

Dillard University
Quality Enhancement Plan



#Talking on
the Oaks

**Southern Association of Colleges and Schools
Commission on Colleges**

THE QUALITY ENHANCEMENT PLAN

Policy Statement

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), requires its accredited institutions to undergo a comprehensive decennial review to ensure that each institution continues to meet member-driven standards of quality. These accreditation standards – formally adopted by member institutions – are found in ***The Principles of Accreditation: Foundations for Educational Quality***. The comprehensive review includes the institutional submission of two documents: (1) a Compliance Certification and (2) A Quality Enhancement Plan (QEP). The following definitions and requirements apply as institutions submit their QEP for the On-Site Reaffirmation Committee’s review.

The ***Quality Enhancement Plan*** is an integral component of the reaffirmation of accreditation process and is derived from an institution’s ongoing comprehensive planning and evaluation processes. It reflects and affirms a commitment to enhance overall institutional quality and effectiveness by focusing on an issue that the institution considers important to improving student learning outcomes and/or student success. The document submitted by the institution demonstrates that its ***QEP*** (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement and complete the QEP; and (e) includes a plan to assess achievement. The On-Site Reaffirmation Committee reviews the document and conducts interviews to determine whether the institution has demonstrated compliance with Standard 7.2.

Review of the Quality Enhancement Plan

The institution may choose to submit selected information about its QEP for review by the Off-Site Reaffirmation Committee. This information allows the Off-Site Reaffirmation Committee to provide an opinion as to whether the intended QEP appears to offer a reasonable attempt to comply with sections (a) and (c) of Standard 7.2 regarding the relationship of the QEP topic to the institutional planning process and the focus of the QEP on improving student learning outcomes and/or student success. The Off-Site Reaffirmation Committee may also choose to provide additional narrative feedback to the institution.

The entire QEP will be submitted to the On-Site Reaffirmation Committee concurrently with the institution’s ***Focused Report***. At that time, the QEP document will be reviewed to determine the institution’s compliance with all of the parts of Standard 7.2 (***QEP***). The On-Site Reaffirmation Committee will also offer consultative advice to the institution, highlighting strengths of the plan/project and identifying possible challenges to the successful implementation and completion of the QEP. If the On-Site Reaffirmation Committee determines that the institution did not demonstrate compliance with all parts of the standard, the Committee will propagate one or more formal recommendations. The institution will provide a formal response to the SACSCOC Board of Trustees at the time of the Board’s review. The Committee’s consultative comments, on the other hand, are intended to add value for the institution; the institution may choose the best way to make use of such comments.

Assessment of Institutional Quality Enhancement – Fifth-Year Interim Report

Each member institution submits a Fifth-Year Interim Report to demonstrate compliance with selected standards of the ***Principles of Accreditation***. A review of institutional initiatives related to enhancing student learning outcomes and/or student success is an integral part of that Fifth-Year Interim Report. Institutions will have the option of providing a report on the impact of their previous Quality Enhancement Plan or documenting ongoing quality enhancement initiatives which would demonstrate compliance with Standard 7.2 (***QEP***).

Excerpts from

<http://www.sacscoc.org/pdf/081705/Quality%20Enhancement%20Plan.pdf>

As Approved: SACSCOC Board of Trustees, June 2018

Executive Summary

Dillard University's mission is to produce graduates who excel, become world leaders, are broadly educated, culturally aware, and concerned with improving the human condition. Through a highly personalized and learning-centered approach, Dillard's students are able to meet the competitive demands of a diverse, global and technologically advanced society. In 2015, Dillard set out to follow the *BLEUPRINT* for success, the Dillard Strategic Plan. Building on a rich foundation, the proposed QEP is based on Dillard's mission and three of the pillars identified in its strategic plan:

- Pillar 5: The Dillard Student; Objective 2 - Define and implement a unique Dillard undergraduate experience
- Pillar 8: The Successful Student; Objective 1 - Improve career readiness of students
- Pillar 9: 21st Century Teaching & Learning

Institutional planning and assessment information enhanced with information generated through focus groups and surveys were utilized to identify the focus for the 2020 QEP. The focus would align with the institutional mission, would be grounded in preparing students to solve problems as leaders and in service, and be reflective of the domains of communication, personal growth, and career preparation. The process of institutional engagement and extensive discussions across stakeholders identified student learning outcomes integral to quality public speaking in a liberal arts tradition yet responsive to changing professional and social norms.

The QEP Topic: Oral Communication Skills.

Oral communication skills, essential for academic and professional success, are honed during interaction both in and out of class. Students' capacity to communicate with faculty and staff impact both opportunities to engage and learning outcomes. Dillard students often come from backgrounds in which traditional academic skills in English and Language Arts have not been fully cultivated. The cultural norms for oral communication of our students place them at a disadvantage in both traditional academic and professional settings. Dillard University's QEP Goal is –

*To foster an institutional environment that
prepares students to be effective and competitive oral communicators
in a diverse, global, and technologically advanced society.*

Effective and competitive oral communication is clear, tactful and relevant; it is informative and concise; it is used to build relationship and to enhance productivity and innovation.

To achieve this overarching goal, Dillard intends to develop students' oral communication skills to be effective and appropriate communicators in all situations. Key student learning outcomes (SLOs) identified for the QEP include:

- 1) Students will demonstrate effective oral communication competency during academic advising by articulating their academic goals and asking appropriate questions to gain understanding of their requirements for academic progress (AY1-AY2 transition).

- 2) Students will demonstrate effective discipline specific oral communication during selected upper-level courses in their major (AY3, AY4).
- 3) Students engaged with co-curricular activities that connect with coursework or enhance skills necessary for successful entry into the workforce (undergraduate research, mock trial, student leadership, athletics, ...) will demonstrate effective oral communication, through the delivery of well-organized, fitting, and meaningful speech appropriate to the setting and audience.

The Oral Communication VALUE rubric as developed by the American Association of Colleges and Universities (AAC&U) as well as assessments associated with professional certification will be utilized to document student learning outcomes. Over the 5-year implementation of the QEP, departments, academic programs, and student support services will be assisted with adapting the QEP SLOs to meet discipline specific goals.

To achieve institutional and discipline specific goals, Dillard University will implement institution-wide interventions to prepare students to be effective oral communicators during their academic career and into their early professional life. The 2020 QEP advocates strategies for use within both academic and student success programs to strengthen students' oral communication skills. The plan will enable the academic and student success programs to rely on in and out of class strategies—oral skill practicum and interpersonal skills development. The QEP was developed through broad-based involvement by Dillard stakeholders including students, faculty, staff, employers and other external constituents.

Key touch points for intervening with students include:

- University College - First Year experience
- Upper level courses within each program
- Co-curricular activities (REU, Mock Trial, Leadership Academy, Debate, ...)

Activities include:

- Student interviews of faculty and staff
- Academic Advising conversations between students and advisors
- Opportunities for students to record audio introductions in courses to post on Canvas LMS
- Enhancing co-curricular engagement of students to provide opportunity to develop and showcase public speaking abilities through opportunities for students:
 - to be speakers during institutional programs;
 - to give oral presentations of academics and research;
 - to participate in competitive debate and competitions requiring public speaking; and
 - to speak in public representing the institution
- Professional development faculty on pedagogical strategies for developing speaking and oral communication skills in students
- Professional development for faculty and staff on assessing and providing feedback to students on their oral speaking skills

Dillard's aspirations are for an achievable and impactful QEP that promotes the development of students' oral communications skills to enhance learning outcomes. The plan will also support and develop the skills of faculty and staff for the betterment of the academic environment and preparation of students for life after Dillard. Improved oral communication abilities will directly impact students' capacity to be engaged members of the institutional community addressing important issues in the changing landscape of higher education.

Background

The BLEUPRINT: Dillard University Strategic Plan 2015-2020, articulates objectives for the enhancement of undergraduate learning and development of quality graduates prepared for modern professional life. To actualize these goals, Dillard must develop students' oral communications skills to foster quality relationships both during their academic and professional careers.

Effective oral communication is an essential component for student learning and academic life as it allows for students to express their needs, desires, and values to peers, faculty, staff, and the community. Effective oral communication allows for students to communicate their experiences to potential employers and to build relationship with individuals. These skills also allow students and graduates to communicate Dillard core values in the community and to be engaged citizens leading public discourse for social good. The "ability to communicate verbally" ranked as the third most important desired skill according to a National Association of Colleges and Employers survey.

Selection and Refinement of the QEP Topic

The QEP topic, Oral Communication, was identified through a broad-based collaborative effort that included the involvement and support of Dillard stakeholders (students, faculty, staff and employers). It is widely recognized that learning at Dillard does not happen in a vacuum. Student learning and retention is everyone's responsibility. Hence, it was essential that support for the QEP would require broad-based input in identifying the topic and developing goals. The topic of this QEP evolved through an examination of institutional planning and assessment results since 2015. In identifying possible topics for the QEP, topic ideas were connected with the university's mission of ensuring students succeed in their chosen academic and career pathways. This has been a key test for any topic or action considered in developing the QEP. As with all university initiatives, the QEP goal is linked to the strategic plan and budget.

Intended Student Learning Impact of the QEP Topic

Issues identified in the review of program outcomes guide Dillard's desire to address the needs of students and the shortcoming in historical instruction around oral communication. Dillard University intends to impact student learning to:

- Facilitate students' conversation with advisors and faculty promoting greater understanding and ownership of individual learning and their academic career.
- Develop in students the skills and confidence to engage in discussions by articulating questions, expressing opinions, and stating facts across all occasions including academic advising, formal presentations, social interactions, public discourse, and professional interactions.
- Develop students' appreciation for the art of social conversation as a mechanism for developing and maintaining relationships with peers, academics, professionals, and the community.
- Provide students an opportunity to speak in the language of their discipline, effectively communicating mastery of concepts and knowledge required of their chosen vocation.

Overarching Goal

The overarching goal of the Dillard University QEP is –

*To foster an institutional environment that
prepares students to be effective and competitive oral communicators
in a diverse, global, and technologically advanced society.*

Effective and competitive oral communication is clear, tactful and relevant; it is informative and concise; it is used to build relationship and to enhance productivity and innovation.

Student Learning Outcomes

To achieve the overarching goal of the QEP, Dillard intends to develop students' oral communication skills to be effective and appropriate communicators in all situations. The key student learning outcomes (SLOs) identified for the QEP include:

- 1) Students will demonstrate effective oral communication competency during academic advising by articulating their academic goals and asking appropriate questions to gain understanding of their requirements for academic progress (AY1-AY2 transition).
- 2) Students will demonstrate effective discipline specific oral communication during selected upper-level courses in their major (AY3, AY4).
- 3) Students engaged with co-curricular activities that connect with coursework or enhance skills necessary for successful entry into the workforce (undergraduate research, mock trial, student leadership, athletics, ...) will demonstrate effective oral communication, through the delivery of well-organized, fitting, and meaningful speech appropriate to the setting and audience.

Implementation of Actions for Improvement of Teaching and Learning

Academic / Classroom based learning

The central focus of the QEP is to coordinate and enhance 'speaking intensive' coursework across the curriculum. These courses would incorporate evidence-based pedagogy and activities to develop students' skills to perform as oral communicators. Students would demonstrate understanding of course material and content through oral presentations to audiences. Oral Communication is broadly defined for the purposes of this QEP and would include formal academic presentation, paired conversations to reinforce learned concepts, class debates, panel discussions, and professional speaking including networking and advocacy. Oral communication is the sharing and exchange of concepts or opinions through talking to an audience.

The University College touches all students as they enter Dillard and transition for high school to college. This division will facilitate and promote student engagement in core speaking activities during their FYE activities. The University College has identified issues of comfort and confidence as impediments to students asking questions of and engaging in conversations with advisors and professors. To overcome these issues, during FYE courses (FYS101 and FYS102) students will be required to complete an oral interview of a faculty or staff focused on college completion. This activity is designed to provide students with a low-risk opportunity to engage in conversation with institution staff. The University College will solicit volunteers to serve as subjects for these interviews. Volunteers will be provided with strategies to promote students' engagement in a conversational interview.

The second activity University College will use to develop oral communication skills will be during academic advising. Students identified as at-risk during their first semester are required to participate in face-to-face advising. During these sessions, University College advising staff will utilize strategies to promote student engagement in a conversation to identify the reasons for their struggles, discuss their strengths, and to accept a plan to improve their academic performance. This strategy is intended to develop the real world skill of talking through a problem to arrive at a solution. Students often struggle with comfort in discussing problems, this activity is designed to address issues of comfort with difficult conversations of personal challenges.

These two interventions are designed to promote skills required of students to fully engage with the institution for academic success. Students will develop comfort in communicating with faculty and staff to address their needs and to communicate their desires during their academic career. Through improved oral communication, students develop voice and agency to address challenges, to facilitate engagement, and to promote academic progress.

Within the existing curriculum, oral communication skills will be taught and reinforced during QEP designated 'oral intensive' courses. These QEP courses would reside in disciplines across the curriculum and would focus on discipline-specific content. These QEP courses would be enhanced with activities designed to promote improved public speaking skills through the presentation of relevant topics in oral discussions and presentations. Courses will primarily focus on traditional discipline-based content with a portion of instruction dedicated to development of oral communication skills for both academic and professional success.

These QEP designated ‘oral intensive’ courses will reinforce the skills presented during the University College experience and introduce new skills for discipline based oral communication. Each School within Dillard (School of Accounting and Financial Economics, School of Business Administration, School of Social Sciences, School of Science, Technology, Engineering, and Mathematics (STEM), School of Humanities, and School of Health and Wellness) will identify a set of target courses for development and delivery as an enhanced oral communication course. Over the life of the QEP, Dillard will have developed and implemented at least one enhance oral communication course as a requirement for graduation in each program.

Faculty Development

Dillard acknowledge that professionalism requires life-long learning to remain current with discipline specific knowledge and practice as well as to best serve students’ learning needs. Professional Development is effective when it results in improved delivery of professional services. Research in the Scholarship of Teaching and Learning connects regular participation in professional development and improved student success. The goal of Dillard’s QEP Faculty Professional Development (QFPD) initiative is to facilitate faculty experts continued assimilation of new instructional strategies into the toolbox of existing practice. QFPD is operationalized as both research and practice in the profession of teaching and learning.

To facilitate success, the QFPD will provide faculty with the opportunity to engage with their peers to improve pedagogical practice in teaching and assessing oral communication. QFPD will be delivered during ‘Brown Bag Lunch’ sessions, summer institutes, and asynchronously through the institutional learning management system (Canvas). Faculty teaching ‘oral intensive’ courses will be provided with support for continuous quality improvement of teaching to promote enhanced skills and practice.

QFPD interactive learning groups will utilize both Canvas and face-to-face meetings to share research and best-practice strategies for teaching and assessing oral communication. Faculty will discuss personal experiences and ‘lessons learned’ from implementation within the specifics of their discipline and the learning culture of Dillard University. The QFPD initiative will be organized under the Office of Academic Affairs with the Department of Academic Technology and Distance Education coordinating the development of the LMS-based QFPD modules.

Co-curricular based learning

Co-curricular activities also promote student development of oral communication skills required for success beyond the classroom. Activities such as research experiences, participation in debate, academic games, mock-trial, athletics, and student leadership promote the development the skills required to stand in front of an audience and effectively communicate ideas, facts, and opinions; to both answer questions and ask questions.

Staff Development

Staff assigned to moderate and facilitate co-curricular activities will be provided opportunity to develop knowledge and skills to promote the development of oral communication skills in real world situations. Staff development will focus on the skills required to assess students’ oral communication and to provide critical feedback that informs students of issues of clarity, delivery, and appropriateness for the audience and strategies and knowledge, and in individual sessions focused on specific activities and strategies based on each staff’s intersections and engagement with students.

QEP Implementation Timeline						
QEP Activities	YR 0	YR 1	YR 2	YR 3	YR 4	YR 5
• Draft QEP Student Learning Outcomes	<input checked="" type="checkbox"/>					
• Develop Discipline Specific SLOs for Oral Communication		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
• Develop standards of 'good' oral communication in discipline specific courses	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Identify and adapt appropriate Rubrics to assess QEP SLOs	<input checked="" type="checkbox"/>					
• Modify QEP assessment rubrics to satisfy departmental needs for assessing discipline specific SLOs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Identify Courses with oral communication components and provide assistance and support to faculty for best pedagogical practices and strategies.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
• Support faculty with enhancements to oral communication courses		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Develop and deploy LMS based QEP Professional Development Modules on Oral Communication		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
• Identify and Engage Student Organizations and Student Leaders in development of the QEP topic and activities	<input checked="" type="checkbox"/>					
• Engage Students in the development of co-curricular programming to promote oral communication		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Enhance co-curricular activities to encourage oral communication skills development		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Organize Campus Oral Communication events to demonstrate good skills		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Design QEP communication plan and media materials	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
• Execute communication plan and produce marketing materials	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Develop and maintain links and resource for faculty to use to develop and enhance skills for teaching and assessing oral communication		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Develop and maintain links and resource for students to use to learn, reinforce, and practice oral communication skills		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Develop Awards to acknowledge excellence in oral communications in academic and co-curricular		<input checked="" type="checkbox"/>				
• Monitor Progress of QEP Activities and Initiatives	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Assess QEP SLOs		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Assess Discipline based SLOs			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Evaluate the Impact of the QEP on Institutional Improvement					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

QEP Organizational Structure

Dillard's QEP is organized under the leadership of the Office of the Vice President for Academic Affairs. As Vice President for Academic Affairs (VPAA), Dr. Yolanda Page is the Institution's Chief Academic Officer charged with offering competitive academic programs, taught by excellent faculty, and administered by dedicated professional staff in an environment that offers opportunities for discipline related research, service-learning/civic engagement, and self-exploration.

QEP Leadership Team

The ultimate authority over the QEP resides with the VPAA. The Academic Deans are utilized as a key advisory group for guidance and direction related to academic improvement efforts. The VPAA has identified three staff as the responsible leadership for successful implementation of the QEP.

The QEP Director

The Director of Assessment and Analysis has been task by the Vice President of Academic Affairs to serve as the QEP Director. Mr. Detiege has an earned M.Ed. in Curriculum and Instruction with coursework in teaching and learning at the college level. Since 2010, Mr. Detiege has served on the QEP development and implementation committees at two of Dillard's peer institutions. As QEP Director, Mr. Detiege is responsible for the overall implementation and success of the QEP as the mechanism for data-driven quality improvement of the Institution's learning environment and for improvement of student outcomes aligned with the Institution's Mission.

The Dean of Faculty Support and Student Academic Services

Dr. Eartha Lee Johnson serves as Dean of Faculty Support and Student Services and is responsible for the coordination of Faculty Development activities to ensure faculty professionalism and best-practice pedagogical strategies to serve students' learning needs. The goal of Dillard's QEP Faculty Professional Development (QFPD) initiative is to facilitate faculty experts continued assimilation of new instructional strategies into the toolbox of existing practice. QFPD is operationalized as both research and practice in the profession of teaching and learning.

The Dean of University College

Dr. Nia Woods Haydel serves as Dean of University College and Director of the Thompson/Cook Honors Program. In her current role, she oversees the University's retention initiatives with focus on academic advising and academic enrichment initiatives for first-year students. The University College at Dillard University is responsible for General Education and the Academic Center for Excellence (ACE). The goal of ACE is to create a national model for providing holistic academic and social care to students from our particular demographic. The overall goal is to create an environment that allows for both natural and intentional collaborations to occur.

The QEP Committee

The QEP Development Team, comprised of faculty, staff, and students from a variety of different disciplines and areas of expertise, was formed beginning the Fall 2016 to oversee the process for development. The members

facilitated the development through solicitation of input from other constituents. Student input was ensured through a four-member student subcommittee. The QEP Committee is in the process of transitioning from development to implementation. During this period, some members will rotate off and new members will be identified based on responsibilities and areas of specialization. The QEP Committee will evolve as the QEP moves through phases from conceptualization, to development, to implementation, to assessment.

Key members will include the QEP Director, the Dean of Faculty and Student Academic Services, and the Dean of University College. The Faculty Senate will be charged with identifying members who will represent faculty interest during implementation. The Office of Student Affairs will identify staff to represent the interest of co-curricular and student services during QEP implementation and assessment. Ex-officio members will include the Vice President for Academic Affairs, The Assistant Vice President for Institutional Research and Effectiveness and the Director of Academic Technology and Distance Education.

QEP Assessment Team

Responsibility for assessment activities, analysis, and reporting related to the QEP are assigned to the Assistant Vice President of Institutional Research and Effectiveness (AVPIRE). The AVPIRE supervises the Director of Assessment and Analysis and the Director of Academic Technology and Distance Education. This team will develop and implement the QEP assessment plan and ensure appropriate collection, analysis, and reporting of data to for process evaluation (implementation fidelity and activity monitoring) and outcome assessment (student learning, process improvement, and capacity building). The QEP Assessment Team will be advised by a sub-committee of the QEP Committee focused on data-driven quality assurance and monitoring for continued improvement.

QEP Implementation Responsibilities		
QEP Activities	Responsible Staff	Status
<ul style="list-style-type: none"> Draft QEP Student Learning Outcomes 	<ul style="list-style-type: none"> QEP Committee 	Completed
<ul style="list-style-type: none"> Develop Discipline Specific SLOs for Oral Communication 	<ul style="list-style-type: none"> QEP Committee Academic Deans Departmental Faculty 	Development
<ul style="list-style-type: none"> Develop standards of 'good' oral communication in discipline specific courses 	<ul style="list-style-type: none"> Departmental Faculty 	On-going
<ul style="list-style-type: none"> Identify and adapt appropriate Rubrics to assess QEP SLOs 	<ul style="list-style-type: none"> QEP Committee 	On-going
<ul style="list-style-type: none"> Modify QEP assessment rubrics to satisfy departmental needs for assessing discipline specific SLOs 	<ul style="list-style-type: none"> Departmental Faculty QEP Assessment Team 	On-going
<ul style="list-style-type: none"> Identify Courses with oral communication components and provide assistance and support to faculty for best pedagogical practices and strategies. 	<ul style="list-style-type: none"> QEP Committee Academic Deans Faculty Support and Student Services 	On-going
<ul style="list-style-type: none"> Support faculty with enhancements to oral communication courses 	<ul style="list-style-type: none"> QEP Committee Faculty Support and Student Services 	Development
<ul style="list-style-type: none"> Develop and deploy LMS based QEP Professional Development Modules on Oral Communication 	<ul style="list-style-type: none"> QEP Committee Academic Technology and Distance Education 	Development
<ul style="list-style-type: none"> Identify and Engage Student Organizations and Student Leaders in development of the QEP topic and activities 	<ul style="list-style-type: none"> QEP Committee 	Completed
<ul style="list-style-type: none"> Engage Students in the development of co-curricular programming to promote oral communication 	<ul style="list-style-type: none"> QEP Committee 	On-going
<ul style="list-style-type: none"> Enhance co-curricular activities to encourage oral communication skills development 	<ul style="list-style-type: none"> QEP Committee 	Development
<ul style="list-style-type: none"> Organize Campus Oral Communication events to demonstrate good skills 	<ul style="list-style-type: none"> QEP Committee 	Development
<ul style="list-style-type: none"> Design QEP communication plan and media materials 	<ul style="list-style-type: none"> QEP Committee Marketing and Promotion 	Development
<ul style="list-style-type: none"> Develop and maintain links and resource for faculty to use to develop and enhance skills for teaching and assessing oral communication 	<ul style="list-style-type: none"> QEP Committee Academic Technology and Distance Education 	Development
<ul style="list-style-type: none"> Develop and maintain links and resource for students to use to learn, reinforce, and practice oral communication skills 	<ul style="list-style-type: none"> QEP Committee Academic Technology and Distance Education 	Development
<ul style="list-style-type: none"> Develop Awards to acknowledge excellence in oral communications in academic and co-curricular 	<ul style="list-style-type: none"> QEP Committee 	Development

QEP Resources

Dillard University maintains the institutional capacity to successfully implement and complete the QEP as planned over the five-year project life and beyond. The human capital and capacity has been described in the previous section. The Institution has committed physical, financial, and organizational resources in support of successful initiation, implementation, and completion of the QEP. The proposed yearly QEP budget by category is detailed in the Table below:

QEP Budget Category	YR 0	YR 1	YR 2	YR 3	YR 4	YR 5
Total Allocation	\$23,500	\$66,000	\$66,000	\$66,000	\$66,000	\$66,000
Director	\$10,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Administrative Office Support	\$10,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
Implementation Committee	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Assessment		\$4,000	\$4,000	\$4,000	\$5,000	\$7,000
Technology		\$2,000	\$2,000	\$2,000	\$2,000	\$1,000
Professional Development		\$7,000	\$7,000	\$7,000	\$7,000	\$7,000
Academic / Instructional Support		\$7,000	\$7,000	\$7,000	\$7,000	\$5,000
Support 1 st -year Seminars		\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Co-curricular Support		\$3,500	\$3,500	\$3,500	\$3,500	\$3,500
Supplies / Consumables / Recognition / Incentives	\$2,500	\$3,000	\$4,000	\$5,000	\$5,000	\$6,000
Marketing and Promotion		\$4,000	\$3,000	\$2,000	\$1,000	\$1,000

Existing Institutional Resources Supporting QEP Implementation

Across the institution, a number of existing units will support the QEP through their existing activities and responsibilities. Faculty, staff, and students have access to the services provided by each of these units in support of an environment that promotes the efficacy of teaching and learning aligned with the institution's mission. These include:

- The Will W. Alexander Library
- The Department of Academic Technology and Distance Education and Authentic Learning (DEAL)
- Student Support Services
- Counseling and
- Center for Student Engagement and Leadership

QEP Assessment

The purpose of program assessment is to inform stakeholders of program successes, shortcomings, and impacts. The goal of program assessment is to inform continuous improvement to maximize impact. Assessment is critically important for quality informed decisions when there are competing priorities, limited resources, and during times of systemic and environmental change as is being experienced in the higher education landscape.

Dillard's QEP assessment will include both process and summative components. Process evaluation will provide continuous assessment and feedback for monitoring of quality and improvement during implementation and administration activities. Summative evaluation will document the impact of activities on student learning, faculty performance, and on the academic culture and environment of the institution.

Process Evaluation

For the continuous monitoring of QEP activities to support implementation success, data are to be collected on the inputs, resources, activities and outputs related to QEP implementation. By documenting not only what was done, but also what resources were expended and the levels of output achieved, QEP management can better understand which initiatives and activities yield 'bang for the buck'. QEP leadership will receive regular feedback on the levels of engagement in the different components of the QEP. This supports both QEP implementation and provides a framework for understanding outcomes and for predicting the extent to which activities achieve desired impacts.

Summative Evaluation

To document the impact QEP activities have had on enhancing the quality of teaching and learning at Dillard, QEP assessment will measure learning outcomes and student performance during their summative academic assessments in their chosen majors. A criterion-based analytic model is employed to measure student performance against a predetermined standard. Desired performance criteria will be predetermined for each level of assessment, for 1st year performance and for end of program - 'capstone' performance. Issues of both time-frame and student attrition impact the appropriateness of analytic models utilizing either individual or group change scores.

Outcome Assessment Tools

Two primary tool will be employed to measure QEP outcomes, defined as students' oral communication performance. These instruments are, the Oral Communication VALUE rubric as developed by the American Association of Colleges and Universities (AAC&U) and a 17-item rubric developed for use at St. Lawrence University by Dr. Kirk W. Fuoss, Director of Rhetoric & Communication.

The AAC&U Oral Communication VALUE Rubric is well documented in literature and widely used as an assessment tool. As noted by AAC&U:

This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies

to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization.

As with other initiatives to assess undergraduate learning using the AAC&U VALUE rubric, the Oral Communication rubric will be adapted to document student learning from 0 (no display of competency) to 4 (capstone-level of competency).

Administrative / Process Assessment Tools

Documentation of QEP activities and outputs will focus on accomplishing QEP defined activities and the level of participation in activities. Data collection will focus on activities and outputs, if and when activities occurred and the number of participants in activities. Data collection will utilize checklist and rosters. Administrative areas to be assessed include, faculty and staff development activities, course enhancement activities, student oral communication opportunities in academic and co-curricular settings, QEP marketing and promotion activities, and assessment activities. The Institution's annual effectiveness review will include items to assess student, staff, and faculty perceptions of the effectiveness and quality of QEP implementation.

QEP Assessment Responsibility

Assessment responsibilities fall on the Office of the Assistance Vice President for Institutional Research and Effectiveness. The Office will coordinate data collection by academic and co-curricular units; provide training and professional development to ensure data quality and integrity; and regularly provide feedback to ensure optimal engagement with and enthusiasm for assessment activities. The Office will regularly conduct analysis consistent with the level and scale of data collected and produce reports to both inform QEP management and to document outcomes and impact of QEP activities. QEP assessment and reporting will be integrated into the institutional assessment calendar and annual assessment cycle. The assessment activities are included in the QEP Implementation Timeline.

QEP Assessment Timeline					
	YR 1	YR 2	YR 3	YR 4	YR 5
University College					
• Identify evaluation cohort - Interviews	FA	FA	FA	FA	FA
• Identify evaluation cohort – Advising Conversations	FA	FA	FA	FA	FA
• Prepare and distribute Assessment Rubric – Interviews		FA	FA	FA	FA
• Prepare and distribute Assessment Rubric – Advising Conversations	FA	FA	FA	FA	FA
• Collect University College SLO and assessment measures	FA/SP/SU	FA/SP/SU	FA/SP/SU	FA/SP/SU	FA/SP/SU
Co-curricular					
• Identify focus activities for the semester	FA/SP	FA/SP	FA/SP	FA/SP	FA/SP
• Prepare and distribute assessment rubrics	FA/SP	FA/SP	FA/SP	FA/SP	FA/SP
• Collect Co-curricular assessment measures	FA/SP	FA/SP	FA/SP	FA/SP	FA/SP
Faculty Development					
• Develop assessment and feedback forms for faculty engaged in QFPD	FA/SP/SU	FA/SP/SU			
• Collect QFPD assessment measures	FA/SP/SU	FA/SP/SU	FA/SP/SU	FA/SP/SU	FA/SP/SU
• Finalize Discipline specific ‘revised’ rubrics and assessment instruments for SLOs	FA/SP/SU	FA/SP/SU	FA/SP/SU		
• Collect measures of discipline specific SLOs	FA/SP/SU	FA/SP/SU	FA/SP/SU	FA/SP/SU	FA/SP/SU
Institutional Effectiveness and Outcomes					
• Develop QEP Focused institutional Effectiveness measures	FA/SP/SU	FA/SP/SU			
• Collect QEP IE data	SP	SP	SP	SP	SP
• Monitor Progress of QEP Activities and Initiatives	FA/SP/SU	FA/SP/SU	FA/SP/SU	FA/SP/SU	FA/SP/SU
• Assess QEP SLOs	FA/SP/SU	FA/SP/SU	FA/SP/SU	FA/SP/SU	FA/SP/SU
• Assess Discipline based SLOs	FA/SP/SU	FA/SP/SU	FA/SP/SU	FA/SP/SU	FA/SP/SU
• Evaluate the Impact of the QEP on Institutional Improvement				FA/SP/SU	FA/SP/SU