

QEP Topic Selection for Upcoming SACS-COC Reaffirmation Cycle

Selection Process

QEP Committee comprised of faculty and staff was appointed by Dr. Arenaz in Fall 2012. Dr. Stephen Duffy and Dr. Claudia San-Miguel agreed to serve as the committee chairs.

Extensive input from all University groups on multiple occasions during 2013 and 2014:

- University-wide
 - Announcement posted on Uconnect for solicitation of ideas in Fall 2013
- Faculty
 - Presentations at Faculty Senate meetings
 - Presentations at College/Department meetings
 - Discussions at Selingo Retreat in January 2014
- Staff
 - Presentations at Staff Senate meetings
 - Presentations at Executive Council meetings
- Students
 - Presentations at Student Government Association meetings

A total of 49 potential topics were submitted from all groups.

After a thorough review of submissions and feedback from the Selingo meetings, the topics were narrowed down to two possibilities:

1. Critical Thinking
2. Undergraduate Research

Although critical thinking and undergraduate research is addressed at all academic stages, we will concentrate on the Junior year for the purposes of QEP assessment reporting to SACS-COC. We have identified this area because we already collect data for First-Year Experience, Sophomore Success, and the Senior Capstone courses; thus, a QEP emphasis on the Junior year will both fill the gap and focus our efforts on a manageable scale.

Upcoming Events

Meet with the various University groups for discussion of the following items:

- Establish clear definitions for both topics
- Identify existing as well as proposed assessment methods
- Determine what activities need to be conducted for implementation of initiative

After processing the feedback received as a result of the meetings with University groups during the weeks of March 28 to April 9, a summary will be shared with the University community. A university-wide vote will then take place via electronic ballot from April 14 to April 21.

The results of the ballot vote – the topic for our next QEP – will be announced to the University community by April 25, 2014.

CURRENT ASSESSMENT METHODS AND DATA FOR CRITICAL THINKING

Collegiate Learning Assessment (CLA)

Administration conducted during the Fall 2013 semester to select volunteer classes

Mastery Levels by Class:

	Mean CLA+ Total Score	Mean Mastery Level	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Freshmen (112)	965	Basic	47	32	20	1
Sophomores (118)	970	Basic	48	30	22	1
Juniors (28)	990	Basic	43	32	25	0
Seniors (215)	1052	Basic	24	40	36	1
Total Sample (473)						

NOTE: Scores by Mastery Level reported on a scale ranging from 400 to 1800.

Mean Sub-scores on Selected Response Questions (Critical Thinking)

	Scientific & Quantitative Reasoning	Critical Reading & Evaluation	Critique an Argument
Freshmen	474	470	468
Sophomores	480	492	474
Juniors	468	479	490
Seniors	510	512	499

NOTE: Sub-scores are reported on a scale ranging from 200 to 800.

One way to assess performance is to track changes over time. This can be done either by testing a cohort of student longitudinally, or participating regularly in CLA+.

National Survey of Student Engagement (NSSE)

How much did your TAMIU experience contribute to your knowledge & skills to think critically & analytically?

First Year				Senior			
Very Much	Quite a bit	Some	Very Little	Very Much	Quite a bit	Some	Very little
40%	44%	14%	2%	54%	30%	13%	2%

During the current school year, how much has your coursework emphasized the following?

Applying facts, theories, or methods to practical problems or new situations

First Year				Senior			
Very Much	Quite a bit	Some	Very Little	Very Much	Quite a bit	Some	Very little
35%	47%	12%	6%	38%	42%	19%	1%

Analyzing an idea, experience or line of reasoning in depth by examining its parts

First Year				Senior			
Very Much	Quite a bit	Some	Very Little	Very Much	Quite a bit	Some	Very little
43%	36%	18%	3%	38%	39%	20%	3%

Evaluating a point of view, decision or information source

First Year				Senior			
Very Much	Quite a bit	Some	Very Little	Very Much	Quite a bit	Some	Very little
41%	37%	19%	3%	33%	40%	25%	2%

Forming a new idea or understanding from various pieces of information

First Year				Senior			
Very Much	Quite a bit	Some	Very Little	Very Much	Quite a bit	Some	Very little
35%	45%	17%	3%	35%	41%	21%	3%

Graduating Student Survey

Critically examine one's arguments and conclusions well and those of others

College	Very Much	Somewhat	Very Little	Not At All
COAS	69.8%	24%	3.4%	1%
SSB	68.4%	26.9%	3%	
COED	66%	29.5%	1.7%	0.4%
CNHS	74.2%	21%	1.6%	1.6%

Construct well-reasoned arguments explaining phenomena, validating conjectures & supporting positions

College	Very Much	Somewhat	Very Little	Not At All
COAS	67.5%	26.5%	3.6%	0.5%
SSB	60.7%	33.3%	4.3%	
COED	60.6%	31.5%	5%	0.4%
CNHS	74.2%	19.4%	3.2%	1.6%

Gather evidence supporting arguments, findings, or lines of reasoning

College	Very Much	Somewhat	Very Little	Not At All
COAS	69.8%	24.5%	3.1%	0.5%
SSB	65.8%	30.8%	1.7%	
COED	66.4%	26.6%	4.1%	
CNHS	77.4%	16.1%	4.8%	

Support or refine claims based on the results of an inquiry

College	Very Much	Somewhat	Very Little	Not At All
COAS	63.7%	30.2%	3.4%	1%
SSB	56.4%	35.9%	3.4%	2.1%
COED	65.1%	27.4%	4.1%	0.8%
CNHS	79%	14.5%	1.6%	3.2%

CURRENT ASSESSMENT METHODS AND DATA FOR UNDERGRADUATE RESEARCH

Graduating Student Survey

How much do you feel your educational experience at TAMIU helped you?

Identify a research topic; use appropriate resources; synthesize, organize, gather, analyze & interpret data

College	Very Much	Somewhat	Very Little	Not At All
COAS	72.4%	23.7%	1.3%	0.8%
SSB	73.1%	22.6%	2.1%	0.4%
COED	74.7%	19.5%	2.9%	
CNHS	77.4%	16.1%	4.8%	

As it relates to your major, please rate the quality of each item.

Understanding how to research a topic or idea

College	Excellent	Good	Fair	Poor
COAS	63.4%	28.6%	4.6%	1.0%
SSB	55.1%	36.3%	6.0%	0.4%
COED	51.9%	33.6%	10.8%	0.8%
CNHS	62.9%	25.8%	6.5%	3.2%

Additional information may be gathered from:

AIER reports

Research data from undergraduate courses

Information/survey data from Graduate Research Office and Grants Office