

Case for Reqs/Std:

- _ CR2.12 QEP
- _ CS3.3.2 QEP outcomes*
- _ QEP DOCUMENT



ST. PHILIP'S COLLEGE

SACS REAFFIRMATION 2016 Agenda/Minutes

QUALITY ENHANCEMENT PLAN
 Core Team AGENDA/MINUTES
 DATE: 3/17/2015



*Southern Association of Colleges and Schools
 Commission on Colleges*

ITEM	TIME	AGENDA ITEM	PRINCIPLE	ACTIONS	NOTES	ESCALATION ISSUE Y/N
	2:00	1		Division Meetings in progress; receiving some negative feedback regarding topic selection; need to ensure understanding we are not proposing indoctrination, but consideration of diverse perspectives	Remaining division meetings have been scheduled for QEP sessions. Sean Nighbert and Irene Young agreed to assist with facilitating at Arts & Sciences meeting.	
	2:10	2		Majority of input from senior leadership received, anticipate more input by COB; will give progress report on edits/revisions next week; revisions due 3/31 to President's Cabinet	Discussed the status, reviewed narrative for Interdisciplinary Programs/ CLR resources submitted for the profile section by Jill Z. Team agreed the appropriate section of the QEP for this input is in CH. 2 or CH. 3 rather than the profile due to the length & significance of the information.	
	2:15	3		Substantive change requests/clarifications: <ul style="list-style-type: none"> • Assessment plan - EDM assessed every other year. • Faculty-student best practice sharing - Dean Byrd suggests a different option than Division Meetings. 	Diverse perspectives discussed regarding whether or not to assess EDM every other year or annually as well as courses to directly assess with rubric. The team had a lack of consensus regarding their understanding of the original intent of the plan. Assessment Plan sub-task team members report the plan was originally drafted as every other year for direct rubric assessment and already approved. Department Chairs for the two departments impacted by direct course assessment support annual assessment. Irene Young expressed that faculty affected will prefer every other year due to assessment fatigue and the intensity of the process. A concern voiced by the team is assessing the targeted courses every other year may not provide sufficient data to support the QEP. Dr. Hinojosa will call our SACS liaison for advisement. Sonia Valdez reports we lack the institutional capability to	

					<p>support annual assessment. She also expressed that the same courses listed for assessment of THECB core objective Personal responsibility should be included for the QEP. It was shared that the previously narrowed and focused list was approved by the CT with student development courses added (3-3-15). Rationale for the course selection was discussed as well as input previously provided by senior leadership.</p> <p>The team discussed possible options for faculty-student best practice sharing other than division meetings. It was agreed to initiate further conversation with Dean Byrd regarding her concern.</p>	
	2:30	4		Steering Committee meeting rescheduled to next week. Dr. Machen assigning tasks to Student Success personnel, will invite these individuals	Jill Zimmerman provided with list of individuals to invite to SC and agreed to send the invitations for the rescheduled meeting.	
	2:45	5		<p>Strategy implementation updates</p> <ul style="list-style-type: none"> • Strategy 1 Faculty PD: Laura/Jill Z. • Strategy 2 Faculty-Student Best-Practice sharing: Irene/Sean • Strategy 3 Student Engagement: Jill Z./Dr. Machen • Strategy 4 Community Awareness: Jill D./Laura 	<p>S1: A draft presentation has been submitted for expert review to Social and Behavioral Sciences faculty: Professors Hill & Fuller. 3 additional faculty are needed for the pilot workshop scheduled for the fall; Sean Nighbert agreed to continue recruiting. Master teacher course scheduled to begin EDM module 3-24-15; Luis Lopez has asked for support</p> <p>S2 & S3: will discuss and work towards more detailed plans with Steering Committee next week</p> <p>S4: Division meetings IP, will implement timeline & infrastructure for PR plan with Steering Committee</p>	
	3:00	6		Next Steps	<p>Continue work on strategy implementation and edits to the QEP document.</p> <p>Reach consensus for rationale of course selection for direct rubric assessment.</p> <p>Reach consensus regarding details of assessment plan.</p>	<p>Prior to 3-31</p> <p>Prior to 3-31</p>

Addendum attached:

Minutes approved with addendum 3-24-15

Miele, Laura L

From: Zimmerman, Jill M
Sent: Thursday, March 19, 2015 10:52 AM
To: Byrd, Aunya P; Coleman, Lang K; Davis, Christopher B; DeHoog, Jill; Hinojosa, Maria; Johnson, Rhonda K; Katz, Cynthia D; Luna-Chavez, Maria G; Machen, Paul A; Miele, Laura L; Nighbert, Sean T; Ross-Garcia, Tracy R; Valdez, Sonia V; Young, Irene W; Zimmerman, Jill M
Subject: FW: QEP Meeting 3/17 Agenda Item 2: Assessment plan - EDM assessed every other year
Attachments: QUALITYENHANCEMENTPLAN Agenda-Minutes Core Team 3-17-15.doc; CS-60-Sheeley - SACSCOC 2013 - The Quality Enhancement Plan.pdf; CS-163-Sheeley - SACSCOC 2014 - The Quality Enhancement Plan.pdf

Important information for discussion distributed at request of Sonia Valdez.

From: Valdez, Sonia V
Sent: Thursday, March 19, 2015 10:48 AM
To: Zimmerman, Jill M
Subject: QEP Meeting 3/17 Agenda Item 2: Assessment plan - EDM assessed every other year
Importance: High

Jill,

This is the follow-up information that I offered to provide at the 3/17 meeting. Since I don't have a distribution list for the team members, could you forward for me. Thank you. Sonia

QEP Core Team:

Please see attached minutes for our meeting of 3/17. The team had a lengthy discussion regarding Agenda Item 3 (assessing EDM every other year). The notes provide detail regarding the discussion.

As a follow up, I offered to provide information obtained at SACSCOC Annual Meetings regarding SACSCOC requirements on the topic of QEP assessment. I hope my report helps to clarify the issue and helps us move forward to a decision that is sustainable. I believe Dr. Hinojosa was also going to provide follow up information from Dr. Hoeffler on the topic. In addition, since this is a critical decision that will impact the College in the next five years, could each of you verify the meeting notes to ensure that our individual and collective thoughts are captured.

Below is my report.

At both the 2013 and 2014 SACSCOC Annual Meetings, Dr. Steven M. Sheeley, Vice President, SACSCOC, presented a workshop entitled, "The Quality Enhancement Plan." The session discussed components of an acceptable QEP as described in Core Requirement 2.12 and Comprehensive Standard 3.3.2 in the Principles of Accreditation. I attended both sessions. The PowerPoints are attached.

Both presentations centered around preparing a successful QEP. The PPTs summarized his very lengthy comments and examples. I have extracted the slides that pertain to sustainability of the assessment structure. In response to questions that arose often regarding how much assessment is too much, he replied that the institution did not have to assess everything, every year but that it should have at least three data points. The current rubric assessment chart which shows three data points (2015, 2017, 2019) for rubric assessment supports Dr. Sheeley's recommendation. Thank you and let me know if you need additional information. Sonia



**A L A M O
C O L L E G E S**

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Core Team AGENDA/MINUTES

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Commission on Colleges

TEAM 11

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Steven M. Sheeley, PhD
Vice President, SACSCOC



CS 163- QEP

Annual Meeting

December 9, 2014

Nashville, TN

Intersections

- Choosing a Topic ↔ "institutional process, identifying key issues emerging from institutional assessment" (CR 2.12)
- Developing the Plan ↔ "focus on student outcomes and/or environment" (CR 2.12)
"goals and a plan to assess their achievement" (CS 3.3.2)
- Implementing the Plan ↔ "institutional capability for the initiation, implementation, and completion" (CS 3.3.2)

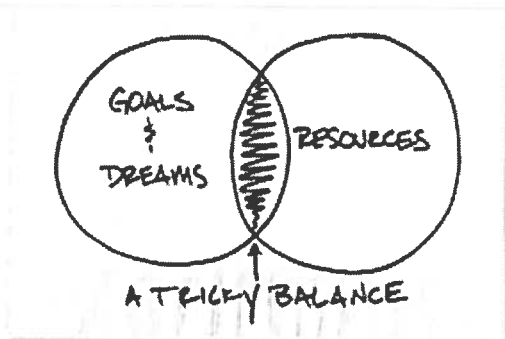
Goals and Assessment

- Clear statement of "thesis"
- Goals align with thesis/purpose of plan
- Student learning outcomes?
- Authentic, appropriate assessments
 - Artifacts
 - Instruments
- Prepared to collect and analyze data (how's your CR 2.5?)
- Sustainable structure
- Formative and summative

Capability and Assessment

- "Scope" matters
- Clear and appropriate thesis
- Goals, outcomes, assessments that are appropriate, authentic, sustainable
- Human and financial resources
- Integration with other assessment processes

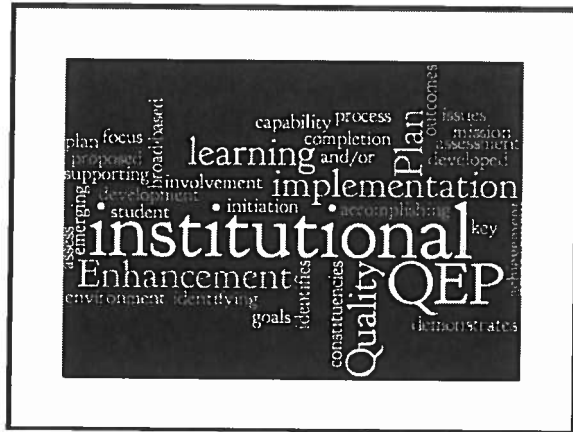
How's your "scope?"



Questions?




Sonia V. Valdez
Coordinator of Measurement and Evaluation
Student Learning Outcomes Assessment Office
St. Philip's College, SLC 319N
210-486-2348




 Steven M. Sheeley, PhD
 Vice President, SACSCOC

 CS 60 - QEP
 Annual Meeting
 December 8, 2013
 Atlanta, GA

IT'S ABOUT STUDENT LEARNING AND SUCCESS



INTERSECTIONS

- Choosing a Topic ↔ "institutional process... identifying key issues emerging from institutional assessment" (CR 2.12)
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- Implementing the Plan ↔ "institutional capability for the initiation, implementation, and completion" (CS 3.3.2)

WHAT WILL BE "ENHANCED?"


- A **gap in student learning** performance that needs to be closed?
- A **successful program** with potential to be even stronger?
- An **innovative idea** to enhance the student learning environment?

HOW WILL YOU KNOW?


- Look to assessment data
- Engage appropriate constituencies
- Pay careful attention to trends
- Make a clear decision about what will be enhanced
- Deal with the "and/or"

IT CAN'T WAIT

- Clear picture of student learning/success on your campus
- Not just indirect measures
- Analysis is as important as data




IE/ASSESSMENT IS THE FOUNDATION



BEFORE YOU "WRITE"

- Clear statement of "thesis"
- Define "success"
- Keep asking what will be enhanced



GOALS AND ASSESSMENT

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HOW'S YOUR "SCOPE?"



CAPABILITY AND ASSESSMENT

- "Scope" matters
- Clear and appropriate thesis
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"HOW'S IT WORKING FOR YOU?"



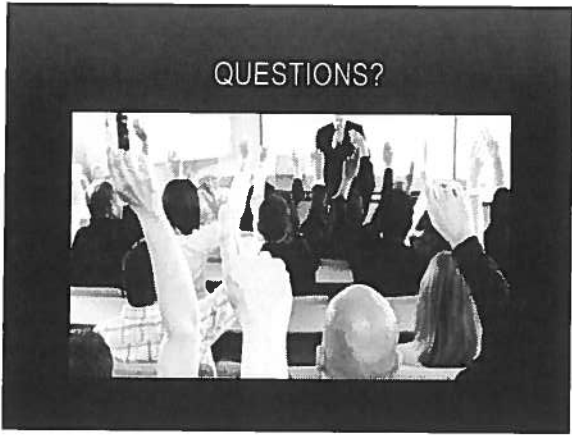
STRUCTURED FOR SUCCESS

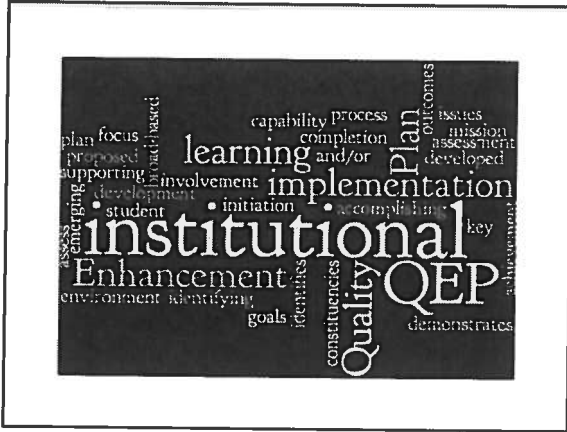
- QEP is research project
- Strategies may not work or need adjustment
- Formative data and analysis along the way
- Impact Report
- Subsequent QEPs
- Sustainable within capability


WARNING SIGNS



- Focus on strategies
- Topic too broad
- Ongoing issues with assessment/IE
- Too many goals/complex structure







Steven M. Sheeley, PhD
Vice President, SACSCOC

CS 163- QEP
Annual Meeting
December 9, 2014
Nashville, TN

It's about student learning and success



Intersections


- Choosing a Topic ↔ "institutional process...identifying key issues emerging from institutional assessment" (CR 2.12)
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"goals and a plan to assess their achievement" (CS 3.3.2)
- Implementing the Plan ↔ "institutional capability for the initiation, implementation, and completion" (CS 3.3.2)

What will be "enhanced?"

- A **gap in student learning** performance that needs to be closed?
- A **successful program** with potential to be even stronger?
- An **innovative idea** to enhance the student learning environment?


How will you know?

- Look to assessment data
- Engage appropriate constituencies
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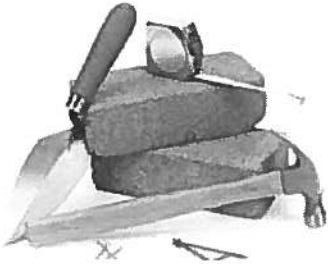


It can't wait

- Clear picture of student learning/success on your campus
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IE/Assessment is the Foundation



Before you "write"

- Clear statement of "thesis"
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How's your "scope?"

A Venn diagram with two overlapping circles. The left circle is labeled "GOALS & DREAMS" and the right circle is labeled "RESOURCES". The overlapping area in the center is shaded with vertical lines and has an arrow pointing to it from the text "A TRICKY BALANCE" written below the circles.

Capability and Assessment

- "Scope" matters
- Clear and appropriate thesis
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Is it working?



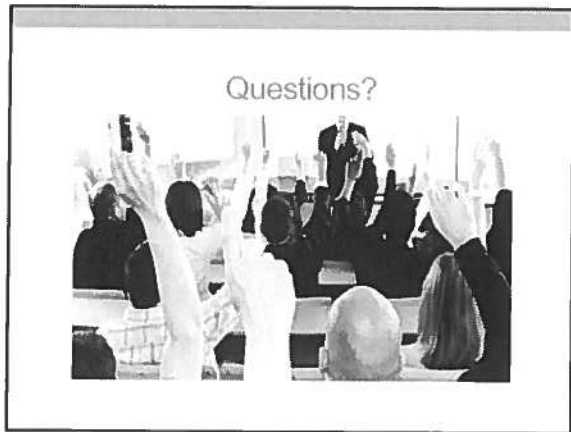
Structured for Success

- QEP is research project
- Strategies may not work or need adjustment
- Formative data and analysis along the way
- Impact Report
- Subsequent QEPs
- Sustainable within capability

Warning Signs



- Focus on strategies
- Topic too broad
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Miele, Laura L

From: Valdez, Sonia V
Sent: Wednesday, March 18, 2015 5:15 PM
To: Miele, Laura L
Cc: Hinojosa, Maria; Barnard, Rebecca L
Subject: RE: RE: QEP Core Team Meeting Minutes

Laura,

I agree with you that clarity is important.

As primary source for the methodology and random selection process for this direct assessment, I am happy to provide primary documentation for your fact-finding and to collaborate with others in making determinations regarding the feasibility of the plan. Please see my comments below regarding your questions in the highlighted area.

“The classes included or excluded in the assessment may change each fall semester depending on the classes that make. The more limited QEP list of courses is static and would not accommodate the fall to fall changes in offerings. The static list would require that we limit ourselves to those courses even though more of the approved core courses may be offered in future semesters. Using the pool of potential offerings would, on the other hand, let the random selection process make the adjustments each year thereby making this a living document.”

Let me know if you need additional assistance or clarification and please include me in all conversations regarding this process since I will ultimately be accountable for its administration and reporting.

Thank you,
Sonia

From: Miele, Laura L
Sent: Wednesday, March 18, 2015 4:17 PM
To: Valdez, Sonia V
Cc: Hinojosa, Maria
Subject: RE: RE: QEP Core Team Meeting Minutes

Hi Sonia,

Today I spent some time with Dr. Hinojosa and she worked with Rhonda to pull some data and help me begin to understand the random selection process for THECB Core Objectives. Based on this data (which I am sure you were working to explain) we have a sufficient population of students with the process you described which is I'm sure what you were saying. Dr. Hinojosa is helping with the methodology for explaining this in the QEP. She is sending some data to me later today.

Regarding the QEP Core Team Minutes: What I can do is include your desired comments as a requested addendum as I don't recall exactly or quite understand what you mean below.

Why would we need to list with the QEP courses that we know are excluded in our current processes for THECB also? Why include what is already excluded? I don't yet comprehend your meaning sufficiently to express it to the President's Cabinet. We meet again Tuesday morning with the President's Cabinet and I hope to have this clear before then.

Perhaps we can all meet this week or Monday and work to improve the QEP in terms of clarity for the course selection, rationale for course selection and alignment with current assessment practices. I agree with you that this needs to be much clearer in the Assessment Plan.

Best Regards,

Laura

From: Valdez, Sonia V
Sent: Wednesday, March 18, 2015 3:09 PM
To: Miele, Laura L
Subject: FW: RE: QEP Core Team Meeting Minutes

Hi Laura,

Could you include in the minutes the discussion that the random selection process for THECB rubric assessment takes care of Cabinet concerns regarding courses that do not make and Dual Credit courses. Both are automatically excluded from the random selection process nullifying the need to limit courses.

Thank you,
Sonia

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Sent: Wednesday, March 18, 2015 1:13 PM
To: Johnson, Rhonda K; DeHoog, Jill; Young, Irene W; Davis, Christopher B; Zimmerman, Jill M; Coleman, Lang K; Katz, Cynthia D; Nighbert, Sean T; Valdez, Sonia V
Cc: Machen, Paul A; Hinojosa, Maria
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Hello Everyone,

Thank you for your input yesterday and hard work on this project. Attached are the minutes (also on CANVAS) and sign-in roster. I am looking forward to our continued collaborative efforts to make this a valuable QEP for our students and college.

Warm Regards,

Laura

Laura Miele, PTA, M.Ed.
Assistant Professor, Co-Director Quality Enhancement Plan
St. Philip's College
1801 Martin Luther King Dr.
San Antonio, TX 78203-2098
Sutton Learning Center (SLC) 306L
Phone: (210) 486-2686

lmiele@alamo.edu

Miele, Laura L

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Assistant Professor, Co-Director Quality Enhancement Plan

St. Philip's College

1801 Martin Luther King Dr.

San Antonio, TX 78203-2098

Sutton Learning Center (SLC) 306L

Phone: (210) 486-2686

lmiele@alamo.edu

QEP Sign - i

3-17-15

Sean Nighbur

Ju Zimmerman

Christopher Dai

Laura Muhl

Sonia Valdez

Jesse Young

Dr. Marcia Hingosi

Dr. Paul Macher — E/Muhl 3-18-2015



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