# **SACSCOC QEP Requirements**

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.

# QEP Focus on Doctoral Education

- Builds on vision and leadership of FSU President and BOT
- Arose from previous and current FSU Strategic Plan priorities on improving graduate education, research, and innovation
- Connects to institutional goals
- Builds on undergraduate student success initiatives

# Key Elements of Provost's Charge

- Review the university strategic plan and leadership priorities as the framework to guide the development of the plan
- Compile institutional data relevant to the university plan and leadership/BOT goals
- Identify potential gaps and areas needing improvement between current practices and leadership goals for doctoral education
- Examine best practices within doctoral education in light of university plan and leadership/BOT goals
- Involve the campus community in the discussion and refinement of the topic within doctoral education

# QEP Committee Composition and Activities

- Committee composition
  - Range of disciplines & colleges from across campus
  - Includes Lawton recipients, faculty with teaching awards, department chairs, deans, and directors
  - Includes doctoral students
- Supported by staff
  - Graduate School
  - Institutional Research
  - Academic and Student Support
  - Accreditation
  - Institutional Performance and Assessment
- Met 12 times in Fall 2022 and Spring 2023
- Information about the QEP is available on the website:

  https://sacs.fsu.edu/qep

# Data Collection: Doctoral Education

- Reviewed best practices & relevant literature (Council of Graduate Schools)
- Reviewed FSU's participation in the doctoral completion project
- Surveyed students and faculty
- Conducted focus groups with FSU constituents
- Reviewed institutional data analyses and peer comparisons
- Heard presentations from graduate support offices
- Reviewed work of participants of the AAU Initiative on Doctoral Education and other public research institutions

# Initiatives

- Research and creative activity grants
- Library skill workshops
- Career and interviewing preparedness
- Graduate Student Resource Center (one-stop shop)
- Teaching preparedness
- Student progression tool

# Quality Enhancement Plan

| Department | Initiative | Description | Outcome Measures | Evaluation | Personnel |
|---|---|---|---|---|---|
| **Career Center** | Quinncia and Graduate Career Liaison | - Virtual mock job interviews via AI (Quinncia)<br>- Graduate Career Liaison will provide suggestions and connections to resources | - Interview skills | - Improvement scores on pre- and post- AI tests from Quinncia | 1 |
| | Beyond the Professoriate | - Virtual skills modules for jobs in and out of academia | - Placement status | - Improvement in self-reported placement status from doctoral exit survey after completing Beyond the Professoriate | 0 |
| **Center for the Advancement of Teaching** | TA Professional Development Program | - Workshops, reading groups, feedback on teaching, design/ improvement projects (e.g., quiz, syllabus), capstone project, teaching portfolio | - Effectiveness of TA professional development program<br>- Placement in faculty positions | - Scores on teaching portfolios after TA professional development program<br>- Self-reported placement status from doctoral exit survey after TA professional development program | 1 |
| **FSU Libraries** | Graduate Skills Workshops and Data Management/ Visualization Support | - Sessions on citation management, literature review, and data visualization<br>-Individual consultations on data management/ visualization | - Median time to degree | - Lower median time from candidacy to degree completion after increased scholarly engagement | 1 |
| **Graduate Student Resource Center (GSRC)** | Website (One-Stop Shop) | - Centralized website of academic and student support services (e.g., Reading-Writing Center, Career Center, University Libraries) | - Satisfaction with the GSRC website and the referred academic and support services | - Increased student satisfaction with GSRC website use<br>- Increased student satisfaction with academic and support services after their use | 2 |
| | Research and Creative Activity Grants | - Provide doctoral students opportunities to present research/creative works at conferences/performance venues | - Improvement in number of research/creative works | - Increased presentations by doctoral students after participation in workshops | 2 |
| **The Graduate School** | n/a (tool) | - GradPhile (online progression tracking tool) | n/a | n/a | 3 |
| | | | | **TOTAL** | **10** |

# Next Steps

- Prepare and submit final report
- Publicize plan
- Hire GSRC Director and begin implementation
- Participate in meetings with the SACSCOC Onsite Reaffirmation Committee – March 18-21, 2024
  - <u>Needs to be on everyone's calendar</u>
  - Committee includes peer reviewers from other institutions (~12) and a "consultant"
    - Determines compliance with the QEP standards
    - Offers nonbinding suggestions/feedback

# Will be asked to explain

a) How the topic was identified through ongoing, comprehensive planning and evaluation processes;

b) How the QEP has broad-based support of institutional constituencies;

c) How the plan focuses on improving specific student learning outcomes and/or student success;

d) How the QEP commits resources to initiate, implement, and complete the QEP; and

e) How the QEP includes a plan to assess achievement.