Quality Enhancement Plan (QEP) Proposal Overview

Fall 2017 Update
What is a QEP?
qep.kennesaw.edu

The Quality Enhancement Plan (QEP) is an opportunity for Kennesaw State University (KSU) to review and enhance one or more areas of focus for student learning. The plan ultimately demonstrates, in part, KSUs commitment to continuous improvement across the institution.

KSU began reviewing QEP topics in fall of 2015. The QEP guidelines are available on the SACSCOC website. Once the selection is made, a detailed description of the implementation and assessment of the QEP will be submitted to SACSCOC in fall of 2018, six months before the reaffirmation on-site visit. The visiting committee will examine data and documentation used by KSU to develop the QEP.

A team of 43 administrators, staff, and students, as well as the University community-at-large, participated in the selection of the next QEP proposal for Kennesaw State University. The Selection Committee reviewed the written proposals, town hall presentations, and survey results to make the final determination. With approval from Dr. Papp and Dr. Harmon, the Selection Committee is recommending that Engaging in Transformative Learning be the selected proposal. The final proposal will also incorporate key elements from "STEM Literacy for an Engaged Citizenship and Community-based Learning for Engaged Citizenship and Sustainable Communities," in order to build robust QEP for KSU.

The QEP is now in the Planning and Development phase of the project. This phase will allow for the creation of a new Planning and Development Committee, as well as creating the financial plan, timeline, assessment plan, organizational structure, marketing plan and documentation for reaffirmation. Updates on the project can be found on the Project Updates page, under project information.

The QEP will not become final until we receive approval from SACSCOC in 2019 and move into our Implementation phase.
What is KSU’s QEP Proposal?

“Engaging in Transformative Learning at KSU”
The QEP will facilitate transformative learning demonstrated by quality integration and reflection by students after participating in refined High-Impact Practices (HIPs).
High-Impact Practices: Eight Key Elements and Examples

Performance expectations set at appropriately high levels
Example: A writing- or inquiry-intensive first-year seminar in which assignments, projects, and activities such as multiple short papers, problem sets or projects challenge students to achieve beyond their current ability level as judged by criteria calibrated to students’ pre-college accomplishment evidenced by placement tests or ACT or SAT scores.

Significant investment of time and effort by students over an extended period of time
Example: A multiple-part class assignment on which a student works over the course of the academic term, beginning with a synopsis of the problem or issue to be examined and the methods or procedures that will be used, followed subsequently with narrative sections describing the methods, findings, and conclusions which together culminate in a completed paper, demonstration or performance evaluated by an independent third party or faculty supervisor.

Interactions with faculty and peers about substantive matters
Example: Out-of-class activities in which students in a learning community or first-year seminar come together at least once weekly to attend an enrichment event such as lecture by a visiting dignitary and/or discuss common readings and assignments facilitated by an upper-division peer mentor.

Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar
Example: A service learning field assignment wherein students work in a setting populated by people from different backgrounds and demographics, such as an assisted living facility or shelter for abused children, which is coupled with class discussions and journaling about the connections between class readings and the field assignment experience.

Frequent, timely, and constructive feedback
Example: A student-faculty research project during which students meet with and receive suggestions from the supervising faculty (or staff) member at various points to discuss progress, next steps, and problems encountered and to review the quality of the student’s contributions up to and through the completion of the project.

Periodic, structured opportunities to reflect and integrate learning
Example: Linked courses in a learning community wherein an instructor of one course designs assignments that require students to draw on material covered in one or more of the other linked courses supplemented by a peer preceptor who coordinates student attendance and discussion at relevant campus events, or a capstone course in which students submit a portfolio and explain the relative contributions of the artifacts contained therein that represent the knowledge and proficiencies attained at various points during their program of study

Opportunities to discover relevance of learning through real-world applications
Example: An internship, practicum or field placement that requires that students apply the knowledge and skills acquired during their program of study, or supervisor mediated discussions among student workers that encourage students to reflect on and see the connections between their studies and experiences in the work setting.

Public demonstration of competence
Example: An oral presentation to classmates of the required capstone seminar product that is evaluated by a faculty member and/or an accomplished practitioner, or a narrative evaluation of an internship, practicum or field placement by the work setting supervisor and/or supervising faculty or staff member.

Concept

• Students will complete 2 high-impact practices and reflections in addition to a summary reflection
• A framework will determine qualifying high-impact practices
• Designation will appear on the student’s academic transcript
Learning Outcomes

- Connect experiences to academic knowledge
- Integrate skills, abilities, theories, or methodologies among disciplines and perspectives
- Build on prior experiences to respond to new and challenging contexts
- Articulate multiple and conflicting perspectives in a fair and respectful manner
- Solidify personal core values and sense of self through a broadening of perspectives
Development Timeline

**Kickoff**
- Defining the SLO
- Literature Review

**Lit. Review**
- Identify Actions to be Implemented
- Establish the Timeline
- Marketing Planning
- Organizational Planning
- Resource Planning
- Assessment Planning

**First Draft Due & Consultant Review**
- Drafting QEP Documentation

**Organizational Planning**
- Review and Edit of QEP Document

**Stage Gate**
- Submission to SACSCOC
- Site Visit

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Jan
May
Oct 2018
Jan
May
Oct 2019
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Mar
QEP Implementation and Reporting

Report Due – March 2025

Year | Spring | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring
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2019 | Implementation
2020 | Data Collection
2021 | Impact Report of the Quality Enhancement Plan Developed
Thank You!

Questions or Comments?