BIG Ideas about ASU’s QEP

November 9, 2010
BIG “Thank you”

- 1459 survey participants:
  - 810 students, 287 faculty, 157 staff, 138 community members, 67 no category given

- All focus group participants
- All members of the QEP Development Committee and subcommittees
- Many others whose assistance is invaluable
BIG Ideas from the Survey

1228 applicable responses were organized into 18 categories. The top 5 are:

1. Career preparation: n=244 (19.9%)
2. Competent in major content: n=166 (13.5%)
3. Personal/social skills: n=127 (10.3%)
4. Critical reasoning/problems solving: n=110 (9.0%)
5. Communication skills: n=93 (7.5%)

The What’s Your Big Idea? Survey Results Summary, and the Your BIG Ideas Report are available on the QEP website: www.angelo.edu/qep.
BIG Ideas from the Focus Groups

Theme 1: Professionalism
- Communication skills: interpersonal, verbal, written, technical, interviewing
- Professional behavior: manners, loyalty, dress, office decorum
- Personal/career management: self-discipline, knowledge of professional expectations, management skills, career options/goals

Theme 2: Apply learning to the “real world”
- Practical knowledge/skills (specific to career)
- Problem-solving/Critical reasoning
- Knowledge of the “real world” from interacting with professionals and clients in the classroom and community while in college
BIG Ideas from the Literature

There are numerous publications regarding 21st Century learning expectations. Many of the expectations expressed in the literature are congruent with “Your BIG Ideas.” (Please see Table 3 of the BIG Ideas Report for a summary.)

For a more extensive list of resources, please see QEP “21st Century Skills General Overview” Research Guide, which is posted on the QEP website: www.angelo.edu/qep.
BIG Ideas about Student Performance/Needs

1. The National Survey of Student Engagement (NSSE), which analyzes 85 self-reported measures of student engagement indicates that ASU mean scores (2009) were higher than or similar to those of other peer institutions, except in the following 12 areas:
   a) Worked on a project that required integrated ideas or information from various sources (SR)
   b) Included diverse perspectives in class discussions or writing assignments (FY,SR)
   c) Used email to communicate w/ instructor (SR)
   d) Synthesizing and organizing ideas, info or experiences into new more complex interpretations and relationships (FY)
   e) number of written papers or reports between 5 and 19 pages (FY,SR)
BIG Ideas about Student Performance Needs

NSSE (Continued)

f) Number of written papers or reports of <5 pages (FY,SR)
g) Number of problems sets that take <1 hour to complete (FY)
h) Tried to better understand someone else’s views by imagining how an issue looks from his/her perspective (FY)
i) Foreign language course work (FY)
j) Culminating senior experience (capstone course, senior project/thesis, comprehensive exam, etc.) (SR)
k) Acquired broad general education (FY)
l) Voting in local, state, or national elections (FY)

FY = First-Year Students; SR = Seniors

Source: Office of Institutional Research and Effectiveness
2. Direct measures of students’ broad academic performance (ACT, SAT, MAPP, GMAT, GRE) indicate that ASU means (latest available data) are at or below national means, but no one area (verbal, quantitative, reading, writing, critical thinking) is consistently lower than the other areas measured on these tests.

3. More specific measures of student performance that are associated with individual academic programs were not analyzed for this report.

Source: Office of Institutional Research and Effectiveness
BIG Ideas from the State, TTUS, ASU & SACSCOC

1. **Closing the Gaps (Texas Higher Ed. Plan)**
   [Link](http://www.thecb.state.tx.us/reports/PDF/0379.PDF?CFID=13041417&CFTOKEN=34818613)

2. **Leading the Way (TTUS Strategic Priorities & Goals)**
   [Link](http://www.angelo.edu/services/strategy/documents/LEADING%20THE%20WAY%20February%202010.pdf)

3. **Vision 2020 (ASU Strategic Plan)**
   [Link](http://www.angelo.edu/services/strategy/documents/STRATEGIC%20PLAN%20REVISED%207-10.pdf)

4. **ASU Mission Statement**
   Angelo State University, a member of the Texas Tech University System, delivers undergraduate and graduate programs in the liberal arts, sciences, and professional disciplines. In a learning-centered environment distinguished by its integration of teaching, research, creative endeavor, service, and co-curricular experiences, ASU prepares students to be responsible citizens and to have productive careers. (emphasis added)

5. **ASU Student Learning Goals**
   [Link](http://www.angelo.edu/dept/aaffairs/documents/LEARNING%20GOALS%20as%20of%2027-09.pdf)

6. **SACSCOC Expectations (next slide)**
SACSCOC says the QEP must...

- be directly related to institutional needs, that is; directly improve institutional/student performance (accomplishment of mission);
- be directly related to institutional strategic planning efforts;
- include detailed student learning outcomes tied directly to institutional needs;
- demonstrate a clear relationship between the activities of the QEP and the improvement of student learning, all tied to established institutional needs;
- include detailed budget/personnel data that clearly defines the institution’s financial/human resource commitment to the success of the QEP;
- include a detailed timetable of year-to-year activities, expenditures, and assessments that clearly indicates the viability of the 5-year plan;
- include documentation of broad-based input during development stage;
- directly involve all relevant constituencies in the plan’s implementation;
- include clearly stated goals that lead to specific measureable outcomes;
- ensure that outcomes are assessed through direct measures.
BIG Conclusions

1. The ASU community has a good understanding of the higher learning needs of its students; that is, “Your BIG Ideas” are congruent with those in literature, those extracted from the local student learning data, and those that the state, system, etc. view as high priorities.

2. The strategic priorities and goals for enrollment growth and academic success are greatly affecting ASU’s learning environment and will continue to do so.

3. No single, “must do” student learning need was identified from the research; rather, several learning needs can be inferred from the study.

4. ASU’s QEP and its associated student learning experiences and outcomes must be aligned with state, system, and institutional priorities in order to be adequately funded.

5. SACSCOC accreditation, including an exemplary QEP, is an important indicator of quality higher learning. ASU’s QEP must succeed.
BIG IDEAS to Consider

QEP Topic Review Criteria

**Criterion 1: Institutional/Student Needs.** ASU’s QEP must align with institutional needs, that is, a key issue(s) expressed in the pertinent planning documents and professional literature.

**Criterion 2: Student Learning Outcomes.** ASU’s QEP must include clearly defined learning outcomes (SLO’s). These outcomes must tie directly to the institutional needs expressed in Criterion 1.

**Criterion 3: Learning Environment/Activities.** ASU’s QEP-related learning environment/activities must result in measureable student learning.

**Criterion 4: Learning Assessment.** ASU’s QEP must include direct measures of the stated SLO’s.

**Criterion 5: Viability.** ASU’s QEP must be implemented and completed by 2018. A viable budget and operational plan must be developed and aligned with institutional/student needs and priorities.
BIG Questions
Translating Criteria into Research Questions

1. WHY … is our plan important? (Because our plan addresses ______ student/institutional needs.)

2. WHAT … will student be expected to learn? (Students will be expected to learn _____, _____, and _____ as a result of our plan.)

3. WHEN/WHERE … will student learn these SLO’s? (Students will learn these measurable outcomes while engaged in _____, _____, and _____ learning activities.

4. HOW MANY … students will learn? HOW MUCH will students learn? (_____% of students will achieve at _____ level.)

5. HOW … will our plan be operationalized over the 5-year period? (Our plan will be operationalized by securing and administering resource _____, _____, and _______.)
Call for QEP Topic Proposals
Handout

• All Call for QEP Topic Proposal documents are posted on the QEP website: www.angelo.edu/qep
• These documents include:
  - The Call for QEP Topic Proposals
  - The Template for the QEP Topic Proposal Abstract
  - The Template for the Formal QEP Topic Proposal
  - The QEP Topic Selection Rubric
The following documents pertaining to the development of ASU’s QEP are posted on the QEP website: www.angelo.edu

1. “What’s Your Big Idea” Survey Results Summary by S. Logan
2. Big Ideas Report by J.K. McCoy
4. Focusing in on a QEP Topic by D. Carter
5. QEP Overview by D. Carter
6. QEP Information Workshop by D. Carter
7. BIG Ideas about ASU’s QEP by D. Carter
Special Thanks to...

**Sierra Howry**, Assistant Professor of Animal Science and Chair of the QEP Research & Assessment Subcommittee

**Harriet Lewis**, Assistant Clinical Professor of Physical Therapy and Chair of the QEP Community Engagement Subcommittee

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For More Information, please...

Visit the QEP website: [www.angelo.edu/qep](http://www.angelo.edu/qep)

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Attend: QEP Topic Proposal Q&A’s
(See handout for schedule)