

Enhancement College

The focus of the QEP is to increase student learning, success, and completion through the use of learning communities (paired courses). The QEP includes two goals: 1) increase graduation rates from 25% to 30% over a 5-year period and 2) increase fall-to-fall retention for first-time, full-time students who participate in a learning community from 55% to 65%. The assessment plan includes three means of assessment: 1.) student success rates (letter grade of A/B/C) in learning community course sections compared to traditional course sections, 2) fall-to-fall retention rates for first-time freshmen enrolled in learning communities, and 3) graduation rates for first-time, full-time freshmen in learning communities.

During interviews, assessment instruments such as NSSE (National Survey of Student Engagement) and SENSE (Survey of Entering Student Engagement) were frequently cited as assessment measures that will be used to monitor progress, but these assessment measures are not included in the QEP assessment plan. In addition, the interviews also referred to the use of general education student learning outcomes as assessment measures, but again, these measures were not included in the QEP assessment plan.

Recommendation: The Committee recommends that the institution develop a plan to assess the achievement of the QEP goals.

Discussion

1. This QEP did not list any student learning outcomes. How do you think the On-Site Reaffirmation Committee reacted?
2. If an institution modifies the QEP assessment plan between the submission of the QEP document and the Committee visit, how could this be communicated to the Committee?

Professional University

The five information literacy competency standards identified by the Association of College and Research Libraries (ACRL, 2000) are the learning outcomes that form the basis for the QEP:

- The information literate student determines the nature and extent of the information needed.
- The information literate student accesses needed information effectively and efficiently.
- The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
- The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

These standards will be woven into core curriculum courses and into courses within the major. Introductory concepts and skills will be emphasized in the core courses with more advanced concepts added in the majors. Assessment of student learning for the five outcomes will take three forms: the use of nationally normed instruments for direct assessment of student learning (SAILS: Standardized Assessment of Information Literacy Skills and ILT: Information Literacy Test), embedded assessment of student learning within targeted courses, and indirect assessment from survey instruments such as NSSE and LibQUAL+.

The Committee is concerned that the institution has not described a fully developed and systematic plan for assessing student learning outcomes and the overall success of the QEP. The ACRL standards are general, and the institution has not provided evidence of how they will be adapted specifically to each course or co-curricular activity. The institution identifies places for integrating and assessing the impact on student learning (the first year experience, course-embedded assessment) and states that one course will be selected in each major for course-embedded assessment. However, the specific plan to accomplish this has not been adequately described. Also, with respect to SAILS, ILT, and course-embedded assessments, the institution has not identified the relationship of these measures to specific learning outcomes and the impact on student learning. The indirect assessment measures referenced in the QEP (e.g., NSSE, FSSE, College Student Survey, and LibQUAL+) have been identified as instruments to use to assess student learning; however, the institution has not described how this will be accomplished.

Recommendation: The Committee recommends that the institution provide evidence that it has a well developed assessment plan that is linked directly to the goals of the QEP and student learning outcomes, and that the institution clearly defines who will provide the overall coordination and monitoring of the assessment process.

Discussion

What steps could the institution have taken prior to the submission of the QEP document that may have alleviated the concerns expressed by the Committee?