

## **Quality Enhancement Plan (QEP): Frequently Asked Questions**

### **What is a Quality Enhancement Plan (QEP)?**

The Quality Enhancement Plan (QEP) is an action plan that is required as part of the regular decennial SACSCOC reaffirmation of accreditation process. The topic of the plan must address an issue that is related to enhancing the quality of student learning at Webber International University. Developing a Quality Enhancement Plan is also an opportunity for Webber to recognize and improve upon issues that came to light during the University's self-assessment as part of the reaffirmation process.

### **What is the topic for Webber's QEP?**

*Ethical Decision Making* is the topic for our plan. The selection of the topic was made based on input from faculty, students, and staff, representatives from the Board of Trustees, employers and graduate surveys, student performance results, and current literature research on ethical decision making.

### **How will the QEP improve student learning?**

The QEP will focus on equipping students with ethical decision making skills, and enabling them to apply their critical thinking skills in their decision making. Students will be expected to develop, refine, and apply these skills and abilities in their general education courses and in select courses in various academic majors. These courses will contain embedded ethical decision making exercises and critical thinking skills instruction. What students learn in the classroom will be supported and reinforced further by planned co-curricular activities.

### **Who will manage the QEP on an on-going basis?**

Two committees will be in charge of the curricular component of the QEP's implementation: The QEP Leadership Committee and the QEP Curriculum Committee. For the co-curricular component of the QEP, activities will be planned and facilitated by the student life leadership team. The QEP Chair will lead and oversee the implementation of the plan.

## **What are the specific goals of Webber's QEP?**

The QEP has two main goals and eight student learning objectives. They are:

**Goal 1:** Students will use ethical knowledge and concepts in resolving an ethical dilemma.

**Objective 1.1:** Students will demonstrate ethical self-awareness, as indicated by a rating of at least a "3" in the Ethical Self-Awareness indicator of the Ethical Reasoning VALUE Rubric

**Objective 1.2:** Students will demonstrate understanding of different ethical perspectives/concepts, as indicated by a rating of at least a "3" in the Understanding Different Ethical Perspectives/Concepts indicator of the Ethical Reasoning VALUE Rubric

**Objective 1.3:** Students will recognize ethical issues, as indicated by a rating of at least a "3" in the Ethical Issue Recognition indicator of the Ethical Reasoning VALUE Rubric

**Objective 1.4:** Students will apply ethical perspectives/concepts, as indicated by a rating of at least a "3" in the Application of Ethical Perspectives/Concepts indicator of the Ethical Reasoning VALUE Rubric

**Objective 1.5:** Students will evaluate different ethical perspective/concepts, as indicated by a rating of at least a "3" in the Evaluation of Different Ethical Perspectives/Concepts indicator of the Ethical Reasoning VALUE Rubric

**Goal 2:** Students will demonstrate improvements in their ability to use their ethical decision making skills to address ethical dilemmas

**Objective 2.1:** Seventy percent (70%) of students will demonstrate improvements in their ethical decision making as indicated by their pre- and post-test scores comparisons

**Objective 2.2:** Seventy percent (70%) of students participating in the QEP's co-curricular events will reflect self-awareness in their evaluation of different ethical perspectives/concepts

**Objective 2.3:** Seventy percent (70%) of students participating in the QEP's co-curricular events will express that the events are effective in facilitating their understanding of ethical decision making

### **How will improvements in student learning be assessed?**

In order to achieve the identified SLOs, in Fall 2016 Webber will introduce enhancements in course content and instruction related to ethical decision making in pre-selected general education and discipline-specific courses. Co-curricular activities that focus on ethical decision making will also be provided to students to reinforce what they learn in the classroom.

Improvements in student learning will be assessed through:

- Pre-test and post-test assessment using the Defining Issues Test (Version 2)
- Ethical Reasoning VALUE Rubric developed by the American Association of Colleges and Universities
- Student Surveys: In-house and NSSE surveys

Assessments will include analysis of both direct and indirect evidence of student learning: student performance in class and in the pre- and post-test, and student responses to surveys.

### **Does the QEP include specific activities for faculty?**

Yes, faculty development will be an important part of the implementation of the QEP. Faculty members will receive professional development related to the QEP topic, and will also be provided with structured environments to discuss and share best practices in facilitating development of ethical decision making and critical thinking skills among students.