
Faculty Questionnaire Graphs
QEP Topic Selection:
Cedar Valley College's QEP Presentation:
Elon University's QEP Presentation:
Institutional Capability:

Chipola College's QEP Presentation:

Guilford College's QEP Presentation:

Florida Atlantic University's QEP Presentation:

Five Essentials of the QEP
Click links

Considerations for Meaningful QEP:

QEP Executive Summaries:
http://www.sacscoc.org/2012TrackbQEPSummaries.asp

QEP Rubric:

Sample QEP Plan:
https://prospect.uncc.edu/sites/prospect.uncc.edu/files/media/QEP%20Final.pdf