



Standard 7.2: The institution has a QEP that:

(a) has a topic identified through its ongoing, comprehensive planning and evaluation processes

*A clear and well-defined topic is directly related to – and arose out of – institutional planning processes. Topic selection involved a wide range of constituents. Selection of topic determined by a representative process that considered institutional needs and viability of plan*

**QEP Working Definition: Information fluency is the ability to interpret, communicate, problem-solve, and create across a variety of situations in a media-rich, data-driven, global information ecosystem. Critical reading is an essential vehicle for evaluating information in various formats, solving problems, and creatively integrating knowledge into a wide range of contexts to achieve information fluency. ODU's QEP includes workshops for faculty as well as a Community of Practice designed to help cultivate these abilities in students.**

#### **QEP Faculty-Led Development**

- Analysis of survey data collected from faculty, alumni, and students
- Identification of high-interest topics from survey correlated with institutional assessment data
- Faculty mini- and full proposals submitted, reviewed by QEP committee
- Topic selection (Information Fluency through Critical Reading) and a focus on 100- and 200-level courses)

(b) has broad-based support of institutional constituencies

*QEP identifies important constituent groups engaged in developing and initiating the plan. Stake-holders are well-informed and appropriately engaged in the implementation and assessment of the plan.*

**General QEP Committee comprised** faculty representatives from all colleges (i.e., Arts & Letters, Business, Education, Engineering, Sciences, and Health Sciences) as well as the University Library and the Office of Institutional Effectiveness and Assessment

**Current QEP Subcommittees comprise over 40 faculty, staff and graduate student representatives from multiple units on campus across a diverse array of disciplines;** those subcommittees include: Topical Research, Community of Practice, Marketing, Technology, Workshop Development, Outcomes and Assessment, QEP Document Writing and Editing, Budget

#### **Next Steps in QEP Development**

- Continue developing student learning outcomes and workshops
- Expand dissemination of QEP topic to campus community
- Identify QEP infrastructure and budgetary needs
- QEP Report Writing

(c) focuses on improving specific student learning outcomes and/or student success

*QEP is focused on important outcomes related to student learning and/or student success. Outcomes are specific and measurable. Baseline data is present and has been analyzed. Targets for improvement are appropriate.*

**Draft Outcomes** -- Students will be able to:

1. Analyze information for its purpose, audience and interpret the relevance of the information being presented.
2. Identify and summarize the main points.
3. Apply and transfer knowledge to a different setting.
4. Reflect on or evaluate what was learned.

**Next Steps**

We will develop a rubric linked to the outcomes and develop definitions for implementation.

(d) commits resources to initiate, implement, and complete the QEP

*Human and financial resources are clearly identified for all stages of implementing and completing the plan. Institutional stake-holders are involved in ongoing planning and evaluation to adjust the resources as the plan proceeds, if necessary.*

LINE SUMMARY FOR 2024 QEP BUDGET	FY 2012 COMMITMENT	FY 19 BASE FUNDED (fully operational pre-COVID)	FY 22 BASE LOADED	2024 BASE INCREASES	FY 24 TOTAL REQUEST (FY19 + FY24)
Expanded Faculty Workshops <i>Investment in Broader Reach</i>	\$202,500	\$180,572	\$79,144	\$65,600	180,572+65,600 <u>\$246,172</u>
Agile Action Projects <i>Investment in more Efficient and Collaborative Engagement</i>	\$150,000	\$0	\$0	\$15,000	15,000+0 <u>\$15,000</u>
Incentivized and Strategic Assessment <i>Investment in Rewarded Participation and more Strategic Evaluation</i>	\$78,500	\$14,806	\$14,806	\$3,600	14,806+3,600 <u>\$18,406</u>
Evolved Program Administration <i>Investment in Executing an advanced QEP Model</i>	\$161,712	\$166,430	\$159,519	\$196,378	166,430+196,378 <u>\$362,808</u>
Total Annual	\$592,712	\$361,808	\$313,469* (Includes \$60K for SACS planning)	\$280,578	361,808+280,578 <u>\$642,386</u>
<i>Total 5 Year</i>	<u>\$2,986,922</u>	<u>\$1,809,040</u>	<u>\$1,567,345</u>	<u>\$1,402,890</u>	<u>\$3,211,930</u>

(e) includes a plan to assess achievement

*Outcomes are specific, measurable, and clearly related to student learning and/or student success. Assessments are appropriate and directly assess the outcomes. The plan includes both formative and summative assessments. Institutional personnel responsible for gathering and analyzing assessment data are identified and appropriately supported. A timeline for interim formative analysis and plan adjustments is outlined.*

The accomplishments of faculty participating in the Faculty Workshops and/or Community of Practice and the written artifacts of students they subsequently teach, will be **assessed annually** to measure the success of the QEP and make improvements. Faculty will submit course artifacts from a specific course taught prior to and after participation in the workshops or projects. This will enable pre and post assessments of the students' critical reading skills through a **cross-sectional research design**. The QEP Director and IEA are responsible for assessing the progress of student learning and faculty engagement to determine the extent to which the QEP is being implemented as planned and to determine its impact. They will compile an Annual QEP Assessment Report **analyzing the data collected and making recommendations for improvements** in future years.