

Inverting the QEP?

Coordinating and evaluating
departmental innovations in teaching

QUALITY ENHANCEMENT PLAN
QUALITY ENHANCEMENT PLAN

Jennifer Hill, Ed.D.

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Duke University

Live poll: Current status of YOUR campus's QEP

Please use the following bit.ly link or QR code to complete a short engagement activity



https://bit.ly/QEP_Status

Agenda

Office of Assessment background

Development of QEP

QEP implementation

Program examples

Reviewers' feedback on QEP

Current status

**Please submit
comments via the
chat throughout
the session.**

Acknowledgements

Academic Affairs leadership

Provost

Vice Provost of Academic Affairs

Vice Provost of Undergraduate Education

Associate Vice Provost of Undergraduate Education

Dean of Trinity College

Dean of Academic Affairs, Trinity College

Dean of Pratt School of Engineering

Sally Kornbluth, Ph.D.

Jennifer Francis, Ph.D.

Gary Bennett, Ph.D.

Molly Goldwasser, Ed.D.

Valerie Ashby, Ph.D.

Martin Smith, Ph.D.

Ravi Bellamkonda, Ph.D.

Visioning Committee

QEP Steering Committee

Acknowledgements

Academic Affairs leadership

Visioning Committee

Scott Huettel, Ph.D. (Chair)	Psychology and Neuroscience
Pankaj Agarwal, Ph.D.	Computer Science
Leslie Babinski, Ph.D.	Sanford School of Public Policy
Gary Bennett, Ph.D.	Vice Provost for Undergraduate Education
Charlotte Clark, Ph.D.	Sustainability Education
Alexander Glass, Ph.D.	Earth and Ocean Sciences
David Malone, Ph.D.	Program in Education
James Roberts, Ph.D.	Economics
Sarah Schott, Ph.D.	Mathematics
George Truskey, Ph.D.	Biomedical Engineering
<i>* Jennifer Hill was ex officio</i>	

QEP Steering Committee

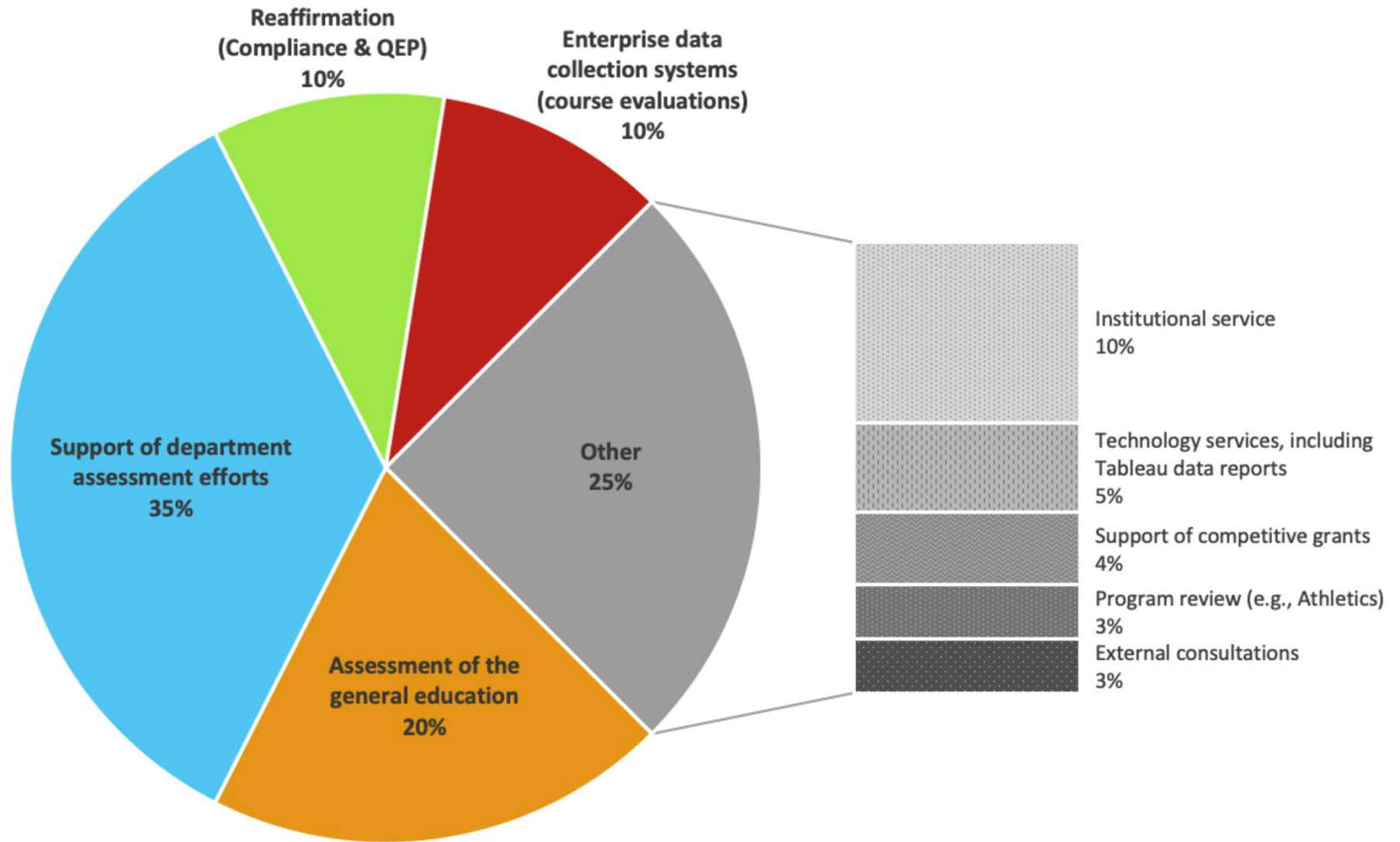
Acknowledgements

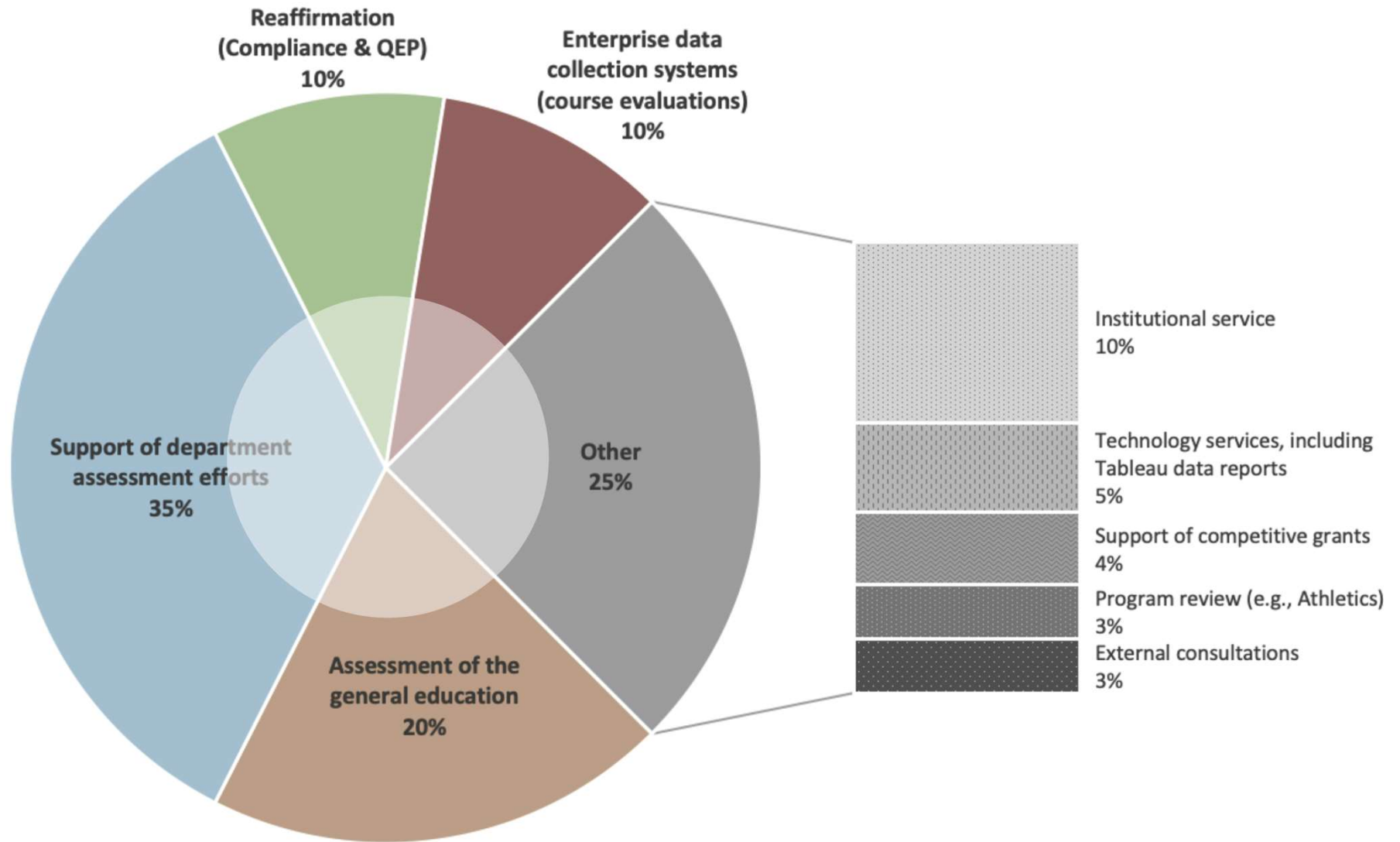
Academic Affairs leadership

Visioning Committee

QEP Steering Committee

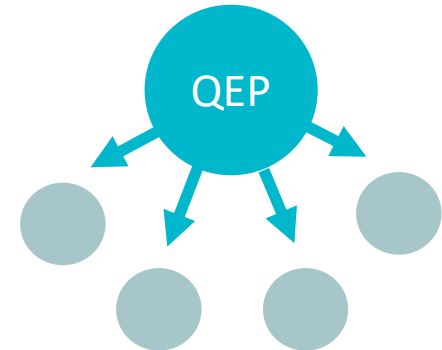
Leslie Babinski, Ph.D.	Sanford School of Public Policy
Corinne Crane, Ph.D.	German Studies
Glenda Kelly, Ph.D.	Civil and Environmental Engineering
David Malone, Ph.D.	Program in Education
Cary Moskowitz, Ph.D.	Thompson Writing Program
James Roberts, Ph.D.	Economics
Kathy Sykes, Ph.D.	Duke Service Learning
<i>* Jennifer Hill is ex officio</i>	





Duke's 2009-19 QEP: *Global learning*

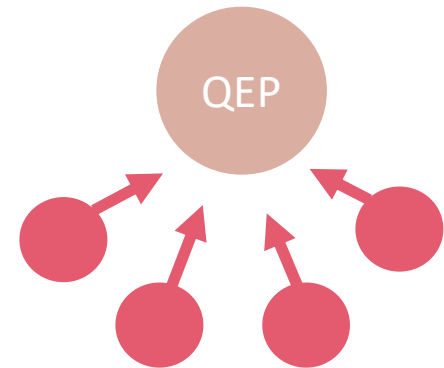
The institution determined and provided centralized programming around a collective learning objective.



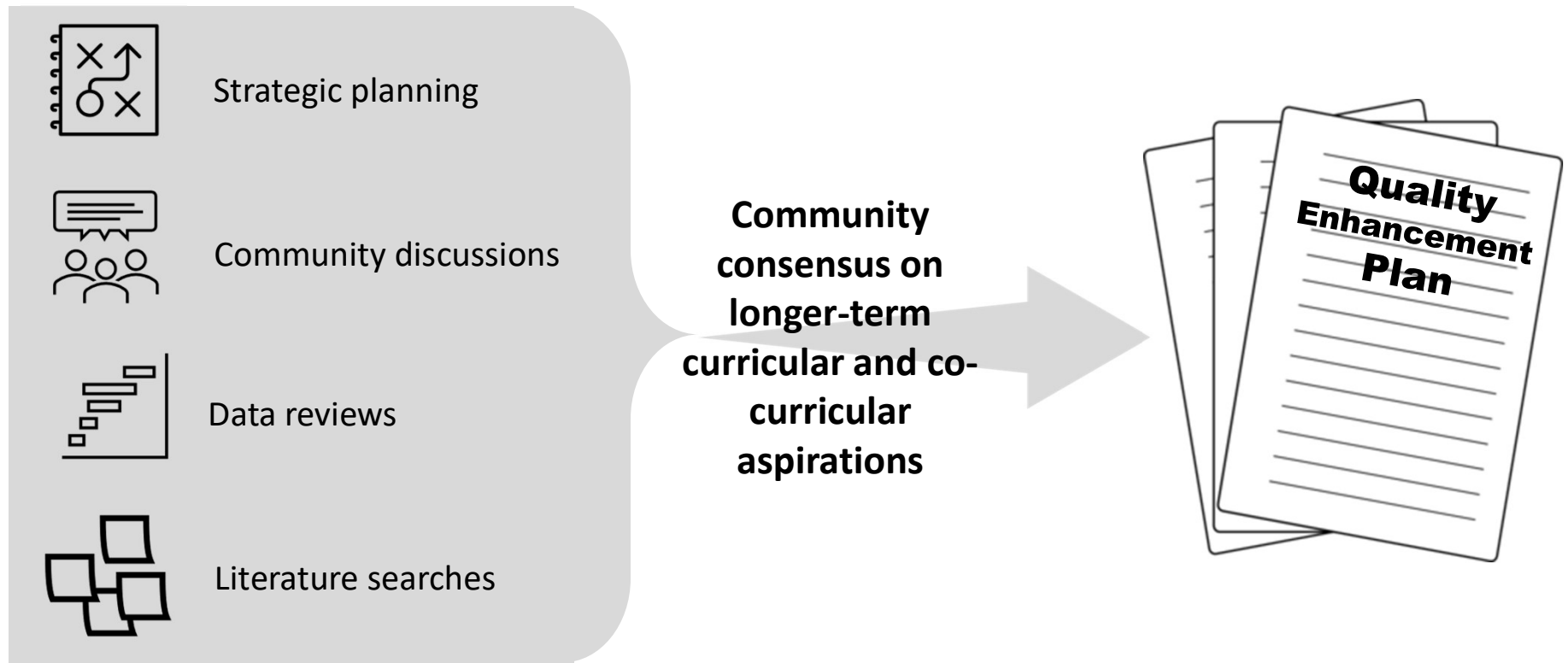
Duke's 2019-29 QEP

Building gateways: Disciplinary discovery and cross-disciplinary insights

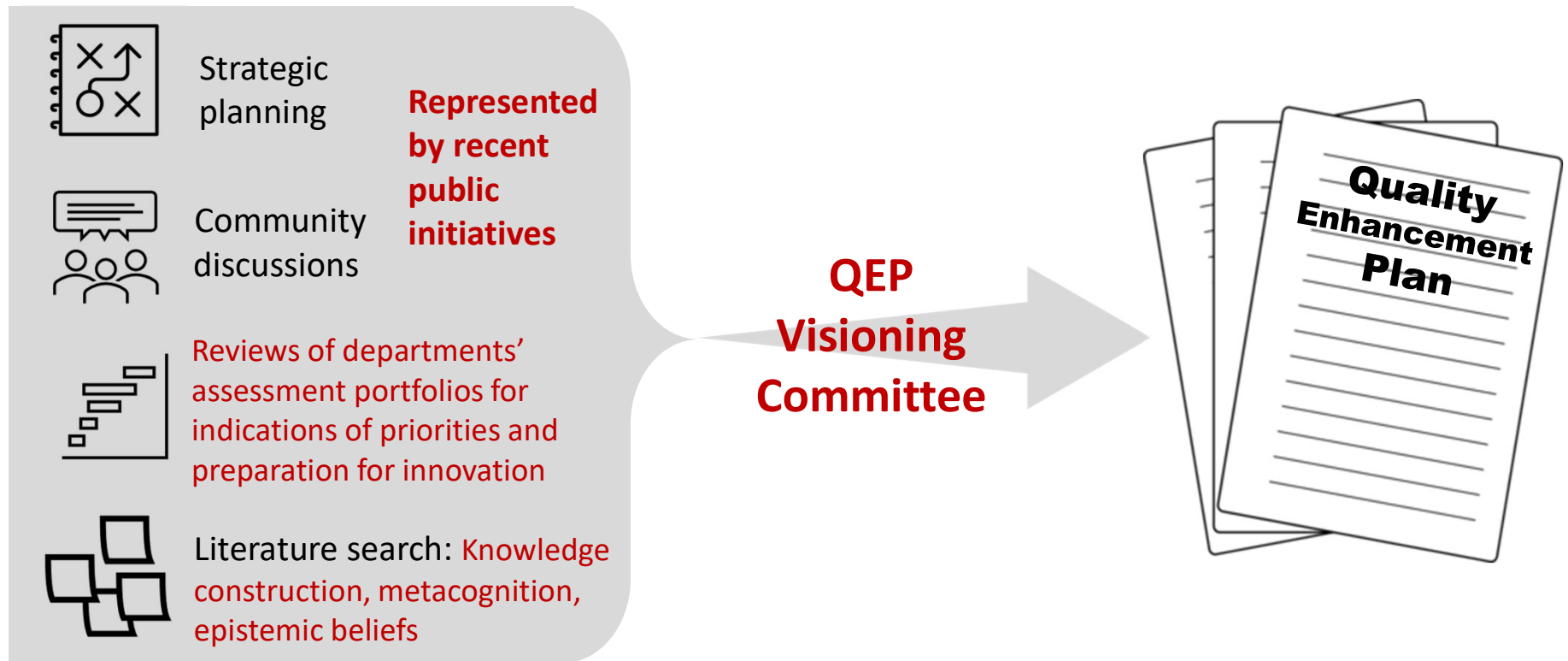
- QEP establishes only the generalized goals of amplifying discovery and inquiry, disciplinary thinking, and disciplinary connections.
- Faculty are best able to generate relevant new ideas about educational practice within the discipline.
- The institution provides a supportive infrastructure (resources, tools, assessment expertise) to accelerate the implementation of promising new ideas.



Typical model of QEP development



Duke's QEP development



SOURCE: <https://assessment.trinity.duke.edu/quality-enhancement-plan>

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Three closely-related and sequential initiatives

Imagining the Duke Curriculum Committee

Committee Charge:

The Dean of Arts & Sciences and the Chair of the Arts & Sciences Council of Trinity College charges the Imagining the Duke Curriculum Committee to examine the state of the curriculum and make revisions. The committee's revisions should respond to three key questions: In its present educational context, can the logic of the curriculum be clarified and simplified? Does the curriculum have a capacity to draw out and challenge students' curiosity and creativity? Does the curriculum have a capacity to reap the full benefits of the disciplinary and interdisciplinary work of a research university?

Years of Work, Tabled

Collapse of undergraduate curricular reform at Duke illustrates the difficulty of building consensus on just what students need to learn.

By Colleen Flaherty // April 26, 2017

Duke University was trying to do something different with a **proposed new undergraduate curriculum**, emphasizing less what students should study than how. But the plan was perhaps a little too different, and it's been tabled until the Trinity College of Arts and Sciences faculty can reach a greater degree of consensus.



Undergraduate course at Duke University

In many ways, said Suzanne Shanahan, an associate professor of philosophy, co-director of the Kenan Institute for Ethics at Duke and chair of its curriculum review committee, "the nature of opposition was largely as expected. But it also makes clear it is not in fact the right time for Duke to launch a new curriculum. A curriculum without strong consensus makes no sense."

Shanahan said her committee began work some five years ago on the new curriculum with a basic question: Is it time? Because Duke's current curriculum serves students well, it's something the committee came back to again and again, she added. Would something "aspirational" that might better leverage Duke's current strengths make more sense?

The university's **formal charge** to Shanahan's committee in 2014 was to clarify and simplify the logic of the curriculum, create more opportunities for exploration and creativity, and "rethink our vision for disciplinary as embodied by the curriculum."

Duke's current curriculum, **Curriculum 2000**, has been in place for nearly two decades, and while there's little antipathy for it, there's also little enthusiasm, as many of the faculty members who helped create it have since left. Others have criticized it as thorough but essentially a series of boxes to be

IDC and Duke's *Blueprint* (2014-2017)

Curriculum redesign: rethinking interdisciplinary learning and creative self-authorship in undergraduate education.

Ultimately suspended due to lack of faculty consensus. Disagreement within and especially between departments about the optimal curriculum.

"It is not in fact the right time for Duke to launch a new curriculum. A curriculum without strong consensus makes no sense."

"We need to pause this process for a while to bring us toward a stronger consensus."

"My faculty has asked me to vote no, and I believe it's because they don't understand it."

(c) 2020 Trinity College Office of Assessment, Duke University

SOURCE: www.insidehighered.com/news/2017/04/26/duke-undergraduate-curricular-reform-vote-tabled-indefinitely-after-years-work

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IDC and Duke's *Blueprint* (2014-2017)

Curriculum redesign: rethinking interdisciplinary learning and creative self-authorship in undergraduate education.



To provide a transformative educational experience for all students, we will:

- *Expand signature learning communities, including for disciplinary inquiry*
- *Increase opportunities for graduate and professional school students to apply their education to an increasing array of career options*
- *Strengthen efforts to diversify our graduate and professional schools and address issues of access and affordability*
- *Provide high-impact undergraduate educational opportunities that intensely engage undergraduates with faculty*
- *Enable all undergraduates to access and benefit from the best of Duke*

Provost's Strategic Plan (2017)

Four goals, two are:

- (2) Provide a transformative education for all students
- (4) Create a supportive environment for research, learning & academic community

The QEP specifically was developed to facilitate these goals.

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SOURCE: <https://strategicplan.duke.edu/wp-content/uploads/sites/15/2017/09/TogetherDuke-Sept2017-text.pdf>

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Advance Excellence in Teaching

We seek to provide a world class education for all our students that is distinctively Duke – that is, an education that engages students and faculty in intellectual partnerships, focuses on important questions, and takes advantage of the university's rich resources both inside and outside the classroom. We strongly believe that the greatest advantage of a research university is the ability to connect undergraduate education to faculty and to the processes of inquiry and discovery. We seek to build innovative gateway courses and experiences that capture students' imaginations and recruit them into disciplines, to provide hands-on research opportunities that build relationships between students and faculty as they investigate questions about which they are mutually passionate. And we seek to help students design for themselves a coherent pathway of study that leads to a piece of "signature work," whether that be a journal article, a service learning policy paper, or an original musical composition.

Enhancing Undergraduate Teaching and Learning Initiative (2017-present)

Challenges programs to define excellence in their fields, especially in early contacts with the discipline.



Recognition that faculty want more departmental discussion before affirming larger curriculum changes.

Wide agreement that we can enhance the undergraduate experience by focusing on students' early experiences in the disciplines.

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Introduction of

Enhancing Undergraduate Teaching and Learning

Fall 2017 - Spring 2018:

Introductory meetings asking academic units to provide proposals – *“innovative and inspired ideas from departments regarding how to best introduce students to disciplines across the liberal arts and sciences.”*



Dean Valerie Ashby

Opportunistic

Reflects present challenges

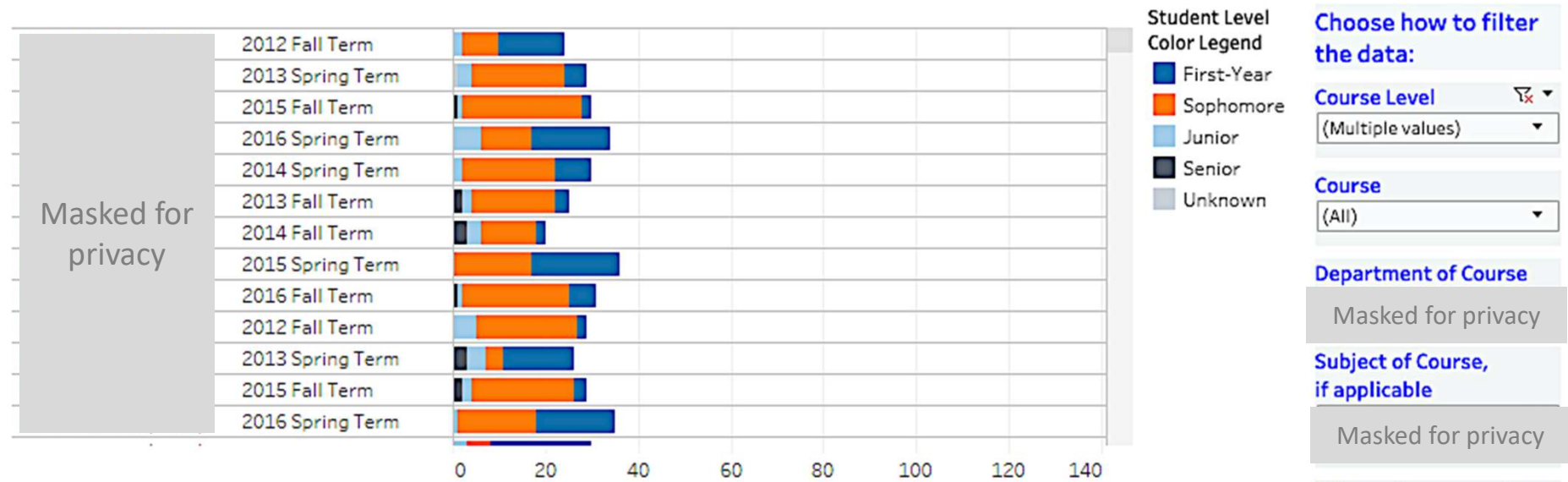
Reflects Duke's faculty culture

Reflects Duke's vision for undergraduate education

Data dashboards

Enrolled Students by Class Level

The purpose of this sheet is to demonstrate the number of first-year, sophomore, junior, and/or senior level students in each course. Student level is calculated by the difference in the student's admittance term to Duke and the term of the course. As a result, any students' leave of absences are not taken into account. Understanding student pathways through your program may help you begin to address questions like: what is the student experience with the introduction to your field, which often occurs in the first and second years; or, how can departments and programs create educational pathways for students so that their course of study helps them achieve their personal life goals? Additional course attributes can be found using DukeHub (<https://dukehub.duke.edu/>).



Data dashboards

Course Evaluation Differences

Two course evaluation indexes are included in the dashboard: Overall Course Quality, and Quality of Instructor 1. This is to highlight differences—both positive and negative—between a course’s evaluation mean relative to the department for the two course evaluation indexes. While this is not a Course Evaluation report, and specific Course Evaluation served by separate Course Evaluation dashboards (<http://bit.ly/CEReports>), these breakdowns may help you begin like: how can faculty play a stronger role in student success; or, if your introductory courses are the only ones that field, is it the experience that you want them to have?

Color Legend:

Course Minus Department



Color Legend:

Course Minus Division



Course Minus Department

	Quality of Course	Quality Instructor 1
Courses masked for privacy	0.63	0.71
	-0.53	-0.70
	-0.63	-0.80
	-0.04	-0.04
	0.03	-0.01
	0.32	0.24
	-0.05	-0.03
	0.16	0.09
	-0.07	0.10
	0.42	0.31
	-0.52	0.07
	0.04	0.29
	0.01	-0.13
	0.33	0.43
	0.07	0.51
	0.14	0.29

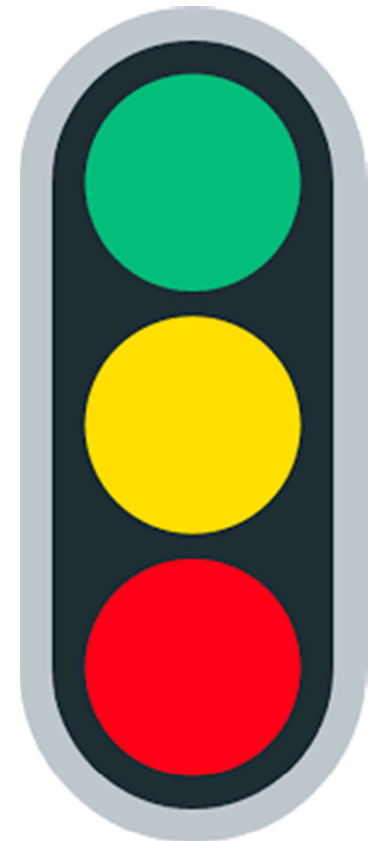
Course Minus Division

	Quality of Course	Quality Instructor 1
Courses masked for privacy	0.68	0.68
	-0.32	-0.41
	-0.36	-0.47
	-0.02	0.00
	0.24	0.27
	0.46	0.42
	0.23	0.31
	0.34	0.30
	0.14	0.37
	0.69	0.64
	-0.34	0.16
	0.02	0.25
	-0.07	-0.21
	0.39	0.43
	0.12	0.47
	0.30	0.45

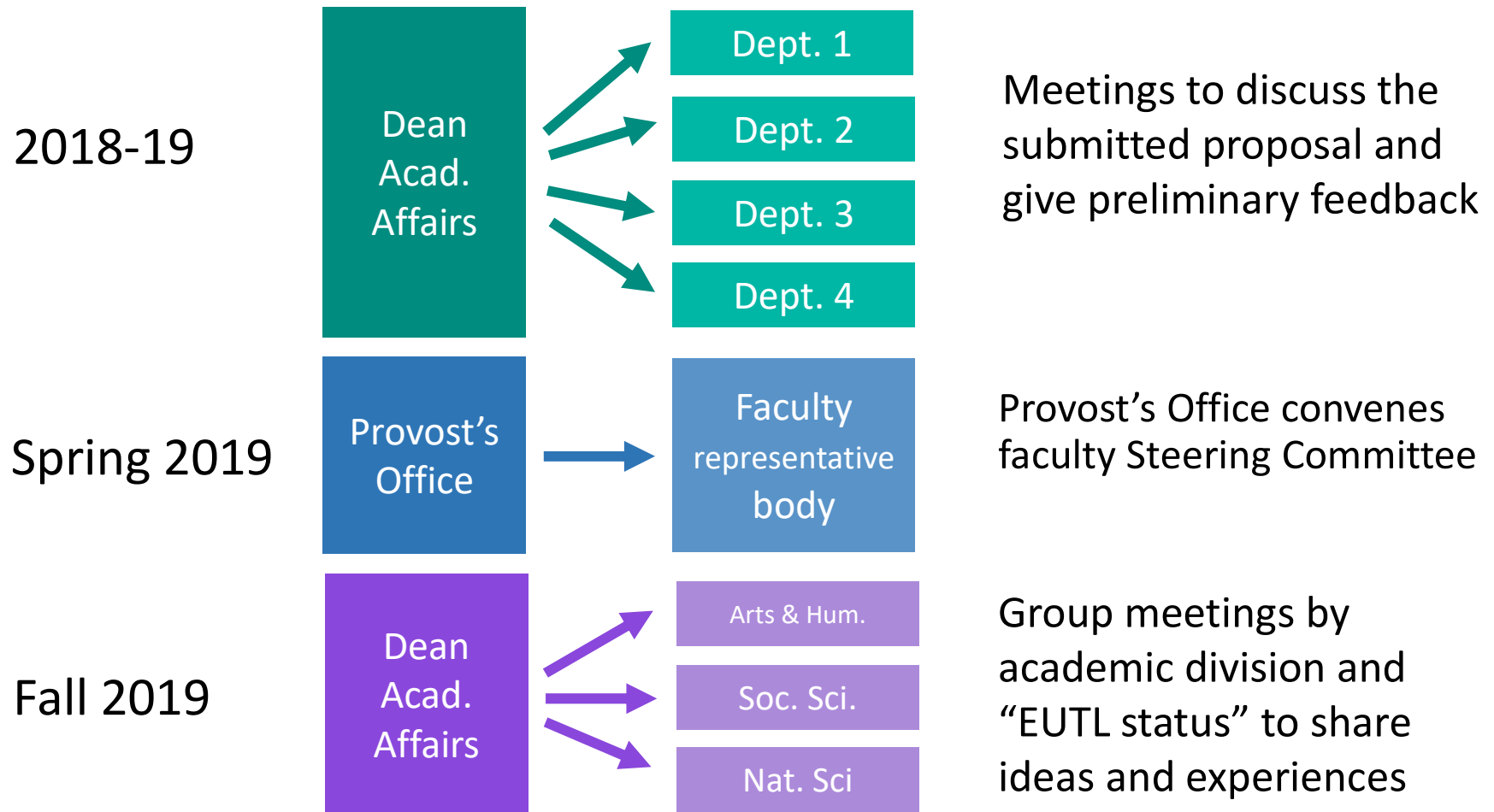
Proposals review

Submitted proposals and assessment data were reviewed by the Dean of Academic Affairs and the Office of Assessment and were categorized into three levels:

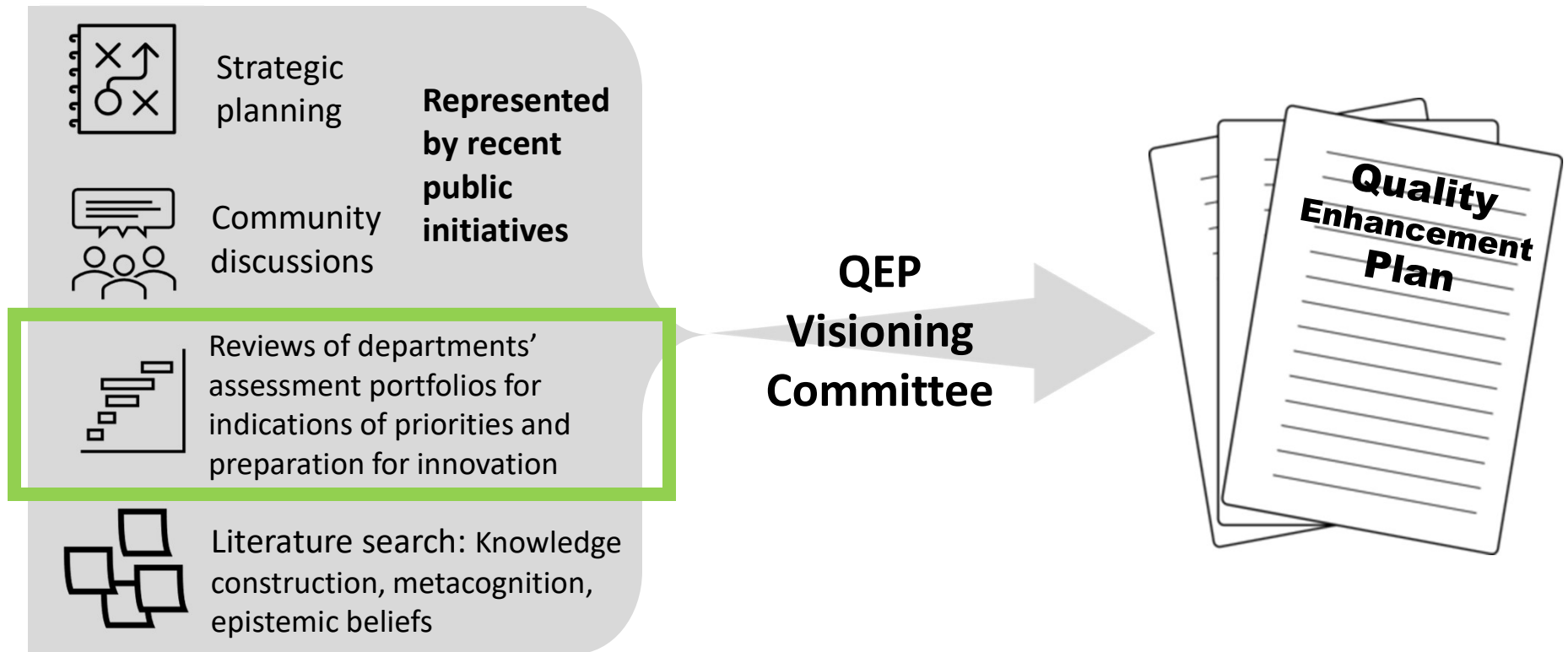
- **Green**
Plan in place, ready to formalize assessment plans for efforts
- **Yellow**
Needs more development; will need additional semester to formalize plans
- **Red**
No workable ideas presented; follow-up required.



Meetings



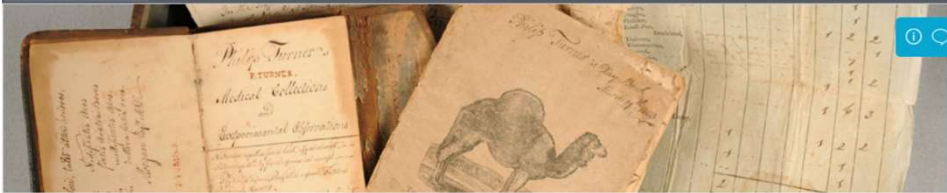
Duke's QEP development



The Department Assessment Portfolio (DAP)

Example screen shots:

[Start here!](#)
[Background](#)
[Indicate your learning out...](#)
[Student Learning Outcome 1](#)
[Student Learning Outcome 2](#)



Your program's portfolio of student learning begins here.

Every week, each semester, you and your colleagues collect information about teaching and learning in your program. Sometimes it's the tacit observation of an opportunity or concern, and other times, it's a thoughtful, well-designed effort to acquire data about student learning and analyze those data in a rigorous way.

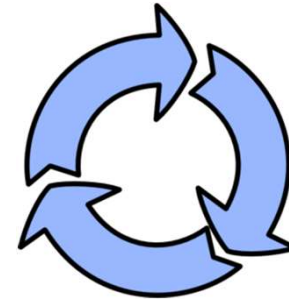
Does this evidence from previous years inform...

	No (no further explanation required)	Yes, please elaborate
...your selection of Student Learning Outcomes in 2019-20?		
...your selection of measures (the ways you collect evidence) in 2019-20?		
...the targets you set in 2019-20?		
...the overall organization of the program and its curriculum?		
...the content and/or format of individual courses?		
...how students are advised and supported within the program?		

The Department Assessment Portfolio (DAP)

**Captures departments'
plans for curriculum and
pedagogy**

**Reveals departments'
preparation for rigorous
self-study**



- Aligns mission statement with SLOs
- Explains organization of assessment within the department
- Indicates how insights from the previous cycle informs assessment work in the present
- Explains the importance of each SLO for undergraduate learning
- Describes measures, targets, findings
- Gives overall interpretation of findings
- Describes what the department will do based on findings

The Department Assessment Portfolio (DAP)

Example: Delineation of SLOs, measures, targets, findings, and interpretations

DIRECT measures for SLO number 1

If you utilized multiple *direct* measures to measure this SLO, please separate them into multiple rows. The table can accommodate as many rows as you need.

Clarification of the difference between Direct and Indirect measures (i.e., sources of evidence) is located [here](#).

We selected the following direct measure(s) to collect evidence of students learning...	We set the following target for each of our direct measures. These targets are what we expect to see from the direct measure described at left...	When evidence was collected via this direct measure, we found the following...	Did we meet this target for this measure? (Yes / No)

The Department Assessment Portfolio (DAP)

**Was an established
framework into which
we could insert new
questions about the QEP
and preparedness**

- Alignment between program SLOs and themes of the QEP
- Self-reported progress stage in developing QEP-related plans
- Self-reported resource needs

The Department Assessment Portfolio (DAP)

Example: Self-assessment of support needs

What additional resources do you need to accomplish your QEP initiative?

Note: The Office of Assessment does not manage resource distribution.

Physical resources (e.g., classroom updates)	
Technology resources (e.g., computing)	
Financial resources (e.g., money for course buy-outs)	
Personnel resources (e.g., administrative help, faculty lines)	
Other resources	

The Department Assessment Portfolio (DAP)

Example: Internal status check

At what stage are you? Please check all that apply:

- ☐ We have not attended to this yet
- ☐ We are in the planning stages and still brainstorming ideas
- ☐ Our faculty have discussed various options but not finalized our initiative yet
- ☐ We need to meet with Trinity leadership for guidance
- ☐ We have submitted a budget proposal to Trinity leadership
- ☐ We are waiting for funding
- ☐ We have a pilot scheduled for next year
- ☐ We are actively piloting our initiative
- ☐ We have completed our pilot and are analyzing our data
- ☐ We are waiting for feedback from Trinity College Leadership on the findings of our pilot

The Department Assessment Portfolio (DAP)

Example: Tagging domains of learning

To which categories of skill, competency, disposition, or behavior would you attribute this outcome? Please select the 2-4 most-relevant categories. This information helps the College understand how specific learning areas manifest across undergraduate education.

- | | | |
|---|--|--|
| <input type="checkbox"/> Civic engagement | <input type="checkbox"/> Collaboration | <input type="checkbox"/> Creativity |
| <input type="checkbox"/> Critical thinking | <input type="checkbox"/> Ethical reasoning | <input type="checkbox"/> Foundations for lifelong learning |
| <input type="checkbox"/> Global learning or cross-cultural engagement | <input type="checkbox"/> Information literacy | <input type="checkbox"/> Integrative learning |
| <input type="checkbox"/> Oral communication | <input type="checkbox"/> Problem-solving | <input type="checkbox"/> Quantitative reasoning |
| <input type="checkbox"/> Reading and text analysis | <input type="checkbox"/> Research, inquiry, and analysis | <input type="checkbox"/> Written communication |
| <input type="checkbox"/> Visual analysis | <input type="checkbox"/> Content knowledge | <input type="checkbox"/> Engaging difference |

The Department Assessment Portfolio (DAP)

The results?

- Short-term: We can give departments guidance and feedback annually, at minimum.
- We can evaluate departments' preparation for implementation and assessment of innovations
- Long-term: We compile departments' inputs into aggregated summaries for compliance certification and interim reporting
(e.g., Standards 8.2.a and 8.2.b)



Financial support
Assessment guidance
Teaching & curriculum specialists

Ideas, plans documented in
department assessment portfolio






Example 1: Quantitative Studies Program

Data dashboard, especially course evaluation comparisons, showed a need to better support graduate students/postdocs that taught introductory courses.

- Formalized training, mentorship, professional development, and general support
- Mid-semester evaluations across department
- Experimenting with S/U final grades and competency-based grading

Sparkling excitement in discovery...


- Experiment in intro course where tenured research faculty comes in once a week to discuss research applications
- Goal: To increase students' interactions with a research faculty member in partnership with a junior faculty teaching "traditional" course components



Example 2: Interpretive Social Sciences Program

Advanced Ph.D students act as research tutors in a select number of courses, providing support to professors.

- With support, professors more likely to have a research orientated assignment
- Students get support from someone that has no control over their grades
- Opportunity for funding for Ph.D students
- Surprise benefit – made possible more technical support for professors/students when courses transitioned online in Spring 2020



Example 3: Social Sciences Program

Introductory course did not meet our aspirations for gateway course

- Did not inspire further study in the discipline
- Students delayed enrollment until after electives

Brainstorming revisions started before QEP

QEP amplified, boosted investment in the course by...

- Validating attention on the gateways
- Providing financial resource support

Feedback from the on-site committee

March 2019

On the vision...

“Although the QEP is quite ambitious, the scope of the plan, with a focus on just the gateway courses in Duke University’s undergraduate programs, is really quite constrained relative to some plans for the wholesale redevelopment of the institution’s curriculum that were contemplated in earlier stages of the extensive curriculum planning process that led to the development of the QEP.”

“This approach avoids the danger of imposing a single vision for the gateway courses that likely wouldn’t work across the diverse disciplines involved, and it has the potential to foster creativity in the design of the courses, learning outcomes, and success metrics across the disciplines.”

“This type of curriculum better meets the needs of twenty-first century students.”

Feedback from the on-site committee

March 2019

On future implementation...

“Faculty are asked to self-sort their individual course outcomes into categories of learning pre-defined by the institution. These pre-defined categories align with the identified goals... “tagging” of student-learning outcomes... enable[s] the aggregation of findings across the institution to permit assessment of the QEP goals.”

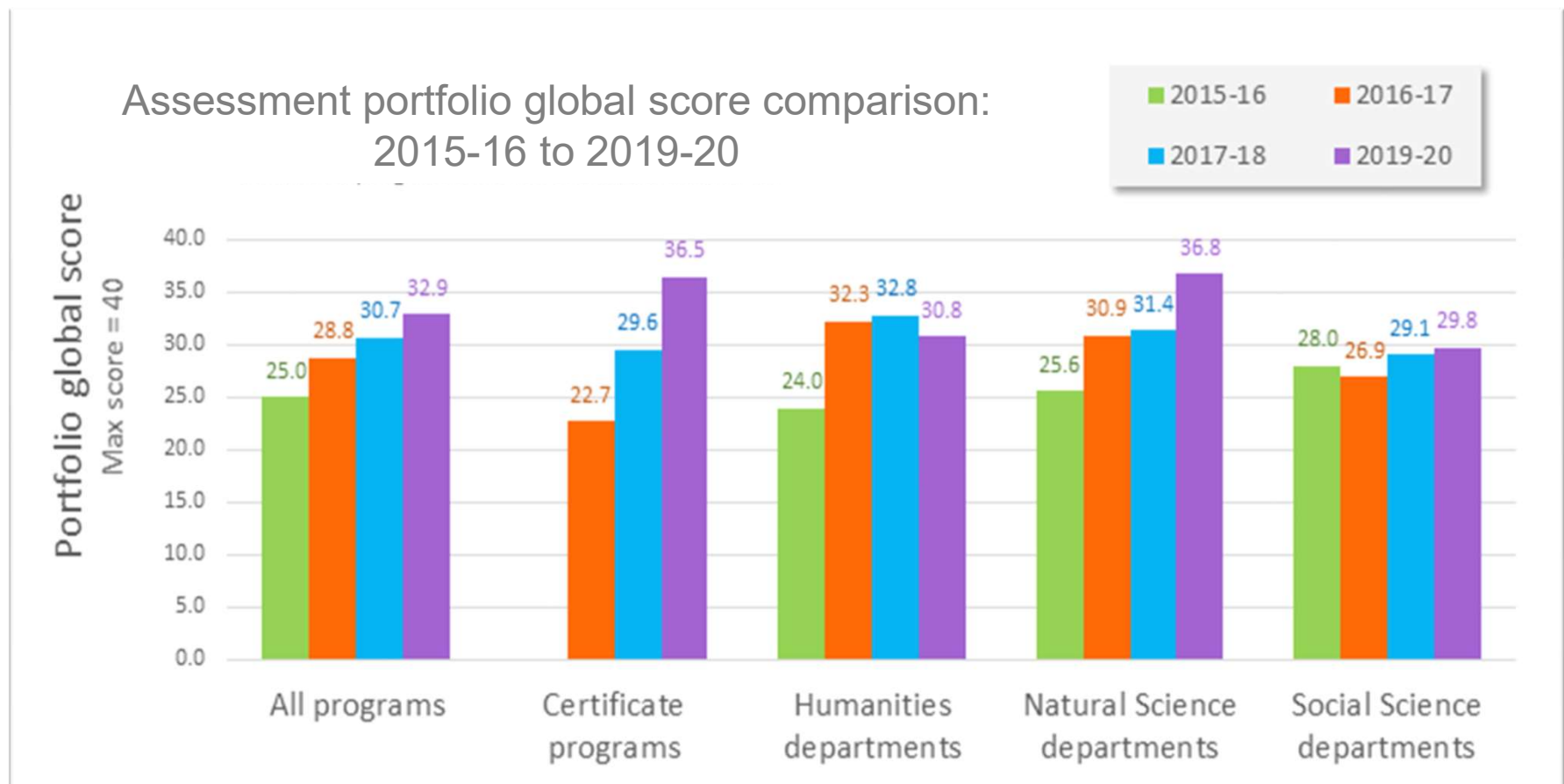
“The departments and academic programs have considerable discretion in how these goals are implemented in their gateway courses. This is important because it ensures that the academic curriculum remains the province of the faculty, where it belongs.”

“Allow[s] programs and departments that are further behind in the QEP process to capitalize on the approaches created by other departments and programs, and their relative successes and failures, to guide the design of their own implementation.”

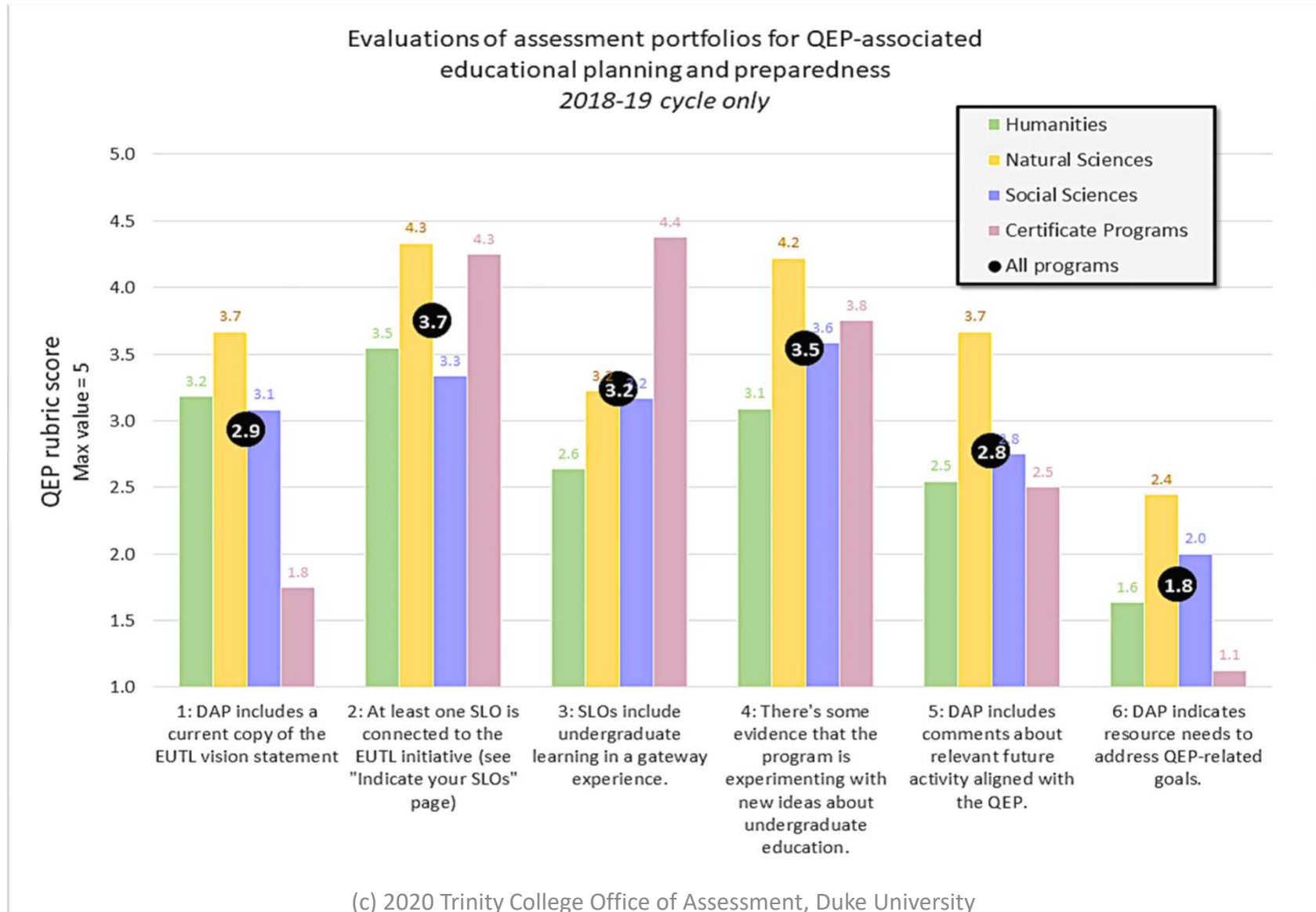
“Senior academic leadership, funding, faculty development and assessment provide a strong framework to achieve the goals of the QEP.”

“The [Office of Assessment] is seen as providing explicit supports for fostering the cross-pollination of ideas across departments and programs for ways to innovatively design their gateway courses, learning outcomes, and success measures.”

What's actually happening in practice?



What's actually happening in practice?



Staged roll-out planned

Steering Committee met Fall 2019 - Spring 2020

Discuss and settle on our interpretation of the Committee charge

Develop RFP to guide/support faculty and program officers

Funding provided for the reformulation of an introductory Social Sciences course

But then... COVID-19.

QEP in the time of COVID

Pause faculty meetings and service expectations

Address financial uncertainty

Pause some emerging ideas

Delay? Expect all programs to be involved within 5 years

Evaluate unexpected successes



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