Effective Presentation and Assessment of Your Institution’s QEP

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SACSCOC Institute on Quality Enhancement and Accreditation
Fort Worth, Texas • July 19, 2011
Overview

- Brief overview of VSU’s QEP process
- Presentation of information in QEP prospectus
- Presentation of QEP information for on-site visit
- Focus on assessment
  - You are the Reviewer – Evaluating
  - Sample Assessment Plans
VSU’s QEP

- Development of the QEP was facilitated by two broad-based task forces appointed by the Leadership Team to focus on different stages of the QEP.
- Task forces were given charges by the Leadership Team and asked to report findings and suggestions to the Leadership Team.
SACS Leadership Team

- **Task Force I**: responsible for soliciting input and ideas for the QEP from the VSU community

- **SACS Leadership Team**: comprised of the President, Vice Presidents, SACS Liaison, Director of Information Technology, and the Compliance Certification Coordinator. Their roles include:
  - guiding the institutional accreditation efforts
  - providing guidance to the QEP taskforces
  - overseeing QEP implementation

- **Task Force II**: responsible for researching, conceptualizing, writing, and planning for implementation of the QEP
VSU’s QEP Process

Tasks of Phase I Task Force:

- Developing the means of initially publicizing the QEP
- Developing a proposal form for suggestions
- Setting timelines for collection and selection processes
- Narrowing down number of suggestions
- Requesting more developed proposals for the topics
VSU’s QEP Process

Tasks of Phase II Task Force:

- Focusing/Refining the Topic: Spring Semester 2009
- Researching/Writing the Prospectus and the Call for Proposals: Fall Semester 2009
Presentation of Information in QEP Prospectus
Elements of the QEP Report

- Table of Contents
- Timeline/Responsibility
- Conceptual Framework
- Detailed Budget
- Executive Summary
Table of Contents

- Include a detailed Table of Contents to allow reviewers to easily locate specific information.
  - Chapter Headings
  - Section Headings

To view Valdosta State University’s full QEP prospectus, visit [www.valdosta.edu/sacs/qep/index.shtml](http://www.valdosta.edu/sacs/qep/index.shtml)
Implementation Timeline

- With implementation of 13 major tasks planned for between Spring 2011 and Spring 2016, a detailed timeline is vital.
- For each task, a person is assigned responsibility:
  - (e.g., Conduct Discipline-Based Inquiry Projects for Iteration 1)
  - (e.g., Assess Discipline-Based Inquiry Projects from Iteration 1)
## Implementation Timeline

<table>
<thead>
<tr>
<th>#</th>
<th>Task</th>
<th>Pre-Planning Jan - July 2011</th>
<th>Year 1 2011-2012</th>
<th>Year 2 2012-2013</th>
<th>Year 3 2013-2014</th>
<th>Year 4 2014-2015</th>
<th>Year 5 2015-2016</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Conduct assessment workshop on intrasubject replication with faculty for Discipline-Based Inquiry Projects for Iteration 1</td>
<td>Spr</td>
<td>Sum</td>
<td>Fall</td>
<td>Spr</td>
<td>Sum</td>
<td>Fall</td>
<td>Spr</td>
</tr>
<tr>
<td>2</td>
<td>Conduct Discipline-Based Inquiry Projects for Iteration 1</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>3</td>
<td>Assess Discipline-Based Inquiry Projects from Iteration 1</td>
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<tr>
<td>4</td>
<td>Provide a progress report regarding results from the Discipline-Based Inquiry Projects in Iteration 1 and make recommendations to the leadership team for changes to second Call for Proposals</td>
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<tr>
<td>5</td>
<td>Conduct second Call for Proposals, review, evaluate, and select Discipline-Based Inquiry Projects for Iteration 2</td>
<td>Spr</td>
<td>Sum</td>
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<tr>
<td>6</td>
<td>Conduct assessment workshop with faculty for Discipline-Based Inquiry Projects for Iteration 2</td>
<td>Spr</td>
<td>Sum</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>Conduct Discipline-Based Inquiry Projects for Iteration 2</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Assess Discipline-Based Inquiry Projects from Iteration 2</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>9</td>
<td>Provide a progress report to the leadership team regarding results from the Discipline-Based Inquiry Projects (Iterations 1 and 2).</td>
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<tr>
<td>10</td>
<td>Design, launch, and update QEP website</td>
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<tr>
<td>11</td>
<td>Preplan the Undergraduate Research Symposium</td>
<td></td>
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<tr>
<td>12</td>
<td>Conduct Campus-Wide Undergraduate Research Symposium</td>
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</tr>
<tr>
<td>13</td>
<td>Prepare QEP Report for Fifth-Year Interim Report - Due March 2016</td>
<td></td>
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</tr>
</tbody>
</table>
Conceptual Framework

- Visually illustrate the Conceptual Framework to show which departments are involved in supporting the QEP
Detailed Budget

- A total budget of nearly $1.5 million was allocated for the six month planning period and the five years of the QEP.
- Including a detailed budget summary allows reviewers to easily see how funding has been distributed to support the QEP.
<table>
<thead>
<tr>
<th>ITEM</th>
<th>Pre-Planning Jan - July 2011</th>
<th>Year 1 2011-2012</th>
<th>Year 2 2012-2013</th>
<th>Year 3 2013-2014</th>
<th>Year 4 2014-2015</th>
<th>Year 5 2015-2016</th>
<th>Totals</th>
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</thead>
<tbody>
<tr>
<td>Discipline-Based Inquiry Projects</td>
<td>$183,528</td>
<td>$200,000</td>
<td>$383,528</td>
<td></td>
<td></td>
<td></td>
<td>$383,528</td>
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<tr>
<td>Personnel</td>
<td></td>
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</tr>
<tr>
<td>Participating faculty salaries/benefits (.25 FTE)*</td>
<td>$27,418</td>
<td>$274,184</td>
<td>$27,418</td>
<td>$274,184</td>
<td>$27,418</td>
<td>$630,622</td>
<td></td>
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<tr>
<td>Administrative support (AVPR, SRA, FS, IT)*</td>
<td>$16,428</td>
<td>$65,711</td>
<td>$65,711</td>
<td>$65,711</td>
<td>$65,711</td>
<td>$16,428</td>
<td>$295,699</td>
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<tr>
<td>Supplies, Materials, Travel (QEP Coordinator)</td>
<td>$1,000</td>
<td>$1,500</td>
<td>$6,000</td>
<td>$6,000</td>
<td>$6,000</td>
<td>$1,000</td>
<td>$21,500</td>
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<tr>
<td>Assessment</td>
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</tr>
<tr>
<td>Assessment Workshop on Intrasubject Replication (two days)</td>
<td>$600</td>
<td>$600</td>
<td></td>
<td></td>
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<td></td>
<td>$1,200</td>
</tr>
<tr>
<td>Supplies, materials, external consultant review, assessment conference</td>
<td>$2,000</td>
<td>$4,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$3,000</td>
<td>$24,000</td>
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<tr>
<td>Supporting QEP Activities</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistant to develop QEP website</td>
<td>$6,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$56,000</td>
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<tr>
<td>Annual Campus-Wide Undergraduate Research Symposium</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$25,000</td>
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<tr>
<td>TOTAL QEP COSTS</td>
<td>$53,446</td>
<td>$543,922</td>
<td>$119,729</td>
<td>$565,894</td>
<td>$119,129</td>
<td>$35,428</td>
<td>$1,437,549</td>
</tr>
</tbody>
</table>

* Denotes an in-kind contribution. (See the Personnel description for more details.)
Executive Summary

• Include an Executive Summary to summarize evidence of compliance and to guide reviewers directly to specific standards.

EXHIBIT 1: EVIDENCE FOR CR 2.12

<table>
<thead>
<tr>
<th>REQUIREMENT / STANDARD</th>
<th>CRITERION</th>
<th>EVIDENCE</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR 2.12</td>
<td>Broad-Based Process for Addressing Key Institutional Issues: Includes a broad-based institutional process identifying key issues emerging from institutional assessment</td>
<td>The Phase 1 Task Force was comprised of broad-based involvement and representation. (See Phase 1 Task Force Committee Membership, Appendix A).</td>
<td>12; 69-70</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To identify key issues, the Phase 1 Task Force utilized institutional assessments, including a campus-wide needs assessment survey, campus-wide solicitation of QEP topics, and an analysis of results of national surveys conducted at VSU. (See Appendices C and D).</td>
<td>13-19; 73-76</td>
</tr>
</tbody>
</table>
The mission is reflected in the QEP through the Discipline-Based Inquiry Projects. VSU's mission is to prepare students to meet global opportunities and challenges through excellence in teaching and learning; expand the boundaries of current knowledge and explore the practical applications of that knowledge through excellence in scholarship and creative endeavors; and promote the economic, cultural, and educational progress of our community and of our region through excellence in service outreach.

The QEP is focused on undergraduate engagement in discipline-based inquiry through Discipline-Based Inquiry Projects that have specific and measurable student learning outcomes.
### EXHIBIT 3: EVIDENCE FOR CS 3.3.2

<table>
<thead>
<tr>
<th>REQUIREMENT / STANDARD</th>
<th>CRITERION</th>
<th>EVIDENCE</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 3.3.2</td>
<td>Institutional Capability for the Initiation and Completion of the Plan: Demonstrates institutional capability for the initiation, implementation, and completion of the QEP</td>
<td>VSU has the institutional capability to succeed in the proposed QEP as the institution is prepared to allocate necessary staffing and financial resources to ensure the success of the QEP.</td>
<td>32-38</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The proposed timeline has been carefully designed to accomplish all necessary components of the QEP and allow adequate time for each task, including time for initiation (pre-planning), implementation (Years 1-4) and final assessment (Year 5).</td>
<td>32-33</td>
</tr>
</tbody>
</table>
### Executive Summary of Evidence

#### EXHIBIT 4: EVIDENCE FOR CS 3.3.2

<table>
<thead>
<tr>
<th>REQUIREMENT / STANDARD</th>
<th>CRITERION</th>
<th>EVIDENCE</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 3.3.2</td>
<td>Broad-Based Involvement in Development and Proposed Implementation: Includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP</td>
<td>Broad-based involvement in the development of the QEP and the proposed implementation was achieved through a call for proposals for Discipline-Based Inquiry Projects, open to the entire campus. Multiple open forums were held to answer questions from proposers. (See Appendices H, I, and J.)</td>
<td>22; 81-88</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proposals were accepted from any faculty or staff member; a total of 24 proposals for a Discipline-Based Inquiry Projects were received. Six proposals clearly met the criteria outlined in the Call for Proposals.</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Phase 2 Task Force was comprised of broad-based involvement and representation. (See Phase 2 Task Force Committee Membership, Appendix B).</td>
<td>12; 71-72</td>
</tr>
</tbody>
</table>
## Executive Summary of Evidence

### EXHIBIT 5: EVIDENCE FOR CS 3.3.2

<table>
<thead>
<tr>
<th>REQUIREMENT / STANDARD</th>
<th>CRITERION</th>
<th>EVIDENCE</th>
<th>Pages</th>
</tr>
</thead>
</table>
| CS 3.3.2               | **Assessment of the Plan:** Identifies goals and a plan to assess their achievement | The QEP has the following three goals:  
  Goal #1: Students will develop knowledge of discipline-specific inquiry skills.  
  Goal #2: Students will apply discipline-specific inquiry skills from the classroom to resolve a specific question or problem.  
  Goal #3: Students will learn why and how to present the results of discipline-based inquiry in a professional or academic forum. | 6; 20 |
|                        | Each Discipline-Based Inquiry Project is required to have specific and measureable student learning outcomes that align with the QEP Goals as well as program assessments. (See Exhibits 12 through 23). | | 42-61 |
|                        | The QEP contains a detailed assessment plan that assesses student learning outcomes, project goals, and supporting activities. In addition, the assessment plan contains indirect measures using intrasubject replication. Exhibit 11 (p. 41) shows the QEP assessment plan that includes the purpose, the QEP Goals addressed, the method for assessment; implementation and data collection, and the anticipated performance criteria. | | 39-65 |
Presentation of QEP information for on-site visit
Elements of the QEP Onsite Presentation

- Agenda
- Open Sessions
- Breakout Sessions
  - Faculty
  - Staff
  - Students

Coming Soon: QEP
Agenda

- Prepare a detailed agenda with the time, location, description, and attendees for each event.

### TUESDAY, APRIL 6, 2010

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Event</th>
<th>VSU Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 a.m. – 8:00 a.m.</td>
<td>Campus Room, Hilton Garden Inn</td>
<td>Light breakfast provided in work room (Campus). Full breakfast buffet is available in the hotel restaurant.</td>
<td>* Jane Kinney, Compliance Certification Coordinator and Professor of English</td>
</tr>
<tr>
<td>7:30 a.m.</td>
<td>Travel</td>
<td>Dr. Shaw and Jane Kinney depart Hilton Garden Inn for Valdosta Airport. 8:00 a.m. – Depart Valdosta Airport for St. Mary’s Airport.</td>
<td>* Jane Kinney, Compliance Certification Coordinator and Professor of English</td>
</tr>
<tr>
<td>8:30 a.m. – 10:00 a.m.</td>
<td>VSU Center at King’s Bay</td>
<td>Dr. Shaw will meet with representatives of VSU Center at Kings Bay.</td>
<td>* Jane Kinney, Compliance Certification Coordinator and Professor of English, Richard Gibney, Director of Kings Bay Center, Catherine Christie, Assistant Director of Kings Bay Center</td>
</tr>
<tr>
<td>10:00 a.m.</td>
<td>Travel</td>
<td>Dr. Shaw and Jane Kinney depart Kings Bay for St. Mary’s Airport. 10:30 a.m. – Depart St. Mary’s Airport for Valdosta.</td>
<td>* Jane Kinney, Compliance Certification Coordinator and Professor of English</td>
</tr>
</tbody>
</table>
Open Session

• Who?
  • Any interested campus constituents.

• Preparation?
  • Extensive advertising across campus.

• Content?
  • General information about the QEP.

• SACS Expectations?
  • Reasonable turnout to indicate broad-based input and interest in QEP topic.
Breakout Session: Faculty

• Who?
  • Faculty members; specifically faculty members who are actively involved with the QEP.

• Preparation?
  • Advertising and reminders to specific faculty involved with the QEP.

• Content?
  • General information about the QEP.

• SACS Expectations?
  • Reasonable turnout to indicate faculty input and interest in QEP topic.
Breakout Session: Staff

• Who?
  - Staff members; specifically staff members who are actively involved with the QEP.

• Preparation?
  - Advertising and reminders to specific staff involved with the QEP.

• Content?
  - General information about the QEP.

• SACS Expectations?
  - Reasonable turnout to indicate staff input and interest in QEP topic.
Breakout Session: Students

- Who?
  - Students.

- Preparation?
  - Extensive advertising across campus. Email reminders to students actively involved in the QEP. Reminder text messages to students on day of presentation.

- Content?
  - General information about the QEP.

- SACS Expectations?
  - Reasonable turnout to indicate student input and interest in QEP topic.
Focus on Assessment
Assessment of QEP

The purpose of assessing the QEP, including each Discipline-Based Inquiry Model Demonstrations, is two-fold:

- To evaluate the extent to which students have achieved the intended student learning outcomes identified for each model demonstration, and
- To identify opportunities for improvement in subsequent iterations of Discipline-Based Inquiry model demonstrations.
Assessment of QEP

Part I – Student Learning Outcomes:
Assessment of student learning outcomes, comparing the results with those submitted in the proposal.

Part II – Discipline-Based Inquiry Model Demonstration Goals:
Assessment of project goals, comparing the results with those submitted in the proposal.

Part III – Supporting Activities:
Assessment of supporting activities, comparing the results with those submitted in the assessment plan.

Part IV – Indirect Horizontal Analysis:
Analysis of information from indirect assessments across all Discipline-Based Inquiry Model Demonstration.
### EXHIBIT 6: QEP ASSESSMENT PLAN

<table>
<thead>
<tr>
<th>Part</th>
<th>Purpose</th>
<th>QEP Goals</th>
<th>Method</th>
<th>Implementation and Data Collection</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| **I - Student Learning Outcomes** | At requested intervals and at the conclusion of the project, the faculty coordinator for each project will prepare a formal report assessing the student learning outcomes, comparing the results with those submitted in the proposal. This information will then be analyzed through a peer review process. | 1, 2, and 3 | - Intrasubject replication using student learning outcomes identified by faculty coordinators  
- Collect data through BlazeView and/or paper evaluations  
- Peer Review  
- External Review | - SRA, in conjunction with the QEP Coordinator, will hold a two-day workshop on inrasubject replication.  
- SRA, with assistance from IT, will assist faculty in collecting information for inrasubject replication via BlazeView and/or paper.  
- The QEP coordinator will identify a peer reviewer for each Discipline-Based Inquiry Project and one external reviewer to provide comments on results from student learning outcomes assessments. | - Students gain new knowledge (demonstrated by intra-subject replication). |
| **II - Discipline-Based Inquiry Projects Goals** | At requested intervals and at the conclusion of the project, the faculty coordinator for each project will prepare a formal report assessing the project goals, comparing the results with those submitted in the proposal. This information will then be analyzed through a peer review process. | 1, 2, and 3 | - Faculty collect and report information as identified in their Discipline-Based Inquiry Project Goals  
- SRA provides assistance as needed  
- Peer Review | - SRA will provide faculty with assistance as needed in collecting information for their inrasubject data collection.  
- SRA, with assistance from IT, will assist faculty in collecting information for Discipline-Based Inquiry Project Goals via BlazeView.  
- The QEP coordinator will identify a peer reviewer for each Discipline-Based Inquiry Project and one external reviewer to provide comments on results from Discipline-Based Inquiry Project Goals assessments. | - Achieve all Discipline-Based Inquiry Project Goals. |
Intrasubject Replication

Intrasubject replication tests each student multiple times at prescribed intervals before and after manipulation of an independent variable.

- Content areas are identified and measured repeatedly, using brief evaluation (i.e., quiz, short answer, etc.).
- Performance in each area will be charted separately for each student.
- Following a stable baseline phase, instruction will begin in the first content area.
- The effectiveness of instruction will result in a performance increase for the specific content area assessment.
Assessment Plan - Institution A

- Two-year institution
- Focuses on student strengths and weaknesses, traditional classroom instruction, supplemental instruction by both faculty and peer tutors, and retention counseling.

Relevant formative assessment techniques will include pre-test to posttest comparison and computer based laboratory lessons that assess students’ mastery of a subject which will help validate current theories on how students learn.

Desired Outcomes:
- Increase number of students who complete supplemental reading course.
- Increase number of Learning Support students who succeed in subsequent program level coursework.
- Increase number of Learning Support students who graduate from an instructional program.
Institution A

You are the reviewer

- Is the assessment plan appropriate for the project? Do the assessment match what is being evaluated?
- Is there a coordinated effort of assessment?
- Fast forward to the QEP report due at the 5th year. What type of assessment information will they have to share? Is it sufficient?
Assessment Plan - Institution B

- Two-year institution
- Focuses on student learning related to improvement of reading comprehension skills and vocabulary development of students enrolled in the Nursing program.

The outcomes of the QEP will strengthen student reading comprehension throughout the general education college curriculum. During the fourth and fifth year, the college will expand the best practices model into the general education curriculum of all associate degree students.

Institutional Outcomes:
- Faculty will integrate effective research-based learning into the learning environment.
- Student learning and success will increase.
Institution B

You are the reviewer

- Is the assessment plan appropriate for the project? Do the assessment match what is being evaluated?
- Is there a coordinated effort of assessment?
- Fast forward to the QEP report due at the 5th year. What type of assessment information will they have to share? Is it sufficient?
Assessment Plans - Institution C

- Two-year institution
- Employs direct and indirect methods to provide both formative and summative evaluation of progress and success.

Goals for the QEP:
- Implement new guidelines and standards for the advising and scheduling
- Expand and enhance the current developmental reading program to include an elective intermediate course
- Integrate critical reading instruction within the course discipline
- Foster a reading-conducive environment to encourage self-initiated reading

Keys means of assessment:
- Comparing existing and future institutional research data
- Administering pre- and post-tests in reading comprehension and enhancement courses
- Applying rubrics
- Embedding test questions
- Taking local surveys
Institution C

You are the reviewer

- Is the assessment plan appropriate for the project? Do the assessment match what is being evaluated?
- Is there a coordinated effort of assessment?
- Fast forward to the QEP report due at the 5th year. What type of assessment information will they have to share? Is it sufficient?
Assessment Plan - Institution D

- Two-year institution
- Facilitates the development of students who are able to more effectively use the professional research literature.

Three major goals of the QEP enable students to:

- Efficiently find professional research literature.
- Effectively use professional research literature.
- Accurately document professional research literature.

Four interventions:

- Teachers will compile and distribute annotated bibliographies for specific graduate courses.
- Designate a class period using search engines, excerpting services, and databases.
- Graduate students will review papers written by other students.
- Graduate students will compile annotated bibliographies for specific courses.
Is the assessment plan appropriate for the project? Do the assessment match what is being evaluated?

Is there a coordinated effort of assessment?

Fast forward to the QEP report due at the 5th year. What type of assessment information will they have to share? Is it sufficient?

You are the reviewer
Assessment Plan - Institution E

- Four-year institution
- Focuses on revitalizing the culture of learning starting with the students’ first-year (freshman) experience, including infusing into the core curriculum a dynamic focus on specific forms of literacy coupled with the development and use of innovative and engaging approaches to teaching and learning.

QEP Assessment and evaluation strategies:

- In course assessments:
  - Formative strategies (e.g., rubrics, checklists, anecdotal records)
  - Summative strategies (e.g., exam, test, quiz, essay)

- Program evaluations:
  - ETS Proficiency Profile
  - Information Literacy Test (ILT)
  - Standardized Assessment of Information Literacy Skills (SAILS)
Institution E

You are the reviewer

- Is the assessment plan appropriate for the project? Do the assessment match what is being evaluated?
- Is there a coordinated effort of assessment?
- Fast forward to the QEP report due at the 5th year. What type of assessment information will they have to share? Is it sufficient?
Assessment Plan - Institution F

- Four-year institution
- QEP focuses on global learning. Data for the assessment of the four QEP program goals will be obtained from enrollment data, surveys, assessment matrices, and SLO assessments.

- Three SLOs were established:
  - Demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
  - Demonstrate the ability to conduct a multi-perspective analysis of local, global, international, and intercultural problems.
  - Students will demonstrate willingness to engage in local, global, international, and intercultural problem solving.

Program goals:
  - A sufficient number of global learning courses will be provided.
  - An increasing number of global learning co-curricular activities will be implemented into the baccalaureate curriculum.
  - High-quality faculty and staff development workshops will be provided.
  - Students will gain proficiency in the knowledge, skills, and attitudes of global citizenship.
Institution F

You are the reviewer

- Is the assessment plan appropriate for the project? Do the assessment match what is being evaluated?
- Is there a coordinated effort of assessment?
- Fast forward to the QEP report due at the 5th year. What type of assessment information will they have to share? Is it sufficient?
Assessment Plan - Institution G

- Four-year institution
- QEP focuses on critical thinking development.

The assessment of the QEP outcomes will utilize measures that are both direct and indirect. Not all assessments will take place each year, but all outcomes will be assessed each year.

Types of assessment:
- Utilizing the Watson- Glaser Critical Thinking Appraisal (WGCTA).
- Administering qualitative assessments such as focus groups and interviews.
- Utilizing feedback from students to determine the extent to which they feel each of the QEP learning outcomes is being met.
Institution G

- Is the assessment plan appropriate for the project? Do the assessment match what is being evaluated?
- Is there a coordinated effort of assessment?
- Fast forward to the QEP report due at the 5th year. What type of assessment information will they have to share? Is it sufficient?
Assessment Plan - Institution H

- Four-year institution
- QEP focuses on developing and improving critical thinking skills.

The QEP seeks to improve the university’s performance on extending critical thinking skills beyond the general education core to the department curricula.

As the QEP is implemented, students will be:
- Learning about critical thinking, inquiry, analysis, and decision making.
- Reflecting on their critical thinking.
- Applying critical thinking skills by solving problems, researching, and making decisions in the contexts of their majors.
Institution H

You are the reviewer

- Is the assessment plan appropriate for the project? Do the assessment match what is being evaluated?
- Is there a coordinated effort of assessment?
- Fast forward to the QEP report due at the 5th year. What type of assessment information will they have to share? Is it sufficient?
Questions, Comments, and Discussion