



Quality Enhancement Plan

Town Hall Information Session

Presented by:

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Presentation Overview

- Overview of CNU Accreditation Process
- Understanding the Quality Enhancement Process
- Review of Institutional Data
- Possible Topics for CNU's QEP
- Avenues for Continued Discussion

What is Educational Accreditation?

- A type of **quality assurance process** where educational institutions or programs are evaluated by an external body to determine if the institution meets educational standards.
- Accreditation of higher education varies by jurisdiction and may be focused on either or both the **institution** or the **individual programs** of study.
- Higher education accreditation in the United States has long been established as a **peer review process** coordinated by accreditation commissions and member institutions.

Accreditation at CNU

- CNU's accrediting body is **SACSCOC** (the Southern Association of College and Schools Commission on Colleges) who regulates the accreditation of degree-granting higher education institutions in Southern states.
- CNU is an accredited institution. SACSCOC requires **reaffirmation of accreditation** 5 years after an initial accreditation and then every 10 years thereafter.
- CNU is scheduled to be externally assessed by SACSCOC in the **spring of 2017**. Ideally, this process is successful and we maintain our accredited status.

Can we modify this last "bullet" to indicate it is a 2.5 year process with final vote of reaffirmation in December 2017?

Components of Reaffirmation Process

- The reaffirmation process includes two documents prepared by the institution:
 - **Compliance Certification** – demonstrates the extent of CNU’s compliance with each of the Core Requirements, Comprehensive Standards, and Federal Requirements. There are 91 **principles** that SACSCOC regulates.
 - **Quality Enhancement Plan** – a document developed by the institution that introduces a focused plan for improving student learning at the institution.

Quality Enhancement Plan

- According to SACSCOC, the quality enhancement plan must:
 1. Include a process identifying key issues emerging from institutional assessment.
 2. Focus on learning outcomes and/or the environment supporting student learning pursuant to the university's core mission.
 3. Demonstrate institutional capability for the initiation, implementation, and completion of the QEP
 4. Include broad-based involvement of institutional constituencies in the development/implementation of the QEP
 5. Identify goals and plan to assess their achievement.

Quality Enhancement Plan

- A successful QEP in other words must:
 - **Be data driven** – must have institutional data supporting that it needs to be addressed/improved.
 - **Be focused on learning outcomes** – what are we improving specifically in student learning?
 - **Be doable** – we have to have institutional resources and means to accomplish what we say we will.
 - **Be university driven** – all members of the university – faculty, staff, students, administration have to work together on the plan.
 - **Be assessable** – it simply must be assessable.

Stages of QEP at CNU

- Review of Institutional Data (Spring 2015)
- Topic Selection (Fall 2015)
- Writing the QEP Rationale (Spring/Summer 2016)
- Developing Assessment Tools for the QEP (Summer/Fall 2016)
- On-Site Visit from SACSCOC (Spring 2017)
- Plan Implementation (Fall 2017)

Review of Intuitional Data

- **Topic Selection Committee:** Charged with reviewing intuitional data to narrow in on possible topic choices.
 - QEP Director (Michaela Meyer)
 - Staff Member (Jeannine Ledger)
 - Student Members (Tessa Theis/Alexandra Turner)
 - Faculty Members (Gayle Dow, Bill Connell)

Review of Intuitional Data

- **Collegiate Learning Assessment Plus Exam (CLA+)**
 - Administered to freshmen and seniors, then compared to institutions with similar entering academic ability (EAA)
 - Measures several learning domains—scientific and quantitative reasoning, critical reading and evaluation, critiquing an argument, analysis and problem solving, writing effectiveness, and writing mechanics.
 - Data obtained offers an equitable account of a school's contribution to learning and to the development of students' higher-order thinking skills. (*value-added approach*)

Review of Intuitional Data

➤ **CLA+ at CNU (2014-2015 data):**

- Seniors at CNU scored in the **85th percentile** on the Overall CLA+, an **increase of 7 percentile points** over the previous year.
- CNU's **Value-Added Score** shows a performance **greater than 85%** of the institutions participating in the CLA+.
- CNU's Overall CLA+ and Value-Added Scores (both at the 85th percentile) demonstrate a **greater contribution to learning than what is expected** based on our Entering Academic Ability score.

Review of Intuitional Data

- **National Survey of Student Engagement (NSSE)**
 - Self-report reflection on student experience at a particular university.
 - Focuses on measuring **Engagement Indicators** (Academic Challenge, Experiences with Faculty, Learning with Peers, Campus Environment) and **High Impact Practices** (Learning Communities, Service-Learning, Research with Faculty, Internships/Field Experience, Study Abroad, Culminating Senior Experience)
 - Data obtained is compared to a set of defined peer-aspirant institutions to identify potential areas for improving overall student experience.

Review of Intuitional Data

- **NSSE at CNU (2014 data)** – Compared to our peer aspirant institutions, the top regional public universities, and our SCHEV peer group
 - CNU first-year students' average report was significantly higher on 3 engagement indicators (collaborative learning, quality of campus interactions, and supportive campus environment).
 - CNU senior students' average report was significantly higher on 5 engagement indicators (the three above + student-faculty interaction and effective teaching practices)
 - CNU students report participating in one or more High Impact Practices at an overall higher rate..

Institutional Data Collection

- Upon review of the institutional data, it was clear that we had student input, but no comprehensive data from faculty and staff.
- Topic Selection Committee created the **QEP Topic Selection Survey** (sent to faculty, staff and students in Spring of 2015).

Institutional Data Collection

- Items on the survey were selected as a result of the review of the CLA+ and NSSE data – these are areas where data indicates we have room for measurable, assessable improvement of student learning.
 - Civic Awareness
 - Community Service
 - Experiential Learning
 - Global Awareness
 - Intercultural Competence
 - Scientific Reasoning
 - Service Learning
 - Study Abroad

Institutional Data Collection

➤ Top choices for “areas that you feel would most improve student learning through the QEP process”:

➤ **Faculty & Staff**

- 1) Experiential Learning (23.5%)
- 2) Global Awareness (15.5%)
- 3) Intercultural Competence (14.9%)

➤ **Students**

- 1) Experiential Learning (22%)
- 2) Global Awareness (16%)
- 3) Civic Awareness (13%)

Institutional Data Collection

- Top 3 areas reported as ineffective/very ineffective:
 - **Faculty & Staff**
 - Promoting Student Appreciation for Diversity (59.2%)
 - Developing Knowledge of National/Local Events (37.8%)
 - Providing Valuable Real-World Experience Through Internships (19.9%)
 - **Students**
 - Developing Knowledge of National/Local Events (50%)
 - Promoting Student Appreciation for Diversity (41%)
 - Providing Valuable Real-World Experience Through Internships (30%)

Institutional Data Collection

- Other Interesting Highlights from the Survey:
 - Faculty and staff report that CNU is effective/very effective in providing students with **independent research opportunities**, and report high levels of involvement with student research. However, 69% of students report they are not or not very active in independent research.
 - Faculty, staff and students report that CNU is effective/very effective at contributing to the **welfare of the community**. Yet when asked to assess student competence about community issues, both contingents overwhelmingly reported CNU students are below average (38.2% / 20% respectively)

The Way Forward – Selecting Our Topic

- This fall, the QEP Committee wants to hear from you! Given the data we have reviewed/obtained, we have some basic topic ideas/outlines.
 - These are only *suggestions* – we are open to interpretation, change and growth.
 - Everyone at CNU should want to contribute to the QEP topic selection!
 - All of the data used in our review are available for your own individual assessment. Contact the QEP director for copies of the reports.

Broad Idea #1 – Captains Explore Diversity

- Intellectual Diversity
 - Liberal Arts CORE – Exploring Diverse Academic Areas/
Ideas
 - Respect for Diverse Beliefs – Civil Discourse

- Campus/Cultural Diversity
 - Student Diversity
 - Diversity Programming

- Global Diversity
 - GMP as part of the LLC
 - Study Abroad / Community Service

Broad Idea #2 – Captains Learning Research Literacy

- Learning the Research Alphabet
 - Foundations in teaching research
 - Learning research language (in academia and ultimately translated to the real world)

- Learning Research Grammar
 - Foundations for how research works (theory, method, discipline specific questions)

- Learning Research Synthesis
 - Applying research knowledge to independent efforts (independent research projects, internships, service experiences)

Broad Idea #3 – Captains in the Know

- Knowledge of National Events
 - Increase synthesis between national issues and campus life.
 - Offer “real time” emergent events based on national/international issues.

- Knowledge of Local Events
 - Increase student exploration of local and community events.

- Knowledge of Meaningful Community Living
 - Increase learning and awareness of community connectedness and community welfare.

The Way Forward – Selecting Our Topic

- The next step is hearing from YOU! Please attend one of our individualized focus groups to discuss the topic selection process.
- Sign up sheets are circulating. There will be a focus group offered every Tuesday and Thursday in September and October during the common lunch hour (12:20 – 1:20) in Luter 243 Conference Room.
- Any additional questions can be directed to the QEP Director or the Topic Selection Committee.

Thank You for Coming!

