

Quality Enhancement Plan Revisions

Provided by

Dr. Sherryl Byrd and Dr. Rex Gandy

Based in part upon the recommendations of the QEP Review Task Force

August 2016

Dear APSU Community,

We are pleased to announce the enhanced focus of APSU's existing Quality Enhancement Plan (QEP). You may recall in January 2016, we charged a task force with reviewing the status of the existing QEP and make recommendations to enhance the impact of the plan during its implementation.

Specifically, the QEP Review Task Force was charged with examining the current QEP: *E³ Explore, Experience, Excel* (launched in fall 2014) and making recommendations to ensure its successful implementation. As a part of its work, the Task Force conducted Perception Sessions with faculty, staff and students in February 2016.

The Task Force presented its initial recommendations to the Vice Presidents in late March 2016. After receiving feedback, a revised set of recommendations was presented to the Vice Presidents in April 2016. During the summer, the Vice Presidents engaged in a collaborative examination and discussion of the recommendations. Ultimately we confirmed many of the recommendations from the task force, and modified or added to other recommendations.

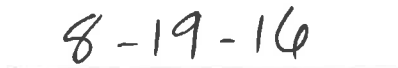
The attached document provides a comprehensive list of the APSU Quality Enhancement Plan implementation revisions that are now approved for implementation.

We would like to thank the task force members for their careful review and thoughtful deliberation of the QEP and the university's desired impact on our student learning and the student learning environment.

We look forward to a successful collaboration of faculty and staff in carrying out the plan. If you have any questions or concerns, please do not hesitate to contact Dr. Ashlee Spearman, Director of the Quality Enhancement Plan.



Dr. Sherryl Byrd
Vice President for Student Affairs



Date



Dr. Rex Gandy
Provost and Vice President for Academic Affairs



Date

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Scope of QEP

Background: Since the inception of Quality Enhancement Plan, several of the QEP HIP grant activities have gone beyond the four HIP areas specified in the original SACSCOC plan. The QEP implementation has become broader over time. The Task Force recognized the importance of promoting different variations of high-impact practices across campus such as Leadership; however, the Task Force felt strongly that Leadership should be a focus of the university as a part of the new strategic plan, and not added to an already broad QEP that is well-underway with limited resources. There are challenges of collecting departmental information regarding students who complete non-course-related internships. In addition, the Office of Undergraduate Research is the only QEP HIP area without full-time staff.

Decisions:

1. The QEP Goals will remain the same (as refined in 2015 by the QEP E³ Assessment Committee).
2. The QEP will keep the original four HIP areas as a part of the QEP:
 - Internships (with a modification to focus on course-related internships only)
 - Service Learning
 - Study Abroad
 - Undergraduate Research
3. In order to support a centralized reporting and tracking mechanism for internships, Career Services will establish an advisory committee that will give faculty and department chairs an avenue to support internship initiatives and/or express concerns. [The membership and charge for this advisory committee has now been established.]
4. In Spring 2017, the Vice Presidents, Assistant Provost/AVP Academic Affairs, and Director of QEP will collaboratively review the status of each HIP area's participation in the QEP, the ability to track students in each HIP area, and ability to collect assessment data/student artifacts for QEP Student Learning Outcome assessment in each HIP area. The purpose of this Spring review is to determine the continuation of each HIP areas in the QEP for 2017-2018.

Outreach and Communication

1. The QEP/Learning Opportunity Center will streamline its communication amongst QEP HIP areas, Faculty, Staff, and Students.
2. The university, through the QEP Office/Learning Opportunities Center and the HIP offices, will communicate clear and concise definitions of each high-impact practice that is a part of the QEP.
3. The Vice Presidents and QEP/Learning Opportunity Center will communicate clear and concise expectations for Faculty, Staff, and Student involvement and participation
4. The QEP Office/Learning Opportunities Center will host educational sessions on the QEP plan across campus for Faculty, Staff, and Students.
5. The university will foster cross-campus collaboration between the QEP Director, Academic Deans, and Department Chairs.
6. The QEP Office/Learning Opportunities Center will develop a subcommittee for Outreach and Educational Awareness (see Committee Structure section below).
7. The university will be consistent in referring to the above HIPs as QEP HIPs in order to distinguish them from other HIP areas (such as leadership).

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Participation

1. Academic Affairs and Student Affairs departments are urged to actively promote and engage students in the creation of new HIP activities or enhancing the existing HIP initiatives in some form (within the four defined QEP HIP areas).

QEP Funding

All QEP funding will be used to support increasing and enhancing opportunities for student participation in high-impact practice activities (within the four QEP HIP areas) with APSU undergraduate students. The plan outlined below would be revisited annually by the Provost and Vice President.

For the 2016-17 fiscal year, the estimated total amount of QEP “grant” funding will be \$131,900.

Funding Allocation:

1. Each HIP director will be asked to submit a request describing the plan for use of QEP funding (within the range of \$20,000 - \$25,000). Once the funds are allocated, the HIP directors may solicit proposals from faculty or others on campus to develop new opportunities subject to the review and recommendation of the advisory committee for the specific HIP.
2. The QEP office and its advisory committee will be responsible for the allocation of QEP funds (approximately \$35,000) for activities that cross over more than one HIP area, such as an activity that is a combination of study abroad and service learning. All QEP funding proposals will include
 - a. clear and concise guidelines for recipients and clear
 - b. concise timelines that specify start and end dates of the project.
 - c. indication of whether the project is long term versus short term
 - d. indication of whether the project is new versus enhancement of an existing project.

The QEP office will also develop a status checklist which will be updated regularly in order to maintain accurate reporting records.

Funding Guidelines:

All advisory committees and HIP directors should use, at a minimum, the following guidelines when allocating QEP funds:

1. Funds must be used for opportunities for student participation in a HIP activity, such as scholarships for HIP participation or course redesign for HIPs.
2. Funds cannot be used for personnel to include student workers, GAs, or temp employees.
3. Funds must be used for HIP activities that can be assessed for the QEP Student Learning Outcomes.
4. Faculty/Staff are eligible for up to \$750 in professional development funding per HIP activity.
5. HIP Directors will submit status/progress reports which will indicate if the project/student activity is on track toward implementation. The QEP office will also develop a status checklist which will be updated regularly in order to maintain accurate reporting records.

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6. The QEP office will also develop a status checklist which will be updated regularly in order to maintain accurate reporting records.
7. A check box will be added to the QEP funding application to indicate whether it is a long term versus short term project and whether it is a new project versus enhancement of an existing project.
8. All recipients should be required to submit QEP assessment data and report.

Tracking and Assessment

The QEP Student Learning Outcomes will remain the same (as refined in 2015 by the QEP E³ Assessment Committee).

It is critical to ensure that QEP assessment data will be collected:

1. The QEP office and Assessment Committee (in conjunction with the HIP Directors) should be responsible for working with faculty and staff who implement HIP activities (such as faculty teaching course-based HIP activities) to administer QEP Student Learning Outcomes Assessment processes, procedures, data collection and interpretation of results.
2. The QEP Assessment Committee should clarify its expectations regarding assessment of the QEP Student Learning Outcomes, including any "requirements" for course-based assessment with "signature" assignments.
3. All QEP HIP *Principal Investigators* (P.I.) will receive training on the required assessment guidelines and rubrics prior to receiving funding for projects.
4. Assessment must be applied to all QEP HIP areas including non-course related activities.
5. QEP funded HIP activities are required to collect data to assess the QEP Student Learning Outcomes and to utilize the QEP Assessment Committee's revised version of the AAC&U Integrative Learning VALUE rubric as a part of the course requirement (whether funded through the first or second avenues mentioned above). The AAC&U Integrative Learning VALUE rubric currently consists of using the established QEP student learning outcomes which includes: identifying connections between skills, abilities, theories, and methodologies, comparing applied experiences and knowledge, and describing their own performance with general indicators of success.
6. If an abbreviated assessment is conducted, which is less reflective using scales rather than open-ended response, the QEP Assessment Committee shall determine the requirements for abbreviated assessment, in order to ensure that the data collected will be consistent and reliable.
7. All QEP HIPs need to be assessed each semester and apply assessment instruments/requirements. Every student artifact in both semesters should be collected, however, the E³ committees would analyze and make recommendations based on the assessment results only once per year, followed by a report to the university community.
8. Students' Reflective responses of their HIP activity will be entered into the *D2L Brightspace* E-Portfolio platform in which the modified Integrative Learning VALUE rubric must be applied.
9. The QEP Director will collect all Student Learning Outcome data from *D2L Brightspace* E-Portfolio, and work with each HIP office to ensure data is collected in order to prepare for the annual report submitted by each HIP office. It is a collaborative effort, in that each HIP office gathers data, and the QEP office ensures it occurs.
10. The QEP Office will identify a team of faculty and staff that can help assess the artifacts.

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11. The university should develop a set of protocols to be used for HIP Directors and faculty to ensure consistency and accuracy in coding/labeling and tracking Internship, Service Learning, Study Abroad, or Undergraduate Research courses within the Banner system.

D2L Brightspace E-Portfolio

There is significant value of utilizing the *D2L Brightspace* E-Portfolio platform because it has the potential to increase student engagement and allow students to continue collecting data across multiple disciplines/projects as well as sharing the link for prospective employers.

1. Proceed with a pilot of *D2L Brightspace* E-Portfolio in the fall 2016, as a way to assess the QEP funded projects and course-related QEP HIPs. Prior to the fall 2016 term, the QEP Director will meet with the Director of Distance Education and the Steering Committee to determine whether Brightspace is suitable to use moving forward.
2. If necessary, at that time the QEP Director will collaborate with the Distance Education office to proceed with the predetermined back-up plan which involves using D2L learning management shells and manual assessment tracking for all QEP HIP offices and grant proposals.

Committee Structure

1. Each HIP Directors will be a member of one of the QEP committees. For example, one HIP director could serve on the QEP E³ Assessment Committee, one could serve on the Outreach and Education Committee, etc., as a representative of the other HIP Directors.
2. Continue the E³ Steering (Task Force), QEP E³ Assessment Committee, E³ Professional Development Committee, and E³ Funding Selection Committee (for the portion of funds allocated for activities that span more than one HIP area).
3. Each QEP committees will review/update its committee charge, guidelines/criteria, and assessment processes, as appropriate to align with the decisions outlined in this report.
4. The Professional Development Committee's charge will be revised to include the role of educating the QEP Fund P.I.'s on the effective use of the QEP HIP Assessment guidelines and rubric requirements. This professional development will be conducted in conjunction with the QEP Assessment Committee.
5. Create an Outreach and Education Awareness subcommittee of the QEP Steering Task Force. This subcommittee will work to establish a QEP HIP Liaison program. The QEP HIP Liaison program should encompass a faculty and staff member from each College and/or Department who would serve as an expert to inform their area about the updates of the QEP and help promote QEP HIP activities.

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Spring 2016 QEP Review Task Force Committee Roster

Lynne Crosby	Allie Michaels, ex-officio
Marissa Chandler	John Nicholson
Dwonna Goldstone	Greg Singleton
Loretta Griffy	Ashlee Spearman, ex-officio
Joi Garrett, ex-officio	Alexandra Wills