

Sample QEPs from Other Universities

Learning in a Technology-Rich Environment (LITRE) North Carolina State University (approved by SACS in 2004)

The QEP includes these initiatives: “1) expanding and expediting the classroom technology improvement plan, 2) implementing and testing the new university standard for classroom technology in a limited number of classrooms, 3) deploying a new classroom-based technology learning system, 4) establishing pilot technology-enhanced workspaces for student group projects, and 5) initiating a faculty-support grants program.”

Education for Citizenship and Leadership in Local and Global Communities Rollins College (to be submitted in January 2005)

The specific initiatives are being developed this fall.

Foundations of Knowledge and Learning: A Proposal for General Education and Exit Courses University of South Florida (final draft being reviewed by the campus in fall 2004)

The plan seeks “to improve undergraduate education by infusing more inquiry and critical thinking into our University curriculum generally while also specifically promoting Undergraduate Research.” The plan includes a component to improve the use of writing as a learning strategy. Each major is to develop two exit courses, one emphasizing writing and the other serving as a capstone experience.

Learning through Community University of Memphis (to be submitted for review in January 2005)

“The learning communities (including ENGL 1010, COMM 2381, and MATH 1410) are designed to improve students’ ability to solve problems and communicate. The out of classroom experiences are designed to enhance students’ understanding of the social, intellectual, economic, and scientific challenges of the diverse metropolitan community in which the University is located. The students’ out of classroom experiences (including undergraduate research, service learning, study abroad, and internships) are designed to reinforce the ability to solve problems and communicate. Modules based on successful out of classroom experiences will be infused into the learning communities.

**Do the Right Thing: A Campus Conversation on Ethics
Texas Tech University (to be submitted in 2005)**

According to the chair of the QEP committee, the university hopes “to build on existing initiatives and establish Texas Tech as an institution that practices and teaches ethics, and whose graduates are able to apply ethical principles in their professional and personal lives.” A “campus conversation on ethics” will address the University’s mission by helping students develop a personal set of ethical standards to provide guidance for life-long decision-making. It will give students the opportunity to develop the knowledge and skills they need to apply ethical principles to real world concerns, and produce graduates who are capable of ethical leadership and responsible citizenship.

**Active and Collaborative Learning in First Year Classes
University of Alabama (currently under review)**

The strategies include grants to individual faculty to enhance active and collaborative learning in their courses, a Scholarship of Teaching Team, a new teaching web site, and Exploring Excellence in Teaching Week.

**Leaders Educated to Make a Difference
Florida State University (submitted in February 2004)**

The purpose is “to provide education and experiences that develop students’ knowledge about leadership and ability to demonstrate leadership skills in their communities.” The initiatives include establishment of a Center for Student Leadership Development; development of a Diversity Leadership Mentoring Program; expansion of Profiles of Student Stars; Development of a Leadership Certificate Program/Minor; creation of a Council on Student Research and Creativity; expansion of living/learning communities; establishment of Freshman Interest Groups; development of a leadership focus in the First Year Experience courses; restructuring the Honors Program; and initiation of the Information Skills Competency Endorsement.

**Creating a Community of Learners through Active Learning and Student Engagement
University of West Florida (initiatives currently being developed)**

For each individual program that contributes to student learning, program faculty will have identified a clear set of student learning outcomes at the program and individual course/activity levels, specified methods of assessing whether students have achieved the outcomes, and reviewed and modified the instructional component of programs/activities to ensure that appropriate strategies are being used to help students achieve the desired outcomes. These strategies are expected to embody active learning approaches; to lead to increased levels of student and faculty/staff engagement in the learning process in curricular, co-curricular, and extra-curricular activities; and to provide opportunity for effective participation as members of a community of learners

Fulfilling the LSU *Flagship Agenda*: Enhancing Students' Academic Experiences through Scholarly and Creative Activity
Louisiana State University (submitted in March 2004)

“We propose to identify **university-wide student learning outcomes** which will articulate what LSU students should know and be able to do upon graduation. . . . Students will attain these learning outcomes through multiple paths including their chosen degree programs, their general education courses, and their participation in co-curricular activities. We also propose to design learning environments. . . . Primary emphasis on enhancing the learning environment will occur through the **1st-Year Initiative**. . . . First-year initiatives such as the Summer Reading Program, Residential Colleges, Mobile Computing, and Student Engagement in Research will be designed to emphasize research, effective communication, critical thinking, problem solving, collaborative learning, leadership, civic engagement and formulation of a career plan. Furthermore, we propose to continue to develop students' abilities to communicate effectively throughout their curricula. . . . We propose to expand the **Communication Across the Curriculum** program now underway for selected curricula to serve all degree programs. In tandem with these undergraduate initiatives, we will develop plans to assess students' learning in the various first-year programs and their communication skills throughout their studies.” The QEP also includes initiatives focused on graduate education.