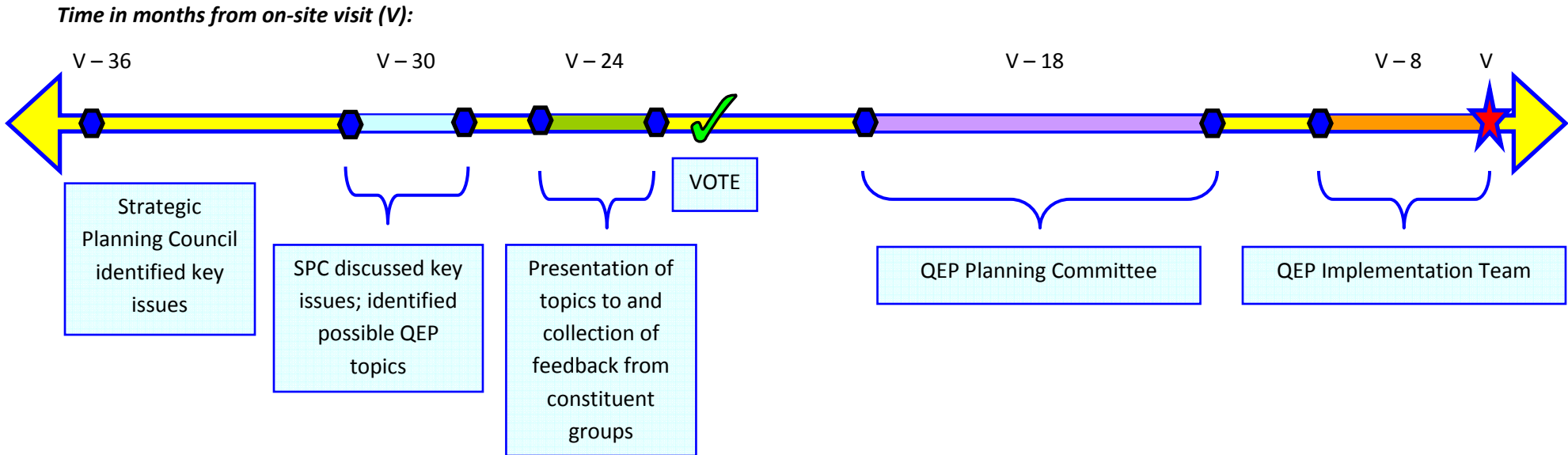


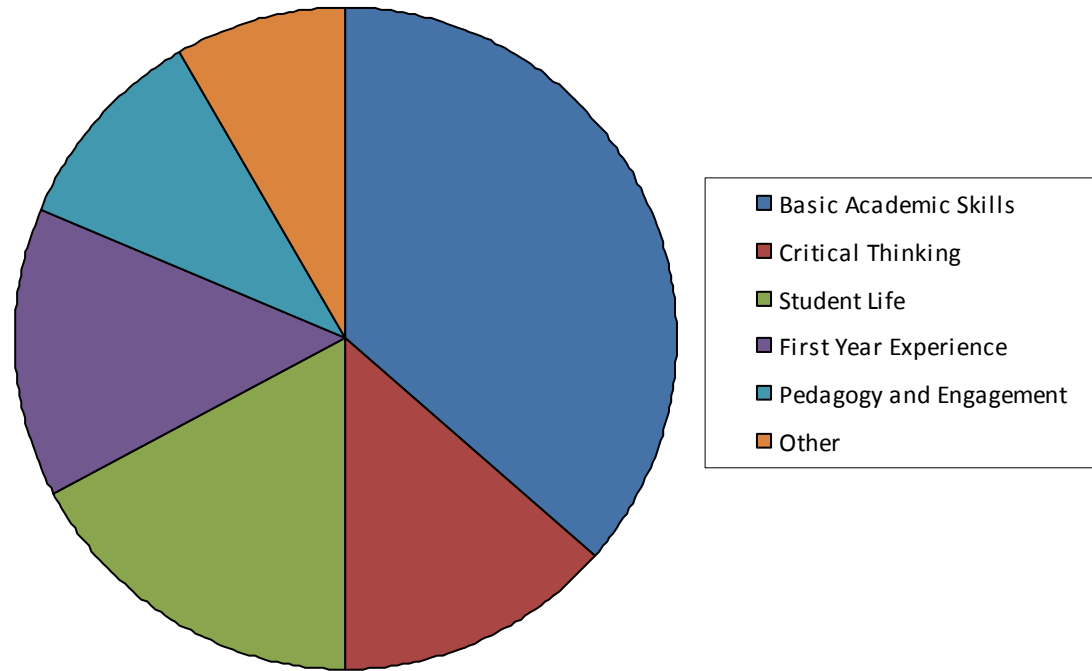
QUALITY ENHANCEMENT PLAN: DEVELOPMENT TIMELINE



August 2007 – January 2008	SPC – in consultation with Board of Trustees, faculty, staff, and students – narrowed list of eleven key issues to three possible QEP topics
February 2008 – April 2008	Initial QEP proposals-in-brief on all three topics presented to students, faculty, and staff; feedback collected from all constituent groups
April 2008	Faculty and staff voted to select the QEP topic
August 2008 – June 2009	QEP Planning Committee appointed; met throughout the academic year to more fully develop a proposal around the chosen topic; outline of the plan presented to SPC, faculty, staff, and Board of Trustees; feedback collected
August 2009 – Present	QEP Implementation Team appointed; met throughout the academic year to coordinate specific actions to be taken with academic department chairs and other faculty; wrote the QEP proposal; prepared for on-site visit

APPROVED QUALITY ENHANCEMENT PLANS BY TOPIC

2007 – 2009



Source: www.sacscoc.org; *Summaries of Quality Enhancement Plans*, 2007-2009

Examples of QEP topics in each category:

Basic Academic Skills	reading, writing, mathematics, information literacy
Critical Thinking	critical thinking, critical thinking through writing, critical thinking across the curriculum
Student Life	living-learning communities, leadership, global citizenship, service learning
First Year Experience	orientation, first-year seminar, study skills
Pedagogy and Engagement	distance learning and online instruction, active learning, interdisciplinary studies
Other	environmental sustainability, ethical decision making, enhancement of humanities

STUDENT LEARNING OUTCOMES

From EMU's QEP:

- Define and justify environmental sustainability from a theological perspective.
- Explain how individual, institutional, and community actions impact the environment.
- Name and defend actions that promote environmental sustainability at the individual, institutional, and community levels.
- Integrate the principles of environmental sustainability within the student's discipline.
- Incorporate environmental sustainability into one's values system.

Adapted from learning outcomes recommended by the Sustainability Taskforce of the American College Personnel Association of College Student Educators International:

- Define sustainability.
- Explain how sustainability relates to lives and values, and how actions impact issues of sustainability.
- Utilize knowledge of sustainability to change daily habits and consumer mentality.
- Explain how systems are interrelated.
- Learn change agent skills.
- Apply concepts of sustainability to campus and community by engaging in the challenges and solutions of sustainability on campus.
- Apply concepts of sustainability globally by engaging in the challenges and the solutions of sustainability in a world context.

Examples of other professional associations as sources for college-level student learning outcomes:

- Critical Thinking – Association for Informal Logic and Critical Thinking (home page links to learning outcomes on <http://www.criticalthinking.net/goals.html>)
- Mathematics - Committee on the Undergraduate Program in Mathematics (CUPM) of the Mathematical Association of America "Guidelines for Assessment of Student Learning" <http://www.maa.org/saum/cases/cupm-guidelines1105-saum.pdf>
- Scientific Reasoning – National Science Teachers Association, National Science Education Standards <http://www.nsta.org/publications/nses.aspx>
- Information Literacy – Association of College and Research Libraries (ACRL) <http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>
- Student Affairs – Council for the Advancement of Standards in Higher Education (CAS) <https://www.cas.edu/CAS%20Statements/CAS%20L&D%20Outcomes%2011-08.pdf>

TEMPLATE FOR QEP ACTIONS TO BE IMPLEMENTED

Learning Outcome	Course or Activity <i>(Where will students learn and practice the knowledge, skills, attitudes, and/or values?)</i>	Method <i>(How will students learn and practice skills? What assignments or teaching methods will be used?)</i>	Professional Development <i>(What training do faculty and/or staff require to implement this outcome?)</i>	Cost <i>(Specify any related costs for training, facilities, materials, or equipment. Include faculty load if applicable.)</i>

ASSESSMENT RESOURCES

Finding tests*:

Reference books

- *Tests in Print* – Buros Institute for Mental Measurements, 7th ed. (2006); commercially available tests listed alphabetically, within subject; wide range of subjects across psychology, education, and achievement.
- *Mental Measurements Yearbook* – Buros Institute for Mental Measurements, 17th ed. (2007); tests listed alphabetically by title; includes psychometric information and test reviews.
- *Tests* – Pro-Ed, 6th ed. (2008); tests in psychology, education, and business listed alphabetically within subject.
- *Test Critiques* – Pro-Ed, updated annually; companion to *Tests*, providing psychometric information and test reviews.
- *Directory of Unpublished Experimental Mental Measures* – American Psychological Association, volumes 1 – 9 (1970 – 2005); noncommercial psychological measures from the fields of psychology, sociology, and education

Internet resources

- ERIC/AE Test Locator - <http://ericae.net/testcol.htm>
- ETS Test Link - http://www.ets.org/test_link/find_tests/
- Buros Center for Testing Test Reviews Online - <http://buros.unl.edu/buros/jsp/search.jsp>
- Academic research databases – ERIC, PsycINFO, PsycLIT

*Summarized from the American Psychological Association’s FAQ “Finding Information about Psychological Tests” at <http://www.apa.org/science/programs/testing/find-tests.aspx#>

Creating rubrics:

Rubric – an assessment instrument used to assign scores for explicitly defined levels of performance that might be observed; the knowledge, skill, or attitude (hereafter referred to as skill) to be assessed is described in terms of observable attributes which are used as evaluative criteria in the rubric.

Types of rubrics

Analytic – each evaluative criterion is considered separately; includes descriptions of each performance level for each criterion; generally classified as formative – useful for providing diagnostic feedback to students and enhancing instruction.

Holistic – all evaluative criteria are considered concurrently; includes a single description addressing all criteria at each performance level; generally classified as summative – useful for describing the overall quality or proficiency level of student skill.

Rubric Development Guidelines (Popham, 1997)

1. Include 3 to 5 evaluative criteria; i.e., keep it short.
2. Each criterion must represent a *key attribute* of the skill; i.e., “teachable” component of the skill.

Step-by-step guide to developing a rubric (Mertler, 2001):

1. Review the objective to be assessed
 - a. Did students have the opportunity to learn and practice the skills to meet the objective? In other words, is the instruction aligned to the learning objective?
 - b. Design a task or assignment that requires students to demonstrate the skill(s).
2. Identify the specific, observable attributes of the skill that you expect students to demonstrate through this task (also include behaviors that you do not want to see; i.e., likely mistakes or misconceptions)
3. Brainstorm characteristics that describe each attribute
4. Write narratives describing excellent and poor performance
 - a. For analytic rubrics, write narratives for *each* attribute
 - b. For holistic rubrics, write a narrative that incorporates *all* attributes
5. Describe other levels on the continuum between excellent and poor
 - a. For analytic rubrics, do this for *each* attribute
 - b. For holistic rubrics, do this for *the collection of* attributes
6. Collect samples of student work that exemplify each performance level
7. Reflect on the effectiveness of the rubric and revise if necessary
 - a. Did it capture the important attributes of the skill?
 - b. Were the performance levels described in terms of behaviors that were actually observed?
 - c. Are the scores reliable?
 - d. Do the resulting scores discriminate between good and poor students?
 - e. Do the resulting scores correlate with other appropriate measures of student learning?

References

- Mertler, C. J. (2001). Designing scoring rubrics for your classroom. *Practical Assessment, Research & Evaluation, 7*(25).
- Popham, W. J. (1997). What’s wrong – and what’s right – with rubrics. *Educational Leadership, 55*, 72-75.

An example from EMU's QEP:

Step	Rubric development notes:								
1	<p>Objective to be assessed:</p> <p style="text-align: center;"><i>Integrate the principles of environmental sustainability within the student's discipline.</i></p> <p>(Students learn and practice these principles in one required course in each major.)</p> <p>Possible tasks or assignments:</p> <p style="padding-left: 40px;">Debate Oral presentation Research paper</p> <p>[Note: ideally, the rubric we develop could be applied to any assignment or task in which the student demonstrates the corresponding attributes.]</p>								
2	<p>The task/assignment should have the following attributes:</p> <p style="padding-left: 40px;">Identification of an environmental sustainability issue within the discipline Analysis of the issue Presentation of solution or sustainable course of action Conclusion (projected impact of solution or course of action)</p>								
3	<p><i>Brainstorming of characteristics that describe</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 30%; padding-left: 40px;">Identification</td> <td>good: accurate, significant, clear, complete, cited, concise poor: inaccurate, irrelevant, incomplete, lacking citation</td> </tr> <tr> <td style="padding-left: 40px;">Analysis</td> <td>good: thorough, insightful, fair, creative, logical poor: shallow, superficial, biased, illogical</td> </tr> <tr> <td style="padding-left: 40px;">Solution</td> <td>good: creative, innovative, applicable, appropriate poor: unimaginative, inappropriate, inapplicable, incongruent</td> </tr> <tr> <td style="padding-left: 40px;">Conclusion</td> <td>good: logical, persuasive, unique, creative, concise poor: illogical, clichéd</td> </tr> </table>	Identification	good: accurate, significant, clear, complete, cited, concise poor: inaccurate, irrelevant, incomplete, lacking citation	Analysis	good: thorough, insightful, fair, creative, logical poor: shallow, superficial, biased, illogical	Solution	good: creative, innovative, applicable, appropriate poor: unimaginative, inappropriate, inapplicable, incongruent	Conclusion	good: logical, persuasive, unique, creative, concise poor: illogical, clichéd
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4a/5a	<i>See Sample 1 below</i>								
4b/5b	<i>See Sample 2 below</i>								
6 and 7	<i>After data collection</i>								

Sample 1: *Analytic rubric for QEP objective.*

Criteria	Exceeds expectations 3	Meets expectations 2	Does not meet expectations 1	Score
Identification of an environmental sustainability issue within the discipline	Identifies an appropriate issue; provides an accurate, clear, and complete description, including works cited; presents the issue in a creative, significant, and/or concise way.	Identifies an appropriate issue; provides an adequate description, including works cited.	Does not identify an appropriate issue or description is incomplete and/or inaccurate; or omits citations.	
Analysis of the issue	Issue is thoroughly and fairly analyzed and the analysis is particularly insightful and/or creative.	Issue is adequately and fairly analyzed.	Issue is not analyzed or analysis is incomplete, superficial, and/or biased.	
Presentation of solution or sustainable course of action	A particularly creative or innovative solution or course of action is presented and the solution/course of action is applicable to the issue.	A solution or course of action is presented and the solution/course of action is applicable to the issue.	A solution or course of action is not presented or the solution/course of action is incongruent with the issue.	
Conclusion (projected impact of solution or course of action)	Conclusion is logical, persuasive, concise, and unique.	Conclusion is logical and persuasive.	Conclusion is not provided or conclusion is illogical.	
Total Score:				

Sample 2: *Holistic rubric for QEP objective.*

Exceeds expectations 3	Meets expectations 2	Does not meet expectations 1
The introduction is accurate, complete, and includes works cited; the issue is also introduced in a creative, significant, and/or concise way. The issue is thoroughly and fairly analyzed and the analysis is particularly insightful and/or creative. A solution is presented, appropriate and consistent with the issue, and is also creative or innovative. The conclusion is logical, persuasive, concise, and unique.	Accurately and completely introduces issue and includes works cited. The issue is thoroughly and fairly analyzed. A solution is presented and is appropriate and consistent with the issue. The conclusion is logical and persuasive.	Does not introduce an issue or introduction is incomplete and/or inaccurate; citations are omitted. The issue is not analyzed or analysis is incomplete, superficial, and/or biased. A solution is not expressed or the solution is inappropriate or incongruent with the issue. The conclusion is not provided or conclusion is illogical.

WRITING THE QEP and PREPARING FOR THE ON-SITE VISIT

1. Use the resources provided by the Commission.
 - *QEP Handbook* <http://sacscoc.org/pdf/081705/QEP%20Handbook.pdf>
 - Step-by-step guide on developing your QEP, including notes on the *Peer Evaluator's Perspective*.
 - Document formatting instructions – pp. 18-20.
 - *Resource Manual for the Principles of Accreditation: Foundations for Quality Enhancement* <http://www.sacscoc.org/pdf/handbooks/Exhibit%2031.Resource%20Manual.pdf>
 - Questions the On-Site Committee will consider when evaluating your QEP – pp. 21-22.
 - *Handbook for Review Committees* <http://www.sacscoc.org/pdf/handbooks/Exhibit%2018.HandbookForReviewCommittees.pdf>
 - Assessing the Quality Enhancement Plan – pp. 33-36.
 - *Quality Enhancement Plan: Lead Evaluator Nomination Process* <http://sacscoc.org/documents/QEPLeadEvaluator1.pdf>
 - Get an early start on this process!
 - Submit information about your lead evaluator to the Commission *three months prior* to the on-site visit.
2. Use tables or charts in your QEP to summarize the key components of the plan; i.e., make it easy for the Committee to find answers to their questions.
 - Actions to be implemented
 - Project timeline
 - Administration and oversight
 - Budget
 - Assessment plan
3. If possible, include baseline assessment data.
4. Take advantage of the On-Site Committee's consultative role.
 - The Committee will include an expert on your topic.
 - You will be asked to submit key questions about the implementation of your plan.
5. Raise awareness and excitement about the QEP on campus prior to the on-site visit. Some ideas:
 - QEP logo design contest
 - Posters or banners
 - T-shirts
 - Promotional video
 - Website or Facebook page
 - Twitter
 - Blog