

Real-World Problem-Solving

UT TYLER QUALITY ENHANCEMENT PLAN | 2022

Your QEP Guide for the SACSCOC On-Site
Reaffirmation Visit (March 14-17)

Quality Enhancement Plan (QEP) Important Information

UPCOMING VISIT

UT Tyler is pleased to host the visit of the Southern Association of Colleges and Schools Commissions on Colleges (SACSCOC) On-Site Reaffirmation Committee and to participate in the process of peer review that helps to shape the quality and development of accredited colleges and universities throughout the country.

Members of the On-Site Reaffirmation Committee are typically provosts, administrators, faculty, and staff members from other campuses in our region (excluding Texas). They are familiar with the SACSCOC standards and desire for us to move through the re-accreditation process as smoothly as possible. They want to see us through a successful visit and reaffirmation of our accreditation status.

ON-SITE VISIT

On March 14 – 17, 2022, UT Tyler will host a team of external reviewers who are also peers from colleges and universities in the SACSCOC region. This On-Site Reaffirmation Committee will work to resolve any Compliance Certification issues that were not explained thoroughly in the Focused Report, and they will also focus their attention on the QEP.

During the visit, the On-Site Reaffirmation Committee may request to meet with individuals or groups of people (students, faculty, or staff) to understand specific issues related to compliance of the QEP. Please mark site visit dates on your calendar and be flexible and readily available should the Review Team ask to work with you during this week. There may be interviews scheduled at the last minute, but we expect for discussions regarding the QEP to occur on the afternoon of March 15, and throughout the day on March 16. Thank you for your flexibility and willingness to meet with the Review Team members during that time!

QUALITY ENHANCEMENT PLAN

Every SACSCOC institution is required to develop a Quality Enhancement Plan (QEP) as part of the reaffirmation of accreditation process, which “identifies key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.” **The QEP Topic for UT Tyler is Real-World Problem-Solving.** The full report of the QEP is available on [our QEP website](#).

We ask that all campus members familiarize themselves with the QEP plan and topic. Members of the On-Site Reaffirmation Committee may approach people throughout their visit – faculty they meet in the elevator, students having lunch, staff whom they visit with during meetings and meals – and ask them if they know what our QEP topic is.

QEP Frequently Asked Questions

What is the goal of UT Tyler's QEP?

The QEP is designed to develop and equip students' Real-World Problem-Solving skills. This will happen through **3 goals**:

- Design and/or enhance **curriculum "signature assignments"** within each discipline that focus on developing students' real-world problem-solving
- Enhance existing and promote new **co-curricular events** for students to apply real-world problem-solving.
 - o Examples include Career Success Conference, Annual Lyceum, and Freshman Book
- Provide **faculty development** opportunities and resources to learn and promote classroom best practices surrounding real-world problem-solving

How was the QEP topic chosen?

Planning for the QEP started in 2016, **driven by ongoing internal planning and assessment processes and external data gathering** that illustrated UT Tyler students' needs and desires for enhanced real-world problem-solving opportunities.

The final QEP topic of real-world problem-solving resulted from **broad-based, campus-wide conversations and input** from students, staff, faculty, alumni, and community members.

The University's 2018 **Strategic Plan** also influenced the development of the QEP, ensuring alignment with the institutional mission and vision.

What are the QEP learning outcomes?

6 student learning outcomes (SLOs) were identified based on the cycle of problem-solving. They are:

SLO 1: Students will be able to **construct a clearly defined problem** statement with evidence of relevant real-world contextual factors.

SLO 2: Students will be able to **identify multiple approaches to address the problem** within a specific real-world context.

SLO 3: Students will be able to **evaluate proposed/potential solutions** based upon discipline-specific and real-world contextual factors.

SLO 4: Students will be able to **propose one or more solutions/hypotheses** based upon discipline-appropriate support and/or evidence.

SLO 5: Students will be able to **implement the identified solution** to address the problem.

SLO6: Students will be able to **evaluate results/outcomes relative to the identified problem**, with a discussion of further work within a real-world context.

How will UT Tyler support student learning on our six identified student learning outcomes?

We have identified a course in every undergraduate discipline that will include a signature assignment that focuses on developing students' real-world problem-solving skills. This will allow all students the opportunity to learn and practice problem-solving within real-world scenarios.

We will also identify and enhance current co-curricular events to provide opportunities for students to apply and develop real-world problem-solving skills. Currently identified events include The Annual Lyceum Research Showcase, Freshman Book, The Career Success Conference, and the Big Idea Pitch Competition.

Finally, we will focus on providing resources and development opportunities to enhance professor's abilities to teach real-world problem-solving strategies and curriculum.

How will UT Tyler assess students' real-world problem-solving?

We plan to use both direct and indirect assessment measures to assess and measure students' real-world problem-solving skills. They are outlined below:

Direct:

- A VALUE rubric developed by the American Association of Colleges and Universities was adapted to capture our specific QEP topic and learning outcomes. This real-world problem-solving rubric will be used to assess the six identified learning outcomes in student signature assignments.
- Faculty Scoring Panels will be convened (with graduate students) to assess signature assignments on a bi-annual basis.
- The UT Tyler QEP team conducted a pilot study to validate the rubric, which was then modified to ensure alignment.

Indirect:

- National Survey of Student Engagement
- First Destination Surveys
- Undergraduate Graduation Exit Survey

Where can I find additional information?

All additional information can be found on our [QEP website](#). Please be sure to review our QEP proposal, which includes:

- an executive summary
- institutional process and topic development details
- desired learning outcomes
- literature review and best practices
- the QEP plan (goals and actions steps)

If you have additional questions or concerns, you can reach out to the QEP Director, Katie Stone (kstone@uttyler.edu).

When will I know if I will be called to participate?

We hope to reach out to specific campus stakeholders by late February once we have additional information from the On-Site Reaffirmation Committee.

Please contact Katie Stone (kstone@uttyler.edu) or a member of your college QEP leadership team directly if you have a question, feedback, and/or suggestion.

Tips for Working with the On-Site Committee

As we prepare for our on-site visit, please:

- Keep your schedule as flexible as possible in case you are called to be interviewed by the SACSCOC On-Site Reaffirmation Committee related to your area of university responsibility.
- Have a thorough understanding of our Quality Enhancement Plan (QEP), Real-World Problem-Solving.
- We recognize that the QEP is a large-scale plan with many components; therefore, if you are asked a question you do not know the answer to, feel free to say so and ask for time to find out.
- If you teach courses, consider educating students about the impending reaffirmation site visit and the QEP topic.
- In advance of the week-long on-site visit, please ensure the visible parts of your workplace/area/building remain welcoming and hospitable for our guests.

Our QEP Lead Evaluator – Dr. Ginger Bishop



Ginger, a native of North Carolina, joined The University of Alabama OIE staff in February 2014 as the Director of Institutional Effectiveness. Previously, she served as the Assistant Provost for Institutional Effectiveness and Assessment at Lenoir-Rhyne University, Hickory, NC; the Dean of Educational Support Services at Martin Community College, Williamston, NC; and an instructor in Early Childhood Education at Nash Community College, Rocky Mount, NC.

Her eclectic career also includes stints in early childhood intervention and advocacy, special education, and journalism, which is where she learned a little bit about a whole lot of things, sports metaphors, and how to listen. These traits she's found to be very valuable in the world of institutional effectiveness. Ginger also serves as the University's SACSCOC Liaison. She has served as an evaluator on several SACSCOC review committees and has directed SACSCOC reaffirmation processes at three levels.

She received an Ed.D. in Educational Leadership, Higher Education Administration, and an M.S. in Child Development and Family Relations, both from East Carolina University, Greenville, NC, and a B.S. in Education from North Carolina State University, Raleigh, NC.

Listed below are some questions that an evaluator might use when evaluating an institution's QEP. These questions are meant to be guidelines only (not a checklist).

QEP topic identification

- Has the institution provided evidence that the QEP topic arises from the institution's planning process?
- Has the institution documented the process for developing and selecting the topic?
- Is the process of topic selection supported by evaluation and analysis of relevant data?

Broad-based support

- Were institutional constituencies included in the topic selection process as appropriate?
- Do faculty, staff, students, governing board members, and community partners appear knowledgeable about the QEP as appropriate?
- Do stakeholders appear to support the plan as it moves toward implementation?

Focus on student learning outcomes and/or student success

- Does the QEP define the specific student learning outcomes and/or student success indicators to be enhanced?
- Does the QEP include appropriate strategies to enhance those outcomes and/or indicators?
- Are the criteria for achieving success in enhancing those outcomes and/or indicators appropriately defined and stated?

Committed resources

- Does the QEP identify sufficient human and fiscal resources to initiate, implement, and sustain the plan?
- Do those resources appear to be sufficient?
- Is there sufficient evidence of an institutional commitment?

Assessment plan

- Does the QEP include appropriate direct and indirect measures to assess the identified outcomes and/or indicators?
- Does the QEP assign appropriate responsibility for collecting and analyzing data?
- Does the QEP identify those responsible for taking appropriate action based on the analysis of assessment data?

Contact Information

For questions related to SACSCOC accreditation, the SACSCOC Principles of Accreditation, the College Compliance Certification and Focused Report, or On-Site Visit:

Dr. Lou Ann Berman

Associate Provost for Assessment and Institutional Effectiveness

SACSCOC Institutional Accreditation Liaison

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Director of Assessment and Accreditation

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For questions related to the Quality Enhancement Plan:

Katie Stone

Director of the Quality Enhancement Plan

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