QEP Task Force

REPORT TO UNIVERSITY FACULTY AND DIRECTIONS GOING FORWARD

CO-CHAIRS:

MEGAN O'NEILL

STUART MICHELSON

QEP Task Force Members

Jesus Alfonzo,
Angela Henderson (IRE),
Stacy Collins,
Lisa Coulter,
Joseph Francis (student rep),
Daniel J Hendrick (student rep),
Colin MacFarlane,
Stuart Michelson (co-chair),
Megan O'Neill (co-chair),
Harry Price,
Tom Vogel

QEP Overview

Required by SACSCOC for accreditation
Current Quality Enhancement Plan: 2022
Current QEP – Transitions
    Includes:
       FSEM
       Hatter Track
       Hatter Quest

QEP Timeline

QEP Development - Track B

Selection of QEP Director or Facilitator	Formalize Topic Selection Process	Attend SACSCOC Annual Meeting (Director)	Topic Selection Process	QEP Topic Selected	Formation of QEP Strategic Planning Committee; Begin work on QEP Plan; Communicate Plan to University	Write and Complete QEP Plan (SACSCOC VP advisory visit?); Continue to Communicate Plan University-wide	QEP Report Submission	On-site Review (Jan - April)	Response Report, if needed	Review by SACSCOC
Sep	Nov - Dec	Dec	Spring	May	Aug- December	Jan - December	6 weeks prior to On-site	Mar?	Sept	Dec

CY 2019 Three Years Prior to Reaffirmation		CY 2020 Two Years Prior to Reaffirmation			CY 2021 One Year Prior to Reaffirmation		Year of	CY 2022 Reaffirmation		

Topic Selection Committee	QEP Strategic Planning Committee
Charge: 1) Study existing assessment data 2) Collect New Information (Surveys and Focus Groups) 3) Study Feedback 4) Study Literature (initial Literature Search) 5) Recommend QEP Topic or "Focus Area"	Charge: 1) Literature Search 2) Development of Goals, Student Learning Outcomes (SLOs), and Action Activities 3) Develop Assessment Plan w/ Tools 4) Construct and Write Plan (Similar to Grant and/or Dissertation Proposal)

QEP Topic Task Force: Calendar

QEP Task Force Calendar	Oct	Nov	Dec	Jan	Feb	March	April	May
Goals	starting meetings and initial research	discuss HIP, ELP, Capstone; develop short list from data gathered from research	Discuss and refine primary ideas based on data collected	Begin gathering input and publicizing to students and faculty; refine choices and definitions; Senate input; Academic Leaders outreach on topics	Input from SGA, staff meetings, focus groups; develop two ideas further; Senate conversation; Cabinet conversation; invite BoT to weigh in (they'll be in Gulfport)? Or in May (Deland visit); alumni board? Make sure Staff are included	Town Halls ahead of facultywide meeting; focus groups; Present to full faculty for discussion of two ideas; aim for choice to be made by April		Topic chosen no later than May 20
Meeting details	Oct 3: Initial meeting with Provost, Rick Tysor, Angela Henderson;	11/14/2019: further discussion of data	12/5/2019: further discussion of data, development of two "umbrella" topics	1/23/20: report on takeaways from SACSCOC conference Dec 2019; report on presentation to Academic Leaders; agreement to meet twice per month; definite movement toward one topic	2/5/20:			
	Oct 17: meeting to discuss and share plans							
	10/31/2019: meeting to review research and discuss potential topics							

Take- aways from SACSCOC Meeting (Dec '19)

- Student learning is the focus, not faculty/staff activity
- Choice of topic must be supported with assessment data
- Plan and implement a five-year "regroup" opportunity
- Keep the fifth year impact report in mind
- Make sure your QEP fits your institution
- Make sure the choice is something we can all agree needs work (even if it isn't your own favorite idea)

Take- away from SACSCOC Meeting

. What should we ALREADY be doing? Then, do that.

. Develop specific statements about what students should learn as a result of QEP investment; use for assessment (5 year report)

. Scope is probably the greatest challenge for the institution. Many overestimate what they can accomplish.

. Study previous QEP documents to learn what to do better

Considerations in QEP Topic Selection

➢ **Capability**: Does the institution have the capacity to implement, sustain, and complete the QEP?

➢ **Involvement**: Will the institution be able to ensure on-going involvement of all essential constituents to successfully complete the QEP?

➢ **Assessment Plan**: Will the institution be able to ensure that measurement of student learning/success can be documented throughout and at the conclusion of the QEP?

Movement Forward: Integrative Learning

- We've talked about Experiential Learning, Student engaged research, High Impact Practices; Advising, Coaching, Mentoring; ePortfolio. And more.
- Starting to lean toward:

Articulating Integrative Learning:
reflection, integration, critical/intellectual skills (including Q and S)
Plan: present two choices to the community

Feedback?
Questions?