

Quality Enhancement Plan Topic Selection Committee Meeting
July 26, 2016, 12:30pm, JO 4.102
Agenda

1. Review of SACSCOC Summer Institute Insights
2. Discussion of extra materials sent by email after June 7, 2016 meeting
 - 2A. National Academies Press Workshop Summary “Quality in the Undergraduate Experience: What is it? How is it Measured? Who Decides?” (7/6/16)
 - 2B. CommLab Report (6/16/16)
 - 2C. C3 Summary (7/13/16)
 - 2D. THE Accountability Data (7/21/16)
 - 2E. Rubric from Patricia Donat (7/21/16)
3. Review of the principles associated with the QEP and the SACSCOC Rubric
4. Discussion of QEP Topics and Proposals
5. Adjournment

Quality Enhancement Plan Topic Selection Committee Meeting
June 7, 2016 3pm JO 4.122
Minutes

Present: Jessica C. Murphy, Lisa Bell, Euel Elliott, Rebecca Files, John Johnson, Kimberly Laird, Ryan Dorman, Melody Henry, Rachel K. Meade, and Rajadhar Reddy

Absent: Walter E. Voit, Gene Fitch, Melinda Medoza-Ellis, and Katherine Morales

1. Introduction of new committee members

Melody Henry and Rachel K. Meade have joined the committee

2. Distribution of packet

2A. QEP Proposals by 5 Topics

2B. NSSE Summary by 5 Topics

2C. Summary Statistics re: Retention Rates

2D. DFW Rates

3. Discussion of Information in Item 2

We discussed the need to have data to support our choice of topic. Committee members agreed to get in touch if there are data they feel will be helpful in their decision-making. Each member will use the data provided and their knowledge of UT Dallas culture to pick a topic they deem appropriate before our next meeting.

We discussed our process moving forward after we select a topic. Jessica Murphy will check in with the leadership team about the roles of topic selection and implementation committees.

4. Schedule Next Meeting after July 5th

Jessica Murphy will send an email with a Doodle poll for scheduling the week of July 5th. Committee members would

like to schedule the meeting closer to the date. Members who know they will be away will send their thoughts via email.

5. Adjournment at 3:30pm

2B. CommLab: Our CommLab currently serves students mostly from the mandatory COMM 1311 Intro to Public Speaking course. We just launched the CommLab last fall so we've been active for about 2 full semesters. Since we've been open, we have had over 600+ visits. Our aim is to develop and refine students' understanding of each aspect of the speech making process; including topic selection, organization, supporting materials, nonverbal behaviors, and practicing delivery. Our peer coaches identify key areas for improvement and offer feedback to provide students with a launch point for future assignments.

Our future goals include expanding our outreach by developing workshops and seminars to be offered throughout the semester.

2C. C3: Since October 2015, 28 students have inquired with the Undergraduate Dean regarding their eligibility to receive certification (and this is no marketing and no live website). In 2014, with minimal marketing efforts, 46 students received the informal certification from the Office of Undergraduate Education. An additional 24 students applied and received the certification in the spring and summer of 2015. Student and industry demand are illustrated by the incorporation of communication courses in a variety of majors and high enrollment in communication-intensive courses (the classes are required for a reason :))In spring 2016, there are 32 business communication courses, 20 ECS professional and technical communication classes, and a total of 116 courses in spring 2016 with an emphasis on communication.



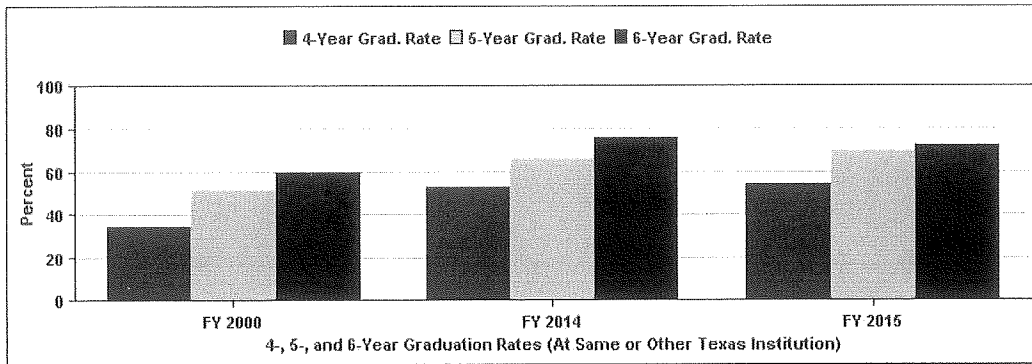
Success - Key Measures

Graduation Rate: 4-, 5-, and 6-Year

9. First-time, full-time entering, degree-seeking, students enrolled in a minimum of 12 SCH their first fall semester who have graduated from the same institution or another Texas public or independent institution. **1**

	FY 2000			FY 2013			FY 2014			FY 2015			Point Change FY 2000 to FY 2015
	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	
4-Year graduation rate	1996	445	34.4%	2009	1,293	49.6%	2010	1,346	53.0%	2011	1,761	54.5%	20.1
Same institution			30.3%			47.6%			50.5%			52.1%	21.8
Other TX institutions			4.0%			2.0%			2.5%			2.4%	-1.6
5-Year graduation rate	1995	350	51.1%	2008	1,090	70.1%	2009	1,293	66.4%	2010	1,346	69.5%	18.4
Same institution			48.3%			65.8%			62.2%			64.2%	15.9
Other TX institutions			2.9%			4.3%			4.3%			5.3%	2.4
6-Year graduation rate	1994	382	59.9%	2007	1,030	69.5%	2008	1,090	75.9%	2009	1,293	72.3%	12.4
Same institution			50.5%			62.9%			70.6%			66.4%	15.9
Other TX institutions			9.4%			6.6%			5.2%			5.9%	-3.5

For more information on the 6-year graduation rate, see: <http://www.txhighereddata.org/GradRates>



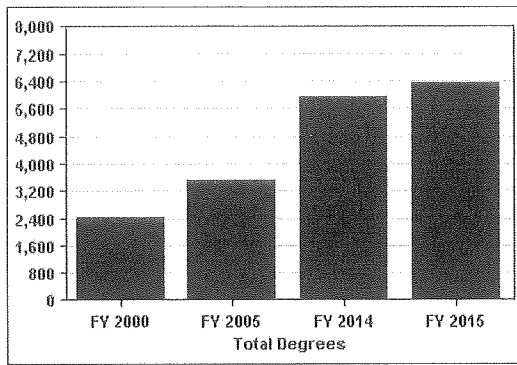
Source: CBM001, CBM002, and CBM009

Degrees and certificates awarded

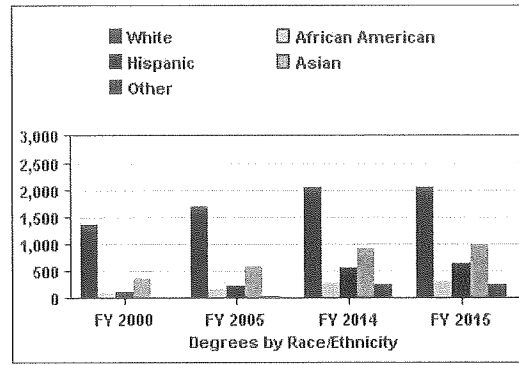
10. Number of degrees and certificates awarded. **1**

	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
Total Degrees*	2,444	5,959	6,360	160.2%		
White	1,373	2,061	2,056	49.7%		
African American	101	276	309	205.9%		
Hispanic	125	573	643	414.4%		
Asian	379	928	1,007	165.7%		
International	455	1,848	2,076	356.3%		
Other	11	273	269	2345.5%		
Level						
Associates	N/A	N/A	N/A	N/A	0	N/A
Baccalaureate	1,303	2,811	3,040	133.3%	2,908	104.5%
Master's	1,077	2,960	3,118	189.5%		
Doctor's Research/Scholarship	64	178	194	203.1%	200	97.0%
Doctor's Professional Practice	N/A	10	8	N/A		
Certificates						
Upper-level certificates	N/A	27	16	N/A		
Post-baccalaureate certificates	N/A	N/A	N/A	N/A		
Gender						
Male	1,211	3,203	3,516	190.3%		
Female	1,233	2,756	2,844	130.7%		

*Hispanic students, except international ones, are counted as Hispanic. Students who are "Multi-Racial one of which is African American" are included with the African American students. Asian includes Asian, Hawaiian, and Pacific Islanders. "Other" includes American Indian, Alaskan Native, Unknown, and two or more races, excluding African American. International students are shown as a separate category.



Source: CBM009



Source: CBM009

11. Undergraduate degrees to at-risk students

	FY 2000	FY 2014	FY 2015	Change FY 2000 to FY 2015
Undergraduate Degrees to At-Risk Students	496	1,547	1,572	1,076

Closing the Gaps Critical Fields: STEM Awards

12. Degrees awarded in STEM fields.

	FY 2000	FY 2013	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target-FY 2015*	Closing the Gaps Completion*
Computer Science*	246	101	120	256	4.1%	130	196.9%
Engineering*	81	249	281	321	296.3%	353	90.9%
Math*	13	23	34	23	76.9%	43	53.5%
Physical Science*	26	51	59	75	188.5%	65	115.4%
Level							
Associate's	0	0	0	0	N/A		
Baccalaureate	366	424	494	675	84.4%	591	114.2%
Master's	345	764	945	1,270	268.1%		
Doctor's Research/Scholarship	28	98	91	104	271.4%		

* Includes baccalaureate and associate degrees.

Nursing and Allied Health

13. Degrees and certificates awarded in nursing.

	FY 2000	FY 2013	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target-FY 2015*	Closing the Gaps Completion*
Total Nursing Degrees	0	0	0	0	N/A		
Certificate	0	0	0	0	N/A		
Associates	0	0	0	0	N/A		
Baccalaureate	0	0	0	0	N/A	0	N/A
Master's	0	0	0	0	N/A		
Doctor's Research/Scholarship	0	0	0	0	N/A		
Doctor's Professional Practice	0	0	0	0	N/A		

* Includes baccalaureate and associate degrees and certificates.

14. Degrees and certificates awarded in allied health.

	FY 2000	FY 2013	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target-FY 2015*	Closing the Gaps Completion*
Total Allied Health Degrees	162	295	300	300	85.2%		
Certificate	0	0	0	0	N/A		
Associates	0	0	0	0	N/A		
Baccalaureate	40	98	91	119	197.5%	72	165%
Master's	107	185	199	173	61.7%		
Doctor's Research/Scholarship	15	2	0	0	-100.0%		
Doctor's Professional Practice	0	10	10	8	N/A		

* Includes baccalaureate and associate degrees and certificates.

Teacher Production and Certification

15. Students taking and passing the certification exams for teacher education.

	FY 2012	FY 2013	FY 2014	
Total number taking exam	158	149	139	
Race/Ethnicity				
White	109	92	84	

African American	*	11	*
Hispanic	21	24	29
Other	20	22	20
Gender			
Male	30	33	32
Female	128	116	107
Total percent passing exam			
	100.0%	100.0%	100.0%
Race/Ethnicity			
White	100.0%	100.0%	100.0%
African American	100.0%	100.0%	100.0%
Hispanic	100.0%	100.0%	100.0%
Other	100.0%	100.0%	100.0%
Gender			
Male	100.0%	100.0%	100.0%
Female	100.0%	100.0%	100.0%

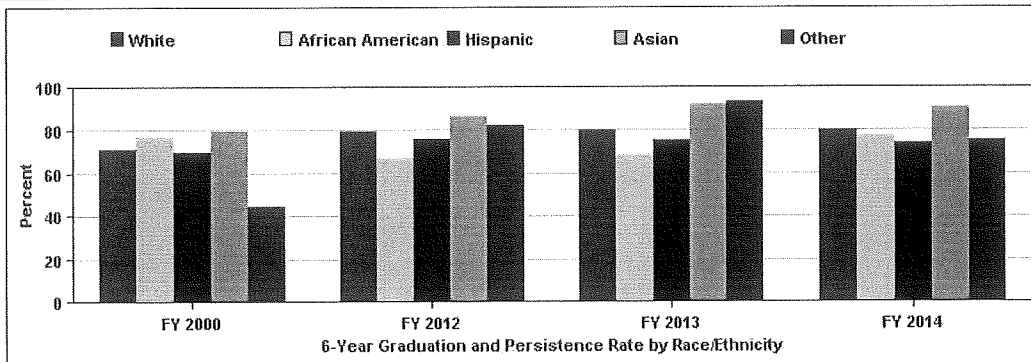
Note: The data for teacher production and certification was provided by SBEC. In some cases, the sum of the categories does not add up to the total. Numbers less than 10 in a category are suppressed. Data for the most recent year shown may be incomplete.

Graduation and Persistence Rate: 6-Year

16. First-time, full-time students enrolled in a minimum of 12 SCH their first fall semester who have graduated or are still enrolled at the same institution or another Texas public or independent institution. **i**

	FY 2000			FY 2013			FY 2014			FY 2015			Point Change FY 2000 to FY 2015
	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	
Total	1994	382	72.3%	2007	1,030	80.0%	2008	1,090	83.2%	2009	1,293	82.1%	9.8
Same institution			55.0%			67.4%			74.2%			70.6%	15.6
Other TX institutions			17.3%			12.6%			9.0%			11.4%	- 5.9
White	1994	244	71.3%	2007	563	79.4%	2008	550	80.2%	2009	606	80.0%	8.7
Same institution			53.3%			67.0%			70.7%			67.8%	14.5
Other TX institutions			18.0%			12.4%			9.5%			12.2%	- 5.8
African American	1994	30	76.7%	2007	63	66.7%	2008	54	68.5%	2009	62	77.4%	0.7
Same institution			70.0%			50.8%			57.4%			64.5%	- 5.5
Other TX institutions			6.7%			15.9%			11.1%			12.9%	6.2
Hispanic	1994	36	69.4%	2007	122	76.2%	2008	109	75.2%	2009	179	73.7%	4.3
Same institution			52.8%			62.3%			67.0%			60.3%	7.5
Other TX institutions			16.7%			13.9%			8.3%			13.4%	- 3.3
Asian	1994	63	79.4%	2007	248	86.3%	2008	332	91.9%	2009	398	90.5%	11.1
Same institution			58.7%			73.4%			83.1%			80.7%	22.0
Other TX institutions			20.6%			12.9%			8.7%			9.8%	- 10.8
Other	1994	9	44.4%	2007	34	82.4%	2008	45	93.3%	2009	48	75.0%	30.6
Same institution			33.3%			79.4%			88.9%			68.8%	35.5
Other TX institutions			11.1%			2.9%			4.4%			6.3%	- 4.8

For more information on the 6-year graduation rate, see: <http://www.txhighereddata.org/GradRates>



Source: CBM001, CBM002 and CBM009

Success - Contextual Measures

	Fall 2000	Fall 2014	Fall 2015	Point Change Fall 2000 to Fall 2015
17. Enrollment: Percent of first-time students 19 and under i	98.1%	99.2%	98.9%	0.8
	Fall 2000	Fall 2012	Fall 2013	Point Change Fall 2000 to Fall 2013
18. Financial Aid: Percent of students receiving Pell Grants i	16.6%	32.5%	33.4%	16.8
	Fall 2000	Fall 2014	Fall 2015	Point Change Fall 2000 to Fall 2015
19. Part-time first-time, degree seeking, undergraduates i	4.5%	1.6%	2.6%	- 1.9

20. Persistence rate of first-time, degree-seeking undergraduates: One-Year i

	Entering Cohort Fall 2000		Entering Cohort Fall 2013		Entering Cohort Fall 2014		Point Change Fall 2000 to Fall 2014
	Cohort	Rate	Cohort	Rate	Cohort	Rate	
Total	801	88.8%	2,193	93.1%	2,480	90.0%	1.2
Same institution		78.0%		86.4%		82.6%	4.6
Other TX institutions		10.7%		6.7%		7.4%	- 3.3
White	469	88.5%	738	91.7%	817	90.0%	1.5
Same institution		76.1%		84.1%		80.4%	4.3
Other TX institutions		12.4%		7.6%		9.5%	- 2.9
African American	55	90.9%	112	93.8%	141	89.4%	- 1.5
Same institution		80.0%		83.0%		82.3%	2.3
Other TX institutions		10.9%		10.7%		7.1%	- 3.8
Hispanic	71	85.9%	351	91.7%	414	89.1%	3.2
Same institution		73.2%		82.6%		79.0%	5.8
Other TX institutions		12.7%		9.1%		10.1%	- 2.6
Asian	179	96.1%	777	95.8%	887	93.0%	- 3.1
Same institution		89.4%		90.9%		87.6%	- 1.8
Other TX institutions		6.7%		4.9%		5.4%	- 1.3
Other	27	48.1%	215	89.8%	221	80.5%	32.4
Same institution		44.4%		85.6%		77.8%	33.4
Other TX institutions		3.7%		4.2%		2.7%	- 1.0

21. Persistence rate of first-time, degree-seeking undergraduates: Two-Year i

	Entering Cohort Fall 2000		Entering Cohort Fall 2012		Entering Cohort Fall 2013		Point Change Fall 2000 to Fall 2013
	Cohort	Rate	Cohort	Rate	Cohort	Rate	
Total	801	80.4%	1,487	88.4%	2,190	86.3%	5.9
Same institution		64.7%		80.2%		76.9%	12.2
Other TX institutions		15.7%		8.2%		9.4%	- 6.3
White	469	78.7%	543	85.6%	738	84.6%	5.9
Same institution		61.0%		76.6%		75.2%	14.2
Other TX institutions		17.7%		9.0%		9.3%	- 8.4
African American	55	69.1%	57	89.5%	112	88.4%	19.3
Same institution		56.4%		77.2%		71.4%	15.0
Other TX institutions		12.7%		12.3%		17.0%	4.3
Hispanic	71	84.5%	201	84.6%	349	84.2%	- 0.3
Same institution		67.6%		74.6%		72.8%	5.2
Other TX institutions		16.9%		10.0%		11.5%	- 5.4
Asian	179	92.2%	546	93.4%	776	92.7%	0.5
Same institution		79.3%		85.7%		84.3%	5.0
Other TX institutions		12.8%		7.7%		8.4%	- 4.4
Other	27	44.4%	140	84.3%	215	72.1%	27.7
Same institution		40.7%		81.4%		66.0%	25.3
Other TX institutions		3.7%		2.9%		6.0%	2.3

Developmental Education

22. The percent of underprepared and prepared students who successfully complete a college-level course in math, reading and writing. Prepared students are given 1 year. Underprepared students are given 3 years. i

	Fall 2011 Cohort			
	Total/Area Counts (a)	Received credit pre-matriculation (b)	College level course completion (grade A, B, or C) (c)	College level course completion (grade A, B, C) including pre-matriculation credit (percent of total) (b+c)/(a)
Summary Data				
Number of FTIC students	1,789			
Met state standards in all three areas	1,784			
Did not meet state standards in one, two, or all three areas (at entry)	2			
Unknown* (unduplicated)	3			
Data by Subject Area				
Met Standard				
Math	1,784	44	1,597	92.0%
Reading	1,785	10	1,720	96.9%
Writing	1,786	45	1,470	84.8%
Did Not Meet Standard				
Math	2	N/A	0	0.0%
Reading	1	N/A	1	100.0%
Writing	0	N/A	0	0.0%
Unknown** (waived or military exemption)				
Math**	3	N/A	2	66.7%
Reading**	3	N/A	2	66.7%
Writing**	3	N/A	2	66.7%
Most- and Least-Prepared Populations				
Met State Standard in All Three Areas				
Math	1,784	44	1,597	92.0%
Reading	1,784	10	1,720	97.0%
Writing	1,784	45	1,470	84.9%
Did Not Meet Standard in All Three Areas				
Math	0	N/A	0	0.0%
Reading	0	N/A	0	0.0%
Writing	0	N/A	0	0.0%

The data for this accountability measure is tracked for one year for students who met TSI and for one, two, and three years for students who did not meet TSI for this report.

*The Unknown (unduplicated) category does not include students who are unknown in some areas and not met in others.

**Unknowns by area include students with waivers or exemptions who have not been reported as meeting TSI on a performance measure; FTIC students with waivers or military exemptions who were reported as meeting TSI in all areas based on performance measures are included in the "met state standards in all areas" category.

Fall 2011 Cohort

23. Underprepared students who satisfied TSI obligation within 2 years. i	Total/Area Counts (a)	Number attempting developmental education (b)	Percent attempting developmental education (includes DevEd interventions) (b/a)	TSI obligations met (of those attempting developmental education) (d)	TSI obligations met through any means (of total) (e)	TSI obligations met (percent of those attempting developmental education) (d/b)	TSI obligations met (percent of total as reported by institution) (e/a)	TSI obligations met based on TSI reporting or passed 1st college-level course (percent of total) (e) and/or Passed†(a)
Summary Data								
Number of FTIC students	1,789							
Met state standards in all three areas	1,784							
Did not meet state standards in one, two, or all three areas (at entry)	2							
Unknown* (unduplicated)	3							
Data by Subject Area								
Met Standard								
Math	1,784	11	0.6%	N/A	N/A	N/A	N/A	N/A
Reading	1,785	18	1.0%	N/A	N/A	N/A	N/A	N/A
Writing	1,786	18	1.0%	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standard								
Math	2	2	100.0%	0	0	0.0%	0.0%	0.0%
Reading	1	1	100.0%	1	1	100.0%	100.0%	100.0%
Writing	0	0	0.0%	0	0	0.0%	0.0%	0.0%
Unknown** (waived or military exemption)								
Math**	3	0	0.0%	N/A	N/A	N/A	N/A	N/A
Reading**	3	0	0.0%	N/A	N/A	N/A	N/A	N/A
Writing**	3	0	0.0%	N/A	N/A	N/A	N/A	N/A
Most- and Least-Prepared Populations								
Met state standards in all areas								
Math	1,784	11	0.6%	N/A	N/A	N/A	N/A	N/A
Reading	1,784	18	1.0%	N/A	N/A	N/A	N/A	N/A
Writing	1,784	18	1.0%	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standards in All Three Areas								
Math	0	0	0.0%	0	0	0.0%	0.0%	0.0%
Reading	0	0	0.0%	0	0	0.0%	0.0%	0.0%
Writing	0	0	0.0%	0	0	0.0%	0.0%	0.0%

*The Unknown (unduplicated) category does not include students who are unknown in some areas and not met in others.

**Unknowns by area include students with waivers or exemptions who have not been reported as meeting TSI on a performance measure; FTIC students with waivers or military exemptions who were reported as meeting TSI in all areas based on performance measures are included in the "met state standards in all areas" category.

†Passed is the number of students who passed a first college-level course as shown on measure #22.

24. Percent of students who return the following fall. i	Fall 2011 Cohort		
	Total (a)	Number returning (Fall 2012) (b)	Percent returning (Fall 2012) (b/a)
Summary Data			
Number of FTIC students	1,789	1,627	91
Met state standards in all areas	1,784	1,625	91.1%
Did not meet state standards in one, two, or all three areas	2	0	0.0%
Did not meet state standards in all three areas	0	0	0.0%
Unknown* (unduplicated)	3	2	66.7%
Data by Subject Area			
Met Standard by Area			
Math	1,784	1,625	91.1%
Reading	1,785	1,625	91.0%
Writing	1,786	1,625	91.0%
Did Not Meet Standard by Area			
Math	2	0	0.0%
Reading	1	0	0.0%
Writing	0	0	0.0%
Unknown** by Area (waived or military exemption)			
Math	3	2	66.7%
Reading	3	2	66.7%
Writing	3	2	66.7%

*The Unknown (unduplicated) category does not include students who are unknown in some areas and not met in others.

**Unknowns by area include students with waivers or exemptions who have not been reported as meeting TSI on a performance measure; FTIC students with waivers or military exemptions who were reported as meeting TSI in all areas based on performance measures are included in the "met state standards in all areas" category.

25. Graduation of two-year college students i	FY 2000		FY 2014		FY 2015		Point Change FY 2000 to FY 2015
	1-29 SCH (before transfer)	30 SCH or more (before transfer)	1-29 SCH (before transfer)	30 SCH or more (before transfer)	1-29 SCH (before transfer)	30 SCH or more (before transfer)	
Source: CBM001 and CBM009.	79	326	137	719	148	823	26.8
	(35.1%)	(52.9%)	(59.8%)	(62.0%)	(61.9%)	(65.0%)	12.1
26. Percentage of baccalaureate graduates by SCH completed at two-year colleges:							
i	1-29 SCH (at any time)	33.9%	30.8%	31.7%	-2.2		
	30 SCH or more (at any time)	50.0%	44.0%	42.6%	-7.4		
Source: CBM001 and CBM009.							

	Cohort	Rate	Cohort	Rate	Cohort	Rate
27. Graduation Rates ⓘ						
Master's	Fall 1995	63.2%	Fall 2009	86.6%	Fall 2010	89.0%
Doctoral	Fall 1990	28.0%	Fall 2004	51.1%	Fall 2005	52.7%

	FY 2011	FY 2013	FY 2014	Point Change FY 2011 to FY 2014
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Baccalaureate graduate success				
28. Percent of baccalaureate graduates who are employed or enrolled in a Texas graduate program or professional school ⓘ	76.8%	75.6%	75.5%	- 1.3

	FY 2011	FY 2013	FY 2014	Point Change FY 2011 to FY 2014
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Baccalaureate Graduates Employment/Enrollment Status				
29. Employed in 4th quarter in which program year ends ⓘ	54.5%	57.3%	57.7%	3.2
30. In graduate or professional school in Texas in fall of the next FY ⓘ	8.9%	8.3%	7.8%	- 1.1
31. Employed in Texas and enrolled in a graduate or professional school in Texas ⓘ	13.4%	10.1%	10.0%	- 3.4

For more detailed information on enrollments and employment of graduates and other leavers, go to: <http://txhighereddata.org/reports/performance/ctcasalf/exitcohorts/>

	Fall 2000 FTSE/ FY 2001 UG Degrees	Fall 2013 FTSE/ FY 2014 UG Degrees	Fall 2014 FTSE/ FY 2015 UG Degrees
32. Undergraduate efficiency ratio			
Ratio of Undergraduate FTSE to Undergraduate Baccalaureate Degrees			
Awarded ⓘ	N/A	4.14	4.18

	Emerging Research Group Out-of-State Peers			Institution's Out-of-State Peers			
	The University of Texas at Dallas	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	UNIVERSITY OF OKLAHOMA-NORMAN CAMPUS	OKLAHOMA STATE UNIVERSITY-MAIN CAMPUS	SUNY AT ALBANY	UNIVERSITY OF CALIFORNIA - RIVERSIDE (UTSA) (UTD6)	UNIVERSITY OF MARYLAND-BALTIMORE COUNTY (UTD2)
Graduation Rate: Four, five, and six-year graduation rates of first-time, full-time degree seeking undergraduates.							
4-Year Rate	51%	15.0%	37.0%	34.0%	54.0%	34.0%	34.0
5-Year Rate	66%	37.0%	62.0%	55.0%	65.0%	55.0%	55.0
6-Year Rate	71%	47.0%	67.0%	61.0%	66.0%	61.0%	61.0

Degrees Awarded: Number of graduates by level, race/ethnicity and gender.							
Total Degrees	6,239	5,575	6,079	5,725	4,342	3,251	3,251
White	2,091	2,521	3,781	4,044	2,641	1,703	1,703
African American	275	117	364	182	442	444	444
Hispanic	579	1,983	373	211	364	146	146
Asian	952	197	286	93	235	564	564
Other	2,342	757	1,275	1,195	660	394	394
Level							
Associates	0	0	0	0	0	0	0
Bachelors	2,799	3,692	3,913	4,102	2,837	2,250	2,250
Master's	2,937	1,308	1,693	1,219	1,214	590	590
Doctor's Research/Scholarship	173	231	210	241	186	102	102
Doctor's Professional Practice	8	288	141	90	0	0	0
Gender							
Male	3,376	2,368	3,037	2,927	1,975	1,636	1,636
Female	2,863	3,207	3,042	2,798	2,367	1,615	1,615

Graduation Rate: Percent of first-time, degree-seeking undergraduates who have graduated after six academic years.							
Total	71.0%	48.0%	67.0%	61.0%	66.0%	61.0%	61.0
White	68.0%	52.0%	69.0%	62.0%	66.0%	63.0%	63.0
African American	50.0%	39.0%	61.0%	52.0%	67.0%	59.0%	59.0
Hispanic	61.0%	46.0%	60.0%	55.0%	63.0%	47.0%	47.0
Asian	80.0%	50.0%	78.0%	67.0%	69.0%	61.0%	61.0
American Indian or Alaska Native	100.0%	29.0%	53.0%	60.0%	40.0%	100.0%	100.0
Unknown	78.0%	48.0%	N/A	51.0%	66.0%	50.0%	50.0
Nonresident Alien	91.0%	62.0%	67.0%	35.0%	66.0%	57.0%	57.0

Graduates in Key Fields: Number of degrees awarded in specific fields by level.							
Computer Science	633	65	67	251	202	571	571
Engineering	538	276	430	623	36	168	168
Math	53	76	53	60	134	73	73
Physical Science	81	77	123	48	56	40	40

Nursing and Allied-Health Graduates: Number of degrees awarded in nursing/allied-health by level.							
Total Degrees	312	426	0	112	0	108	108
Certificate	18	6	0	0	0	1	1
Associates	0	0	0	0	0	0	0
Bachelors	91	259	0	85	0	93	93
Master's	194	127	0	27	0	14	14
Doctor's Research/Scholarship	1	8	0	0	0	0	0

Graduates Detail (FY 2015)- The University of Texas at Dallas

Success

By 2015, increase by 50 percent the number of degrees, certificates, and other identifiable student successes from high quality programs.

By Level, Race/Ethnicity:

Race/Ethnicity	Associate's	Bachelor's	Master's	Doctor's Research/ Scholarship	Doctor's Professional Practice	Total
White	0	1,290	702	59	5	2,056
African American	0	207	95	7	0	309
Hispanic	0	508	128	7	0	643
Asian	0	766	228	11	2	1,007
International	0	125	1,858	92	1	2,076
Other	0	144	107	18	0	269

QEP topic/High-impact practice initiative: _____

Institutional Alignment Grid

For each cell in the grid below, answer the following two questions:

1. Which of these indicators are currently in place to support my institution's implementation of its QEP?
2. Which of these indicators are most essential to the success of my institution's successful implementation and maintenance of our QEP?

	Institution	College/ Division	Department/ Academic Unit	Faculty and Staff	Students
1. Vision, mission, and values					
2. Planning and goal setting					
3. Financial resources: Internal and external support					
4. Physical resources: Facilities and environment					
5. Internal policies and procedures					
6. Leadership selection, evaluation, and development					
7. Organizational structure					
8. Faculty and staff: recruitment, selection, orientation, and professional development					
9. Individual incentives and rewards					
10. Unit-level incentives and rewards					
11. Rituals, awards, and ceremonies					
12. Curriculum and student educational opportunities					
13. Library and learning resources					
14. Co-curricular activities, academic and student services					
15. Information and reporting systems					
16. Evaluation and accountability					
17. Communication					
18. Partnerships and collaboration					
19. Public policy and accreditation					

Adapted from: Beere, C. A., Votruba, J. C., & Wells, G. W. (2011). *Becoming an engaged campus: A practical guide for institutionalizing public engagement*. San Francisco: Jossey-Bass.

NOTE: Complete institutional alignment as outlined in the above framework is NOT a requirement under the *Principles of Accreditation*.



QUALITY ENHANCEMENT PLAN GUIDELINES

INDICATORS OF AN ACCEPTABLE QUALITY ENHANCEMENT PLAN

NOTE TO THE EVALUATOR: The guidelines presented below are intended to assist you in focusing and developing your professional judgment. The component parts of the matrix are not summative nor are they necessarily of equal weight. You will need to evaluate and weigh the issues when arriving at a judgment about the institution's compliance with the requirement.

CR 2.12: *The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution. (Quality Enhancement Plan)*

INDICATOR	UNACCEPTABLE	WEAK	ACCEPTABLE	EXCEPTIONAL
<u>1.A.</u> An institutional process	No evidence provided of process used for developing QEP topic, etc., or a top-down approach used and only narrow involvement of university staff, faculty.	A core group of institutional representatives develop topic and plan. Some attempt is made to tie topic/plan to prior institutional planning.	Topic is directly related to prior institutional planning which had involved a broad-based effort. Plan then developed by key individuals/groups on campus.	Plan is directly related to institutional planning efforts. Topic selection involved process that generated information and specific ideas from a wide range of constituents. Selection of topic determined by representative process that considered institutional needs and viability of plan.
<u>1.B.</u> Key issues identified that emerge from institutional assessment	No evidence of relationship of QEP to institutional data/analysis/assessment. Plan seems to be an isolated topic unrelated to institutional needs and/or never tied to those needs.	General institutional needs addressed, but no clear linkage to QEP topic in terms of how needs would be addressed by successful QEP implementation.	A direct relationship established between QEP topic and institutional needs. QEP may indirectly affect needs.	A direct and strong relationship of QEP topic to institutional needs; clear how accomplishment of QEP would directly improve institutional/student performance.
<u>2.A.</u> Focus on learning outcomes and accomplishing the mission of the institution	Plan focuses only on establishing processes and strategies with no clear identification of outcomes directly related to mission. If outcomes present, they are not related directly to improving student learning.	Some outcomes focus on student learning, but many represent process/strategies with no clear outcomes identified. Those that address student learning may not be clearly related to institutional mission and needs.	Outcomes are generally related to student learning and reasonably address the accomplishment of mission-specific goals.	Detailed student learning outcomes tied directly to institutional needs.
<u>2.B.</u> Focus on the environment supporting student learning and accomplishing the mission of the institution	No relationship of QEP activities/processes to the support of student learning. Student learning left undefined or poorly defined.	Activities of QEP to some extent are related to improvement of student learning; no relationship established institutional needs.	Activities of QEP focus, generally, on the improvement of student learning, with some that may not be directly tied to that effort.	A clear relationship between activities of QEP and the improvement of student learning, all tied to established institutional needs.

FIVE COMPONENTS OF QEP REVIEW FRAMEWORK:

- 1 = An Institutional Process. The institution uses an institutional process for identifying key issues emerging from institutional assessment.
- 2 = Focus of the Plan. The institution identifies a significant issue that (i) focuses on learning outcomes and/or environment supporting student learning and (ii) accomplishes the mission of the institution. *Cross-referenced to Component 5.*
- 3 = Institutional Capability for the Initiation, Implementation, and Completion of the Plan. The institution provides evidence that it has sufficient resources to initiate, implement, sustain, and complete the QEP.
- 4 = Broad-Based Involvement of Institutional Constituencies. The institution demonstrates the involvement of its constituencies in the development and proposed implementation of the Plan.
- 5 = Assessment of the Plan. The institution identifies goals and a plan to assess the achievement of those goals. *Cross-referenced to Component 2.*

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CS 3.3.2: The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. (Quality Enhancement Plan)

INDICATOR	UNACCEPTABLE	WEAK	ACCEPTABLE	EXCEPTIONAL
3.A. Capability to initiate the plan	No attention given to personnel, budget, other support needed to implement and complete the plan.	While some basic information on budgetary, personnel and other needs are presented, some or all of that support is "soft" and not committed-to by the institution. Often vague details about personnel, organizational control, and budget needs.	Yearly, overall, budget, with basic descriptions of personnel needs including organizational structure needed to carry out the plan.	Very detailed budget information, institutional commitment of funds clearly indicated. If individuals are not yet identified, detailed job descriptions provided that indicate the specific skills and abilities needed for key personnel. Organizational structure shows clear reporting responsibilities and oversight structures.
3.B. Capability to implement and complete the plan	No timetable is provided for year by year activities including specific actions, budgetary expenditures and assessment processes.	Sketchy timetable is provided for year by year activities including specific actions, budgetary expenditures and assessment processes.	Detailed timetable is provided for year by year activities including specific actions, budgetary expenditures and assessment processes. Timetable indicates clearly that QEP can be realistically implemented and completed in five years.	Very detailed timetable is provided for year by year activities including specific actions, budgetary expenditures and assessment processes. Timetable indicates clearly that QEP can be realistically implemented and completed in five years.
4.A. Broad-based involvement of institutional constituencies in the development of the plan	QEP developed by one individual or small group of individuals not representative of key constituencies.	QEP developed by one individual or small group; some attention given to obtaining input from others on campus, but no real involvement.	Process used to develop plan involved representative of key constituencies.	Process used ensured input from all relevant constituencies in developing the plan.
4.B. Broad-based involvement institutional constituencies in the proposed implementation of the plan	No indication of how relevant constituencies will be involved in implementation.	Implementation of plan will involve some representative of key constituencies, but carried out by only a few individuals or a single group on campus.	All relevant constituencies involved in implementation, either directly or indirectly.	All relevant constituencies have direct involvement in implementation.
5.A. Identified goals for the quality enhancement plan	Goals not present or those stated are not goals but, rather, processes that will be implemented.	Goals include mix of process and expected accomplishments.	Goals deal with expected accomplishments.	Goals are clearly stated, lead to specific, measurable outcomes.
5.B. A plan to assess the achievement of the goals of the quality enhancement plan	Assessment plan not present or is not clear in determining expected outcomes and means of assessment.	Assessment plan present; outcomes are often processes that are to be implemented. Assessment of goals not directly related to outcomes.	Assessment plan is based on clear outcomes; assessment methods related to outcomes.	Assessment is based on clear outcomes, assessment methods related to outcomes, and are direct measures of those outcomes.
Overall Evaluation of Acceptability of the Quality Enhancement Plan	When looked at as a whole, the plan clearly does not meet the requirements for an acceptable QEP. While one or more of the components may be acceptable, those that are not acceptable make the overall plan inappropriate.		While there may be weaknesses in one or more of the components, overall the plan is acceptable due to the strength of a number of the components.	All components of the plan are acceptable or exceptional, no weaknesses.

FIVE COMPONENTS OF QEP REVIEW FRAMEWORK:

- 1 = An Institutional Process. The institution uses an institutional process for identifying key issues emerging from institutional assessment.
- 2 = Focus of the Plan. The institution identifies a significant issue that (i) focuses on learning outcomes and/or environment supporting student learning and (ii) accomplishes the mission of the institution. *Cross-referenced to Component 5.*
- 3 = Institutional Capability for the Initiation, Implementation, and Completion of the Plan. The institution provides evidence that it has sufficient resources to initiate, implement, sustain, and complete the QEP.
- 4 = Broad-Based Involvement of Institutional Constituencies. The institution demonstrates the involvement of its constituencies in the development and proposed implementation of the Plan.
- 5 = Assessment of the Plan. The institution identifies goals and a plan to assess the achievement of those goals. *Cross-referenced to Component 2.*