Quality Enhancement Plan (QEP) Proposal Overview

Fall 2017 Update

KENNESAW STATE UNIVERSITY

What is a QEP?
qep.kennesaw.edu

Quality Enhancement Plan

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KENNESAW HALL

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Reaffirmation

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Fact Book

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 Citizenry* 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"

High-Impact Educational Practices

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First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

LEAP

"The QEP will facilitate **transformative learning** demonstrated by quality integration and reflection by students after participating in refined High-Impact Practices (HIPs)."

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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.

Kuh, G. D., & O'Donnell, K. (2013). *Ensuring quality and taking high-impact practices to scale*. Washington, DC: Association of American Colleges and Universities.
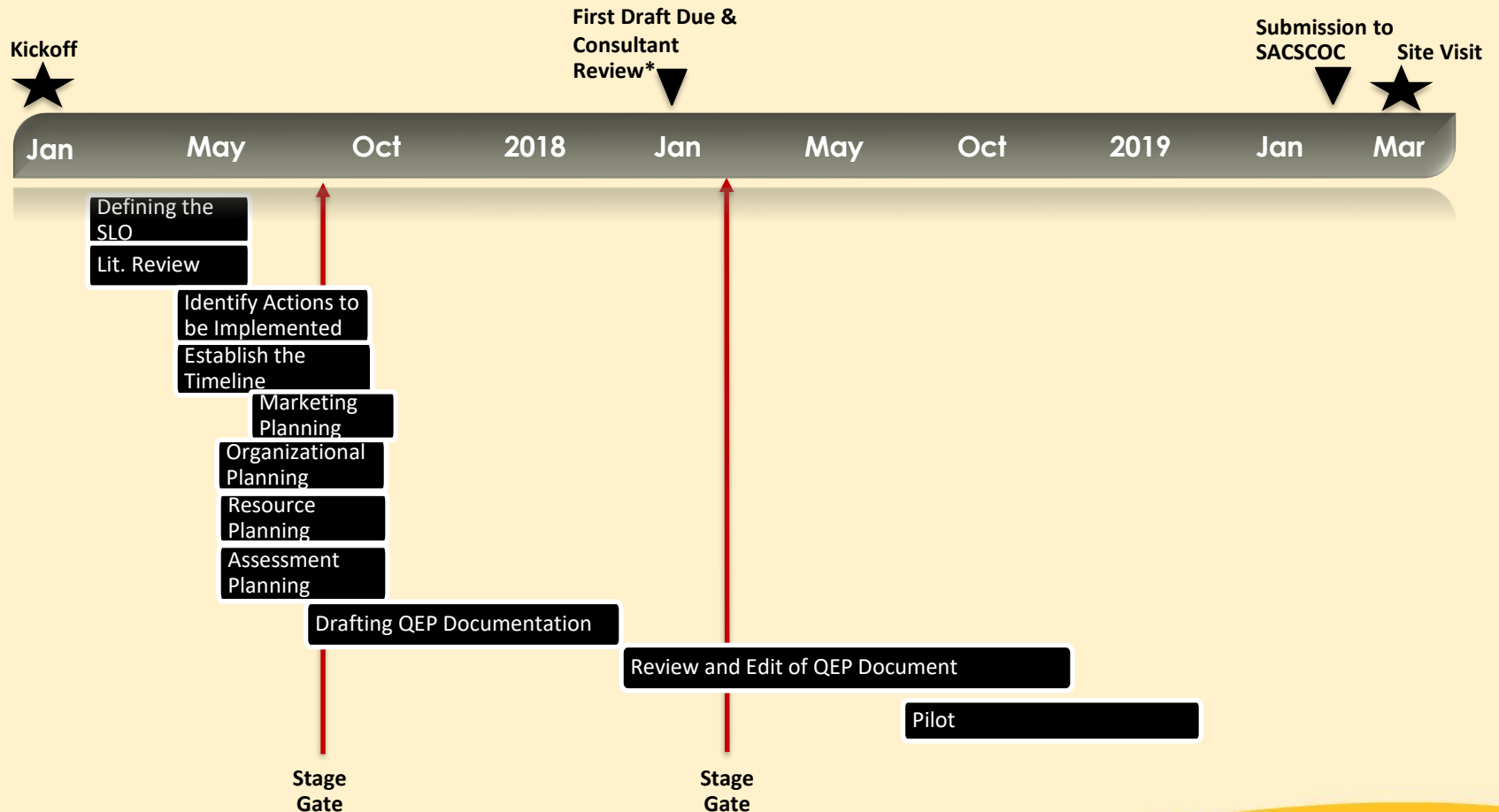
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Concept

- 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

First Draft Due &
Consultant
Review*▼

Kickoff
★

Submission to
SACSCOC ▼

Site Visit
★

| Jan | May | Oct | 2018 | Jan | May | Oct | 2019 | Jan | Mar |

Defining the SLO

Lit. Review

Identify Actions to be Implemented

Establish the Timeline

Marketing Planning

Organizational Planning

Resource Planning

Assessment Planning

Drafting QEP Documentation

Review and Edit of QEP Document

Pilot

Stage
Gate

Stage
Gate

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QEP Implementation and Reporting

Report Due – March 2025

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2019	2020	2021	2022	2023	2024	2025
Spring Fall	Spring Fall	Spring Fall	Spring Fall	Spring Fall	Spring Fall	Spring
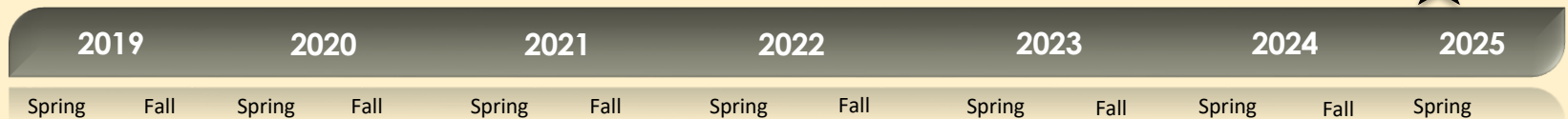
Implementation

Data Collection

Impact Report of the Quality Enhancement Plan Developed

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Thank You!

Questions or Comments?