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## Academic Unit Report - Quality Enhancement Program (QEP) [Effective 2018]

University of South Florida St. Petersburg

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# AUR - Quality Enhancement Plan (QEP)

## AUR - Quality Enhancement Plan (QEP)

**Division Mission Statement:** USF St. Petersburg offers distinctive graduate and undergraduate programs in the arts and sciences, business, and education within a close knit, student-centered learning community that welcomes individuals from the region, state, nation, and world. We conduct wide-ranging, collaborative research to meet society’s needs and engage in service projects and partnerships to enhance the university and community’s social, economic and intellectual life. As an integral and complementary part of a multi-institutional system, USF St. Petersburg retains a separate identity and mission while contributing to and benefiting from the associations, cooperation, and shared resources of a premier national research university.

**Unit Mission Statement:** The mission of the USFSP Quality Enhancement Plan (QEP) office is to identify and meet the needs of the campus community and the requirements of the SACSCOC for the QEP with regard to accreditation. The SACSCOC requires that the QEP "(1) includes a process identifying key issues emerging from institutional assessment, (2) focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution, (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement." <http://www.sacscoc.org/QEPsummaries.asp>

<i>Outcome/Objectives</i>	<i>Means of Assessment</i>	<i>Findings</i>	<i>Use of Findings</i>
<p><b>Global Citizen Project (USFT QEP) at USFSP (COMMON GROUND)</b> - Plan and implement at least one campus wide event related to the Global Citizen Project (USFT QEP)</p> <p><b>Outcome/Objective Status:</b> Completed</p> <p><b>Planned Assessment Year:</b> 2018 - 2019</p>	<p><b>One-Time Activity</b> - Participant Response Survey</p> <p><b>* Criterion for Success:</b> At least 80% of respondents indicate that the event they participated in was valuable.</p> <p><b>* Person(s) Responsible:</b> Kathleen Gibson-Dee</p>	<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Exceeds Expectations</p> <p>All of the respondents indicated that the event they participated in was valuable. Nine (75%) of the 12 individuals who completed the follow up survey indicated that the event they participated in was outstanding; 2 (17%) indicated the event was "good" and 1 (8%) indicated the event was "ok". The individual who indicated the event was "ok" seemed to be unhappy about the food, because adequate options were not presented for vegans and she had requested vegan food. (06/07/2019)</p> <p><b>Analysis of Findings:</b> This event was a resounding success. Responses to the open ended questions are uniformly positive and affirm the value of this event. This event was very large and complex, and as such, was able to meet the interests and needs of a wide variety of individuals near USFSP, USFT, and Eckerd College. Three day long leadership workshops were hosted (one at each campus) and arts events were held each evening of the week ((Feb 18-Feb 22, 2019). The Core Team consisted of over 50</p>	<p><b>Use of Findings:</b> If we intend to engage in a follow up program for 19/20, a smaller, but deeper dive, would be recommended. Follow up from the groups at the campuses has been minimal, so projects that were developed have not been carried out, although Kuany and I have continued to offer support to the groups. The energy seems to have faded, although the lessons learned remain. (06/07/2019)</p>

Outcome/Objectives	Means of Assessment	Findings	Use of Findings
	<p><b>One-Time Activity</b> - Number of LeaderShop Participants  <b>* Criterion for Success:</b> At least 15 individuals will complete each of the three LeaderShops (USFSP, USFT, Eckerd)  <b>* Person(s) Responsible:</b> Kathleen Gibson-Dee</p>	<p>members of the St. Petersburg community, all three campuses, and OPEN created a unique collaborative community which should be leveraged in the future.</p> <p>Selected Open-Ended Comments  It was absolutely wonderful!  You all did amazing!!!  Thank you Kuany Kiir Kuany for sharing your challenging life story. You are very inspiring and I am humbled to have had the opportunity to meet you.  I thoroughly enjoyed this experience and I can't wait to get this project underway!  Thank you for having me participate in this event, truly something special and I look forward to more in the future.</p> <p><b>Related Documents:</b>  <a href="#">Common Ground Responses.doc</a>  <a href="#">The Civility Project_Report Kuany.docx</a></p> <p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Exceeds Expectations  18 attendees registered and 20 individuals attended the LeaderShops at Eckerd, 2 co-facilitators were also present  20 attendees registered and 24 individuals attended the LeaderShops at USFSP, 3 co-facilitators were also present  16 attendees registered and 15 individuals attended the LeaderShops at USFT, 3 co-facilitators were also present (06/07/2019)  <b>Analysis of Findings:</b> We met or exceeded the participant goal at each campus.</p>	<p><b>Use of Findings:</b> It was challenging to enroll participants at the two non USFSP campuses. For future events, it might be more productive to keep the focus on our campus. (06/07/2019)</p>
	<p><b>One-Time Activity</b> - Follow through for Common Ground Projects  <b>* Criterion for Success:</b> At least two projects (total) from the three LeaderShops will be developed following the end of the week of Common Ground  <b>* Person(s) Responsible:</b> Kathleen Gibson-Dee</p>	<p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Meets Expectations  One project from USFSP has moved forward. The Community Of Peace project includes development of a proposed Center for Peace affiliated with USFSP and placement of community peace poles in St. Petersburg. The project was drafted by Harris Ambush, vetted by Kuany, submitted to Dr. Tadlock with a letter of support from the co-facilitator Naya Payne. Dr. Helton is reviewing the proposal.</p>	<p><b>Use of Findings:</b> Even though Eckerd College appears to have not moved a project forward, it may be that they have moved forward but are simply non-communicative. Overall, the week of Common Ground was a broad and significant community wide event, unique in the history of USFSP. The opportunity to partner with UNESCO and Kuany</p>

Outcome/Objectives	Means of Assessment	Findings	Use of Findings
		<p>One project from USFT has moved forward. Why Not Me? proposed a day for high school seniors to shadow current students.</p> <p>Eckerd College has not moved any proposals forward, and they are unresponsive to emails. (06/10/2019)</p> <p><b>Analysis of Findings:</b> Eckerd College has been somewhat challenging to communicate and partner with. However the projects from USFSP and USFT are sound and positive.</p> <p><b>Related Documents:</b>  <a href="#">Kuany.doc.docx</a></p>	<p>was exceptional, as evidenced by participant feedback. A letter was sent to UNESCO (in documents) outlining the benefits of this program. If we pursue similar programming in the future, it might be preferable to work only with USF unit and our surrounding communities, and not emphasize connection with other colleges, who may not engage as deeply in the opportunity. (06/10/2019)</p>
<p><b>Incredi-BULL Critical Thinking (USFSM QEP) at USFSP</b> - Plan and implement at least one campus wide event related to Incredi-BULL Critical Thinking at USFSP</p> <p><b>Outcome/Objective Status:</b> Completed</p> <p><b>Planned Assessment Year:</b> 2018 - 2019</p>	<p><b>One-Time Activity</b> - Attendance and engagement with the Critical Thinking Conference at USFSP in August 2018.</p> <p><b>* Criterion for Success:</b> At least 50 individuals with register for and attend the Critical Thinking Conference in August 2018.</p> <p><b>* Person(s) Responsible:</b> Kathleen Gibson-Dee</p>	<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Exceeds Expectations</p> <p>One hundred forty six people registered for the conference, and 76 attended some or all of the sessions. Attendees included employees from all three USF campuses and several USFSP students, including at least 14 incoming FTICs. Attendance varied from session to session and day to day, due to schedule conflicts and obligations related to preparing for the semester. (06/10/2019)</p> <p><b>Analysis of Findings:</b> The cost per attendee was \$255 for this two day professional development experience. Attendance at the Critical Thinking Conference in Sonoma, August 2017, at which Dr. Nosich led similar sessions for 5 days cost approximately \$3400 for a single participant. Registration for the conference in California was \$740. For the investment of \$1900, USFSP could have sent only 5 individuals to the California conference. Hosting the two day event at USFSP provided significant savings over the cost of sending campus members to the California event.</p> <p><b>Related Documents:</b>  <a href="#">Critical Thinking Conference Summary Report 20180911.doc</a></p>	<p><b>Use of Findings:</b></p> <p>Twenty-five of the 27 respondents to the post conference survey would like to see similar events at USFSP in the future. If future similar events are to be developed some suggestions include:</p> <ul style="list-style-type: none"> <li>• Providing a full conference slate of presenters on topics, rather than one facilitator;</li> <li>• Selecting dates other than the week before classes;</li> <li>• Selecting a consistent time each year, for predictability;</li> <li>• Ensuring a consistent team of planners, at least for each event. Shifting the event from one leader to another cost valuable time in the development of this new event, especially prior to the hiring of a conference planner;</li> <li>• Charging a registration fee for non-USFSP participants to reduce out-of-pocket costs for USFSP; and</li> <li>• Ultimately, developing a</li> </ul>

Outcome/Objectives	Means of Assessment	Findings	Use of Findings
	<p><b>One-Time Activity</b> - Attendee post conference survey regarding value and effectiveness of conference</p> <p><b>* Criterion for Success:</b> At least 2/3 of attendees who respond to the post-conference survey indicate that they were satisfied or very satisfied with conference sessions and with the conference presenter Dr. Gerald Nosich, and with the conference overall.</p>	<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Exceeds Expectations</p> <p>Seventy eight percent of the attendees who responded to the post conference survey indicated that they were satisfied or very satisfied with the conference sessions. Similarly, 78% at those responding indicated that they were satisfied or very satisfied with the conference presenter Dr. Gerald Nosich. Overall, 70% of the respondents indicated that they were satisfied or very satisfied with the conference . (06/10/2019)</p> <p><b>Analysis of Findings:</b> Overall, the conference was well received and valuable to attendees.</p> <p><b>Related Documents:</b></p> <p><a href="#">Critical Thinking Conference Summary Report 20180911.doc</a></p>	<p>Center for Critical and Creative Thinking, which could partner with CITL and OLTIS might serve as an excellent foundation for future conferences, which could become income generating initiatives for USFSP. (06/10/2019)</p> <p><b>Use of Findings:</b> Respondents comments will be taken into consideration during the planning for the next conference.</p> <p>Of the 27 respondents to the survey, 24 (89%) indicated that they learned new information at the conference and 2 (7%) indicated that the conference provided an opportunity to reinforce critical thinking skills even though they did not learn much new information.</p> <p>Some of the comments provided regarding the most interesting and useful take-aways from the conference were:</p> <ul style="list-style-type: none"> <li>• I think this was great to get incoming leadership students involved early in thinking on these topics.</li> <li>• I liked the SEEI (this was a strategy Gerald taught)</li> <li>• Everything!</li> <li>• How students process thoughts</li> <li>• The first day was very insightful and provided information so that I may approach situations with a different perspective. I thought I</li> </ul>

<i>Outcome/Objectives</i>	<i>Means of Assessment</i>	<i>Findings</i>	<i>Use of Findings</i>
			<p>knew critical thinking but found out that I really didn't. The wheel and the CEEI-C was (sic) useful tools to take away and I can use most classes as a student and more importantly in my work at USF.</p> <ul style="list-style-type: none"> <li>• Loved it! Everything was valuable and interesting.</li> <li>• The idea of fundamental and powerful concepts and using that to break down and organize larger topics.</li> <li>• The most useful were examples which Prof. Nosich gave us, and sharing the ideas with colleagues at the round-table talks.</li> <li>• How to exhibit and clarify practical critical thinking skills, for myself and the students</li> <li>• Thinking about fundamental and profound concepts as a context in which to frame content delivery.</li> <li>• The "SEEI-C" topic. I think it is very useful.</li> <li>• SEEI, deep and profound learning/assessment, intellectual character traits, discussions, group work, and of course Dr. Nosich's presentations. Good conference!</li> <li>• Putting words to concepts that I am familiar with and understand, but don't really talk about, makes those concepts much more versatile in my thinking process.</li> <li>• This was a good event and the organizational aspects</li> </ul>

Outcome/Objectives	Means of Assessment	Findings	Use of Findings
	<p><b>One-Time Activity</b> - Plan and implement at least one campus wide event related to Incredi-BULL Critical Thinking at USFSP</p> <p><b>* Criterion for Success:</b> Event was planned and implemented during the 2018/2019 Academic Year</p> <p><b>* Person(s) Responsible:</b> Kathleen Gibson-Dee</p>	<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Meets Expectations</p> <p>With outstanding support from the Academic Affairs staff, Chris Apple, Central marketing and Communications, Caryn Nesmith, and others the conference was developed and scheduled for August 13 and 14, 2018. These dates were chosen because the Bay to Bay Symposium, held in February, was also focused on critical thinking. The intent was to spread the topic over the year by launching the fall semester with this conference. The conference also served as the first two days of the CITL Week of Teaching, which continued on August 15 and 16. The USFSP Ambassadors provided assistance with event check in. (06/10/2019)</p> <p><b>Analysis of Findings:</b> The event aligned very well with Incredi-BULL Critical Thinking , utilizing the same framework at the USFSM QEP and the same presenter/facilitator.</p> <p><b>Related Documents:</b>  <a href="#">Critical Thinking Conference Flier and Agenda.doc</a></p>	<p>flowed very smoothly. A format with more variety might be good and I think the faculty really appreciate true workshopping opportunities</p> <ul style="list-style-type: none"> <li>• Great event</li> <li>• Breaks were well times and including meals was nice.</li> </ul> <p>Overall learned a lot and educational materials provided were great!</p> <ul style="list-style-type: none"> <li>• This event was amazing.</li> <li>• Grateful that it was so accessible for so many; free event and on campus.</li> </ul> <p>(06/10/2019)</p> <p><b>Use of Findings:</b> N/A (06/25/2019)</p>
<p><b>Skills Quest</b> - Expand USFSP QEP--The Success Equation by developing the Skills Quest strategy, and assessment and self-paced web based self-remediation initiative intended to help ensure students' skills in key</p>	<p><b>One-Time Activity</b> - Completion of the Skills Quests will contribute to improved student learning and success.</p> <p><b>* Criterion for Success:</b> Skills Quests will correlate positively with</p>	<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Meets Expectations</p> <p>MAC 1147 students' scores on Skills Quest 1 correlated significantly with their scores on Skills Quest 2 and two of the course assessments (Quests 2 and 3). Quest 1 had to be taken prior to the due date for Skills Quest 1. Scores on</p>	<p><b>Use of Findings:</b> Because there appear to be positive relationships between participation in Skills Quests and student success in both courses, an additional pilot</p>

<i>Outcome/Objectives</i>	<i>Means of Assessment</i>	<i>Findings</i>	<i>Use of Findings</i>
<p>foundational math content are sufficient to help ensure success in their math courses.</p> <p><b>Outcome/Objective Status:</b> Completed</p> <p><b>Planned Assessment Year:</b> 2018 - 2019</p>	<p>assessment and course scores for students who engage in the Skills Quest strategy.</p> <p><b>* Person(s) Responsible:</b> Kathleen Gibson-Dee, Ph.D., faculty teaching courses (MAC1147--PreCalculus with Trig and MAC2233--Business Calculus</p> <p><b>Related Documents:</b>  <a href="#">QEP Expansion to Address Math Skill Gaps Final.docx</a></p>	<p>Skills Quest 2 correlated significantly with all other course assessments except Quest 4. Skills Quests 2 and 3 both had to be completed prior to the last full week of classes. Skills Quest 3 scores correlated with Quest 1 and final exam scores.</p> <p>Correlational analysis results from MAC2233-Business Calculus are provided in Table 5. Students' final exam scores and course scores are significantly correlated with their scores on all three Skills Quests. Scores on Skills Quest 1 and 2 correlate significantly with nearly all Quest scores. Scores on Skills Quest 3 correlate with the last three Quests. (06/10/2019)</p> <p><b>Analysis of Findings:</b> MAC1147—Precalculus is the prerequisite course for MAC 2311—Calculus I, a required course for the Biological Science major and other programs. A grade of C or better is needed for progression in the Calculus sequence, thus passing is defined as earning a C or higher in MAC1147—Precalculus. A C- is not considered a passing grade. In MAC1147—Precalculus the DWF rate dropped during this pilot semester to 33%, close to the minimum rate seen in this course in the last three academic years. However, causality between this drop and the implementation of Jam, Quest, ReQuest and the Skills Quest intervention cannot be inferred. The benefit of this decrease is the DWF rate to students is significant and examination of possible contributing factors is worthy of further investigation.</p> <p>Notably, 38% of the students taking MAC1147—Precalculus during this pilot did not attempt even a single Skills Quest, although the highest Skills Quest score accounted for 6% of their overall course score. Anecdotally, many of these students felt anxious about taking the Skills Quests, and reported that this anxiety contributed strongly to avoidance. Some of these students stated they “forgot” to take Skills Quests, despite frequent in-class and email reminders from their instructors. About two thirds of the MAC1147--Precalculus students completed all three Skills Quests resulting in improvement in Skills Quest scores for 84% of these students. Students who attempted Skills</p>	<p>semester would be helpful to clarify the benefit to students.</p> <p>One of the weaknesses identified with the Skills Quest strategy as it was used in Spring 2018 was that students were not provided with information regarding the key competency areas in which they did not perform well on the Skills Quests, particularly the first Skills Quest. To gather and share that information would have required hand sorting of data for each student, which is not practical. For the students, having specific competencies on which to focus might have provided stronger motivation to remediate. The WebAssign platform did not allow for personalized self-remediation within the context of the course in an easily accessible manner. Faculty members had no way to determine whether students were using the self-remediation tools listed in the syllabus, and students may have had little motivation to work steadily on improving their skills throughout the semester. Math intensive courses that were not using WebAssign for coursework could not participate in the Skills Quest intervention.</p> <p>The MyMathTest platform provided by Pearson Publishing provides a powerful alternative. This platform could be used to create course-specific Skills Quests, targeting the key math content for each course. Students</p>



<i>Outcome/Objectives</i>	<i>Means of Assessment</i>	<i>Findings</i>	<i>Use of Findings</i>
		<p>Quest 1 tended to persist in the intervention, which parallels persistence to the final exam, which 85% of the MAC1147—Precalculus students completed. This degree of persistence may be one of the factors contributing to the drop in the DWF rate. Further study would be needed to determine the relationships, if any, between persistence in this course and the interventions. Skills Quest scores correlated with Final Exam scores, so it may be that a student's efforts to improve basic math skills for the Skills Quests also benefits her or his performance on the Final Exam.</p> <p>Contrarily, in MAC2233—Business Calculus the DWF rate rose to 54% during this pilot semester, significantly higher than in the last three academic years. In MAC2233—Business Calculus a C- or higher is considered a passing grade because this is a terminal course for the college. Again, causality between this rise and the implementation of Jam, Quest, ReQuest and the Skills Quest intervention cannot be inferred.</p> <p>Those students who took more than one Skills Quest strongly improved their scores over the three attempts. Average scores rose from 18 correct responses out of 37 questions on Skills Quest 1 to 26 correct responses on Skills Quest 3. However, student participation declined sharply over the three Skills Quests. Eighty-seven percent of the MAC2233—Business Calculus students attempted Skills Quest 1, yet only 31% completed Skills Quest 3. Further 27% of the MAC2233—Business Calculus students did not attempt the final exam. For those students who did complete one or more Skills Quest, these scores correlated positively with scores on the final exam and overall course scores.</p> <p>Anecdotally, faculty members reported that some students stopped attending class, quit taking Quests, gave little effort to homework, or were otherwise not participating in class. Given this information and the declining effort in the Skills Quests as well as the lack of participation in the final, there may be reason to investigate business students' level</p>	<p>taking the first Skills Quest would then be guided to a personalized study plan within the platform which targets only those areas in which they did not demonstrate mastery on the Skills Quest. Faculty members could monitor student engagement and progress and provide positive reinforcement for efforts. Math intensive courses in any discipline could make use of the Skills Quest intervention on the MyMathTest platform. (06/10/2019)</p>

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		<p>of engagement, determination, and persistence in this course. Such examination may shed light on factors that contribute to the recent increases in the DWF rate in this course. The math faculty team may also have insight into the historical trends in the DWF rate in this course. Their insights are needed.</p>	