QEP MEETING – Sept. 21, 2010

1. REVIEW OF HOW WE GOT TO THIS POINT
   a. LSCS scheduled for reaffirmation in the class of 2012 (SACS visiting Fall 2011)
   b. Two main components: Compliance, QEP (includes student outcomes assessment component)
   c. QEP committee members appointed (cross campus and cross functional areas)
   d. Preliminary research conducted to gather input from stakeholders
   e. Synthesizing existing data – from several sources to come up with 10 themes. One of these was FYE. Narrowed to 3 themes and submitted to EC with brief lit review, possible outcomes, and other QEPS with similar themes. EC deliberated – decided on FYE.
   f. 2010 SACS Reaffirmation handbook:
   g. 2010 SACS Principles of Accreditation – language changed on QEPs.

2. What is a QEP?
   a. A carefully designed course of action that addresses a well-defined and focused topic related to enhancing student learning …
   b. Revised Core Requirement 2.12
      Helps define an acceptable QEP.
      Include a process to ID key issues emerging from institutional assessment (done)
      Focus on student learning outcomes
      Accomplishes the mission of the institution

   2.12 The institution has developed an acceptable QEP that includes an institutional process 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. (if you select environment, it is harder to measure.)

   c. Comprehensive Standard 3.3.2 The institution has developed a QEP that demonstrated institutional capability for the initiation implementation and completion of the qep, includes broad based involvement of institutional constituencies in the development and proposed implementation of the QEP and identifies goals and a plan to assess their achievement.

   d. Don’t get too broad and make sure you can assess it. (warnings from those who have reviewed before.)

   e. Since the QEP addresses enhancing student learning and/or the environment supporting student learning, faculty typically play a primary role in this phase of the reaffirmation process. (p.35)
3. QEP Fifth Year Impact Report
   a. Since the institutions submitting a QEP Impact report were asked to address the following elements in their narrative:
      i. The title and a brief description of the institutions QEP as initially presented
      ii. A succinct list of the initial goals and intended outcomes.
      iii. A discussion of significant changes to the QEP and reasons for the changes.
      iv. A description of the QEP’s direct impact on student learning including the achievement of goals and outcomes as outlined in item 3 above and unanticipated outcomes of the QEP, if any.
4. Jones and Henry Workshop at last SACS workshop – do’s and don’ts of QEPs
   a. Diagram of bridge

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![Diagram of bridge](image)

**What are the problems or conditions addressed by the QEP?**

- Poor reading skills
- Poor learning in specific courses
- Little independent reading
- Low retention rates
- Poor test performance
- High failure rates

**What difference will the QEP make once implemented?**

- Better reading skills
- Improved learning in specific courses
- More independent reading
- Retention rate up
- Test performance up
- Failure rates reduced

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Identify purpose, goals, objectives, outcomes

Activities

Outputs

Inputs

Outcomes

Assess: purpose, goals, objectives, outcomes

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Poor reading skills

Better reading skills

Poor learning in specific courses

Improved learning in specific courses
little independent reading More Independent reading
low retention rates Retention rate up
poor test performance Improved test performance
high failure rates Failure rates reduced

What is an output vs. an outcome?

5. What should the next step for the committee be?
   a. Lit review – on FYE
   b. Difficulties encountered by students in first year and how an FYE addresses this.
   c. Peggy Osborne – what about impact of first time faculty on first time students?
   d. Mike – what is a general profile of going through a whole year for a student? Things that
tend to happen in the course of a year – midterm, end of course, - the different events
experienced by students over a year.

6. Ryan rephrased the question: What PROCESS should we use to narrow the topic?
   a. RFP to faculty
   b. Lit review
   c. Student variables, faculty variables, environment variables
   d. Diagram everything we are currently doing – get a picture of where we are
   e. Focus groups with first semester students – qualitative research with freshmen and
      sophomores, seniors in high school, students who have transferred on to UP, UC,
   f. leavers. Question: should we have faculty, student services and students? Probably need to
      have them help develop questions, but focus group itself needs to be students.
   g. Food. Gift cards. Ryan will investigate resources for providing incentives to students for
      focus groups, etc . If time becomes a problem, we could do an open-ended survey.
   h. Need a timeline. Visit is in October 2011, Compliance piece in March. Written part of QEP
      by April. Activities piece – might have budget implications. What about approvals from
councils, Dr. Goodall???. Outside reviewer is supposed to look at it before it is submitted to
SACS. Who is that and when?

7. How to go about doing the lit review?
   a. Ask reference librarians to help – they might be able to help identify some sources and/or
categories and help us decide how to divvy it up.
   b. Rose – She and David will help. They did the initial lit review last year. We should divide
them up and read, provide exec summaries for each other. There are 21 people on this
committee. TIMELINE: by next meeting try to ID categories. Don’t concentrate on
orientation - since we are already working on mandatory orientation.
Members and Attendance (* - via phone):

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Rockefeller, Debra: Compliance/Assess.

15