The slide features a light blue background with a faint image of classical architectural columns on the left side. The text is centered and presented in a dark brown, serif font. The entire content is enclosed within a double-line border, with the inner line being white and the outer line being dark brown.

# University of North Texas

## Quality Enhancement Plan (QEP)

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### What is the QEP?

The Quality Enhancement Plan (QEP) is a component of the Southern Association of Colleges and Schools (SACS) process of reaffirmation of university accreditation.

The institution must identify a topic or issue that is directly related to the enhancement of *student learning outcomes*.



**Institutional Support for the QEP must demonstrate the following:**

- Knowledge by all persons across campus of the topic addressed by the QEP
- Review of best practices
- Financial resources to develop, implement, and support the QEP
- Clear implementation strategies
- Clear strategies for evaluation and assessment



**What is UNT's QEP and how was it chosen?**

# **E.A.G.L.E.S.**


## **Enrichment and Academic Growth in Large-Enrollment Sections**

Transformation of Large-Enrollment  
Undergraduate Courses

### **Why Large-Enrollment Undergraduate Courses as focus for QEP?**

The project idea came as a  
recommendation from the **Academic  
Plan Task Force on Curricular  
Innovations and the Learning  
Environment.**

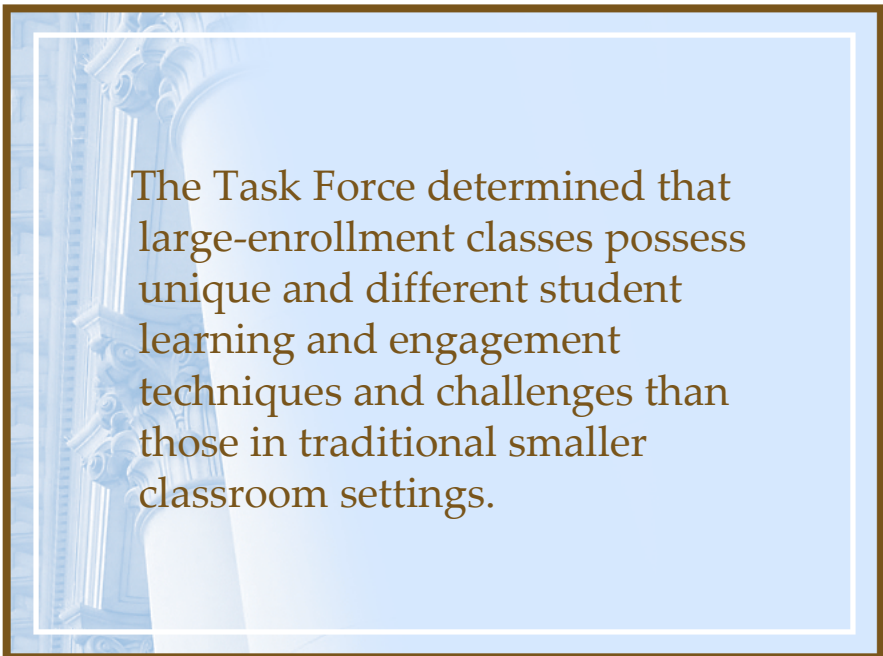
(full report can be found at: [www.unt.edu/vpaa](http://www.unt.edu/vpaa))



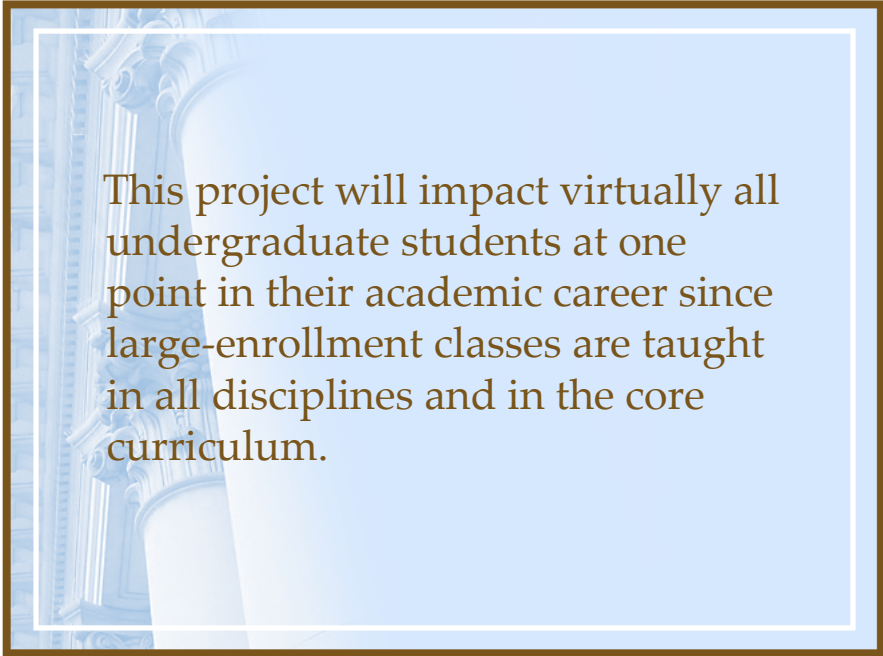
## Why Large-Enrollment Undergraduate Courses as focus for QEP?

“The task force was charged with identifying ways to support curricular innovation and enhance the learning environment at UNT, with a particular focus on undergraduate education.”

(full report can be found at: [www.unt.edu/vpaa](http://www.unt.edu/vpaa))



The Task Force determined that large-enrollment classes possess unique and different student learning and engagement techniques and challenges than those in traditional smaller classroom settings.

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This project will impact virtually all undergraduate students at one point in their academic career since large-enrollment classes are taught in all disciplines and in the core curriculum.

### QEP Mission Statement

The Quality Enhancement Plan (QEP) seeks to transform instruction and student learning outcomes in large-enrollment undergraduate courses by *engaging*, *encouraging*, and *enabling* faculty to investigate and apply innovative instructional techniques.



## QEP Mission Statement

These efforts will enhance the overall instructional quality, improve student access to courses, and strengthen the efficiency of the learning/teaching process.



## QEP Goal Statement

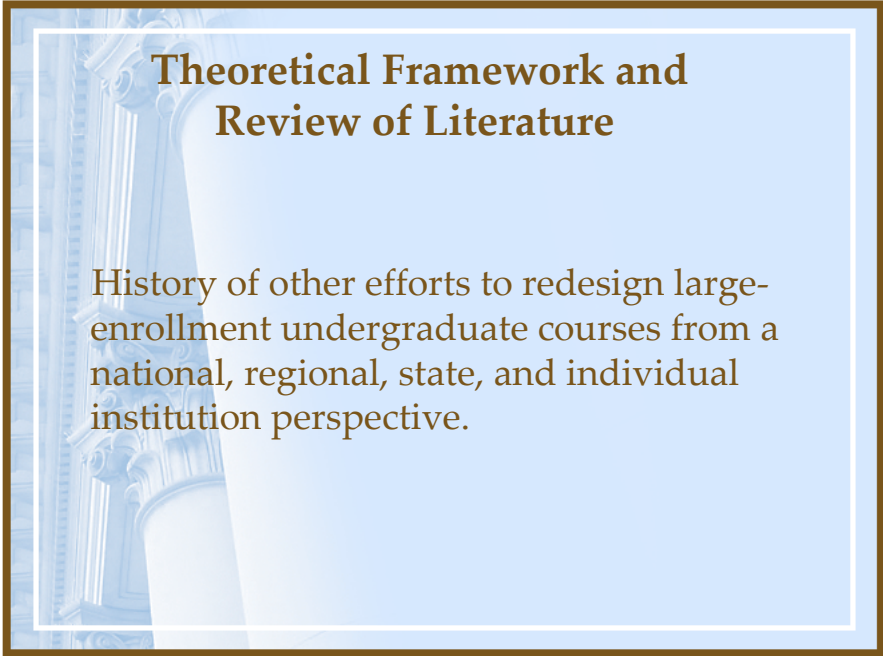
The *primary goal* of the QEP is to redesign a significant number of large-enrollment (150+) undergraduate courses to improve student learning outcomes.

## QEP Goal Statement

The *long term goal* of the QEP is to develop an interdisciplinary community of faculty and support staff who focus on innovative, effective, timely, and state-of-the-art teaching, learning, and assessment practices at UNT.

## QEP Subcommittees

- Theoretical Framework and Review of Literature
- Assessment Measures (Survey)
- Challenges and Learning Outcomes
- Potential Solution Models
- Outcomes Assessment



## **Theoretical Framework and Review of Literature**

History of other efforts to redesign large-enrollment undergraduate courses from a national, regional, state, and individual institution perspective.



## **Assessment Measures**

Survey instrument designed to obtain feedback from faculty and department chairs to determine perceptions regarding large-enrollment undergraduate courses at UNT.



## **Challenges and Learning Outcomes**

Description of the challenges that are driving the QEP. These will come from the survey, the literature, and from pilot projects.



## **Potential Solution Models**

Description of the potential course redesign models taken from the literature and pilot projects.



## **Outcomes Assessment**

Description of the plan for assessing student learning outcomes broadly defined in the courses and on the broader impact on the University itself.



## **Request for Proposals (RFPs)**

- Identify a set of teaching and learning innovations for faculty reference and response
- Appointing the QEP Steering Committee to guide the creation of the RFP and to act as a review and recommendation panel

## Annual Budget for QEP proposals

- Redesign large-enrollment courses
  - 5 faculty grants per year
  - \$12,000 each
- Design single dimensional course improvements
  - 5 faculty grants per year
  - \$3,000 each

## Staffing Needs for New Center:

“Center for Teaching, Learning, and Assessment”

- Project Director
- Outcomes Assessment Specialist
- Classroom Instructional Consultant
- Part-Time Research Assistant

## Request for Proposals (RFPs) Cont.

- Annual operating funds needed for:
  - Monthly Brown Bag Lunches
  - Four 1-Day Retreats for participants and faculty forums

## Timeline

- **September/October** – Develop written plan and promote QEP to all faculty and staff
- **November** – Draft plan written
- **January** – Final plan written
- **February** – Plan submitted to SACS
- **April** – SACS review
- **May** – Request for Proposals
- **Fall 2006** – Implementation of first cohort

## QEP Steering Committee

Suzanne LaBrecque, Chair

Darlene Callahan

Priscilla Connors

Eric Fritsch

Matt Jones, Graduate Student

Bob Insley

Melody Kelly

Diana Mason

Reza Mirshams

Ron Newsom

Jean Schaake

John Todd

Jennifer Way

Phil Turner

## Questions?