

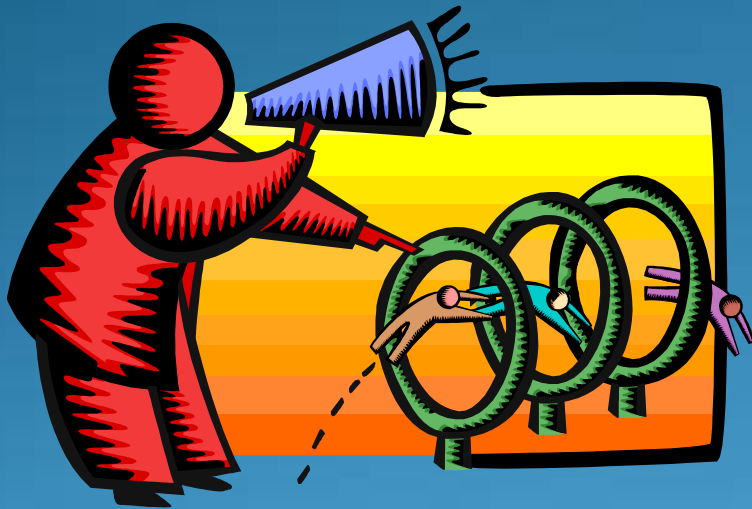
QEP Assessment That Works!

SACS COC 2010 Annual Meeting
Louisville, KY

*Theme: “The Race for Quality
in the 21st Century*

Workshop Presenters

Barbara H. Jones
D. J. Henry



HOUSEKEEPING

- Restroom Locations
- Refreshments
- Timekeeper
- Cell Phones
- Disclaimers
- "Best Ideas"
- Interactions
- Other

Agenda

Part I

- Why a QEP?
- What's a QEP?
- Assessment Models
 - Logic Models
 - Bridge Model
- QEP Rubrics

Part II

- QEP Assessment Rubric
- QEP Lessons Learned
- Tools to Share
- Q&A - Closure

3 hours!



Opening Group Activity

Introduction of Presenters

Table Introductions

- Each table has an assigned Table Leader
- Leader will start introductions
 - Name & Institution
 - QEP Interest/Responsibility?
- **10 minutes for introductions**



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Hot QEP Topics

- Popular Topics

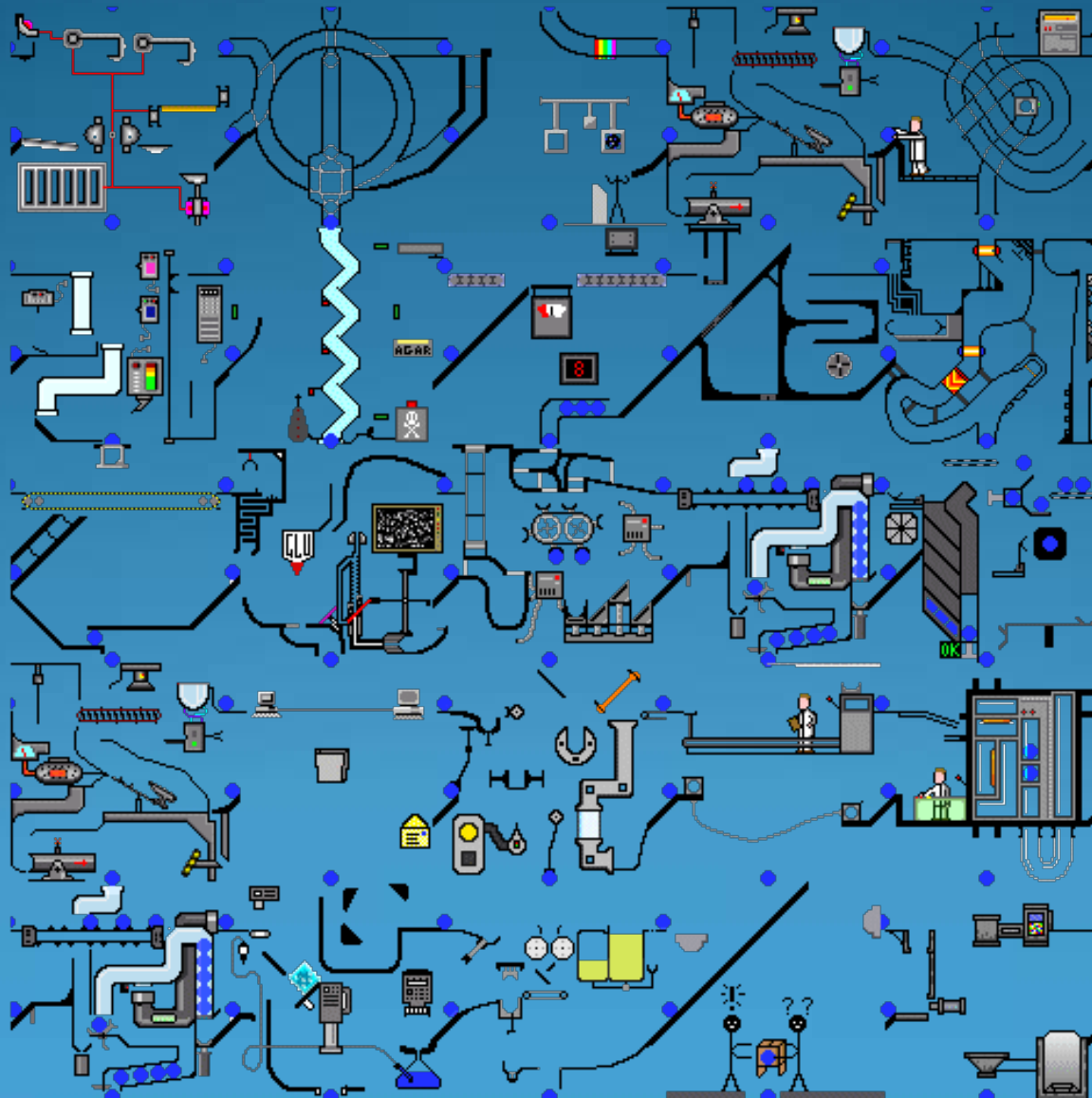
- Student Writing
- Student Engagement
- Student Success
- Student Learning
- Critical Thinking
- Mathematics
- Developmental Learning
- On-line Education and Technology
- Faculty and Staff Development
- Student Retention
- Others?



Elements of the QEP

1. Title (descriptive)
2. Topic (creative, vital, student learning)
3. A definition of student learning
4. Rationale (topic importance/significance)
5. Evidence (analysis of goals, implementation and best practices)
6. A Plan (visible timelines, leadership, resources, assessment schedule.)
7. Assess: comprehensive assessment plan 

How complex is QEP assessment ????



Assessment Plan Basics

- There is an Assessment Plan!
 - Assessment Plan related to focus of QEP and implementation activities
- Clearly appropriate assessment processes
 - Baselines, benchmarking, pre-post measures, valued-added, control groups, & statistical analysis
- Multiple measures important
 - Appropriate & relevant assessment instruments
- Specific, well-defined goals related to QEP & leading to observable evidence
 - Specific student learning outcomes
- Link between QEP and other institutional and academic planning
 - Strategic plan, annual college plan, major initiatives, etc.

Group Activity I

QEP Assessment SAR
(Self Assessment Rank)
& Glossary



QEP Assessment Concept Models

Key Points Concerning QEP Assessment

Start with Assessment-End with Assessment (and assessment in the middle)

- Assessment isn't an afterthought!
 - Build the assessment plan into the project
 - Assessment is dynamic – not static
 - Assessment is a great QEP planning tool
- Assessment begins with the Focus Statement
 - “The primary purpose (mission or goal) of the QEP is to
.....”
- Evaluation design and assessment models are important to QEP development, implementation and assessment.
- The whole point of a QEP is to improve student learning in a significant and substantive way and validate difference in learning through assessment.

Examples of QEP Focus/Purpose/Goal Statements

- ✓ The purpose of (the QEP) is to enhance student engagement in reading and to improve student reading skills.
- ✓ The goal of (the QEP) is to improve student learning by supporting students in the development of effective problem-solving skills.
- ✓ The purpose of (the QEP) is to assist learners in the development and application of critical thinking skills across the curriculum, thereby improving their ability to think critically and solve problems in general education and occupational/technical programs.
- ✓ The goal of (the QEP) is to improve student learning through culturally diverse perspectives to prepare students for success in a global society.
- ✓ The primary focus of (the QEP) is the development of students who use higher-order thinking skills to explore, evaluate, expand and express ideas.
- ✓ The focus of (the QEP) is to enhance student learning in mathematics.

The Assessment Question

How will we know to what extent our intervention (plan) worked?

Logic Models

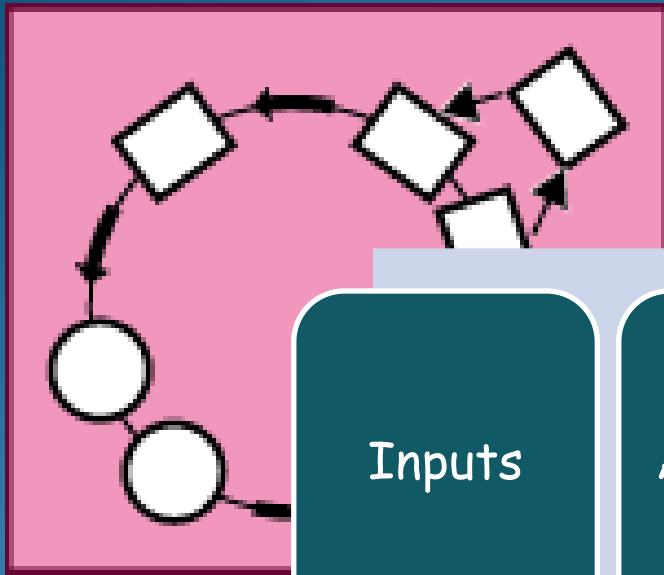
A great tool for developing, assessing and communicating the QEP.

- A logic model is a graphic representation that shows a logical relationship between inputs, outputs and outcomes.
- The model provides
 - A picture of a program
 - A simple description of program theory
 - Logical chain of connections
 - A series of "if-then" relationships
 - Core of program planning, monitoring, assessing and reporting

"Never invest in any idea you can't illustrate with a crayon."

Peter Lynch in Beating the Street.

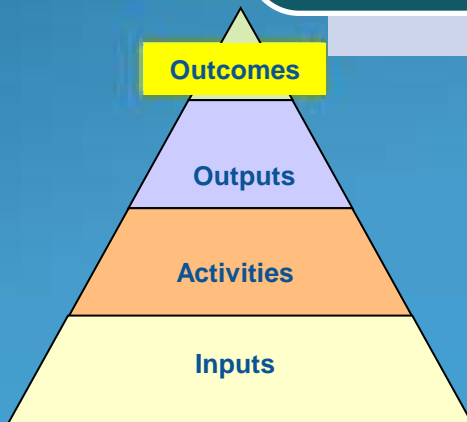
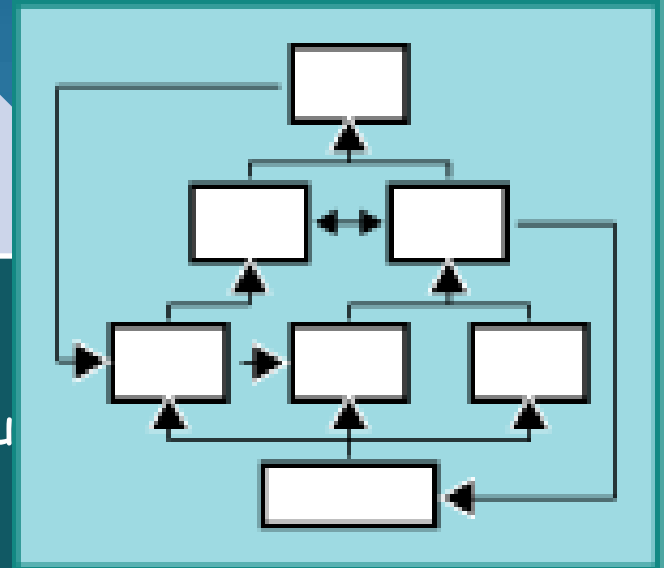
Logic Model Basics



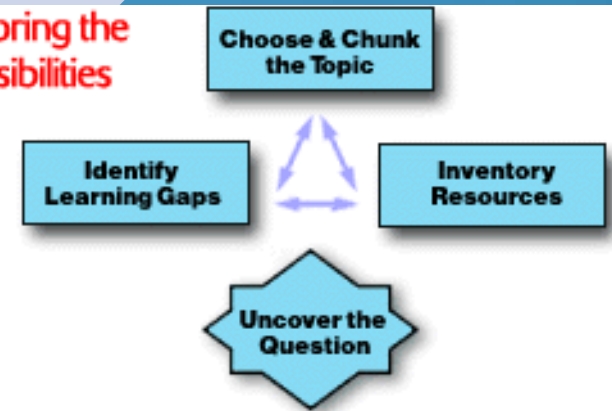
Inputs

Activities

Output

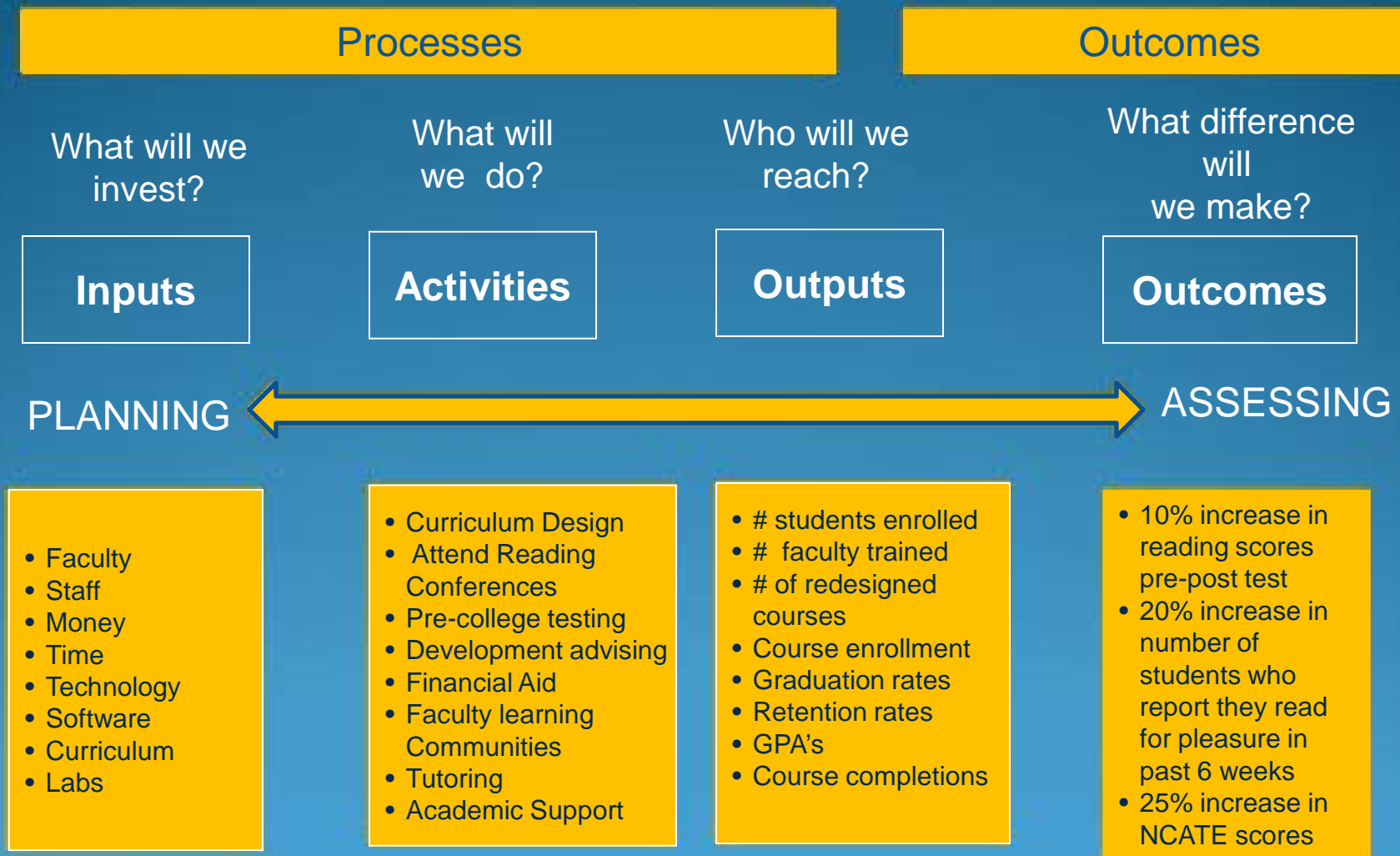


Exploring the Possibilities




A QEP LOGIC MODEL EXAMPLE

QEP Focus: Statement of problem or condition related to student learning.



QEP Bridge Model

How do we bridge the gap?
Implementation Plan



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

The QEP!

Identify

Purpose
Goals
Objectives
Outcomes

Assess

Purpose
Goals
Objectives
Outcomes

Activities

Outputs

Inputs

Outcomes

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QEP Background

CR 2.12 and CS 3.2.2

(Focus-Involvement-Capability-Assessment)

The institution has developed an acceptable Quality Enhancement Plan (QEP) that

- (1) Includes an institutional process for identifying key issues emerging from institutional assessment and
- (2) Focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution,

The institution has developed a QEP that

- (1) Demonstrates institutional capacity 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.

A Brief History of the QEP Rubrics

1. Focus Rubric
2. Involvement Rubric
3. Capability Rubric
4. Assessment Rubric

QEP Assessment

IV. Assessment:

The institution has developed means for assessing the success of the QEP including the development of relevant internal and external measures to evaluate the Plan with an internal system for evaluating the QEP and monitoring its progress. The Plan describes how the results of the evaluations of the QEP will be used to improve student learning.

(Source: Handbook for Review Committees p. 36)

The QEP Assessment Rubric

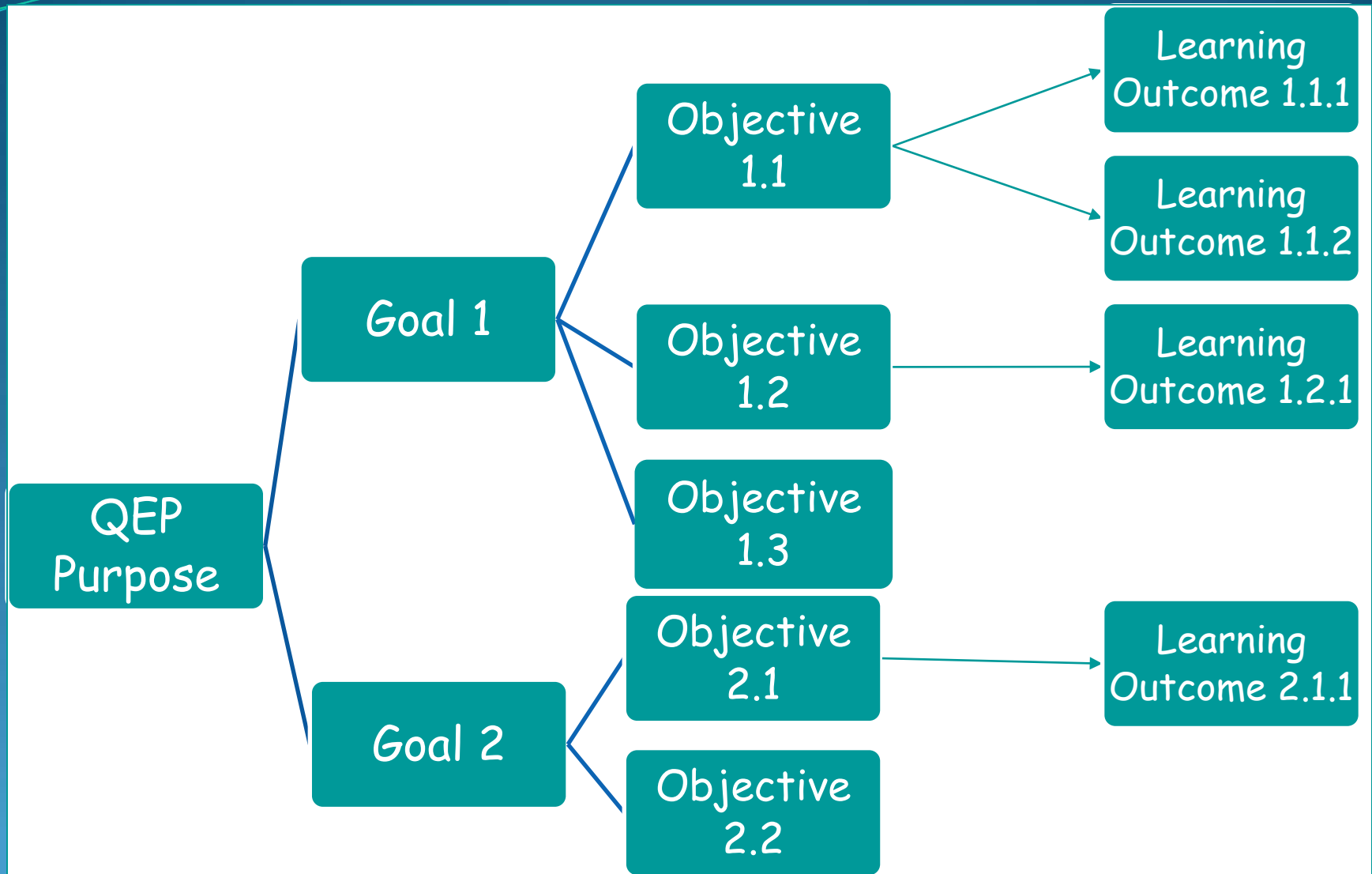
The Assessment Rubric

- A. Evaluation Design
- B. Formative and Summative Assessment
- C. Specific Learning Outcome Assessment
- D. Resources

A. Evaluation Design

- ❑ There is a comprehensive and coherent assessment strategy.
- ❑ The assessment plan includes objectives/outcomes for QEP implementation (outputs) and student learning (outcomes).
- ❑ QEP objectives/outcomes, if achieved, will lead to evidence of improved student learning and/or an improved student learning environment.
- ❑ QEP topic is related to and integrated with other institutional plans (strategic/ long range, academic, system, etc.)

Abstract -----> Specific



EXAMPLE

Student Learning Outcomes in Mathematics

Objective 4: Students will show improvement in mathematics knowledge, skills and competences based on an end-of-course assessment in targeted courses using a common course examination.

Outcome 4a. MATH 0097	Students enrolled in MATH 0097 will show an average gain of 5% per year on the Common Course Examination compared to the 2005-06 baseline average of 65.4. (2012 Target – 83.5%)
Outcome 4b. MATH 0099	Students enrolled in MATH 0099 will show an average gain of 5% per year on the Common Course Examination compared to the 2005-06 baseline average of 64.0. (2012 Target – 81.7%)
Outcome 4c. MATH 1111	Students enrolled in MATH 1111 (College Algebra) will show an average gain of 5% per year on the Common Course Examination compared to the 2005-06 baseline average of 66.3. (2012 Target – 84.6%)

EXAMPLE

_____ faculty will integrate problem-based and problem-solving experiences in the courses and programs.

90% of full time faculty trained in PBL

Faculty improve knowledge & attitudes toward PBL

Increase faculty integrating PBL by 10% per year

75% redesigned to integrate PBL experiences

_____ students will solve ill-defined, real world problems by applying systematic problem-solving techniques.

80% of students perform at or above average in problem solving using faculty developed rubric

Improve student performance on CAT

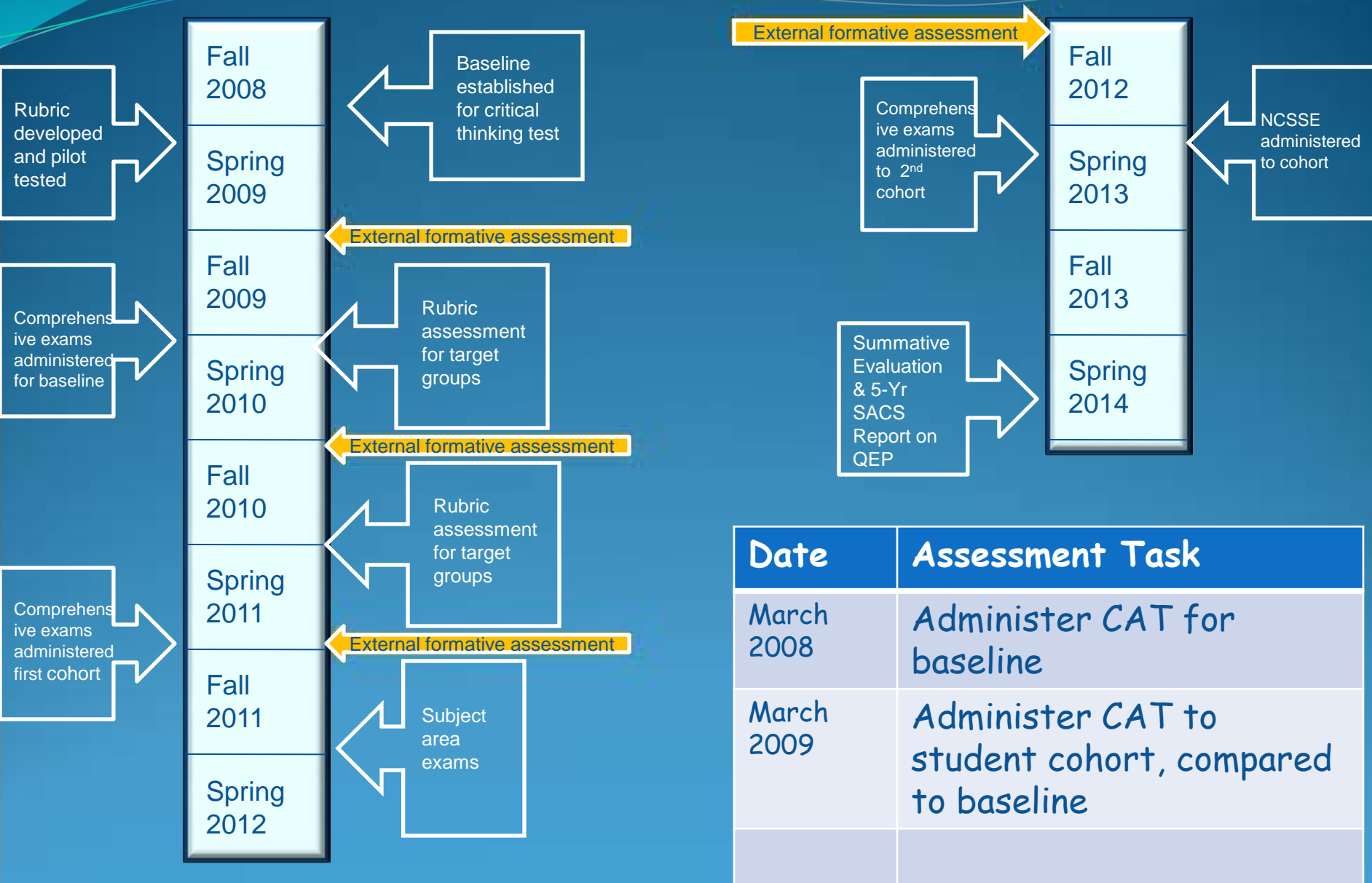
75% in college success course self-score problem solving rubric consistent with faculty score

Improve student performance on common exams in redesigned courses

First time students persistence increase by 5%

Developmental Students persistence rate increase by 10%

Assessment Timeline



Link between QEP and other Institutional Planning

"The focus on critical thinking as the QEP topic is congruent with the College's strategic plan (Strategic Goals 2006 - 2010 of ... Community College), as well as annual planning initiatives (Annual Planning Initiatives of 2008 - 2009). These provide the foundation for the College's QEP. The strategic goals are as follows:

<u>C</u> ommunication	Provide strategic communication to all constituents.
<u>A</u> ccess	Promote access and success for a diverse population.
<u>L</u> eadership	Develop and encourage innovative and visionary leaders for the College and the community.
<u>L</u> earning Environment	Focus on learning as the chief priority and driving force of the College's efforts.

The "Learning Environment" strategic goal provides the basis for annual initiatives developed by the Planning Team as well as for the selection of critical thinking as the QEP topic. One of the 2008-09 Planning Initiatives that specifically relates to improving learning is that College will "*enhance academic opportunities for students through the incorporation of critical thinking activities in all college courses.*"

B. Formative & Summative Assessment

Formative—that which seeks to *improve implementation and increase success along the way*

Summative—that which seeks to *prove whether strategies have been effective*

B. Formative & Summative Assessment

- ❑ Formative assessment included in evaluation design and evidence that results of formative assessment will be used to make adjustments.
- ❑ Summative assessment included in evaluation design.



Assessment

Formative

Summative

Implementation
(Efficiency
Measures)

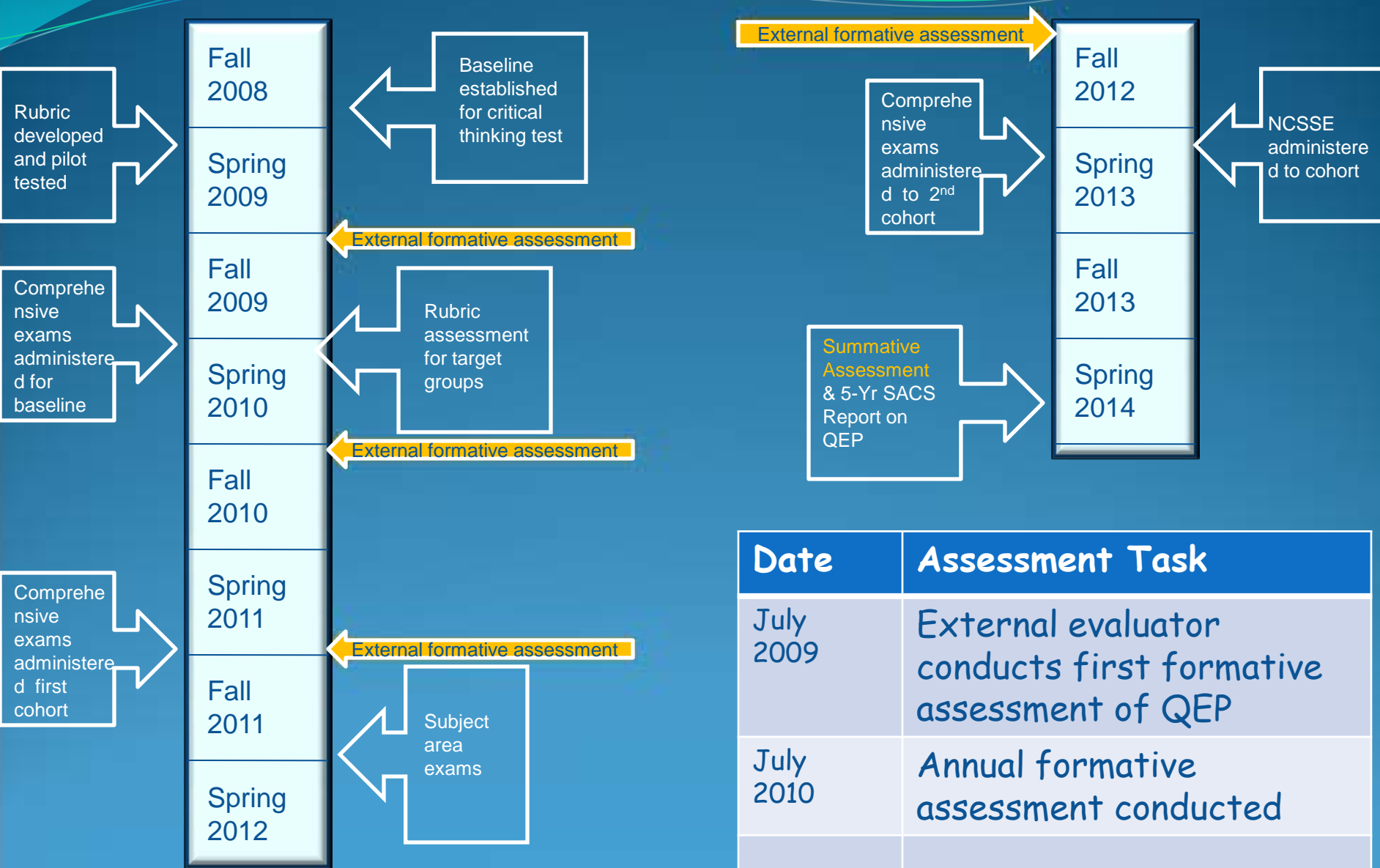
Outcomes
(Effectiveness
Measures)

Final Report

early stages

later stages

QEP Timeline



Date	Assessment Task
July 2009	External evaluator conducts first formative assessment of QEP
July 2010	Annual formative assessment conducted

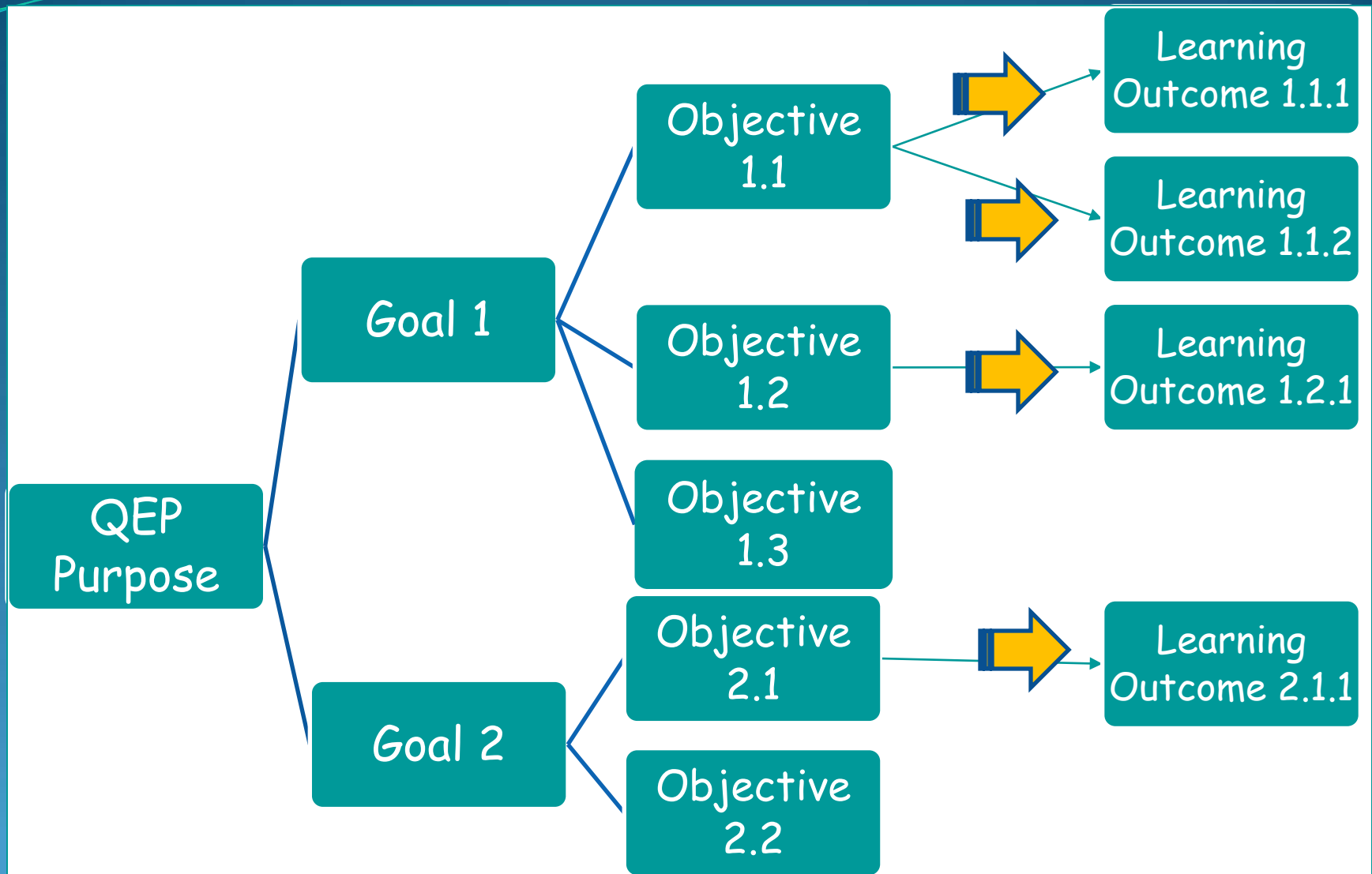
C. Specific Learning Outcome Assessment

- ❑ Assessment of student learning is described and based on documenting improvements in student learning outcomes.
- ❑ Appropriate and specific instruments that are direct measurements of learning improvement are identified.
- ❑ Baseline and/or control group data has been collected and/or a clear plan is in place to obtain this data.

What is a Student Learning Outcome?

A student learning outcome describes/identifies the measurable knowledge, skills, behaviors and/or values/attitudes of the learner as the result of the learner's engagement in a learning activity.

Abstract -----> Specific



QEP Measurable Learning Outcomes

- ❑ 60% of students tested will score above the national mean on the CAAP.
- ❑ 80% of English 1101 students will achieve an average score of 3.5 or higher on the reading rubric.
- ❑ 10% improvement in students' critical thinking skills as measured by the Critical Assessment of Thinking Test (CAT).
- ❑ 12% improvement in students' critical thinking skills as measured by CTS rubrics.
- ❑ Average scores on the math common exams will increase from 67 to 79 for students in targeted courses.

D. Assessment Resources

- ❑ There is evidence of relationship between goals, objectives and learning outcomes to implementation activities and identified resources.
- ❑ Staff and financial resources needed to support evaluation and assessment activities are identified, included in the budget and adequate.

Assessment Resources

- Identify and secure adequate resources (money, time, etc.) necessary for assessment, including
 - Cost of assessment instruments
 - External evaluator-annual
 - Data collection and analysis
 - Staff assignments
 - Software
 - Where is it in the budget?

Assessment Resources Organization & Staffing

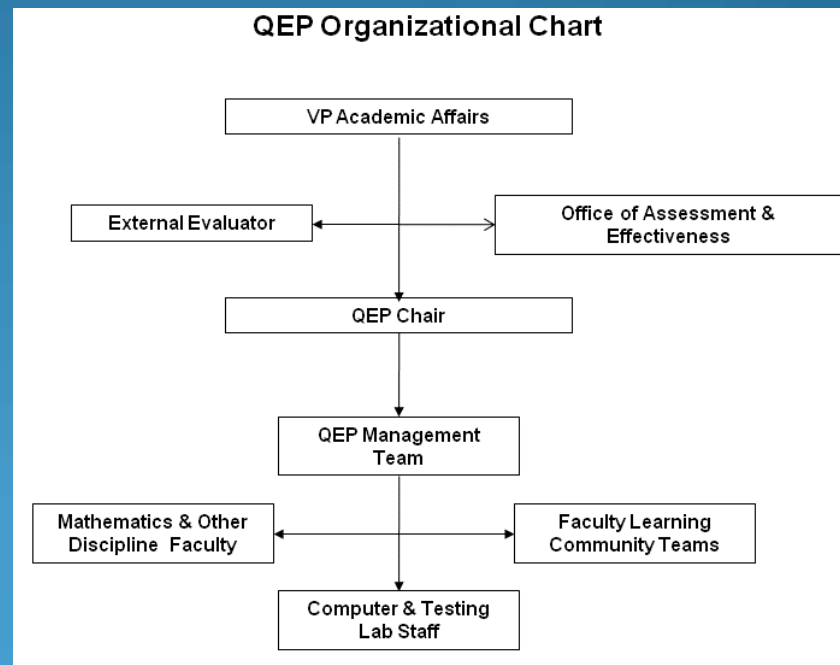
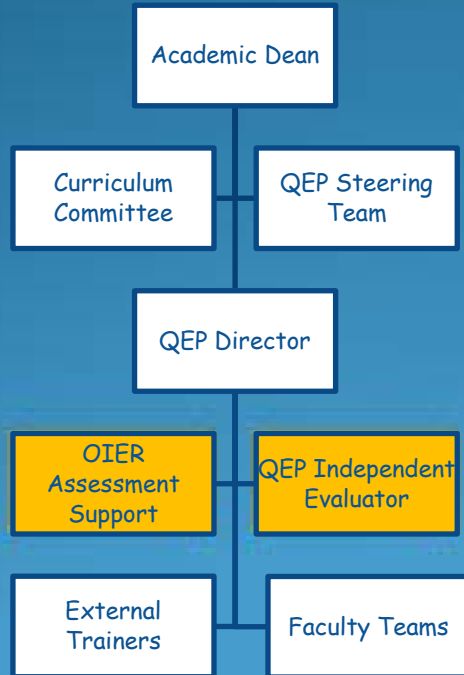


TABLE 6: QEP SUMMARY BUDGET

Category	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>TOTAL</u>
Personnel							
QEP Director	18,450	37,500	37,500	37,500	18,450	18,450	\$167,850
PASS Teams	0	36,000	36,000	12,000	12,000	0	\$96,000
(09) CT Trainers for PASS Teams	0	12,000	0	0	0	0	\$12,000
Effective Teaching course stipends	0	0	3,000	0	0	0	\$3,000
<i>Subtotal Personnel</i>	<i>18,450</i>	<i>85,500</i>	<i>76,500</i>	<i>49,500</i>	<i>30,450</i>	<i>18,450</i>	<i>\$278,850</i>
Professional Development & Travel							
Annual Fac. Prof. Development WS	1,500	2,500	2,500	2,500	2,500	0	\$11,500
PD travel for PASS Teams	2,000	7,000	2,000	2,000	2,000	0	\$15,000
<i>Subtotal PD&T</i>	<i>3,500</i>	<i>9,500</i>	<i>4,500</i>	<i>4,500</i>	<i>4,500</i>	<i>0</i>	<i>\$26,500</i>
Supplies							
(08) Printing QEP	500	0	0	0	0	0	\$500
(08) QEP laptops & tech for teams	15,000	0	0	0	0	0	\$15,000
Instructional Supplies for Teams	0	2,500	2,500	2,500	2,500	0	\$10,000
Waypoint Assessment Software	0	10,000	10,000	10,000	10,000	0	\$40,000
(13) Printing for final report	0	0	0	0	0	500	\$500
<i>Subtotal Supplies</i>	<i>15,500</i>	<i>12,500</i>	<i>12,500</i>	<i>12,500</i>	<i>12,500</i>	<i>500</i>	<i>\$66,000</i>
Other							
Critical Thinking Assessments	1,750	0	1,500	1,500	1,500	1,500	\$6,000
(08) Marketing QEP	5,000	0	0	0	0	0	\$5,000
Annual Formative Assessment Evaluator	0	1,200	1,200	1,200	1,200	500	\$5,300
<i>Subtotal Other</i>	<i>6,750</i>	<i>1,200</i>	<i>2,700</i>	<i>2,700</i>	<i>2,700</i>	<i>2,000</i>	<i>\$18,050</i>

Group Activity 2

Using the Assessment Rubric

QEP Implementation Table

Activities

Inputs

Activities

Outputs & Outcomes

Inputs

				Outputs, Outcomes & Assessment Tools	
Timeline	Primary Tasks	Participants	Method/Strategy		Budget Impact
Fall 200_ - Spring 200_ Year One					

QEP Tools

- Box.net site info

Request site access via email to
dbhjones@bellsouth.net

- NSF 2002 User-Friendly Handbook for Project Evaluation
- QEP Development Tool
- QEP Implementation Table
- Kellogg Foundation Logic Model Guide

The QEP Life Span 18 months & counting

Phase	Timeline (Months)	Output
I. Dialogue	1-9	Focus selected, purpose defined
II. Design	10-12	Activities developed, resource needs identified, implementation plan detail
III. Writing	12-16	Published QEP document
IV. Review	16-18	External SACS review
V. Implementation	19-?	This is where the work begins!
VI. Post-QEP	78	That was fun! Let's do another QEP!

Promoting the QEP to the onsite SACS Team.....

1. Open-Book Test !

This is an open book test! Make sure your folks have read and marked up and highlighted and tabbed the QEP, especially the parts they are responsible for or involved in. Hopefully, they'll read it within a few days of the onsite visit. It is okay to respond to a question by saying "On page 46, we outlined the way faculty will(whatever)."

2. Sell the QEP!

The people who meet with the SACS QEP reviewers need to understand they are "selling" the QEP. When the visitors ask a question, respond to it directly – with additional data or explanation or description as needed.

Don't be shy – this is not an inquisition by the SACS reviewers but a conversation! If you are afraid to talk, the conversation fails!

3. Important Talking Points: Say it, hear it, write it, report it!

If you don't say it, the team won't hear it, they won't write it down and they won't report it.

4. Respond to mistaken impressions

Often the SACS team will miss something or have something mistaken. When that happens, respond with the correct information. Nicely, of course!

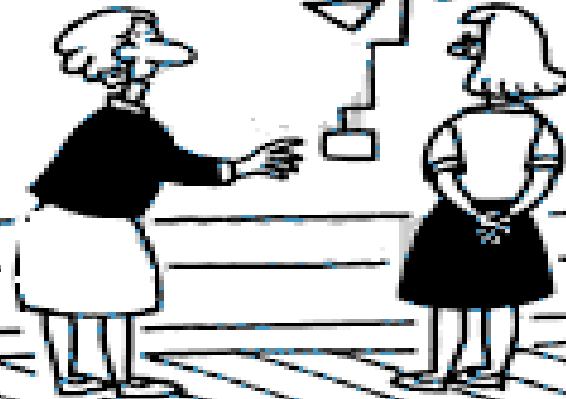
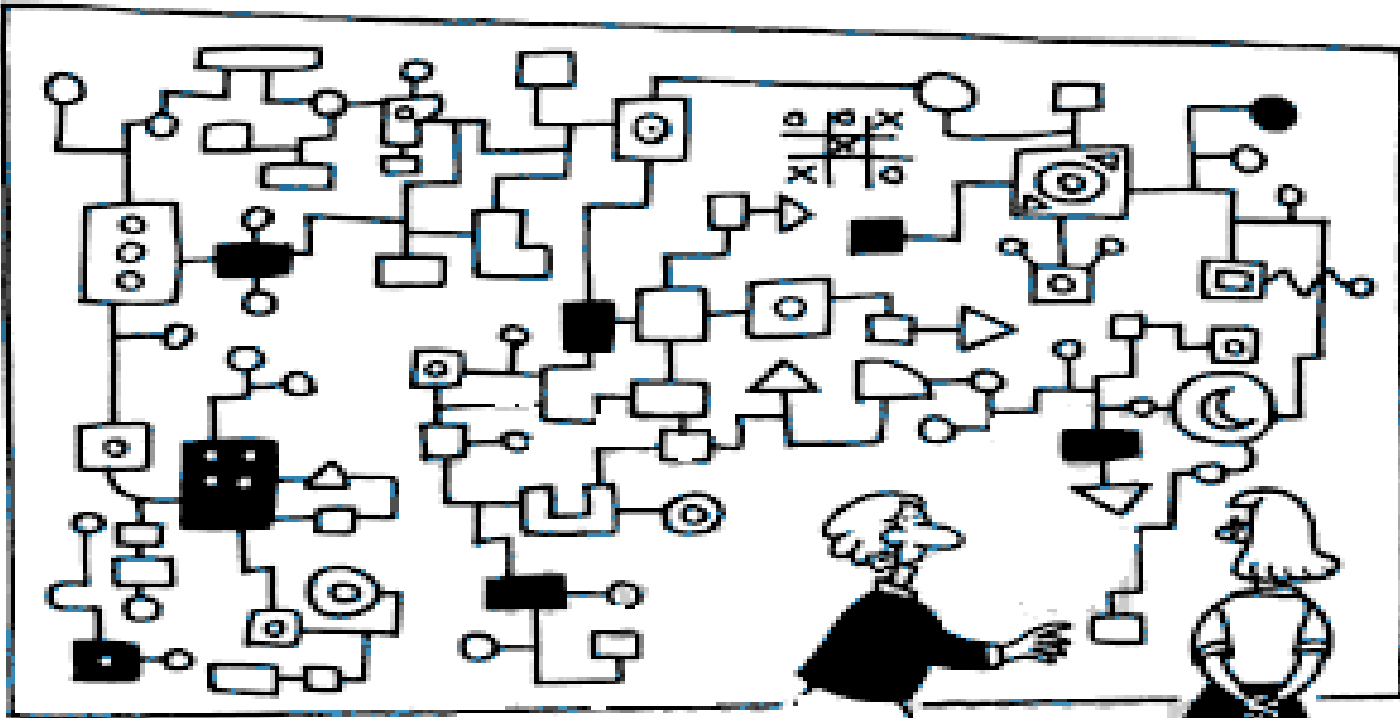
5. Remember, the SACS team members aren't necessarily experts on your QEP!

At XC, one of the review team asked why a certain outcome target was at 25%. One of the QEP faculty asked what he wanted it changed to. That was not a good question and brought on an awkward moment. The SACS reviewer just wanted to know why it was set at 25%, not that he wanted it changed!

6. Keep working after you mail it off!

It is a good idea to have a folder ready for the onsite visit that contains work accomplished between the time the QEP was mailed and the date of the onsite visit. Drafts of rubrics, training materials, anything that shows it is already a working project. Keep *one foot on the gas, one foot on the pedal* while waiting for the onsite team's review.

QEP Assessment Plan



"And this is exactly where our QEP went wrong!"

**Evaluation's most
important
purpose is not to prove,
but to improve. (Platt)**

 *Thank You* 

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